

Chatter pack

Transition support resource

Free resource

Before you begin

- It is vitally important that the child or young person is fully involved and central to any plans around transitions. It is also important to work in partnership with parents/carers to ensure that the approach used is appropriate and consistent.
- Consider any necessary adaptations and how support should be personalised when creating this resource. This might be achieved through discussions with parents/carers, by reading available information, such as assessment reports, the child or young person's education, health and care plan (EHCP) and so on.
- Before you begin, try talking to the child or young person about what they like about school and what they dislike. If appropriate, you could ask them about their worries and their wishes for what happens after the transition.
- Make a note, write a list or draw what they say and use this information when creating the resource.

Some questions you could ask:

- What are you good at, what do you find easy, and what do you enjoy about school?
- What do you struggle with? What do you find tricky? What do you not like as much?
- What helps and what doesn't help when you find things tricky in school?
- What type of support do you want and need from adults?
- Can you describe your ideal class/school/teacher/TA?

If this is too tricky, you could try using words or images of people, scenarios, situations, etc, and ask the child or young person to simply sort them into piles of good/bad/ok.

You could also ask the child or young person to place the words or images onto a 1-10 rating scale as this will allow you to gain a better insight into their concerns, their needs, skills and how they are feeling about the transition.

- Consider the language you use and, when the child or young person begins to discuss concerns and wishes, try to avoid asking any leading questions. Instead try using sentence starters and/or expectant pauses. For example: 'You don't like x because....?' 'Doing X helps you to.....?'

- You try giving examples of your own experiences and how you react to things you find difficult. This can help to develop trust in it being ok to share personal things with you, and it can also provide context which can aid their understanding of what is being asked.
- If the child or young person struggles to think of situations, their likes/dislikes, needs/skills etc, try highlighting them in context as they happen in everyday life. However, try to be mindful about pointing out a good balance of positive experiences with those they might find difficult.

Making the resource

- Ask the child or young person to choose the template cards they'd like to use
- Work together to identify between 5 and 10 key topics they'd like included within their transition passport. Write these onto separate cards and remember to always add solutions, explanations, what works and Include positives and strengths too
- Think about how you can present their needs using positive/respectful terminology. For example, if the child gets up from their chair regularly, perhaps phrase it as 'Sometimes I have lots of energy' or 'Sometimes I know what I need to do to feel ok, so I stand up', etc. Or if the child interrupts a lot, 'I have lots of really good ideas and can't wait to tell people' or 'I like to get things right so I try to say them first', and so on.
- Only add brief descriptions to the cards to encourage more people to read and take the information on board. (examples included further on in this resource)
- If the child or young person wishes to, they could add a drawing or photo to each card. However, avoid adding any photos of them when they are genuinely upset or angry. Instead, you could use emojis, drawings, or images of animals/characters to represent the emotion or situation.
- Adding images could help the child or young person recall what each card relates to, and it can also help aid discussion when new people look at them to aid discussion to identify what works and doesn't work as well as supporting the child to understand its purpose and to take ownership of it.

Laminating the cards and perhaps adding them to a keyring might help to keep them safe, clean and useable for longer.

Using the resource

- Don't assume that the child or young person knows how, and when to use their transition passport. Provide them with explicit teaching in real life situations, and ideally, before the transition begins.
- Make sure all adults are aware of the transition passport and that it belongs to the child or young person. Ideally adults should seek their wishes about who it is shared with
- Review and update the passport as the child's needs and therefore support, changes.

Personalising this resource

- If the template cards included in this resource are not appropriate, using the same approach, you could create a simple, short, brief list of needs and support
- If the child or young person is worried about others seeing the passport you could adapt the size so that it is small enough to fit into a pencil case
- You could use visuals only if more appropriate. However, ensure adults have a written explanation along with the visuals included so they know what support they need
- You could use images of favourite TV or film characters. For example, the Hulk could represent feeling angry, and so on.

