الجمهورية الجزائرية، وزارة التعليم العالي و البحث العلمي، جامعة تلمسان، السداسي الجامعي 1– 2023-24 Republic of Algeria Ministry of Higher Education and Scientific Research Tlemcen University, Academic 1st Semester

كلية العلوم الإنسانية و العلوم الاجتماعية. قسم علم النفس Faculty : Human and social sciences. Department of Psychology

ماستر 2 علم النفس المدرسي Master 2 School Psychology Module: English language الإنجليزية المقياس:

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Coping

Coping consists of complex cognitive and behavioral efforts to manage specific external and internal demands and the possible conflicts between them. Children and adults alike are required to cope with ordinary external demands such as the pressures of school, peers, family, and work, and most are able to do so constructively. Some external demands are extraordinary, however, and require extraordinary coping behaviors. Not all people are able to cope constructively with the threat of incapacitating illness or injury, or actual incapacity or handicap, or with family disruption, loss of a loved one, or prolonged unemployment. The extent to which they cope constructively depends on the severity of the stressful external situation and on their own personal resources (e.g., knowledge, social and intellectual aptitudes, personality traits, skills, material assets, and personal convictions and values) and external resources (e.g., the support of family, friends, professionals, and society as a whole). Some resources may be an asset in some situations and a deficit in others. Trusting people is an asset in establishing casual and intimate personal relationships, whereas it is a deficit when a person learns that trust has been violated.

Consider Amy's coping problems. A young adolescent, an only child in the family, she had a trusting relationship with her parents. When they were divorced following vindictive personal and legal altercations, Amy found herself in a quandary because both parents took turns vilifying one another to her. How does she appraise the situation and cope with it? How does she behave toward each parent? How does she handle her anger, feeling of betrayal, depression, sense of loss, and ambivalent feelings about her parents?

An example of unconstructive coping would be to (a) blame herself for the divorce, blame one parent and idolize the other, or blame both; and (b) sink into depression and (c) shut herself off from all interpersonal relationships and new pursuits. An example of constructive coping would be to (a) tell each parent that she intends to remain the loving daughter of each and does not wish to take sides; (b) reassure herself that she is a worthwhile person in no way responsible for her parents' difficulties; (c) maintain positive relationships with age peers and adult relatives; (d) initiate and/or accept challenges in her schoolwork, social activities, and hobbies; and (e) prepare herself to see a counselor or psychotherapist, if and when she feels the need to do so.

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Amy's coping agenda is incomplete. She will have to rework her beliefs and assumptions about the world she lives in. She was a trusting child who believed that her parents loved one another as much as they apparently loved her-her parents had constantly reassured her of their mutual love. She realizes that her trust was misplaced and begins to question other basic assumptions about life. Will she be able to trust what others tell her in the future? Will she be able to trust her own judgment about other people? Which beliefs about life will she retain and which will she discard? It will not be easy for her to adjust to the demands of her new life circumstances and to maintain a sense of well-being unless she deals in a positive manner with her shattered belief system, on her own or with the help of a wise confidante or a professional counselor (Janoff-Bulman, 1992).

PROBLEM-CENTERED AND EMOTION-FOCUSED COPING BEHAVIORS

Many people assume that emotions are the deciding factor in coping behavior and that coping consists primarily of an act of will to gain and maintain self-control. This assumption ignores the cognitive and behavioral components of coping and their interaction with the emotions. There are exceptional life circumstances that circumvent cognitive appraisal (e.g., terrorist attack, conflagration) and elicit immediate and impulsive reactions of fight, fright, or flight. These are rare events for most people, however, and once the immediate crisis has passed, coping by cognitive interpretation and concomitant behaviors takes place and provides some degree of control of negative emotions.

Coping behaviors are designed to affect the external situation, to solve the problem at hand to the extent that it is possible to do so. An inexperienced teacher burdened with an unruly group of students might ask other more experienced teachers for advice, and then modify the way she structures her lesson plans or the way she handles breaches of discipline. If the problem-focused coping is effective, then the teacher becomes less emotionally distressed in the course of her work.

Reference: Milgram, N. (2004). *Coping*. in. Watson, T. S. & Skinner, C. H. (Ed.). Encyclopedia of School Psychology. (pp. 74-76). New York, NY: Kluwer Academic/Plenum Publishers.