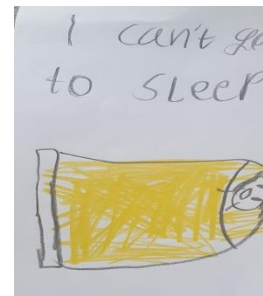
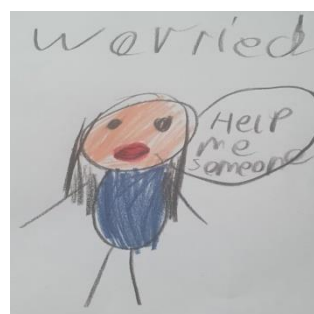
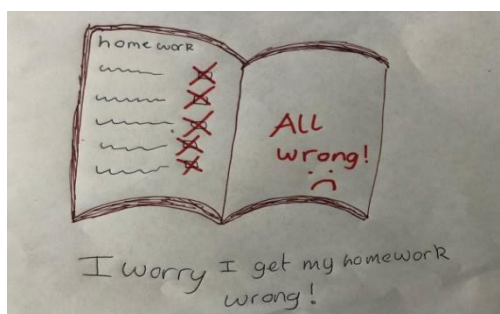
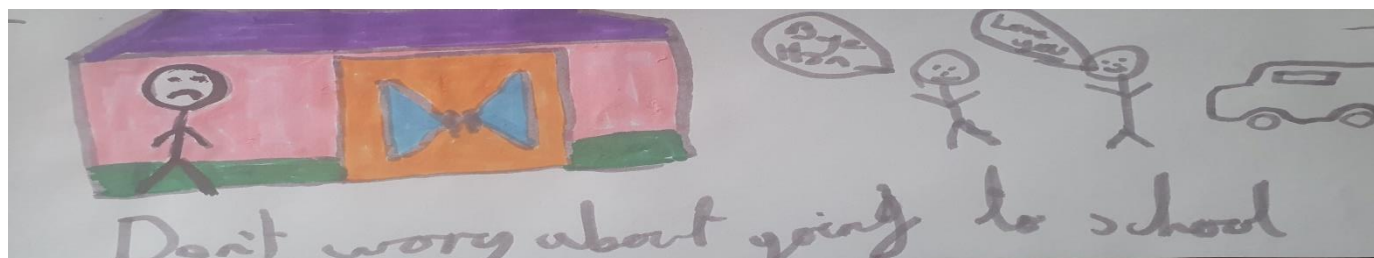


My worries have worries...



Child Development Team

This booklet aims to provide a brief understanding of anxiety and advice to support children and young people's worries. Inside this booklet are ideas that are intended to be used as part of a 'toolkit'. Many suggestions within this booklet can be adapted to meet your child's needs.

Heather Astridge - Neurodevelopmental Associate Practitioner (V March 2021)

Contents page

For the purpose of this document I have used the term ASC (Autism Spectrum Condition). You may also be familiar with ASD (Autism Spectrum Disorder); these terms share the same meaning.

1. Contents page/ reference list
2. What is Anxiety?
3. Poster- Anxiety presents itself in many different ways
4. Fight, flight and freeze
5. What is your child feeling or experiencing?
6. Anxiety and Sleep
7. Strategies to support and calm anxieties at night times.
8. School related Anxiety
9. This is a useful list of strategies to try
10. Resources
11. Older children and teens
12. Yoga
13. Grounding technique
14. Breathing techniques
15. Visual resources.
16. Coping skills checklist
17. STOP plan
18. Body mapping activity
19. Volcano activity
20. Thermometer worksheet
21. Parents/Carers
22. Resource List

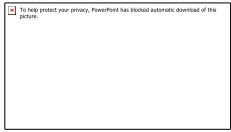
Reference List: Some of this information is adapted/referenced from:

- Anxietyuk- <https://www.anxietyuk.org.uk/>
- Anxiety Canada- <https://www.anxietycanada.com/>
- ASDbrightideas- www.asdbrightideas.co.uk
- Carole Gray- The New Social Story Book
- www.childline.org.uk
- Child Therapy Service- <https://childtherapyservice.org.uk/>
- <https://copingskillsforkids.com/>
- Dr. Bryson and Dr. Siegel , 2011, The Whole -Brain Child
- Information gathered and complied by Child Development Team
- Millpond- <https://millpondsleepclinic.com/>
- NAS - <http://www.autism.org.uk/about/health/mental-health.aspx>
- Young Minds- <http://vox.mtcserver3.com/wp-content/uploads/2015/01/Children-Young-People-with-Learning-Disabilities.pdf>

What is Anxiety?

All children and young people get anxious at times, and this is a normal part of their development as they grow up and develop their 'survival skills', so they can face challenges in the wider world. For some children and young people with Autism Spectrum Condition (ASC) they can experience anxiety more intensely and more often than other children.

When children and young people are feeling anxious it can affect what they feel in their bodies, what they are thinking and what actions they may show.



Physical feelings e.g. tummy ache, headache, heart racing



Behaviours/actions

e.g. refusing to go to school



Thoughts

e.g. "what if mum doesn't come home?"

Recognising signs of anxiety

- Reluctance to change routine
- Trouble with sleeping (more so getting off to sleep)
- Meltdowns or tantrums
- Avoiding or withdrawing from social situations
- May rely on obsessions/rituals (e.g. lining objects up, spinning objects)
- Rocking, spinning or flapping movements
- Head banging, scratching skin or hand-biting
- Irritability and oppositional behaviours
- Expressed fears or worries



What can trigger anxiety?

- **Changes of routine** (e.g. school holidays, swimming lesson cancelled)
- **Changes in environment** (e.g. change of address, transition at nursery/school)
- **Unfamiliar social situation** (e.g. party, new school teacher)
- **Sensory sensitivities** (e.g. new smells, too bright, textures)



Anxiety presents itself in many different ways...

