



{inclusion outreach}

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MEANINGFUL ROUTINES

Students with complex needs benefit when their day is organized as a series of meaningful routines. Routines give shape to the day and help identify transitions from one activity to the next. Each routine is an opportunity for learning with three phases:

- **Beginning phase**—the initiation and preparation tasks to accomplish the main activity
- **Middle phase**—the doing of the activity
- **End phase**—the finishing up, putting away, and moving on to the next activity

Each phase of any routine can have multiple opportunities for working on IEP objectives, therapy goals, and Quality of Life Indicators (Respect, Choice, Presence, Inclusion, Competence). It is important to identify and choose opportunities in every phase of the routine as this will provide the student with an understanding of the context and purpose of the task they are working on.

Consider the following when setting up instructional routines:

- The routine can be done consistently each day or week
- Learning occurs in context
- The student has an active role
- Learning objectives are woven into performing the routine
- Learning skills in the routine contributes to current and future quality-of-life

Each phase of a routine can be made up of several smaller steps or tasks. Identifying the individual steps and tasks results in more opportunities to engage IEP objectives, therapy goals, and Quality of Life Indicators. Performing a task analysis, is a method for identifying the smaller steps or tasks you will choose to address.

A task analysis of any routine needs to include the level of support required to successfully perform the task. See the following example:

Respect

Competence

Inclusion

Presence

Choice



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Lunch Time Task Analysis

This chart is a task analysis of an eating lunch routine.

<p>Beginning</p>	<p>What Tasks Are Involved?</p> <ul style="list-style-type: none"> • Washing hands • Getting the lunch • Getting dishes and utensils 	<p>Level of Support Needed</p> <ul style="list-style-type: none"> • Extra time or equipment • Cueing and prompting • Direct support • Hand under hand • All levels of support
<p>Middle</p>	<p>What Tasks Are Involved?</p> <ul style="list-style-type: none"> • Choosing between two items • Eating the lunch meal • Socializing with classmates 	<p>Level of Support Needed</p> <ul style="list-style-type: none"> • Extra time or equipment • Cueing and prompting • Direct support • Hand under hand • All levels of support
<p>End</p>	<p>What Tasks Are Involved?</p> <ul style="list-style-type: none"> • Cleaning up: wash dishes, throw away garbage • Putting lunch kit away 	<p>Level of Support Needed</p> <ul style="list-style-type: none"> • Extra time or equipment • Cueing and prompting • Direct support • Hand under hand • All levels of support

Respect

Competence

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