

AIAN Teacher Webinar Series: December 2013

Vanessa Maanao-French: Good morning, everyone, and thank you for joining us. This is our one, two -- third teacher webinar that we've done, and we hope you'll join us ongoing. So again, welcome. We're going to spend time talking today about schedules and routines. To introduce ourselves, my name is Vanessa Maanao-French. I work with the National Center on Quality Teaching and Learning as the AIAN Program Manager here in Seattle, Washington.

Sher'ee Maxwell: Yes, and good morning. [speaks in Native American language] My name is Sher'ee Maxwell, and I am a tribal liaison, and I'm excited to spend this next hour with you. So, I think Vanessa and I will have fun talking with you and sharing some great ideas about schedules. Thank you.

Vanessa: We have -- oops, I went the wrong way, bear with me. Other arrow. We have two more folks we'd love to introduce you to, Dawn and Susan. I so appreciate Susan and Dawn that have -- they've been helping us, excuse me, as we move to this new platform, and it's been a learning curve for us. We got quite cozy in our last platform. But I think this new platform will help us be more interactive and, in upcoming webinars, to be able to share video, which is very, very exciting.

So, without further ado, let's keep going. So, you all probably recognize this framework. We just call it lovingly the house framework here at QTL. And so, we'll walk through the structure really quickly. So, you have the foundation, which is highlighted at the bottom, which is about engaging interactions and environments. And today we're going to spend a lot of time in that particular area, because schedules and routines fit perfectly there.

You also have the pillars about research-based curriculum and teaching practice, ongoing assessment -- those are the two strong pillars on the side. And, of course, our roof of the house is highly individualized teaching and learning. So, again, we're going to be focusing on the foundation and specifically schedules and routines fits within well-organized classrooms. Makes sense, right? But it's important to note that even though we're talking about schedules and routines in well-organized classrooms, schedules and routines really do have an influence on children's social and emotional development. And we'll talk about that. And it really can impact how children learn, so it also impacts instructional interaction.

Sher'ee: So, let's talk about the objectives for today. The first one is that we will be defining what daily schedules and routines look like; we'll describe the components of daily schedules and routines, and finally, we'll provide guidelines for you for teaching schedules and routines. So, to start, schedules versus routines. Schedules talk about arranging meaningful experiences for children, and they consist of activities that divide the day into concrete units of time -- versus routines, which are specific sets of regularly occurring behaviors and activities, and examples of this would be tooth brushing and mealtimes.

Vanessa: Okay, so let's go back to the big picture. Why do we have schedules in the first place? And we do that because we don't want everything to happen, at once, right? That's partially it. But there are other reasons to have schedules as well. Now, we have schedules in our everyday lives as well. As adults, we have our own way of going about our days. Work on time, you account for your commute, et cetera, et cetera. Kids, the kids that come to you, before they come to you, they've got a schedule, as well. What time did they wake up to be sure they catch the bus? Things like that. But then when they're in the classroom, this is when schedules start to really have an impact not only on social and emotional development but how kids learn.

So, the first thing to keep in mind is that schedules and routines help children understand the expectations of the classroom environment, and it may be different than what they're used to at home. And knowing those expectations really can lower behavioral challenges.

The other thing that schedules provide is that feeling of security. Kids know what to expect and when to expect it. That is so helpful for kids. Especially kids who already have difficulty with change, knowing that things are predictable really, really helps. And if there are kids who speak a language other than English or other than the language of instruction in your classroom, schedules help them also feel like they're part of the classroom community and can be successful because they know what to do next. And there's research out there that really does point to having time in the schedule that allows kids to have extended time to play increases their cognitive and social development, because they start moving into more complex play and just speaking with one another, that really does help build their brains.

And then, finally, the way you structure your schedule can really increase the rates of engagement. And engagement is more than just interacting with one another. It's interacting with you and with the materials that you have in your classroom. So, the big, big picture, or the bottom line of all of this is that schedules help kids feel safe so they can develop and learn. So, now we'd love to have you do our first activity of the day, and that's to share with us in chat. This is going to be a little bit of a step backwards in time. When you were developing the schedule for your classroom this year -- and maybe you've done some adjusting since; maybe you ought to tell us about that -- what did you consider when you were developing your schedule? What was important for you to keep in mind?