The desire to control people and events



Difficulty getting to sleep



Feeling agitated or angry



Defiance and other challenging behaviors



Having high expectations for self, including school work & sports



Avoiding activities or events (including school)

Pain like stomachaches and headaches



Struggling to pay attention and focus



Intolerance of uncertainty



Crying and difficulty managing emotions



Over-planning for situations and events



Feeling worried about situations or events

Fight



Flight



Freeze



The **fight-flight-freeze response** is your body's **natural reaction** to danger. It's a type of stress **response** that helps you react to perceived threats.

We focus on the survival responses of fight, flight and freeze, because we have learned that when children and young people do not understand their behaviour or responses, they often think there is something wrong with them, or they have done something wrong.

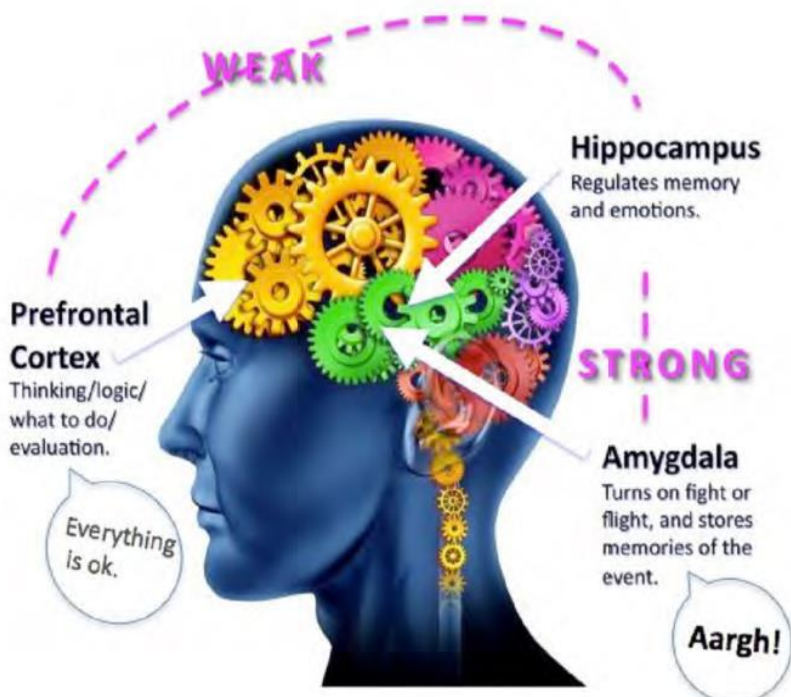
The survival responses of fight, flight and freeze, are initiated by the amygdala, located in the limbic region (**the downstairs brain, Siegel & Bryson, 2011**); (see picture below).

We all have a fight, flight and freeze response. Think about what happened the last time you surprised someone. How did they respond? Some people react by backing up or turning away, which we recognise as flight. Others move forward and might even get or look angry, a fight response. Others may just stand there speechless and shocked. We call this the freeze response. These are not voluntary responses; this is the amygdala at work. And although most people have one survival response they use most often, we all have freeze, flight and fight responses.

You can begin a conversation with your child about how their brains work in a very simple way.

"Did you know that we have a part of our brain called the amygdala, it is like an alarm in your brain, it is always checking to see if you are safe? If you get worried, stressed or scared then it turns on the alarm and it gets hard to think clearly".

Our bodies can respond by going into fight, flight and freeze. The amygdala is a part of your brain that turns on the alarm to go into fight, flight and freeze. To understand how this works you need to know what your body is telling you (**Brodovsky and Kiernan (2017)** How to Talk to Children about Fight, Flight and Freeze).



- Fight, Flight, Freeze – A guide to Anxiety for Kids.
https://www.youtube.com/watch?v=FfSbWc3O_5M
- Fight, Flight, Freeze- A guide to Anxiety for teens.
<https://www.youtube.com/watch?v=rp0lpKTWrp4>
- Hand brain model (flipping your lid) CDC Anita Marsden (Clinical Psychologist)
<https://www.youtube.com/watch?v=e69FU2n8ID4>

What is your child feeling and experiencing?

For some children and young people naming and recognising feelings of anxiety can be challenging and confusing. Being able to recognise feelings is an important first step to managing anxiety.

When speaking with your child it is important to find a word that your child relates to for the way in which they are feeling. Some children and young people may refer to their feelings of anxiety as being scared, worried, angry and wobbly. Once you are able to identify and name the anxiety, you can then help to support your child to recognise when they are feeling anxious and help to develop strategies to support them to manage and cope with their anxiety. It is important to reassure your child that it is normal to feel anxious sometimes. (Please see the body map activity, page 18).

Things to discuss with your child:

Anxious Feelings (what you feel in your body)

- Racing heart
- Trouble breathing
- Dizzy or lightheaded
 - Sweating
 - Blushing
- Heavy or tired muscles
- Trembling or shaking
- Upset stomach



Anxious Thinking (what's going on in your mind)

- "I'll fail my exam."
- "My Mum might forget to pick me up after school."
- "That dog might bite me!"
- "The world is a dangerous place."
- "I can't do this"

Anxious Actions (what you do)

- Not asking or answering questions in class
- Rechecking things to make sure they were done correctly
- Not joining in or having few friends because of social fears
- Not sleeping in own bedroom or refusing to attend sleepovers
 - Refusing to go to school for any number of reasons
- Refusing to participate in activities or performances (e.g. sports, dance, music, drama)
 - Repeatedly seeking reassurance from parents
- Asking lots of questions to try to be certain about things

❖ ***If your child finds it difficult to articulate how they are feeling, using visual supports can aid communication and understanding. When stressed, scared and anxious, it can be harder to express feelings. Visuals can be an easier way for children to show how they are feeling (please see page 15)***

Anxiety & Sleep



- Problems with sleep, including nightmares about feared situations
- Worrying at bedtime can be very common for children and young people. This is often a time when there are fewer distractions for their worries.
- They may have fears about being left alone at night. This can impact on their ability to fall asleep and may lead to waking up in the night.
- Children may also experience nightmares or bad dreams linked to situations in the past or their worries about the future.
- Younger children may struggle to sleep on their own and may request to sleep in parent's room or sleep with the light on.

