

ANXIETY

BDJH COUNSELOR PRESENTATION

2022

The background features a solid blue gradient. Overlaid on this are several thin, white, wavy lines that create a sense of motion and depth. These lines flow from the bottom left towards the top right, with a prominent peak in the upper right quadrant. The lines are closely spaced, creating a textured, almost fabric-like appearance.

WHAT IS ANXIETY?

Anxiety is a mood state characterized by strong negative emotion and bodily symptoms of tension in anticipation of future danger or misfortune.

Moderate amounts of anxiety are adaptive; we act more effectively and cope with potentially dangerous situations.

Excessive, uncontrollable anxiety can be debilitating.

Anxiety disorders cause people to feel excessively frightened, distressed, and uneasy during situations in which most others would not experience these symptoms.



STRESSED BRAINS HAVE A DIFFICULT TIME LEARNING

When a student struggles to cope with what they are feeling this can have a major impact on their performance at school.



Learning Brain VS Survival Brain

Learning Brain	Survival Brain
Open to new information	amygdala of the brain has a focus response center- fight/flight/freeze
Can see the big picture	Hyper-vigilance, misperceives situations
Making mistakes is part of the learning process	Obsessed with making things right
Feels Safe & Supported	Ready to get things over with
Needs met= learning	Acts guarded and anxious
Has relationships	Difficulty letting go of situations and moving on
Can transition easily	Problems with change and transitions
	SURVIVAL BRAIN TRUMPS LEARNING BRAIN

ANXIETY

Physical System:

- The brain sends messages to the sympathetic nervous system, which produces the fight/flight response and activates important chemicals.

Cognitive System:

- Activation often leads to subjective feelings of apprehension, nervousness, difficulty concentrating, and panic.

Behavioral System:

- Aggression and a desire to escape the threatening situation.
- Avoidance perpetuates anxiety

Anxiety involves 3 interrelated anxiety response systems...

PHYSICAL SYMPTOMS OF ANXIETY

- Increased Heart Rate
- Fatigue
- Nausea
- Upset Stomach
- Dizziness
- Blurred Vision
- Dry Mouth
- Vomiting
- Sweating
- Numbness
- Muscle Tension
- Heart Palpitations
- Increased Respirations



