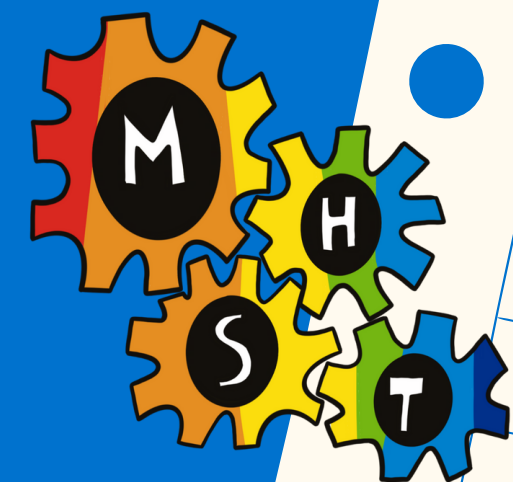


Mental Health Support Team in Schools

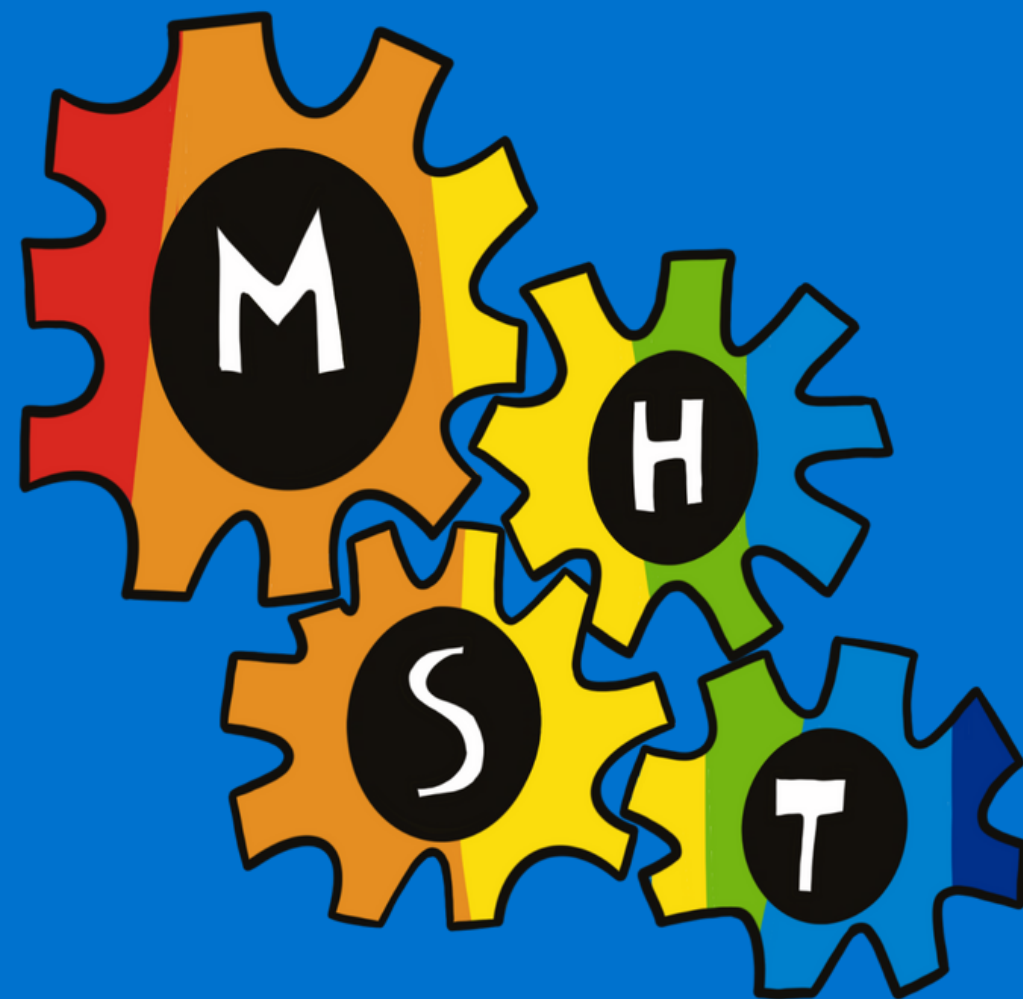
Supporting Your Child with Their Symptoms of Anxiety



**Dorset
Mental
Health
Support
Team in
Schools**



What is
the
MHST?



