Anxious Kids: How We Can Help

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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
SHORTNESS OF BREATH
LOSS OF APETITE
NAUSEAU
AVOIDANCE

"WHY CAN'T I SLEEP?"

FEAR
AGITATION
HOT FLUSHES
DEPERSONALISATION
LIGHT HEADEDNESS
TREMBLING
SECOND GUESSING
WORRYING ABOUT PAST EVENTS
DISQUALIFYING THE POSITIVE
STOMACH CRAMPS

TIGHT CHEST
UNCONTROLLABLE WORRIES
EXCESSIVE WORRYING
RESTLESSNESS
PANIC ATTACKS
WORRYING ABOUT FUTURE EVENTS

"WHY CAN'T I RELAX"
"WHAT IF..."

"ALL OR NOTHING THINKING"

IRRITABILITY
MUSCLE TENSION

SWEATING
WANTING REASSURANCE
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.

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.
Physiological 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 Affects 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.anxiouslytoddlers.com/childs-worries-sick](http://www.anxiouslytoddlers.com/childs-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 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.
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.

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
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.

Chandeliersing 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.

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 sign of discipline instead of an attempt to control an situation where they are anxious and helpless.

4. Chandeliersing

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.

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.
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
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 gets us back to the present

- Anxiety happens when the brain spends too much time in the future
- “What-ifs” Mindfulness Script
- 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
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

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 __________

Maybe I need to be a bit more concerned.

What am I afraid of or worried about?

My fear or worry and the actual danger are reasonable.

I am over-responding.
CIRCLE OF CONTROL

OUT OF MY CONTROL
- weather
- how others feel
- what is for lunch
- how others act
- homework
- noise level of others
- how I get to school

IN MY CONTROL
- my words
- my attitude
- my effort
- my actions
- my apologizing
- my belongings

Circle of Control
- Influence
  - My Behavior
  - My Mistakes
  - My Effort
  - My Play
  - My Body
  - My Thoughts
  - My Attitude
  - My Choices
  - My Actions
  - My Ideas
  - My Words

Circle of Concern
- Other's Words
- Other's Mistakes
- Other's Actions
- Other's Thoughts
- Other's Ideas
- Other's Play

Circle of Control
- Place of Birth
- Parents
- Who Will Become President
- Past Mistakes
- The Stock Market
- Who Will Win the NBA Finals
- Rude Comments
- Other People's Feelings
- Other People's Choices
- Other People's Opinions

Triple Crown 2019 Fall Conference
Missouri School Counselor Association
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

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.

- 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.
Breathing Techniques

Belly Breathing

- Automatically slows the heart rate, helping to relax and calm.
- The most efficient and relaxed way of getting enough air into your lungs.
- Supports the life skill of relaxation.
- Emulates breathing during the regenerating processes (sleep, digesting food or resting).
- Can boost energy levels with a few minutes of relaxation throughout the day.
- Increased awareness of the breath & its effect on the body.

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.

Balloon Breathing

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

Triangle Breathing

Cameleers 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!

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www.donnasalinas.com © 2013

Balloon Breathing Posters

Self-management

BALLOON breathing

1. Think of your body as a balloon.
2. Put your hand on your body to feel it rise and fall.
3. Take a deep breath in through your nose to fill your balloon.
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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.

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.
CHILL OUT TOOLBOX
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
RESOURCES FOR PARENTS AND EDUCATORS
This website has some great free printables!

https://copingskillsforkids.com/
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 ball
- 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

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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https://copingskillsforkids.com
### 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