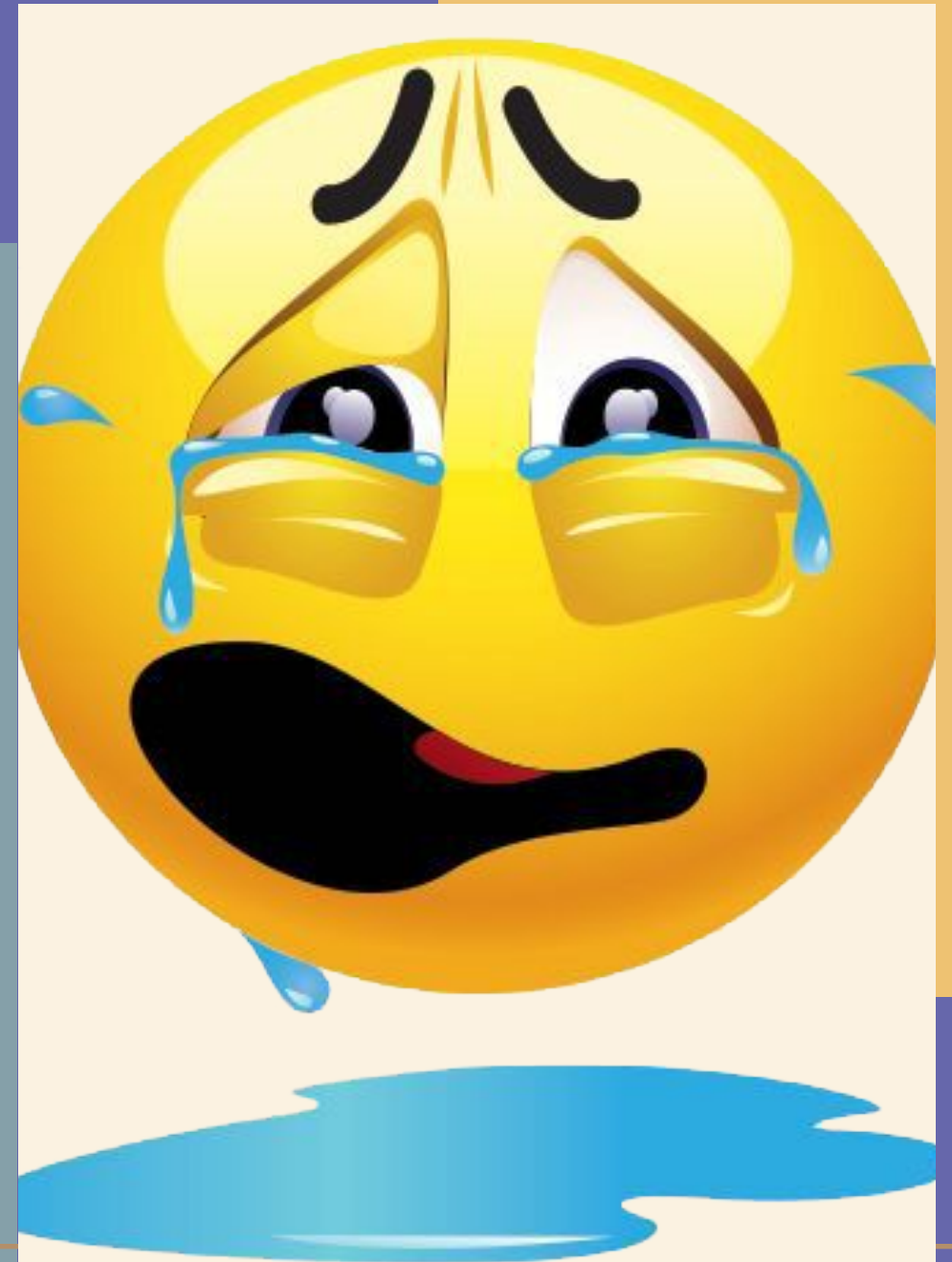
COGNITIVE SYMPTOMS OF ANXIETY

- Thoughts of being scared or hurt
- Thoughts or images of monsters or wild animals
- Self-critical thoughts
- Thoughts of incompetence or inadequacy
- Forgetfulness or blacking out
- Thoughts of appearing foolish
- Thoughts of bodily injury
- Images of harm to loved ones
- Thoughts of going crazy
- Thoughts of contaminations
- Difficulty concentrating



BEHAVIORAL SYMPTOMS OF ANXIETY

- Avoidance
- Crying
- Screaming
- Nail biting
- Trembling voice
- Trembling lip
- Swallowing
- Increase or Decrease of Movement
- Immobility
- Twitching
- Avoidance of eye contact
- Physical proximity
- Clenched jaw
- Fidgeting
- Rapid Speech
- Stuttering



BEHAVIORS THAT TYPICALLY OCCUR WITH ANXIETY

- Exhibits some type of worry every single day
- Seems worried often about events beyond their control
- Tries to avoid particular situations or events
- Preoccupied with pleasing everyone
- Changes in behavior including clinginess or moodiness
- Development of nervous habits such as nail biting or tics
- Suddenly start getting into trouble at school
- Obsessed with schoolwork having to be perfect
- Fears going to school

BEHAVIORS CONTINUED

- Worries excessively about his or her own safety or the safety of loved ones
- Complains often about headaches, stomach aches, fatigue, or muscles aching
- Sleep problems including insomnia or daytime sleepiness
- Wants to be near parents at all times
- Can't concentrate on simple tasks
- Gets scared easily
- Rarely seems calm or relaxed
- Frequently in a bad mood
- Increased irritability

FEARS

Moderate fear and anxiety are **adaptive**, and emotions and rituals that increase feelings of control are common.