**Dorset
Mental
Health
Support
Team in
Schools**



Avoidance

Restlessness

Controlling

Panicked

Overwhelmed

Zoned Out

Unfocused

Angry

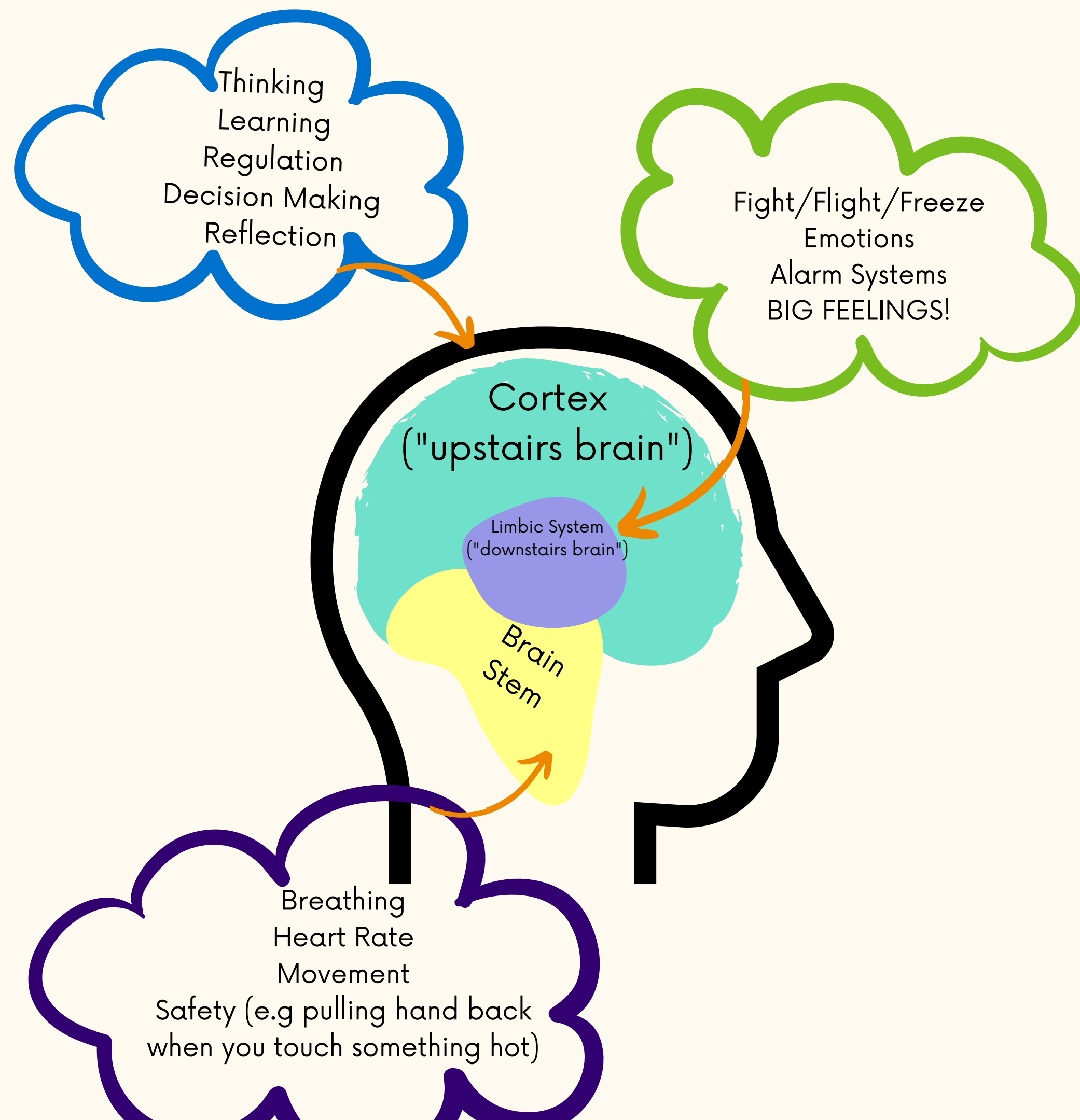
Shutting down

Fidgeting

Wanting to escape

What is Anxiety?

What happens
to our brain
when we get
anxious?



Fight

Wanting to "attack"

Aggressive

Irritable

Controlling

Yelling

Demanding

Kicking

Hitting

Offended

Angry

Flight

Wanting to Escape

Procrastination

Anxious

Hard to pay attention

Fidgeting

Restlessness

Panicked

Overwhelmed

Hyperactive

Unfocused

Freeze

Urge to hide

Zoned out

Depressed/numb

Shutting Down

Isolates self

Difficulty

completing tasks

Verbally unresponsive

Feeling stuck

Unable to move

Mind Goes Blank

What can cause anxiety?

Genetics

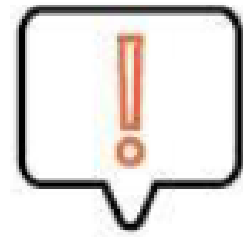
Learning from
others' reactions

Missed
opportunities

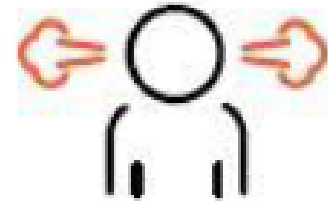
Learning by
others' example

Adverse
experiences

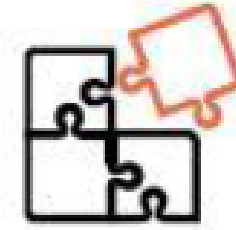
THINGS WE MODEL, WHETHER WE REALISE IT OR NOT



