



# How to Use Predictable Schedules to Help Children (and Their Teachers) Navigate the Day

OCDEL Conference March 26, 2024

Sue Ann Boyles, EITA Consultant

# Agenda

1. Gain an understanding of how a predictable daily schedule helps manage challenging behaviors.
  2. Review your own daily schedule for active/passive and teacher/child moments.
  3. Discuss ways to transition.
  4. Create a daily schedule and review resources.
-



**Do you  
sometimes  
feel like  
this?**



# What is the easiest management strategy?



# Do you use these?



# Your Daily Schedule Activity

- Spend a few minutes writing down the Daily Schedule used in your room.
- Share with someone near you.



# Balancing the Schedule



- Active and Passive
- Child Directed and Teacher Directed
- Large Group, Small Group, Individual

# Active/Passive





# Teacher Directed/Child Directed



# Large Group/Small Group/Individual



# Activity

- Look at the schedule you wrote earlier and check the activity level, directedness, and group.
- Share with a partner.
- Is there agreement about how the schedule items were identified?

# Using Predictable Schedules

- Daily schedule
  - Directly teaching
- Posted at eye level for children
- Words and Pictures
- Reviewed daily (or more often)
- Preview changes ahead of time
- Embed learning opportunities
- Designed to remove or indicate activity completion



# Do You?

- Directly teach the schedule
- Review daily to account for flexibility/changes
- Account for transitions in the schedule
- Use music to note transitions
- Have a way to visually show completion
  - Velcro cards, flip cards, timer
- Assign students to monitor
- Evaluate if the schedule is working or needs modified (look at routines for active/passive needs)



# Schedules



# Video on Visual Schedule



# Examples of a Helper Charts





# Transitions

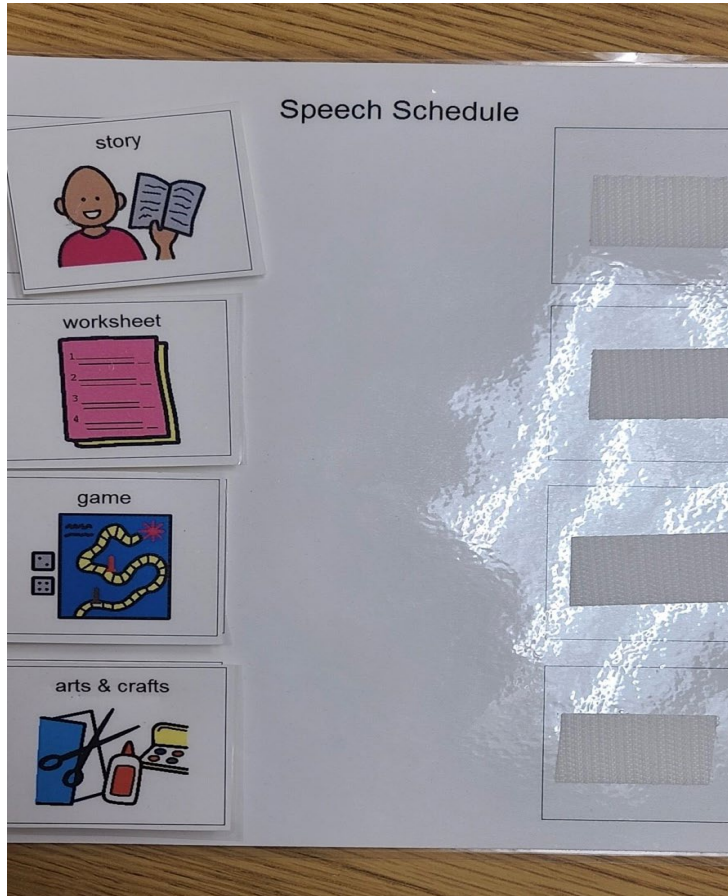
- Need to be taught
- Provide a warning
  - use a timer
  - sing a transition song
  - music/signal
- Remember, some changes are unexpected: **PREPARATION**



# Transitions Video



# Individual Schedules



# ALWAYS, SOMETIMES, NEVER

- I use a visual schedule posted at children's eye level that includes photos or drawings of each major activity to provide children with information about our daily activities.
- I indicate that activities are completed on the visual schedule (e.g., flip the picture over, move a marker, etc.)
- I prepare children for changes in the daily schedule by using the visual schedule.

# ALWAYS, SOMETIMES, NEVER

- I review the schedule with my children and refer to it often throughout the day.
- I engage children in the schedule review by having them verbally review what was completed and what activity is next or by having a schedule helper engaged in moving the schedule to the next activity.

