



# OCCUPATIONAL THERAPY TOOLS FOR ANXIETY

# ANXIETY

- Anxiety is a common feeling usually described as “**uneasiness**” or “apprehension.” At one time or another, everyone experiences anxiety. It is highly treatable and manageable. It could be caused by work pressures, exams, significant life events, financial or health concerns and usually results in feelings of unease, worry and fear.
- For most people, once the cause of unease has passed, anxiety levels should reduce, leaving them to feel better. However it is when an **individual experiences a prolonged or continued level of anxiety that it can become overwhelming for them.**

# ANXIETY

- Anxiety becomes a **disorder** when the amount and/or frequency of the feelings of anxiety (i.e., tension, worried thoughts and physical changes like increased blood pressure) **interfere with the ability to participate in daily life**.
- Anxiety can affect people in a variety of ways; from a continual, low-level feeling of pain or fear, through to a debilitating effect on all aspects of an individual's life.

- the prevalence of anxiety disorders is the following:
  - 1 in 3 adolescents ages 13-18
  - Half of young adults ages 18-24
  - 1 in 4 in adults over 18



# SIGNS / SYMPTOMS OF ANXIETY OR ANXIETY ATTACK

- Frequent worry and/or apprehension
- Thinking excessively/obsessively about potential future problems/challenges
- Talking excessively about worries about the future
- Feeling overwhelmed
- Feeling like things are out of control
- Negative self-talk
- Feeling inadequate
- Feeling unprepared
- Frequently cancelling plans

- Difficulty being productive
- Difficulty sleeping
- Excessive sleeping
- Mental exhaustion
- Working or studying excessively
- OCD-type (Obsessive-compulsive disorder) behaviours – counting, repeating, creating rigid rituals, obsessive arranging, washing, cleaning, etc.
- Fear of specific thing, place, situation – e.g., going to school, going to bed, driving on the highway
- Thumb or pacifier-sucking beyond toddlerhood
- Sucking/chewing on clothing

- Self-harm including
  - Cutting
  - Scratching
  - Burning
  - Biting
  - Digging fingernails into skin
  - Hitting/punching self
  - Breaking bones from repeated self-injury
  - Carving messages/symbols into skin
  - Piercing skin
  - Ingesting harmful substances
  - Inserting objects under skin
  - Wearing long sleeves and pants in hot weather to hide signs of self-harm

- Picking at skin and hair pulling
- Appetite disturbances (under- or over-eating)
- Irritability
- Excessive crying
- Hives
- Nausea, throwing up
- Heartburn
- Abdominal cramping
- Diarrhoea
- Irritable Bowel Syndrome
- Rapid heart rate or pounding heart
- Sweating



- Trembling or shaking
- Shortness of breath or tightness in your throat
- Chills
- Hot flashes
- Chest pain
- Pain in back and/or neck
- Headache
- Dizziness, lightheadedness or faintness
- Numbness or tingling sensation

- Anxiety can also have an impact on an individual's ability to cope with daily life. They may find their motivation decreases for work, domestic or social activities and maintaining relationships can become challenging.



# SIGNS / SYMPTOMS OF A PANIC ATTACK

- Breathing rapidly, seeming to hyperventilate, or gasping for air
- Needing to curl body into a ball, wrap arms around oneself, sit in a corner against the walls, and/or rock back and forth
- Feeling of unreality or detachment
- Uncontrollable hysterical crying
- Uncontrollable hysterical laughing and/or crying
- Inability to move or moving very slowly
- Inability to talk or talking very slowly or softly
- Feeling heavy
- Sense of impending doom
- Fear of loss of control or death
- Startling

- **ANXIETY:** Apprehension about the future, negative mood, physical tension.
- **FEAR:** Immediate alarm to current danger, physical arousal, avoidance.
- **PANIC:** Fear at an inappropriate time, abrupt, intense, and physical arousal



# Normal vs. Problem Anxiety

- Reasonable
- Productive
- Manageable
- Mobilizing
- Specific
- Time-limited
- Age-matched
- Excessive
- Detrimental
- Uncontrollable
- Paralyzing
- Pervasive
- Chronic
- Age-mismatched

# Common Childhood worries:

- Storms and/or tornadoes
- Dogs and/or cats
- Being late
- Bugs, spiders and/or bees
- The dark
- Getting to sleep
- Being away from family
- Getting sick
- Making mistakes
- Parents going out
- Germs
- Dying
- Changes
- Performing in front of others



# Anxiety can be effected/affected by

- Communication
- Motor skills
- Sensory processing
- Learning skills
- Organization
- Social abilities
- Emotional regulation
- Chemical
- Environment

- Can you imagine a world where you...
  - ...are not understood
  - ...struggle to understand others
  - ...have sensory issues
  - ...struggle with depression
  - ...have ADHD
  - ...have difficulty regulating emotions?



