

Anxious Kids: How We Can Help

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ANXIETY DEFINED

Anxiety is a general term for several disorders that cause nervousness, fear, apprehension, and worrying.

The [American Psychological Association \(APA\)](#) defines anxiety as “an emotion characterized by feelings of tension, worried thoughts and physical changes like increased blood pressure.”

Anxiety disorder refers to a group of mental illnesses that includes:

Generalized anxiety disorder

Obsessive-compulsive disorder

Panic Disorder

Posttraumatic stress Disorder

Social anxiety disorder

Specific Phobias



ANXIETY DEFINED

Sesame Street:
Zach Braff and Telly are Anxious

<https://www.youtube.com/watch?v=TDFEW3eAIlg>



WHAT ANXIETY FEELS AND LOOKS LIKE

FEELING DISCONNECTED FROM THE WORLD
OVERTHINKING
HEADACHES
TENSENESS
INCREASED HEART RATE
HYPERVENTILATION
MIND READING
SHORTNESS OF BREATH
LOSS OF APPETITE
NAUSEAU
AVOIDANCE
"WHY CAN'T I SLEEP?"
WANTING REASSURANCE
SWEATING

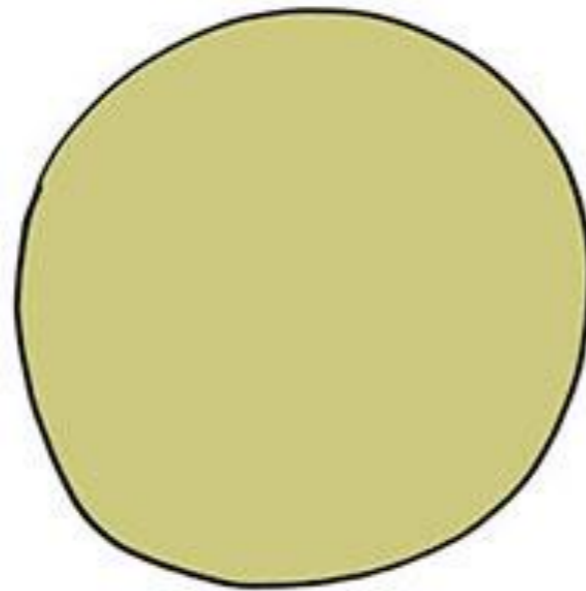
FEELING DISCONNECTED FROM THE WORLD
WORRYING ABOUT FUTURE EVENTS
EXCESSIVE WORRYING
RESTLESSNESS
PANIC ATTACKS
SECOND GUESSING
DISQUALIFYING THE POSITIVE
FEAR
AGITATION

TIGHT CHEST
UNCONTROLLABLE WORRIES
DEPERSONALISATION
LIGHT HEADEDNESS
TREMBLING
WORRYING ABOUT PAST EVENTS
STOMACH CRAMPS
HOT FLUSHES
NERVOUSNESS
ALL OR NOTHING THINKING
"WHY CAN'T I RELAX?"
"WHAT IF..."
CATASTROPHISING
IRRITABILITY
MUSCLE TENSION

@BELIEVEPHQ

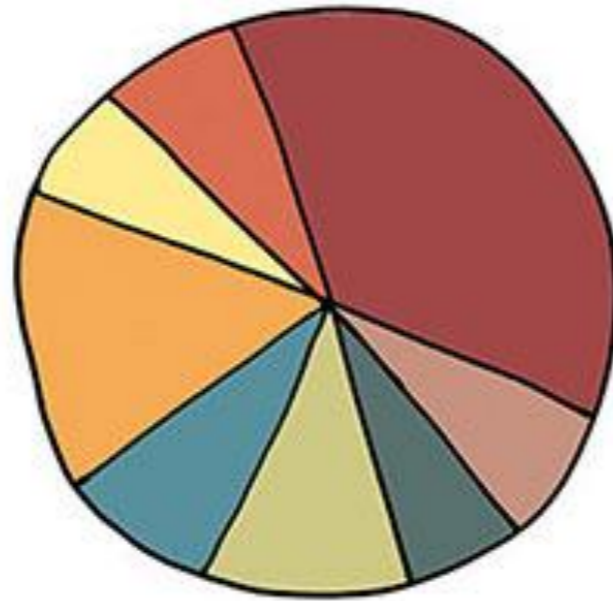


WHAT PEOPLE THINK ANXIETY FEELS LIKE



- WORRYING ABOUT EVERYTHING, ALL THE TIME

WHAT ANXIETY ACTUALLY FEELS LIKE



- sweating, a lot
- second-guessing yourself
- muscle tension
- trouble sleeping
- chest pain
- over-thinking all the things
- increased heart rate
- your mind and body refusing to cooperate, no matter what you know is rational

FACTS AND STATS

- Anxiety disorders are the most common mental illness in the U.S., affecting 40 million adults in the United States age 18 and older, or 18.1% of the population every year.
- Anxiety disorders are highly treatable, yet only 36.9% of those suffering receive treatment.
- People with an anxiety disorder are three to five times more likely to go to the doctor and six times more likely to be hospitalized for psychiatric disorders than those who do not suffer from anxiety disorders.
- Anxiety disorders develop from a complex set of risk factors, including genetics, brain chemistry, personality, and life events.
- Anxiety disorders affect 25.1% of children between 13 and 18 years old. Research shows that untreated children with anxiety disorders are at higher risk to perform poorly in school, miss out on important social experiences, and engage in substance abuse.
- Anxiety disorders also often co-occur with other disorders such as depression, eating disorders, and attention-deficit/hyperactivity disorder (ADHD).



ANXIETY VS. ANXIETY DISORDER

How do we know which is which?

Anxiety is a normal part of childhood, and every child goes through phases. Anxiety is temporary and is usually harmless.

Anxiety disorders are chronic and interfere with how the child is functioning at home or at school

People with anxiety can become distressed and uncomfortable and start avoiding activities and people. They experience: fear, nervousness, shyness.

Screening tool - <https://adaa.org/living-with-anxiety/ask-and-learn/screenings>



CAUSES

Biological factors:

The brain has special chemicals, called neurotransmitters, that send messages back and forth to control the way a person feels. Serotonin and dopamine are two important neurotransmitters that, when “out of whack,” can cause feelings of anxiety.

Genetics: Anxiety runs in families

Parent Reactions: Overprotection or rescuing child

Modeling: Anxious parents model avoidance of feared situations as a coping strategy

Environmental factors:

A traumatic experience (such as a divorce, illness, or death in the family) may also trigger the onset of an anxiety disorder.



SIGNS AND SYMPTOMS

Physical Symptoms Include:

Rapid heart rate

Quick breathing or difficulty catching one's breath

Muscle aches (especially stomach and headaches)

Shaking, dizziness, tingling

Sweating

Fatigue

Emotional symptoms include:

Ongoing worries about friends, school, or activities

Worrying about things before they happen

A need for everything to be "perfect"

Constant thoughts and fears about safety (of self or of others, such as parents and siblings)

