

Transitions- Preparing for Change

Moss Hall Infant and Junior Schools: Parent/Carer Workshop

Aims today

What are transitions
and transitions and
when do they
happen?

To explore why
routines help
children

How you can
support your child
with routines

Change

- Change is a part of life
- Transitions are like moving between seasons



Transitions



WHEN YOUR ROUTINE CHANGES



CHANGE IS A NATURAL PART OF
LIFE



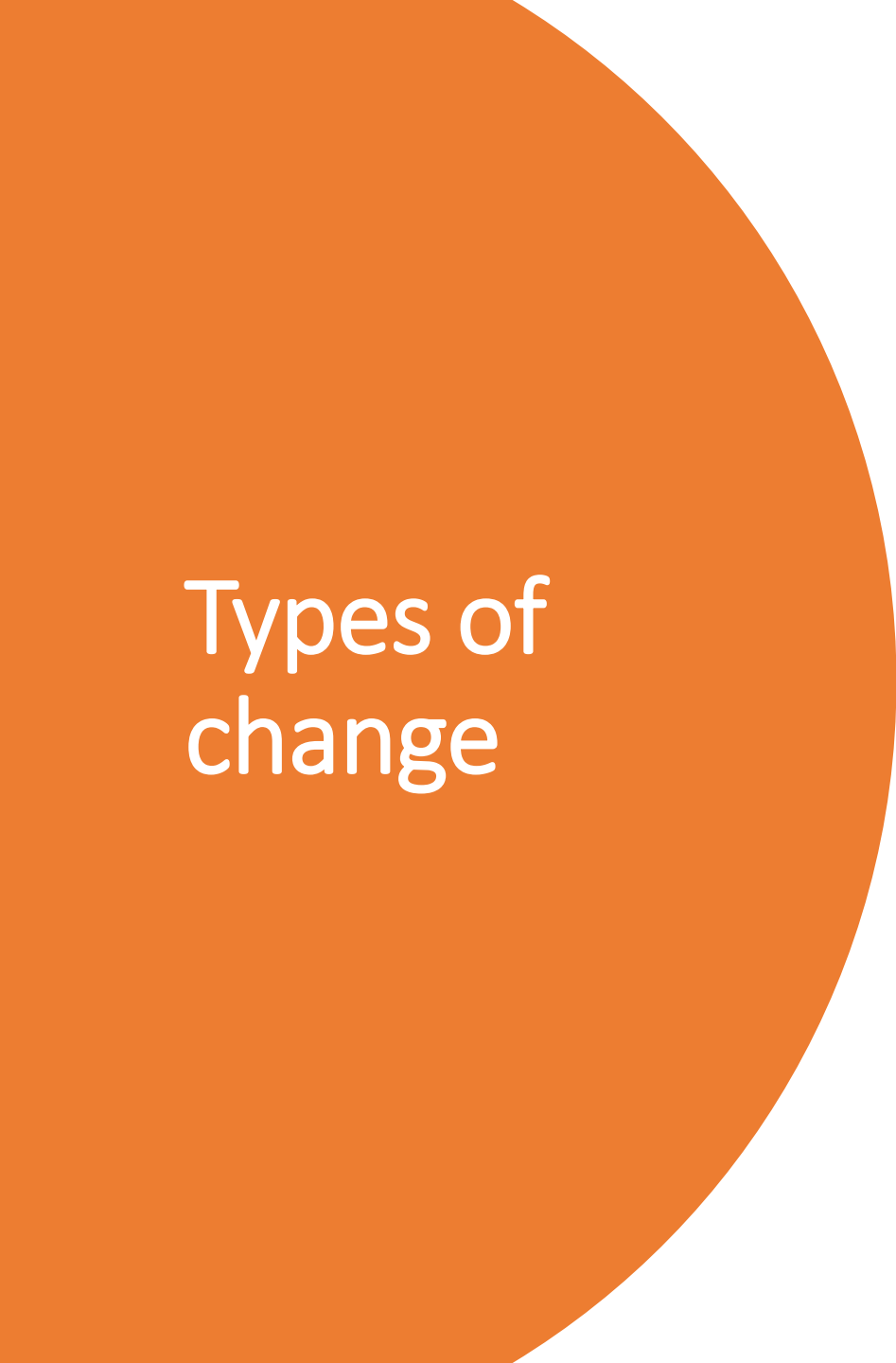
DURING TRANSITIONS ROUTINES
ARE EVEN MORE IMPORTANT

