



Sheppard Pratt

HEALTH SYSTEM

We help. You heal.

School Transitions: How You Can Help Your Child Succeed

Dr. Patti Hershfeldt
Co-Director Mid-Atlantic Regional PBIS Center
Sheppard Pratt Health System

June 10, 2015

"There can be no keener
revelation of a society's
soul than the way in which
it treats its children."
- Nelson Mandela



Focus for Tonight

- Importance of successful transition
- Executive Function Skills
- Relevance to life
- Your connection to school

a few assumptions...

- Transition defined as Elementary to Middle or Middle to High School
- General population not only students with IEPs

Demystify the Transition: Elementary to Middle

Myth & Fears

- Bullying
- Harder work
- More Homework
- Bigger school
- Getting to class on time
- Detention
- 8th graders are out to get you.
- THE LOCKERS and the LOCK
- (which eliminates the
- possibility of being stuffed in your locker)

Realities of MS

- Bullying is at its highest in MS so be proactive
- Using both names instead of just first name
- With a lot of different classes it is easier to meet new people.



Demystify the Transition: Middle to High School

Myth & Fears

- Work is too hard
- Too much homework
- Teachers unavailable for help
- Larger building – making it to class on time
- Not having a social group because friends went to different middle schools
- Not having friends in same classes or lunch period
- You have to shower in gym class and take swimming class

Realities of MS

- Work will get progressively harder
- Most HS require 'office hours'
- Bullying drops significantly after 9th grade
- No longer arranged in core teams
- A vast array of extra-curricular activities help kids find their niche'
- Everybody is new
- Extra-curricular activities (a lot, can I join, how do I join..)



Demystify the Transition

"When you get to middle/high school those teachers will...."

- Arrange a visit
 - Meet counselor, teacher, coaches...
- Involvement in summer programs
- Research what's available at the new school "together"
 - Extra-curricular
 - Curriculum tracks (PLTW, Culinary Arts...)
- Link w/an older peer
 - To talk about concerns before school begins
 - To help first day
- Develop a plan together
 - What to bring day #1
 - How to handle it if I get lost
 - What to do if I can't open my locker
 - What will lunch routine look like
(who will I sit with, buy food vs bring food)



Very Important Resource

http://nickelodeon.wikia.com/wiki/Ned%2527s_Declassified_School_Survival_Guide_List_of_Tips



On the Wiki

Shows

Characters

Actors

Merch:

Wiki Activity

Random page

Videos

Photos

Chat

Ned's Declassified School Survival Guide List of Tips

   
2,688 PAGES ON THIS WIKI

 Edit

Comments 89

This is a list of tips shared during the episodes of *Ned's Declassified School Survival Guide*, arranged by subject.

