

UNDERSTANDING AND SUPPORTING ANXIETY

**WELLBEING FOR EDUCATION RETURN – 09/12/2020
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OUR AIMS FOR THIS SESSION ARE TO...

- Understand and feel more confident in how to support anxiety in children, young people, parents and staff
- Review what is meant by ‘mental health first aid’ and ‘psychological first aid’
- Consider emotion coaching as a strategy to support social, emotional and mental health, especially when resources are limited

ANXIETY, WHAT DOES IT MEAN TO YOU?



WHAT IS ANXIETY?

- Anxiety is the mind and body's reaction to stressful, dangerous, or unfamiliar situations.
- It's the sense of uneasiness, distress, or dread you feel before a significant event.
- A certain level of Anxiety is normal and helps us stay alert and aware.
- However, for long-term Anxiety can impact our day to day lives...



ANXIETY IN...

CHILDREN

- Frequent nightmares and disturbed sleep
- Constant restlessness
- Sleepiness or falling asleep in school
- Difficulty concentrating
- Irritability
- Crying, tantrums
- Difficulty expressing feelings
- Separation anxiety
- Physical symptoms – tummy ache, headaches, diarrhoea etc

ADULTS

- Trouble sleeping
- Lack of focus
- Cold sweats
- Dizziness
- Chest pains
- Nausea
- Shortness of breath
- Irregular heartbeats (i.e. palpitations)
- Feelings of uneasiness, restlessness, panic or terror
- Low mood
- Withdrawn

The desire to
control people
and events



Difficulty
getting to
sleep



Feeling
agitated
or angry



Defiance and
other
challenging
behaviors



Having high
expectations
for self,
including school
work & sports



Avoiding
activities
or events
(including
school)

Pain like
stomachaches
and
headaches



Struggling
to pay
attention
and focus



Intolerance
of
uncertainty



Crying and
difficulty
managing
emotions



Over-
planning for
situations
and events

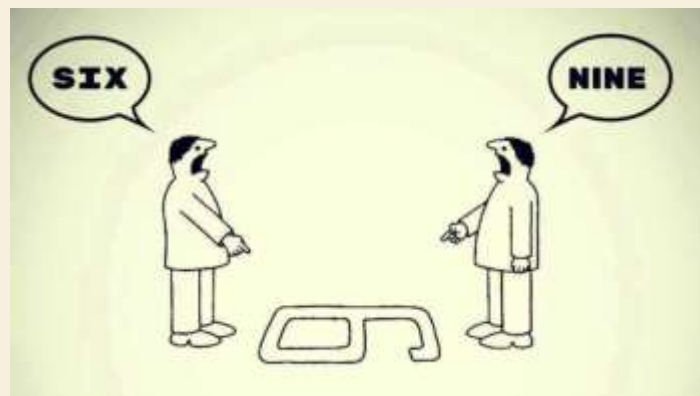


Feeling
worried about
situations or
events

WHAT DO WE MEAN BY...

MENTAL HEALTH FIRST AID

PSYCHOLOGICAL FIRST AID



- Supports practitioners on how to identify, understand and help a person who may be developing a mental health issue.
- MHFA offers initial support until appropriate professional help is received or until the mental health crisis is resolved.

- is a technique used in the immediate aftermath of a traumatic event, incident or disaster.
- PFA is designed to reduce the impact of possible trauma to wellbeing
- Input from a compassionate, trained individual may lessen / reduce long term effect
- PFA does not focus on any mental health diagnosis and works to prevent change from occurring

PSYCHOLOGICAL FIRST AID



Look

For signs of distress



Listen

Even a short time
can be great
Use good empathy
Build understanding
Be kind



Link

Them to sources of
support
Remember
community activities
like clubs, faith
groups, physical
activities
Charities and
statutory agencies
On-line resources

LOOK LISTEN LINK



- What kinds of things are we looking for?
- What makes a good listener? How do we know when someone is really listening?
- Who can help?



WHAT COULD WE DO?

Riyan is in Year 6, and his teacher has noticed that he has been arriving to school late, which is not normal for Riyan who is usually always prompt.

Upon talking to Riyan, you notice that he is yawning and generally looks very tired.



