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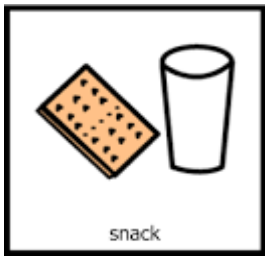
Show, Say, Do

Using visuals to support transitions

Visual Supports:

- Objects
- Photographs
- Pictures
- Symbols
- Written word
- Signs
- Gestures



Transitions:

Moving from one activity/ place/ task to another e.g. from snack time to outside play, classroom to soft play.

Why are transitions difficult for some children?

- They may not understand what is happening due to a difficulty understanding spoken language.
- They may not want to stop an activity and start another activity or move to another place.
- They may find changes to their routine difficult.
- They may cause anxiety for some children.

Why use visuals to support transitions?

- To help children understand what they need to do
- To help them know what to expect
- To build their independence
- To help children develop their symbolic understanding – i.e. to understand that an object/ picture/ symbol represents something else.
- To reduce frustration and anxiety
- To provide reassurance

How to use visuals to support transitions:

Show……	Say……	Do……
Show the visual	Say the word	Do the activity

E.g. At snack time, Show the visual (this could be a snack symbol, the sign for snack or an object to represent snack such as a cup or plate, Say 'Snack' and immediately begin snack time.

- Get your child's attention first – use their name, get down to their level.
- Keep your language simple – e.g. just say the name of the activity.
- Give them time to listen and process what you have said.

Things to remember:

Be patient! - Any use of visuals will need to be taught.

Be consistent! - Use the same visual and language EVERY time you make the transition

Be persistent! - Don't give up, even if you think they are not looking at the visual.

What visuals could you use?

Objects *Signs* *Photos* *Pictures* *Symbols*

When choosing what visuals to use, consider the child's:

- Level of understanding
- Sensory impairments (e.g. visual/ hearing impairments)
- Individual communication preferences.

See separate leaflet for further information on using Objects of Reference. Consult your child's Speech and Language Therapist if you need any further support or advice on using visuals with your child.