

FREEING YOUR CHILD FROM ANXIETY:

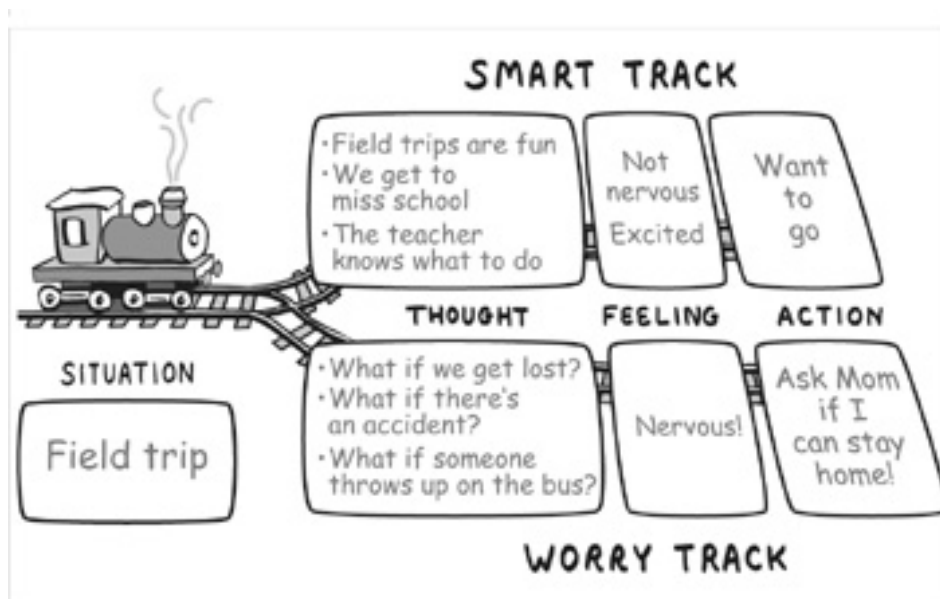
**POWERFUL, PRACTICAL SOLUTIONS TO OVERCOME
YOUR CHILD'S FEARS, WORRIES, AND PHOBIAS**

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Differentiating Anxiety and ADHD Symptoms

<i>Symptom</i>	<i>Anxiety Cause</i>	<i>ADHD Cause</i>
Inattention, easily distracted, doesn't seem to listen, doesn't follow through on instructions	Distracted by worries, rituals, and fears; may be afraid of hearing question wrong; may race through assignment, not follow directions, due to nerves	Distracted by kids and noises, may notice that teacher is saying something, but doesn't process the instruction; may rush to get unwanted task done quickly and go on to something more fun
Unable to concentrate on work	Afraid that work will be too hard or will have to be done perfectly so avoids; can't tolerate feeling of not being sure something is right	Difficulty sitting still due to boredom
Impulsivity; blurts out answers, interrupts, can't wait one's turn	Fear that he will forget answer; needs reassurance that he is right, unable to leave a mistake as is	Not enough processing available between idea and action—no mental brakes; unaware of interrupting
Hyperactivity; fidgety, gets up from seat; talking excessively	Fidgety from anticipation, tension, or worry—can't sit still, wants to go home, get the day over with Nervous energy; may be checking compulsions with questions; may be experiencing trauma flashbacks (PTSD)	Physical need to move, keep hands busy

Brain Train



Operating Instructions

Smart Brain™

Worry Brain™

SPEEDS

- Challenging (but I can do it)
- Manageable
- Watch me go

SPEEDS

- Scary
- Scarier
- Scariest

FUNCTIONS

- Accurate, realistic thinking
- Evaluates needs in situations
- Reminds you of your skills and strengths
- Stores your knowledge
- Keeps you focused on what you can do