Okay, we're seeing some of your answers typed come in. Please keep typing. Oh, age group, absolutely. Things are different for 3s than they are with older 4s and 5s. Starting with the big things like lunch, outdoor time. Exactly. And Angel mentioned making sure there is enough time for each activity, and that goes a little bit into what's required for each activity as well as making sure you fit everything in. Especially if you're part-day, it seems like time evaporates, right?

And Maggie's added something as well -- age group -- what makes the best sense for each time of day to make the flow, yes. Sometimes, you can tell right away when that flow is not working. Oh, and hi, Maggie! I just met you a couple of days ago. It's nice to see your name. Okay, I see Joanna is writing down something to share, so love to be able to share that with you all as well.

Sher'ee: So Joanna is talking about circle time to get children refocused after lunchtime. That's very important.

Vanessa: Very strategic.

Sher'ee: Yes.

Vanessa: Excellent. Well, thank you. Thank you, all for sharing with us, and we're going to go ahead and move on. We've got a couple more activities like this where we'll ask you to share in chat, so that'd be wonderful to have you do that. Okay.

Sher'ee: Yes. So, well, the first thing I want to say, Vanessa, is you were talking about schedules and how it helps kids feel secure. It even helps me feel secure. You know, I think it works for everybody. Schedules are really important. And when we know what's going to happen next and we have a sense of, you know, our day, and it just makes you feel more relaxed and comfortable.

So, another reason for developing schedules is that schedules promote engagement and success in the classroom. And there are several factors that influence child engagement. The first that we're going to talk about is attention span.

So, planning activities to maximize children's engagement is important. And using other adults to assist is a great way to help with that, using novel materials and limiting duration to ensure that children stay engaged throughout the activity will help. Alertness level is another influence. And planning activities that require more child attention and listening skills during times when children are more alert, that will be helpful. Also, planning calming activities after active activities, so you're balancing the active with the calm. And then just one little note and tip is to just pay attention, because some children may be feeling tired or sick and just not up for the activity.

So, adult availability, we mentioned that, and for a more active part of your day, you might want to just plan to have more adults to support the children's learning and the management of the classroom. And finally, as Angel mentioned earlier, sufficient time, that's really important. Taking the time for the children to allow them to fully engage and benefit from an activity. And when children engage in longer periods of play, we know that they show higher levels of exploration, experimentation, and persistence, utilizing materials in more creative ways, and developing social relationships.

And the schedule may need to take into consideration that certain activities might involve projects that span several days or even weeks, and that's okay to do. That actually gives them something to look forward to.

Vanessa: Thanks, Sher'ee. Who knew schedules were so complicated? So, let's break it down into some key components, because Sher'ee's right, all of those influences on child engagement are things that we keep in mind as we're developing a schedule; so this will help.

If we think about our schedules as being blocks of time, right? So, what are those big things you have to account for? And I think somebody wrote that in one of their comments, "start with the big things," put those in, and then figure out where everything else fits. So, you know you have to do some things, right? Mealtimes have to be a certain length, outdoor time has to be a certain length, and you know that you've got to fit it all in into what -- however long your day is. You've got your blocks of time.

The other thing is to consider is the sequence of time, okay? So, there are things that have to happen in a certain order -- even if you'd rather it not. Arrival has to happen at arrival time. Departure has to happen at that time. And many times, you're also stuck with a specific outdoor time. So, the sequence does get influenced by other things, as well as the routines that have to happen throughout the day.

You know, and we think about this, I think about blocks of time and sequence of time, and you talked about the influences of child engagement and you talked about how it was important to you as an adult. And when I think about it, it made me -- it goes back to when schedules don't work or they change on me suddenly, and I don't like it.

Sher'ee: Exactly. I know.

Vanessa: When we're traveling and your plane doesn't come when it's supposed to come. Just hold onto that feeling, though. As an adult, have you ever had a schedule change on you unexpectedly? What emotions did that bring up for you? How did it make you feel? I felt out of sorts, feel anxious, nervous, upset. That's probably a nice way to put it. Because kids have that same reaction when schedules change, and we'll talk about that today as well.

