

# Transition Supports



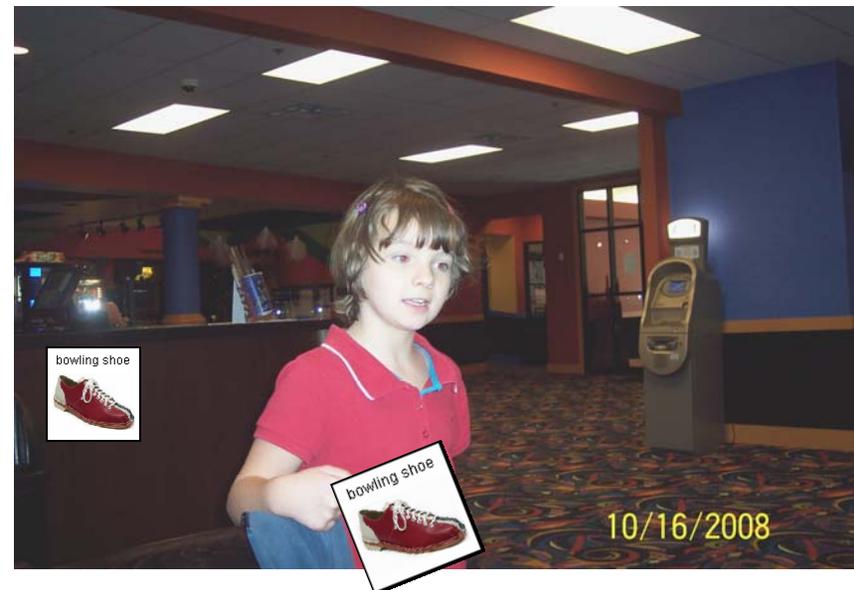
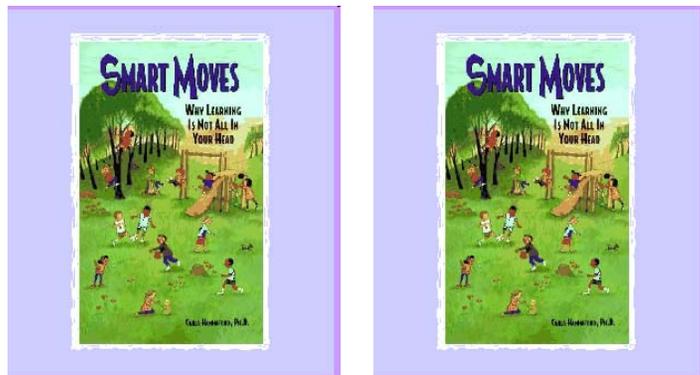
Student carries the “sword” (feather) to Captain Feathersword, then velcros the feather-sword to his hand.



# Destination Cards

A visual tool that gives students the target – student carries the card to the destination often matching it to an identical card at that location.

- Typical destination cards – one carried by student, one fixed to door of destination
- In this picture, the student needs to get bowling shoes. She will carry the card to the shoe counter where she'll find the matching card and know she's in the right place



# Work Contract –

I am working for ...

First 1	Then 2
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I am working for

● ● ● ●

*Do this*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*Then this*

I am working for

# Transition supports



INFORMATION is the best support for transition/change



- Information

- Tells when the activity will begin and end
- Provides “warning” that the transition is about to occur.
  - Priming – outline the activity for student
- Reduces anxiety



- Janzen – visual strategies

- Issues

- I like what I am doing and don't want to stop
  - When can I do it again?
- What comes next?
  - Will I like it?
- Any change feels like loss of control and that makes me feel anxious.
- Protesting change has become part of the transition process for me.



# Calendar

- Calendars successfully help students organize, understand sequence and time concepts, and give them much valuable information.
  - Makes events predictable
  - Helps student 'wait'
  - Clarifies time concepts.
- Linda Hodgdon, [Visual Strategies for Improving Communication](#), Vol 1, Practical Supports for School and Home
- Gives information in a form students can understand
- Answers student questions
- Supports independence
- Supports self-management
- Helps students see logic and order in life, teach concepts of sequence, before and after
- Reduce behavior problems related to difficulty with change, lack of understanding
- Reduces anxiety