



# Helping Your Child Manage Their Fears and Worries - Session 1/6



# Our learning journey:

- Session 1 - Understanding Anxiety
- Session 2 - Increasing independence
- Session 3 - Step-by-Step Plan
- Session 4 - 1:1 check in
- Session 5 - Problem Solving
- Session 6 - Helping Things Last

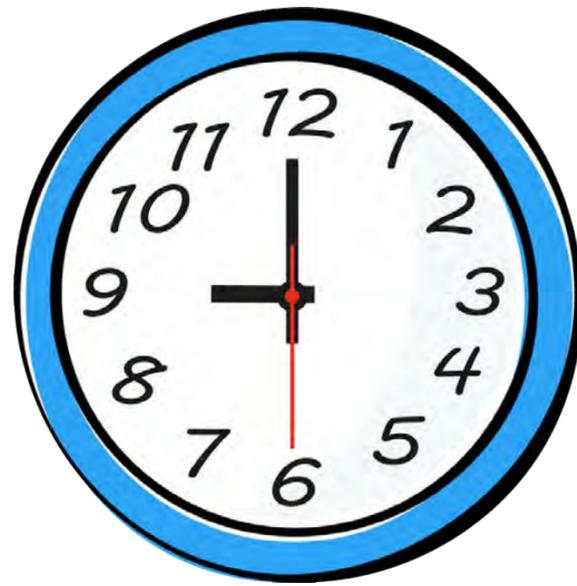


# Agenda

- ❑ **Introductions**
- ❑ **Sessions overview**
- ❑ **Group agreement**
- ❑ **Ice-breaker game**
- ❑ **About the intervention**
- ❑ **Understanding anxiety**
- ❑ **Causes and maintaining factors**
- ❑ **SMART goals**
- ❑ **Summary**
- ❑ **Feedback**



## Session dates & times:



There are a total of six sessions, at the same time each week, with the exception of Session 4.

Session 4 is a twenty-minute one-to-one appointment on Microsoft Teams. You will be sent the time and Teams Link for this appointment nearer the time.

# Group agreement

- Arrive on time
- No personal recording of sessions
- Keep information discussed in sessions confidential
- Actively take part in the session - keep cameras on
- Mute yourself when not speaking to avoid noise feedback
- Keep phones on silent or off during the session
- Ensure everyone has a chance to speak
- Be respectful of each other and others' opinions
- Explore together, rather than expecting to be 'taught'

