

# Manage successful transitions

A suggestion for implementing the strategy 'Helpful classroom strategies years 1-8' from the Guide: [FASD and learning](#)

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**Includes:**

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- Transitions between activities
- Use a visual time table
- Manage pressure points
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- Useful resources

[Inclusive Education](#)

From

Guide: [Fetal alcohol spectrum disorder and learning](#)

Strategy: [Helpful classroom strategies years 1-8](#)

Suggestion: [Manage successful transitions](#)

Date

13 June 2019

Link

[www.inclusive.tki.org.nz/guides/fetal-alcohol-spectrum-disorder-and-learning/manage-successful-transitions-2](http://www.inclusive.tki.org.nz/guides/fetal-alcohol-spectrum-disorder-and-learning/manage-successful-transitions-2)

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## Classroom transitions

For students with FASD, ending one activity then beginning another can be a daunting task.

Directly teach the routines and expectations, then practise frequently.

Provide frequent guidance and positive feedback.

Source: [POPFASD \(Canada\)](#) [Closed Captions](#)

Source:  
[POPFASD \(Canada\)](#)  
[https://www.youtube.com/channel/UCWRoE1YnO371Fc\\_hWx6Pnhg](https://www.youtube.com/channel/UCWRoE1YnO371Fc_hWx6Pnhg)



Video hosted on Youtube <http://youtu.be/rNLurp96JzU>

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## Transitions between activities

- ↗ Use a calm, quiet voice to tell students what is happening.
- ↗ Provide a signal to warn students that a transition is approaching. For example, use a hand sign or a sound to indicate the end of an activity.
- ↗ Give advance warning of a planned transition. For example, “The lunch bell is going to ring soon. Put away your books now.”
- ↗ Refer to the visual timetable to show students what is happening next.
- ↗ Supervise transitions so they happen smoothly.

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## Use a visual time table



Source: Ministry of Education | Te Tāhuhu o te Mātauranga

Source:

[Ministry of Education | Te Tāhuhu o te Mātauranga](#)

[View full image \(79 KB\)](#)

For children with FASD, a sense of time must be imposed by external means.

Students who have an established routine are better able to create a sense of time but they need plenty of preparation for changes.

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## Manage pressure points

I hate going into the cloakroom in the morning as there is lots of pushing and shoving.

Mr Jack noticed that I was always grumpy first thing in the morning so he talked to me and my mum and we decided that I would come to class first and then go and hang up my bag after the bell.

Now I come into class happy and complete my handwriting without hurting others beside me.

**Student (NZ)**

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## Prepare students ahead of time

To help a student prepare for their first school camp, students at Houghton Valley School made a book using digital photos with simple captions.

Source: [Enabling e-Learning \(NZ\)](#) Closed Captions

Source:

[Enabling e-Learning \(NZ\)](#)

<http://elearning.tki.org.nz/Teaching/Snapshots-of-Learning/Hapara-Teacher-Dashboard-and-Google-Apps/Inclusion-in-the-classroom>



Video hosted on Vimeo <http://vimeo.com/113344263>

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## Useful resources

Practical suggestions for supporting successful transitions within school, between schools, and out of school.

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