

Practices for Everyday Transitions Part 1

Kathryn (Aviary Nursery Manager):

'So, daily transitions start with them coming in from parents.'

[Footage shown]

'And we support that because we have their names, they have to get their name and register somewhere.'

[Footage shown]

'And that can be quite a challenge for some children...and then in between activities most of the time they've got free flow so they know where they can go and what they choose to do.'

[Footage shown]

'And I think, hmmm something the teachers I think had been surprised about is our environment. So, the fact that the children are inside or outside and they can all choose where they go.'

[Footage shown]

'We had one situation where Oscar was in the sand in the rain and he wouldn't put his hood up. But actually that is rain, he was fine, it wasn't that cold, we dried him off, you know so they get all of these experiences here and they can choose where they go unless they is some horrendous thunderstorm, but you know. And I think that gives them the opportunity to build their relationship with their environment and know what bits are where and to understand...I think just gives them a bit of sense of space.'

[Footage shown]

'And then most of the transitions are supported with pictures, objects of reference, 'this is what we're doing next'. We have a similar routine each day.'

[Footage shown]

Gareth (Inclusion Teacher):

'I think a lot of what supports children with their routine outside of the PECS really and sort of pictures and things are that knowledge that those things happen each day and what really that looks like and over time understanding that that's OK because actually you might be stopping me doing this thing. In Oliver's case I think it's 'you stop me doing the thing I wanted to do, but it's OK cos I can go back to it' and he is doing that. For other children having that confidence that it will happen the same each time, so like with Oscar for example it's ... (researcher says 'it's not that easy') yes exactly. It's knowing that when Gareth asks me to come and have my nappy changed, he's not actually going to change as

much to something else. It will be going to that room, it will be going with him, these things will definitely happen and it won't be different and it won't be.. and I know what's expected and I think that's the same with say Luke as well and with Riley, I think they're all sort of similar in that. They need to know that this happens like this, in order to know that that's what it is. I think that part of it is pictures and to see that this is the thing, but I think even more so is understanding that nappy picture it doesn't just mean a nappy change, it means the whole routine that is happening and they get that from it being the same each time and there not being that many things that we ask them to do each day. So, I think that's how, that kind of... works really.'