


Designing Classroom Routines

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INNOVATIONS**
ChallengingBehavior.org



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Webinar Tips

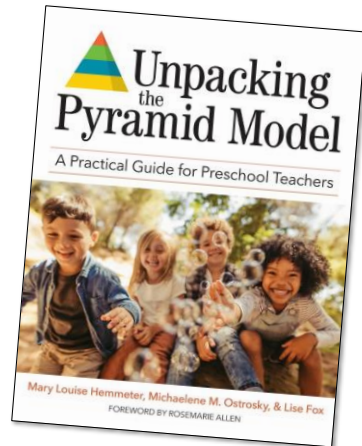
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Unpacking the Pyramid Model: A Practical Guide for Preschool Teachers

Created by Pyramid Model developers and experts, this is the first book to provide a comprehensive, step-by-step overview of the Pyramid Model for children ages 2–5.

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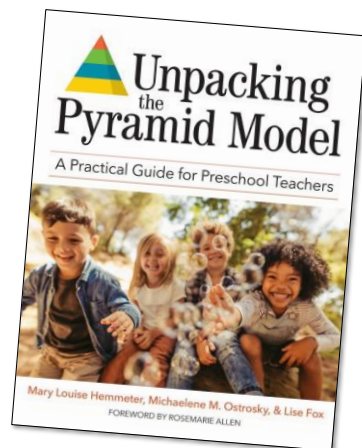


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Unpacking the Pyramid Model

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Certificates

Certificates of attendance are available for all webinar viewers.

More information will be provided at the end of the webinar.



The Importance of Engagement

- Engagement: child is engaged in contextually appropriate behavior.
- Engagement with teachers, peers, toys, materials and classroom activities is a Powerful Predictor of developmental growth.
 - Engagement = Opportunities to learn!!!

Predictable Routines

Help children answer 4 vital questions that lead to higher levels of engagement

1. How do I know what I'm doing right now?
2. How do I know I'm making progress?
3. How do I know when I'm finished?
4. What do I do next?

Breaking Down Your Day Routines within Routines within Routines

1. **Events (Routine¹):** The main parts of your daily schedule, think about your Daily Schedule. Make sure your schedule is balanced and consistent.
2. **Activities(Routine²):** The specific and consistent components that make up an Event.
3. **Routines(Routine³):** The steps that a child engages in to complete an Activity

Understanding Routines³

Routine¹



Routine²

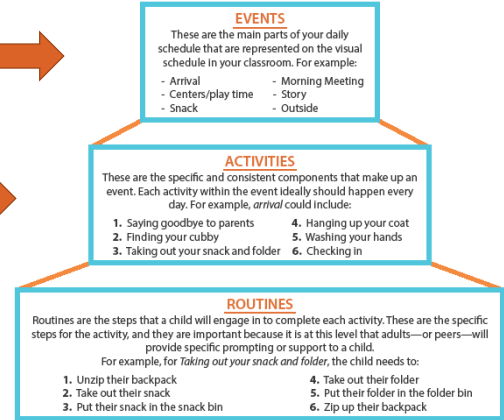


Routine³



DESIGNING CLASSROOM ROUTINES

After creating a balanced, consistent, and predictable daily schedule, the next step in supporting children's engagement and independence is to break down each part of the day into the specific activities that children will do. The following terms are used to describe three levels of routines: events, activities, and routines.



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A reprint from Chapter 5 of *Unpacking the Pyramid Model: A Practical Guide for Preschool Teachers and Early Childhood Intervention Professionals*, M. Osofsky, Ph.D., & Lori Fox, Ph.D. ©2021 Brookes Publishing Co., Inc.
Learn more and order: bit.ly/Unpacking-PM



Example: Arrival

Routines (Event)	Routine with Routine (Activity)	Routine within Routine with Routine (Routine)
Arrival	Go to Cubby	Hang up Coat, Unzip Backpack, Take our snack & put in bin, Zip up backpack, hang up Backpack
	Wash Hands	Turn on Water, Get Soap, Wash hands, Rinse, Turn off water, Get towel, Dry hands, Throw away towel
	Pick Centers	Get Play Pass, go to area, hand up name
	Question of the Day	Get Name, Answer question, Get peer
	Sign-In	Accept Name from peer, Sign in, pick next child, give them name



