

CHANGE THE ANT TO A BUTTERFLY EXAMPLES

REPLACE AUTOMATIC NEGATIVE THOUGHTS

<u>Species</u>	<u>Example</u>	<u>Change ANT to Butterfly</u>
Always/Never Thinking	<i>Nobody ever likes me.</i>	<i>Jan talked to me today.</i>
Blaming	<i>It's all your fault I lost my homework.</i>	<i>Homework is my own responsibility so next time I will put it in my folder.</i>
Personalizing	<i>She ignored me.</i>	<i>Maybe she ignored me because she was in a hurry.</i>
Labeling	<i>I'm stupid.</i>	<i>I didn't do well on this test, but I got an A in Spelling.</i>
Guilt-beating	<i>I forgot to feed the cat.</i>	<i>I will set an app on my phone to remind me next time.</i>
Mind-reading	<i>My teacher hates me.</i>	<i>Maybe my teacher doesn't know me very well.</i>
Fortune-telling	<i>I won't finish on time.</i>	<i>I am learning to pace myself so maybe I will be done on time today.</i>
Focusing on the Negative	<i>I got 2 wrong on the test.</i>	<i>Yes, but I got 98 of them right.</i>

Chapter 5

Tools for Emotional Regulation

Tool 5-1: Improve Self-esteem, Depression, Anxiety

Tool 5-2: Replace Those ANTs (Automatic Negative Thoughts)

Tool 5-1: Improve Self-Esteem, Depression, and Anxiety

BACKGROUND: Clients with ADHD often experience low self-esteem, depression, anxiety, guilt and shame. This may be the result of the symptoms of ADHD that cause repeated failures to succeed, getting yelled at in school or by parents, hearing negative comments such as “you are lazy,” “your brother can do this, why can’t you?” and being rejected by peers due to inappropriate social skills or behavior. This tool provides guidance on helping children and teens improve self-esteem and decrease anxiety and depression.

SKILL BUILDING:

Understanding Gives Hope: When children and teens come in for treatment it is common for them to start to feel better as soon as they realize that you understand ADHD, you “get them,” and they learn that they are dealing with a brain-based disorder. They give a sigh of relief when they discover that they are not lazy, stupid, or “retarded” as one client described himself to me. When you teach them about ADHD and how it is treated and help them find famous and successful people with it they begin to feel hopeful. This is the first step in helping them improve their self-esteem, anxiety and depression.

Improve Their Narrative: Many clients with ADHD have a negative narrative. They see themselves in a negative way and their inner dialogue consists of a continual pattern of negative self-talk. Explore what they tell themselves. If you discover they feel and tell themselves they are stupid, lazy, not good enough, or a failure, use Tool 5-2 Replace Those ANTs (Automatic Negative Thoughts) to help them find a positive self-statement. This must be a true statement that they can believe and that is more positive. Teach them to notice when they say “I’m stupid” and replace it with something like “even though I feel stupid sometimes, I am learning to stick with my homework until I understand it.” Or, “even though I feel stupid, I did get a good grade on my spelling test.” With practice, this shifts their energy and self-image and gradually rewrites their narrative.

Identify Their Strengths: Unfortunately, many clients with ADHD get so focused on their deficits (or differences) that they overlook their strengths. Use Handout 4-4-4 I Am Good At These Things to help clients notice and identify their many strengths. Although ADHD is called an “attention deficit” it is much kinder, as well as accurate, to call it an “attention difference.” **A brain with ADHD works differently than a brain without ADHD but not necessarily in a negative way.** Explain that many people thrive

BASIC RELAXATION BREATHING

The Basic Relaxation Breathing technique is very helpful in deactivating the stress response, and can really help kids and teens calm down hyperactivity, anger and anxiety, as well as improve concentration.

It consists of breathing in through the nose to the count of four and breathing out through the mouth to the count of eight. Thus, we activate the parasympathetic nervous system twice as long as the sympathetic nervous system with a net result of calming our physiology and stress response.

