Using Classroom Routines

- Directly teach all routines.
- Encourage students to use self-talk as they follow the routines.
- Keep the routines short at first (one to three steps) and gradually add extra steps.
- Practise and reinforce routines frequently. This is especially important at the beginning of the school year and when a new student joins the class. It may take between two and six weeks to learn new routines.
- Generate checklists for specific routines. Strategically post these step-by-step explanations around the classroom – in the coatroom, listening corner, reading centre, on the students’ desks, bathroom or anywhere that one is needed.
- Use correction, not consequences, when teaching routines. Focus on guided practice and constructive feedback. Encourage and reinforce students when they complete routines successfully.

**Types of Routines**

**Class Procedure**
Class procedures may include how to talk with others positively, how to use unstructured time and expectations for behaviour and assignment completion. Make sure routines are simple and stated positively.

**Personal Routines**
Encourage students to develop their own routines. Help them develop sequentially ordered lists of activities and tasks they need to complete regularly; for example, getting ready to work, packing up homework, personal care routines, completing homework or job-related skills.

**Schedules**
Create charts that show the activities that are coming up during the day. Some students may wish to carry this chart with them.

- Review routines to ensure that they are working and modify and/or change as needed. Monitor behaviour regularly and look for ways to adjust and/or create routines that encourage and support positive behaviour and reduce problem behaviour.