

Anxiety and Wellbeing – Resources and Links

The links to the videos shown in presentation are below. You might want to rewatch them for yourself or watch them with your child.

Anxiety Canada

- Fight Flight Freeze – Anxiety Explained for Teens
<https://youtu.be/rpolpKTWrp4>
- Fight Flight Freeze – A Guide to Anxiety for Kids
https://youtu.be/FfSbWc3O_5M

Center on the Developing Child at Harvard University

- [InBrief: What is Resilience? - Bing video](#)

The Science of Kindness

- <https://youtu.be/O9UByLyOjBM>

Kids Meditation - Square Breathing

- <https://youtu.be/YFdZXwE6fRE>

The leaflets on the wellbeing building blocks can be accessed here on the Perth and Kinross Council Website.

[Perth & Kinross Council - Coronavirus: Schools, children and families \(pkc.gov.uk\)](#)

Or on the Perth & Kinross Council Educational Psychology Service website

- Wellbeing for Parents and Carers
[2020042 Covid-19 Wellbeing for Parents and Carers FINAL.pdf \(pkc.gov.uk\)](#)
- Wellbeing for Children and Young People
[Covid-19 Wellbeing for Children YP.pdf \(pkc.gov.uk\)](#)
- Wellbeing Blocks Rating Scale
[Wellbeing Blocks Rating Scale.pdf \(pkc.gov.uk\)](#)

You may find it helpful to look at the rating scale together and then each make a plan for how you are going to support your own wellbeing. You can then support each other to stick with your plan.

Your child may find apps helpful, they might be able to use these independently or might benefit from your support.

Some of the apps listed below are designed to help manage anxiety and others help support practice of relaxation exercises.

App name	Age range	Description
<p><u>Mindshift</u></p> 	Teens (13+)	<p>Has an anxiety check in</p> <p>Help adjust your thinking</p> <p>When you need help fast,</p> <p>Cue cards and guided meditation.</p>
<p><u>Catch it</u></p> 	Secondary school age.	<p>Helps users better understand their mood through the use of an ongoing diary.</p> <p>You write in how you feel, rate your feelings and then rate your thoughts again after reflection</p>
<p><u>Headspace</u></p> 	<p>Basics Module – secondary school age</p> <p>Kids modules (for £9.99 monthly subscription):</p> <p><5m, 6-8, 9-12</p>	This is the favourite with my teenage son. It even has a video on Netflix
<p><u>SAM: Self-help for Anxiety Management</u></p> 	Secondary school age	<p>You can add your triggers, what gets you in that mindset and</p> <p>Offers a range of self-help methods for people trying to manage anxiety including relaxation exercises, anxiety tracker, psycho-education and online forum.</p>
<p><u>Calm Harm</u></p> 	Secondary school age	<p>It provides tasks that help you resist or manage the urge to self harm. Various tasks available covering a range of topics including distraction, expression, release and breathing. The app also has a 'Get Help' section which provides phone numbers (Childline, Samaritans, 999) depending on the type of help selected.</p>
<p><u>Wellmind</u></p> 	Secondary school age	<p>Designed by the NHS it focuses on the positive aspects of your life. It asks you to think of the things that you are grateful for and what you've achieved and the things you're looking forward to. Designed to help with stress, anxiety and depression. Includes advice, tips and tools to improve</p>

