

Chapter One

Time to Learn

AS A TEACHER AND OBSERVER, I have heard the voices of children who are begging for more time to learn, explore, and grow.

“We don’t have time to finish anything. The teacher always says we’ll finish it later, but we hardly ever do.”

“If math was longer, I might get it better.”

“I wish we had time for our teacher to read to us every day.”

“When do we just get to be with you, Mrs. Chambers?”

As a teacher of teachers, I have heard the frustrated voices of dedicated teachers as they grow more and more concerned.

“There just isn’t enough time.”

“The day is so rushed, we’re always going somewhere.”

“The kids beg me to keep going. They beg to finish stuff. I feel like such a time tyrant, but we have to cover so much curriculum.”

“I have my class maybe an hour of the day when everybody’s here at once. Somebody’s always going out for something.”

This book is about giving these students time to learn and their teachers time to teach.

SLOW SCHOOL ZONE 15 MPH WHEN FLASHING

I passed by the sign thousands of times on my drives to school without noticing the irony that today sends chills up and down my spine.

It seems so obvious. The flashing caution lights warn us as children

arrive and leave. This morning, as I slow to 15 mph, I imagine the sign speaking to me as the winter sun glances off the windshield:

Good morning, there! Glad to have your attention. I work hard at sending my message, so it's nice when someone listens.

Yes, you are entering the SCHOOL ZONE. This is an area where children are in danger because they have not learned all the necessary rules and behaviors to keep themselves safe. They don't always use caution, attention, and self-control as they leave and enter buses, cross the street, walk on the sidewalk, skip, laugh, run, and do all the things children do. In this 'zone,' adults must be responsible for the children. They must go SLOW and keep their attention focused so that any child who forgets and darts out in front of their vehicle is still safe. *Children may move quickly but they don't always think carefully. So the adults have to think quickly and carefully and drive slowly.*

After I park my car and make my way to my office, the analogy becomes clearer. It makes so much sense to go slow in the school zone. It is so obvious when it comes to physical safety, but not when it comes to mental, emotional, and spiritual safety. Why?

After the buses have left and the yellow caution light goes out on the sign on the street, the caution light is turned off inside the school as well. The day begins in a rush and continues from there. We mark children tardy. Children are hurried to and fro. Even in the youngest classes, children in most schools will see several teachers each day and special events are crammed into the schedule, often at a moment's notice. The day is chopped up into small pieces of time with little connection or continuity. There always seems to be more curriculum to cover, more tests to take, but never any time added to the day. Children and teachers are left gasping for air.

The Greek root for the word "school" is *scoleri*, which is literally

translated as “leisure!” Consider how far we’ve moved from our educational roots. Teachers who know they should “Go Slow,” who want to dedicate themselves and their classrooms to a pace which encourages investigation, contemplation, completion, and community, must struggle with social and educational influences which force them in the opposite direction.

Threats to Quality Education

The headlines below—adapted from actual news stories—are, for me, the real headlines in the current struggle for the heart, soul, and mind of education in our country.

Standards and Testing

Mass. 4th-graders take new standardized tests for 15 hrs.

In the spring, and again in the fall of 1998, Massachusetts fourth-graders spent an average of fifteen hours over the course of two weeks taking new standardized assessments to measure their proficiencies against new state curriculum standards. It is a scene repeated across the nation, as the “accountability approach” continues to grow stronger in the powerful educational establishment which consists of local and state school boards, national policy groups, politicians, and the “trade” media of education. It is a sad fact that teachers, who often have the clearest insights about children and the most direct contact with them, are seldom included in this powerful group. Teachers often spend their professional lives in one or two school systems, following a child’s growth for years, while principals, superintendents, politicians, and board members blithely come and go.

One of the clear choices policy makers are making about time in school is to use increasing amounts of it to test what children are learning. The theory is that the tests will show us what children do not know and we can address these areas more efficiently and effectively by, essentially, teaching to the test. However, the more time we spend testing and preparing to test, the less time we have for real teaching.

Considerable time is being used to prep even the youngest of schoolchildren for the kinds of questions and content likely to be on the latest set of assessments. The children may end up actually doing better on the tests and still know less. The tragedy will be that we won't even realize it. Everyone will end up above average and the emperor will have no clothes.

