



*Intro/
Caveat?!*

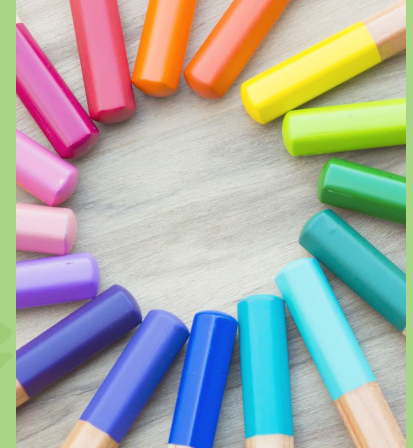
*Anxiety and
Worry...*



Primary Case Study

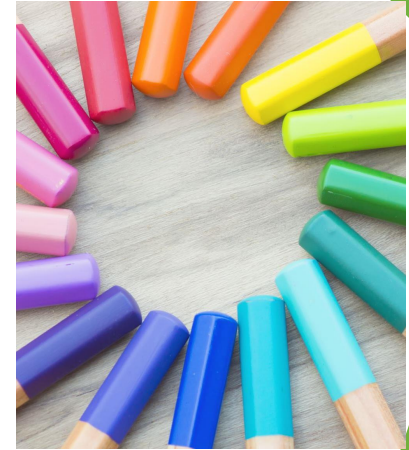
‘My son has been showing increasing worries about catching coronavirus and washes his hands all of the time, sometimes worrying if we have to go somewhere as he ‘might get ill’. He is concerned about going back into school and, in all honesty, I also worry a bit, but he seems to be more worried than I would expect. Also, he has said that he doesn’t want to go back to school as he will have to ‘leave me’, in case I get ill. He has said that he worries that he will find school hard as he thinks he might get left out of games or will find the work hard.

What can I do?’



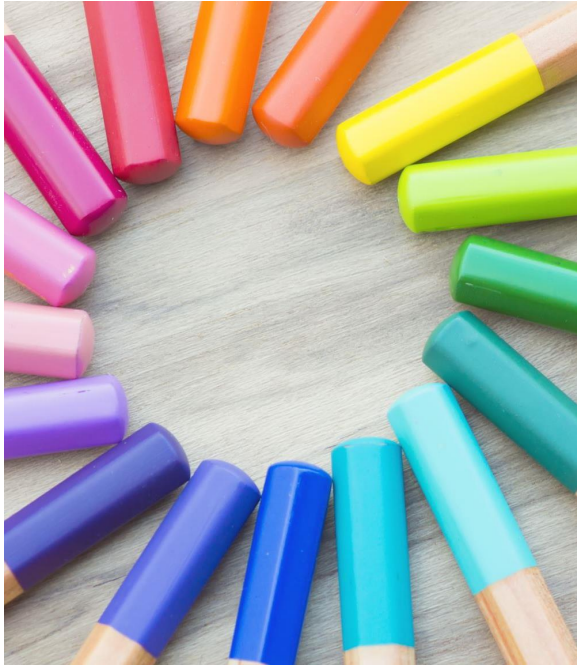
Secondary Case Study

‘My daughter is in Year 8 and has found it increasingly difficult to attend school since starting in secondary school. She has seemed to be on the periphery of friendship groups where she tends to ‘float between’ groups, as she does not always meet up with friends outside of school, preferring to be at home with me. She can find it difficult to get to sleep and can be quiet and withdrawn when I try to talk with her about her feelings. She often worries about the ‘little things’ and can get ‘in a state’ about things, even when they are out of her control. She over-prepares for things and has found it very hard with the uncertainty during the pandemic. What can I do to help her more?’



Screen time...





