



Reducing Time Spent in Transition

MAGIC **8** PROFESSIONAL DEVELOPMENT SERIES

THE “MAGIC 8” CLASSROOM PRACTICES

1. Reduce time spent in transition
2. Improving level of instruction
3. Creating a positive climate
4. Increasing teacher listening to children
5. Planning sequential activities
6. Promoting associative and cooperative interactions
7. Fostering high levels of engagement
8. Providing math opportunities

★ 2017-18 Initiative: Focus on Literacy ★

Which classroom practices and experiences improve children's outcomes?



WHAT IS A TRANSITION?

A “transition” is a prolonged period in which most of the class is not involved in a learning opportunity.

Breaks when one activity has ended but another has not yet begun

Interruptions of activities that result from teachers gathering materials or correcting behavior

Times that children can't begin an activity because they are awaiting instructions or materials

Times that children are moving to a new location (i.e., going outside, lining up for restroom breaks)

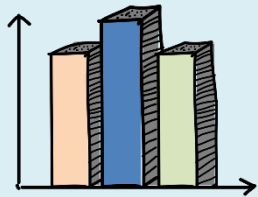


DISCUSSION POINT:

Which types of transitions can you control?

BENEFITS OF REDUCED TRANSITION TIME

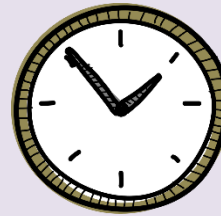
Reducing time spent in transition leads to:



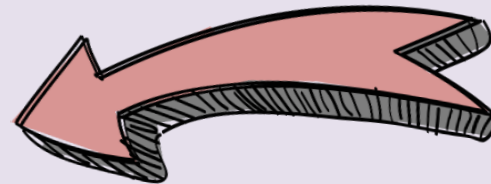
1. Fewer instances of problem behavior
2. Higher levels of involvement in learning
3. **More time available for instruction**

Data collected in MNPS Early Learning Center classrooms showed a strong relationship between time spent in instructional activities and children's achievement gains.

Some transition time during the day is both normal and necessary—the goals for reducing transitions should be to:



- 1) decrease the overall “wait time” between activities whenever possible
- 2) incorporate engaging instructional content when a transition is unavoidable



These goals can be accomplished consistently via thoughtful planning and reflection...



1. MAKE A PLAN

Use a tool for mapping

- Child expectations/routine
- Lead Teacher role
- Paraprofessional role

...to plan for each major transition throughout the day!

Questions to Consider:

- How can you and your paraprofessional work together?
- What instructional activities can you incorporate?
- Are there students who need additional support?
- Can you stagger dismissal from certain activities (e.g., block center cleans up first...)?