# ALWAYS, SOMETIMES, NEVER

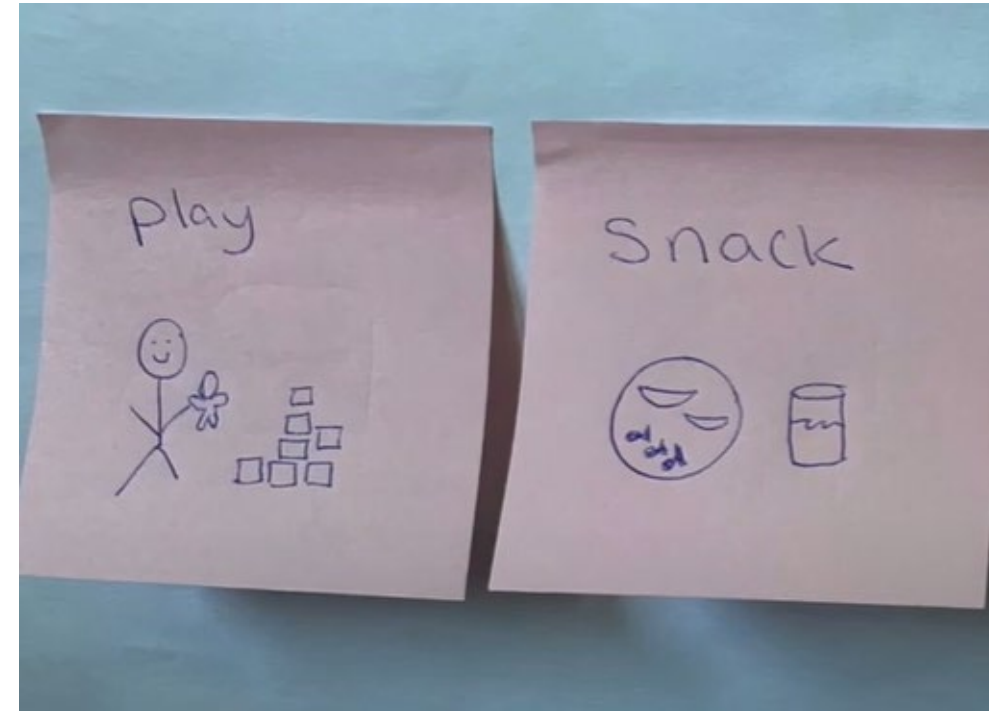
- I plan my schedule to provide a balance of child-directed and teacher-directed activities.
- I plan for teacher-directed activities to be less than 20 minutes in duration.
- I use individualized visuals and activity schedules to guide children who need more support to engage in activities and routines.

