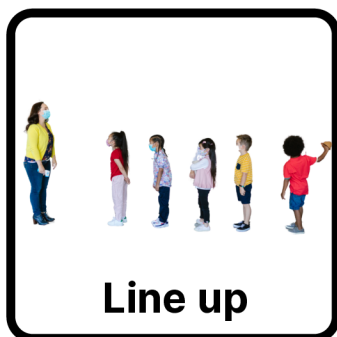




Transitions

Transitions are the times children spend moving between activities. For some children transitions can be overwhelming and may result in confusion, frustration or display behavior that might be considered challenging. Planning for transitions includes providing predictable routines and teaching children what to expect during the transition.

Implementation of these strategies can support children to develop skills to engage in transitions with minimal support and move smoothly to the next activity. Educators can teach these skills through modeling the steps or inviting children to participate as the transition leader. The more children can predict and participate in the schedule and activities of the day, the more likely it is they will engage in successful transitions.





Educators can support transitions by:

- Intentionally teach transition rules and expectations
- Providing whole class warning prior to transitions, using visual supports (ie, timer, glove with numbers, first and then board)
- Use transition strategies (i.e., games, songs, or body movements) to ensure that all children are actively engaged during the transition. If children are waiting too long, consider smaller transition groups.
- Provide children with positive descriptive feedback and acknowledgement through the transition process.
- Provide individual support to children who experience difficulty transitioning.

Transitions Strategies to Support Individual Children

- Provide an individualized transition warning (verbally, visual supports, personal timer)
- Use 'First and Then' board visuals
- Give the child a task during the transition, such as the 'clean up helper' or 'daily schedule helper'
- Allow the child to bring a transition object from one activity to the next (i.e. preferred item or fidget item for circle)
- Decrease the demands during the transition (i.e. clean up five blocks, find the blue items)
- Use a scripted story about the specific transition
- Increase positive descriptive feedback to the child
- Provide opportunity for the child to transition before or after the larger group



Line up



Sit on carpet



Wash hands



Sit at table



Use the toilet



Clean up



Lay on mat



Choose an area



Choose a book
