



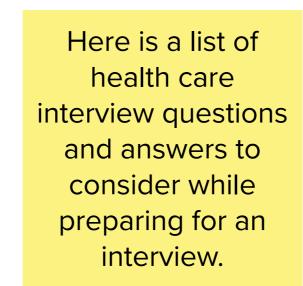


What are their wants, needs, hopes, and dreams? What other thoughts might influence their behavior?

> Young people's transitions are important crossroads for their future position within society. At the end of obligatory schooling, adolescents have to decide on whether they want to attend higher secondary schooling or to enter the job

Hopes refer to a more concrete time horizon and are more tangible than dreams because 'they are seen as within the realm of possible having space and time associations' (Nilsen Citation1999, 179). Hopes about one's own school or occupational future is still ambiguous, but it already points to a specific event (like attending a specific secondary school) or more detailed job prospects (like earning money as a manager).

Nilsen's (Citation1999) concept of imagined futures serves this exploration. Nilsen's (Citation1999) subject matter ranges from the most concrete to the most abstract imaginations, with a (fluid) distinction between plans, hopes, and dreams. Plans, hopes, and dreams guide one's navigation through transitional phases. For our purposes, these three terms very usefully describe young people's ways of thinking and narrating about their imagined future and educational and occupational aspirations



When a hiring manager asks such questions, they want to determine if you are able to provide appropriate care to different types of patients. In response to this question, emphasise your understanding of senior patient's requirements and their desire to remain independent.

when a hiring manager asks this question demonstrate your knowledge of the ongoing conditions and issues of the health care industry to show your awareness, and dedication. while answering, highlight some specific challenges, such as health care costs, lack of care and compassion, and the shortage of health care professionals



## Persona's name

Short summary of the persona

Child's response to the stress of testing, the tasks they evade and the tasks they prefer, and ability to persist and sustain attention to difficult tasks Language proficiency, e.g., fluency, prosody, grammar, articulation, volume, pragmatics, and vocabulary Motor or sensory impairments

Activity/energy level, e.g., hyperactivity and

Ability to follow directions and stay on task, and distractibility Internalizing and externalizing psychological factors, e.g., anxiety, mood disorder, and conduct disorder Effects of past or current illness and associated treatments Cultural factors

Behavioral Observation Behavioral observation is concerned with determining antecedents or determinants of behavior, as well as its consequences, in other words, the situational determinants of behavior. Behavioral observation is a functional, utilitarian approach in that it focuses on the clearly observable ways in which the client interacts with his or her environment. Behavioral observation may be used informally as part of an interview or in a testing session, or as a method in its own right.

Suggestions for helping your baby cope with separation anxiety and fear of strangers include: Whenever possible at home, if your baby gets upset when you leave, take them with you from room to room or talk to them when you are out of Tell your baby when you are leaving the room (or going out) and announce your arrival when you come back. This helps them to trust you. Allow your baby to get to know new people from the safety of your lap. Let them see that you know the new person is okay.

and confident expression.

anxiety worse

If your baby is anxious, reassure them with a calm Leaving your baby to 'cry it out' will only make their their temperament

The fearful child Some children are more fearful than others. Contributing factors may include: Genetic susceptibility – some children are generally more sensitive and emotional in At least one anxious parent – children learn how to behave from watching their Overprotective parenting – a dependent child is more likely to feel helpless and this can lead to generalised anxiety.

**Feels** 



## Does

What behavior have we observed? What can we imagine them doing?





Parents teach their children to

specific dangers, such as fire

or crossing the road. In these

be fearful and cautious of

instances, anxiety can be

However, children can be

that adults don't find

threatening.

protect the child from harm.

fearful of situations or objects

useful, because it helps

What are their fears, frustrations, and anxieties? What other feelings might influence their behavior?