

A Peaceful School Run

(The sets everyone up for a good day)

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www.helpyourchildthrive.co.uk

St Peter's CofE Primary School

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Transition time

What is the most stressful part of the school run?

Why am I talking about this?

- I am a mum and a step-mum to four school aged children
- I am also a psychologist running an ADHD-informed family support service

Today we'll cover 3 common reasons that make the school run stressful and what we can do about it

Today we'll talk about the managing the school run in the way that:

- Supports your child's emotional security
- Your connection
- Enables them to take more responsibility for getting ready

What we'll cover in this workshop can help you to:

- Stay calm, present and patient during those testing moments with your children
- Make sense of your child's struggles and behaviour
- Navigate those difficult moments in a way that leaves you feeling closer rather than sitting on opposite sides of the fence

Every child is unique

Ground rules:

- Comfort
- Participate in a way that works for you
- Confidentiality
- Questions
- Positive regard to all parents

1

The child does not
know what they are
supposed to be doing

Creating clarity:

- Create a list together, as much as possible let them lead the process
- Decide on what your child will be responsible for (start small)
- Provide visual cues: pictures, tick list
- Decide on when it needs to happen
- Stick with it for six weeks
- Make adjustments as needed

A shift in your role:

- Handing over the responsibility
- Instead of reminding to do xyz, ask them how they are getting on with their list

Replace

“I’ll do it for my child because it will be quicker”

with

“I’ll invest more time now to have more time later.”

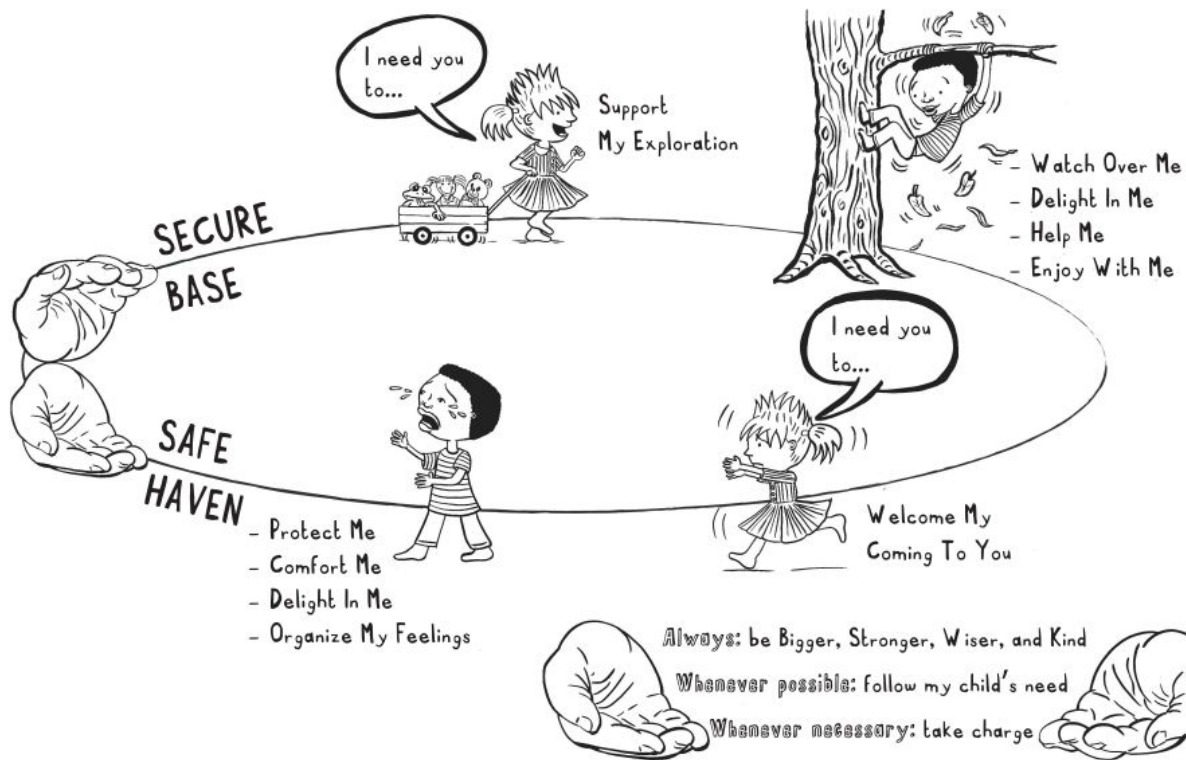
What stood out to you
in this section?

2

The child is emotionally
dysregulated

Circle of Security®

Parent Attending To The Child's Needs



Replace

“If I slow down to comfort my child, they will need me to do it every single morning”

with

“My child can’t function with an empty emotional cup. I can fill it up by slowing down and connecting with my child. It does not mean I’ll have to do it every morning.”

What stood out to you
in this section?

3

The child has a
differently wired brain

How ADHD can contribute to difficult mornings:

- Difficulty paying attention, starting the task, following instructions
- No clear sense of time
- Big emotions
- Lack of sleep
- Anticipatory anxiety about learning in a busy classroom and navigating friendships

Support during the mornings:

- What discussed: clear, visual instructions and help regulating their emotions are even more important
- Adjust expectations - the need for more scaffolding
- Replace irritation with curiosity

Support more broadly:

- What other issues need to be addressed? (Sleep, sensory overload, movement breaks, friendships...)
- Research ADHD and use that to understand your child and what other support and adjustments would help your child
- Accept that they are not being lazy, unmotivated or don't care. They might be trying really hard and need more support

If children don't get the support they need they might end up:

- Blaming themselves for the difficulties they experience
- Feeling overwhelmed and exhausted by their efforts
- Losing motivation to keep trying
- Feeling that there is something wrong with them as a person, it can affect self-esteem and self-worth

Replace

“I’d feel calmer if my child was getting ready faster”

with

“My child is getting ready faster when I feel calmer.”

What stood out to you
in this section?

For further support visit
www.helpyourchildthrive.co.uk

- E-course Early Signs of ADHD in Girls
- Free initial consultation (online or in person)

Book a consultation



Initial consultation (online)

1 hr

Book Now



Initial consultation (in person)

1 hr

Book Now



Neurofunctional assessment (in person)

1 hr
£250

Book Now

Discussion