

Supporting Your Child with Worries and Fears

Your Facilitators:

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Redbridge Mental Health Support Team

Housekeeping & Group Agreement

Tea and coffee

Fire exits

Confidentiality

Share with care

Time for questions

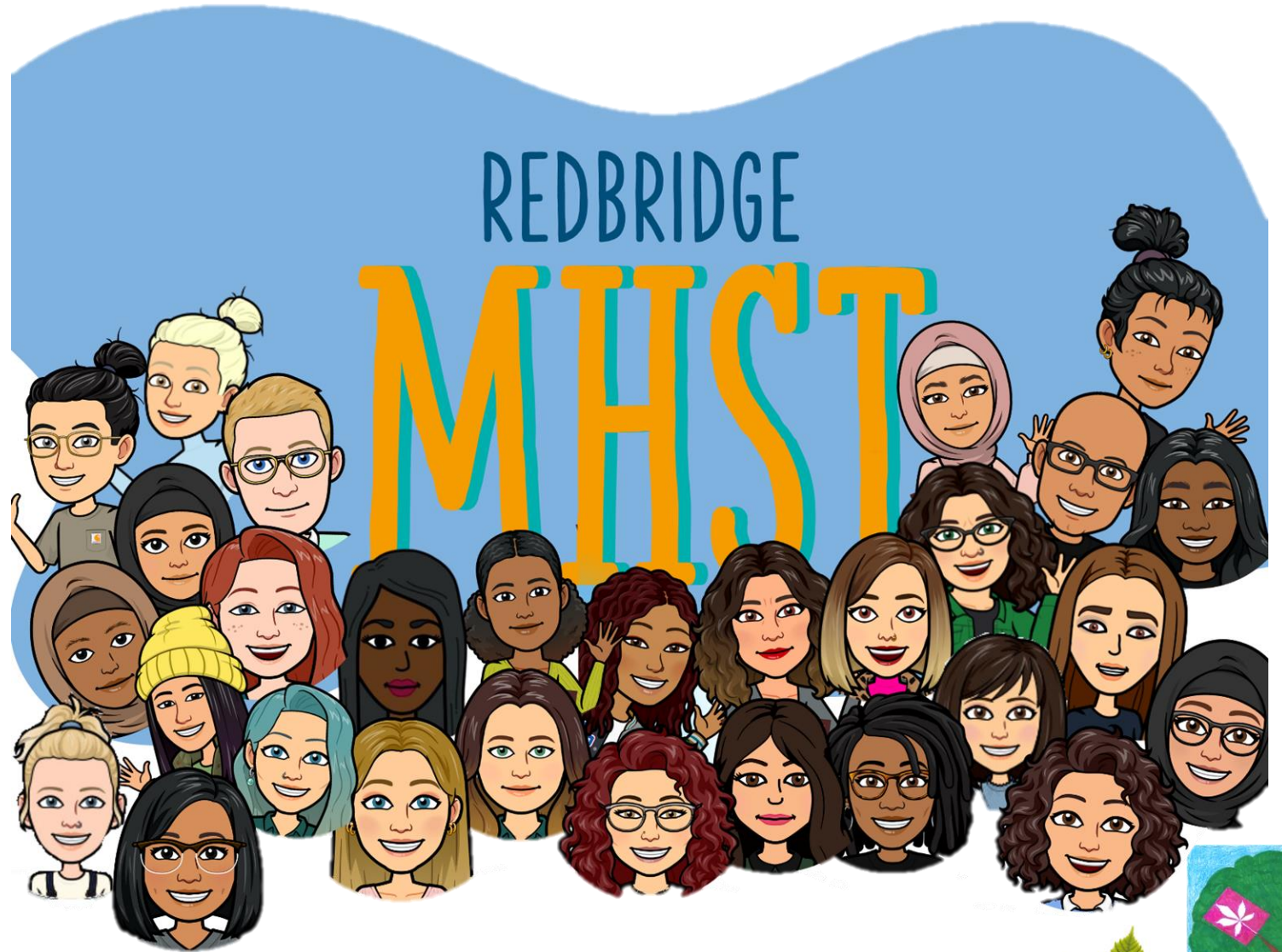
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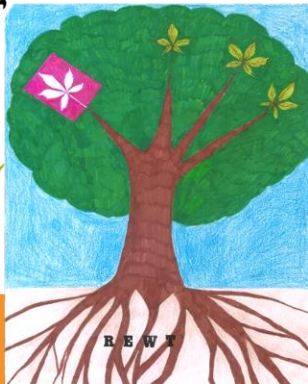
We deliver evidence-based interventions for parents/carers and young people

We support schools with their whole school approach to well-being

We give timely advice and signpost



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Redbridge Mental Health Support Team



Not coping

Coping

Thriving

Mental health is **fluid and can change over time**

We can move along the spectrum in response to changes in our environment

We all experience things differently



How we can help - our individual and group offers

Challenging behaviour - We offer guided self-help to parents of Primary aged children to support with common behaviour problems

Anxiety and/ or Panic - We offer Cognitive Behavioural Therapy (CBT) based guided self-help to parents and young people.

Low mood - We offer Cognitive Behavioural Therapy (CBT) based guided self-help to young people, called Brief Behavioural Activation

We currently work into 30 Redbridge Schools, and are expanding our offer to more schools this year. Please check our website to see if your child's school is involved!

