

Anxiety and Autism

Day Three

Bristol Autism Team

Week one

- What is anxiety
- Anxiety in autism
- Helping your child with understanding, expressing and managing emotions
- Some tools to help your child manage their anxiety:
- Using clear visuals, structure, preparation for change and planning
- Relaxation tools and Sensory tools

Week two

- School based anxiety
- Equality Act 2010
- Exams, revision and perfectionism
- How to talk about anxiety with your child
- Worries

Week three

Introduction to cognitive behaviour therapy

What help is out there? CAMHS etc

Further resources, books, websites

Lifestyle tools – these are important to try and achieve

- Find ways to improve any school based anxiety
- Build self esteem include helping them find friends and teach them to be assertive - speak up for themselves
- Use Five ways to well-being
- Make sure sensory needs are met
- Notice more of the good things (eg write down three things)

Lifestyle tools— these are important to try and achieve

- Get a trusted support circle
- Explain about worries – share them and write them down for Worry time. Then analyse each worry and problem solve if necessary
- Maybe use a worry diary
- Positive statements eg “I am trying my best and that is good enough”
- Solitude to re-charge

Lifestyle tools – these are important to try and achieve

- Structure and routines – help your child to feel safe
- Find ways to relax
- Do more fun stuff
- Find ways to safely release pent up frustrations
- Teach relaxation techniques – muscle relaxation and controlled breathing

How to talk about anxiety with your child

How to talk about anxiety with your child

- The single most important support is someone at your side
- Try to get them a trusted circle of people who they can rely on for support and advice
- All the suggestions given about ways to talk with your child are just that: suggestions.
- You always need to balance these suggestions against the reality of your child's anxiety eg it would be good if they could work on their fear of germs and contamination but they may be too scared to do this
- Before you can do some talking about anxiety you may need to find ways to help them relax and be happy...
- In other words some of these suggestions about ways to talk won't work if their anxiety is sky high!

How to talk about anxiety with your child

- We need to show our children through our communication and behaviour that the world is usually safe, and we can find ways to cope when we are anxious
- Of course whilst the world is usually safe, there are realistic things to tell your child to be wary of eg about the difference between true and false friends/bullies
- Parent: “I have worries too” (talk about them and how you overcome them... although don't scare them with major parental worries!)
- Don't go it alone – carers support (www.carerssupportcentre.org.uk)

How to talk about anxiety with your child

“Anything you have not actually said out loud (possibly many times!) will not be understood”

- Make the world more understandable by talking and finding out information eg other people will like you if you smile and ask them questions
- Understand their need for planning and knowing eg routines can be their way to keep sane!
- Use preparation and rehearsal for new things eg what to expect at secondary school

[illegible]

“I’ve started worrying
early so I can be ready
for university”

I OVER ANALYZE SITUATIONS
BECAUSE I'M SCARED OF WHAT
WILL HAPPEN IF I'M NOT
PREPARED FOR IT.



It is no good telling your child to stop worrying because.... they cannot not think!

But we can try to balance the negative and even replace it with positive talk (eg on a small card to carry?)

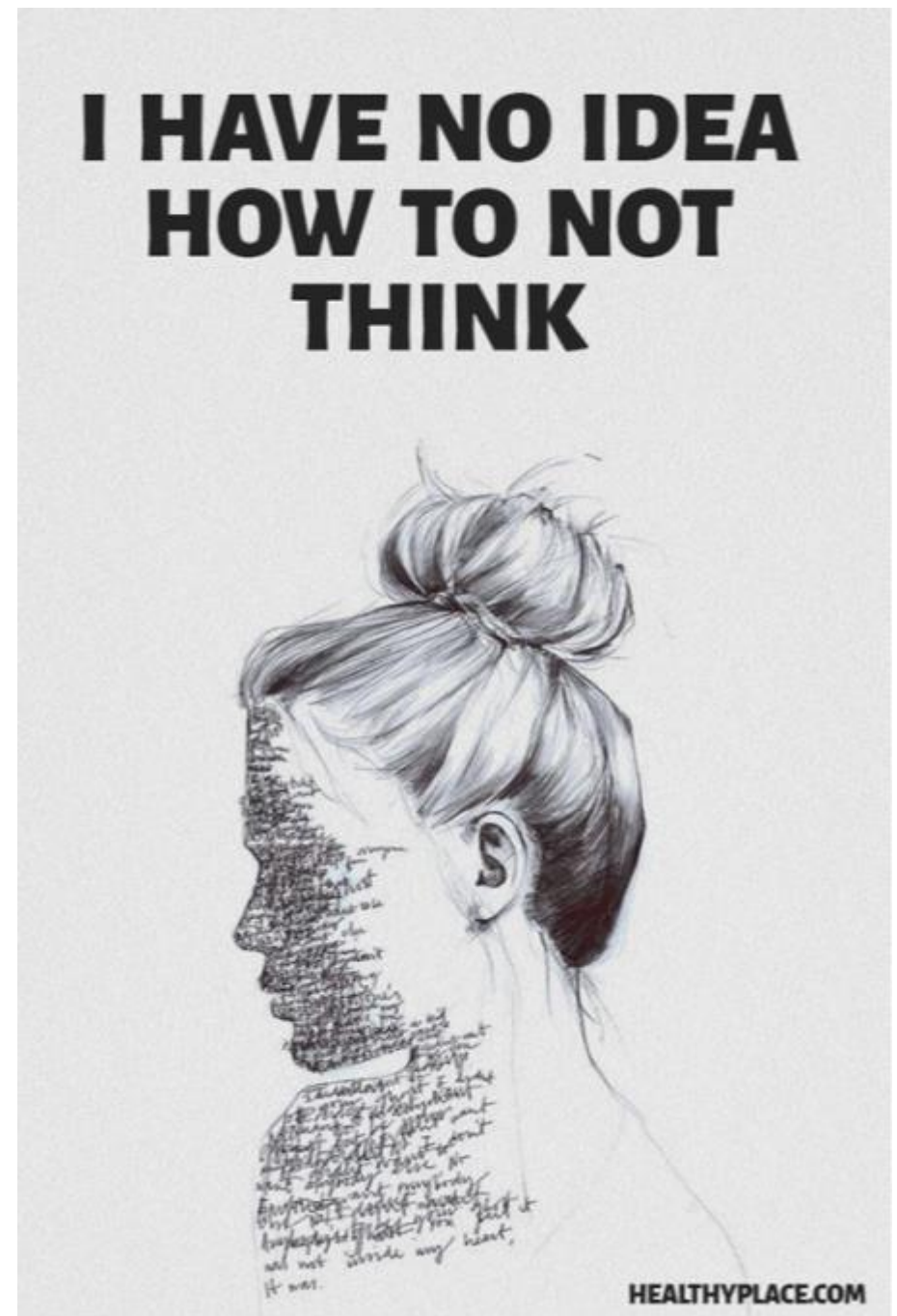
This is not pleasant but it will pass soon enough.



I am with safe people.

I can let these feelings run through
and out of me.

I breathe calmly.



Ways to talk about anxiety – feelings and problem solving

- Two priorities – feelings and problem solving - when talking to your child
- Talk about their feelings, eg “are you feeling upset because you didn’t get xxx?”... “you look/your voice sounds as if you are worried about xxx”
- Reassure calmly about those feelings once or twice or “I think it’s alright to feel angry/anxious/excited about xxxx” ... “I reckon its normal to feel xxx when xxx happens...”
- Then (when it is the ‘right’ time) move on to Problem solving and practical support....

Ways to talk about anxiety– feelings and problem solving

- Problem solving and practical support, eg “I know you are worried shall we try to think of what to do together?”
- “Everyone feels anxious; lets not let it control us or bully us into being too scared to do anything”... “I wonder if we can problem solve this?”
- For some children you might emphasise them finding their own solution (perhaps with your support) “What do you usually do in this situation?” or “what might help to make you feel less anxious?” .. “what can I/we do to make things easier?”

