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Supporting children to manage their anxiety

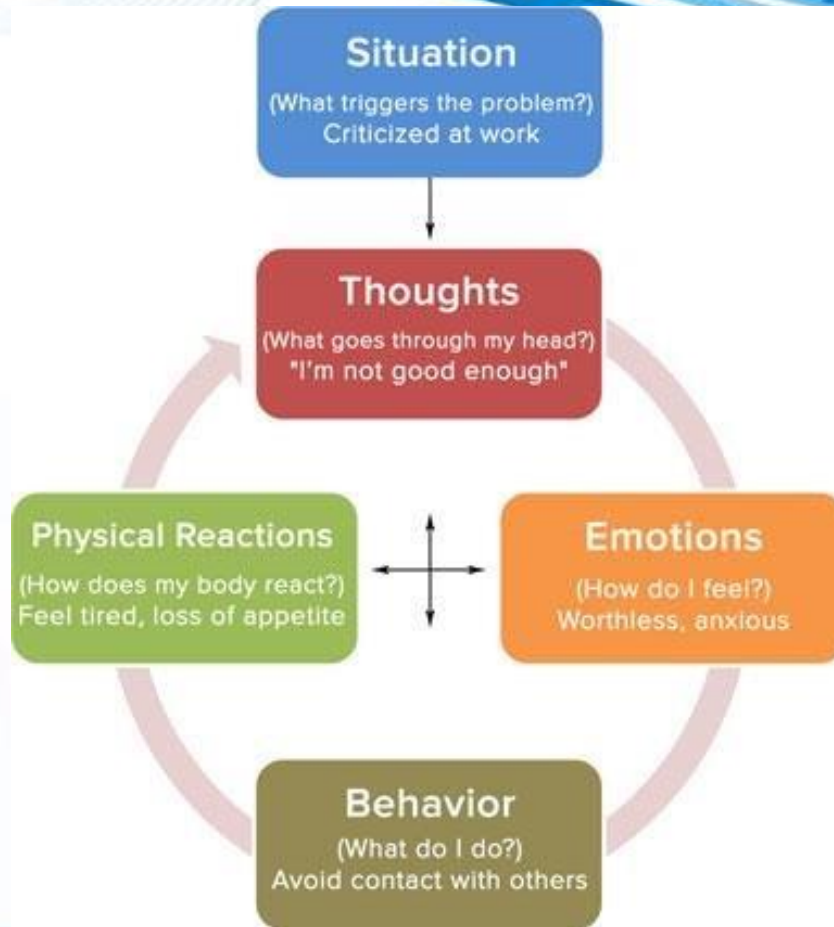




Learning Outcomes:

To broaden your existing knowledge of:

- MHST, what do we do?
 - Understanding Anxiety
 - How to help children and young people balance their emotional wellbeing
- 



Low Intensity Cognitive Behaviour Therapy (LICBT)

