

ANXIETY

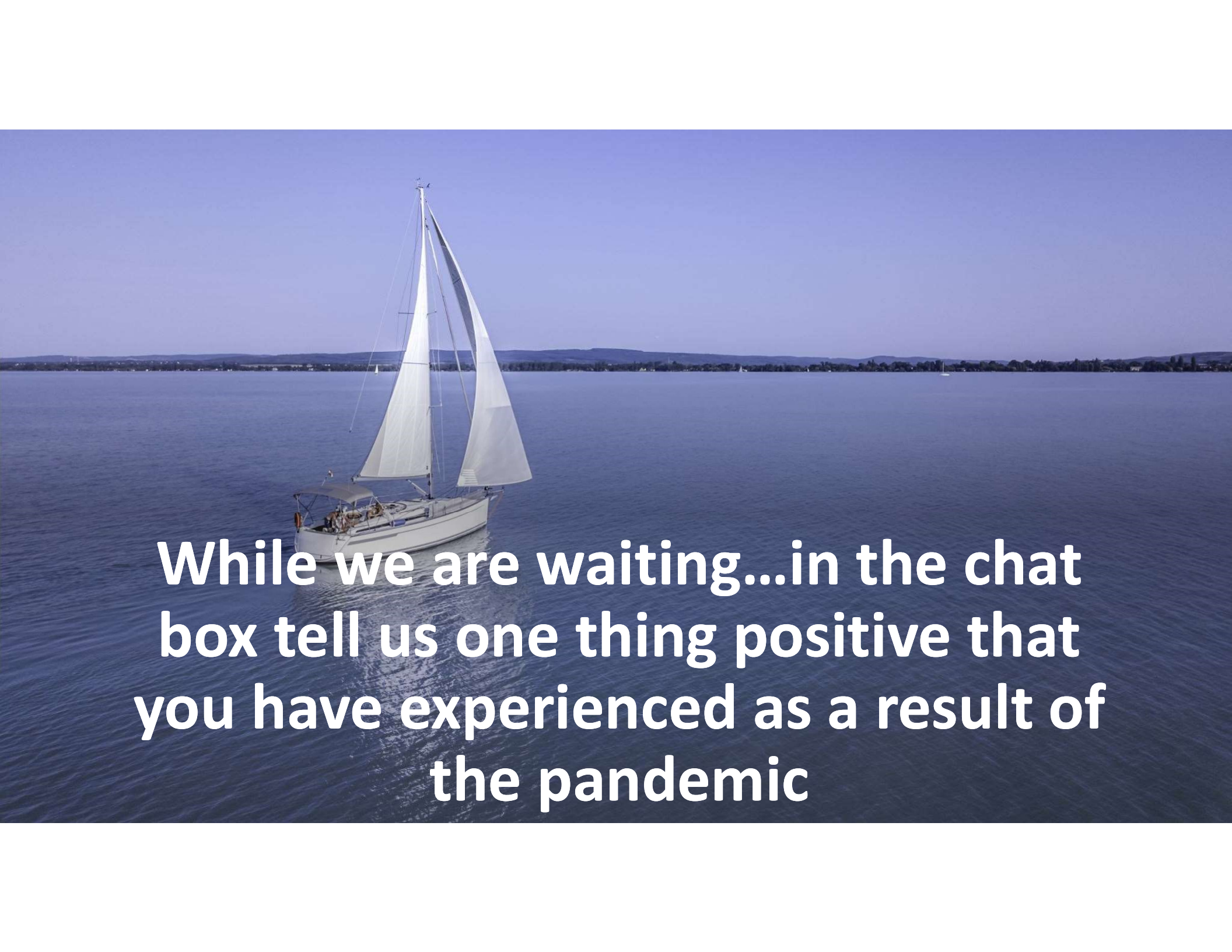
**What it isn'tand
What it is**

**Strategies to Help
Children Cope**

Moderator: Amanda Conn Starner, Senior
Director of Community Engagement

Presenter: Pat Clark, Training HUB
Manager





**While we are waiting...in the chat
box tell us one thing positive that
you have experienced as a result of
the pandemic**



A horizontal stream of colorful, swirling liquid paint in shades of yellow, orange, red, blue, and green against a white background. The paint is captured in motion, creating a sense of fluidity and energy. The colors transition from yellow and orange on the left to blue and red on the right, with some overlapping and mixing of colors. The word "Breathe" is centered over the stream in a white, sans-serif font.

Breathe

The background is an abstract, textured composition of colors. It features a mix of muted greens, yellows, and earthy reds, with some darker, more saturated reds and purples on the right side. The overall effect is a soft, painterly texture with visible brushstrokes or a fine woven pattern.

