



**Mental Health Support Service for children and
young people in Derby and Derbyshire**

Parent Workshop

**How to support your
child with anxiety**

Hello

Overview of the session:

- Introduction to Changing Lives
- What is anxiety
- The signs of anxiety
- How to support children with anxiety
- How to refer into Changing Lives



Where We Are Based

We have 11 Mental Health Support Teams across Derby and Derbyshire.

We are the mental health support team based within the Swanwick area.

Our Centre of Excellence is Swanwick Hall School.

We work with Ripley Academy, Belper High School and all primary schools.

Decorative wavy lines in shades of teal and blue at the bottom of the slide.



Meet the Swanwick Team



Rachel Zilate
Team Leader



Rebecca Brown
Supervising Practitioner



Charlotte Kennedy
Mental Health Practitioner



Louise Evans
Mental Health Practitioner



Ella Smith
Mental Health Practitioner



Laura Guest
Mental Health Practitioner

Background

- ✓ 1 in 8 children are affected by a mental health problem
- ✓ 50% of lifetime mental illness starts before age 14
- ✓ 75% of lifetime mental illness starts before age 24

NHS England, Department of Health and Department for Education working in partnership to implement MHSTs

Aim to have MHSTs in 1/5 to 1/4 of all schools by 2023/24



Department
of Health



Department
for Education

Transforming Children and Young People's Mental Health Provision: a Green Paper

Presented to Parliament
by the Secretary of State for Health and Secretary of State for Education
by Command of Her Majesty

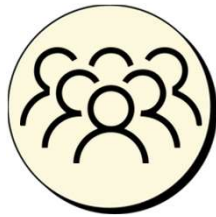
December 2017

Cm 9523

What do we offer?



Whole-School
Approach to
mental health
& consultations



Group work
(6-8 sessions)



1:1
interventions
(6-8 sessions)



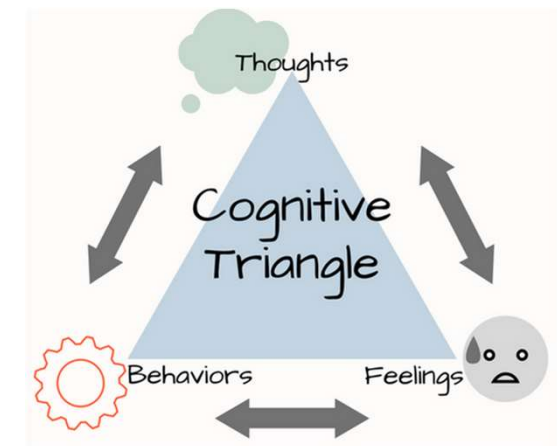
1:1 or group
work for
parents &
carers

What do we offer?

We support children and young people struggling with mild to moderate mental health difficulties. We are NOT a counselling service.

We use Low-Intensity Cognitive Behaviour Therapy (CBT)

- Low mood
- Anxiety (social anxiety/separation anxiety)
- Worry Management (general anxiety)
- Panic
- Sleep hygiene
- Simple phobias
- Challenging behaviours



Hearing from you



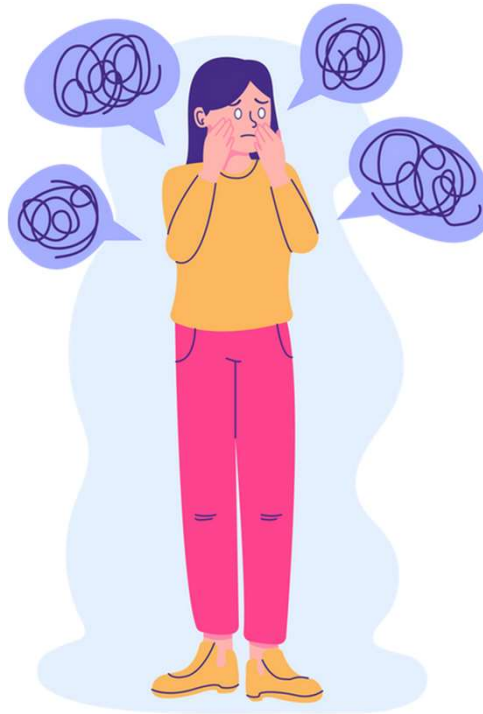
What signs are you seeing that suggest your child is struggling with anxiety?

