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Establishing Routines Within Routines
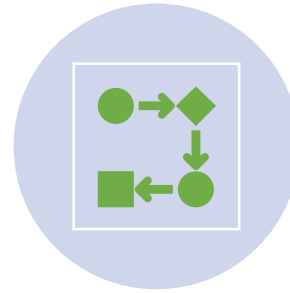
Toni Miguel, Ph.D.
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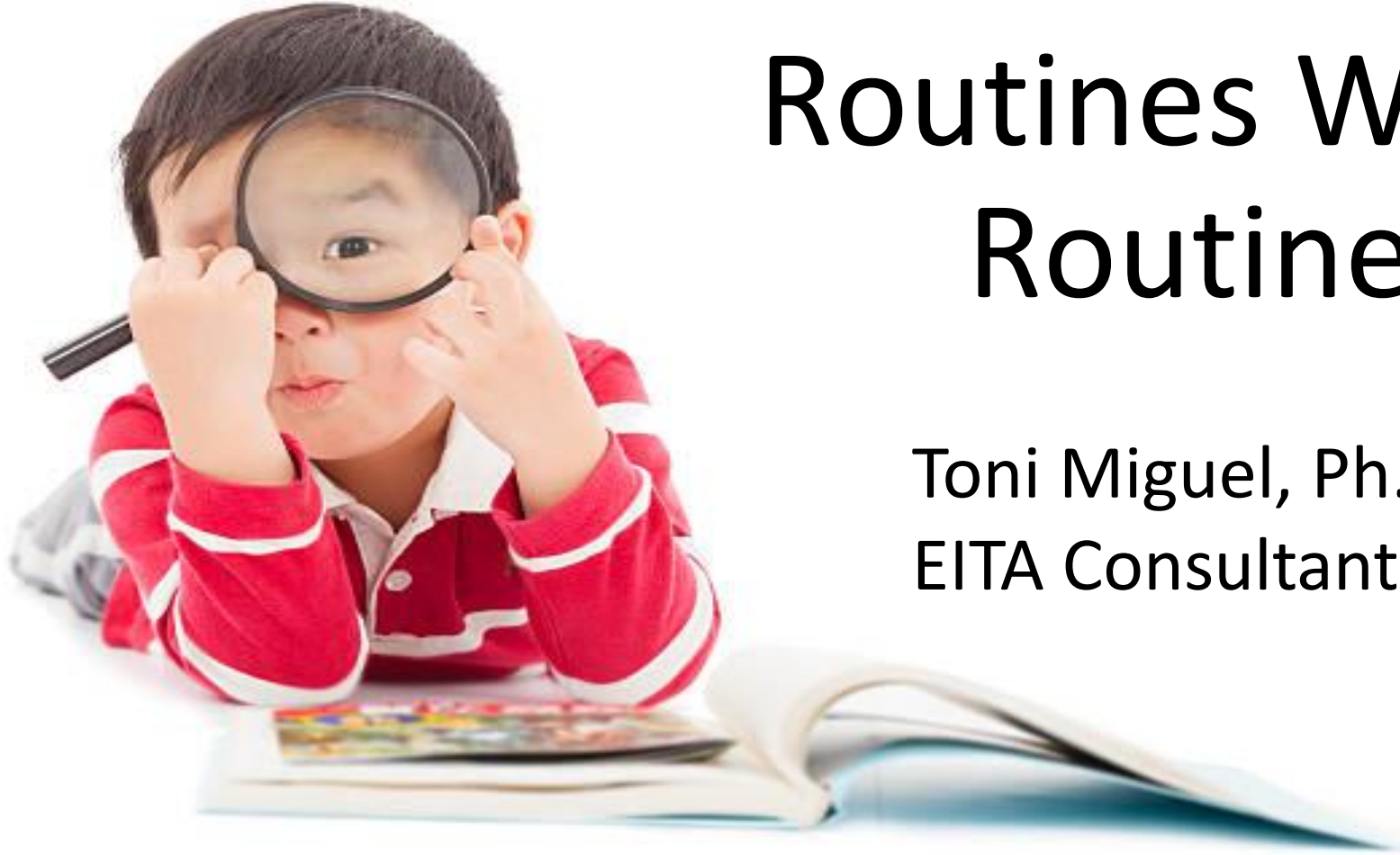
From a 1 to 9 on the "Rubber Duck Scale" How are you today?

