

Navigator Schools Tight Transitions

<p>Why</p>	<p>Whether it's lining up after recess, or moving to the next center group, smooth and efficient transitions are essential in maintaining a safe classroom environment that maximizes instructional time. When there is a void in this critical routine, the learning environment can feel somewhat chaotic and even unsafe. By practicing transitions until they are "just right," teachers ensure that they are making every minute matter for their scholars.</p>
<p>Action Step</p>	<p>What: Instructional staff will become proficient in Tight Transitions in order to maintain safe and consistent classrooms that maximize instructional time.</p>
<p>Break It Down</p>	<p>How:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Start with an attention getter (chime, "Class, class," etc.) <input type="checkbox"/> Indicate the start of the transition with a word or hand signal <input type="checkbox"/> Set a timer and Work the Clock during each transition <input type="checkbox"/> Use Precise Praise with PBIS points and Least Invasive to reinforce transition expectations <input type="checkbox"/> When first introducing the transition, practice in isolation from academic time until the transition is at 100%
<p>Teacher Stems</p>	<p>Centers Transition Routine: Teacher rings a bell and students stop what they are doing and sit in SLANT. Teacher: Time to transition to your next center. Step 1! Students: Clean Up Teacher: Step 2 Students: Stand behind my chair! Teacher Step 3 Students: Face my next group! Teacher: Step 4 Students: Transition!</p> <p>Lining Up: Teacher: Alright scholars, time to line up and go to _____. You have 30 seconds to silently get in number line order. I can't wait to see you do it and give you all a whole</p>

	<p>class PBIS point! Ready... Set...</p> <p>Step 1: Clean Up</p> <p>Step 2: Stand behind your chair</p> <p>Step 3: Face the door/direction of the line</p> <p>Step 4: Exit the classroom</p> <p>*Once the transition routine is mastered, teachers/students may stop saying the “what to do” directions, and simply say “Step 1, 2, 3, 4,,” or use a hand signal.</p>
Learning Resources	<p>Tight Transitions Workshop</p> <p>Tight Transitions video</p>

*Adapted from *Teach Like a Champion*