

Internalizing behaviors - how to support kids who have anxiety, etc.

What is it

When anxiety is expressed outwardly, there can be a wide range of signs and symptoms, which often complicates identification.

- Kids may have trouble sleeping or complain about stomachaches or other physical problems.
- They may become avoidant and clingy around parents or caregivers.
- They might also have trouble focusing in class or be very fidgety—I like to say, “Not all that moves is ADHD,” even though that’s often the first thing we suspect from a hyperactive or inattentive child.
- They may have explosive outbursts that make people think they are oppositional, when their fight-or-flight mechanism is triggered.

Different types: social anxiety, separation anxiety, GAD, health anxiety, OCD, etc.

Why important?

Everyone will experience worries and anxiety - but no one has to suffer.

When children are chronically anxious, even the most well-meaning parents can fall into a negative cycle and, not wanting a child to suffer, actually exacerbate the youngster’s anxiety. It happens when parents, anticipating a child’s fears, try to protect her from them.

Connection to school: what’s taught at school?

- Belly breathing, mountain climber breathing, drawing breathing
- Counting

- Comfort item (e.g., stuffed animal)
- 3 Steps: stop, name your feeling, calm down
- Using language such as “your **body** needs to calm down” or “settle” rather than telling a child to “calm down”, which can sometimes be more upsetting
- MindUp (not taught as much/often as SecondStep)
 - Over-active amygdala

Practical home strategies

- Cognitive behavioral therapy (CBT) strategies:

Here are pointers for helping children escape the cycle of anxiety.

<http://lemonlimeadventures.com/what-to-say-to-calm-an-anxious-child/>

1. **The goal isn't to eliminate anxiety, but to help a child manage it.**

None of us wants to see a child unhappy, but the best way to help kids overcome anxiety isn't to try to remove stressors that trigger it. It's to help them learn to tolerate their anxiety and function as well as they can, even when they're anxious. And as a byproduct of that, the anxiety will decrease or fall away over time.

2. **Don't avoid things just because they make a child anxious.**

Helping children avoid the things they are afraid of will make them feel better in the short term, but it reinforces the anxiety over the long run. If a child in an uncomfortable situation gets upset, starts to cry—not to be manipulative, but just because that's how she feels—and her parents whisk her out of there, or remove the thing she's afraid of, she's learned that coping mechanism, and that cycle has the potential to repeat itself.

3. **Express positive—but realistic—expectations.**

You can't promise a child that her fears are unrealistic—that she won't fail a test, that she'll have fun ice skating, or that another child won't laugh at her during show & tell. But you can express confidence that she's going to be okay, she will be able to manage it, and that, as she faces her fears, the anxiety level will drop over time. This gives her confidence that your expectations are realistic, and that you're not going to ask her to do something she can't handle.

4. Respect her feelings, but don't empower them.

It's important to understand that validation doesn't always mean agreement. So if a child is terrified about going to the doctor because she's due for a shot, you don't want to belittle her fears, but you also don't want to amplify them. You want to listen and be empathetic, help her understand what she's anxious about, and encourage her to feel that she can face her fears. The message you want to send is, "I know you're scared, and that's okay, and I'm here, and I'm going to help you get through this."

5. Don't ask leading questions.

Encourage your child to talk about her feelings, but try not to ask leading questions— "Are you anxious about the big test? Are you worried about the science fair?" To avoid feeding the cycle of anxiety, just ask open-ended questions: "How are you feeling about the science fair?"

6. Don't reinforce the child's fears.

What you don't want to do is be saying, with your tone of voice or body language: "Maybe this is something that you should be afraid of." Let's say a child has had a negative experience with a dog. Next time she's around a dog, you might be anxious about how she will respond, and you might unintentionally send a message that she should, indeed, be worried.

7. Encourage the child to tolerate her anxiety.

Let your child know that you appreciate the work it takes to tolerate anxiety in order to do what she wants or needs to do. It's really encouraging her to engage in life and to let the anxiety take its natural curve. We call it the "habituation curve"—it will drop over time as she continues to have contact with the stressor. It might not drop to zero, it might not drop as quickly as you would like, but that's how we get over our fears.

8. Try to keep the anticipatory period short.

When we're afraid of something, the hardest time is really before we do it. So another rule of thumb for parents is to really try to eliminate or reduce the anticipatory period. If a child is nervous about going to a doctor's appointment, you don't want to launch into a discussion about

it two hours before you go; that's likely to get your child more keyed up. So just try to shorten that period to a minimum.

