

Understanding and Managing Tics



This information pack guides parents, children and young people on understanding tics, then focuses on environmental and wellbeing changes that can be explored before considering the need for therapy. The pack also includes signposts to relevant resources throughout the pack.

Feedback

We hope you find this resource useful. We would be grateful for your feedback about using this workbook, so we can continue to improve it. If you are a young person, parent/carer or professional, please take 5 minutes to complete this short survey using the link or QR code below!

Thank You 😊



Resource Guide

This Resource has been created by Children and Young People's Psychological Service, Lancashire and South Cumbria NHS Foundation Trust. This workbook provides information, advice on what tics are, and managing living with tics.

You can work through this pack on your own or, if you are a younger person, we recommend that you choose an older person to help support and work through it with you. It will also help them understand more about tics and how best to help you. This person might be an older sibling, parent, carer or teacher. Within this pack we recommend several changes you can make, and having support around you helping you to make these changes will make them more likely to be effective and stick!

We recommend working through this booklet from beginning to end a small amount at a time, before you can then keep the booklet to refer back to as where and when you might need it. A progress diary at the end of the pack allows you to easily monitor how helpful strategies suggested are.

The pack includes:

- Understanding tics
What are tics, 'causes' of tics, diagnosis, what happens when you have a tic,
- Possible effect of tics on your life,
- Changes that you can make to reduce likelihood or frequency of tics
- Support for managing and living with tics
- Advice for those around you on how they can best support you at home and at school.

On some pages you will find links to other resources we think give extra information you will find useful. Some links are to information sheets, and some are links to videos. Each link has a small number next to it, this number corresponds to the index table at the end of the booklet you can also use to access webpages.

[VIDEO: Growing Up with Tics interviews with Youtuber Casper Lee ^{\(1\)}](#)

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Link	Description	Web Address
1)  SCAN ME	Lived experience - YouTube Video created by Tourette's Action. Youtuber Casper Lee interviews young people about their experience of tics.	https://www.youtube.com/watch?v=LZQlch6v3W4

Links also have 'QR codes' you can scan using mobile phone's camera app that will provide a link straight to the webpage.



What are tics?

A tic is an uncontrolled, sudden, repetitive movement or sound that can be hard to control. Tics are involuntary, which means you don't choose to do it. Sometimes people aren't even aware of them.

Simple Tics



Vocal:
Throat clearing
Sniffing
Coughing
Yelping
Barking
Hiccupping
Belching

Motor:
Eye blinking
Sticking tongue out
Head turning
Neck twitching
Shoulder jerking
Muscle tensing
Flexing fingers

Complex Tics

More complex movements or sounds that look more purposeful



Vocal:
Repeating parts of words or phrases
Talking to self
Imitating characters
Different intonations
Swearing

Motor:
Flapping arms
Facial grimaces
Picking skin
Pinching self
Jumping

Now categorise your own tics...

Vocal:

Motor:

Vocal:

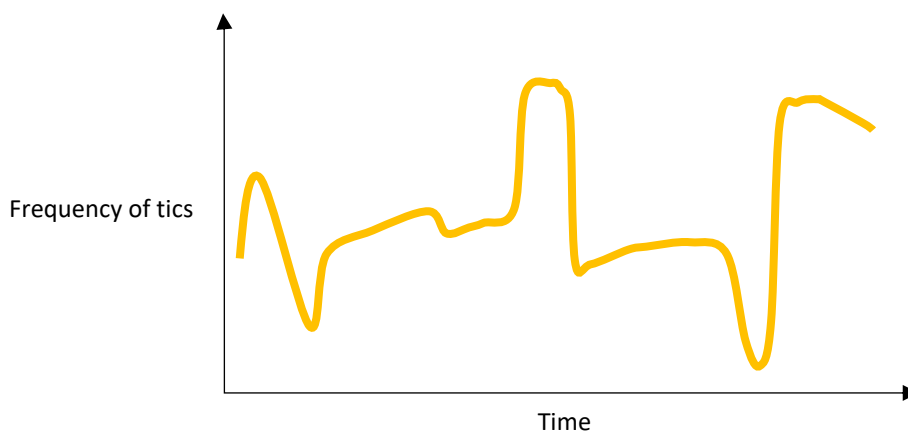
Motor:

Why do they happen?

It is not yet fully understood where tics come from or how they develop. It is thought there are genetic factors, so it is likely that some family members have experienced tics too. There has also been evidence the immune system and infections might also increase likelihood of developing tics.



Tics can ‘wax and wane’ – this means the frequency and severity of tics can change over time. Tics can seem to appear suddenly and also disappear suddenly, and some tics are persistent. Although it is not known why, tics can become more frequent during times of stress.



