

Building Confidence & Resilience during the Primary Years – Parent Webinar – St John Fisher

Merton Education Wellbeing Service
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Aims of session

- Thinking about confidence – ideas for helpful and unhelpful ways to talk about it
- The links between anxiety and confidence
- Supporting lack of confidence
 - Responding to anxious thoughts when lacking confidence
 - Building confidence and resilience over time
 - Regulating in the moment
 - Resources and tools

What is confidence?

Confidence is feeling self-assured and appreciating our abilities or qualities.



Areas of confidence – breaking it down

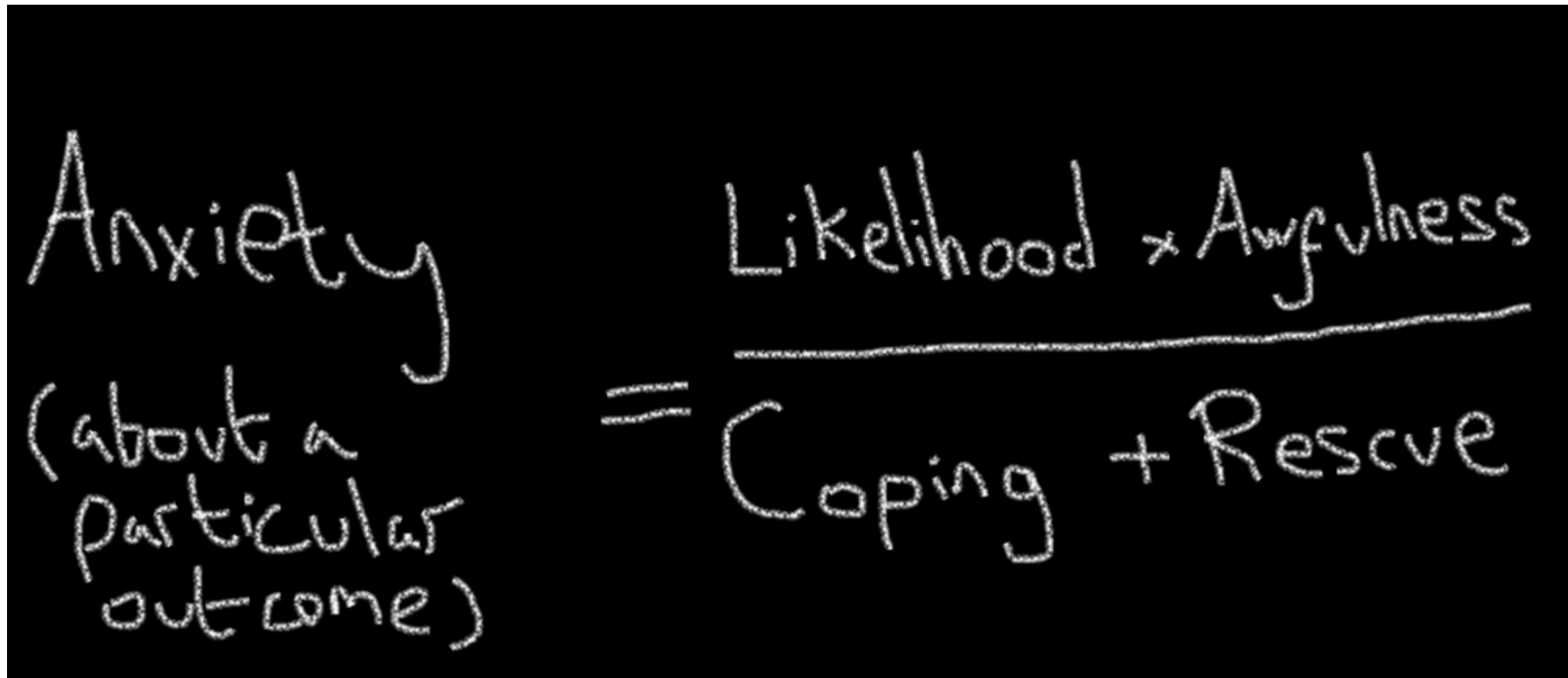


 Personal Qualities				English With Life
What personal qualities do you have?				
Sincere	Friendly	Companionable	Smart	
Honest	Kind-Hearted	Likable	Forgiving	
Understanding	Happy	Trusting	Sharp-Witted	
Loyal	Clean	Clever	Well-Read	
Truthful	Interesting	Pleasant	Ambitious	
Trustworthy	Unselfish	Courteous	Bright	
Intelligent	Good-Humored	Quick-Witted	Respectful	
Dependable	Honorable	Tactful	Efficient	
Open-Minded	Humorous	Helpful	Good-Tempered	
Thoughtful	Responsible	Appreciative	Grateful	
Wise	Cheerful	Imaginative	Conscientious	
Considerate	Trustful	Outstanding	Resourceful	
Good-Natured	Warm-Hearted	Self-Disciplined	Alert	
Reliable	Broad-Minded	Brilliant	Good	
Mature	Gentle	Enthusiastic	Witty	
Warm	Well-Spoken	Level-Headed	Clear-Headed	
Earnest	Educated	Polite	Kindly	
Kind	Reasonable	Original	Admirable	

Confidence..it's something you build



What about when we're not feeling confident...



