



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

OCDEL Conference April 2025
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.





Your Daily Schedule Activity

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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?



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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?

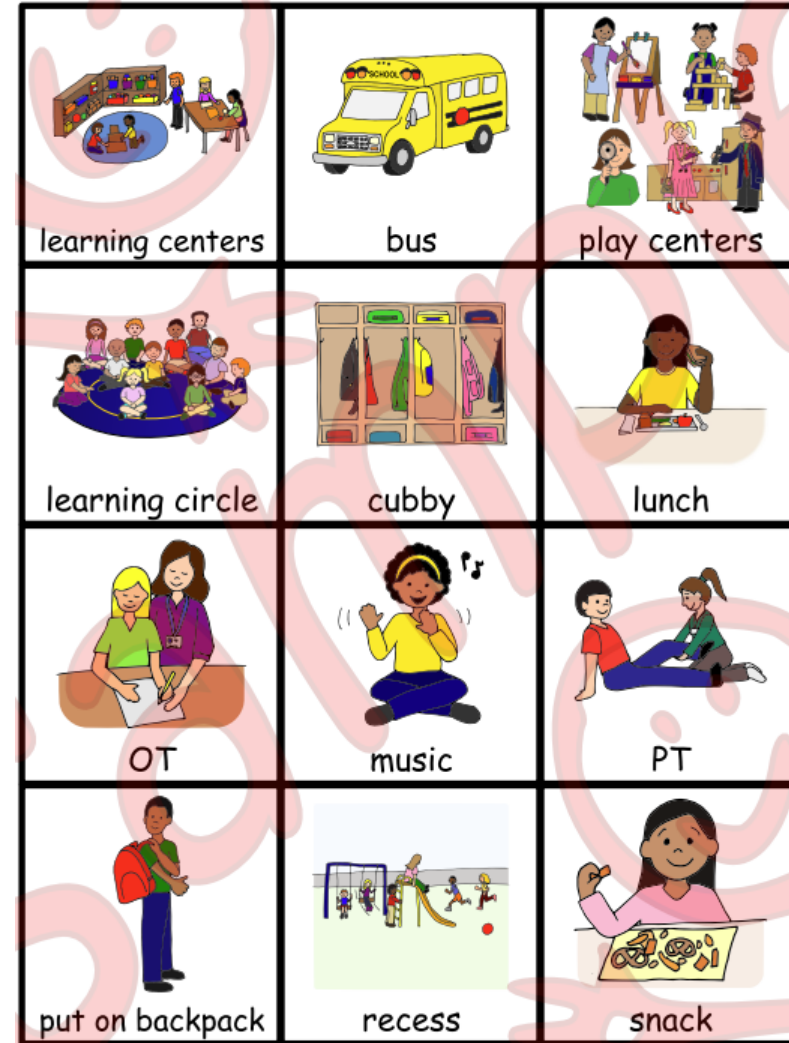
- Directly teach the schedule
- Review daily to account for flexibility/changes
- Account for transitions in the schedule
- Use music to note transitions
- Have a way to visually show completion
 - Velcro cards, flip cards, timer
- Assign students to monitor
- Evaluate if the schedule is working or needs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