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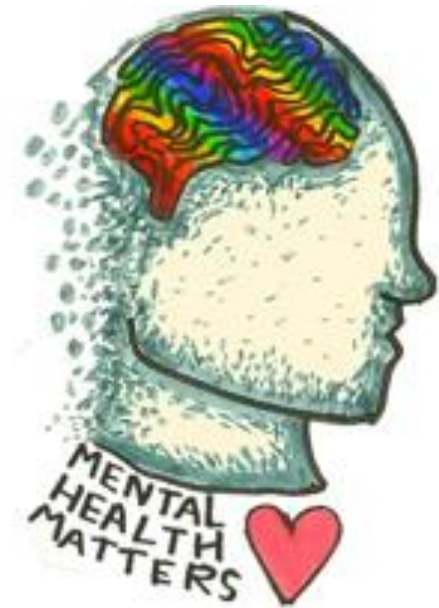


#BREAKTHESTIGMA ~ TOGETHER, LET'S BREAK MENTAL HEALTH TABOOS IN REDBRIDGE

Asking for help is a sign of strength. If you don't feel well emotionally, there is confidential help for you within Redbridge.

Be kind to yourself. Self-compassion matters.

Be kind, encouraging and supportive to others- we don't know what people are going through.



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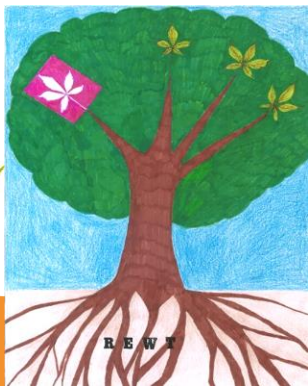


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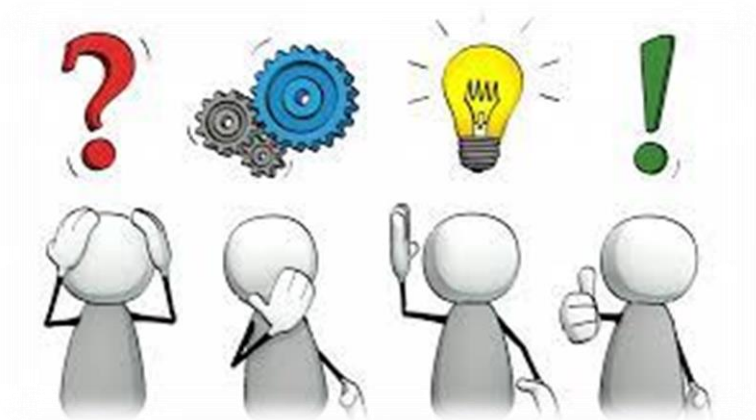
Aims

1. To be able to identify what anxiety looks like in children and when it might become a problem.
2. To understand what keeps anxiety going.
3. To learn key strategies to manage your child's anxiety.

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What behaviours and responses have you noticed in your children that might be related to anxiety?

