



Feidhmeannacht na Seirbhíse Sláinte
Health Service Executive

Transition to Post-Primary School Sample Transition Programmes

Developed 2013, Revised 2015



Transition Workbook

My New School

This Good Practice Guide was developed by professionals in the areas of health and education. It is based on current knowledge in this area. It is intended as a guide only. Not all the suggestions here will apply to any one student or situation.

Foreword and Acknowledgements



Waterford HSE Autism Team, Waterford

National Educational Psychological Service (NEPS), Waterford

This good practice guide was originally devised as part of a larger resource pack developed for students with Autism Spectrum Disorders (ASDs). However, since many young people need help with transitioning from primary to post-primary school, this section of the resource pack is now available for wider use.

It is the product of a HSE/NEPS collaboration. The compilation of material was completed by Katherine Deegan, Liaison Worker with the HSE Autism Team and Shirley Murphy, Senior Educational Psychologist with NEPS, Waterford. Information and support came from a variety of sources. We would like to thank and acknowledge these sources for their help, support and permission to include their resource materials in this pack.

- Members of the Waterford HSE Autism Team and NEPS Waterford Team
- Lisa Power, Senior Occupational Therapist with the Waterford HSE Autism Team
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- Jane Carter, Service Development Manager, Warwickshire's Integrated Disability Service Autism Team

If you would like to access the larger resource pack aimed specifically supporting students with Autism Spectrum Disorders (ASDs) who are transitioning from primary to post-primary school, please see:

Supporting Children with Autism Spectrum Disorder (ASD)/ Social Communication Difficulties

Transition from Primary to Post-Primary School

An information and support pack for parents and teachers

This resource can be found on the NEPS website, or by contacting the HSE Autism Team in Waterford.

Introduction

It is suggested that 'transition' should be seen as **not just an event** that occurs at a particular time in a pupil's educational career or during the course of a day, but that **it is a process**. Preparation for change and being able to manage times of change should be seen as a long term process and something that needs to be worked on over time.

For some students with additional needs, it is helpful to begin preparation for the transfer to post-primary school many months in advance. This is especially true for students with autistic spectrum disorder, who are likely to find a change to their routine rather stressful.

Developing Skills

Ensuring that pupils have the skills to cope with change and transition is something that teachers and parents can work on through the development of life skills. For example, pupils can be taught skills in the following areas:

- Being independent in looking after their own materials, clothes, toys
- Being independent in dressing, eating, toileting
- Basic social skills including how to ask for help, how to greet others
- How to cope when things do not go as they expected
- How to calm down when worried or upset
- How to use visual means to help with organisation, such as using timetables, diaries

Teaching these skills is an ongoing part of a child's education, both at home and in school. Children with ASD may need these skills to be broken down and taught explicitly with lots of opportunities for practice and re-enforcement. They are also likely to need many of these skills taught in a variety of situations, due to difficulties with generalising from one situation to another. Schools can work with children and parents to prepare for transitions drawing on their existing resources and knowledge.

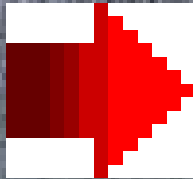
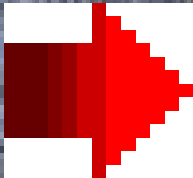
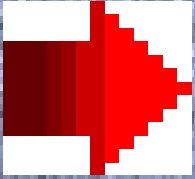
When choosing the appropriate transition programme from the samples given, it is worth noting the child's communication strengths, whether they respond better to visual supports (pictures / photo's) or written supports.

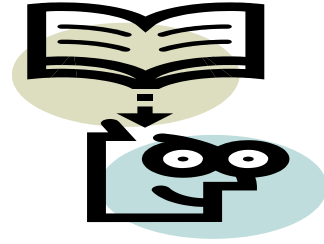
A word about page numbers:

The sample **Transition Pack**, has introductory pages and this is followed by a set of worksheets. These are not numbered as students, teachers and parents may decide to use some parts of the pack but not all, or may wish to use them in a sequence different to the one presented.

