

Set up well for in-class and in-school transitions

A suggestion for implementing the strategy

'Prepare for a new student with additional needs in the classroom' from the Guide:

[Transitions – managing times of change](#)

Includes:

- Visual timetables
- Manage pressure points
- Transitioning to group activities
- Prepare students for change
- Standing in line
- Useful resources

Inclusive Education

From

Guide: [Transitions – managing times of change](#)

Strategy: [Prepare for a new student with additional needs in the classroom](#)

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Date

19 May 2024

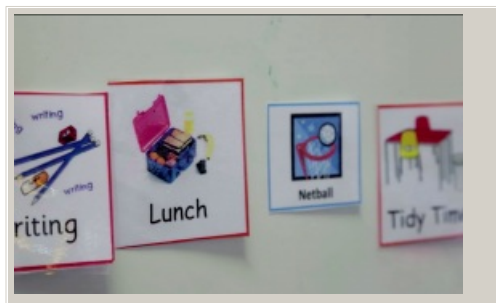
Link

inclusive.tki.org.nz/guides/transitions-managing-times-of-change/set-up-well-for-in-class-and-in-school-transitions

Visual timetables

Linda Ojala uses the same visuals across a range of contexts in her classroom.

They are a key part of supporting students to know what is happening and organise themselves.



Video hosted on Vimeo <http://vimeo.com/100662378>

Closed Captions

Source:

Ministry of Education, inclusive education videos (NZ)
<http://vimeo.com/album/2950799>

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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 into the 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, New Zealand

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Transitioning to group activities

A simple strategy to reduce stress and anxiety.

Daisy's teacher found that Daisy needed lots of support when going from guided reading to the group reading activity.

She introduced a strategy of Daisy going out for a drink of water before coming back to the activity.

This allowed Daisy to avoid being in class during the busy transition time.

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Prepare students for change

Create systems to prepare students for change ahead of time, and relieve anxiety.

Every morning I make up my daily schedule. If there is going to be a change, the teacher comes over and tells me about it. We then put my special change symbol above that activity so I don't become anxious when we do maths instead of running at that time.

When there is something that happens without much warning, a friend comes over and talks to me. Together we put my change symbol over the old activity and the new activity under it.

Student

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Standing in line

A simple strategy to reduce stress and anxiety.

When entering or leaving a classroom, Mrs Jones gives Alice the task of counting all the students in line.

Once everyone is counted, Alice chooses one of her peers to walk to the back with her as she becomes anxious when she has to wait in line and behaves inappropriately.

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Useful resources



BLENNZ Learning library

Read time: 4 min

Each story focuses on one of the Key Competencies in the New Zealand Curriculum describing one aspect of a learning progression for a student, and the rationale behind the associated actions of the teacher and the education team.

Publisher: BLENNZ: Blind and Low Vision Education Network NZ

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