A good example of pressure to teach to the test appeared recently in our local paper. Reporters highlighted the poor performance of high-schoolers on new state exams based on new standards. In another article on the very same day, teachers and administrators at the local high school indicated they were proposing dropping "block scheduling" (longer class periods that allow the exploration of curriculum content in more depth) because they would not be able to adequately cover the breadth of the material that would be on the test. It is a change driven by the need to perform well on the test, taken at the expense of in-depth learning.

Although the hours of testing and preparation are hours stolen from other types of learning, the attraction to testing and accountability is understandable. The state seeks to protect the rights of their citizens to an adequate public education, creates the standards and benchmarks of that education, and then tests children on those standards. In the simplest view, the consequences are clear. Pass the tests and move on with your life. Fail and use more of your lifetime repeating what you have already failed.

Lost in this accountability approach is any sense of balance about the value of what we are testing. Elliott Eisner once remarked that "We measure what we most value."¹ By emphasizing accountability, the highest value is placed on what an individual child can "bubble

in” on a test form. What matters most is your individual achievement and rank among your peers, not who you are. Helping a friend learn the answer to a question, teaching someone else how to solve an equation, learning by watching someone else paint a picture—these abilities carry no market value. They are referred to as “fluff” in the educational jargon; they are nice if we have time for them, but clearly not essential.

The tests do measure individual academic progress, but they are purely objective tests; they provide no measure and indicate no value for social or ethical knowledge. We choose not to measure social growth. There is no test for kindness, no assessment for the development of a sense of right and wrong. We are filling our jails with the people who grew up taking the wrong tests.

We often talk about “the best and the brightest.” But the brightest, those who excel on standardized tests of academics, are not always the best if viewed from an ethical perspective. High achievers ran the savings and loan industry into their own pockets, poured PCB’s into rivers until they became sewers of death, passed weapons technology around the globe in their own self-interest, and destroyed the rain forest.

Barbara Rogoff, who has devoted a lifetime to observing and writing about the social context of learning, maintains that the purpose of learning “is to act effectively.”² We learn for social reasons, be they moral or immoral, just or corrupt. We learn so we can live the life we believe we were meant to live. If the purpose of learning, instead, becomes primarily passing standardized tests, all our time will be used up in the pursuit of only measurable objectives. Solving a playground dispute, teaching someone how to think through a word problem, debating the meaning of a poem—these abilities cannot be measured, yet we know that we value these skills deeply, that they are intrinsic to growth as human beings.

What will be the outcome if we continue with so much emphasis on standardized tests? Karl Hertz, president of the American Association of School Administrators, wonders:

What if we found that the great measure of American worth, namely our sense of goodness, was lost in the regimen that was demanded to achieve the easily measurable success of an efficiently scored test? Wouldn't it be strange if we got the highest test scores and then found that our employers were less pleased with their employees than they were in 1998? What if they were then saying that the people in their businesses were quite literate, but unimaginative, poor at innovating and unlikely to solve problems?³

When standardized tests become an end unto themselves, the value of investigation, creativity, and positive social interaction is diminished, and ultimately will be lost.

No Time to Play

No playgrounds at Atlanta's new elementary schools

The city of Atlanta is constructing new elementary schools without playgrounds—on purpose.⁴

“Many parents still don't get it,” said Atlanta Superintendent of Schools, Benjamin O. Canada, in a *New York Times* interview: “They'll ask, ‘So when are we getting a new playground?’ And I'll say, “There isn't going to be a new playground.”

“What's recess?” asked five-year-old Toya Gray, interviewed for the same article.

The city of Atlanta, according to the *Times*, has “eliminated recess in the elementary schools as a waste of time that would be better spent on academics.” The policymakers in Atlanta have moved forward with their plan, even though some parents and educators are duly concerned. Olga Jarrett, professor of child development at Georgia State University, asks: “When do kids learn to interact with

kids? We have so many latchkey kids who go home and lock the door until their parents get home. Now if they can't mingle with other kids at school or at home, how are they going to resolve conflict with their peers?"⁵

Learning social skills has often been viewed as something separate from learning pure academic content. Children need to be focused on academics. This means they need to be reading a book, solving a math problem, writing an essay, checking an experiment, taking a test. If they do this by themselves, some educators believe it enhances concentration and "time on task." With technology's help, children in the future might not even need to come to school to fulfill their academic requirements. Instruction could be provided on-line, tests completed, retrieved, graded, and returned without human interaction.

The reason to bring children together in one place—a place called school—would lose its relevance. In this extreme view of the future, children would be on their own, plugged in and taking care of themselves.

