

Supporting your child's mental health during the school closure

- Keeping up the basics
- Advice from our CAMHS link mental health worker
- Managing anxiety
- Zones of Regulation
- Weblinks



Keeping up the basics

Maintaining the foundations of resilience and good mental health



- **Healthy diet** – take this opportunity for cooking and food prep together
- **Exercise and fresh air** – keep windows open, go for walks/cycle rides while you can, use online PE lessons by Joe Wicks and Mr Hatton's team
- **Chill out/down time** – listening to music, mindfulness colouring, puzzles etc
- **Stick to routines** – even more important now. Use the daily home learning timetable on the website and keep to a set bedtime routine.
- **Opportunities for social interaction** – Zoom, Google Classroom and other apps provide the opportunity for video calling (parents should be involved in arranging these, as they would a play date); remember E-safety rules.
- **Engaging in enjoyable pastimes** –stimulate the release of serotonin ('happy chemical'): board games, looking at holiday photo, singing and performing, etc.
- **Reduced tech** – keep computer games to outside of school hours; have time-bonded sessions for consoles and iPads; remove access to all tech, incl phones, at bedtime.

Advice from CAMHS

Advice from our primary mental health worker at CAMHS

Advice for parents/carers:

- Avoid excessive exposure to media coverage.
- Take care of themselves being mindful to do things that calm them such as relaxation, mindfulness, Sudoku, puzzles, exercise, hobbies and interests.
- To add extra time for stress relief in their day – not to use that time to scour the internet obsessively
- Connect with other people through calls/texts/internet

Advice for supporting children:

- Reassure them that they are safe but are also able to talk to you when they feel upset
- Parents to share their own stress/anxiety coping mechanisms with them so that they can learn how to cope from them – parents to practice what they want young people to do.
- Limit children's exposure to the news
- Create a sense of routine and structure

Managing children's anxiety

Anxiety

Strategies to challenge the negative thoughts



Have in mind a memory/place that will bring comfort.



Worry Monster –
go away, Silly!

Thought Changers:

- Is this really true?
- Am I exaggerating?
- Is this thought helping me?
- Am I making things out to be worse than they really are?
- What other explanations could there be?

Positive self-talk:

I can handle this.

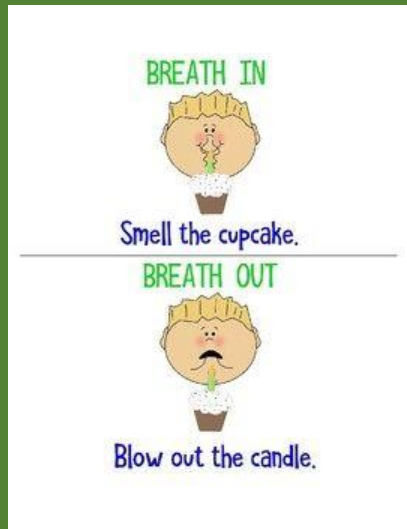
I am not in danger – I am safe.

I have the power to control my thoughts – they are not the boss of me!

My worry won't last forever – it will pass.

Anxiety

Strategies to tackle the physical feelings

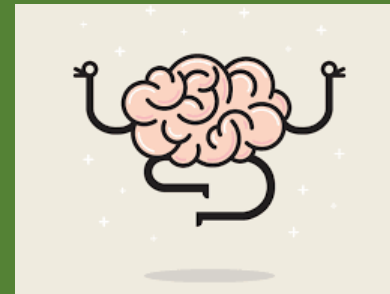


Breathing exercises

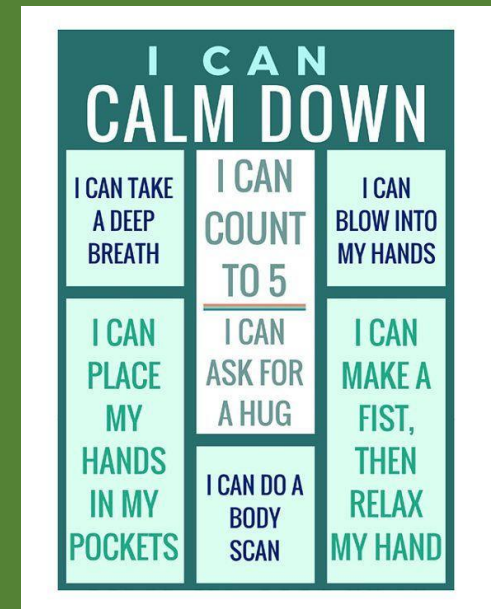


Name 5 things you can see, 4 things touch, 3 things you can hear, 2 things you can smell and 1 thing you can taste.

