



CORE WELLNESS

corewellceu.com

20 ANXIETY BUSTING INTERVENTIONS FOR KIDS

1.5 CE Workshop
Presented by:
Joseph Tropper
MS, LCPC, CCTP



CORE WELLNESS
corewellceu.com





All names, client information and identifying information are changed to protect client confidentiality. Any resemblance found here is purely coincidental.

Disclaimer



CORE WELLNESS

About Core Wellness

Core Wellness is a dynamic training group offering evidence-based, practical workshops via live, webinar and home study delivery. Our passionate and knowledgeable trainers bring engaging and inspiring CE trainings that stimulate the heart and mind for client care and effective clinical skills.

Core Wellness LLC is authorized by the Board of Social Work Examiners in **MARYLAND** to sponsor social work CE programs (for LMSW, LCSW, LCSW-Cs) and maintains full responsibility for all content. The trainings qualify for Category 1 continuing education units (whether taken in person or via live interactive webinar). Our credits are also accepted by the Board of Professional Counselors of Maryland (LGPC, LCPC and MFTs) and Board of Psychologists of Maryland. Additionally, Core Wellness, LLC is recognized by the **NEW YORK** State Education Department's State Board for Social Workers #SW-0569 and the **NEW YORK** State Board for Mental Health Practitioners, #MHC-0167. For **other states**, contact your board & let us know if we can help!

Sign up for amazing deals and promotions today | corewellceu.com

About the Presenter

Joseph Tropper, MS, LCPC holds a Master's degree in mental health counseling and is a highly sought-after trauma therapist, trainer & business consultant. As a Certified EMDR Therapist and Certified Clinical Trauma Professional (IATP) Joseph brings the art ad skills of trauma counseling and client motivation to life in his unique upbeat, hands-on approach that will engage, inspire and empower you as a therapist. Joseph is a full-time clinical supervisor and director and sees clients part time.



Hello

my name is

What is your:

Name?

Education?

License?

City?

Work setting?

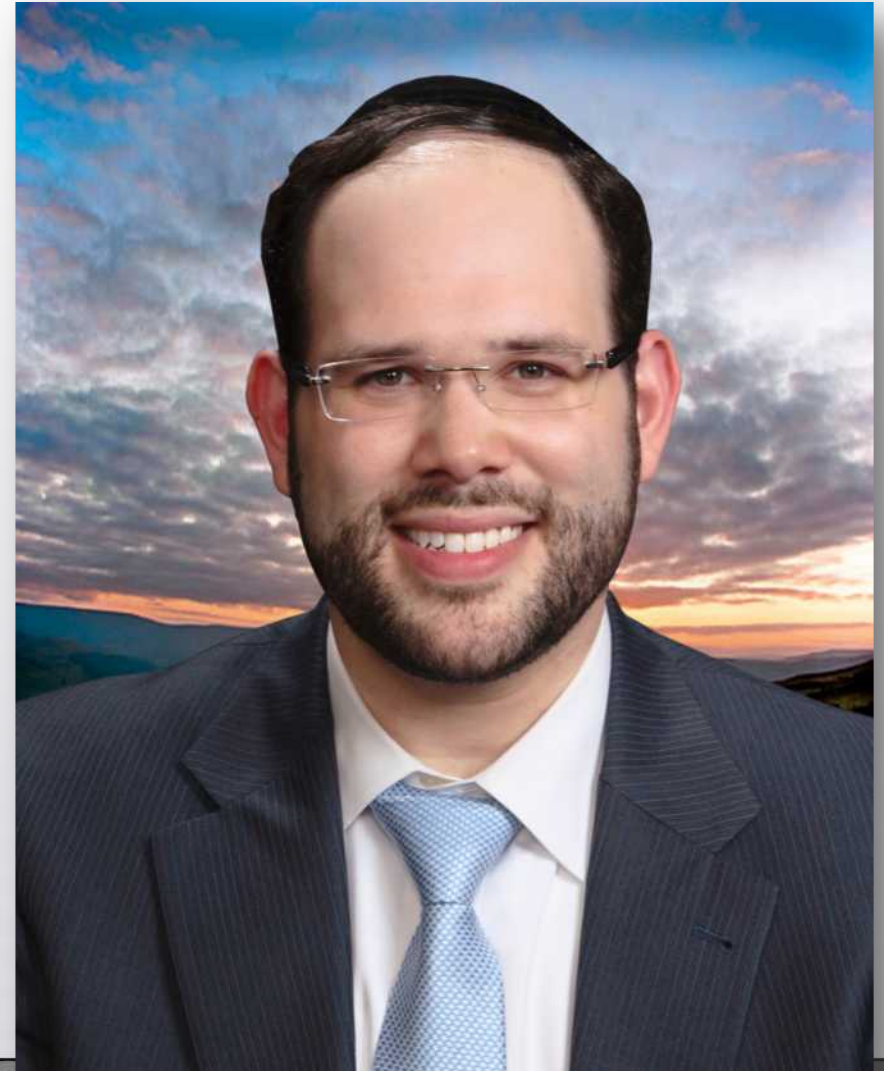
What specifically brought you to this training?

