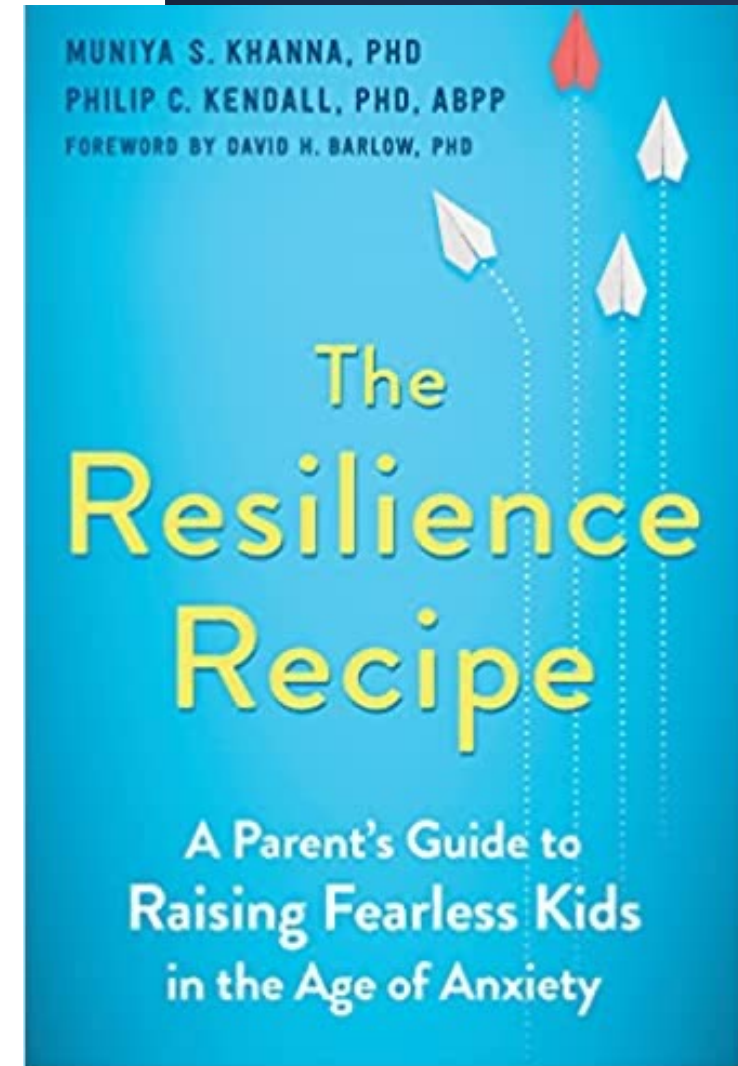


Supporting Resilience in Challenging Times

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About Me

- Ph.D. in Clinical Psychology, specializing in child & adolescent anxiety
- Founder, Director of the OCD & Anxiety Institute
- Research Investigator at the Children's Hospital of Philadelphia
- Former faculty at the University of Pennsylvania Dept of Psychiatry
- Involved in the research studies that established the evidence-base for treatment of anxiety, tics, OCD in youth.
- Author of *Camp Cope-A-Lot*, an online program for children, *The Worry Workbook for Kids*, and *The Resilience Recipe*.

