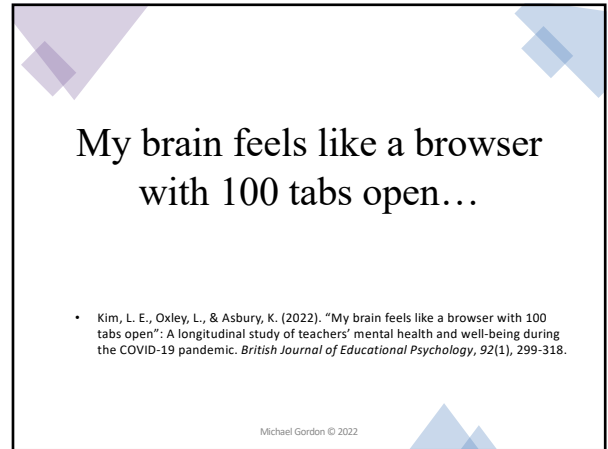
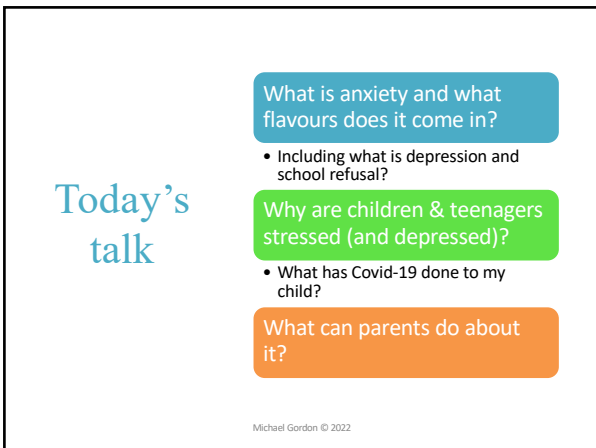


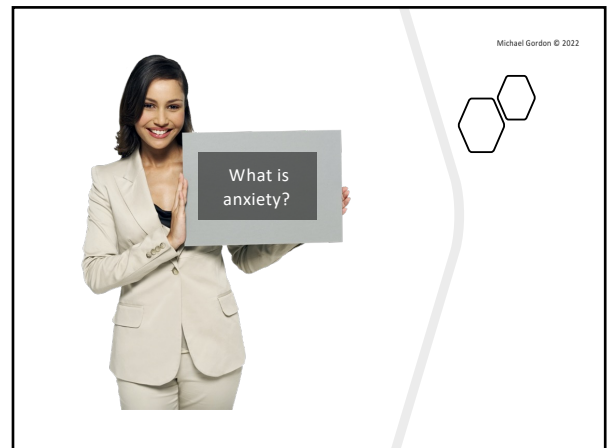
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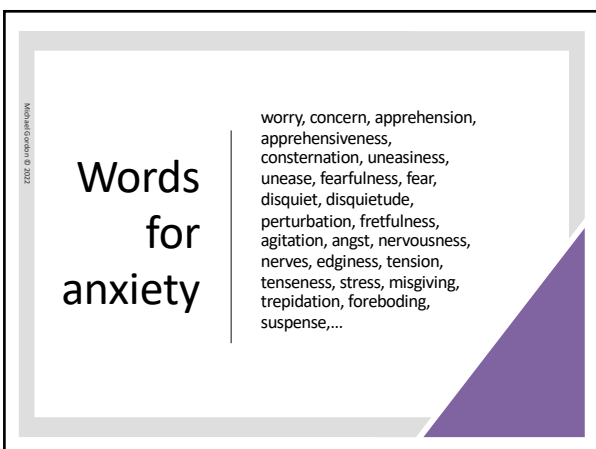
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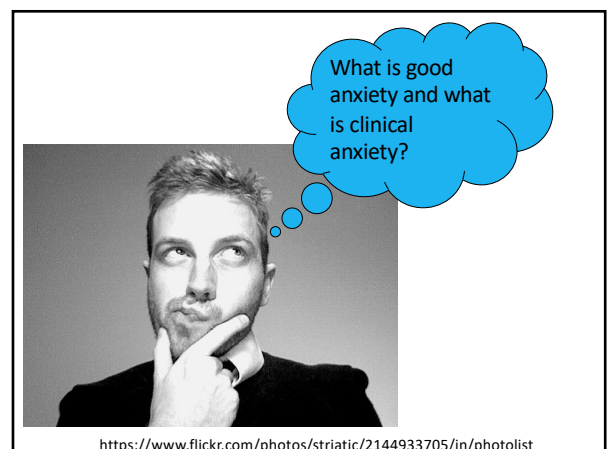
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Anxiety can be a good thing



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7

Anxiety can be a good thing



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8

Anxiety can be normal...

A bit clingy at the start of school, animal phobias, fears of the dark, strangers, storms

Some mild clinginess, scared of the dark, curtain calls, few obsessions, social anxiety, don't want to go on camp.

Fluctuating moods, problems with friends, can be reasonably irritable and rude to parents

Kinder/prep

Primary years

High school years

Time

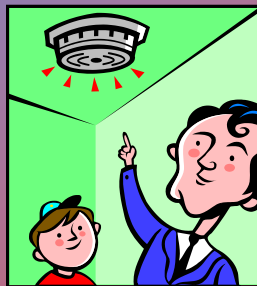
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What is clinical anxiety?

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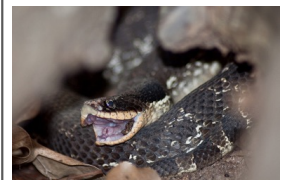
Anxiety is normal, however when the anxiety is a false alarm it becomes a problem



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You see a belt...but think it is a snake



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EBC © 2019 Pearson


Clinical anxiety

- False alarm
- Impairs functioning
- Doesn't go away

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Symptoms that flag clinical anxiety...

