EBSNA - PARENT AND FAMILY TOOLKIT



Problem Solving Conversation Log			
Name: Jake	DOB: 12.01.2006	Setting: Great School	Date: 01.02.2020

What happened?	What did you think? What did you feel?	Who else was there? How do you	What was the outcome?
(where were you, what happened before,		think they felt / thought?	
what did you do, what happened			
afterwards?)			
I swore at the teacher in maths lesson. He	I think he's an idiot and it's not fair – he's	The teacher – he felt angry,	I missed maths.
told me off unfairly when everyone else	always picking on me.	embarrassed, fed up.	
was talking – then I stormed out and			I got sent home.
walked round school.	I felt angry and upset.	Other children – they thought it was	
		funny, maybe some were annoyed.	

What could you have done differently?	What gets in the way?	Who can help?	What would help?	What might the outcome be?
Waited to say how I felt. Not said it in front of the class. Not sworn.	My temper.	Mrs B when she's there.	An exit card and taking a break.	Being out of maths to calm down.
	Other kids behaving in the same way.	Going to see Mr Y.		Mum being proud of me for staying calm.

ACTION PLAN		
What	When	Who
 Being given an exit card 	• Monday	Mrs B
 Checking in with Mr Y to remind me of breathing exercises and staying calm 	Everyday at 10:20	• Mr Y
 Having time say when I think something is unfair (restorative conversations) 	• Fridays	• Mr Y

Problem Solving Conversation Log			
Name:	DOB:	Setting:	Date:

What happened? (where were you, what happened before, what did you do, what happened afterwards?)	What did you think? What did you feel?	Who else was there? How do you think they felt / thought?	What was the outcome?

What could you have done differently?	Who could help?	What would help?	What might the outcome be?

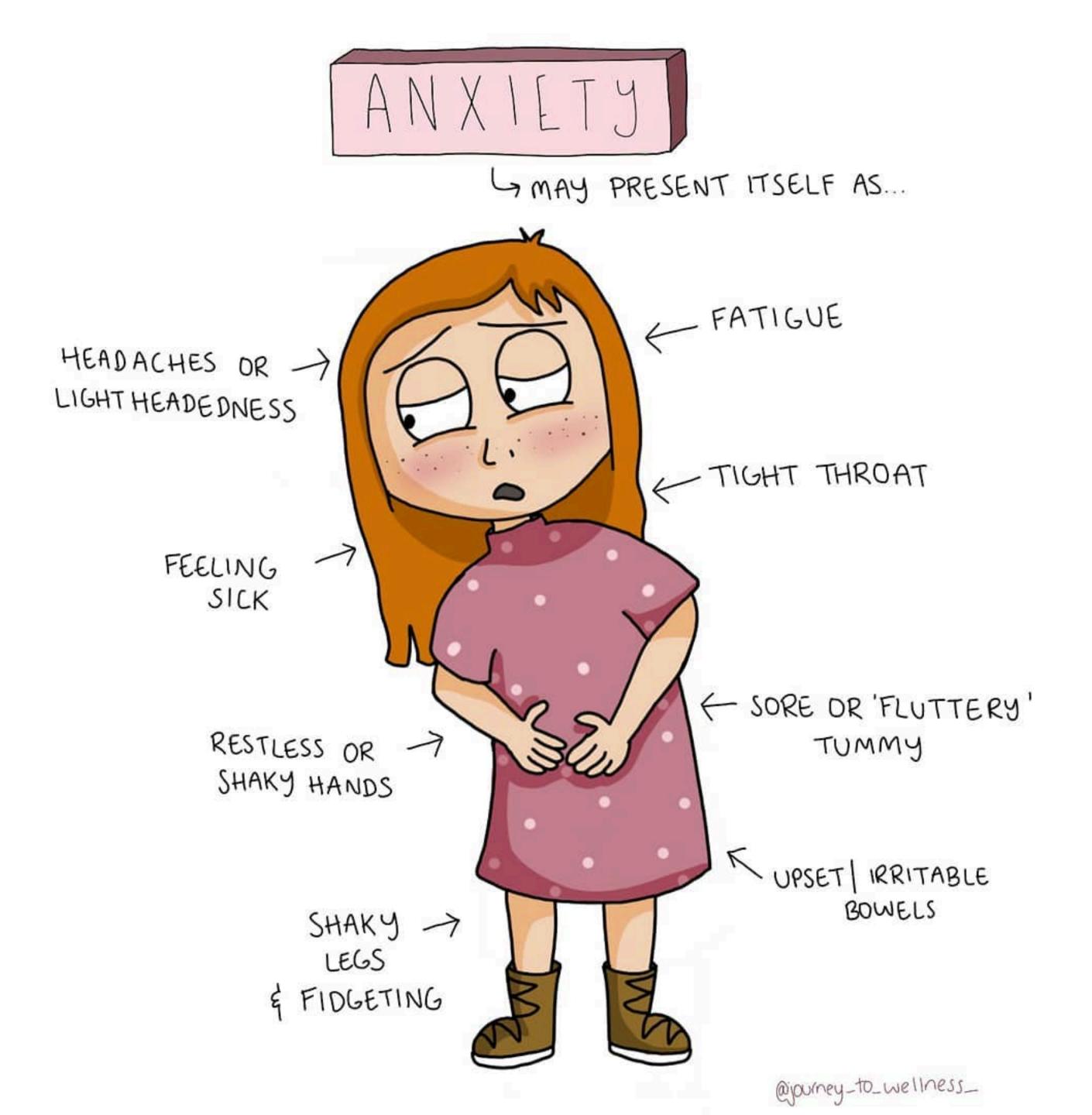
ACTION PLAN		
What When Who		Who

Signed ______ (Child's name) ______ (Adult's name)

Game	Group/Individual use	Benefits
Thinking Dice	Group	Higher Order
C C		Thinking
		(Metacognition)
Feelings in a Jar	Group & One to One	Talking/ Emotion
(cards)		regulation/CBT
Let's talk social skills	Group and One to One	Social Skills
(cards)		
Brain Box – Roald Dahl	One to One	Literacy Skills
(story reading and		
questions)		
Teen Talk in a Jar	Group or One to One	Talking/Display
(Cards – conversation		emotions/ Emotion
[prompts)		regulation
Pictionary Mania	Group	Social
(cards)		Communication
Slip of the Tongue	Group or One to One	Social
		Communication
Charades	Group or One to One	Social
		Communication
5 Second Rule	Group	Social
		communication/em
		otional
		regulation/EF
		training (self-
Day /t any the way of	Creation	control)
Don't say the word	Group	Social
		communication/em otional regulation/
		EF training (self-
		control)
Social Skills Board	Group or one-to-one	Social Skills/
Game (6 board games		Emotion regulation
covering each topic		(Display emotions/
including Empathy,		Empathy/ Self-
Showing emotions,		control)
manners, self-control,		/
morals and friendship)		
Improvisational	Group	Social Skills/
Storytelling		Communication
Pictionary	Group	Social Skills/
		Communication
Emotion Snap	One to One	Self-regulation
The Socially Speaking	Group	Social Skills
Game		

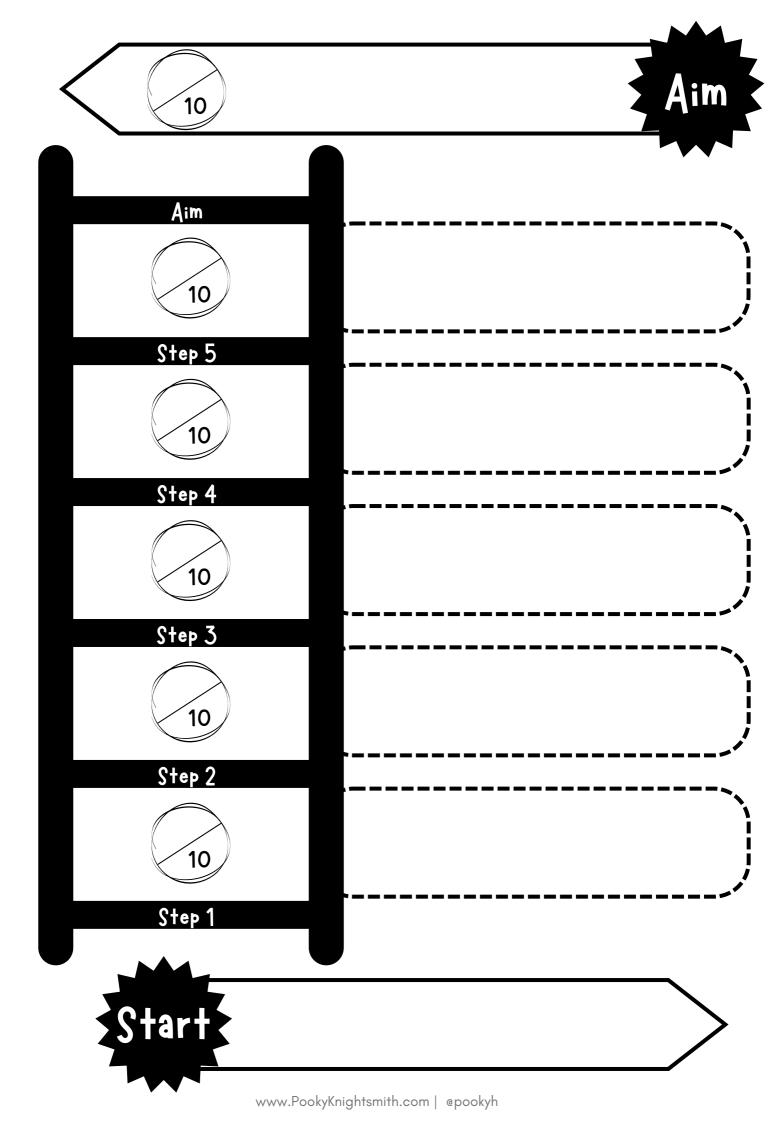
6 Personal &	Group or One to One	Self-regulation
Emotional Skills Board		
Games		
Questioning Skills	Group or One to One	Social Skills/
Board Games		Communication
Feelinks (The Game of Emotions)	Group or One to One	Social Skills/ Self- regulation

Name:_		Му	scale
Rating	Looks like	Feels like	I can <i>try</i> to
5			
4			
3			
2			
1			



Anxiety Ladder- Graded Exposure Plan

Most worried about
Least worried about



Anxiety Exposure Ladder - Supporting Notes -

Aim

Working up the anxiety ladder is hard and scary so the aim needs to be one that the child is motivated by. Try to make the aim clear and concrete so you know exactly what you're working towards and you'll know when it's been acheieved.

Steps

Start by defining your start point and then brainstorm what concrete steps you can take to get from the start to your aim. The steps should be about slow, steady progress, we never leap or run up ladders! You may need more or fewer steps than in this printout, in which case, you could sketch out your own ladder.

Fear Rating

Give each step a fear rating on a scale of 0 to 10 – this will help you to determine if you've got the steps roughly right and will also help the child see the progress they're making as they work their way up the ladder- 'Well done! You gave that a 6 out of 10, and you did it!'

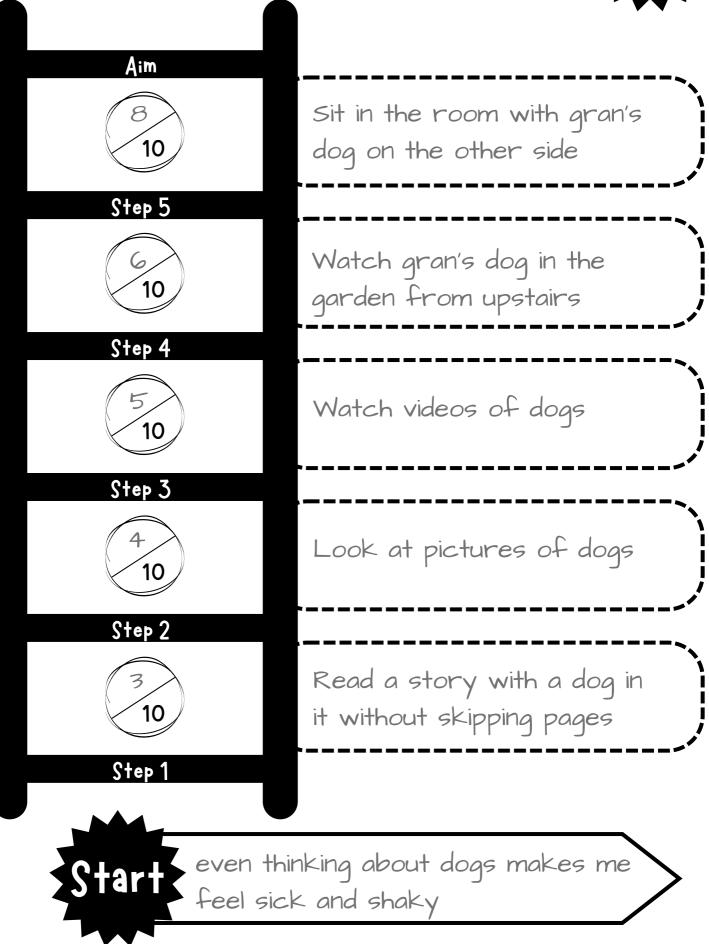
Moving up the ladder

When we expose ourself to a feared situation, our body starts very, very scared but as time passes, we begin to feel a little calmer, especially if we do things like calming breathing or listen to calm music. The idea here is to be in the feared situation until fear is down to about 2/10. This might mean sticking with it for up to an hour or trying more than once. Don't move up the ladder prematurely – slow and steady wins the race!

This resource is inspired by pages 41–46 of '<u>My Anxiety Handbook'</u> by Sue Knowles, Bridie Gallagher and Phoebe McEwen Stroke my gran's dog

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Anxiety thermometer

For child or young person

Using a feelings thermometer is a great tool to help us recognise what feelings we might be experiencing in any given moment.

Here is an Anxiety Thermometer.

We can experience anxiety at different levels and intensities, and at times it can feel really uncomfortable and scary. A helpful strategy is becoming aware of what level our anxiety is at. If we can develop an understanding of our anxiety or worries, then this is the first step in learning strategies to manage or cope better.

Anxiety may be triggered by different situations, and so using this tool can also help us recognise what situations make us feel more anxious or worried than others.