Teach them this simple technique and encourage them to use it during their day as often as they think of it, particularly if they are hyper, angry, stressed out, worried, or distracted. It is an excellent way to increase their ability to self-regulate.

- ✓ **Breathe** in through your nose to the count of four and out through your mouth to the count of eight. When you breathe out, purse your lips and blow gently like you are blowing a big bubble. This will help you slow down the exhale. Don't worry if your nose is stuffy, just breathe in and out through your mouth instead.
- ✓ **Inhale** through your nose: 1-2-3-4.
- ✓ **Exhale** through your mouth with lips pursed, blowing gently, like blowing a bubble: 1-2-3-4-5-6-7-8."
- ✓ **Repeat** 3-4 times.

Be sure to observe them when they are learning this to make sure they are breathing in slowly and then breathing out twice as slowly. Often, kids will inhale very rapidly to get a big breath. This is counterproductive and may activate them instead of calming them.

MINDFULNESS OF TASK

No matter what task you are doing, you can be more present and aware of the moment by practicing mindfulness of tasks.

1. Set your intention to do a task.
2. Simply pay attention to what you are doing.
3. As soon as you notice that your attention has wandered and you are paying attention to something else, gently return it to the task at hand.
4. Repeat this process until the task is done.

Here's an example. Use this process no matter what task you are engaged in.

Mindfulness While Brushing Your Teeth

- Close your eyes and pretend that you are going to brush your teeth.
- Imagine that you are standing in front of the bathroom sink.
- Look at yourself in the mirror and slowly take a deep belly breath and sigh as you exhale.
- Pick up your toothbrush from wherever it lives.
- As you hold the handle of the toothbrush, pay attention to how it feels in your hand. Is it hard, squishy, warm, cold, sticky, smooth, or rough?
- Now put the toothbrush under the faucet and turn on the water.
- As you do so, notice how the faucet handle feels on your fingers. Is it cool, hot, slippery, smooth, or sticky? Is it shiny or dull? Is it covered with drops of water?
- As the water starts to run into the sink, look at it for a moment. What does it look like? Is it a steady stream? Is it bubbly? Is it dripping or rushing out? Is it going quickly down the drain or starting to fill up the sink?
- Place your toothbrush under the water and notice how your hand feels as the water flows over the toothbrush. Did your hand get wet? What sound do you notice with the water running?
- Pick up the toothpaste container. Notice how much it weighs. Pay attention to how it feels in your hand. Is it warm, cold, smooth, rough, sticky? Is it hard, stiff or flexible?
- Open the toothpaste tube and smell the toothpaste. What do you notice about how it smells? Is it a fresh smell? Is it minty or some other flavor?
- Notice how your hand feels on the toothpaste tube as you put some toothpaste on your brush. Pay attention to the toothpaste as it glides onto the brush. What color is it? Can you smell it?
- Notice how your mouth feels as you put the toothbrush into your mouth and start to brush your teeth. Is there a tingling sensation from the toothpaste? Is your mouth full of toothpaste bubbles? How do the bristles feel on your teeth? How about on your gums or your tongue?
- Now notice how your mouth feels as you rinse it out with water. Run your tongue around your teeth. Do they feel clean, smooth, rough, jagged, bumpy or slippery?
- Pay attention to how the brush looks as you rinse it with water.
- Notice how your hand feels as you put the brush and the toothpaste away.
- Look at yourself in the mirror.
- Take a slow deep breath and give yourself a big smile as you open your eyes.