Reluctance or refusal to go to school

"Clingy" behavior with parents

Inability to concentrate

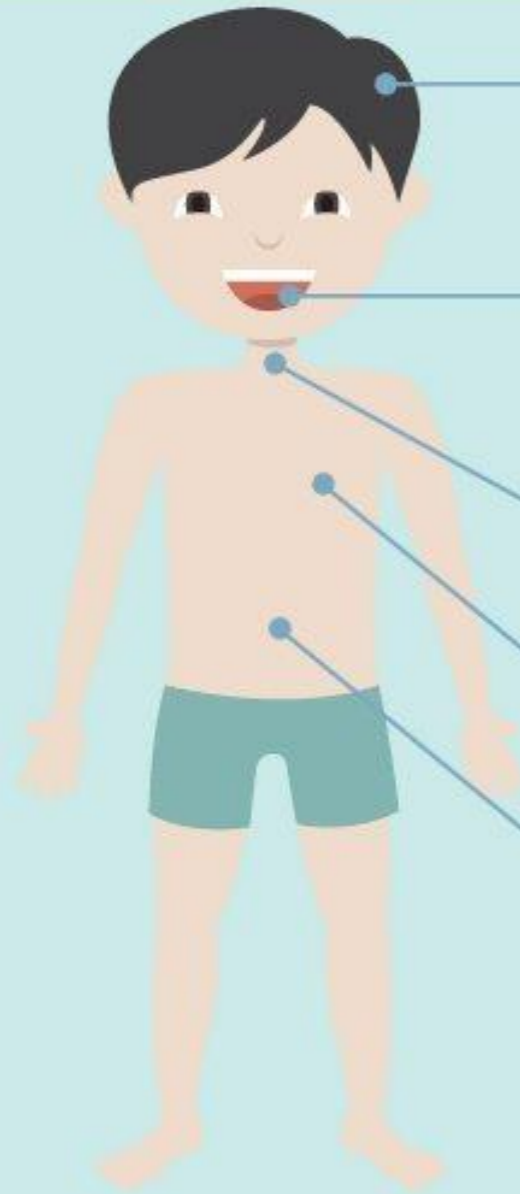
Irritability

Trouble sleeping

Inability to relax



How Anxiety Effects the Body



Head area:

Headaches, dizziness, sleep disturbance, nightmares and hair pulling

Mouth area:

Inside cheek biting, nail biting and red chapped lips

Throat area:

Difficulty swallowing, dry mouth and constant coughing

Chest area:

Difficulty breathing, chest pain and heart palpitations

Stomach area:

nausea, vomiting, diarrhea, constipation and cramping

This is for informational purposes only. Please seek the advice and care of a medical professional if your child is having any of these symptoms.

Source: www.anxioustoddlers.com/chilids-worries-sick

ANXIETY IS A BARRIER TO LEARNING

- Anxiety is a huge barrier to learning
- It is extremely difficult to identify
- A student isn't "always" anxious – comes and goes based on events
- Anxiety causes our working memory to make it difficult to recall information
- It is a "learning disability"
 - It isn't about ability – it's about interference
 - An anxious person's brain isn't able to complete tasks in certain situations
 - Avoid anxiety triggers
 - Provide social-emotional strategies on how to cope with anxiety moments



ANXIETY IN THE CLASSROOM

Anxiety in the classroom can look like:

- poor self-regulation skills
- negative thinking cycles
- poor executive functioning
- inflexible thinking
- and a loss of appropriate social skills such as empathy.



WHEN ANXIETY LOOKS LIKE ANGER

- Anxiety happens when the amygdala senses trouble
- Fight, Flight or Freeze – when we sense a threat (real or not) it surges with hormones (cortisol) and adrenaline to make us strong, fast and powerful.
- <https://www.youtube.com/watch?v=jEHwB1PG-Q>
- An anxiety brain is just a strong, healthy brain that is overprotective – it hits the panic button “just in case”
- This can create anxiety about anxiety



WHEN ANXIETY LOOKS LIKE ANGER

Any situation that is new, unfamiliar, difficult or stressful counts as a potential threat and can initiate fight or flight

Every physical symptom that occurs is because of the surge in neurochemicals – racing heart, sick tummy, clammy skin, vomiting, shaky arms or legs, etc.

A natural end to fight or flight is intense physical activity – if threat was real they'd be running or fighting for their lives

When there is no real fight or flight there is nothing to burn up the neurochemicals and they build up which causes the physical symptoms of anxiety



8 WAYS A CHILD'S ANXIETY SHOWS UP AS SOMETHING ELSE

1. Anger

The perception of danger, stress or opposition is enough to trigger the fight or flight response leaving your child angry and without a way to communicate why.



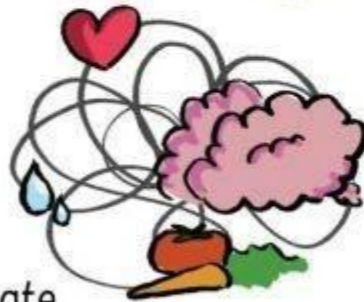
2. Difficulty Sleeping

In children, having difficulty falling asleep or staying asleep is one of the hallmark characteristics of anxiety.



3. Defiance

Unable to communicate what is really going on, it is easy to interpret child's defiance as a lack of discipline instead of an attempt to control a situation where they are anxious and helpless.



5. Lack of Focus

Children with anxiety are often so caught up in their own thoughts that they do not pay attention to what is going on around them.

FOCUS

6. Avoidance

Children who are trying to avoid a particular person, place or task often end up experiencing more of whatever it is they are avoiding.



7. Negativity

People with anxiety tend to experience negative thoughts at a much greater intensity than positive ones.

8. Overplanning

Overplanning and defiance go hand in hand in their root cause. Where anxiety can cause some children to try to take back control through defiant behavior, it can cause others to overplan for situations where planning is minimal or unnecessary.



4. Chandeliering

Chandeliering is when a seemingly calm person suddenly flies off the handle for no reason. They have pushed hurt and anxiety so deep for so long that a seemingly innocent comment or event suddenly sends them straight through the chandelier.



NAME IT TO TAME IT

- Big emotions live in the right side of the brain
- The words we use to navigate those emotions live in the left
- Sometimes there is a disconnect – there are big feelings but they don't make sense
- Left – This is what's happening & Right – this is how I feel about what's happening
- A powerful way to bring relief in the midst of a big feeling is to name it – I can see that you are really angry right now. I can tell that you are disappointed because you didn't get to be the line leader.
- Hearing those words that fit with their feeling helps to strengthen the connection between the right and left sides of the brain



WHAT CAN WE DO??

Lift them up –

If a child with anxiety is having tantrums or behavior there is probably a focus on the negative.

Look for the positives. Focus on their strengths.

Don't try to talk them out of it –

DON'T SAY - "You'll be fine", "There's nothing to worry about"

Ride the wave with them – "It's ok", "I get it"

Ask them what it feels like for them

Don't Ignore – this causes more anxiety

Normalize

Anxiety is normal and everyone has it at some point in their life

Sometimes it happens for no reason at all and that's ok

Here's what we can do to help it go away

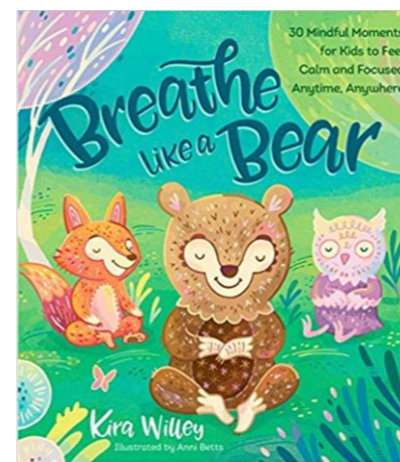
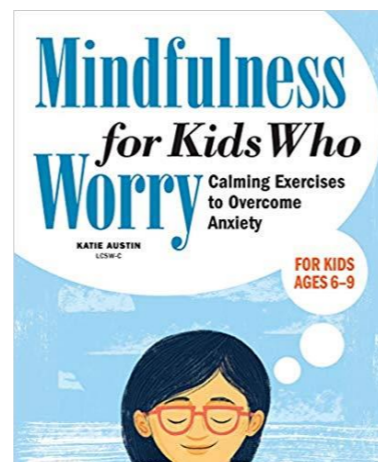
"What's the worst thing that could happen?"