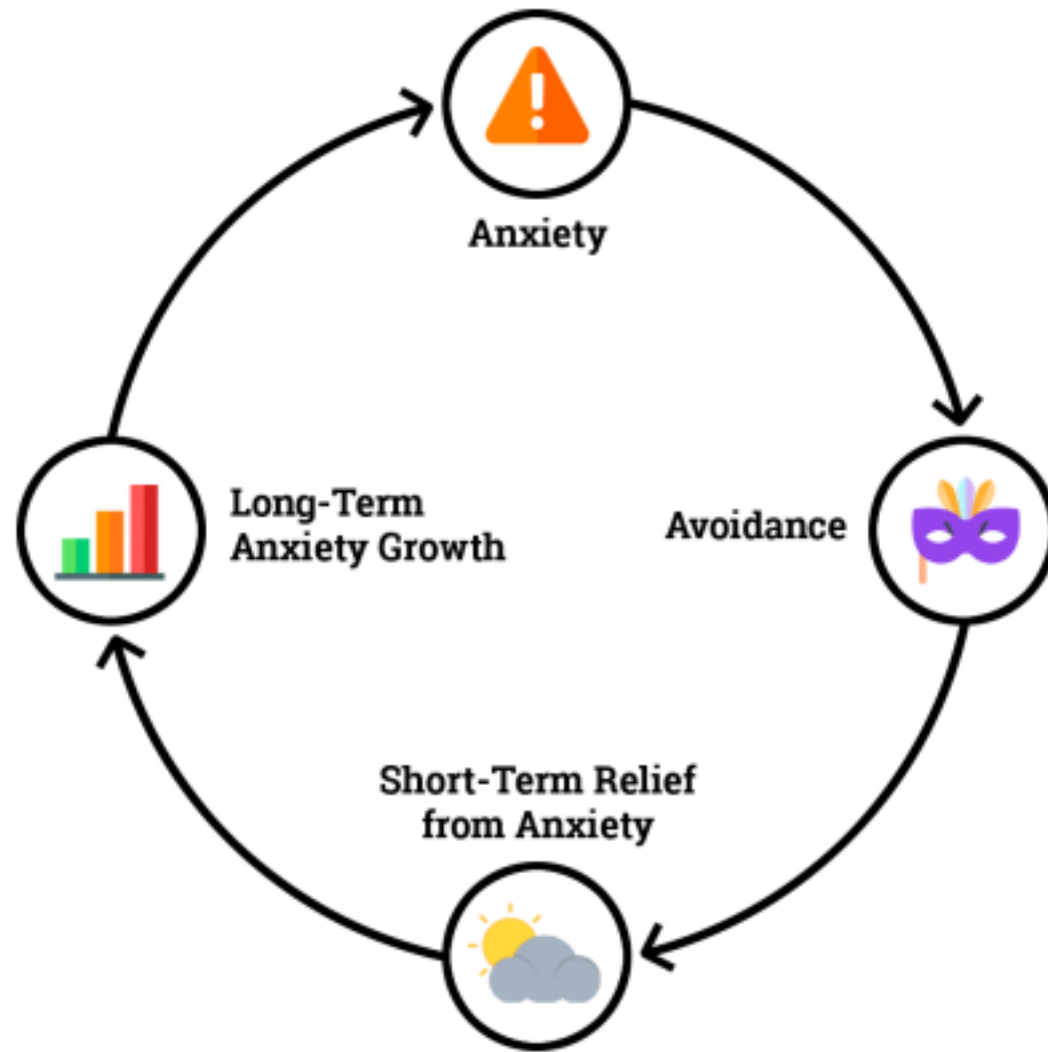
# Anxious Thoughts

- Something terrible will happen.
- I don't have any control over it.
- It will be my fault if it happens.
- I don't know what to do!
- I have to get out of here!
- I need to know for sure that it's okay
- I can't make any mistakes

# Anxiety Behaviours

- Checking to make sure things are safe
- Asking for reassurance – will it be okay?
- Leaving the situation – escape
- Staying away from things that seem scary - avoidance

# The Cycle of Anxiety



## **Anxiety**

An anxiety-producing situation leads to uncomfortable symptoms such as worry, fear, a racing heart, sweating, or a feeling of being overwhelmed.

## **Avoidance**

Uncomfortable symptoms are controlled by avoiding the anxiety-producing situation. Examples of avoidance include:

- Skipping class to avoid giving a presentation
- Using drugs or alcohol to numb feelings
- Procrastinating on challenging tasks

## **Short-Term Relief from Anxiety**

Avoidance of the anxiety-producing situation gives an immediate sense of relief. The symptoms of anxiety lessen, but only temporarily.

## **Long-Term Anxiety Growth**

The fear that initially led to avoidance worsens, and the brain learns that when the anxiety-producing situation is avoided, the symptoms go away. As a result, the symptoms of anxiety will be worse the next time, and avoidance is



# TREATMENT Options

- Who can I see?
  - Family Doctor
  - Pediatrician
  - Psychologist
  - Psychiatrist
  - Counselor
  - Play Therapist
  - Behaviour Therapist
  - Occupational Therapist

- What are some of the treatment options?
  - Medication
  - Modified environment & expectations
  - Cognitive-behavioural techniques
  - Sensory strategy

# OCCUPATIONAL THERAPY TOOLS FOR ANXIETY



1. Managing the Environment
2. Sensory Supports
3. Thinking Strategies
4. Calming Strategies
5. Parenting Strategies

# 1. THE ENVIRONMENT

## A. Operate on the child's time

- Twice as much time, half as much done
- Avoid rushing
- Monitor demands
- Balance the agenda (e.g. familiar activity early in the day)









# 1. THE ENVIRONMENT

## B. Establish Routine

- Visual Schedule




## DAILY ROUTINE VISUAL SCHEDULES

### MORNING ROUTINE







					
BATHROOM	BREAKFAST	GET DRESSED	MORNING HYGIENE	COAT AND SHOES	BACKPACK
1	2	3	4	5	6

- ★ Morning Routine
- ★ School Routine
- ★ Afternoon Routine
- ★ Evening Routine







### AFTERNOON ROUTINE

		
MUSIC	WRITING	MATH
1	2	3







### EVENING ROUTINE

					
RECESS	LIBRARY	COMPUTERS	PACK UP	COAT ON	BUS
1	2	3	4	5	6

### YOUR THERAPY SOURCE INC

					
JACKS	HOMEWORK	PLAY TIME	SPORTS	CLEAN UP	COLOR OR DRAW
1	2	3	4	5	6

### EVENING ROUTINE

					
BEDTIME SNACK	READ BOOKS	BATHROOM	SNUGGLE	TURN LIGHT OFF	BEDTIME
1	2	3	4	5	6

Includes 70+ picture icons to create your own routines or use the pre-made templates!