Examples of what might be written on a card

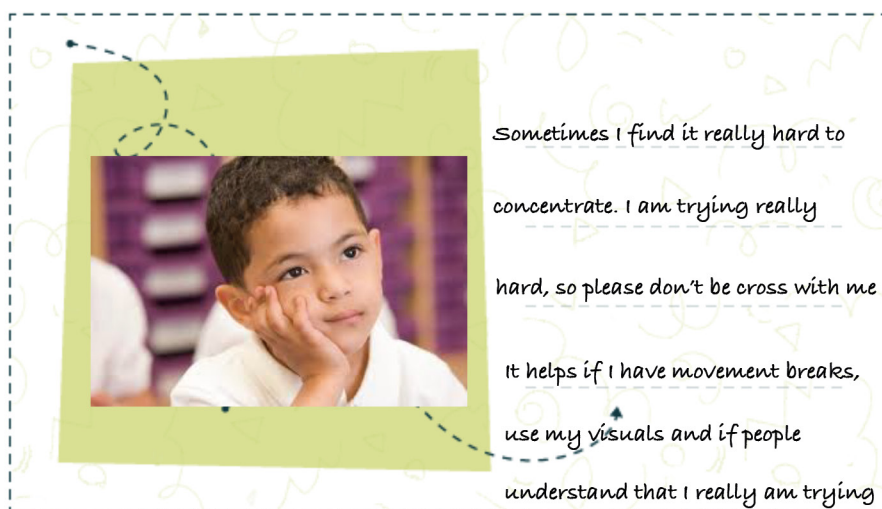
**I don't always look at people when they're talking
and sometimes people think I'm being rude.
But looking away can really help me to listen to what you are saying**

**I'm really good at climbing!
I need help to remember when I can do this so I can stay safe**

I find long, spoken instructions really tricky
It helps when adults use simple words, show me pictures or if they
show me what I need to do

Sometimes I get upset about things that people might think are silly
I need somewhere quiet to go at these times so that I can stay calm

Example cards



This belongs to

.....