- Frequent school absences,
- Not attending school, frequently physically sick/unwell, in sick bay
- Drop off in school performance,
- Won't present in front of the class,
- Capable but avoids presenting work,
- Excessively worried, excessive need for reassurance, unrealistic worries,
- Lots of physical symptoms (headache, tummy aches),
- Checking, washing, counting, touching.



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Anxiety disorders

- specific phobias
- social anxiety disorder
- separation anxiety disorder
- generalised anxiety disorder
- post-traumatic stress disorders
- obsessive compulsive disorder
- dissociative disorders
- panic disorders with/without agoraphobia
- agoraphobia
- anxiety disorder due to a medical condition (asthma, hyperthyroidism)
- substance-induced anxiety disorder
- anxiety disorder NOS
- selective mutism

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Definitions

- **Separation anxiety disorder;** clingy, too anxious to go to school, sleep in parents bed, won't go on school camps, tummy aches, headaches,...
- **Generalised anxiety disorder;** excessive, unrealistic or uncontrolled anxious thoughts about past or future events
- **Specific phobias;** fear of an object or situation (spiders, dogs, dark) in excess of what would normally be expected
- **Social phobias;** fear of people e.g. presenting in front of the class, talking to strangers, being in a group of kids they don't know

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Definitions

- **Panic attack;** sudden onset, very severe anxiety
- **Agoraphobia;** fear of being out of the home, in a crowd, travelling on public transport
- **Obsessive compulsive disorder (OCD);**
 - intrusive *thoughts*/ruminations on contamination, infections, getting sick, hurting other people, or excessive superstitions,
 - excessive *behaviours* of checking, touching, lining up, washing, or hoarding,

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Primary school

- Separation anxiety
- Specific phobias
- Generalised anxiety
- Post-traumatic stress disorder
- Obsessive compulsive disorder

High school

- Social phobia
- Separation anxiety
- Panic attacks
- Agoraphobia
- Post-traumatic stress disorder
- Obsessive compulsive disorder

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But there is another simpler way to understand clinical anxiety


...with flavours and responses

19



20

Flavours (types) of anxiety symptoms



- 1. feeling** stress symptoms (e.g. anxiety, irritability, moodiness i.e. feeling anxiety)
- 2. thoughts** anxiety (I'm going to fail that exam, my girlfriend is going to drop me, I'm SUCH a loser, I feel that people are judging me, I worry about getting sick)
- 3. physical** symptoms (e.g. headache, stomach pains, tiredness, chest tightness)
- 4. compulsive** behaviours (e.g. checking, touching, counting, hoarding, washing, lining up)
- 5. dissociative** anxiety (out of body experiences, I don't feel real, the world doesn't seem real, or hearing voices)

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Responses to anxiety...

How do children cope?

22

1. Runaway

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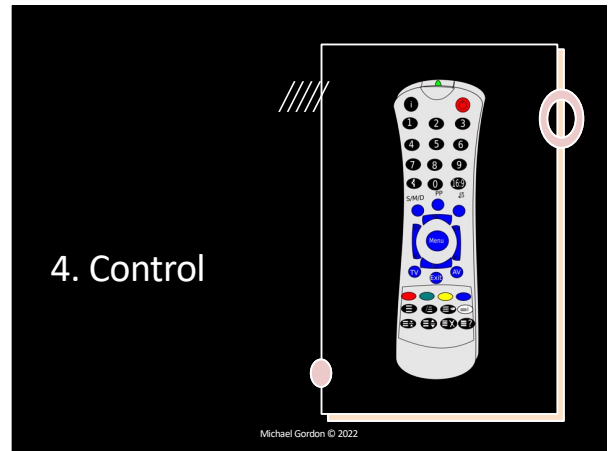
2. Anger

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25



26

Common (maladaptive) responses to anxiety

- Freeze
- Fight
- Flight
- Control

- Cut
- Drink (use substances)

} Adolescents

27

5 flavours & 4 responses building blocks to explain anxiety disorders

- specific phobias
- social anxiety disorder
- separation anxiety disorder
- generalised anxiety disorder
- post-traumatic stress disorders
- obsessive compulsive disorder
- dissociative disorders
- panic disorders with/without agoraphobia
- agoraphobia
- anxiety disorder due to a medical condition (asthma, hyperthyroidism)
- substance-induced anxiety disorder
- anxiety disorder NOS
- selective mutism

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Separation anxiety = avoidance of separation +/- somatic symptoms

Phobia = anxiety + avoidance

PTSD = anxiety + intrusive thoughts + avoidance behaviour +/- dissociative symptoms

Social anxiety disorder = anxiety + avoidance behaviour (of people) + cognitive symptoms

Agoraphobia = anxiety + avoidance (marketplace)

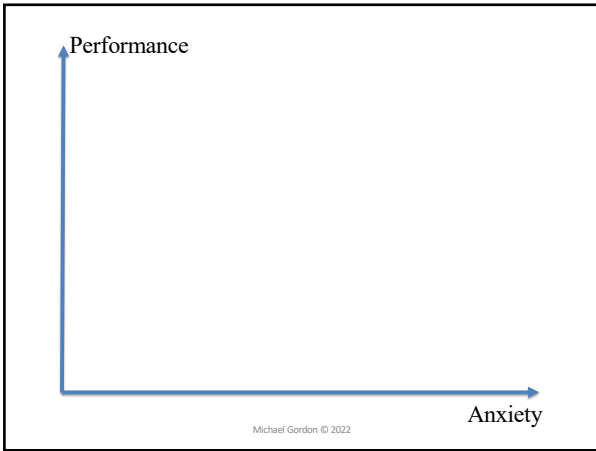
Panic disorder = severe anxiety + somatic symptoms

OCD = obsessional anxiety +/- compulsions

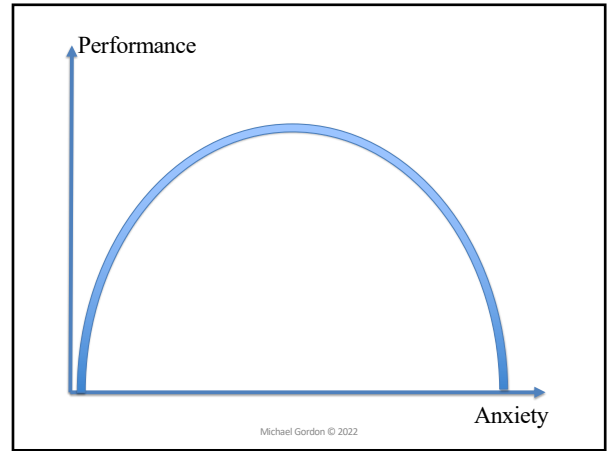
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How do we understand anxiety?