Managing Anxiety at bedtimes

- Thorough assessment of what might be the cause
- Talk about worries in the day before the bedtime routine begins (introduce “time to talk” to encourage you child to share/express their thoughts). It is really important to not engage in conversations at bedtime as without meaning to, you could be feeding your child's anxieties. A note book by the bed can be a useful way to capture thoughts to talk about at another time.
- Play hide and seek in the dark with torches
- Avoid scary books/TV
- No screen time e.g. phones/IPADS **at least one hour** prior to going to bed
- A consistent winding down bedtime routine
- Relaxation techniques/bedtime massage
- Late sleep phase / gradual retreat programme (seek advice- Health Visitor/ School Health Service)
- Security object – a piece of clothing, cuddly toy
- Weighted blanket
- Memory basket-
- Gro – clock/ night light

The School Health Service – provides support and advice for primary / secondary school age children with toileting, sleep, behaviour management, healthy eating and lifestyle, puberty and growing up, emotional health and wellbeing, sexual health, drug and alcohol misuse, weight management and complex health needs
Parents can self-refer: 0300 123 4062 / kentcft.esschoolhealthservice@nhs.net.

Please see the following page for sleep resources and ideas.

Strategies to support and calm anxieties at night times.

Weighted blanket- provides pressure on the body to help relieve stress and create a sense of calm



Worry Monster - When a **worrying** or troubling thought comes into the child's mind they can write it down, or draw a picture and feed it to their **monster**.



Worry Plaque
Wish your worries away. When the child places their hand on the plaque it turns red. Once the worry has gone it then turns green.



Dream egg white noise machine



Talk about worries in the day, before the bedtime routine begins (introduce "time to talk" to encourage you child to share/express their thoughts). It is really important to not engage in conversations at bedtime as without meaning to, you could be feeding your child's anxieties. A note book by the bed can be a useful way to capture thoughts to talk about at another time.

Security Objects

When it is time to go to bed, for some children the thought of separation can be very hard. It can be useful to provide a special item that helps your child feel comforted. This can help feel like part of you is still there even when you're not. You may use a cuddly toy or a t-shirt of yours. Your child can keep hold of the object chosen throughout the night.

Teach your child to sleep -

<https://millpondsleepclinic.com/>

Apps

There are apps that can be used to provide background noise. The sounds played can be nature sounds, the sea, white noise or soothing music.

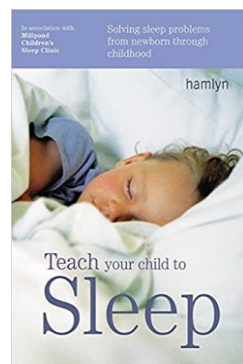
Sleep sounds, sleep melodies- Calm for Kids.



Memory basket

This may include pictures, clothing, feather, stones (objects with a meaning or memory attached). A memory basket is often a distraction from worries and can replace worried thoughts with happy memories. It can be used to intervene a conversation your child wants you to engage with prior to saying goodnight.

Night lights
Gro clock night light



School Related Anxiety

Transitioning to school or returning to school can cause children and young people to worry and become anxious. Below are suggestions to support anxiety related to school.

- ✚ Talk to your child about what they might need at school, for example a pencil case. You could make a list and plan a fun shopping trip to pick out what is needed for school.
- ✚ Visuals/ timetable- to allow opportunities and cues to express feelings and worries. Perhaps have a time of day that is the same each day that is a 'time to talk'. Encourage your child to express any fears or worries. Discuss things that your child is most excited about or is looking forward to.
- ✚ Visit the school – walking, driving, or taking the bus. Particularly if child/young person hasn't attended the school before.
- ✚ Transition (new class / school) - tour of the school to show your child the classrooms, dining room, where your child's peg is. Meet your child's teacher with your child present, 'all about me' book.
- ✚ Introduce school uniform - let children wear and try on school uniform around the house.
- ✚ Choose a special object for younger children who are nervous about separating, suggest taking a special object to school that reminds him or her of home. Putting a reassuring note in a child's bag or lunchbox can also help ease separation anxiety.
- ✚ Walk with a friend - try and arrange that your child walks with a friend to school for the first couple of days. Arrange play days with school friends leading up to the first day.
- ✚ Talk to the teacher - let the teacher know that your child is having some separation anxiety.
- ✚ Praise and reward - most importantly, praise and reward your child for brave behaviour!
- ✚ Hug button – simply draw a **heart** on your **hand** and your **child's hand**. Explain to your child that when they're feeling **anxious**, they can press the **heart** as a little button. You 'charge' the button on the walk to school and whenever they miss you they can press the **heart** and it will give them a magic hug from you.








This is a list of useful strategies to try

- Coping skills checklist (see p.16)
- Thermometer / Volcano – a visual image to help support children to learn to recognise their own escalation cycle, how they are feeling and can help to develop emotional regulation skills
- Grounding techniques - what can you...see / hear / smell / taste / feel? (see p.13)
- Breathing exercises (see page 14) e.g. blowing bubbles (a fun way for children to learn how to slow down their breathing as they have to breath slower and deeper to make good bubbles). Five Finger breathing- <https://www.youtube.com/watch?v=DSgOW879jjA>
- Calm down kit / distraction bag (portable) - to include fidget toys, Lego or child's interests. Encourage your child to choose what is in the bag, allowing them to have control (see p.10)
- Safe place e.g. den, tent or cushion.
- Visual resources - including blowing bubbles, kaleidoscopes, reflective/ transparent materials <https://www.asdbrightideas.co.uk> (see p.15)
- Tactile resources - including Play Dough, Thera Putty, shaving foam, soft and/or rough fabrics/materials.
- Auditory resources - including access to music or other auditory stimuli through headphones
- Taste and smell resources - including aromatherapy oils, foods and spices.
- Proprioceptive activities - including rolling over an exercise ball, jumping on a trampoline, carrying heavy books, pushing against walls.
- Vestibular resources - including access to climbing equipment that allows hanging upside down or equipment that provides balancing opportunities.
- Memory basket - particularly useful at bedtimes (fill a basket with items that remind your child of a happy memory e.g. a pebble from the beach, a family photo.
- Social stories – See <https://www.autism.org.uk/about/strategies/social-stories-comic-strips.aspx> and *The New Social Story Book* by Carol Gray
- Use supportive language / affirmations
- Counting slowly to 10
- Taking five deep breaths
- Physical activities - running outside in the garden, boxing with a punch bag / pillow
- Looking at child's favourite things e.g. books, toys and special things
- Marble jar / rewards
- Make a collage / list of things that your child finds calming e.g. listening to music, bath, certain colours etc.
- Mindfulness activities e.g. go on a nature walk (what can you see / hear?) and yoga / stretching
- Mood book- scrap book or tablet with pictures of children's favourite things/animals/pets. This can help to distract from worried thoughts and switch on the thinking brain.