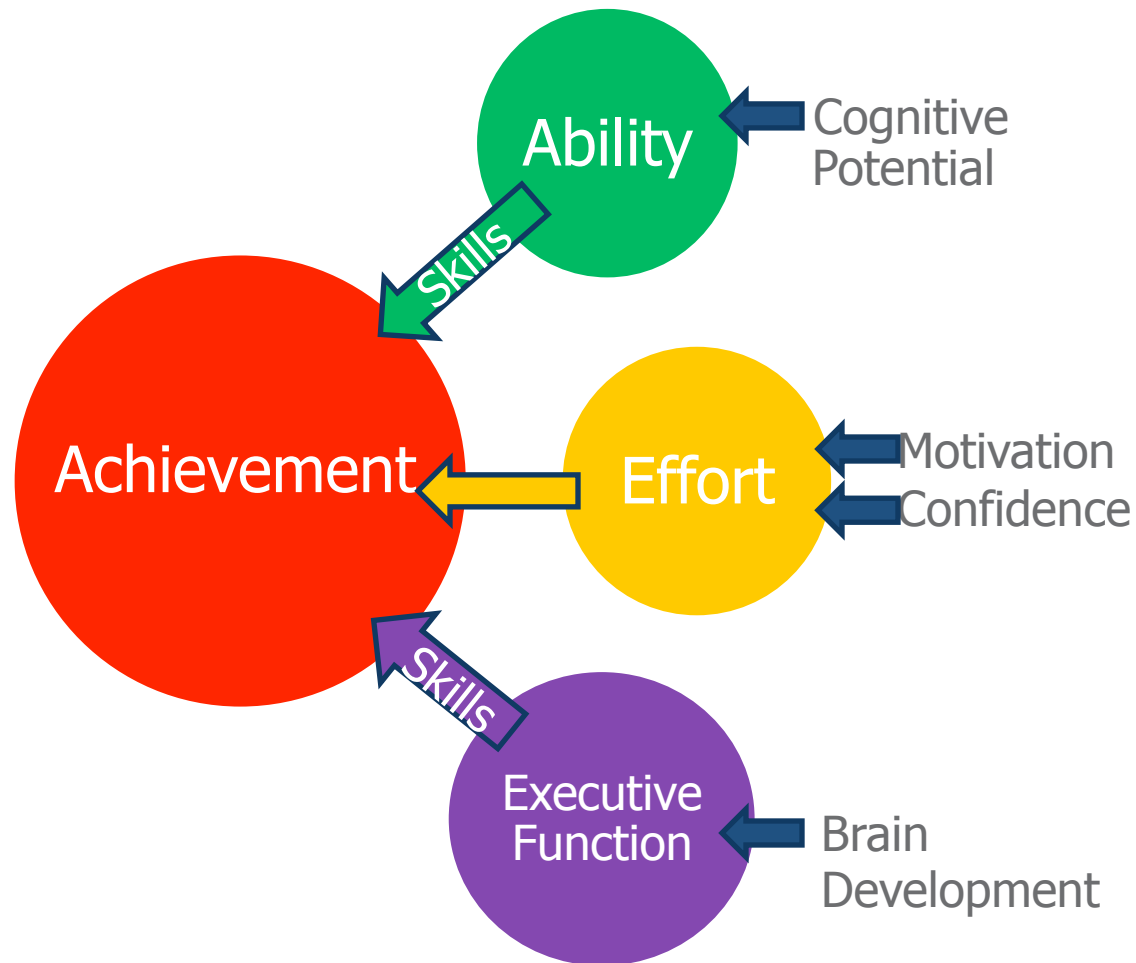
Contents [\[show\]](#)

The First Day

- During the first day: just relax, be yourself and don't panic! Try to make new friends and get to know your teachers for the year.
- Plan ahead on classes to get in the same ones as your friends.
- September = Summer, so don't wear winter clothes.
- Some classes get full, so pick a different class you're good at.
- Have a seat by the door to avoid the "door jam".
- Be on your BEST behavior.
- Set goals for yourself during the school year.
- Try to study before class.
- If you're new, don't sweat it, talk to some people.
- Have fun, get to know your teachers better.
- Make sure you have all your school supplies.
- Pick out clothes that show who you are to make a first impression.
- Pay attention to the rules and then when you come home memorize them so you don't have to later on.
- Make sure you always brush your hair and teeth before you go. Also make sure you have all your clothes



Achievement Model



Executive Function Skills

- **Organization of Materials**
- **Time Management**
- **Planning & Prioritizing**
- Task Initiation
- Goal-Directed Persistence
- Response Inhibition
- Working Memory
- Emotional Control
- Sustained Attention
- Flexibility
- Metacognition



Sheppard Pratt
HEALTH SYSTEM

Organization of Materials:

- Organization also involves the work space



Organization

Materials

Notebook system
School supplies
Planners
Backpack



Brain based

Planning
Time Management
Thoughts & Ideas



Sheppard Pratt
HEALTH SYSTEM

Organization of Materials: Back to School Shopping

- A brand new expectation and can cause conflict in the family and at school ...papers lost, not turned in, get left in locker, planner/agenda books, spirals....
 - School supply list ...parents pick the color code system
 - Kids start out one way and can't maintain it yet
 - Use an accordion file and drop it in until they can figure out their own system because it's easier and it's something until they figure out their own system
- They've had their own desk and struggle adjusting as they go class to class

Time Management

- Analog clock vs digital clock
- Premack – desired activity (social media) with study time

Planning and Prioritizing

- Creating a roadmap to reach a goal or to complete a task
- Prioritizing

Planning and Prioritizing

Back to School night the teacher says...

