

# Caerus Education

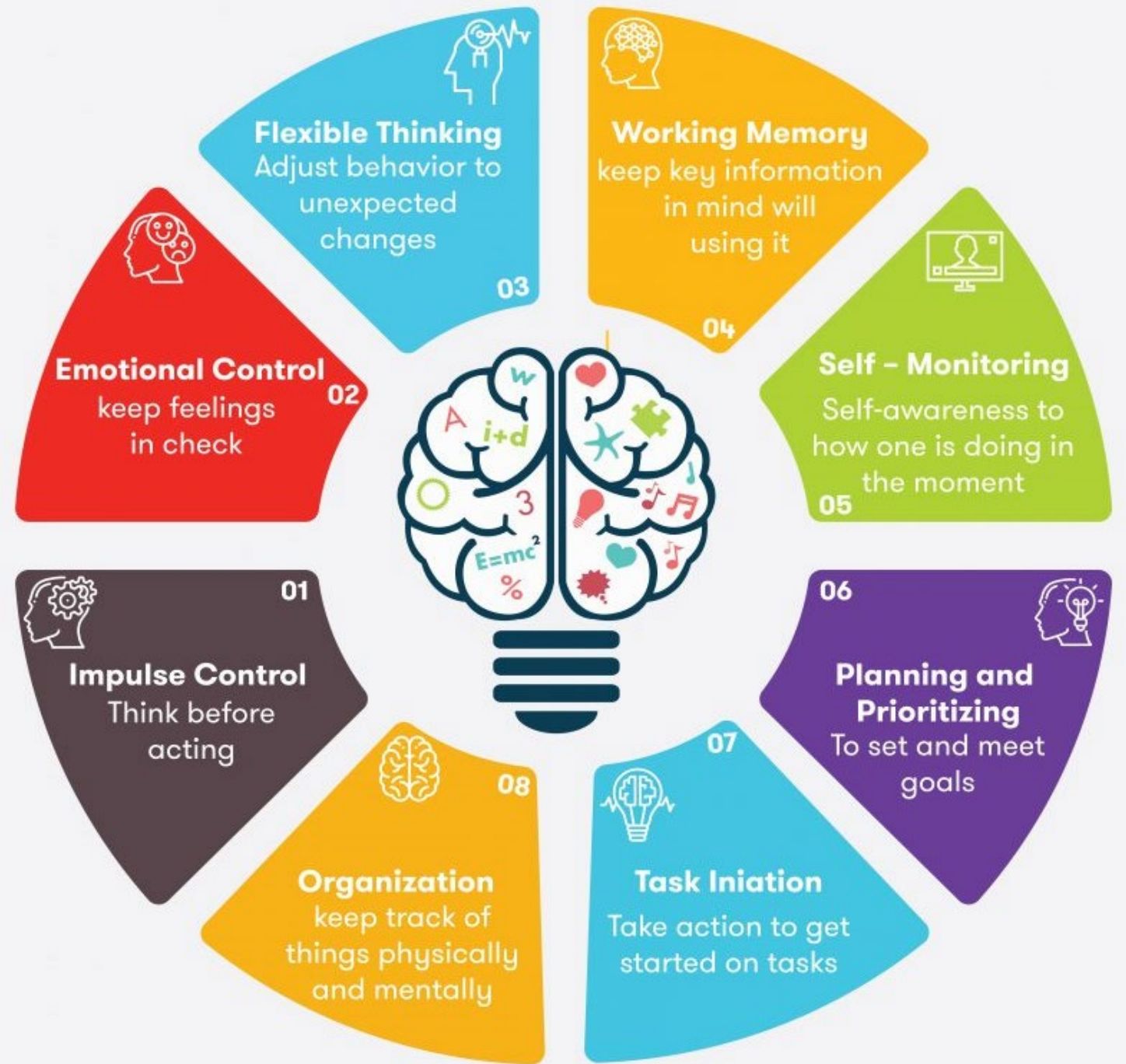
Transition Planning and Support Services

## Transition from primary to post-primary school in 2020

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Accountability!



Visual reminders: time, belongings, schedule.

External incentives: break down long term goals into smaller steps.

Build in breaks: short, frequent stops to refuel and refocus.

Power talks: visualize and verbalize success.

Physical activities: channel the energy into something enjoyable, get out and activate endorphins.

Provide flexibility and choice: task order, reward options.

**Pack-A-Schoolbag Checklist**

What lessons do I have tomorrow? What are the names of the teachers? Which rooms are the lessons in? Where do I go at break time? Where do I go at lunchtime? What books do I need to put in my bag?

