



Effective Transition Planning-

Supporting Families and Children with Transitions


Facilitated by

Andrew Brzezinski

Strategic Director

4C for Children


1:05.5-1:06=0.5 minutes



This is what we are going to learn today.....

Supporting transitions

Expectations:

- *Respect each other's opinions and keep all that is shared confidential*
 - *Take care of your needs*
 - *Participation is important – mute unless you see.....*
- 
- A horizontal bar with segments of yellow, orange, red, purple, blue, teal, and green is located at the bottom of the slide.

About me:



Effective Transition Plan

1. Develop a transition plan on transitioning children into, within and out of the program
 - Explore and brainstorm strategies for supporting children & families
 - Entering
 - Transitioning within
 - Exiting

(Reference : SUTQ program standards-Family and Community partnerships Domain/Transition Sub-Domain)



Expectations

- Respect each other's opinions and keep all that is shared confidential
- Take care of your needs
- Reflection Sheets-take notes or take photos on screen


Why are transitions important?

- **Build confidence**
- **Manage stress**
- **Develop social skills**
- **Build self-regulation**





How can we support transitions?


- **Create a consistent routine**
 - **Provide responsive care**
 - **Collaborate with parents**
 - **Provide positive feedback**
 - **Offer comfort items**
- 

Transition Into the Program





Transition Into the Program

- Know the child's developmental needs
 - Have the child's cubby/name tags ready
 - Give a child a tour to the classroom
 - Take the child to the outdoor areas, cafeteria, etc.
 - Know the child's daily routine
 - Know the child's eating habits
 - Intentionally create opportunity for the child to interact with activities or other children.
- 




Transition Into the Program

Children

- Photo books about the program and teachers
- Family Information Questionnaire
- Set up environment-books/activities/cubbies (and DLL)
- Visual schedule
- Invite the child and/or family to visit
- Remind transition from activity to activity, expectation.

Family

- Tour the program/classrooms
 - Ways for communication
 - Family Information Questionnaire
 - 1st day orientation
 - Prepare for separation anxiety-familiar item from home, window wave.
- 

Transition Within the Program





Transition Within the Program

- Prepare Children:

- Age appropriate transition activities

- Prepare Families:

- Individualized transition planning meeting with families



Transition Out of the Program to Kindergarten



1:24-1:24=0 minutes

Transition Out

Starting a New Job

- **What do I like to know about this new place?**
 - What does this new place look like?
 - Whom will I meet at this place?
 - What will my colleagues think about me?
 - What do I do in this new place?
 - How do I get to this new place?



Transition – Family has a child going from a preschool program to Kindergarten






Support Children Transitioning To a New Setting

- **Children transitioning out of the program:**
 - Bring in the yellow school bus
 - Practice carrying the lunch tray
 - Read books about going to a new school
 - Help children know who are going to the same school





Support Family Transitioning Their Child To A New Setting

- Gather all relevant documents ready for the family
 - Contact information of the new school/special services (ESL, Learning Abilities)
 - Before/After school arrangement
 - Connect with other families
 - Re-visit the current program
- 

Objectives



- ❑ You will develop a transition plan on transitioning children into, within and out of the program
 - Explore and brainstorm strategies for supporting children & families
 - ❖ Entering
 - ❖ transitioning within
 - ❖ exiting

Questions?



1:52.5-1:54.5=1.5 minutes

