

Transitions

Key Points: Transitions

- Provisions are in place to promote smooth transitions between activities and classroom routines
- Use of individualized support for children experiencing difficulty making the transition between activities and routines
- Use of visual supports to facilitate transitions
- Teaming and collaboration between adults for planning for and facilitating transitions between activities and routines

Best Practices

Adults in the classroom share responsibilities and flexibly adjust their roles in an effort to prepare for daily activities and promote smooth transitions. Adults plan activities and support for the whole group in an effort to ensure smooth transitions. Adults prepare children for transitions by letting them know that the current activity is coming to an end. Children spend little time waiting with nothing to do. Adults use specific, individualized strategies for children who experience greater difficulty making the transition between activities. Individualized transition supports are in place, are taught to the student using them, and reviewed to ensure that they are supportive of transitions and continue to be scaffolded to increase independence over time.

Looking For...

- Strategies are used with the whole group to prepare children for various types of transitions during the day
- Adults consistently support children who have difficulty transitioning between activities and routines
- Adults share responsibilities and adjust their roles to ensure smooth transitions throughout the day
- Individual strategies are used with individual children to help them transitions from activities and classroom routines
- Visual schedules are present and consistently utilized throughout the day
- Adults adjust their level of support for individual children during transitions as needed
- A variety of materials are present to assist in individual transitions (e.g., if/ then board)

Guiding Questions for Coaching

- How do you purposefully plan for transitions between activities or routines?
- Have you reflected on the number of transitions you have during a typical day?
- What additional supports have you utilized for individual children who are experiencing difficulty with transitions?

Self-Check for Teachers

- ✓ Do I provide supports for the entire group to successfully transition from activities and routines?
- ✓ Do I provide individual support to children who have difficulty with transitions?
- ✓ Do I utilize peer support during transition times?
- ✓ Do I have a visual schedule and use it throughout the day?
- ✓ Do I have long periods of time during transitions when children have nothing to do?
- ✓ Do I specifically teach the steps and expectations for transitions?

Also, check out the *Checklist for Effective Classroom Transition Practices* from the *Unpacking the Pyramid Model* book pg. 70.

This document was adapted from:

[AoEInclusion](http://www.livebinders.com/play/play?id=2261762) (n.d.). Illinois LiveBinder ICP Resources by Item. (<http://www.livebinders.com/play/play?id=2261762>)

ICP content reference:

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