

# Establishing Routines Within Routines

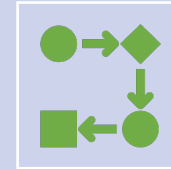
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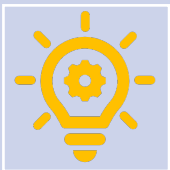
# Agenda



**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.

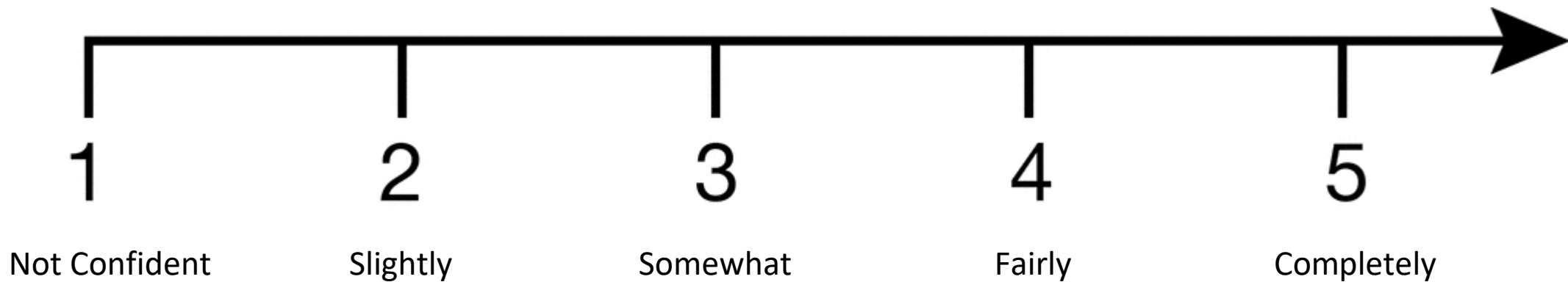
# Morning Routine

Spend a few minutes  
and write down your  
routine when you get to  
the classroom each  
morning (before  
students arrive)



