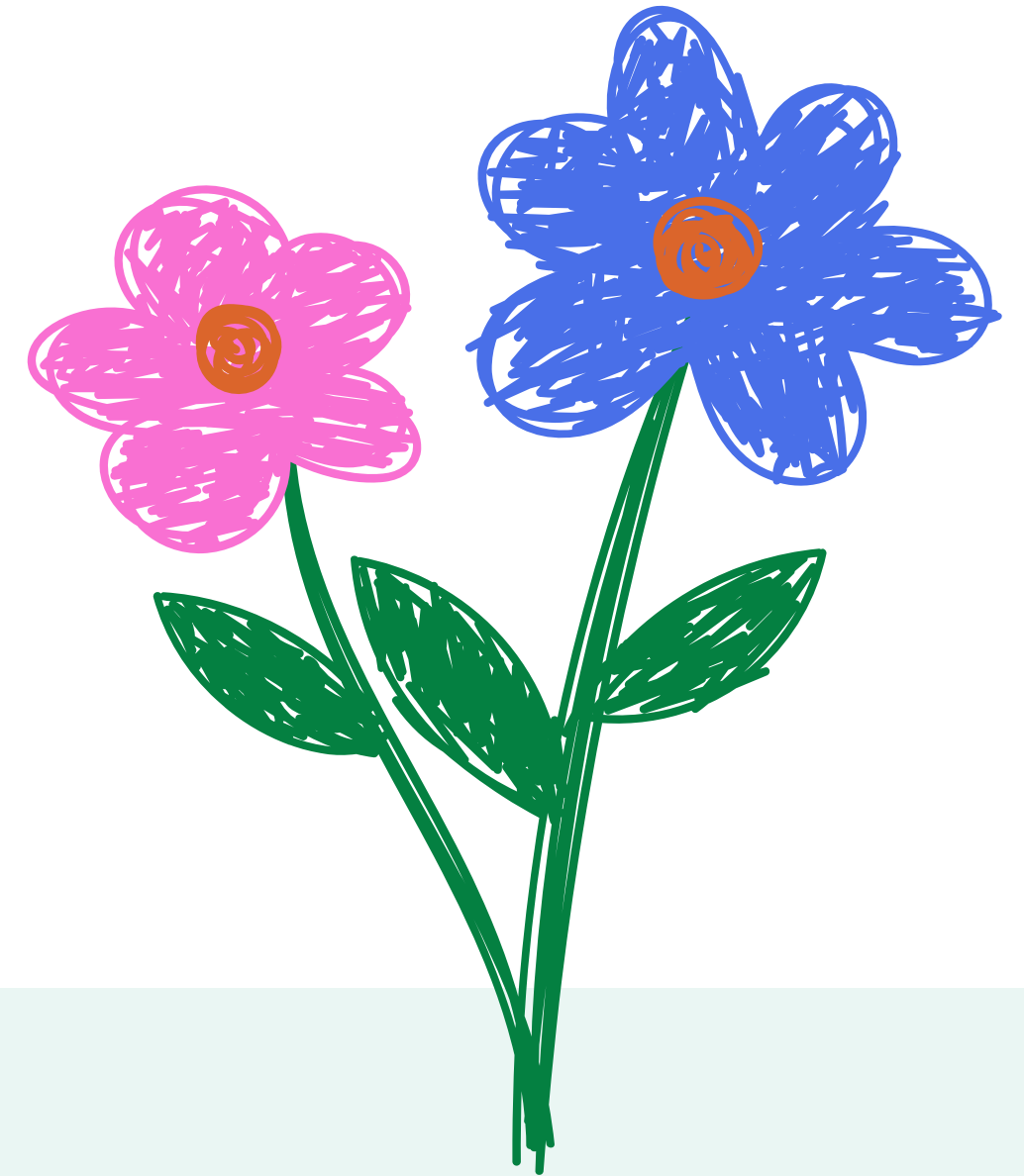


Designing Predictable Routines in Early Childhood Environments

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University of Denver



My Family



About Me

**I'm Jackie,
a Research Associate Professor,
former child care administrator,
provider, advocate, & mom.**

I am a continuous learner & I believe that you are, too. I mess up. A lot.

I have two daughters, Juniper (6 years), who happens to have a rare genetic syndrome (Cri du Chat), and Goldie (4 years) who is nondisabled.