Stress versus Anxiety

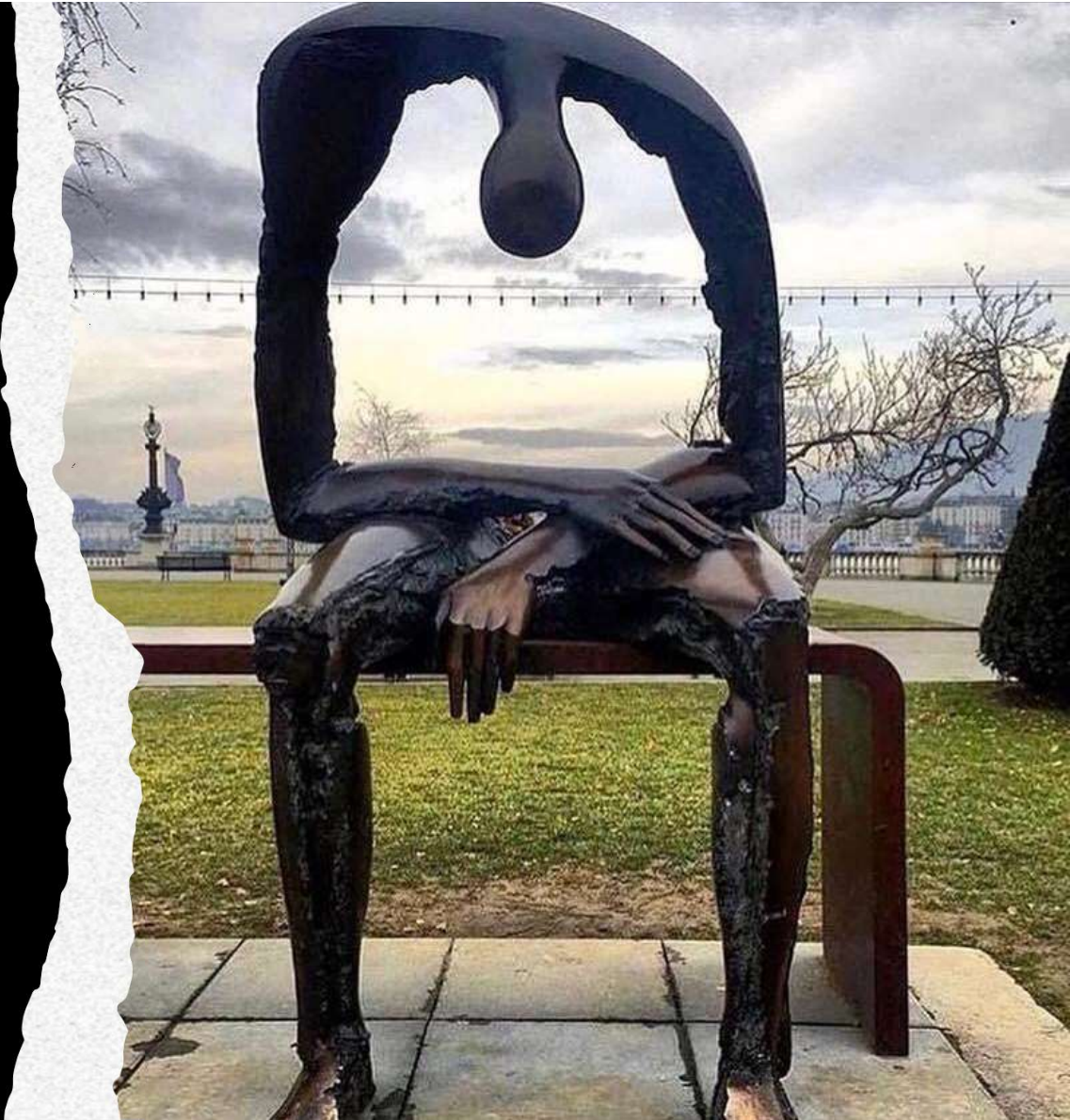
Physical Signs

- **Aches and pains**
- **Muscle tension**
- **Chest pain**
- **Fatigue**
- **Change in sex drive**
- **Stomach upset**
- **Sleep problems**



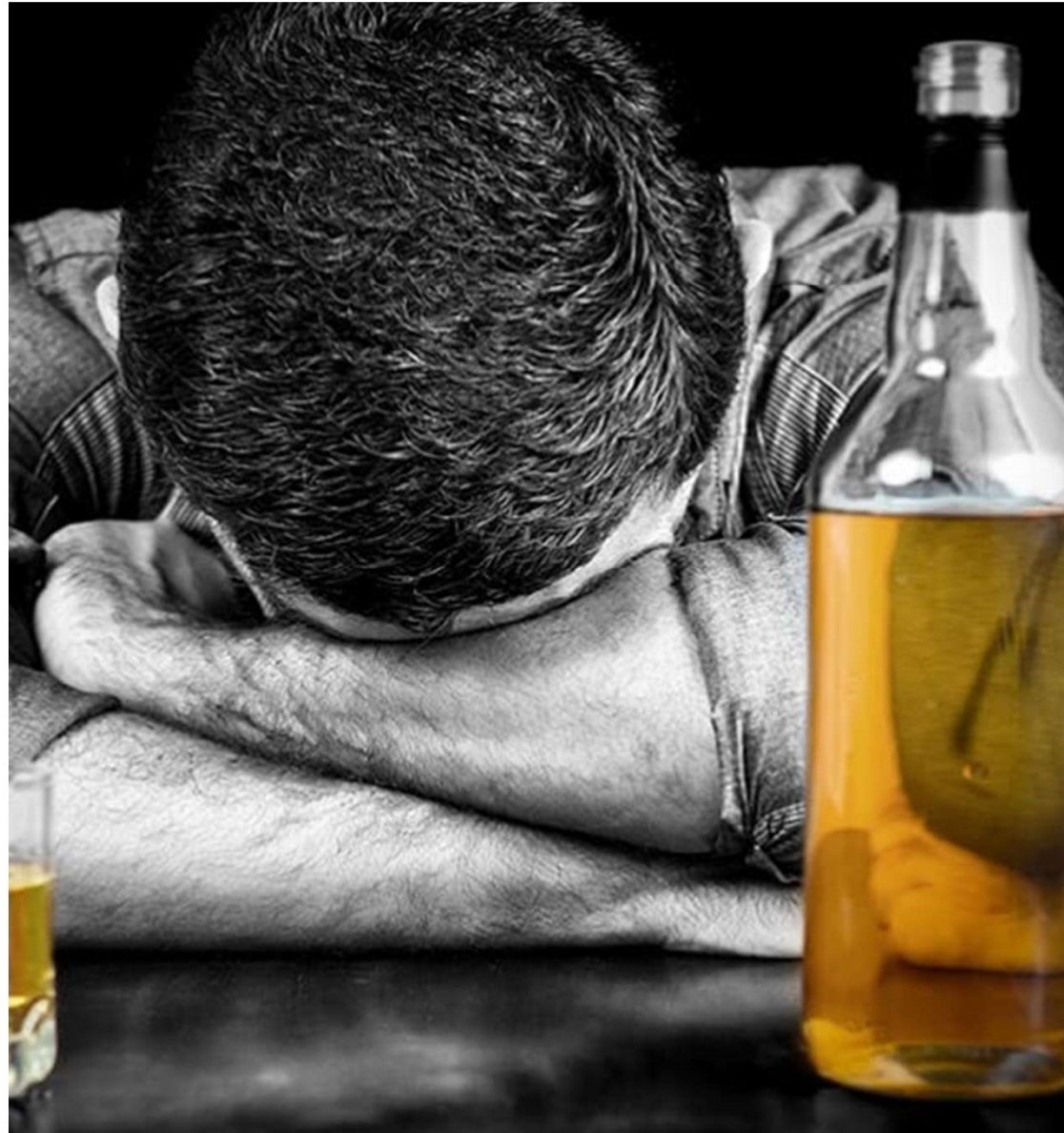
Cognitive Signs

- Memory problems
- Inability to concentrate
- Poor judgement
- Seeing only the negative
- Anxious or racing thoughts
- Constant worrying



Behavioral Signs

- **Overeating or undereating**
- **Sleeping too much, too little**
- **Drug or alcohol use**
- **Tobacco/vaping use**
- **Isolating oneself from others**
- **Nervous habits (e.g. nail biting, pacing)**





Emotional Signs

- **Moodiness**
- **Irritability or short temper**
- **Agitation, inability to relax**
- **Feeling overwhelmed**
- **Sense of loneliness and isolation**
- **Depression or general unhappiness**

Common Causes of Stress in Young People

- School
- Exams – standardized testing
- Peer pressure
- Bullying
- World Events
- Family difficulties or changes



While having the same physical, cognitive, behavioral and emotional signs and symptoms as stress, anxiety is an emotional state that also typically involves:

An intense sense of inner turmoil, distress and/or dread.

