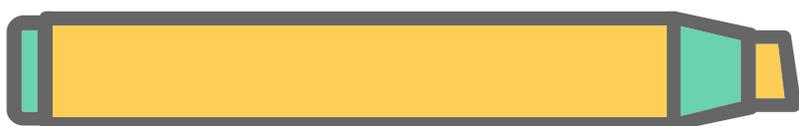
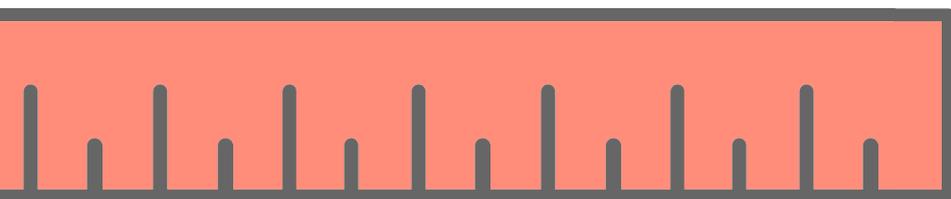
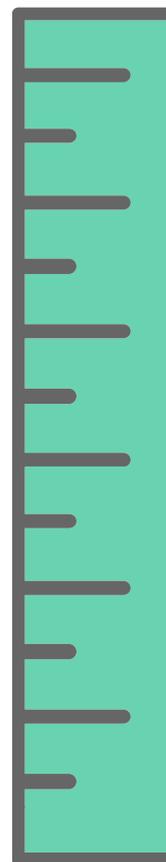
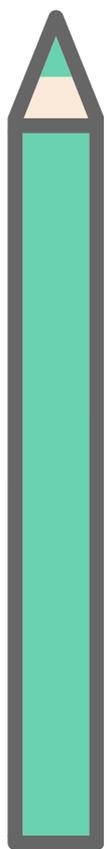