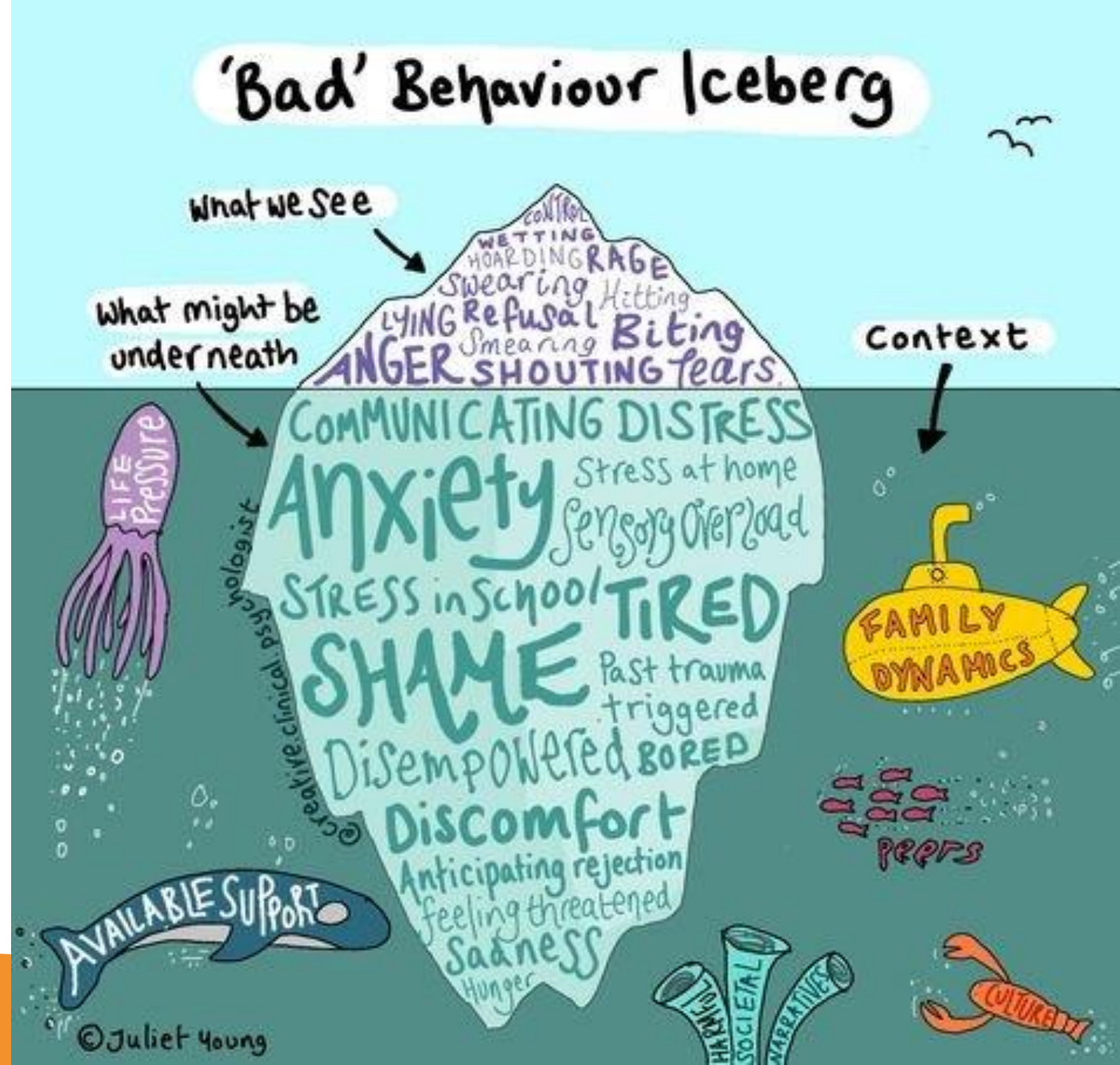


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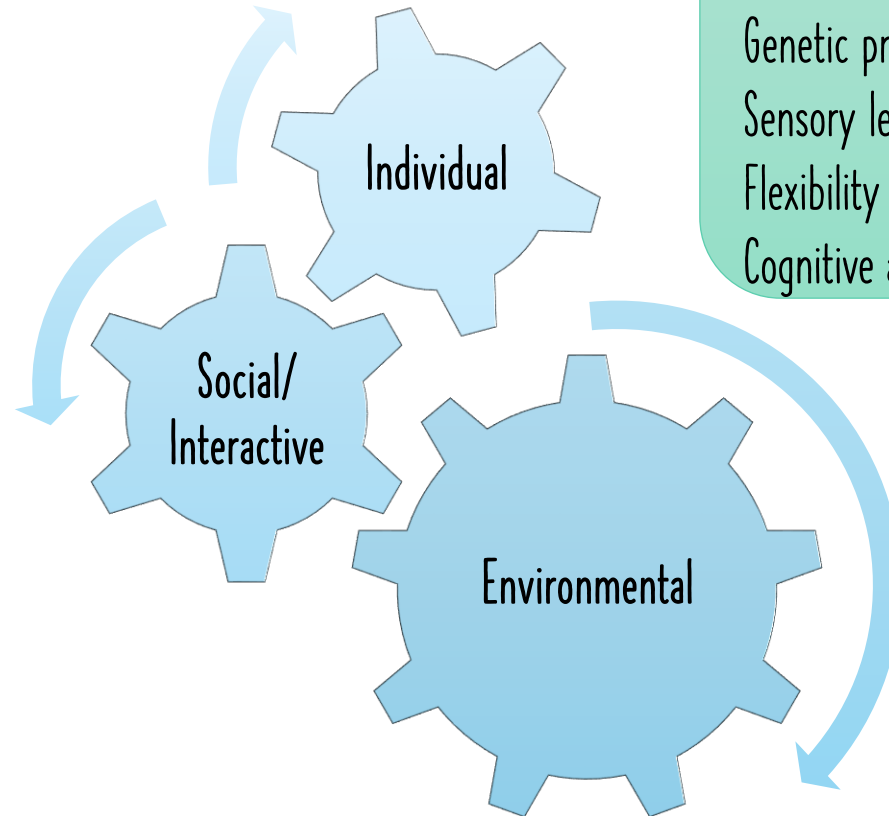
Looking at the bigger picture

Behaviour as Communication and serving a function/need



Interlocking Factors Affecting Emotional Well-Being

Language & communication
Social relationships with adults & peers, bullying.
Limited praise & social reinforcement
Unclear and inconsistent boundaries, expectations & routines
Low expectations
Accidental rewards
Ineffective consequences
Meets not being met effectively
Parental mental health and relationship



Development
Neurodiversity
Emotional regulation
Genetic predisposition
Sensory levels
Flexibility and adaptability
Cognitive ability

Physical environment (home, school, community)
Sensory properties of tasks and environment
Adverse Childhood Experiences (ACEs)
Parental conflict
Lack of family & community support
Wider societal issues, e.g. Covid-19, cost of living crisis
Deprivation (e.g. financial, housing)



What is anxiety?

Anxiety is a normal reaction to stress that can be useful and sometimes enhance our performance.

Anxiety is not dangerous. It is our body's response to danger and can present itself as fight, flight or freeze.

Anxiety is adaptive.

Anxiety is part of life.

However, anxiety can become a problem at times - i.e. when it significantly interferes with life.

Awareness is a step to Prevention

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How do children & young people experience anxiety?

Overestimating the likelihood that something bad will happen

Underestimating ability to cope

- Feeling worried or uneasy about something with an uncertain outcome
- An evolutionary response that is normal and common
- A feeling that can feel unpleasant but is usually harmless

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Identifying Anxiety

You may notice:

- Thoughts
- Feelings/physical sensations
- Behaviour

"I won't understand any of my lessons"