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Agenda

WHY: Discuss evidence base to support the implementation of routines within routines.

HOW: Build intentional and systematic routines within routines with an action plan.
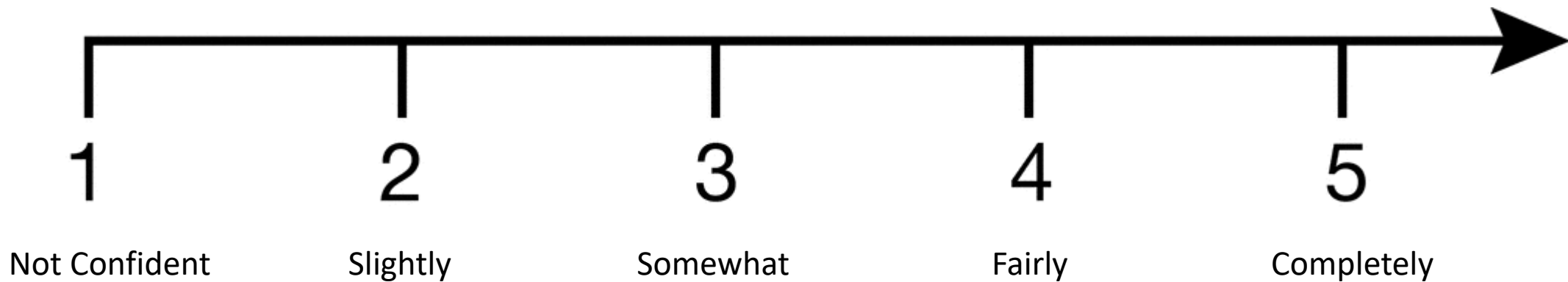
WHAT: Design routines within early childhood classroom routines to increase structure for preventing challenging behaviors.
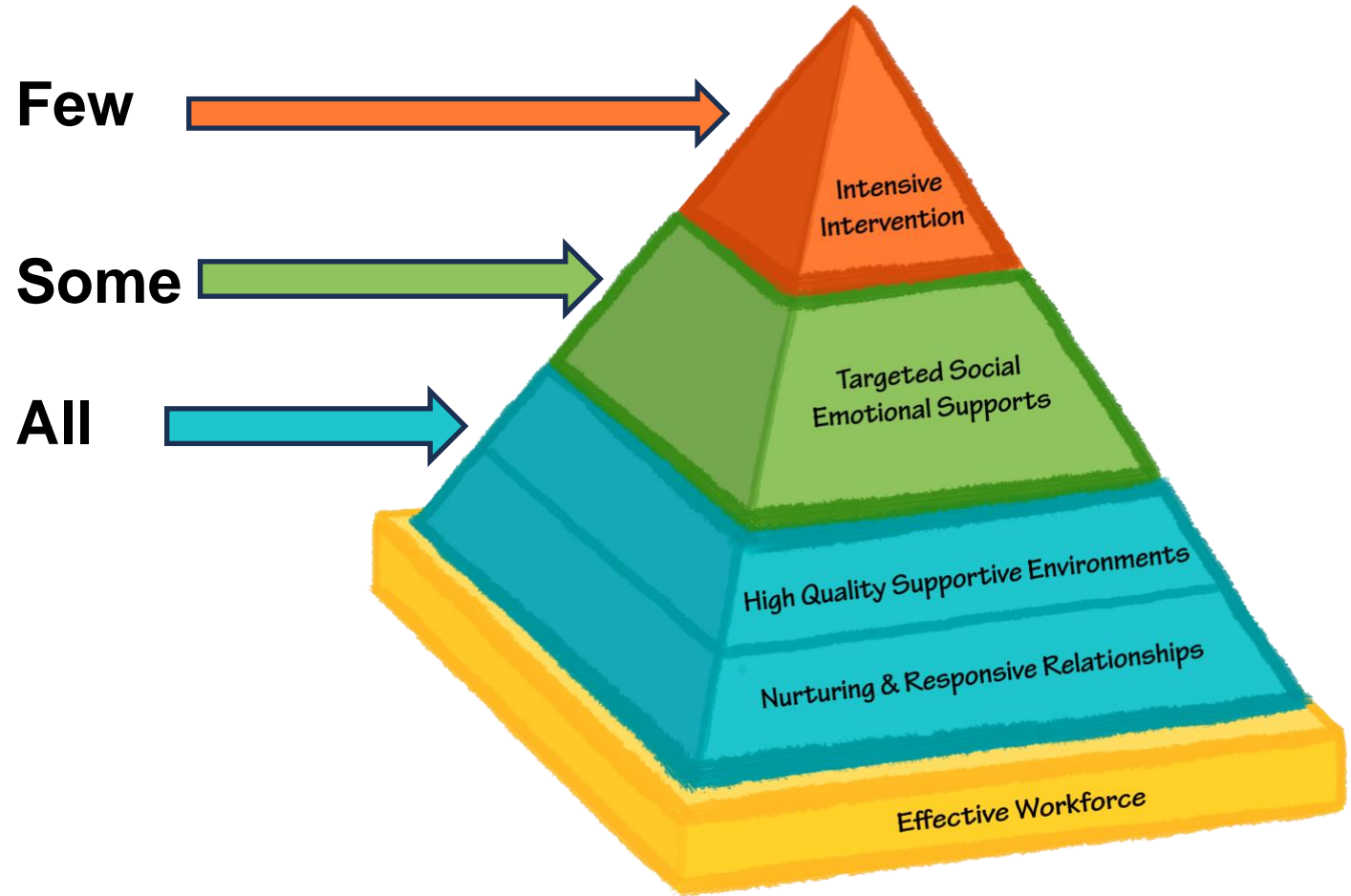
NEXT STEPS: Access additional resources to support future implementation of routines within routines.

