



**Online learning  
for parents,  
carers and  
professionals**

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## Helping Autistic Children To Cope with Anxiety in Uncertain Times

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## This morning

We will look at some strategies, which may help the autistic child or young person to manage his or her anxiety.

Not all of the strategies will work with every child, but they may be worth trying – may give you an option to try, when you can't think of anything else – remember your own uncertainty and anxiety

The ultimate goal is to promote greater independence and autonomy for all across the cognitive ability range.

As we begin, please picture the child...

Let's look at the world from the perspective of the autistic child or young person.

What is he or she seeing, feeling and thinking?



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## Irrespective of Cognitive Ability

If we keep at the forefront of our interactions, that many of our children and young people are anxious for much of the time – then, we will never forget that we must always consider and address this issue.

We also, inadvertently, cause some of the anxiety. We need to differentiate depending on the cognitive ability, age and environment of the child or young person.

- Structure
- Visuals
- Effective Communication
- Consider Sensory Needs
- Provide Physical Activity
- Teach and Provide Choice
- Understanding of self and from others
- Predictability
- Consistency
- Access to their “Rip Roaring Obsession”



## Managing Uncertainty

Research indicates increasingly, that the management of uncertainty can reduce the experience of anxiety

Let’s be honest, this has been an uncertain time for all of us– so, why would it be any different for our autistic children.

As Dr Peter Vermeulen 2019 asks,

“How flexible are you under high levels of stress, and why do we expect so much more of autistic people?”

Dr Wenn Lawson 2017 reminds us that the difficulties with Executive Function can be exacerbated particularly in a volatile, uncertain, complex and ambiguous place.

Therefore, we need to appreciate that the child in our lives can be feeling uncertain and we may need to increase the interventions to better meet his or her needs.



## Uncertainty, get into the child's shoes, how will this impact on him or her

When will I get the vaccine? What if I take a reaction to it?

Will I have to remain at home forever?

Will things go back to normal? If that can't happen, what will the new normal be?

When will Mum and Dad get it?

Is it safe for them?

When can I go back to school – will it be safe?

When can I visit Granny? When can I give her a hug?

Do I have to wear a mask forever?

What happens if we have a fourth wave?

Will I get back to play in the park? Is the park safe?

Each development in the eradication of Covid 19 brings with it additional worries. We can use our Executive Function skills to rationalise these queries, for the child, such issues may be all encompassing, overwhelming



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## The Power of Uncertainty



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"The primary emotion  
of Autism is  
**FEAR.**"



\* If we cut out stress, are we cutting out the chances of succeeding?

We need to make sure our children are given every chance to be the best they possibly can



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## Overcoming the Power of Uncertainty

Manage your own uncertainty and stress - make sure your stress bucket is manageable

Delving further into your knowledge base of Coronavirus may simply raise more questions than answers – can lead to the all encompassing, “What if” scenarios – you have probably already experienced plenty for these from the children

Anxiety may simply breed further and deeper anxiety when we cannot find all the answers, we may become adsorbed by the anxiety of what we don’t know and what we can’t do that we miss the chance to focus on what we can do

Accept uncertainty, you cannot be expected to control everything, but teach proactive strategies to make everything easier.

Empower our children with means for addressing their anxiety too, managing anxiety is positive and proactive



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# Overcoming the Power of Uncertainty

Focus on what we can control,

“Control is the enemy of anxiety and giving as much control, or feeling of control, as possible to the individual will greatly help to reduce their stress.”

Dr. Peter Vermeulen, 2019

- Where is the certainty in the child’s day? This predictability gives comfort. Can the child request something predictable?
- Where is the uncertainty in the child’s day?
- How do we address this?



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# Ideas to help

Dr Jed Baker, 2020, asks us to clearly and visually demonstrate

- What has changed? – Make a list, keep it visual
- What has stayed the same ? – Make a list, keep it visual, use photographs
- What do you control? Clothes you choose to wear, food to eat
- Where are the child’s choices? – Personalised, small simple choices, only offer what you can fulfil,

Choosing is such an empowering tool

- Promotes confidence
- Develops independence
- Offers reassurance

Access a range of webinars including two from Dr Jed Baker:  
<https://vle.middletownautism.com/course/view.php?id=11>



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## Schedule Worry Time- Strong, Visual Worry Box

Have you ever tried not to worry? Were you successful?

- It is the same for our children, we cannot minimise their worries or tell them not to worry, we need to teach explicitly what to do when you are worried. It gives a sense of power, restores some level of control.
- The act of decorating and creating the box shows the child that he or she can have ownership and control over his or her thoughts and feelings.
- The ritual of writing the worries down helps the child to acknowledge and address those feelings. Validates his or her emotions.
- The disposing of the worries helps to symbolise the release of the emotions.