- You can use a visual schedule to improve a child's understanding of the plan. It can be helpful with transitioning between activities, developing new skills and overall reducing the dependence on parents/caretakers.
- You can use a visual schedule when you want to help a child understand:
  - What is happening next
  - Changing normal routine
  - Helping the child to complete tasks without adult support

# Visual schedules can be helpful in:

- Providing some **structure and predictability** to the day
- Improving the **ability to follow** a plan
- **Supporting literacy development** when incorporating words with pictures
- Improves **understanding of sequencing** and the concept of time
- **Easing transitions between activities**
- **Decreasing any anxiety about the unknown**
- **Improving independence**
- **Building self-esteem** and establishing a sense of accomplishment



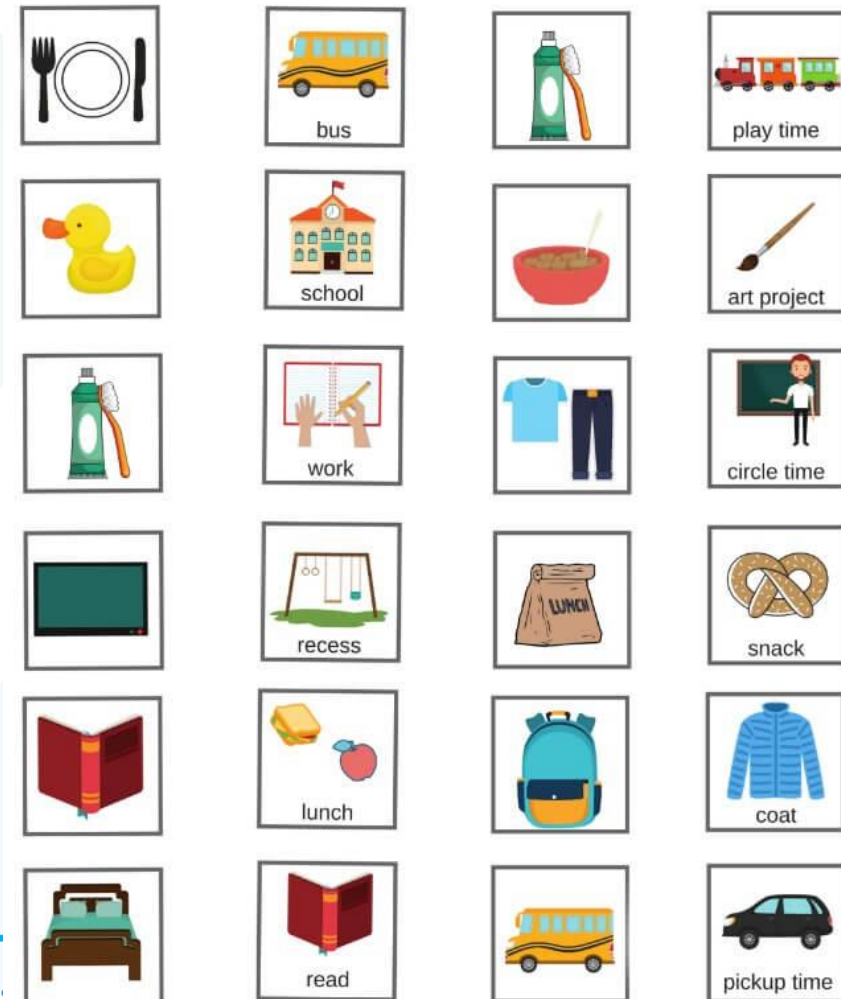
# Tips for Creating a Visual Schedule

- **Identify** the skill/routine you want to focus on.
- **Breakdown** the activity into steps.
- Determine **how the long** the schedule will be for. Choose the length that is appropriate at the moment and build on this where necessary
- Choose a suitable **visual format**.
  - Photographs may be helpful for children to understand as they can easily associate the picture of an object to routine activity.
  - Symbols/Drawings are helpful as they can be consistent across all contexts if you are going to use the visual schedule at home.
  - Text is essential to help develop children's literacy skills and with images creates a more effective schedule than text or images alone.

- **Teach** your child how to follow the schedule, mindful that this may take some time and require physical and verbal guidance on how to follow the schedule and complete activities.
- Ensure there is an indication of when your child has **completed** the tasks, such as moving an image across to finish side of the schedule.
- Remember to **provide positive reinforcement** (i.e. praise, opportunity to engage in the preferred activity or another motivator for your child) when they complete the schedule appropriately.



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## DAILY HOME SCHEDULE


TOGETHER WE CAN  
**Helping Children**

# 1. THE ENVIRONMENT

## C. Prepare for change

### Change in Routine Card

NOTICE: \_\_\_\_\_ will be changed on

\_\_\_\_\_ because \_\_\_\_\_

\_\_\_\_\_.

The new \_\_\_\_\_ is \_\_\_\_\_.

