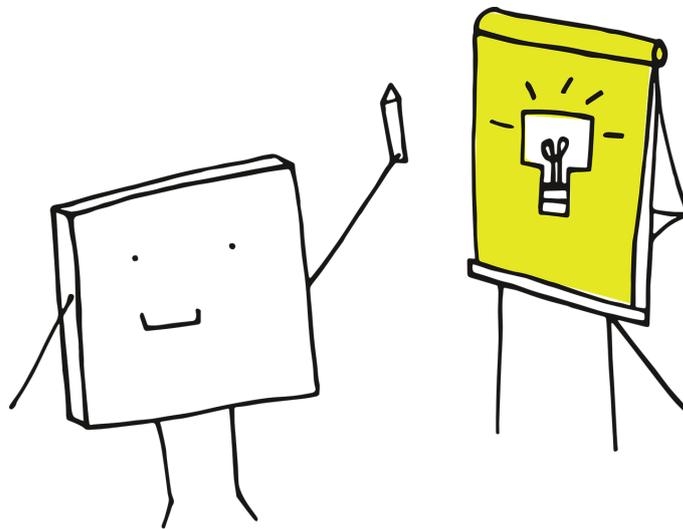


# Supporting Children with Anxiety and Additional Needs



## Workbook

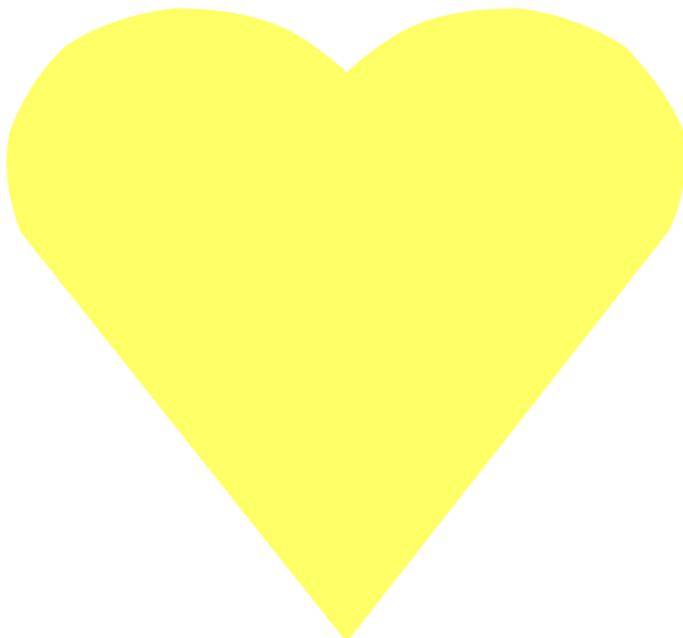
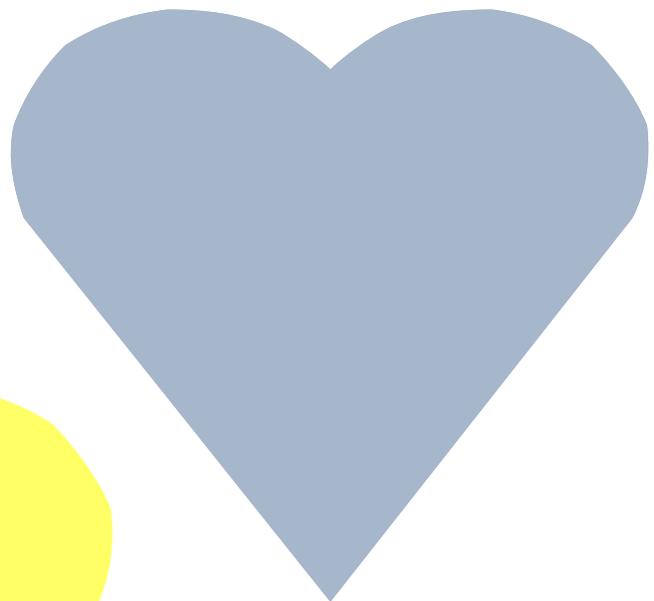
To be used in conjunction with the  
Supporting Children with Anxiety and  
Additional Needs

Online Workshop which can be found at;  
<https://www.lpft.nhs.uk/young-people>

# My Young Person

It can sometimes be challenging to support a young person with their worries and things they find tough. When we're focussed on what's going wrong, we can sometimes forget to focus on what's going well. Thinking positively is not only a skill we can use ourselves but a skill we can teach young people to help them build resilience.