Think of 2
words to
describe an
upcoming
transition



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A large orange circle is positioned on the left side of the slide, partially cut off by the edge.

Types of change

Moving up a year group

Changing school

Moving house

Birth of a new sibling

Change in family dynamic or structure e.g.
parental separation

Family illness, accident or loss

Change

Anxiety: What is it?

Fear
response



Flight

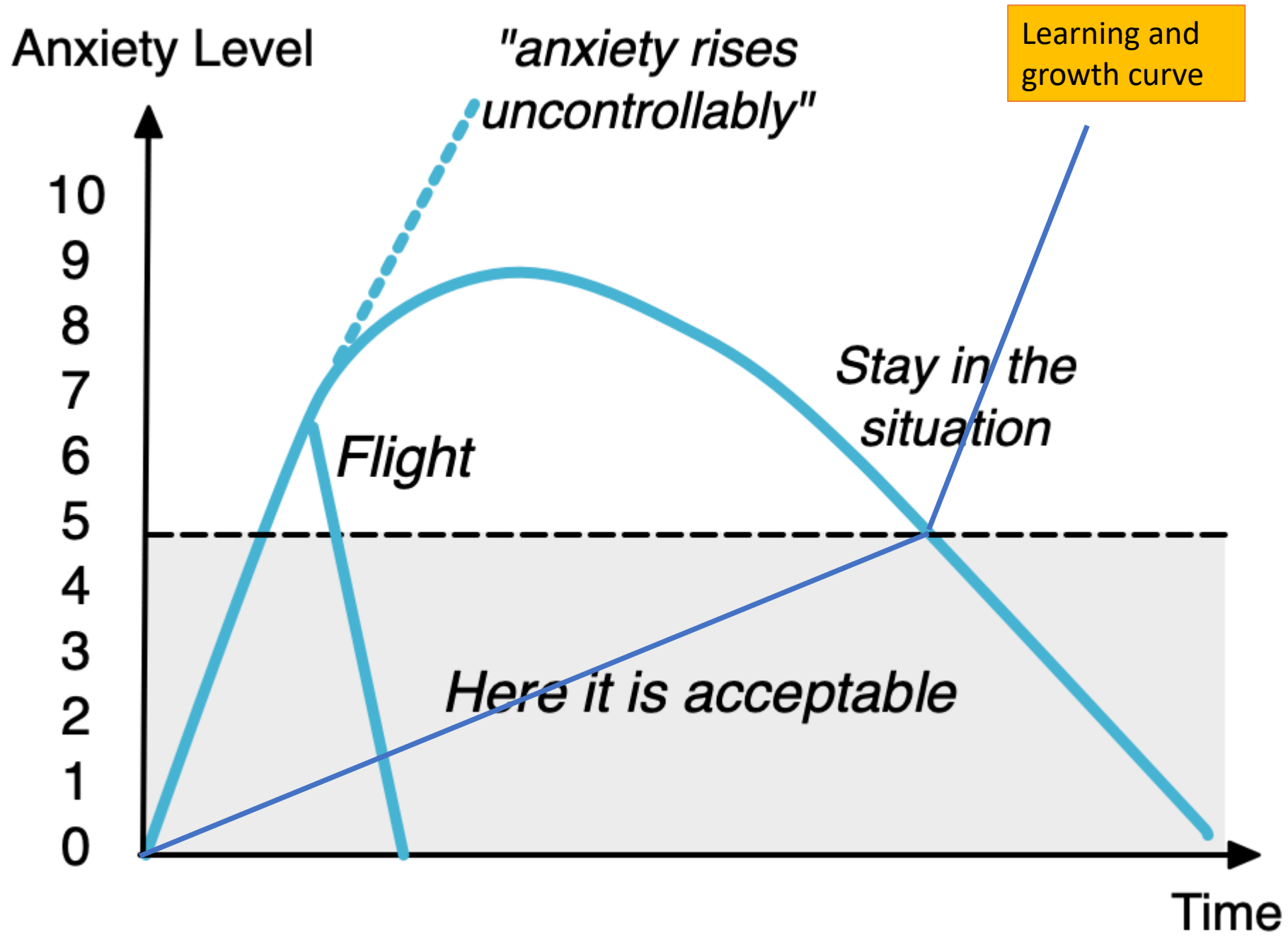


Fight

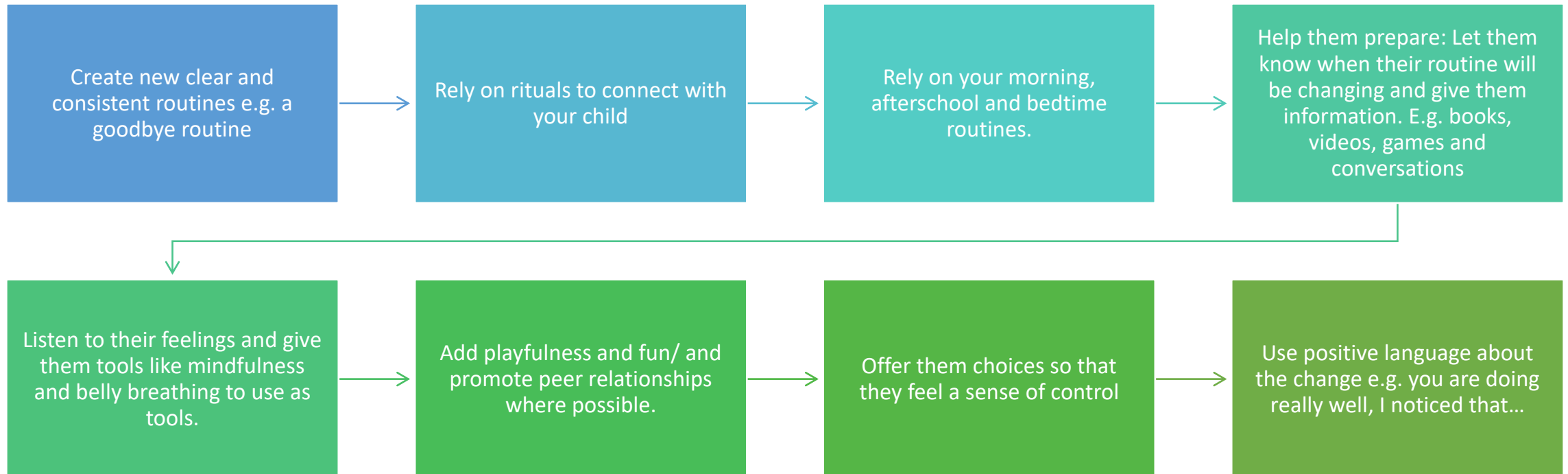


Freeze

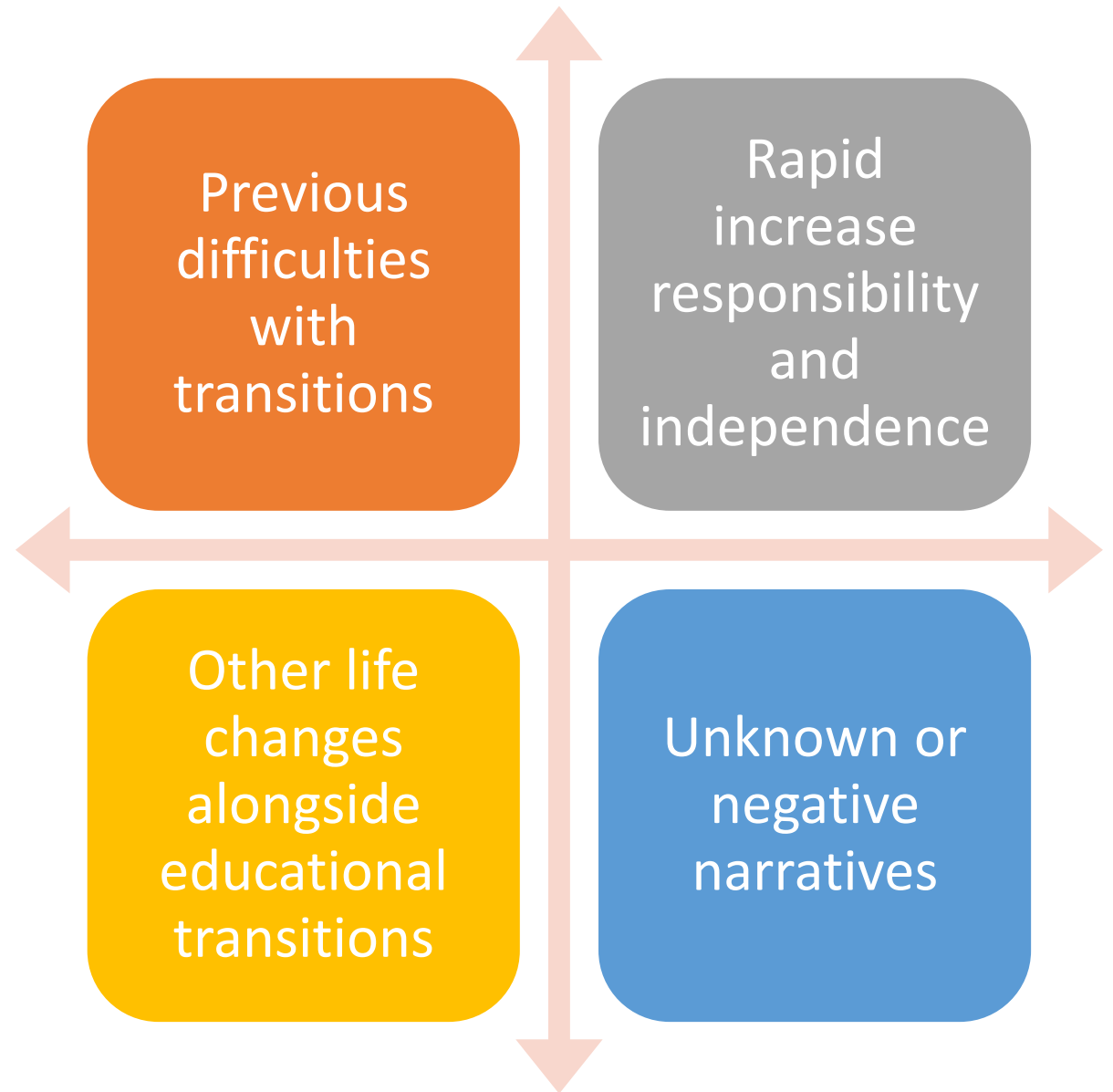




What helps when your child encounters transition



What might
make transitions
more tricky



What to expect

- A range of emotions
 - Excitement, hope
 - Worry, anxiety, loss
- Settling in period



Communication and Preparation

- Visual aids such as calendars and timelines can support children to prepare for and process transitions. Stories may also help.
- Familiarisation with new setting – visit new classroom or school, or show them where it is (point this out)
- Help your child to think about how to approach new people and start conversations e.g. how to introduce themselves and ask a follow up question
- Practise things that they will need to do, like walking the route they might take to school, trying on the new uniform or packing their own school bag
- Answer questions they have as best you can.

