



Decreasing the stress, increasing success

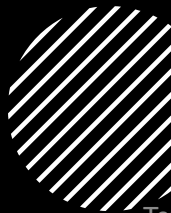
Tips for helping through Yr 6, 11+ and the transition to secondary

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School Counsellor



What's anxiety/ stress?



An emotion



Causes a physical response –
often unpleasant



Can have negative or cyclical
thinking that is challenging to
control or change.



Our role



To keep safe



To meet basic needs



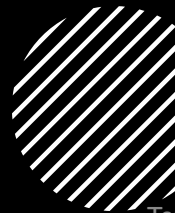
To teach



To challenge



Between



Protect and shield



Allow to grow and develop at
own pace



Often physically and
emotionally supported



Beside



Coach



Experience things together



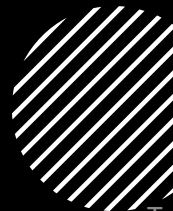
Challenge but collaboratively



They feel they are supported



Behind



Cheer



Support



Celebrate



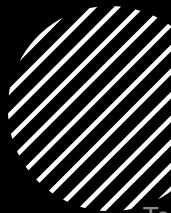
Pick up the pieces at times



They know they are supported



11+ process
= beside and
behind



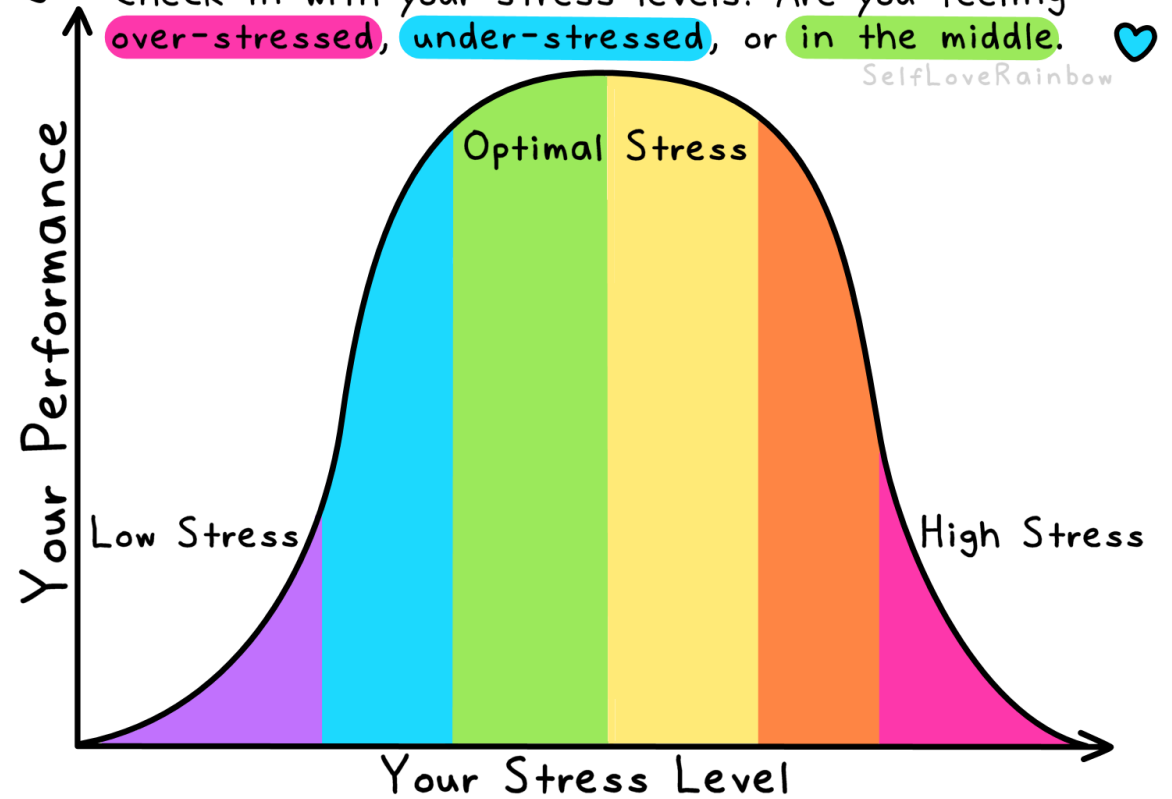
Meet their spoken
and unspoken needs

Consider love
languages

- Touch
- Quality time
- Acts of Service
- Words of affirmation
- Gifts

Stress and performance

Stress Performance Curve
 Check in with your stress levels! Are you feeling over-stressed, under-stressed, or in the middle. SelfLoveRainbow

