Plan a Supportive Classroom Transition

Choose one routine and plan it with the teaching team. Invite the learner's preferences whenever possible.

From: _____ To: _____

1 · Before the transition

What can we prepare or make predictable?

☐ materials ready ☐ preview ☐ other

2 · Offer a clear cue

What words, visual or other signal will we use?

3 · Make participation possible

What meaningful choice or communication option can the learner use? What help or access adjustment is available?

4 · During the move

Who will support, and how?

Where can the learner pause or ask for help?

5 · Notice and revisit

What will tell us whether this plan helped participation or comfort? When will we ask for feedback and adjust?

If the plan is not working: Pause, listen, and consult the teacher about an adjustment.

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