



Open Minds
For Children and Young People in Calderdale

Anxiety, Resilience, Social Media and my child

A short guide for Parents



Introductions

- **School link role**
 - **Supporting school with whole school approach**
 - **Focus on Anxiety and COVID-19**
 - **Opportunity for generic questions**
-
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Anxiety is normal

- Anxiety is a **NORMAL** response to the body's perception of danger
- Anxiety can affect people in different ways. What worries one person may not worry another at the same intensity.
- We all feel anxious at times but anxiety is **NOT** dangerous



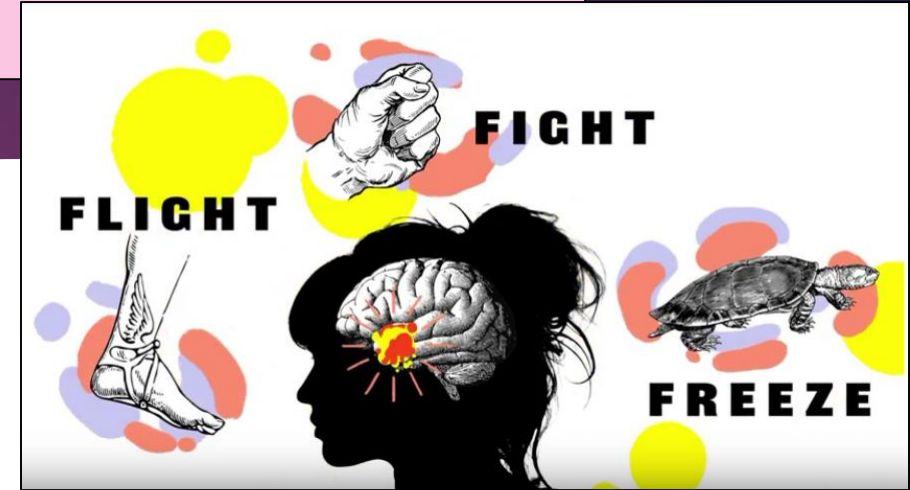
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Get ready for the mini biology lesson...

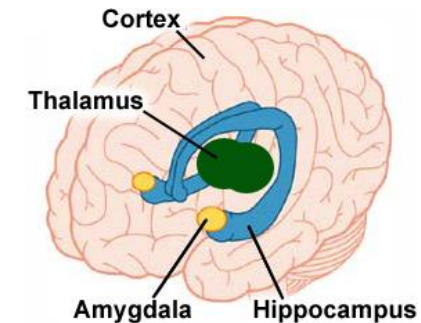
Survival Mechanism = The body's way of keeping us safe

- Fight-Flight-Freeze Response

Back to Basics What is Anxiety?



- The Amygdala



“The amygdala is this very ancient organ in our emotional brain and its job, its only job, is to look for danger,”



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Common Anxieties during the Covid-19 Pandemic

Commonly we know that children and young people may be worrying about:

- People dying
- Loss of social interactions
- Change of routine
- Germs & Handwashing
- Their Education, falling behind with their learning, uncertainty around exams
- Worries about their futures, future plans, holidays
- Arguments and fallouts with family

We also recognise parents have their own stressors and worries about:

- Job security & finances
- People dying
- Home schooling
- Caring for your parents/family members

Anxiety Signs

Emotional

- ▶ Overthinking
- ▶ Memory loss
- ▶ Need for control
- ▶ Avoidance
- ▶ Irritability
- ▶ Needing lots of reassurance
- ▶ Constant worry
- ▶ Panic attacks
- ▶ Problems concentrating
- ▶ Fear of being alone

Physical

- ▶ Sweating
- ▶ Chest pain
- ▶ Pacing
- ▶ Hand wringing
- ▶ Headaches
- ▶ Stomach issues
- ▶ Trouble breathing
- ▶ Insomnia
- ▶ Self-harm
- ▶ OCD behaviours



What factors keep anxiety going?

