



Squiggle Room Individualized Transition Plan

Strategies for Supporting Transitions

- When children transition into a program, they and their families have multiple opportunities to visit.
- When children transition within the program, teachers in both the old and new classrooms talk with parents. They discuss the child's growth and development, new classroom expectations, schedules, and procedures.
- The teachers and family jointly develop a transition schedule.
- When children transition out of the program, teachers help them say good-bye to staff and friends. They also give families files and work samples to share with the new programs.

Age-appropriate Activities to Prepare Children for a New Environment

Age Group	Transition Activities
Infant to Toddler	<ul style="list-style-type: none">● Transition child from highchair to child-sized table and chair.● Move child from crib to cot.● Adjust napping and feeding schedule.
Toddler to Two's	<ul style="list-style-type: none">● Schedule visits to the two's room.● Decorate a cubby in the new room or● Create an "all about me" poster board.● *Create "Potty Training Plan."
Twos to Preschool	<ul style="list-style-type: none">● Schedule visits to the preschool room.● Decorate a cubby in the new room or● Create an "all about me" poster board.
Pre-K to Kindergarten	<ul style="list-style-type: none">● Visit a Kindergarten classroom or ask a Kindergarten teacher to visit the classroom.● Help the child learn about bus safety/pedestrian safety.● If the program typically has family-style meals, allow the child to eat a brown-bag lunch.● *Decrease the length of nap/rest time.



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Child's Name	Child's DOB
Current Teachers	New Teachers
Current Schedule	New Schedule
Current Date	Projected Transition Date

IFSP Status	MH/Behavior Referral	Date of Referral	Agency
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IEP Status	Health Referral	Date of Referral	Agency
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Additional Resources Needed

Individual Child Profile

Description of Child's Temperament (Likes/Dislikes, Reactions to Change, Stressors)

Description of Child's Current Transition Routines (Arrival/Departure, Nap time, Clean-up, Outside time, Meal time, Transitions of Notable Difficulty for Child)
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Child's Current Developmental Progress (Attachment to Parent, Primary Caretaker/Teacher, Level of Communication/Language)



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Transition Plan

Describe changes to the environment	Action steps that staff and families can take to help prepare child
Primary Caregiver/Teacher/Staff changes	Actions steps that staff and families can take to help prepare child
Changes to routines and activities	Action steps that staff and families can take to prepare the child
Changes/Adjustments for Parent/Guardian(s) or families	

Additional comments

Parent/Guardian Signature	Date
Teacher Signature	Date
Teacher Signature	Date