Diagnosis

Diagnosis of a tic disorder is done by a specialist doctor, for example, a psychiatrist or a paediatrician.

Temporary Tic Disorder

This term is applied when tics have disappeared within a year

Chronic Tic Disorder

Having either motor OR vocal tics for more than a year

Tourette's Syndrome

More than one motor AND at least one vocal tic present for over a year. Within a year, tics have not been absent more than three months at a time

Co-morbidities...

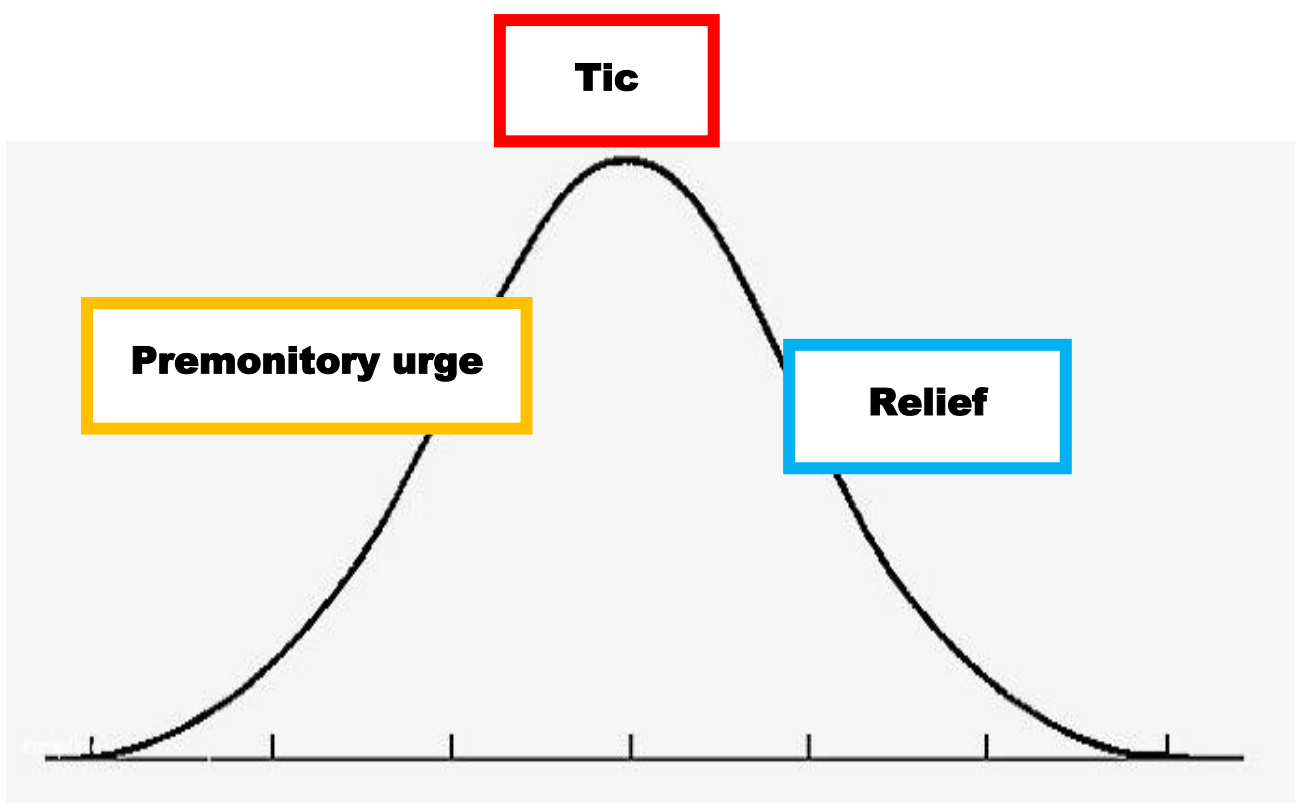
Sometimes children and young people displaying tics can also experience other difficulties at the same time (referred to as co-morbidity).

Common co-morbidities include:

- Anxiety
- Low mood
- ADHD
- OCD

Premonitory Urge

A premonitory urge is a sensory discomfort in a muscle or groups of muscles, which happens immediately before a tic. It can be a tension, pressure, tickle or itch. When someone tics, this discomfort goes away. We can think of it like an itch, which needs scratching! The tic often has to be 'just right' in order to relieve the premonitory urge. For example, someone might feel a sensation in their throat (premonitory urge), which makes them feel like they need to cough or screech to relieve it (the tic).



Triggers

Different situations can make tics more or less likely to happen, so it is worth becoming aware of what these specific triggers are.

Tics are **more** likely to happen when...

