

Doug

Georgia Sandford, Hannah Cauchi, Lara Stevens

GRAP2006

Visualising Mental Health

Experiential Avoidance

Doug's Ecosystem is a welcoming and supportive environment.

We have created Doug to comfort children during the night, or any time of distress. Specifically, we are targeting children who suffer from experiential avoidance.

As a team, we illustrated and wrote a children's book, "Doug Dreads the Shed", which follows Doug through his garden and children witness him facing his fear of the dark. Children are taught a mindfulness rhyme to help them regulate their breathing, calming them down when they are afraid.

We have plans for more books that explore other common fears for children at bedtime. "Doug Prepares for the Fair" exploring separation anxiety, and "Doug Hears a Roar on the Floor" exploring the fear of monsters.

Doug's ecosystem is a welcoming environment for parents. We have developed an easily accessible website that offers parents a wide range of recourses such as parent-to-parent conversations, commonly asked questions answered by psychologists as well as easy access to free downloads.

Our customizable sticker chart makes bedtime fun by encouraging a nightly and weekly routine. In our research, we discovered that implementing a routine, especially a clean up routine, helps children familiarise themselves with their surroundings as well as getting them prepared to sleep.

Most importantly, we have created a Doug plushie. He is designed to be a cuddly companion for children. After reading stories of Doug being brave and facing his fears, they will make a positive correlation between Doug and can find comfort in knowing he is by their side.

Throughout this task we have worked extremely well as a team. We delegated jobs, however we were constantly getting feedback from each other, bringing our designs and ideas to the next level.

After many hours, we have created something that we are really proud of. We believe that Doug would be an extremely useful tool for psychologists to recommend to children who suffer from experiential avoidance. However, Doug can be an advocate for all children's mental wellbeing, there really is no limit to what Doug can overcome, and what he can help children overcome.



EXPERIENTIAL AVOIDANCE IN PARENTS AND CHILDREN

The Role of Experiential Avoidance and Parental Control in the Association Between Parent and Child Anxiety

Experiential avoidance means avoiding or being unwilling to face one's own negative emotions. A parent who struggles with this may try to suppress or control their turbulent emotions when faced with challenging parenting situations. This avoidance may lead the parent to remove their child from the situation instead of allowing them to learn and build their own confidence. This type of parenting has been linked to high levels of anxiety in children. However, parents can be involved in helping their child overcome anxiety by supporting them in intentionally anxiety-provoking situations. If parents struggle with experiential avoidance, they may not be able to help their child in this way, which could perpetuate their child's anxiety. Mindful parenting and collaborative efforts between parents and therapy could help address parental experiential avoidance and ultimately prevent or treat child anxiety.

Bursch, B., & Tsao, J. (2018). Parental Experiential Avoidance and Its Relation to Child Anxiety: Theoretical and Empirical Considerations. *Journal of Child and Family Studies*, 27(4), 1083-1092. doi:10.1007/s10826-017-0963-z.

Cognitive behaviour therapy (CBT)

Cognitive Behaviour Therapy (CBT) is a type of therapy that helps people identify and change negative thought patterns and behaviours. It focuses on the present and aims to help individuals develop coping skills to manage their stress and improve their emotional wellbeing. CBT is effective in treating a wide range of mental health conditions, such as anxiety and depression, and has been found to be highly beneficial in addressing behavioural issues in children and adolescents.

Better Health Channel. (n.d.). Cognitive behaviour therapy. Retrieved June 25, 2021, from <https://www.betterhealth.vic.gov.au/health/conditionsandtreatments/cognitive-behaviour-therapy>

From Timid to Tiger: A Treatment Manual for Parenting the Anxious Child

Avoidance

Avoiding things that make us feel bad is another key feature of all anxiety disorders. We can think of no cognitive model of anxiety that does not have avoidance at its core.

Avoiding things that make us feel scared, either because of the feelings we get in our body or because of what we think will happen to us (see Thoughts, Feelings and Behaviour below), causes problems for a number of reasons: First, if we consistently avoid a situation, we never learn that it's really ok. So, for instance, someone who is scared of spiders and will never go near one never learns that spiders (in the United Kingdom at least) really can't do you a bit of harm. However, someone who allows himself/herself to experience spiders soon learns that they are quite sweet, and can't hurt you, even if you let them crawl all over you. Spider phobics will often have built up a range of ideas about spiders. For instance, they will worry

² Some people can faint when they see blood or if they have an injection or blood test. However, if this has not yet happened to anyone's child, it is unlikely that they have this problem. For further information on this fairly uncommon condition, readers are referred to Ost, L.G. and Sterner, U. (1987) Applied tension: A specific behavioral method for treatment of blood phobia. *Behaviour Research and Therapy*, 25 (1), 25-9.

that a spider will get in their nose or ears (or other orifices!) and they won't be able to get it out or that they will choke on one. People who let spiders near them find out that spiders really have no interest in your crevices and are, therefore, perfectly safe. People who avoid spiders never find this out for real. They may 'know' it in their head, but knowing it for real, having experienced it, is very different. Second, if you avoid something that scares you, you never learn the skills for coping with it. You never learn how to calm yourself down or what to say to yourself. So, the fear carries on. Third, we know that avoidance grows over time. People who start out avoiding one thing, for example, spiders, soon start avoiding things that remind them of spiders, such as damp cellars, and then things that remind them of damp cellars, such as old houses. Over time, with avoidance, a relatively small fear can turn into quite a big one.

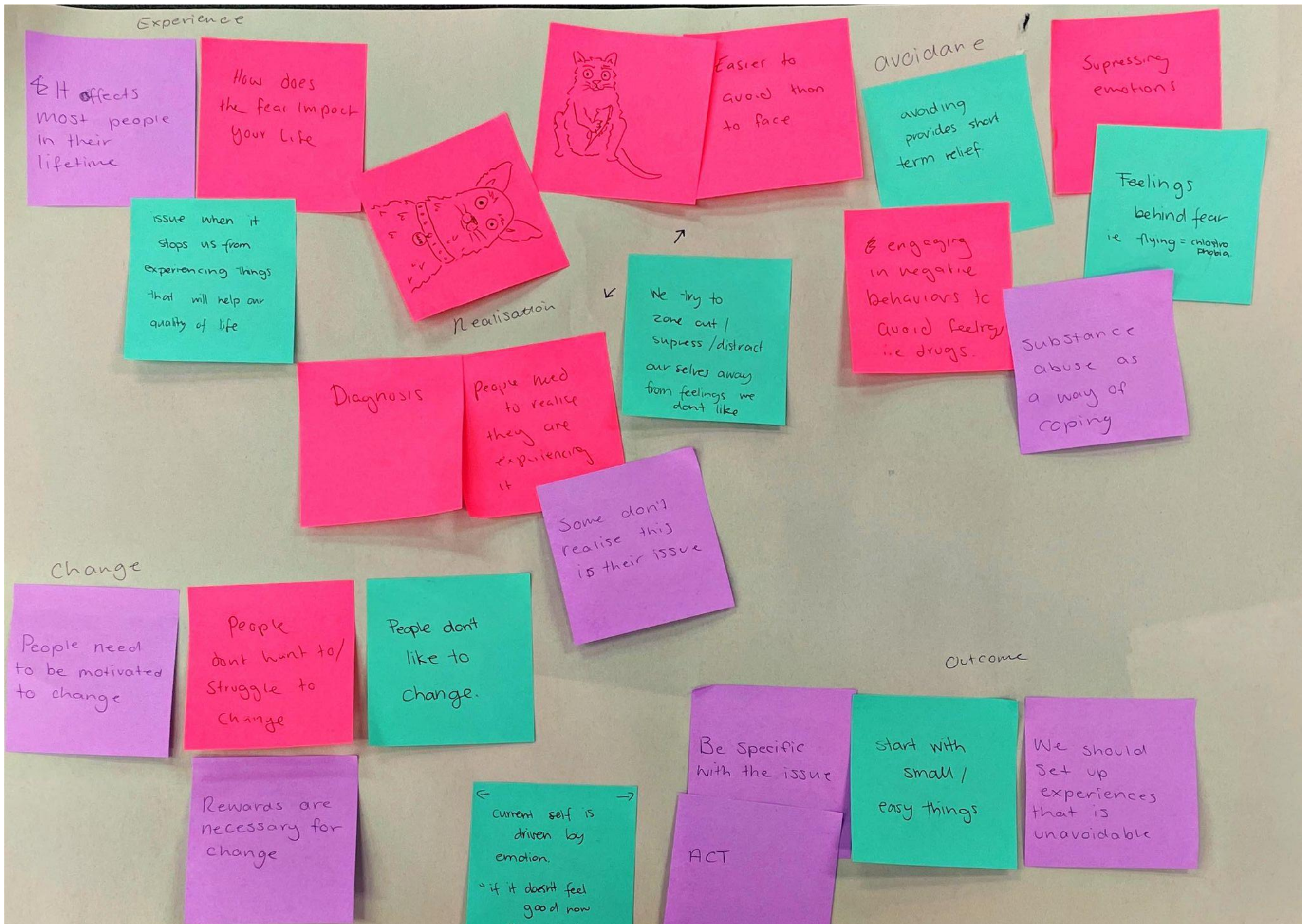
So, when it comes to anxiety disorders, avoidance is bad news. Tackling it is part of just about every model of CBT for anxiety, and this one is no exception. In the past, avoidance was often tackled by use of 'flooding'. Flooding involved making the fearful individual go face to face with their worst fear (e.g. stand in a roomful of enormous spiders). This technique was quite effective, as it tended to prove to sufferers, quite quickly, that they would come to no real harm. However, in the intervening decades, psychologists have become a little more humane, and 'exposure' to feared stimuli is done in a much more gradual, graded way. For instance, someone who is scared of spiders might now begin their exposure by looking at stick-drawings of spiders. When they feel happy with that, they might move on to looking at more realistic drawings of spiders, then perhaps photographs, then perhaps videos, before moving on to looking at real spiders in a tank and at a distance, before moving gradually closer, and eventually touching and holding spiders. This 'systematic desensitisation' is now the preferred way of treating most fears and phobias, and is the approach that we employ in 'Timid to Tiger'.