- Avoidance/Escape
- Reassurance
- Safety Behaviours
- Unhelpful thinking styles





How can I help my child overcome anxiety?

- 1. DO NOT FEED ANXIETY
- Ask questions rather than giving reassurance
- 2. Look for opportunities to encourage your children to face their fears and show you brave behaviour, e.g. going back to school – can you start to prepare them for this beforehand if they are anxious about it?
- 3. Help them to problem solve independently
- 4. Model Brave Behaviour
- 5. Focus on what you can control e.g. follow the government guidance

Strategies to help a worried child

- ▶ Distraction
- ▶ Worry box
- ▶ Times for worry
- ▶ Breathing exercises
- ▶ Mindfulness
- ▶ Exercise
- ▶ Preparation
- ▶ Reassurance
- ▶ Time to talk

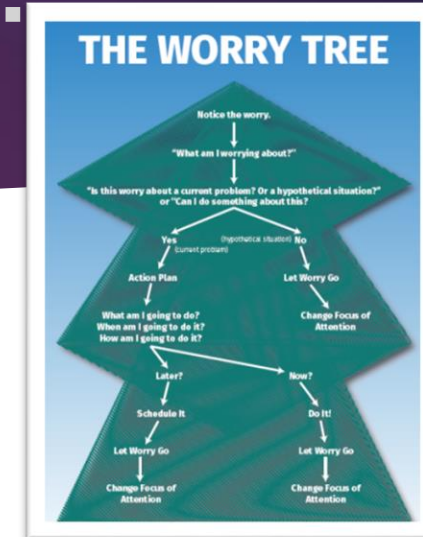


STRATEGIES TO HELP YOU..

- Implement worry time everyday



- Use the worry tree



- Motivate them by providing rewards
e.g. Home schooling, re-integration back to school





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Breathing Techniques

- Place one hand on your chest and the other on your belly.
- Inhale deeply through your nose for a count of four, making sure your belly is expanding and not your chest. Exhale through your mouth for a count of four.
- Continue this breathing cycle for a few minutes.
- Feel the stress leave your body while your mind becomes calm.



- Belly Breathing
- Finger Breathing
- 54321
- Relaxing Safe Place
- Mindfulness



5 ★ 4 ★ 3 ★ 2 ★ 1
SLOW DOWN & CALM DOWN
FIRST OFF - TAKE 3 SLOW & QUIET DEEP BREATHS!

