Inclusive Routines in Early Care and Learning Environments

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Within the Framework

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National Center for
Pyramid Model
INNOVATIONS
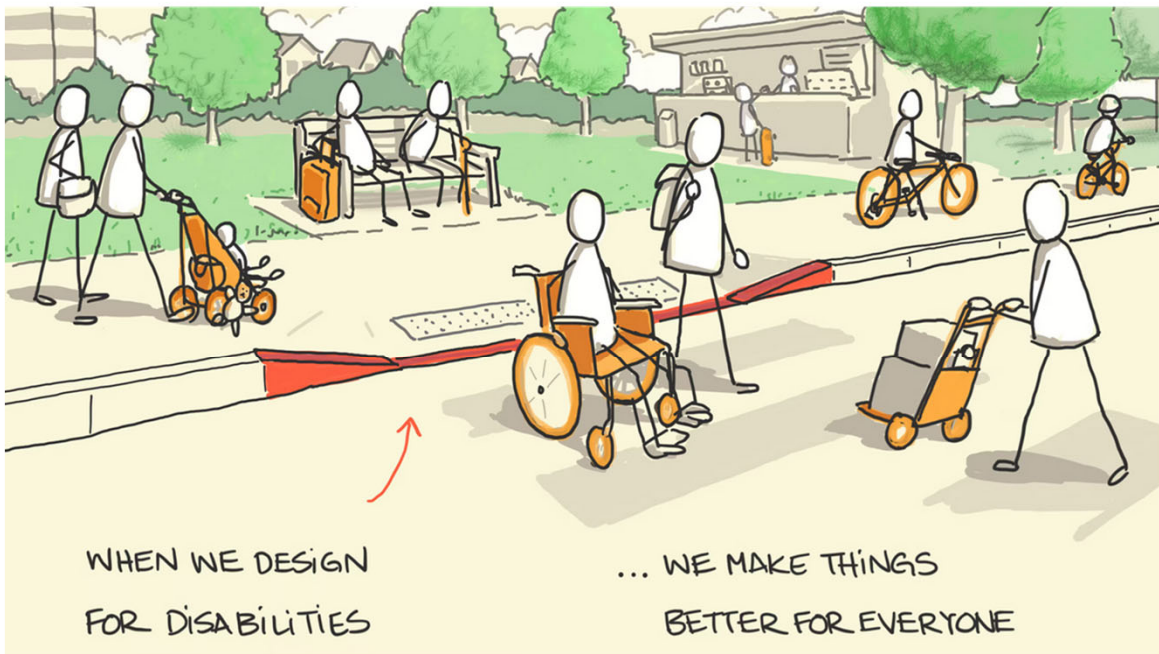*ChallengingBehavior.org*

Session One Agenda

- Inclusion in Childcare and Why Routines Matter
- Designing Routines to the Third Power
- Planning Meaningful Learning Opportunities that Happen within Predictable Routines
- Identifying Needs for, Develop, and Use Materials, Visuals, an Teaching Strategies that Promote Children's Access to and Active Participation in Routines
- Upcoming Webinars in the Series