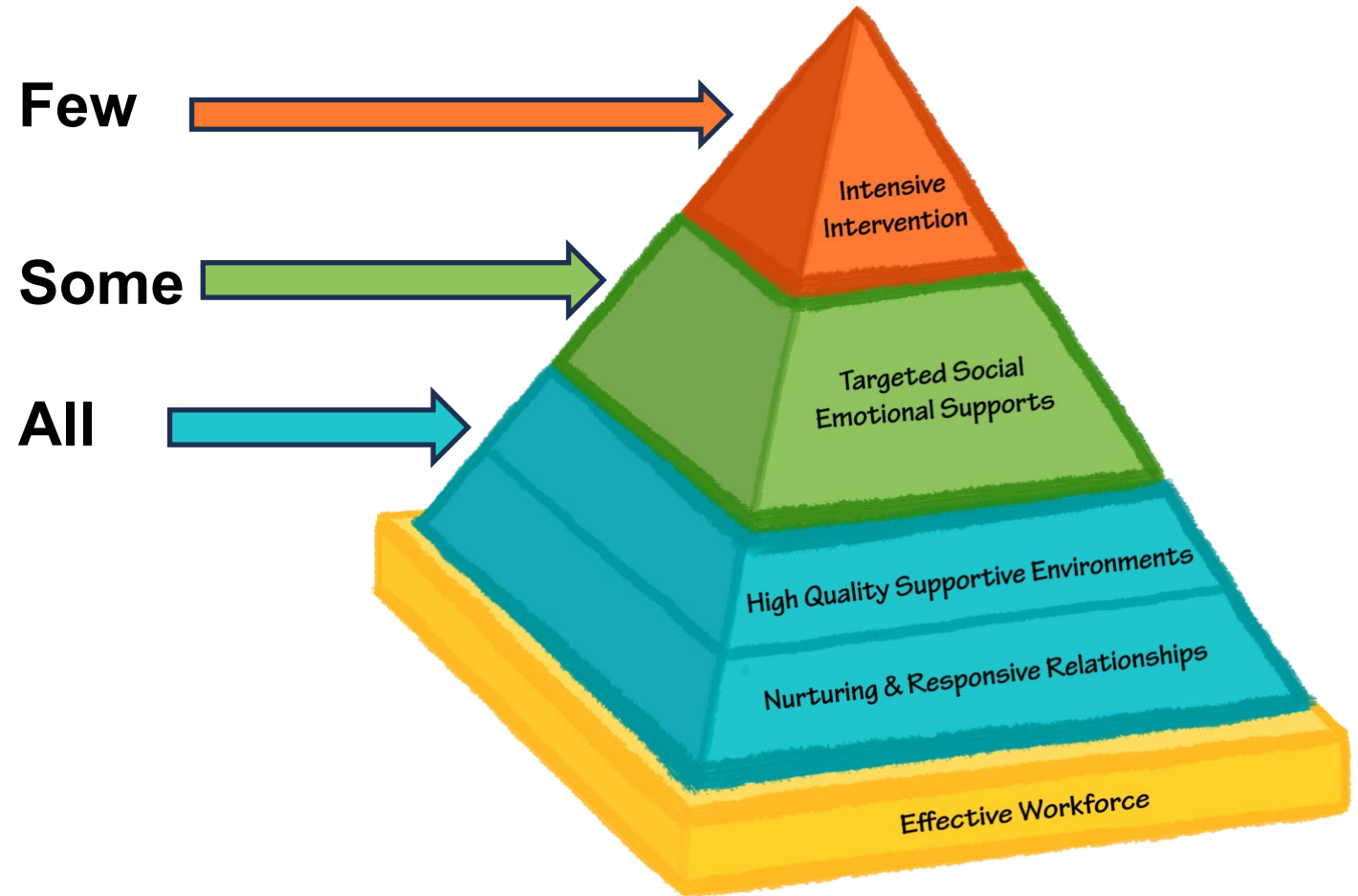
# Self-Rating – Time 1

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






# Overview of the Pyramid Model



# Big 5 Classroom Practices

1. Use of Five-One Ratio of Positive Attention.
2. Use of Predictable Schedules.
3. Establish Routines within Routines.
4. Directly Teaching Behavior Expectations.
5. Directly Teach Peer-Related Social Skills.

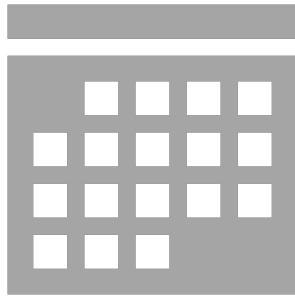
## 5 Classroomwide Practices to Improve Behavior



- 1 Use a Five-One Ratio of Positive Attention**  
The 5:1 ratio of positive attention is based on research that has shown that children are better behaved in preschool settings when adults spend the majority of their time attending to positive behavior and not challenging behavior.
- 2 Use Predictable Schedules**  
Developing a daily schedule and directly teaching children what comes next is about maintaining a routine and keeping all of the children informed about the routine. This strategy maximizes children's ability to predict what comes next.
- 3 Establish Routines within Routines**  
The predictability of a general schedule does not provide enough structure to prevent some children's challenging behaviors. It is often helpful to specify other levels of predictability with one's overall classroom schedule.
- 4 Directly Teach Behavioral Expectations**  
Make certain that all children know precisely what behavioral expectations you have for each routine. It is recommended that there be no more than three expectations for any one routine.
- 5 Directly Teach Peer-Related Social Skills**  
Actively teaching social skills involves careful planning around routines and activities, arranging the environment to support peer interaction, and implementing strategies such as peer-mediated interventions, adult cueing and prompting, and reinforcement.

See examples and learn how to implement these strategies in *Prevent-Teach-Reinforce for Young Children: The Early Childhood Model of Individualized Positive Behavior Support*.  
Learn more at:  
<https://bpub.fyi/PTR-YC>

# What is the Difference Between a Schedule and a Routine?



A ***schedule*** represents the big picture and includes main activities that happen across the day.

***Routines*** are the steps needed to complete each part of the schedule.

# 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.

# 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.



# 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?

# Establishing Routines Within Routines



Be Specific



Clear Beginning and End



Predictable Sequence



Need to Teach







## Hand Washing Steps



Get soap.



Wash hands  
for 20 seconds.



Dry hands.



Turn off water  
with paper towel.



Throw paper towel away.