# 1. THE ENVIRONMENT

## D. Simplify the Language

- Break down the task into smaller steps
- Provide ongoing feedback
- Check-in on a regular basis
- Watch for literalness
- Comprehension not guaranteed
- Listen, probe and offer clarification



# 1. THE ENVIRONMENT

E. Set a calm, positive tone

- Model acceptance
- Set a positive example
- Use a calm voice when speaking
- Give facts in an unemotional tone of voice
- Express information in a logical sequence
- Control the tendency to become intense, passionate or stressed.
- Model brave behaviour

- Instead of Saying....
  - Clean up your bedroom
  - Work on your homework
- Say or Do this instead...
  - Pick up 10 pieces of clothing from floor
  - Answer question #1 and #2 from math book



## 2. SENSORY STRATEGIES

- A "sensory diet" involves providing the type of activities that meet an individual's sensory needs throughout the day.
- For example: A child with sensory issues may crave fast movement experiences, such as swinging, and deep pressure activities, such as crashing into mountains of pillows or wrestling. Incorporating these types of sensory activities into the day helps decrease anxiety.
- In addition, aerobic exercise, such as jogging or performing jumping jacks, releases chemicals called endorphins that also decrease anxiety.
- Adults can create their own sensory diet with their favourite aerobic sport and weight lifting or "heavy muscle" tasks, such as shovelling snow, stacking wood or hoeing a garden.

## 2. SENSORY STRATEGIES

### The Sensory Diet



SENSORY	AREA CALMING ACTIVITIES
Tactile	<ul style="list-style-type: none"><li>• Wear weighted vest or ankle weights</li><li>• Snuggle under heavy blanket</li><li>• Play with resistive putty</li><li>• Wilbarger brushing protocol</li></ul>
Proprioceptive	<ul style="list-style-type: none"><li>-Push heavy furniture</li><li>-Push a heavy cart to deliver books</li><li>-Vacuum the floor</li><li>-Wheelbarrow walk</li></ul>
Vestibular	<ul style="list-style-type: none"><li>-Jump on a trampoline</li><li>-swing</li><li>-Rock in rocking chair</li><li>-Roll back and forth on yoga ball</li></ul>
Gustatory	<ul style="list-style-type: none"><li>-Chew or suck on hard candy or chewy food (e.g. bagel, dried fruit)</li><li>-Drink through straw</li><li>-Engage in blowing, chewing or sucking</li></ul>

# The Wilbarger Protocol: therapeutic brushing

Brush the length of the 1. Arms, 2. Legs, 3. Back. Do not brush the stomach, chest or head

Use directly on bare skin or pull fabric tightly so there are very few creases

Lightly hold and touch only the limb you are brushing.

! Brush with a pressure that is firm enough to not tickle but not so much that it hurts.

5min therapy

x10-15 strokes



✓ Relieves stress, anxiety, relaxes muscles.  
Applies deep pressure therapy to promote calm  
Helps with focus and attention

➡ Follow up with 10 quick, short compressions on every joint including chest, and shoulders. Avoid the head, stomach, back and neck







<https://mandalacounty.org/>

### 3. THINKING STRATEGIES

- **AFFECTIVE EDUCATION**

- Why do we have emotion?

Emotions help us to take action, to survive, strike and avoid danger, to make decisions, to understand others. Moreover, they help other people to understand us.

- Identification of different levels of expression
  - Facial expression
  - Tone of voice
  - Body language

From extensive studies, researchers have classified:

7

core emotions

Happiness / Joy



Cheeks raised

Lip corners pulled

Disgust



Nose wrinkled

Lip corners depressed

Lower lips depressed

Contempt



Dimples

Lip corners pulled

Sadness



Inner brows raised

Brows lowered

Lip corners depressed

Anger



Brow lowered

Upper eyelids raised

Eyelid tightened

Lips tightened

Surprise



Inner + outer brows raised

Upper eyelids raised

Jaw drop

Fear



Inner + outer brows raised

Eyelids tightened

Lips stretched

Jaw drop



# How are you feeling today?



sad



disgusted



excited



grumpy



tired



happy



hurt



proud



interested



scared



shocked



shy



angry



confused



embarrassed

### 3. THINKING STRATEGIES

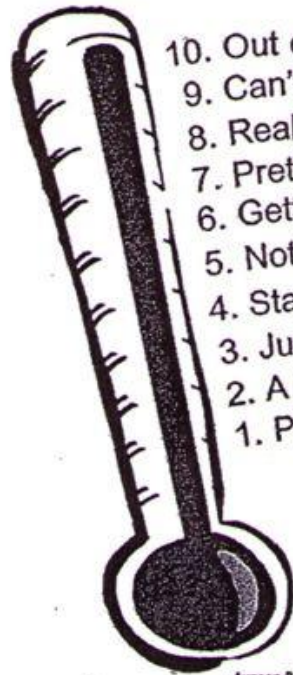
- **AFFECTIVE EDUCATION**

- Once the key elements that indicate a particular emotion have been identified, it is important to use an “instrument’ to measure the degree of intensity.
- The FEAROMETER is a tool for measuring anxiety.

