



Responsive Routines, Schedules, & Environments

Pyramid Resources for Infant-Toddler Social-Emotional Development
University of Kansas

Adapted from:
The Center on the Social and Emotional Foundations for Early Learning
Vanderbilt University

These materials were supported by the Institute of Education Sciences, U.S. Department of Education, through Grant R324A170118 to University of Kansas. The opinions expressed are those of the authors and do not represent views of the Institute or the U.S. Department of Education. You may reproduce these materials for training and information purposes.

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Learner Objectives

Participants will be able to:

- Describe the importance of caregiving routines and identify strategies to support social-emotional development
- Identify key ways the physical environment can promote social-emotional development in infants and toddlers.
- Support families in promoting routines and environments that promote social-emotional development of infants and toddlers.

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Training Agenda

- **Setting the Stage**
- **Responsive Routines in Infant-Toddler Care Settings**
- **High Quality Supportive Environments**
- **Wrap-up, Reflection, and Action Planning**

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Our Learning Environment

What can the trainer do to facilitate a safe learning environment?

How can other training participants help make the training environment conducive to your learning?

What are some agreements we can make?

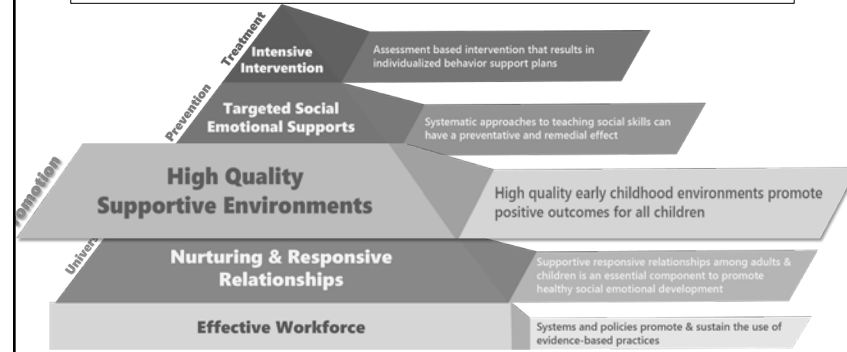
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Possible Shared Agreements

- **Confidentiality**
- **Take Care of Yourself and Others**
- **Demonstrate Respect**
- **Right to Pass and Take Risks**
- **Assume Positive Intent**
- **Recognize We Are All Learning**

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The Pyramid Model: Promoting Social-Emotional Competence in Infants and Young Children



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CSEFEL Definition of Social-Emotional Development

The developing capacity of the child from birth through five...

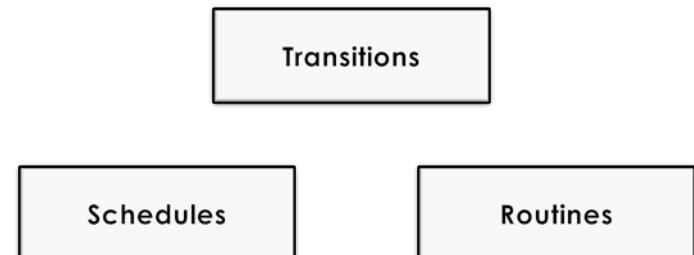
- **to form close and secure relationships;**
- **experience, regulate, and express emotions in socially and culturally appropriate ways; and**
- **explore the environment and learn**

...all in the context of family, community, and culture.

Adapted from ZERO TO THREE, 2001

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Terms We Will Use



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High Quality Supportive Environments

Responsive Schedules & Routines

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How Schedules and Routines Support Social-Emotional Development

- Important part of each day
- Meet children's basic needs
- Provide opportunities for development
- Develop a sense of security and control
- Provide predictability
- Support competence and confidence

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Using Routines to Support Social-Emotional Development

Post pictures or photo schedules



Review and acknowledge past routines when a toddler shows understanding of the routine



Ask families about their routines at home



Include children in routines

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Routines

Sharing routines information with the family



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Daily Communication Sheet
Directions: Family fills out the yellow box at drop off. Caregiver fills out the blue box.

Family Child: _____ Date: _____

Last night I slept: ☐ ☐ ☐ ☐ ☐

This morning I woke up feeling: ☐ ☐ ☐ ☐ ☐

I last ate at: _____

Special Instructions: _____

Teacher(s) My mood today: ☐ ☐ ☐ ☐ ☐

My favorite activity today was _____ with a friend.

