

- Managing social media with your child
- Understanding and managing Stress and anxiety
- Understanding and building resilience

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Tackling Social Media

# Is screen time a problem?

- An NSPCC spokesman said it was the content children were exposed to that mattered, rather than the time they spent online. “Whether a child is online for five minutes or five hours, they should be protected from harmful or inappropriate content and behaviour.
- Parents can help their children by remembering ‘TEAM’:

**T**alk to your child about online safety

**E**xplore their online world together

**A**gree what’s OK and what’s not

**M**anage privacy settings and controls.

The Royal College of Paediatrics and Child Health has produced the first guidance for parents on how long children should spend on their laptops and phones, which throws the ball firmly back into the parents' court.

The college president and an author of the evidence review published in the BMJ Open journal, said that while there was moderately strong evidence that screen time is linked to obesity (through TV snacking and lack of exercise) and mental health issues, the way to tackle it was not through universal curfews and bans.

- The college suggests families ask a series of questions to decide whether their children are spending too long at computers and on phones:
- Is your family's screen time under control?
- Does screen use interfere with what your family want to do?
- Does screen use interfere with sleep?
- Are you able to control snacking during screen time use?

- Leonard Sax MD PhD is a practicing family physician and the author of four books for parents, including *Boys Adrift* and the *New York Times* bestseller *The Collapse of Parenting*.

“I’m not suggesting that you ban video games. But it’s the parent’s job to set reasonable limits. I reviewed dozens of studies of video games: who’s playing them, what are the effects, and what are sensible limits. I also spoke with some of the investigators doing the research.”

# Here are evidence-based guidelines for your son or daughter playing video games:

- No more than 40 minutes a night on [school](#) nights.
- No more than an hour a day on weekends.
- Your minutes do not roll over: if you go three weeks without playing, that does NOT mean that you are allowed to spend seven hours on a Saturday playing video games. That's binge gaming, and it is harmful.
- No games where the objective is to kill people. That means no *Fortnite*, no *Call of Duty*, no *Grand Theft Auto*. *NBA Live* is fine. *Wii Bowling* is fine. *Madden NFL Football* is fine. *Candy Crush* is fine.
- No games until all the homework is done and all the chores are done.

# Qustodio



## Monitor Social Networks

Monitor time spent on Facebook, Twitter, Instagram, Whatsapp and more.



## Monitor Calls & SMS

View your child's calls and texts, read SMS messages, and set a list of blocked contacts.



## Location Tracking and Panic Alerts

Track your child's location. In an emergency your child can send you Panic Alerts.



Alexander  
Active



12:13 PM

Facebook

Alexander added a comment

*Party at home tonight!*



12:12 PM

Facebook

Alexander posted a new photo



11:31 AM

Instagram

32 min



10:23 AM

Snapchat

48 min



10:05 AM

Whatsapp

12 min

# What is Anxiety?

- Anxiety is a general feeling of apprehension or worry and is a normal reaction to stressful situations
- Red flags should go up when the feelings become excessive, thoughts become irrational and everyday functioning is debilitated
- Anxiety disorders are characterized by excessive feelings of panic, fear, or irrational discomfort in everyday situations



# Facts about anxiety

- Anxiety disorders are among the most common mental, emotional, and behavioural problems to occur
- About 13 of every 100 children and adolescents ages 9 to 17 experience some kind of anxiety disorder
- Girls are affected more than boys. About 50% of children and adolescents with anxiety disorders have a 2nd anxiety disorder or other mental/behavioral disorder
- Anxiety disorders may coexist with physical health conditions as well