Low Mood

Behavioural Activation

Cognitive
Restructuring

Pesky gNATs

Behavioural
difficulties

Behaviour
Management
Intervention

Anxiety

Behavioural Experiments

Cognitive Restructuring

Worry Management

Exposure and Habituation

Parent Led CBT

Pesky gNATS

OCD

Exposure and Response Prevention



Participation

Parent
Workshops

Mental Health
Strategy

Staff
Training

Mental Health
Ambassador
Programme

Consultation
and
Supervision

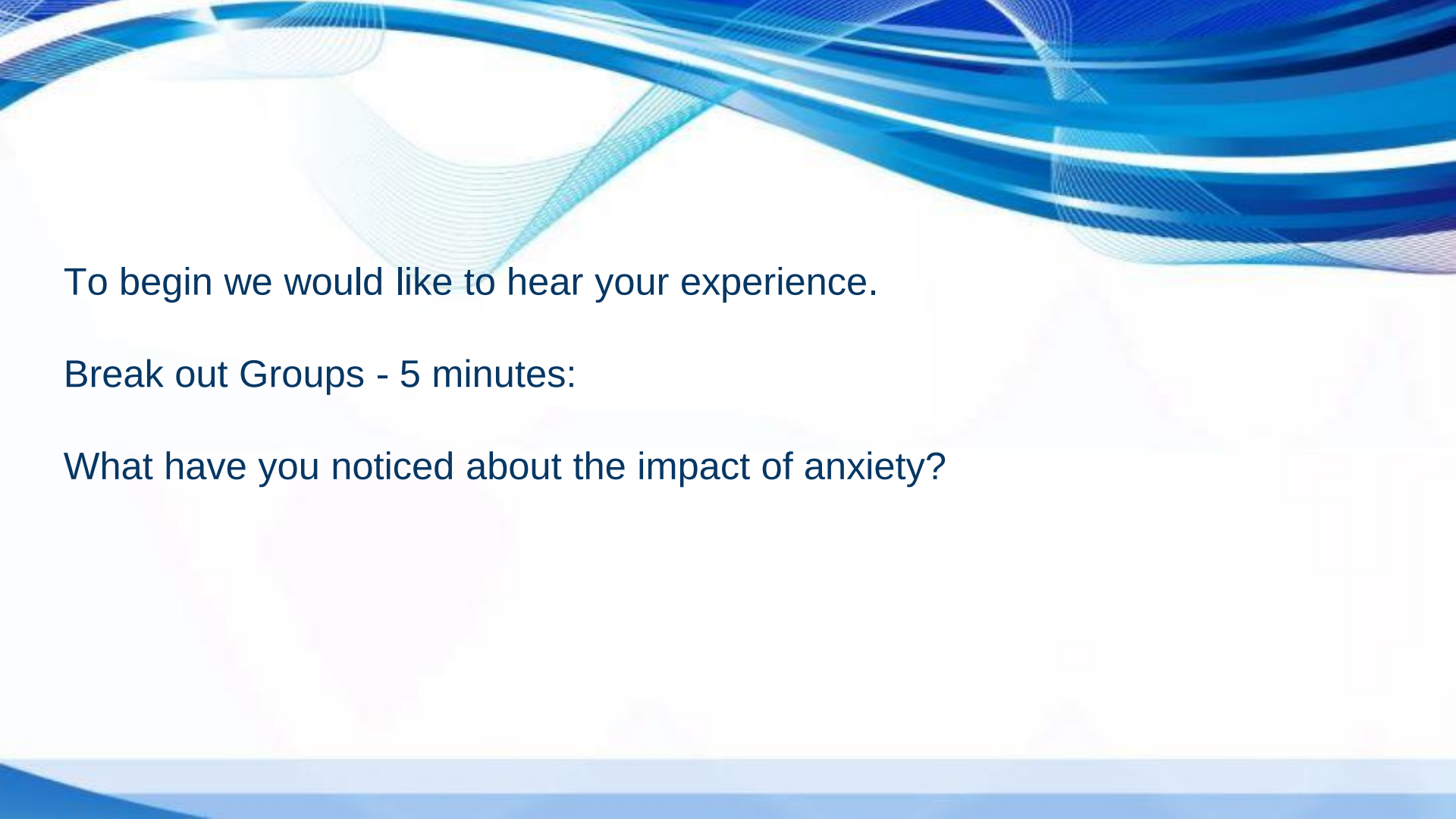
MENTAL TEAM
HEALTH 
SUPPORT



To begin we would like to hear your experience.

