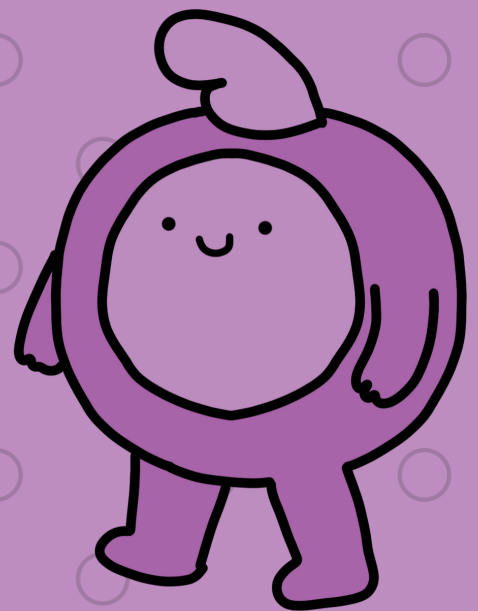


supporting a child with low mood

A 3 session guide for
parents/families

Session 2



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Information for Parents/Families

The resources and strategies detailed in these booklets are based on Cognitive Behavioural Therapy (CBT). CBT is evidence based which is why we use it to help children and young people who are struggling with low mood – we know it can work.

These three booklets are made up of three sessions which aim to help you to help your child with their low mood. It involves working openly and collaboratively with your child and needs a commitment to use the strategies repeatedly and consistently. By doing this, you can help your child to feel better.

Every child is different, and the amount of time it takes for these strategies to help with your child's mood will be different for everyone. What is important is that you stick to it. By making these strategies part of everyday life, you can start to see big, positive changes.

It is recommended that you complete a session (booklet) each **week** with your child, with exception of session one which should be spread over **two weeks**. This gives you chance to spread tasks over several days rather than trying to do it all at once.

Using these Booklets

The first part of each booklet provides an overview of the session including what you should do for each activity, how to spread each activity over several days and some top tips for getting the most out of each task.

The main part of each booklet is made up of the resources you will need in order to carry out each activity with your child. All activities are based on CBT strategies which are evidence based and help children to better manage their mood and feel better.

Further Help

Remember!

You are never alone in supporting your child with their mental health and if you feel they need specialist support you can make a referral to your GP or directly to your local Child and Adolescent Mental Health Service (CAMHS).

Session Two: Overview

When	What to do	Top Tips
Day 1	Read the information in this booklet and look through each section.	Make sure you have a good understanding of this before discussing it with your child.
Day 2	Review your child's activities together using the 'Review your Activity Diary' section.	It can be useful to have the completed 'Behavioural Activation Cycles' section from session 1 to hand during this task. Once you've reviewed the activities, encourage your child to link what they have learnt to the cycles.
Day 3	Complete the 'What Matters to Me' section together.	If your child is finding it difficult, use the example sheet to help. They might also prefer drawing pictures of what matters to them or making their own list electronically.
Day 4	Use the completed activity diary and the 'What Matters to Me' section to plan in one meaningful activity based on what your child knows will lift their mood. Do this activity before the next session.	It can be difficult to find the motivation to do things when feeling low in mood so remind your child that it's important to follow the plan and not the mood . Refer back to their activity diary and the link between their mood and activities. If they're finding it too difficult, start by planning an easier activity and gradually work your way up to the bigger/more daunting ones.
Day 5	Complete the 'What did you Learn this Week?' section.	Either do this together or complete separately before discussing afterwards.

Reviewing your Activity Diary

Once you've completed your 7 day activity diary, it's important to review this and see what you notice about the links between what you do and how you feel. Follow the steps below to review your diary.

Choose some coloured pens/pencils as you'll need these to highlight your activities.

1) Choose 3 days to look at in detail.

2) Go through each activity for each of these days and think/talk about how it made you feel. Highlight any activities you rated as high for Achievement, Closeness or Enjoyment.

3) Rate how you felt at the end of each of these days from 0-10.

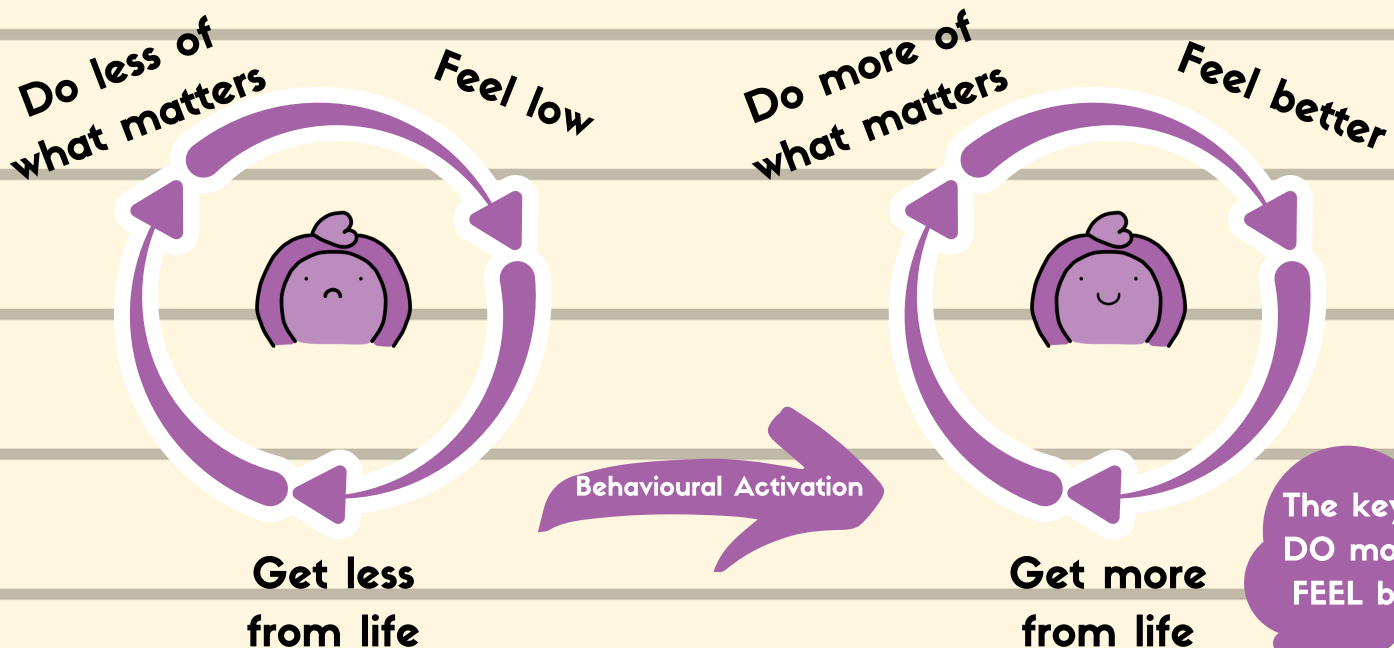
4) What do you notice about the activities you have highlighted and how you felt that day. What do you notice about the activities you did not highlight and how you felt? What links/patterns do you notice.

5) Highlight any other activities you rated highly this week.

6) Overall, what do you notice about the link between the things you did this week and how you felt?

It's the Cycle

From reviewing your activity diary, you'll be able to see that we tend to feel worse when we do less, and feel better when we do more of what matters.



What Matters to Me

It's important to understand and recognise your values and what things matter to you in your life. This helps to plan time to do the things that matter to you and therefore have a better balance of activities in your life.

About Me:

The things I enjoy doing/find fun:

What Matters to Me

What I enjoy learning about/what I want to do in the future:

Who Matters to Me

Family who are important to me:

Things I do to take care of myself:

Things I do everyday which help me feel happy:

Friends who are important to me:

The things I do which help me relax/feel better:

Things I feel strongly about that matter to me:

Anyone else who is important to me:

Anything else that matters/is important to me:

What Matters to Me

It's important to understand and recognise your values and what things matter to you in your life. This helps to plan time to do the things that matter to you and therefore have a better balance of activities in your life.

About Me:

The things I enjoy doing/find fun:

- Reading
- Drawing
- Watching Netflix
- Spending time with friends/family
- Going to the beach

What Matters to Me

What I enjoy learning about/what I want to do in the future:

- Science
- Maths
- Art
- I want to be a teacher in the future

Who Matters to Me

Family who are important to me:

- Mum
- Dad
- Step-Dad
- Step brother
- Cousins
- Aunty and Uncle
- Grandparents
- My dog
- My cat

Things I do to take care of my self:

- Swimming
- Walks
- Cross country
- Go to the gym

Everyday things I do which help me feel happy:

- Take the dog for a walk
- Watch TV with my family
- Text my friends
- Have a cup of tea

Friends who are important to me:

- My best friend
- My group of friends
- My friends on social media

The things I do which help me relax/feel better:

- Go for a walk
- Have a bubble bath
- Have a hot chocolate
- Talk to mum

Things I feel strongly about that matter to me:

- I feel strongly about equal rights
- I feel strongly about my spirituality/religion
- I am a vegetarian and feel strongly about this

Anyone else who is important to me:

- My teacher
- My swimming instructor
- My best friend's mum

Anything else that matters/is important to me:

- I like doing my hair and makeup and trying out new styles

Activity Planner

It's important to plan in enjoyable and meaningful activities to help us feel happier and get a good balance in our lives. By taking time to plan in activities, we are much more likely to actually do them and start to feel better. It can be difficult to do activities when feeling low but remember, it's important to follow your plan and not your mood. This way, you can start to **DO MORE TO FEEL BETTER**.

What are you going to do?

When will you do this? (date/time)

Where will you do this?

Who will you do this with?

Is there anything else you need to plan in order to do this? (eg. how you'll get there, what you'll need, whether you need to ask a friend/family member)

Remember to follow your plan and not your mood!

After you've done your activity, answer these questions:

How did you feel after your activity?

Is this an activity you will do again?



If yes, make a plan to do it again!



If no, make a plan to do something different.

Remember, the key is to **DO** more to **FEEL** better!

What did you learn this week?

Use this space to:

- 1) Write/draw about what you have found out this week.
- 2) Write/draw about what you have found useful.

A large, empty rectangular box with a thick purple border, intended for writing or drawing. The box is centered on the page and occupies most of the lower two-thirds of the document.