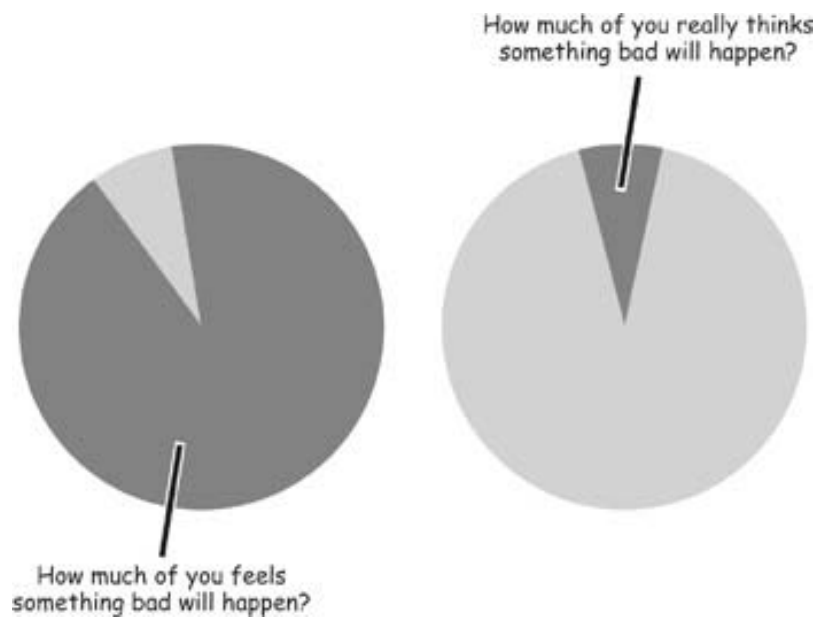
FUNCTIONS

- Jumps to conclusions
- Underestimates your abilities
- Exaggerates risks
- Races ahead
- Catastrophizes
- Generates negative thoughts

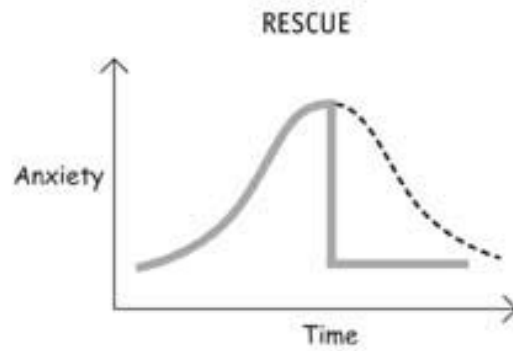
Fine Print: I'm always available if you can turn down the volume on your Worry Brain

Fine Print: We guarantee that product does not tell the truth.

How Big Is the Risk?

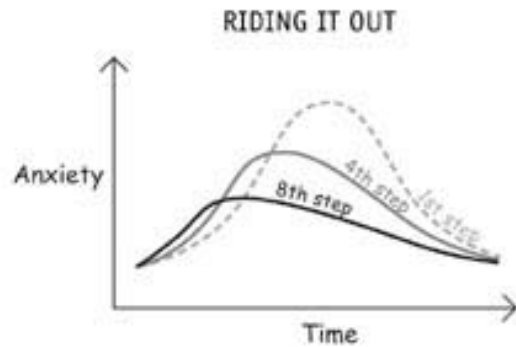


When the facts are in charge, you're in charge.



IMPACT:

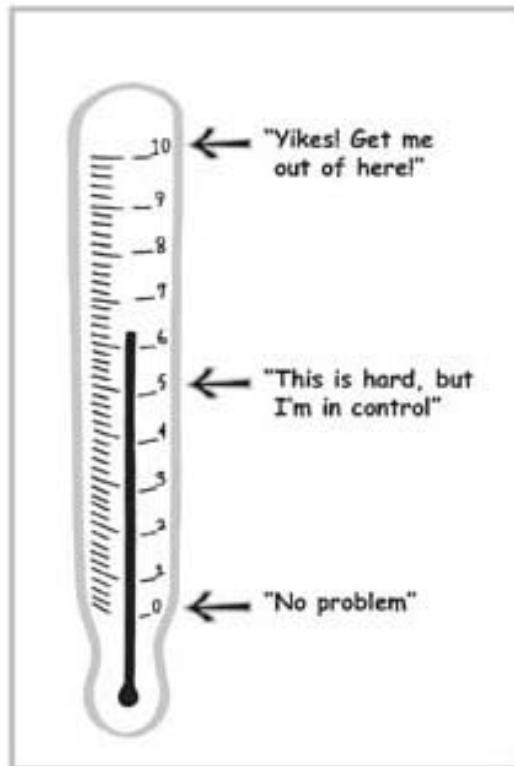
- remembers situation at height of fear
- prevents habituation
- no feeling of mastery
- negative reinforcement for escaping