20 Anxiety Busting Interventions

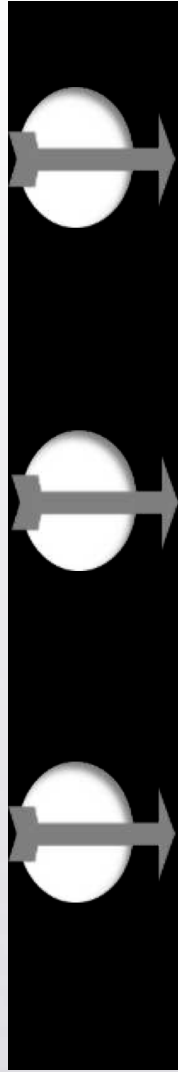
About the Presenter

Joseph Tropper, MS, LCPC, CCTP

- *Master's degree in mental health counseling*
- *LCPC Clinician and Supervisor*
- *Director of Operations of RCC and Core Wellness*
- *Sought-after trauma therapist and trainer*
- *Certified EMDR Therapist (EMDRIA)*
- *Certified Clinical Trauma Professional (IATP)*
- *Certified Hypnotherapist and Professional Coach*
- *Training in Somatic Experiencing, Sensorimotor Psychotherapy*
- *Training in Gottman, EFT, Imago and IFS modalities*
- *Director of Operations of Group Practice*



3 Goals for Today



Participants will define how to diagnose childhood anxiety and its symptoms.

Participants will recall an effective diagnostic tool for childhood anxiety and its multiple types.

Participants will identify 20 evidence-based interventions, spanning the mind and body, to help calm children suffering from clinical anxiety or anxious feelings.

Course Schedule

20 Anxiety Busting Interventions for Kids

Part 1: Childhood Diagnosis of Anxiety;
Treatment Foundations
Ten Mind/Emotion Interventions

Generalized Anxiety Disorder (GAD) Symptoms



**Excessive anxiety
and worry**



**Increased muscle
aches or soreness**



**Impaired
concentration**



Fatigue



Irritability



Restlessness



Difficulty sleeping

Prevalence

About 8- 25% of children suffer from anxiety

About 7- 22% of Adults suffer from anxiety

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5954816/#ref2>



How Common Are Anxiety Disorders in Children and Adolescents?

- Most common child psychiatric disorder
 - U.S. Surgeon General's Report on Mental Health
- 12–20% of children suffer from anxiety severe enough to interfere with their functioning

DSM-5 Criteria for Diagnosing GAD

- The presence of excessive anxiety and worry about a variety of topics, events, or activities.
- Worry occurs more often than not for at least 6 months and is clearly excessive.
- The worry is experienced as very challenging to control. The worry in both adults and children may easily shift from one topic to another.
- The anxiety and worry are accompanied with at least three of the following physical or cognitive symptoms **(In children, only one symptom is necessary for a diagnosis of GAD)**:
 - Edginess or restlessness
 - Tiring easily; more fatigued than usual
 - Impaired concentration or feeling as though the mind goes blank
 - Irritability (which may or may not be observable to others)
 - Increased muscle aches or soreness
 - Difficulty sleeping (trouble falling asleep or staying asleep, restlessness, etc)



Childhood Anxiety

Interference:

- School
- Home
- play activities

Childhood Anxiety

Common manifestation:

- afraid when away from parents (separation anxiety)
- extreme fear about a specific thing or situation, such as dogs, insects, or going to the doctor (phobias)
- very afraid of school and other places where there are people (social anxiety)
- very worried about the future and about bad things happening (general anxiety)
- repeated episodes of sudden, unexpected, intense fear that come with symptoms like heart pounding, having trouble breathing, or feeling dizzy, shaky, or sweaty (panic disorder)
- irritable and angry
- trouble sleeping
- physical symptoms like fatigue, headaches, or stomachaches.
- Some anxious children keep their worries to themselves and, thus, the symptoms can be missed.

