**AN ANALYSIS OF BEHAVIOURAL INTERVENTIONS FOR TRANSITION-RELATED DIFFICULTIES: A SCOPING REVIEW**

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**Objectives:** Many children and youth with developmental disabilities have difficulties with daily transitions, such as transitioning from one activity or setting to another (Kern & Vorndran, 2000). When transition challenges persist, they may interfere with one’s independence as well as his or her social interactions in educational and community settings (Brewer, Strickland-Cohen, Dotson, & Williams, 2014). Behavioural interventions have shown to be effective in reducing transition difficulties for individuals with developmental disabilities (e.g., Vasquez, Brewer, Leon, & Vasquez, 2017); however, a systematic examination of relevant literature is currently lacking. Therefore, the purpose of this scoping review is to examine behavioural interventions for transition-related difficulties during activity, task, or setting transitions for children and youth with developmental disabilities.

**Method:** Four electronic databases were searched (i.e., Education Source, Eric, PubMed, and PsychInfo) using the following search terms: “autism spectrum disorder\*” OR “autism” OR “pervasive developmental disorder” OR “Asperger” OR “intellectual disabilit\*” OR “developmental disabilit\*” AND “transition\*” OR “transition behaviour” OR “transition behavior” OR “transition difficult\*” OR “activity transition\*” OR “task transition\*”. Inclusion criteria were as follows: majority (>50%) of the sample was under the age of 18 years; intervention was behavioural; articles were peer-reviewed; published in English; included a focus on (an) activity, task, or setting transition(s); and majority (>50%) of participants had a (diagnosis or suspected) developmental disability.

**Results:** The primary search yielded 1,439 results. Once duplicates were removed (*n* = 298), study titles and abstracts were reviewed (*n* = 1,141). Following a review of titles and abstracts, 1,108 studies were excluded, and 33 full-text studies were examined. Of the 33 studies, 20 met inclusion criteria. An additional 5 studies that met inclusion criteria were identified through a hand search of the literature. Next steps include an analysis of the final sample of 25 articles.

**Discussion/Conclusion:** The findings from this review will provide a comprehensive understanding of what currently exists in the literature to support children and youth with developmental disabilities who have transition difficulties. In practice, the results will guide clinicians who support individuals with such problems. It is essential that current interventions be evaluated in order to further develop empirically supported treatments to support children and youth with developmental disabilities to successfully transition.

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