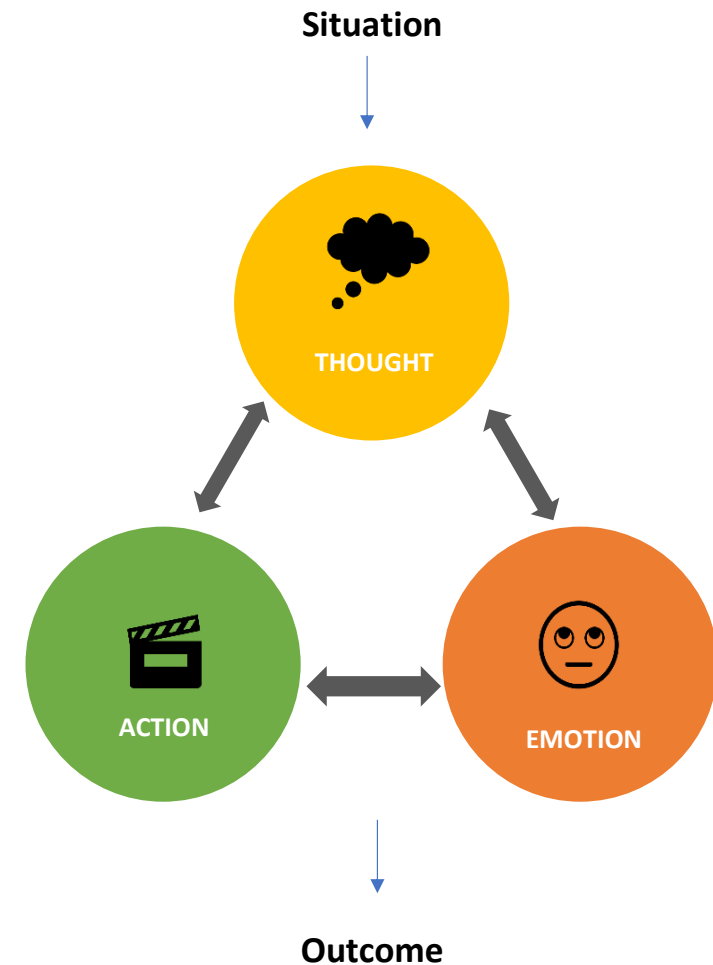


Agenda

- Principles of anxiety management
- What to Expect, When Raising A Teen
- Small steps today that can lead to long term well-being
- Q & A

Principle #1: We create our “reality”

- It's not the situation alone that is making us feel how we feel
- Our thoughts are powerful in impacting our emotional response and behaviors that follow
- It is our response to the situation that is creating the outcome, our “reality” - not our situation, or the outside world.



Our Superpower

The background of the slide features the silhouettes of Superman and Wonder Woman standing on a dark, rocky outcrop. Superman is on the left, facing away from the viewer, with his cape flowing behind him. Wonder Woman is on the right, facing towards the viewer, with her hair flowing. The background is a solid teal color.

- Our ability to Think
- We can imagine – see things in our mind that have never existed.
- We can learn – adjust from past mistakes and improve future outcomes.
- We are able to choose the direction of our attention.
- We are able to adjust our perspective
- We can choose to take action



