

2 Jan 2025: 10am to 10.30am
12pm to 12.30pm

Supporting my child's transition to Primary School

Mrs Han, Senior School Counsellor
&
Ms Janice, School Counsellor

Agenda

- Knowing the people in the school
- Helping your child to transit to P1
- Resources / Parenting Programmes

Staff who supports the students' socio-emotional well-being

Other than the Form and Subject teachers, there is the ...

Student Development/Management Team

- Mr Gary Peh, Head of Department (Student Management)
- Ms Brenda Ng, Head of Department (Special Education Needs)
- Mrs Joycelyn Lok, Head of Department (Character and Citizenship Education)
- Mdm Diana, Assistant Year Heads (P1)
- School Counsellors
- Special Education Needs Officers

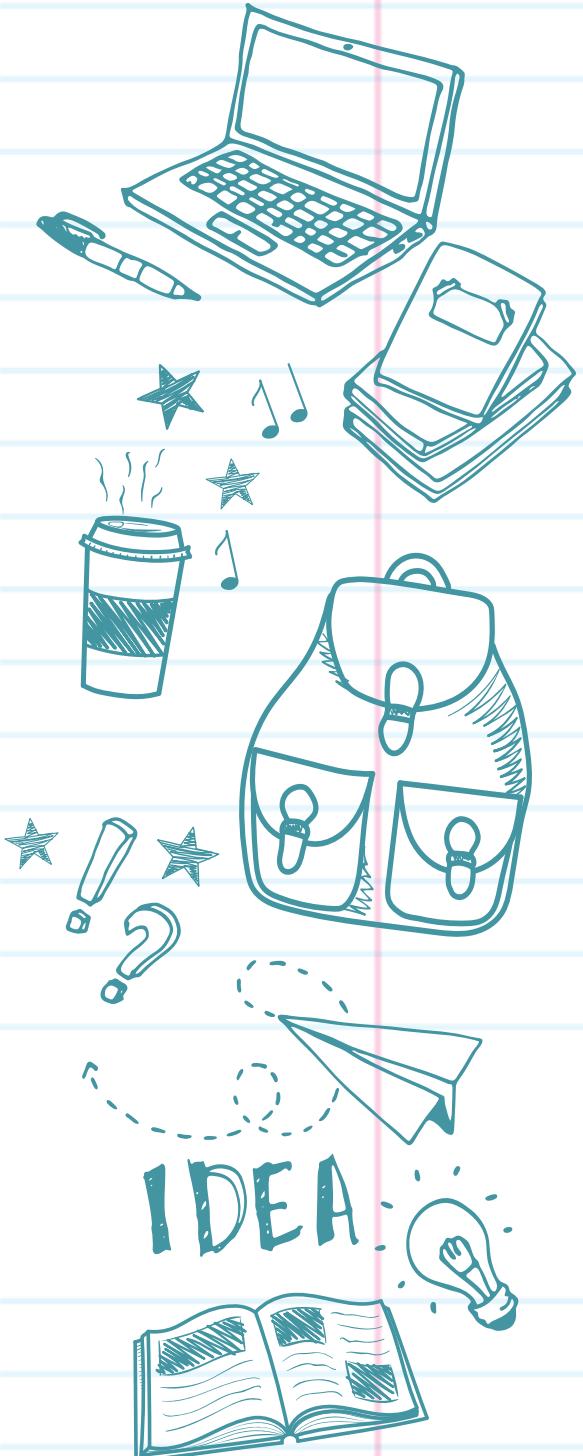
Parents/Caregivers need to be mindful of the needs of children...

- ✓ Need for secure attachment to their parents
- ✓ Need for parents to be attentive and sensitive to their social and emotional needs
- ✓ Need for peer interactions to learn about themselves
- ✓ Increasing reliance on peers for emotional support and self-esteem boost
- ✓ Learn through play
- ✓ Increasing independence and building competency (skills and abilities)



Socially and emotionally competent children...

- ✓ Are happier, more contented
- ✓ Have fewer behavioural problems
- ✓ Have increased school achievement



What is Social & Emotional Learning?

5 Social & Emotional Skills

- **Self-Awareness**

E.g. Learning to identify and name their feelings (fear, anger, sadness etc.)

- **Self-Management**

E.g. Being responsible for one's belongings (books, water bottle etc.)

- **Social Awareness**

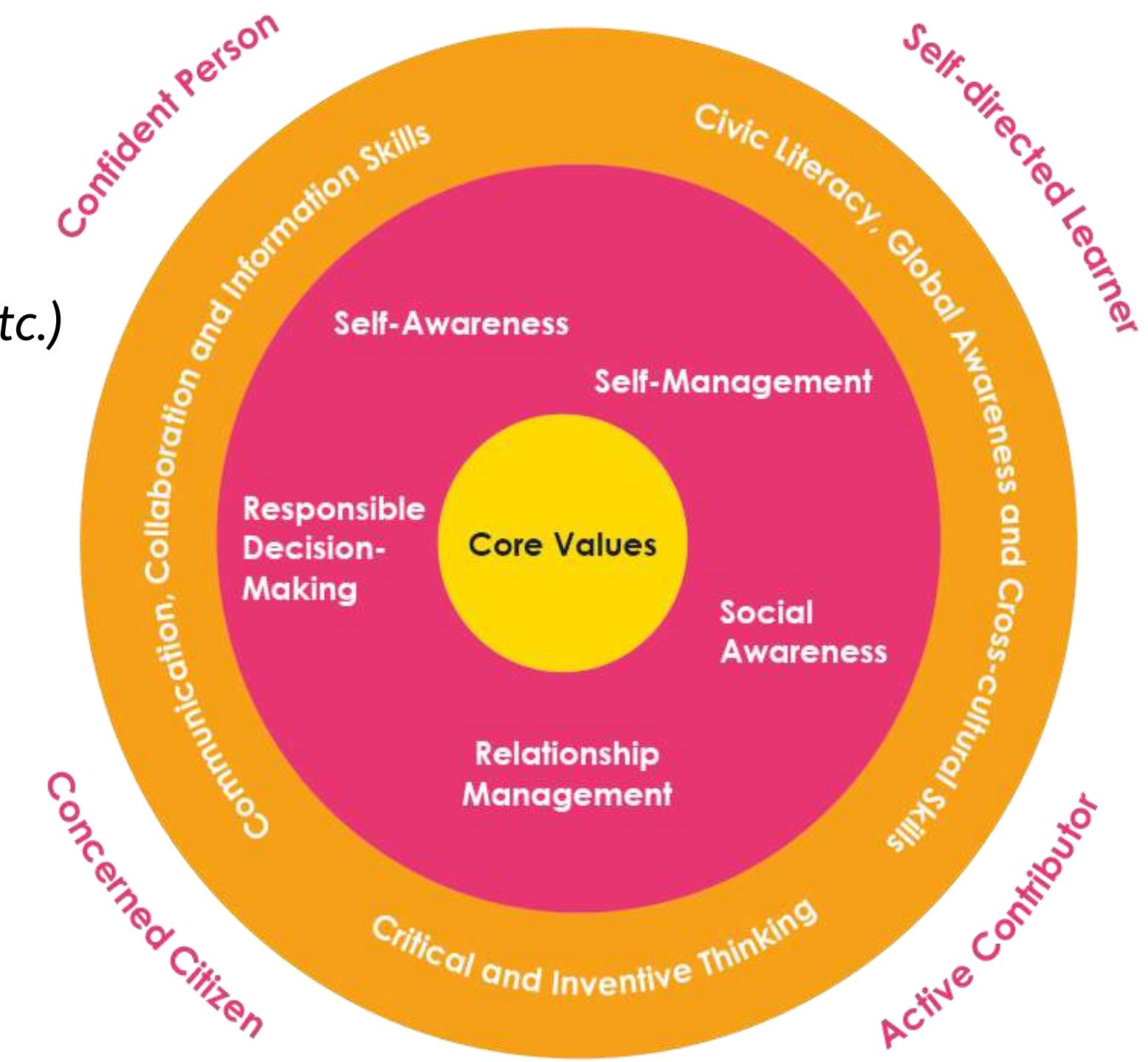
E.g. Being respectful and kind to classmates and teachers

- **Relationship Management**

E.g. Learning to get along with classmates

- **Responsible Decision-Making**

E.g. Completing work that needs to be handed in



Source: <https://www.moe.gov.sg/education-in-sg/our-programmes/social-and-emotional-learning>

How can I help my child transit to Primary 1?

