

Coping with anxiety

Guidance manual for staff and professionals



Preface

This guidance manual gives some suggestions and advice around introducing each session of the young person's 'Coping with Anxiety?' workbook. Please adapt the content of your sessions to best fit the needs of your young person and do not feel you have to adhere to each plan prescriptively. It's important that you familiarise yourself with the workbook and exercises before introducing them in session so that there is more space for discussion and reflection.

Introduction

Introduce the workbook making sure to normalise the difficulties that many young people experience in relation to anxiety and worries.

Practical components: Emphasise the importance of following each session in order. Introduce the idea of take-home tasks and discuss the support you will be providing. When introducing the take-home tasks it can be helpful to ask the young person to think back on a skill that they have learnt (e.g. a sport or musical instrument) and prompt them to think about what helped them to become proficient in this (often practice, time and guidance from others). Draw parallels between learning that skill and mastering the skills in the workbook. Ensure that you emphasise that the workbook alone is not a 'magic cure' but that with practice they have been shown to be helpful for lots of young people.

Support team: Normalise asking for support if needed. Raise the possibility that learning to understand anxiety may make us more aware of the difficult thoughts and feelings we are experiencing. Remind them that if they notice feeling upset they can seek support from a parent, tutor or yourself. Show them the notes section at the back of the workbook which they can use to write down any worries or questions so that you can discuss them together in your session.



Exercise one: My Workbook Plan

To support engagement and motivation encourage the young person to make a plan of when they are going to complete the take home tasks.

Plotting on the graph: At the start of each session in this workbook there is a 0-10 rating scale including different areas such as mood, college friendships, home and anxiety. The rating scale can be used to structure conversations with young people in different areas of their lives. The graph can be used to plot the rating for anxiety each week and can be used as a visual to discuss any changes throughout the sessions.

Session one: What is worry and anxiety?

Aims of session: The session aims to encourage exploration of what anxiety looks like for the young person as well as focusing on the roles anxiety can play, such as times when it may work to keep us safe or times where it can become unhelpful and impact our lives.

Check in: Using the rating scale encourage the young person to reflect on the different life areas over the past week, the rating scale can be used as a framework to open up conversations and explore any recent difficulties or positives.

Introducing the session: Explain that today's session will look at our experiences of anxiety and worry. Discuss how anxiety and worry can affect us at any point in our lives and how it can impact differently on different individuals.



Exercise two: Write/drawing anxiety

Using the space provided, ask the young person to note and describe their experience of anxiety. Encourage them express this in any way which works for them, this could be emotions, images or colours. *It is important to bear in mind that anxiety can foster difficult thoughts, feelings and physical sensations and therefore this may be helpful to discuss during this activity.



Exercise three: Helpful and unhelpful anxiety examples

Read the examples about James and Charlotte. Encourage the young person to discuss how anxiety experienced by the individuals was different in each case. Here we want the young person to identify how anxiety can keep us safe in some situations but at other times it can become unhelpful and begin to impact our daily lives.



Take home task: Triggers to your anxiety

Encourage the young person to reflect on times they have experience feelings of anxiety or worry. This may be times when it has kept them safe or times when they have noticed its unhelpful impact. Ask them to complete the table detailing what happened, where, when and who they were with. This table will be helpful for session 2.

Feedback: Elicit feedback about what was helpful, unhelpful and what could be done differently next time. Encourage young person to articulate what their take home message is from the session.

Session two: How does anxiety become a vicious cycle?

Aims of session: This session helps the young person identify and break down their thoughts, feelings, physical sensations and behaviours, when experiencing anxiety and more importantly, how they are all linked together to form a 'vicious cycle of anxiety'.

Check in: Using the rating scale encourage the young person to reflect on the different life areas over the past week, the rating scale can be used as a framework to open up conversations and explore any recent difficulties or positives.

