

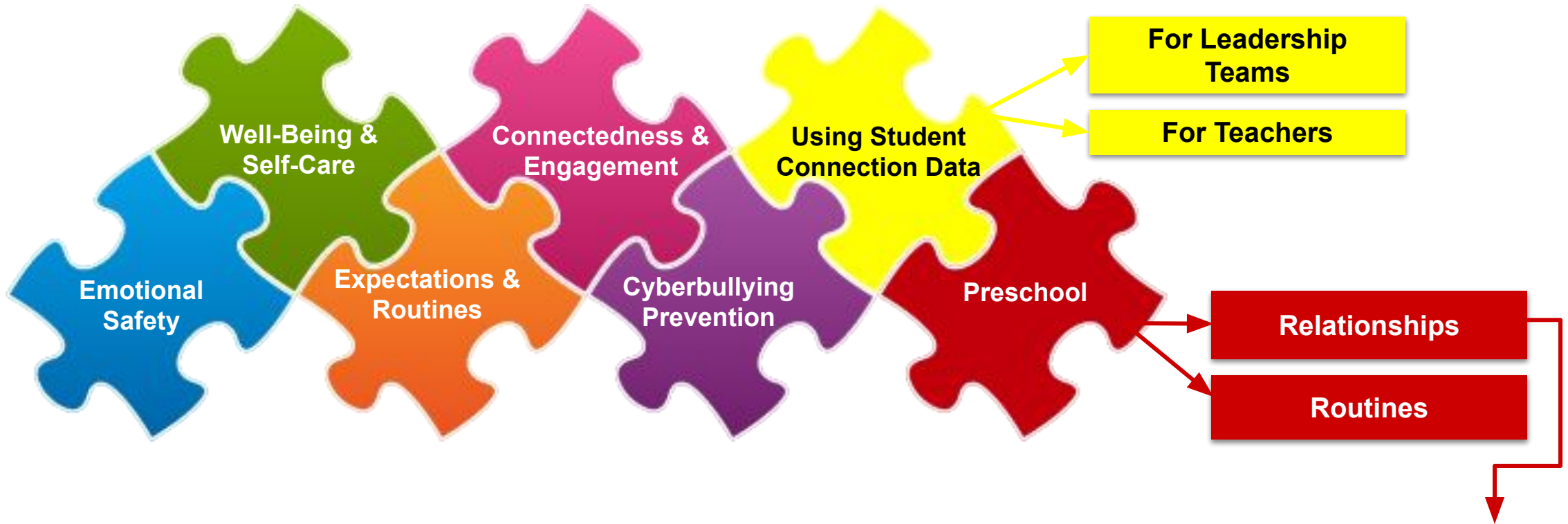


Preschool: Routines

Support Success with Social-Emotional-Behavioral Health
(SEBH) Supports



Preschool: Relationships



Two modules focused on preschool-specific SEBH topics: one for relationships and the other for routines. [Support Success with SEBH Supports.](#)



Purpose & Objectives

This is one of a set of modules that highlight critical considerations and provide universal strategies to support the social-emotional-behavioral health of staff, students, and families during in-person and/or online learning.



Each module is:

- a “jump-start” to key considerations, with less focus on systemic changes
- designed to be completed in 30 minutes or less
- for educators/teachers
- self-paced but may be facilitated
- optional; educators may use one or more depending on need



Staff, family, and student emotional well-being is integral to effective instruction and student engagement. Planning for this support is critical to ensure adults and learners are ready to learn.

Teachers with Strong Social-Emotional Competence...

- Have less burnout
- Have stronger student relationships
- Regulate their own emotions
- Are social-emotional role models

Students with Strong Social-Emotional Competence...

- Have increased achievement
- Have improved attitudes
- Have less emotional distress
- Have fewer conduct concerns



State Priority: Creating a Safe, Healthy, and Welcoming Learning Environment

- **Goal:** All Iowa schools will work with their learners to **foster a culture and climate in which they feel safe and supported**, and bullying and harassment do not exist.
- **Goal:** All learners will have **access to mental health services and supports** in their schools and communities.
- **Goal:** All schools will create environments that **develop social, emotional, and behavioral health**.
- **Goal:** All schools will develop physical health for students through structured school programs (e.g., food and nutrition, physical education, **wellness programs**, etc.)