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Self-Rating – Time 1

- How confident do you feel establishing and implementing routines within routines?

1	2	3	4	5
Not Confident	Slightly	Somewhat	Fairly	Completely

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Overview of the Pyramid Model

Few

Some

All

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Big 5 Classroom Practices

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Why Use Routines Within Routines?

Provides structure for everyone (including adults).

Provides verbal and nonverbal cues and prompts for appropriate behaviors.

Provides stability and consistency.

Encourages higher levels of child engagement and independence in activities.

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What is the Difference Between a Schedule and a Routine?
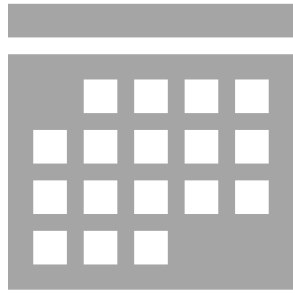
A ***schedule*** represents the <u>big picture</u> and includes main activities that happen across the day.

Routines are the <u>steps</u> needed to complete each part of the schedule.

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Establishing Routines Within Routines

- A routine is an event that is completed on a regular basis, frequently involving a series of responses.

- Examples: peer interaction, arrival, dismissal, snack, lunch, center time, etc.

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Four Key Questions for Routines

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

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Establishing Routines Within Routines

Be Specific

Clear Beginning and End

Predictable Sequence

Need to Teach

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Routines x 3

Routines Level 1: **Events**
- **Arrival**

Routines Level 2: **Activities**
- Saying goodbye to parents
- Find your cubby
- Take out your folder and put away

Routines Level 3: **Routines**
(for Take out folder and put away)
- Unzip backpack
- Take out folder
- Put folder in appropriate bin
- Zip up backpack

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Example of Routines x 3 Planning

ROUTINES³

Daily Schedule (Events)
- Arrival
- Table time
- **Opening circle**
- Centers
- Story circle
- Snack
- Outside
- Small groups
- Closing circle

