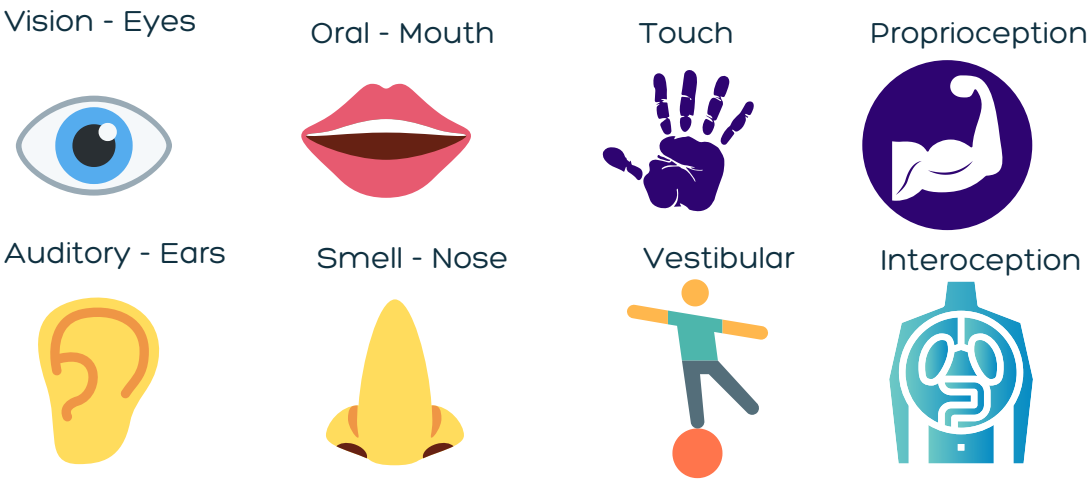
# Supporting Smooth Transitions

## *Using the Eight Senses*




### TIPS to support your child in smoother transitions:

- Don't rush... allow MORE time than you need... CONSIDER...

When was the last time you did something with ease when you felt pushed, stressed or pressured to complete it?

- Try to reduce "lull" time.

As adults, we often keep talking and prolong a transition when it needs to happen more quickly for our children, and have things ready to go.

- Keep practicing!

Practice makes progress... if it doesn't go according to plan this time, try again next time. We are building new neural pathways!

- Consistency, structure & predictability are KEY!

Build in routines, visual schedules so they feel familiar - this creates safety which is essential for smoother transitions.

**Check out the ideas and explore what supports your child in smoother transitions... there are blank spaces to add your ideas & your child's ideas!**


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# Supporting Smooth Transitions

## *Using the Eight Senses*

### Vision - Eyes



- Make **time** concrete and visible using a visual timer OR
- Allow a certain number of "turns" (e.g. slides, jumps) before transition
  - You can make the number with your fingers for emphasis and visual input
- First - Then visuals to prepare your child for what is happening next (after the transition)
  - First boots, then walk to the park
- A longer sequence of visuals can be helpful for some children
  - e.g. visuals of all the steps to get ready for school
  - e.g. visual of the bedtime routine
- Use social stories to prepare for new situations and transitions that have been difficult in the past to prepare and practice the steps.
- Use simple sign language (e.g. "all done") as an additional cue that an activity is over OR "thumbs up" when they follow through
- Make a plan together and write each step on a sticky note
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### Auditory - Ears



- Tell your child what is NEXT (after the transition)
  - E.g. One more slide then put on your boots
- Use a timer that also has a "beep" for an auditory signal that time is over.
- Name the difficult emotions & validate, e.g. "You don't want to leave. You feel mad/sad that we have to go."
- Also acknowledge the good time, "You had so much fun. Let's do this again."
- Use songs (made up or real) to go along with the actions required of the transition, "Boots, boots, let's put on our boots".
- Use silly voices to repeat what is happening.
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- .....


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# Supporting Smooth Transitions

## *Using the Eight Senses*

### Oral - Mouth



- Having a water bottle to drink from can be nourishing and supportive.
- A healthy snack that is crunchy or chewy, may be helpful after the transition because it is like heavy work for the mouth and can be very grounding & organizing for the nervous system.
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### Nose



- If you take deep, slow breaths it can be regulating and calming for your child. Try to be conscious of how fast YOU are breathing (as the adult), and slow it down. Co-regulating requires the adult to be as calm, centered and grounded as possible.
- Explore which breathing activities might support your child in transitions.
  - Can you blow me to the park? (encourages your child to take deep breaths)
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- .....

### Touch



- Rub your child's back or just place your hand with a heavy touch to help your child calm and settle, and ensure they feel safe
- Wrap your child in a blanket, or make cozy with pillows or stuffies all around them like a cocoon
- Ensure your child feels safe
- Carrying transition objects can be helpful (a toy, blanket or something they give back to their adult)
- A worry stone, or other hand fidgets that are textured can be soothing and supportive
- .....
- .....



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# Supporting Smooth Transitions

## *Using the Eight Senses*

## Vestibular



- Move your body in different ways **through** the transition
  - e.g. Stomp to the door
  - e.g. Crawl like a lizard to the table
  - e.g. Fly like an eagle to the car
- 
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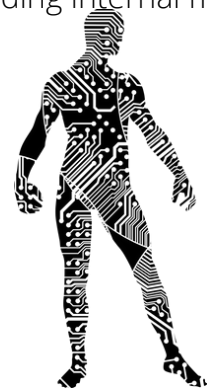
## Proprioception



- Engage you child in a "heavy work" activity to **carry, push, or pull** something during the transition.
  - e.g. carry a bag
  - e.g. pull a sled
  - e.g. push a box
- Having a specific "job or task" to complete during the transition can also be helpful.
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## Interoception

and building internal motivation



- Timers (how long do you need to get dressed? OR Can you get dressed in less than 5 minutes) can be internal motivators
- Racing against a parent to complete a task can sometimes add a competitive fun to a transition (can often be less helpful with siblings as it can create conflict and rivalries)
- 
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Have fun being a detective as you explore and discover the tools that best support your child to grow!

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EXPLORE. DISCOVER. GROW.

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