Transcript

The Resilient Kid Podcast

Season 7 - Episode 9

Anxious teens, how do we reverse anxiety in our young people

Anxious teens, how do we reverse anxiety in our young people? Welcome to the Resilient Kid Podcast with me, Ashley Costello, psychotherapist and founder of the Resilient Kid Movement. So, anxiety in our teens. Now, last week we talked about it in our primary, but actually this week I wanted to make sure that we look at teens in a very different way.

Often, we'll say our kids, you know, or kid. And actually, I think it's really important to make that distinction. There's often support that we can do for both age groups, but for me at the moment, anxiety in teens is at an all-time high. Anxiety in kids is in honesty, which is why we're doing these special podcast episodes, newsletters, free download.

So, if you've not got your free download brochure on top tips, then please have a look in the show notes and, and download that. And we are also going to launch a Reverse Anxiety Kids course, which is 90 days, and you get direct access to me and lots and lots of tips and methods and strategies to reverse anxiety in your child.

So, let's crack on with today. Now, for me, teens and, and them struggling and will come onto what anxiety looks like. But for me it's all about balancing that autonomy. Their independence with support. Because I think often as parents we think, okay, we, you know, they're at an age now, often they're taller than us, which is quite disconcerting, isn't it?

They're taller than us, and so therefore, in our heads, subconsciously, we think they've got it, they're all right. You know, they're, they're nearly all grown up and actually they're not at all, but it is a fine balancing act between supporting them and obviously encouraging their independence. So, we are future proofing them, you know, for, for giving those life skills and stuff.

But I think, for this specific thing is we know that if they are struggling with anxiety, if they are struggling with that stress and that worry, it can make everyday things feel very overwhelming. You know, just an example is going to tidy your room and they're still sat there in it and you know, some days you know that that's just because it can't be bothered.

And then other days it's 'cause they don't know where to start. And that's where the anxiety jumps in. So, what I want to do is kind of really give you a structure of how you can help them, because we can talk about this all day long, but actually it's about how do I help you as a parent, as a teacher of teens.

So, let's crack on and really get into the strategies. Okay, so first of all, what I would say is before you start offering any solutions, any advice, meet them where they're at. And you'll hear

me and the coaches bang on about this all the time. It's a real value of ours is to meet them where they are, because teens often feel misunderstood.

Just brushing it off like, oh, you'll be fine. That's not meeting them where they're at. And it's really important that they feel validated. So, validate before then you try and educate or offer any solutions. So, validate before you educate. It's a bit of a catchy thing that we always say. So, things like, let's give you some words and phrases that you can use.

Things like. I can see this feels a lot right now. And I use that phrase a lot with my teen clients, because that's what they use. They'll go, oh, it's a lot, you know you can say this feels really big. Whatever you are comfortable with but recognize that they've got a lot going on. Even if you want them to tidy the room, even if you've got an essay, you want them to finish, just recognize that you know where they're at. Doesn't matter what you know, whether they're in the year seven. Whether they're in year 11 and they're doing GCSEs, there's just a lot going on for teens right now, and I think sometimes we see that snapshot of who is in front of us or how we know them.

So, for instance, you know, they're in your English class, they've not done an essay. And we're not thinking about what might be going on at home. We're not thinking about extracurricular pressures they might have like, you know, show or performances or a match coming up things, friendship issues. And it's the same as parents.

We often don't recognize that, you know, they might have friendship issues at school, that the homework or schoolwork is, is just mounting up for them. They've got exams, things like that. Assessments. All those kinds of things we don't see in the moment do we when we are said, tidy room, wash the pot, things like that.

So, so for me it's really about meet them where they're at and, and all the stuff that you need from them. Just put on a back burner for a second while you kind of validate and recognize for them how they're feeling. One of the other phrases that I say is, you know, it makes sense that you're stressed right now with everything going on.

That reflection is saying to them, I hear you. I see you. And actually, as human beings, do we not all want that? So, for teens, it's really important that we give them that validation. So, let's have a look at how can you spot signs of anxiety? And just let me give you kind of a little bit of a heads up of what anxiety is.