Mrs Littlewood



Mindfulness activities – there are many apps, books and websites with ideas. Takes effort – like a work out for the mind.



Make a calm plan with lots of ideas ready to refer to when anxiety rises.

Anxiety

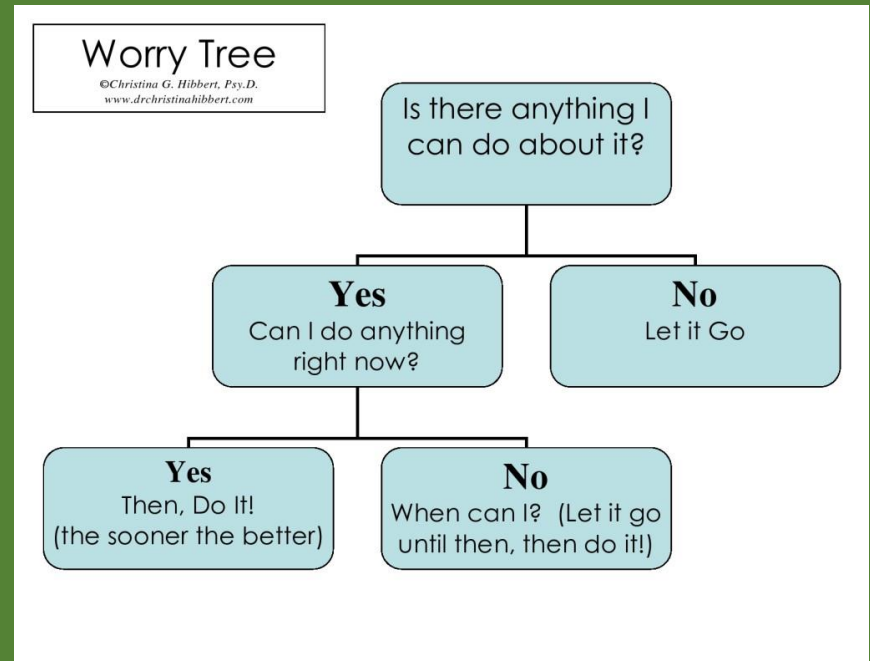
Strategies to change the unhelpful behaviours



Avoidance further develops the perceived fear as a threat and maintains it.

The fear I am facing is: _____

| | |
|----------------|---|
| | ☆ |
| Most difficult | ☆ |
| _____ | ☆ |
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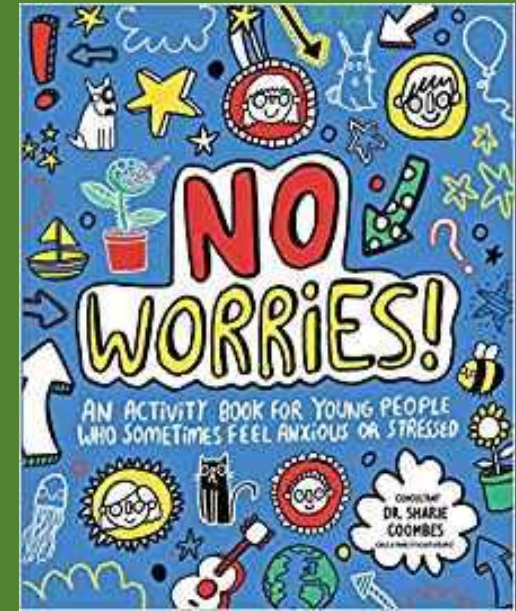
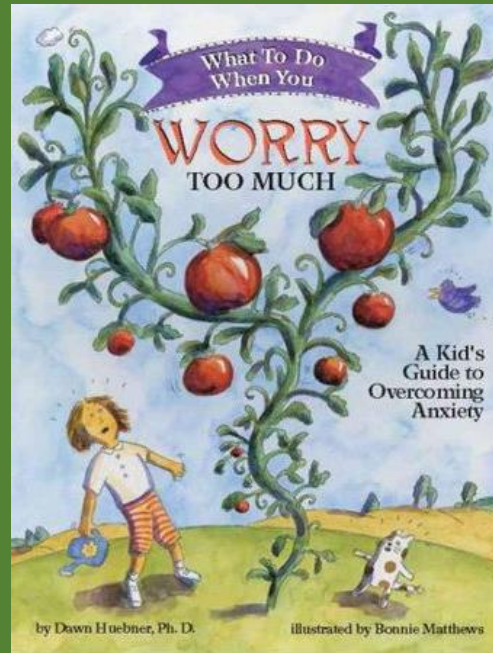
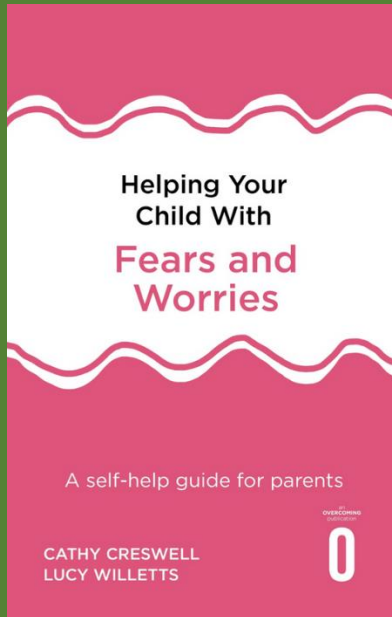