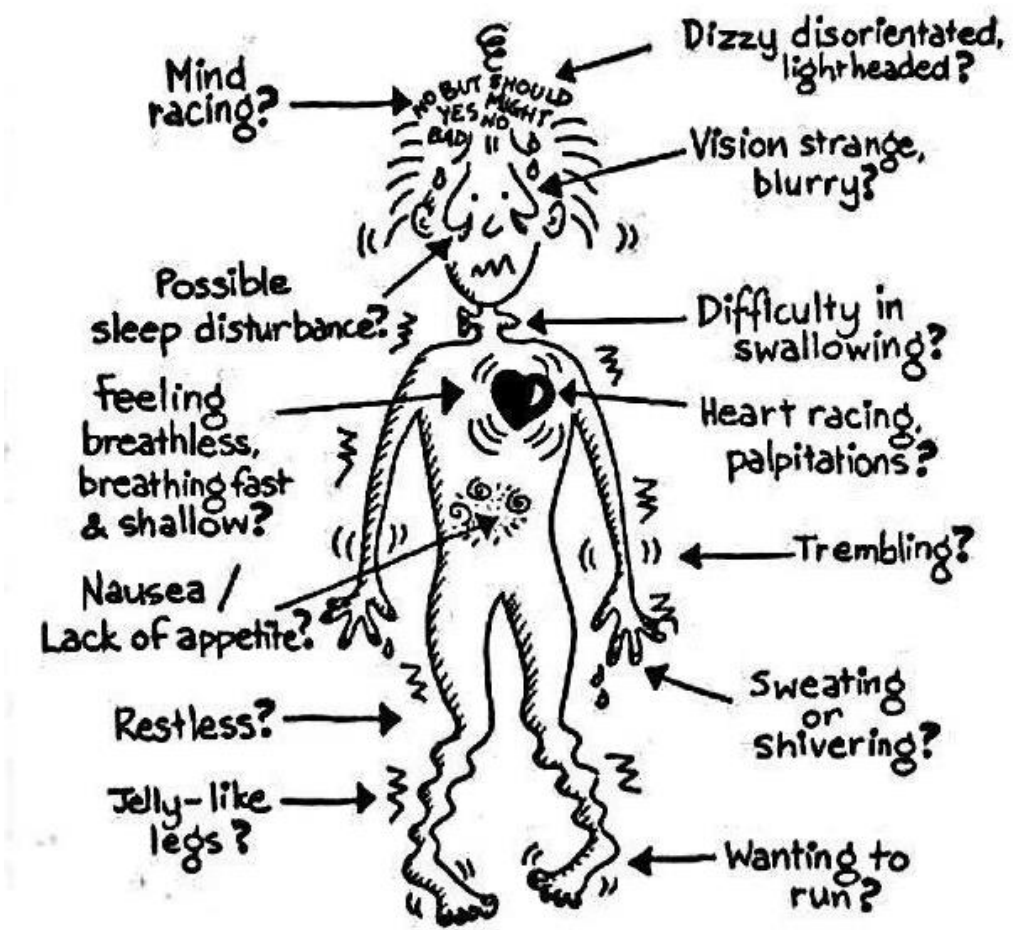
Anxiety
(about a particular outcome)

$$= \frac{\text{Likelihood} \times \text{Awfulness}}{\text{Coping} + \text{Rescue}}$$