Opening Circle (Activities)
- Greeting song
- **Calendar**
- Child choice song
- Social skill lesson

Calendar (Routines)
- Clap the month
- Days of the week song
- Add today
- Motor cube
- Pattern
- Review

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Individual Routine Interventions

**Arrival
(Routine x2)**
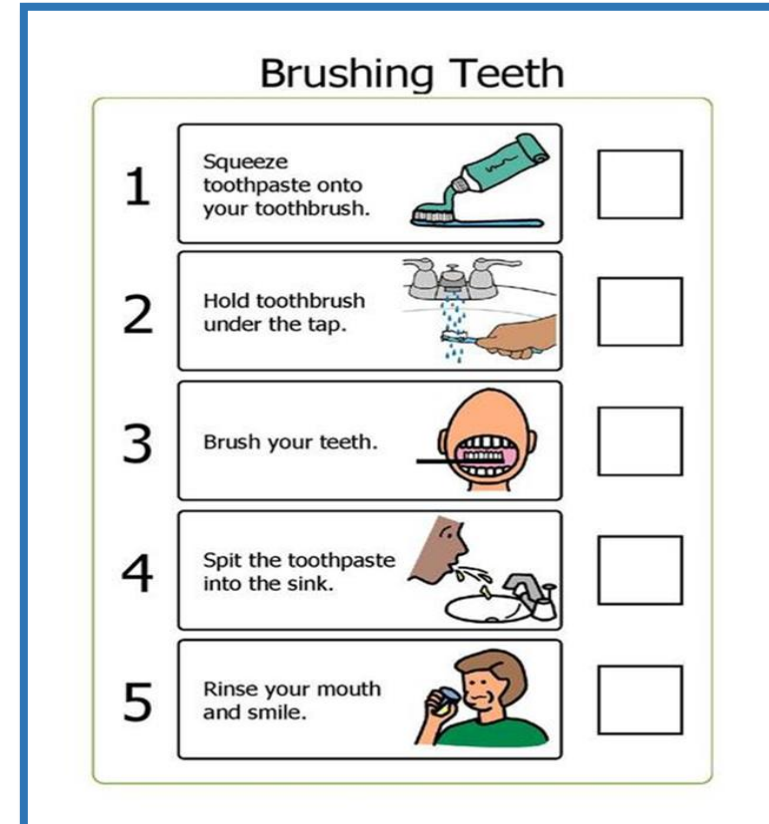
**Brushing Teeth
(Routine x3)**

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Example of Routines x 3 Planning

Example Planning Form for Routines3

Event (Routines1)	Activity (Routines2)	Routine (Routines3)
Morning Meeting	Welcoming Song	- Adult select helper - Child passes out props - Hands up - Sing Song - Collect Props
	Child's Choice Song	- Child Picks Song - Child Leads Song - Child Picks Peer for Next Song
	Social Skill Lesson	- Adult introduces social skill - Adults model social skill - Child practices skill with adult - Child practices skill with another child
	Choose Centers	- Adult selects helper - Child holds up play pass and calls child's name - Child hands play pass to peer and asks, "Where do you want to play?"

Example taken from Unpacking the Pyramid Model: A Practical Guide for Preschool Teachers pg. 53.

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Self-Rating – Time 2

- How confident do you feel establishing and implementing routines within routines?