Anxiety is a physical response to stress that's going on in the brain. Now we know that, and if you've listened to this podcast, you'll listen to me bang on it about it a lot. But we know that that stress is often caused by feeling under threat, feeling unsafe, in the brain. Now, that can be an actual threat by being bullied, or

a perceived threat like a looming deadline. Now, you're not gonna die if you don't hand that essay in that piece of coursework in, but in your brain, our brain doesn't, as sophisticated it is this machine that runs our whole body, is still very cave Neanderthal times when it comes to perceiving threats.

However, it has lasted all this time, and that's why we've survived as a species. But we just have to be aware that sometimes that part of our brain, that fight and flight, doesn't always recognize a real threat. It will still set off those alarms in the body, that cortisol, that adrenaline that's running around our body when we're stressed, if it's just a perceived threat.

So. With that in mind, we are gonna interchangeably, because most people do use the word kind of worry and anxiety interchangeable. So, what are the hidden signs of anxiety in our teens? Well, mood swings. Now I am laughing because. Most people will go, isn't that normal for a teen? We'll come back to that.

Irritability, snapping at you, withdrawal from friends, maybe withdrawal from you. So, from a teacher's point of view, are they still hanging around the same people? Are they going into the library on their own more? Are they walking around more rather than stood chatting to friends? Things like that.

Are they at home? Are they not messaging? Are you not seeing them on FaceTime? Are they not hanging around after school with friends? Are they kind of withdrawing in even communicating? You know are they playing online games on their own? You know, sometimes you can walk in and there'll be like four or five of them all chatting, but actually are they playing them on their own as well?

And also, are they withdrawing from the family? You know, are they coming down just for dinner? Are they asking to have dinner in their rooms? You know, what about weekends? Are they getting food and going back up to the room? Things like that. Is one of the things that as a mom I really discourage. If they've got a snack or whatever. I don't mind. It's not just about the pots gathering in the, the mugs and the bowls of cereal and things like that, but actually for me it's more that's a bit of a touchstone in the day. So even the eldest who's revising at the moment, I will actively encourage them to come down for dinner or lunch at a weekend.

We often have breakfast together because it is a touch point before they start the day or at the end of the day. And it just means I've got eyes on them, you know, as busy as they are, it just means I've got eyes and I can have that open and honest conversation. What else? Perfectionism. Are they really hard on themselves?

Are they doing things over and over, like, are they, ah, that's not good enough. I'm gonna do it again. And its kind of doesn't matter what it is. Sometimes I see this in children with their clothes, they'll turn the cuffs over and, you know, and they'll literally be measuring the cuffs. It can be, you know completely,

crossing out work, redoing it, you know, and, and they've spent a lot of time on it already, or almost the opposite of procrastination to putting everything off the room, the work, the homework, everything. They're just putting everything off, even sometimes going for a haircut, things like that. They're just putting it off and, and that's a real sign of anxiety.

Also, kind of over control of food. Whether that is, they are, they've kind of gone from just being picky to the only eating, the restricting certain kinds of foods. And then also exercise. Maybe they are kind of getting quite particular about certain excise. And again, that is a little bit

around perfectionism and stuff that you need to, that you need to kind of just keep your eye out. Now, what I will say to you is in the DSM, which is a register, which is like a document that doctors use to look at like medical conditions, if we have a look at regular teen behavior and we look at depression and anxiety, the overlap is quite big. Now what I will say to you though is you have a thermometer of what your teen is usually like, and I ask questions, you know, parents evening, have you noticed any difference to the teachers?

Now, yes, of course teachers have got, you know, 20, 30 in the class, but, they will, especially if they're not kind of just in year seven. And actually, by this point in the year, most teachers know their kids. And if not, then you are giving them like a heads up, could you please like watch out? Is their behavior any different?

You know, they'll do break time duty, lunchtime duty, things like that. So, they'll, you know, they'll be able to do that. They'd be able to spot differences in class. But you have a thermometer of, do your kids usually come down on a Saturday night and watch a movie? And there's nothing wrong with that, you know, in kind of insisting on that family time.