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This belongs to

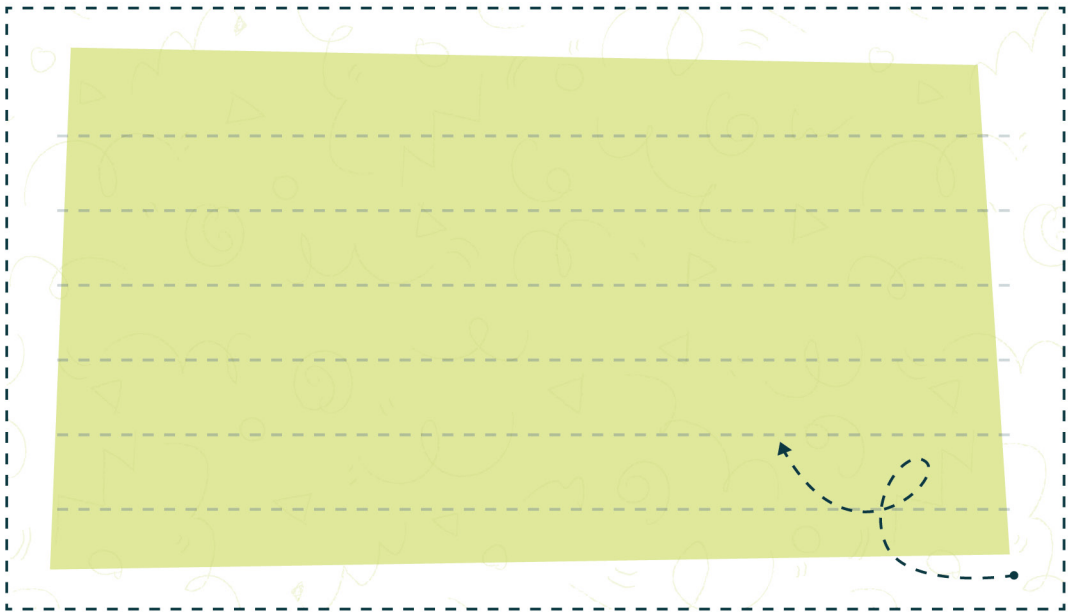
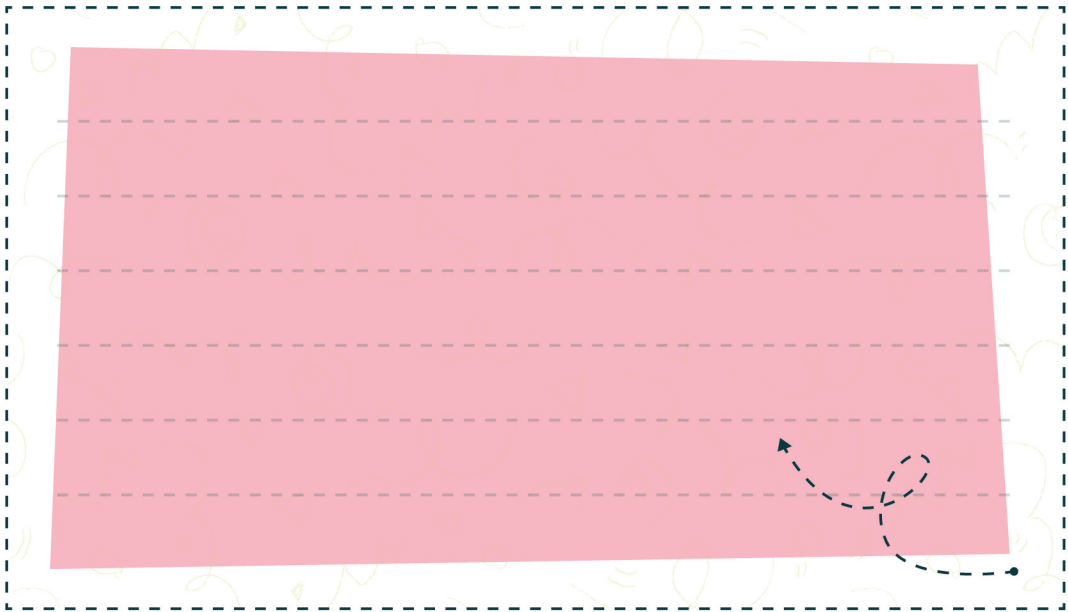
