

Preschool General Centers

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: Centers

Teacher/Staff Planning and Responsibilities

Before the Routine is Started:

- Teacher will prepare the following materials for all Centers:
 - All centers are identified and labeled

- Process identified for the number of students allowed in each center at one time
- Communication boards that identify materials and what to do with materials for staff when interacting with students
- Create data collection forms and processes for each center based on students performance.
- Teacher will provide a cue/prompt when it is time to transition to centers (e.g., visual timer, play music)
- Teacher will review adult communication strategies that include wait time, using what to do words and keeping questioning to a minimum
- Review with staff how to use data collection forms for each center
- Staff will be assigned to specific centers

During the Routine:

- Use cue/prompt indicating time to transition to centers
- Students will indicate what center they will go to either verbally or using the visual support
- Staff will use communication boards specific to each center when engaging with students
- Staff will use wait time, what to do words and keep questions to a minimum
- Staff will collect data in specific centers on student performance
- Staff will assist students using prompting hierarchy

After the Routine is Completed:

- Teacher/staff will discuss adult communication strategies used during centers
- Teacher/staff will review and discuss data collection forms on student performance

Family/Caregiver Guide to Support Routine at Home:

- Family/caregiver will try to provide specific routines that are done at home every day
 - Suggest starting with one and continue adding more as child is successful
 - Examples may include:
 - Time at the park
 - Walking the dog
 - Playing with toys
 - Playing with siblings
 - Playing with neighborhood child(ren)
- Teacher/SLP/OT will provide a communication board for home routine activities
- Teacher/SLP/OT will provide modeling on how to use the communication boards during the activity routine

- Family/caregiver will provide input on how successfully they used the communication boards during the activity routine

Manifestation Areas	Observable Student Action(s)
<p>Self-Management: Taking responsibility for your own behavior, actions and well-being</p> <p>Classwide Student Outcome: Increase students independence during center time activities; maintain self-regulation while interacting with peers</p>	<p>Observable Student Actions for Self-Management:</p> <ul style="list-style-type: none"> • Transition to specific center area after the transition cue/prompt is presented to the entire class • Engage in center activity with peers • Engage with staff and peers using the communication board to initiate, maintain and complete center time activity(ies)
<p>Time Management: Ability to use time effectively and productively</p> <p>Classwide Student Outcome: Interact with the activity in the time given and transition when cue is given</p>	<p>Observable Student Actions for Time Management:</p> <ul style="list-style-type: none"> • Students efficiency when transitioning from center to center when cue is given independently • Students will engage in/complete center activity(s) independently in the time given
<p>Information Management: Ability to acquire, retain and use information</p> <p>Classwide Student Outcome: Students are able to engage in center activities using the visual supports as needed</p>	<p>Observable Student Actions for Information Management: Students engage in center activity(ies) with peers using materials and visual supports as needed as demonstrated by whole class data</p>
<p>Materials Management: Ability to manage the “stuff” of school or preschool</p> <p>Classwide Student Outcome: Being sure students are able to independently engage with center time materials</p>	<p>Observable Student Actions for Materials Management: Students will demonstrate (using whole class data) they understand:</p> <ul style="list-style-type: none"> • How to use the materials in the center • How to engage in center activity(ies) with given materials
<p>Teacher/Staff Reflection after Implementation</p>	

Which Observable Student Actions are happening and/or not happening according to the data?

- All students are able to transition to Centers using visual supports
- 70% of students engage appropriately with peers in centers
- 30% of students do not know how to appropriately interact with materials in centers
- 20% of students do not know how to appropriately interact with peers in centers

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

- Visual supports have helped students to successfully transition from center to center
- Visual supports in each center have helped students to engage in center appropriate activities
- The Literacy and Writing Centers were hardly ever chosen by students
- A small number of students had difficulty with social interactions with peers

Next steps:

- Determine how to increase participation in both the Literacy and Writing Centers by providing more large group directions and set up a schedule so that all students are able to rotate to both the Literacy and Writing Centers on a daily basis
- Provide social supports (e.g., Social narratives, social scripting) to teach students how to interact with each other