

Quick Tips

Schedules and routines influence children's social, emotional, and cognitive development. The goal of any daily schedule is to promote every child's engagement and success in each routine and activity.



Key terms in this issue:

- ✓ **Schedules**
blocks of time or sequencing for classroom activities.
- ✓ **Routines**
regularly occurring activities and procedures that involve a series of steps (ex: arrival, departure, clean up, hand washing).
- ✓ **Teacher-directed**
activities in which the teacher determines the structure, elements, materials, and/or outcomes.
- ✓ **Child-initiated**
activities in which children freely choose the structure, materials, peers, and outcomes.

Creating Engaging, Responsive Schedules & Routines



Planning

- Consider children's attention span and interests
- Structure activities so there is a clear beginning, middle, and end
- Plan for transitions between each activity



Balance

- Design your schedule to include a balance of
- teacher-directed and child-initiated activities,
 - quiet and loud activities, and
 - large and small group activities.



Visuals

Include visuals to reinforce and remind children of the schedule and routines.

- Pair pictures with a few simple words
- Use pictures of children in your class
- Post visuals at children's eye level



Consistency

Practicing, reviewing, and teaching your schedule and routines never ends.

- Implement your schedule daily
- Notify and prepare children for changes
- Refer to your schedule before and after each activity

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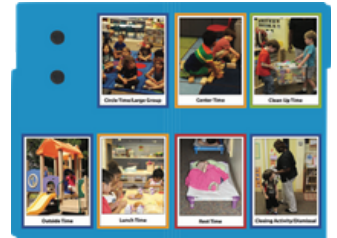
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Zooming in for a closer look...

Individualize

Some children may need additional support to successfully navigate the daily schedule and to engage in activities or routines throughout the day. You can support individual children by:

- Making an individual schedule that the child can manipulate by removing different parts of the day as they happen. Support the child in this with simple prompts like, "small group is all done."
- Breaking down the schedule and present two routines/activities as a time using a First/Then board. Use simple language as you show the board. For example, "First centers. Then outside."



Daily Schedule Self-Assessment

Use this brief self-assessment to review as you create and implement your own daily schedule.

Components	YES	NO	What do I need to make this happen?	Who can support me?
My schedule has a balance of large and small group activities.				
My schedule has a balance of teacher-directed and child-initiated activities.				
My schedule has a balance of active and quiet activities.				
I have a visual schedule w/pictures posted at children's eye level.				
Each activity has a clear beginning, middle, and end.				
Children spend a minimal amount of time waiting.				
I review and refer to the schedule throughout the day.				
My schedule is implemented consistently.				