

# II. SCHEDULES AND ROUTINES

II-E. Transitions flow smoothly from one interesting experience to the next.

Circle one indicator level for this item based on the scoring rules on page IX.

1 2 3 4 **5**

Check here if not observed or reported.

## Level 1 Indicators

Row 1  Children do not have choices at transition times.

### Examples:

- Children are told, all at one time, to stop playing and start cleaning up.
- All children move from one activity to the next in whole groups.

## Level 3 Indicators

Children sometimes have choices at transition times.

### Examples:

- Children can choose to bring a stuffed animal to a diaper change.
- Children sing songs while waiting to wash their hands.
- Some children have a choice about what to clean up.
- Sometimes children have a choice on ways to move their bodies to the next part of the day.

## Level 5 Indicators

Children make choices during transition times.

### Examples:

- Children choose how to move from one part of the room to another, what to clean up, and how to put it on shelves.
- Kyra continues to work on her painting while other children who are done with group time wash their hands.
- Jayden and Paige choose to crawl like spiders to the lunch table.
- E reads books as other color at small group.

## Supporting Evidence/Anecdotes

- Children are encouraged to clean-up before breakfast

- MS S encourages children to march as she sings as transition to outside time.

Row 2

Children are moved abruptly by caregivers from one event to the next.

### Example:

- When it is feeding time, infants are picked up and put in their seats.

Children sometimes are told by caregivers what comes next.

### Examples:

- When choice time is almost over, the caregiver gives a warning for cleanup time.
- At outside time children are picked up and told that it is time to go in.
- Gabrielle, an infant, is picked up for lunch and put in a highchair without a warning.
- Toddlers are given a warning that they will need to wash their hands soon for lunch.

Throughout the day children are told by caregivers what comes next.

### Examples:

- Caregiver tells infant that it is time for his bottle and talks to him about what she is doing as she warms the bottle.
- Caregiver announces to toddlers that cleanup time will start when they hear the music.

- outside MS S "we're going in, in a few minutes"

- MS S says "A let's wash your hands for lunch"

- MS S says "B we have to change your diaper"

- MS S says "we have to clean-up so we can go outside"

# II. SCHEDULES AND ROUTINES

## II-E. (continued)

### Level 1 Indicators

### Level 3 Indicators

### Level 5 Indicators

### Supporting Evidence/Anecdotes

Row 3  Children wait for events and/or caregiving routines to begin.

#### Examples:

- Toddlers wait in line for all children before moving to next activity.
- Caregivers do not start activity until all children are sitting and ready for circle time.

Children sometimes move at their own pace from one event or caregiving routine to the next.

#### Examples:

- Sometimes caregivers plan for children's transitions, such as asking children to move to the bathroom like dogs.
- Infants and mobile infants are put in strollers and carried in and out to the playground, even though the door to the playground is across the hall.
- Sometimes children are hurried to the next part of the day.

Children move at their own pace from one event or caregiving routine to the next.

#### Examples:

- Caregivers overlap activities to allow children to change activities at their own pace.
- Caregivers plan different ways for children to transition, such as moving when their names are called, moving like animals, singing.
- Caregivers record transition plans on their daily lesson plans.
- When coming in from outside time, crawlers, toddlers, and walkers move their own bodies into the room from the playground.

Row 4

**In mixed-age and toddler rooms**

Children do not participate in cleanup.

**In mixed-age and toddler rooms**

Children are directed and/or rushed through cleanup.

#### Examples:

- Caregiver places object in child's hands and directs her to put it on shelf.
- Caregiver takes toy away from child and places it on shelf the correct way.
- Teachers start cleaning up before announcing cleanup time and then finish cleaning up with some of the children.

**In mixed-age and toddler rooms**

Children clean up in their own manner/pace and receive caregivers' encouragement and support.

#### Examples:

- Children can choose what to put away.
- Caregiver says, "You put all the cars away" when Harrison shows her the filled basket of cars.
- Caregivers allow time for children to participate in cleanup: caregiver holds the plastic jar while Dylan picks the lids up one by one and puts them in the jar.
- During choice time caregivers encourage and assist children in putting toys away before they get out something else.
- During nap or after children leave, caregivers straighten shelves and complete cleanup.

Mark "N/A" if it is an infant-only room.

- Children marched outside + walked together back in  
 - E continues eating breakfast as A gets out a toy  
 - Marching is on lesson plan

- MS K asked B "Can you pick up the books" she walks to the slide. E picks them up + MS K says "Thank you"  
 - CN sets sensory tubes on wrong spot on shelf. + MS S says "Thank you for helping" as he gets more toys