

# Helping Children Understand Routines and Classroom Schedules



Project funded by the Child Care and Head Start Bureaus in the U.S. Department of Health and Human Services



## What Works Brief Training Kit #3



Center on the Social and Emotional  
Foundations for Early Learning  
[www.vanderbilt.edu/csefel/](http://www.vanderbilt.edu/csefel/)

December 2007

The **What Works Brief Training Kits** were developed to help in-service and pre-service providers conduct staff development activities. Each Kit is based on one What Work Brief and contains the following items: presenter's PowerPoint note pages, participant handouts, activity ideas, pre-training survey, demographic form, training evaluation, and training certificate.

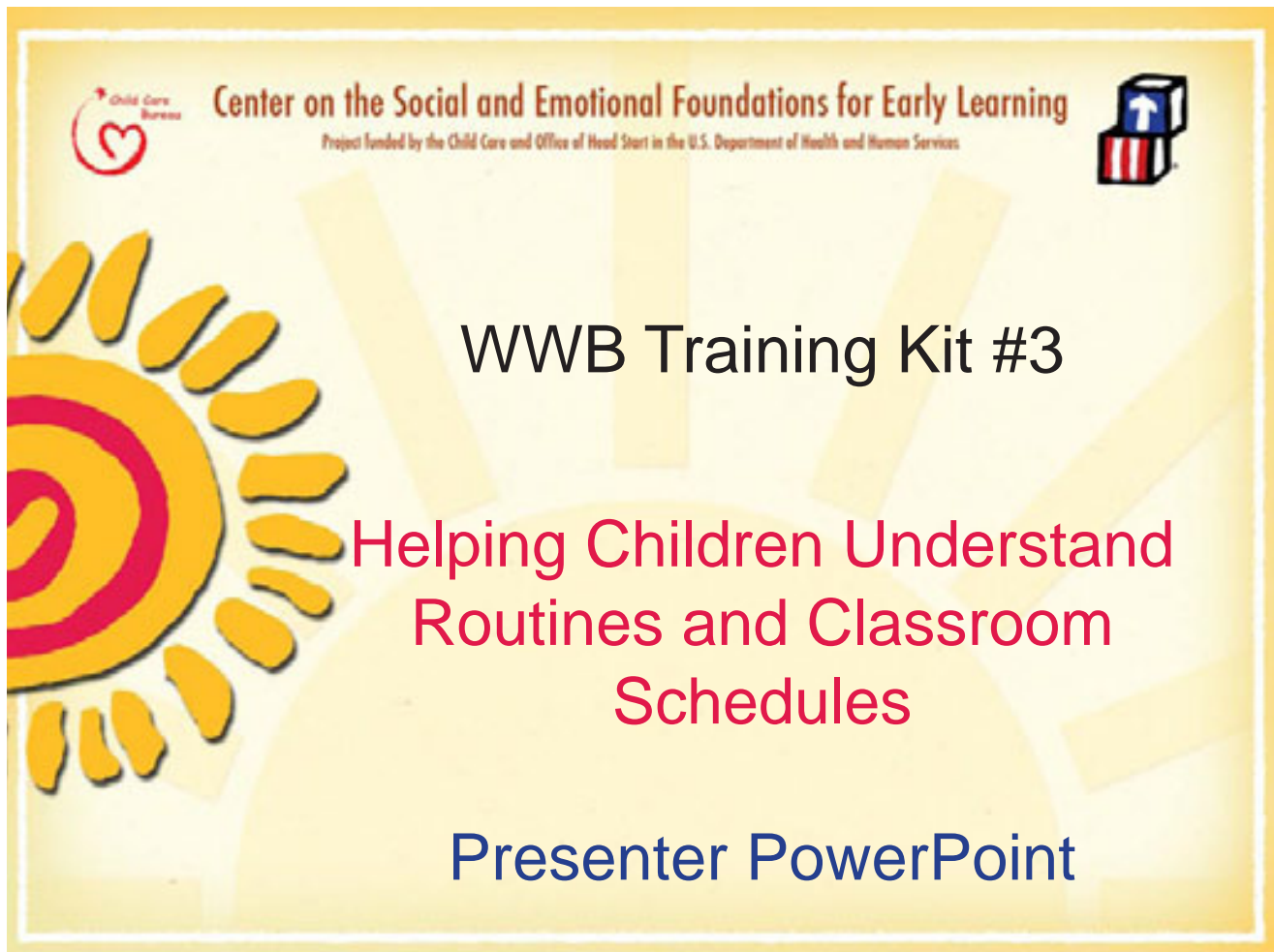
The What Works Brief Training Kits are grounded in the Pyramid model depicted below which provides a framework for describing the four interrelated levels of practice that address the social and emotional development of all children. The Pyramid is designed to guide practitioners in understanding the importance of children's social emotional competence in terms of school readiness and the prevention of challenging behavior. This What Works Brief Training Kit relates to the "High Quality Environments" level of the Pyramid.