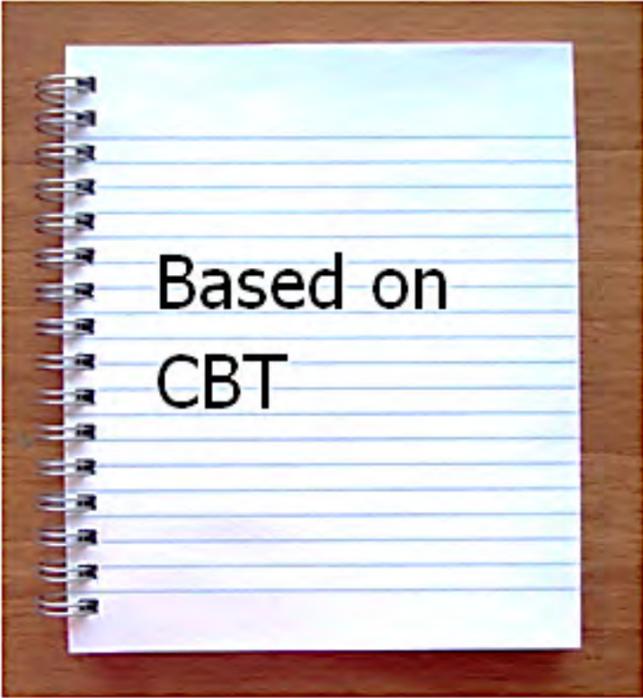


# Ice - Breaker

## Chocolate Bar Quiz



# About the intervention



Based on  
CBT



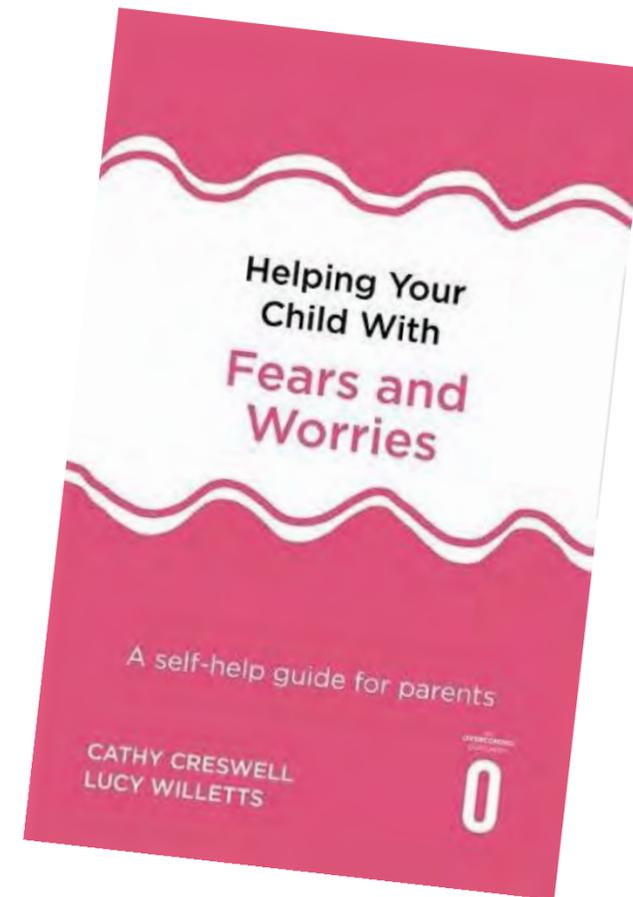
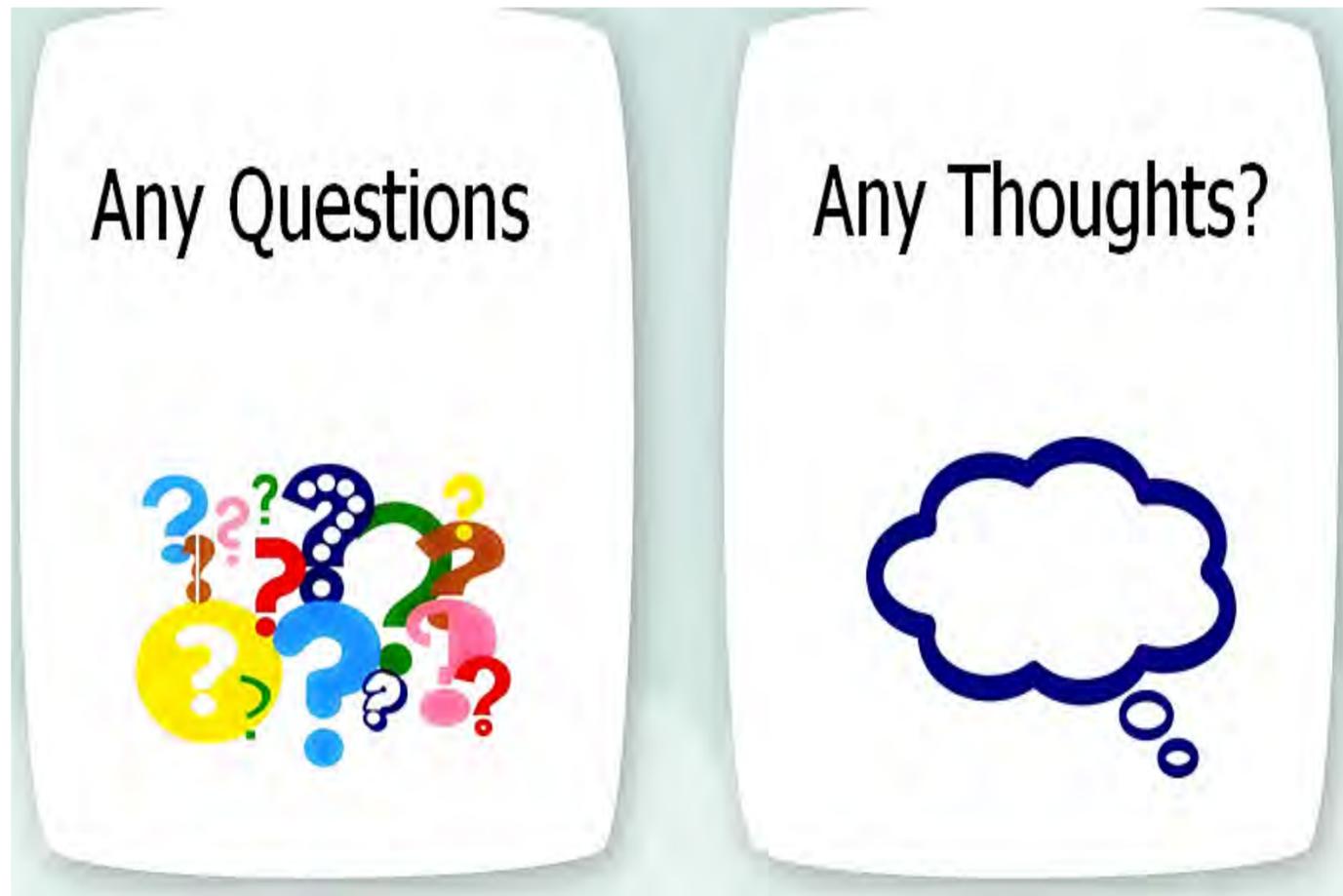
Guided Self  
Help



Working  
With Parent



Attending  
Each Week



# What is anxiety?

Anxiety can be a thought or feeling that can cause some unease. It's normal to feel worried or anxious, everybody experiences a sense of nervousness or worry about something. Anxiety can be helpful, for example; before an exam, a competition, or an event that feels important to us, a degree of anxiety can enhance our performance.

When we worry, our body goes through several changes. These changes can be uncomfortable, and your child may find them scary.

