



## Transcript of episode 57 – The Stresses of Sheltering in Place

**Emily Kircher-Morris:** [00:00:31] Hey there, and welcome to episode 57, I'm Emily Kircher-Morris. As we're all adjusting to the new reality of quarantine and life with the coronavirus, we invited a guest to talk to us today about how to support kids who are dealing with anxiety. We're all dealing with a lot right now, and Dr Edward Amend is going to give us some tips on how to get through things.

But before that, just a reminder, we would love to connect with you on social media. You can find us on Facebook and Instagram as Mind Matters Podcast and on Twitter we're @mindmatterspod. Also don't forget that we have our Facebook group, the Mind Matters Gifted Ed and Advocacy group where you can ask and answer questions from other podcasts listeners. Up next:

**Ed Amend:** [00:01:57] Hi, my name is Dr Edward Amend. I am a clinical psychologist at the Amend group in Lexington, Kentucky. We provide comprehensive psychological, educational, and gifted services for individuals and their families.

**Emily Kircher-Morris:** [00:02:11] Stay where you are.

(break)

We're here with Dr Edward Amend, and we're going to be talking about coping with the stresses and anxieties that are being magnified by the coronavirus pandemic. Ed, thanks for being here.

**Ed Amend:** [00:03:33] And I'm so happy to be here.

**Emily Kircher-Morris:** [00:03:35] I think maybe a good place to start is, there's this general impression that kids don't experience anxiety, or at least not much of it because they have little to worry about. We'll talk in a minute about the difference between worry and anxiety, but for now, let's talk about some of the reasons our kids may have anxiety.

**Ed Amend:** [00:03:58] Sure. Anxiety is, is one of those things that, uh, brings quite a few kids to my office. It comes in, you know, many shapes and sizes. There's everything from everyday worries to more obsessive compulsive thinking tendencies or severe anxieties, fears and phobias.

Um, anxiety in children is, uh, you know, is vast and there's many different ways that it presents, but it is one of the most common things we see these days, even before the events that we're, we're all experiencing right now. Um, anxiety comes up in different ways for our children that may present at school and only at school in some kids. It may present at home and only at home in some cases. Um, and, and I always find it interesting when parents and teachers talk together and, and, and they, uh, actually sometimes feel like they're talking about two separate kids because the child is just in such a very different state, uh, at school versus at home.

And, um, uh, so they may, you know, maybe, uh, that they have stomach aches or headaches, uh, and especially the younger children who aren't able to label that anxiety. Um, so again, it can present in lots of different ways in, in, in lots of different situations.

**Emily Kircher-Morris:** [00:05:10] How is it different that anxiety presents in kids compared to adults?

**Ed Amend:** [00:05:16] Oh, that's a good question. Because typically, uh, we see, especially with the younger children's, the more physical aspects of anxiety, uh, they often can't label what's happening. Their reactions may be a physical in the sense of stomach aches and headaches. They may be behavioral. Uh, and lashing out or arguing, uh, when really there's anxiety behind that.

And I think that is one of the most challenging pieces to uncovering kids, especially when they present, um, with, with some of that anger and frustration that may not initially look like anxiety, but there's anxiety behind that frustration. They feel trapped, they feel pushed into a corner, and so they lash out as opposed to being able to identify, gosh, I'm feeling really anxious right now about this particular assignment.

And that I think is one of the main differences we see between children and adults, uh, adults are typically better, not always, but typically better at identifying the feelings and emotions of anxiety or worry behind the outward behaviors. Whereas children, uh, have a much more difficult time doing that and really need help from adults and guidance to identify those underlying feelings.

**Emily Kircher-Morris:** [00:06:31] They don't have the emotional literacy skills to verbalize those things and they may not be aware of their own thought processes. So it does, it looks like defiance or acting out. And sometimes I think adults tend to look at it like a discipline issue as opposed to searching for what that underlying emotion is.

**Ed Amend:** [00:06:56] Yes. And I think that can certainly happen in school situations, particularly when a teacher has 25, 30 children, they must, uh, attend to it all at one time. It's not within their capability always to recognize, Oh, this child, this child is just anxious in this situation because they're not presenting as an anxious child. They're presenting as a child who's lashing out or acting out in some way that, that, uh, disrupts, uh, the process of the classroom.

**Emily Kircher-Morris:** [00:07:23] What is the difference between worry and anxiety? I often have clients who come to me, whether it's their parents or the clients themselves, and they talk about having anxiety or, or feeling anxious, but it might not necessarily be on that clinical side. They might just be very worried about something.

