GERETY
Education
TEAM

Predictable Transitions in Unpredictable Times

Who is in the room?

- Teacher
- Coach
- Administrator
- Other

Brainstorm

What makes this transition challenging?

Write down all the reasons it is difficult.

Transition Challenges

Transition Challenges

- **Temperament/personality**

Temperament Scale

Mark where you fall for each trait on the temperament scale. What insight does this give you into the way that you handle transitions?

Then think about a particular child, staff member, or family member whose reactions to transitions are challenging for you. While you may not know for sure, mark where you think they might fall on the scale for each trait. Does this give you any insight into how you might help them transition more smoothly?

Very Active	_____	Not Active
Very Distractible	_____	Not Distractible
Very Intense	_____	Not Intense
Very Regular	_____	Not Regular
High Sensory Threshold	_____	Low Sensory Threshold
Tendency to Approach	_____	Tendency to Withdraw
Very Adaptable	_____	Difficulty Adapting
Persistent	_____	Easily Frustrated
Positive Mood	_____	Serious Mood

Mark where you fall for each trait

How do these traits influence your response to transitions?

Temperament Scale

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High Sensory Threshold	—————————————	Low Sensory Threshold
Tendency to Approach	—————————————	Tendency to Withdraw
Very Adaptable	—————————————	Difficulty Adapting
Persistent	—————————————	Easily Frustrated
Positive Mood	—————————————	Serious Mood

Repeat for someone else whose transition responses challenge you

Transition Challenges

- Temperament/personality
- **Cultural differences**

Transition Challenges

- Temperament/personality
- Cultural differences
- **Lack of desire**

Transition Challenges

- Temperament/personality
- Cultural differences
- Lack of desire
- **Lack of understanding**

Transition Challenges

- Temperament/personality
- Cultural differences
- Lack of desire
- Lack of understanding
- **Poor communication**

Transition Challenges

- Temperament/personality
- Cultural differences
- Lack of desire
- Lack of understanding
- Poor communication
- **Competing priorities**

Transition Challenges

- Temperament/personality
- Cultural differences
- Lack of desire
- Lack of understanding
- Poor communication
- Competing priorities
- **Grief or sadness**

Managing Complex Change

| VISION	+	SKILLS	+	INCENTIVES	+	RESOURCES	+	ACTION PLAN	=	CHANGE
		SKILLS	+	INCENTIVES	+	RESOURCES	+	ACTION PLAN	=	CONFUSION
VISION	+			INCENTIVES	+	RESOURCES	+	ACTION PLAN	=	ANXIETY
VISION	+	SKILLS	+			RESOURCES	+	ACTION PLAN	=	RESISTANCE
VISION	+	SKILLS	+	INCENTIVES	+			ACTION PLAN	=	FRUSTRATION
VISION	+	SKILLS	+	INCENTIVES	+	RESOURCES			=	FALSE STARTS

(M. Lippitt, 1987; T. Knoster, 1991)

Transition Elements

- Clear goals

- Clear expectations

- Support for desired behavior

- Positive acknowledgement

- Active monitoring of progress

Managing Complex Change

VISION	+	SKILLS	+	INCENTIVES	+	RESOURCES	+	ACTION PLAN	=	CHANGE
		SKILLS		INCENTIVES	+	RESOURCES		ACTION		CONFUSION
VISION	+									
VISION	+	SKILLS								
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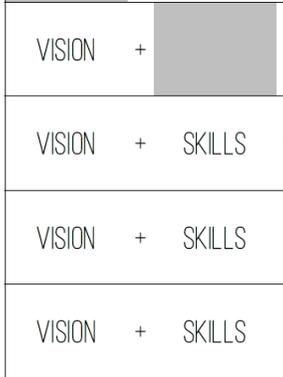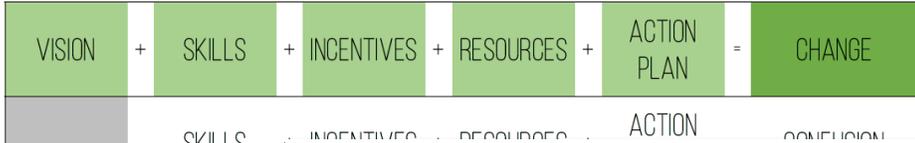
(M. Lippitt, 1987; T. Knoster, 1991)

This version of the graphic is from www.geretyed...