The Worry Tree is simple but effective – make sure it is presented visually to the child. Work through and feel the power to let that worry go.

Laddering reduces worries into smaller more manageable steps.

Anxiety

Useful resources







Resources that focus on CBT – cognitive behaviour therapy – are great. They have practical steps in how to challenge the thoughts, feelings and behaviours associated with anxiety and break the negative cycle.

Child-friendly 'worry books' are commonly available now – distraction activities, breathing techniques, positive talk.

Zones of Regulation

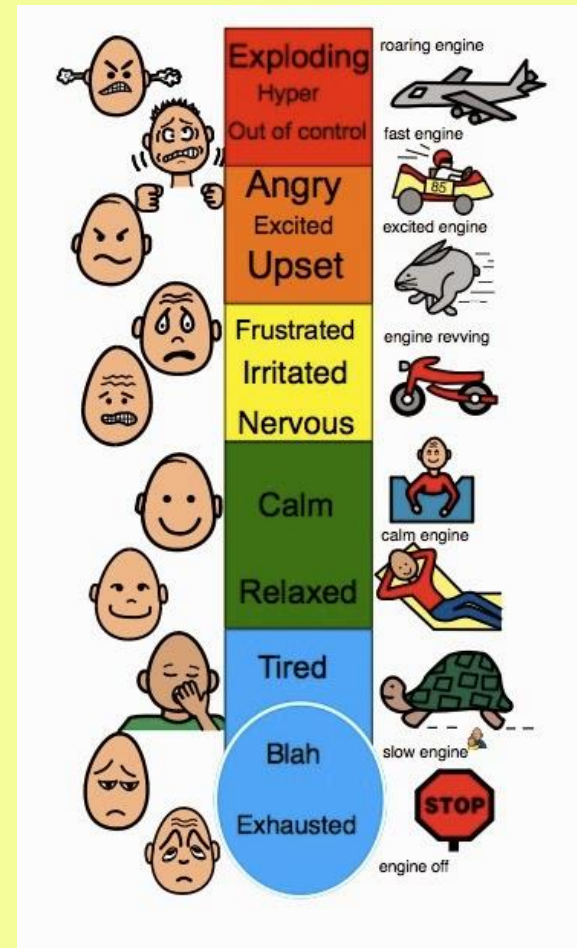
Zones of Regulation – providing a framework for your child to recognise and manage their emotions.

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 Terrified Yelling/Hitting Elated Out of Control |

Key principles of the Zones of Regulation:

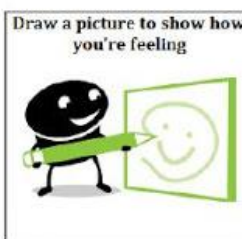
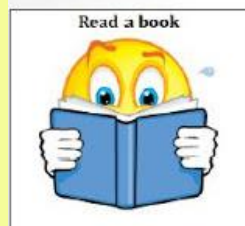
- All the zones represent *normal* human emotions – it is important that children know this and feel able to express themselves.
- Recognising how we are feeling is the first step to regulating our emotions.
- The **GREEN** zone is the optimum zone where we should aim to return.
- We can support children in building a range of **strategies** to help them return to the green zone.



Together with your child, compile a **'tool box'** of strategies.



Strategies



Visuals are always helpful, especially when emotions are running high. One idea is to create a simple 'calm plan'.

