Big Idea/ Topic
Transitions

Georgia Standards of Excellence Alignment

**Health Standard 5:** Students will demonstrate the ability to use decision-making skills to enhance health.

Teacher Keys Effectiveness System (TKES) Alignment

**Standard 7 – Positive Learning Environment:** The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.

**Standard 8 - Academically Challenging Environment:** The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.

Instructional Design

**Define Simply**
Transitions are when students move from one activity or place to another. Routines need to be established to make these transitions smooth and efficient which will minimize lost instructional time.

Introduce students to the routine for classroom transitions. The routine needs to be adaptable to different scenarios (e.g., going to the library, moving from math to science). The teacher can use the steps below as a guide and use the same prompts but substitute music, singing, call & response, chants, or **brain breaks** if so desired.

Steps:
1. In a moment, we will be transitioning from ______ to ______
2. When I say “smooth,” I want you to ______
3. Ready “smooth”
4. Observe to ensure everyone follows the directions.

*We suggest “smooth” (calmness) as opposed to “go” (rushing).*
Model/Demonstrate with Examples
Model an example for students going through each step of the process. At the beginning of the day, identify who will be the “Transition Helper”. One way to incorporate student choice is to have multiple transition routines listed on popsicle sticks and have an identified “Transition Helper” select a stick.

Practice in All Relevant Settings
Practice the transition routine for all different scenarios throughout the day. Follow the same steps so they become used to the routine. Video Example

Monitor & Provide Positive Feedback and Reinforcement
Monitor students’ progress and offer group specific praise after the transition is complete. For example, “Thank you class for this smooth transition. I noticed you put your things away and joined me on the carpet quickly and quietly. Great job!”

Based on Data, Adjust Instruction & Reteach
Teachers should monitor how well the class demonstrates the transition routine and increase practice whenever necessary.

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<tr>
<th>Evidence of Student Success</th>
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<td>- 80% or more of students will transition smoothly from one activity to another without additional verbal or non-verbal prompts from the teacher.</td>
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<th>Student Learning Supports</th>
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<td>- This is a universal lesson plan and an effective practice used for struggling students in the Multi-Tiered System of Supports (MTSS) process.</td>
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<td>- Some students may need additional support/scaffolding. Consider adapting for the individual needs of the student.</td>
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<th>Engaging Families</th>
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<td>- Share transition steps and “smooth” instructions with families so they can practice at home. Suggest they ask their child to teach them the process.</td>
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