S

A

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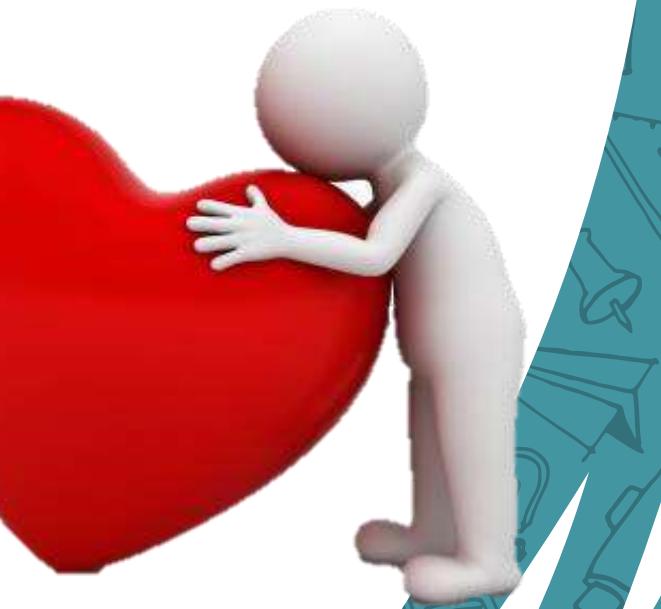
E

Support

Affirm

Familiarise

Empathise



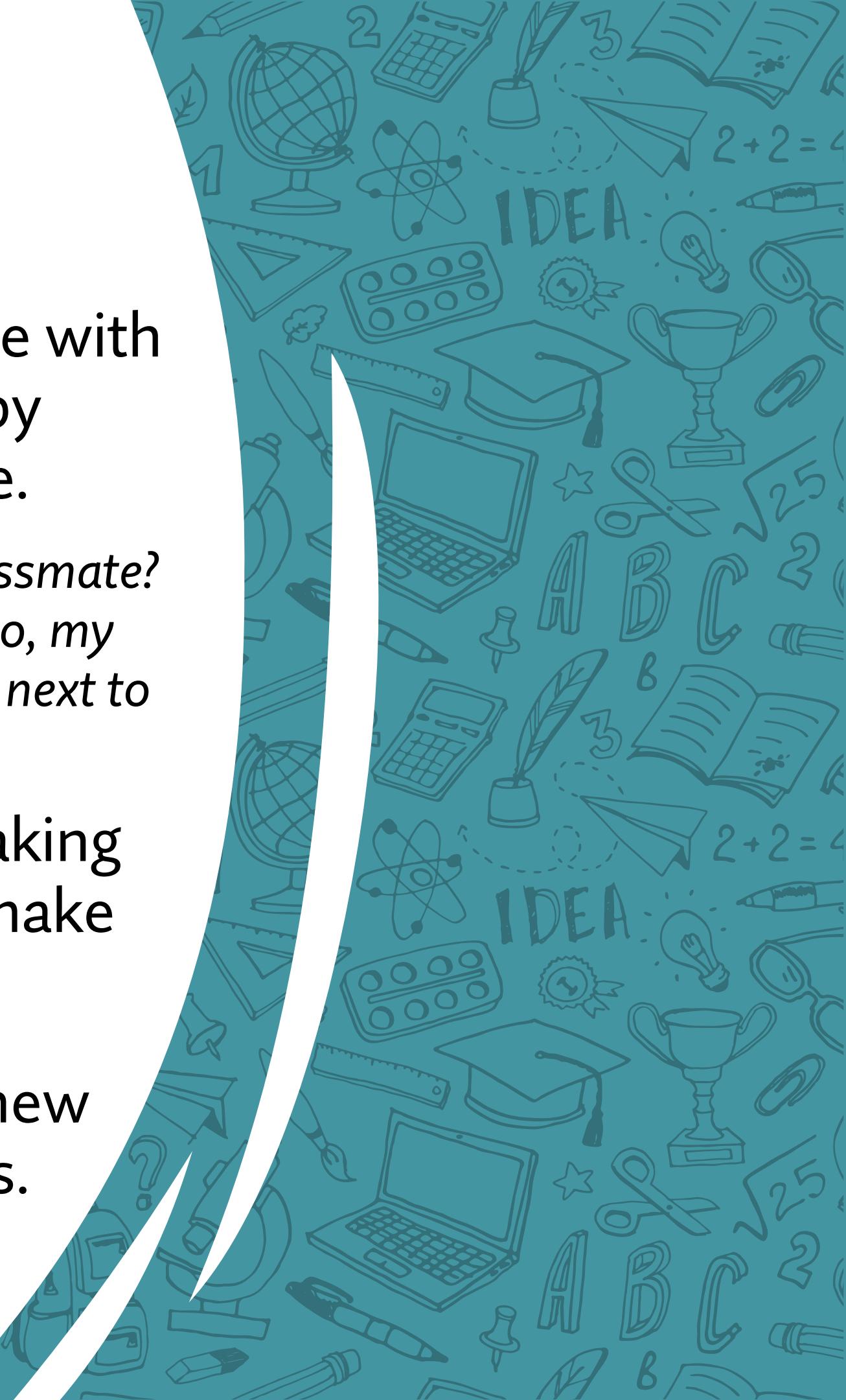
Helping your child transit to P1: Support your child

- Commit some time every weekend to play games and have fun together
- Visit places or take part in events that both of you enjoy
- Encourage your child to make new friends
- Try out the Family Time activities in the FTGP (Form Teacher Guidance Period)
- Role-playing as the canteen stall owner and let them try ordering food and handling money. Encourage your child to buy their own food or drinks when you head out for family meals



Tips on helping your child to make friends

- Practise small steps with your child to help them relate with others and make friends. Try role-playing with them by pretending that they are meeting you for the first time.
 - “Shall we practise introducing yourself when you meet your classmate? Daddy can pretend to be your new classmate. You may say hello, my name is Evelyn. What is your name? What do you like? May I sit next to you or play together?”
- Children learn by example. Parents can role model making new friends by showing them how as adults, we can make new friends too.
- You may ask them who they met, the names of their new friends, and who they sat next to in class and at recess.



Helping your child transit to P1: Affirm your child

- **Encourage your child to talk when he makes observations**
 - Non-verbal language: nodding of head, ‘uh-huh’, open arms, eye contact
- **Recognise small successes**
 - E.g. Say “I like that you’ve made an effort to talk to new friends in class even though you say you are shy.”



Helping your child transit to P1: Familiarise your child to our school

- Find out what primary schools have in store for students these days
- Do practical things to ease your child into new routines
 - *E.g. Plan the daily routines together, teach your child new habits like packing his/her bag*
 - Practise preparing for school by packing their school bag together. Chat with our children about what items should be packed into the school bag.
 - *Let's have a look at the school's timetable. What do we need to pack? Would we need to pack in books, your pencil box, and your colour pencils?"*



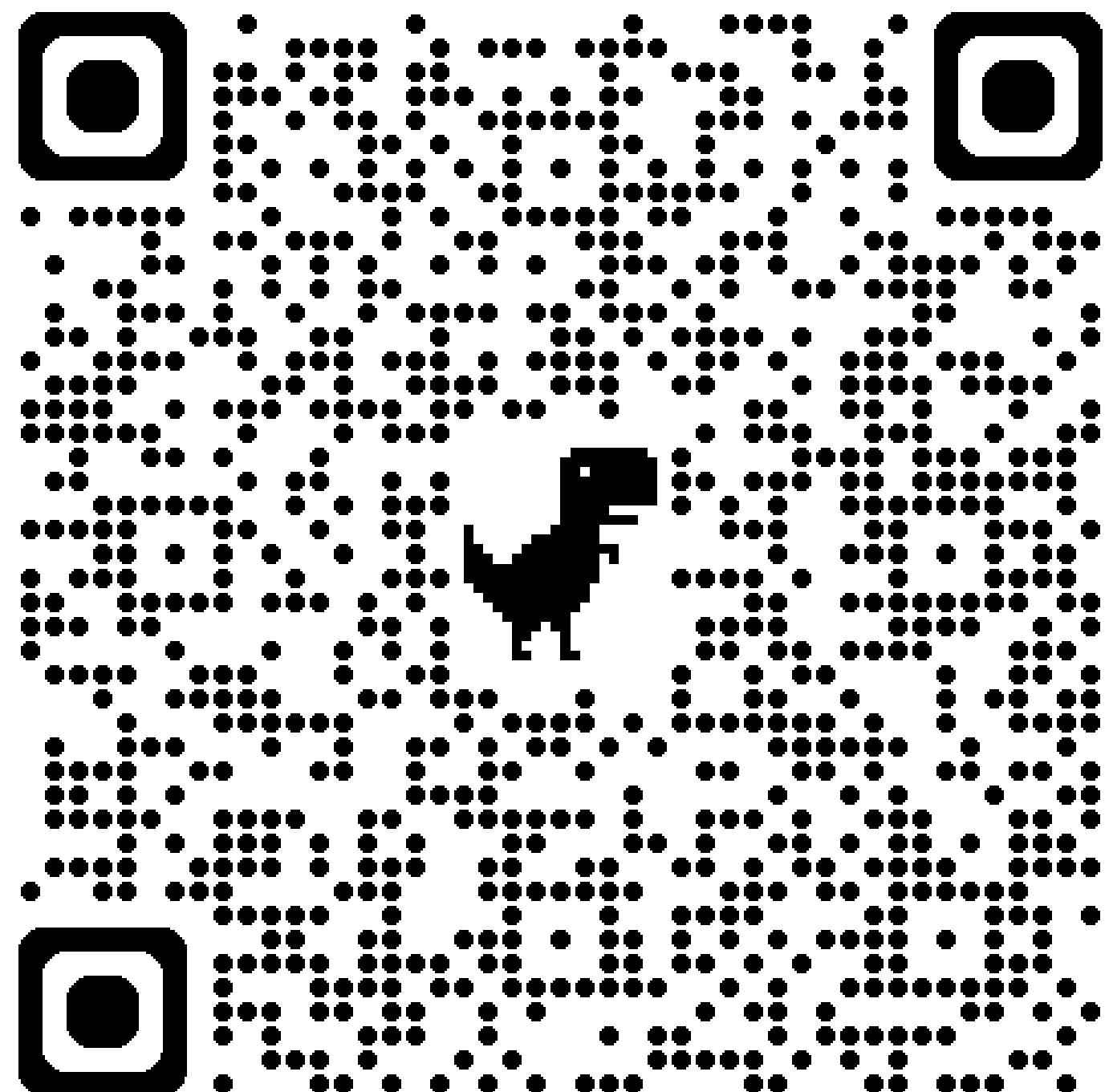
Helping your child transit to P1: Empathise with your child

- Teach your child words that describe feelings
 - “It seems you are worried when ..”
- Acknowledge your child’s emotions
 - E.g. “It’s okay to feel anxious about starting school”
- Understand your child’s needs
 - E.g. Start bedtime early. Children need a lot of sleep