Write 3 positive things about your young person in the hearts below...

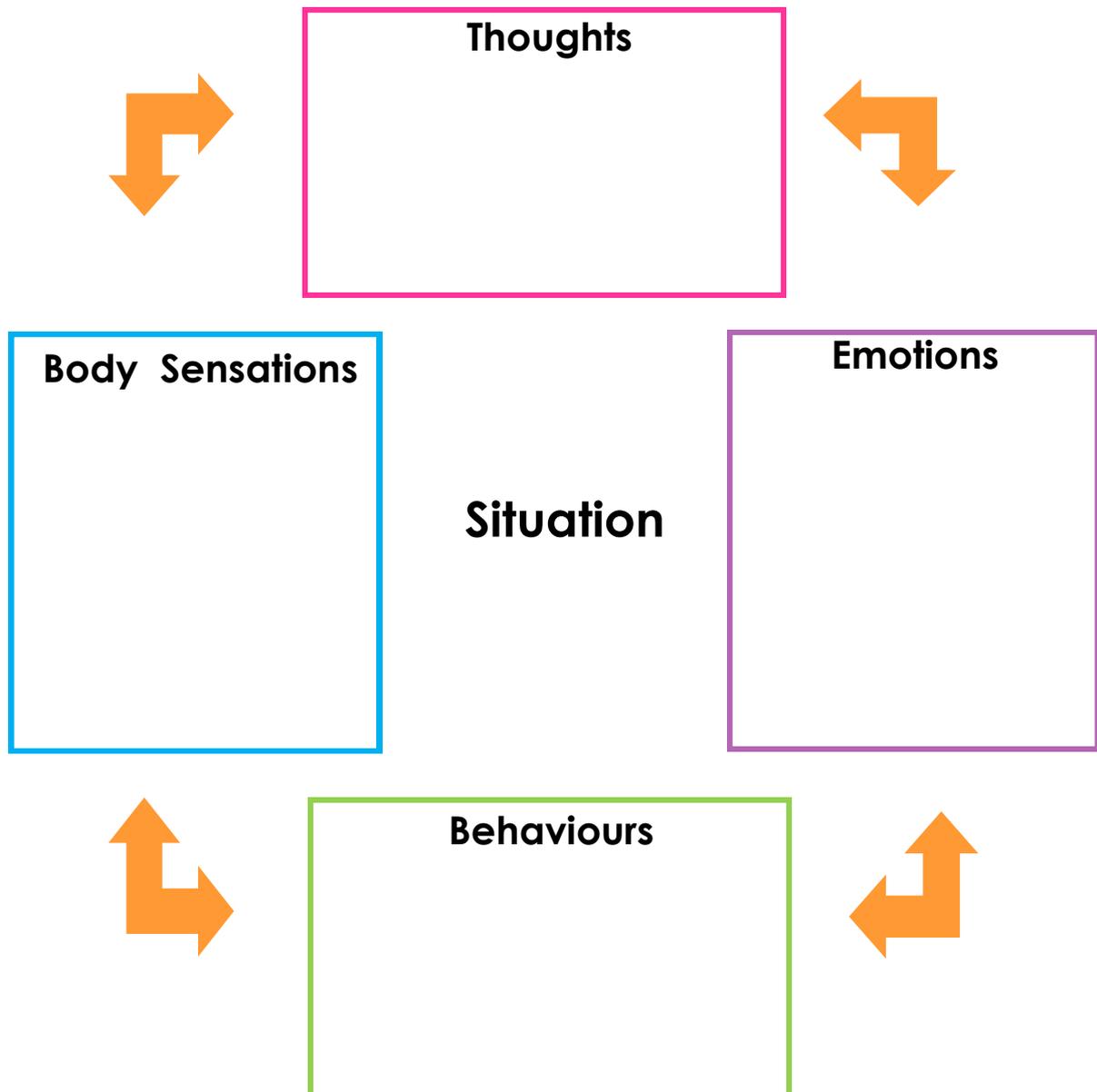


# The 5 Areas

We can understand our experience of an emotion more by thinking about what situations trigger an emotional reaction; and exploring our thoughts, feelings, behaviour and physical sensations related to these situations.

