



Helping Your Child Manage Their Fears and Worries - Session 2/6





Welcome Back!



Who we are:



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

- ❑ **Check-in and recap**
- ❑ **Building confidence and independence**
- ❑ **Understanding my child's anxious thoughts**
- ❑ **Summary**
- ❑ **Feedback**



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'

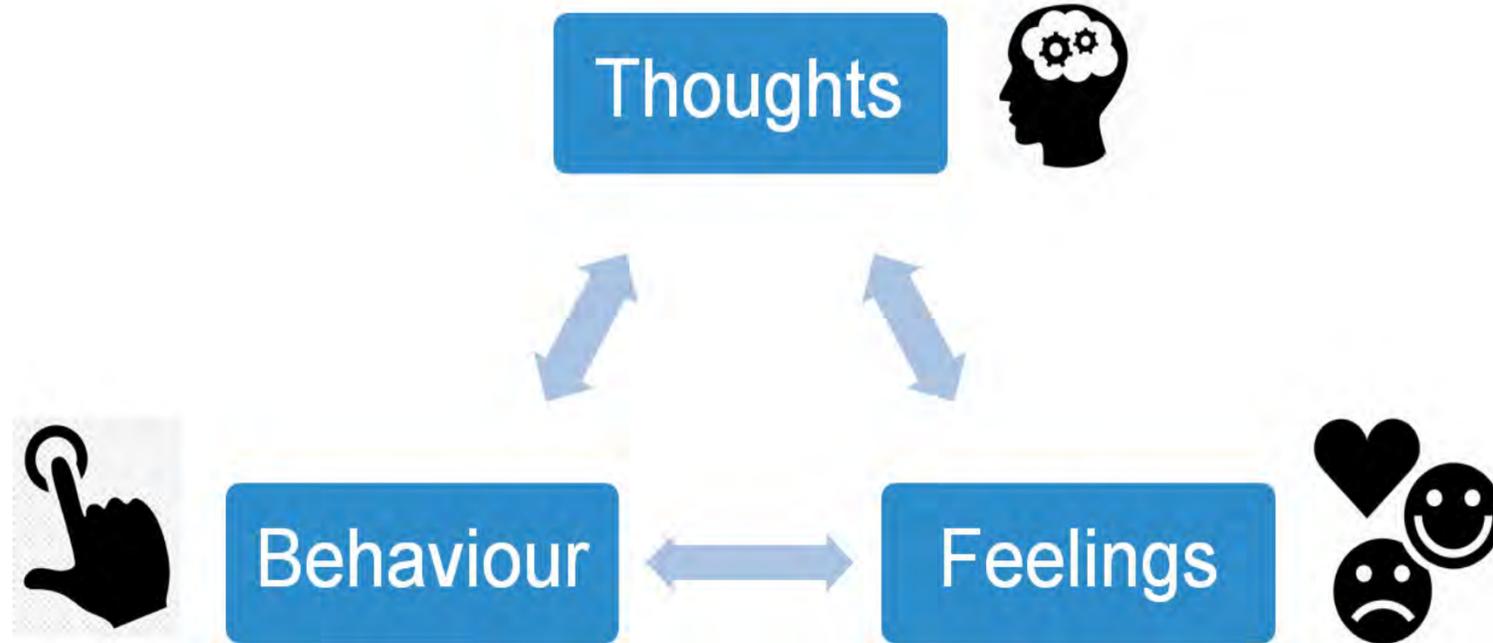


Ice - Breaker

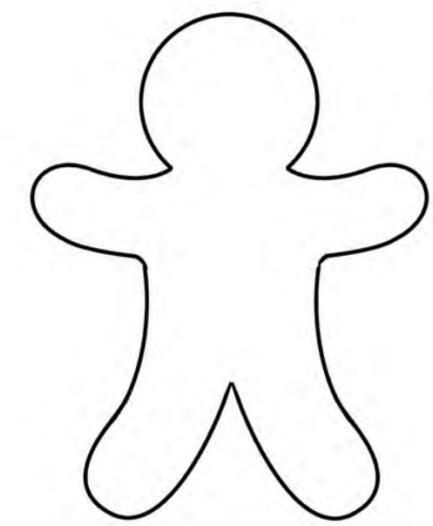
Please use the chat box to remind us of your name, child's name, and one interesting fact about yourself!