Look



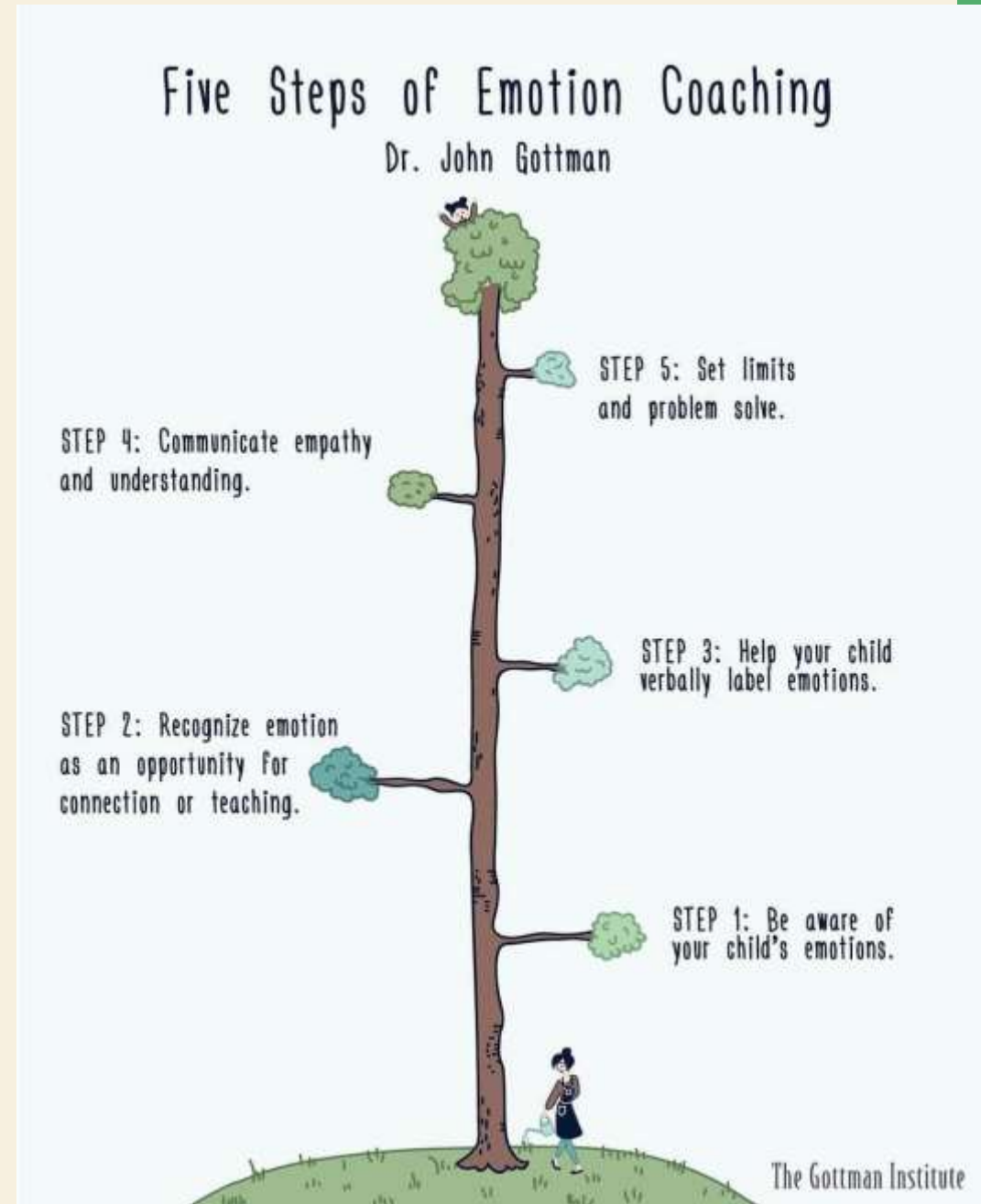
Listen



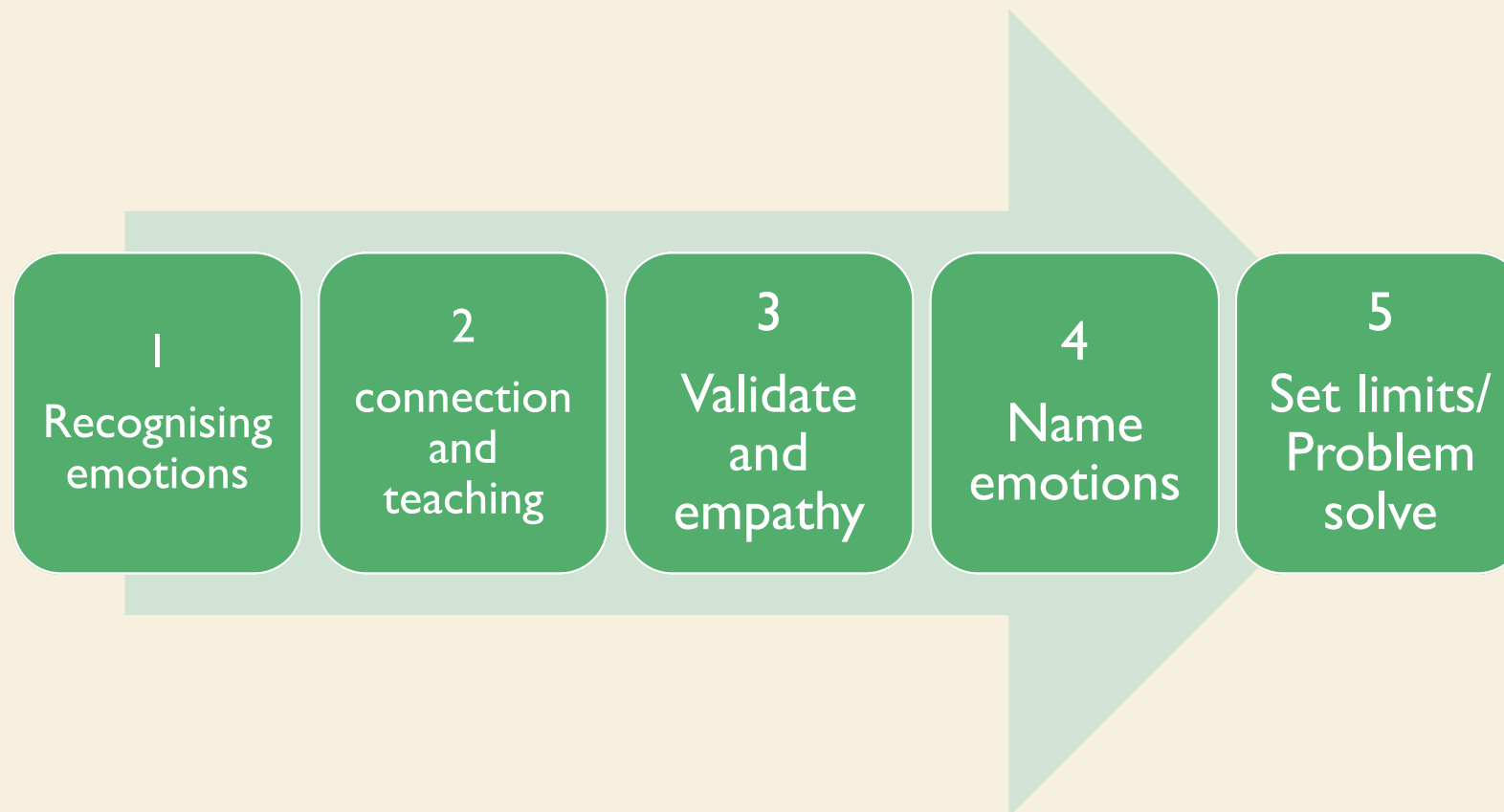
Link

WHAT IS EMOTION COACHING?

- Developed by Dr John Gottman (Developmental Psychologist)
- Uses moments of heightened emotion to guide and teach children about their emotions and effective responses
- Adult responses are based on empathy, understanding and care
- Emotions are natural and normal – it's what we do with them that counts!



5 STEPS TO EMOTION COACHING



“Connection before correction”

My turtle is
dead. He was
alive this
morning.

Oh no.
What a
shock!



He was my
friend.

To lose a
friend can
hurt.



I taught him
to do tricks.

You two
had fun
together.



You really cared about
that turtle.

I fed him
every day...