Examples and resources of some of the above are at the end of this booklet.

Resources

5	Rage, Furious	
4	Angry, Mad	
3	Frustrated, Confused, Annoyed, Sad	
2	Nervous, Worried, Anxious	
1	Happy, Calm, Satisfied, Pleased, Okay	



Worry Monster -

When a **worrying** or troubling thought comes into the child's mind they can write it down, or draw a picture, and feed it to their **monster**.

Worry Plaque - Wish your worries away. When the child places their hand on the plaque it turns red. Once the worry has gone it then turns green.

Visual Aids/ thermometer



Conversation cubes



Distraction / Fidget Bag - Distraction can often de-escalate a situation and help children to self-regulate. Distraction bags can also offer reassurance for children in times that they may feel anxious or stressed. It also supports children that may have a need for some sensory input e.g. pulling or fiddling with an object.

← **Coping Skills Bag** - A collection of items in a bag / basket children can use to help them calm down and to express their emotions in healthy ways. There are lots of strategies your child can use to calm down, and having a toolbox is one way to keep several of these tools readily available to use.

Older children and teens

Some of the strategies that have been referred to previously in this booklet may also apply to older children and teenagers. However, if some of the suggestions feel a little immature for your child, the following strategies / techniques may be useful.

When we are holding onto worries and stress, our muscles can get really tight and start to ache. Most of the time we don't even notice how tense our bodies are. This can lead to headaches, stomach aches, and feeling exhausted by the end of the day.

A technique to help with these feelings is “**Progressive Muscle Relaxation**”. This teaches relaxation by having your child tense each muscle and then release it, working through the body. For example:

Tense **hands** by making a fist, then release and relax for five seconds.

Tense **arms** by making a muscle, then release and relax for five seconds.

Tense **shoulders** by raising them, then release and relax for five seconds.

Tense **face** by frowning, pressing lips together, then release and relax for five seconds.

Tense **stomach** by sucking stomach in, then release and relax for five seconds.

This technique will need to be practised when your child is feeling calm and will take some time to get used to. This technique can have immediate effects such as slowing heart rate, calming breathing and also helps to focus. This can also be done anywhere at anytime.



- Fight Flight Freeze – Anxiety Explained For Teens
https://www.youtube.com/watch?time_continue=53&v=rp0lpKTWrp4&feature=emb_logo - This video teaches teens how anxiety is a normal biological response – called “Fight, Flight, Freeze
- App- MindShift- Anxiety relief
- www.Childline.org.uk – App ‘For Me’ (resources/videos/tips for anxiety)
- <https://www.youtube.com/watch?v=dMHxM3xLgVk> – is it normal to feel anxious?
- <https://www.youtube.com/watch?v=-DcYAOvG0> - Talking about Anxiety ft. Kem
- Grounding technique (Pg. 13)
- Breathing exercises (Pg. 14)
- Books:- Can I tell you about anxiety? - Lucy Willetts, When My Worries Get Too Big by Kari Dunn Buron, ‘Hello Happy!’ and ‘No Worries’ – by Dr Sharie, CBT Toolbox for Children and Adolescents - by Lisa Phifer, What To Do When You Worry Too Much - by Dawn Hubner

Reduce anxiety

Yoga can...

Improve sleep

Soothes the nervous system

Develop self-regulation

Release tension



Improve digestion






Enhance mood, health and well-being

Support body awareness

Grounding Technique

- This technique will take you through your five senses to help remind you of the present. This is a calming technique that can help you get through tough or stressful situations.
- Take a deep belly breath to begin.
- **5 - LOOK:** Look around for 5 things that you can see, and say them out loud.
- **4 - FEEL:** Pay attention to your body and think of 4 things that you can feel, and say them out loud.
- **3 - LISTEN:** Listen for 3 sounds. Say the three things out loud.
- **2 - SMELL:** Say two things you can smell.
- **1 - TASTE:** Say one thing you can taste. It may be the toothpaste from brushing your teeth, or a mint from after lunch. If you can't taste anything, then say your favourite thing to taste.
- Take another deep belly breath to end.

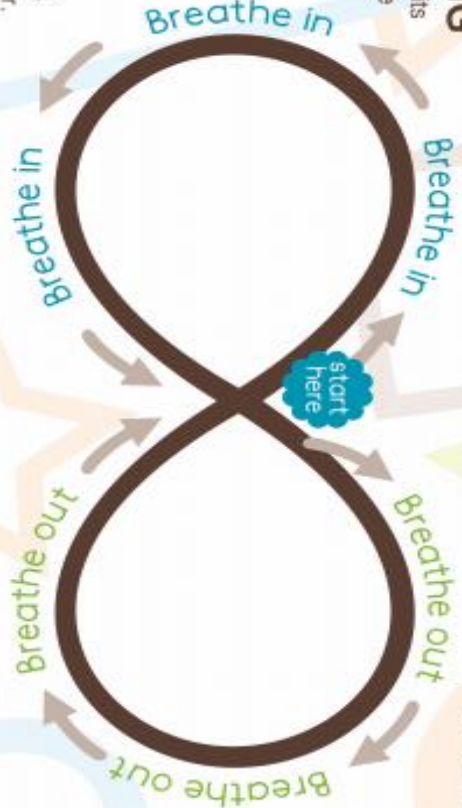
54321 Grounding Exercise

	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
	<input type="text"/>	<input type="text"/>	<input type="text"/>		
	<input type="text"/>	<input type="text"/>			
	<input type="text"/>				

Breathing Exercises

LAZY 8 BREATHING

Start with an 8 on its side. Starting in the middle, go up to the left and trace the left part of the 8 with your finger while you breathe in. When you get to the middle of the 8 again, breathe out while you trace the right part of the 8 with your finger.



