

What are Teenagers anxious about...



Mind Reading

Assume someone thinks something negative about us, without having any evidence for it



Fortune Telling

Thinking we know what will happen in the future and it will be bad



Blowing Things Up

Making a really big deal out of something small



Setting The Bar Too High

Thinking we need to be perfect in everything, otherwise we're no good



Ignoring The Good

Pay more attention to bad things and ignore when something good happens

When these thoughts are left unchecked...



Mind Reading

School Refusal
Social Anxiety



Fortune Telling

Rumination
Worry



Blowing Things Up

Dramatization
Relationship Issues



**Setting The Bar
Too High**

Perfectionism
Self-Criticism



Ignoring The Good

Low Self Esteem
Depression



Normalise their experience

Micro-encouragements

Validate the thought

Show empathy



Clarify your involvement

Is this something you want my help with?"

Do you want me to help or just to listen?

How can I help you with this?



Help them evidence-test

Is this 100% true?

What evidence do / don't we have for that?

How do we know that is true?



Find evidence they're ignoring

Is there any evidence we might be ignoring?

What are we not paying attention to here?

What else could be going on?



Encourage balanced thinking

What is a more balanced way to look at this?

If we take all the evidence, what do you think now?

What is one small step you can take now?

THINKING TRAPS

Tools for parents & staff to help navigate anxious thoughts



NORMALISE THEIR EXPERIENCE

When student's thoughts are normalised, they are less anxious and more confident

- Micro-encouragements - "Hmm" "Okay" "Wow" "Oh"
- Validate their thoughts - "Of course you are feeling this way" "Makes sense" "I can see that"
- Show empathy - "That would be on my mind too" "That sounds really tough"



CLARIFY YOUR INVOLVEMENT

When we confirm what they want from us, this promotes autonomy and collaboration

- "Is this something you want my help with?"
- "Do you want to try and fix this now or just have someone listen to you?"
- "How can I help you?"



HELP THEM EVIDENCE TEST

When student's understand that not every thought is a fact, they are more confident

- "Is this 100% true?"
- "How do we know this is true / not true?"
- What evidence do we have / don't we have for that?"



FIND EVIDENCE THEY'RE IGNORING

when student's take a step back and see the bigger picture, they are less anxious

- "Is there any evidence we might be ignoring?"
- "What are we not paying attention to here?"
- "What else could be going on in this situation?"



ENCOURAGE BALANCED THINKING

When student's are balanced in their thinking, they have a growth mindset

- "Considering all of this, what is a more helpful way to look at this?"
- "If we take all the evidence, what are your thoughts about it now?"
- "Looking at all the evidence, what is a small step you can take now, that will help you?"

EMOTION REGULATION

Tools for parents & staff to help regulate emotions



NOTICE YOUR EMOTION

Our own emotional reaction to our students can amplify what they're feeling

- Take a pause
- Take an emotional stocktake



LEAN INTO THEIR EMOTION

Emotions can be subtle. Take note of the student's emotion that can be:

- Verbal
- Non-verbal



LABEL & VALIDATE

Help the student feel comfortable expressing their emotion:

- **Label:** acknowledge the emotion they're feeling
- **Validate:** acknowledge their emotion is valid
- **Empathise:** identify with how hard it must be



CLARIFY WHAT THEY NEED

Rather than jumping to problem-solving mode, understand what the students needs:

- Listen
- Support



CONNECT WITH SENSES

The student may be stuck in their thoughts and overwhelmed by emotion. Help them connect with one of their 5 senses.



SLOW DOWN BREATHING

The student's heart rate may be elevated, so prompt them to take slow, deep breaths

- 5 seconds breath in
- 5 seconds breath out



BODY SCAN

Ask the student to identify where in their body they can feel the emotion

DEALING WITH CONFLICT

Tools for parents & staff in adopting
the 6 P's of Conflict Coaching with students



PAUSE

Help students who are dysregulated to come back into their bodies

"Let's take a few deep breaths before we dive in"

"Before we go any further, where is this showing up in your body?"

Breathing

Grounding

Body Scan



PARAPHRASE

Ensure you've correctly heard their issue by repeating it back to them:

"What I'm hearing is..."

"Am I right in saying..."



PROBLEM

Help students identify what the deeper problem is for them, which need hasn't been met:

"What's underneath this for you?"

"What were you hoping would happen that didn't?"



PERSPECTIVE

Help students lead with curiosity by considering what the other person might be feeling:

"How might they be looking at this right now?"

"What might be underneath this for them?"



PLAN

Come up with a plan to help the student be more assertive about what they **felt** and what **happened**:

*"If you were to tell them how you **felt**, what would you say..."*

*"If you were to tell them what **happened**, what would you say..."*



PEACE

Help the student identify the goal from here, and what a good result might be:

"What would be a good outcome from this?"

"Do you want to repair this, move on or get more help?"

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