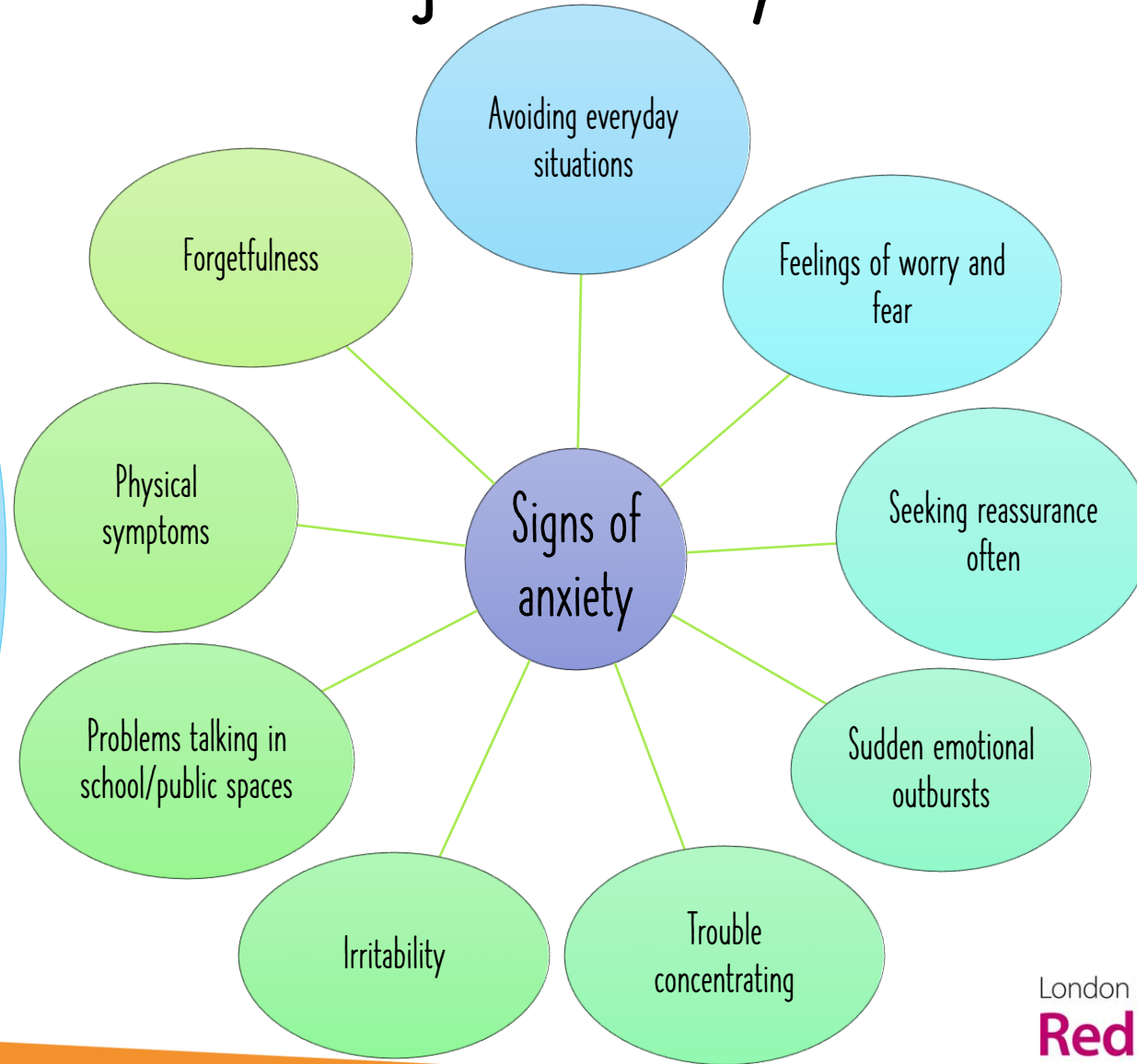
Heart beating fast
Butterflies in stomach
Worry, sad
Sick days/illness

Avoiding
Reassurance seeking
Safety behaviours
Difficulty concentrating



Signs of anxiety?

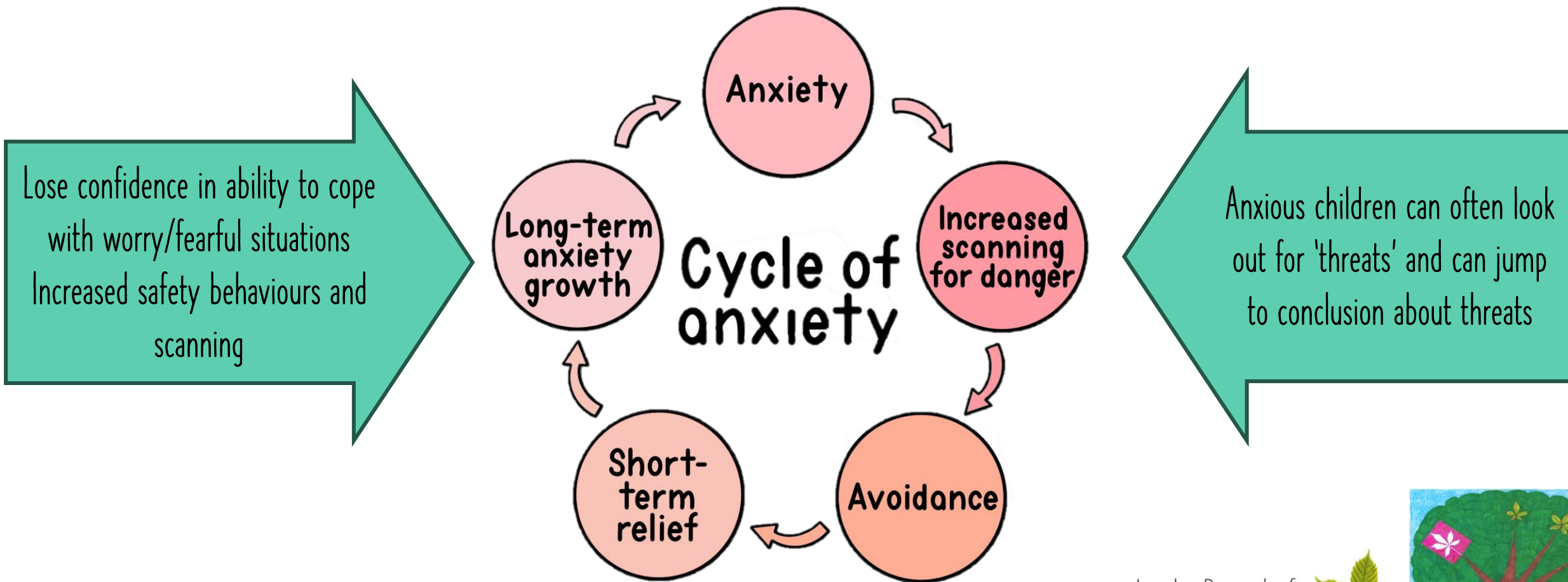
- Stomach aches & headaches.
- Restlessness.
- Muscle tension.
- Trouble sleeping.
- Tiredness.
- Faster heart rate
- Changes in appetite