"Only 1 hour per night for math homework"

Reality: my child requires much more time

- They will have more homework
- Not just 1 teacher but 5 + teachers
- Teachers have different expectations (hand written vs electronic) and they aren't use to that, they don't know how to plan that time
- Don't always generalize very well
- Backward planning for projects
- Daily and weekly planning



Sheppard Pratt
HEALTH SYSTEM

Planning and Prioritizing

The School Planner/Agenda is not one size fits all...

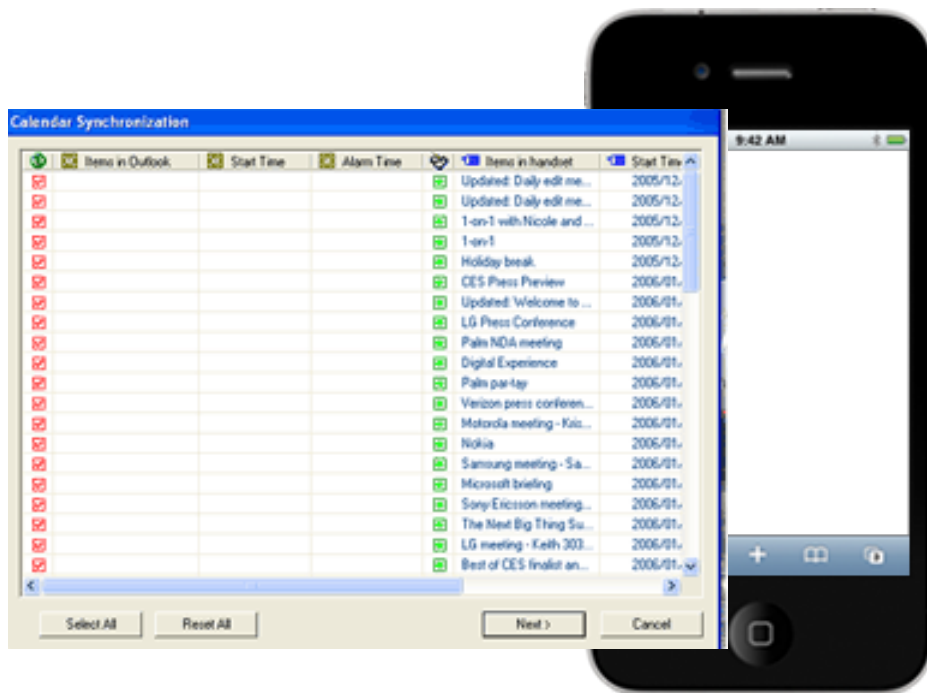
- Signals for turning in assignments
- Online systems are offered but hard to navigate sometimes
- Writing size according to planner (space is too small)
- Disorganization they can't write it in their planner

Planning and Prioritizing

- Schedules are different
 - Start time
 - Longer day w/added activities
- Block vs. Daily
 - 4 vs 8 classes