It's a little bit like meal times. It's a check-in. It's important that they've got that compare and contrast. And also, it's important that they have a place in the family. It's very often easy for us as parents think, oh, they're playing on the, you know, on the console or they're chatting to friends and, oh, let's just, you know, let's always just sit down and watch a movie, or let's just have a bit of quiet time.

But make sure that doesn't happen too often, that you kind of skipping weekends where they've spent a lot of time alone, because that's where we haven't got that thermometer check. We haven't got that baseline of what they usually like if we're not spending a huge amount of time with them. So, I've got a family and what they usually do is the kids can do like whatever they want up until kind of half eight, nine o'clock, and then they come down and they, you know, spend a bit of time together then, or they have once a month where they will do something particular on a Saturday night all together.

So, yeah, so it's not about spotting those hidden signs, even though we're saying there's an overlap. For me it's around, you know, your child best and you know, I always say this, you are the expert with your child. You will be able to see the difference. So, if it's that, take a little bit of time out, think about how they've been over the, you know, maybe over the last weekend or the weekend coming up.

What are they usually like? Is there a change in that? You know, do they. Do they seem a little bit more isolated? Do they seem like they're a little bit more moody or irritable? Is there a reason for that? And then, you can take it from there. It's not our job kind of to go, I'm worried about you.

Or leave them to it. It's our job to see what's underneath. Stay curious, you know, not critical, but stay curious about what's going on for them. Okay, so. If you think after that, actually nope. This is just a normal teen. And when I say normal teen as well, that's not putting up with like them being rude and snappy.

Like, my kids are, aren't we all, you know, mine can be, but I will pull them on it. Like I, if, if they're like really moody in the family or they're really snappy, I might not pull them on it there and then, but I'll go up afterwards. I go, do you know where you just spoke to your brother really rudely?

Or you just spoke to like dad really rudely? Things like that. And I think it's really important that we, you know, call them out on it because otherwise we are saying that that's okay and it's not okay. But also, we can then open a conversation and go, you know, you were really snappy before, is everything okay?

Is there something you need help with? Or, you know, can I, do you wanna talk about it. So, you can open that line of communication by going, you were really snappy, I get it, I get it. Is there something, you know, that's not like you? And also, we're, we are giving them that expectation that that's not like them.

Seeing the best in our kids, giving them that expectation that they are lovely people, but we all just get crabby sometimes, you know, is okay. We're not letting them away with it, but we're also going, we're human. Okay, so. If your child is an overthinker, if your teen is an overthinker, and you'll know if they are because they'll kind of come in and they'll go, you know, they might start talking to you and opening up and talking about something that's happened with a friend and they keep thinking and thinking about it or something that's happened with a teacher and they're, you know, what if this, what if that?

So, okay, what I want you to do is kind of reframe it for them, those negative, loops that they take themselves on, that builds patterns in the brain. So, we kind of want to be able to reframe that for them, and they don't get this skill straight away. We need to help them with that. So, for instance if they say, oh, you know what, if I fail and I get this at the minute with year sixes, what about SATs?

What if I fail? What if you do? What if you do really well? You know we've got exam season coming up now for every age group, you know, year 10 have got Mocks. Year 11 have got GCSEs This year, you know, within we are talking within six weeks, seven weeks, they'll have started. And also, A levels same timeframe.

So. You know, the conversation around, what if I fail? What if I don't remember? What if I can't do this? What if I can then start to reframe that? But what if it goes well, what if this is the start of something great?

Remind them of a time that they did worry, but it still turned out okay. Now the reason for this is, and I talk about those patterns in the brain because it's not just the emotional, but it's actually physical in the brain. We have a filter in our brain and it's called the reticular activating system, the RAs.

Now when we, to give you an example, when we had bought a new car, and I think I might have given the same example last week on the podcast for the, for the younger ones. But say we buy, you've had a blue car, years and then you buy a new red car. Your brain then looks for all

of the red cars. It looks for those opportunities to see other red cars because you have just assimilated something new into the brain.

