

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