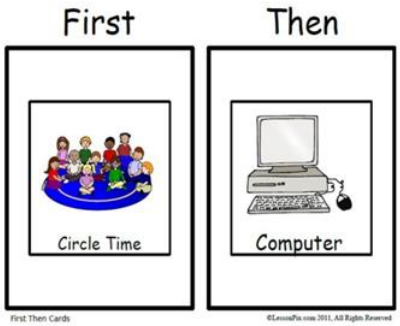1. **Facilitation of Social Skills and Behavior Management**	
5d. Transitions are anticipated, taught, and supported throughout the day.	
Quality indicators: • Transitions are planned instructional times and are documented in the lesson plan book. • Children are prepared in advance for transitions during 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?*