

**WORKING  
TOGETHER TO  
ESTABLISH RULES  
AND ROUTINES AT  
HOME AND  
SCHOOL**



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**PRESENTED BY:**

**AUTISM ACADEMY FOR  
EDUCATION AND  
DEVELOPMENT**

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BALTZLEY, LAURA NEWCOMB)**

# WELCOME!

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- Introductions:
  - Taylor Jacobs
  - Kimberly Baltzley
  - Laura Newcomb

# BUILDING BLOCKS AT AUTISM ACADEMY

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01

Kids first in every  
decision

02

Students are  
friends with each  
other and  
welcome new  
students with  
open arms

03

The school is  
quiet and  
students are  
working hard to  
do their best

04

Parents see  
amazing  
improvement in  
their child

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# CHALLENGES FOR STUDENTS WITH ASD

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## 1. Attention (Quill, 2001) (Reed & Gibson, 2005)

- attention shifting skills
- over-selectivity
- influence ability to meet expectations across environments

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## 2. Organization and Sequencing (Carnahan, Hume, Clarke, & Borders, 2009)

- may impair ability to initiate and complete steps in an activity

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## 3. Independent Initiation (Hume & Odom, 2007)

- often need high rate of adult prompting or supervision
- susceptible to waiting for prompting before initiating tasks
- interferes with skill development and independent functioning

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## 4. Transitions (Tien & Lee, 2007)

- present significant challenges
- new expectations and changes can produce anxiety

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## 5. Interpreting Social Cues (Hodgdon, 2005)

- requires abstract and conceptual thinking, which is challenging for individuals with ASD
- can present considerable challenges

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# STRUCTURED ENVIRONMENTS

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# STRUCTURED ENVIRONMENTS

Individuals with ASD thrive in well-organized, highly structured environments

A program is considered structured when the curriculum (activities, schedule, environment) is clear to both the students and the educational personnel (Ivoannone, et. Al, 2003)

# IMPORTANCE OF RULES AND ROUTINES IN A STRUCTURED ENVIRONMENT

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- Individuals with ASD may rely on rules and routines to reduce confusion, to make predictions about an event, and then to meet the expectations of the environment (Swanson, 2005).
- A comprehensible environment with rules and routines, allows a student with ASD (and others) to (a) predict what is currently happening within the learning process and what will happen next, (b) anticipate requirements of specific settings, and (c) learn and generalize a variety of skills (Earles et al., 1998; Gresham et al., 1999; Volmer, 1997).

# RULES AND ROUTINES

WITHOUT EXPLICITLY TAUGHT ROUTINES, INDIVIDUALS WITH ASD MAY DEVELOP THEIR OWN, WHICH ARE NOT ADAPTIVE OR EFFECTIVE (MESIBOV, SHEA, AND SCHOPLER, 2005)

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# RULES AND ROUTINES - KAHOOT

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-Please take out your phones and go to:

Kahoot.it

[https://play.kahoot.it/#/k/68d49549-5c03-4553-8260-  
e0dd5a4c3056](https://play.kahoot.it/#/k/68d49549-5c03-4553-8260-e0dd5a4c3056)



# **RULES AND ROUTINES**

- “Defined rules and routines are important components of educational programming for all students, but particularly for individuals with autism spectrum disorder (ASD), whose learning differences may present challenges in understanding expectations (Swanson, 2005).”

# RULES AND ROUTINES ARE NOT THE SAME

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## RULES

- Rules are statements defining behavior permissible in given situations or environments

## ROUTINES

- Detail the steps required in carrying out certain actions

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# DEVELOPING AND TEACHING RULES

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# LEVELS OF RULES

Community:

Functions under their own set of rules for mass public safety

School:

Has a building wide set of rules for all students to follow

Each individual classroom typically has their own extended set of rules to follow

Home:

May enforce a different set of rules at home



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# **A BROAD SET OF RULES**

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Initially identifying one broad set of rules that applies across settings can help promote success.

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Once they demonstrate understanding of and proficiency in following the broad set of rules, establishing other environmental rules is helpful.

# TEACHING RULES

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Family members, teachers, paraprofessionals, related-service providers, and peers can deliver instruction related to specific behavioral expectations of rules.

Teaching occurs in each of the environments where the rules apply in order to promote generalization.

Explicit teaching of each rule minimizes confusion and supports independence.

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# TEACHING RULES: THE IMPORTANCE OF VISUALS AND CONSISTENCY

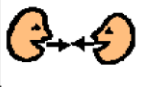





Providing individualized visual supports can enhance instruction as well as provide students with an accessible reference.