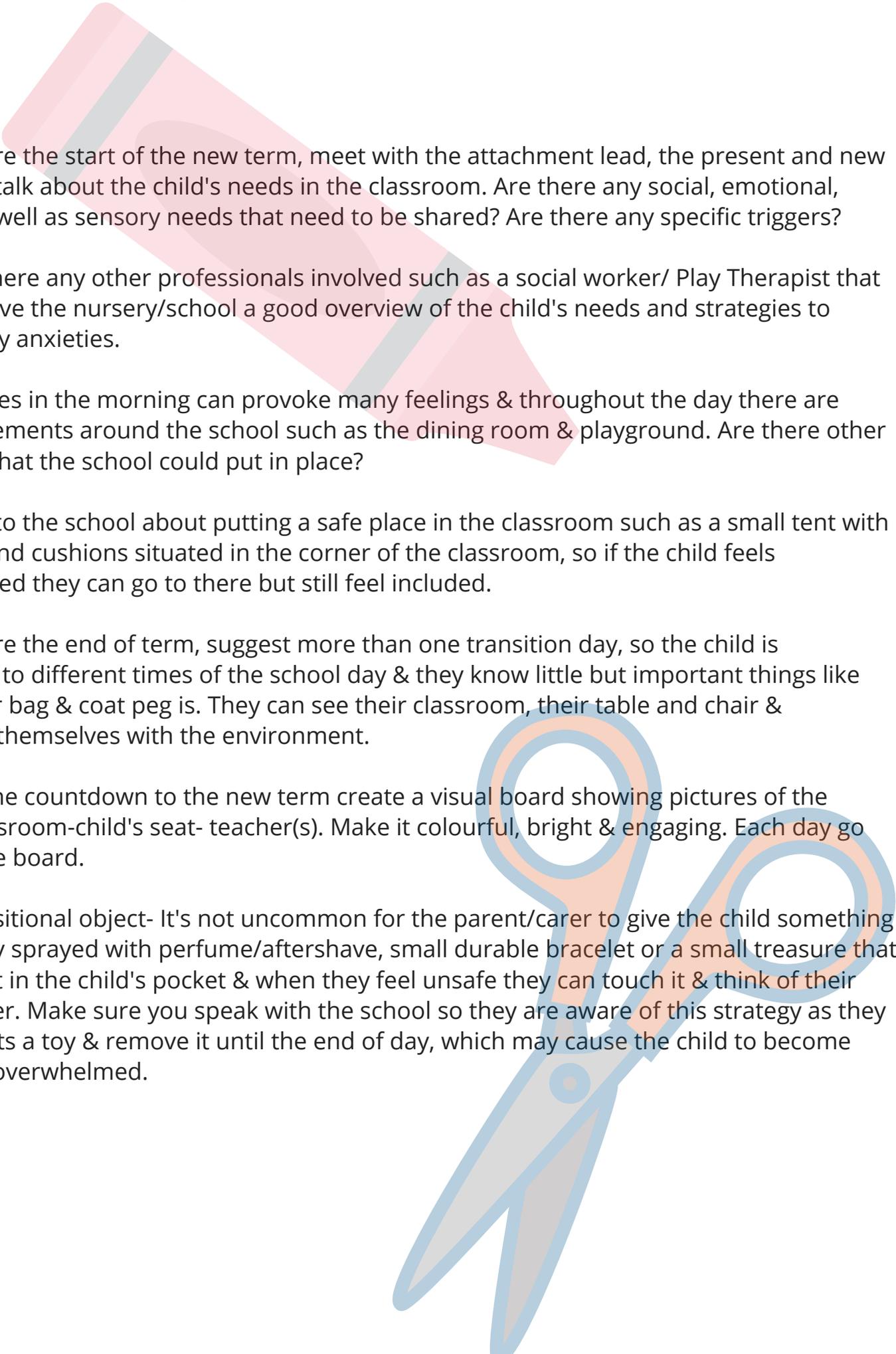
# TIPS FOR TRANSITIONS

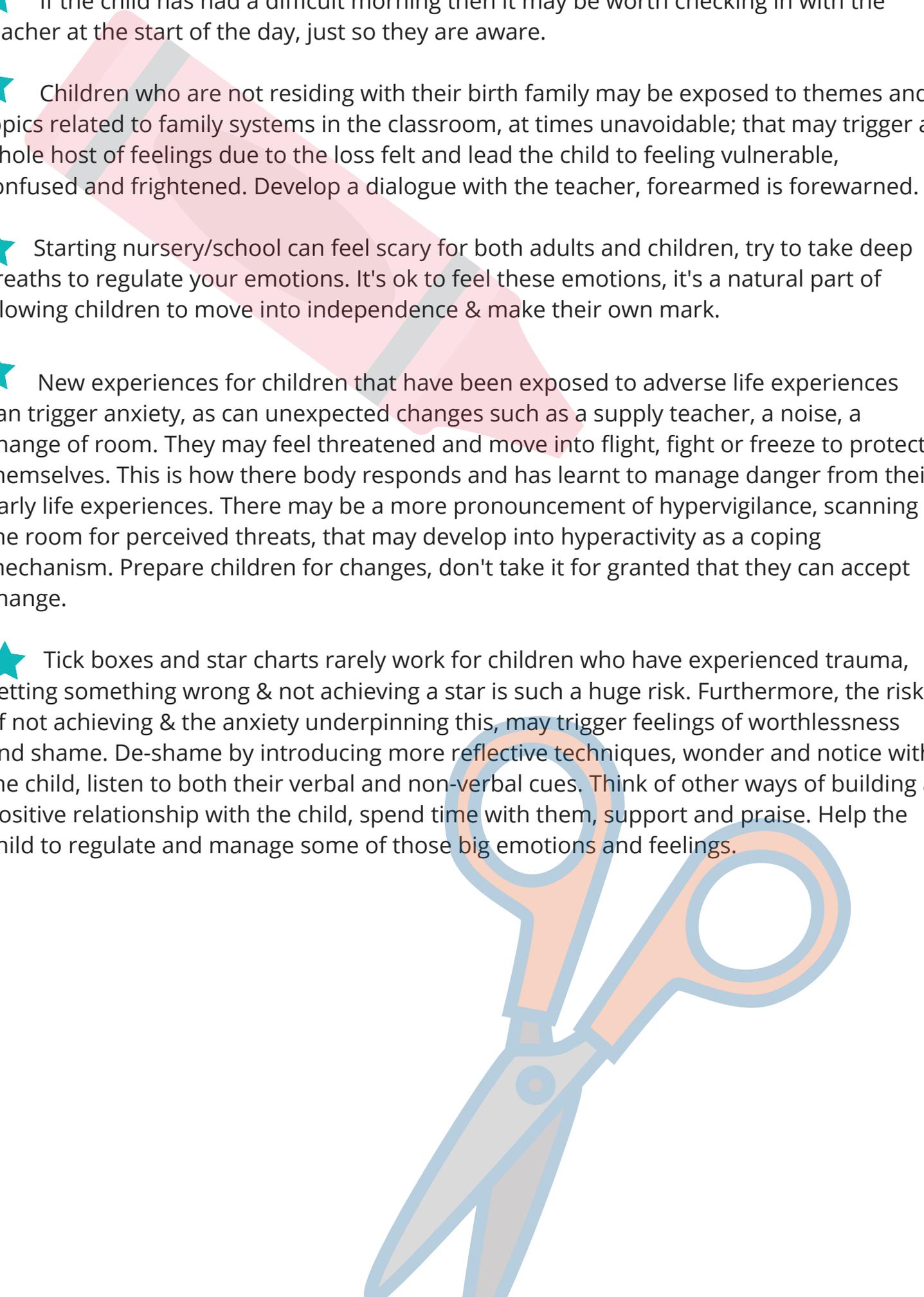


**Play & Creative Arts Therapies**



# Tips for transitions

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- ★ Before the start of the new term, meet with the attachment lead, the present and new teacher to talk about the child's needs in the classroom. Are there any social, emotional, physical as well as sensory needs that need to be shared? Are there any specific triggers?
  - ★ Are there any other professionals involved such as a social worker/ Play Therapist that is able to give the nursery/school a good overview of the child's needs and strategies to manage any anxieties.
  - ★ Queues in the morning can provoke many feelings & throughout the day there are many movements around the school such as the dining room & playground. Are there other strategies that the school could put in place?
  - ★ Talk to the school about putting a safe place in the classroom such as a small tent with a blanket and cushions situated in the corner of the classroom, so if the child feels overwhelmed they can go to there but still feel included.
  - ★ Before the end of term, suggest more than one transition day, so the child is introduced to different times of the school day & they know little but important things like where their bag & coat peg is. They can see their classroom, their table and chair & familiarise themselves with the environment.
  - ★ On the countdown to the new term create a visual board showing pictures of the school-classroom-child's seat- teacher(s). Make it colourful, bright & engaging. Each day go through the board.
  - ★ Transitional object- It's not uncommon for the parent/carer to give the child something like a hanky sprayed with perfume/aftershave, small durable bracelet or a small treasure that can be kept in the child's pocket & when they feel unsafe they can touch it & think of their parent/carer. Make sure you speak with the school so they are aware of this strategy as they may think its a toy & remove it until the end of day, which may cause the child to become extremely overwhelmed.

