

Interactive Notes

Teaching Tactics for Triumphant Transitions

Angela Magers
angela@magersconsulting.com
972-978-5723

Tackling Transitions with Infants & Toddlers

What is the most difficult part of your day?

What happens before?

What happens after?

What is a Transition?

Transition refers to a _____.

Types of Transitions

Transitions between _____.

Transitions between _____.

Transitions between _____.

Transition Signal

Cue that a change is
getting ready to
happen

vs.

Transition Activity

Activity to engage
students to allow for no
wait time and engage
in incidental learning

The Transition Trivia	Yes	No
Teacher tells all the students to all line up at the same time		
The teacher ends tummy time without any warning and starts a new activity by placing the infant in a different area.		
The teacher makes eye contact, saying, "We're going to change your diaper." She hands them a ball and talks about the color and texture while walking the child to the changing table.		
Students are lined up in the hall waiting to go to the restroom. The teacher is watching the restroom and assisting as needed.		
Teacher rings a bell, tells the students they have 5 minutes. She begins helping a student she knows needs support.		
2 children are lined up. The teacher is calling the others to line up using the color of their shirt and having the ones lined up echo the color phrase.		
The teacher places the infant on the play mat and walks away to move another child to the play mat.		
Students are sitting at tables waiting to be served snack. Teacher is busy passing out napkins.		
The teacher removes a toy from an infant's hand and immediately places the infant in a high chair for feeding.		
It is pickup time. Students have their belongings and are sitting in the hallway. The teacher is asking questions about the book they read today.		

Goals of Transitions

Bridge vs. _____

_____ Wait Time

Intentional Instruction

Formative _____ Opportunity

Why are Transitions Important?

Give _____ and purpose

REDUCES _____ issues!!!!

Provides structure

Promotes self-regulation skills

Cuts down on teacher stress and student misbehavior

_____ learning

Adjust activities to accommodate the needs of _____ children.

Transition Tips

#1 Consistent schedule, _____ the number of transitions

- Is your schedule consistent?
- Do you have a visual schedule?
- Can you reduce change in your schedule?
- Does everyone have to do the same thing at the same time?

Using a Visual Schedule

- Easily understood
- Reduces _____
- Helps establish healthy, constructive habits
- Provides stability
- Encourages _____ so kids don't need continuous prompting

Visual Schedules:



#2 Give Warnings

- Help children _____ the change, mentally prepare and allows them time to _____.
- Helps support children to move from one activity to another.
- Reduces _____.

Types of Warnings:

#3 Practice

- Practice what _____
- What are the expectations?
- Where are they supposed to go?
- Are you giving verbal commands or is the routine consistent?

#4 Transition Signal

- Be _____
- Be prepared for the activity

#5 The Transition Activity

- Think like a _____
- Capture their Attention
- Make it Engaging
- Child Interaction
- Have _____ with it

Types of Transition Activities

- Vocabulary & Language
- Memory
- Imitation/Make-Believe
- Movement
- Songs & Fingerplays
- Literacy
- Storytelling
- Problem-Solving

Vocabulary & Language

These transitions support children in:

- Language Development
- Vocabulary
- Conversation Skills

- Memory
- Turn taking
- Self-awareness

Activities can include:

- Promoting Conversation
- _____ questions
- Connecting to real world
- Labeling
- _____
- Storytelling



Objects



Photo Cards



Memory

These transitions support children in:

- Object _____
- Thinking skills
- Concentration
- Focus
- Persistence



Incorporate activities that promote:

- Visual memory
- _____ memory
- Tactile memory
- Motor memory

Memory Tray



Textures/Sensory



What's the Sound?



Mystery Bag



Imitation and Make-Believe

Helps children build

- Social competence
- Cognitive Skills
- Ability to _____
- Other's Perspective
- How to cope with _____
- _____ thinking

Incorporate:

- Storytelling
- Props:
 - puppets
 - animals/characters
 - hats/vests, etc.
- Motions

Movement

Physical activity promotes

- Brain development
- _____ span
- Memory
- Lower anxiety
- Higher _____
- Hand-eye coordination
- Reduced obesity
- Small & Large Motor



When should you use movement transitions?

Songs & Fingerplays

Promotes

- Language
- Memory
- Small & Large Motor
- _____ Skills
- Comprehension
- Rhythm
- _____



How can you link to concepts students are learning?

When could you use songs & fingerplay transitions in your daily schedule?

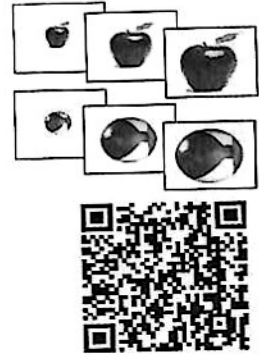
Problem Solving:

Fosters:

- Creativity
- Analytical thinking
- Lateral thinking
- Decision-making
- Initiative
- Logical reasoning
- Persistence
- Communication
- Negotiation

Activities can include:

- Sorting
- Patterning
- Classifying
 - Counting
- Sequencing



When could you use problem-solving transitions in your daily schedule?

#6 Inclusion Strategies for Supporting Individual Children

- _____ Warnings
- Buddy System - Helper
- Class Job
- _____ Support Tools
- Consistent Routine

Transition Video - Scavenger Scout

What was the transition used for?

What type of transition was it?

What strategies did you see the teacher use?

How could you use this in your classroom?

What are you going to implement?

Additional Resources/Tools

