

WEBVTT

1 "Andersen, Dana" (1315384576)

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Okay, and welcome and thank you for calling into Cigna's 2024 Children and Family's awareness series. My name is Dana Anderson and I am a coaching and support case manager here at Evernorth Cigna. And due to the format of this call, you will not be able to ask questions during the teleconference.

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The conference will be opened up for Q and A at the completion of the presentation. And there's also a handout for today's seminar. It is available online@Cigna.com forward/children families. And please note that all policies covered may not be covered in today's topics. For more specific information, if your policy covers topics discussed in today's seminar, please contact the number on the back of your insurance card.

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And today I have the pleasure of introducing Annie Circle and Kent Newman, and what our presentation is going to include today is parents and guardians of children returning to school this fall will receive resources and support to help kids and teams to set up good habits for the whole school year.

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And this webinar will discuss how to manage challenges that emerge during the back to school season, including tough transitions, anxiety, academic and performance pressure, time management, pure pressure, bullying, and more. And I also want to give a little bit of information about Annie. Annie Serto is the senior manager of coaching.

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At Brightline. She holds a master's degree in counseling psychology with an extensive background in community mental health in addition to foster care, juvenile justice, and school systems. And prior to joining Brightline as a behavioral health coach in June 2021, she worked as a health coach for.

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For a medically supervised wellness program where she had the opportunity to coach hundreds of individuals utilizing motivational interviewing and CBT interventions for behavior change

around health, wellness, weight loss, and chronic disease prevention via individuals and live group coaching modalities. She also has clinical training and spent years working in community mental health, the school system.

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Elementary and middle school, and as a program supervisor and case manager for foster care youth, youth within the Juvenile justice system as well. And we are gonna start our presentation today and we're gonna kick it off with Kent Newman. Go ahead, you are welcome to start your presentation.

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Awesome. Thank you so much. So happy to be here. So today we're really gonna talk about some strategies that we that you can implement to really plan for your child's best school year yet. As we are coming to the close of summer, I know the anticipation about the start of the school year can be fresh on everyone's mind. So today's session, we're really gonna focus on some impactful areas you can focus on to prepare for the upcoming school year. If we want to go to the next slide, we'll take a look at the agenda.

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So as Dana kind of mentioned, some of the things that we're we'll, we will cover that come up for children and families as we go into the school year are managing big feelings, you know, setting routines, maybe revisiting routines that we use the prior year, time management and organizational.

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Tools, academic and performance pressure, really looking at peer relationships and kind of being proactive and how we can support our children with this very important part of school. Peer pressure and bullying, and then also signs or symptoms that you may see in your children that may mean it's time to seek some additional.

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Support. And then we'll finish up with some Q and A So let's jump right in and talk about managing big feelings. Children experience a lot of big feelings during the back to school year season. Big feelings can be both positive or negative or a little bit of both as they anticipate the school year and the big transition in their daily routine with the end of summer.

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Most importantly, we wanna validate and normalize their feelings and let them know that it's ok to feel worried, sad or mad or whatever's coming up for them. As a parent, one of the key things that we can do is actively listen to understand versus kind of jumping in and solving or assuming that.

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We know exactly how our child feels. It's the perfect time of year to practice any calming tools or coping skills that we may have used or to incorporate ones, maybe we don't have any coping schools coping skills in our toolbox. But really the transition transitions.

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For children transitions for everyone can be challenging. And this is a big one where their day to day is gonna look entirely different. They're gonna go from maybe a different type of structure to a highly structured environment. And so having some calming tools to focus on things like deep breathing, movement, music, you know, artistic expression, reading or writing, anything that can kind of support their interests and also give them that time to reflect and really work on things that help them calm themselves can be a great way.

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Way to mitigate, really the distress that can come up with making this big transition. We also want to be thinking about exploring what situations are anticipating what situations your child is anxious or angry about and then plan ahead for those. So maybe it's, they're moving into a different grade and, and, and they're worried about what that's gonna be like. They have a new.

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Feature, or they're not in the same class as, you know, some of their peers from the previous year. We want to help encourage some positive self talk as they navigate this transition because it will help them increase their overall feelings of self confidence. So if we start to kind of wire our brains to, be focusing on kind of positive thoughts, we can actually help increase.

