

*Advanced Behavioral Solutions presents:*

# *Unraveling Anxiety It's More Than Just Worries*

*Presented by:*

*Joey Williams, M.S., Ph.D. Candidate*

*Lynette Ensalaco, M.A., LPC*

*Advanced Behavioral Solutions*

*2060 East Algonquin Road, Suite 720*

*Schaumburg, Illinois 60173*

*(847)496-4693*



# What is Anxiety

- × Anxiety is the body's natural response to stress.
  - × It is adaptive – designed to help us escape dangerous situations

... but sometimes it can become “over-active”

# Neuropsychology of Anxiety

- × Understanding the brain/body connection
  - × Fight, Flight, Freeze response



## Understanding the 3 stress responses



Fight



Freeze




Flight



# When Does Anxiety Become a Disorder

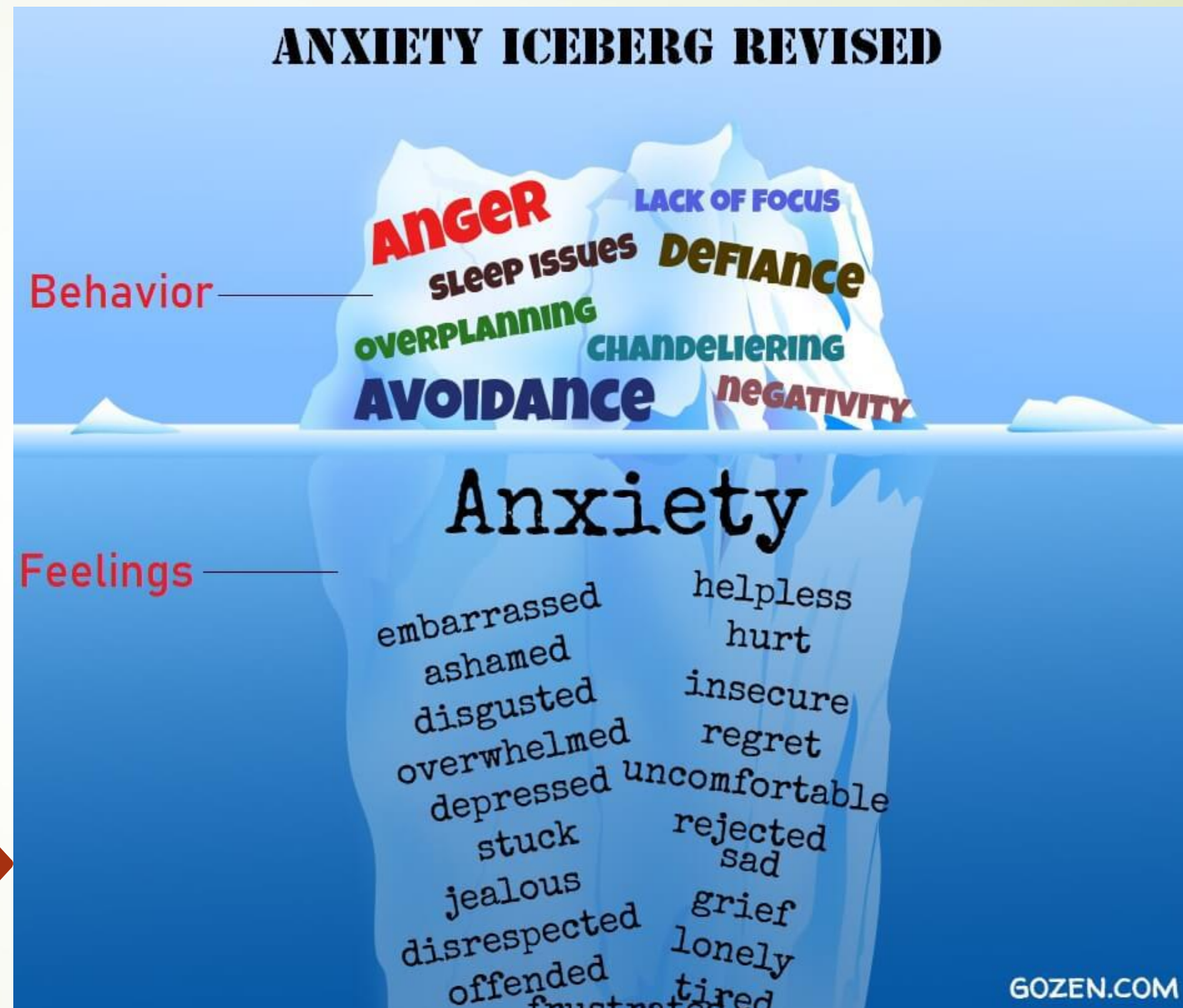
- × When there is a significant negative impact on daily functioning, it is no longer considered typical anxiety
- × Typical Anxiety vs. Clinical Anxiety
  - × Helpful vs. Harmful
  - × Manageable vs. Uncontrollable
  - × Time-limited vs. Constant