Choosing Your Planner

- Purpose for planner
- Preference for recording assignments
- Paper vs. Digital



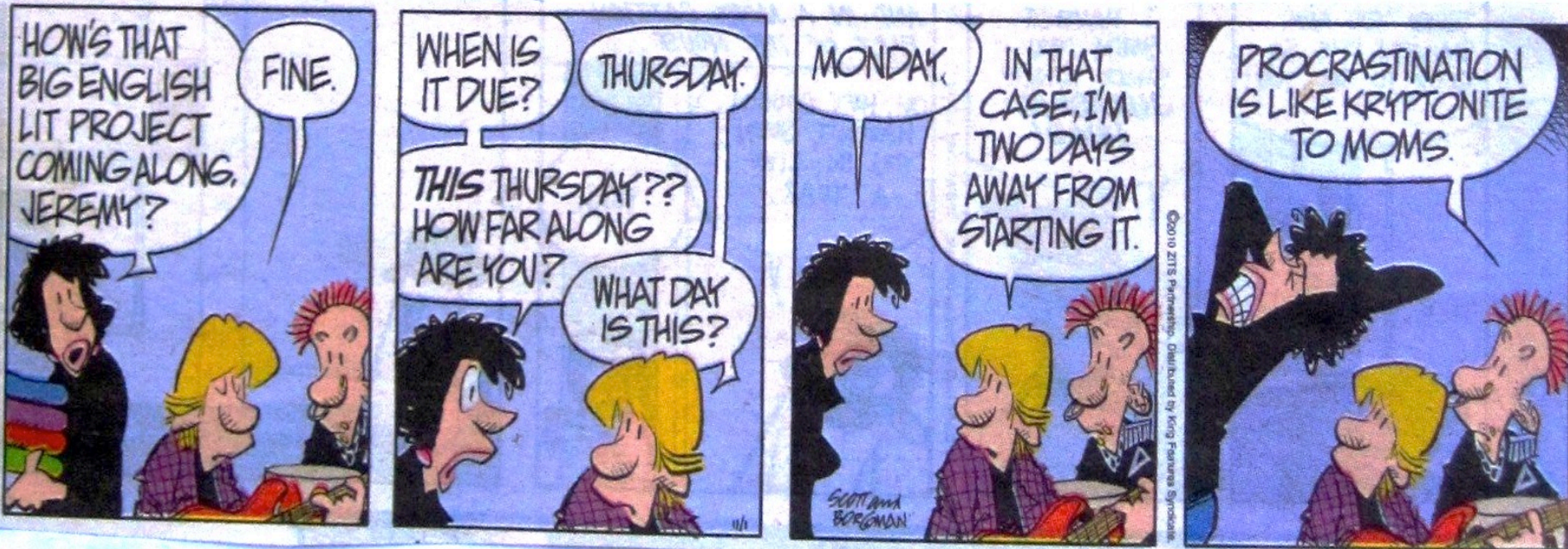
Tips for Organization Systems

- Student's preference
- Individualize and be creative
- Trial and error
- Notebooks



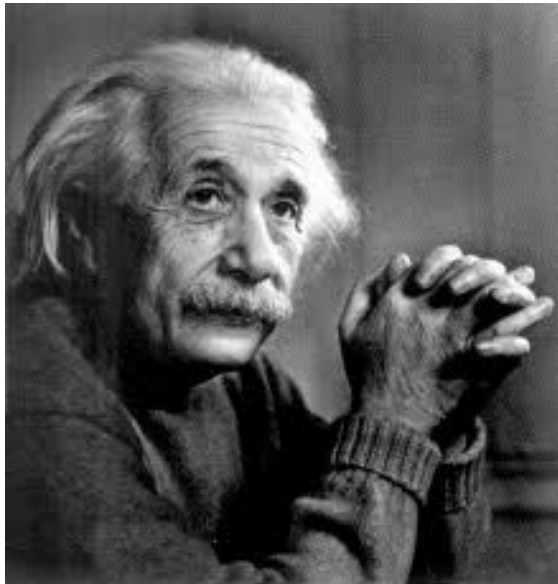
Task Initiation

- The ability to begin projects



Goal-Directed Persistence

- Having a goal and following through to the completion of the goal



"It's not that I'm so smart, it's just that I stay with problems longer."

Albert Einstein

Response Inhibition

- Thinking before acting

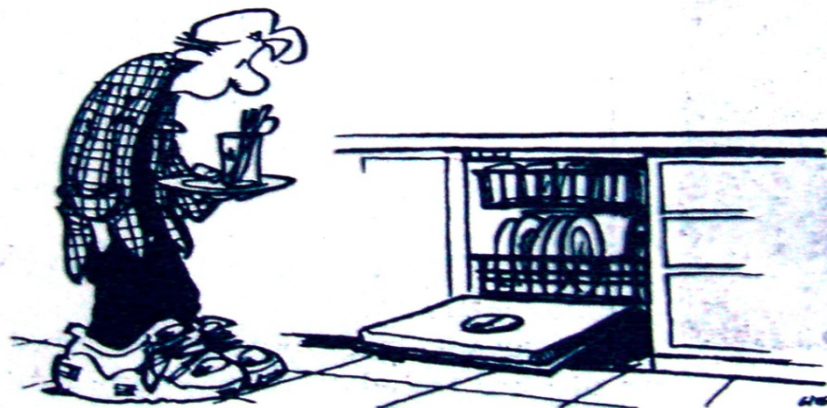


The teenage brain is like a Ferrari: it's sleek, shiny, sexy, and fast, and it corners really well. But it also has really cruddy brakes.