Ways to talk about anxiety

- Manage by objective fact eg fear of chemicals “yes some chemicals can harm you? So let’s do internet research?”
...but do your research first. Also appealing to logic may not work!
- What skills have you got that could be useful (scientist, detective)? Eg doing behaviour experiments
- Break down the task into small steps? Eg “let’s test this out – let’s see what happens if you don’t get up and check the front door for 5 minutes”

Ways to talk about anxiety

- Remind them of how they succeeded in the past, *“you had a fly land on your coat and you didn’t get too upset”*
- Get them to consider the benefits of not pursuing the anxiety behaviour eg *“I know you worry about going out but where would you go if you could?”*
- Remind them of future rewards *“if you come with me to the corner shop for two minutes you get £1 to spend there”*

How to talk about anxiety with your child

- What strengths gets you through a tricky time (eg humour – laughing at the anxious thoughts, focus on something else - not what you are afraid of)
- Sometimes using the word ‘brave’ can help, especially if you can remind them they have been brave in the past.
- Talk about times they’ve been brave and be exact about their actions, eg “you stayed in the room even though you were scared of the cat, that was brave”

Questions to ask to help your child find their own solutions

Your child has difficulty with executive function – ie self organisation so they may not be able to work out the steps involved unless it is written down or has a strong logic and set of rules.

Or your child may know the steps but never quite know when or how to get started so use questions to help them make sense of their thoughts...

- What do you think you might do about this?
- Any ideas what you are going to do next?
- Tell me some things you can try to handle this?
- I could be wrong but I wondered if we might try...
- Let's have a look at the facts...



Things to try – positive self talk

- Positive self talk. Words we say to ourselves can be powerful. What do you say to yourself to remind yourself of your worth or to help you get through difficult situations?
- Mistakes mean my brain is at its most busy learning
- Failure isn't getting it wrong; failure is not getting up and trying again
- I am in charge of making the changes that will make me happier
- Different is not defective
- This is the only life I have so I am going to make the best of it
- I am proud of what I am; not apologetic for what I am not
- The only person who is stopping me being happy is me
- I am equal to any other person
- I will fight back against negative voices from other people or in my head
- I cannot control other people but I can control how I react
- I will not cooperate with anyone or anything that humiliates me

It is not who you are, it's who you think you are!

“if you believe you are worthy and strong you
will live up to that truth”



Motivational interviewing:

- Motivational interviewing questions can be useful when your child does not want to discuss facing their fears or anxieties
- These sorts of questions allow your child to consider pros and cons without feeling pressured
- Look up motivational interviewing for more info...
- *What might stop you doing this?*
- *What might help you achieve this?*
- *What's good about this happening?*
- *What's not so good about this happening?*

Things to try – motivational interviewing

- Don't chase engagement of child; the time may not be right for therapy
- Is there anything you'd like to be different?"
- What are the pros and cons?
- What are the biggest worries for you at the moment?"
- What might stop you doing this?
- What might help you achieve this?"
- Is there a gap between what you are now and what you want to be?
- What might cause this to not work?'
- What might go wrong?
- By seeking information on past obstacles you are more likely to achieve future success

Things to try - talk to yourself!

- Talk to yourself. Sometimes we have negative thoughts in our head
- For example, “I am no good at conversation” or “I have a terrible memory”
- As an experiment think or write one of your negative thoughts and try to think or write a different more helpful thought you can say to yourself
- Whenever the negative or unkind thought is in your head, don’t fight it just say a kinder or more helpful thought to yourself

Eg **“I will never get a girlfriend”** could be balanced or replaced a more helpful thought:

“I am a quiet, friendly and kind person and I will concentrate on meeting new people and will probably meet someone who likes me even if it takes time”



Things to say about negative thoughts

- If your child does not want to talk about their feelings they won't (or can't) but it can be useful to try and ask some questions
- You are not trying to disprove their negative worries simply help them to decide what they really want to do about them

Things to say about negative thoughts

- What's the evidence for this?
- I wonder how likely do you think it is that X will happen? (10 it definitely will happen, 1 it is very unlikely)
- Do you get any benefits from thinking X about yourself/the feared situation?
- Can you tell me what happens if you don't do X [*safety behaviour eg washing hands four times*]?
- What would it mean if you didn't get 100% in the exam?
- Can we try an experiment to see what happens? [eg try saying hello to people if mum says hello, when you are out]

Go towards your fears!

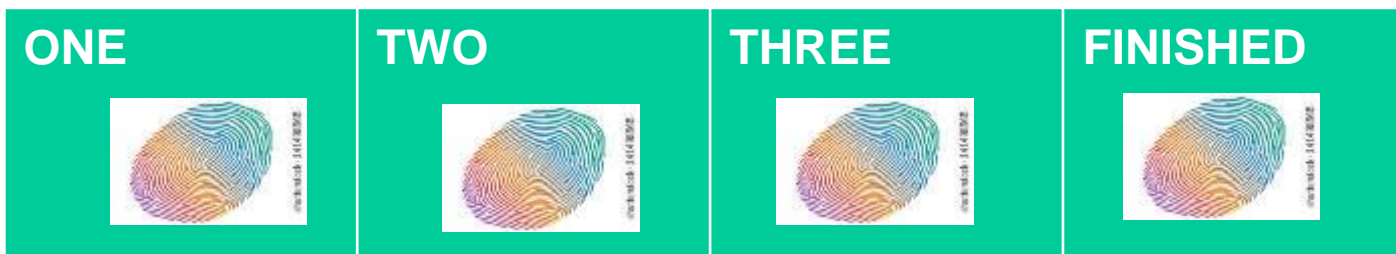
- Avoiding situations that make us feel frightened is natural but it makes the anxiety worse
- This is because we never learn that those things we fear actually are okay and won't cause us any harm
- But your child may take some persuading that simple avoidance is not the best option eg not go outside because flies might fly in their face (maybe explain using the amygdala warrior?)

Positive self-talk

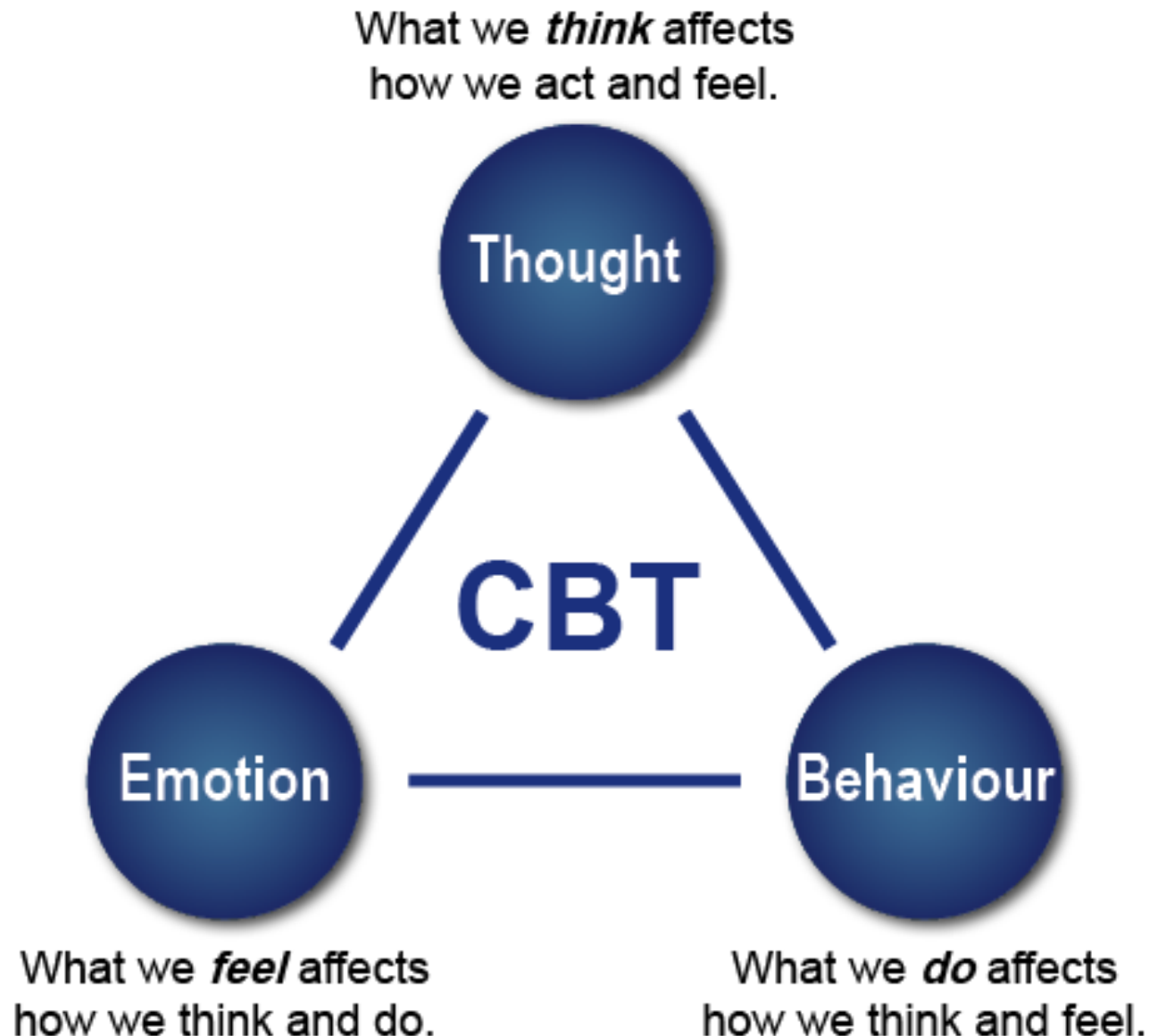
These are a few examples of positive self talk statements your child could use