- English
- Maths
- Geography
- History
- Religion
- Language
- Homework
- School diary
- Pencil case
- Calculator
- Packed lunch
- PE clothes
- Science
- Money
- Forms

**THE POMODORO TECHNIQUE**



**DECIDE ON THE TASK TO BE DONE**



**SET THE TIMER TO 25 MINUTES**



**WORK ON THE TASK UNTIL THE TIMER RINGS**



**TAKE A SHORT 5 MINUTE BREAK**



**TAKE A 15-30 MINUTE BREAK**





1. **Do not panic.** Take a deep breath and say: "If I stay calm, I can solve this problem." Say it aloud, in a firm, clear voice. Sometimes it helps to do this in front of a mirror. Say it again.
2. **WHO is creating the problem?** Think about this carefully. Is it a problem caused by a single person or more than one person? Are you one of those people? Do you need to look at your own actions or behaviour?
3. **WHY is the problem, a problem?** Are you upset or annoyed because you were prevented from doing something you wanted, needed or had planned to do? Are you upset because someone hurt you or your feelings? Are you worried because something has gone wrong?
4. **HOW can the problem be solved?** What could you do or say to fix the problem? Who do you need to speak to? Write down a plan of action.
5. **WHAT might happen next if you follow your plan of action?** What are the possible reactions and outcomes?
6. **WHEN could you activate your plan, and do you need anyone to help you?**
7. **CHOOSE the best solution.**

Discuss and agree boundaries, incentives and accountability and ensure that everyone adheres to these agreements.

Rehearse and model actions and conversations in specific contexts.

Be encouraging of effort, offer to help, break schoolwork tasks down into manageable chunks.

Recognise and acknowledge every effort that your child makes, every engagement, and every task completed.

Task avoidance and procrastination may be connected to feeling inadequate, or wanting to avoid failure.

Focus on what you can control: what has worked, encourage a positive mind set.

At a family level, collaborate and create two possible plans based on full time school or part-time school.

If the plan doesn't work, that is OK. Be transparent about changes to the plan.

Identify resources actually available to you, and those that you need, now that you have knowledge and experience of remote learning.

As far as possible, set up a school zone which is separate from the family zone, no matter how small.

End screen time at least 30 minutes before bedtime and bookend it with physical tasks.



## Key transition strategies

Talk to:

- your child
- school staff
- healthcare professionals
- the family

Managing school work	Working on it	Done	N/A
Communication between home and school e.g. journal, homework diary, or online messaging.			
Agree on an initial modified homework load e.g. an essential minimum.			
Agree on acceptable homework format e.g. use of computer.			
Managing transitions and routines	Working on it	Done	N/A
Ask for a copy of the timetable.			
Illustrate with symbols / colour coding for each subject / activity.			
Ask for information / timetable for routines (breaks, extra-curricular).			
Confirm key times and routines associated with the school day.			
Identify acceptable alternatives to break arrangements e.g. use of Library or safe place.			
Identify the breaks and transitions throughout each school day.			
Create a visual timetable for each school day.			
Create visual cue cards for 'now', 'next' and 'later'.			
Create visual cue cards for each school day.			
Create visual communication cards for common or anticipate scenarios.			

# Ready, Steady, Go!

## Planning the Transition to Secondary School

A Workbook for Children and Families

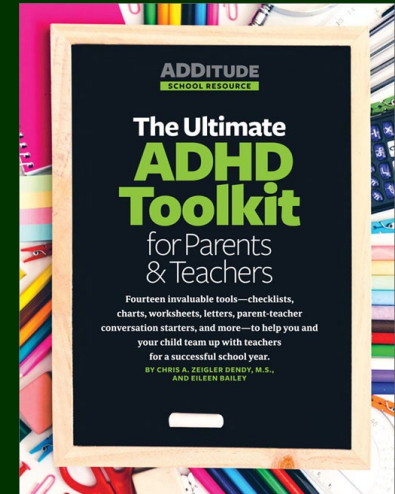
Dr Alison Doyle



Illustrations by Ray Watson

- Managing the School Part of School
- Individual Transition Plan
- Talking About Changes
- School Routines
- Rules and Behaviour
- Sorting Out Mistakes
- Getting Organised and Managing Time
- Taking Care of Myself

- Parent to teacher letter
- Student to teacher letter
- Talking to classmates
- Parent teacher conversation openers
- Teacher tips for redirecting focus
- Executive Function information sheet
- Tips for managing homework



<https://www.amazon.co.uk/Steady-Planning-Primary-Secondary-School/dp/1527205142>

<https://www.additudemag.com/download/adhd-school-toolkit-checklists-letters/>

# Returning to school



## 1. All feelings are OK

You may be feeling happy and excited about returning to school or perhaps you are feeling nervous and worried. You might even be feeling a mix of all of these.

...That's OK!

- Talk about how you're feeling with a trusted adult and/or your friends.
- Naming the feeling out loud can really help.
- Sometimes expressing your feelings through writing or listening to your favourite artist can also help.
- Talking, squeezing a stress ball or moving our bodies through walking, exercise or playing a favourite sport can really help us.
- Try to understand your feelings, they are part of who you are!



Safety AND comfort.