**Running head: TRANSITIONS 1**

**Transitions Assignment**

**ECC 116 CVD1 and CVD2**

**Juanita L. Phillips-Bell**

**North Island College**

**Instructor: Paula Avender**

**Due Date: May 6th, 2020**

**TRANSITIONS 2**

**Transitions are the parts of the curriculum which facilitate a change or a movement; they usually indicate the end of one experience and the beginning of another, for example moving from play to lunch, lunch to sleep, even indoors to outdoors.**

**TRANSITIONS**

1. **List 4 examples of transitions that are carried out daily in most Early Learning Programs**
2. Arriving to entering the centres indoor free play environment
* separating from the parent to what play station is the child going to go to
1. Art time to circle time
* clean up art supplies to calmly sit on the carpet
1. Morning snack time to yoga time
* putting away snack box and water bottle to crisscross apple sauce on the carpet
1. Circle time to outdoor play
* clean up objects used in circle time to lining up to go outdoors to arriving at outdoor space
1. **Reflect on a time in your practice when a transition was not facilitated as well as it could have been and describe the transition in detail.**

Circle time to line up to outdoor play space

* 1. **What happened during the transition? Describe what the educators did and how the child(ren) responded.**

At circle time the children sat on the carpet to listen to Educator 1 read the story

of Sun Up, Sun Down, by Gail Gibbons. The children were not interested in the book

and Educator 1 showed signs of frustration by reading the story louder and rudely

telling the children to be quiet. “(24) Getting the children’s attention – Ensure that

you have children’s full attention before you give them any information”

**TRANSITIONS 3**

 (N.Malenfant. 2006), Educator 1 did not have the children’s attention. Educator 1 out

of frustration, choice not to finish the story and announced abruptly and loudly “We

are going to go outside!” Educator 2 walks away from the carpet to get a drink of

water from the kitchen sink. Both Educators did not pay attention to the children.

Most of the children stood up quickly and ran to the front door. The remaining

children stayed at the carpet looking puzzled then followed the other children to an

unorganized group of children.

Tables were bumped, children pushed, a child was knocked over, children argued –

who was going to be at the front of the lineup, while both Educators rolled their eye.

Educator 2 opened the front door, and allowed the children to run to the outdoor play

space.

In a matter of minutes, the centre was filled with chaos, loud giggling, screeching –

“we are going outdoors!”, sound of a crying child, and the stampede for running feet.

The Educators both sighed. “ (4) Ensuring children’s safety – safety first! Never take

anything for granted, and supervise children at all times. Stay beyond reproach. The

frequency of injuries is linked directly to the quality of supervision” (N.Malenfant.

2006).

* 1. **Why you think the transition was not facilitated as well as it could have been?**

Educators 1 and 2 were not prepared or engaged with circle time or directions for the

**TRANSITIONS 4**

children to facilitate positive transitions. There was no clear communication, respect

to the children and property, or educator accountability to being responsible. The

educators gave up. Nicole Malenfant speaks of the importance of “(18) Giving clear

verbal directions. Use positive phrasing letting children know what is the expected

behaviours”. **”**(N.Malenfant. 2006). E.g. Educator 1 could have role modeled a calm

talking voice, asked the children what do they think sitting quietly looks and sounds

like, and acknowledge the children’s effort in cooperating. Then engage the children

with the story of Sun Up and Sun Down by asking open ended questions throughout

the story.

The environment around the children was disruptive. Books on the carpet floor, the

cd player in the opposite corner played fast paced music, and the lights were bright.

There were too many tables in the centre for the number of children attending. An

over stimulated environment.

The children had to make decisions on their own which were prompted by impulse.

E.g. run to the door, pushing, arguing, and screeching.

They were not able to use social-emotional skills to help “solve their own problems

independently, to see other perspectives, to negotiate, and to make compromises”

(D.F. Miller, 2013. p. 199) as they did not have role models to show them these

skills.

**TRANSITIONS 5**

* 1. **How could the transition be facilitated in a more effective way?**
	2. **Include 2 recommendations from the Malenfant handout.**

Routine and transitions: A Guide for Early Childhood Professionals states “(7)

Organizing the physical space – The physical organization of the room or of an

outside play area tells a lot about the quality of the child care centre. A physical

setting that is warm stimulating, comfortable, functional and hospitable for parent

and educators as well as children will foster well-being, socialization and individual

responses to needs, as advocated by democratic pedagogy”(N.Malenfant. 2006).