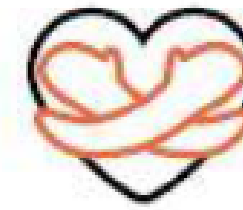
How we handle
mistakes



How we deal with
frustration



How we solve
problems



How we take care
of ourselves



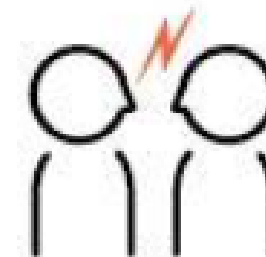
How we apologise
and repair



How we ask
for help



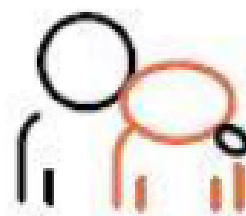
How we speak up
for self and others



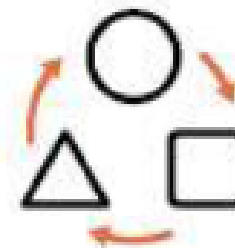
How we
navigate conflict



How we approach
differences



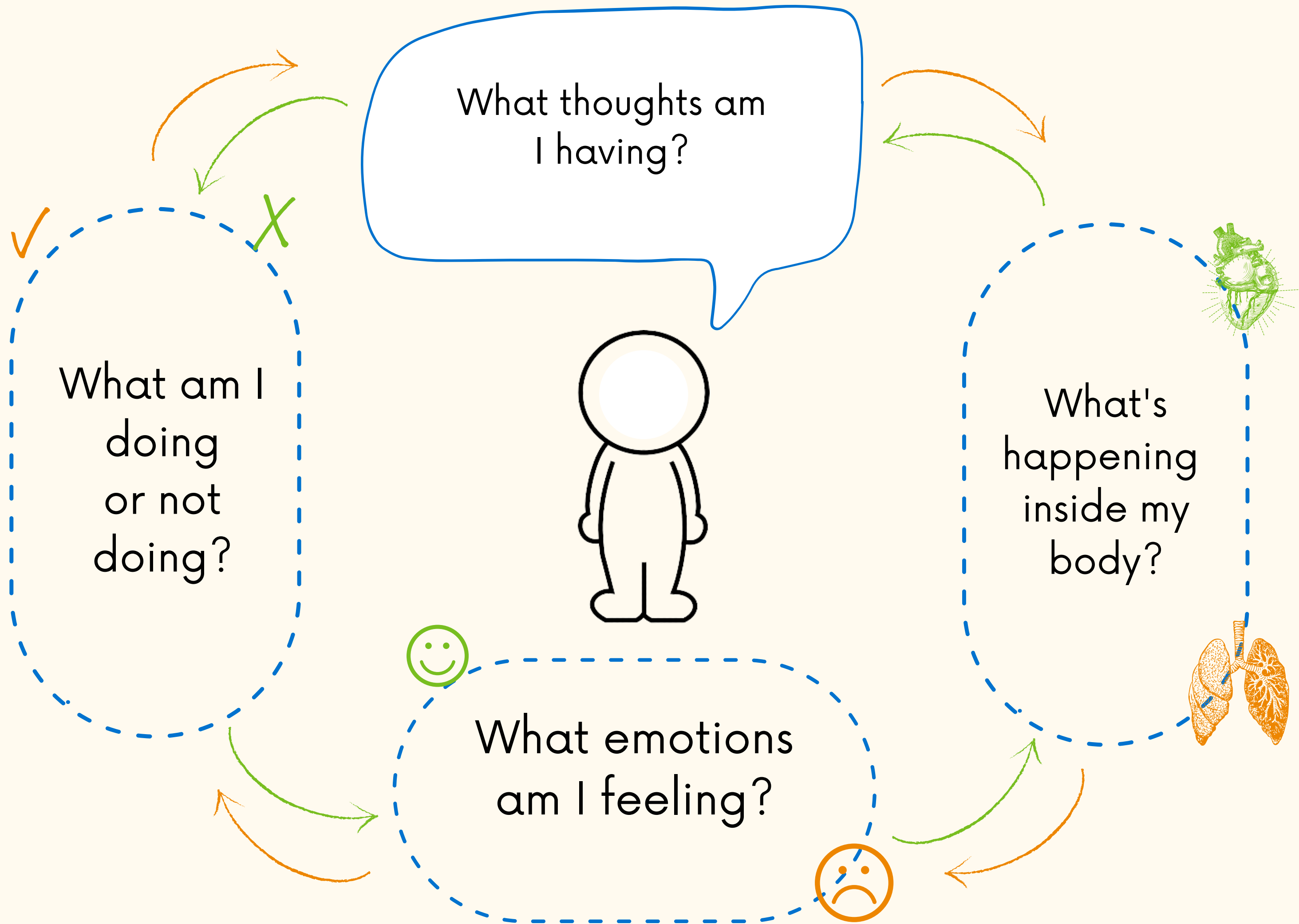
How we look