MINDFULNESS

Mindfulness gets us back to the present

- Anxiety happens when the brain spends too much time in the future
- “What-ifs” Mindfulness Script
 - <https://www.innerhealthstudio.com/relaxation-for-children.html>
- 12 Bite-Sized Mindfulness Activities
 - www.blissfulkids.com



CLASSROOM STRATEGIES

- Extra time and warnings before transitions
- Preferential seating (near the door, near the front of the room, near the teacher's desk)
- Clearly stated and written expectations (behavioral and academic)
- Frequent check-ins for understanding
- Not requiring to read aloud or work at the board in front of the class
- Video taped presentations or presenting in front of the teacher (instead of the whole class)
- Extended time for tests
- Tests taken in a separate, quiet environment (to reduce performance pressure and distraction)



CLASSROOM STRATEGIES

- Breaking down assignments into smaller pieces
- Modified tests and homework
- Set reasonable time limits for homework
- Record class lectures, use a scribe for notes, provide teacher notes (OCD, perfectionism)
- Preferential group (teacher or adult child knows well) for field trips
- Preferential seating in large assemblies (near the back of the room)
- Identify one adult at school to seek help from when feeling anxious (school counselor, if available)
- Buddy system: Pair student with a peer to assist with transitions to lunch and recess (these less structured situations can trigger anxious feelings)
- Help after illness: Missed work can spike anxious feelings. Providing class notes and exempting students from missed homework can help.



CLASSROOM STRATEGIES

- Word banks and equation sheets: These are useful for children with test anxiety, who tend to “go blank” when taking a test. Using one notecard for important facts, dates, etc. can also be helpful.
- “Cool down passes” to take a break from the classroom. This should be clearly explained to the student. Examples might include a walk down the hallway, getting water, standing outside the classroom door for a few minutes, completing coloring pages in the back of the room, or using a mindfulness app with headphones.
- Substitute teachers: Letting the child or family know when a substitute will be in the classroom can help the child prepare.
- Let child ease in to setting
- Cover up parts of worksheet or paper
- Clearly posted schedule, agenda, and expectations, time signals/cues, brain breaks - both physical and mental, and ‘Turn and Talks.’
- Picture schedules
- Give tests orally (OCD...reduces the need for perfection in writing)



TECHNIQUES TO CALM AN ANXIOUS CHILD

- Write it out and then throw it out
- Journal about worries
- Create “worry time.”
- Write a letter to yourself
- Talk to your worry
- Recognize that thoughts are notoriously inaccurate.
- Give yourself a hug.
- Rub Your Ears
- Hold your own hand.
- Push against a wall.
- Practice chopping wood
- Do a tech detox
- Walk in nature
- Turn your focus outward



11 ESSENTIAL SKILLS FOR KIDS WHO WORRY

- ▶ **Body Awareness**
 - ▶ Tuning in to their bodies is so helpful for kids when they can recognize signs of worry.
- ▶ **Grounding and Breathing Strategies**
 - ▶ Teach kids to use grounding strategies when they notice the physical signs of worry in their bodies. These techniques will help them to focus on the here and now, feel connected in the present moment, control their breathing, and calm their bodies.
- ▶ **Trigger Awareness**
 - ▶ Awareness of what events, places, or thoughts trigger worries is so important for kids to develop. When they have an understanding of the things that precipitate their worry thoughts, they can manage expectations or actions.
- ▶ **Thought Awareness**
 - ▶ Thinking about thinking can be a hard concept to grasp, but once students are aware of the thoughts running through their heads, they can start to address them!
- ▶ **Thought Reframing**
 - ▶ Teach kids to reframe their worries in a way that gives them power! Instead of just using purely positive self-talk or reframing, help kids develop alternative thoughts that are realistic and highlight their power in the situation.
 - ▶ **Worry thought:** I'm going to strike out.
 - ▶ **Purely positive reframe:** I'm an amazing player! I won't strike out!
 - ▶ **Believable and realistic reframe:** I might strike out, but I also might get a hit. I will do my best.



11 ESSENTIAL SKILLS FOR KIDS WHO WORRY

THOUGHT STOPPING strategies for kids

		
Say, "Stop!" in your mind	Snap your fingers	Imagine a big red stop sign
		
Picture your worry as a bug. Squash it!	Picture your worry as a balloon. Pop it!	Get up and move!
		
Sing a song	Replay a memory	Set a timer

COUNSELOR Kent

11 ESSENTIAL SKILLS FOR KIDS WHO WORRY

- ▶ Thought Challenging
 - ▶ Are there any **other facts**? Am I focusing on just one detail?
 - ▶ Has something like this happened in the **past**? How did it turn out?
 - ▶ Is there any **evidence** to prove this worry wrong?
 - ▶ Are there any **other explanations** for this? What else could explain this?
 - ▶ What's the best thing that could happen right now? Is there anything good about it? Is this going to matter next year? Next week?
- ▶ Thought Redirection
 - ▶ Teach kids to shift attention to something unrelated to the worry
- ▶ Realm of Control Awareness
 - ▶ An awareness of things that are in and out of our control is so important for everyone, especially kids who worry!
- ▶ Self Talk
 - ▶ Help your students develop positive, healthy self-talk they can use when they experience worries. Like the reframes, try to keep the self-talk statements specific and realistic.
- ▶ Asking For Help

<https://www.counselorkeri.com/2019/05/12/help-kids-deal-with-worry/>



HOW BIG IS MY WORRY?

How BIG is My Worry?

How much danger am I
really in right now?

What am I thinking that
keeps me worried or
afraid?



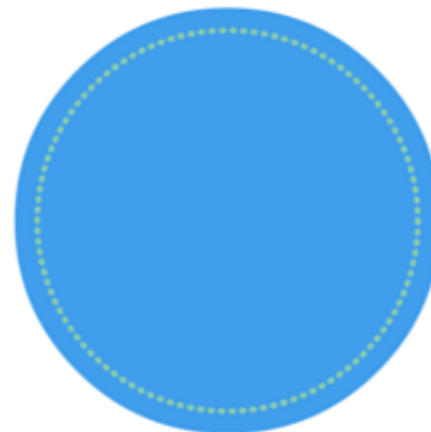
My plan to think new
thoughts to manage this
fear or worry better.

I will think _____

I will say _____

I will do _____

**What am I afraid of
or worried about?**



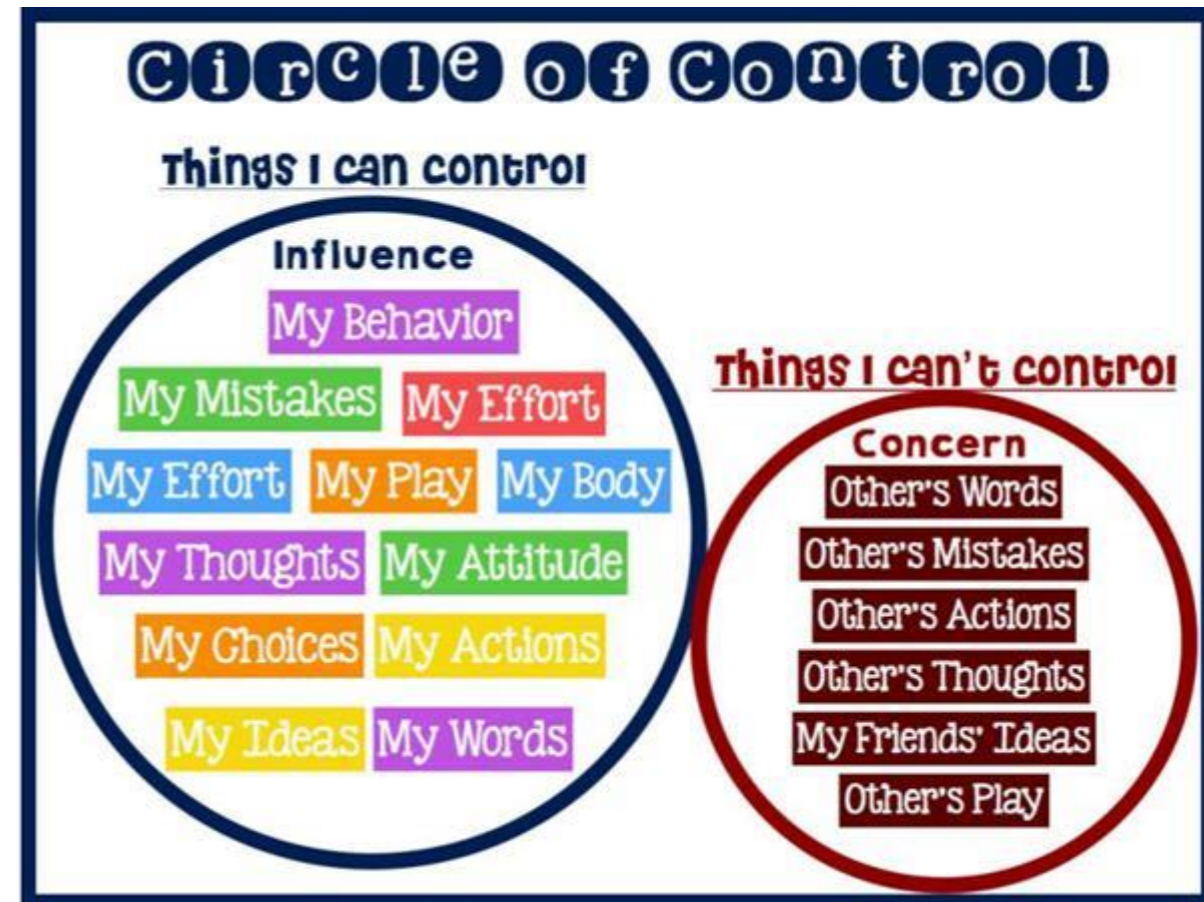
Maybe I need to be a bit
more concerned.

