Planning for students' arrival is an important step in supporting their independence. It is the very first thing that students do, and a successful arrival routine will start the day on a positive note. Provide students information visually to help them understand the expectations of the arrival routine.

Visuals and Supports:

View and download the supports from the Arrival Routine page, or by clicking on the links below.

Sequence Strips and Checklists:

a. The **sequence strip template** is a blank template to be used with the arrival routine images.

b. **Arrival routine images** break down the arrival routine into small, easily manageable steps.

c. The **arrival checklist** provides a template to list the steps of the arrival routine.

Routine Visuals:

a. The **lunch choice chart** provides a visual for students to sign up for lunch choices.

b. **Sign-in forms** can be used for practice with name writing.

c. The **transportation home chart** is for students who may use different types of transportation to go home at the end of the day. The student can reference the chart if anxious or unsure about their transportation home that day.

Labels:

a. **Location labels** provide consistent, well-marked locations for students to put their items once they arrive at school (backpack, coat, lunch, etc.).

b. **Name and photo templates** are provided to label student's personal space.
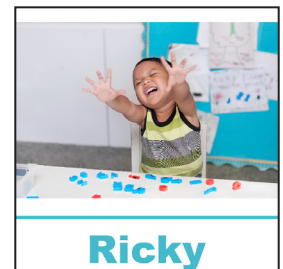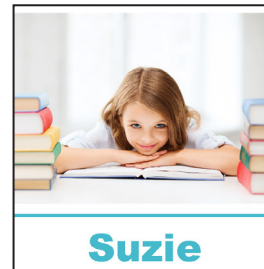
Social Supports:

a. The **greeting chart** provides students with a visual reminder of the sequence of greeting others when arriving at school.

b. **Greeting images** provide a visual image of types of appropriate greetings.

c. The **hello visual** embeds reinforcement to assist students with greeting others.

d. **Safety skill images** remind students of important rules when arriving at school.
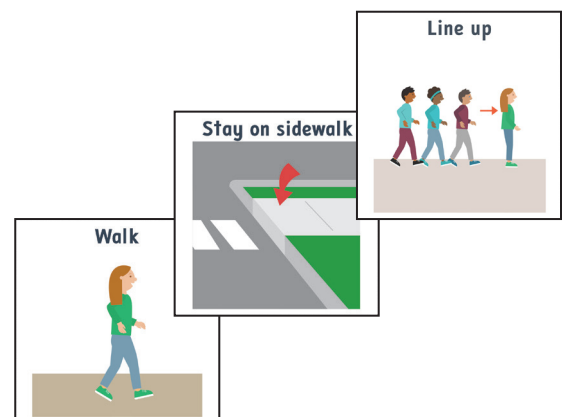
Supports for Educators:

a. **Backpack tags** help identify the bus number for the student.

b. The **weekly transportation list** can be used by staff to summarize student transportation needs.

Backpack tags (front and back)

Name photo template

Safety skill images

Embed Teaching Opportunities Throughout the Routine:

Early learning skills
- Attention: Say, "Look at me," and wait for the student to look at you.
- Respond to name: Say the student's name and wait or prompt the student to look at you.
- Object imitation: Say, "Do this," and model hanging up coat or unzipping a backpack. Have student imitate model.
- Motor imitation: Wave at the student and wait or prompt the student to wave back.

Receptive language
- Safety commands: Say, "Wait, walk, stop" and prompt the student to follow instructions.
- Matching: Match personal belongings to correct storage location.

Considerations:

- For younger students, consider using environmental cues in school hallways such as a line rope, pictures, arrows, and/or tape.
- Teach important social skills during the arrival routine. Use the hello visual and reinforce a student, every time they say hello to a peer or adult.
- Pair this routine with the STAR Program arrival routine to identify challenging steps and collect data for instructional decision-making.
- Using the supports with beginning learners:
  1. Give one step directions and point to the coordinating visual.
  2. Use consistent cues such as "do this," "give me," and "put in."
  3. Have students participate through imitation, physical action, and making choices when given visuals or tangible objects.