Emotional Literacy

Emotional Literacy is the ability to understand and express feelings. It involves having self-awareness and recognition of your own feelings and knowing how to manage them, including the ability to stay calm when angered, or to reassure yourself when in doubt. It also includes showing care and concern for others, establishing and maintaining positive relationships and handling interpersonal situations effectively.



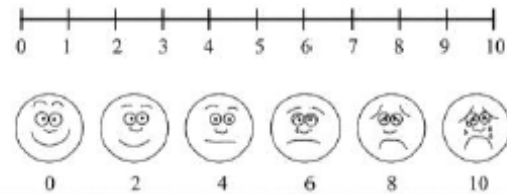
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Feelings Thermometer

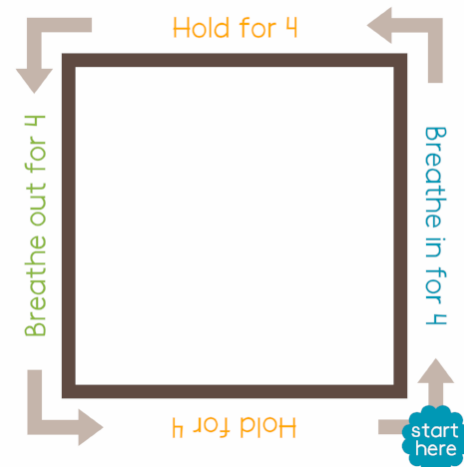
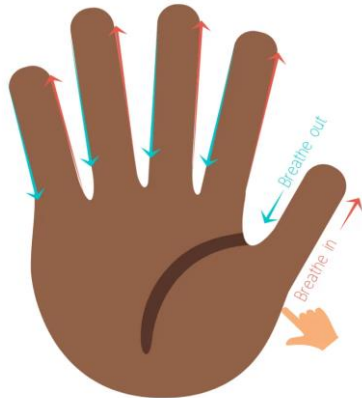


I'm feeling...

Calm	Happy	Silly	Relaxed
Nervous	Annoyed	Sad	Shy
Surprised	Hungry	Angry	Confused
Sleepy	Sick	Hurt	Hot