If bodily symptoms of anxiety is a significant problem for your child read:  
[Chapter 14 'Managing physical symptoms of anxiety'](#)



Fast  
Heartbeat



Sweating



Feeling Sick



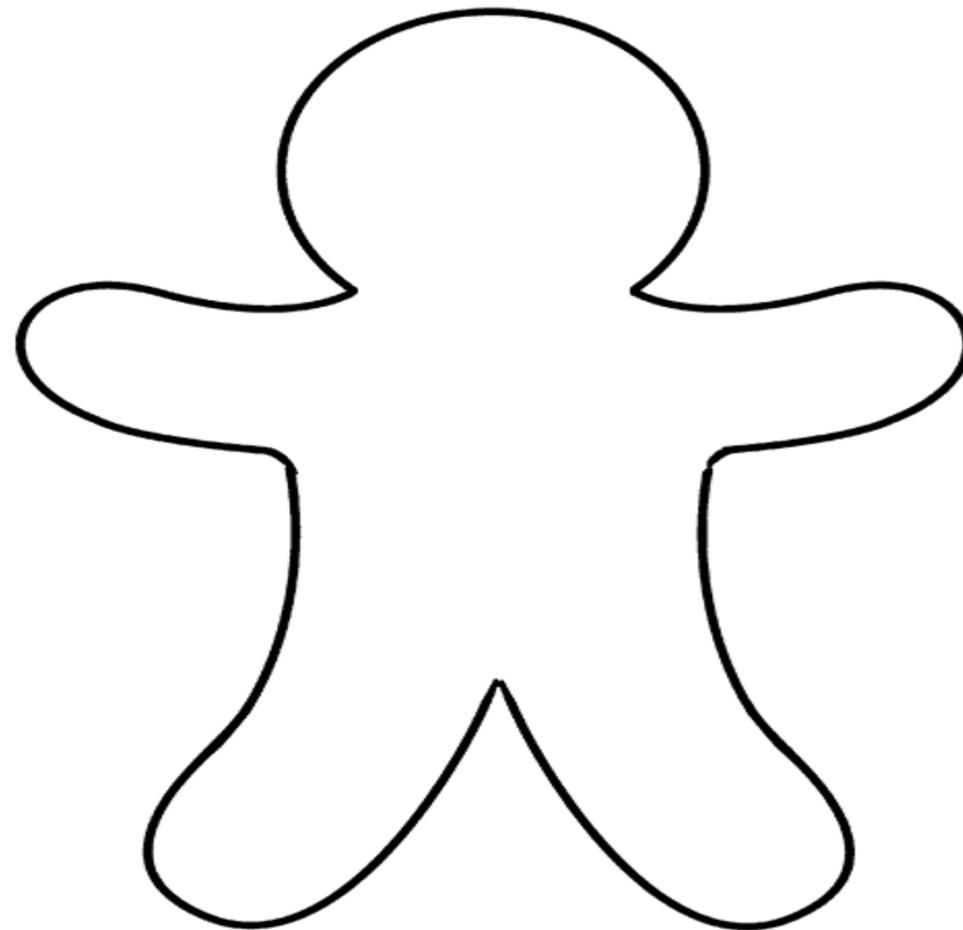
Shaking



Feeling Hot