What would you like to gain from today's workshop?



What is anxiety?

Anxiety is worrying that something bad will happen.



The child will often think of the worst-case scenario, and imaging this happening to them

Anxiety is an overestimation of threat and an underestimation of our ability to cope.

‘Anxiety’ vs. ‘Worrying’

All children will worry about things at times. Worrying is normal.

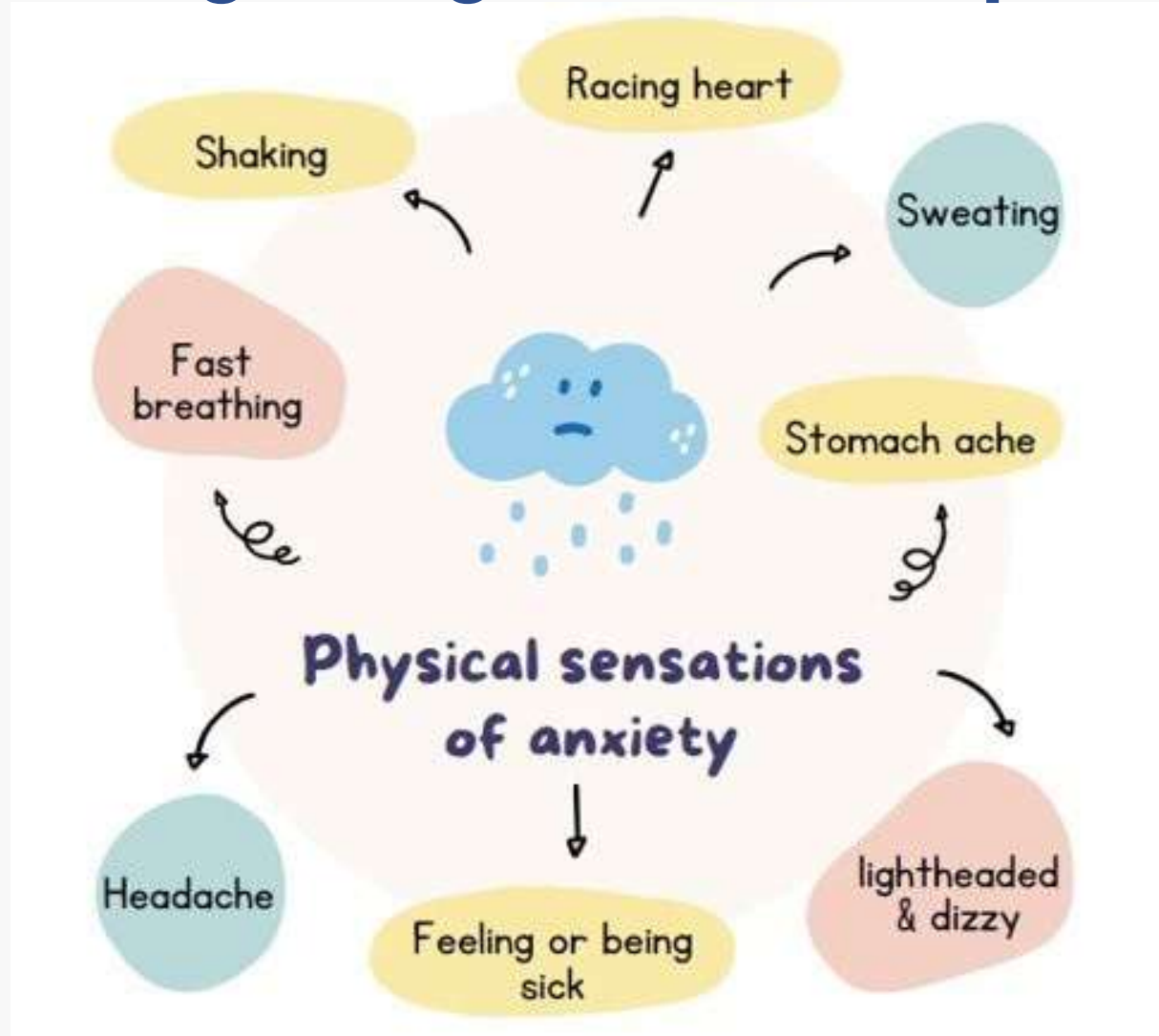
We may refer to it as anxiety depending on the impact it has on the child and the level of distress caused.



