

## Executive Function Webcast Series

### Webcast 7

## Teaching Classroom Routines to Support Executive Function Skills



Inspiring Change for People with Disabilities

## About OCALI

### Vision - Why We Do What We Do

People with disabilities have the opportunity to live their best lives.

### Mission - What We Do

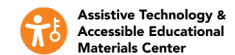
OCALI inspires change and promotes access to opportunities for people with disabilities.

### Action - How We Do What We Do

OCALI informs public policy and develops and deploys practices grounded in linking research to real life.



## OCALI Centers



## State Support Team 8

- State Support Team 8 provides professional development opportunities, networks, and technical assistance for districts and community schools in Summit, Portage, and Medina counties in Ohio
- Services focus on:
  - Early learning and school readiness
  - Systemic school improvement using Ohio Improvement Process
  - Inclusive instructional practices
  - Multi-tiered systems of support including Response to Intervention and Positive Behavior Interventions and Supports
  - Special Education



# INHIBIT



# CONTROLLING EMOTIONS



# SHIFT and INITIATE



# GOAL SETTING and ORGANIZING



# WORKING MEMORY



# SELF- MONITORING



# SELF MANAGEMENT



# MATERIALS MANAGEMENT



# INFORMATION MANAGEMENT



# TIME MANAGEMENT



# ACCESS RECEIVE PROCESS



## Before the Routine is Started

- Create visual support for steps needed to come into the classroom. To include
  - check-in procedure
  - where to hang up coat/backpack
  - where to go in the classroom before classroom activities start
- Prepare a basket of sensory items
- Instruct staff on how to use visual supports for both entering the classroom and completing the morning routine with students



## More Before the Routine is Started

- Develop a data collection form
- Teach staff how to collect data
- Share visual support routine with parents who bring students to the room. This would include student/family specific scenarios
  - Families who bring their child to school
    - Getting out of the car to office; school staff takes student to classroom
    - Getting out of the car then to classroom
  - Students who ride the bus to school; school staff takes student to classroom



## During the Routine

- Help students choose a sensory item (if needed) from sensory basket items
- Utilize the visual support and appropriate prompt hierarchy to guide students through entry routine
- Provide prompting based on the prompt hierarchy (as needed) to assist with check-in
- Use visual support to guide students to assigned location in the classroom
- Collect data on how long students took to complete both coming into the classroom and check-in procedure



## More During the Routine

- If staff is supporting the students, observe how the staff uses supports with students for both entry in the classroom and completing classroom routine
- Staff collects data to identify each step students complete with appropriate prompt hierarchy
- Take data on students use of entry materials
- Observe staff using visual supports and appropriate prompt hierarchy



## After the Routine

- Provide reinforcement for both coming into the classroom and completing the routine
- Compile and review student data
- Meet with staff to review student progress
- Discuss with staff how they are using visual supports and prompt hierarchy



## 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
- 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, remember to review the visual support showing entry to the classroom routine before entering the school



## Self-Management Manifestation Area

Purpose: Increase students independence with entry routine



## Time Management Manifestation Area

Purpose: Complete the entry routine in a timely fashion



## Information Manifestation Area

Purpose: Students are able to use the visual supports as presented



## Materials Management Manifestation Area

Purpose: Students are able to independently handle the materials involved in the entry routine



## Self-Management Student Responsibilities

Students will:

- Look at visual support before coming into the classroom or after coming into the school building
- Use a sensory support provided (if needed)
- Enter the classroom and uses visual support to follow check in procedure and go to assigned location in the classroom



## Time Management Student Responsibilities

Students efficiency when entering the classroom improves by using visual support and/or sensory support



## Information Management Student Responsibilities

Students are observed completing the entry routine using visual support and/or sensory item



## Materials Management Student Responsibilities

Students learn to follow and use visual supports and/or sensory item to:

- Walk in the classroom
- Take off and hang up coat (depending on weather)
- Hang up backpack
- Remove items from backpack and put in specific location
- Learn check-in procedure using name stamp
- Follow schedule to go to first activity



## Preschool Level

- Sensory supports to help with self regulation
- Students would probably rely on more staff interaction and prompting



## Secondary Level

- Students would have an entry routine for each class rather than just the beginning of the day
- Create the entry routine expectations with the students and move the responsibility to the students pretty quickly





## Remote Classroom

- Create expectations including:
  - Having the camera on
  - Entering the classroom on time with all necessary materials
  - Appropriately greeting classmates through chat features
  - Submitting assignments that were due



## Opportunities for Routines: Preschool

- Bathroom
- Washing hands
- Cleaning up
- Sand or water table
- Small and large group activities
- Free play



## Opportunities for Routines: Elementary

- |                         |                                       |
|-------------------------|---------------------------------------|
| • End of day            | • Walking in the hall                 |
| • Studying for tests    | • Recess                              |
| • Homework              | • Desk cleaning                       |
| • Notebook organization | • How to control impulsive behavior   |
| • Problem solving       | • Participation in online discussions |
| • Lining up             |                                       |



## Opportunities for Routines: Secondary

- |                       |  |
|-----------------------|--|
| • Writing a paper     | • How to deal with anxiety                   |
| • Studying for a test | • How to manage tasks that seem overwhelming |
| • Long-term projects  | • Online break-out room behaviors            |
| • Note taking         |  |



**Thank You**

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