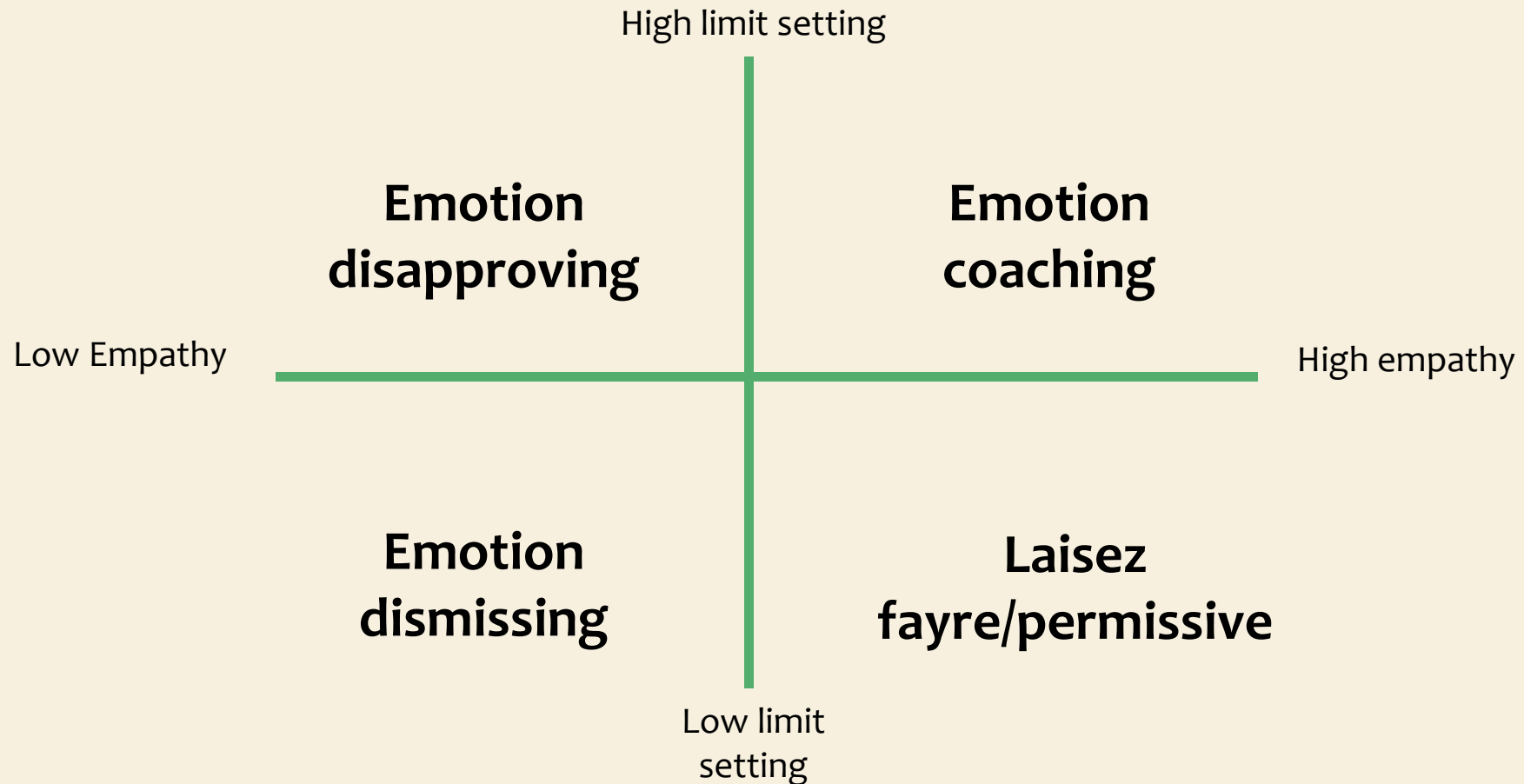
BENEFITS OF EMOTION COACHING

Gottman (1997) found that Emotionally coached children:

- Regulate their own emotional states more easily
- Have strategies to soothe themselves when upset
- Are better at focusing their attention
- Relate better to others
- Form stronger relationships
- Achieve more academically
- Have fewer infections and illnesses
- Show greater resiliency when faced with adversity)



