

Where is Everybody? Organizing Adults to Promote Child Engagement

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Zone Defense Schedule

- Casey, A. M., & McWilliam, R. A. (2005). Where is everybody? Organizing adults to promote child engagement. *Young Exceptional Children*, 8(2), 2-10.



Zone Defense Schedule

1. The schedule
2. The physical arrangement of the classroom
3. Transitions

Time	Person 1	Person 2
8:00-8:15	Arrival	Set Up
8:15-8:30	Set Up	Story
8:30-8:45	Free Play	Set Up
8:45-9:00	Set Up	Circle
9:00-9:15	Small Toys	Set up
9:15-9:30	Set Up	Centers
9:30-9:45	Set Up	Centers
9:45-10:00	Snack	Set Up
10:00-10:45	Set Up	Bathroom and Outside/Hallway
10:45-11:00	Music	Set Up
11:00-11:15	Set Up	Art

Time	Person 1	Person 2	Person 3
8:00-8:15	Arrival	Set Up	Arrival
8:15-8:30	Story	Story	Set Up
8:30-8:45	Set Up	Free Play	Free Play
8:45-9:00	Circle	Set Up	Circle
9:00-9:15	Small Toys	Small Toys	Set up
9:15-9:30	Set Up	Centers	Centers
9:30-9:45	Set Up	Centers	Centers
9:45-10:00	Snack	Set Up	Snack
10:00-10:45	Bathroom and Outside/Hallway	Bathroom and Outside/Hallway	Set Up
10:45-11:00	Set Up	Music	Music
11:00-11:15	Art	Art	Set Up



The Schedule

- Divide day into 15-minute blocks
- Arrange one column for each permanent adult
- Alternate “set-up” person
- Use existing schedule but adjust trouble spots
 - Any active activities immediately followed by very quiet activities?

Set Up

- ❑ Clean up previous activity
- ❑ Set up the next activity
- ❑ Help with all extra needs, so activity leaders can stay in place
- ❑ Be in place at the beginning of the transition

**The most important
component of the ZDS!**



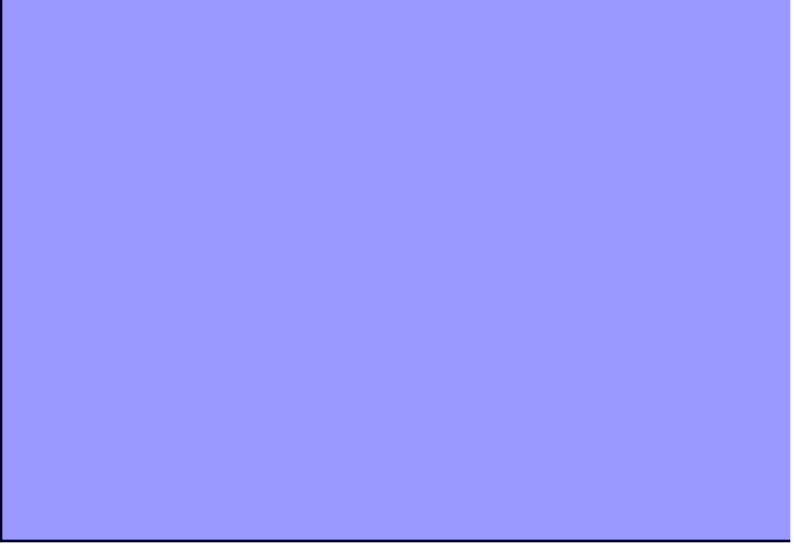
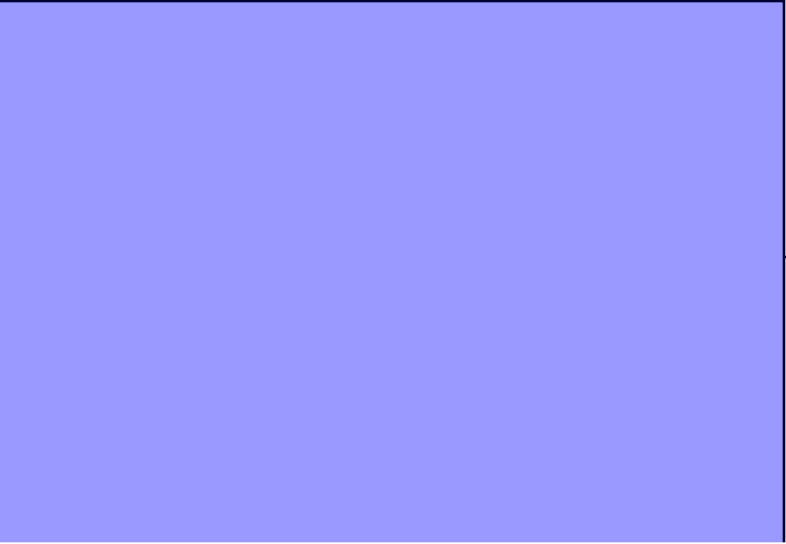
Room Arrangement

