TRANSITION AREA

DESCRIPTION

• Location of the students’ schedules
• Location where students wait for new information

STAFF ROLES

• Support independence by referring students to the visual supports
• Prompt from behind but only when needed
• Provide student time to respond before prompting
• Collect data on student performance

STUDENT OUTCOMES

• Improved organizational skills
• Improved time management skills
• Increased confidence in own abilities
• Improved student responsibility
• Improved ability to make decisions
• Improved ability to make transitions from preferred to non-preferred activities independently

REFERENCES

• University of North Carolina TEACCH® Autism Program Five-Day Classroom Training