<https://www.cdc.gov/childrensmentalhealth/features/anxiety-depression-children.html>

Comorbidities

For children aged 3-17 years with anxiety, more than 1 in 3 also have behavior problems (37.9%)

About 1 in 3 also have depression (32.3%)

For children aged 3-17 years with behavior problems more than 1 in 3 also have anxiety (36.6%)



COVID-19

Causes

Genetics. A child who has a family member with an anxiety disorder is more likely to have one too. Kids may inherit genes that make them prone to anxiety.

Brain chemistry. Genes help direct the way brain chemicals (called neurotransmitters) work. If specific brain chemicals are in short supply, or not working well, it can cause anxiety.

Life situations. Things that happen in a child's life can be stressful and difficult to cope with. Loss, serious illness, death of a loved one, violence, or abuse can lead some kids to become anxious.

Learned behaviors. Growing up in a family where others are fearful or anxious also can "teach" a child to be afraid too.

<https://kidshealth.org/>

Prevalence of Anxiety Disorders in Children and Adolescents

More Common (~ 5%):

- Generalized Anxiety Disorder
- Separation Anxiety Disorder
- Social Phobia
- Specific Phobia

Less Common (~ 1–2%):

- Obsessive-Compulsive Disorder
- Agoraphobia/Panic
- Selective Mutism

Separation Anxiety Disorder

Symptom Age Trends

- Ages 5–8: fears of harm befalling attachment figures; nightmares, school refusal
- Ages 9–12: excessive distress at separation
- Ages 13–16: somatic complaints and school refusal

Social Anxiety Disorder

Commonly avoided situations:

- Parties
- Meeting new people
- Talking to adults
- Entering a group of peers
- Talking one-on-one
- Being assertive
- Performances
- Class participation
- Public speaking
- Eating in public
- Using public restrooms
- Writing in public
- Dating situations
- Playing sports

Identifying Anxiety

Potential RED Flags

- Expects bad things to happen
- Excessive worry about upsetting others
- Asks questions (or asks for reassurance) too frequently
- Perfectionism
- Excessive worry about failure
- Wiggles, is jittery, shaky, high-strung, tense, and unable to relax
- Lacks self-confidence

Three-Part Model of Anxiety

Three Channels of Anxiety

Thoughts		worries, negative or biased thoughts, poor concentration
Feelings		Physical symptoms – head/stomach aches, sweating, heart racing
Behaviors		Avoidance, clinging, crying, etc.



University of
Massachusetts
UMASS Medical School

Four Key Questions

- To screen quickly for one or more anxiety disorders in children, four questions are often useful:
- Does your child worry or ask for parental reassurance almost every day?
- Does your child consistently avoid certain age-appropriate situations or activities, or avoid doing them without a parent?
- Does your child frequently have stomachaches, headaches, or episodes of hyperventilation?
- Does your child have daily repetitive rituals?

Screen for Child Anxiety Related Disorders (SCARED)
CHILD Version—Page 1 of 2 (to be filled out by the CHILD)

Developed by Boris Birmaher, M.D., Suneeta Khetarpal, M.D., Marlane Cully, M.Ed., David Brent, M.D., and Sandra McKenzie, Ph.D., Western Psychiatric Institute and Clinic, University of Pittsburgh (October, 1995). E-mail: birmaherb@upmc.edu

See: Birmaher, B., Brent, D. A., Chiappetta, L., Bridge, J., Monga, S., & Baugher, M. (1999). Psychometric properties of the Screen for Child Anxiety Related Emotional Disorders (SCARED): a replication study. *Journal of the American Academy of Child and Adolescent Psychiatry*, 38(10), 1230-6.

Name: _____ Date: _____

Directions:

Below is a list of sentences that describe how people feel. Read each phrase and decide if it is “Not True or Hardly Ever True” or “Somewhat True or Sometimes True” or “Very True or Often True” for you. Then, for each sentence, fill in one circle that corresponds to the response that seems to describe you *for the last 3 months*.