Thoughts, Feelings and Behaviour

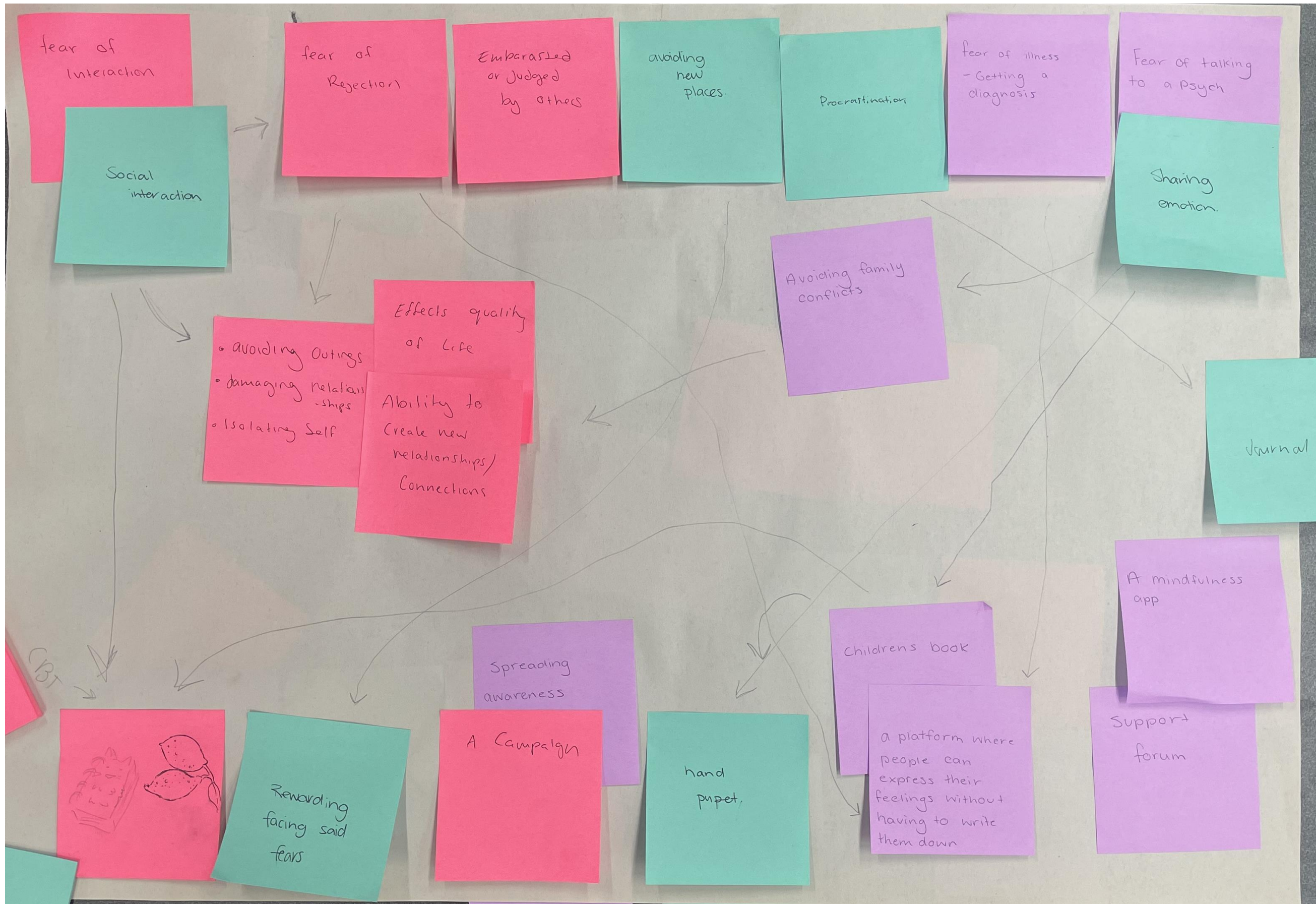
So, if we have catastrophic thoughts, such as 'I'm going mad' or 'the spider will bite me', this can trigger physiological sensations that make us feel panicky and scared. Subsequent avoidance of the thing that makes us feel like this then leads to a full-blown anxiety problem.

This is the basic model of any anxiety disorder, and is the one that we present to parents in this programme. Our thoughts ('The spider will hurt me') lead to feelings (scared, panicky), which lead to behaviour (avoidance of the situation). This behaviour means that our thoughts never get challenged, and so the vicious cycle continues. We call this the Thoughts, Feelings, Behaviour (TFB) Cycle (Box 1.1), and we refer to it throughout the programme.

Bögels, S. M., & van Melick, M. (2004). *From Timid to Tiger: A Treatment Manual for Parenting the Anxious Child*. Utrecht, The Netherlands: Utrecht University.



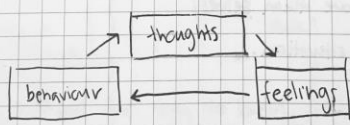
Fear



Outcome

Experiential Avoidance 7.5.23.
 Research + Ideas.
 experiential avoidance in parents
 ↓ passed onto their children - often anxiety.
 Parenting specific experiential avoidance.
 possible response is to removing their child from a situation that they want to avoid, or that they dislike simply because of their own anxiety. therefore not allowing their child to engage in 'trial and error' - which
 partial control.
 Parental rearing behaviour - parent modeling fear response.
 CBT - cognitive behavioural therapy
 ↓ assessment
 personal education.
 goal setting
 practice of strategies - ie role play difficult situations.
 homeworks - using these strategies in real life.
 seven confident thoughts reinforced through "special play"
 Non critical stickers + certificates Group therapy

Avoidance of avoiding things that make us feel scared either because of the feeling we get in our body or because of what we think our behaviour to us" - turn mind blower



breaks + cakes - don't try to concentrate for too long

Experiential avoidance.
 For children that are afraid of the dark and have trouble going to sleep.
 Doug is a brave hero figure for the child.
 allows the child to not feel alone when in bed and remember Doug being brave when they are scared.
 - The book contains a sticker reward system in the back.
 38 years old. motivation - parents - engaging story.
 Book - relatable stories where Doug takes a step toward overcoming his fear.
 - a sticker reward system. - coping exercises eg breathing.
 Toy - so the child doesn't feel alone - feels protected by Doug who is a hero/brave character.
 Song - within the book for children to remember and sing to themselves when they feel scared.
 Website - for parent to parent support - parent to professional support - helping parents talk to their children about their fears.
 Room for expansion to other fears

Idea Generation
 for children who are afraid to go to bed alone
 a book + toy system that helps kids to spark their imagination in a friendly - not scary way.
 Reward system that goes along with it to help encourage this behaviour.
 sticker page + bravery badge.
 toy makes them feel less alone as they are trying to sleep.
 toy has an interactive element that helps the child recognise they are scared and more protected.
 eg toy has a sword that the child can easily attach to toy to help protect?
 each book - different fears. represented by a different animal?
 ↑ super relatable for the child
 duck?
 establishing a bed time ritual
 ↓ put the toy to bed
 incorporate different techniques into the story ie breathing.
 feelings display.

Idea Generation.
 Why. Who for. Who with. Where. What.
 Recognition.
 For parents + children?
 To manage their personal anxieties/experiential avoidance so they don't pass it onto their children or cause their children to miss out or if too late, they work on it together?
 the MOTIVATION being to help their children
 Mind-ful breathing in stressful situations
 * the struggle switch - choose to notice it and observe it rather than struggling with it.
 use simple tools that they can teach their children.
 a tool to help parents recognise when they are feeling anxious.
 similar to octopus toy?
 object that helps a parent and/or child recognise they are feeling anxious and wanting to remove themselves/their child from the situation.

Next steps:
 Research different easy coping techniques eg breathing.
 look at bluey as an example
 Smag
 Gub Gub
 Doug
 give Doug a hug

Common fears in children
 Fear of the dark (Noctophobia) } glow in the dark nose?
 separation anxiety
 storms.
 - Images of happy thoughts
 3 Baby - 8 years
 One on one therapy.
 Afraid → face fear → overcome → feel good → go to sleep.
 Dark situations:
 Cinema
 Cave
 Sleep over
 Attic
 Basement
 Garage
 Forest.
 Storm
 Blackout.
 Hide + seek
 Garden shed.
 Toy - glow in the dark horns
 Book - coping strategies - reward system } sticker page. } bravery badge.
 - accessories: - crown - cape.
 Theme song for child to sing to them selves
 QR code to music
 - list of questions to help the parents discuss fears + reasons for fears + reminders of doug's experience.

Common fears in children

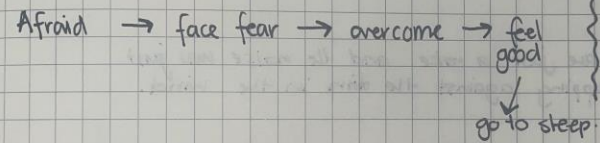
Fear of the dark (Noctophobia)
separation anxiety

Storms.

- Images of happy ^{positivity} ~~thoughts~~
-

3
Baby - 8 years

One on one therapy.



glow in the dark nose?

Dark situations:


- Cinema
- Cave
- Sleep over
- Attic
- Basement
- Garage
- Forest.
- Storm
- Blackout.
- Hide + seek
- Garden shed.

Toy - glow in the dark horns

Book - coping strategies
- reward system
 { sticker page.
 } bravery badge.

- accessories:
- crown
- cape.

Theme song for child to sing to them selves

 QR code to music

- list of questions to help the parents discuss fears + reasons for fears + reminders of doug's experience

Experiential avoidance.

For children that are afraid of the dark and have trouble going to sleep

Doug is a brave hero figure for the child.

allows the child to not feel alone when in bed and remember doug being brave when they are scared

- The book contains a sticker reward system in the back.

38 years old. motivation - parents
- engaging story.

Book - relatable stories where doug takes a step toward overcoming his fear.

- a sticker reward system.
- coping exercises eg breathing.

Toy - so the child doesn't feel alone
- feels protected by Doug who is a hero/brave character.

Song - within the book for children to remember and sing to themselves when they feel scared

- Website - for parent to parent support
- parent to professional support
- helping parents talk to their children about their fears.

Room for expansion to other fears

Acceptance and Commitment Therapy

Reviewed by Psychology Today Staff

Acceptance and commitment therapy (ACT) is an action-oriented approach to psychotherapy that stems from traditional behavior therapy and cognitive behavioral therapy. Clients learn to stop avoiding, denying, and struggling with their inner emotions and, instead, accept that these deeper feelings are appropriate responses to certain situations that should not prevent them from moving forward in their lives. With this understanding, clients begin to accept their hardships and commit to making necessary changes in their behavior, regardless of what is going on in their lives and how they feel about it.

ACT was developed in the 1980s by psychologist [Steven C. Hayes](#), a professor at the University of Nevada. The ideas that coalesced into ACT emerged from Hayes's own experience, particularly his history of panic attacks. Eventually, he vowed that he would no longer run from himself—he would accept himself and his experiences.

"We as a culture seem to be dedicated to the idea that 'negative' human emotions need to be fixed, managed, or changed—not experienced as part of a whole life. We are treating our own lives as problems to be solved as if we can sort through our experiences for the ones we like and throw out the rest," [Hayes writes](#) in a *Psychology Today* post. "Acceptance, mindfulness, and values are key psychological tools needed for that transformative shift."

After some research on acceptance and commitment therapy (ACT), we came to the conclusion that our product takes this form of therapy.

Stating that it is "action based" made us aware that our book is taking action and making children face their fears.

Most sources that we found mentioned "mindfulness" being a big part of ACT. We have. Done this by incorporating the breathing exercise. These exercises are in every book as well as mentioned on our website. This is a type of mindfulness as it is getting the children aware of their breathing, in order to comfort them in times of distress.

Psychology Today. "Acceptance and Commitment Therapy," 2017.
<https://www.psychologytoday.com/au/therapy-types/acceptance-and-commitment-therapy>.

Book Titles:

- Doug Dreads the Shed
- Doug Fears his Peers
- Doug Rules the/his School
- Doug Dreads his bed
- Doug Dreads whats ahead
- Doug dreads what sunder his bed (too direct and goes against our research)
- Doug is nice to mice
- Doug Prepares for the fair
- Doug pats a cat
- Doug Hugs a Bugs

Different book name ideas:

Fear of the dark:

- Doug Dreads the Shed

Separation anxiety:

- Doug fears his peers
- Doug prepares for the fair

Scared of monsters:

- Doug hears a sound in the pound
- Doug hears a scratch in the hatch
- Doug hears a roar in the floor
- Doug sees blaring eyes and cries

Story. Doug dreads the shed.
 Playing in the garden.
 Asks his mum to play with his fave ball
 Mum says No I'm busy get it yourself (in a nice way)
 Doug goes to shed - looks big, scary, dark.
 goes in.
 Talks through his feelings (Doug stops in his tracks and realises the shed is really dark)
 Does a breathing exercise "do it with me"
 Realises eyes are just a rake and the noise was just a branch tapping against the bin in the wind.
 Grabs his ball.
 Plays with ball - Is having so much fun.
 Debrief with mum in bed.
 - talks through his feelings
 - his ~~work~~ was worth it bc was fun playing with ball
 Mum says proud of u
 and remembair if you get scared give doug a hug.

On a warm sunny day Doug went out to play,
 And realised his ball was not where it should lay

To the Garden he trotted, where mummy was spotted,
 "Where is my ball? My stomach is knotted!"

Where is my ball dear mummy he nodded

Mummy did not know, to the shed he should go

- In the darkness his Belly butterflies did grow
- He does not like the shed so he will go slow
- He does not like the shed, it is no chateau!

Doug walked to the shed, scratching his head,
 Hoping his ball wasn't too far ahead!

He opened the door and his jaw hit the floor
 As it was dark and he was unsure

He opened the door...