5 List 5 things you can **SEE** 👁️👁️

4 List 4 things you can **FEEL** ✋

3 List 3 things you can **HEAR** 👂

2 List 2 things you can **SMELL** 👃

1 List something **positive** about yourself 😊

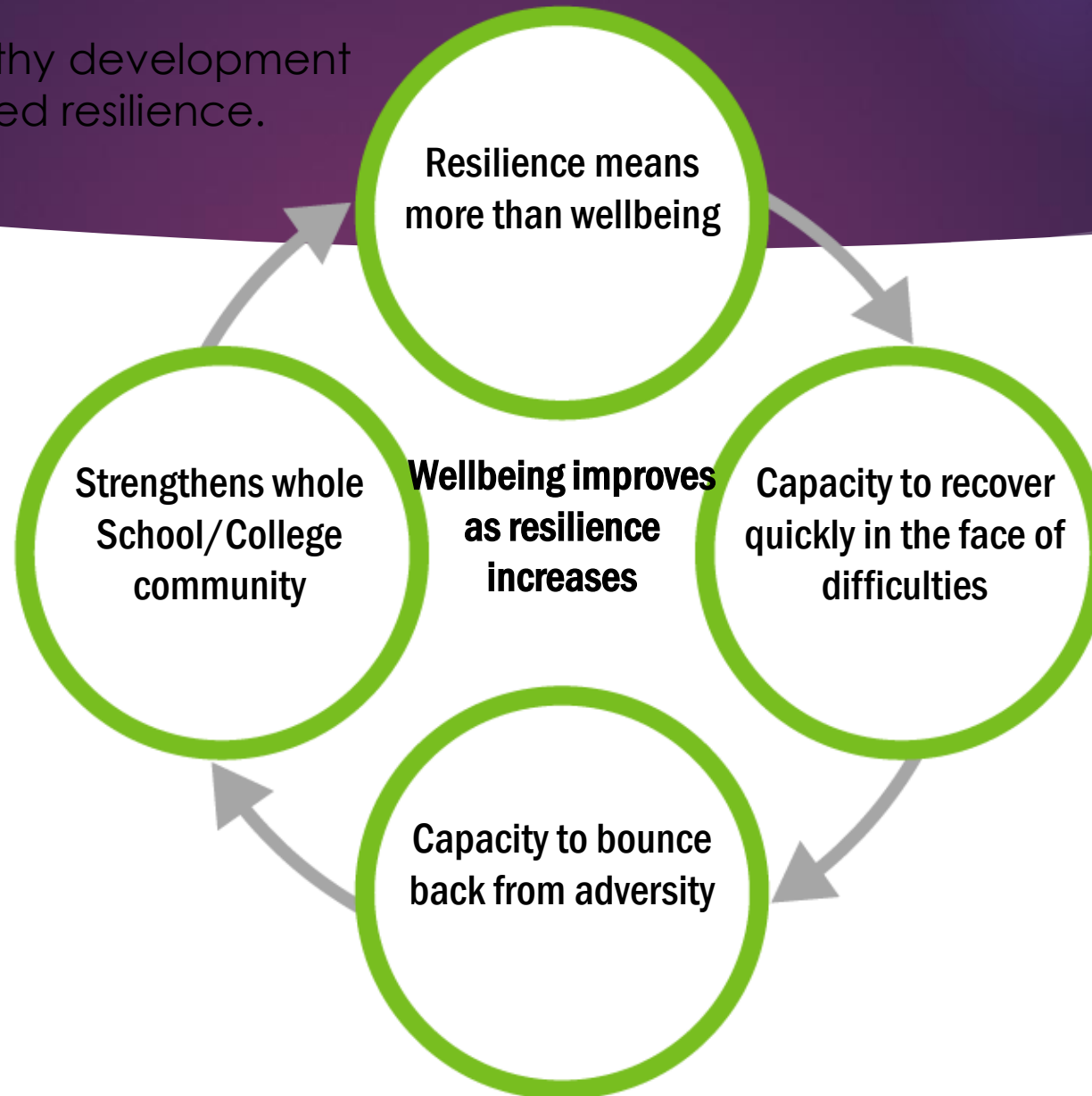
MAKE today COUNT

FINISHED? NOW - TAKE 3 MORE SLOW & QUIET DEEP BREATHS ☺

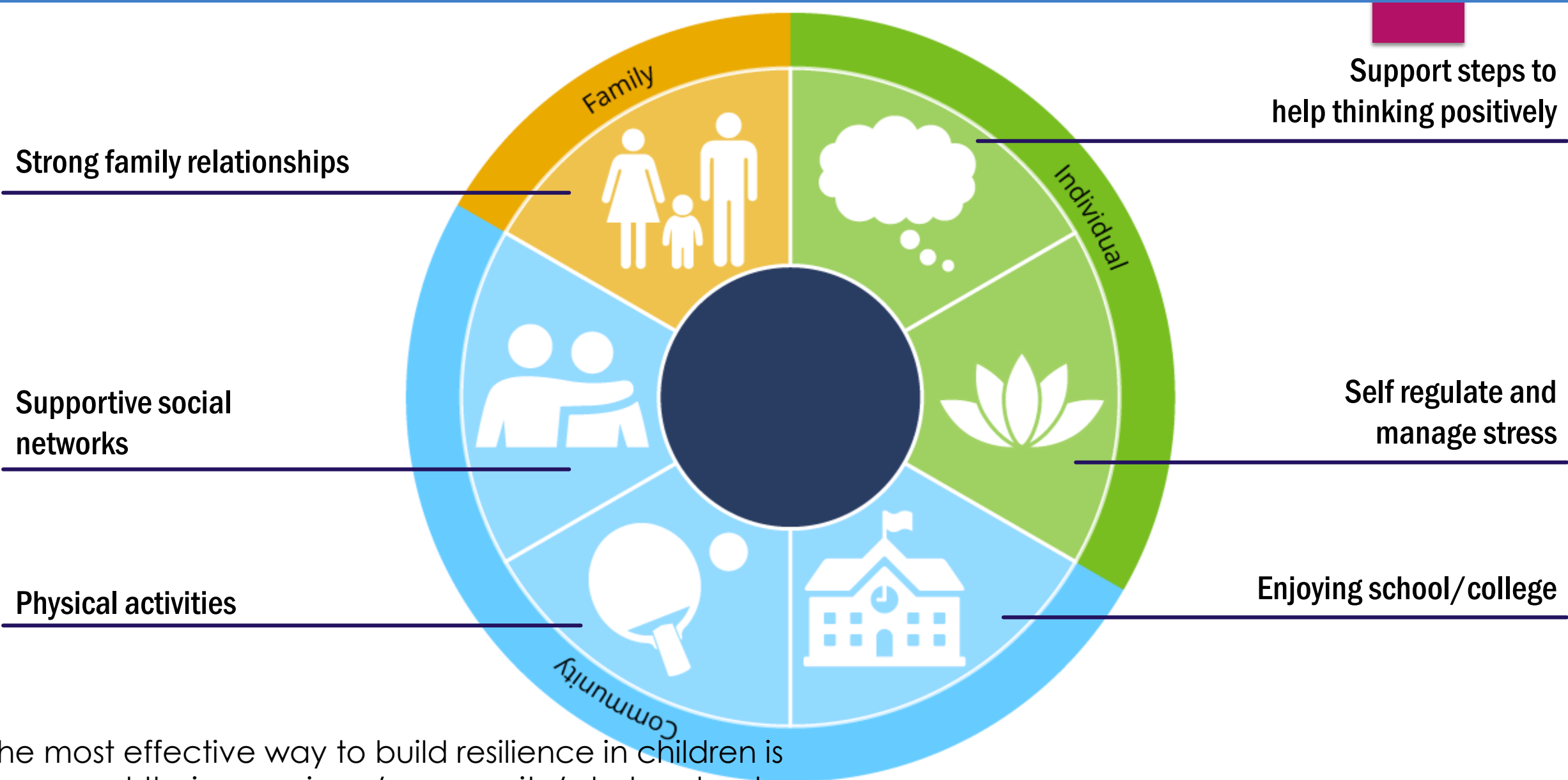
Resilience and young people

What Do We Mean By Resilience?

When children show healthy development despite adversity, it is called resilience.



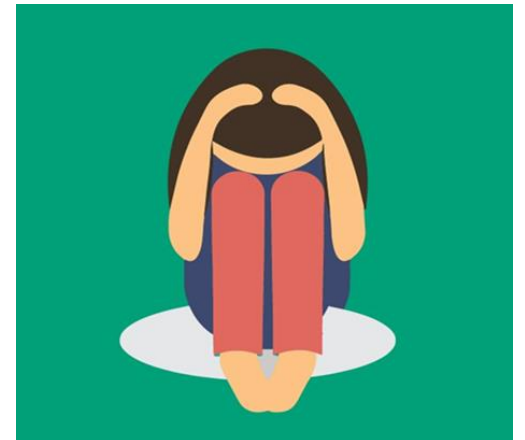
How Can We Learn To Be More Resilient?



The most effective way to build resilience in children is to support their caregivers/community/whole school

Resilience factors

- ▶ Within the body, such as your genetic profile or how your brain responds to stress
- ▶ Outside the body in the form of social support or social structures in which you grow up
- ▶ How much you ruminate, how you feel about yourself in relation to others.



