

Teach and Reteach Classroom Routines

T05 · v0.1.5 · Blank routine card and teach/reteach guide

Plan one classroom routine as a behavior learners are shown, guided to rehearse, observed, and retaught when needed. Use the blank card to keep the purpose, cue, action steps, practice, participation options, and reteach check connected.

Use this routine tool

Choose one routine and complete the card from current local information. State the purpose as what the routine helps learners do. Describe actions an observer can see or hear; a rule such as 'be responsible' is not an action sequence. Keep the cue, steps, finish point, model, rehearsal, and reteach focused on that same routine.

Use one copy for each routine. Print or duplicate the blank card as needed. Fields 5 and 8 use separate printed continuation sections. For more room in those fields, print or duplicate that page; write the routine name in each section you use, leave unused sections blank, and attach every copy behind the same routine card. The field number is printed in each section heading. For extra print space in fields 1–4, 6, or 7, continue on a blank sheet, write the routine name and field number at the top, and attach it behind the same card. The editable DOCX spaces may be expanded. Adapt the words, number of steps, materials, and participation options to the actual class; do not copy the fictional example as a school procedure.

Teach before relying on a routine. Name why it is used, show the complete sequence, let learners rehearse it, and notice an observable action. A posted card can remind learners of a routine, but it does not replace teaching and practice.

Teach it: name it, show it, practice it

1 · Name the purpose and cue.

'This routine helps us [purpose]. When [cue or start condition], we will [brief description of the routine].'

2 · Model the whole sequence.

'Watch once. First I [step 1]. Next I [step 2]. Then I [step 3]. I know I am finished when [observable finish]. I am doing [action] so that [purpose].' Use the actual number of steps. Show the complete routine from its cue to its finish. If a contrast helps, briefly show one incomplete or out-of-order attempt yourself, name the missed step neutrally, reset, and model the complete routine. Do not ask a learner to be the public example of a mistake.

3 · Guide a rehearsal.

'Let's practice from the cue. When I [cue], show [first action].' Pause to notice one observable step. Give a short next-step cue tied to the card, then resume from the beginning when needed.

4 · Check a fresh attempt.

'Now try the whole routine from [cue] through [finish].' Observe whether the listed actions occur in order. Describe what you saw and name one next step if needed. Do not treat a missed step as evidence of motive or character.

Routine card · front: purpose, cue, steps, finish

1 · Routine, context, and purpose

Name one routine, when it is used, and what it helps learners do. Describe the purpose as an outcome of the routine, not a character trait or a vague rule.

2 · Cue and starting conditions

Write the exact local cue or start condition. Note the materials, space, or preparation learners need before the first step; verify these details in the actual room.

3 · Observable steps in order

List the actions learners will take, in order. Use short actions that someone can see or hear. Include only the steps needed for this routine; avoid rules such as 'be good' or unexplained expectations.

4 · Finish point and evidence

Describe what an observer can see or hear when the routine is complete. State how you will distinguish understanding the steps from carrying out the target action.

Routine card · back: model, practice, reteach, options

5 · Complete teacher model

Write what you will say and show from the cue through the finish. Narrate the purpose of the steps; if useful, show a brief incomplete attempt yourself, name the missing step neutrally, reset, and model the whole sequence.

6 · Guided rehearsal, fresh try, and feedback

Plan a supported practice and a fresh attempt from the cue. Name one observable action you will watch for and a neutral next-step cue tied to the card.

7 · Reteach trigger and reset

Name the observed missed, delayed, or out-of-order step that would prompt reteaching. Check whether the cue, directions, materials, access, or local procedure affected the attempt; then model, rehearse, and observe a fresh try.

8 · Participation options and local checks

List available ways to engage with the teaching/check and a way to rehearse the same routine action. State what each option can show and verify any learner-specific plan or local procedure through an authorized source.

Routine card · printed continuation for fields 5 and 8

Fields 5 and 8 have separate sections on this page. For extra space there, print or duplicate this page; write the routine name in each section you use, leave unused sections blank, and attach every copy behind the same routine card. The field number is printed in each section heading. For extra room in fields 1–4, 6, or 7, continue on a blank sheet, write the routine name and field number at the top, and attach it behind the same card. The editable DOCX spaces may be expanded.

5 · Complete teacher model — continued

Routine name: _____

8 · Participation options and local checks — continued

Routine name: _____

Reteach without blame

- 1 · Identify the exact step that was missed, delayed, or out of order. Start with what you observed; do not guess why it happened.
- 2 · Check the conditions. Was the cue noticed? Were the materials ready and available? Were the steps clear and practiced? Did a local procedure or an authorized support change what the learner should do? Correct a confusing direction or unavailable material before asking for another attempt.
- 3 · Reset without blame. Use a brief, neutral cue tied to the routine: 'Let's reset at [start point]. The next step is [observable action].' If a whole group missed the same step, reteach that step to the group without naming or comparing learners. Use the applicable local process for individual follow-up.
- 4 · Model the complete sequence again or zoom in on the unclear step, then guide a short rehearsal with feedback about the observed action. Avoid adding an unrelated rule or consequence.
- 5 · Give a fresh try from the original cue. Observe the same steps and note the conditions and next instructional move. One successful try shows that action on that attempt; it does not establish long-term mastery.

Participation options and evidence

During explanation or a check for understanding, a learner might say the next step, write or draw the sequence, point to or arrange step labels, gesture, or watch a demonstration before trying. Use options that are available and appropriate for the actual routine.

Be precise about evidence: naming, pointing to, or arranging steps can show understanding of the sequence; it does not by itself show that a learner carried out a routine whose target is an action. Offer a way to rehearse the target action that preserves what the routine is meant to show. If the available mode changes the action or what can be observed, note that evidence limit and plan an appropriate follow-up.

Check authorized learner-specific plans and local accessibility procedures rather than inventing an accommodation. This general list does not replace an individual plan or local requirements.

Before using the routine card

Verify the actual cue, action sequence, materials, locations, finish point, and any linked classroom or school procedure. Use current authorized sources for safety-related or schoolwide procedures; this tool supplies none. Check learner-specific supports through the approved local process and share or record information only as authorized.

Do not add a consequence, public comparison, emergency instruction, or individualized support that has not been established locally. If a routine conflicts with a current plan or procedure, follow that authorized source and revise the card before teaching it.

[] T05-C01 · The card names one routine, its context, and a clear purpose connected to what the routine helps learners do.

[] T05-C02 · The start cue and starting conditions are specific and checked against the actual class.

[] T05-C03 · The routine is written as an ordered sequence of short, observable actions.

[] T05-C04 · The finish point is observable and matches the actions the card lists.

[] T05-C05 · The teacher model shows the complete routine from cue to finish and names why actions are taken.

[] T05-C06 · Learners get guided rehearsal, observable feedback, and a fresh attempt from the cue.

[] T05-C07 · The reteach responds to a specific observed step, checks conditions, models or rehearses again, and observes a fresh try without blame.

[] T05-C08 · Participation options preserve the routine's target or make their evidence limit clear; local expectations and authorized supports are checked.