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"All children have the right to equitable learning opportunities that enable them to achieve their full potential as engaged learners and valued members of society."
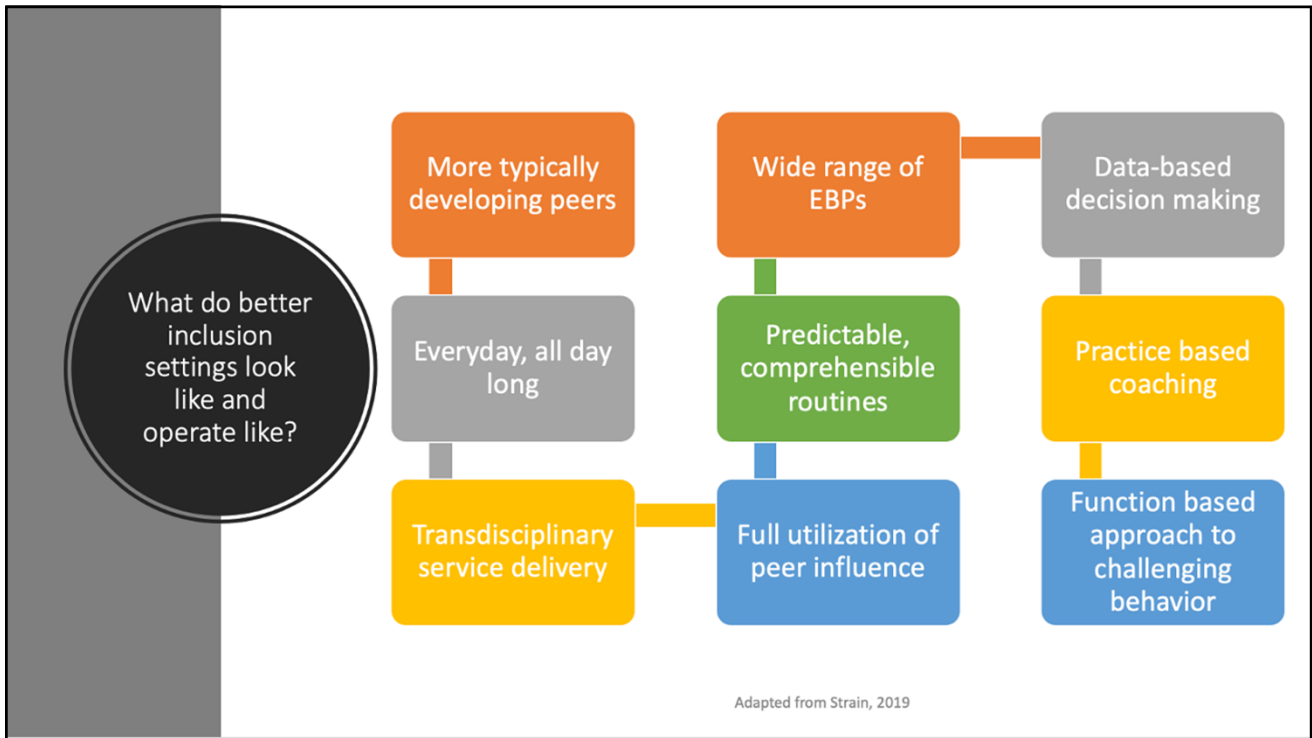—NAEYC Advancing Equity in Early Childhood Education

WHEN WE DESIGN FOR DISABILITIES   ... WE MAKE THINGS BETTER FOR EVERYONE

What do better inclusion settings look like and operate like?

More typically developing peers

Wide range of EBPs

Data-based decision making

Everyday, all day long

Predictable, comprehensible routines

Practice based coaching

Transdisciplinary service delivery

Full utilization of peer influence

Function based approach to challenging behavior

Adapted from Strain, 2019

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Importance of Routines for Children

- Consistent routines support children's
  - General Understanding, Independence, Interdependence (builds trust, confidence and reduces anxiety)
  - Agency, Participation & Engagement (because they understand what to do and why) and
  - Learning (to use, act on and generalize skills in their world)

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Routines as an Inclusion Cornerstone

- With established Routines[3] we can:
  - Create classroom expectations and rules across routines
  - Plan for children's regular, consistent use of social and friendship skills
  - Promote children's active participation by adapting and modifying the environment and expectations
  - Create inclusive materials and visual supports
  - Embed children's individual goals into naturally occurring routines to ensure many opportunities for them to practice
  - Support children to use peer-mediated instruction and intervention
  - Outline adult roles and responsibilities for instruction, intervention, data collection, and general environment tasks

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Inclusion through Intentional Routines:
It's a Dance Not a Linear Process

- Design predictable routines
- Plan meaningful learning opportunities that happen within predictable routines
- Identify needs for, develop, and use materials, visuals, and teaching strategies that promote children's access to and active participation in routines

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Design Predictable Routines[3]

