

Camp CAPABLE:
Activities for the management of
anxiety symptoms for children with
and without an autism spectrum
disorder

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Superheroes social skills training, Rethink Autism internet interventions, parent training, EBP classroom training, functional behavior assessment: An autism spectrum disorder, evidence based (EBP) training track for school psychologists

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*Activities for the
management of anxiety
symptoms for children
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Personal Preparation Research Project

(H325K12306)

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Introduction

The Camp CAPABLE concept originated from a University of Utah/US Office of Education Personal Preparation research project (H325k12306). The training grant provides graduate students both research and practical experience working with individuals with an autism spectrum disorder. Training assignments include research monographs, presentations, practicum hours in the Pingree Autism Center, parent training and social skills group implementation at a summer camp. The Camp CAPABLE concept is based on the research monograph and presentation examining treatments for anxiety and obsessive compulsive disorders in children with autism spectrum disorders. The lesson concepts within are based on evidence-based CBT principles that have been effective in reducing childhood anxiety for individuals with and without an autism spectrum disorder.

Children with an autism spectrum disorder (ASD) are more likely to have a comorbid anxiety diagnosis than typically developing peers, peers with ADHD and peers with intellectual disabilities. Further, children with higher-functioning ASD (HFASD) have an even higher risk of anxiety disorders than children with an ASD diagnosis who are not considered HFASD. Prevalence rates for anxiety disorders in typically developing children range from 0.04-19.3 percent while anxiety prevalence rates in children with ASD average around 50 percent with some reports suggesting prevalence rates as high as 80 percent (Scarpa & Attwood, 2013).

Symptoms of anxiety can increase a child's total ASD symptoms (sensory sensitivity, repetitive behaviors, etc.) while additionally impacting sleep, physical health, irritability and more. Such symptoms can significantly interfere with a child's day-to-day life. Indeed, parents report anxiety as their second highest concern for their child, followed only by the ASD diagnosis. Treatment for anxiety should be considered when a child's anxiety appears to be limiting opportunities and/or providing significant daily challenges. Cognitive behavioral therapy (CBT) is the recommended approach for children with anxiety disorders. That being said, research suggests that modifications to standard CBT programs are necessary for such programs to be effective with ASD populations. Recent efforts to modify standard CBT programs and/or develop ASD-specific CBT programs have produced promising, initial results. ASD modifications for CBT programs often include: involvement of parents in treatment, concrete language, increased use of visuals, increased exposure and practice, use of child's special interests, increased focus on social and adaptive skills, contingency management and more. The principles in this Camp CAPABLE booklet were designed with this research in mind.

For more information about anxiety and OCD for children with an ASD, please refer to the following presentation:

<file:///C:/Users/nally/OneDrive/Documents/Autism%20Grant/ASD,%20ANXIETY%20AND%20OCD%20PPT.pdf>

The Camp CAPABLE materials are also available in website format at:

<http://nally8503.wix.com/campcapable>

The intent of the Camp CAPABLE website/manual is to:

- Educate parents, teachers and students about anxiety.
- Provide activities for anxiety understanding and management ("Lessons" tab)
- Provide supplemental resources and recommendations ("Resources" and "More" tabs)

We hope you are able to find something in the materials provided that improves understanding and supports growth and coping.

Thank you!



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How to use these lessons:

These lesson plans are meant to help children with anxiety management. Elements from a variety of evidence-based cognitive behavioral therapy (CBT) programs were used and the material has been designed to be approachable for a wide variety of individuals. That being said, some adaptation/supplementation may be needed for some children.

The lessons were centered around a "camp" theme with camp-related analogies and use familiar visuals to facilitate better understanding of the sometimes-abstract concepts of CBT.

Hopefully these lessons help you help the child you care for. If nothing else, please adapt the content within using your child's own special interests and/or feel free to use any of the materials as a supplement to other programming.

Lesson layout:

Background: This section provides a rationale for the lesson and related information from the research literature.

Camp C Analogy: This section uses a "camp" related analogy to teach lesson concept. This language may or may not carry meaning for the child being supported but parents, teachers and other professionals are encouraged to provide additional information and/or adapt as needed. These sections are written with a child audience in mind but you may still want to adapt the content based on your child's developmental needs.

Activity: This section provides an activity incorporating the lesson material and CBT skills. Adults are encouraged to perform the activity with the child and try any variations.

Other options: This section provides variations on the activity or lesson.

We sincerely hope you and your child are able to benefit from this content.

Happy camping!



C is for "coping"

A is for "being aware"

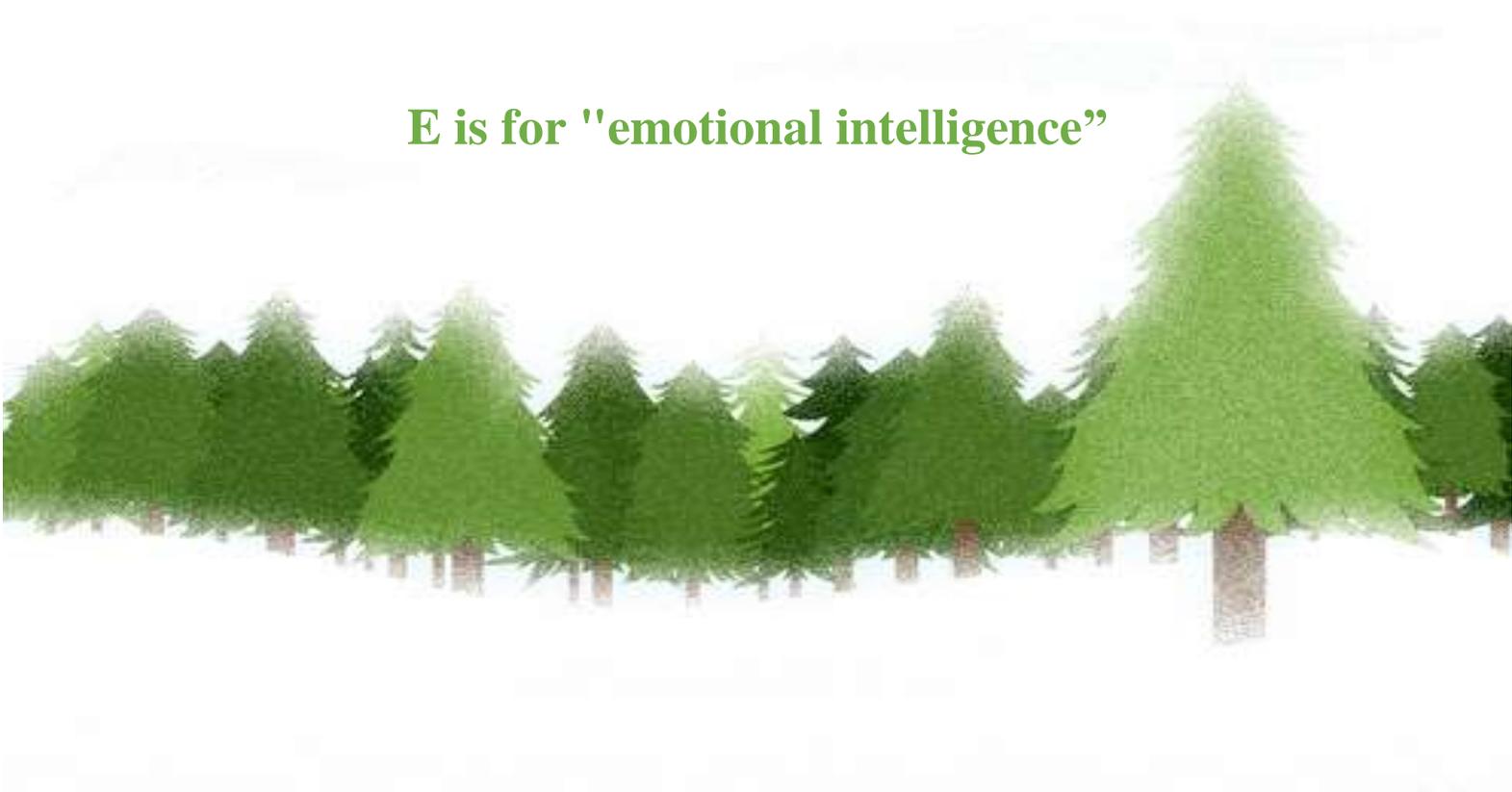
P is for "positive thinking and planning"

A is for "active kids and active parenting"

B is for "belly breathing and body checks"

L is for "logical mind"

E is for "emotional intelligence"



C stands for Coping

Background: Children with anxiety often have avoidant tendencies and skill deficits that magnify their anxiety symptoms. When children avoid scenarios that make them anxious, they experience momentary relief in their avoidance. Such relief inadvertently reinforces future avoidance by communicating to the child that avoidance is the best way to stay safe and comfortable. Unfortunately, children who have fallen into avoidant behavior patterns do not have the opportunity to develop adaptive skills that lessen anxiety and strengthen self-efficacy. It is our (parents, teachers and caregivers) responsibility to support children in challenging avoidant behavior so that new skills and strength may take the place of anxiety, fear, and helplessness.

Camp C Analogy: Have you ever been camping before!? Camping can be one of the most fun activities you'll have a chance to do, but a little work is needed before the fun begins. It is important when you're getting ready for a camping trip to make sure you'll have all the things you need so you can focus on fun! Where will you sleep? What will you eat? How cold will it be? What kind of shoes do you need? Are there bugs at the campsite? Do you need sunscreen? It may seem overwhelming to think about all these things before your trip, but it can be a problem later if you haven't prepared. For example, what if a camper forgot his sunscreen and spent half the trip sunburned? Or, what if another camper forgot a book to read/game to play and had nothing to do during the hour before bed? Planning ahead when you're going on a camping trip (or any trip) helps you have a fun and safe adventure!

Just like a camper getting ready for a camping trip, you can pack a kit that will help you feel better in unknown and/or stressful situations! We like to call these types of kits, "coping kits"! It can be very helpful to have a "coping kit" available for times when you feel anxious, bored, annoyed, or scared. Coping kits are real or imaginary bags full of items that will help you:

Feel calm
Feel prepared
Feel safe
Feel ready
And feel strong

When you're thinking of things to put in your coping kit, try to choose things that help calm your body, distract your mind/body, or remind you of things that make you happy.

And when making your "coping kit", it's important to remember the coping kit rule.
Rule: The things in your coping kit should not be too distracting to others.

Here are some ideas of things you might use in your coping kit:

Smooth, small stones
Playdough
Gum and mints
A picture of a pet

A favorite book
Some calm music
A journal
Colored pencils and paper
A letter from a friend
A joke book
Walking shoes

Activity: One of the methods we can use in helping children with anxiety face their fears involves creating a "coping kit". A "coping kit" can be real or figurative, and is filled with preferred items that help the child feel calm and secure. Please keep in mind that children who want to take coping kit items to school need to ensure that their items will not be problematic during instruction time and/or violate any school expectations.

See next page for paper coping kit activity.

Other variations: Make your (parent/teacher) own coping kit! Remember, it is critical that adults model the behavior they want to see for the children in their lives. If adults are not modeling appropriate coping and self-care, they limit the child's exposure to effective coping. So make your own coping kit and make time to use it! Bonus points if you make your kit (and use it) with your child!

Make a "quiet/calm box" for use when a child is very anxious or otherwise, upregulated. This box can even be used during "time out" or "time away" behavior management procedures. Initially, provide lots of support while your child is getting used to being alone with the quiet box. Then, gradually fade the support in the hopes that the child will learn how to self-soothe.

Teach your child a mantra: Teaching children something they can say to themselves when they are overwhelmed may be helpful. Simple sayings like: "*I can do hard things*" or "*I can be calm*" can facilitate coping in tough situations. It may also be really helpful to incorporate your child's special interests into their coping mantra. For example, "*I can be brave like Ironman*".

My Coping Kit:

Decorate the backpack with words/drawings of things that help you feel calm, relaxed and happy. Imagine what you want in your coping kit if you had to go somewhere that made you feel really worried. Share your drawing with an adult or a friend.