The door opened wide, to see what's inside
 When Doug became oh so terrified
 When suddenly Doug became so terrified

{ describing the shed
 Haunted, scratchy, dark, latch

The door was unlatched and he heard a SCRATCH

He then heard sound, for something hit the ground,

he stood by the

*** describe shed and why he is scared

A few steps in, he remembered Mum's grin,
 when she said to take some breaths out and in

♪ Breathe in deep, let your worries go ♪

♪ Breathe out slow, feel your calmness grow ♪

1, 2, 3 breath in with me
 3, 2, 1 lets have some fun

♪ In through your nose, out through your mouth, ♪

♪ Feel the peace as you breathe out ♪

Now he was calm and felt less alarmed,
 He grabbed his ball and came out unharmed

Now he has his ball and it was worth it all

Now he faced his fear with his ball now here,
 He can enjoy the sun with some cheer

Now he faced his fear and has back his cheer,
 He can play with his ball that is now near

In his bed did Doug lay to reflect on his day
 And the rhyme that his mum taught him say

♪ Breath in deep, let your worries go ♪

♪ Breath out slow, feel your calmness grow ♪

♪ In through your nose, out through your mouth, ♪

♪ Feel the peace as you breathe out ♪

Doug remembers that when he's afraid
 The song that his mother made/played

My ball was there, safe and sound
 Just waiting for to come around

**The door opened wide, to see what's inside
 When Doug became oh so terrified.**

**The darkness made him scared, as the shadows glared
 Creating shapes, for he was unprepared.
 And the sounds made him feel unprepared.
 And the sounds that he heard, made him feel unprepared.**

**A few steps in, he remembered Mum's grin,
 when she said to take some breaths out and in**

FINAL STORY

On a warm sunny day Doug went out to play,
And realised his ball was not where it should lay.

To the Garden he trotted, where mummy was spotted,
“Where is my ball? My stomach is knotted!”

Mummy did not know, to the shed he should go
He does not like the shed, so his butterflies grow.

Doug walked to the shed, scratching his head,
Hoping his ball wasn't too far ahead!

The door opened wide, to see what's inside
When Doug became oh so terrified.

The darkness made him scared, as the shadows glared,
And the sounds that he heard, made him feel unprepared.

A few steps in, he remembered Mum's grin,
when she said to take some breaths out and in

♪ Breathe in deep, let your worries go ♪

♪ Breathe out slow, feel your calmness grow ♪

♪ In through your nose, out through your mouth, ♪

♪ Feel the peace as you breathe out ♪

Now he was calm and felt less alarmed,
He grabbed his ball and came out unharmed

Now he faced his fear and has back his cheer,
He can play with his ball that is now near

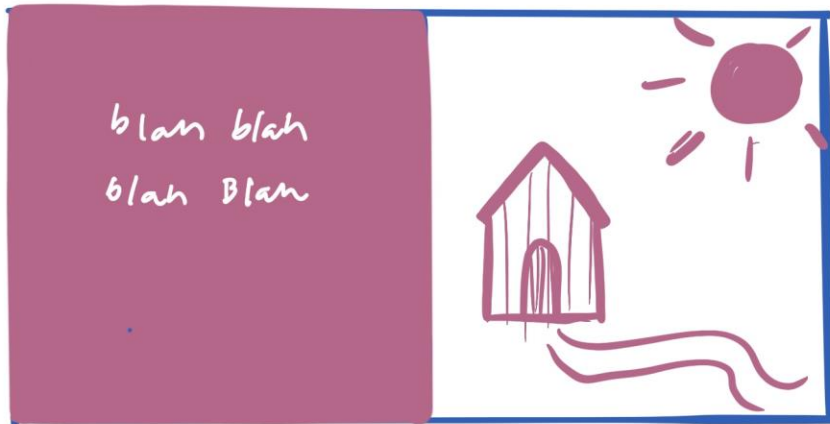
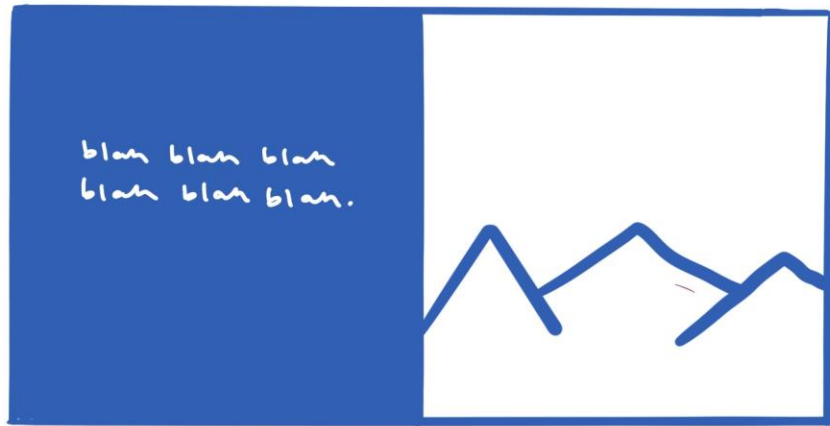
In his bed did Doug lay, to reflect on his day
And the rhyme that his mum taught him say

♪ Breath in deep, let your worries go ♪

♪ Breath out slow, feel your calmness grow ♪

♪ In through your nose, out through your mouth, ♪

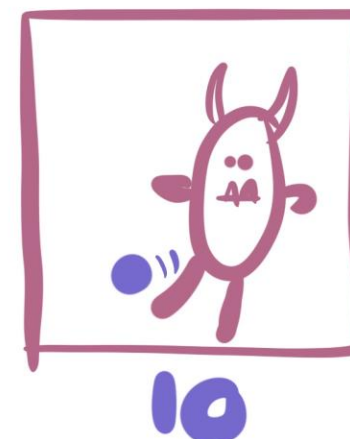
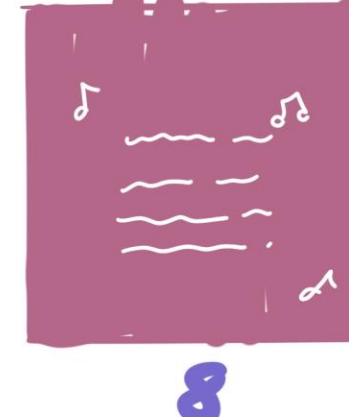
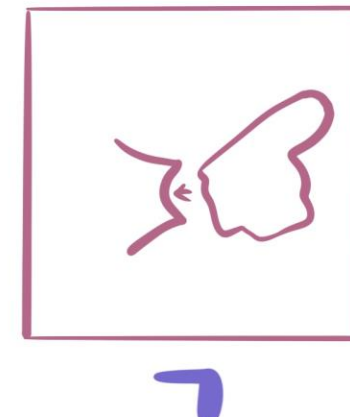
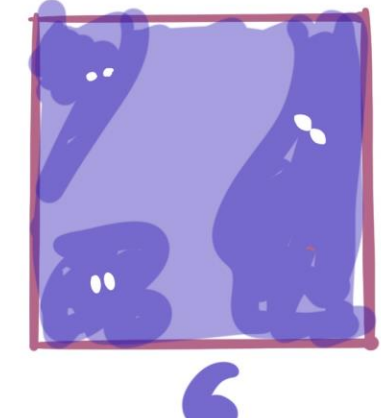
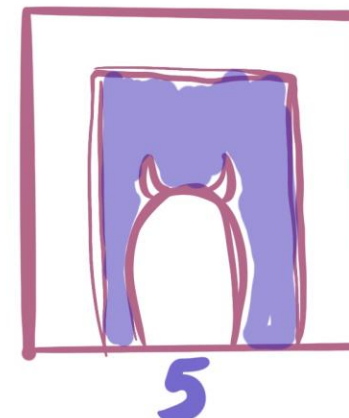
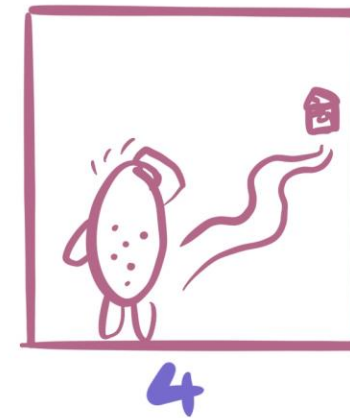
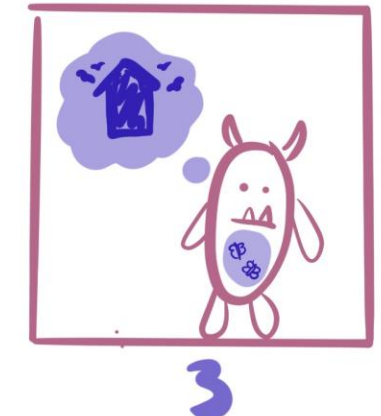
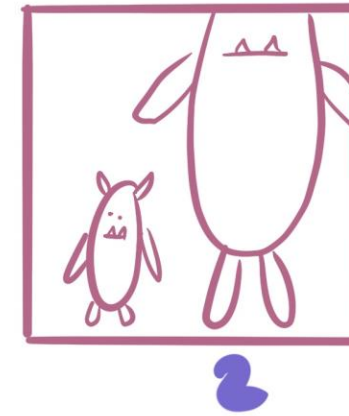
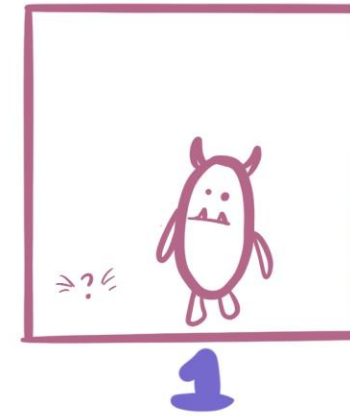
♪ Feel the peace as you breathe out ♪



We like the idea of having one solid color page with the text on it opposite an accompanying illustration. This allows for the pages to feel consistent and for the story to stand out. It also creates a more interesting reading experience as it doesn't give away the next illustration and allows the child to focus on one aspect of the book at a time.



We think simple backgrounds will contrast nicely to Doug and allow the child to focus on Doug and his expressions/feelings





We looked at some books that we knew were incredibly successful in getting a message across to children but also that had a simple and consistent illustrative style

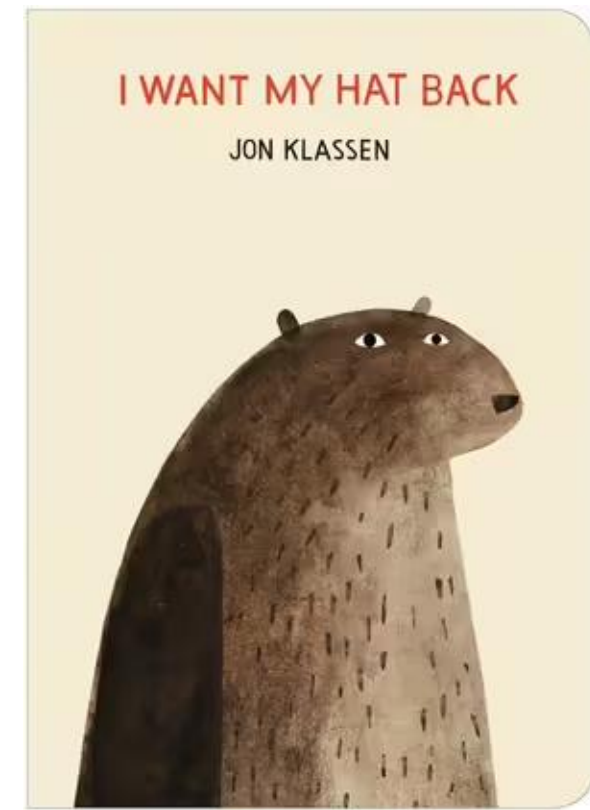
For example we looked at the Bluey series



Les JO des Animaux by Virginie Morgand was another book that we looked at less so for its content but more for the simple but beautiful illustrations.



Have you seen my hat?
I haven't seen anything all day. I have been trying to climb this rock.
Would you like me to lift you on top of it?
Yes, please.