But parents and teachers know that children don't automatically know how to take care of themselves, let alone each other. In a computerized future, how will they learn self-control, the ability to make informed choices, the proper degree of assertion in public discourse or on the freeway, if a caring community of adults and peers don't teach them? How will they learn cooperation, empathy, responsibility, and any number of other critical social skills that are as essential to their very survival as reading, writing, and computing?

In our professional development work with teachers known as *The Responsive Classroom* we teach that it is only through practice that such skills can be learned. Just as we expect the budding pianist to practice daily, just as we sit our children down to practice the spelling list for the week on Thursday night before the Friday test, we must give children many regular opportunities to practice their social skills before they have to use them in life-and-death situations. School is the one place in contemporary American society where these skills can be practiced on a daily basis. Without significant practice,

children can no more learn social skills or develop ethical character than they can learn to spell or learn how to play the piano.

Instant Information

Computer use tied to higher standardized test scores, reduced social skills

In promoting increased computer usage in public schools in an article in *Time* magazine in 1998, Vice President Al Gore cited a U.S. Education Department report which stated that students in classes that use computers outperform their peers on standardized tests of basic skills by an average of 30 percent.⁶ It's clear that if we repeatedly put children on the machines with programs that ask the questions similar to those on the test, we can raise the test scores.

The Vice President also noted that kids on the Internet are reported to be more creative in their project work and show a greater capacity to communicate effectively about "complex problems." This study and the Vice President's support emphasized increased computer usage to enhance learning and raise test scores.

But David Gelerbter, professor of computer science at Yale, suggested in the same article that children are already exposed to too much information too rapidly and that their attention span is decreasing as a result. Mary Pipher makes a similar point in her 1996 book, *The Shelter of Each Other*, when she says, "There's too much information and not enough meaning, too much happening and not enough time to process it."⁷

A \$1.5 million, two-year, first-of-its-kind study of Internet use conducted by researchers at Carnegie Mellon University found cyberspace not all it is dreamed to be—a place for increased social interaction, communication, and connections. "We were surprised to find that what is a social technology has such anti-social

consequences,” says Robert Kraut, a professor of social psychology and human computer interaction at Carnegie Mellon in a press release. “Even though people in the study heavily used electronic mail and other communication services on the Internet, the research found that spending time on the Internet was associated with later declines in talking among family members, reductions in the number of friends and acquaintances they kept up with, and increases in depression and loneliness.” The research clearly surprised the project sponsors and funders—Apple Computer, Hewlett Packard, Intel, Panasonic, AT&T, and other communication firms.⁸

If we connect this study to the research on reading which shows that more time spent in family conversation enhances interest and performance in reading among school-age children, we can predict a dangerous trend.⁹ As more children spend more time on the Internet in school, they will almost certainly spend more time on the Internet at home. They will tend to become more disconnected from family conversation and the time spent in social interaction at home and in school will continue to decrease. Both academic and social skills will suffer as a result.

There is an important place for new technology in education, but it cannot replace the social process of teaching and learning. Receiving more information more quickly does not guarantee an increase in knowledge or the application of that knowledge in positive social or academic contexts.

Attentional Disorders and “Temporal Trauma”

Huge increase in students classified with attentional disorders

In 1995 there were two million children estimated to show behavioral symptoms labeled ADD or ADHD.¹⁰ This represented about

five percent of the school-age population, according to Russell A. Barkley in his ground-breaking book *Taking Charge of ADHD*.¹¹ Most of these children were boys and most children who were formally diagnosed were being treated with a stimulant drug, Ritalin. Recent figures show that 80 to 90 percent of Ritalin produced is used in the United States, and that the number of children diagnosed with ADD who are being treated with Ritalin rose fivefold between 1989 and 1998. If the numbers continue to increase at the same rate, 15 percent (eight million) of all children in our country will be on Ritalin by early in the next decade!¹²

There have always been children whose attention spans and activity levels don't fit traditional classrooms. When I started teaching thirty years ago these children were termed "hyperactive," and over the years behavioral modification programs were developed to address their needs for more immediate responses and their trouble in delaying or controlling impulsive behavior. Although these programs took significant energy and time to implement, they allowed many children to function more productively in school and at home.