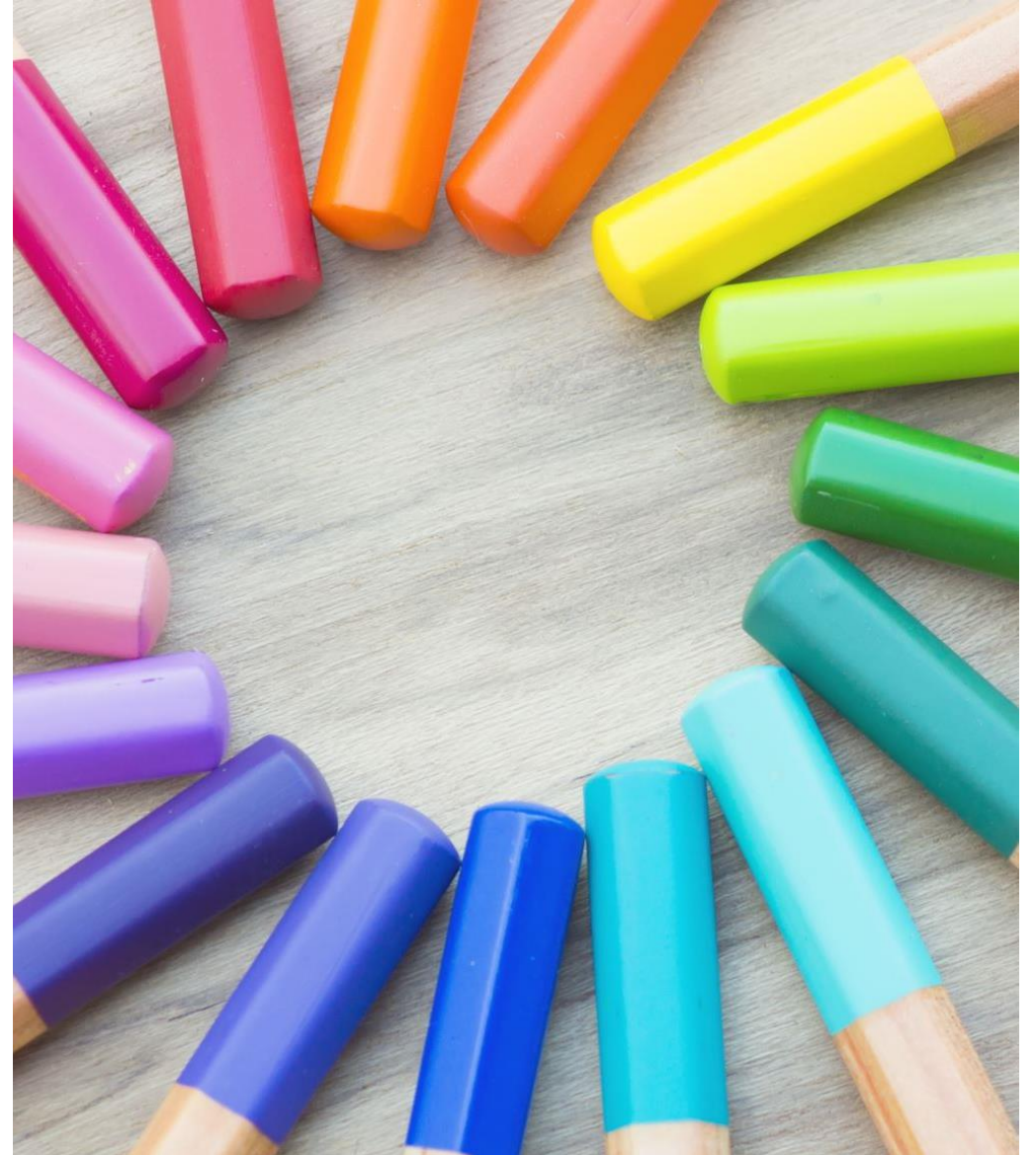
Primary Case Study

‘Our son has been accessing online lessons through a laptop or tablet, as well as connecting with his classmates and peers from a local cubs group using online platforms. He likes to play some games on the computer after school. Usually, we have limited screen time as he can become over-excited at the time, struggles to settle to other tasks, and has complained about headaches sometimes if he has been on the computer for too long. Now it is the main access for his schooling and linking with his friends, we have had to permit more time on a device and Archie requests time to play his game too. It can make it a ‘battle of wills’ when it is time to put it away and he can find it difficult to get off to sleep at night sometimes. What can we do to support him?’

Secondary Case Study

“My 15-year-old daughter has always liked to stay connected by technology, so she is able to see what her friends are up to and talk about YouTube stars they like. She uses several social media platforms and checks these regularly on her phone so she ‘doesn’t miss anything’ and ‘because all of my friends do it!’ Georgia has been asked to work more online for her lessons and continues to use her phone or the computer to stay in touch with her friends. Since the pandemic, there have been a number of occasions when I have been aware that she is still ‘talking’ to her friends and following their posts well after her bedtime. I have had to take away her phone, which has led to big arguments, tears and aggression from Georgia. It can feel like she is online all of the time, she hardly leaves it for dinner and rarely leaves the house. Also there have been a number of occasions where she has fallen out with friends and peers due to posts or pictures she has posted. How can I help her to reduce screen time?’

*Loss and
Bereavement...*



Primary Case Study

‘During the global pandemic, we have lost an older family member and have not been able to visit many close relatives, due to the restrictions, who were regularly known to our daughter who is 7. We were not able to visit our relative during their illness and hospital stay, so we had tried not to tell our daughter too much about the situation. Additionally, she has been frequently asking about her grandparents and other close relatives that we often saw and asks to see them as she tells us she misses them ‘very much’. How can we support our daughter to cope with the restrictions and manage her loss?’

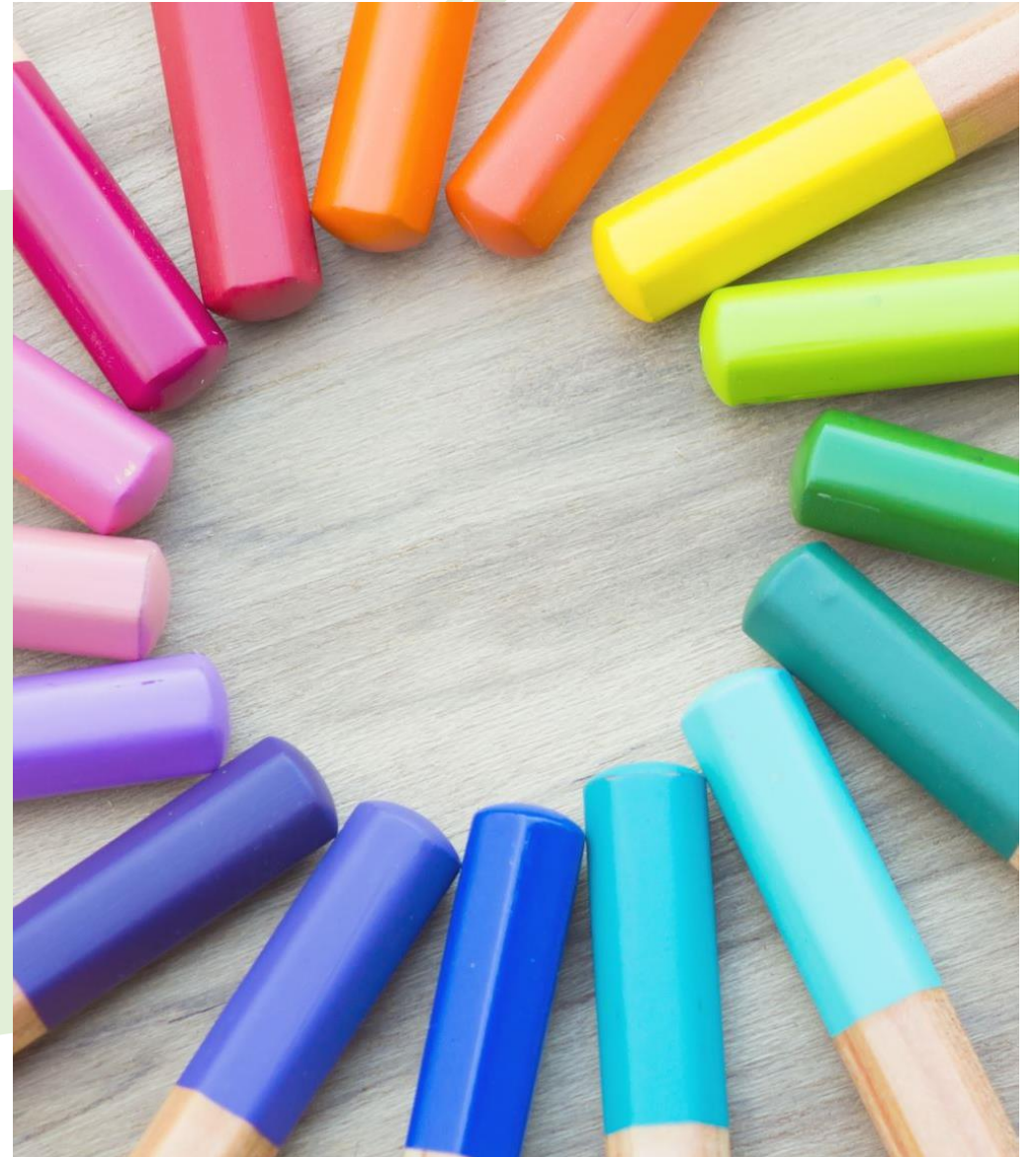


Secondary Case Study

‘It has been a difficult time during coronavirus as our children have lost their grandparent due to the virus. Our children aged 12 and 15 have responded differently to the situation, with Mia (12) being very upset and often saying she misses her and was upset that she was not able to visit them when they were in hospital. Our son, Ben (15) has seemed to cope with the situation, however he has become increasingly withdrawn and spent more time alone. He has expressed that he ‘hates it’ at the moment, as he misses his friends. We are looking for ways to support them both’



Reconnecting and peer relationships...





Primary Case Study

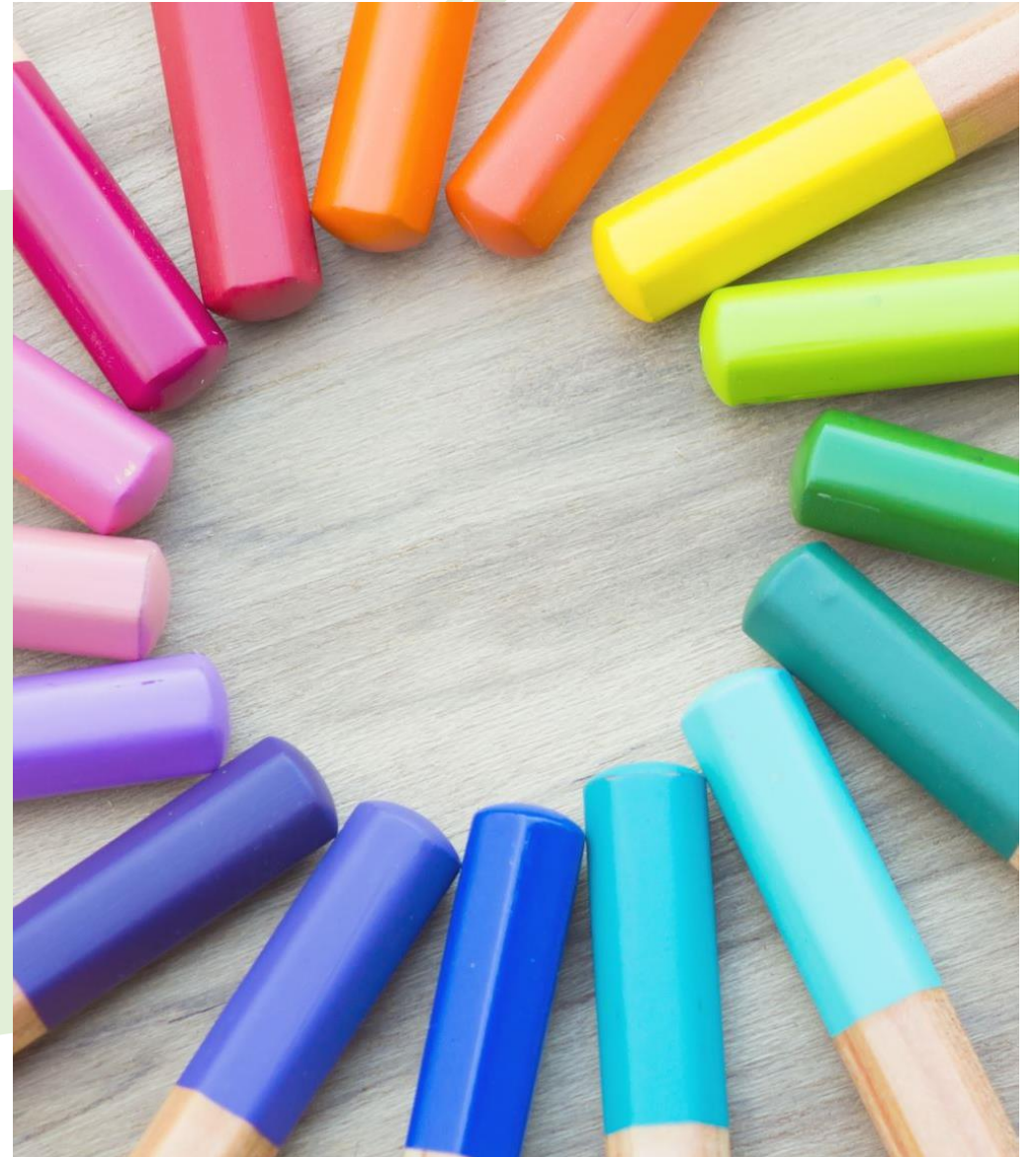
‘My children have always been involved in school activities and clubs or are often having friends over to play. They are outgoing, active and enjoy being with their friends. Since the coronavirus, they have found it difficult to find things to fill their time with and while they looked forward to catching up online, recently they have been less interested and often refuse to join. They tell me that they are both ‘fed up’ with playing games together and tend to argue or play alone more. The eldest has also explained that he is worried about going back to school as he thinks his friends may be different towards him or leave him out. Do you have any advice?’



Secondary Case Study

‘I have never had any issues with my daughter and her friendships, she always seemed to have a nice group of friends. Recently she explained that many of them had been in school as their parents are key workers, so she has found it harder to stay part of the group as they talk about things together when she is not there. She is worried about going back to school after lockdown. What can I do to help?’

*School engagement and
separation anxiety...*



Primary Case Study

‘In the last few weeks, we have noticed that our son, M’s, behaviour and attitude has completely changed and gone out of character which has been very challenging. After having a long chat with him we have finally got to the bottom of it. M has told us that he feels like everything is so strange at the moment. He misses school, friends and 'normal life'. He said he feels very lonely. As a parent this was very hard to hear. M is not used to using computers laptops etc. He does not enjoy doing the schoolwork and seems to get very worried if he doesn't know or understand the work. What things can I do to support M?’



Secondary Case Study

‘It has always been challenging to get our daughter to complete schoolwork at home and often requires negotiation and lots of my time to get her to sit down and complete work. At the start of ‘lockdown’ she would log onto her lessons with some coaxing and would complete most of the work however recently she has increasingly refused to engage, complete work or connect with her friends. She has said that the ‘work is too hard’ and ‘what’s the point’ about completing work. She has said that she doesn’t want to go back to school as she is concerned about the work and getting back to her friendships as she has ‘lost touch’ with some of them over this time. How can I help her to manage the return to school and complete the work at home until then?’