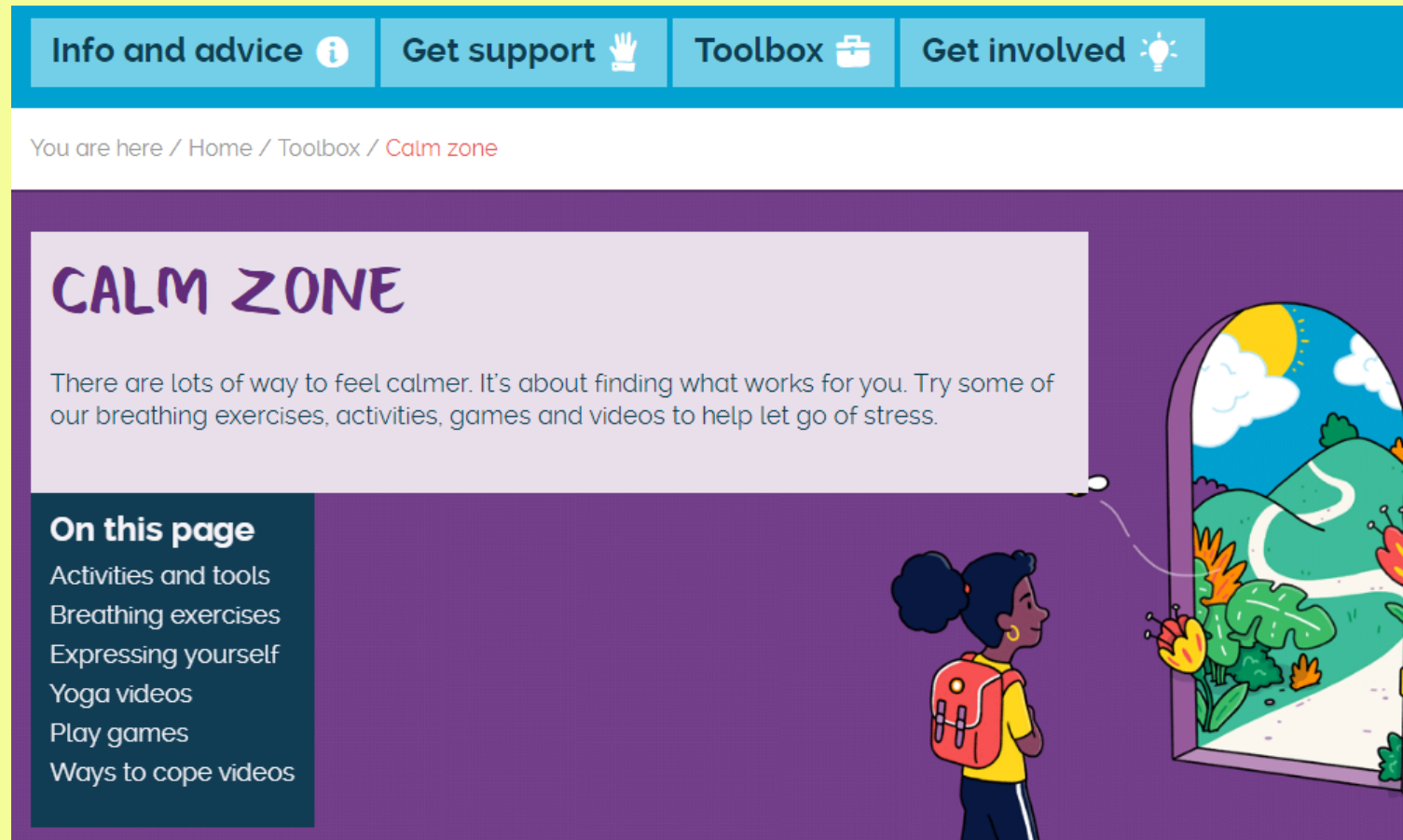
There might be different sets of strategies depending on which zone they are in.

| | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Blue Zone <u>Tools:</u> Rest Stop</p> <ul style="list-style-type: none"> • Take a break. • Think happy thoughts. • Talk about your feelings. • Ask for a hug. • Draw a picture | <p>Green Zone <u>Tools:</u> Go Time</p> <ul style="list-style-type: none"> • Complete your work. • Listen to the teacher. • Remember your daily goal. • Think happy thoughts. • Help others. |
| <p>Yellow Zone <u>Tools:</u> Slow Down</p> <ul style="list-style-type: none"> • Take a break. • Talk to the teacher. • Squeeze my stress ball. • Go for a walk. • Take three deep breaths. | <p>Red Zone <u>Tools:</u> Stop</p> <ul style="list-style-type: none"> • Take a break. • Squeeze my stress ball. • Take three deep breaths. • Count to ten. • Talk about my problem. |

Websites and other links

<https://www.childline.org.uk/toolbox/calm-zone/>


A fantastic resource from Childline. Everyone should get their child set up on this!