# 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

# Example of Routines x 3 Planning

## ROUTINES<sup>3</sup>

### 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

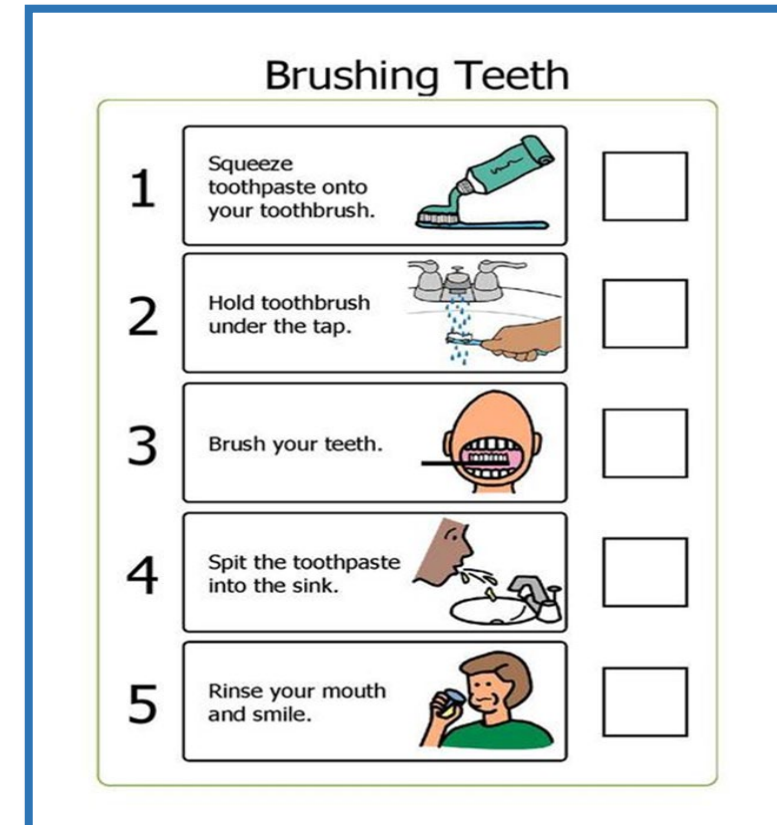
### Calendar (Routines)

- Clap the month
- Days of the week song
- Add today
- Motor cube
- Pattern
- Review

# Individual Routine Interventions



**Arrival  
(Routine x2)**



**Brushing Teeth  
(Routine x3)**

# Planning Routines x 3

Example Planning Form for Routines3

Event (Routines1)	Activity (Routines2)	Routine (Routines3)
Morning Meeting	Welcoming Song	<ul style="list-style-type: none"> <li>- <u>Adult</u> select helper</li> <li>- Child passes out props                             <ul style="list-style-type: none"> <li>- Hands up</li> <li>- Sing Song</li> </ul> </li> <li>- Collect Props</li> </ul>
	Child's Choice Song	<ul style="list-style-type: none"> <li>- Child Picks Song</li> <li>- Child Leads Song</li> <li>- Child Picks Peer for Next Song</li> </ul>
	Social Skill Lesson	<ul style="list-style-type: none"> <li>- Adult introduces social skill</li> <li>- Adults model social skill</li> <li>- Child practices skill with adult</li> <li>- Child practices skill with another child</li> </ul>
	Choose Centers	<ul style="list-style-type: none"> <li>- Adult selects helper</li> <li>- Child holds up play pass and calls child's name</li> <li>- Child hands play pass to peer and asks, "Where do you want to play?"</li> </ul>

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

# Activity

- Each person will complete one Event, Activity, and Routine
- Share with one person
- Share out time.