		mental health and boost wellbeing. Has Snake distraction game.
<p>What's Up – A Mental Health App</p> 	Secondary school age	<p>Incorporating CBT & ACT methods to provide coping strategies for depression, anxiety, anger and stress.</p> <p>It gives you scenarios like – Am I assuming what others are thinking about me – and then it asks you to take a step back and look at what the evidence is. Am I just assuming I know what others are thinking about me?</p>
<p>ReachOut Worry Time</p> 		<p>Decide on a time, place and length of time to deal with your worries each day.</p> <p>When you notice yourself worrying about something, add it to WorryTime and get on with your day.</p> <p>Use your WorryTime to review the worries you've added and ditch the ones that no longer matter to you.</p> <p>Produced in consultation with the Centre for Clinical Interventions, ReachOut WorryTime is based on cognitive behavioural techniques that are used by health and wellbeing practitioners to assist people with anxiety and stress.</p>
<p>Smiling Mind</p> 	All ages	<p>Smiling Mind is a mindfulness meditation app developed by psychologists and educators to help bring balance to your life.</p> <p>Programs are designed to assist people in dealing with the pressure, stress, and challenges of daily life.</p> <p>Programs for</p> <ul style="list-style-type: none"> - Adults - Kids & Youth (3-18 Year Olds) - Sleep - Classrooms - Sport - At Work
<p>Paced Breathing</p> 	All ages	<p>Paced Breathing helps you improve your breathing by giving you visual, audio, and haptic (vibrate) breathing cues.</p>

Energy accounting for wellbeing

“The concept of wellbeing comprises two main elements: feeling good and functioning well. Feelings of happiness, contentment, enjoyment, curiosity and engagement are all equally important. Experiencing positive relationships, having some control over one’s life and having a sense of purpose are all important attributes of wellbeing”

(Huppert, 2008)

The idea of energy accounting came from a young woman called Maja Toudal, who has a diagnosis of Asperger’s – which is part of the autism spectrum. It is a tool she devised to manage her stress levels to enable her to manage the demands of daily life. She describes reaching her “tipping point”, where things become too much and the energy accounting tool helped her to cope better.

If you are interested in finding out a little more about this the link below is to a short interview with Maja explaining her method.

<https://vimeo.com/213640278>

We all have a “tipping point” - and learning about ourselves and the things that are stressful and helpful to support us are key to the energy accounting method.

Energy accounting can help all children and young people to cope with stress and anxiety. When we are stressed, we often reach our tipping point sooner than normal and can find it hard to manage our normal daily activities.

Wellbeing has two main elements as described in the quote above.

Feeling good and functioning well - and this method will support us in both areas.

So how does it work?

Energy accounting uses the idea of a bank account where the child/young person experiences energy withdrawals and deposits. The objective is to have a healthy energy account by taking scheduled deposit time throughout the day.

First, we need to help the child / young person to find out what their threshold is. What are the things that cause them stress or upset? You may have some ideas about this, but listening to them, being attentive and open to what they are saying is important.

Next, we can support them to build up the tools to manage situations better and avoid going beyond their tipping point.

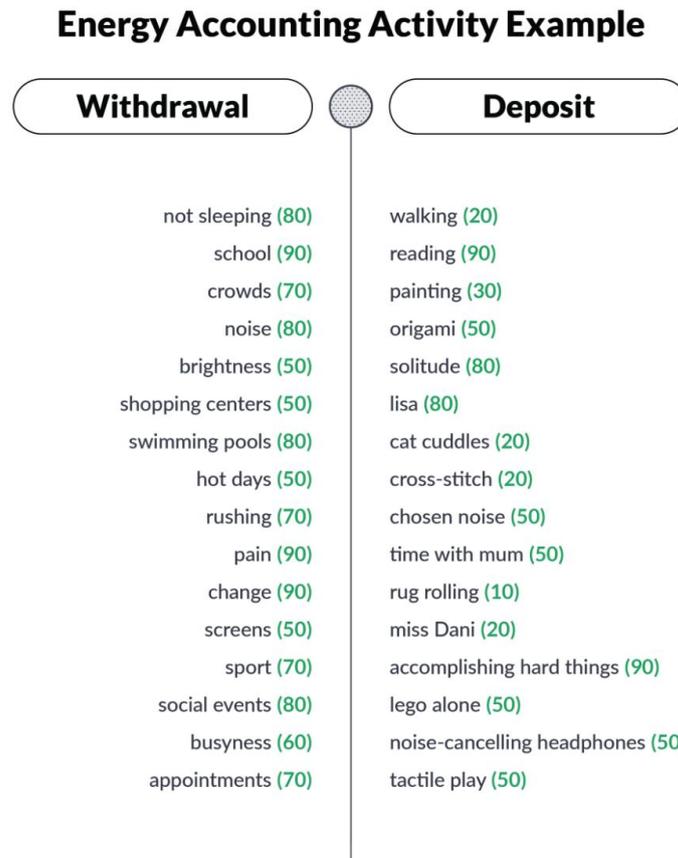
This is where the idea of deposits and withdrawals comes in.

