

## Preventive Strategies for Transition Times

### - Arrival at school, Recess, Lunch, End of Day Send-off -

Transitions	1 <sup>st</sup> level interventions	2 <sup>nd</sup> level interventions	At the Office	
	<b>OUTDOOR</b>			
<p><b>ARRIVAL AT SCHOOL</b> (school bus, walker, from daycare)</p> <ul style="list-style-type: none"> <li>✓ Greeting students individually</li> <li>✓ The whole school team is "All Hands-on Deck" through the building and outside the school</li> <li>✓ Name explicitly what is expected of students</li> <li>✓ <b>Check-In</b> with teachers</li> <li>✓ <b>Sheltered homeroom</b> for identified students</li> </ul> <p><b>TRANSITION OUT OF CLASSROOM</b></p> <ul style="list-style-type: none"> <li>✓ Name "expected behaviours" prior to leaving the classroom</li> <li>✓ Solicit good intentions to follow through</li> <li>✓ Remind students to come to the adults when there are frustrations/struggles</li> </ul> <p><b>IN THE HALLWAY</b></p> <ul style="list-style-type: none"> <li>✓ Model appropriate behaviors (ex. Walking on right hand side)</li> <li>✓ Intervene with inappropriate behaviors, coach appropriate behaviors</li> </ul> <p><b>EATING TIME</b> (before leaving the classroom)</p> <ul style="list-style-type: none"> <li>✓ <b>Collect</b> the child prior to giving instructions</li> <li>✓ Show patience, listen and give attention</li> <li>✓ Avoid triggering the child with a firm/rigid tone of voice or by addressing them publicly</li> <li>✓ Talk to the student (individually), offer choices, ensure time for processing</li> <li>✓ Increase physical proximity to students</li> </ul> <p><b>END OF DAY SEND-OFF</b></p> <ul style="list-style-type: none"> <li>✓ <b>Recap</b> for identified students</li> <li>✓ <b>Sheltered Recap</b> for identified students</li> </ul>	<p><b>Preventative strategies</b></p> <ul style="list-style-type: none"> <li>✓ Structure and routine:               <ul style="list-style-type: none"> <li>✓ Defined sections in the yard</li> <li>✓ Schedule of activities</li> <li>✓ All classes are informed of the schedule and range of activities</li> </ul> </li> <li>✓ Safety – adults on duty wear a colored vest for easy visual reference</li> <li>✓ Equipment – set-up a tracking system for borrowing and returning</li> <li>✓ Mentor Players – pairing K –grade 1 classes with 2 grade 5/6 students per class               <ul style="list-style-type: none"> <li>✓ Help engage students in games</li> </ul> </li> <li>✓ Yard Guardians – Grade 5/6 students               <ul style="list-style-type: none"> <li>✓ Responsible for a yard station with a game</li> <li>✓ Coaching/teaching is provided to learn games and then be able to teach younger students</li> </ul> </li> </ul>	<p><b>Intervention suggestions</b></p> <ul style="list-style-type: none"> <li>✓ Paint games on the ground (ex. Snakes and ladders, Hop scotch, Chess, 4-corners).</li> <li>✓ Paint games on the wall (ex. Target to play with tennis balls)</li> <li>✓ Have different types of <b>LOW energy games with adult supervision and coaching</b> <ul style="list-style-type: none"> <li>✓ Simon Says</li> <li>✓ What time is it Mr. Wolf?</li> <li>✓ Red light, Green light</li> </ul> </li> <li>✓ Have different types of <b>HIGH energy games with adult supervision and coaching</b> <ul style="list-style-type: none"> <li>✓ Soccer, soccer baseball</li> <li>✓ Street hockey/ball hockey</li> <li>✓ Frisbee</li> </ul> </li> </ul>	<p>When previous interventions are tried, and behavior continues or increases.</p> <p>Note: Please refer to the document entitled <b><i>Nurturing Support Centre – Intervention Models to Consider – Prevention &amp; Intervention</i></b></p> <p><b>SUPPORTED RECESS</b></p> <ul style="list-style-type: none"> <li>✓ For identified students with an assigned adult coaching and modeling good sportsmanship</li> <li>✓ In a designated and reserved area of the playground</li> <li>✓ Games are taught so students will learn how to play a variety of games</li> </ul> <p><b>EXTENDED RECESS</b></p> <ul style="list-style-type: none"> <li>✓ For identified students with an assigned adult</li> <li>✓ Prior to going outside, the student is coached with specific cues to help him/her do their best when others come out.