

HORS PISTE

Talking about anxiety stress-free... HORS-PISTE – Expedition program

⌚ 60 minutes

- Present the point of the program and how it works
- Discuss the difficulties experienced
- Set objectives
- Get the student and parents on board
- Obtain consent

Parent-child preparatory meeting

Lead the workshops

- 8 group meetings for students (60 minutes)
- 3 group meetings for parents (90 minutes)

⌚ 60-90 minutes

⌚ 60 minutes

- Assess progress
- Discuss the different perceptions of this path
- Prepare to continue the transformations already underway
- Determine the need for additional support
- Receive feedback on the program

Parent-child review meeting



Centre RBC
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en santé mentale



Université de
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Centre intégré
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Talking about anxiety stress-free...

HORS-PISTE – Expedition program (student component)

1



60

“Me, anxious..?”

OBJECTIVES

- Get to know the facilitator and the other group members;
- Understand the concept of comfort zone and make a connection with their personal objective

2



60

“What if I thought about it differently?”

OBJECTIVES

- Identify their thoughts and their impacts using the cognitive-behavioural model
- Identify the main negative thoughts that emerge when faced with an anxiety-provoking situation
- Understand the impact of their thoughts on their sensations and emotions
- Reformulate negative thoughts into more helpful ones

3



60

“What’s going on inside me?”

OBJECTIVES

- Recognize their emotions and physical sensations related to certain situations
- Identify the needs behind the emotions
- Use emotion regulation strategies

4



60

“HORS-PISTE activity - Photos”

OBJECTIVES

- Identify the situations that make them feel good and those that generate anxiety
- Step outside of their comfort zone in a non-school group activity
- Expose themselves “in vivo” to more anxiety-provoking situations
- Experiment with the concepts learned in previous meetings
- Create ties with the other participants

5



60

“A helping hand?”

OBJECTIVES

- Identify habits and activities that make them feel good
- Identify habits and situations that affect their anxiety
- Learn different strategies for dealing with anxiety-provoking situations
- Take steps to use stress management strategies

6



60

“Glasses that distort reality”

OBJECTIVES

- Better understand the concept of intolerance and identify the different types
- Recognize situations that they are particularly sensitive to
- Coping more consciously with intolerances
- Recognize the importance of the social support network

7



60

“HORS-PISTE activity”

OBJECTIVES

- Step outside of their comfort zone in a non-school group activity
- Expose themselves “in vivo” to more anxiety-provoking situations
- Experiment with the concepts learned in previous meetings
- Create ties with the other participants

8



60

“WOW! Great progress!”

OBJECTIVES

- Review their progress and accomplishments
- Identify the warning signs of a relapse
- Implement strategies to prevent a relapse

1



90

"My child's anxiety... how can I help them step outside of their comfort zone?"

OBJECTIVES

- Get to know the facilitator and the other group members
- Understand the concept of comfort zone and the program objectives
- Target avoidance behaviours in their child
- Understand the link between thoughts, emotions, sensations, and behaviours
- Help their child reflect on certain thought patterns by asking them questions



2



90

"The accommodation trap"

OBJECTIVES

- Understand the concept of accommodation
- Target accommodating behaviours that they use
- Replace their accommodating behaviours with new ones
- Discuss the necessary changes with their child



3



90

"Preventing anxiety on a daily basis"

OBJECTIVES

- Identify positive lifestyle habits
- Find stress management strategies
- Take steps to help their child apply their lifestyle habits and stress management strategies
- Review their progress and accomplishments
- Implement strategies to prevent a relapse

**What if we dared
to step outside of
our comfort
zone?**



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