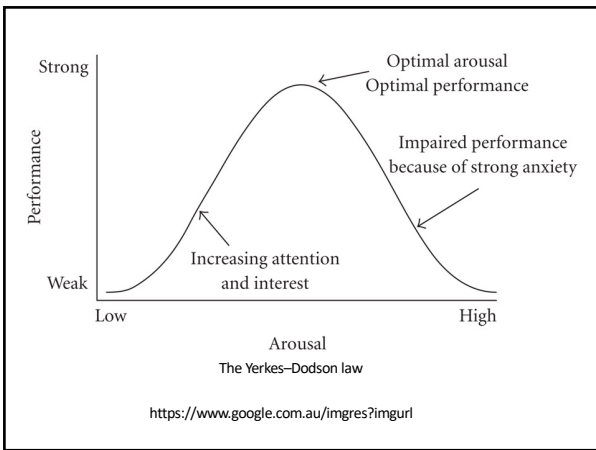
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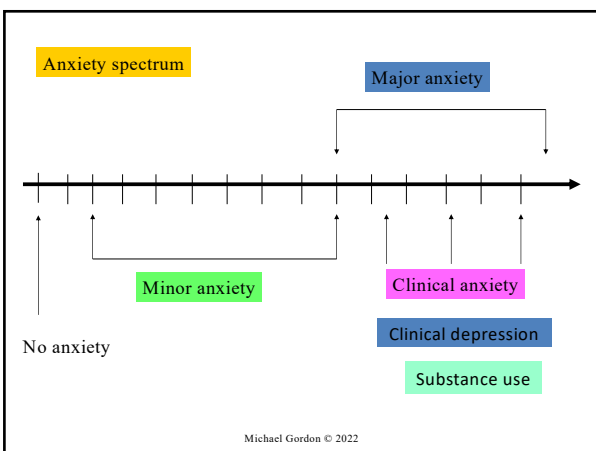
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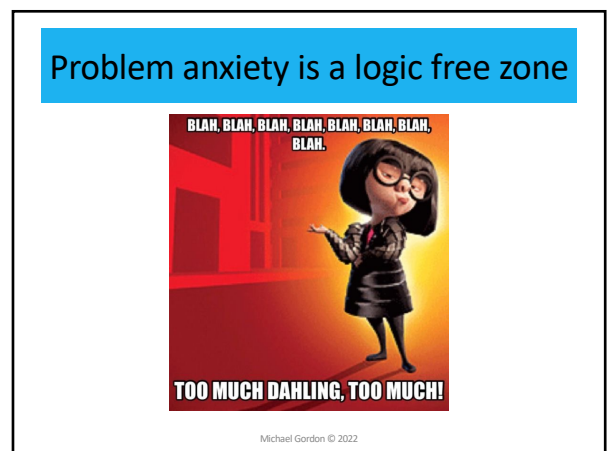
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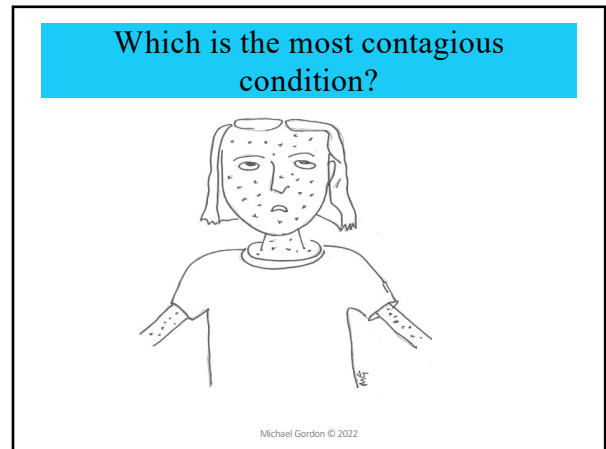
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School refusal

- Prolonged school absence
- Symptoms include excessive fearfulness, temper tantrums, misery or somatic complaints without obvious a physical cause when faced with the prospect of going to school.
- Causes much distress to parents and school personnel.
- Poses serious problems for the child's future development.

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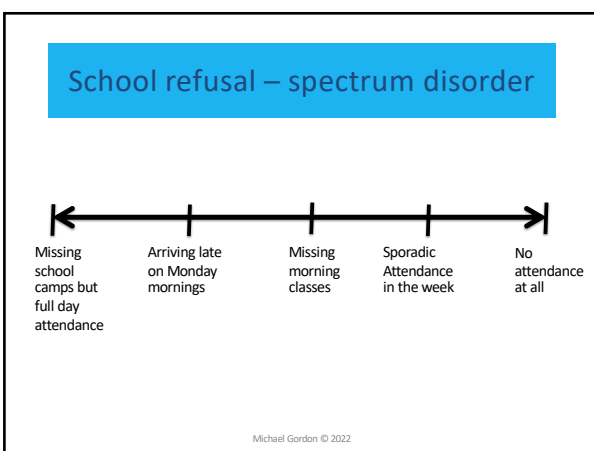
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School refusal

