

The challenge of change:

Transitions between school and home



Who am I?

- Background in Learning Disability nursing
- Areas of interest: Positive behavior support
- Current Role: Lead Practitioner at The Witherslack Group



What we'll cover

- What is transition and why can it be challenging for our children?
- Explore different examples of transitions that occur on a daily basis
- What are effective ways to for us to help support our children in managing these transitions?



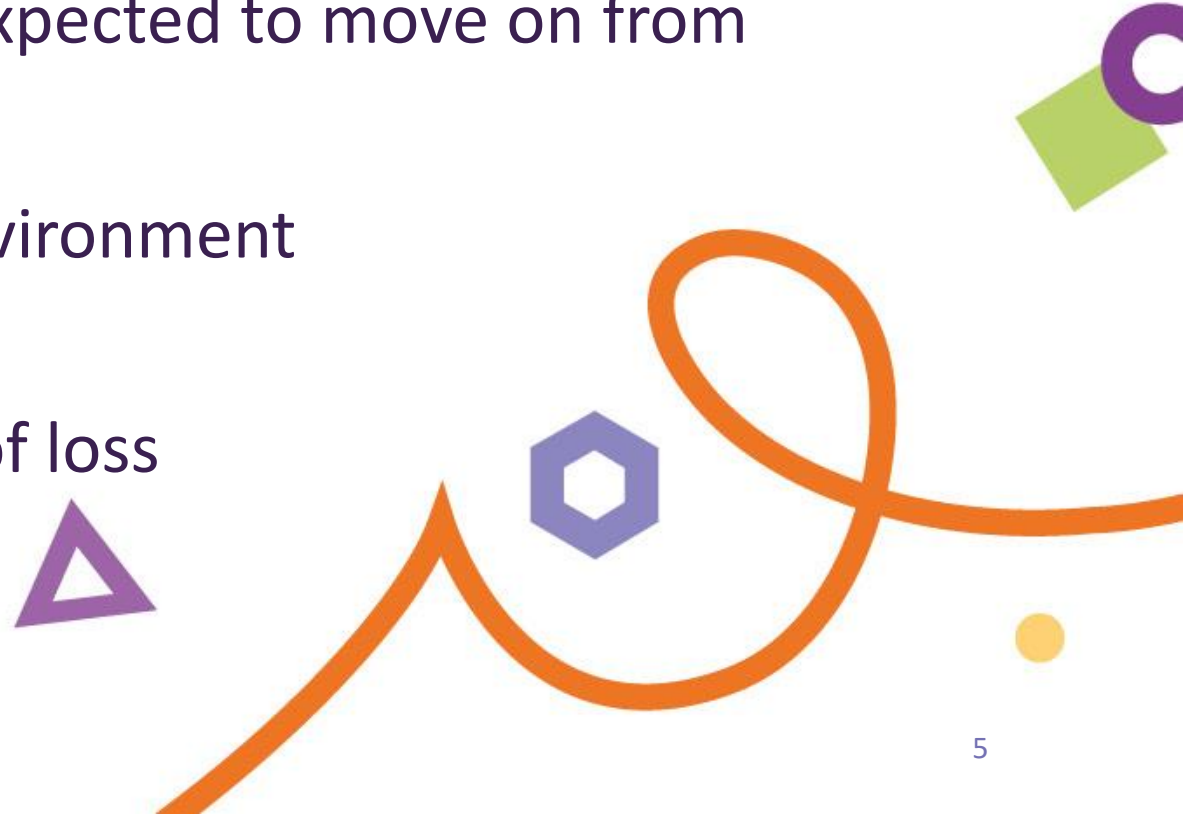
What is a transition?

'The process of moving from one thing to another'

