

# PARENT 'S INFORMATION KIT

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## HELPING STUDENTS WITH SEN

### TRANSIT FROM FHBL TO SCHOOL HOLIDAYS IN MAY

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# Thank You!

Dear Parent,

Thank you for working with the school during the FHBL and coping with the current COVID 19 situation. We want to assure that you are doing great with your child.

To help you and your child to better cope with the transition from FHBL to Hols and back to school, the slides created contains information on:

- 1. Understanding How Your Child is Affected by the Current Situation**
- 2. Strategies to Support your Child for the Transition**



# Understand How Your Child is Affected by the Current Situation

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During this period,

-You may notice more challenging behavior, non-compliance or even meltdowns

- Remember that your child is not being intentionally difficult but is telling us that he/she needs help.



# Understand How Your Child is Affected by the Current Situation

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Acknowledge your child's feelings and give assurance that you will help him/her get used to the new situation.

1. Be calm before having a conversation with your child.
2. Convey facts on the Covid-19 situation in an appropriate tone.
3. Provide your child with information face-to-face which is more reassuring to them.
4. Understand your child's behaviours, insecurities and feelings.



# Strategies to Support your Child for the Transition:

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1. Help your child understand the new developments and changes, and what they can do to prepare for them.

**(A) Talk to them about main events** that have taken place during the Circuit Breaker (CB):

- Full Home-based learning (FHBL)
- Extended Circuit Breaker (CB)
- Rescheduled school holidays (5 May to 1 June)
- Term 3 (2 June to 4 September) with a mid-term break (20 July to 26 July)

School holidays are within CB period, hence the family is not able to go on trips or to visit places or people – different from past school holidays.



# Strategies to Support your Child for the Transition:

**(B) Introduce replacement activities** for month of school holidays and help your child plan what to do during school holidays.

Work with your child to **develop a daily schedule** for the holidays and include the use of **visual supports**.

 Daily Schedule

Task	Done

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 **My Plan for School Holidays**

**Top 5 FUN things I want to do at home**

	Fun Activity	Do it alone or do it with someone?
<b>1</b>		<input type="checkbox"/> <b>Alone</b> <input type="checkbox"/> <b>Someone:</b> (who?) _____
<b>2</b>		<input type="checkbox"/> <b>Alone</b> <input type="checkbox"/> <b>Someone:</b> (who?) _____
<b>3</b>		<input type="checkbox"/> <b>Alone</b> <input type="checkbox"/> <b>Someone:</b> (who?) _____
<b>4</b>		<input type="checkbox"/> <b>Alone</b> <input type="checkbox"/> <b>Someone:</b> (who?) _____
<b>5</b>		<input type="checkbox"/> <b>Alone</b> <input type="checkbox"/> <b>Someone:</b> (who?) _____

 **My Plan for School Holidays**

10 activities I want to complete in the comfort of my own home/room

	Activity	Completed?	If no, why not?
1		Yes No	
2		Yes No	
3		Yes No	
4		Yes No	
5		Yes No	
6		Yes No	
7		Yes No	
8		Yes No	
9		Yes No	
10		Yes No	

If yes, take a photo using your mobile phone to remember this achievement! 

# Strategies to Support your Child for the Transition:

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## 2. Check-in on Your Child's Social Emotional State and Well-being

-Your child may need someone to talk to during the transition, to regulate his/ her emotions. Consider using visual supports to:

### Highlight differences from the usual school holidays

#### Visual Countdown/Timeline

1. Highlight the school holiday period with a highlighter.
2. Put a cross (X) at the end of each day.

May							June						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
					1	2		1	2	3	4	5	6
3	4	5	6	7	8	9	7	8	9	10	11	12	13
10	11	12	13	14	15	16	14	15	16	17	18	19	20
17	18	19	20	21	22	23	21	22	23	24	25	26	27
24	25	26	27	28	29	30	28	29	30				
31													

Taken from: <https://www.timeanddate.com/calendar/>

# Strategies to Support your Child for the Transition:

## 2. Check-in on Your Child's Social Emotional State and Well-being

- Discuss how they feel about the situation and changes

### Emotional Check-In

(Level 2)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Calm	Surprised	Cranky	Disappointed
Relaxed	Confused	Bored	Hurt
Happy	Concerned	Upset	Sad
Interested	Nervous	Angry	Depressed
Excited	Afraid	Disgusted	

Today, I am feeling \_\_\_\_\_ because \_\_\_\_\_

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### Emotional Check-Out

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Calm	Surprised	Cranky	Disappointed
Relaxed	Confused	Bored	Hurt
Happy	Concerned	Upset	Sad
Interested	Nervous	Angry	Depressed
Excited	Afraid	Disgusted	

Today, I am feeling \_\_\_\_\_ because \_\_\_\_\_

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# Strategies to Support your Child for the Transition:

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## 3. Don't Forget to Smoothen the Transition back to School

It is important to prepare your child for the new school term.

A week before school begins, start having conversations with your child about :

- routines/ expectations/ changes that could happen when school resumes
- potential situations that might come up and how to resolve it (e.g. “I don't want to get up in the morning”, etc).
- Schools [teachers or AEDs(LBS)]



4. Click on the link 'It's ok for changes during COVID 19' and use the information when you have a conversation with your child.

# Acknowledgment!

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Many thanks to :

## **1. Psychological Services Branch, Special Educational Needs Division, MOE, Singapore**

All resources and information were retrieved from 'resource to Help Students with SEN Transit from Full HBL to May School Holidays'

### **References:**

Calendar. Retrieved 24 April 2020 <https://www.timeanddate.com/calendar/>

Emotional Check in Check Out. Retrieved 24 April 2020 <https://do2learn.com/activities/SocialSkills/EmotionCheckIn-Checkout/index.html>

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