after each other

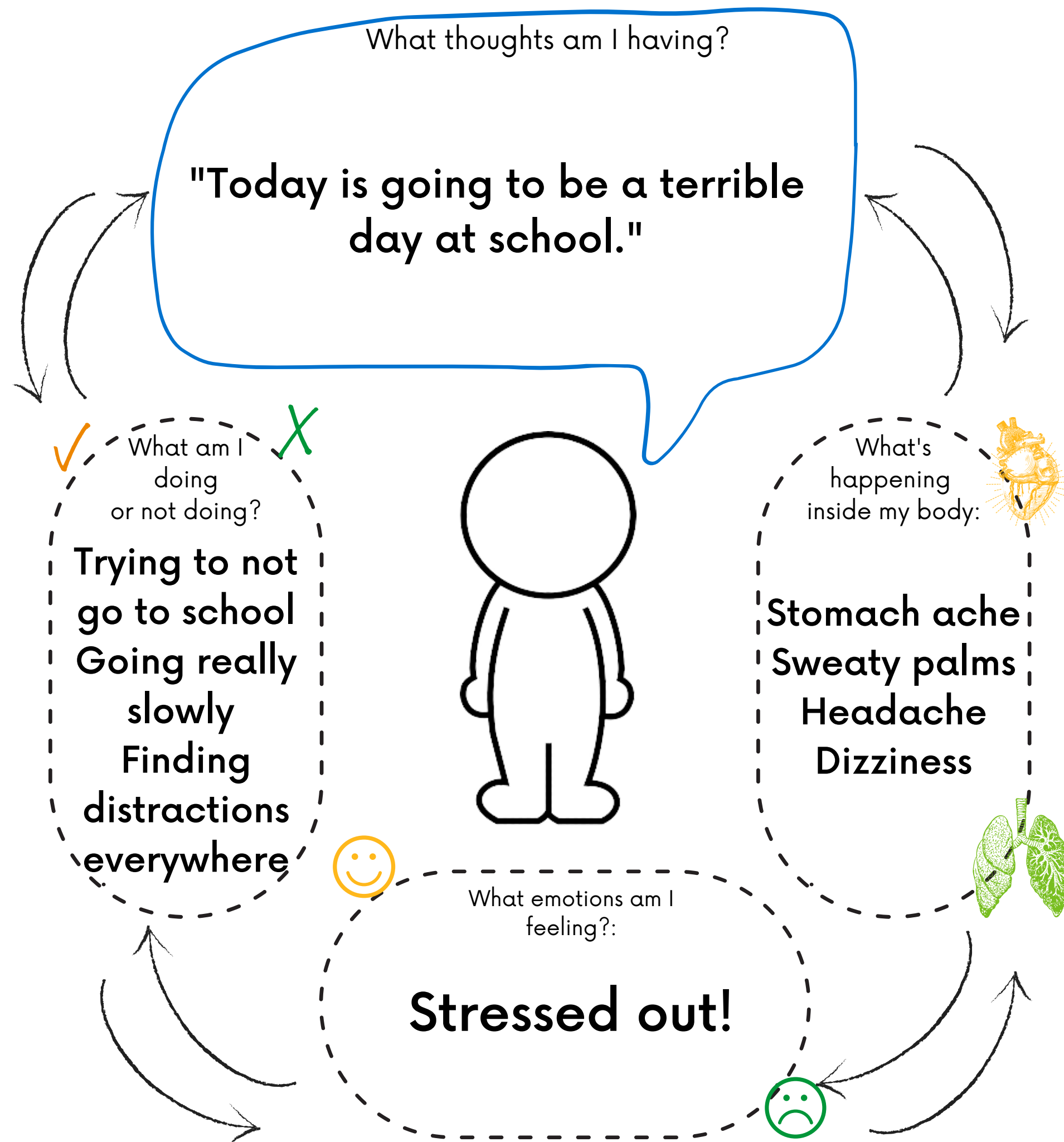


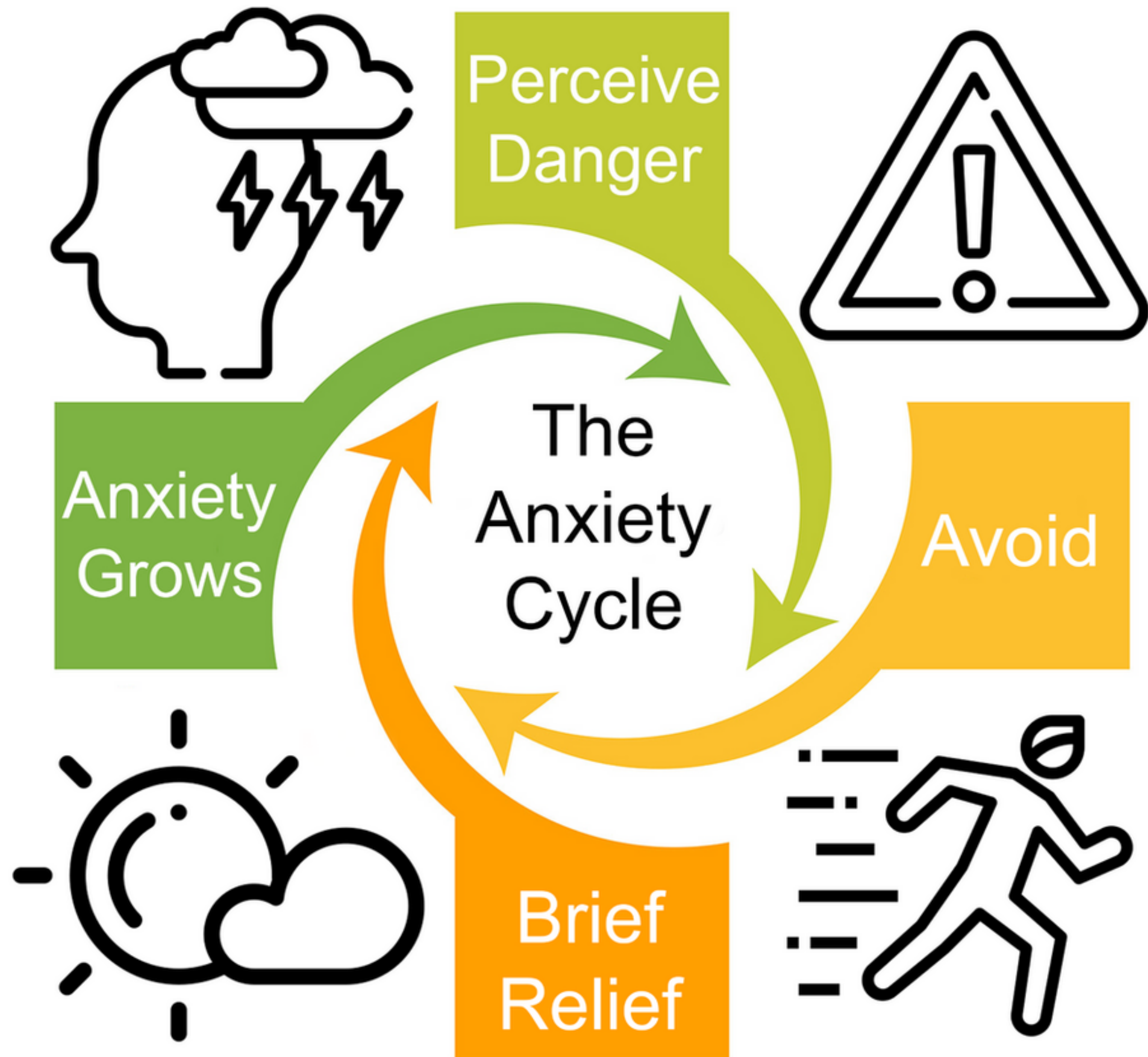
How we adapt
to change



How we
listen







Anxious thinking

Child thinks something bad will happen.
Thinks they will be unable to cope.
Look for evidence to support this.



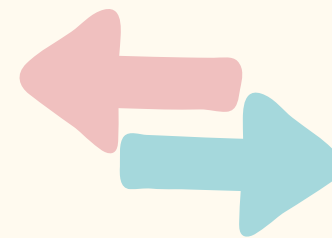
Anxious behaviour

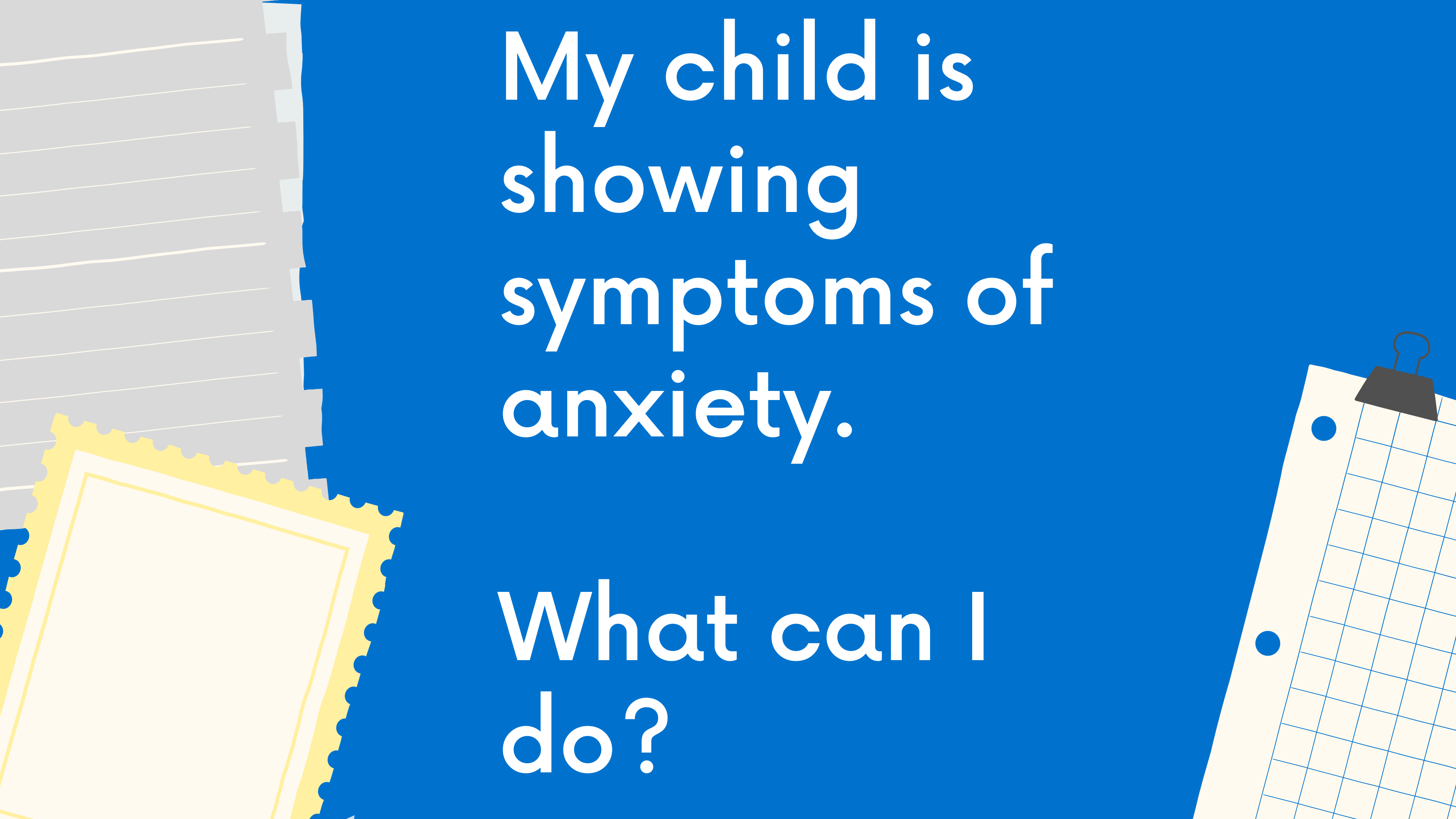
Avoidance keeps anxiety going - no opportunity to test fears or anxious expectations, or to learn skills.

