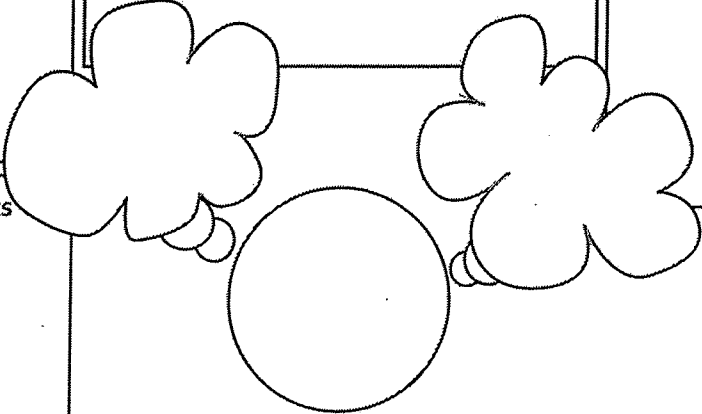
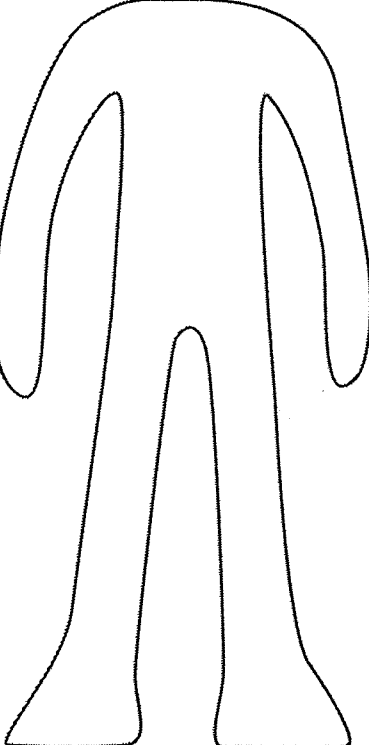
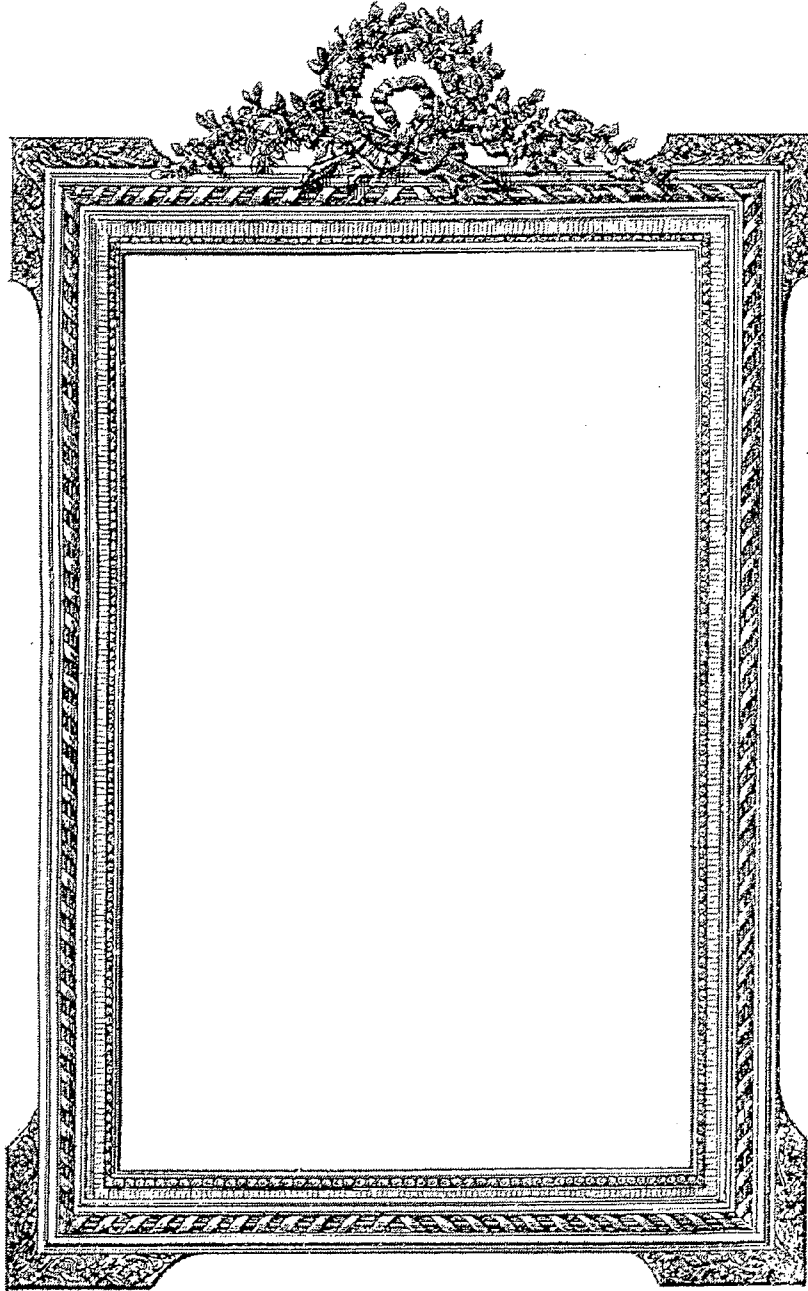


