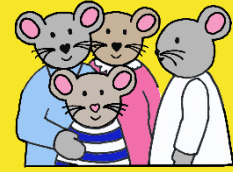


# Using the Fear Thermometer - Anxiety

## Use This:

Establish a plan for anxiety treatment and continue to establish rapport.



## Goals

- The child will feel more comfortable through introductory get-acquainted activities
- The child will understand basic information about the treatment of anxiety
- The child will learn about the importance of homework, and regular attendance
- The parent/s and child will know how to use the ***Fear Thermometer***

## Materials

- ***Fear Thermometer*** (p. 305)
- Materials from recent assessment (if available)
- Pens and pencils
- ***Weekly questionnaires*** and ***Monitoring sheet*** (see pages 268 – 285)
- ***Therapist Note Taking Sheet*** (p. 267)

*If time is tight: Continue to build the therapy alliance and learn more about the child.*

## Main steps

<input type="checkbox"/> <b>Set an Agenda</b>	Remember to start by setting an agenda and reviewing any practice assignments.
<input type="checkbox"/> <b>Obtain Weekly Ratings</b>	Review the <b><i>Weekly questionnaires</i></b> and <b><i>Monitoring sheet</i></b> . Discuss any difficulties with monitoring, usefulness of monitoring, what is being monitored etc.
<input type="checkbox"/> <b>Discuss Goals</b>	Refer back to the goals for treatment. Explain that the main principle of the work you will be doing together is that it is possible to reduce feelings of anxiety in challenging situations by changing how one copes with and responds to those situations. Let the child know that during your work together, you might focus on skills that involve the ways he or she responds to anxiety, thinks about things, or both, and their parents will support them in this.
<input type="checkbox"/> <b>Encourage Participation</b>	Invite the child to ask questions about treatment. Continue to re-open this invitation periodically until the child begins to share his or her questions and concerns. Stress to the child that information from his or her point of view is very important. Emphasise that you're interested in what the child sees and thinks about various situations. Value should be placed on the child's point of view.

<input type="checkbox"/> <b>Describe Treatment Structure</b>	<p>Lay out the structure and sequence of the treatment program. Be sure to cover the following points:</p> <ul style="list-style-type: none"> <li>• the activities that will happen in the various sessions (e.g., role-playing, practising new skills)</li> <li>• the importance of regular attendance (because each session builds on the contents of the previous ones, and the entire programme is needed to maximise the chances of success)</li> <li>• the worksheets, which contain practice assignments for him or her to do each week between sessions</li> </ul> <p>Explain that some sessions can be done with the child by themselves if that is what everyone decides is best, some can be done with the parent and not the child, and some can be done all together. There is now strong research evidence that anxiety interventions can be delivered by the parent without the young person needing to be present. If the assessment indicates that this is a preferable option, then still use the following protocol but work via the parents e.g., ask the parent for ratings of the child's level of fearfulness.</p>
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<input type="checkbox"/> <b>ACTIVITY</b> <b>Fear Thermometer</b>	<p>The parent/child should be introduced to the <b>Fear Thermometer</b>. Let the parent know that he or she and the child will be asked at each session to rate the child's current level of anxiety with respect to specific events and situations. Explain that the <b>Fear Thermometer</b> will be an important tool during treatment to gather information on the child's anxiety and the types of things that cause the child's fearfulness to increase or decrease. The parent should understand that the <b>Fear Thermometer</b> is a tool that takes a global rating of their child's anxious feelings. Ask the parent to use it to rate the child's fear under various circumstances.</p> <p><b>Example Script</b></p> <hr/> <p><i>If you/your child were at home watching a favourite film, how scared or nervous would you/they be then? How scared or nervous would he be if he was on a really scary rollercoaster ride? How about if he was about to make a speech in front of the whole school?</i></p> <p>Have the child do a rating for his or her current level of fearfulness. You may need to practise once or twice with sample anchors to make sure the child is giving accurate ratings. Ask the child what the number he or she chose means, in order to be sure he or she understands the concept. Ask the child to indicate, using the <b>Fear Thermometer</b> how afraid he or she would be of several other situations (i.e., eating his or her favourite dessert, riding on a roller coaster, being in a strange place by him or herself) in order to make sure that the child feels comfortable using this scale. It is</p>
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particularly important that the child be able to use the full range of the scale, not just the ends.

<input type="checkbox"/> <b>Praise</b>	Praise the child for his or her good work during this first session.
<input type="checkbox"/> <b>Send the materials for the next session</b>	Tell the parent/s you will send a written summary and the materials for the next session. Remind them that they <u>do not</u> need to be completed for next session as you will go through them together in the session. Tell the parent/s you will also send the <b>Weekly questionnaires</b> and <b>Monitoring sheet</b> which need to be completed for the next session.
	Confirm date and time of the next call.
<input type="checkbox"/> <b>Summarising</b>	Ask if they would like you to summarise the session, if they want to summarise or if you should do it together.

### Leave 'Em Laughing

End the session on a positive note with the family by perhaps talking about things that are unrelated to treatment or a game or activity that will leave them feeling good about the work you've done today. The end of each session should be used to praise the family's efforts and to convey support and encouragement.

### How's Your Style?

- Did you praise often?
- Did you review often, by asking questions?
- Did you simplify the steps as needed?
- Did your pace match that of the child or family?
- Did you stay on track?