



# Well-Being Workshop

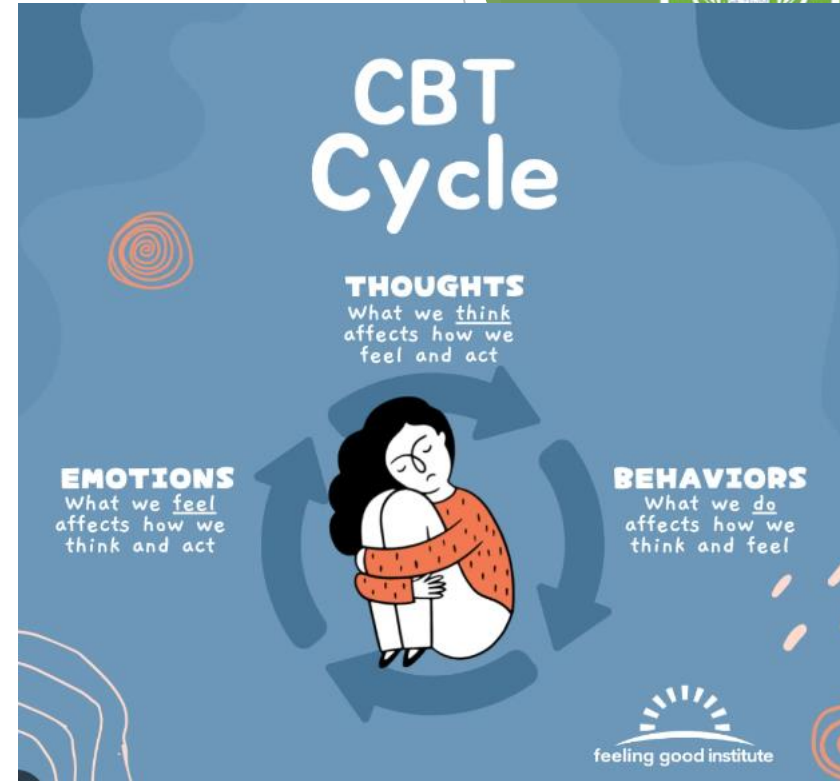
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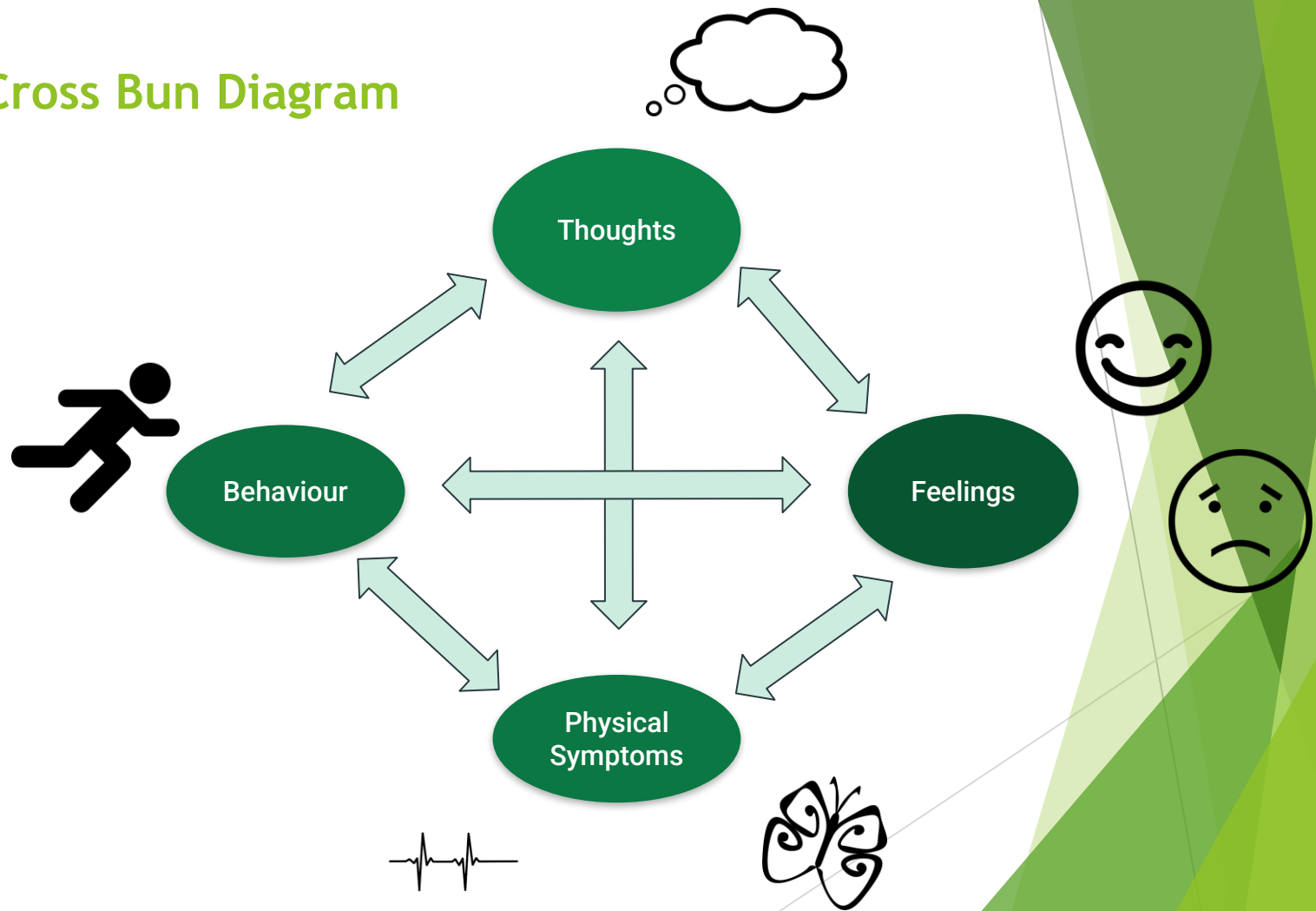


