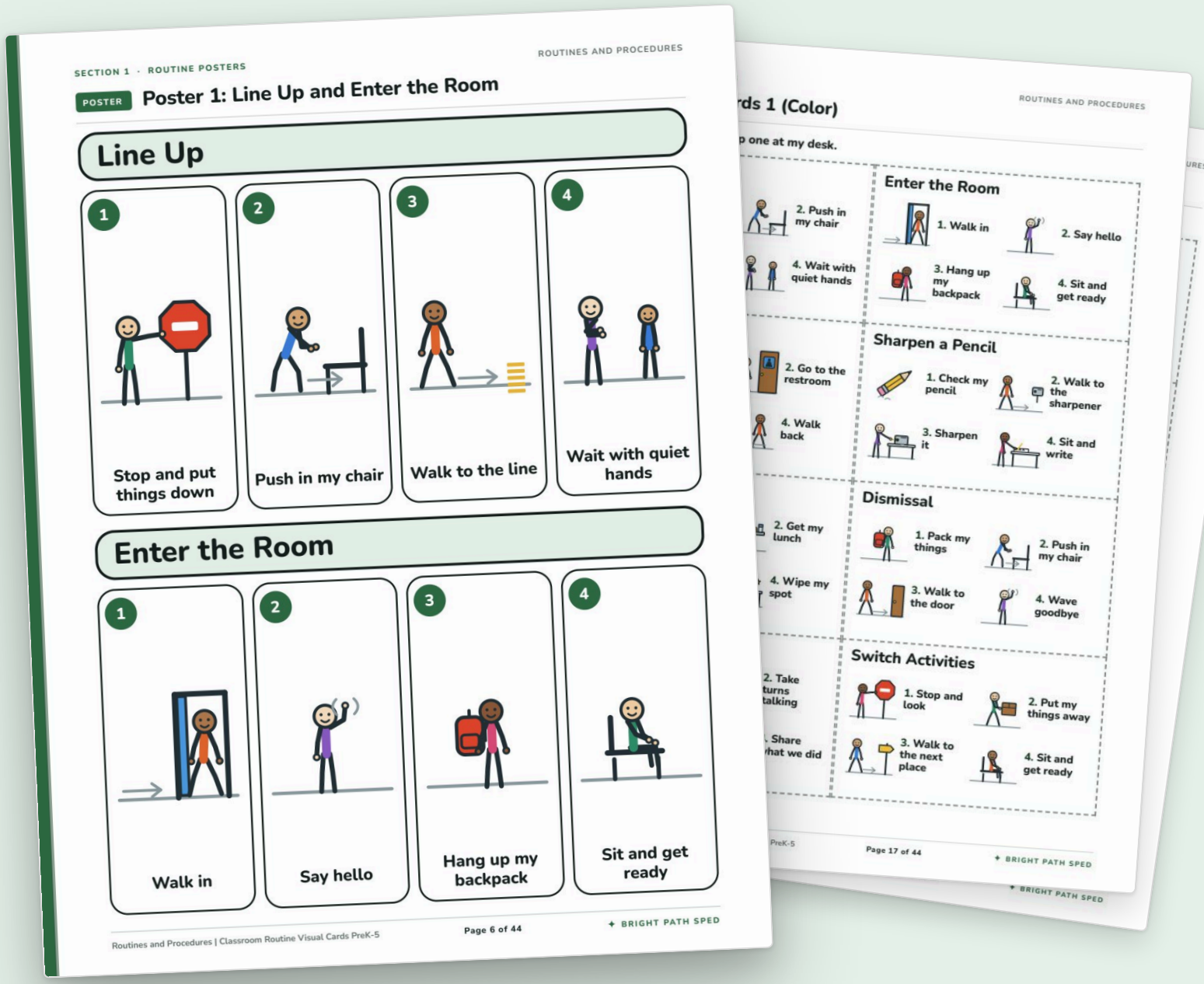
SPECIAL EDUCATION · VISUAL SUPPORTS COLLECTION