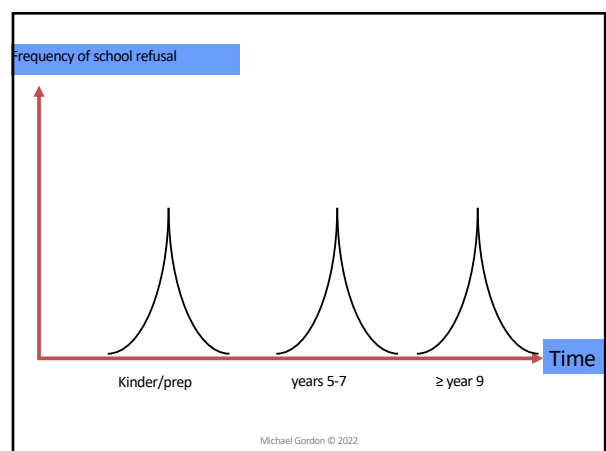
- It is a spectrum/continuum disorder
- Where school days are being consistently missed, then it is a semi-emergency. The longer it goes on for, the less likely it is to remit. It is important to identify it early.
- Many schools are not aware of the problem until it has gone on for quite some time.
- In some studies, only 30 to 50% of people who are treated for school refusal return to school.

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School refusal

- Separation anxiety
- Social phobia
- Panic attack +/- agoraphobia
- Depression



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Anxiety disorders bring their friends

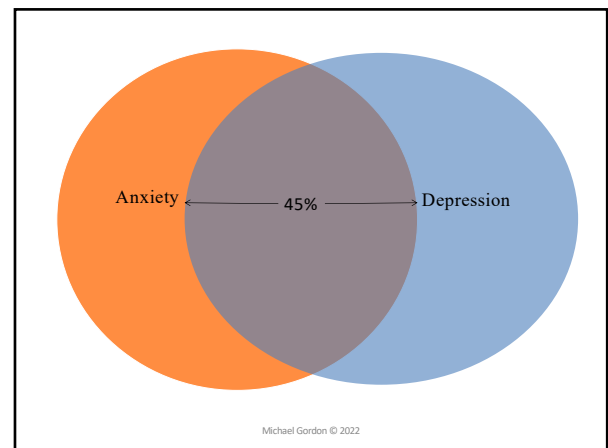


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Anxiety and depression...

45



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Today's talk

What is anxiety and what flavours does it come in?

- Including what is depression and school refusal?

Why are children & teenagers stressed (and depressed)?

- What has covid done to my child?

What can parents do about it?

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Words for depression

sad, saddened, unhappy, gloomy, glum, melancholy, miserable, sorrowful, dejected, disconsolate, downhearted, downcast, cast down, down, crestfallen, woebegone, despondent, dispirited, low, low in spirits, low-spirited, heavy-hearted, morose, dismal, desolate, weighed down, oppressed.

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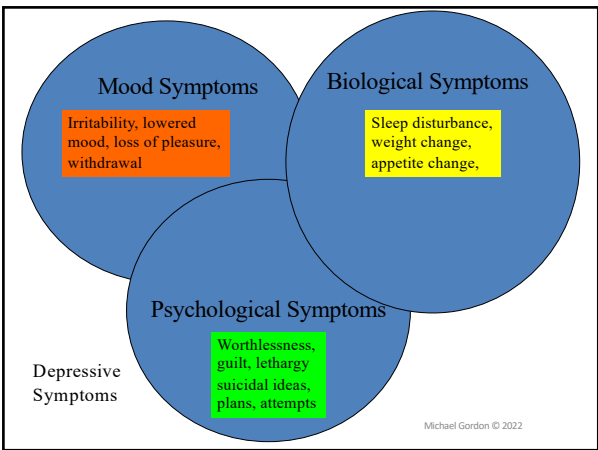
What flags possible depression?

49

Symptoms that might flag depression...

- Withdrawn into their room, withdrawal from friends
- Prolonged sadness, cranky, moody, increase in anger
- Loss of appetite, loss of weight, increase appetite (comfort eating)
- Hard to concentrate
- Drop off in school marks
- Poor self-esteem
- Guilty thoughts
- Suicidal thoughts, self-harm
- Can't see things getting better in the future

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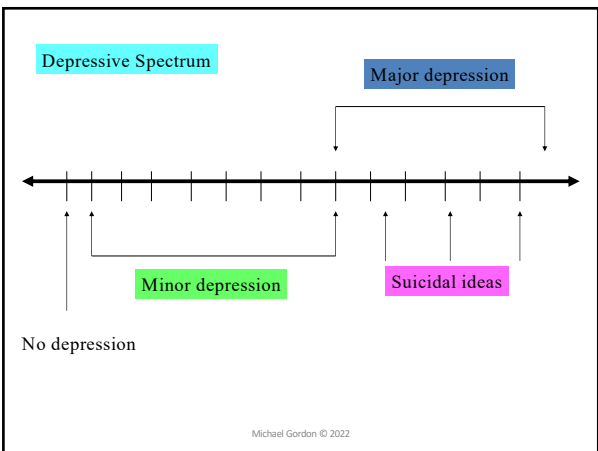
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Depression exists on a continuum

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How common is depression?

54

Depression - epidemiology

Major depressive disorder is

- < 1% pre-schoolers
- 2% primary school children (Male/Female =1:1)
- 5 to 9% adolescents (M/F=1:2)
- 10 to 20% adults (M/F=1:2)

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Major depressive disorder

- Runs an episodic course, often arising in adolescence.
- Lasts 8 months in clinical groups.
- Major depression remits (i.e. it goes away) in 80 to 90%, but in half *it comes back later in adolescence or adult life.*

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Today's talk

What is anxiety and what flavours does it come in?

- Including what is depression and school refusal?

Why are children & teenagers stressed (and depressed)?

- What has covid done to my child?

What can parents do about it?