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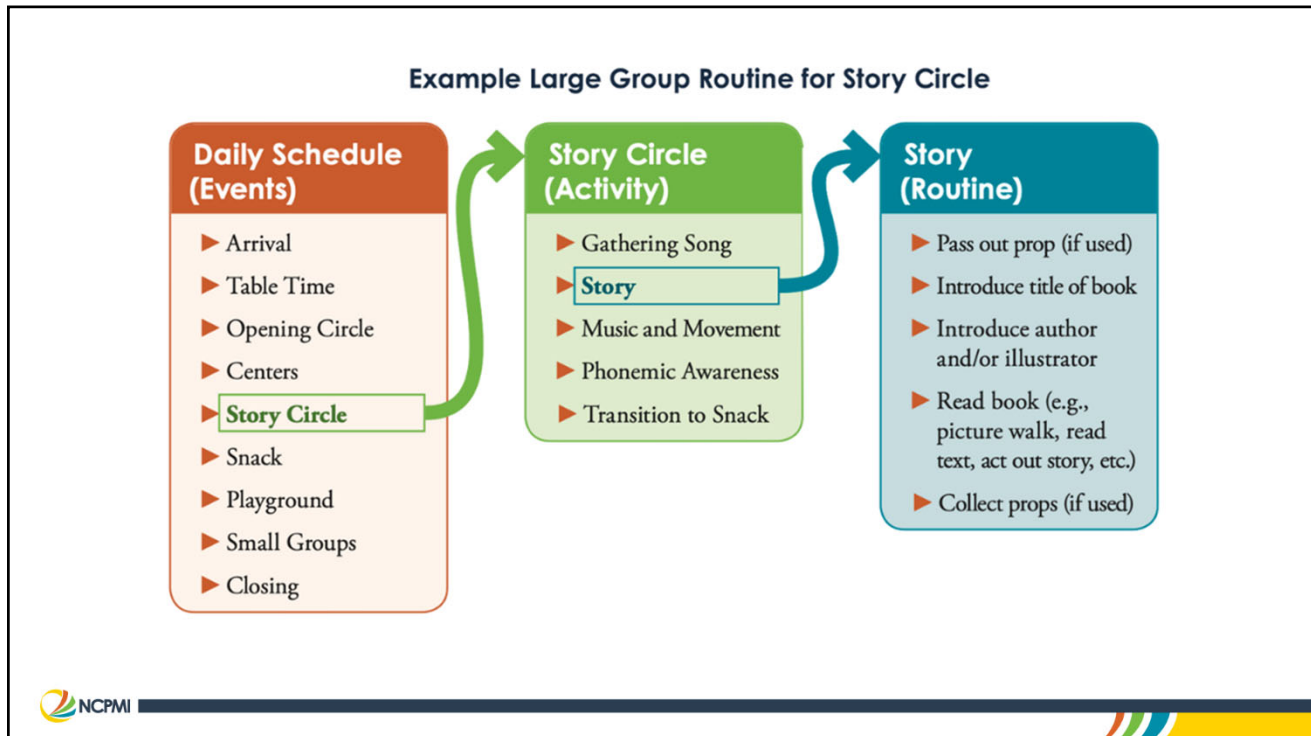## Your Daily Schedule is a Start, But We Need to Dig Deeper

- Routines should help provide answers to these key questions:
  1. What am I doing now?
  2. How do I know I'm making progress?
  3. How do I know when I'm finished?
  4. What comes next?

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Components of the Day

- **Events (Routines[1])**: The core things you do in the classroom on a daily basis.
- **Activities (Routines[2])**: These are the main things that happen within an Event.
- **Routines (Routines[3])**: These are the things that happen within an Activity.

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Example Large Group Routine for Story Circle

Daily Schedule (Events)
- ▶ Arrival
- ▶ Table Time
- ▶ Opening Circle
- ▶ Centers
- ▶ Story Circle
- ▶ Snack
- ▶ Playground
- ▶ Small Groups
- ▶ Closing

Story Circle (Activity)
- ▶ Gathering Song
- ▶ Story
- ▶ Music and Movement
- ▶ Phonemic Awareness
- ▶ Transition to Snack

Story (Routine)
- ▶ Pass out prop (if used)
- ▶ Introduce title of book
- ▶ Introduce author and/or illustrator
- ▶ Read book (e.g., picture walk, read text, act out story, etc.)
- ▶ Collect props (if used)

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Do Not Forget About Transitions To and From

- Plan for what transitions look like from one event of the day to the next (e.g., when Center Time ends and Story Time begins)
- Plan for what transitions look like across activities within events (e.g., from Gathering Song to Story, from Story to Music and Movement)
- Continue to ask, "Can children answer all four questions based on how this is designed?"