Take home task review: Discuss the '**Triggers to your anxiety**' table. What situations did the young person identify as triggers to experiencing anxiety or worry? Encourage the young person to explain, giving examples of when the anxiety kept them safe and when it had a negative impact on their life. Did the location or people they were with have an impact on the situation?

Introducing the session: Explain that today's session will look at the vicious cycle of anxiety, which includes thinking about the situations where anxiety occurs and the thoughts, feelings, physical sensations and behaviours which they experience at this time. It is helpful to explain that the vicious cycle of anxiety also plays an important role in maintaining anxiety and therefore can lead to a sense of feeling stuck. Explain that throughout the workbook you will be focusing on different skills and techniques which can help break this cycle.



Exercise four: Sam's example cycle of anxiety

Read the information about Sam's cycle of anxiety together. Using Sam's scenario ask the young person to fill in the diagram and support them to identify Sam's behaviours, his thoughts, feelings and physical sensations. Sometimes it may be difficult to separate these into the different areas, often it is helpful to think about 'feelings' as been 1 word such as specific emotions.



Exercise five: Complete own cycle of anxiety

Prior to completing this exercise, ask the young person to reflect and think about a situation where they felt anxious and begin to fill out their own cycle for thoughts, feelings, physical sensations and behaviours. Once complete encourage the young person to pay particular attention to the links between the different areas – where does their cycle usually start? What do they first notice happening for them? How do the thoughts impact the feelings? etc.



Take home task:

Ask the young person to complete the table following the session, encourage them to consider other situations and identify the thoughts, feelings, physical sensations or behaviours which they experienced. Ask the young person to identify similarities or differences which occur in different situations.

Feedback: Elicit feedback about what was helpful, unhelpful and what could be done differently next time. Encourage young person to articulate what their take home message is from the session.

Session three: What happens in the body?

Aims of session: Building on the ideas introduced in session 2, this session focuses on the physical symptoms of anxiety and gaining an understanding of why they happen.

Check in: Using the rating scale encourage the young person to reflect on the different life areas over the past week, the rating scale can be used as a framework to open up conversations and explore any recent difficulties or positives.

Take home task review: Talk through the different thoughts, feelings, physical sensations and behaviours which they may have identified. Focus on any similarities or differences, is this the same experience for them in all situations or does the response vary depending on the trigger?

Introducing the session: Explain that today's session will look at physical symptoms in details: what it looks like for them and how they experience them. Information will be discussed that will help them to make sense of their own physical symptoms. Discuss how sometimes understanding more about what is happening makes it less frightening and could in turn lessen our anxiety. This is because we realise that what we are experiencing is a normal reaction to our body thinking we are in danger.



Exercise six: Fight / flight triggers

Read the information about fight/flight response together and discuss when they might have experienced this. Encourage them to think about what might trigger their own fight/flight response and note this down/draw it/record how they would like.



Exercise seven: Body map

Discuss where the young person feels the physical sensations they are experiencing and ask them to mark this on the body map. They can represent what this feels like in words, pictures or even colours. Explain that physical symptoms manifest differently in different people and it is individual to them.



Exercise eight: Interesting facts

Explore the biological reasons behind the young person's physical symptoms. Are they surprised by any of these? Do they have questions about it or want to find out more? Discuss how knowing these facts make them feel. Does it normalise how they are experiencing these symptoms. Young people can note down in this section anything that interests or surprises them about the facts shown.



Take home task: Exploring my physical symptoms

Discuss how to complete the physical sensations record. Explore with the young person how they might do this. Will they complete this as and when they notice symptoms? How would they prefer to represent their experiences (i.e. in words or pictures). What will be most useful for them? Encourage the young person to have some time reflecting on their record they have made. How did it feel to notice and record these sensations? Did they manage to reassure themselves that these are normal feelings and they will pass?

Feedback: Elicit feedback about what was helpful, unhelpful and what could be done differently next time. Encourage young person to articulate what their take home message is from the session.