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Their confidence that they can get through it. They can navigate it. You also want to make kind of make a plan. Think about in anticipating some of the situations within the school year that might be, that your child might be worrying about. What are some, what's some problem solving that we can look at proactively to kind of help prepare them?

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Maybe it's, you know, touring the school ahead of time or making sure they know where they need to go on the 1st day or just getting familiar with their environment ahead of time. Next slide please. Another thing that comes up is really a big feeling that is very common in children is is anxiety. So how do we ease anxiety? One of the most important and simple ways to do this is really helping children understand what to expect, a lot.

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A lot of times with transitions or something new, it's the not knowing what to expect that really can be at the root of anxiety. So, so think about ways that you can help your child prepare in advance, really pinpoint what is at the root, what are they most anxious about? If it's, you know, separating from you and not being at home or having access.

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To parents, other caregivers or their siblings. You can give them a piece of home to take with them, you know, maybe something that they can keep in their backpack or their pocket that they can hold on to when they're having an anxious moment.

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It can be important to know what the school allows because I know a lot of schools don't allow children to bring toys or technology or things that can be a distraction in the classroom, but it could be something like a small fidget or a small, worry stone or something that they can just touch or something that's tactile.

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But it is not gonna create a big distraction or or go against any of the rules in place. The other thing to think about is really how can we reward and praise when they have those brave moments? Often we can get parents can get into the cycle of accommodating anxiety or anxious thoughts, and accommodation really means.

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Things that we do to decrease our child's anxiety. We are wired to respond to their distress and to protect them. A child anxiety triggers that same instinct to protect in parents. So naturally we're, we are wired to want to decrease anxiety and level of discre.

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Distress, this is completely normal. However, when we are accommodating anxieties and trying to figure out ways that we can lessen, that only gives short term comfort for the child and over time accommodation can actually keep a child anxious. Some common examples of what accommodations are.

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It's just merely rest reassuring your child that things are ok. Doing things like maybe they're anxious about sleeping in their own room, so we sleep in there with them or we, you know, they're anxious about the walk to school if we live close to the school, so we drive them or we take them late so they don't have to.

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Deal with the drop off line, or we speak in place of our child because they're shy or socially anxious, so we really step in to take a more active role there or we allow them to skip events that make them anxious, which these are all things that's not all bad and we're not gonna get it right every single time, but we want to think about ways that we're adapting to actually avoid those anxious situations and instead we want to focus on ways we can incorporate rewards and.

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Praise. Notice the moment when your child or even older teen is showing signs of bravery or a capability to manage their anxiety, even if they're the little steps and recognize that and praise it. You know, rewards we sometimes think have to be like a physical item, but they don't. They can also be quality.

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Ability time or an experience or something that your child is interested in doing. So really think about ways that we can really help them increase their own self confidence and their own resilience, in, you know, taking steps to do, to do things that are outside of their comfort zone and getting exposure to those situations that actually may make them anxious at 1st. Let's go to the next slide.

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Next, we also want to think about navigating stress. So sometimes stress and anxiety are, used interchangeably, but they can be different. But when we think about stress and being kind of proactive, we really want to have a way to incorporate some self care habits to help support our own.

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Ability to kind of emotionally regulate and bring our stress levels and our anxiety levels down. So strategies when we think about navigating stress can be implemented by both caregivers or parents as well as by children. It's really crucial for us as parents to model.

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What, you know, in healthy habits and what we want to encourage our children to do as a way of kind of self management and self regulation. So we think of modeling as something that is critical for very young children. If you think about a toddler as they're trying to learn new skills. We're always modeling kind of what to do as.

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They are learning how to, you know, function in life. But really modeling is crucial for kids of all ages. They are always watching us, so even as your child grows, it's still important to model strategies to navigate things like stress as they build their own toolkit for navigating challenging emotions and situations.

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Some ways that we can incorporate self care is really just simple things simple practices each day, you know, making sure that there's downtime to reflect or to do things that are soothing for both you and your children, taking breaks, so that we are not.

