

# When will Sara stop worrying?

Ten-year-old Sara is hard to get to school in the mornings. She seems happy all weekend until Sunday night arrives. On school days, it's hard to get her out of bed. When she finally does get up, she takes ages to get dressed. She often complains to her mum that she feels sick. She says 20 times, "When are you picking me up from school?"

When she has been at school Sara always does her homework without any fuss. Often she takes extra time to make sure it is just right. Lately Sara has not been paying attention in school and has been telling the teacher she feels sick and wants to go home.

At night Sara won't go to bed by herself. She says she's scared of burglars. She won't go on sleepovers to her friends' houses either. Her father thinks it's just a passing phase, but her mother is concerned.



## Does Sara have an anxiety problem?

She may have, so further investigation would be a good idea. Anxious children see the world as a dangerous place. They fear getting hurt, either physically or socially. They feel anxious even when there is no actual danger. The way children deal with their anxiety can make it worse. If children keep on avoiding the things that make them anxious they don't learn effective ways to cope and their anxiety may keep growing.

Everyone gets anxious in certain situations. In children fears and worries are not unusual. If anxiety is uncontrolled, it can stop children learning well, joining in with others and enjoying life.

## How parents and carers can help:

Children with anxiety problems lack confidence in their abilities and feel overwhelmed easily. They are not "putting it on" or trying to take the easy way out. They need to learn how to cope with worries and build confidence. This does not mean just telling them not to be silly. It means providing positive support and teaching them the emotional and thinking skills that can help them.

## Parents and carers can

- Teach children to be brave by showing them you believe they can do things and encouraging them to have a go even when they are scared or worried. You might remind them of a time when they were brave and it worked.
- Break larger goals into small steps that children can succeed with, and praise their success.
- Help them learn relaxation skills. Breathing slowly to calm down and imagining yourself coping in a scary situation are really helpful ways of managing anxiety. Doing it with them is a fun way to start.
- Teach children helpful self-talk. Instead of saying to themselves "I can't do this" encourage them to say "I'll give it a go". Help them to see that by worrying less they can do more and feel better about themselves.

## What you might see in a child with anxiety problems...

A child with anxiety problems may:	What parents and carers might notice
<ul style="list-style-type: none"> <li>• seek reassurance often</li> </ul>	<ul style="list-style-type: none"> <li>• clings to parent or carer</li> <li>• asks for help with things they can do for themselves</li> </ul>
<ul style="list-style-type: none"> <li>• avoid situations they feel worried or scared about</li> </ul>	<ul style="list-style-type: none"> <li>• doesn't want to get ready for school</li> <li>• won't go to sleep without parent or carer</li> </ul>
<ul style="list-style-type: none"> <li>• try to get others to do the things they are worried about</li> </ul>	<ul style="list-style-type: none"> <li>• asks "will you do it for me?" a lot</li> <li>• asks "will you tell them for me?"</li> </ul>
<ul style="list-style-type: none"> <li>• tell you they have physical pains</li> </ul>	<ul style="list-style-type: none"> <li>• often complains of stomach pains or headaches</li> </ul>
<ul style="list-style-type: none"> <li>• dislike taking risks or trying new things</li> </ul>	<ul style="list-style-type: none"> <li>• worries a lot about doing things right</li> <li>• prefers to watch others rather than have a go</li> </ul>
<ul style="list-style-type: none"> <li>• have lots of fears</li> </ul>	<ul style="list-style-type: none"> <li>• scared of the dark, dogs, injections, being alone, germs, tests</li> </ul>
<ul style="list-style-type: none"> <li>• get upset easily</li> </ul>	<ul style="list-style-type: none"> <li>• often cries over small things</li> <li>• complains "he's teasing me" a lot</li> </ul>
<ul style="list-style-type: none"> <li>• have lots of worries</li> </ul>	<ul style="list-style-type: none"> <li>• always sees the dangerous side of everything</li> </ul>

### Are you worried that your child is a bit like Sara?

#### Here's how to get some help:

- talk with your child's classroom teacher about how your child is managing at school and find out what resources the school can offer
- ask to speak to the school psychologist or counsellor
- talk to your doctor about the possibility of an assessment and referral to a children's mental health specialist.

