

## Parent Tips for Helping School-Age Children after Disasters

Reactions	Responses	Examples of things to do and say
Fear of being overwhelmed by their feelings	<ul style="list-style-type: none"> <li>Provide a safe space for her to express her fears, anger, sadness, etc. Allow children to cry or to yell. Don't expect them to be brave or tough.</li> </ul>	<ul style="list-style-type: none"> <li>"When scary things happen, people have strong feelings. That being sad at someone or being very sad. Would you like to sit here with a blanket until you're feeling better?"</li> </ul>
Sleep problems: Bad dreams, fear of sleeping alone, demanding to sleep with parents.	<ul style="list-style-type: none"> <li>Let your child tell you about the bad dream. Explain that bad dreams are normal and they will go away. Do not ask the child to go over too many details of the bad dream.</li> <li>Temporary sleeping arrangements are okay; make a plan with your child to return to normal sleeping habits.</li> </ul>	<ul style="list-style-type: none"> <li>"That was a scary dream. Let's think about some good things you can dream about and I'll rub your back until you fall asleep."</li> <li>"You can stay in our bedroom for the next couple of nights. After that we will spend more time with you in your bed before you go to sleep. If you get scared again, we can talk about it."</li> </ul>
Concerns about the safety of themselves and others.	<ul style="list-style-type: none"> <li>Help them to share their worries and give them realistic information.</li> </ul>	<ul style="list-style-type: none"> <li>Create a "worry box" where children can write out their worries and place them in the box. Set a time to look them over, address worries, and come up with answers to the worries.</li> </ul>
Abused behavior: Unusually aggressive or withdrawn behavior	<ul style="list-style-type: none"> <li>Encourage the child to engage in recreational activities and exercise as an outlet for feelings and frustration.</li> </ul>	<ul style="list-style-type: none"> <li>"I know your dad's mean to show that there is something bad in that no one."</li> <li>"How about if we take a walk?" Sometimes getting our bodies moving helps with strong feelings."</li> </ul>
Intense complaints: Headaches, stomachaches, muscle aches that affect their ability to do activities	<ul style="list-style-type: none"> <li>Find out if there is a medical reason. If not, provide comfort and reassure that this is normal.</li> <li>Be patient and deal with your child, giving them complaints too much attention may increase them.</li> </ul>	<ul style="list-style-type: none"> <li>Make sure the child gets enough sleep, eats well, drinks plenty of water, and gets enough exercise.</li> <li>"How about sitting over there? What you feel better, let me know and we can play with."</li> </ul>
Childs' mimicking a parent's responses and showing their wanting to detach a parent with their own worries.	<ul style="list-style-type: none"> <li>Give children opportunities to talk about their feelings, as well as just you.</li> <li>Encourage to write or draw, or to act to express your child's worries.</li> </ul>	<ul style="list-style-type: none"> <li>"Yes, my uncle is thinking, but it looks better than the policeman thought it. I let it was away, using the fact, wasn't it?"</li> </ul>
Concern for other survivors and families.	<ul style="list-style-type: none"> <li>Encourage appropriate activities on behalf of others, but do not burden them with undue responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>Help children identify projects that are age appropriate and meaningful (choosing rabbits from a local grocery, collecting money or supplies for food or work).</li> </ul>

# Schoolage Parents

**Kristin A. Moore**



## Schoolage Parents:

**School-Age Parents** Kristin A. Moore,1983 The Journal of the Assembly During the ... Session of the Legislature of the State of California California. Legislature. Assembly,1983 Legislation on Adoption Laws, Adoption Assistance and Long-term Kinship Care Joyce L. Kiel,1997 **Special Needs of Handicapped Indian Children and Indian Women's Problems** North American Indian Women's Association,1978 *Final Report of the Minority Role Stereotyping Sub-Task Force* Wisconsin. State Superintendent's Task Force on Freedom for Individual Development. Minority Role Stereotyping Sub-Task Force,1976 *Resources in Women's Educational Equity* ,1980 Literature cited in AGRICOLA Dissertations abstracts international ERIC ABI INFORM MEDLARS NTIS Psychological abstracts and Sociological abstracts Selection focuses on education legal aspects career aspects sex differences lifestyle and health Common format bibliographical information descriptors and abstracts and ERIC subject terms used throughout Contains order information Subject author indexes **Census of the State of Michigan, 1894 ...** Michigan. Department of State,1896 **Children** ,1970 **Improving Child Care Services** United States. Congress. House. Select Committee on Children, Youth, and Families,1985 *The children of immigrants in schools (in five volumes)* United States. Immigration Commission (1907-1910),1911 **Shellfish Culture, 1979-1986** Deborah T. Hanfman,1987 **Collaboration with Parents and Families of Children and Youth with Exceptionalities** Marvin J. Fine,Richard L. Simpson,2000 **Nutrition Education Materials** Holly Berry Irving,1987 *About Some Programs for School Age Parents* Texas Association Concerned with School Age Parents,1979 Supplementary Educational Monographs ,1922 *Report of the Committee of Council on Education in Scotland* Great Britain. Scottish Education Department,1882 The Southeastern Reporter ,1922 *Musical Observer* ,1929 **School-age Parents** Marion Howard,Consortium on Early Childbearing and Childrearing (U.S.),Child Welfare League of America,National Alliance Concerned with School-Age Parents (U.S.),1973 *Cases Decided in the Court of Session, and Also in the Justiciary and House of Lords* Scotland. Court of Session,1923

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