	0 Not True or Hardly Ever True	1 Somewhat True or Sometimes True	2 Very True or Often True	
1. When I feel frightened, it is hard to breathe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	PN
2. I get headaches when I am at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	SH
3. I don't like to be with people I don't know well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	SC
4. I get scared if I sleep away from home.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	SP
5. I worry about other people liking me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	GD
6. When I get frightened, I feel like passing out.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	PN
7. I am nervous.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	GD
8. I follow my mother or father wherever they go.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	SP
9. People tell me that I look nervous.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	PN
10. I feel nervous with people I don't know well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	SC
11. I get stomachaches at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	SH
12. When I get frightened, I feel like I am going crazy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	PN
13. I worry about sleeping alone.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	SP
14. I worry about being as good as other kids.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	GD
15. When I get frightened, I feel like things are not real.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	PN
16. I have nightmares about something bad happening to my parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	SP
17. I worry about going to school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	SH
18. When I get frightened, my heart beats fast.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	PN
19. I get shaky.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	PN
20. I have nightmares about something bad happening to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	SP

Screen for Child Anxiety Related Disorders (SCARED)
CHILD Version—Page 2 of 2 (to be filled out by the CHILD)

	0 Not True or Hardly Ever True	1 Somewhat True or Sometimes True	2 Very True or Often True	
21. I worry about things working out for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	GD
22. When I get frightened, I sweat a lot.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	PN
23. I am a worrier.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	GD
24. I get really frightened for no reason at all.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	PN
25. I am afraid to be alone in the house.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	SP
26. It is hard for me to talk with people I don't know well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	SC
27. When I get frightened, I feel like I am choking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	PN
28. People tell me that I worry too much.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	GD
29. I don't like to be away from my family.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	SP
30. I am afraid of having anxiety (or panic) attacks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	PN
31. I worry that something bad might happen to my parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	SP
32. I feel shy with people I don't know well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	SC
33. I worry about what is going to happen in the future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	GD
34. When I get frightened, I feel like throwing up.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	PN
35. I worry about how well I do things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	GD
36. I am scared to go to school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	SH
37. I worry about things that have already happened.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	GD
38. When I get frightened, I feel dizzy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	PN
39. I feel nervous when I am with other children or adults and I have to do something while they watch me (for example: read aloud, speak, play a game, play a sport).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	SC
40. I feel nervous when I am going to parties, dances, or any place where there will be people that I don't know well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	SC
41. I am shy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	SC

SCORING:

A total score of ≥ 25 may indicate the presence of an **Anxiety Disorder**. Scores higher than 30 are more specific. **TOTAL =**

A score of 7 for items 1, 6, 9, 12, 15, 18, 19, 22, 24, 27, 30, 34, 38 may indicate **Panic Disorder** or **Significant Somatic Symptoms**. **PN =**

A score of 9 for items 5, 7, 14, 21, 23, 28, 33, 35, 37 may indicate **Generalized Anxiety Disorder**. **GD =**

A score of 5 for items 4, 8, 13, 16, 20, 25, 29, 31 may indicate **Separation Anxiety SOC**. **SP =**

A score of 8 for items 3, 10, 26, 32, 39, 40, 41 may indicate **Social Anxiety Disorder**. **SC =**

A score of 3 for items 2, 11, 17, 36 may indicate **Significant School Avoidance**. **SH =**

For children ages 8 to 11, it is recommended that the clinician explain all questions, or have the child answer the questionnaire sitting with an adult in case they have any questions.

The SCARED is available at no cost at www.wpic.pitt.edu/research under tools and assessments, or at www.pediatric.bipolar.pitt.edu under instruments.

Course Schedule

20 Anxiety Busting Interventions for Kids

Part 1: Ten Mind/Emotion Interventions

Intervention 1 (mind): CBT

What Makes You Anxious?

(Circle the situations that make you anxious and use the blank bubbles to fill in your own examples)

Meeting new people

Taking a test

Trying to do everything perfectly

Talking with kids at school

Going to the doctor

Facing a fear

(Circle how you feel when you're anxious and fill in your own symptoms if they are not on the list)

Difficulty Speaking

Dry Mouth

Feeling Faint

Pounding Heart

Sweating

Upset Stomach

Shortness of Breath

Feeling Sick

Tight Chest

Sweaty Hands

Lump In Throat

Weak Legs



Things You Can Do When You Feel Anxious

***Focus Your Brain On Another Activity**

(read a book, play a computer game, do a puzzle, watch television)

***Participate In A Physical Activity Or Sport**

***Use Deep Breathing Exercises**

***Imagine Yourself In A Special Place**

***Think Positively Using Affirmations**

***Find Something Funny That Will Make You Laugh**

***Write Your Worries In A Journal**

Intervention 2 (mind): Mindfulness



NAP

Notice
Accept
Pass

A Mindful Minute

There are lots of ways to take a mindful minute.

"What if I fail the test?"
I have a worried thought
It's drifting by.
It's okay. I know it's
temporary. I don't
have to react to it.
I am not my thoughts.



I'm bringing myself
back from a worried
future thought to
the present by getting
in touch with my
senses. What do I
touch, taste, smell,
hear and see in
this moment?