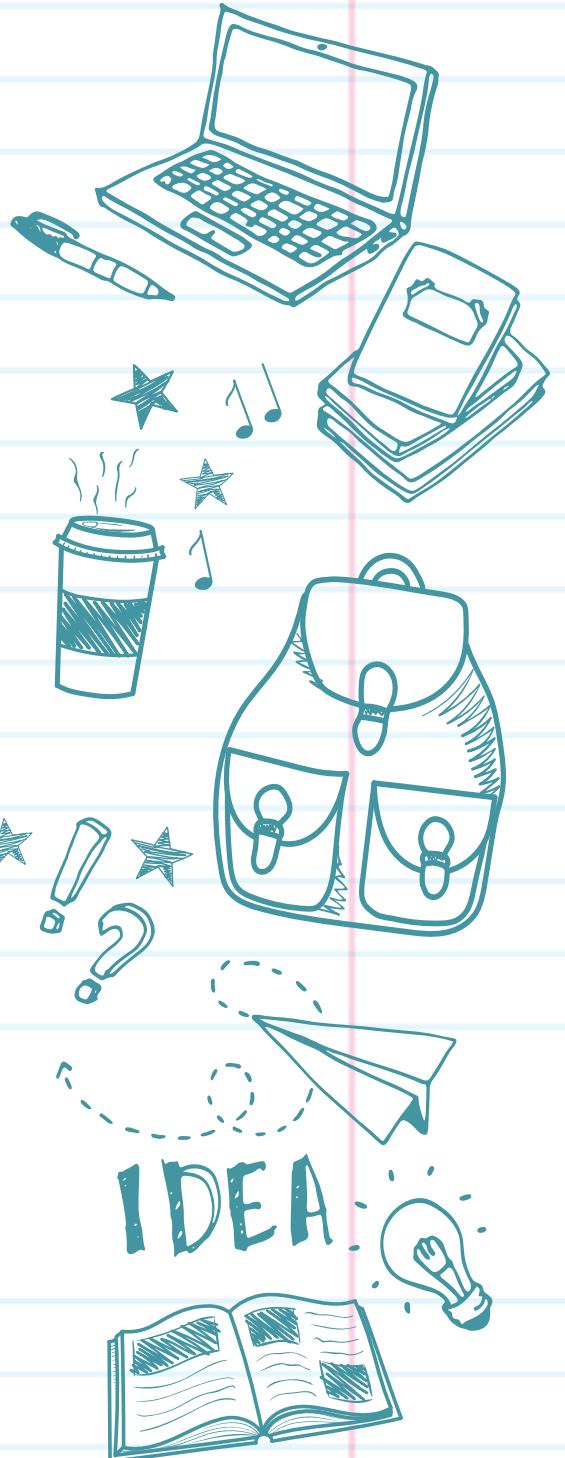


Separation Anxiety

These are some of the things they may experience:



How to help



Tips to help children with Separation Anxiety Disorder

1. Reassure your child once, at most twice, then stop

Make sure you acknowledge your child's feelings, but **give your child confidence that they will be okay**. You can reassure your child warmly if they do not want to be away from you.

Reassure once, at most twice, then stop doing so. **You can support them warmly with your actions** (e.g., hold their hands, give them a squeeze).



For example:

- "I know you don't want to go to school, but I know you will be okay there."

2. Keep goodbyes brief

Before leaving, tell your child that you will be dropping them off. Then, **drop off your child briskly, smile and say goodbye**.

3. Acknowledge your child's anxiety

When picking your child up, give them a smile and praise (e.g., well done going to school today).

Sometimes we may feel that way, but school is important for learning and growing up. I know you can be okay in school!



If they still mention that they are sad or dislike being away from you, **acknowledge their anxiety and let them know they can be okay**.

4. Praise child's participation in school

See if you can find pictures of your child participating nicely and smiling during class.

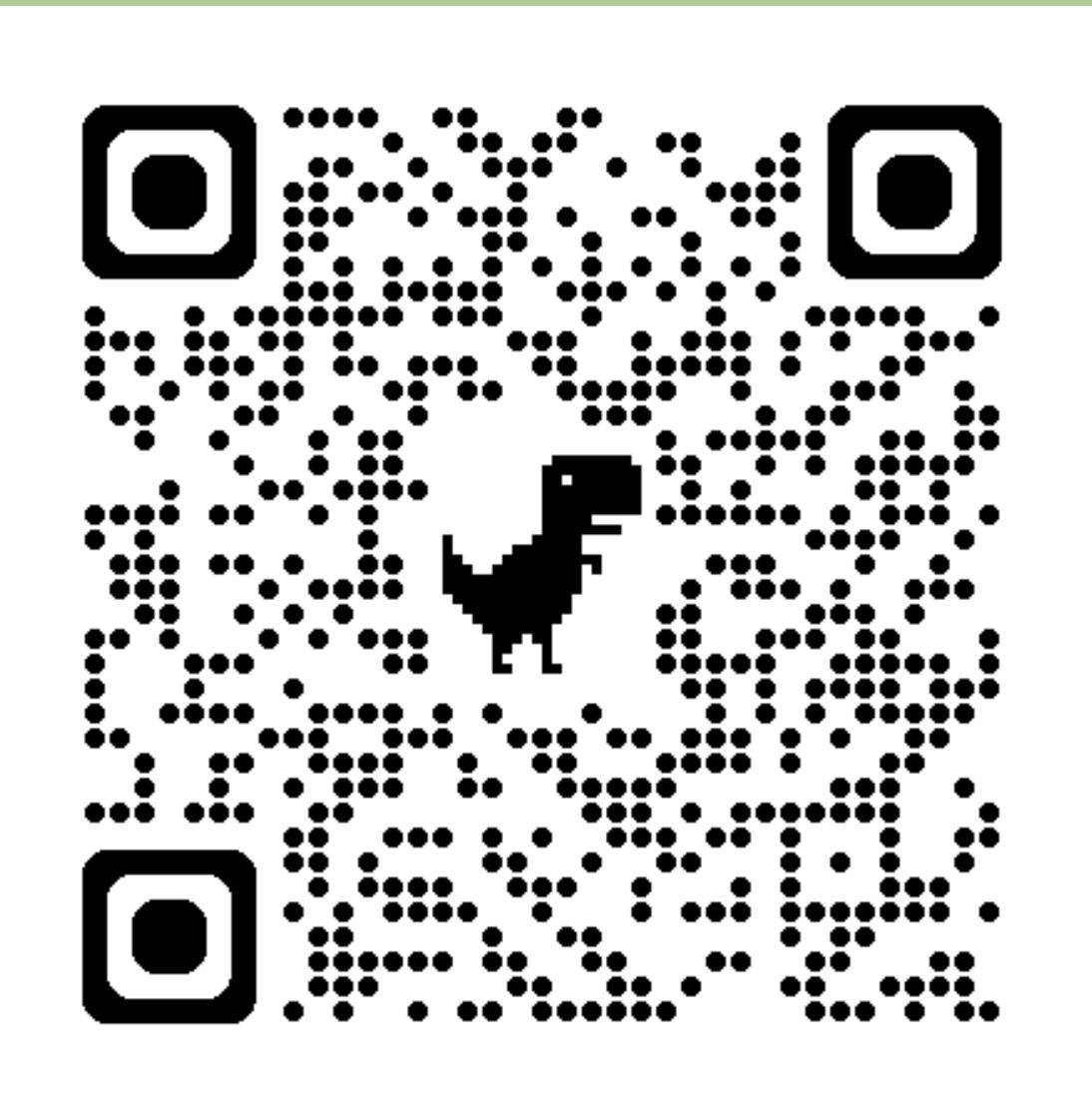
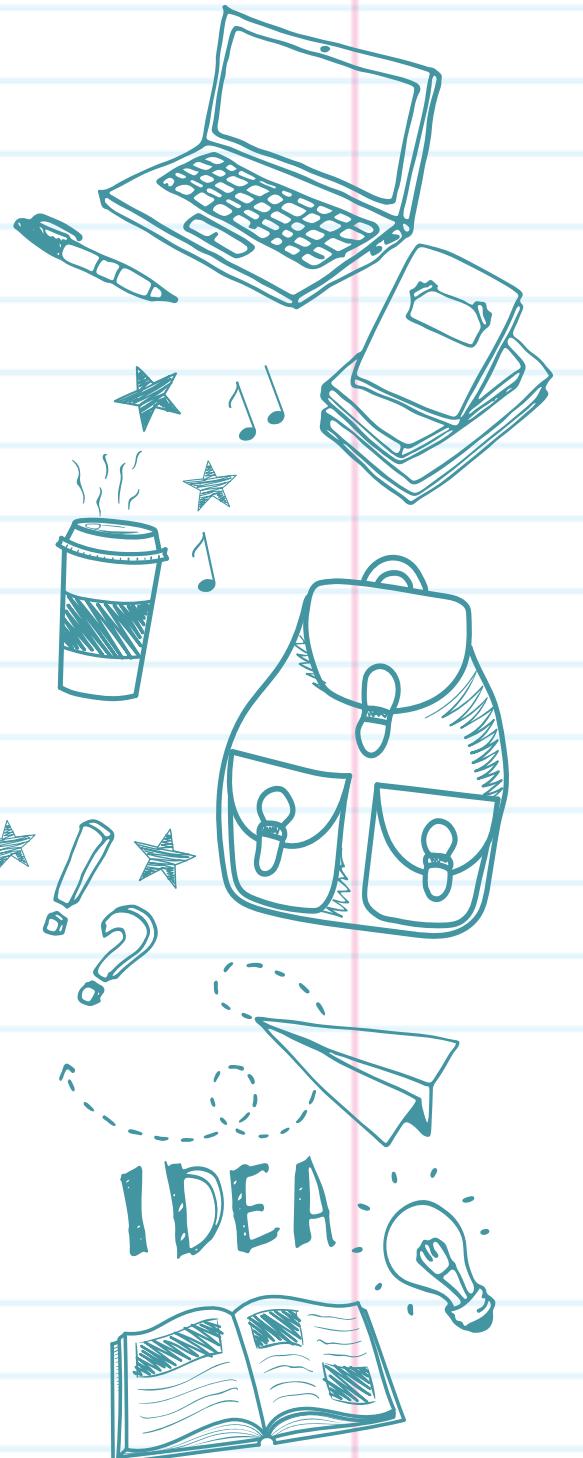
Show the pictures to them to **praise them for joining in and participating well in school**.