**Ed Amend:** [00:07:42] Yes. I think we all have worries. Every, every one of us has, has, has worries about something. You know, there, there are days when, uh, you know, when some of us will check the, uh, the door, did we lock that door or did I turn the stove off? Um, it doesn't take up a, a great deal of our time, energy, or effort. It's just a passing thought. Um, and in most cases, that's a certainly a worry, but nothing that is even close to anything clinical. Um, then you get a step up in those worries to, you know, to more significant worries about loved ones, about situations that we were living through. Um, and I think the, the easiest way to start to differentiate how significant a worry is and whether it reaches that level of, of, of any type of clinical anxiety or anxiety disorder is to look at the frequency, the intensity and the duration.

How frequent are these episodes of worry? Is it, you know, once every month I think maybe, "did I close the garage door?" Or is it every day I've got to go back and double check whether I close the garage door. Um, the intensity, how intense is this worry? Is it, is it that passing thought? Maybe I didn't close the garage door.

Um, or is it that nagging thought that continues throughout the course of the day and it's just so intense that you can't focus on anything else? Uh, and then again, duration refers to how, you know, how long has this been an issue? So those are the key pieces that, that we try to look at for differentiating.

Whether this is, you know, this is a worry that we can use, maybe some self help books, some specific ideas from relaxation apps, or are there specific strategies or something that reaches the anxiety disorder level that might need more professional or clinical intervention.

**Emily Kircher-Morris:** [00:09:27] So you and I both specialize working with those gifted and 2E kids, which definitely come with just some other different layers that we need to consider. When we're talking about anxiety, what are some things to consider as it relates to gifted and twice exceptional kids specifically?

**Ed Amend:** [00:09:48] Yeah, that's a good question. And I think one of the things we need to, to remember when we talk about gifted and twice exceptional kids is that, we don't have any research that says the gifted kids are twice exceptional kids have more problems with anxiety than any other group of kids. You know, we know that they experience anxiety and other mental health challenges about as frequently as any other group. So, uh, considering the level of anxiety present in the world, uh, you know, it's not unusual for us to see quite a few gifted kids who are experiencing anxiety.

First thing I always try to remind folks that I'm a terrible person to, to try to determine the frequency of anxiety in gifted kids and twice exceptional kids because the ones that aren't experiencing anxiety don't show up at my office. Um, and so, um, I have a little bit of a skewed view of, of, of a level of anxiety, but it is frequent. It is one of the most frequent

reasons that the kids come to my office. So when we talk about anxiety in, uh, in gifted kids and adolescents and adults, even, I think one of the things that we need to keep in mind is that asynchrony, that unevenness of the gifted child that can contribute to some of that anxiety.

And of course, when we're talking about twice exceptional kids, you know, that's kind of asynchrony on steroids. There are, uh, you know, there are significantly gifted abilities as well as significantly delayed areas in some, in some domain. And so that asynchrony creates some difficulty really just dealing with yourself and certainly dealing with other people in the world. Uh, and so that in and of itself can cause some of that worry, some of that anxiety that start to feel like, uh, I'm different. And, uh, and I don't relate very well. So that I think, uh, you know, is a piece that contributes to some of that anxiety. The other piece that I think is important to talk about with gifted and twice exceptional kid is, is that word intensity.

We hear that word thrown around a lot with gifted kids, and I think it very much captures the essence of these gifted kids. They are incredibly intense in some areas, and so their anxiety then becomes incredibly intense as well. Uh, they take it to a, you know, very extreme levels in some cases with being able to cognitively understand what they are, uh, going through, but not necessarily having the emotional depth and emotional understanding to be able to, to handle that level of anxiety. So that's where that asynchrony and any intensity tie together.

**Emily Kircher-Morris:** [00:12:10] That intensity kind of is both an asset and a burden depending on the situation. And like you mentioned, I feel like a lot of times kids don't have the life experience, what you're talking about, to put those worries or that anxiety into perspective. But on the other hand, sometimes if we can teach them some tools and some strategies, they might really be able to grasp those very quickly and, you know, put them to use if they have that support in that right environment.