GETTING THE RIGHT MIX



PHRASES TO AVOID

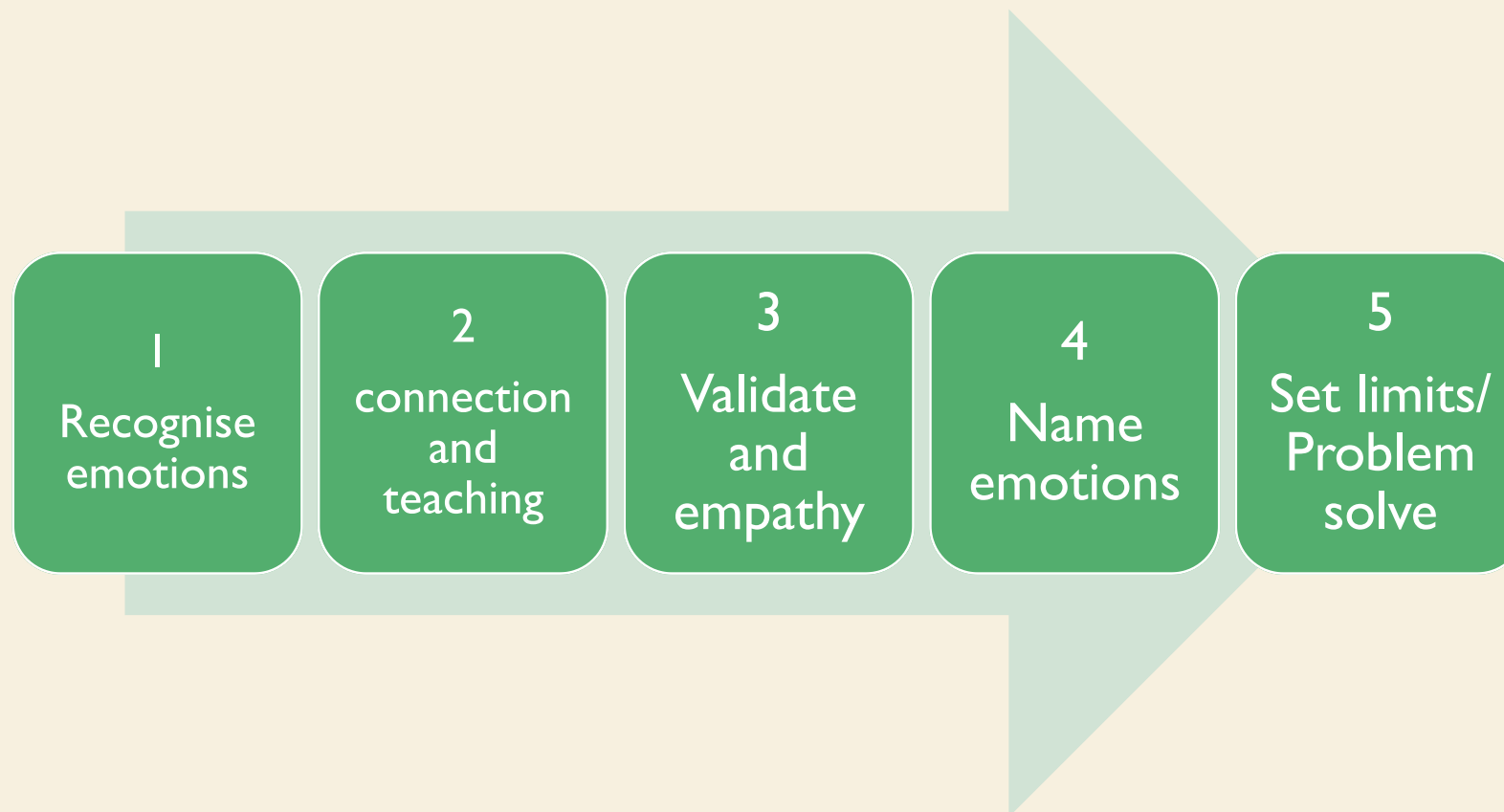


- It's going to be OK, trust me.
- There's nothing to be scared of.
- Let me tell you all the reasons you don't have to worry.
- Stop being such a worrier.
- I don't understand why you are so worried.
- Don't be silly. Don't be ridiculous.
- No one else in your class / your age worries about this.
- You are old enough to manage this now.

CONNECTING BEFORE CORRECTING

- Need to **genuinely empathise** with the child from their point of view.
- Recognise all **emotions as being natural and normal** and not always a matter of choice
- Recognise **behaviour as communication**
- Look for **physical and verbal signs** of the emotion being felt
- Take on the **child's perspective**

EMOTION COACHING: MINDSET



“Connecting before correcting”





➤ RECOGNISING EMOTIONS



10 ways to develop emotional intelligence

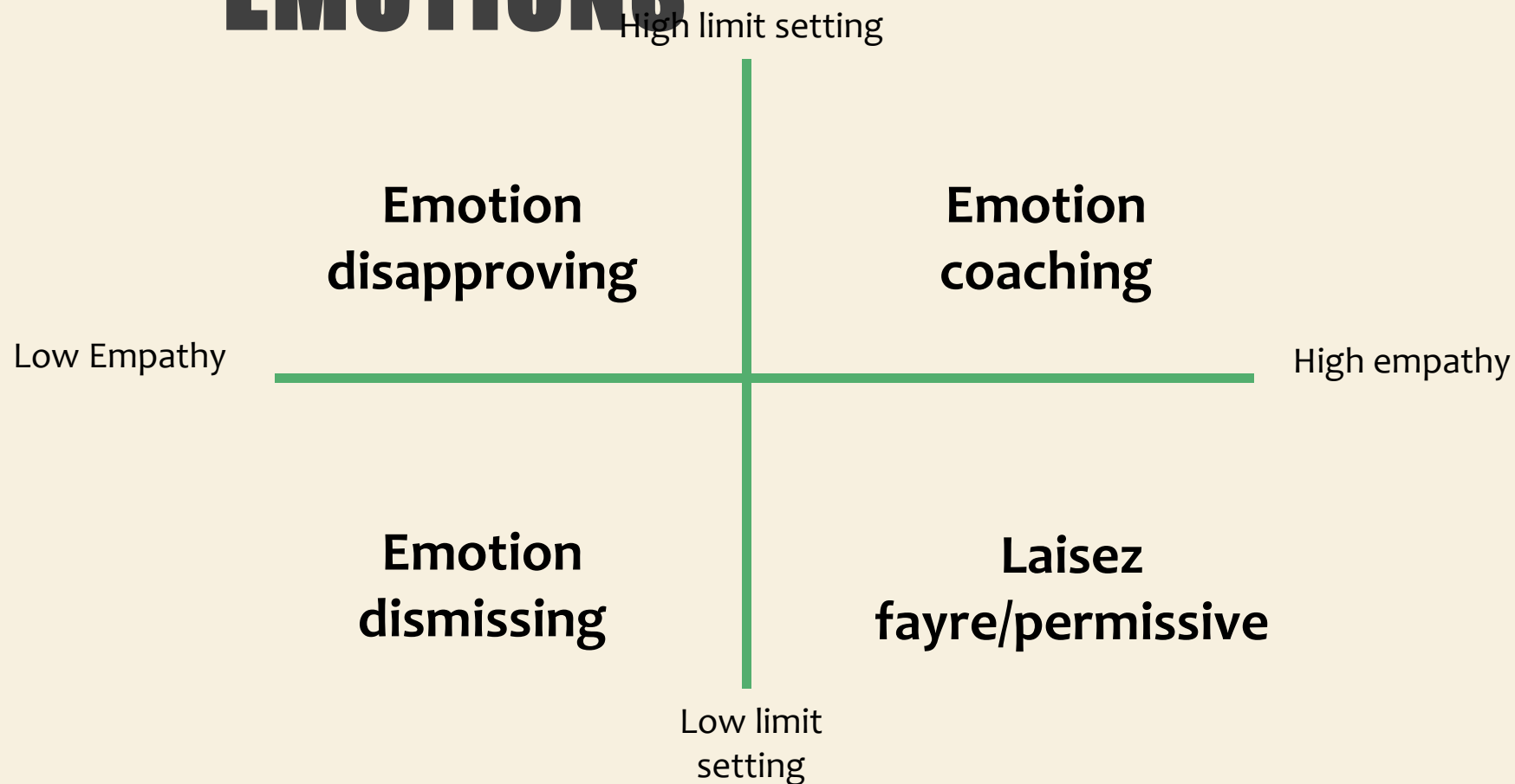
<https://www.youtube.com/watch?v=pt74vK9pgIA>

The ZONES of Regulation®

			
<p>BLUE ZONE</p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p>GREEN ZONE</p> <p>Happy Calm Feeling Okay Focused Ready to Learn</p>	<p>YELLOW ZONE</p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p>RED ZONE</p> <p>Mad/Angry Mean Terrified Yelling/Hitting Out of Control</p>