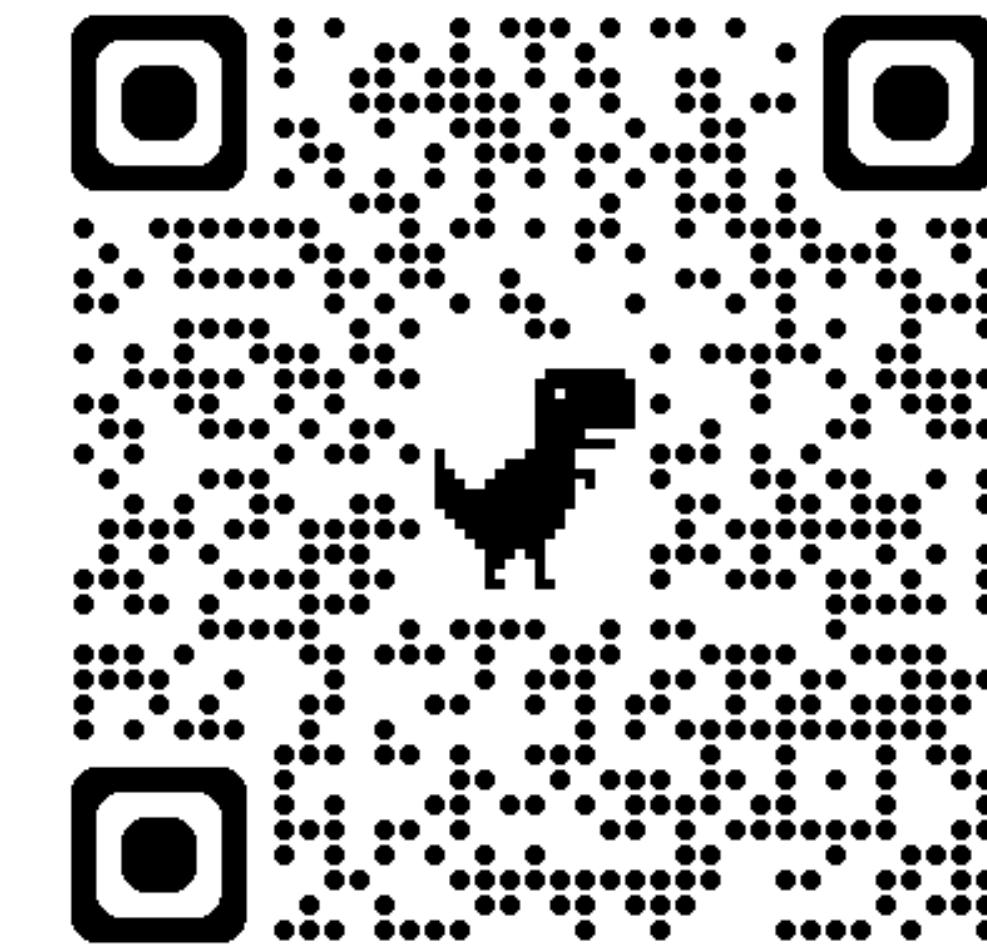
Good job joining in Teacher Jenny's art class today! The crafts you made are so beautiful!

Parents Kit from MOE

<https://www.moe.gov.sg/parentkit>

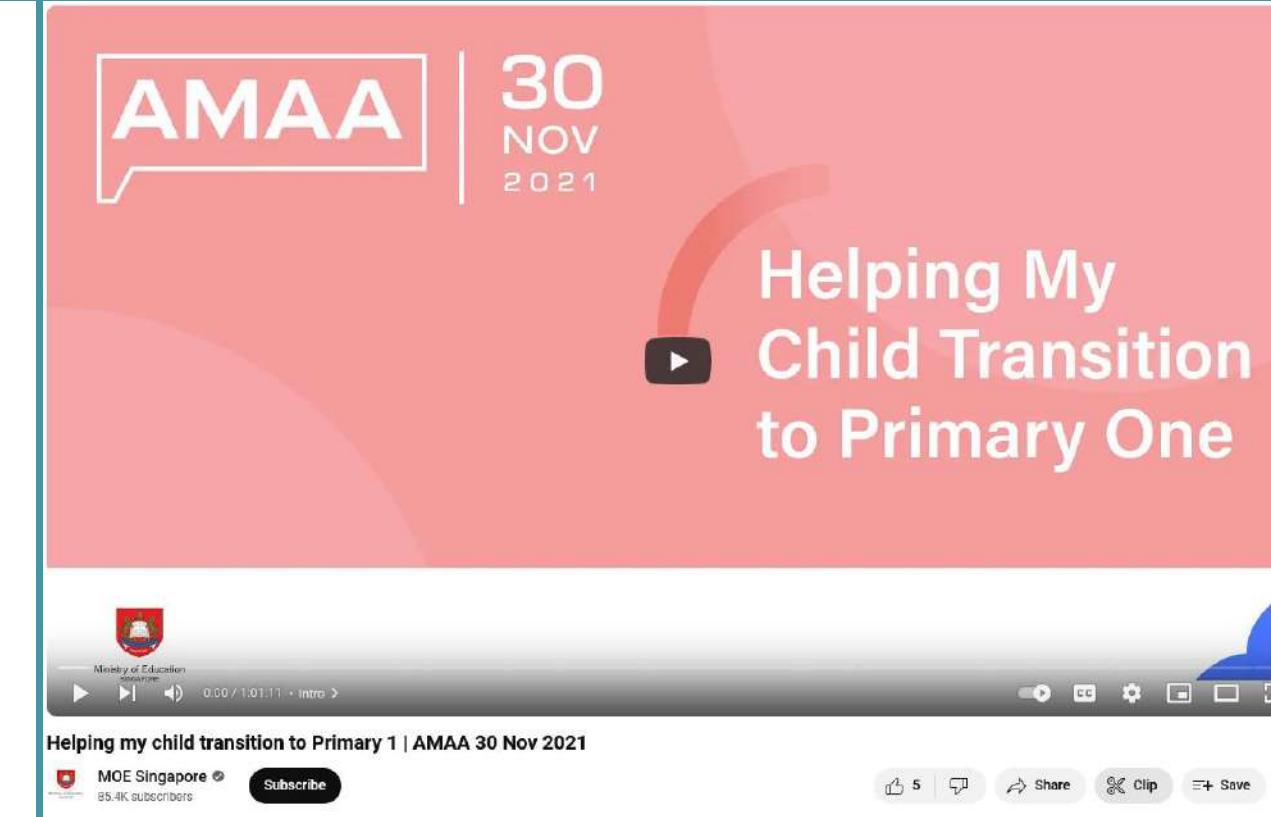
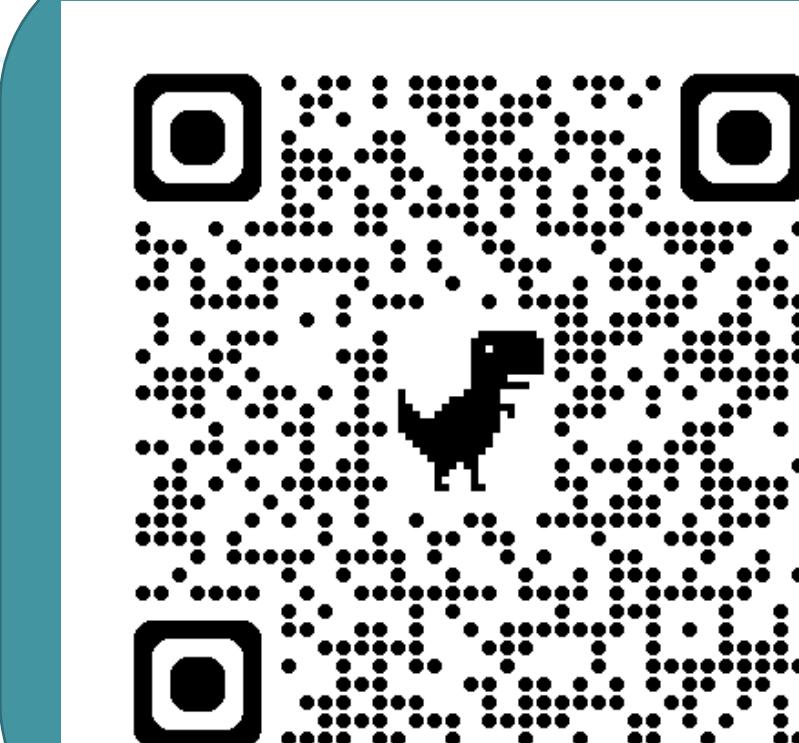