Schedules



General Schedule Picture Cards



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**

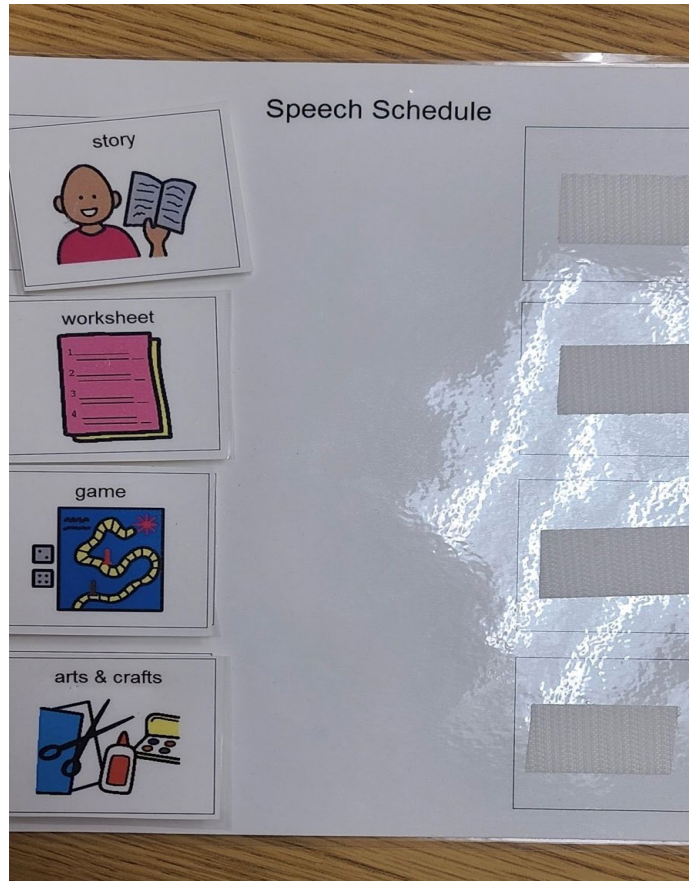




Transitions Video



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.

Unpacking the Pyramid Model: A Practical Guide for Preschool Teachers edited by Mary Louise Hemmeter, Ph.D., Michaelene M. Ostrosky, Ph.D., and Lise Fox, Ph.D. with invited contributors. Copyright 2021 by Paul H. Brookes Publishing Co., Inc. All rights reserved.

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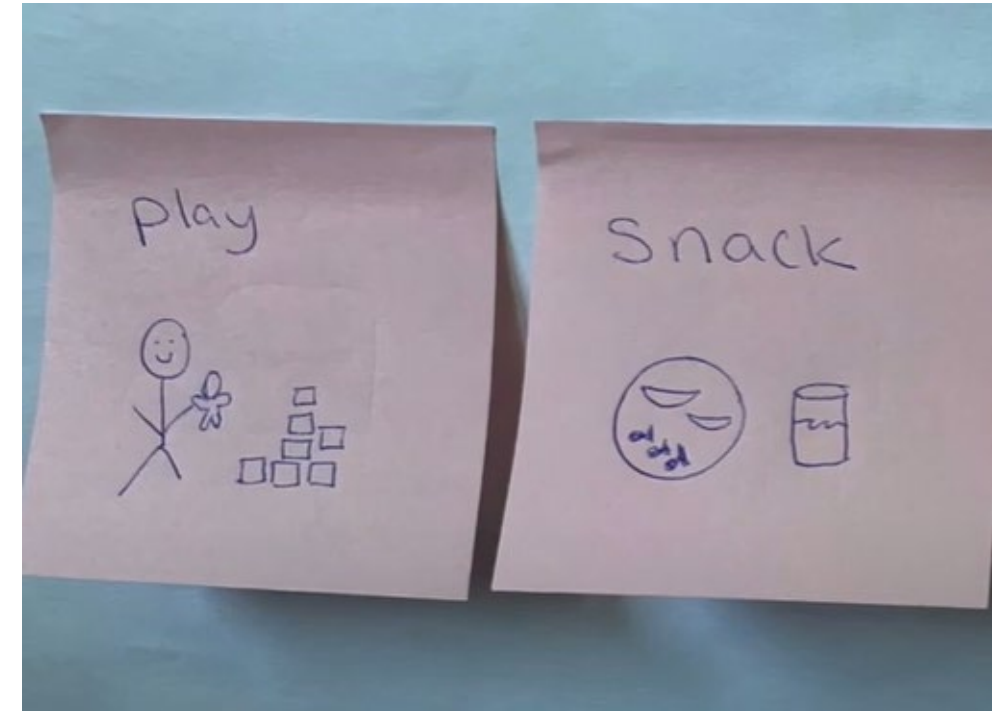
- I plan my schedule to provide a balance of child-directed and teacher-directed activities.
- I plan for teacher-directed activities to be less than 20 minutes in duration.
- I use individualized visuals and activity schedules to guide children who need more support to engage in activities and routines.