Sher'ee: So I am so happy I get to talk about balance because I -- balance is really something that I hold dearly and is important. And the first thing that we'll talk about is requirements. So, there may be some other considerations to take into account when developing a daily schedule. So, there are requirements from your program and considering other things that are particular to your program or your center, such as scheduled times like outdoor time or mealtime, as Vanessa mentioned. Also, the active and quiet activities, the balance of that. So, alternating the active with quiet activities will help children with self-control, which is important. I think I need that, too.

Vanessa: Do you need some quiet time?

Sher'ee: Yeah, a little quiet time after, you know, some fun, exciting time, like our holiday party last night. The third thing is the small versus the large group activities. So, you can have a mix of both. You can have some children in small group and then the large group activities, going back and forth with that. And then finally the teacher-directed versus the child-initiated time. So, having a mix of both is important for children. And some suggestions on this would be to have activities that differ in noise level, pace, the person leading -- so it could be a child leading an activity, which is actually pretty fun -- and the location, indoors versus outdoors.

So, you can plan ahead and think about what will the schedule look like if children are unable to play outdoors, which is probably happening right now for a lot of programs in those snowy areas. And also just being in tune with the children's needs and their engagement levels. And it's okay to be flexible. And you can shorten or lengthen blocks of time as needed, and it's okay to do that if the kids are not wanting to do one thing, but maybe interested in something else. Just having fun, I think, is important, don't you think, Vanessa?

Vanessa: I agree.

Sher'ee: And finally, look at this cute face. The bad news is time flies, but the good news is that you're the pilot. I love that. That is so adorable.

Vanessa: Isn't that face so sweet?

Sher'ee: I know. It's so cute.

Vanessa: And it's true. You know, teachers in the classroom do get to design their schedules. But I would also say that kids are co-designers of that schedule, because they give you feedback about whether or not that schedule is working. So, Sher'ee's points about staying in tune with the children is really important. They'll let you know, "Okay, we haven't gone outside in two straight days because of the snow; we've got to do something super active today or you're going to lose me in circle." So, being in tune.

I think teachers as the year goes on get to know their kids and can read those small cues. So, it's about staying vigilant to that. I think the other thing that a varied and balanced schedule offers is that it'll reach all the children. Not all children love active, you know, big-muscle type of activity. Some kids are really drawn to that small quiet time just one-on-one with a peer. And so, if your schedule is balanced, you'll be sure to be reaching and supporting kids to be able to do their very best.

Sher'ee: That's right.

Vanessa: So now, we'll go on to another activity.

Sher'ee: We're going to have an activity. So, let's think about the classroom schedule right now. And if you just want to grab a piece of paper, a scratch paper, and write down just quickly your daily schedule and what happens at what times during the day. We'll give you a few minutes to do this activity, and then we'll debrief it together and move on. So, we've got the clock started, I think.

Vanessa: Are we going to give them two minutes or three minutes? I think two minutes, right?

Sher'ee: Yeah, two minutes.

Vanessa: If you're a full-day program, just go until lunchtime.

Sher'ee: Okay. We didn't even give you two minutes, because we know you probably already have it done.

Vanessa: If you don't, keep writing.

Sher'ee: Yes, keep writing while I'm talking. So, let's just talk a little bit more about your schedule. And looking at it, what do you notice about the balance of activities? How do you meet the Head Start required elements of your schedule, such as mealtimes, outdoor time, and routines like tooth brushing? And also, thinking about your schedule, how does it balance times that are active versus times that are quiet? Are there activities scheduled right before children transition to nap? And also, another thing to think about is are you offering opportunities each day for children to participate in a large group as well as small group activities? When -- during the day, does the schedule allow for the child-initiated activities? And that's something, I don't know, Vanessa, I could talk about -- I could have, like, just a webinar on child-initiated activities.

Vanessa: I think we should.

Sher'ee: Because -- I think that's a great idea. I wonder how many people would like that. Because child-initiated activities, I think when you do you that, you really get to learn about the kids, what they're thinking about, what they're wanting, what makes them happy, and, you know, how they like to have fun. So, I encourage you to just make sure that that is included in the daily schedule -- is just have time for the kids to lead an activity and just enjoy it and have fun.