Our family celebrates disability as diversity. My work is my love letter to June and Go.

Our work must center equity & intersectionality.
Racism & ableism shape experiences & outcomes.

Today's Plan



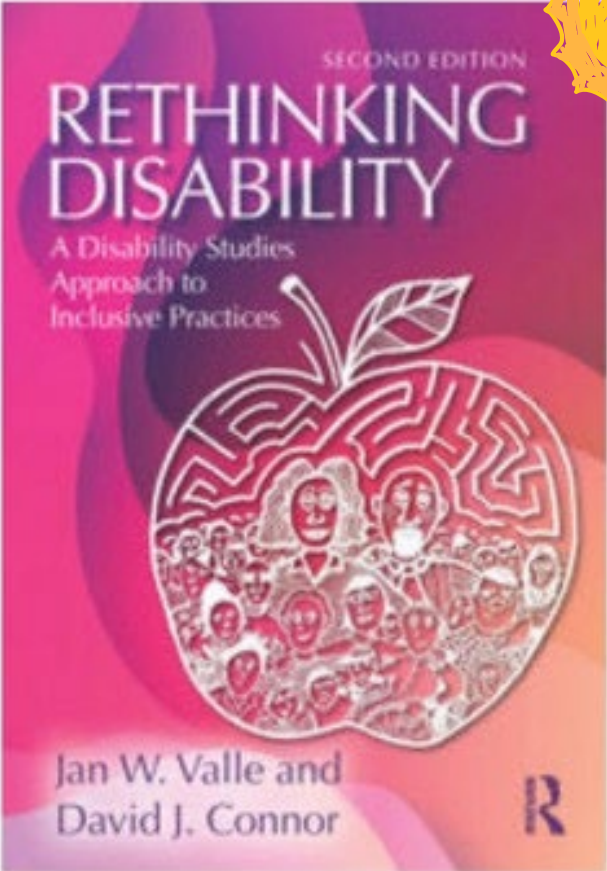
Our objectives:

- Discuss why consistent routines are essential for creating secure and engaging early care and learning environments for every child
- Discover strategies to design routines that include and support each child
- Explore considerations for teams when creating and maintaining inclusive, predictable routines

