VIRTUAL STRATEGIES TOOLKIT

Evidence-based Practices for Individuals with ASD and other Developmental Disabilities

RULES AND ROUTINES

Implementation Checklist

The following steps may be used to develop rules and routines for a student:

1. Determine the most important rules or routines. Most students benefit from structure. Observe the student's daily routines and activities and prioritize individual needs.

2. Develop rules or desired behavior for a setting. Rules and routines can be developed differently depending on situations or people. For example, teachers can establish different rules for their classes. Rules need to be concise and observable. In addition, they should be stated using literally accurate and positive words to prevent confusion and posted in a visual format.

3. Teach the rules directly. Once rules are established, teach them to the student directly. Direct instruction gives a rationale for the rule and provides knowledge about how to use the information. To teach rules and routines, teachers may use modeling or social narrative strategies. The adult may also teach rules using behavioral strategies, including prompting, fading, shaping, and direct instruction.

4. Provide support. There is no specific way to provide rules or routines; however, supports should be based on the student's age, interests, and individual needs. Visual supports of rules or routines are often very useful in enhancing student understanding of activities or sequences.

5. Evaluate and generalize rules and routines. Monitoring the student's progress is an important part of instruction. In addition, the student should eventually be able to generalize the rules and routines to various settings.

This material was developed under a grant from the Colorado Department of Education. The content does not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.

The content of this material was developed under an agreement from the Federal Department of Education to the Kansas Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Kansas Department of Education or the Federal Government. TASN Autism and Tertiary Behavior Supports does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Deputy Director, Keystone Learning Services, 500 E. Sunflower, Ozawkie, KS 66070, 785-876-2214.

The contents of this handout were developed under a grant from the Nebraska Department of Education, IDEA parts B and C from the U.S. Department of Education. However, this content does not necessarily represent the policy of the U.S. Department of Education and you should not assume endorsement by the Federal Government.