

Anxiety, Stress and Substance Use

Steve Howley, SHS School Psychologist
Jen Lopes, LICSW, SHS Adjustment Counselor

Today's Agenda

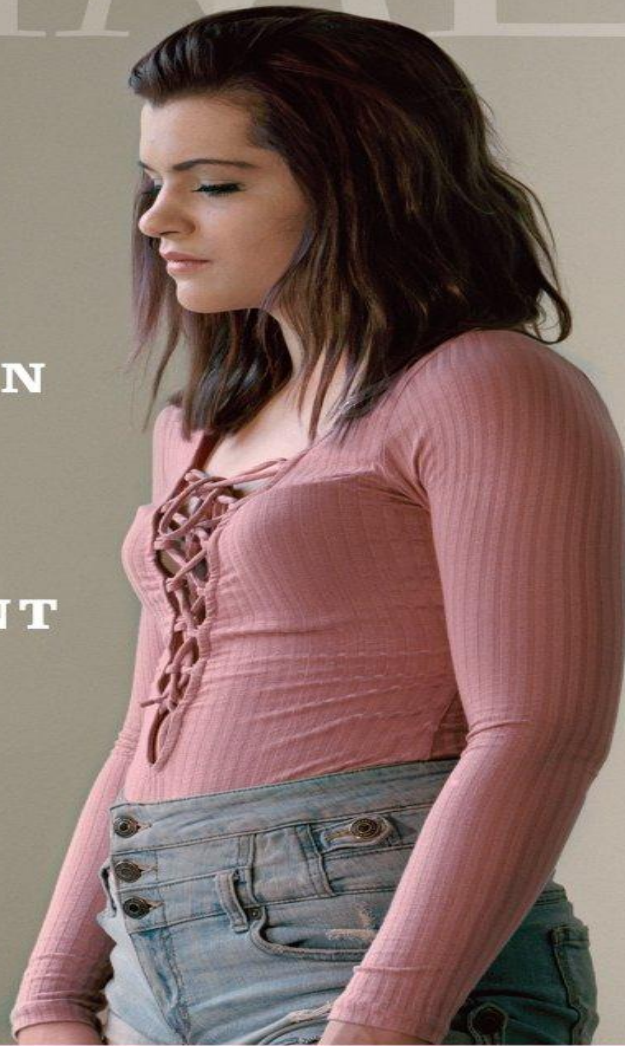
- Welcome
- Introductions
- Presentation
- Scenarios
- Q & A
- Resources

NOVEMBER 7, 2016

TIME

**ANXIETY,
DEPRESSION
AND THE
MODERN
ADOLESCENT**

By Susanna Schrobsdorff



time.com

Stress and the “paper tiger”





Anxiety



Working
Memory

Half of most lifetime mental disorders start by the mid teens

<u>Disorder</u>	<u>Median age of onset</u>
Anxiety Disorder	6
Behavior Disorder	11
Mood Disorder	13
Substance Abuse Disorder	15
Psychotic Disorder	22

A Snap Shot of Scituate

- **Strengths and Difficulties Questionnaire (Dr. Jennifer Green)**
 - **63% of males and 80% of females in grades 4-12 report they “worry alot”**
 - **42% of students in grades 4-12 report “having many fears” and “being easily scared”**
 - **10% of students in grades 4-12 report that they would almost always “rather be alone, than with people of my age”**