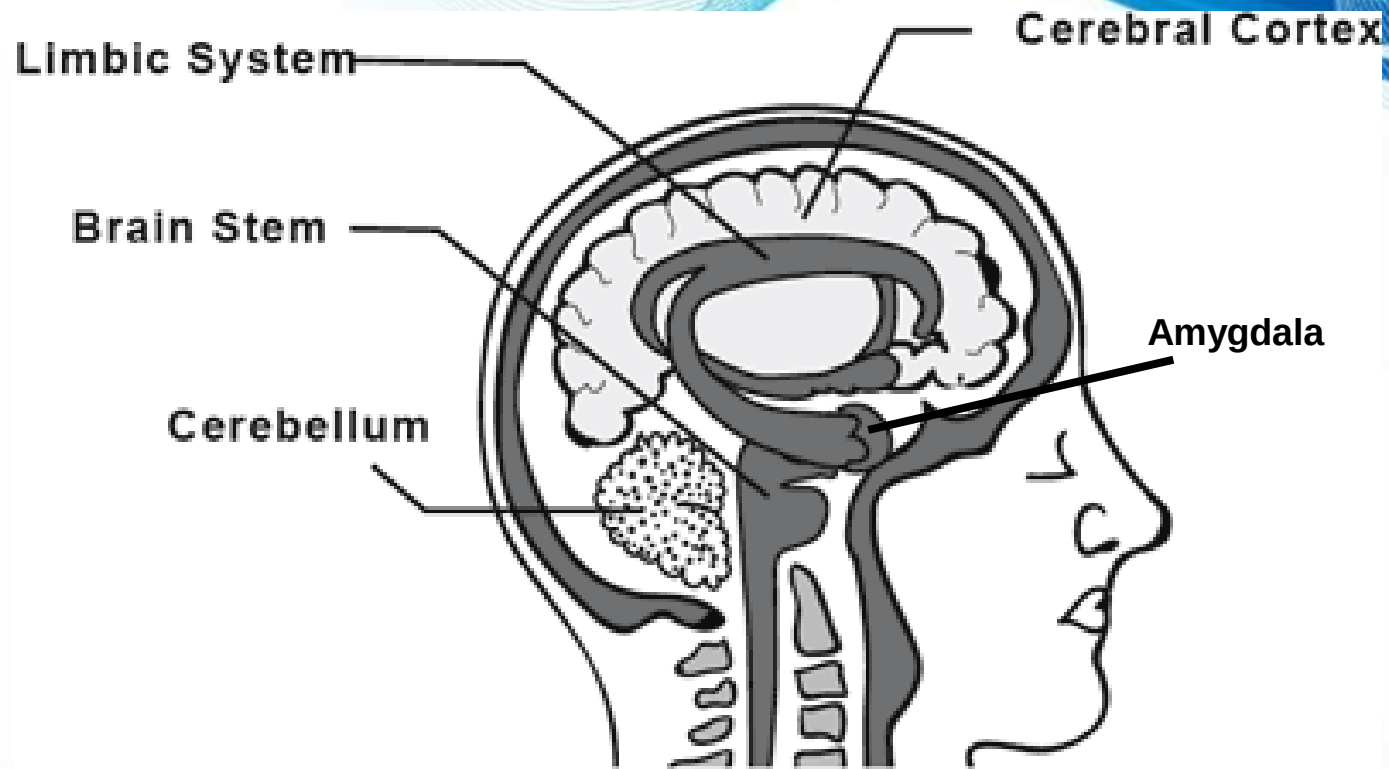
Break out Groups - 5 minutes:

What have you noticed about the impact of anxiety?