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### Let's Do It

**My worry time will be at (time):**

**It will last for (number of minutes):**

**I will do it with (will anyone help?):**

**I will catch my worries by (what will you use?):**

We must be careful with what we say

“Don’t worry”

“It is not a big deal”

“It will be all right”

We are minimising the issue, using reassurance rather than dealing with the issue, a bit like putting a plaster on it.



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## Worry Dolls



Stemming from an old legend from Guatemala which – according to legend – are supposed to worry for you, enabling you to free yourself of stresses and sleep peacefully



## Challenge Negative Thinking

Thought bubbles containing negative thoughts:

- I'm going to get Coronavirus and die
- Bad things always happen to me
- People always stand so close to me, they will infect me
- I can't deal with this change
- I'm never going back to school
- I will have to wear a mask forever
- That hurts me and makes me mad – he or she does it on purpose
- People will always be mean to me
- If I make mistakes, I am a loser
- I am different and that is bad

## Teach Alternative Ways of Thinking

If we follow the rules, our chances of getting Coronavirus are lessened.

We will look after each other and stay safe

Good things are as likely as bad things

Change is hard but I have coped with change before

The Prime Minister says things are getting better

I'm having a great time at home with my family

The Chief Medical Officer says that we might even get on holiday this year

I can make sure that I stay 2 metres away, I can step back

I am different in lots of good ways. I am unique




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“To me the outside world is a totally baffling incomprehensible mayhem which terrifies me. It is a meaningless mass of sights and sounds, noises and movements, coming from nowhere, going nowhere.”

Ros Blackburn.



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## What is Anxiety?

- Anxiety is a response we all experience
- Anxiety can protect us from threat or harm
- Prepares our body to respond to danger, fight, flight, freeze
- It can become a problem when daily functioning becomes difficult –the level of anxiety experienced is not equal to the threat, then it can be debilitating
- Anxiety reduces confidence
- Regain confidence through learning coping skills, therefore, for explicit, visual, concrete learners, we must use, explicit, visual, concrete, teaching strategies.



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## Understanding Anxiety

Consider:

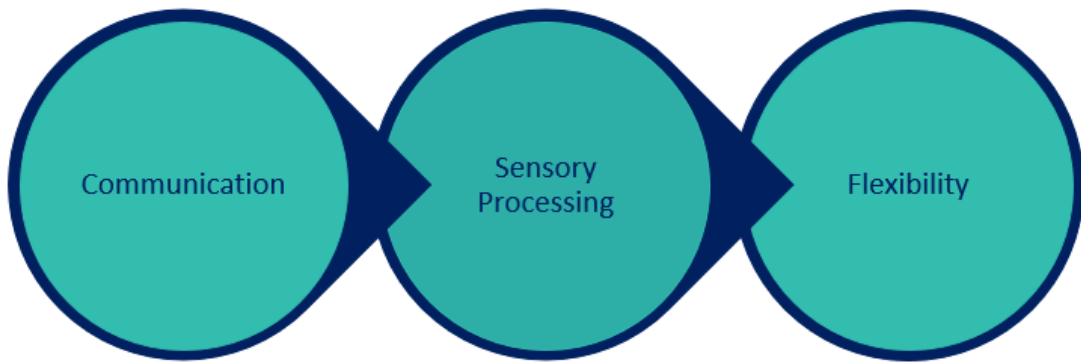
What supports do you have in your toolbox of strategies that help when you are anxious?

- Communication – language and processing ability
- Communication – reading facial expressions – recognising others are coping
- Self-awareness and social skills – knowing how you feel and telling someone in an appropriate way; autonomy
- Imagination – putting things into perspective, abstract thinking, generalising, self talking
- Problem solving – ability to use effective strategies
- Sensory Environment – you can move away, work out what's relevant and irrelevant in the environment



