

VIRTUAL kit: IS THERE SUCH A THING AS A SMOOTH TRANSITION?

Kit QT

A day in the life of a child care provider, or classroom teacher is a busy one. When you care for multiple children with different needs and abilities, you find yourself looking for any tip or strategy to help everyone have a day that runs smoothly. What does a day that runs smoothly look like? It is a day where children smile, play, explore, make friends, and move from activity to activity with very few challenges.

Starting your day prepared for the children to arrive makes the transition from home to child care much smoother than when you are unorganized. Having a routine that is repeated daily helps children and parents feel at ease, knowing what is expected, and repeating it daily makes children feel at ease. Starting the day with a smooth transition to care sets the tone for the day. Greeting children by name helps put everyone at ease as well as feel valued.

Rituals and routines are key to a smooth transition, and children feel safe and secure in a predictable environment. This predictable environment is key to smooth transitions.

SHOW ME NOW – I NEED IT TOMORROW

These are some great resources for providers and parents.

[Creating Routines for Love and Learning](#)

[Empowering Our Babies with Rituals](#)

[5 Transition Activities + Tips for Your Preschool Classroom](#)

[10 Preschool Transitions- Songs and Chants to Help Your Day run Smoothly](#)

WHAT DOES IT LOOK LIKE IN PRACTICE? - I HAVE A LITTLE MORE TIME TO READ ABOUT THIS

[Moving-Through-Classroom-Transitions-in-Child-Care-Settings](#)

[The Power of Routines](#)

[Helping Children Understand Routines and Classroom Schedules](#)

[Teaching Transitions](#)

[Smooth Transitions in the Classroom](#)

WHAT DOES THE ECRC HAVE ON THIS TOPIC?

Crawford, M. & Weber, B. (2014). Early Intervention Every Day! Embedding Activities in Daily Routines for Young Children and Their Families. Baltimore, MD. Brookes.

Howell, J. & Reinhard, K. (2015). Rituals and traditions: fostering a sense of community in preschools. Washington, DC. NAEYC

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Rosenkoetter, S., Hains, A., & Fowler, S. (1994). Bridging Early Services for Children with Special Needs and their Families: A Practical Guide for Transition Planning. Baltimore, MD. Brookes

HOW CAN I FIND TRAINING ON THIS TOPIC?

Kansas Child Care Training Opportunities, Inc. (KCCTO) Online Courses: www.KCCTO.org

Teaching Strategies to Enhance Transitions
From the Start: Creating Healthy Spaces for Infants and Toddlers
Listen to the Rhythm: Books, Music, and Movement
Movement through Music
Supporting Relationships through Engaging Environments

WHAT IF I STILL NEED HELP?

You may request technical assistance from the KCCTO-KITS Infant Toddler Specialist Network by calling the KCCTO office at 800-227-3578.

EVALUATION

Please take a minute to complete a brief survey to let us know what you think about this virtual kit, and what other topics you would like to see addressed in the future. (need to add the URL for evaluation of this virtual kit: <https://www.surveymonkey.com/r/TN9HKM6>)

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Thayer, Angela. *10 Preschool Transitions – Songs and Chants to Help Your Day Run Smoothly*. Teaching Mama Playing, Creating, and Learning at Home. Retrieved from <http://teachingmama.org/10-preschool-transitions-songs-and-chants-to-help-your-day-run-smoothly/>

Lally, J. Ronald, & Mangione, Peter. (May 2017). *Caring Relationships: The Heart of Early Brain Development. NAEYC Young Child, Volume 72 No. 2*.

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