Resilience



- Resilience is not a thing

- It is a process

a process of positive adaptation in response to stress.

Promoting Resiliency

How can we promote resilience?

- ▶ Practice empathy
- ▶ Young people should feel welcome and appreciated
- ▶ Develop realistic expectations
- ▶ Discuss the role of mistakes
- ▶ Develop responsibility and compassion
- ▶ Support young people to solve problems and make decisions

-Brooks & Goldstein (2001)

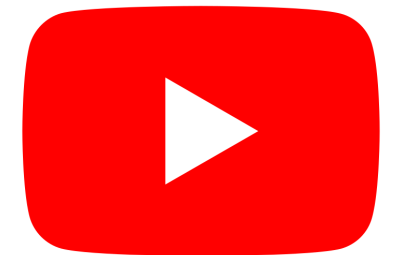


Young people and Social Media

What do young people use social media for?

- ▶ Conversation with friends
- ▶ To send pictures/videos
- ▶ To watch videos
- ▶ To research
- ▶ To play games

Types of Social Media



Impact on wellbeing

- Feeling inadequate
- Worry about comments, sharing
- Not feeling good enough
- Self worth based on number of likes
- Feeling isolated
- FOMO - envy
- Poor self-esteem

How can I ensure that social media is being used responsibly and safely?

- Check friends lists- delete and unfollow unknown people
- Set boundaries/time limits
- Check language in messages- be kind!
- What is being followed? is it a healthy or unhealthy account?
- Encourage positive content
- Reality is better- do things with the young person away from the screen
- Encourage people to stop comparing
- Report it!
- If in doubt close the account

Would you like
any further
information /
resources?



www.openmindscalderdale.org.uk



www.calderdalecamhs.org.uk



www.kooth.com



www.youngminds.org.uk



www.healthymindscalderdale.co.uk



www.barnardos.org.uk/calderdale



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Thank you for attending





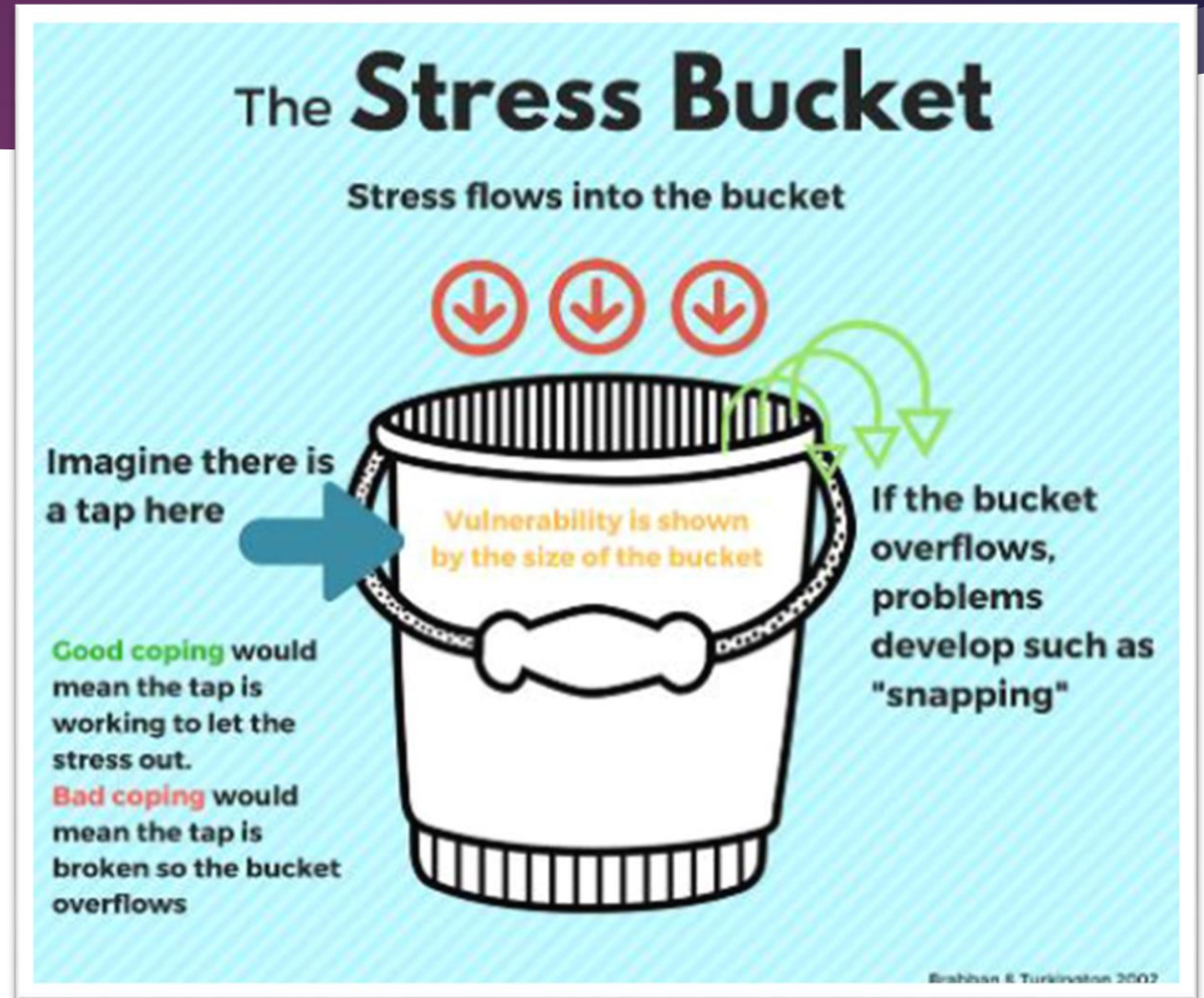
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Q & A section