### A mental health professional may diagnose an anxiety disorder when...

1. A child gets anxious more easily and more often than other children of the same age.
2. Anxiety affects them in lots of settings - at home, at school and in their community.
3. The problems with anxiety interfere with the child's ability to get on at home, school and with friends.
4. The fears seem to be out of proportion to the risks in their life.

Further information on anxiety and KidsMatter Primary can be found on our website:

[www.kidsmatter.edu.au/resources/information-resources](http://www.kidsmatter.edu.au/resources/information-resources)

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## Contents

Anxiety and mental health in children	1
How anxiety affects children	1
How would you notice anxiety in children?	2
Common anxiety disorders in primary school-aged children	2
How do anxiety disorders develop?	3
How are anxiety disorders diagnosed?	3
What treatments are available?	3
Steps for learning how to cope with anxiety about speaking in front of others	4
How to assist children with anxiety problems	4

# How anxiety problems affect children

## Anxiety and mental health in children

Fearful and anxious behaviour is common in children. Most children learn to cope with a range of normal fears and anxieties. However, extra help may be needed in the following situations:

- when children feel anxious more than other children of their age and level
- when anxiety stops them participating in activities at school or socially
- when it interferes with their ability to do things that other children their age do easily.

When children become anxious more easily, more often and more intensely than other children they may be diagnosed with an anxiety disorder. The most common anxiety disorders in children of primary school age are Phobias, Generalised Anxiety Disorder and Separation Anxiety. Research estimates that approximately 2–9% of children and adolescents in Australia have anxiety disorders.



## How anxiety affects children

In addition to feeling highly anxious, children's thinking is usually affected. The threat or danger they are concerned about appears to them to be much greater than it actually is. Thinking about the situation that causes them to be anxious makes them more worried and tense.

Children with anxiety may develop their own strategies to try to manage situations that cause them distress. Often this involves trying to avoid the situation or having a parent or other adult deal with it for them. Avoiding a situation makes it more likely that the child will feel anxious and be unable to manage it the next time. This behaviour makes it more difficult for the child to cope with everyday hassles at home, at school and in social settings.

Anxiety can also result in physical difficulties such as sleeplessness, stomach aches, headaches, or diarrhoea. It can also involve irritability, difficulty concentrating and tiredness.

## How would you notice anxiety in children?

### At home

- Fear and avoidance of a range of issues and situations.
- Headaches and stomach aches that seem to occur when the child has to do something that is unfamiliar or that they feel uneasy about.
- Sleep problems, including problems falling asleep, nightmares, trouble sleeping alone.
- Lots of worries and a strong need for reassurance.

### At school

- Wanting things to be perfect. For example, a child may be so dissatisfied with his/her own work that he/she will tear it up and redo it several times.
- Reluctance to ask for help. Sometimes anxiety creates an obstacle that prevents children asking for help from the teacher about a problem with learning. Children who ask too much for reassurance may also be overly anxious.
- Difficulty joining in. Children with high levels of anxiety may be afraid to join in class discussion, take part in sport or games or go to school camp.
- Requests to go to sick bay. Anxious children often complain of stomach aches and headaches.
- Fearful of test situations. Some children do not do as well as they can in test conditions because they are struggling with anxiety. They may be too self conscious to perform in front of the class.

## Common anxiety disorders in primary school-aged children

Type of anxiety	What that means
<b>Separation Anxiety</b>	<p>Separation Anxiety relates to fear and distress at being away from the family. There is commonly a fear that something bad will happen to a loved one while they are separated. Fear of separation is considered normal up to two years of age, but it should lessen as children get older.</p> <p>Children with Separation Anxiety may complain about feeling sick. They may make frequent trips to the sick bay at school or sometimes refuse to go to school altogether. School camps and sleepovers are commonly major problems for children with Separation Anxiety.</p>
<b>Phobia</b>	<p>Phobia is diagnosed when particular objects, situations or events such as injections, spiders or heights bring about intense fear and avoidance even though realistically the threat of harm is small.</p>
<b>Social Phobia</b>	<p>Social Phobia refers to extreme levels of shyness and fears of being seen in a negative light. Children with social phobia avoid a range of social interactions such as talking to new people, speaking up in class, or performing in public. They are frequently self conscious and will often have a limited numbers of friends.</p>
<b>Generalised Anxiety Disorder</b>	<p>Generalised Anxiety Disorder is diagnosed when children have excessive and unrealistic worries about a broad range of possibilities. They may worry about things that might happen, about their own past behaviour, or about how good they are at their schoolwork or how popular they are. They often lack confidence and need a lot of reassurance.</p>
<b>Post Traumatic Stress Disorder</b>	<p>Post Traumatic Stress Disorder may develop following a traumatic event such as being in a serious accident, experiencing a life-threatening event or witnessing extreme violence. Symptoms include changes in sleep pattern, irritability, and problems with concentration. There may also be mental flashbacks and re-experiencing of the event. Themes relating to the trauma may be seen in children's drawings or in play.</p>
<b>Obsessive Compulsive Disorder</b>	<p>In Obsessive Compulsive Disorder the child is affected by persistent unwanted thoughts, often about dirt or germs, or sometimes a need for symmetry. To try to stop the thoughts the child feels compelled to repeat a particular action, such as washing his/her hands or repeated counting. Older children usually recognise that the thoughts and behaviours do not make sense even though they are driven by them.</p>
<b>School Refusal</b>	<p>Anxiety can lead to school refusal. When children refuse to go to school as a result of anxiety it is usually accompanied by physical complaints of stomach ache, headache etc.</p>

