



Summary

What is a Transition Cue, anyway?

- A transition cue is any prompt, alert, or warning to notify an individual or group of an upcoming change from one activity/person/place to another activity/person/place.

What's the Point?

- Transition cues provide a sense of predictability in the child's routine.
- Transition cues provide a sense of safety and security in the environment.
- Transition cues help children understand what will be happening next.
- Transition cues give children the time to mentally prepare for change.

How Do I Do This?

- Generate a list of a variety of cues to engage diverse learners.
- Determine which cues to use with which transitions (e.g., turning the lights on and off for indoors, ringing a bell when outside).
- Provide the cue in a developmentally appropriate time frame before the activity.
- Provide cues to both large groups, small groups, and individual children as needed.
- Provide transition cues individually as needed, and in a way that recognizes the child's unique learning styles (e.g., visual, auditory, kinesthetic).

How Will the Children Participate in This Practice?

- Children are introduced to the meaning of the transition cues.
- Children attend to the transition cue as taught (e.g., will quiet their voices when the lights go off; will call back a response to a transition chant/rhyme).
- Children's learning styles guide the type of transition styles used.

Checklist

Task	Complete?
Educator and team brainstorm different transition cue ideas based on needs of the children in the room	
Educator and team determine which cues to use when.	
Educator gathers and prepares materials needed (e.g., visuals, bell, timer, etc.).	
Educator introduces cues to children in a meaningful way.	
Educator provides transition cue to the room before each transition.	
Educator provides transition cues to individual children for transitions as needed.	
Educator starts transition as intended.	
Educators share transition cue ideas with families in their ongoing communication.	

As an educator, when you work with children and families to thoughtfully plan ahead for change, you contribute to children's learning and well-being.

Makovichuk, Hewes, Lirette & Thomas, 2014, p. 73

Flight: Alberta's early learning and care framework.

Retrieved from www.flightframework.ca