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Societal things that caused stress for a child – before Covid-19

- Friends
- Over-scheduling
- Not enough sleep
- Family disruption
- Parental stress +++
- Academic pressures
- Fewer healthy outlets for stress
- Faster child development – increased IQ, but a mismatch between knowledge and emotional maturity.
- Loss of community
- Existential anxiety – Global warming, societal inequities

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Things that caused stress for a child – before Covid-19 ...continued

- Screens
 - Social media
 - Bullying
 - Access to inappropriate content
 - Excessive time spent on screens
 - Advertising – fear, desire (what haven't I got that I need?)
 - Constantly checking the screen for updates, many hours, displacement from exercise or face to face socialisation
 - Inability to turn off, or slow down

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Effects of Covid in the general population



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Stress factors – major adjustment and stressor

- Fear of Covid infection
- Fear of loss of control
- Loss of lifestyle (e.g. travel, going out), friends, family, job
- Social isolation, loneliness, lack of social connection
- Lack of testing, lack of RATs, limited access to immunization
- Access to alcohol, excessive alcohol intake
- Excessive food intake (boredom...)
- Lack of incidental exercise
- Loss of family and friends to Covid
- Unable to visit sick family in hospital
- Increase in domestic violence
- Schools closed
- Health system overloaded
- Wearing of masks

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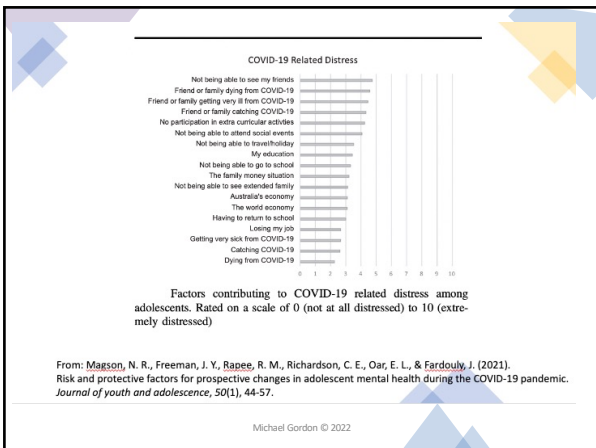
In COVID-19 pandemic there were increases in mental health problems reported in the in general population of China, Spain, Italy, Iran, the US, Turkey, Nepal, and Denmark.

- anxiety (6.33% to 50.9%),
- depression (14.6% to 48.3%),
- post-traumatic stress disorder (7% to 53.8%),
- psychological distress (34.43% to 38%),
- stress (8.1% to 81.9%)

- Risk factors associated include
 - female gender,
 - younger age group (≤40 years),
 - presence of chronic/psychiatric illnesses,
 - unemployment,
 - student status, and
 - frequent exposure to social media/news concerning COVID-19

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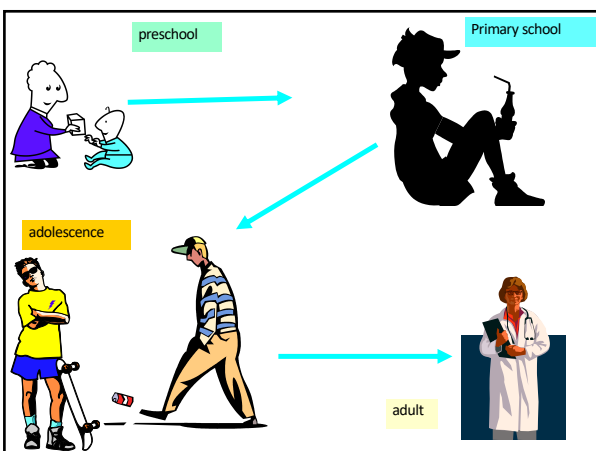
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Developmental tasks

I sure hope this is just a phase...

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Failure to negotiate developmental tasks can lead to anxiety and depression

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Developmental tasks in primary school children (5- 11 years)

- Exploring how the world works
- Increased independence from their parents and family: increased time away from family
- Accepting and following school and family rules
- Becoming responsible: becoming more cooperative
- Competition: comparison to peers, socially, physically, academically
- From a fantasy world to the real world
- Concrete (cause and effect) thinking; Enhancing their ability to reason in a linear way
- Superego (conscience) formation

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Developmental tasks in adolescents

- Separation from parents
- Finding their identity
 - Who am I?
 - What is happening to my body?
- Adolescent thinking
 - Seeking immediate rewards
 - Problems dealing with failure, disappointments
 - Risk-taking behaviours

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Separation from parents and adolescent identity

- Increase in independence from parents and family
- Heightened emotional response to real or perceived stresses
- Marked emotional sensitivity
- Peers are more important source of measuring self-concept and self-worth
- Peer relationships are an increase source of stress (conflict, abandonment, striving for approval)

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How I look..



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How my friends tell me I look...



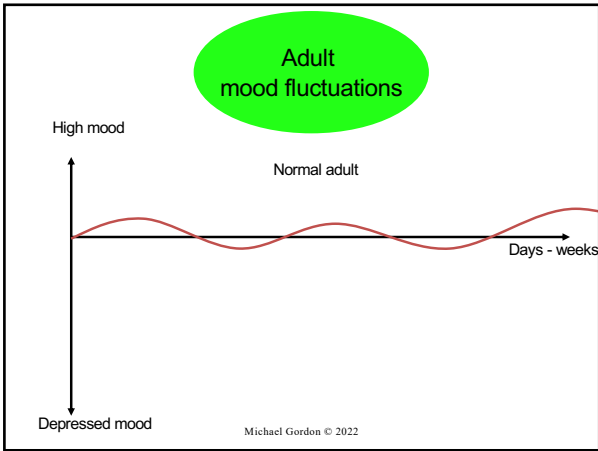
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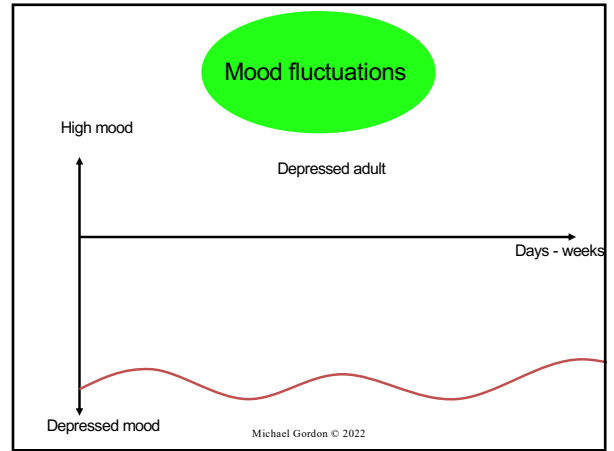
Adolescents have heightened emotional response to real or perceived/imaged stresses

