

Separation Anxiety and Relief Strategies for Children in the New Small Class

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Abstract: In new kindergartens, small children often experience separation anxiety, which affect children's mental health. This paper aims to explore the causes of new small children separation anxiety and performance, and put forward effective mitigation strategy, provide reference and guidance for relevant personnel. Separation anxiety is a normal development process, which need to take appropriate intervention measures to help children to adapt to the new environment.

Keywords: Small Class Children; Separation Anxiety; Causes; Performance; Mitigation Strategies

1. Introduction

Kindergarten is the first stage for children to transition from family to society. New kindergarten children often face a series of adaptation challenges, among which separation anxiety is undoubtedly one of the most common and difficult problems. Therefore, it is particularly important to timely understand and alleviate the separation anxiety of new kindergarten children in small classes.

2. Analysis on the Causes of Separation Anxiety in New Kindergarten Class

2.1 Age and Characteristic Factors

Small class children general age between 3-4 years old, this age stage when the critical period of individualized isolation, from the perspective of physiological and psychological development they have some unique age characteristics, these characteristics make them in the face of new environment more likely to produce separation anxiety, first 3-4 years old children in the attachment behavior peak, they and important others (usually parents) established a solid attachment, parents have a strong dependence and intimate demand, into the unfamiliar environment and familiar attachment object

separation will cause strong insecurity and anxiety. Secondly, at this stage, children's cognitive development is still in the pre-operational thinking stage, and the lack of abstract logical thinking ability, it is difficult to understand the reasons for parents' temporary departure, and they are more likely to have fear and anxiety about separation. In addition to this stage of children's language expression ability is limited, not in the right way to express inner problems, aggravating the anxiety, at the same time, children's demand for self protection, in the face of unfamiliar environment is easy to alert, overall small class children's age characteristics determines they are difficult to deal with independent separation, thus prone to separation anxiety.

2.2 Family Environment Factors

Family environment is very important to children's physical and mental development, different family environment will affect the production of children separation anxiety and degree, family social and economic status and parents education will affect the cognition and treatment of children separation anxiety, some parents of separation anxiety phenomenon lack of correct cognition, improper way to cope with children's anxiety, family parenting is also an important factor, excessive indulgence, excessive protection or severe threat of parenting mode will affect children's autonomy and independence development, to increase its anxiety in the face of the new environment. Family parent-child relationship quality is also key, the lack of intimate interaction or conflicting family, children are difficult to establish a sense of security, in the face of separation nature more prone to anxiety, the stability of the family environment is also influencing factors, if the family has experienced major changes (such as parents divorced, moving, etc.), children's original life normal is broken, resilience is easier to produce separation

anxiety in the new environment, anyway the family environment for children's separation anxiety is various, good family atmosphere for children to adapt to the new environment.

3. The Performance of Separation Anxiety in the New Small Class

3.1 Abnormal Emotional Reactions

Emotional reaction is one of the most obvious and direct manifestations of experiencing separation anxiety, When they are brought into an unfamiliar kindergarten environment, Faced with separation from parents or familiar caregivers often shows violent negative emotional reactions, The most common are fear and anxiety, Children will look frightened and uneasy, To avoid the approach of teachers, dragging their parents' clothes, unwilling to leave, Some children can even have extreme panic, crying, screaming, Another typical manifestation is the extreme sadness, Children will cry helplessly and cry sadly, His face was full of sad looks, Once separated from their parents, they will appear very depressed and depressed. And part of young children will reveal anger, anxiety, for have to leave the parents and anger, irritability, and the separation anxiety may also lead to children appear some physiological reaction, such as muscle tightness, shortness of breath, sweating, pale and other physical symptoms, overall emotional disorder is the distinguishing feature of separation anxiety, children are difficult to control their emotions, mood swings and extreme.

3.2 Abnormal Behavior and Performance

In addition to the emotional responses, Separation anxiety can also cause young children to show some abnormal behavior patterns, On the one hand, the internalized passive behaviors such as alienation, withdrawal, trance, autism, etc., Young children will refuse to interact with others, Cunched in a daze alone, Being blind to the surroundings, On the other hand, externalizing active behaviors such as crying, screaming, hitting people, and throwing things away, These behaviors are not only the catharsis of children's anxiety, but also a way to attract the attention of parents or teachers and prevent the occurrence of separation, Sometimes children will show some special behaviors such as not leaving the parents, desperately ask to go home, repeat some actions and so on, This

stubborn and unreasonable behavior pattern reflects the great inner anxiety of young children. Separation anxiety may also lead to some physiological symptoms such as diarrhea, vomiting, headache, etc., which is also a manifestation of abnormal behavior. Children in a state of separation anxiety for a long time are often more silent, withdrawn, inattention, disorder of work and rest, etc., which seriously affects the normal order of life and study.

