



# Routines and Expectations Quick Guide: COVID-19



Question	Guidance
<p>What <b>new expectations and routines</b> are expected of your students upon their return to instruction?</p>	<p>First, decide what new expectations and/or routines may be required of your students based on your district's guidance. Consider...</p> <ul style="list-style-type: none"> <li>• What do your students already know how to do?</li> <li>• What things may be new to most or all of your students?</li> <li>• Which may be particularly difficult for your students?</li> <li>• How can you motivate all students to participate?</li> </ul>
<p>What does it look like?</p>	<p>For expectations:</p> <ul style="list-style-type: none"> <li>• Create expectations using clear, simple language</li> <li>• Frame each in the positive (tell the students what <b>to do</b>)</li> <li>• Limit the number</li> </ul> <p>For routines:</p> <ul style="list-style-type: none"> <li>• What new or modified routines will you need?</li> <li>• Decide exactly what each should look like</li> <li>• Create a task analysis of the steps of each (<i>see Task Analysis example/form below</i>)</li> </ul>
<p>How will you teach it?</p>	<p>Consider your evidence-based options, including, but not limited to, the following:</p> <ul style="list-style-type: none"> <li>• <b>Prompting</b>...different students will require different prompt levels</li> <li>• <b>Task analysis</b>...break down the routine into steps</li> <li>• <b>Video modeling</b>...create a video ahead of time to show the new expectation or routine or have student create their own video, allowing them to practice the expectation or routine until they get it video-ready</li> <li>• <b>Visual supports</b>...visual steps, reminders, or markers in the classroom</li> </ul> <p>Most often, your plan will combine multiple evidence-based practices. Remember to include <b>reinforcement</b> for participating appropriately!</p>
<p>When will you teach it? How many opportunities?</p>	<p>Plan ahead:</p> <ul style="list-style-type: none"> <li>• Schedule in opportunities</li> <li>• Include lots of practice, with multiple people, in multiple settings</li> </ul>
<p>How will you individualize instruction?</p>	<p>Do some of your students require a little extra support? Consider...</p> <ul style="list-style-type: none"> <li>• Individual or additional visual supports</li> <li>• Extra practice/repetition</li> <li>• Additional prompting strategies</li> <li>• Stronger reinforcement</li> </ul>
<p>Additional Resources</p>	<p>Modules on the highlighted <b>evidence-based practices</b> &amp; many more are located:  <b>Autism Internet Modules (AIM)</b> <a href="https://autisminternetmodules.org/">https://autisminternetmodules.org/</a>  <b>Autism Focused Intervention &amp; Resources Modules (AFIRM)</b> <a href="https://afirm.fpg.unc.edu/">https://afirm.fpg.unc.edu/</a></p> <p>Request assistance through the <b>SESTA Help Desk</b>: <a href="http://www.idahosesta.org/">http://www.idahosesta.org/</a></p>



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## Task Analysis for: Lining up for Recess

Steps	Description
1. Bell rings; all students stay in seats.	<i>All students wait for teacher signal; teacher could also use signal to “wait” (use <b>minimal</b> wait time).</i>
2. Teacher quickly gives signal to first row/group to line up. First row lines up, in order, from the last person in the row to the first person, maintaining social distance in line.	<i>Teacher can give instructions such as “walking feet”, “quick &amp; quiet”, next person counts to 3, then lines up, etc.</i>
3. Teacher gives quick reinforcement/feedback.	<i>This could be brief verbal praise, paired with a points system. Use very brief correction and/or repositioning of students if needed.</i>
4. Teacher gives signal to second row/group to line up. Second row lines up as described in #2.	<i>(see #2)</i>
5. Teacher gives quick reinforcement/feedback.	<i>(see #3)</i>
6. Teacher dismisses first 2 rows/groups to recess.	<i>Students walk out the door, maintaining social distance.</i>
7. Teacher gives quick reinforcement/feedback.	<i>Could be brief verbal praise, noticing students as they exit appropriately; could also be paired with points system.</i>
8. Teacher gives signal to third row/group to line up. Third row lines up as described in #2.	<i>(see #2)</i>
9. Teacher gives quick reinforcement/feedback.	<i>(see #3)</i>
10. Teacher gives signal to final row/group to line up. Final row lines up as described in #2.	<i>(see #2)</i>
11. Teacher gives quick reinforcement/feedback.	<i>(see #3)</i>
12. Teacher dismisses the line to recess.	<i>Students walk out the door, maintaining social distance.</i>
13. Teacher gives quick reinforcement/feedback.	<i>(see #3)</i>

**Notes:**

This entire process should happen as quickly & efficiently as possible. Be sure to include reinforcement & prompting as necessary, with additional reinforcement as you begin teaching the routine. Reinforcement can be delivered in just a few seconds.

Teacher can model the routine and then provide multiple opportunities to practice in the beginning. Make it fun & engaging! Students can take roles such as timekeeper, point giver, etc.

Alternate rows/groups so they each get a turn to be first.



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## Task Analysis for:

Steps	Description
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<b>Notes:</b>	