

## Why Functional Routines?]

Many students with deafblindness with additional disabilities depend on routines for learning and living. For some students, routines can be part of the basis of their educational program as they provide meaningful learning in a variety of ways.



### A routine is an activity that:

- Occurs regularly and frequently
- With the same sequence of physical actions
- With the same people
- With the same materials
- In the same locations
- On the same route



### Why are functional routines an excellent learning strategy?

- Student with deafblindness learn best by doing in real world situations. Routines are predictable hands-on events that are practiced in a familiar environment and teach students the steps to participate in or complete an activity.
- Routines promote competence and independence as the student can anticipate steps involved.
- Along with calendar schedules, routines support teaching time concepts and allow for consistent feedback.



### Tips for great functional routines

- Routines should reflect daily life and have purpose or meaning. Skills and concepts make more sense when they are worked on in real activities.
- Incorporate the student's IEP goals and objectives, as well as interests.
- Use forward and backward chaining to teach steps within the activity and use the least intrusive prompt, if prompting is required.
- Proceed through the routine at the student's pace. Provide wait time.
- Gradually pass on responsibility to the student.
- Expand routines as needed.

**Connect with your POPDB Consultant for support on implementing Functional Routines.**