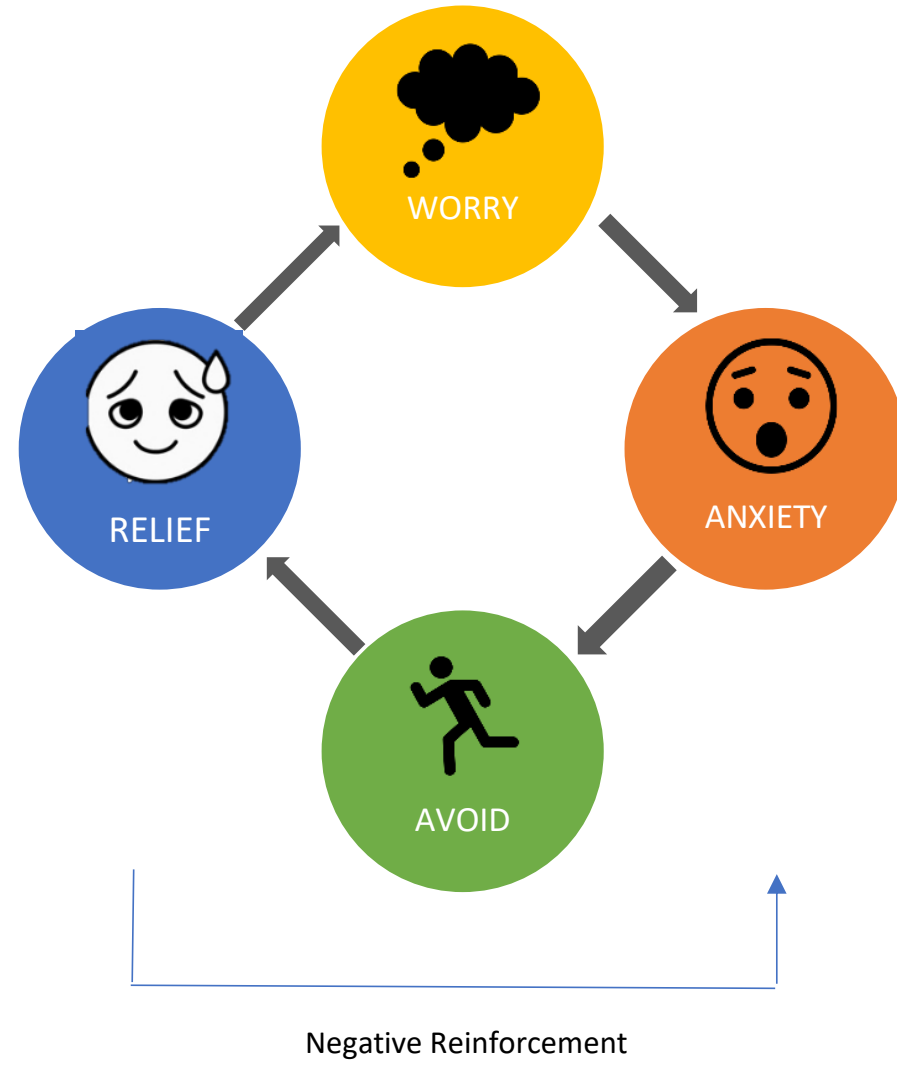
Our Kryptonite

- We can choose to focus on what we *don't* have, what we *can't* do, our weaknesses.
- Humans can initiate a fight-or-flight response with just our thoughts.
- We can feel anxious and miserable, without leaving our chair.



Our brain is designed to protect us, but sometimes gets it wrong

Principle #2: The Worry Cycle



Effects of 2 years of loss and uncertainty

- Uncertainty around future, well-being, feeling not in control
- Isolation
- Poor sleep/exercise routine
- Many have experienced grief and loss, others significant trauma.
- Missed milestones –academic and social
- Avoidance/negative reinforcement cycle has kicked in
- Many hours on social media– tough effects of social comparison



Problems that may arise



Separation Anxiety

Clinginess, some regression
“I don’t feel like going to school”
“I don’t feel like going out with friends, rather to stay home”



Social Anxiety

Withdrawal
Panic when in groups
Body image disturbance



General Worry

Poor sleep/fatigue
Worries about safety/health
Worry about performance
(academic, social, future)



Depressed mood

Poor Sleep/Fatigue
Lack of energy
Lack of interest/Withdrawal
Irritability

Normal developmental milestones:

- **Increased need for autonomy** (doing things they have never tried on their own, making decisions without parent input, pushing boundaries)
- **Hormonal changes/puberty** (changes that affect mood, energy, sleep, etc.)
- **Developing identity**
 - As an individual, not as a member of family (you like that? I'm not into it!)
 - Exploring who they are and trying to see what is comfortable (hair, clothes, interests, personal characteristics, friendships, gender identity, sex/dating choices, political and spiritual choices)
 - Normal to see rigidity, lack of self-confidence, risk-taking, impulsivity as they move toward flexibility, self-awareness and maturity
- Keep in mind that even when they are yelling or arguing, **they are seeking your acceptance** and appreciation.

See more (Steinberg, 2014)

What You Can Do Today

Heighten your Awareness and Compassion

- Younger kids are not able to express fears, so their bottled-up emotions can come out as tantrumming, angry or acting out behavior, or regression to clinginess and even younger child-like behaviors.
- For older kids, anxiety can lead to withdrawal, irritability, even depression or self-destructive behaviors.
- Not time to double down on discipline. Time to double down on compassion. Keep a 5:1 positive to negative attention ratio.
- Be aware of their cycles, aware of your own cycles, and then step back, and **choose** your response.