**Ed Amend:** [00:12:38] Right. And the life experiences, you know, is very, very important. My, uh, my old mentor, the late Jim Webb, used to always say that the, the school of experience is a hard one, but, uh, but a fool will learn no other way. And, uh, you know, I think that's a, you know, that ties in with the other, the other cliché that you know, that a good judgment comes from experience. Unfortunately, experience only comes from bad judgment or something like that. So, um, it's, you know, it's really tricky, uh, to, you know, to, to get that experience and, and, and I think, you know, speaking from a parent's role, one of the hardest things to do is to allow your child to have that experience of failure and frustration and anxiety, uh, so that they can develop those skills. You know, the, the phrase I use with parents all the time is we know how this movie ends. You know, we see our child experiencing that frustration or that anxiety, and we want to, we want to stop that. Uh, we want to help them. And certainly it's part of our role to do that.

But you know, there are other situations where helping them through the process of, of managing those, those milder worries and those milder anxieties so that they can learn the skills and tools to do that is really, really important without, without feeling that need to jump in. Because again, we know how that movie ends and we don't want it to be that way.

So, um, it's a balance for parents, I think. And especially when we're dealing with a situation like we are now. It's also very, very challenging to keep that balance because we're all on edge now. We're all stressed, right? You know, we're in a time now of Covid-19 and everybody's kind of thinking, what? What do we do? How do we handle this? And, and, and nobody really knows the right way forward.

**Emily Kircher-Morris:** [00:14:19] Well, just like you mentioned, none of us know how this movie ends. And so we're all, we're all kind of, it's hard to manage our kids' anxieties and our own anxieties.

**Ed Amend:** [00:14:31] For sure. And you're going to see, um, you know, everybody's stress levels increase. Tensions are high with folks in many places sheltering in place, uh, spending more and more, uh, we'll put quality in air quotes there, family time together. Um, you know, it is challenging. There are quicker reactions, more intense reactions, uh, and, and maybe even some inappropriate reactions, especially when you're dealing with a family of intense gifted and 2e people.

Um, patience and acceptance are, are, are so important now, uh, to help us provide the support that we all need. And, you know, it's really easy when you're, when you're tense and stressed to, to want to chastise and, and, and, and talk about the things that are bothering you. But recognizing that everybody needs a little bit of that patience and support in the moment is so important.

You know, again, going back to the children, not necessarily recognizing. That, you know, some of these reactions are related to the situation. You know, they may feel justified for their, for their wild reactions because they may think they didn't get enough, you know, get as much ice cream as their sibling did.

But, uh, you know, really it's, you know, it's the underlying anxiety of, of, you know, what's going to happen tomorrow, that may be kind of contributing to that.

**Emily Kircher-Morris:** [00:15:47] I know a lot of times with my families. That analogy of being on the airplane and the air pressure drops and you know, the masks come down and they say, secure your own mask before helping those that you're with so that you can kind of engage in that self care.

**Ed Amend:** [00:16:04] Right.

**Emily Kircher-Morris:** [00:16:04] And so many of us as parents have had those coping skills that we're used to using - they're unavailable to us right now. We may not be able to go and see friends. We may not be able to go to the gym. We may not be able to feel successful at our job because maybe our job has totally changed. And so then our tolerance level is lower and the kids are in this new environment and we're trying to manage all of these things, and that becomes really overwhelming.

**Ed Amend:** [00:16:32] For sure. And, and part of managing anxiety is about learning to tolerate and deal with ambiguity and uncertainty. And we've all been dumped with a huge

dose of, uh, of uncertainty and ambiguity right now from day to day, from sometimes from hour, hour. We're not exactly sure what's going to happen in our little area of the world.

Um, you know, fortunately here in Kentucky, we've, we've, we've got, uh, our, our governor Andy Beshear, who's, who's, who's giving us calm advice, and as he says, we're all gonna get through this and we're all gonna get through this together. Um, and, uh, giving us daily updates and it really helps, I think that helps decrease some of that ambiguity, decrease some of that uncertainty, which does help decrease that anxiety.

But learning to deal with, with, with the ambiguity and learning to deal with that uncertainty as part of learning to handle anxiety and, and, uh, again, yes, it becomes so much, so much more difficult now and there's no such thing as a perfect parent anyway, but that's even more true now.

**Emily Kircher-Morris:** [00:17:32] One of the things I've seen with my kids that my clients might say my kids, but my clients who who I, you know, we have that connection.

But I've noticed as we've continued our sessions, most of which are online now, well, all of which are online now, they seem to be mostly pretty resilient. I have a few who are really kind of struggling. What do you notice about how the kids are really handling this right now, that you work with?