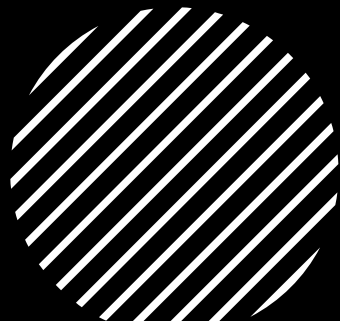


Under-Stressed		Optimal Stress		Over-Stressed	
Bored	Unmotivated	Creative	Productive	Overwhelm	Burnout
Inactive	Listless	Focused	Motivated	Exhaustion	Anxiety
Relaxed	Laid Back	Engaged	In the Zone	Breakdown	Panic



Empowering your child

- Remind them that they have been preparing for 7 years, not just a few months.
- Remind them that others have 'survived' this.
- Remind them that this is an opportunity to 'show off' to the senior schools. The schools should have to meet the goals of the child/family as much as you have to meet theirs.





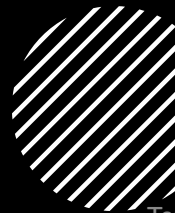
Do we share our
stress?

- How much focus/conversation is centered on this?
- Are the children overwhelmed with choice?
- Is this a time to stand 'between' them and the world?
- Do they feel pressure to perform for themselves or also for us?





Anxiety – a feeling... with a personality



How we work 1 to 1

Work from the idea that feelings are trying to communicate something to us.

Listen to the feeling – What is it trying to say?

Control/change a feeling through our behaviour (body) or thinking (CBT)

Engage – Distract - Divert

Very simply... if you want to feel the opposite, do and think the opposite

Act calm to feel calm

- How would you help a friend who felt like this?

Take 5 Breathing

Hold out your hand like a star

Pretend your pointer finger (other hand) is a special pencil

Trace up and down your fingers

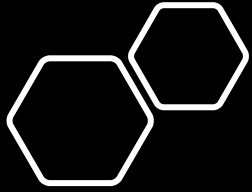
Breathe in as you go up

Breathe out as you go down

Go slowly and notice how it feels



Hand Crafted by ...



Think calm to feel
calm

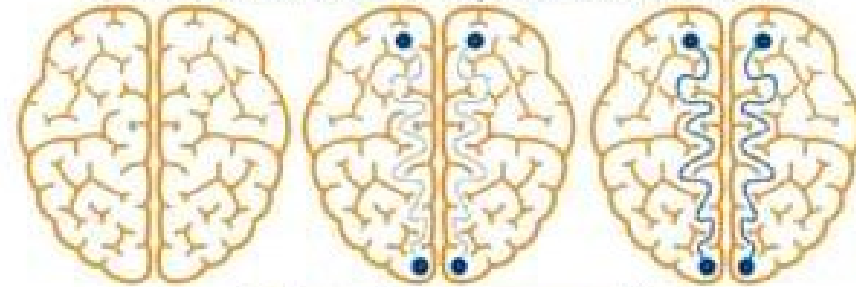
- Encourage what we want
- Interrupt to **change**

Neuroplasticity

Every thought, feeling or action that we engage in triggers thousands of neurons that join together to form neural networks.



Patterns of behavior that are repeated become automatic



Patterns of behavior that are interrupted dissipate



The more we engage in a particular thought, feeling or action, the more we strengthen the associated neural networks, the quicker signals can be processed, until eventually signals can be processed almost instantly.

@brainchat

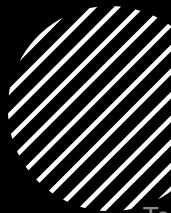


Help them be
BRAVE





BRAVE



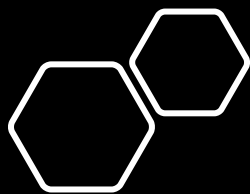
B ody awareness – breathe

R ealistic thinking – challenge,
humour, previous experiences

A ccept – Don't deny it or avoid it.

V alidate – I'm ok for feeling this.
Understandable feeling for situation

E nd – Don't focus on the problem
again. Let it end



Resources