Session four: Unhelpful thinking habits

Aims of session: This session helps the young person identify any unhelpful thinking styles they may be using. Once they have learnt to notice these thoughts they can then begin to challenge them.

Check in: Using the rating scale encourage the young person to reflect on the different life areas over the past week, the rating scale can be used as a framework to open up conversations and explore any recent difficulties or positives.

Take home task review: Review the physical symptoms the young person has noted and how it felt to notice and record them. How do they feel now about their physical symptoms of anxiety?

Introducing the session: Explain that we often fall into using unhelpful thinking styles or habits and that this session will help us recognise and challenge these. Discuss with the young person how we have lots of thoughts during the day and many of these are automatic. Explore if the young person believes all the thoughts we have are 100% true/ facts. Paying attention to our thoughts can help us recognise that not all thoughts are facts and some of the ways we think can be seen as unhelpful habits. Identifying those we use and when we do can help us consider ways of challenging these thoughts, which could help to lessen our anxiety.



Exercise nine: Identifying unhelpful thoughts in the anxiety cycle

Encourage the young person to look back at the anxiety cycle they put together in session two. What thoughts did they identify? Explore if these thoughts are helpful or not. If possible note down one thought and if it was helpful or otherwise.



Exercise ten: Unhelpful thinking styles experienced

Discuss with the young person how 12 styles of unhelpful thinking are identified on the next page. Have a look through these together and begin to identify which ones the young person has used before. Explore with the young person the types of situations they might have used the thinking style. For example, can they think of a time they might have catastrophized? Discuss which thinking styles they find themselves using most. Note down in the box, the styles/ habits they have used before.



Take home task: Thought record

Explore with the young person how they could record their thoughts and identify unhelpful thinking styles before the next session. There is a suggested record on the next page in the workbook, but the young person may wish to record differently to best suit their needs. This could be done more creatively, if the young person wishes to do so.

Ensure that the young person knows what to record. For the situation, they could note down what they were doing at the time of having the thought. The thought itself could be record as if they were writing a thought bubble from their brain – what would this thought bubble say? Can they use the chart on the previous page (which details the thinking styles) to identify which one (or could be more than one) they have used? The final column could be completed in the next session, but could the young person begin to think about a different thought that could challenge the unhelpful thought they have had? What would you tell a friend if they had this thought? What would be a more rational thought?

Feedback: Elicit feedback about what was helpful, unhelpful and what could be done differently next time. Encourage young person to articulate what their take home message is from the session.

Session five: Building self-esteem and challenging thoughts

Aims of session: Building on the learning from Session Four, introducing compassion focussed ideas and alternative perspectives to combat critical thoughts. Continuing to develop ways of challenging thoughts and unhelpful thinking habits.

Check in: Using the rating scale encourage the young person to reflect on the different life areas over the past week, the rating scale can be used as a framework to open up conversations and explore any recent difficulties or positives.

Take home task review:

- Spend a good amount of time reviewing the thought record together. Look at common patterns in unhelpful thinking styles and assess young persons ability to challenge thoughts. Did this feel an easy or hard task to do? What did this exercise show them?
- If thoughts are not 'balanced' review and repeat process together in session, supporting young person to focus on evidence/facts where needed.
- Discuss how a young person can continue to use this strategy and how they might be able to remind themselves of the technique when needed (e.g. writing in phone, asking others to prompt them).

Introducing the session: Building on strategies introduced in the last session, focussing more on critical self thoughts and ways to challenge these to create balanced thoughts.



Exercise eleven: Reframing thoughts

- Through discussion support the young person to think about a time a friend was upset and how they managed this. Elicit as much information about the situation as possible to support recall and engagement with the memory.
- Through discussion think with the young person about how they respond to themselves in similar situations? Make a point that is often easier to be kind to others than it is to be kind to ourselves.
- Ask young person what could be the long-term consequences of listening to our critical thoughts and not challenging them? (negative thoughts about self might contribute to low-mood, low confidence and avoidance/withdrawal from others)



Exercise twelve: Kindness role model

- Support the young person to think of someone they see as a kind and compassionate figure. Ask them to think of all the reasons why this person represents this to them e.g. what do they do? What kind of things do they say? How do they engage with other people? What do they say? How does their body language, appearance, voice tone and facial expressions express kindness and compassion?
- It might be helpful for the young person to bring in a photo or to draw their role model to further prompt this thinking. This exercise could also be set up as a visualisation where the young person is asked to close their eyes and bring this person/figure to mind before answering all of the questions.