## How do anxiety disorders develop?

Some children react more quickly or more intensely to situations where there is danger or threat. The physical symptoms of anxiety (for example, increased heart rate and faster breathing) are more easily triggered in children with anxious temperaments.

Having an anxious ('internalising') temperament often means that children react more to threat in the environment. This appears to be partly an inherited characteristic. Children with anxious temperaments are often cautious in their outlook and shy in relating to other people.

Sometimes stressful events trigger problems with anxiety. Children who experience more stressful events over their lifetime than others or who have gone through particularly traumatic events may experience increased anxiety.

Learning may also play a part in the development of an anxiety disorder. Some anxious children may learn that the world is a dangerous place. They may learn that it is easy to get hurt either physically or socially. They may fail to learn positive ways to cope and depend more and more on unhelpful ways of dealing with situations that cause them anxiety. Sometimes families may contribute to children's natural cautiousness by being over-protective. This can unintentionally encourage children to avoid situations they feel anxious about.

**i** The KidsMatter Primary resource sheet *Parenting for your child's temperament* provides more information on children's temperaments and on adapting parenting practices to suit different temperaments in children and parents.

## How are anxiety disorders diagnosed?

Feeling anxious or fearful at times does not mean that a child has an anxiety disorder. Whether or not a diagnosis is made depends on how often, how easily and how intensely a child experiences the emotional symptoms of anxiety and how much it interferes with everyday living. To make a diagnosis, mental health professionals usually talk to the child and to family members. They may also ask teaching staff, parents, carers and children themselves to fill out questionnaires.

The child's age is an important factor in deciding whether the anxiety is a serious problem. This is because having certain fears is normal for children. For example, if an infant cries when an unfamiliar person wants to hold him, his fear is judged as perfectly normal for his age. However, if a twelve-year-old girl refuses to go to school because she fears something terrible will happen to her healthy mother, this may be evidence of an anxiety disorder.

**i** The KidsMatter Primary resource sheet *Helping children cope with fears and worries* discusses children's normal fears, and suggests strategies that can be used to help children manage them.

### Anxiety and other mental health problems

Children often have more than one anxiety disorder. Approximately half of those with one disorder may have a second anxiety disorder. Anxiety is common in children with Autism or Asperger's Syndrome and also occurs in children with Attention Deficit Hyperactivity Disorder and Oppositional Defiant Disorder. Anxiety and depression also often appear together. Children with anxiety symptoms are more likely to go on to experience depression as teenagers.

## What treatments are available?

Early assessment and treatment of children's anxiety problems is most beneficial. Psychological treatments are highly effective for anxiety. Medication may be helpful in some cases, particularly when anxiety symptoms are very severe.

Psychological treatment for anxiety disorders not only reduces the current problems but also helps to prevent anxiety and depression at later ages.

- Psychological treatment for anxiety typically involves teaching children to reduce avoidance and use more effective coping skills, such as relaxation and learning how to replace unhelpful thoughts with helpful self talk.
- For phobias, treatment may involve gradually being exposed to the feared object or situation and the teaching of coping skills.
- Treatment works equally well whether it is run in groups or individually.
- Families are often involved in treatment. Education about emotions and the role of anxiety is helpful for some families. Family members can provide important support as the child learns new coping skills and practises using them in situations they may have previously avoided. The involvement of parents and carers in treatment has been shown to be especially important for younger children.