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Constantly on the go and, you know, prior to making sure to prioritize our own wellness as a family and having it really be a value that everybody, that everybody is practicing in their own personal way. So really focusing on, kind of the basics, like what are some things that really help?

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When we're having a difficult moment and like what are some ways that we can model that for our children? We also, you know, there's also a lot of benefits of just naming stressors. Sometimes for children especially it's really hard not only to name emotions, but to really pinpoint like what is making them feel anxious or.

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Are stressed out. So having that time to kind of sit down with them,

help them reflect, ask a lot of open ended questions so we can really get to the route at what is stressing them out. Alright, next slide. So to support this, we really wanna look at setting routines. Routines are a great way to help with transition to also help help support just overall executive functioning for the entire family.

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And especially for children. Children do well with predictability. They do well with knowing what to expect and also they're able to behave and cooperate more when they know kind of what the goal post is. So super important to kind of brainstorm together, so it's not a routine that a parent is just.

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Giving to a child and and you know enforcing with a child, but really have it come and from the child as well and be a collaborative effort, so some ways we can do this is, you know, creating checklists, consider reward charts, which many people try at different times and sometimes if a reward chart chart is not successful, we think, oh, that didn't work, but it can all.

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Be about timing and it can be about, you know, trying again or trying it differently. When we think about transitions, especially when you think about the school year, you know, the biggest one is in the morning getting up and getting ready and getting to school and getting out the door on time. Transition gradually and early. It, as most parents know, it always takes way longer to get a child to kind of move from.

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Point A to point B So make sure that you kind of provide that cushion and that extra time to allow for that transition to be more successful, not as stressful. And then just practice practice practice I mean, it's really important to there's a certain amount of trial and error. So if something's not working, it may mean that we just need.

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Need more attempts at it and it may mean things need to be adjusted. But when you think about routines, you know, they provide that structure predictability in a sense of autonomy for children, especially if they help create it and they have some say in what that routine includes. But it's also important that all members of the family have a part in it so that everybody's kind of on the.

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Same page. I think practicing the 1st, the, the new routines especially as you think about your school year starting, try implementing things a few weeks before the 1st day of school. So maybe the the most obvious way to do that is, you know, over summer.

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Wake up times and bed times can sometimes get out of whack a little bit. And so as you anticipate the start of the school year, maybe start to gradually get the wake up time closer to where you'll need it to be for school so you can prepare so it's not like this rude awakening when the child starts at school that they said that.

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They are getting up, you know, an hour or more earlier. So that's just one example of a way to kind of gradually start that. Alright, let's dig in a little bit more to morning routines on the next slide. So the benefits of kind of starting, when you think about a morning routine, and just mornings in general before school is it can be chaotic despite your best planning, things can go off the rails. So one.

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That Key way to kind of prepare for this is really prepare the night before. What this can look like is, you know, doing things like laying out clothes ahead of time, making sure backpacks are packed and things are where you need them to be, like shoes, everything is kind of, there's simple things like that that can just ensure a more efficient and kind of timely navigation of the morning. And then also think about.

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What are some things that helps would help your child and you set the tone for the day? As a parent, sometimes it's setting aside 15 min of quiet time for yourself, either before the kids wake up or while they're working on something else to help you stay centered so that if there's a challenging moment, at least.

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Just as a parent we can be a little bit more grounded and help, help our child and model for our child kind of navigation through. Another way is really simple as ensuring that there's enough time for breakfast. I'm really setting a child's brain up to function. There's a lot of studies that show the importance of eating breakfast just to concentration and, and academic performance as well as just overall

well being. So just making sure that there's.

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Enough time for all the things that you need to get done, and having this routine and you know trial and error of seeing what works and making adjustments as you go. You know, setting 15 min of quiet time before the kids wake up can be the perfect time to also practice self self care, that we, that we talked about a little bit earlier and also really support our ability to be patient, present and supportive especially during moments that can elicit frustration or anxiety for kids.

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Which is often height heightened right before they go to school. All right, next slide. So with school will also come homework and just really managing all the things. And so really start to think about before the school year really kicks off and homework gets going is what is the homework routine?

