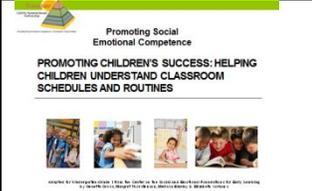
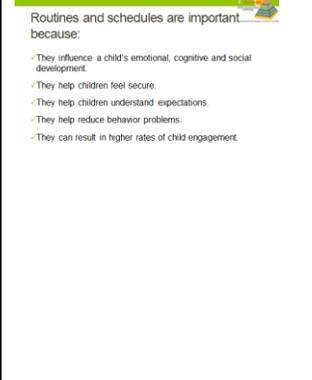


Module 1.5 Project B.A.S.I.C.: Promoting Children’s Success: Helping Children Understand Classroom Schedules and Routines

Presenter’s Script

	<p>Slide 1</p>
	<p>Slide 2:</p> <ol style="list-style-type: none"> 1. In this session, we will be focusing on creating quality supportive classroom environments. 2. Well-designed environments support children’s appropriate behaviors and make it less likely that children will need to engage in challenging behavior. 3. In addition, environments can be designed to teach children expectations and to promote their engagement and interactions.
	<p>Slide 3:</p> <p>Why are schedules and routines important?</p> <ul style="list-style-type: none"> • Because they are repetitive, schedules and routines help children learn classroom activities. • Children are able to predict what will happen next and this helps them feel secure and prepared. • Classrooms with consistent schedules and routines facilitate children’s understanding of the learning environment expectations. • Children who are familiar with classroom schedules and routines are more likely to be engaged, attentive, and learn new knowledge.
	<p>Slide 4:</p> <p>The terms routines and schedules are often used interchangeably.</p> <p><u>Schedules</u> represent the big picture. Main activities to be completed daily. <u>Routines</u> represent the steps done to complete the schedule.</p> <p>Rather than assuming that all children will pick up on center routines and schedules, service providers should teach students each activity in the schedule and all of the smaller steps needed to complete routines.</p> <p>Sometimes schedules must be altered due to fire drills, field trips, assemblies, etc.</p>
	<p>Slide 5:</p> <ol style="list-style-type: none"> 1. Talk about how schedules should be designed to promote child engagement. When children are engaged with a material, a peer, or an adult, they are less likely to be engaged in challenging behavior. Some of the things that will keep them engaged are: <ul style="list-style-type: none"> • Balancing the activities so there is a mix of small group and large group activities and a mix of teacher-directed and child-directed activities. 2. Teaching children the routine: We can’t expect children to follow the routine if we don’t teach it to them. Schedules and routines provide some security and a sense of what comes next; children are able to anticipate what will happen, and thus feel more secure. This is especially important for children whose primary language differs from that spoken in the classroom. 3. Be consistent with your schedule and routines. Children will be more likely to learn to follow a schedule if it is implemented consistently.

- Post your schedule visually, and refer to it frequently throughout the day so children learn what will happen next.

4. When changes are necessary, prepare children for those changes. You can prepare children by making announcements at opening circle, using visual prompts on a posted schedule indicating a change (e.g., a stop sign on top of an activity that is not going to happen as planned), and reminding children about the changes as often as possible.

- For some children with disabilities (e.g., autism), changes in the schedule or routine can be a trigger for challenging behaviors.

Things to Consider in Daily Schedule Planning:

- Balance the activities - large group, small group, learning center, active, quiet, in/out of classroom
- Number of activities available and materials available when planned activities are completed
- Child's attention span - level of alertness and engagement
- Child's cultural and linguistic background



Slide 6:
Things to consider when planning the daily schedule:

- Balance of activities- have activities that differ in noise level, pace, person leading (child vs adult), and location (indoor vs. outdoor)
- Number of activities available (variety so all children find something that peaks their interest, but not so many that children play in isolation for long periods of time)
- Number of adults available (for supervision and facilitation of skill development)
- Child's attention span (high interest materials and activities)
- Child's level of alertness(some children are more active and alert at certain times of the day)
- Child's cultural and linguistic background (activities and materials that represent the children in your care)
- Longer play periods result in increased play behaviors (consider how long children have to truly become engaged in an activity)

Consider using the **Super Schedules** handout with teachers – an activity to help teacher create or modify their classroom schedules



Slide 7:
 This is an example of a vertical daily schedule from a classroom in West Des Moines, IA.



Slide 8:
 This is another moveable schedule (cards are in clear plastic sleeves) that the teacher can alter as changes become necessary.



Slide 9:
 This is another moveable schedule (cards are in clear plastic sleeves) that the teacher can alter as changes become necessary.



Slide 10:
 A first-then schedule shows the current activity and what will follow it. This example is on a file folder. The teacher selects the cards and puts them on the velcro strip. She can remove them and place new activities on it as the day progresses.