It becomes a problem when it interferes with their everyday life.

A child with anxiety need to learn that their anxious expectations are unlikely to happen, but if they do, they will be able to cope.

The Fight, Flight, Freeze response



FIGHT



FREEZE



FLIGHT



FIGHT

Yelling, Screaming,
Using Mean Words

Hitting, Kicking, Biting,
Throwing, Punching

Blaming, Deflecting
Responsibility, Defensive

Demanding,
Controlling

"Oppositional",
"Defiant", "Noncompliant"

Moving Towards What
Feels Threatening

Irritable, Angry,
Furious, Offended
Aggressive

FLIGHT

Wanting to Escape,
Running Away

Unfocused, Hard
to Pay Attention

Fidgeting, Restlessness,
Hyperactive

Preoccupied, Busy with
Everything But the Thing

Procrastinating, Avoidant,
Ignores the Situation

Moving Away From What
Feel Threatening

Anxious, Panicked
Scared, Worried,
Overwhelmed

FREEZE

Shutting Down,
Mind Goes Blank

Urge to Hide,
Isolates Self

Verbally Unresponsive,
Says, "I don't know" a lot

Difficulty with
Completing Tasks

Zoned Out,
Daydreaming

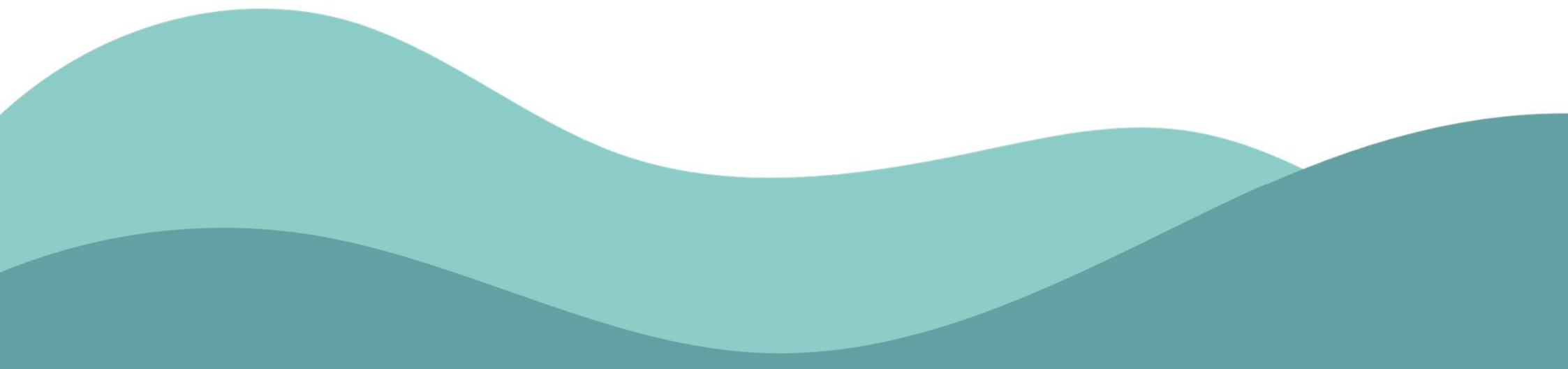
Unable to Move,
Feeling Stuck

Depressed, Numb,
Bored/Apathetic,
Helpless

All Behaviour is communication!