A stands for Aware

Background: Children with anxiety may be acutely aware of their anxious thoughts and feelings, or somewhat disconnected from them. Often, children with anxiety spend a lot of time and energy thinking about their fears and anxious feelings. This can be problematic because when children are in such a state, they are not attending to the present moment and may be unable to learn, socially interact, or perform tasks. Regardless of where the child is at in his/her awareness, it can be very helpful to "slow down" an anxious child by bringing their attention to what is happening right now, right in front of them.

Camp C Analogy: Sometimes it helps to think of your body and mind as a campfire. A campfire needs the perfect mix of tinder, heat and oxygen to ignite and keep aflame. What happens to a campfire when it's not strong enough? It dies out. What about when it gets too big and starts spreading out of the fire pit? It can create a dangerous emergency. A weak campfire won't provide the needed heat and light, and a fire that is too big may harm the plants, animals, and people around it. Campers need to learn to keep the campfire "just right", not too big and not too small, to benefit from it safely.

Just like the campfire, we need to keep our bodies and minds in a "just right" spot. If our body is working too hard and fast, we could get hurt. We could fall, pull a muscle, break a bone, or wear ourselves out. If our body isn't working at all, we can become unhealthy and hurt in other ways like losing our muscular strength, becoming overweight, and feeling stiff. Our mind also needs a "just right" spot. If we are thinking about anything and everything, we can become worried, distracted, and confused. On the other hand, if we never think about anything, we might miss important signals that keep us safe and help us learn.

Activity: (3, 2, 1 Technique) This activity is meant to bring an individual's awareness back to the present moment. There are many variations for this task and it can be expanded/reduced, as needed. Here is one way to implement the technique: First, encourage the child to take a deep breath and ask them to list three things they can see. Next, ask them to breathe and list two things they can hear. Finally, ask them to name one thing they can touch and encourage them to describe what it feels like. If more time is needed, ask the child to run through the full criteria (3, 2, 1) with all three senses. You can also ask them to describe the sights, sounds and textures more fully. While doing the exercise, encourage and model a calm demeanor. Be curious and non-evaluative. Encourage deep breaths and encourage the child to take his or her time with the activity.

Other variations: Other techniques that are meant to bring the individual into the current moment include:

- 1. Mindful eating/Mindful walking:** See the next two pages for an activity and the following link for more information: <http://www.mindfulschools.org/personal-practice/mindful-eating/>
- 2. Breathing exercises (see the "B" lesson for more information)**
- 3. Thinking, feeling, doing exercises:** Bring your child's attention to what they are currently feeling in their body, what thoughts they have, and what is physically occurring at this moment. Worksheet available at end of this lesson.

Mindful Eating

We can practice staying aware when we're eating. Choose 5-10 different foods for this activity and get ready to pay attention! First, look at the food for 30 seconds. What does it look like? Describe the color, shape and size. Then, touch the food. Is it slippery? Soft? Hard? Describe the touch. Then, smell the food for 30 seconds. What does it smell like? Take a small bite of the food and hold it in your mouth. What do you notice? Describe the taste. If there's a sound, describe the sound. Chew slowly (15-20 chews!) and swallow. Now what taste is in your mouth? Did you like it? On to the next food 😊 *Note: Children who struggle with writing can describe orally to a scribe and/or draw pictures to represent their observances.*

Food	Looks like...	Feels like...	Smells like...	Tastes like...	Sounds like...	Like/Don't like... 😊 ☹️



Mindful walking....

means walking with a noticing
mind and body.

We walk slowly and...

Listen... for noises from animals,
machines and people

Look... for different colors, movement,
shapes and objects

Smell... the air

Feel... the weather around us.

What will you notice?

Thinking.....Feeling.....Doing

What thoughts do you have?	What feeling/s do you have?	What are you doing?

P stands for Positive Thinking and Planning

Background: Children with anxiety may become overwhelmed with the negatives they perceive in their life. Research has indicated that children with anxiety disorders AND children with an ASD are more likely to have low future expectations and are more likely to engage in negative thinking (Farrugia & Hudson, 2006; Sharma, 2014). This means that children with anxiety and ASD often think that events will have poor outcomes and/or that they are not capable of meeting life's challenges. Thus, it is important that we help children with anxiety (and ASD) focus on the positives in life by purposefully increasing positive experiences to look forward to and intentionally drawing the child's attention to positives/strengths when they occur.

Camp C Analogy: Trying to survive in the wilderness requires a lot of positive thinking and planning. Campers, and those who live in nature, have to make sure they have the right type of shelter for the different types of weather they might encounter. They also have to plan a variety of activities, meals, means of travel, and more to try and make the camping trip enjoyable for everyone involved. This can require a lot of flexible thinking and a positive attitude.

Did you know that many of the animals we see while camping are positive thinkers and planners? Animals have to make the best of the situations they encounter in order to stay alive and keep their babies safe. For example, many animals plan for winter by eating and storing extra food, growing special coats to stay warm, finding a spot to hibernate, or migrating thousands of miles away to a warmer place. Can you imagine if animals didn't do these things to prepare and instead sat around and complained about winter coming? Can you imagine if a group of campers complained about the rain that prevented a hiking trip for 3 hours instead of finding something else to do like read a book or play a board game? When we use flexible, positive thinking to make the best of any situation, we have more fun, learn new things, and grow stronger.

Activity: Planning positive events: Help your child plan positive events to look forward to. Use the calendar provided in this lesson to plan positive events and make time to look at the calendar each day.

Other options: Noticing the positives: Each day, ask your child to tell you a few positive things that happened and/or something they are grateful for. This can be done at the dinner table, at bedtime, or in a journal format. You may also use the worksheet provided in this lesson to document the positives in your child's life. This activity is meant to combat the tendency to focus on negatives. Daily efforts to notice the positives may start to change the negativity bias patterns.

Camp C Analogy For Positive Thinking (Additional): No camping trip would be complete without a campfire story. This story is rumored to come from an old Cherokee parable and helps illustrate our concept of focusing on the positives.

A grandfather is talking with his grandson and says there are two wolves inside of us which are always at war with one another.

One of the wolves is a positive wolf which represents things like kindness, bravery and love. The other is a negative wolf, which represents things like greed, hatred and fear.

The grandson stops and thinks about what his grandfather just said and then looks up to ask, "Grandfather, which wolf wins?"

The grandfather quietly replies, "The one you feed."

The intent of using this story is to convey that the thoughts, behaviors and feelings we use most often end up changing how we see and interact with the world. For example, if we are consistently assuming the worst and focusing on the negatives, then we miss all the positives the world has to offer. If we want these habits to change...we have to purposefully "feed the other wolf" by creating and focusing on positives.

Activity: Have the child come up with their own version of the "two wolves parable". They can use their special interests to identify robots, Lego characters, other animals, etc. that represent the positive and negative, and create a story/piece of artwork that illustrates the concept in their own way. It may be helpful to post your child's creation in a common spot and use the language associated with the creation when your child is exhibiting negative thinking patterns. For example, a child who uses Star Wars for their parable may find the saying, "Does this serve the dark side or the Jedi way?" helpful.

Planning Positive Events

It's important for kids (and adults) to have activities to look forward to! Use the calendar below to plan fun activities and keep track of upcoming events.

REMEMBER: Sometimes plans change so it's important to be flexible. Have fun! 😊

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Noticing Positives

Noticing the positives in each day and each situation can improve overall happiness.

Help your child use this sheet to identify 3 positives things in each day.

- Options: 1. *Three good things that happened today.* 2. *Three things I'm thankful for.*
3. *Three things that made me happy today.* 4. *Three things I like about me/school/family/etc.*



Monday



Tuesday



Wednesday



Thursday



Friday



Saturday



Sunday

A is for Active Kids and Active Parenting

Background: Parents and caregivers play an important role in facilitating a child's motivation and ability to actively engage with the world. First, parents and caregivers need to model adaptive and active lifestyles. It is very helpful for children to see the adults in their life trying new things, engaging in active lifestyles, and confronting challenges. It is additionally important for parents to encourage their child to engage in the same behaviors. While it may be a parent's primal instinct to protect their child, a child does not learn self-efficacy if his/her parents are always protecting him from new and challenging things. Parents should convey trust in their child's abilities, validate efforts, model positive thinking and coping, and be available for feedback/support.

Children with anxiety approach difficulties regulating their anxious states and using adaptive behaviors. Such difficulty leads to a variety of maladaptive behaviors used to alleviate anxiety. For example, a child may avoid scenarios due to fear of the unknown and/or performance anxiety. They may also try to control their environment by tightly prescribing to the same, familiar patterns of activity. An anxious child may engage in persistent checking and/or ask for constant clarification or reassurance. They may run away, isolate, or escape through aggressive behavior. Thus, it is important that parents and caregivers respond to such behaviors in a way that provides support while extinguishing the maladaptive behaviors. It is also important to teach anxious children to engage in incompatible, adaptive behaviors that provide pleasure and distraction from anxiety/worry.

Camp C Analogy: (This lesson has a simple Camp C analogy but is largely geared toward parenting tips/strategies). Imagine that your family planned a camping trip but once you got to the campsite, you sat in your tent, alone, the whole trip! While it might be fun to relax for a few hours, you would undoubtedly start to get very bored. When we plan trips, we make sure to plan fun activities to do with people we like. This gives us events to look forward to, opportunities to be social, new experiences to learn from, and happy memories. Sometimes it can be hard to think of fun things to do when we're feeling anxious or sad. But, it's important to plan fun things so we don't get stuck feeling anxious and sad for too long.

It's also important to let parents or other trusted grown-ups help you when we are feeling anxious and sad. Parents and grown-ups can listen, comfort, distract, and help you think of new solutions. When you feel stuck, ask an adult for help. Even the animals we see while we're camping need help from their parents while they are learning how to do things on their own!

Sometimes it will feel like parents and teachers are not helping you in a way that you like, but it's important to remember that they want to help you in a way that will allow you to grow, learn, and be successful.

Activity: 101 Activities: Use the list provide, or help your child make up their own list of 101 activities they could do when bored, anxious, or sad. **Break Cards:** Teach your child to use the provided break cards when he/she (or you) need a break. **Learn about animal parents:** Watch videos or read books about how animals care for their young.

Positive and Proactive Parenting Tips

Ignore minor behaviors: Many children exhibit minor problem behaviors to escape tasks or gain adult attention. It is important to notice when a child's behavior starts to exhibit such patterns so you can respond in a way that is appropriate.

If a child's behavior is attention driven: Withhold attention by ignoring minor behaviors and providing high quality attention when your child is exhibiting desired/appropriate behaviors.

If a child's behavior is avoidance driven: Do not let the child avoid the behavior. Voice your belief in your child's ability and allow breaks/task modifications, while ensuring that the child does not escape the task.

Use descriptive praise: Praise your child often and with descriptive language. Children often receive a lot of constructive and/or negative feedback regarding what *not* to do and thus, it is critical that adults balance out this type of feedback with descriptive praise. Saying things like, "I really like how you folded your shirts. I can tell you took your time doing that chore. Thanks!" helps your child feel proud while teaching them expected behaviors.

Encourage independence and efficacy:

Children with anxiety and children with an ASD often lack skills they need to be successful in the world. It can be difficult to watch our child struggle with skills they are still developing and refining. That being said, it is important to encourage children to try new things and even, fail in their efforts.

Try not to "rescue" your child and encourage as much independence as possible. Provide support, descriptive praise and patience in your child's efforts.

Your efforts will teach your child that they can do hard things and be successful!

Model the behavior you want to see:

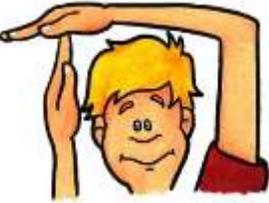
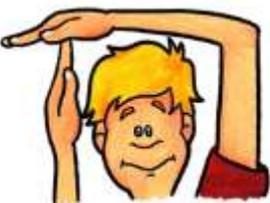
Children learn from the examples of others. If parents are modeling anxious and avoidant behavior, the child is likely to exhibit similar behaviors.