I'm paying attention
to my breath. That's it.
I'm observing my breath
and if my mind wanders,
that's okay. I'll just come
back to my breath.

www.gozen.com



Intervention 3 (mind): Exposure Therapy

How does exposure therapy work?

The first step is identifying triggers. We design a “hierarchy of fears”—a series of incremental challenges, each of which is tolerable, and which together build to significant progress. Instead of thinking in black and white terms—I *can't* touch a dog or I *can't* cross a bridge—kids are asked to consider degrees of difficulty. We might ask a child with contamination fears, for example, “On a scale of 1 to 10, how difficult would it be to touch the door handle with one finger? To touch and open the door?”

Intervention 4 (emotion): Expressive art therapy

Intervention 5 (mind/emotion): 3Cs Method

Catch your thoughts—Imagine every thought you have floats above your head in a bubble. Now, catch one of the worried thoughts like “No one at school likes me.” “I’m going to feel nauseous.”

Collect evidence—Next, collect evidence to support or negate this thought. Teach your child not to make judgments about what to worry about based only on feelings. Feelings are not facts. (Supporting evidence: “I had a hard time finding someone to sit with at lunch yesterday.” Negating evidence: “Sherry and I do homework together-- she’s a friend of mine.”)

Challenge your thoughts—The best (and most entertaining) way to do this is to teach your children to have a debate within themselves.

Intervention 6 (cognitive/emotional): Calm-down Checklist

When I feel worried, I can do this instead:

- Talk to an adult
- Listen to music
- Write in my journal
- Jog around
- Walk the dog
- Color

Intervention 7 (cognitive/emotional): Deflating the Worry Tire

client
exercise

Deflating the Tire of Anxiety

PURPOSE

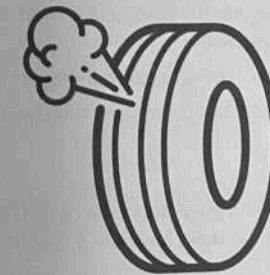
Imagine your stress as a tire that has too much air in it. Stress, tension and anxiety build up; it's difficult to contain or be with. You need to let out a little bit of "air" in order to take the pressure off. This exercise is doing just that: Exhaling the stress and anxiety out of the body.

INSTRUCTIONS

- Note the tensions in your body, even just briefly. It's difficult to stay with that awareness when you feel that pressure.
- Write or say out loud what your "hot zone" of tension is. Where is it located in the body?
My "hot zone" is: _____
- Now count: One, two, three, four, five ... exhale SLOWLY and imagine that tire, or "hot zone," deflating.
- Then inhale and count: Five, four, three, two, one. Send the inhale into the lower regions of your body: The lower belly and pelvis area. Fill the "base" of your body with the fresh and healthy inhale. This is your "neutral zone."
My "neutral zone" is: _____
- You want to avoid placing the inhale and exhale into the same region of awareness.
- Exhale out from the area of challenge (your "hot zone") and inhale into the "neutral zone" of your body. If you happen to be working on a "hot zone" in your lower body, then choose a "neutral zone" somewhere else in the body. Perhaps it will be your lungs or the back of your body.



EXHALE SLOWLY: 1-2-3-4-5, out
of the "hot zone"



INHALE slowly: 5-4-3-2-1,
into the "neutral zone"

Think of three to five more people whom you admire. They can be alive or from another time. List three qualities about them that you admire.

1. _____
2. _____
3. _____
4. _____
5. _____

As you think of these people, list three aspects of yourself that you strive towards (e.g., you admire someone's grounded calmness and want to be more like them).

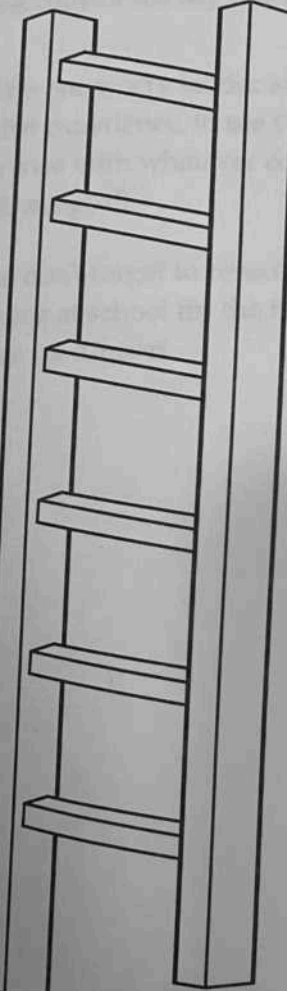
1. _____
2. _____
3. _____

Imagine this group of people taking a seat behind you in support of you. Notice what happens in your breath and body as you imagine them being behind you. Remember this team behind you as you work in your session. You can always call them up while you are working. It helps to have a physical marker in your body such as leaning back, or sensing the seat underneath you to somatically remember your team.