Individuals with ASD need multiple opportunities for practice in a variety of environments.

Consistency of enforcement is important. Variations between individuals can cause confusion and limit the potential for the student to understand and follow the rules.

# VISUAL RULES EXAMPLES

**Visual Rules**




<p>Polite Words</p> 	<p>listen to staff</p> 
<p>Share equipment</p> 	<p>Hands to Self</p> 
<p>Feet to Self</p> 	<p>rocks on ground</p> 

	Walk in Classroom.
	Stay in your seat.
	Use your inside voice.
	Quiet hands and feet.
	Raise your hand.

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Artism Classroom News

Classroom Rules

- Listening Bodies**  
I will listen and follow directions. 
- Raised Hands**  
I will raise my hand to share ideas. 
- Quiet Mouths**  
I will use a soft voice. 
- Walking Feet**  
I will walk in school to be safe. 
- Helping Hands**  
I will use my hands for helping and not hurting. 
- Caring Hearts**  
I will use kind words. 



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# DEVELOPING AND TEACHING ROUTINES

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# TYPES OF ROUTINES

Community:

Has a community schedule of events and times

School:

Has a building wide schedule/routines for all students to follow

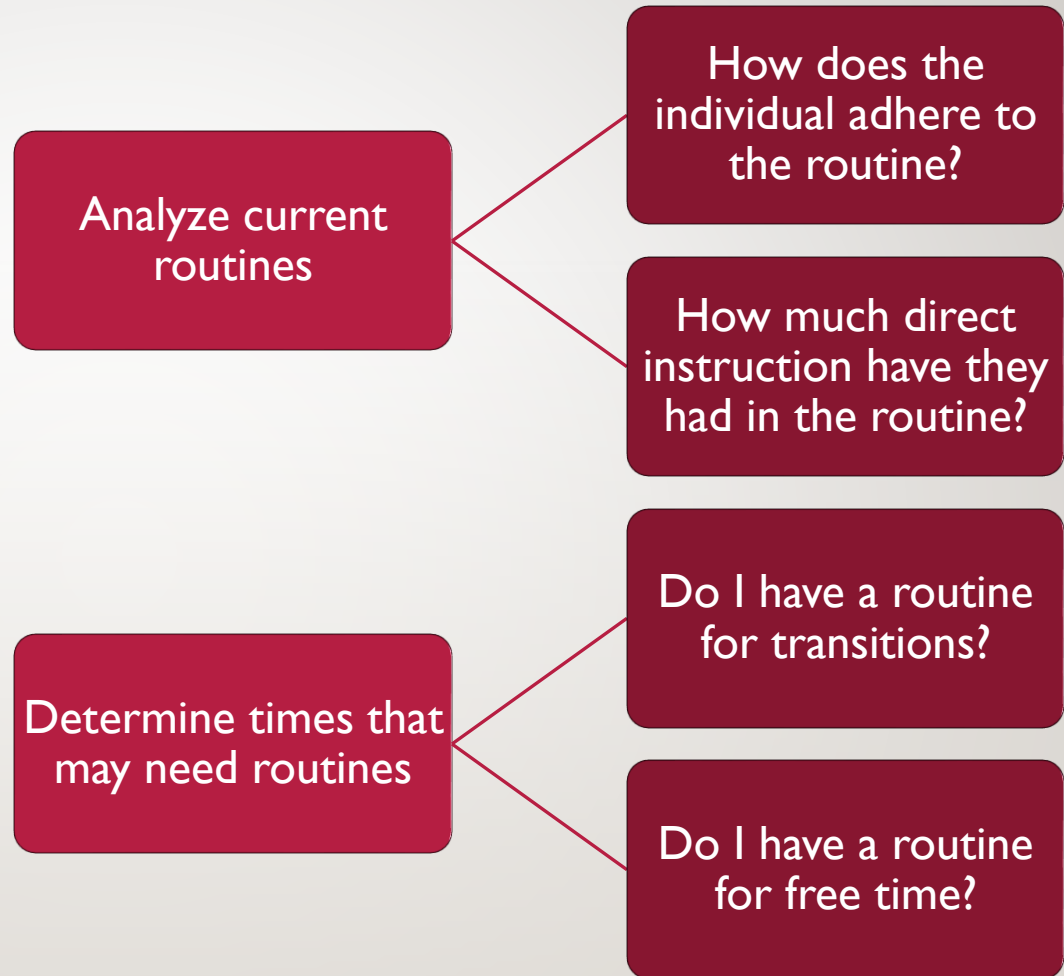
Each individual classroom typically has their own delineated schedule/routine to follow

Home:

Has their family and individual routines to follow

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# DETERMINING THE ROLE OF ROUTINES ACROSS ENVIRONMENTS



# EXAMPLES OF WHEN TO USE ROUTINES

- Routines for group activities
  - With explicit instruction, can lessen anxiety and develop skills for performance during the activity.
- Routines for functional skills
  - Especially useful in supporting development of functional skills.
  - Activities can be easily broken down into individual steps and taught as routines

# ADDING VISUALS

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## VISUALS – WHY?

