

**Executive Function:
The Brain's Air Traffic Control System**

Routines

Working
Memory

**Executive
Function**

Goal Setting,
Self-Talk and
Self-Monitoring

Organization

Learning Disabilities
Association of Iowa

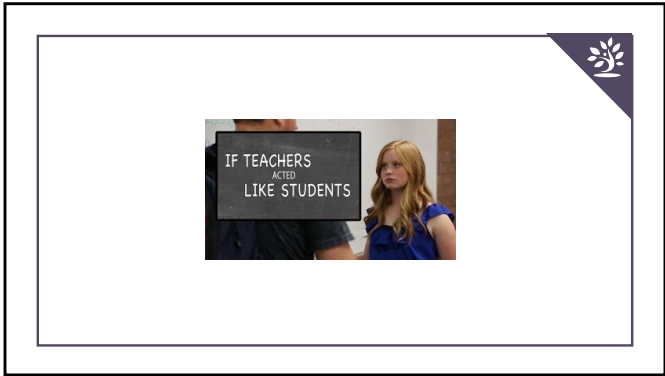
Part 1: Routines

Amy Eaton
Current Board Member
1st Vice President

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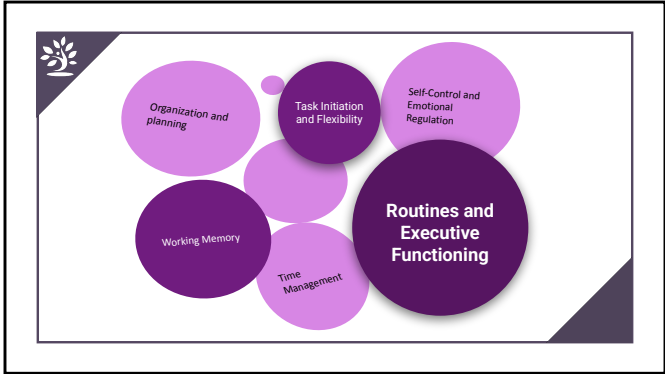
**Celebrating LD Awareness Month with a
Series of Four Webinars on Executive Function**

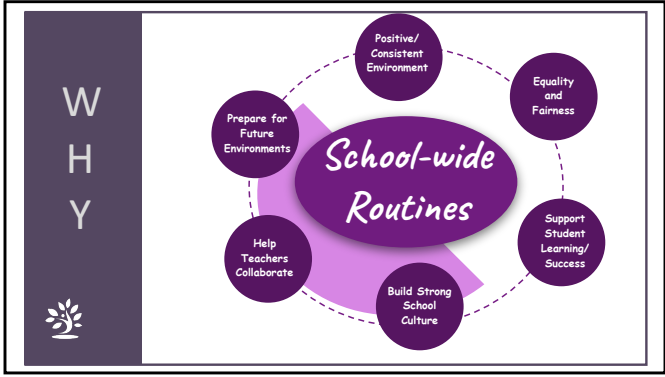
- About Executive Function:
 - Executive Functioning Defined
 - Executive Function and Co-Existing Conditions
 - Signs of Executive Functioning Difficulties
 - Implications for Teachers



**Routines in Education:
School-wide, Classroom, and Individual**

1. Why routines when talking about Executive Functioning?
2. School-wide Routines
3. Classroom Routines
4. Individual Routines
5. Benefits/Barriers with Routines
6. Creating Routines
7. Adapting Routines for Special Education Students
8. Summary
9. Question/Answer time





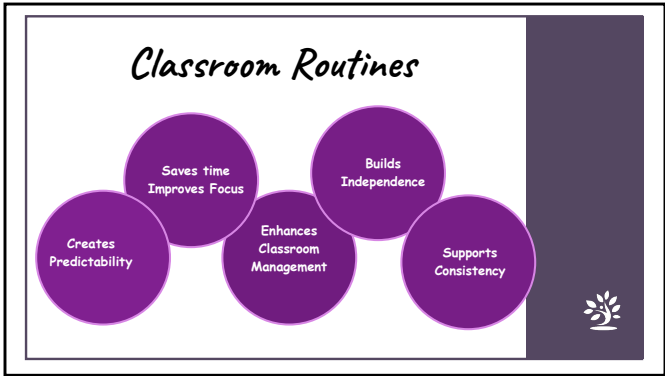
Area/Activities	Support each other	Outstanding leaders	Always for your best	Respectful & Responsible
Conclusion	Put my own hand and respect others' personal space.	Give feedback with my hand under the table and my mouth to myself.	Look my hand for help and use a green voice when talking.	Be quiet when in line and wait patiently. Line up properly. Be prepared to move and line up properly.
Preparation	Take books and pencils out.	Follow safety and follow all rules and equipment use.	Use appropriate language and kind words. Follow directions from adult supervisors.	Be quiet when in line and wait patiently. Line up properly. Be prepared to move and line up properly.
Entry	Stand when called to answer and a smile.	Walk, talking towards the right like an on the right side.	Stand in line, make sure and be seen.	Stand quietly in line and wait patiently. Line up properly. Be prepared to move and line up properly.
Assembly	Look at the question of questions.	Look like it's good, down, but hands.	Stand and wait with my hands up.	Stand quietly in line and wait patiently. Line up properly. Be prepared to move and line up properly.
Exit	Respect others by keeping my feet on the floor and my hands to myself.	Put my things down in the garbage can.	Use the toilet appropriately and flush, wash my hands. 2:10:02	Stand quietly in line and wait patiently. Line up properly. Be prepared to move and line up properly.