Working Memory

- Holding information in memory while performing complex tasks

ZITS by Jerry Scott and Jim Borgman



Emotional Control

- Managing emotions
- Can internalize or externalize emotions



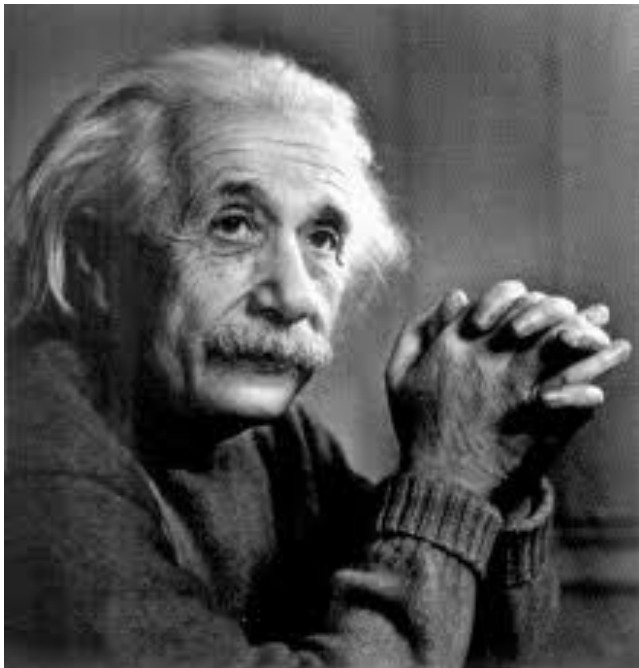
Sustained Attention

- Maintaining attention to a situation or task



Flexibility

- Revising plans in the face of obstacles, setbacks, new information or mistakes
- Adaptability to changing conditions



To raise new questions, new possibilities, to regard old problems from a new angle, requires creative imagination and marks real advance in science.

Albert Einstein



Sheppard Pratt
HEALTH SYSTEM

Metacognition

- The ability to take a birds-eye view of oneself in a situation
- Self-monitoring and self-evaluative skills



Studying Advice

- It will look differently than when 'we were young'
 - Optional- listen to relaxing music
 - It will involve social media and electronics
 - In-school work is electronically dependent
- Don't rely on memory alone
- Know your child's attention capacity and take breaks
- Develop a plan with time commitments included
- Adolescents are social creatures

Parent Supports & Responsibilities

- Parent contribution
- Importance of attendance
- Helps with transition
- Kids have been doing well... all of a sudden they don't...

- “Students with weak Executive Function processes often experience marked levels of frustration and anxiety” (Barkley 1997, Meltzer 2007)

Parent Response Support

- Executive function breakdowns brings out anxiety
- Frustrated with our children
- Frustration leads to anxiety for all of us
- Remember it's about them not us
 - Their experiences are not the same as ours
 - Their perspective is not the same as ours or necessarily of other youth in the family or peer group
 - They need our empathy
 - This is no time for "shoulds"
 - Revisit when everyone's in a better place



Fact or Fiction???

- Research indicates that students are twice as likely to fail a class in 9th grade than in any other grade.
- In a large multi-school study, 15% of students performing in the top quartile of their 8th grade class were found to be off track by the end of their 9th grade year.
- The national SWIS dataset demonstrates that 9th grade behavioral infractions in high schools across the country dramatically outnumber those of students in the upper grades.
- Lower attendance during the first 30 days of 9th grade is a stronger indicator that a student will drop out than any other 8th grade predictor, including test scores, other indicators of academic achievement, and age.
- Students who fall behind in 9th grade have a graduation rate 30% lower than that of student who are able to stay on track during the 9th grade year.