My fear or worry and the
actual danger are
reasonable.

I am over-responding.



CIRCLE OF CONTROL



SIX WAYS TO PRACTICE GROUNDING

with anxiety + intense emotions



body

lay on the ground, press your toes into the floor, squeeze playdough



5 senses

wear your favorite sweatshirt, use essential oils, make a cup of tea



self-soothe

take a shower or bath, find a grounding object, light a candle



observe

describe an object in detail: color, texture, shadow, light, shapes



breathe

practice 4-7-8 breathing: inhale to 4, hold for 7, exhale to 8



distract

find all the square or green objects in the room, count by 7s, say the date

 THE GROWLERY

Grounding Exercise

*For use during a panic attack,
when you need to stay calm,
or anytime you feel "disconnected" from your body.*

Look around you. Identify + name:

5 things you **see**

4 things you **feel**

3 things you **hear**

2 things you **smell**

1 thing you **taste**

GROUNDING EXERCISE

NAME 3 THINGS:



YOU SEE



YOU SMELL



YOU HEAR



YOU FEEL

BREATHE IN AND OUT
SLOWLY 3x

HealthyPlace.com
GROUNDING TECHNIQUES FOR ANXIETY

- **Speak out loud.** You can use affirmations or a book. Pay attention to the sound of your own voice.
- **Call a friend.** Hearing a familiar voice and interacting will help you recognize that you are safe.
- **Move your body.** Pay attention to the physical sensations. - Eat something. Try having something spicy, sour, or cold.
- **Pet your dog or other pet.** Say their name out loud and talk to them.
- **Use your "safe place".** It will help you feel safe and secure.
- **Write in your journal.** Jot down what you are feeling and what is making you anxious.
- **Go outside.** Pay attention to how it feels. Listen and observe.

Tips to help with an anxiety attack

Look around you and find

5 things you can **see**

4 things you can **touch**

3 things you can **hear**

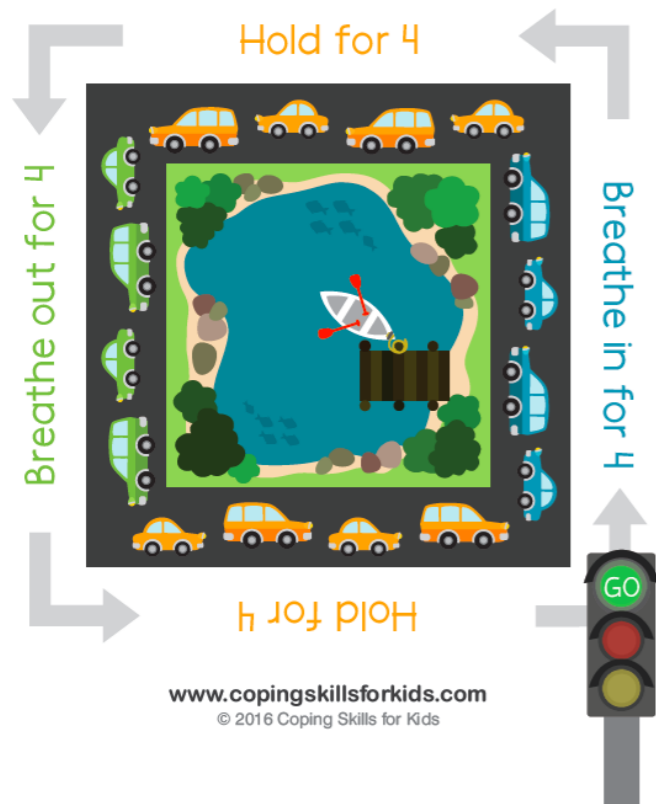
2 things you can **smell**

1 thing you can **taste**

This technique called **grounding** can help if you feel you have lost control of your surroundings

ANXIETY GROUNDING TECHNIQUES

- Breathe slowly and steadily from your core.
- Call a friend and have a chat.
- Wiggle your fingers, tap your feet. Pay attention to the movement.
- Eat or drink something. Is it hot, or cold? Sweet, or sour?
- Meditate or use distractions like television or music to help settle down.
- Say your name or pick up a book and read the first paragraph you find out loud.
- Write out what's going on.
- Take a shower/bath. Notice the sensations.
- Imagine yourself in a familiar, comfortable place.
- Take a look outside. Count the number of trees and street signs.
- Exercise.
- Hold onto something comforting. Maybe a blanket or an old stuffed toy.



Belly breathing

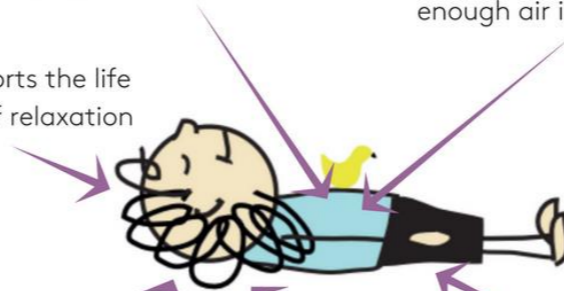
Automatically slows the heart rate, helping to relax & calm

The most efficient and relaxed way of getting enough air into your lungs.

Supports the life skill of relaxation

Can boost energy levels with a few minutes of relaxation throughout the day

Increased awareness of the breath & its effect on the body



Emulates breathing during the regenerating processes (sleep, digesting food or resting)

Breathing Techniques

LAZY 8 BREATHING

Our skating rink is shaped like a lazy number 8 that is lying down on its side! The skaters glide along the ice, smooth and slow. You can skate a figure 8 with your finger! Enter the rink and move upwards, tracing the left part of the 8 while you breathe in. When you get to the middle of the 8, breathe out while you trace the right side.

www.copingskillsforkids.com



Balloon Breathing Posters

self-management

BALLOON breathing

1. Think of your belly as a balloon.
2. Put your hand on your belly to feel it rise and fall.
3. Take a deep breathe in through your nose to fill your balloon.
4. Hold your breathe for 2 seconds.
5. Breathe out through your mouth slowly to deflate your balloon.
6. Repeat balloon breathing 5 times.

*Follow your own breathing rhythm.

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mind+heart FREEBIE by Proud to be PRIMARY

TRIANGLE BREATHING

Camels love to stroll around the pyramids in Egypt. Maybe because they have **two** humps, and a pyramid only has **one**! Start at the warm, relaxing sun, and follow the sides around the whole triangle shape with your finger to complete one deep breath. As you pass the palm trees, imagine they gently sway!

start here

Breathe in for 3

Hold for 3

Breathe out for 3

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Glitter Jars and Chill Out Bottles



Create a GLITTER JAR

- ★ Finding a jar or plastic bottle and allow your child to decorate it however they like.
- ★ Fill the bottle up 3/4 of the way with water. Next, add clear glue, food coloring, and glitter then shake.
- ★ Seal the lid and you are ready to go.