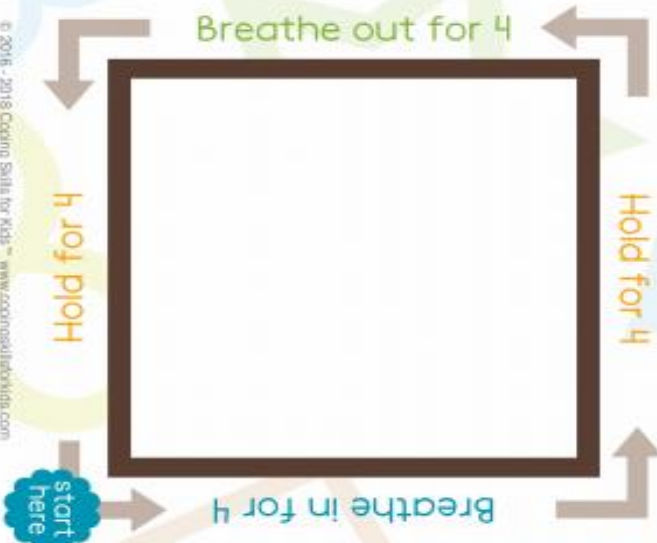
TRIANGLE BREATHING

Start at the bottom left of the triangle. Follow the sides around the whole triangle to complete one deep breath.



SQUARE BREATHING

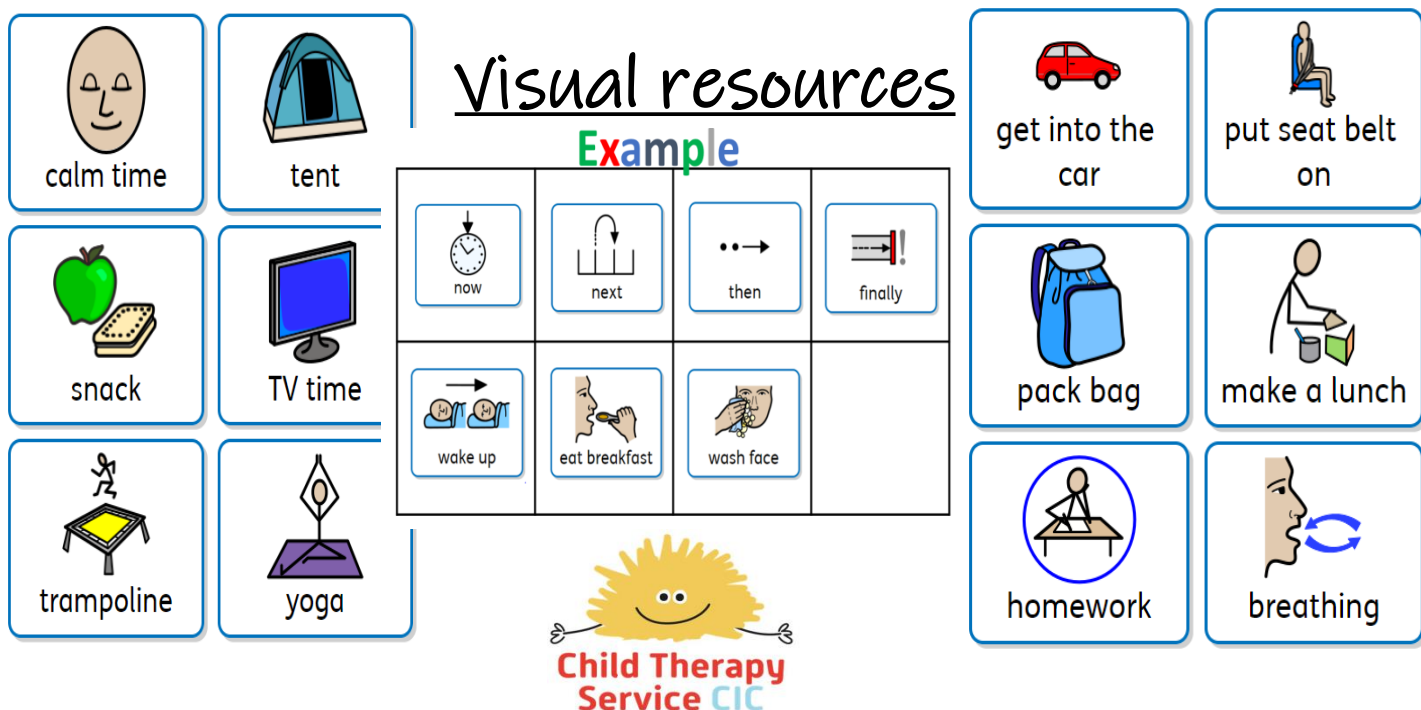
Start at the bottom right of the square, and follow the arrows around the whole square to complete one deep breath.



STAR BREATHING

Start at any "Breathe in" side, hold your breath at the point, then breathe out. Keep going until you've gone around the whole star.





Visual supports can help to provide structure and routine, encourage independence, build confidence, improve understanding, avoid frustration and anxiety, and provide opportunities to interact with others.

Types of visual

- tactile symbols/objects of reference, e.g. toothbrush
- photographs
- short videos
- coloured pictures
- Social stories
- Visual timetable



www.ASDbrightideas.co.uk



COPING SKILLS CHECKLIST (parent and child to complete together)

It is important to learn coping skills to help us manage our emotions. When we start to feel angry or worried the following activities can help us to feel calm and safe.