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Routines[3]

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Plan Meaningful Learning Opportunities that Happen within Predictable Routines

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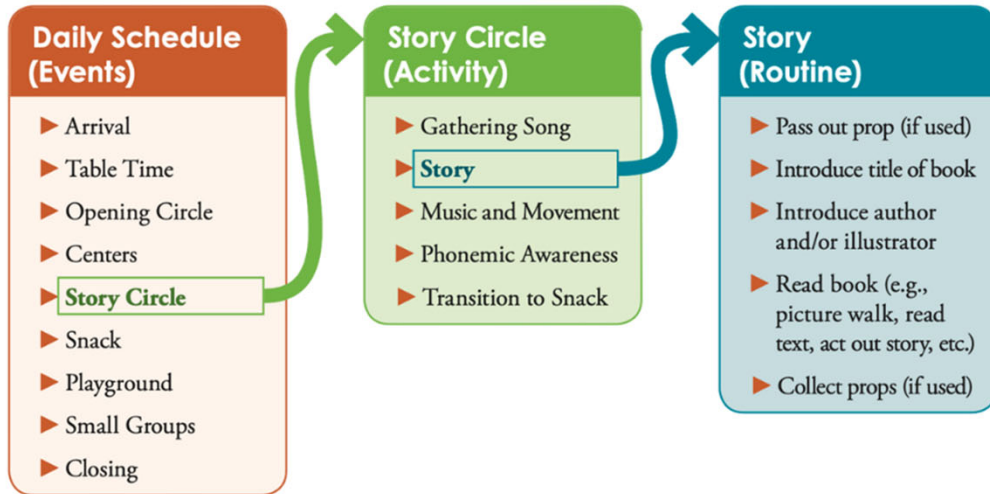| Routines (Event)	Routine within Routine (Activity)	Routine within Routine within Routine (Routine³)	Planned Meaningful Learning Opportunities
Arrival	Go to Cubby	Greet Peer, Take off coat/backpack, take out folder/snack, Hang up coat/backpack, put folder/snack where they go	*Greetings, Self Help Skills*
	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*

Consider what could be taught during events of the day

Identify when you want to teach during activities

Plan and embed meaningful teaching and learning opportunities to happen during consistent, predictable routines that children (and any and all adults) do daily
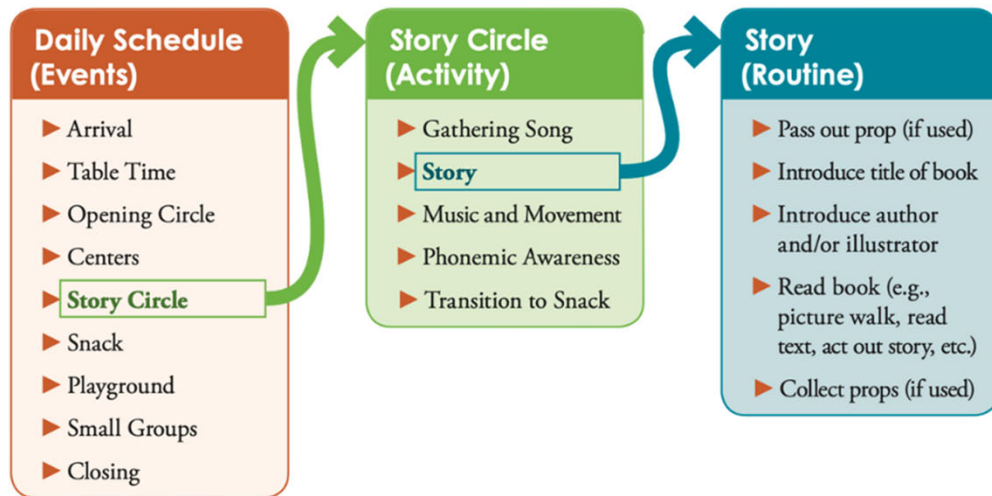
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Embedding Learning Opportunities in Naturally Occurring Routines