**Ed Amend:** [00:17:59] It's really interesting. I've kind of gotten to, you know, they kind of fall into two groups. I've actually had a couple of families that I work with, who, it's quite interesting and I think quite telling, um, when I called them up and said, "Hey, you know, here's what's happening, we're shifting to these online sessions and, um, you know, I hadn't seen you in a while, I wanted to check in and just kind of, we're set up for this date. What do you think?" And, uh, and I've had a few families go, "you know what? Um, he hasn't been in school for a couple of weeks. You, you wouldn't believe how low his stress level is right now. So I'm not sure we need this appointment right now."

**Emily Kircher-Morris:** [00:18:33] Right.

**Ed Amend:** [00:18:33] Um, and then, uh, then of course you have the others that are inundated with information, it's typically the older children are focusing on the realities of, of what's happening in the world. And, and their anxieties are, you know, are in some cases intensified because not only am I dealing with the uncertainty of, you know, where I'm going to college or where I'm going to high school, but IF. If things are going to be calmed down by that point and when we'll, we'll get back to some sense of normal.

And so they are, you know, heading toward that worst case scenario and trying to help kind of walk them back, uh, has, has been a challenge. So, um. Certainly there are, uh, you know, there are some kids who, you know, who do have that resiliency, who, who have really kind of bounced back pretty well, and they're, you know, they're taking a lot of this in stride and, uh, you know, "Hey, I'm getting more screen time. I'm staying home more often, more home cooked meals. This is not a bad thing."

Um, but, uh, you know, so it really, it really does vary from family to family. Each kid's just, just so, so different.

**Emily Kircher-Morris:** [00:19:39] I think almost all of the kids that I've talked to, even the ones who hate school, realize that school's not all bad. "You know, I really didn't like going, but now that I can't go..." Although their anxiety is down, because I do feel like a lot of times kids' anxiety is directly related to school, whether it's perfectionism or peer relationships or you know, whatever the case might be. And so that stress is gone, but now they're missing out on recess, and seeing their friends, and the things that they do like. And sometimes I do believe that there is a limit on how much Fortnite one child can play. I'm pretty sure, I think we're getting close. The kids are kind of realizing that too, that there's some value there beyond just the stress of the work.

**Ed Amend:** [00:20:24] There, there is a saturation point. Yes, for sure. And, uh, um, you know, what's interesting about the, you mentioned the Fortnite and, uh, you know, the video games. One of the things that does help, um, is that, you know, it is a way for some kids to connect with their friends who they can't see every day. You know, my son hadn't played much Fortnite in the last, uh, well, I don't know, he's kinda been away from that for probably six months, but over the last week or so, he's reengaged with Fortnite because he can connect with his friends, and play Fortnite that way. And so keeping those connections up, even though it may not be in the most desirable of ways for parents, um, you know, it is one of those positives, but I think you're right.

You know, one of the things that, that, you know, that I enjoy is kind of, you know, staying home and, you know, just maybe watching a movie. But there's only so much of that you can do. You know, it's like, do I have to watch a movie again? And could, could we not have family time tonight? *(laughing)* We just all go to our separate corners, my wife to her Twitter, my, I'll just go play my little word games and my son will go play FIFA and my daughter will reconnect with her, you know, her freshmen pals, and we'll just kind of go all our separate ways.

Um, yes, I think you're completely right. When you want to do something, it's, you know, there's never enough time to do it, but when you're forced to do those things, it's like, wow. I can't do this anymore.

**Emily Kircher-Morris:** [00:21:40] It reminds me of, this is totally off the wall, but it reminds me of that Seinfeld episode where it was the two worlds colliding. Do you remember this? Did you ever watch Seinfeld?

**Ed Amend:** [00:21:51] I was, I watched a little bit of Seinfeld. I was never as, as, as, uh, as into it as some folks. So I, I can't, uh, I can't speak intelligently to much about Seinfeld, so...

**Emily Kircher-Morris:** [00:22:00] And now everybody knows that. But no judging, no judging it's fine.

**Ed Amend:** [00:22:05] I figured I'll have a little bit of extra time now since I'll have a few less clients.

Yes,

**Emily Kircher-Morris:** [00:22:09] you'll have to go back and watch it. (laughs)

**Ed Amend:** [00:22:10] Yes, I'll have to catch up on my Seinfeld watching. I've been meaning to for the last couple of years in all honesty. So, um, but I'm not able to, do, you know, at the practice, I'm not able to do a one on one assessment anymore. So cognitive assessments, academic assessments are really on hold right now. Um, and so that's probably about half of my, uh, half of my client load. So I have, um, uh, I do have a little bit of extra time on my hands now it'd be able to do things like this podcast and a few other things so.