Transition Basics

Elements of successful transitions:

- Clear goals
- Clear expectations
- Clear communication
- Support for desired behavior (teaching or training, environment, resources,)
- Positive acknowledgement
- Active monitoring of progress

Transition Factors:

- Temperament/personality
- Cultural differences
- Desire to transition
- Level of understanding
- Communication
- Competing priorities
- Grief or sadness

To create successful classroom transitions:

- Plan strategies that will ensure that all children are actively engaged
- Define and teach clear expectations
- Identify and directly teach clear, simple transition steps
- Arrange the physical environment to support the transition, prevent congestion, minimize distraction, and allow easy traffic flow
- Identify an auditory and/or visual signal for gaining the attention of all students (if possible, universal for the school)
- Provide visual or movement cues for transition expectations/steps
- Provide individualized signals or support as needed
- Use directions that tell children what to do, rather than what not to do
- Provide positive descriptive acknowledgement
- Use active supervision (move, scan, reinforce, correct)
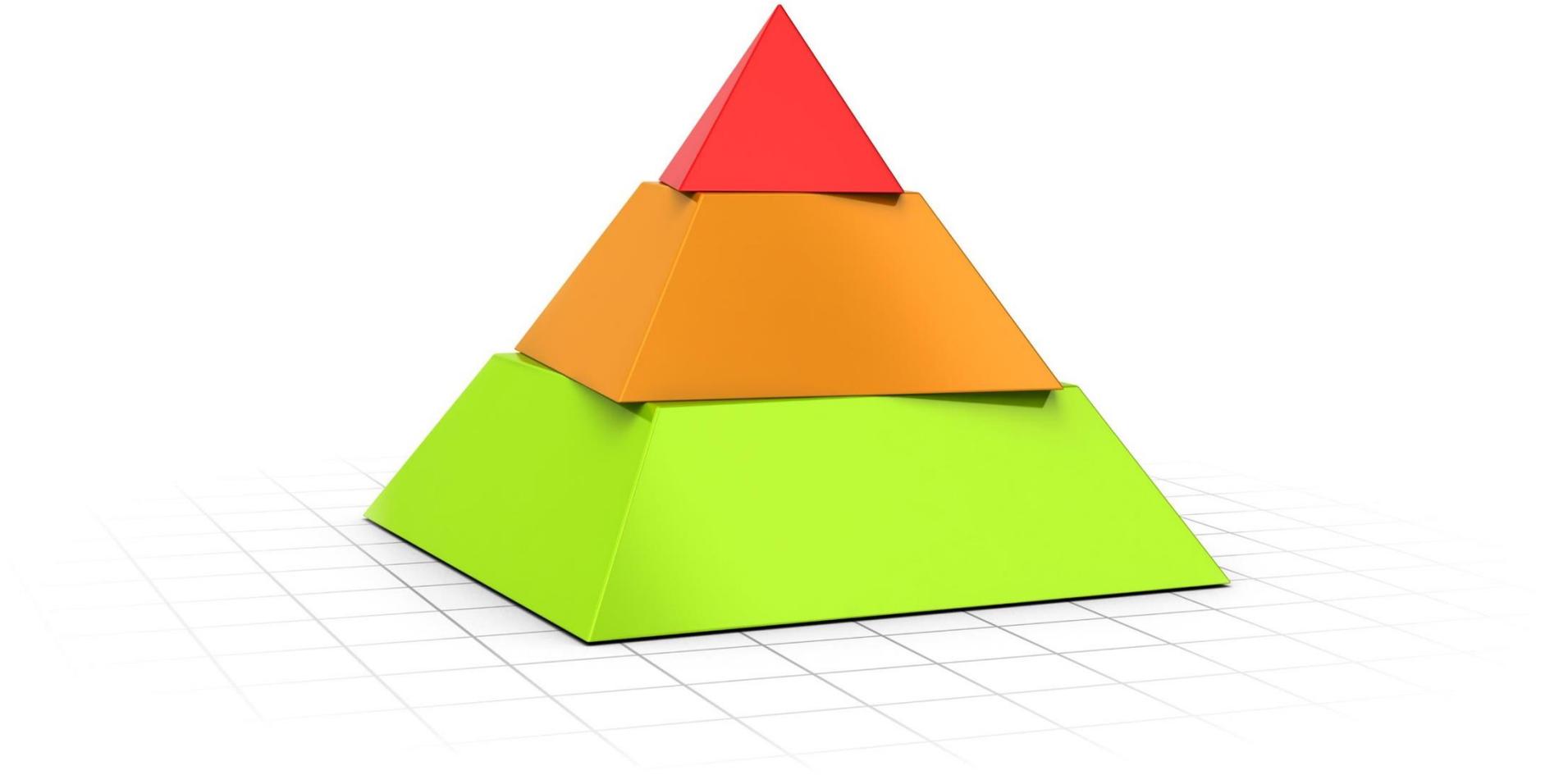
Challenging Transition Behaviors:

- Refusal to stop the current activity
- Refusal to move to the next activity
- Disturbing or distracting peers
- Disruptive behavior to escape a difficult or nonpreferred activity
- Impatience to move, not wanting to wait for the group to be ready or wait for a turn
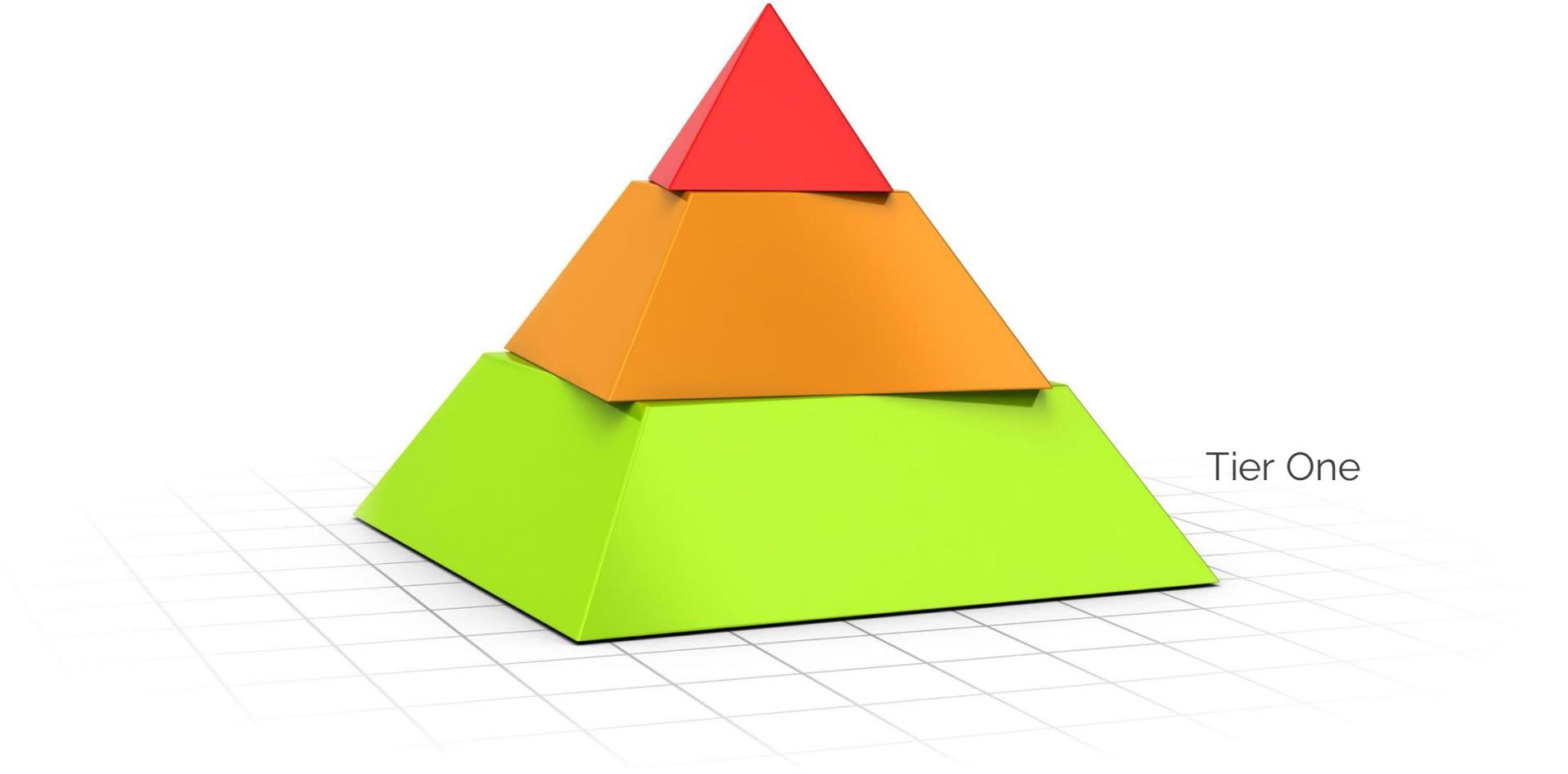- Problems entering and engaging in a new activity

