

---

## Overview

Who is this unit for?

This unit is for those who work with others to support children or young people to recognise and cope with significant transitions in their lives.

What is this unit about?

This unit is about working with children or young people to identify significant transitions that may be occurring or are about to occur in their lives and providing support to enable them to manage them in a positive manner.

Transitions are defined as 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 and divorce. Such transitions may be known and planned for or unexpected and unplanned.

This unit contains two elements:

1. Recognise and respond to signs of transitions
2. Support children and young people to manage transitions in their lives

## Performance criteria

### *You must be able to:*

Recognise and respond to signs of transitions

P1 build open and honest relationships with children or young people using language appropriate to their age and stage of development

P2 provide opportunities for children or young people to explore and discuss significant events and experiences that may impact on them

P3 identify signs of concern or distress in children or young people which may relate to a transitional experience

P4 recognise and take account of any signs of change in the attitude and behaviour of individual children or young people

P5 explain clearly to children or young people what information you may have to share with others and why

P6 share information and concerns about children or young people with the appropriate person

P7 contribute to planning how to support children or young people to manage transitions in a positive way

P8 confirm with the appropriate person the boundaries and protocols that govern your role in supporting children or young people through transitions

Support children and young people to manage transitions in their lives

P9 provide structured opportunities for children or young people to explore the effects of transitional experiences on their lives

P10 listen actively and respond constructively to any concerns

P11 explain situations fully and accurately, setting out what is happening and, if possible and appropriate, the reasons for the changes

P12 encourage questions and check for understanding

P13 provide support in a timely way to help children or young people to manage the transition and reach a positive outcome

P14 support children or young people to find ways to manage change positively and encourage them to recognise and build on their strengths

P15 make effective links with others within your own or other organisations, according to your role, should further support be necessary

P16 record any actions taken using agreed organisational procedures

P17 comply with legal, organisational and ethical requirements relating to the exchange of information

## Knowledge and understanding

### *You need to know and understand:*

K1 transitions can be:

K1.1 emotional, affected by personal experiences, e.g. bereavement K1.2 physical, e.g. moving to a new educational establishment, a new home/locality

K1.3 intellectual, e.g. moving from nursery to primary, or primary to secondary school

K1.4 physiological, e.g. puberty, long-term medical condition

K2 the effects that transitions can have on the development of children and young people

K2.1 behavioural K2.2 emotional K2.3 intellectual K2.4 physiological

K3 the signs and indications that a child or young person is going through a particular transition

K4 the importance of building and maintaining trusting relationships with children and young people during transitions, and how to do this

K5 transitions can be a positive as well as a negative experience in the lives of children and young people

K6 how the impact of culture, religion, personal beliefs, gender, stage of development and previous experiences may affect a child or young person's approach to transitions

K7 the importance of providing appropriate support to children and young people during key transitions in their lives and mechanisms for doing this

K8 the kind of support that can be offered by your own organisation and by other agencies

K9 the nature and boundaries of your role in supporting children or young people experiencing transitions and how this relates to the role of others within and outside of the setting

K10 the importance of working within the boundaries of your role and competence and when you should refer to others

K11 how to enable children or young people to explore their concerns about transitions in a positive and non-threatening manner

K12 the importance of respecting the rights of individual children and young people in all interactions with them

K13 how you recognise and manage your own negative feelings, e.g. helplessness and feelings of inadequacy

K14 the kind of information that may be appropriate to exchange with other

---

agencies(e.g. educational records)

K15 why it is important to observe confidentiality protocols when exchanging information and why it is important that the child or young person is made aware of those protocols

K16 the kind of situation when confidentiality protocols must be breached K17 legal, organisational and ethical requirements relating to information gathering, storage and exchange, including: K17.1 the Data Protection Act K17.2 confidentiality protocols and procedures

---

## Glossary

### Appropriate person

this will be defined in organisational procedures and is likely to be a supervisor or line manager. If abuse is suspected, there will be a designated person who has responsibility in this area

### Transition

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 and divorce.

## Links to other NOS

TDASTL2 Support children's development

TDASTL38 Support children with disabilities or special educational needs and their families

---

<b>Developed by</b>	Training and Development Agency for Schools
<b>Date Approved</b>	01 Jun 2009
<b>Indicative Review Date</b>	01 Jun 2009
<b>Validity</b>	Current
<b>Status</b>	Original
<b>Relevant Occupations</b>	Child Development and Well Being, Childcare and Related Personal Services, Direct Learning Support, Education and Training, Public Service and other Associate Professionals, Public Services
<b>Suite</b>	Supporting Teaching and Learning in Schools
<b>Keywords</b>	mathematics, planning, preparation, resources, outcomes, number, shape, measures, data handling, problem solving, symbols, diagrams, activities

---