Planning Form for Routines3

Event (Routines1)	Activity (Routines2)	Routine (Routines3)
		-
		-
		-
		-

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



# 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





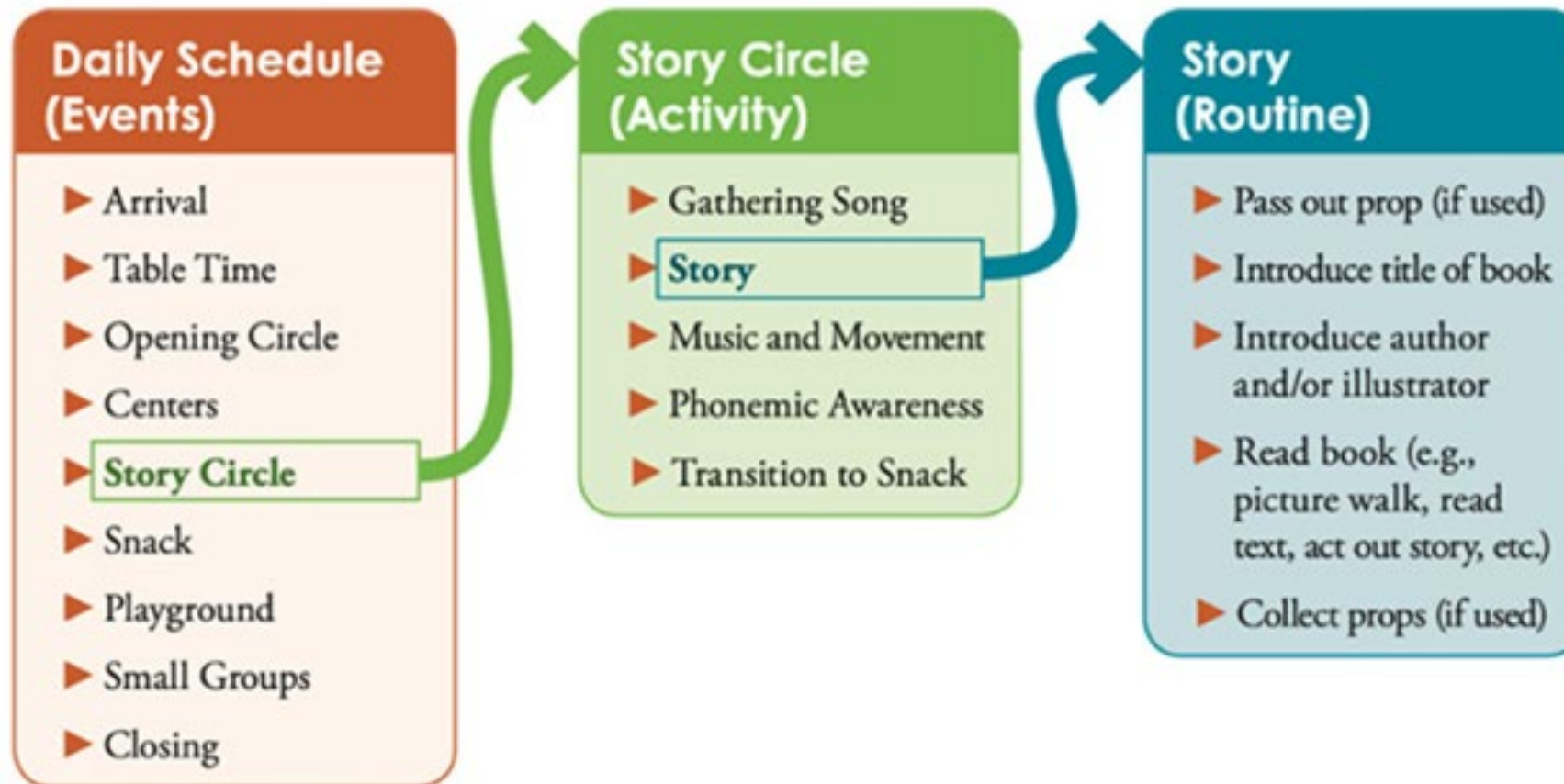
# Meaningful Learning Opportunities within Routines