How do these recommendations connect to your work?

The practices outlined in the following modules align to:

- Best practices detailed within many policy expectations for schools
- Evidence Based Practices (EBPs) for SEBH
- Universal Supports for SEBH within an MTSS

The purpose of these resources is to apply EBP for SEBH within the context of a variety of learning contexts including in-person, online, and virtual.



Preschool: Routines

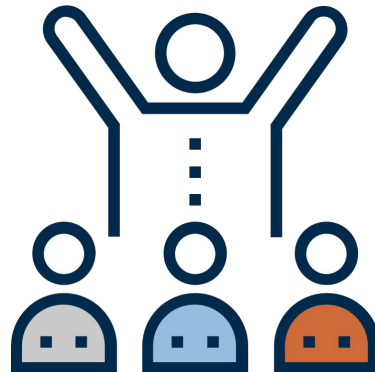


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Objectives

1. Learn why schedules and routines are important in preschool.
2. Plan routines and expectations for routines.
3. Plan for visual supports for classroom routines.





“A consistently followed schedule helps make settings predictable for both young children and adults. Studies have documented that schedules and routines influence children’s emotional, cognitive, and social development. For example, predictable and consistent schedules in preschool classrooms help children feel secure and comfortable. Also, schedules and routines help children understand the expectations of the environment and reduce the frequency of behavior problems, such as tantrums and acts of aggression.”

Resource: [What Works Brief by M. M. Ostrosky, E. Y. Jung, M. L. Hemmeter, D. Thomas](#)



Schedule and Routines



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- Schedules represent the big picture—the main activities to be completed daily
 - Represented with visuals
- Routines represent the steps to complete the activities
 - A course of action
 - Detailed
 - Followed regularly
 - Sequential
 - Predictable
 - Promote independence

Schedules and routines should be taught and represented visually for both in-person and online learning



Routines



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Purposeful routines are important in preschool as they help build social emotional competence and:

- Provide understanding for what is coming next in their day
- Provide understanding of what to do during each part of their day
- Increase responsibility and confidence
- Promote security and independence
- Increase engagement
- Reduce problematic behavior
- Increase social interactions
- Build consistency





- Think about the daily schedule that takes place in your classroom
 - What are the activities you do throughout the course of your day?
 - Does the schedule include arrival, transitions, large group, centers, small group?
- Now think about the routines within each activity
 - What happens during each of these routines?
 - What are the expectations during each routine?
 - Are the routines represented visually?

The next several slides are examples of planning out each routine and the expectations.



Example of an In Person Arrival Routine



<u>Greet Peer</u>	<ol style="list-style-type: none">1. Child walks into classroom2. Assigned peer says good morning3. Then asks child to pick a greeting4. Greet each other from a distance
<u>Wash hands</u>	<ol style="list-style-type: none">1. Go to sink2. Turn on water3. Get soap and wash for 20 seconds4. Dry hands
Table activity	<ol style="list-style-type: none">1. Go to assigned table spot2. Look at visual supports3. Begin activity
Sign in	<ol style="list-style-type: none">1. Child signs in2. Tells next child it is their turn3. Next child sign in
Question of the day	<ol style="list-style-type: none">1. Peer asks child question of the day2. Child tells another peer it's their turn3. Child approaches, peer asks child question of the day



Example of an In Person Transition Routine



<u>5-minute warning</u>	<ol style="list-style-type: none">1. Child gets 5-minute warning visual2. Child tells peers 5 minutes left of activity3. Child puts 5 minute warning visual back
Assigned child gives signal	<ol style="list-style-type: none">1. Assigned child rings a bell/flashs the lights2. Child indicated it is time to stop activity by saying “Everybody stop hands on top”3. Children stop activity and put their hands on their head
Teacher does ritual	<ol style="list-style-type: none">1. Teacher directs children to move their hands to different parts of their body2. Teacher may ask if 2 words rhyme during this time3. Teacher may embed other quick learning
<u>Expectation to next activity</u>	<ol style="list-style-type: none">1. Teacher gives expectations, such as, clean up your area2. Help your peers3. Meet me at the group area, or gives some direction of what is coming next
<u>5-minute warning</u>	<ol style="list-style-type: none">1. Child gets 5-minute warning visual2. Child tells peers 5 minutes left of activity3. Child puts 5 minute warning visual back



