

## 10 Simple Things You Can Do to Decrease Challenging Behaviors: Establish Appropriate Routines and Expectations

Appropriate daily routines help children know what is expected, enhance feelings of security, and increase rates of engagement; these routines have a positive influence on children's social and emotional development. The [Pyramid Model](#) teaches us that increased social emotional competence then decreases challenge behaviors.

### Reflect on your classroom routines and expectations:

|           | <i>Be sure to see related resources for more info on each numbered item!</i>                         | <i>Area of strength</i> | <i>Room for improvement</i> | <i>Related Resources:</i>  |
|-----------|--|-------------------------|-----------------------------|--|
| <b>1</b>  | <b>The daily routine is predictable, flexible, and responsive.</b>                                   |                         |                             | Blog post about routines:<br><a href="https://www.zerotothree.org/resources/223-creating-routines-for-love-and-learning">https://www.zerotothree.org/resources/223-creating-routines-for-love-and-learning</a><br><br>"What Works" brief about schedules and routines:<br><a href="http://csefel.vanderbilt.edu/resources/wwwb/wwwb3.html">http://csefel.vanderbilt.edu/resources/wwwb/wwwb3.html</a><br><br>Blog post about transitions:<br><a href="http://journal.naeyc.org/btj/200805/pdf/BTJ_Hemmeter_Transitions.pdf">http://journal.naeyc.org/btj/200805/pdf/BTJ_Hemmeter_Transitions.pdf</a><br><br>Blog post about rules & limits:<br><a href="https://doodlebugteachers.wordpress.com/2014/11/03/be-safe-be-kind-the-only-rules-your-classroom-needs/">https://doodlebugteachers.wordpress.com/2014/11/03/be-safe-be-kind-the-only-rules-your-classroom-needs/</a><br><br>Training module about schedules and routines:<br><a href="https://www.virtuallabschool.org/preschool/learning-environments/lesson-5">https://www.virtuallabschool.org/preschool/learning-environments/lesson-5</a> |
| <b>2</b>  | <b>An accurate picture schedule is posted and used as a teaching tool.</b>                           |                         |                             |  |
| <b>3</b>  | <b>A manageable number of appropriate rules are posted and used as a teaching tool.</b>              |                         |                             |  |
| <b>4</b>  | <b>Rules and limits are positively stated, focusing on what children can do.</b>                     |                         |                             |  |
| <b>5</b>  | <b>Caregiving routines are treated as engagement opportunities; children and adults participate.</b> |                         |                             |  |
| <b>6</b>  | <b>Transitions are treated as engagement opportunities; children and adults participate.</b>         |                         |                             |  |
| <b>7</b>  | <b>The schedule minimizes the number of planned transitions.</b>                                     |                         |                             |  |
| <b>8</b>  | <b>Adults provide verbal and non-verbal transition cues.</b>   |                         |                             |  |
| <b>9</b>  | <b>Adults limit children's wait times to 3 minutes or less.</b>                                      |                         |                             |  |
| <b>10</b> | <b>Adults acknowledge children's right to not participate.</b>                                       |                         |                             |  |

Reflect on your responses to determine which elements of the daily routine may need additional attention. The links in the "Related Resources" column will help deepen your understanding of the 10 objectives listed and will provide lots of tips and tricks, too!