- Check off the ones that you do
- Circle the ones you want to try
- Cross off the ones that don't work

Calming skills	Distraction skills	Physical skills	Processing skills
<ul style="list-style-type: none">○ Deep breathing using a pinwheel○ Deep breathing using bubbles○ Deep breathing with a soft toy○ Deep breathing using a feather○ Taking a mindful walk○ Imagine your favourite place○ Think of your favourite thing○ Say the alphabet slowly○ Sing your favourite song○ Calming jar	<ul style="list-style-type: none">○ Puzzles○ Make up a story○ Read a book○ Play with a pet○ Play a board game○ Play video games○ Make up your own game○ Do something creative○ Do your favourite thing○ Play with a friend○ Be silly and laugh	<ul style="list-style-type: none">○ Squeeze something○ Use a stress ball○ Shred paper○ Punch a pillow○ Bubble wrap○ Use a sand tray○ Hold a pebble○ Shuffle cards○ Use a fidget toy○ Walk○ Exercise○ Dance○ Jump on a trampoline○ Swing on a swing○ Yoga / stretches	<ul style="list-style-type: none">○ Write in a journal○ Write a song or poem○ Draw / paint / colour○ Talk to someone you trust○ Write a letter to someone you trust○ Write down what is bothering you and throw it away○ Create your own worry box○ Use 'I am..' positive statements

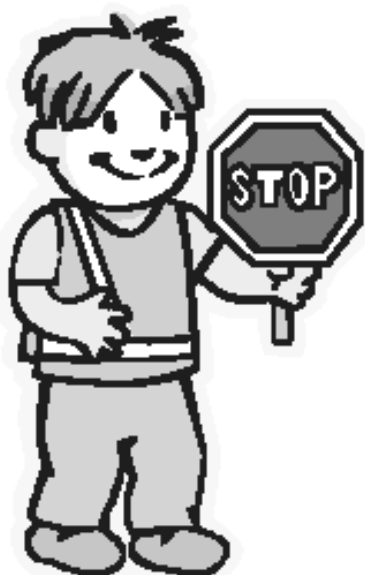


Now have a go at making your own CALMING KIT



Using the checklist above, choose which activities you find calming. Then ask an adult to help you collect the resources you need to make your very own 'calming kit' – a basket filled with all your preferred activities! Then when you feel yourself beginning to feel worried or angry you can help yourself to feel calm by playing with activities from your 'calming kit'.
Maybe you can make one for school too!

This STOP Plan is for:



Scared?

Thoughts?

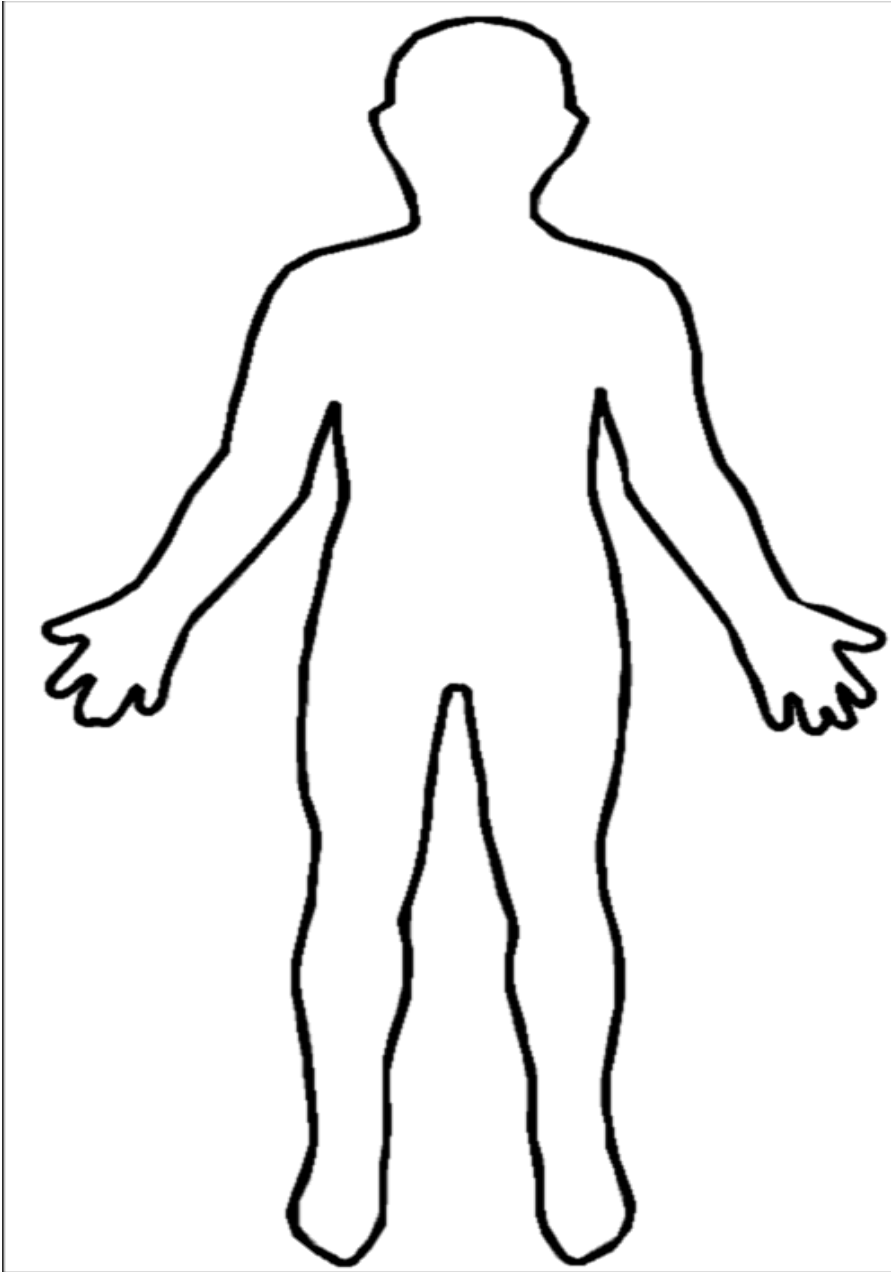
Other helpful thoughts?