# Guided Self Help interventions

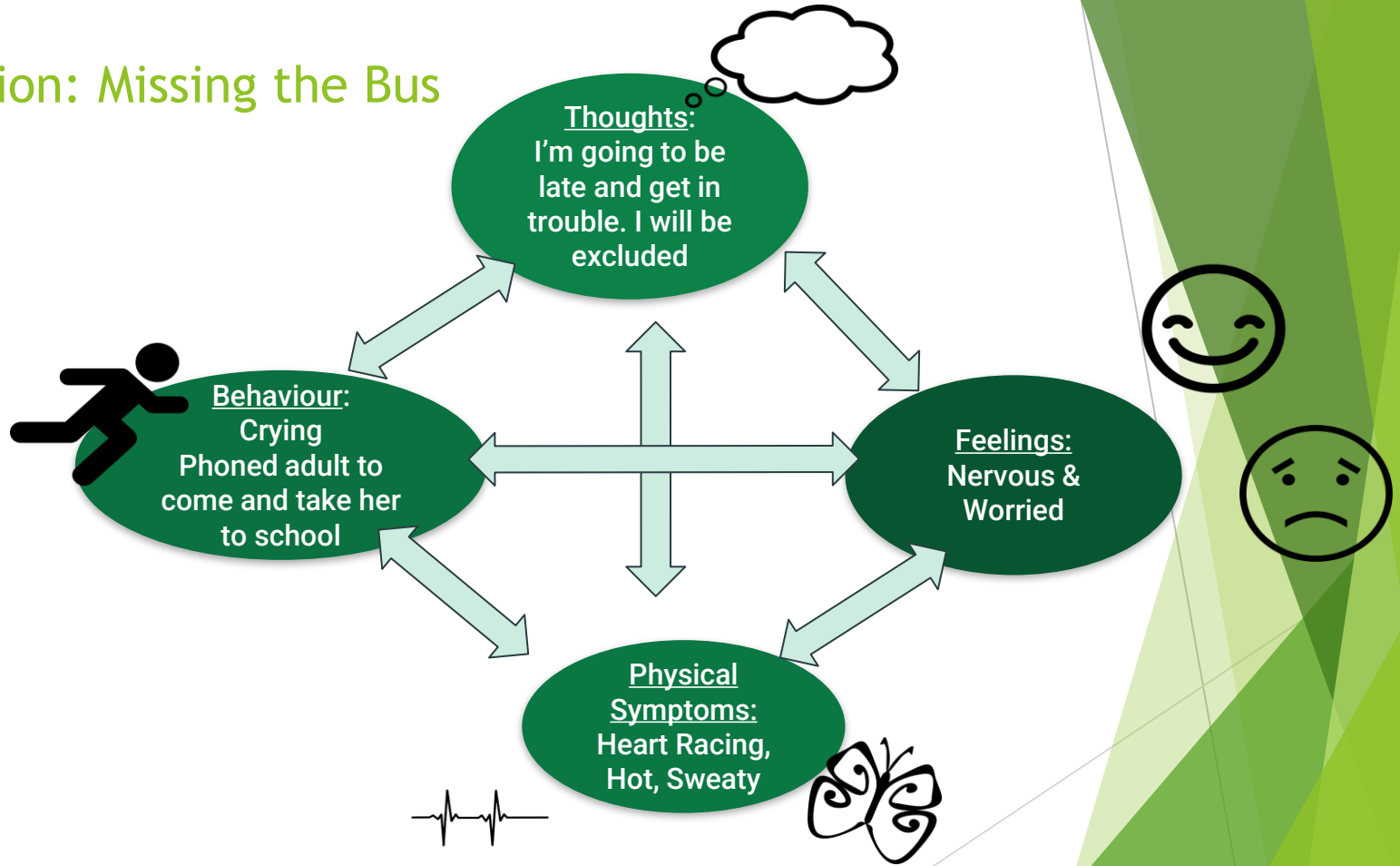
- ▶ Parent led child anxiety (individual and group interventions)
- ▶ Parent led challenging behaviour (individual and group interventions)
- ▶ Adolescent anxiety (individual and group interventions)
- ▶ Adolescent low mood
- ▶ GSH CBT - Guided self-help aims to increase coping and self-management capacity within clearly agreed time frames and resources.
- ▶ This means the practitioner is often in the role of a coach using clinical skills to support the young person to practice things and try new ideas to help cope better.



