

Children's Workforce
(Early Years
Educator) Level 3

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BA (Hons) Education
Studies
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UNIT 10

SUPPORT CHILDREN THROUGH TRANSITION



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For this assignment you need to:

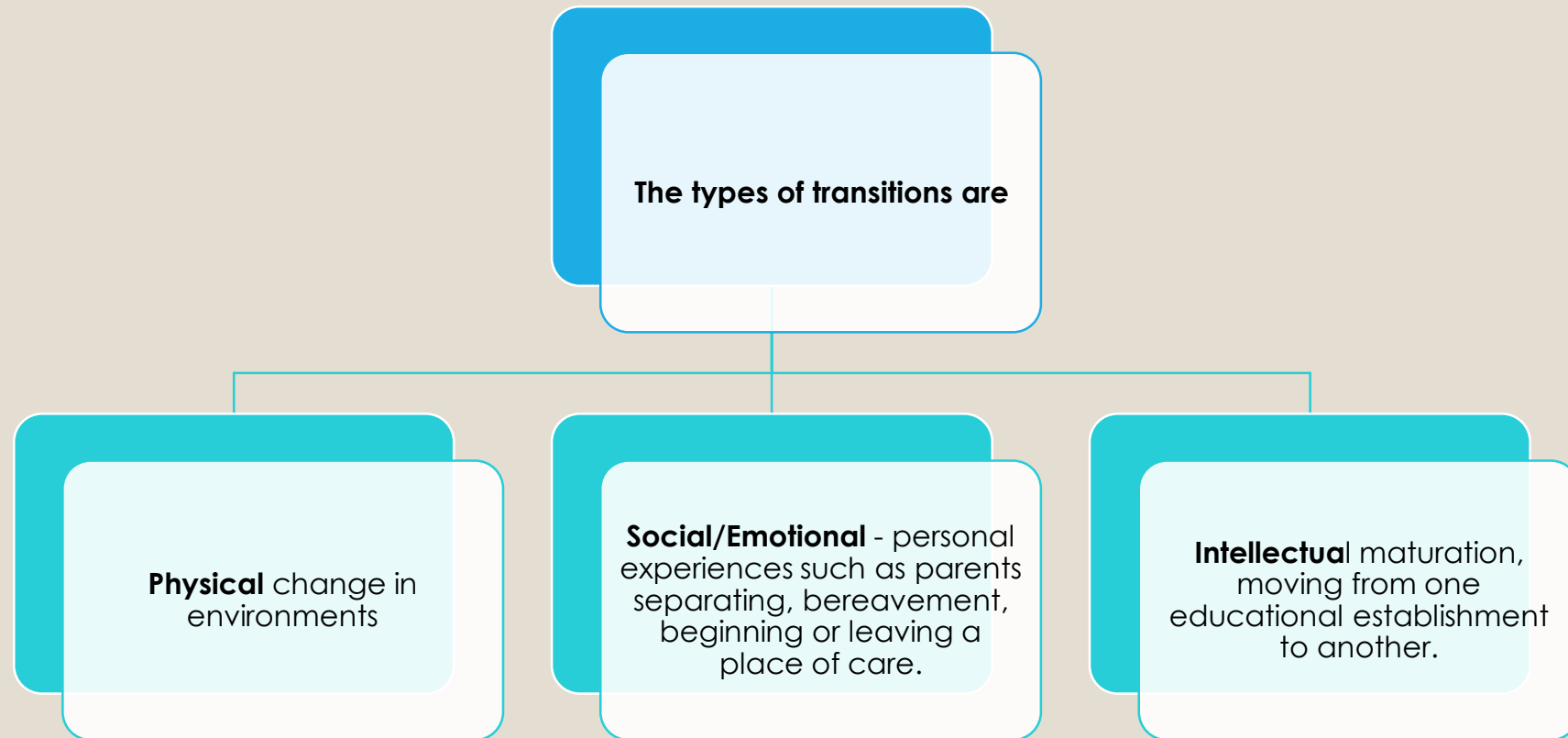
- 1.1 Describe the different transitions and significant events children may experience
- 1.2 Identify transitions and significant events that only some children may experience
- 2.1 Analyse the impact transitions and significant events can have on the lives of children
- 2.2 Explain how different types of transitions and significant events can affect children's development
- 2.3 Evaluate the effect on children of having positive relationships during periods of transition
- 2.4 Explain how individuals and organisations can prepare and support children experiencing different types of transitions and significant events