# Making a Visual Schedule



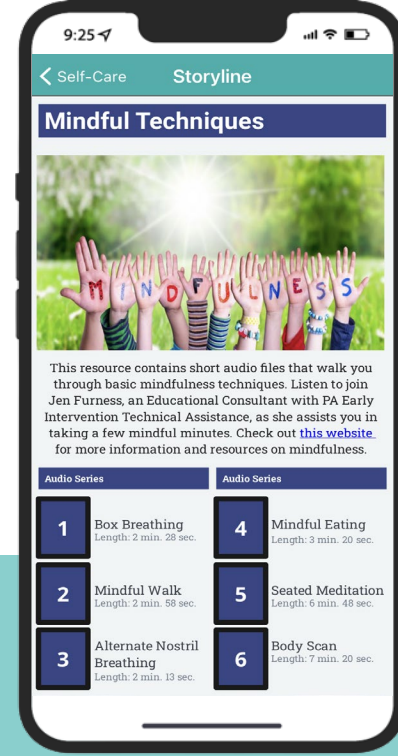
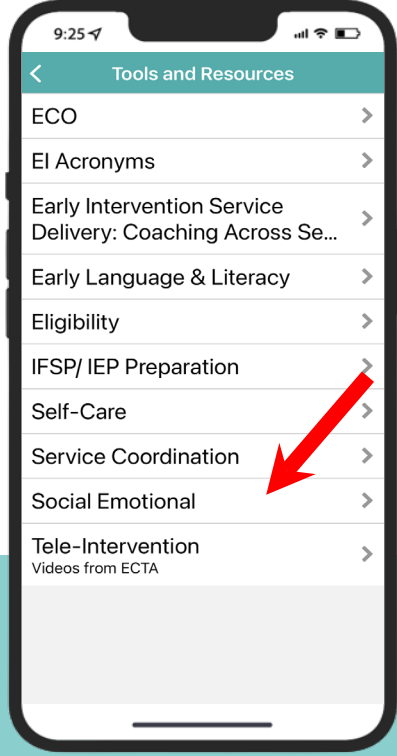
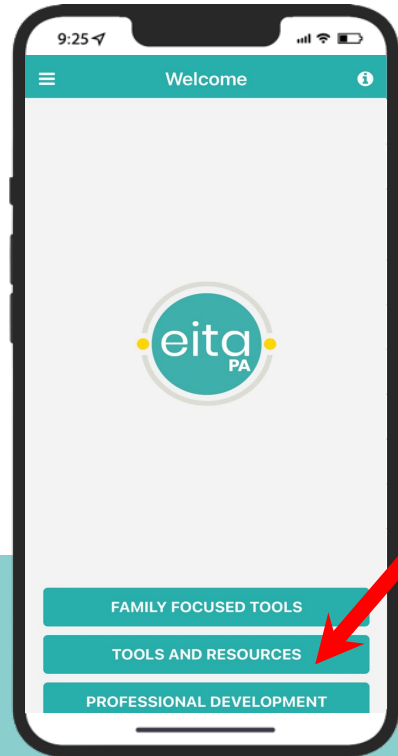
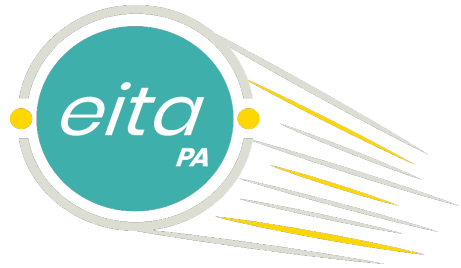
# Activity

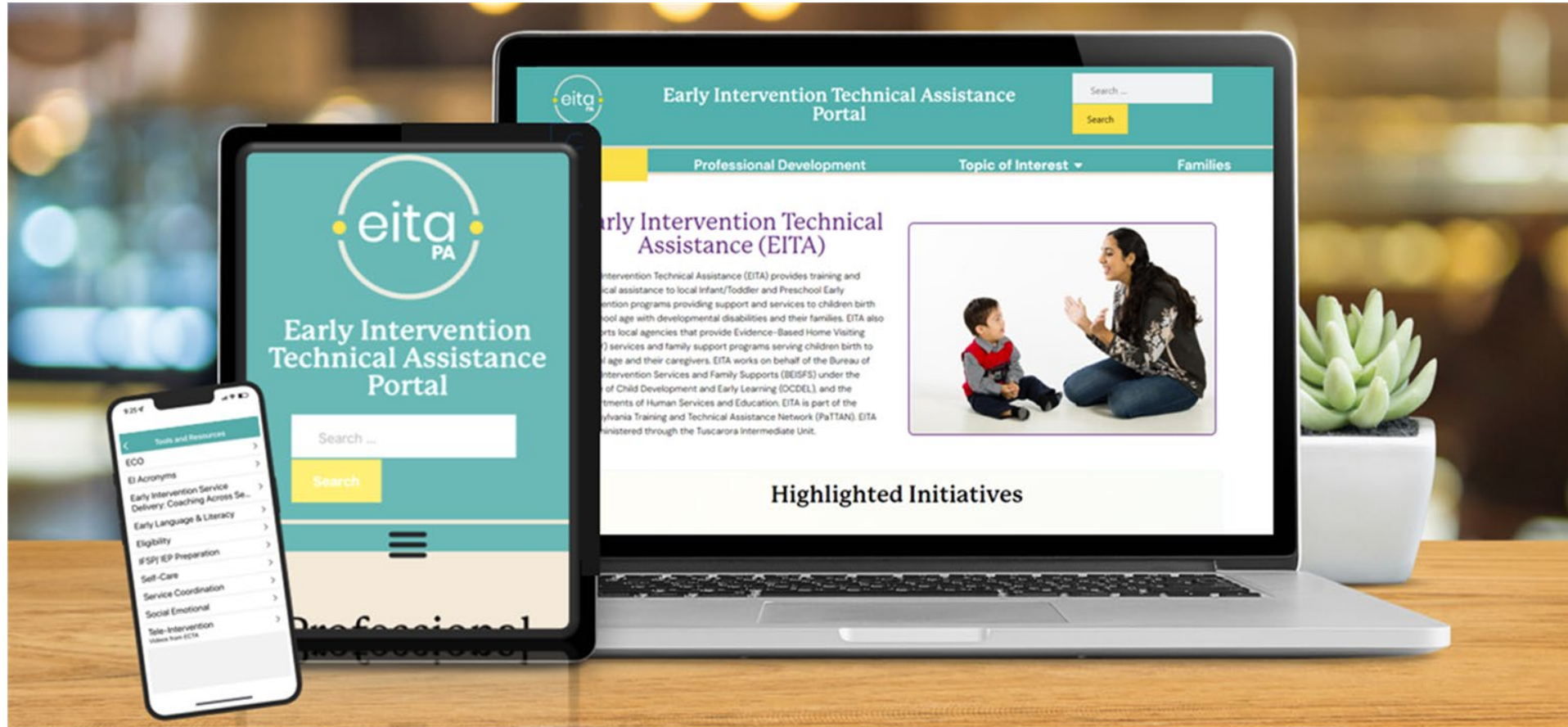
- Review the schedule.
- Are there areas that need changed or tweaked? Do you need more active or passive, teacher directed, child directed, group, small, individual?
- Use the sticky notes available to create a visual schedule that could be used in your room. Remember to add pictures!
- Use the information from your Balancing the Daily Schedule to make some of the changes you thought about today.
- If you are comfortable, share with your partner.





