

**Binghamton Regional Center for Autism Spectrum Disorders  
2019 Spring Conference Supplementary Handout**

\*This handout was created by the BRCASD Conference Team to support attendee learning within this workshop. The presenter is in no way required to cover content in a similar fashion as shown below. Consider this worksheet a support to your learning rather than an exact step-by-step parallel to the presentation. We look forward to any feedback you have about the helpfulness of this supplemental handout.

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**WORKSHOP II  
Understanding Transition-Related Challenging Behavior in Children with Developmental Disabilities  
William E. Sullivan, Ph. D.**

Dr. Sullivan's presentation cites Flannery & Horner (1994) to help attendees understand the components that need to be considered for effective transitions. Consider a transition for yourself, your child, or someone you serve (depending on your role and relationship to an individual with ASD) and use the areas below to outline a plan per Dr. Sullivan's recommendations.

Transition that is currently a concern: \_\_\_\_\_

What would a successful transition look like to you?

List all the steps involved (sequence) of the activities, duration of each, content, location, associated individuals, and consequences. Use as many or as few of the rows below as you need. This table may not be large enough to cover all steps depending on the transition you have chosen.

Activities Involved in Transition (Step-by-step)	Duration (seconds/minutes)	Specific Details of the Step (Content)	Location	Individuals Involved	Consequences
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

**Reference**

Flannery, K. B., & Horner, R. H. (1994). The relationship between predictability and problem behavior for students with severe disabilities. *Journal of Behavioral Education, 4*(2), 157-176. doi:10.1007/BF01544110