ANXIETY AND ME

Family Beliefs	Important Life Events	Biological Factors
Daily Events		
What I Do		How I Feel <ul style="list-style-type: none"><input type="checkbox"/> racing heart<input type="checkbox"/> trouble breathing<input type="checkbox"/> feels like I'm choking<input type="checkbox"/> dizzy or light-headed<input type="checkbox"/> sweaty<input type="checkbox"/> trembling or shaking<input type="checkbox"/> blurry vision<input type="checkbox"/> tightness in my chest<input type="checkbox"/> numbness or tingling in hands or feet<input type="checkbox"/> blushing<input type="checkbox"/> heavy or tired muscles

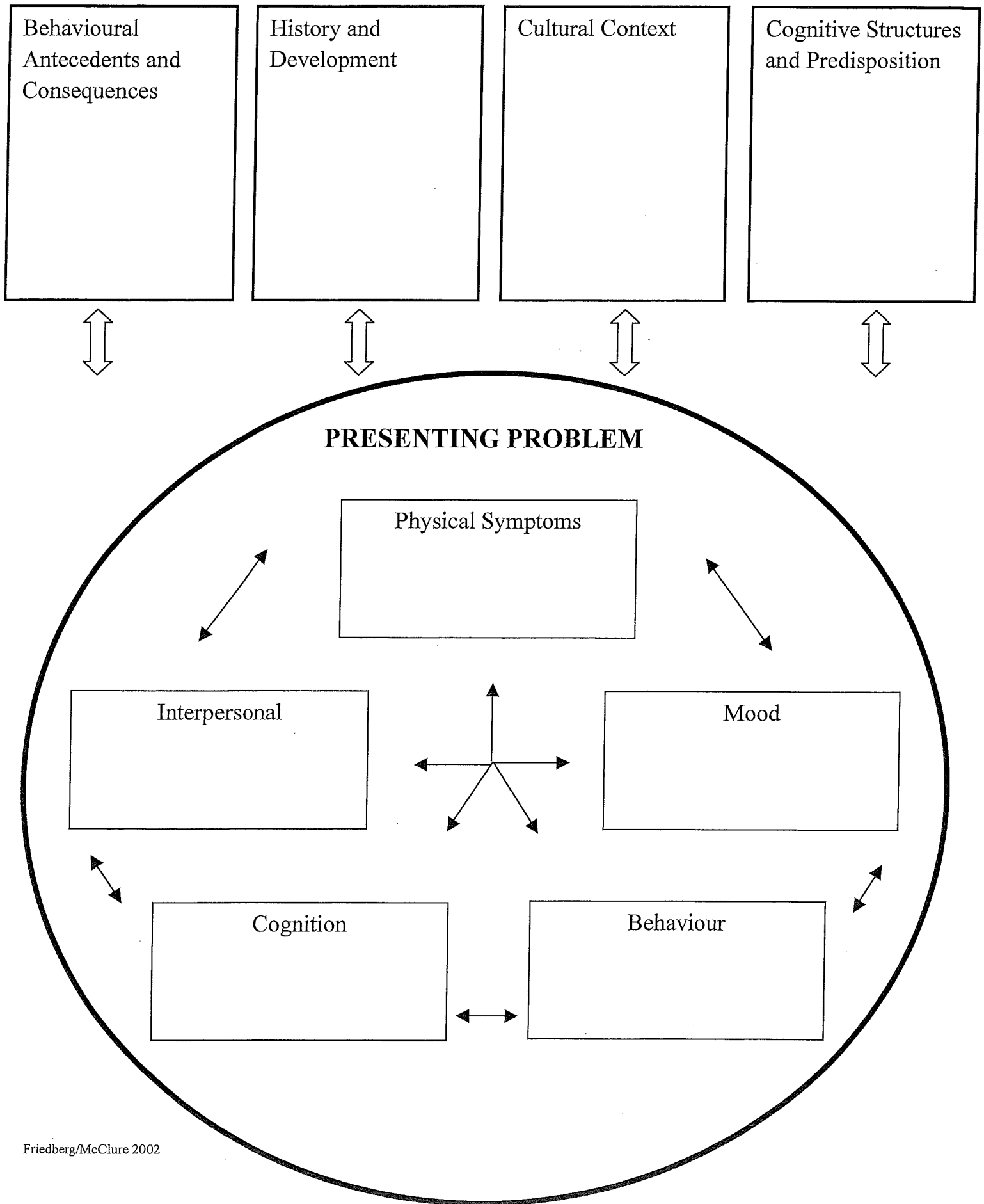
MY WORRY BULLY

Draw a picture of your worry bully below



I call my worry _____

Case Conceptualization



UNHELPFUL THINKING TRAPS

BLACK AND WHITE THINKING

This is when you think about things in only two ways: it's either all this way or all that way, and there's nothing in between. Your brain says, "I'll either ace this test or completely flunk out."

