



This presentation is protected by copyright.

No part of this publication may be reproduced, distributed, or transmitted in any form or by any means, including photocopying, recording, or other electronic or mechanical methods, without the prior written permission of the author, except in the case of brief quotations embodied in critical reviews and certain other non-commercial uses permitted by copyright law.

Managing change and transitions: big and small

Matthew Wicks, BCBA – Outreach Consultant

What we will cover today

- Transitions – big to small
- Strategies to support learners through transitions
- Behavioural principles to consider

Transitions: big to small

BIG

starting school; primary to secondary; secondary to post 19; education to employment etc.

MEDIUM

moving to a new class; new teacher; new sibling;

SMALL

finishing a favourite activity; moving from one lesson to the next

Strategies to support

What can we do to help?

There are lots of things we can do to support individuals through these difficult transitions in their life. In general terms it is always important to:

- *Plan ahead* – be proactive, not reactive.
- *Individualise* – no strategy is ‘one size fits all’.
- *Adapt the environment* – set the individual up to succeed.

Strategies to support

1. What can we do to support 'big transitions'

- Person Centered Plans (PCPs):
 - Documentation such as a PCP can help by capturing everything that is relevant and keeping the individual at the heart of the transition.
- Multi-disciplinary Teams (MDTs):
 - Ensuring that everyone in the network is working together and supporting the transition, for example getting adult services to attend meetings in advance.
- Work coaches:
 - Specialist staff can help individuals to settle into new jobs and support workplaces to make reasonable adjustments as required.
- Transition visits
- Social stories

Strategies to support

2. What can we do to support 'medium transitions'

- Social stories
 - It is important to pitch the social story at the correct level for the individual, using language that they understand, and pictures can help prepare for an upcoming change of teacher, or the birth of a sibling for example.

An example of a social story

Saying goodbye

It feels nice when we get to know people and see them regularly. It is great when you're with someone who knows you already.



Sometimes, we have to move places. People may need to change to a different school...



school

a different job...



or even a different house.



 **BeyondAutism**
Outreach and Training

Strategies to support

2. What can we do to support 'medium transitions'

- Social skills interventions
 - Social stories alone are not enough, but targeted sessions on social skills can help an individual learn the skills to navigate a difficult transition, such as moving into a new class or joining a sports team.
- Pairing
 - If the transition involves a new staff member working with an individual, some additional time given to get to know the person/pairing can really help.




Strategies to support

3. What can we do to support ‘small transitions’


- Visual schedules
 - Schedules can vary in how they look, such as written lists of activities or PCS symbols. It is important to note that a visual schedule is not a communication system.

- Now/next boards
 - These are more useful for immediate transition between 2 activities.




Visual resources: day timetable




9:15 - 9:30	9:30 - 9:45	9:45 - 10:00	10:00 - 10:15	10:15 - 10:30
 Registration				
10:30 - 11:00				
  Snack and play				




We've included some suggested times. Write your own over the top to match your timetable, or create your own version!




Visual resources: Now, next, then board



Now




Next




Then


➔ ➔



Strategies to support

3. What can we do to support 'small transitions'

- Timers
 - Countdowns can help to warn and prepare an individual for an upcoming transition, for example indicating the end of break time.
- Consistency and clear expectations
 - Over time, small transitions can be easier to manage for an individual if the schedule is generally the same, and there are clear expectations of when and where things need to happen.

Behavioural principles

Considerations for transitions from a behavioural perspective

- Motivation
 - For some individuals, a visual schedule may signal that something they don't like is coming, which can have the opposite effect that a schedule aims for.
 - It is important to individualise the approach and be flexible.
 - Plan ahead and don't schedule the least preferred activity straight after the most preferred, e.g. PE straight after break time.
- Reinforcement
 - Simple systems to praise and encourage behaviour we want to see e.g. following the visual schedule, ending a preferred activity etc.
- Teaching communication
 - Teaching individuals to communicate appropriately e.g. I want 5 more minutes; can I take a break?

Matt Wicks: Outreach Consultant

mattwicks@beyondautism.org.uk, 020 3031 9705

Facebook: /beyondautism

Twitter: @beyondautismuk

LinkedIn: /company/beyondautism

Instagram: @beyondautism