S.O.A.P. SCHOOL-WIDE EXPECTATIONS POSTERS
OF THE THINGS OF RESPECT, WE CAN DO IT!

I am Safe
I am Responsible
I am Respectful

SAFE Stay in line and wait patiently.
RESPECTFUL Listen and follow. Greet the first line.
RESPONSIBLE Stay in line. Be prepared with all necessary materials.

	R Respect each other	O Observe safety	A Attitude is everything	R Responsible for your choices
ALL SETTINGS	Respect others, be kind, listen, follow directions, be prepared to move and line up properly.	Be quiet when in line and wait patiently.	Be prepared with all necessary materials.	Stand quietly in line and wait patiently. Line up properly. Be prepared to move and line up properly.

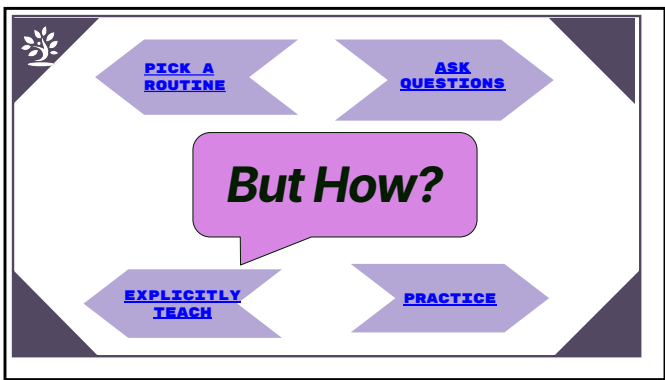


Attention Getting Signals Practice

C Conversation
H Help
A Activities
M Movement
P Participation
S Success
T Technology

During Instruction

- Listen to the teacher/speaker with full attention.
- No pencil sharpening, talking, moving about the classroom, or whispering.
- Ask permission to speak by raising your hand and waiting quietly to be called on.
- After instruction, make sure you understand the concept.
- If not, ask questions by mentioning which part you didn't understand.



Individualizing Routines for Unique Learners

1. Use Visual Supports
2. Simplify and Break Down Steps
3. Provide Consistent Cue and Prompts
4. Personalize Timing and Pace
5. Incorporate Interests and Strengths
6. Use Positive Reinforcement
7. Collaborate with Support Staff and Families
8. Create Flexible Routines
9. Practice, Practice, Practice

Classroom Entry Routine Checklist

- Stop at the door and pause.
- Wait quietly for your turn.
- Greet the teacher politely.
- Enter the classroom quietly.
- Go directly to your assigned seat.
- Take out your materials silently.
- Sit quietly and stay in your seat.
- Begin the warm-up activity when instructed.

Visual Routine



Barriers

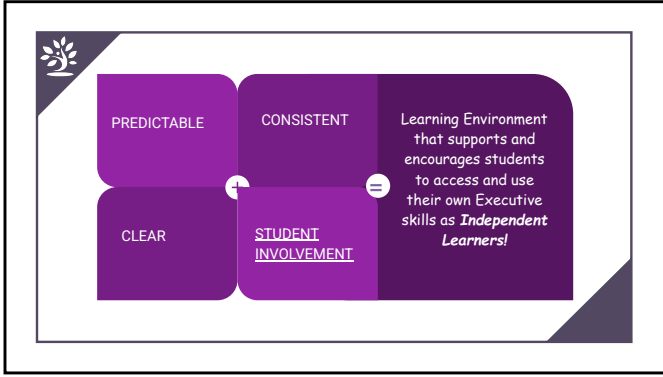
1. Inconsistency
2. Lack of training
3. Unclear and overly complex
4. Failure to individualize for diverse learners
5. Resistance to change or being flexible

How to Overcome Barriers

1. Professional development
2. Use clear, simple and visual support
3. Involve students in creating routines
4. Review and adjust periodically
5. Value the routines that you teach



Keep it Simple!



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Learning Disabilities Association of Iowa

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