Vanessa: Exactly. So, as you take a quick scan of your schedule that you jotted down, you know, I'm sure the requirements got in there, right? But it's good, as Sher'ee mentioned, to see if you do have a balance of active and quiet and where those active and quiet activities kind of land. Are you doing quiet activities right before you go outside, or as you come back in, I mean, from outdoors? So, it's good to just take a look at.

And I'm going to actually scroll us back one spot really quickly, because we do have this handout which will be available at the end of the webinar which you can take and you can make copies of, and maybe sit down together with your teaching team and go through this activity, really write down your schedule of the day, and then is it balanced? Should we rearrange some things, and is that possible? So, we'll have that for you at the end of the webinar.

So, now let's look at some examples of different schedules, and all of these schedules come from Head Start classrooms, across the country. So, here is one example of a schedule, very simple, but it uses photos of children in action, so kids can see a model of what it looks like during that time of day. Here's another one, uses all commercial printed schedule pieces. It's great because this is interchangeable. And as your schedule changes, you can, you know, interchange the cards.

Sher'ee: I like that, that's fun.

Vanessa: And then finally here is another version, also interchangeable, but it has visuals as well as print and then the time of day. So, there's a lot going on in this one as well, which is very valuable.

The best schedule to me is a schedule that works for your kids. So, let's have another quick chat question for you all, because we've been talking about schedules. And I brought up that idea, as an adult, what happens to me when schedules change? But this is probably more realistic to your day-to-day work. What is your plan when you cannot go outdoors due to weather conditions?

Sher'ee: Oh, right.

Vanessa: And if you're a program where we always go outside no matter what-- okay, what would you do if, for example, your playground was under construction and was unsafe at all for kids to go outside? What would you do for children then? What's your plan?

Sher'ee: Good question. Well, and I'll just talk, if I can, while people are typing. I was just visiting some programs in snowy areas of South Dakota and Montana recently, and I got to see a lot of what they do when they can't go outside, so...

Vanessa: Nice.

Sher'ee: Yeah, very creative ideas. I'm excited to see what Angel has to say, and Kirsten.

Vanessa: Okay, all right. "We'll all go for a walk. Go for a walk with a buggy inside." You must have little, little ones. How fun. We have a SMART Board.

Sher'ee: Oh yes, Angel, thank you for sharing that, because I actually got to be there while some of the kids in your program were in front of that SMART Board, and they were having fun. They were dancing.

Vanessa: "Go to a local gym," that's nice. "I Am Moving, I Am Learning," nice. That's a great idea. Because there's so many great activities, but they also are so cognitively stimulating.

Sher'ee: "Fun runs indoors, in the building activity room." Oh, what a great idea.

Vanessa: Sometimes, that's all you need, right, is just to run it out.

Sher'ee: Run it out.

Vanessa: "Make space in the classroom."

Sher'ee: Oh, smart, yep.

Vanessa: Sometimes that's your only choice.

Sher'ee: Just -- yep, just move everything aside and have fun.

Vanessa: I had a teacher that I worked with, she did yoga with the kids.

Sher'ee: Oh, nice.

Vanessa: It was really -- I don't know, frog poses or whatever it was. It was so cute. They could do it better than I did.

Sher'ee: I do not like that pose. That's hard.

Vanessa: But when your bodies are that, you know, limber...

Sher'ee: Exactly. No, when you're little, you can do that.

Vanessa: Yeah, but these are great ideas. I think having -- oh, there's another yoga. Having the options to go to other spaces definitely is wonderful.

Sher'ee: Oh, powwow, indoor powwow, good idea.

Vanessa: Nice. These are great ideas, and it's good if you have these ideas in your head and ready to go, right?

Sher'ee: Exactly.

Vanessa: Even if you can share it with the kids, you know, "It might be snowy tomorrow, so if it's snowing, tomorrow we're going to go to do our fun run next door." And then they get excited about it, which is awesome. So, thank you all for sharing. This is really great. It's great to have you all so active.