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Maintaining Anxiety



What keeps anxiety going?

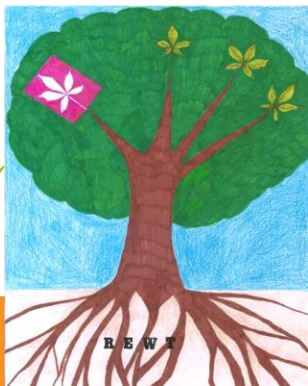
What children do:

- **Anxious thinking:** notice/remember things that fit in with their worries; overestimate danger; underestimate coping.
- **Misinterpret physical symptoms of anxiety:** "something bad is happening"; "something is wrong with me"; "I can't bear the feeling."
- **Anxious behaviour:** avoidance; safety behaviours, seek reassurance from others

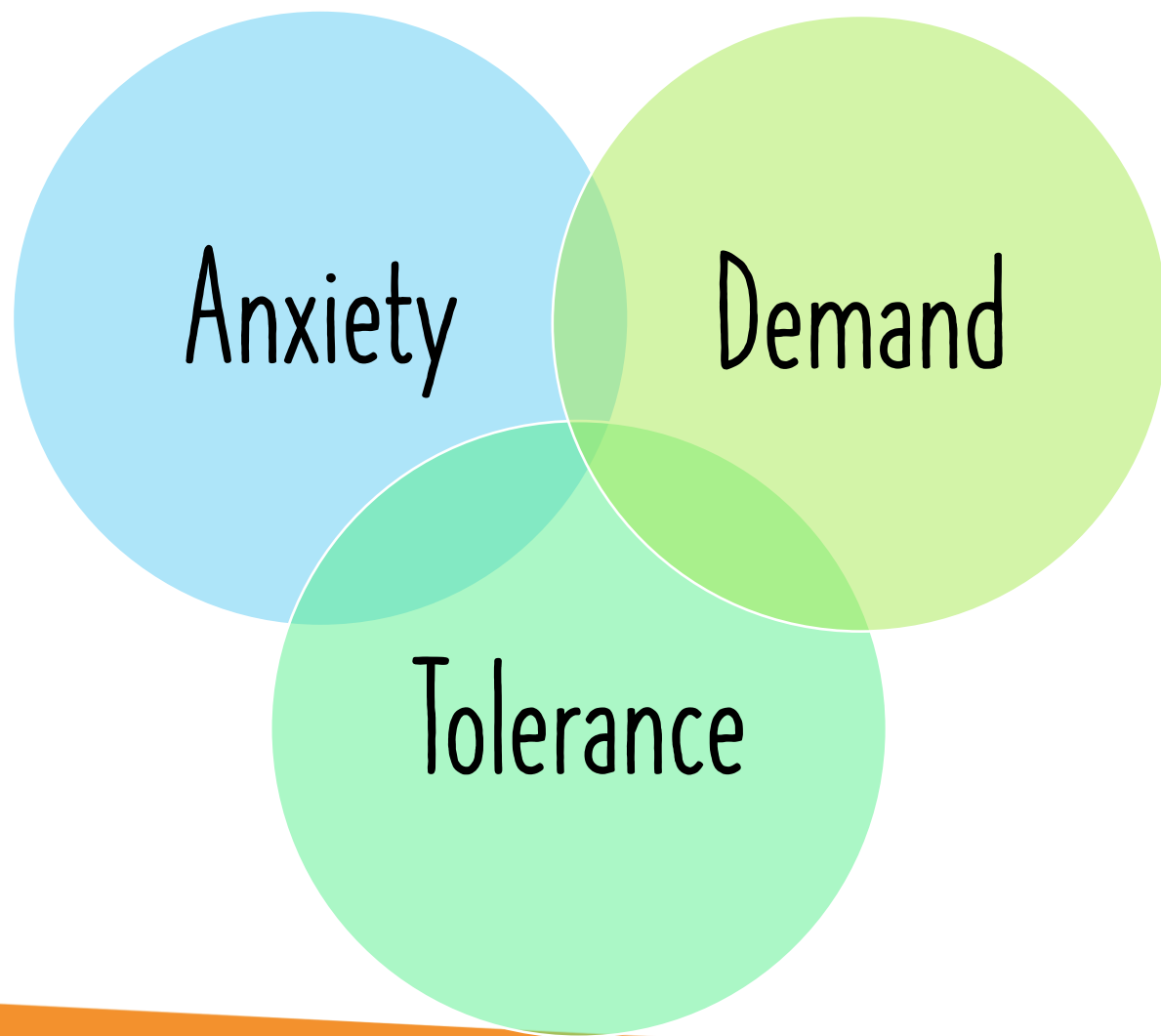
What others do that might contribute:

- Demonstrating anxious behaviour
- Reacting to the child in an anxious way
- Being very involved and over-protective
- Reassuring them too much
- Not encouraging them to try/do things

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Anxiety and tolerance.



