Grange Primary School.
Parent webinars.

Session Two.

https://neurodiversitytraining.uk

https://www.witherslackgroup.com

www.additude.com

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@colinfoley

Session One 21.9.26: "Understanding and Supporting Emotional Regulation, practical strategies to support children.“

Session Two 28/10/26: "Understanding and Supporting Anxiety, practical strategies to support children.“

Session Three 13/1/27: "Understanding and Supporting **ADHD**, practical strategies to support children.“

Session Four 26/4/27: "Understanding and Supporting **Autism**, practical strategies to support children.“

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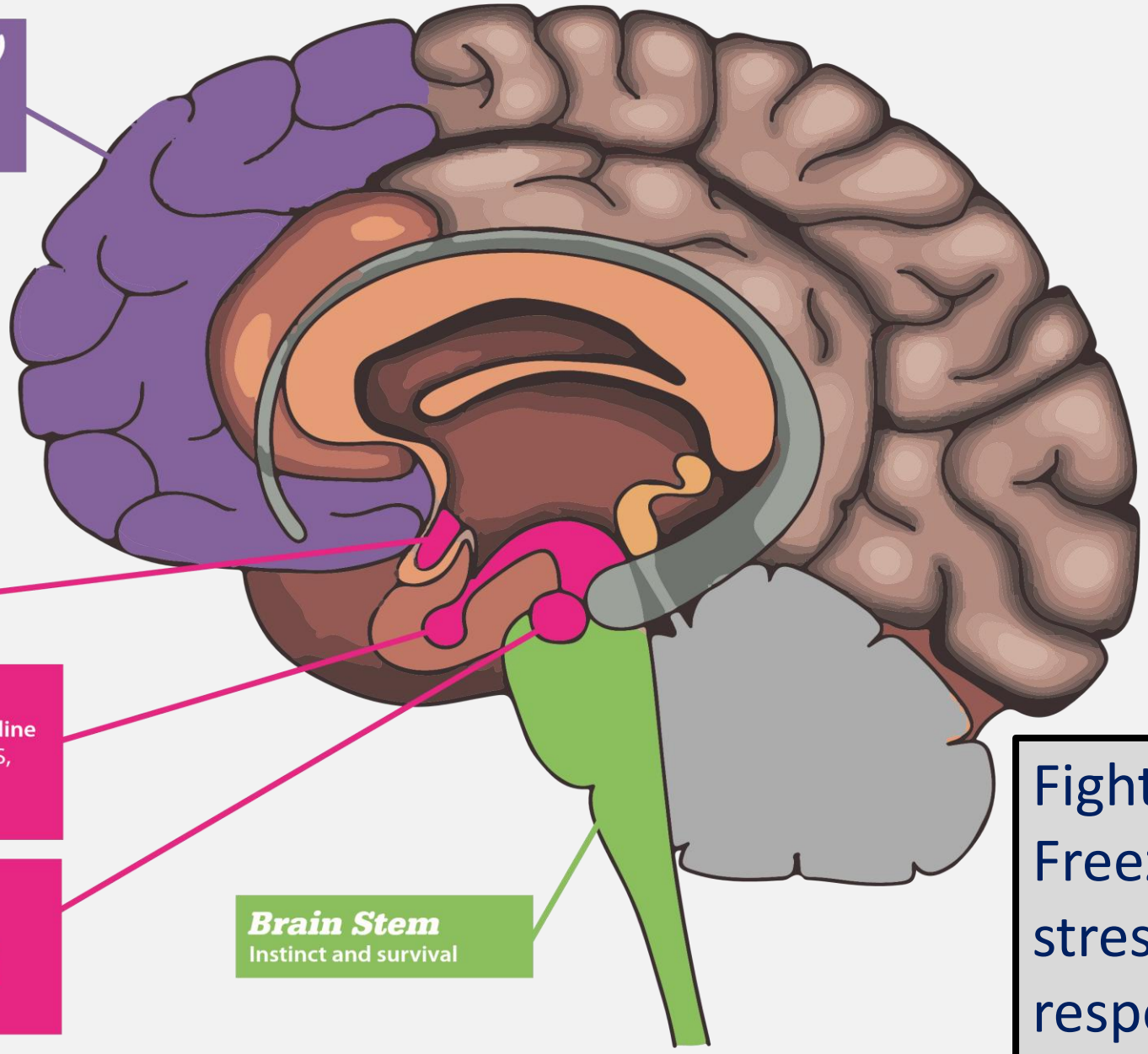
Everybody experiences stress and anxiety at some time- it's normal.

It's unpleasant so that we take notice and keep safe.

A response in both the mind and the body.

Being anxious is a part of being young.

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Prefrontal (Cerebal) Cortex
Learning, thinking, executive function.