The cycle of anxiety



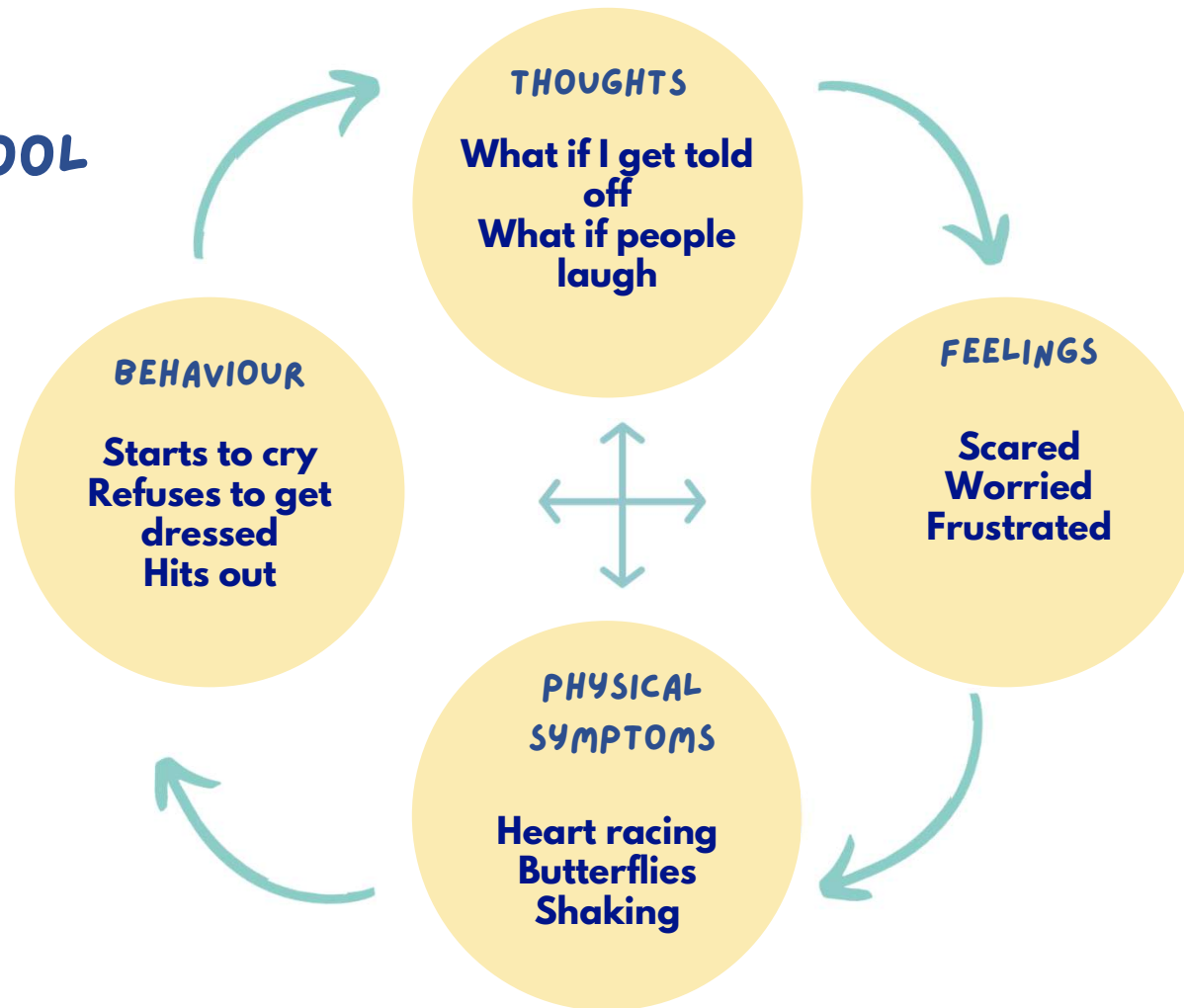
Discussion

Think about a time your child has displayed anxiety

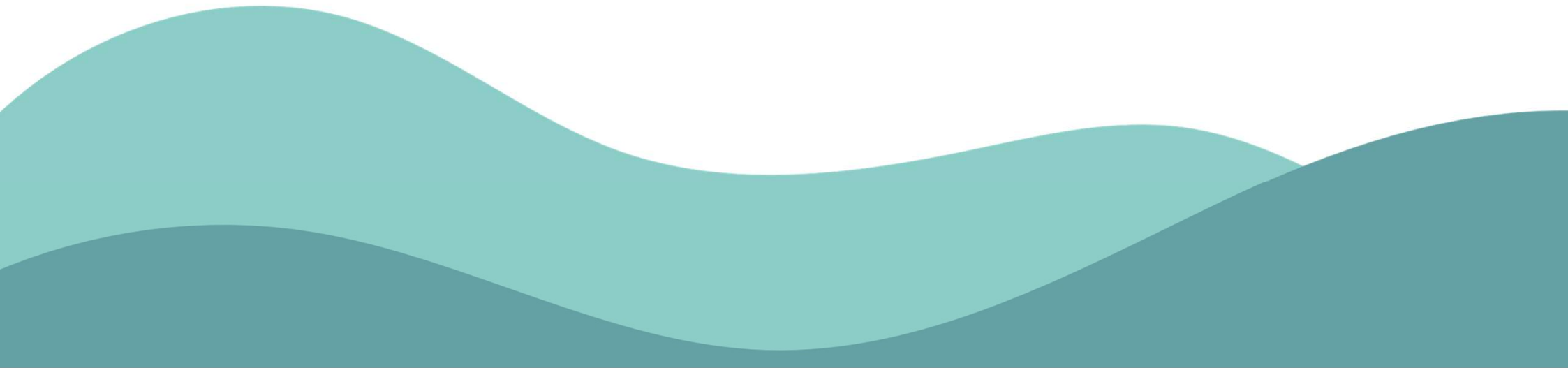
What have you observed about their
thoughts, feelings, physical symptoms or
behaviour?

Anxiety Maintenance Cycle

**TRIGGER:
GOING TO SCHOOL**



How to break the cycle of anxiety



Responding to anxiety

Isla is going to find it difficult moving from primary school to secondary.
It's such a big school, you think she will struggle to make friends.

**Frequently asks if the
child is worried**

"Are you worried?
Who will you play
with?"

**Solving problems that
haven't happened**

"If you don't make
friends, I will talk
to your teacher..."

**Keeps giving
reassurance**

"It's okay, there's
nothing to worry
about"

**Cutting out reassurance is not about not responding at all;
it is all about responding differently...**

Giving reassurance

Reassurance can....

be addictive

prevent