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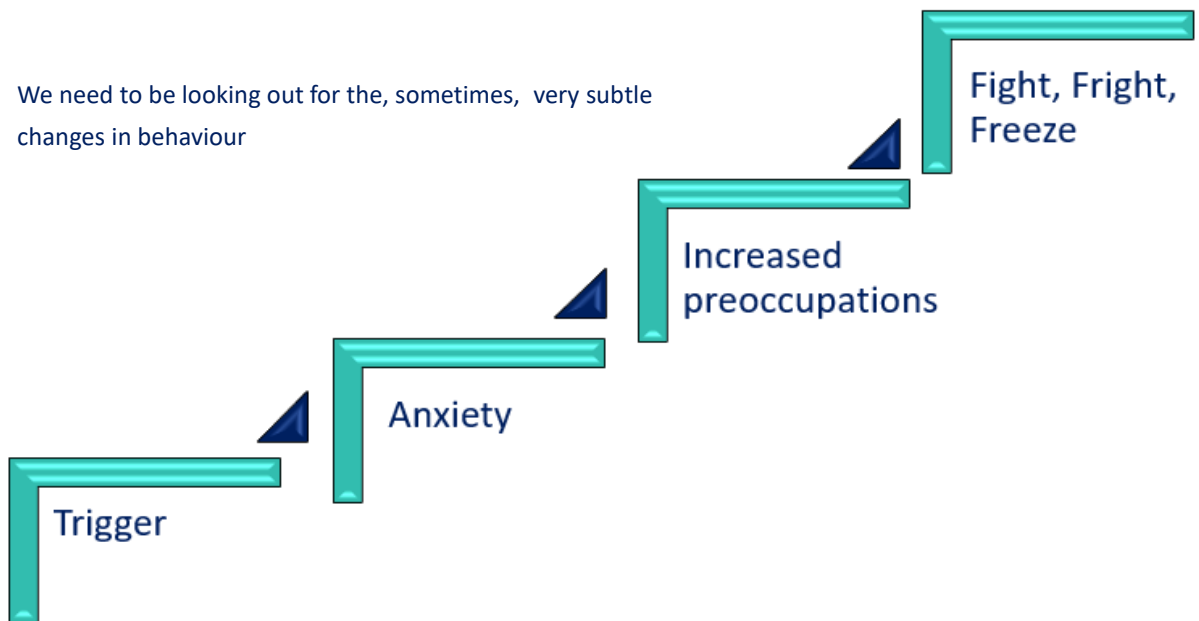
## Experience of Autistic Children



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## Anxiety Build Up, The Warning Signs

We need to be looking out for the, sometimes, very subtle changes in behaviour



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## Indicators of Anxiety

### Physiological Signs

- Sweating
- Heavy breathing
- Change in pallor
- Watery eyes
- Headaches
- Stomach aches; nausea
- Fatigue; reported change in sleep pattern
- Change in appetite
- Going to the toilet more frequently



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## Indicators of Anxiety

### Behavioural Signs

- Irritability
- Shouting at others
- Inappropriate language
- Muttering under breath
- Physical aggression
- Increase in repetitive behaviours, e.g. flicking fingers in front of eyes, pacing, repetitive noises
- Increase in rigid routines and rituals
- Increase in obsessional thoughts
- Hiding or escaping
- Refusal to complete activities or tasks
- Decreased attendance at school work, even refusing to participate
- Self-injury



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## Anxiety Triggers

- An event, could be something unexpected or a change in routine
- Uneasy transition, when you run out of milk and have to run to the shop
- Life stage, adolescence, onset of puberty, the average age that children enter puberty in Ireland is 10 years old – we are not that different!
- Unknown or highly personal, child may not be able to fully articulate the issue
- Sensory issue
- Special interest



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## Proactive Versus Reactive

- Proactive strategies are essentially preventative measures which aim to stop the child becoming anxious.
- Reactive strategies are implemented when the child has become anxious and aim to calm the child and reduce the anxiety levels.
- Anxiety management strategies should be individualised to the unique needs of each child, most likely will be a combination of both
- Not all strategies will be effective with every child.
- Allow time to observe the triggers for the child's anxiety and the measures which are effective in reducing anxiety.



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## Remove and Reduce Anxiety Triggers

It is not always possible to completely eliminate the source of anxiety, but it is usually possible to reduce the anxiety triggers, for example:

- Limit or reduce social expectations or interactions
- Reduce time child is expected to engage in trigger activities
- Reduce time child spends in unstructured time
- Differentiate school work - it is worth considering the aims of the activity and if these can be achieved through an alternative task
- Reduce time spent on school work, collaboration with teacher beneficial – does it all have to be done before 1.00pm, could the child not dip in and dip out of work throughout the day will many scheduled breaks?



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## On The Spot

- Identify and remove trigger
- Manage sensory input
- Relaxation techniques
- Redirect or offer an alternative particularly, to a successful activity
- Reduce adult language – redirect
- Have a plan



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## 10 Strategies Frequently Used to Cope With ASD and Anxiety, Attwood, 2016

Constructive	Destructive
1. Physical activity	1. Excessive control
2. Relaxation	2. Routines and rituals
3. Special interests	3. Emotional explosions
4. Time with animals or a favourite person	4. Alcohol and drug misuse
5. Diet and nutrition	
6. Sleep	

## Energy Accounting – Maintaining Equilibrium

- Concept of an *energy* bank account
- Energy *withdrawals* and *deposits*

Objective: to keep **“in the black”** and avoid going **“into the red”**.