- Research indicates that students are twice as likely to fail a class in 9th grade than in any other grade.
 - **FICTION – 3-5 TIMES MORE LIKELY**
- In a large multi-school study, 15% of students performing in the top quartile of their 8th grade class were found to be off track by the end of their 9th grade year.
 - **FICTION – 25% OF HIGH ACHIEVING STUDENTS**
- The national SWIS dataset demonstrates that 9th grade behavioral infractions in high schools across the country dramatically outnumber those of students in the upper grades.
 - **FACT**
- Lower attendance during the first 30 days of 9th grade is a stronger indicator that a student will drop out than any other 8th grade predictor, including test scores, other indicators of academic achievement, and age.
 - **FACT**
- Students who fall behind in 9th grade have a graduation rate 30% lower than that of student who are able to stay on track during the 9th grade year.
 - **FICTION – 59% LOWER GRAD RATE IF OFF TRACK AS FRESHMEN**

- 9TH GRADE IS A CRITICAL
YEAR
- ALL STUDENTS STRUGGLE
- ACADEMIC AND BEHAVIOR

School as a Protective Factor

(Osher, Dwyer, and Jackson, 2004)

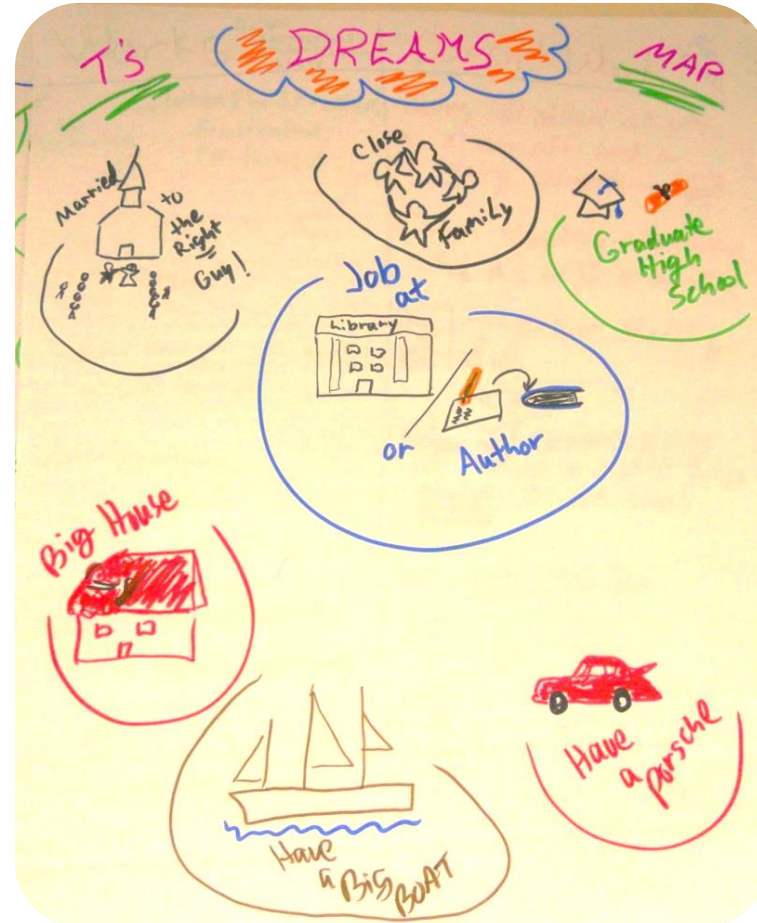
- Connecting the school experience to 'life' helps youth stay involved makes school relevant
- Positive Relationships with Adults and Peers
- Caring Interactions
- Interaction with Pro-social peers
- Stability

Dreams

Purpose: Provides youth the opportunity to dream and be creative and to begin to set the direction for future planning. Goals and action items derive from this conversation.



Sheppard Pratt
HEALTH SYSTEM



Anthony's Futures Plan

Dreams

Helped me put my aspirations on paper so they are more believable and visual

SHS Diploma

College

Shelter

A car

EMT

A Pug



Questions for Facilitating Dreams Map

- “This is your chance to be creative and think about what you want in your future. So when you are an adult, 3, 4, or 5 years from now, everything is as you want it-what does your life look like?”
- What are some of the things you have accomplished?
- What kinds of relationships do you have?
- What are some of the things you have?
- Where are you living? With who?
- What type of job do you have?
- What do you do for fun/recreation?
- Where are some of the places you have been?