EDITABLE

Routines and Procedures



44 PAGES | 20 ROUTINES | 80 STEP PICTURES | POSTERS + DESK CARDS

BRIGHT PATH SPED

PLEASE READ

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PREVIEW

CONTENTS

What Is Inside, and Where

Before you begin

PAGE 4

Start Here — Three Steps
START HERE
4

01 Routine Posters

PAGE 6

Routine Posters, 10 pages (two routines a page)
POSTER
6

02 Desk Cards

PAGES 17–23

Desk Cards, color, 3 pages
CARDS
17

Desk Cards, ink-saver, 3 pages
CARDS
20

Blank Routine Cards
CARDS
23

03 Student Pages

PAGES 25–30

Order the Steps, 3 pages of cut cards
CARDS
25

Put the Steps in Order: Mat
SORT
28

Make My Own Routine
PRACTICE
29

My Routine Check
TRACKER
30

04 Teaching the Routines

PAGES 32–35

How to Use the Posters, Cards and Pages
REFERENCE
32

How to Teach a Routine
REFERENCE
33

Routine List and Answer Key
REFERENCE
34

Our Class Routines: Planner and Checklist
CHECKLIST
35

05 Data and Home

PAGES 37–43

Routine Log
LOG
37

Weekly Roll-Up and Graph
TRACKER
38

Filled Example — Three Weeks
EXAMPLE
39

Family Page
NOTES
40

Hand-Off to Another Adult or Room
NOTES
41

Phrase Bank
REFERENCE
42

Storage and Binder Labels
REFERENCE
43

PREVIEW

01

Routine Posters

10 posters, two routines a page: line up, enter the room, restroom, sharpen a pencil, lunch, dismissal and more. Each routine is 4 steps with a picture.

