

Learning Plan 5
Program Planning
Daily Routines, Transitions and Schedules
(4 hours)

Overview: This Learning Plan focuses on daily schedules. A daily schedule is the plan that refers to the order in which activities occur and the amount of time allotted to each activity. It is the framework for the child's day. A daily schedule is a major influence in how successful a child care program is. The world for a young child is very unorganized, with new situations and objects continuously being introduced in the child's world. Transitions are what happen when children move from one activity to another. Transitions can ease tensions within each child, speed up the movement to the next activity and help children learn routines, prevent feelings of insecurity and create structure in a child's day. A daily schedule and the routines that are part of that schedule provide security and order for children so they can learn to anticipate what happens next.

Target Competency: Explore the daily program for children in various settings including family child care, infant, toddler and preschool age groups.

Learning Objectives:

- a. Review Wisconsin's Administrative rules and regulations related to daily activities, routines, and schedules for family and group care
- b. Explore the Wisconsin Pyramid Model for Social Emotional competence
- c. Explore the value of a daily schedule
- d. Identify components of a daily schedule
- e. Practice techniques for facilitating activities in a daily schedule
- f. Explore strategies for routines and schedules for family child care settings with multi-age groups
- g. Identify times when transitions are necessary
- h. Explain how to carry out transitions
- i. Examine challenges and potential problems at transition times
- j. Explore transition strategies appropriate for toddlers, preschool and school age children
- k. Develop forms to document drop off and pickup times
- l. Employ skills for supervising groups of children
- m. Identify strategies to track children's whereabouts within a group or family center

Resources:

Internet links:

- [Challenging Behavior Pyramid Model Overview Video](#)
- [Wisconsin Administrative Licensing Rules and Regulations for Family Child Care](#)
[Wisconsin Administrative Licensing Rules and Regulations for Group Child Care](#)
- [Pyramid Model Backpack connection series, transitions](#)

Handouts:

- Movin' On: Supporting Transitions for Infants and Toddlers
- How to Help Your Child Transition Smoothly Between Places and Activities
- Classroom Management Made Easy: School-Age Transition Tricks for Teachers!

Introduction

As a child care professional you have the opportunity to impact the children and families you serve in a positive way. Along with the children and families, you also impact the future workforce, the schools and your community. To effectively nurture children's emotional, social, physical and cognitive health and development, a child care program must pay close attention to program planning; daily routines, transitions, and schedules.

Assignment 1

Review Wisconsin's rules and regulations related to daily activities.

Assignment 2

Overview of Pyramid Model for Social and Emotional Competence

- Instructions: Watch the following video and record your thoughts:
<https://youtu.be/xYYOUtMHHJs>

Value and components of daily schedule:

Daily schedules are made up of routines, schedules and transitions. The terms routines and schedules are often used interchangeably, when they are actually different. **Schedules** represent the big picture of what happens throughout the day. **Routines** are the steps that occur to complete each part of the schedule. An example of a **schedule** might be the blocks of time that particular activities occur throughout the day, such as:

9:00 Breakfast
9:30 Outside
10:30 Free choice
11:30 Large Group
11:45 Lunch

A **routine** involves a series of steps, often the same, to complete a part of the schedule. Consider circle time: a child chooses a place at the rug, sits on her bottom, sings a song, and then listens to a story. This is the routine of circle time.

Because schedules and routines are repetitive they help children learn the classroom activities. They can begin to predict what will happen next which allows them to feel prepared and secure. Consistent schedules and routines allow children to understand the expectations of the learning environment and the teachers.

There are several components to a daily schedule.

Balance

- Quiet vs loud activities
- Teacher directed vs child lead
- Indoor vs Outdoor play

Choice

- How many activities are available to each child?
- Is there variety in the activities to ensure all children's interest are represented?
- Is the attention span of children considered in planning for choices?

Culture and background of children and families

- Do materials and activities reflect the children in your group and what they may experience daily?

Length of Play

- How long do children have to become actively involved in play?
- The Environment Rating Scales guide us in understanding that children need about 1/3 of the day dedicated to free play. YoungStar's developmentally appropriate practices criteria states that children should have at minimum 50 minutes of uninterrupted free play.