**Parent Kit - Guiding
our Children Through
P1 Transition**



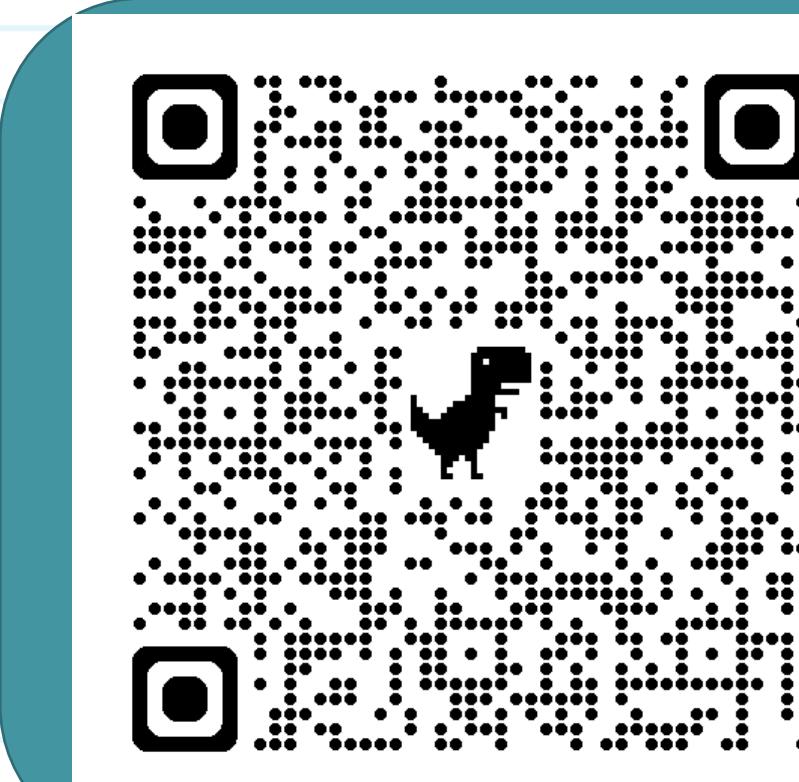
**Parent-Child Activity
Book (PCAB)**

Resources



Q & A webinar with
MOE psychologist, Sch
Principal and Parenting
Coach

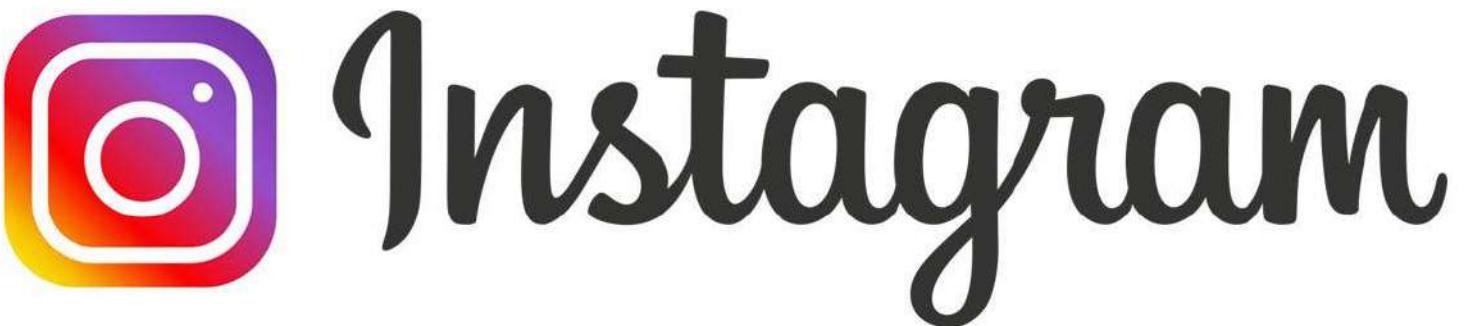
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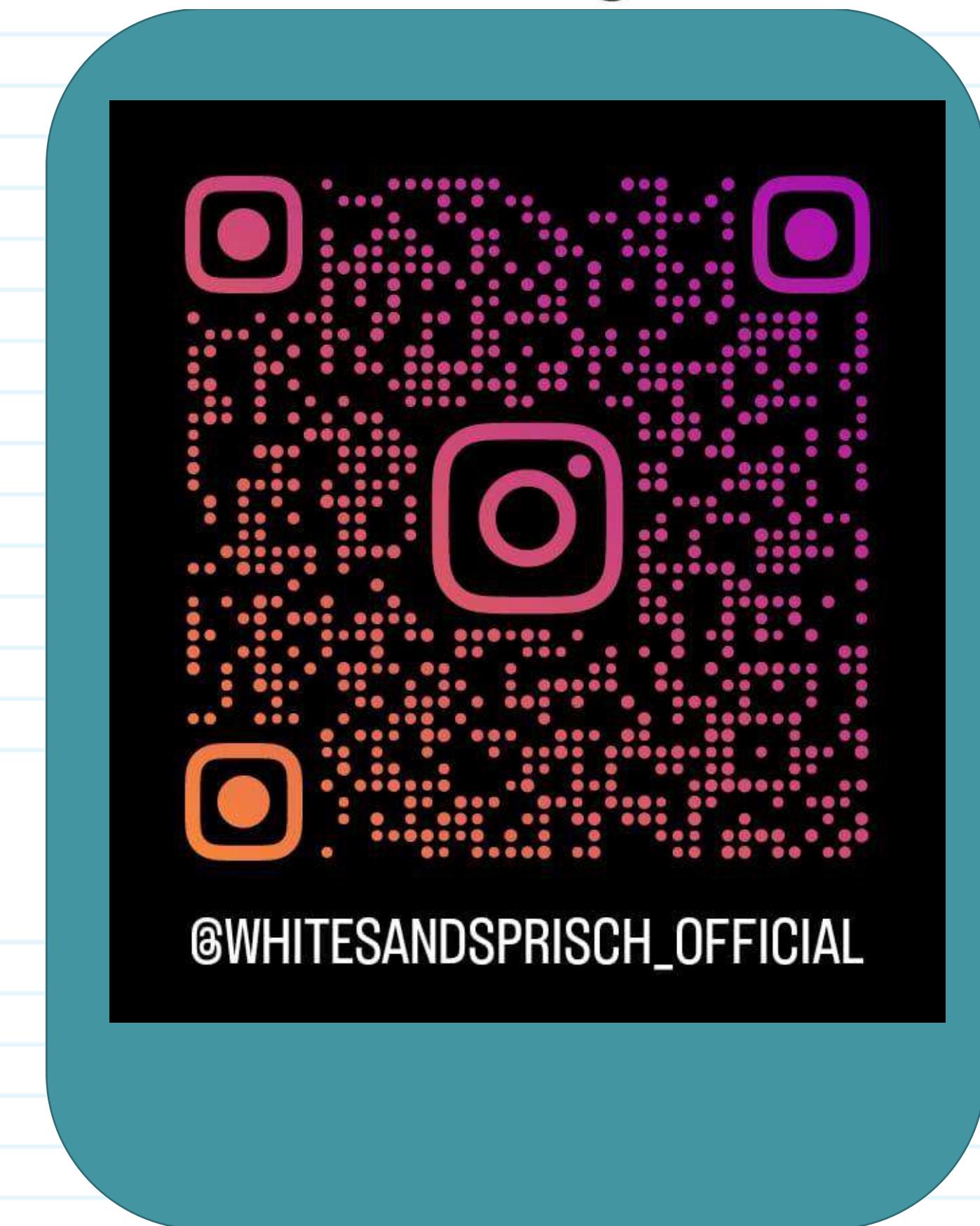
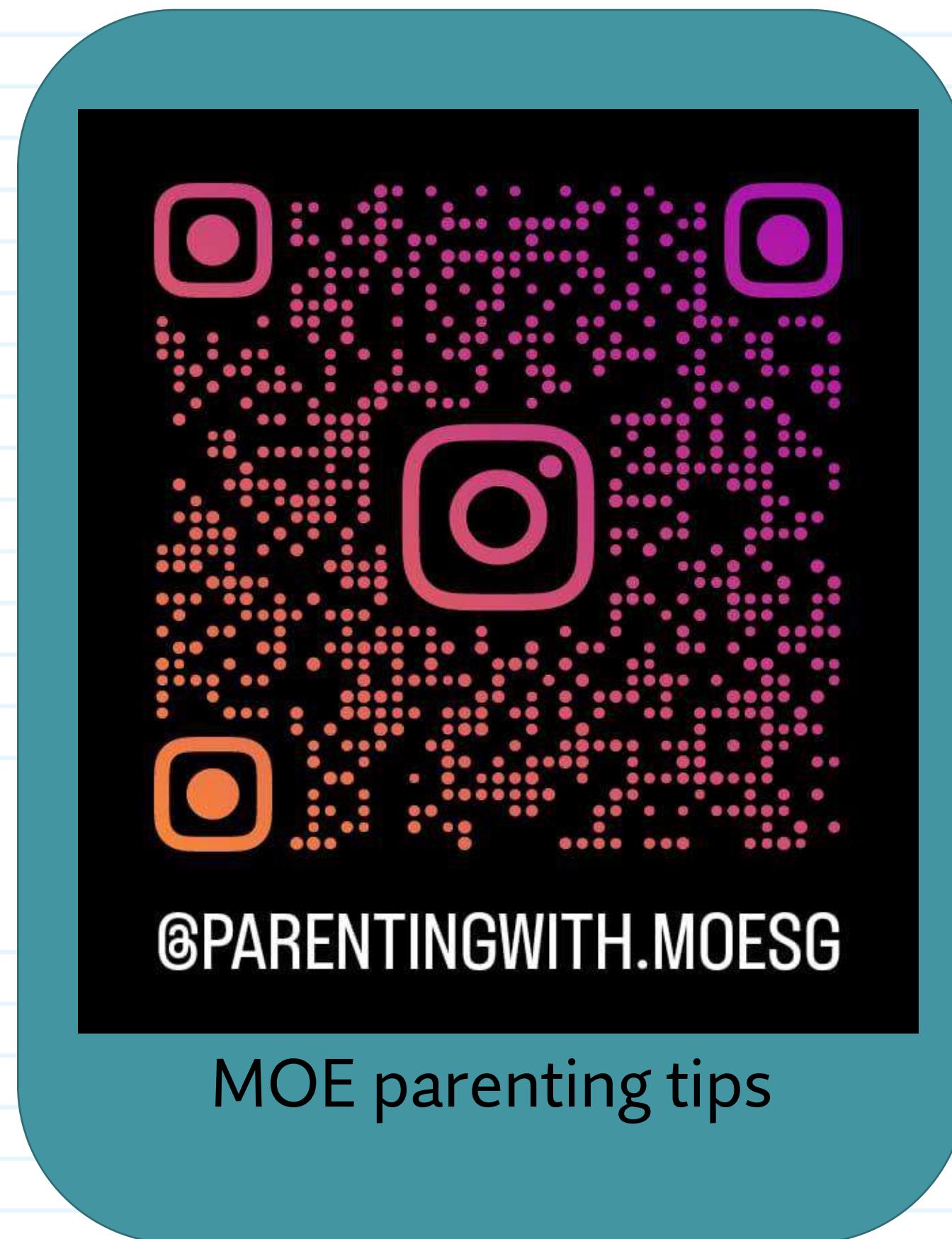
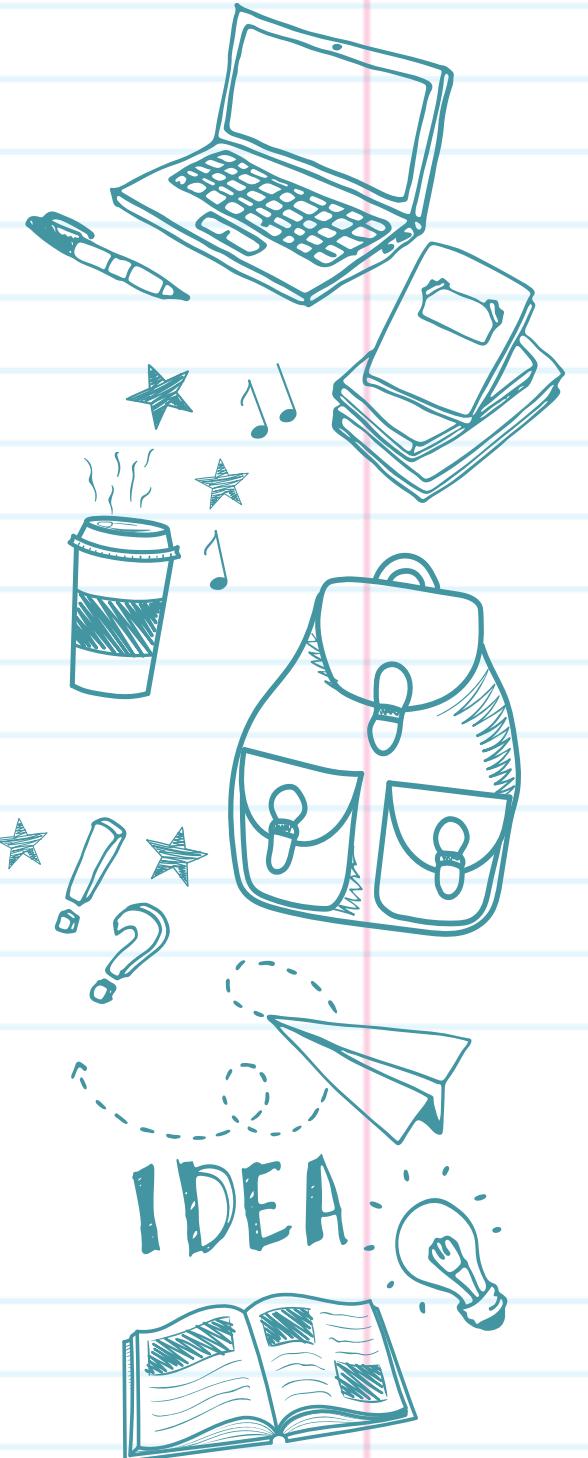
A screenshot of the Ministry of Education (MOE) website. The top navigation bar includes links for SchoolFinder, CourseFinder, Academic calendar, Quick links, and My shortlisted (0). The main content area features the MOE logo and a navigation menu with Education levels, Financial matters, Education in SG, Newsroom, Careers, and About MOE. Below this, a breadcrumb trail shows MOE > EDUCATION IN SG > OUR PROGRAMMES > SOCIAL AND EMOTIONAL LEARNING. The page title is "Social and emotional learning: Resources for parents". A sub-section titled "Social and Emotional Learning @ Home: The What, Why and How" is visible. The footer of the page indicates it was last updated on 16 October 2023.