PREVIEW

IN THIS SECTION

Poster 1: Line Up and Enter the Room 6

Poster 2: Use the Restroom and Sharpen a Pencil 7

Poster 3: Eat Lunch and Dismissal 8

Poster 4: Group Work and Switch Activities 9

Poster 5: Ask for Help and Turn In Work 10

Poster 6: Carpet Time and Water Fountain 11

Poster 7: Clean Up and Hallway Walking 12

Poster 8: Recess and Library Time 13

Poster 9: Take Turns and Turn and Talk 14

Poster 10: Work Time and Listen to the Teacher 15

POSTER

Poster 1: Line Up and Enter the Room

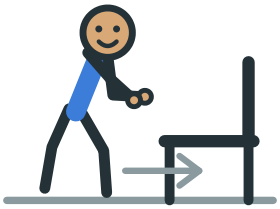
Line Up

1



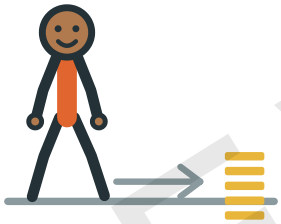
Stop and put things down

2



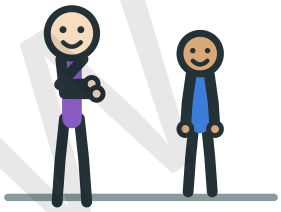
Push in my chair

3



Walk to the line

4



Wait with quiet hands

Enter the Room

1



Walk in

2



Say hello

3



Hang up my backpack

4



Sit and get ready

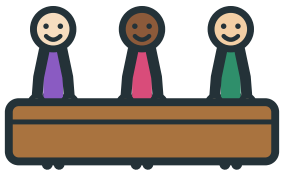
PREVIEW

POSTER

Poster 4: Group Work and Switch Activities

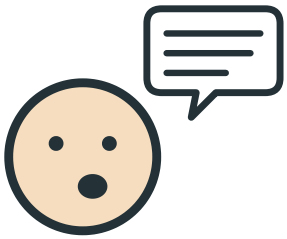
Group Work

1



Sit with my group

2



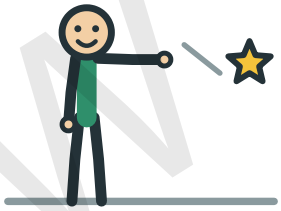
Take turns talking

3



Listen to my group

4



Share what we did

Switch Activities

1



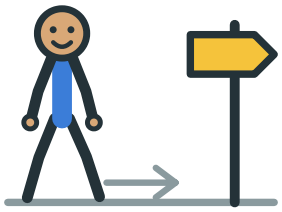
Stop and look

2



Put my things away

3



Walk to the next place

4



Sit and get ready

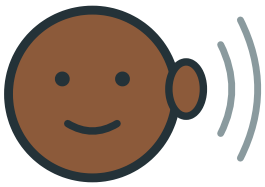
PREVIEW

POSTER

Poster 7: Clean Up and Hallway Walking

Clean Up

1



Stop and listen

2



Put things where they go

3



Wipe my space

4



Sit and wait

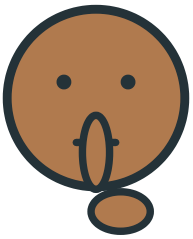
Hallway Walking

1



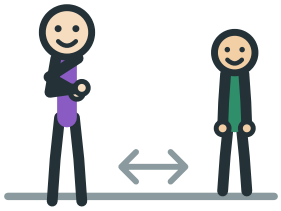
Walk in line

2



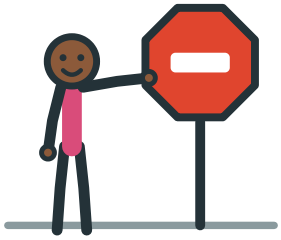
Use a quiet voice

3



Keep hands to myself

4



Stop at the corner

PREVIEW

POSTER

Poster 10: Work Time and Listen to the Teacher

Work Time

1



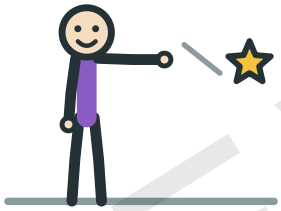
Read the directions

2



Start my work

3



Check my work

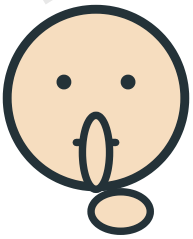
4



Turn it in

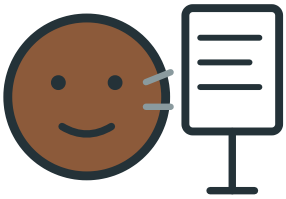
Listen to the Teacher

1



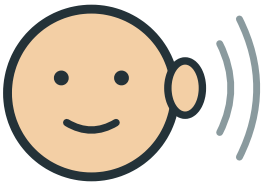
Mouth quiet

2



Eyes on the teacher

3



Ears listening

4



Raise my hand to talk

PREVIEW

02

Desk Cards

20 desk cards to cut, 2 across and 4 down, in color and in black and white, and 16 blank cards to write your own.

IN THIS SECTION

Desk Cards 1 (Color)	17
Desk Cards 2 (Color)	18
Desk Cards 3 (Color)	19
Desk Cards 1 (Ink-Saver)	20
Desk Cards 2 (Ink-Saver)	21
Desk Cards 3 (Ink-Saver)	22
Blank Routine Cards	23

PREVIEW

CARDS

Desk Cards 3 (Color)

Cut the cards. Keep one at my desk.

Take Turns



1. Wait for my turn



2. Ask for a turn



3. Take my turn



4. Say thank you

Turn and Talk



1. Turn to my partner



2. One person talks



3. One person listens



4. Eyes back to the teacher

Work Time



1. Read the directions



2. Start my work



3. Check my work



4. Turn it in

Listen to the Teacher



1. Mouth quiet



2. Eyes on the teacher



3. Ears listening



4. Raise my hand to talk

PREVIEW

CARDS

Desk Cards 3 (Ink-Saver)

Cut the cards. Keep one at my desk.

Take Turns



1. Wait for my turn



2. Ask for a turn



3. Take my turn



4. Say thank you

Turn and Talk



1. Turn to my partner



2. One person talks



3. One person listens



4. Eyes back to the teacher

Work Time



1. Read the directions



2. Start my work



3. Check my work



4. Turn it in

Listen to the Teacher



1. Mouth quiet



2. Eyes on the teacher



3. Ears listening



4. Raise my hand to talk

PREVIEW

03

Student Pages

Step cards to cut and put in order on a mat, a page to make my own routine, and a weekly check the student colors.

IN THIS SECTION

Order the Steps: Line Up and Use the Restroom 25

Order the Steps: Sharpen a Pencil and Enter the Room 26

Order the Steps: Dismissal and Ask for Help 27

Put the Steps in Order: Mat 28

Make My Own Routine 29

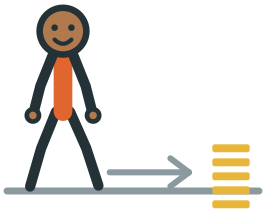
My Routine Check 30

PREVIEW

CARDS

Order the Steps: Line Up and Use the Restroom

Cut the cards. Put the steps in order on the mat.