Fears, Concerns, Barriers

Purpose: To identify obstacles that the youth perceives as preventing him or her from achieving their dreams. Used in action planning to bring out supports and opportunities to help the person succeed.



My Fears & Challenges

Obstacles

- Helped me realize what is getting in the way of succeeding:

Time

Tardies

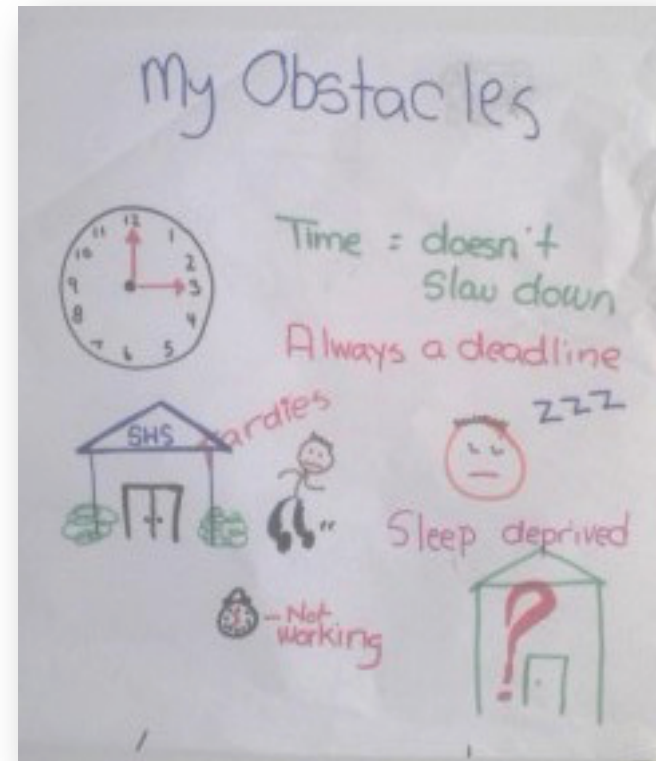
Unmet Basic Needs

Sleep Deprived

Unemployed

Depressed

Unsure of living situation



Questions for Facilitating Fears, etc.

- What may get in the way of you reaching your dreams?
- What has gotten in the way in the past?
- What do you NOT want to happen?
- What are you afraid of?
- What are some of the things that we'll need to address to work toward your dreams?
- What will allow you to sleep at night? How about your parents?



Sheppard Pratt
HEALTH SYSTEM

Goals

- Purpose: Create connections between the person's dreams and next steps in working towards those goals. This provides structure for the student and the team to move forward in achieving the dreams.
- Here the facilitator will begin to teach the student how to prioritize goals by asking him or her to decide what to work on first.
 - Then mentoring the student around his or her decisions



Sheppard Pratt
HEALTH SYSTEM

Goals & Next Steps



My Goals and Next Steps

- Find a way to stay in Somersworth
 - Help Mom find housing
- Take care of my dog
 - Find a home and get pet supplies
- Get Good Grades
 - Learn time management skills
 - Get help
 - Get to school on time
- Work
 - to earn money
 - Help with basic needs
- License
 - Get social security number
 - Get birth certificate
 - Proof of residency
 - Study Manual
 - Find someone to take me driving
- Expand education
 - Apply for college
 - Complete FASA/scholarships
 - Get certified as an EMT