BINOCULAR VISION: MAGNIFICATION AND SHRINKING

There are two types of messages here, just like when you look through the binoculars at one end, everything gets bigger, and at the other end, everything's smaller. The magnification type is expecting the worst to happen with complete certainty. For example, "If I get an F on this quiz, I'll fail the class and I'll never get into college." The shrinking type is when you ignore the positive things and don't give yourself any credit. Your brain says, "Getting in to those three colleges doesn't count. Because I didn't get into my first choice I'm a loser."

FORTUNE TELLING/MIND READER

This type of talk is when you predict the future and assume you know what'll happen, or you act like you can read minds. For example, your brain says, "I won't get the part in the school play," or, "I'm sure he'll say no when I ask him out on a date."

OVERGENERALIZATION

This type of talk is when you use one small example to draw conclusions about lots of other things. Jennifer misses a dance step at practice and thinks, "I'll never be a good dancer. It's hopeless. I shouldn't even try out for track tomorrow because I'll be bad at that too."

DARK GLASSES

This is the terrible talk where you focus on the negatives of a situation and ignore any positive parts. Everything is always "doom and gloom." Your friends invite you out and your brain says, "It won't be any fun. No-one will talk to me. I'll hate the movie."

DISQUALIFYING THE POSITIVE

This type of talk is where you turn something positive into something negative. Jose scores the winning touch down and when his teammates tell him he made a great play at the end, he thinks, "I stunk the rest of the game. They can't believe I made that play after such an awful game."

PERSONALIZING

This type of thinking occurs when your brain makes you take responsibility for things that aren't in your control. For example, Jayne goes shopping with two friends who get into a fight. Her brain says, "It's my fault they fought. I'm such a bad friend and they'll never hang out with me again."

HEART TALK

This is when your feelings trick you into believing something. Your feelings tell your brain that because you feel a certain way, it must be true. Your brain says, "I feel fat, therefore I must be fat and overweight. It's true, I'm a blimp."

SHOULD-Y/MUST-Y THINKING

Musts, Shoulds, Mustn'ts, Shouldn'ts! These brain messages make you beat yourself up for things you think you should've done, or mustn't do, but this may not be realistic. "I must always get good grades," or, "Everyone should like me or I'm a nobody."

LABELING

This type of terrible talk is when your brain tells you to evaluate someone based on one piece of information. A single label gets placed on a person so you think of them in only one way. "He's such a jerk," or, "My parents are uncaring."

Challenging My Anxiety

- 1. Has this ever happened before? If so, what happened and how did I cope?**

- 2. What would a friend say to me?**

- 3. What would I say to a friend?**

- 4. What would (insert name of someone your child looks up to) say?**

- 5. What is the worst thing that would happen? How would I handle it?**

- 6. What is the best thing that can happen?**

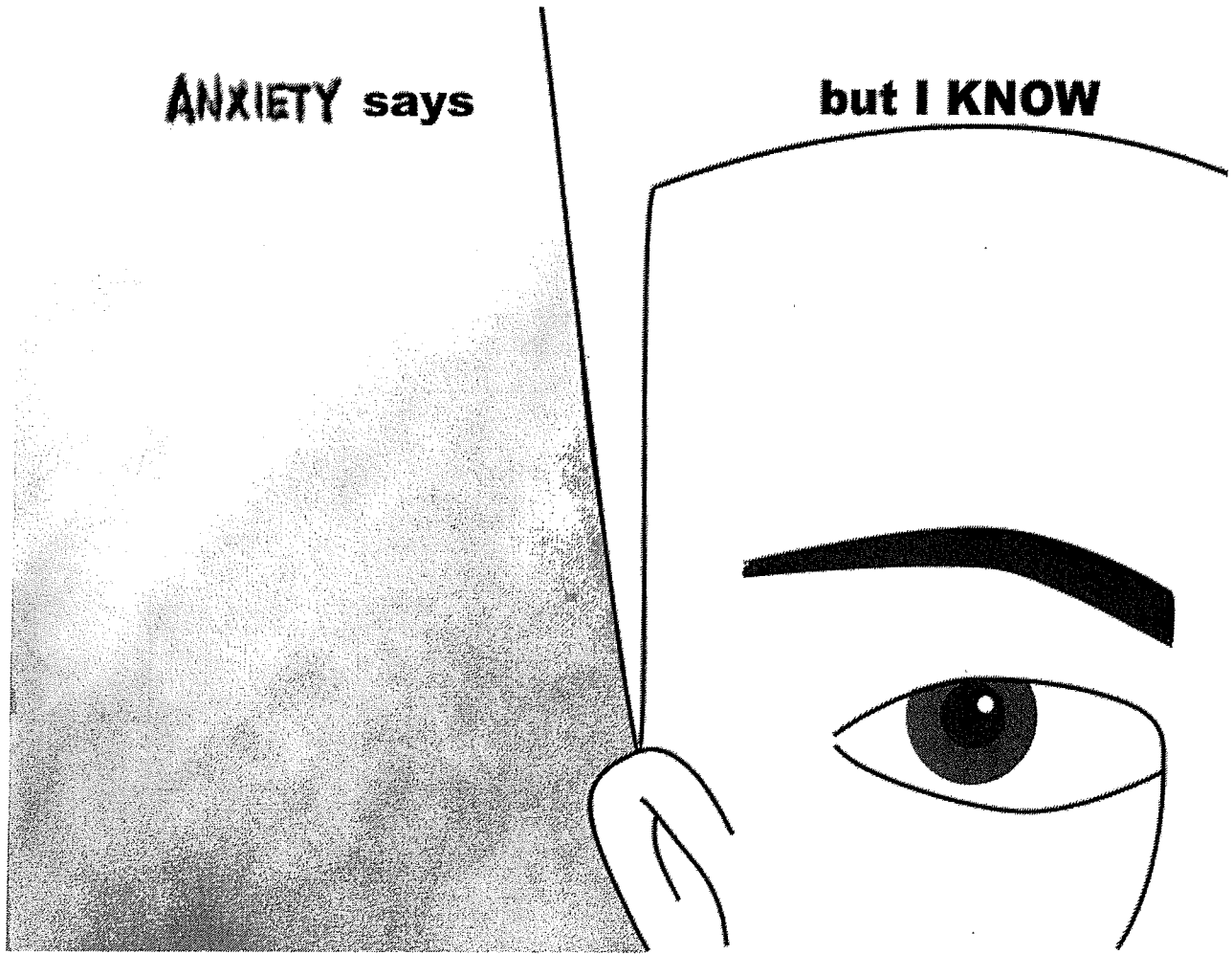
- 7. Think of 5 possibilities. Which is most probable (likely)?**