- 3.1 Use child-centred approaches to prepare and support a child experiencing transition or a significant event to reach a positive outcome
- 3.2 Encourage children to make positive choices which are appropriate for their age and stage of development
- 3.3 Support children to express their feelings, views and hopes in relation to their transition or significant event
- 4.1 Demonstrate provision of structured opportunities for children to explore the effects of transitions and significant events on their lives
- 4.2 Assess interventions that can be provided to support children during periods of transition and significant event

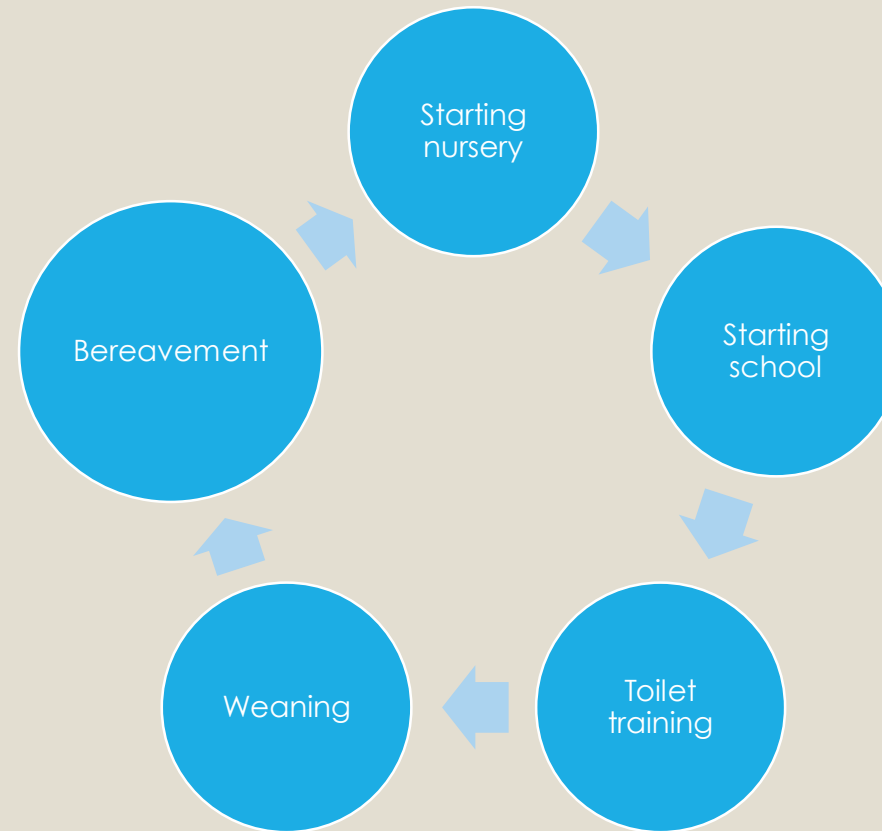
What does transitions mean?

- Transition refers to any significant stage or experience in the life of a child or young person that can affect behaviour and/or development. Transitions include those that are common to all children and young people, such as moving school and puberty, and those that are particular only to some, such as bereavement.
- Some changes will inevitably happen to every child, because these are natural landmarks in everybody's life that can fall into three categories: physical, social and intellectual transitions. A child who receives consistent caring support from the adults surrounding them will have enough mental strength to cope with these changes.

Types of transitions



1.1 Describe the different transitions and significant events children may experience



1.2 Identify transitions and significant events that only some children may experience

- Moving: home/area/country
- Moving away from home
- Change in family structure:
e.g., Parents separating - divorce, new siblings, new step-parent, stepchildren, new baby
- Abuse - physical, emotional, sexual, neglect
- Bullying
- Significant illness or disability

2.1 Analyse the impact transitions and significant events can have on the lives of children

- The birth of a new sibling in the family (although this is a very common transition) is not always expected. There is a change in family structure when a new sibling arrives, and children need to adapt to this. Although the birth of a new sibling is usually an exciting family event, it is not uncommon for a child to become unsure and anxious about their place in the family. They may become angry, have an increased need for affection, regress (go backwards) in behaviour, or develop low self-confidence. (2.1)

- Children react to changes in different ways, depending on their own personality and the nature of the change they are experiencing.
- Their behaviour can go to the extremes: they can either become quiet and withdrawn or start to produce anger and aggression against their environment.
- They might regress in their studies and cognitive development: daydreaming during class, forgetting to do the homework. If something is gnawing at a child, they might express their problems by unusual conversations and remarks, strange drawings and actions that are not typical of them.

