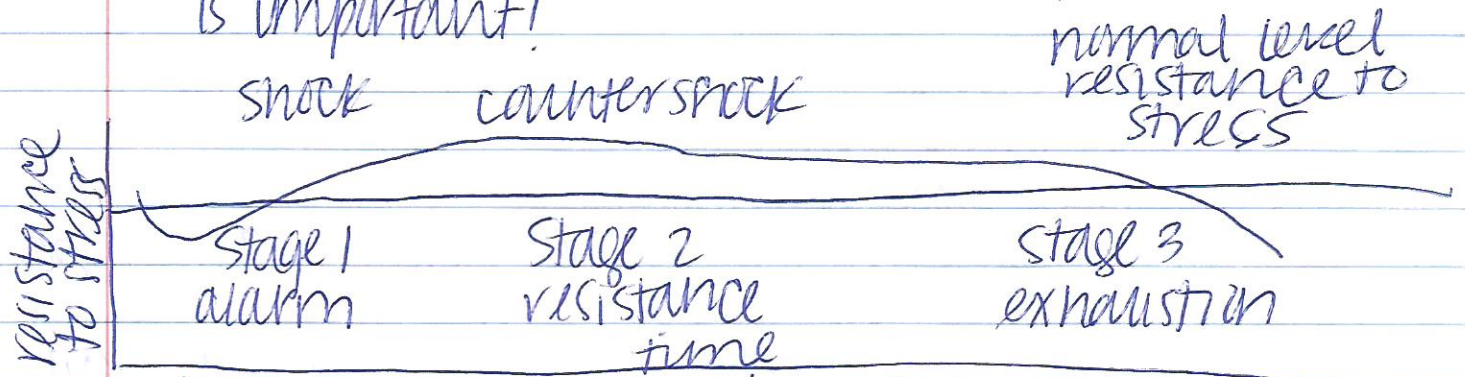


Fractured friends - how kids deal w/ stress

- stress can be:

- fun, exciting, learning, harmful, depressing, exhausting, deadly!

* stress is normal - its what we do w/ it that is important!



* seyle's general adaptation syndrome

- state anxiety vs trait anxiety

state = losing a toy, dislike food

→ an anxiety that goes away

trait = persistent anxiety proness

→ underlying factor of their person

- differences in stress today =

• longer day care

• highly scheduled

• active play less

• media/video play more

↳ content more violent commercials raise anxiety (feel they need that to be cool/ok)

- differences in childhood =

• perception of safety (kids get afraid then too)

• lower social connectedness (neighbors)

• adult anxiety becomes child anxiety

- As a provider, naming a stress lens:

- to observe/identify and respond to help decrease it.

- action talk vs basic needs:
 - do they need to move? what do i have available?
 - are we off schedule & that is something they need?
 - do they need to eat? snacks available

- code breaking.

* real boys can:

- show all feelings
- care, help, sensitive even w/ other boys
- can have any job
- include everyone (not just gang/group)
- cry

- helpful to remember w/ boys:

- boys often assume adults know what's going on in their mind (because adults already know is their thought)
- boys often internalize messages that real men hide their feelings.

- emotional blackbelt

- provide language - words for feelings & ^{how to} talk about it
- feeling of the day - what is it? (men? how?)
- play feeling charades
- accurately name own feelings
- playing, dancing, moving (nonverbal) is great for expression

- assessing intensity w/ 5 point scale and teaching kids a way to identify for themselves in a way they can conceptualize
 - level 5 = very angry/biting/screaming
 - level 4 = feel angry/yelling (example)
 - level 3 = feel upset/throwing on floor

Explain - Show - practice
(steps to build paths in brain(+))

can be stuck in linear versus:
"I could do this or that" takes
teaching, time & practice

- testosterone relates to:

- unclear problem solving (one way out / act/respond)
- immediate release (no delayed response)
- boys have 25% more testosterone (on average)
- tendency towards risk
- assertiveness (impulse aggressiveness)
- compete/boast → fight/argue

* teenage boys have 700% higher testosterone
(testosterone levels are not steady, have spikes)
often will react to spaces & do things they later
regret or feel sorry about & don't know why
they did whatever they did... just reacted.

- Serotonin = the brakes

- works to pacify & soothe emotions
- helps control impulsive behavior
- facilitates good judgment
- low levels = aggressive violence (more likely)
- boys have less serotonin than girls

* mindfulness / meditation / body calm all help
boys with this (research highly supports this)

STATS → less than 5% of men seek mental
professional help.

→ US has highest suicide rate (higher
than Russia) and men are 7x higher
than girls (Russia 7x higher than US!)

→ 100% repeat kindergarten 194 B do

→ 90% EBD are boys (emotional behavior disorder)

- "Real boys" - seeds of difference seeds of shame:

- clothing - color coded (boy' blue,)
- hair - locks of love
- products - toys, games, merchandise
- sports - girls hockey vs boys dance
- stories - TV, movies "my son" touch down vs "beautiful" poem

boys
1 1/2 yrs -
12 yrs
age

more
general
male
vs female
(more age
specific)

- boy code consequences cont.
 - act out on others in order to "feel" and to process their emotional abuse (of being told no emotion = good)
 - many men stay boys & don't fully develop emotional capacity
 - depression & suicide
 - rotten attitude
 - etc....

- benefits of testosterone:
 - wider arteries, more BPC
 - less fat, more muscle
 - stronger bones
 - * myth = test. makes you angry
 - low T = depression = anger/irritable
 - teens = physical/social changes, unfinished brains, incomplete skills
 - healthy T improves mood
 - T inspires boys to: rescue, protect, defend, serve, loyalty, assertiveness... relates to executive function of brain

- CAP - connect, acknowledge, protect
 - connect - show verbal/nonverbal that you are present w/ them & care
 - acknowledge - it looks/sound like you're...
I would be _____ too if...
 - * it is not appropriating behavior but acknowledging remarks need to act out.
 - protect - give them a safe place to feel.

* nonverbal acknowledgement/closeness works well with boys to being present but respect space