




Supporting the anxiety (intervention)

Supporting approach	Making it successful	Resources
<p>Person-centred 'Who is</p> <p>This approach should be considered carefully based on the individual young person.</p> <p>This can be used for children/young people in primary or secondary education.</p> <p>This aims to support enhancement of self-esteem (opinion an individual has of him/herself) which is often associated with anxiety. People with anxiety often have poor confidence and feel they are worthless.</p> <p>This needs to be carefully handled where the young person finds 'public praise' difficult to receive.</p> <p>There is a strong need to enforce to the young person that this does not minimise understanding that they are experiencing anxiety.</p>	<div style="text-align: center;"> <p><i>Who is</i></p> <p><i>Identity?</i></p> <p><i>Passions?</i> <i>Interests?</i></p>  <p><i>Strengths?</i> <i>Skills?</i></p> <p><i>Special qualities?</i> <i>Talents?</i></p> <p><i>What are her/his GIFTS?</i></p> </div> <p>This can be done using paper and pens or on a computer. Including images as well as words will add to accessibility, attractiveness and uniqueness of what is produced.</p> <p>It is best to keep the number of adults undertaking this with the young person to at any one time small (a couple). Other adults can contribute at separate times. Overall the adults who contribute should ideally be picked by the young person as their most trusted adults and who know the young person well. Getting a balance of adults who know the child/young person at home and in school (and possibly elsewhere) is desirable but not essential.</p> <p>As far as possible, those giving the feedback should refer to a concrete example that is evidence for this view. This formative feedback is more powerful in challenging fixed mind-sets the individual has of themselves. People can draw on examples from the past and current time.</p> <p>The facilitator of the process should ensure that the person giving a contribution includes detail about how they have noticed this strength, skill, interest, special quality etc..., when they see the child/young person showing these etc. This is likely to be most effective if the facilitator prepares those participating in advance.</p> <p>The young person can contribute by offering any ideas they have. They may find this difficult. At the end, the young person can indicate which two/three things they are most pleased to hear or agree with most ('most like me') and which two/three things that they are surprised to hear or that they do not agree with ('not like me').</p> <p>This document should be given to the child/young person (a copy can be kept for their Child's Plan) as a reminder of how trusted adults value them and recognise their worth. It can be used as a basis for identifying how desired outcomes can be met in the child/young person's action plan and other person centred planning approaches.</p>	<p>Paper & pens or Computer</p> <p>Key adults in the child/young person's life</p>