We also considered a more water colour style for the book to give it more whimsy and childlike interest, however we felt it lacked the brightness and colour that we wanted to portray

Particular age group

Particular Job / industry

} demographic
Define their needs

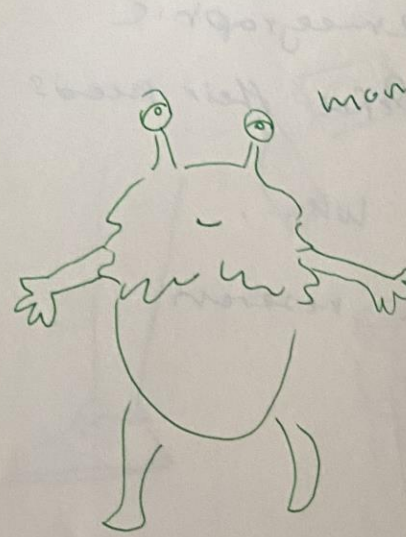
• 3 best concepts by next wk...

• extract key points from research

Emotional Support toys

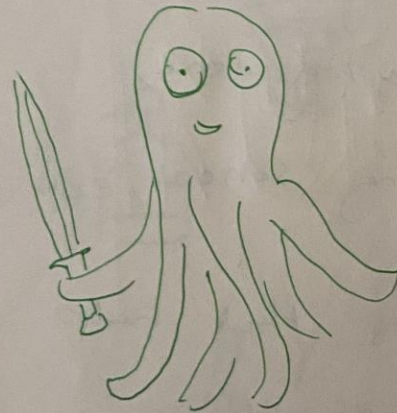
little toy that goes w/ a story book about certain fears i.e sleeping alone, meeting new people, starting school, ect

toy would have accessories that help w/ the fears of the kids i.e



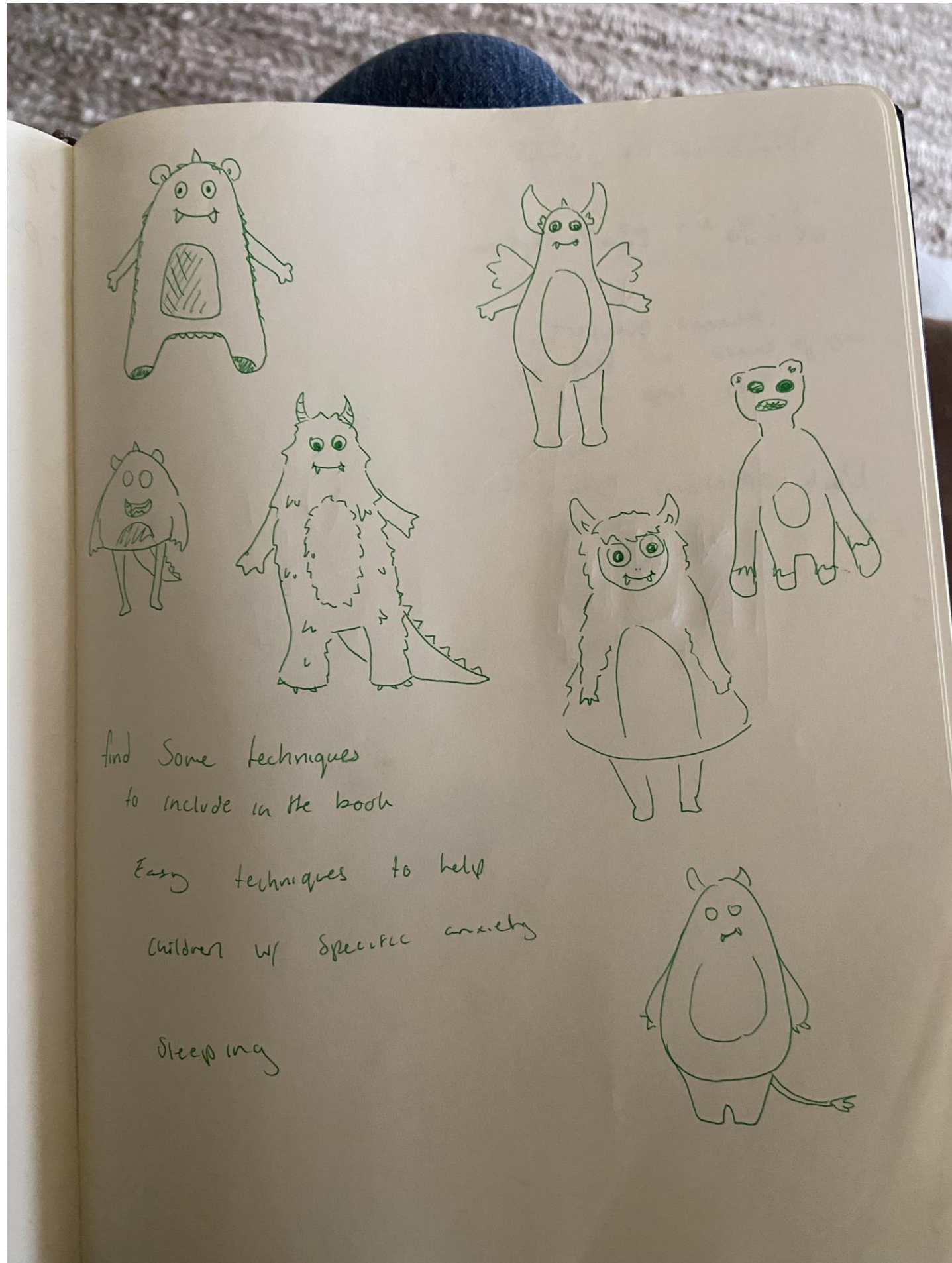
monster bookmarks

• Sleeping alone
avoiding night mares



• Breathing exercises for kids
"do it with me now"





Concept ideas for Doug, deciding on the shape and style we most liked for the character. Decided in the round egg shape with fur and horns, needed some alterations however this was a great starting point for the production of Doug.

These were the first few designs of Doug, playing with different brushes and shades on Procreate and trying to figure out his size compared the parent



Although we liked this version of Doug it was looking incomplete and almost too sad and scary looking, we made some slight changes and decided to try him in a simpler cleaner style.

Doug

Doug

doug

DOUG

Doug

Doug

Doug

Doug

Doug dreads the shed

Doug

Doug

Doug

Doug

Doug

The 'o' is more reminiscent of Doug himself and also nestles in better as it is not as tall and in the middle.

Overall, the balance just works better.

Both these colour combinations could work and could be used interchangeably.

This is a bit too busy and the detail of the claws gets lost.

Doug

Doug

Doug

This is the logo we have decided to go with as it is simple but fun and playful. The colours clearly reference Doug without being too literal in the sense of using him as the logo.



Experimenting with background styles, this was made with a customized watercolour brush on Procreate.

We liked the style however it didn't match the style of Doug and felt too distance from the real world and it would have been harder for children to relate



This was another experiment for the Doug books, playing with background colour and styles, again we liked it but it felt like it could be much better

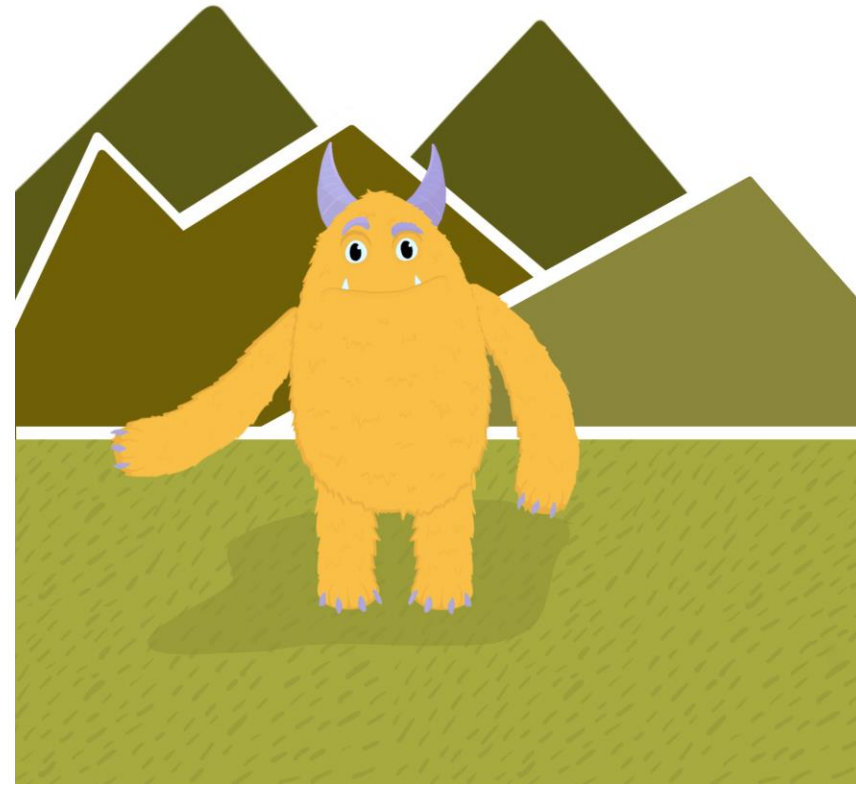
- perhaps make simpler
- more geometric shapes
- brighter colours or a more established colour pallet



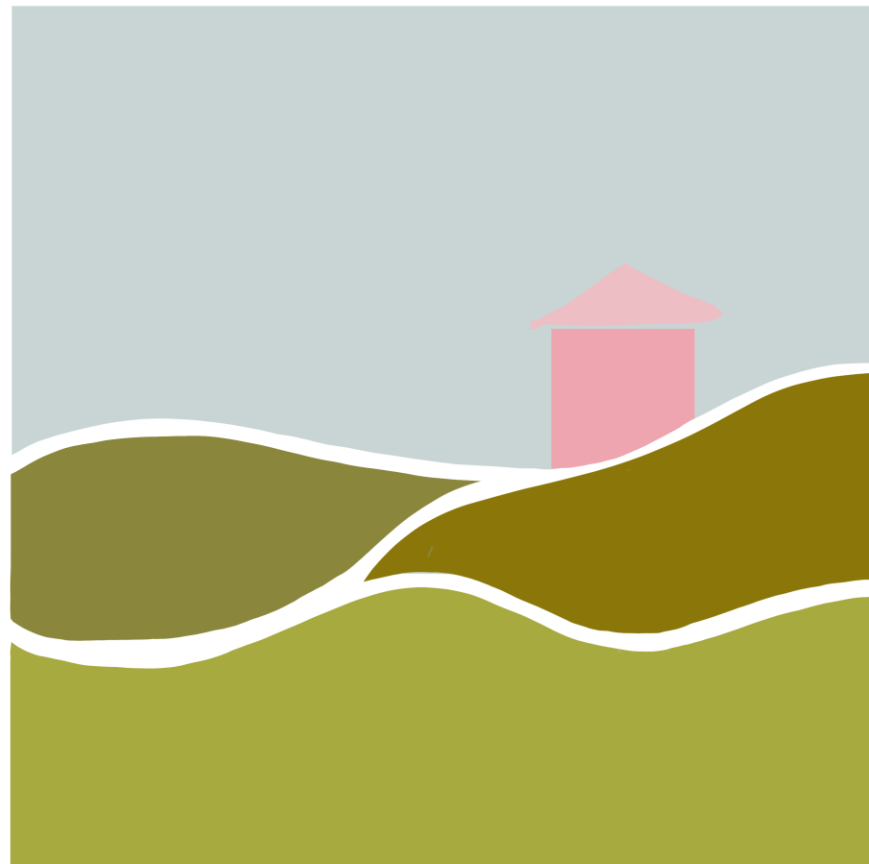
New version of Doug, more simple, cleaner lines and overall much more lively and cute



Refining the colour pallet and putting Doug into different positions and stances to convey each 'scene' colours were inspired mostly by Wes Anderson works such as The Grand Budapest Hotel and Moonrise Kingdom



Playing on the idea of a more geometric and simple background, something felt off about this one, decided to make the shapes more organic