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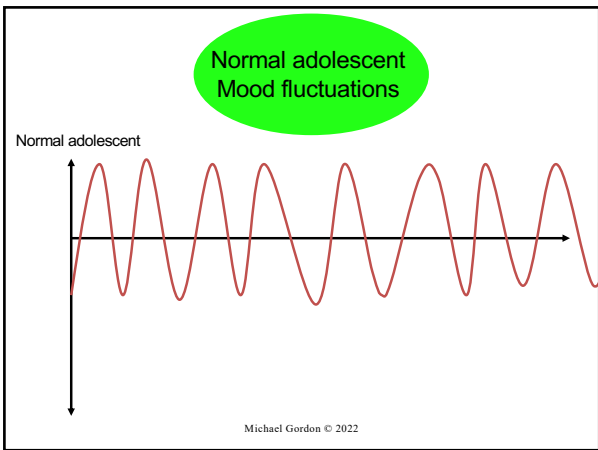
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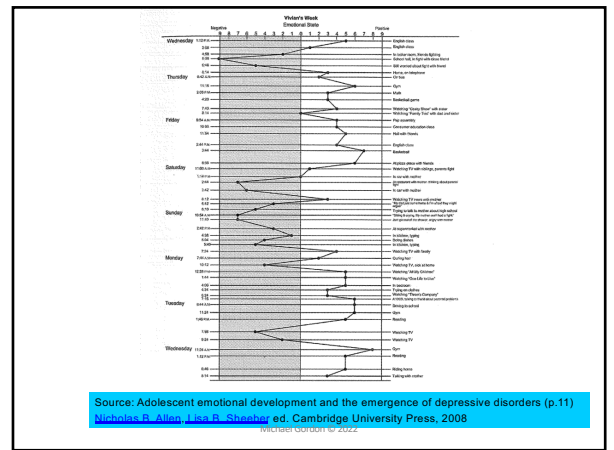
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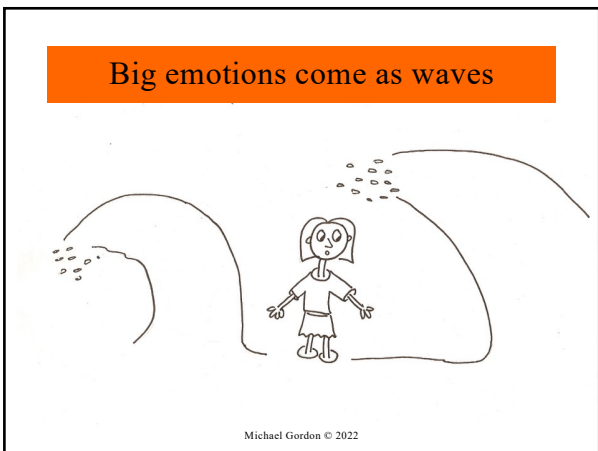
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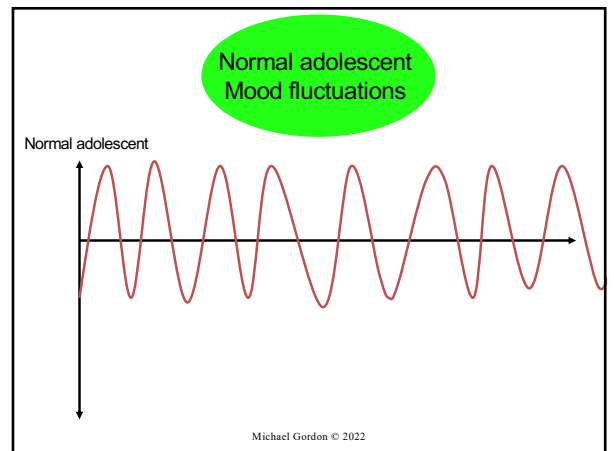
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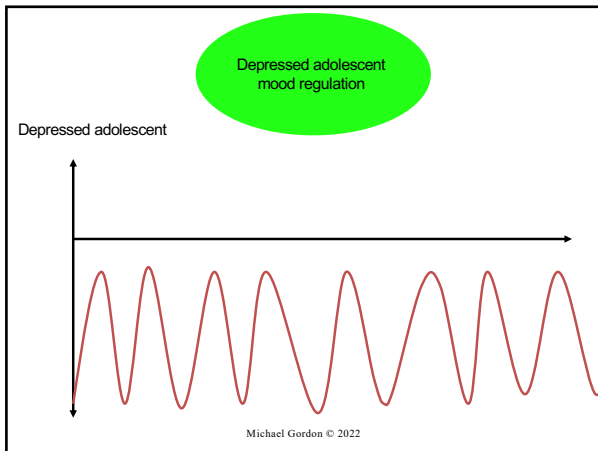
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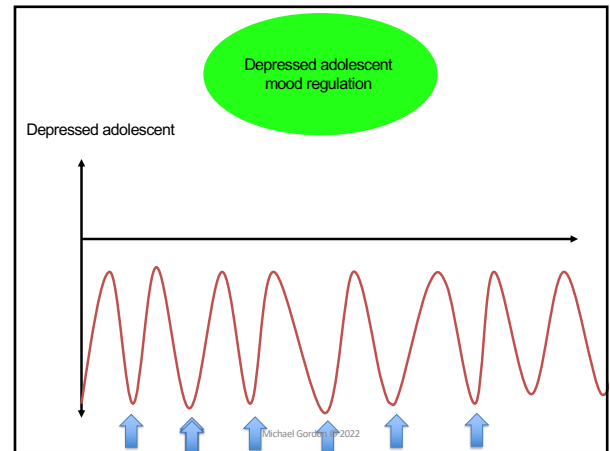
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Mismatch 1.