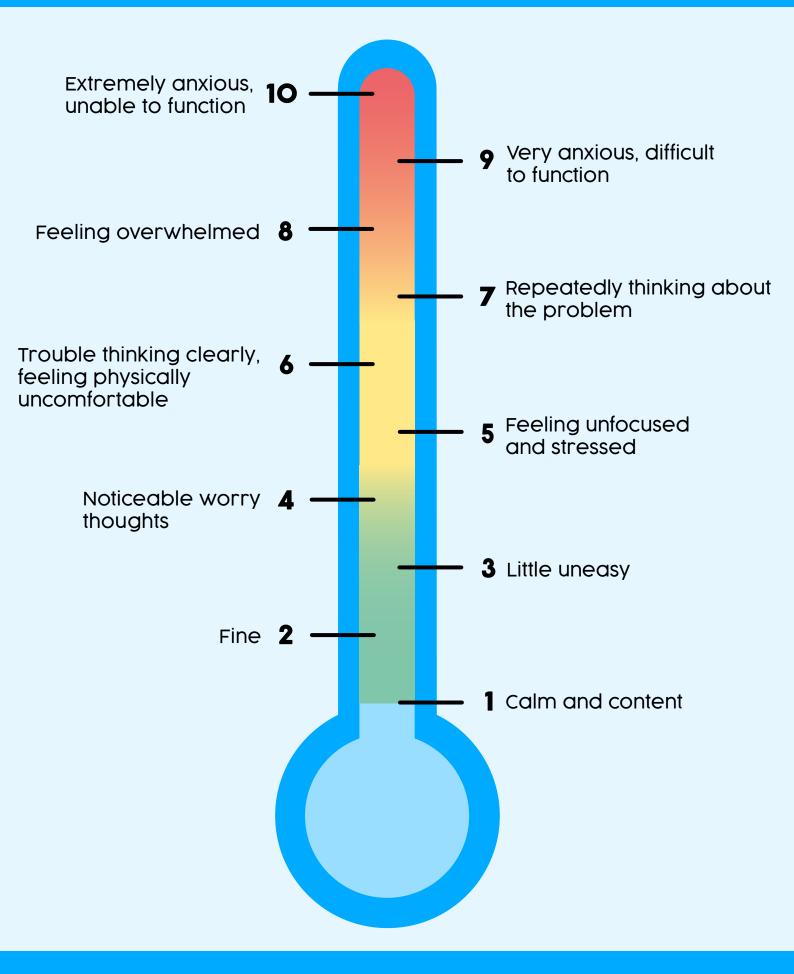
For adults

It can be helpful to plan in advance with the pupil what strategy will be helpful for them, if they were to move up the thermometer. So for example, if they rate their anxiety as 3, 4 or 5, it may be that practicing some breathing techniques is a helpful strategy. However if they are further up the scale, they may require more support. This may need some further planning and so it is important to use this Anxiety Thermometer tool in conjunction with other resources and supports.

Prior to using this resource with a child, please read through our pages on anxiety and guidance for delivering short activities to ensure you have a good understanding of how to use the resources safely.