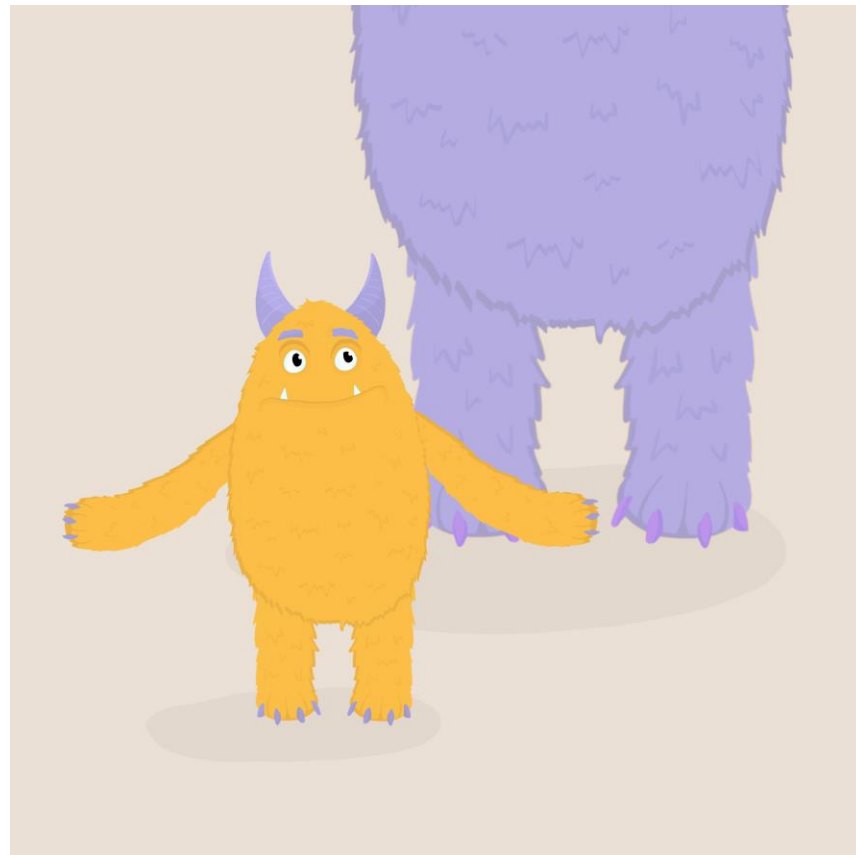
Sticking with the simple flat design style we tried with more organic shapes, although on its own it looks nice and clean however with the characters in the front it didn't work so well.



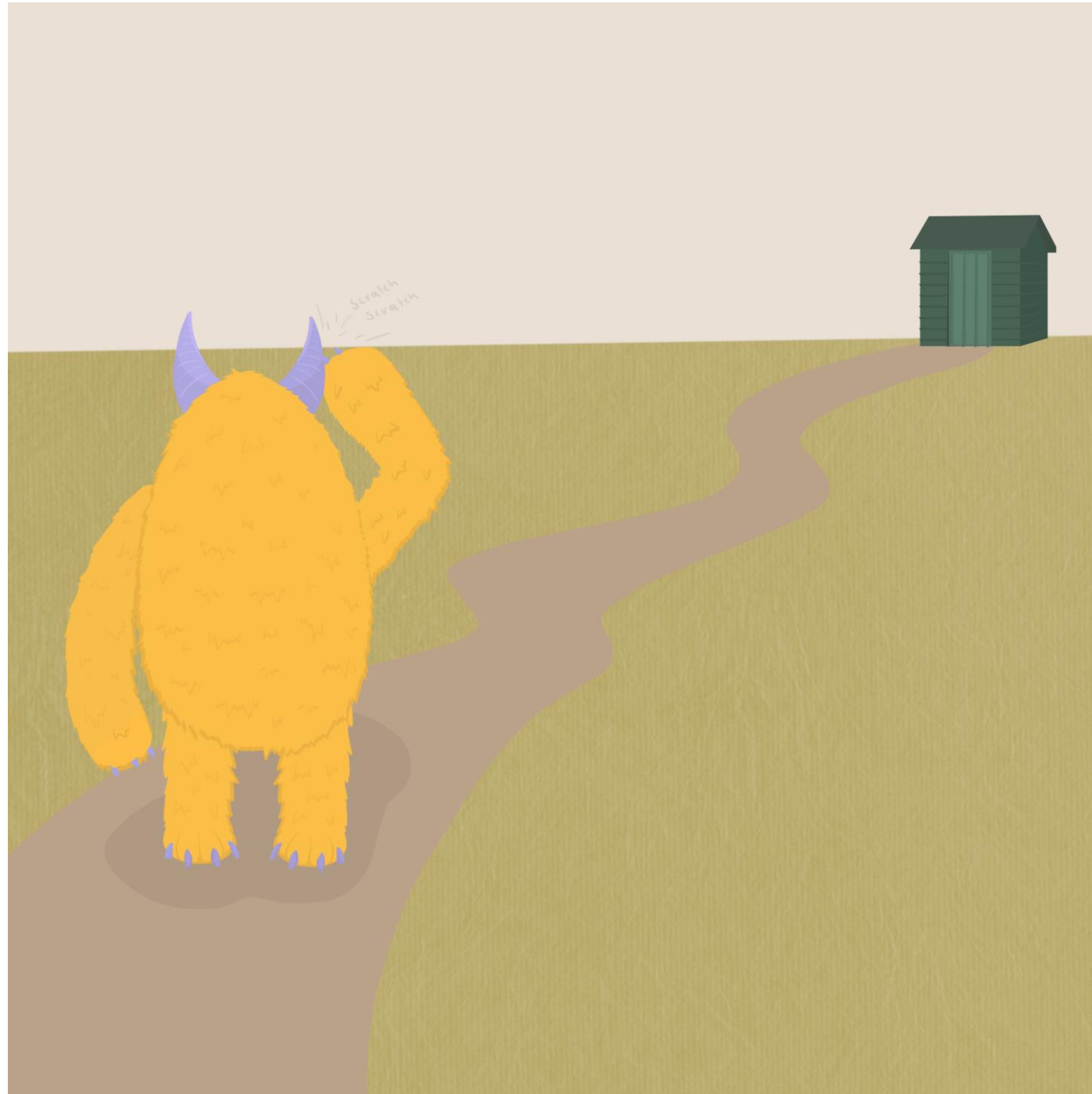
At this point we decided to change Doug's horns to pink to fit better with the colour palette however the colours didn't quite match the character



This was the main background that we ended up with. We liked the design best as it still had the simplicity as the others but positionally Doug fit much better on the page, we stuck with warm colours to keep the book feeling homey and comfortable.



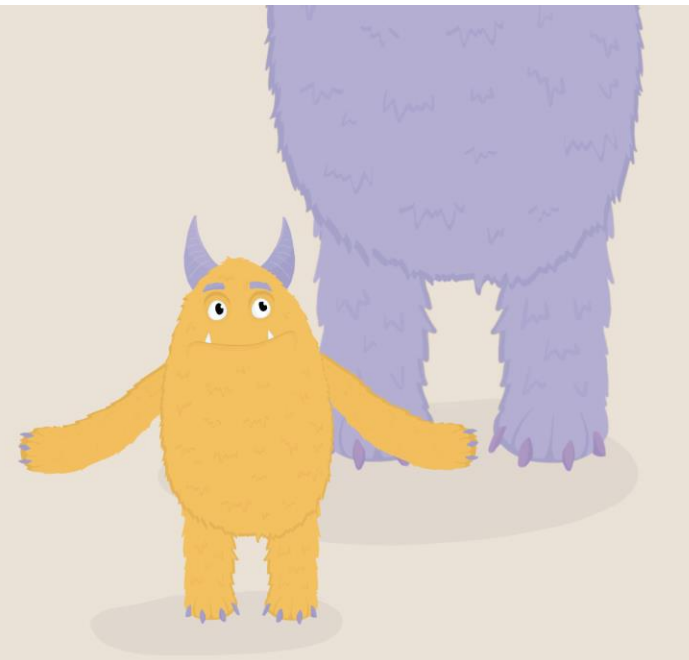
Although we had definitely found a design style that we liked there were still minor tweaks and colour changes that we made throughout the construction of the book. For example we ended up adding grass to most background and changed the parent of doug to purple as we got feedback that the orange make them look naked/was reminiscent of human skin tones



Some things had to be altered as they didn't fully match the plot or what was happening in a scene, for example opening the shed door



To the Garden he trotted, where mummy was spotted,
"Where is my ball? My stomach is knotted!"



Once we put the book together, we decided to add a white boarder to the illustration pages as it tied in the white of the text and framed the illustrations nicely.

We also decided to spread the text across four lines rather than two and have it much larger. This helps reiterate the flow of the rhyme and makes it easy for young children to read along.

Mummy did not know,
to the shed he should go.

He does not like the shed,
so his butterflies grow.



We really like how the white boarder turned out but due to a printing alignment error, we had to trim these off.

Breathe in deep, let your worries go.
Breathe out slow, feel your calmness grow.

In through your nose, out through your
Feel the peace, as you breathe out.



For the rhyme page, we wanted to create some difference so it stood out compared to the other pages.

We cycled through a few different coloured backgrounds but ended on this blue gradient as it is a calming colour and symbolises your anxiety lessening as you breathe through the rhyme

