

**Moving Right Along: Planning Transitions to Prevent Challenging Behavior**

A web event featuring authors:



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*Thank you for joining us...we will begin momentarily*





## Moving Right Along: Planning Transitions to Prevent Challenging Behavior

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## AGENDA

- What kind of transitions are we talking about?
- Designing transitions
- Your questions
- Resources



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### CSEFEL Pyramid Model: Promoting Social Emotional Competence in Infants and Young Children



### Designing Supportive Environments - Issues Related to Challenging Behavior


- Inconsistent schedules and routines, unclear expectations - children don't know what to do and are less likely to be independent
- Large group activities and transitions - most likely times for challenging behavior to occur
- Poorly designed physical environments mean teachers spend time "managing" rather than "interacting and teaching"



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### Think about what a "typical day" for you is like....

- What typically happens first, second, third...?
- Do you like consistency or do you prefer that every day is different?
- How do you keep track of your schedule for tomorrow? three days from now? next Wednesday?



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### Why might children have difficulty with transitions:

- They don't know what to do
- They don't want or need to transition to the next activity
- They don't want to stop what they are doing
- The children are bored while they are waiting
- Transitions change from day to day
- The expectations of the transitions have not been taught



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### Questions that caregivers might ask themselves about transitions:

- How do I prepare children to move from one activity to another?
- Do I plan my schedule to include transition times and consider what the children and adults will do during these times?
- What activities can I do with the children so the time passes more quickly as they wait for the bus to come, for other children to finish using the bathroom etc.?
- How do I meet the individual needs of children who might need more support or different types of support during transitions?
- Do I have too many transitions between activities?
- Do children become frustrated at not having enough time to finish an activity?
- How do I help children become more independent across the year as they make transitions from one activity to another?
- Do I provide positive attention to the children following transitions that go smoothly?



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### Four Strategies to Help Children with Classroom Transitions:

- Decreasing the number of transitions
- Structuring transitions
- Teaching expectations
- Providing support



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### Decrease the Number of Transitions

- Revise your schedule - are there any transitions that are unnecessary?
- Minimize the number of transitions during which all children move at the same time



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### Structure Transitions

- Identify the steps and expectations of the transition
- Prepare children for transitions by providing a warning
- Plan games, activities, songs for children who are waiting



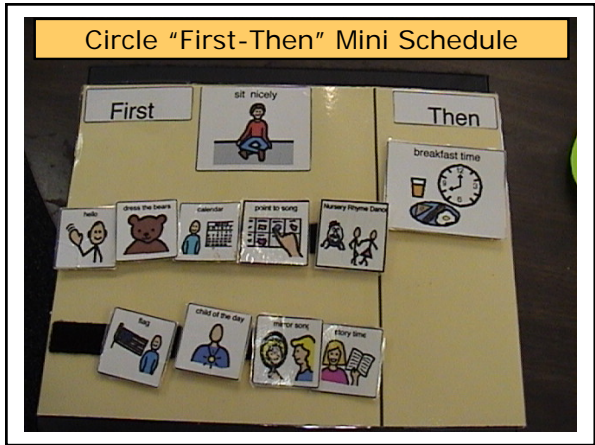
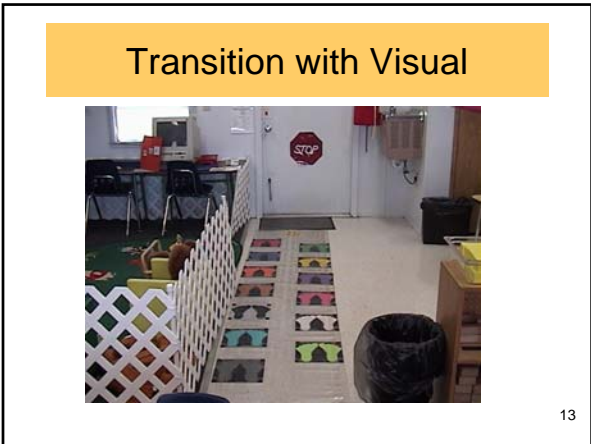
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### Teach Children the Expectations of the Transition

- Explicitly teach the steps of the transition
- Support children during transitions
- Provide positive feedback for children engaging in transitions
- Use visual cue systems



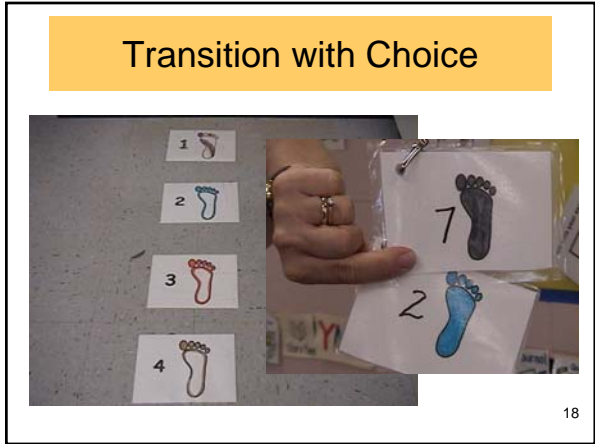
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### Provide Individualized Support for Children Who Need Extra Help

- Implement individualized instruction
- Provide individualized cues before and during the transition
- Use individualized visual systems
- Prompt children to help each other during transitions
- Provide individualized feedback
- Other strategies
  - Transition child before other children
  - Allow child to take a material from one activity to the next

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## Transition with Visual Choice



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## Visual Schedules



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## Providing Individualized Transition Cues to Gabby



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## Questions?

Please indicate that you have a question by "raising your hand"—click on the hand icon on the upper left corner of your screen. You will be called on in turn, as time allows.

We will not be using the chat function today.

## National Centers

Center on the Social and Emotional Foundations for Early Learning (CSEFEL)

[www.vanderbilt.edu/csefel](http://www.vanderbilt.edu/csefel)

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