And our brain is amazing at that new information. You know, the old adage, I. Maya Angel said it. When you know better, you do better. That's, that should be a tagline for this particular filter in our brain. When we get new information, it takes it in, assimilates it, and then adapts. And so that's what it's doing when we talk negatively all the time.

And this is a really good top tip for parents. That when we talk negatively, we are setting that pattern up for them. And sometimes it's a bit of a jump between what is happening and what you would like to happen. So, the what if phrase is like a medium one. 'cause sometimes we can imagine getting, you know, really good marks on our GCSEs right now when we're very overwhelmed about revising.

But we can say, but what if? So, you're just opening that possibility. You're opening that filter system for the brain to look for opportunities for them to do well. And they will. When you talk positively, when you reframe, and that's kind of what we call this technique of, of looking at it differently.

Then we are opening the brain to opportunities to do well. So, it's really important that as adults we set the pace there because if we're saying, oh, you might have a hard day or you might have a tricky day. Then the brain also does that. It looks for opportunities to have a tricky day, and then that's when the self-fulfilling prophecy comes in.

See, I told you I was gonna have a bad day. Well, actually, let's reframe that. What if you have a good day? What if everything turns out okay with your friends? What if you do well on those exams? So, it's about disrupting, interrupting that spiral of negativity after you have validated how they feel. Always validate how they feel first so they feel heard, they feel seen.

Then you can go into the reframe. What if, and that's a nice light touch one. That you're just opening possibilities. So, if we go in and go, oh, you'll do great. You'll smash your exams, you'll be brilliant. You'll make loads of friends at your new college, whatever it is. Sometimes that's too much for them.

That's, they can't quite get that. But the what if just opens a possibility? Okay. What if? What if as a parent, as a teacher, you can see your child struggling? They're struggling right in the moment. You can see they are; the physical aspects of anxiety are hitting. So, one of the big things that I do is.

I will exaggerate my breathing and I'll tell you why. You know when you, have you ever been to the doctors and they're testing your reflexes? They do this often with younger kids, don't they? But they do it with us as adults, and they get that little hammer. They make you cross your legs and they, they hit your knee and when they hit your knee, your leg just flings up.

And it does that because innately, that's a reflex now innately. When we have small children and we put them on our chest and we breathe deeply, they will calm down. So, you can't pick

up, well, I dunno about you, but my teens are way too big for me to pick up and put on my knee, and one of them's taller than me anyway, but.

We can't do that with our kids. So, what we do with our teens is exaggerate your breathing. Now I am not going in front of them, but what I am doing is breathing deeper, exaggerating my chest movements, and innately they will copy and that will calm them down the quickest way to calm down anybody is breathe in through the nose and out through the mouth.

If you are stood opposite them, that will really, really help. So just to calm them down, a little tip I give to a lot of teens is when they start to spiral on those thoughts, when they are thinking a lot is, count backwards in the head, 5, 4, 3, 2, 1, and that disrupts that pattern of negative thinking and then think positive.

So again, you can say, you know, something like, what if I have a good day? For me, I would even try and take it a step further. I am happy, healthy, and safe, or I am okay. Yeah. So that 5, 4, 3, 2, 1, when they have that negative spiral in the head. Don't, you know, have to look like you're talking to yourself.

5, 4, 3, 2, 1. I am okay. And what you're doing is you're giving the feedback to that part of the brain we were talking about before, that fight and flight part of the brain. We are giving that feedback and saying, I am okay. So, it's really good. Other top tips for me is movement, walking, getting out, stretching, if they can. Things like come with me while I just get, so get them to come upstairs with you if it's, if it's you know, cold outside, if it's wet outside or whatever and you can't wrap up and get yourself out for a walk with them, then even if they just go up and down the stairs a couple of times, 'cause what's happening is when that fight and flight part of our brain releases, then we have

a cortisol and adrenaline running around our day that sits there. When that sits there, it makes us worse, and if we don't get rid of it, it means that we can spike in anxiety again. So, it's really important that we get them moving. That's why I'm massive advocate of everyone having, you know, some kind of hobby, physical hobby outside of school.