1	2	3	4	5
Not Confident	Slightly	Somewhat	Fairly	Completely

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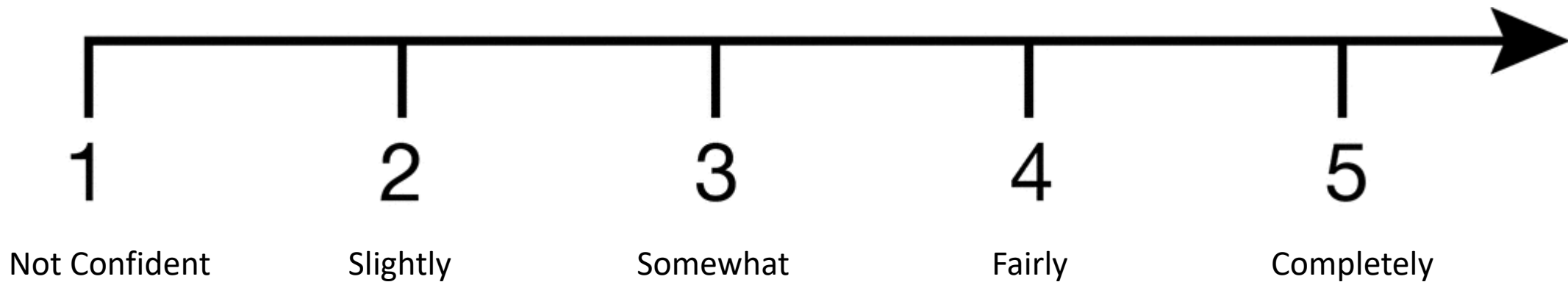
Do not forget about transitions!

Plan for transitions from event to event

Plan for transitions from activities within event (gathering song to story)

Continue to ask four key questions

Teach children the expectations associated with transitions

Provide warnings to children prior to transitions

Individualize the warnings prior to transitions so that all children understand them

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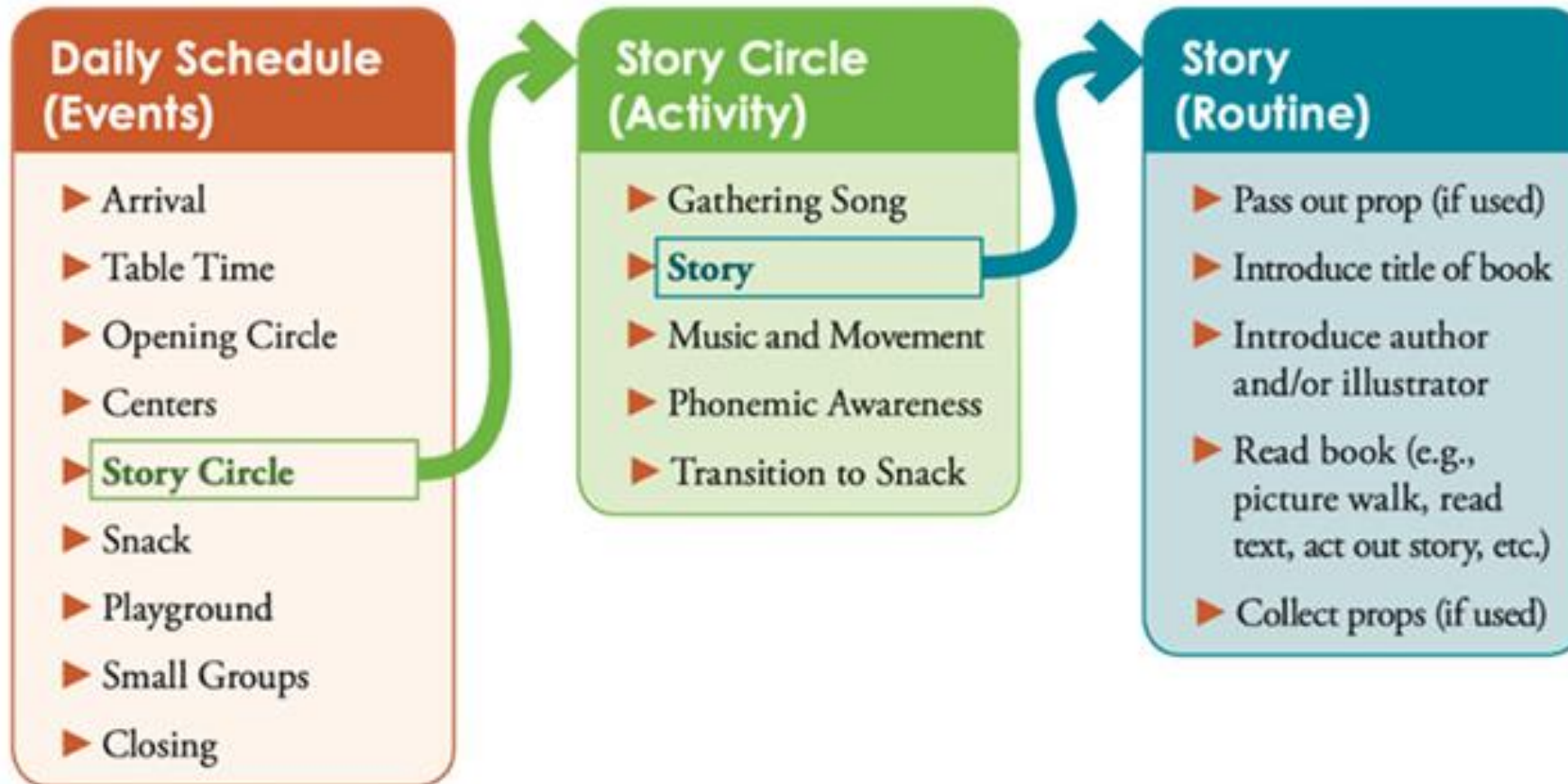OFFICE OF CHILD DEVELOPMENT
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Meaningful Learning Opportunities within Routines

