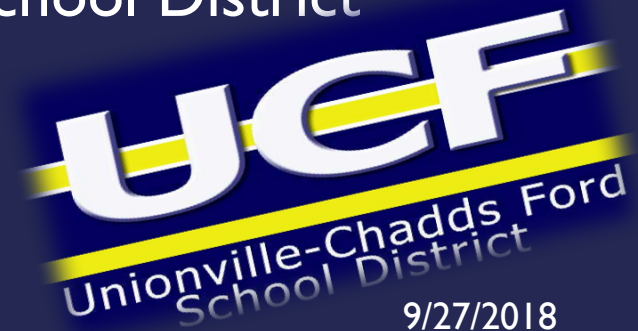


ANXIETY

Prevalence, Signs & Symptoms,
and What Can Be Done

Unionville-Chadds Ford School District



9/27/2018

INTRODUCTIONS

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- CCIU TaC Staff (Training and Consultation)



Chester County
Intermediate Unit

ANXIETY VS ANXIETY DISORDERS

- Anxiety is a healthy, needed emotional/physical reaction in our lives.
- Anxiety, like many emotions, happens on a continuum of mild, moderate and severe.



- Healthy anxiety is intermittent and predictable or expected based upon life events. *What are some events for students that could be anxiety provoking?*



ANXIETY VS ANXIETY DISORDERS

- Healthy anxiety can fuel our preparation.



- Typically reassurance, support, and teaching healthy strategies helps a child/adolescent manage their anxious feelings.



ANXIETY

- Socially anxious students are often liked by peers because they are aware of the feelings of peers and measured in what they say to them.

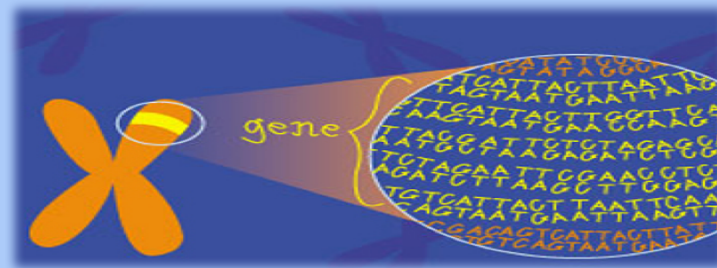


- Socially anxious people can be very attuned to facial expressions including micro-expressions. Leading to more awareness of how others feel or think about something.



RISK FACTORS

- Typically a complicated or complex set of circumstances that result in an anxiety disorder. These can include:
- **Genetics**—parents who are anxious have children who are “programed”/wired for anxiety. More than 5xs more likely than non-anxious parents. Family history of anxiety disorders.



RISK FACTORS

- **Environmental**--anxious parents create an anxiety present household and an anxiety present relationship. Controlling or overprotective parents.
- Any significant change in family or trauma.



RISK FACTORS

- **Psychological**— students who are worry prone, perfectionistic, fearful, excessively self-driven, pressured, fatigued, conflict avoidant, overly responsible.

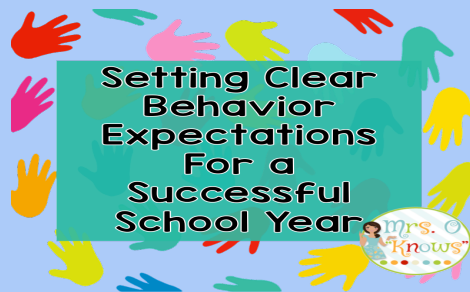


- **Social**— academic pressures/stressors, social pressures such as doing too much, parental pressures, social media pressures, social acceptance, bullying, test anxiety, new “global competition”