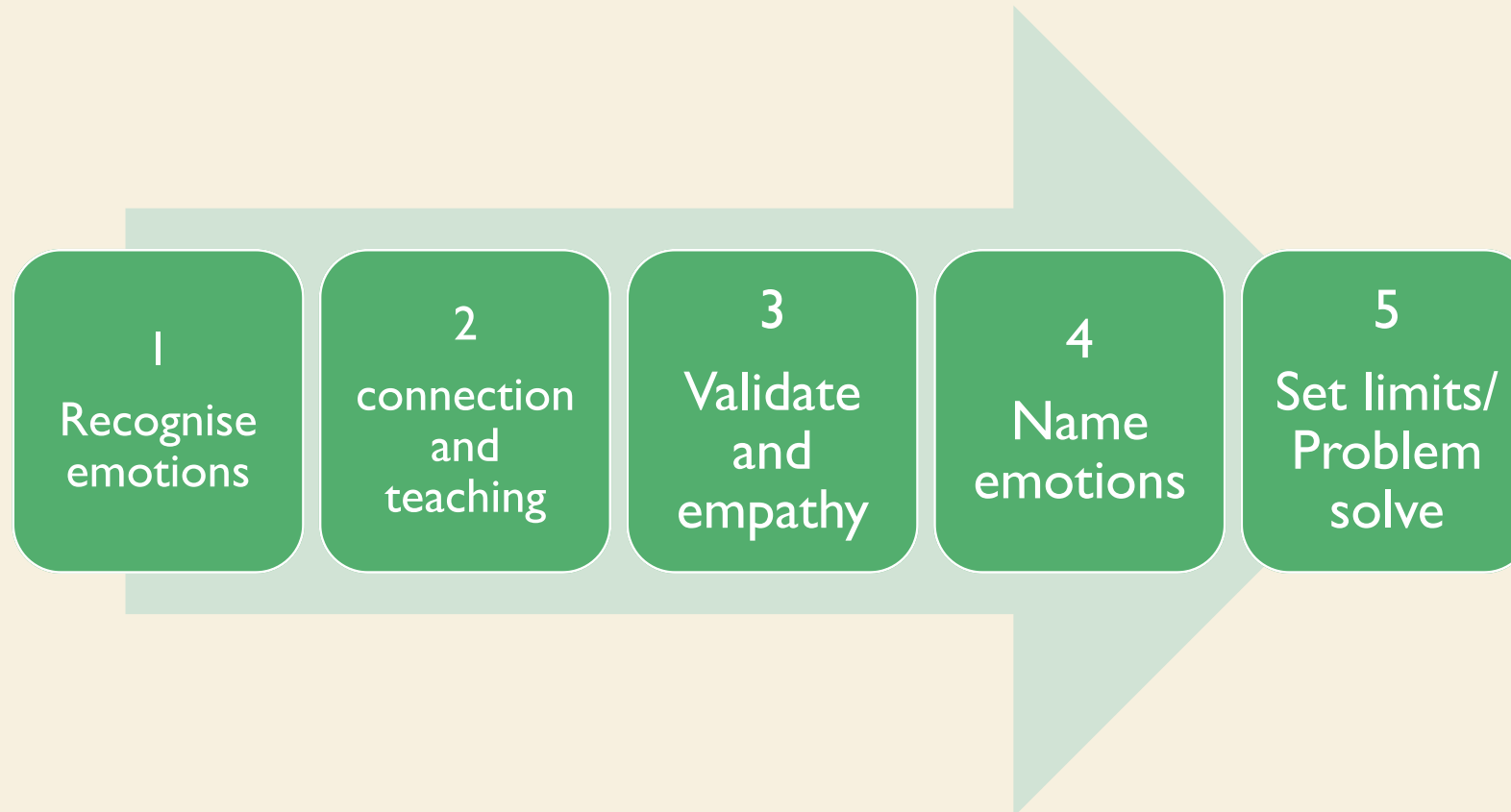
RECOGNISING AND HOLDING SPACE FOR EMOTIONS



➤ OPPORTUNITY FOR CONNECTION AND TEACHING



EMOTION COACHING: CONNECTING



“Connecting before correcting”

➤ VALIDATION AND EMPATHY





<https://www.youtube.com/watch?v=Vy3EwAQ0lwo>

➤ VALIDATION AND EMPATHY

- Sometimes we feel empathy but we don't say it or we try to ignore it

... we need to see it, name it, and deal with it with them

- Empathise with the feelings ... maybe not the behaviour!
- **Use words** to reflect back child's emotion and help child to label emotion.
- Simply **observe** – saying what you see rather than asking probing questions to which young people might not know answer
- **Naming** the emotion can diffuse it.
- Remember the power of '**being with**'
- Acknowledge **low levels of emotion** before they escalate to full-blown crisis.
- Acknowledge **all emotions** as being **natural** and normal and not always a matter of choice.
- Recognise **behaviour as communicative** (relational not behavioural model).



https://youtu.be/Lh0EE2_Y2io

➤ HELPING CHILDREN TO NAME EMOTIONS

Identifying physical experiences of emotion

Where do you feel anxiety in your body? What changes do you feel?

How does your body show that you are sad?

What does your face look like?



➤ **SETTING LIMITS**

Validate the emotion and label the feeling
...AND...
certain behaviours cannot be accepted.



Avoid **BUT**

“I can see that you are angry that I’ve taken away your phone and it doesn’t feel very nice. These are the rules everyone has to follow in school and I will keep it safe for you”

➤ PROBLEM SOLVING

Exploration of incident/ behaviour and scaffolding (suggesting/supporting) ideas and actions that could lead to a more productive outcome.

