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# Why Transitions Can Be Tough

- Transitions happen all day every day
- Require regulation
- $\bullet \ \, \text{Require executive functioning skills} \\$
- Many of those skills are students are still developing
- Many students have deficits within those skill areas

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# Let's Look at What Transitions Happen During Additional Day

Let's hear from you...

# **Skills involved in Transitions**

- Understanding verbal directions
- Stopping (inhibiting) the current activity
- Having some sense of time
- · Ability to envision the future
- Flexibility and frustration tolerance to deal with obstacles
- · Working memory to remember the procedure
- Ability to craft a 5-minute plan
- · Initiation of the next activity

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# For Example: "Completing a Worksheet"

- 1. put name on top of paper
- 2. keep thoughts on worksheet
- 3. read directors or listen to directions
- 4. read or listen to first question
- 5. Look in my brain for the answer
- 6. Hold the answer in my mind while I write it down
- 7. Check my answer to see if it's right
- 8. Repeart steps 4-7 for all questions on worksheet
- 9. When finished get up to turn it in
- 10. Push in my chair
- 11. Keep quiet, no talking
- 12. Turn in my paper
- 13. Return to desk quietly

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# **Executive Function Skills**

How do we simultaneously build these skills and put into place accommodations for students to help them during transitions?

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#### One KEY skill in transitions - Initiation

Initiation requires a lot of PLANNING

- · Knowing what steps are needed to complete a task, particularly the first step

each individual child	



#### One KEY skill in transitions -Initiation

- Initiation requires a lot of INHIBITION
- Inhibition is the ability to restrain ourselves. It is the opposite of impulsivity
- Resisting the urge to do something desired (even daydreaming) to start something undesired requires a lot of inhibition
- Focusing to a future goal is needed in order to inhibit the current desire for the later reward

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#### One KEY skill in transitions -Initiation

- Initiation requires a lot of SHIFTING
- · Stopping a current task to start a new one requires cognitive flexibility and shifting
- Shifting can be overwhelming if the child does not have an internal plan of action for what comes next

# **Power of Routines**



Routine helps predict what is happening next.

Routine helps me regulate my emotions.

Routines feel like something I can "control"

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# **Schedules and Routines**

- Develop a schedule that promotes child engagement and success.
- Balance activities:
  - active and quiet

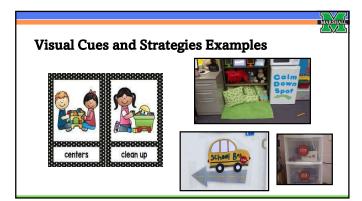
  - small group and large group
    teacher-directed and child-directed
- Structure activities so there is a clear beginning, middle, and end.
- Teach and Use visual cues and schedules.

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# **Pictures Schedules and Visual Schedules**









# What to say instead of "Pay Attention"

- 1. Where are your thoughts?2. Is that where our thoughts should be?3. Where should our thoughts be?
- These are examples of reflexive questioning, an important technique for increasing awareness and self-reflection.
- Reflexive questions provide children the opportunity to actively engage and practice the self-direction process.
- ullet Self-direction is executive function.

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# Thank You for attending!

Let's chat---

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