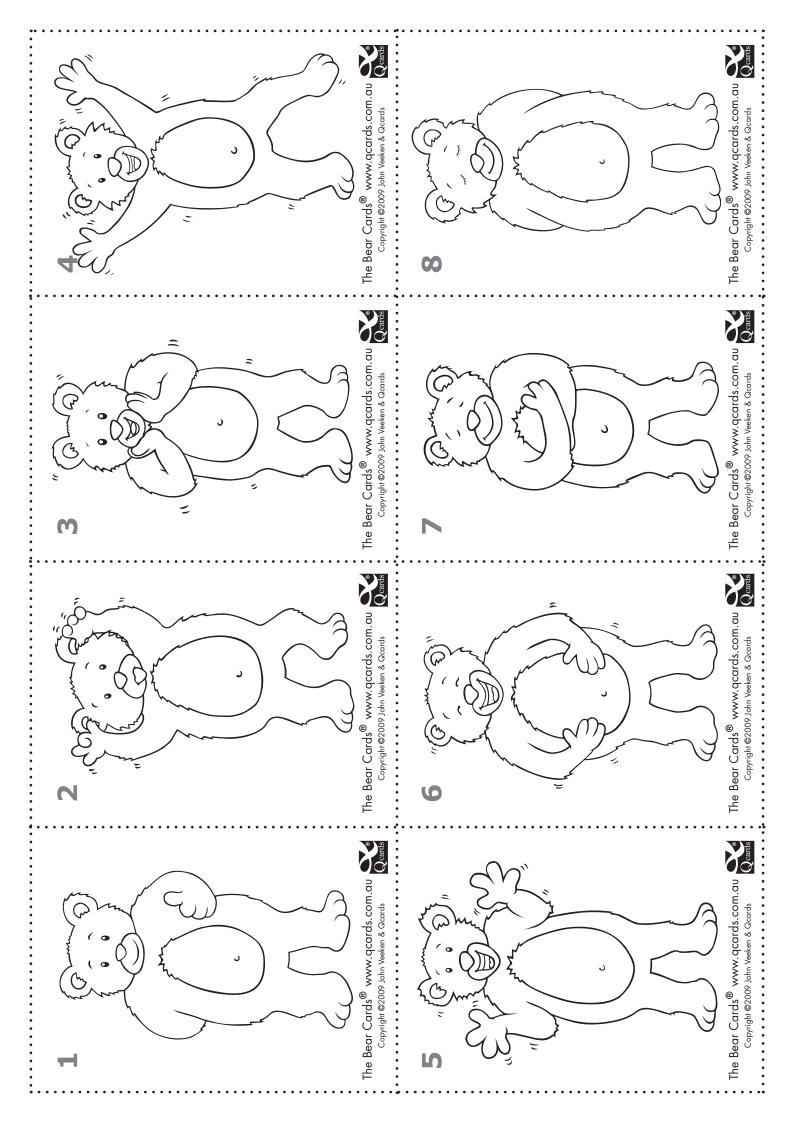


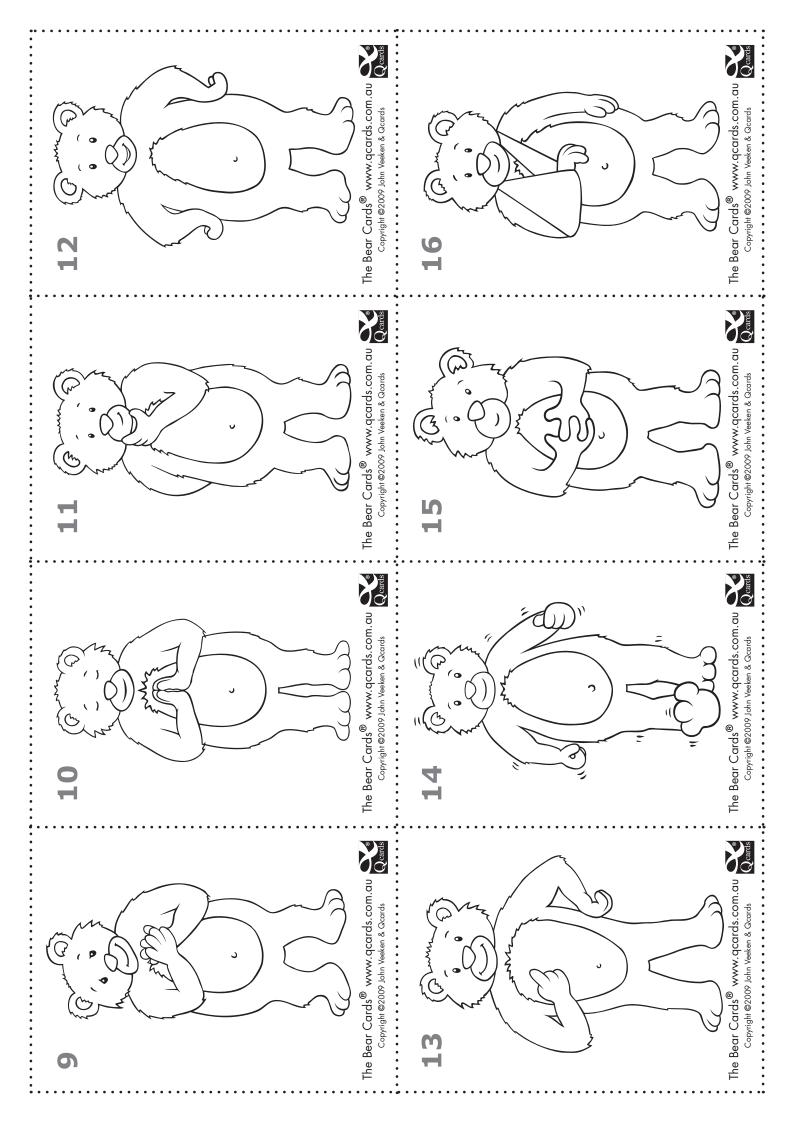


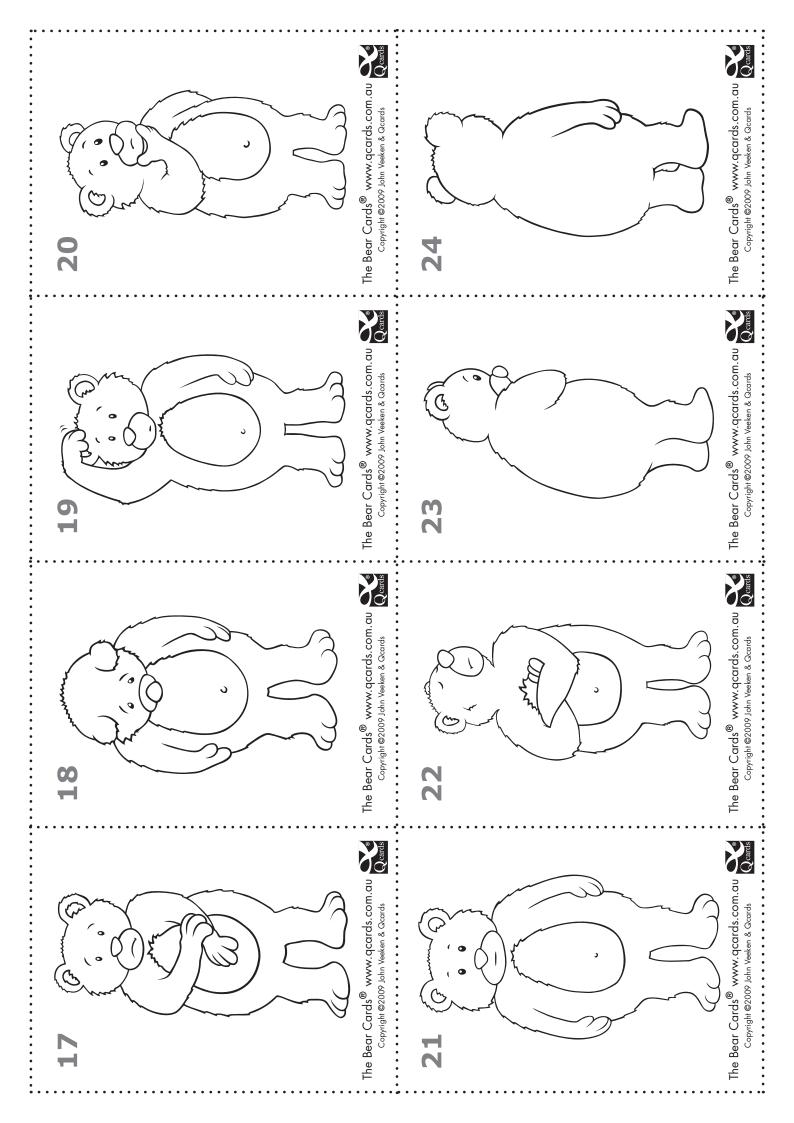


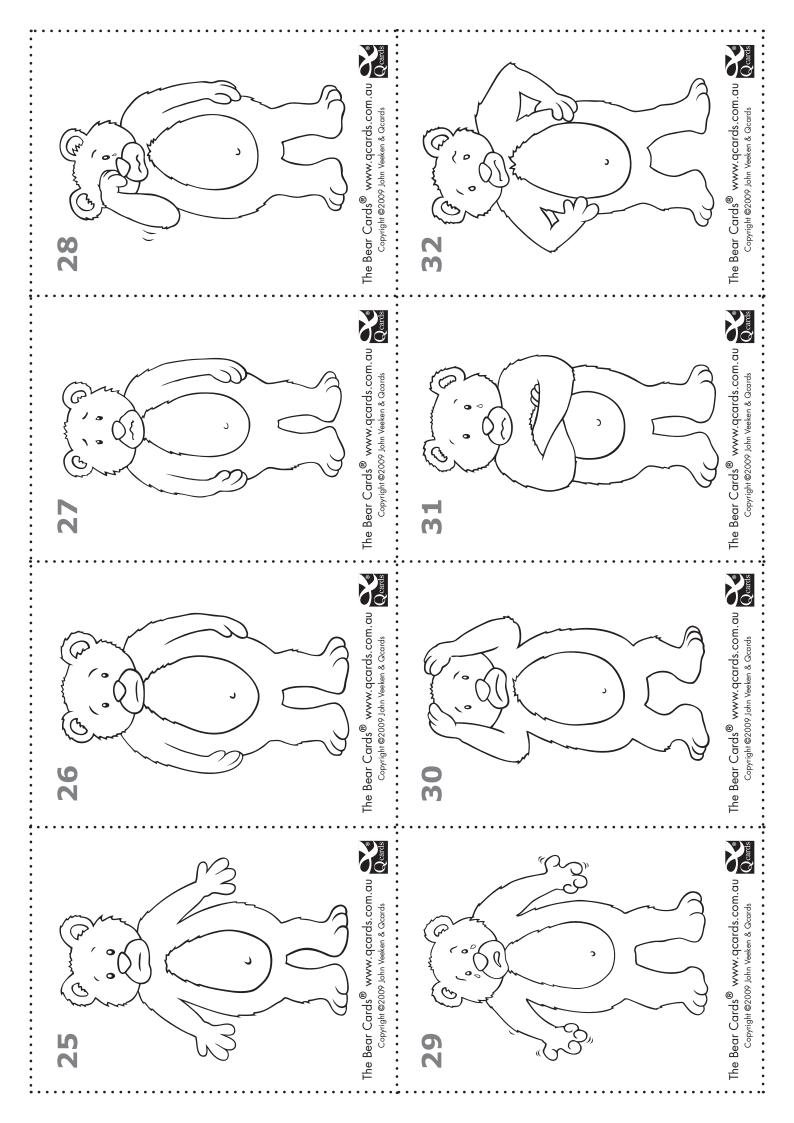


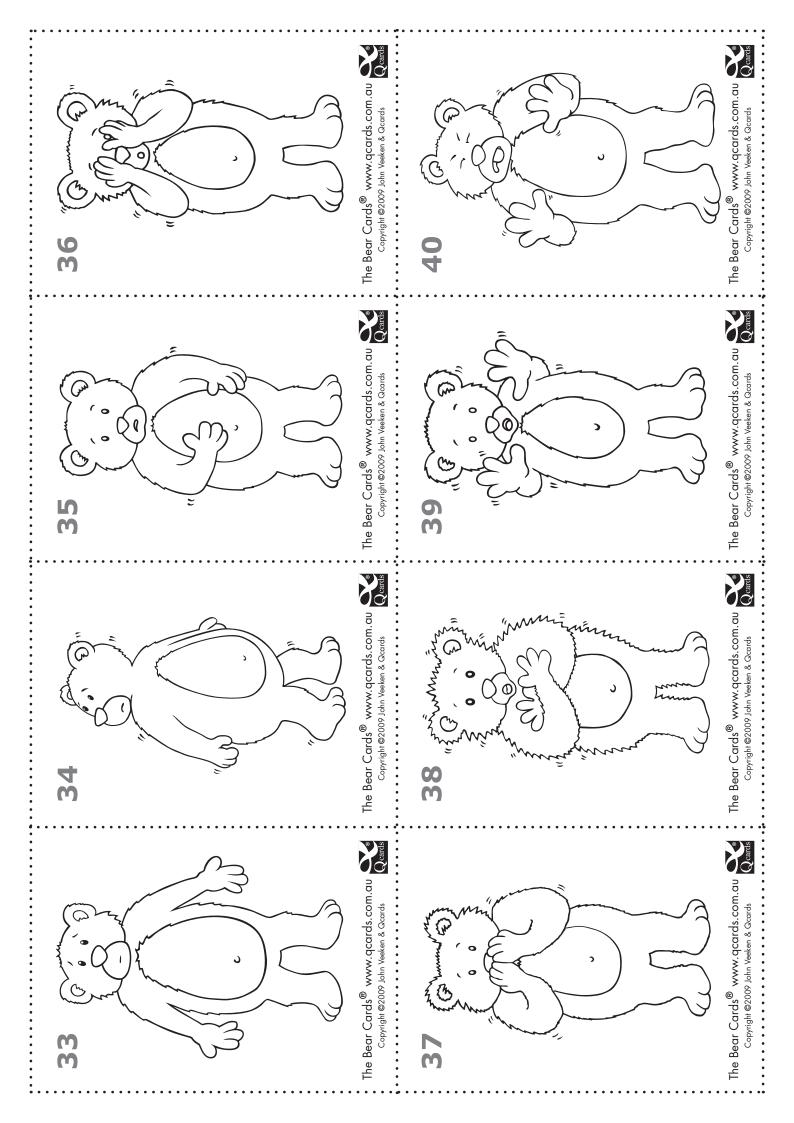


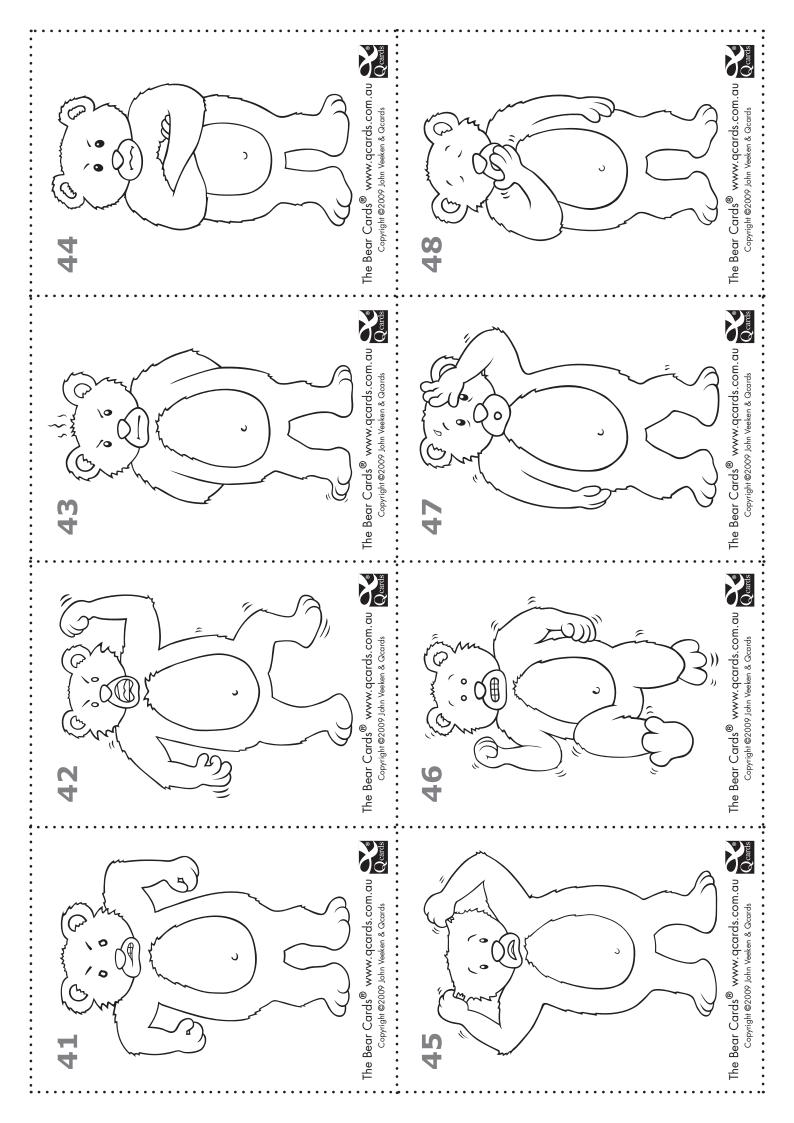














When children are in survival, they often have the physical sensation of butterflies in their tummy. Noticing the sensations and then finding words for this experience and sharing it with a safe adult, can help to regulate the child's nervous system.

Preparation:

Print and cut out the butterflies on the following pages. (Alternatively, together you can draw/make butterflies of different shapes and sizes. Creating the specific shape, size, colours and textures of the butterflies may provide an opportunity to develop curiosity around the body-sensations).

Guidance

Invite the child to choose (or create) butterflies that represent the quantity, size and colour of the sensation. They can be stuck onto the tummy page provided or the child could create their own tummy on a piece of paper.

Write, scribble or draw on or around the butterfly. Be curious:

- When do the butterflies show up?
- Where in your tummy are they?
- How long do they stay for?
- What helps them settle?
- How do you feel towards them?
- Who else knows about them?
- Are they familiar or brand-new butterflies?
- Are there any butterflies missing? What would they look like?

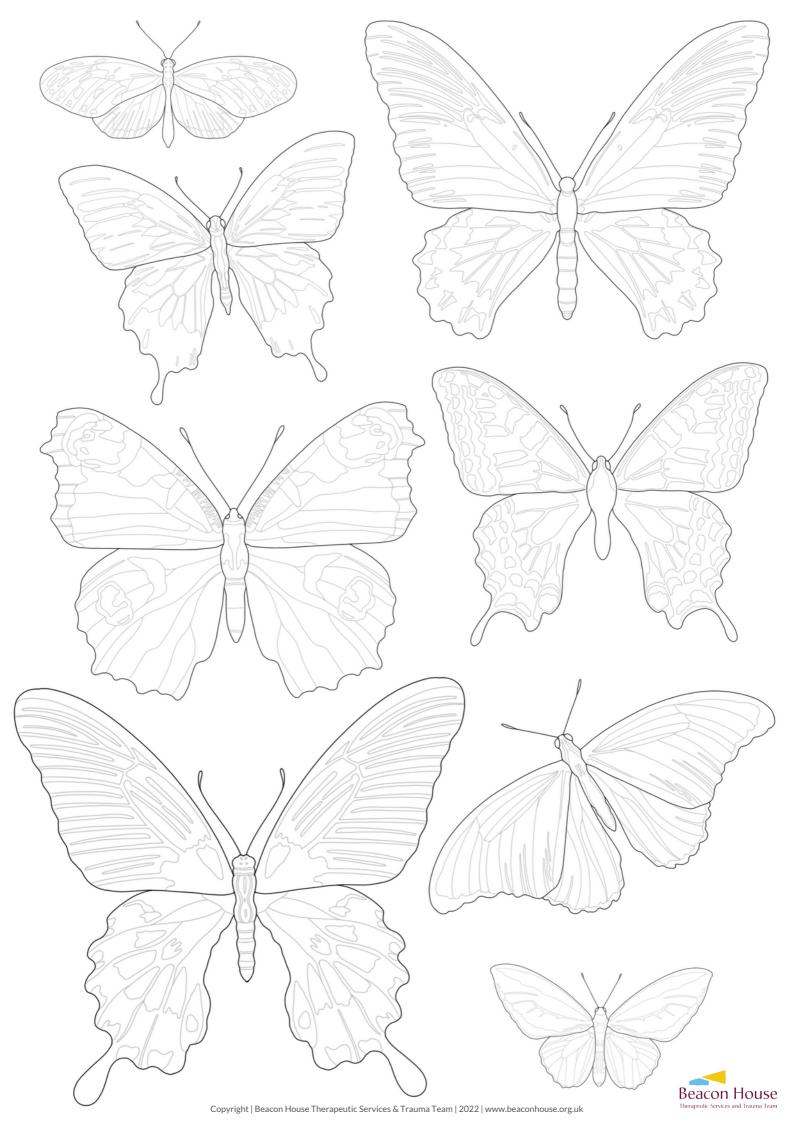
Keep the butterflies safe and re-visit if it is helpful:

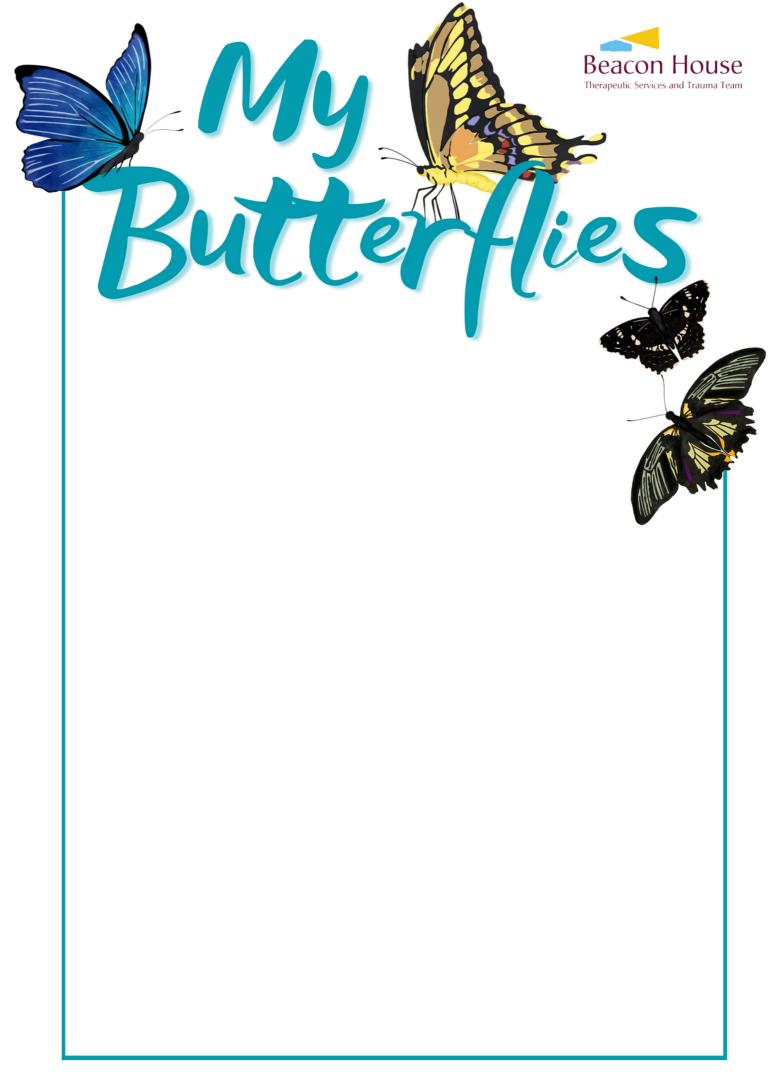
- Have any of the butterflies changed?
- Are there any new ones?
- What helped them settle last time?
- Would it be helpful if we shared these butterflies with other safe adult/s?



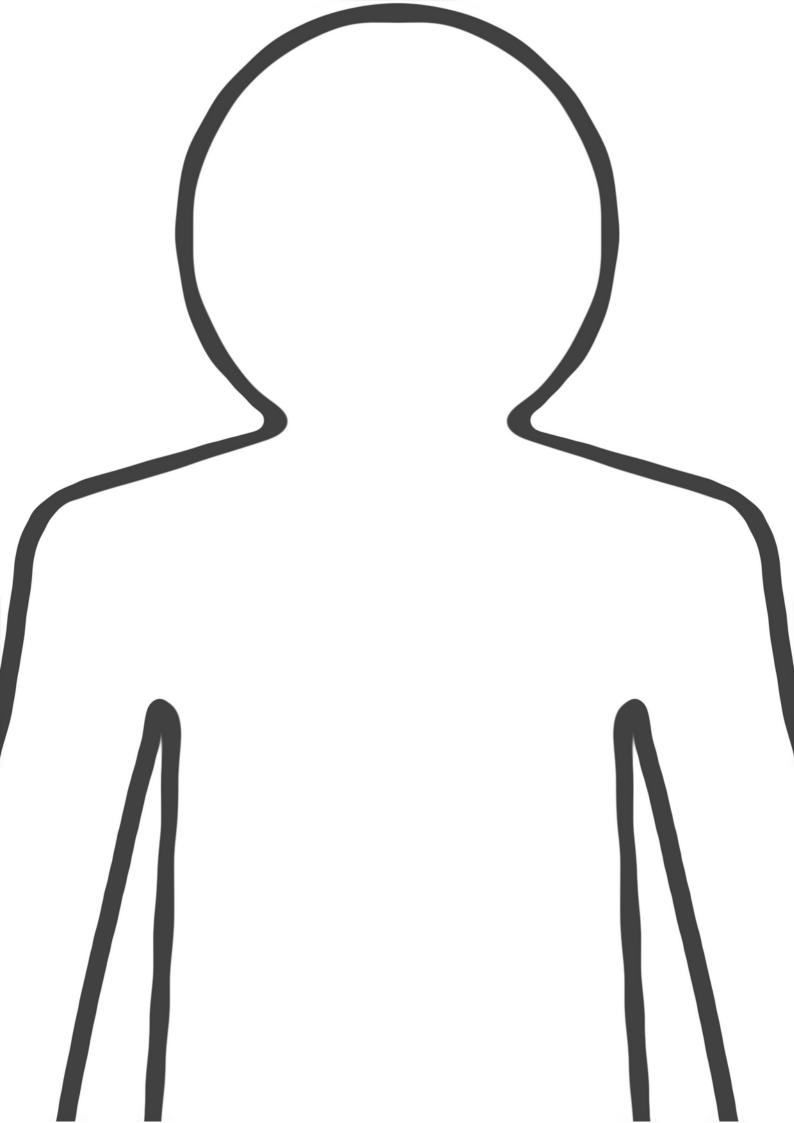
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EMPOWERING & ENCOURAGING EXPRESSIONS

CALM DOWN ACTIVITIES



THE IMPORTANCE OF TEACHING CALM DOWN TECHNIQUES

Our brain has lots of different modes that help to govern the way we think and behave. The majority of the time our brains will be in thinking mode and in which we are usually in a state of calm and we are able to rationalise. However, when danger is detected your brain will send the energy it normally uses for thinking mode to kick into instinctual mode instead. This causes all rationale and thought processing to temporarily go ' offline' – it doesn' t matter if you can speak 5 languages or recite Pie if you are in danger!

Instinctual mode is a healthy and important function of the brain for many reasons, but sometimes it will start up when there is no danger detected. Heightened emotions in children, for example, can cause it to activate. Sometimes our instinctual mode can become so overwhelmed it can even cause panic attacks. This is why teaching children calming strategies are really important so that when a child is feeling overwhelmed they are able to shift back into thinking mode and regulate their emotions.

This resource contains 24 activities for you to try with your child. You can write down reflections for each activity in the table provided. Scoring the activities in the table after you have tried them will help you to notice which techniques work best for your child.

Calm down cards are provided to print and laminate these can be provided to your child to act as visual prompts. Keep the cards in an accessible place along with some calming toys (have a look in the shop for some calming toys) and refer to the cards when you notice that your child's emotions are become heightened and they need help to regulate them. Be sure to praise your child if they use the cards without prompting.

FOUR AREAS OF REGULATION

The activities within this resource has been separated into four different areas of regulation which include.

- Relational Regulation
- Physical Regulation
- Cognitive Regulation
- Sensory Regulation

You should try and scaffold learning around these 4 groups when your child is feeling calm and in thinking mode so they will engage with the activity.



When babies are born they are completely reliant on others to co-regulate and meet their needs. Babies need caregivers to feed them when they are hungry, help them sleep when they are tired and give cuddles when they are overwhelmed. This need for co-regulation declines with age but despite this decline at some point in life we ALL need co-regulation and support. So it is important that a child is able to approach the adults in their life and their peers, with any feeling they have. This is so they are able to signal distress and seek reassurance or guidance from others. Without relational regulation thoughts and feelings can often be internalised and manifest in other ways – like defiance, stubbornness or disengagement. Here are 6 relational calm down activities that your child can try.

