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## Routine Scripts and Rule Books for Young Children: Evidence-Based PBS Strategies

Pamelazita Buschbacher, Ed.D., CCC-SLP

Moderated by:  
Amy Natho, MS, CCC-SLP, CEU Administrator, [SpeechPathology.com](http://SpeechPathology.com)



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- Email [customerservice@SpeechPathology.com](mailto:customerservice@SpeechPathology.com)
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continued<sup>®</sup>

## Routine Scripts and Rule Books for Young Children: Evidence-Based PBS Strategies

Pam Buschbacher, Ed.D., CCC-SLP  
PPATCHWork Children's Therapy Services  
April 17, 2018  
drpamelazita99@aol.com

continued<sup>®</sup>

## Learning Outcomes

Participants will be able to:

- Describe 6 to 8 reasons for using Routine Scripts and Rule Books with young children who demonstrate challenging behaviors.
- Describe 7 steps in designing Routine Scripts and Rule Books.
- Describe at least 4 possible outcomes in using Routine Scripts and Rule Books for young children with challenging behaviors.

7

Permission has been granted to use actual photos of children seen in therapy and their parents but are restricted to use only for this presentation.

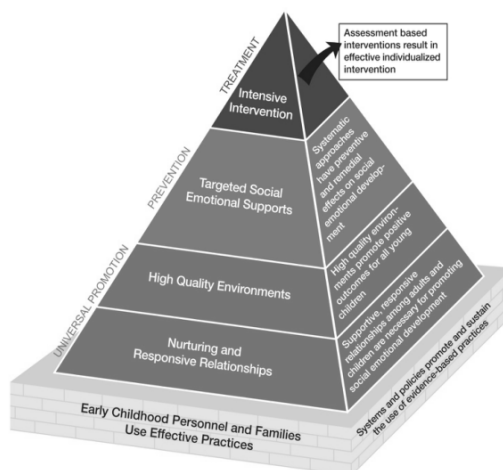
Commercial on-line photos and images are from Microsoft Clipart®, Google Images Search or Bing Image Search

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8



## The Pyramid Model: Promoting Social Emotional Competence in Infants and Young Children



[www.challengingbehavior.org](http://www.challengingbehavior.org)

9



**Prevent**

**Teach**



**Reinforce**

10

continued

## What's going on here?

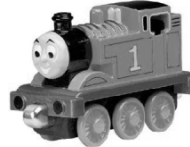
- ✓ Ride in car with Dad
- ✓ playground
- ✓ Strip mall
- ✓ Candy cane decoration
- ✓ The letters 'Dr. Doolittle' on a glass door
- ✓ Loud noises & voices
- ✓ Chairs & kids' books
- ✓ 6 toy cars on pedestals – some with a kid inside & grow-up with scissors
- ✓ Grown-up by each car
- ✓ Buzzing sounds
- ✓ Cloth tied around neck, etc.

11

continued

## Central Coherence

Uta Prith



12

continued

## Written/Pictured Social Supports

- Social Stories©
  - Taking Turns at the Water Table
  - Sharing Toys with Friends
- Routine Scripts
  - Bedtime at My House
  - Going to the Grocery Store with Mommy
- Rule Books
  - Swimming in our Pool
  - Wearing Clothes
  - Riding in the Car

13

## Predictable Books

“Predictable books use rhyme, repetition of words, phrases, sentences and refrains, and such patterns as cumulative structure, repeated scenes, familiar cultural sequences, interlocking structure and turn-around plots. These stories invite children to make predictions or guesses about words, phrases, sentences, events and characters that could come next in the story.” —Mary Jett Simpson, in **Reading Resource Book**

14

## Predictable Patterns in Young Children's Literature

- Word or Phrase Repetition
  - across the whole book
  - on one page of the book
- Cumulative Storybooks
  - Each time a new event occurs, all previous events in the story are repeated
- Similar Routines (Cultural Pattern books)



15

## Predictable Patterns in Young Children's Literature (cont'd)

- Question-Answer Books
  - Questions and answers that repeat across a book
  - Questions with small changes that repeat across a whole book
- Rhythm & Rhyme
- Actions
  - Predictions of actions grow out of story/illustrations

16

continued

## Predictable Patterns in Young Children's Literature (cont'd)

- Add-on or Chain or Circular Patterns
  - Patterns of words or phrases that add onto each other
    - On each page of the book
    - On the last page, in summary
- Common Sequences
  - Numbers, days of the week, months, colors
- Songbooks

**\*\*Any combinations of these predictions**

17

continued

## Social Stories™

Carol Gray (1993)

18

## Social Stories™ - A Little History

Developed by Carol Gray (1993) of Jenison Public Schools in Michigan for children with autism in the early “90’s”

But.....