- If anxiety is high, toleration goes down, and the demand they can cope with is smaller.
- Over time, the initial response may be to refuse, even if it's something they might want to do.
- In lowering anxiety, the level of tolerance improves, and the child can cope with greater demands.

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What strategies do you already use to help your child feel calmer when they're anxious?



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Strategies to manage anxiety

1. Responding to your child's anxiety with containment
2. Educate and support your child with the physical symptoms of anxiety and help them relax
3. Help your child to recognise and stand up to their anxious thoughts and their worries
4. Promote brave behaviours and independence
5. Support with feeling prepared and creating routines



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What can adults do to support children?

Try and manage your own anxious behaviour- Notice responses and find own coping strategies

Model calm and coping behaviour

Don't keep reassuring them. It's better to help them learn to manage their own worry

Don't collude with them in avoiding the thing they're worried about. Support them in gradually facing their fear

Promote 'brave behaviour' where your child stands up to anxiety and "has a go" at doing something

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Physical Responses- helping your child to relax

- Relaxation techniques can help with the physical sensations of anxiety.



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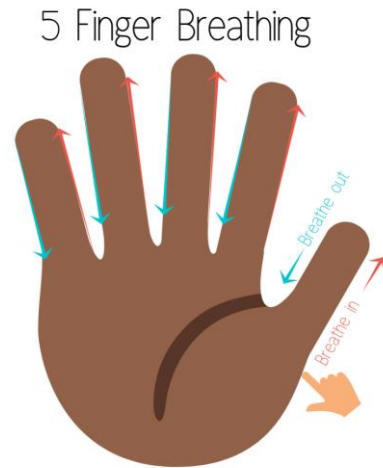


Shallow Breathing

- When we are anxious we breathe faster than normal
- This is called **shallow breathing** (breathing from the chest) and can make us feel tired, intensify worries, and even make us feel dizzy

Promoting Deeper Breathing

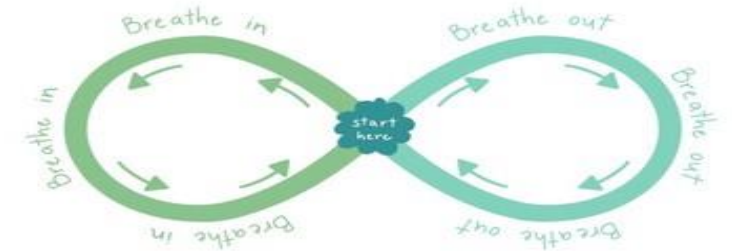
- It can reduce your heartbeat, reduce rapid breathing and leave you feeling calm and refreshed
- The more oxygen you get, the less tense, short of breath and anxious you feel



Belly Breathing



Lazy 8 Breathing



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Regulation Tips and other techniques



- Mindfulness walks - walking and thinking about what they can hear , smell. Getting some fresh air.
- Mindful body scan - [The Body Scanner! Mindfulness for Children \(youtube.com\)](https://www.youtube.com/watch?v=...)
- Progressive muscle relaxation - [PROGRESSIVE MUSCLE RELAXATION for children](https://www.youtube.com/watch?v=...)  [Guided Session](https://www.youtube.com/watch?v=...)
[!\[\]\(a37f76d95d86d074ec88e2a0e6ed24c0_img.jpg\) Compilation \(youtube.com\)](https://www.youtube.com/watch?v=...)
- Stretch/Yoga
- Apps: HeadSpace, Smiling Mind, Chill Panda, Sleep Meditations for Kids, My First Yoga



Progressive Muscle Relaxation

- Sit in a chair or stand up, start at your head or your toes and tense and release your muscles working through your body
- Hold the tense for 3 seconds and remember to slowly release this!



Encouraging Independence

Sometimes it can be difficult to learn new information when we feel anxious because we tend to avoid trying challenging or anxiety provoking situations.

We learn through experience; that discomfort will pass, things aren't what we always expect and if we keep trying, we may overcome challenges.

To help your child with this, it's important they have independence in overcoming these challenges so know they can cope even if it doesn't work the first time.

