



Managing Worry

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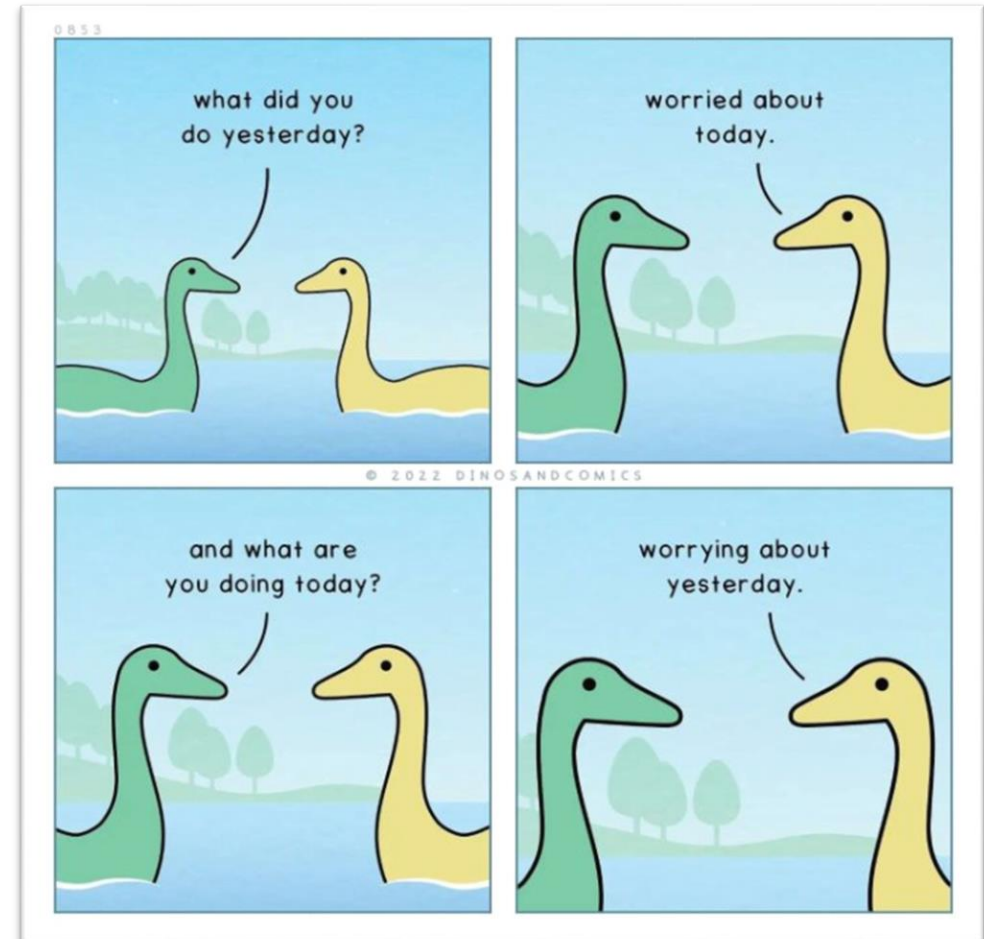


Today we will:

- We will look at managing worries, worry time, the worry tree and the circle of control.
- Negative automatic thoughts.
- Stairway to bravery.
- WIN / PACE approach.

Managing children's worry.

Is worry normal?



What does your child/children worry about?



Managing children's worry



Primary Jigsaw survey results:

79% of parents agreed or strongly agreed that their child **worries about things**

68% said their child worries about **what is going to happen**

50% said their child has **trouble going to school** in the mornings

53% said their child worries about **being away from them**

48% said their child has **trouble sleeping**

34% said they understand how to **manage** their child's worries

Supporting children when they worry

- Really **listen**; give them your full focus
- **Accept** the worry
- **Validate** the worry/feelings
- Be **curious** about the worry
- Be **empathetic** and kind
- Avoid criticism or **dismissal**



Dismissing worries

We might sometimes dismiss a child's worries unintentionally by:

- Telling a child **not to worry**
- Jumping straight into **problem solving**
- Talking only about **ourselves**
- Offering distractions **too soon**