- ❑ Split up the middle of the room
- ❑ Clearly marked zones
- ❑ Accessible materials
- ❑ Free, but not too free, traffic flow





Zone for story time

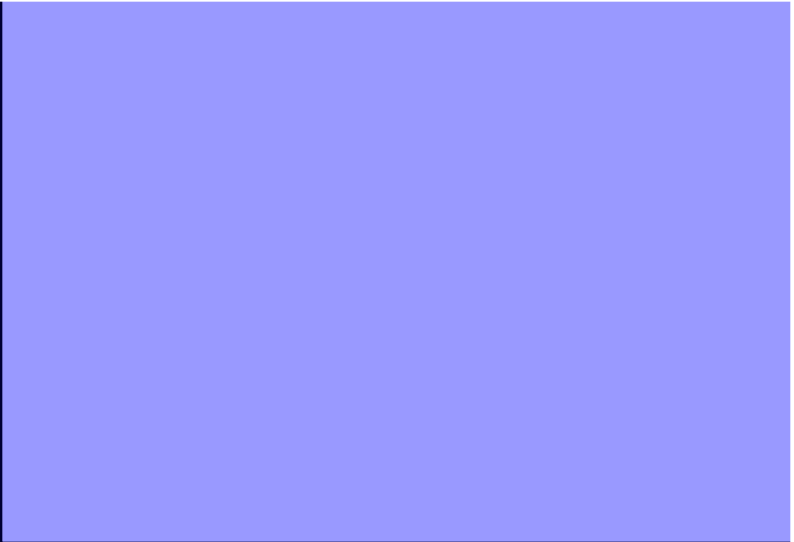
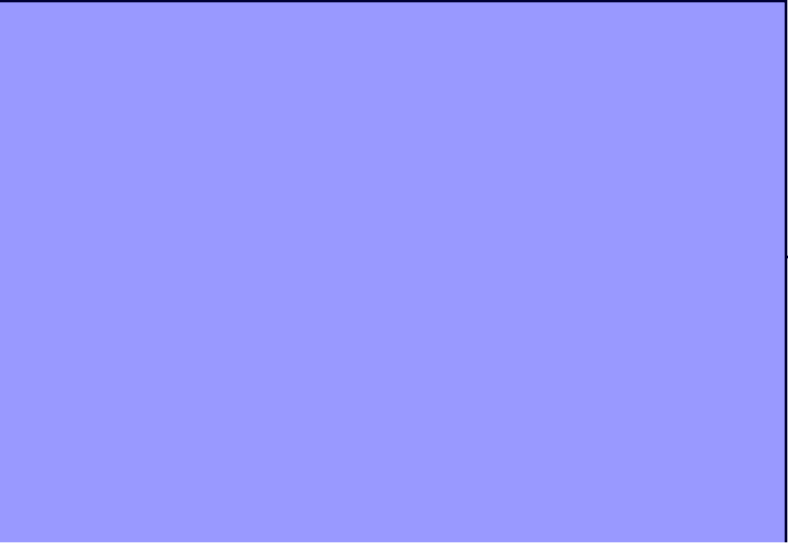
A collection of seven smiley faces in the top-left quadrant. One is dark purple, and the other six are light green. They are arranged in a loose cluster.

A single yellow smiley face in the bottom-right quadrant.

Zone for free play



Zone for story time

A collection of six smiley faces in the top-left quadrant. One is purple, and five are light green. They are arranged in a loose cluster. The text "Zone for story time" is written in white in the upper right of this quadrant.