Anxiety tells us we are not safe, even when we are.

Generally, lasts for a period of time, usually 6 or more months in adults.

Anxiety can include:



Excessive worrying about any or all aspects of life.



Extreme fear – about certain situations, may feel unsafe.



Everyday can be a struggle for a person with anxiety and they often feel uncomfortable in their own skin.



May be unable to control behaviors (nail biting, pacing, rocking).

Where Does Anxiety Stem From?

Some people have anxious feelings their entire lives; others do not experience anxiety until after an event or trauma causes (initiates) it.

Anxiety is thought to result from a combination of factors that differs for each person.

Genetics are thought to play a role, as are aspects of early development.

Tends to run in families, and you are more likely to develop an anxiety disorder if someone in your family already has one.



Environmental factors are also thought to play a role in anxiety. Events during childhood such as abuse, or an overly critical parent may cause (initiate) anxiety.

Specific phobias, such as fear of flying, often have a quick onset; a situation that previously did not cause you anxiety or discomfort suddenly becomes a source of fear.

The Diagnostic and Statistical Manual (DSM-5)

- The DSM-5 guides practitioners in diagnosing anxiety disorders.
- The DSM-5 identifies 9 disorders in the Anxiety category.
- The DSM-5 states causes, symptoms and best treatments for these conditions.
- The DSM-5 defines anxiety as the “anticipation of future threat”.

People with anxiety experience tension, worry about potential threats, and avoid potentially dangerous situations.

Separation Anxiety Disorder

Individual is fearful or anxious about separation from attachment figures to a degree that is developmentally inappropriate.



Selective Mutism

Characterized by a consistent failure to speak in social situations in which there is an expectation to speak (e.g. school) even though the individual speaks in other situations.



Specific Phobia

Individuals are fearful or anxious about or avoidant of circumscribed objects or situations.

The fear, anxiety, or avoidance is almost always immediately induced by the phobic situation, to the degree that is persistent and out of proportion to the actual risk posed.

FEAR



Social Phobia

Individual is fearful or anxious about or avoidant of social interactions and situations that involve the possibility of being scrutinized.





Panic Disorder

Individual experiences recurrent unexpected panic attacks and is persistently concerned or worried about having more panic attacks.

Agoraphobia

Individuals are fearful and anxious about two or more of the following situations:

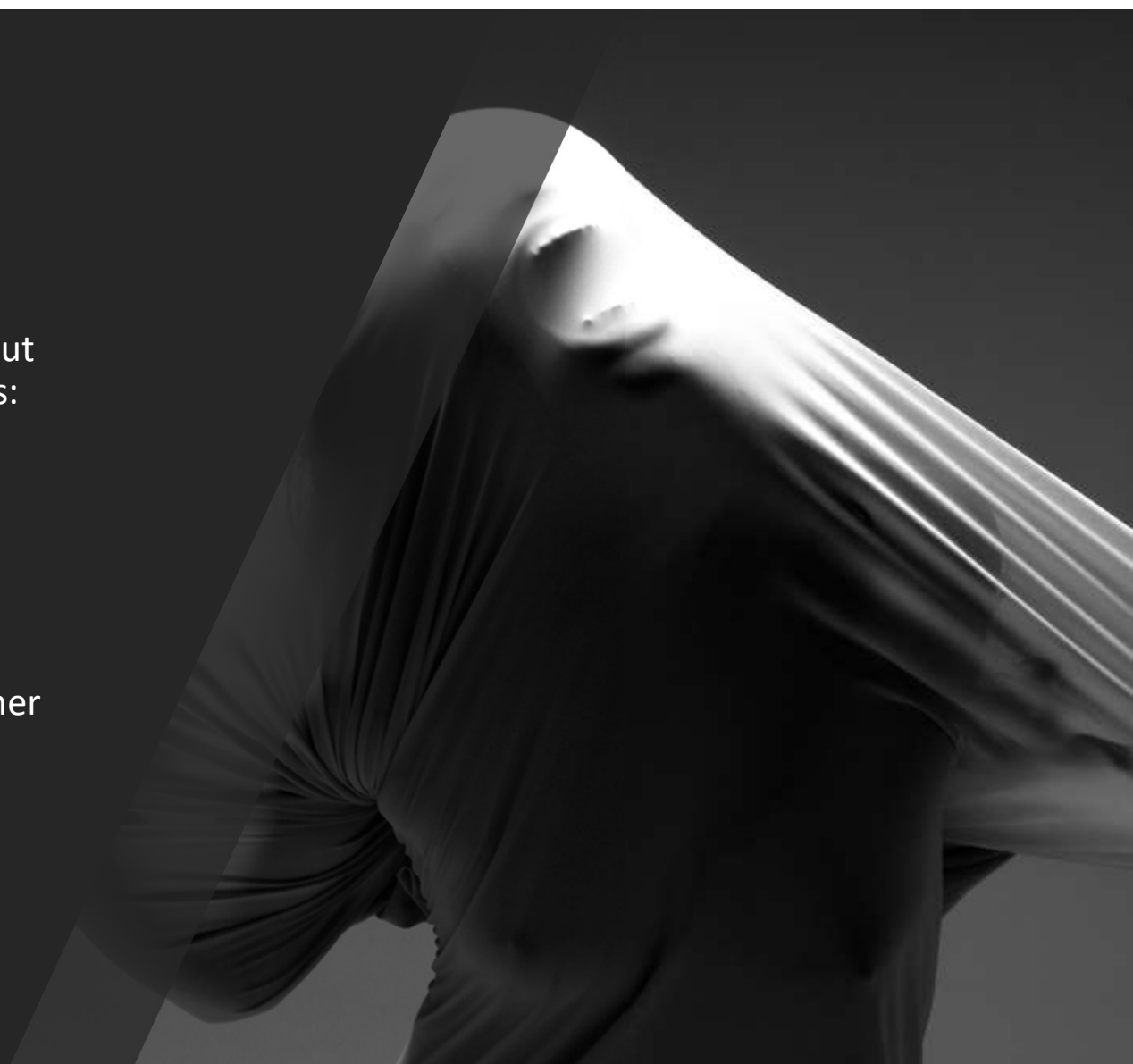
Using public transportation

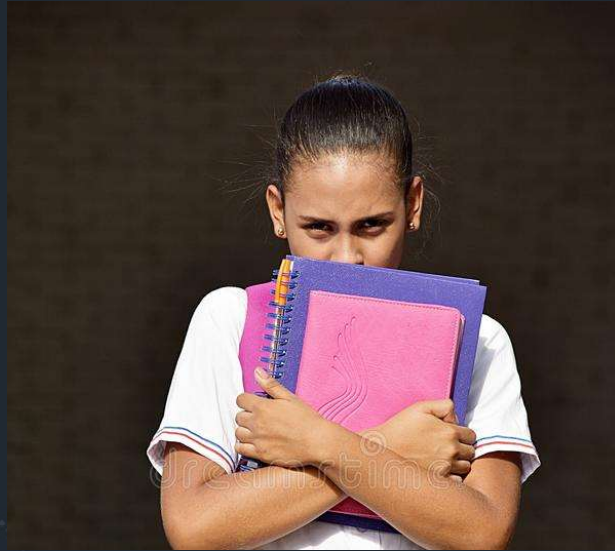
Being in open spaces

Being in enclosed places

Standing in line or being in a crowd

Being outside of the home alone in other situations





Generalized Anxiety Disorder

Key features are persistent and excessive anxiety and worry about various domains, including work and school performance, that the individual finds difficult to control.