Managing children's worry:

The 'WIN approach'

- **W**- Wonder

- (*"I wonder if something's happened at school today..."*, *"I wonder if you're a bit worried about the test you've got tomorrow..."*)

- **I**- Imagine

- (*"I imagine you're feeling really nervous right now"*, *"I imagine that's hard for you"*)

- **N**- Notice and Empathise

- (*"You look really worried"*, *"I've noticed you're quiet today"*)
- (*"That must be difficult"*, *"I'd feel like that too"*)

Worry Management

- Realistic worries? *I can do something about it; I can problem-solve this*

“I don’t have anyone to play with at play time”

“I won’t do well in my spelling test”

- Unrealistic / Hypothetical worries? *I can’t do something about it; reframe, if possible, I can let the worry go*

“What if the bus is late?”

“They might not have my favourite dinner at school tomorrow”.

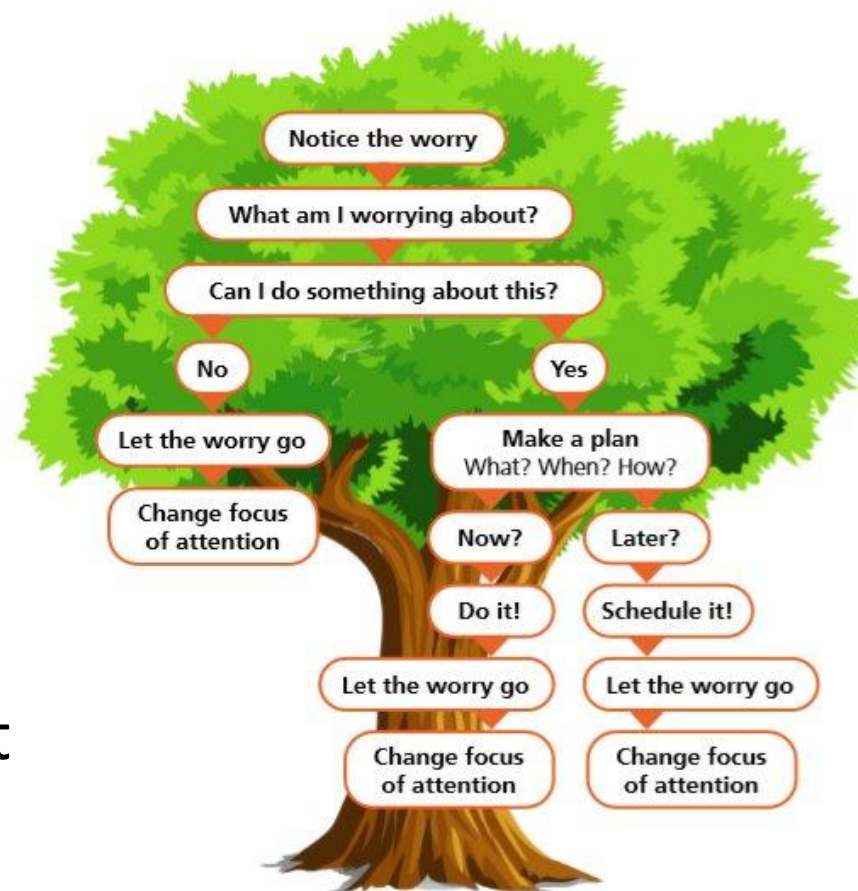


Managing children's worry:

Realistic worries – I can do something about it

“I don't have anyone to play with at play time”

- Use the **WIN** approach to listen, validate and empathise
- **Problem solve/Make a plan:**
- What might the child do?
- When might they do it?
- How might they do it? (scripts?)
- What support might they need?
- Encourage them to let the worry go / distract
- Check-in afterwards