- Healthy energy bank balance
  - Physical and mental health



Energy accounting: an interview with Maja Toudal  
<https://vimeo.com/213640278>

Ref: Professor Tony Attwood

## Energy Bank

### Withdrawal

- Socialising
- Change to routines
- Memories
- Making a mistake; taking criticism
- Sensory sensitivity
- Daily living skills
- Too much verbal language
- Unstructured time, no direction, social rules

### Deposit

- Structure and predictability
- Consistency
- Solitude
- Special interest
- Animals
- Sleep
- Relaxation
- Maja Toudal recommends Pokémon Go  
– exercise and Rip Roaring Obsession



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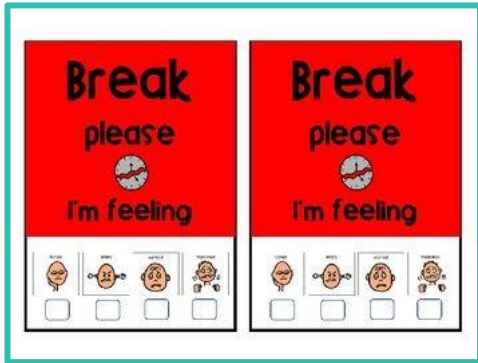
## Help Cards and Break Cards

- Encourage child to take initiative and to build independence in their ability to ask for help spontaneously
- The child can use the card to ask for help in a number of ways depending on the setting and the child's abilities:
  - touching or pointing to the card
  - handing the card to the parent or supporting adult
  - placing the card or designated item on a marked spot or token board
  - holding the card up
- Respond as quickly as you are able. When the child asks for help in any of these ways, model saying "I need help." or "Help, please."



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# Help Cards



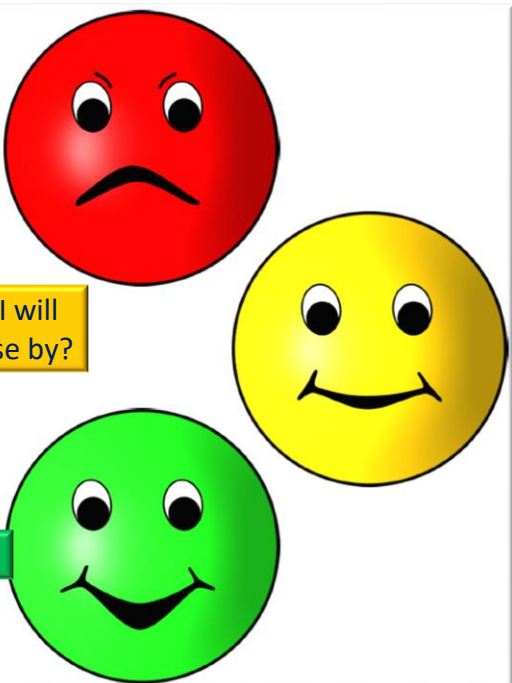
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This is really hard; I cannot do it – HELP!

OK, this is hard, but I think I will give it a go, will you stay close by?




This is great, I can do it



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When back in school -  
One on every desk

	<b>I need some help understanding.</b>
	<b>I think I understand but I need a little support.</b>
	<b>I understand and can try this on my own.</b>



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## Encourage the use of visual support cards

		
<b>Pause Card</b>	<b>Question Card</b>	<b>Help card</b>

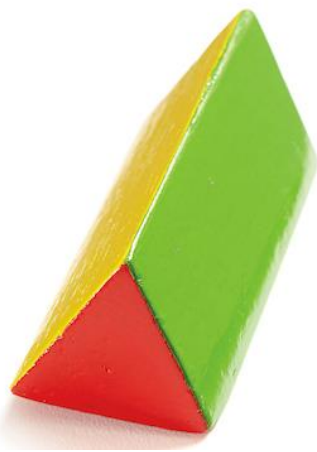


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## Anxiety – Asking for Help



## Desktop Communicator



A communication block for students to express how they are feeling about their work or themselves.

The child can show

- the red side if he or she requires help immediately,
- yellow if he or she needs assistance when you are free or
- green if he or she is getting on happily with his or her work

## Consider age and stage appropriateness

The student presents	What this means
	Cool, Relaxed Happy
	Anxious Concerned
	Get me out of here!



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“I really can’t cope,  
I think 5 minutes will  
make all the difference.  
Thank you.”