Safety seeking behaviours including reassurance seeking.

Physical symptoms

Misinterpret physical symptoms. Unpleasant so increase avoidance. Focus on symptoms can worsen the situation or exacerbate anxious thoughts/behaviours.





My child is
showing
symptoms of
anxiety.

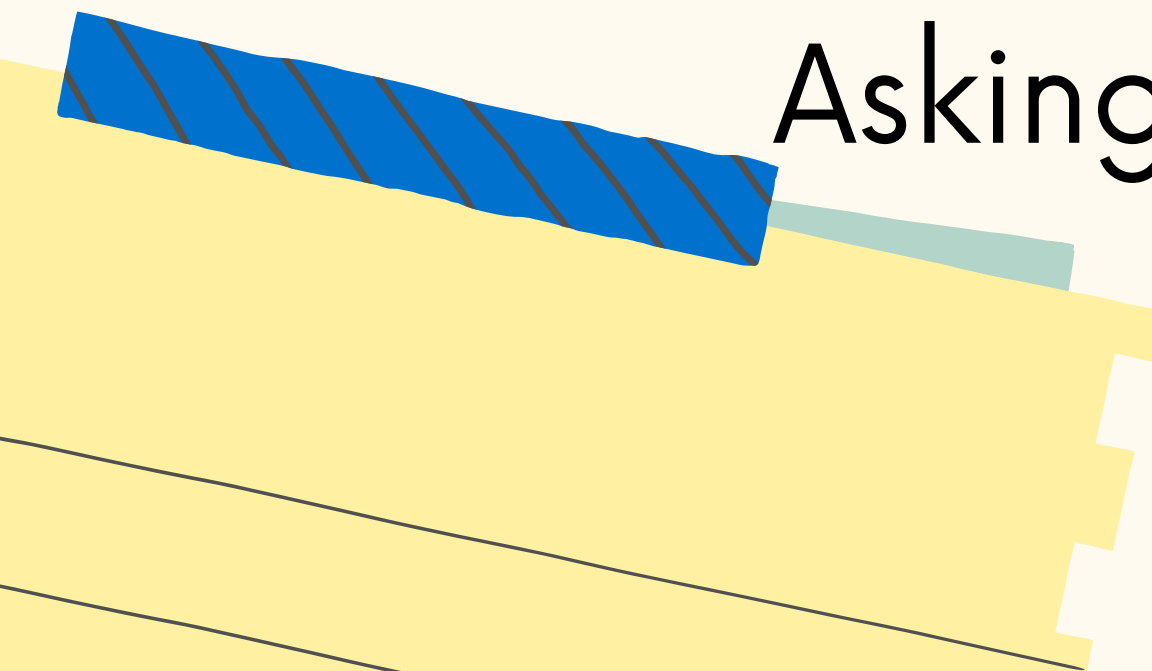
What can I
do?

What to do "in the moment"

Grounding and Breathing Exercises

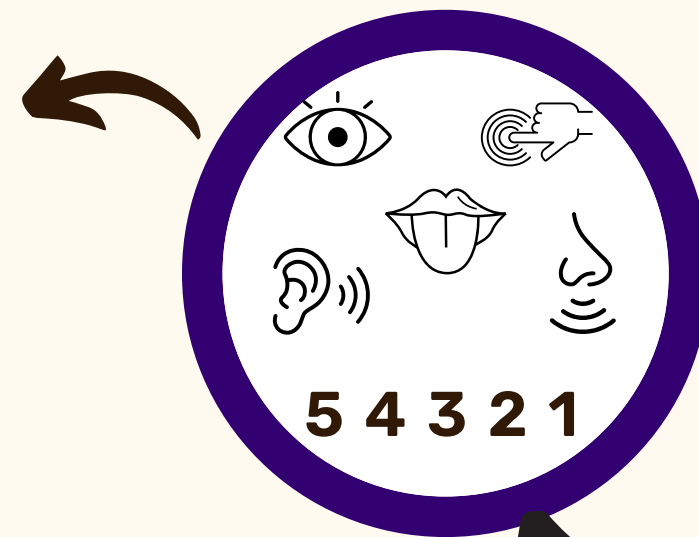
Recognising the situation and validating emotions

Asking questions, not giving answers

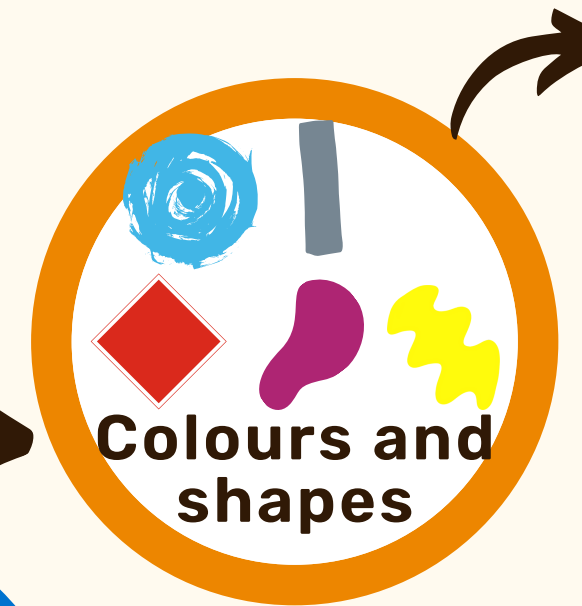


Grounding Exercises

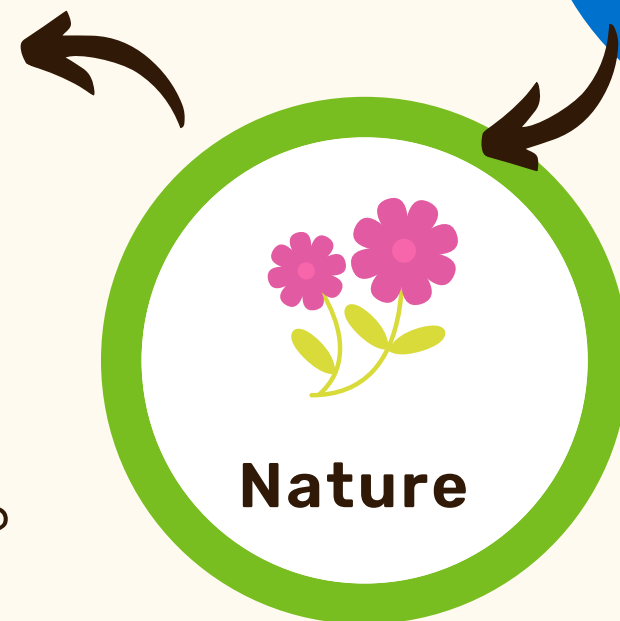
Can you name:
5 things you can see
4 things you can touch
3 things you can hear
2 things you can smell
1 thing you want to taste



