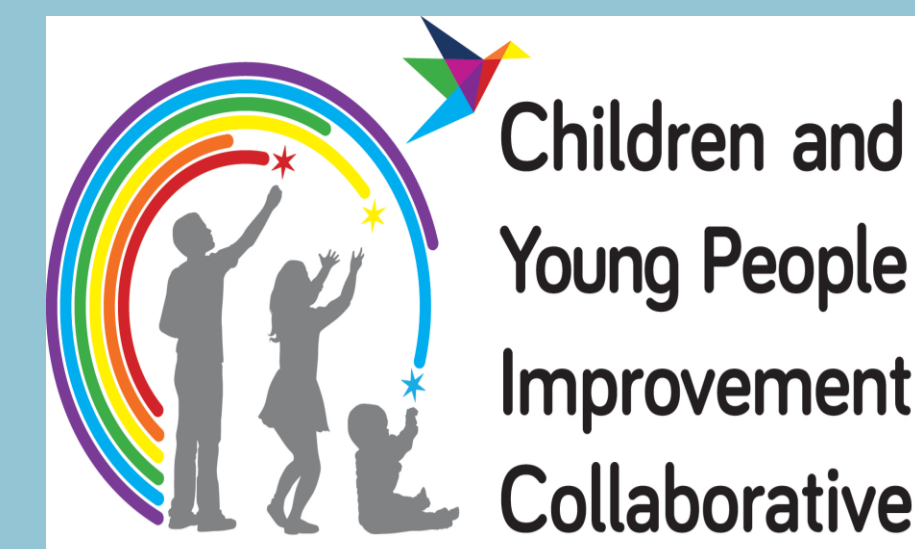


Supporting Transition

Kirsty Wilson - Class Teacher (St Josephs RC Primary School)



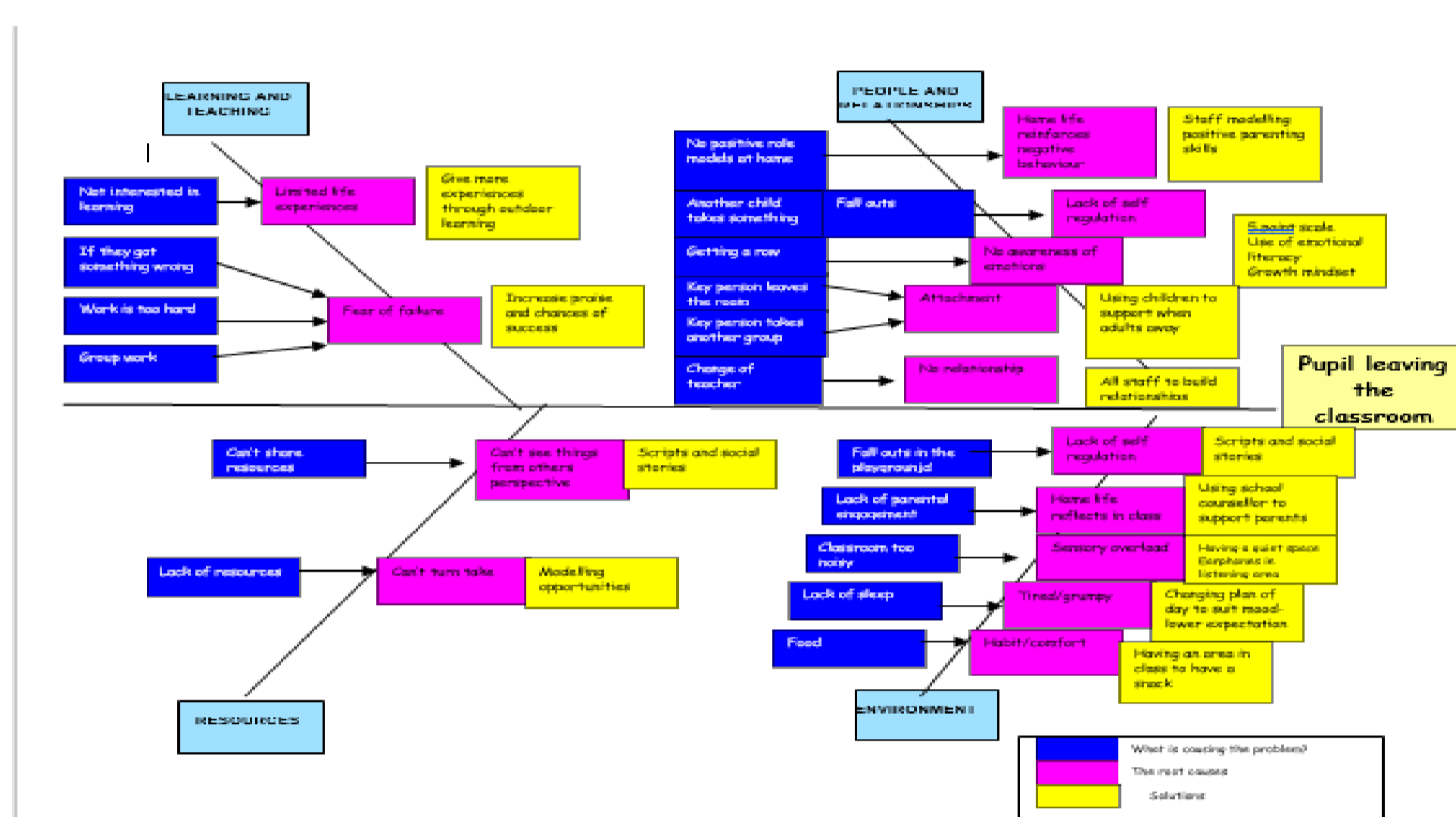
The Class Teacher acknowledged that a pupil who displays ASD traits kept leaving the classroom as part of his daily routine. When leaving the classroom he would become distressed and look for support from management. The number of times he was leaving was increasing and we were struggling to get him to stay in the classroom and engage.