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- ★ If the child has had a difficult morning then it may be worth checking in with the teacher at the start of the day, just so they are aware.
  - ★ Children who are not residing with their birth family may be exposed to themes and topics related to family systems in the classroom, at times unavoidable; that may trigger a whole host of feelings due to the loss felt and lead the child to feeling vulnerable, confused and frightened. Develop a dialogue with the teacher, forearmed is forewarned.
  - ★ Starting nursery/school can feel scary for both adults and children, try to take deep breaths to regulate your emotions. It's ok to feel these emotions, it's a natural part of allowing children to move into independence & make their own mark.
  - ★ New experiences for children that have been exposed to adverse life experiences can trigger anxiety, as can unexpected changes such as a supply teacher, a noise, a change of room. They may feel threatened and move into flight, fight or freeze to protect themselves. This is how their body responds and has learnt to manage danger from their early life experiences. There may be a more pronounced hypervigilance, scanning the room for perceived threats, that may develop into hyperactivity as a coping mechanism. Prepare children for changes, don't take it for granted that they can accept change.
  - ★ Tick boxes and star charts rarely work for children who have experienced trauma, getting something wrong & not achieving a star is such a huge risk. Furthermore, the risk of not achieving & the anxiety underpinning this, may trigger feelings of worthlessness and shame. De-shame by introducing more reflective techniques, wonder and notice with the child, listen to both their verbal and non-verbal cues. Think of other ways of building a positive relationship with the child, spend time with them, support and praise. Help the child to regulate and manage some of those big emotions and feelings.