Equally, the **My New School** resource is not numbered and is presented in landscape format, so that it can be folded into a small leaflet. This is just a sample, but hopefully in will generate ideas about a similar type of book which can be prepared for an individual student.

Transition Workbook





Welcome to your new secondary school. We hope you will enjoy your time here. It will involve a lot of changes and new experiences for you and we know you this can make people feel a little nervous, so we have prepared this workbook to help you settle in well.

This is a 'Transition Workbook' and you can use it both at school and at home. It will hopefully explain a lot about secondary school and answer some of your questions as well as help to prepare you for the exciting changes.

We hope that you will enjoy all the different activities in the book. Once you've finished, you'll receive a well-deserved certificate!

Good luck from all the school staff!

□



Transition Workbook

Name: _____

Age: _____

Home Address: _____

Favourite Hobbies: _____

Primary school I attended:

Secondary school I am starting
in: _____



Finding out about my new



The name of my new school is _____

The address is

The telephone number is _____

The name of the principal is _____

School starts at _____ and finishes at _____

I will travel by **car/bus/walking/bike/train** circle the right one

To get to school on time, I will need to leave my house at about _____



I will attend the school from _____ September 201__

Secondary School Questionnaire

YOUR NAME: _____

SCHOOL NAME: _____

1. What do you think it will be like at your new school? _____

2. What things would you like to find out about your new school?

3. List three things you are looking forward to:

- 1) _____
- 2) _____
- 3) _____

4. List three things you think you might need help with

- 1) _____
- 2) _____
- 3) _____



A. Settling-in Worksheets

Finding your way around

School map

The timetable

Timetable practice

My new timetable

Homework

Homework questionnaire

Equipment

School rules

Rumours

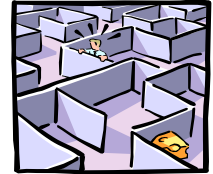
Meeting new people

Making friends



Finding your way around...

Most 6th class pupils feel a little scared about going to a school which is bigger than their primary school. They might feel worried about getting lost, or being late for a lesson because they're not sure of where the room is.



A **map** can help because it shows where all the different rooms are and you can easily see the quickest way to get there.

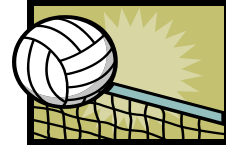


There is space to stick in your map on the next page.



If you like science you could look to see where the science labs are.

Or, if you think P.E. is the best thing about school then you can look to see where the gym or hall is!



Stick a copy of the school map here



The Timetable

One of the first pieces of information you will be given in September will be your **timetable**. It's very important because it not only tells you which lessons you will have that day but it also gives you a clue about the equipment you will need to pack in your bag the night before. It also tells you what time each lesson starts and finishes and in which room they will take place. If you haven't got a watch yet, it might be a good idea to buy one to practise telling the time and getting to places on time.



Usually the timetable will also let you know which teacher you will have for each subject. Instead of just one teacher, you're going to have to get used to ten or more different people being in charge of your class! Often, the timetable will have the teacher's initials next to the name of the lesson.

You will probably have 5 or 6 different subjects every day and some will be in special rooms. For example science will usually take place in a laboratory.





Timetable practice!



Study the timetable from the secondary school and see if you can answer these questions.....

1. What is the name/number of your class?

2. Where and when do you have roll call?

3. Who is your year head?

4. Which days will you do P.E.?

5. What equipment will you need to pack for Thursday's classes?

6. Which room or rooms will you have English in?

7. When is your favourite class?

FIRST YEAR TIMETABLE

A large, empty rectangular box with a thin black border, occupying the majority of the page below the title. It is intended for a first-year timetable.

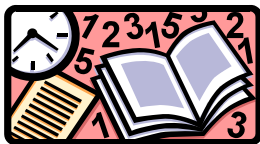


Homework!