Now or Later?

Describe a situation and decide if it is important to you
NOW or LATER or both.

0 = not important
10 = very important

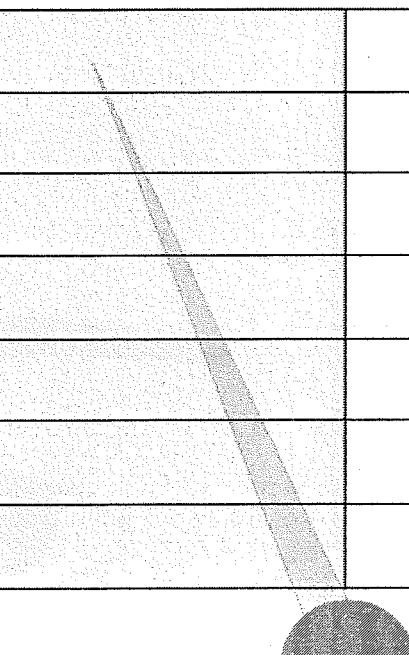
SITUATION	NOW	LATER



PREDICTOMETER

Often when we get scared/anxious its because our predictometer is telling us something scary/negative/bad might happen, but most often that scary thing never happens. Scared/perfectionistic kids often have predictometers that are out of whack! Let's see how your predictometer is doing. Every time you are anxious or afraid write down what you think is going to happen in the "My Predictometer says this will happen" column. Later write down what actually happened in the "But this is what really happened" column. Let's find out if your predictometer is out of whack.

My Predictometer says this will happen	But this is what really happened



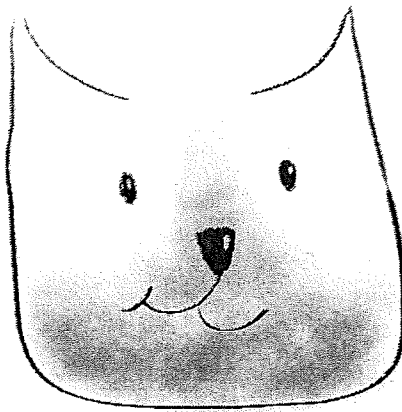
I have a hunch
(Write out the worry message)

Here's the evidence to support my hunch
(list some clues of what I saw, thought, or has happened before)

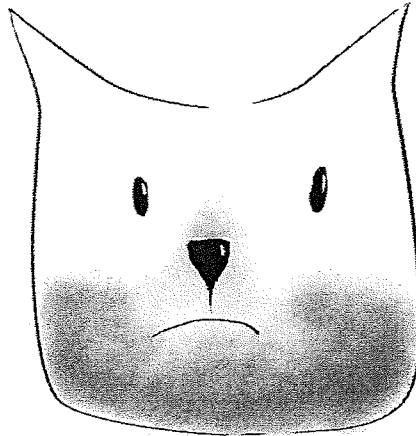
Here's the evidence that does not support my hunch
(list some clues of what I saw, thought, or has not happened before, or any false leads...unhelpful types of thoughts):

Putting the clues together
(Is my hunch correct? Or is there another more helpful way to think about this?)

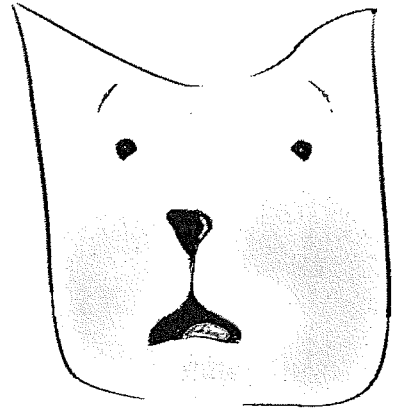
How scared Was I today?