Encourage them to make up their own statements that help them

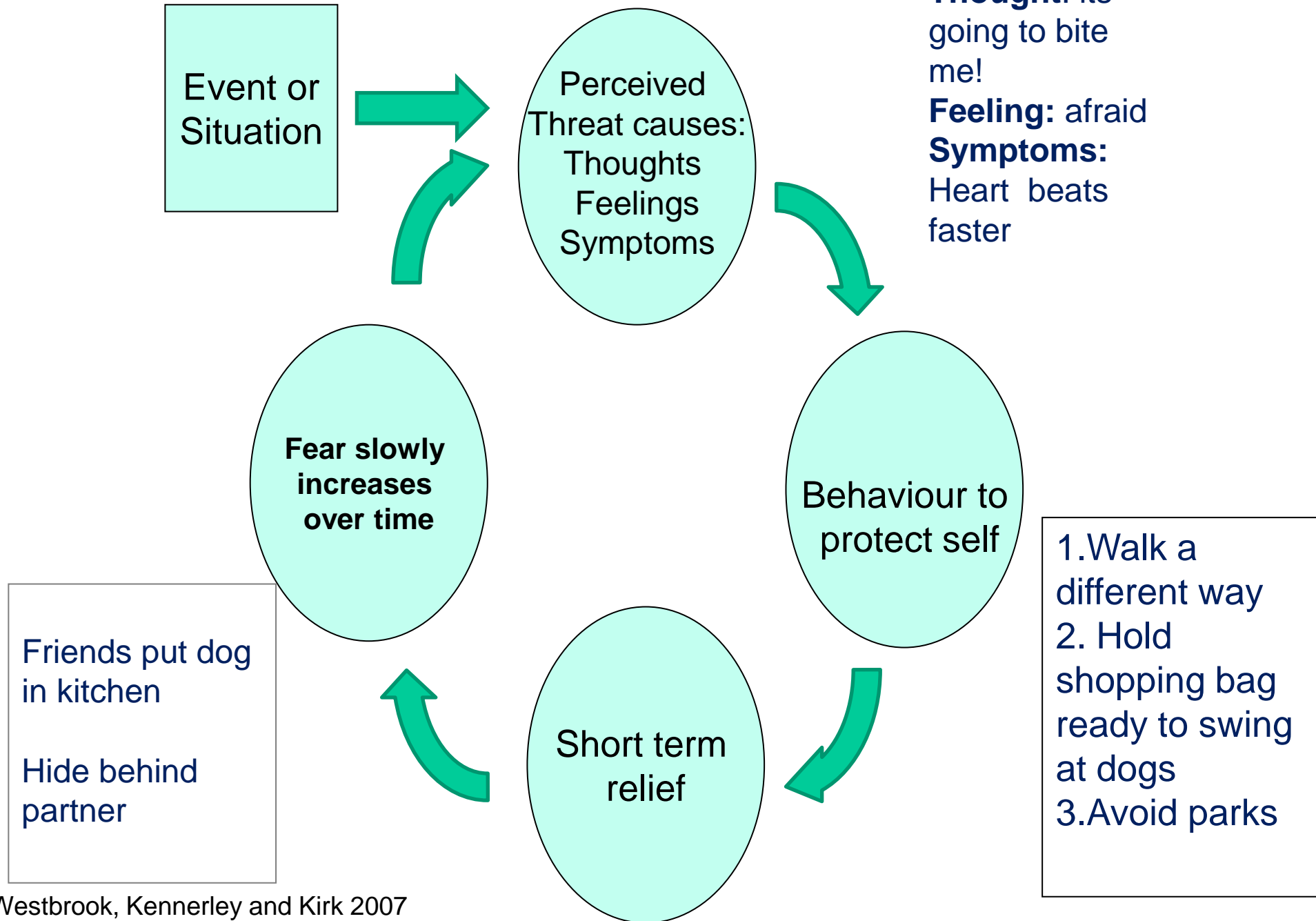
- *Anxiety is an unpleasant feeling but it cannot hurt me*
- *I remember this from before, it will be ok*
- *I have handled this before*
- *This will be over soon (count 1,2,3 finish)*