# What Does Anxiety Look and Feel Like?

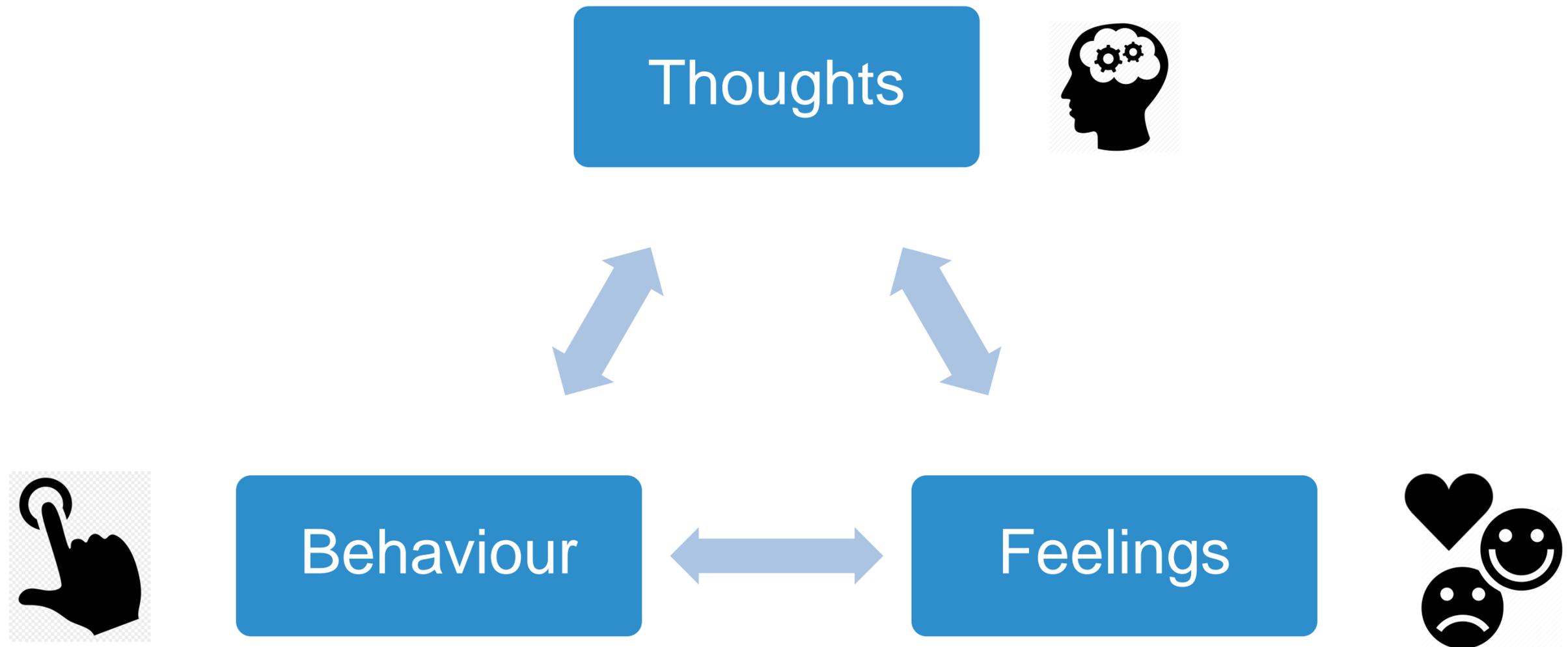


# What is the fight, flight, freeze response?

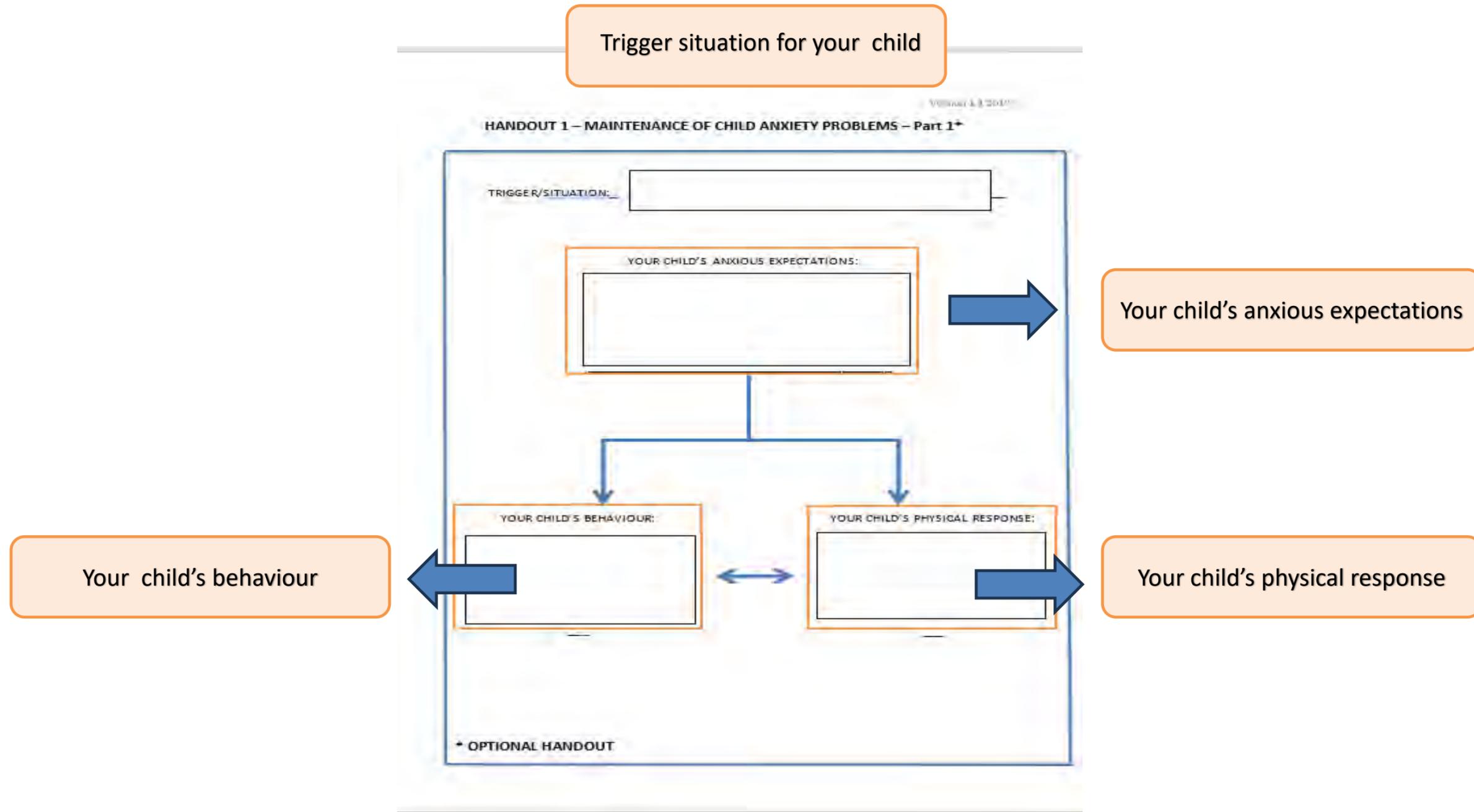
[https://www.youtube.com/watch?v=FfSbWc3O\\_5M&t=3s](https://www.youtube.com/watch?v=FfSbWc3O_5M&t=3s)

