

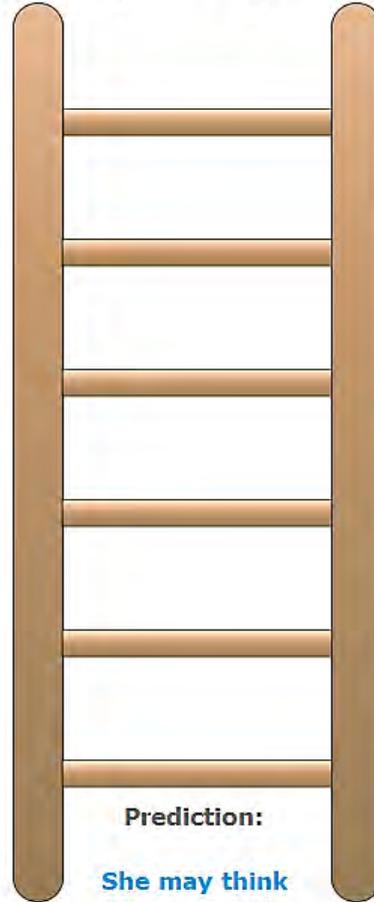


Example step-by-step plan

STEPS

Ultimate Goal: Ask the teacher a question in front of the whole class.

6. Answer a question asked by the teacher (answer not planned) in front of the whole class
5. Answer a question asked by the teacher (planned in advance) in front of the whole class
4. Ask the teacher a question in a small group
3. Answer a question asked by the teacher (answer not planned) in a small group
2. Answer a question asked by the teacher (planned in advance) in a small group
1. Ask the teacher a question after class has finished and classmates have gone



Prediction:

She may think it is a stupid question/be cross with me asking her after class

REWARDS:

Ultimate Reward: Dinner out

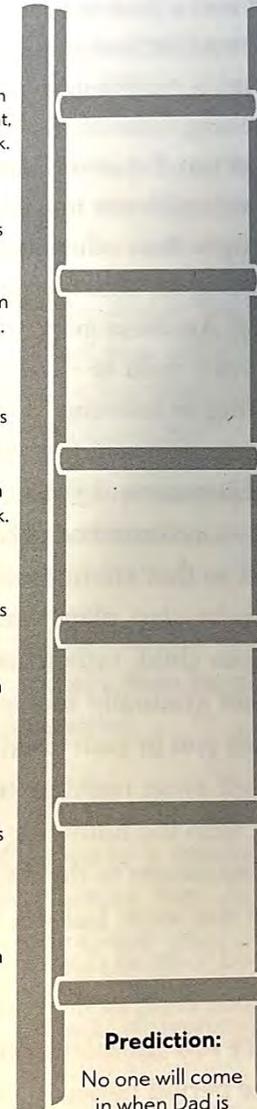
6. Go to the craft shop after school
5. Stop off on the way home at the coffee shop
4. Make cakes with parent/carer
3. Choose a favourite dinner
2. Stop off on the way home for a magazine
1. Praise from parent/carer



Muhammed's step-by-step plan

STEPS:

- Ultimate goal**
To sleep on my own in my own room all night, every night for a week.
6. To sleep in my room alone with one of my parents coming to check on me every half-hour until I am asleep, for a week.
 5. To sleep in my room alone with one of my parents coming to check on me every 20 minutes until I am asleep, for a week.
 4. To sleep in my room alone with one of my parents coming to check on me every 10 minutes until I am asleep, for two nights in a row.
 3. To sleep in my room alone with one of my parents upstairs while I settle to sleep.
 2. To sleep in my room all night with my cousin staying over with me.
 1. To sleep in my room all night with Dad in the same room on the camp bed.



Prediction:

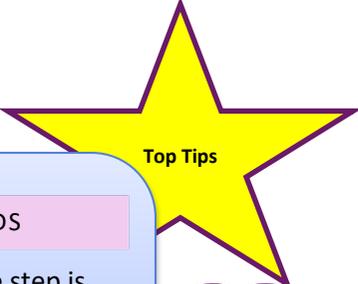
No one will come in when Dad is there. But if Dad needs to go to the toilet in the night a bad man might come in and get me when he is gone.

REWARDS:

- Ultimate reward**
Have four friends over for a sleepover.
6. A trip to the cinema.
 5. A day out with my family.
 4. Watch a film and stay up a bit later than usual.
 3. Dad will play a board game with me.
 2. My favourite breakfast in the morning.
 1. Praise from Mum and Dad.

WATCH THIS YOUTUBE VIDEO (5 MINS) FOR HOW TO BUILD A FEAR LADDER / STEP-BY-STEP PLAN WITH YOUR CHILD:

[Graded Exposure - YouTube - https://www.youtube.com/watch?v=HHfUdOM8QIQ](https://www.youtube.com/watch?v=HHfUdOM8QIQ)



KEEP A LOOK OUT FOR SAFETY BEHAVIOURS!



Imagine a person standing in their garden throwing paper into the air. When their neighbour asks them why they are doing it, they answer, "To keep the dragons away". "But there are no dragons?", says the neighbour. "Exactly!" they reply.

Sometimes the things we do to keep ourselves safe stop us from learning that we are already safe. The step plan can gradually introduce a way of 'dropping' safety behaviours.

Examples include always needing someone with them for support, over-preparing for something, always having to carry something in that situation (water bottle, teddy), avoiding eye contact...

MAKING PREDICTIONS BEFORE THE STEP & REVIEW AFTERWARDS

Predictions should be made before each step and reviewed after the step is attempted to maximise the new learning that takes place.

Before completing the step ask:

Think about the worry rating X/10
What do you think will happen?
How do you think you will feel?

After completing the step ask:

What worry rating would you give it now?
Did what you think might happen, happen?
How did you feel during it?



TROUBLESHOOTING - IF A STEP DOESN'T GO AS PLANNED

Ask: "what happened in the past or when you did X before?"

"What has happened to your friends in this situation?"

"What do you think might happen?"



Refusing to complete a step → Is the step too hard? Break it into more steps. Ask them to re-rate the step on their worry scale. Are the rewards motivating enough?



GETTING STARTED ONCE YOU HAVE CREATED THE STEP-BY-STEP PLAN:

- The first step should be achievable, something they may have already done once or twice
- Praise your child for any attempts & give lots of encouragement at conquering a step – **aim is for them to stay in the situation until the anxiety reduces**
- Provide the rewards as agreed (have an agreed, appropriate reward for each step)
- Review predictions about each step once it has been completed
- Problem solve any difficulties your child faces with a step
- If necessary, break a step down into smaller steps if it was too distressing at first
- Look out for safety behaviours and try to remove them gradually
- Keep a record of their progress – track it! Let them see their progress towards their ultimate goal
- Repeat each step as many times as needed until the level of worry reduces, then move onto the next step

Reassurance which reduces opportunities for new learning:

"It's okay, I'm here"

"It will be fine, don't worry"

"Your classmates won't laugh"

Reassurance which promotes opportunities for new learning:

"Go on, have a go, you've done it before, and it went really well".

"I think you should see how it goes. I feel confident but even if it doesn't go well, we will have an idea of what to work on next".

"I really think you can do this. I was so proud when you asked a question in class last week".

ULTIMATE GOALS ADVICE:



Make sure the goal is something specific that you would be able to see your child do so that you will know exactly once it is achieved.

Make sure it is → Achievable & Realistic & a 9/10 or 10/10 rating on the worry scale