

# ROUTINE TEACHING PLAN: Snack

ROUTINE	STUDENT RESPONSE (What step you want the student to complete)	PRETEACHING (How will you teach the student this step?)	DURING ROUTINE INSTRUCTION (What will you do during the routine to ensure the student completes this step correctly?)	ENVIRONMENTAL SUPPORTS (What environmental supports will you have in place to help the student complete this step correctly?)
STEP 4	Request desired items to eat.	Requesting (PRT)	Food choices available in clear containers.  Wait for student to spontaneously request item, if possible.	Control access to food items throughout snack.
STEP 5	Pass food to peer.	Identify peers by name (DT)	Arrange students at table in semi-circle with easy view of each other.	
STEP 8	Put trash in garbage.	Teach one step commands (DT)  Teach receptive labels (pictures or objects of nouns) for trash items and trash can.	Provide visual prompt to collect trash items.  Have student place items in trash independently.	Visual task strip of "clean-up" trash and trash can easily accessible to student.
SKILL	STUDENT RESPONSE (What skill you want the student to complete)	PRETEACHING (How will you teach the student this skills)	DURING ROUTINE INSTRUCTION (What will you do during the routine to ensure the student completes this skill correctly?)	ENVIRONMENTAL SUPPORTS (What environmental supports will you have in place to help the student complete this skill correctly?)
TARGETS	Count food items	Counting objects (DT)	Provide individual snack items that can be counted.	Visual template of numbers 1-10

## STAR PROGRAM - ROUTINE TEACHING PLAN

ROUTINE STEP	PRETEACHING PLAN	DURING ROUTINE INSTRUCTION PLAN	ENVIRONMENTAL SUPPORTS PLAN
SKILL TARGETS DURING ROUTINE	PRETEACHING	DURING ROUTINE INSTRUCTION	VISUALS NEEDED