- NORMAL FEARS
 - Fears that are normal at one age can be debilitating a few years later
 - Whether a specific fear is normal also depends on its effect on the child and how long it lasts
 - The number and types of fears change over time, with a general age-related decline in number.

NORMAL
Fears,
anxieties,
worries,
and rituals

ANXIETY

Moderate fear and **anxiety** are **adaptive**, and emotions and rituals that increase feelings of control are common.

- NORMAL ANXIETIES
 - Anxieties are common during childhood and adolescence
 - The most common are separation anxiety, test anxiety, concern about competence, need for reassurance, and anxiety about harm to a parent
 - Girls display more anxiety than boys, but symptoms are similar
 - Some specific anxieties decrease with age, but nervous and anxious symptoms

NORMAL
Fears,
anxieties,
worries,
and rituals

WORRIES

Moderate fear and anxiety are adaptive, and emotions and rituals that increase feelings of control are common.

- NORMAL WORRIES
 - Children of all ages worry
 - Worry serves a function in normal development and moderate worry can help children prepare for the future
 - Children with anxiety disorders do not necessarily worry more, but they worry more intensely than other children

NORMAL
Fears,
anxieties,
worries,
and rituals

RITUALS

Moderate fear and anxiety are adaptive, and emotions and **rituals that increase feelings of control are common.**

- NORMAL RITUALS AND REPETITIVE BEHAVIOR
 - Ritualistic and repetitive behavior is common, it helps children to gain control and mastery of their environment
 - Many common childhood routines involve repetitive behaviors and doing things “just right”

NORMAL
Fears,
anxieties,
worries,
and **rituals**

FACTS ABOUT ANXIETY

- Experiencing occasional anxiety is a normal part of life. However, people with anxiety disorders frequently have intense, excessive, and persistent worry and fear about everyday situations.
- Nearly 1/3 of adolescents have had an anxiety disorder.
- More than 8% of them experience severe impairment
- More than 19% of U.S. adults suffer from an anxiety disorder.



WHEN IS IT NOT NORMAL



- Intensity
 - Is it disruptive to the home and/or school environment?
 - Is it interrupting typical routines at home or school?
 - Is the behavior temporary/phase-like or ongoing?
- Effect on Functioning
 - Is it impacting the individual's ability to function social, academically, or behaviorally?
 - Is it causing medical concerns?
- Atypical given current stressors
 - Is the child's behavior an abnormal response to normal circumstances or a normal response to abnormal circumstances (i.e. following divorce, death, moves, etc.)?

SUPPORT VS. ENABLE WHY IS IT IMPORTANT?

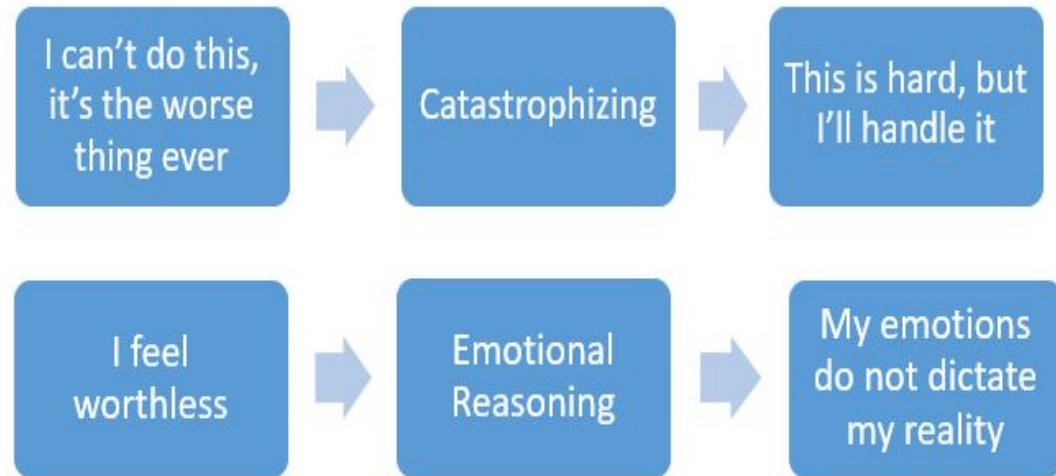
- Recently Yale Child Study Center reported in the Journal of the American Academy of Childhood and Adolescent Psychiatry – A four year study **found that children whose parents received training in how to limit accommodations and encourage support were just as or more successful than children who received individual cognitive behavioral therapy.**
- THE GOAL IS NOT TO ELIMINATE ANXIETY, IT IS TO HELP MANAGE IT.



