



SUPPORTING POSITIVE BEHAVIORS DURING CLASSROOM TRANSITIONS: OBSERVATION FORM

This form includes major characteristics of classrooms with smooth transitions. Use this form to guide your observations of transitions between activities in the classroom. If you find that a classroom has many things to work on, prioritize your recommendations in an effort not to overwhelm teachers.

Here is a list of key characteristics of classrooms with smooth transitions:

- The number of transitions that children have during the day is minimized.
- Transitions are planned so that there is a minimal amount of time spent in transition.
- Transitions are planned so that children are highly engaged during the transition.
- Children are given a warning before a transition occurs.
- Transitions during which every child has to do the same thing at the same time are minimized (e.g., there is one bathroom time for all children).
- Transitions are structured so that children have something to do while they are waiting (e.g., finger plays, songs, guessing games).
Some children may have helping roles during transitions (e.g., handing out the paper towels, holding the door, helping a friend) to engage them. Transitions can also be times to teach skills related to the transition.
- Children have been taught about the expectations for transitions. This will be clear if children appear to know what to do without verbal reminders.
- The teacher uses visual supports (e.g., posters, signs, visual schedules, etc.) to support transitions.
- The teacher provides positive descriptive feedback to children as they transition (e.g., "I like to see everyone walking in our line.").



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Use this form to guide your classroom observations on classroom transitions. If you find that a classroom has many things to work on, prioritize your recommendations in an effort not to overwhelm teachers.

Date: _____ Classroom: _____ Observer: _____

Characteristics	Observations and recommendations
The number of transitions during the day is minimized.	
Children spend a minimal amount of time in transition.	
Children are highly engaged during the transition.	
Children are given a warning before a transition occurs.	
Transitions during which every child has to do the same thing at the same time are minimized.	
Children have something to do while they are waiting.	
Children appear to know what to do during the transition.	
The teacher uses visual supports to support transitions.	
The teacher provides positive descriptive feedback to children as they transition.	