

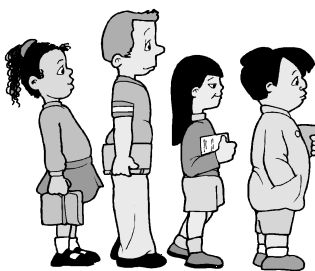
Routines

Routines help reduce students' and adults' stress levels because they know what is going to happen next and what is expected of them. Students need routines and procedures for:

- Lining up
- Getting an adult's attention
- Knowing how and when to ask for help
- Knowing where to get and how to store their work
- Moving around the classroom
- Leaving the classroom.



Your teacher may teach and rehearse routines from the start of the year. Some students may require direct teaching and lots of practice to master these routines. Be consistent and follow the routines yourself! Routines vary with the age, ability level and needs of students. For example, preschoolers with autism are less likely to cope with changes than an average Year 6 class. If your class or group does not have set routines, you may decide to set up some routines for your areas of responsibility.



Alert students to significant changes you know are coming. For example, if you know the sports teacher is away, tell your student or group of students at the start of the day about the absence and who will be the relief teacher. Students with poor language skills may need to see a visual explanation of the change.

For example, staff photos can be used to show students 'Who is here and who is away today'. More examples of visual aids are given on page 39.



Note to self: Some students have to be taught how to cope with change. Failure to teach and use routines and to alert students to changes in advance when possible, may result in anxious or misbehaving students.