

Planning Routines

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:
Name the time or activity, and the WHY.	In as few words as possible, list each thing students should do. Directions should be specific, framed in the positive, and minimally restrictive.	Add supports for skill development as needed.	Consider how to keep the routine going.
Example: <i>Lining up after recess</i>	1. When you hear the 1 st whistle, pause play and find teacher with your eyes. 2. When you hear the 2 nd 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.	<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:	Name the WHY Always connect routines back to co-created norms and expectations, incorporate student voice, and be positively framed. Model and Practice Give students the chance to see and walk through the routine several times, celebrating successes and making adjustments as needed
		<input type="checkbox"/> Executive Function Supports (e.g., checklist, written steps, timer) <input 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:	Ask students to set a goal Example: "Our goal is to get 10 days of working together to line up in 2 minutes, and we will celebrate with 10 minutes of extra recess." Point out the use of skills in the moment Example: "I see when Javier and Emilee got to the line at the same time, Emilee pointed to let him go first – showing quick problem-solving."
		<input type="checkbox"/> Executive Function Supports (e.g., checklist, written steps, timer) <input 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:	Give increasing autonomy Gradually give fewer reminders, allow students to take on more independence like leading the routine or removing some structure once skills are built.

Reflecting on Routines

As a routine is introduced and practiced (or if a well-established routine has become challenging), debrief with students and reflect on your own to make improvements.

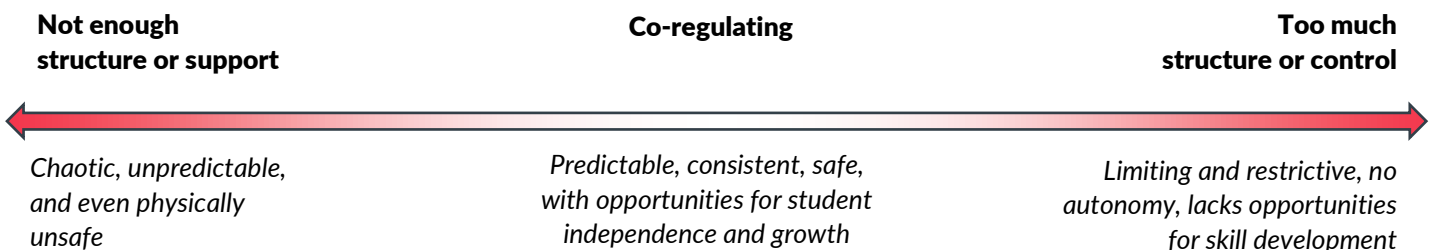
Routine: _____

Student Debrief:

<p>ASK: How did you feel during this routine? What went well? What might need more practice? Is there anything we should change?</p> <p>The debrief should:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Honor student voice <input type="checkbox"/> Celebrate successes <input type="checkbox"/> Normalize making adjustments/revisions 	<p>Notes:</p>

Educator Reflection:

On the continuum of a co-regulating routine, where do you think this routine currently falls? Mark it with an X below.



<p>Additional Support How many/which students need additional support during this routine? What type of support might they need? Are there any common trends? Any antecedents or context that makes success more or less likely? Does more than 30% of the class need significant support? If so, how can this procedure be revised to be more supportive?</p>	<p>Notes:</p>
<p>Increasing Autonomy If more than 90% of the class is "ready," how can this procedure release more autonomy to the students and push their development?</p>	<p>Notes:</p>