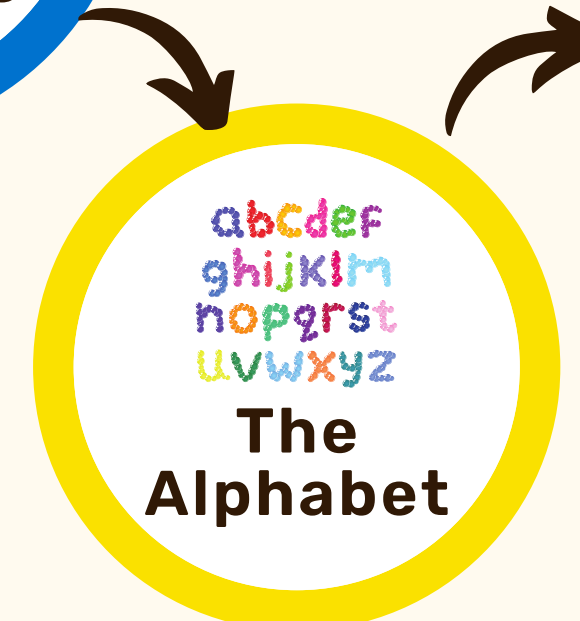
How many different colours can you see in this room?
How many different shapes are there?
Can you find one object for each colour of the rainbow?



What can you see around you?
How many different plants, trees, flowers, colours, shapes are there?
How many different textures are there?
Is there something here that would feel soft? Something here that could feel rough or more textured?



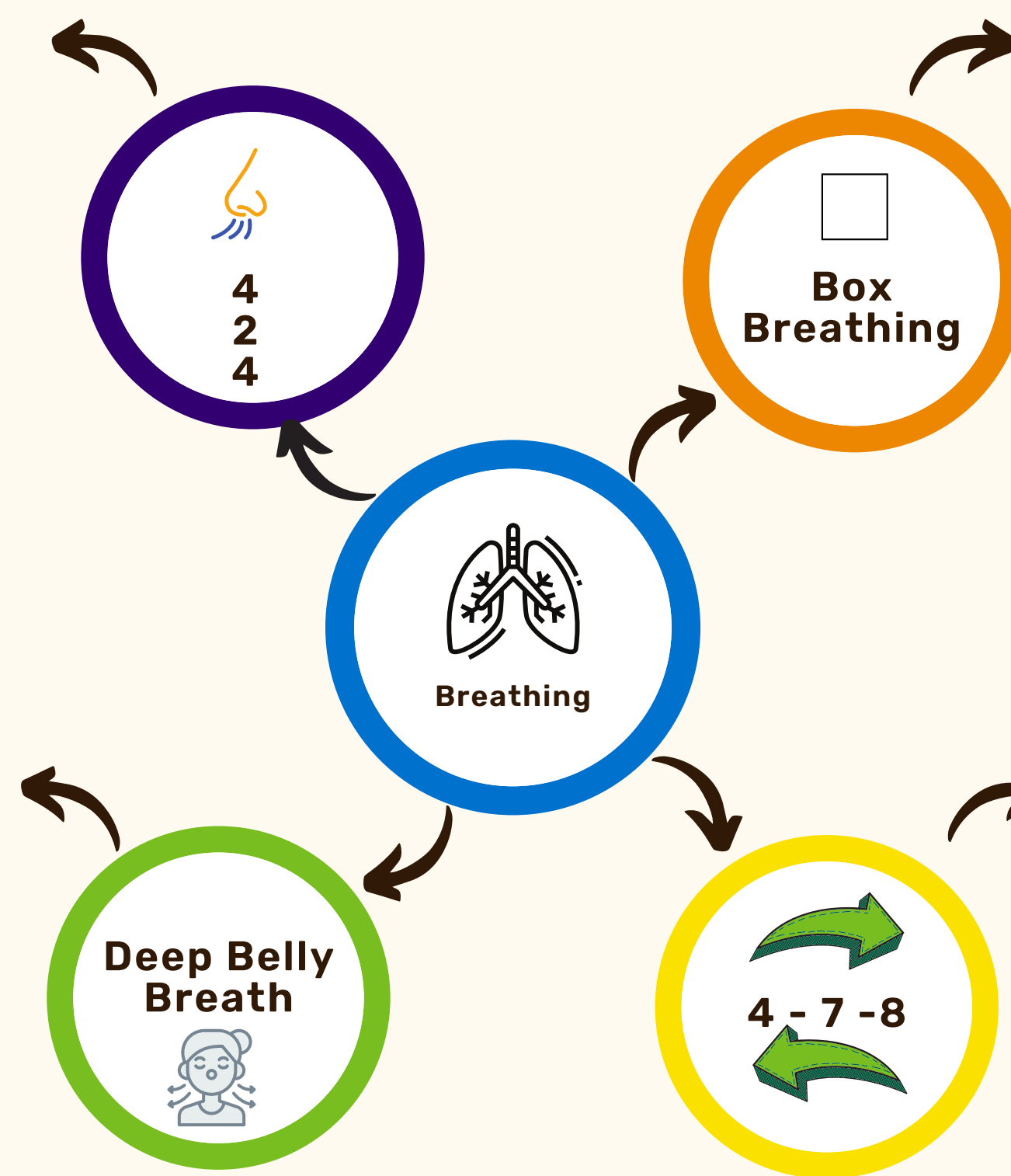
Can you name:
One object in this room for each letter of the alphabet?
Or,
Can you name:
A country beginning with each letter of the alphabet?
A famous person beginning with each letter of the alphabet?



