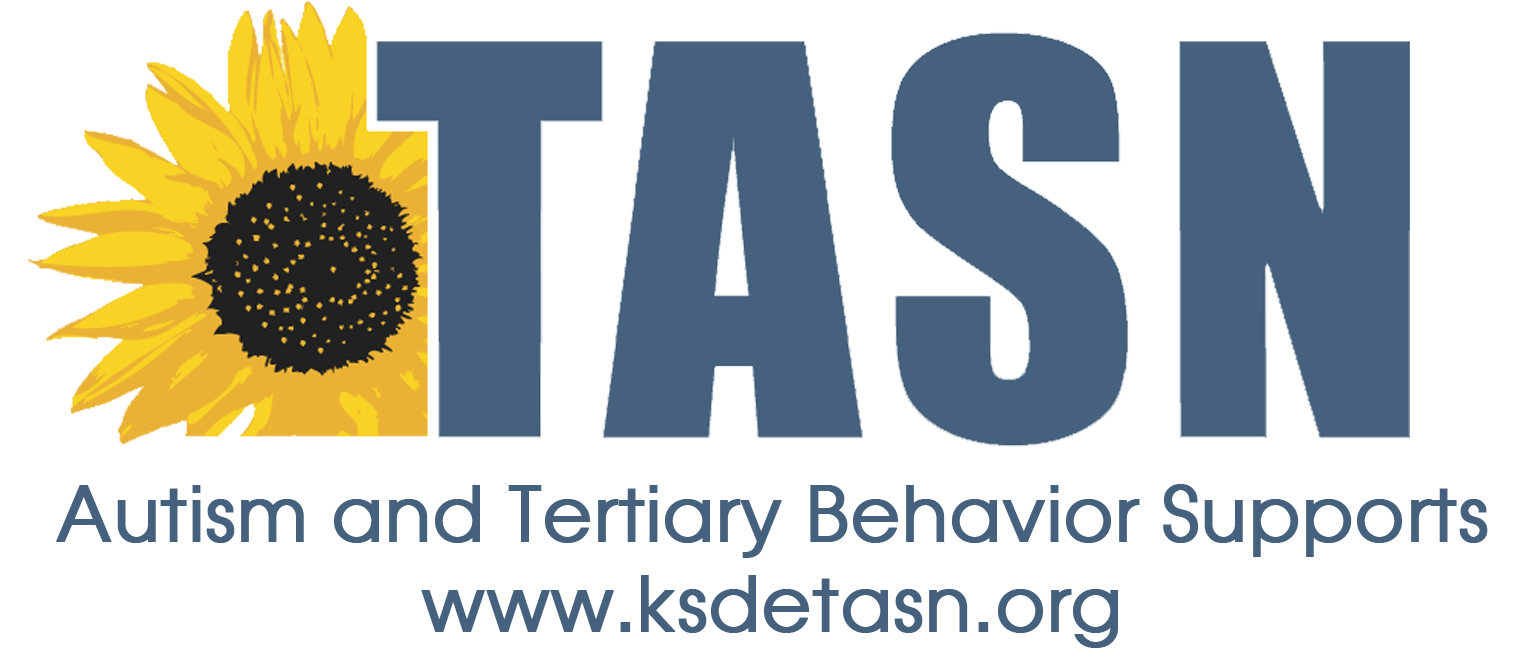
MONTHLY TEACHER RESOURCES



February 2015

**Transition Strategies**

By: Karine Gleason, Secondary Coordinator

Transitions between activities and settings occur frequently throughout the day. In fact, studies have estimated that up to 25% of the school day is spent in transition activities (Sainato, Strain, Lefebvre, & Rapp, 1987; Koyama & Wang, 2011). As we all know, for many students with ASD, these transitions can be confusing, frustrating, and lead to anxiety and undesirable behaviors. The following strategies can be used to support students during transition activities by providing predictability and meaning when changes in routine or environment occur.

What are transitions strategies?

* Techniques used to support individuals with ASD during changes in or disruptions to activities, settings, or routines
* Used before, during, and/or after a transition
* Presented using verbal, visual, or auditory methods

*(Hume, K. 2008)*

Why use transition strategies?

* Provides predictability
* Reduces anxiety
* Reduces the time needed to transition
* Increases appropriate behavior during transitions
* Less reliance on adult prompting
* Successful participation in school and community outings
* Improves movement from preferred activities to non-preferred activities.
* Increase independence *(Hume, K. 2008)*

For more information on transitioning between activities, go to <http://www.autisminternetmodules.org/>

Other Considerations

* Adjust length of activity student is transitioning to
* Adjust level of difficulty of activity student is transitioning to
* Adjust interest level of activity student is transitioning to
* Determine preferred, non-preferred, and neutral activities
* Environmental factors (noise, crowd, etc.)

