

## 1b. Schedule is used as a teaching tool to enhance transitions.

### Quality indicators:

- Teachers refer to the schedule throughout the day using it to share expectations.
- Teachers use the schedule to prepare children for changes in activities and movement from one instructional time to another.
- Teachers emphasize the use of schedules throughout activities and across settings.
- Children are taught and provided practice in using transition strategies in various settings.



### Questions to ask:

- ✓ How do you use the daily schedule to support transitions?
- ✓ How often do you refer to the schedule throughout the day?



### Supports, Accommodations, Adaptations

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

#### Universal Supports

- Pair the symbol with **corresponding verbal directions and provide guided practice** through the activity in order to give children practice in the correct actions.
- Provide a visual symbol and verbal cue that indicates that it is time to change activities.

[Universal Design for Learning in Early Childhood](#)

[Flow Chart for Teaching Visuals](#)

#### Targeted/Specialized Supports

- Use **individual schedules** for children who need to manipulate the schedule cards or who need photos of actual situations.
- Provide **repeated instruction, modeling, and continued guided practice** for transitions.
- Incorporate schedules that show **“first” and “then”** to prepare and reassure children who benefit from knowing what will happen next.
- Incorporate a method to let children know that an **activity has been completed** or is over (turning the visual symbol over, or placing the symbol in a “finished” envelope).

[How to Make a First/Then Visual](#)

[Schedules for Transitions \(First/Then\)](#)

[Teaching and Supporting Transitions](#)

#### Intensive Interventions

- Use transition cues that are **designed and individualized to meet specific needs**: photos, drawings, objects and representative objects, tactile, photos of the specific child in area or activity.
- Provide **increased monitoring and interaction** during each transition to give **reminders and reinforcement** for changing activities

[Transition Tip Sheet \(for difficult transitions from ConnectAbility\)](#)

[Tips for Visuals \(to Support Young Children\)](#)  
[National Center for Pyramid Innovations](#)  
[challenging behavior.org](#)