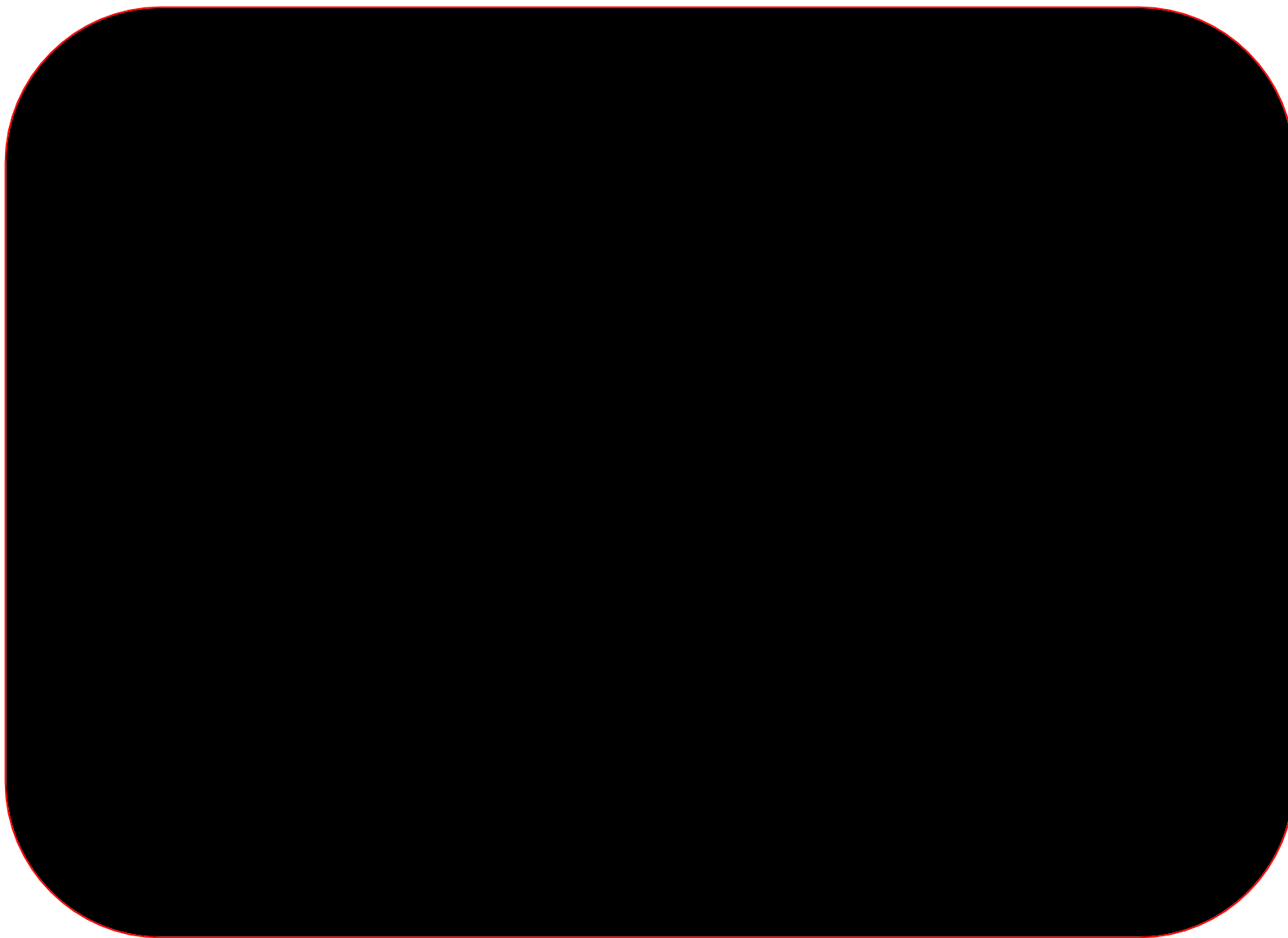


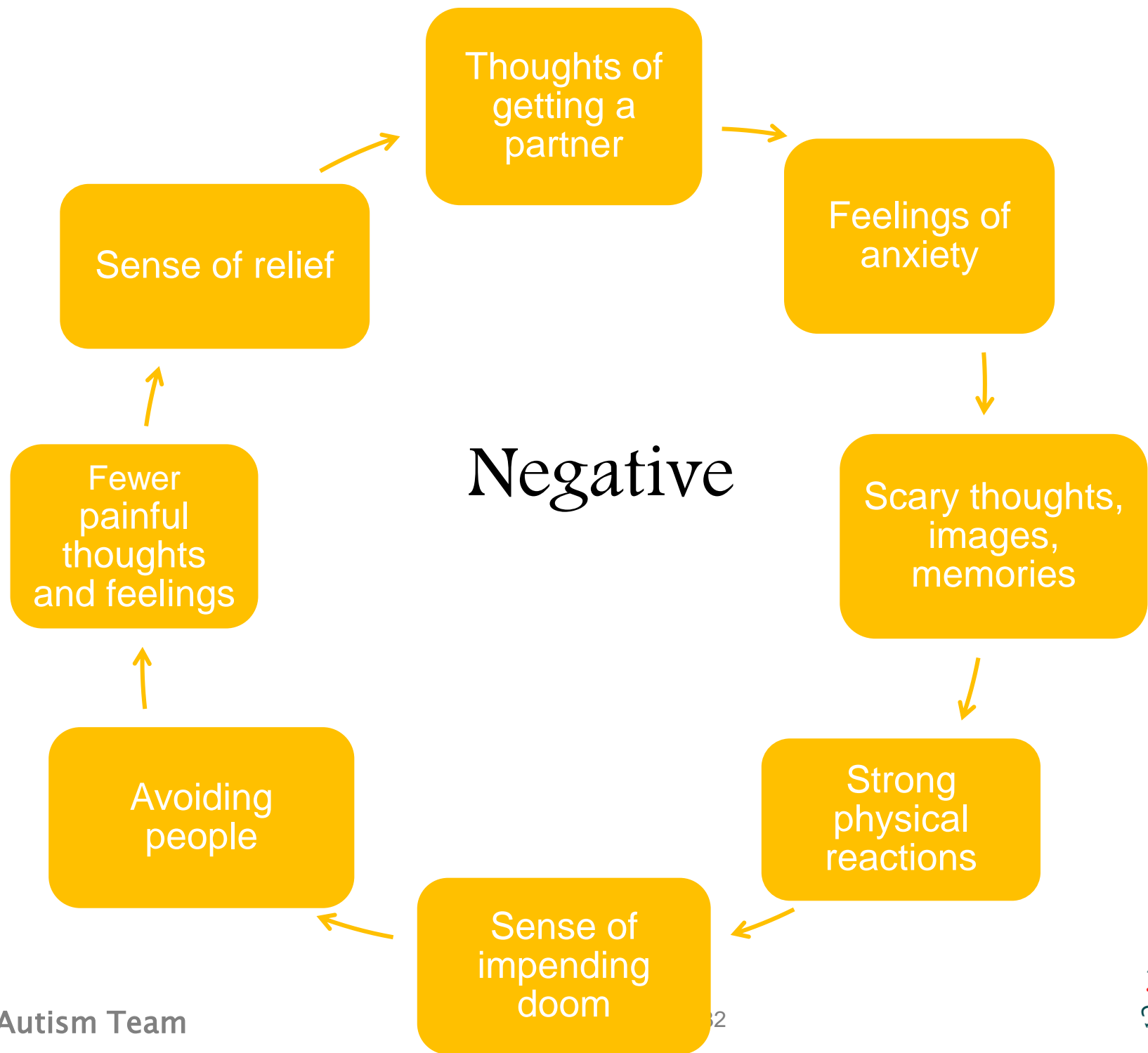
Cognitive behaviour therapy

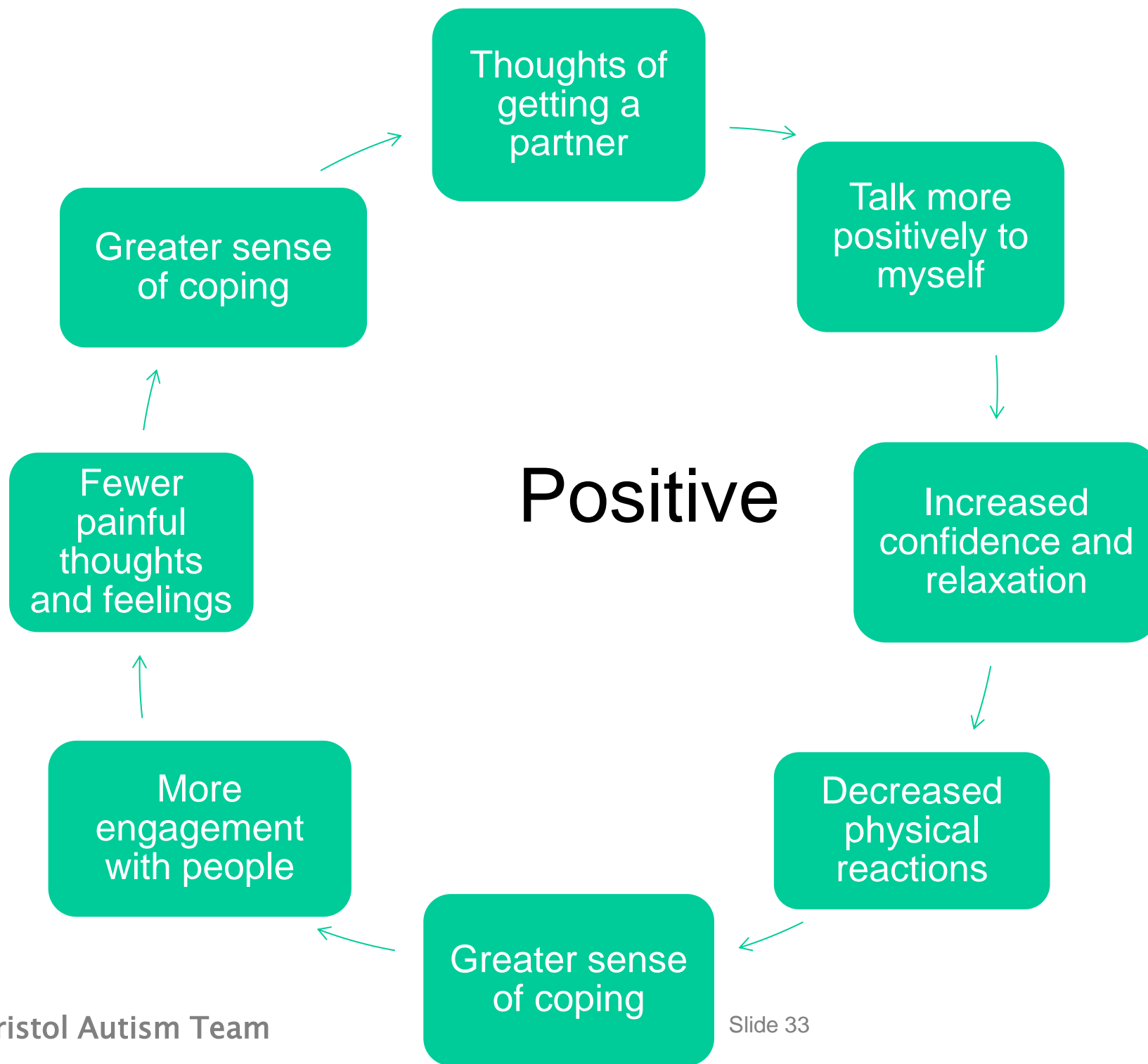


See a dog







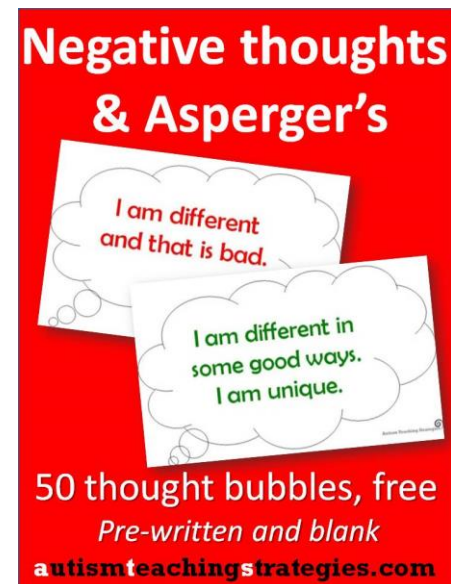


Handy resource!