Calm



Worried



Scared



EXPOSURE LADDER

Name: _____

SITUATION

How hard or scary is it?
1-10

The diagram consists of a vertical ladder structure on the right side, with 10 horizontal rungs extending to the left. The rungs are intended for writing a situation and its corresponding difficulty level (1-10).

EXPOSURE TRACKER

date	challenge	start	highest during	end

Resources for Psychoeducation

Good overall Sites with Information about Evidence Based Treatments, including CBT
<http://www.cpa.ca/public/psychologyfactsheets/> Canadian Psychological Association—
Fact Sheets on many different topics, including evidence based treatments.

<http://www.apa.org/> see American Psychological Association

<http://www.cci.health.wa.gov.au> (Australian site—Centre for Clinical Innovation)

<http://www.nice.org.uk/> (UK site for clinical practice guidelines, including mental disorders)

<http://www.abct.org/home> (ABCT is the largest and oldest CBT organization in the world)

<http://academyofct.org/> see Consumers Section

Sites with Information about Mental Disorders

www.mentalhealthcommission.ca

www.calgary.cmha.ca

www.adaa.org/ Anxiety and Depression Association of America

www.anxiety.bc.com

www.socialphobia.org

www.anxietycanada.ca/

www.anxieties.com (Reid Wilson's site)

www.hearing-voices.org

<http://stepsforbpd.com> (Borderline Personality Disorder)

iocdf.org (International OCD Foundation)

canadianocdnetwork.com

www.trich.org (Trichotillomania)

Sites for CBT Resources

<http://www.get.gg/freedownloads2.htm> (CBT Worksheets)

<http://psychology.tools/download-therapy-worksheets.html> (CBT Worksheets/Educational Handouts)

getselfhelp.com

www.getselfhelp.co.uk

<http://www.anxietyonline.org.au/>

<http://www.moodswings.net.au/> (for Bipolar Disorder)

Sites for Relaxation and Mindfulness

<http://goodmedicine.org.uk>

<http://mindfulwaythroughanxietybook.com/exercises/>

<http://www.guidetopsychology.com/pmr.htm>

<http://wellness.mcmaster.ca/resources/relaxation.html>

http://www.hws.edu/studentlife/counseling_relax.aspx

<http://www.cancerbridges.ca/resources/local-resources/calgary/calgary-area/guided-mindfulness-meditation/> (MBSR guided audio tracks from the Tom Baker Cancer Centre Psychosocial Resources)

<http://behavioraltech.org/resources/mindfulness.cfm> (Marsha Linehan's website--great resources for mindfulness)

Calmkeeper (anxiety management with breathing exercises, distractions, and customizable reframing statements)

Mindfulness Meditation for Pain—Jon Kabat-Zinn

Phone Apps

Mood Kit (available on iTunes for \$4.99)

Moving Forward (available on iTunes for free-Problem Solving Therapy)

PTSD Coach (National Center for PTSD in the US—Canadian App available as well)—free from iTunes

CBT Referee (from iTunes)

Sleeping tips, using CBT (free from iTunes)

Relax2breathe (free)

DBT Self-help (<http://itunes.apple.com/us/app/dbt-self-help/id458300012?mt=8>)

CBT Diary Card (<http://itunes.apple.com/us/app/dbt-diary-card-skills-coach/id479013889?mt=8>)

Behavioral Experiments (<http://itunes.apple.com/us/app/behavioral-experiments-cbt/id547492686?mt=8>)

Educational Video Links

ADHD:

https://www.youtube.com/watch?v=ws7W5sSr8Fg&ebc=ANyPxKopXiGcdYrHDB1S8ULu7dgU8fsYQcL7MVffM22SiY61KSDpnXm-W-sm_NUhjHuZMtd7Ii4-qtTchMnRByXRnJr2qv-dHA

<https://www.youtube.com/watch?v=rLghxG3mGMM>

https://www.youtube.com/watch?v=rIKMo8VuC_c

Depression:

<https://www.youtube.com/watch?v=Z-qzdRqrxC4>

<https://www.youtube.com/watch?v=i8EPzkkAiVw>

OCD:

<https://www.youtube.com/watch?v=pfQ4WxcZJSw>

<https://www.youtube.com/watch?v=ua9zr16jC1M>

Panic Disorder:

https://www.youtube.com/watch?v=R3S_XYaEPUs

Selective Mutism:

<https://www.youtube.com/watch?v=tAkIXpykB5U>

Separation Anxiety:

<http://www.anxietybc.com/resources/video/helping-your-kindergartener-separation-anxiety>

<https://www.youtube.com/watch?v=jEkFp0Ux40Q>

Social Anxiety Disorder:

<http://teenmentalhealth.org/learn/mental-disorders/social-anxiety-disorder/>

The Teen Brain:

<https://www.youtube.com/watch?v=EGdlpaWi3rc>

Teen Anxiety Videos- all:

<http://youth.anxietybc.com/video/teen-truths>

CLASSROOM BEHAVIOURS: WARNING SIGNS OF ANXIETY

- Need for perfection, precision, and specificity
- Rigidity and inflexibility
- Reassurance seeking
- Poor academic performance on specific subjects (but not ADHD)
- Slowness or procrastination (but not an LD)
- Excessive difficulty saying goodbye to parent or clinginess
- Inattention and poor focus (but not ADHD)
- Test anxiety
- Contamination
- Disruptive behaviour: outbursts or tantrums (but not oppositional defiant or conduct disorder)
- Repetition: Re-reading, re-writing, re-typing
- Checking- work, locker, backpack, phone, etc.
- Lining up, ordering or arranging (symmetry)
- Frequent and lengthy bathroom use/nurses office/reception, or unexplained absences
- Avoidance- not answering questions or reluctance to participate or volunteer
- Excessive time use or waste (including absenteeism)
- Inability to meet basic, age-appropriate expectations
- Severe and extreme emotional reactions to small things.
- Inability to sleep properly; falling asleep in class.
- Staying in at recess or after school to get things done, or needing multiple extensions
- Physical changes: appetite, looks tired or gaunt

TAMING THE TIGER (1995)
BROAD CLASSROOM RECOMMENDATIONS

- Promote an organized and structured classroom, yet encourage flexibility
- Establish predictable rules and expectations, and provide notice of pending transitions
- Hold classroom meetings (public) or student check-ins (private)
- Post visual cues
- Understand the potential for “stuckness” in tasks/assignments and transitions
- Recognize the effect of symptom waxing and waning, including the impact of stress
- Have multiple supplies or duplicates at home and school
- Structure learning to minimize failure: *computer work; grade on ability or content; develop a strategy book*

RECOMMENDED CLASSROOM ACCOMMODATIONS

www.worrywise.org

- **Classroom Seating** Anxious children often struggle with the unlikely fear that they will get in trouble, seating away from more rambunctious classmates will be less distracting, and may help them focus on their work rather than feeling responsible for the class.
- **Following Directions** Concerns about getting the directions wrong either because of distraction or misunderstanding are common. Signaling the class first when giving directions (flashing lights, clapping hands) and when possible having directions written on the board or elsewhere may assure anxious children that they have understood the directions.
- **Class participation** Fears of getting the answer wrong, saying something embarrassing, or simply having other kids look at them may be concerns for an anxious child. Determine the child's comfort with either closed ended questions (requiring a yes or no) or with opinion questions, start with whichever is easiest. Use a signal to let the child know that his turn is coming. Provide opportunities for the child to share knowledge on topics in which he or she is most confident.
- **Class presentations** Children with extreme social anxiety may have difficulty with oral reports. Consider having the child present to the teacher alone, or have the child audiotape or videotape the presentation at home.
- **Answering questions at the board** As with the above examples, socially or academically anxious children may be so anxious they would rather avoid school altogether than engage with routine tasks. Consider having the child

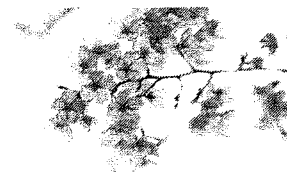
exempt from going up to the board until they are ready to handle that challenge, or, begin to approach that situation by eliminating the risk of being wrong, by simply asking the child to write the date on the board.

- **Testing conditions** Extended time on tests will ease the pressure on anxious children, and just knowing that the time is available may obviate the need to use it. Sometimes anxious children become distracted when they see other children working on their tests or turning them in, they may inaccurately assume that they don't know the material as well. Testing in an alternate, quiet location may be preferable for some children. Consider the use of word banks, equation sheets, to cue children whose anxiety may make them "blank out" on rote material.
- **Assemblies/large group activities** Some children become anxious in crowds, until a child has mastered the auditorium, allow them to sit where they feel most comfortable (e.g., at the end of the row in the back of the auditorium), see if they can gradually rejoin their class.
- **Field trips** Compounding the daily stress of the anxious child, field trips include the factors of being away from home and parents, and a change in routine. Accommodate the child's level of readiness so that he or she can participate as fully as possible. Consider having the child in the "teachers's group," or having parents accompany the group until the child is ready to handle an excursion without these supports in place.
- **Change in routine/substitute teachers** Anxious children try very hard to please and predict what is required in a situation, so changes of any sort may be experienced as very stressful. When possible, send a note home the day before to alert the child/family to a change in routine, this will allow the child to process the change in his or her comfort zone and will make the transitions go more smoothly the next day.

- **Fire/safety drills** Drills are for a child's safety, yet anxious children may be very distressed by imagining that these events are actually happening. If there is an opportunity to signal the child in person just before the alarm sounds, this may buffer the surprise of the drill and allow children to mobilize with less distress.
- **Lunchroom/recess/unstructured activities** Free time can be a welcomed and necessary break from academic demands, but fears of rejection and coping with unstructured activities in the cafeteria or playground can take the fun out of free time. Bridge the gap socially by creating ties between small groups of children. A lunch bunch with two or three children can create a shared experience which kids can then draw on later. When working in pairs or small groups, don't always have children choose the groupings themselves; alternate with a "counting off" technique.
- **Safe person** Having one person at school who understands the child's worries and anxieties can make the difference between a child attending school and staying home. A guidance counselor, principal, nurse, or teacher can become a point person for the child to check in with briefly (5-10 minutes), and remind to use anxiety management tools.
- **Cool down pass** Pressures build for anxious children, so taking a break can allow them to clear their heads and return to class on a less anxious track. Since anxious children may be hesitant to ask for this and risk being the center of attention, use an orange card which the child simply places on his desk, or the teachers desk, which signals they are out on break. Anxious children are typically honest and responsible and will not misuse this privilege.