Homework - ugh! No one likes too much of it but it's just one of those things that you have to do and the more organised you are, the less amount of time you'll have to spend doing it.

In first year you may start to get a lot more homework than you have been used to. Teachers may be stricter about getting it done and handed in on time too.



To help you do this, you will probably be given a homework diary where you or the subject teacher can write down what you have to do and when it has to be finished by.

Why is homework important?

Homework is really important because it shows the teacher whether you've understood the work or not. It also means that you can cover more work than the time allowed by a lesson in school.

Questions to ask....

You need to make sure that you really understand all the rules about homework. On the next page there are some questions you could ask your form tutor. You can add a few more of your own if you like.





Homework Questionnaire



This is your chance to ask your form tutor/year head everything you can think of about homework!

1. How long will I be expected to spend on homework each night?

2. How will I know what to do? _____

3. How long will I have to complete it? _____

4. What should I do if I get confused when I'm writing the homework instructions in my diary?



5. What will happen if I forget to do it or forget to bring it in?



6. What should I do if I find the homework is too difficult?

7. _____

8. _____



Equipment



In primary school, most of the equipment you need is kept in the classroom. But at secondary school, you will be expected to have your own pencils and pens and you will have to carry them all around with you. There are lots of other things you might need too.



Circle the equipment you will probably need and draw in any more you can think of:



It might seem like an awful lot to remember but try not to worry about it. You can get your parents or your tutor/year head to write a list of the things you will need for each day. You could then tick each item off as you pack your bag.

Make sure you pack your bag the night before!!



School Rules

Why do we have them?

Every school will have some rules for the classroom, corridors and assembly as well as rules about homework, break-times and uniform. You might not like them or even agree with them but they are there to make life easier for everyone in school.



Can you think of the reasons why schools need rules?

Breaking the rules!

There will always be consequences for breaking the rules too. So it's not only important to know what the rules are but also what will happen if you don't follow them.

Apologising

If you do break a rule, it is usually a good idea to admit that you got it wrong and to say sorry.



It might be useful to practise apologising. Look at the scenarios on the next page. In each one a rule has been broken. With a partner take it in turns to be the annoyed teacher and the pupil who says sorry. It can be hard to keep your cool if you're being told off. Try to remember things will only get worse if you get angry!



Write down as many secondary school rules as you know:

What might happen if you break the rules?

What should you do in these situations?

1. You have not done your homework because you didn't write the instructions down properly.....





2. A teacher tells you off for talking in class but you were just answering your classmate's question.....

3. You have forgotten a textbook you need for that lesson.....

4. The teacher sees you chewing gum in her lesson and isn't happy....





Rumours!



Most people in your class will probably want to talk about going to secondary school because it's a big step for you all. It's good to talk about all the exciting things ahead of you and it's also good to tell each other about the things you're a bit worried about.



Sometimes though pupils can scare each other unnecessarily because they have listened to **rumours** about what the school is like.

Look up the word "rumour" in the dictionary and write the definition here:

Very often rumours are exaggerated stories. For example, a story that there are gangs of older students taking money from new first years pupils could be an exaggeration of a one off incident where a 5th year boy ran off with a fiver when a first year girl dropped it.

Rumours may have an element of truth in them but usually they contain a lot of things which aren't true. It's best to listen to the **facts** that members of staff tell you rather than the **rumours** pupils from the school might tell you.

Write down some of the rumours you have heard:





Meeting New People

How many people were in your sixth class?

How many years have you known them?

How many adults were there in the room?



Most children in your class will feel comfortable and happy because they know everyone very well and feel like they belong. Just having one teacher can make you feel safe too. Going to secondary school can be different because you won't know everyone and it may take a bit of time to feel like you 'belong' in your new class and year.

The important thing to remember is that **EVERYONE** will feel the same way and that you're not alone. It's actually a good opportunity to make new friends and learn from adults who have specialised in their particular subject.