RECEIVE A HUG FROM SOMEONE YOU LOVE

Receiving a hug – or cwtch as we say in Wales – is a soothing action that helps to produce oxytocin, a naturally occurring feel-good hormone in your body that helps to reduce stress. When your child is dysregulated offering them a hug will teach them that you are there to support them during tough times. Tell your child that you are going to explore the power of a cuddle. Encourage them to notice how they are feeling prior to receiving a hug – give them a hug and then discuss whether they feel calmer, safer and more relaxed after it. Try it with all your family members to find out who gives the best hugs in your family!

ASK AN ADULT HAVE YOU FELT LIKE THIS BEFORE.

No feeling is a bad feeling and we should encourage open dialogue around all feelings, including uncomfortable ones. Sit down with your child and write down a list of emotions both comfortable and uncomfortable ones. Take turns to both discuss a time you have felt either of these. Your child will feel reassured to hear that you have also felt angry, sad or scared in the past as well so make sure you draw upon your own experiences to help sooth your child.

PHONE A FRIEND FOR ADVICE

Sometimes talking to friends in confidence about things helps to get things in perspective and can help you feel supported. Talking on a telephone can be much easier than talking directly and face to face with someone. Sit down with your child and encourage your child to draw around their hand. Ask your child to think of a friend that they trust who they feel would help them if they were feeling upset or if you had a problem. – Try and fill each finger with a friend's name and phone number. Keep the picture as a visual reminder for when they feel dysregulated.

ASK SOMEONE WHO KNOWS YOU TO NAME YOUR STRENGTHS

Sometimes it can be hard to notice our own strengths and qualities, especially during challenging times. Encourage your child to ask someone they know to list their top strengths and qualities. Write these down so that when your child is feeling dysregulated they can act as a visual reminder and foundation for positive self talk.

PLAY A GAME WITH YOUR FRIENDS

Play is powerful! It releases serotonin, the chemical used to regulate mood. Playing with friends can offer a distraction, boost self esteem and encourage a sense of identity. Encourage your child to notice their feelings before they engage in a playful social activity and then again at the end of the activity.

WRITE A LETTER TO SOMEONE

Lots of people find it easier to write down their thoughts and feelings instead of talking about them. Encourage your child to think of a situation that caused them to feel big emotions but in that moment they couldn't find the words to talk to someone about these strong feelings. Now ask them to write a letter to someone they would like to share these feelings with. Give your child the option to rip the letter up at the end instead of posting it. If your child cannot think of someone they could write to, encourage them to write a story instead about what happened but with a new ending.

RELATIONAL CALM DOWN ACTIVITIES

RECIEVE A HUG FROM SOMEONE YOU LOVE

Receiving a hug is a soothing action that helps to produce oxytocin, a naturally occurring feel good hormone in your body that helps to reduce stress.

ASK AN ADULT HAVE YOU FELT LIKE THIS BEFORE

Chances are, what ever you are feeling the adults in your life (like family and teachers) have probably felt that way at one point too! Speaking to an adult about how you are feeling will help to reassure you that what you are feeling is normal and OK

PHONE A FRIEND FOR ADVICE



Sometimes talking to friends in confidence about things can help you get things in perspective and being listened to by friends

PLAY A GAME WITH YOUR FRIENDS



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Play releases serotonin, the endorphin used to regulate mood. Playing with friends can offer a distraction, boost self esteem and encourage a sense of identity

can help you feel supported. Talking on a telephone can be alot easier than talking directly and face to face with someone.

ASK SOMEONE TO NAME YOUR STRENGHS

You're smart

and funny

Positive self talk is extremely powerful but sometimes it can be hard to notice our own strengths and qualities. Ask someone you know to list their top strengths and qualities.

WRITE A LETTER TO SOMEONE

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Writing down your thoughts and feelings is often easier than talking about them. Try writing a letter to someone about your feelings or a challenging topic. You don't have to post the letter and can rip it up when you have finished writing it

Movement is one of the best ways to help you calm down and regulate emotions. When you feel dysregulated your muscles respond to your feelings without you knowing it. Movement helps to reduce tension in your muscles and improves mood through the release of endorphins, the natural feel good chemical that we have in our bodies. Here are 6 physical regulation activities that you can try with your child.

USE A ROCKING CHAIR OR SWING

There is a good reason why we instinctively rock babies when they are upset or tired. The repetitive nature of rocking helps to soothe our brain. Explain to your child that you are going to explore the benefits of rocking and encourage them to notice their feelings before they engage in the rocking activity. Set a timer for 2 minutes and encourage your child to rock slowly focusing on their breathing as they do so. After two minutes encourage your child to notice any differences in their mood. If you do not have a rocking chair then a swing or exercise ball is just as effective!

WALK UP AND DOWN STAIRS

Just 5 minutes of walking up and down the stairs helps you focus and releases endorphins which helps to improve your mood. Slow exercise also helps to burn additional blood glucose that is made available when the body's instinctual mode is activated. Set a timer for 5 minutes and encourage your child to slowly walk up and down the stairs focussing on their mood before and after the activity.

TENNIS BALL MASSAGE

A tennis ball massage is an old physiotherapy trick that helps to reduce tension and stress. Simply roll a tennis ball on your child's back and shoulders giving them a gentle massage. This will help to reset your child's muscles. Afterwards ask your child if they feel more relaxed and if they notice that tension in the muscles has decreased.

BIRTHDAY CAKE BREATHING

Regulating your breathing when you are dysregulated has an instant effect because it disengages the instinctual mode, regulates your heartbeat and reduces muscle tension. Encourage your child to imagine they have a big birthday cake in front of them with 10 candles. Ask them to breathe in to smell the cake, Then breathe out slowly to blow out a candle. Repeat this 10 times until all the candles are blown out. Encourage your child to draw a picture of their cake which they can use as a visual reminder when they feel dysregulated.

DO A HANDSTAND OR HEADSTAND

Inversion is a proven technique that slows down the body's response to stress. By hanging upside down your chest fully opens which allows energy to flow freely from your heart to your head. Encourage your child to relax their Chest – Arms – Legs – Mouth. Once you have finished ask your child if their muscles feel less tense.

PHYSICAL CALM DOWN ACTIVITIES

USE A ROCKING CHAIR OR SWING

The repetitive nature of using a rocking chair or swing helps to sooth our brain.

If you do not have a rocking chair or swing then an exercise ball is just as effective!

WALK UP AND DOWN STAIRS

Just 5 minutes of walking up and down the stairs releases natural feel good chemicals that are within our bodies. This helps us to relax and improves our mood.

TENNIS BALL MASSAGE

Rolling a tennis ball up and down your back and shoulders has a gentle massage effect. This helps us to relax and reduces tension in our muscles. BIRTHDAY CAKE BREATHING

Breathing is the easiest and most effective way of managing your feelings. Imagine you have a big birthday cake in front of you with 10 candles. Breathe in to smell the cake and then breathe out to blow a candle out. repeat this until all the candles are blown out.



DO A HANDSTAND OR HEADSTAND

When you hang upside down so your head is below your heart it helps to regulate your nervous system that is in your body. It also causes blood flow to the brain so we can think more clearly and helps us to relax

C-A-L-M EXERCISE

Chest – Arms – Legs – Mouth Your muscles respond to your feelings without you knowing it so spending time tensing your muscles and then releasing them will help to reset them to be relaxed and calm.

COGNITIVE REGULATION ACTIVITIES

Focusing on a single cognitive activity helps to reframe thoughts and feelings, deactivating instinctive mode. It also helps to delay behaviour giving your child time to take consequences into account if they are angry, or to rationalise their fear if they are scared. Here are 6 cognitive calm down activities that you can try with your child.

DRAW OR COLOUR

Drawing and colouring are immersive activities that allow us to express ourselves. Some people believe that creative activities like colouring elicit a relaxing mindset, similar to what you would achieve through meditation. Set a timer for 3 minutes and encourage your child to spend this time not talking or doing anything. Afterwards set another timer for 3 minutes and encourage your child to colour or draw during this time. When the timer has rung ask your child if the 3 minutes colouring went faster than the 3 minutes where they were not doing anything.

TIMES YOU HAVE COPED BEFORE LIST

Encourage your child to think about all the things they have overcome so far and write them down in a list. Use this as a visual reminder so that when your child is having a bad day or is feeling overwhelmed it will remind them of what they have achieved.

VISUALISE YOUR FAVOURITE PLACE

Research has shown that visualization helps to reduce stress levels and ground us. Ask your child to close their eyes and picture their favourite place. Then gently guide them to slowly start to build up a picture of how it looks, smells, and feels to be there. Encourage your child to draw a picture of their favourite place and use it as a visual reminder when they are feeling dysregulated.

TEACH YOU SELF A MAGIC TRICK

Learning a new hobby is the perfect cognitive distraction. Encourage your child to learn a magic trick that they can practice

when they are feeling overwhelmed. Try the disappearing coin trick with your child.

- Hold up the arm vertically bent at the elbow like waving a 'hello'
- Place the coin into the sleeve carefully so that it sits right at the elbow
- You need to practice dropping your hand in a way that the coin slides out of the sleeves and you can catch it
- Tell the audience that you can make a coin magically appear in your palm
- Show them your empty palm first
- Use your free hand to do some magic movements to distract others
- As you do or say any magical term drop your palm down facing backward and the coin will slip out of the sleeve right into the palm
- Quickly grab it and show everyone the coin that appeared magically

TEACH YOURSELF ORIGAMI

Origami is another great hobby that is a perfect cognitive distraction. There are many variations that you can try. and some great tutorials on youtube that are easy to follow.

THINK OF YOUR FAVOURITE BIRTHDAY OR CHRISTMAS.

A positive frame of mind is so important to help foster resilience. Thinking positively when feeling overwhelmed helps to reactivate thinking mode. Encourage your child to draw a picture of their favourite birthday or christmas and use it as a visual reminder when they are feeling dysregulated.

COGNITIVE CALM DOWN ACTIVITIES

THINK OF YOUR FAVOURITE BIRTHDAY OR CHIRSTMAS AND DRAW A PICTURE OF IT.

Thinking positively when you're feeling overwhelmed helps to reactivate the thinking part of your brain. Draw a picture of your favourite birthday or Christmas and keep the picture to look at when you are having a bad day.

TEACH YOURSELF THE APPEARING COIN TRICK

Hold up the your arm vertically, bent at the elbow – Place a coin into the sleeve so that it sits right at the elbow. – Show the audience your empty hand Using your other hand to do some magic movements, at the same time drop your palm down facing backward and the coin will slip out of the sleeve right into the palm – Quickly catch it and show everyone the coin that appeared magically.

TEACH YOURSELF ORIGAMI



There are so many different shapes that you can make with simple folds. One of the most popular designs for origami is a crane which represents good luck. There's a legend that says that if you make a thousand origami cranes, you'll receive whatever you most want.

VISUALISE YOUR FAVOURITE PLACE

Visualization helps to reduce stress levels.

Close your eyes and picture your favourite place. Slowly start to build up a picture of how it looks, smells, and feels to be there.



TIMES YOU HAVE COPED BEFORE LIST

Write a list of times that you have coped before so when you are having a bad day you can remind yourself of what you have achieved,

DRAW OR COLOUR

Drawing makes your brain concentrate on a single, creative task. Some people even believe that colouring can be as relaxing as meditation

Sensory activities are often referred to as the gateway to self-regulation for many children. This is because engaging in activities that promote the use of our senses – touch, smell, taste, sight and sound – can be very soothing and creates a feeling of calm. Generally speaking the more senses you can include the better. Here are 6 activities that promote emotional regulation.

USE SCENTED PLAYDOUGH

Scent has a big influence on our emotions because the brain's olfactory centre overlaps with the area of our brain that controls feelings. There are a range of scents suitable for children that help promote relaxation. Some of my favourite scents include lavender and citrus. We have MohDoh available in our store which combines essential oils that are released when the dough is moulded and played with.

LIGHT A SCENTED CANDLE

Focusing on other senses such as smell and sight helps to shift a child's emotions away from a wound up state. Light a scented candle for your child and encourage them to watch it flickering (make sure this is supervised). Encourage your child to focus in on the smell that the candle is emitting and the shadows that it creates. Afterwards, explore whether your child feels more relaxed.

COUNTING WITH YOUR SENSES

This technique is a great distraction by encouraging children to zone in on their 5 senses, helping remind them of the present moment rather than focusing on angry or anxious thoughts. Encourage your child to take a moment to think of 4 things around you that they can see 3 things around they can hear

2 things around they can touch

1 thing around you can smell

PLAY WITH DIFFERENT TEXTURES

The experience of touching and manipulating different textures is extremely therapeutic and releases serotonin, the endorphin used to regulate mood helping to soothe and relax. There are so many different textures and you can add calming scents for added therapeutic benefits. You could add dried lavender to rice, use lemon scented washing up liquid foam, add mint to spaghetti or use orange flavoured jelly. One of my favourite things to do has to be adding essential oils to a bowl of water with water beads (Orbeez).

BUBBLE WRAP STOMP PAINTING

Popping bubble wrap sheets can help you work off some of your nervous energy so you feel less stressed. I always encourage children to pop bubble wrap with their feet because placing pressure on certain areas of the feet can stimulate the nerves which sends a message to your brain that you can relax – this is why reflexology is so popular! A really fun way of teaching this activity to your child is by doing stomp painting; simply wrap your child's feet in bubble wrap, pour some paint onto paper plates, place some paper on the floor and then let your child stomp around on the paper, popping the bubble wrap and painting a design onto the paper at the same time.

USE A STRESS BALL

Squeezing a stress ball sends soothing signals to the anxious part of a child's brain. If you don't have a stress ball you can fill an old sock with something soft. You could use bubble wrap, foam packaging, a sponge, cotton wool. After your child uses a stress ball explore whether they feel more relaxed.

SENSORY CALM DOWN ACTIVITIES

COUNT WITH YOUR SENSES THINGS THAT YOU CAN SEE

THINGS THAT YOU CAN HEAR

THINGS THAT YOU CAN TOUCH

THING THAT YOU CAN SMELL

PLAY WITH DIFFERENT TEXTURES

Playing with different textures releases serotonin, the chemical that helps to soothe and relax. Adding calming scents will add even more calming benefits! You could add dried lavender to rice, use lemon scented washing up liquid foam, add mint to spaghetti or use orange flavoured jelly.

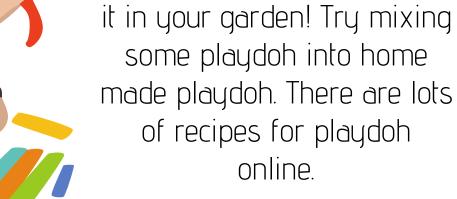
POP BUBBLE WRAP WITH YOUR FEET

Popp plac you and that

Popping bubble wrap with your feet places pressure on certain areas of your feet that stimulate the nerves and sends a message to your brain that you can relax. Wrap your feet in bubble wrap, pour some paint onto paper plates, place some paper on the floor and then stomp around on the paper, popping the bubble wrap and painting a design onto the paper at the same time.

MAKE SCENTED PLAY DOH

Scent has a big influence on our emotions. Lavender is a great smell that promotes relaxation and you can grow



LIGHT A SCENTED CANDLE

Ask your parent to do this activity with you. Ask them to light a candle and then watch it flickering. Focus in on the smell that the candle is emitting and the shadows that the flame creates. Focusing on other senses such as smell and sight will help to distract and soothe.

USE A STRESSBALL

Squeezing a stress ball sends soothing signals to the anxious part of a child's brain. If you don't have a stress ball you can fill an old sock with something soft. You could use bubble wrap, foam packaging, a sponge, cotton wool.