Big Life Journal - biglifejournal.com

Wet Ingredients

Hair gel
Corn Syrup
Glue
Glitter Glue
Glow in the dark
paint

Dry Ingredients

Legos
Glitter
Small stones
Small shells
Glow in the dark
stars

Calm Down Corners



HUG BUTTON



For separation anxiety – draw a heart on the child’s palm and one on your (parent) palm. Squeeze hands together to “charge” buttons. If child needs a hug they can press their hug button on their hand or if the child wants to give you a hug they can press the button as well.

OTHER FUN TOOLS

Kenetic Sand

Moon Sand

Coloring Books and art supplies

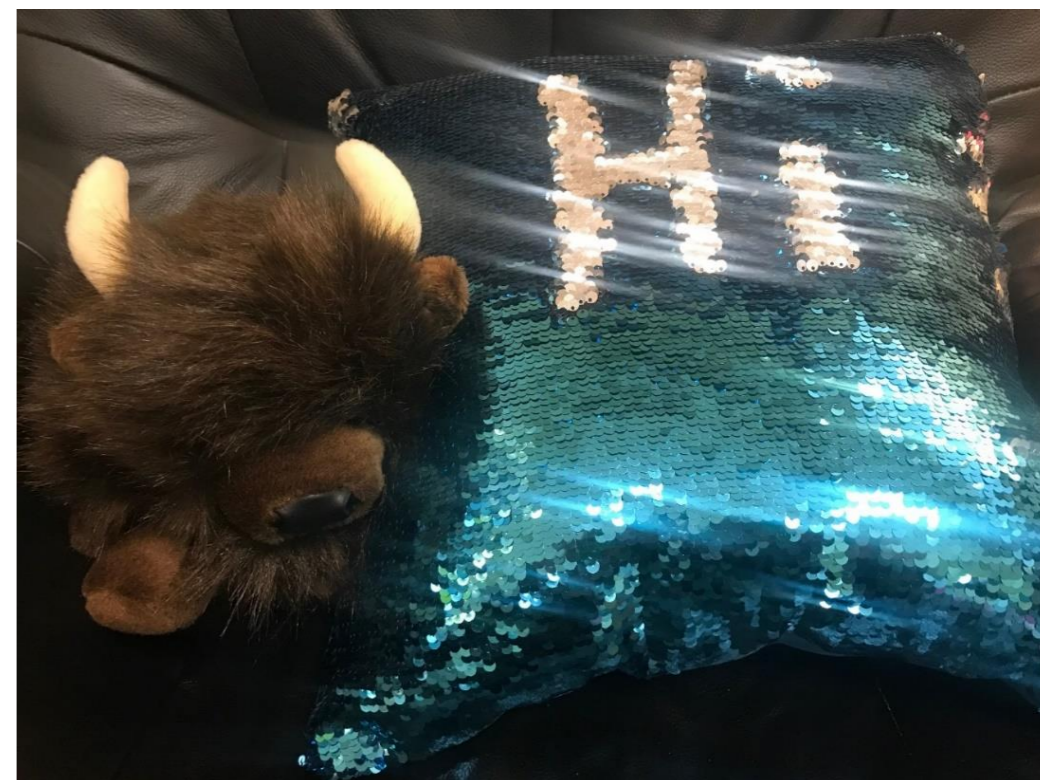
Weighted and Scented stuffed animal