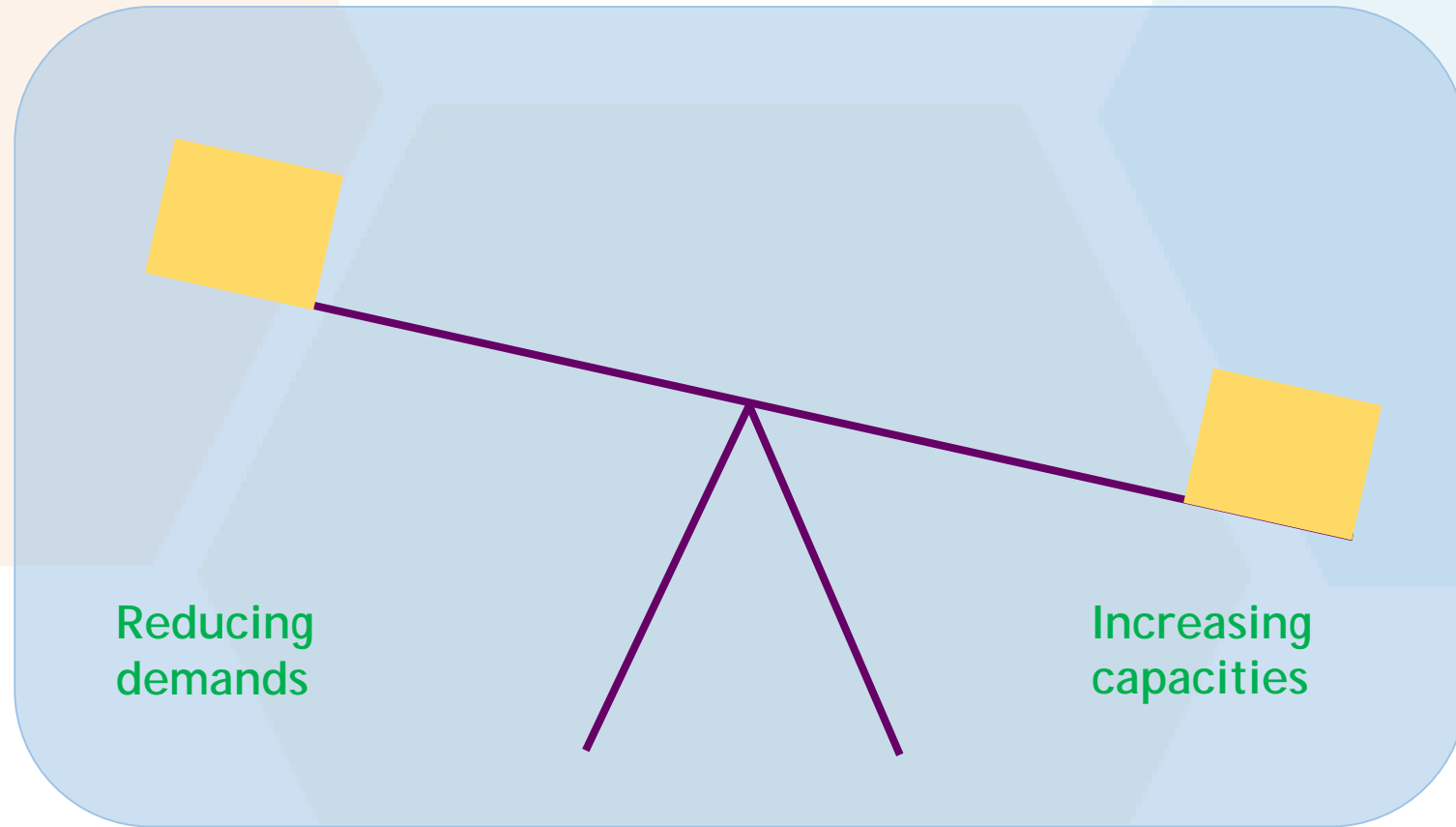
# How anxiety is shown

- Young people may feel a sense of dread
- Have fears of impending doom
- Experience a sense of suffocation
- Anticipation of unarticulated catastrophe
- Loss of control over their breath, swallowing, speech, and coordination
- Somatic Complaints
- Restless
- Hypervigilant

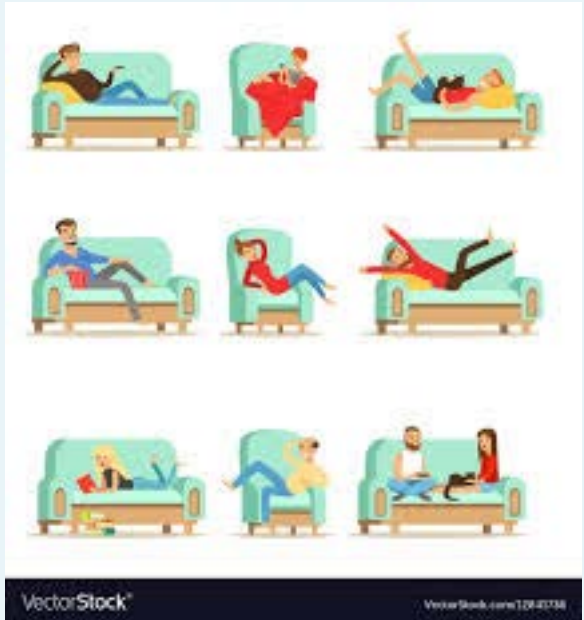


What can we do to manage  
stress and anxiety?

# Managing Stress



# Increasing Capacity



# How can I look after myself?



# The oxygen mask principle





# Characteristics of a mentally healthy person

## NOTE

Even mentally healthy people experience stress, frustrations, feelings of self doubt, failure and rejection at times throughout their lives





# Self care is not a luxury or a weakness

- Self-care is an ethical duty.
- Self-care is both an individual and systemic responsibility.
- Self-care can prevent burnout and enable us to continue to care for others.