9. Think things through with the child.

Sometimes it helps to talk through what would happen if a child's fear came true—how would she handle it? A child who's anxious about separating from her parents might worry about what would happen if they didn't come to pick her up. So we talk about that. If your mom doesn't come at the end of soccer practice, what would you do? "Well I would tell the coach my mom's not here." And what do you think the coach would do? "Well he would call my mom. Or he would wait with me." A child who's afraid that a stranger might be sent to pick her up can have a code word from her parents that anyone they sent would know. For some kids, having a plan can reduce the uncertainty in a healthy, effective way.

10. Try to model healthy ways of handling anxiety.

There are multiple ways you can help kids handle anxiety by letting them see how you cope with anxiety yourself. Kids are perceptive, and they're going to take it in if you keep complaining on the phone to a friend that you can't handle the stress or the anxiety. I'm not saying to pretend that you don't have stress and anxiety, but let kids hear or see you managing it calmly, tolerating it, feeling good about getting through it.

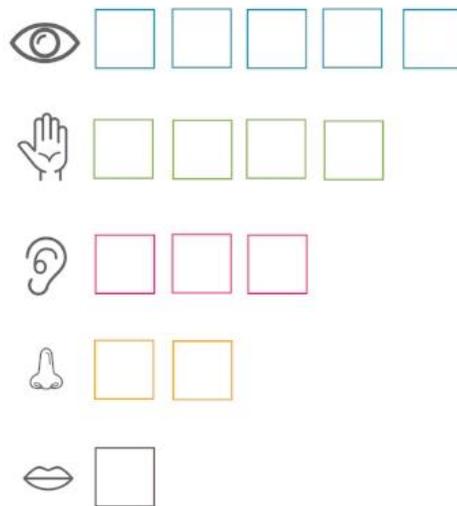
- Designated worry time ("talk time")
 - Set aside worries when they happen, assure children that they will have a designated time later to discuss anxieties.

Quick Ways to Calm Down

Sometimes you'll need a quick way to help your child calm down and you don't have much with you. Maybe it's when you're out at Target or stuck in traffic. These tips will come in handy at those times:

- Imagine your favorite place - it's like taking a mini vacation wherever you are
- Think of your favorite things
- Name animals alphabetically (alligator, bear, cow, dog, etc...)
- Squeeze Something (play dough, clay, silly putty, your fists, a stress ball)
- Get a Cold Drink of Water
- 54321 Grounding - go through each of your 5 senses

5 4 3 2 1 Grounding Exercise



Click the image to learn more about the 5 4 3 2 1 Grounding Technique

- Give yourself a hug - squeeze tight!
- Remember the words to a song you love
- Do a hook up
- Put your arms straight out in front of you, palms facing out.
- Put one hand over the other at the wrists and interlace your fingers.
- Swoop your hands and arms toward your body and then place your interlaced hands on your chest.
- Cross your feet at the ankles and put your tongue on the roof of your mouth.
- Stay still for one minute.
- Recommendation: talk to pediatrician

- Front-loading information (e.g., schedule changes, what to expect for different events, allowing predictability)
- Consider making a checklist to prepare for an upcoming stressful event. Checking off preparations on the checklist can help children feel more prepared to confront the situation.
- Teach & model coping strategies/ways to calm down
- Create an “idea can” (cup with idea cards) or other collection of calm-down strategies that students can revisit when they’re feeling worried
 - Calm-down strategies should focus more on actions that will help children calm down and less on avoidance activities (e.g. watching TV)
- My Anxiety Plan (for GAD, health anxiety, separation anxiety, social anxiety, etc.)
- Monitor your own meaningful, purposeful language when approaching anxiety
- Simplify
- Allow more down-time
- Consistent meal/bed times
- Amygdala

What NOT to do:

- Tell the child “it’s fine”, “it’s not a big deal”, etc.
- Punishing the child when they have difficulty coping
- Avoiding anxiety-inducing situations

IDEAS:

Age-appropriate books available for viewing

Book list (with possible links to online read alouds)

- Wilma Jean & the Worry Machine, Julia Cook
- Kissing Hand, Audrey Penn
- What to Do When You Worry Too Much, Dawn Hubner

Take away: calm down card rings