

# Manage successful transitions

A suggestion for implementing the strategy 'Helpful classroom strategies years 9-13' from the Guide: [FASD and learning](#)

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## **Includes:**

- Communicate with parents
- Create a predictable environment
- Support time management
- Transitions between classes
- Prepare for new and unfamiliar situations
- Transition out of school
- Useful Resources

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From

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

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Date

01 July 2026

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## Communicate with parents

**Agree with parents the best way to communicate**

**This maybe by:**

- ★ **phone**
- ★ **email**
- ★ **text**
- ★ **communication book**
- ★ **e-portfolio**



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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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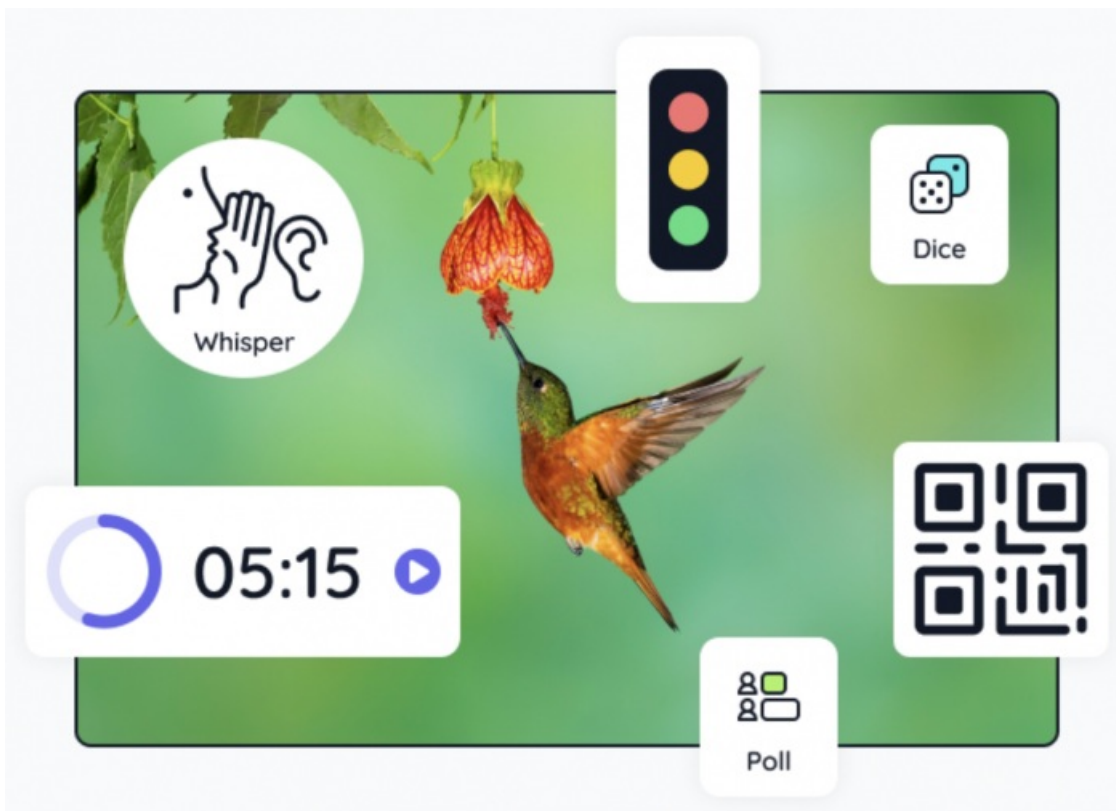
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## Support time management



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[Classroomscreen](#)

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## Transitions between classes

Difficulties with transitions can be related to confusion about what's next, and maintaining focus and attention during the transition.

- ✓ Remind the student of what is going to happen at the end of each class.
- ✓ Give a verbal reminder 5 minutes before the class will end.
- ✓ Set a timer for a few minutes before the bell to prepare the student for a transition. This might be set on their phone, watch, or a physical timer.
- ✓ Give clear, consistent instructions about what to do when the timer rings.
- ✓ With the student, create a list of simple steps detailing how to move on to the next class. Place this on their desk and review it with the student in each class, every day, particularly at the beginning of the year.

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# Prepare for new and unfamiliar situations

Prepare students for change and new situations. New situations may include things such as changing schools, starting a new programme or going on school camp.

- ✓ If possible, arrange for the student to visit the new space prior to the start date.
- ✓ Show photos or videos of the new space.
- ✓ Prepare a video, presentation, or scrapbook for the student to revisit frequently.
- ✓ Discuss the student's concerns regarding the change.
- ✓ Use social stories to 'practise' for the new situation.
- ✓ Arrange for the student to meet one or two key people or staff members who will be involved with them.
- ✓ Visit locations that may be new or different, such as the gymnasium or the bus stop.
- ✓ Arrange a buddy that the student knows well to help the student negotiate his or her way around new spaces.
- ✓ Discuss the new routines and create visuals to support them.

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# Transition out of school

Supporting students with FASD to transition enhances opportunities for success, safety, and wellbeing.

- ✓ Start planning early – in the final three or four years of school, not the last three or four months.
- ✓ Plan collaboratively with the student, their parents or caregivers and relevant school staff, such as their form teacher, dean, or the SENCO, for ongoing and consistent support and planning.
- ✓ Identify large goals, such as what the student wants to do when they leave school.
- ✓ Identify small goals for reaching the big goal – provide a visual of the small steps, which can be referred to and where achievements can be recorded.
- ✓ Revisit the steps for achieving small goals frequently with the student.
- ✓ Celebrate achieving small goals.

The [Preparing students to leave school](#) guide provides targeted strategies, suggestions, and resources to support successful transitions.

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## Useful Resources



### Transitions 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](#)



### Gateway Programmes

Consider Gateway programmes. Gateway funding supports school learners' transition into the workforce by offering them workplace learning while at secondary school. Schools may use Gateway funding for a programme of study, training or a micro-credential.

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[Visit website](#)

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