- Experiencing tension, or tiredness
- Boredom
- Anxiety or in stressful situations
- Experiencing high emotions (e.g. anger or excitement)
- Expected to be quiet (e.g. libraries)
- Around another person ticcing
- Attention is on tics
- Relaxing

Add your own...

- _____
- _____
- _____
- _____

Tics are **less** likely to happen when ...

- Concentrating or focusing on a task
- Distracted by something fun or engaging
- Engaged in physical activity, especially using upper body
- In situations where the tic might be embarrassing

Add your own...

- _____
- _____
- _____
- _____

Suppression

Many children learn to suppress their tics for shorter or longer periods of time as a way to manage them. How long they are able to suppress can vary. Suppression can sometimes be helpful in getting through tics in the moment, but over time can become a negative strategy.

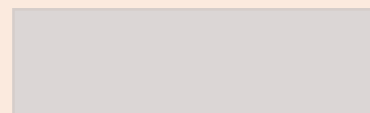
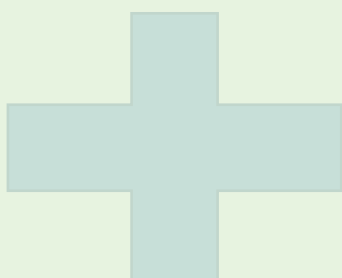
Many children can become frustrated when they are unable to suppress a tic, or able to suppress some but not others. Suppressing tics can also mean when they have left that environment, they will have a flurry of tics, sometimes called 'tic attacks' or the 'rebound effect', as it feels like the body is releasing all the tics that have been suppressed.

Suppression takes a lot of concentration and so makes it difficult to focus on other tasks. This also makes it very tiring. Sometimes when a child or young person is working constantly to suppress, it is interpreted as being able to control their tics more than they actually can.

If suppression has become unhelpful, a technique called 'competing response' can be useful to explore. Competing response needs to be learnt in the right way, in the right circumstances as part of a greater package for tic management.

Do you ever suppress your tics, and when?

What are the pro's and con's of suppressing tics?



Impact of Tics



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We know that tics can impact day to day life. Here are some common examples, and links to more information and strategies to explore.

[VIDEO: Growing Up with Tics interviews with Youtuber Casper Lee](#) ⁽¹⁾

Learning



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[Tic and learning information](#)
[GOSH NHS](#) ⁽²⁾

Sleep



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[Tics and sleep information](#)
[GOSH NHS](#) ⁽³⁾

Organisation and Planning



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[Explaining executive functioning and tics - Tourette's Action](#) ⁽⁴⁾

Mood



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[Tics and depression information GOSH NHS](#) ⁽⁶⁾

Friendships



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[Tics and friends information](#)
[GOSH NHS](#) ⁽⁵⁾

Pain



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[Prevent and Treating Pain Advice factsheet - Tourette's Action](#) ⁽⁷⁾

Emotion Regulation



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[Tics and anger information GOSH NHS](#) ⁽⁸⁾

Note any other impacts here...

Back to Basics

Diet

Having a healthy, balanced diet.

High sugar and caffeine have been linked with an increase in tics, so reduce the amount of food and drink high in these.

Activity

Exercise has a massive impact, helping to reduce stress and releasing 'feel good' chemicals into the brain.

Some people think being active, or doing something energetic can wear the tics out for a while.

Activity also helps to stretch and strengthen muscles that can be involved in tic movement.

Sleep

Sleep problems are more likely to affect people with tics. This includes waking, bad dreams, sleep-walking and talking and nightmares. This can then mean you feel more anxious, sleep less, poor memory and concentration and increased irritability. Fatigue and tiredness is a common trigger for tics.

For helpful information and support: [The Sleep Charity UK](#) ⁽⁹⁾ and [The Teen Sleep Hub](#) ⁽¹⁰⁾



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Do's

- ✓ Physical activity in the late afternoon
- ✓ Bedroom environment is dark enough
- ✓ Create a sleep routine, for everyday, not just weekends
- ✓ Do something relaxing as part of your routine
- ✓ Get 30 minutes of sun a day
- ✓ Do homework earlier so you can relax later
- ✓ Share worries with a trusted person or write them down
- ✓ Create a relaxing environment – tidy, clean, dim lights, cool temperature

Don'ts

- ✗ Avoid high sugar and caffeine food and drink before going to bed
- ✗ Try not to 'catch up' on missed sleep in the day, especially after 3pm
- ✗ Avoid screens in the hour before bed, leave screens outside the bedroom
- ✗ No bright lights in the evening
- ✗ If you are struggling, keep a sleep diary to help identify patterns

Mood, Anxiety and Emotion Regulation

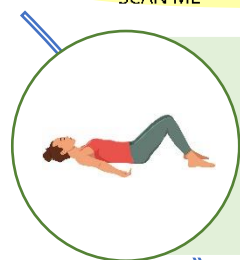
Sometimes, life with tics can lead to low mood, anxiety and anger for some children. Tics are also known to increase in times of increased arousal – whether that is excitement, anxiety or stress. Anxiety can occur unrelated to tics, however tics can trigger and make tics worse.

