



planning for transitions worksheet

Assessing and Strengthening the Foundation Module

DIRECTIONS: List the daily schedule for the classroom down the left hand side (e.g., arrival, breakfast, centers, clean up, etc.). Write the expected behavior for children for the transition to the activity in the middle column (e.g., use walking feet, inside voices, hands to self, stop when the bell rings, etc). In the last column, describe how you want the adults to behave during the transition (e.g., lead the line, give the bell to a child who is listening and ask them to ring it, help children who need assistance, etc.).

HINT: For the middle column, consider how the child’s feet should be, their hands, their voices, and the interactions with their peers and teacher.

DAILY SCHEDULE	EXPECTED BEHAVIOR FOR CHILDREN FOR TRANSITION	WHAT ADULTS DO DURING THE TRANSITION
Ex. Arrival	Use walking feet, hold onto the handrail single file when descending the stairs, quiet voices in the hall, keep backpacks on backs until when we reach the classroom.	Lead the line or follow the rear of the line. Comment on children who are following directions. Teacher in the rear helps when children need assistance.