# Fearometer

## FORM 1: THE FEELING THERMOMETER

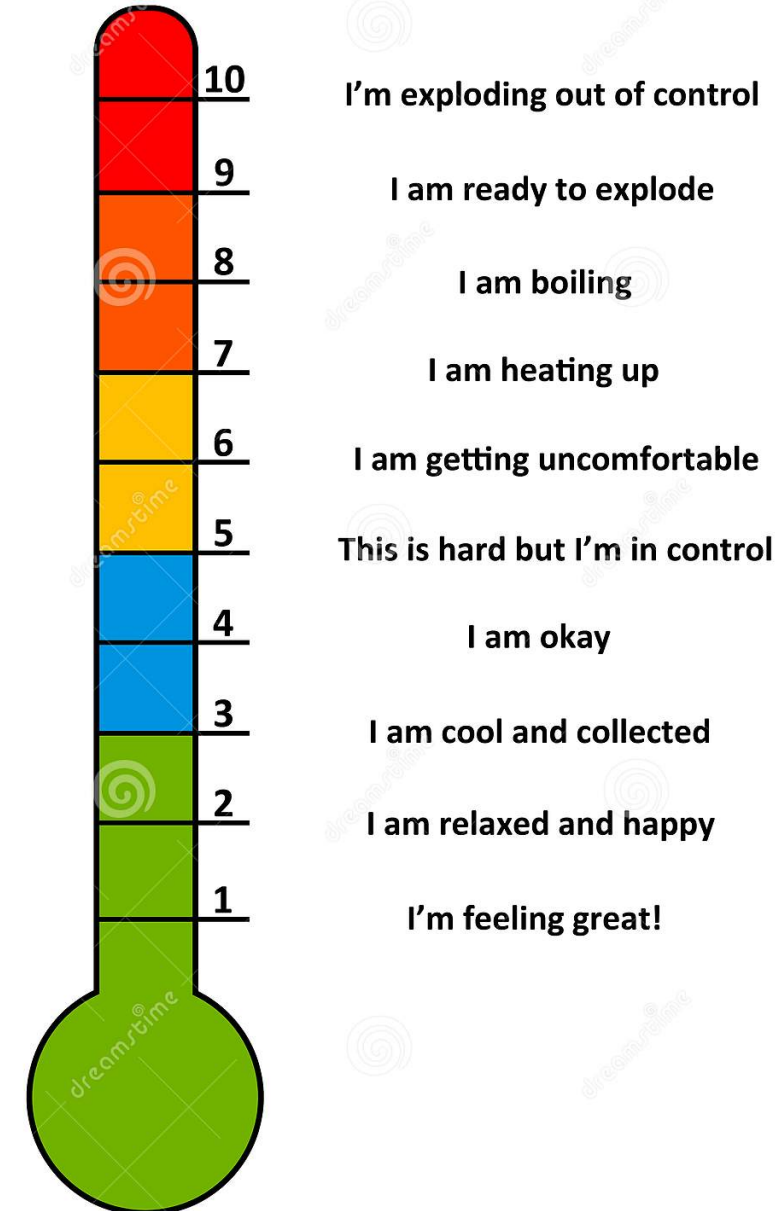
The \_\_\_\_\_ Thermometer



10. Out of Control! Ballistic!
9. Can't Handle It.
8. Really Tough.
7. Pretty Tough.
6. Getting Tough.
5. Not too Good.
4. Starting to Bother.
3. Just a Little Uneasy.
2. A Little Twinge.
1. Piece of Cake!

Aureen P. Wagner Ph.D. Copyright 2003

# Feelings thermometer



### 3. THINKING STRATEGIES

- **AFFECTIVE EDUCATION**
- The Incredible 5-Point Scale (Buron & Curtis, 2004) can be another very helpful strategy for teaching children how to recognize and communicate the magnitude of his/her distress and learning ways to self calm and possibly prevent his behaviour from escalating





Name: Colton My Behavior Scale

Rating	Looks like	Feels like	I can try to
5	hurting others throwing things	like a flood drowning	Too late — other people should leave me alone
4	screaming swearing	like a train wreck	walk away stop talking go to Mr. Nelson's office
3	ripping up assignment running out	like I can't stand it	walk to the weight room and lift — write a note
2	pacing in the room	getting nervous brain is racing	Write down my thoughts get a drink read Happy Book
1	sitting doing work	fine pretty good.	Stay that way!

from: The Incredible 5-Point Scale, by Susan, Karl Shusterman and Curtis, MITL, 2003

5

I can't stand this and ready to explode.

I want to hit someone, something, or throw something. I need an adult to help me go to a safe place so I can calm down.



4

I am getting too angry.

My brain isn't working clearly. I might say or do something I will be sorry for later. I need to go to my safe place to calm down.



3

I am getting really irritated.

I need to walk away from a bad situation. I will tell my teacher that I need a break.



2

I am doing OK.