And.....

19

## What are Social Stories™?

**Social Stories™** are short stories written in special style and format for teaching social skills to children with autism and related disabilities, providing accurate information about those situations that they may find difficult or confusing. This tool has proven to be effective for ages preschool through adulthood

20

continued

## Sample – Social Story™

### I Can Share

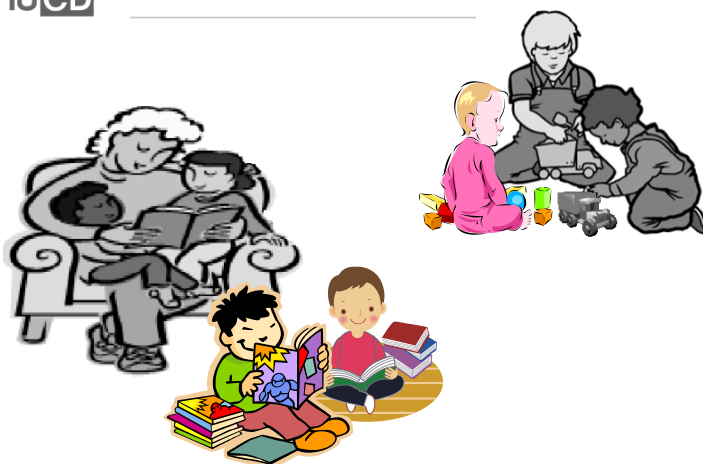


Appropriate for Toddlers  
 Rochelle Lentini, University of South Florida  
 September 2010  
 Created using pictures from Microsoft Clipart®  
 and Google Image Search



21

continued



We can share toys, books, and even my Mommy.

22

continued

continued



When we share and play together,  
we use gentle hands and feet.

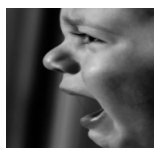
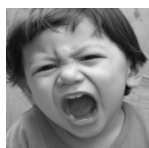


23

continued



Sometimes sharing is hard.  
I might get sad or mad.

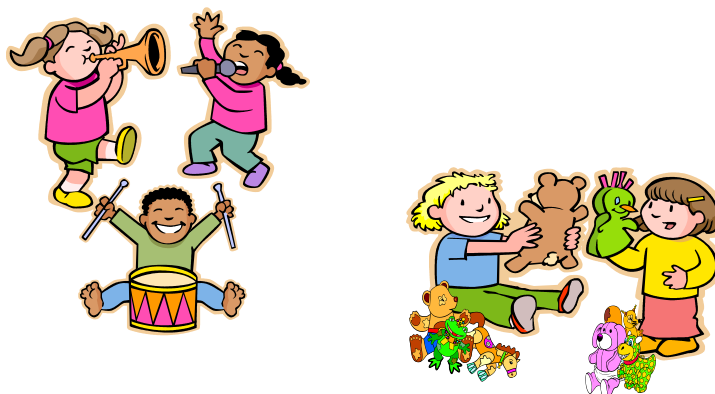


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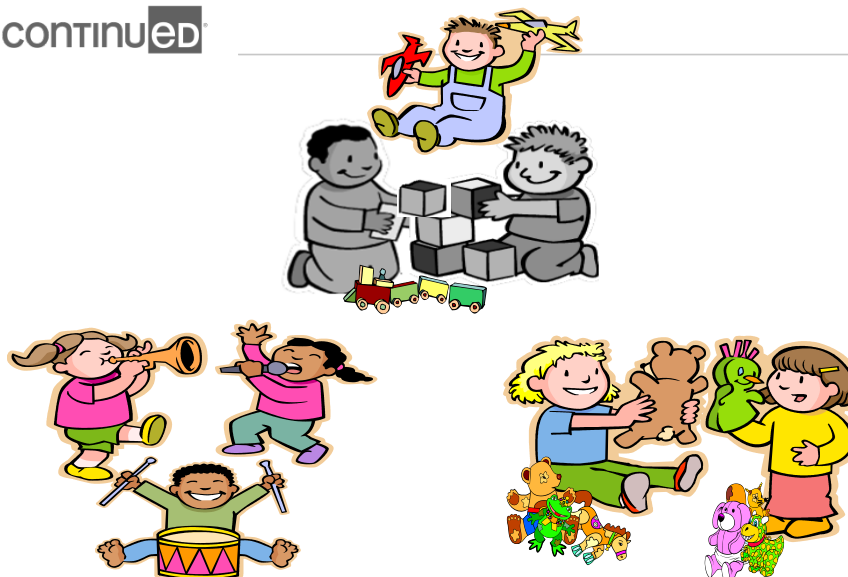
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Sharing can also be fun!  
My friends and I love playing together.