Search "EITA Mobile" to download from your app store





[eita-pa.org](http://eita-pa.org)

# Research and Resources

Early Childhood Intervention Australia VIC/TAS. “Transition Warning & Transition Song to Mat.” YouTube, ECIA VIC/TAS, April 23, 2018, <https://youtu.be/T8wZBjrJ-to?feature=shared>.

EDS. “The Running of the Squirrels: Parody.” YouTube, Funny Animal Productions, March 29, 2014, <https://youtu.be/hrY3NgPCvxk?feature=shared>.

Dunlap, Glen, Wilson, Kelly, Strain, Phillip S., & Lee, Janice K. *Prevent, Teach, Reinforce for Young Children: The Early Childhood Model of Individualized Positive Behavior Support*. Paul H. Brookes Publishing Company, 2013.

Harry Kindergarten Music, LLC. “Come to the Carpet (transition song for kids).” YouTube, Harry Kindergarten Music, LLC, March 1, 2014, <https://youtu.be/N8jsOfAj6SY?feature=shared>.

Hemmeter, Mary Louise, Ostrosky, Michaelene M., & Fox, Lise. *Unpacking the Pyramid Model: A Practical Guide for Preschool Teachers*. Paul H. Brookes Publishing Company, 2021.

NCPMI. “Balancing the Daily Schedule.” National Center for Pyramid Model Innovations, University of South Florida, 2024, <https://challengingbehavior.org/document/balancing-the-daily-schedule/>.

Pyramid Model. “Visual Daily Schedule.” YouTube, uploaded by Pyramid Model, February 24, 2011, <https://youtu.be/-tUIF19dNsA?feature=shared>.

Weintraub, Mackenzie. “Making a Daily Visual Schedule.” YouTube, Mackenzie Weintraub, September 4, 2020, <https://youtu.be/8jy38B2F5q4?si=woCsrzWlrKVUNEOn>.

# Additional Resources

## Timer samples:

Timer Topia. “5 Minute Timer Bomb (Watermelon.)” YouTube, Timer Topia, November 22, 2021, <https://youtu.be/XOGyxaI3UP4?si=bUGdvWg4utyhZcq7>.

Idea4e. “Countdown Timer for Kids 5 minutes.” YouTube, Idea4e, April 16, 2016, <https://youtu.be/uZ8FYTRh3Ro?si=wb5BsQSeYLNd1IPL>.

## Jelly fish music:

Cat Trumpet. “Soothing Jellyfish Aquarium: Relaxing Music for Sleep, Study, Meditation, & Yoga.” YouTube, Cat Trumpet, January 20, 2020, [https://youtu.be/\\_ygU\\_fEZ1-s?feature=shared](https://youtu.be/_ygU_fEZ1-s?feature=shared).

## Websites for reproducibles for visual schedules:

NCPMI. “Transition Visual Cards.” National Center for Pyramid Model Innovations, University of South Florida, 2024, <https://challengingbehavior.org/document/transition-visual-cards/>.

Head Start Center for Inclusion. “Classroom Visuals and Supports.” Head Start Center for Inclusion, University of Washington, 2024, <https://headstartinclusion.org/tools-and-supports/classroom-visuals-and-supports/>