Breathing Exercises

- Sit down on a chair with both feet on the ground
- Take a breath in through your nose slowly for 4 seconds
- Hold this breath in your lungs for 2 seconds
- Breathe out through your nose for 4 seconds
- Repeat this for 4 or 5 rounds

- Sit down on a chair with both feet on the ground
- Breathe in through your nose and keep going until you get the breath all the way down to your belly
- Hold this here for 4 seconds
- Release the air through your mouth in a big sigh
- Repeat for 3 or 4 rounds



- Sit down on a chair with both feet on the ground
- Breathe in through your nose for 4 seconds
- Hold this breath in your lungs for 4 seconds
- Breathe out through your mouth for 4 seconds
- Hold this breath for 4 seconds
- Repeat this for 4 or 5 rounds

- Sit down on a chair with both feet on the ground
- Breathe in through your nose for 4 seconds
- Hold this breath in your lungs for 7 seconds
- Breathe out through your mouth slowly for 8 seconds
- Repeat for 3 or 4 rounds

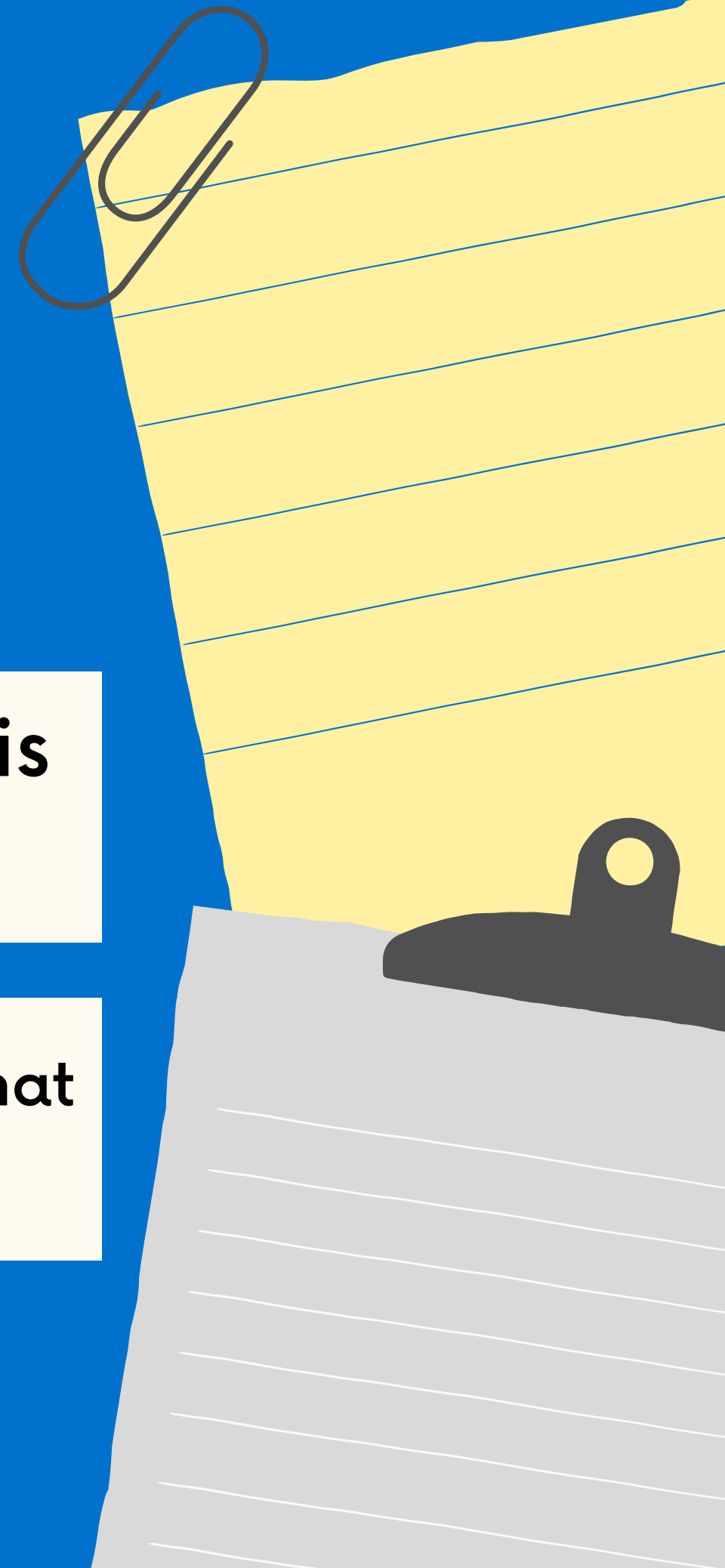
Asking questions not giving answers

What is happening?

Why are you feeling this way?

What is the worst thing that could happen?

What is it about this situation that is making you feel worried?



Exploring Anxious Thoughts/Expectations



"I don't want to go upstairs on my own"



"School is going to be awful today"



"I can't go to school"



"I'm no good at this"

Exploring Anxious Thoughts/Expectations



"I can't go to school"

"Okay. What do you think is going to happen?"

"That's interesting. Has this happened before?"

"Is there a reason you are feeling this way?"

"Is there an alternative way of looking at this situation?"

"I think I would feel the same too. Is there anything we can do to help manage these feelings right now?"

Strategies for "after the moment"

Normalise
and
empathise

Identify causes

Exposure

Identify causes - sleep

3-6 years
old



10-12 hours

7-12 years
old



10-11 hours

Teenagers



8 - 9
hours

Identify causes - sleep

Get a routine going

Do 20 minutes of exercise a day

Avoid caffeine!