**Emily Kircher-Morris:** [00:22:35] Yeah no, in that episode, one of the things that they're talking about is, you know, you have this world with your work people, and this world with your social people, and this world, with your family people.

**From Seinfeld:** [00:22:45] That's going to be trouble. Jerry, don't you see this world here? This is Georgia sanctuary. If Susan comes into contact with this world, his worlds collide. You know, what happens then? (mimics explosion)

**Emily Kircher-Morris:** [00:23:04] And right now our families are all just in the same house and...

**From Seinfeld:** [00:23:08] Worlds collide. Yes! (laughter)

**Ed Amend:** [00:23:13] Well, and the differentiation of roles, uh, you know, when the parents are now, uh, having to kind of monitor the work that their kids are doing school-wise. But they're also supposed to be working at home. You know, it makes it even doubly challenging because you know, you've got three or four new roles that have been thrust upon you.

Having that separation, having that distance, um, is, you know, it's difficult.

**Emily Kircher-Morris:** [00:23:35] Yeah. If parents are concerned that their kids are showing signs of anxiety, what should they watch for? What are some things that they might notice.

**Ed Amend:** [00:23:45] I think one of the first things that they're going to notice is an uptick in the questions. Um, and I think some questioning is normal these days. "Why are we doing this? What's happening again?" Uh, but if you see a significant increase in the questions about what might be happening, where are things going, or the same questions continue to recur, that is something that, that I would say is an indication that your child is probably more anxious than normal.

And again, given the situation that we're in, some increasing questions is to be expected. Some level of anxiety and stress is to be expected because again, nobody knows what's going to happen. Uh, and so, but, but if you continue to see a significant jump in those questions, you, you may see, um, as I mentioned earlier, more intense reactions. Smaller stimuli will bring on a more intense reaction than it previously might have. Those kinds of things are, uh, are the things that I would be looking for to, to see if my child is experiencing any more anxiety.



**Emily Kircher-Morris:** [00:24:51] Given that most people's anxiety is a little bit elevated right now. What are some ideas that parents can use to either help their kids or even help to care for themselves? You know, beyond re-watching all the Seinfeld episodes or playing word games on their phones? Although those are not bad ideas necessarily.

**Ed Amend:** [00:25:10] No, no. I think the first thing is that I want to encourage parents to be vigilant about gathering accurate information from reliable sources.

Um, we want to, uh, you know, focus on keeping our families safe and maintain as much of a sense of normalcy as we can. Uh, as I mentioned, you know, uh, ambiguity and uncertainty do, do tend to increase anxiety, and so the more structure we can bring to the situation, the more predictability, the more clarity of expectations we can bring to the table, the, the more that will help everybody adjust into new routines that again, hopefully will be, will be temporary. Uh, and we'll be able to get back to, you know, to some sense of normal, uh, relatively soon. But those are the first things, that structure, uh, to your day. Have some semblance of a, of a routine that allows that predictability to happen. That's the first thing.

Um, the other thing is, you know, uh, I mentioned before that, you know, there is no such thing as a perfect parent and, and so I want parents to remember, as you talked about, taking care of themselves. Um, you know, few times during the day, just take that long, slow, deep breath. I'm a big fan of the four, four, eight pattern breathing where you breathe in for four seconds, hold your breath for four seconds, breathe out slowly through your mouth for eight seconds. Uh, but not on anybody. (laughter)

Um, so she has breathing in, breathing out, um, and doing that about three times. And it really just ha does help you kind of reset and refocus. But I want parents to remember to do the best that they can, uh, recognizing that mistakes will be made. Um, yelling will occur. There are gonna be times when your kids spend probably more time on the screen than you would like them to, and they're going to be times that you're probably gonna feel guilty about, um, not having done enough or you're going to think that you've not done enough.

Um, in those times, you know, try to take that step back, try to understand that, you know, that we are, uh, all going through this together and that we're all gonna get through this together. Um, so structure, clarity, self-care, those are big pieces. Um, I, I think another thing that, that adults can do in this situation in some of the older teens as well, is to start to take a look at, "what am I learning about myself in this process?" Uh, and, and, and the parents can also help their younger kids do this. "What am I learning about what I need from others for myself, as we start to kind of re-emerge, you know, how do I put those things into place, uh, in my life?"

