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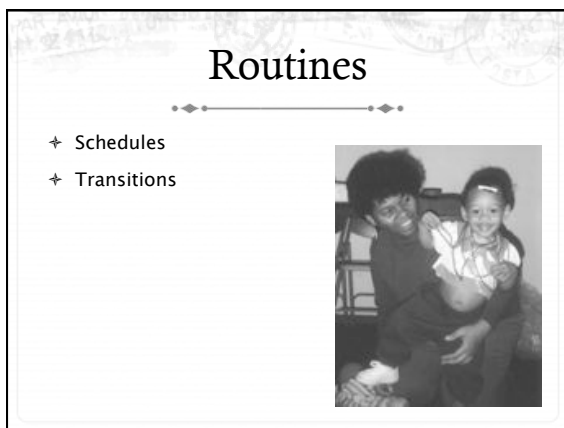
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## Visual Schedules

- ✦ A way to support **Bruce's Morning**

Bruce's Morning	
Wake Up!	
Get Dressed	
Breakfast	
Inhaler	
Brush Teeth	
Backpack	
Play!	

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## Visual Schedules

- ✦ Can be used to break down tasks into separate elements



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[illegible]

## Visual Schedules




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## Transitions

- ✦ Moving from one activity to another is difficult
- ✦ Warnings and cues are helpful and supportive




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## Sequenced Directions

- ✦ Create a sequence of events  
First-Then, When-Then, After-Then
- ✦ Identify an effective or motivating "then"
- ✦ "I'll save it for you..."




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### First Say "First"

- ✦ "First you put on your shoes. Then you can go outside." This is a contingency statement (First-Then). A "first-then" statement is a simple instruction that tells your child what to do in order to do something that he/she wants to do.

**"First you pick up your toys, then you can have a snack."**

**"First you finish getting dressed, then you can play outside."**

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### First-Then




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### When-Then




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## Challenging Behavior Works!

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**Remember!**

*Children engage in challenging behavior because it works for them!*

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## Remember to Be a Detective!

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- ✦ Figure out the meaning of your child's behavior!
- ✦ What is your child trying to tell you?

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## Function of Behavior

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- ✦ Antecedent
- ✦ Behavior
- ✦ Consequence



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### Examine the Situation

- Clues to figure out the meaning of behavior can be found in 3 things:
  - What happened **before** the behavior
  - What the child **did**
  - What happened **after** the behavior



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### Angelo

Angelo's mother tells him that it is time for dinner. She begins to guide him to sit in his chair. He falls on the floor, begins kicking and screaming, and shouts, "No!" His mother tells him to "stop" and tries to pick him up. He kicks her, and she sends him to his room.

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### Angelo

#### Before

- ★ *Angelo's mother tells him that it is time for dinner. She begins to guide him to sit in his chair.* He falls on the floor, begins kicking and screaming, and shouts, "No!" His mother tells him to "stop" and tries to pick him up. He kicks her, and she sends him to his room.

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**Angelo      The Behavior**

◆ ————— ◆

✦ Angelo's mother tells him that it is time for dinner. She begins to guide him to sit in his chair. ***He falls on the floor, begins kicking and screaming, and shouts, "No!"*** His mother tells him to "stop" and tries to pick him up. He kicks her, and she sends him to his room.

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**Angelo**

◆ ————— ◆

✦ Angelo's mother tells him that it is time for dinner. She begins to guide him to sit in his chair. He falls on the floor, begins kicking and screaming, and shouts, "No!" ***His mother tells him to "stop" and tries to pick him up. He kicks her, and she sends him to his room.***

**What Happened After**

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**Angelo**

Angelo's mother tells him that it is time for dinner. She begins to guide him to sit in his chair. He falls on the floor, begins kicking and screaming, and shouts, "No!" His mother tells him to "stop" and tries to pick him up. He kicks her, and she sends him to his room.

**What is the function of his behavior?**

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## Transition Activity

### What is the problem??

#### Michelle

- ✦ Michelle is a 3-year old girl. She enjoys playing in the kitchen center and interacting with friends. When the teacher announces that it is time to clean up and sit on the carpet for group time, Michelle gets very upset. She throws toys and pushes other children. When the teacher comes near her, Michelle starts screaming and saying that she is not done playing.