Sequin pillow

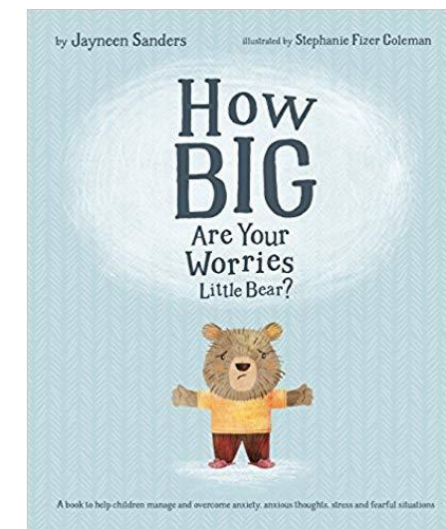
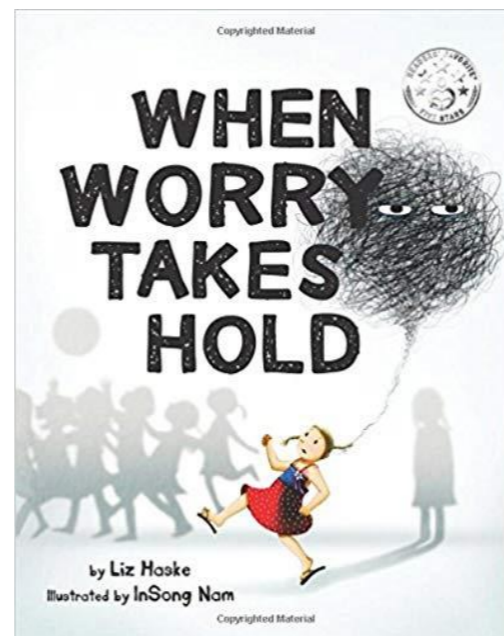
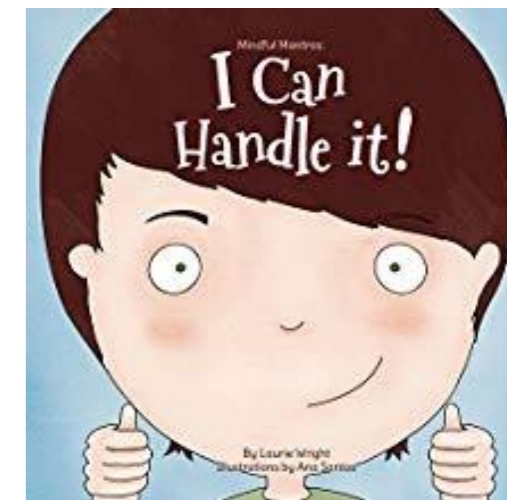
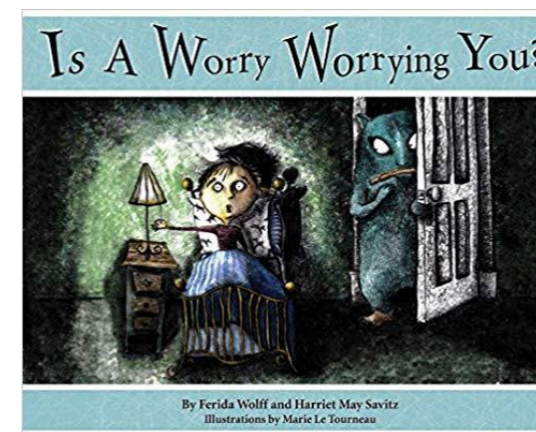
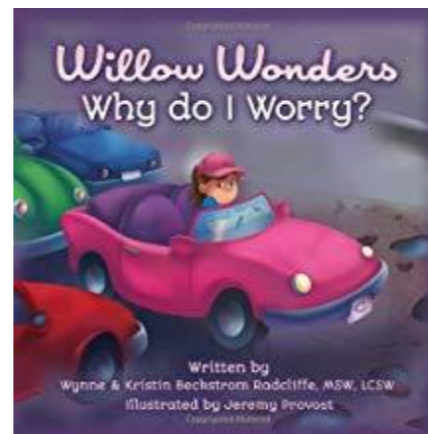
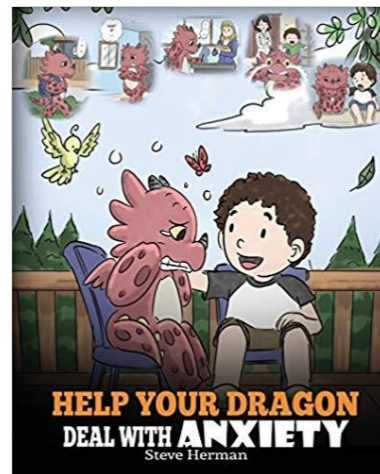
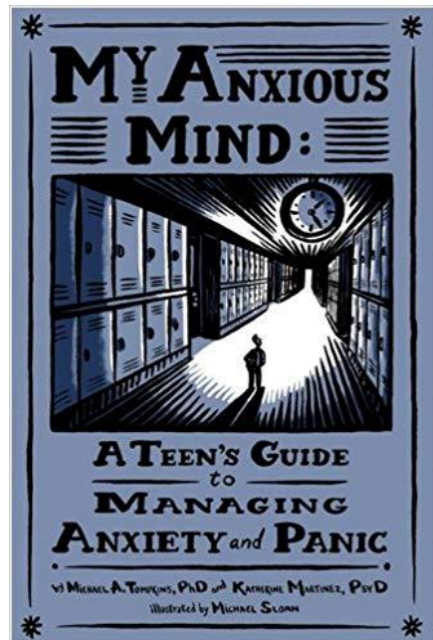
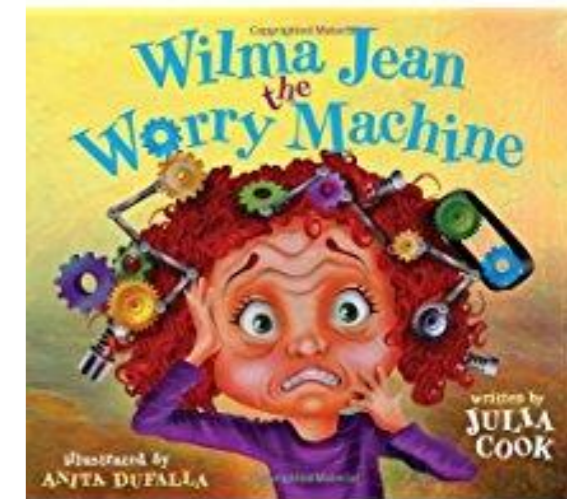
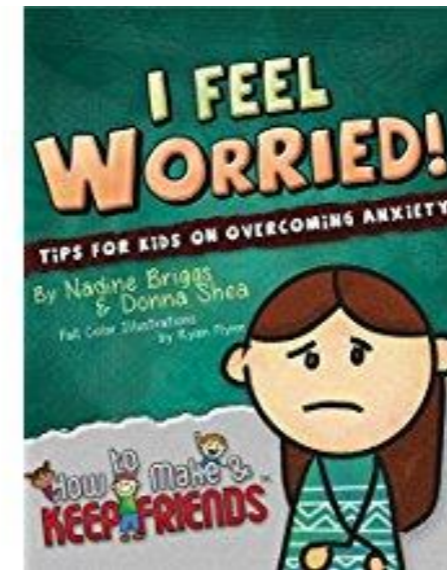
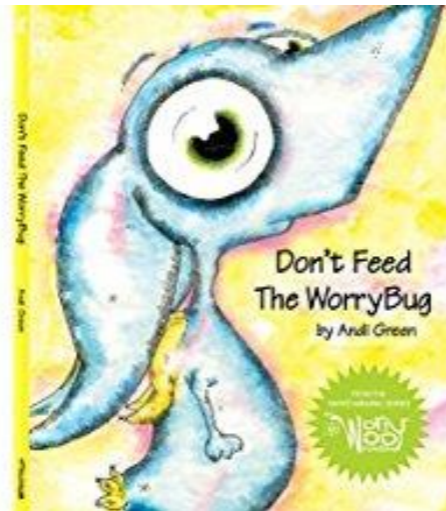
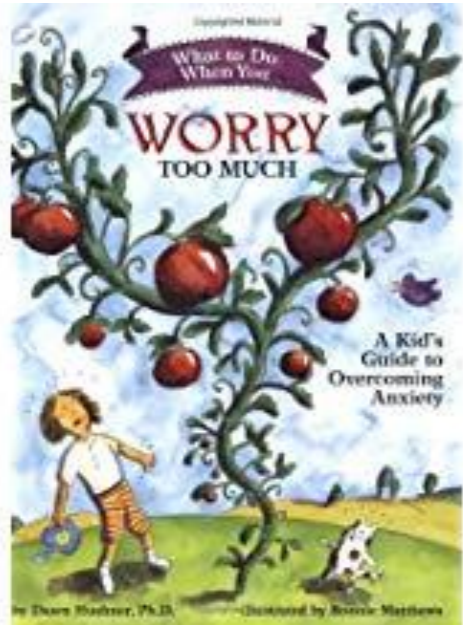
Thinking putty

Buddha board

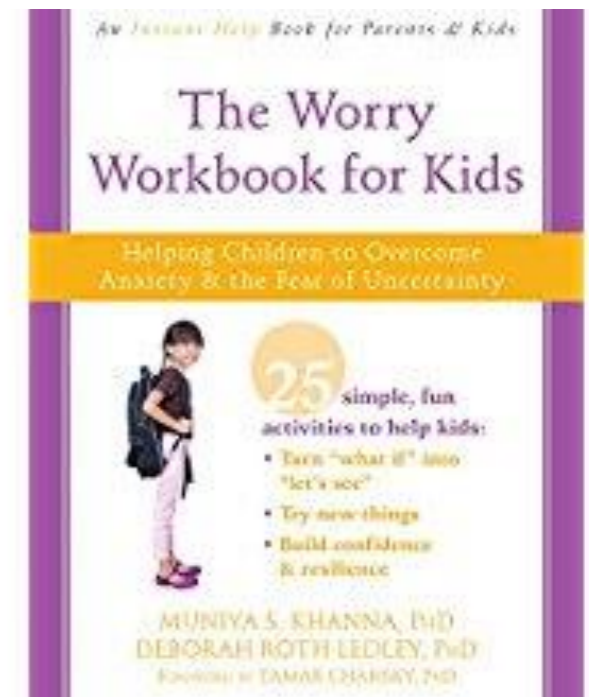
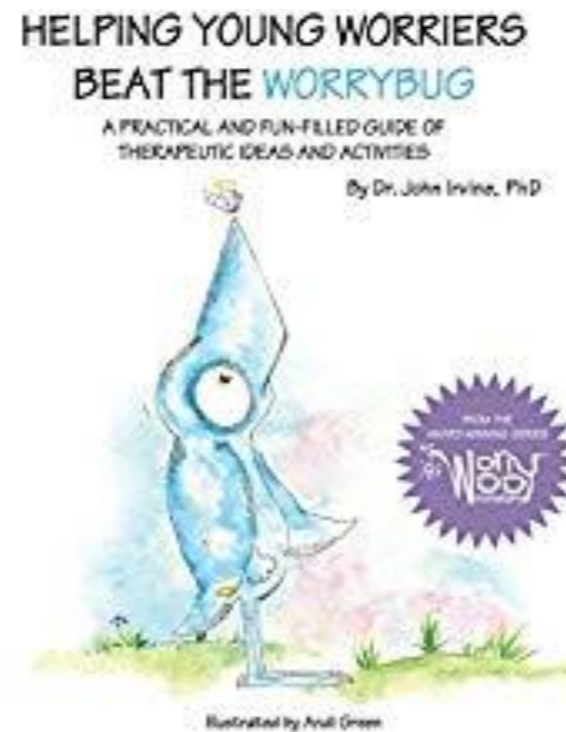
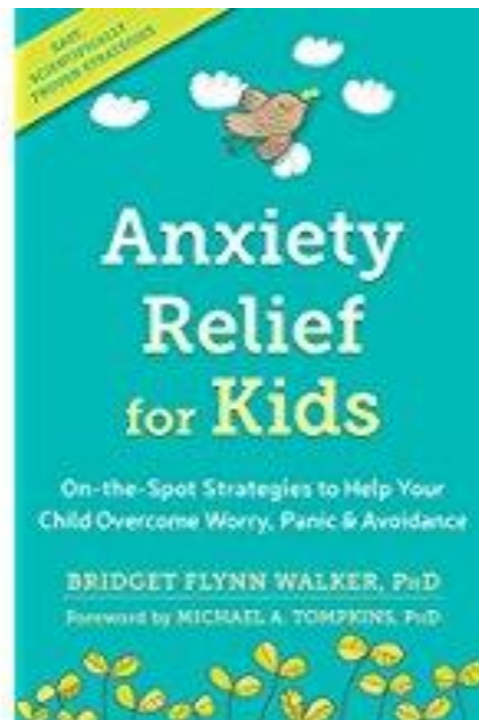
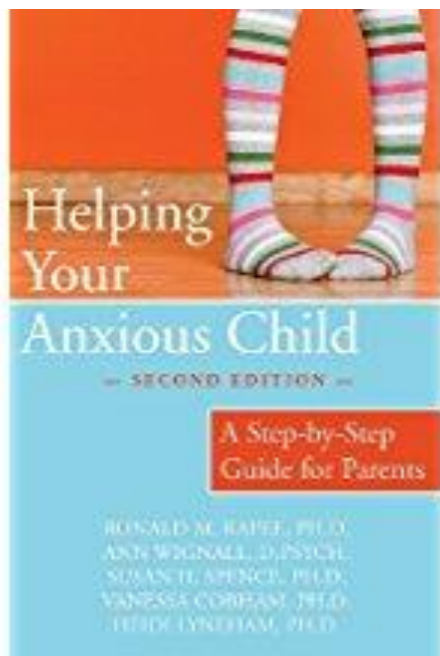
Worry Plaque