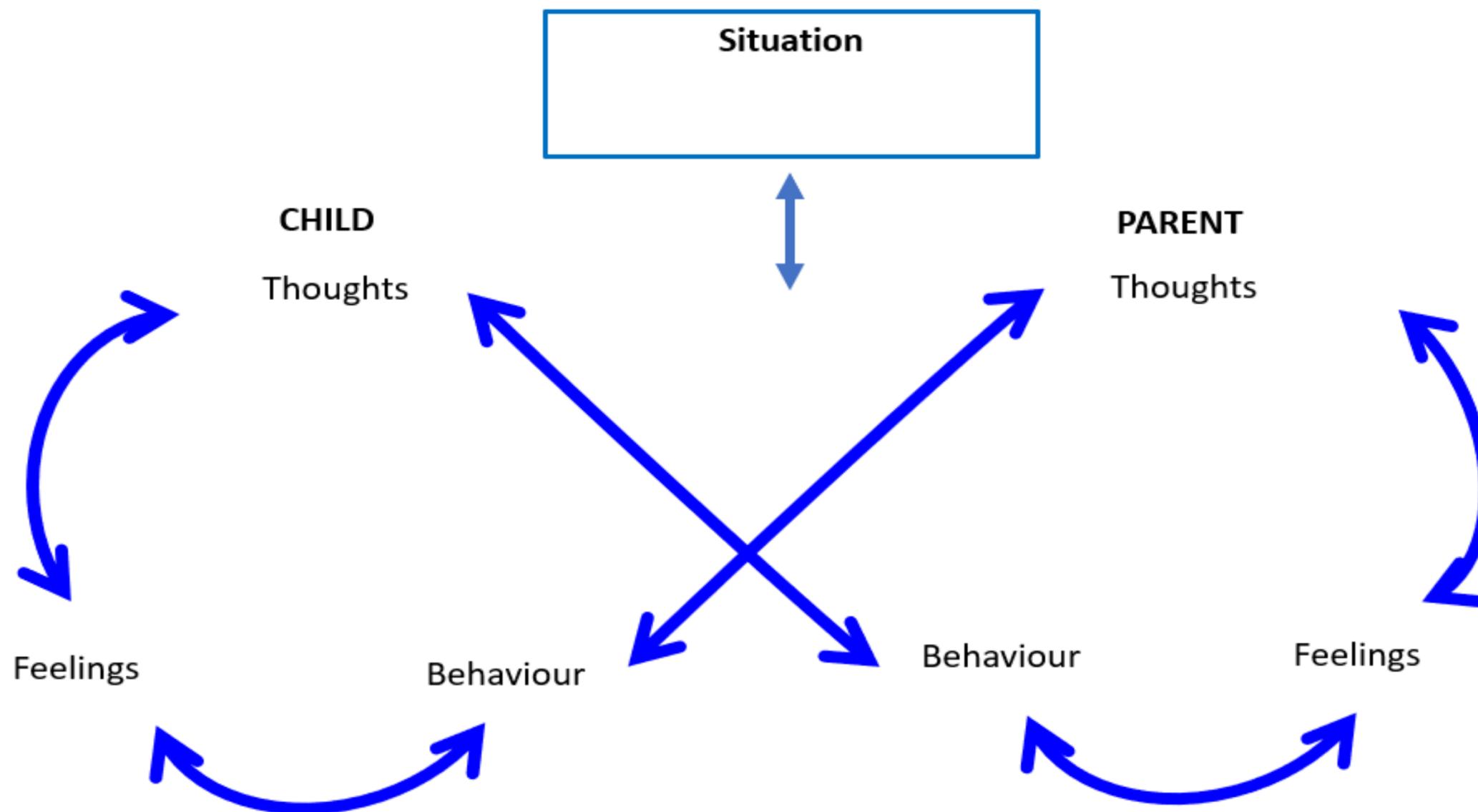


# Thoughts, feelings, behaviour cycle



# Anxious expectations, feelings, behaviour cycle

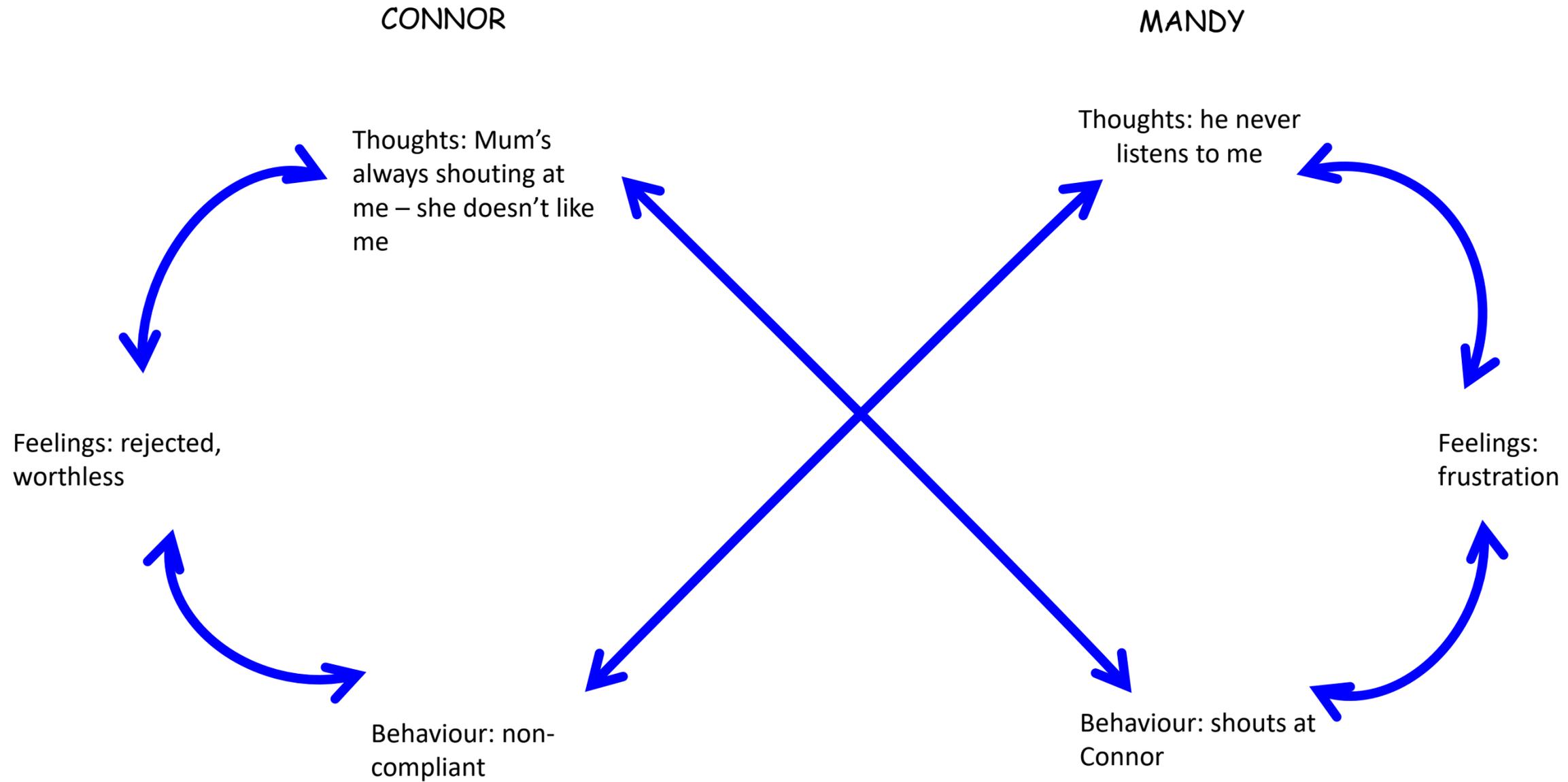




## What affects our responses

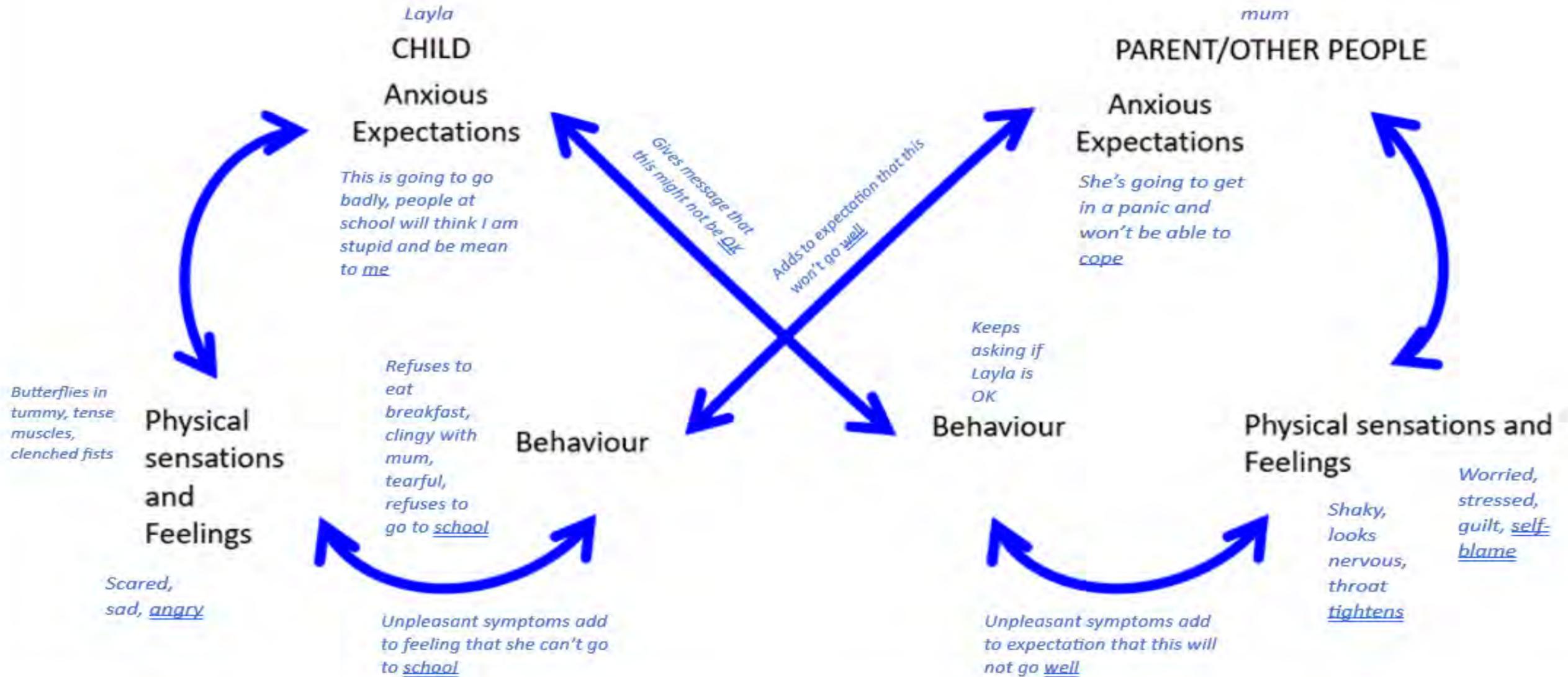
We may respond or react to situations in our everyday lives, and with our children, and not know why. Our thoughts, feelings and behaviour (what we do) are all related and all impact on each other. Research has shown that our thoughts have an important role in influencing how we feel and what we do. By changing one of the elements, it has a knock one effect on the rest of the cycle.