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## Transition Activity

### What is the problem??

#### Jim

- ✦ Jim, a 4-year-old, is a new preschool student. He and the other preschoolers in his classroom are playing on the playground. When Miss Johns calls them to go inside, they all gather next to the entrance door. Jim stays in the sandbox. When Miss Johns approaches him and asks him to come with her he starts crying, screaming, and then drops to the ground.



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## Transition

**Transition** refers to a change

- ✦ Types of transitions:

- ✦ Transitions between activities
- ✦ Transitions between multiple settings
- ✦ Transitions between programs

- ✦ We will focus on transition between activities



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### Questions...

- ✦ Who has a plan for individualizing a transition activity when a child is not cooperating?
- ✦ Who teaches their transitions at the beginning of the year before expecting children to know how to do the transition?




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### Why is it important to address transitions between activities?

- ✓ Transitions take time
- ✓ Children often spend a lot of time waiting
- ✓ Transitions can be stressful and frustrating
- ✓ Skills such as cleaning up may reduce transition times and may lead to more time for children to be engaged in activities
- ✓ When children are taught what they "should be doing," we are less likely to see problem behaviors
- ✓ Many preschool teachers consider children's ability to independently make transitions a key skill




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### CSEFEL Pyramid Model: Promoting Social Emotional Competence in Infants and Young Children




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### Designing Supportive Environments - Issues Related to Challenging Behavior

- ✦ Inconsistent schedules and routines, unclear expectations - children don't know what to do and are less likely to be independent
- ✦ Large group activities and transitions - most likely times for challenging behavior to occur
- ✦ Poorly designed physical environments mean teachers spend time "managing" rather than "interacting and teaching"



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### Think about what a "typical day" for you is like....

- ✦ What typically happens first, second, third...?
- ✦ Do you like consistency or do you prefer that every day is different?
- ✦ How do you keep track of your schedule for tomorrow? three days from now? next Wednesday?



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### Why might children have difficulty with transitions:

- They don't know what to do
- They don't want or need to transition to the next activity
- They don't want to stop what they are doing
- The children are bored while they are waiting
- Transitions change from day to day
- The expectations of the transitions have not been taught



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### Questions that caregivers might ask

#### themselves about transitions:

- How do I prepare children to move from one activity to another?
- ✦ Do I plan my schedule to include transition times and consider what the children and adults will do during these times?
- ✦ What activities can I do with the children so the time passes more quickly as they wait for the bus to come, for other children to finish using the bathroom etc.?
- ✦ How do I meet the individual needs of children who might need more support or different types of support during transitions?



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### Questions that caregivers might ask

#### themselves about transitions:

- ✦ Do I have too many transitions between activities?
- ✦ Do children become frustrated at not having enough time to finish an activity?
- ✦ How do I help children become more independent across the year as they make transitions from one activity to another?
- ✦ Do I provide positive attention to the children following transitions that go smoothly?



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### Four Strategies to Help Children with Classroom Transitions:

- Decreasing the number of transitions
- Structuring transitions
- Teaching expectations
- Providing support



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### Decrease the Number of Transitions

- Revise your schedule - are there any transitions that are unnecessary?
- Minimize the number of transitions during which all children move at the same time



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### Strategies that support smooth transitions between activities

#### + Before the transition-

- ✓ Plan your schedule to include a minimum number of transition times
- ✓ Consider what the children and adults will do during these times
- ✓ Provide verbal and nonverbal cues before transitions
- ✓ Teach children the expectations for the routine
- ✓ Minimize the number of transitions in which all have to do the same thing at the same time



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### Strategies that support smooth transitions between activities

#### + During the transition-

- ✓ Sing songs, play word or guessing games, recite rhymes, or do finger plays with children
- ✓ Plan a gradual increase or decrease in the level of activity and a good balance of active and quiet play
- ✓ Allow children adequate time to finish activities
- ✓ Plan something for those children who finish an activity quickly so they are not waiting without something to do



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## Transition Posters

- ✦ Getting Your Class's Attention
- ✦ Clean-Up Ideas
- ✦ Settling Into Circle Time
- ✦ Releasing Children from Circle
- ✦ Transitions as a Large Group



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## Strategies that support smooth transitions between activities

- ✦ **After the transition-**
  - ✓ Provide positive attention or feedback to children following smooth transitions
  - ✓ Give very specific positive feedback after transitions



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## Example

Transition •Time of the day •Transition between which activities	Strategies to use before the transition	Strategies to use during the transition	Strategies to use after the transition
8:20-8:25 Arrival from buses and go to the classroom	Adult is present to greet and wait for students; prompt children to line up with a buddy	Teacher guides discussion about things the children saw as they rode the bus to school	Teacher gives the children a "high 5" as they enter the classroom

### Promote independence during transitions

- ✓ Allow children to move individually from one area to another area when they complete an activity.
- ✓ Teach children to help one another.
- ✓ Help children self-monitor during transitions.




