



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

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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?

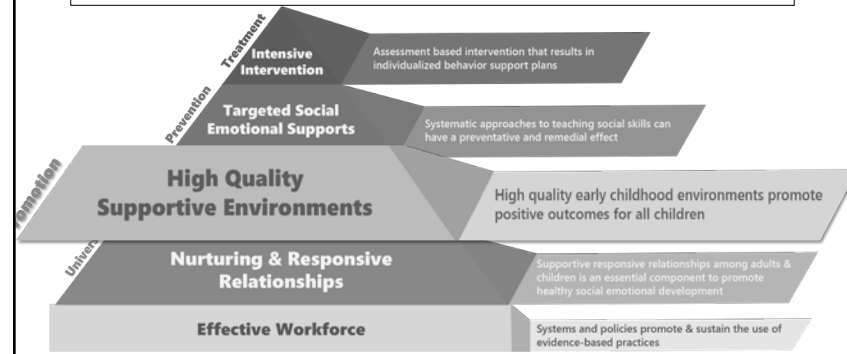
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Possible Shared Agreements

- **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...

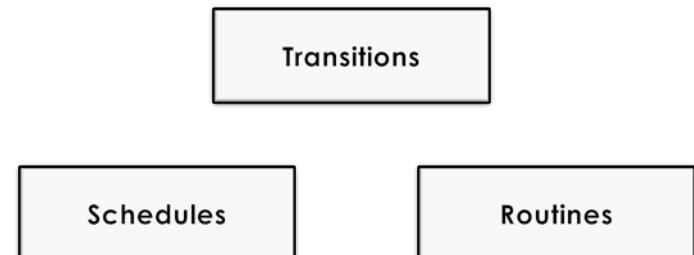
- **to form close and secure relationships;**
- **experience, regulate, and express emotions in socially and culturally appropriate ways; and**
- **explore the environment and learn**

...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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Family 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:

- Social-emotional needs?
- 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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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?



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				

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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.**



Responsive Routines, Schedules, & Environments Agenda

Part 1

- » Setting the Stage
- » Responsive Routines
- » Transitions

Break

Part 2

- » High Quality, Supportive Environments
- » Wrap-up and Reflection

Other Information



Responsive Routines Inventory

Responsive daily routines	What I do now/ My plans
Implement a flexible routine (eating, sleeping, inside, outside) so that toddlers learn to predict	
Provide a daily routine that follows each infant's and toddler's need for feeding and sleeping	
Use routines as opportunities for emotional interaction and learning	
Provide primary caregiving	
Provide responsive routines for infant feeding and toddler eating	What I do now/My plans
Provide a private place for family members to feed an infant, if the family desires	



Responsive Routines Inventory

Provide responsive routines for infant feeding and toddler eating	What I do now/My plans
Welcome families to eat with their children	
Respect the mother's wish to breastfeed and adapt routines appropriately	
Provide a system for documenting families' wishes on issues related to weaning from the breast or bottle and then respect those wishes	
Ask families about their cultural and family preferences for the child's eating habits, needs, and food preferences	
Provide daily information to the family about how, when, and what the child ate	
Sit with toddlers for eating rather than hovering above or running around waiting on them	

Responsive Routines Inventory

Provide responsive routines for infant feeding and toddler eating	What I do now/My plans
Respond to infants' and toddlers' non-verbal, as well as verbal, requests and comments while feeding and/or eating with the children	
Hold infants gently for bottle-feeding. Babies need to be held for feeding to ensure safety and to meet their emotional needs. Talk softly, hum, sing, or be quiet according to the infant's cues	
Speak in a soft, encouraging, and positive way to the children during feeding and eating activities	
Respond when infants and toddlers indicate that they are hungry or want more food and respect them when they indicate that they are satisfied or want to stop eating	
Provide opportunities for toddlers to begin to serve themselves, pour milk out of a small pitcher, and clean the table with a sponge. Accept accidents and sensual explorations of food as part of the learning process	
Use feeding time for infants as an opportunity for emotional connections between the adult and child	



Responsive Routines Inventory

Provide responsive routines for infant feeding and toddler eating	What I do now/My plans
Use eating time for toddlers as an opportunity for emotional connections between adults and children and between/among children	
Observe children during feeding and eating times. Are children enjoying the experience?	
Provide responsive routines for diapering and toilet learning	What I do now/My plans
Provide pictures of family members or other interesting pictures on the wall at the baby's eye level in the diapering area	
Make diapering a special time for adults to be emotionally present with children, following their cues	
Use encouraging and positive words at all times	
Use talk such as "first" and "next" and words that are comforting	

Responsive Routines Inventory

Provide responsive routines for diapering and toilet learning	What I do now/My plans
Use talk such as “first” and “next” and words that are comforting	
Encourage children to participate in the routine (stand and pull up their own pants, etc.)	
Coordinate toilet learning with the family to provide continuity for the child from home to program	
Never force toddlers to use or stay on the toilet	
Use diapering/toileting times as opportunities for emotional connections between adults and children	