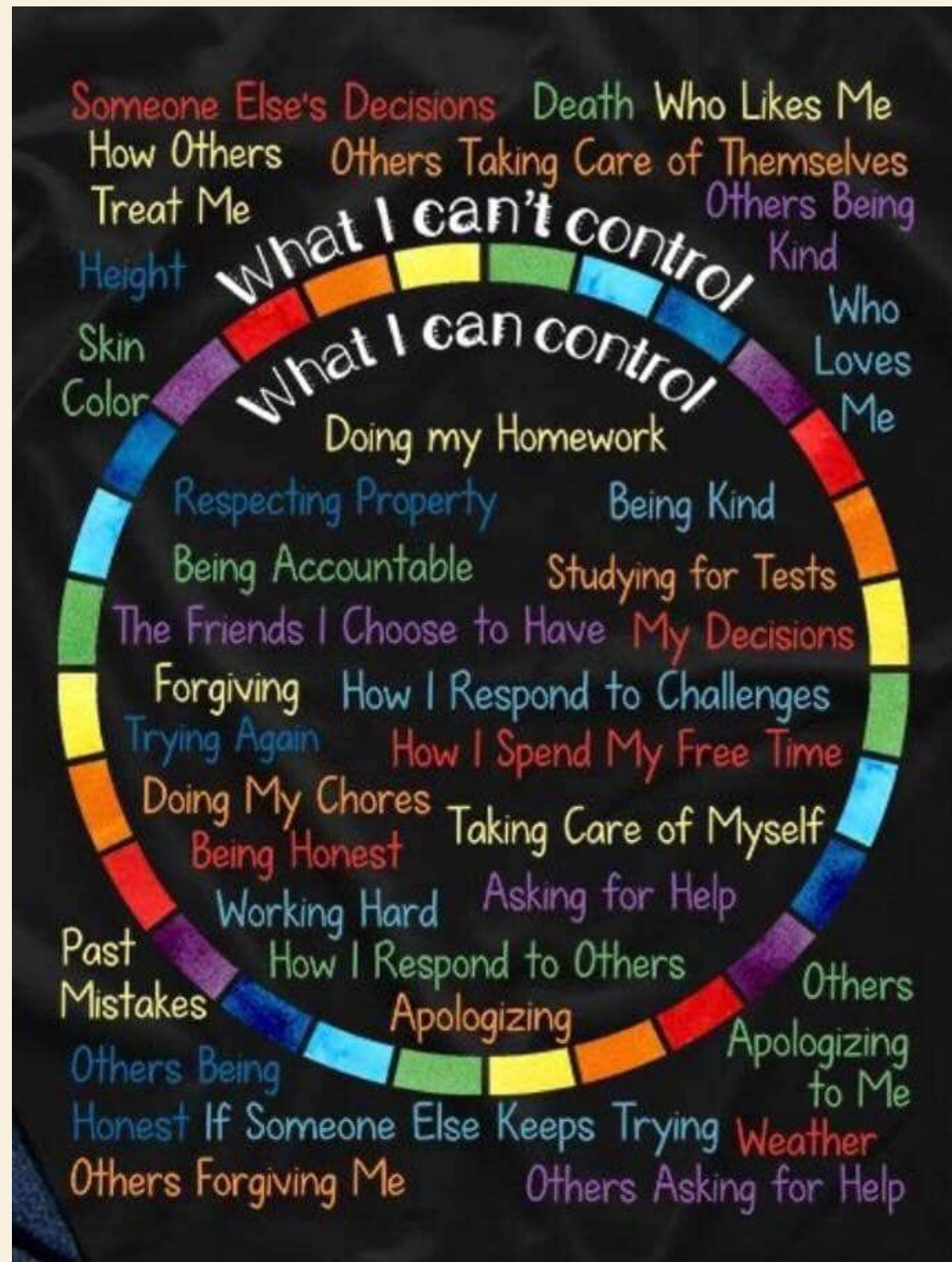




Joint Problem Solving

1. Problem identification and goal setting:	2. Generation of alternatives:	3. Consideration of consequences:
<p>What happened? How did it start? Who felt what? Why is that a problem for me? What else would I like to have happened?</p>	<p>What else could I do? What different things could I try?</p>	<p>What might happen next? How might I feel if I do that? How might other people feel?</p>

		<i>Looks like:</i>	<i>Respond with:</i>
Terror / rage	Brainstem / autonomic nervous system	Fighting Aggression	Grounding and calming
Fear / anger	Midbrain / brainstem	Flight Defiance Dissociate	Repetitive somatosensory activities
Alarm	Limbic system / midbrain	Tense Quiet Compliant Agitated	Structure, predictability, nurturing activities
Alert	Subcortex / limbic system	Daydreaming Tuning out Fidgeting Questioning	Relational activities that are calming
Calm	Neocortex / subcortex	Child is calm	





RESOURCES FOR YOUR WELLBEING TOOLKIT

CREATE A WELLBEING TOOLBOX

Meditations

Grounding
using the
senses

Progressive
muscle
relaxation

Mindful walk



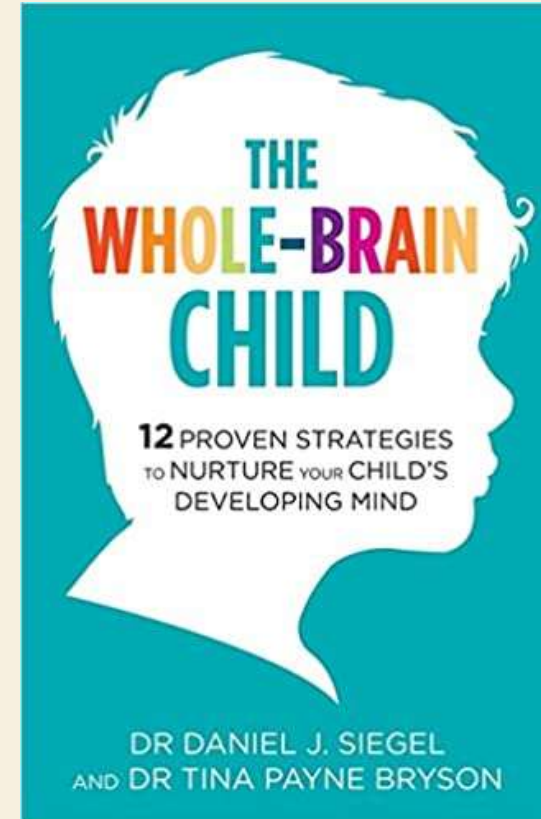
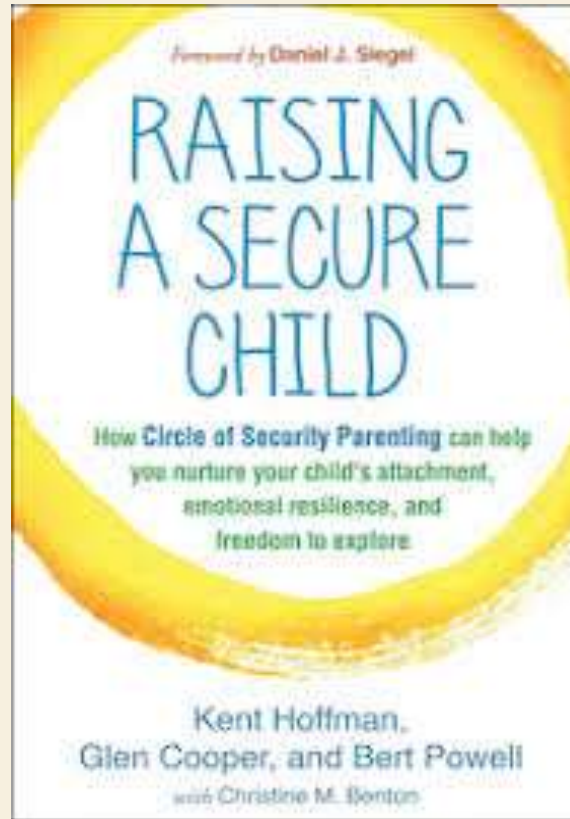
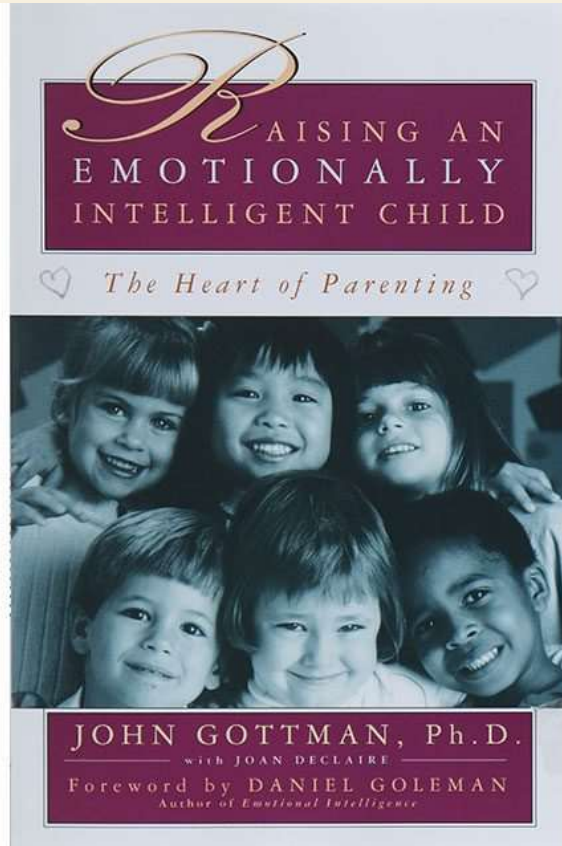
Write down
my thoughts