<https://copingskillsforkids.com/coping-with-coronavirus>

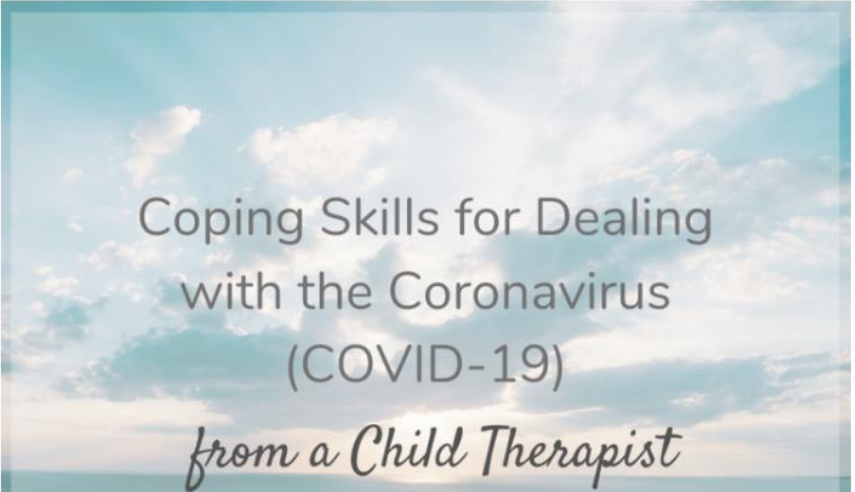
Updated to advise parents and carers about supporting children with dealing with worries about the Coronavirus.

Other resources available regarding anxiety and anger management.



Resources

- COPING WITH CORONAVIRUS
- CALMING ANXIETY
- MANAGING ANGER
- DEEP BREATHING EXERCISES FOR KIDS
- HELPFUL BOOKS FOR KIDS AND FAMILIES
- HELPFUL TOYS, GAMES & ACTIVITIES
- DOES MY CHILD NEED A THERAPIST?
- SURVEY



Coping Skills for Dealing
with the Coronavirus
(COVID-19)
from a Child Therapist

<https://youngminds.org.uk/find-help/for-parents/>

For Parents

Worried about a child or young person's behaviour or mental health? You're not alone.



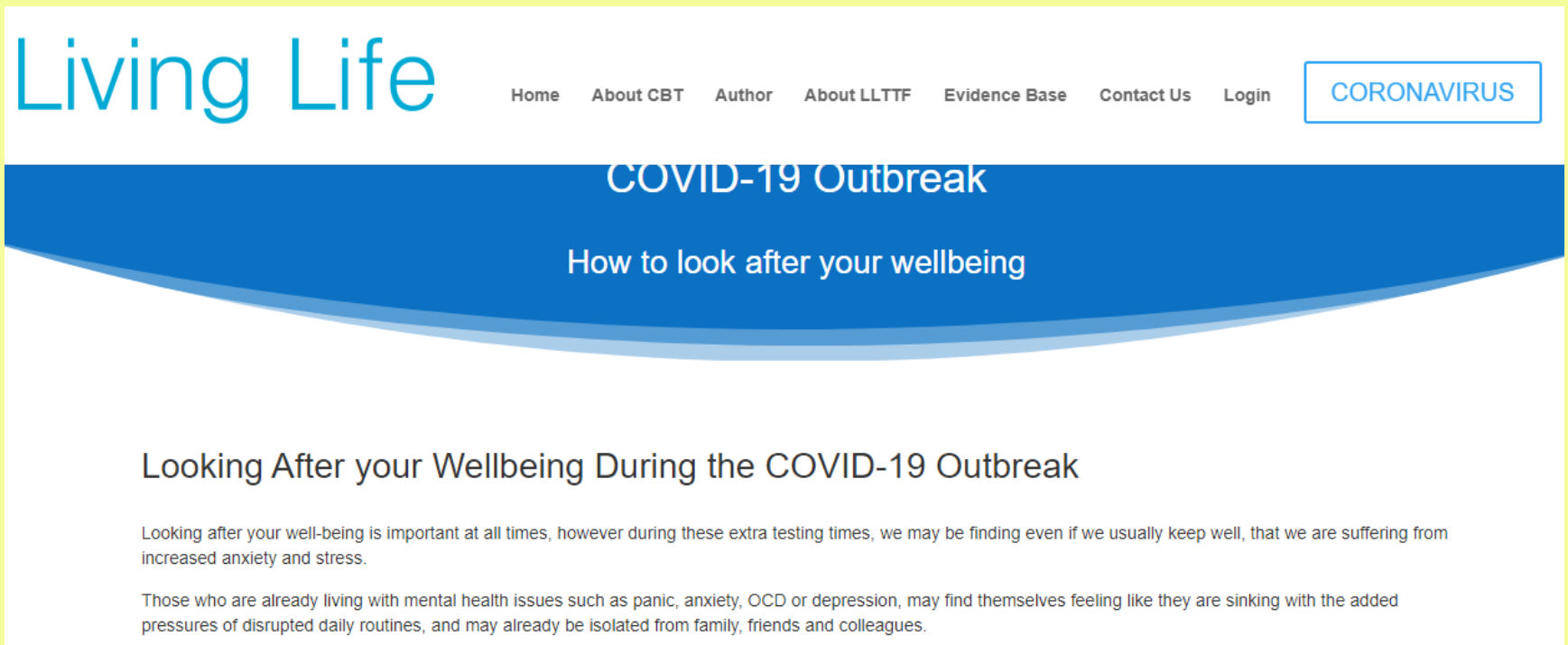
Parents Survival Guide

Parenting isn't always easy. Although it's often amazing and rewarding to watch your children grow, and to help them learn to be independent, it can also be really hard work.