Some of the Resources Informing Today

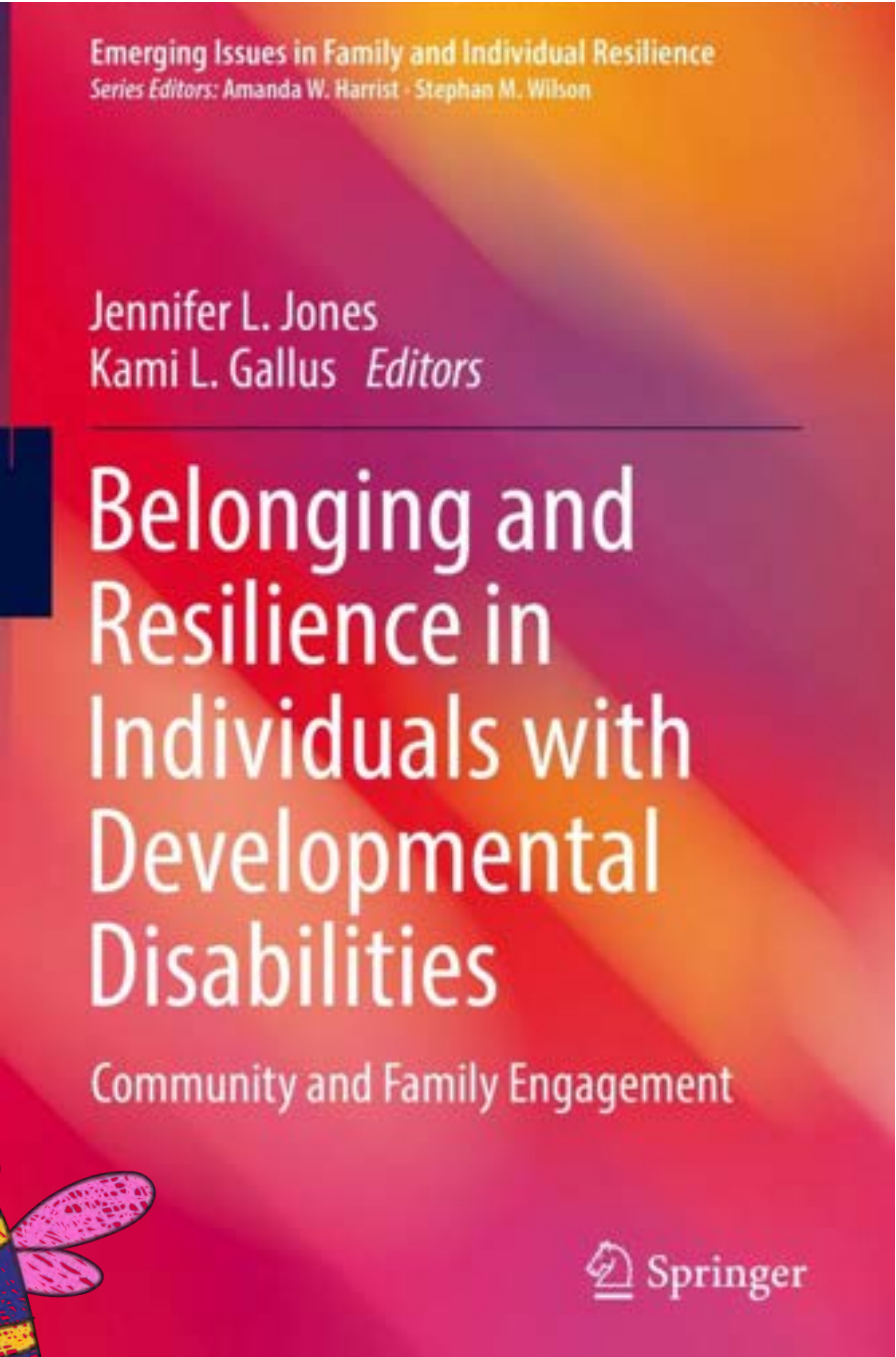


NCPMI National Center for Pyramid Model Innovations



The UDL

Guidelines





Take a moment to think about your morning routine:

What preparations, little reminders, or other small details make your routine work?

What things get in the way of your morning routine?

When your morning routine does not go as planned, how does it impact your day?