So I'm wondering, because I know somebody mentioned having a SMART Board, that I've been in other programs where there are computers and it's a very popular activity. And so the question then becomes, "Well, how do you manage that?" You know, if 10 kids want to use one computer, how do you manage that? And here's one example of a turn-taking schedule, which I thought was really awesome because the kids manage it themselves. So, they know it's Mark's turn. When Mark's turn is over, everybody's name gets bumped up, and then Mark puts his name in the "all done," so now we know for sure Mark has had his turn, everybody's going to get their turn, simple. But what I love, again, most about it is that the kids are doing this themselves.

Sher'ee: Well, they're initiating it and they're following through. Kids are so smart.

Vanessa: They are, they just need the structure. And if they're practicing it, they'll pick it up. So, how do you teach a schedule? Well, I think we've shown some great visuals of how to post it up throughout the classroom. And you're going to follow it consistently, and that's going to be really key. Because, remember we talked about it: The predictability helping kids feel safe and to know what's coming next. So, being consistent is crucial. You can actually teach it, so that all the kids understand, and I'm sure our teachers did this in the beginning of the year. You review your schedule and you talk about what happens, at each point of time in the day. And then when you need to, you individualize that instruction.

Some children might need their own personal schedule that they have in their cubby so they can go and revisit the schedule. This schedule that you're seeing up here is -- has some photos on the side, so a teacher could just teach the schedule with photos only to a child, which is so important.

And then, finally, when you see kids moving through the schedule of the day, encourage them. "You knew it was time to go outside. You were already going to get your coat." Just really encourage them and acknowledge that they, too, have become knowledgeable of the schedule. So, if there are going to be changes, what do you do? Well, prepare the children whenever you can ahead of time. Sometimes, there are fire drills that happen. That changes the schedule of the day. But you can prepare kids ahead of time to know what to do when it happens. "There's going to be a really loud noise today, and when that happens," right? So, prepare them ahead of time. Announce it during large group so kids have an opportunity, as a group, to hear about it. Provide visual supports, and we showed you some examples of that. If the schedule's going to change, some of those interchangeable schedules, really handy when there's a change. And then, finally, when it's new, just to remind the children. It's going to take some kids a full week to get used to a new schedule. Some might get it the first day. But gentle reminders will be really helpful. So routines.

Sher'ee: Okay. Very good. Thank you, Vanessa. So, let's -- now let's talk about routines. And to start with, routines, we can say, are a series of behaviors, and they often involve behaviors that are repeated each time the routine is completed. So, that's a way to think about them. It includes clean-up, mealtime, arrival/departure. And also, they occur regularly. So, routines provide some security and a sense of what comes next, which I think we all appreciate. Children are able to anticipate what will happen when we have routines, and they feel more secure. So, this is especially important for children whose primary language differs from that spoken in the classroom and also those children who have difficulty with change. They also provide positive feedback.

Vanessa: Yeah, I think, you know, what you're saying is that it really does follow this kind of same kind of idea. If you're teaching routines, like the same way that you would teach a schedule, right? So, you want to provide a model, make sure there's a visual support, and where kids are getting it, give them feedback. I almost think of routines as teeny tiny schedules, because there's some things that have to happen in a sequence. So, something as simple as hand washing, which we can show you, right?

Sher'ee: Right. So this is one example of an everyday routine. And I'll just share a little personal note. My son, when he was in preschool, he -- somebody had a hand washing step-by-step photo up on -- right by the sink, just like we see here. And he was taught to wash his hands for however many seconds, and he -- okay, he's 21, and he still does it. Like, he remembers that. And I think that's so cool that something this simple impacted him so much that he still remembers it today to be, you know, safe and to be healthy.

Vanessa: Yeah. Well, I was going to say it's probably healthier than most people if he still washes his hands the way preschoolers are taught to. And when you look at this, you know, it sounds so simple, you know, to tell a 4-year-old, "Go wash your hands." But there are so many steps, you know? Turning on the water, wetting your hands, getting the soap. It sounds simple; but, until you practice it thousands and thousands of times, as we have now as adults, for kids, they have to be guided through the steps.

