

# Most transition in children

Psychology



**ASSIGN  
BUSTER**

## SOME TRANSITIONS

- \* Abuse

- \* Bullying

- \* Bereavement

- \* Family Breakdown

This could make the child or young person feel confused because they can't control what is happening to them, this could also make the child become dismissive or make the child become argumentative with parents.

Bereavement - For the majority of children, parents are the most significant people in their lives, so if one of them dies, life as the child knows it, is changed forever.

Sometimes, children who lose one parent can become very anxious about the survival of the other, and they may hide their emotions from that parent not wanting to cause them worry. This can often mislead people into believing that they are ok, when they're not. All children cope with bereavement differently, depending on their age and their personalities and how close they were to the lost parent. Babies and toddlers may cry a lot because that is what they can feel, especially if it's their mother who is grieving.

School aged children may not show their grief openly but may show display symptoms such as, becoming withdrawn, bed wetting, lack of concentration, clinging, or anti-social behavior such as bullying, being aggressive, telling lies, all of which indicates stress. Teenagers would grieve by having mood swings

and signs of depression may occur, or aggression and violence. A lot of these signs may also be linked but has to puberty and not just grieving.

A surviving parent has to not only cope with their reactions but has to respond to the child's needs too. If the parent can cope with both it greatly improves the way the child deals with the loss and the changes. Children need three things to help them cope with the death, support, nurturing and continuity. Puberty – This could make the child or young person feel confused because they can't control what is happening to them, this could also make the child become dismissive or make the child become argumentative with parents.

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