

Please stand by for realtime captions.

We are going to start in one minute.

Welcome to today's webinar. I have a colleague with me, Melanie Ordonez . I will turn this over to our guest speaker in a moment, I am going to go over a few tips if you are new to using the web conferencing tool. Below the PowerPoint is closed captioning. Please use the Q&A pod if you have a question throughout the presentation. Stephanie will answer questions at the end of the presentation, as time allows. There are copies of today's presentation that you can download, at any time, below the Q&A section. Things will be available to download at the end of the and are. Highlight this, download the file, which will generate a new window. Open that window and follow the directions, to download the document. You can view this presentation in the fullscreen mode. While you are in full-screen, you cannot participate in the poll questions or use the Q&A features. This recording will be on our website in two or three weeks. I will introduce our guest speaker, Stephanie Eddens .

Please stand by.

We are working through one issue, then we will get started. Please stand by.

We are having issues viewing the slides. We are going to get started, let me know when the recording has started.

You can go ahead now.

Welcome to today's webinar. My name is Jeannie Kuehler . I am joined by Melanie Ordonez . I would like to introduce our speaker, Stephanie Eddens . Stephanie Eddens got her Masters degree in clinical psychology. She has an emphasis in children and adolescents. She has worked with children for more than 20 years. She has worked in a variety of settings, and is currently a health resource consultant. Stephanie Eddens prides herself in helping her clients find a balance in their life. Welcome, Stephanie Eddens .

Thank you for coming today, to find out how to help kids and teenagers recognize and manage stress. Have -- you may also learn some ways to help yourself. I would like to ask you to find out what you are coming in here, for. Feel free to answer any of these that apply to you. The first one says I am very interested in today's topic. I am a parent of a child or teen. I am an aunt, uncle, grandparent, foster parent, mentor or a caregiver role of a child or teen. I have concerns about a child or teen on how they manage their stress. I have struggles managing my own stress. I am not sure I know how to help the child or teen in my life best manage stress.

It looks like we have answers coming in. The winner here is that topic. I am a parent of a child or teen. It looks like they want to figure out how to best manage their child or teenagers stress.

Thank you, I appreciate that air we can go ahead and go to the next slide. Basically, the things that you talked about that you want to learn here are covered in the objectives. If there are questions that you have, feel free to put the question under the Q&A , and if I do not answer that within the webinar, I will answer this afterwards. The objectives are to 1. Recognize common stressors of kids and teens. 2. Identify how kids and teens experience and show their stress. 3. Describe helpful stress management practices. 4. Identify ways to engage kids and teens in managing their stress.