# Reflection time

- **What** makes me feel stressed?
- **How** do I manage?
- **How** can I do this more effectively?
- **What** support systems do we need?
- **What** are the barriers to creating them?
- **How** can they be overcome?



# 5 a day for mental wellbeing

5 daily steps to mental wellbeing...

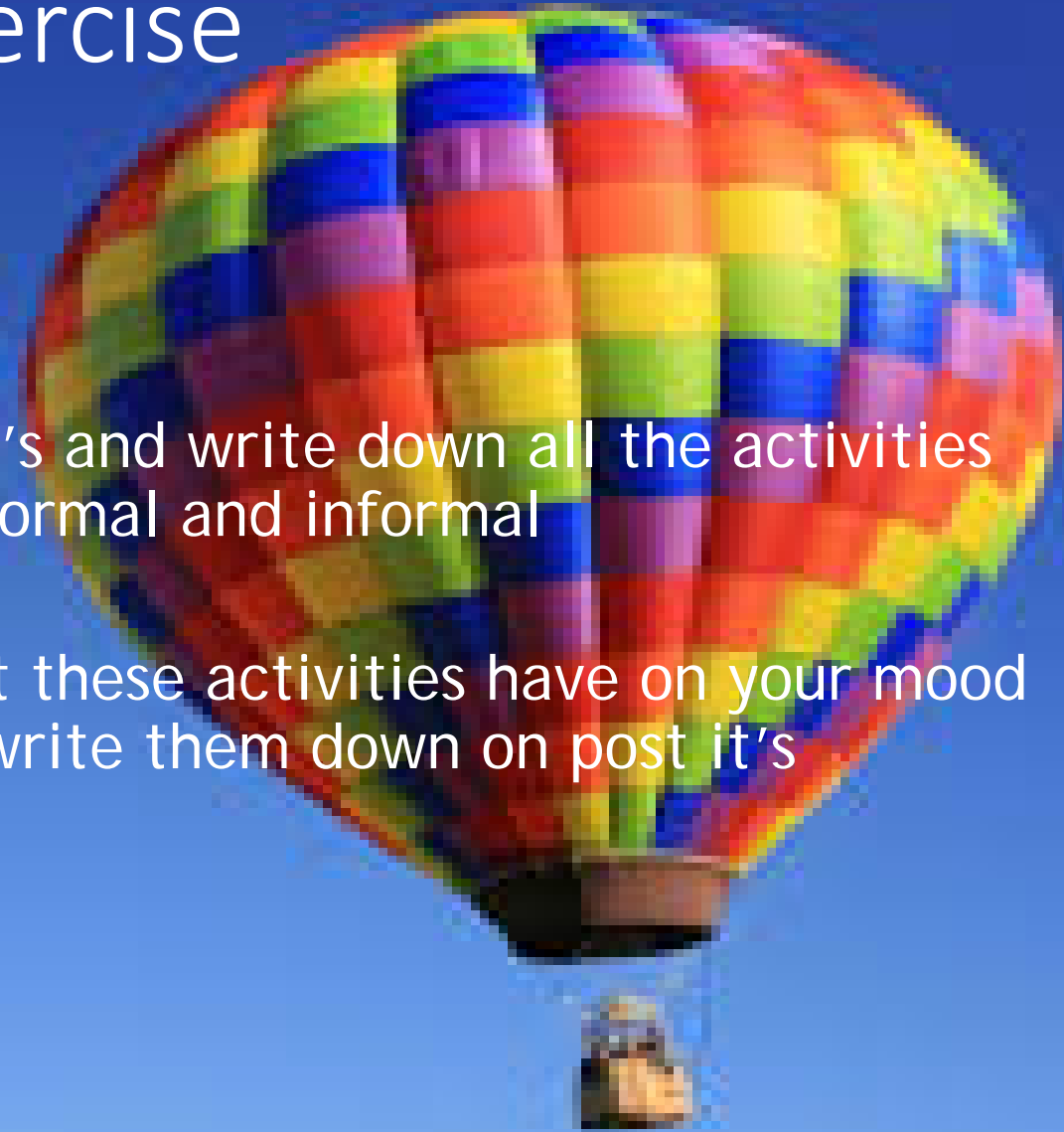
**What** are you doing for yours?





# Hot air balloon exercise

- Take some post-it's and write down all the activities you do in a day- formal and informal
- Notice the impact these activities have on your mood and body as you write them down on post it's



# Hot air balloon exercise

- Put all the activities you find nourishing, enjoyable and nurturing in the balloon area.
- Put all the activities that you find depleting and draining in the basket area.
- Which of these attitudes or activities can you let go of?