Especially, our young ones have to be guided through the steps. Especially, if there's something exciting or really, really good for lunch. My kids used to just run to the sink, throw some water on their hands, and grab the paper towel, and they were done because it was like, "I see that's lasagna, and I'm all in." And so, being really careful to make sure that kids are going through routines completely is really key.

Sher'ee: Right. And I think they feel a sense of satisfaction, too, when they go through the whole routine and they know that you noticed and you give them that feedback. They can feel proud of what they're doing.

Vanessa: Yeah. Probably go home and teach the family. "That's not how you wash your hands." So, poll question, right?

Sher'ee: Yes, poll question. So, the routines I would like to improve with one or more of these strategies, if you want to pick one. We have tooth brushing, meal times, hand washing, clean-up, arrival, and departure. So, go ahead and click on one of those, and we will talk about the results.

Vanessa: Yeah, which of your routines is not going as smoothly as you would like? And you'd like to maybe --

Sher'ee: Oh, we've got clean-up. Clean-up is getting lots of attention.

Vanessa: That must mean that free choice is a fun time. Give you just a few more seconds to get your votes in.

Sher'ee: I can relate to the clean-up thing.

Vanessa: Yeah, right?

Sher'ee: Yeah. Who likes to clean up?

Vanessa: Yeah, especially when you're in the middle of this amazing block structure.

Sher'ee: Exactly.

Vanessa: Aw, man. Oh, and tooth brushing. Yeah, that was probably – because of my own personal thing with the tooth brushing.

Sher'ee: Yeah.

Vanessa: Excellent. Well, thank you all for voting. It seems like clean-up was the top vote getter, followed by mealtimes and tooth brushing. You know, departure was tough for me as a teacher.

Sher'ee: It's a transition thing.

Vanessa: It is, yeah, definitely. Definitely a transition thing.

So, the next piece of this was to have you go ahead and the one that you voted for, the one that you wanted to really look at, write down the steps for that routine. So, for those that chose clean-up, what are the steps for that part, that routine? Same with tooth brushing, what do the kids need to know how to do to be successful at tooth brushing? We'll just give you, you know, two minutes to do that. Okay, just a few more seconds to write down the steps for your activity. I did this actually for arrival time to kind of prepare for this webinar, and I was surprised at how many steps there were. And it would be a little bit different whether you were on the bus or, you know, coming with your mom and dad. So, yeah, it's a little bit more complicated than I thought.

Sher'ee: I want to hear more.

Vanessa: There's getting off the bus, there's signing in your name, taking off your coat, washing your hands. Because so many programs, that's part of the routine is you wash your hands as soon as you come in. And that was a step that I'd forgotten. But then once you get to washing your hands, that's another routine.

Sher'ee: Wow.

Vanessa: Yeah. Back-to-back routines. Okay, so thank you all for taking the time to do that, because it does help us go into this next little bit. And it's really just a brainstorm, and we'd love for you to share with us what your ideas might be, because your routines, like I mentioned before, are kind of like mini schedules.

So, we showed you the example of hand washing as a mini schedule, as a visual. You know, with the little guy washing his hands in eight amazing steps. What is a visual aid that you might use for what you thought about for a while? So, for tooth brushing or for clean-up time, what's a visual that may help kids be really successful with this routine? It could be something you're using already. Oh, yeah, be sure to type it in, because we do have a chat box open for you called Visual Aid Ideas for Routines. I see someone's already found that box. Thank you, excellent. Oh, a visual timer. Verbal reminders. Excellent. Oh, that's great, to actually have some visuals -- so maybe, some photos of kids cleaning up. I think that's --

Sher'ee: Mm-hmm. Oh, songs, I love the idea of songs. That helps me.

Vanessa: Oh, yeah, "When the song is over, you should be done."

Sher'ee: Exactly. Get a little music going.

Vanessa: I actually had teachers who created books for different routines. So, there was a clean-up book, and it was a class-made book. So, your idea that was shared about, you know, having pictures of kids actually picking stuff up and putting it away, she made it into a book, and then she would read the book during circle time, before they would go to free choice.

Sher'ee: Smart.

Vanessa: Right? So, it's like, "Let's remind you what clean-up looks like."

Sher'ee: Smart idea.