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Gonna look like? What worked last year if this is a kid that's been in multiple years of school, really reflecting back and thinking about what were some things that were successful, what were not successful? Most importantly is where is homework being done? Do we have a designated homework area?

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It doesn't have to be a separate room or a separate place, but it needs to be an area that's free of distractions as much as possible and really gives kids the cue that like, ok, now's the time to focus. So there's NO view of of the TV or screen time as much as possible. There's not people passing through or think.

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Makes it really get us off track. Setting a time to start homework based on other activities and just the rest of the family's routine can be really important and then being consistent with it. So maybe your child is involved in after school activities or they're in after school care, and there's just finding that sweet spot of, you know, giving them a break cause they have been in school all day, but really.

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Giving them a time for now it's time to focus, and supporting them

with, you know, creating checklists, oftentimes schools have, you know, planners and stuff that is given to you, but really it can be hard for children as they're developing executive functioning skills to break up large assignments into.

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Smaller parts. So creating homework checklists or small lists to help them support them, plan and kind of plan ahead and break things down into smaller digestible chunks can really help with the overwhelm that sometimes happens when we're working on homework. So just thinking about ways that, you know, knowing your child.

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And their strengths and maybe areas of growth. What are some ways that we can adapt our homework routine to support that? Next slide. The other critical thing is really thinking about bedtime routine. So morning routine and bedtime routine are really critical to set us up for success during the day and for the next day. So depend, even for older children, really having a.

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Set bedtime that everybody's aware of and trying as best as you can to stick to it is so important. Nine to 12 h of sleep is really recommended for kids. And so thinking about that, if it's hard to determine when to put them to bed, count backward from the time they need to wake up in the morning and that can give you a good.

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Idea of where to start and what time they should go to bed. But really think about what would be a good wind down routine for your child, knowing your child and how they function, examples of things that kid children can do to wind down are calming restful activities that help queue your body. It's time to like wind down for sleep. So, you know, warm baths or showers reading a book alone or with a family member, you know, listening to relaxing music, maybe doing some light stretching.

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Our meditation. Sometimes kids need to get the wiggles out before sleep, and so doing it in a way that's not amping them up but also kind of winding them down. Looking at kind of what does their sleep environment look like? What, what could be optimized or what needs to be shifted if there's some issues coming up just around the actual environment where they're sleeping. Another thing is really building in connection, at bedtime. That can be a time to reflect on the day,

maybe solidi solidify some learnings.

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We can talk about challenging, experience that they may have had, maybe naming feelings or help support your child just process their day, which can really help them release any thoughts they may ruminate about or that they, you know, maybe laying in their bed thinking about, because you're able to process it together and support them and that.

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That can be so helpful to kind of have them feel connected to you. You know, you've been away from each other for the pro, for, you know, the majority of the day and so that connection time is really important. Some ways that we can think about creating an improved sleep environment. The 1st one that comes up is really.

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You know, screen time can have some not so great effects on sleep. So, one, you know, and it's not possible always to limit it completely, but one way to look at this is limiting screen time up to at least an hour before bed. It can significantly increase sleep quality and decrease time to fall asleep.

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So try shifting their focus to things like reading or meditating before bed instead of scrolling through social media for older kids, texting or even like watching their playing on their tablet or watching a show. Alright, next slide. Alright, these are just some common time management and organizational tools to really think about, as you're to help support setting, implementation and ongoing maintenance of routines. And it can be helpful for the whole family.

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Need to have common systems that we all use. So things like having planners or a visual monthly calendar in a communal space where everybody can kind of see upcoming events or you can even put, you know, their afterschool activities and, and other things on there so that that visual queue is there every day where they can come.

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Kind of know like, oh, I've got a birthday party coming up. It can be for expecting, you know, anticipating positive things. It can also be like, oh, I have a, a dentist appointment or there's just, you know,

as I mentioned kids do better when they know what to expect. So having that autonomy and visibility of like what is part of their routine throughout the day, throughout.

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The month can be really helpful. In visual schedules especially for younger children, it maybe more picture based versus older children that can be written out. But also, you know, things like as simple as timers can help with that transition. So especially if they have to move from, you know, maybe they're having some.