Breathing
Exercises

Exercise

Talk to my
parents/friend

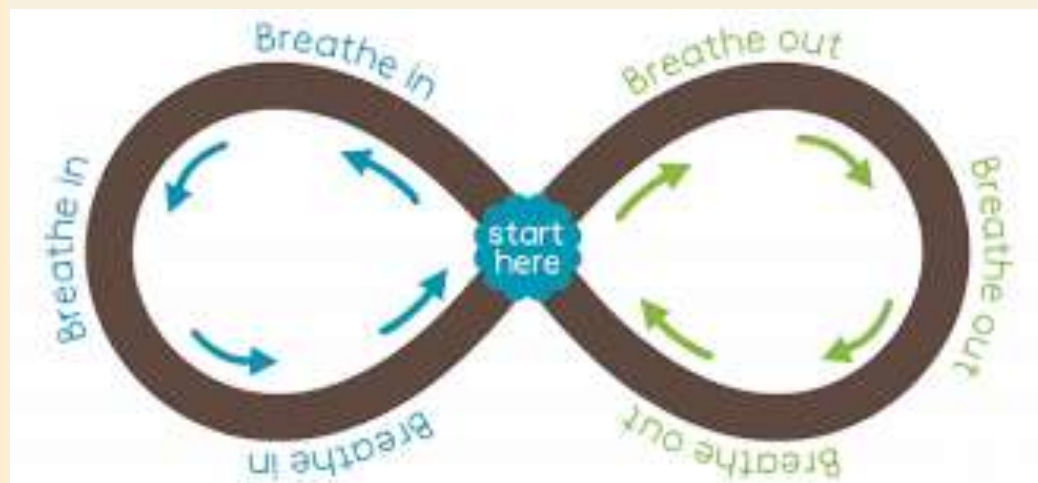
Draw my feelings



BREATHING EXERCISES

CALM DOWN WITH TAKE 5 BREATHING

1. Stretch your hand out like a star.
2. Get your pointer finger ready to trace your fingers up and down.
3. Slide up each finger slowly ~ slide down the other side.
4. Breathe in through your nose ~ out through your mouth.
5. Put it together and breathe in as you slide up and breathe out as you slide down.
Keep going until you have finished tracing your hand.



GROUNDING WITH YOUR FIVE SENSES

What are → **5** THINGS YOU CAN SEE

Hear → **SUN**
PICTURE ON THE WALL
PEOPLE WALKING

4 THINGS YOU CAN FEEL

WIND BLOWING
FEET ON THE FLOOR
PENCIL IN HAND

3 THINGS YOU CAN HEAR

BIRDS CHIRPING
CLOCK TICKING
CAR HORNS

2 THINGS YOU CAN SMELL

FOOD FROM THE CAFETERIA
LAUNDRY DETERGENT ON CLOTHES
FRESH CUT GRASS

1 THING YOU CAN TASTE

MINT
Breakfast
TOOTHPASTE

QUICK FIXES – GROUNDING Butterfly Hug

Calm and soothe yourself with the butterfly hug when you are feeling sad, angry or hurt.

Take a moment while doing the butterfly hug and close your eyes.
.....
Using your imagination go to a place where you feel safe, calm, and happy.

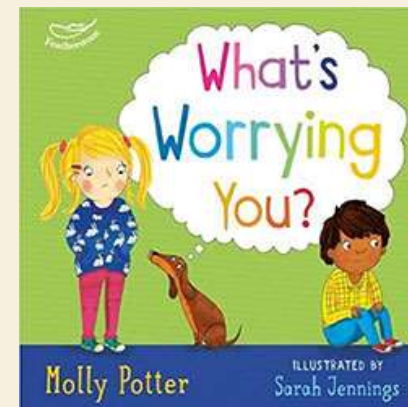
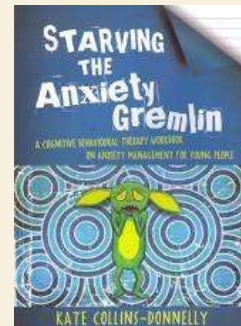
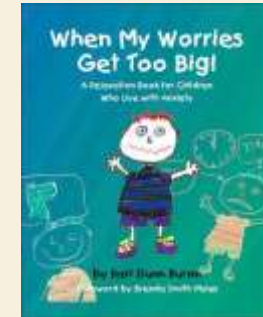
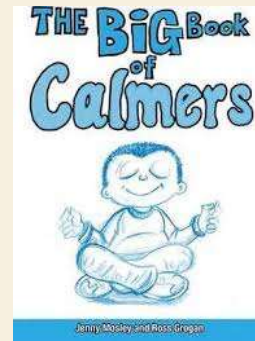
What images, colors, sounds, and scents do you observe in your safe place?