Intentional planning makes transitions easier for everyone!

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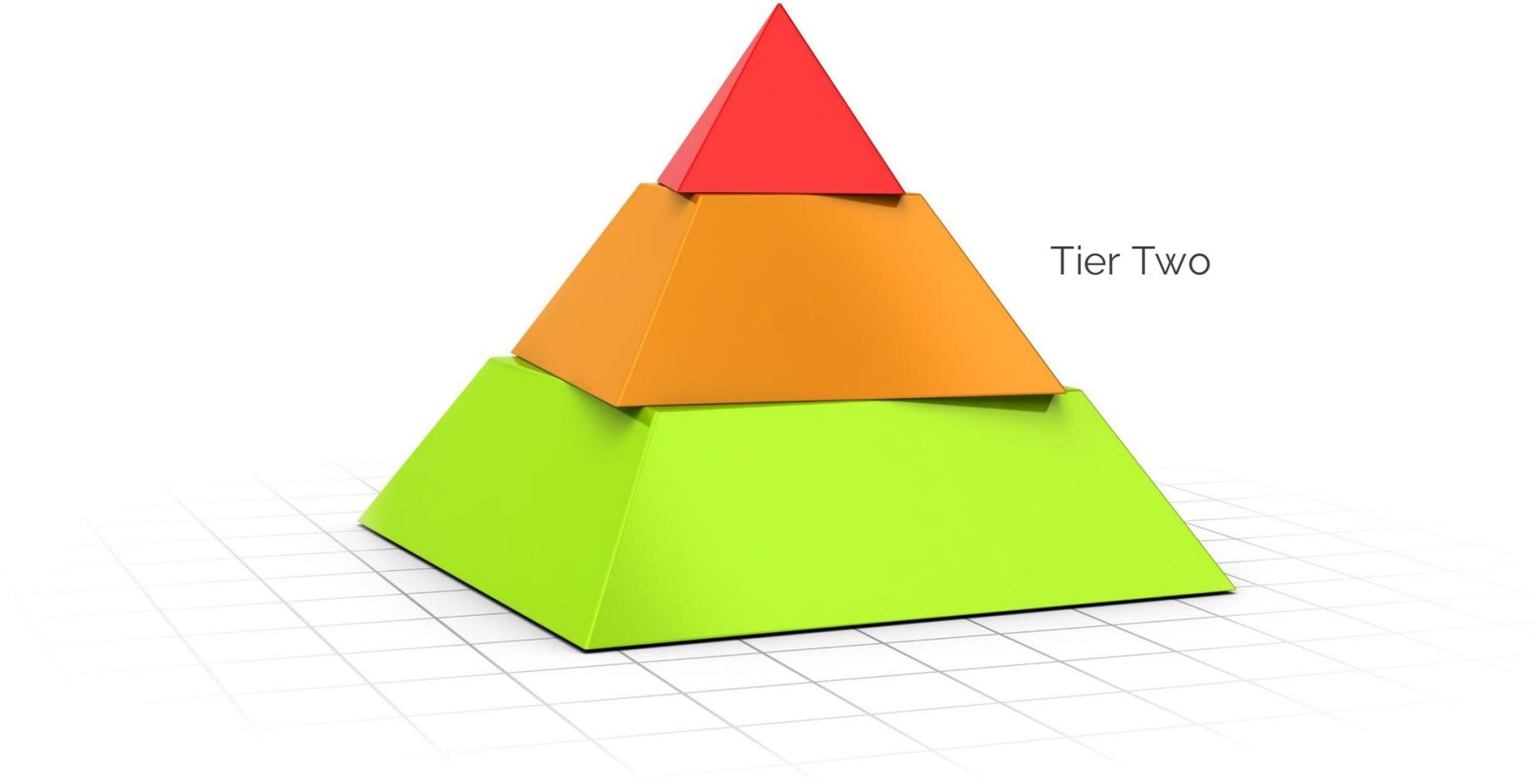---