(Sandbags)

Which of these attitudes or activities are an inevitable aspect of life?  
(basket)

- What is it about those things that makes them enjoyable.....or difficult?

# What can help - the basics

- Try to get enough sleep, at regular times.
- Eat healthily and regular- the highs and lows of hunger and sugar spikes can seriously affect your mood. Low blood sugar levels can trigger the same physiological and psychological reactions as anxiety and depression.
- Exercise regularly - it provides a natural and effective outlet for the stress induced processes to your body.

# What usually doesn't help...

- Drink too much caffeine – its effects on the body are very similar to stress and anxiety.
- Drink excess alcohol to unwind after a stressful day – it is a depressant drug and disrupts sleep.
- Pretend the problem will go away if you ignore it or crash on regardless – stress is a symptom of lack of control of one kind or another.
- Rely on coping mechanisms that don't address the cause of the problem, just mask it, or create further problems.



Its all about  
building  
resilience...  
being able to  
spring back into  
shape



## Definitions of resilience

- Bouncing Back, Bouncing Up or Bouncing Forward  
Doing better than you'd think given the circumstances  
Beating the odds

“The capacity to recover quickly from difficulties; toughness.” (Oxford English Dictionary)

- Resilient moves:  
“The kinds of things we need to make happen (e.g. events, parenting strategies, relationships, resources) to help children manage life when it's tough. Plus ways of thinking and acting that we need ourselves if we want to make things better for children.” (Aumann & Hart, 2009, p. 11)

# How can we develop Resilience?

It is likely that some people are more biologically predisposed towards being resilient but psychological and environmental factors can contribute to its development

The good news is that resilience is not a binary quality that some people have or don't have. It involves thoughts, beliefs, attitudes and behaviours that can be learned and developed.

# Factors that contribute to resilience

- Positive self regard
- Ability to cope with pressure
- Choosing an attitude-  
“ everything can be taken from a man or woman but one thing: the last of human freedoms- to choose one's attitude in any given set of circumstances”

# Questions that support resilience and coping

- How did you manage to go on? What helped?
- How did you cope up to this point?
- What already goes well that you want to continue?
- Where are you on a scale of 1-10 now? Where do you hope to get to?  
What's it like when you are at 0, what would it take to get you to an 8?
- The miracle question: If you went to bed and woke up tomorrow morning and everything was an 8, what would you see, hear, notice, know?
- What will tell you that things are getting better?
- what will others notice about you?

If you can't **CHANGE** it,



change the way you  
**THINK** about it

ACTION FOR HAPPINESS

Find ways to bounce back  
[www.actionforhappiness.org](http://www.actionforhappiness.org)

# Unhelpful thinking patterns

- All or nothing thinking
- Overgeneralization
- Disqualifying the positive and focusing on the negative
- Magnification or minimalization
- Using should, must or ought statements
- Catastrophizing
- Personalization
- Mind reading or predicting the worst



Resilience Framework (Children & Young People) Oct 2012 – adapted from Hart & Blincow 2007 [www.boingboing.org.uk](http://www.boingboing.org.uk)

	BASICS	BELONGING	LEARNING	COPING	CORE SELF
SPECIFIC APPROACHES	Good enough housing	Find somewhere for the child/YP to belong	Make school/college life work as well as possible	Understanding boundaries and keeping within them	Instil a sense of hope
	Enough money to live	Help child/YP understand their place in the world		Being brave	
		Tap into good influences	Engage mentors for children/YP	Solving problems	
	Being safe	Keep relationships going		Putting on rose-tinted glasses	Help the child/YP to know her/himself
	Access & transport	The more healthy relationships the better	Map out career or life plan		
		Take what you can from relationships where there is some hope		Fostering their interests	
	Healthy diet	Get together people the child/YP can count on	Help the child/YP to organise her/himself	Calming down & self-soothing	Help the child/YP take responsibility for her/himself
	Exercise and fresh air	Responsibilities & obligations			
		Focus on good times and places	Highlight achievements	Remember tomorrow is another day	Foster their talents
	Enough sleep	Make sense of where child/YP has come from		Lean on others when necessary	
	Play & leisure	Predict a good experience of someone or something new	Develop life skills	Have a laugh	There are tried and tested treatments for specific problems, use them
	Being free from prejudice & discrimination	Make friends and mix with other children/YPs			
NOBLE TRUTHS					
ACCEPTING		CONSERVING	COMMITMENT	ENLISTING	



Look at the resilience framework and think about your young person

- Can you identify at least two areas in which you think they are thriving.
- Can you think of two areas you think they might need support with.
- Are there things you think they would allow you to support them with? How might you do that?
- Is there anyone else in their lives that could offer them support with any of these areas?