Walk to the line



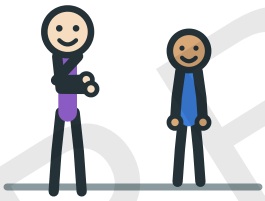
Go to the restroom



Stop and put things down



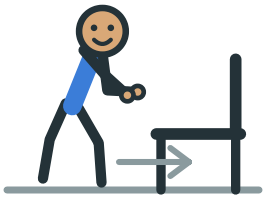
Walk back



Wait with quiet hands



Ask to go



Push in my chair



Wash my hands

PREVIEW

SORT

Put the Steps in Order: Mat

My name _____ **Today** _____

Put each step card in its box. Start with 1.

Routine _____ **Routine** _____

1	1
2	2
3	3
4	4

PREVIEW

04

Teaching the Routines

How to use the file, how to teach a routine in five short moves, the routine list with an answer key, and a planner and checklist for your class.

IN THIS SECTION

How to Use the Posters, Cards and Pages 32

How to Teach a Routine 33

Routine List and Answer Key 34

Our Class Routines: Planner and Checklist 35

PREVIEW

REFERENCE

How to Use the Posters, Cards and Pages

BEFORE YOU PRINT

The posters are pages 6–15 (10 pages, two routines a page, 80 steps in all). The desk cards are pages 17–19 in color and pages 20–22 in ink-saver; print on cardstock if you can.

THE POSTERS

One routine in four steps, big pictures, a few words. Hang the ones you teach this week where the class can see them. They describe a routine; your classroom's own rules come first.

THE DESK CARDS

20 routine cards, 2 across and 4 down, so each cut is one straight line. Tape one to a desk or keep a set in a pocket. 4 blanks follow on each card page, and page 23 is 8 more.

PUT THE STEPS IN ORDER

Pages 25–27: 24 step cards for 6 routines (each page has two routines, one in each column, mixed up). The student cuts them and puts them in order on the mat (page 28). The order is in the key, page 34.

MAKE MY OWN ROUTINE

Page 29: the student draws and writes 4 steps of a routine you do not have, or your room does differently. Type the steps in on the screen or write them in.

MY ROUTINE CHECK

Page 30: 30 circles (6 routines, 5 days). The student colors one when they did all four steps. The circles are the student's own count; the log is yours.

THE PLANNER AND THE LOG

Page 35 lists all 20 routines so you can write when each was taught and practiced. The log (page 37) has one row for each time a routine comes up.

WHAT THIS IS, AND IS NOT

Posters, cards, worksheets and a tally. It is not a counseling program, a behavior plan or a clinical procedure, it follows no named method, and it promises no outcome. Which steps your room uses, and what counts as doing a routine, are your judgment and your team's.

SENDING IT HOME

Family page: page 40, six small cards and a note. Hand-off page: page 41, for another adult or room.

WRITING IT DOWN

One roll-up row a week (page 38). The example (page 39) shows an invented student, Riley. Your own words: phrase bank, page 42.

PREVIEW

CHECKLIST

Our Class Routines: Planner and Checklist

CLASS OR GROUP

TEACHER

SCHOOL YEAR

#	ROUTINE	TAUGHT ON	PRACTICED ON	CLASS KNOWS IT? (Y / N)	NOTES
1	Line Up				
2	Enter the Room				
3	Use the Restroom				
4	Sharpen a Pencil				
5	Eat Lunch				
6	Dismissal				
7	Group Work				
8	Switch Activities				
9	Ask for Help				
10	Turn In Work				
11	Carpet Time				
12	Water Fountain				
13	Clean Up				
14	Hallway Walking				
15	Recess				
16	Library Time				
17	Take Turns				
18	Turn and Talk				
19	Work Time				
20	Listen to the Teacher				

PREVIEW

05

Data and Home

A routine log, a weekly roll-up with a graph, a filled example, a family page, a hand-off page for another adult, a phrase bank and a label sheet.

