

TRANSITIONS: Getting Ready for School; Transitions from a Preferred Activity; and Getting Ready for Bed

Everyone must change from one activity to another and from one setting to another throughout his or her day. It doesn't matter if you are at home, school or out in the community, transitions naturally occur. Individuals with ASD may have more difficulty moving from one task to another and changes in routines.

Research has also indicated that the use of visual supports tend to be very successful for children with ASD because they seem to maintain a child's attention, clarify mistakes with verbal language and focuses on visual stimuli which is a strength for most children with ASD. Research that has focused on visual supports has demonstrated that when using visual supports children with ASD tend to display fewer behavioral problems and increased compliance. Using visual supports reduces confusion and anxiety and reduces unpredictability. Further research indicates that visual supports can assist children with social interaction and organization by allowing them to understand and maneuver successfully in their environment. Visual schedules are also very easy to implement in a variety of settings for generalization of skills and are easy to obtain and are inexpensive for the user.

Successful transitions come from a child-centered approach and the ability to use a visual schedule with motivators that are tailored specifically to a child are the most effective and parent preferred. Parents find that if the same visual schedule is used across settings that it increases the ability for the child to follow the same schedule at home. Parents and teachers who work together to find the motivators that can be used in

multiple settings find the biggest success. Parents also point out that a similar time should be used in multiple settings to allow the child time to acclimate from one activity to another. Having similar time frames allows the child to settle into a more predictable schedule without guesswork.

In order to minimize the resistance, behavioral issues and anxiety surrounding transitions I have created a list of the most common and successful transition strategies. The goals of these tips and tools will be to reduce the amount of time spent transitioning, increasing appropriate behavior while transitioning, the ability for the child to be more independent while transitioning and to rely less on adult prompting and to be able to participate more in school, family, and community activities. I will focus on three areas of transitions, getting ready for school, getting ready for bed and transitioning from a preferred to non-preferred activity.

Research concerning children with ASD illustrates that transitions can be more difficult due to an increased complexity with understanding, recalling, organization and utilizing verbal information. Using visual schedules can create predictability, clear instructions and successful transitioning from one activity to another.

This product will consist of a document listing and describing the most common and effective transition strategies. It will also consist of printables for parents to be able to print and use immediately with their ASD child. It will include instructions for implementation as well as construction if needed.

It is important to develop predictable and consistent transition routines and if you encounter resistance it is also important to consider the length of each activity, the

difficulty level and the level of interest. If the child seems resistant or is demonstrating a lot of difficulty transitioning it may be useful to sequence activities from non-preferred to neutral to preferred activities to minimize resistance.

Using these strategies can be helpful for individuals with ASD to move from one activity to another, increases their independence and allows for them to be able to participate successfully in home and school activities.

I: Preparation Strategies:

- Cueing children with ASD that a transition is about to take place are a great place to start increasing individual confidence, and decreasing problem behaviors. This allows the child time to prepare for the transition and to shift his or her attention from one activity to another. A timer can be very helpful for this process (a timer with digital or analog visual cues can be purchased) below is a visual countdown schedule that you can print and use immediately.

- Cut and laminate each of the printable numbers (1-5), then place a small piece of Velcro on the back of each number. Grab some paper or cardstock that is larger than the laminated numbers. Laminate this cardstock as well. Then arrange it so that you can place all 5 numbers on the board, as you count down remove each number (counting down from 5 to 1) each interval can be a specified time you have determined (each one minute, two minutes, etc.). The child learns that once the final number is removed it is time to transition to the next activity. You can make this more fun by allowing the child to assist you in

creating it and having him or her place their favorite stickers, colors or pictures on the board.

- When you first start using the board make sure that you take time to ensure that the child is attending to you each and every time that you count and remove a number from the board.
- Build in reinforcement for the child when he or she successfully transitions from one activity to another at the completion of the count down. As time goes on begin to give these reinforcements less and less till you finally extinguish them completely.

Superhero Sam Countdown Transition Preparation



Superhero Sam will transition in

5



Superhero Sam will transition in

4



Superhero Sam will transition in

3



Superhero Sam will transition in

2



Superhero Sam will transition in

1

Superhero Sara Countdown Transition Preparation



Superhero Sara will transition in

5



Superhero Sara will transition in

4



Superhero Sara will transition in

3



Superhero Sara will transition in

2



Superhero Sara will transition in

1

1

2

3

4

5

1

2

3

4

5

II: Visual Schedules:

- Visual schedules allow the child to make the connection between longer chains of tasks in a specific sequence that triggers a transition. Some of these kinds of things can be in the morning getting dressed includes, clean underwear, clean socks, clean shirt, clean pants, and shoes. These kinds of schedules can also be used to demonstrate to the child to move from one activity and assist with big transitions like bedtime or getting ready in the morning.

