



ARTICLES

Breitfelder, L. M. (2008). Quick and easy adaptations and accommodations for early childhood students. *Teaching Exceptional Children Plus*, 4(5). Retrieved from <http://journals.cec.sped.org/cgi/viewcontent.cgi?article=1151&context=tecpus>

This article provides resources for creating schedules and other visual supports for early childhood students. While the focus is on supporting children who have disabilities, suggestions and examples can be easily adapted for the general classroom.

Christie, J. F., & Wardle, F. (1992). How much time is needed for play? *Young Children*, 47(3), 28–32.

This article describes a study indicating that longer periods of play lead to more complex levels of constructive play. Guidelines for structuring children's play are also included.

Crosser, S. (1992). Managing the early childhood classroom. *Young Children*, 47(2), 23–29.

This article includes suggestions for planning and scheduling activities to help teachers design early childhood classroom environments that facilitate children's learning.

Lawry, J., Danko, C., & Strain, P. S. (2000). Examining the role of the classroom environment in the prevention of problem behaviors. *Young Exceptional Children*, 3(2), 11–19.

This article provides organizational tips for the physical classroom environment, including a daily schedule and planning checklist.

Ratcliff, N. (2001). Use the environment to prevent discipline problems and support learning. *Young Children*, 56(5), 84–87.

This article provides guidelines for designing environments to support young children's learning. Includes suggestions for following schedules and establishing classroom routines.

BOOKS AND CHAPTERS

Gartrell, D. (2010). *A Guidance Approach for the Encouraging Classroom*. Belmont, CA: Wadsworth Cengage Learning.

Chapter 6, *Managing the Encouraging Classroom*, is divided into two parts. Both parts include strategies and examples that assist teachers in developing schedules and routines for preschool children.

Grisham-Brown, J., Hemmeter, M. L., & Pretti-Frontczak, K. (2005). *Blended Practices for Teaching Young Children in Inclusive Settings*. Baltimore, MD: Paul H. Brookes Publishing.

This is a comprehensive resource on effective teaching and assessment practices for use in diverse and inclusive early childhood programs. Chapter 7, *Designing the Learning Environment*, includes useful guidelines and examples for designing schedules and teaching routines.

Stacey, S. (2009). *Emergent Curriculum in Early Childhood Settings: From Theory to Practice*. St. Paul, MN: Redleaf Press.

A chapter titled, *The Role of Time*, suggests that all classrooms develop scripts when working with young children. The author encourages teachers to examine time in relation to those scripts. A short article is also included in the chapter in which teachers alter schedules to individualize to a particular group of children.

WEB RESOURCES

Head Start Center for Inclusion. Retrieved from <http://depts.washington.edu/hscenter/>

In the *Teacher Tools* section of this website, there are resources for creating classroom schedules.

Helping Children Make Transitions between Activities. Retrieved from <http://csefel.vanderbilt.edu/briefs/handout4.pdf>

This handout developed by the Center on Social Emotional Foundations for Early Learning (CSEFEL) includes tips for planning the daily schedule to include transition time.

Helping Children Understand Routines and Classroom Schedules. Retrieved from <http://csefel.vanderbilt.edu/briefs/wwb3.pdf>

This *What Works Brief* developed by the Center on Social Emotional Foundations for Early Learning (CSEFEL) discusses the importance of schedules and routines for preschool classroom settings and includes a list of practical resources on the topic.

National Association for Sport and Physical Education. Retrieved from <http://www.aahperd.org/naspe/standards/nationalGuidelines/ActiveStart.cfm>

This web site outlines guidelines for the amount of time children need to engage in physical activity. The guidelines may impact developing schedules for preschool children.



For more information, contact us at: NCQTL@UW.EDU or 877-731-0764

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