We welcome your feedback as you provide professional development activities with these materials.

Special thanks to the Meginnis Endowment at UIUC for funding to help support this effort and to the following individuals who developed the What Works Brief Training Kits materials: Micki Ostrosky, Hedda Meadan, Greg Cheatham, Monique Mills, Sallee Beneke, Nancy Gaumer, Amy Hayden, Elenor Rentschler, and Angel Fettig.

## Presenter Notes



### ***Speaker Notes:***

- Presenter should be familiar with the content in *What Works Brief #3* and
- Module 1, Section VII, Schedules, Routines, and Transitions (available at <http://www.vanderbilt.edu/csefel/>).
- Consider using *What Works Brief # 3* handout as a supplemental resource.
- Welcome participants.
- Take care of any logistics (e.g., length of time for session, break, handouts, etc.)
- Pass out pre-training survey for all participants to complete and turn in, if desired.
- As you present the workshop:
  - Remind participants to take the culture and background of children into consideration and to work hand-in-hand with parents when they select target behaviors, since some behaviors may be part of the child's culture.

## Routines vs. Schedules

- The terms *routines* and *schedules* are often used interchangeably.
- *Schedules* represent the big picture—the main activities to be completed daily.
- *Routines* represent the steps done to complete the schedule.



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### ***Speaker Notes:***

- The terms *routines* and *schedules* are often used interchangeably.
- *Schedules* represent the big picture—main activities to be completed daily.
- *Routines* represent the steps done to complete the schedule.

## Routines vs. Schedules

- Routines and schedules need to be taught directly.
- Routines and schedules may vary.
  - Based on level of children's interest
  - Should be inherently flexible (to allow for fire drills, field trips, etc.)



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### ***Speaker Notes:***

- 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.
- Sometimes schedules must be altered due to fire drills, field trips, assemblies, etc.

## Routines

- Activities and procedures that occur regularly
- Often involve a series of responses
- Preschool routines typically include
  - Arrival time
  - Bathroom time
  - Cleanup time
  - Departure
  - Nap time
  - Snack time
  - Story time



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### ***Speaker Notes:***

- Define *routines*.
- Routines occur at school and home. This training session will focus on school routines.
- A series of responses to a story time routine would involve
  - Gathering in a circle on a floor mat
  - Sitting like a pretzel
  - Listening to the teacher read
  - Looking at pictures in a storybook
  - Answering questions
- There could be several series of responses within one routine (i.e., bathroom time includes both toileting and handwashing).

## Daily Schedule

- Blocks of time for classroom activities
- Sequence of classroom activities
- Preschool schedules typically include
  - Group or circle time
  - Activity or center time
  - Snack time
  - Outdoor time
  - Story time



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### ***Speaker Notes:***

- Define *daily schedule*.
- Schedules occur at school and home. This training session will focus on classroom schedules.
- Sample Daily Schedule:

8:40	Arrival Time
9:00	Group Time
9:20	Activity Time
10:10	Story Time
10:25	Outdoor Time
10:50	Snack Time
11:10	Dismissal

## Routines and Schedules Are Important Because:

- They influence a child's emotional, cognitive, and social development.
- They help children feel secure.
- They help children understand expectations.
- They help reduce behavior problems.
- They can result in higher rates of child engagement.



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### ***Speaker Notes:***

Why are schedules and routines important?

- 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.



# Activity 1

## Pair-Think-Share

- **Pair** with a partner
- **Think** about all the steps involved in 4 classroom routines and write them in the partially completed chart
- **Share** your routines and talk about what might happen if you completed the steps of each routine in a different order



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### ***Speaker Notes:***

#### Activity 1

- Assign partners.
- Pairs should think about the following 4 classroom routines: snack time, restroom time, play time, and cleanup time, and the steps needed to complete them. Complete the chart.
- Share thoughts with the larger group by having a few pairs share their ideas.

#### Discussion Questions

- Why is it important to teach children classroom routines?
- What are some ways to teach classroom routines?