25

continued

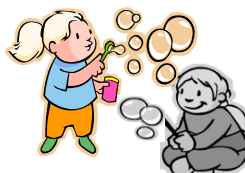


I can share inside.

26

continued

continued



I can share outside.

27

continued

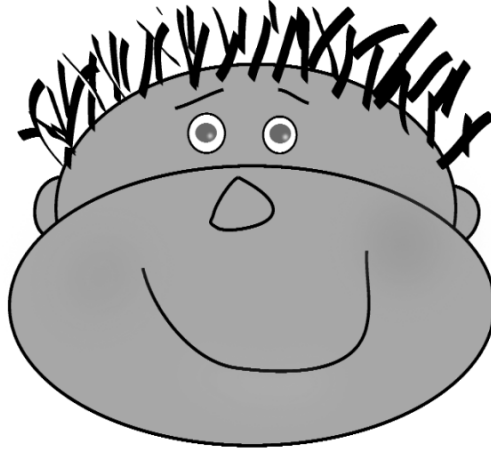


I can even share Mommy or Daddy.

28

continued

continued



Sharing can be fun!

29

continued

## **What are some possible topics for Social Stories™?**

- School
  - Cancellation of recess
  - Absence of teacher
  - Taking Turns at the Water Table
  - How to be a Friend
  - Celebrating Halloween at School
  - Eating at the Dinner Table
  - Visiting with Daddy or Mommy

30

continued

## Evan Rides The Bus Home Nicely



By Kim McKenzie, Alisha Dexter, and Casey Porter  
Edited by Pam Buschbacher  
October, 2005

31

## What are some possible topics for Social Stories™?

- Home
  - Reading a Book with Mommy
  - Going to a Cookout at a Neighbor's House
  - Celebrating Halloween with My Family
- Community
  - Playing at the Park with Friends
  - Waiting at Burger King
  - Going to the Mall

32

## Routine Scripts

33

## What are Routine Scripts?

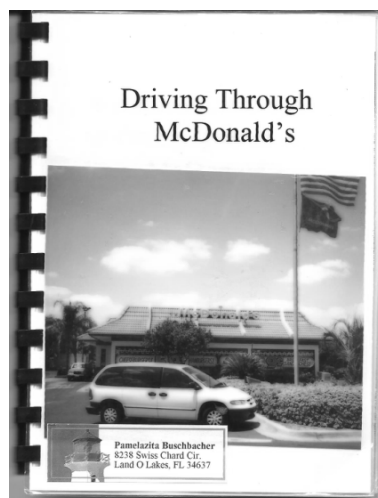
Routine Scripts are picture heavy books with some text of everyday activities, some familiar and some not to a child. They help young children organize their understanding of the routine & their world, diminish anxiety and/or confusion and guide children in participating in the routine.

**Examples: ??????**

34

continued

## Sample – Routine Script



35

continued

Sometimes, Mommy  
or Daddy gets food  
from McDonald's.



Mommy or Daddy  
drives the van to  
McDonald's.



36

continued

continued

John tells Mommy  
or Daddy what he  
wants.



Mommy or Daddy  
orders the food.



37

continued

Mommy or Daddy  
pays for the food.



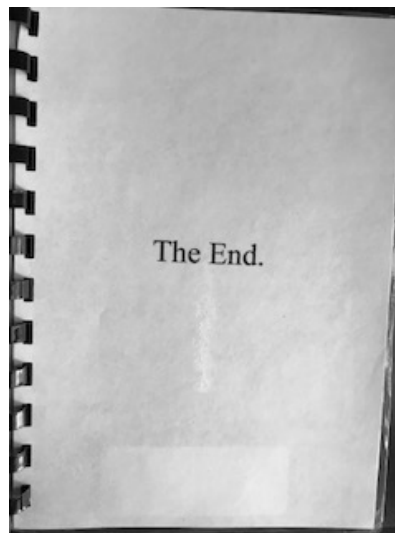
Mommy or Daddy  
orders the food.



