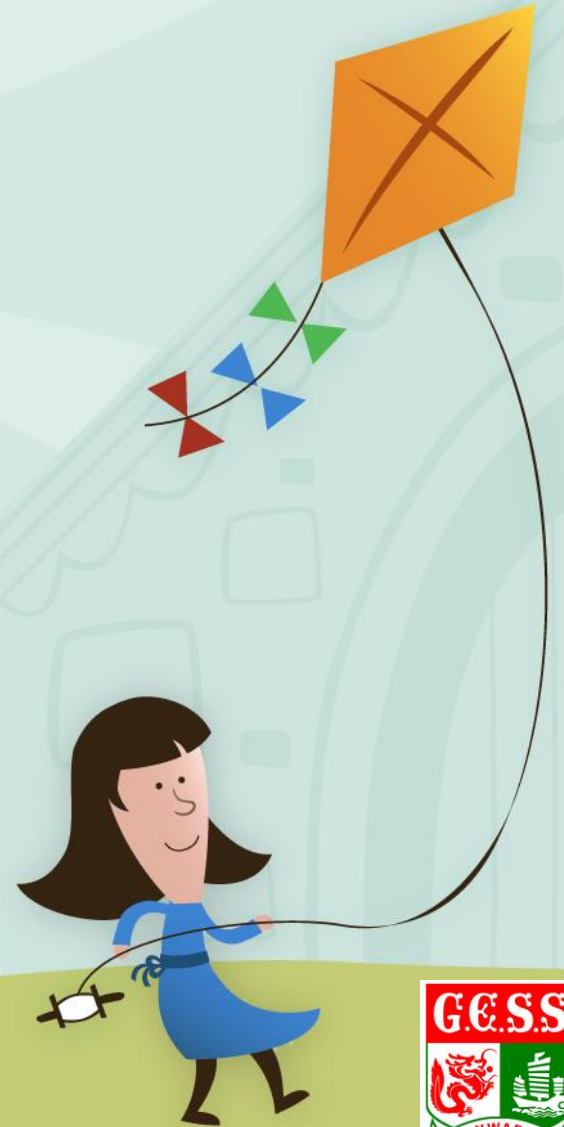


# Navigating Transition



# Adolescence in Summary

- **Adolescence is a time of change and crisis.**
- **May be adaptively encountered by some.**
- **Other presents the possibility of undesirable psychological, social and emotional consequences.**



# What is School Transition?

- A set of skills and abilities that focuses on school readiness.
- A period of change in which children and families adjust to
  - new roles,
  - identities and expectations,
  - new interactions and new relationships.
  - greater levels of activity,
  - pressures associated with school life.
- This change will assert and influence children's attitudes, confidence, and performance socially, emotionally and academically.



# Experiences with Poor Transition

**These Children tend to :**

- Experience loneliness (sometimes isolation, bullying, etc.)
- Worry about their ability to perform to expectations
- Worry about having new and different teachers for subjects
- Worry about whether they can make friends.



# Anxiety in Children and Adolescents

- **Excessive worries, fears and misery.**
- **Often runs in families.**
- **Presence of adverse life events.**
- **Threatened or actual separations from key attachment figures.**
- **Different developmental stages in life pose different risks of certain types of anxiety.**



# Manifestations of Anxiety

- **Worrying about the safety of themselves or their parents**
- **School refusal**
- **Reluctance to sleep alone**
- **Headache or stomachache**
- **Panic or tantrums when separated from the caregiver**
- **Fear of talking to strangers**
- **Worrying about things before they happen**
- **Poor concentration**



# Impact on Anxious Children

- **Poor academic performance**
- **Negative feedback from teachers**
- **Labeled as “crazy” or “emo”**
- **Friends avoid them**
- **Frequent issues at home, e.g. quarrels, outbursts, meltdowns**
- **Not understood by some parents**
- **Chronic low self-esteem**
- **Self-fulfilling prophecy**
- **Conduct problems**



# Children and Adolescents

- **Children are not miniature adults**
- **They have unique problems of their own**
- **School-related, academic, disciplinary, peer relationships and parental issues**
- **They do not employ the same coping styles**