Stress Bucket

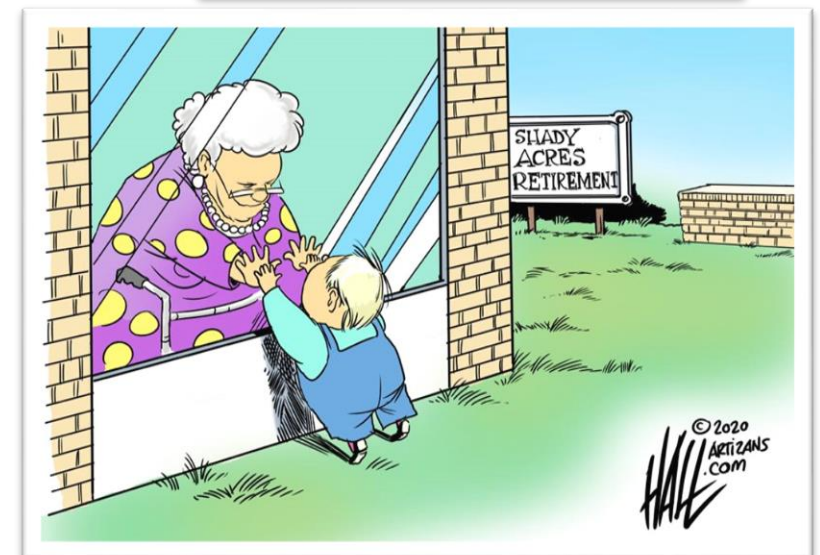




Low Mood

Lockdown might be causing...

- Changes to mood
- Changes to sleep and appetite
- Loss of motivation
- Social isolation
- Loss of energy





Strategies to help lift low mood...

- Maintain a routine of some kind
e.g. getting up at the same time, going to bed at the same time, regular mealtimes, home school lessons at structured times
- Incorporate things that are **ENJOYABLE** and **MEANINGFUL** to you each day even if for 30-60mins e.g. connect with others, family games, cook a nice meal
- Spend 15-30mins **EVERY** day of 1:1 **UNINTERRUPTED** time with your child
- Exercise or do something active