HOW CAN WE MANAGE ANXIETY?

We do this by finding the triggers, creating healthy habits and coping strategies to RE-WIRE the brain.

Irrational thought >>>>Cognitive Distortion>>>>Cognitive Reconstruction



Other 'distortions' may include jumping to conclusions, zooming in on the negative, all or nothing thinking, should/ rigid code.

SIZING UP THE PROBLEM

Size	Problem
1 = Tiny	No problem, no big deal, I can do it on my own
2 = Little	Easy fix, bothered some i.e., lost a pencil, can't find my the shirt I want, lost the video game
3= Medium	Kid fix/Adult help, frustrated i.e., conflict with peer, twisted ankle, video console won't work
4= Big	Adult help, upset, hurt i.e., conflict with peer and peer was hurt, broken bone
5 = Huge	Life Changing, need help from multiple others i.e., death, divorce, won the lottery

FOCUS ON THE POSITIVES

- Journal at night, list 3 good things that happened today/thankful journal
- Talk at dinner- everyone share something fun/good that happened that day
- Find a personal, positive mantra (i.e. "I have, I can, I will.")
- Upcoming dreaded situation- find the positive
- Upcoming holiday, birthday, exciting event



PHYSICAL STRATEGIES



RESET THE SYSTEM

- Deep breathing (8 breathing, 3 counts in, 5 counts out, belly breathing)
- Grounding techniques
 - 5 things you can see
 - 4 things you can touch
 - 3 things you can hear
 - 2 things you can smell
 - 1 thing you can taste
- Relaxation techniques
 - Tense and Release Muscles
 - Close your eyes and count to 10
 - Take a Break

TEACH SELF-CARE

- Not only do parents need this for themselves, they can model it for their children. Our kids learn from our behavior.