When treatment with Ritalin was first initiated, it was used in conjunction with behavioral programs. Today, in our fast-paced, quick-fix culture, many children whose behavior indicates some trouble with attention and impulse-control are simply prescribed Ritalin without any thought of changing the expectations or schedules of their environment. We wish, hope, and expect a drug to fix what's wrong without looking at other factors which affect the problem.

In *Ritalin Nation: Rapid-Fire Culture and the Transformation of Human Consciousness*, psychologist Richard DeGrandpre argues that ADHD has more to do with changes in time expectations in our society than better diagnosis of a physiological problem. He and Dr. Barkley strongly support changes in time expectations for these children. Based on the work of Dr. Jacob Bronowski, Barkley states that children with ADHD "show a more limited sense of the past and, as a result, a more limited sense of the future."¹³

I see children who exhibit ADHD behaviors as suffering from temporal trauma. Sadly, they are serving as “canaries” in the cage of time, especially in our schools, where their failure to thrive should tell us something about their environment.

School schedules speed up year after year, putting more and more pressure on children to manage a world filled with more transitions, extended curricula, less predictability, and less time to accomplish more. It’s tough on all children, but for these “canaries” who have a heightened sensitivity to time pressures, it’s impossible. Our society and schools are faced with two possibilities. One is medicating more and more children in an effort to decrease their sensitivity to our ever-faster, less-regulated pace of life and education. Another is making changes in the structure and pace of school life to reduce temporal trauma for all of our children.

Less Time with Parents

Parents spending less time interacting with children

Not since the Great Depression have parents been so absent from children’s lives. Fear for children’s safety and the inability to be with children before and after school has compelled parents to find surrogate caretakers or care programs. Children come to school for breakfast and go home as late as six P.M. following after-school programs. They average 90 minutes more a week at school than they did in 1981 according to a University of Michigan report.¹⁴

Their free time *after* going to school has diminished as well, from 40 percent in 1981 to 25 percent today, according to the researchers. Children’s time is programmed in formal activities supervised by coaches and instructors. Gone is the spontaneous neighborhood association, free play, and fantasy play in sandlots or open fields. In

structured programs, all the rules are predetermined. Much of children's fantasy world is presented to them in video games, computer simulations and cartoons. Children end up in one-way conversations with video screens, the screens doing the talking.

We know that whatever time parents do have with their children is precious and essential to their development and learning. Several studies of reading achievement have documented the importance of parents' reading to children at home. Recent studies are also noting that parents' conversation with children contributes to the development of reading skills.¹⁵

Sunday school, youth programs, and religious instruction at churches and synagogues have always provided a time for children to interact with adults, strengthen their speaking and listening and reading abilities, learn ethical and moral views, and practice important social skills.

It's clear that these interactions between children and parents and other caring adults need to happen for children to develop conscience and right behavior. For Marianne Jennings, professor of legal and ethical studies in the College of Business at Arizona State University, the kitchen table was the center of home life, where adults and children came together every night:

I cut out my wedding dress at the same place where I memorized my spelling words. It was in the same place that I ate Archway cookies each day after school, and it was there that I prepared for my SAT.

My husband-to-be was grilled mercilessly in the same spot. Much of what I have learned and hold dear is inextricably intertwined with the kitchen table.

This four feet by six feet scratched and worn piece of furniture was a small physical part of my home. Yet as I look back on what we did there, I realize that it was the key to the life I now have.

Each night during my youth, it was the kitchen table where I was held accountable for the day's events—'When is the next report card? Did you clean up the mess in the

basement? Did you practice your piano today?’

If you wanted dinner, you had to accept the accompanying interrogation, which would have violated my Miranda rights if I had done something more than attempt to bathe the neighbor’s parakeet. There was no escaping the nightly confrontation with accountability.

But that kitchen table was not just a source of fear. It was my security blanket. No matter how rough the day’s tauntings had been, and no matter how discouraged I was over long division, the kitchen table and its adult caretakers were there every night for comfort and support. . . .

As I struggle each night to get dinner on my kitchen table and round up my children from the four corners of our neighborhood, I wonder why I don’t just send them to their rooms with a chicken pot pie and Wheel of Fortune.

I don’t because I am giving them the gift of the kitchen table. In all of the treatises on parenting, in all of the psychological studies on child development, and in all of the data on self-esteem, this humble key to raising children is overlooked.

Last year, my daughter said she could find only one other student in her homeroom who had dinner each night at the kitchen table with her family. They’re both honor students. The other kids, my daughter explained, make something in the microwave and head to their rooms to watch TV.