Making a Visual Schedule



Activity

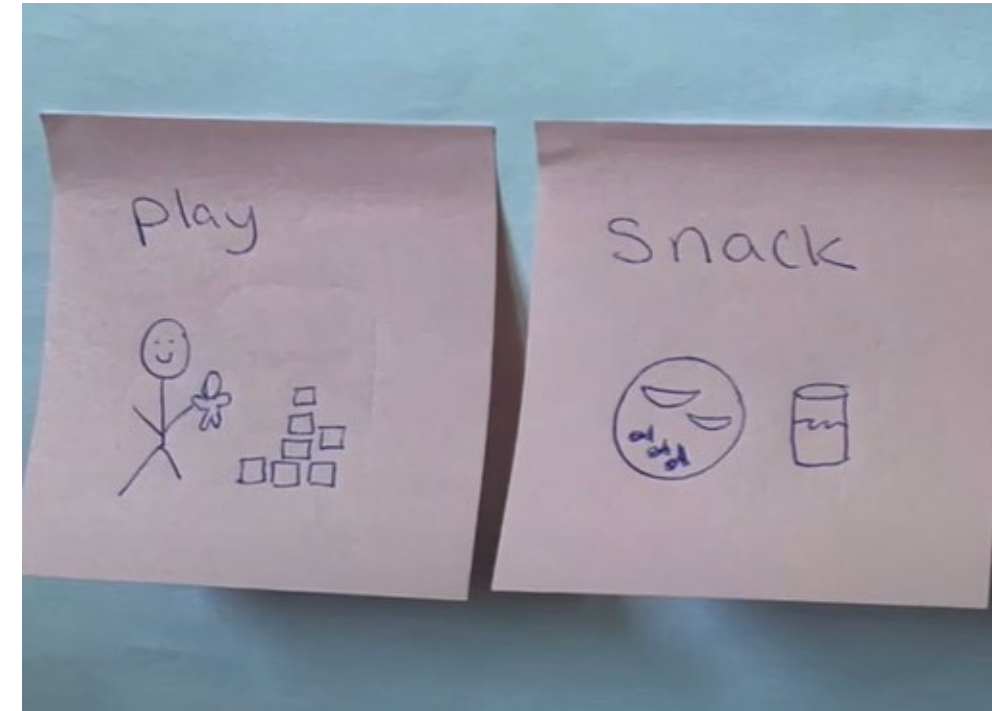
- Review the schedule.
- Are there areas that need changed or tweaked? Do you need more active or passive, teacher directed, child directed, large group, small group, individual?
- Use the sticky notes available to create a visual schedule that could be used in your room. Remember to add pictures!
- 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.



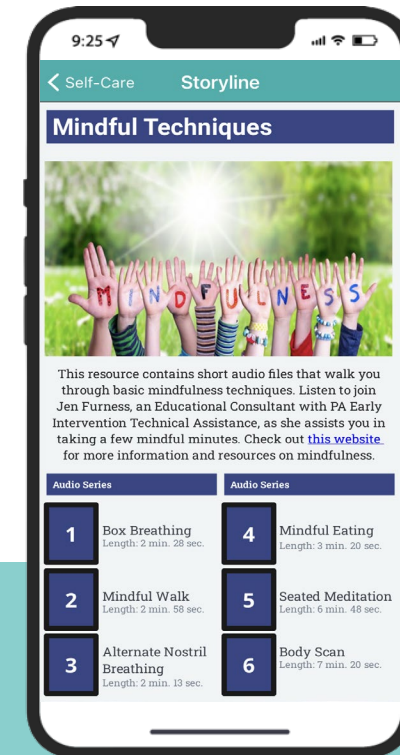
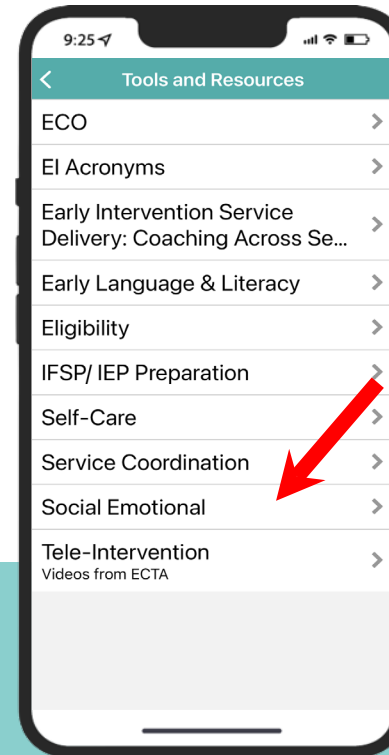
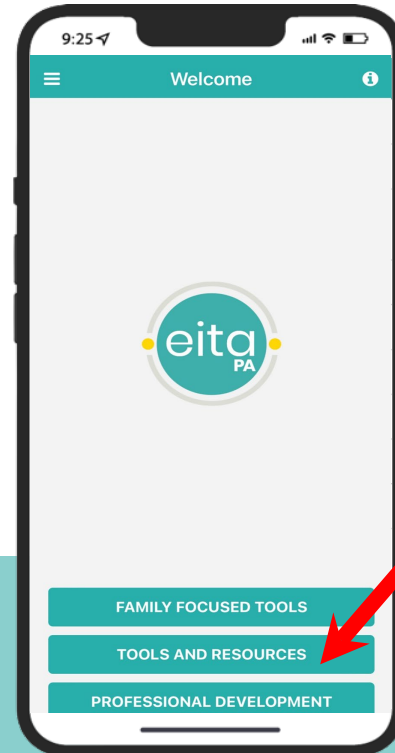
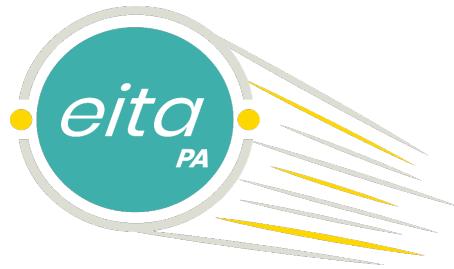