Consider what could be taught during events of the day

Plan for and embed the use of materials, visuals, and teaching strategies

Embed Social and Friendship Opportunities

Example Large Group Routine for Story Circle

Daily Schedule (Events)
▶ Arrival
▶ Table Time
▶ Opening Circle
▶ Centers
▶ Story Circle
▶ Snack
▶ Playground
▶ Small Groups
▶ Closing

Story Circle (Activity)
▶ Gathering Song
▶ Story
▶ Music and Movement
▶ Phonemic Awareness
▶ Transition to Snack

Story (Routine)
▶ Pass out prop (if used)
▶ Introduce title of book
▶ Introduce author and/or illustrator
▶ Read book (e.g., picture walk, read text, act out story, etc.)
▶ Collect props (if used)

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Teach Children Routines[3] and Expectations

At large group

In small groups and individualized as needed

Notice, encourage, and reinforce

Teach with materials, visuals, and strategies that promote ther access to and active participations in routines

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Embed instruction into activities and routines across the day.

Routines (Event)	Routine within Routine (Activity)	Routine within Routine within Routine (Routine[3])	*Planned Meaningful Learning Opportunities*
Arrival	Go to Cubby	Greet Peer, Take off coat/backpack, take out folder/snack, Hang up coat/backpack, put folder/snack where they go	*Greetings, Self Help Skills*
	Wash Hands	Get Soap, Turn on Water, wash hands, turn off water, Dry hands	*Self Help, Requesting (towel helper)*
	Sign-In	Accept Name from peer, Sign in, pick next child, give them name	*Accept name from peer, name identification/writing, Initiate to peer/give name*
	Question of the Day	Get Name, Answer question, Get peer	*Peer Social*
	Go to Table Activity	Pick Table, walk to table, match picture, request materials, sit and play	*Making a choice, transitioning, peer request playskills*

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Practice breaking down a routine

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Taking a Closer Look
Routines Within Routines

Think about developmental goal(s)

Ensure routines allow for practice of practical skills.

Utilize picture sequences.

Pictures are reminders of expectations and help children understand each step.

Must directly teach, use fun activities.

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ECE Classroom Behavior Self- Assessment	How Consistently?			Priority
Practice	Always	Sometimes	Never	After rating all features star your priorities
Establishing Routines within Routines				
The classroom has well established routines within each major component of the day (children clearly understand the sequence/steps within each activity).				
The classroom has visual representation of these routines within the major components of our schedule.				
Classroom staff review these routines prior?				
Children are provided with warnings prior to transitions (e.g., "Five more minutes until clean up").				
Multiple signals are used to indicate the beginning of a transition (e.g., more than 1 verbal cue, ring bell).				
Transitions are used to pre-correct behavior (reminding children of expectations for a new setting).				

