

CARE Skills

Coping And Resilience Education



www.hampshirecamhs.nhs.uk

Overview

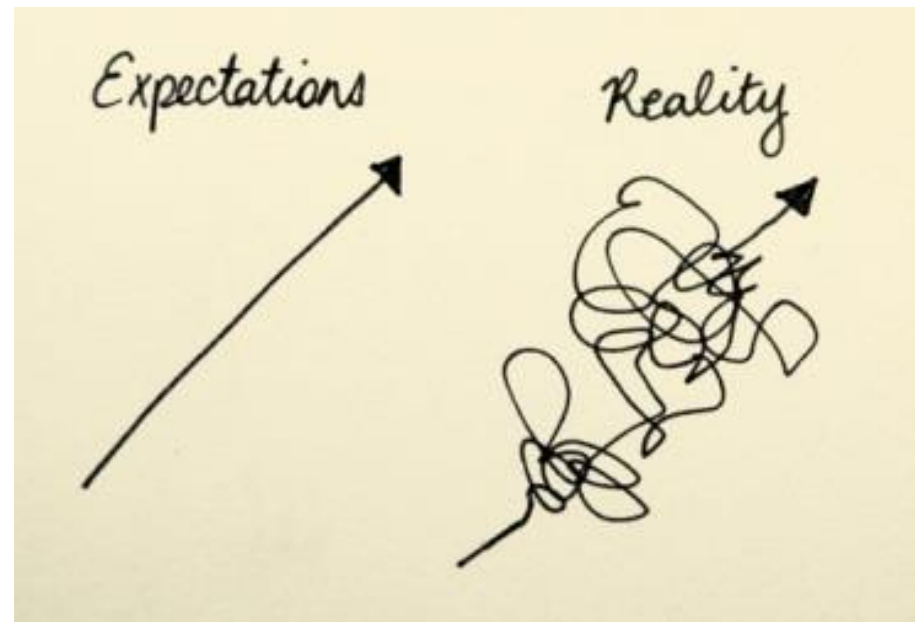
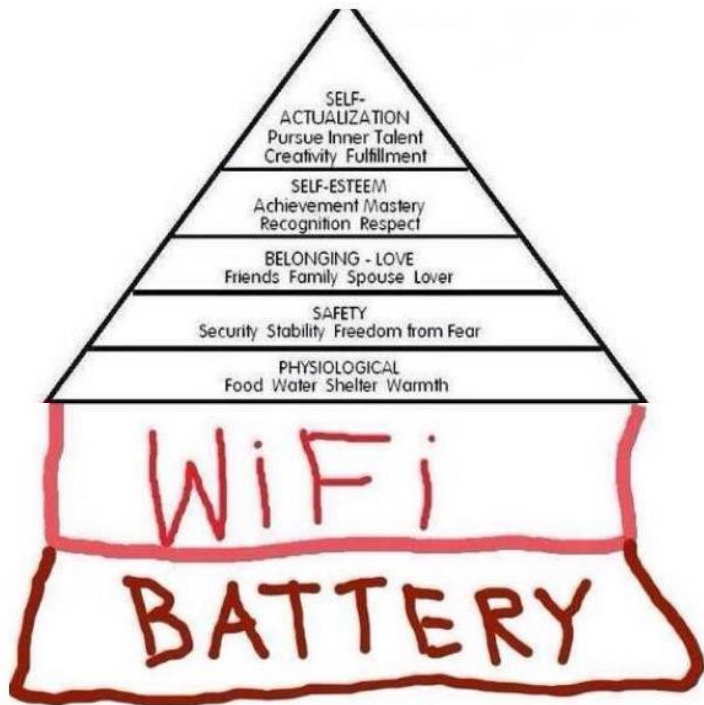
- Helping young people identify and express what is going on for them
- Top tips on what to do (and not to do)
- Skills and resources
- More help & support

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Expectations

Balance “What they want” with “what they need”

