

## SEEDS FOR GROWTH: TRANSITIONS

*Transitions can be hard for children, especially those with sensory processing challenges.  
Below are some useful tips on how to make each transition smoother for everyone!*

### In 2 Minutes!

It helps kids to process events when a “2-minute warning” is provided to indicate an activity is about to end. This works for changes in the daily schedule and also with sharing.

### Transition Songs

Transition Songs help with following directions because they’re catchy. Children love music, whether you sing in tune or not! You can switch the words out for whatever the direction is:

1. Everybody Line Up, Line Up, Line Up, Everybody Line Up at the door. Not on the ceiling! Not on the floor! Everybody line up, at the door!
2. It’s Time for Us to Go Inside, go inside, go inside, It’s time for us the go inside, go inside! (Tune: London Bridges)
3. Put Your Book on the Shelf, Put Your Book on the Shelf, Come Sit Down, Come Sit Down (Tune: Frère Jacques)
4. Come/Go Sit on Your Spot, Come/Go sit on your spot, Come/Go sit down, Come/Go sit down (Take pictures of each child with typed name underneath, use clear tape & use them as spots on the Floor to help with following directions/finding their “spot”)

### Use of Social Scripts:

If Child A has a toy and Child B requests it, Child A can say Yes/No/in 2 minutes. This gives Child A a sense of control over the exchange, and provides Child B with an idea of how long they will have to wait. If Child A's answer is "No", it may be helpful to explain to Child B that he/she can "find something else to play with" for now. But teachers should be mindful that "No" is not used to the point that Child A does not share. The same goes with "Yes" as an answer for the more passive child who is working on becoming more assertive. We want to build self confidence in this type of child and let them know they have a choice in the matter.

Alternatively, if Child A has a toy and Child B runs and grabs- it would be beneficial to "slow things down" and help each child process the event so that the outcome is positive. A teacher would explain to Child B "we don't grab, we ask first" as you give the toy back and give Child A the opportunity to tell the child Yes/No/2 minutes. This can take a lot of practice but the benefits are worth it! (less fighting, social/emotional development, self-confidence, making choices, dealing with consequences, speech development, learning to "wait").

If a child gets hurt in any way in this process (physically/emotionally), it's beneficial to "slow things down" for each child involved and discuss how each child feels. For example, Child A is playing with the toy and Child B runs up and grabs it, hurting Child A in the process. Teacher steps in and responds "Oh no, Child B LOOK at Child A....they look sad/hurt/etc. When you (action) it made them feel \_\_\_\_\_. Let's try another way...."

Practicing this increases social awareness and processing/consideration of how our actions affect others. It puts us all on an equal plane. It also gives the hurt child a positive way to express themselves and respond.