**8 Simple CBT Videos for
ages ~ 8 and up**

Joel Shaul
autismteachingstrategies.com



Cognitive behaviour therapy (CBT)

- CBT is the most commonly discussed and used therapeutic approach for managing anxiety
- There many variations of CBT and there are many other therapies that may help your child eg different counselling options or drama, music or art therapy
- Disclaimer! This part of the three day Managing anxiety course is not a substitute for CBT – we recommend you try to access professional help if your child is suffering severe anxiety
- This introduction to the concepts of CBT will give you some ideas to take away and try with your child

Cognitive behaviour therapy (CBT)

- CBT is based on idea that our thoughts, feelings and behaviours are all inter-connected
- CBT is about changing your thoughts, physical reactions or behaviours
- CBT does not dig into your past history or problems; it is about making things better in the here and now
- CBT may not be the best approach for all your child's anxieties eg school 'phobia' may be about lack of adequate support not a learned behaviour

Cognitive behaviour therapy (CBT)

- Some experts think that focusing CBT on changing behaviour is more likely to have an effect than trying to change thoughts for many autistic people
- Behaviour can be changed in CBT by at least four ways:
 1. behavioural activation (just doing more physical activity)
 2. behavioural experiments (testing out ideas eg if you go up to someone and start talking ...will they laugh in your face?)
 3. graded exposure (putting yourself in the feared situation but in manageable ways eg look at a picture of a button and work up to touching a button)
 4. relaxation tools – breathing, muscle relaxation etc

Cognitive behaviour therapy

Five parts common in CBT:

- Assessment – working out what kind of anxiety your child has
- Education about anxiety
- Relaxation and stress management
- Graded exposure (slowly getting used to whatever is scaring you)
- Cognitive restructuring (understand your unhelpful ways of thinking and replacing with more helpful checking the evidence and having a word with yourself)

- CBT is usually hard work and often requires homework
- CBT can be adapted in all kinds of ways to suit the child
- Most children need quite a lot of sessions to see change occur
- Age seven years onwards as a rough measure?
- Is your child ready? Do they think there is a problem? Do they see the problem as theirs or other peoples?

How to make CBT work for your child

- Keep it simple
- Allow more time
- Make information visual where possible
- Try to consider all parts of CBT to get most effect but adapt the tools to suit your child
- If your child has CBT through NHS or other organisation make sure you are involved, so that you at least know what kind of work they are undertaking

Assessment

- As parent it is worth spending some time trying to find out what things cause anxiety for your child?
- Do you think it is a particular type of anxiety?
- Separation anxiety? A particular phobia? Social anxiety? Generalised anxiety?
- Talk to your child, use books and visuals to get them to explain what they are anxious about
- Get them to rate anxiety also: “Is this a little bit stressful, like 3/10 or is it extreme 10/10 stressful?”

Assessment

- You as parent can help your child a great deal with anxiety
- Do what you can and get extra help as required
- If it is more severe ask a NHS professional to refer to CAMHS or use other support services email bristol.autism.hotline@bristol.gov.uk if you are stuck

Key questions to find out what the anxious thinking is about

“is there anything you’d like to be different?”

“what are your biggest worries for you at the moment?”

“What (or who) causes you the most stress?”

- What went through your mind when you started to feel anxious? (eg “I thought everyone could see how shy I am”)
- What was the worse thing that could happen? (eg “I won’t make any friends here in this group”)
- What would that mean to you? (eg “I am unable to make friends; no one likes me”)

Anxiety journal

Date/time	Behaviour - What happened in my body and thoughts/feelings?	What do you think caused it?
Tuesday 10 th	Heart beating fast, sweaty cos I know I need to say something	Neighbour playing TV too loud
Thursday 12 th	Angry and shaky then needed to leave in a panic	Woman in shop with child laughing when I dropped my wallet and got flustered
Monday 16 th	Worried neighbour will tell landlord I am not working	Neighbour saw me going out at 11am

Help your child to write a diary or journal (or you can complete it with them) to find out what really causes anxiety...

Share worries

- The Huge Bag of Worries by *Virginia Ironside*

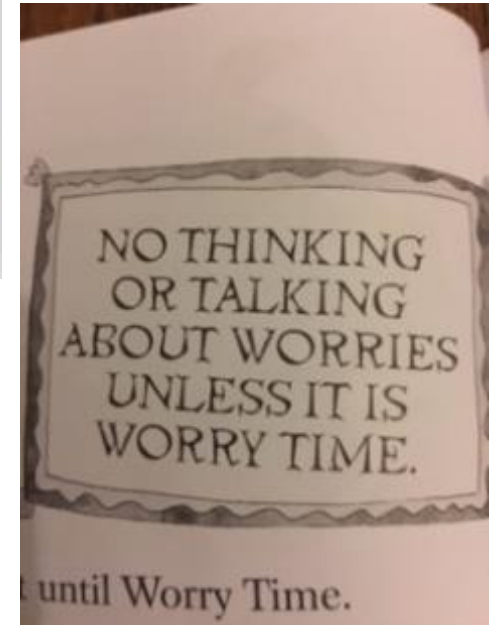
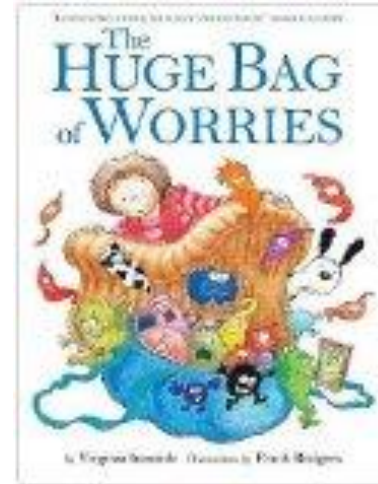
Some children need to be given an exact phrase to tell mum or dad if they are anxious eg:

“there’s a problem”



Worry time

- Gives the message that worries can be discussed and problems solved
- Sets limits on repetitive discussion
- Can be scheduled for a time everyone is calm
- Support your child to make a list of things to talk about (on board, in diary, tick list when they come in from school) then prompt to leave the discussion until worry time

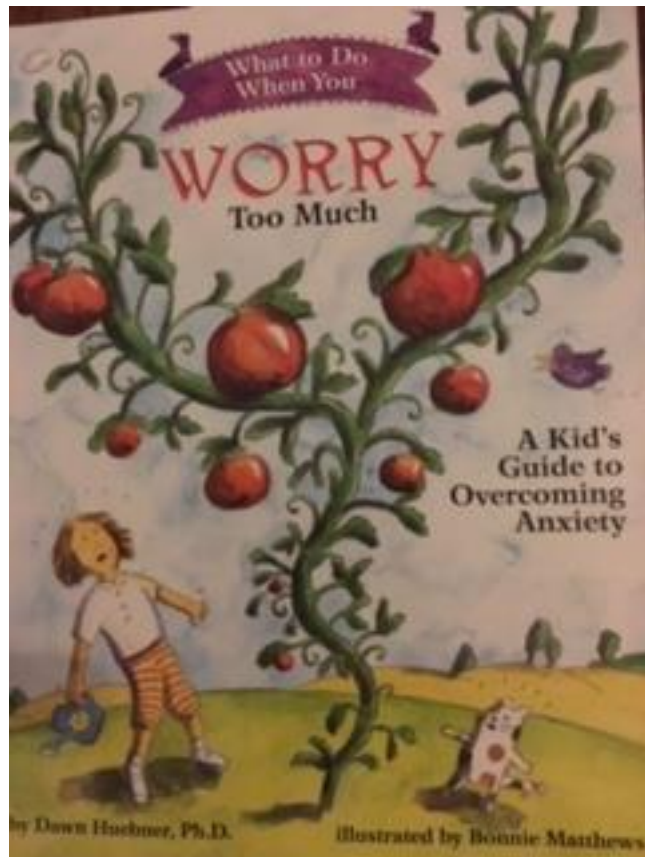


Letting go of worries

- Worries that are beyond your control can be thrown away or put in another box
- Use worry dolls to tell your worries to then put under your pillow