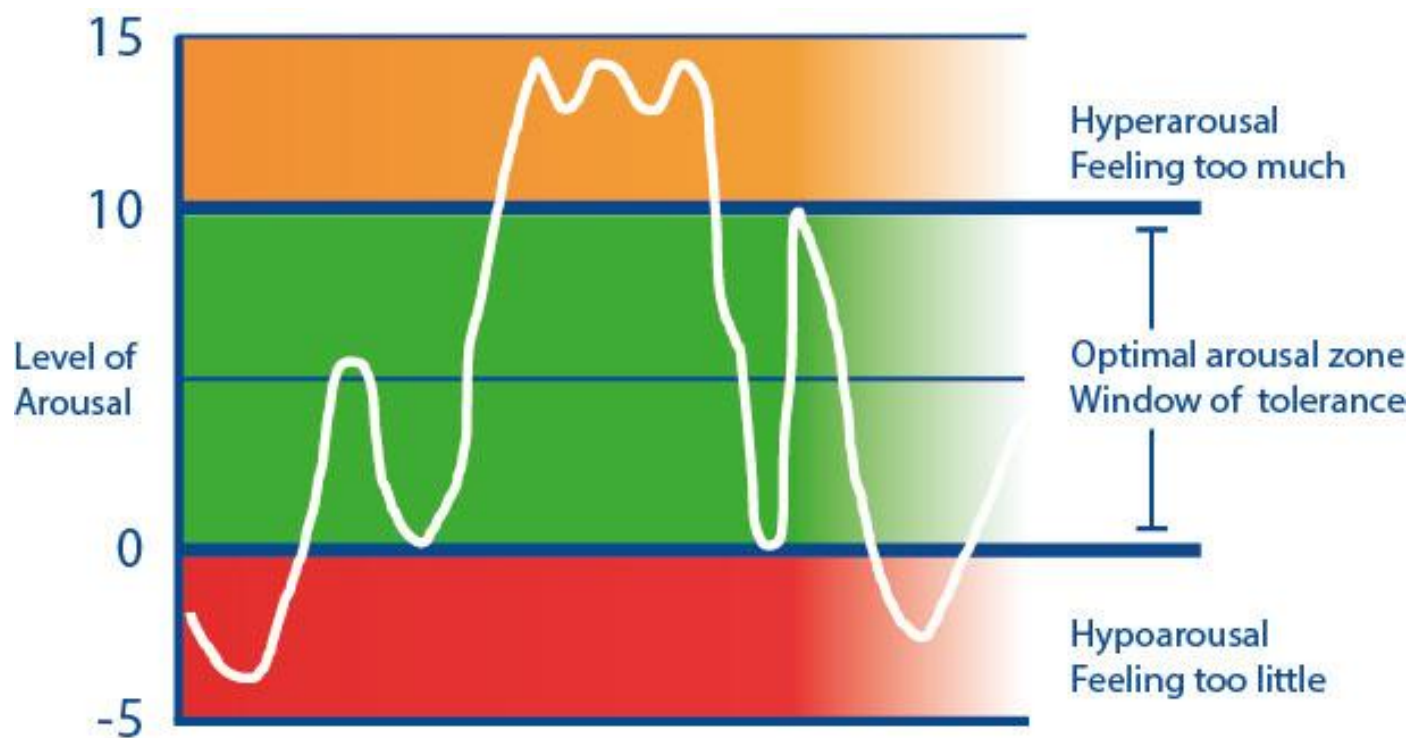


Metaphors & analogies for identifying feelings

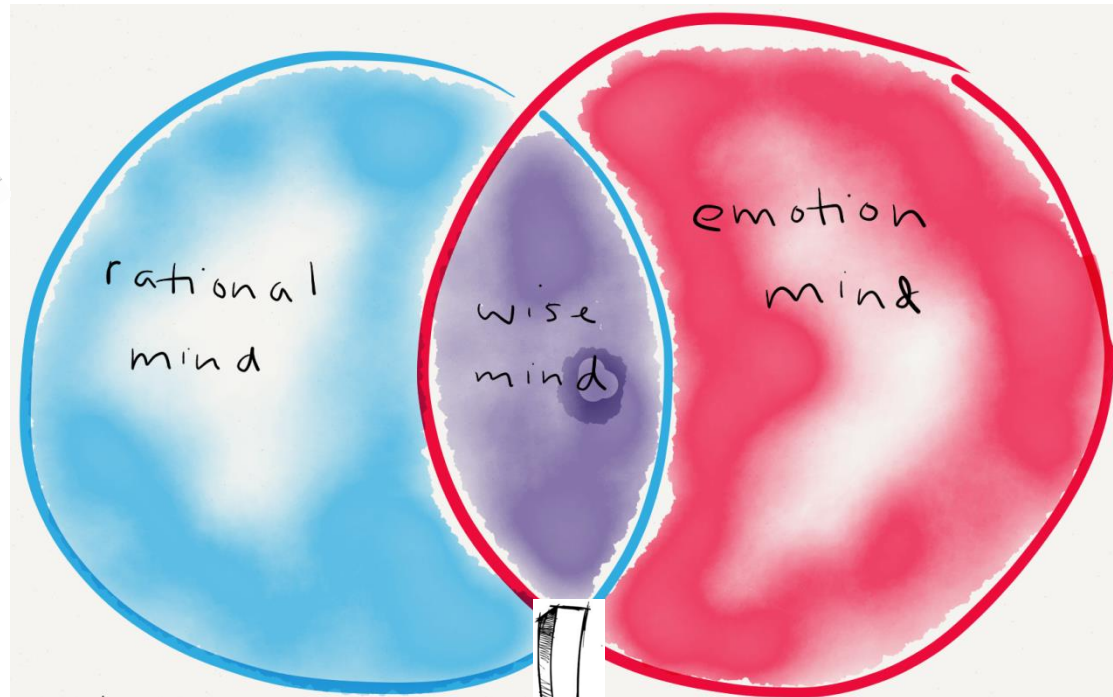
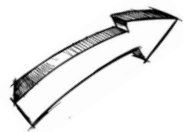
Thermometer
The Fizz
Beach Ball



Window of Tolerance



Window of Tolerance, adapted from Ogden et al., 2006; Siegel, 1999; and Van der Hart et al., 2006.