Example - Opening Circle

Routine (Event)	Routine within Routine (Activity)	Routine within Routine within Routine (Routine)
Opening Circle	Welcoming Song	<ul style="list-style-type: none"> • Adult selects helper • Helper passes out the song prop • Teacher Prompt "Hands Up" • Sing Song • Adult selects 2nd helper • Helper collects the song prop
	Child Choice Song	<ul style="list-style-type: none"> • Adult selects helper • Helper picks song • Helper leads song
	Social Skill Lesson	<ul style="list-style-type: none"> • Adult introduces social skill • Adult models social skill • Adult picks child to practices social skill with adult • Adult picks 2nd child, children practice social skill
	Choose Centers	<ul style="list-style-type: none"> • Adult selects helper, • Helper shows play pass and hands Play Pass to Peers • Helper asks peer, "Where do you want to play?" • Peer selects center and reads sentence strip

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Teaching the Routines³

- Instruction about the routine
- General visual supports
- Reinforcement of appropriate behavior

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Instruction

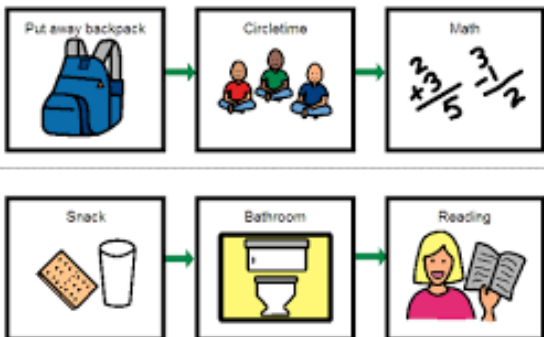
- Ideal time to provide instruction in how to do a routine is during that routine!
 - What can and can't the child do Independently
 - Provide support in the Zone of Proximal Development

Visual Supports

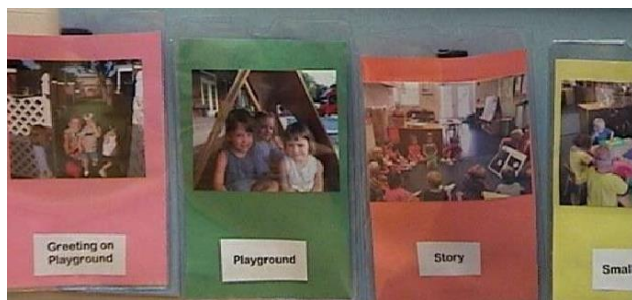
1. Classroom-wide visual supports
 - Visual Schedule
2. Activity specific visual supports
 - Sign In Routine
3. Routines³ level visual supports
 - Play scripts or play sequences

Classroom-Wide Visuals

Morning Schedule



Visual Schedules



Activity Specific Visuals



Routine³ Visuals



the cashier can

Write the daily specials on the specials board.

Bag grocery items in paper or cloth bags. Some states do not allow you to use plastic bags.

Write receipts for the customer.



the shopper can

Write/draw a shopping list.

Go shopping in the store and put items in their cart.

Wait in line, check out and pay for their groceries.

Reinforcing Children's Appropriate Behavior

- Catching kids being good (when children are engaged in an Activity/Routine, teachers can highlight expectations by providing positive descriptive feedback).
 - Use of additional visuals (Marble Jar, Bee Bands)

Partnering with Families

- Collaborative planning for intervention across settings
 - Consistency between school and home
 - Facilitating generalization
 - Increase number of opportunities to practice skills
- Schedule
 - Increase independence, teach new skills, decrease problem behavior
- Embedding opportunities for communication
 - Enhance language development
- Prevention (or reduction) of problem behavior
 - Provide choices, visual supports, embed preferences into activities, etc.
 - Two prong approach

Resources

- Classroom Visuals:
 - <https://headstartinclusion.org/tools-and-supports/classroom-visuals-and-supports/>
- Video Example – Using a Daily Schedule
 - <https://vimeo.com/346003184>
- Video Example – Using an Individual Schedule
 - <https://vimeo.com/346003184>

Thank You

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Questions?

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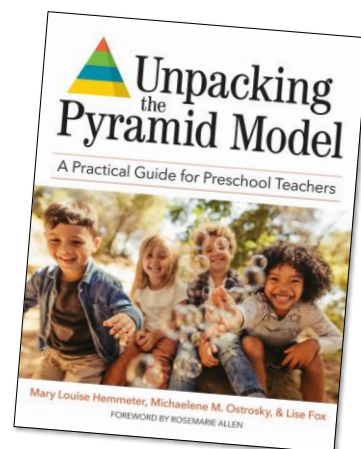
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