

Daily Routine Overview

For Infants and Toddlers

Syllabus

Daily Routine Overview for Infants and Toddlers



HighScope Racial Equity, Diversity, and Inclusion (REDI) Professional Learning Statement

Advancing racial equity has been at the core of HighScope's vision since its beginnings with the landmark Perry Preschool Study. Building on our history and ongoing work in the field of early childhood education, HighScope has made racial equity, diversity, and inclusion central to all professional development programs. In all aspects of our work, we advocate for equity through awareness and personal reflection as we encourage educators to celebrate, respect, and incorporate diversity in their programs. We intentionally seek to eradicate racism and other inequities that oppress the potential of children, families, and adults from marginalized and underrepresented groups. Through consultation, training, mentoring, and coaching, HighScope's professional learning courses are designed to respond to participants' individual strengths and focus on practical application and implementation in real-world settings.

Participants are expected to reflect on how they can mitigate biases and inequitable practices, as well as

engage with other participants and HighScope trainer(s) on what they are learning and how the content of the course can be used to support the work they do with children and families in their respective early childhood programs and communities. HighScope has established a protocol to ensure that (1) all training content supports participants' knowledge base and practical application and implementation efforts; (2) all training is implemented at the highest level and as intended; and (3) all training and resource materials incorporate REDI practices and address issues of privilege and cultural sensitivity, as well as the importance of humility in our relationships with families and young children.

As we grow more aware of REDI concepts in our lives and practices, we must understand that equity and inclusion require a continual process of growth. It is important to remember that everyone has their own learning curve, and so as we strive for a more equitable and inclusive world for our children, there will be a need for both hope and grace.

Welcome to Daily Routine Overview for Infants and Toddlers

This course is five weeks long, including the registration week, which is the first week of the course. Each week runs from Monday to the following Monday. All assignments and activities have been ordered to help you get the most out of the course. You will not be able to advance to the next assignment without completing each assignment in order. You must complete all the assignments on time to receive credit for the course. We recommend that you log on early in the week to get your assignments so you can plan for your work. For the discussion post assignments, all initial posts are due by Thursday and your replies are due by midnight (EST) the following Monday.

This course uses a variety of weekly online activities and is estimated to take four hours per week, including the “Try It Out” in the classroom activities. These include:

- **Learning Unit** — This is the content for the week. We recommend that you print the learning unit so you can easily refer back to the content. This will take approximately 30 minutes per week.
- **Reading Assignments** — These are the reading assignments for the week. We recommend that you print these out as well so that you can refer back to them even when the course is over. These assignments will take approximately 30 minutes per week.

Welcome to Daily Routine Overview for Infants and Toddlers (continued)

- **Check My Understanding** — This interactive assessment asks you to decide the best response to a variety of scenarios. This will take approximately 30 minutes per week.
- **Discussions** — These are assignments in which you will practice and apply information covered in the learning unit and readings. You will be asked to answer questions or to reflect on the things you have learned. You will respond to discussion posts and get feedback from your peers. This will take approximately 45–60 minutes per week.



Welcome to Daily Routine Overview for Infants and Toddlers (continued)

- **Try It Out** — These are assignments in which you will try out strategies or ideas in the classroom. You will be asked to share what happened in your classroom via discussion posts, get feedback from your peers, and/or complete an individual assignment (i.e., planning form) to upload into Dropbox. These assignments help you gain new insights, see things from another perspective, and construct a deeper understanding of the topic. This will take approximately 1–1.5 hours per week.

Each week your facilitator will respond to discussion posts and give feedback on your assignments. Your peers will also respond to your discussion posts. Please take the time to read through all responses. Remember to go back and review responses that may be posted later to ensure you are benefiting from feedback to increase your learning and put new learned information into practice.

If you have any questions, please do not hesitate to message your facilitator within the HighScope Learning Hub (HSLH).

Registration Week

Update Your Profile

Update your HighScope Learning Hub profile (e.g., update information and settings; add a profile picture).

Reading Assignments

- Review syllabus

Check My Understanding

There is no CMU quiz during registration week.

Discussion

Introduce yourself to the others in this class. You might say something about where you work, the children you work with, and what you hope to get out of this class. Please also feel free to share a little bit about yourself personally!

Read your classmates' introductions. Reply to each other to "connect." This is how we get to know each other!

This is not a graded assignment.

Total points possible for Registration Week = 0.