We want to encourage and support the child / young person to do things that are positive, fun and give them energy, to help them to manage to do the things they need to do in order to get through life. Some of these things may be stressful, boring or difficult, but with a good balance of deposits, they become more manageable for the child / young person.

Knowing what energy certain activities give and take is important, so that you can balance them out – just like a bank account. The type and value of withdrawals and deposits will be different for everyone.

So once the child / young person has identified the things that sap their energy (withdrawals) and those things that recharge their batteries (deposits), they can give them a score. It doesn’t matter

whether this is between 1 and 10, -10 and +10, or value into the 100's, provided it is consistent across the accounting. Here is an example below:



This is just an example, so feel free to be creative and let your child / young person design their own version depending on their age and interests. It is simply a visual to help them plan their day to avoid stress and manage the demands on them.

So in the example above, if the child / young person has missed out on sleep (a withdrawal of 80), they will need to find activities to the value of 80 – and hopefully more to balance that out. For example, this may mean they could have some lego time (50) and cuddles with the cat (20) and go for a walk (20). This would be a total of 90 and should therefore help to balance out the lack of sleep.

Similarly, if something stressful is coming up that day, possibly a medical appointment which in this case scores 70, they could bank some energy, by having some time with mum (50) and doing some cross stitch (20) to help them feel ready for the appointment.

In summary, this is about planning in plenty of time for relaxing activities, to balance out the expectations of the day.

Relationships and energy accounting

Dr. Stephen R. Covey, the author of *The 7 Habits of Highly Effective Families*, helpfully extends the idea of energy accounting into relationships. He talks about an emotional bank account with the deposits being positive interactions that build trust and deposits being the situations where there is conflict between people.

You can read a short article that fully describes this:

Perth & Kinross Educational Psychology Service

<https://www.leaderinme.org/blog/making-deposits-into-your-childs-emotional-bank-account/>

In addition to the activities in the example above, it is important to think about emotional deposits that you can make to support your child / young person.

Emotional deposits

- Apologise when you make a mistake
- Really listen - no interrupting or looking at your phone
- Spend time with them - play a game or cook with them
- Greet them as they come home
- Notice what they are doing
- Attend their activities
- Be kind and patient
- When they make a mistake, be kind and help them to solve their own problem
- Laugh with them and have fun
- Spend 1:1 time with them
- Keep your promises

These things will all strengthen your relationship and help your child / young person to feel secure and grow in confidence.

Also try to avoid making withdrawals, but if you do (and you are human after all) remember that apologising is a deposit and can help repair the relationship after a fall out.

Emotional withdrawals

- Not really being present with your child - looking your phone / watching TV when your child is speaking to you
- Teasing your child in an unkind way
- Nagging, shouting or criticising
- Being sarcastic
- Talking about them negatively to others
- Interrupting them when they are speaking to you

It does take practice, but families can learn how to make deposits in each other's accounts. When the adults' model this regularly for the children/young people, they will start to feel more secure and trust that you are there to support them. Communication within the home will improve as you start to listen more and they feel that their opinion is valued.

And to stick with the banking analogy, there will be pay offs for everyone in the family.

It may be that things are stressful for you as an adult and that is part of life. But it is important to remember that children and young people are sensitive to this – and it can be an added source of stress for them. If you can stay calm it will be a great support to your child / young person. You could even model the energy accounting for yourself to model how you cope.

To finish, this quote from Maja Toudal is powerful...

“I need you to catch me, not carry me”

Parents naturally want to prevent their children from experiencing pain or hardship and in effect “carry them”. However, Maja speaks from her own experience as a child when she says...

“You need to allow your child to get bruised from time to time. By doing so, you’re showing them you believe in them. This mindset is incredibly important, because it helps children develop the confidence to succeed and is the foundation of self worth”