Just Like Adults

Young Children Thrive with Routines



Feel Safe
& Secure



Practice
Autonomy



Build
Confidence



Try & Learn New
Things



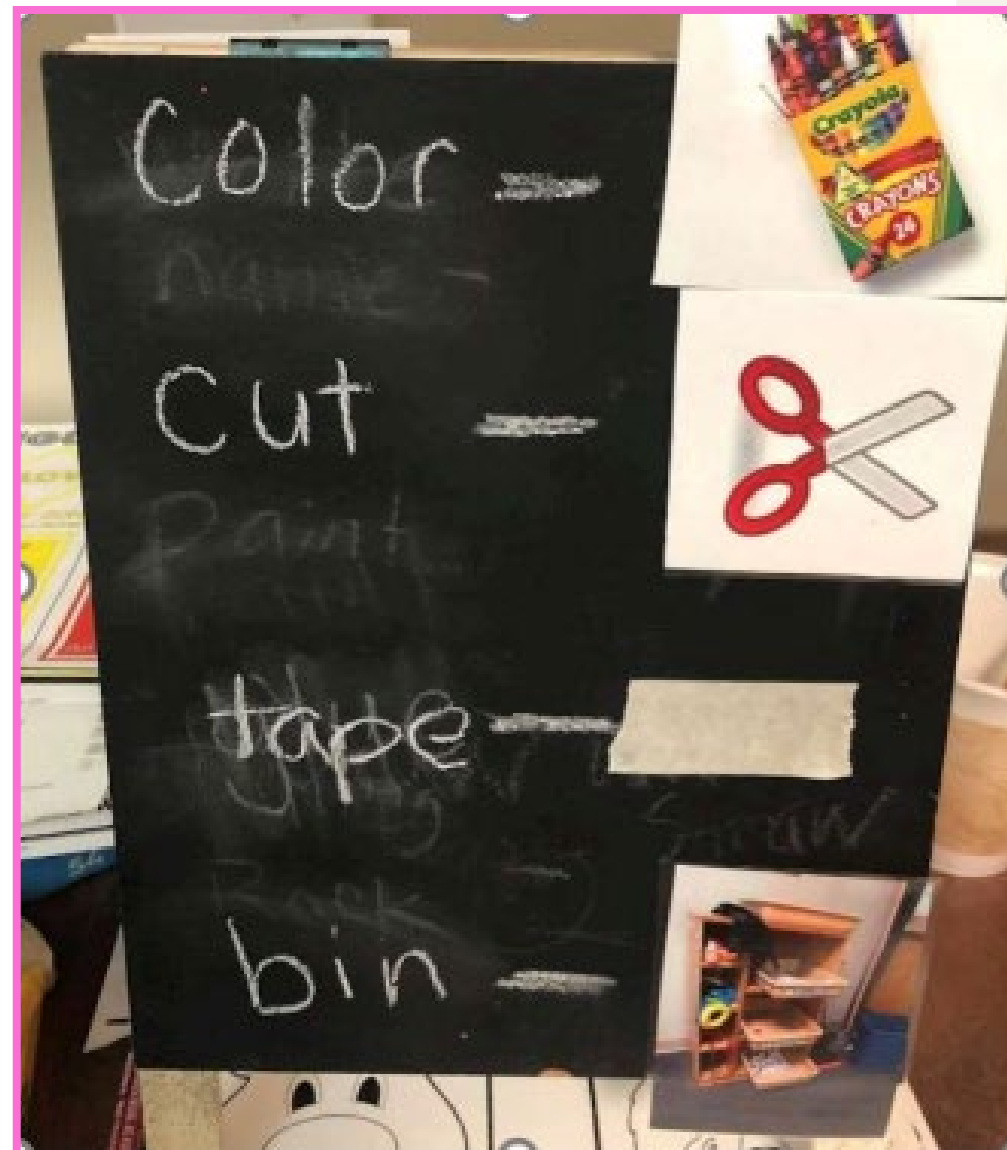
Develop
Social &
Emotional
Skills



Predictable Routines make inclusion possible

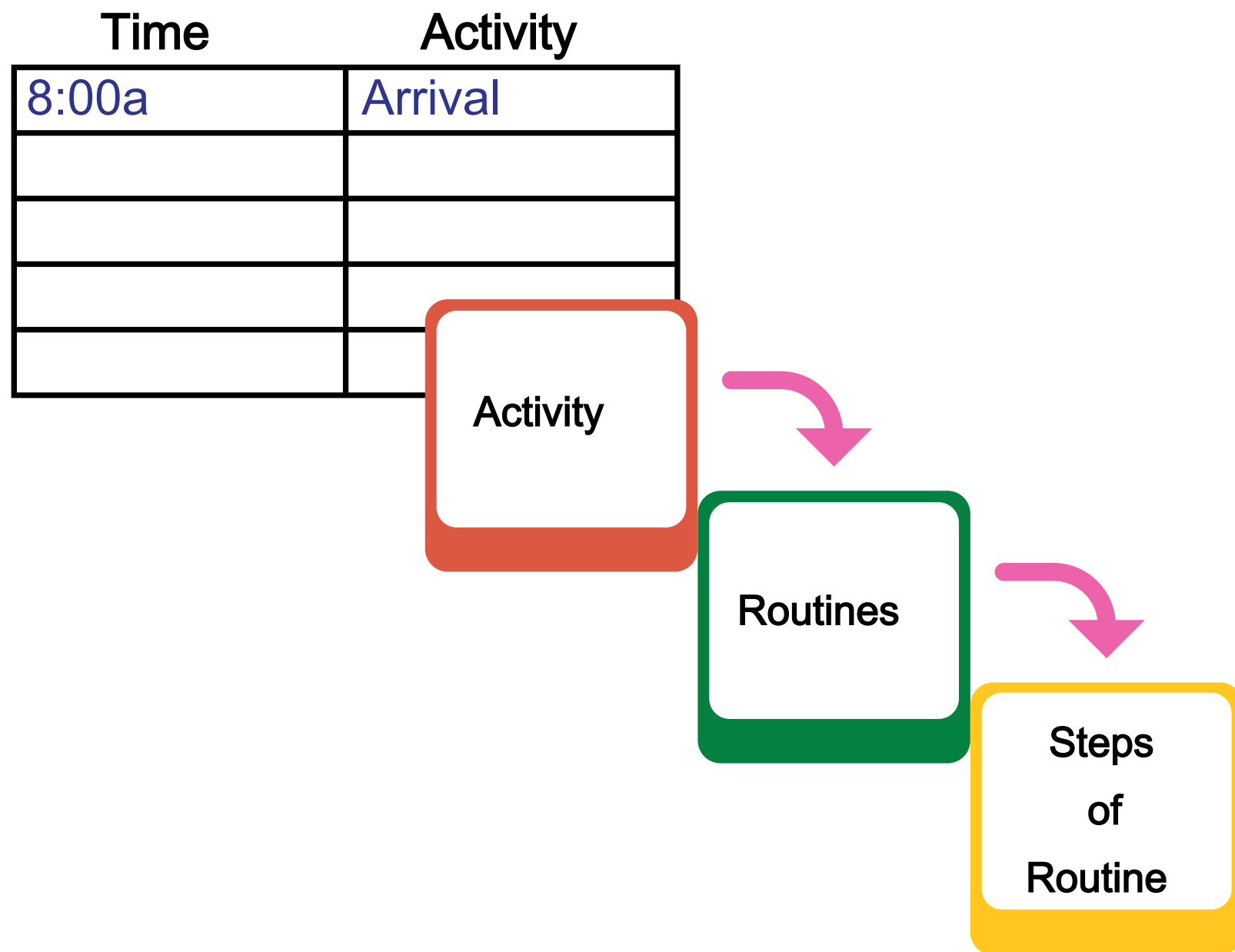
- **Support Planning:** Plan activities aligned with learning goals, embed learning in routines, and prepare the environment (room setup, equipment, activity structure)
- **Create Time and Space:** Focus on individual strengths and needs by adapting materials and modifying instruction within the familiar structure
- **Enhance Collaborative Teaming:** Ensure every adult knows expectations for children and themselves and that the expertise across the team, that includes families, is a partnership
- **Improves Provider Well -Being:** Reduce classroom challenges, building stronger relationships and invest in meaningful interactions