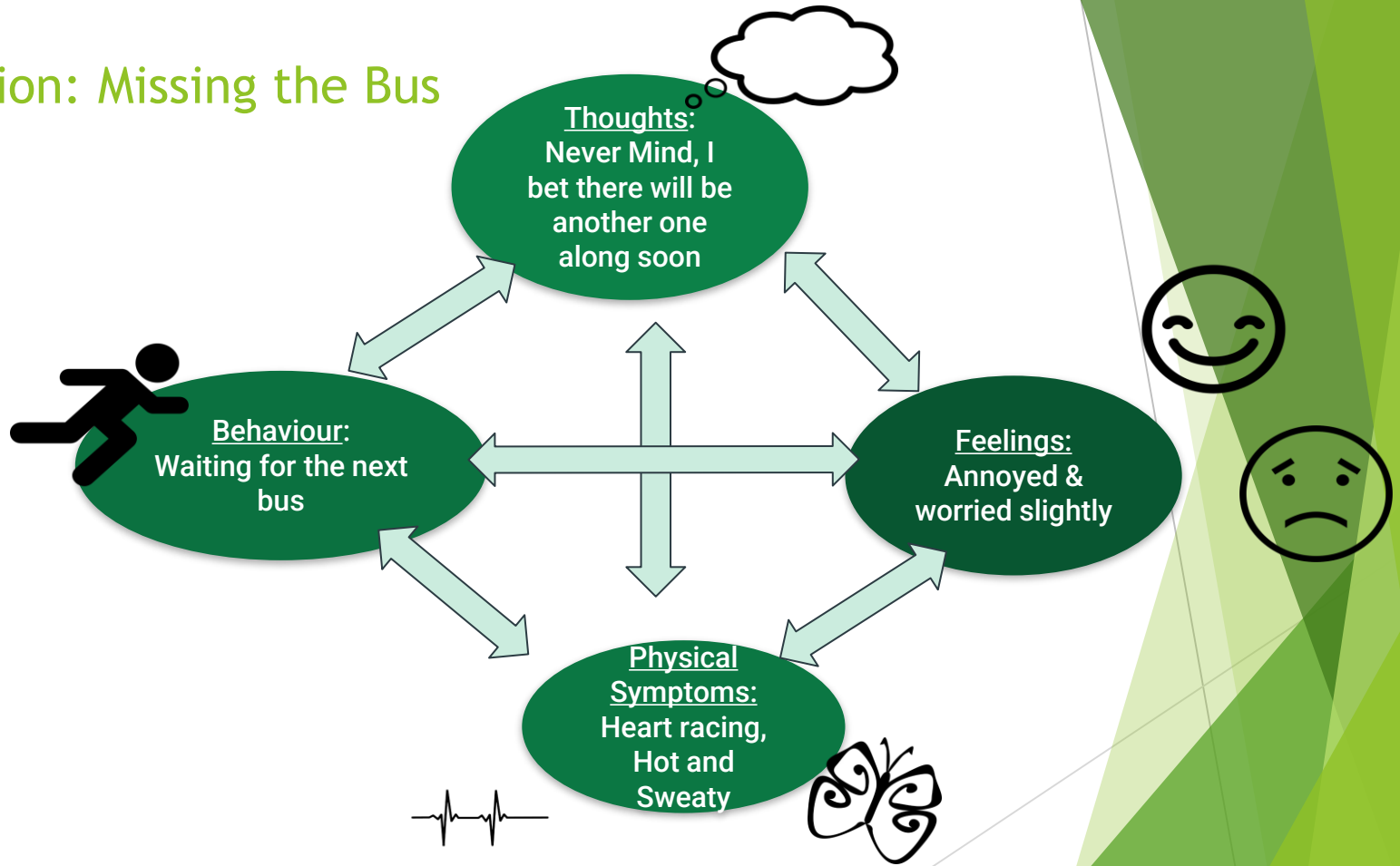
# Hot Cross Bun Diagram



## Situation: Missing the Bus



## Situation: Missing the Bus



**Fight**



**Freeze**



**Flop**



**Flight**



**Flood**



**Fawn**



[Dr Dan Siegel's Hand Model Of The Brain - YouTube](#)





# What is Emotional Well-Being?

- Your emotional well-being is a state where you are able to manage with normal events that happen everyday.
- Good emotional well-being allows you to be confident, social and make decision that are right for you
- Just as physical activity is needed to keep you healthy, moving and functioning SO is your mental health.

# Emotional







How do you know your child is upset?

How do you know they are happy?

## Special Time/ Attending

- Special time can be a powerful tool in helping develop a strong relationship with your child

### Do:

- 10 minutes a day
- Follow the child's lead
- Give child all your attention
- Show interest/ give comments

### Avoid:

- “teaching” the child during this time
- Giving instructions and asking questions
- Criticising
- Removing special time as a consequence

# Emotional regulation strategies



## Finger breathing

Breathe in as you trace upwards and out as you trace downwards



HOLD – 4 sec

## Box breathing

EXHALE – 4 sec

INHALE – 4 sec

HOLD – 4 sec

## Describe or name...

-  **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

# Worry Tree

Notice the worry

What am I worrying about?

Is there something I could do about this worry?

yes

no

Use problem solving to  
find a solution

- 1) Write it down.
- 2) Think of all the ideas you can to solve the problem.
- 3) Choose the best solution.
- 4) Make a plan of action to put your solution in place.

Let the worry  
go

To do this you could:  
write it down, rip it up, throw it  
away, say it out loud, put it on  
your phone/tablet and then  
delete it.

Focus your attention away from the worry

To do this you could:  
Focus on what you're doing.  
Do something different.

Use the 5, 4, 3, 2, 1 technique by noticing 5 things you can see, 4 things you can hear, 3 things you can feel, 2 things you can smell and 1 thing you can taste.



The background of the slide features abstract, overlapping geometric shapes in various shades of green, ranging from light lime to dark forest green. These shapes are primarily located on the right side and bottom of the frame, creating a modern, layered effect. The main text is centered on the left side of the slide against a plain white background.

What is your experience of the  
emotional regulation strategies  
presented?