<table>
<thead>
<tr>
<th>Calming Skills</th>
<th>Distraction Skills</th>
</tr>
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<tbody>
<tr>
<td>o Deep breathing using a pinwheel</td>
<td>o Write a story</td>
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<tr>
<td>o Deep breathing with bubbles</td>
<td>o Crossword/Sudoku Puzzles</td>
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<td>o Deep breathing with a stuffed animal</td>
<td>o Bake or Cook</td>
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<tr>
<td>o Deep breathing using a feather</td>
<td>o Volunteer/Community</td>
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<td>o Take a mindful walk</td>
<td>o Service</td>
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<td>o Yoga</td>
<td>o Random Acts of Kindness</td>
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<tr>
<td>o Imagine your favorite place</td>
<td>o Read</td>
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<td>o Think of your favorite things</td>
<td>o Clean</td>
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<tr>
<td>o Picture the people you care about</td>
<td>o Play with a pet</td>
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<td>o Say the alphabet slowly</td>
<td>o Play a board game</td>
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<td>o Remember the words to a song you love</td>
<td>o Play video games</td>
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<td>o Run water over your hands</td>
<td>o Screen time</td>
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<td>o Carry a small object</td>
<td>o Play with a friend</td>
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<tr>
<td>o Touch things around you</td>
<td>o Start a garden</td>
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<tr>
<td>o Move</td>
<td>o Creative Thinking</td>
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<tr>
<td>o Make a fist then release It</td>
<td>o Make up your own game</td>
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<tr>
<td>o Positive Self-Talk</td>
<td>o Plan a fun event</td>
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<tr>
<td>o Take a shower or bath</td>
<td>o Start a new hobby</td>
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<tr>
<td>o Take a drink of water</td>
<td>o Do a crafting project</td>
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<tr>
<td>o Counting</td>
<td>o Your favorite things</td>
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<tr>
<td>o Block out noises</td>
<td>o Be silly and laugh</td>
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<tr>
<td>o Take a break</td>
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<tr>
<td>o Calming Jar</td>
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[https://copingsskillsforkids.com](https://copingsskillsforkids.com)
### WHAT TO PUT IN A CALM DOWN BOX

www.andnextcomesL.com

<table>
<thead>
<tr>
<th>Items that provide proprioceptive support</th>
<th>Items for auditory sensory support</th>
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<tbody>
<tr>
<td>• Weighted lap cushion or weighted stuffed animal</td>
<td>• Noise cancelling headphones</td>
</tr>
<tr>
<td>• Weighted vest or pressure vest</td>
<td>• MP3 player with music</td>
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<tr>
<td>• Stretchy resistance bands</td>
<td>• Audiobooks</td>
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<tr>
<td>• Sensory tunnel</td>
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<tr>
<td>• Mini massager</td>
<td></td>
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<tr>
<td>• Body sock</td>
<td></td>
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<tr>
<td>• Small blanket</td>
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<thead>
<tr>
<th>Items to squeeze &amp; keep hands busy</th>
<th>Items for oral motor sensory support</th>
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<tbody>
<tr>
<td>• Fidgets like Tangle Jr. or puffer ball</td>
<td>• Chew toy or chew necklace</td>
</tr>
<tr>
<td>• Rubik’s Cube</td>
<td>• Chewing gum, hard candies, or lollipops</td>
</tr>
<tr>
<td>• Play dough or silly putty</td>
<td>• Snacks with a variety of textures</td>
</tr>
<tr>
<td>• Pipe cleaners</td>
<td>• Whistle, harmonica, party blowers, or similar</td>
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<tr>
<td>• Stress balls</td>
<td>• Rescue Remedy Spray</td>
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<tr>
<td>• Bubble wrap</td>
<td></td>
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<tr>
<td>• Bag of tissue paper to rip</td>
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<tr>
<td>• Scarves or fabric scraps</td>
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<tr>
<td>• Spinning top</td>
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<tr>
<th>Items to support breathing &amp; relaxation</th>
<th>Items that give kids a brain break</th>
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<tbody>
<tr>
<td>• Bottle of bubbles</td>
<td>• Puzzle</td>
</tr>
<tr>
<td>• Pinwheels</td>
<td>• Books to read</td>
</tr>
<tr>
<td>• Straws and cotton balls or pom poms</td>
<td>• Blank notebook and writing utensils</td>
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<tr>
<td></td>
<td>• Coloring books</td>
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<td></td>
<td>• Scratch art doodle pad</td>
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<td></td>
<td>• Small chalk board, Magna-Doodle, Etch-a-Sketch, or Boogie Board</td>
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<tr>
<td></td>
<td>• Activity books</td>
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<tr>
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<td>• Photo album</td>
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<tr>
<th>Items for olfactory sensory support</th>
<th>Items to visually calm</th>
</tr>
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<tbody>
<tr>
<td>• Calming essential oil spray</td>
<td>• Visual calm down cards</td>
</tr>
<tr>
<td>• Smelling bottles</td>
<td>• Sensory bottle or calm down jar</td>
</tr>
<tr>
<td>• Scratch and sniff stickers</td>
<td>• Light up toys</td>
</tr>
<tr>
<td></td>
<td>• Flashlight</td>
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<tr>
<td></td>
<td>• Plastic snow globe</td>
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<tr>
<td></td>
<td>• Kaleidoscope</td>
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<tr>
<td></td>
<td>• Hourglass</td>
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<tr>
<td></td>
<td>• Eye mask</td>
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</tbody>
</table>

