

Practices for Everyday Transitions Part 2

Sarah (Early Years Practitioner):

'So, the timetable the way I understand it and it's only a very basic understanding is when we want to ask them to do something we use the timetable. Or for other children who are on the timetable we might use the now and next board, we might use just a big photo or even an object.'

[Footage shown]

'The idea is I think that these children's speech is delayed and so visual cues help them to understand what it is we want.'

[Footage shown]

'If they want to ask us for something they go to their folder. So folder's for them to choose, timetable is for us to tell them what's coming now.'

Gary (Early Years Professional):

'Could be like a little warning, using the sand timer, saying 'five minutes' then it's time to finish to do something else, so it's all sort of like other visionary or showing them.'

[Footage shown]

'You know, it's nearly time to finish and then making sure that something is ready, so if you say 'right painting finished, time for snack' make sure that chair is there, so when they finish it and there's like 'there's no chair now, you've now stopped me from what I'm doing'. And so make sure that there's...whatever you're doing you've got that thing ready in place, so like 'right nappy' yep, that person's ready for your nappy, snack's ready, timetable is ready.'

[Footage shown]

'So, it's all, so it's not done too early but it's ready so it's a smooth transition not ...oh wait someone's dropped in your seat cos it's not fair for that child because they're following their timetable and then they don't understand 'oh no I don't want to wait cos you've told me my snack is ready and now I've got to wait, well no I'm gonna go off now and you'll have to start again. So, it's all making sure everyone, all the staff, so like 'Gary so and so is coming for snack', 'yeah there's a chair ready for him'.'

[Footage shown]

'I'm gonna do his nappy next, yes I'll make sure he knows that he's got to finish soon cos he's got his nappy done, so it's all like making sure we're on the same level. The children have got enough notice so they know a change is coming, there's not sort of like, no hiccups.'