Adolescents have an increased understanding of the world (*i.e. they are smart and understand the problems we face*)

but they have

Limited capacity for emotional regulation (*i.e. they don't have all the tools to manage the big emotions that arise from this new knowledge*)

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Mismatch 2.

Executive functioning is still developing (the brake is a big soft)

Vs

The very large need for emotional approval from peers (the engine is revving very hard)

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We know that adolescents have:

- Increased accidents
- Increased experimentation
- Increased risk-taking
- Increased novelty-seeking

Adolescent brain

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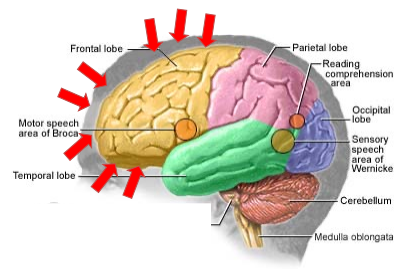
Risk taking

Increase unprotected sex and unplanned pregnancies, sexting, self-harm, smoking cigarettes, vaping, use of illicit drugs & alcohol, riding in car with an intoxicated driver, shoplifting.



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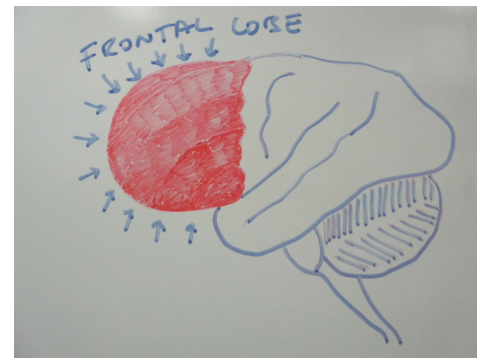


Frontal lobe

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Role of the frontal lobe

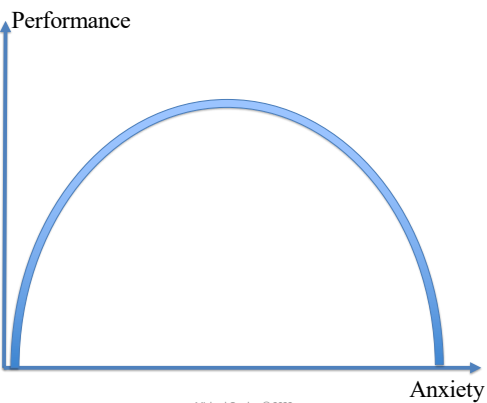
- Planning
- Judgement
- Problem solving
- Concentration



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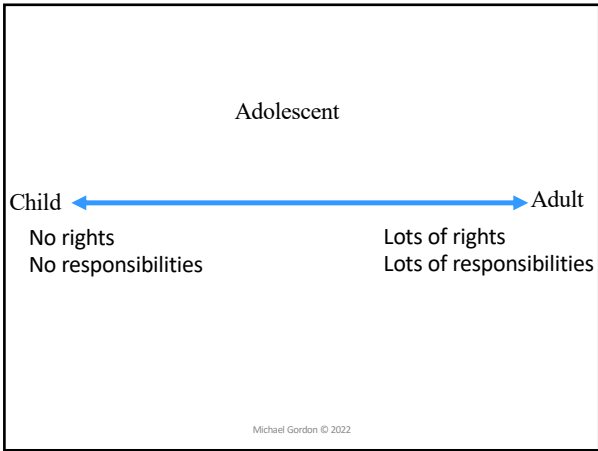
Mismatch 3.

The **13-year-old** adolescent believes they are, and want to be treated like they are 21 years olds...

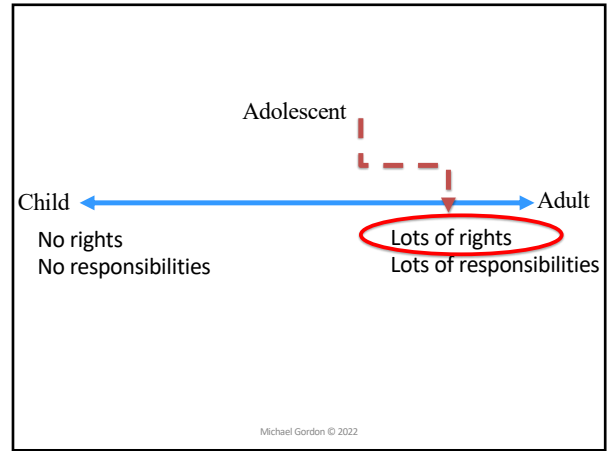
while their parents see them as acting like they are 6 years old.

