

## Develop an individual phase-in transition days plan

Name

Date

### Instructions

Complete [Handout 2.7: Phase-In Transition Days Plan](#) using the scenario below or another provided by your instructor. Develop an individual Phase-In Transition Days Plan that you think would meet this child's needs.

Make sure to include:

- How many hours a day or days a week,
- Over what period of time, and
- How family and/or other caregivers will be involved.

### Sample Scenario

**Family:** Luke is a two and a half year old boy transitioning into a child care center. He lives with his mother and father and has no siblings. He currently receives speech and occupational therapy through early intervention for speech and motor delays. He has very limited verbal ability and uses a communication device and signs to talk. His mother takes care of him full-time, but she is planning on going back to work part-time once Luke is enrolled in the program. She would eventually like Luke to be at the program from 9 to 3 every day. She and her husband's schedules are somewhat flexible to assist in the transition process.

The mother feels confident that Luke will adjust quickly. Though Luke is often wary of new people and places, once they become part of a routine, he quickly adjusts. He has had some experience with other children through play groups and a music class. His mother comments that he isn't scared by large groups, but it is difficult to engage him. He does better with small groups or individual attention where he has extra time to talk and explain his thoughts using his unique communication strategies. He loves playgrounds. His mother is also confident he will do well at group mealtimes as he has a healthy appetite and likes to eat. With all of this in mind, Luke's mother feels confident that Luke can transition comfortably to a 6 hour day within 2 weeks.

**Program:** The child care center provides full time care 5 days a week from 7:30 am to 5:30 pm. The schedule is as follows.

7:30 – 9:00 Arrival / free play

9:00 – 9:30 Large group time

9:30 – 10:00 Breakfast

10:00 – 11:00 Small group time

11:00 – 12:00 Outside playground time

12:00 – 1:00 Lunch

1:00 – 3:00 Naptime

## Activity 2.6a

3:00 – 3:30 Toileting / hand washing / transition (pick-up for some children)

3:30 – 4:00 Afternoon snack

4:00 – 5:30 Outside playground / pickup

**Teachers:** Jackie and Michelle are co-teachers of the 2 year old class that Luke will be joining. They are both a little apprehensive since this will be the first time a child with a communication device will be in their care. They are concerned how they will be able to include Luke in all the activities throughout the day, so they are hoping to be able to take it very slowly. Jackie and Michelle would like to see Luke transition more gradually, taking a full 4 weeks to transition to a 6 hour day. They welcome Luke's mom or dad to spend time in the classroom with Luke to help him adjust. They are hoping they will learn how to best communicate with Luke too, being able to watch and learn from his parents. Learning to use Luke's communication device is a new skill for both teachers and they feel they need additional time to figure out how to use it in the context of busy classroom/playground of two year olds – many of whom still require a lot of individual attention. Jackie and Michelle are also concerned about the therapists who should be coming into their classroom to work with Luke. They want to have ample time to communicate with both the occupational therapist and the speech therapist before they are required to meet all of Luke's needs on their own. Making certain that the occupational therapist will make herself available during the initial mealtime routines is important to them. The teachers want Luke's transition to their classroom community to be as positive as possible and they believe a slow entry would guarantee that.

## Hints