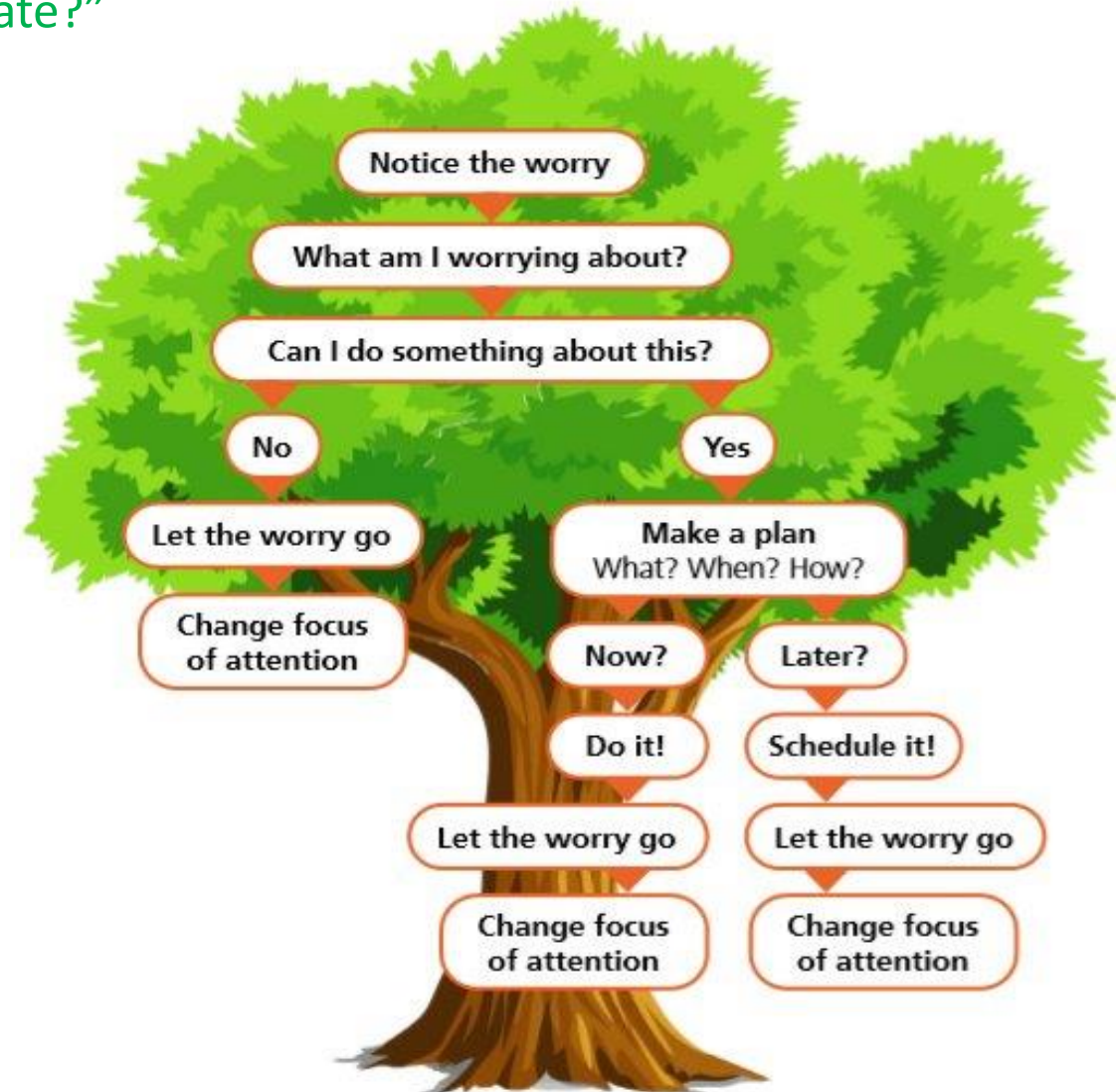
Managing children's worry:

Unrealistic / hypothetical worries

"What if the bus is late?"



- Use the **WIN** approach to listen, validate and empathise.
- Discuss and explore what the worst thing that could happen would be.
- **Reframe** the situation, try to turn irrational and negative thoughts into a more positive view. Praise if your child has some ideas of how to do this.
- **Distract** and focus attention elsewhere.