Compare:
Transition Basics
Managing Complex Change

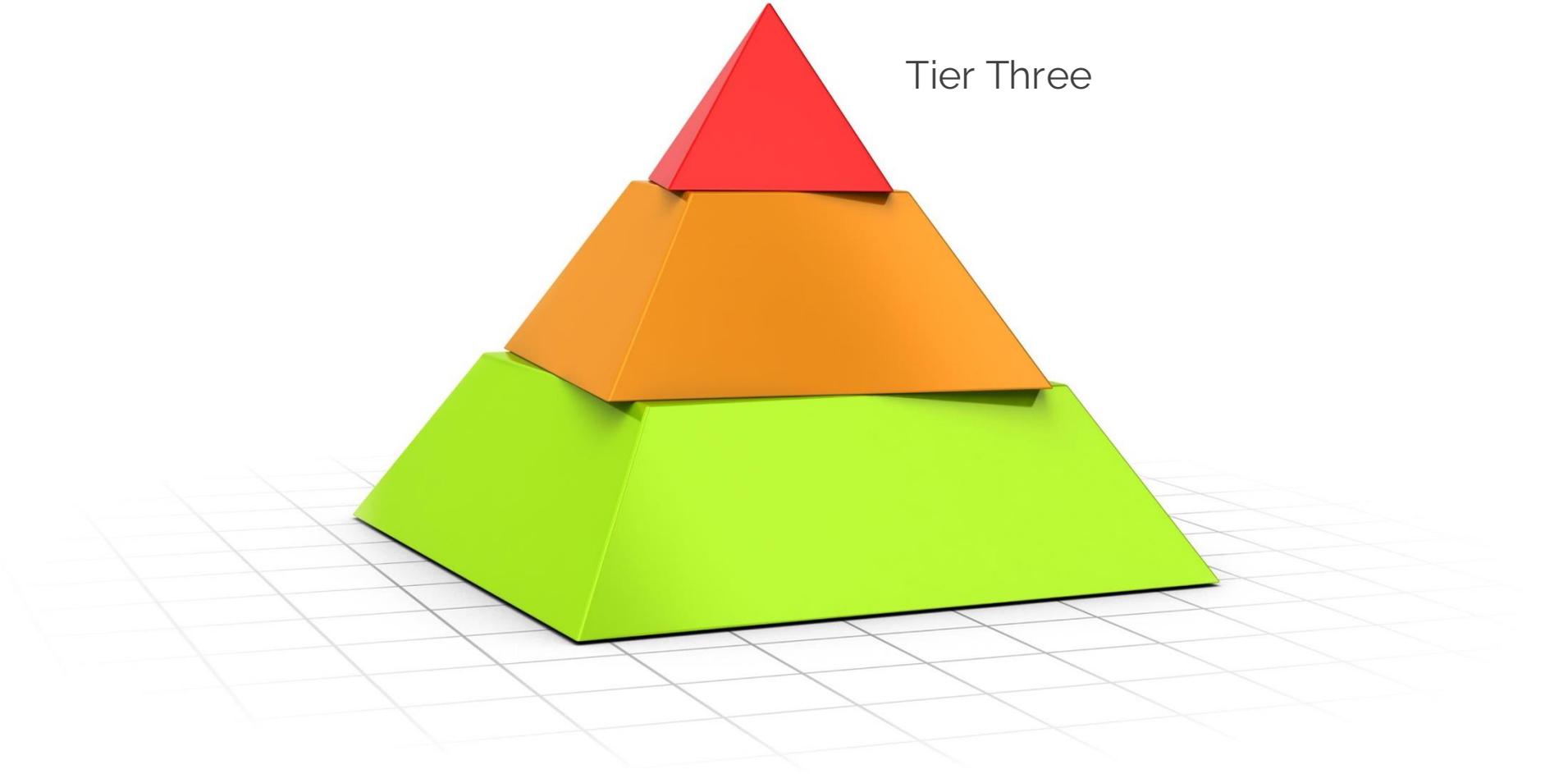*Do you have any new insights about your chosen transition?*