- A typical transition situation is changing schools (either because the family moves to different location or due to normal academic advancement), which can easily make the child nervous and sad about losing the security of the old, well-known school as well as their friends.
- When a child reacts with withdrawal or extroverted behaviour to the changes, their academic and communication development will suffer. The stress caused by this situation may lead to mental or physical problems, a pretend or even genuine illness in order to delay the upsetting changes.

2.2 Explain how different types of transitions and significant events can affect children's development



source: page 79 level 3 CYPW handbook Tassoni and Beith 2010

Short Term Effect

- **Regression:** *showing behaviours of younger children eg. bedwetting, sucking thumb, talking like a younger child*
- **Aggression:** *frustrated out-bursts, unreasonable behaviours, temper tantrums*
- **Withdrawal:** *quiet, solitary behaviours, unwilling to join in with others or new activities*
- **Clinginess:** *unwillingness to leave the sight of a carer or familiar adult. Requires more physical reassurance than before*
- **Illness:** *genuine and psychosomatic - complaints of stomach pains, cold sores, increased number of colds and viruses*
- **Extroverted behaviours:** *unusually cheerful, outgoing, boisterous and attention-seeking*

Short Term Effect

- ***Sleeplessness:*** *difficulty in falling asleep, nightmares, walking in the night, waking in the night, tears at bedtime*
- ***Lack of concentration:*** *difficulty in concentrating, lack of motivation, easily distracted*

- **Depression:** sadness, tearfulness, also other signs such as sleeplessness, lack of appetite
- **Food issues:** refusal to eat, fussy eating, overeating and eating disorders
- **Behaviour:** uncooperative behaviour, antisocial behaviour, slamming doors, shouting, swearing
- **Self-harm:** cutting, drinking alcohol, taking drugs, risky behaviour eg. bets and dares on train tracks

Long Term Effects:

- Self-harming
- Withdrawal
- Avoiding social contact
- Lack of concentration
- Not learning/developing
- Low self-confidence and self-esteem
- Strained relationships

2.3 Evaluate the effect on children of having positive relationships during periods of transition

- Children with positive relationships are **more successful academically, they will feel cared for, valued and respected**. They are more confident to explore and have more self-esteem and confidence and therefore they feel more relaxed more relaxed during their time of transition.
- Changes **allow children to develop strategies to be able to control their behaviour and emotions**. Children can better cope with changes if adults: respond to the child's needs to develop a relationship that shows trust.



2.3 Evaluate the effect on children of having positive relationships during periods of transition

- Children's feelings (in video wearing masks, representing different emotions. This is important so children can share how they feeling).
- To change the child's feeling of scared to happy you must be positive and offer comfort and reassurance to the child.
- Positive adults will provide positive vibes to the child and offer a safe and secure environment.
- Offer the child praise and rewards, smiley faces, stars (based on child's preferred colour in one example favourite colour could be yellow so offer yellow stickers).
- Being a positive teacher, you can build trust and good relationship to the children.
- Talk to children and let them know its ok to be sad but you can help by talking and listening to the child
- Positive interactions make transitions less scary for the child.

2.3 Example

- If a child is upset over a bereavement (death of a family member).
- During this transition an adult needs to understand the pain that the child is also going through. If the child does not want to talk then just be there for them, when the child is ready then talk about fun memories you had of the deceased person.



Starting nursery -

- **2.2** Explain how different types of transitions and significant events can affect children's development
- Starting nursery, the separation can be a very upsetting and confidence-shattering experience. Repeats of this negativity may cause withdrawal, regression – toilet using children may begin to wet the bed, be aggressive where usually may begin experience anxiety issues – not wanting to go out, becoming fearful of separation/clingy, not wanting to take part in activities that would usually engage some interest.
- **2.3 Evaluate the effect on children of having positive relationships during periods of transition**
- Making new friends, new play experience, new learning and be happy in new environment
- **2.4 Explain how individuals and organisations can prepare and support children experiencing different types of transitions and significant events**
- Parent can have settling in sessions with child, parent can be positive and reassure child. Provide play session for the child. School to have good partnership with parent and learn about child's likes and dislikes. Read a story about starting nursery to your child.