Thus, model proactive, coping behavior AND draw your child's attention to such behaviors by thinking out loud (i.e. "I feel really nervous about making this phone call but it's important that I do it today. I'll take a few deep breaths and call by 1:00 this afternoon.") and pointing out brave, proactive behaviors observed in the house, in film, in books and more. Important note: be sure to point out your child's brave behavior whenever it is observed.

Bring attention to positive events and gracious thinking:

Children with anxiety are prone to negative thinking. Further, anxiety symptomatology is a risk factor for depression. Parents can help their children combat negative thinking by teaching children to notice the positives, planning positive events and practicing gratitude. It may also be helpful to involve your child in social settings that build skills (i.e. summer camps, music lessons, etc.) and volunteer pursuits that teach generosity.

Break Cards: Sometimes a “break” or cooldown period is needed for both parents AND children. Use these cards to **teach children how to ask for breaks and/or to inform children when they need a break**

 <p>I need a break for ____ minutes, please.</p>	 <p>I need a break for ____ minutes, please.</p>
 <p>5 minutes</p>	 <p>10 minutes</p>
 <p>1 minute</p>	 <p>2 minutes</p>
 <p>3 minutes</p>	 <p>7 minutes</p>
 <p>Break, please!</p>	 <p>Break, please!</p>

My Daily Schedule!

Date:

7:00	
8:00	
9:00	
10:00	
11:00	
12:00	
1:00	
2:00	
3:00	
4:00	
5:00	
6:00	
7:00	
8:00	
9:00	

😊 Have a great day! 😊

Activity: Earning Program: Children need to receive attention and reinforcement when they display appropriate behaviors. The forms on the following pages can be used for a reinforcement program in either the home or school setting.

To use:

1. Determine a target behavior for the child.
 - a. Target behaviors should be positively worded (i.e. “Damien will sit in his seat during instruction” rather than “Damien won’t get out of his seat during class”)
 - b. Target behaviors should be behaviorally described in a way that clearly explains what the behavior looks and sounds like.
 - c. Both child and adult should be able to clearly define and model the target behavior prior to program implementation.
2. Determine what the child will be working towards (i.e. tangible item, preferred activity, etc.) and the criteria for earning the decided item.
 - a. Note: It may be important to start with some easily-met criteria to ensure the child’s initial buy-in and motivation.
3. Begin the Earning Program:
 - a. Alert the child prior to starting the program interval. Remind the child of the target behavior and ensure that they know how to perform the target behavior.
 - b. Note: The attached sheets are meant to document occurrence of the target behavior every hour. With many children, you may want to start with shorter intervals to shape up the behavior.
 - c. If target behavior is demonstrated during the interval: Circle “Yes” and provide the child with high-quality, descriptive praise (i.e. “Nice job Damien! You stayed in your seat during math and earned a “yes”! Excellent!”)
 - d. If target behavior is not demonstrated during the interval: Circle “No” and let the child know that a new interval is starting. Remind them of the target behavior and provide encouragement.
 - i. Note: It is important to stay positive during implementation of these programs. Avoid shaming or nagging the child if they do not meet the target behavior criteria.
 - e. Tally up total “yeses” with the child and draw attention to positive patterns (i.e. “Wow Damien! Look at this! You got all “yeses” for four whole hours!”)
 - f. When criteria are met for reinforcement: Provide reinforcement as soon as you can, combined with lots of praise.
4. When child’s behavior stabilizes: Increase the target behavior expectations, switch up intervals, and/or add new components to continue to motivate child and improve behavior.

☺ My Earning Program ☺

Target Goal:

Time	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
8:00	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	No	No	No	No	No	No	No
9:00	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	No	No	No	No	No	No	No
10:00	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	No	No	No	No	No	No	No
11:00	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	No	No	No	No	No	No	No
12:00	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	No	No	No	No	No	No	No
1:00	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	No	No	No	No	No	No	No
2:00	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	No	No	No	No	No	No	No
Total Yeses							

☺ My Earning Program ☺

Target Goal:

Time	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
3:00	Yes No						
4:00	Yes No						
5:00	Yes No						
6:00	Yes No						
7:00	Yes No						
8:00	Yes No						
9:00	Yes No						
Total Yeses							

PARENTS RULES FOR RULES:

Rule:

3-5 rules per setting

Rule:

Rules should be specific and behaviorally defined.

Rule:

Consequences should be predictable and consistent.

Use an "if this happens...then this will happen..." format

Rule:

Rules should be positively worded.

They should tell children what to do instead of what not to do.

101 Activities!

- Go to the library
- Paint
- Blow bubbles
- Play videogames
- Read a book
- Jump rope
- Have a craft day
- Visit a friend
- Run through sprinklers
- Play board games
- Do a scavenger hunt
- Play hide and seek
- Ride bikes
- Make a snack
- Have a water fight
- Have a picnic
- Learn to juggle
- Play I Spy
- Make playdough
- Go bowling
- Have a pillow fight
- Catch bugs
- Draw with sidewalk chalk
- Tie Dye
- Make an obstacle course
- Volunteer
- Go to a festival
- Visit a fire station
- Go swimming
- Make a robot
- Make popsicles
- Go to the lake/beach
- Collect something
- Help grandparents/parents
- Learn about your family history
- Play with perler beads
- Learn about another country
- Arm wrestle
- Yoga
- Hula Hoop
- Play Frisbee
- Play Pokémon
- Make bracelets
- Slip n slide
- Play minute to win it
- Have a yard sale
- Go to a baseball game
- Make baking soda volcano
- Pick/plant flowers
- Visit a pet store
- Play basketball
- Write a letter
- Take a nap
- Make a duct tape wallet
- Decorate room
- Feed the ducks
- Go to a museum
- Go ice skating
- Practice another language
- Tour a factory
- Read
- Watch the clouds/starts
- Learn origami
- Write a book/story
- Visit a new park
- Make treats for neighbors
- Play four square
- Make a music video
- Decorate t-shirts
- Go to mall
- Make a lemonade stand
- Go canoeing
- Have a relay race
- Go skiing
- Make puppets
- Jump on trampoline
- Play soccer
- Go to splash pad
- Make cookies
- Go fishing
- Play tag
- Clean room
- Go to the zoo
- Learn how to yo-yo
- Play catch
- Play hopscotch
- Make a fort inside
- Go hiking
- Visit a relative
- Play card games
- Go for a walk
- Face paint
- Do puzzles
- Face paint
- Make a comic book
- Go to a county fair
- Play with pets
- Have a sleepover
- Dress up
- Go to the dollar store
- Go mini golfing
- Trace shadows
- Have an un-birthday party
- Go to a farmer's market
- Go to an athletic event
- Go on a train ride
- Make a new ice cream flavor
- Go to an arcade
- Make up a play
- Go rollerblading
- Play kickball

B is for Body Checks and Belly Breathing

Background: Anxiety is often accompanied by physiological symptoms. Many individuals with anxiety experience a physiological state of heightened arousal that manifests in shallow breathing, rapid heart rate, digestive issues and more. Individuals with ASD, with comorbid anxiety, may experience an increase in gastrointestinal difficulties, sleep troubles, and an overall increase in their ASD symptom severity. It is helpful to teach individuals with anxiety how to self-soothe and regulate their anxious physiological arousal. The individual may be able to head off or stop anxiety meltdowns altogether if they are taught to notice upregulation, and skills they can use to calm the upregulated physiological response.

Camp C Analogy: Sometimes it's helpful to think of our body being like a river or ocean. A river can look very different at different parts of the river, but it's all the same river. Rivers can be calm, peaceful, and so smooth that the water looks like glass. Then, a few miles away, the same river can turn into wild rapids that look like boiling water. Rivers widen, narrow, and may even turn into a waterfall at some point. It can be helpful to think of our body being like a river. Our body feels different at different times. When we're sleeping, our body feels like the peaceful glass-top river. When we're playing soccer, our body might feel more like the river rapids because it has to work a bit harder to keep up with the ball. When we're feeling nervous or scared about something, our body might feel like the waterfall. It's important to pay attention to how your body feels because it will give you clues about what you need to do. Your body sends important messages and most of the time, it does a great job letting you know when you're hungry, tired, sick, or in danger. That being said, sometimes our bodies get confused and sends emergency messages when there is no reason to feel that way. Mixed up body messages can happen especially when you are feeling anxious or mad. You can decide if your body is sending the right signals by paying attention to your body's messages, asking yourself questions (i.e. "What's going on here?" "Am I in danger?") and using skills to calm your body down. If you are not actually in danger but your body is acting like there is danger, you can fix the body's broken message by taking deep breaths, focusing on certain muscles, and doing other activities to help calm your body and correct its messages.

Activity: The concepts and activities for this section are somewhat similar to those in the "Aware" lesson. They differ in the sense that the "Aware" lesson teaches the child to focus on his or her thoughts, while this lesson targets the child's ability to focus on his or her body. You may find that teaching your child to focus on his or her body when anxious and overwhelmed (and using related coping strategies) may be a more straightforward approach than the more abstract concept of paying attention to thoughts. In fact, many CBT approaches designed for children with an ASD and anxiety emphasize teaching children these more concrete coping skills rather than focusing too much on the cognitive piece.

Breathing exercises (including belly breathing): There are many variations of breathing activities to do with children. A simple internet search like "breathing activities to do with children" will lead you to a variety of great resources and tools (some of which can be found on the "resources" page of this website).

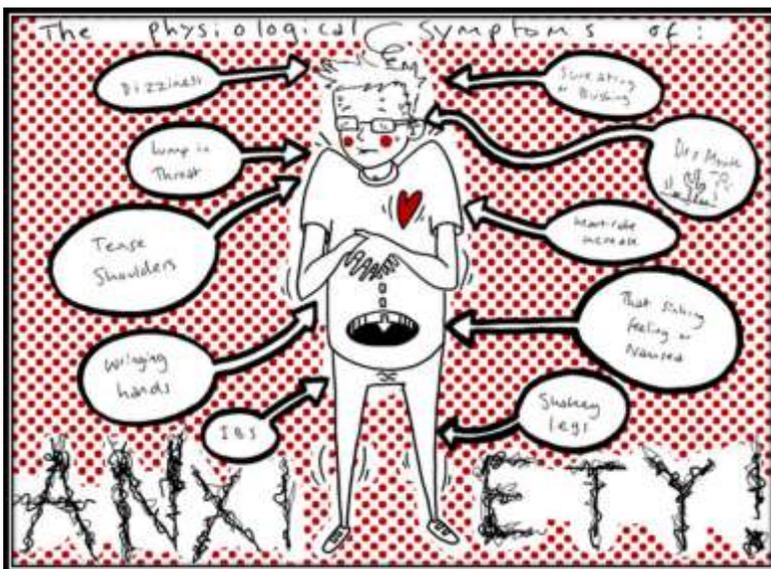
Belly breathing:

1. Have your child lie on their back and/or sit in a comfortable position.
2. Ask them to place a hand on their stomach.
They can also place a favorite stuffed animal or toy on their stomach instead
3. Teach them to breathe deeply, accessing the diaphragm. They should feel their hand or toy rise on their stomach.
4. Teach the child to breathe using the "4-1-4" method: breathe in for 4 seconds, hold for 1 second and then breathe out for 4 seconds.