Below are some commonly used strategies for these effects. These strategies are also found to be helpful when children are experiencing 'tic attacks'. **Find guidance for these at the back of this pack.**



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[VIDEO: Greg talk about what techniques help calm him down](#) ⁽¹¹⁾



Progressive Muscle Relaxation

- This can also help with pain experienced from severe and frequent tics.
- This involves gradually tensing and relaxing each muscle group in turn through the body.



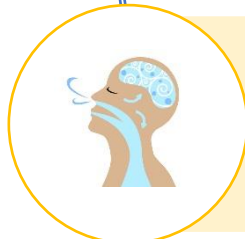
SCAN ME

[VIDEO: Guided progressive muscle relaxation for children](#) ⁽¹²⁾



Stretching Exercises

- Think about the muscle groups that are being used when you tic and find out some stretches for these muscles.
- This can help with muscle pain effects of tics.



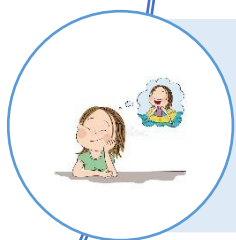
Calm Breathing

- Mindful breathing can be helpful when experiencing 'tick attacks' as and /or when you are feeling anxious as it helps reduce physical symptoms of anxiety whilst also distracting you.



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[VIDEO: Belly breathing: mindfulness for children](#) ⁽¹³⁾



Counting to 10 and Visualisation

- Tics can sometimes lead to frustration and anger, and sometimes anger and frustration can lead to tics.
- Count to ten gives you the time needed to then think about using another strategy to calm down, for example visualisation and special place imagery.



Coping Cards

- Some people with tics can sometimes have low self esteem, so it is important to remind yourself of your qualities and values.
- When people say positive, affirming statements to themselves, they often feel less anxiety and more capable of handling stressful moments or anxious feelings.

You Beyond Tics

Hobbies and Interests

Ensure you have a range of activities and interests so life is not all about tics. Many people with tics find that when concentrating on a particular task, tics reduce or stop completely.



Plan to do some activities you enjoy, e.g. a puzzle, colouring ...

Focus on the positives

Think about your positive qualities and strengths, and remember these are what make you, you. Tics are only a small part of you.

Write down some of your positive qualities...

Tics can be helpful?!

Tyler talks about life with tics and how it makes him better at Hockey.

[VIDEO: Tic is part of who I am but it doesn't define me](#) ⁽¹⁴⁾



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Naming the tics

Sometimes tics can be hard to talk about and we know language is important. When we talk about 'your' tics this can be confusing as tics aren't often something you want, and they don't belong to you. Sometimes it can be helpful to give the tics a name so that you and other people can use this name. For example, if you named the tics 'Fred'. You might say 'Fred has been really hard work today' – it's Fred, not you.

What's the name of your tic?

Draw what your tic character looks like in this box and then colour them in!

Tics at Home

Family's response to tics

Children and young people are pretty good at noticing others' emotions, even if family think they hide it well! It is important to be mindful of this about tics, and how this is communicated to your child through words, facial expressions, and tone of voice. This can become a tic trigger.

Take the child or young person's lead in how they acknowledge the tic.



'Red Car Syndrome'

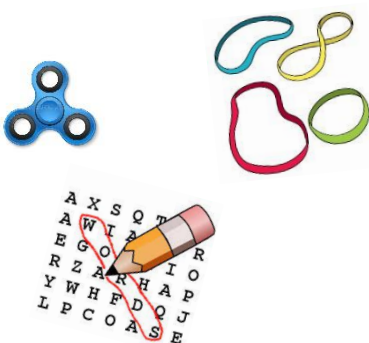
If someone tells you about buying a brand new red car, you might notice that you then seem to see red cars all around you when actually there's no more than usual. This is called 'the red car syndrome' or the 'Baader-Meinhof phenomenon'.

Having tics talked about and pointed out to you, can then make you notice them more. It can feel like they are happening more often, when in actual fact it's just like the red car!

The problem with this around tics is, it can reinforce the belief of tics are a problem. Think about whether you need to acknowledge or respond at all. What happens when you don't?

