



Children and adolescents with anxiety disorders have extreme feelings of panic, fear, or discomfort in everyday situations. Anxiety is a normal reaction to stress. However, when the anxiety becomes excessive, irrational and/or overbearing, and an individual has difficulty functioning, it has become a disabling disorder. Anxiety disorders may develop from a complex set of risk factors, including genetics, brain chemistry, personality, and life events. Affecting people of all ages, anxiety disorders are the most common type of mental health disorder in children, affecting nearly 13 percent of young people<sup>1</sup> and 40 million American adults. Overall, nearly one quarter of the population will experience an anxiety disorder over the course of their lifetimes.<sup>2</sup>

## Common types of anxiety disorders

### Panic Disorders

Characterized by unpredictable panic attacks. Common symptoms are: heart palpitations, shortness of breath, dizziness, and anxiety. These symptoms are often confused with those of a heart attack. If you are not sure what the symptoms are attributing to, call 911.

### Specific Phobias

Intense fear reaction to a specific object or situation (such as spiders, dogs, or heights) which often leads to avoidance behavior. The level of fear is usually inappropriate to the situation and is recognized by the sufferer as being irrational.

### Social Phobia

Extreme anxiety about being judged by others or behaving in a way that might cause embarrassment or ridicule and may lead to avoidance behavior.

### Separation Anxiety Disorder

Intense anxiety associated with being away from caregivers, results in youth clinging to parents or refusing to do daily activities such as going to school.

### Obsessive-Compulsive Disorder (OCD)

Individuals are plagued by persistent, recurring thoughts (obsessions) and engage in compulsive ritualistic behaviors in order to reduce the anxiety associated with these obsessions (e.g. constant hand washing).

### Post-Traumatic Stress Disorder (PTSD)

PTSD can follow an exposure to a traumatic event such as natural disasters, sexual or physical assaults, or the death of a loved one. Three main symptoms are: reliving

of the traumatic event, avoidance behaviors and emotional numbing, and physiological arousal such as difficulty sleeping, irritability, or poor concentration.

### Generalized Anxiety Disorder (GAD)

Experiencing six months or more of persistent, irrational and extreme worry, causing insomnia, headaches, and irritability.

## Why is this important?

Given that the prevalence of anxiety disorders is over one in ten youths, most classrooms will have at least one child or adolescent with an anxiety disorder. In order to better serve the needs of the students, teachers need to have a familiarity with these disorders, their symptoms and the effective strategies that can be used to assist in treatment. Because anxiety disorders often cause serious consequences such as school failure, absenteeism, classroom disruption, the inability to complete basic tasks, family stress, and impaired social relationships, the understanding, compassion and support of educators is essential to better accommodate students with these disorders.

## What can educators do about it?

When a teacher suspects an anxiety disorder, it is important to first speak with the child's parents or caregivers. It is important to work in partnership with parents and mental health experts to develop an intervention plan as quickly as possible when these warning signs occur, because a quick response has been found to increase the probability of successful outcomes.

### Effective ways of engaging parents include:

- Encouraging them to share their view about their child
- Asking them to express their concerns about their child's academic and behavioral performance
- Asking questions to determine that you have full information
- Discussing with parents the best ways (e.g. phone calls, notes) to communicate with them on a regular basis
- Become familiar with the common symptoms of anxiety disorders in children and adolescents, making the appropriate referral when the disorders are suspected.
- Inform parents of any academic or social problems a child may experience, especially if the child appears anxious, has problems completing tasks, or is isolated by their peers.

### Once diagnosed, specific classroom interventions include:

- Accommodate student's late arrival and provide extra time for changing activities and locations, because transitions and separation are frequently difficult for children with anxiety disorders.

- Recognize that often it is a youth's anxiety that causes them to disregard directions, rather than an intentional desire to be oppositional.
- Develop a "safe" place where the youth can go to relieve anxiety during stressful times or provide calming activities.
- Encourage the development of relaxation techniques that can work in the school setting; often these can be adapted from those that are effective at home.
- Work with a child regarding class participation and answering questions on the board, understanding that many anxious youth fear answering incorrectly.
- Encourage small group interactions and provide assistance in increasing competency and developing peer relationships.
- Reward the child's efforts.
- Provide an organized, calming, and supportive environment.
- For maximum effectiveness, foster feedback from youth about these interventions.

## Resource Links

**The Anxious Child – Handout for parents created by the American Academy of Child and Adolescent Psychiatry**  
[https://www.aacap.org/AACAP/Families\\_and\\_Youth/Facts\\_for\\_Families/FFF-Guide/The-Anxious-Child-047.aspx](https://www.aacap.org/AACAP/Families_and_Youth/Facts_for_Families/FFF-Guide/The-Anxious-Child-047.aspx)

**Bright Futures - Tips for Parenting the Anxious Child**  
Free handout for parents.  
<https://www.brightfutures.org/mentalhealth/pdf/families/mc/tips.pdf>

**Massachusetts General Hospital**  
School Psychiatry Program and MADI Resource Center  
Provides a wealth of information on anxiety disorders, with specific information on symptoms, treatments, and interventions for families, educators, and clinicians.  
<https://www.massgeneral.org/condition/anxiety-disorders>

**Psych Central - Anxiety Disorders**  
Offers anxiety screening quizzes, detailed information on the symptoms and treatment options available for anxiety disorders, and online resources such as websites, relevant book information, and support groups.  
<https://psychcentral.com/quizzes/anxiety-quiz#Learn-More-About-Anxiety>

**Worry Wise Kids**  
Lists the red flags that can alert parents to each individual anxiety disorders, details the steps parents can take if they suspect their child suffers from an anxiety disorder, and supplies parenting tips for helping anxious youth.  
<http://www.worrywisekids.org>

**Adapted from Resources found on:**  
[www.schoolmentalhealth.org](http://www.schoolmentalhealth.org) March 2009



Coordinated by



The Children's Mental Health Matters! Campaign is a collaboration of the Mental Health Association of Maryland (MHAMD) and the Maryland Coalition of Families (MCF) with support from the Maryland Department of Health - Behavioral Health Administration. The Campaign goal, with School and Community Champions across the state, is to raise public awareness of the importance of children's mental health. For more information, please visit [www.ChildrensMentalHealthMatters.org](http://www.ChildrensMentalHealthMatters.org)