

# 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:**
- Create a predictable environment
  - Support classroom transitions
  - Transitions between activities
  - Use a visual timetable
  - Manage pressure points
  - Prepare students ahead of time
  - Useful Resources

Inclusive Education

From

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

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

Suggestion: [Manage successful transitions](#)

Date

18 June 2026

Link

[inclusive.tki.org.nz/guides/fetal-alcohol-spectrum-disorder-and-learning/y1-8-manage-successful-transitions](https://inclusive.tki.org.nz/guides/fetal-alcohol-spectrum-disorder-and-learning/y1-8-manage-successful-transitions)

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## Create a predictable environment

### Use predictable routines and systems

- Use class and personalised timetables so that students can anticipate transitions and manage themselves independently.
- Support routines and comprehension with visuals.
- Keep visuals and supports consistent over time.
- Use the same visuals, signals, language and cues across the school.
- Teach and model how to use planning and scheduling tools.
- Make visuals and resources easy to find by using clearly divided zones, for example a maths resources zone.

### Signal and manage transitions and changes

- Use timers, timetables and visuals or task boards to clarify tasks and transitions.
- Talk through last minute changes that may be startling to students.

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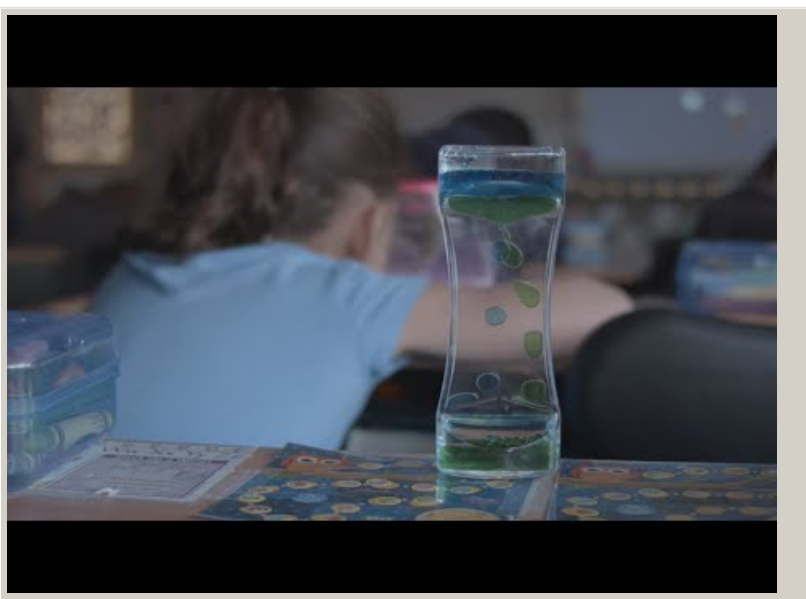
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## Support classroom transitions

Sarah Batarseh talks about how she uses lights, music, visual schedules, time and modelling to help students to transition smoothly from one activity to the next.



Video hosted on Youtube <http://youtu.be/1p03qujSNXE>

Closed Captions

Source:

[San Bernardino City Unified School District](#)

<https://youtu.be/1p03qujSNXE?si=mNqMmGwkzkhRapne>

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## Transitions between activities

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

- ✓ 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 timetable



Source:

Ministry of Education | Te Tāhuhu o te Mātauranga

[View full image \(817 KB\)](#)

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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.



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

Closed Captions

Source:

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

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

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## Useful Resources



### Transition Guide

The Transitions Guide will help with transitioning students from one setting to another during their school years in a culturally sustaining and mana-enhancing way.

[Visit website](#)

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