In addition, they experience physical symptoms.

TABLE 3**DSM-5 DIAGNOSTIC CRITERIA FOR GENERALIZED ANXIETY DISORDER**

Criteria	
1.	Excessive anxiety and worry (apprehensive expectation), occurring more days than not for at least 6 months, about a number of events or activities.
2.	The individual finds it difficult to control the worry.
3.	The anxiety and worry are associated with three (or more) of the following six symptoms (with at least some symptoms having been present for more days than not for the past 6 months):
	a. Restlessness, feeling keyed up or on edge
	b. Being easily fatigued
	c. Difficulty concentrating or mind going blank
	d. Irritability
	e. Muscle tension
	f. Sleep disturbances (difficulty falling or staying asleep, or restless, unsatisfying sleep)
4.	The anxiety, worry, or physical symptoms cause significant distress or impairment in social, occupational, or other areas of functioning.
5.	The disturbance is not attributable to the physiological effects of a substance or another medical condition.
6.	The disturbance is not explained by another mental disorder.

Note. DSM-5 = Diagnostic and Statistical Manual of Mental Disorders (5th ed.). Adapted from American Psychiatric Association, 2013.

Substance/Medication- Induced Anxiety Disorder

This involves anxiety due to substance intoxication or withdrawal , or to a medication treatment.



Anxiety Disorder
Due to Another
Medical Condition

DOCTOR

Anxiety symptoms are the physiological
consequence of another medical
condition



healthy head to toe

KIDS EXPLAIN

anxiety and depression

Sponsored by



DOERNBECHER
CHILDREN'S
Hospital



ANXIETY ICEBERG ORIGINAL

Behavior

Anxiety

Feelings

embarrassed
ashamed
disgusted
overwhelmed
depressed
stuck
jealous
disrespected
offended
frustrated
confused
helpless
hurt
insecure
regret
uncomfortable
rejected
sad
grief
lonely
tired

ANXIETY ICEBERG REVISED

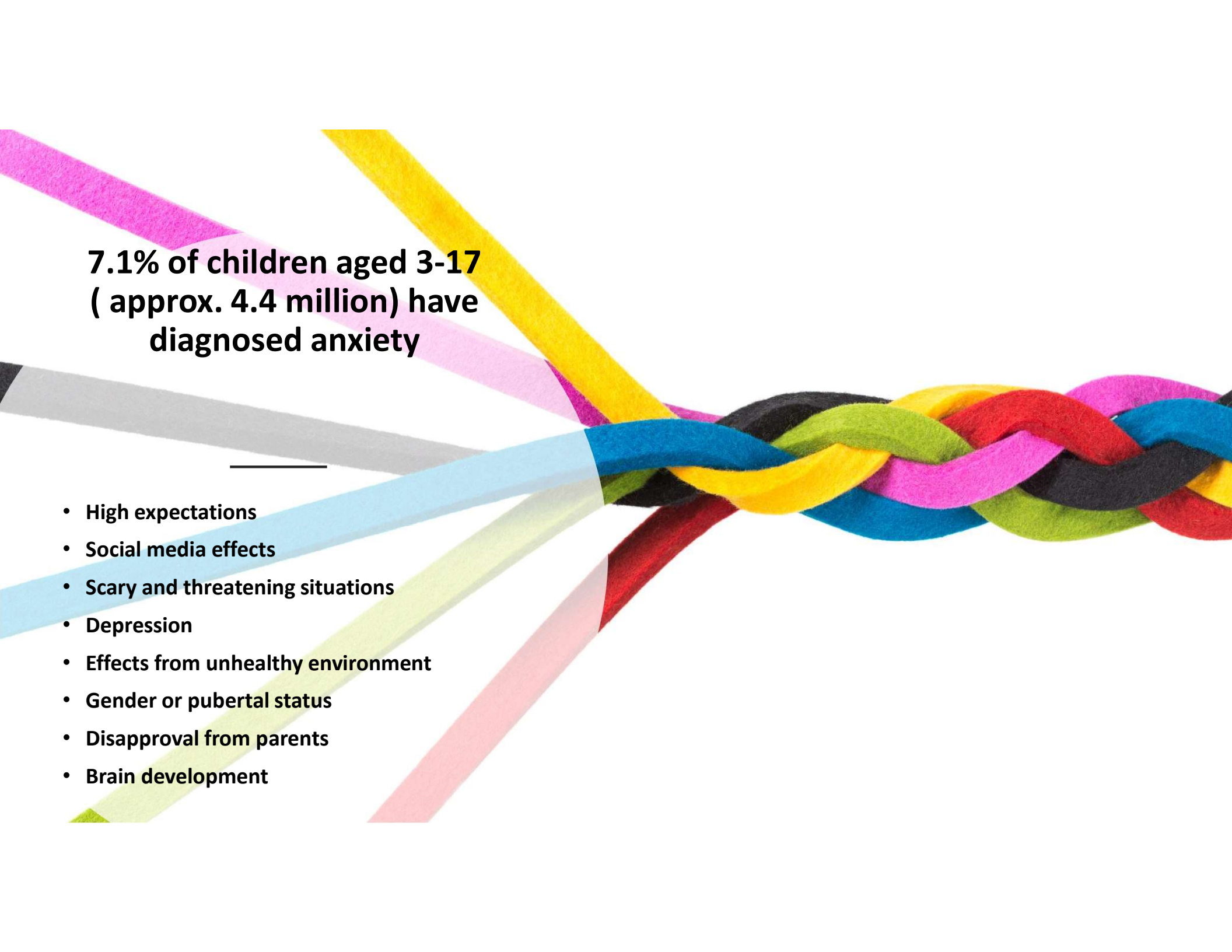


**The behavior is
just the tip of
the iceberg!**



Warning signs of significant anxiety in children and teens:

- “What if” questions
- Avoidance
- Excessive need for reassurance
- Excessive physical complaints
- Sleep disturbances
- Difficulties with concentration, attention
- Perfectionism
- Excessive absence from school
- Easily distressed
- Lying



**7.1% of children aged 3-17
(approx. 4.4 million) have
diagnosed anxiety**

- High expectations
- Social media effects
- Scary and threatening situations
- Depression
- Effects from unhealthy environment
- Gender or pubertal status
- Disapproval from parents
- Brain development

Why so much anxiety?