BOOKS FOR KIDS

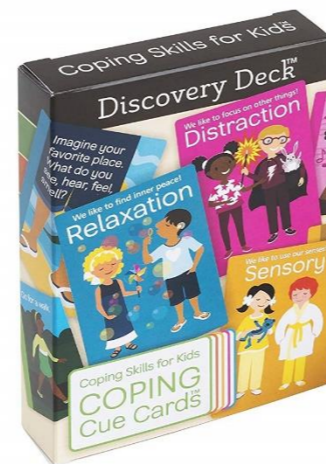
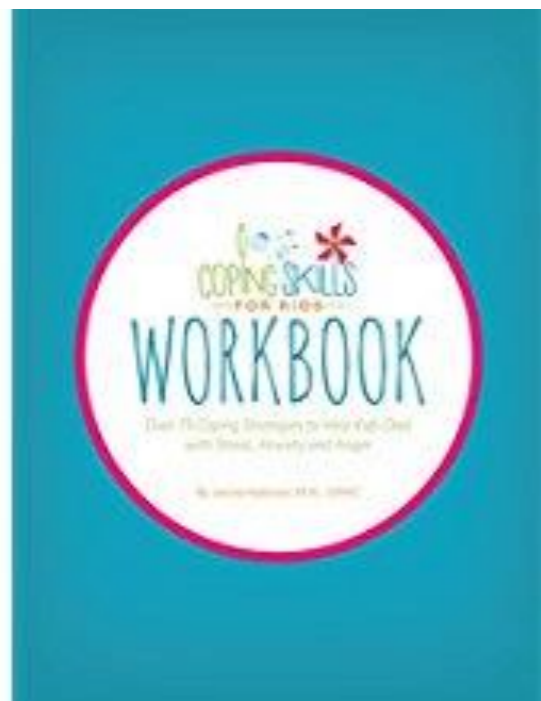


RESOURCES FOR PARENTS AND EDUCATORS



COPING SKILLS FOR KIDS WEBSITE

<https://copingskillsforkids.com/>



This website has some great free printables!

Coping Skills Checklist

Check off the ones that you do now, circle the ones you want to try,
cross off the ones that don't work

Physical Skills

- Squeeze something
- Use a stress balls
- Shred paper
- Bubble wrap
- Use a sand tray
- Jacob's Ladder
- Hold a small stone
- Shuffle cards
- Make something
- Use a fidget
- Walk
- Exercise
- Dance
- Punch a safe surface
- Play at the Park
- Make an obstacle course
- Swing on a swing
- Jump on a trampoline
- Jump rope
- Scooter
- Go swimming
- Stretches
- Tumbling/Gymnastics
- Yoga
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Processing Skills

- Write in a journal
- Write songs
- Write poetry
- Write music
- Draw
- Talk to someone you trust
- Create a playlist
- Write what's bothering you and throw it away
- Write a letter to someone
- Use "I statements"
- Make a worry box
- Color
- Doodle
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Coping Skills Checklist

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

Calming Skills

- Deep breathing using a pinwheel
- Deep breathing with bubbles
- Deep breathing with a stuffed animal
- Deep breathing using a feather
- Take a mindful walk
- Yoga
- Imagine your favorite place
- Think of your favorite things
- Picture the people you care about
- Say the alphabet slowly
- Remember the words to a song you love
- Run water over your hands
- Carry a small object
- Touch things around you
- Move
- Make a fist then release It
- Positive Self-Talk
- Take a shower or bath
- Take a drink of water
- Counting
- Block out noises
- Take a break
- Calming Jar
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Distraction Skills

- Write a story
- Crossword/Sudoku Puzzles
- Bake or Cook
- Volunteer/Community Service
- Random Acts of Kindness
- Read
- Clean
- Play with a pet
- Play a board game
- Play video games
- Screen time
- Play with a friend
- Start a garden
- Creative Thinking
- Make up your own game
- Plan a fun event
- Start a new hobby
- Do a crafting project
- Your favorite things
- Be silly and laugh
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WHAT TO PUT IN A CALM DOWN BOX

www.andnextcomesL.com

Items that provide proprioceptive support

- Weighted lap cushion or weighted stuffed animal
- Weighted vest or pressure vest
- Stretchy resistance bands
- Sensory tunnel
- Mini massager
- Body sock
- Small blanket

Items to squeeze & keep hands busy

- Fidgets like Tangle Jr. or puffer ball
- Rubik's Cube
- Play dough or silly putty
- Pipe cleaners
- Stress balls
- Bubble wrap
- Bag of tissue paper to rip
- Scarves or fabric scraps
- Spinning top

Items to support breathing & relaxation

- Bottle of bubbles
- Pinwheels
- Straws and cotton balls or pom poms

Items for olfactory sensory support

- Calming essential oil spray
- Smelling bottles
- Scratch and sniff stickers

Items to get kids moving

- Book of yoga poses or yoga activity cards
- Skipping rope

Items for auditory sensory support

- Noise cancelling headphones
- MP3 player with music
- Audiobooks

Items for oral motor sensory support

- Chew toy or chew necklace
- Chewing gum, hard candies, or lollipops
- Snacks with a variety of textures
- Whistle, harmonica, party blowers, or similar
- Rescue Remedy Spray

Items that give kids a brain break

- Puzzle
- Books to read
- Blank notebook and writing utensils
- Coloring books
- Scratch art doodle pad
- Small chalk board, Magna-Doodle, Etch-a-Sketch, or Boogie Board
- Activity books
- Photo album

Items to visually calm

- Visual calm down cards
- Sensory bottle or calm down jar
- Light up toys
- Flashlight
- Plastic snow globe
- Kaleidoscope
- Hourglass
- Eye mask



CALM DOWN TOOLS FOR OLDER KIDS

www.andnextcomesL.com

Items that give kids a brain break

- Puzzles
- Chapter books to read
- Blank notebook/journal and writing utensils
- Coloring books
- Scratch art doodle pad
- Activity books
- Brain Quest cards
- Doodle books
- Mad Libs
- One player travel sized games

Items for auditory sensory support

- Noise cancelling headphones
- MP3 player with music, nature sounds, audiobooks, etc.
- Sound machine

Items for oral motor sensory support

- Chewing gum, hard candies, or lollipops
- Snacks with a variety of textures
- Chew necklace