Recap



What Does Anxiety Look and Feel Like?



Fight, flight, freeze video for kids



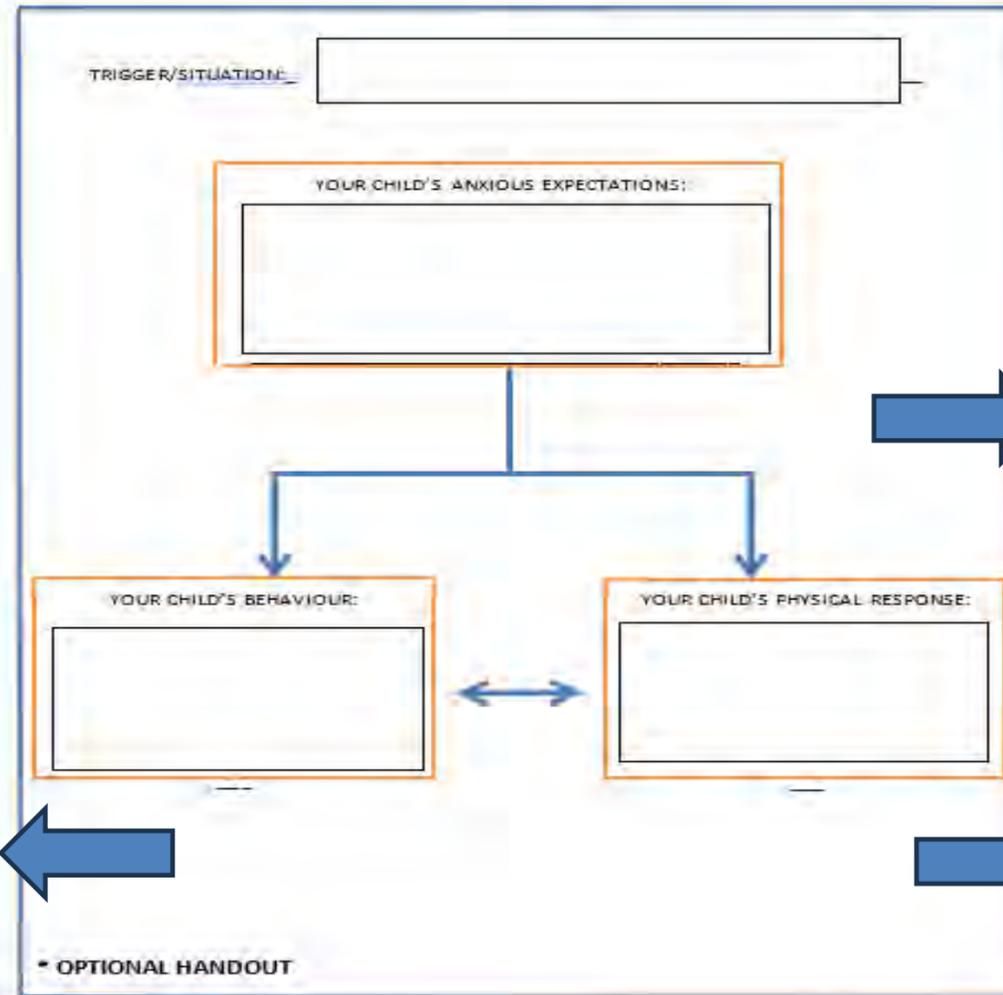
SMART goals

S – SPECIFIC What do you want to accomplish?	
M – MEASURABLE How often/how many?	
A – ACHIEVEABLE How achievable is it on a scale of 1-10?	1 2 3 4 5 6 7 8 9 10
R – REALISTIC How realistic is it on a scale of 1-10?	1 2 3 4 5 6 7 8 9 10
T – TIMELY How long will it take you to achieve this goal?	