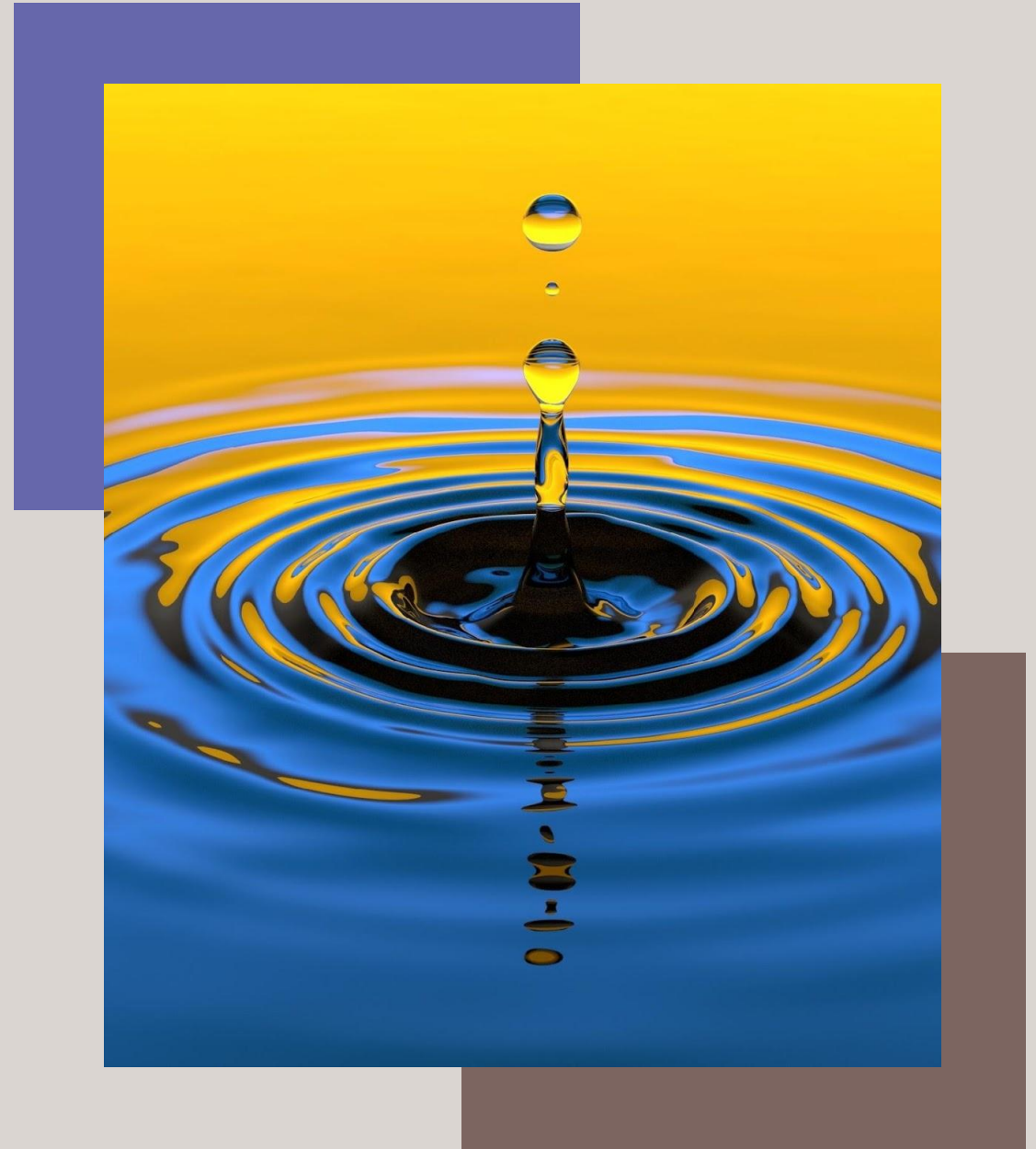
- ❖ SUNSHINE
- ❖ WATER
- ❖ REST
- ❖ AIR
- ❖ EXERCISE
- ❖ DIET



ENCOURAGE PATIENCE AND ENDURANCE

- Let your child know that you see and appreciate the work it takes
- Encourage them to engage in life and ride the anxiety wave
- It's called an "habituation curve" - it will drop over time - IF faced (avoidance increases anxiety)
- It might not drop to zero - or drop as quickly as we would like...

BUT IT WILL DROP!



RESOURCES

When anxiety is extreme, doesn't decrease, and majorly affects an individual's daily life...

- Try something else, everyone is different, what helps you may not help someone else.
- Ask for help: family, counselors, therapists, psychiatrists

IF INTERESTED YOU CAN PICK UP A LIST OF ADDITIONAL RESOURCES FROM THE BDJH COUNSELORS.

What if these strategies aren't enough?

THANK YOU!

The image features a solid blue background. Overlaid on this background are several thin, white, wavy lines that create a sense of motion and depth. These lines are most prominent on the right side, where they form a large, undulating shape that resembles a wave or a stylized mountain range. The lines are more sparse and less defined on the left side. In the upper left quadrant, the words "THANK YOU!" are written in a clean, white, sans-serif font.