DOTS CONCENTRATION GAME

Use this fun game to help children and teens become more aware of how long they can stay on task as well as how often they are distracted:

- Give clients paper and markers and ask them to draw a picture of their family, a favorite pet or toy. Or ask older children and teens to make a list of their favorite songs, movies, books or people.
- Tell them that any time you notice they are not paying attention to their drawing you will draw a dot (or a heart) on their paper.
- See how long they can stay focused on the task of drawing before their mind wanders. You might use a timer and record time on task.
- Let them practice and make it fun.
- See if they can get fewer dots with practice until they can do a whole drawing without getting any dots.
- See if they can stay on task for longer periods.
- Reassure them that it is normal for their mind to wander and its okay if they get a few dots.
- Help them avoid self-judgment.

BODY SCAN FOR CHILDREN AND TEENS

Guided Script:

- Let's begin. Breathe in slowly through your nose to the count of 4: 1-2-3-4 and breathe out even more slowly like you are blowing a huge bubble, through your mouth to the count of 8: 1-2-3-4-5-6-7-8. Now just breathe normally.
- Bring your attention to your left foot. Just notice your left foot, including your toes, heel, bottom of your left foot, top of your left foot. Notice what it feels like.
- Then move up to your left ankle. Notice how your left ankle feels. Pay attention to whether there is any pain there, is it cold, or hot, does it feel light or heavy?
- Then pay attention to your left leg starting at the bottom, up to your knees, and thighs, all the way to your hips at the top of your leg. Notice if your left leg feels tight or relaxed, warm or cold, light or heavy.
- Now pay attention to your right foot. Just notice your right foot including your toes, heel, bottom of your right foot, top of your right foot. Notice what it feels like.
- Then move up to your right ankle. Notice how your right ankle feels. Pay attention to whether there is any pain there. Is it cold, or hot, does it feel light or heavy?
- Then pay attention to your right leg starting at the bottom, up to your knees, and thighs, all the way to your hips at the top of your leg. Notice if it feels tight or relaxed, warm or cold, light or heavy.
- Now pay attention to both legs from your toes up to your hips. Be still, breathe and send your legs some kind and loving thoughts.
- Now move your attention to your belly. Just notice what's there. Feel how your belly feels. Let it be the way it is. Send love and kindness to your belly.
- Now pay attention to your back starting with your low back all the way up to your shoulders. Notice how your back feels. Sit for a moment just noticing your back.
- Now give your attention to your fingers, thumbs, wrists, arms and shoulders. Just notice how your arms feel.
- Now pay attention to your neck and throat. Swallow and notice how your neck and throat feel.
- Now pay attention to your face: your chin, your mouth, your cheeks, your eyes, your eyebrows, your forehead and finally your ears.
- Now bring your attention to your head, including your hair and scalp and your brain inside your head.
- Now take a big belly breath and fill your whole body with a cushion of air. Blow the air out gently like you are blowing a huge bubble and let go of anything that needs to go.
- Open your eyes and bring your attention back to the room.

Note: For a shorter body scan do both legs at the same time.

BALANCING CHIPS GAME

Use the chips from a game such as Checkers, Othello or Connect Four. Take them out and place them where you and the child can reach them.

Guided Script:

- We are going to play a mindful body game called Balancing Chips. Please sit down on the floor. Let's get the wiggles out. Do it with me, wiggle every part of your body for a few moments. Wiggle your feet, your legs, your arms, your hands, your fingers, your head, your mouth, and your eyelids. (Do it with them)
- Ok, now take a belly breath in through your nose and blow out like you are blowing a bubble.
- Now I will give you a chip. Take the chip and place it on your leg just above your ankle and balance it there. Now put this next chip on the other leg. Now put this next chip on your leg above your knee and this next chip on the other leg.
- Lie down on the floor on your back with your arms and legs straight. If it is okay with you I will put the rest of the chips on. I will put one chip on the back of each hand and then another chip on each arm between your wrist and your elbow. I will put a chip on each shoulder. Now I will put a chip on each side of your forehead above your eyes. And I will put this last chip on your chin.
- Now I will time how long you can balance all of these chips without moving and knocking any of them off. Pay attention to your breathing. Let yourself relax and sink into the floor. If you feel like you need to move, just let go of that thought and bring your attention back to how it feels to breathe and keep balancing the chips.