Anxiety - Common Myths and Realities

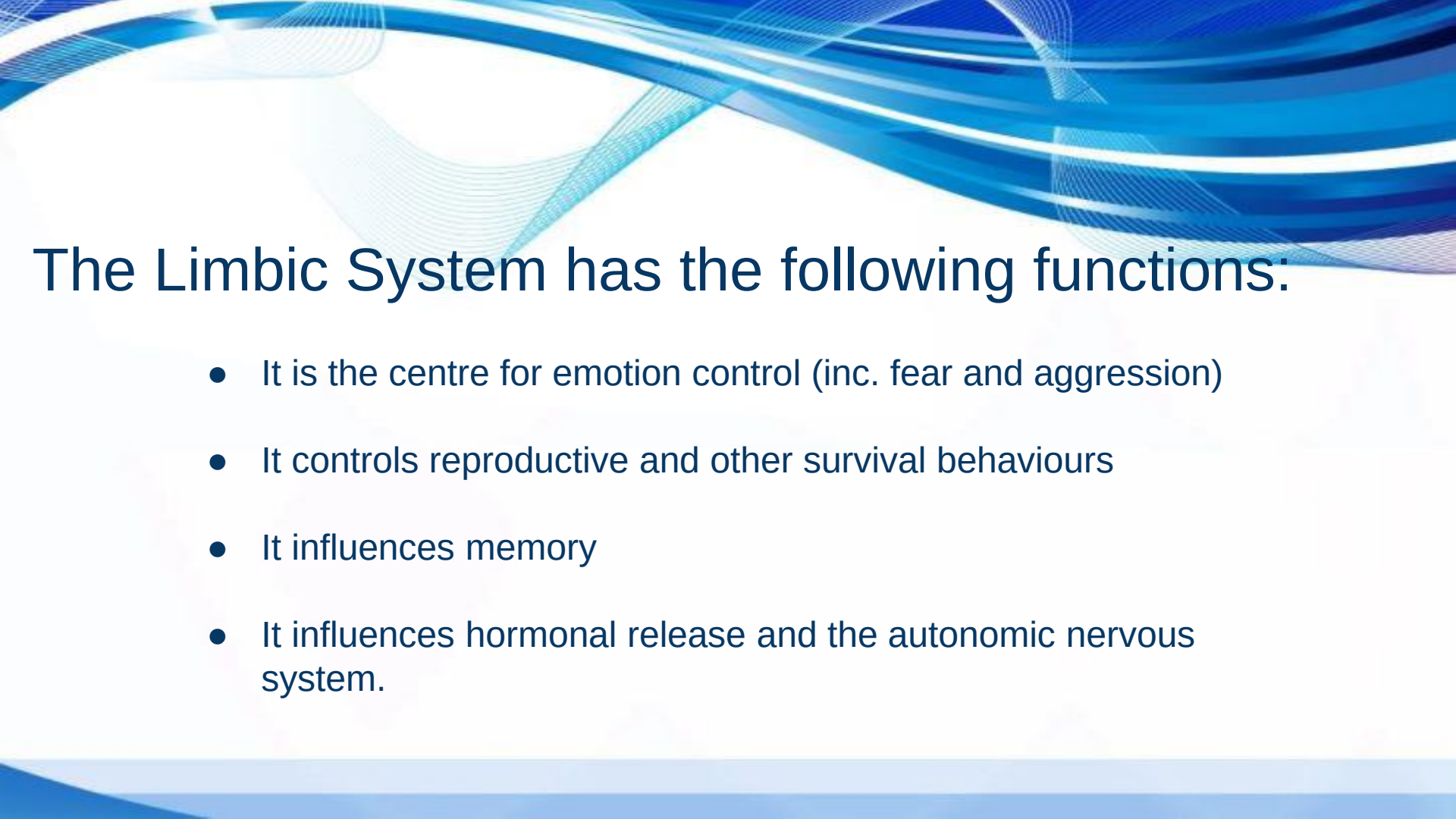




The amygdala:

- The amygdala is our brains fire alarm!
- The amygdala assesses and responds to direct, automatic, unconscious, sensory stimuli received from the thalamus - just as it is received from the environment, raw and unprocessed.
- Therefore it is all it has to work with for a brief moment, to determine an emotional response.
- The result is a rapid but not always appropriate response.



The background of the slide features abstract, flowing blue and white lines that create a sense of movement and depth. These lines are layered and curved, resembling waves or stylized neural pathways. The colors range from light blue to a deeper navy blue, with white highlights that give the design a three-dimensional feel.

The Limbic System has the following functions:

- It is the centre for emotion control (inc. fear and aggression)
- It controls reproductive and other survival behaviours
- It influences memory
- It influences hormonal release and the autonomic nervous system.

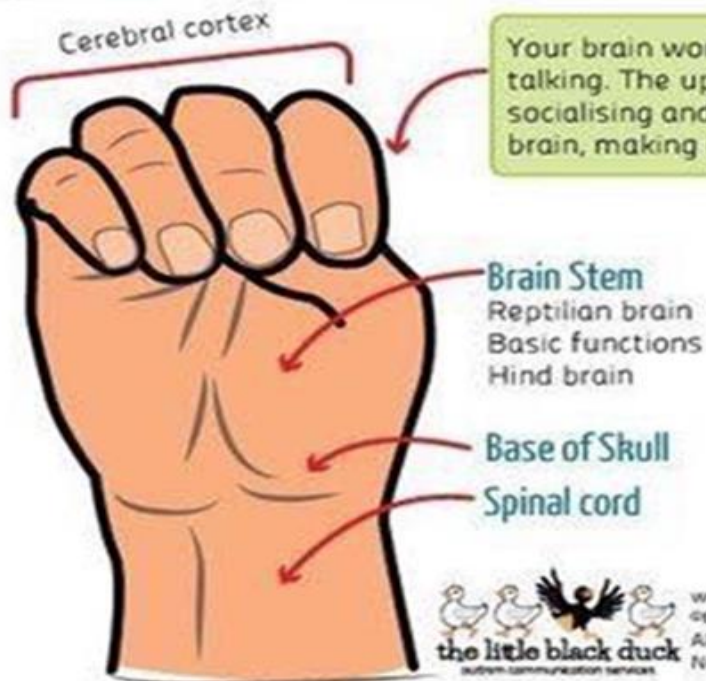
What Can Neuroscience Tell Us That We Can Use Daily In Education Settings?