**Intervention 8 (cognitive/emotional):
"I am great; I can do my best"**

Intervention 9 (cognitive/emotional): My Ladder

Jill's Practice Ladder: Worry About Going to School



Step 5 (hardest): Stay at school for full day.

Days I will do this step: November 24, 28, 29

Step 4: Stay at school for morning class, lunch, and recess.

Days I will do this step: November 21, 22, 23

Step 3: Stay at school until lunchtime.

Days I will do this step: November 15, 16, 17

Step 2: Go to my first class.

Days I will do this step: November 10, 13, 14

Step 1 (easiest): Go into school and sit in main office for 20 minutes.

Days I will do this step: November 7, 8, 9

Intervention 10 (cognitive/emotional): Attitude of Gratitude

For You to Do

Take a few minutes to list the things you have that you are grateful for.

I Am Grateful For...

These people in my life:	
My hobbies and the things I like to do in my free time:	
Things in nature:	
Things I am good at:	
Songs, movies, and books that I love:	
Things that I've done or adventures I've had:	

20 Anxiety Busting Interventions for Kids

Course Schedule

Part 2: Ten Body Interventions

Intervention 11 (body): medication management

Intervention 12 (body): Yoga

<https://www.youtube.com/watch?v=5XCQfYsFa3Q&t=61s>



Mindful Breathing

It's as easy as A-B-C

Intervention 13 (body): Mindful Breathing

**Intervention 14 (body):
Let it Come and Go!**

Example:

My alarm went off when: I was getting ready for baseball practice.

These were the alarm signals I noticed: I started to get hot and sweaty. I started having thoughts that I was going to strike out. I also started to pack my bag really slowly.

Instead of trying to "make" the feeling go away, I: Finished packing my bag and then played a video game until it was time to go.

1. **My alarm went off when:** _____

These were the alarm signals I noticed: _____

Instead of trying to "make" the feeling go away, I: _____

2. **My alarm went off when:** _____

These were the alarm signals I noticed: _____

Instead of trying to "make" the feeling go away, I: _____

PURPOSE

Body boundaries begin with the sense of our own personal space. This exercise can be used when the client has difficulty sensing their own personal space, or if they feel a lack of boundaries. Working with one's own physical muscles can re-establish the internally-felt boundary. Here we use the awareness of muscle contraction to sense a body boundary.

INSTRUCTIONS

Work with contracting and releasing muscles in your body. This activity will let you sense into your body as a boundary. Make sure you go slowly and deliberately. At first, you want to feel the body boundary as you contract and then feel the lack of it when you release.

- Start with a muscle that feels easy to access, such as your hand or arm. With your muscle, flex and tense and slowly release. Track the response in your body.
- Then move to the belly (core) and tense the muscle and slowly release. Make sure you are not releasing fast, but with control and awareness so you can track what is occurring in the release.
- Track the sensations that come along with this contracting movement. Allow yourself to be with the sensations.
- Tense and flex any other muscles you like and experiment.
- Report to the therapist as you do this. The focus is on having a sense of body awareness and control without overwhelm.
- After you contract-release for a while, can you notice how your body boundary stays even if you release? How do you experience that?

Note to therapist:

Pace your client through this. You can take frequent pauses, having them close their eyes, before proceeding with another round. Don't overdo it. If you do this too many times, the sensations may become dull. Have them contract-release three times, then pause and reflect and report to you. You are looking for a sense of strength, boundary, and empowerment.

Intervention 15 (body): Body Boundary

**Intervention 16 (body):
Feeling or 5 Sense Grounding**










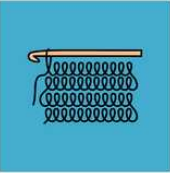
I feel _____ right now.

I feel _____ in my body.

I am letting go of _____.

I am grounding into _____.

5 SENSES

				
TASTE	HEARING	SIGHT	SMELL	TOUCH
				

Intervention 17 (body): Internal Support Team

therapist
exercise

Calling the Internal Support Team

PURPOSE

This short exercise is to help you get ready to work. It's a visualization that centers your body and reminds you of the resources that you have in your life. When you are connected with your own resources, you are able to be more present and available for your client. This exercise is especially helpful when you feel you need extra grounding for a session that you anticipate might be challenging. You can visualize this anytime you get stuck, don't know the next intervention to make, or just to ground yourself in well-being.

