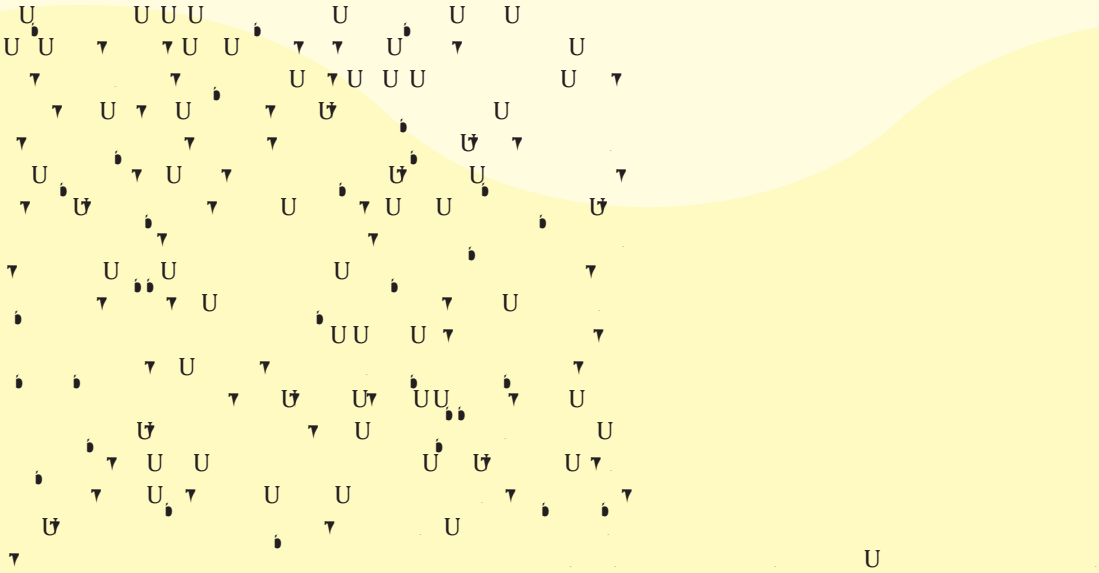

Targeted transition	Why does the behavior occur?	How can I prevent the problem?	How can I respond to the problem?	What skill(s) should I teach David?
Cleanup (moving from centers to large group)	D does not want to leave the activity	• Give D a signal before the transition ("Two more minutes" or "Three more blocks") • After the class cue, go over to D and cue him • Model and take turns cleaning up ("First I put a block away. Then you put a block away.") • Use a photo board to show the "First, Then" actions modeled above	• Ignore inappropriate behavior • Immediately praise D for cleaning up • Use "First, Then" statements • Redirect and model turn taking	• How to clean up using turn taking
Arrival and dismissal	D does not want to leave his mother	• Use a story about what happens at school • Allow D to carry his blanket in the morning • Provide a fun job for D at arrival • Have a peer buddy greet D and invite him to play • Use a visual schedule with a photo of D's mother	• Help D wave and say good-bye to his mother • Read a comforting story about school	• How to ask for a hug or comfort item • How to use a visual schedule • How to say good-bye
Going to centers	D does not know what to do next	• Prepare the next activity before signaling for transition • Give D an individualized choice card • Allow D to play with a small item while waiting • Cue D to look at a visual schedule	• Use visual cues to redirect D to the next activity • Model the expectations • Point out peer models	• How to use the visual schedule • How to imitate peers • How to choose a transition activity (books, puzzles) during wait time

Conclusion