

## Elementary Classroom Entry

The Routine Development Tool helps you consider the inclusion and development of executive function skills as you develop, teach, and reflect on classroom routines. It is suggested that you watch the Executive Function Webcast Series (<https://www.ocali.org/project/executive-function-webcast-series>) to gain the background information that will help you fill in the tool. The tool and completed examples of the blank Routine Development Tool are also available from the Webcast Series webpage.

### Directions:

- Name the routine you have chosen to develop while considering Executive Function
- Teacher/Staff Planning and Responsibilities sections
  - Identify the teacher and staff tasks that need to take place before, during and after the routine
  - List what information to share with the family/caregiver on how to support learning the routine if it is only done at school
  - If the routine is also to be implemented at home, describe how the family/caregiver can implement the routine in the home setting
- Manifestation Areas
  - Fill in the classwide student outcome for each manifestation area for this routine
  - List the observable student action(s) that the students would do for the routine in each manifestation area
- Teacher/Staff Reflection after Implementation
  - Reflect on the answers to the questions based on your data and identify next steps

### **Routine: Entry into Classroom**

### **Teacher/Staff Planning and Responsibilities**

#### Before the Routine is Started:

- Teacher will provide a visual entry classroom routines that is portable for staff guiding the student that include:
  - Taking off backpack

- Taking off coat (if needed)
- Hanging up coat and backpack
- Taking out items from backpack and putting in assigned areas
- Going to desk or assigned area before instruction begins
- Teacher will develop appropriate social greetings for students (using visual supports if needed)
  - Adult to student
  - Student to student
- Teacher will prepare coping strategies and/or visual supports for transitioning to school from bus or car into school building and into the classroom
- Teacher will show and model for staff how to use coping strategies and visuals for transitions
- Teacher will determine reinforcement for following classroom routines (high 5; fist bump; verbal praise)
- Develop a classroom data collection form
- Teacher will teach staff how to collect data

During the Routine:

- Teacher/staff will escort students from bus (or outside of school building or from office) to classroom
- Teacher/staff will use coping strategies and/or visual supports as needed
- Teacher/staff will greet students
- Teacher/staff will use prompt hierarchy to support classroom entry routine
- Staff collects data to identify what steps the students complete with appropriate prompt hierarchy and takes notes on what may be a challenge for the student

After the Routine is Completed:

- Teacher/staff will review data collection forms to determine if more or less supports are needed for students to complete the entry routine
- Determine what entry step or steps 20% or more of the students are having difficulty with according to the data
- Review data using Teacher/Staff Reflection After Implementation section below
- If 20% or more of the students are not following the entry routine, contact family to determine if there are any changes or other factors that may be affecting the student(s) success in the entry routine
  - Discuss and get input from the staff accompanying the student during the entry routine.
  - Ask and get input from the student as to why they are having difficulty with the entry routine

Family/Caregiver Guide to Support Routine at Home:

- Provide a monthly calendar that identifies school and non-school days
- Try to follow a morning wake up and get ready for school routine
- Provide a visual support that shows the going to school routine
  - For example:
    - Get dressed
    - Eat breakfast
    - Get on bus or car
    - Ride on bus or car to school
    - Get off bus or out of car
    - Walk with person (could be parent or school staff) to school building
    - Open door and go into the school building
- If riding bus, try to review the visual support showing entry to the classroom routine before child gets on the bus
- If being brought to school by family member, review the visual support showing entry to the classroom routine before entering the school

**Manifestation Areas**

**Observable Student Action(s)**

**Self-Management:** Taking responsibility for your own behavior, actions and well-being

Classwide Student Outcome: Increase students independence with entry routine

Observable Student Actions for Self-Management:

- Come into the school building from car or bus and walk to the classroom (guided by staff using prompt hierarchy and/or using visual supports if needed)
- Greet teacher/staff with appropriate social greeting
- Greet peers with appropriate social greeting
- Complete entry routine with or without guidance by staff using prompt hierarchy and/or visual support if needed
  - Taking off backpack
  - Taking off coat (if needed)
  - Hanging up coat and backpack
  - Taking out items from backpack and putting in assigned areas

	<ul style="list-style-type: none"> <li>○ Going to desk or assigned area before instruction begins</li> </ul>
<p><b>Time Management:</b> Ability to use time effectively and productively</p> <p>Classwide Student Outcome: Complete the entry routine in a timely fashion</p>	<p>Observable Student Actions for Time Management: Students efficiency when entering the classroom improves according to classroom data</p>
<p><b>Information Management:</b> Ability to acquire, retain and use information</p> <p>Classwide Student Outcome: Following instruction, students are able to follow the entry routine independently</p>	<p>Observable Student Actions for Information Management:</p> <ul style="list-style-type: none"> <li>● Students are observed completing the entry routine as taught</li> <li>● Students are using visual supports as needed</li> </ul>
<p><b>Materials Management:</b> Ability to manage the “stuff” of school or preschool</p> <p>Classwide Student Outcome: Students are able to independently handle the materials involved in the entry routine</p>	<p>Observable Student Actions for Materials Management: Students learn to complete the entry routine (using visual supports as needed) and handling materials independently:</p> <ul style="list-style-type: none"> <li>● Walk in the classroom</li> <li>● Greet teacher</li> <li>● Put favorite item/object in locker</li> <li>● Take off and hang up coat (depending on weather)</li> <li>● Hang up backpack</li> <li>● Remove items from backpack and put in specific location</li> <li>● Greet peers</li> <li>● Follow entry schedule to go to assigned area before instruction begins</li> </ul>
<p><b>Teacher/Staff Reflection after Implementation</b></p>	
<p>Which Observable Student Actions are happening and/or not happening according to the data?</p>	

- All steps of the entry routine except zippers/ties and removing items from backpack are being completed by 80% of the students
- 25% of the students need assistance with zippers and ties on coats and backpacks
- 25% of the students need a prompt to remove items from their backpack and put in the correct bins

What's working? What's not working? What needs to change based on data collection?

- Students are getting more used to completing the routine in order and as independently as possible
- Some of the students get so involved in socializing that they forget to do some of the steps
- We need to work on operating zippers independently and on remembering to take everything out of their backpacks and put those things in the designated place

Next steps:

- Zippers: ask families to practice coat and backpack zippers; add zipper pulls to coats or backpacks; create a visual support showing steps of zipping to hang in the coat area
- Take everything out of backpacks: make colorful signs with pictures for coat area that remind students to take out assignments and supplies, and to put them in designated area