Keep track of how long they balance the chips. Let them try several times. Have fun with them and enjoy the process.

Let them play the game for a few minutes each week for a few weeks. Then let them play again later on after learning and practicing more mindfulness skills. They may start to decrease hyperactivity and gain more control over their body movement.

IN THE CLASSROOM

Guided Script:

- Keep your eyes closed and listen to my voice.
- Pretend you are in school.
- Imagine you are sitting in your chair at your desk.
- Can you feel the chair on your bottom and against your back?
- What does the desk feel like when you touch it with your hands?
- Does the desk top lift up?
- What do you keep in your desk?
- Look inside. Can you see what's in your desk?
- Do you have everything you need?
- Imagine what the classroom smells like.
- Does it smell familiar?
- Look at who is sitting next to you.
- Are you friends?
- Do you get along?
- Is the classroom noisy or quiet?
- Where is the teacher?
- Is the teacher talking to the class?
- Listen to the teacher.
- What does the teacher want you to learn?
- If the child next to you tries to talk to you while the teacher is talking, tell them "not now" and look back at the teacher's eyes and lips.
- Pay close attention to what the teacher is saying.
- If there is noise in the hall or outside the window, just notice it and say to yourself "not now" and look right at the teacher's lips and eyes again.
- What does the teacher want you to do?
- If your stomach growls and you feel hungry, say "not now" and bring your attention back to the teacher.
- If you notice yourself daydreaming, say "not now" and bring your attention back to the teacher.
- Continue until the teacher stops talking and tells you what to do next.

CORE PRACTICE

STOP → LISTEN → BREATHE

Stop what you are doing.

Close your eyes.

Be still and listen.

Notice how you feel inside.

Pay attention to your breathing.

Breathe slowly in through your nose and out through your mouth.

Imagine the air slowly filling your lungs and belly and then flowing out again.

If you notice that you are thinking about other things, that's ok. Just accept it, and then bring your attention back to your breath.

Notice your belly moving as you take slow belly breaths.

Ask yourself what am I feeling?

Keep paying attention to your breath.

Continue for a minute in silence (Note: shorten or lengthen as needed).

Open your eyes and return to the room.

MAKING A MINDFULNESS GLITTER BOTTLE

Ingredients:

- Clear water bottle with label removed. The smoother the sides of the bottle, the easier it is to see through the bottle. (Can use mason jar but I prefer non-breakable plastic)
- Hot water
- Glitter – be sure to use fine glitter
- Light corn syrup or glycerin (found in the pharmacy section)
- Glitter glue
- Kosher salt
- Dish soap
- Super glue or Gorilla glue to glue the cap back on the bottle

Recipes:

The following recipes are general guidelines. The time for the glitter to settle will vary depending on type (or brand) of glitter (finer is better). If the glitter settles too fast, add more corn syrup, glycerin or more salt. If the glitter settles too slowly, add more hot water. Kosher salt will make a clearer solution than table salt. Use different colors for different settling times. Glue the cap on.

Red (settling time, ~40 seconds)

1 tbsp glitter glue
1/2 tsp red glitter
1 cup hot water
3-4 drops dish soap

Blue (about 2 min)

1/4 cup glycerin
3/4 cup hot water
1 tsp blue glitter
2 tsp salt
3-4 drops dish soap

Purple (about 3 min)

1/2 cup corn syrup
1/2 cup hot water
1 tsp purple glitter
3-4 drops dish soap

Pink (longest settling time, about 20 minutes)

2 tbsp pink glitter glue
1/4 cup corn syrup
3/4 cup hot water
3-4 drops dish soap

Recipes adapted from <http://mommaowlslab.blogspot.com/2012/02/science-thursday-glitter-jars.html?m=1>, Retrieved 01-29-15.

