# Routines Planner

**DIRECTIONS:**

Consider which activities or parts of the day can be most challenging for your student(s), at home and/or at school – these can be shorter routines (like how to pack up their backpack in the morning) or longer routines (like what happens between school and dinner time). It might be helpful to allow your child to feel like they "own" their routines by having them help you to complete the steps and select the supports; they could even create their own personal checklist to use daily or decorate a schedule to hang on the wall.

| Routine: | Steps: | Supports: | Reinforce: |
|---|---|---|---|
| Name the time or activity | In as few words as possible, list each thing your child should do. | Consider which supports might be most helpful. | Consider how to keep the routine going. |
| **Example:** _Getting ready to leave for school_ | 1. At 7:30am, get backpack and put it on the kitchen chair<br>2. Get lunch from the refrigerator and put it in backpack<br>3. Check homework and reading log are signed and in backpack<br>4. Put on shoes and coat<br>5. Put on backpack | ☐ Schedule<br>☑ Checklist<br>☑ Countdown timer<br>☐ Organized materials<br>☐ Reduced distractions<br>☑ _Set alarm for 7:30_ | **Walk through routines ahead of time**<br><br>Example: "You are going to be in charge of getting ready for school! Let's practice all the steps so you can be independent." |
| | | ☐ Schedule<br>☐ Checklist<br>☐ Countdown timer<br>☐ Organized materials<br>☐ Reduced distractions<br>☐ _____ | **Ask your child to set a goal**<br><br>Example: "My goal is to do the routine every day this week with only one reminder every day."<br><br>**Point out the use of skills in the moment**<br><br>Example: "I see you are really focusing on getting everything you need for school and not getting distracted by your video game – nice job!" |
| | | ☐ Schedule<br>☐ Checklist<br>☐ Countdown timer<br>☐ Organized materials<br>☐ Reduced distractions<br>☐ _____ | **Reward with increasing independence**<br><br>Example: Gradually give fewer reminders, allow your child to take on more independence like being in charge of deciding breakfast or getting to help a sibling (or you!). |
| | | ☐ Schedule<br>☐ Checklist<br>☐ Countdown timer<br>☐ Organized materials<br>☐ Reduced distractions<br>☐ _____ | |

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# Co-Regulation Strategies: Cognitive Unloaders

**PURPOSE**

This tool provides strategies to reduce cognitive load, removing barriers to executive functions.

**DIRECTIONS:**

Leverage the strategies below alongside the co-regulation tool, in order to scaffold working memory. You may leverage this tool during a conference with a student, selecting and discussing the appropriate supports. See the sample cognitive unloader at the bottom of the page to get implementation started.

| | | |
|---|---|---|
| Personal Schedule | Written Directions | Silent Signals (to ask for repeat of directions) |
| Checklist of Steps | Poster with Reminders | Countdown Timer |
| Sticky Notes or Index Cards (to record thinking during discussion) | Note-Taking Template | Materials Organizers |
| _____ | _____ | _____ |

## Sample Materials:

This checklist can be printed and put in the corner of a desk, on a folder, or laminated as a reusable card.

_____'s
**PLAN OF ATTACK FOR** _____

**DONE!**

# Co-Regulation Strategies: Minimize Environmental Distractions

**PURPOSE**

This classroom walkthrough tool is intended to support educators in minimizing extraneous stimuli in the classroom. By reducing potential distractions and creating a calm space, these strategies remove barriers to executive functions.

**DIRECTIONS:**

Leverage the strategies below alongside the co-regulation tool, in order to eliminate potential distractions in the classroom. To get started, do a classroom walkthrough, noting which supports are not in place, partially in place, or in place. Then, consider which specific supports you will put into place to best scaffold the student's executive functions.

## Classroom Walkthrough

| Classroom arrangement: | Not in place | Somewhat in place | In place |
|---|---|---|---|
| Tennis balls or soft pads on the bottom of chairs | | | |
| Soft or fabric items to absorb sound (rugs, corkboards, pillows) | | | |
| Classroom materials stored out of sight | | | |
| Only prioritized posters and décor hanging | | | |
| Seat near teacher | | | |
| Seat away from peers who tend to be noisier or talkative | | | |
| Seat in "low traffic" zone, and away from doors and windows | | | |
| Other: | | | |
| Available resources: | Not in place | Somewhat in place | In place |
| Noise-cancelling headphones | | | |
| Pre-sharpened pencils | | | |
| Desk shield or folders (to create visual barrier) | | | |
| Other: | | | |
| Routines and procedures: | Not in place | Somewhat in place | In place |
| Low instrumental music/white noise (when needed to cover other sound) | | | |
| Posted and reviewed voice/volume expectations (silent or whisper) | | | |
| Computers, smartboards, and overhead projectors turned off when not in use | | | |
| Routine to put away personal materials when not in use | | | |
| Other: | | | |

## Select Supports:

After completing the walkthrough, go back and star the additional supports you would like to put in place as part of the co-regulatory support for executive function. Remember that the purpose of these supports is to eliminate potential sources of distraction, reducing the need for the student to exercise their inhibitory control.