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



# Teach Children Routines<sup>3</sup> and Expectations

At large group

In small groups and individualized as needed

Notice, encourage, and reinforce

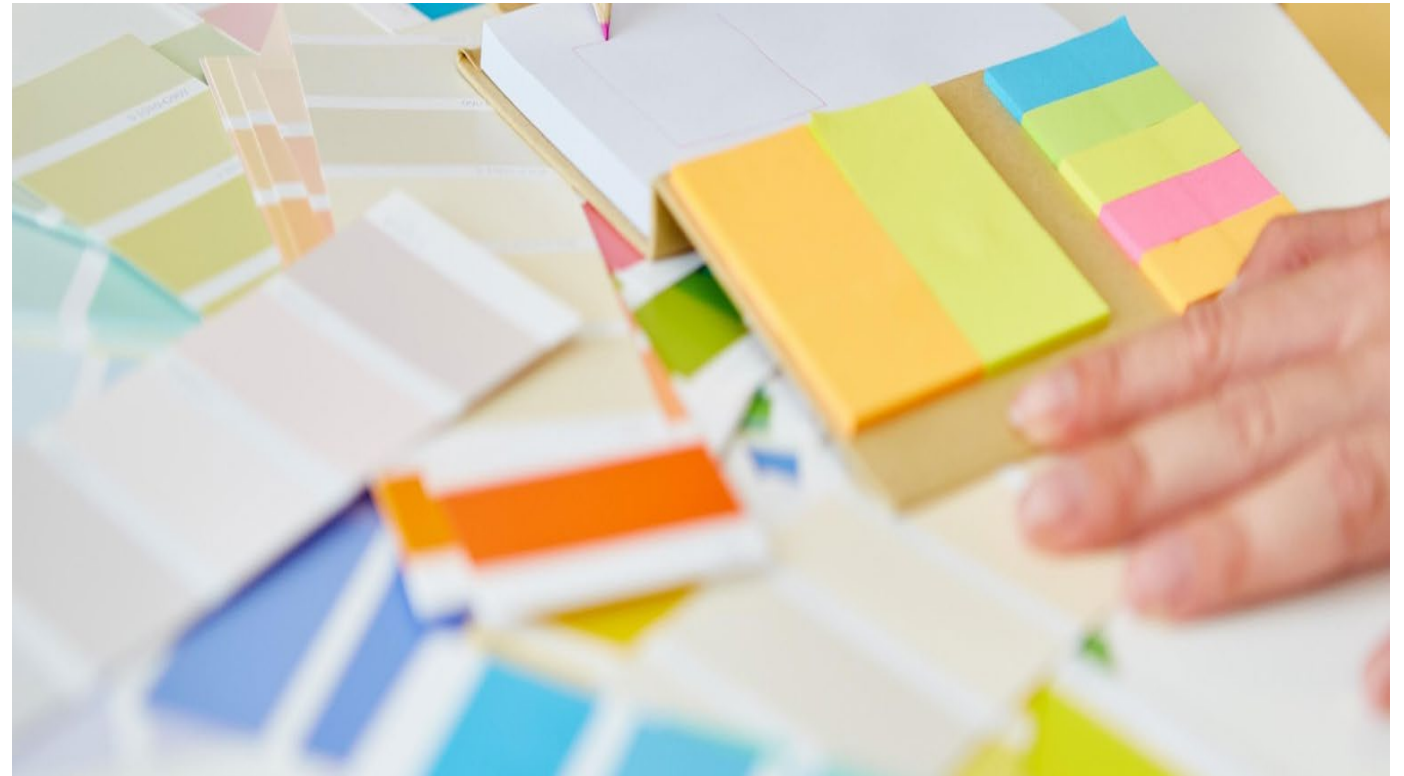
Teach with materials, visuals, and strategies that promote access to and active participations in routines

# Embed instruction into activities and routines across the day.

Routines (Event)	Routine within Routine (Activity)	Routine within Routine within Routine (Routine <sup>3</sup> )	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

# Practice breaking down a routine -a ctivity

- Use your chart from the Routine x3 Activity
- In the margin, write the skills that you could target to embed during that routine.
- We will share out.



# 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.**

ECE Classroom Behavior Self- Assessment		How Consistently?			Priority
Practice		A l w a y s	S o m e t i m e s	N e v e r	<i>After rating all features star your priorities</i>
	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 <u>prior?</u>				
	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).				

## Classroom-Wide Practices to Support ALL Children: Action Plan

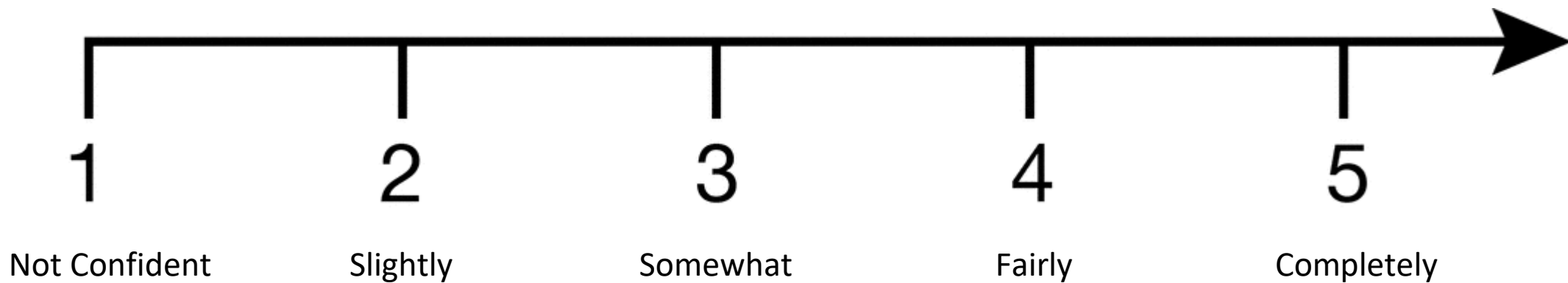
Practice	Assessment Question	Actions To Be Taken
Establishing Routines within Routines	The classroom has well established routines within each major component of the day (children clearly understand the sequence/steps within each activity).	What do we already have in place?
		What can we add, refine, 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. |