Questions for Facilitating Goals

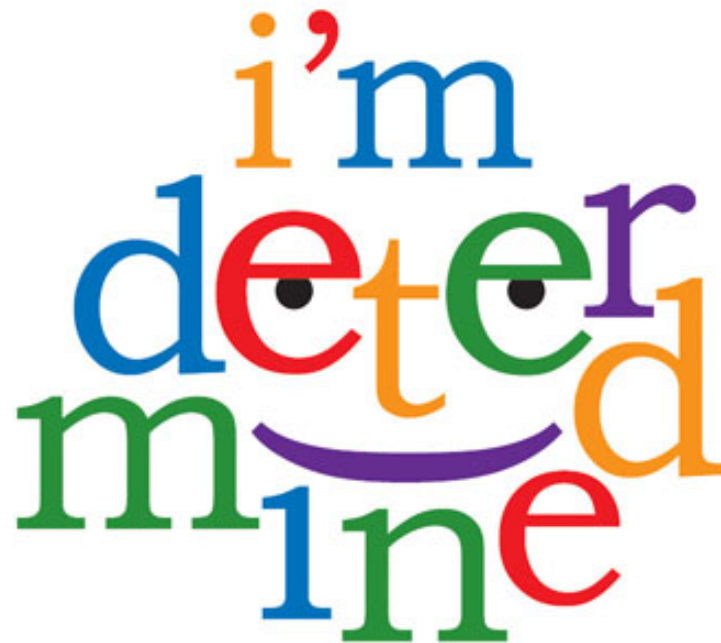
- For each of the dreams, identify goals that you would like to set for 3 years from now? next year? this year? this semester?
- What barriers need to be addressed in order to reach the goals?
- What will you need to be successful for each goal?
- How will you know you've
- reached each goal?



Self-Determination and PBIS: Keeping Kids in School

Teresa Cogar
&
John McNaught

Virginia Department
of Education



Imdetermined.org



Sheppard Pratt
HEALTH SYSTEM

Core Components

(combination of skills, knowledge & beliefs)

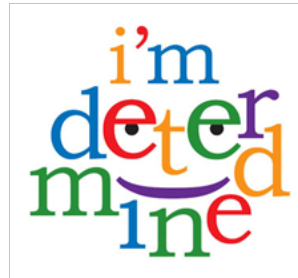
- Choice-making
- Decision-making
- Problem-solving
- Goal-setting & attainment
- Internal locus of control
- Positive attributes of efficacy and outcomes expectancy
- Self-Observation
- Self-Evaluation
- Self-Reinforcement
- Self-Instruction
- Self-Advocacy & Leadership
- Self-Awareness
- Self-Knowledge

We need to develop ALL of these skills

1 Pagers



Name: Nicholas Wayne Silvey
Address: Glade Hill, VA



Date: November, 2012

My Strengths

- English
- Social Studies
- Learning
- Writing Poetry

My Interests

- Writing poetry on the spot
- Dreaming of a better world
- Making a better world
- Music

My Preferences

- A good foundation to grow from
- A lack of disturbance
- A constant and perfect schedule



My Needs

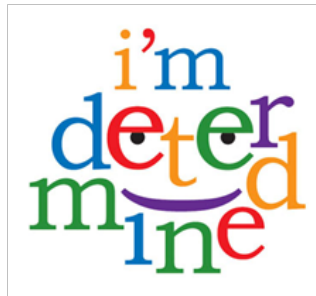
- Printed notes
- Visual/Audible Learning
- A structured environment
- Predictability-knowing what is coming next

Name: Erica Rachael Fiel

Date: November, 2012

My Strengths

- Talking & Communication
- Prepare & Organize
- The professional way I can present myself.
- Creativity



My Interests

- ASL
- Style
- Bible

My Preferences

- Study Guides
- Things in Outlined Form
- Color Coded
- Computer Form

My Needs

- Support
- Visual and Oral Understanding
- Extra Time
- Organized Notes...etc.





Hey I'm Robert.
I'm 14 no I'm just
joking. I'm really
12. Have great
time reading this.

**My
Interests:**
I like to
play star
wars games
and draw

I have an IEP because ...
I have anger issues I need to
control it and not get angry
over little things and not get
frustrated.

**Ways to learn
best:**

Skip some
problems and
go to next one
until I can get
it.
Read the
question first
then read the
story.

My favorite classes:

L.A because I love The
word ladder
P.E because I like to play
games

**My hardest
classes:**

Math
because
division and
multiplication
have a lot of
thinking
Social studies
because all
the writing
and
highlighting.

My plans for the future:

Go to Virginia Tech college.
Be a game designer . Buy my own house.
**Start a basic job before I be a game
designer.**



This is what we dream for our children