The Fight, Flight, Freeze Response

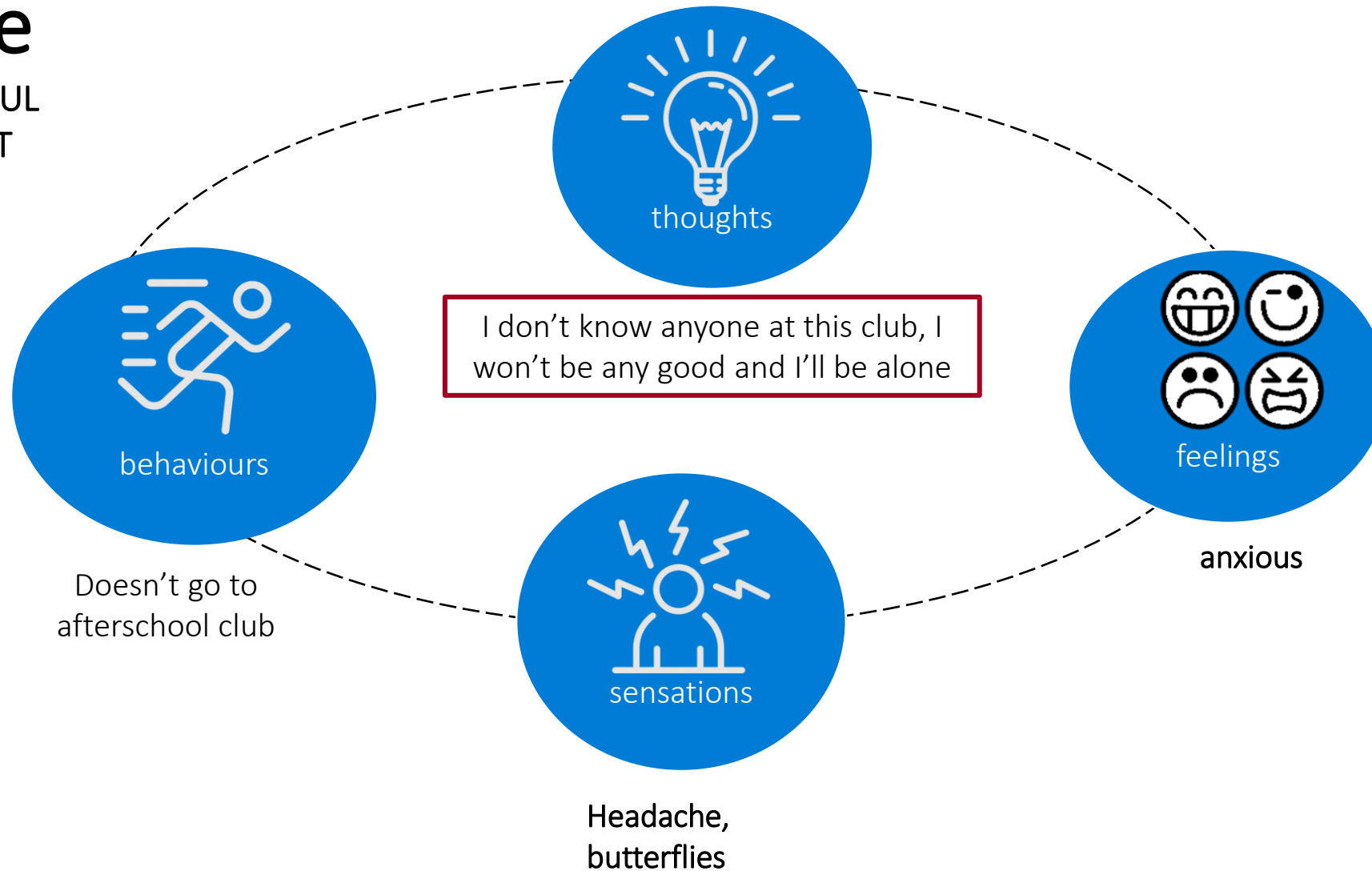


What happens in the body



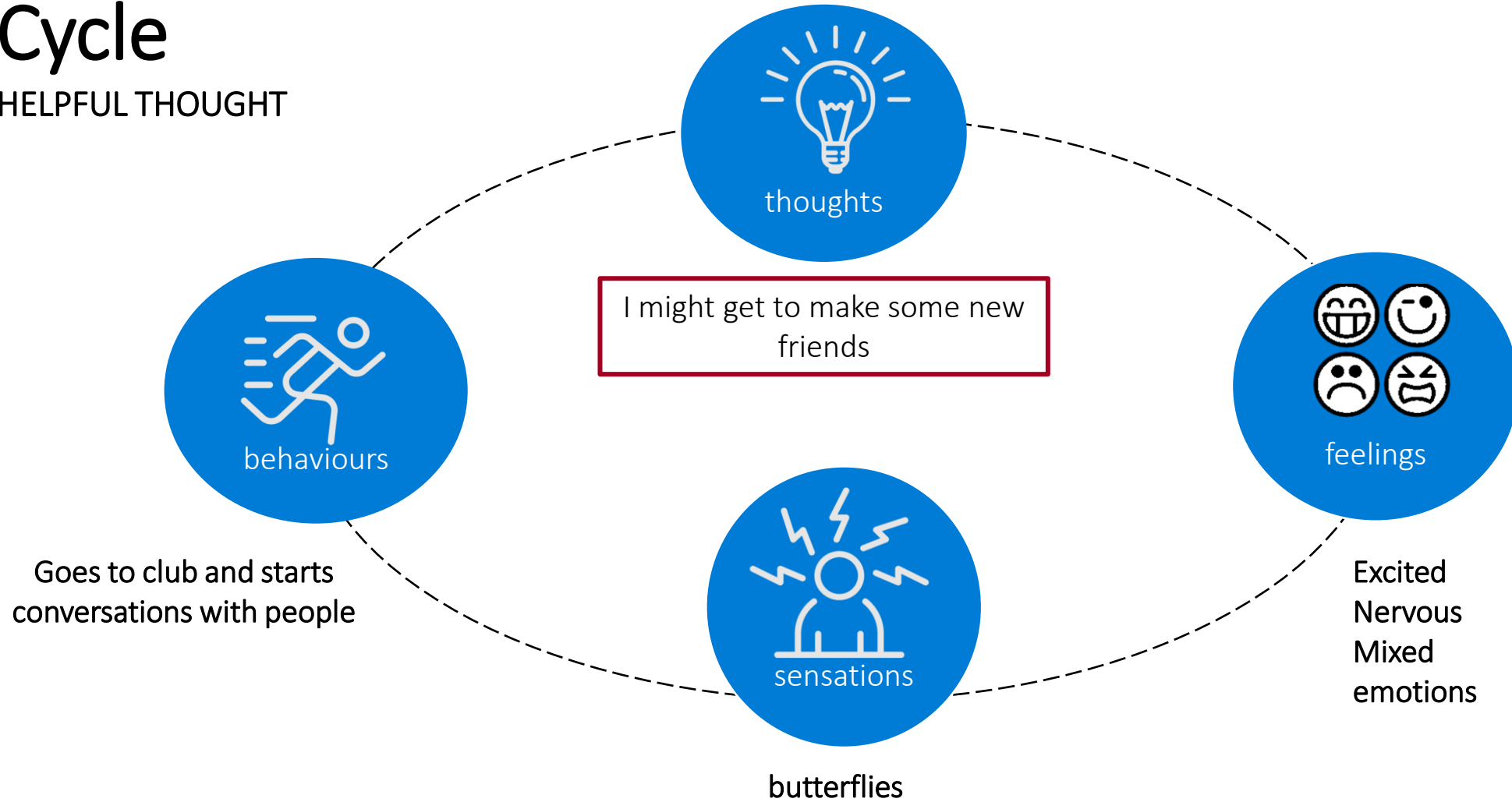
The Anxiety Cycle

UNHELPFUL
THOUGHT



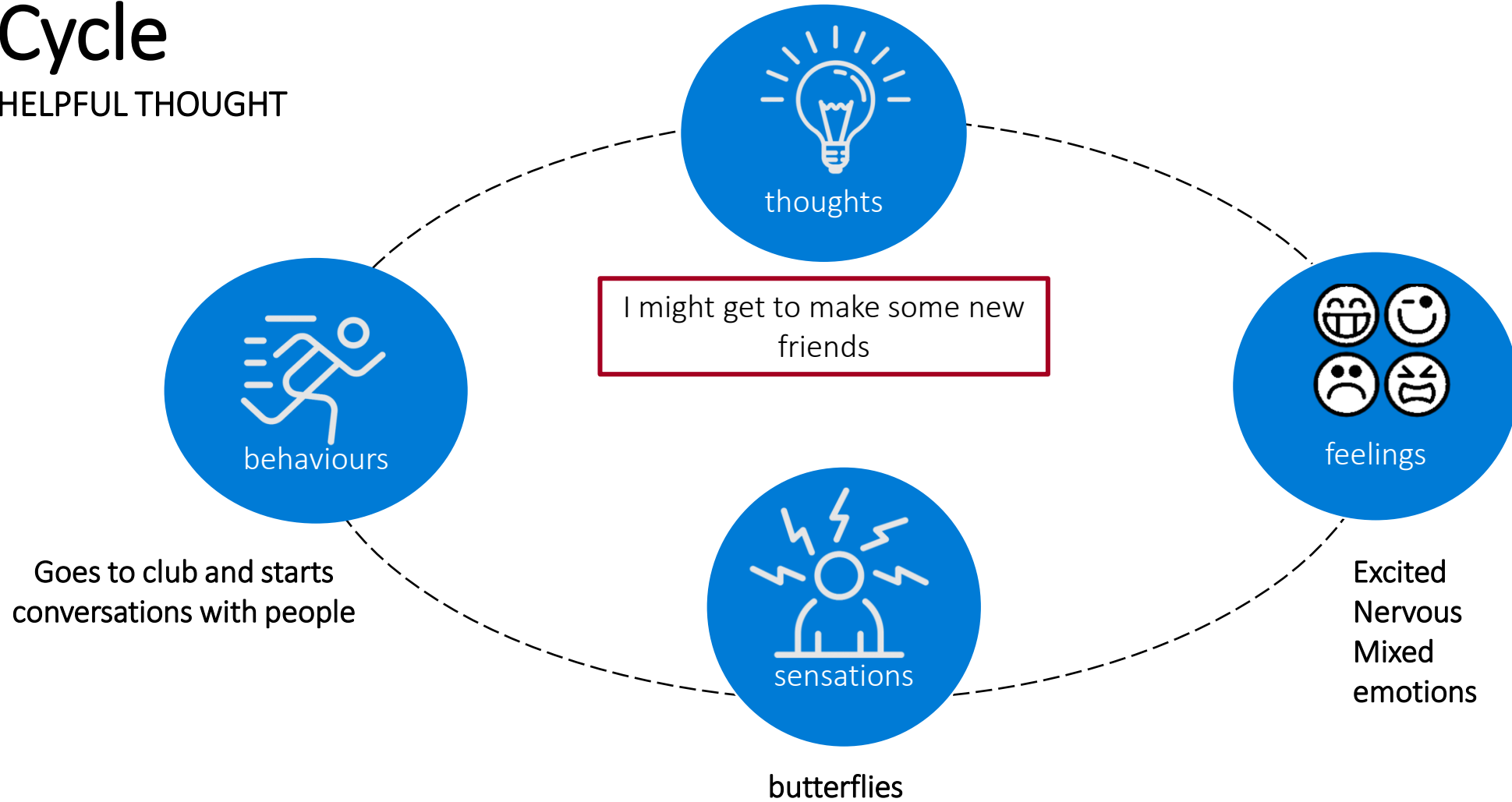
The Anxiety Cycle

HELPFUL THOUGHT



The Anxiety Cycle

HELPFUL THOUGHT



Cut out rescue behaviours

This is telling your child everything will be okay (i.e reassurance) or stepping in to help too early

- It can lead to children thinking there is something to be worried about
- Children can become reliant on it e.g they won't try it if mum/dad hasn't said it's okay
- They might not learn to manage their worries on their own
- They won't learn the value of perseverance & problem solving.