I learned: _____

Diaper/Toilet Time	Diaper Type (Circle all that apply)	Sleep Start	Sleep End
1 am/pm	Dry Wet Stool Potty	1 am/pm	1 am/pm
1 am/pm	Dry Wet Stool Potty	1 am/pm	1 am/pm
1 am/pm	Dry Wet Stool Potty	1 am/pm	1 am/pm
1 am/pm	Dry Wet Stool Potty	1 am/pm	1 am/pm
1 am/pm	Dry Wet Stool Potty	1 am/pm	1 am/pm

Meal Time	Things I ate or drank:	Amount
1 am/pm		
1 am/pm		
1 am/pm		
1 am/pm		

Notes: _____

Responsive Routines



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Strategies to Support Routines for Infants and Toddlers

- Use first/next or first/then words
- Display an item, such as a new toy, photo, or plant that children and families can explore together during arrival
- Sing or play lullabies
- Involve children in routines – for example, invite toddlers to help pass items to the next person during mealtimes
- Ask family about routines at home



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High Quality Supportive Environments

Transitions

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Using Transitions to Support Social-Emotional Development

Days are a series of transitions with many opportunities to support social-emotional learning

Arrival	→	Play Time	→	Diaper change
Clean up	→	Line up	→	Outside
Nap	→	Diaper	→	Snack

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Strategies to Support Greetings and Goodbyes

- Designate a special arrival/goodbye area in the room
- Use family photos
- Allow and encourage transitional or comfort objects
- Develop rituals
- Games
- Books



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Activity:
Bringing it Back!

- 1) Pick a transition activity
Clean Up, Hellos, Goodbyes, Lunch, or Nap
- 2) Create a transition tool for that activity

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Strategies to Support Transitions Throughout the Day

- Songs relevant to the transition or activity
- Visual or audio clues, such as switching lights, clapping, picture schedule
- Using transition objects, such as books, lovey or blanket, or bottle
- Sharing what to expect next
- Greeting children individually as they transition
- Providing individualized support as needed

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Transitions
Support clean
up with visual
labels on
shelves



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High Quality Supportive Environments

Responsive Environments

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Responsive Environments

Caregivers...

- offer what infants and toddlers see, touch, hear, smell, and taste.
- decide how much fresh air, sunlight, and exercise young children will get
- create engaging, supportive, and comfortable physical environments
- choose appropriate toys, materials, and activities
- engage in reciprocal interactions

... all of which make up learning experiences for infants and toddlers

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Group Discussion

Why does the environment have such a powerful effect on our thoughts and feelings?

What would it feel like if you did not have any control over the design of your home or apartment, or your sleeping/resting space?

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A Well-Designed Infant-Toddler Environment

Supports & encourages:

- Social-emotional needs
- Responsive care from adults
- Peer relationships

Is developmentally appropriate:

- Age appropriate
- Individually appropriate
- Culturally appropriate

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Environment

1. How does the environment support and encourage:

- Social-emotional needs?
- Responsive care from adults?
- Peer relationships?

2. How is it appropriate for infants and toddlers?



Grossmont College Child Development Center
Courtesy of Harvest Resources

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Environment

1. How does the environment support and encourage:

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- Responsive care from adults?
- Peer relationships?

2. How is it appropriate for infants and toddlers?



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New Hampshire Technical Child Development Center
Courtesy of Harvest Resources

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World Bank Children's Center
Courtesy of Harvest Resources

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Environmental Elements to Consider

- Cozy/private spaces
- Climbing structures/ lofts
- Accessible materials
- Adjustable lighting
- Sound
- Room decorations and visuals
- People



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Setting Up the Environment for Developing Play and Friendship Skills

Enough space for infants and adults to engage in social activities

Spaces for two or more children to enjoy side-by-side activity and for adults to be close for supervision

Daily schedule includes opportunities to develop play skills each day

Materials and equipment allow and encourage two or more children to interact

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Wrap-up & Reflection

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Activity: Practice Implementation Checklist

Handout 5

Place a star next to your strengths

Check ANY of the boxes that apply to you

Fill out front and back

Practice Implementation Checklist: Responsive Routines & Schedules, Classroom Environments				
Place a star next to the items you feel are a strength for you. Then, check any of the boxes that apply.				
	I would like to...			
	Learn more about this	Do this more often	Do it in other routines or differently	Do this a better way
Conveying predictability through carefully planned schedule, routines, & transitions				
Post a schedule that describes the daily activities for the entire class.				
Follow the classroom schedule for the group but varies it when necessary to meet the needs of individual children				
During group transitions for toddlers, use verbal and visual cues and a predictable routine that minimizes excessive waiting				
Provide individualized support for children during transitions, providing visual/verbal cues, or physical guidance as needed				
Before a transition to a new activity, convey in developmentally and individually appropriate ways information about what toddlers should expect				

Mr. Parker

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Reflection



What questions do you have about the material we discussed?

What insights, if any, do you have about your own practices, the children, and/or their families?

What strategies did you see or hear that might be useful in your role and work?

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Major Messages to Take Home

- **Caregiving routines are primary opportunities to enhance social-emotional development.**
- **The physical environment, particularly in group care, plays a major role in supporting relationships and social-emotional learning.**