

# Supporting Students During Functional Routines

Santa Clara January 2022 Training Series


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1

## Goals for Today's Session


- ★ Define task analysis and why it's a helpful tool for supporting students with routines
- ★ Review how prompting and reinforcement can support independence during routines
- ★ Identify environmental and visual supports to prepare for routines



2

## Defining Functional Routines

- ★ Routines are the daily activities we do in our classrooms
- ★ Routines are a sequence of steps that happen in a predictable order
- ★ **Functional** routines means the outcome supports independence:
  - ★ Skills for living independently are embedded into the routine
  - ★ Routines are structured in a predictable way to encourage independence



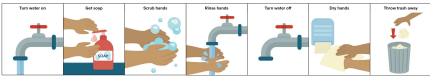
3

## Routines Teach Independence

**Why are routines important?**

**Routines:**

- ★ Decrease prompt dependency
- ★ Teach students to use skills learned in DT and PRT
- ★ Create teachable moments throughout the school day




4

## Routines Decrease Challenging Behaviors

**Why are routines important?**

**Routines:**

- ★ Provide predictable events that tell students what "to do"
- ★ Engage students in appropriate and meaningful activities (less "down time")
- ★ Provide opportunities for teachers to reinforce desired behaviors




5

## Routines Increase Access to Peers, Community, and Vocational Settings

**Why are routines important?**

**Routines:**

- ★ Provide access to the general education environment and typical peers
- ★ Assist families with community activities and home routines
- ★ Lead to success in vocational settings



6

## Functional Routines in STAR

★ Level 1	★★ Level 2	★★★ Level 3
<b>Functional Routines (FR)</b>	<b>Functional Routines (FR)</b>	<b>Functional Routines (FR)</b>
<b>Lesson</b>	<b>Lesson</b>	<b>Lesson</b>
1. Arrival	1. Arrival	1. Arrival
2. Departure	2. Departure	2. Departure
3. Transition Between Activities	3. Transition Between Activities	3. Transition Between Activities
4. Hand Washing	4. Hand Washing	4. Hand Washing
5. Snack	5. Snack	5. Snack
6. Restroom Use	6. Restroom Use	6. Restroom Use
7. Going on a Walk	7. Going on a Walk	7. Going on a Walk
8. Circle	8. Circle	8. Circle
9. Center/Choice	9. Center/Choice	9. Center/Choice
10. Learning to Work with Teacher	10. Learning to Work with Teacher	10. Learning to Work with Teacher
11. Work with Teacher	11. Work with Teacher	11. Work with Teacher
12. Simple Art Activity	12. Simple Art Activity	12. Simple Art Activity
13. Independent Work	13. Independent Work	13. Independent Work

7

## Functional Routines in Links

Stage I	Stage II	Stage III
<b>School Routines</b>	<b>School Routines</b>	<b>School Routines</b>
Going to School (1) Leaving School (2) Changing Activities (3) Eating, Using Lunch (4) Using the Restroom (5) Dressing in the Gym (6) Individual Lesson/Activity (7) Classroom Free Time Activity (8) Absorbing a Schedule Activity (9) Small Group Activity (10) Fine Art (11) Independent Work (16) Waiting (18) (1)	Changing Activities Between Locations (17) Personal Hygiene (18) Dressing for Physical Education (19) Using a Computer (20) Using the Library (21) Health & Groom (22) Socializing with Friends (23) Recreational Activity (24) Rounding Teeth (25) Brushing/Combing Hair (26) Using a Menstrual Pad (26)	Transitioning Between Multiple Locations (34) Listening in a Group Setting (35) Occupying Free Time Outside of the Classroom (36) Participating in a Group Directed Popularity Activity (37) Turning Class Assignments in On Time (38) Transferring from Class to Class (39) Completing Homework (40) Socializing in Small Group (41) Resolving Conflicts with Peers (42) Participating in an IEP Meeting (42)
<b>Community/Vocational Routines</b>	<b>Community/Vocational Routines</b>	<b>Community/Vocational Routines</b>
Riding in a Vehicle (12) Purchasing at a Store (13) Waiting in Line (14) Purchasing an Item at the School Store (15) Classroom Jobs (16) Laundry (16)	Crossing the Street (25) Purchasing an Item in the Community (26) School Jobs (27) Making a Phone Call for Safety (28) Walking in the Community Location (29) Going to the Office (School Nurse) (30) Changing Personal Appearance (31) (at the end of the day) (31) Eating at a Fast Food Restaurant (32) Cooking (33) Recycling (33) Using a Tissue (34)	Eating at a Sit-Down Restaurant with a Peer (43) Making a Phone Call Home (or to a Friend) (44) Calling an Email (45) Using Public Transportation (46) Working in the Community (47) Informational Interviewing (48) Job Shadowing (49) Filling Out a Job Application (50) Creating a Resume (51) Identifying Job Opportunities (Using Resources) (52) Interviewing for a Job (53) Withdrawing/Depositing Money at the Bank (54) Using a Checkbook (55) Going to a Health Professional (56) Using an ATM (56) Following a Map (58) Using a Navigation App (59)