Body awareness: When children are experiencing the height of their anxiety, progressive muscle relaxation may be helpful in bringing their attention back to the body and the present moment. Encourage your child to practice tensing their hands, shoulders, face, legs and stomach muscles for a few seconds before releasing the muscle clench slowly. Encourage the child to breathe deeply and think about something that makes them happy. A visual of progressive muscle relaxation is available at the end of this lesson. The following link provides a 13-minute video using examples of animal movements for progressive muscle relaxation and may be enjoyable for your child: <https://www.youtube.com/watch?v=aaTDNYjk-Gw>

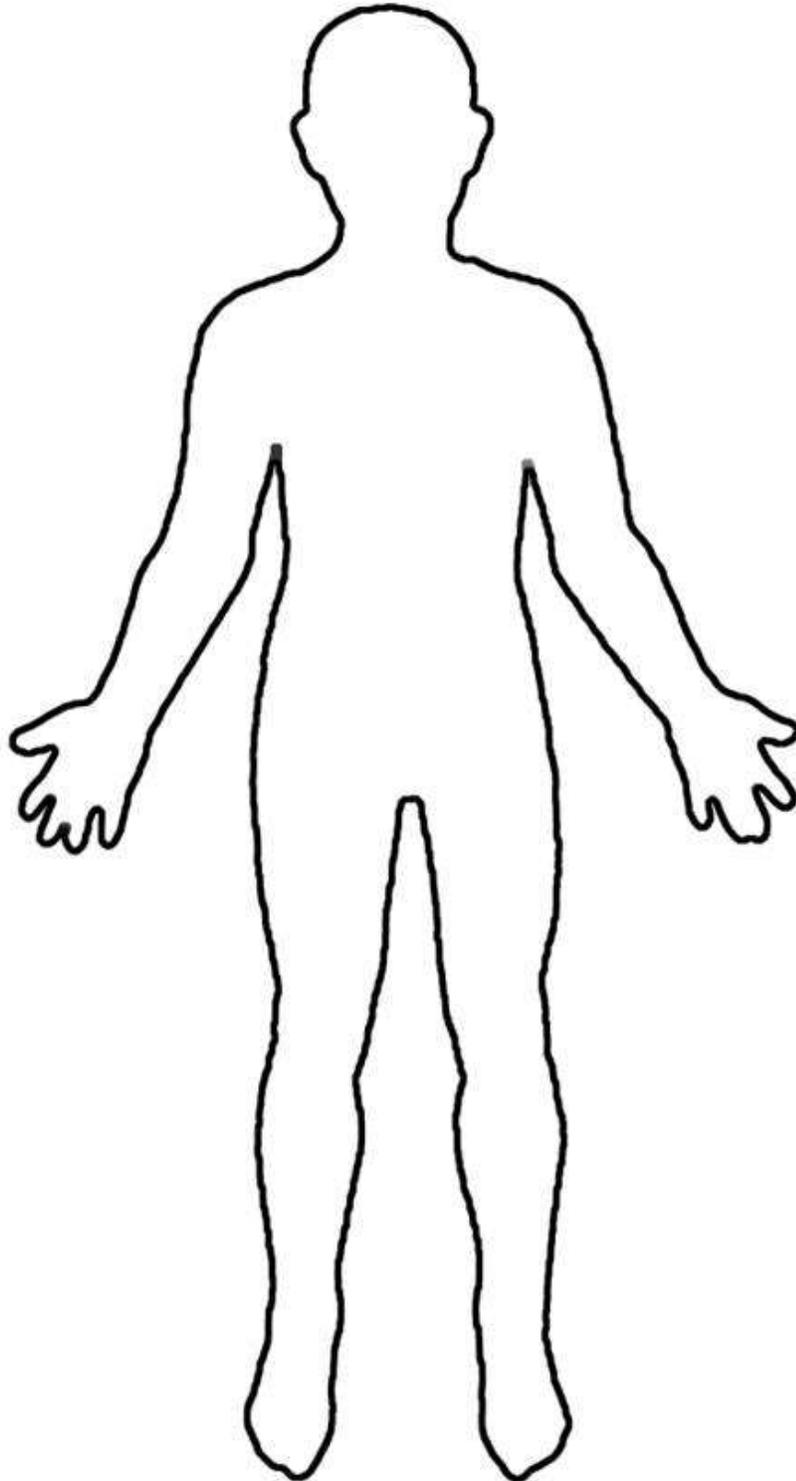
"Looks like...feels like..." This activity is meant to teach your child how anxiety manifests in their body. Trace the child's body on a ream of poster paper (you could also use chalk outside and/or a smaller picture of a body). Next, have your child identify where they feel anxiety in their body and what the anxiety feels like by writing words and/or drawing representations of the feeling. Alternately, have the child identify what their body feels like when they are calm and relaxed. If your child is having trouble generating the feeling states on their own, help them bring attention to specific body parts and give your own examples, providing language they can use in their descriptions.

Examples of physiological responses:

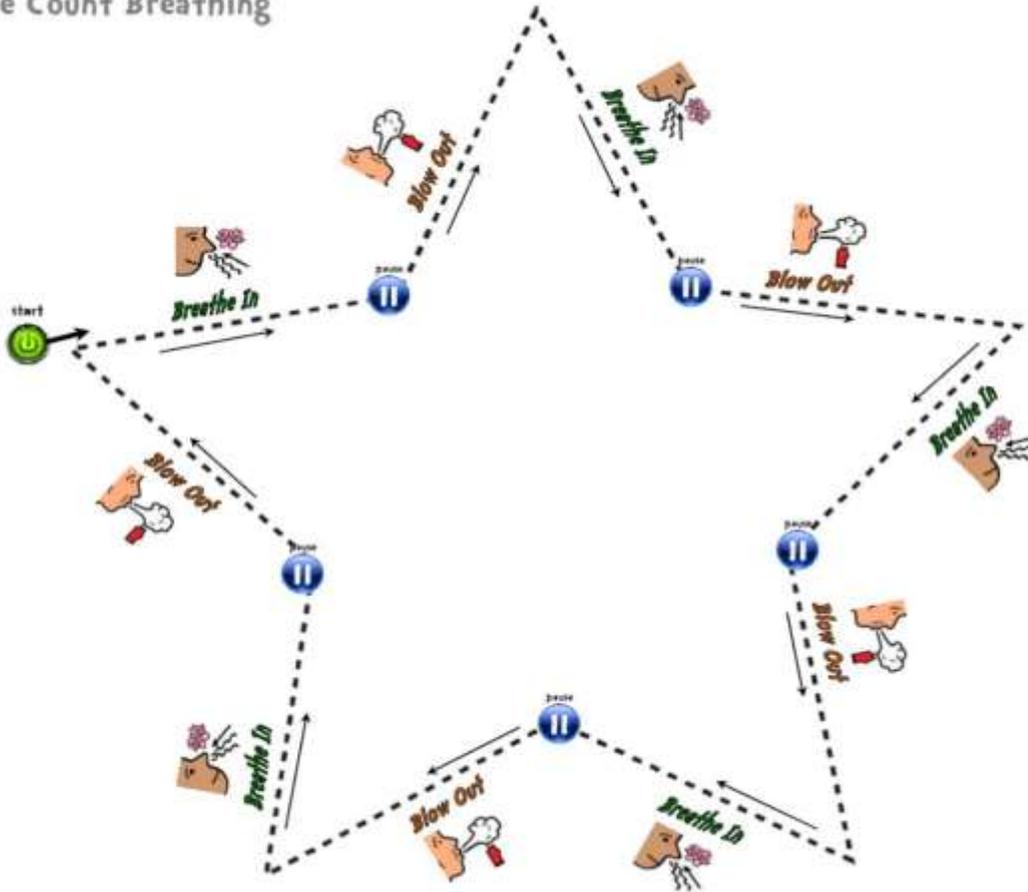


Looks Like...Feels Like...

What happens in your body when you are anxious? Use this picture to show where you feel anxiety in your body and describe with words or pictures what it feels like.

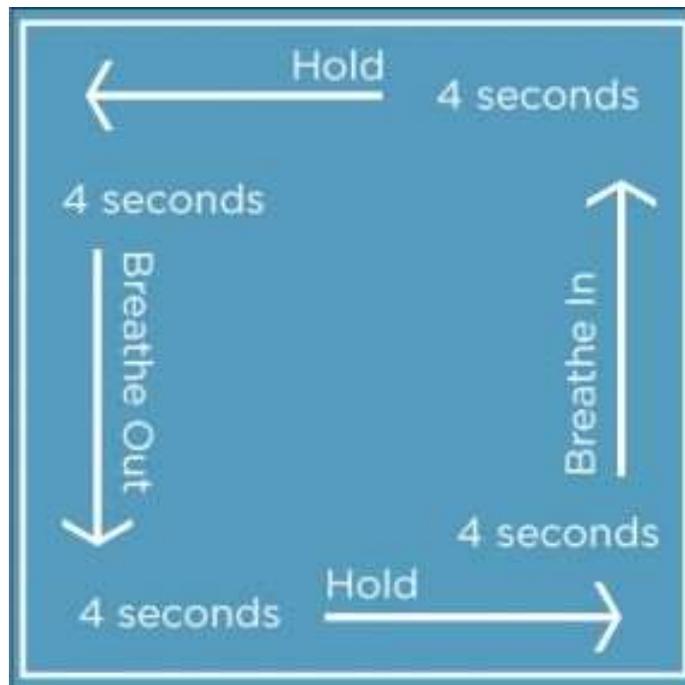


Five Count Breathing




www.facebook.com/OmazingKidsYoga

Four Count Breathing

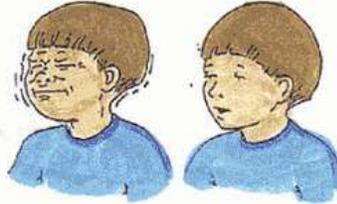


RELAXATION ROUTINE

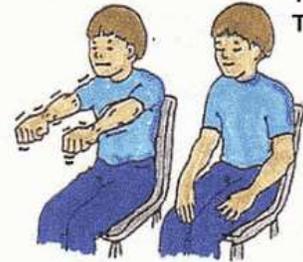
1. SIT ON A CHAIR...



2. "SCRUNCH" UP YOUR FACE...
THEN...
RELAX IT...



3. TENSE YOUR ARMS...
THEN...
RELAX THEM



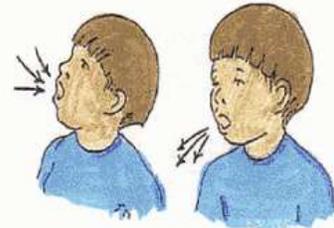
4. TENSE UP YOUR SHOULDERS AND CHEST...
THEN...
RELAX THEM



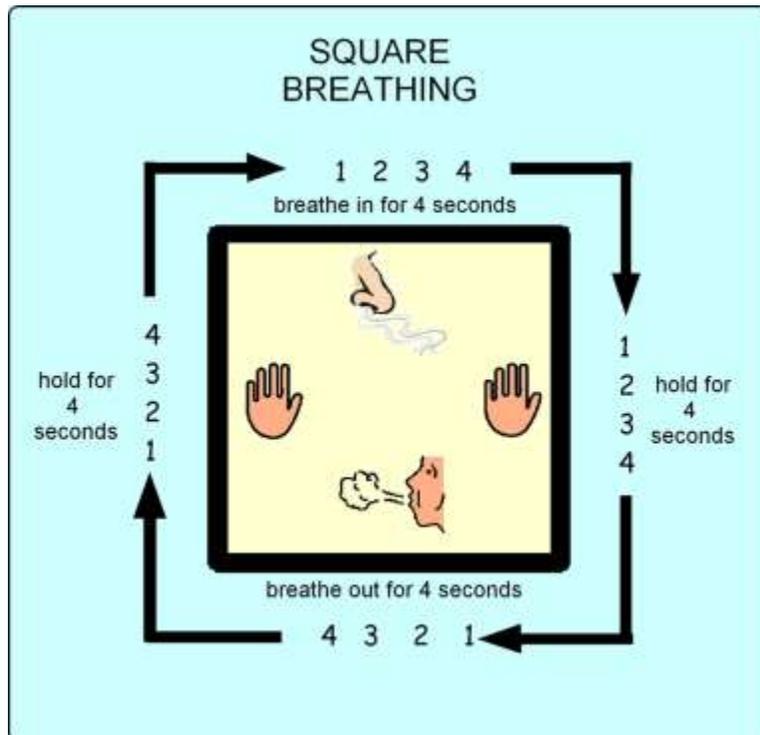
5. TENSE UP YOUR LEGS...
...THEN RELAX!



6. BREATHE IN RELAXATION...
...BREATHE OUT TENSION



SQUARE BREATHING



The following acronym "BREATH" may be helpful in teaching children to pay attention to their body and problem solve when they are feeling anxious or overwhelmed:

B: Breathe--Take three deep breaths (use one of the breathing techniques previously mentioned: belly breathing, four count breathing, etc.)