Environment Setting: Lights turned down low; carpet is free from objects, the only

sounds you can hear are the Educators calm and soft voices. A light green coloured

box filled with pastel colored wrist ribbons and a bright blue line marked on the floor

to navigate the children from the carpet area to the lineup line.

Circle time has been planned by Educator 1 and 2, with stories, stand up activities,

and wrist ribbons (for each child) about dance. “(1) Planning and organization – it is

important to plan routines and transitions as it is any aspects of the program. Well

planned transitions encourage learning, motivation and interpersonal relationships in

children, who are proud to acquire new abilities. It takes time and energy to plan

routines and transitions. Anticipating difficult situations and preparing strategies to

increase the children’s cooperation. They consume a big part of everyday”

**”**(N.Malenfant. 2006).

**TRANSITIONS 6**

At the beginning of circle time, Educator 1 lets the children know afterwards they

will be going outdoors to play. Educator 2 is assisting the children by placing their

wrist ribbons on.

If circle time extends naturally for a longer period of time, prior to the last circle time

activity, remind the children that outdoor play will follow this (last) activity.

Educator 1 ends circle time with the story “Elephants Cannot Dance” (M.Willems,

2009). The children enjoyed the story especially Educators 1 character silly voices

“(19) Modulating your voice – Different tones of voice surprise children and gain

their attention. Why not speak like a little mouse or a robot, or imitate voices hear on

TV shows? Children enjoy hearing adults play with their voices. They perceive it as

music, as pleasurable game” ”(N.Malenfant. 2006).

Educator 1 verbally guides the children in a soft quite voice and “Add a physical

component for fun and engagement” (D.F. Miller, 2013. p. 206), to the transition

strategy. “Children, we will be going outdoors soon so let’s put away our books and

wrist ribbons.” A few minutes go by as the children follow the role modeling of

Educators 1 and Educator 2 with singing and team clean up.”Our clean up is

complete. Well done everyone. When I say it is time to line up, softly like a ballerina

“tip-toe like a dancer” (D.F. Miller, 2013. p. 206), to our lineup line and then slowly

twirl once on the blue line marked on the floor to face Educator 2. Educator 2 is

**TRANSITIONS 7**

looking forward to walking you to our outdoor play space. Does anyone have any

questions about how we are going to move to our lineup line?... no…well… it is time

to line up” says Educator 1.

While Educator 1 was explaining the movement strategy to the children for the

lineup line, Educator 2 moved to the front end of the lineup line to receive the

children. She waves at the children when Educator 1 explains they will face Educator

2. As the children softly, calmly, tip-toe, and face Educator 2 she quietly

acknowledges their efforts to arriving to the lineup line in a positive manner “(25)

Using positive reinforcement – Use encouragement --- refer to all the information we

have on this topic. Tell children that we appreciate their appropriate behavior is an

effective way to implement positive reinforcement” ”(N.Malenfant. 2006). At the

same time, Educator 2 is quietly tip-toeing (backwards) to the front door to allow the

movement to continue out the door to the outdoor play space. Some children giggle

as they realize they are tip-toeing outdoors. Educator 2 is “(14) Building a game

bank – Gather a variety of activities that can be done during routines and

transitions”(N.Malenfant. 2006).

While Educator 2 receives the children, Educator 1 gathers the supplies they need for

their outdoor play and lines up at the back of the lineup line to follow the children to

the outdoor play space.

**TRANSITIONS 8**

For a successful transition, “special attention must be paid to transition periods to

hold children’s attention, to keep them on task, and to nudge them to the next

activity. Excellent planning, organization, and an upbeat, optimistic attitude can go a

long way to help ease children along” (D.F. Miller, 2013. p. 205).

 **TRANSITIONS 9**

References

Malenfant, N., (2006). Routines and Transitions: A Guide for Early Childhood Professionals. St. Paul, MN: Red Press.

Miller, D. F., (2013). Positive Child Guidance, 7th edition. Belmont, CA: Wadsworth Cengage Learning.