38

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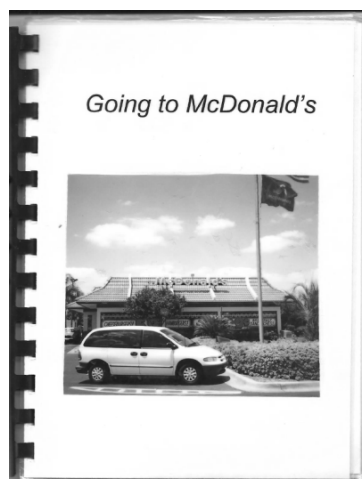
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39

continued

## Sample – Routine Script



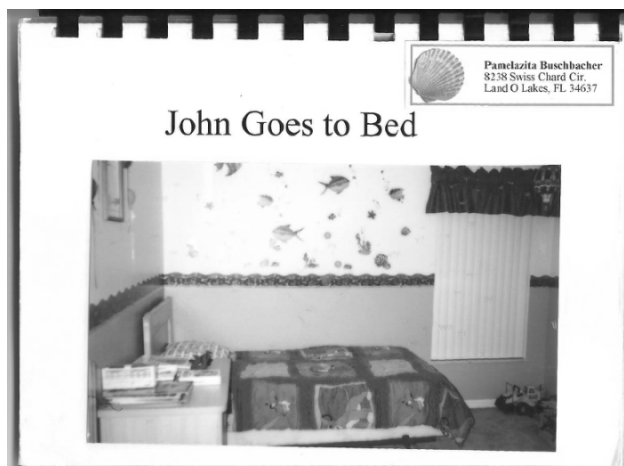
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continued

## Sample – Routine Script



41

continued

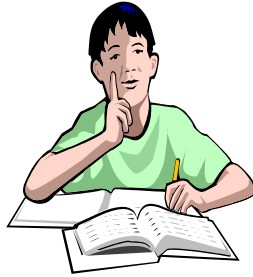
## Sample – Routine Script



42

continued

## Routine Script????



Think **Task  
Analysis**  
of a routine

43

## Why are Routine Scripts important?

1. Routine Scripts enable children to understand & predict the order of events for an activity..."method to the madness"
2. Routine Scripts serve as scaffolds for the child's active participation in the activity
3. Routine Scripts support children in developing a meaningful vocabulary for the activity.
4. Routine Scripts can link children with different communication and interaction partners.

44

continued

## Why are Routine Scripts important? (cont'd)

5. Routine Scripts build joint attention.
6. Routine Script knowledge enables children to remember the most predictable features of an event/activity (what, who, where, when, what doing)...a skeleton or outline
7. Routine Script knowledge enables children to identify optional features.
8. Routine Scripts encourage adults and others to perform the routines in the same manner!!!!

45

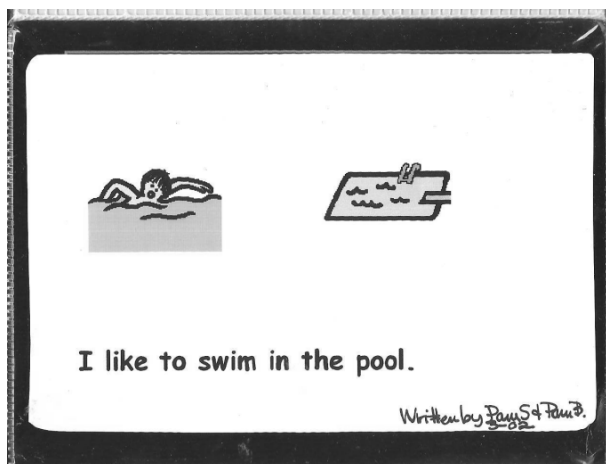
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## Rule Books

46

continued

## Sample – Rule Book



47

continued



48

continued

continued



49

continued



50

continued

continued



51

continued

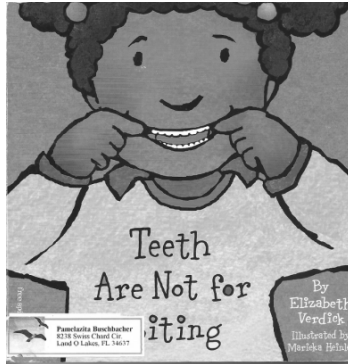
## Sample – Rule Book



52

continued

## Sample Commercially Available – Rule Book



53

## Who Can Write Routine Scripts & Rule Books

- Parents
- Siblings
- Teachers
- Speech & language pathologists
- Friends
- Social workers
- Anyone who learns to write them

54

## **So You want to Write a Social Story™, Routine Script or Rule Book.....**

55

### **Steps in the Process for Writing a Social Story™ ‘Routine Script’ or ‘Rule Book’**

1. Interview/Decide
2. Observe
3. Write/Edit
4. Decide on & create any visual enhancements (i.e., photos, icons, symbols, etc.)
5. Assemble the story (as needed)
6. Teach the child
7. Engage in the activity

56



CONTINUED

## The “Script” or “Book” Teaches with the Title



A statement of the “gist” of the story

“Michael Goes to the Dentist”

“Going to See Dr. Frank”

or

A question

“Where Do I Wear My Socks and Shoes?”