Transition Planning Matrix

Classroom: _____ Date created: _____

TRANSITION	CHILD EXPECTATIONS/ROUTINE	TEACHER	PARAPROFESSIONAL
Breakfast → Morning Meeting	<ul style="list-style-type: none"> ➢ Clean breakfast or book and find a seat on rug 	<ul style="list-style-type: none"> ○ Sing song ○ Begin morning meeting 	<ul style="list-style-type: none"> ○ Support students finishing breakfast ○ Wipe tables
Morning meeting → Choice Time	<ul style="list-style-type: none"> ➢ Select center, begin playing 	<ul style="list-style-type: none"> ○ Display names for centers 	<ul style="list-style-type: none"> ○ Support students selecting centers
Choice Time → Small group	<ul style="list-style-type: none"> ➢ Clean up, find seat on rug 	<ul style="list-style-type: none"> ○ Support students cleaning ○ Begin song on the rug 	<ul style="list-style-type: none"> ○ Support students cleaning
Small group → Special	<ul style="list-style-type: none"> ➢ Find seat on rug, wait to move to line 	<ul style="list-style-type: none"> ○ Dismiss students to the line ○ Support students in line ○ Begin song if walking in front 	<ul style="list-style-type: none"> ○ Dismiss students to line ○ Support students in line ○ Begin song if walking in front ○ Provide D with backpack for "caboose"
Special → Gross motor	<ul style="list-style-type: none"> ➢ Line up, walk to class, find seat on rug 	<ul style="list-style-type: none"> ○ Verbally ask students to line up ○ Count students ○ Begin song 	<ul style="list-style-type: none"> ○ Verbally ask students to line up ○ Provide D with backpack for "caboose"
Gross motor → read aloud	<ul style="list-style-type: none"> ➢ Move to table and begin eating 	<ul style="list-style-type: none"> ○ Support students with transition ○ Ask students to wash hands (during read aloud) 	<ul style="list-style-type: none"> ○ Dismiss students to table
Read aloud → lunch	<ul style="list-style-type: none"> ➢ Throw away tray, get blankets from cubby, lay in coat 	<ul style="list-style-type: none"> ○ Put out coats during lunch ○ Help tuck students in ○ Turn lights off 	<ul style="list-style-type: none"> ○ Support students with transition ○ Play music for rest
Lunch → Rest time	<ul style="list-style-type: none"> ➢ Put away blankets, find writing journal 	<ul style="list-style-type: none"> ○ Place journals on the table ○ Support students putting coats away ○ Support writing, ask questions 	<ul style="list-style-type: none"> ○ Support students putting coats away, wake students ○ Support writing, ask questions
Rest time → quiet writing	<ul style="list-style-type: none"> ➢ Put journal away, find seat on rug 	<ul style="list-style-type: none"> ○ Begin song on rug ○ Start group meeting 	<ul style="list-style-type: none"> ○ Support students putting journals away

ENTER THE
TRANSITION
MATRIX

WHAT IF I TOLD YOU



YOU CAN PLAN YOUR
TRANSITIONS IN ADVANCE?

2. REVIEW EXPECTATIONS & CUES

■ Establish expectations for moving from one activity to another

- Model, practice, and praise appropriate cleanup behaviors—especially at the beginning of the year
- **Example cues:** timers and alarms, verbal reminders, peer schedule helpers, specific songs

■ Revisit these procedures periodically



DISCUSSION POINT:
When do you find it helpful to reset/review expectations as a class?

■ Check for understanding

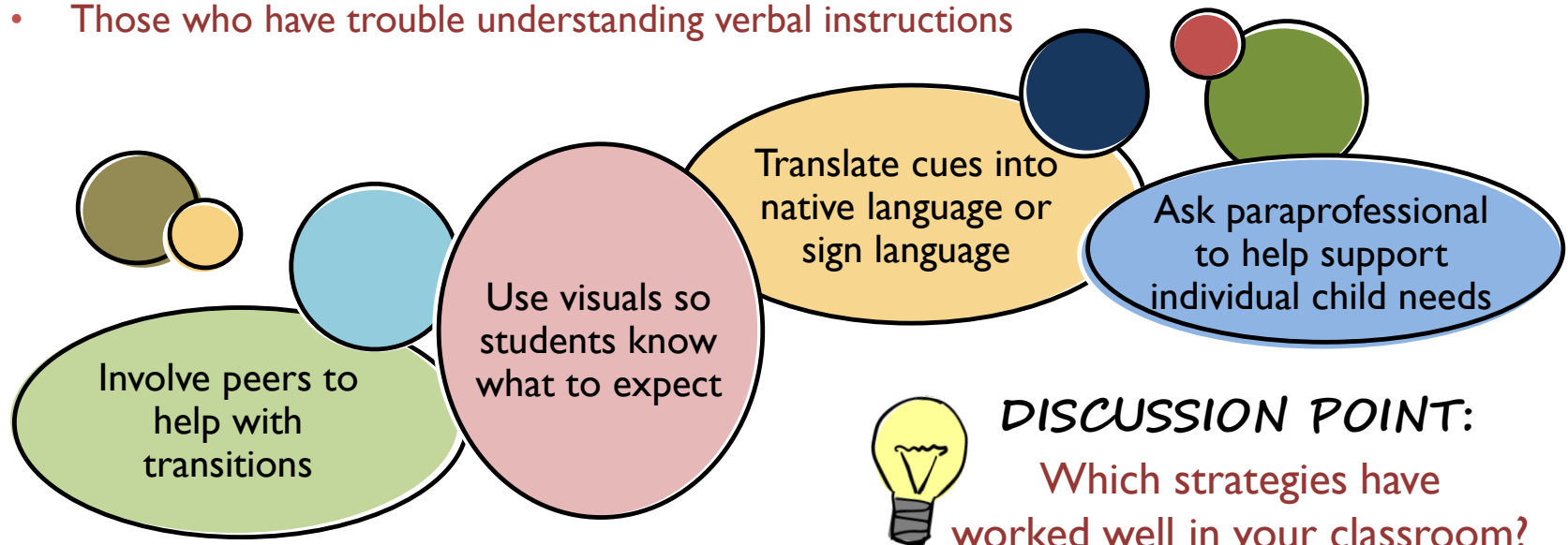
- Call on children to summarize expectations in their own words
- Act out a scenario in which you are cleaning up your area while thinking aloud and allowing children to help you problem solve.



