

TRANSITIONS

Utilize effective transitions to minimize disruptions and behavior problems, to maximize instructional time, and to maintain an optimal learning environment.

- Reduce the amount of downtime between activities or a change in subjects
- Establish clear, consistent routines and expectations for accomplishing daily tasks and activities (e.g., entering the classroom, taking attendance, handing in homework, working in groups, working independently)
- Provide daily warm-ups or bell-ringer activities for immediate student engagement
- Post and adhere to a daily or weekly schedule incorporating transitional times
- Notify students of any schedule changes in advance
- Eliminate disruptions between lessons or activities through careful planning and preparation
- Model appropriate procedures and signals for transitioning; have students practice all procedures; give feedback as they practice
- Design the layout of the classroom to facilitate a smooth flow so students move around the room with ease
- Make materials quickly and easily accessible to students
- Give consistent visual or auditory signals and verbal cues (e.g., bell ringing, clapping rhythm, countdown, overhead timer, sounding a clicker, playing music, performing a chant) to alert students to a transition
- Use transition signals in advance to allow students to finish and prepare for the next activity
- Provide “transition time” for students to follow through and/or prepare before the next activity begins or before instructions are given
- Circulate among students during transition times to assist, prompt, or intervene before a disruption occurs or escalates
- Provide incentives or other reinforcers for smooth and successful transitions
- Use relaxation and visual imagery exercises to set a calm atmosphere after recess, lunch, or any physical activity
- Teach, Model and practice specific procedures and expectations for out-of-class activities (e.g., walking in hallways, cafeteria routines, attendance at an assembly)
- Monitor students during class changes, lunch, recess, and dismissal
- Provide behavioral contracts for students who have difficulty in out-of-class settings (e.g., bus, playground, cafeteria)
- Offer school-wide incentives and positive reinforcers to motivate appropriate behaviors outside the classroom
- Prepare and organize instructional materials in daily files or baskets for easy access