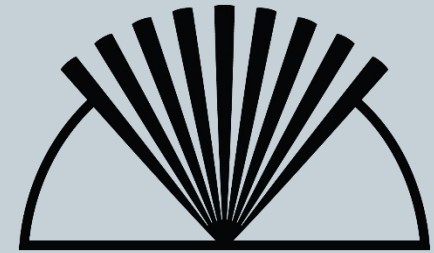


Welcome to
Family Service & Guidance Center's



**Real-World
Parenting
Series**

Helping Your Child Conquer Anxiety



FAMILY SERVICE &
GUIDANCE CENTER

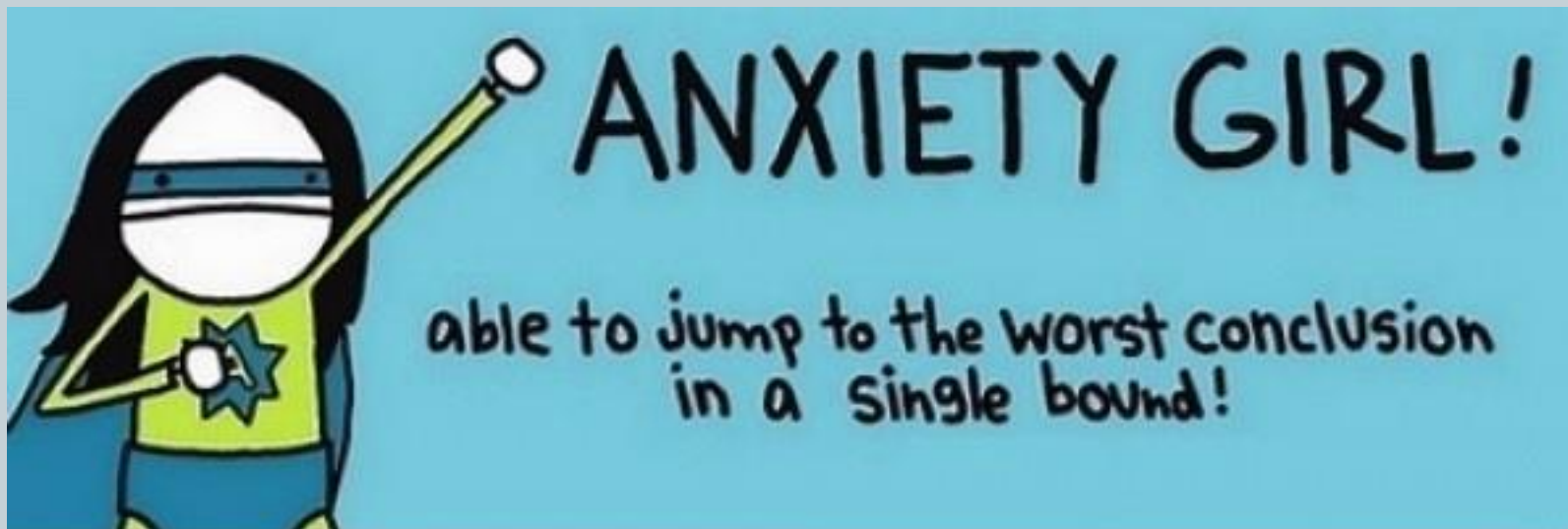
Travis Freed, LMLP
Attendant/Respite Care Team Leader
Family Service & Guidance Center

785.232.5005

Fear and Anxiety Response Patterns



- *Anxiety* is a general feeling of apprehension about possible danger
 - Anxiety is more oriented to the future and more diffuse than fear
 - Includes unrealistic, irrational fear that is disabling in its intensity
- *Fear* or *panic* is a basic emotion that involves activation of the “fight-or-flight” response of the autonomic nervous system



When Anxiety Becomes Anxiety



- Fears and concerns are unreasonable, out of proportion with the event
- Individual becomes overwhelmed and may regress in response to suggestions for change
- Reassurance is not enough
- Symptoms generalize to increasingly more situations
- Symptoms interfere with growth and productivity
- Sleep problems

