



Trauma-Free Transitions for Preschoolers

Successful transitions don't happen by accident. They are the result of purposeful planning and sensational salesmanship!

Tips for Teachers:

- ♥ **Most children who struggle with transition do not believe or understand that what comes next will be _____ than what they are doing now.** It is YOUR job to sell what's coming next as the next best thing to sliced bread and peanut butter!
- ♥ **Transition activities should _____ into your day!** They should be planned and reflected in your daily activity schedule and included in your weekly lesson plan.
- ♥ **Transition activities should relate to the activity you are _____.** This helps guide the emotional transition for children so that they do not feel a sense of loss as they move from one activity to the next and reinforces the idea that there is something wonderful on the horizon.
- ♥ **_____ are your friend!** Children struggle to understand measurements of time. Five minutes might as well be five days. Let the timers be the bad guy.
- ♥ **_____ as many senses as possible during transitions.** When children experience an activity, they are much less likely to be disruptive. Engaged children are happy children!
- ♥ **Be _____!** While it is important to change aspects of the transition activities to keep it fresh and interesting to the children, there needs to be some consistency in the overall framework of the activity. Children respond better when they know what to expect. Example: Children know we are going to sing "On Top of Spaghetti" when it's time to clean up from lunch, but they don't know where the meatball is going to go today.
- ♥ **_____ successes and failures!** Record what children respond to and what they don't so that you can continually refine your transition activity tool box.
- ♥ **_____ with your friends!** If you land on a wonderful activity that children respond to, give it away! We are all on the same team and want the children to have the best possible experience.

YOUR NAME: _____ DATE: _____

ASSIGNMENT PART 2: Transition Lesson Planning

Plan learning activities for each identified transition, identify learning goals, identify which senses are engaged with the activity.

TURNING YOUR TERRIBLE TRANSITIONS INTO TEACHING TREASURES (Sponsored by the Letter T!)

Transition: _____

Activity:

Learning Goal(s):

Sensory Experience(s):

Transition: _____

Activity:

Learning Goal(s):

Sensory Experience(s):

Transition: _____

Activity:

Learning Goal(s):

Sensory Experience(s):

YOUR NAME: _____ DATE: _____

INTEGRATING TRANSITIONS INTO DAILY SCHEDULE & LESSON PLANS

ASSIGNMENT PART 1: Write a daily schedule that reflects transitions from activity to activity and place to place.

Example: TYPICAL SCHEDULE		Example: NEW SCHEDULE	
9:00 - 9:30 a.m.	Math & Manipulatives	9:00 - 9:20 a.m.	Math & Manipulatives
9:30 - 10:00 a.m.	Outside Play	9:20 - 9:30 a.m.	Transition to Playground
10:00 - 10:30 a.m.	Reading/Language Development	9:30 - 10:00 a.m.	Outside Play
10:30 - 11:00 a.m.	Free Art	10:00 - 10:10 a.m.	Transition to Classroom
11:00 - 11:30 a.m.	Science	10:10 - 10:25 a.m.	Restroom/Handwashing
11:30 - 12:00 p.m.	LUNCH	10:25 -10:45 a.m.	Reading/Language Development