Project Aim: By December 2019 the number of times Pupil A leaves the classroom will reduce from 15 to 2 per week.

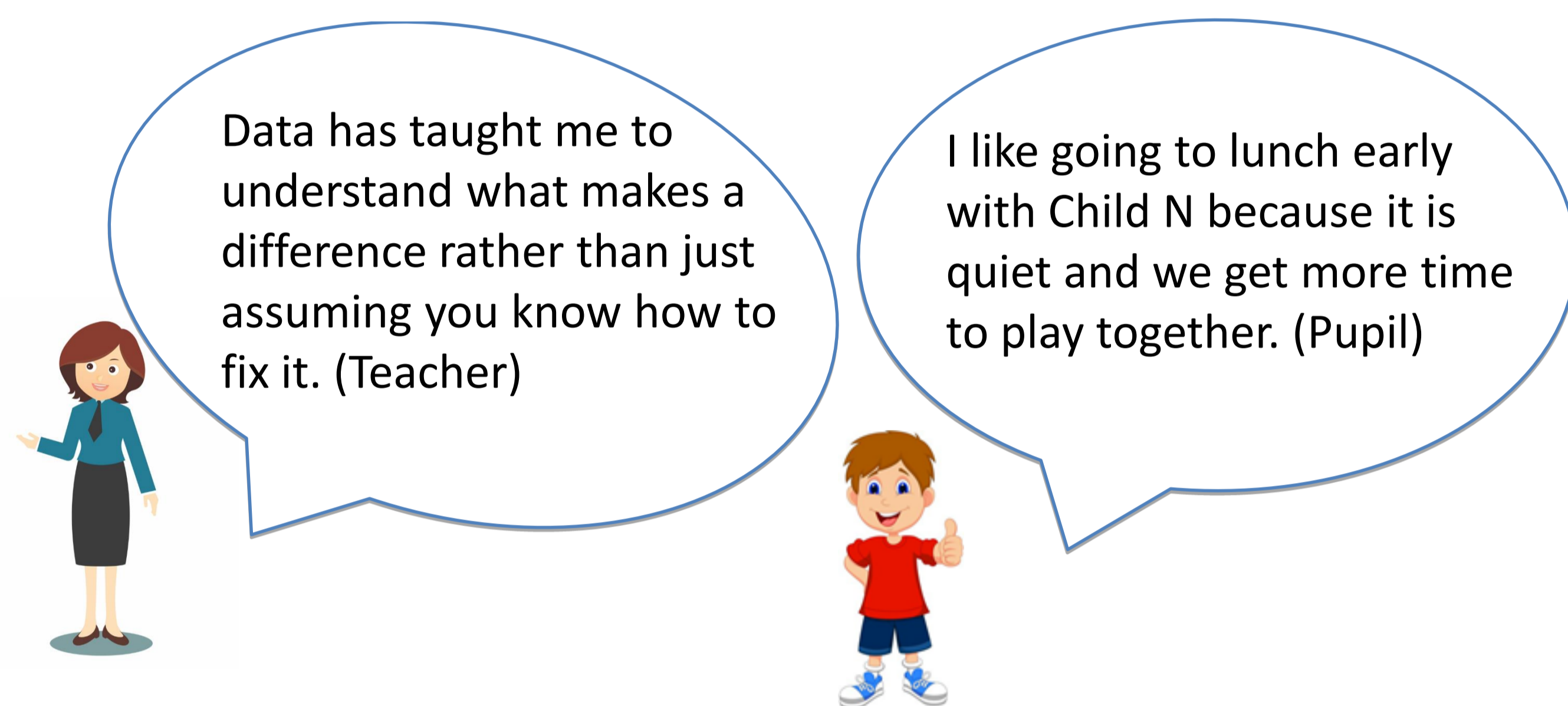