Week 1: Introduction to Daily Routine

Objectives

- Describe the importance of a predictable yet flexible routine for infants and toddlers.
- Connect the ingredients of active learning to the components of a daily routine for infants and toddlers.
- Identify responsive adult support strategies

Video — Active Learning with Infants and Toddlers

After reviewing this week's learning unit, you will watch an overview of all five ingredients of active learning in the video *Active Learning with Infants and Toddlers*.



Week 1: Introduction to Daily Routine (continued)

Reading Assignments

- Active Learning and the Key Developmental Indicators: A Summary
- What Children and Caregivers Do During the HighScope Infant and Toddler Day
- Building Intentional Routines for Infants and Young Toddlers pages 1–5

Check My Understanding

Active Learning or Not Active Learning

Read each statement and determine if the child's experience is active learning or not active learning. You can refer back to the five ingredients of active learning as outlined and described in this week's learning unit and readings for this assignment.

This assignment is **worth 10 points (1 point per question)**. This is **due by Thursday at midnight (EST)**.

Week 1: Introduction to Daily Routine (continued)

Discussion

Active Learning and the Infant and Toddler Daily Routine

Before completing the discussion, watch the video clips and follow the steps below.

1. Choose one ingredient of active learning (materials, manipulation, choice, child language and thought, and adult-child interaction) to intentionally look for as you watch the video examples.
2. Watch the video examples and take notes of specific examples you see of the ingredient you chose.
3. In your initial post, indicate which ingredient you chose and how you saw that ingredient of active learning occur within the video clips.

Initial post is **worth 10 points**. This is **due by Thursday at midnight (EST)**.

4. Respond to two of your peers' posts. Replies can include sharing your thoughts, connecting a post to your own experience, or asking a follow-up question. Replies like "I agree," "Good idea," or "Me too" do not really add anything to the discussion and do not count as replies.

Each reply is **worth 5 points (total points = 10)**. This is **due by the following Monday at midnight (EST)**.

There are **20 total possible points** for this assignment (**10 points for the initial post and 10 points for replies**).

Week 1: Introduction to Daily Routine (continued)

Try It Out

Responsive Adult Support Throughout the Daily Routine

1. Choose one of the responsive adult support strategies from guideline #2 that you currently are not using or struggle to use:
 - Be patient with children's intense interest in things around them.
 - Value children's need for sensory-motor exploration in each event and routine.
 - Share control of the day with children by giving choices.
 - Be alert to children's communication and talk throughout the day.
- 
- Work as a team to provide ongoing support to each child throughout the day.
 - Look at children's actions and communications through the lens of the key developmental indicators.

Week 1: Introduction to Daily Routine (continued)

2. Intentionally implement this strategy throughout all parts of your day.
3. In your initial post, share the strategy you chose and reflect on how it went when you used the strategy. In addition to sharing your strategy, include your reflection on these three questions:
 - In which part(s) of the day was it easier to implement the strategy than during other parts of the day? Where did you find it more challenging to implement the strategy?
 - How did children respond when you used the strategy?
 - How did intentionally implementing this strategy throughout all parts of your day support your confidence in continuing to use the strategy?

Initial post is **worth 25 points (15 points for implementation and 10 points for the initial post)**. This is **due by Thursday at midnight (EST)**.

4. Respond to two of your peers' posts. Replies can include sharing your thoughts, connecting a post to your own experience, or asking a follow-up question. Replies like "I agree," "Good idea," or "Me too" do not really add anything to the discussion and do not count as replies.

Each reply is **worth 5 points (total points = 10)**. This is **due by the following Monday at midnight (EST)**.

There are **35 total possible points** for this assignment (**25 points for initial post and 10 points for replies**).

Total points possible for Week 1 = 65.

Week 2: Daily Routine Components

Objectives

- Name the components of a HighScope infant-toddler daily routine.
- Identify the use of KDIs throughout the day.
- Describe caregiving routines as opportunities for learning and relationship building.

Video — Organizing the Day Around Daily Events and Caregiving Routines

After reviewing this week’s learning unit, you will watch an overview of how caregivers structure a consistent yet flexible daily schedule and become acquainted with the different parts of the daily schedule.