They have no company, no questions, Wheel of Fortune, and the grades to show for it. How sad that not all children’s lives are touched by the miracle of childhood. There’s something about a kitchen table.¹⁶

Now, not everyone remembers his or her kitchen table so fondly. Some tables were full of argument or silence, some frequently missing a dad or mom, but many teachers and parents are as touched by this commentary as I am. The importance of parental guidance and friendly communication strikes a resonant chord. At the supper table in my house growing up, we played a spelling game my father called “ghost” which provided intellectual challenge and excitement.

I'm sure I'm a better speller today because of that game. I think I am a better father for it, too.

Today the kitchen table may be in the car on the way through McDonalds on the way to the soccer game, or it may be nonexistent. But the conversation and modeling, wherever and whenever it can happen, is just as important, and perhaps even more important.

Today, more than ever, it is school which is called upon to provide a constant and predictable environment where children interact with adults. Good schools must offer the intellectual, social, ethical, and moral guidance essential for a healthy life and a healthy society.

A Violent Society

Parents, children, and teachers fear violence in schools

In recent years, a rash of murders has struck the schools of America. For teachers, children, and parents across the country, fear has stalked into new territory.

For me, these shootings are the shattering of a sanctuary, as if the killings happen in church or temple, although I never doubted these unspeakable acts could happen at school. I have seen too much anger, exclusion, isolation, meanness, and hostility in schools in the last three decades not to think it was possible. Human cruelty, if left unchecked, knows no boundaries.

Violence is real in our schools. Statistics tell one side of the story. According to a 1993 study cited by Johnson and Johnson in their book, *Reducing School Violence*, "ten percent of teachers and nearly one-fourth of students in public schools say that they have been the victim of a violent act in school."¹⁷ Although murder is certainly the rare exception, and attacks and assaults are disturbing and noticeable, emotional mayhem is commonplace.

In many classrooms, students don't feel safe enough to share an opinion, risk a guess, formulate a hypothesis, speak individually to the teacher, befriend an unpopular classmate, or cross racial or gender lines when choosing classmates for academic project partners. Ridicule, peer pressure, teasing, bullying, exclusion, and ostracism are familiar experiences for many students.

The seeds planted by widespread domestic violence begin to sprout in school in about third grade as well. When boys and girls begin to segregate along gender lines, the existence and growth of these violent influences become clear. Boys begin their taunting, crude dirty jokes, pinching, touching, punching or worse. The response by teachers and schools communicates our values clearly. Is the teacher too busy to notice? Is the attitude simply that "boys will be boys"? Will the teacher intervene and provide social and moral guidance or stick to purely "academic" subjects because there's no time for social instruction? Does the teacher have the training to handle social issues and the support of the school in confronting them?

There are many violence prevention programs in our schools today. They teach the skills of mediation and conflict resolution to students in elementary, middle, and high schools across the country. But these programs can provide only part of the answer. Teachers must also be given enough professional training to be able to spot trouble before it starts and time to engage in proactive strategies that model non-violent action as a way of life. Teachers who don't have enough time to even address basic academic requirements are reluctant to invest time on strategies which prevent violence.

Beyond Triage in Our Schools

Few people would argue that U.S. education is not in need of change. Children and teachers are caught in an educational system that often does not meet the needs of either the children or the teachers. Children spend less time with parents and other caring adults and have significantly less "free time" for constructive, educational play.

At school, recess and other social activities are minimized in an attempt to increase “time on task” in solitary study or whole-class lessons. Lengthy standardized tests are implemented across the country, and teachers, schools, and systems are compared unfairly. Teachers must not only teach to the test, but also cover increasing amounts of curriculum in school days constantly shortened and fractured with special activities and daily requirements.

But the presence of anxiety, frustration, and often desperation in our classrooms and on our playgrounds does not change our mission as teachers. Rather, it makes that mission more critical. Our action is needed more than our handwringing and blame casting; outrage is more productive than depression and sadness.

By presenting these problems, I do not for a minute discount the extraordinary effort and commitment of the vast majority of our teachers and administrators. They work tirelessly to overcome the obstacles and meet the challenges placed before them each day, each week, each year. Along with their sweat and tears, they provide love which, like blood, is in short supply.