# Connor and Mandy



**Situation** Layla is getting ready for school in the morning.

**“Figure of Eight” Maintenance of Child Anxiety Problems**



# Common Anxiety Problems

- Separation anxiety
- Social anxiety
- Generalised anxiety
- Specific phobias



# Making sense of things

1

- Anxiety is normal and healthy

2

- It becomes a problem when it starts affecting everyday life

3

- Anxiety is a result of our interpretation of our environment & physical reactions



**REMEMBER:**

*You are in a unique position to help your child manage their fears and worries.*

# What are your hopes for this group intervention?

- What would you like to be different for you and your child?
- How could an outsider tell there is a difference?
- Is there something you would like you and your child to achieve?

**Coming up with a goal for your child.**

Asking yourself the following questions can help with this.



# Setting goals

- We set SMART (Specific, Measurable, Achievable, Realistic and Time limited) goals as they are easier to measure and work towards
- ✗ 'For my child to get ready for school in the morning without panicking'
- ✓ 'For my child to calmly put their socks on for school in the morning'





# Example Smart Goal

<p><b>S – SPECIFIC</b></p> <p>What do you want to accomplish?</p>	<p>For my child to calmly put their socks on for school in the morning</p>
<p><b>M – MEASURABLE</b></p> <p>How often/how many?</p>	<p>To be able to do this twice a week to start with</p>
<p><b>A – ACHIEVEABLE</b></p> <p>How achievable is it on a scale of 1-10?</p>	<p>1 2 3 4 5 6 7 8 9 10</p>
<p><b>R – REALISTIC</b></p> <p>How realistic is it on a scale of 1-10?</p>	<p>1 2 3 4 5 6 7 8 9 10</p>
<p><b>T – TIMELY</b></p> <p>How long will it take you to achieve this goal?</p>	<p>three weeks</p>

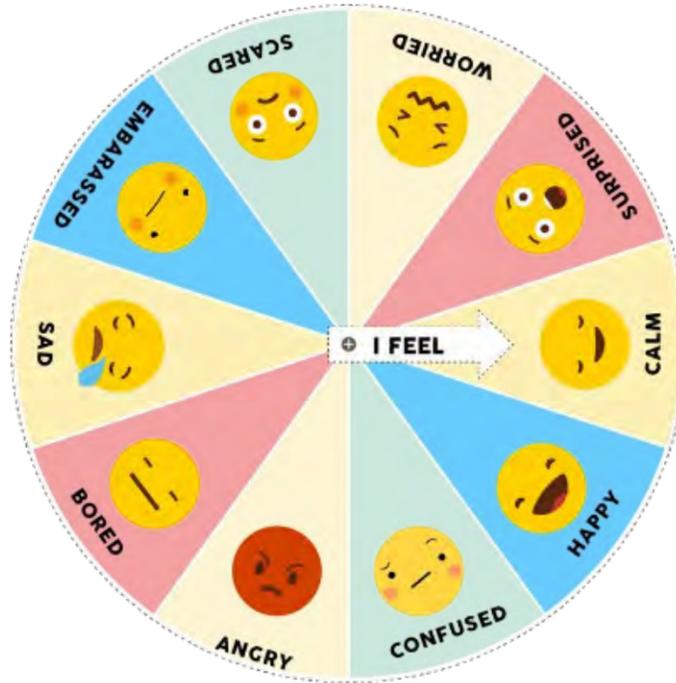
# Home practice



Think about goals for the next session.



