

Supporting Each And Every Child During Transitions




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COFFEE CHATS
WITH BROOKES

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Webinar Tips

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This Webinar Will...

Discuss the importance of supporting transitions between activities & routines.

Share strategies & resources.



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What Kind of Transitions?

- Transitions between activities & routines.
- Within a classroom or home environment.
- To and back from therapy.
- From classroom to home-based online learning.



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Why Chat About Transitions?

- ✓ Transitions make up a big part of a child's day.
- ✓ Transitions can be stressful & frustrating for children.
- ✓ Transitions can be stressful & frustrating for the whole family.
- ✓ Stressful, negative experiences influence children's development and learning.
- ✓ Transitions can be learning opportunities with important benefits for the child and the whole family.

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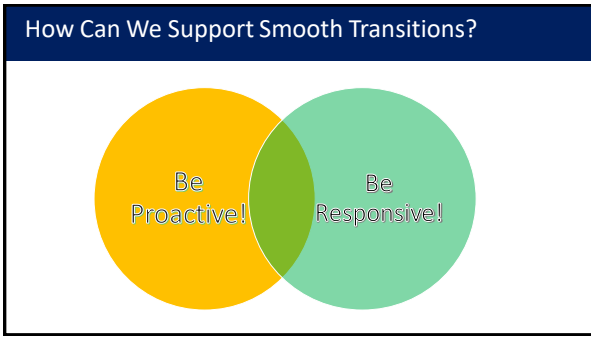
UN Policy Brief On COVID 19

"The worldwide closure of schools has no historical precedent. 188 countries have imposed countrywide closures, affecting more than 1.5 billion children and youth." p. 7

"Children with disabilities are among those most dependent on face-to-face services—including health, education and protection—which have been suspended as part of social distancing and lockdown measures. They are least likely to benefit from distance learning solutions." p. 12



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- ### Proactive Strategies: Before Transitions
- Create a consistent and predictable daily schedule.
 - Eliminate unnecessary transitions.
 - Set clear expectations, developmentally appropriate & consistent.
 - Create new rituals!
 - Offer frequent reminders.
 - Use visual supports.

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	Potty	<p>How to Use Visual Schedules to Help Your Child Understand Expectations</p> <p>Backpack Connection Series</p> <p>About This Series</p> <p>The Pyramid Model</p> <p>Try This at Home</p> <p>Practice at School</p> <p>The Bottom Line</p> <p>More Information</p>
	Make Bed	
	Breakfast	
	Brush Teeth	
	Get Dressed	
	Brush Hair	

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Prevent Strategy
Provide Transition Warnings

Provide a warning before removing a preferred item or transitioning to a new activity. This warning should prepare the child for the transition, not enforce it.

Help your child complete the transition, while keeping him/her safe, using prompting if needed.

Provide positive descriptive feedback when your child begins to engage in the transition independently.

Providing consistent positive attention when your child engages in appropriate behavior during transitions reduces the likelihood that they will engage in challenging behavior during this time.

For a list of transition warnings you can use, click [here](#).

For more information on providing transition warnings, click [here](#).

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Visual instructions intentionally embedded to support children's individual learning needs

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Give me eyes and ears in

5.....4.....3.....2.....1

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Proactive Strategies: During Transitions

- Use concrete ways to mark beginning and end of transitions (e.g. transition song; switching lights on & off; visual timer).
- Offer children choices!
- Share responsibilities w/ other adults.
- Provide positive descriptive feedback.
- Embed learning games.

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Prevent Strategy
Transition Warnings

Transition warnings let your child know when an activity is about to end and a new activity is about to begin. Providing transition warnings can prevent challenging behavior by creating a more predictable environment for your child.

Types of Transition Warnings

A verbal warning about how much time is left before the activity ends and/or a new activity begins.

Familiar song used during each transition, such as a clean up song.

Use a visual such as a First-Then board or your child's visual schedule.

Use a timer to let your child know how much time is left before the activity ends.

For older children (who understand time), ask how much more time they need before transitioning. You can provide choices to ensure the time is reasonable.

"One more minute" and five minutes are all done."

"Clean up, clean up, everybody, everybody!"

"First bath, and then watch a movie!"



"When the timer goes off, it will be time to get dressed."

"How much longer do you think you should wait on the ball? Do you want to get the water?"

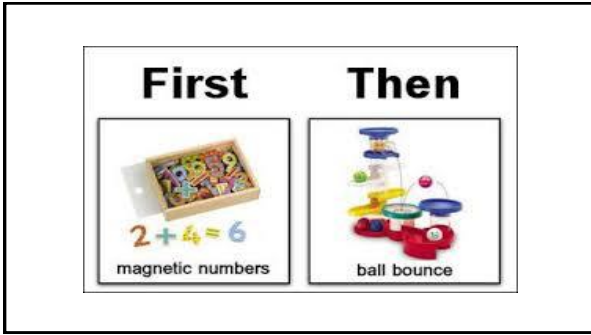
For more information on using other prevent strategies, click here.