Table 1. Performance of Separation Anxiety in Young Children

order number	Separation anxiety manifestations	of Observation Frequency (time / week)	Mean Duration (minutes)
1	cry	5	20
2	Stick to the people	4	30
3	Refuse to participate in the event	3	15
4	Language expression is reduced	4	25
5	Desperate appetite	2	indefinite

4. The role of Parents in Alleviating Separation Anxiety in Young Children

4.1 Create a Good Family Atmosphere

Family atmosphere for children's physical and mental health development has a profound influence, parents should strive to create a safe, harmonious, full of positive energy family environment, it can not only effectively alleviate children's separation anxiety but also to cultivate its good psychological quality, first parents should learn to use a positive attitude to face life, get along, give children, enough care and support, family is the children's first school, the relationship between the family can make children produce security, to enhance the adaptability in the face of external environment change. Second parents should use appropriate way to express the understanding and acceptance, more praise the child's strengths, avoid severe punishment and criticism, cultivate children's self-esteem and self-confidence, have a good self image, children is not easy to produce excessive anxiety to the new environment, at the same time, family life should maintain a relatively stable schedule and rhythm of life, avoid sudden environmental changes bring greater psychological pressure to children. Finally parents should also take the initiative to focus on children's inner world,

through parent-child activities, reading way to help children correct understanding and processing emotions, learn to express inner thoughts, when children appear anxiety behavior parents with warm, tolerant attitude, give comfort and understanding rather than scolding or forced, so that children can better regulate emotions.

4.2 Cultivate Children's Ability of Independence

Cultivating children's independence is essential to alleviate their separation anxiety, Moderate independence can not only enhance children's awareness of self-protection, but also cultivate their courage to face new things, Parents need to give their children a certain self-care space, Encourage them to dress, wash, pick up toys, Gradually cultivate the basic self-care ability, And respect for young children's individual differences, According to the children's interests and ability characteristics, let them try independently, Instead of excessive protection and exclusive substitution, Parents can often take their children to participate in some group activities, For example, living in a peer home, participating in parent-child activities to give children the opportunity to face the unfamiliar environment independently, Trying to separate the parents for a short time, Gradually exercise the independence ability. Of course independent parents need to give appropriate guidance, teach children some simple independent strategy, such as deep breathing, listen to music self guidance method and timely encouragement and praise, but also pay attention to the difficulty to control to bring excessive pressure to children, through the patience of daily life of training, children's ability to independent life will gradually increase, so as to help reduce its anxiety in unfamiliar environment.

5. The role of Teachers in Relieving Separation Anxiety

5.1 Create a Warm and Harmonious Garden Environment

The kindergarten environment has a significant impact on the adaptation of new kindergarten children, Teachers should strive to create a warm, harmonious, full of joy and security of the garden atmosphere to help children through the separation anxiety period, First of all, the hardware environment needs to be close to

children's living habits and interests, Classroom layout should be reasonable and simple, colorful, Hanging children's favorite cartoon patterns and works to make the environment appear lively and interesting, Furniture appliances should also conform to the characteristics of children's age, such as small tables and chairs, low cabinets, toy cabinets, so that children can feel friendly and at ease, Outdoor venues should also be designed to be safe and comfortable, There are climbing, jumping and other recreational facilities to facilitate children's power catharsis. Soft environment is equally important, teachers to affinity, friendly attitude to interact with children, try to smile, encouragement and appreciation let children feel love and warm, class atmosphere to lively and cheerful, teachers can lead the body language interaction and encourage children to speak loudly, free activities, avoid too strict tone and discipline, from children's fear, the relationship between teachers and children to harmonious, teachers should take the initiative to adjust the disputes let children feel the class is a big family. Environment should be close to children's interest and life experience, the classroom can set up multiple areas such as role game area, art area, exploration area meet the needs of different children, environment layout related to subject education such as hospitals, supermarket scene let children have intimacy, wall can also hang parents for children daily life photos to enhance home attachment, only create a close to children's life, give a person a sense of security quality environment, children can in the state of relaxation as soon as possible to adapt to the new environment, naturally reduce separation anxiety.

