

## 5. Facilitation of Social Skills and Behavior Management

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

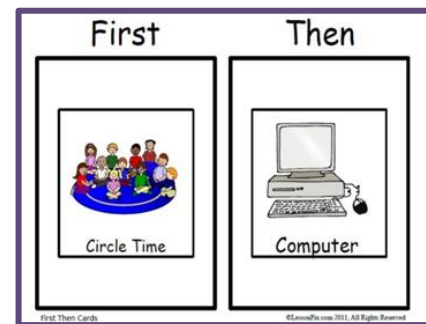
#### Quality indicators:

- 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 functional skills and practice related to transitions, referring to the expectations and the order of activities of the day.
- **Teachers prepare and provide practice for transitioning to multiple situations and settings. Visual supports and social scripts are used to help children know what to expect in various settings.**



#### 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)

[Universal Design for Early Childhood](#)

[Transition Strategies for Early Childhood](#)

#### 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 functional class "jobs"** so that they are closely related to times of difficult transitions. Provide specific and positive feedback.
- Develop social scripts related to specific transitions.

[Teaching and Supporting Transitions](#)

[Preparing Children for Transitions](#)

[Transition Songs for Classrooms](#)

#### Intensive Interventions

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

[Specialized Visuals for Daily Routines](#)

[Transition Cue Cards](#)