Building A Foundation of Well-Being



- Support a Healthy lifestyle: Eat right, sleep at the same time every night and wake up around the same time every day, exercise
- Prioritize Meaningful Pleasurable Activities: Balance (academics/skill development) and be sure to include pleasurable activities even if it's inconvenient or "interrupting" achievement-focused activities
- Relationships: Spend time with loved ones and good friends



Focus on Process, not Outcome

- “We can’t control the outcome, but we can control the process”
- Good process is what leads to success, not good grades
- Carol Dweck – Growth Mindset – “Not Yet”
- Focus on learning and fun (build intrinsic motivation)
- Flexibility is part of good process
- What are their dreams? What kind of skills will they need to pursue these dreams? Probably not all A’s but, persistence, problem-solving, creativity, teamwork, purpose.

Notice Character Strengths

- Self-Control
- Kind/Loving
- Respect for Others
- Grateful
- Humble
- Integrity
- Compassionate
- Affectionate
- Authentic
- Curious
- Loyal
- Tolerant
- Resilient
- Dependable
- Engaged
- Trustworthy/Honest
- Forgiving
- Love of learning
- Organized
- Responsible
- Critical Thinker
- Punctual
- Ambitious
- Mental Toughness

Encourage Approach, not Avoidance

- **Don't give it (worry) any more time, don't feed it with any more energy.**
- **Help them seek out experiences that make them anxious.** If you fear public speaking, keep volunteering to present. If you fear rejection, keep introducing yourself to people, if you fear failure, keep putting yourself in situations where you have to perform and fail a few times on purpose to see if you can handle it! Set up small challenges then bigger and bigger ones.
- **Remind them to do it when they are anxious and uncomfortable** – don't wait to feel ready! It will never happen in that order. Start small and build.

Encourage new “learning”

- Being in the school musical?
- Trying a new sport?
- Helping younger grades?
- Help organize a social or fundraiser?
- Take pictures of school event for the newsletter?



A soft-focus background image showing a woman with short brown hair and glasses, wearing a white cardigan, sitting next to a young girl with blonde hair, wearing a pink sweatshirt. They are both looking towards the right side of the frame.

Listen, wait, listen some more

- Talking helps process emotions.
- Hear their concerns and validate their feelings, acknowledge disappointments
- They should be talking more than you – you can focus on listening.
- Ask questions, don't jump to problem-solving. Listen to what they are worried about or how they are thinking about a solution to the problem.
- Gently correct misunderstandings
- Convey your values, not your fears
- Assure them they are not alone

When is it time to do more?

- If you notice changes to mood, behavior, energy level, or appetite that is:
 - Impairing (getting in the way of development/functioning) *with the caveat that some milestones may be missed due to pandemic/isolation.*
 - Evident more days than not
 - Lasting longer than a couple of weeks at a time
 - Leading to isolating from friends, withdrawal, lack of interest in doing things they usually enjoy doing (even typical reliefs like social media/youtube/video games/vacation).
 - And/or they have asked for help
- Time to speak with a professional, you may have to get on a waitlist because of current demand, and seek emergency support if they are in crisis.



Goals of therapy

The goal for all practitioners is to help people become aware of their thoughts and patterns of behavior which may be maintaining negative emotions, negative behaviors, and low self-worth so that they can gain enough control over them to create a lifetime of peace and joy.

We have learned the path to peace and joy lives in letting go of our stories and spending our time giving, sharing, learning, loving, and tapping into the miracle that is the opportunity to do so (gratitude).

Each of our stories are different, and circumstances are always changing, but the principles of human behavior remain the same. Therapy that teaches the principles help kids build their psychological immunity for long-term well-being, not short-term relief.

Resources

Coping Cat Parents Website

Coping Cat Parents

[SIGN IN](#)  [BUY NOW](#)  

[Home](#) [Understanding Anxiety](#) [Helping Kids with Anxiety](#) [Resources for Kids](#) [Resources for Professionals](#) [About Us](#)



Separation Anxiety Disorder

Separation anxiety disorder is characterized by significant and recurrent worry upon separation from one's parent or caregiver with whom the child or adolescent is attached

[Learn More »](#)



Child Anxiety Tales

Online Program for Parents of Anxious Youth.