(Siegel 2000)

The Hand Model of the Brain

What happens when we "flip our lid"

When our brain is working efficiently both the upper and mid brain are communicating effectively. Information comes in and is processed logically. Sometimes too much information is coming in for the Upper brain to process and it disconnects. We "flip our lid" and can no longer access the functions provided by the upper brain.



Your brain working in harmony. All parts are connected and talking. The upper part of the brain can be accessed for logic, socialising and reasoning. Our upper brain is hugging our mid brain, making it feel safe

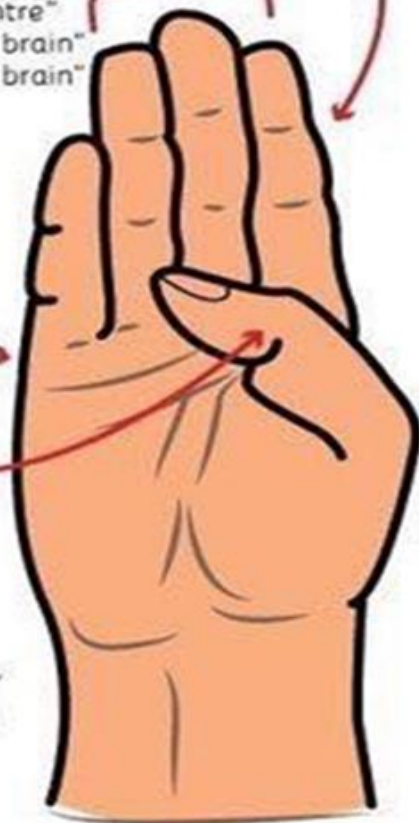
Upper and lower parts of the brain are no longer connected and talking. Logic no longer influence emotions. You've "flipped your lid"

The Cerebrum or Neo Cortex

Cerebral cortex
Prefrontal cortex
Upper brain
"Logic centre"
"Thinking brain"
"Upstairs brain"

The Cerebellum or Limbic Regions

Hippo campus
Amygdala
Mid brain
"Big feelings"
"Cave man" brain
"Downstairs brain"
Information dump from the Central Nervous System



Anxiety is experienced in different ways:



“I could feel all these physical symptoms building inside me, literally filling every part of my body until I felt completely light-headed and disembodied.”