Reading Assignments

- Infant Components of Daily Routine
- Toddler Components of Daily Routine
- Brief Description of the Elements of the HighScope Infant and Toddler Day
- How Caregivers Support Children Throughout the Daily Events and Caregiving Routines: A Summary
- Infant-Toddler Key Developmental Indicators List

Week 2: Daily Routine Components (continued)

Check My Understanding

Daily Routine Components

You will need the Daily Routine Components from the Learning Unit and/or Reading Assignment to support your responses to this Check My Understanding. Read each description and choose the correct component of the daily routine described.

This assignment is **worth 10 points (1 point per question)**. This is **due by Thursday at midnight (EST)**.



Discussion

Caregiver Responsiveness Throughout the Day

1. Choose a part of the day that you find challenging. Review the *what*, *why*, and *where* for that component. Refer to week one responsive support strategies and information learned this week. Think of your children during that part of the daily routine and what strengths, interests, and needs you see from them. Reflect on the responsive strategies you could use to support your children for this part of the day.
2. In your initial post, share the component of the day that you find challenging and reflect on the responsive support strategies you could use during that part of the day to better support your children.

Initial post is **worth 10 points**. This is **due by Thursday at midnight (EST)**.

3. Respond to two of your peers' posts with additional ideas that could be implemented to support responsiveness during that part of the day. Replies can include sharing your thoughts, connecting a post to your own experience, or asking a follow-up question. Replies like "I agree," "Good idea," or "Me too" do not really add anything to the discussion and do not count as replies.

Each reply is **worth 5 points (total points = 10)**. This is **due by the following Monday at midnight (EST)**.

There are **20 total possible points** for this assignment (**10 points for initial post and 10 points for replies**).

Week 2: Daily Routine Components (continued)

Try It Out

Using Key Developmental Indicators (KDIs) Throughout the Day

1. Choose one or two KDI(s) that you want to focus on and implement during two specific components of the day. Choose one event (arrival/departure, choice time, group times, outside time, or transitions) and one caregiving routine (feedings and mealtimes, bodily care times, or nap/rest time).
2. Try out your idea of how you will implement the KDI(s) during both parts of the day that you chose with your children.



Week 2: Daily Routine Components (continued)

3. Write two anecdotes of what you observed the child(ren) doing. One anecdote of a child(ren) that you observed during your event and one anecdote of a child(ren) you observed during your caregiving routine.
4. In **two separate posts**, share each anecdote including the part of the day you chose.

Initial posts are **worth 35 points (15 points for implementation, and 10 points for each separate initial post)**. This is **due by Thursday at midnight (EST)**.

5. Respond to two of your peers' posts by identifying the KDI(s) the child(ren) experienced as described in the anecdote. In your response, identify another part of the daily routine that the KDI(s) you identified with the anecdotal note can be observed.

Each reply is **worth 5 points (total points = 10)**. This is **due by the following Monday at midnight (EST)**.

There are **45 total possible points** for this assignment (**35 points for initial post and 10 points for replies**).

Total points possible for Week 2 = 75.

Week 3: Creating a Daily Routine

Objectives

- Create a routine that aligns with individual children's needs and rhythms.
- Integrate details from home routines into classroom routines.
- Develop a cohesive classroom routine based on individual children's needs.

Reading Assignments

- Sample Daily Routines
- Building Intentional Routines for Infant and Young Toddlers pages 6–8.



Week 3: Creating a Daily Routine (continued)

Practice Activity Document

- Steps for Creating Daily Schedules for Infants and Toddlers

Creating a Daily Routine — Practice Activity

Before completing this practice activity, you will review the video clip “*Organizing the Day Around Daily Events and Caregiving Routines*” about how to create a daily routine.

After watching the video clip, you will follow the directions in the *Steps for Creating Daily Schedules for Infants and Toddlers*:

1. Gather information about each child’s day.
 - a. Dani
 - b. Garth
 - c. Lila
 - d. Dustin
 - e. Grace
 - f. Aiden
2. Enter each child’s information on a grid.
 - a. Use the page titled *Grid for Recording Typical Daily Schedules for Six Infants and Toddlers* from *Steps for Creating Daily Schedules for Infants and Toddlers*

Week 3: Creating a Daily Routine (continued)

3. Look for activities among children that occur around the same time.
 - a. What patterns do you see emerging across all schedules?
 - b. When might it make sense to have choice time? Outside time?
 - c. When might it make sense to have a group time for the older infants and toddlers?
 - d. How might you work out feeding and mealtimes when children end up eating at the same time?
4. Create an overall sequence of events.
 - a. Use *An Overall Daily Schedule for Six Infants and Toddlers* from *Steps for Creating Daily Schedules for Infants and Toddlers*

Discussion

Reflecting on the Practice Activity

After completing the practice activity, how do you feel about this approach as it relates to respecting children's home routines, individual needs, and the group schedule instead of fitting children into a generic routine that does not consider these needs?