Recap

Trigger situation for your child

HANDOUT 1 – MAINTENANCE OF CHILD ANXIETY PROBLEMS – Part 1*



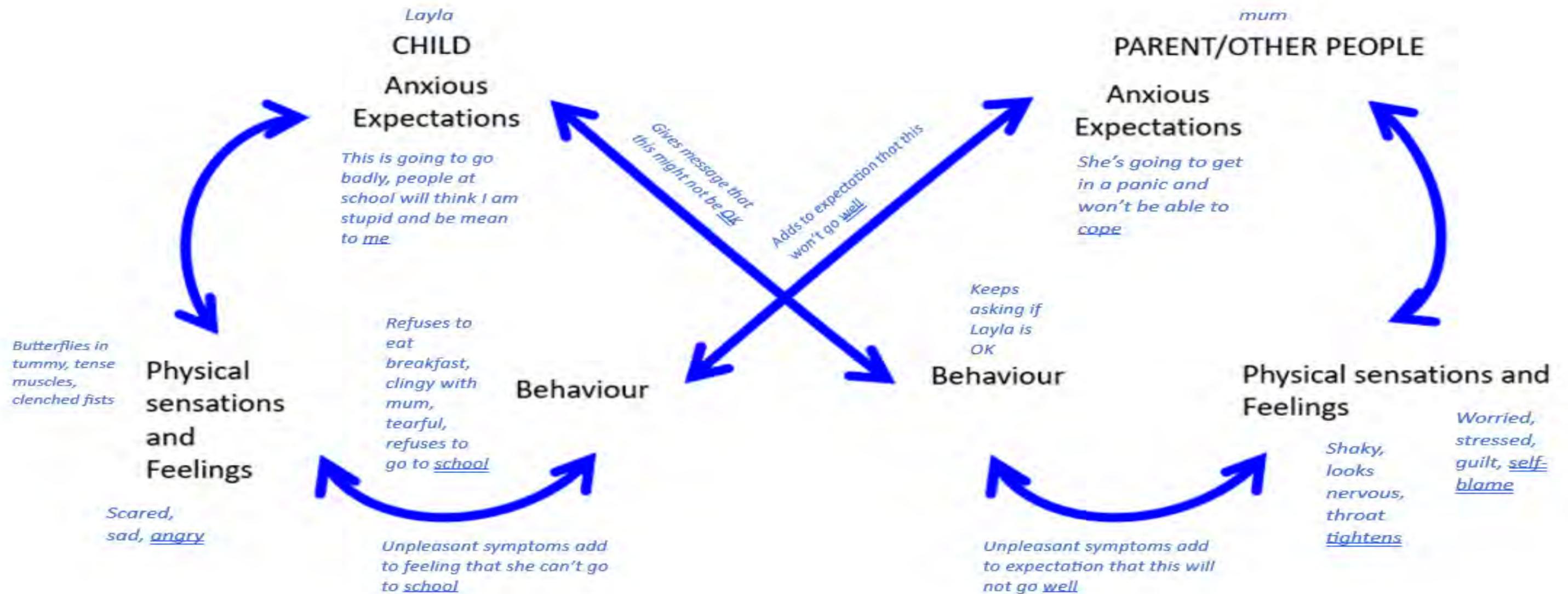
Your child's anxious expectations

Your child's behaviour

Your child's physical response

Situation Layla is getting ready for school in the morning.