Find Out More >

<https://lltff.com/corona/>

Aimed more at adults, they have updated their page with support and advice during the coronavirus outbreak. There are also pages with free resources to download.



The screenshot shows the 'Living Life' website. The header includes the site name 'Living Life' in large blue letters, followed by navigation links: 'Home', 'About CBT', 'Author', 'About LLTTF', 'Evidence Base', 'Contact Us', and 'Login'. A blue button labeled 'CORONAVIRUS' is on the right. Below the header is a blue banner with the text 'COVID-19 Outbreak' and 'How to look after your wellbeing'. The main content area has the title 'Looking After your Wellbeing During the COVID-19 Outbreak' and two paragraphs of text.

Living Life

Home About CBT Author About LLTTF Evidence Base Contact Us Login

CORONAVIRUS

COVID-19 Outbreak

How to look after your wellbeing

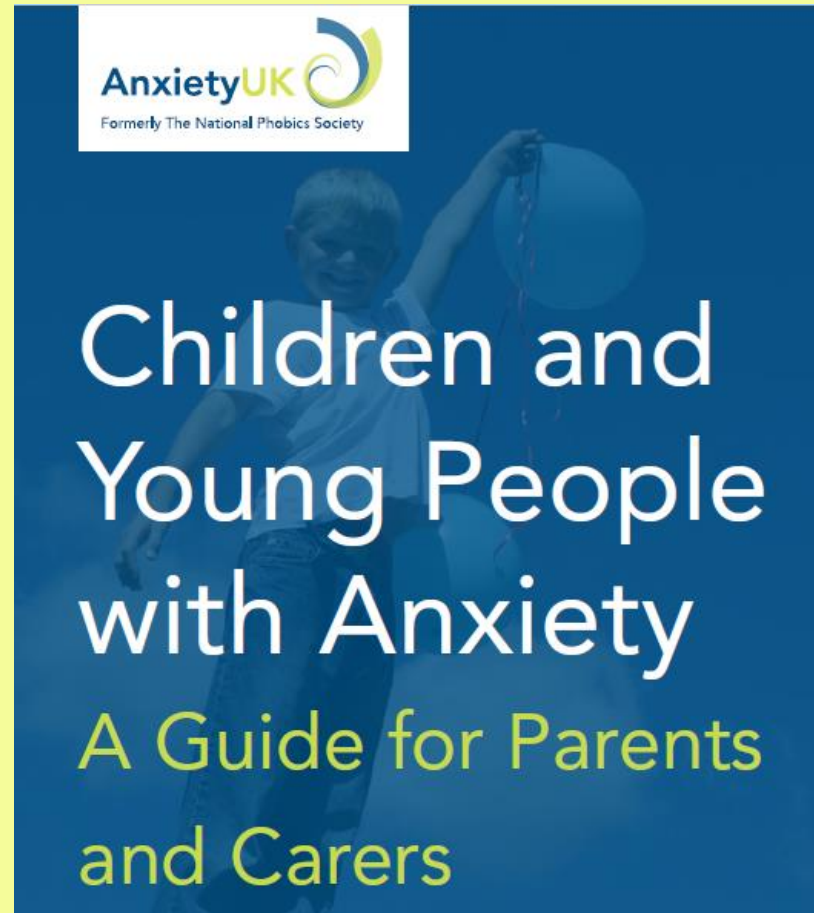
Looking After your Wellbeing During the COVID-19 Outbreak

Looking after your well-being is important at all times, however during these extra testing times, we may be finding even if we usually keep well, that we are suffering from increased anxiety and stress.

Those who are already living with mental health issues such as panic, anxiety, OCD or depression, may find themselves feeling like they are sinking with the added pressures of disrupted daily routines, and may already be isolated from family, friends and colleagues.