Technically I do not need to talk about what stress is. I am going to go on that belief system, raise your hand if you have never had stress one day in your life. I did not think so. As we know, stress can actually be a healthy thing. It is an important part of our life because it pushes and moves us forward. This sometimes pushes us out of our comfort zone, which is a good thing. We will improve and become better versions of ourselves. This sometimes makes us the worst version of our self, which is something that we want to talk about. In the beginning, I want to talk about what this looks like as adults. Having that understanding, will help us understand the impact when we are talking with children. I am not going to read through all of the slides, but this can make us feel uneasy in our body and our mind. This can push us away from the positive things that we can get. On the next slide, this talks about what ways we notice our stress over the years, we have noticed stress in our body as some type of tension that we feel. Additionally we can be more impulsive, or we are super sensitive. Our feelings could get hurt easily. Mentally, we could get sent into a negative spiraling thoughts that turn us to hurting ourselves. We can also have that to go the other way, as you see in this picture. This could impact our social relationships. We can withdraw from people, or overdo it. For those of you who have a faith life, we can move away from the practices that are very beneficial in other areas of our life. In the next slide, we talked about how we are handling our own stress. As you can see, there are healthy and unhealthy ways of doing this. Healthy ways can include exercising, and I also want to talk about our eating and sleeping habits. When we are healthy, we tend to have good eating habits. We are unhealthy, we eat fast food or unhealthy foods. Sleep is another big one. This happens for adults and children, we will sleep enough -- don't sleep enough, or sleep too much. This will do nothing for our mental self. This makes it more challenging to deal with children and teenagers in our life. It is important for us to get a handle on this. One thing I want to point out is the mindfulness. I want to talk about this for anyone who has not heard of mindfulness, he for. Mindfulness is the opposite of stress. Stress gets our anxiety up and our heart rates up, this gets us up and up. Mindfulness brings us down, it can be grounding. This slows you down, and mindfulness is about appreciating what is around you. This allows you to notice details in your life wherever you are. This could be when you are out in nature, or even being mindful of your office life. Thank you. The next slide talks about how stress can be positive or negative with regard to life events. This is not an inclusive list. I want to point out that marriage typically a positive thing. Some of the other things on here such as pregnancy, sometimes this is when someone has wanted to get pregnant for a long time. This is a positive stress. Sometimes people are pregnant and they were not expecting it, this can be negative stress. On the next slide, I want to talk about this big fancy word. It is pronounced Psychoneuroimmunology . When we break this down, psycho refers to the thoughts and feelings in our psyche. Neuro refers to our nervous system. When you are stressed, have you noticed that you freeze like a deer in the headlights? That is the nervous system. Other people, when they are stress they get away. Some people are ready for a fight, all of that is our nervous system. Our immune system shows if we are healthy or get sick. How you think and feel can make a difference in our behavior and reaction. Becoming aware of that process is important in managing our stress and helping kids to manage there's. The body well fight/freeze/flee , and what I mean is our bodies reaction to stress will occur even if you are not conscious of it. You do not always have to think about it because the body does what it needs to do. For example, if we are holding our feelings in, and not talking to anyone about them, these feelings and thoughts can leak in our body. One example of that is when you hold all of your thoughts and feelings in about being anxious or worried about something. The next minute you have a stomachache, and you may wonder where that stomachache comes from. There is always a constant station between our mind and body. That conversation is there whether we know it or not. When the body is triggered,

in a heightened state, for a long enough period, that is considered chronic stress. Many of you may have already heard of this. Chronic stress can lead to things like heart a stack -- heart attack and stroke. All of this is related back to how we think and feel when we are presented with stress. Your thoughts can dictate your body, and how your immune system is working. If you are interested in more research, I encourage you to look at nimh.gov.

We are not going to read all of these, but if you remember when you were a kid and you were scared of a test, this is the fancy word for it. Getting sick or fever the day after kids picked on you at school? butterflies when you had your first kiss? Or if you haveworked extra hours before vacation only to be sick during vacation? I wanted to bring that together before we look at the next slide. I am not going to talk about the adult stuff because you can go look at that yourselves. Children and teenagers do not know how to express themselves at different times in their life. Infants do not have any words, so they cry. You know that a cry that an infant gets, means they are scared. That is what their stress looks like. Toddlers, people say it is the terrible 2 or terrible threes, but it is a temper tantrum. They do not have the feeling words to show what is going on with them. Grade schoolers are much better at having those words, but they are going to start to worry. They may worry about physical issues, or stomachaches, or other children at school. These are some stressors that you are going to see, and how they will react. In junior high, some of these breed into each other. This does not happen in one area only, in junior high, they pull away from parents and come to their friends more. They keep emotions and -- in and may act out. In high school, and due to high depending on the child, they become more self-conscious about their body. Their body is going to be one of the biggest things that is going on with them. Eating disorders are not exclusive to high schoolers. With social media, this can become a bigger issue for them, along with grades and wanting to do well. Those are some of their stressors. College students, these are more along the lines of worry, and their sleep habits may not be good. Time management skills are not exactly where they need to be. I do not know about you, but this next slide may have me feeling like this. If you remember a commercial, "Calgon, take me away,"? The next moment we see her taking a bath. That is a good thing. We are going to transition and talk about another poll. Can you bring up the pole?

