


Parent-led CBT

Activities for parents & carers



Parents and carers are the most important people to help children and young people to overcome difficulties with anxiety.

It is essential that you feel skilled and confident in managing your child's difficulties.

By giving you alternative ways of responding to your child's difficulties, we can help to reinforce positive change within the family.

Session one: activity one

Maintenance of child anxiety problems

Trigger/situation _____

Your child's anxious expectations:

Handwriting practice area with 10 horizontal blue lines and two vertical red lines on the sides.

Your child's behaviour:

Handwriting practice area with 6 horizontal blue lines.

Your child's physical response:

Handwriting practice area with 6 horizontal blue lines.



Session one: activity two

Maintenance of child anxiety problems

Parent/other's anxious expectation

Parent/other's behaviour:

How are these behaviours keeping the anxious expectations going?



Parent/other's physical responses:

How are these physical symptoms keeping the anxious expectations going?



Session one: activity two

continued

Maintenance of child anxiety problems

Your child's anxious expectations

How are these behaviours keeping the anxious expectations going:

How are these physical reactions keeping the anxious expectation going?

Your child's behaviour
e.g. reassurance seeking,
safety behaviours:

Your child's
physical response:

How are your child's physical responses and behaviours
keeping each other going?

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graph TD; A[Your child's anxious expectations] --> B[How are these behaviours keeping the anxious expectations going:]; A --> C[How are these physical reactions keeping the anxious expectation going?]; B --> D[Your child's behaviour e.g. reassurance seeking, safety behaviours:]; C --> E[Your child's physical response:]; D <--> E; D --> F[How are your child's physical responses and behaviours keeping each other going?]; E --> F;
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Session two: activity one

What are my child's thoughts/expectations?

What is
happening?

What is my child
thinking?

My
responses

Session two: activity two

What does my child need to learn?

Helpful questions:

- Is the feared outcome as likely as your child thinks?
- If the feared outcome does happen, will it be as bad as they think it will be?
- Might they cope better than they think they will?

Goal	What does my child expect will happen?	What does my child need to learn?

Session two: activity three

Encouraging independence

	Independent activity	When did my child try this?	What tips for success did I try?	How did it go? What did they do?
1.				
2.				
3.				

Session two: activity four

Rewards

Tips to remember

- Make praise clear and specific
- Include a range of rewards under each category
- Rewards don't need to be expensive
- Make sure both you and your child agree to the reward.
- Make sure you would be willing to not give the reward if the goal was not met
- Try to have rewards that can be given immediately or soon after the goal has been met

Things to do with my child:

Other things my child would enjoy:

Session three: activity one

Ideas for a step-by-step plan

Ultimate goal:


Ideas for steps

How anxious my
child will be (0-10)

Session three: activity two

Session four: activity one

Step-by-step plan



Prediction	Ultimate goal	Ultimate reward
Prediction	Step 9.	Reward
Prediction	Step 8.	Reward
Prediction	Step 7.	Reward
Prediction	Step 6.	Reward
Prediction	Step 5.	Reward
Prediction	Step 4.	Reward
Prediction	Step 3.	Reward
Prediction	Step 2.	Reward
Prediction	Step 1.	Reward

Session four: activity two

Keeping track of my child's progress with their step-by-step plan

Date/time	Which step did my child try?	What did they think would happen?	What strategies did I use to try to get them to 'have a go'?	How did it go? What did my child do?	What did they learn?