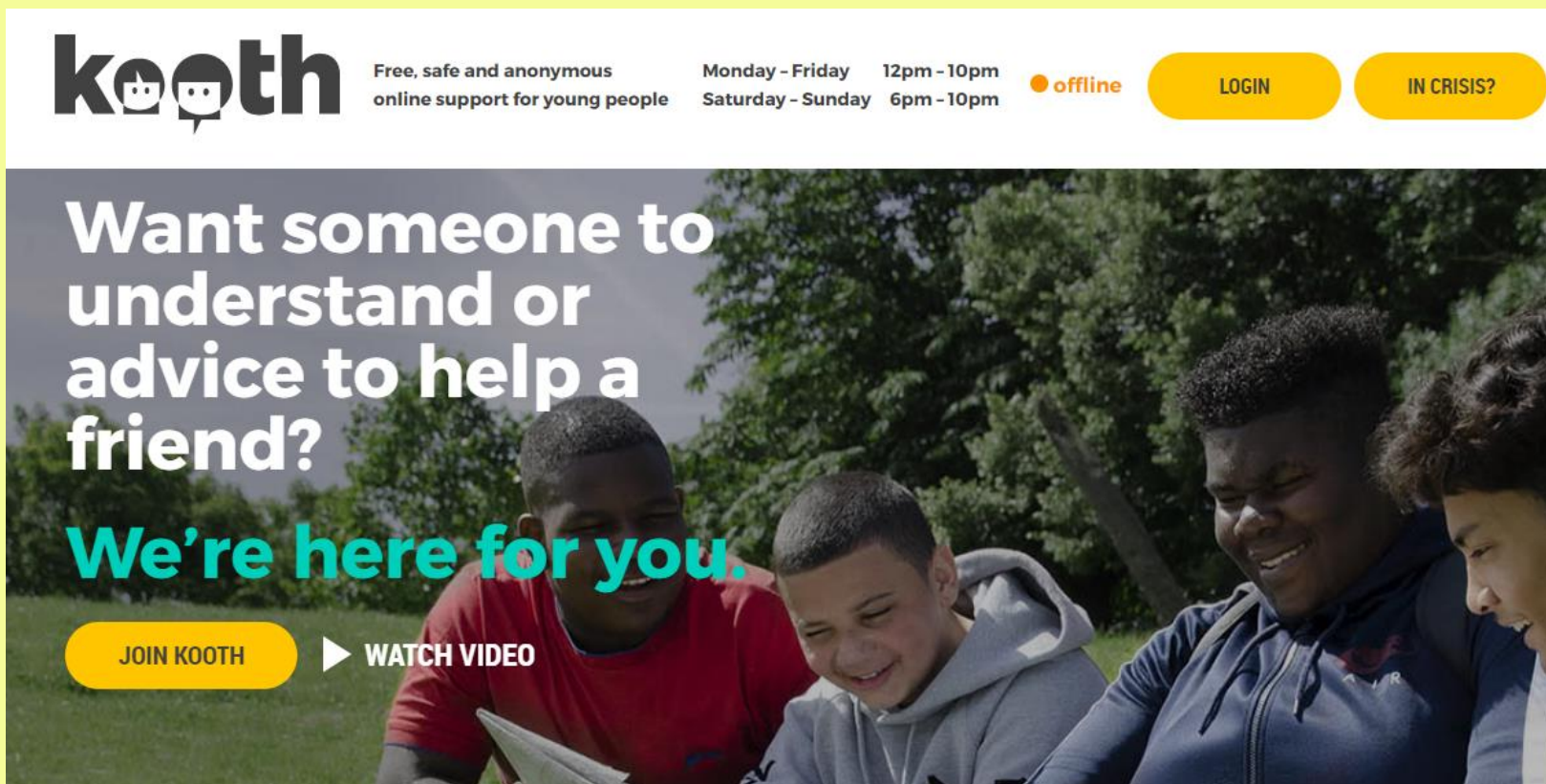
https://www.moodcafe.co.uk/media/19579/cyp_parents_1_2_web.pdf

Takes you straight to a downloadable PDF.



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

Online counselling website recommended by practitioners from the TAMHS (targeted mental health in schools) team. Might be best for Y5/6.