8

## Set-up Daily, Predictable Routines

### Using Task Analysis

✨ Breaking down a routine into **more manageable steps** can help  
 ✨ Use **visuals** to support learning  
 ✨ Teach the steps in the **same order** each time to build **independence** through predictability and consistency

9

## How to Teach Routines

Student Response	Pre-teaching	During Routine Teaching	Environmental Supports
What step do you want the student to complete?	<b>Skill Acquisition:</b> <ul style="list-style-type: none"> <li>DT</li> <li>PRT</li> <li>Communication Systems</li> </ul>	During routine, instruction should include: <ul style="list-style-type: none"> <li>Prompting/fading strategies</li> <li>Reinforcement strategies</li> <li>Data collection to guide instruction</li> </ul>	Provide supports throughout the routine: <ul style="list-style-type: none"> <li>Environment (room arrangement)</li> <li>Tasks (task strips)</li> <li>Time (visual schedules)</li> </ul>

\*\*Target foundational skills during individual instruction\*\*

10

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11

## Routine Example

### Using Task Analysis to Identify the Difficult Step

First let's look at the steps of the routine... during which step do we see challenges?

**Transition from group time to outside:**

- Teacher dismisses students who need to use the restroom during last activity at group time
- Teacher dismisses rest of students a few at a time to line up
- Students wait in line**
- Teacher gives transition cue and leads students to outside

12


## Routine Example: Lining Up Identify Pre-Teaching Strategies

**Pre-Teach Expectations**

- ☆ Model the routine – what does lining up look like?
- ☆ Practice with feedback
- ☆ Video modeling

**STAR/Links Lessons to Pre-Teach Skills**

- ☆ Attending Commands
- ☆ Imitation – Gross Motor
- ☆ Actions on a Walk
- ☆ Following directions




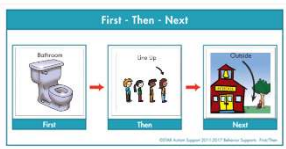
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13

## Teaching Routines Identify Strategies

**Environmental Supports**

- ☆ Activity for waiting
- ☆ Visual supports
  - ☆ Mini schedule
  - ☆ Where to stand (footprints on floor)
- ☆ Prompting
  - ☆ Providing extra support to the student to help them be successful with this step
  - ☆ Avoiding patterns of errors/mistakes

14


14

## What is Prompting?

A prompt is any form of assistance provided by another person to help a learner with a skill or task!

**Prompting...**

- ☆ Helps individuals with autism learn to complete routines independently
- ☆ Encourages students to use skills correctly
- ☆ Can be used to teach a variety of skills related to routines
- ☆ Use prompts to assist the student during difficult steps of a routine




15

15

## Prompting and Fading

- ☆ Prompting from behind
- ☆ Consistent use of language telling the student what "to do"
  - ★ "Match X"
  - ★ "Walk with me"
  - ★ "Do this"

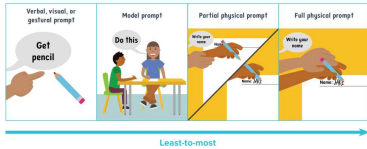


16

16

## During Routine Teaching – Prompting

- ☆ Get the student's attention and say the cue one time
- ☆ Use the least intrusive prompt necessary to increase success and avoid prompt dependence
- ☆ Fade prompts as quickly as possible



17

17

## Prompting Hierarchy

Prompt Level
Verbal
Gesture
Visual
Model
Partial Physical
Full Physical

Least (at top) / Most (at bottom)

- ☆ The goal is **always** independence!
- ☆ Use the **least amount** of prompting needed and **fade your prompts quickly**
- ☆ Ensure the student is successful!
- ☆ Prompt levels may vary by routine

18

18

## Prompting Hierarchy Video

19

## Video Observation: Prompting

Which prompting levels do you notice the teacher using with this student?

