TRANSITION AREA

DESCRIPTION

- Location of the students' schedulesLocation where students wait for new information
- 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 nonpreferred 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 MissionKabot, 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 21 st Century. Washing,ton D.C.: National Academies Press.



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