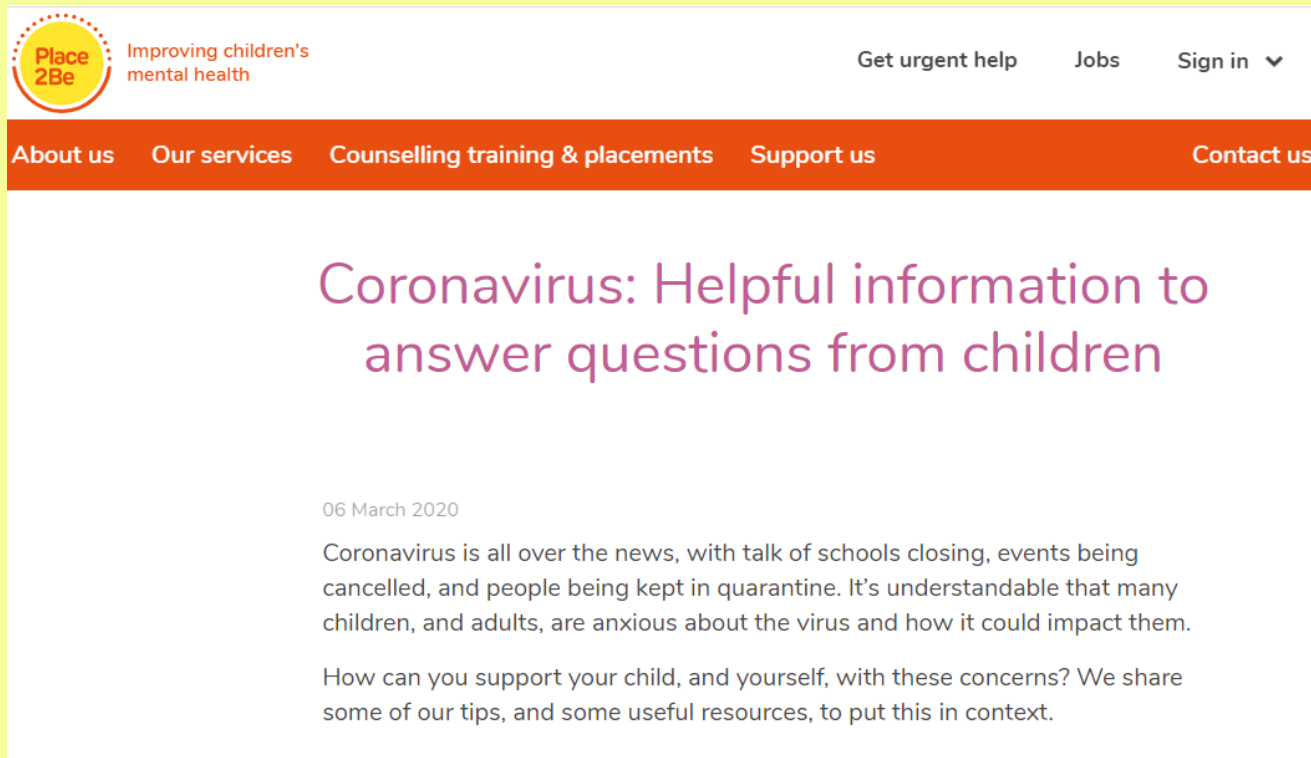
The image shows the Kooth website banner. At the top, the Kooth logo is on the left, followed by the text 'Free, safe and anonymous online support for young people'. To the right of this is the operating hours: 'Monday - Friday 12pm - 10pm' and 'Saturday - Sunday 6pm - 10pm'. Further right is a status indicator 'offline' with a red dot. On the far right are two yellow buttons: 'LOGIN' and 'IN CRISIS?'. Below this header is a large image of four diverse young people (three boys and one girl) smiling and looking at a tablet together in an outdoor setting. Overlaid on the left side of this image is the text 'Want someone to understand or advice to help a friend?' in white, and 'We're here for you.' in teal. At the bottom left of the image are two yellow buttons: 'JOIN KOOH' and 'WATCH VIDEO' with a play icon.

<https://families.jigsawpshe.com/stuck-at-home/>

Resources for families to do together at home during this difficult time.

<https://www.place2be.org.uk/about-us/news-and-blogs/2020/march/coronavirus-information-for-children/>

A little out of date (this was published before the school closures) but still a lot of information on how to support children with their concerns about coronavirus.



The screenshot shows the Place2Be website header with the logo "Place 2Be Improving children's mental health" and navigation links: "Get urgent help", "Jobs", and "Sign in". Below the header is an orange navigation bar with links: "About us", "Our services", "Counselling training & placements", "Support us", and "Contact us". The main content area features the title "Coronavirus: Helpful information to answer questions from children" in purple. Below the title is the date "06 March 2020" and the text: "Coronavirus is all over the news, with talk of schools closing, events being cancelled, and people being kept in quarantine. It's understandable that many children, and adults, are anxious about the virus and how it could impact them. How can you support your child, and yourself, with these concerns? We share some of our tips, and some useful resources, to put this in context."

<https://livespiffy.co.uk/>

An online shop with a lovely selection of resources for managing worries.

**The Happiness Shop**
Everything you need for a happy and positive life

**The Spiffy Duo**
A little indie business run by us two
- Shaun and Paul!

**Visit Our Carmarthen Store**
Come and say hello at our shop in Carmarthen, West Wales



Coronavirus / COVID19 - Dealing with anxiety

Explore our recommendations to help
you manage worry and uncertainty

[Learn More](#)[Back to](#)