Limbic system
Emotion attachment, memory evaluation of good and bad.

Hypothalamus
Spots the danger: real or perceived.

Pituitary Gland
Releases Cortisol and Adrenaline
This is known as the HPA - AXIS, and will keep going until the stress/ fear is gone.

Amygdala
Stimulates Fear Response
Can hijack system with an out of proportion response, shuts down the cortex.

Brain Stem
Instinct and survival

Fight, Flight, Freeze stress response.

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Two types- **State anxiety-** a temporary set of feelings when threat is perceived. Feelings go when the threat goes away.

Trait anxiety- Arises from perceived threat, differs in intensity, duration and range of situations.

Anxiety is unique to each individual and include nightmares, panic attacks, and painful memories, repetitive intrusive negative thoughts. A general feeling of fear and worry or fear of a specific place or event.

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Rejection Sensitive Dysphoria RSD

High Anger

High Anxiety

Anxiety reducing environments & strategies.

Spoken communication- avoid triggers, link to PDA/ ODD- less imperative, more declarative.

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What to look out for….

Low energy

Withdrawal from social contact

Attentional dysregulation, poor memory

Signs of self harm.
Risk taking.

Weight change

Angry outbursts

Tiredness
(for more than a few days)
“boredom”

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What to look out for....

Asking excessive questions

Intense feelings.

Feelings of overwhelming fear for no obvious reason.

adults, typically show sadness.

Sleep disturbance

depressed young people show more irritability

Regressive behaviours

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Our response.

Self-regulation: regulating our responses to anxious young people.

Empathy- tell your child that you can see that they are worried, upset, or anxious. Recognising their emotion is giving them empathy.

Firmness- keeping your own anxiety, frustration or anger in check, whilst telling your child the behaviour you would like to see (e.g. participating in an activity, trying their best).

If we allow children to easily avoid what causes their anxiety, the anxiety will remain and perhaps increase.

Five to Thrive- respond, engage, relax, play, talk.

Teach problem solving.

Welcome mistakes.

Discuss and embrace change.

Take a break- rest and recreation.

Positive relationships.

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“Go To” calming activities.	Minimise options.	“Name it to tame it”
Descriptive praise followed by problem solving.	Make a plan.	Modelling approaches to challenges.
Stepladder approach	Limiting reassurance	Circle of friends.
Short anticipatory periods.	Habituation curve.	Responsibilities.

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Sleep difficulties: What can we do?

1) Adapt the environment- low arousal. 8-19°C is the optimum temperature for sleep. Types of nightwear, mattress, linen and bedding can all influence body temperatures.

2) Keep technology out of the bedroom. No blue light.

3) Clutter-free, calming space so they can read and relax.

4) Bedtime routine: keep the lights low to help wind down, and after lights-out, use a nightlight in the bathroom. Exercise/ time outside. Avoid daytime napping, keep the routine at weekends. No caffeine/ sugar. Bathing.

5) Room darkening shades or curtains. White/ green/brown noise

6) The bedroom is for sleep and nothing else.

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HOW SMARTPHONE LIGHT AFFECTS YOUR BRAIN AND BODY

By disrupting melatonin, smartphone light ruins sleep schedules. This leads to all kinds of health problems:

Over the long term, not getting enough sleep can lead to **neurotoxin buildup** that makes it even harder or you to get good sleep.



A poor night's sleep caused by smartphone light can make it **harder to learn.**



The disruption to your sleep schedule might leave you distracted and **impair your memory** the next day.

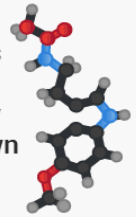


By disrupting melatonin/sleep, smartphone light can also mess with the hormones that control hunger, potentially increasing **obesity risk.**





People whose melatonin levels are suppressed and whose body clocks are thrown off by light exposure are more prone to **depression.**

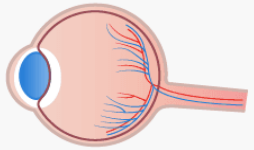




There's a connection between light exposure at night and the disturbed sleep that come with it and an increased risk of **prostate & breast cancers.**



Researchers are investigating whether or not blue light could lead to **cataracts.**



There's some evidence that blue light could **damage our vision** by warming the retina over time — though more research is needed.

SOURCES: Nature Neuroscience; Harvard Health Publications; ACS, Sleep Med Rev, American Macular Degeneration Foundation; European Society of Cataract and Refractive Surgeons; JAMA Neurology

BUSINESS INSIDER

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7 features of good mental health

- Exercise (60 minutes a day)
- Nutrition and Hydration (1.2-1.5 litres a day)
- Sleep. (adults: 7-9 hours)
- Build competencies
- Creativity
- Routines
- Connection

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Thank you.

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