Supporting children using ‘Worry Time’

- Helpful for children who experience frequent, excessive worry
- Introduce a daily, ten-minute slot dedicated to worry
- Avoid bedtimes – aim to have dealt with the worries before this and at a time when you can distract onto another activity afterwards
- Encourage the child to ‘catch their worries’ outside of worry time, perhaps writing them down
- During Worry Time, praise the child for putting aside their worries until now
- Use the WIN approach to listen and validate the worries
- Use scaling to ascertain the level of worry (“On a scale of one to ten, how worried are you about this?”)
- Use the ‘Worry Tree’ to decide if worries are realistic (I can do something about it) or hypothetical (I can’t do something about it)

- Where necessary, use problem-solving and experiments - help the child to think of practical ideas; encourage them to face their worries and fears. Use scaling again.
- At the end of Worry time, distract the child on to something nice/fun. Reassure them that the worry has been dealt with and that it can be returned to tomorrow (if necessary) during tomorrow's Worry Time
- Check-in / use scaling following any problem-solving the child has done ("On a scale of one to ten, how worried about this are you now?") Use further problem-solving if necessary.



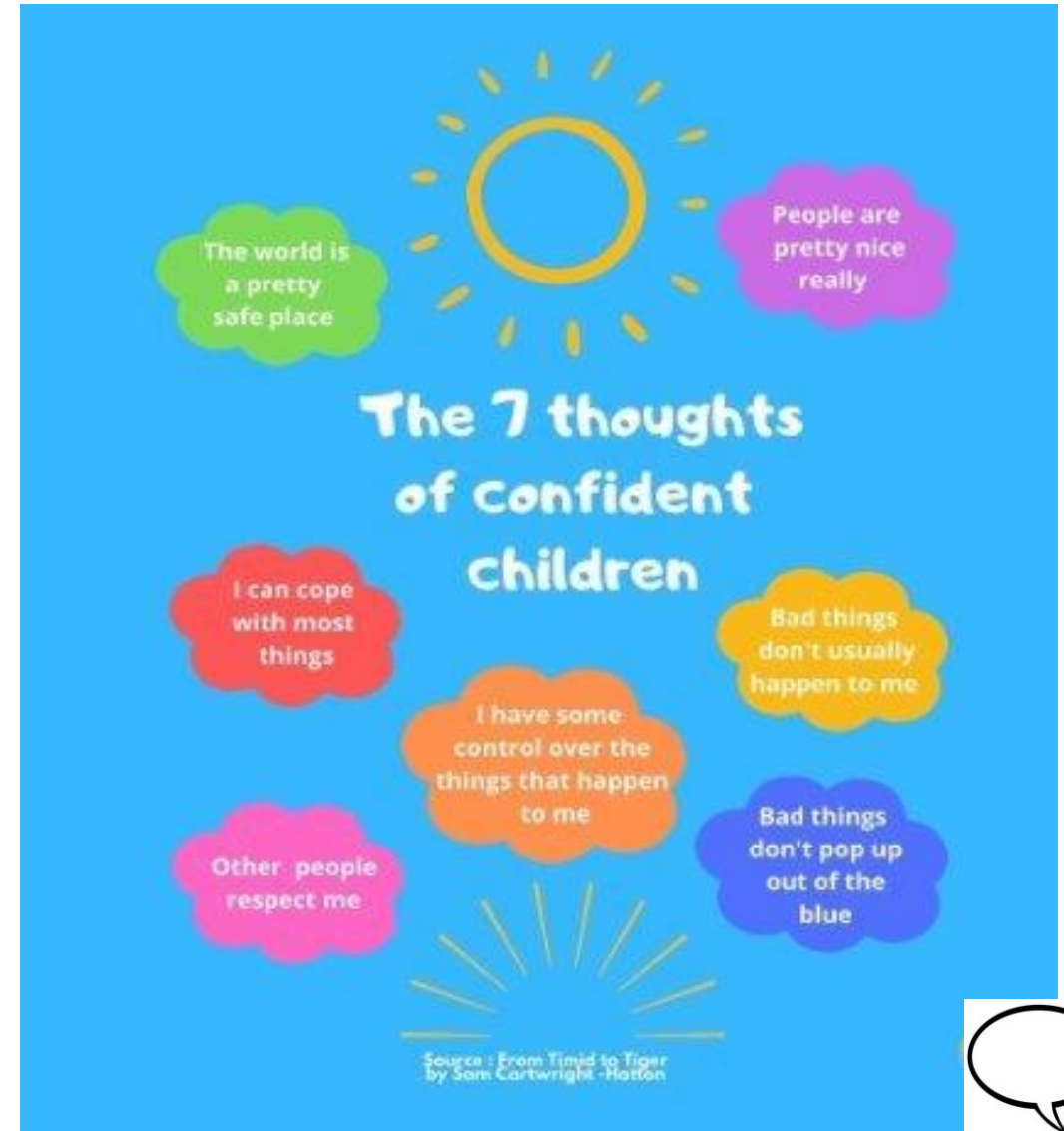
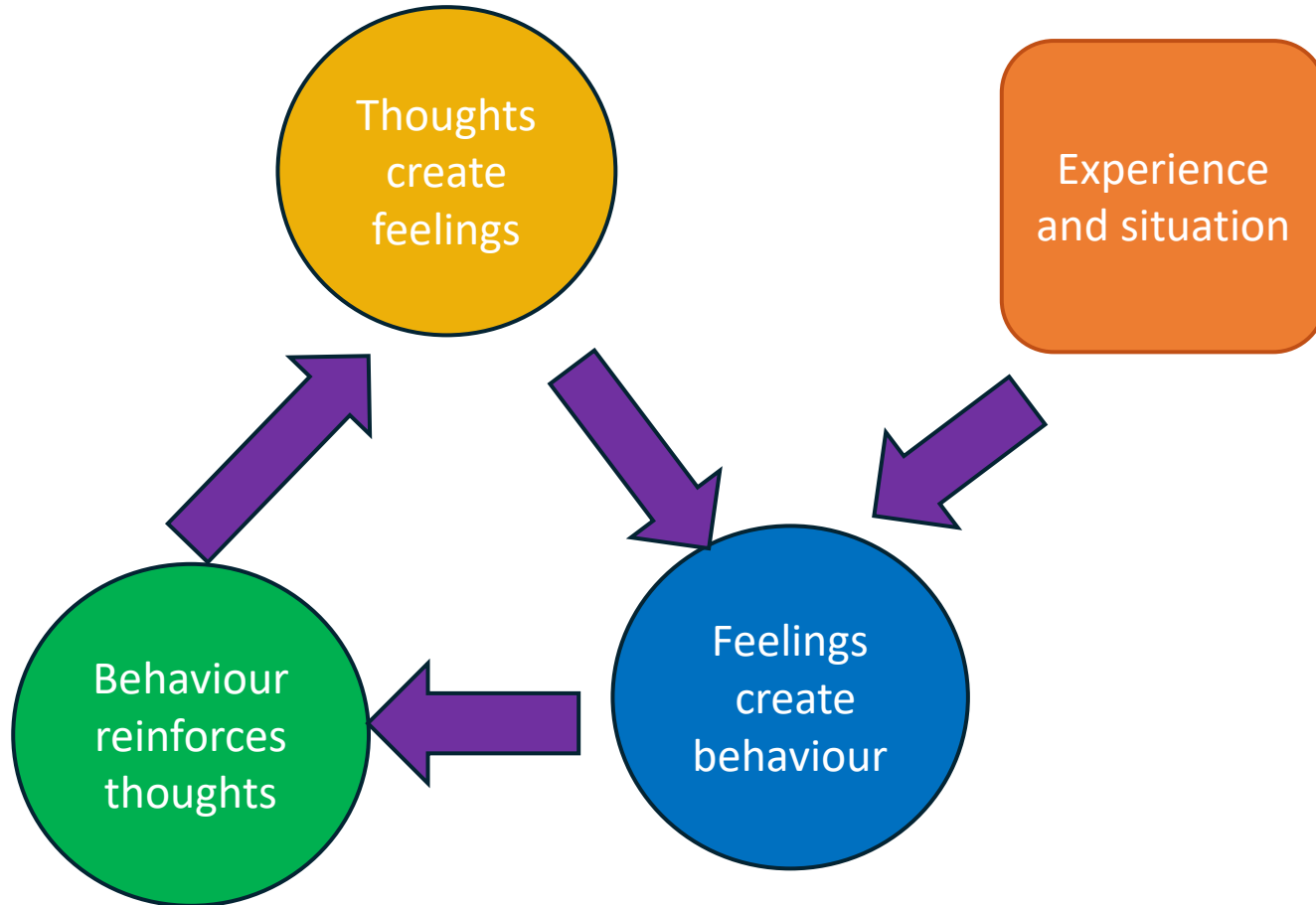
<https://www.youtube.com/watch?v=hv9AwGuY0iU&t=5s>