GETTING UP IN THE MORNING

Getting Up Too Early

- Do they appear to have had enough sleep?
- If they slept enough hours for their age, does setting bedtime later help?
- Do they wake up when it gets light?
- Do room darkening shades that totally block outside light help?
- Can they go back to sleep?
- Will they stay in their bed even if they are awake?
- Will they play in their room quietly if you reward them for doing so?
- Will they go back to sleep if you don't interact with them?

Trouble Getting Up

- After they wake up and get going does it seem like they had enough sleep?
- What time did they fall asleep?
- Did they get enough hours of sleep for their age?
- Do they need an earlier bedtime to get more hours of sleep?
- Did they wake up during the night?
- Use multiple alarm clocks.
- Make getting up on time their responsibility.
- Let the alarm wake them and avoid calling them over and over.
- Open the shades or leave them open overnight to let the light in.
- Set up a timer to turn on a light in their room 5 minutes before wake up time.
- Ask a friend or family member to call them on the phone.
- Send the dog or cat in to wake them up.
- Motivate them to get up on time with rewards or privileges.
 - Time for favorite breakfast, time to do their hair, time to play before school, stickers on reward chart.
- Let them pay the consequences of being late – don't keep rescuing them.
 - If they miss the bus – they must pay you to drive them to school.
 - No sports, after school activities or friends over on days they sleep late.
 - Lose electronics for the rest of the day.
- Can you let them sleep in occasionally or is this an everyday event?
 - Until they are getting to sleep well, you may need to let them sleep sometimes.



PREPARE FOR SLEEP

How to Get Ready for Sleep

- **Stop activities that activate your brain an hour before bedtime**
 - Stop exercise at least two hours before bedtime
 - Avoid violent or activating TV shows (please don't let children watch violent shows at all)
 - Avoid devices with bright light such as TV, computers or tablets at least 2 hours before bed
- **Start the bedtime routine at the same time every night**
 - Set an alarm to remind you to start getting ready for bed
- **Follow a routine that calms you and prepares your brain for sleep**
 - Turn the lights down low a half-hour before bedtime
 - Take a warm and relaxing bath
 - Put on favorite pajamas
 - Read a bedtime story or book (use books vs. e-books to avoid light activation or dim the brightness on tablets)
 - Say goodnight to pets or stuffed animals
 - Climb into a comfortable bed (maybe with favorite sheets)

TIPS FOR FALLING ASLEEP

Set Up the Bedroom for Sleep: The bedroom should be associated with sleep and nothing else. Nothing else! Refer to Tool 21-2 Setting Up the Bedroom and Handout 21-2 to make sure the bedroom is set up properly for sleeping.

Medication: Use a Medication/Sleep Diary to help your medication prescriber determine if medication is making it harder (or easier) to fall asleep.

Foods: Make a list of foods eaten during the evening. Avoid high carbohydrate or sugary foods, caffeine and artificial colors. Use a Food/Sleep Diary to determine if foods are interfering with sleep.

Activity: Stop all activating activities such as homework, TV, phone calls, playing, computer or internet time at least an hour before bed. Stop exercise two hours before.

Routine: Set a bedtime and stick with it consistently every night. Then follow the same routine nightly. Children and teens with ADHD do best with a predictable structure and lots of reminders to follow the routine.

Put Children to Bed When Still Awake: Teach them to go to sleep in the same situation/environment they will find themselves in if they wake up, their own bed.

Self-Soothing: Use calming, self-soothing techniques such as:

- Warm Bath
- Bedtime Story
- Mindfulness of Surrounding
- Basic Relaxation Breath
- Body Scan
- Core Practice
- Soothing Music
- Sleep Meditation

Neurofeedback: Use neurofeedback to help the brain self-regulate enough to fall asleep and also to improve all the symptoms of ADHD.

IS MEDICATION INTERFERING WITH SLEEP?

Taking stimulant medication may interfere with your child's or teen's ability to fall asleep. On the other hand, some fall asleep faster because the medication helps them lie still long enough to fall asleep.

