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Fear [fɪər]

emotion or pa
station o

Fear

Noun. An unpleasant emotion caused by the belief that something or someone is dangerous, likely to cause pain, or a threat

Verb. Be afraid of someone or something as likely to be dangerous, painful, or threatening

Oxford Dictionaries, 2012

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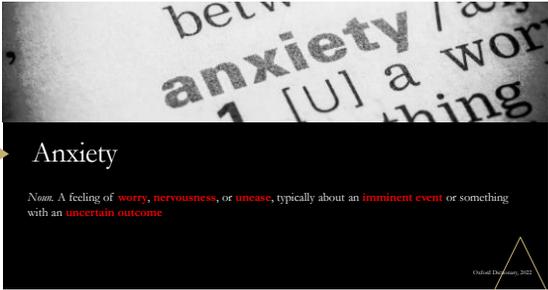
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Anxiety

Noun. A feeling of worry, nervousness, or unease, typically about an imminent event or something with an uncertain outcome

Oxford Dictionaries, 2012

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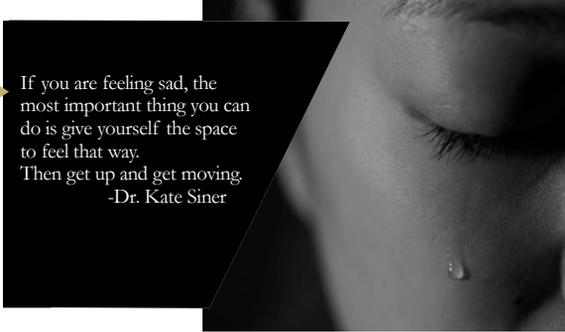
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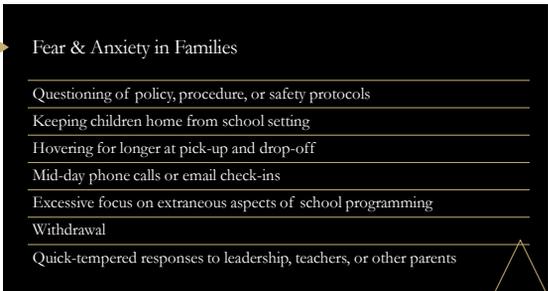


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If you are feeling sad, the most important thing you can do is give yourself the space to feel that way.
Then get up and get moving.
-Dr. Kate Siner

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Fear & Anxiety in Families

- Questioning of policy, procedure, or safety protocols
- Keeping children home from school setting
- Hovering for longer at pick-up and drop-off
- Mid-day phone calls or email check-ins
- Excessive focus on extraneous aspects of school programming
- Withdrawal
- Quick-tempered responses to leadership, teachers, or other parents

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Fear & Anxiety in Faculty

- Questioning of policy, procedure, or safety protocol
- Asking for more help in the classroom/neediness
- Expressing feelings of being overwhelmed
- Calling-out in an atypical pattern
- Emotional displays
- Resignation

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Fear & Anxiety in Young Children

- Separation anxiety
- Potty training regression
- Tiredness/ difficulty sleeping
- Irritability
- Intense emotionality
- Social withdrawal
- Excessive worry about extraneous
- Big questions and statements at unexpected times



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Questions and Statements

What happened at that school on TV?
 My brother said someone shot at a school.
 Why?

Is my school safe, Ms. Smith?
 What happened to the bad guy in Texas?

What is a school shooting?
 I don't want to go to school. I don't want to get dead.

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How to Respond

1. Thank the child for asking or sharing his feelings.
2. Affirm that it is ok to ask questions or express how we are feeling.
3. Ask clarifying questions.
4. If the question requires a direct response, respond honestly but in broad, general terms.
5. Reassure the child of his safety in your school and point out the helpers.
6. Ask the child how he is feeling?
7. Suggest ways that he can express his feelings in a classroom-appropriate strategy.
8. Partner with the family immediately.



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Important Reminders

Do not answer questions that weren't asked.
 Focus on the emotions.
 Honor the pause.

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Leaders must either invest a reasonable amount of time attending to fears and feelings, or squander an unreasonable amount of time trying to manage ineffective and unproductive behavior.

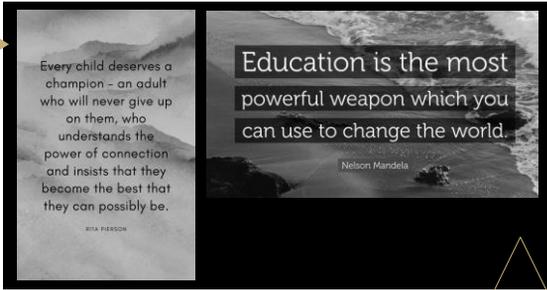
-Brené Brown

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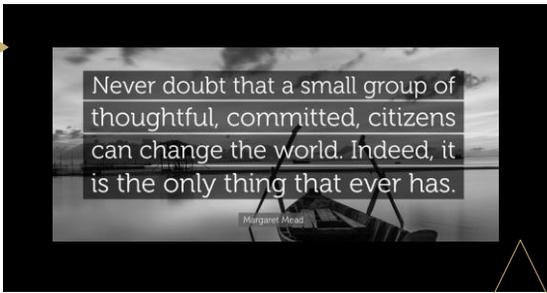
Systems of Support

| FAMILIES | FACULTY (in addition) |
|--|---|
| <ul style="list-style-type: none"> • Listen with the intent to hear • Avoid being defensive • Relate first, explain second • Emotional check-ins • Be visually present • Provide proactive resources | <ul style="list-style-type: none"> • Safety drill with pre-warning • Overt reminders of appreciation • Offer more frequent break, as able • Push into the classroom to support • Refocus faculty on why they are in their role <ul style="list-style-type: none"> • Quotes, personal notes, book studies, positive feedback from families |

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Resources



www.NAEYC.org
www.ZeroToThree.org
 Your local childcare or education association
Big Conversations with Little Children: Addressing Questions, Worries, and Fears

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Self-Care for Leaders

- Self-awareness
- Set and maintain boundaries
- Mental health attention
- Physical health attention
- Take time to be outdoors
- Refuel yourself
- Celebrate

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Call to Action

- Be a champion for education, families, and the children that we serve.
- Stay informed with developments in education and our industry.
- Advocate for the best interest of children and families in your community.

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Courage doesn't always roar. Sometimes courage is the little voice at the end of the day that says I'll try again tomorrow.

Mary Anne Radmacher

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▶ **Wrap Up**

- Questions?
- Comments?



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