*'Leaving the 'comfort zone' and encountering
'the unknown'*

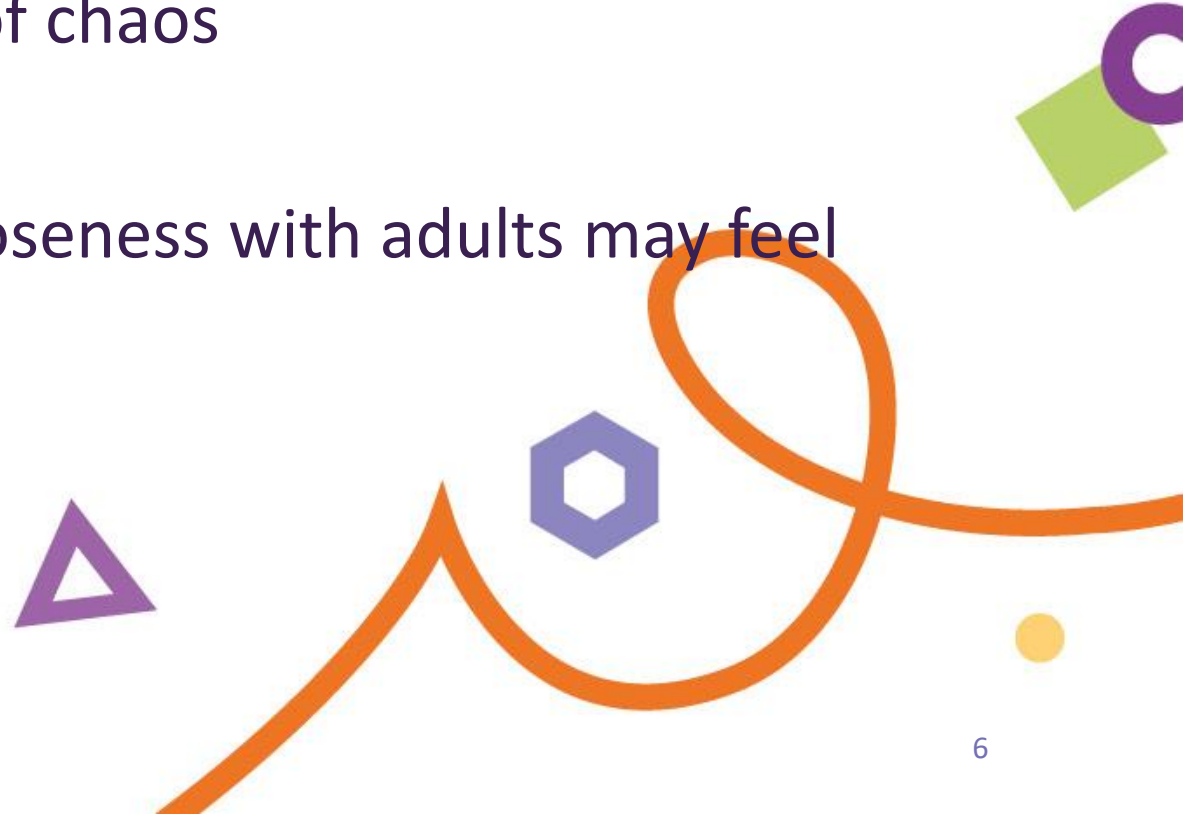
Why are transitions challenging?

- Already engaged in a preferred and reinforcing activity
- Still not completed the task they're expected to move on from
- Often moving to an unpredictable environment
- Ending activities can trigger feelings of loss