Electronics offer an unhealthy escape

Happiness is all the rage

Parents giving unrealistic praise

Parents getting caught up in the rat race

Kids are not learning social emotional skills

Parents viewing themselves as protectors rather than guides

Adults not knowing how to help kids face their fear the right way

Parents parenting out of guilt and fear

Kids not being given enough time to play


Family hierarchies are out of whack





Cognitive Behavioral Therapy (CBT)



- CBT is aimed at changing not just behavior, but also beliefs, attitudes, thinking styles, and expectations.
 - Considers the process of thinking itself, rather than simply the content of thoughts.
 - The main principles of CBT can be divided into two overall themes: Active Collaboration and Structured Problem Solving.
 - Due to the structured nature of the therapy most clients conclude therapy within several weeks to a few months.
- 

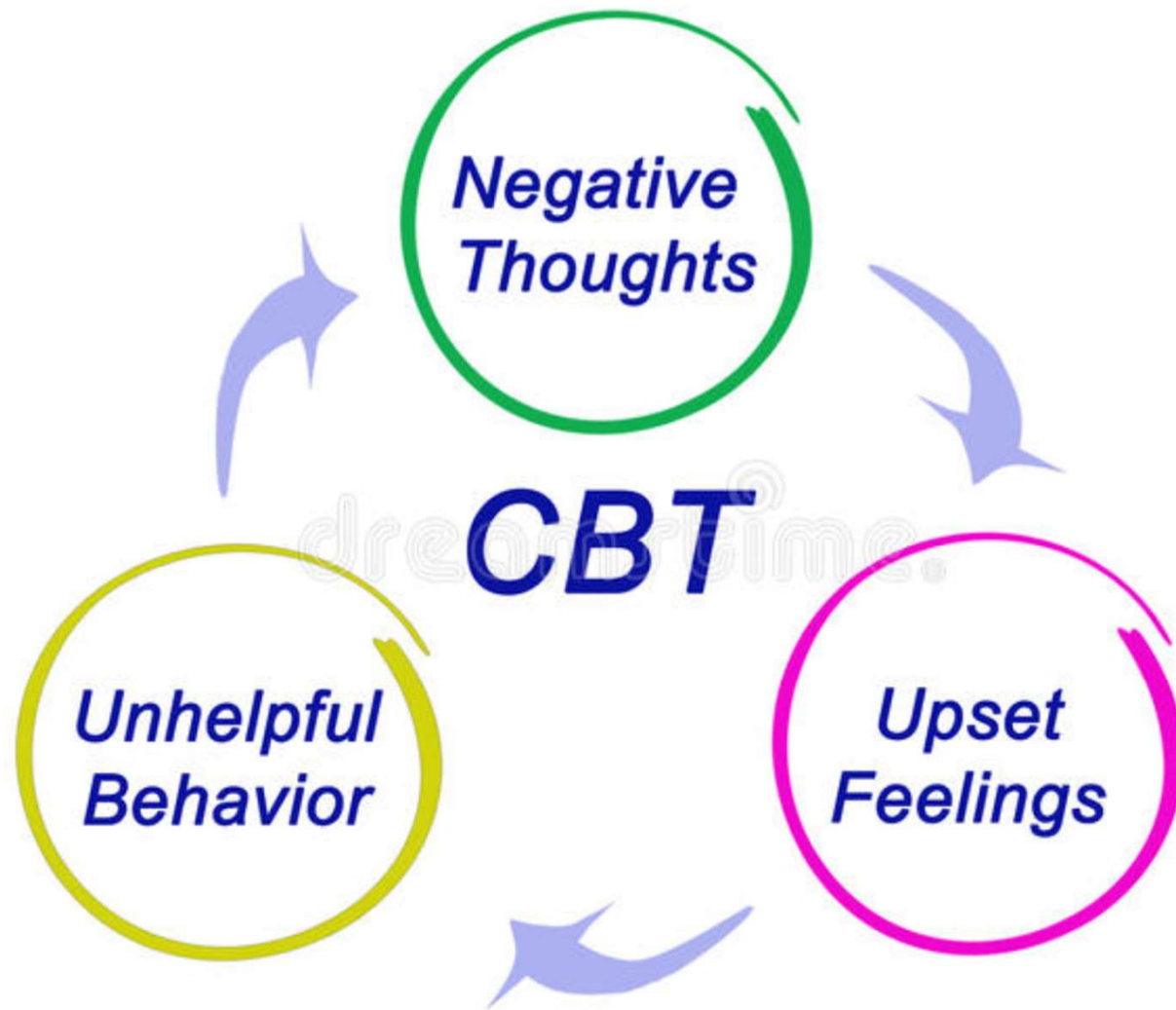
CBT Roles

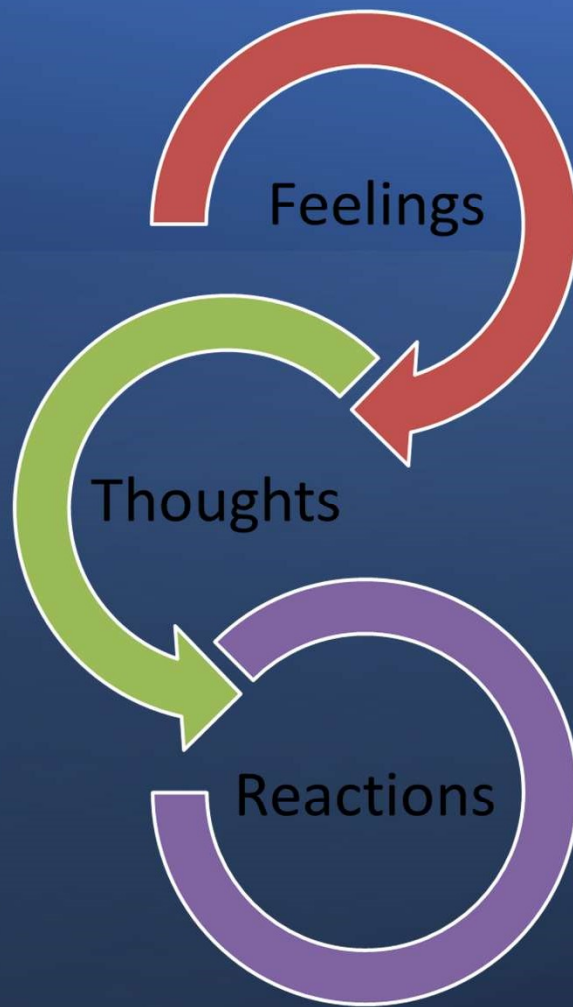
The therapist's role is to:

- Listen
- Teach
- Encourage

Client's role is to:

- Express concerns
- Learn
- Implement that learning



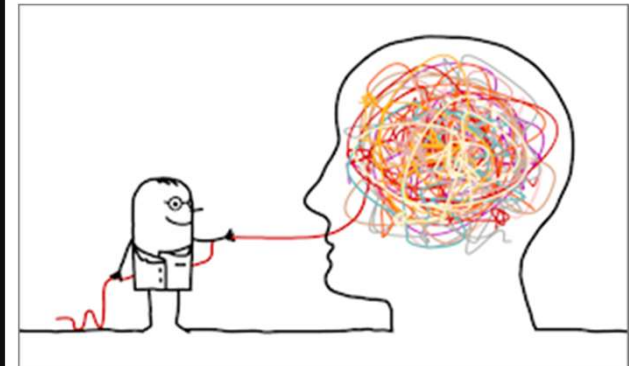


THE PRACTICE BY JENNY LOEHR MACCSLP



Cognitive therapy

When I am buried in
overwhelming feelings I
try to remember my
feelings are real, but they are
not facts. Just because I
feel broken or unworthy
doesn't mean I am actually either
broken or unworthy. [@loehrmac](https://www.facebook.com/loehrmac)



Gradual Exposure

Using exposure to desensitize



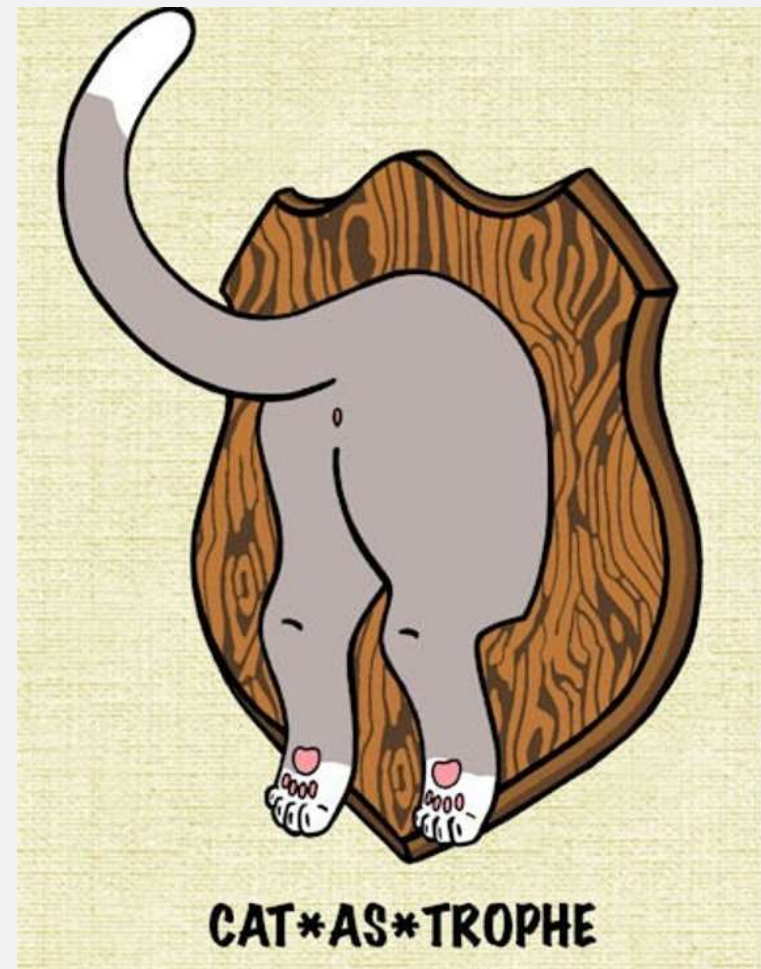
Correct Thinking Mistakes

Overestimating likelihood

Catastrophizing

Self-doubt – underestimating ability to cope

OUR THOUGHTS ARE JUST OUR
THOUGHTS



Externalize Worry

- Feeding worry makes it stronger
- The goal when it comes to facing fear -- is facing it






Name it to Tame It!

Then emotions can inform us and not overwhelm us.

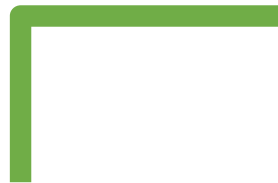
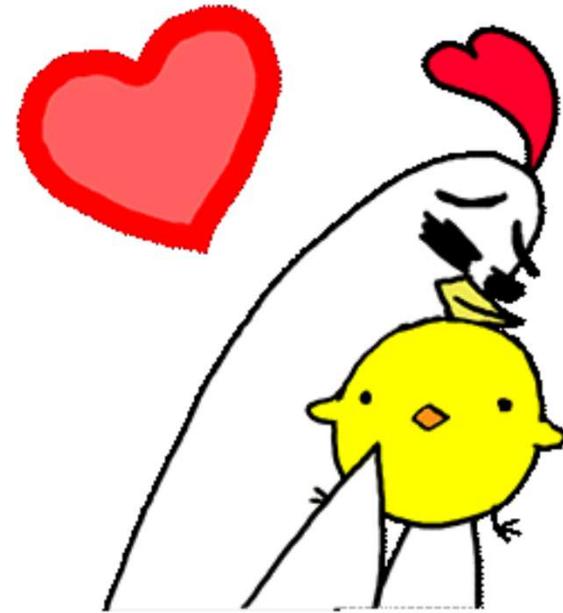
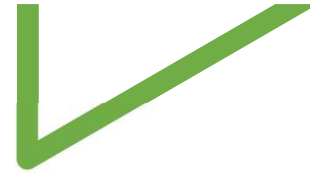
Why does it work? It helps us externalize our emotions, so when our big right-brain emotions are raging out of control, telling the story can help us understand why.

Key is strengthening the ability to monitor our emotions and body sensations by naming and not allowing them to hijack our ability to think and make good decisions.