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Classroom-Wide Practices to Support ALL Children: Action Plan

Practice	Assessment Question	Actions To Be Taken
Establishing Routines within Routines	The classroom has well established routines within each major component of the day (children clearly understand the sequence/steps within each activity).	What do we already have in place?
		What can we add, refine, tweak or do differently?
	The classroom has visual representation of these routines within the major components of our schedule.	What do we already have in place?
		What can we add, refine, tweak or do differently?
	Classroom staff review routines prior to completing the routine.	What do we already have in place?
		What can we add, refine, tweak or do differently?
	Children are provided with warnings prior to transitions (e.g., "Five more minutes until clean up").	What do we already have in place?
		What can we add, refine, tweak or do differently?
	Multiple signals are used to indicate the beginning of a transition (e.g., more than 1 verbal cue, ring bell).	What do we already have in place?
		What can we add, refine, tweak or do differently?
	Transitions are used to pre-correct behavior (reminding children of expectations for a new setting).	What do we already have in place?
		What can we add, refine, tweak or do differently?

Based on the works of Dunlap, G., Willson, K., Strain, P.S. & Lee, J.K., (2022). Prevent Teach Reinforce for Young Children, Second Edition. Paul H Brookes Publishing Co., Baltimore, MD. and Hemmeter, M.L., Ostrosky, M.M. & Fox, L., (2021). Unpacking the Pyramid Model: A Practical Guide for Preschool Teachers. Paul H Brookes Publishing Co., Baltimore, MD.

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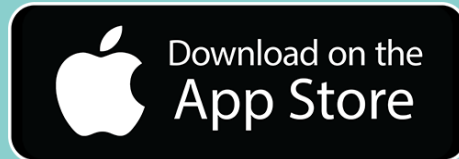AND EARLY LEARNING

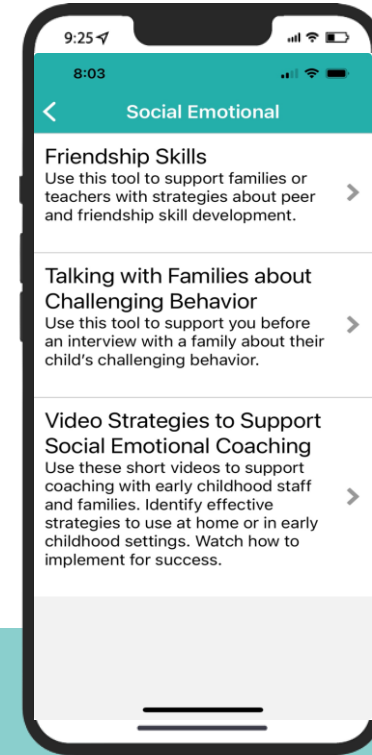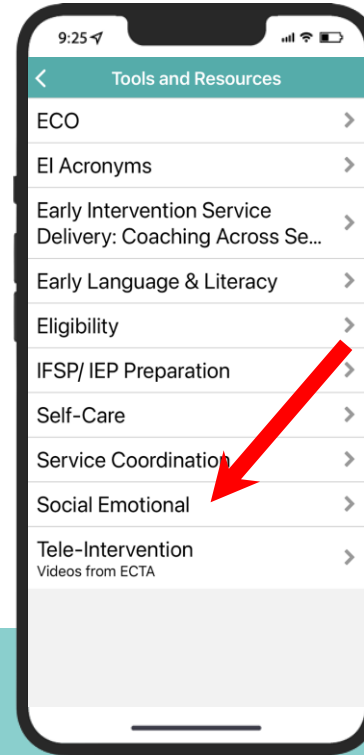# Additional Resources

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Social Emotional Interest Page

- Bits About Behavior Principles

- Supports to reduce expulsion and suspension

- National resources/websites

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Citations

Hemmeter, M. L., Ostrosky, M., & Fox, L. (2021). Unpacking the pyramid model: A practical guide for preschool teachers. Paul H. Brookes Publishing Co.

Dunlap, G. (2022). Prevent teach reinforce for young children: The early childhood model of individualized positive behavior support (second). Brookes Publishing.