# Rules within Routines Matrix

<table>
<thead>
<tr>
<th>Routines</th>
<th>Transitions</th>
<th>Independent Seat Work</th>
<th>Small Group Activity</th>
<th>Teacher-Led Instruction</th>
</tr>
</thead>
</table>
| **Respectful** | • Keep hands to self  
• Keep 8 inches between yourself and others in line | • Raise hand before talking  
• Stay on task | • Stay with your group.  
• Listen to each other  
• Accept each other’s answers  
• Give eye contact | • Give eye contact to teacher  
• Raise hand before talking |
| **Responsible** | • Admit mistakes  
• Ignore your neighbor  
• Put materials away | • Complete your own work  
• Keep material in folders | • Help with the group work  
• Use time wisely | • Follow along/be in the right place  
• Listen to teacher directions  
• Take notes |
| **Safe** | • Follow adult directions  
• Remain quite | • Sit with six legs on the floor  
• Stay in your space | • Keep objects out of hands  
• Use materials carefully | • Keep objects out of hands  
• Sit with six legs on the floor |

# PBS Intensive Individual Supports

<table>
<thead>
<tr>
<th>What rule is being broken? In what routine? What is the behavior?</th>
<th>What is the possible cause?</th>
<th>How can it be decreased or prevented?</th>
<th>What supports might be provided or skills taught?</th>
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| Respectful in small group: Jack keeps getting up and leaving small group activity. | He is bored. | • Find out his interests and plan an activity that targets them.  
• Give him a more challenging task | • Teach him to help someone else  
• Ask him to collect data about the group performance |
| | He doesn’t know what to do. | • Prior to activity, teach him what will happen in small group time.  
• Teach him the rules for group activities.  
• Make reminders available if he forgets the steps of a task. | • Visual Schedule  
• Visual poster of rules |
| | He is not able to do the assigned task. | • Identify the part of the activity that is too difficult for him and eliminate or substitute.  
• Give him a specific job that you know he can do.  
• Provide several alternative ways to do the task  
• Pre-teach the task. | • Provide alternative way to access information from text.  
• Provide alternative way to document his knowledge.  
• Alternative tasks (e.g. art project, recorder to tell facts, software to make slide show) |
| | He does not know how long he has to wait | • Show him the order of activities visually.  
• Give him time cues | • Visual schedule (with pictures if needed). |
| | He can’t sit still that long | • Shorten group time  
• Give him a break in the middle of group  
• Help him know how long he has to sit. | • Provide timer with needed features (e.g. does it need to be silent?). |
| What rule is being broken?  
In what routine?  
What is the behavior? | What is the possible cause? | How can it be decreased or prevented? | What supports need to be provided or skills taught? |
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