Calm Down Activity	Loved it	liked it	It was ok	didnt enjoy	hated it
Use a rocking chair or swing					
walk up and down stairs	•••••				
have a tennis ball massage					
birthday cake breathing	•••••				
Head stand or handstand		•••••			
jump on icecubes		•••••			
light a scented candle		•••••			
make a glitter jar	•••••		•••••		
mindful counting	•••••		• • • • • • • • • • • • • • • • • • • •		
draw or colour	• • • • • • • • • • • • • • • • • • • •		• • • • • • • • • • • • • • • • • • • •		
times you have coped before list	•••••				
visualise your favourite place					• • • • • • • • • • • • • • • • • • • •
	• • • • • • • • • • • • • • • • • • • •	• • • • • • • • • • • • • • • • • • • •	• • • • • • • • • • • • • • • • • • • •	• • • • • • • • • • • • • • • • • • • •	• • • • • • • • • • • • • • • • • • • •

recieve a hug from someone			
talk to a parent			
telephone someone	 		
play a game with your friends	 		
talk to a friend			
write a letter to someone			
light a scented candle			
count with your senses			
play with different textures	 		
pop bubble wrap with your feet			
use a stress ball	 	• • • • • • • • • • • • • • • • • • • •	
use scented playdoh	 		

No to blame, No to Shame

Connect before Correct

Flipping your lid

Emotion Coaching

Empathy and understanding

Recognise the emotion

What is going on for the child?



Label and validate emotions

"You look sad, it's okay to feel sad"

"I will stay with you- I'm here"

Why do we Emotion Coach?

For the child:

- It calms the nervous system
- It gives them a shared language for emotions
- It develops selfawareness
 - They learn that all emotions are normal
 - They learn to manage themselves through support and NOT fear or shame
 - It's emotionally healthy

For the adults:

- It gives you a script
- You can remain calm and focused
 - If you use it **60%** of the time or more, it will help

Set limits- if you need to

"It's okay to feel angry- I would too, but it isn't alright to swear / shout / kick / hurt"

Problem solving together (when the child is calm)

"Right, next time you feel cross, what could you try instead of hurting yourself?"

"If you feel worried again, what could we try next time?"

"Shall we speak to Mrs X so you can apologise?"

Regulation through relationships is much more effective than traditional reward and punishment techniques



At the base of your brain, represented here by your wrist, is the brain stem. It's responsible for basic things like breathing and keeping your heart pumping.



Your thumb, folded in, sits in the middle, just like the amygdala in the brain. The amygdala is responsible for sensing danger and telling the brain + body.

Your fingers are like your pre-frontal cortex- that's the part of the brain that helps us manage emotions and make complex declsions

When fear, danger, or intense emotion overwhelm our amygdala our prefrontal cortex goes offline and we "flip our lid." That's why sometimes it is so hard to make thoughtful decisions when we are very upset.

When brains are overwhelmed like this, they need a break to reflect and reconnect.

CONCEPT CREATED BY DAN SIEGEL MD. VISUALLY TRANSLATED BY LINDSAY BRAMAN

My Stress Bucket



The Stress Bucket is a metaphor to help children and adults to reflect on their coping strategies when experiencing stress.

> The stress bucket model was first introduced by Brabban and Turkington (2002).

- The bucket represents our resilience to stress and our capacity to cope with it. The bucket size is different for each person.
- The water is the stress load; the higher the water level, the higher the level of stress we experience. Water flows into the top of the bucket from different sources of stress, such as: changes at home or school, not getting enough sleep, pressure from school or work, poor diet, lack of exercise or too much time on social media.
- When the water level gets too high, the bucket overflows and we feel 'stressed out' and unable to cope with everyday life.
- There are ways to keep the water level low by adding 'taps' or release valves to the bucket. The taps represent coping strategies and ways of managing stress, such as: asking for help, relaxing with friends, playing with pets, listening to music, getting organised or doing something fun. Some coping strategies are not as helpful as others. These strategies end up recycling the water back into the bucket and include: overeating, not going out, or going to bed too late.

Is stress always bad for you?

Stress is your body's natural response to what it perceives as danger. Everyone experiences stress and it can help us to perform well when speaking to a large group of people or doing homework for a deadline. However, too much stress over long periods of time can make you very ill so it's really important to learn how to manage stress.

Many people find it helpful to think about their own stress bucket and how they respond to stress. The model can be useful to help people when they are feeling overwhelmed or anxious, if they are frequently losing their temper or are avoiding certain situations regularly.

When we learn to tackle our stress, we improve our mental health.

How to Use the Stress Bucket Worksheet

Educators and parents can use this resource with children in a 1:1 or small group setting. It is suitable for use from upper Key Stage Two onwards, or could be adapted for use with younger children.

Introduce and explain the ideas behind the stress bucket metaphor. It can be helpful to share one of the many video explanations online. Discuss with the children and correct any misconceptions.

Distribute the stress bucket worksheet. The stressors and coping strategies could be already cut up ready for use or the children could cut them out in the lesson.





Teaching Points	Key Questions		
 When completing the worksheet, first, encourage the children to think about what 'stresses them out'. These are the stressors that pour water into the bucket. Too many, without helpful coping strategies and our bucket overflows, resulting in a 'meltdown', 'snapping' and feeling overwhelmed. Examples are given for children to choose from or they may write their own in the blank teardrops provided. Stick these into the bucket shape. 	Are there any things here that you can change? Are there any you can't change and must accept? (Give reassurance that this is OK). What needs your urgent attention? Is there anyone that can help you?		
Next, ask what happens when the children feel their bucket is getting full or even overflows. Explain that these experiences can make us ill and we need to find ways to 'let the water out'. Write these into the overflow drop.	How do you feel when you're stressed? What bodily sensations do you experience? Examples: tense muscles, butterflies in the stomach. How do you act? Examples: nail-biting, lack of eye- contact etc.		
	What do others notice about you?		
Now, discuss coping strategies.	Are any of the examples familiar to you?		
Share the examples of unhelpful strategies and encourage them to add their own.	Do you think these strategies will help you now / in the long term?		
Stick these into the pipe.	Why / why not?		
Explain that, although we think we are helping ourselves, these strategies actually do not reduce stress levels and can make things worse.			
Finally, discuss and share helpful coping strategies that release the water to reduce the level of stress experienced. Share the practical examples and encourage them to add their own, as before. Stick these into the space below the tap on the left.	Which do you think would halp you?		
Give children time to reflect on their completed stress bucket worksheet. Reassure children that it's OK if there			

Give children time to reflect on their completed stress bucket worksheet. Reassure children that it's OK if there are things in their lives that they cannot change. Return to the model regularly and continue to remind children of their coping strategies.

Always follow your school's safeguarding policy and seek the advice of colleagues responsible for safeguarding if you have any concerns.

This resource is based on the Stress Bucket model by Brabban and Turkington (2002).





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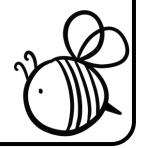
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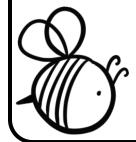
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Other resources you will LOVE!

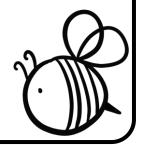
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Please click the image to take you to this related and relevant resource:

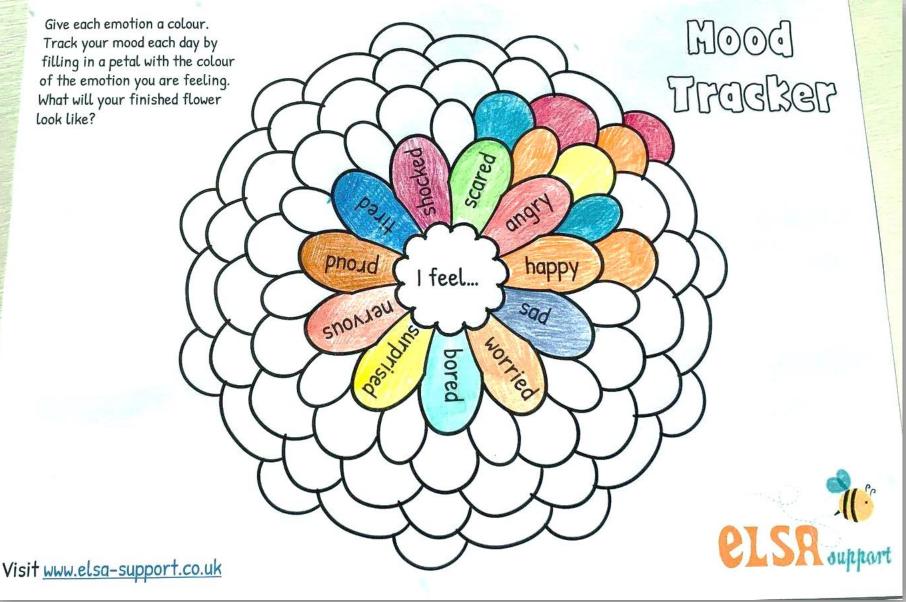




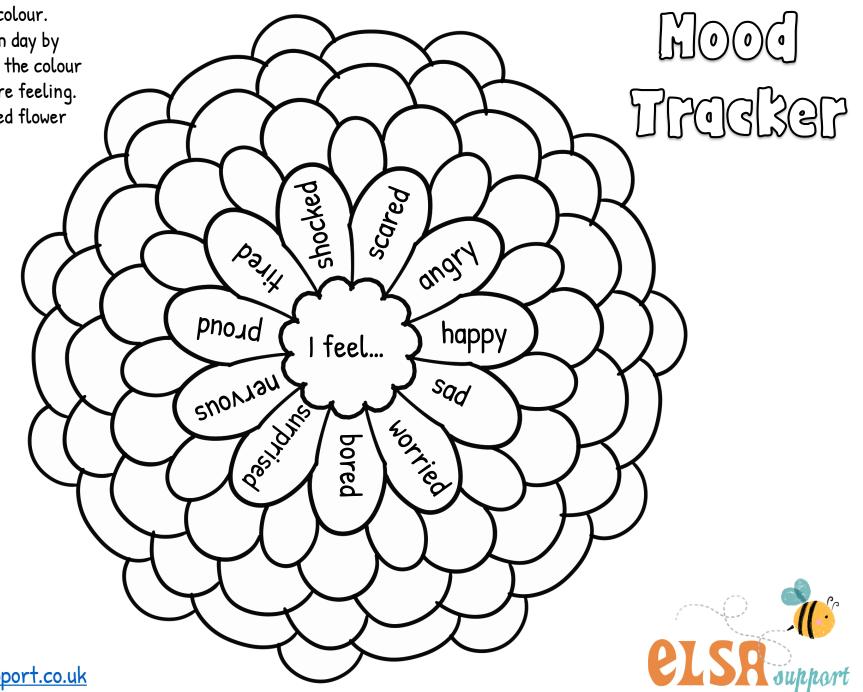




Give each emotion a colour. Track your mood each day by filling in a petal with the colour of the emotion you are feeling. What will your finished flower look like?

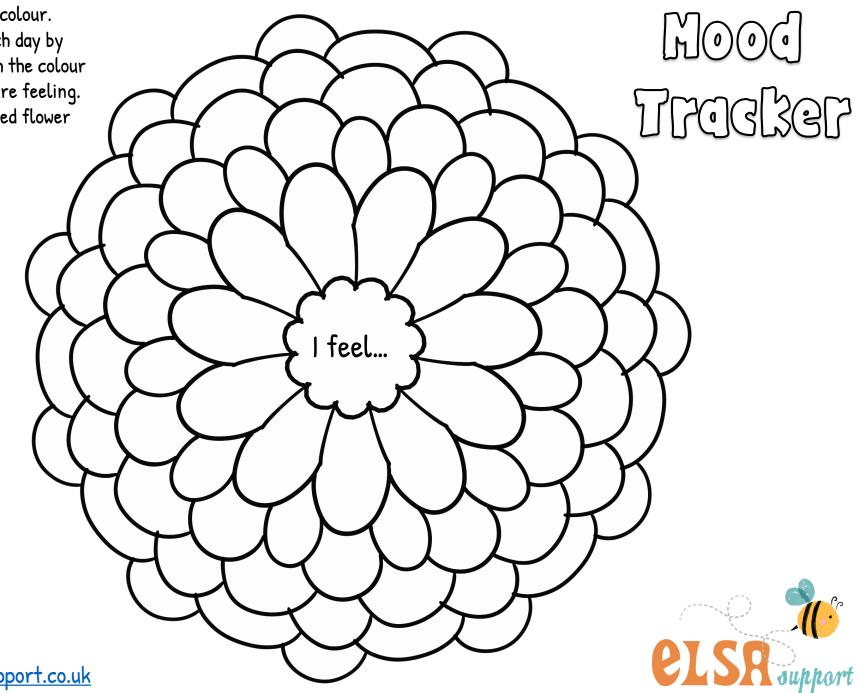


Give each emotion a colour. Track your mood each day by filling in a petal with the colour of the emotion you are feeling. What will your finished flower look like?



Visit <u>www.elsa-support.co.uk</u>

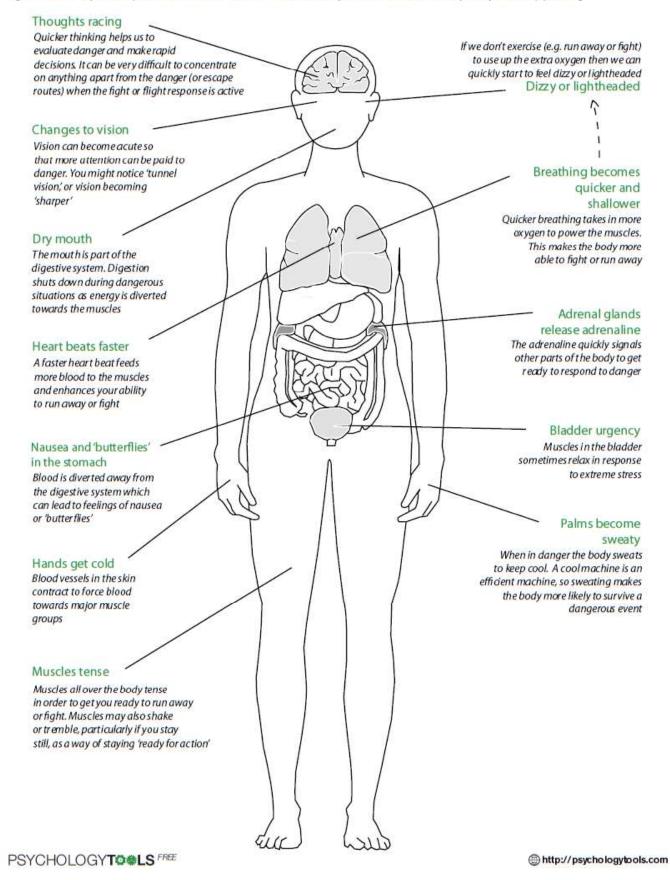
Give each emotion a colour. Track your mood each day by filling in a petal with the colour of the emotion you are feeling. What will your finished flower look like?



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Fight Or Flight Response

When faced with a life-threatening danger it often makes sense to run away or, if that is not possible, to fight. The *fight or flight response* is an *automatic* survival mechanism which prepares the body to take these actions. All of the body sensations produced are happening for good reasons – to prepare your body to run away or fight – but may be experienced as uncomfortable when you do not know why they are happening.



