

Korrekturhinweise

Helping children cope with stress

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Justifications

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The professor says: "There are many different ways in which children communicate that that they are feeling stressed out or that they are experiencing anxiety, for example, a youngster may have difficulty sleeping." Children who are stressed therefore do not sleep well at night.

1

The professor says: "The parent might notice the youngster's becoming avoidant and not wanting to participate in something, the parent may be aware that the youngster's sort of breathing in a situation that's causing them distress is changing, so that they're panicking, some kids can start wetting the bed, there are many different ways in which children can, can communicate anxiety." Kids under stress may therefore withdraw from others or experience physical effects.

2

The professor says: "Probably one of the most important things that children need to learn to communicate with a parent about what it is they are experiencing. [...] parents can help kids learn to label the feelings that they are experiencing [...]." Children who are afraid of something should therefore find a way to talk to their parents.

3

The interviewer says: "I'm thinking of, you know, kids in year 10, year 11, year 12, they are doing exams, they are stressed, you, you can't really say, well, don't study anymore, which would remove the stress." The professor says: "No, but as a parent you can think about assisting kids develop good study patterns, not to get into a situation where they're absolutely exhausted because they are either studying too long, [...]." Exam stress can be therefore reduced if children improve their time management.

4

The professor says: "There are other issues to do with just having healthy nutrition [...]." To support their child's well-being parents can therefore offer balanced meals.

5

The professor says: "All of these can assist kids with a basic message that stress is common, it's normal but it's manageable, you live with stress, you learn to deal with it, [...] but you learn to cope with it." Parents therefore need to tell their children they will find a way to handle stress.

6

The professor says: "[...] for example, if a youngster is a bit anxious about a, let's say, a dog, and let's say, the dog is a familiar dog, it's not actually a strange animal, the parent doesn't have any familiarity either with, and sometimes parents can model appropriate touching or stroking of a safe animal that communicates the message that this is this is a safe activity to do." Showing positive behaviour with animals will therefore help children overcome their fear.

The professor says: "The converse of this is that parents can sometimes communicate threat, that there's danger in the environment that's much more severe, or out of proportion to the actual risk [...].

Or, don't, be careful, will you, when you're climbing up that thing, oh my god, he's going to fall [...] and you know, there is a sort of freaked out, panicky communication [...] that signals to the child that this is a dangerous activity." Parents who use overly emotional language can therefore intensify children's anxieties.