independence

not help in the
long term

hinder problem-
solving skills

Instead of saying...

"It's okay, you will make friends. It will all be okay don't worry"



"I know you can do this, you're really brave, lets give it a go"



AVOIDANCE

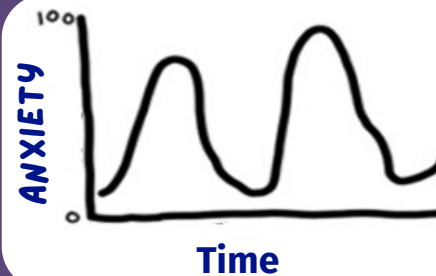
When we avoid or leave a situation.....

We feel better
in the
short term

But our brain &
body learns to fear
the situation

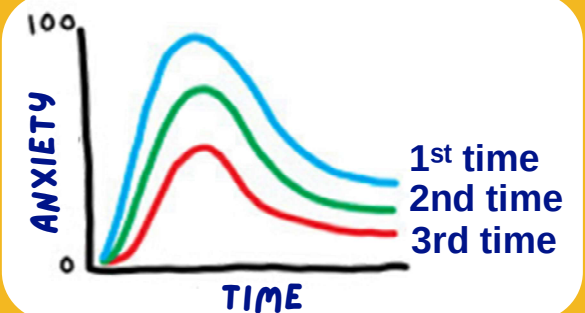
So when we
come across a
similar situation
our anxiety will be
even worse.

But if we face our
fears & stay until
our anxiety is
halved...

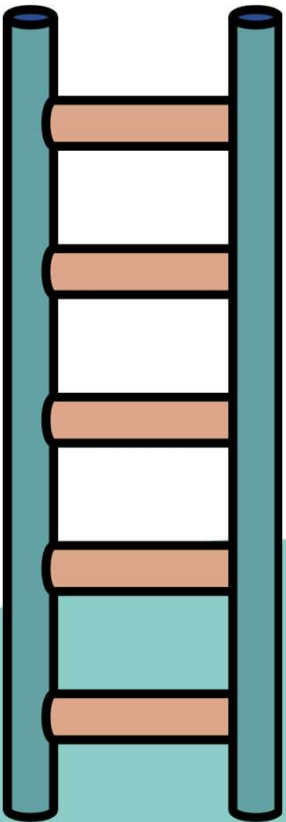


Then we teach our
brain & body that
nothing bad will
happen

The longer we stay/
the more times we do
it, the less anxious we
will be



STEP-BY-STEP APPROACH TO OVERCOMING FEARS AND WORRIES



Some fears may be too overwhelming for a child to face straight away, so we build up gradually to what they're comfortable with.