57

CONTINUED

## ‘Tailor the Text’ Like You Would a Social Story©....

### ▪ A ‘Routine Script’ or ‘Rule Book’

- Is written in first or third person
- Uses positive language!!!!
- Is literal/concrete!!!!
- Is enhanced by visual supports!!!
- Considers the child’s learning characteristics (age, cognitive, reading skills, attention span, visual stage)!!!!

58

## ‘Tailor the Text’ Like You Would a Social Story®....

### ▪ A ‘Routine Script’ or ‘Rule Book’

- Contains **descriptive** sentences
  - “Just the facts.” (Joe Friday, *Dragnet*)
- May contain **perspective** sentences
- May contain **affirmative** sentences
- May contain **directive** sentences

**But .....**

59

## Sentence Types Used

- Descriptive Sentences
  - Provide the who, what, where, what doing, when, why
- Perspective Sentences
  - Describe the reactions and feelings of self and/or others
- Directive Sentences
  - Identify a possible response and/or gently direct behavior
- Affirmative Sentences
  - Enhance the meaning of the other statements
  - May express a commonly held opinion

60

## ‘Tailor the Text’ Like You Would a Social Story™....

### ▪ A ‘Routine Script’ or ‘Rule Book’

- avoids “absolutes” and “negatives”
  - *Always*
  - *Never*
  - *“I go to bed at 8:00.”*
- Uses “insurance policy” terms
  - *Sometimes*
  - *Usually*
  - *Many*
  - *Some*
  - *Most of the time*

61

## How do I teach with ‘Routine Scripts’ and ‘Rule Books’?

- ✓ Introduce the ‘script’ or ‘book’ in a place with few distractions.
- ✓ Sit comfortably with the child as you share the ‘script’ or ‘book.’
- ✓ Read the ‘script’ or ‘book,’ at least, once a day before the targeted event.

62

continued

## How do I teach with 'Routine Scripts' & 'Rule Books'? (Cont'd)

- ✓ Have others read the 'script' or 'book' with the child.
- ✓ Keep data on the child's response to the 'script' or 'book' and revise it, as needed.
- ✓ Keep the 'script' or 'book' readily available for the child.

63

continued

### Conner and Mommy Are Going to NaNa and PopPop's House

1. **Conner** and **Mommy** are going to **NaNa** and **PopPop**'s house.  
How fun!!!
2. We are going to fly on a **plane** to Nana and PopPop's house.  
How fun!!!
3. First, Conner will get a **bath** at home. Then Conner will put on my **Jammies**.
4. Then Mommy and Conner will get in the **car**. "**Buckle up for safety.**"
5. Mommy will drive the **car** to the **airport**. Conner can drink my **milk** and relax.
6. First, Mommy will park the **car**. Then Conner will ride in a **stroller**.
7. Conner will try to use **nice hands and feet**. Conner will try to use **quiet words**. I am a Big Boy.

64

## continued

8. Mommy will bring a **'Waiting Bag'** and my **carseat**.
9. Conner can bring **Soft Raffie** and a **blankie**.
10. Mommy will bring our **tickets** to get on the **plane**.
11. Conner can hold Mommy's **hand**. I can **walk** on the plane. I can climb into my **seat**. **"Buckle up for safety."**
12. Flying on a **plane is fun!!!** But it is important to **sit in my seat!!** **"Buckle up for safety!"**
13. When all the **people** are on the plane, the **plane will "vroom up in the sky."**
14. It might be **dark** on the plane. Conner can use quiet words. Conner can say, "Turn on the **light**, Mommy."
15. Conner can do fun things in **my seat**. Conner can look out the **window**. I might see lots of **clouds**. Conner might see the **moon**.
16. Conner can watch a **TV show**. Conner can drink some **water**. Conner can **color**. Conner can read **books**. Conner can play **games**. How fun!!
17. Conner will try to use **nice hands and feet**. Conner will try to use **quiet words**. Conner is a Big Boy.

65

## continued

18. Flying on a **plane is fun!!!** But it is important to **sit in my seat!!** **"Buckle up for safety"**
19. Conner might have to **go potty**. Conner can say, "Mommy, I have to go potty." Conner will try to use **nice hands and feet**. Conner will try to use **quiet words**. I am a Big Boy.
20. Conner might get **sleepy**. Conner can hug **Raffie** and **Blankie** and go to sleep.
21. When the **plane** lands on the ground, Conner can **walk** off the plane with Mommy and get in my **stroller**.
22. Surprise!! Conner will see **NaNa and PopPop**. She will be **happy** to see **me**. Conner will be **happy** to see **NaNa**.
23. Then Conner will ride in the **stroller** to NaNa's **car**.
24. Then Conner will ride in my **carseat** to NaNa and PopPop's house. **"Buckle up for safety."**
25. Soon we will be at **NaNa and PopPop's** house. I can find a nice bed to sleep in. Ahhh.

