**Transition Movement Guidelines**

 **for the HighScope Program**

**by Moving Minds**

 (1) Establish a designated pathway so children will eventually know where to perform the movement each day. When choosing a “pathway”, consider:

1. a starting point and an endpoint,

2. provide adult supervision until children are familiar with it,

3. provide visual cues such as marking the start & end of the pathway with tape

4. the length of the pathway to allow the children enough distance to practice of the movement

5. Safety – nothing that will interfere with the child moving safely within/along the pathway.

 (2) Choosing a transition movement can depend on:

1. the teacher choosing a movement that relates to the children’s interest for that day

2. correspond to a specific KDI or COR item that you are looking for an anecdote

3. children selecting a movement from the movement cards

Movement cards are available on the early Childhood website. These movements are developmentally appropriate and will further develop the children’s gross & fine motor skills.

(3) Establish a definite time for the transition movement so that:

1. an adult is available to supervise the movement to ensure proper performance

2. the location of the pathway fits into the classroom daily routine

3. transition movement is done at least 1x/day

For the children to benefit the most, it helps to incorporate transition movements into your daily routine. Remember to make use of the resources (movement cards, etc.), at [www.rcsdk12.org/prek/moving](http://www.rcsdk12.org/prek/moving) minds .