Richmond Children's Wellbeing Practitioner Service. Richmond CAMHS 2017



Brainstem Calmers

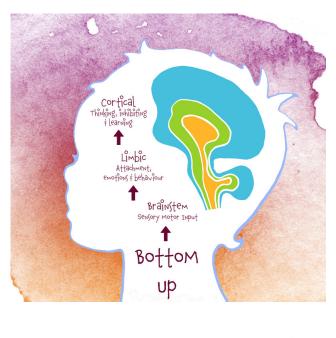


A psychiatrist, Dr Bruce Perry, has developed something called the 'Neurosequential Model of Therapeutics', which is a framework that helps us to know how to help children who have suffered early trauma and loss.

Children's brains organize from bottom to top, with the lower parts of the brain (brainstem aka "survival brain") developing earliest, and the cortical areas (thinking brain) much later. Traumatised children's brain become stuck in the brainstem, and they therefore swing between their survival modes of fight/flight/freeze/collapse.

One of the most helpful ways to move children from these super-high anxiety states, to their calmer 'thinking brain', is patterned, repetitive rhythmic activity

Creating a therapeutic web of relationships around the child together with regular brainstem calming activities can, over time, help a child's brain and body to learn that they are safe.







Brainstem Calmers

Brainstem calming activities need to be:

Relational (offered by a safe adult) Relevant (developmentally-matched to the child rather than matched to their actual age) Repetitive (patterned) Rewarding (pleasurable) Rhythmic (resonant with neural patterns) Respectful (of the child and family)

Below is a list of brainstem calming activities which could be offered across home and school, with the above "R" principles in mind. Examples of how you can translate this into practice are offered.

The best way to use these activities is to weave them into the child's daily routine so that they have them little and often, every day. Many of them can be offered as part of a whole-class activity.





Brainstem Calmer Activities



Individual

- Being asked to do regular jobs so that there are walking breaks in between tasks
- Being ask to show visitors where things are in the school

Whole Class

- Being given information whilst walking
- A walking mindfulness exercise



Whole Class

- VIUNCIN - During P.E.
 - A morning tutor group energy boosting movement minute
 - A whole class song with actions in between tasks
 - As part of a club



Whole Class

- During P.E.
- A morning tutor group energy boosting movement minute
- Periodic movement breaks during a lesson such as running round a hall
- As part of a club

Trampoline and skipping are also helpful repetitive movements



Brainstem Calmer Activities





Individual

- Formal or informal lessons
- Formal or informal therapy

Whole Class

- As a playful activity in between tasks

Individual and/or Whole Class

- Self tapping on knees (left/right) to think of good or positive things
- Self tapping whilst breathing
- Self tapping whilst engaged in something fun



Individual

- A safe adult singing during 1:1 time

Whole Class

- Having a CD in the background of smooth,
 - 'motherese' tones





Brainstem Calmer Activities



Individual

- Trusted adult partnership breathing (child matches
- adults breathing using an agreed non verbal cue)
- Whole Class

BREATHIN

- Blowing things as a focussed activity (with the primary aim to do deep breathing)
- Post lunch body scan meditation
- Make it a classroom tradition to take 3 deep breathes, held for 3 seconds, before starting a new piece of work.

VENEN Individual

- Reading on a rocking chair

Whole Class

- Singing to songs with movement
- Simple pre-lunch yoga sequence
- Tension stretch at the end of the school day
- Chair Aerobics





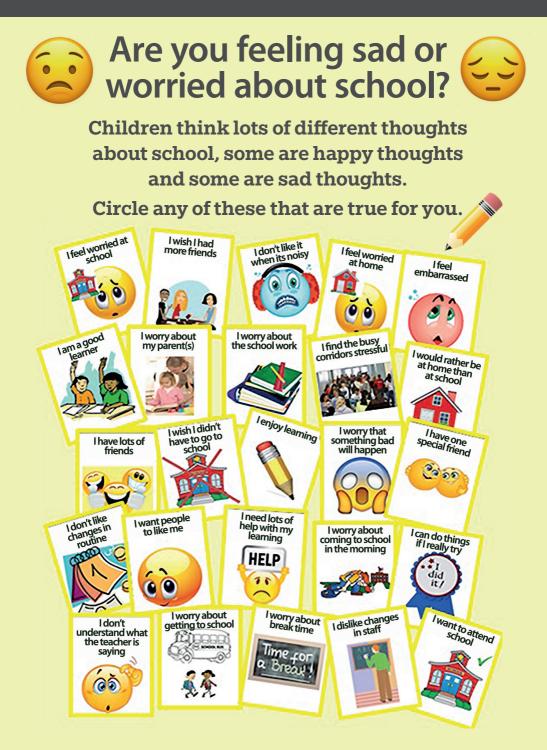
Individual

- Using headphones to listen to the music privately

Whole Class

- Having a CD in the background with rhythmic beats (short bursts throughout the day)
 - Writing, singing and creating music for rap songs





Everybody feels worried or sad about school sometimes but some children feel so upset that they do not want to come to school at all.

When these children get so worried about going to school they may want to stay at home where they feel comfortable and safe. However, often this feeling will happen again in the evening and morning before school and they will want to stay home the next day too. The more they stay off from school, the more worried they get about going.





When you stay off school, you may be scared about all the work you have missed, seeing your teachers and friends again and not knowing what they have been doing or saying. This is why it is so important to talk to somebody who can help you and make you feel happy again in school.

What do I do if I feel like this?

Talk to somebody; this could be your parents, an adult at school, other family members or a friend. Use these questions to help start a conversation with somebody who can help.

What are the three things you most like about school?	What are the three things you most dislike about school?		

Or if you can't talk about it, maybe you could draw what you are worrying about.

If you could change one thing about school to make it a happier place, what would it be?

The adults in school and home will help you think about how they can help you with your worries and help you take little steps to help you feel happy in school.



When you are feeling worried or scared there are things you could do to make you feel better. Talk to the adults at home and school about these:



Try relaxing your body:

Sit or lie somewhere quiet and comfortable

Stretch out your arms and make a fist, then relax

Push your legs out, wiggle your toes, and then relax

Shut your eyes tight and pull a scrunchedup face, and then relax



Try slow deep breathing:

Take a slow breath in through your nose for about 4 seconds

Hold it for 1 or 2 seconds

Slowly let it out through your mouth for about 4 seconds

Wait 2– 3 seconds before taking another breath

Repeat 5–10 times



Try physical exercise:

You could try:

- Star jumps,
- press ups,
- running in the garden,
- play a game such as football or Frisbee

I Am Groteful

Try to keep a gratitude journal:

This is a special book. In this book you should write or draw each day about something good that happened to you or something in your life that makes you happy.

Childline is an organisation that is especially for children and young people. You can look at their website for more information or you can phone and talk to an adult who will listen to you. www.childline.org.uk Free telephone helpline 0800111



This information booklet was written by West Sussex Educational Psychology Service. Our job is to find out what helps children when they are unhappy at school. Further copies can be found on the West Sussex Local Offer.

www.westsussex.local-offer.org

48 Pre-written CBT Thought Bubbles

Hands-on visuals for increasing awareness of problem thoughts



Joel Shaul, LCSW

How to make them:

Print out the entire file. Use cardstock or laminated paper. Color is important, as the red ones are the automatic negative thoughts and the green ones are the antidote thoughts.

How to use them:

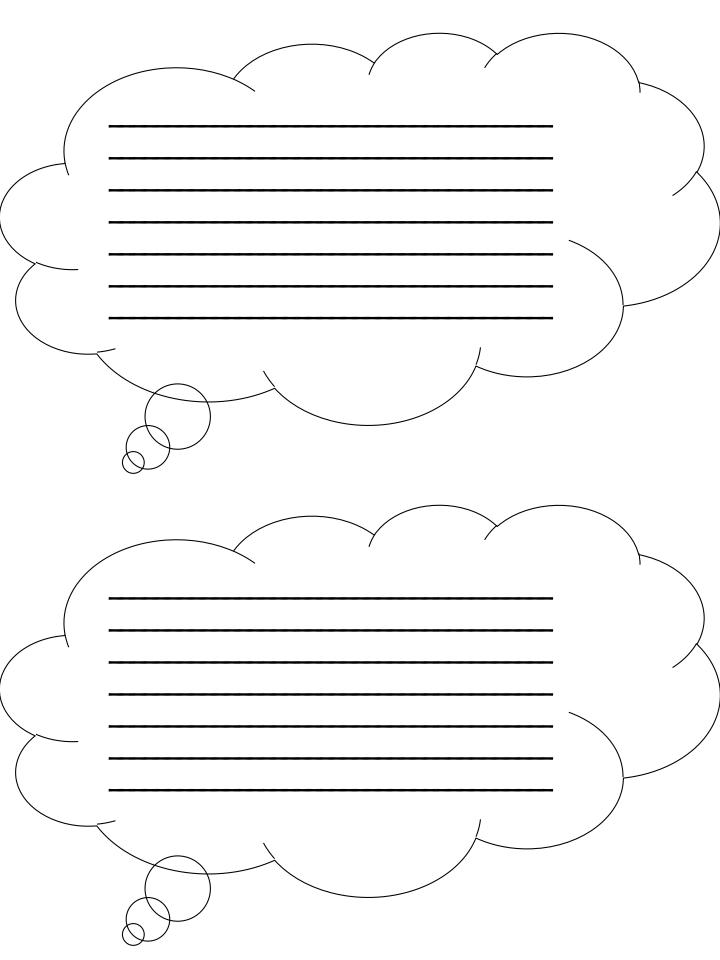
1. Introduce the basics of "Poison Thoughts" and "Antidote Thoughts." A good way to do this is to have the children watch a six-minute YouTube video I made: https://bit.ly/2Ut6E43 . There are many, many other activities on the website to do in combination with the Thought Bubbles – check them out.

2. Make a "Poison Thought Game." Scatter the thought bubbles all over the floor. Say something like this: *"We're going to do a kind of matching game. These red thought bubbles are different kinds of thoughts that make people upset. The green ones help to fight the red ones. See if you can find green ones to match up with each of the red ones." There are some Antidote Thought bubbles that match more than one Poison Thought; this does not have to be exact."*

3. Play "Hunt for your Poison Thoughts." Say something like: "Each person has certain Poison Thoughts that bother them more than other ones. Which ones bother you the most? Which Antidote Thoughts do you need to fight them?" You can do this activity by either scattering the thought bubbles around the floor, or taping them up to a wall, or else by holding them up one at a time in sequence for the child/ children to look at.

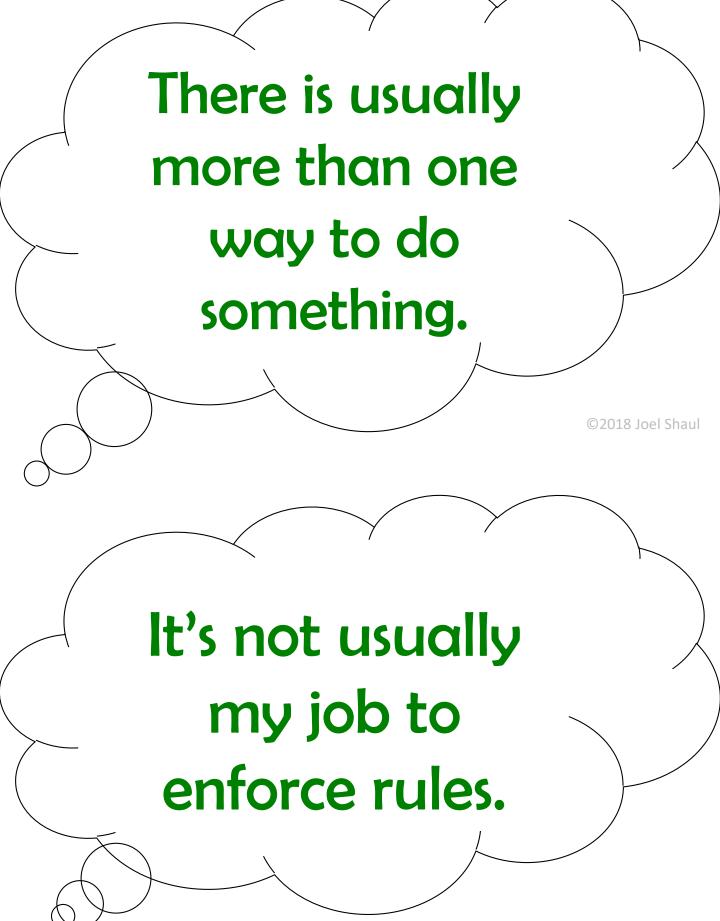
4. Fill out the blank thought bubbles. The pre-written thought bubbles cover many of the most common problem thoughts and beliefs affecting children with autism spectrum disorders. I provided blank thought bubbles to allow kids to customize their Poison and Antidote thoughts. I suggest that you print out a lot of these blank ones on paper and keep them handy to help children sort out their problem thoughts.