3. SUPPORT INDIVIDUAL STUDENTS

Children who may need additional support...

- Those with IEPs (or in progress)
- Those who tend to finish early (or late)
- Those who have trouble understanding verbal instructions



4. INCORPORATE LEARNING ACTIVITIES

- Songs & Fingerplays
 - Try choosing one with Math or Literacy content
- “Move like a...” (e.g., snake, kangaroo, mime)
- Find shapes, colors, or numbers while walking down the hallway
- Use Creative Curriculum Mighty Minutes®



Plan to begin the next activity as soon as a few students are ready!



DISCUSSION POINT:
What is your favorite transition song or activity?

5. DEBRIEF (AND CELEBRATE!)

- Give students positive, specific feedback about what went well during the transition
- Check in with your paraprofessional at the end of the day

Questions to Consider:

- Do I spend a lot of time addressing behavior during transitions?
- Do children who finish transitioning first seem bored while they wait for their peers?
- Do we need to reset or review?
- Are there particular transitions that are stressful for me or for my students?

I love how Jimmy came straight to the rug and showed me he was ready to learn.

I saw Effie, Deana, and Curtis helping their friends clean up another center!



Don't be afraid to adjust parts of the routine that aren't going smoothly!

SPECIAL THANKS & ADDITIONAL RESOURCES

Where can I find resources and more information on each of the Magic 8 classroom practices?

We are grateful to the following MNPS Pre-K Instructional Coaches and Multi-Classroom Leaders for their invaluable feedback in developing these materials:

SeTara DeThrow
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Stephanie Mullins
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Ashley Aldridge Wilson
Rhiannon Wilson



<https://my.vanderbilt.edu/mnpspartnership/>

INDIVIDUAL IMAGE SOURCES

FREQUENTLY USED IMAGES*

- [Lightbulb](#) | [myiconfinder.com](#)
- Designed by Vexels.com:
 - [Hand drawn magnifying glass](#)
 - [Hand drawn bar graph](#)
 - [Pie chart hand drawn doodle](#)
 - [Hand drawn wall clock](#)
 - [Hand drawn cloud bubble](#)
 - [Hand drawn open book](#)
 - [Cog wheel hand drawn icon](#)

*These graphics are used as icons throughout the series. For example this [lightbulb](#) clipart appears beside most “Discussion Point” questions.

ADDITIONAL IMAGE SOURCES

Slide 6: [Timers](#) | [pixabay.com](#)

Slide 8: [children dancing](#) | [kisspng.com](#)