Link to video-starting school

<https://spurgeons.org/resources-for-parents/top-tips-for-school/>

2.4 Explain how individuals and organisations can prepare and support children experiencing different types of transitions and significant events

- Building relationships
- Strong, respectful relationships between parents and practitioners lay the foundation for positive transition. For the practitioner, a genuine dialogue with parents provides information, affording opportunities to extend ideas and educational experiences within the setting. As importantly, parents draw comfort from relationships with those caring for their child, while easy, visible conversations between significant adults are deeply reassuring to children. Separation anxiety affects both parents and children, and warm exchanges between practitioners and family members are hugely significant in easing this process.
- It's vital to plan handovers between practitioners to ensure that children's needs are met and new attachments are strengthened. Without this we run the risk of children losing confidence, which can lead to a regression in knowledge and understanding. Allowing for special time with a new key person will instil a greater sense of security. This is important for Reception-aged children and those moving into Year 1, as these children still require the reassurance and guidance of a responsive adult to make positive transitions, and a key person can tune in to a child's emotional response to change and act accordingly.

Group Task

Transitions – how can you support with:

- Starting school
- New baby
- New parent
- Death of family member

Enabling environments

- Environments and routines that encourage shared endeavour, or special time in small groups, are invaluable for children building new friendships and developing a sense of security following a transition. As children progress from home to setting, room to room, join another setting or embark on their journey into school, it makes sense to provide them with familiar resources and experiences. They must feel safe and secure in order to continue to develop, and a homely, stable environment is central to this sense of belonging. If they need only make minor adjustments, children won't lose ground in their learning. They will be more receptive to new thinking and challenges if they have successfully adapted to the environment, expectations and routines.
- Families need time to visit and interact with new surroundings, and opportunities to talk with children about what is recognisable and what is exciting. We send out a strong message to children when we make provision for their interests or strong schemas and when we personalise resources. We are telling them that they are special to us, that we are keeping them in mind even when they are not with us, thereby strengthening new bonds.

Effective pedagogy

- Play-based approaches used to extend thinking and develop ideas are fundamental to successful learning in the early years. Adults as co-thinkers and partners in play provide the support and challenge children need to initiate their own learning. Teaching core skills are important for building self confidence which can be done through role play, social activities, listening to stories and understanding emotions.

3.1 Use child-centred approaches to prepare and support a child experiencing transition or a significant event to reach a positive outcome

- Be familiar with child's needs
- Plan activities based around child's needs
- Speak to parents, discuss any concerns

Transition in practice

- Make transition and the wellbeing of children a priority. You can do this by:
- Request welcome packs from the schools your children will move on to, distributing key dates and information to parents.
- Visit new settings with the children; invite visits from new practitioners and ensure at least a phone call to hand over.
- Transfer assessments, progress reports and learning journeys in good time, and share vital information about a child's heritage, language and social skills.
- Ensure children develop independent self-care skills to manage in a setting with fewer adults.
- Role play experiences such as dressing up in school uniforms, busy playtimes and lunchtimes.

- Remember that lunchtime is a quiet time in most settings, but at school the rowdy nature of playtime can be overwhelming and a total shift in routine.
- Focus on core skills, such as reading for pleasure, early phonological awareness and number, that lay the foundations for lifelong learning.
- Ensure areas are made available for parents to meet and interact as they enter your setting.
- Gain all you can from home visits, small group play dates, liaison with the key person and relationships with parents; a baseline assessment will be more accurate if it relies less on the first few stressful weeks in a new setting.
- Ensure 'special books' are continuously available to families and new practitioners.
- Build in special time in which small groups can be with their key person on a daily basis.
- Encourage children and parents to express themselves throughout the transition process; value their concerns.

- Focus on the language of similarity, not difference – there's a fine line between exciting and overwhelming.
- Approach coverage of new curriculums with equal creativity; play is a child's work.
- Engage practitioners in shared moderation and overlap professional development between settings – bridge the divide and knowledge gaps.

3.2 Encourage children to make positive choices which are appropriate for their age and stage of development

- Encourage young people to use decision making steps
- **What** decision needs to be made
- **What** are the options
- **Evaluate** the options and pick the best one
- **Act** on your choice and see how it works.

Involve them in everyday decisions

- Include children in your own decisions and ask them for advice. You could say:
- *“I’m trying to decide whether to take up rowing or do yoga classes, to increase my level of fitness activity. Which one do you think I should do?”*
- Then go over the pros and cons of each suggestion so that your child can learn how to thoughtfully consider different options, to then be able to make an informed decision.