'cause it's really important. It's why we have PE. We should have more PE and games in school. Because it gets rid of those super fuels that, you know, in its place can really help us. But if they tip over and we are not using them, then it can make us more anxious. It can make us more stressed. So, any kind of movement. Also as well, I get teens particularly is to create a calm me down list.

All right? So, I usually get them to do kind of three, playlists. I'm not suggesting it now, but I have like an angry, like I'm angry. I just need to get my angst out. One where they just need to calm down and a focus list as well, which usually I recommend that they don't have words in that.

So, I do have a, a 17-year-old client who has Disney instrumental helps them study, which is brilliant. But for this particularly. Any music, you don't wanna be listening to angry music when you feel anxious because it will make you feel worse. But there's a time and place for that. You

know, of course they wanna listen to rap and get all their angst out of their metal and that's absolutely fine.

But for this particular thing, anything that kind of calms them down, anything that's, you know, really just helps bring them down because music lights up a part of our brain that is not touched by most other things, and so it is really, really good. The other thing is showers. Bath and even getting their wrists underwater, like if you put your wrist under running water, that really helps the nervous system just reset as does getting outside.

If you can get them outside, come take the dog for a walk with me, or, come on, let's just nip to the shop. Even if it's, you know, five, 10 minutes away, it doesn't matter. You're just changing that scene, getting them in fresh air, which helps reset the nervous system and walking, moving those cortisol adrenalines through the body so they can kind of have a little bit of a reset.

I think the other thing for me as well is. Having a look at what they can control and what they can't. Now, when they're in the middle of this brain dump that they often do with us and they, they're feeling all the feels, then it's not the time, but when their calm.

So that's why I've purposely put it after, how do we, you know, ground them after anxiety hits. Is they're, you know, they're calmer. Maybe you've been on your walk. Maybe they had had a shower, they've had something to eat even. So that helps ground them a little bit. Then you can have that conversation. What's one thing that you can control right now?

And actually, it usually comes down to how they feel like that's what they can control. They can't control the friendships; they can't control the school pressure right now. They can't control maybe how they feel about the body or growing up. I think there is a massive connection between this time of year and anxiety spiking because year six, year nine, year, 10, year, 11, year 13.

There are massive changes a foot and all of those are connected to growing up responsibility and everything that comes with that. So, you will have a year six thinking, oh my goodness, I'm going to high school. It's all very different. And they start talking about growing up. You have years kind of. Seven as they are going up to, you know, they're no longer the babies of the school.

There's more responsibility sometimes year eight because they've got to start, they, they know, they've got to look at options next year, year nine, because that's their, you know, they've taken their options. But actually year 10 means that, that's the start of GCSEs year 11, because they've got GCSEs and they're gonna go to college or jobs or whatever.

And then year 13, because this is exams, and then are they gonna have to leave home if they're going to university often or they're gonna have to get a job. And it's all connected with growing up and responsibility because they've been very coveted up until then, most of them hopefully. So, for me, it feels like it all feels very out of control for them.

That's often the narrative that I get. So, I say to them, you know, what's one thing that you can control and look at? What can't they control? They can't control what's going on in

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They can't control sometimes what's going on in their friendship group. They can control how they feel about it.

They can control how they respond to it. Maybe they're feeling overwhelmed with all the revision. Okay, well, what's one small action you could take today that will help you feel better? So, you can't do all your revision, but maybe you can look at one past paper in one subject area, that will help you feel a little bit better and stop that procrastination and it doesn't have to be perfect.

Yeah, so really think about those two questions are really good because if they're calm and you ask them those, it helps them move from that helpless to hopeful. You know, what's one thing that you can control right now? What's one small action you can take to help you feel better? And don't, it's okay to give suggestions, but please

encourage them to problem solve. You come from a curiosity point of view rather than a problem solver, because actually when they do leave home, we want them to have those skills to be able to ask themselves those questions and come up with the answers themselves. The next little bit is teens are very all or nothing thinkers often until we get them in a pattern of thinking differently.

If they're scared of something, they might avoid it completely and.