# Types of Anxiety

- × Generalized Anxiety (GAD)
- × Obsessive Compulsive Disorder (OCD)
- × Phobias
- × Social Anxiety
- × Selective Mutism
- × Separation Anxiety
- × Performance Anxiety
- × Panic Disorder
- × Trauma Related Anxiety

# Symptoms of Anxiety





# Symptoms of Anxiety

- × Crying
- × Clinging to caregivers
- × Avoidance/Refusal behaviors
- × Anger
- × Restlessness/Agitation
- × Expresses worries or fears
- × Meltdowns
- × Attempting to be in control
- × Reassurance seeking
  - × Asking “What if” questions constantly
- × Physical complaints
- × Sleep problems
- × Overthinking/Racing thoughts
- × Getting stuck/difficulty moving on (Rumination)





# Children



- × **Crying**
- × **Clinging to caregivers**
- × *Avoidance/Refusal behaviors*
- × **Anger**
- × *Restlessness/Agitation*
- × *Expresses worries or fears*
- × **Meltdowns**
- × *Attempting to be in control*
- × **Reassurance seeking**
  - × Asking “What if” questions constantly
- × **Physical complaints – stomachache, headache, nausea, etc.**
- × **Sleep problems**
- × *Overthinking/Racing thoughts*
- × *Getting stuck/difficulty moving on (Rumination)*





# Adolescents/Teens

- × *Crying*
- × *Clinging to caregivers*
- × *Avoidance/Refusal behaviors*
- × *Anger – Irritability*
- × *Restlessness/Agitation*
- × *Expresses worries or fears*
- × *Meltdowns*
- × *Attempting to be in control*
- × *Reassurance seeking*
- × *Physical complaints – stomachache, headache, shakiness, sweating, racing heart*
- × *Sleep problems*
- × *Overthinking/Racing thoughts*
- × *Getting stuck/difficulty moving on (Rumination)*



# Young Adults

- × *Crying*
- × *Clinging to caregivers*
- × *Avoidance/Refusal behaviors*
- × *Anger*
- × *Restlessness/Agitation*
- × *Expresses worries or fears*
- × *Meltdowns*
- × *Attempting to be in control*
- × *Reassurance seeking*
- × *Physical complaints – headache, tension, shakiness, sweating, racing heart*
- × *Sleep problems*
- × *Overthinking/Racing thoughts*
- × *Getting stuck/difficulty moving on (Rumination)*



# Symptom Development

- × Functional/developmental level will influence which symptoms are present
  - × Development of insight can significantly change symptom presentation
- × Common co-occurring disorders
- × Rule-out disorders

*What Can  
Parents Do?*



# Preventative Approaches

- × Providing daily structure and use of routines are helpful
  - × Knowing what to expect
- × Pre-teaching
  - × Going over expectations and help with skills will help a potential problem



# Keep Your Cool

- × Be a model of how to handle stress and problem solve
- × Be aware of your –
  - × Volume
  - × Tone of voice
  - × Talking speed
  - × Body language





# Build Your Child's Confidence

- × Your child needs to believe that you believe in them
  - × It is important that you believe in their ability to try, not necessarily that they will succeed every time
- × Find a balance between being helpful vs. enabling
- × Enabling behaviors feed into the anxiety, making it worse over time
  - × Providing reassurance repeatedly – once or twice is enough, then encourage your child to reassure themselves
  - × Encourage them to try to do things on their own before asking for help





# Ask For Help

Build a support team for you and your child

- × Professional support
    - × Psychotherapy/counseling (Individual and Group)
  - × School support
    - × Anxiety that is impacting a student's success can qualify them for formal accommodations (Section 504 Plan or IEP)
  - × Family/Friend support
- \*Communication should be open among all people

# Resources

- × *Worried No More: Help and Hope for Anxious Children* by Aureen Pinto Wagner, Ph.D.
- × *Helping Your Anxious Child: A Step-by-Step Guide for Parents*
- × *What to Do When You Worry Too Much* by Dawn Huebner, Ph.D.
- × *Outsmarting Worry: An Older Kid's Guide to Managing Anxiety* by Dawn Huebner, Ph.D.
- × *Freeing Your Child from Anxiety: Powerful, Practical Solutions to Overcome Your Child's Fears, Worries, and Phobias* by Tamar Chansky, Ph.D.
- × *The Anxiety and Phobia Workbook* by Edmund Bourne, Ph.D.
- × *The Anxiety Workbook for Teens: Activities to Help You Deal with Anxiety and Worry* by Lisa M. Schab, LCSW
- × YouTube/Podcast – [AT Parenting Survival for All Ages](#) by Natasha Daniels