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### Individualize transition strategies

- ✦ Provide support to children during transitions.




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### Sequenced Directions

- ✦ First-Then
- ✦ When-Then
- ✦ After-Then




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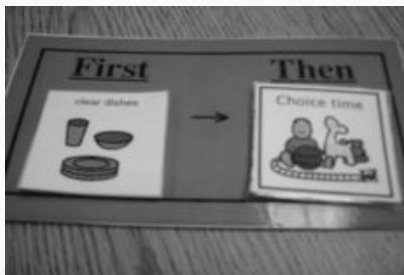
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### First-Then Board




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### Structure Transitions

- Identify the steps and expectations of the transition
- Prepare children for transitions by providing a warning
- Plan games, activities, songs for children who are waiting



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### Teach Children the Expectations of the Transition

- Explicitly teach the steps of the transition
- Support children during transitions
- Provide positive feedback for children engaging in transitions
- Use visual cue systems



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### Transition with Visual



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### Transition with Center Necklaces



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### Morning Meeting Mini-Schedule



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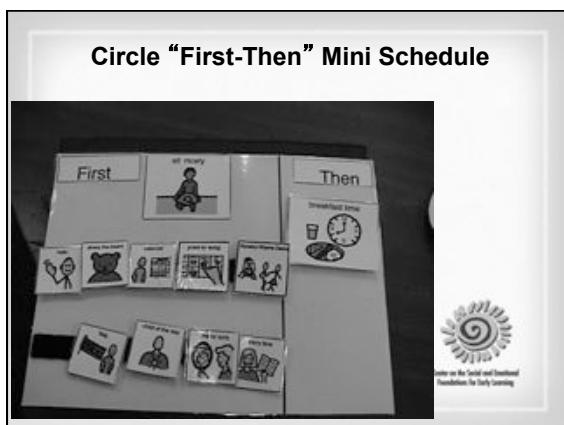
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### Provide Individualized Support for Children Who Need Extra Help

- Implement individualized instruction
- Provide individualized cues before and during the transition
- Use individualized visual systems
- Prompt children to help each other during transitions
- Provide individualized feedback
- Other strategies
  - + Transition child before other children
  - + Allow child to take a material from one activity to the next

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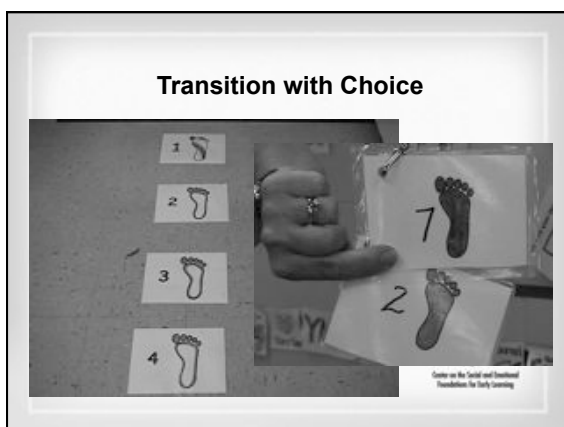
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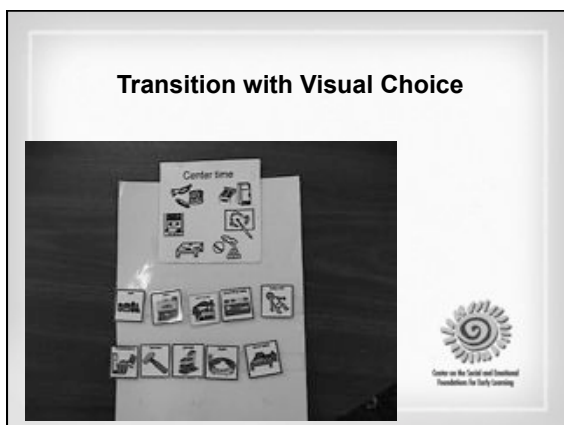
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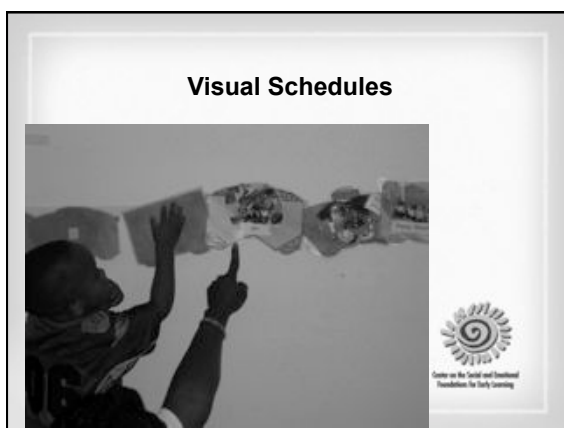
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### Schedules and Routines