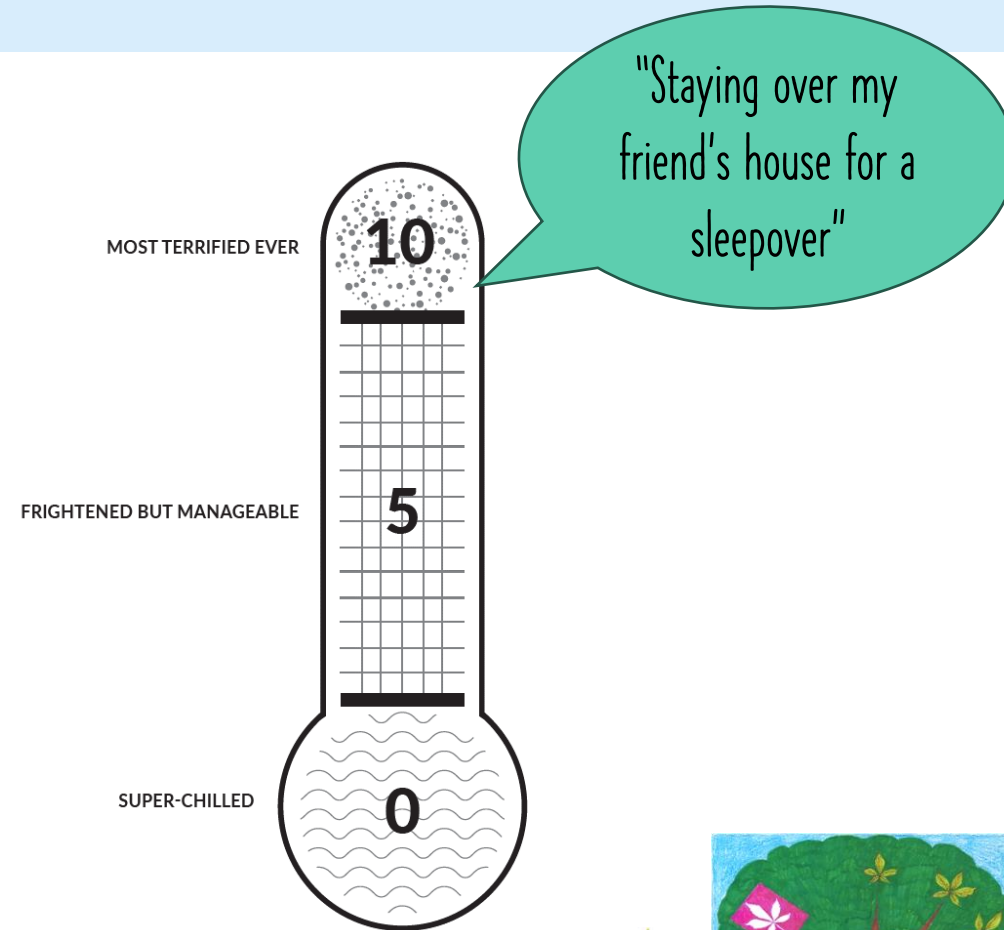
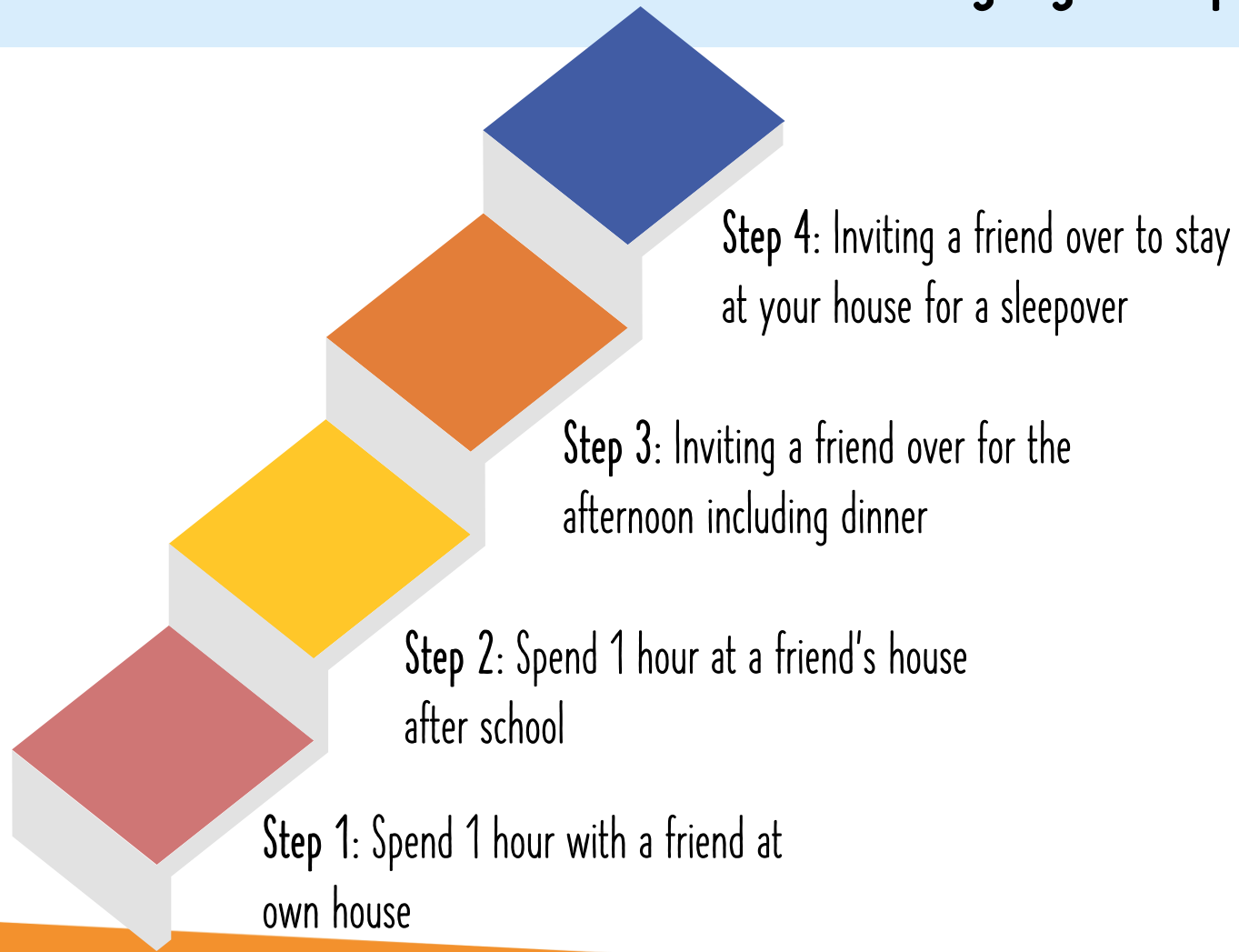
This can be through day-to-day challenges or gradually supporting them to overcome a fear



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Encouraging Independence



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Exploring Worries



Asking Questions not giving Answers

Some children may not know what they think will happen in a situation they fear. Understanding your child's thoughts from their point of view can help us know what they need to learn to overcome the anxiety.