Get the bedroom environment right and practice relaxation techniques

Avoid technology before bed

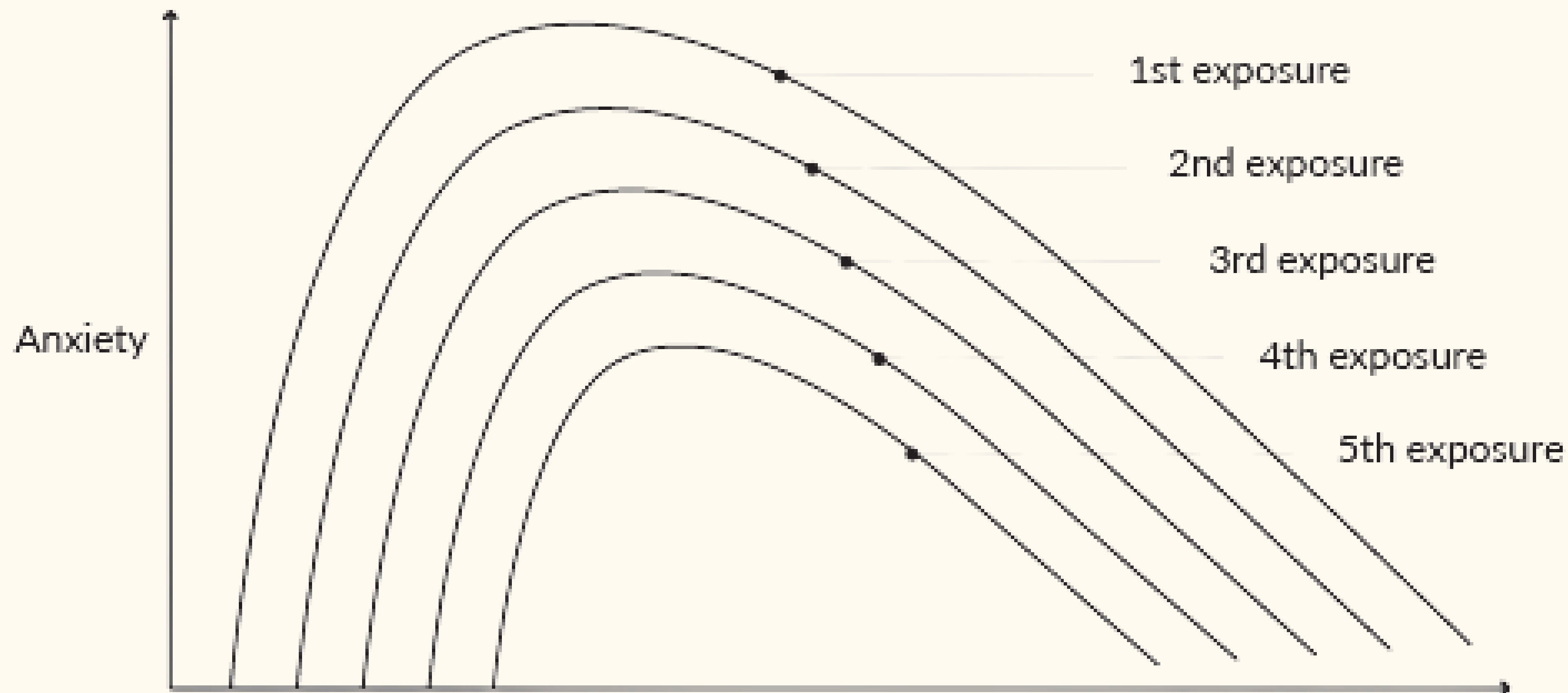
Challenging Anxious Expectations Gradually

Prediction – What do you think will happen?

Experiment – Make a plan, problem-solve and give it a go!

Review – Did their prediction become true? Did they cope better than expected? Do you need to take a step back and plan a less challenging experiment first?

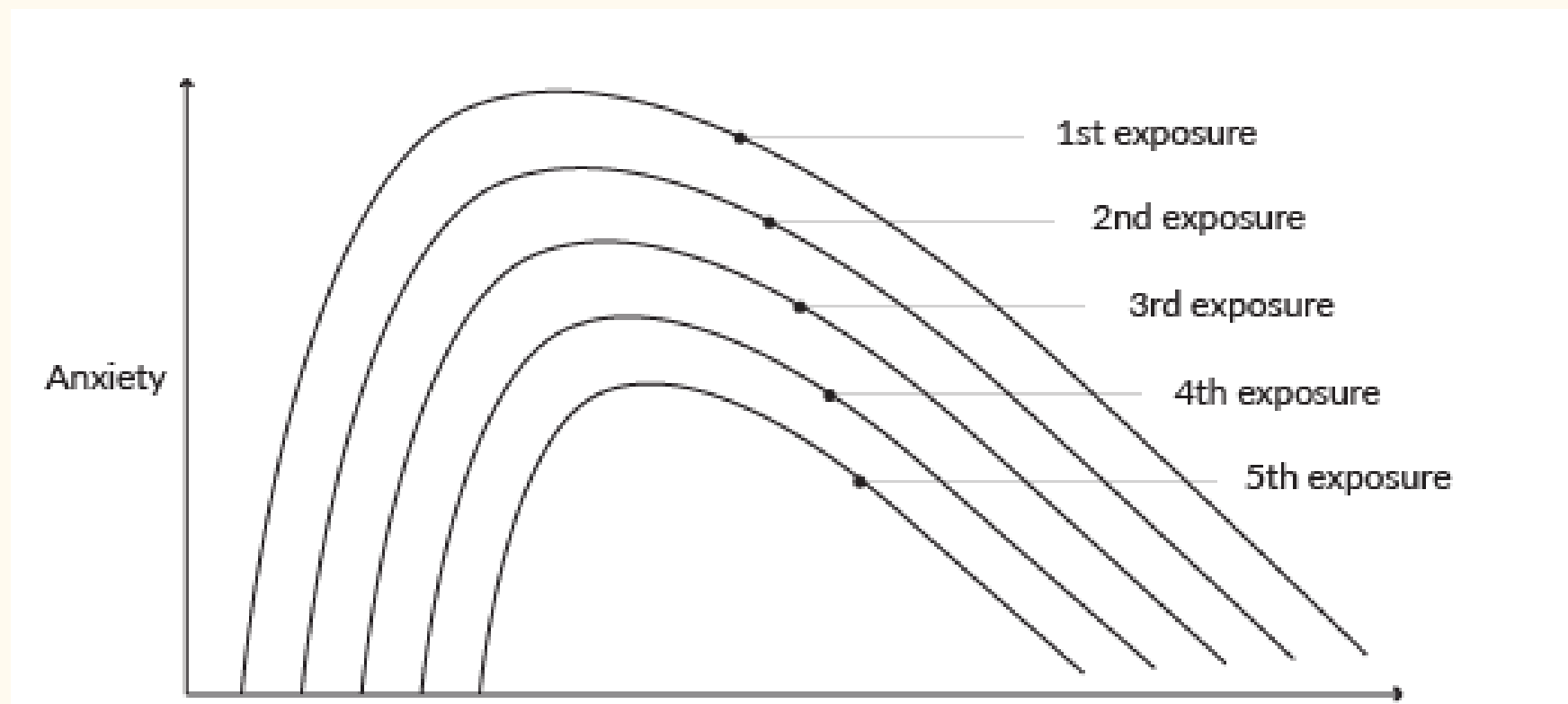
Remember – If anxiety and avoidance are significant, it is important to contact your school, GP or other services to make a referral.



Challenge:

What I think it will be like:

How it was:



Problem Solving Technique



Step 1

What exactly is the problem?

Write it down in full. Explain all the little gritty bits. The whole story!



Step 2

What are all the possible solutions?

Make a list of all the solutions, including all the weird and wacky ones.



Step 3

Make a list of pros and cons

Ask yourself: Is this realistic?
Is it reasonable?



Step 4

Pick one solution which is reasonable and realistic
and make a plan of how you are going to do it.



Step 5

Did it work?

If it did, job done.

If not, go back to Step 2 and see if there are
more solutions and repeat Step 3 and 4.

Where can
I get further
support?



YOUNG MINDS

The voice for young people's mental health and wellbeing