I would really like and, and what I encourage mine to do is think of it like a ladder. Say they've got something that they have to do that's at the top of the ladder and they're stood at the bottom looking up. And to jump from that bottom rung to the top rung is too much. It's a little bit like I was saying before when we were talking about what ifs if it's much easier to.

Do it in small steps, one rung at a time than it is to just try and jump to the top of the ladder. So, for me, I would say try and encourage them to do small steps. So, if it's something like they've got to speak out loud in English, for instance, because that's part of their exam, we know that that's, that comes as like an extra mark.

It doesn't change your mark for your English, but it is, it's like an extra thing that you've done. And it's, and they most, most kids have to do it but they don't wanna talk because they, you know, that's not how they're used to. So, what I would say to you is, rather than saying, okay, well you just have to practice.

Think about when it is. So, say it's two weeks' time. Okay, well, what's one thing that you could do right now that's just a small step to being a little braver, growing that confidence. So, for me, it would be something like Speak up in class once today. Just try it once, even if it is, or speak to your teacher or you know, put your hand up and then.

When they've done that, then to then celebrate that and then say to them, okay, so let's have a think about how can we stretch that? Because that was okay. You, you survived. And it is about feedback for the brain. They're so worried, they're so panic, so stressed about it, they all feels very overwhelming.

But once they've done it, because you know and remind them, they are wired for hard things. We as humans are wired for hard things. We've done lots of hard things in our life. It's why we've survived and they won't die putting their hand up in class. It's more embarrassment usually. But let's try and build those.

So put your hand up in class once. Then when they've done that, celebrate that, validate that and say, okay, how are we gonna stretch that a little bit? So maybe try in two classes. Talk to your teacher about how you're feeling. Get some top tips, things like that. But actually, really think about how they can build step by step to the point that they are

then, you know, much more confident going into that. Are they still gonna be scared? Yeah. But they have built and they've stretched those, you know, those confidence muscles enough to be able to take on that new challenge, and they're closer to the top of the ladder. Then standing at the bottom feeling very overwhelmed.

We often think our teens all wanna go to the parties. They wanna do all the things, but sometimes socially that can be hard as well. And so, you know, what I always say is give them a get out clause. Okay? Why don't you try it? Why don't. you go.

Arrange to meet somebody there. Just stay for half an hour. And then if you don't like it, text me, I'll pick you up. No big deal. No big deal at all. And always try and frame it as like a little bit of an experiment. Let's just try it. Let's just try it. If it doesn't work, it doesn't work.

Tell them you are in their corner. They know you've got their back. And it just takes the pressure off a little bit if it's an experiment, because things can go wrong with experiments. We know that. And that's okay. That's part of it. That's part of the method. It's part of the process. So, encouraging them to be a little bit brave, one step at a time really helps keep anxiety at bay and reduces that anxiety if they're already struggling with it.

Model Calm. I find a lot with every age group that often, whether you know it or not, they will look at us to see what we think and if we hesitate, if we are doubtful, if we voice our doubts, they feel they're not safe, and therefore their anxiety will go through the roof. Now, teens won't always talk when we want them to, but they do need to know that we are available.

So, offer comments like I'm here if you want to chat. We can figure this out together. So, one of the things I always say to students and parents alike, and it's a really good top tip for teachers, is. As they start to tell you something, do you want me to just listen to this?

Do you want me to help you problem solve? So, this is, you are helping them kind of brainstorm ideas, storm around what they're going to do or do you need me to do something with this? Now, the first one is about, us just reflecting about what they've said. Do not talk. Do not give your solution. Just listen. And I find that most parents with this tip and teachers that that's all they need is for you to just listen.

Then the next bit for me is around them understanding that you are gonna help them problem solve, and we are not gonna offer solutions. We might at the end, but really, encourage them,

be curious about how they're gonna solve this problem. And then the third one is something like bullying, where we would, as adults who care about them, we would take over of course.

So, it's important, but give that at the start of the conversation empowers that young person and they feel heard. So just obviously try and stick to them. That kind of, we can figure it out together, you know, is a really good way of starting that conversation, offering those three and model what calm looks like if we are constantly stressed, if we are constantly talking about the negatives.