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Embed Social and Friendship Opportunities

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Teach Children Routines[3] and Expectations

- At large group
- In small groups and individualized as needed
- Notice, encourage, and reinforce
- Teach with materials, visuals, and strategies that promote their access to and active participation in routines

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Identify Needs for, Develop, and Use Materials, Visuals, and Teaching Strategies that Promote Children's Access to and Active Participation in Routines
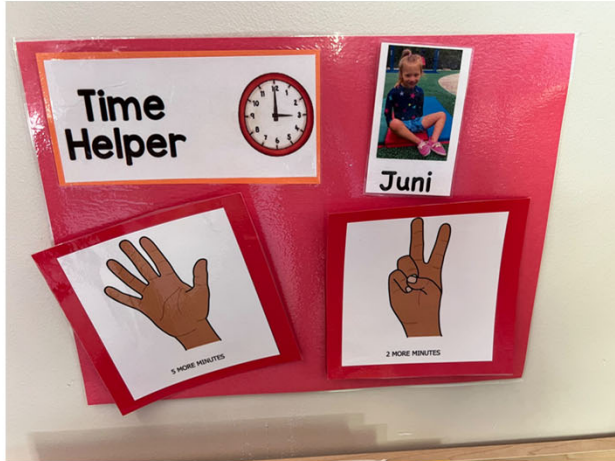
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Visual Supports and Schedules

- Provide a predictable structure to the day
- Teach children what is expected of them
- Inform children of what they should be doing

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Routines (Event)	Routine within Routine (Activity)	Routine within Routine within Routine (Routine³)	*Planned meaningful learning opportunities*
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Transition Visual Supports and Schedules

Checking the Visual Schedule

Teaching the Routine

Gaining Independence with the Routine

Routines as an Inclusion Cornerstone

- With established Routines[3] we can:
  - Promote children's autonomy
  - Engage in more child-led interactions
  - Create classroom expectations and rules across routines
  - Plan for children's regular, consistent use of social and friendship skills
  - Promote children's active participation by adapting and modifying the environment and expectations
  - Create inclusive materials and visual supports
  - Embed children's individual goals into naturally occurring routines to ensure many opportunities for them to practice
  - Support children to use peer-mediated instruction and intervention
  - Outline adult roles and responsibilities for instruction, intervention, data collection, and general environment tasks

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These extraordinary leaders…

- were all driven by a powerful sense of right vs. wrong. Inclusion was an outcome driven by their sense of morality, no exceptions.
- were above all brave in the sense of pioneering solutions with unproven outcomes, in the sense of swatting away obstacles like flies at a picnic, and in holding everyone accountable to deliver their best.
- were not saints, they did not work toward high quality inclusion while being battered daily by negativity, ridicule or doubt. Rather, it was more likely the case that they were buoyed daily by stories of success, excited staff and thankful families.
- did not see themselves as childcare administrators, Head Start directors and such, they saw themselves as inclusion advocates. Inclusion was the why and the how of their week.
- practiced the fundamental belonging elements of inclusion with staff and families. Inclusion concepts permeated the organization.
- were deeply committed to data and using that in all aspects of their work. Data on child growth, on staff competence and confidence, on family involvement and staff satisfaction.
- had become, some very slowly, some quickly, supremely confident in their capacities. They are truly the masters of their fate, the "Captains of Their Souls".

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**Inclusion Benefits Everyone
(Children, Families, Providers, and Directors)**

- Part 1: Inclusive Routines in Early Care and Learning Environments
- Part 2: Inclusive Routines for Early Care and Learning Collaborative Teams
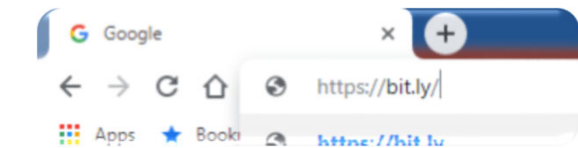- Part 3: Leading People, Programs, and Systems for Early Care and Learning Inclusive Routines

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Questions

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Survey and Certificate

Recording Viewers
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- *URL is case sensitive*

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Thank You

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