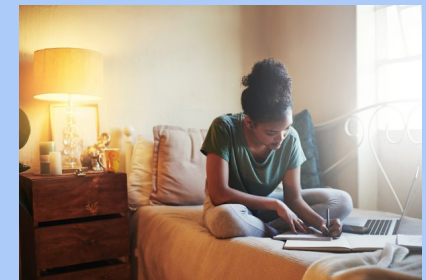
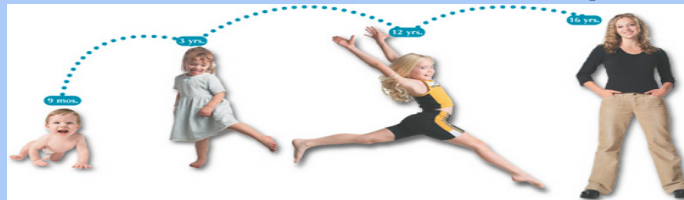
PROTECTIVE FACTORS

- Presence of mentors and support for development of skills and interests
- Opportunities for engagement within school and community
- Positive norms
- Clear expectations for behavior



PROTECTIVE FACTORS

- Physical and psychological safety
- Family provides structure, limits, rules, monitoring, and predictability
- Supportive relationships with family members
- Positive physical development
- Academic achievement/intellectual development



PROTECTIVE FACTORS

- High self-esteem
- Emotional self-regulation
- Good coping skills and problem-solving skills
- Engagement and connections in two or more of the following contexts: school, with peers, in athletics, employment, religion, culture



ANXIETY DISORDERS

- Anxiety Disorders are the most common mental health disorders of childhood and adolescence.
- Nearly one in three adolescents (31.9%) will meet criteria for an anxiety disorder by the age of 18.
- Average age of onset is about 11 years old.



ANXIETY DISORDERS

- Prior to puberty anxiety disorders are about the same prevalence for males and females. After puberty anxiety becomes more prevalent in females by a 2:1 margin. 📌

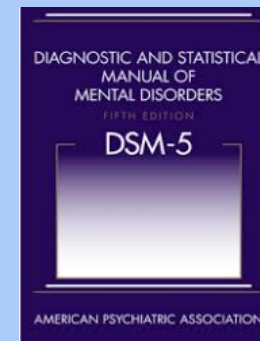


- High school students today have more anxiety symptoms and are twice as likely to see a mental health professional as teens in the 1980s.



ANXIETY DISORDERS

- Anxiety Disorders in DSM-V.
- Spend a few minutes on GAD, General Anxiety Disorder



GENERALIZED ANXIETY DISORDER

- Generalized Anxiety Disorder
- A general feeling of dread that impacts entire life. It is less intense and focused than a panic attack but more pervasive.
- The anxiety can be about realistic situations but to a high, unrealistic level. Ex-I have to say every line of my role perfectly or I blew the entire play for everyone!



GENERALIZED ANXIETY DISORDER SIGNS AND SYMPTOMS

- Difficulty tolerating uncertainty-need to know "future events"/plans 📌
- Content of the worry is typically age appropriate.
- Excessive worry interferes with the ability to do things quickly or efficiently such as taking timed tests.
- Procrastinating due to feeling overwhelmed and feeling overwhelmed due to procrastinating.



SIGNS AND SYMPTOMS CLINICAL AND NON-CLINICAL

- Stopping extracurricular activities
- More time spent alone



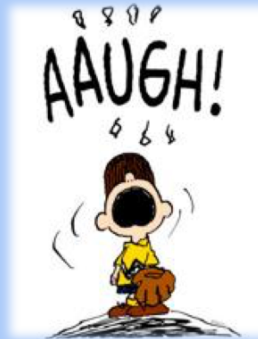
SIGNS AND SYMPTOMS CLINICAL AND NON-CLINICAL

- Excessive worry
- Drop in grades
- Excessive absences



SIGNS AND SYMPTOMS CLINICAL AND NON-CLINICAL

- Edginess/irritability
- Unexplained outbursts
- Difficulty concentrating
- Avoiding social interactions



SIGNS AND SYMPTOMS CLINICAL AND NON-CLINICAL

- Complaints of headaches (Teens)
- Gastrointestinal complaints (Elementary/Middle Schoolers)
- Somatic complaints
- Sweating, nausea, or diarrhea.
- Fatigue
- Sleep issues



PARENTAL CONCERNS ABOUT THEIR ANXIOUS CHILD

- Parents are concerned with these 6 issues in particular:

- Is their child sleeping?
- Is their child eating?
- Is their child doing well academically?
- Is their child making and keeping friends?
- Is their child happy?
- Is their child using substances?