Responsive Routines Inventory

Provide responsive routines for sleeping/ resting	What I do now/My plans
Gently rock or pat infants who need help to get to sleep. Watch and listen for them to signal when they want to be picked up from a crib and respond positively and quickly to their signals	
Provide toddlers with a cot that is labeled with her/his first name and a special symbol or picture. Sheets, pillows and blankets are labeled in the same way	
Plan and implement a transition time from play to sleep with a predictable sequence for toddlers. To build positive relationships, read stories, talk gently, and/or pat a child gently to sleep according to the child's needs. Toddlers may pick a special book or have their own stuffed toy or blanket if needed	
If toddlers have a difficult time sleeping, they may need additional patting, songs, books read, a lovie, or earphones with very soft music playing	
Allow toddlers to sleep/rest only as long as they need. A quiet activity is planned for those who wake up	

Responsive Routines Inventory

Provide responsive routines for sleeping/ resting	What I do now/My plans
Help toddlers transition from nap to wake-time by holding and rocking them or rubbing their backs as they start to wake	
For toddlers, prepare the nap area before lunch, so that if they become tired or fall asleep during lunch, the teacher can help them transition to nap time	
Use sleeping/resting times as opportunities for emotional connections between adults and children and for social interactions with peers	
Provide responsive greeting and goodbye times	What I do now/My plans
Greet each infant and toddler and his/her family member(s) warmly in the morning to assist in the transition from home to the child care center/home and to give family members a chance to communicate needs, priorities and concerns	
Help each child say goodbye to family member(s) and move to an activity	

Responsive Routines Inventory

Provide responsive routines for greetings and goodbye times	What I do now/My plans
For a child having difficulty with separation, plan staff assignments to allow the child's primary teacher appropriate time to help the child become more comfortable when arriving or leaving. Comfort the child and tell him/her when the family member will return—after lunch, after nap, etc.	
Greet family members warmly when they pick up the child. This helps children transition from child care to family at the end of the day and is an opportunity to describe the child's day. Give each infant and toddler a special goodbye	
Use transition routines as opportunities to build emotional connections between the child and his/her family, the teacher and child, and between and among peers	

Adapted with permission from:

Wittmer, D.S. & Petersen, S.H. (2017). *Infant and toddler development and responsive program planning: A relationship-based approach, 4th edition*. Pearson.



Infant & Toddler Environment Planning

Spaces for Infants and Toddlers	Your Plan for Improvement of the Social Emotional Environment
An environment that is <ul style="list-style-type: none"> • Safe and free from hazards • Clean • Has natural light from windows and other soft lighting • Aesthetically pleasing • Uncluttered • Individually, age, and culturally appropriate • Inviting and interesting to children 	
Special places for nurturing children <ul style="list-style-type: none"> • A comfortable space, away from active play for staff to sit on the floor (with back support) and hold a child or children • A loft • An adult-sized couch • A mat on the floor against the wall with pillows with washable covers • A rocking chair/glider 	
A quiet space for infants and toddlers <ul style="list-style-type: none"> • A soft space away from active play • A soft space for two children with family photographs books, dolls and blanket, soft toys, quiet toys, puppets, and books • A nest (or create a nest with an inner tube) with a blanket over it • A space with boxes large enough for a child or two to crawl in and out of 	
A space for infants and toddlers to use creative arts materials <ul style="list-style-type: none"> • A space for coloring or painting on paper on the floor (preferably near a short sink not used for food preparation) • Short tables for clay, play dough, thick crayons, nontoxic paints, or finger paints • Paper and other interesting materials to manipulate and create • Large pieces of paper and other interesting materials to draw and paint on • Short easels and brushes for toddlers to use by themselves or with other children • A low shelf with safe creative materials attractively displayed and available for children to use • A place to display children's creative work 	



Spaces for delighting the senses of infants and toddlers <ul style="list-style-type: none"> • Short shelves and tables for toddlers with sensory materials displayed in an inviting way • Small individual tubs or other containers, or water tables with water (always monitor children very carefully with water; children have drowned in an inch of water in a container) • Containers or tables for sand and other natural materials • Interesting materials such as funnels, plastic animals, cups, scales, etc. on the sensory tables or in containers • A light table • Wading pools filled with different textured balls and other safe materials • A space to use feeling and sound boxes • A space for making bubbles with various sizes of wands 	
A space for peek-a-boo and social games <ul style="list-style-type: none"> • A space made with a cloth hanging from the ceiling with a mirror on the wall • Boxes of various sizes with holes cut out of the sides. Add cloth over the holes for variation and “peek-a-boo” games • Lofts with a plexiglass panel in the floor so children that are up can look down and children that are down can look up and enjoy each other 	
A space for the development of large motor skills <ul style="list-style-type: none"> • Floor space so that children can move freely and be active with: <ul style="list-style-type: none"> • Couches to walk around (while using the couch for support) and climb up on for seeing the world • Ramps and short climbers to climb • Tunnels to crawl through • Mats at different levels for climbing • Balls of all sizes • Push toys like toy shopping carts, baby strollers, and riding toys • A bar fastened to the wall on various levels so that children can pull to stand • Large empty appliance boxes with windows cut out and/or the end cut off so that children can crawl through the box 	
A space for toys and manipulative items <ul style="list-style-type: none"> • Short shelves with toys/materials--carefully arranged so that children can reach them • Toys that move, make noise, and change shape • Safe nesting blocks, ring towers, large beads, “cause and effect” toys, “take apart” toys, shape sorters, stacking toys, large pegs and peg boards, large beads for stringing, puzzles, and other interesting materials • Puppets, dolls • Toy telephones • Tubes of varying lengths and sizes 	