20

## Discussion

**Share in the chat!**

- Which prompting levels did you notice the teacher using with the student?
- What could be added to this routine to help the student be more independent?

21

## Routine Instruction: Visual Supports

**Do your students:**

- Have difficulty changing activities?
- Worry about upcoming events?
- Have trouble waiting for the next activity when excited?
- Have difficulty understanding verbal information?

**If you hear yourself repeating the same direction over and over...make a visual for it!**

22

## Visual Structure Can Help Students...

- Focus on relevant information
- Understand what is expected
  - Where do I go?
  - What do I do when I get there?
  - When is it over?
  - What do I do next?
- Decrease anxiety
- Reduce challenging behavior
- Increase independence

23

## Visuals Work!

For visuals to be successful, we need to teach students how to use them!

- Explain or model how to use the visual
- Prompt when needed
- Praise for success...even with prompts
- Fade out your prompts

24

## Routine Example: Handwashing

Prompting and Visual Supports

Functional Routines  
Hand Washing

25

## Be Creative with Visual Supports!

- Combine them together
- Take photos of your students performing desired steps of a routine
- Take a video for video modeling
- Keep them organized and accessible
- Make them portable!

26

## Portable Visual Supports

- Visuals attached to a retractable badge holder or lanyard for adults to use in hallways, outside of the classroom, or when a visual is quickly needed
- First/then or first/then/next is a quick, portable schedule!

27

## Visuals for Unstructured Time

28

## Visuals for Free Choice Time

29

## Visuals for Recess

30

## Visual Supports for Group Activities

31

## Visuals for Social Supports

32

## Visuals for Organization

33

## Mini-Schedule

★ Use backward chaining for immediate success

34

## Breakout Discussion

- ★ Think of 1-2 routines that could use improvement in your classroom.
- ★ What visual supports could be added to this routine to help the students understand adult expectations and gain independence?

35

## Environmental Supports

Help children understand adult expectations by changing the antecedent:

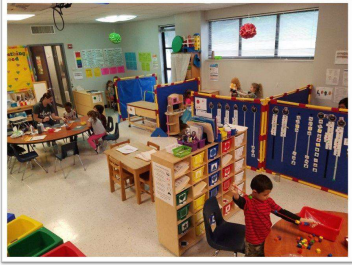
- ★ What am I supposed to do?
- ★ Where should I go?
- ★ When will I be done?
- ★ What happens next?

36



### Environmental Arrangement

- Organization of the classroom shows the student what they will do throughout the school day
- Setting up the classroom should include:
  - What is to occur in each area of the room
  - Where each area begins and ends
  - How to get to a specific area by the most direct route




37

37

### During Routine Teaching

- Ensure effective environmental supports are in place.





38

38

### Example: Arrival Routine


- Clearly defined area
- Organized area with labeled bins to increase independence
- Visual supports to show students what to do
- Adults use least to most prompting

39

39


### Vocational Work Tasks



40

40

### Secondary Examples


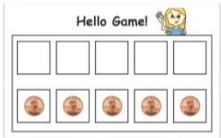




What visual supports could you add?

41

41

### Use Positive Reinforcement During Routines

42

42

## Identifying Potential Reinforcers

- ☆ Finding reinforcers is the key to success when teaching new behaviors!
- ☆ Not all preferences serve as a reinforcer.
  - Some preferences change over time or even within the session
  - Students may prefer something, but only serves as a reinforcer when the behavior increases over time




The image shows three 'I'm Working For' cards with different icons and a basket filled with various toys like a ball, blocks, and a toy car.

43

## Pairing

- ☆ Pairing is the process of connecting yourself as a "positive" thing to the student.
- ☆ It is highly recommended to pair yourself with fun things, so the student associates you with good experiences.
- ☆ Take time to pair with the student from the beginning, it will save time in the long run!



The image shows a woman smiling and interacting with a young girl, likely demonstrating the pairing process.

44

## Ideas on Pairing

- ☆ Take time building the relationship and establishing rapport
  - Be a careful observer of the learner
  - Be positive and engaging
  - Provide reinforcement with little or no demands
  - Offer frequent choices
  - Follow the student's lead
  - Have reinforcers or motivating items available immediately

45


## Pairing Thoughts and Tips

- ☆ Be observant
  - Does the learner approach you?
  - Does the learner respond to cues and work with you?
- ☆ Tips
  - Have a wide variety of reinforcers
  - Change out choices of reinforcers frequently
  - The reinforcers used in teaching sessions should only be available to the learner during the session (so they do not become satiated)

46

## Breakout Discussion

- ☆ Think of 1-2 students you support who need additional help during routines.
- ☆ What reinforcers could be added to this routine to help students stay motivated and gain independence?