Anxiety Disorders

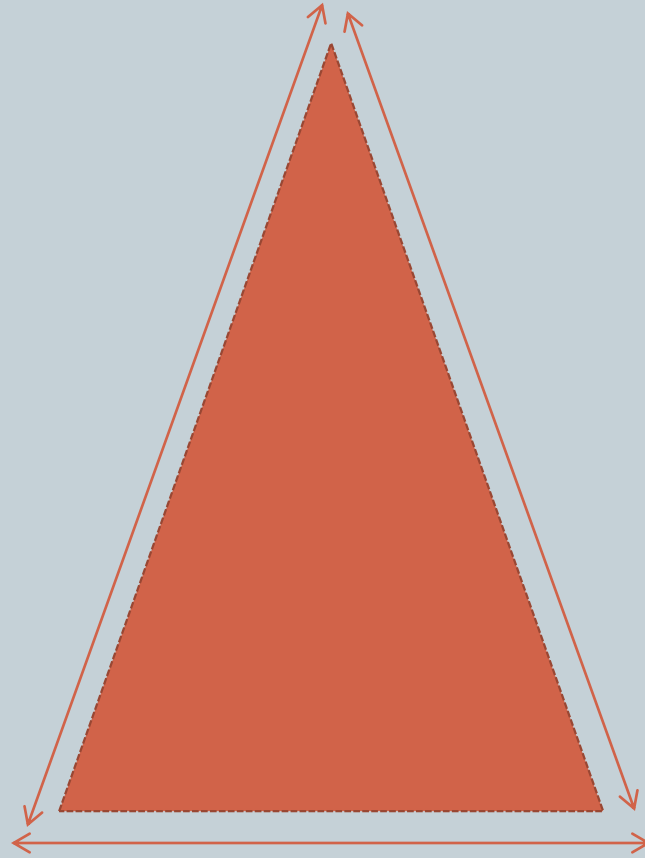


- Generalized anxiety disorder
- Specific phobias
- Social anxiety (Social Phobia)
- Separation anxiety
- Panic attack/disorder & Agoraphobia
- Selective mutism
- Obsessive-compulsive and related disorders
- Post-traumatic stress disorder
- Tourette's/Tics/Excoriation/Trichotillomania
- School refusal

CBT Triangle



Feelings



Thoughts

Behaviors

How Anxiety Works



Some avoidance task; ritual or behavior (may be negative bx) lets you escape the anxiety

Anxiety rising

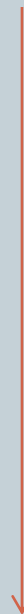
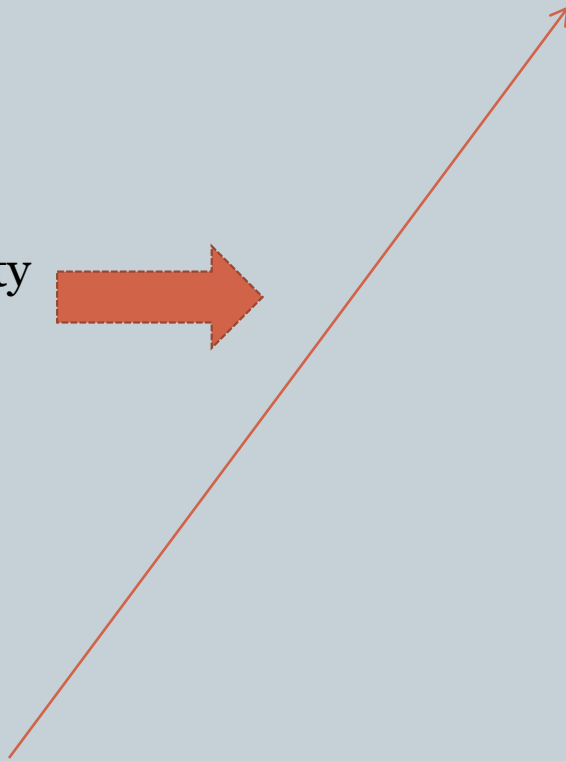