R: Release muscles--Tighten and release muscles throughout the body

E: Energy out--Take a walk, use a fidget, chew gum, wiggle a bit. Note: It is important to teach the child appropriate activities for the various settings they are in. For example, they might not be able to take a walk during school and may need to use another skill instead.

A: Ask--"*Do I feel better?*" If not, ask: "*Am I in danger? Is there something wrong? What will help me feel better?*"

T: Try again--If there is no danger: do the B, R, E an A steps again

H: Get help--If your body is still feeling like it's in an emergency state, get help from a family member, friend or trusted grown up.

Remember to take a B.R.E.A.T.H.

B = BREATHE (Take three deep breaths)

R = RELAX MUSCLES (Make a fist and release it slowly)

E = EXTRA ENERGY OUT (Ask an adult for help, take a walk, use a fidget or coping kit, use a distraction activity)

A = ASK QUESTIONS (*Do I feel better? Is this a big deal? Am I in danger? Will this matter in an hour? What will help me right now?*)

T = TRY AGAIN (If you don't feel better and it's not an emergency: do steps B, R, E and A again)

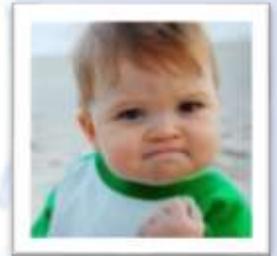
H = GET HELP (Get help from a friend or trustworthy adult)

Remember to take a B.R.E.A.T.H

B = BREATHE



R= RELAX MUSCLES



E= GET ENERGY OUT



A= ASK QUESTIONS



T= TRY AGAIN



H=GET HELP



Date:	Where:
1. What's happening right now?	
2. What is going on in my body?	
3. What feelings do I have?	
4. What can I do?	
Date:	Where:
1. What's happening right now?	
2. What is going on in my body?	
3. What feelings do I have?	
4. What can I do?	
Date:	Where:
1. What's happening right now?	
2. What is going on in my body?	
3. What feelings do I have?	
4. What can I do?	

L stands for Logical Mind

Background: Children with anxiety are prone to a variety of thinking errors often overestimate the nature of threats while underestimating their ability to handle threats effectively. Further, children with anxiety have low expectations for the future, doubt their ability to problem solve and handle their emotional states and take high levels of responsibility for the outcomes of events (even when they had little to do with any particular outcome) (Beck et al., 1985; Pilecki & McKay, 2011; Wright & Borden, 1991). Cognitive distortions/thinking errors can be even more problematic for the child with an ASD as they are already prone to demonstrate difficulties with rigid and narrow thinking, self-awareness and self-evaluation regarding subjective feeling states, and understanding the thoughts, feelings and behaviors of others (theory of mind). Indeed, in a 2006 study, children with an ASD demonstrated more negative cognitive beliefs than their typically-developing peers AND peers diagnosed with an anxiety disorder (Farrugia & Hudson). Teaching children to pay attention to their thinking patterns can be an abstract and complex task, however it can be helpful to start providing simple explanations that might cue the child in the future when he/she is using a thinking error. A list of common thinking errors is provided at the end of this lesson.

As an example: "all or nothing thinking" is a common thinking error in which the individual thinks in dichotomous extremes. Let's say that Michael is prone to all or nothing thinking and just found out that a concert he wanted to go to is cancelled. His mother offers to take him to a movie or the zoo but Michael is stuck. He is thinking, "This is so stupid! If I can't go to the concert, I'm not going anywhere! I will sit in my room all day!" While it makes sense that Michael would be upset about the change in plans, his extreme thinking and struggle to be flexible further limits his options for the day and magnifies the problem.

Camp C Analogy: Have you ever been fishing before? There are many different types of fishing and different places you can fish. Some fishermen fish with worms, while others fish with little replicas of bugs made out of string and other materials. Fishermen fish in ponds, lakes, streams, rivers, and even the ocean. Many fishermen research the area they will be fishing to find out what kind of fish are in the water, what those fish like to eat, what time of day the fish like to eat, and where to find the good fishing spots. That being said, even the best fishermen have days where they don't catch anything. They may snag their fish hook on rocks and trees, catch fish that are too small, or "catch" weeds and sometimes, garbage!

You can think of your brain being kind of like a fisherman. Most of the time, your brain does a good job using the right tools to "catch" healthy thoughts. But when your anxious, your brain may start making mistakes. You might forget to tie the hook on correctly, or get confused about what you're fishing for and keep old garbage on your line! This might seem silly but how many times have you "caught" a garbage thought like, "*This will never work out because I am too stupid*" and kept it in your head? Don't feel bad if this has happened to you; it happens to all of us from time to time. But now your job is to start paying attention to your brain's fishing and remind it which thoughts are like healthy fish and worth keeping, and which thoughts are like garbage and weeds that need to be thrown away.

Activity: Fishing for helpful thoughts: This can be done in a variety of ways, dependent on what materials you have available. Use index cards or pieces of paper to make "fish thoughts". If your child is younger or you need more concrete materials to help them differentiate the helpful thoughts from the thinking errors, make the thinking errors look like garbage (i.e. a shoe/boot, an old bottle, a broken fishing pole, etc.) or weeds. Once you've written the thoughts on the cards, use some sort of material that will allow the thoughts to be "caught" (i.e. tape, paper clips, magnets) with the fishing pole. The pole can be made with a ruler or stick, string and a hook that corresponds with the material on the fish thoughts. Another more permanent option: toy fishing sets are available in many toy stores, dollar stores and online. You could use a toy fishing set and attach thoughts by simply taping them to the provided fish. Once all the supplies are in place, begin "fishing"! Have your child decide whether a catch is a "keeper" (i.e. helpful thought) and encourage them to explain why it is or is not. You can also use the worksheet provided at the end of the lesson to practice the concepts.

Thinking Error Ideas:

"I always mess up!" (Extreme thinking)

"I should have known that! I'm so stupid." (Shoulds and personal labeling)

"She's just saying that nice thing because she feels like she has to." (Discounting +s)

"I did poorly on that test...I'll never be good at math." (Overgeneralization)

"I know they think I'm a dork." (Mind reading)

"I feel so nervous, it's because I'm not good at this." (Emotional reasoning)

Healthy/Helpful Thought Ideas:

"I missed that problem but I got these five right!"

"This math section is a little harder for me. I will practice a little more."

"I feel nervous but I can breathe and get through it."

"I'm more than my feelings."

"It's okay to make mistakes."

Other options: Teach your child more about the brain and how it works. There are many options for educating your child about his/her brain including educational videos like Bill Nye the Science Guy's "Brain" episode: <http://www.dailymotion.com/video/x3jyuqg> or NOVA's Science Show on how the brain works (more suitable for older children): <http://www.pbs.org/video/1757221034/>.

Children with an ASD may especially like the emphasis on facts and science and the concrete nature of such content may facilitate better buy-in and understanding for related, but more abstract content later on. You can find lesson plans teaching the various parts/functions of the brain at the following link: <http://www.brighthubeducation.com/lesson-plans-grades-3-5/62233-the-different-functions-of-the-brain/>

Activity: "Make a brain hemisphere hat" (Available after fishing worksheet).

Common Cognitive Distortions

Distortion

All-or-nothing thinking: You see things in black and white categories. If your performance falls short of perfect, you see yourself as a total failure.

Overgeneralization: You see a single negative event as a never-ending pattern of defeat.

Mental filter: You pick out a single negative detail and dwell on it exclusively so that your vision of all reality becomes darkened, like the drop of ink that discolors an entire beaker of water.

Disqualifying the positive: You reject positive experiences by insisting they "don't count." You maintain a negative belief that is contradicted by your everyday experiences.

Jumping to conclusions: You make a negative interpretation even though there are no definite facts that convincingly support your conclusion.

Mind reading: You arbitrarily conclude that someone is reacting negatively toward you without bothering to determine if your assumption is correct.

The Fortune Teller Error: You anticipate that things will turn out badly and feel convinced that your prediction is an already-established fact.

Magnification (catastrophizing) or minimization: You exaggerate the importance of things (such as your own goof-up or someone else's achievement), or you inappropriately shrink things until they appear tiny (such as your own desirable qualities or another person's imperfections).

Emotional reasoning: You assume that your negative emotions necessarily reflect the way things really are: "I feel it, therefore it must be true."

Should statements: You try to motivate yourself with "shoulds" and "shouldn'ts," as if you had to be punished before you could be expected to do anything. "Musts" and "oughts" are also offenders. The emotional consequence is guilt. When others direct should statements toward you, you feel anger, frustration, and resentment.

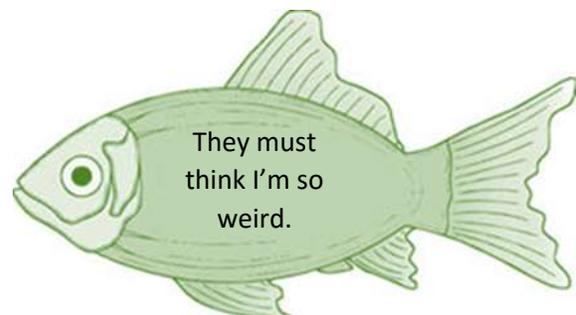
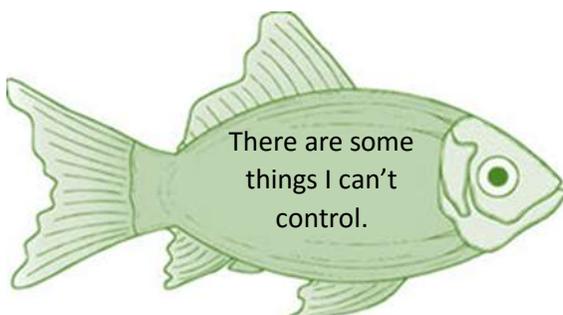
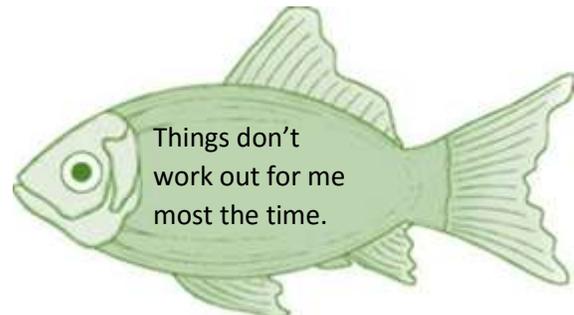
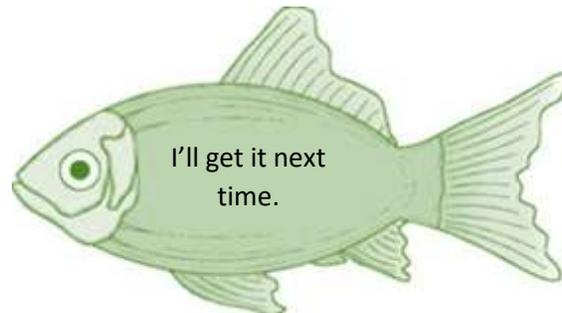
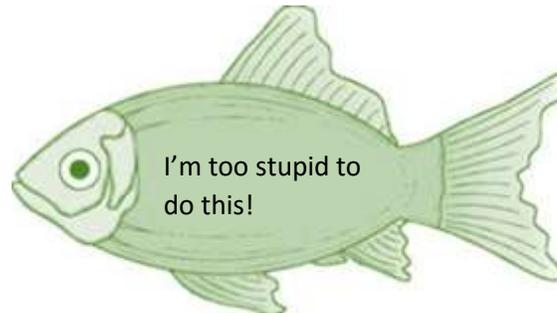
Labeling and mislabeling: This is an extreme form of overgeneralization. Instead of describing your error, you attach a negative label to yourself: "I'm a loser." When someone else's behavior rubs you the wrong way, you attach a negative label to him, "He's a loser." Mislabeling involves describing an event with language that is highly colored and emotionally loaded.

Personalization: You see yourself as the cause of some negative external event for which, in fact, you were not primarily responsible.

Adapted from Burns, David D., MD. 1989. *The Feeling Good Handbook*. New York: William Morrow and Company, Inc.

Fishing for Helpful Thoughts

Some thoughts are more helpful than others. Can you find the fish with helpful thoughts?