Does your child or teenager know what stress is? This is an important foundation question. Response is are coming in -- responses are coming in. If you do not know, that is something to have awareness of now. Responses are slowing down now. It looks like we have 39% feeling like there children or teenagers know what stress is. 14% feel like they do not know, but the majority of folks are not sure go -- people are not sure.

There is research and statistic that show parents underestimate the amount of stress their children have. 80% of children say that they are stress, and only 60% of children -- parents say their children are stressed. 30 to 40% of teenagers report that they are not eating enough, and only 8% of parents think that their child is having issues in that area. Be aware of those things, this does lead into part of the conversation for the next couple of slides, that I will get into a bit more.

We have another poll, and the question says does your child and teen handle stress well? This is another facet of it. Do they handle stress well? The first answer is all of the time, or most of the time. Sometimes, not very often or I am not sure. Maybe this is a matter of Wow , I need to look into this with my child or teenager because I have not explored this with them. It looks like the responses are coming in. We are going to go ahead and share the responses. It looks like we have not even 1% think there

child handles stress well. I would be surprised there were a lot all of the time. About 42% say sometimes, and others say I am not sure. The majority is: sometimes.

Thank you for being honest ensuring that with us.

I will share the last poll now, this question states: do your children have your stress skills and handle stress like you do? You may feel good about your stress management skills, and you are passing them along to your child and teenager. You are feeling positive about what you are teaching your child or teenager about handling stress. Conversely, you may be seeing that stress is a big challenge for you, and you feel like you are passing along a lack of skills to your child or teenager this is a no judgment zone. The responses that we are seeing here, about 13% feel like they are. Some feel like their children handle stress like they do. Others say they do not feel that way. 41% say they handle stress like they do, sometimes. 19% are not sure.

As a group, all of you are paying attention to your children and how they are dealing with stress. I think that is absolutely the best thing you could be doing right. You are way ahead of the curve compared to others I have spoken to. Maybe you do not need hassling. We are going to talk about what the stress is. It sounds like some of you know what their stress is, and how they react. This is one example, body aches. We see this in junior high and high school. These are questions that you can engage your child, to find out what is going on. If no one talks to them about what stress is, then they will not know. There are some definite great tips that I will mention now. I will also talk about this individually, as well. One of these things is to have a conversation about stress, with your kids. That way you will know exactly what is going on. You can start the conversation a couple of different ways. You can find a teaching opportunity if they are stressed, to talk to them. This is one option. You can have a Frank conversation with them, sometimes this conversation could be in the passenger seat when you are driving them somewhere. This is beneficial because if you are standing in front of them it can feel confrontational to the child. If you are sitting side-by-side, this can help them feel at ease. If you ask some of the things that are stressing them out, this could be a teaching moment. If they say, I do not know what is stressful? You could start by saying something about when you were their age. The biggest difference for many parents, we did not have social media. There is a huge lack of privacy for children these days, especially if they are on social media sites. It is difficult to get away and have their own space. Emphasizing -- empathizing with where they are at, is essential. You could say, I don't feel good when I have a stomachache. I don't get good sleep. When my friend says something mean to me, I don't want to talk to her for days. Then I will go back and talk to her, when I am feeling better about it. Sometimes, we end up not having that devastation because we are being -- conversation because we feel like we are being too emotional. One thing I want to caution is that you can share some personal things relating stress to your life, but I caution you about sharing incredibly personal things. You are not friends. The other thing is, you do not want to give them something that they can throw back at you later on. Be careful with that. I am going to go into some of these symptoms, now. I do not have this separated by age at all, because it does not matter what your age is. Some of you have seen 12-year-olds with baby like behavior. A 12-year-old can have a temper tantrum as well. Some of these symptoms, as you read over them, you see daydreaming and being withdrawn. You might look at a combination of these and say my child has ADD. I caution against that. You might notice the behavioral things like wanting to sleep too much. This might be a symptom, but try not to diagnose them. Recognize which behaviors you see within your child -- I had a 12-year-old girl come in and she was wetting the bed at night. Her mother asked her what she was doing and she said that she was having wet dreams. You need to realize that a

12-year-old is not typically wetting the bed. We took that and broke down the stressors that were going on, why she was actually wetting the bed at age 12. That is unusual for her.