Balancing perspectives: Taking off the dark sunglasses

- Reemphasise the earlier point that thoughts can be clouded by our mood, liken this to wearing dark sunglasses where all the positive and alternative situations are filtered out (links to unhelpful thinking styles in Session Four)
- This links to the take home task which asks the young person to focus on the things they are grateful for.



Take home task: Gratitude diary

- Ask young person to complete the gratitude diary-give some examples to help their understanding e.g. grateful to speak to a friend, grateful the sun was out.
- Link this to balancing our perspectives by taking in the positives that we might overlook. Refer back to unhelpful thinking styles from last session and 'mental filter'.

Feedback: Elicit feedback about what was helpful, unhelpful and what could be done differently next time. Encourage young person to articulate what their take home message is from the session.

Session six: Facing our fears

Aims of session: Provide psychoeducation on the anxiety curve and develop a graded approach to the young person facing their fears and challenging the behaviours associated with anxiety such as escaping or avoiding.

Check in: Using the rating scale encourage the young person to reflect on the different life areas over the past week, the rating scale can be used as a framework to open up conversations and explore any recent difficulties or positives.

Take home task review: Review the gratitude diary. Discuss the impact on their mood from completing the diary and if there was anything they became more aware of from completing the exercise. Explore any barriers or challenges. Discuss how they found the exercise and if they feel it would be helpful to continue a gratitude diary.

Introducing the session: Focus on understanding what happens to anxiety when we begin to face our fears in small repeated steps, creating a plan of how the young person can begin to challenge anxiety through setting SMART goals.

The Anxiety Curve:

- Use the graph to describe how anxiety peaks and falls. Talk through triggers to anxiety leading to an increase in anxious thoughts and feelings which peak before naturally decreasing until we reach our baseline again.
- Explain that the cycle can last from 5 minutes to 30 minutes but reiterate that if you are higher up the cycle anxiety can peak again easily before dropping.



Exercise thirteen: Goal setting

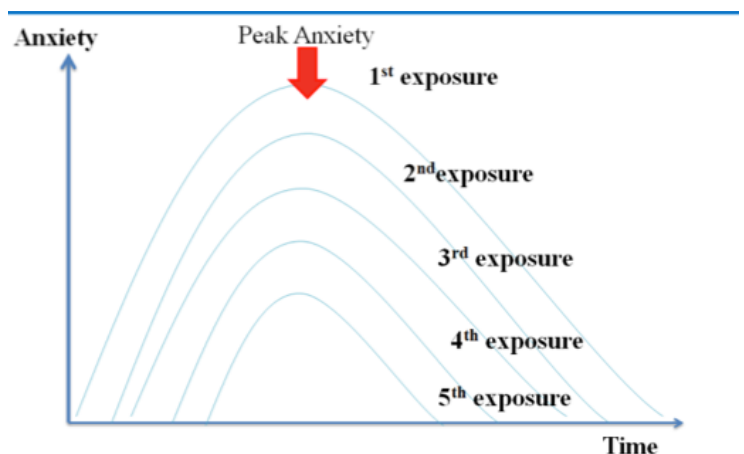
Support the young person to think about situations they might be avoiding because they feel anxious. Connect the young person to their values, things that they perhaps used to enjoy but struggle with now. Elicit motivation and SMART goals to work towards overcoming this.