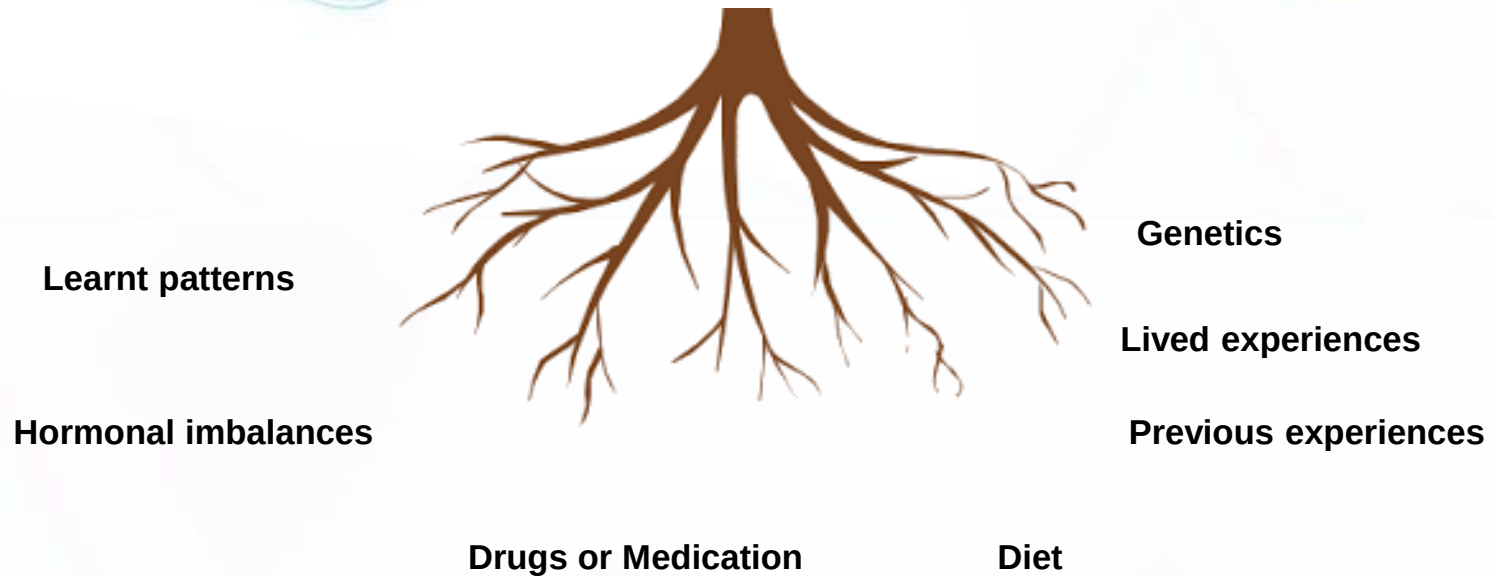


“My teeth would chatter uncontrollably and my whole body would tremble. I’d hyperventilate and cry with panic, the feeling that I was going to fall unconscious was so convincing.”



“I can’t sleep due to panic attacks and nightmares. When I fall asleep within an hour I am up, soaked, heart racing and shaking.”

Anxiety may have roots





REGULATING EMOTIONS IN A PANDEMIC

Have you heard of the 'coronacoaster'?

You may have noticed some changes in your own feelings and behaviour lately.

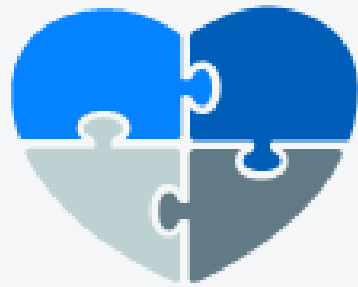
Fluctuations in our moods are normal, and this may be even more apparent during this uncertain time.

This will be similar for children and they need support to learn about, and manage, their overwhelming feelings.





IMPROVED EMOTION REGULATION LEADS TO BENEFITS IN ALL AREAS OF A CHILD'S LIFE, SUCH AS:



Better relationships

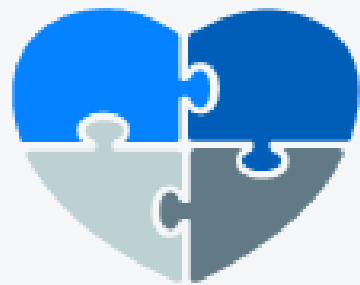
Pay more attention, work harder and achieve
positive education outcomes

Better able to resolve conflicts with their peers

Show lower levels of physiological stress

Better behaved (less likely to have behavioural problems)

More caring and considerate towards others



(Graziano, Reavis, Keane, & Calkins, 2007)

We accept difference:

Every individual's threshold for each zone will be different. It can also differ by situation.