'Tic Talk'

Although it is difficult, try not to talk about the tics when getting home from school. Focus on other aspects of the day and what has gone well before talking about how the tics have been. If you find that you are talking about tics, contain it to 10 minutes a day (not before bed time!) called 'Tic Talk'. Some days you might not even feel like talking about them!



Tic Tip

Think about something that might capture your attention and distract you, something you might be able to carry with you like a rubber band or Blu Tack, a puzzle or hand held game.

Tics in School

Here is a short video of Jack and his Mum's experience with school, and support that can be put in place to improve the school experience. [VIDEO: Preparing for the school year – Tourettes Action](#) ⁽¹⁵⁾



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Most people with tics do not have educational difficulties. However, tics can cause disruption to the school day that impacts learning. For example, tics can be tiring, distracting and make it difficult to focus. It might be useful to consider whether any of the following would be useful for you and perhaps to share this information with school.

Learning

- Learning material provided verbally and visually (e.g. instructions and tasks are written down). This will support processing and opportunity for repetition.
- Planning and organisation can be impacted by tics, so support to develop plans of how to complete work could be useful (e.g. mind mapping, writing down plans, problem solving).
- Additional support around testing and exams might be needed if tics are particularly disruptive. Discussing this with the SENCo in the first instance would be helpful.

In the classroom

- Consider seating position and factors that can contribute to tics. Could a position near the teacher or in a quieter space reduce anxiety and therefore help to reduce tics.
- Ideally teachers would not draw attention to tics, ignoring them can be helpful. This also helps to reduce focus from other pupils. It helps to teach that tics are not a 'big deal' and do not need to be given lots of attention.
- If tics are particularly frequent it might be useful for school to monitor (e.g. to keep a diary over several days noting which lessons/time of day tics occurred and what kind of tics were observed). This can help to identify patterns and could be useful for any future assessment or intervention accessed. You can find an example monitoring sheet at the end of this pack.

Support

- Some people report that tics can increase with anxiety. It could be useful to consider rest breaks during the school day to help regulate emotion during the course of the day. Rest breaks should not only occur after a tic (as this reinforces the tic), but instead should be used generally throughout the day as a regulatory/preventative strategy.
- If you need to leave the classroom due to a tic, make sure you return to the classroom as soon as the tic is finished. If you are unable to return to the classroom, it is important to continue with the classwork set in a different environment. We want to avoid tics being rewarded (e.g. leaving the classroom to sit and draw in pastoral might be preferable to being in maths, and this risks teaching that tic-ing leads to a reward).

Tics in School

Sometimes people report that having tics impacts their confidence to develop friendships. They can also fear bullying.

Making friends

- Consider what you would want people to know about tics that you experience and how you would like them to respond if you do tic (would you want them to ignore it or say something). Sometimes the other person just isn't sure what to say or do—**help them learn!**
- When people are used to something they tend not to notice it as much (like when your bedroom needs tidying but you are so used to the mess you don't notice it!), so make sure you **spend time around people** so they have chance to get used to the tics. With time they will notice tics less and it will become more normal. You might also feel more comfortable, which could help to reduce tics as well.
- Remember that **making and keeping friendships is hard for everyone** (with or without tics). Sometimes friendships change and people move on. This is completely normal (but not always very nice to go through).

Bullying

- Sometimes people make comments because they are not used to seeing tics and sometimes people can make comments as they are being intentionally unkind.
- It can be helpful to **have a pre-planned response**. For example, "yes, I notice it too."
- Sometimes **explaining tics to the bully can be helpful**—the bullying might be due to a lack of understanding.
- **Speaking to an appropriate adult** (e.g. teacher, parents) could be helpful—bullying is unacceptable.
- **Surround yourself with supportive people.**



Resources

Websites for Tics and anxiety

www.tourettes-action.org.uk

www.lifesatwitch.com

www.tourette.org/: Tourette association of America



Google Play

Apps



7 Cups: anxiety and stress chat

Smiling Mind: meditation

Headspace: meditation

Calm: meditation and sleep



Books

Nix Your Tics! Eliminate Unwanted Tic Symptoms: A How- To Guide For Young People: *Duncan McKinlay 2007.*

The Facts Tourette Syndrome: *Mary Robertson, Andrea Cavanna.*

'Coping with Tourette Syndrome – A workbook for Kids with Tic Disorders': *Sandra Buffolano, 2008.*

Tic Talk: Living with Tourette Syndrome: A 9-Year-Old Boy's Story in His Own Words: *Dylan Peters, Paul Howey, and Zachary Wendland*

Hi I'm Adam: A Child's Book about Tourette Syndrome: *by Adam Buehrens*



Podcasts



There are podcasts available including interviews with celebrities and content creators in which they talk about their experience of tics. You can also listen to podcasts discussing where tics come from and how tics work.