- Print out the posters below. As the child completes an activity you can either check it off with stickers or allow the child to “color-in” the area. Create a reinforcement schedule that fits your child’s needs. You can reinforce each step in the chain, the completed chain, or multiple days that the child completed the chain successfully. The reinforcement is what is most motivating for your individual child.
- There are fill in the blank schedules below so that you can custom make your bedtime schedule with these. Print out the blank schedule and fill in the appropriate task and decorate with your child in a visual way that lets him or her know what the task is about visually. Next laminate the page so that you can easily reuse it on a daily basis. Next choose a small superhero that represents your child best. There are two illustrated below to use and then laminate them as well. Place a piece of Velcro in each of the boxes and one on the back of the Superhero. As each step is completed the child can move the Superhero down the

schedule. Again you can reinforce your child as appropriate.

- Make sure you pair each countdown removal with a verbal prompt.
 - When you first start using the board make sure that you take time to ensure that the child is attending to you each and every time that you count and remove a number from the board.
 - Build in reinforcement for the child when he or she successfully transitions from one activity to another at the completion of the count down. As time goes on begin to give these reinforcements less and less till you finally extinguish them completely.

Superhero Sam's Sweet Dreams Poster




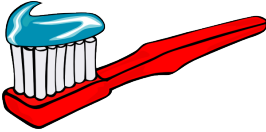

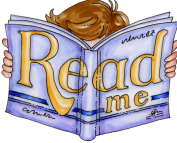













	I've put my pajamas on	
	I've had a bedtime drink	
	I've brushed my teeth	
	I've read a book	
	I'm getting into bed now	
	I did not call out last night	
	I fell asleep by myself	
	I stayed in my bed all night	
	I stayed in bed till morning	







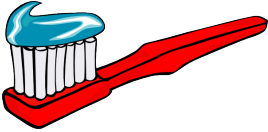













Superhero Sara's Sweet Dreams Poster



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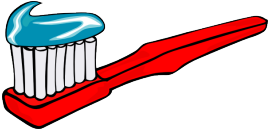













Superhero Sam's Good Morning Poster



	I've had breakfast	
	I've gotten dressed	
	I've brushed my teeth	
	I've packed my bag for school	
	I'm going to school now	
	I ate all my breakfast	
	I got dressed all by myself	
	I can be organized	
	I am on time to leave	

Superhero Sara's Good Morning Poster



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	I've gotten dressed	
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Superhero Sam's Good Morning Poster

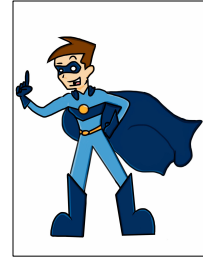


Task:	Complete:

Superhero Sara's Good Morning Poster



Task:	Complete:



III: First/Next Schedules:

- First/Next boards show the child a visual piece of information that depicts the sequence of two events. The first is the event that the child is currently participating in one and the next is the event that they child will be transitioning to upon completion of the first event.

- Print out and laminate the First/Next printable. Use an Expo marker to write or draw an illustration of the current event and the next event. You can even find clip art from the web that depicts the activity the child is engaging in and the activity that he or she is transitioning too. If you are going to use these images a lot make sure that you print out the ones that most suit yours and your child's needs and then laminate them for multiple usages. Placing a visual representation of the activity in the boxes helpful to illustrate to the child that a preferred activity is coming up once they complete the non-preferred activity. By putting the preferred activity in the Next block will assist the child in completing a non-preferred activity because they can visually see that once that is completed a preferred activity will occur.
- Again it is important to pair each of the First/Next activities with a verbal prompt.
 - When you first start using the board make sure that you take time to ensure that the child is attending to you each and every time that you count and remove a number from the board.

- Build in reinforcement for the child when he or she successfully transitions from one activity to another at the completion of the count down. As time goes on begin to give these reinforcements less and less till you finally extinguish them completely.

First
Superhero
Sam...



Next
Superhero
Sam...



First
Superhero
Sara...



Next
Superhero
Sara...