Praise and Plan!

<u>S</u>cared? <i>What's going on in your body?</i>	<u>T</u>houghts? <i>What are you thinking?</i>	<u>O</u>ther helpful Thoughts? <i>What is something <u>else</u> you can think?</i>	<u>P</u>raise and Plan! <i>What is something nice you can say to yourself? What can you do next time?</i>

www.anxietycanada.com

What does (name the emotion) look like and feel like for me? Draw or label the body map below to describe what happens to you when you are feeling (name the emotion).

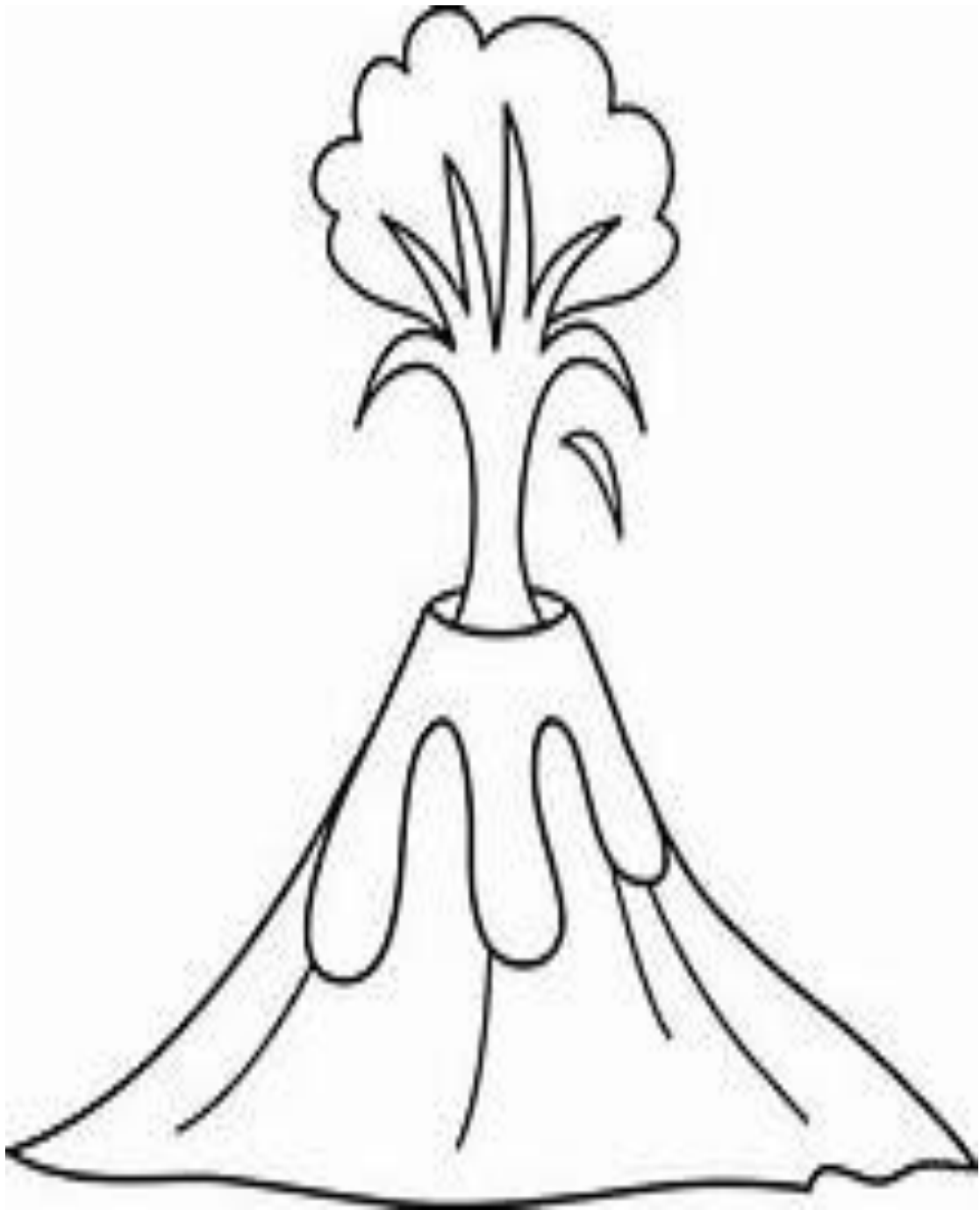


Body mapping is an activity, commonly used in supporting children to better understand what is physically happening to their bodies during certain times , for example anxiety or anger. This is a visual activity that can allow opportunities for your child to ‘show and tell’ you what that may be feeling.

It is a fun activity that as a parent you can also take part in. Perhaps begin this by using yourself and role modelling what your own body does when you feel anxious.

Use a large piece of paper and encourage your child to draw around you firstly and then repeat this action on your child. In time this can reduce confusion about what children may be feeling in their bodies e.g. tummy ache, sweating, heart racing and help children to understand these feelings and begin to self-regulate.

We all feel angry sometimes. If we do not learn how to control our anger it can 'erupt' out of our bodies just like a volcano. Although 'anger' can feel uncomfortable it helps us to identify when something is wrong. Use the volcano to identify what makes you feel angry and want to 'erupt':

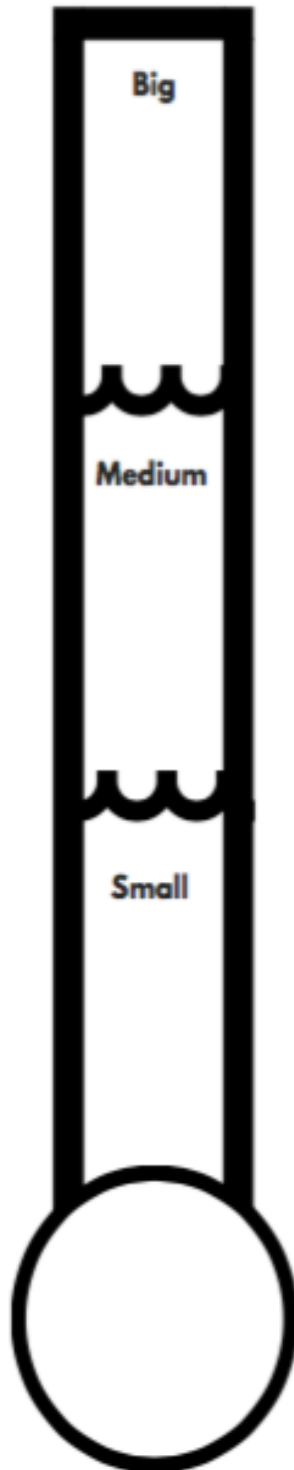


What can I do to help myself feel calmer?