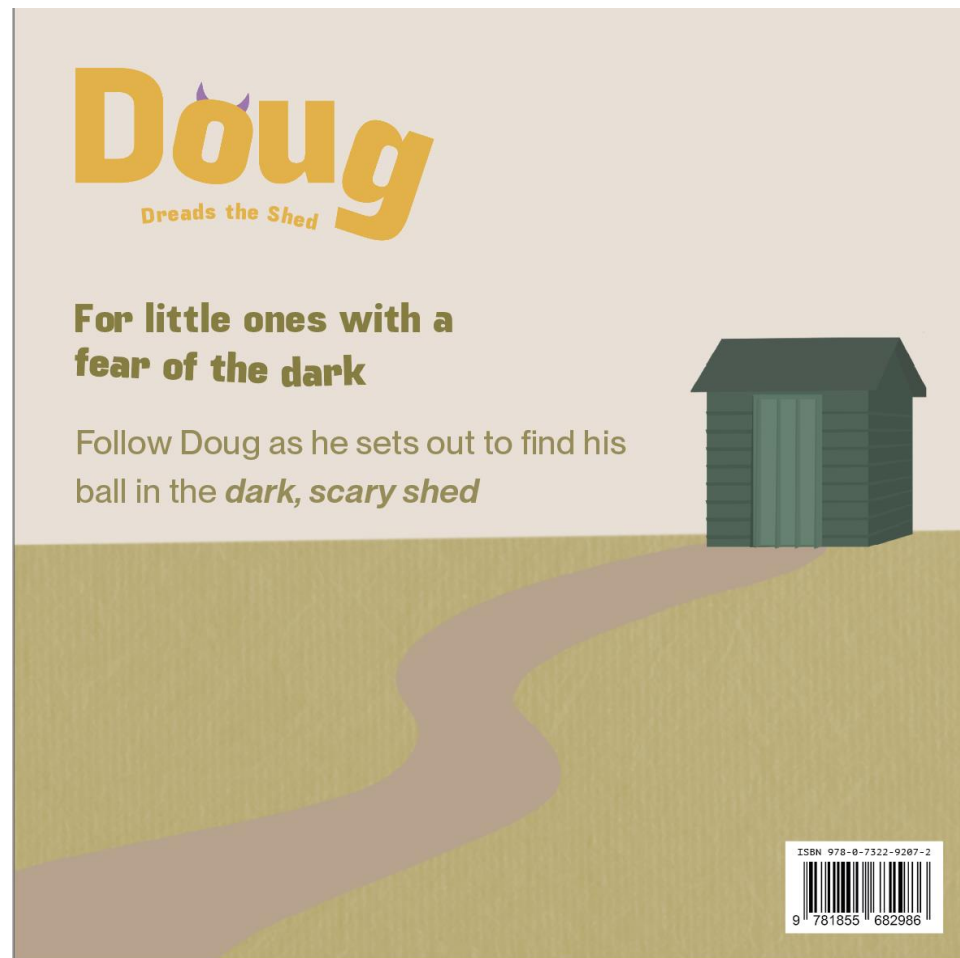
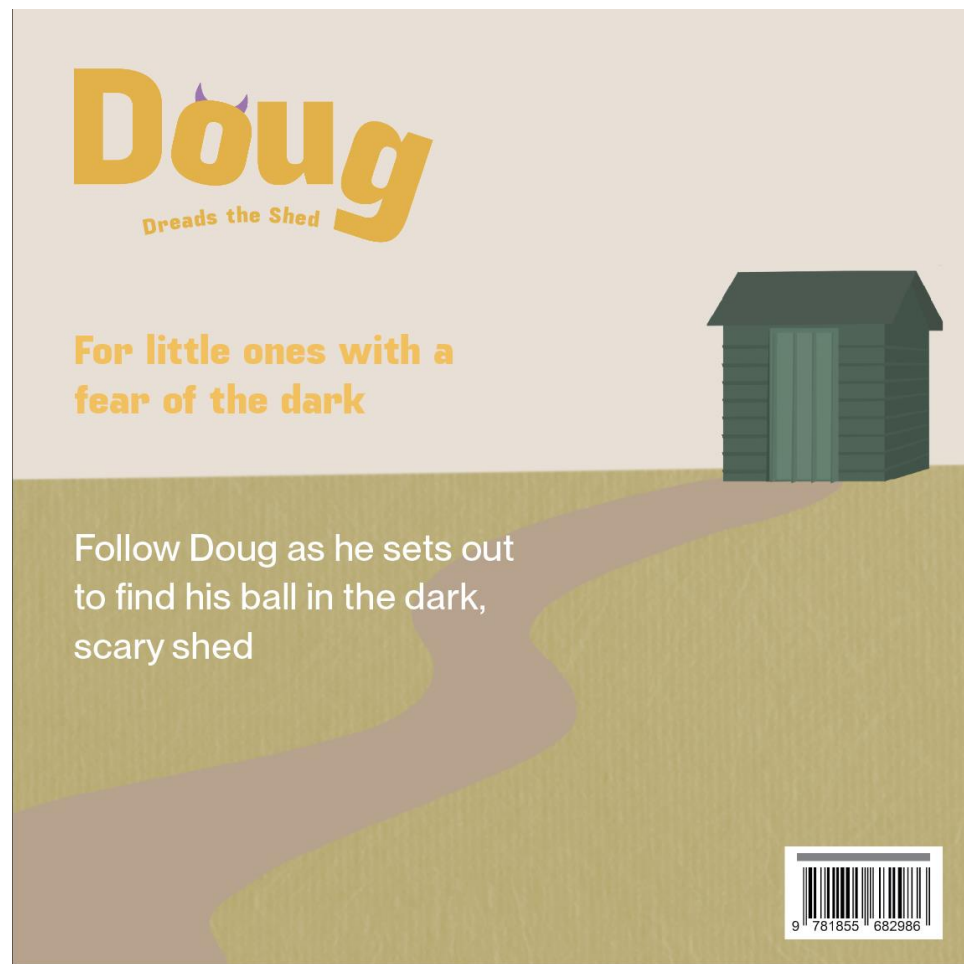
For the text, we ended up as a mixture between these two. Large text and wavy.

Breath in deep,
let your worries go
Breath out slow,
feel your calmness grow

In through your nose,
out through your mouth,
Feel the peace
as you breathe out



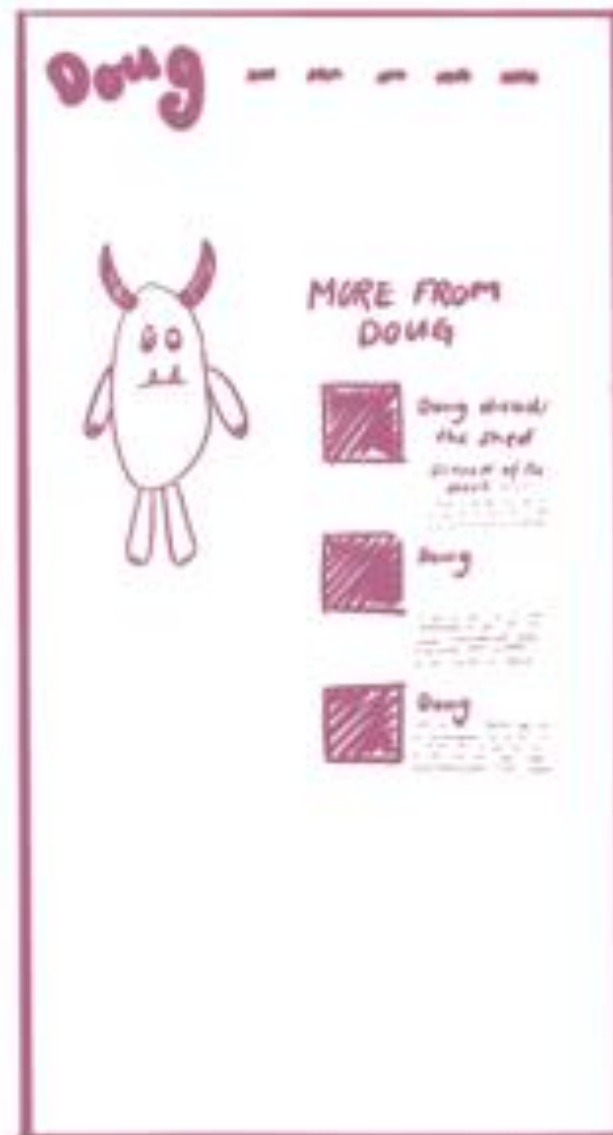
We like the text large as it again creates a point of difference and the wavy text makes it appear more fun and intriguing.



As a final change to the book, we decided the name of the book needed to be bigger.

PURPOSE

A website for the parents where they can find advice from professionals and communicate with other parents that are experiencing similar issues



Questions to ask your child after reading the book:

1. How did this book make you feel?
2. What do you think Doug was afraid of during this book?
3. Do you remember the rhyme that Doug's Mum taught him? Do you think we can practise it together?
4. Do you think that tonight when you're afraid that you can try the breathing rhyme that Doug did when he was afraid?
5. When you're afraid, and you have done your deep breathing, make sure you give Doug a big hug!

Questions from parents to us:

1. Have Doug's stories actually helped anyone's children with sleeping?
 - Hi there! Great question! In our study's, children who read or are read Doug's stories every night have a 70% chance of overcoming their sleep anxieties! Remember, we can't expect children to overcome their fears after reading one book, keep it up, and you will start to see results!
2. What do I do if my child won't stop coming to my bed in the middle of the night?
 - This is a very common experience for many parents with their anxious child. Creating a safe and trustworthy relationship with Doug is very important. During the night, if the child is worried or frightened, they will remember how Doug was so brave when facing his fears, and will try to reflect that in their own actions. If they do come into your bedrooms, reminding them of Doug's bravery is very important, bring them back to bed and hand Doug to them.

If your child consistently comes to your bed in the middle of the night and you want to address this situation, here are a few steps you can take:

1. Establish a bedtime routine: Create a consistent bedtime routine that includes activities such as reading a children's book together, brushing teeth, and cuddling with a safety animal or any comforting object.
2. Create a comfortable sleeping environment: Ensure that your child's bedroom is comfortable and inviting. Use soft bedding, dim lighting, and a pleasant temperature to make the space conducive to sleep.
3. Set clear boundaries: Have a calm and open conversation with your child about the importance of sleeping in their own bed. Explain that everyone needs their own space to rest and recharge during the night. Emphasize the benefits of a good night's sleep for their growth and well-being.
4. Offer reassurance and support: Let your child know that you understand their feelings and concerns, but also gently encourage them to overcome their fear or discomfort. Reassure them that you are nearby and they are safe in their own room.
5. Gradual transition: If your child continues to struggle with staying in their bed, you can try a gradual transition approach. Start by sitting next to their bed until they fall asleep, then gradually move farther away over time until they can sleep independently.

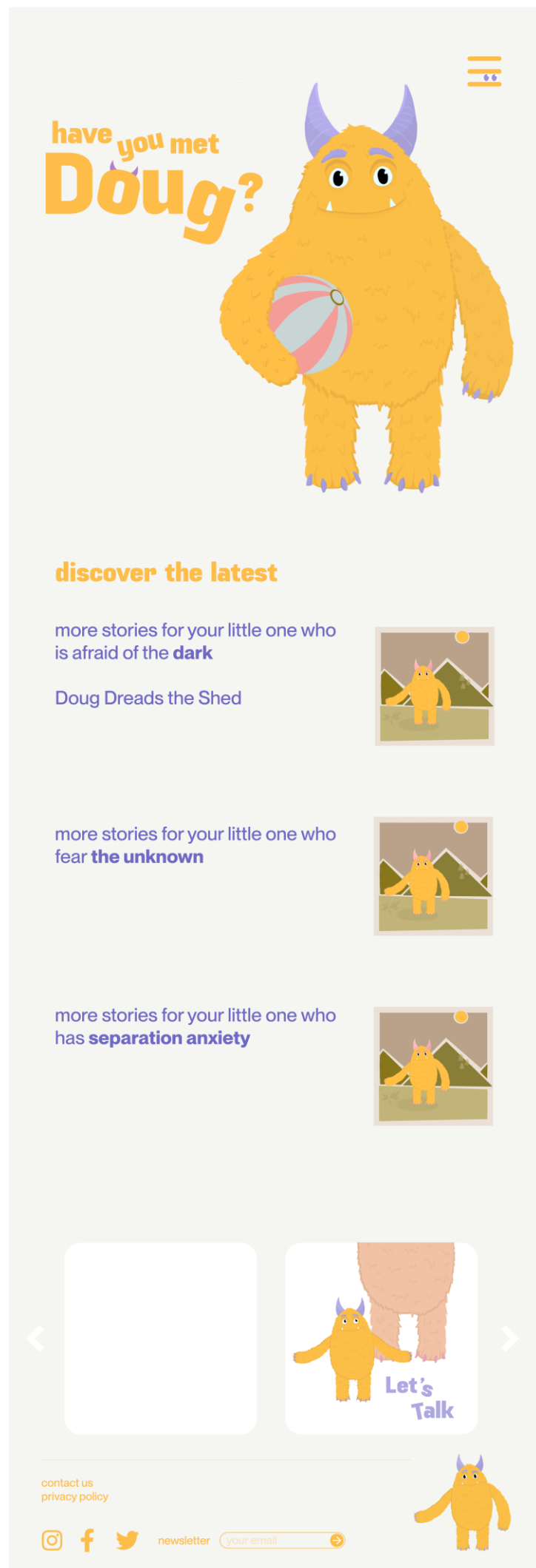
Remember, consistency and patience are key when addressing this