## Emotional Well-Being at St Agnes'

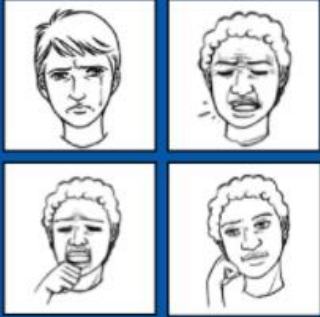



- Faith, spirituality, collective active worship, time for reflection, prayer
- Designated time where whole school practices daily Mindfulness; take a breath, counting, relaxation techniques
- Behaviour seen as a means of communication
- Emotion Coaching, helping children to manage their behaviour, understanding the different emotions, why they occur and how to improve
- Positive learning culture, stimulating, active learning environments
- Circle time; responding to needs of the class, specific topics, encouraging social interaction
- Growth mindset, Loric Behaviours
- Zones of Regulation



			
<p><b>BLUE ZONE</b></p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p><b>GREEN ZONE</b></p> <p>Happy Calm Feeling Okay Focused Ready to Learn</p>	<p><b>YELLOW ZONE</b></p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p><b>RED ZONE</b></p> <p>Mad/Angry Mean Terrified Yelling/Hitting Out of Control</p>

# Zones of regulation:



			
<b>BLUE ZONE</b>  Sad Sick Tired Bored Moving Slowly	<b>GREEN ZONE</b>  Happy Calm Feeling Okay Focused Ready to Learn	<b>YELLOW ZONE</b>  Frustrated Worried Silly/Wiggly Excited Loss of Some Control	<b>RED ZONE</b>  Mad/Angry Terrified Yelling/Hitting Elated Out of Control

# HOW CAN YOU HELP YOURSELF?

## The BLUE Zone



HOW MIGHT YOU FEEL?

SAD  
TIRED  
BORED  
MOVING SLOWLY

WHAT MIGHT HELP YOU?

TALK TO SOMEONE  
STRETCH  
TAKE A BRAIN BREAK  
STAND  
TAKE A WALK  
CLOSE MY EYES

## The GREEN Zone



HOW MIGHT YOU FEEL?

HAPPY  
OKAY  
FOCUSSED  
READY TO LEARN

WHAT MIGHT HELP YOU?

THIS IS THE GOAL!  
WHAT CAN YOU DO TO  
GET TO THE GREEN  
ZONE?  
HOW CAN YOU BE  
HAPPY, CLAM AND  
READY TO LEARN?

## The YELLOW Zone



HOW MIGHT YOU FEEL?

NERVOUS  
CONCERNED  
SILLY  
NOT READY TO LEARN

WHAT MIGHT HELP YOU?

TALK TO SOMEONE  
COUNT TO 20  
TAKE DEEP BREATHS  
SQUEEZE SOMETHING  
DRAW A PICTURE  
TAKE A BRAIN BREAK

## The RED Zone



HOW MIGHT YOU FEEL?

ANGRY  
FRUSTRATED  
SCARED  
OUT OF CONTROL

WHAT MIGHT HELP YOU?

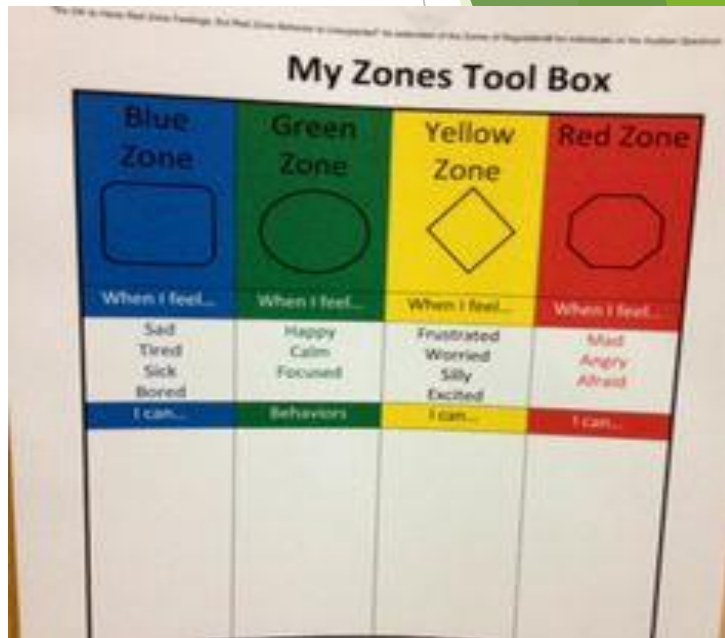
STOP WHAT I AM DOING  
MAKE SENSIBLE CHOICES  
TAKE DEEP BREATHES  
ASK FOR A BREAK  
FIND A SAFE SPACE  
ASK FOR HELP