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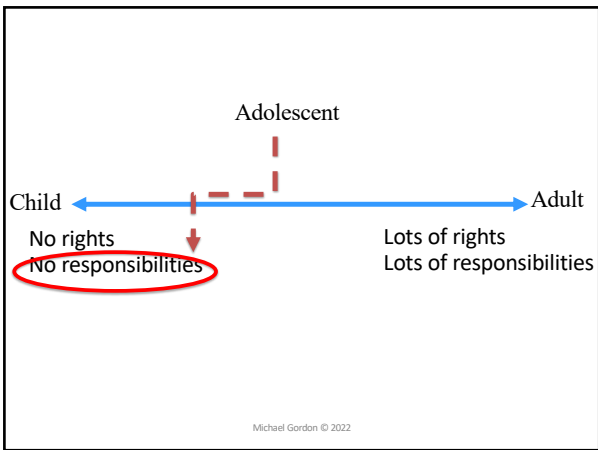
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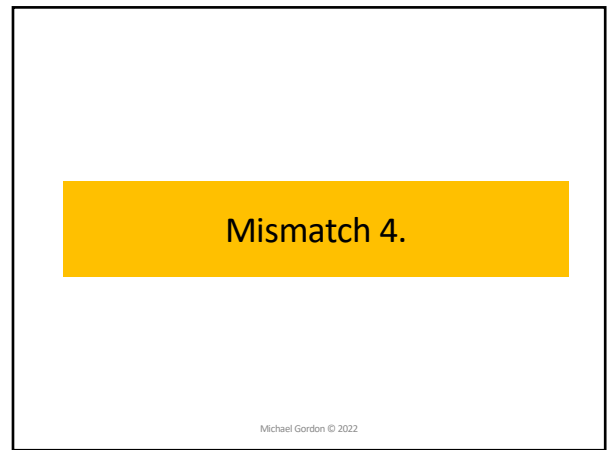
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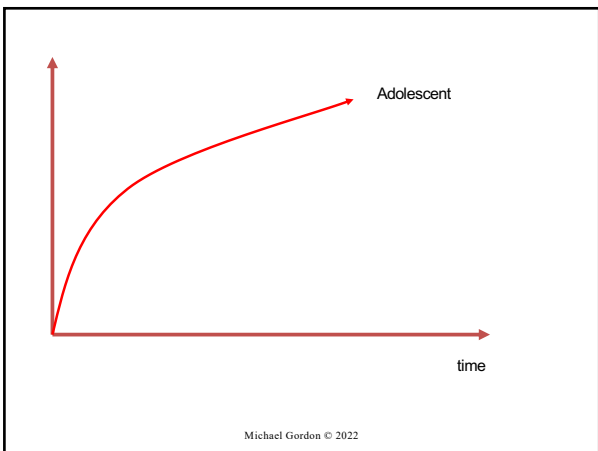
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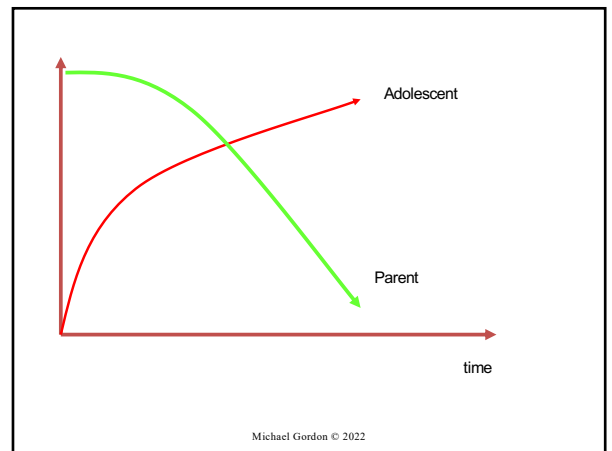
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Mother: Do you think I look good?
Daughter: Who cares mum, no one is looking at you...



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Today's talk

What is anxiety and what flavours does it come in?

- Including what is depression and school refusal?

Why are children & teenagers stressed (and depressed)?

- What has covid done to my child?

What can parents do about it?

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The child is the most anxious person in the room



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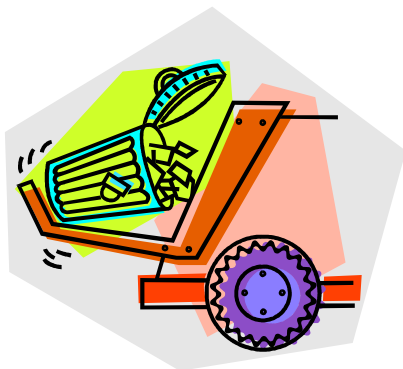
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Importance of parents managing their own reactions

- Children and adolescents are able to put strong feelings into those around them, especially their parents.
- The child often attempts to control the situation.
- Need for the parent to avoid (as much as humanly possible) becoming upset or angry when the young person has an (emotional) tantrum.

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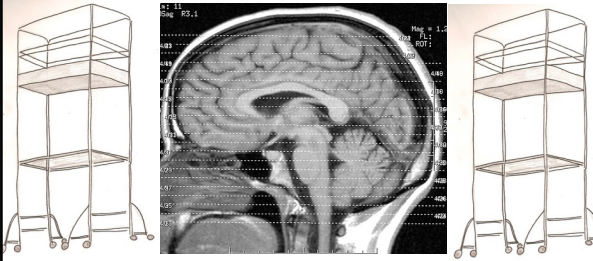
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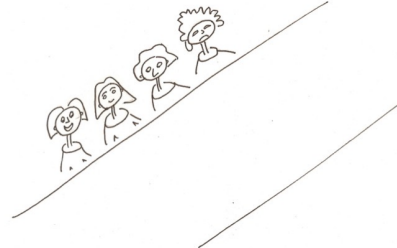
Parents as the young person's frontal lobes



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Parents need to model good behaviour



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Parents need to work together



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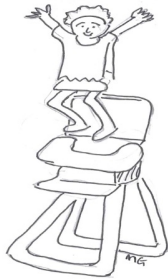
Netball; if you need...



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Setting appropriate limits



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Children need to experience disappointments

108

Parenting promoting independence but also being available

109

Parent not a friend

110

Family is a safe place

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Explain that excessive anxiety is a false alarm

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- Leave me alone!
- I'm feeling aggressive.
- I'm starting to feel angry.
- I'm beginning to feel unhappy.
- I'm feeling anxious.
- I'm feeling calm.

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Menu

- Massage from mum
- Tell mum
- Exercise
- Bath
- Shower
- Read a book
- Tantrum (not a good idea)
- ...

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80% of life is turning up

115

Eight steps toward preventing depression and anxiety in your child

1. Mum and dad need to work together.
2. The parents are less anxious than the child/teenager.
3. Understand the anxiety or depression in your child as a non-verbal communication (what is their message?).
4. You need to use your frontal lobe (problem solver) to assist your child.
5. Ensure that your child is sleeping well. No screens or phones in the bedroom.
6. Make sure that they get regular exercise and eat well.
7. Take your own pulse and look after yourself.
8. Seek out professional help when you are not winning.

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