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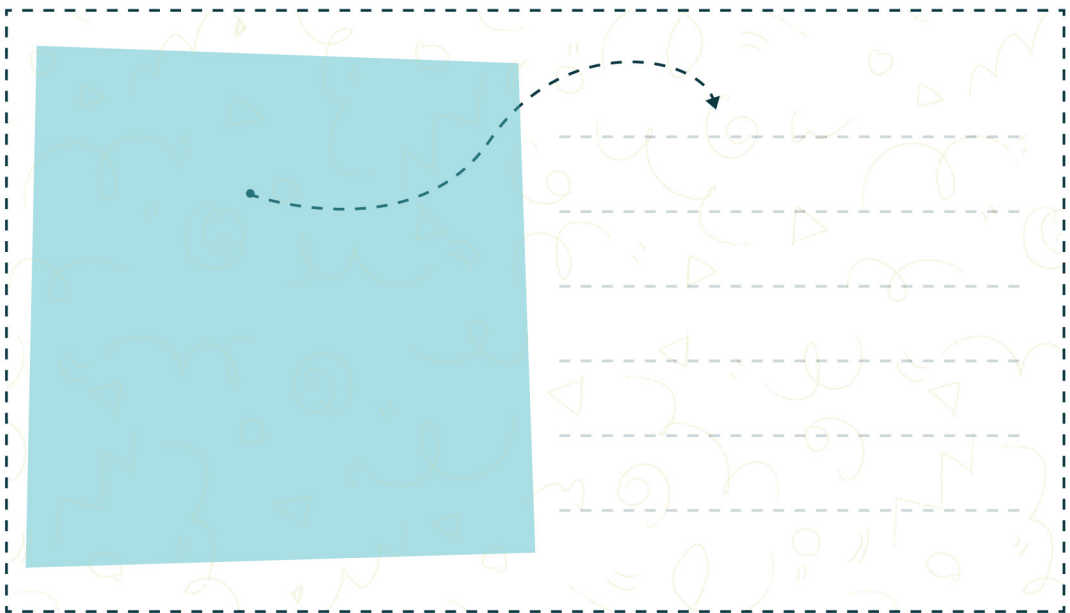
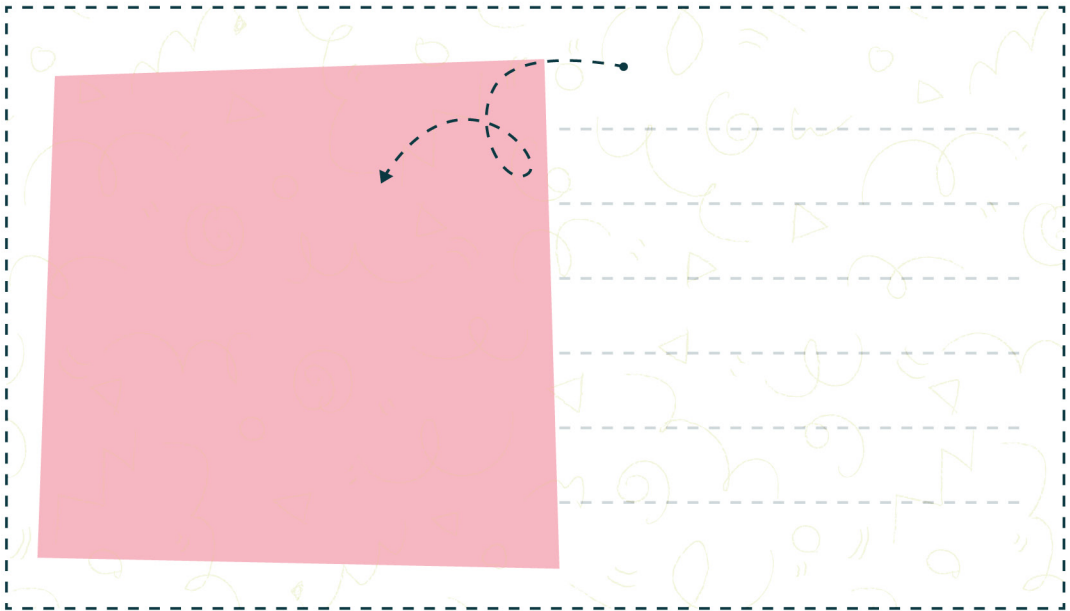
