



UDLI AND TRANSITIONS



Transitions

- Many transitions each school day:
 - Moving between outside and inside
 - Morning meeting
 - Snack and lunch
 - Academic blocks
 - Rest time
- Transitions can be challenging times for many children
 - Frustration switching from a preferred activity
 - Feeling disoriented or disconnected when there is a lack of structure to transitions
 - Feeling rushed through the transition to “get to the next thing”¹
 - “Zig-zags” in the schedule when an unplanned transition may be necessary

UDLI and Transition Strategies:

- **Transitions and Engagement:**
 - Involve children in **collaborative discussions** around transitions to **incorporate their perspectives**²
 - **Sensory-rich transitions** to increase regulation
 - **Alerting activities** to “**speed up**” (e.g., pushing, pulling, or carrying heavy objects (i.e. “**heavy work**”), jumping, stomping, wall push-ups)³
 - **Calming activities** to “**slow down**” (e.g., deep breathing, slow rocking, yoga poses)
 - Provide **specific feedback** to children regarding how they are transitioning^{4,5}
- **Transitions and Representation:**
 - Consistently use the same **music** to signal transitions at the same times each day⁶
 - Provide **multi-sensory alerts** to increase perception and awareness of the transition (e.g., visual, auditory, gestural -- lights, timers, key words)^{7,8}
- **Transitions and Action/Expression:**
 - Share **step-by-step** visual and written sequences
 - Discuss **goal-setting** around transitions (e.g., class-wide or individual goals)¹⁰
 - **Practice** and discuss feedback (e.g., what worked well, challenges)^{2,7}
- **Transitions and Inclusion:**
 - Recognize each child’s **unique experiences, strengths, and challenges** with transitions³
 - Incorporate **familiar** and **supportive elements** from past experiences with transitions¹
 - Home, culture, previous classrooms

Goal: establish **transition routines** that empower children to move through their day **independently** (or interdependently)¹

Additional Transition Strategies:

- Aim to **start the year** with planned routines and expectations⁷
 - Practice **flexibility** in making changes to support transitions as you learn more about your classroom
- Plan schedule to allow **minimum number** of transitions possible
- Plan transitions to align with **biological needs** (e.g., bathroom, hunger) of children⁷
- **Explain** the steps of the transition and support children in understanding the intentionality behind this sequence²
- **Model expectations** during transitions⁷
- **Challenge children** when practicing⁷
 - Time the length and create a realistic goal for improving efficiency
- Longer transitions may require waiting (e.g., bathroom, hand washing)
 - Try **transition activities** (e.g., singing, playing a game)¹
- Determine and discuss factors negatively impacting a child’s participation in transitions (e.g., organizational issue, motivational issue)⁷
- **Transition buddies:** opportunities for modeling positive behaviors⁷

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References:

