Ideas for the case studies

Caveat:

This case study is based on some examples parents have sought support for. Each child or young person and their situation or circumstances will be different. This recording provides some general advice and top tips however more specific support may be required to support your child with referrals to relevant services or agencies.

1. Anxiety Primary:

* Reassure your child that the feelings and emotions are ‘normal’ in challenging circumstances, and talk with them to problem-solve together how to manage these feelings, to cope and to regulate these, such as breathing exercises and 54321 approach
* ‘check in with them regularly and do share concerns with school staff as they are there to help
* Help to identify what things are worrying your child to come up with a plan together to help
* Support them to stay connected with friends and family, using remote contact if needed
* Refer on to suitable support, such as the Teens in Crisis and other children’s mental health charities for more support

1. Anxiety secondary:

* ‘check in with them regularly and do share concerns with school staff as they are there to help
* Reassure your child that the feelings and emotions are ‘normal’ in challenging circumstances, and talk with them to problem-solve together how to manage these feelings, to cope and to regulate these, such as breathing exercises and 54321 approach
* Help to identify what things are the ‘triggers’ for their anxiety to come up with a plan together to help to manage these feelings
* Share information you have about the school return to reassure them and help them feel more in control and safe. The school website can be a good place to seek information if needed
* Have good sleep hygiene and a balanced diet to help to offer their bodies the nutrients and rest they require
* Refer on to suitable support, such as the Teens in Crisis and other children’s mental health charities for more support. Explore NHS/Minded resources to support

1. Screen time primary:

* Consider ways which you may be able to reduce screen time and share the proposed schedule with them, with firm expectations about how much time but allowing them to help plan when they will have this time
* Have a set schedule for screen time, turning off devices at least an hour before bedtime
* Try to increase the opportunities for them to play outside or engage in practical play, where children see how much fun they can have completing other activities
* Share any difficulties with school so you can plan together how they can help

1. Screen time secondary:

* Have agreed times for using technology and certain times when they do not use it, such as during dinner time or an hour before going to bed
* Talk with young people about the potential risks and harm relating to over-reliance on social media and technology, with empathy about their fears about missing out on updates from friends or losing friendships
* Plan together when technology can be used, with a degree of choice for your young people to make to feel they have some control, within your boundaries

1. Loss/bereavement primary:

* Be honest and clear with age appropriate vocabulary to help them to understand, with clear terminology to avoid confusion
* Allow this to be an opportunity for learning and empathy for them, where you safely and appropriately share some of your feelings to help them to understand how others also feel
* Gain age-appropriate support for bereavement from suitable charity support, such as Winston’s Wish, and through pastoral staff at school. Consider further referrals fro support if required, such as GP or CAMHS
* Communicate with school staff to share this information and gain support
* Connect with friends and family where possible, using technology if needed, to boost their connections and sense of belonging, care and love
* Consider a memorial activity if appropriate, more advice can be gain through bereavement websites

1. Loss/bereavement secondary:

* Be honest and clear with age appropriate vocabulary to help them to understand, with clear terminology to avoid confusion. Allow them to ask questions and offer responses where you can and be honest where you can
* Connect with friends and family where possible, using technology if needed, to boost their connections and sense of belonging, care and love
* Share information with staff relating to bereavement or difficulties with loss and seek support if needed. Gather support form relent support charities and refer on to service if requires, such as Teens in Crisis or Winston’s Wish
* Offer opportunities for your child to speak with you, perhaps when it is quieter like just before bed or when they don’t have to have direct conversations, such as in the car
* Consider a memorial activity if appropriate, more advice can be gain through bereavement websites

1. Reconnecting and peer relationships primary:

* Talk about your child’s feelings and help them to understand that all of these feelings are normal at this unusual time
* Find out from the school how they will be supporting reconnection and share this with your child
* Allow your children space and encourage more structured games with adult support if needed to support them to manage these
* Stay connected with friends and family where possible, using technology if needed

1. Reconnecting and peer relationships secondary:

* Allow opportunity to talk through their concerns and help to normalise and empathise with how they may be feeling. Explain that things may have occurred while they were not present but the group is likely to be welcoming on the return. She could share her worries with them if they are supportive to this
* Encourage sharing with the school so they are able to support with these challenges and can provide support for reconnecting and ways to enhance relationships, such as Circle of Friends and other supportive strategies
* Talk together to come up with a plan about ways to manage the return and how they may manage with difficult feelings

1. Engagement in school primary:

* Recognise that behaviours are communication and interactions can be interventions to help them. Talk through emotions and explain these are normal in this challenging situation
* Provide information and answer questions were possible to help them to feel heard and develop their understanding. Talk about the positives and worries about school and help to problem-solve the worries
* Find creative ways to reinforce learning which do not look like traditional learning
* Encourage ways to connect with others and share concerns with staff to allow you to work together to overcome challenges
* Explore NHS/Minded resources to support

1. Engagement in school secondary:

* Encourage ways to connect with others and share concerns with staff to allow you to work together to overcome challenges
* Explore how they are feeling and share how others may also be feeling the same as them
* Identify main barriers or challenges to allow joint problem-solving ways to manage these, including considering who else may be able to support like school staff. Talk about the positives and worries about school to make a plan
* Using websites and advice for ideas, such as minded and young minds matter