Worry Management

Managing children's worry-

How might these strategies develop the 7 Confident Thoughts?



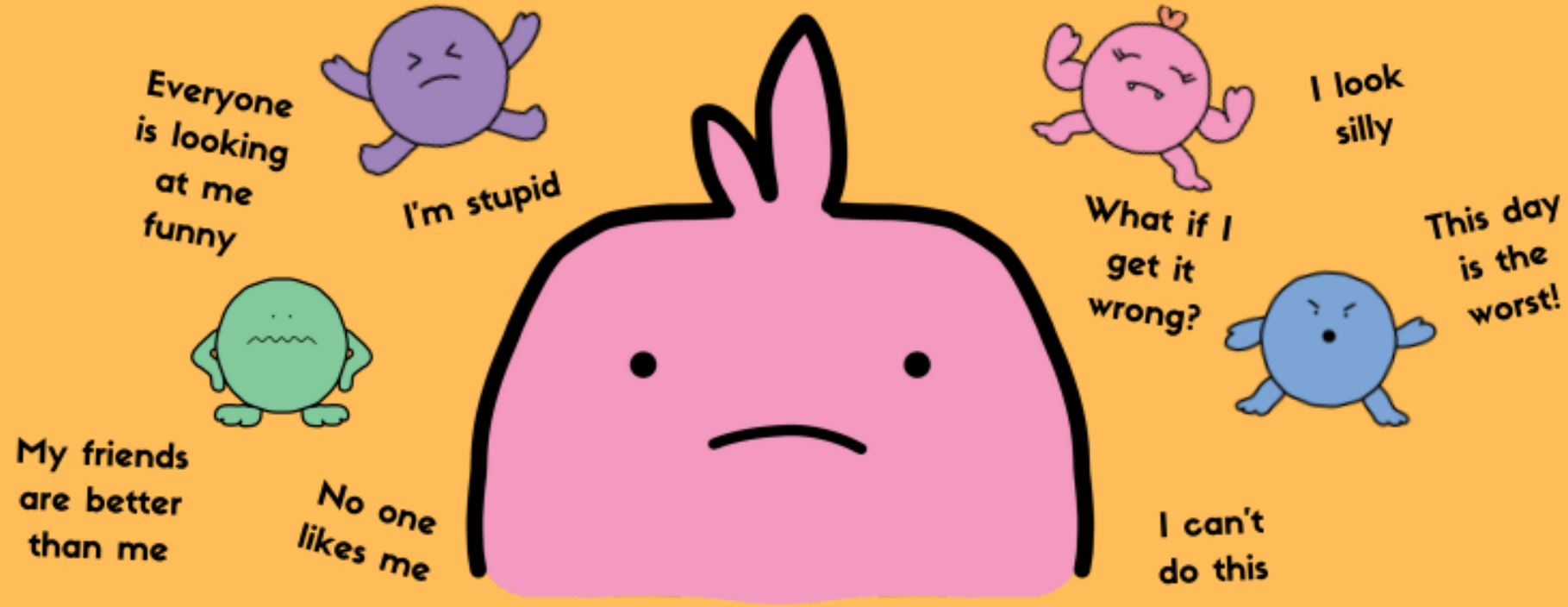
Negative Automatic Thoughts (NAT's)



