

## Preschool 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 Preschool Classroom**

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

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
- 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
- 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 is Completed:

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

<b>Manifestation Areas</b>	<b>Observable Student Action(s)</b>
<p><b>Self-Management:</b> Taking responsibility for your own behavior, actions and well-being</p> <p>Classwide Student Outcome: Increase students independence with entry routine</p>	<p>Observable Student Actions for Self-Management:</p> <ul style="list-style-type: none"> <li>● Look at visual support before coming into the classroom or after coming into the school building</li> <li>● Use a sensory support provided (if needed)</li> <li>● Complete the entry routine as independently as possible</li> <li>● Go to assigned location in the classroom</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:</p> <p>Students efficiency when entering the classroom improves by using visual support and/or sensory support as demonstrated by whole class data collection</p>

<p><b>Information Management:</b> Ability to acquire, retain and use information</p> <p>Classwide Student Outcome: Students are able to use the visual supports as presented to complete the entry routine</p>	<p>Observable Student Actions for Information Management: Students are observed completing the entry routine using visual support and/or sensory item as needed demonstrated by whole class data</p>
<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:</p> <ul style="list-style-type: none"> <li>● Students learn to follow and use visual supports and/or sensory item to: <ul style="list-style-type: none"> <li>○ Walk in the classroom</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>○ Learn check-in procedure using name stamp</li> <li>○ Follow schedule to go to first activity</li> </ul> </li> <li>● Students operate closures, open/close lockers, utilize hooks for hanging</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> <ul style="list-style-type: none"> <li>● 70% of students are independently completing the entry into the classroom routine</li> <li>● 85% of students are able to sign in</li> <li>● 15% of students continue to need assistance to remove items from backpack and put information in the specific location</li> <li>● 15% of students need verbal reminders to go to first activity</li> </ul>	
<p>What’s working? What’s not working? What needs to change based on data collection?</p> <ul style="list-style-type: none"> <li>● Almost all students look at the visual support as a reminder of what to do when entering the classroom</li> <li>● Need to continue working with some students on opening backpacks with zippers</li> </ul>	

- Need to continue to provide visual as well as verbal redirections

Next steps:

- For the students having difficulty with entry into the classroom, provide further group instruction on the entry routine
- Create a pathway on the floor using a visual support (e.g., feet, shapes, colors etc.) of the location where information from the backpack goes
- Set up opportunities and activities during the day to work on fine motor skills to assist with zipping and unzipping backpacks
- Explore other ways to present visual support for entry into the classroom (e.g., object schedule or photo schedule)