# Challenges of Adolescence

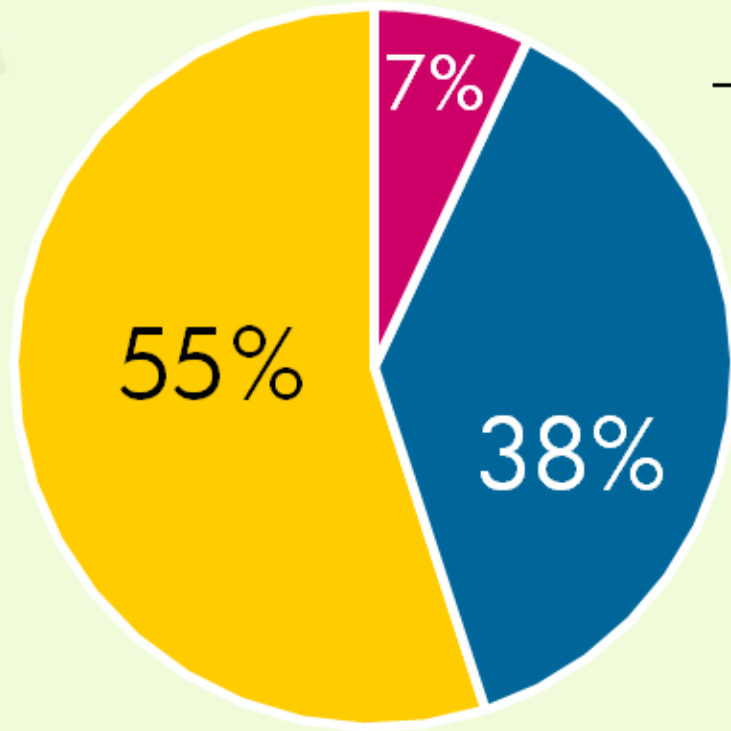
- **Physiological**
- **Cognitive**
- **Psychological**
- **Social**
- **Moral and Spiritual**



# We can help our child manage anxiety



# Verbal versus Non-Verbal Information



Dr. Albert Mehrabian's 7-38-55% Rule

## Elements of Personal Communication

- 7% spoken words
- 38% voice, tone
- 55% body language



# WATCHFUL

**W**atch out for symptoms of anxiety in your child

**A**cknowledge your child's anxiety and provide a listening ear

**T**ry to avoid giving excessive reassurances

**C**almly react to your child's anxiety

**H**elp your child understand about his/her anxiety

**F**urnish your child with relaxation strategies

**U**se cognitive strategies

**L**et your child face his/her fear gradually



# Apply the 7 Connecting Habits

1. Supporting
2. Encouraging
3. Listening
4. Accepting
5. Trusting
6. Respecting
7. Negotiating differences

## 7 Connecting Habits



## 7 Disconnecting Habits

1. Criticising
2. Blaming
3. Complaining
4. Nagging
5. Threatening
6. Punishing
7. Bribing or rewarding to control



# Social Rewards

- The smiles, hugs and soothing vocalisations of parents are important reinforcers for their child.
- Eye contact, smiles and paralinguistic messages of the infant are key rewards for the mother during the parent-child bonding process.
- Interpersonal inadequacy has seemed to be associated with loneliness and social anxiety.
- Having the potential to reward (i.e. rewardingness) is a key dimension of interaction that plays a central role in friendship formation and personal attraction

(Foley and Duck, 2006; Smith and Mackie, 2007).



# Positive Reinforcement

- **The positive reinforcement principle states that ‘if, in a given situation, somebody does something that is followed immediately by a positive reinforcer, then that person is more likely to do the same thing again when he or she next encounters a similar situation’ (Martin and Pear, 2007: 30).**
- **A positive reinforcer could be an event, a privilege, a material object, or a behaviour that strengthens the response.’**
- **A reinforcer must, by definition, act to increase the frequency of the behaviour.**

(Nelson-Jones, 1996)



# Purposes of Reinforcement

The skill of reinforcement offers advantages as follows

- Promote interaction and maintain relationships
- Increase the participation of the interactive partner
- Influence the nature and content of the contribution of the other person.
- Demonstrate a genuine interest in the ideas, thoughts and feelings of others.
- Make interaction interesting and enjoyable.
- Create an impression of warmth and understanding.
- Increase one's social attractiveness as the source of rewards
- Improve the confidence and self-esteem of the other person
- Display one's power as the controller of rewards





# The 5 Love Languages



## Word of Affirmation

Teens who value this language need verbal encouragement and positive reinforcement.



## Quality Time

Teens who feel loved through quality time need undivided attention.



## Acts of Service

For these teens, actions speak louder than words.



## Physical Touch

Physical touch can be a powerful expression of love for some teens.



## Gifts

Gifts don't have to be expensive; they symbolize thoughtfulness.





*Thank You*