Give children the chance to practise making choices

- Giving young people the opportunity to make their own decisions helps build a sense of independence and empowers them to make choices with integrity. It is important that the decision truly is their own though. In order to empower them to make the right decision, provide them with a few different options that would all be acceptable for you, no matter which one they choose. In this way, you are making them feel confident that they can make good decisions, by then demonstrating interest in their choice, you show that the child's decision is important.

Encourage children to set goals



- One vital skill, that is oftentimes forgotten among children but also adults, is goal setting. Being able to set SMART goals and achieve them is a life skill which when taught at an early age, gives not only focus, but also self-awareness and confidence moving into adulthood. Something as simple as learning to play new sports or learning how to play a musical instrument can be good opportunity to teach goal setting to young people. This shows the importance of decision making in planning and execution, and it then also allows children to form learning pathways, not only in a physical sense, but socially and emotional as well.

3.3 Support children to express their feelings, views and hopes in relation to their transition or significant event

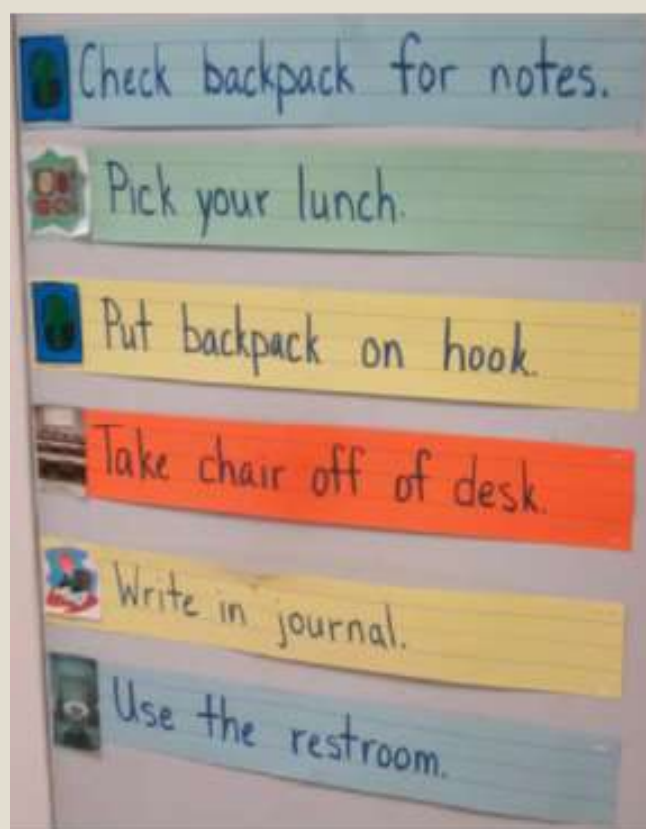
- Speak to children encourage them to express feelings.
- Have a feeling board so children can express their feelings
- Read children stories about transitions and discuss how they may feel
- Sing a song about feelings
- Puppet Play time – to express feelings
- Drawing- so child can express feelings





4.2 Assess interventions that can be provided to support children during periods of transition and significant event

- Early years practitioners can support children by: **sharing stories about transition or loss appropriate for the child's age**. observing children to identify behaviour changes, areas of interest and friendships. having puppets and dolls in the role play area for children to use to express themselves.
- Strategies to support transitions and opportunities to teach. ...
- Give a transition warning and individual support. ...
- Sing the directions. ...
- Use play and children's interests. ...
- Choose your words carefully. ...
- Use visual cues. ...
- Give specific positive feedback after transitions.





- Singing is already a daily activity in early childhood and singing the directions – and that's singing the same thing repeatedly, up to eight times – can be easier than speaking the directions and children not responding.
- Try using '[piggyback songs](#)', familiar tunes (like "If You're Happy and You Know It") paired with new words to suit your transition needs. Songs and repetition can help children retain information, teach comprehension and benefit oral language development and they're fun!
- Songs can be sung for the whole group or with individual children who need extra support. For example when washing hands you can sing a song, "This is the way we wash our hands, wash our hand, wash our hands. This is the way we wash our hands, we get them nice and clean", and sing the directions to help move them through the transition.



- Use a daily schedule with explanatory images on it to represent all of the day's fun activities, remove the image as you complete each one. When you are transitioning children to a new activity you can show them the enticing pictures of what's coming up next and combine it with singing directions.
- Another technique is to show the children something they have to look forward to. A soft toy or a puppet can be used prior to a transition to let them know that it's going to visit them during the next activity. This should be used to excite and intrigue them.
- Remember to use visuals with the words "first, then" or "now, next." For example "First, we clean up; then, we have circle time."

Any Questions