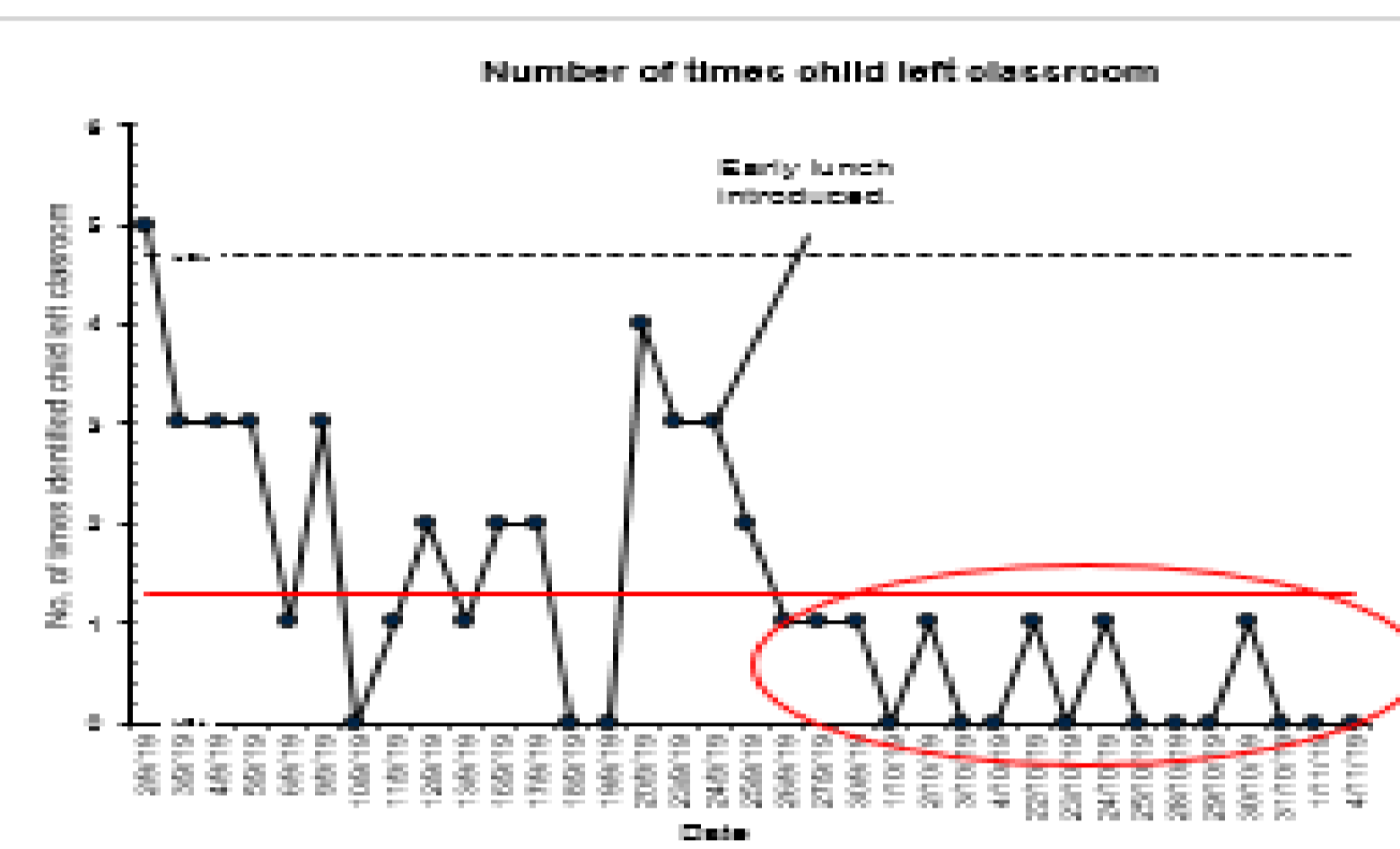
- To reduce negative outbursts in class and reduce disruption in the corridors.