Vancouver CBT Centre

302-1765 West 8th Ave Ph. 604.738.7337
Vancouver, BC V6J 5C6 Fax. 604.738.7339 www.vancouvercbt.ca



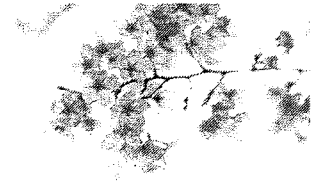
Recommended Readings- 2016

- Clark, L. (2nd Ed.). (2002). SOS help for emotions: Managing anxiety, anger & depression. Bowling Green: KY. SOS Programs and Parents Press.
- Cohen, L. J. (2013). The opposite of worry: The playful parenting approach to childhood anxieties and fears. New York, NY: Balantine Books Trade Paperbacks.
- Creed, T. A., Reisweber, J., & Beck, A. T. (2011). Cognitive therapy for adolescents in school settings. New York, NY: Guilford Press.
- Eisen, A. R., Engler, L. B. (2006). Helping your child overcome separation anxiety or school refusal: A step-by-step guide for parents. Oakland: CA. New Harbinger Publications, Inc.
- Foa, E. B., & Andrews, L. W. (2009). If your adolescent has an anxiety disorder: An essential resource for parents. New York, NY: Oxford University Press.
- Fristad, M. A., & Arnold, J. S. G. (2004). Raising a moody child: How to cope with depression and bipolar disorder. New York: NY. The Guilford Press.
- Kearney, C. A. (2007). Getting Your Child to Say "Yes" to School: A Guide for Parents of Youth with School Refusal Behavior. New York, NY: Oxford University Press.
- Lebowitz, E., & Omar, H. (2013). Treating Childhood and Adolescent Anxiety: A Guide for Caregivers. West Sussex: England. John Wiley & Sons Ltd.
- March, J., & Benton, C. M. (2006). Talking back to OCD: The program that helps kids say, "No Way" —and parents say, "Way to Go". New York: NY. The Guilford Press.
- Mennuti, R. B., Christner, R. W., & Freeman, A. (Eds.) (2nd Ed.) (2012). Cognitive-Behavioral Interventions in Educational Settings: A Handbook for Practice. New York: NY. Routledge Press.
- Rapee, R. M., Spence, S. H., Cobham, V., & Wignall, A. (2nd Ed.). (2008). Helping your anxious child: A step-by-step guide for parents. Oakland: CA. New Harbinger Publications, Inc.
- Siegel, D. (2013). Brainstorm: The Power and Purpose of the Teenage Brain. New York: NY. Penguin Group LLC.

- Siegel, D., & Bryson, T. P. (2011). The Whole-Brain Child: 12 Revolutionary Strategies to Nurture Your Child's Developing Mind. New York: NY. Bantam Books.
- Stallard, P. (2002). Think Good - Feel Good: A Cognitive Behaviour Therapy workbook for children and young people. West Sussex: England. John Wiley & Sons Ltd.
- Tompkins, M. A., & Martinez, K. A. (2009). My anxious mind: A teen's guide to managing anxiety and panic. Washington: DC. Magination Press.
- Wiseman, R. (3rd Ed.) (2016). Queen Bees and Wannabes: Helping Your Daughter Survive Cliques, Gossip, Boys, and the New Realities of Girl World. New York: NY. Harmony Books.
- Wiseman, R. (3rd Ed.) (2014). Masterminds and Wingmen: Helping Our Boys Cope with Schoolyard Power, Locker-Room Tests, Girlfriends, and the New Rules of Boy World. New York: NY. Harmony Books.

Vancouver CBT Centre

302-1765 West 8th Ave Ph. 604.738.7337
Vancouver, BC V6J 5C6 Fax. 604.738.7338 www.vancouvercbt.ca



Youth Based iOS (i-phone/pad) & Android Applications for Smart Phones

Mindshift: <http://www.anxietybc.com/mobile-app>

Calm.com: <http://www.calm.com/>

Smiling Mind: <http://smilingmind.com.au/>

PTSD Coach: <http://www.t2.health.mil/apps/ptsd-coach>

Worry Box: <https://play.google.com/store/apps/details?id=com.excelatlife.worrybox&hl=en>

Stop Anxiety & Panic: <https://play.google.com/store/apps/details?id=com.excelatlife.panic&hl=en>

Body Beautiful: <http://bodybeautifulapp.com/>

Recovery Record: <http://recoveryrecord.com/>

Deep Sleep:
<https://itunes.apple.com/ca/app/deep-sleep-andrew-johnson/id337349999?mt=8>

i-diary:
<https://itunes.apple.com/ca/app/idiary-for-kids-journaling/id424283623?mt=8>