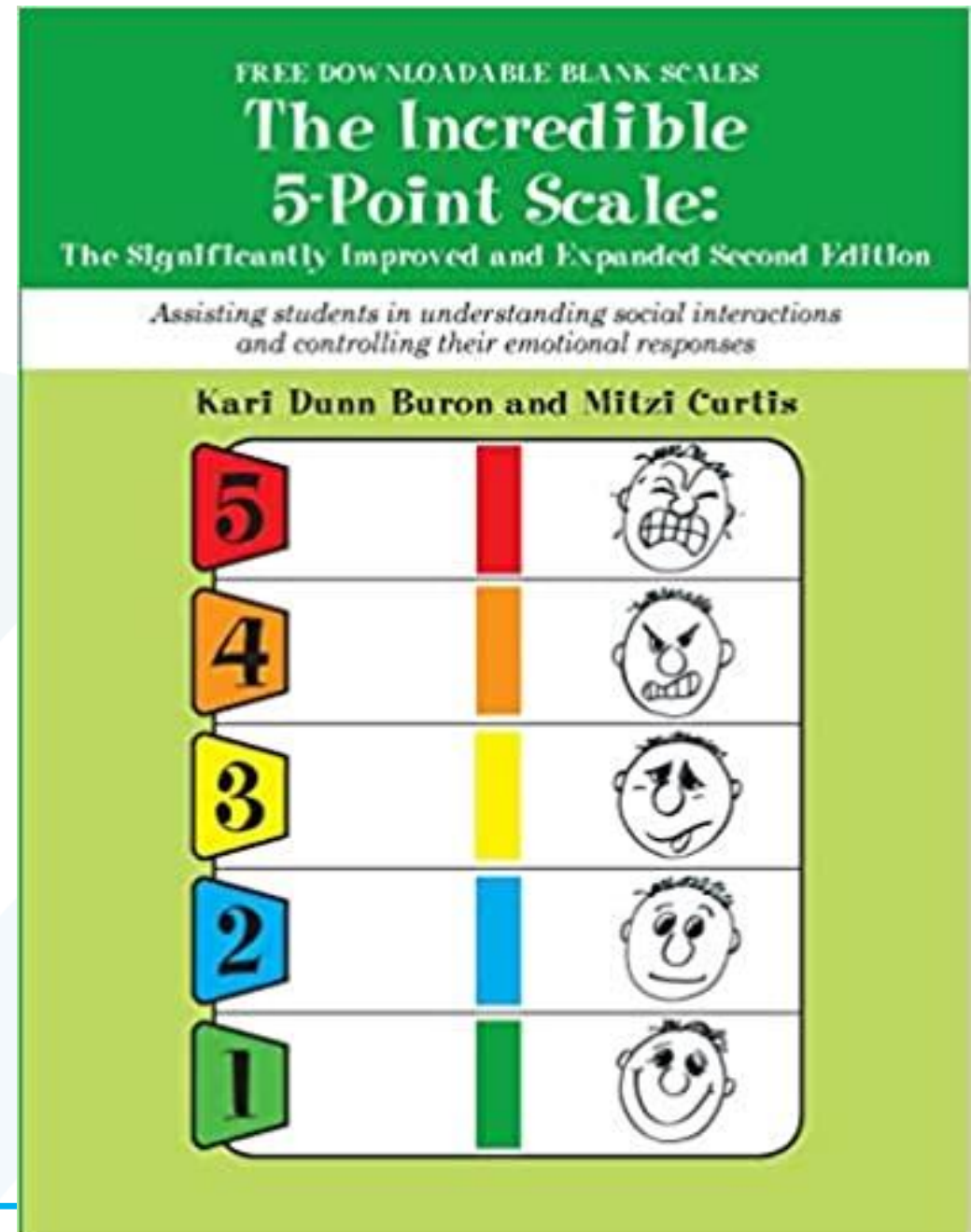
I'm not pleased, but I'm not upset. I can stay where I am and keep working. I can control my anger by myself.



1

I am doing great.

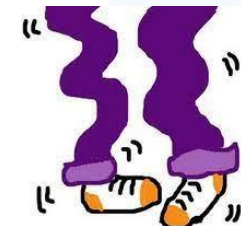
I feel good about myself and about what is going on around me.



### 3. THINKING STRATEGIES

- **AFFECTIVE EDUCATION**

- It is important to explore how such emotions affect their bodies and thinking, such as:
  - Increasing heart rate
  - Sweating
  - Dry mouth
  - Muscle tension
  - Wobbly knees
  - Headache







### 3. THINKING STRATEGIES

- **COGNITIVE BEHAVIOURAL THERAPY**

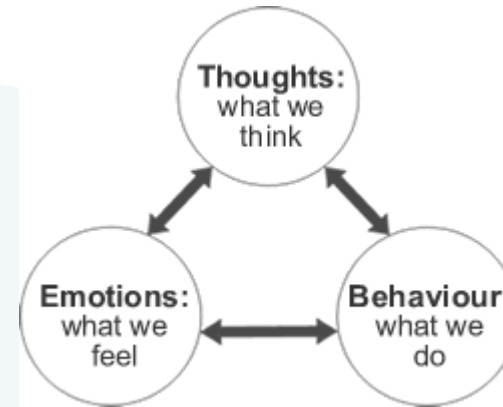
- This involves challenging the person's current thinking with logical evidence and ensuring the rationalization and cognitive control of emotion.
- A process when the child's inaccurate perceptions or dysfunctional beliefs are corrected.

### 3. THINKING STRATEGIES

- **COGNITIVE RESTRUCTURING**

faulty thinking patterns For example:

1. All-or-Nothing thinking
2. Negative thinking
3. Fortune telling
4. “Should” statements
5. Over generalization
6. catastrophic thinking
7. Discounting the positive
8. Emotional reasoning
9. Mental filtering (through a negative lens)
10. Jumping to conclusions
11. Personalization



our body. To help us talk about our feelings we use words:



- **Cognitive restructuring techniques**
- Self-monitoring: To change an unproductive thought pattern, you have to be able to identify the error you're making. Cognitive restructuring depends on your ability to notice the thoughts that spark negative feelings and states of mind.
- Questioning assumptions: learning how to question thoughts and assumptions, especially those that seem to get in the way of living a productive life.

- Some questions you might ask include:
  - Is this thought based on emotion or facts?
  - What evidence is there that this thought is accurate?
  - What evidence is there that this thought isn't accurate?
  - How could I test this belief?
  - What's the worst that could happen? How could I respond if the worst happens?
  - What other ways could this information be interpreted?
  - Is this really a black-and-white situation or are there shades of grey here?

- Gathering evidence: gather evidence for or against the thoughts.
- Performing a cost-benefit analysis: Using this strategy, you would consider the advantages and disadvantages of maintaining a certain cognitive distortion.

You could ask:

- What do you get out of calling yourself a complete idiot, for example?
- What does this thought pattern cost you emotionally and practically speaking?
- What are the long-term effects?
- How does this thought pattern affect the people around you?
- How does it advance or limit your job performance?

Seeing the pros and cons side by side can help you decide whether it's worth changing the pattern.

