

Routines Planner

Planning co-regulating routines means they should model and match the level of engagement and energy required for students to meet their goals, while providing adequate scaffolds and supports. Use the template below to plan to create co-regulating routines.

Routine:	Steps:	Skill Supports:	Reinforce:
<p>Name the time or activity, and the WHY.</p> <p>Example: Lining up after recess</p>	<p>In as few words as possible, list each thing students should do. Directions should be specific, framed in the positive, and minimally restrictive.</p> <ol style="list-style-type: none"> 1. When you hear the 1st whistle, pause play and find teacher with your eyes. 2. When you hear the 2nd whistle, bring toys/materials to the recess bins. 3. Line up at the doors (use whisper voice if needed so you can hear teacher directions). 4. When all students are lined up, teacher picks 3 leaders to guide the line and carry recess bins. 	<p>Add supports for skill development as needed.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Executive Function Supports (e.g., checklist, written steps, timer) <input checked="" type="checkbox"/> Social Supports (e.g., strategies for communication, conflict) <input type="checkbox"/> Stress/Emotional Supports (e.g., strategies for naming, managing) <input type="checkbox"/> Other: 	<p>Consider how to keep the routine going.</p> <p>Name the WHY Always connect routines back to co-created norms and expectations, incorporate student voice, and be positively framed.</p> <p>Model and Practice Give students the chance to see and walk through the routine several times, celebrating successes and making adjustments as needed</p>
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