Anxiety falling rapidly



Anxiety provoking thought/experience

When avoided, anxiety dissipates rapidly



How Exposure/Response Prevention Works



Anxiety rising

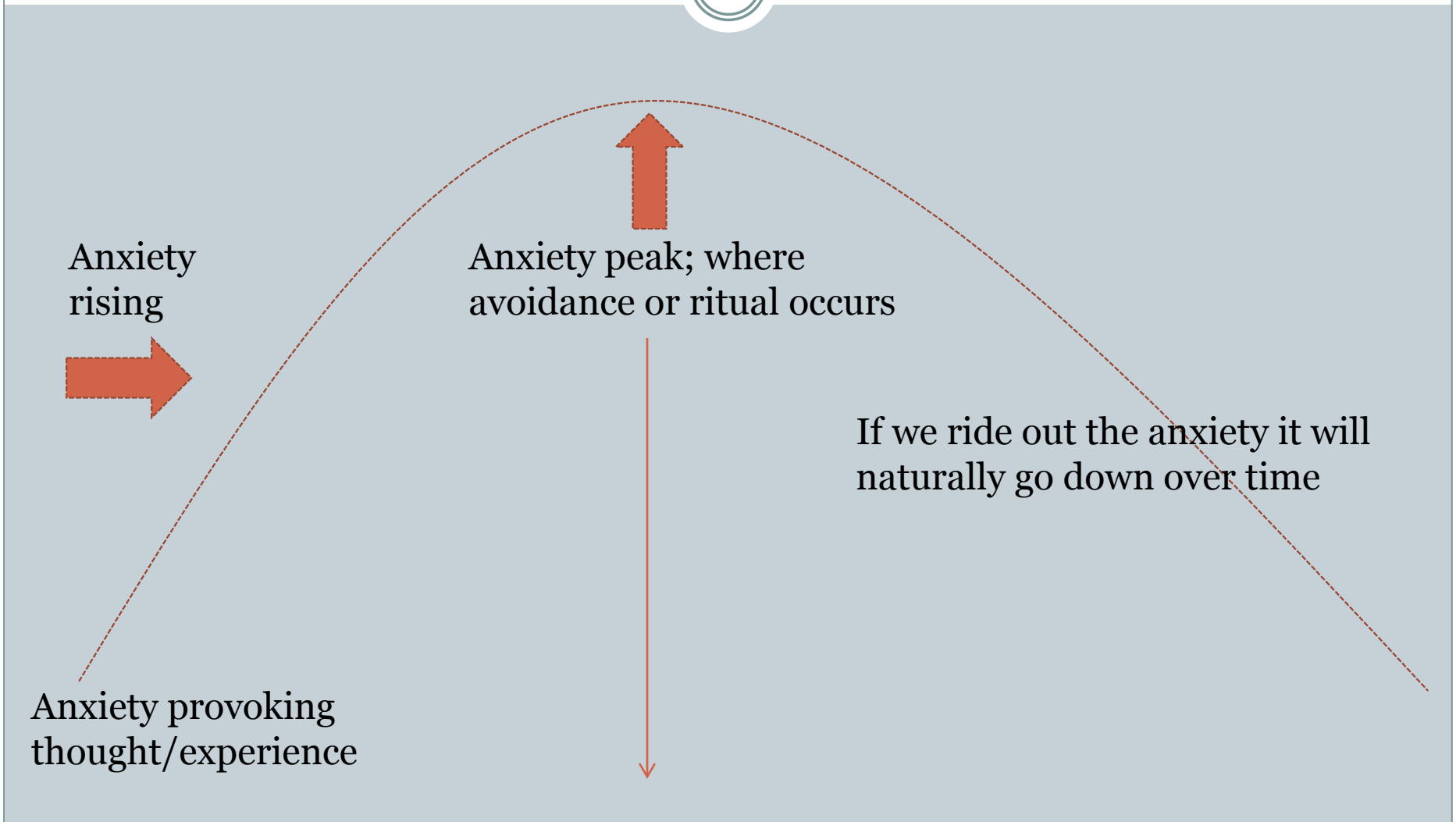
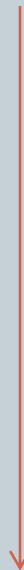