Tier One

Tier Two

Tier Three

Challenging Behaviors

- Refusal to stop current activity

- Refusal to move to next activity

- Disturbing or distracting peers

- Disruptive behavior

- Not waiting

- Not engaging in new activity

Transition Planner

Transition from _____ to _____

This transition will begin _____
date, time, or activity marker

and end _____
date, time, or activity marker

What is the purpose of this transition? Why is it important?

What will a successful transition look like?

What needs to be done at the universal level to make this happen? *(Communication, instruction, and/or supports that everyone will receive)*

Transition Planner Page 1

Possible Tier 1 Strategies

- Creating buy-in

- Communication

- Training or instruction

- Visual supports

- Environmental arrangement

- Monitoring: reinforcement, correction

- Incentives

Transition Planner

What options are there for differentiating the process based on readiness, interests, etc.?

What challenges might arise related to this transition?

Who might need more support? How will you know?

What additional supports could you provide?
(These will depend on the reason for the need: lack of skill, lack of motivation, etc.)

Possible Tier 2 Strategies

- Differentiated communication

- Reteaching (small group or 1:1)

- Modeling

- Extra opportunities for practice

- Additional or individualized reminders

- Offering choices or alternatives

- Additional visual support

Transition Planner

What data will tell you if the transition is happening as planned? How and how often will you collect this data?

What will you do if some individuals do not successfully make this transition?
(Consider increasing the frequency, duration, or intensity of additional supports, allowing more time for practice, individualized attention, or change of supports)

What data will tell you if individualized interventions are working? How and how often will you collect this data?

Plan for Data Collection:

- Aggregate vs. individual data
- Quantitative vs. qualitative data
- Timing of data collection
- Data collection for both Tier 1 and Tier 2

Data for Tier 3

- Is individualized intervention needed?

- What type?
  - ✓ Increased frequency, duration or intensity
  - ✓ Change of supports

- How will you know if it's working?

Transition Planner

Tier 1 Transition Action Step	Who is Responsible	Time Frame

Tier 1 Data Collection Action Step	Who is Responsible	Time Frame

Transition Planner Action Plan

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Thank You