Resources for parents
on MOE website

Follow Us on



Instagram



Positive Parenting Programme (Triple P)

- Ministry of Social and Family Development (MSF) has appointed 10 Parenting Support Providers (PSPs) to deliver parenting support services.
- PSPs offer two evidence-based programmes: Positive Parenting Programme (Triple P) and Signposts.
- WSPS partners with **Care Corner Families For Life** in providing Triple P to parents
- Services include Seminars, consultation sessions, group sessions, online programmes
- Look out for registration on Parents Gateway throughout the year



Triple P (Positive Parenting Program)

In partnership with the school, Care Corner has been appointed by the Ministry of Social and Family Development (MSF) to offer secular evidence-based parenting programmes.



Triple P (Positive Parenting Program)

What is Triple P?

Currently Ranked
by the United
Nations as the
World's #1
Parenting
Programme



A Toolbox of
Tested-and-
Proven
Strategies for
you to choose
from!

Tested with
Thousands of
Families for
More than 35
Years



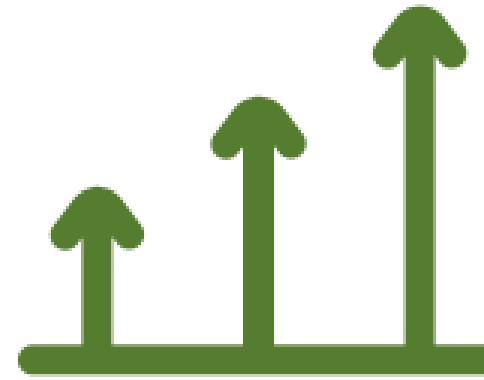
Triple P (Positive Parenting Program)

Impact of Triple P



Decrease in
Parenting Stress

Improvement in
Child's Behaviour



Increased
Confidence in
Parenting

Parent Testimonies



Different strategies, including coping skills and emotion management, were discussed. Tools such as the emotion chart activity and feeling thermometer were shared, **offering hands-on and easily applicable options** for working with children.

The programme was helpful and shared practical approaches for a good transition from preschool to primary school. As a parent, **I am anxious about a lot of things but this has helped to address all the key issues.** Thank you!

The programme was very effective for parents. We have gained a lot of knowledge and ideas on **how to handle the emotions of young ones especially those going to P1.**

The webinar was an informative and insightful experience. The **practical strategies and tips** provided were invaluable in improving my parenting skills. The presenter was engaging and knowledgeable. **Highly recommended for all parents** seeking effective parenting techniques to help their child transit to P1.

Parenting Clinic

A one-to-one consultation programme



The banner features the "care corner" logo at the top left. To its right, the text "PARENTING CONSULTATION CLINIC" is written in large, bold, red capital letters. Below this, a dark blue rectangular area contains the text: "Stressed over parenting? Do you sometimes sound like a broken record - nagging at your child over homework matters or having trouble managing their behaviours and emotions?" In the center, a woman is shown from the side, looking at a laptop screen where another person's face is visible in a video call. A speech bubble next to her head contains the word "FREE". To the right of the image, the text "1-to-1 Parenting Consultation For Parents with children studying in Pasir Ris/Punggol/Tampines" is displayed. Below this, a blue circular callout contains the text: "Let our Parenting Trainer journey with you through a private consultation session". To the right of this, icons for a clock and a location pin are followed by the text "Duration: 1 hour" and "Venue: virtually". At the bottom, the text "Book your sessions with us, limited slots available" is followed by a red button with the text "CLICK HERE OR SCAN NOW TO REGISTER" and a QR code.

SIGN UP



**Thank
you~**



Every White Sandian, A Success Story

White Sands Primary School FDOS 2025 Talk for P1 Parents on Class Rules & Focusing Attention

Date:
2 Jan 2024, Thursday

Venue:
School Hall

Presenter:
SEN Officer Mr Zuhri
HOD SEN Ms Brenda Ng



Objectives:

- 
- 
- 1. Helping your child understand the importance of having rules in classroom**
 - 2. Helping your child focus attention and ignore distractions in the classroom**

Have a great year! 

Having Rules in Classrooms

**Objective 01: Helping Your Child Understand The
Importance Of Having Rules And Structure Within A
Group**

Having Rules in Classrooms

Rationale 01: Create A Safer And More

Conducive Place For Learning , and Knowing

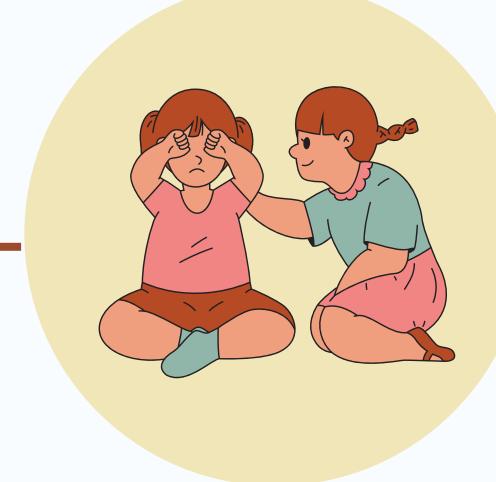
What Can Or Cannot Be Done In Class

Demonstration of Expected Behaviours

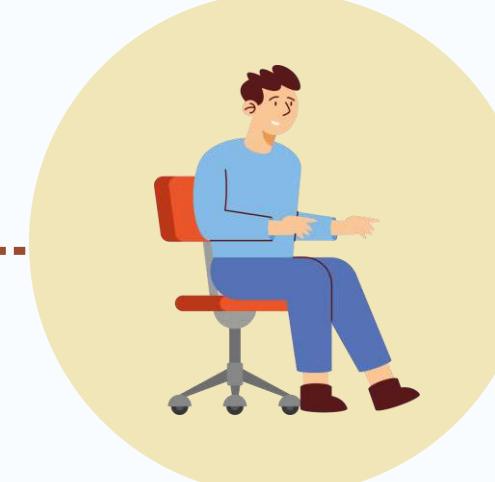
Raise Your Hand



Use Kind Words



Stay in Your Seat



Keep Hands and Feet
to Yourself



When a student demonstrates the expected behaviour ,
they will consequently “feel proud and good about themselves”.



