

Transitions

1 Planning

Plan the day and each transition that is required. This can be, from entering and leaving school to transitions between lesson, breaks and classrooms.

2 Predictability

Routine is vital; children need to know their whole weekly routine, and each day. All children should be verbally and visually informed of each transition.

3 Visuals

Each child should have a simple individual visual timetable. This may need to be broken down to morning and afternoon. Some children will also need a 'Now and Next' to support transitions between each activity.

4 Sensory

Ensure sensory needs are met, and children are regulated prior to transitions. Where possible include sensory strategies in the transition.

5 Changes

If something is not working, consider and reflect on what you have tried, and what can be changed. Can the plan remain the same, with a small change? If something needs to be changed; change one thing at a time and then review.

6 Limitation

Reduce the number of transition as much as possible. Transitions can cause anxiety, so a reduction in transitions can help children to maintain regulation and improve transitions.

7 Processing

Provide the instructions (give warning), and allow processing time. Use timers such as smart screen countdowns or sand timers to aid processing. Do not rush the children; then transition as calmly as possible.