# Self-Rating – Time 2

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



# EITA Portal

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

- Access on any electronic device.
- Subscribe to “Portal to Practice” for what’s new!
- Info on Inclusion, Coaching, Social Emotional, Autism, Leadership and more
- Job Aids, Courses, and Resources

*Check it out today!*



# Additional Resources

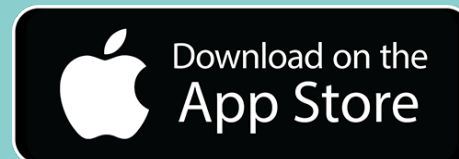
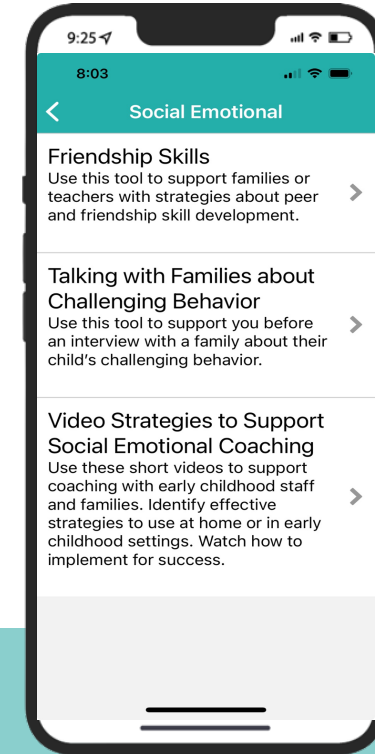
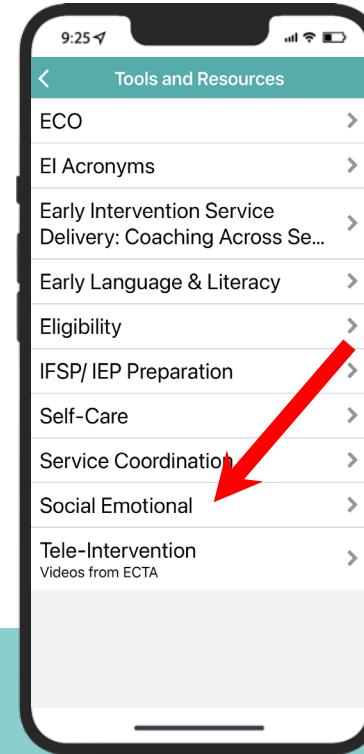
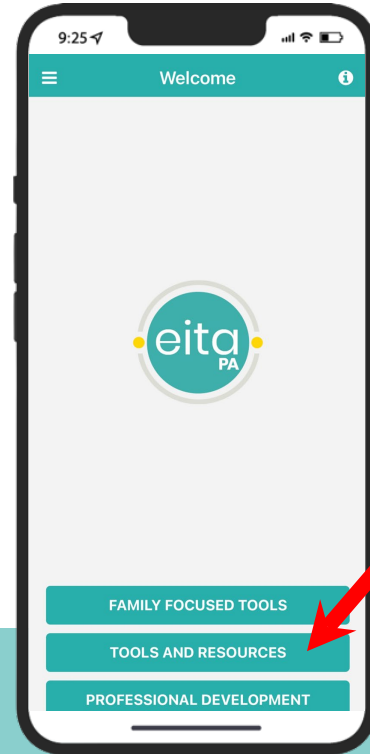
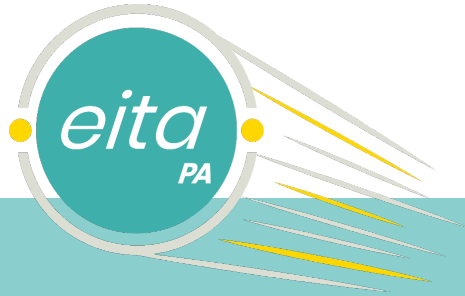
[www.eita-pa.org](http://www.eita-pa.org)

## Social Emotional Interest Page

- Bits About Behavior Principles
- Supports to reduce expulsion and suspension
- National resources/ websites



Search “EITA Mobile”  
to download from  
your app store



# Contact Information



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# References & Resources

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