- Can give a visual representation of the steps in a routine
- Can support direct instruction
- Can provide accessible reference once the student is independent

## VIDEO MODELING EXAMPLE

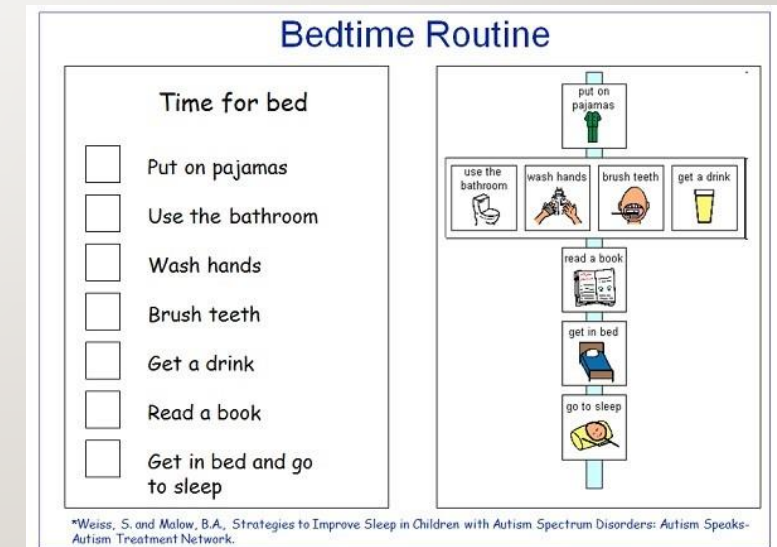
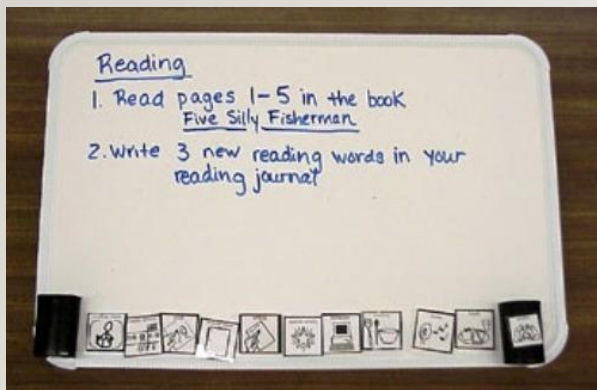
- <https://www.youtube.com/watch?v=krX-8yjZuE0>



# VISUAL ROUTINE EXAMPLES



	Washing hands
	Water on
	Hands wet
	Rub hands with soap
	Rub hands Twinkle Star
	Rinse
	Water off
	Dry





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# CONSIDERING CHANGE

1

Individuals with  
ASD function  
best when  
predictability is  
established

2

It is crucial to  
prepare for  
changes that can  
upset routines

3

Instruction of  
routines should  
incorporate  
teaching flexibility  
and tolerance of  
change

# SUMMARY

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- Rules and routines are not the same
  - They are different strategies for establishing behavioral expectations and boundaries
- Designing rules
  - Determine what rules will be taught, how they will be taught, what supports you will use, and how they will be enforced
- Designing routines
  - Determine which activities to target, perform a task analysis of the routine, determine how to teach the routine, determine what supports you will need, and how changes will be addressed
- Visual Supports
  - These can be anything you use as a visual representation for rules and routines. Be flexible!
- Predictability
  - Clearly defined rules and routines promote understanding, participation and the ability to meet environmental expectations

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## IDEAS FOR COLLABORATION AND CONTINUED PARENT INVOLVEMENT

Provide	Provide school-wide training for parents about importance of rules and routines at home and school
Have	Have a daily communication log between parents and teachers
Set up	Set up informal meetings for parents and teachers to collaborate on rules and routines
Have	Have a beginning of the year overview for parents about the rules and expectations at school
Be	Be open to dialogue

# QUESTIONS??

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