This model can be used with your young person to help to explore why they are feeling anxious, angry or upset and increase their understanding of what they need to do to break the cycle. It can be useful for a young person to keep a diary to jot down negative thoughts and how this makes them feel.

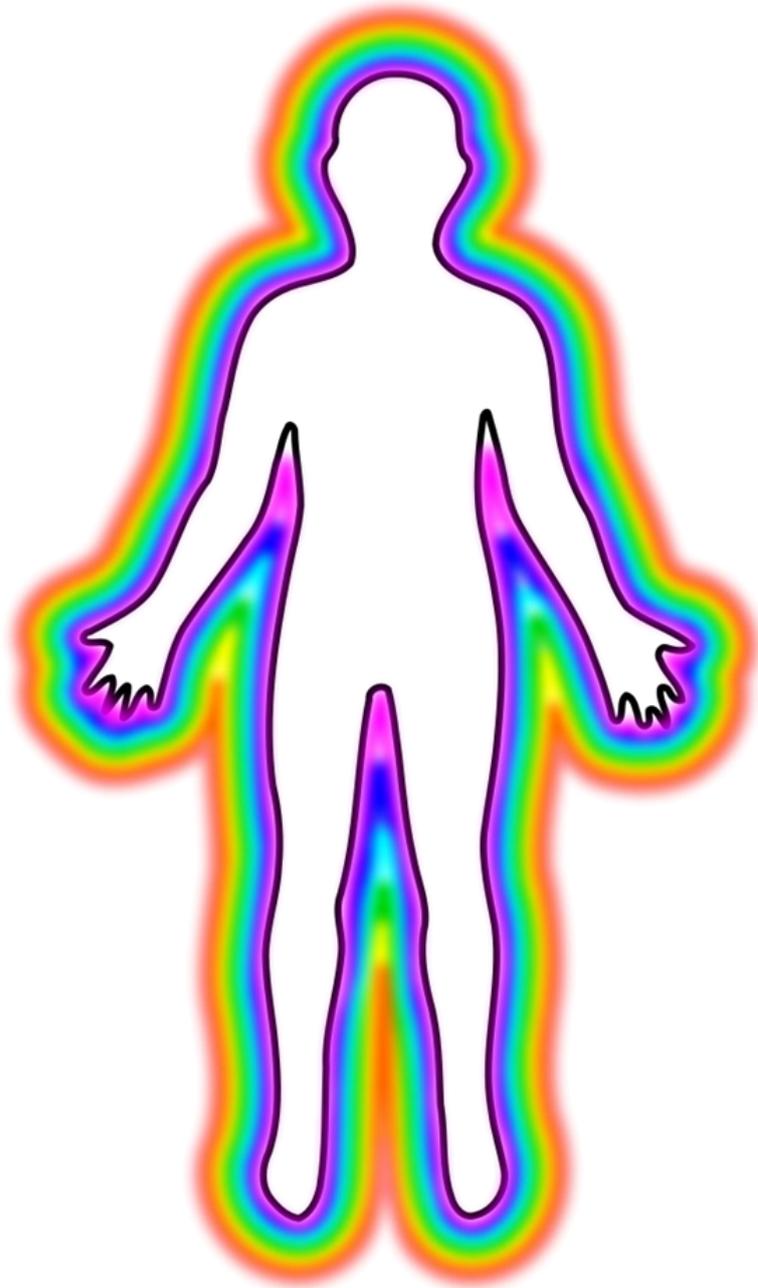
**Complete the 5 areas below for the scenario provided in the workshop**



# Body Maps

Some young people can often find it difficult to communicate what they are feeling. It can become confusing as to whether they are experiencing physical sensations due to anxiety and other emotions or because of a physical need (such as hunger, tooth ache etc.)