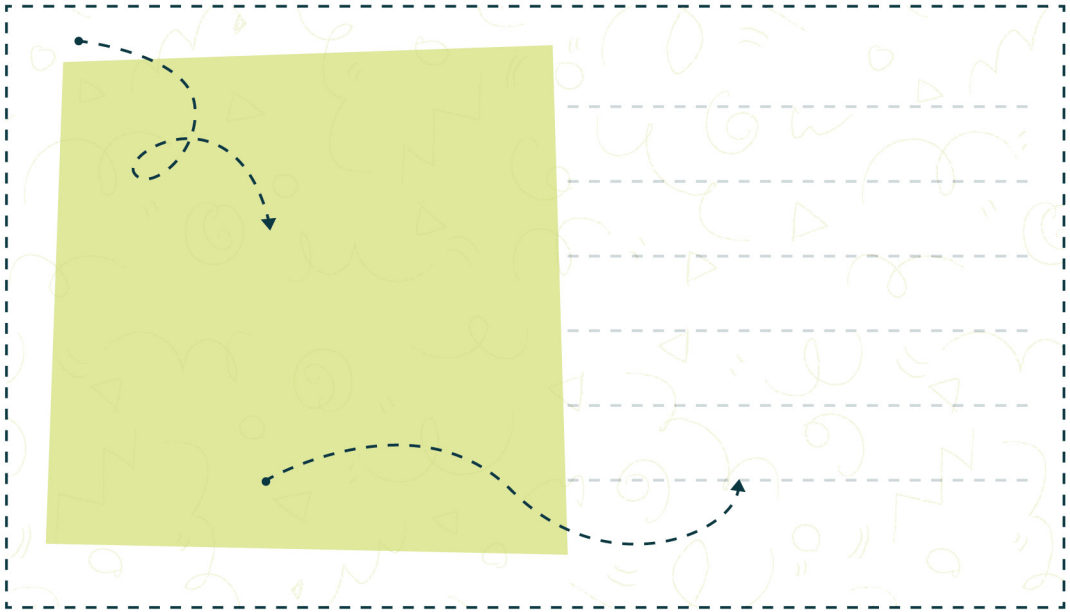
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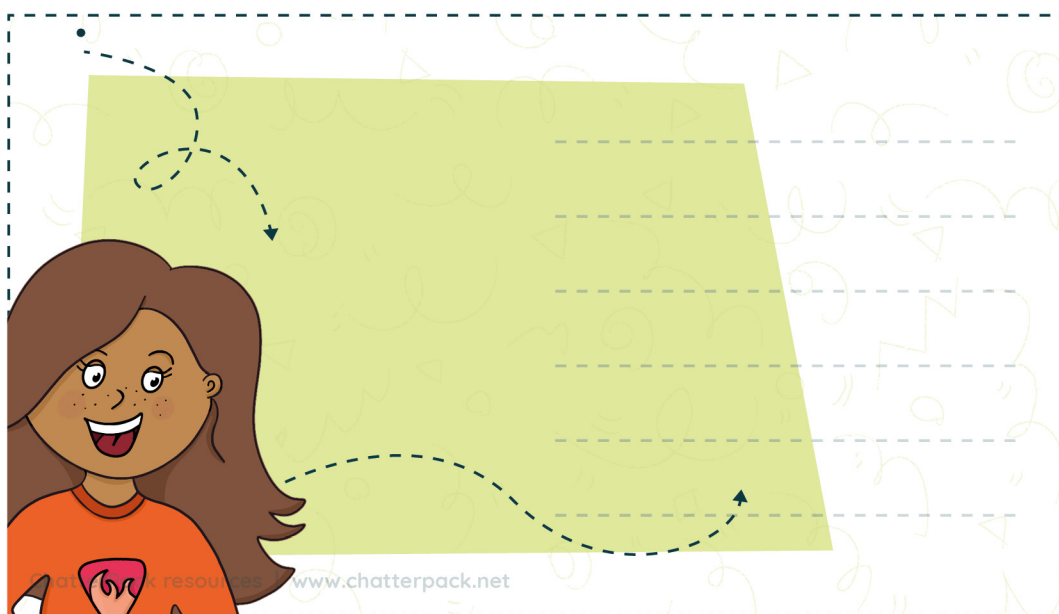
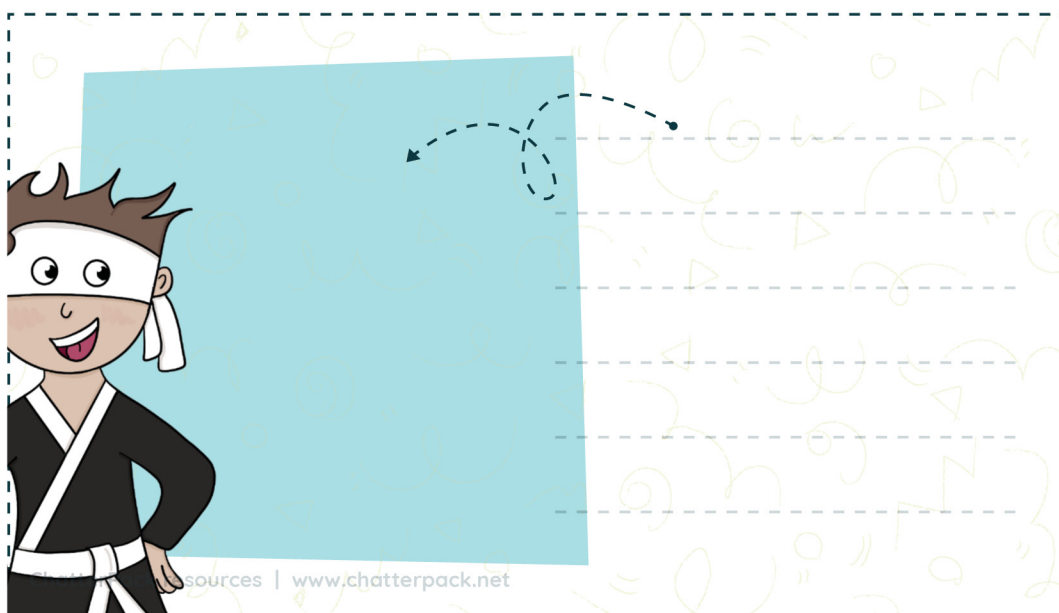