Take a Break:
<https://itunes.apple.com/us/app/take-break!-guided-meditations/id453857236?mt=8>

T2 Mood Tracker: <http://www.t2.health.mil/apps/t2-mood-tracker>

Positive Activity Jackpot: <https://play.google.com/store/apps/details?id=t2.paj&hl=en>

Moody Me: <http://www.healthymagination.com/applications/moody-me/>

Vancouver CBT Centre

302-1765 West 8th Ave Ph. 604.738.7337
 Vancouver, BC V6J 5C6 Fax. 604.738.7339 www.vancouvercbt.ca



Topic	Book Title	Author & Year
Pessimism, catastrophizing	<i>Who Invented Lemonade?</i>	Shaw & Barzvi, 2005
GAD, depression	<i>What to do when you grumble too much?</i>	Huebner, 2007
GAD	<i>What to do when you worry too much?</i>	Huebner, 2006
GAD, worry	<i>The bear who lost his sleep</i>	Lamb-Shapiro, 2000
Worry	<i>Worry Wart Wes</i>	
OCD	<i>What to do when your brain gets stuck?</i>	Huebner, 2007
OCD	<i>Up and down the worry hill</i>	Wagner, 2000
OCD	<i>The thought that counts</i>	Kant, Franklin, & Andrews, 2007
Separation anxiety	<i>When Fuzzy was afraid of loosing his mother</i>	Maier, 2005
ADHD	<i>Busy Body Bonita</i>	Thompson, 2007
Self control	<i>Loud Lips Lucy</i>	Thompson, 2002
Anger management, self control	<i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i>	Viorst & Cruz, 1987
Non-compliance	<i>The Koala who wouldn't cooperate</i>	Shapiro, 2006
Teasing	<i>Mookey the monkey gets over being teased</i>	Lonczak, 2007
Selective mutism	<i>A Tiger called Thomas</i>	Zolotow & Bluthethall, 2003
Shyness	<i>The chimp who lost her chatter</i>	Shapiro, 2004
Social anxiety	<i>What you must think of me</i>	Ford, Liebowitz, & Andrews, 2007
Disordered eating	<i>Full mouse, empty mouse</i>	Zeckhausen, 2008
Eating disorder	<i>Next to nothing</i>	Arnold & Walsh, 2007
Substance Abuse	<i>Chasing the high</i>	Keegan, 2008
Depression/Anger	<i>When I feel sad</i>	Spelman & Parkinson, 2002
Depression	<i>Monochrome days</i>	Irwin, Evans, & Andrews, 2007
Bipolar	<i>Mind Race</i>	Jamieson, 2006

Vancouver CBT Centre

302-1765 West 8th Ave Ph: 604.738.7337
 Vancouver, BC V6J 5C6 Fax: 604.738.7336 www.vancouvercbt.ca



Topic	Source	Web Address
<i>Education, disorders, advocacy, support, treatment, resources</i>	Anxiety BC	www.anxietybc.com
<i>Disorders, development, parenting, medications</i>	Canadian Academy of Child and Adolescent Psychiatry	http://www.cacap-acpea.org
<i>Disorders, treatments, resources</i>	National Institute on Mental Health	www.nimh.org
<i>Cognitive therapy, resources, disorders</i>	Academy of Cognitive Therapy	www.academyofct.org
<i>Disorders, treatments, resources, advocacy</i>	Association for Behavioral and Cognitive Therapies	www.abct.org
<i>Treatment, support, education, advocacy</i>	Intern'l Obsessive Compulsive Disorder Foundation	www.iocdf.org
<i>Treatment, support, education</i>	Trichotillomania Learning Center	www.trich.org
<i>Disorders, treatments</i>	Anxiety Disorders Association of America	www.adaa.org
<i>Disorders, treatment, parenting information</i>	Worrywise Kids	www.worrywise.org
<i>Disorders, treatment, parenting information</i>	Phil Kendall's Program: Child Anxiety Tales	www.copingcatparents.com
<i>Disorders, treatment, parenting information</i>	Ross Greene's Program: CPS model	www.livesinthebalance.com
<i>Disorders, treatments, resources</i>	Teen Mental Health	www.teenmentalhealth.org
<i>Disorders, treatments, resources</i>	Substance Abuse and Mental Health Services Admin.	www.samsha.gov
<i>Education, disorders, treatment, resources, advocacy</i>	National Eating Disorders Association	www.nationaleatingdisorders.org
<i>Education, advocacy and support</i>	Something Fishy Website on Eating Disorders	www.something-fishy.org
<i>Education, advocacy, support, treatment, resources</i>	National Tourette Syndrome Association	http://www.tsa-usa.org/
<i>Disorders, parenting, development, medications, CBT</i>	New York University Child Study Center	www.aboutourkids.org
<i>Education, advocacy and support</i>	Children and Adults with ADHD	www.chadd.org
<i>Disorders, treatments, resources</i>	Effective Child Therapy	www.effectivechildtherapy.com