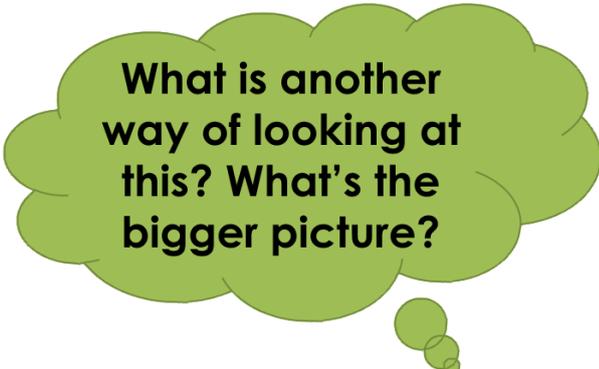
Body maps can be used to help identify with your young person where in their body they feel emotions (e.g. happy, sad, angry, anxious) and where and when in their body they feel physical sensations or symptoms (e.g. hunger, tiredness, pain, hormonal changes). You may wish to put emotions and physical sensations in different colours, this will help to enable them to distinguish between the two.



# Challenging Negative Thoughts

Everyone experiences negative thoughts at times, but when we are feeling low or anxious, these thoughts can maintain a negative cycle of unhelpful emotions, behaviours and physical sensations (the 5 areas). When we start to notice our thoughts having a negative impact, it is important that we challenge them to help break the vicious cycle.

Noticing negative thoughts is difficult, even for adults, so when helping your young person to challenge their thoughts it is important to remind them to keep a log of any negative thoughts in a diary. If you are completing this for your young person make sure it is in their own words. They can then use the following helpful questions to try and create a more balanced perspective. It takes time and practice to master this skill and your young person may need some prompting and support.



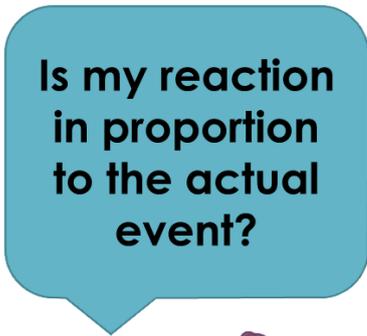
**What is another way of looking at this? What's the bigger picture?**



**What advice would I give someone else?**



**Will I feel this way in 1 week, 1 month, 1 year?**



**Is my reaction in proportion to the actual event?**

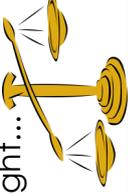


**What would someone I trust say to me?**



**Is this always the case? Is this fact or my opinion?**

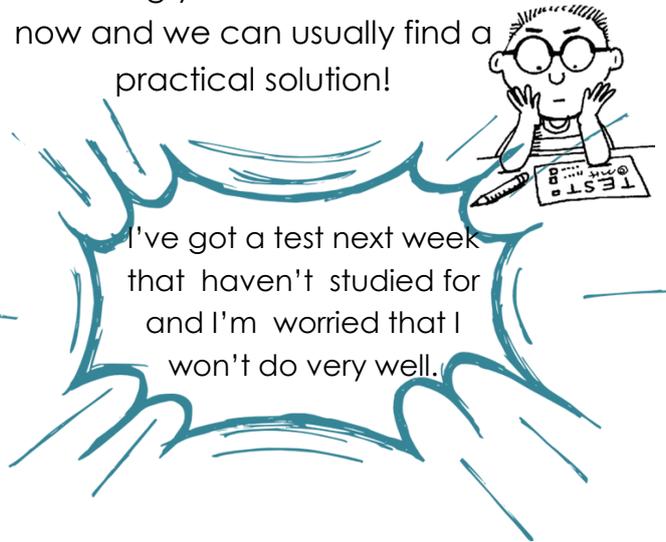
# Thought Diary

Date and Time 	Situation Where was I? Who was I with? 	My negative thought 	Challenging my thought... Ask yourself some of those helpful questions!	More balanced perspective Alternative/Realistic thought... 

# Types of worry

## Here and Now worries

These are worries that are often affecting you in the here and now and we can usually find a practical solution!



## What If worries

This type of worry is often about things that may be well in the future and may not have a solution, no matter how hard you try to find one!



## Worry Sorting Activity

Try and sort the worries on the next page into 'Here and Now' and 'What If' worries in the table below to increase your understanding.