Demonstration of Unexpected Behaviours

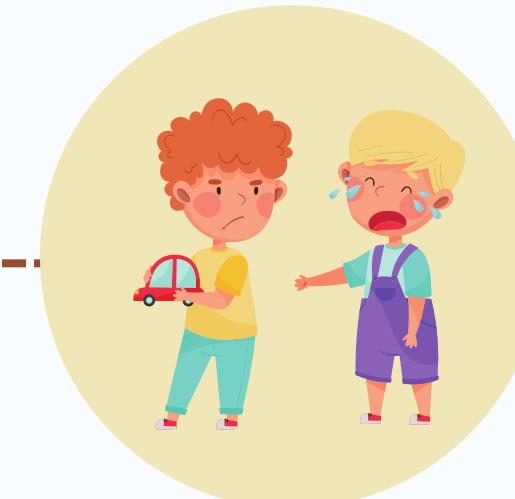
Shouting or Yelling



Hitting or Pushing



Not Sharing or Taking Turns



Throwing Objects



When a student demonstrates the unexpected behaviour , they will consequently “feel lousy and ignored by others”.

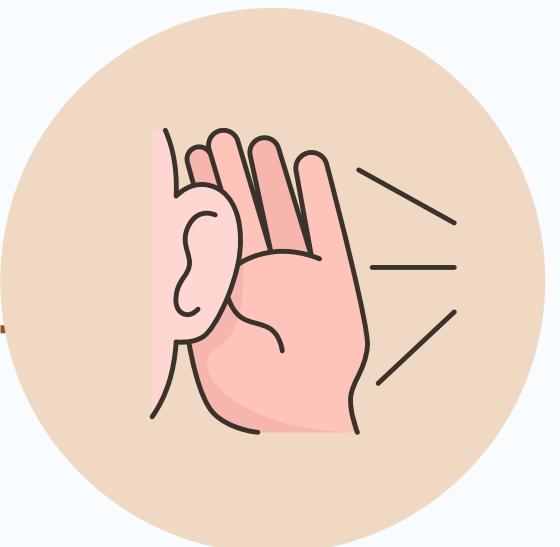
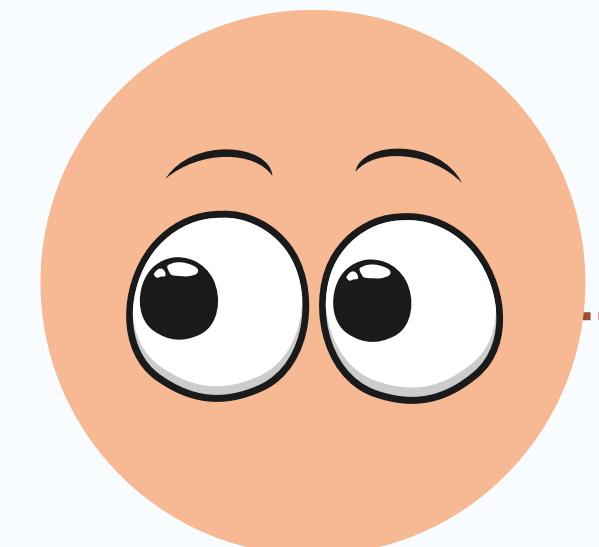


Classroom Rules

Rules 01

Looking Eyes

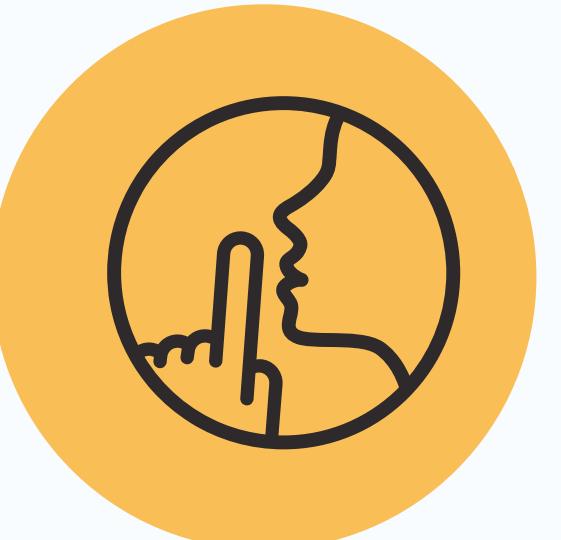
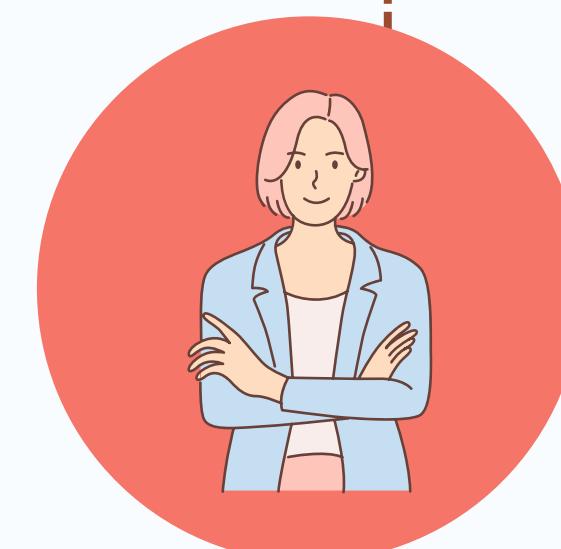
Eyes on the speaker