## Support your child by Creating a tool box

- Use **emotion vocabulary** in everyday situations to teach children emotional literacy.
- Help your child to **recognise their emotions** and validate them as its ok that we are in different zones at different times;
- Teach children that there are **tools** we can use to support us in returning to the green zone;
- Support children to **identify, know and use tools** that best help them;



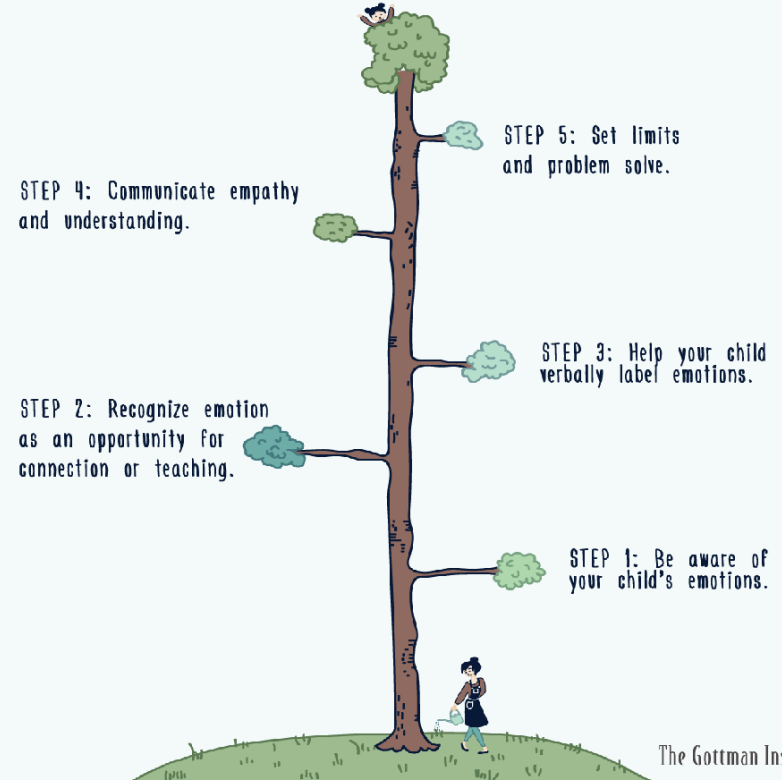
# Emotional Coaching



- Recognise all emotions as being natural and normal and not a matter of choice;
- Recognise behaviour as communication;
- Take on the child's perspective;
- Use words to reflect back the emotion and label the emotion 'I can see you are feeling angry';
- Affirm and empathize allowing the child to calm down
- Problem solve together; making it clear certain behaviours are not acceptable
- How could we do things differently?

## Five Steps of Emotion Coaching

Dr. John Gottman



## Useful Phrases:

☐ I see/I notice.....

☐ I hear.....

☐ Are you feeling?.....

☐ I imagine that feels.....;

☐ Tell me about that

☐ Are you saying....

☐ It sounds to me like.....

☐ How does that make you feel.....

# W I N

**W:** I wonder.....

**I:** I imagine.....

**N:** I notice.....



# The support offered by BICs and Counselling at St Agnes



School Counsellor	BICS Educational Wellbeing Team
Works with: Parents and Children at St Agnes Primary School	Work with: Young People & Parents
1-1 Support - once a week Group support - once a week	1-1 Support - once a week Groups Workshops Podcasts
Offers both short and long term interventions	Short term interventions (6-12 sessions) 1-1 support for primary school children is typically delivered through parent-led interventions
Use an integrated counselling approach tailored to the child's needs (talking therapy, play-therapy, small world therapy, creative therapy)	CBT based interventions
Family changes Anxiety/Depression Eating and Sleeping Disorders Bereavement	Challenging Behaviour Anxiety Resilience Emotional Wellbeing
How to refer: Speak to XXX at St Agnes	How to refer: BICS Website Universal Plus Referral Form

# Why everyone's mental health and emotional well-being is important

- Positive interactions with parents, peers and teachers
- Assists the young person in becoming a better learners
- Learn skills to manage the 'up and down's of life'
- Bring an awareness of individual emotional needs
- Happier more confident individual
- Ability to make mistakes and not shame oneself