Assignment 3

Review sample daily schedules

Listed here, is an example of a daily schedule. In addition to this schedule, find samples of daily schedules for toddlers, preschoolers, school age and multi-age or family child care programs and record them below. Attach additional paper if needed.

6:30 Arrival and Free Play Time
 9:00 Breakfast
 9:30 Story Time
 9:45 Outside Time
 10:45 Free Play
 11:45 Large Group

12:00 Lunch
 12:30 Quiet Time
 1:00 Rest Time
 3:00 Snack
 3:15 Free Play
 5:00 Good Bye's

Toddler	Preschool	School Age	Multi-Age/Family Child Care

Assignment 4

Share examples of your own personal routines, schedules and transitions

Instructions: Write down a personal daily schedule that you follow. Include any transitions and routines that may be included. Attach additional paper if needed. See the example here:

- | | |
|-------------------------------|---------------------------------|
| 5:00 – wake up | 7:00 - wake kids up |
| 5:15 – workout | 7:15 – pack lunches |
| 6:15 – breakfast | 7:30 – drive to school and work |
| 6:30 – shower and get dressed | 8:00 – arrive at work |

Time of day:	Activity and why it is important:

Assignment 5

Being Rushed

Share an example of a time when you have felt rushed and were not ready to take part in something because others did not wait for you. Describe how you handled the situation and the feelings that you had. Is there anything that another person could have done to make the situation better?

As you reflect on what it feels like to be rushed and/or to have your schedule disrupted, consider how a child in your care may feel in a similar situation. When children's schedules and routines are interrupted behaviors may become challenging. Just like adults, it is difficult to have to quickly adapt. Many children are unable to explain why or what it is that is making them upset in these situations making it important for caregivers to use empathy and recognize the importance of schedules and routines.

Visual cues are important and helpful for learning parts of routines as well as the daily schedule. Just as an adult might find it important and even necessary to know what comes next in his/her day to be successful, so do children. A posted visual schedule allows children to see and learn the schedule of their day. Follow the link below to find examples of visual daily schedules. www.pinterest.com Search visual schedule

The following may be helpful in completing the next two assignments. Consider showing samples of free visual cues from Pinterest or you can even create your own visual daily schedule or use your own photos or images.

Create a visual daily schedule that you will follow in your learning environment and practice facilitating the different activities throughout the day.

Instructions: Organize typical activities (such as group time, individual play time, outside time, meals and snacks, rest time...) into a daily schedule for a selected age group. Make a note next to each activity about how it felt to facilitate the activity. (If you are not currently working with children, make a daily schedule and note how you expect to facilitate the activity.)

Transitions:

Just as adults generally prefer to be prepared and aware of changes, children are no different with their need to be prepared for changes to happen throughout their day or schedule. This is why planning for transitions is so important.

As mentioned earlier, transitions are what happen when children move from one activity to another. There are many times throughout the day when transitions are necessary. Transitions occur between activities at the program, such as between snack and outside time or between free play and circle time. Transitions occur between settings on the same day, such as a child coming from home to child care, or from 4k to wrap around care. Thoughtfully planned transitions decrease the potential for challenging behavior to happen, create opportunity for growth and development and increase child engagement.

Many teachers express frustration and stress about children's behavior during transitional times of the day. Often this is a result of children spending long periods of time waiting, or not knowing or understanding the expectation of the teacher or environment. The Environmental Rating Scales, by Thelma Harms states that waiting with nothing to do for more than three minutes is considered a long time to wait, or too long.

A common misconception in the early care and education field is that children come to us knowing how to move through the day and what is expected of them. In fact, children need to be *taught* the expectation of each part of their day. For some children, this will come very easily, and for others an educator will need to spend more time and use a variety of strategies to teach these skills. This is similar to other academic skills we *teach* children. Some children learn new math concepts quickly and others require more time and alternate teaching strategies from the adult to be successful.