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In Free time or playtime and we gotta move into homework and that there's always resistance and there's always kind of that's where meltdowns or tantrums happen. Setting a timer to give them the notice and really help support that transition. Like we're gonna, we're gonna move over to the table to focus on homework in 5 min. So I'm gonna set this time.

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Timer and when that goes off, we know it's time to go focus and so giving them that notice really helps support that. Also things like reward charts can be helpful, you know, daily to do lists that can help break.

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More complex tasks down into simpler, more autonomous steps that a child can take on their own. Next slide please. Alright, with school also comes academic and performance pressure as a child goes back into the classroom into a more formalized setting.

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And depending on what grade they are, they can feel pressure to perform and also as they're learning new concepts that can be hard. So really key is we want to encourage a growth mindset, which can kind of help mitigate the perfectionism or really, a child feeling like if they don't get it right away that like they're.

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Never gonna get it or it makes them like they're not capable and they're not smart. Mistakes help us learn, grow, and improve. So, within a growth mindset, it's really important to encourage our children to think of, you know, if they can't do something, it's not yet. I can't do that yet. Not that I can't do it.

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But I'm going to work and focus until I can master this. A good way to do this also is to reflect on the previous year and think about, you know, what are some skills that they couldn't do at the beginning of last year that they were able to just master by the end of the year, around, you know, kindergarten to 2nd.

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Great it maybe reading and they may have may have made huge leaps in reading. And even if a child is still struggling with that, it's really important to focus on the progress. I'm also having some goals in mind and goals that can come from your child because they probably have some things in mind that they want to get better at and.

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They wanna, you know, feel better in the classroom. So having goals and then also it can be helpful within that to lean on the resources that are available at your child's school. So if they're struggling in some area, really being in close contact with their teachers, see what other supports are available in place to help them. And then, you know, really talk about one of the ways we can do this is.

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When in often communication with teachers, you know, documenting concerns as they arise. If you start to notice a pattern or something, write it down or do a voice record of your thoughts and so that you can actually bring that to teachers or administrators as you need. Attending meetings, you know, getting involved in the PTA and other.

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Your school meetings to advocate for your child or contribute to potential solutions within the school. You know, speaking to administrators counselors, even the librarian, you know, just having an active presence as much as possible to see what's out there to get support. So that's one way to really help support them.

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Academic and performance pressure pressure, just be aware and be, you know, anticipatory of maybe some challenges that your child might be having or may come up during the year. All right, next slide. The other thing to think about is really pure relationships. During, you know, school during school aged years, peer relationships become so primary in your child's life and it's such an important part of their

development.

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Social skills, are learned to teach fair play, communication skills, empathy, conflict resolution. It can really be the background for all of those things. And so how do we support healthy peer relationships with our children? For younger children, you know, it maybe doing things like setting up play dates outside of.

78 "Annie Certo" (840296192)

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School for older children encouraging them to reach out and set up their, their own hangouts or meetups or play dates. But really encouraging those social interactions, even sometimes when there's challenges with them, just to help your child have practice to navigate them. And also think about.

79 "Annie Certo" (840296192)

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What does your child's social network look like? Do you feel like they have a good social network or are there some areas that you want to kind of bolster that further? So clubs, sports teams, after school activities, really things that relate to your child's specific interests. What are some ways that you can get them plugged in with people.

80 "Annie Certo" (840296192)

00:30:00.949 --> 00:30:33.499

Peers that are interested in some of the same things to help build those friendships. Within peer relationships also can come on the next slide, talking about peer pressure. So peers become so important in a child's life as they develop. It's kind of part of their individuating from us and from their family. But we wanna, you know, children can have a positive positive influence on one another, but they can also have a negative influence sometimes. Not all peer pressure though is negative, so.

81 "Annie Certo" (840296192)

00:30:33.499 --> 00:30:49.889

So, Sometimes you can think of if your child had a friend, maybe they're involved in an activity together and your child's more slow to kind of engage, but this child is really plugged in and because they're connected to the other child, they start to actually come out of their comfort zone. So.

82 "Annie Certo" (840296192)

00:30:49.889 --> 00:31:09.419

Peer pressure and or that peer relationship can be a positive thing. But one of the important things to do is really think about supporting

your child and your family, like what are your values around, really anything but are really around relationships around.