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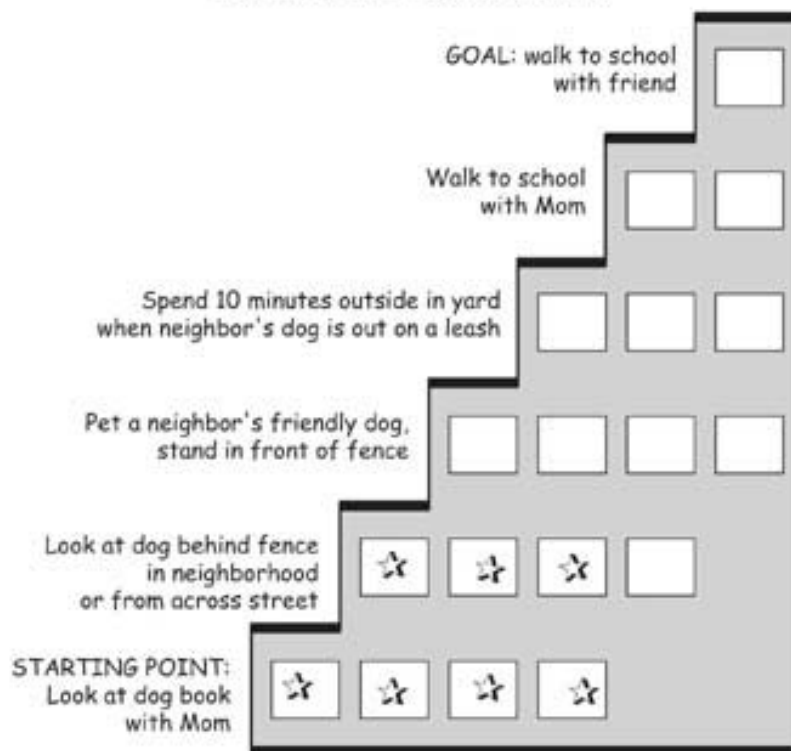
- remembers success that allows habituation
- learns that anxiety passes on its own
- willing to approach increasingly challenging situations
- feeling of mastery
- positive reinforcement—feeling of pride for hanging in

The Fear Thermometer



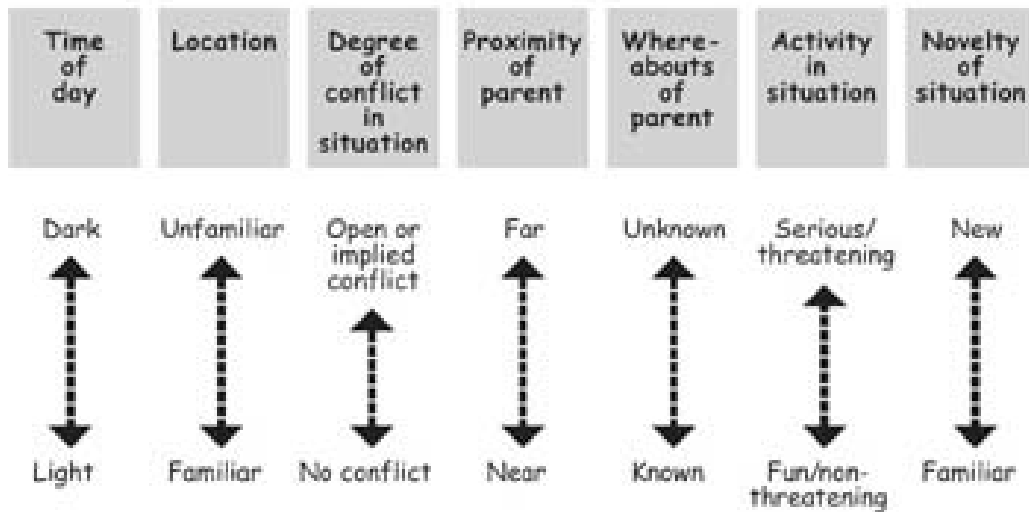
Stairs of Learning

I know it, now I'm gonna show it!



Anxiety Equalizer

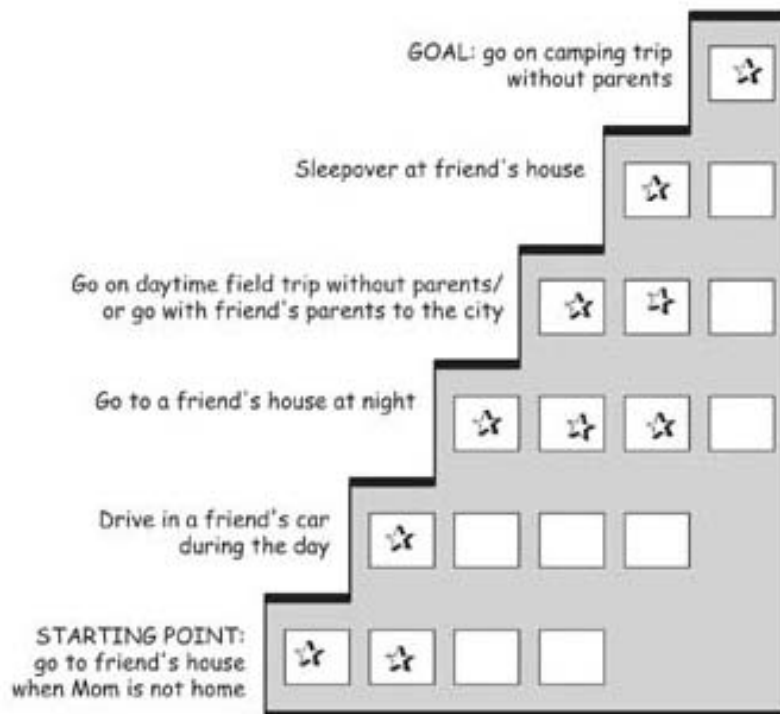
Common Variables that determine anxiety levels and degrees of difficulty for exposures