INSTRUCTIONS

This takes three to five minutes.

- Sit quietly and comfortably.
- Close your eyes and establish a centering breath into your body. Allow yourself to slow down and get ready to reflect.
- Complete the inquiry questions and know all who are on your team. (See inquiry questions in the section below.)
- Visualize these supportive people as a physical team sitting behind you in a semi-circle.
- Imagine them bringing to you their qualities that you admire. They are your personal team rooting for your success and well-being.
- Notice what happens with your posture as they are sending their strengths to you.
- Open your eyes and notice how you are sitting right now.

Inquiry questions for establishing your internal team:

Who has been an unconditional support in your life? List three qualities/strengths you admire about this person.

1. _____
2. _____
3. _____

Intervention 18 (body): Grounding Through the Body

PURPOSE

When you learn how to ground through your body, you can weather any challenge the client delivers.

Grounding through the body is a basic tool; use it often so you make it a healthy habit. You can somatically arrive in the body with your awareness regardless of if you feel disconnected, tired, activated or triggered. Learning how to ground is a basic health and wellness practice that will allow you to sustain your work. It also gives you a regular check-in with yourself on how you are doing. You can use this grounding technique any time before or after a session at work, or at home when you want to de-stress from your day. The purpose is to reconnect you with the joy in your work, your sense of well-being, and a calm mind and heart.

INSTRUCTIONS

First check in with yourself and then ground through the body. This can be done standing, sitting or lying down; modify it so it feels right to you.

Part 1:

Notice and check-in if you are:

- Tired
- Irritated
- Disconnected from your sense of joy or flow
- Triggered emotionally
- Sensory overloaded
- Re-hashing the last session
- Not feeling in your body
- Resistant to see the next client

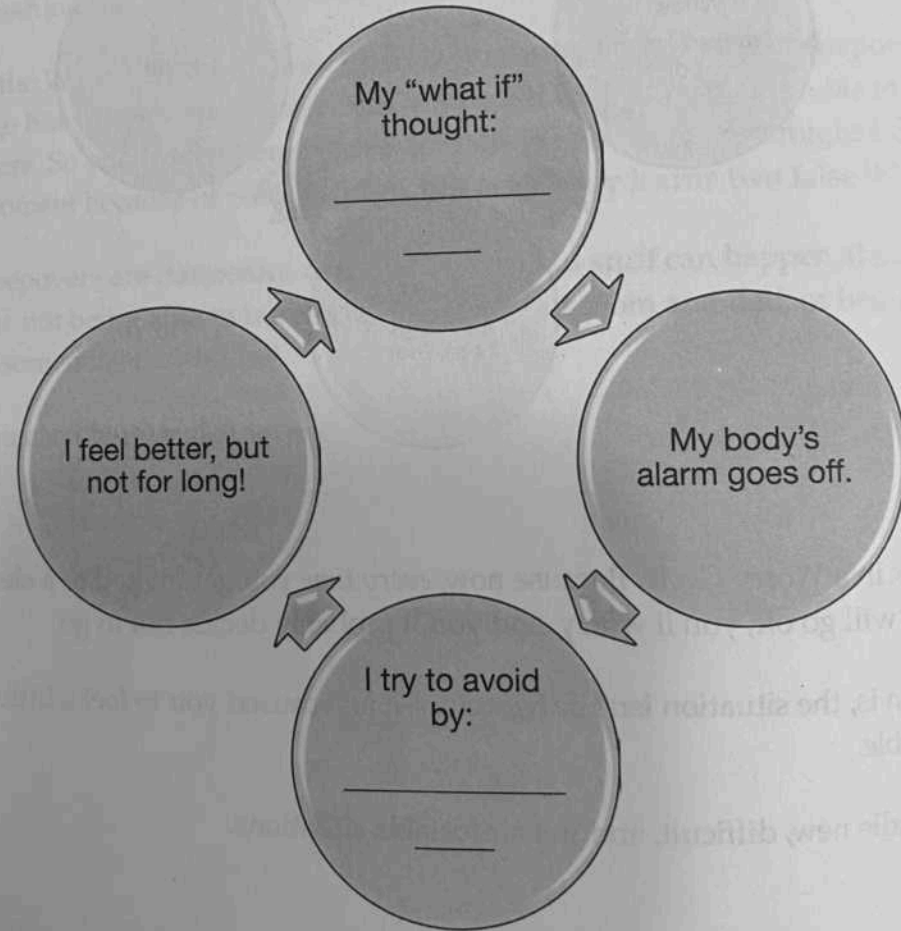
Check what applies. Then take a breath and say: "It's okay; it's a rough day. This will pass. I now need to come back to my body."