Talk them through the Facing my Fears worksheet, getting them to begin planning the small steps they can take to work towards their goal. Elicit anxiety ratings from the young person for each step (how anxious do you feel about doing this on a scale of 0-10, where 10=high anxiety and 0=no anxiety).

What happens to the anxiety curve?:

Introduce the rationale for graded exposure, illustrate this by mapping out what would happen to the anxiety curve the more you face the situation that triggers the anxiety:

- Emphasise the importance of our alarm system needing to 'reset' and learn that we are not in danger. Explain that it can only do this when we stay in the situation long enough for our system to feel calmer.



- Offer information about how the body cannot sustain high levels of anxiety for a long period of time-when the fight, flight or freeze system is activated our body attempts to compensate for this by activating our parasympathetic nervous system (the rest and digest calming physiological responses).

Safety behaviours: Safety behaviours are short term ways of reducing feelings of anxiety, they can often be a way to find comfort or seek reassurance from certain behaviours, people or items. They can be helpful in the initial stages of facing our fears however long term they can prevent progress as we can begin to rely on them as the only way to cope with anxiety provoking situations and therefore not being able to see that we are strong enough to face the fears without them.



Exercise fourteen: Sophie's scenario

Encourage the young person to read through the scenario and pick out what Sophie is avoiding and what safety behaviours she is using. For example, only going with her mum, asking mum to check how busy stores are, holding the car keys and wearing her ear phones. Explore with the young person what benefits Sophie may feel in the short term and how this may negatively impact progress with facing her fears long term.



Take home task: Safety behaviour chart

Encourage the young person to consider their goals and weekly steps they have identified within the workbook activity, prompt them to pick one step for this week. Using the example scenario encourage them to identify if they use any safety behaviours currently and what long term impact they may have on progress towards facing their fears if continued to be used.

Feedback: Elicit feedback about what was helpful, unhelpful and what could be done differently next time. Encourage young person to articulate what their take home message is from the session.

Session seven: Skills to help with worry

Aims of session: This session aims to introduce a variety of worry management techniques that aim to help to reduce the impact of worries or to solve practical problems. Worry management enables the young person to identify and classify their worries in the first instance and then looks at two skills: problem solving and worry time.

Check in: Using the rating scale encourage the young person to reflect on the different life areas over the past week, the rating scale can be used as a framework to open up conversations and explore any recent difficulties or positives.

Take home task review: What safety behaviours had the young person identified? Explore how they young person finds them helpful in the short term however focus on the impact of them continuing the behaviours long term and how this can maintain the vicious cycle of anxiety. Support the young person to consider how they could drop safety behaviours, could this be included within their goal ladder? E.g. Go to the supermarket without headphones etc.

Introducing the session: Begin by explaining to the young person that worry is a normal process that we all experience from time to time however, sometimes worry can become overwhelming and impact our ability to manage day to day. It may be helpful to discuss with the young person what they do when they feel worried and how this fits with their cycle of anxiety. Explain to the young person that there are several ways that worry is maintained, these can include; Avoidance or distraction, beliefs about the worries and putting things off.

Discuss the classifications of worry and introduce the terms, practical worries and hypothetical worries. Explain the terms to the young person and ask if they can think of any other examples for each:

Practical worries are often about a current situation that you can do something about. For example this can include things like; "I don't have enough time to complete my homework" or "I have a tooth ache." Explain to the young person that it is quite normal when we are feeling anxious or overwhelmed not to act on our worries and to start putting things off. However this often leads to our worries piling up and we can become overwhelmed and stuck in a vicious cycle.

Hypothetical worries are often about the future and what might happen. These worries are about things that we do not currently have control over and therefore cannot do anything about. Hypothetical worries often come in the form of a "what if", for example; "What if I'm late for college?" or "What if the bus is late?" These worries can be very overwhelming and can lead to us worrying about worry itself.



Exercise fifteen: Worry thought bubbles

Using the thought bubbles. explore and support the young person to write down worries they have recently experienced.



Exercise sixteen: My worry is...