Moving on to the next slide, as we talk about children and their stress levels, I want to talk about the brain. This is developmental stress and expectations. You cannot expect a 5-year-old to do what we ask a 12-year-old to do. The brain is significantly different. The tiny brain any corner, we know that the brain is working after a beat is born. If you look at the big one in the middle, as it curves around to the front, this indicates a different development in your child. This indicates what the child needs for that point in their life. From 0 to 5 years old, the brain is focused on walking, as they are older they focus on fine motor skills. Sometimes, this takes a while, but typically around the time they go to kindergarten these basic skills are mastered. From 5 to 11 years old, different motor skills are better. They can hit a ball, because the brain is doing things to help that action to occur. Soon they are writing paragraphs and learning sports. There is a lot of focus on the physical aspect, the physical aspect is refined by the age of 10. This also helps with memory and things like that. Ages 12 to 24 years old, the brain focuses on developing executive skills. Some of you may have heard of attention deficit disorder. This focuses on planning, organizing, and time management. A lot of times, if you have a child diagnosed with attention deficit disorder, under the age of 12, as their brain focuses on this area, some kids grow out as being ADD. The brain is doing what the child could not do when it was younger, anyway. You cannot expect the brain to do something that it is not ready for, as a child. I am going to come back to this other part of the slide, because I have another attachment hand out. There is a lot of information here. From the age of 0 to 1, infant stressors are they have no words. They cannot tell you what is going on with them, but we do understand they have stress because of their cries. We want to be able to help them out, and on here this talks about other stressors. Babies do not have words or abstract ideas of what is going on. It is important for babies to have attachment and bonding, so the best thing that you can do for an infant, is help to create an area of safety for them. Within the first three months, he will pick up that baby every time it cries. This can even be someone else, but those first three months are incredibly important. You will interact with them, saying, or walk with them. They are emotionally and mentally safe. You have a few things here, touching the baby, and lying skin to skin can help with the attachment as well. When we look at the next slide, age 1 to 5 years old, they are starting to have words but they do not have feeling words, in Larry. Things that stress them could come from siblings, separation anxiety, monsters, not wanting to be alone, or just stress in the family. There may be an older sibling having issues. This group does not quite know how to say if they are happy, mad or sad. You are going to teach them that. At this age, one of the best things is identifying their feelings for them and tell them identify -- help them identify what they are going through in that moment. Soon they can identify this on their own. The other thing we want to focus on is what children are doing well. It is easy to tell children know, don't do that. We need to focus on what they do well. Not enough kids are touched enough, this helps with their sense of safety. When they are this age, they may try to do the same thing you do. They can change, and you can change. Age 5 to 10 years old, they find out they want to be liked and want you to be happy. You can help them manage their stress by noticing if they are overwhelmed. Only give them one or two options. You can eat your hotdog hot, or I am going to put it in the refrigerator, and you can eat it later when it is cold. Another thing is recognizing how your children handle stress. If they are vocal and talk a lot, you may want to do plays or journal. They may want to pick up an instrument. If they are physical, you can guide them to other physical outlets, sports or walking. You can encourage running or martial arts. You can do these activities with them. This is a great time to start mindfulness, which we talked about earlier. You can go for a walk together, and ask questions of your child. What you are trying to do

