

Navigating Transition



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Adolescence in Summary

- Adolescence is a time of change and crisis.
- May be adaptively encountered by some.
- Other presents the possibility of undesirable psychological, social and emotional consequences.



What is School Transition?

- A set of skills and abilities that focuses on school readiness.
- A period of change in which children and families adjust to
 - new roles,
 - identities and expectations,
 - new interactions and new relationships.
 - greater levels of activity,
 - pressures associated with school life.
- This change will assert and influence children's attitudes, confidence, and performance socially, emotionally and academically.



Experiences with Poor Transition

These Children tend to :

- Experience loneliness (sometimes isolation, bullying, etc.)
- Worry about their ability to perform to expectations
- Worry about having new and different teachers for subjects
- Worry about whether they can make friends.



Anxiety in Children and Adolescents

- Excessive worries, fears and misery.
- Often runs in families.
- Presence of adverse life events.
- Threatened or actual separations from key attachment figures.
- Different developmental stages in life pose different risks of certain types of anxiety.



Manifestations of Anxiety

- Worrying about the safety of themselves or their parents
- School refusal
- Reluctance to sleep alone
- Headache or stomachache
- Panic or tantrums when separated from the caregiver
- Fear of talking to strangers
- Worrying about things before they happen
- Poor concentration



Impact on Anxious Children

- Poor academic performance
- Negative feedback from teachers
- Labeled as “crazy” or “emo”
- Friends avoid them
- Frequent issues at home, e.g. quarrels, outbursts, meltdowns
- Not understood by some parents
- Chronic low self-esteem
- Self-fulfilling prophecy
- Conduct problems



Children and Adolescents

- Children are not miniature adults
- They have unique problems of their own
- School-related, academic, disciplinary, peer relationships and parental issues
- They do not employ the same coping styles



Challenges of Adolescence

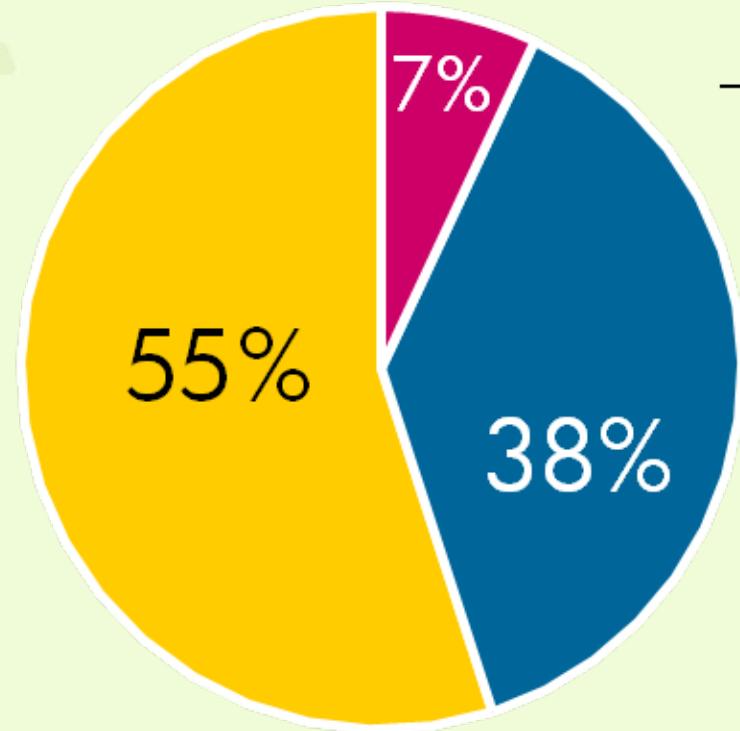
- Physiological
- Cognitive
- Psychological
- Social
- Moral and Spiritual



We can help our child manage anxiety



Verbal versus Non-Verbal Information



Dr. Albert Mehrabian's 7-38-55% Rule

Elements of Personal Communication

- 7% spoken words
- 38% voice, tone
- 55% body language



WATCHFUL

Watch out for symptoms of anxiety in your child

Acknowledge your child's anxiety and provide a listening ear

Try to avoid giving excessive reassurances

Calmly react to your child's anxiety

Help your child understand about his/her anxiety

Furnish your child with relaxation strategies

Use cognitive strategies

Let your child learn to face his/her fear gradually



Apply the 7 Connecting Habits

1. Supporting
2. Encouraging
3. Listening
4. Accepting
5. Trusting
6. Respecting
7. Negotiating differences

7 Connecting Habits



7 Disconnecting Habits



1. Criticising
2. Blaming
3. Complaining
4. Nagging
5. Threatening
6. Punishing
7. Bribing or rewarding to control



Social Rewards

- The smiles, hugs and soothing vocalisations of parents are important reinforcers for their child.
- Eye contact, smiles and paralinguistic messages are key rewards for the parent-child bonding process.
- Interpersonal inadequacy has seemed to be associated with loneliness and social anxiety.
- Having the potential to reward (i.e. rewardingness) is a key dimension of interaction that plays a central role in friendship formation and personal attraction

(Foley and Duck, 2006; Smith and Mackie, 2007).



Positive Reinforcement

- The positive reinforcement principle states that ‘if, in a given situation, somebody does something that is followed immediately by a positive reinforcer, then that person is more likely to do the same thing again when he or she next encounters a similar situation’ (Martin and Pear, 2007: 30).
- A positive reinforcer could be an event, a privilege, a material object, or a behaviour that strengthens the response.’
- A reinforcer must, by definition, act to increase the frequency of the behaviour.

(Nelson-Jones, 1996)



Purposes of Reinforcement

The skill of reinforcement offers advantages as follows

- Promote interaction and maintain relationships
- Increase the participation of the interactive partner
- Influence the nature and content of the contribution of your child
- Demonstrate a genuine interest in the ideas, thoughts and feelings your child.
- Make interaction interesting and enjoyable.
- Create an impression of warmth and understanding.
- Increase one's social attractiveness as the source of rewards
- Improve the confidence and self-esteem of your child



The 5 Love Languages



Word of Affirmation

Teens who value this language need verbal encouragement and positive reinforcement.



Quality Time

Teens who feel loved through quality time need undivided attention.



Acts of Service

For these teens, actions speak louder than words.



Physical Touch

Physical touch can be a powerful expression of love for some teens.



Gifts

Gifts don't have to be expensive; they symbolize thoughtfulness.





Additional Resources to better support your child's transition to new school



[pfw-toolbox-for-parents.pdf](#)





Thank You