Videos



There are youtube video links throughout this booklet and on the 'index page' we think you might find relevant.




[Tics Explained - Youtube Video](#)

Further Support on the Fylde Coast

If you feel you would benefit from receiving support from the Children's mental health services (either CAMHS or CYPPs) in the future, you can seek referral. CYPPS accepts referrals for young people up to the age of 16 years and CAMHS accepts referrals for young people up to the age of 18 years if there is significant mental health concerns. You can make a self-referral by completing the online form available at:

<https://www.healthyyoungmindslsc.co.uk/home/blackpool-camhs-self-referral>

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<u>Link</u>	<u>Description</u>	<u>Web Address</u>
1)  SCAN ME	Lived experience – Reference: YouTube Video created by Tourette's Action. Youtuber Casper Lee interviews young people about their experience of tics.	https://www.youtube.com/watch?v=ZUJ997gqh30
2)  SCAN ME	Information - Reference: created by GOSH NHS Trust. Information page about learning whilst having tics.	https://media.gosh.nhs.uk/documents/Tourette_and_learning_C0033_A4_bw_FINAL_Oct16_0.pdf
3)  SCAN ME	Information - Reference: created by GOSH NHS Trust NHS. Information page about having tics and sleep .	https://media.gosh.nhs.uk/documents/Tourette_and_sleep_C0230_yp_A4_bw_FINAL_Oct16_0.pdf
4)  SCAN ME	Information - Reference: created by Tourette's Action. Information page for managing organisation and planning whilst having tics, created by Tourette's Action.	https://www.tourettes-action.org.uk/storage/downloads/1605795854_Factsheet---Executive-Funtioning.pdf
5)  SCAN ME	Information - Reference: created by GOSH NHS Trust. Information page with guidance on friendships .	https://media.gosh.nhs.uk/documents/Tourette_and_making_friends_11C0141_yp_A4_bw_FINAL_Oct16_0.pdf
6)  SCAN ME	Information - Reference: created by GOSH NHS Trust NHS. Information page about the relationship between tics and depression .	https://media.gosh.nhs.uk/documents/Tourette_and_depression_C0028_A4_bw_FINAL_Jun18.pdf
7)  SCAN ME	Information – Reference: created by Tourette's Action. Information page for support and advice on pain caused by tics.	https://www.tourettes-action.org.uk/storage/downloads/1410793050_Factsheet---pain-and-TS.pdf
8)  SCAN ME	Information – Reference: created by GOSH NHS Trust. Information page on managing anger with tics.	https://media.gosh.nhs.uk/documents/Tourette_and_anger_C0027_A4_bw_FINAL_Jun18.pdf
9)  SCAN ME	Support and information - Website link to UK sleep charity includes advice and resources.	https://thesleepcharity.org.uk/
10)  SCAN ME	Support - UK sleep charity website tailored towards adolescents, providing advice, resources and support to improve sleep.	https://teensleephub.org.uk/

<u>Link</u>	<u>Description</u>	<u>Web Address</u>
11)  SCAN ME	Lived Experience – Reference: Youtube Video created by Tourette's Association of America. Greg talks about the techniques he finds helpful when he is experiencing tics.	https://www.youtube.com/watch?v=EMdtGtrv-l
12)  SCAN ME	Strategy - Short animated Youtube video for children, for guided progressive muscle relaxation .	https://www.youtube.com/watch?v=cDKyRpW-Yuc
13)  SCAN ME	Strategy - Short animated Youtube Video for children, for guided mindful breathing exercise.	https://www.youtube.com/watch?v=RiMb2Bw4Ae8
14)  SCAN ME	Live experience – Reference: YouTube video created by Tourette's Association of America. A young person's experience, and how he has learnt to perceive his life with tics.	https://www.youtube.com/watch?v=ptjWKLWBJs!
15  SCAN ME	Lived experience – Reference: Youtube Video created by Tourette's Association of America. Mother and son talk about what helped him with his tics in school .	https://www.youtube.com/watch?v=i3izpc-Qkf0
16)  SCAN ME	Strategies and information – Reference: Information page created by Tourette's Action. Includes tips and strategies for managing tics .	https://www.tourettes-action.org.uk/storage/downloads/1374586633_Tic-tips---managing-your-TS.pdf
17)  SCAN ME	Learning – Reference: An online course developed by Tourette's Action. Online course to develop understanding of Tourette's Syndrome and tics.	https://www.tourettes-action.org.uk/155-elearning.html

*GOSH NHS TRUST (Great Ormond Street Hospital for Children NHS Foundation Trust)

Progressive Muscle Relaxation

Firstly, get yourself comfortable.