Too much
to do

Friends hate
me

Failed
Best friend
ignored

Vicious Cycle

Broke up

Bad days
work/school

Being
bullied

I'm all
alone
Got criticized

Got kicked
off the team

Too much
to do

Friends hate
me

Fa

Best friend
ignored

Altered
thinking

Altered
feelings

Broke up

Bad days
work/school

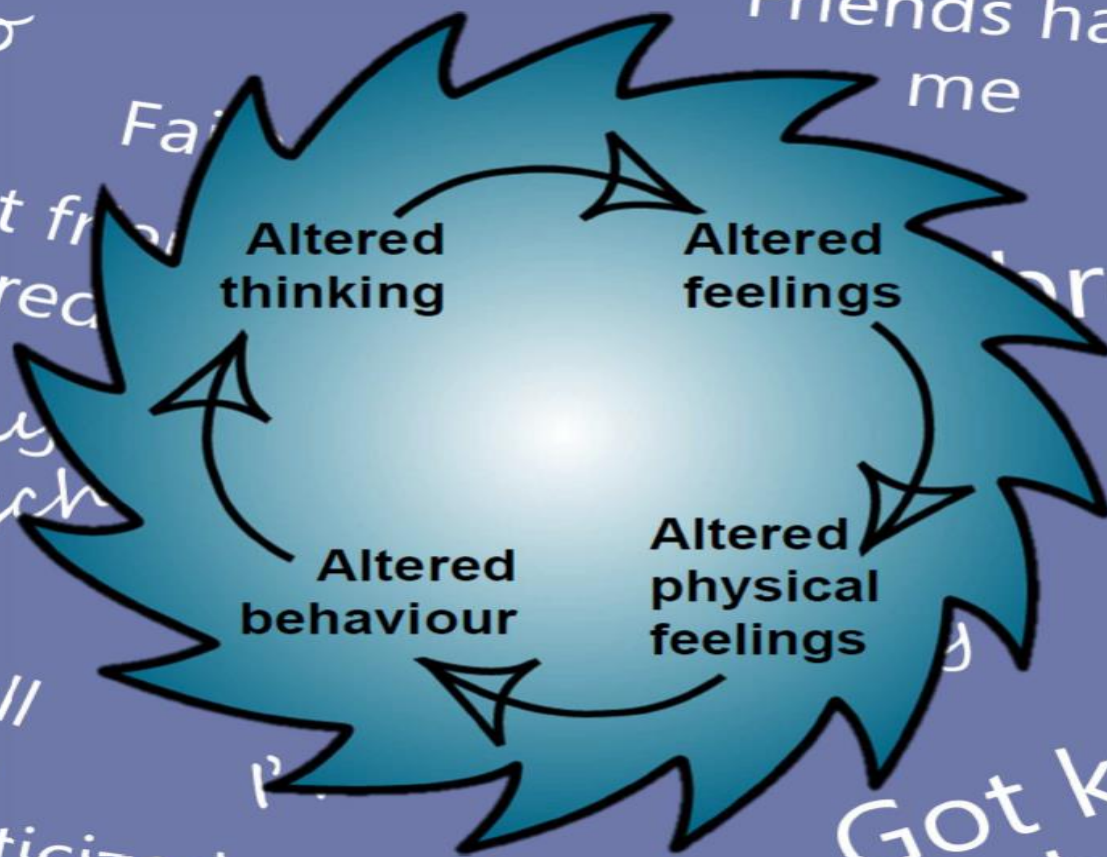
Altered
behaviour

Altered
physical
feelings

Being
bullied

I'm all
alone
Got criticized

Got kicked
off the team



NATS

*Negative
Automatic
Thoughts*



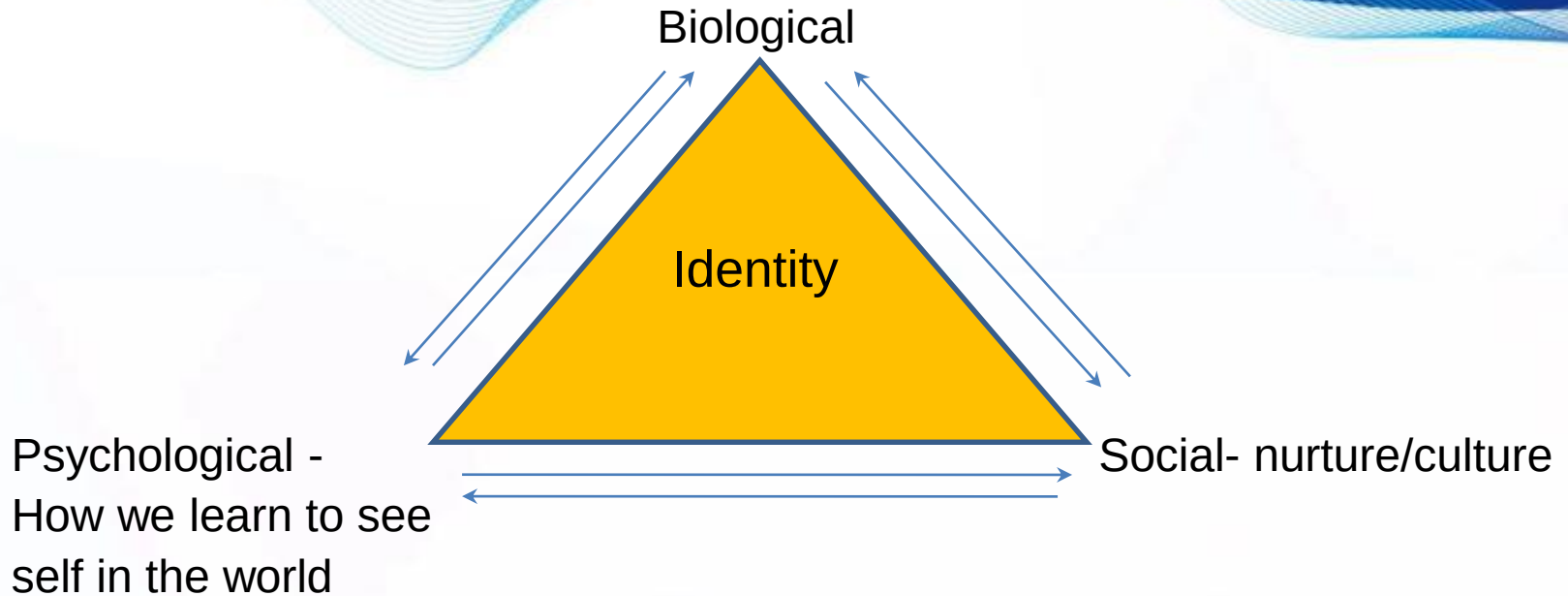
'vs'

