

managing your child's worries

**A 3 session guide for
parents/families**

Session 2

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Information for Parents/Families

The resources and strategies detailed in these booklets are based on Cognitive Behavioural Therapy (CBT). CBT is evidence based which is why we use it to help children and young people who are struggling with anxiety/worry – we know it can work.

These three booklets are made up of three sessions which aim to help you to help your child with their worries. It involves working openly and collaboratively with your child and needs a commitment to use the strategies repeatedly and consistently. By doing this, you can help your child to feel better.

Every child is different, and the amount of time it takes for these strategies to help with your child's worries will be different for everyone. What is important is that you stick to it. By making these strategies part of everyday life, you can start to see big, positive changes.

It is recommended that you complete a session (booklet) each **week** with your child. This gives you chance to spread tasks over several days rather than trying to do it all at once.

Using these Booklets

The first part of each booklet provides an overview of the session including what you should do for each activity, how to spread each activity over several days and some top tips for getting the most out of each task.

The main part of each booklet is made up of the resources you will need in order to carry out each activity with your child. All activities are based on CBT strategies which are evidence based and help children to better manage their worries.

Further Help

Remember!

You are never alone in supporting your child with their mental health and if you feel they need specialist support you can make a referral to your GP or directly to your local Child and Adolescent Mental Health Service (CAMHS).

Session Two: Overview

When	What to do	Top Tips
Day 1	Read the information about hypothetical/practical worries and worry time.	Make sure you have a good understanding of this before discussing it with your child.
Day 2	Read through the hypothetical/practical worries and complete the sorting sheet together.	Use different colours or post-it notes to write down worries before putting them in the correct category.
Day 3	Plan in worry time together using the 'Worry Time' sheet and create a worry box or jar.	Create a worry box or jar to put the worries in which your child has 'caught' through the day. You could use an old shoe box or jam jar or you might want to get or make a worry monster.
Day 4	Together, use the 'Calming Techniques' sheet to practise calming and grounding techniques to help your child change their focus of attention after noticing a worry.	Help your child to choose the technique they like best and practise this when they are calm. This helps them to be prepared to use this when they notice a worry. When they do notice a worry, calmly encourage them to write it down and then use their calming technique.
Day 5	Start using worry time together based on everything you have done this week.	Use the 'Worry Time' sheet to help remember the steps for worry time. Try and stick to the same time each day and praise your child for doing it.
Day 6	Complete the 'What did you learn this week?' section.	Either do this together or complete the parts separately before discussing afterwards.

Classify your Worries

There are two types of worries: **hypothetical** worries and **practical** worries. It's important to know the difference because we can deal with them in different ways.

hypothetical worries

Hypothetical worries are worries that we don't currently have control over and can't do anything about. These can be overwhelming and tiring.

What if I get lost?

What if it rains?

What if the bus is late?

What if I get worried?

What if I feel tired in the morning?

What if the teacher asks me a question?

practical worries

Practical worries are usually worries about a current situation that we can do something about. It can be easy to put these worries off or try to ignore them all together. However, if we don't do something about practical worries, they can pile up and make us feel overwhelmed.

I don't have enough time to do my homework

I have lots of exams coming up

I have to do a presentation

I haven't seen my friends in age

I've been eating lots of unhealthy food

Worry Diary

Keeping a worry diary can help you become more aware of your worries and what type of worry they are.

Situation	Worry	How worried I feel (0-100)	Hypothetical or Practical worry?

Classifying Worries

Write down all of your worries/things that you have worried about in the past and decide whether they should go in the 'Hypothetical Worries' column or the 'Practical Worries' column.

Hypothetical Worries

These are the 'what if...' worries that we can't control.

Practical Worries

These are the real worries that we can try to solve.

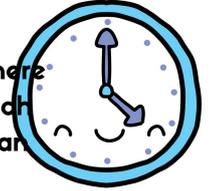


Worry Time

Worry time gives you time each day to address all of your worries. The more you use worry time, the less your worries will impact you throughout the day.

1 Plan your worry time

It's important to plan in your worry time for the same time each day. This should be a time where you can focus on the worries and not be distracted. Start with a maximum of half an hour each day. As you use worry time more and more, you may notice that you eventually need less than half an hour each day because you get better at dealing with your worries.



2 Catch the worries

As you notice worries during the day, catch them so that you can come back to them later at worry time. You can do this by writing them down, drawing a picture or making a sound recording. You could use a diary, sticky notes, your phone or any other way you can think of to catch the worries as they happen.



3 Refocus your attention

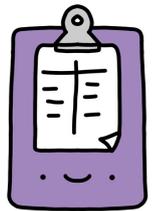
Once you have caught the worry, it's important to focus on something different. Pay attention to whatever it is you're doing at that moment OR do something totally different. You can also refocus by using calming/grounding techniques.



4 Worry time

Use worry time to go back and address all of the worries you have caught that day. For each worry decide whether it is a practical worry or hypothetical worry.

- For **practical worries**, use **problem solving**.
- For **hypothetical worries**, **let the worries go**. You can do this by ripping up, scribbling out, deleting or scrumpling up and throwing away the worry.



Some worries might not even be worries anymore! For these, you will learn that a lot of worries may seem big at the time but later they will seem much smaller and manageable.

Let's Do It

My worry time will be at (time):

It will last for (number of minutes):

I will do it with (will anyone help?):

I will catch my worries by (what will you use?):

Top Tip

To refocus your attention, try to take deep breaths and think: 5, 4, 3, 2, 1. Notice 5 things you can see, 4 things you can feel, 3 things you can hear, 2 things you can smell and 1 thing you can taste. This gives you chance to calm down before focusing on a current or new task.

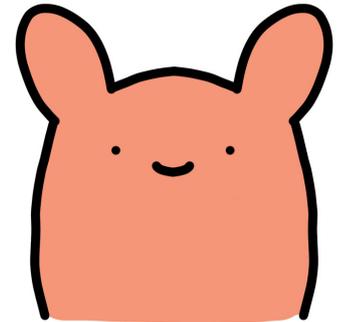
Keeping Calm

Calming or Grounding techniques are a good way to reduce our heart rate/blood pressure when feeling worried or anxious. It helps us refocus our attention and overcome those unpleasant feelings so we can feel better and do more.

5 4 3 2 1

Take notice of your senses by thinking of:

- 5 things you can see
- 4 things you can hear
- 3 things you can feel/touch
- 2 things you can smell
- 1 thing you can taste



Facts

Think about and name facts about what is going on right now. For example, think:

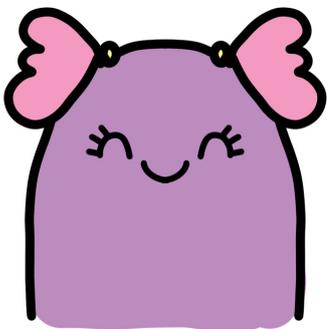
My age is...

My name is...

I am wearing...

The weather is...

I am in...



Room Search

Think of a category and search the room for it. For example, look for:

- Everything that is a ... colour
- Everything that is a ... shape
- Things that feel of...
- Things made of ...



By **thinking** about things to help us calm down we can then **do** the things we want/need to do and **feel** better and happier.

What did you learn this week?

Use this space to:

- 1) Write/draw about what you have learned this week.
- 2) Write/draw about what you have found useful.

A large, empty rectangular box with a thick cyan border, intended for writing or drawing. The box is centered on the page and occupies most of the lower two-thirds of the document. It is currently blank, providing space for the user to complete the tasks listed above.