Why focus on the questions not answers?

- Helps children to think for themselves
- Puts children in control
- Prevents children feeling 'silly'/'wrong'
- Helps children to start practicing to getting used to there being some uncertainty (i.e. problems aren't necessarily swiftly resolved)



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Exploring Worries

"I noticed you're feeling worried at the moment, could you tell me what is worrying you?"

"What is it about the (situation) that is making you feel nervous?"

"Is this something you might be worried about?"

"I wonder if you feel frightened about ..."

"What is frightening you?"

"What do you think will happen?"



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Problem Solving

What is the problem?

Weird and Wonderful solutions

Which is the best solution?



Is each solution doable?

Which solution is best

Give it a go!

Review and praise

What happens if I get lost?

Solution	Pros 	Cons 	Is this plan doable?	Rate how good this plan is?
Ask a teacher for directions				
Look at the map in my planner				
Follow someone else the whole day				

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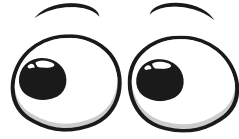
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Grounding Techniques

5, 4, 3, 2, 1

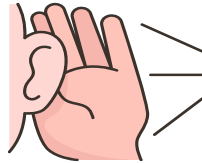
5 Things you can see



4 Things you can touch



3 Things you can hear



2 Things you can smell



1 Thing you can taste



Colour Counting

- Pick a colour in the space you are in
- Look around the room and count as many objects/things that are your chosen colour
- Repeat as many times as you need to support regulation



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Strategies: Safe Space

Creating a safe space is very containing for children and can be helpful to support regulation.



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Supporting helpful daily routines

- Maintaining sleep - regular bedtime, good quality sleep 8-10 hours a night (Further information can be found on www.thesleepcharity.org.uk)
- Morning routine and getting ready
- Maintain some predictable family routines during times of uncertainty
- Create a daily/weekly schedule
- Healthy eating patterns
- No phones or screens in room at night
- Encourage daily self-care and calming activities



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Summary

Anxiety is a natural, unharmed response to an event or situation

It can be triggered when a child underestimates their coping ability and overestimates the threat of a situation

It can become a problem when it is interfering with your child's typical day-to-day life

Anxiety can cause symptoms such as nausea, sweating and increased heart rate

Anxious thoughts and misinterpreting symptoms help to keep the anxiety going

Adults can support children with anxiety by managing their own worries/reactions, encouraging brave behaviour and reducing reassurance

Teaching children relaxation techniques is a good way of supporting children to manage the effects of anxiety and support the development of self-regulation

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Questions & Feedback

Share your feedback on today's workshop
& topics you would like us to cover at
future events



Aims of the session

1. To be able to identify what anxiety looks like in children and when it might become a problem
2. To understand what keeps anxiety going
3. To learn key strategies to manage your child's anxiety



Signposting – Services

SHOUT

Text support for people of all ages. Text 'SHOUT' to 85258 for free 24/7 mental health text support

KOOTH

Online service offering emotional and mental health support to young people.
www.kooth.com

CHILDLINE

24/7 helplines, information, support and the CalmZone Toolkit
www.childline.org.uk

SAMARITANS

24/7 listening service.
Call: 116123
Email: jo@samaritans.org

YOUNG MINDS

Free parent advice and support
youngminds.org.uk / 0808 802 5544

YOUR CHILD'S GP

Can signpost you to other services locally, co-ordinate your child's care, and refer you onto specialist support

CRISIS LINE

24/7 phone support from mental health professionals for people in mental health crisis. – 0800 995 1000

HOPELINE

Youth suicide prevention charity – 0800 068 41 41

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Your Voice Matters: Parent and Carer Survey

- We want to hear from parents and carers about how we can enhance access to emotional wellbeing support.
- Your views will shape how we work with schools in Redbridge.
- Your responses are anonymous.



#BREAKTHESTIGMA

Scan the
QR Code to participate



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Signposting - Online Resources

- [Fight Flight for Kids - YouTube](#)
- [PROGRESSIVE MUSCLE RELAXATION for children !\[\]\(559fb2fe79c83577f3783e6649d94496_img.jpg\) Guided Session !\[\]\(4a5301cedacda701387182bcef3861e6_img.jpg\) Compilation - YouTube](#)
- [4-7-8 Calm Breathing Exercise - Relaxing Breath Technique | Meditation | Anxiety reduction and Sleep - YouTube](#)
- [Belly Breathing: Mindfulness for Children - YouTube](#)
- [How To Tame My Anxiety Monster - YouTube](#) - story on anxiety for younger children
- [The 5-4-3-2-1 Method: A Grounding Exercise to Manage Anxiety - YouTube](#)
- Thought Bubbles- [Thought Bubbles! For Anxiety & Worry. \(youtube.com\)](#)

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