Symptom Checker

Find out whether your child may be suffering from anxiety.





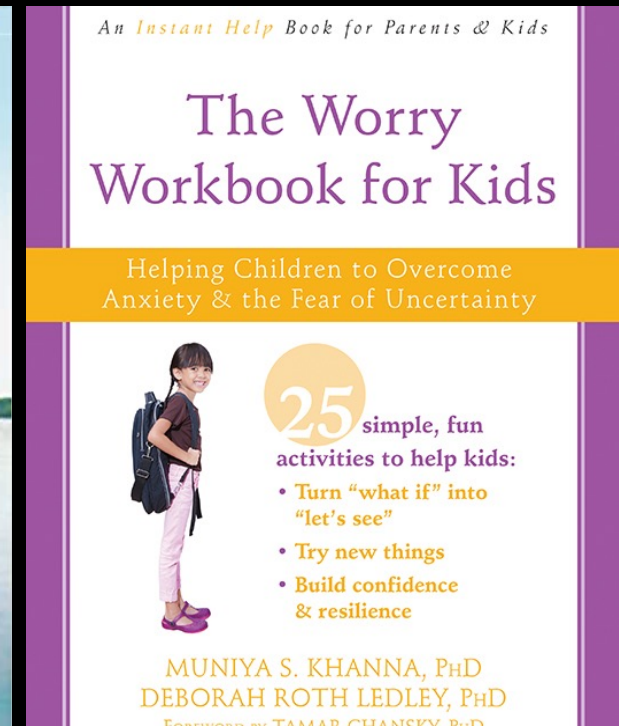
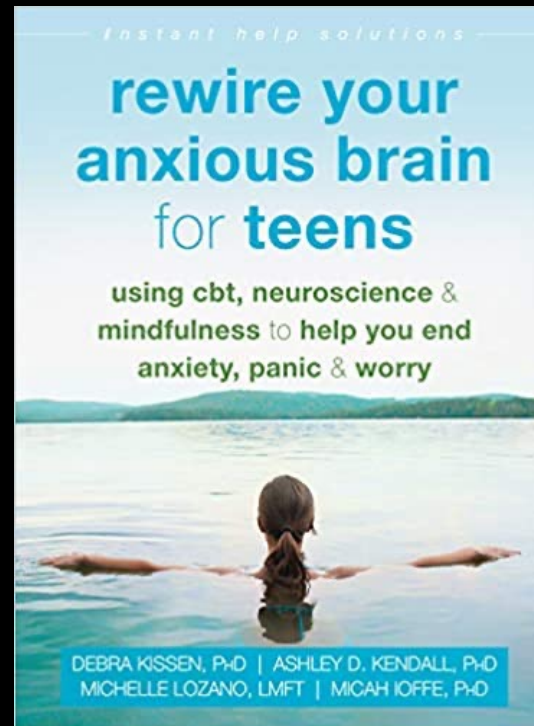
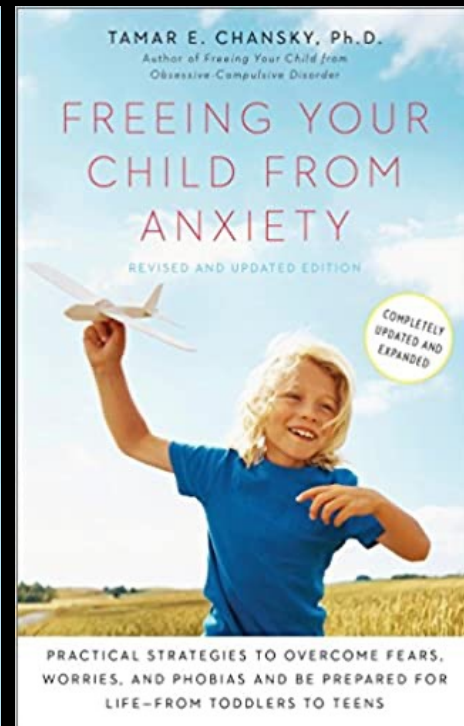
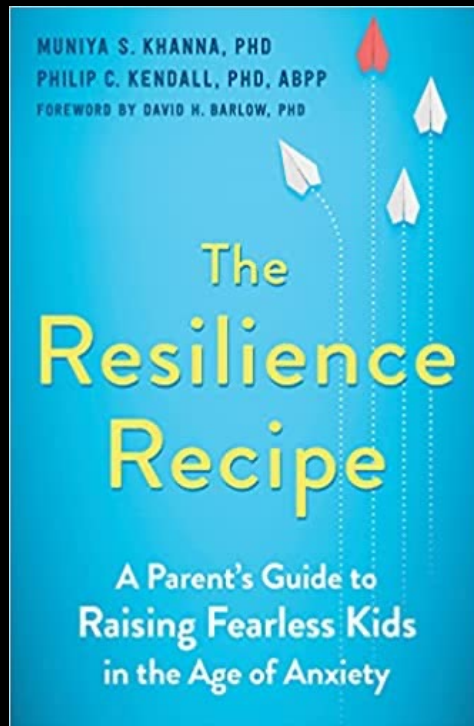
Helpful Tips