<i>Challenge</i>	<i>Fear Temperature</i>
Don't double-check homework assignment with Kimmy	50
Don't ask a friend if she's mad at me	60
Don't recopy notes that were sloppy	65
Forget a book at home	78
Forget part of gym uniform on purpose	80
Forget to do one homework subject on purpose	100
Make an annoyed face in class when teacher is looking at me	100

Stairs of Learning

I know it, now I'm gonna show it!



<i>OCD Rituals</i>	<i>Non-OCD Habits</i>
Time consuming	Not overly time consuming
Child feels like he has to do them	Child wants to do them
Disrupt routine, take on a life of their own	Enhance efficiency or enjoyment
Create distress, dread, or frustration	Create a sense of mastery
Appear bizarre or unusual	Appear ordinary
Cause great distress if interrupted, child must start over	Can be skipped or changed without consequence
Become increasingly inflexible and elaborate over time	Become less important over time
Connected to a web of feared consequences, are performed to prevent harm or due to other superstitious belief	Performed for the sake of the activity itself; comforting, but have no invisible connections to feared situations or superstitious beliefs

<i>Challenge</i>	<i>Fear Level</i>
Visit after school to talk with teachers about plan	6
Mom drives, go to class for one hour, Mom in parking lot	6
Mom drives, go to class for two hours, check in with guidance counselor, Mom stays home	8
Mom drives, go to class until lunch, Mom stays home	8
Mom drives, go to classes through lunch, have lunch with guidance counselor and two friends, Mom not home	8
Mom drives, go to class for five hours	10
Mom drives, go to class for the day, Mom drives home	10
Take bus to school, stay in class all day, Mom drives home	10
Take bus in the morning, stay at school, take bus home	10
Stay after class for music lesson	10

Sample School Accommodations

<i>Accommodations</i>	<i>Benefits child with:</i>	<i>Implementation</i>
Excused lateness, delayed start in the morning	Multiple OCD morning rituals, medications that make child sleepy in the morning. Separation anxiety or panic: needs a shorter day	Arrange study hall or free period first so child isn't missing instruction
Tests or assignments taken orally rather than written	OCD: slowed down by perfectionism in writing	Use a scribe, tape recorder, or voice recognition computer program
Reduced homework	New diagnosis or escalating symptoms (PANDAS), holding it together at school, exhausted at home Children recovering from trauma	Set time limit for work, prorate grade on completed work, reduce number of writing assignments
Reduced public speaking; oral reports taped or conducted one on one with teacher	Social anxiety, generalized anxiety disorder, panic disorder	Work toward small public-speaking challenges, prearrange calling on child in class, work up to spontaneous public speaking

<i>Accommodations</i>	<i>Benefits child with:</i>	<i>Implementation</i>
Reduce in-class note-taking	OCD: perfectionism in writing, other interfering anxiety, overfocus on notes and on missing important information	Provide child with prepared notes that she can highlight in class, set child up with buddy from class who will provide photocopy of his notes
Safe place at school, free pass for brief breaks	OCD, panic disorder, separation anxiety, phobias	Prearranged signal system so child doesn't have to ask to leave (place bright-orange card on desk, wink at teacher); brief trip for water, brief 5- 10-minute check-in with identified target staff
Untimed tests	Any anxiety condition, especially test anxiety	Extended time and alternate test location (quiet office) where child doesn't see others finishing their tests quickly. Often kids don't take the extra time, but knowing it is there provides great relief and enhances concentration and performance.

<i>Accommodations</i>	<i>Benefits child with:</i>	<i>Implementation</i>
Preferential seating for assemblies and large-group activities	Panic disorder: needs to sit by door to leave briefly if overheated or overwhelmed; OCD: contamination fears and bad thoughts make it difficult to be around many people; may wish to sit in front where he can't see others, or in back where he can leave easily Separation anxiety	Children may need to build up their tolerance for large group events. See if child can keep increasing amount of time he is able to stay for assembly; if he needs to leave, see if he is able to return for the end, to end the exposure on a note of success.
Social skills groups	GAD, separation anxiety, social anxiety	Provides a shared experience for children who need help making social connections or help with assertiveness, expressing a differing opinion, handling teasing