Session five: activity one

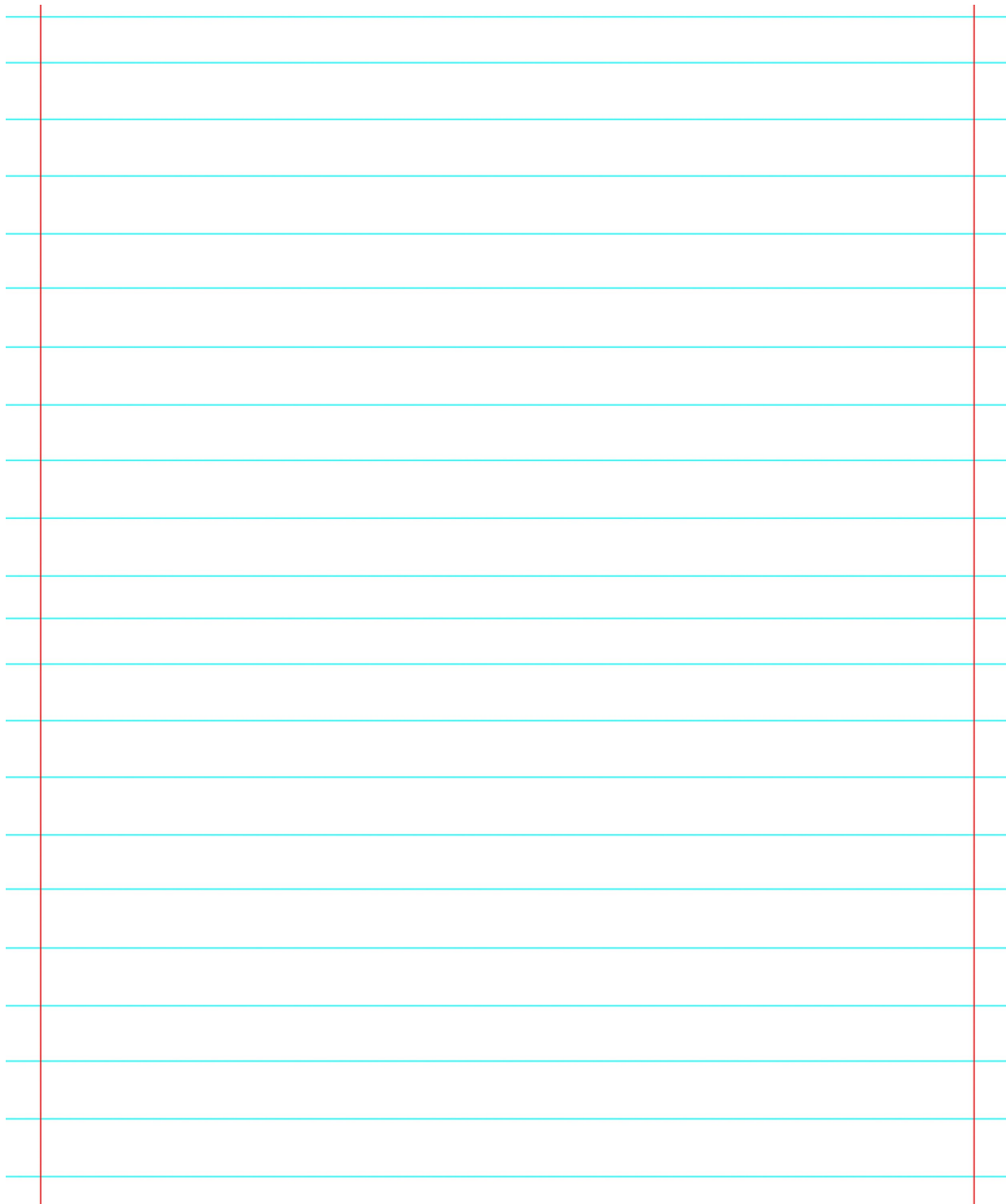
Problem solving

What is the problem?	
List all the possible solutions (anything!)	
What would happen if I choose this solution? Short and long term?	
Is this plan doable? Yes/no	
How good is the outcome? 0-10	
Select plan. What happens?	

Session five: activity two

Recording ideas and successes

Things I have done that have been helpful
for reducing my child's anxiety:



A writing area consisting of 20 horizontal cyan lines, bounded by two vertical red lines on the left and right sides. The lines are evenly spaced and provide a guide for handwriting.

Session five: activity three

Next steps

Things for me and my child to continue to work on:

1.

2.

3.

4.

5.

6.

7.

8.



**Hull Mental Health
Support Teams**

howareyoufeeling.org.uk