Anxiety peak; where avoidance or ritual occurs

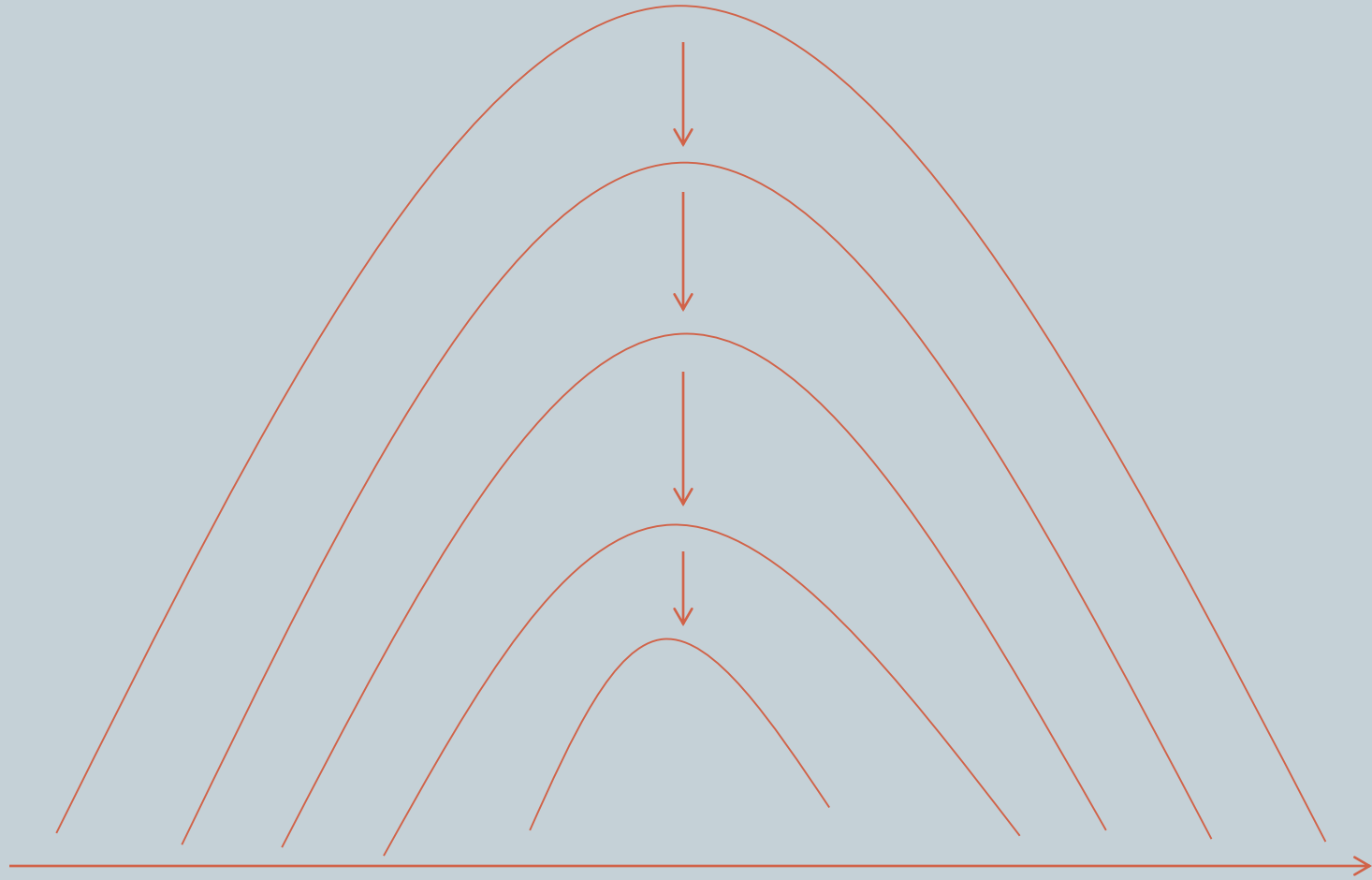


If we ride out the anxiety it will naturally go down over time

Anxiety provoking thought/experience



Anxiety Dissipates Over Time With the Use of Exposure/Response Prevention



Master Plan for Dealing with Anxiety



- Step 1: Empathize with what the person is feeling
- Step 2: Re-label the problem as a worried brain
- Step 3: Irrational thoughts
- Step 4: Get the body on board
- Step 5: Re-focus on what you want to do. What would you do if you were in charge and not the worry?
- Step 6: Reinforce the individuals efforts at fighting the worry
 - Don't Avoid facing it or reinforce escape or avoidance

Public Speaking Fear Exp.