66

continued

## Conner and Mommy Are Going to NaNa and PopPop's House



A Social Story Written for Conner  
By Dr. Pam & Mommy  
November, 2012

67

continued



**Conner** and **Mommy** are going to **NaNa** and **PopPop's house**. How fun!!!

68

continued

continued



We are going to fly on a **plane** to **Nana and PopPop's house**. How fun!!!

69

continued



First, Sonya will drive Mommy and me to the airport. Buckle up for safety.

70

continued

continued



Sonya will drop up off at the airport. I can get out of her truck and get into my **stroller**.

71

continued



Conner will try to use **nice hands and feet**.  
 Conner will try to use **quiet words**.  
**"I am a Big Boy."**

72

continued



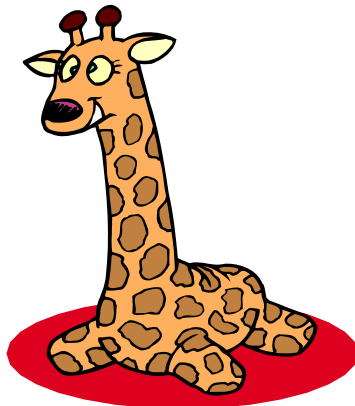
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Mommy will bring a **'Waiting Bag'**

73

continued

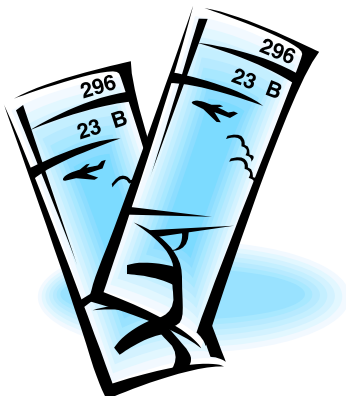


Conner can bring **Soft Raffie** and a **blankie**.

74

continued

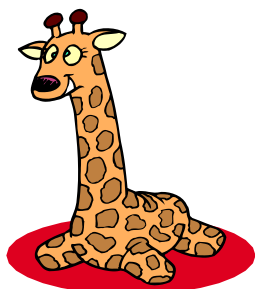
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Mommy will bring our **tickets** to get on the **plane**.

75

continued

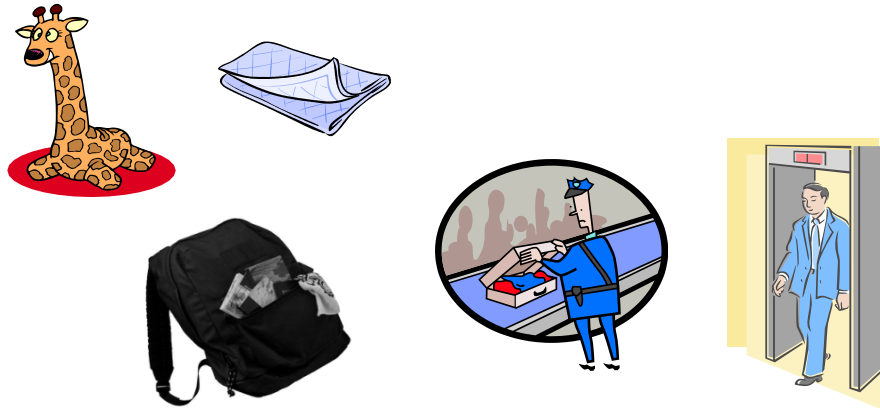


Sometimes, we will have to 'wait on line' at the airport.  
That's okay. I can hold Raffie and my blanket. I can look in  
my 'waiting bag.' I can be a good waiter.

76

continued

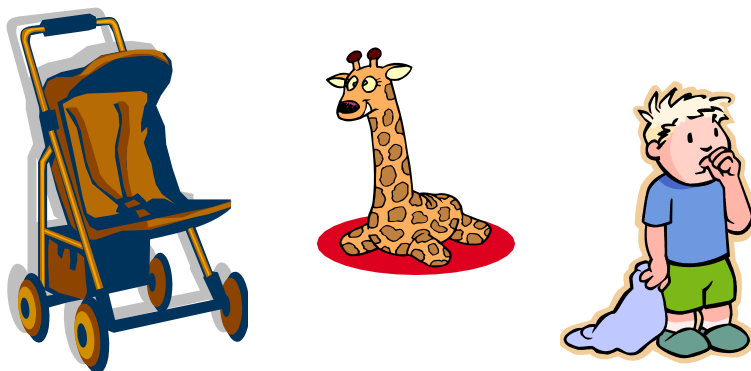
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I will see a lot of policemen and ladies. I can smile and say, "Hi."  
 Mommy will ask me to put Raffie and Blankie in the 'Waiting Bag.'  
 That's okay. They can go for a ride. I can walk through the door.  
 Then Mommy will take them out of the 'Waiting Bag' for me to  
 hold, again.