5.2 Design Activities Close to Children's Life

Teachers should also design close to children's life experience of games, let them get a sense of accomplishment in the activities, so as to build confidence, relieve separation anxiety, into the garden in the first stage is given priority to with familiar with the environment, can take the form of observation, exploration let children actively to know the new environment, cultivate the curiosity of the new environment and affinity, but also to set up soothing activities such as reading stories, music and dance games let children relax mood, distraction. Then can carry out more close to children's life games, such as simulated restaurants, parents, children feel safe in the familiar situation, more likely to invest

and have fun, at the same time, the game helps to cultivate independence, cooperation consciousness and other important ability, improve children's resilience to cope with separation anxiety. Teachers can also use children's favorite picture books, cartoons and other related manual, painting activities, both close to life and can play children's creativity, such as use of waste materials make favorite cartoon characters or animation performance small theater, etc., these interesting activities help to cultivate children's interests, transfer the attention of separation. Another outdoor activities to alleviate separation anxiety is also very helpful, teachers can organize children to participate in some collective games such as hide and seek, the rope skipping, etc., in the happy atmosphere of the game to promote peer feelings, is conducive into the new environment, outdoor activities can also take rural road, outing form let children close to nature, relax, close to life, interesting activities design to attract children's attention, make them in the relaxed atmosphere gradually adapt to the new environment, naturally fade the separation of anxiety, promote the healthy development of young children.

6. The Importance of the Home-Home Cooperation Model in Separation Anxiety

6.1 Strengthen Home Communication and Cooperation

Close cooperation between homes is crucial to alleviate separation anxiety among new children, Only teachers and parents to strengthen communication, unify the concept, adopt a consistent way to create a good educational environment for children, Help them get through the period of separation anxiety, Parents and teachers should communicate more about children's performance at home, Understand their personality characteristics, living habits, preferences and hobbies, etc., This will help both sides to more accurately grasp the actual needs of children, At the same time, before and after entering the park, Parents should take the initiative to communicate with teachers to introduce children's life experience, growth environment and other background information, Teachers should also explain the kindergarten environment and routine to parents to let parents know something about the new environment, To guide the children to be ready. In children into

the garden after the two sides to regularly communication children to adapt, timely find problems and discuss countermeasures, if children appear serious separation anxiety, teachers and parents to meet immediately, common analysis reasons and develop effective interventions, such as teachers can discuss with parents in the home to simulate kindergarten environment training, parents can also understand to the teacher in the performance of the garden and give continuity guidance in the home. Teachers should use the parents, home manual knowledge to introduce parents separation anxiety, guide the appropriate response, and parents also want to take the initiative to ask the teacher to master reasonable parenting style, avoid improper practice aggravate children's anxiety, through home closely cooperate and follow the principle of consistent, children can feel familiar and safe, to reduce the separation anxiety.

6.2 Personalized Response and Counseling

Because each child's age and personality characteristics are not the same, Performance degree and duration of separation anxiety will also vary, Therefore, the home in response and counseling should be taught in accordance with their aptitude, according to the child policy, In a personalized approach, Comprehensive assessment of separation anxiety in each young child is the first step, This can understand the degree of anxiety, the form of expression and the possible causes of the children, For children with light anxiety reaction can first take patient attention and appropriate encouragement to help them gradually adapt, For children with more severe anxiety reactions, parents and teachers need to cooperate closely to develop a feasible phased intervention plan. For different types of separation anxiety performance to take corresponding countermeasures, such as for often crying children can guide the learning emotional catharsis skills, for often escape children need to give more attention and encouragement, enhance their security, such as for performance dependence strong children is appropriate to let go, cultivate independent ability. Parents and teachers also according to children's personality characteristics to choose the appropriate way of communication, for introverted quiet children can adopt more gentle affinity, for outgoing active children need to pay attention to heuristic communication, guide their

thinking and express inner thoughts, but also focus on the advantage of young children, through children are good at and like activities to ease anxiety, help every child to adapt to the new environment, healthy and happy growth.

Table 2. Mitigation Strategy and Effect Evaluation

Relief strategy	Average anxiety level before implementation	Average anxiety level after implementation	improvement rate (%)
Parents gradually extend the parting time	80	50	37.5
Plumbing carry	75	45	40.0
Parent-child game activities have increased	70	40	42.9
Regular work and rest time	85	55	35.3
Teacher's individual care is strengthened	80	40	50.0

7. Conclusion

Separation anxiety is a new kindergarten small

children common problems, need parents and teachers attach great importance to, only understand its causes, accurately grasp the performance characteristics and take appropriate mitigation strategy, children can adapt to the new environment, healthy and happy growth, home close cooperation, reasonable guidance is the key, looking forward to each child through separation stage, healthy growth in a pleasant atmosphere.

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