Negative Automatic Thoughts (NATS)

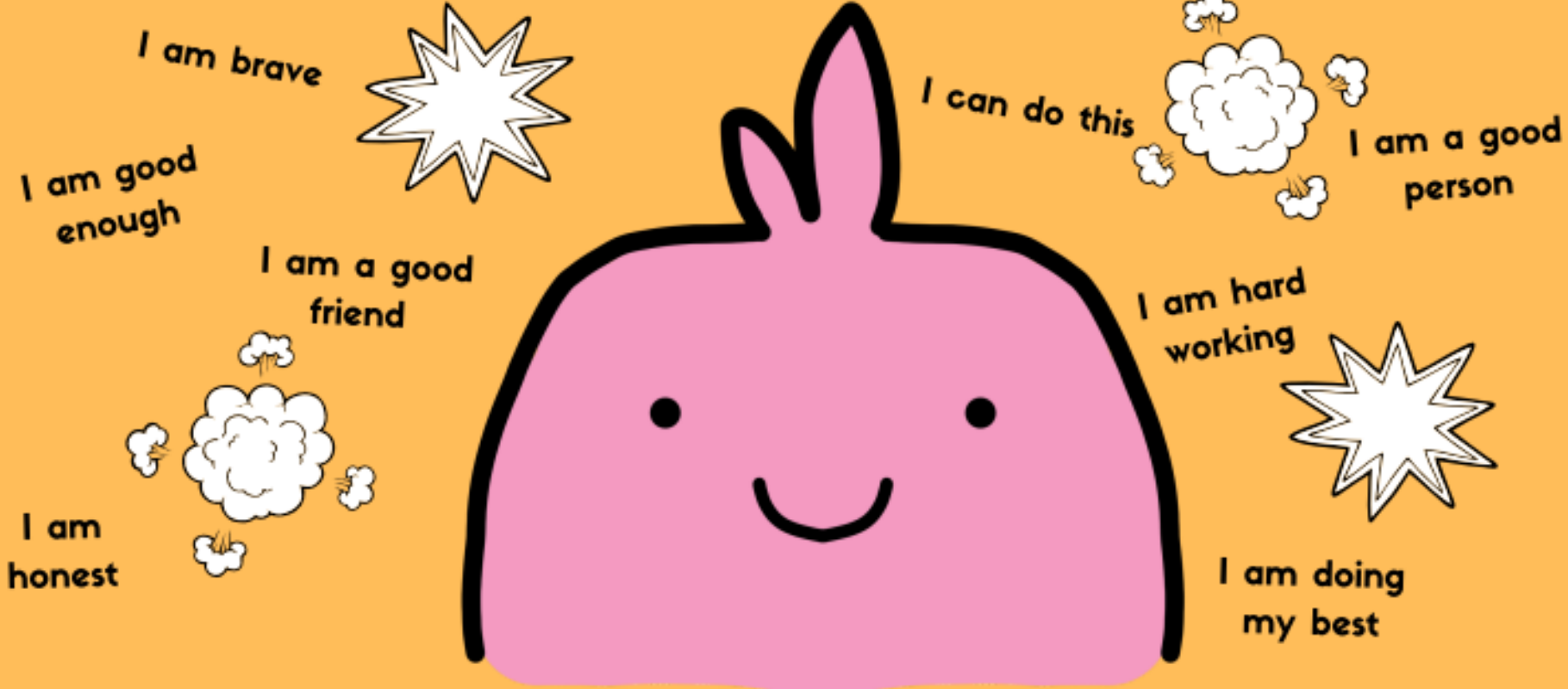
NATS are Negative Automatic Thoughts that pop into our heads and make us think unhelpful and bad things. Everyone has NATS sometimes, but they become a problem when they start to make us feel bad a lot of the time and stop us from doing/enjoying things.

When we have a problem with NATS, we think lots of bad or negative things and these thoughts seem to appear from nowhere and happen a lot!



What thoughts do you have when you have a NATS problem?