77

continued



**Then I can climb back into my stroller. I  
 can hold Raffie and my Blankie. Nice.**

78

continued

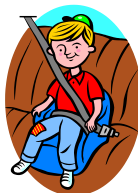
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When it is time to get on the plane. Conner can hold Mommy's **hand**. Conner can **walk** on the plane. Conner can climb into my **seat**.

79

continued



Flying on a **plane is fun!!!** But it is important to **sit in my seat!!** The rule is: Mommy sits in her seat for take off. Conner sits in his seat for take off. **"Buckle up for safety!"**

80

continued

continued



When all the **people** are on the plane, the **plane** will “vroom up in the sky.”

81

continued



It might be **dark** on the plane. I can use quiet words. I can say, “Turn on the **light**, Mommy.”

82

continued

continued



I can do fun things in **my seat**.  
I can look out the **window**. I might see lots of **clouds**.  
I can find something in my '**Waiting Bag**.'

83

continued

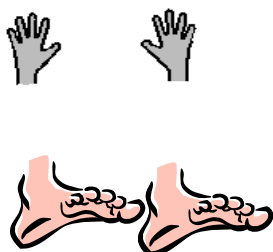


I can do fun things in my **seat**.  
I can drink some **water**. I can **color**. I can read **books**. I can play **games**. How fun!!

84

continued

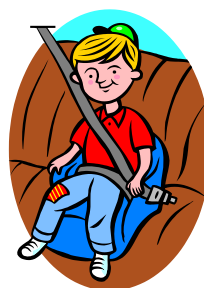
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I will try to use **nice hands and feet**. I will try to use **quiet words**. I am a **Big Boy**.

85

continued



Flying on a **plane** is fun!!! But it is important to **sit in my seat!!** **“Buckle up for safety”**

86

continued

continued



**Mommy, I have to go potty.**

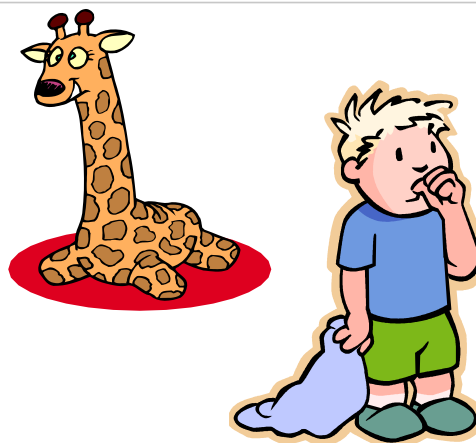
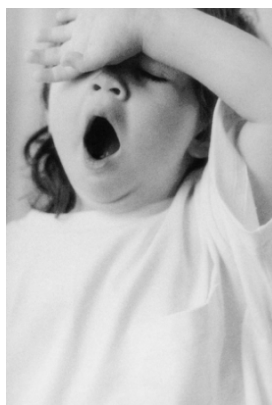
"Mommy, I have to go potty."



I might have to **go potty**. Conner can say, "Mommy, I have to go potty." Conner will try to use **nice hands and feet**. Conner will try to use **quiet words**. **I am a Big Boy**.

87

continued



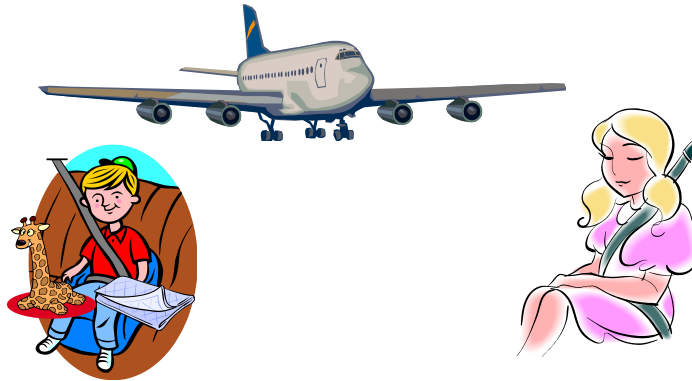
Conner might get **sleepy**. That's okay.  
Conner can hug **Raffie** and **Blankie** and go to sleep.