I am looking forward to meeting...

I am not sure about meeting _____ because...

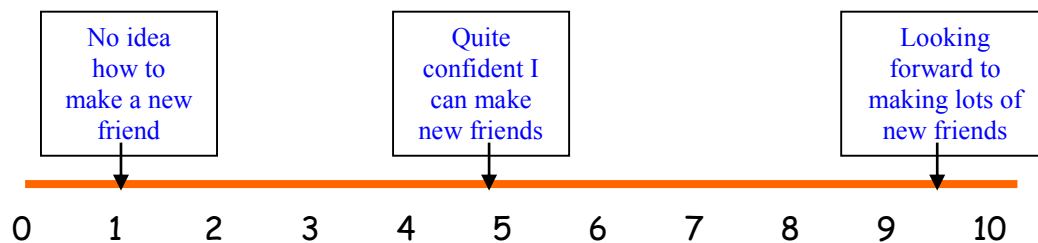


Making Friends

Everyone has strengths and weaknesses. Some pupils find it really easy to get to the top level on a computer game whilst others never get past Level 1. Some pupils have no problems drawing amazing life-like pictures whilst others find it difficult to draw a good stick-man.

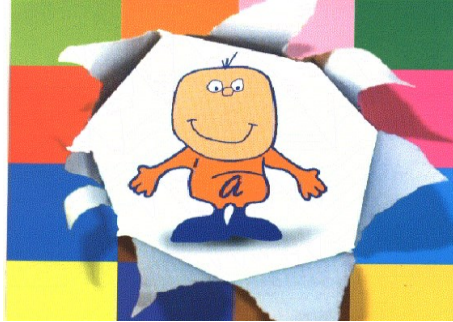
It's the same with making friends. Some pupils love meeting new people, are very chatty and make lots of friends easily. Others don't know how to begin to make even one new friend.

Where do you think you are on the friendship scale?



Below are a few hints and tips to help you make a new friend. Why don't you practise with a classmate?

- Smile
- Tell them your name and ask what they're called
- Find out what they are interested in
- Talk about shared interests - you both might like computers
- Ask them if they want to do something at break-time



Transition Workbook Evaluation

NAME: _____

PRIMARY SCHOOL: _____

SECONDARY SCHOOL: _____



Well done! You have completed the Transition Workbook. I hope you feel more prepared for Secondary School now!

Please fill in this evaluation. There are no right or wrong answers. Just be honest!

1. Did the questionnaire help you to think about which things you might need help with at Secondary School?

YES/NO (circle your answer)

2. Did you like filling in the worksheets? YES/NO

3. Did you have enough time to complete the worksheets? YES/NO



4. The worksheets were meant to prepare you for Secondary School. They told you what to expect and gave you information about your Secondary School.

Give a score for each worksheet:

1= didn't help me

2= quite helpful

3=very helpful

	1	2	3
Finding your way around			
School map			
The timetable			
Timetable practice			
My new timetable			
Homework			
Homework questionnaire			
Equipment			
School rules			
Rumours			
Meeting new people			
Making new friends			

5. List other things you would have liked a worksheet on:

Thank You for completing the 'Transition Workbook' Evaluation Form.



ACKNOWLEDGEMENTS



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Additional:

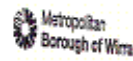
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My New School Book



Autism Resource CD v1.0 © 2004
www.warwickshirediscs.co.uk/resourcecd
Resource Code RC116