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## Planned Escape – Stress Kit



Rip-roaring  
obsession



Worry beads

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## Calm Breaks

- Calm breaks are a way of ensuring your child stays regulated throughout the day.
- Introduce calm breaks at regular intervals even on good days
- Visually indicate on the timetable or visual schedule.
- Emphasis on calm breaks **before** trigger points and scheduled for times **after** an activity which you know will be challenging
- Not contingent on behaviour
- Encourage self-awareness and requests by your child
- Flexibility; duration and frequency is individual to each child

  
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## Location of Calm Area or Chill Out Corner

Children benefit from a safe space containing calming resources e.g. weighted items, relaxing music, special lighting, while other children simply need a quiet space with minimal stimulation. Some ideas for calm areas include:

- A room specifically allocated as a calm room
- A screened off corner of a room or bedroom
- A small pop up tent or tepee
- Area underneath stairs
- Walk in cupboard
- Large bean bag in room
- Favourite armchair



Images from Pinterest

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## Calm Kit

- Practical strategy to help a child self-manage their anxiety
- Consider how stress kit can be made portable
- Not contingent on behaviour – available at all times
- Individualised to each child's unique preferences
- Possible items include
  - Photographs
  - Squishy toys
  - Fidget spinner
  - Music
  - Calm scents
  - Special interest items



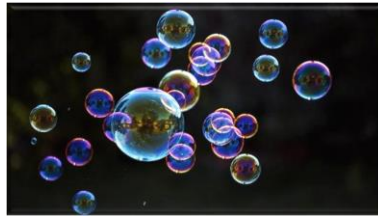
[www.disabilityaids.co.uk](http://www.disabilityaids.co.uk)  
[www.thinkingtoys.com](http://www.thinkingtoys.com)



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# Sensory play!

- Play dough
- Clean mud
- Sensory bottles or bags
- Scented rice
- Water beads
- Shaving foam
- Goop or slime



Slime



Water Beads



Sensory Boxes



Shaving Foam



Bubble Tubes



Marbling



Bubble Wrap Painting



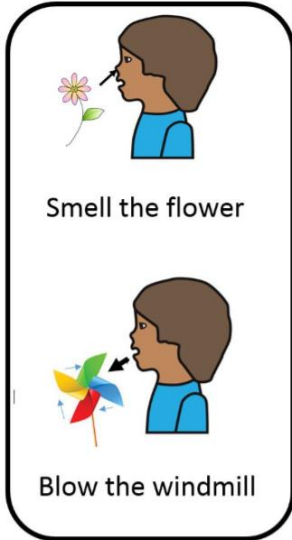
## Offer Options



## Calm Breathing

- Anxiety changes our breathing; short, shallow breathing can lead to hyperventilation
- Calm breathing is a technique that teaches you to slow down your breathing when feeling stressed or anxious –soothe “fight, flight, freeze”
- Teach the child to breathe from lower diaphragm
- Deep breathing helps get more oxygen into your bloodstream – physically helps your body to help you calm down and lower stress.
- Doing calm breathing can help lower a child’s anxiety, and give him or her a sense of control
- Calm breathing is a great portable tool

# Make It Concrete!



### 5 deep breaths

When you feel angry, take 5 deep breaths and tick each one off as you do them. This will help to calm you down.

1	2	3	4	5

www.elsa-support.co.uk



### TRIANGLE BREATHING

Breathe in for 3  
Hold for 3  
Breathe out for 3

### LAZY 8 BREATHING

### SQUARE BREATHING

Hold for 4  
Breathe in for 4  
Breathe out for 4  
Hold for 4

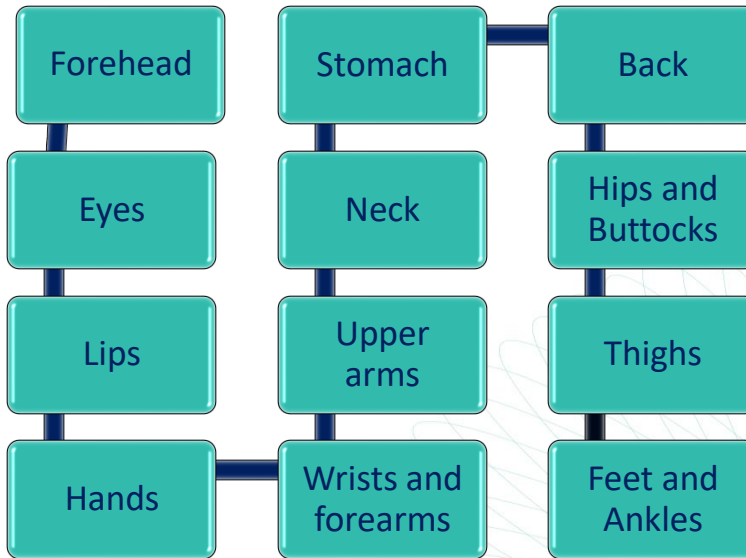
breathe in through nose

blow out of mouth

www.copingskillsforkids.com

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# Progressive Muscle Relaxation