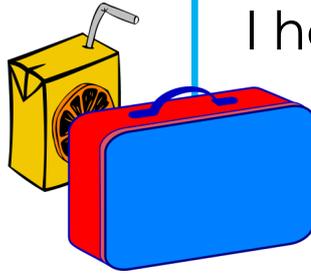
### What if worries

### Here and Now worries



Did you get them all right? 

I have an exam, what if I fail?



I have forgotten my lunch

I've fallen out with my friend and I want to sort it out



I promised my parents that I would tidy my room, but I don't have time

What if people laugh when I walk past them at the school gates?

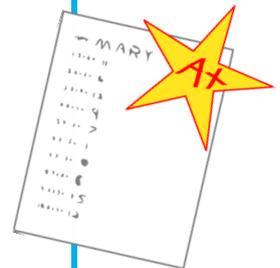


What if I get really ill?

I have been invited to a party and I don't know many people. What if no one likes me?



I am stuck on my homework and don't know where to start



What if my friends fall out with me?



My earphones have stopped working, so I can't listen to my music

# Problem Solving

Problem solving techniques are useful if your young person has Here and Now worries that could have a solution e.g. "I don't know my spellings so I will fail the test".

Using these skills regularly will help your young person to take action, reach their goals and proactively solve problems.

Your young person may find it hard to think of potential solutions. Remind them that ANY idea is fine at this stage, even if it is clearly very silly. If a solution doesn't work to solve the problem, remain positive and remind your child that they have lots of other ideas already so they can try another one.

The following 7 steps can be used to help break the process down...

## STEP 1

What is the problem?



## STEP 2

Think of all the ways you can try to fix the problem

## STEP 3

What is good and bad about each way?



STEP 4  
Pick your best idea!



STEP 5  
Make a plan!

STEP 6  
Do it!



STEP 7  
How did it go?



# Worry Time

If your young person finds themselves worrying about 'what if' worries a lot, it is helpful to reduce the amount of time they spend on worries and instead allocate a specific time to concentrate on them.

This allows them to be more in control of their day. There are four steps to carry out. As with any skill, practice makes perfect, so it is important that you support your child to engage in worry time.



## Step 1: Plan your time to worry

Pick a time of the day that you will let yourself worry for around 15-20 mins. Make sure there are no distractions during this time!

## Step 2: Write down and keep a log of your worries

Keep track of the things that you are worrying about during the day by writing them down so you can think about them later.

## Step 3: Refocus your mind

Once you have written down your worry it is important to try not to think about it. Try to distract yourself by doing something you enjoy or something that will keep you busy.

## Step 4: Take your worries to worry time!

Now you can let yourself worry! Read your list of worries and see how you feel about them now. Are you as worried about them as you were when you wrote them down?

# Safety Behaviours

Anxiety can be such an overwhelming feeling that it terrifies us. Your focus stays on the bad feelings and we can begin to dread experiencing this again.



In situations where we feel threatened or anxious, we often do things that we think will keep us safe and/or stop something bad from happening.

**This is a safety behaviour!**

These behaviours may help us to feel better for a bit, **BUT** we never know whether something bad would have happened and this leads us to think that the only reason we are safe is because of the safety behaviour. If we don't change this, the next time we are in the same situation, the same thing will happen again and we will have not addressed managing the situation that causes us such anxiety.



Safety behaviours actually maintain panic and anxiety, they do not stop it.

**It's very useful to be aware of your own safety behaviours and to try to reduce them. This can give you the confidence that you can manage your anxiety on your own, and can help to reduce your anxieties!**

**Remember—** For young people with additional needs, what can present as a safety behaviour can be something that is self soothing or a coping strategy to them, for example using ear defenders. Try to not give your young person items like ear defenders for every situation they are struggling with, as this will teach them that they need the ear defenders and cannot cope without them, but if they need them to cope with sensory overload, then this is ok.

**Make a list of your/your young person's safety behaviours:**

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# ABC Behaviour Chart

This ABC chart can be used to record behavioural concerns.

- 'A' stands for **antecedents**, that is, what happens immediately before the behavioural outburst and can include any triggers, signs of distress or environmental information.
- B' refers to the **behaviour** itself and is a description of what actually happened during the outburst or what the behaviour 'looked' like.
- 'C' refers to the **consequences** of the behaviour, or what happened immediately after the behaviour and can include information about other people's responses to the behaviour and the eventual outcome for the person.