With this in mind, recognize that you must teach a child what s/he "should be doing," during a transition. An example can be illustrated during clean up time. Some preschool-aged children will understand the clean up time expectations right away. For other children it will be necessary for you to describe in words and pictures the steps of cleanup time. Here is one example of how to do that:

- 1) Provide advanced warning that clean up time will be happening, with words and visual cues. You can flash the lights as a visual cue and say quietly to each group of children, "In five minutes we will have clean up time."
- 2) After five minutes are up, turn the lights off and state that it's clean up time. Some teachers like to play or sing a clean up song during this time.
- 3) If a child is unsure what to do, explain to them, step by step, which materials to put away and where they go. "Johnny, let's pick up the rectangle blocks here and put them on the shelf, next to the label," as you role model for Johnny how to do this.
- 4) Provide information about what children should do when they are finished with the transition and waiting for others. For example, you can tell them, "When you are finished cleaning up, find a book to look at in the quiet area."

In addition to teaching the steps of transitions, children and teachers are more successful when they plan a schedule with as few transitions as possible. This can be done in many different ways, including allowing for more free play rather than having children rotate between stations on a set schedule or incorporating small group activities into free play. This allows us to maximize the amount of time children are spending engaged in activities where growth and development is occurring. Review the classroom daily schedule, you created and identify where changes could take place to reduce transitions.

Transition strategies to use:

- Design a schedule with minimal transitions each day
- Prepare children for a change or transition
- During transitions, ensure children are engaged in activity, rather than waiting
- Teach the expectations of the schedule and transition to the large group
- Individualize your teaching for those children who are having difficulty

When children are intentionally taught the steps to the routine and the schedule, there is a decrease in challenging behavior. But keep in mind that new transitions take time to teach and time to learn. Be patient with children as you work together to discover what kinds of transitions work best for everyone.

Assignment 7

Explore transition strategies for each age group by reading the following articles in handouts:

“Movin’ On: Supporting Transitions for Infants and Toddlers”

“How to Help Your Child Transition Smoothly Between Places and Activities”

“Classroom Management Made Easy: School-Age Transition Tricks for Teachers!”

Assignment 8

Transition Strategies, What's Appropriate and When?

Next to each part of the day, list an appropriate transition strategy to use.

Times a transition strategy should be used.	Strategy to use
<p>Example: Inside to outside time</p> <p>Nap</p> <p>Circle time/Large group</p> <p>Clean up</p> <p>Meal times</p> <p>Toileting</p>	<p>Movement: stomp like elephants to our playground</p>

Attendance forms and supervision

For the health and safety of children, at all times it is necessary to know the number of children you are supervising. A child care provider must be able to state at all times, how many children are in their care. *Caring for Our Children*, the National Health and Safety Performance Standards, Guidelines for Early Care and Early Education Programs, written by the Academy for Pediatrics, reminds us that supervision is basic to safety and the prevention of injury and maintaining quality child care. To be available for supervision an adult must be able to hear and see the children.

Early care and education providers should regularly count children, utilizing a name to face system on a scheduled basis and record the count on an attendance form or other card on/in his/her possession. This should include any notes regarding children joining or leaving the group. This includes at every transition, and whenever leaving one area and moving to another, such as indoors to outdoors. The counting/tracking responsibility should be assigned to a staff person to ensure it is done regularly.

The importance of supervision is not only to keep children physically safe, but also to prevent harm that can be caused from other inappropriate behaviors or conversations. It is the responsibility of the care giver to know what children are talking about and intervene when needed.

“Adults who are involved, aware and appreciative of young children’s behaviors are in the best position to safeguard their well-being” (*Caring for Our Children*). Active and positive supervision involves:

- Knowing each child’s abilities;
- Establishing clear and simple safety rules;
- Being aware of and scanning for potential safety hazards;
- Placing yourself in a strategic position so you are able to adapt to the needs of the child;
- Scanning play activities and circulating around the area;
- Focusing on the positive rather than the negative to teach a child what is safe for the child and other children;
- Teaching children the developmentally appropriate and safe use of each piece of equipment.

The use of attendance forms for drop off and pick up times is required and necessary to track the children in your care. Review the tracking system utilized in your program. The system used should allow you to answer the following questions:

- 1) Do you know what children are in your care at all times? Is this documented at all times in a place where you have access to it?

- 2) When a child leaves the group, but is still in care at the program, how is it documented for both the caregiver the child is with and the caregiver who is with the larger group?
- 3) Are all children signed in and out by their parent/guardian or authorized pick up or drop off person?

Research and/or develop a drop off and pick up form to meet the necessary tracking system requirements, which will help to ensure all children are safe and in supervision of an adult. Review the DCF attendance form as an example.