We break down the goal into more achievable steps.

Doing this gradually gives the child confidence in their ability to cope, increases motivation, and gets them used to testing out fears.

SAFETY BEHAVIOURS



- These are things we do to try and make us feel better or feel safe. They can work to reduce our worries in the short-term.
- However, safety behaviours actually keep anxiety going, because we never learn that we can actually cope on our own.
- Example: Having earphone in to prevent people talking to us, or carrying a water bottle in case you get a dry mouth.

What are your child's safety behaviours?



EXPOSURE RULES

Gradual: We expose ourselves to a situation which makes us feel slightly anxious, then move up when we feel confident to do so.

Prolonged: We remain in the situation long enough to learn that the anxiety will naturally decline.

Repeated: We repeatedly expose ourselves to the situation as much as we can.

Full Exposure: With no safety behaviours - we want your child to learn their anxiety will come down and they can cope on their own.

Use the step-by-step approach to encourage your child to gradually drop safety behaviours (e.g., each step twice, once without safety behaviours).

Predication & anxiety rating

Step 6:

Step 5:

Step 4:

Step 3:

Step 2:

Step 1:

Rewards:

Activity

Discuss ideas for a step by step plan for one of the examples below (or use your own

Lucas

Lucas refuses to go to school on the days he has P.E because he is worried he will be laughed at by his peers.

Poppy

Poppy sleeps in her parent's bed because she is worried someone will come into her room at night. She does not spend any time in her room currently.

Ben

Ben avoids going to birthday parties if there will be children there he doesn't know as he worries they will think he is weird. If he does go he will cling to Mum and not socialise with others.

BEHAVIOURAL EXPERIMENTS

- Helps parents to look out for opportunities in everyday life where they can test out worries.
- More spontaneous, its about testing out beliefs about themselves or the world.
- Finding evidence for a thought ("what if we're late", "well let's find out").
- Parents ask their child what they predict will happen in these situations and offer a reward.
- Parents review how it went, what happened, and what their child learned.
- Use alongside or instead of the step-by-step plan.





PROBLEM-SOLVING



Instead of...

**"If you need to come home early, I will collect
you"
Try...**

**"I think you're going to have the best time,
give it a go! We can discuss it together if that
does happen"**

**Problem-solving for the
child gives them the
impression that we
believe that they cannot
cope. Problem-solving a
situation that hasn't
happened makes the
child believe it will
happen.**

The Problem Solving Technique



What is the problem?	List all the possible solutions (No matter how weird and wonderful)	What would happen if I chose this solution? (In the short term? In the long term? To my anxiety in the future?)	Is this plan doable? (Yes/No)	How good is the solution? (Rate 0-10)	Choose a solution and give it a go! (What happened and how did they cope? What was learned?)



REWARDS

**Make praise
clear and
specific.**

**Include a
range of
rewards.**

**Try to have rewards
that can be given
immediately or soon
after the goal has
been met.**

**Rewards
don't need to
be expensive.**

**Make sure you
and your child
agree to the
reward.**

**Make sure you
would be willing to
not give the reward
if the goal was not
met.**



EXAMPLE REWARD CHART



Day	Brush my hair	Make my bed
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

When I get 5 ticks, my reward is...

If I get all 14 ticks, my reward is...

How to respond to anxiety



REMEMBER

Reflect - "Remember when you were scared to try __, but then you loved it?"

Explore - Use open questions to explore their worries with them

Model - "I sometimes feel worried about things, when I feel worried I...."

Empathise - "I can see you're worried about this, it must be really tricky for you..."

Motivate and highlight the positives "You could make lots of new friends"

Break things down - Ask them to join in for 2 minutes then the next time 5 minutes

Encourage - "You're really brave, I know you can do this!"

Reward - Small rewards for giving things a go

Challenging Negative Thoughts



Negative thought



Positive thought

What if I'm rubbish at it?

Reframing

What if you are really good?