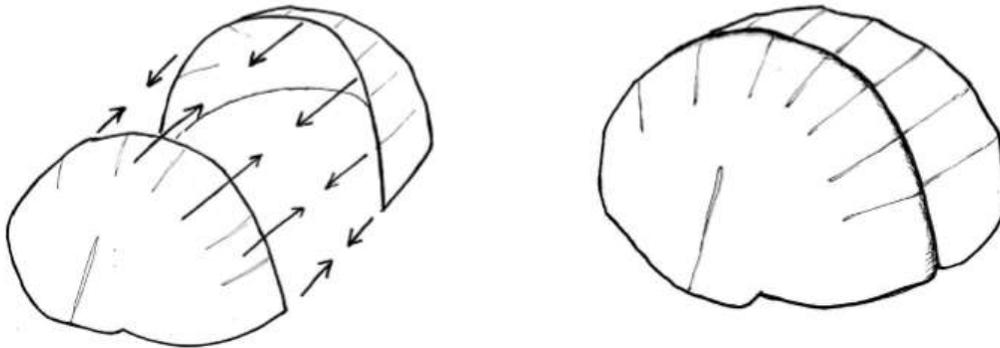


The following activity was originally designed by Ellen McHenry and can be found in PDF format at: <http://www.ellenjmchenry.com/homeschool-freedownloads/lifesciences-games/documents/Brainhat.pdf>

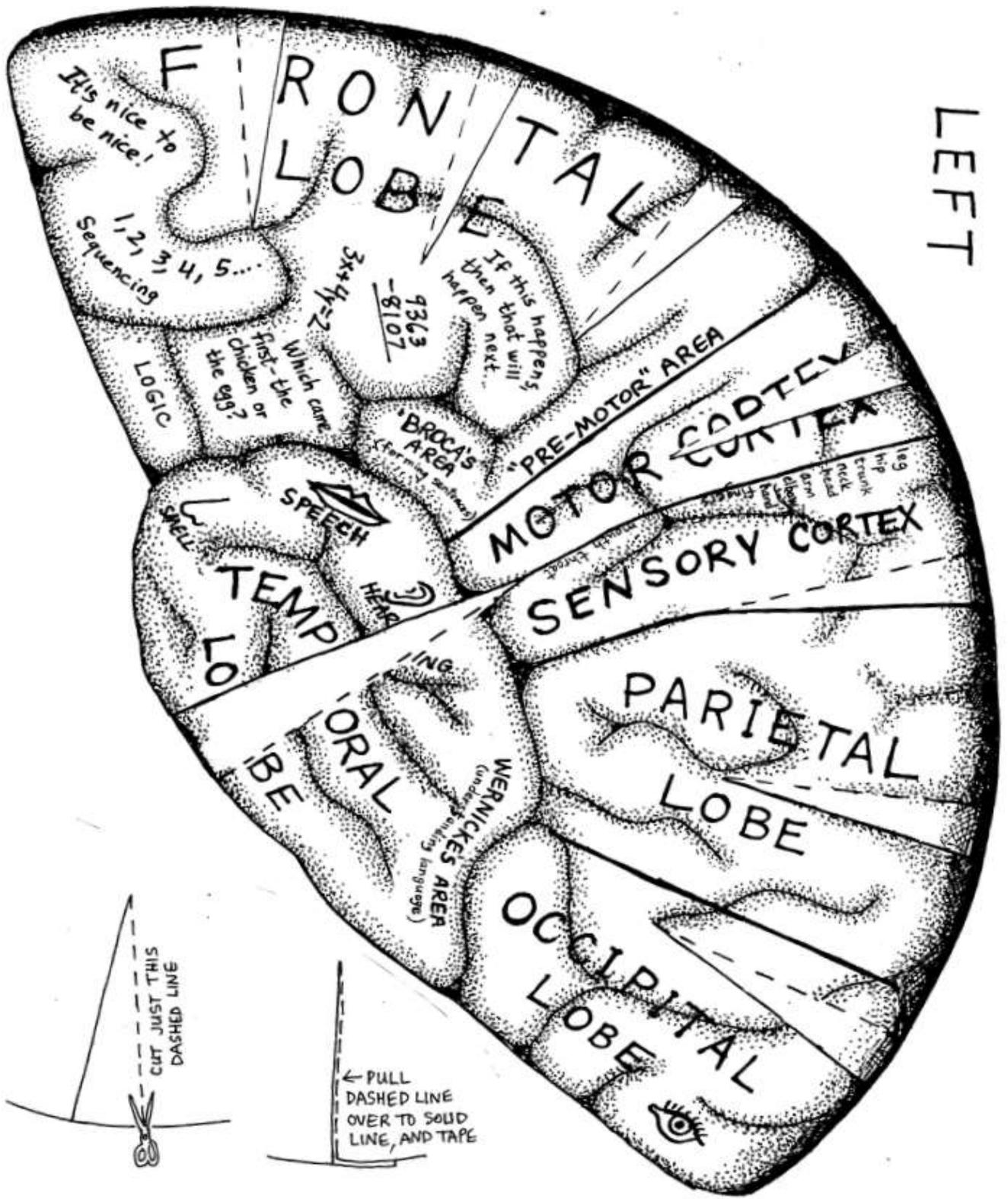
Make a “hemisphere hat” (could also be a life-size model, instead of a hat)

You will need copies of the following pattern pages printed onto heavyweight paper (card stock), plus either clear tape or white glue. If you use glue, we recommend using clothespins or paper clips to hold the joints while they dry. We have provided both labeled and unlabeled patterns so that you can choose to have your students do their own labeling, if you wish. With the labeled patterns, you may still want your students to color code the lobes, or trace over the words with markers or crayons. Do any coloring before you assemble the hats. These hats are designed to be one-size-fits-all. (It’s amazing how similar head sizes are, in comparison to shoe or shirt sizes.) The size of the hat can be made a little smaller by overlapping the hemispheres a little more before taping them together. If necessary, the folds can also be overlapped slightly more, as well. Another way you could shrink the size would be to use the reduction button on the copier and copy at 95%.

To assemble, first cut out both hemispheres, around the outside edge. Then snip in on the dashed lines. Don’t cut the triangle out, just snip the dashed lines. Pull each (now snipped) dashed line over until it touches the other line, and secure with tape or glue. It should then take on a half-round shape. To put these two halves together, simply choose one side to overlap just slightly onto the other (1/8” or less is enough, but use more if you are trying to shrink the size of the hat) and secure with tape.



LEFT



It's nice to be nice!

Sequencing
1, 2, 3, 4, 5...

LOGIC

Which came first - the chicken or the egg?

$$3x+4y=2$$

$$\frac{9363}{-8107}$$

If this happens, then that will happen next.

BROCA'S AREA
(speaking)

"PRE-MOTOR" AREA

MOTOR CORTIX

SENSORY CORTIX

hip
leg
trunk
neck
head
arm
hand
finger
thumb

ear
eye
nose
mouth
skin

SMELL

SPEECH

HEAR

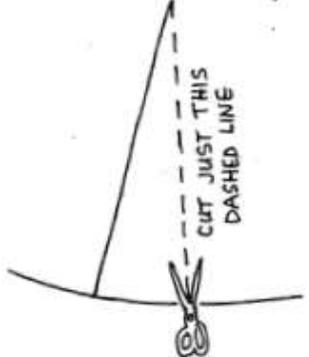
TEMPORAL

ORAL

WERNICKE'S AREA
(understanding spoken language)