PATS

*Positive
Automatic
Thoughts*



Bio-Psycho-Social model



www.normalmagic.co.uk





Ask for help



Talk about your feelings



Do something you enjoy and are good at



Take a break



Be proud of your very being

10 A DAY

10 ways to help balance your physical and mental health



Keep yourself hydrated



Stay connected to those you care about



Keep active in mind and body



Eat well



Actively care for others





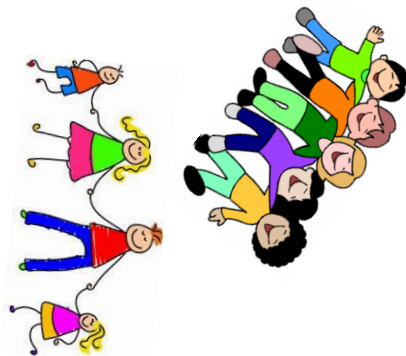
Positive

Steady

Negative



Positive



Steady



Negative

normal magic





Negative

Steady

Positive



What's the Magic?

M = ME! How you are BEING is crucial to successful listening. Check the lid on your inner rescuer.

A = Active Listening

G = Generate their “what next.”

I = Inspire and be Inspired

C = Compliment - notice and feed the qualities of the Growth Mindset.



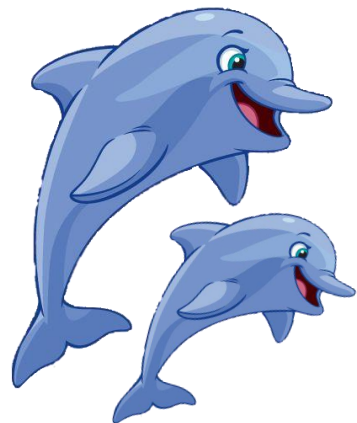
Ostrich Style

'Burying head in sand'

Avoid thinking or talking about problems.

Signal given: too busy and unavailable to support.

'Swerving' the issue.



Dolphin Style

A calm, warm, nurturing style

Guiding, coaching, encouraging and subtle.

Think of calmly swimming alongside and gently nudging in the right direction occasionally.

Kangaroo Style



Protective

wanting to keep everyone safe, as if in a pouch.

Too accommodating and controlling

Inner rescuer at play.

M = How are YOU being?

Jellyfish Style



Wobbly, see through, and reactive to a prod.

Being in a raw emotional state, with all feelings close to the surface.

May be swept away by currents of emotion and beliefs.

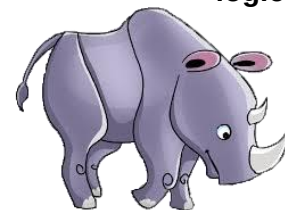
Intense and visible reactions.

Rhinoceros Style

Attempts to persuade and convince the person to change by argument

As if charging at and trying to smash through the behaviour and beliefs using logic.

Rushing in to make change.







For further information on the offer from your Mental Health Support Team in Schools please feel comfortable contacting us at:

cfhd.mhstadmin@nhs.net

Or call us on: 01392 386825

