

Recognizing anxiety in youth

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Partners for Healthy Lives





Overview

- What is anxiety
- Different types of anxiety
- What are the signs and symptoms
- Identify strategies that teachers can use
- When to seek help
- Available resources

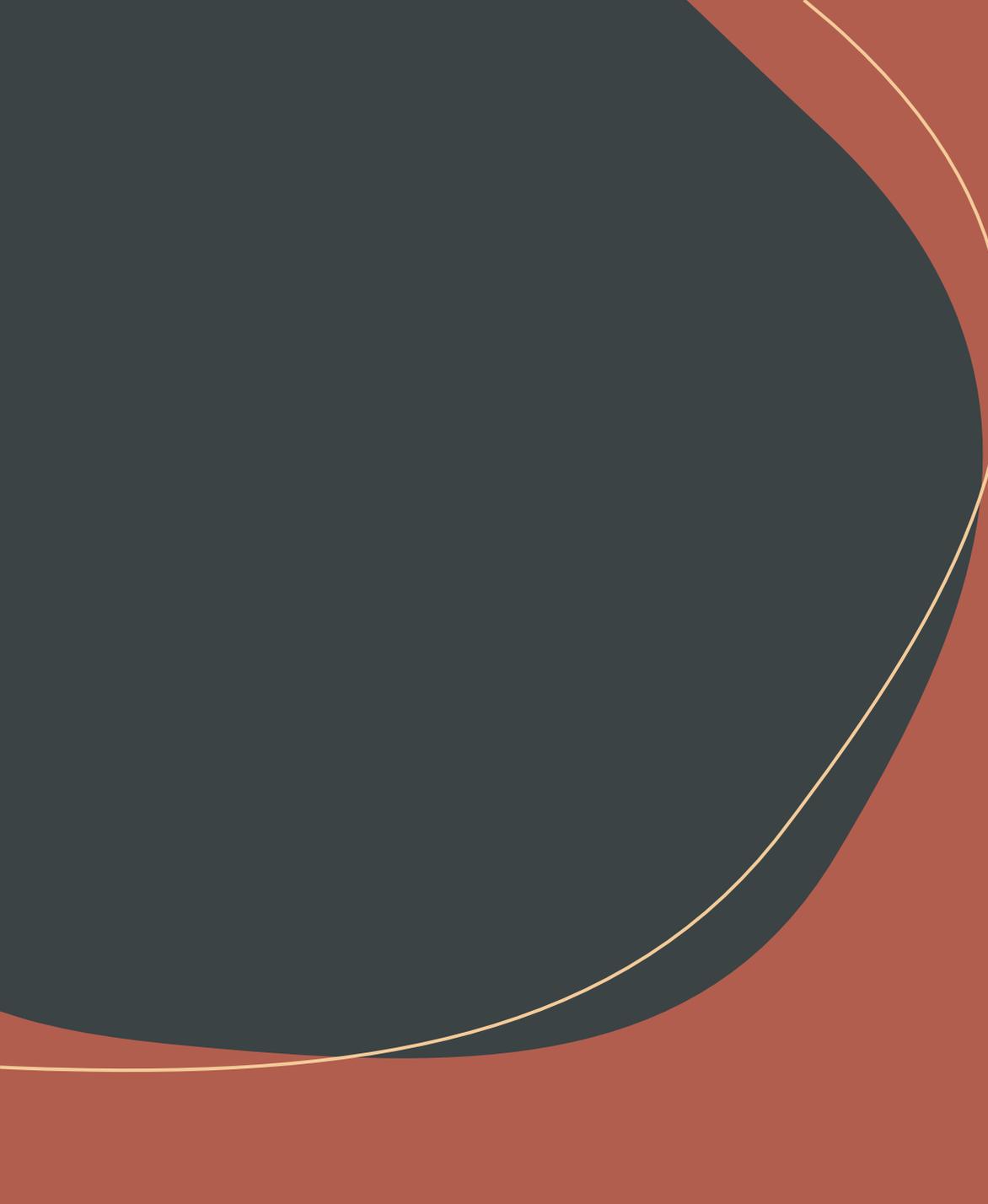
Resiliency and Self-care

- Most people are impacted by mental health at some point in their lives.
- Personal resiliency is an important skill
- Teach self care through modeling

What is one small thing you will do today to practice self-care?

Prevalence of Anxiety Disorders

- Anxiety disorders occur 6-10% of youth. It is one of the most common mental health disorder.
- In an average class, 2 or 3 students may experience anxiety related symptoms.
- Anxiety disorders frequently originate during childhood or adolescences.