For children whose anxiety is less severe, school-based social and emotional learning programs that build resiliency and coping strategies can be very helpful.



## Steps for learning how to cope with anxiety about speaking in front of others

The child helps to construct the steps from easiest to hardest then practises using coping skills to try the first step. When the child is able to cope without anxiety he/she moves up a step to the next level. Efforts should be acknowledged at each step using praise, rewards and positive self talk.



1. Discussing a school project with a small group of other children
2. Starting off the group discussion
3. Presenting your part of the project to your group
4. Presenting your project to the class as part of your group
5. Presenting by yourself a project you have prepared with your group
6. Giving a two minute talk to class that you have prepared yourself
7. Presenting with your group at school assembly
8. Giving a report on your own at school assembly

To assist children with anxiety disorders it is important to have a coordinated approach both at home and at school.

Further ideas for helping children with anxiety problems are provided in the accompanying materials:

- *Assisting children with anxiety problems – suggestions for parents and carers*
- *Assisting children with anxiety problems – suggestions for teaching staff.*

For an example that shows the kinds of symptoms found in a child with anxiety problems, read the parenting resource sheet titled *When will Sara stop worrying?*

<sup>1</sup>McLoone, J., Hudson, J. L., & Rapee, R. M. (2006). Treating Anxiety Disorders in a school setting. *Education and Treatment of Children*, 292, 219-242.

## How to assist children with anxiety problems

Children with anxiety problems are often quiet and obedient. This can lead to their difficulties being overlooked. It is important to take note of children's worries so that their problems can be addressed sooner rather than later.

### General principles for assisting children with anxiety disorders

- **Increase children's helpful coping skills**  
Anxious feelings are fed by anxious thinking. It is important not to dismiss children's anxious feelings, but to help children see that the situations they are worried about may not be as bad as they think.
- **Teach by example**  
Showing children how you cope positively with feeling anxious or stressed and remaining calm and positive when they are feeling anxious can help them to feel more confident.
- **Avoid taking over**  
Children with anxiety are usually very happy for someone else to do things for them. However, if adults take over for them it stops them from learning how to cope for themselves.
- **Encourage children to 'have a go'**  
Having a go helps to show children that they can cope. Praise or reward them for every step they manage to take.

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# Assisting children with anxiety problems

## Suggestions for parents and carers

### Children with anxiety disorders see the world as a scary place.

They are overly sensitive to their feelings and lack confidence in their own ability. They try to avoid situations they see as difficult and as a result do not cope with challenges in their environment.

### How you can help

Parents and other adults can help by supporting children to be brave. In order to be brave children need to have skills for understanding and managing their feelings. They need to learn about helpful thinking that they can use to encourage themselves to have a go, and they need to gradually build up their confidence by taking on small challenges:

- **Help to recognise and understand anxiety**

A first step in helping children gain some control over anxiety is recognising when it occurs and how it affects them.

- **Model helpful coping**

Being a good model involves showing children how to cope with emotions (not just telling them). Show children with anxiety how you use helpful self-talk in a difficult situation - e.g., "This looks a bit scary, but I'll give it a go."

- **Discourage avoidance**

Sometimes when children say they feel sick, they are describing feeling anxious. It is important that children do not avoid school attendance, homework etc. unnecessarily.

- **Praise having a go**

Encourage children with anxiety to attempt new things and praise them for trying. It is very important to emphasise trying rather than success when anxiety is a problem.

- **Introduce challenges gradually**

Children build strength and resilience by learning to face challenges. It is important to begin with small challenges that children can meet. For example, a child who is frightened of dogs might start by walking past the house when the dog is barking without having to cross the road. This improves confidence for taking on more difficult steps.

- **Start small**

Help the child to choose goals for becoming braver and to take small steps towards achieving them. Celebrate his/her success at each step. Experiencing even small successes helps to reduce anxiety.

- **Practise coping skills**

Practise using coping strategies for difficult situations. Help children talk about problems and come up with possible solutions.

- **Try not to get angry**

If a child simply refuses to do something even after you have encouraged him/her and broken the task into steps, it may simply be overwhelming at that time. Sometimes, you need to back off and praise the child for doing as much as he/she could. Then later try again with smaller steps and encourage your child to have a go, one small step at a time.

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