Start to **breathe slowly and deeply in through your nose and out through your mouth**, gradually let your body fill with air top. **Hold your breath for a couple of seconds** and then breathe out slowly. Wait a couple of seconds and then take another deep breath. Hold for 2 seconds and breathe out again. With each breath, picture the air going in through your nose and all the way down towards your belly.

Now **curl your toes up and press your feet down**. **Tense** your toes and feet and **hold your breath** for a few seconds. Now **breathe out** slowly and let your muscles **relax**.

Now **tense your leg muscles** and hold your breath for a few seconds. Now breathe out slowly and let your muscles relax.

Now tense your **tummy muscles** really tight and hold your breath for a few seconds. Now breathe out slowly and let your muscles relax.

Now **bend your elbows** and **tense your arms** and hold your breath for a few seconds. Now breathe out slowly and let your muscles relax.

Now **hunch your shoulders up into your neck** and hold your breath for a few seconds. Now breathe out slowly and let your muscles relax.

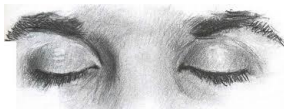
Now **clench your teeth, frown and screw your face up** as tight as you can and hold your breath for a few seconds. Now breathe out slowly and let your muscles relax.

Now **tense all your muscles together**, tense them all up really tight, and hold your breath for a few seconds. Now breathe out slowly and let your muscles relax.

When you feel like you are getting tense, try using this relaxation strategy.

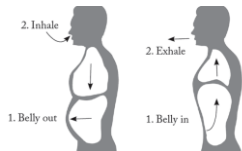
Mindful Breathing

1. Position yourself comfortably. If you are sitting, keep your back straight and your shoulders relaxed.



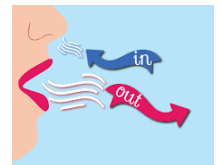
2. Feel your eyelids become heavy and close your eyes. If you would rather not close your eyes, pick a point in the room to focus your gaze.

3. Bring your attention slowly to your breathing, breathing in slowly and out slowly.



4. Now bring your attention to your stomach, feeling it rise gently as you breathe in and fall as you breathe out. Keep the focus on your breath – breathing in slowly and breathing out slowly.

5. Focus on the breath coming in through your nose, the cool air coming in through your nose and the warm air coming out through your mouth. Notice how relaxed and calm you are starting to feel.



6. Each time you notice that your mind has wandered from focussing on the breath, gently bring your attention back to the feeling of the breath coming in and out of your body.

Visualisation

Begin by choosing a memory, your most special memory. It can be a place you've been, or an activity. Something from a happy time when you were having lots of fun or succeeded at something that was hard. Think of a memory that makes you feel good inside. Remember as many details as you can – what you were wearing, how did the air smell, what could you hear, feel, see?

It might be helpful to use this visualization guide:

Close your eyes, relax your body, take a deep breath in, filling your stomach like a balloon. Then breathe out, letting your stomach balloon fall flat.

Now you see in your imagination that there is an enormous door in front of you. Behind that door is the entry way to your very own special place. This place can be any place that you want, a place that is calm, relaxing and feels soothing to you. It can be an ocean, desert, island, forest, the inside of a castle, a cave, on the moon, a star, a planet far, far away or a simple closet under the stairs. It is the first image that comes to you when you hear the words, "special place". Now, quietly walk up to the door and place your hand on the doorknob. As you open the door, your special place will unfold before you and you will be free to enter. On the count of three: one...two...three! Open the door and step across the threshold into your special place. There it is before your eyes!

What do you see before you? Know that all of this place is your own creation. If you would like to add a tree, rock, an animal, flower, star, anything at all, it is up to you. Practice adding a special item to your place. It is all in your power, you decide what is allowed into your special place. Everything in this place is created by you. No one can enter or exit without your permission. You create every bit of it!

What sounds do you hear? You can add other sounds if you would like, just push your virtual play button and allow the sounds to play.

Now find a comfortable spot to lie down in your special place. Just relax for a few minutes, taking in the view around you, listening to what is happening in your special place. Know that this place is entirely complete and whole. You are complete and enough in your special place. Breathe into your heart and connect fully with feelings of relaxation. Breathe through your heart centre. Relax. Let go of the outside world beyond this place. Relax. Let go.

Know that you can return here whenever you like. Now it is time to leave. Gently get up and walk back to the door, look over your shoulder for another glimpse of your special place, knowing that you can return in any moment.

At the door, step over the threshold back through the door and close it behind you. If you would like, you can lock the door and place the key in a special location that you can find later when you want to return. The key to return is always with you in your imagination.