1. In your initial post, reflect on your experience with this practice activity using the questions below:
 - Share your experience on the process of creating daily schedules for infants and toddlers based on this approach.
 - How did you feel as you completed this practice activity?

Week 3: Creating a Daily Routine (continued)

- Now that you have practiced this process, how confident do you feel that you could use this approach with your own children?
- How do you think your children will respond?

Initial post is worth **30 points (20 points for completing the practice activity and 10 points for the initial post)**. This is **due by Thursday at midnight (EST)**.

2. Respond to two of your peers' posts. Replies can include sharing your thoughts, connecting a post to your own experience, or asking a follow-up question. Replies like "I agree," "Good idea," or "Me too" do not really add anything to the discussion and do not count as replies.

Each reply is **worth 5 points (total points = 10)**. This is **due by the following Monday at midnight (EST)**.

There are **40 total possible points** for this assignment (**30 points for initial post and 10 points for replies**).

Check My Understanding

Respecting Children's Routines Including Home Routines

Read each scenario describing a routine or practice done at the program or home. Choose the most appropriate response regarding how to respect what is developmentally appropriate for infants and toddlers and/or the home routine within your daily schedule.

This assignment is **worth 10 points (1 point per question)**. This is **due by Thursday at midnight (EST)**.

Week 3: Creating a Daily Routine (continued)

Discussion

Establishing Schedules and Routines

Reflect on the four steps for creating daily schedules:

1. Gather information about each child's day.
2. Enter each child's information on a grid.
3. Look for activities among children that occur around the same time.
4. Create an overall sequence of events.

1. In your initial post, reflect on your current practice using the questions below:
 - Which parts of establishing schedules and routines are consistent with your current approach to facilitating children's learning?
 - Which steps or concepts are new?
 - How could you adjust your current practice to be more reflective of individual children's needs, rhythms, and home routines?

Initial post is **worth 10 points**. This is **due by Thursday at midnight (EST)**.

Week 3: Creating a Daily Routine (continued)

2. Respond to two of your peers' posts. Replies can include sharing your thoughts, connecting a post to your own experience, or asking a follow-up question. Replies like "I agree," "Good idea," or "Me too" do not really add anything to the discussion and do not count as replies.

Each reply is **worth 5 points (total points = 10)**. This is **due by the following Monday at midnight (EST)**.

There are **20 total possible points** for this assignment (**10 points for initial post and 10 points for replies**).



Week 3: Creating a Daily Routine (continued)

Try It Out

Gathering Information and Implementing Home Routines

1. Communicate with the families of the children in your caregiving group this week and ask them about their child's current home routine.
2. In your initial post, reflect on those conversations using the questions below:
 - Did you learn something new about a child?
 - How does what families shared align with your current schedule?
 - Do you need to make an adjustment to your schedule based on what families shared?

Also in your initial post, include the various ways you gather information from your families.

Reflect on these questions:

- Do you use forms, email, phone calls, Zoom, etc.
- Do you communicate with all families in the same way?
- How do you support gathering information from families who speak home languages other than English?

Initial post is **worth 25 points (15 points for implementation and 10 points for initial post)**. This is **due by Thursday at midnight (EST)**.

Week 3: Creating a Daily Routine (continued)

3. Respond to two of your peers' posts. Replies can include sharing your thoughts, connecting a post to your own experience, or asking a follow-up question. Replies like "I agree," "Good idea," or "Me too" do not really add anything to the discussion and do not count as replies.

Each reply is **worth 5 points (total points = 10)**. This is **due by the following Monday at midnight (EST)**.

There are **35 total possible points for this assignment (25 points for initial post and 10 points for replies)**.

Total points possible for Week 3 = 105.



Week 4: Planning and Recall Times with Older Toddlers

Objectives

- Describe how to introduce planning and recall times with older toddlers.
- Implement concrete activities and use of props during planning and recall times with older toddlers.