</li> <li>✓ These students get an additional 10-15 minutes of playtime because they need to get excess physical energy out and release frustrations</li> </ul> <p><b>SUPPORTED LUNCH – Outdoor Playtime</b></p> <ul style="list-style-type: none"> <li>✓ Same as Supported Recess explained above</li> </ul>	<p><b>With the student:</b></p> <ul style="list-style-type: none"> <li>✓ Time is given to calm down</li> <li>✓ Acknowledge and validate the child's emotions when incidents occur</li> <li>✓ When calm engage in a conversation to discuss what unfolded</li> <li>✓ Consequence (if deemed necessary) is discussed with the adults involved, then delivered to the student</li> <li>✓ Solicit their good intentions to demonstrate appropriate behavior and language when they return to play that day or the following day</li> <li>✓ Principal informs the parents when a suspension is given – phone call with a letter providing a detailed description</li> </ul>
		<b>INDOOR</b>		
		<p><b>Preventative strategies</b></p> <ul style="list-style-type: none"> <li>✓ Structure and routine: schedule of activities               <ul style="list-style-type: none"> <li>✓ Have schedules posted in different locations for teachers and students to be aware of which activities take place when and where</li> </ul> </li> <li>✓ Sign-up process</li> </ul>	<p><b>Intervention suggestions</b></p> <ul style="list-style-type: none"> <li>✓ Intervention clubs with Technician</li> <li>✓ Game clubs</li> <li>✓ Craft clubs</li> <li>✓ Social interest clubs (e.g. drama, photography, skipping rope, etc.): staff share their passions, with volunteers leading</li> <li>✓ Scheduled physical activities (e.g. Just Dance, open gym with stations set up)</li> </ul>	<p><b>SHELTERED RECESS</b></p> <ul style="list-style-type: none"> <li>✓ Identified students come to the NSC or Technician room, based on a schedule, because they are unable to cope within the larger group on a behavioral and emotional level</li> <li>✓ Interventions are coached and modeled to help students manage their emotions appropriately</li> </ul> <p><b>SUPPORTED LUNCH –Eating time</b></p> <ul style="list-style-type: none"> <li>✓ For identified students, who are unable to manage the noise level and close physical proximity of eating in the cafeteria or their classroom.</li> <li>✓ Students meet a designated adult in a predetermined location.</li> </ul> <p><b>SHELTERED LUNCH</b></p> <ul style="list-style-type: none"> <li>✓ Same as Sheltered Recess explained above</li> </ul>
	<b>INDOOR (Inclement weather – rain, ice, deep cold)</b>			
	<p><b>Preventative strategies</b></p> <ul style="list-style-type: none"> <li>✓ Encourage teachers to set-up a plan for Indoor recess/lunch days that can be implemented when needed</li> <li>✓ Organize activities/stations in different locations</li> <li>✓ Pre-set plan that gets put into action when students must stay inside</li> </ul>	<p><b>Intervention suggestions</b></p> <ul style="list-style-type: none"> <li>✓ Have a wide range of board games readily available in the classroom</li> <li>✓ Have individual craft, drawing, building &amp; creating projects that students can invest time this additional time in</li> <li>✓ <b>Kinesthetic pathway</b> – movement stations. These can be within the classroom and in the hallways</li> <li>✓ Have a community Puzzle table, Math Challenge Area, Art Station within the classroom</li> </ul>	<p><b>SHELTERED RECESS AND SHELTERED LUNCH</b></p> <ul style="list-style-type: none"> <li>✓ These resources remain available for students scheduled for this intervention support</li> <li>✓ Additional students may require this support on Indoor Recess/Lunch due to inclement weather, this will be determined by administration, teachers and support staff</li> </ul> <p><b>BUILDING AND CREATING PROJECTS</b></p> <ul style="list-style-type: none"> <li>✓ Having different 'stations'/spaces within the school available for students to work on individual or small group building projects can be an asset to help manage emotional stirrings and the change in schedule</li> </ul>	