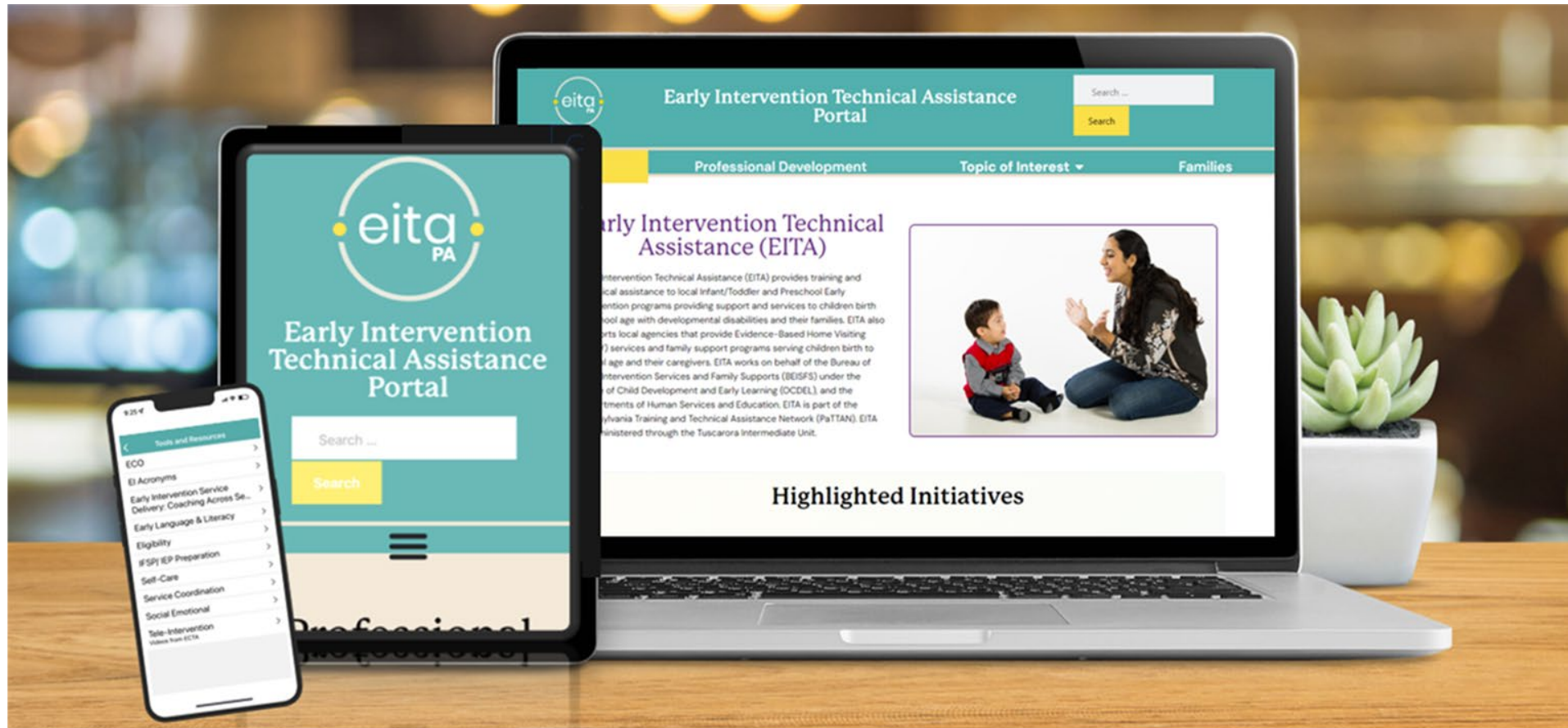
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Search “EITA Mobile” to download from your app store





eita-pa.org

Research and Resources

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.

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"Sharing Center. General Schedule Picture Cards." LessonPix Custom Learning Materials. March 31, 2025, <https://lessonpix.com/materials/22183475/General+Schedule+Picture+Cards>

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

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.

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/>

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