# Steps in Daily Routines



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## ***Speaker Notes:***

Here is a partially completed daily routine chart. Use four different routines and write down their corresponding steps.

## Things to Consider in Daily Schedule Planning:

- Balance of activities
- Number of activities available
- Number of adults available
- Child's attention span
- Child's level of alertness
- Child's cultural and linguistic background
- Longer play periods result in increased play behaviors



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### ***Speaker Notes:***

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

## What Makes a Good Daily Schedule?

- Balance of Activities
  - Active and Quiet
  - Large Group and Small Group
  - Indoor and Outdoor
  - Child-Directed and Teacher-Directed
- Visual Cues
  - Use of daily picture schedule
  - [www.environments.com](http://www.environments.com)



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### ***Speaker Notes:***

Consider showing samples of free visual cues from the environment website, <http://www.environments.com>.

## Activity 2

- **Divide** into small groups
- **Identify** a different daily activity (center time, recess, snack time, nap time)
- **Think** about what can go wrong during this activity, possible causes, and ways to minimize or eliminate the problem
- **Share** thoughts with the larger group



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## Activity 2



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### ***Speaker Notes:***

Here are some possible answers to the challenges above:

- Restless children—not enough centers; create more centers
- Too many children at one center—centers are not equally attractive; find out what children are interested in and provide centers that meet those interests
- Children play with snack food—they are not hungry; change time of snack
- Children do not pay attention during story time—story is boring; choose more engaging stories
- Children are restless during nap time—they have not been active before nap time; move recess time before nap time

## Additional Resources

**[www.environments.com](http://www.environments.com)  
to create and print free daily routine labels**



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### ***Speaker Notes:***

- Thank the participants for participating and have them complete the evaluation form, if appropriate.
- Distribute the certificate of attendance if appropriate.

# Pre-training Survey

WWBTK #3: Helping Children Understand Routines and Classroom Schedules

☀ In what ways can routines and schedules influence children's behavior and social-emotional competence?

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☀ What are two considerations in planning routines and schedules?

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☀ Focusing on schedules and routines, what are two ways to promote social-emotional competence and prevent challenging behavior during center time?

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☀ What are the three most pressing issues you face as an early childhood professional?

1. 

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2. 

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3. 

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# Pre-training Survey

WWBTK #3: Helping Children Understand Routines and Classroom Schedules

## Demographic Information

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Describe yourself (check the boxes that best describe you):

Your gender:  Female  Male

Your age:  under 30  31 to 40  41 to 50  
 51-60  61 and above

Your ethnicity:  European American  Asian-Pacific  Hispanic  
 African-American  American Indian  Other (specify) \_\_\_\_\_

Check your current teaching certificates:

- Early Childhood Education
- Elementary Education
- Special Education
- Other (Specify) \_\_\_\_\_

Check the one that best describes your education:

- High school or GED
- Some college
- Associate's degree
- Bachelor's degree
- Master's degree
- Other (Specify) \_\_\_\_\_

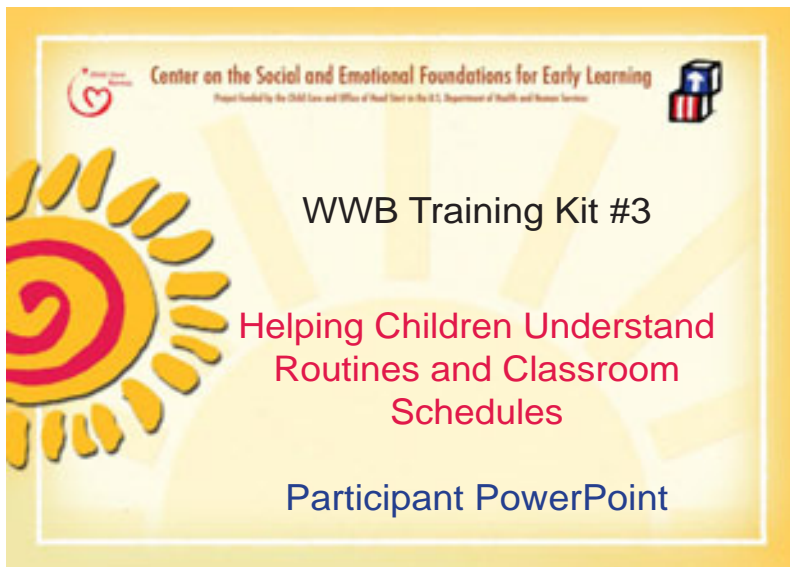
Your teaching experience:

How many year(s) have you taught preschoolers? \_\_\_\_\_


How many year(s) have you taught preschoolers with IEPs? \_\_\_\_\_

Thank you for completing this survey.