issue. By implementing a consistent bedtime routine, creating a comforting

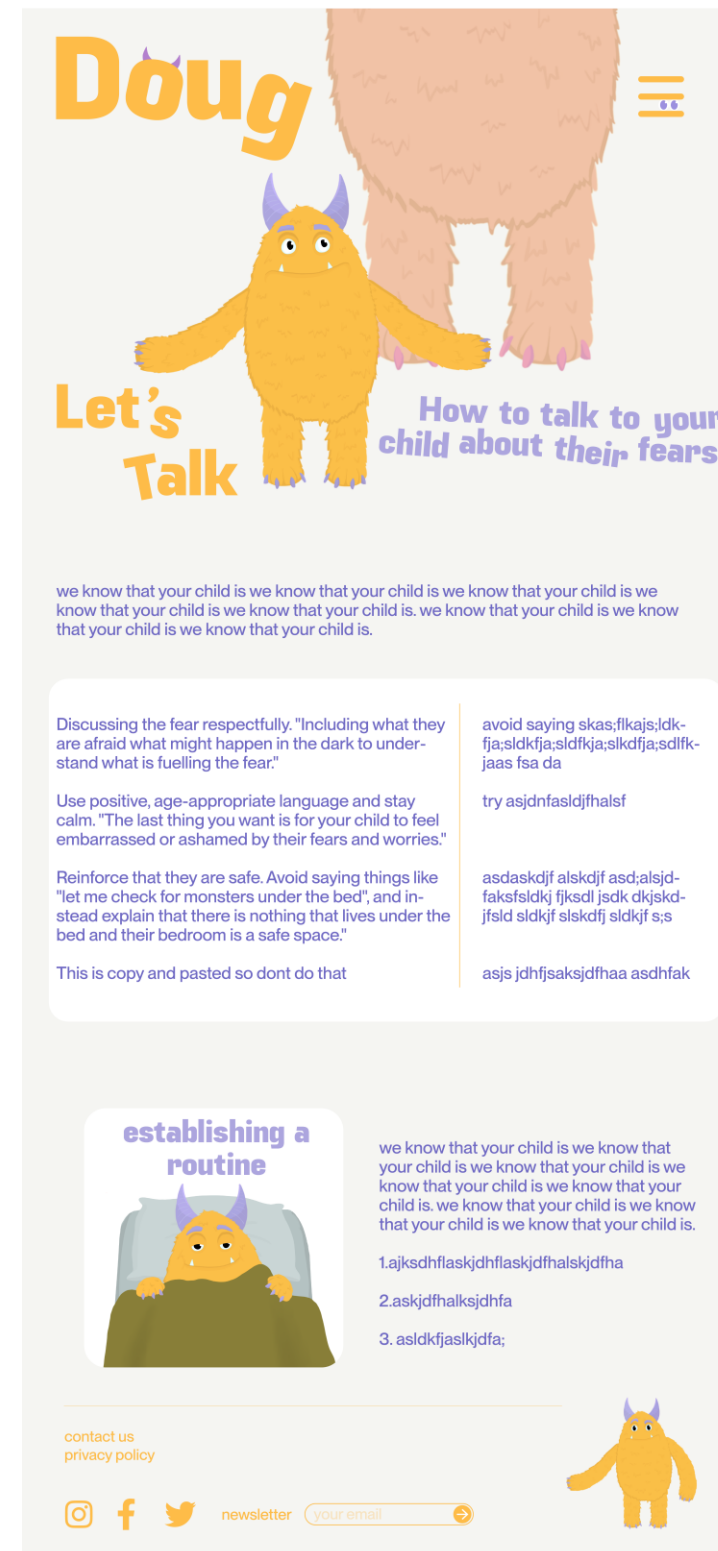
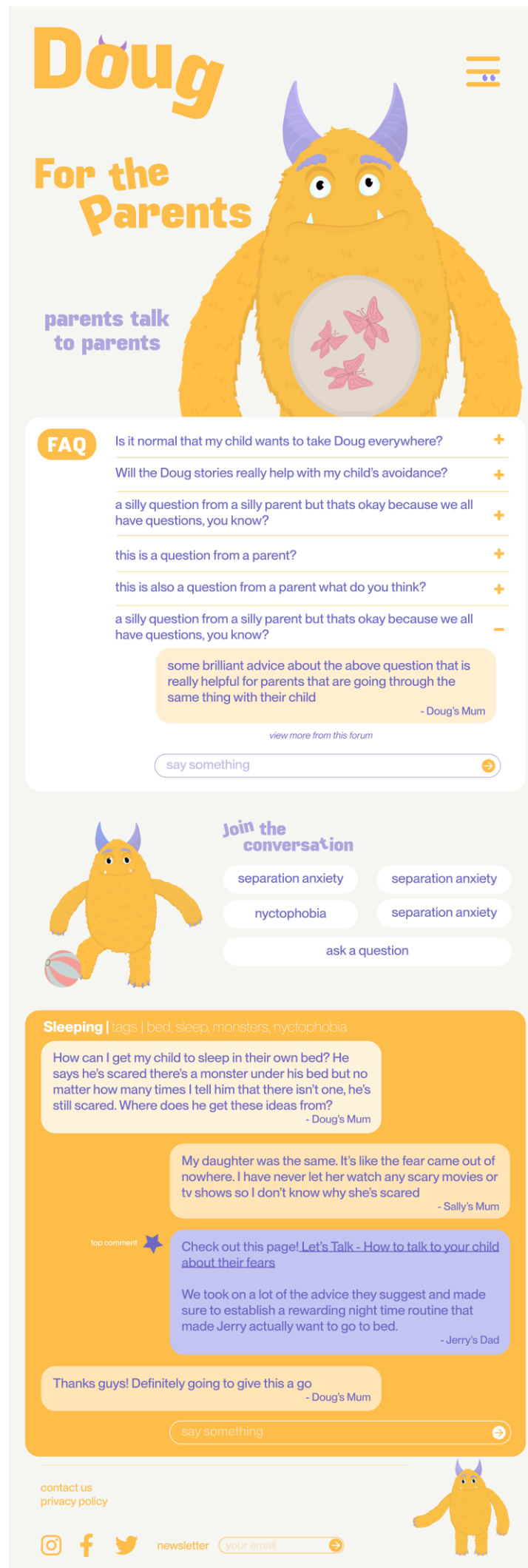
sleep environment, setting boundaries, and providing reassurance and support,

you can help your child develop healthy sleep habits and gradually overcome the

REFERENCE THIS PLEASE!



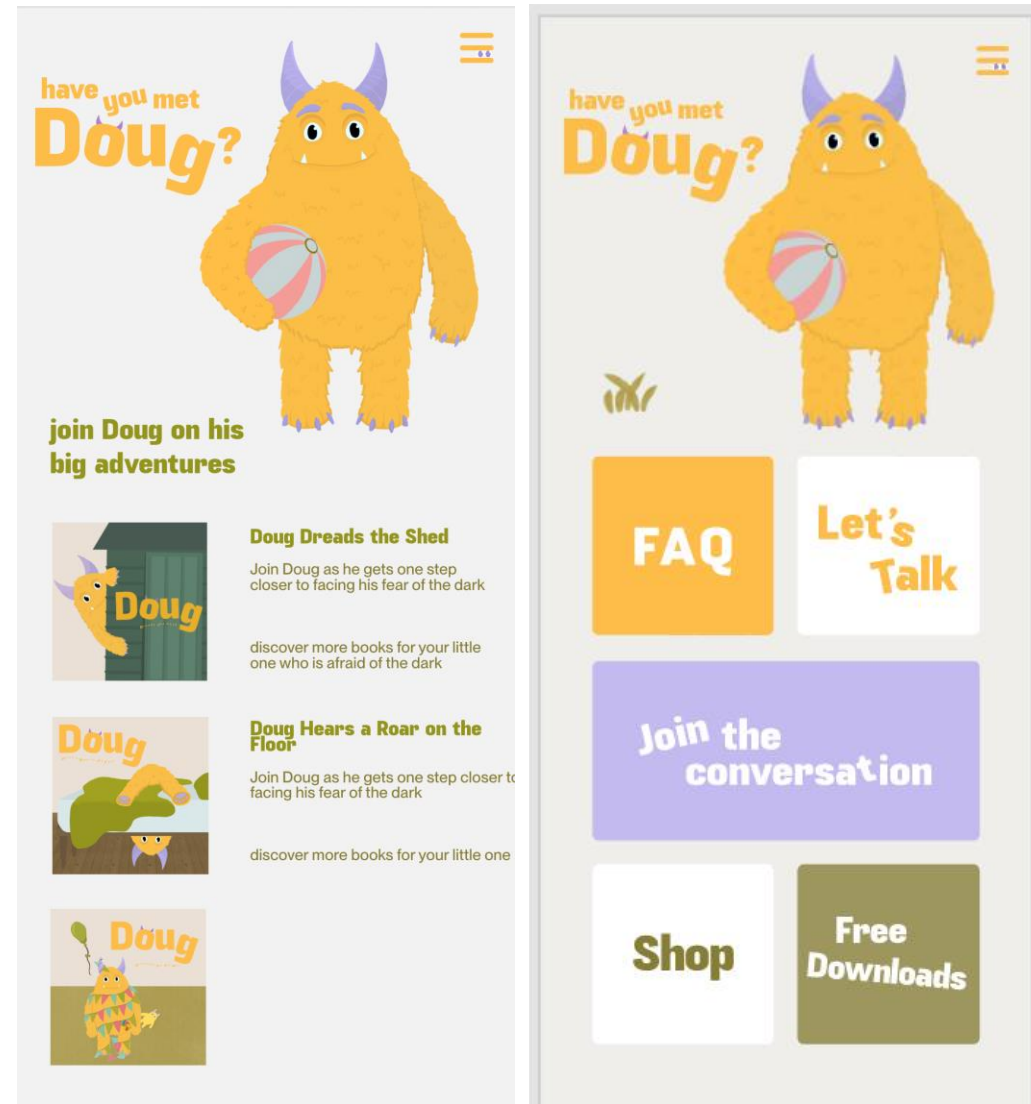
We decided to design a mobile site as it is more realistic that a parent may reference the site on their phone during or after putting their child to bed. We will likely add a QR code in the book to make it easy for them to access too.



Initial website design

We have noted that this design is looking more like a desktop site as the text is too small.

Will try making the text bigger and adding in another colour to help with contrast and variation.