Love can cross barriers and heal emotional wounds. In school, the strongest grown-ups give large doses of love daily, meted out in small increments. They have their million gallon pins from the love bank. Many of the children need daily transfusions. They come to school emotionally anemic or worse. The adults give and give, but somehow it is never quite enough. A few children get stronger, but many do not.

Schools have always seemed to me to be havens for love and learning—the love of learning and the learning of love. Our best is called for as grown-ups, and when we give our best, the children flower. When our shadow side appears, the children wither. It is as simple and complicated as that.

But love, like good intentions, is not enough by itself. Teachers need the knowledge and skills to make their classrooms challenging, exciting, and secure. They need schedules and administrative expectations which fit their children’s social and academic needs. And they

need an educational system dedicated, from top to bottom, nationally and locally, to giving teachers time to teach and children time to learn.

Changing Time in the Classroom and School

In education, we are often caught in circles of “blame-and-patch” that produce a lot of change, but few long-term results. I know teachers are tired, very tired, of going from one new approach to the next and I suspect most administrators are too. When we don’t give any changes the test of time before we move on to more changes, we end up wasting precious time and energy.

There are no quick fixes. When new programs are mandated and piled on top of each other in suffocating layers (which is particularly common in urban schools), they serve as an entropic force, literally winding the clock of learning backwards. More requirements are added, and nothing is subtracted. Most of these “blame and patch” reforms come from “the research,” from outside the classroom and school, imposed by state and federal policymakers who would have a very difficult time spending five-and-a-half hours a day with a room full of twenty-five children.

I believe deeply that our schools can be better, our classrooms more purposeful, more disciplined, more generative. We can make the schoolhouse a joyful community of learning, a workplace of deep intellectual exploration and broad creative energy, a trustworthy place for social and emotional support.

To bring about the type of long-term changes which will make this true—which will give children time to learn and teachers time to teach—we must follow a logical and reasonable process. First, we must understand how children grow in their experience of time and in their acquisition of knowledge. By examining well-accepted educational research and theory and adding the accumulated wisdom and energy of thousands of teachers who have dedicated their

professional lives to the daily struggles of the classroom, we can change the future by learning from the past.

Once we understand what children need, we can see logical and necessary changes in two areas at once, like two sides of a coin. We see the changes needed at the institutional and administrative level on one side. On the other, we see the changes we can make in our own classrooms within the time we are given each day, regardless of what happens school-wide.

For a quick reference, the following charts provide a list of the changes which will be suggested and explored in the rest of the book. Each is founded on the theory and research presented in Chapters 2 and 3 and is supported by the observations in Chapters 4–6 and the experience of countless teachers.

Guidelines for Changes at the Political Level

- Lengthen the academic year and/or keep schools open longer each day.
- Support high quality instruction by increasing teacher salaries.
- Establish and enforce professional standards for teachers.
- Reduce school size.
- Reduce class size to under twenty.
- Increase the quality of instructional time by eliminating formal tracking.
- Support teaching social skills as an integrated part of the content curricula.
- Support schools as “learning communities” at the school board and “bond issue” level.

Guidelines for Changes at the Administrative Level

- Narrow the scope of the curriculum and lengthen time blocks.
- Reduce the number of “specials” that pull children out of self-contained classrooms and send those special area teachers into the classroom.
- Construct realistic daily schedules and adapt them to the needs and abilities of children at different grade levels.
- Adjust the school day to allow for mid-day exercise, nutrition and rest—in that order.
- Allow more time for teachers, staff, administration, and parents to interact with each other.
- Care for the physical and social environment of the school.
- Support the balanced integration of social and academic learning.

Guidelines for Changing Time Structures in the Classroom

- Balance teaching approaches to allow time for individual students, small instructional groups, and whole-class lessons.
- Encourage the social context for learning through large and small learning groups and partner exercises.
- Reduce the number of transitions you have control over.
- Surprise your students with occasional breaks from the normal routine.

- Teach social and academic skills together through established techniques.
- Adapt daily schedules to the needs and abilities of children at your grade level.
- Adjust the middle of your day to allow for a time of rest and quiet in your classroom.

Guidelines for Changing Time Use in the Classroom

- Change the pace of teaching to improve the pace of learning.
- Narrow the number of lessons you teach in any given content area.
- Allow enough time for transitions and closure of lessons.
- Learn about the special needs of children who show behaviors that may classify them as ADHD/ADD and adjust your expectations and responses to them.
- Make school routines valued parts of academic, social, and community learning.
- Open your room to parents and colleagues.