It can also be a good idea to keep track of where and when the behaviour occurred to help in identifying any patterns. See the example below...



Day, Date and Time	Antecedent	Behaviour	Consequence	Notes
Monday 3rd September 11:45	Sitting working on literacy. At table with 3 other children. Started asking repetitive questions about when it would be lunch time.	When bell for lunch went, he wouldn't get out of his seat. After being asked repeatedly by teacher, he threw himself on the floor crying.	He stayed in the classroom with a teacher. Ate lunch there when he calmed down.	First experience of this type of behaviour.
Tuesday 4th September 11:40	Sitting working on maths. At table with 4 other children. Started fiddling with sleeves on jumper.	Started to cry when the bell went for lunch. Put his head on the table and became hysterical. Would not be moved or comforted.	He stayed in the classroom with a teacher and when calmed down he ate his lunch at the table.	
Wednesday 5th September 11:39	Sitting on the carpet for reading time with the whole class. Getting fidgety and fiddling with jumper.	Hid behind book when everyone got up for lunch time. Would not be moved, lashed out when teacher tried to move him, Crying.	Ate lunch in class room with teacher.	

### **Interpretations:**

Consistent reaction to the same event – likely caused by anxiety about lunchtime at school.

### **Strategies:**

Giving him anxiety reducing tools before he gets overly anxious. Consider adjusting how he experiences lunchtime. Look at offering him extra support at that time. Visual supports explaining what will happen at lunchtime, structure added to reduce anxiety. If there are sensory needs, make sure they are met.

# ABC Behaviour Chart

Complete the ABC chart below to keep track of behaviours over time for your child, to gather a clearer picture of what's triggering the behaviour.



Day, Date and Time	Antecedent	Behaviour	Consequence	Notes

# Thermometer

The thermometer helps your young person to communicate how they are feeling. Complete this with your young person and agree on how you, or another adult, can help and what your young person can do to manage their feelings at each level. The green section is where your young person is feeling calm, and will not need any support. As they start to move into the yellow and amber sections, this is where something has triggered negative thoughts, emotions and/or unpleasant physical sensations. You know your young person best and are likely to recognise when they need support before they reach the red section, where they are likely to “explode.”

**Remember**— Discuss and agree this at a time when your young person is calm and able to engage. They will not be able to sit and complete this when they are feeling anxious or in the middle of a meltdown (the red section.)

**What I can do to help myself?**

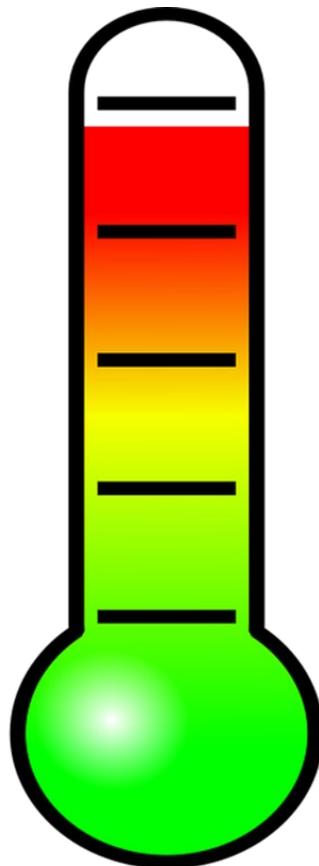
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**What an adult can do to support me?**

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# My Positive Coping Strategies

Think about what coping strategies you could use. This might be things you currently do that are working well, or you may have heard about some other coping strategies that you plan to try.

You can continue adding to this after completing the online workshop, as we will go through more ideas.



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# Relaxation

Relaxation exercises help children to manage their reactions to stress, anxiety and worry. Relaxation exercises are a good distraction from worrying thoughts and reduce tension in the body. The following activities might help your child...



## Finger Breathing

**Step 1:** Sit comfortably, resting one hand in front of you with fingers outstretched like a star and the pointer finger of your other hand ready to trace your hand.