Healthy vs. Unhealthy Anxiety

- Feeling anxious is a normal reaction when experiencing exciting, stressful or new situations.
- Anxiety becomes an issue when it begins holding the student back from opportunities such as:
 - Participating in extracurricular activities
 - social engagements.
- 1 in 4 teenagers between the ages of 13 and 18 struggle with anxiety that severely impact their daily lives

Three forms of student anxiety



School Refusal



Test Anxiety



Social Anxiety

Common Anxiety Disorders in Youth

Panic
Disorders

Social
Anxiety
Disorders

Generalize
d Anxiety
Disorder

Post-
Traumatic
Stress
Disorder

Signs & Symptoms of Anxiety in Youth

- Emotional
- Social
- Physical
- Sleep disturbance
- Poor school performance
- Panic attacks
- School refusal
- Tantrums
- Obsession with perfection
- Pessimism

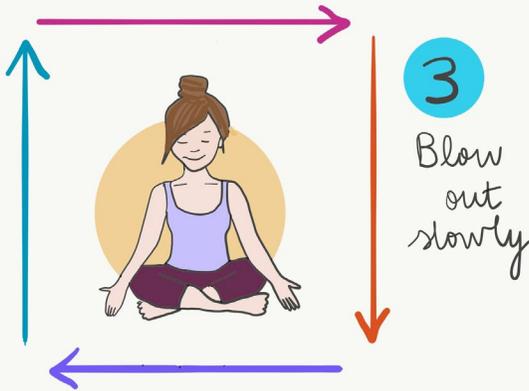
Supporting students with anxiety

- Mindfulness
- Accommodations
- Take the students concerns seriously
- Collaborate with parent(s)/guardian(s)
- Connect with a mental health professional if necessary

SQUARE BREATHING

2 Hold your lungs full

1 Inhale through your nose



3 Blow out slowly

Count to 4 each side.

4 Hold your lungs empty

- Reduce stress through deep breathing

How we can help

Help

- Help reduce their triggers

Remind

- Remind them they don't have to be perfect

Encourage

- Encourage them to engage in healthy outlets

Reduce

- Reduce triggers within the environment

Allow

- Allow them to vent, when needed

Acknowledge

- Acknowledge the underlying fears

Empathize

- Empathize and share about your anxieties and fears

Stay calm

- stay calm when they are anxious

Incorporate

- Incorporate relaxing activities into your daily life

Explore

- Explore having them see a therapist who specializes in treating anxiety in teens

Managing Anxiety During Reopening



Focus on what you can control



Use skills to access risk



Maintain social connections



Be transparent about ground rules



Take breaks when you need them



Don't hesitate to seek help

Pathway to Mental Health Care for Youth & Families

Treatment & care

Health promotion

Prevention

Mental Health
Literacy

Know who to reach out to

- Who in your school can provide support?
- Who are the mental health professionals in your school?
- Who can help you make a connection to community agencies?

What to know about treatment

Psychological treatments such as talk therapies are effective and considered to be first line treatments

Medications such as SSRI's can be helpful, used if talk therapy by itself is not sufficient

Allowing young people to avoid the situations that make them anxious make things worse

Anxious kids often have anxious parents

What are Treatments Expected to Do?

01

Improve the symptoms that the person is suffering from

02

Improve the person's ability to function at home; at work; with friends; etc.

03

Stop the disorder from coming back

04

Always demand best evidence treatments

Promoting Wellness

Exercise

Good diet

Proper sleep hygiene

Positive Relationships
(family and peers)

Available Resources

Crisis Hotline Numbers: [1-800-273-TALK](tel:1800273TALK).

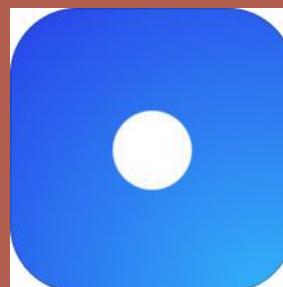
[Text 741741](text:741741)



Calm



Worry Time



Breathe

Book for youth

Dutro, J. & Boyle, K. (1991). Night light: A story for children afraid of the dark. Magination Press, 3-7 yrs. (bedtime fears)

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- Lite, L. (2007). Goodnight caterpillar. LiteBooks.net, 4-8 yrs. (relaxation)
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- Shipon-Blum, E. (2003). Understanding Katie. Selective Mutism Anxiety Research and Treatment Center, 4-8 yrs. (selective mutism)
- Voerg, K. & Pando, N. (2005). I don't want to go to school: Helping children cope with separation anxiety. New Horizon, 4-8 yrs. • Viorst, J. & Choro, K. (1992). The good-bye book. Alladin, 4-8 yrs. (separation anxiety)
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- Wagner, A. P. & Jutton, P. A. (2004) Up and down the worry hill. Lighthouse Press, 9-12 yrs. (OCD).
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References:

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- <https://smh-assist.ca/wp-content/uploads/Info-Sheets-Supporting-Minds-Anxiety-1.pdf>
- <https://drive.google.com/file/d/0B0KNb-oTvqjON3VwOFRIZGptTEE/view>
- <https://www.nytimes.com/2020/03/11/well/family/coronavirus-teenagers-anxiety.html>