See what works best for your child and work with your medication prescriber to adjust the timing of the medication if necessary. Some children cannot take stimulant medication at all because the impact on their ability to fall asleep is unacceptable. Use a medication/sleep diary to track the effects of medications on your child's or teen's ability to fall asleep, stay asleep, wake on time, and on their daytime energy.

- ✓ Does your child or teen have more trouble falling asleep when/if they take stimulant medication?
- ✓ Does your child's or teen's energy level increase or decrease when they take stimulant medication?
- ✓ Do they seem revved up or wired at bedtime?
- ✓ Do they have trouble lying still long enough to fall asleep?
- ✓ Do they fall asleep faster on days they don't take medication?
- ✓ Does changing the timing of when they take their medication help them fall asleep faster?

NIGHTTIME ROUTINE FOR SLEEP

My ideal bedtime is: _____

If I take stimulant medications it is worn off by then: **Y/N**

In order to be in bed on time I must complete homework by: _____

I must start my homework by: _____

I will shut off my computer, TV, Tablet and/or Phone 1 hour before bedtime. **Y/N**

I'll have a low sugar, caffeine-free snack an hour or more before bedtime. **Y/N**

I will use an alarm to remind me when to get ready for bed. **Y/N**

I will turn down the lights, listen to music, read (dim the brightness on tablet) **Y/N**

I will listen to a sleep meditation to fall asleep. **Y/N**

Fill in the schedule below and post it where you can see it every night:

Time: **Task/Activity:**

Sample schedule:

Time:	Task/Activity
6:30-8:30 pm	Homework
8:00 pm	Snack while completing homework
8:30 pm	Alarm goes off, get ready for bed
8:45 pm	Read, listen to music
8:55 pm	In bed with lights out
9:30 pm	Listen to Sleep Meditation CD/mp3 and fall asleep
6:30 am	Alarm goes off, wake up and get out of bed

TIPS FOR THE BEDROOM

Set up the bedroom for sleep

- ✓ Get a comfortable bed
- ✓ Make the bedroom peaceful: clean, organized, not cluttered
- ✓ Organize the stuff in the room, as it's hard to sleep in chaos
- ✓ Make sure the bedroom is quiet
- ✓ Keep the bedroom cool and dark
- ✓ Use a sound screen to block outside noise
- ✓ Darken room with room darkening shades
- ✓ Remove, turn around or cover lights from electronics such as clocks
- ✓ Remove TV, computers, tablets, phones, games, projects, crafts
- ✓ Provide books (or e-books with dim light) to read at bedtime
- ✓ Make your child's room feels comfortable and safe with favorite stuffed animals, favorite sheets, favorite posters, etc.
- ✓ Give them a stuffed animal with pretend powers that keeps monsters away if scared
- ✓ Provide a variety of alarm clocks and/or clock radios

Make a list of things that need changing or rearranging in the room

GET THE SLEEP YOU NEED

Determine how much sleep you need:

- What's the most sleep you ever get? _____
- How tired are you when you sleep this much? (0-10) _____
- What's the least amount of sleep you ever get? _____
- How tired are you when you sleep this much? (0-10) _____
- How many hours of sleep per night make you feel the best? _____

Determine your ideal bedtime:

- What time do you need to get up in the morning? _____
- How much sleep do you need (from above)? _____
- Subtract the number of hours of sleep from the time you need to get up. _____
- Example:
 - You need to get up at 6:30AM
 - You need 9.5 hours of sleep
 - Your bedtime is 6:30AM – 9 hours = 9:30PM

Note: Think about how you know you are tired. Do you fall asleep during the day, in class, while reading, while riding in the car? Do you have extra trouble concentrating? Do you fidget and have more trouble sitting still? Are you cranky and grumpy, easily annoyed and quickly frustrated? Do you have trouble motivating yourself to do things? These can all be signs that you are tired.