**Step 2:** Starting at the base of your thumb on the outside of your hand, breathe in slowly through your nose as you slide your pointer finger up to the top of your thumb.

**Step 3:** Breathe out slowly and slide your pointer finger down the inside of your thumb. Breathe in as you slide your finger up the next finger and out as you slide down.

**Step 4:** Continue breathing in and out as you trace your whole hand.

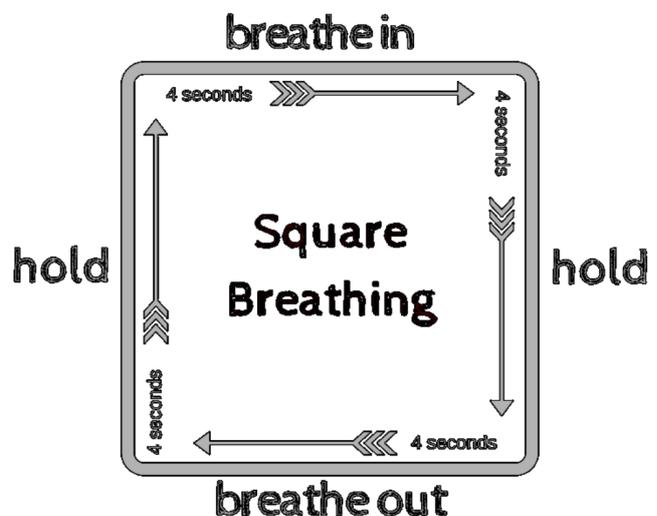
**Step 1:** Starting at the top left hand corner of the square, sit upright and slowly inhale through your nose for a slow count of four. Pay attention to the feeling of air filling your lungs.

**Step 2:** Hold your breath for another slow count of four.

**Step 3:** Exhale slowly and deeply through your mouth to the count of four. Feel the air leave your lungs.

**Step 4:** Hold your breath for the same slow count of four before repeating this process.

## Square Breathing



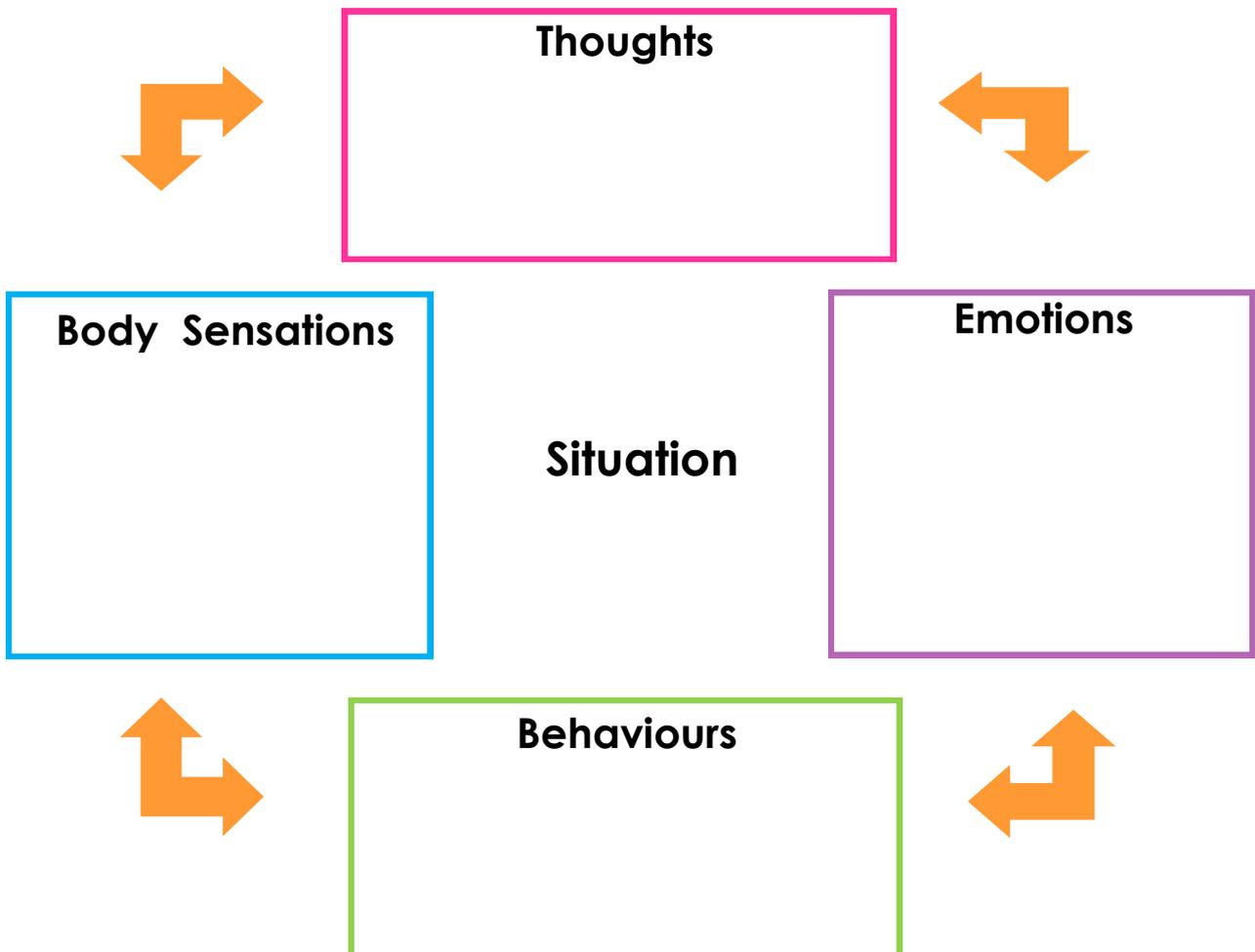
Don't forget to check out our website, for our relaxation videos...

