

STUDENT	MK
SETTING	Preschool special education classroom
AGES	3-5
PLAN DATE	September 15
REVIEW DATE	October 20

SPECTRUM UNLOCKED · BEHAVIOR PLAN

Flopping at Transitions

a prevent, teach, respond plan for one student

What it looks like. Within one minute of a transition cue away from a preferred activity, the student lowers herself or drops to the floor and does not move toward the next area for at least thirty seconds. Sitting to play with the transition object does not count.

What it does for the student. Escape, from ending a preferred activity and starting a demand.

The replacement behavior. Carry a transition object to the next area after the two-minute warning, with an adult beside her.

You will know it is working when. She walks to the next area within one minute of the cue on most transitions, and floor time stops climbing after the warning.

PREVENT

set up the day so the behavior is needed less

- 1 Give a two-minute warning with the visual timer before every preferred activity ends.
- 2 Hand her the transition object at the warning, not after the flop starts.
- 3 Make the next area visibly worth reaching: the first task there is short and liked.
- 4 Schedule the hardest transitions right after movement, not straight off the rug.

TEACH THE REPLACEMENT

the skill that does the same job for the student

- 1 Practice timer, object, walk as a game during play, when nothing real is ending.
- 2 Shrink the real thing: end a mildly liked activity, run the routine, and celebrate the walk.
- 3 Run the full routine on real transitions with an adult beside her, fading to a point and a nod.

RESPOND

the same steps from every adult, every time

EARLY SIGNS

She turns away from the speaker, grips the toy tighter, or sits down slowly while watching you.

- 1 At an early sign, restate the plan once: timer, object, walk. Then wait beside her.
- 2 If she flops, stay close, stay quiet, and keep the next area running without her.
- 3 Prompt once more when she is calm: the object and an open hand toward the next area.
- 4 When she stands and walks, greet her at the next area like the flop did not happen.

THE REINFORCEMENT RULE

Walking earns the good part of the next area immediately: the job, the greeting, the first turn. Flopping earns a calm adult nearby and nothing else; the ended activity never comes back.

TODAY'S QUICK LOG

tally by time block; a line per incident is enough

Target. Flopping at Transitions

Replacement. Carry a transition object to the next area after the two-minute warning, with an adult beside her.

TIME BLOCK	TARGET TALLY	REPLACEMENT TALLY	PROMPT

Prompt key: I independent · V verbal · G gestural · P physical

INCIDENTS: WHAT HAPPENED, WHAT WORKED

1

2

3

WHAT WORKS

from the people who know the student

WORKS WHEN

She gets a two-minute warning with the visual timer and carries something to the next area.

REWARDS THAT LAND

Being the door holder, bubbles at the rug, first pick of carpet squares.

AVOID

Lifting her mid-flop, and ending motor play with no warning at all.

SAFETY NET

when to get help, and what never helps

GET HELP WHEN

She flops in a doorway or on stairs, or the flop lasts past ten minutes with escalating crying.

NEVER DO

Never carry her to the next activity once she is down; riding there is worth flopping for.

Never restart the ended activity to stop the crying.

WHO TO CALL

Mrs. Patel Classroom teacher

Ms. Greene Early childhood behavior consultant

REVIEW

bring this page to the next team meeting

Success at review means. Flops at or below one per day for two consecutive weeks, with average floor time under two minutes.

KEEP DOING

The strategy that is carrying the plan.

CHANGE

What the data says to adjust, and how.

NEXT REVIEW BRINGS

The data and the people the meeting needs.