Range of Videos available from YouTube

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## RELAXATION ROUTINE

1. SIT ON A CHAIR...
2. "SCRUNCH" UP YOUR FACE...
- THEN... RELAX IT...
3. TENSE YOUR ARMS...
- THEN... RELAX THEM
4. TENSE UP YOUR SHOULDERS AND CHEST...
- THEN... RELAX THEM
5. TENSE UP YOUR LEGS...
- ... THEN RELAX!
6. BREATHE IN RELAXATION...
- ... BREATHE OUT TENSION



Free range available from Google Images

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## Relaxation Rhyme: Younger Children

- Round and round and round with my thumb
- Round and round and round with my thumb
- Put my hands on my knees
- Breathe, breathe, breathe
- Shoulders up and shoulders down
- And round and round and round and round
- Make my hands into a ball and throw them to the ground
- Thumb circles right palm
- Thumb circles left palm
- Thumb on wrist
- In for 7 out for 11
- In through nose, out through mouth
- Combine palm massage with breathing
- And go back to start



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## Thumb Massage

Hold your left hand with your right hand, placing your right thumb in the middle of your left palm. Very gently, stroke and circle your thumb around your palm.



*This exercise is to help you feel relaxed. You can do this whenever you are feeling stressed or anxious.*



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## Movement Break – Physical Activity

- Movement breaks help children remain in the “ready” zone for learning (Jensen, 2005)
- Allow the child to remain alert enough to stay engaged but calm enough to pay attention and focussed
- Proprioceptive and vestibular input provides deep pressure which can help calm and regulate children who are anxious; activities include:
  - Sitting on an exercise ball to bounce or rock
  - Space hopper
  - Jumping on a trampoline
  - Lifting weights e.g. a set of small dumbbells



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## Other options

- Engagement in “heavy work” activities (the input to the muscles can be calming) e.g. brushing floors, wiping benches, cleaning mirrors, hoovering
- Reading a favourite book or comic
- Listening to music
- Head compressions
- Going for a short walk e.g. around the house, up and down stairs
- Wall presses or chair presses
- Drinking water through a bottle with a sports cap
- Chewing e.g. chew tube, chewelry



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## Creative Relaxation - Yoga

- Evidence is limited but evolving
- Research suggests deep pressure from strengthening poses may soothe over-stimulated nervous system and promote greater sensory integration, Radhakrishna, Nagarathna and Nagendra, 2010.
- Yoga asanas may also provide a present-moment focal point for autistic children, who often feel overwhelmed by body sensations, Salmon et al, 2009.



**Yoga**

### Rocket

**OTis says...** "We are going to shoot up like rockets."

**Directions**

1. Start on your hands and knees.
2. Push yourself back so that you are sitting on your feet.
3. Separate your feet until they are under your hips.
4. Put your palms together and stretch your arms toward the ceiling.

**Challenge Directions**

5. Push yourself up into kneeling as you imagine you are a rocket taking off for the moon.
6. Look toward your hands as you gently bend your head and shoulders back.

**Adaptation**

**Problem** - If the child is unable to sit on feet, place a folded towel between the lower legs for the child to rest hips on.

**Activity Suggestions**

- **Activity One** - Pretend you are headed out to space. Count down from any number you want until it is time for you to blast off. What do you see on your journey?
- **Activity Two** - At blast off, rockets release exhaust. Follow the steps to make rocket bubbles that look like exhaust from a rocket.
  1. Get a clear cup (16 oz) or bowl.
  2. Put 1 teaspoon baking soda in a small cup.
  3. Add 1 cup of vinegar to see rocket bubbles.

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Yoga – yoga flash cards

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## Yoga

Litchke, Liu and Castro (2018) found that the boys who engaged regularly with yoga, found themselves,

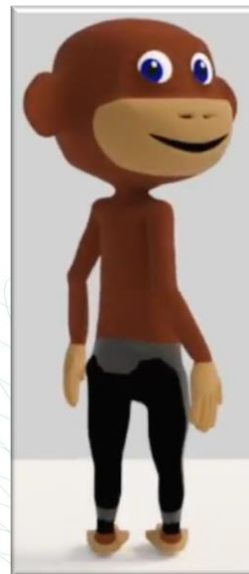
"going from a flat to happy affect and energetic moods."

With one of the boys claiming that he

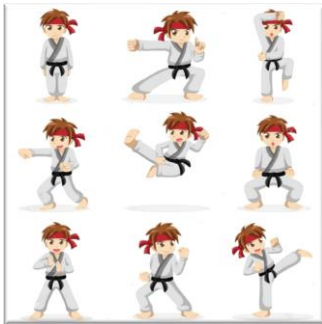
"wasn't cranky anymore."