PARIETAL LOBE

OCCIPITAL LOBE

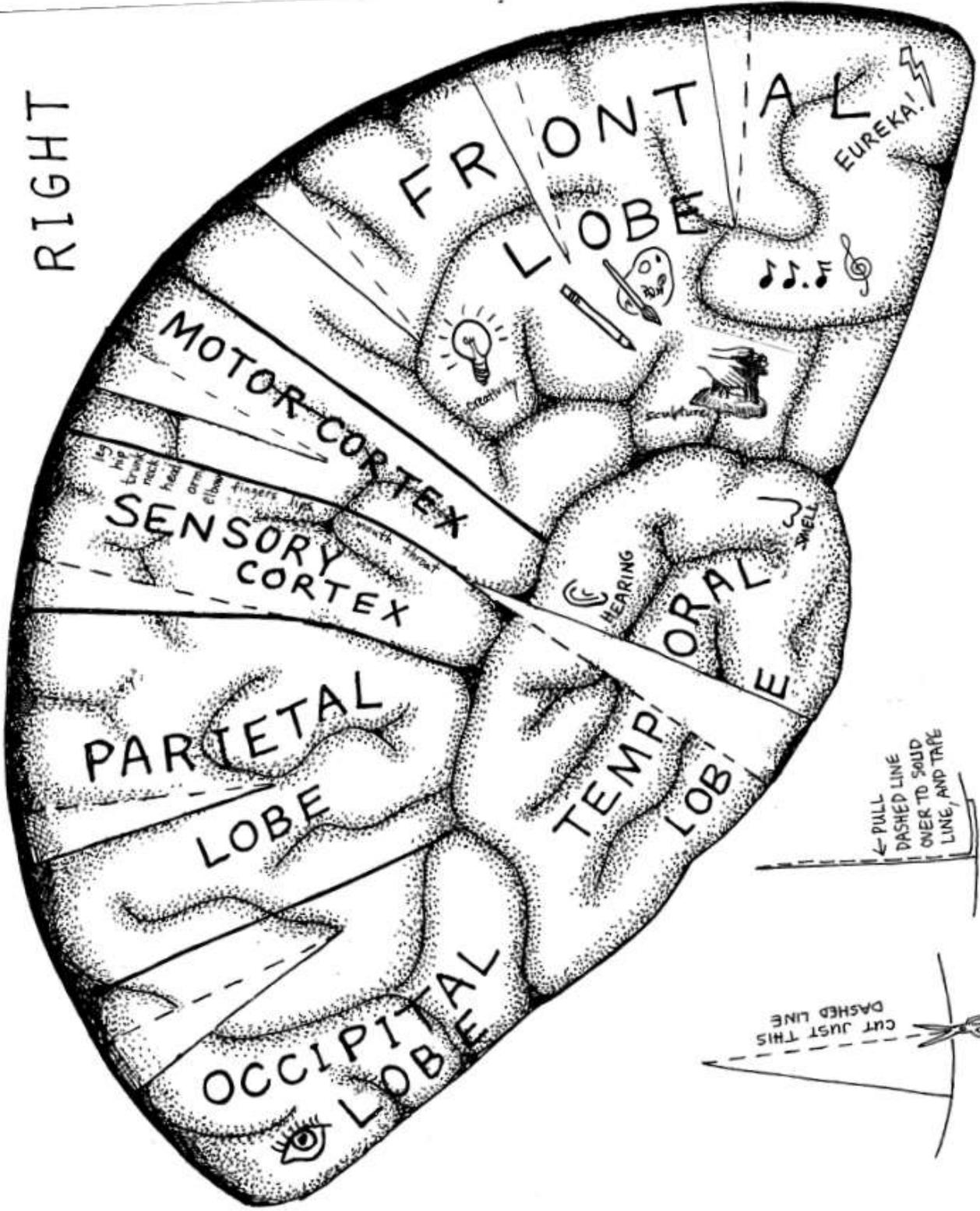


CUT JUST THIS DASHED LINE

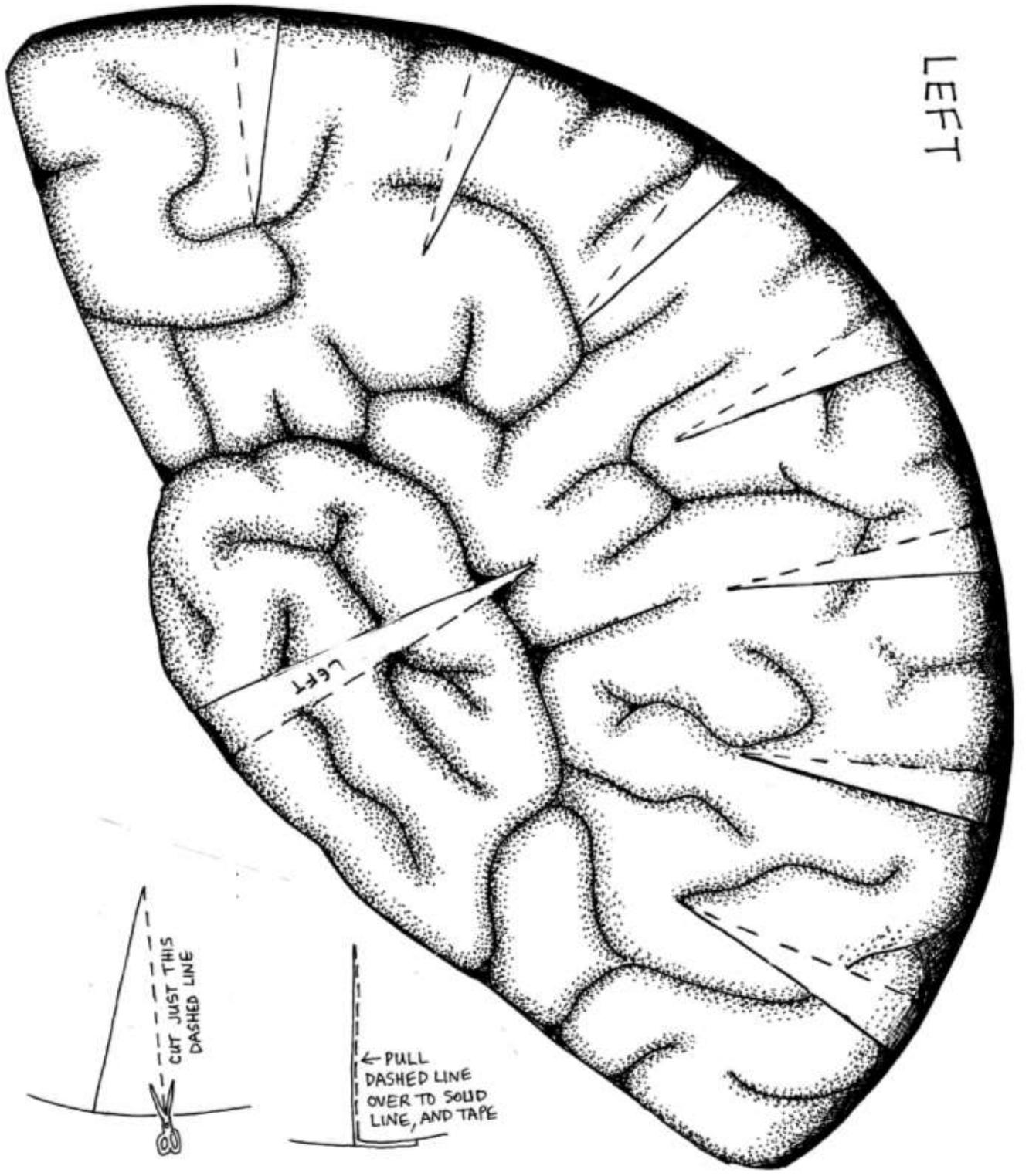


PULL DASHED LINE OVER TO SOLID LINE, AND TAPE

RIGHT



LEFT

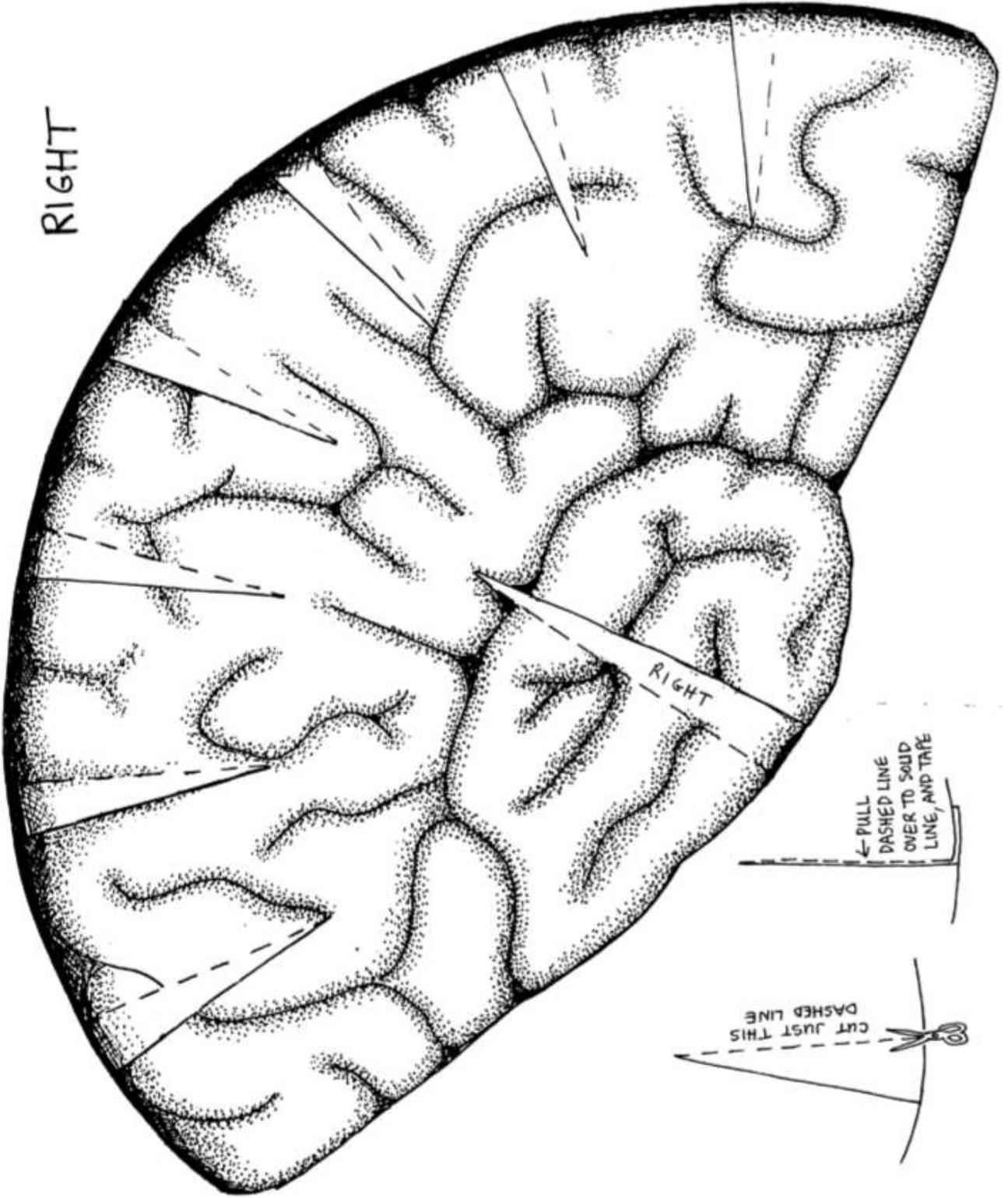


LEFT

CUT JUST THIS
DASHED LINE

← PULL
DASHED LINE
OVER TO SOLID
LINE, AND TAPE

RIGHT



E stands for Emotional Intelligence

Background: Children with an ASD often approach difficulty understanding subjective feeling states. They may not understand why a literal and truthful comment would hurt another's feelings and they may even misinterpret their own feeling states. It is important to help children with an ASD understand their own emotions so they are better equipped to self-monitor their feeling states and self-regulate with a variety of coping skills. It is important for the individual with an ASD to begin to understand the emotions of others (or at least make attempts to understand) so that they might engage more successfully in the social world.

Camp C Analogy: Have you ever been on an animal scavenger hunt or hunting trip? When you're looking for animals, you can use the different animal features like footprints, feathers, dens, and animal calls to help you determine which animal you're tracking and where they might be. When you are tracking an animal, use all your senses (smell, sight, hearing, touch and sometimes, taste). Move slowly so you don't scare any nearby animals AND so you don't miss any important clues. Take notes and pictures of your observations to make sure you know exactly what the animal looks and sounds like. These steps help you become animal experts!

Sometimes our emotions can feel like the wild animals we track. Emotions are feeling states that happen inside your body. Emotions provide information about what is happening around you and how you feel about what's happening. Emotions are unique to you and are often linked to your thoughts (the things you think) and your behaviors (the things you do). There are lots of different emotions but some of the most common emotions are fear, anger, sadness, disgust, surprise, and happiness. It's important to pay attention to emotions because they can give you information about how you're feeling, and clues about what might help when you're feeling scared, sad, or mad.

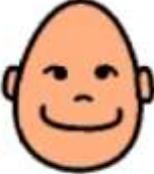
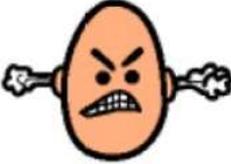
You can use the same skills you would use to track and understand animals to better understand your emotions. You can decide what different emotions "look like", "feel like", and "sound like". Are you ready? Let the scavenger hunt begin!

Activity: Emotion collage: Have your child search magazines for images that they believe represent a certain emotion. Arrange the images on a sheet of paper and talk about why they chose the images they chose.

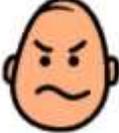
Emotions scavenger hunt: Help your child look through books, magazines, TV shows, film and other media sources to look for facial expressions. They can take pictures of the facial expressions, draw them and/or use the checklist at the end of this lesson to keep track of all the expressions they found. Encourage your child to describe what the different facial expressions look like, feel like and sound like.

Hunting for happiness...and other expressions: Another format for the emotion scavenger hunt. (Worksheets provided on next page).

Hunting for Happiness...And Other Feelings

Emotion	Looks Like...	Sounds Like...	Feels Like...
 happy			
 sad			
 content			
 angry			
 frustrated			
 bored			

Hunting for Happiness...And Other Feelings

Emotion	Looks Like...	Sounds Like...	Feels Like...
 embarrassed			
 tired			
 anxious			
 Silly			
 proud			
 grumpy			

EMOTIONS SCAVENGER HUNT!

How many of these emotions can you find?? You can look in books and magazines or watch for the emotions on TV! You can even make the faces on your own! Fill in the circle when you find the faces and try to find them all.



AGGRESSIVE



AGONIZED



ANXIOUS



APOLOGETIC



ARROGANT



BASHFUL



BLISSFUL



BORED



CAUTIOUS



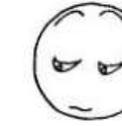
COLD



CONCENTRATING



CONFIDENT



CURIOUS



DEMURE



DETERMINED



DISAPPOINTED



DISAPPROVING



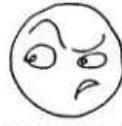
DISBELIEVING



DISGUSTED



DISTASTEFUL



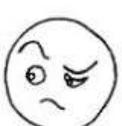
EAVESDROPPING



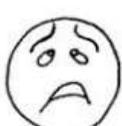
ECSTATIC



ENRAGED



ENVOIOUS



EXASPERATED



EXHAUSTED



FRIGHTENED



FRUSTRATED



You can use this ABC scavenger hunt for a variety of activities including searching for different animals and emotions!