What to do when you worry too much: A kid's guide to overcoming anxiety



Talk about your worries

- We have looked at ways to help your child understand emotions and scale them
- We have talked about worries and that we should share them
- We have talked about putting worries into a box until worry time
- During worry time you can divide Worries into different groups. Things for me to worry about, mum to worry about, school to worry about etc. Any worries that are “beyond our control” (eg whether your team win or not) it is not our job to worry about anymore
- Worries we can do something about we can problem solve eg fact finding about how hand dryers work to reduce fear

THE HUGE BAG OF WORRIES



By Virginia Ironside
Illustrations by Frank Rodgers

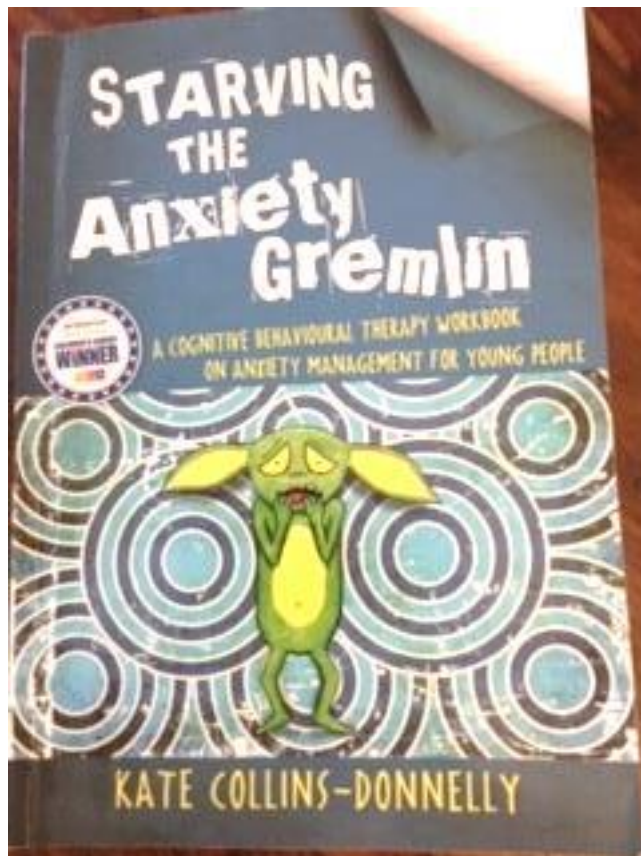
The old lady sorted the worries into groups.



Jenny was astonished to see how small they looked when they were out in the open.

Starving the anxiety gremlin

By Kate Collins-Donnelly



- What is anxiety
- You are not alone
- Understanding your own anxiety
- Managing your thoughts-feeding and starving your anxiety gremlin
- Managing your behaviours-avoiding behaviours and graded exposure
- Tools to understand your own anxiety better

Unhelpful thoughts

It will help your child to understand that their negative thoughts:

- Are not necessarily true
- Are not necessarily helpful
- Do not have to be followed or believed
- Can be replaced with other more positive thoughts

Some older children may begin to understand the fact that we can make our own happiness through how we think about our lives

Negative automatic thoughts

Start to explain to your child that unhelpful ways of thinking can make them feel bad

Older children may be introduced to the idea of *Negative Automatic Thoughts*

There are certain ways that humans think when we are anxious or depressed. The following list are some of the ways.

We all suffer at times from *Negative Automatic Thoughts*:

- Catastrophising (“everything has gone completely wrong”)
- Jumping to conclusions (“she frowned so she is bored of me”)
- Taking things personally (“it’s all my fault”)
- Negative filtering (“I didn’t get one thing right”)
- Mind reading (“she thinks I’m weird”)
- Fortune-telling (“I know what will happen if I go outside”)
- Labelling (“I am lazy”)
- Black-and-white thinking (“if it does not go perfectly I am a failure”)

Ways to help your anxious child analyse something they're scared of

- Try to spot any negative automatic thoughts
- Does your child have evidence to back up their thoughts?
- What are the facts about the situation?

Poisonous parrot



- Imagine you had a parrot on your shoulder. Imagine this parrot is a poisoned and poisonous parrot. It's been specifically trained to be unhelpful to you, continuously commenting on you and your life, in a way that constantly puts you down, criticising you.
- How long would you put up with this abuse before throwing a towel over the cage, or getting rid of the parrot?
- Yet we can often put up with the thoughts from this internal bully for far too long. Decades. We hear that parrot, believe the parrot, and naturally get upset. That then affects the way we live our lives - the way we behave towards others, how we are, what we think about others, what we think about the world, and how we think and feel about ourselves.

A good website including the poisonous parrot is on www.getselfhelp.co.uk

Helping your child understand their own thinking

- Not much use telling ourselves to not be anxious... we need better tools such as checking what we're thinking
- It will be helpful for you to try to find out what it is your child is worried about
- And it will be helpful to then help your child reach their own conclusions about how to manage their anxieties
- You are not trying to catch them out or show you know better
- And you cannot make them face their fears

Helping your child understand their own thinking

Get to bottom of what they are worried about:

- “if you don’t get 100% is that going to be a problem?... Why would it be a problem?”
- “I wonder what happens if...(eg you do say hello to other children in your class?)”

Try to find out what they are thinking:

- “what were you saying to yourself?” (eg when you walked through the doorway eight times)
- “what was going through your mind?” or “what thought popped into your mind?” (eg when you felt you could not leave the car)

Other questions to consider

- Is this fact or opinion?
- What was going through your mind when...
- What thought upset you the most?
- What were you afraid might happen?
- What pictures did you have in your head when this was happening?
- Can you describe how you were feeling when ...?
- How would you score your anxiety out of ten?
- What is the worse thing that can happen, if X comes true (eg “those kids are staring at me?”)

Try to find the hot thought!

It is often helpful to try to find out exactly what your child is worried about.

The thought that is really driving the anxiety reaction is called the hot thought

For example:

“Mum might not find a parking space I will get anxious....”

And what would that mean? / why would that be a problem?



“We will look stupid and mum cannot drive”

And what would that mean? / why would that be a problem?



“I walk in late to class”

And what would that mean? / why would that be a problem?



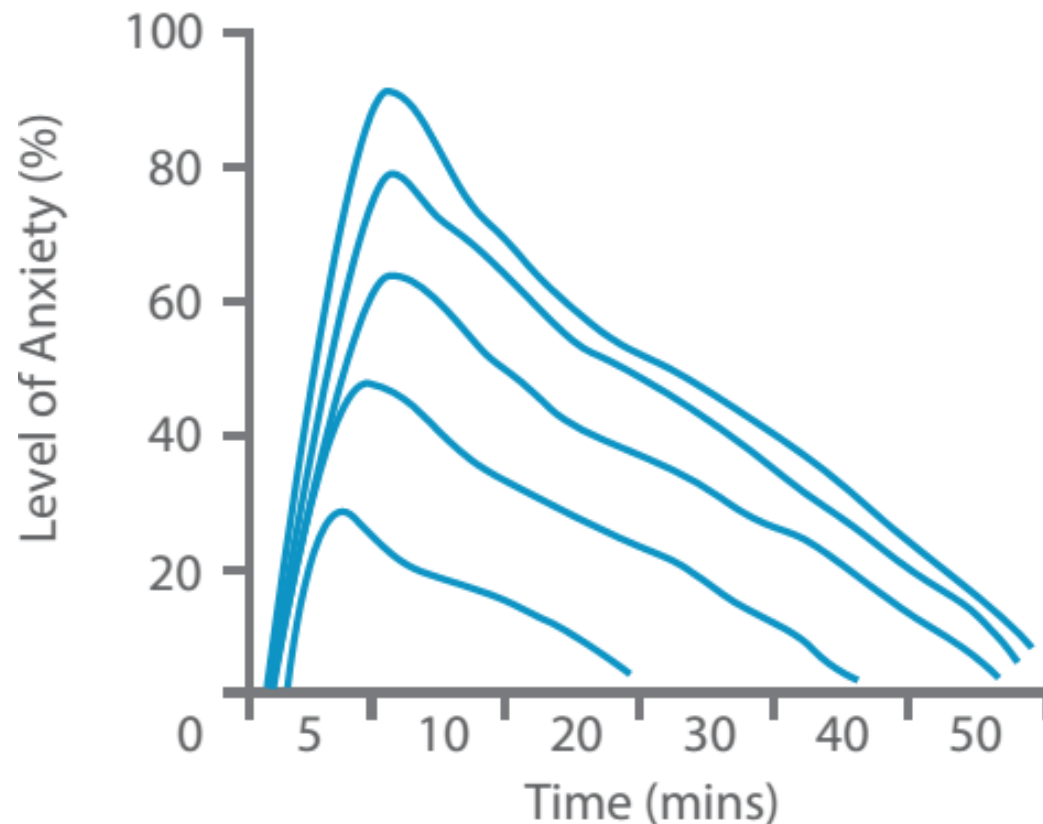
“I will go red”