*(Hume, K. 2008)*

Transition strategies might include…

* Video modeling (priming)
* Visual supports (visual individual schedules, countdown timers, mini schedules, task analysis)
* Social narratives (priming)
* Timers, bells

*(Hume, K. 2008)*

**\*\*Click on the pictures or links to view the resource**

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| --- | --- | --- | --- |
| **STRATEGY** | **DESCRIPTION** | **LOOKS LIKE** | **RESEARCH** |
| **BEFORE TRANSITION** | | |  |
| **Video Modeling**   * Video Modeling: video peers, adults, siblings, etc. * Video Self-Modeling: video the targeted student * Point-Of-View Video Modeling: shows what transition looks like from the student’s perspective * Video Prompting: sequence is split into different clips to provide time to practice each step | * The student being taught or other models are videotaped **correctly** performing the transition * The video recording is then played back to the student * The student is prompted or asked to perform the transition | * Basic Video Modeling (favorite teacher)   <http://kansasasd.com/webinararchive.php?aid=172>   * Point of View Video Modeling   <http://kansasasd.com/webinararchive.php?aid=167> | * Schreibman, Whalen, & Stahmer, 2000 * Schreibman et al., 2000 * Priming: Wilde, Koegel, & Koegel, 1992; Cook & Bird, 2011 |
| **Social Narrative** | * Presents concepts and situations in a visual format * Visually explains what is happening and what is expected | *During and after recess*  *Karine Gleason, TASN, ATBS*  Suggestions for tools to help create social narratives:   * Boardmaker * Toondoo <http://www.toondoo.com/> * Strip Designer App <https://itunes.apple.com/us/app/strip-designer/id314780738?mt=8> | * Gray 1995 * Gray & Gerand, 1993 * Scattone, Tingstrom, & Wilczynksi 2006 * Lorimer, Simpson, Myles, & Ganz 2002 * Test, Richter, Knight, & Spooner, 2011 |
| **Visual Supports: Visual Countdown System** | * Allows student to “see” how much time remains in an activity * No specific time increment is used * Used when the timing of the transition needs to be flexible | [ttp://www.autisminternetmodules.org/up_img/1202479737-Picture10_large.jpg](http://www.autisminternetmodules.org/)  *Countdown for clean up Countdown for computer*  *AIM, Transitioning Between Karine Gleason, TASN, ATBS*  *Activities* | * Dettmer, Simpson, Myles, & Ganz, 2000 |
| **Timers**   * Visual timers | * Allows student to “see” how much time remains in an activity * Makes the concept of time more concrete | [http://www.thinkingtoys.ie/image/cache/data/upload/Time%20Timers%20Group-800x800.jpg](http://www.timetimer.com/)  *Time Timers* | * Dettmer, Simpson, Myles, & Ganz, 2000 |
| **Visual Supports: Schedules**   * Object * Photos * Icons * Words | * Displays planned activities in the order in which they will occur * Allows student to view upcoming activities * Can be used across settings * Clarifies expectations during a specific time period | DVD Schedules Partial Day, Object Schedule  (templates included)  Karine Gleason, TASN, ATBS    Partial Day, Photo Schedule AM/PM, Icon Schedule | * Dettmer, Simpson, Myles, & Ganz, 2000Schmit, Alper, Raschke, & Ryndak, 2000 * Savner & Myles, 2000 |
| **Visual Supports:**  **Visual transition cue to check schedule** | * Method to initiate schedule use * Can incorporate special interests * Increases independence | *Various Transition Cues* | * Hume, K.& Smith, S. (2009) |
| **DURING TRANSITION** | | |  |
| **Visual Supports: Schedule Cues** | * Cues from the student’s schedule that he/she can carry during the transition to the next activity * May be objects, photos, icons, words * Reminds student where they are going | [http://www.rehabmart.com/images_html2/Adaptivation%20%28ADP%29%202013/Schedule%20with%20Lex.jpg](http://kansasasd.com/classroommat.php?view=item&aid=899)  *Object Cues Photo Cues*  [https://encrypted-tbn3.gstatic.com/images?q=tbn:ANd9GcRj9dbzoDF2-VyCRPlGmU1A5rA3lFegAg9NWt2cSjgIIoMnyy-XmA](http://kansasasd.com/classroommat.php?view=item&aid=899) [http://realautismsolutions.com/wp-content/uploads/2011/01/Written-Schedule-2.png](http://kansasasd.com/classroommat.php?view=item&aid=899)  *Icon Cues Written Cues* | * Schmit, Alper, Raschke, & Ryndak, 2000 * Hume, K. (2009) |
| **Visual Supports: Visual Boundaries** | * Provides the student with a concrete cue of where they should go * Addresses safety and compliance issues | [ootprints Indicating Where Students Should Line Up](http://www.autisminternetmodules.org/)  *Lining up*  *AIM, Visual Supports*  *Kabot, S., and Reeve, C. (2010)* | * Koyama & Wang, 2011; Twachtman-Cullen, 1995) * National Research Council, 2001 |
| **Other Visual Supports** | * Any tool represented visually that supports an individual as he/she moves through the day (National Research Council, 2001) * Used to decrease confusion and anxiety * Increases independence * Increases understanding | [Macintosh HD:Users:tasn1:Desktop:Screen Shot 2015-01-28 at 12.36.09 PM.png](http://kansasasd.com/classroommat.php?view=item&aid=273)  *Walk to locker Hall Pass School Arrival/*  *Karine Gleason, Jenny Rooney, Departure*  *TASN, ATBS TASN, ATBS Mini-Schedule*  *Karine Gleason*  *TASN, ATBS* | * Hume, K. (2008) * National Research Council, 2001 |
| **AFTER TRANSITION** | | |  |
| **Visual Supports: “Finished” Receptacles** | * Lets student know he/she has arrived to the correct destination * Provides a concrete cue that transition is finished | *Object receptacles Photo pocket*    *Finished boxes for work List with check boxes* | * Dettmer, Simpson, Myles, & Ganz, 2000 |
| **Auditory Cues**   * Ringing a bell | * Student rings a bell after he/she arrives at destination * Using a bell as an endpoint provides salient cue to help student focus on where to go * Reinforcing for the student | [ing Bell for Transition](http://www.autisminternetmodules.org/)  Bell  Autism Internet Modules | * Sainato, Strain, Lefebvre, and Rapp (1987) |

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