is bring them back to this moment, rather than being scattered and taking about friendship and school, or things like that. If you have not heard of this before, if you are doing timeout, it is 1 minute for every age they are old. In middle school the biggest stress is that they are sensitive to rejection. That rejection may be from teachers, peers, you, or siblings. This is a huge issue at this age. A family death may hit them very hard. Personalities will change a bit, as they are coming into their own. The executive skills are starting to be better. They will need more encouragement and family time, one on one or family game night even. Keep them attached with the family, you may even have to decrease their technology time. One strategy you can use is, you can ask your child what an acceptable amount of time it would be, to use technology at night. You would be surprised, sometimes they are hard on themselves. That is another option, that you can use as well as others on here. Around this time, and high school, they want to be capable and they want to be able to show you that they can take care themselves. There as a lot of negative self thought, sometimes going on. High schoolers need assistance with problem solving. They need to learn how to manage their time better, so these are two things that you can help with. This is one form now, and the reason for that is that they only have one way for them to work on. It is easier for the chief -- children to use over and over again. Again, with high schoolers, keep doing the things that you are doing before. High schoolers may not want to hug, but they can brush your hair, or side hugs. You still need positive feedback and other strategies as well. Lastly, 18 years and older, time -- a lot of times kids are moving out and going to college. Some are having money management issues. If your kids are struggling with negative feelings, other attachments are helping them to recognize that as well as how to run twist -- as well as how to rework their thinking. They have friends, but if they have been down and withdrawn, they may not recognize that people are reaching out to them. That is distorted thinking. This is the end of the webinar section. I know that we went through a lot of information, and I want to remind you that on the bottom corner, you can download this and have that if you need it later. I appreciate you being here. Thank you for the honor of being able to give you more information about stress management for your children.

Thank you. I would say that you did share a great deal of information here. We appreciate you taking this time and effort to put this together for our members. We are going to have questions, but before we get to that I would like to remind everyone what a great resource you have in your employee assistance program. This is available to you 24 hours a day, seven days a week. You can reach us on the web, or at the 800 number. Reach out to your human resources department for that specific information. This is a wonderful opportunity to utilize this program and get more information. There are articles and tip sheets available online. There is a lot of way to get information. You can get information via phone as well. You can meet face to face with a clinician in your area, as well. If you log on, you can explore those options. We have time for a few questions, if you have a question, submit that in the Q&A pod. I am going to turn it back over to you, Stephanie. The questions are coming in. If you want to start looking those over, you can start answering.

One of the things I am seeing is how do you squash the negative thoughts. I love that idea. I am going to answer that very broadly, and then I will be specific. When you squash negative thoughts, Dr. Amen talks about squashing ants. A lot of people have these, and one of the things that you can do with negative thoughts such as " I never get this right. " The first thing is if you are using absolute words, such as always or never. To squash that, think about if there is one time when that was not always true. If you didn't always get something wrong, focus on that one positive and say if there was one time, then I can't say always or never. A lot of times that can help pull you out of negative thinking. That is one example. If

anyone has a specific example, I can address that. I am not familiar with children and single-family homes being more stressed out. Stress can be a family issue, a lot of times it needs to be addressed because children may be stressed, but they can be a symptom of what is going on in the household. That is more about taking a look at the relationship, and if it is a single parent, they may need extra help. A lot of times you do not have that, but if you have extra help here and there, that might be a possibility for you. Any time, encourage and have that open relationship station. Sometimes you have to have that conversation in a net of what ever you say to me, you will not get in trouble for.

Thank you Stephanie, we are out of time. There are a lot of questions that we did not get to today. There are specific questions, and I would strongly encourage you to give Magellan a call, talk privately with a experienced clinician about your specific situation. This will make you feel better about it, sharing your situation is a big step. I encourage you to do that, because some of you are sharing challenging things right now. We do have one last poll question here, please rate your overall satisfaction with today's webinar. Please respond and let us know what your feedback is. We appreciate hearing back from you. There is also a certificate of completion, that you can download, if you would like. I want to thank Stephanie for joining us and sharing her wisdom with us. This includes the webinar, for -- this concludes the webinar for today.

[Event Concluded]