Useful informations & tips from experts for parents.



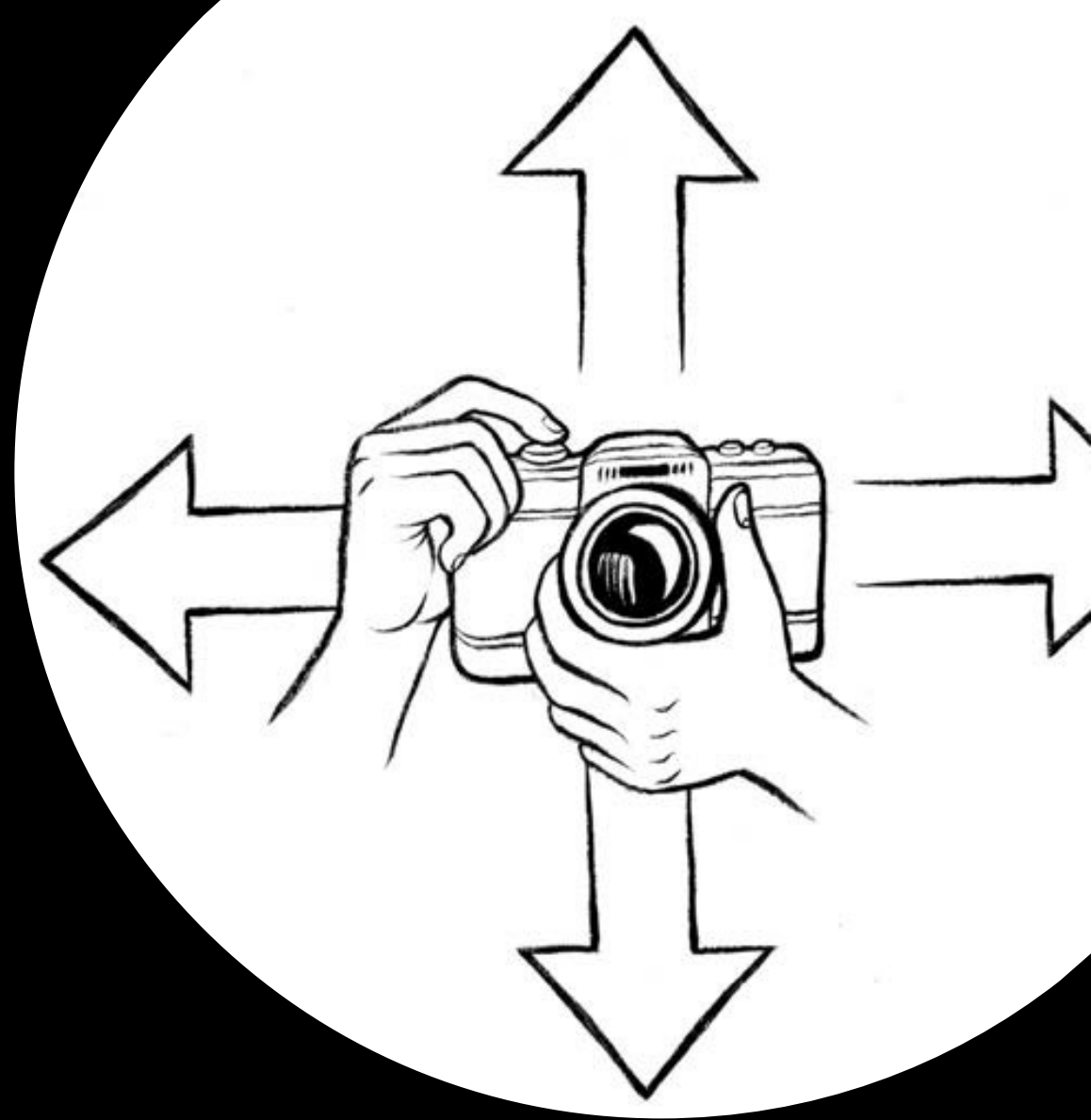
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Books