WHAT CAN BE DONE TO HELP?

- **Deep breathing:** Morning and night. Five or so minutes. Moves us from the sympathetic system to the parasympathetic system.
- **Exercise/Movement:** Helps to reduce nervous energy.
- **Eat healthy foods**



WHAT CAN BE DONE TO HELP?

- **Seek therapy:** *Cognitive Behavioral Therapy* is most popular and very effective way to treat anxiety. CBT is present focused and deals with conscious thoughts and behavior change to address the issue. It is a fairly structured and specialized treatment approach. 📌



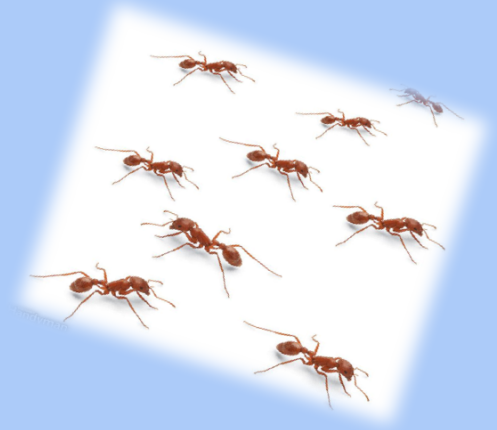
WHAT CAN BE DONE TO HELP?

- **Sleep routines**
- **Medication:** Can start with primary physician but psychiatrist would be best.



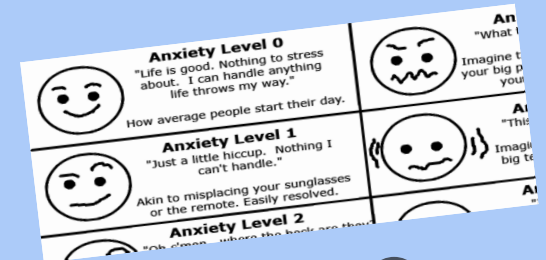
WHAT CAN BE DONE TO HELP?

- Identify personal “ANTs”
- Yoga
- Mindfulness



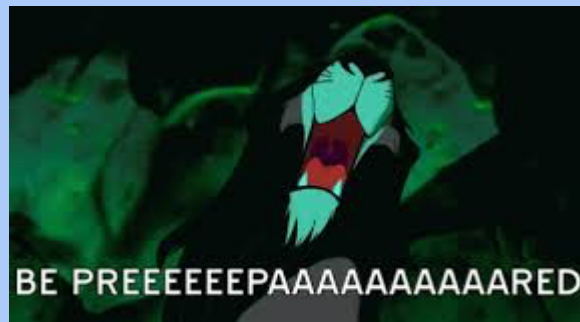
WHAT CAN BE DONE TO HELP?

- **Life Balance:** anxious students often over focus on school.
- **Do “calming” activities/experiences:** This can be things like “coloring books” or “coloring screens”, crafts, reading, etc.
- **“Keep stress to a healthy level.”:** Anxiety scaling is quick and easy once you get the hang of it. “On a scale of 1-10 how anxious are you?”



WHAT CAN BE DONE TO HELP?

- **Be Prepared:** Manage time for things like tests or anxiety producing events.
- **Identify specific, personal triggers:** know and prepare for difficult events, activities, etc. (Competitions, Monday mornings)



WHAT CAN BE DONE TO HELP?

- **Self-Talk:** Cognitive reframing/restructuring situations.
- **Laugh/Have Fun:** Laughter and enjoyment are virtually the antithesis of worry. Be sure to look for humor in situations.



CLOSING COMMENTS AND QUESTIONS



THANKS!!

I want to
Thank you