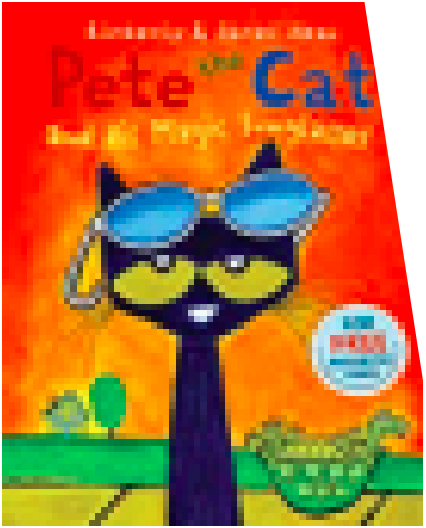


5 Finger Breathing

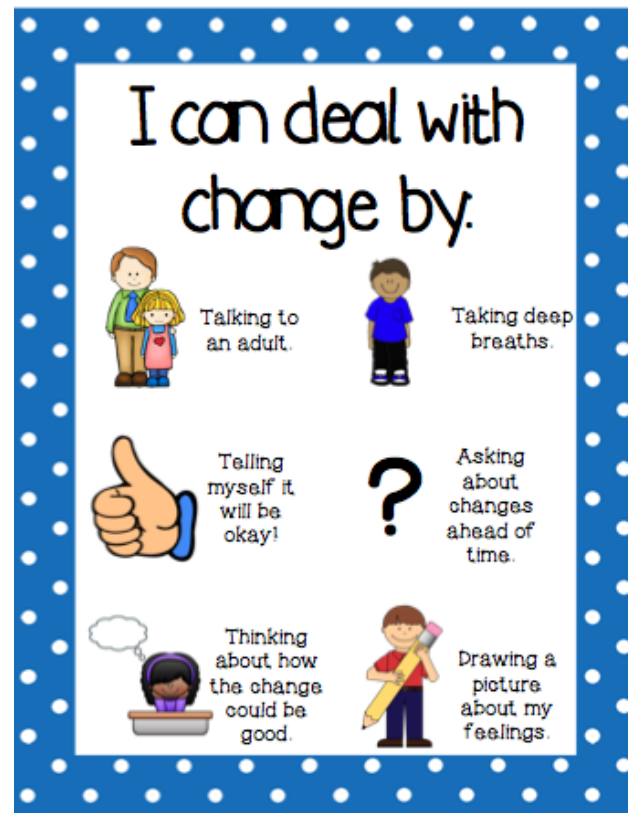


Promoting Emotional Literacy and Regulation Skills

- ▶ Talking about emotions at home and reassuring children all emotions are ok.
- ▶ Use programmes with activities e.g. Zones of regulation [FREE Downloadable Handouts - THE ZONES OF REGULATION: A SOCIAL EMOTIONAL LEARNING PATHWAY TO REGULATION](#)
- ▶ Books to support development
 - ▶ Ages 4-10: [The Zones Book Nook \(zonesofregulation.com\)](https://www.zonesofregulation.com/)
 - ▶ Ages 11+: [Zones Book Nook Tweens & Teens \(zonesofregulation.com\)](https://www.zonesofregulation.com/)
- ▶ Make sure to pre-read texts before reading them with your child as some have specific focuses.



Use Practical Tools alongside conversation



Mark endings

- Ensure they have time to mark their ending- to say goodbye to friends, teacher, school staff, identify key memories and achievements and things they will miss.
- Focusing on what they are looking forward to about the change.



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Gradually increase their
independence

This can help to build confidence.

Promote
flexibility,
adaptability
and positive
approach

Help	Help them to develop coping skills.
Encourage	Encourage them to try new activities and situations so they develop confidence that they can handle new situations.
Teach	Teach them problem-solving strategies i.e. what can you do if... and what would you say if...
Build	Build resilience by focusing on the positive aspects of change and of themselves


Growth Mindset

- Talk about previous changes and how they managed them, what they did well.
- Teach them that it takes time and practice for our brain to get new to new things and situations.
- Shift your focus from results to effort.
- Growth mindset language: [Growth Mindset For Parents | Growth Mindset Parenting \(mindsetworks.com\)](#)

Accomplish BIG Things With a

GROWTH MINDSET!

Success Begins With Believing You Can



Instead of Thinking...	Think This...
I can't do it.	I'm still learning. I'll keep trying!
I'm not good at this.	What can I learn to get better at this?
It's good enough.	Is this the best I can do?
It's too hard.	With more practice it will get easier!
I'm afraid of making a mistake.	Mistakes are how I learn & get better!
They are better at it than I am.	What can I learn from them?
I don't know how.	I can learn how!
I can't make this any better.	I can always find ways to improve!
I don't like challenges.	Challenges make me better!
I give up.	I'll try a different way!

Social support

- If possible, plan activities over the summer holidays which allow your child to meet up with others
- Does the child know parents/children in their new class/school?



How are they settling in?




Give it time



Keep communication open



Allowing them to build
independence –what things
can they do by themselves?



What were
your own
experiences
of transition?

- How can you address your own anxieties about the transition?



Routine and Predictability

Try

Try to avoid disruption to their new routine where possible, particularly in the settling in period.

Create

Create new routines.

Engage in

Engage in available transition options e.g. visits, information available.



Group Discussion

- One thing you've been doing well
- One thing you might do differently or change



friendships...



join a school club



give a compliment
smile

What can you
do that will help
you make new
friends?

ask someone a question

join in with group work

invite someone to sit
with you at lunchtime

Maybe...



How can you
tell that
someone is a
good friend?



Questions/comments