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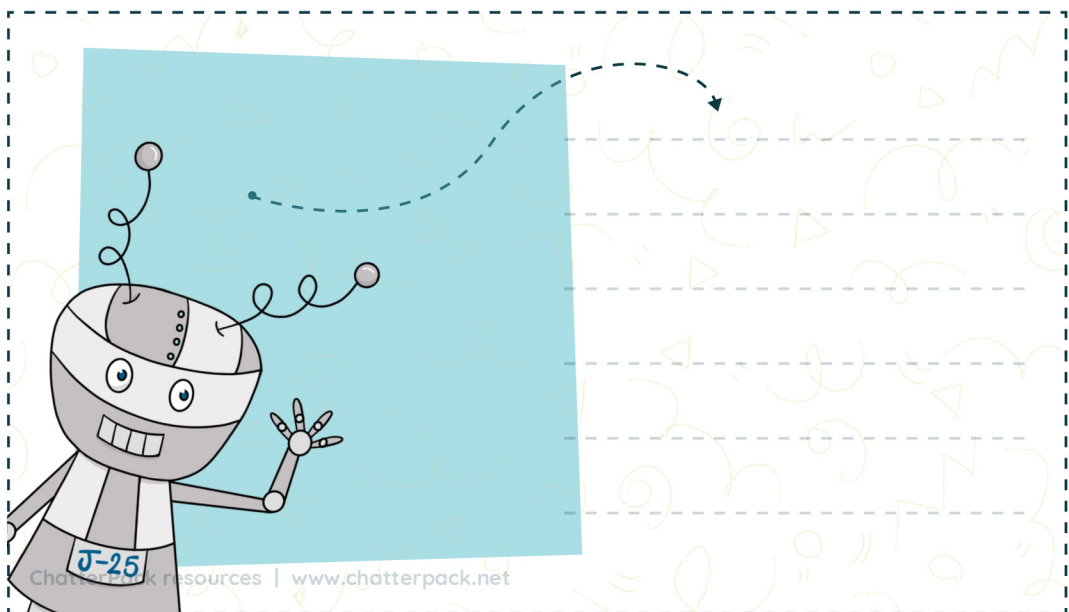
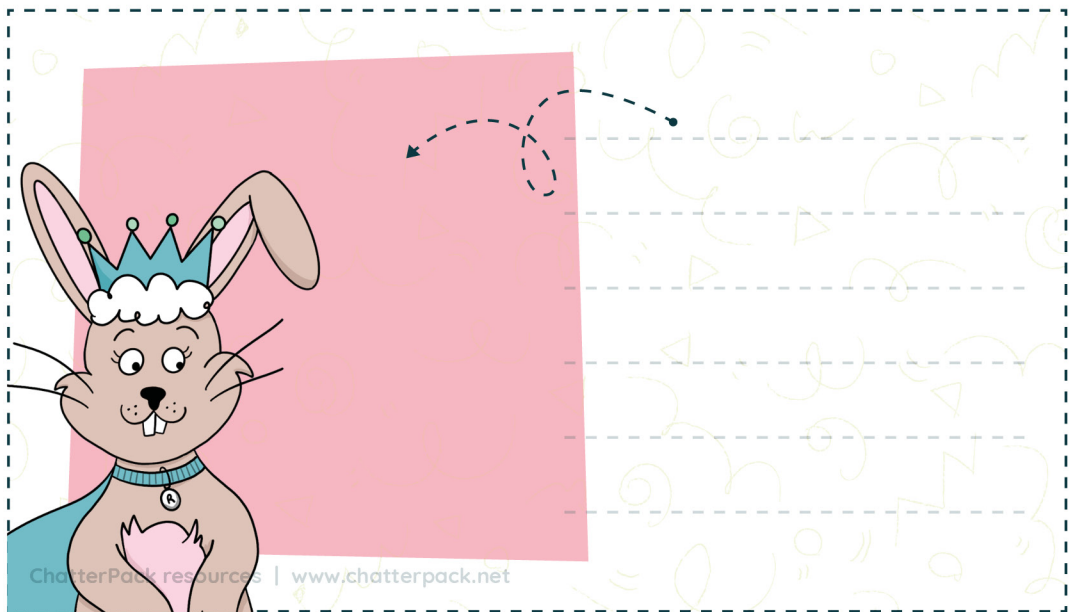