Helping your child with their anxious unhelpful thoughts - examples

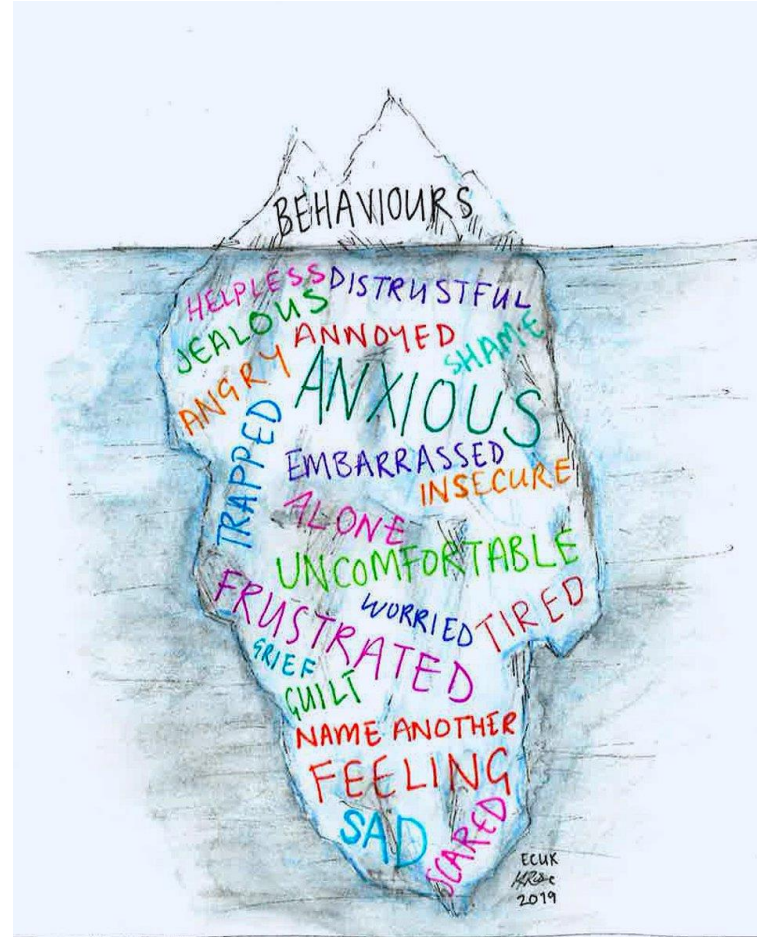
Step 1: Connect before you help them to self-correct

I can see that...

I wonder if...

I imagine that...

Can you tell me more about...



Repeating back
and showing
you are actively
listening

I don't know anyone at this club, I won't be any good and I'll be alone

Step 2: Help them to self-correct – key questions to build resilience and confidence

How bad it is really:

- What's the worst thing that would happen if the worry came true?
- What would you say to a friend if they were in this situation?

Likelihood:

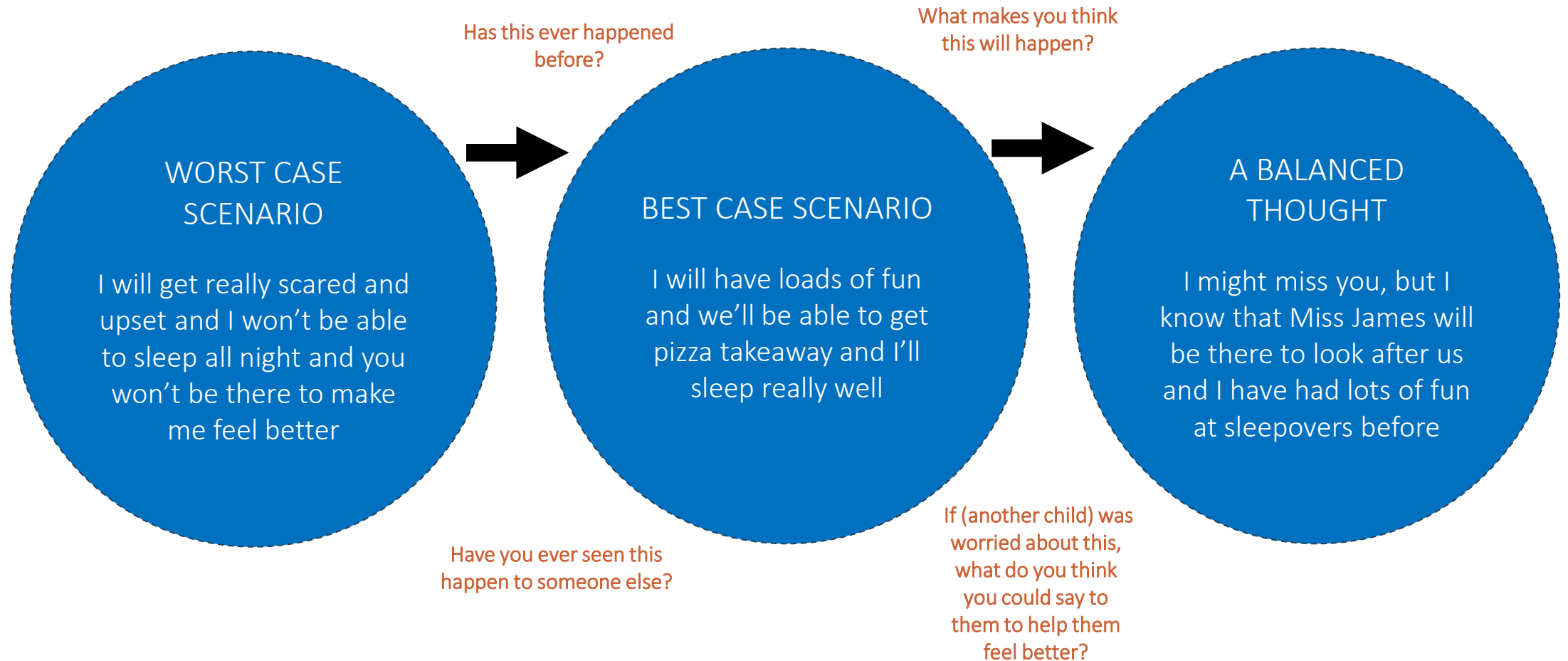
- How likely is it that this would happen?
- How many times has this happened before?
- What does this tell us?
- Could we test it out whether this really does happen?