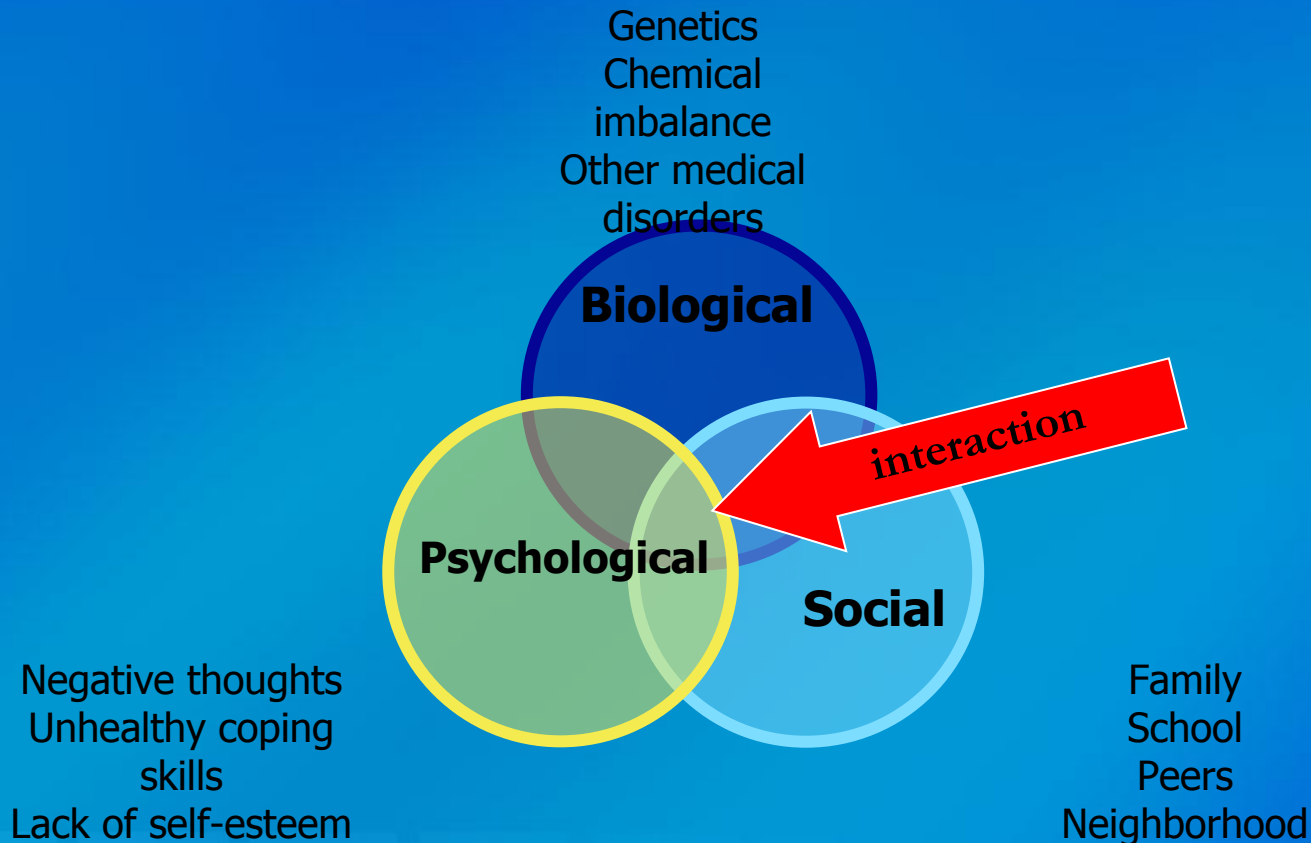
ANXIETY

- Can be a normal reaction to temporary stress.
- **DEFINITION:** excessive, irrational fear or dread of everyday situations to the point of impacting daily functioning
- What are the symptoms? frequent worries and fears, racing heart, sweaty palms, nervousness, nightmares, panic attacks

Temporary Stress, Anxiety vs. CLINICAL DIAGNOSIS?

- Duration of Symptoms
- Number/Intensity of Symptoms
- Impact on Functioning

Biopsychosocial Model of Anxiety, Depression and Mental Illness



Common Child/Teen Anxieties

- Separation Anxiety
- Social anxiety
- Generalized Anxiety
- Panic Disorder
- Obsessive Compulsive Disorder

Dan Harris, ABC World News Anchor,
experiences panic attack on live tv.

https://www.youtube.com/watch?v=_qo4uPxxUzU

Anxiety Trip-Ups....

- overreactions-panic, rage, perfectionism
- Thought distortions
 - All or Nothing/Black or White thinking
 - Catastrophizing
 - Disqualifying the positives
 - Notice only the negatives
- Avoidance brings temporary relief

Things that don't work with anxiety:

- Using Substances to cope with symptoms
- Just stop thinking/worrying about it
- Incentives can be tricky-don't teach skills
- Allowing avoidance
- Invalidating their feelings
- Threatening behavior
- Demanding change

Strategies that work with anxious children/teens:

- Teach self regulation!
- Negative thought stopping/realistic thinking techniques
- Routines, predictability
- Help them develop strategies to endure anxiety producing situations (and not avoid)!
- Anticipate difficult situations and strategies

Strategies that work with anxious children/teens:

- Body calming strategies
- Model effective management/ coping skills
- Focus on healthy living
- Stay involved in preferred activities
- Ensure times for positivity that are non-contingent on behavior

Q & A

Scenario

Becca was shy. She had agreed to go to the winter dance with a large group of friends, even though she wasn't thrilled with the idea. Dinner beforehand with friends was fun, and so was the ride over. But as soon as she got to the dance, she started to feel anxious about all the kids she didn't know very well. Rather than remembering that there would be some stressful or awkward moments and some fun ones at the dance, she decided she hated the whole thing and just about everyone there, and she spent the evening clinging to one friend before leaving early.

Scenario

Ashley always felt exhausted after taking a test, partly because she had so much nervous energy. She left almost every exam feeling terrible, which she assumed meant she must have failed, and yet her grades were usually good. When she talked to her parents about it, she began to realize that feeling terrible after a test did not mean that her performance actually was terrible.

Scenario

- Michael is always worried about something, even the smallest thing. He frequently needs reassurance, but never seems to feel better for long. Sometimes he thinks that everything has gone wrong. I just wish that he could relax.
- Madeline is our high achiever. She really tries hard and can't stop working until her projects are perfect. No matter the grade, she never thinks her work is good enough. Lately she has been really tearful about school. I think the stress is getting to her.

Scenario

Madeline is our high achiever. She really tries hard and can't stop working until her projects are perfect. No matter the grade, she never thinks her work is good enough. Lately she has been really tearful about school. I think the stress is getting to her.

Scenario

Olivia is worried about behaving foolishly. I wish that she would not be so focused on what everyone else thinks of her. It has gotten to the point where she avoids calling any attention to herself. I was heartbroken when she wouldn't try out for the musical even though she really wanted to.

Scenario

Amy is now just flat out refusing to do many things when she is afraid. She got upset about going to the soccer game and then wouldn't go. On the day of her test, she complained of feeling unwell and missed it. How do I break this pattern.

REFERENCES

Josephs, Sheila. (2016). Helping Your Anxious Teen: Positive Parenting Strategies to Help Your Teen Beat Anxiety, Stress and Worry. New Harbinger Publications Inc.

Minahan, Jessica. (2012). The Behavior Code: A Practical Guide to Understanding and Teaching the Most Challenging Students. Harvard Education Press.

Reilly, N. (2012). Break Free from Depression: A 4-module Depression Prevention Curriculum for students in grades 9-12 designed by the Swensrud Depression Prevention Initiative (SDPI), a part of the Department of Psychiatry at Children's Hospital Boston.

RESOURCES

<https://www.anxietybc.com/>

<https://www.nytimes.com/2017/10/11/magazine/why-are-more-american-teenagers-than-ever-suffering-from-severe-anxiety.html>