Semple (2018) claims that further research is needed but points out that the anecdotal evidence encourages the use of yoga as an option to alleviate anxiety.

Moovlee videos available from YouTube – 25 to take your pick from, ranging from 2 to 9 minutes long – depending on how active you wish your child to be or how long you can last!



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## Karate

Bahrami et al, 2012, after 14 weeks of Kata training, students developed means of alleviating their anxiety

**Pilates**, the precise movements and associated breathing have proved successful

**Primary Movements**, deliberate movements, stretches



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## DEAD Cool Time



Video from Lusk National School,  
<https://vimeo.com/132238420>



GoNoodle at home, free app

Just Dance for Kids, YouTube



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# Mindful Grounding Activity

This technique will take you through your five senses to help remind you of the present. This is a calming technique that can help children when they are anxious.

## 5 4 3 2 1 Grounding Exercise

**5 - LOOK:** Look around for 5 things that you can see



**4 - FEEL:** 4 things that you can feel



**3 - LISTEN:** Listen for 3 sounds.



**2 - SMELL:** Say two things you can smell.



**1 - TASTE:** Say one thing you can taste.

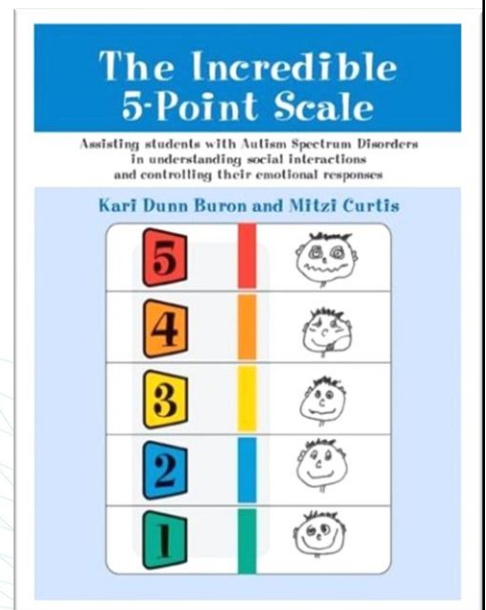


[www.copingskillsforkids.com](http://www.copingskillsforkids.com)



# Incredible 5 Point Scale

- A tool to help children better understand their emotions and reactions in different situations
- Suggests alternative, positive behaviours at each level of the scale
- Makes worries concrete, use images to make them understandable
- Individualise to the child's specific issues or needs.
- Make him or her an active participant in creating the visual scale



Incredible 5 Point Scale devised on a one-to-one basis

You can access a Webinar with Kari Dunn Buron

Middletown Centre for Autism, [www.middletownautism.com](http://www.middletownautism.com) online learning portal

<p>5</p> <p><b>Angry</b></p> <p>I've lost control. I'm not listening anymore. I could hit, kick or bite. I need a quiet place to calm down.</p>							
		<p>4</p> <p><b>Overwhelmed</b></p> <p>Everything is too hard. I'm losing control and need to leave the environment I'm in. Give me space.</p>					
				<p>3</p> <p><b>Frustrated</b></p> <p>I'm not getting it, I'm showing signs of stress. I should take a break now.</p>			
						<p>2</p> <p><b>Anxious</b></p> <p>Trying to stay focused, but having a hard time staying on task. Use calming strategies now.</p>	

Adapted depending on the "Rip-Roaring Obsession" of the child. Use what motivates the child

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## Various Online Resources to support self management

Helping to deal with emotional lability

Will require a certain degree of cognitive ability to differentiate between the extent of the emotion.

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## Resource, differentiated when 4 is enough



## Mindfulness

Mindfulness is a way of being in the present without thinking too much about the future or worrying about the past.

Beautiful, honest, as only Primary School aged children can be, video from Fahy National School, Westport, Co Mayo

<https://www.youtube.com/watch?v=FUJsOfX>

[TWTE](#)

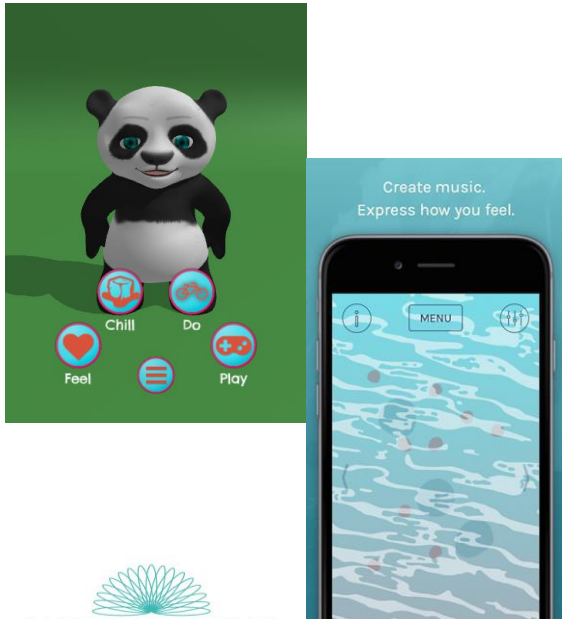


Dr Brian McClean says in respect to teaching Mindfulness

“there is opportunity to vaccinate children against psychological distress in later life.”