Developing Large Group Activities

Planning the activity

- Consider the **length**
- Be clear about the **purpose and goals** of the activities
- Use large group time to **teach new things**

Implementing the activity

- Provide opportunities for all children to be actively involved
- Assign jobs to children
- Vary your speech and intonation patterns
- Have **child led** activities
- Pay attention to children's engagement and behavior



Slide 11:

1. One of the common problems that teachers have is challenging behavior during large group activities.
 - It is difficult to keep all children interested throughout circle time.
 - These are some suggestions to consider in developing large group activities.
2. Planning the activity
 - Consider the length of time needed for circle time relative to the children's ages and abilities and to the types of activities that will occur during the large group time.
 - Have a purpose and be clear about what it is you want children to learn during this time.
 - Don't do exactly the same thing every day.
 - For example, you can teach concepts during large group in a variety of ways (e.g., puppets, role play, stories, songs, visual aids, discussion).
 - Vary these activities from day to day. You might also do repeated reading of the same story for several days but use puppets on the first day, a flannel board on the second day, and have children role play the story on the third day.
 - Don't just do circle to do circle, but use it as a time to teach new concepts. This is an especially good time to teach social skills and to support children's emotional development. Explain that we will be talking about this point later.
3. Implementing the activity
 - Make sure all children have opportunities to be involved (e.g., everyone holds a character from the story, children do things with partners).
 - Assign jobs for children who have a particularly difficult time during circle (e.g., book holder, page turner).
 - Vary the way you talk and the intonation of your voice. d. Have children help lead activities.
 - Pay attention to children's appropriate behavior, as well as the function of their behavior; remember that if they are wiggling and wandering away, the activity is probably not interesting to them.

Developing Small Group Activities

Importance of small group activities

- Skill building
- Individualized attention

Planning and implementing

- Be clear about the goal
- Use peers as models
- Ensure participation by all children
- Make them Engaging
- Provide specific positive feedback throughout



Slide 12:

1. Discuss the importance of using small group activities both in terms of giving more individualized time to children and as an opportunity for skill building. Then talk about how to implement small group activities effectively.
2. Talk about being clear about the purpose and outcomes of the activity. What is it you want children to learn, and are you structuring the activity so that it meets the needs of all of the children involved?
 - Although small group activities are often more teacher directed, they do not have to be didactic. They can involve games, stories, discussion, projects, etc.
3. Small groups also provide a great opportunity to use peers as models. One peer can model a skill or behavior you are trying to teach another child.
4. It is important to ensure that all children participate in a way that is meaningful and relevant to their goals and needs.
5. Provide descriptive feedback related to appropriate behavior to children throughout the activity.

<p>Routines</p> <ul style="list-style-type: none"> Are activities and procedures that <u>occur regularly</u> Often involve a <u>series of responses</u> Typical classroom routines include: <ul style="list-style-type: none"> Arrival time Bathroom time Cleanup time Departure Snack time Story time 	<p>Slide 13:</p> <p>Routines occur at school and home. This training session will focus on <u>school routines</u>.</p> <p>A <u>story time routine</u> would involve:</p> <ul style="list-style-type: none"> Gathering in a circle on a floor mat Sitting like a pretzel Listening to teacher read Looking at pictures in a storybook Answering questions <p>There could be several series of steps within one routines (I.e., bathroom time includes both toileting and handwashing)</p>
<p>First-Then Circle Time Routine</p> 	<p>Slide 14:</p> <p>A first-then routine for circle time (all of the activities on the left make up the circle time routine).</p> <p>As with the previous example, the teacher can remove the activities as the circle time routine progresses.</p>
<p>Hand Washing Routine</p> 	<p>Slide 15:</p> <p>A routine is slightly different from a schedule:</p> <ul style="list-style-type: none"> A daily schedule is made up of routines (routine for arrival, for circle time, for snack, for handwashing, etc) This an example of a hand washing routine <ul style="list-style-type: none"> Suggest that participants create their routines and then try to complete the activity using only the steps outlined This will help them note steps they may have missed (as in the above example, no soap is used!)
<p>Turn Taking Routine</p> 	<p>Slide 16:</p> <p>In this routine, children place their names on the slot (which are then moved up) to take a turn on the computer.</p> <p>When the teacher realizes free play or center time is coming to an end, she can place the all done card in a name slot so that no one else can take a turn.</p> <ul style="list-style-type: none"> This keeps children from starting their turn as center time is ending.
<p>Video: Computer Time Routine</p> 	<p>Slide 17:</p> <p>Introduce clip: Watch the teacher work with Victoria (in overalls) to learn the turn taking routine.</p> <p>Ask: what do you notice about the teacher's efforts? What does she do to help Victoria acquire this skill?</p>
<p>Activity: Action Planning</p> <ul style="list-style-type: none"> Think of your classroom schedules and routines. Is there anything you can do to modify the schedule/routine to support the children in your classroom? Think of a child who has more significant challenging behavior. What could you do to use the schedule/routine to help support that child? 	<p>Slide 18:</p> <p>Refer participants to their Action Plans and give time to complete. Review with whole group.</p> <p>ADDITIONAL RESOURCES</p> <p>What Works Brief #3 – Helping Children Understand Classroom Routines and Schedules Super Schedules – This is an additional activity to help teacher create or modify their classroom schedules</p>
<p>Questions?</p> 	<p>Slide 19:</p>

