

Top Transition Tips

Though we don't yet know exactly when or how transitions will take place, we do know that they will. The NELincs Community Educational Psychology Team have put together this brief set of tips to support you in your planning for this. Contact us for more details, for more information about the training and support we can provide to you, or if you would simply like to talk through your transition plans with one of our psychologists.

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| <p>Build Relationships Build peer relationships using buddy schemes or befriending schemes. Keep friendship groups together. Have a key adult. Play and be playful together to reconnect.</p> | <p>Listen to children Consciously plan for ways that children and young people can voice their concerns, small group check ins, virtual worry boxes or questions and answer sessions. Play will help them explore their feelings too.</p> |
| <p>Allow time to readjust Begin connecting before the transition. Virtually reconnect. Messages such as “we are so looking forward to seeing you again” can be surprisingly effective. Expect everyone to need an extended transition time. Social stories, visual supports, grounding and mindfulness activities should all be planned for.</p> | <p>Help everyone to feel safe Being safe is not the same as feeling safe. Be explicit about what you are doing to keep everyone physically safe, what they should do if they are worried, where they need to go and when. Deliver messages with a warm, reassuring tone. Record visually for everyone to see for extra security.</p> <p>Safe places and transition objects can help as can predictability. “Now and next” statements, whether visual or verbal, can reduce uncertainty.</p> |
| <p>Share information Even more than usual, work with each other, families, carers and students. Capture their strengths, understand their context. Find out what their experience of this time has been.</p> | <p>Promote a sense of personal power Children need to feel that they have some control over what is happening. Feeling powerless can be scary. Help them understand that actions can have some positive effect. Model and teach problem solving skills, help them set their own goals. Job roles and responsibilities can also help.</p> |
| <p>Respect feelings All behaviour is communication. Be curious about what you are seeing, as this will guide what you do. Accepting the feelings, and co-regulating will be an important role. Emotion Coaching, calm corners, relaxation approaches will all help.</p> | <p>Promote the positives In amongst this time, there have been some positive aspects. Some children have enjoyed being at home. Some are excited to be reunited with their friends. Consider the transforming nature of celebratory events, marking new beginnings and endings.</p> |
| <p>Use a trauma informed approach Some children will have found this time traumatic. Learning will have fallen back, milestones that were previously in place may now be missing. Anxiety will inhibit their ability to learn and engage with learning. Bodies and brain being ready to learn again will take time and warmth.</p> | <p style="text-align: center;">Educational Psychology Helpline: 01472 323308</p> |