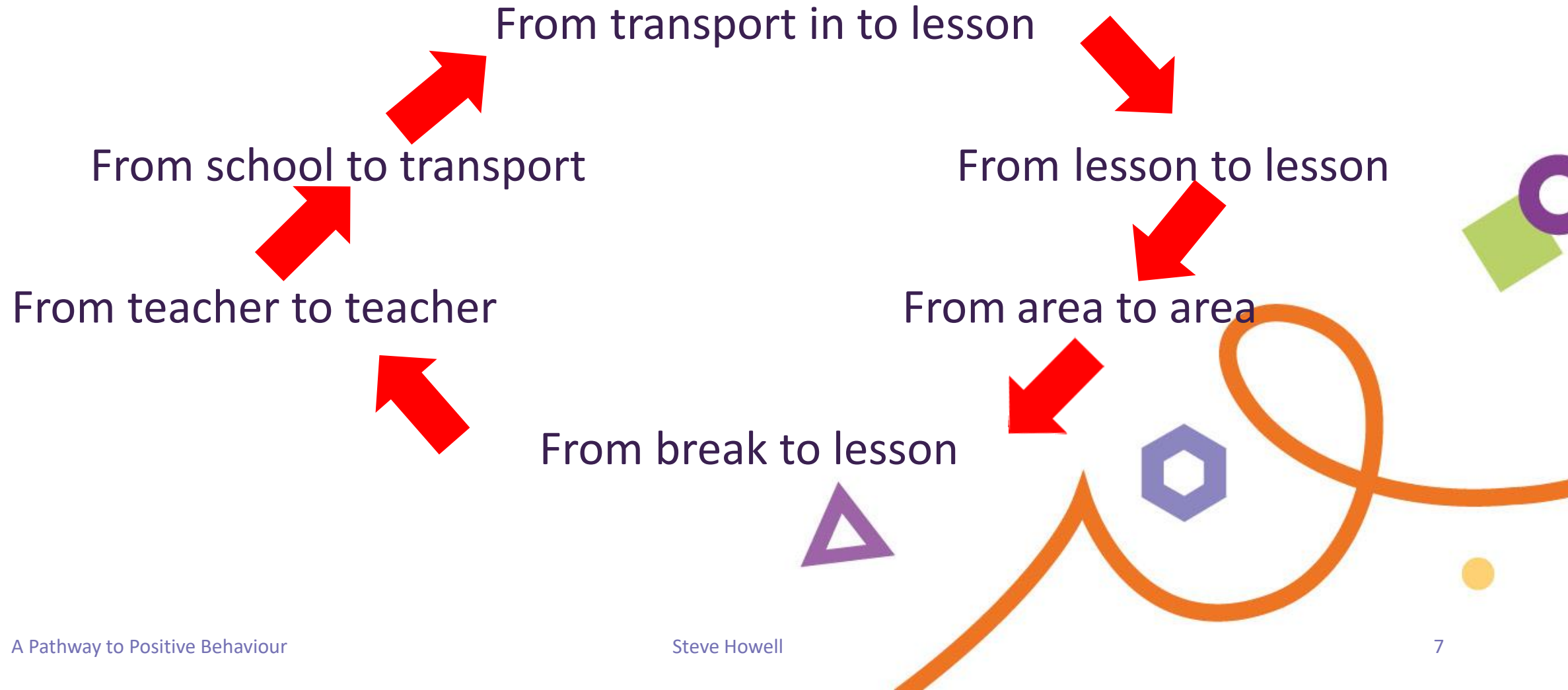


Why are transitions challenging?...Cont

- Leaving an activity or event can feel like a loss of control
- A greater opportunity for a creation of chaos
- An opportunity to create distance, closeness with adults may feel scary