| Items to get kids moving | | |
|--------------------------|--------------------------|
| • Book of yoga poses or yoga activity cards | | |
| • Skipping rope | | |
# CALM DOWN TOOLS FOR OLDER KIDS

www.andnextcomesL.com

<table>
<thead>
<tr>
<th>Items that give kids a brain break</th>
<th>Items that provide proprioceptive support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Puzzles</td>
<td>Punching bag or bop bag</td>
</tr>
<tr>
<td>Chapter books to read</td>
<td>Mini massager</td>
</tr>
<tr>
<td>Blank notebook/journal and writing utensils</td>
<td>Weighted lap cushion</td>
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<tr>
<td>Coloring books</td>
<td>Hand weights</td>
</tr>
<tr>
<td>Scratch art doodle pad</td>
<td>Resistance/exercise bands</td>
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<tr>
<td>Activity books</td>
<td>Compression clothing</td>
</tr>
<tr>
<td>Brain Quest cards</td>
<td>Heated blanket</td>
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<tr>
<td>Doodle books</td>
<td>Weighted blanket</td>
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<tr>
<td>Mad Libs</td>
<td>Skipping rope</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Items for auditory sensory support</th>
<th>Items to squeeze, fidget with, or keep hands busy</th>
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</thead>
<tbody>
<tr>
<td>Noise cancelling headphones</td>
<td>LEGO kits</td>
</tr>
<tr>
<td>MP3 player with music, nature sounds, audiobooks, etc.</td>
<td>Stress balls</td>
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<tr>
<td>Sound machine</td>
<td>Rubik's Cube</td>
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<td></td>
<td>Wooden or metal logic puzzles</td>
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<tr>
<td></td>
<td>Craft kits</td>
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<td>Cat's cradle</td>
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<table>
<thead>
<tr>
<th>Items for oral motor sensory support</th>
<th>Items to visually calm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chewing gum, hard candies, or lollipops</td>
<td>Kaleidoscope</td>
</tr>
<tr>
<td>Snacks with a variety of textures</td>
<td>Eye mask</td>
</tr>
<tr>
<td>Chew necklace</td>
<td>Look &amp; find books</td>
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<tr>
<td></td>
<td>Lava lamp</td>
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</tbody>
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<thead>
<tr>
<th>Items to support breathing &amp; relaxation</th>
<th>Items for olfactory sensory support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book of yoga poses or yoga activity cards</td>
<td>Calming essential oil spray</td>
</tr>
<tr>
<td>Rescue Remedy Spray</td>
<td>Scented lotion</td>
</tr>
</tbody>
</table>

[Image of a logo: TRIPLE CROWN]

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OTHER RESOURCES

LOVEY DOVE LEARNS to Let Go

Kimochis

Illustrations by Kim Kuchenbecker

Worry Eaters

Kimochis
A Child Friendly Explanation of Anxiety

TPT RESOURCES

(these are just a few...)
ZONES OF REGULATION
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
REFERENCES

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https://www.theirishfairydoorcompany.com/
https://braive.com/
For all conference related information, download the Conference App. See TV screens in registration area for additional information.


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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