83 "Annie Certo" (840296192)
00:31:09.419 --> 00:31:26.909

You know, it can be important to, to think about what you value as a family, and it can help instill a compass for your child to help guide them when they get in different situations with peers outside of the family. It can also mitigate peer pressure as you can kind of anchor it back to, you know, maybe your.

84 "Annie Certo" (840296192)
00:31:26.909 --> 00:31:46.909

Child values autonomy, maybe they value justice, kindness, really anything. And if they are in a relationship with a peer where those things are being challenged or not being honored, then what, you can anchor it back to that and have a discussion of like, is that really, you know, is that important to you?

85 "Annie Certo" (840296192)
00:31:46.909 --> 00:32:06.909

It can help kind of mitigate that peer of pressure, it can give you some talking points and help them evaluate for themselves when a relationship is healthy or not. Is it serving them or is it not? It can also be helpful to teach your child to be their own advocate. So teaching your child to be assertive, you know.

86 "Annie Certo" (840296192)
00:32:06.909 --> 00:32:26.909

Using a firm calm voice and teaching them the difference between passive aggressive and assertiveness. Here at brightline, we do an exercise where we talk about different types of communication, these different types of communication and we call them sh slots, sharks, and owls. So the slot is passive communication.

87 "Annie Certo" (840296192)
00:32:26.909 --> 00:32:46.909

The shark is aggressive and the Al is assertive. And so sometimes it's helpful to have that visual aid. And we can be, we can actually use different types of communication in different situations. They're not all bad, but thinking about those opportunities of when to, when can we be an owl and when do we need.

88 "Annie Certo" (840296192)
00:32:46.909 --> 00:33:06.909

Need to be an owl, and set some boundaries, you know, and help your child feel comfortable in saying NO if it's something that kind of goes against their values or that they're not comfortable with. So that can be a great exercise to kind of talk about like wow, were you a sloth there or were you a shark or were you an owl? And tell me why.

89 "Annie Certo" (840296192)
00:33:06.909 --> 00:33:36.679

So that's just a kind of a simple tool to really think about how do they navigate those peer relationships and maybe peer pressure that can come up. Let's go to the next slide. So another thing really common within the school setting that can be really troubling is bullying. Unfortunately, kids can experience this. They can be either the aggressor or the victim of bullying, and so something to think about, you know, with your own.

90 "Annie Certo" (840296192)
00:33:36.679 --> 00:33:55.019

Owned children. Maybe they've experienced bullying in the past, maybe it's something that you're worried about. But really bullying is, is defined as a form of aggressive behavior in which someone intentionally or repeatedly causes another person injury or discomfort. Bullying can take the form of physical contact.

91 "Annie Certo" (840296192)
00:33:55.019 --> 00:34:15.019

Words or more subtle actions. So it can be physical aggression, it can also be verbal aggression or even more subtle actions like if you think about online bullying, which happens more often now in this day and age, but it usually includes a power imbalance of some kind.

92 "Annie Certo" (840296192)
00:34:15.019 --> 00:34:35.019

There's a lot of resources, there's many children's books cartoons about the subjects that you can read or watch together, but it's important to have these conversations early and often so that you can identify when your child is in a situation with a power imbalance and kind of help them advocate for themselves or also.

93 "Annie Certo" (840296192)
00:34:35.019 --> 00:35:01.019

You know, alert administrators, teachers if this becomes problematic, it's really important just to have that open communication so that your child can actually come to you if they're, if, because oftentimes this can be something that maybe is not seen. And so if we start early with some more awareness setting around it, it can really help create that environment where your child can come to you if they're struggling.

94 "Annie Certo" (840296192)
00:35:01.019 --> 00:35:21.019

Alright, next slide. Within this, there maybe some signs that your child may need additional support. So you maybe trying these strategies, you maybe super plugged in at the school, but you're noticing a change in how your child is behaving or some issue.

95 "Annie Certo" (840296192)
00:35:21.019 --> 00:35:41.019

These are some of the most common issues or signs that it maybe time to get additional support either through a coach or a therapist or just another set of eyes. And those are things like, you know, if you are noticing a, a noticeable and consistent change in their behavior.