My _____ Thermometer

What I look like

What I can do



Parents/ Carers

We know that it can be a challenging and stressful time when supporting children's worries and anxieties. It is also **just** as important that as a parent/carers that you take care of yourself too. Self-care is essential and at times you may yourself be feeling overwhelmed and anxious. There may be times that your child's anxieties sometimes trigger emotions and feelings for you too. It is important to recognise how you are feeling and important to have in mind your own coping strategies. There may be some suggestions that are in this booklet that can be used to support parents/carers too.

We all go through low points at times in our lives and it is not unusual to experience symptoms such as stress, anxiety and depression. Health in Mind is a free NHS service for anyone in East Sussex experiencing these kinds of emotional or psychological difficulties. You can self-refer for support online at <https://www.healthinmind.org.uk/>, contact via email- spnt.healthinmind@nhs.net or telephone 44 (0) 300 00 30 130.

If you need to speak to someone urgently, or out of business hours, you may find one of the following telephone numbers helpful.

- **Sussex Mental Healthline** - 0300 5000 101 - Freephone Telephone support and information. The newly expanded line is available 24/7 providing help, support and advice to anyone who needs it, at any time of the day or night.
- **Samaritans** - 116 123 - FREE, 24 hours, seven days a week. Confidential and non-judgemental emotional support whenever you need someone to talk to.
- If you would prefer support via text you can do so by texting "**shout**" to 85258.

Sussex Partnership 
NHS Foundation Trust

If your child's anxiety is severe, persists, and interferes with their everyday life, it's a good idea to get some help.

A visit to a GP is a good place to start. If your child's anxiety is affecting their school life, it's a good idea to talk to their school as well.

Parents and carers can get help and advice about children's mental health from Young Minds' free parent helpline on [0808 802 5544](tel:08088025544), from Monday to Friday, 9.30am to 4pm.

If appropriate School, GP, Paediatrician may consider a referral to CAMHS (Child and Adolescent Mental Health Services). Please see CAMHS website for further resources and information- <https://sussexcamhs.nhs.uk/>.

Resource list

- App – smiling minds
- App- therapeutic listening- quick shifts
- App- MindShift
- <https://www.anxietyuk.org.uk>
- <https://www.anxietycanada.com/>
- <http://www.exploreyoursenses.co.uk/chewy-gem-necklace.html>
- <https://www.youtube.com/watch?v=SDXNmRo4CX0> (NAS Too much information)
- ASD- www.brightideas.co.uk – Visual Aids
- CBT – Cognitive behaviour therapy
- <http://www.calmfarm.org.uk/>
- Hey Warrior- a book for children with anxiety
- Anxiety workbook – Lisa Sharb
- Anxiety – Helping an anxious child – Dr David Lewis
- The Huge Bag of Worries – Virginia Ironside
- Panicosaurus – by K I Al-Ghani
- What To Do When You Worry Too Much - by Dawn Hubner
- All Birds have Anxiety – Kathy Hoopman
- I'm Worried (Your Feelings) by Brian Moses
- “Can I tell you about Anxiety?” by Lucy Willitts (voice of the child)
- I-Rock - drop in service for young people aged 14-25yrs (various locations across East Sussex) - advice and support on emotional and mental wellbeing, jobs, education and housing: <https://www.sussexpartnership.nhs.uk/irock>
- Multi-Sensory World – <https://www.multi-sensoryworld.co.uk/> *Sensory and fidget toys and gifts for all children to help them explore their senses, especially those with special needs such as autism/ADHD/downs syndrome.*
- Child Therapy Service (Tracy Chadwick) – *Offers coffee drop in sessions for families of children struggling with anxiety and parent sessions on subjects including; emotional resilience, what makes a successful transition, understanding how to support a child with ADHD, PDA, different behaviours between home and school* – www.childtherapyservice.org.uk/events (Eastbourne)
- Remarkable Me Programme – a programme to support children with the transition to secondary school. Also offers 1:1 child / parent and child mentoring sessions - <https://www.remarkableme.uk/>
- Hand brain model (flipping your lid) CDC Anita Marsden (Clinical Psychologist) <https://www.youtube.com/watch?v=e69FU2n8ID4>
- Window of Tolerance <https://www.youtube.com/watch?v=o9YNxLhjxes> -Anita Marsden (Clinical Psychologist) talks about understanding emotional regulation using the Window of Tolerance and what to do when your child has flipped their lids.
- https://www.youtube.com/watch?time_continue=28&v=FfSbWc3O_5M&feature=emb_logo - This video teaches children how anxiety is a normal biological response – called “Fight, Flight, Freeze” – that can get triggered inappropriately in the modern world.
- https://www.youtube.com/watch?time_continue=5410&v=E9W3jZlGf_Y&feature=emb_logo parents -Helping your Anxious Child: What it looks like and what parents can do.
- https://www.youtube.com/watch?v=pvM_TtQi9DU - ChildLine- how to cope with anxiety
- SHOP- School Health One Point- support regarding health, well-being and concerns- 03001234062- www.kentcht.nhs.uk/esshreferral
- CAMHS Resources via www.camhs-resources.co.uk



A huge thank you
to the children of
East Sussex that
shared their
drawings to help
make this booklet.