PRACTICE SELF-SOOTHING

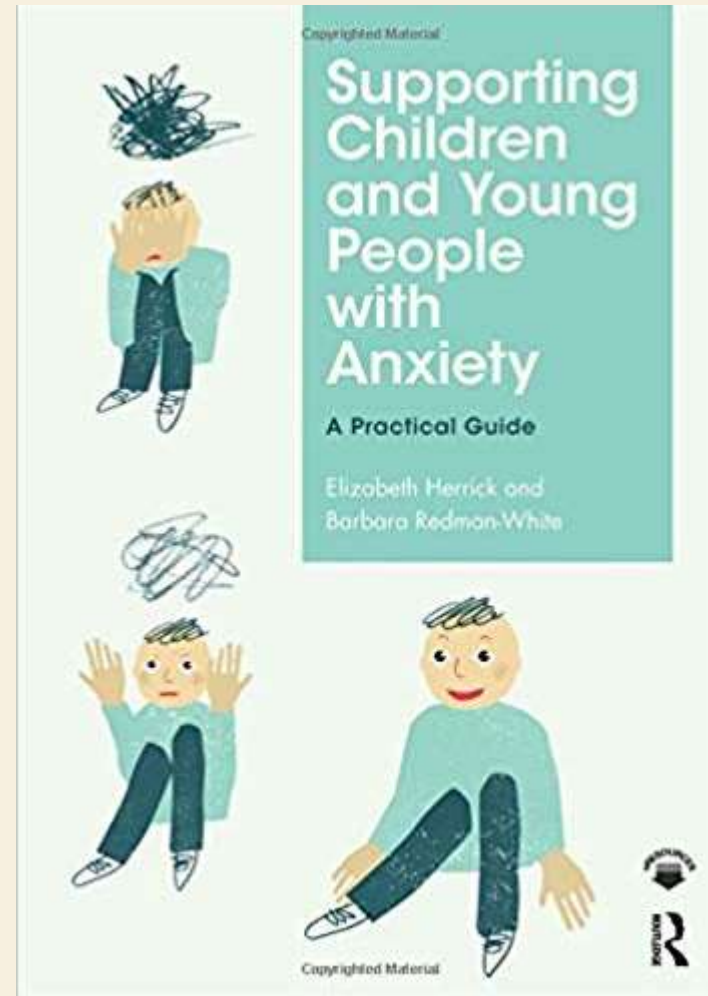
1	2	3
Cross both arms over your chest and place each hand on your shoulder. Breathe.	Gently begin tapping each hand one at a time on your arms. Tap for 10 counts.	Pause and take a deep breath. Continue tapping your arms until you feel more relaxed.

EXAMPLES OF USEFUL BOOKS AND RESOURCES

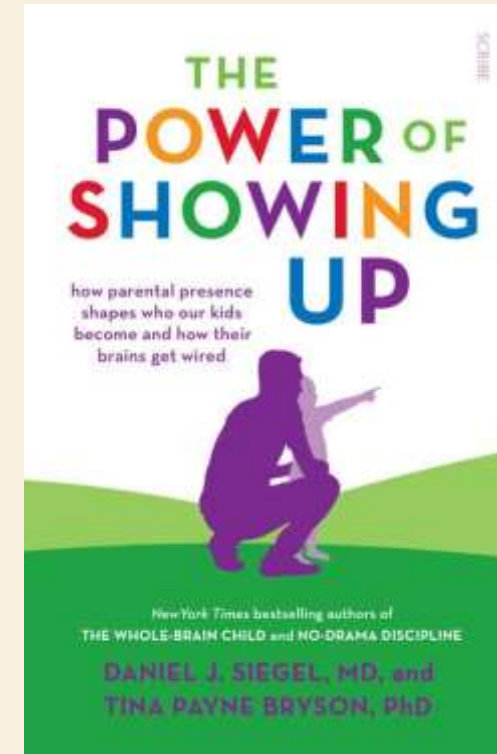
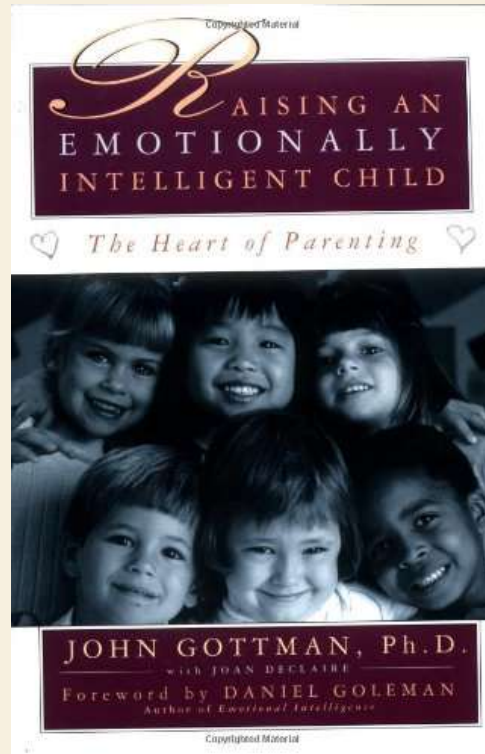
- Think Good, Feel Good (Paul Stallard)
- The Incredible 5 Point Scale
- A 5 Could Make Me Lose Control (Kari Dunn Buron)
- What to do when you worry too much (Dawn Heubner)
- www.littleparachutes.com



- Understanding anxiety
- Managing anxiety at school
- Managing anxiety at home
- Practical interventions



BOOKS AIMED AT PARENTS (BUT ALSO USEFUL FOR SCHOOL STAFF)



USEFUL WEBSITES

- <https://www.anxietyuk.org.uk/get-help/anxiety-information/young-people-and-anxiety/>
- https://www.moodcafe.co.uk/media/19579/cyp_parents_1_2_web.pdf
- <https://www.nhs.uk/conditions/stress-anxiety-depression/anxiety-in-children/>
- <https://www.rcpsych.ac.uk/healthadvice/parentsandyoungpeople/parents/carers/worriesand-anxieties.aspx>
- https://www.mentalhealth.org.uk/sites/default/files/anxious_child.pdf
- <http://documents.hants.gov.uk/ccbs/XXCK0135-AnxietyBookletPDF.pdf>
- <https://www.nspcc.org.uk/what-we-do/news-opinion/anxiety-rising-concern-young-people-contacting-childline/>
- www.minded.org.uk
- www.youngminds.org.uk
- www.kooth.com (on-line counselling)
- www.moodjuice.scot.nhs.uk
- MindShift App
- The Smiling Mind App

USEFUL AGENCIES

- Leicestershire Educational Psychology Service (LEPS), including the Duty Line.
- CAMHS professional helpline.
- Leicester, Leicestershire and Rutland NHS Early Intervention Service— for children who have lower level mental health needs, not requiring CAMHS intervention..Tel 0116 254 3011
- Encourage parents to discuss their concerns further with their GP, as appropriate.

ADDITIONAL TRAINING OPPORTUNITIES / GUIDES

- Youth mental health during COVID-19 (still available for free)

<https://www.futurelearn.com/courses/youth-mental-health-during-covid-19>

- LEPs Guidance on how to manage and cope with a Critical Incident in School (2020)



**THANK YOU FOR
LISTENING**

ANY QUESTIONS OR REFLECTIONS?