Routines help children
(and adults) answer four
important questions:



1. What am I doing right now?
2. How can I tell I'm making progress?
3. How will I know when I'm done?
4. What will I do next?

Getting Started with Predictable Routines



1. **Start with the big picture** and plan around the key parts of your balanced daily schedule (e.g., arrival, group time, outside play)
2. **Create consistent routines** with the amount of "just right" structure and support, universally planning to maximize opportunities for engagement with every child in mind
3. **Teach children routines** using visual schedules and supports and other multi-modal strategies wherever possible
4. **Continue to reflect** on what is and is not working with the children in your environment

Arrival Routines	Steps of Routine
Unpack	<ul style="list-style-type: none"> Find cubby Hang up backpack Put lunchbox in bin Place water bottle in cart Go in classroom Wash hands “Bye” to grown up
"Sign In"	<ul style="list-style-type: none"> Read question of the day Answer the question Choose sign in material(s) Take materials to sign in table Find name and sign in Put in “Sign in Basket” Choose a friend’s picture Tell them, “Your turn to sign in!”
Choose morning activity.	<ul style="list-style-type: none"> Go to morning choice board Choose an activity Go to area of activity Look at directions/ideas Play and complete activity Clean up Choose again



In the chat,

What is one way you have currently adapted a routine to support different ways of engaging?



