

Elementary Transition

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: Transition from One Activity or Learning Station to Another

Teacher/Staff Planning and Responsibilities

Before the Routine is Started:

- Teacher will have all areas labeled to indicate what activity will be happening in what area
- Teacher and staff will have all materials available in each area of the room
- Teacher will create a visual support that identifies materials needed and a list of steps on how to complete each

activity for each area

- Teacher will have a timer available to indicate how long students are in each area
- Teacher will have a written schedule indicating what areas students will be going to
- Teacher will have a transition cue to indicate when it is time to transition from area to area
- Teacher will have an assigned area for completed work
- Teacher will develop rules for students when in activity areas
- Teacher will create a data collection form to document student participation and success for each area
- Teacher will instruct other classroom staff and students how to use the data collection form

During the Routine:

- Teacher/staff will use transition cue to indicate it is time to move to a specific area
- Teacher/staff will use written schedule to tell students what areas they will be going to
- Once in the specified areas, students will work independently or with staff as needed with the materials and activities in that area
- Students will put completed activities in designated area
- Teacher/staff/students will collect data on what aspects of activities are successful/challenging

After the Routine is Completed:

- Teacher will provide a classroom reinforcement plan to praise students' success during transitions and activity engagement
- Teacher will review data collection forms to determine individual student success when transitioning from one area to another and completion of activities in each area
 - Teacher review data results with staff
 - Teacher/staff will modify the transition procedures and/or the activities

Family/Caregiver Guide to Support Routine at Home:

- Share information on teaching and supporting how to transition from one activity to another with families through class newsletter, email, or printed flyer
- Share daily school routine/schedule and use of timer with families so they can review it with their child

Manifestation Areas

Observable Student Action(s)

<p>Self-Management: Taking responsibility for your own behavior, actions and well-being</p> <p>Classwide Student Outcome: Students take responsibility for transitioning from activity to activity and demonstrate increased independence when completing activities</p>	<p>Observable Student Actions for Self-Management:</p> <ul style="list-style-type: none"> ● Wait for teacher/staff instruction using both verbal and visual support on where to go for first activity ● Wait then respond to transition cue to move to activity location ● Once in the activity area, students will: <ul style="list-style-type: none"> ○ Review visual support outlining materials needed ○ Review beginning/end routine for activity completion ○ Put completed activity in assigned area in the classroom ● Wait then respond to transition cue to move from one activity to another activity ● Follow format described above once student is in the activity area
<p>Time Management: Ability to use time effectively and productively</p> <p>Classwide Student Outcome: Move from one activity to the next in the allotted time and complete activities in a timely manner</p>	<p>Observable Student Actions for Time Management:</p> <ul style="list-style-type: none"> ● Increase efficiency when transitioning from one activity area to another as demonstrated by whole class data ● Complete activities within the allotted time ● Improve their times using visual supports and/or teacher/staff support
<p>Information Management: Ability to acquire, retain and use information</p> <p>Classwide Student Outcome: Students are able to use supports to transition and complete activities as independently as possible</p>	<p>Observable Student Actions for Information Management:</p> <ul style="list-style-type: none"> ● Transition using the provided supports ● Complete activities with increasing independence as demonstrated by whole class data
<p>Materials Management: Ability to manage the “stuff” of</p>	<p>Observable Student Actions for Materials Management:</p>

school or preschool

Classwide Student Outcome: Students are able to independently acquire and use the materials for all activities

- Get materials for all activities in each activity center
- Follow activity schedule/directions from beginning to end using appropriate materials

Teacher/Staff Reflection after Implementation

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

- 85% of students are following the transition cues and moving in time
- 80% of students are looking at the visual directions and gathering materials at each center
- 60% of students are relying on adult support to understand and complete the directions

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

- The transition cues, especially when paired with a musical cue, are working well
- The visual directions are starting to work, but might need tweaked to improve independence
- Independence with following the directions and completing tasks is still a challenge with only 40% working independently

Next steps:

- Continue using transition cues with musical cue mixed in often
- Continue reinforcing use of visual directions and gathering of materials
- Keep data on number of steps in directions to see if there is a correlation with level of independence
- Changes to directions applicable depending on the activity
 - Add picture cues
 - Include a completed product example
 - Have a video model on a device
- Teach and implement the "3 before me rule" (students have to ask 3 peers before asking an adult) to increase independence