Graded exposure

- Graded exposure is useful when you have a high anxiety or phobic reaction to something eg fear of being sick or public speaking
- It teaches you through doing being in the feared situation that actually you can cope (especially when you use some of the self calming tools we have talked about)
- Before you can do any graded exposure you need to have ways to manage the physical reactions to fear
- This could be controlled breathing or muscle relaxation techniques

Stay in stressful situation!

- Explain that the body cannot stay scared for hours on end
- If you manage to stay in the scary situation then gradually over repeated exposure your heart rate, sweat and feeling sick will reduce a little bit
- Easy to say.... Harder to do... but try staying for a little longer each time



Graded exposure exercise

- Try to analyse and understand what it is exactly that you are afraid of – write it down as precisely as possible (difficult when you are right in it!)
- The anxiety goal they want to reach must be one they actually want to tackle and achieve in real world
- Take one of your child's anxieties and work out a ladder with about 10 steps

Graded exposure

- Try to put the anxieties into order of least scary to most scary
- Working out the order of fears can take time
- You can change the actual step if you need to (eg if the step is too hard)
- Include rewards from parent or self rewards

Graded exposure

- Take one small step at a time
- Each step must be achievable
- There is no rush
- Take time to really feel your fear is low (eg 2/10) before starting the next step
- Reward yourself regularly
- Don't expect to eradicate fear completely whilst doing the ladder
- Expect set backs
- It will take a long time – weeks, months or even years sometimes

Graded exposure

10/10 Overwhelming

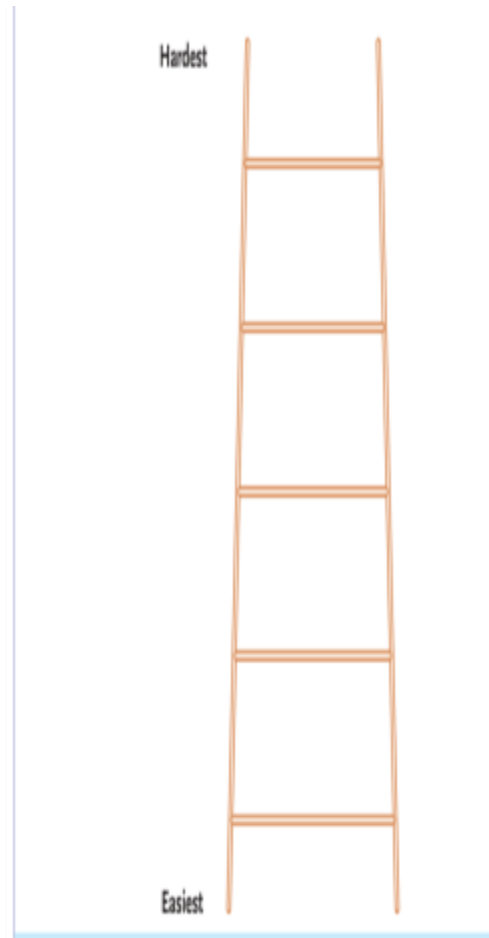
8/10 Really bad

5/10 Pretty horrid

3/10 Not too bad

1/10 A bit bad

0/10 No anxiety – not at all difficult



Holding a fish

Looking at a fish in a tank

Holding a 5inch picture of a fish

Having a folded picture of a 5mm fish in the room

Being in a room with mum and a mini fish 10' away

Example of graded exposure

Activity	Fear level (0-100)
Stroking a dog	90
Going to a park with a dog walker	80
Watching a real-life dog show	50
Watching a cartoon dog show	40
Looking at a picture of a dog	30

Example of graded exposure ladder (combined with other tools)

- **Identify small steps on the ladder**

- Stand by her front gate for few minutes
- Go outside the gate, then return home
- Go outside gate, walk to bus stop, then return home
- Walk to shops, then return home
- Walk to shops and go into them

- **Use coping self-talk**

- ✓ As she imagined walking to gate she would say
“I’m safe, no one can hurt me in my garden....I’m going to walk to the gate”

- **Use controlled breathing**



Thanks to Stuart Melvin and Sam Steed, CAMHS

Exercise

- Take one of your child's anxieties and write a plan of action using the tools you have heard about on this course
- 10 minutes

Professional therapy and counselling

Counsellor or therapist

- You could consider using a local therapist to help
- The NHS provides free mental health services for children called Child and Adolescent Mental Health Services (CAMHS)
- You need a NHS professional usually to refer you
- It is not always easy to access CAMHS
- There are also free services such as Off The Record
- Or you could pay for a private counsellor or therapist
- www.babcp.com – find a therapist link of CBT style counsellors and therapists
- check www.autism.org.uk and search for counsellors
- and www.bps.org.uk – find a psychologist link

When to refer to Child and Adolescent Mental Health Services (CAMHS)?

- Children with **severe** , **complex** and **enduring** mental health problems
- **Severe** – How much are they impacting on the child's life ?
- **Complex** – multiple risk factors ? Many agencies involved ?
- **Enduring** - difficulties going on for more than 3 months unless severe or life threatening
- Tier 1 intervention first
- Referral routes : Medical practitioner/ social worker / CAF panel

Thanks to Stuart Melvin and Sam Steed, CAMHS

Preparing for CAMHS appointments

- If you do get an appointment to see CAMHS take along as much relevant information about your child as you can eg brief family history, diagnosis of child (who made the diagnosis and when), diary of anxiety issues (what happens and what causes it)
- Use the iceberg to analyse the anxiety problem/s and have this available for CAMHS
- List down things you have already tried and what successes you have had
- Have a list of people who are supporting your child so CAMHs can talk to them if necessary

If you use a private therapist or counsellor

- Check they are accredited on the register through [www.bacp](http://www.bacp.org) etc
- Have a couple of sessions to see if they are a good fit for your child
- Make sure there are notes of what was discussed every session
- The therapist should involve parents in some way

The use of medication

- Side effects need to be considered
- Meds often not licensed for under 18s
- Medication can become a safety behaviour
- Selective Serotonin Reuptake Inhibitors (SSRIs) eg Prozac or Sertraline most commonly prescribed

Books we discussed on this course

- When My Worries get too big – Kari Dunn Buron (2006)
- Starving the Anxiety gremlin by Kate Collins- Donnelly
- The Huge Bag of Worries – Ironside, Virginia (2011)
- What to do when you Worry too much – Huebner, D (2006)
- The Incredible 5 Point Scale – Kari Dunn Buron & Curtis, Mitzi (2012)
- A 5 Could Make Me Lose Control - Kari Dunn Buron (2007)