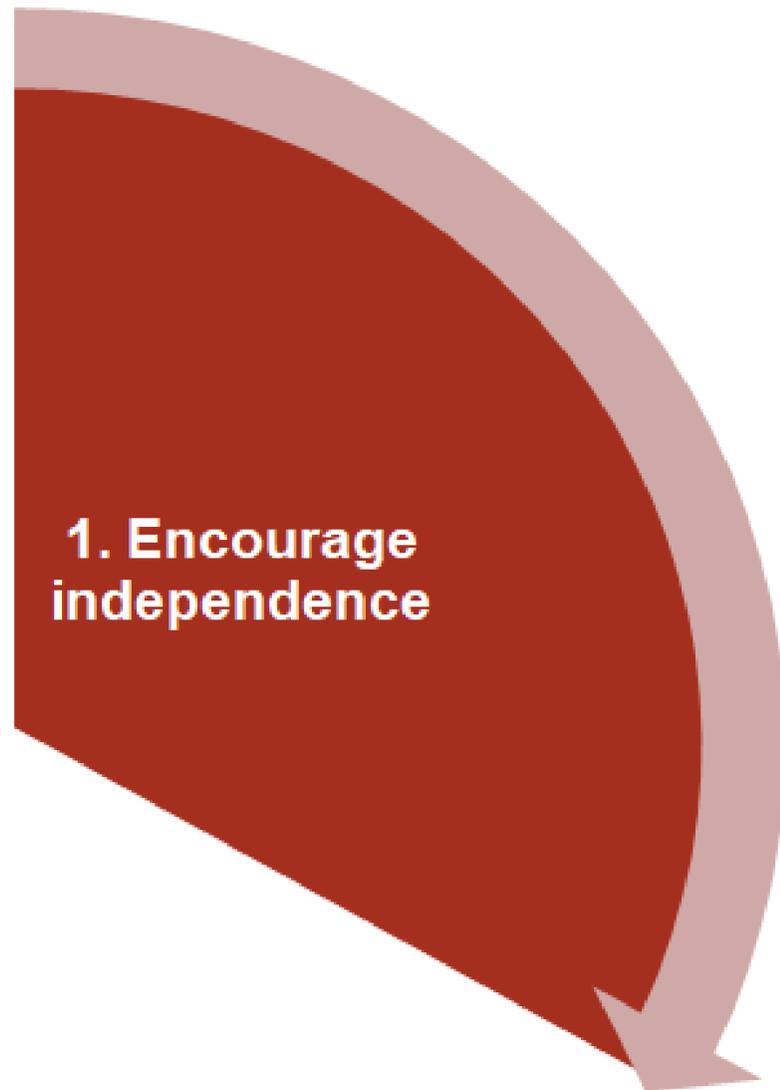
“Figure of Eight” Maintenance of Child Anxiety Problems



Tackling your child's anxiety



Tackling your child's anxiety



Encouraging independence and 'having a go' supports new learning experiences.

This teaches children they can cope and succeed, even if it doesn't work out the first time.

Tackling your child's anxiety



1. Encourage independence

E.g. tidy bedroom

E.g. make breakfast

E.g. help to prepare a meal

E.g. clean pet cage

E.g. make a purchase in a shop

Read **Chapter 9: Encouraging independence and 'having a go'** for more information (page 107) (Helping your Child with Fears and Worries)

ENCOURAGING INDEPENDENCE

The first step in encouraging your child's independence is to think about everyday tasks and activities that your child could try on their own. This will give your child a general sense of being able to do new things and help them realise that they can cope and feel in control.

Highlight which ones you feel your child would like to have a go at.

AGE RANGE	WITHIN THE HOME	OUTSIDE THE HOME	<h3>TOP TIPS</h3> <p>SHOW YOUR CHILD WHAT TO DO: Demonstrate each step of the activity and check your child has understood.</p> <p>SHOW CONFIDENCE IN YOUR CHILD: Hold back and let your child have a go. Praise them for having a go! Reward their efforts.</p> <p>BUILD UP SLOWLY! If your child finds the task hard, break it down into smaller steps.</p> <p>GIVE CHOICES: Give them a choice as to how or when they do the tasks.</p>
4-6 YEARS	<ul style="list-style-type: none"> Pour own <u>drink</u> Pick out clothes for the <u>day</u> Leading an activity with you Sweeping or dusting Tidying away toys Making something for a family member 	<ul style="list-style-type: none"> Trying a new play environment like a park or soft play Finding out something new about another classmate Asking the teacher for help 	
6-7 YEARS	<ul style="list-style-type: none"> Brush teeth Brush own hair Set <u>table</u> Tidy own bedroom Feed pets Put washing in the <u>basket</u> Help you with preparing a <u>meal</u> Help create the shopping <u>list</u> 	<ul style="list-style-type: none"> Play date with a new <u>friend</u> Playing in a natural environment such as a forest Practicing a skill or subject they may find difficult, such as times tables or riding a bike 	
8-10 YEARS	<ul style="list-style-type: none"> Take rubbish <u>out</u> Water plants Make a purchase in a <u>shop</u> Prepare a simple <u>meal</u> Wake up with alarm <u>clock</u> Make <u>bed</u> Make own <u>breakfast</u> Help plan their own party or playdate 	<ul style="list-style-type: none"> Helping another family member with a job in their home Deciding which groceries to buy with <u>you</u> Inviting a new friend round to play Trying a new after school club 	
11-12 YEARS	<ul style="list-style-type: none"> Plan a family day out or their <u>schedule</u> Look up information for family in books or the <u>internet</u> Send an email to a family <u>member</u> Washing up Help wash the car 	<ul style="list-style-type: none"> Ordering for themselves at a restaurant Supporting the local community or charity event Helping a friend with something they are finding difficult 	