Joel Shaul, LCSW

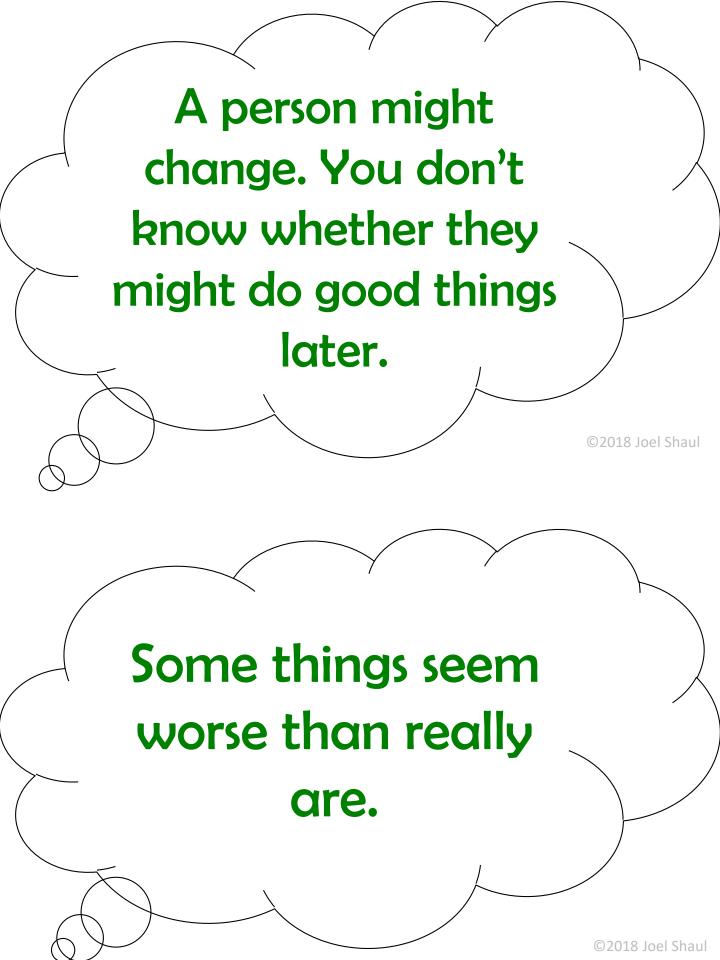


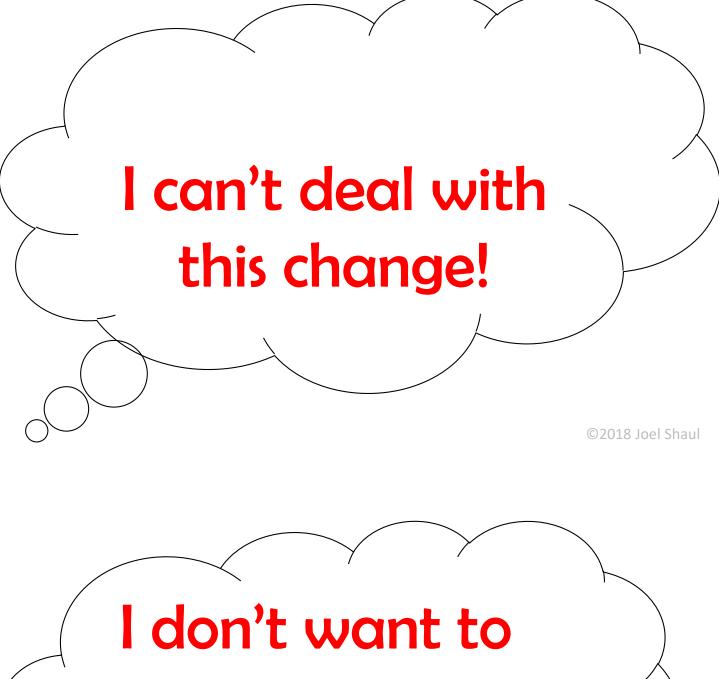










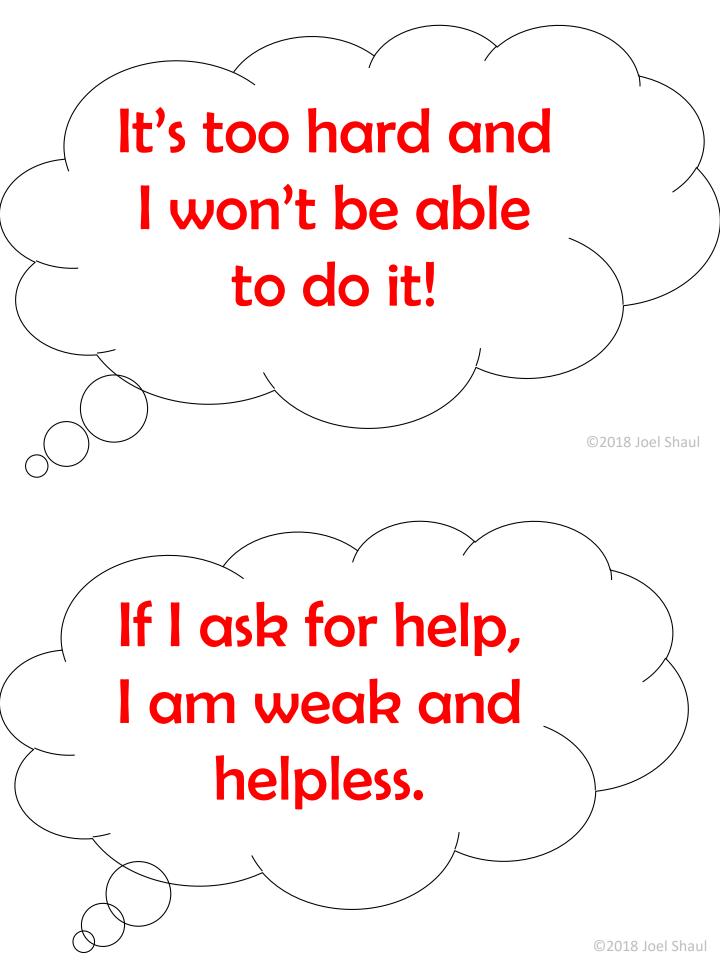


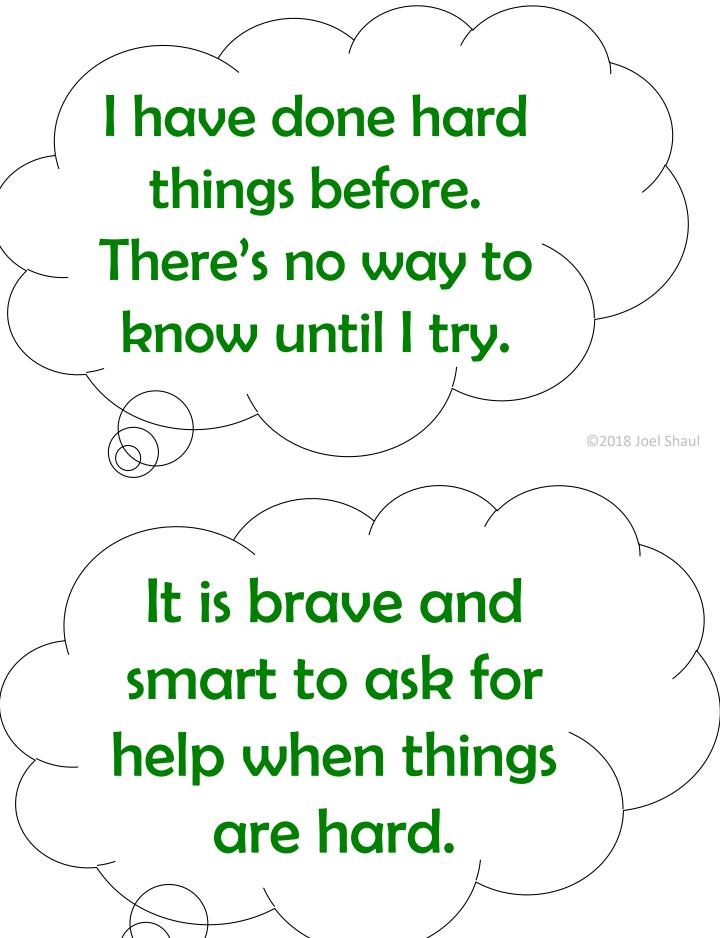
stop what I am doing!

When I stop doing what I like and start doing the next thing, it may be hard at first, but I will manage.

©2018 Joel Shaul

It can be hard to stop doing something and move on to the next thing. But I will be able to do it.





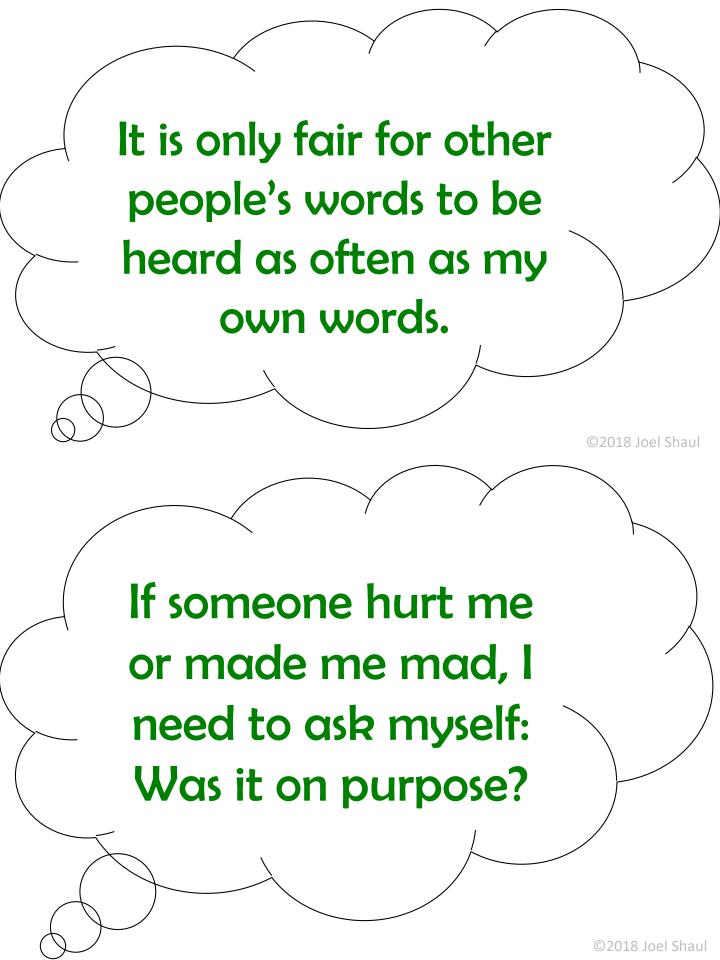


Other people also need to win and get their way.

©2018 Joel Shaul

Other people need to be first as often as me, or it is not fair.







there are things about me that are good and

smart.

You don't know how people might treat you in the future. People might notice good things you say and do. 2018 Joel Shaul



I might find a friend. I can work on better ways to be a friend, so that someone might want me for a friend.

©2018 Joel Shaul

I am having a hard time fitting in now. There will be a place for me in the world eventually.



Getting back at people who are mean will just make my problems worse.

©2018 Joel Shaul

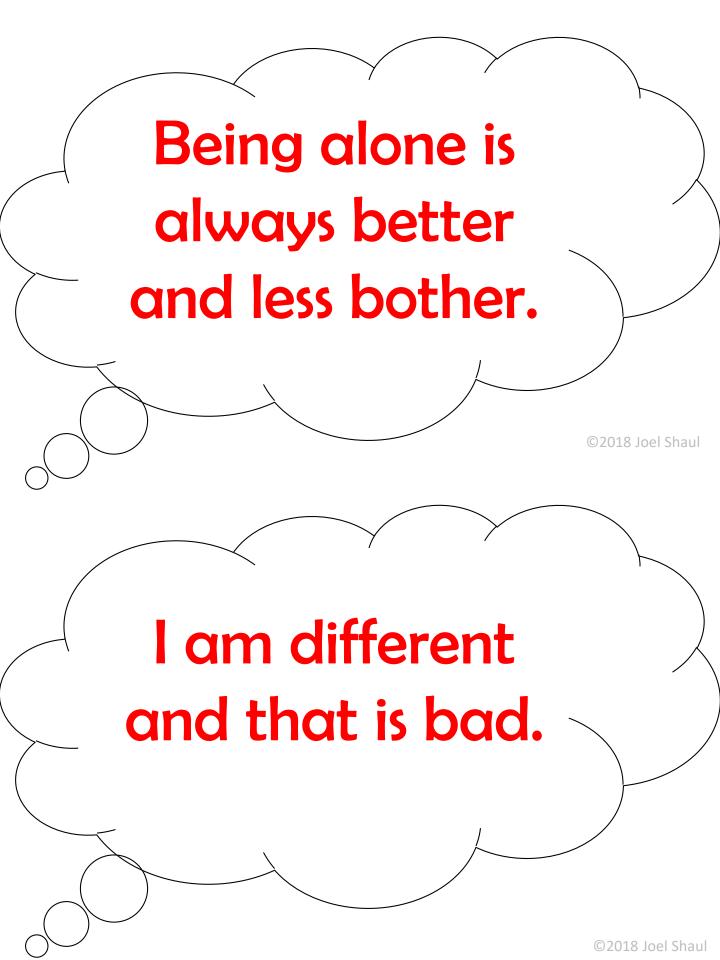
If you predict that it's too hard, that will just make you more upset when you are trying to do it,

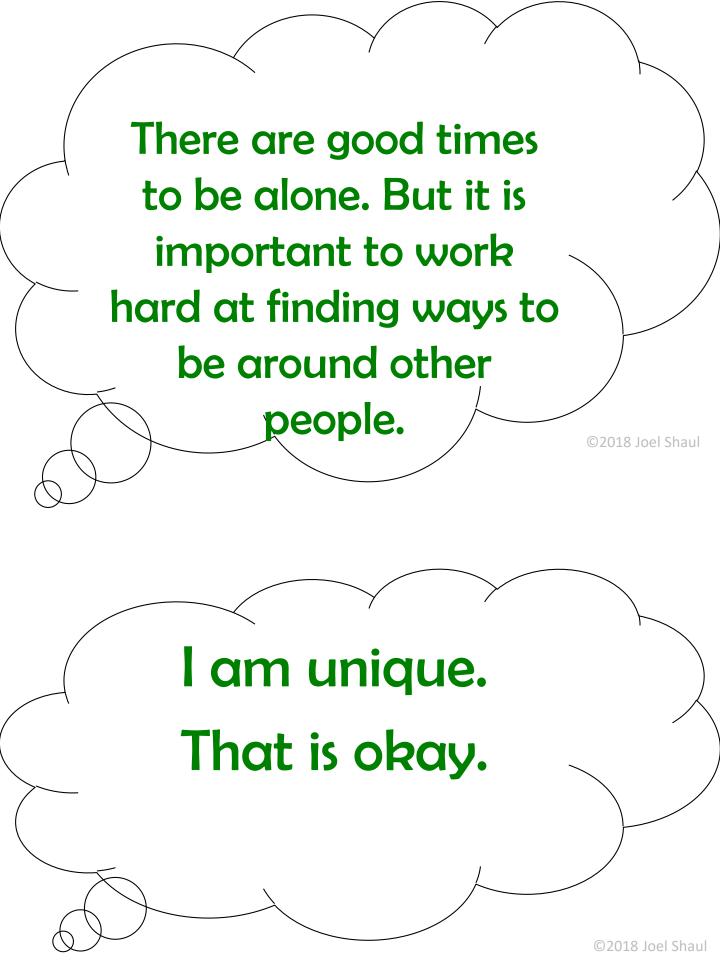


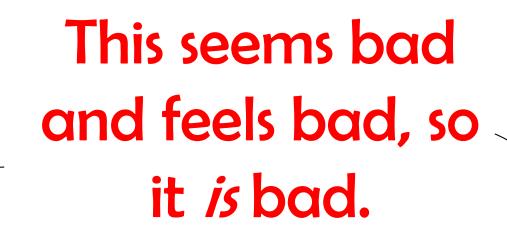
It is more useful to imagine success than to think so much about failure.

©2018 Joel Shaul

Your might be angry, but staying in control is your own responsibility.







©2018 Joel Shaul

If I make mistakes, I am a loser and a failure.

My first thoughts aren't always correct. If something seems bad at first, it might turn out okay in the end.

©2018 Joel Shaul

Everyone makes mistakes. Trying to fix mistakes means you are good,

Suggestions for using the CBT worksheets, and supplementary materials

CBT was originally designed for educated adults. Before attempting to use any elements of CBT with young people, it is important to simplify it as much as possible and to make it appealing. I really recommend you consider starting out by viewing this six-minute tutorial CBT video which I designed for ~ age 7 through late teens.

It is not required for children to draw the face on page 1. Some kids find it helpful, others not.

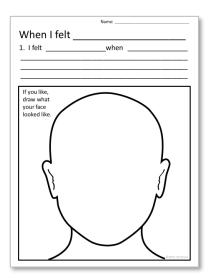
Pay close attention to whether the child wants to do their own writing, or if they would prefer that you write as they dictate. There is no downside to the adult actually doing the writing (or the typing in the screen-based versions).

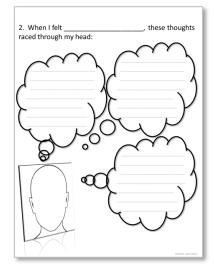
There is quite often *no need to go through each worksheet in the series*. I recommend in fact that you don't put all the worksheets down in front of the child all at once. Get out the worksheets one at a time, and be prepared at any time to switch away from the worksheets into purely spoken exchange, watching a video, or focusing more on one of the other downloads.

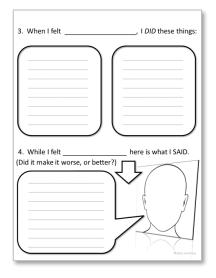
The first page is help identify the emotion of concern. It may be necessary to take this step slowly and carefully. I have several free therapy resources that can be helpful, <u>21 Anime</u> <u>Emotion Cards</u> and <u>Emotion Cards</u>.

The task in Page 2, identifying automatic negative thoughts, which I call "poison thoughts" in my own work, is challenging to learn, even for many adults. But it is surprising how many children can get really good at it. To practice it, I suggest you return to the series of <u>8 Simple CBT Videos</u>, or access the free download of <u>48 Cognitive Distortion Thought Bubbles</u> (printable or screen-based version).