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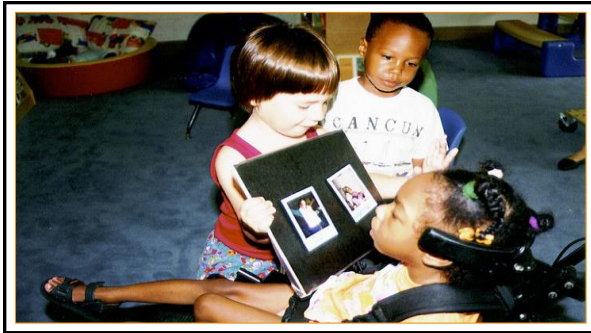
Visual time trackers

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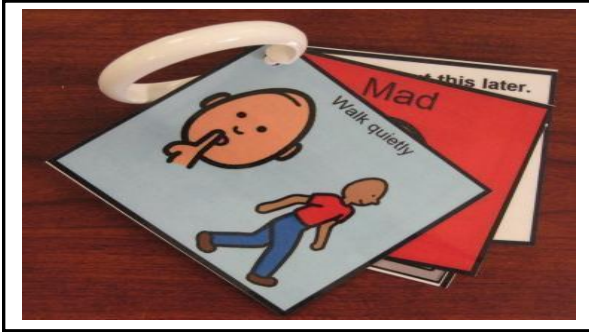
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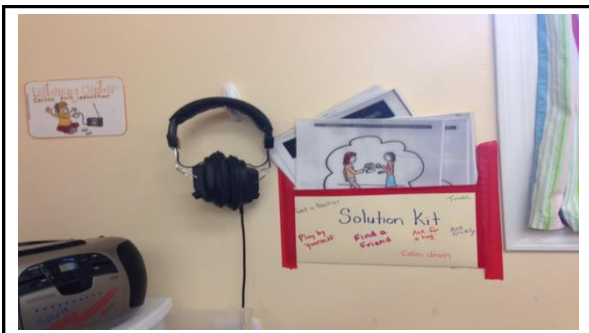
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Responsive Strategies

- Listen to & acknowledge children's feelings.
- Individualize support for each and every child (e.g. look at a visual schedule; use a transition toy; use verbal, non-verbal prompting; first-then visual).
- Observe, and adjust.
- Find a quiet time to reflect back on child's experience.

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Returning back to the classroom....

WHAT MIGHT BE DIFFERENT?

- Teachers, caregivers, therapists
- Different environment, pace, and activities
- Separating from new attachments



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Remember!

Changes can be challenging for many children... BUT , if we see them as learning opportunities, WE CAN:


- ❖ Nurture their confidence to take on challenges.
- ❖ Support children's ability to regulate their emotions.
- ❖ Encourage problem-solving.
- ❖ Build resilience.



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Inclusive Classroom Profile (ICP)

- ✓ Includes strategies for supporting transitions within an early childhood classroom.
- ✓ Includes 12 areas of inclusive practice.
- ✓ Is a classroom quality assessment tool.
- ✓ Is used by teachers, program administrators, therapists, early intervention specialists, and professional development providers to support high quality inclusion.

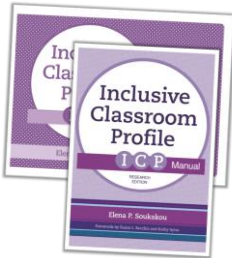


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Giveaway

We're giving away
3 FREE copies of
Inclusive Classroom Profile (ICP™)
Manual and Tool!

Three attendees will be selected at random and emailed after the webinar.



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Coffee Chats

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New presentations added weekly!



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COVID-19 Resources

- Recommended reading
- Downloadable resources
- Professional development webinars

bit.ly/COVID-Brookes-EC



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Resources

How to Use Visual Schedules to Help Your Child Understand
https://challengingbehavior.cbcs.usf.edu/docs/backpack/BackpackConnection_routines_visual-schedules.pdf

Managing the Classroom: Classroom Transitions
<https://eclkc.ohs.acf.hhs.gov/video/classroom-transitions>
(includes videos, learning activities, problem-solving vignettes)

Provide Transition Warnings infographic
• <https://cdn.vanderbilt.edu/vu-web/lab-wpcontent/sites/96/2020/02/31184943/Provide-Transition-Warnings.pdf>

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Resources

Transition Warnings infographic

- <https://cdn.vanderbilt.edu/vu-web/lab-wpcontent/sites/96/2020/02/20211555/Transition-Warnings.pdf>

Transition Resources on the Early Childhood Learning and Knowledge Center

- Change Doesn't Have to Be Hard: Daily Classroom Transitions That Support Children <https://eclkc.ohs.acf.hhs.gov/teaching-practices/teacher-time-series/change-doesnt-have-be-hard-daily-classroom-transitions-support-children>
- Daily Separations and Reunions <https://eclkc.ohs.acf.hhs.gov/transitions/article/daily-separations-reunions>
- Moving Right Along: Planning Transitions to Prevent Challenging Behavior <https://eclkc.ohs.acf.hhs.gov/video/planning-transitions-prevent-challenging-behavior>
- Supporting Dual Language Learners with Classroom Schedules and Transitions <https://eclkc.ohs.acf.hhs.gov/publication/supporting-dual-language-learners-classroom-schedules-transitions>

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Thank you..

"I am grateful to Camille Catlett, Frank Porter Graham, Child Development Institute, University of North Carolina who contributed to many of the resources shared in this webinar, and all the teachers who allowed me to share photos of the resources they use in their classrooms"

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References

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Soukakou, E.P. (2016). *Inclusive Classroom Profile, Research Edition*. Baltimore, MD: Brookes Publishing Co.

Taket, A.R, Nolan A. & Stagnitti K. (2014) Family strategies to support and develop resilience in early childhood, *Early Years*, 34 (3), 289-300. <https://doi.org/10.1080/09575146.2013.877421>

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QUESTIONS?