Example of an In Person Large Group Routine



Child finds assigned spot	<ol style="list-style-type: none">1. Children find assigned spot to sit2. Children sit down3. Children wait for group to begin
Opening/gathering song	<ol style="list-style-type: none">1. Teacher picks child to choose opening song from 3 choices2. Child picks which song to sing3. All children sing the song together, possibly doing physical dance movements
<u>Social emotional lesson</u>	<ol style="list-style-type: none">1. Teacher leads lesson on emotional literacy2. Teachers about feelings/or social skills/reads book3. Demonstrates skill4. Children practice skill
Center planning	<ol style="list-style-type: none">1. Teacher or child calls children up one at a time2. They plan where they want to play and go to center3. Next child is called to plan for centers4. Children waiting are thinking of where they want to play
Child finds assigned spot	<ol style="list-style-type: none">1. Children find assigned spot to sit2. Children sit down3. Children wait for group to begin



Example of an Online Large Group Routine



Welcome	<ol style="list-style-type: none">1. Teacher and children saying hi to each other (all unmuted)2. Use visual to signal when to stop3. Review your visual schedule
Greeting song	<ol style="list-style-type: none">1. Teacher sings (participants muted)2. Motor actions using visuals and modeling
Social emotional lesson	<ol style="list-style-type: none">1. Teacher leads lesson on social emotional literacy with visuals2. Demonstrates skill3. Children practice skill
Story	<ol style="list-style-type: none">1. Teacher reads book2. Teacher asks questions with visual prompts3. Children respond
Good Bye	<ol style="list-style-type: none">1. Sing song with visuals2. Teacher and children say goodbye to each other (all unmuted)

*Remember
your visuals*



Routines Activity



1. Plan each activity of the day
2. Plan the expectations of the activity
3. Decide what visual supports you will use
4. Consider how they will differ for in person learning versus online learning

Activity	Expectations of Routine

What do these practices look like in different learning contexts?



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In-person

- **Routines** – Consider all routines and planning each step out with visual supports
- **After Scheduled or Unscheduled Breaks** – Re-teach routines and use visual supports

Online

- **Routines** – Consider and modify routines, continue to plan each step and plan what visual supports you will use that are consistent to classroom visuals. Remind children that even online the visuals mean the same.
- **Embed learning opportunities** into daily routines in the home environment. Supporting parents in how to embed learning in typical home routines.



- What are one or two things you want to change or add to classroom routines?
- What visual supports do you need to assist in supporting classroom routines?
- What resources might be helpful in planning for classroom routines?



Action Plan



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Date	Goal (Knowledge, Skill, or Behavior we want to Obtain, Practice, or Improve)	Action Steps and Timeline (what, by whom, when, how)	Indicators of Completion (How will we know when we have achieved it? What change will we see? What types of evidence or tools will demonstrate the skill or practice has improved?)	Supports Needed (materials, personnel, time, etc.)	Follow-up Notes
8/3/20	Develop an arrival routine with a peer greeting	<ol style="list-style-type: none">1. Identify steps to the routine2. Identify visual to support routine3. Identify how to embed peer greeting4. Identify transition to next activity	<ol style="list-style-type: none">1. Routines written down2. Visuals to support steps to routine3. Teach children how to greet peers4. Children can follow routine	<ol style="list-style-type: none">1. Time to identify routines2. Visual supports made3. Time with team members to review	

Additional Resources (Optional)



- [Teaching Your Child to Become Independent with Daily Routines](#)
- [How to Help Your Child Have a Successful Morning](#)
- [How to Help Your Child Transition Smoothly Between Places and Activities](#)
- [Helping Children Make Transitions between Activities](#)