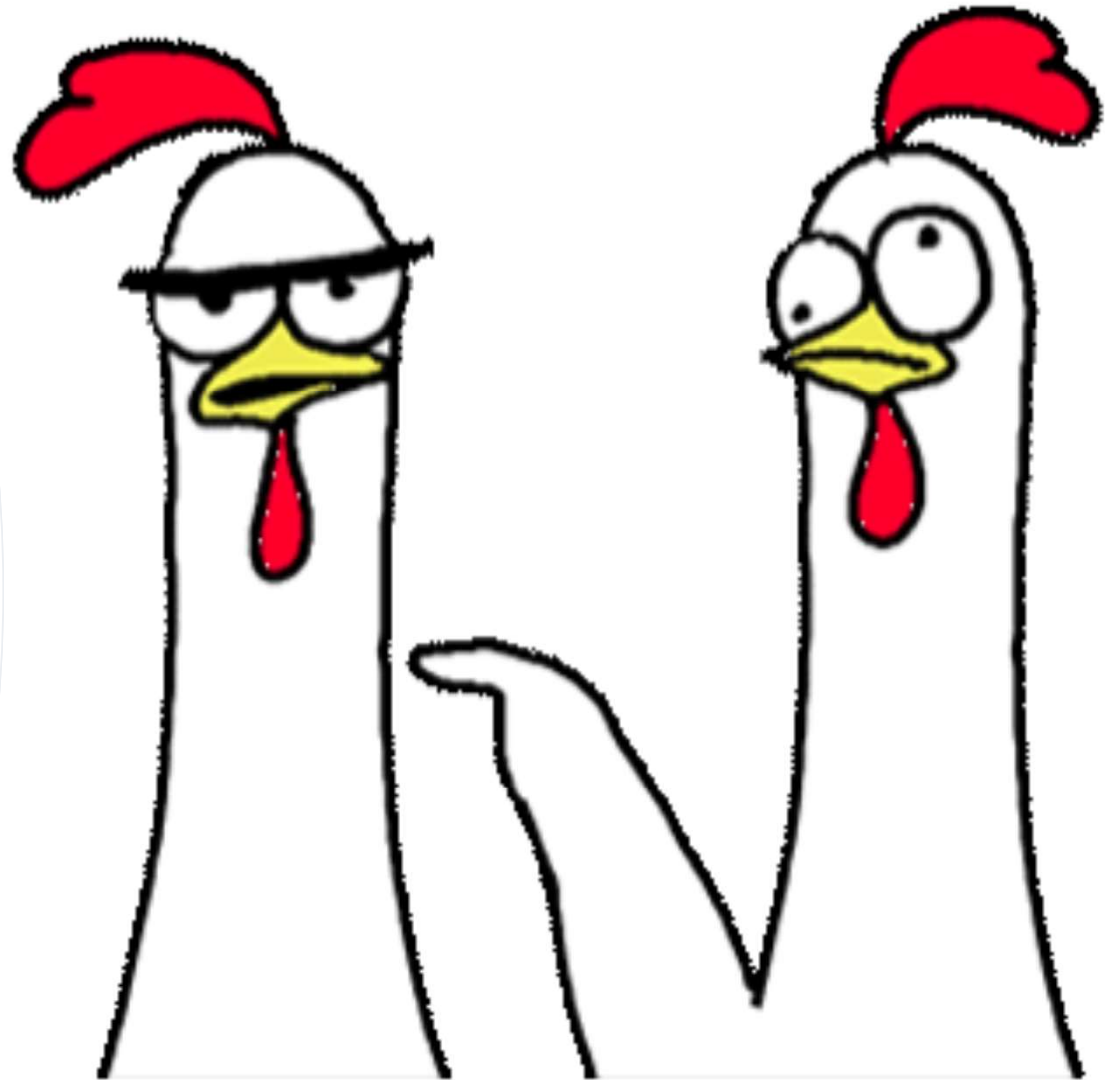
A serene landscape of rolling sand dunes under a sunset sky. The sun is low on the horizon to the right, casting a warm glow over the scene. The dunes are in various shades of orange, red, and purple, with soft shadows. The text is centered in white, sans-serif font.

13 Tips to Reduce a Child's Stress and Anxiety

**Encourage the child
to face his/her fears,
not run away from
them**



**Tell a child that
it is okay to be
imperfect**





Focus on the
positives



**Schedule
relaxing
activities**



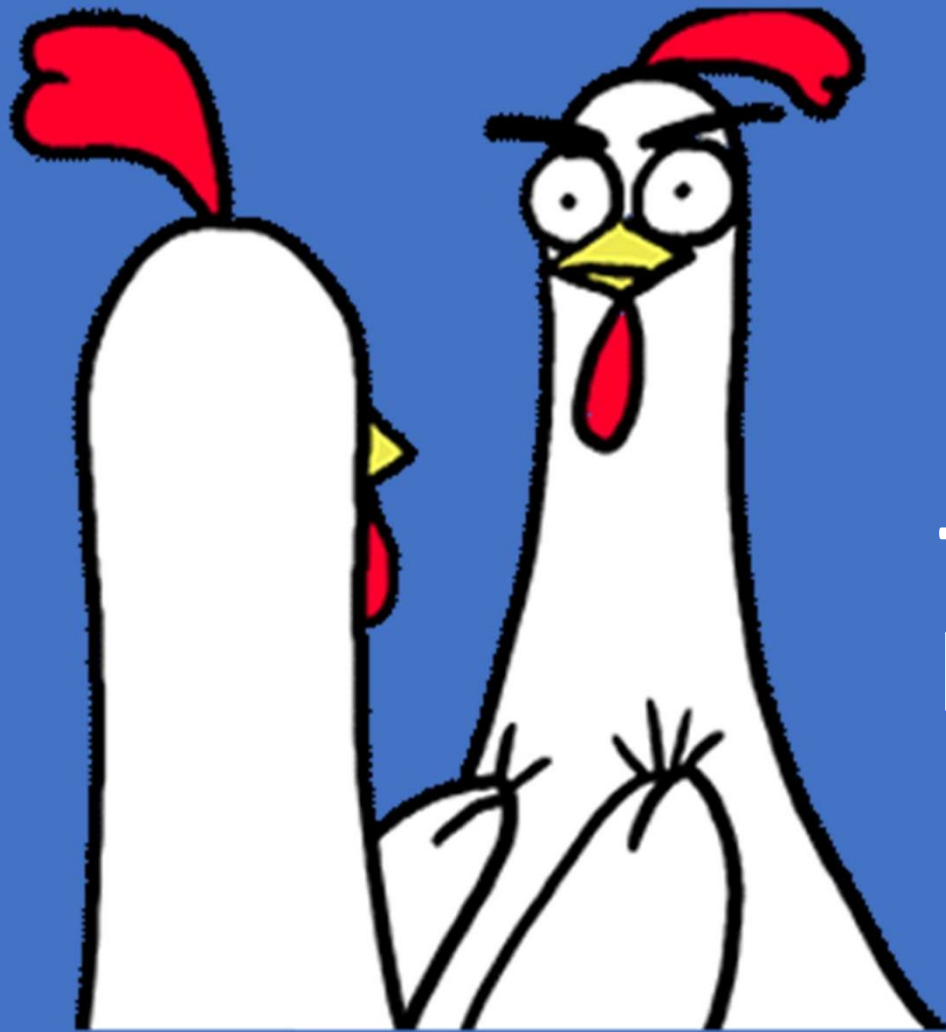
**Model appropriate
behavior, self-care
and positive
thinking**