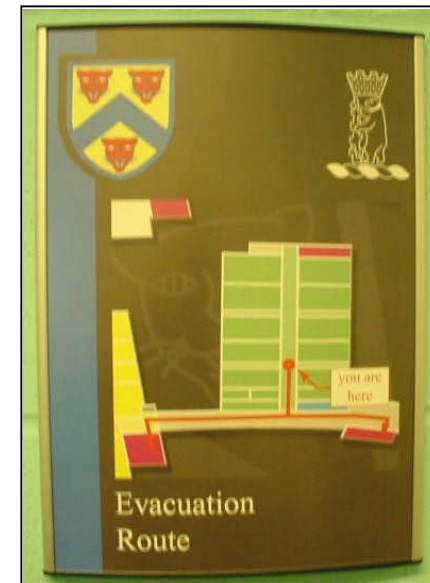
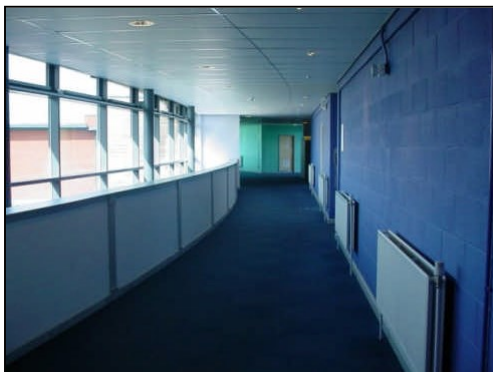
Stratford High School has three floors. Each floor is colour coded so I should know where I am. I can use the stairs to move between floors.



There are 'refuge areas' on the stairs. If there are too many people on the stairs I can stand in a refuge area and wait until it is clear.

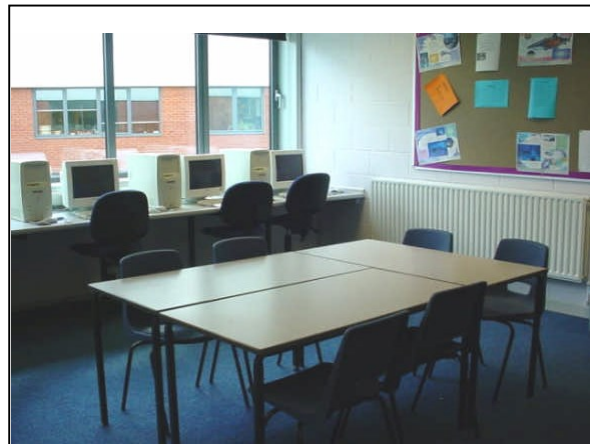


There are lots of signs to help me to find my way around school. I can use the 'floor plan' to find any classroom.





The school has lockers where I can keep my things.



This is a picture of a form room. My form will look similar to this. My form room is where I will usually go in the morning. My timetable will usually tell me when I have to be in my form room.



Most classrooms look like this. At secondary school classrooms are used for different lessons at different times. I will not be in the same classroom all day. I will move around the school using my timetable.



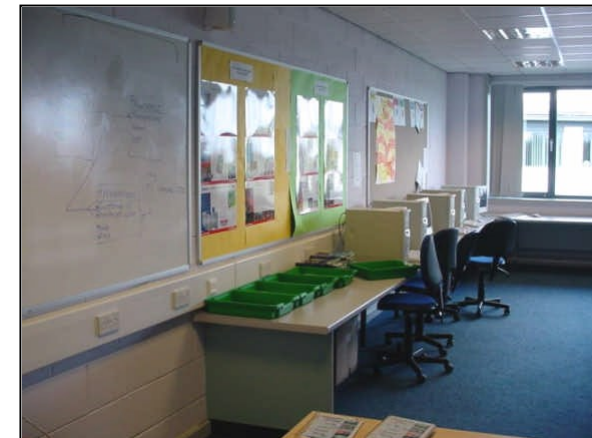
Some classrooms are used for one type of lesson. This is a picture of one of the art rooms at my new school.



Science lessons take place in a laboratory or 'lab'. The lab has lots of equipment to use. I will learn lots of important rules about working in the 'labs'.



My new school has a lot of computers. There is also an ICT suite.





The library has lots of books and information. I can borrow books from here. There are also computers in this room.



At my new school there are different types of sports facilities. There are two gyms and hard-court and Astro turf

