

**Digging Deeper Into Classroom Transitions**

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**Why Transitions Can Be Tough**

- Transitions happen **all day every day**
- Require regulation
- 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 A School Day**

Let's hear from you...

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### 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 directions 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. Repeat 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
- Being able to create a plan of steps that are manageable for each individual child

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**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

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**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**



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**MARSHALL**

## Individualized Schedules

**First / Then Board**                      **Examples**



The slide shows three examples of visual schedules. On the left is a 'First / Then Board' with three columns labeled 'FIRST', 'NEXT', and 'THEN', each containing a small icon. In the center is a board with two columns labeled 'First' and 'Then', each with a larger icon. On the right is a 'Daily Schedule' board with a grid of icons for different times of the day, and below it is a board with icons for various activities like reading, writing, and playing.

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**MARSHALL**

## Visual Cues and Strategies Examples



The slide displays four examples of visual cues and strategies. On the left are two cards: one with an illustration of children playing and the word 'centers' below it, and another with an illustration of a child cleaning and the words 'clean up' below it. In the center is a 'Calm Down Spot' sign with a green mat and a sign that says 'Calm Down Spot'. On the right is a 'School Bus' sign with a yellow bus illustration and an arrow pointing left.

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**MARSHALL**

## Visual Timers

Great tools for helping children with knowing when the time is up; transition warnings and cues



The slide shows four types of visual timers. On the left is a digital timer with a red display and a circular dial. In the center are four sand timers in different colors (red, green, yellow, blue) with labels for 30 seconds, 1 minute, 2 minutes, and 5 minutes. On the right is an analog timer with a circular dial and a hand pointing to the time.

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**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.
- Self-direction is executive function.

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**Thank You for attending!**

**Let's chat---**

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**WV ECPBIS**  
Early Childhood Positive Behavioral Interventions and Supports

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