Coping Cards

Research has shown someone's thoughts and "self-statements" can affect their physical feelings of anxiety.

When people say positive, affirming statements to themselves, they often feel less anxiety and more capable of handling stressful moments or anxious feelings.

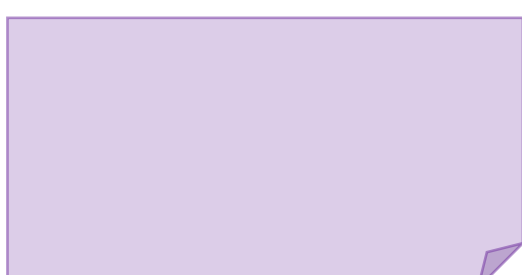
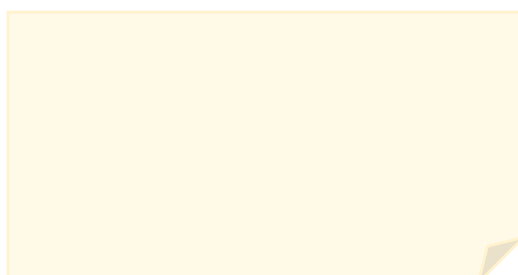
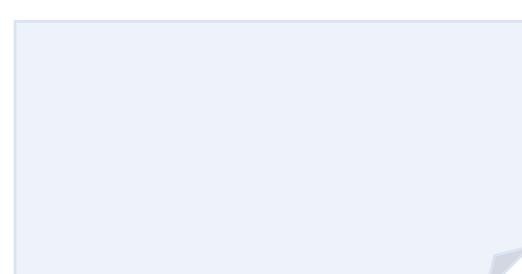
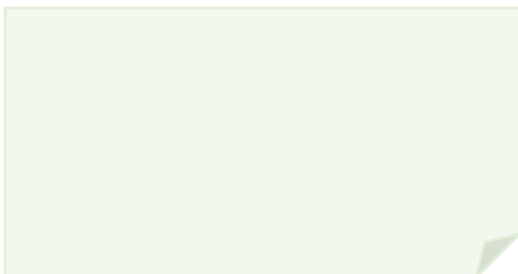
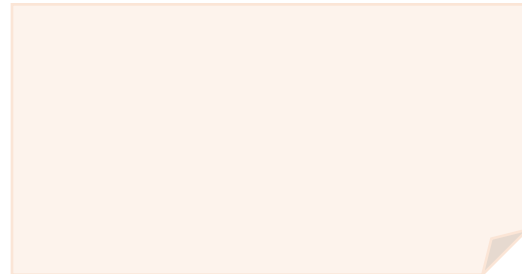
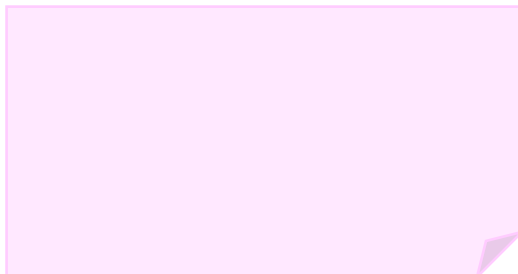
For example, someone who is able to say statements such as, "I am brave and smart and can take good care of myself" is typically able to cope better than someone who continually says negative "self-statements" such as, "I can't handle this-I'll fail".

People can read the statements on the cards anytime, and can store them easily in a backpack or pocket for quick, easy reminders of their ability to cope with whatever comes their way.

Coping Cards are a great tool for boosting someone's confidence in their ability to cope with stress and anxiety.

How you use the coping cards

- They need to be written in your own words, and be made by you rather than someone else.
- They need to focus on one event and be very specific, e.g. if you want to talk to 'someone' as a coping strategy, put the person's name and how to contact them on the card!
- They need to be written in positive language, e.g. "Take a 5 minute break" rather than "Stop working so hard".
- Write a new coping card out each time you face another challenge. For example going out with friends, doing a test at school, meeting new people etc. The coping cards will help you to think more positive about the situation.
- When you have written out your coping card, put it in your pocket or somewhere else you can see easily. Try to read the card throughout the day.





My Sleep Diary

Start date: _ / _ / _	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
What time do you begin going to bed?							
What time did you get in bed?							
What time did you fall asleep?							
What did you do whilst you were awake?							
If you woke, what time(s)?							
What time did you fall back to sleep?							
What time did you wake up in the morning?							
<i>Total hours of sleep</i>							

The page is decorated with a large number of gold stars of various sizes, scattered across the background. A dashed horizontal line is positioned above the main title.

Well done!

has completed the

**Understanding and
Managing Tics
Resource Pack**

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