- Generating alternatives : find new ways of looking at the things that happened. Generating alternatives can also include creating positive affirmations to replace inaccurate or unhelpful thought patterns.
- Perfectionism
- Letting go of control: acceptance (allowing things to happen, and not fretting about the future.)
- Seeing the bigger picture
- Talking it out: The free verbal expression of feelings and emotions

### 3. THINKING STRATEGIES

- **CALM THINKING**
- What am I worried about?
- Why does it worry me?
- What are the chances it will happen?
- What proof do I have that it will happen?
- What else could happen?
- So what if it happens?
- Can I be absolutely sure it won't happen?
- How could I handle it if it happened?



### 3. THINKING STRATEGIES

- **EXPOSURE:**

- a program of exposure therapy in order to help break the pattern of avoidance and fear.
- In this form of therapy, psychologists create a safe environment in which to “expose” individuals to the things they fear and avoid. The exposure to the feared objects, activities or situations in a safe environment helps reduce fear and decrease avoidance.

- **EXPOSURE:**

- In vivo exposure: Directly facing a feared object, situation or activity in real life.
- Imaginal exposure: Vividly imagining the feared object, situation or activity.
- Virtual reality exposure: In some cases, virtual reality technology can be used when in vivo exposure is not practical.
- Interoceptive exposure: Deliberately bringing on physical sensations that are harmless, yet feared.

- **EXPOSURE:**

- Use rewards as motivators to get through the necessary exposures (it takes a drive to fight a drive!)
- This is NOT bribing. This is a reward – something that was earned through hard work.
- Rewarding retrains the brain to see the brave behaviour as a good thing...something that gives them Dopamine.

- **EXPOSURE**

- If there is no reward that is big enough to overcome the anxiety, then break down the behaviour into smaller chunks (e.g. develop a hierarchy of exposure)
- Once a specific behaviour has been managed with the use of a reward, continue to reward its successful completion for at least 2-3 weeks thereafter.



## 4. CALMING STRATEGIES

- When our children's minds are tense, their bodies are tense, too.
- Relaxing their bodies will help them relax their mind.

## 4. CALMING STRATEGIES

- Relaxation:
  - Is a skill
  - Pick the right time
  - Make the time
  - Create a habit
  - Create a relaxing environment
  - Make it fun
  - Keep it simple and short

## 4. CALMING STRATEGIES

- Take 10 deep breaths.
- Think happy thoughts.
- Count to 10.
- Squeeze a stress ball.
- Do some exercises.
- Get a drink of water.
- Read a book.
- Rock gently on a ball.
- Relax on pillows.
- Take a walk.
- Listen to music.
- Do wall push ups.
- Do yoga.
- Play quietly.
- Chew gum.
- Write in journal.
- Give yourself a hug.
- Use the swing.
- Spin in a circle.
- Jump on a mini trampoline.
- Use the scooter board.
- Draw a picture.
- Lay on the ball.
- Sit on air disc.
- Balance on a stool.
- Go to a quiet area.

## 4. CALMING STRATEGIES

- **DEEP BREATHING**

- Candle breathing
- Lazy 10 breathing
- 6-sides of breathing

### 6-sided Breathing



Take 10 deep breaths.





## 4. CALMING STRATEGIES

- Relax activities and Games



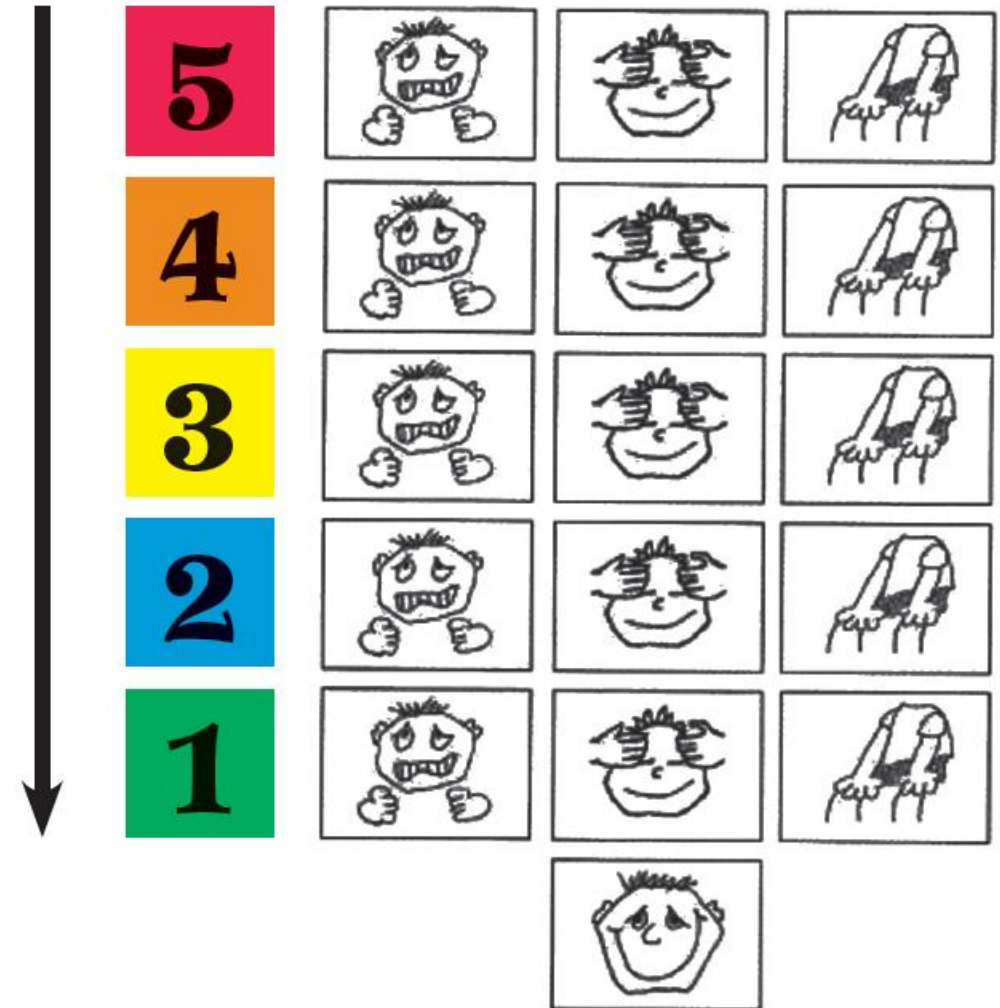
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## 4. CALMING STRATEGIES