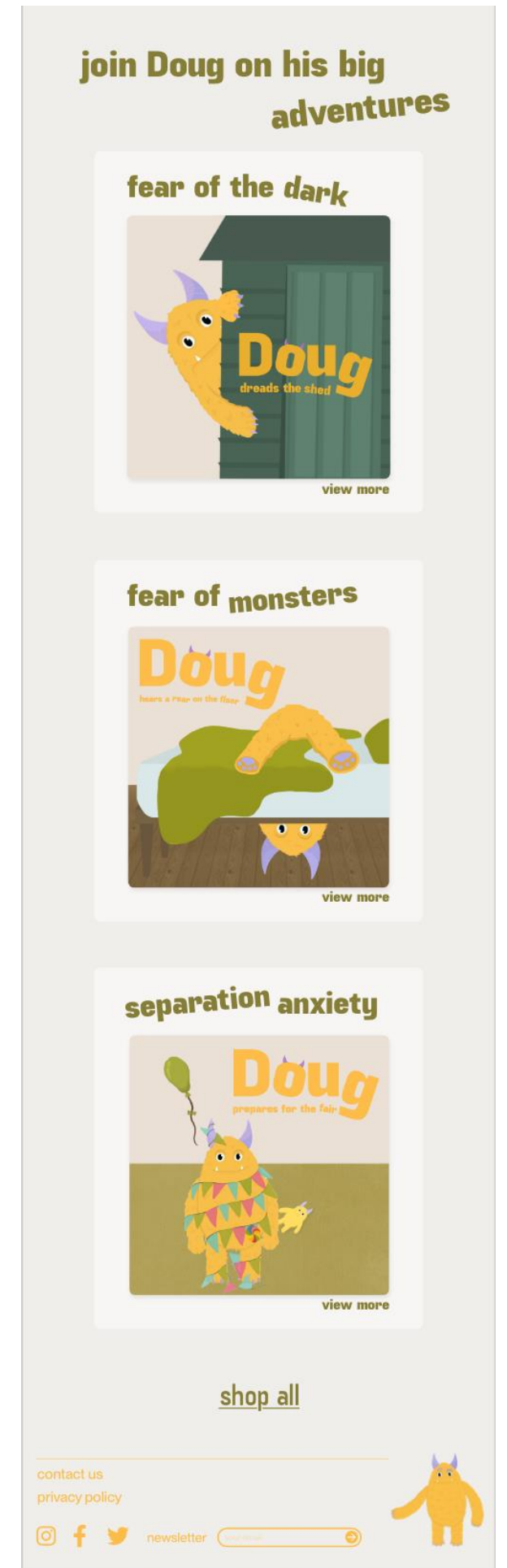
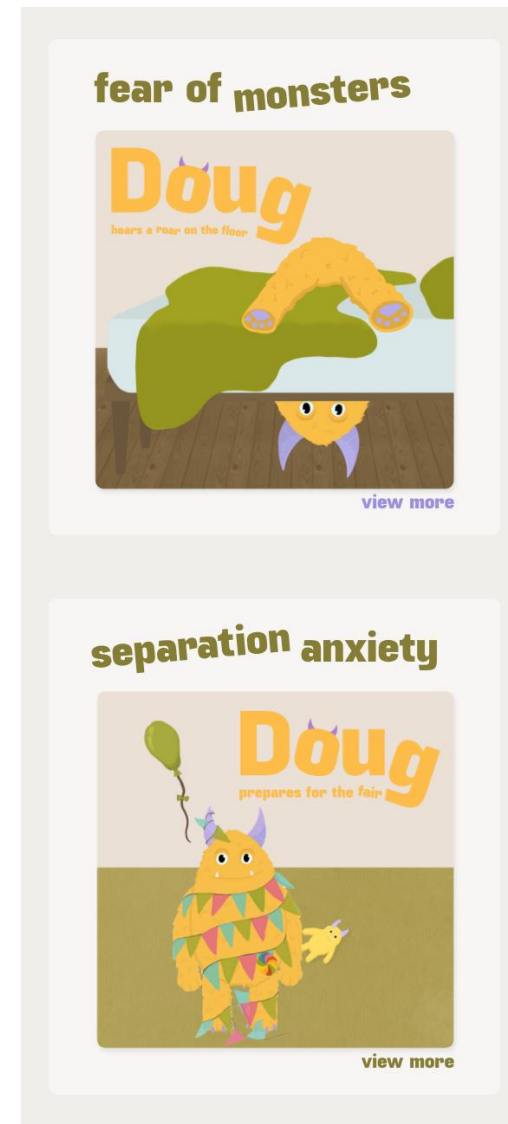
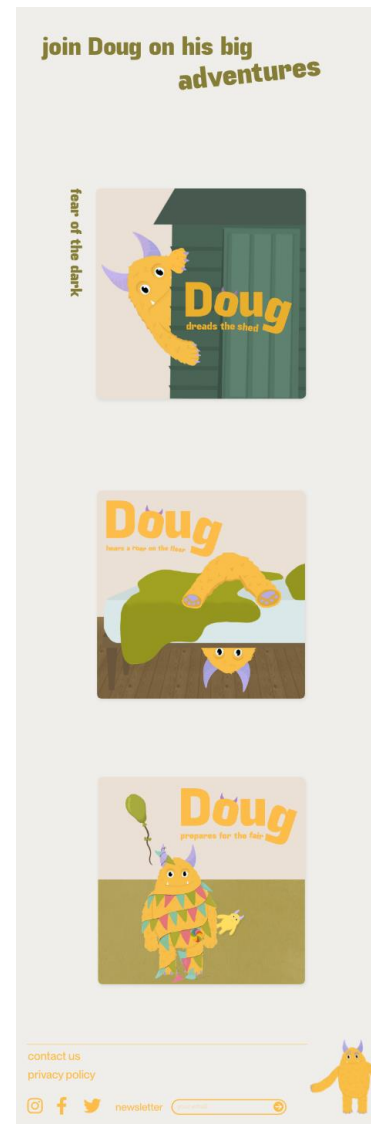


Adding another colour helps to break up the yellow and purple, creating more differentiation and helping it appear less boring.

A challenge we have had with the website is that it is quite text heavy so creating ways to make it interesting is important.

The home page at this stage is lacking attention and needs a stronger call to action. This is the page where you either grab the attention of the viewer or not, so it is important that it is easy to navigate. For this reason, we have updated the home page to reflect the menu so the user can quickly and easily get to where they need to go.

The book display section needed some more thought to make it easier to navigate and feel more in place. In the end, adding some boxes around them helped to ground them and make them appear more like a clickable object





Our original design had the frequently asked questions and the chat on one page. After some consideration we have separated these two aspects so parents don't have to scroll past the FAQs every time they want to check on a chat.

The chat page is quite a hefty page as it is as it hosts all of the different forums and parents can filter through the different topics, so it makes sense for them to be separate

Research for info on website

<https://www.healthline.com/health/childrens-health/toddler-refuses-to-sleep#causes>

<https://www.abc.net.au/everyday/i-have-made-my-child-afraid-of-the-dark-how-do-i-fix-it-/100010562>

what now?



This will likely be a gradual transition but remind your child of Doug's breathing rhyme and reward good behavior with our 'Doug and Friends sticker chart,' available for free download on our website.

head to our website for more info and resources



establish a routine

Creating a bedtime routine for your little one, helps them prepare for sleep and enjoy the process. Include things like brushing teeth, reading a book and getting Doug ready for bed too!

create a comfortable sleeping environment

Help make their space a place they want to be. Use dim lighting and soft bedding.

Adding a pre sleep tidy up to their bedtime routine helps make the space more inviting and gives them an understanding of their surroundings, so they know there's nothing to fear.

start the conversation

Have a chat with your child to understand their fears and why they might be scared.

Offer understanding of their fears and feelings but support them in pushing through the discomfort and fear. Let them know they are in a safe space and you are near by.

Discuss why it is important they sleep in their own bed. We all need our own space to get a good nights sleep.

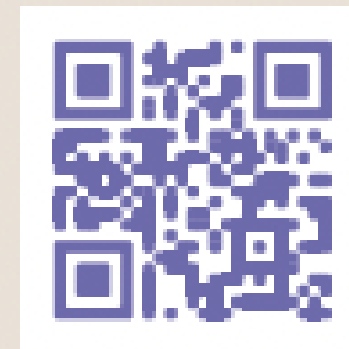
Note: avoid validating the existence of monsters

As a part of the book, we have put in an element from the website that displays some help for what the parents can do now.

Often when parents are given help, they are left to their own devices are often treatment does not get carried out due to this. Because of this, we have placed three different things that parents can do for their children.

Then, when they need more resources, they can scan the qr code for the website that will help them further!

head to our website for more info and resources



SCAN THIS CODE FOR THE WEBSITE!

It really does work!

Doug & Eva's sticker chart

And remember, when you're afraid, give Doug a hug!



| | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|---|--------|---------|-----------|----------|--------|----------|--------|
| I brushed my teeth and went to the toilet | | | | | | | |
| I cleaned up my toys | | | | | | | |
| We read a bedtime story | | | | | | | |
| I slept with the lights off | | | | | | | |

I slept through the night

nights this week

Doug & Eva's sticker chart

And remember, when you're afraid, give Doug a hug!



| | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|---|--------|---------|-----------|----------|--------|----------|--------|
| I brushed my teeth and went to the toilet | | | | | | | |
| I cleaned my room | | | | | | | |
| We read a bedtime story | | | | | | | |
| I slept with the lights off | | | | | | | |

I slept through the night

nights this week

Doug & Eva's sticker chart

And remember, when you're afraid, give Doug a hug!




| | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|---|--------|---------|-----------|----------|--------|----------|--------|
| I brushed my teeth and went to the toilet | | | | | | | |
| I cleaned up my toys | | | x | | | | |
| We read a bedtime story | | | | | | | |
| I slept with the lights off | | | | | | | |

I slept through the night

nights this week

Doug & Eva's sticker chart

And remember, when you're afraid, give Doug a hug!



| | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|---|--------|---------|-----------|----------|--------|----------|--------|
| I brushed my teeth and went to the toilet | | | | | | | |
| I cleaned up my toys | | | | | | | |
| We read a bedtime story | | | | | | | |
| I slept with the lights off | | | | | | | |

I slept through the night

nights this week

Doug & Eva's sticker chart

And remember, when you're afraid, give Doug a hug!



| | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|---|--------|---------|-----------|----------|--------|----------|--------|
| I brushed my teeth and went to the toilet | | | | | | | |
| I cleaned my room | | | | | | | |
| We read a bedtime story | | | | | | | |
| I slept with the lights off | | | | | | | |

I slept through the night

M T O O

O O O

And remember, when you're afraid, Give Doug a Hug!

Doug & Eva's sticker chart

And remember, when you're afraid, give Doug a hug!



| | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|---|--------|---------|-----------|----------|--------|----------|--------|
| I brushed my teeth and went to the toilet | | | | | | | |
| I cleaned my room | | | | | | | |
| We read a bedtime story | | | x | | | | |
| I slept with the lights off | | | | | | | |

I slept through the night

O O O O

O O O

And remember, when you're afraid, Give Doug a Hug!

For the sticker chart, we wanted it to be consistent with the other design elements. We did this by using the same colour scheme, using the Doug logo, typography and illustrations.

We played around using different shapes and elements to create a cohesive sticker chart.



These were our final sticker chart choices. We decided that the square boxes didn't meet our brand identity and appeared too heavy on the page.

After we removed the squares and put in circles, we realised that we needed to make the poster have less detail – this is because we didn't want it to take away the effect of the stickers. We did this by removing the box behind the chart.

We also realised that the first task "I brushed my teeth and went to the toilet" had more words than all the other tasks and it looked uneven. We shortened this to "I did my bathroom routine", this enables for all kinds of different bathroom routines for different children.

Our final sticker chart is a fun bonus tool for children and is very effective.



After beginning our social media tiles, we realised we wanted them to have a bit more of a story, illustrating the ways in which the Doug eco system can help.

We decided the best way would be to break it down into read, breathe, hug, support and reward

Some added icons to help visualise these steps may be a welcome addition

Things to cover in the pitch:

1. Introduce Doug
2. Talk about experiential avoidance
3. Talk about why we created Doug to help with experiential avoidance.
4. Introduce ourselves
5. Talk about book – plan for other books
6. Talk about website
7. Talk about sticker chart
8. Conclusion

Script:

Slide 1- Have you met Doug?

Have you met Doug?

Doug is a tool to be used to help children who suffer from experiential avoidance. Experiential avoidance refers to the tendency to avoid or suppress unpleasant thoughts, emotions, sensations, or memories, often by engaging in behaviors that provide short-term relief but perpetuate long-term distress.

Slide 2- Doug in bed

Doug has been created to help children who suffer from this, specifically children who are afraid of going to sleep or bedtime. Studies have shown that children will avoid bedtime or sleeping due to one or more of these three fears, fear of the dark, separation anxiety, and fear of monsters.

Doug's Ecosystem is a support network for parents and their child who is suffering from experiential avoidance. This is a type of Acceptance and Commitment therapy, as we are teaching children to accept their fears, and face them as best as they can. The breathing exercises throughout every book acts as a mindfulness strategy that the child is encouraged to use when afraid.

Slide 3- Our characters

We are Georgia, Hannah, and Lara, and we have created Doug to comfort children during their times of distress.

To help children overcome their fears of going to bed, we have created a series of books designed to be read to a child right before they go to sleep.

Slide 5- Show book and explain other books

"Doug Dreads the Shed" explores a common fear for children, fear of the dark. "Doug Prepares for the Fair" explores separation anxiety, and "Doug Hears a Roar on the Floor" explores the fear of monsters.

Slide 6- Show some pages of the book

"Doug Dreads the Shed," follows Doug into his backyard shed where he is looking for his ball to play with. He becomes afraid when he realises how dark the shed really is and remembers a rhyme his mother taught him to say when he is afraid. The rhyme teaches controlled breathing to help regulate their fear and aims to be easy to remember so children use it to calm themselves in times of distress.

Walking to shed, opens the door, breathing rhyme page

Slide 8- Other things

To accompany the books, we have designed a support website for parents which consists of common questions answered by professionals, a parent to parent chat for advice from parents in similar situations as well as free downloadable resources. The website aims to create a parent community to help parents feel supported and less alone.

We have designed a sticker chart that is downloadable off the website, to reward healthy, positive habits. The sticker chart encourages parents to set up a night time routine for their child to follow which can help with the bed time struggle.

Most importantly, we have developed a Doug plushie. He is a cuddly companion for your child. Children will make a positive correlation between Doug's brave actions in the books, and find comfort in knowing he is by their side. Children are encouraged to "Give Doug a Hug" when they are afraid during the night.

We are pleased to welcome you to Doug's Ecosystem, and don't forget, to give Doug a hug!