

9 PEAK TECHNIQUES

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TECHNIQUE	DESCRIPTION	ADDRESSED PITFALL
REFRAMING THOUGHTS - SHIFT EMOTIONS	<p>Changing your thoughts about your child’s anxious behavior will change how you feel and your reaction to the anxious distress.</p> <p><i>Example: My child can't take the stress → She is resilient, and this will make her stronger</i></p>	<p>Misinterpreting</p> <p>Modeling</p> <p>Reassuring</p> <p>Accommodating</p>
SELF-TALK TO SELF- REGULATE	<p>Consciously using your own positive self-talk (inner monologue) will help you stay calm during a wave of distress.</p> <p><i>Example: “This won’t last forever,” “Staying calm will help him feel calm,” “Anxiety is normal, and this will pass.”</i></p>	<p>Modeling</p> <p>Accommodating</p>
SUPPORTIVE STATEMENTS	<p>Validate a child’s emotion while emphasizing their ability to withstand distress, which builds their confidence over time (and gives parents something to say without accommodating)</p> <p><i>Example: "I understand how hard this is for you, but I know you have the power to get through."</i></p> <p><i>From spacetreatment.net</i></p>	<p>Accommodating</p> <p>Deferring</p> <p>Avoiding</p> <p>Reassuring</p> <p>Dismissing</p>
EFFECTIVE DIRECTIVES	<p>Confident directions increase security and trust in adults, thereby decreasing uncertainty and anxiety while increasing cooperation.</p> <p><i>See handout for examples</i></p>	<p>Deferring</p> <p>Hesitating</p>
LABELED OBSERVATIONS	<p>This leads children to attend to a situation and exercise their own judgment, learning to weigh risk in a way that breeds self-trust. Second, they can help a child experience their own feelings about their efforts versus what they are told to feel.</p>	<p>Cautioning</p> <p>Overcomplimenting</p>

	<p><i>Example: "I noticed you looked nervous before you went to the dentist, and now you look more relaxed."</i></p> <p><i>"Be careful, you're going to get mud all over your shoes") → "I notice the trail is muddy. What do you think about that?"</i></p>	
REFLECTIVE QUESTIONS	<p>Reflective questions de-emphasize the product and emphasize process, effort, and self-reflection.</p> <p><i>Example: "What do you like about your drawing?"</i> <i>"How did you feel pushing through that hard math problem?"</i> <i>"You're done building the tower. What do you want to come next?"</i> <i>"You felt nervous before the party, how do you feel now?"</i></p>	<p>Accommodating</p> <p>Deferring</p> <p>Avoiding</p> <p>Reassuring</p> <p>Dismissing</p> <p>Overcomplimenting</p>
UNILATERAL ACTIONS-EXPOSURE	<p>Identify accommodations you are making and replace them with a unilateral action—something you do to expose your child to anxiety triggers that help them overcome anxious emotions.</p>	<p>Avoiding</p> <p>Accommodating</p> <p>Deferring</p>
I FEELS	<p>Model positive emotion regulation and teach your child those skills by identifying the anxious feeling and your coping tool when you feeling mildly or moderately anxious.</p> <p><i>Example: "I feel _____ so I am going to _____ to handle that feeling."</i></p>	<p>Cautioning</p> <p>Overcomplimenting</p> <p>Modeling</p>
MUST DOs, MAY DOs	<p>Prioritize necessary or highly enjoyable activities and allow for a healthy dose of unstructured play time to limit stress—make a list and eliminate activities that are stressful or more trouble than they're worth.</p>	<p>Overextending</p>