It's important to know about NATS because, once we know about them, we can start to get rid of them. Try to think of positive and good thoughts when you notice a NAT has popped in to your head.



It's all linked

Thoughts

Fight back against your NATS and think more positive thoughts



Do

Do more and get more from life



Feelings

Feel better, happier and calmer

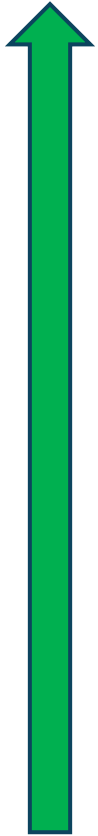


Stairway to Bravery

- This is one strategy that can be used to encourage brave behaviour and support children to achieve their end goal by breaking it down into more manageable steps.
- The stairway works best when you work with your child and start at the first step with something that they can already do.
- Each step should be realistically achievable- you know your child the best and will be able to support them in managing each step, working towards their desired goal.
- Every stairway will look different, some will have lots of steps, some may have only a few. You can take a step backwards or amend the steps as you go along.
- If the stairway is particularly long, it is important to keep the child motivated. This could involve interim rewards along the way.

Stairway to Bravery

My goal is



I can already.....



Stairway to Bravery

My goal is

Go on the school trip to the museum and have a great time



I can already.....

Step inside the entrance with mum & dad

Drive past the museum to see where it is

Plan what I'll take and pack a bag

Watch videos on the museum's website

Look on the museum's website at the photos

Talk to mum and dad about going on the trip

Alternatives to the stairway to bravery.



MY GOALS

Things I'm good at

My name

Teacher's name

Things want to get better at

Grade

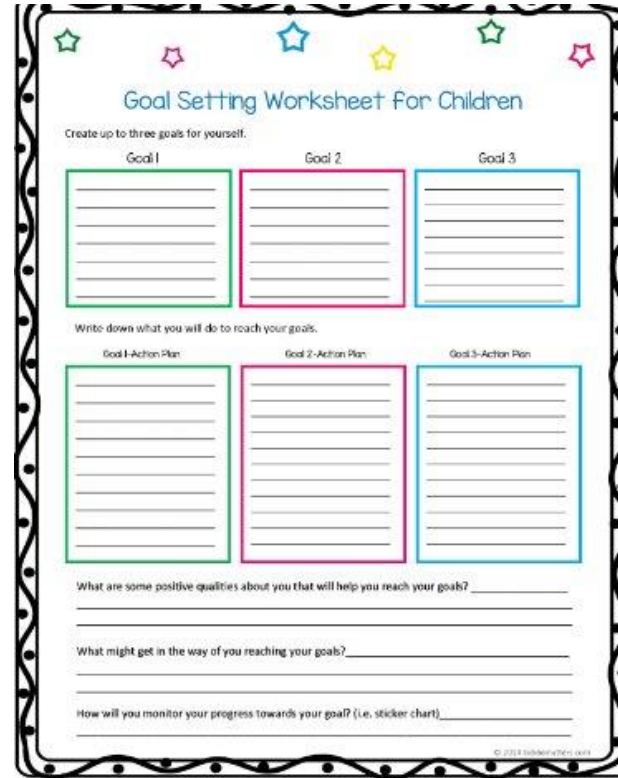
Best subject

Things I want to learn about

Like

Picture of me

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Goal Setting Worksheet For Children

Create up to three goals for yourself.

Goal 1	Goal 2	Goal 3

Write down what you will do to reach your goals.

Goal 1-Action Plan	Goal 2-Action Plan	Goal 3-Action Plan

What are some positive qualities about you that will help you reach your goals? _____

What might get in the way of you reaching your goals? _____

How will you monitor your progress towards your goal? (i.e. sticker chart) _____

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Name: _____ Date: _____

MY GOAL PLANNER

My goal is to: _____

Ways I can work toward my goal:

- _____
- _____
- _____

Why this goal is important to me: _____

New things I will try: _____

I am going to work harder at: _____

I will read: _____



Has anyone used any other strategies that they'd like to share that have helped with worry and being brave?





Thankyou for attending this
week session.

Happy to answer any
question you may have.