SLEEP REQUIRED BY AGE

The amount of sleep a child needs will vary depending on the age of the child and tends to decrease with age. Every child is different. Use this as a general guideline.

Age	Total Hours of Sleep Needed
0-3 months	10.5-18
4-11 months	9-12
1 -2 years	11-14
3 - 5 years	11-13
6 -13 years	9-11
Teens	8-10

Example: If your child is 7-years-old and they need to get up at 7:00 AM, then make sure they are in bed between 8:00 and 8:30 PM to get the required hours of sleep 9-11 hours.

ARE YOU SLEEPING?

Current Sleep Pattern:

What time do you go to bed? _____

What time do you fall asleep? _____

How many times do you wake up during the night? _____

How long before you fall back to sleep? _____

What time do you wake up? _____

How tired are you when you wake? (0 = Fully rested->10 = Exhausted) _____

Are you a restless sleeper? (How do your blankets look in the AM?) _____

How tired/sleepy are you during the day (0 = Not at all->10 = Extremely) _____

Has anyone ever told you that you snore? Yes _____ No _____

USING A MINDFULNESS GLITTER BOTTLE

Process:

- Give the client the empty bottle. Ask them to look through the bottle. What can they see? Can they see their hand that is holding the bottle? Can they see through the bottle?
- Follow the recipe on Handout 11-12-1 Making a Mindfulness Glitter Bottle to help them make the glitter bottle or make it for them. Start with recipes with the shortest settling time and use increasingly longer settling times for older children and teens as they gain mastery and can focus longer.
- Ask them to shake the bottle and watch what happens as the glitter disperses in the water. Ask them to look through the bottle. What can they see now?
- Ask them to shake the bottle and imagine that their mind is revved up, wired, distracted, angry, worried, or busy. Then tell them to hold the bottle completely still and watch what happens inside the bottle.
- Explain that as they become quiet and still in their mind, their busy or angry or worried thoughts calm and clear just like the glitter settles to the bottom and top of the bottle.
- Now ask them to hold the bottle and jump up and down and twirl around and watch what happens in the bottle. Then encourage them to stop and stand completely still as they again watch what happens in the bottle.
- Explain that as they calm their body, their mind quiets and thoughts settle just like the glitter in the bottle. They feel peaceful and clear.
- Encourage them to use their glitter bottle to help them calm their hyperactivity, distractibility, anger or worry.
- Now ask them to watch the glitter settle until the water is clear again. Encourage them to breathe slowly and calmly while they watch.
- Let them take their glitter bottle home and encourage them to hold it, shake it, and then still themselves and watch the glitter settle whenever they feel distracted, upset, angry, afraid, or too revved up.

SPECIES OF AUTOMATIC NEGATIVE THOUGHTS (ANTS)

- **All-or-Nothing Thinking:** You see everything as entirely good or entirely bad. For example if you don't do something perfectly, you've failed.
- **Always/Never Thinking:** You see a single negative event as part of a pattern. For example, you *always* lose your homework.
- **Mind-reading:** You think you know what people think about you or something you've done without asking them—and it's usually bad.
- **Fortune-telling:** You are certain that things will turn out badly.
- **Magnification and Minimization:** You exaggerate the significance of minor problems while trivializing your accomplishments.
- **Guilt-beating with "Should" Statements:** You focus on how things *should* be, leading to severe self-criticism as well as feelings of resentment toward others.
- **Personalizing:** You take everything personally.
- **Focusing on the Negative:** You see only the negative aspects of any experience.
- **Emotional Reasoning:** You assume that your negative feelings reflect reality. Feeling bad about your grades means "I'm doing badly and will probably fail this class."
- **Comparative Thinking:** You measure yourself against others and feel inferior, even though the comparison may be unrealistic.
- **Labeling:** You attach a negative label to yourself or to someone else.
- **Blaming:** You blame someone else for your own problems. It's always someone else's fault.