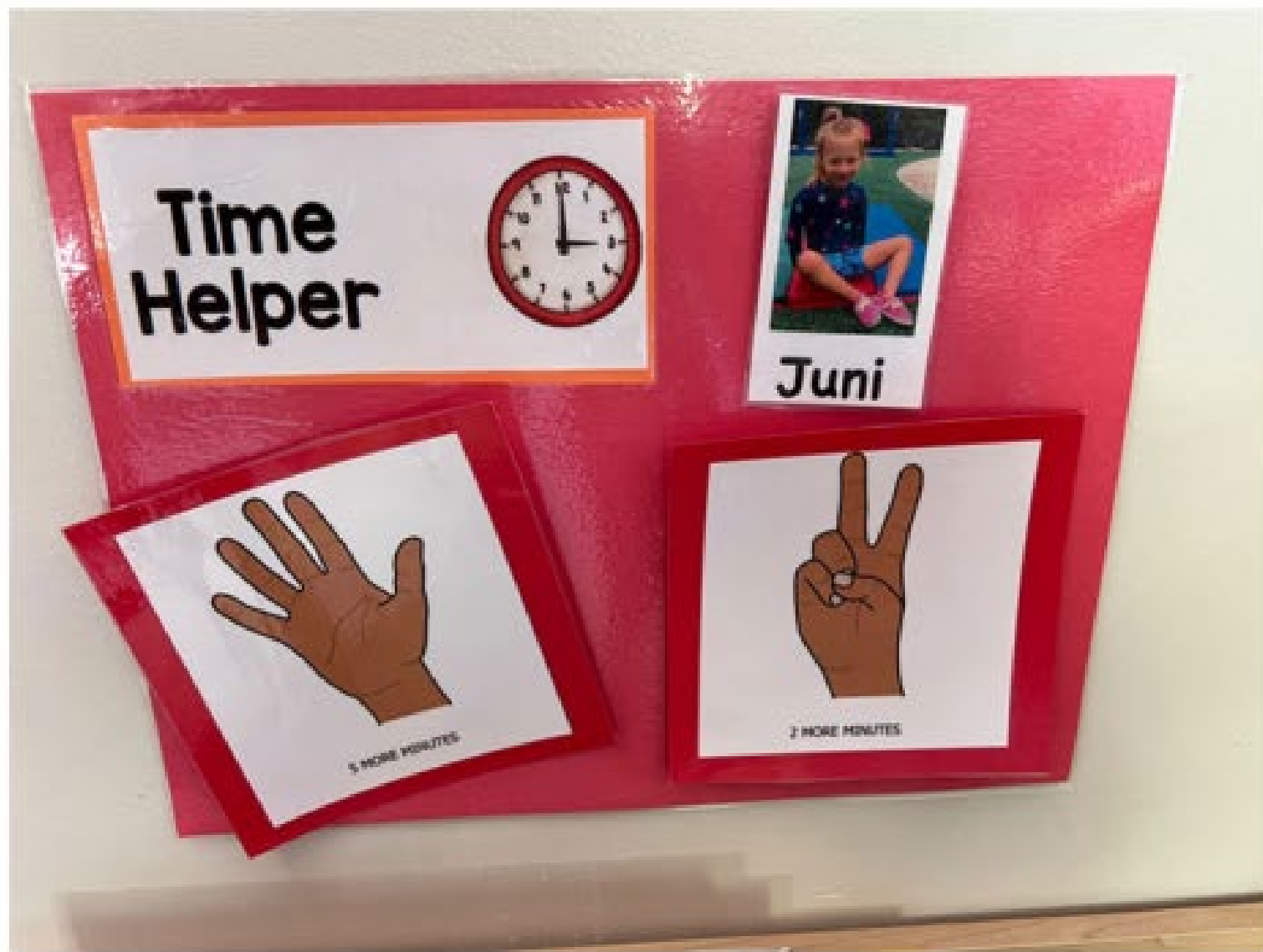
Arrival Routines	Steps of Routine	Planning /Teaming/Adaptation	Notes
Unpack	Find cubby Hang up backpack Put lunchbox in bin Place water bottle in cart Go in classroom Wash hands “Bye” to grown up	<ul style="list-style-type: none"> • Child picture at cubby (transition to name) • Individual routine schedule posted/available • Lunchbox and water bottle visual • Handwash visual at sink/waiting markers on floor • Accessible sink stairs and faucet • Adult zoned at sink to support 	
"Sign In"	Read question of the day Answer the question Choose sign in material(s) Take materials to sign in table Find name and sign in Put in “Sign in Basket” Choose a friend’s picture Tell them, “Your turn to sign in!”	<ul style="list-style-type: none"> • Arrange environment to promote progress to “next step” • Individual routine schedule posted/available • Question with words and pictures <ul style="list-style-type: none"> ◦ Ideas for answers with words and pictures • Partner with OT for: <ul style="list-style-type: none"> ◦ Range of materials to meet every child’s goals/supports available to all ◦ Determine monitor sign in progress and update • Partner with SLP for: <ul style="list-style-type: none"> ◦ Programming device and other communication supports for every child to answer question, say friend’s name, tell them “Your turn to sign in” 	
Choose morning activity.	Go to morning choice board Choose an activity Go to area of activity Look at directions/ideas Play and complete activity Clean up Choose again	<ul style="list-style-type: none"> • Themed activities, rotating • Plan with team to consider accessibility and engagement in each activity across all children <ul style="list-style-type: none"> ◦ Embed social opportunities in each choice • Visual supports for directions and/or ideas for how to complete activity and/or play in area • Clean up steps • Visual cue to “Choose again!” 	