Resilience Recipe Tools:

- Building Awareness:
 - Understanding Worry
 - Thinking about your thinking
- Developing a Growth Mindset
- Practice approach (instead of avoid)
 - Doing New and Uncomfortable Things
 - Choosing Actions
 - The More You Do It, the Easier It Gets
- Parenting principles and “Conversation Starters”



Other Apps and Software

- Mindshift
- Breathe
- AnxietyCoach
- Headspace

Websites

- www.copingcatparents.com
- www.anxietybc.org
- www.effectivechildtherapy.com
- www.adaa.org

Computer-based Programs/Software

- Child Anxiety Tales (from www.copingcatparents.com)
- BRAVE (contact team@brave-online.com)
- GoZen! (from www.gozen.com)
- Tichelper (from www.tichelper.com)

Videos

- I can Relax (www.childanxiety.net)
- Incredible Years (www.incredibleyears.com)

Finding Help

- Ask your doctor (or pediatrician) or school psychologist/counselor, for referrals and recommendations
- Contact the psychiatry department at a local medical school or a university psychology department.
- Search through your insurance company for local behavioral health or psychiatry providers.
- Search the [American Psychological Association provider database](#).
- [ABCT - Find a Therapist](#)
- [ADAA - Find a Therapist](#)
- Global Network of providers of CBT for anxiety in children: www.CopingCatParents.com
- [International OCD Foundation](#), The TLC Foundation <https://www.bfrb.org> (trich), <https://tourette.org>
- Contact your county mental health department, a local hospital or community mental health center and ask about mental health clinics or staff psychiatrists.

Things to do online for teens

- MasterClass Live – 1 free class per week: <https://learn.masterclass.com/masterclasslive>
- Museum of Fine Arts: Lectures: <https://www.youtube.com/user/mfaboston>
- Gale in College: Courses, lectures: <https://go.gale.com/ps/start.do?p=CSIC&u=c19micro&password=open>
- Future Learn: Free online classes from top university professors and industry experts: <https://www.futurelearn.com/>
- Artsy Art Classes: <https://www.artsy.net/article/artsy-editorial-10-university-art-classes-free-online>
- America's Test Kitchen Kids: <https://www.americastestkitchen.com/kids/home>
- Practicing Musician: Lessons and tutors: <https://www.practicingmusician.com/>
- Yale Happiness Class: [Yale University psychology professor Laurie Santos](#)
- Learn to dance: <https://www.cnn.com/2020/04/29/health/international-dance-day-wellness-trnd/index.html>
- Yoga Classes: <https://www.thecut.com/article/best-free-yoga-classes-online.html>
- Headspace: Meditation, mindfulness app: <https://www.headspace.com/>