Transitions: What Might Help?

Calm. Connected. Creative.

Small, practical ways to reduce the load.

PREPARE
BEFORE THE TRANSITION



Make it predictable
Let children know what's coming next.

Give processing time
Allow time to finish, shift attention and prepare.

Make expectations clear
Explain what's changing and what's expected.

Offer meaningful choices
Where possible, involve the child in how the transition happens.

SUPPORT
DURING THE TRANSITION



Connect before directing
Acknowledge what the child is leaving behind.

Reduce competing demands
Use simple, calm language and one instruction at a time.

Support regulation
Notice if movement, a pause or proximity might help.

Adjust the pace
Some children need more time to make the shift.

REFLECT
AFTER THE TRANSITION



Notice what worked
What made the transition easier or harder?

Look for patterns
Are particular times, activities or environments more challenging?

Involve the child
Ask what they noticed and what might help next time.

Modify and try again
Keep what helps, change what doesn't.

Notice and acknowledge progress
Offer specific feedback about what the child managed, tried or learned.

Support doesn't mean removing every expectation.

Sometimes we can change the conditions, reduce unnecessary load or provide additional support while still maintaining the boundary. Transitions are a chance to build skills, confidence and connection.

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