And also, what I would say to you as well is be aware about talking negatively in general and be aware of talking negatively about siblings or other students because that sets off alarms in our kids because they'll start to think, A, what are they saying about me? And B, oh, well, if that's what they think about them.

So really be aware of that. So, try and model what calm looks like. If we are stressed, they absorb that and that will fire theirs. If we can stay calm, even if after the conversation you want to go into your partner or ring a friend or another teacher and go, what the actual, you know, but at the time you need to be as calm as possible because their nervous system will pick up your nervous system, your facial expressions.

If you are anything, we often talk about this. I have a game face for my work, but actually if I'm, I'm with my friends that game face is off. And you know, I will, my game face, my face will often react before the words have come out my mouth, but it at work and with my kids. I am very aware of that and I will make sure that's switched on and keep the game face on.

Big advice there, because they, they pick it up really, really easily and much more than we think, much more. And I, I, I have got evidence of that. The kids tell me all the time, the students that I work with often tell me stuff about, you know, about parents or teachers. And also, sometimes it's not that it's with any malice or intent, it's how they've perceived it.

It's how the kids themselves have perceived your face. And you might just be concentrating. I know for instance, and this actually is a really good point before we finish, there is a stage in teen development where they become almost face blind. And it's, it is a really good thing. It, it happens in the brain for, for lots of good reasons, which I'm not gonna go into here because this is already, you know.

Quite long podcast. But to give you an example, I'm in the kitchen chopping one of my teens, comes in and goes, everything okay? And I was like, yeah, yeah, good. You know, I'd already had the conversations about school, blah, blah, blah, but I'm chopping ready, getting ready for tea, dah dah. And I'm just concentrating because I'm thinking, right, I've gotta do this next and that next, you know, in prepping dinner.

And they were like, oh, you sure? So, I said, yeah, why? And I noticed, said it a couple of times, and I. To me over a couple of days, and I just said to them, I need to ask you about that. What? Like, why do you keep asking what's, what's wrong? Like, and they said, oh, you just, you look cross. You look like there's something wrong.

And I'm like, oh, babe. Absolutely not. And that's when it clicked that it had started for my kids. And I was like, actually, let me explain. There is this period that we go through as teens where we get faced blindness. Absolutely. You've done the right thing by asking me. I'm okay, but please know that if I say I'm okay, I am.

I was just concentrating. So, you won't have seen that. You might perceive that there's something wrong. However, I promise you that off the back of that, I will always tell you if there's something wrong and I'll always come to you if, if I am upset with you or you know, anything like that. I was literally concentrating.

You're probably lucky I didn't have my tongue out 'cause I do that too. When I'm concentrating. And we had a laugh with it and it was absolutely fine, but just be aware that, you know, kids pick up on things, but also, they pick up on things that might not be there. So please just be aware of that with your, with your game face.

Okay. So, I hope that's been really, helpful. I hope there's lots of tips there. There's lot to cover. Now there is a free download, there is a brochure that's downloaded. Go in the show notes, click the link to the free download. We are also doing a course in April, which is 90 days reverse anxiety in your kids, and that is of kids of any age.

It's gonna be fantastic. And the reason that is, is we're gonna be joined by the coaches. A lot of the coaches gonna come on board as well. There is gonna be a Facebook group where you can ask questions about your kids every two weeks. There will be new content and a call so we can answer, you can ask questions ahead of time, but also you will also get me one to one

diving deep into your family every month of those three months. So, you're getting like a full-on session for an hour every month that we talk just about your kid privately on your own. Amazing. So, you'll get me in that as well. And as well as the coaches, experts, as well as their support, the, the Facebook group, which is support as well as all the learnings about anxiety.

Much more than I can go into here. And we're doing it, it's a three-month course and 90-day course. But first things first, get your free download brochure with top tips in how to help, which goes into more detail than I can do here. Thank you for joining me today. It has been lovely. I knew the teen one was gonna be much longer because they are complex creatures and by God, don't we love it.

Take care. Lots of love from us to you and speak to you soon. Thanks for joining us.