Prepare children to move from one activity or setting to another.	• Provide verbal cues before transitions (e.g., "Five minutes 'til snack. It's almost clean-up time"). • Use nonverbal cues (e.g., showing pictures of the next activity, beating a drum).
Plan for transitions.	• Limit the number of transitions in a day. • Plan your schedule so that children have adequate time to finish projects or activities before the transition. • Plan for what each adult will be responsible for during the transition.
Provide activities for the children so time passes more quickly.	• Sing songs while moving to a new activity. • Play word or guessing games while waiting for the bus to arrive. • Recite rhymes while cleaning up after an activity.
Individualize transition strategies.	• Provide individualized support to children who need extra help during transitions (e.g., photos depicting the next activity to help anticipate what activity is next; directions given in a child's home language or sign language; an individual warning to a child that it will soon be time to clean up and begin a new activity).
Help children become more independent across the year as they make transitions from one activity to another.	• Allow children to move independently from one area to another as they complete an activity, rather than waiting for others to finish and moving together (e.g., as children finish snack, they are encouraged to go to the carpet and choose a book). • Teach children to help others (e.g., have children move as partners from one activity to another or ask one child to help another child gather his/her backpack). • Help children self-monitor during transitions (e.g., children can be asked to think about how quietly or quickly they moved from one activity to another).
Provide positive attention to the children following the transitions that go smoothly.	• Give very specific positive feedback after transitions (e.g., "Nicholas and Jorge helped each other clean up the block area and then went to the carpet to get ready for circle.").