

5. Facilitation of Social Skills and Behavior Management

5d. Transitions are anticipated, taught, and supported throughout the day.

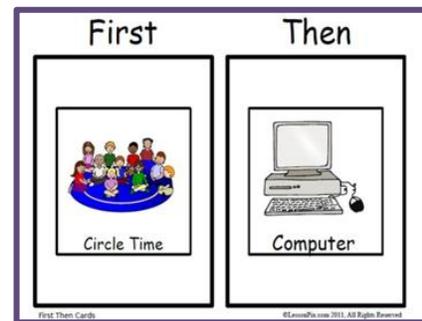
Quality indicators:

- Transitions are planned instructional times and are documented in the lesson plan book.
- Children are prepared in advance for transitions during a morning review of the daily schedule and again when the activity is changing.
- Teachers provide children with skills and practice related to transitions, referring to the classroom rules and expectations.
- Teachers use visual supports to ease transitions such as first/then boards, daily schedules, picture cues or individualized daily schedules.



Questions to ask:

- ✓ How do you prepare children for transitions?
- ✓ What activities do you prepare to ease transitions?
- ✓ What types of visual supports do you use to ease transitions?
- ✓ Are these supports used throughout the day, week or year?
- ✓ Are they changed as the needs of the children change?



Supports, Accommodations, Adaptations

[Links to Additional Information](#)
Right click to open in new window

Universal Supports

- Teach expectations for transitions through direct instruction and guided practice.
- Provide supports for transitions with visuals, songs, rhymes, and other cues (sounds, actions)

[Mastering Classroom Transitions](#)

[Terrific Transitions for the Preschool Classroom](#)

Targeted/Specialized Supports

- Provide picture and photo schedules and refer to them frequently. Individualize and provide guided practice.
- Provide first/then statements to prepare for transitions.
- Plan children's class "jobs" so that they are closely related to times of difficult transitions. Provide positive feedback.
- Develop social scripts related to specific transitions.

[Teaching and Supporting Transitions](#)

[Preparing Children for Transitions](#)

[Using Social Stories to Teach Transitions](#)

[Transition Songs for Classrooms](#)

Intensive Interventions

- Provide specialized supports for transitions (visual, tactile, auditory).
- Provide guided practice and individual assistance to children who have difficulty following the steps of routines and transitions.
- Collaborate with service providers and therapist to develop supports to address communication, sensory, motor, cognitive, and other concerns.

[Specialized Visuals for Daily Routines](#)

[Preparing Children by Teaching and Supporting Transitions](#)