And, you know, one thing I think, uh, I forget to say because, you know, to me it goes without saying, is that don't minimize when your kids are experiencing some of this anxiety. Don't minimize it. Empathize. They need your empathy. They need to understand that you're with them. Um, saying things like, "ah, it's not a big deal." Um, "don't worry about that." Is probably not going to help calm their fears, um, but empathize with them and help them recognize, yeah, this, this, this kind of does stink right now. There's some things we don't know and, uh, um, uh, and help them kind of reframe their, their worries.

**Emily Kircher-Morris:** [00:28:29] I know a lot of schools are doing different types of online learning, which has been a learning curve for them. I think just like you and I have had to adjust to this online video counseling stuff.

**Ed Amend:** [00:28:41] Right.

**Emily Kircher-Morris:** [00:28:42] What suggestions or ideas do you have for those in our audience who are educators about how they can help to support students virtually? Is there anything specifically that they might be able to do?

**Ed Amend:** [00:28:55] Well, there's quite a few resources out there. And I will say, you know, with that background in psychology and having never been an educator in the classroom., um, I, I certainly admire the work that that educators do and I, I could never hope to replicate it. I tell my audiences all the time when I'm speaking, it's hard enough for me to keep your attention for an hour or two. I can't even imagine doing it every day for 177 or 180 days a year. Um, so. Um, uh, I'm probably not the best person to give, um, you know, to give educational advice.

But there are tons of resources out there from the national association for gifted children and other places, uh, about educating, uh, the Kentucky association for gifted education. It's put a resource page together. Those things are, uh, you know, are out there for, for, for you guys to get the tools. But from the social and emotional side of things, I think the biggest piece is to, is, is, is to recognize that what you're going through on some level, all the kids that you're working with are going through as well and being patient with them. Being your same warm, genuine person, uh, you know, is important. We're all going through this shared experience and helping them, you know, connect on that social, emotional level and supporting each other.

Uh, it, you know, is really, really important. So that's where you know, where I come from is continuing to, in whatever way you can, connect those, you know, with those relationships.

**Emily Kircher-Morris:** [00:30:24] Right.

**Ed Amend:** [00:30:25] If I can just say one more quick thing. The national association for gifted children is working on a tip sheet for parents to deal with the, the current global pandemic. So hopefully next week that'll be uh, hopefully soon that'll be out on the, uh, uh, available in the national association for gifted children website, um, with some other tips and hopefully some links to different resources that are out there.

**Emily Kircher-Morris:** [00:30:50] So, any final thoughts?

**Ed Amend:** [00:30:53] One of the things my, my son said to me the other day and I'm, uh, I'm, uh, I'm not sure if this is original from him or this came up as part of a discussion with the classroom, but he said to me, "you know, it's really interesting to think that 20 years from now, kids are going to be missing questions on tests about what we're going through right now."

**Emily Kircher-Morris:** [00:31:14] Yeah, absolutely. Ed, thank you so much for taking the time to chat with us today.

**Ed Amend:** [00:31:20] Thank you very much.

(transition)

**Emily Kircher-Morris:** [00:31:27] It's normal for all of us to feel a little uncertain right now. To have a little, or a lot, of increased anxiety due to the rapid changes and unknown future that we're all facing. Some of your kids might be getting along fine, relieved to have the pressures and stress of in-person school off of their plates.

Others, on the other hand, might be picking up on everything that's going on around them and showing signs of increased anxiety. As parents, what should we do? My advice, don't sweat the small stuff. All kids, anxious or not, need to know right now that they are safe. That's how we prevent longterm trauma response from the situation that we're in.

If the online school is too much for your kid to handle, don't worry about it. If they're spending all day in front of a screen while you try to manage your own stuff, let it go. There'll be time to worry about that after we get through this. It all really does make you reevaluate what matters doesn't it?

I'm Emily Kircher-Morris. Thanks for listening.

(music)

**Dave Morris:** [00:33:03] Thanks to Dr Ed Amend. You should visit our episode page at [mindmatterspodcast.com](http://mindmatterspodcast.com) for links to his work. He's co-author of *A Parent's Guide to Gifted Children*, which is an amazing resource, and *Misdiagnosis and Dual Diagnoses of Gifted Children and Adults*. Also on our website, you'll find a link to NAGC's page of resources for educators and parents during Covid-19. Thanks to Sony Pictures Television for the Seinfeld clip, and thanks to you for listening. For Emily, I'm executive producer, Dave Morris. Hang in there everyone. We'll get through this together. See you next time. (music)

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