

Design one routine learners can use

Choose one recurring classroom moment. Define the learning purpose, make the steps visible and plan how learners can access, practise and repair the routine.

THE TEST Does this sequence improve access to learning, participation or safety? Remove steps that only police appearance.

1 Routine, purpose and owner

What is it called? What does it help learners do? Who reviews it?

2 Context, cue and learner sequence

When does it begin? What stable cue starts three to five visible actions?

3 Model and guided rehearsal

What example and near-miss will adults show? When will learners practise?

4 Access routes

What alternatives support communication, movement, sensory processing, language or memory?

5 Adult actions and shared language

What will adults say or do consistently? Where is adaptation expected?

6 Feedback, repair and re-entry

What private, specific response helps a learner return to the learning?

7 Evidence and learner voice

What shows the routine is useful? What will learners be asked about clarity and fairness?

8 Review and re-teach

Review date: _____ What would trigger re-teaching? Which prompts could later fade?