Rules 02

Listening Ears

Listen to all the words



Rules 03

Ready Hands

Fold your arms

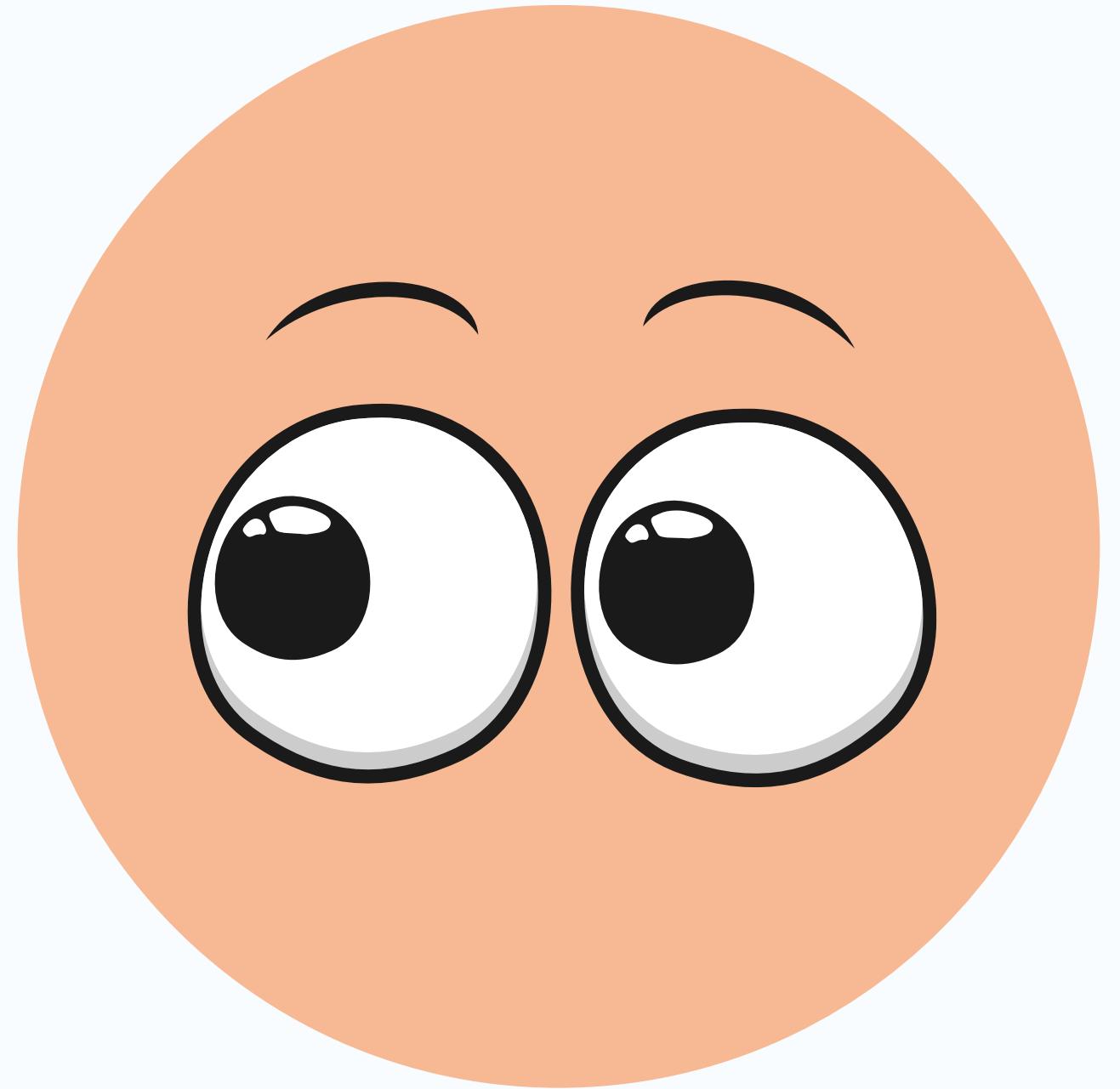
Rules 04

Quiet Mouth

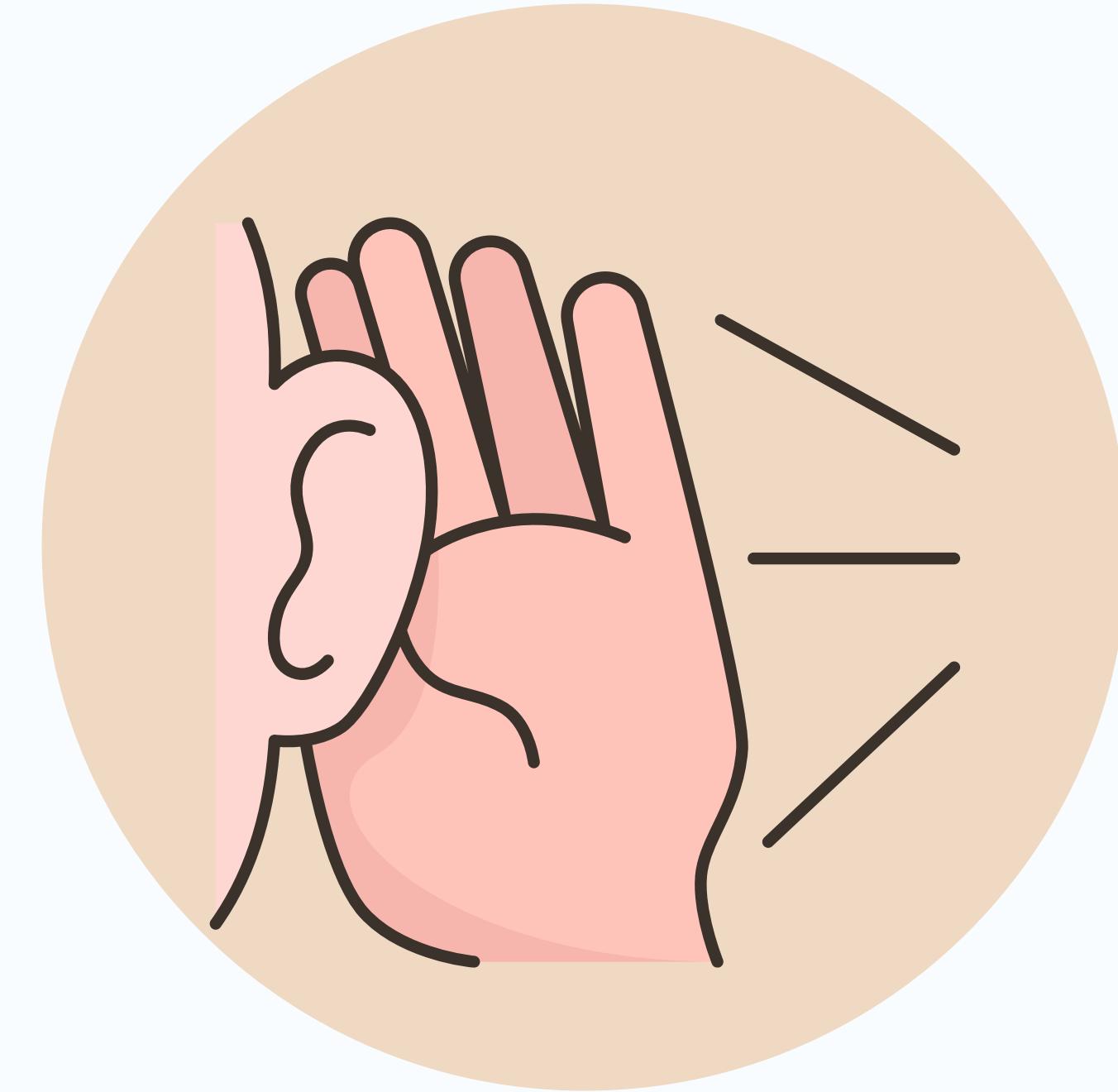
One voice at a time

Activity 01: Copycat

- Parents to stand up.
- Make simple movements while the music is playing.
- Freeze when the music stops.
- Facilitator will flash out a visual card
- Parents will demonstrate the action corresponding to the rule



Looking Eyes



Listening Ears



Ready Hands



Quiet Mouth

Activity 02: Simon Says

- Parents to stand up.
- Facilitator says 'Simon Says ...(Action)".
- Parents follow the instructions
- If facilitator doesn't say 'Simon Says', there is no need to follow the instructions.



Try it at Home!

Talk It Out:

- Check in with your child on what the rules in the classroom are.
- Reinforce the rationale and importance of following rules



Try it at Home!

Try It Out:

- Generate rules for selected home-based activities.
 - Sharing of toys
 - Mealtimes
 - Routines (e.g., playtime, study time)





FOCUSING ATTENTION & **IGNORING DISTRACTIONS**

**Objective 02: Helping your child concentrate on a single
task and ignore distractions while completing the task**



FOCUSING ATTENTION & **IGNORING DISTRACTIONS**

Rationale 02: Helping your child develop essential self-regulation

skills that support learning, social interactions, and overall

success in the classroom

Skills Steps

Step 1

Look at your work

Step 2

Quietly count to five to calm down

Step 3

Focus attention to the work assigned

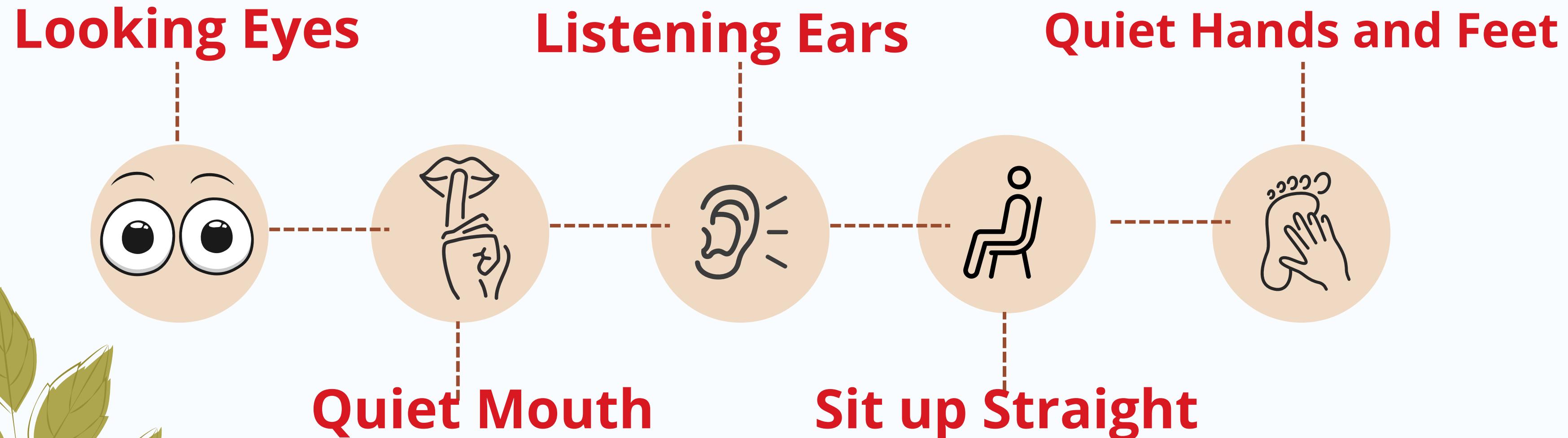
Step 4

Continue to work

Step 5

Say “Good Job ! I paid attention”

To Concentrate: Apply the “Give Me 5 Rule”



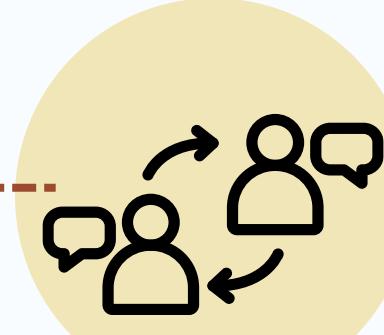
*helps students focus and regulate their behavior

Examples of Distractors

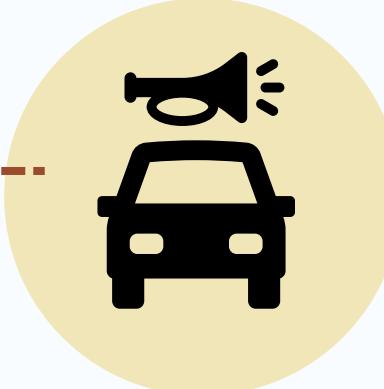
Bell Rings



Teacher & Students talking



External Noises



Peers Chatting



Peers Running around



Activity 01:



Let's Recap

Skill Steps:

- 1> Look at your work.**
- 2> Quietly Count to Five to calm down.**
- 3> Say, “I'll focus all my attention on my work.”**
- 4> Continue to work.**
- 5> Say, “Good job! I paid attention!”**

Try it at Home!

Remind your child of the skill steps when he/she is distracted while doing his/her homework.

- a. Look at your work
- b. Quietly count to five to calm down. Count: '1, 2, 3, 4, 5'
- c. Say, 'I'll focus all my attention on my work'
- d. Continue to work
- e. Say, 'Good job! I paid attention!'



Q&A



Thank You