- 
Use a tool to warm up your hands
- 
Choose a writing tool
- 
Trace your name
- 
Put it in the all done basket







Predictable Routines Simplify Planning and Free Up Time for More Intentionality and Creativity

Benefits of Routines -Based Planning

- Avoid over -planning
- Prioritize planning for engagement, learning, play, and belonging
- Foster collaboration among staff, especially new team members
- Promotes family partnerships
- Balance structure with flexibility
- Efficiently assess and monitor progress
- Proactively plan for adaptations, accessibility, and diverse learning styles
- Integrate individualized goals into natural, contextually relevant routines



@riseschoolofdenver



Presume Competence:

Engagement and joyful learning require us to think beyond:

- Compliance and physical participation
- Adult -created expectations

Presuming competence ensures we:

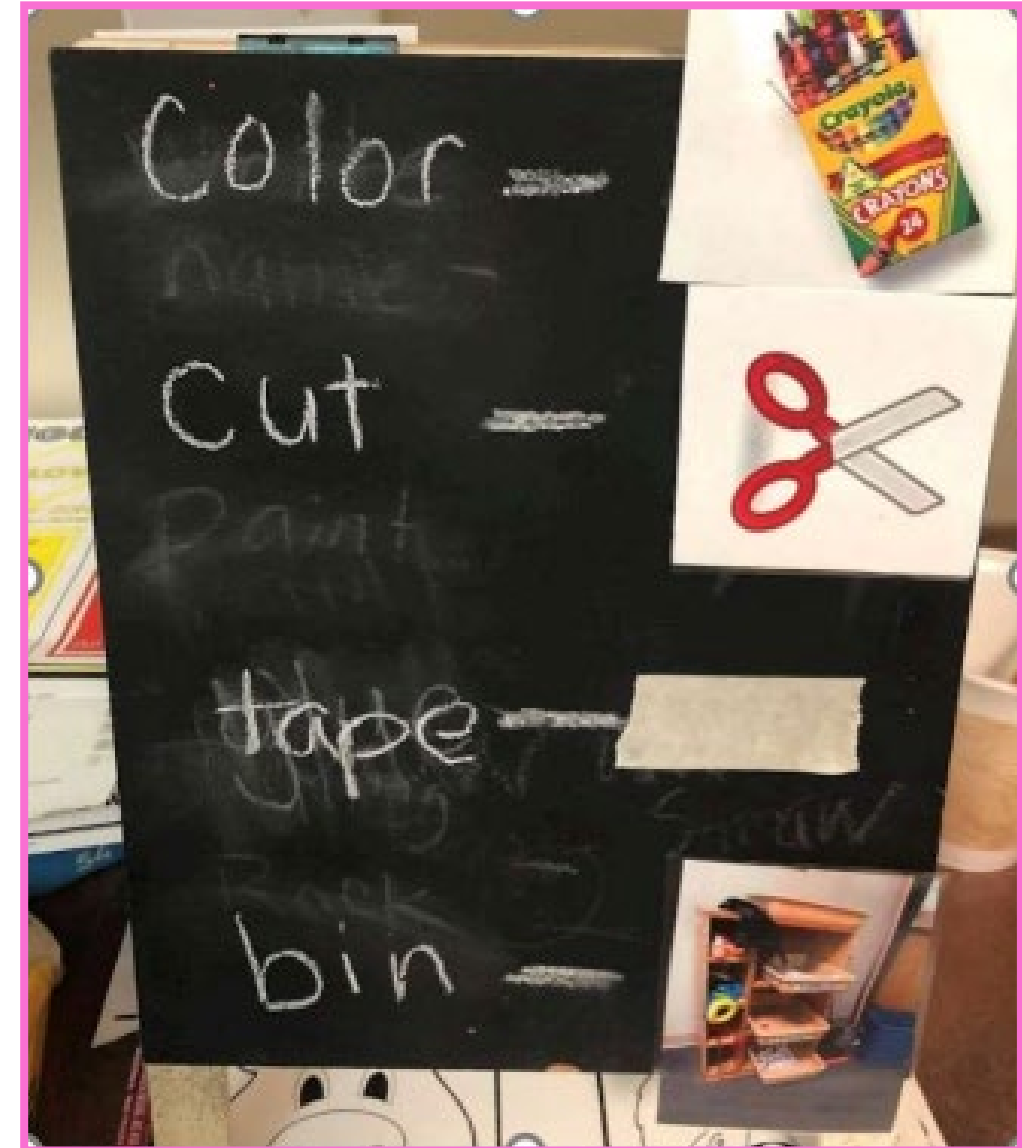
- Expect, plan for, and recognize every child's cognitive engagement
- Assume each child is capable of complex thinking and meaningful contributions