The icon shows two stylized human figures in blue, one slightly behind the other, with a speech bubble above them, all enclosed in an orange circle.

47

## Environmental Supports for Transitions

- ☆ Schedule located in a consistent location
- ☆ "Check schedule" cue
- ☆ Clearly labeled areas in each location
- ☆ Timer




The image shows a classroom environment with a schedule board on the wall, a blue trash can, and a green digital timer.

48





### Routine Example: Circle



Functional Routines  
Circle

55


### Group Routines at School

Circle, Small Group, Science




56

### Community Routines: Purchasing an Item



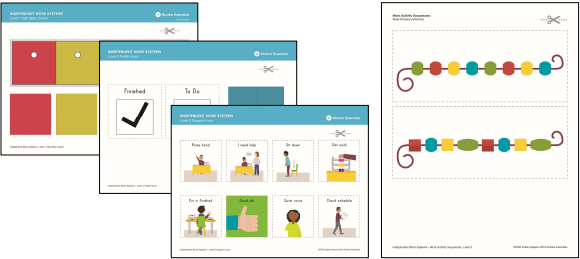
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### Purchasing an Item – A Simulation



58

### Visual Supports for Independent Work



59

### Independent Work at School or at Home



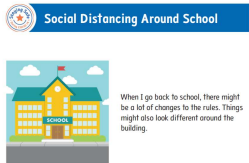
Functional Routines  
Independent Work

60

## Social Distancing and New Routines

**New tools!**

- ☆ Social distancing at home and at school
- ☆ Increased focus on personal hygiene
- ☆ Learning from home/remote learning tools
- ☆ Out in the community



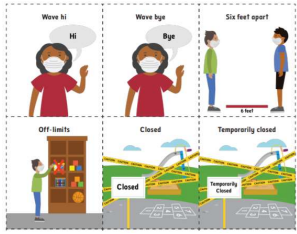
When I go back to school, there might be a lot of changes to the rules. Things might also look different around the building.

61

## Strategies That Work to Teach Social Distancing

**Teach social distancing like you teach all new routines . . .**

- ☆ Practice and use visual supports
- ☆ Use video modeling
- ☆ Read social scripts
- ☆ Use reinforcement



62

## Strategies, Suggestions, and Reminders

**Correct Errors Effectively and Avoid Development of Error Patterns**

- ☆ If children with autism practice errors, they will learn error pattern as part of routine

**Use a four-step correction procedure:**

1. Stop the child as soon as they start to make an error
2. Put cues back in place for segment of routine
3. Have the child try again with sufficient prompts and give mild reinforcement
4. If possible, have the child try a segment or the whole routine again soon with less directive prompts, and reinforce improvement

63

## Strategies, Suggestions, and Reminders


**Using Reinforcement and Shaping**

- ☆ **Embed** currently effective reinforcement within the routine
- ☆ **Arrange daily schedule** to reinforce completion of the new routine with preferred activity/routine
- ☆ **Use token reinforcement**, if needed and if effective
- ☆ **Use primary, sensory, or activity** reinforcement, if needed
- ☆ **Pair age-appropriate social attention** and praise with other reinforcement
- ☆ **Fade** added reinforcement

64

## Look Toward the Future

- ☆ According to the U.S. Department of Labor Statistics, the unemployment rate for individuals with disabilities is 78.5%
- ☆ Reports from the National Center for Educational Statistics and the Department of Education show that only 43% of people with disabilities will graduate high school with a diploma



March 20, 2013  
Autism Society of America Newsletter

65

## Generalizing Skills into Other Routines



66

## Final Thoughts

- ★ What "a-ha" moments did you have?
- ★ What are you excited to try with your students?
- ★ What do you want to learn more about?



67

## Home Supports and Webinars for Families and Caregivers



Home Supports  
\*FREE\* COVID-19 Supports

SOLS At Home

Home Supports

Home Support Webinars


School Guidelines by State

Caregiver SOLS Information

Learning During COVID-19

<< Scan here to access free home supports!

68



# Thank you for joining us!

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69