A space for toys and manipulative items (continued)	
<ul style="list-style-type: none"> • A child-sized table and chairs • Spaces to play on the floor by themselves, with staff and with peers 	
A space for toddlers to build and construct	
<ul style="list-style-type: none"> • A platform or hard surface for building • Blocks of all sizes, shapes and textures • Wooden animals, little houses, play people, trucks and cars 	
A space for dramatic play and pretend	
<ul style="list-style-type: none"> • A corner or some small area • A mirror, low pegs to hang clothing, scarves, purses, hats, easy-to-put-on dress up clothes • Safe kitchen utensils, pots and pans, child size dishes, containers of various sizes, pretend multi-ethnic food, and/or clean empty commercial food boxes • Multiethnic dolls, doll blankets, baby bottles and bed, doll clothes • Puppets of varying sizes and shapes • Child-sized tables, stoves, refrigerators 	
A space for reading to children and places for infants and toddlers to reach books and look at them in comfort	
<ul style="list-style-type: none"> • A special place that is designed for infants and toddlers to choose books from an attractive, easily reached display and “read” or be read to in comfort • An adult-sized couch for adults to read to children • A child-sized couch or chair for children to “read” books • Also place books around the room as any space is a great space for reading to a child or a child looking at books 	
Feeding and eating spaces for infants and toddlers	
<ul style="list-style-type: none"> • An area convenient to an adult sink and refrigerator • Comfortable floor chairs for adults to feed infants on their laps or sitting in infant seats • Rocking chairs/gliders for feeding bottles to infants and holding children of all ages • Child-sized chairs and tables for toddlers to sit and feed themselves • A sink at children’s level for toddlers 	
Sleeping, diapering, or toileting spaces	
<ul style="list-style-type: none"> • An area away from active play for sleeping • Cribs • Cots for toddlers • A rocker/glider for adults to help children transition from wake 	



Sleeping, diapering or toileting spaces (continued)	
<ul style="list-style-type: none"> • An area near an adult size sink for diapering (not used for preparing food) • Diaper table with storage space • Sturdy stairs with sides for toddlers to climb to the diaper table • A private or semi-private area for toileting • Child-sized toilets for toddlers who are learning to use the toilet (check your state's licensing standards) • A child-size sink 	
Outdoor space	
<ul style="list-style-type: none"> • Spaces for walking, running, jumping • Large stable equipment such as climbers and slides that are inviting for peer interactions • Areas of sun and shade • Spaces for toddlers to use riding toys • Materials for carrying, building, manipulating, and creating • Spaces for adults to nurture children • Spaces for children to sit and rest alone or together 	

Adapted with permission from:

Wittmer, D.S. & Petersen, S.H. (2017). *Infant and toddler development and responsive program planning: A relationship-based approach, 4th edition*. Pearson.



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...

Conveying predictability through carefully planned schedule, routines, & transitions	Learn more about this	Do this more often	Do in other routines or differently	Do this in better ways
Post a schedule that describes the daily activities for the entire class.				
Follow the classroom schedule for the group but vary 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				

My Notes:



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...

Arrange environment to foster social emotional development	Learn more about this	Do this more often	Do in other routines or differently	Do this in better ways
Environment includes variety of developmental toys and play areas to support engagement and social interaction				
Play spaces are designed for use by multiple children and to promote social interaction				
In rooms for children under 12 months, there is open space for infants to have "tummy time"				
In rooms for toddlers who are capable of running, traffic patterns in the classroom are arranged so that there are no wide open spaces for running				
Books, materials and posters that foster social awareness and help children learn about cultural and individual differences are available				

My Notes:





Responsive Routines, Schedules & Environments Training Feedback Form

Directions: Please take a moment to provide feedback on the training you received. When the survey is complete, leave it with your trainer.

Training Location: _____

Training Date: / /

My Program or Center: _____

Position (Circle one):

Administrator Education Coordinator Disability Coordinator Mental Health Consultant

Teacher Teacher Assistant Other (please list) _____

Put an "X" in the box that best describes your opinion as a result of attending this training:	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	N/A
I have a better understanding of how routines, schedules and environments support social-emotional development in infants and toddlers.					
I have a better understanding of strategies for building routines, schedules and environments with children.					
I have a better understanding about transitions and a well-designed environments to support infants and toddlers.					
During the training, I thought of ways to incorporate what I was hearing into my daily classroom activities.					
The training included information that was new to me, or was presented in a manner that was different from other trainings.					
The presenter was well-organized and prepared for the presentation.					
The presenter was knowledgeable on training topics and able to address questions.					

Please respond to the following questions regarding this training:

The best features of this training were...

My suggestions for improvement are...

Other comments and reactions I wish to offer (please use the back of the form for extra space):