IN THIS SECTION

Routine Log 37

Weekly Roll-Up and Graph 38

Filled Example — Three Weeks 39

Family Page 40

Hand-Off to Another Adult or Room 41

Phrase Bank 42

Storage and Binder Labels 43

PREVIEW

EXAMPLE

Filled Example — Three Weeks

SAMPLE · INVENTED STUDENT

Riley is invented, and so is every mark on this page. One week on the log (page 37), then three weeks on the roll-up (page 38).

The log, week of 10/5 (5 rows)

#	DATE	WHEN	ROUTINE	ALL 4 STEPS?	INITIALS
1	10/5	morning	Enter the Room	Y	RL
2	10/6	before recess	Line Up	N	RL
3	10/7	math	Sharpen a Pencil	Y	RL
4	10/8	lunch	Eat Lunch	N	RL
5	10/9	end of day	Dismissal	Y	RL

The roll-up, three weeks

#	WEEK OF	ROUTINES	ALL 4 STEPS (Y ROWS)	PERCENT	NOTES
1	10/5	5	3	60%	–
2	10/12	4	3	75%	–
3	10/19	5	4	80%	–

READING THE NUMBERS

Week one: 5 routines, 3 with all four steps, 60 percent. Then 3 of 4 (75 percent) and 4 of 5 (80 percent). In all, 10 of 14. Each percent is that row's own count divided by its routines.

A LINE THIS SHEET COULD WRITE

"With the posters, desk cards and step cards in place, Riley did all four steps 10 of 14 times over 3 weeks; 8 different routines came up; most often: enter the room and line up (3 times each)."

Routines that came up most, all three weeks

ROUTINES THAT CAME UP MOST	TIMES
Line Up	3
Enter the Room	3
Eat Lunch	2

WHERE THE NUMBERS COME FROM

Every roll-up row is counted from that week's log rows. The 14 rows across the three weeks are the 14 routines; the Y rows are the 10.

WHAT THIS EXAMPLE IS NOT

One invented child's weeks. It sets no typical rate, names no cause and predicts nothing about a real student; the criterion would be whatever Riley's team wrote. A real filled-in copy is a student record: initials only on anything that leaves your hands.

PREVIEW

REFERENCE

Phrase Bank

Spoken lines for the posters and cards; written starters for the log, the roll-up and the note home.

Two kinds of line: what to SAY (the same words every time) and what to WRITE afterward — every starter finished from the log or the roll-up, never with a label for the child.

TEACHING A ROUTINE

- “Look at the poster. This is how we ____ (routine).”
- “Step one is ____. Point to it.”
- “Watch me do all four steps. Now you try.”
- “Let’s do it again, the same way.”

NOTICING THE STEPS

- “You did step ____. I saw it.”
- “You pushed in your chair and walked. That is two steps.”
- “Look at your card. What is step ____?”
- “____” (the same short reminder every time; write yours here)

PUTTING THE CARDS IN ORDER

- “Which step comes first? Show me.”
- “Put them in order, then say the steps.”
- “You put ____ (step) after ____ (step). Tell me why.”

WRITING THE LOG

- On ____ (date), at ____ (when), the routine was ____.
- All 4 steps ____ (routine): Y / N.
- The student did ____ (routine) with the card on ____ (date).
- Routines that came up this week: ____, ____ and ____.

FOR THE ROLL-UP AND A MEETING

- Week of ____: ____ routines, ____ with all four steps (roll-up, page 38).
- Over the last ____ weeks the line on the graph is [up / flat / down].
- The routine that came up most often was ____ (____ times).
- The time of day it came up most was ____ (____ times).

FOR THE FAMILY AND THE HAND-OFF

- Family talked about it at home ____ days this week (page 40).
- At home the routine the child liked was ____.
- Hand-off page (page 41) filled in for ____ (setting) on ____ (date).
- The setting where the cards are newest is ____; its log starts on ____ (date).

WHAT A STARTER IS NOT

Not a finding about the child and not a claim about what the cards do. Every written line ends in a number, a date or a routine name that came off a page in this file.

ONE LINE, THE SAME WORDS

Pick one reminder line and use only that one for the first weeks. The cards should do the work, not the sentence.

MY OWN STARTERS (WRITE THEM HERE)

PREVIEW