Encourage the young person to determine whether the worries identified (written in the speech bubbles) were practical or hypothetical using the flow chart. Explore how the young person might be able to remind themselves of this question in future, could they have it written somewhere they regularly see?



Exercise seventeen: Problem solving

Through discussion with the young person, identify one practical problem or worry, begin

to work through each stage in the workbook to find a solution. Begin by brainstorming and listing possible solutions, then explore the pros and cons for each solution, from the list pick one solution which the young person thinks could work best. Together create a step-by-step plan to use this solution. Explore: What? When? How? And is it realistic?



Exercise eighteen: Worry time

Explain and define worry time to the young person. - Worry time is a set period of time each day allocated to worrying, it may be helpful to acknowledge that at first this may feel a strange thing to do however the overall aim is to learn how to not react to worries all of the time and to begin having more control over the urges to worry. Emphasise its importance to the young person and how it can be helpful in reducing the time they spend each day worrying, thus, allowing them to enjoy their day to day lives. When using worry time it is encouraged to 'postpone' the worries during the day but keep a record of them to revisit during the allocated worry time.

Encourage the young person to:

Choose their **worry time** by setting aside a time each day where they will not be distracted or disturbed. This time should ideally be in the evening but not too close to bedtime. The young person should consider setting around 15 minutes aside however this could start longer and be reduced when they begin to develop the skill.

Ask the young person to **capture their worries** throughout the day, before worry time, they need a way to capture their worries to put them aside until later. It may not always be possible to record this in a worry diary or the young person may not want to, therefore explore what would be the best way for them to record their worries.

Once a worry is recorded the next step is to **refocus on the present**, together explore and identify the activity the young person's worry interrupted. Ask the young person if they can go back to it or would another activity be a helpful distraction? The same worries may keep coming back, but reassure the young person and encourage them to continue writing them down and refocusing throughout the day.

When it comes to the allocated **worry time** encourage the young person to use this time to work through their recorded worries and reflect. How did they feel about the worry in the moment? How they feel about the worry now? Is it still present? Are any of the worries practical problems, would problem solving be helpful? Following worry time again it is helpful for the young person to refocus on the present, explore how relaxation or doing something they enjoy might be helpful.



Take home task:

Encourage the young person to write a worry diary in order to capture their worries. By using this strategy, together you can both begin to identify the worries and explore how the young person is applying the skills. When making a diary entry ask the young person to ask themselves, e.g. "What do I think is going to happen?" "What is making me feel this way?" Encourage the young person to record the situation as soon as is possible, to include: the worry, determine if it was practical or hypothetical and what was the solution.

Feedback: Elicit feedback about what was helpful, unhelpful and what could be done differently next time. Encourage young person to articulate what their take home message is from the session.

Session eight: Helpful tips and techniques

Aims of session: This session aims to introduce a range of potential new skills and strategies to help the young person relax or to help manage their anxiety. The aim is to offer a range of different skills and strategies to see what might be helpful for them to try. The session builds on what already works well for the young person and adds in further strategies that they may want to try to ease the feelings of stress, panic and being overwhelmed.

Check in: Using the rating scale encourage the young person to reflect on the different life areas over the past week, the rating scale can be used as a framework to open up conversations and explore any recent difficulties or positives.

Introducing the session: Begin to explore with the young person the importance of relaxation. Do they find this easy to do at the moment? What are the barriers? Explore what they do at the moment that helps them to feel calm. As part of this session, we will be building on what the young person already does that works for them, but also introducing new ways the young person may wish to try to help instil a feeling of calmness and help manage their anxiety. You will introduce and demonstrate alongside the young person some of these strategies in the session. Encourage the young person to explore how they feel about each strategy, when they could use and how they feel about giving it a go. It may be helpful to practice techniques yourself prior to introducing them to the young person.



Exercise nineteen: Identifying relaxation strategies

It is important to identify the things we already enjoy and do that help us feel relaxed or calm. Discuss with the young person and note down/ draw the activities that help them. Explore if they feel able to do these things at the moment. Are there any barriers to doing these? Begin to think of ways they could be built into their week, in small steps.