Video: Plan-Do-Review with Older Toddlers

After reviewing this week's Learning Unit, you will watch the Choosing and Doing segment from the HighScope Approach For Under Threes produced by HighScope UK. In this segment, you will see children progressing through making simple choices to eventually making intentional plans as an older toddler. As you watch this segment, focus on how

the teachers begin to introduce simple planning and recalling with young toddlers and how the teachers introduce formal planning and recall with older toddlers. How does the teacher use “props” with the toddlers and how do the toddlers respond to the teacher during planning time and recall time? What interaction strategies do teachers use to engage children in conversation according to their developmental levels?

Reading Assignments

- When Is a Two a Three?
- Offer Older Toddlers Opportunities to Plan and Recall
- Activities for Planning and Recalling with Older Toddlers

Week 4: Planning and Recall Times with Older Toddlers (continued)

Check My Understanding

Concrete Planning and/or Recall Activity or Not a Concrete Planning and/or Recall Activity

Read each planning and/or recall activity. Decide whether “yes” the given activity is an appropriate concrete planning and/or recall activity to use with older toddlers or “no” the given activity is not an appropriate concrete activity to use with older toddlers.

This assignment is **worth 10 points (1 point per question)**. This is **due by Thursday at midnight (EST)**.



Week 4: Planning and Recall Times with Older Toddlers (continued)

Discussion

Reflecting on Planning and Recall Video Clips with Older Toddlers

1. Watch both planning and recall video clips.
2. In your initial post, reflect on your observations from the video clips using the following questions:
 - What makes each of the planning and recall activities the teachers chose concrete?
 - How did the teachers support children in planning and recalling?
 - What did you notice about individual children's development, experiences, and/or skills during planning and recall?

Initial post is **worth 10 points**. This is **due by Thursday at midnight (EST)**.

3. Respond to two of your peers' posts. Replies can include sharing your thoughts, connecting a post to your own experience, or asking a follow-up question. Replies like "I agree," "Good idea," or "Me too" do not really add anything to the discussion and do not count as replies.

Each reply is **worth 5 points (total points = 10)**. This is **due by the following Monday at midnight (EST)**.

There are **20 total possible points** for this assignment (**10 points for initial post and 10 points for replies**).

Week 4: Planning and Recall Times with Older Toddlers (continued)

Try It Out

Using Concrete Planning and/or Recall Activities With Older Toddlers

Using this week's Reading Assignment, *Activities for Planning and Recalling with Older Toddlers*, choose one of the given examples of concrete activities you want to try out with your older toddlers. *If you do not work with older toddlers, hypothetically think about how you might use the activity you chose with older toddlers.

1. Pick one planning or recall concrete activity from this week's reading assignment.
2. Try the activity out with your older toddlers. If you do not work with older toddlers, hypothetically think about how you might use the activity you chose with older toddlers.



Week 4: Planning and Recall Times with Older Toddlers (continued)

3. In your initial post, reflect on your experience using the following questions:
- Which activity did you choose?
 - How do you think it went?
 - What support strategies did you use with individual children?
 - From this experience, what would you do differently and/or what would you like to try next with your older toddlers regarding planning and recall times?

Initial post is **worth 25 points (15 points for implementation and 10 points for initial post)**. This is **due by Thursday at midnight (EST)**.



Week 4: Planning and Recall Times with Older Toddlers (continued)

4. Respond to two of your peers' posts. In your response, supply additional strategies the teacher could use to support older toddlers in planning and recalling. Replies like "I agree," "Good idea," or "Me too" do not really add anything to the discussion and do not count as replies.

Each reply is **worth 5 points (total points = 10)**. This is **due by the following Monday at midnight (EST)**.

There are **35 total possible points** for this assignment (**25 points for initial post and 10 points for replies**).

Total points possible for Week 4 = 65.

Total points possible for the course = 310.

Points needed to pass the course = 248 (80% of points possible).

Evaluation

Course Survey

Please share feedback about your experiences on this course.

Print Your Certificate

Once you have met all the course requirements, you will be able to print your certificate. **To pass and receive a certificate you need to meet all of the following: complete weekly assignments, each Check My Understanding grade must be at least 80%, and the total overall score for the course is at least 80%.**

Click on the “Grades” tab along the top of the HighScope Learning Hub dashboard, and then click on “My Certificates” in the left-hand sidebar.

Please print as many copies of your certificate as you need (e.g., one for your records, one for your employer).

Please note: HighScope will no longer be mailing you a certificate. Your certificate will be housed in the HighScope Learning Hub should you need to access it later.