<https://vle.middletownautism.com/mod/scorm/view.php?id=154>

## Apps to Support Mental Wellbeing



Anxiety Apps can provide support on meditation and relaxation. They can also provide support with monitoring thinking patterns and negative or irrational thoughts

### Chill Panda

- uses the camera to captures heart rate.
- uses device's light to measure the volume of blood flowing through your fingertip as your heart beats.
- asks you to rate your mood
- encouraged to take part in a variety of playful tasks and activities, including breathing and light exercise.

### Cove

- write the music to reflect the mood – good for those children and young people who don't want to talk about it or talking makes it worse
- To create music, choose from six different moods – calm, struggling, longing, playful, clouded and gentle.
- Store your music in a private journal to revisit at any time. Add some personal thoughts and tags



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## Other Apps



University of the West of England



National Autistic Society



Magnus Cards, free to download



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## Other Options



Molehill Mountain, co-owned by Autistica and King’s College, London, is designed by autistic people to help autistic people understand more about their anxiety, created and evaluated by Professor Emily Simonoff.

The Beat Panic app uses a series of soothing coloured flashcards with messages designed to help you overcome a panic attack in a calm, gentle manner.

Beat Panic aims to help you:

- focus on something else instead of the panic or anxiety
- slow your breathing, reduce your heart rate and release the tension
- get perspective on any worrying thoughts and remind you what is really happening
- overcome the urge to flee



## Options



**MindShift™** is an app designed to help teens and young adults cope with anxiety.

It can help you change how you think about anxiety. Rather than trying to avoid anxiety, you can make an important shift and face it. It is also free to download.

Student Health App - This is for University students looking for reliable health information. The Student Health App offers plain-talking information and advice on more than 125 topics relevant to students in areas ranging from first aid and mental health to staying safe at university and accessing health services



## Take Away Points

- Track and record triggers
- If triggers aren't immediately obvious – collect your data on frequency
- Give time outs
- Keeping an eye doesn't work!
- Think about the timing of your strategy
- Think about the prompts
- Enable communication – and remember it's not just talking – behaviour can be an indicator of communication
- What has changed – what has stayed the same?
- Reduce your language
- Redirect, distract
- Plan ahead – where are the pressure points in the day? week?



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## Empty The Stress Bucket

There are many challenges in a child's day; unexpected changes to routine, uncertainty about what is happening or what is expected from them, social challenges, overwhelming sensory stimuli, difficulties with communication etc.

They all contribute to your child's "stress bucket".

We must provide regular opportunities for emotional regulation throughout the day to prevent anxiety from building

- Encouraging positive time out
- Sensory time or movement breaks
- Engagement in special interest,
- Calming activities
- Utilise visual communication systems



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## New Routine for the “New Normal”

- Shower, wash, brush teeth
- Get dressed
- Do hair
- Prepare, try, eat new healthy recipes
- Enjoy a healthy lifestyle – exercise, any thing that the child enjoys, who will see you doing 5 Jumping Jacks in the garden or the living room, greater opportunity for Movement Breaks, be silly and have fun
- Take a break – schoolwork is important but not the be all
- Be creative, indoors and out
- Unplug – limit the news
- Yet, stay connected – with friends, family, classmates – email, text, Zoom, cards
- Reach out – ask for help

## Dates for your Diary, 23 and 24 April

‘Evolving Perspectives: Autistic thinking in a changed world’



## Keep up to Date with Events at the Centre



[www.middletownautism.com](http://www.middletownautism.com)



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## Further Reading

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- Phifer, L., 2017. *CBT Toolbox for Children and Adolescents: Over 200 Worksheets &*



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## Websites or Apps

- HeadSpace [www.headspace.com](http://www.headspace.com)
- MindShift [www.anxietybc.com/resources/mindshift-app](http://www.anxietybc.com/resources/mindshift-app)
- SAM (Self-Help for Anxiety Management) [www.sam-app.org.uk](http://www.sam-app.org.uk)
- Breathing Bubbles , Settle your Glitter and many more, by Momentous Institute, a range of activities available, <https://momentousinstitute.org/blog/cat/self-regulation>
- Take Ten [www.letstaketen.com](http://www.letstaketen.com)



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