

TRANSITION AREA

DESCRIPTION

- Location of the students' schedules
- Location where students wait for new information

STAFF ROLES

- Support independence by referring students to the visual supports
- Prompt from behind but only when needed
- Provide student time to respond before prompting
- Collect data on student performance

STUDENT OUTCOMES

- Improved organizational skills
- Improved time management skills
- Increased confidence in own abilities
- Improved student responsibility
- Improved ability to make decisions
- Improved ability to make transitions from preferred to non-preferred activities independently

EXAMPLE



REFERENCES

- University of North Carolina TEACCH® Autism Program Five-Day Classroom Training
- **Setting up classroom spaces that support students with autism spectrum disorders.** Shawnee Mission Kabot, S., Reeve, C. E., & Heflin, J. (2010). *Setting up classroom spaces that support students with autism spectrum disorders.* Shawnee Mission, Kan.: AAPC.
- Gaumer Erickson, A.S., Noonan, P., & Soukup, J.H. (2016). College & Career Competency Wheel (3rd ed.). Lawrence, KS: University of Kansas, Center for Research on Learning. Derived in part from Pellegrino, J.W., & Hilton, M.L. (Eds.). (2012). *Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century.* Washington D.C.: National Academies Press.