- ✦ Develop a schedule that promotes child engagement and success.
- Balance activities:
  - ✦ active and quiet
  - ✦ small group and large group
  - ✦ teacher-directed and child-directed
- Teach children the schedule.
- Establish a routine and follow it consistently.
- When changes are necessary, prepare children ahead of time.



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### Photograph Visual Schedules





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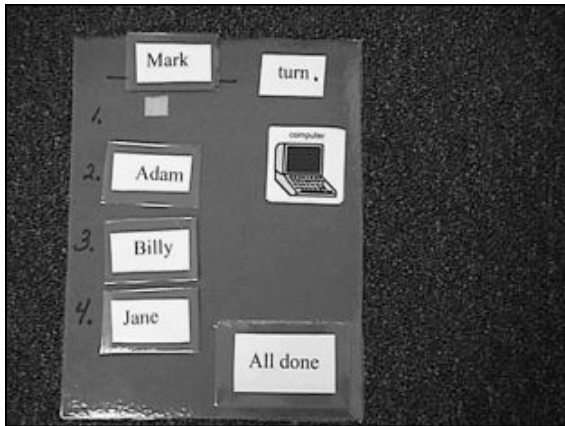
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### Activity Using Visual Schedules

- ✦ You say it's time for circle. One little boy roams away from circle. When you try to guide him to circle, he drops to the ground and will not budge.
- ✦ How can you use your visual schedule to teach?



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### Activity Using Visual Schedules

- ✦ You announce that it's time for centers and a girl runs to go out the door yelling "No! Play out!"
- ✦ How can you use your visual schedule to teach?
- ✦ What else might you be able to use to teach?



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### Activity Using Visual Schedules

- ✦ A child goes to play with her favorite train. When you go over to her and tell her it's time for snack she starts screaming and throwing train pieces.
- ✦ How can you use your visual schedule to teach?
- ✦ What else might you be able to do/use to teach?



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**Activity**  
**Using Visual Schedules**

- ✦ A new little boy arrives in your classroom and he is very scared. When Mommy says bye, he screams, cries, pulls on her leg, and tries to climb up Mommy's body.
- ✦ How can you use your visual schedule to teach?




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**Activity**  
**Using Visual Schedules**

- ✦ Today you have scheduled water play outside. All of the children are excited and have been anticipating the outside fun all week. But we have been given a tornado warning and it's raining, so there will be no outside fun today.
- ✦ How will you teach using your visual schedule to prevent challenging behavior?




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### Transition to Centers: After



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### Video: Transition to Breakfast



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### Transitions

- ✦ Plan for transitions
  - Minimize the number of transitions that children have during the day.
  - Minimize the length of time children spend waiting with nothing to do.
  - Prepare children for transitions by
    - ✦ providing a warning.
  - Structure the transitions so that children
    - ✦ have something to do while they wait.
  - Teach children the expectations related to transitions.
  - Individualize supports and cues.



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## Resources

Center on the Social and Emotional  
Foundations for Early Learning  
(CSEFEL)  
[www.vanderbilt.edu/csefel](http://www.vanderbilt.edu/csefel)

Technical Assistance Center for  
Social Emotional Interventions  
(TACSEI)  
[www.challengingbehavior.org](http://www.challengingbehavior.org)



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## Resources

PBIS Essentials  
✦ <http://gerryskids.com>

SensoryLane  
✦ <http://sensorylane.wordpress.com/>



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Gerry Morgan  
541-912-9586  
[geraldmorgan@mac.com](mailto:geraldmorgan@mac.com)



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