Method

We used a variety of tools to identify what the key issues were. We used a fishbone analysis to help us narrow down the root causes of him leaving. This helped us to create our aim and be very specific.



Results



We decided we needed to create a tool to gather the baseline data which identified when and the reasons why he was leaving. The tool was shared with other staff who had links to the child.

Baseline Data (02.09.19 - 16.09.19)

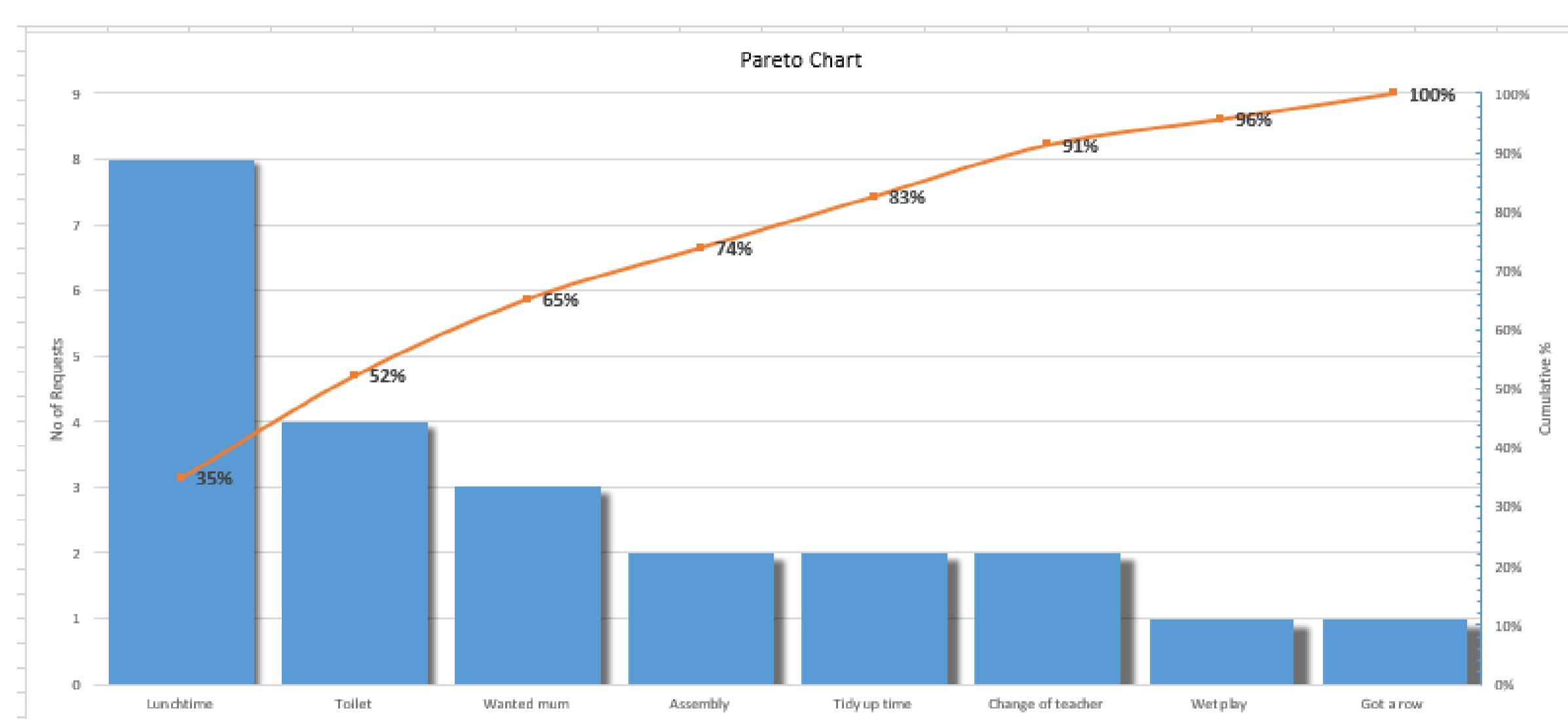
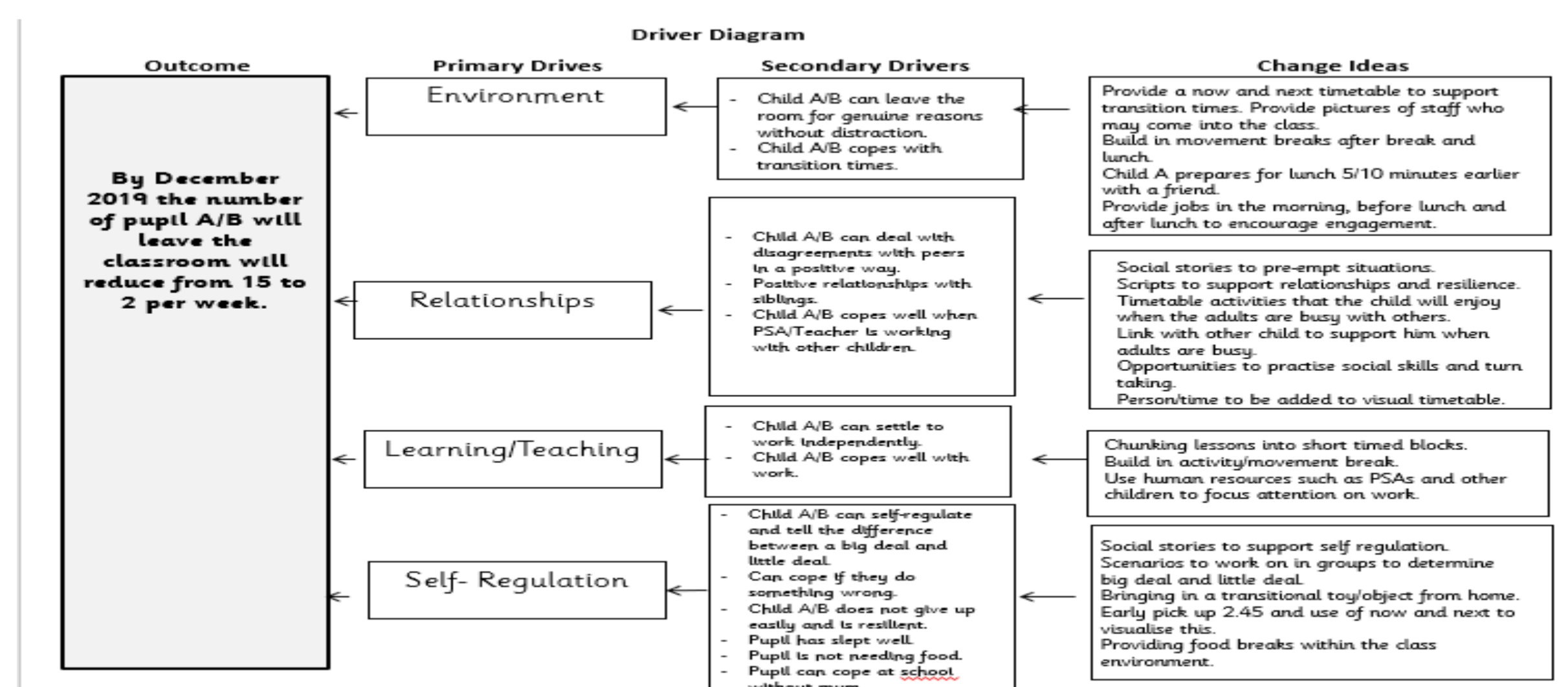
Date	Time	Reason for leaving	Curriculum Area

Conclusions

We were able to identify the main issue as transition to lunchtime. Then we chose a change idea from the driver diagram which was highlighted on the Pareto Chart as the main issue. The change idea was that he would go to lunch with a friend five minutes before the lunchtime bell. We used the PDSA cycle to identify any issues that may arise and who would be responsible for the change.

Process Change

Our driver diagram generated a large number of change ideas. Pareto charts helped us to identify which change ideas to test first. The main issue was the transition to lunchtime.



Achievements

- The number of times Pupil A left the room changed almost instantly.
- Staff working together to plan and implement change.
- Displaying and reviewing data on a daily basis.
- Reviewing and understanding data/tools for any other improvements.

Next steps

- Whole school to look at gather data around transition and support other colleagues with this process.
- Identify another area for improvement and begin the Model for Improvement process again.
- Collect data in a different way.

Key Learning Points

- This small change has reduced distressed behaviours in the corridor and improved readiness to learn.
- Data enables us to be clear about what is making the difference.
- Improvement methodology needs to be an integral part of what we do and needs to be recorded well.