88

continued



continued



When it is time for the plane to land on the ground, the rule is: **Mommy sits in her seat for landing. Conner sits in his seat for landing. "Buckle up for safety."**

89

continued



When the plane lands on the ground on the ground, Conner can **walk** off the plane with Mommy and get in my **stroller**.

90

continued

continued



Surprise!! Conner will see **NaNa and PopPop**.  
They will be **happy** to see **me**.  
Conner will be **happy** to see **NaNa and PopPop**.

91

continued



Then Conner will ride in the **stroller** to  
**NaNa and PopPop's car**.

92

continued

continued



Then Conner will ride in the **carseat** to **NaNa and PopPop's house**. **"Buckle up for safety."**

93

continued



Soon we will be at **NaNa and PopPop's house**.  
Fun!

94

continued

## ***Making Life Easier: Surviving and Enjoying the Holidays***

[www.challengingbehavior.org](http://www.challengingbehavior.org)

**Follow Regular Routines**, as much as possible.

**Prepare your child for changes in routines and the schedule.**

**Involve your child** in some of the preparations.

**Limit shopping with your child.**

**Be careful about your child's diet.**

**Use Positive Words.**

- Tell your child **how to behave**.
- Use **'Wait Time.'**
- Provide limited **choices**.
- Provide **frequent and specific praise for acceptable behavior**.
- Provide **transition warnings**.

**Empathize with your child's feelings.**

**Prepare family and friends for special accommodations.**

**Pack a 'Waiting Bag' of favorites**

**Holiday Travel – Prepare ahead**

- Call airlines, airport or bus depot ahead about special accommodations.
- Visit the airport or bus depot in advance.
- Mail baggage items ahead.
- Create a personal story.
- Leave late in the day.
- Provide a drink in a sippy cup or bottle and snacks.

**Celebrate the little successes along the way.**

95



96

# Corrado Gets a Haircut



A Routine Script

By

Dr. Pam

March, 2015

97

## Tips for Getting a Haircut

- Build trust – no surprise visit unless just a drive by for prep
- **Bring an extra shirt so that Corrado can change after he gets his hair cut. He will be more comfortable without loose hair on his neck and back.**
- Plan ahead
  - Read *Corrado Gets a Haircut* everyday for a week in advance. Multiple people reading the story helps. Help him point to the pictures and the words.
  - Put a picture on a week calendar and count down the days with Corrado
- Only go forward if he is well rested, feeling well and happy.
- Take the story along and go through each page as he is going through the experience.
- Calmly re-assure him. Concretely praise what he is doing well.
  - “You are sitting in the car so well. Way to go, Corrado.”
  - “You are almost done. First cut hair. Then get a lollipop. Then go \_\_\_\_\_,” etc.

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CONTINUED

## Possible Outcomes in Using 'Routine Scripts' & 'Rule Books'

- Reduction in the occurrence of challenging behavior
- Increased functional vocabulary
- Increased engagement in routines at home, in school and in community activities
- Generalization of skills across environments

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CONTINUED

## Some Software Programs That Help

- *Boardmaker*©
- *Writing with Symbols 2000*
- *Picture This: Professional Edition*
  - *School Routines and Rules*
  - *Birthday Parties*
- *Pics for PECS 2004*

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## Formats for Routine Scripts

- Commercial products
- Personal photos or clip art
- Icon (i.e., Boardmaker®, clip art, etc.)
- Drawing
- Print
- Apps
- Videotape
  - Commercial
  - Individually designed

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## Some Websites That Help

- [www.pecs.com](http://www.pecs.com)
- [www.pyramidproducts.com](http://www.pyramidproducts.com)
- [www.socialstories.com](http://www.socialstories.com)
- [www.do2Learn.com](http://www.do2Learn.com)
- [www.lessonpics.com](http://www.lessonpics.com)
- [www.challengingbehavior.org](http://www.challengingbehavior.org)
- [www.freespirit.com](http://www.freespirit.com)
- [www.pinterest](http://www.pinterest)

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continued

## Using Clip Art from the Internet

1. Open 'Word Document' (1/2 screen it)
2. Go to Internet Explorer (1/2 screen it)
3. Go to [www.google.com](http://www.google.com) or [www.picsearch.com](http://www.picsearch.com)
4. Go to 'Images and Preferences' and decide on strict or moderate filter
5. Type in word (Ex. KIDS)
6. Find image you want, 'Right' click to copy it, and paste it into the 'Word Document'

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continued

## Three things I can do in the next week to develop my skill with 'Routine Scripts' and/or 'Rule Books'.....

- 1.
- 2.
- 3.

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continued

**Questions?**

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