<https://www.lpft.nhs.uk/young-people>

# Your challenges

Write down one of the main challenges you experience with your young person in the box below...

**Use the 5 area model to explore this challenge.** What negative thoughts do you have? What emotions do you experience? What do you notice changes in your body when you have this challenge? What is your behaviour?



# Your challenges

Practise challenging your negative thoughts. Ask yourself these questions.



Think about how you can change your behaviour to model the model.

Things I could do differently are....

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**Remember** — Use the strategies you have learned in the workshop and look back over My Positive Coping Strategies (page 16.)

# Energy Bank

One way to manage self care is to think of our bodies as energy banks. We need to put energy in to be able to do the everyday things and to cope with what life throws at us.

Keep a log of how you have put energy in to your bank and what has taken energy out of your bank each day. You can also add ideas of how to boost your energy.

You need to ensure that you're putting in more positive things to help cancel out the things that strip your energy.

## My Energy Bank

**Putting energy in**

**Taking energy out**

## Energy boosting ideas

# Useful Websites & Numbers

- **Autism Helpline Tel:** 0808 800 4104 open 10am-4pm, Monday-Thursday, 9am-3pm on Fridays)  
**Online:** [www.autism.org.uk/enquiry](http://www.autism.org.uk/enquiry)
  - **Parents and Autistic Children Together – PAACT** [www.paactsupport.com](http://www.paactsupport.com) or Facebook PAACT, or telephone 01522 581915
  - **Lincolnshire Parent Carer Forum** -Offers support groups and provide advice to families of children with diagnoses. **Online:** [www.lincspcf.org.uk](http://www.lincspcf.org.uk)  
**Telephone:** 07925232466
- Here4You Advice Line:** 01522 309120 (Healthy Minds & CAMHS)
- **Get self-help**—[www.getselfhelp.co.uk](http://www.getselfhelp.co.uk)
  - **Young Minds**—[www.youngminds.org.uk](http://www.youngminds.org.uk)
  - **Kid Skills** - [www.kidskills.org](http://www.kidskills.org)
  - **Liaise (SEND Information Advice and Support in Lincolnshire) –** [www.lincolnshire.gov.uk/Liaise](http://www.lincolnshire.gov.uk/Liaise)

Don't forget to check out our website, for lots of other useful information; such as our relaxation videos and our useful apps booklet!

<https://www.lpft.nhs.uk/young-people>



We really appreciate your feedback so we can continue to improve our service for you!  
Please don't forget to fill out the short feedback survey once you have completed the workshop;

<https://www.surveymonkey.co.uk/r/HMLvirtualworkshop-Parent>