Vanessa: All right, let's move us on. Thank you guys for sharing. It's great.

Sher'ee: Yes, thank you.

Vanessa: So we do have a tool that you can use, and it's a handout we'll have for you at the end. If you want to take this exercise and repeat it again with your teaching team, to be able to look at a routine very carefully and then really be planful about how to create those visual supports. So, question for you all. There is a -- and this is going to be one of those raise your hand moments. I remember Susan told you how to find that, that little guy up there at the top, got his hand raised? Have you heard of the Head Start Center for Inclusion? If you have, please raise your hand. Let's see, that's okay. So September has heard of it. Good, that's very good. Others? Head Start Center for Inclusion?

Sher'ee: Well, it's good we're talking about it.

Vanessa: It is good we're talking about it. Okay, so let me tell you about this Head Start Center for Inclusion. It was actually developed by the same folks who developed the National Center on Quality Teaching and Learning. Amazing. And it has the same amazing resources for you as well. So, there are things here -- so you're going to -- we'll be sure you get this, and it's actually down there now in the general chat box, the link to go to this site. And please do that right after this webinar, because we're just wrapping you up right now. It has resources for you as teachers and classroom staff to work with kids with disabilities. So, it's great for disabilities coordinators, supervisors, coaches. There's great stuff in here for families as well.

And it has those 15-minute in-service videos. You can learn a lot just by sitting and watching a video. They're amazing videos. Some video clips about being able to demonstrate interactions in the classroom. Some print-and-go resources, which are fabulous, and we're going to focus on those in just a bit. And then even more resources like parent newsletters. They're -- I swear, this is a great resource.

Sher'ee: I wish I had it when my kids were little.

Vanessa: Yeah, and it's underutilized.

Sher'ee: Yes.

Vanessa: So in terms of supporting your work going forward and thinking about schedules and routines, there is a special section called Classroom Visuals and Supports, and in here there are schedule templates and there are visuals of typical classroom activities. So, if you wanted to have some clean-up, you know, little cartoons to add to your schedule, here it is. It breaks down some of the routines as well, like tooth brushing, so this is a great place for you to check out to get some quick visual aids.

Sher'ee: Ooh, I love that.

Vanessa: Isn't that neat?

Sher'ee: Yes.

Vanessa: So, now review.

Sher'ee: So, yes, just very quickly, we want to review what we just talked about, which includes both the schedules and the routines. So, schedules and routines foster engagement, they meet the needs of the children, and they promote a safe and fun environment. And also schedules -- excuse me -- they include blocks of time, they're balanced, sequenced, and posted and taught. Routines offer a series of behaviors that occur regularly and may be posted and taught. So, in summary, yeah, we are teaching the children, providing a model and/or visual supports, and also providing reminders and positive feedback. So here we have some take-away tips for teachers.

Vanessa: And this is going to be one of those handouts you can get as well. So, everything we said in the past 50 minutes, you can read on a one-pager. Not sure what that means.

Sher'ee: It means we like to talk.

Vanessa: And as has become a tradition for us in our webinars, we like to close out with a quote, and to me this just seems so perfect.

Sher'ee: It's beautiful. I love the image.

Vanessa: Right? That "time is what keeps everything from happening at once." And to go back to the other quote that Sher'ee had earlier about "time does fly," especially in part-day programs, but you are the pilot. You can really help shape how that time is spent and the feel of that time.

Sher'ee: And I'd just like to say thank you, everyone, for being with us today. I see some names here that I recognize, Angel and Doris and Olivia and September, thank you for being with us today. It's good to know that you're out there. Thanks.

Vanessa: Thanks, everyone. We'll see you in January. I think we're doing scientific method in January.

Sher'ee: Oh, fun.

Vanessa: But I saw there was interest for child-initiated activities, so maybe we'll think about that for February.

Sher'ee: Yes, I want it.

Vanessa: Okay.

Sher'ee: I want to be a part of that.

Vanessa: Just in time for Valentine's Day.

Sher'ee: I think we should have a child helping us with that one.

Vanessa: I can bring my daughter.

Sher'ee: Yes!

Vanessa: Okay. Thanks, all. See you next month.

Sher'ee: Happy holidays.