I won't make friends

Encouragement

How do you know if you don't try, let's give it a go

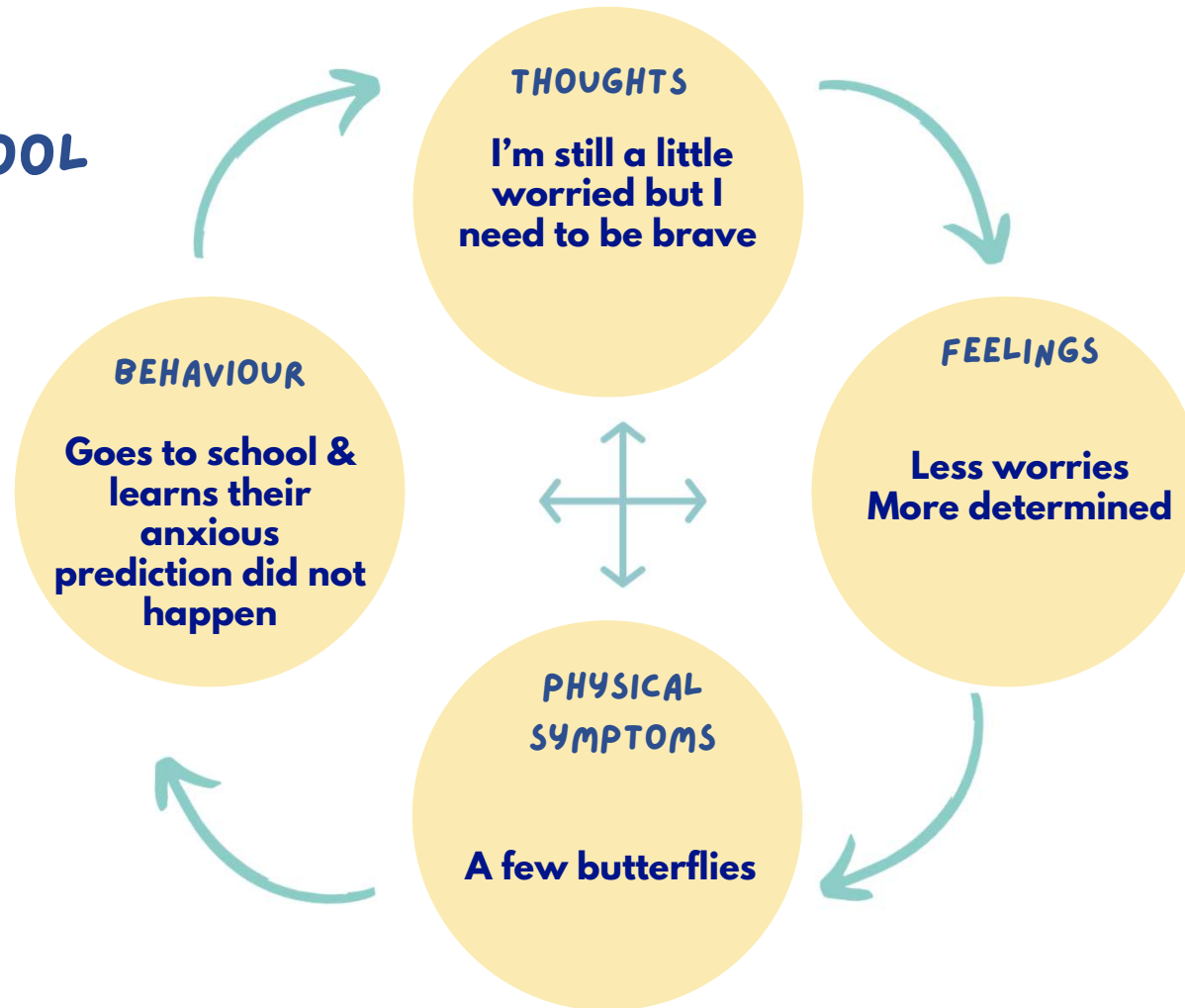
What if I hurt myself?

Modelling

I remember when I...

Anxiety Maintenance Cycle

**TRIGGER:
GOING TO SCHOOL**



HELPING YOUR CHILD WITH FEARS AND WORRIES



Making a referral to Changing Lives

Referral
submitted &
discussed

Parent
screening call

Possible 1:1
assessment
with child

6-8 session
intervention

Possible
session/s with
child

THANK
YOU