- Empathize that the anxiety is real
- Identify the struggle as being anxiety
- Irrational thoughts/Cognitive restructuring

Cognitive Restructuring



- Identify situations that result in anxiety
- Identify thoughts that are “automatic” and irrational
- How does the thought make you feel?
- What emotions does that thought lead you to believe?

Cognitive Restructuring Cont.



- Find evidence to the contrary
- Help the child think more rationally

- How sure are you that the thought is true?
- Are you 100% sure that is accurate?
- What else could happen?
- Is this thought realistic?
- Are you basing your thoughts of facts or on feelings?
- What is the evidence for this thought?
- What facts support/don't support this thought?

STE(P)B Chart



Situations	Thoughts	Emotions	Behaviors
Situation	Thoughts	Emotions	Behaviors

STE(P)B Chart



Situations	Thoughts	Emotions	Behaviors
I have to give a speech in front of the class	I am not prepared Everyone will laugh at me I will fail	Anxious Depressed Avoidance	Refuses to complete the speech and consequently fails
Situation I have to give a speech in front of the class.	Thoughts	Emotions	Behaviors

Educate the Child



- Boss back/squash the anxiety
- Help them label where they feel anxiety
- Help them learn the external situations and stimuli that are triggers for their anxiety
- Help them identify what are intrusive thoughts and images (extra worries)
- Relaxation techniques

Strategies to Reduce Worry



- Worry time, if it includes problem solving
- Talk about anxiety
- Tolerating uncertainty: maybe yes, maybe no
- Visualizing
- Activity scheduling

Teaching New Skills



- Practice
- Praise
- Point out
- Prompt

Response Prevention



- Prevent undoing
- Active ignoring

Case 2; sample hierarchy



<u>Exposure task/item</u>	<u>SUDS</u>
• Call store and ask their hours	3
• Make my own appointments	3
• Go into a crowd	5
• Pick up an application	5
• Ask a person for something	5
• Say hi to someone in the hall	5
• Go to clinician offices and ask for something	6
• Return an item to the store	8
• Listen to people laugh at me	8
• Buy something embarrassing at store (tampons)	9
• Ask someone to leave me alone	10
• Do something dumb while other people watch	10

How to Help Worriers use Acceptance



- **Active Response**
 - List of thoughts
 - Humor the thought, don't act on it
 - Sing a song of worry
 - Write new stories about bad events
 - Worry time

Resources



- “Worried No More – Help and Hope for Anxious Children” and “Treatment of OCD in Children and Adolescents” - Aureen Pinto Wagner
- “When Children Refuse School” - Kearney & Albano
- “Helping Your Child Overcome Separation Anxiety or School Refusal” - Eisen & Engler
- “Cognitive-Behavioral Therapy for Social Phobia in Adolescents” - Albano & DiBartolo

Resources



- “Tic Disorders, Trichotillomania, and other repetitive behavior disorders” - Woods
- “If your Adolescent has an Anxiety Disorder” - Edna Foa
- “Loving Someone with OCD” - Landsman
- Anything by Tamar Chansky or Rapee

Additional Resources



- www.ADAA.org
- www.ocfoundation.org
- “The When, Why, and How of Worry Exposure” Colin van der Heiden and Erick ten Broeke. *Cognitive and Behavioral Practice* (16) 2009. 386-393.
- <http://www.oup.com/us/companion.websites/umbrella/treatments/hidden/mforms/?view=usa>
- <http://tfcbt.musc.edu/>

Questions??