# Participant Notes



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## WWB Training Kit #3

### Helping Children Understand Routines and Classroom Schedules

#### Participant PowerPoint

## Notes

### Routines vs. Schedules

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- \_\_\_\_\_ represent the big picture.
- Main activities to be completed daily.
- \_\_\_\_\_ represent the steps done to complete the schedule.



### Routines vs. Schedules

- Routines and schedules need to be \_\_\_\_\_ directly.
- Routines and schedules may vary
  - 
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## Routines

- Are activities and procedures that \_\_\_\_\_
- Often involve a \_\_\_\_\_
- Preschool routines typically include
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## Daily Schedule

- Blocks of time for classroom activities
- Sequence of classroom activities
- Preschool schedules typically include:
  - 
  - 
  - 
  -



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## Routines and schedules are important because:

- They \_\_\_\_\_ a child's emotional,
- cognitive and social development.
- They help children feel \_\_\_\_\_.
- They help children understand \_\_\_\_\_.
- They help reduce \_\_\_\_\_.
- They can result in higher rates of child \_\_\_\_\_.



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## Notes

## Things to Consider in Daily Schedule Planning:

- Balance of activities
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## What Makes a Good Daily Schedule?

- Balance of Activities
  - Active and Quiet
  - Large Group and Small Group
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- Visual Cues
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## Additional Resources

[www.environments.com](http://www.environments.com)  
to create and print free daily routine labels



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## Notes

# Activity 1

## Pair-Think-Share

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### ☀ Directions:

Pair with a partner. Talk about the following 4 classroom routines (snack, bathroom, playtime, and cleanup), and jot down the steps needed to complete them on the chart. Share your thoughts with the larger group.

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Routine	Steps
Story time	Sit in a circle, listen, look at pictures, answer questions about story

# Activity 2

## Pair-Think-Share

WWBTK #3: Helping Children Understand Routines and Classroom Schedules

### ☀ Directions:

*Divide into small groups. Identify a daily activity (center time, recess, snack time, nap time, etc.). Think about what can go wrong during this activity, possible causes, and ways to minimize or eliminate the problem (i.e. solutions). Complete the chart. Be prepared to share your thoughts with larger group.*

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Challenges	Possible Causes	Solutions
<b>Children get restless and lose interest during circle time</b>		
<b>Too many children at one center</b>		
<b>Children play with their snack food</b>		
<b>Children do not pay attention during story time</b>		
<b>Children are restless during nap time</b>		

# CSEFEL Training Workshop Evaluation

WWBTK #3: Helping Children Understand routines and Classroom Schedules

Date: \_\_\_\_\_ Location: \_\_\_\_\_

Topic: \_\_\_\_\_

Speaker(s): \_\_\_\_\_

Your position: \_\_\_\_\_

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## ☀ Circle the number that best expresses your reaction to each of the following items:

- |  |                       |   |   |   |   |                        |
|--|-----------------------|---|---|---|---|------------------------|
| 1. This topic is important to me.            | (Extremely Important) | 4 | 3 | 2 | 1 | (Not Important at All) |
| 2. The amount of information covered was     | (Just Right)          | 4 | 3 | 2 | 1 | (Inadequate)           |
| 3. The information covered was clear.        | (Very Clear)          | 4 | 3 | 2 | 1 | (Vague)                |
| 4. The activities conducted were beneficial. | (Very)                | 4 | 3 | 2 | 1 | (Not at All)           |
| 5. The handouts provided were useful.        | (Very)                | 4 | 3 | 2 | 1 | (Not at All)           |
| 6. Overall, this presentation was            | (Very Useful)         | 4 | 3 | 2 | 1 | (Not Useful)           |

## ☀ Things I liked about this presentation:

## ☀ Things I would change about this presentation:

## ☀ Additional information I would like on this topic:

## ☀ New things I am going to try as a result of this workshop:

## ☀ Additional comments:

# Center on the Social and Emotional Foundations for Early Learning

## *Certificate of Training*

Helping Children Understand Routines and Classroom Schedules

This is to certify that

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successfully completed the above training

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*Trainer*

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*Trainer*



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*Participant*

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*Date and Location*