Coping:

- If this was to happen that (not everyone would talk to you right away), what would do?
- How might you cope?
- What options do you think we have? Let's

Balance your child's unhelpful thoughts

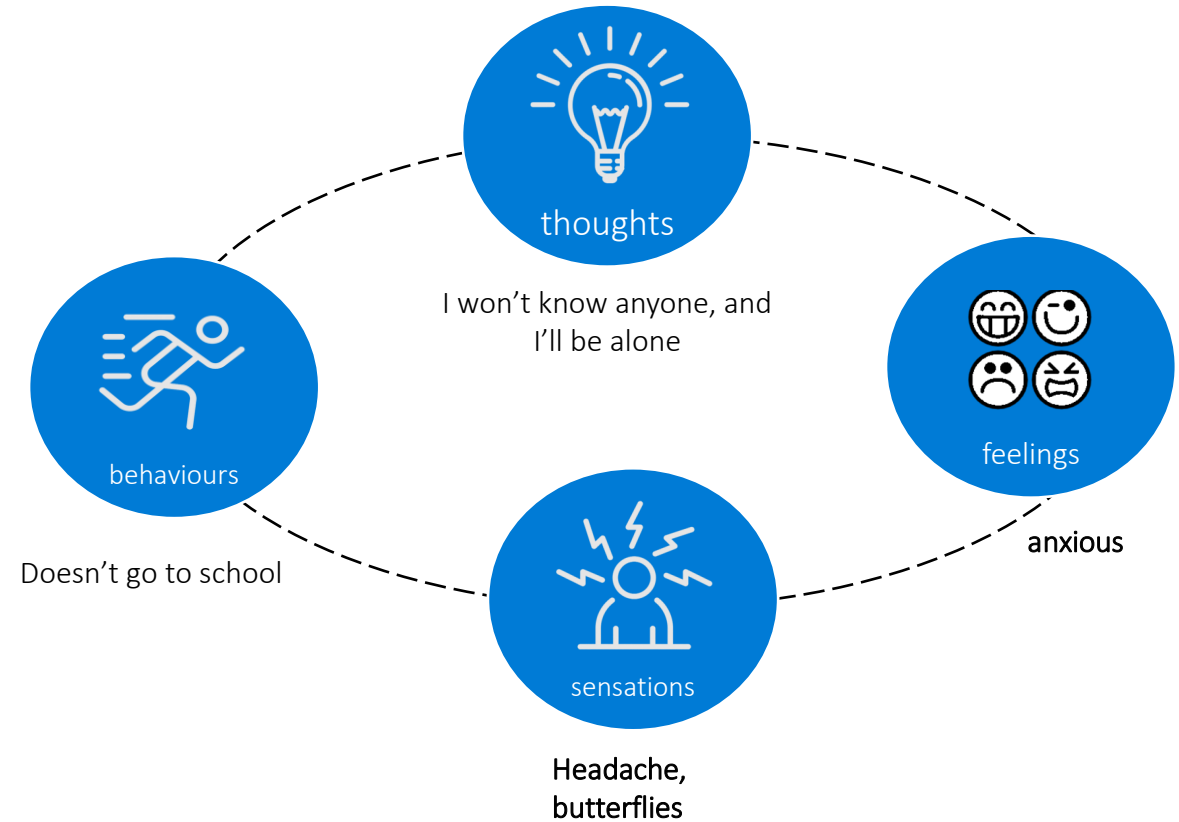
SITUATION: an overnight school trip



Helping your child to overcome avoidance and step outside of their comfort zone

If your child is worried, it can be tempting to let them avoid it BUT..