- **DAY DREAMS and Guided Imagery**
- is a stress management technique, where you use your imagination to picture a person, place, or time that makes you feel relaxed, peaceful and happy.
- involves using your imagination to help put your body in a more relaxed state.
- You use all of your senses in guided imagery. For example, if you want a tropical setting, you can imagine the warm breeze on your skin, the bright blue of the water, the sound of the surf, the sweet scent of tropical flowers, and the taste of coconut so that you actually feel like you are there.

## 4. CALMING STRATEGIES

- **My CALMING SEQUENCE**
- Squeeze your hands together; close your eyes and rub your head; then rub your legs. Repeat the sequence five times, bringing your stress down.



# FREE Yoga Calming Sequence Visuals



autism elementary



## 5. PARENTING STRATEGIES

- **The 3 S's: Security, Structure, Stability**
  - Security: Unconditional love, despite problems
  - Structure: Kind but firm limits
  - Stability: Consistency – say it, mean it, do it!

- Many well-meaning parents try to protect anxious kids from their fears, but overprotecting can actually make anxiety worse. Here are pointers for helping kids cope with anxiety without reinforcing it.

1. Don't try to eliminate anxiety; do try to help a child manage it.

- The best way to help kids overcome anxiety is to help them learn to tolerate it as well as they can. Over time the anxiety will diminish.

2. Don't avoid things just because they make a child anxious.

- Helping children avoid the things they are afraid of will make them feel better in the short term, but it reinforces the anxiety over the long run.



### 3. Express positive—but realistic—expectations.

- Don't promise a child that what she fears won't happen—that you know she won't fail the test—but do express confidence that she'll be able to manage whatever happens.

### 4. Respect her feelings, but don't empower them.

- Validating feelings doesn't mean agreeing with them. So if a child is terrified about going to the doctor, do listen and be empathetic, but encourage her to feel that she can face her fears.

## 5. Don't ask leading questions.

- Encourage your child to talk about her feelings, but try not to ask leading questions: "Are you anxious about the big test?" Instead, ask open-ended questions: "How are you feeling about the science fair?"

## 6. Don't reinforce the child's fears.

- Avoid suggesting, with your tone of voice or body language: "Maybe this is something that you should be afraid of."



## 7. Be encouraging.

- Let your child know that you appreciate how hard she's working, and remind her that the more she tolerates her anxiety, the more it will diminish.

## 8. Try to keep the anticipatory period short.

- When we're afraid of something, the hardest time is before we do it. So if a child is nervous about going to a doctor's appointment, don't discuss it until you need to.

## 9. Think things through with the child.

- Sometimes it helps to talk through what would happen if a fear came true—how would she handle it? For some kids, having a plan can reduce the uncertainty in a healthy, effective way.

## 10. Try to model healthy ways of handling anxiety.

- Don't pretend that you don't experience stress and anxiety, but do let kids hear or see you managing it calmly, tolerating it and feeling good about getting through it.

- **Caregiver Responses**

- May unwittingly fuel anxiety
- Protective and closely involved
- Walk on eggshells, avoid upsetting child
- Hesitate to encourage child to take risks
- Feel sad, frustrated, angry, guilty

- **Somme Communication notes**
- Emotion and logic are mutually exclusive
- Avoid reasoning with a distraught child
- Wait until the child is calm
- Be concise and clear
- Give child time to digest information
- Teaching By Example
- Self Reliance
- Self-Calming

# SUMMARY & CONCLUSION

- The child's environment (routine, structure)
- The child's understanding of feelings and their intensity (5-point Incredible Scale, Feeling Thermometer, social stories, comic strip conversations)
- The child's sensory experience (Sensory diet)
- Correcting the child's inaccurate perceptions or dysfunctional beliefs (Cognitive Behavioural Therapy)
- Exposure and response prevention.
- Other medical factors (medication)

# SELF AWARENESS

Identification of positive traits



**In the space below, type 5 things that you are good at.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

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# SELF AWARENESS

## identifying emotions

**Let's talk emotions! How are the animals feeling? Drag the emotion word to match each animal's feelings.**

							<div>worried sad happy scared angry silly</div>
<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"/>	

**How do you feel today? Drag the animal that describes your feelings.**

☐

**sad, tired, bored**

☐

**happy, ready to go, calm**

☐

**worried, silly, anxious**

☐

**angry, upset, frustrated**

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# SELF AWARENESS

## Growth mindset

**Having a growth mindset gives me tools to use! Change the negative mindset thoughts to positive mindset thoughts.**

**I don't know how.**



**I can try.**

**I made a mistake.**



**I can learn how to do this.**

**I can't do this.**



**I can learn from my mistakes.**

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# SELF AWARENESS Goals



**What are your goals? Type your answers below. Copy the sentences so you can remember your goals.**

**I want to learn:**

**I want to get better at:**

**I want to achieve:**

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