**Reward a child's
brave behavior**





**Encourage
good sleep
hygiene**

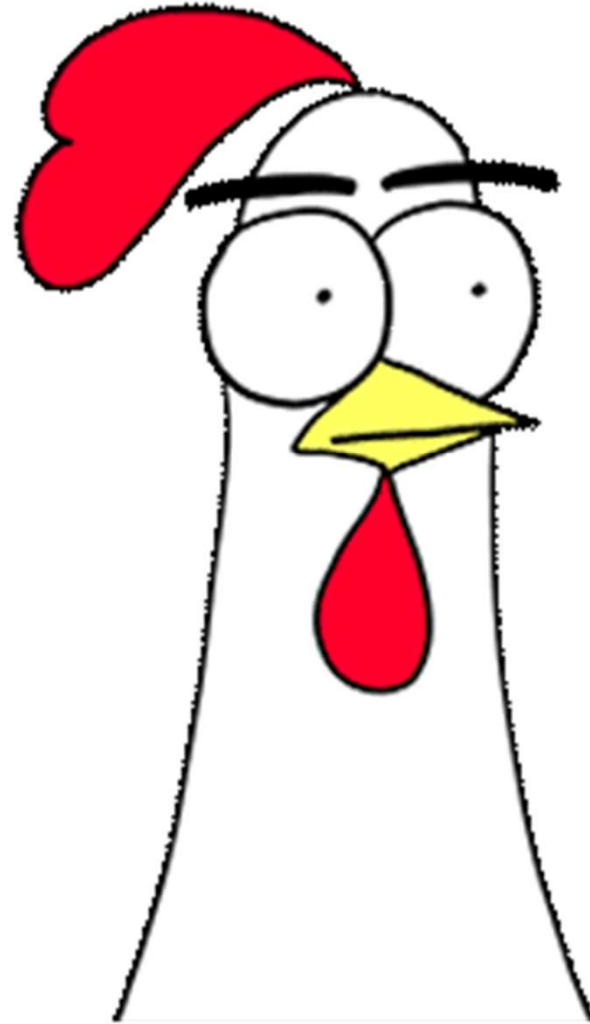


Encourage a child
to express
his/her anxiety

**Help the child to
problem solve**



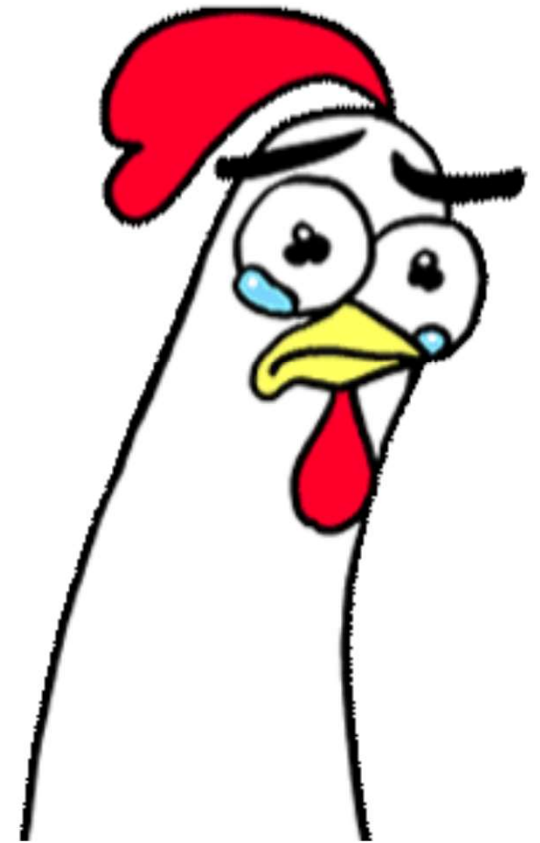
Stay calm



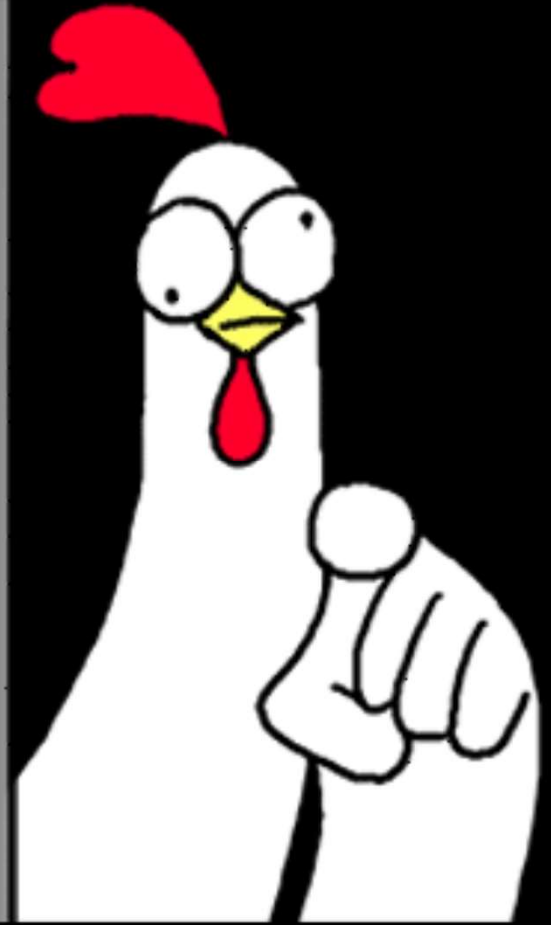
**Practice
relaxation
exercises with
the child**



Limit screen time



**Never give
up**



Arlin Cuncic, MA

Foreword by Seth J. Gillihan, PhD,
author of *Retrain Your Brain*

The Anxiety Workbook

A 7-WEEK PLAN

to Overcome Anxiety, Stop
Worrying, and End Panic

Over 70,000 in Print

THE
ANXIETY
& WORRY
WORKBOOK

THE
COGNITIVE BEHAVIORAL
SOLUTION

DAVID A. CLARK, PHD
AARON T. BECK, MD

Your Challenge.....



When you see a behavior try to look below the surface for the cause



Use and teach deep breathing to help re-center, so the thinking brain can engage.

Help youth understand how thoughts, feelings and action connect.