- They won't learn that it would have been fine
- They won't learn that they can cope with challenges
- They will miss out on things (now and in the future)

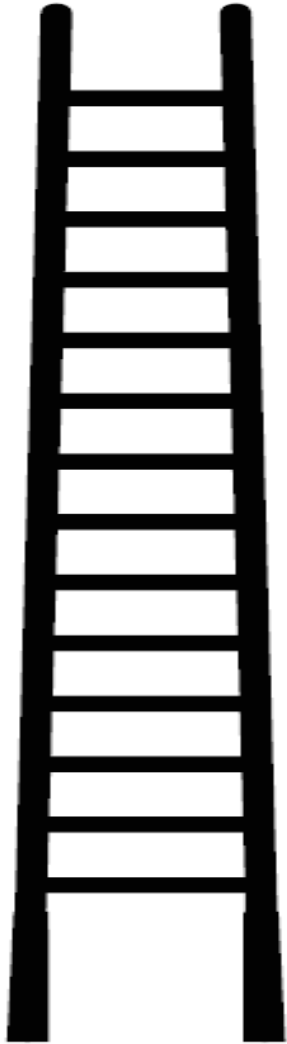


Avoidance keeps us stuck in the anxiety cycle **

What can we do instead of letting them avoid?

- ✓ Step back and let them have a go - encourage independence.
- ✓ Notice and praise brave behaviour.
- ✓ Model brave behaviour.
- ✓ Encourage your child to face their fears in small manageable steps.

Facing Fears



1. Think of a situation that your child finds worrying or lacks confidence in
2. Encourage your child to face their fears in small manageable steps
3. Put these steps in order from the least anxiety provoking to the most
4. Begin the first step on the ladder
5. Repeat each step as many times as needed until you feel comfortable with it

What have you learned from carrying out this step?

Building a step by step plan

ULTIMATE GOAL:

BEING OK WITH LOSING A GAME

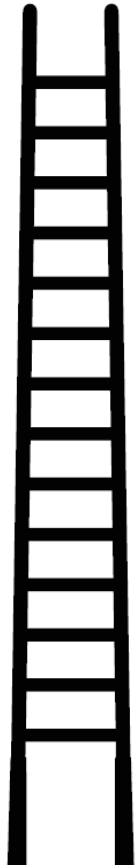
JOINING A NEW CLUB

SLEEPING ON MY OWN

KNOWING HOW TO TRAVEL ON A BUS/TUBE

PLAYING BY MYSELF

BEING OK WHEN LOSING



Building a step by step plan

ULTIMATE GOAL: TO ASK MY TEACHER A QUESTION IN FRONT OF MY CLASS



Step 5 Answer a question asked by the teacher (not planned in advance) in front of the whole class

Step 4 Ask teacher a question in small group

Step 3 Answer a question asked by the teacher (not planned in advance) in small group

Step 2 Answer a question asked by the teacher (planned in advance)

Step 1 Ask the teacher a question after class has finished



Building a step by step plan

ULTIMATE GOAL: TO ASK MY TEACHER A QUESTION IN FRONT OF MY CLASS



Step 5

Step 4

Step 3

Step 2

Step 1 –

Tip:
Noticing and praising effort can go
along way!

Building a step by step plan

ULTIMATE GOAL: TO ASK MY TEACHER A QUESTION IN FRONT OF MY CLASS



Step 5

Step 4

Step 3

Step 2

Step 1

Tip:
Noticing and praising effort can go along way!

When things go wrong... top tips for building back up

Connect - emotional validation can go along way

Regulate first – take a breath, run it out, cold drink, distraction, stroking a pet, taking some time

Wait until things are calm before planning and problem solving

-Reflect – what went wrong? What could we do differently next time? What are our options

-Set a challenge – start with an easy step, if the challenge level was too high – make it easier next time, think together how you could make it easier

-Use thinking tools to challenge non-confident thoughts if helpful

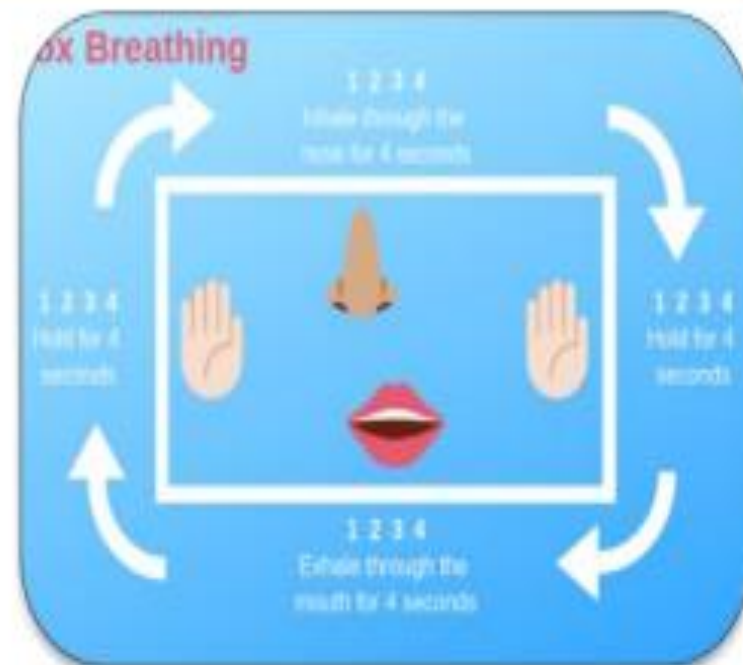
Helping your child to relax

Controlled breathing



Hand breathing






Move your finger of one hand up and down the fingers of the other hand. Breathe in and out as you go up and down your fingers



Box breathing

Draw a box or imagine one in your head. As you follow the box up one side, breathe in, as you follow the box round, hold the breath, and repeat, going round the box.