Have a check-in with your child about how they are feeling

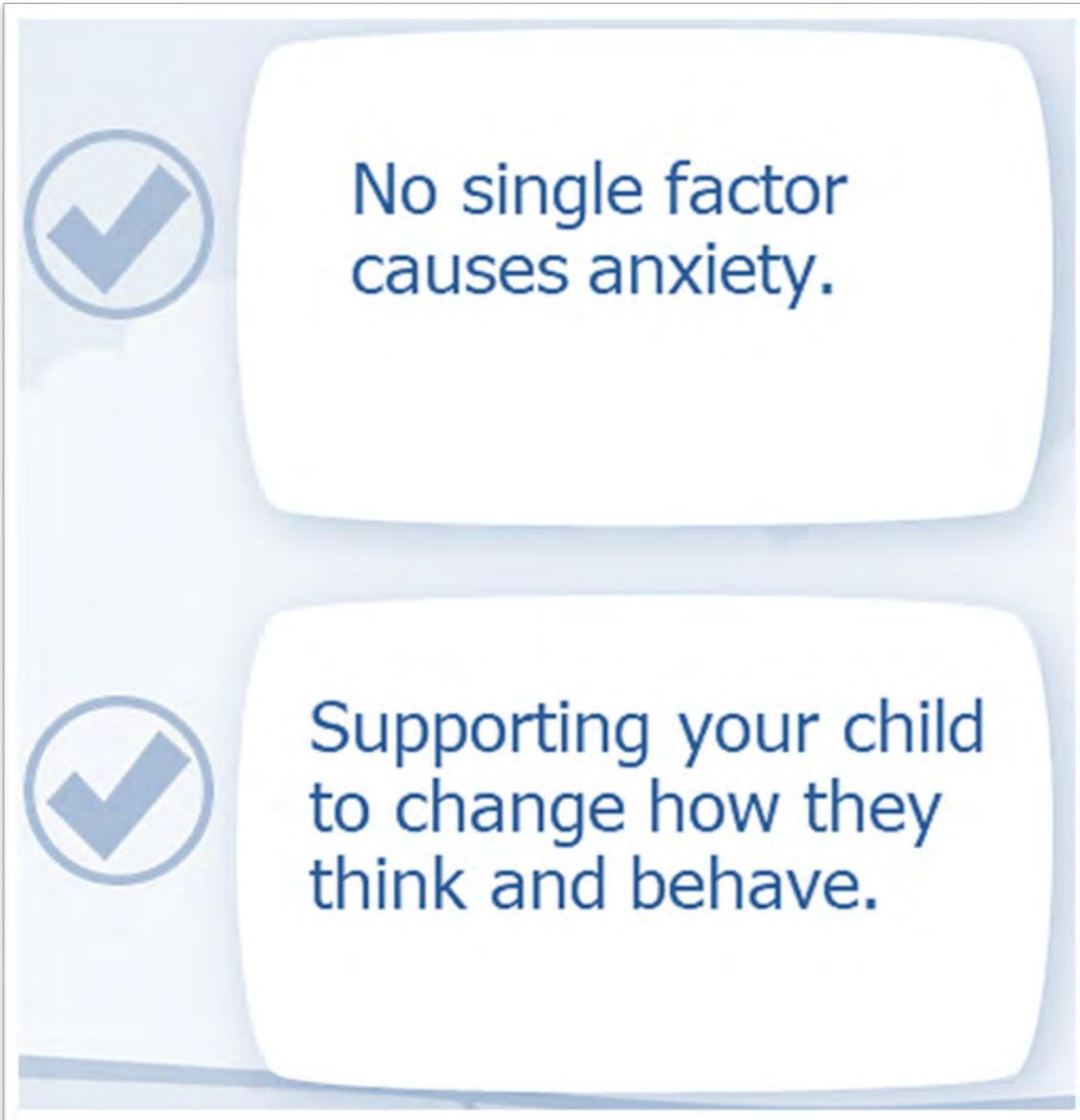


Have a go at filling in handout 1 and 2.

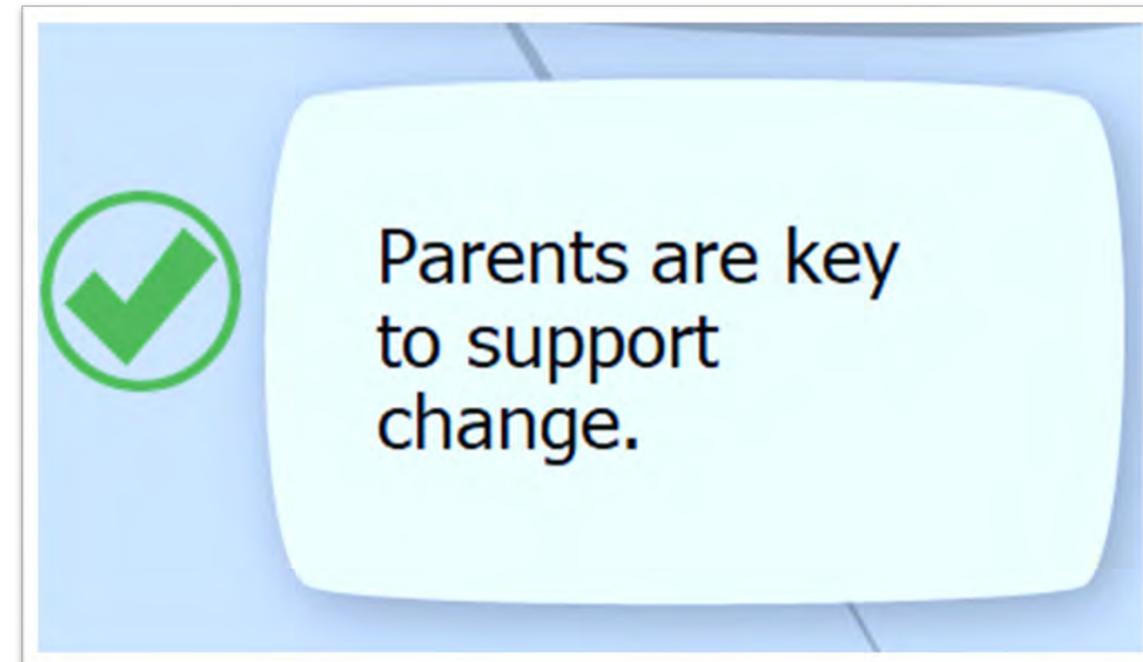
This will help you to reflect on your child's thoughts and anxious expectations, as well as your own responses to their fears and worries.

**Read chapters 8 & 9 of the book**

# Take home tips



- ✓ No single factor causes anxiety.
- ✓ Supporting your child to change how they think and behave.



- ✓ Parents are key to support change.



Any  
feedback/questions?  
&  
Thank you!