New ideas to try: Explore the new ideas to try section (progressive muscle relaxation, balloon breathing, grounding exercises and physical exercise). Encourage the young person to discuss if they have tried any of these. Would they find any of these useful? If possible try to demonstrate and do one or two of the activities together and encourage the young person to practise at home. Explore when they might find doing these activities useful.

Explore with the young person how they might want to adapt these exercises. Could any of them be used in the classroom?



Take home task: Self-soothe box

Discuss how we can get creative when thinking about looking after our own self-care. This activity is both useful to those who are feeling anxious, but also to anyone who wants to look after their emotional wellbeing. It could be useful to relate back to the grounding exercise you may have demonstrated earlier and that using our senses allows us to refocus our minds away from our anxiety.

It could be a good idea to bring in an example box you have created yourself and explore what is inside and why you have put those items in the box. Discuss with the young person what they might include in their box. Why have they chosen their objects? This can be a fun activity embracing young people's creative skills.

Encourage the young person to write/draw ideas for what to include in the box and if possible begin to put one together. It might be that they want to bring in what they have done in the following session to share. Encourage the young person to think about letting someone else know about the box, so they can be on board with the activity and know where the box can be found and possibly brought to them.

Explore with the young person if they might consider a scaled down version of the box that might be transportable. What could they include in their college bag or pencil case that might help when in class or out and about.

Feedback: Elicit feedback about what was helpful, unhelpful and what could be done differently next time. Encourage young person to articulate what their take home message is from the session.

Session nine: Bringing it all together

Aims of session:

- Review workbook and different skills learnt.
- Discuss recovery and managing setbacks.
- Plan for the future and create a relapse prevention plan/wellbeing plan.

Check in: Using the rating scale encourage the young person to reflect on the different life areas over the past week, the rating scale can be used as a framework to open up conversations and explore any recent difficulties or positives.

Take home task review: What items did the young person identify for their self-soothe box and what senses do they link to? Explore if the young person has used any of the items, how did they find it? Consider plans to make or collect items, who could support the young person with this? Explore any barriers or challenges.

Introducing the session: The final session is a chance to review all the strategies that have been covered in the workbook and plan for how the young person will continue to use these skills and technique. The final session is also about celebrating their progress and successes.



Exercise twenty: Zack's scenario

Through discussion encourage the young person to read through the scenario and consider what advice they may give to Zack based on their overall learning from the workbook, prompt around different techniques and skills the young person has developed throughout completing the workbook and any particularly areas which have stood out to them.



Exercise twenty one: Recovery and wellbeing plan

- Explore young person's concerns about sessions ending- do they anticipate any obstacles or difficulties in the near future? Think with them about how they can manage these.
- Discuss recovery expectations-not a linear path but one that is up and down. Normalise that all of us have set backs but that doesn't take away the skills and knowledge acquired by completing this workbook.
- Think with young person about what strengths and values they have demonstrated by being able to complete this workbook. Consider how they can harness these to continue the hard work and keep the momentum going.
- Review the sessions including the main conversations, individual themes that came up for this young person and the strategies they have found most helpful.
- Support young person to set SMART goals for the future and plan how they will achieve these. Complete the wellbeing plan together.





Take home task: A letter to yourself

The purpose of this task is for the young person to continue consolidating their learning from the workbook, reframing negative thoughts and demonstrating self-compassion by being kind and caring towards themselves.

Tips: Support the young person to consider the type of language they may use, avoiding self-critical statements, focus on showing empathy and warmth towards themselves.

Feedback: Elicit feedback about what was helpful, unhelpful and what could be done differently next time. Encourage young person to articulate what their take home message is from the session and overall learning.

Closing session: Discuss taking period of time to consolidate learning and apply skills. Explain re-referral route to MMST if additional support is needed in future.