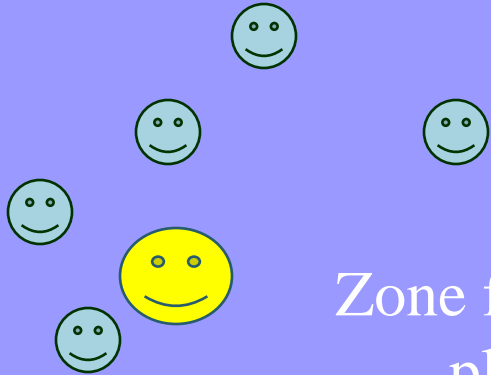
Two smiley faces in the bottom-right quadrant. One is yellow and the other is light green. The text "Zone for free play" is written in white to the right of the faces.

Zone for free play

Zone for story
time



Zone for free
play





Benefits

- ❑ Increases engagement during transitions
- ❑ Takes advantage of learning opportunities occurring during transitions
- ❑ Therefore, supports inclusion
- ❑ Uses classroom personnel more efficiently
- ❑ Develops skills in classroom assistants
- ❑ Helps with adult dynamics
- ❑ Helps with supervision of all adults



Feasibility Study

- Purpose – Determine if use of the zone defense schedule is feasible in inclusive early childhood classrooms
 - Research Question 1: Can we train teaching teams to implement the zone defense schedule accurately?
 - Research Question 2: Do teachers think the zone defense schedule is useful?

Participants/Settings

Classroom	Teacher Age	Teacher Education	Teacher Experience	Child Age	Number of Children (IFSP/IEP)
A	32 (L)	Bachelor	6.0	18-30 months	17 enrolled
	28	Bachelor	11.0		12 present
	25	not reported	0.5		(7)
B	27 (L)	Master	8.0	4-5 years	12 enrolled
	41	high school	16.0		12 present
	21	Associate	1.0		(6)
C	26 (L)	Bachelor	4.0	3 years	16 enrolled
	22	Bachelor	2.5		12 present
	42	some college	20.0		(6)

RQ 1: Accurate Implementation

Zone Defense Schedule Implementation Checklist

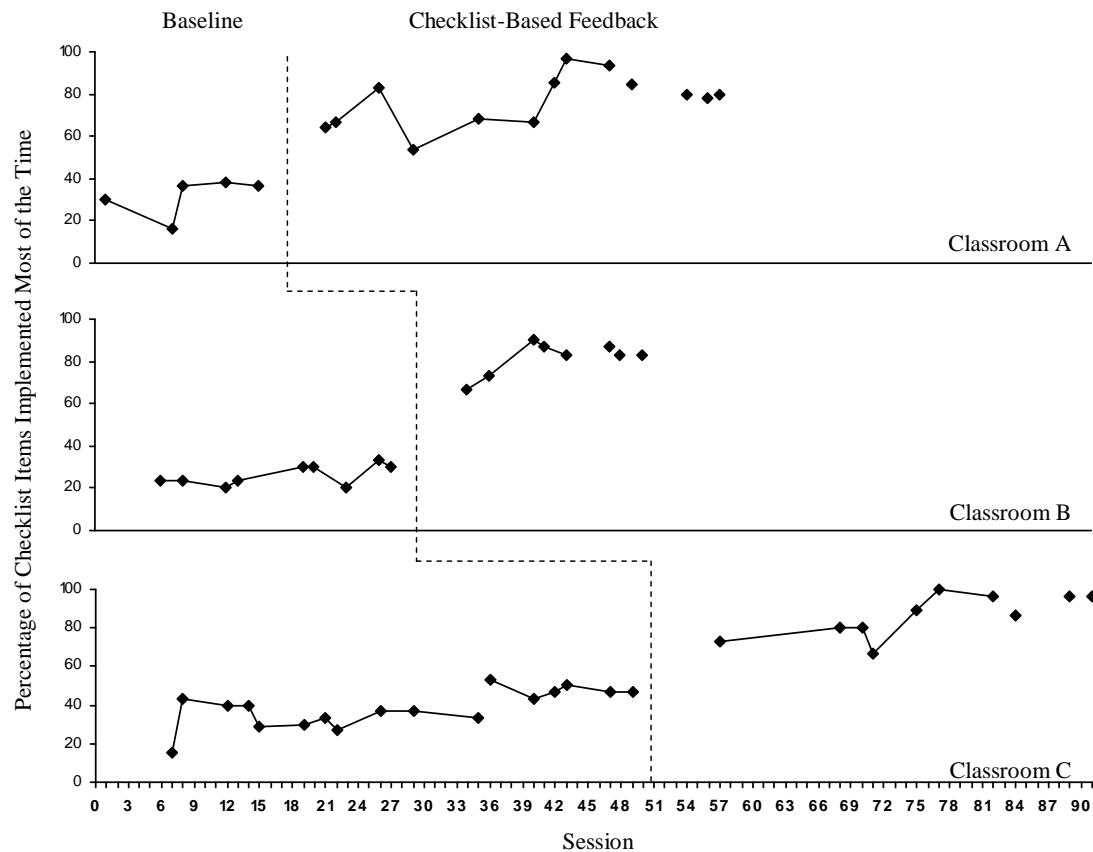
Instructions: Complete for each transition of the day, one day per week. For the duration of the observation period, examine the extent to which zone defense scheduling is used in the classroom.
 CODES: + = most of the time, ± = some of the time, - = little of the time, NA = not applicable/not observed