- Approaches situations intellectually
- Uses logic and past experiences
- Uses facts and research
- Focused
- Cold, icy, detached
- Void of emotion

- Intuitive thinking
- Balance between rational and emotional mind
- “I feel this, I know that so I will do X”

- Behaviour driven by emotions
- Reactive
- impulsive- no thought to consequences
- Rational logical thinking or talking not possible
- Red hot

Carer Reactions



Carer Emotions



Helpful Suggestions



- Role modelling
- Seek support and advice (supervision for professionals)
- Share information; joint approaches to supporting a young person

- Even though it is distressing to see a YP in distress, it is important they have choice and responsibility for how they behave, respond and manage to distress
- Establish whether the YP is known to services and has a crisis/ relapse plan



What Not To Do



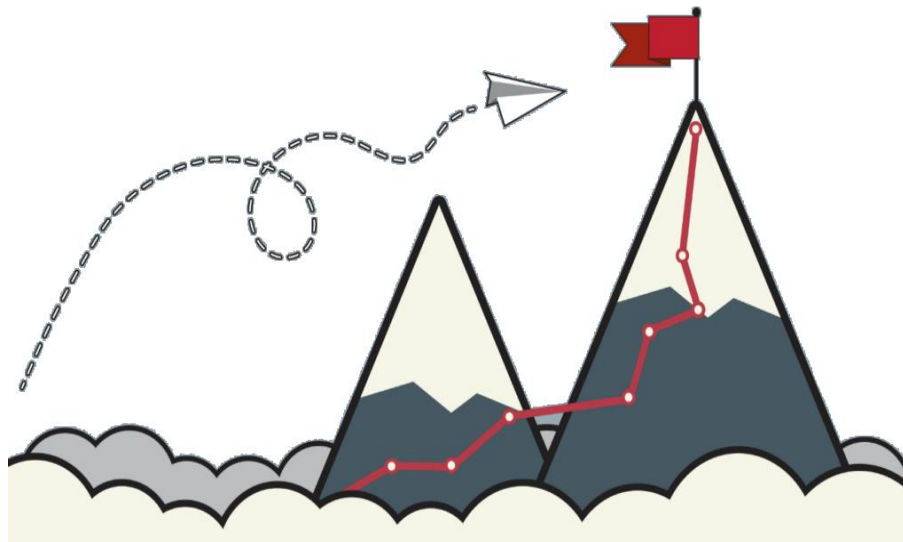
- Don't make promises you can't keep (including not to tell anyone else what has been disclosed)
- Don't ask a young person to make promises they can't keep (such as promising not to hurt themselves again)

- Ask lots of open ended questions or enter into long, length, logical debates about why someone should or shouldn't do something
- Ask why
- Assume you know what is going on and how the young person is feeling or wanting





Goals and Hooks

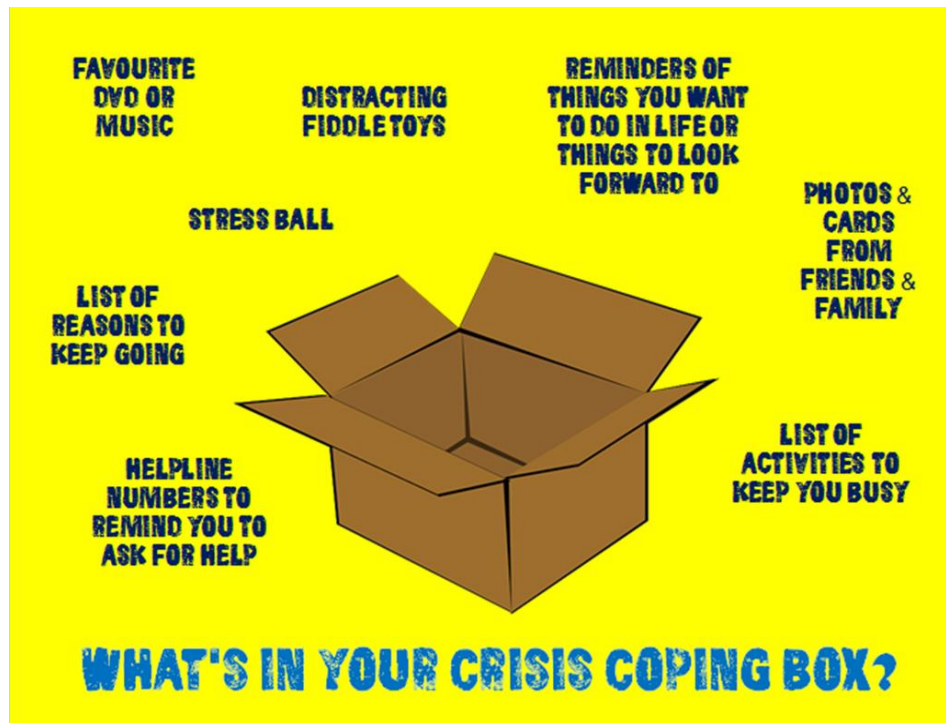


A-Z coping and coping cards

<https://youtu.be/5EXpkVw3fh0>



Coping Boxes



<https://youtu.be/OyfgodSSdV4>

Questions?