Distraction techniques

-  Five things you can see
-  Four things you can touch
-  Three things you can hear
-  Two things you can smell
-  One thing you can taste

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Colours

Find five things in the room that are yellow/ blue/ green etc

Progressive muscle
relaxation



Squeeze a lemon

Imagine you have a lemon in your hand. Squeeze it really really tight. Think about how your hands and arms feel. Count to 5... and relax.



Stretch like a giraffe

Imagine you are as tall as a giraffe. Stretch your neck, your arms and your legs as far as you can. Think about how they feel. Count to 5..... and relax.

Other strategies



Imagine your favourite place

Where is it? What can you see? What can you hear? Think about your senses whilst imagining your favourite place



Positive coping statements

I can do this
It is just anxiety
These are just thoughts

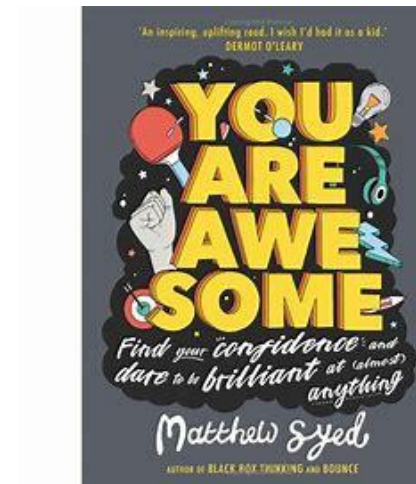
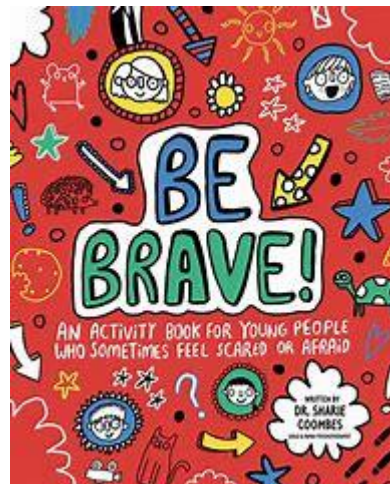


PRACTICE
SELF
COMPASSION

RESOURCES- PARENTS:



CHILDREN (AND PARENTS):



Our youtube channel

- <https://www.youtube.com/channel/UCrRKV84Ib8Jr69Z7ZhjSjCg>

The screenshot shows the YouTube channel page for 'Children & Young People's Wellbeing Service', which has 291 subscribers. The channel name is displayed next to a profile picture of three people. Navigation tabs include HOME, VIDEOS, PLAYLISTS, COMMUNITY, CHANNELS, and ABOUT. Two buttons, 'Customise channel' and 'Manage videos', are visible in the top right. The video grid features several thumbnails with titles and view counts:

- Recently uploaded** (selected) / Popular
- Soon, you will be doing the things that seemed so hard at the beginning with real confidence** (4:07) - 11 views · 5 days ago
- The Parenting Pyramid** (3:12) - 19 views · 2 weeks ago
- Parents Guide to Step-by-Step Plans and Graded Exposure** (4:58) - 9 views · 2 weeks ago
- Examining Your Inner Critic** (3:17) - 27 views · 4 weeks ago
- Stammering** (2:55) - 33 views · 1 month ago
- Supporting Adolescents with Distress in School and College** (3:01) - 120 views · 1 month ago
- SWLSTG Education Wellbeing Teams: 5 Steps to Wellbeing and Services Overview** (4:02) - 56 views · 1 month ago
- Low Mood Intervention Guidance for Educational Staff** (1:56) - 133 views · 2 months ago

At the bottom of the page, there is a row of four identical thumbnail images showing a group of people standing in front of a modern building.

What We Do...



- **We offer two parent programmes;**
- Helping your child's anxiety and worries (best for children aged 8-11)
- Helping your child's challenging and dysregulated behaviour (best for children aged 2-8)
- 1:1 with a wellbeing practitioner online or in person
- Evidence-based tools and advice
- Personalised for you and your situation – we focus on your goals
- Focussed on earlier and preventative support

How will it help?



- Anxiety sessions give parents/carers techniques to use with their child to help manage their anxiety and develop resilience –
- *“I wasn't as aware of what he was going through and the anxiety he was feeling, the sessions opened my mind and helped me to slow down and break down his behaviours. It helped me change my response towards him. We are thankful, you have really helped us.” (Primary Parent)*
- Behaviour support sessions aim to strengthen relationships and enable carers to feel more confident in responding to their child’s behaviour –
- *“At first when recommended to do a parenting course, it could feel a bit like we aren't doing a good job, however I think every parent could benefit from the skills it teaches you, down to the simple things like special play to reconnect with your child.” (Primary Parent)*
- **85% of Parents made reliable progress on their own goals that they wanted to achieve*

Thank you for joining us in this
conversation – Questions and Feedback

“We all have mental health”

Contact:

wellbeinginschoolevents@swlstg.nhs.uk

Parent / Carer Webinar and
Workshop Feedback (Primary)