Date						
Present Routine						
Next Routine						
Staff Present	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
DID THE TEACHERS						
1. Post a written (ZDS-style) schedule?						
2. Give children a transition warning?						
3. Allow children to make transitions at an individual pace?						
4. Clearly mark the zones?						
5. Ensure an adult was available at the present routine?						
6. Ensure an adult was available at the next routine?						
7. Prepare the next routine (materials ready)?						
8. Make the next routine look/sound interesting to children?						
9. Clean up the present routine?						
10. Use the set-up role for unplanned situations?						
11. Alternate the set-up role among teachers during the day?						
12. Switch roles since last week?						
13. Focus on child engagement?						
14. Make activity lengths appropriately short?						
15. Follow the schedule of activities?						

RQ 1: Procedure

- Multiple-baseline design across teaching teams
- 1-hour observations conducted 3 days/week
 - Baseline – Checklist completed
 - Provision of Information – Teaching team met with researcher for 1 hour to discuss creating and implementing a zone defense schedule
 - Checklist-Based Feedback – Checklist completed before teachers participated in 2- to 3-minute consultation; completed checklist left in teachers' mailboxes
 - Maintenance – Checklist completed

RQ1: Results





RQ1: Implications

- Training teaching teams to implement the zone defense schedule accurately is feasible
- The speed with which the criterion was achieved suggests checklist-based feedback was an efficient method of professional development or supervision



RQ 2: Procedures

- Open-ended structured interviews
- Recorded each interview
- Field notes almost verbatim
- Field notes
 - Examined
 - Coded
 - Headlines
 - Confirm/Disconfirm Headlines



RQ2: Findings

- ❑ Teachers unsure how children get individualized attention when ZDS is used
- ❑ Change in practices is hard for preschool teachers
- ❑ Professionals (teachers & teaching partners) like knowing their daily roles
- ❑ Transitions flowed more smoothly
- ❑ Some professionals see children more engaged while others did not see a change
- ❑ Set-up role is valuable but where the set-up person is in the classroom makes a difference
- ❑ Classrooms are organized with ZDS
- ❑ Professionals like variety in their day



RQ2: Headlines Confirm/Disconfirm

- Ideally, it would be good; it's just not too practical for us. We have 3 children who really need one-on-one attention. By staffing zones, we might leave one adult with all three of those children.
- At first I didn't like it; it was hard to go from where we had started to this.
- It keeps us on track so we know where we need to be.



RQ2: Headlines Confirm/Disconfirm

- The day goes much more smoothly. There's no down time when the kids will get distracted; the next activity is already set up and someone is waiting for the kids.
- It's so much better because the kids don't have to sit and wait.
- Also, when the set up person is with one of those, it doesn't make sense for her to leave that child to greet a visitor or go prepare the next activity.



RQ2: Headlines Confirm/Disconfirm

- It's a lot more structured because you know exactly what you're doing. It allows you to plan ahead. It was really good.
- We got to do a variety of things instead of the same thing everyday.



RQ2: Implications

- The feasibility of training teachers was confirmed, although teachers do not view the process as easy.
- Professionals view ZDS as a means for their classroom to be organized, run smoothly, and provide variety in their day.

Thematic Linkages for Teaching Staff's Perspectives About the ZDS