Items to support breathing & relaxation

- Book of yoga poses or yoga activity cards
- Rescue Remedy Spray

Items that provide proprioceptive support

- Punching bag or bop bag
- Mini massager
- Weighted lap cushion
- Hand weights
- Resistance/exercise bands
- Compression clothing
- Heated blanket
- Weighted blanket
- Skipping rope

Items to squeeze, fidget with, or keep hands busy

- LEGO kits
- Stress balls
- Rubik's Cube
- Wooden or metal logic puzzles
- Craft kits
- Cat's cradle

Items to visually calm

- Kaleidoscope
- Eye mask
- Look & find books
- Lava lamp

Items for olfactory sensory support

- Calming essential oil spray
- Scented lotion



OTHER RESOURCES

LOVEY DOVE LEARNS to Let Go



Kimochis

Illustrations by Kim Kuchenbecker



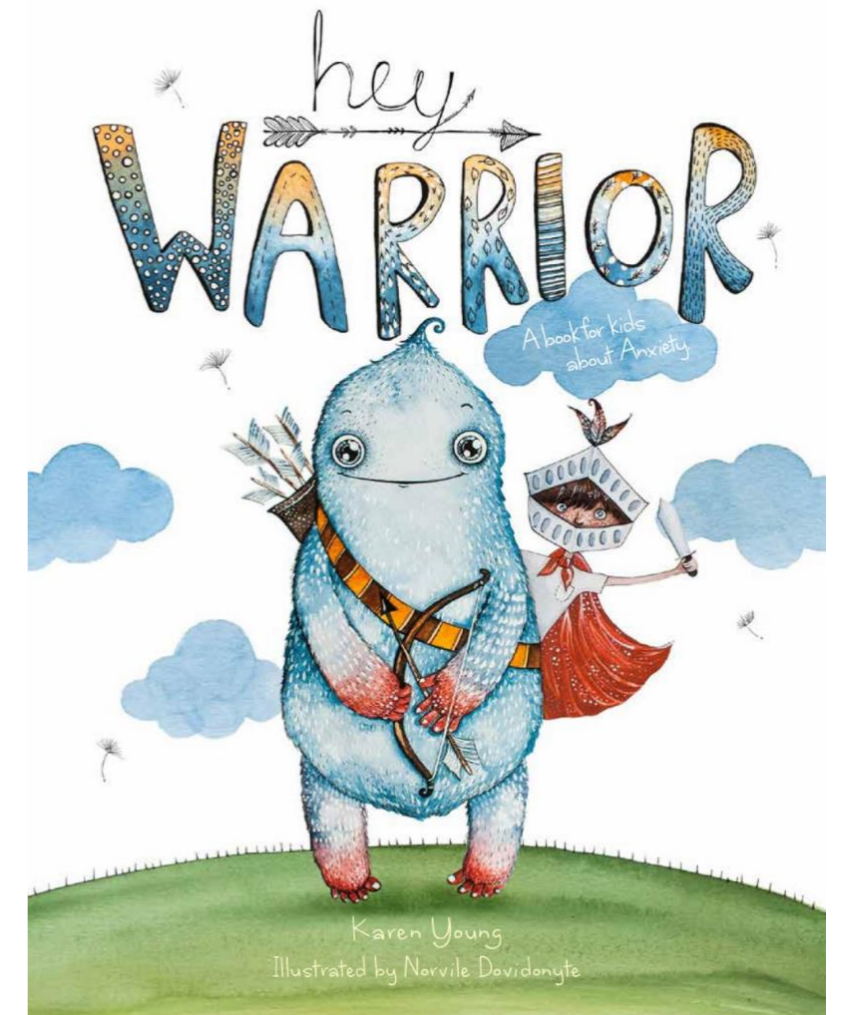
Worry Eaters



Kimochis



www.heysigmund.com



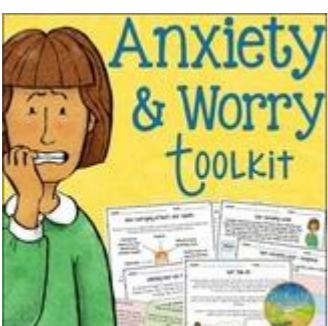
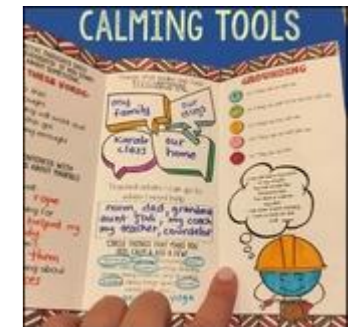
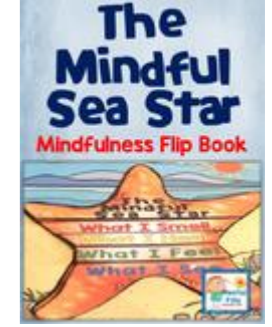
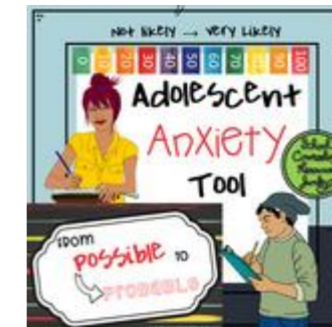
A Child Friendly Explanation of Anxiety

<https://www.heysigmund.com/anxiety-in-kids/>



TPT RESOURCES

(these are just a few...)



ZONES OF REGULATION



The ZONES of Regulation®

BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Mean Terrified Yelling/Hitting Out of Control

ASCA RESOURCES

Anxiety and Stress Management Specialist training

ASCA On-Air

Alleviating Anxiety Through School Counseling Interventions



TIPS FOR PARENTS

Put a basket of [Kimochi's](#) on the counter. Ask your child to pick what they are feeling out of the basket.

Hang a page with [feeling faces](#) on the refrigerator or bedroom door. Ask your child to circle or point to what they are feeling.

Allow for [creative expression](#). Set out crayons and paper or a notebook and pen, encourage scribbling, note writing or drawing (Some teens still like to color too!)

Download a [relaxation CD](#) onto their iPod or iPad. Encourage them to go to a quiet place in the house and listen for a few minutes.

Create a calming spot in the house. Make it a normal part of the day to visit the calming spot to relax or recharge.

Have fidgets available. Play-dough, slinkies, [tangle](#) or koosh balls are all great for a child who needs to keep their hands busy.

Model [deep breathing](#) throughout the day. Say out loud, "I'm going to take a deep breath," use bubbles, balloons, candles or a pinwheel to make it fun.

Make relaxation part of the routine. Let your child pick out a favorite bubble bath scent, include back rubs or hair brushing into the pre-bedtime ritual.

Get moving. Go outside, run around, go to a park, swim or play catch. Enroll your child in activities that give them opportunities for movement.

Let feelings be feelings. [Rather than minimize](#) or discourage your child from expressing their feelings, normalize them by saying, "you look angry right now" or "you seem really worried about that test tomorrow."

Read a great book. While there are many good authors, [Freeing Your Child from Anxiety](#) by Tamar Chansky is a wonderful resource for parents.

PRACTICE WHEN YOUR CHILD IS CALM

<https://imperfectfamilies.com/beyond-take-a-deep-breath-helping-your-anxious-child-practice-calming-strategies-at-home>



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<https://www.philacounseling.com/blog/coping-cards>

<https://www.theirishfairydoorcompany.com/>

<https://braive.com/>



CONFERENCE INFORMATION

For all conference related information, download the Conference App.
See TV screens in registration area for additional information.

Please complete the Workshop Evaluation: <http://bit.ly/2IlxOVh>

Please complete the Full Conference Evaluation: <http://bit.ly/2LM0rgF>

Support this year's Annual Project. Visit the activities desk for additional information.

Make plans to participate in evening activities:

Hospitalities from 5:00 to 7:00 p.m.

Bowling from 6:00 to 8:00 p.m.

Trivia Night beginning at 7:00 p.m.

Dance beginning at 10:00 p.m.



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