Page 3 is to help the young person to reflect carefully on their specific words and actions during their episode of distress. There are two downloadable resources that help with this (both available in both printable and screen-based versions), <u>Filter the Upsetting Thoughts & Words</u> and the <u>What I Should Have Done Different worksheet</u>.







Depending on the child, gaining understanding of bodily manifestations of stress can be significant or the most important part of the work. An additional resource to consider using at this point is the <u>the</u> <u>Emotion Thermometer.</u>

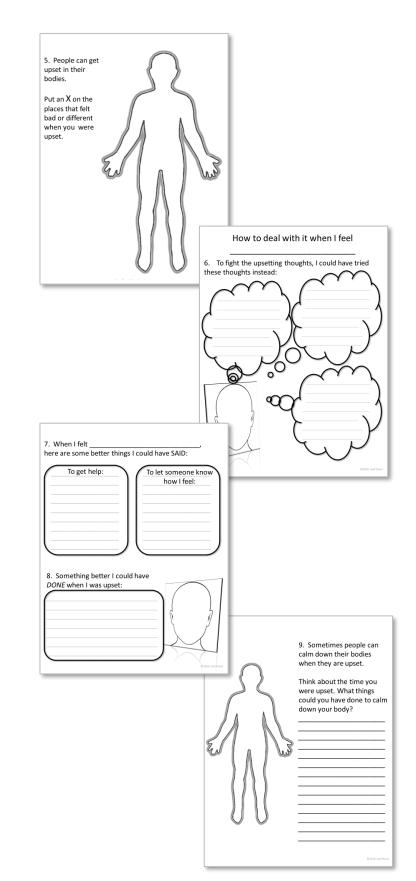
Correcting cognitive distortions, or "creating Antidote Thoughts," is the work carried out on page 5. Two of my free resources are helpful with this step, <u>48</u> <u>Cognitive Distortion Thought</u> <u>Bubbles</u> and the <u>Mint the New</u> <u>Thoughts Kit</u>. Both are available in both printable and screenbased versions.

Once the child has explored alternative ways of *thinking*, we move on to alternative *actions* and *words*. A resource to consider for increasing awareness of different ways to behave is <u>Self-Control Problem</u> <u>Fixer</u>.

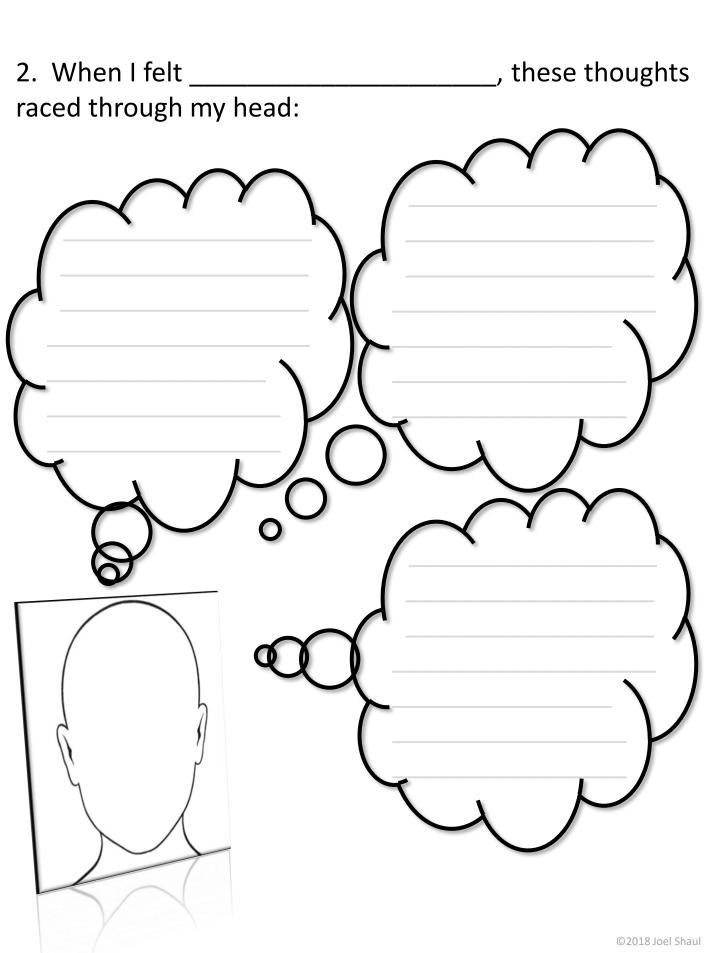
The final CBT worksheet is a companion to page 4. Displayed here as a suggested related activity is the same <u>Emotion</u> <u>Thermometer</u> shown on page 4.

I wish you success in your work.

Joel Shaul



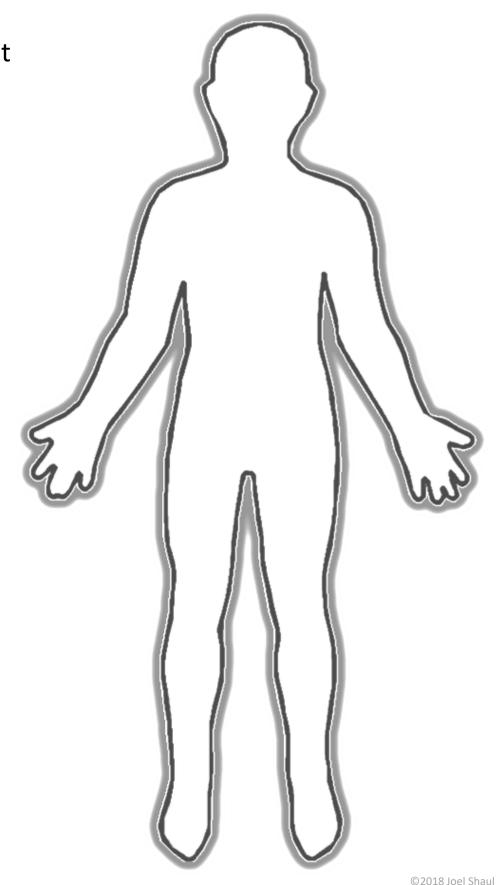
	Name:	
When I felt		
1. I felt	when	
If you like, draw what		
your face		
looked like.		
	{	
4	M	
		2018 Joel Shaul



4. While I felt (Did it make it worse, or be	here is what I SAID.

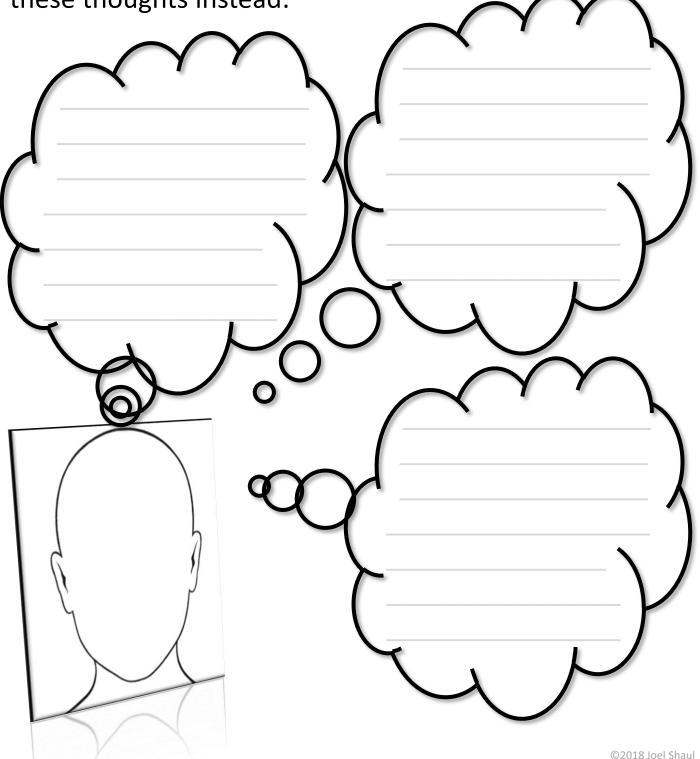
 People can get upset in their bodies.

Put an X on the places that felt bad or different when you were upset.



How to deal with it when I feel

To fight the upsetting thoughts, I could have tried 6. these thoughts instead:



7. When I felt _____

here are some better things I could have SAID:

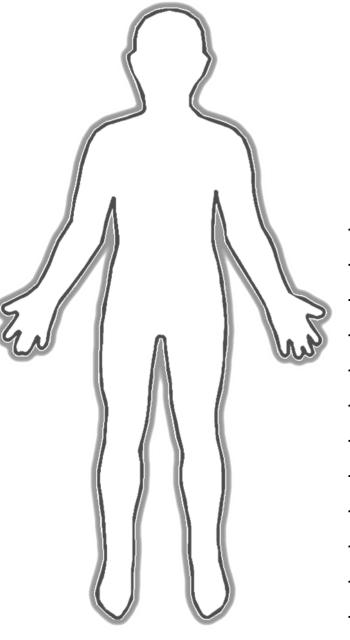
To get help:	To let someone know how I feel:

8. Something better I could have

DONE when I was upset:		
	6	2
		1
		\land
		\rightarrow
		X

 Sometimes people can calm down their bodies when they are upset.

Think about the time you were upset. What things could you have done to calm down your body?



Stress bucket

It is normal to feel stress at times. Some stress can be good, but too much can cause you to feel anxious or depressed, which might affect your sleeping, eating habits and general wellbeing.

When you feel worried, the stress bucket is a visual way for you to communicate this, and this can help the adults in your life best support your needs.

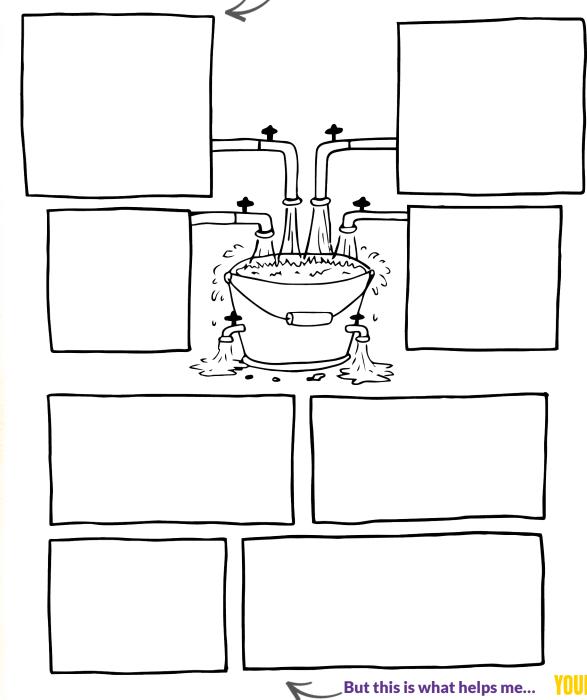
Instructions:

1. Above the bucket are taps and the things that cause you stress. Using the boxes, draw or write the things that are making you worry. It might be too much homework, friendship issues, back-toschool anxiety.

 The below taps are the things that help you release stress. Using these boxes, write or draw the things that help you manage this feeling. It could be talking to friends, exercise or spending time with pets.

3 You might find it helpful to discuss your stress bucket and the things that help you.







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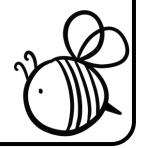
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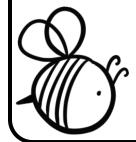
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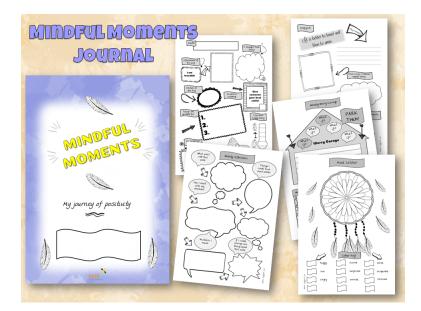


Other resources you will LOVE!

5

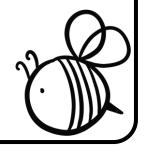
3

Please click the image to take you to this related and relevant resource:









This is a wellbeing diary sheet. You can print as many times as you like.

Think about something you can do each day to help:

- You feel happy
- You feel good about yourself
- Your wellbeing
- You relax

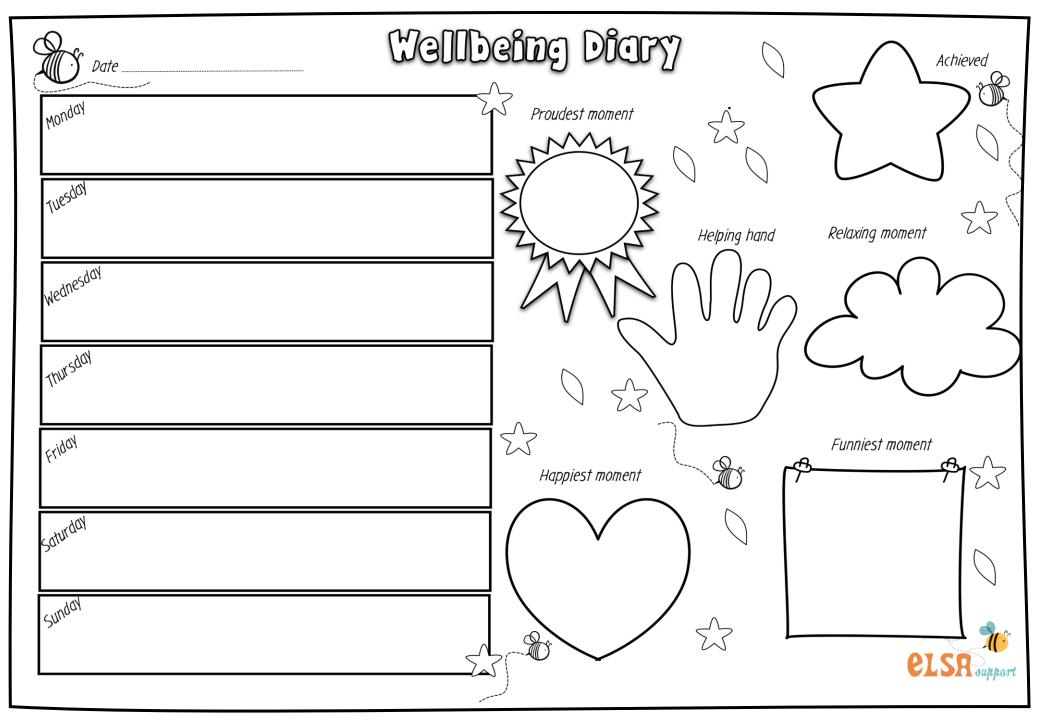
Write it in your diary on the appropriate day. Do you know that if you write things down you are more likely to do them?

At the end of the week think about

- Your proudest moment
- Your funniest moment
- Your happiest moment
- How you helped someone
- The thing that helped you relax the most
- What you achieved this week

Now enjoy your accomplishments and bask in your wellbeing You are amazing!





Worry Time

Sometimes you might have worries that come into your head during the day that you can't do anything about at the time. You might not always be able to evaluate and challenge these thoughts in the moment, so it can be useful to keep a pen and paper with you and write them down. Set yourself a convenient time in the day (e.g. in the evening) for a 15 minute 'worry time' to revisit your worries and do some problem-solving. **After writing them down, think about the worries only at worry time.** After doing this, it may be helpful to use some of the distraction techniques to re-focus on what you are doing in the here and now. During worry time refer to the worry tree and evaluate whether you can do something about the worry or not.