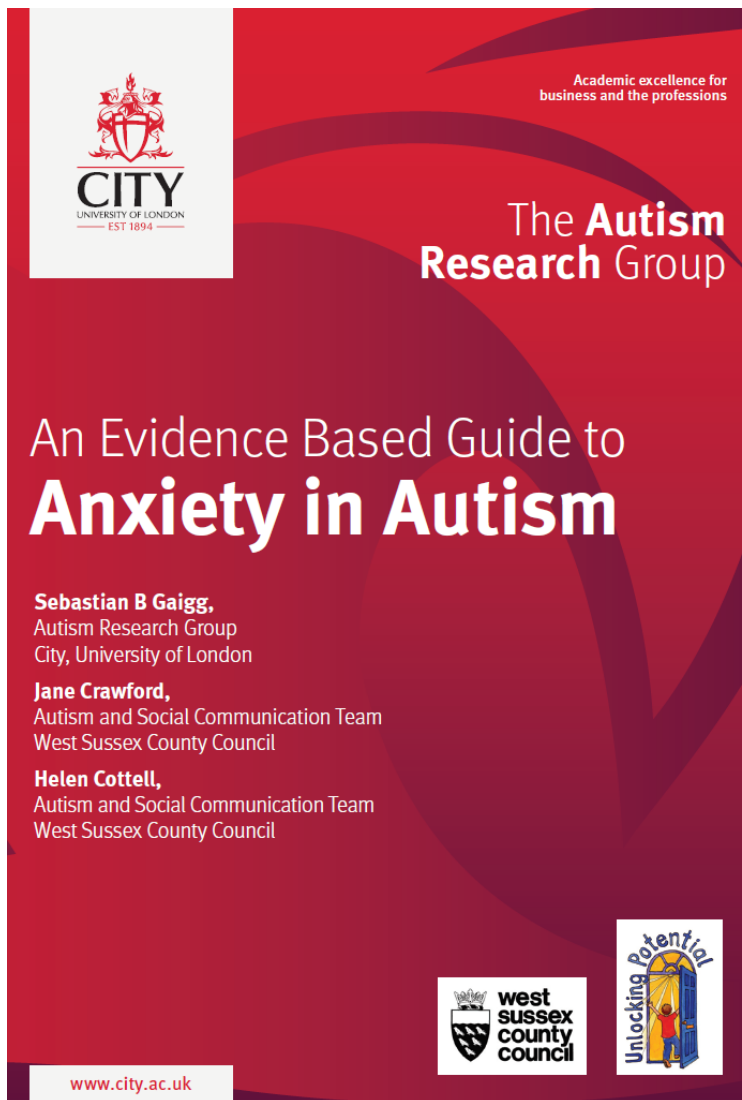
It is highly recommended to email Jessica Kingsley Publishers hello [@jkp.com](mailto:hello@jkp.com) and say “please add me to your mailing list... here are my postal address and details”

Other books

- The Panicosaurus – Al-Ghani, K (2013)
- A Volcano in My Tummy – Whitehouse, E & Pudney, W (1996)
- Attwood T (2004) Exploring Feelings: CBT to manage Anxiety. Future Horizons.
- Relax – O Neill, C (2008)
- Frog's Breath-taking Speech - Chissick, M (2012) (a guide to yoga breathing to deal with anxiety)
- M in the middle - Limpsfield grange school
- Overcoming Anxiety – Helen Kennerley (1997)
- Up and Down the Worry Hill – OCD guide – Aureen Pinto Wagner
- Don't worry be happy – Poppy O'Neill
- No Worries – Dr Sharie Coombes
- Silly Limbic – Naomi Harvey

Other books

- What's going on inside my head? – Molly Potter
- Healthy for Life: self esteem and mental health – Anna Claybourne
- How not to lose it – Anna Williamson
- Ruby's Worry – Tom Percival
- Evidence based guide to anxiety in autism – autism research group



Other books

- Mindfulness - Finding peace in a frantic world - Mark Williams and Danny Penman
- The homunculi approach to social and emotional wellbeing. Greig, A. and MacKay, T. (2013) Jessica Kingsley Publishers.
- From Anxiety to Meltdown, Lipsky, D.
- A clinician's guide to 'Think Good Feel Good': a CBT workbook for children and young people' by Paul Stallard, (2002).
- Scaredy Squirrel - Watt, M 2008 (Series of children's books) Kids can Press.
- Can I tell you about Anxiety? Willetts, L & Waite, P.
- All Birds Have Anxiety - Kathy Hoopman
- No more stinking thinking: a workbook for teaching children positive thinking. Altiero J.
- Managing anxiety in people with autism. A treatment guide for parents, teachers and mental health professionals. Chalfant, A. (2011).

Websites

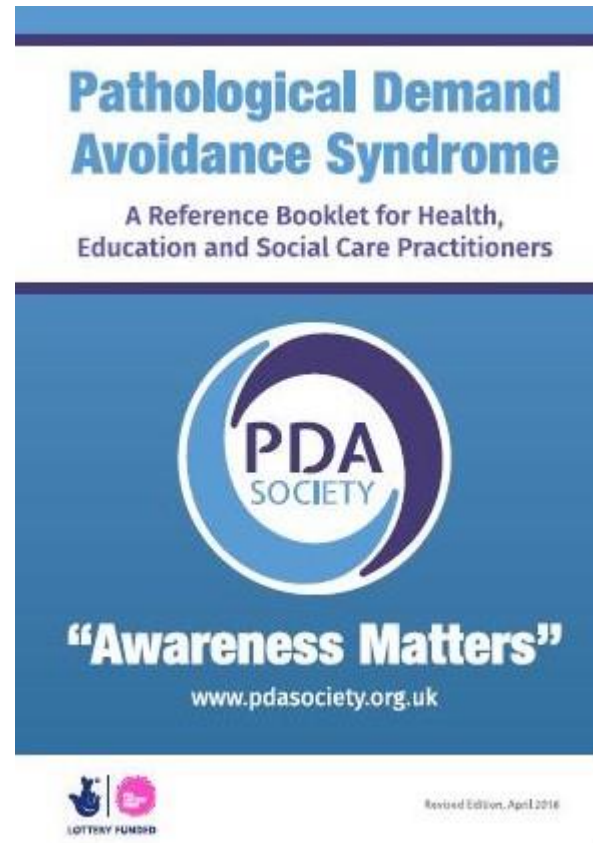
- Relax kids– www.relaxkids.com/uk Information for education and families
- www.nasponline.org/families Resources and handouts for educators and families on, for example school refusal, emotional health and wellness and behaviour
- www.schoolrefusal.co.uk A national charity providing legally based advice to families who have children with special educational needs. Includes school phobia, refusal and anxiety
- Anxiety UK - www.anxietyuk.org.uk Provides information and a support helpline for those living with anxiety
- www.onmymind.info
- www.youngminds.org.uk

Websites

- Anxiety BC http://www.anxietybc.com/parent/complete_home_tool_kit.php
- ocduk.org
- Ocdaction.org.uk
- <https://www.anxietybc.com/parenting/healthy-thinking-younger-children>
- Kids health; <http://kidshealth.org/>
- Cerebra – Useful Anxiety booklet for parents
- www.reading-well.org.uk/children

Autistic children who have PDA type behaviour are very anxious

This is an excellent resource on PDA



<https://www.pdasociety.org.uk/resources/awareness-matters-booklet>

Professional support

- Medication – talk to GP or other NHS
- Off the Record www.otrbristol.org.uk (help for 11-25 year olds) 0808 808 9120
- Private Therapists see www.babcp.com – find a therapist link of Cognitive Behaviour Therapy (CBT) style counsellors and therapists
check www.autism.org.uk and search for counsellors
and www.bps.org.uk – find a psychologist link
- Child and Adolescent Mental Health Service (CAMHS)
- Primary Mental Health Specialists www.cchp.nhs.uk Search “Primary Mental Health Specialists” work with 5-18 year olds

Further resources

- Joel Shaul autismteachingstrategies.com
- www.getselfhelp.co.uk
- Moodjuice - Self help website for teens (<http://www.moodjuice.scot.nhs.uk/>)
- Mood gym - <https://moodgym.com.au/>
- <http://www.youth.anxietybc.com/>
- Off The Record Bristol
- Apps : eCBT calm, Bellybio, operations reach out
- Computer based CBT (great idea for those who might not be able to do face to face - often not free though); BRAVE (<http://www.brave-online.com/>)
- <http://cedar.exeter.ac.uk/iapt/iaptworkbooksandresources/>
- <https://web.ntw.nhs.uk/selfhelp/>

The end

- *Please complete evaluation before you go!!*
- Thank you for listening and taking part
- We will stay in touch with you through mailings of other courses
-
- Stay in touch with us for info and advice:
- autismfamilycourses@bristol.gov.uk