



Supporting Transitions in K4-K5

Planned, intentional and consistent Interventions are the best investment

Arrival at School

- Have an adult meet children in different locations (front entrance for walkers and those arriving with their parents, at the buses).
- If children are coming from daycare, ensure that they are handed off to the teacher (adult baton-relay team).
- **Tier 3:** A child may benefit from a personalized drop off and one-to-one accompaniment to join the group when they are ready.

Morning Entry into the classroom

- Have the teacher waiting and available to greet the children at the door.
- Assist the children in getting unpacked at their cubbies.
- Seize this opportunity to begin to get a pulse on how each child is doing upon arrival – this information will help you see how their day will unfold.
- Having a second adult can be instrumental.
- **Tiers 2-3:** Some children may need personalized Check-Ins (additional support or time of connection with a significant adult) to help them navigate this transition.

Activities within the classroom

- Use a song, chant or soft sound instrument to announce upcoming transitions.
- Get children's attention before giving instructions – simple clear steps.
- **Tiers 2-3:** Some children may need additional support to be guided through what is asked of them. If possible, schedule to have additional support during transition times.

Preparation for going outdoors (recess, lunch playtime)

- Use a song, chant or soft sound instrument to announce this transition.
- Use this time to actively coach, model and prompt what is expected of the children. They learn best with concrete and active examples.
- **Tiers 2-3:** Some children will benefit from a personal area in which to get ready as they struggle with having other people in their personal bubble (Supported Recess).
- Providing children at Tiers 2-3 with an early departure for recess may be helpful – less noise and ruckus (Sheltered Recess).

Outdoor

- Seize the opportunity to teach how to play games, providing clear and simple instructions. Take care to teach the rules and explain when their behavior is not appropriate.
- Encourage efforts and notice growth – name this with a high-5 to the children. It's a great motivator for priming continued effort.
- **Tiers 2-3:** Having a designated play area with adult supervision and active coaching would be needed (Supported Recess). At times, a child at Tier 3 may need a personal outdoor recess time (Sheltered Recess).

Lunch time

- This is a prime time to coach good table manners and social skills while eating.
- Having an additional new adult (lunch monitor) in the classroom at the beginning of the year may be challenging for some children.
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- Some will need to eat in a quiet area in the room due to the noise level or away from the group if they are sensitive to smells.
- **Tiers 2-3:** Some may need to eat in an alternate location (Sheltered Lunch) because they are overstimulated within the group and don't eat or eat very little.

End of Day

- Use a song, chant or soft sound instrument to announce this transition.
- **Tier 2:** Some children may need additional support to be guided through what is asked of them. If possible, schedule to have additional support during transition times.
- **Tiers 2-3:** Some children will benefit from a personal area in which to get ready as they struggle with having other people in their personal bubble. At times, a child at Tier 3 may need a personal end-of-day departure time and support.