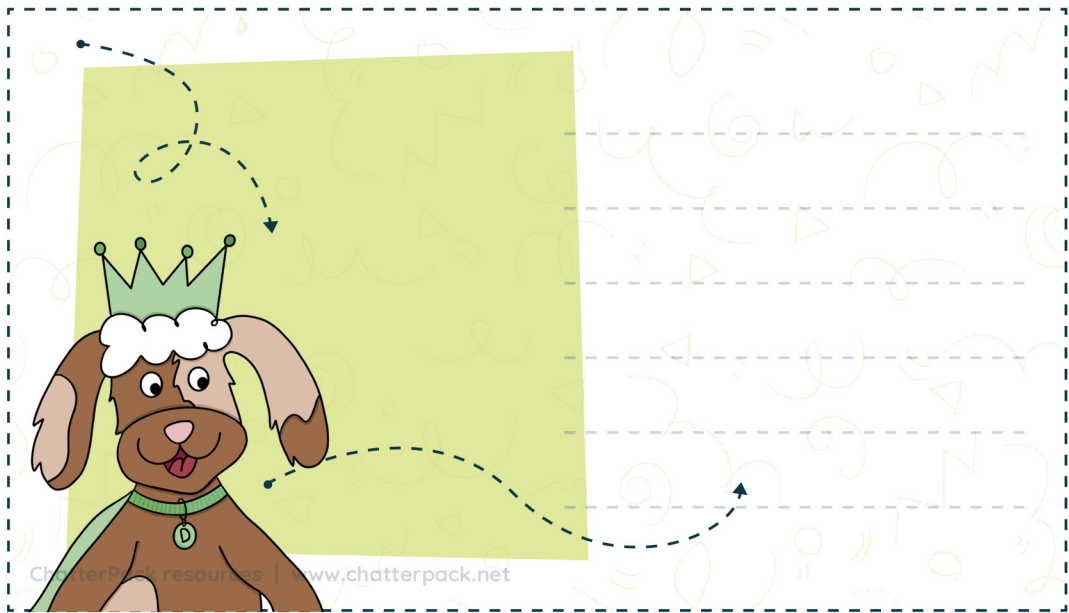
Plain transition cards





Character transition cards







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