ALPHABET Scavenger hunt

a _____ n _____

b _____ o _____

c _____ p _____

d _____ q _____

e _____ r _____

f _____ s _____

g _____ t _____

h _____ u _____

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Additional Activities for Camp CAPABLE

CAPABLE	<ul style="list-style-type: none">• Self-Spotlight: Draw attention to your child’s unique skills and talents by helping them create a self-spotlight. This could be done in several different ways including: making a personal collage, tracing your child’s body and helping them fill it in with positive self-statements, etc.• Candy question games: Use any candy that comes in an assortment of colors (i.e. Starbursts, M&Ms, etc.) and assign a question to each color. Questions like: <i>Red: Tell about a time you were brave. Blue: What activities make you help the happiest? Yellow: What are three things you are great at? Green: What was the last thing you learned?</i> Allow for family bonding and are designed to help your child focus on their abilities and positive attributes. (You can also use a dice for this game and assign a question to each number).
AWARENESS	<ul style="list-style-type: none">• Senses Detective: Place mystery items in a paper bag and have your child use touch and smell to guess what’s in the bag. Second option: Blindfold your child and have them follow your voice or use their sense of touch to move through a room/open space. Third option: Have your child use their sense of hearing and/or taste to guess what items are.• I-Spy: This familiar game increases a child’s awareness of their immediate surroundings.• I-Spy (tray version): Place an assortment of items on a cookie sheet. Allow your child to look at the cookie sheet of items for 1 minute. Then, take the cookie sheet away and remove one item. See if your child can guess which item was removed.
POSITIVE	<ul style="list-style-type: none">• “This is good because...” This activity can be done in a serious or silly fashion and is very helpful in combating negative thinking. In serious situations, encourage your child to try to find the positive in a negative situation. For example, if a child is sick for the weekend and misses a sleepover, he might be able to say something like, “This is good because now I get relax all weekend and watch my favorite shows.” This activity can also be helpful for adults in dealing with the unexpected, and frustrating, events of life. For a silly spin on this

	<p>activity, work with your child to make up fantastical situations and determine the associated positives. For example, your child could start with, “Oh no! The plane is full of snakes.” To which you could respond, “This is good because.... there is a famous snake expert on the plane who knows how to calm snakes and make them behave in a way that’s entertaining to the passengers.” The sillier the better.</p> <ul style="list-style-type: none"> ● Problems Pyramid: Help your child differentiate between “small, medium, and big” problems by creating a problems pyramid. Divide a triangle into 3 sections, label them “small”, “medium” and “big” and create scenarios on strips of paper. Then, decide with your child where each scenario fits. Talk about what characteristics make an event a “big” deal (i.e. danger) and what situations make an event a “small” event. ● Lemonade Lesson: Make homemade lemonade with an analogy lesson! Tell your child that the sad/bad things that happen in life are like the sour lemon juice. On the other hand, the sugar is our positive attitude and all the good things that happen in life. When we mix the two together, with a little water (a neutral, but critical ingredient), we have delicious lemonade.
<p>ACTIVE</p>	<ul style="list-style-type: none"> ● Relay races/Obstacle Courses: Create relay races and/or obstacle courses in your backyard or at a neighborhood park. Use common objects to creatively design challenges (i.e. balancing a marble on a spoon from one tree to another). ● Minute-to-win-it games: These are quick and fun games you can play as a family or with a group of kids. The games often have a level of ridiculousness that results in lots of laughing. The following link provides a comprehensive list of popular minute to win it games: http://www.thebudgetdiet.com/top-30-minute-to-win-it-games A simple internet search will provide additional games. ● Family sports night/Family walks: Commit to 30 minutes of daily activity as a family. ● Family Fun Chart: Create a chart of activities with a poster board and Post-It notes. Divide the columns into categories like “outdoor

	<p>activities”, “mystery activities”, “weekend activities”, etc. and use the fun chart to determine activities for the summer, weekends, evenings.</p>
<p>BODY CHECKS/ BELLY BREATHING</p>	<ul style="list-style-type: none"> • Frenzy Freeze: Teach children how to feel their pulse in their wrist or neck. Set a timer for 30-60 seconds and have your child engage in some physical activity (jumping jacks, running, etc.) When the timer goes off, tell the child to “freeze” and try to slow their pulse with deep breaths. Optional: Have your child time how long it takes to return their pulse to a normal rate. • Yoga: Yoga is a great activity for children that requires paying attention to the breath and body postures. Plenty of videos modeling yoga for beginners (and kids) are available online.
<p>LOGICAL THINKING</p>	<ul style="list-style-type: none"> • Cool Math Games Website: This website is free and has hundreds of math related games that require planning, thinking and figuring. • Bridge building activity: Materials: marshmallows and toothpicks. Encourage your child to build a bridge that could hold a cup full of pennies using the materials mentioned. • Brain teasers: There are many websites that have brain teasers for kids. Some good sites include: http://kids.niehs.nih.gov/games/brainteasers/index.htm http://brainden.com/ and https://www.riddles.com/brain-teasers
<p>EMOTIONAL INTELLIGENCE</p>	<ul style="list-style-type: none"> • Emotion charades: Have your child act out emotions drawn from a jar full of paper strips listing emotions. Be sure to talk about the facial expressions, voice and body posture that goes along with each emotion. Variation 1: have your child draw or dance each emotion. Variation 2: have your child act out the emotion as an animal. Examples: “a proud t-rex” or “nervous snake” • Emotional Intelligence Activity Workbook: For ages 2-4: http://www.ong.ohio.gov/frg/FRGresources/emotional_intellegence_2-4.pdf

For ages 8-10:

http://www.ong.ohio.gov/frg/FRGresources/emotional_intellegence_8-10.pdf

Resources

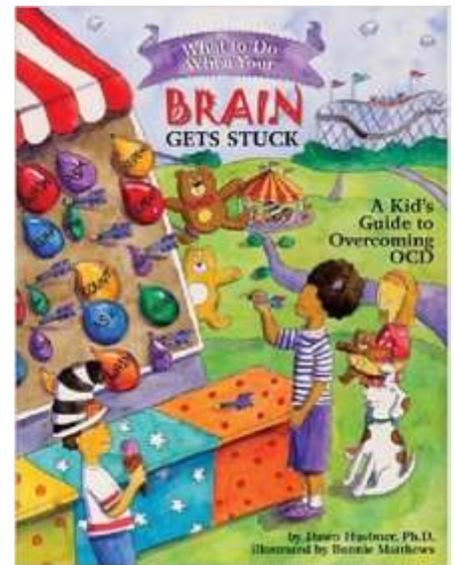
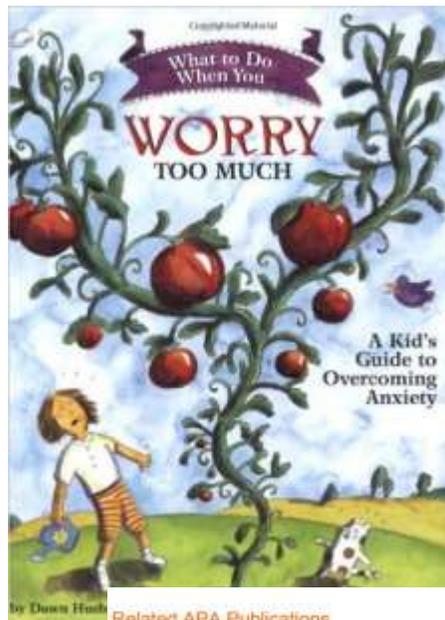
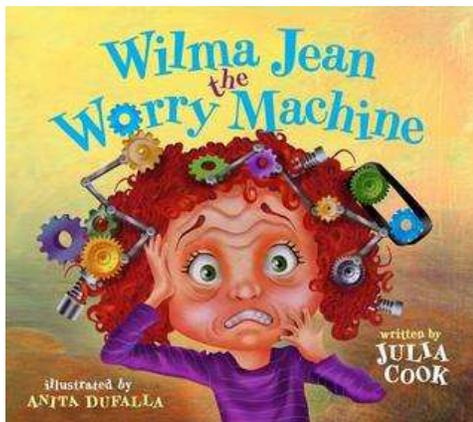
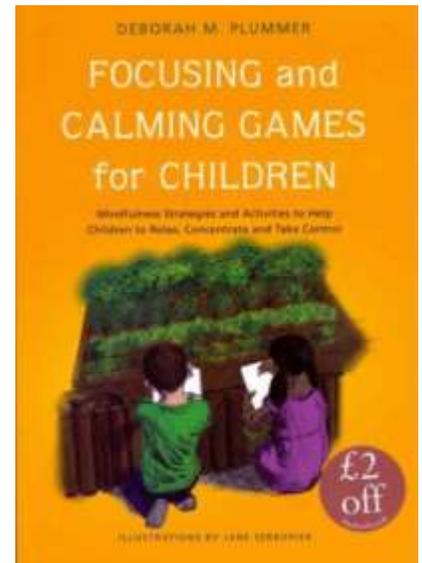
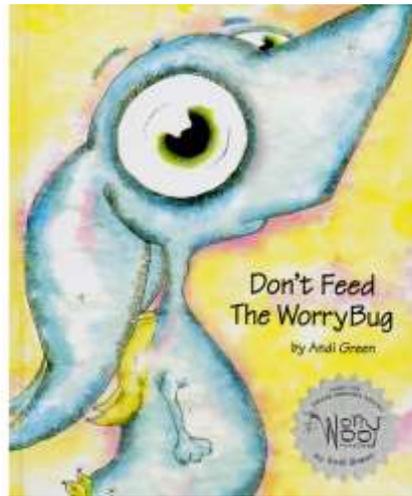
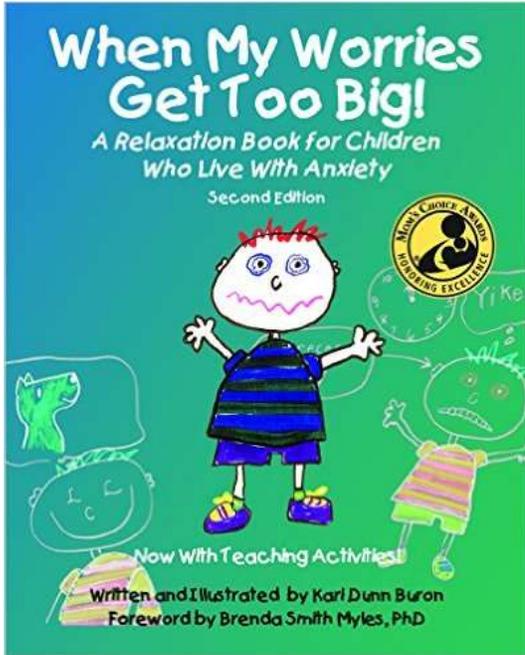
Autism Resources:

- Autism Speaks: <https://www.autismspeaks.org/>
- Autism Teaching Strategies: <http://autismteachingstrategies.com/>
- Rethink: <https://www.rethinkfirst.com/>
- Autism Internet Modules: <http://www.autisminternetmodules.org/>

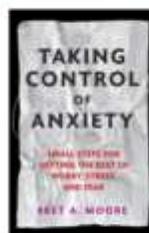
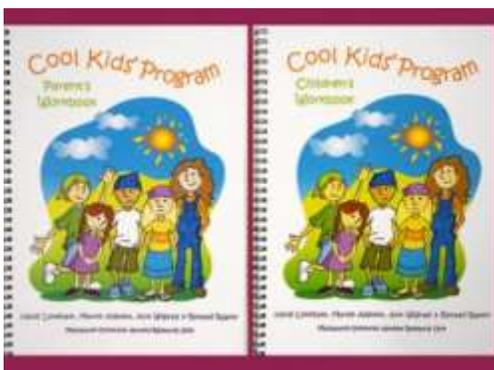
Anxiety Resources:

- Anxiety BC: <https://www.anxietybc.com/parenting/anxiety-home>
- Anxiety BC (Youth): <http://youth.anxietybc.com/>
- Child Mind Institute: <http://childmind.org/article/behavioral-treatment-kids-anxiety/>
- Worry Wise Kids: <http://www.worrywisekids.org/>
- Anxiety and Depression Association of America: <http://www.adaa.org/living-with-anxiety/children/tips-parents-and-caregivers>
- **Treating Child and Adolescent Depression A Handbook for Children's Mental Health Practitioners:** While this book is meant for the treatment of childhood depression, a lot of the CBT techniques provided are effective for children with anxiety. The following link provides a PDF version of the handbook: http://www.kidsmentalhealth.ca/documents/EBP_Treating_Depression_Handbook.pdf

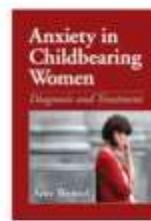
Additional Resources:



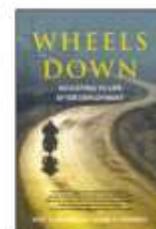
Related APA Publications



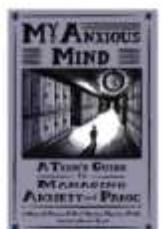
Taking Control of Anxiety



Anxiety in Childbearing Women



Wheels Down



A Teen's Guide to Managing Anxiety and Panic

