

Teaching Routines Planning Form

Routine:

Evaluation Criteria: 100% 90% 80%

Teacher: _____ Student: _____ Date: _____ Level: _____

Instructions

The purpose of this form is to identify steps and skills that need to be pre-taught using instructional teaching strategies, like Discrete Trial and Pivotal Response Training, and to identify teaching strategies you can use while teaching the routine in the natural environment.

Environmental Set-up for this Routine

Items Needed (e.g. money, schedule)	Environmental & Visual Supports Needed	Reinforcement System
		Identify Reinforcers: <input type="radio"/> Tangible <input type="radio"/> Token Board <input type="radio"/> Penny <input type="radio"/> Dime <input type="radio"/> Quarter <input type="radio"/> Social Only

Specific Skills to Target

(e.g. commands - "walk with me"; objects - "backpack"; concepts - "numbers" 1-10)

1.	2.
3.	4.

Specific Instructions Related to This Routine

(e.g., use money template to verify change, prompt peer to obtain student attention)

1.	
2.	
3.	
4.	

General Prompting Strategies

- Review the Functional Routine Lesson Plan to identify the cues and the expected responses.
- After setting up the environment, provide the Instructional Cue and give the student time to complete the step independently (e.g. 5-10 seconds).
- If the student is unable to perform the expected behavior follow the Least to Most Prompting Strategy outlined below:

Least to Most Prompting Strategy

1. Allow the student to complete step with only the cue
2. Use a gesture/visual/verbal prompt
3. Use an intermittent physical prompt
4. Use a continuous physical prompt

General Positive Behavior Strategies

- Provide the student with tangible reinforcement (e.g. tokens, preferred items) for difficult steps and skills.
- If needed, redirect or prompt the student before the student makes an error.
- If challenging behavior occurs:
 1. Use extinction (ignore the behavior) if the behavior does not compromise the safety of the student, peers, or adults in the environment.
 2. Direct the student to complete a simple part of the next step with a gesture, visual, or verbal prompt.
 3. Reinforce the appropriate skill as soon as it occurs.

Specific Behavior Strategies

Note: If the challenging behavior continues to occur, consider conducting a Functional Behavior Assessment and a Behavior Support Plan.