Part 2:

- Take whatever posture feels comfortable for you. Since you have named your current feeling or body sense, take a breath and acknowledge where you are at.
- Tune your attention to go inside. You can have your eyes open or closed.

For You to Do

To break out of the Worry Cycle, the first step is to figure out what is *in* the cycle. Fill in the blanks with a Worry Cycle you get stuck in sometimes. For more than one worry, you can use the My Worry Cycle worksheet at the back of this book, or draw your own cycle on a blank sheet of paper. Figuring out all the parts of your cycle helps you plan how to break out of it.



My Worry Cycle

Example: Harrison has taken a plain bagel, a green apple, and one Oreo for lunch every day for the past two years. He generated ideas for five different lunches he could try at school for a week:

Ham sandwich,
chocolate chip
cookie, apple
sauce

Turkey
sandwich,
oatmeal
cookie, orange

Bagel with
cream cheese,
chocolate chip
cookie, apple

Peanut butter
sandwich,
Oreo,
applesauce

Buy lunch
at school

Intervention 19 (body): Flexible Solutions

If your habit is always needing to know the plan for the day, your instruction is a little different. Instead, ask your parents to tell you several things that are planned for a Saturday or Sunday. Write each planned activity on a sticky note or strip of paper.

Example: Helena has a strong need to know what's going to happen every day and in what order. Her mom gave her nine plans for Saturday, which Helena wrote on pieces of paper:

Eat
breakfast

Watch
cartoons

Play
outside

Help mom
tidy the
house

Eat lunch

Do
homework

Family outing
to the
museum

Eat
dinner

Read for
20
minutes

Intervention 20 (body): Soothing Color Exercise

1. Identify thought
2. Somatic symptoms
3. Thematic part
4. Name its color
5. Clear mind
6. Name positive thought
7. Notice somatic spots
8. Name its color
9. Switch off in head
10. Use soothing color in future

Cotton

Navajo

Butterscotch

Sandy
beach

Mocha

Blush

Peony

Lilac

Blue
berry

Black
berry

Blossom

Peach

Clay
pot

Lemon Golden

Icy
mint

Silver
creek

Sky

Lake
front

Royal

Sea
wind

Coast

Guacamole

Sage

Rosey

Stone

Pebble

Charcoal

Onyx

Coffee
bean





Resources

Parent Knowledge

Freeing Your Child from Anxiety: Practical Strategies to Overcome Fears, Worries, and Phobias and Be Prepared for Life-from Toddlers to Teens (2014) by [Tamar Chansky Ph.D.](#)

The Conscious Parent's Guide to Childhood Anxiety: A Mindful Approach for Helping Your Child Become Calm, Resilient, and Secure (2015) by [Sherianna Boyle](#)

Melt Anxiety and Relax Card Deck for Kids: 44 Strategies Using Art, CBT and Mindfulness (2019) [Jennifer Abel](#) & [Barbra Danin](#)

Child Illustrated Books

Wilma Jean - The Worry Machine (2012) by [Julia Cook](#)

Help Your Dragon Deal With Anxiety: Train Your Dragon To Overcome Anxiety. (2018) by [Steve Herman](#)

Tomorrow Is Near But Today Is Here (2019) by [Asaf Rozanes](#)

Child Workbooks

What to Do When You Worry Too Much: A Kid's Guide to Overcoming Anxiety (2005) by [Dawn Huebner](#)

Coping Skills for Kids Workbook: Over 75 Coping Strategies to Help Kids Deal with Stress, Anxiety and Anger Workbook by [Janine Halloran](#)

CBT Toolbox for Children and Adolescents: Over 200 Worksheets & Exercises for Trauma, ADHD, Autism, Anxiety, Depression & Conduct Disorders (2017) by [Lisa Phifer](#), [Amanda Crowder](#), [Tracy Elsenraat](#) and [Robert Hull](#)

The Anxiety Workbook for Kids: Take Charge of Fears and Worries Using the Gift of Imagination (2016) by [Robin Alter PhD CPsych](#)



CORE WELLNESS

20 ANXIETY BUSTING INTERVENTIONS FOR KIDS

1.5 CE Workshop
Joseph Tropper
MS, LCPC, CCTP

corewellceu.com
joseph@corewellceu.com
443-929-1801