96 "Annie Certo" (840296192)
00:35:41.019 --> 00:36:01.019

So maybe your child was a really gregarious kind of outgoing kid and they're becoming more withdrawn, and you're noticing over time like for some reason like there's just, they're, they're so different. So a noticeable and a consistent change. School avoidance, you know, if your child's not wanting to go to school and that is a marked change.

97 "Annie Certo" (840296192)
00:36:01.019 --> 00:36:21.019

I mean, oftentimes we struggle with this, at different times where kids just don't want to go to school especially after the summer because the summer is so fun and it can be a chore to go back. But if you noticing this repeatedly and there's, you know, changes in their mood and they're avoiding school, they're not sleeping well, they're not eating.

98 "Annie Certo" (840296192)
00:36:21.019 --> 00:36:41.019

Being well or normally. They are eating more noticeably or they're eating a lot less, and they're having more somatic or physical complaints like stomachaches, headaches, really taking a step back and kind of, time stamping like how long has this been going on, can be really helpful to kind of.

99 "Annie Certo" (840296192)
00:36:41.019 --> 00:36:57.269

Say like maybe I need another set of eyes on this. Another resource when you're noticing, noticing things with children is also their pediatrician, especially things around appetite and sleep, but it maybe time just to get another set of eyes.

100 "Annie Certo" (840296192)
00:36:57.269 --> 00:37:17.269

To see if they need additional support at that time. Could also be a school counselor as well. Alright, next slide. Okay, that is the end of the s regularly scheduled programming. Happy to answer any questions that you may have at this.

101 "Annie Certo" (840296192)
00:37:17.269 --> 00:37:43.030
Time, uh.

102 "Andersen, Dana" (1315384576)

00:37:43.030 --> 00:38:10.409

Please feel free to enter any questions in the Slido. And our 1st question, is this available to watch again? Yes, you can go to mysigna.com. I'll also put in the link that you can go ahead and click on to get to the archive presentations. So I'll put that in the chat.

103 "Andersen, Dana" (1315384576)

00:38:10.409 --> 00:38:37.850

Okay, uh.

104 "Andersen, Dana" (1315384576)

00:38:37.850 --> 00:38:57.850

Okay, I'm just waiting.

105 "Andersen, Dana" (1315384576)

00:38:57.850 --> 00:39:20.270

Got any next questions?

106 "Andersen, Dana" (1315384576)

00:39:20.270 --> 00:39:50.360

Okay I did put in the link into the chat, where you can go ahead and get all the presentations. Are there any additional questions?

107 "Andersen, Dana" (1315384576)

00:39:50.360 --> 00:40:10.360

Okay, uh.

108 "Andersen, Dana" (1315384576)

00:40:10.360 --> 00:40:22.265

Okay Nanny, were there any additional resources that you wanted to share with anybody?

109 "Annie Certo" (840296192)

00:40:22.265 --> 00:40:43.130

No, there should be within the slides, there's some resources you can pull from there, but, in terms of, we have a brightline research calling called the coming toolkit, which we can actually send along afterwards that I kind of mentioned briefly.

110 "Annie Certo" (840296192)

00:40:43.130 --> 00:41:00.077

So that would be the only additional one just related to this presentation. Okay. Yeah. Thank you all. I hope these tips are helpful as you plan for, the school year this year.

111 "Andersen, Dana" (1315384576)

00:41:00.077 --> 00:41:04.620

And I'll just, keep it open for a few more minutes for any questions.

112 "Andersen, Dana" (1315384576)

00:41:52.830 --> 00:42:12.830

Okay, so that concludes our presentation. Thank you so much for attending and thank you for providing such a wonderful insights Annie and Ken's, and if you have specific questions about any of the topics discussed today, again, remember to contact Cigna by calling the number on the back of your insurance card, and our.

113 "Andersen, Dana" (1315384576)

00:42:12.830 --> 00:42:31.716

Next webinar will take place on 15 August. Our presenter will be Lisa Cunningham presenting on the topic of adverse childhood experience. And thank you for attending and everybody have a great day.