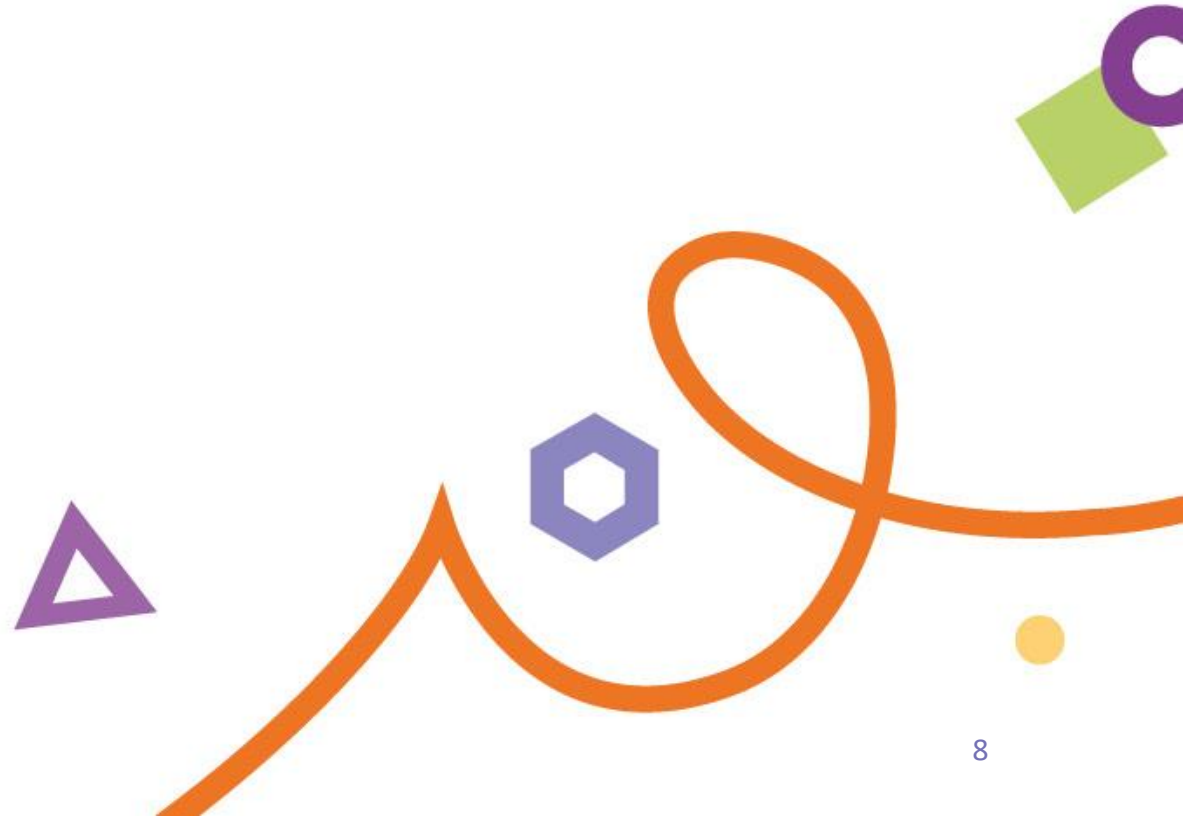


Transitions in the school



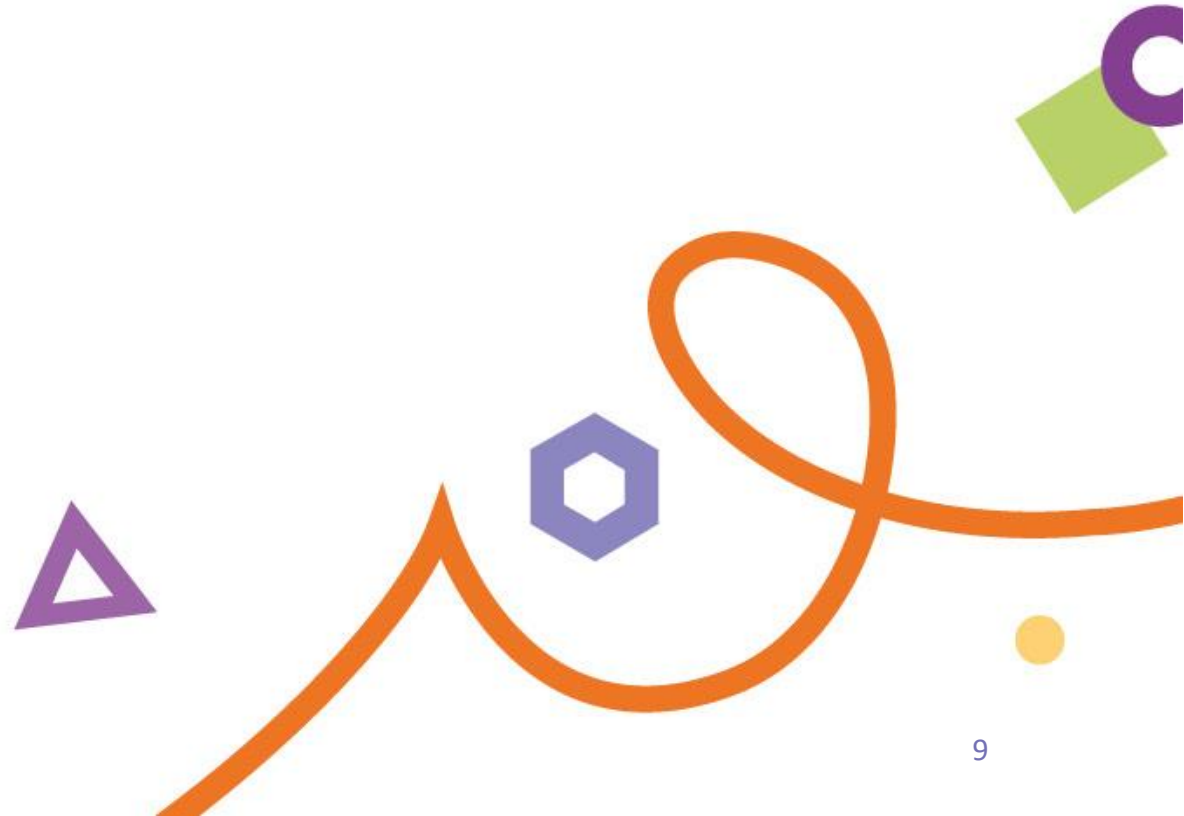
Further transitions and changes...

- New class teacher
- New pupil joining the group
- Changes in timetable
- Different events and celebrations
- From key stage to key stage



Transitions in the home

- Out of bed to get ready
- Home to transport
- Transport to home
- Activity to activity
- Leaving home to returning to home
- Activity to bed time routine
 - Packing away toys
 - Turning TV off
 - Getting out of the bath
- Transition to bed time



Effective strategies to help manage transitions

Home:

- Now/ Next board
- Visual schedule
- Sand timer/ alarm timer
- Key object/ toy for transitions
- Think about environment
 - **Lighting**
 - **Noise**
 - **Clearly defined areas**
- Encourage them to talk and share concerns

Effective strategies to help manage transitions

School:

- Visual timetables
- Photos
 - **Staff**
 - **Classroom**
 - **Subject**
- Alternative opportunities to avoid busy environments
- Settling period before demands placed
- Think about language
- Be where you need to be

What do we want to achieve?

- Develop abilities to cope and tolerate transitions
 - **Communicate the anxieties**
 - **To cope when things go wrong**

Remember that the teaching of skills can only take place with a child who is regulated.

Key points

- Every child is different- Plans must be tailored to the individual needs
- Be as predictable as possible- This increases the feeling of safety
- The smallest changes can be huge, try and do something about it
- Communication is key



Thank you!

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