Planning Routines to Ensure Inclusive Engagement and Joyful Learning



- **Encourage Exploration** through opportunities for open -ended play, exploring materials in own way, understanding concepts at own pace
- **Choices:** Embed authentic choices
- **Peer Partnerships:** Set up activities to encourage children to play together, share ideas, offer care or support, take turns, etc.
- **Observe and Be Responsive:** Remain flexible and incorporate new interests meaningfully into activities and lessons
- **Represent Children's Social Identities:** Ensure that children's diverse social identities, especially disabilities, are thoughtfully included





Predictable Routines

Not just for young children!

Coaching Routines

- Coaching Observation
 - Plan, Enter, Collect Data, Interact with Children, Leave
- Planning Meeting
 - Check-In, Reflect, Share and Discuss Feedback, Create a Plan, Closing

Collaborative Teaming Routines

- Hard conversations
- Problem-solving
- Decision-making

And notice ... What do discussions oftentimes center around?



Meeting Agenda

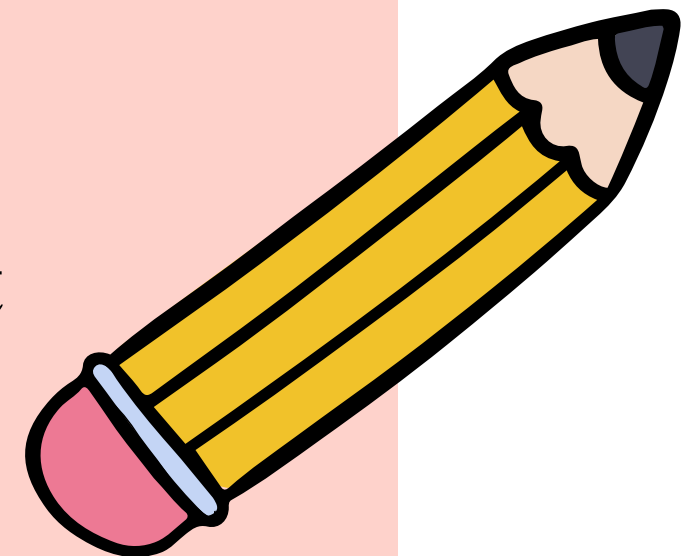
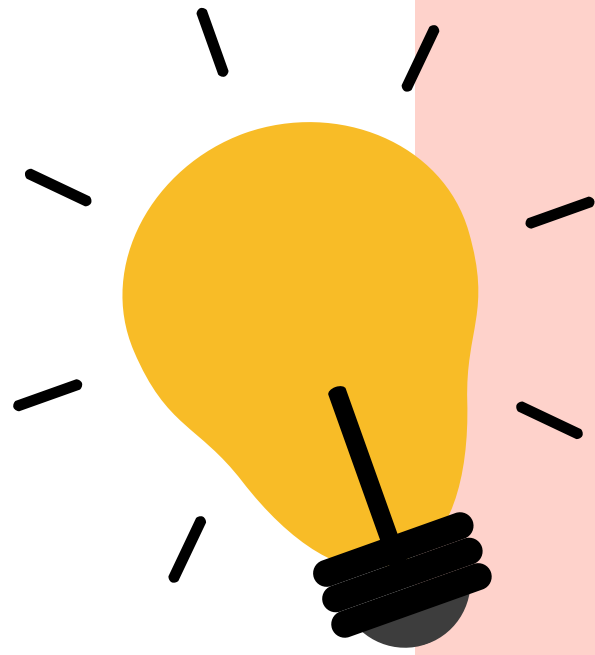
1. Check In
2. What's going well, where are we secure?
3. Where are we struggling? What do we need help with?
4. Is there a routine we are struggling with?
5. How can coach support?
6. What actions can we take?

Take a Moment to Reflect

Think about a recent situation when you were worried that a child was not engaged in an activity or learning through the adaptations and supports you planned.

How could any of the ideas from today support their inclusive engagement, joyful learning, and belonging?

What is one specific action you commit to taking within the next week to integrate this into your work?



Thank you!