Use this handout to help you think of small do-able tasks that your child can practise to encourage their independence and confidence.

Finding out about fears

1

- Pick a good moment

2

- Empathise & connect

3

- Ask what, when, how and make suggestions

REMEMBER:

You are an expert on your child. Trust yourself to explore gently. Also, it might take more than one go.



Exploring your Childs Anxious Expectations

- Pick your moment! - *The worry may be too big to discuss in the moment*
- Helping your child feel understood - *Empathising*
- Helping your child feel normal - *Normalising*
- Making suggestions
- Checking your understanding - *This gives your child an opportunity to correct you and shows you are actively listening which could lead to further information being shared*
- Labelling emotions
- Make it fun/rewarding - *worry box or even a reward once you talk about the worry, question game*



Things to Avoid:

"I know
you're worried
about... but"

Being curious - questions to ask

“
The '*I don't know*' answers
- Remain curious
(if you are still struggling,
you can make tentative
suggestions)
”

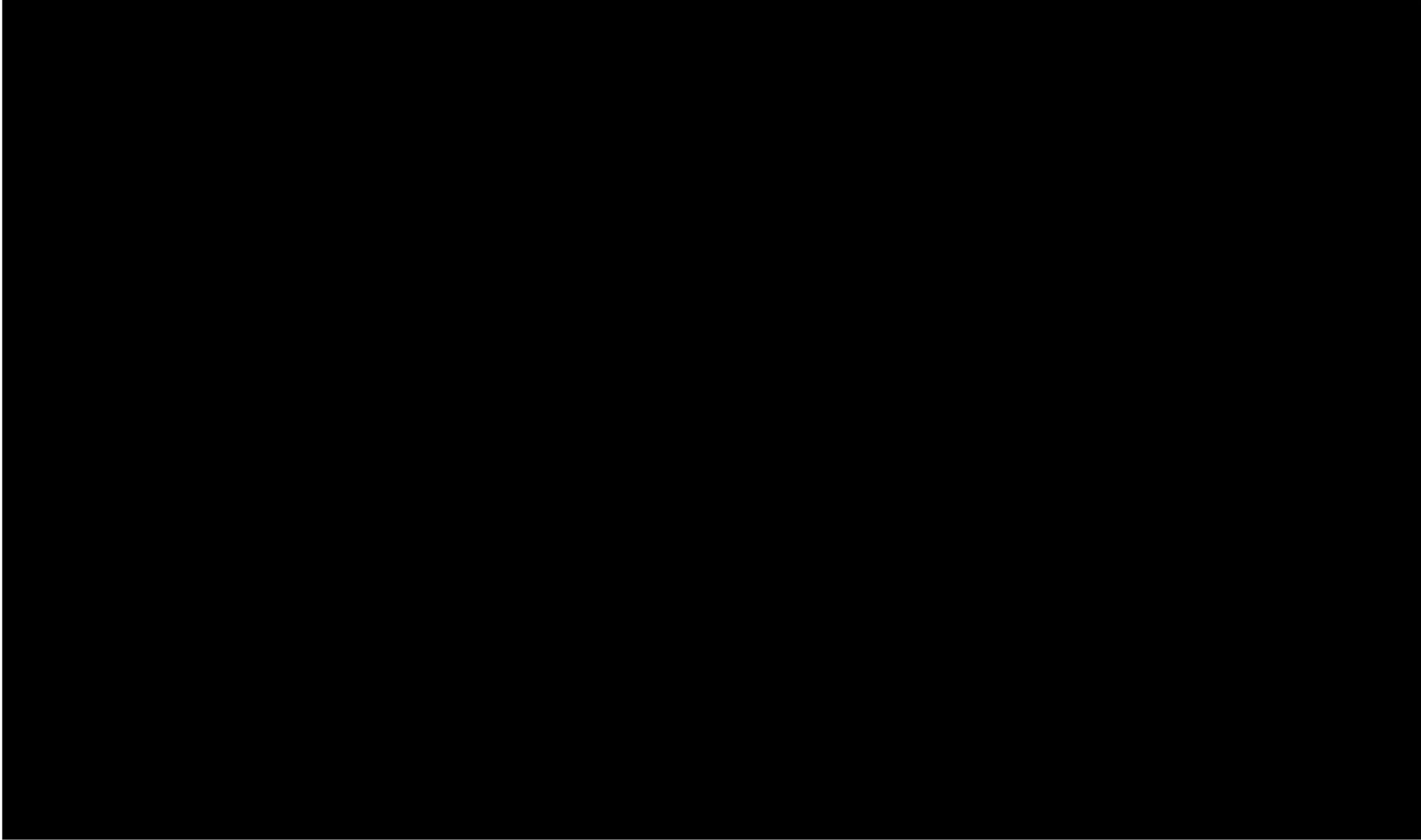


HANDOUT 3 – WHAT ARE MY CHILD'S ANXIOUS THOUGHTS/ EXPECTATIONS?

WHAT IS HAPPENING?	WHAT IS MY CHILD THINKING?	MY RESPONSES
	<ul style="list-style-type: none"> • <i>Why are you feeling worried?</i> • <i>What is frightening you?</i> • <i>What do you think will happen?</i> • <i>What is the worst thing that might happen?</i> • <i>What is it about [this situation] that is making you worried?</i> 	<ul style="list-style-type: none"> • <i>Be curious</i> • <i>Help your child feel understood</i> • <i>Help your child feel normal</i> • <i>Make suggestions</i> • <i>Check you have understood</i> • <i>Keep it rewarding (and fun, if applicable)</i>

2. Find out about fears

Video example

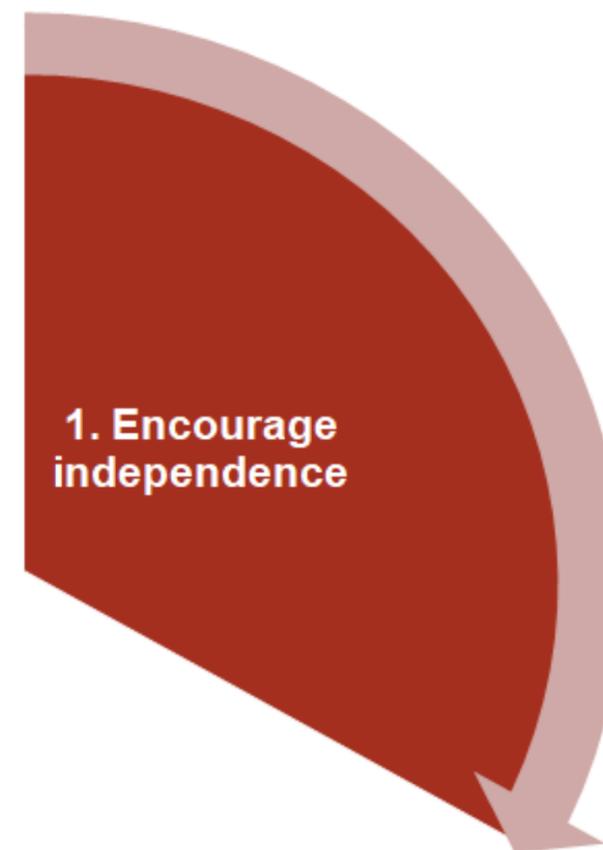


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Have a go at talking to your child about what is worrying them. Use this handout to help you and be ready to feedback how it went next week.



Read chapter 10 of the book 'Helping your child with fears and worries.'



Any
feedback/questions?
&
Thank You!

