

## GENERIC SCRIPTED ROUTINES

### ARRIVAL

- Person meets Student at door at van at 8:30. Person greets Student, reaches out and takes his hand for a hand shake.
- Student's given his back pack by his driver in his hands or wears as a backpack to carry into the school.
- Student walks unassisted to the front door.
- Person stops at door and waits to see if Student will reach out or request in any way assistance with the outside door.
- The person responds with a comment, (e.g., Oh, you need help with the door.) Student and person enter the school.
- Person shows Student the picture of his locker and indicates where they are going.
- Student walks unassisted to locker where he bends down forward to place the back pack on the floor.
- Person opens locker.
- Person takes lunch kit out and gives it to Student to place on the second top shelf.
- Student unsnaps his jacket and takes it off. He places it on a hook in his locker and closes the door himself.
- Person locks locker.
- Person gives Student the locker picture card. Student walks unassisted to his room with the picture and places it in the "Finished Box".
- In the room, Student removes his boots if needed with assistance from the person.

**Once the routine is well established, try substituting a peer for the person meeting with Student and walking down the hall.**

## HOME ROOM AND ATTENDANCE

- T.A. moves Student into "circle" to join peers.
- Student shares some news from home using his "Big Mack". His news should end with a question posed to peers, (e.g., "Did you see the game last night?" , "What did you do last night?" or " What are you doing this weekend?", etc.) Peers respond with their comments and questions for Student. (Build in current peer language such as "wicked", "cool", etc.)
- T.A. may read through a new scripted routine for the day, talk about it and demonstrate it with Student's peers. Give peers an opportunity to try it out with Student.
- After the bell, the peer group moves on to their first subject and Student goes to the board to set up the activities for the morning by hand-over-hand placing the objects in the string bags and by putting the photos in the corresponding slots.
- Student picks the first activity picture for "attendance" out of the picture slot and, with assistance takes the attendance board in the bag, off of the hook below and goes to the table where he takes out the board, handles it and looks at it.
- T.A. talks about the attendance and draws Student's attention to it.
- Student then places the board back in the bag with prompting and proceeds to the office.
- Student walks unassisted with photo in his fanny pack and attendance board in the bag to the office. T.A. programs "Big Mack" with comment for secretary: "Hello Mrs. ----, I have the attendance for you. How are you today?" Try to end with a different question each day if possible. T.A. verbally cues and prompts Student to continue through the sequence.
- If a treat is offered, Student will take it politely from the secretary and look at what is offered while reaching for it, (no grabbing).
- Student returns with attendance photo to the room and places it in the "finished box." along with the bag and attendance board and scripted routine.

## HOLE PUNCHING

- Student walks over to sequence board with his T.A. and selects the next activity on the board which is "hole punching".
- He pulls out the photo and the T.A. talks about it.
- Student takes the photo, and lifts the bag off the hook with the hole punch inside and brings it over to his table.
- T.A. helps him take the hole punch out of the bag to look at and feel.
- T.A. prompts Student to place the object back into the bag and his photo into his fanny pack.
- Student walks (unassisted), down to the office (or can work in the resource room).
- Student uses his "Big Mack" to request sheets to be hole punched from the secretary.
- T.A. places paper in punch.
- Student stands and places his hand on the hole punch to place all of his weight onto the hole punch. Only place a couple of sheets in at a time.
- Student may get up to take a walk then return during the period if he needs to be more active to help keep him focused.
- When finished, have Student take the punched sheets to the secretary and use the "Big Mack" to speak to the secretary if possible.
- If a treat is offered, encourage Student to accept without grabbing.
- Student returns to resource room with photo and places it in the "finished box" along with the scripted routine and the bag and hole punch.

**Once the routine is well established, try substituting a peer for the person working with Student if available.**

## WATER PLANTS IN OFFICE

- Student walks unassisted over to the "sequence board" and selects a photo for the next activity.
- Student takes the bag off the hook with the water spritzer and water bottle in it and walks over to the table to take them out.
- T.A. prompts Student to take out the water spritzer and water bottle and look at them while feeling them.
- T.A. assists Student to place the photo in his fanny pack.
- Student walks to the water fountain holding the water bottles. T.A. brings photo along.
- Student fills the water bottle and spritzer with assistance.
- Student walks down to office without assistance. The T.A. brings photo and "Big Mack" along with programmed message for secretary when he is finished.
- Student feels the soil for each plant to see if it is "wet" or "dry". Picture cards for "wet" and "dry" might also be explored at some point.
- As each plant is tested, Student uses the spray bottle for leaves and water bottle for soil. T.A. guides him through this sequence. The T.A. pairs the photo with this activity repeatedly throughout.
- Student may get up to take a walk then return during the period if he needs to be more active to help keep him focused.
- When finished, Student uses his "Big Mack" to tell the secretary or Principal that the plants are all watered.
- Student walks back to the resource room unassisted and places the bottles in their bag, scripted routine and photo in the "finished box".

**Once the routine is well established, try substituting a peer for the person working with Student if possible.**

## MAKING NOTE PADS

- Student walks over to "sequence board" with T.A. and selects the next photo and object bag.
- Student takes the bag and photo over to the table and takes the stapler out of the bag where he handles it and looks at it.
- T.A. assists Student in placing the photo into his fanny pack.
- Student stands and bends to gather sheets from the box.
- Student walks to the office to get the box of paper for recycling, pushing his wheelchair.
- Student carries the box back to his class or sets it in his wheelchair and wheels it back.
- Student puts the box of paper for recycling on a chair beside the table.
- Student steps sideways and does not twist in his back as he moves paper from the box to the table. (It may be easier if the box and the table are not too close together.)
- Student staples using a heavy duty stapler, with assistance from his T.A. (\* If Student has to sit, he should have the work in front of him on a surface at chair height so he can push down most effectively.)
- The T.A. positions the paper and assists with the push.
- Student may get up to take a walk then return during the period if he needs to be more active to help keep him focused.
- Student stacks the finished note pads on one side on the table.
- Student returns the recycling box to where it came from.
- Student walks down to the office or a classroom, unassisted.
- Student uses his "Big Mack" to tell the secretary or one of the teachers that he has some note pads for them.
- When finished, Student places the photo, scripted routine and stapler in the finished box and delivers the pads to the office.