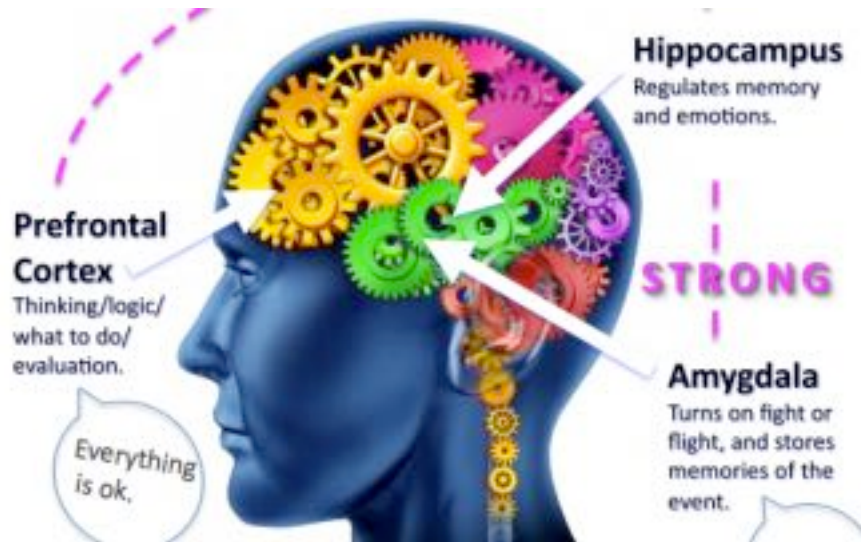


Managing Child and Adolescent Anxiety

What is mental health “a state of wellbeing in which every individual realizes his or her own potential, can cope with the normal stress of life, can work productively and fruitfully, and is able to contribute to his or her community” (WHO, n.d.).

- There are two types of stress:
 1. Positive stress- is short term, feels excited, motivates
 2. Negative stress- can be short or long, causes anxiety, can lead to mental and physical problems
- Response to stress
 1. Physical
 2. Emotional
 3. Behavioural
- When are worries a problem?
 1. Anxiety is greater than normal
 2. Excessive time worrying
 3. Development of fears that don't go away
 4. Hard to cope with everyday life
 5. Causes distress to the adolescent or child.



- New Brain: Prefrontal cortex or neocortex responsible for problem solving, logic and making decisions
- Amygdala is an old centre of the brain responsible for fight, flight, or freeze response.
- **How to support an anxious adolescent or child**
 1. Build supports
 2. Model positive behaviours
 3. Encourage coping behaviours; discourage avoidance
 4. Set routines
 - Set clear limits, realistic expectations, consequences and follow through
 - Set routine for meals, homework, and **bedtimes**
 - Eat healthy
 - Monitor stress levels
 - Physical activity
 - Have fun
 - **Encourage independence = builds self confidence**

Reference

Young, L. (2017). *Helping Your Anxious Child and Teen Manage Their Anxiety*. Alberta Health Services-Prevention and Health Promotion Addiction and Mental Health.

Success in School for Children and Youth in Care

- There are children that are in need of intervention if there are “reasonable and probable grounds to believe that the survival, security, or development of the child is endangered” because:
 - a) The child has been lost or abandoned
 - b) The guardian of the child is dead and the child has no other guardian
 - c) The child is neglected by the guardian
 - d) The child had been or there is substantial risk that the child will be physically injured or sexually abused by the guardian of the child
 - e) The guardian of the child is unwilling to protect the child from physical injury or sexual abuse
 - f) The child has been emotionally injured by the guardian of the child
 - g) The guardian of the child is unable or unwilling to protect the child from emotional injury
 - h) The guardian of the child has subjected the child to, or is unable to protect the child from, cruel and unusual treatment or punishment.

(Alberta Government,
Alberta Children’s Services)

- See “Key Decision Points in Child Intervention” Alberta
- Placement Options
 - a) Approved kinship care
 - b) Licensed foster care
 - c) Group care
 - d) Residential treatment care
 - e) A supported independent living
- **ACE- Adverse Childhood Experiences**
 - a) ACEs are adverse childhood experiences that harm children’s developing brains so profoundly that the effects show up decades later.

- b) They cause much of chronic disease, mental illness, and are at the root of most violence
- The 10 ACEs the researchers measure:
 - Physical, sexual, and verbal abuse
 - Physical and emotional neglect
 - A family member who is: depressed or diagnosed with other mental illness, addicted to alcohol or another substance, in prison
 - Witnessing a mother being abused
 - Losing a parent to separation, divorce, or other reason.

Probability of Outcomes
Given 100 American Adults

33 No ACEs	51 1-3 ACEs	16 4-8 ACEs
WITH 0 ACEs 1 in 16 smokes	WITH 3 ACEs 1 in 9 smokes	WITH 7+ ACEs 1 in 6 smokes
1 in 69 are alcoholic	1 in 9 are alcoholic	1 in 6 are alcoholic
1 in 400 uses IV drugs	1 in 43 uses IV drugs	1 in 30 use IV drugs
1 in 14 has heart disease	1 in 7 has heart disease	1 in 6 has heart disease
1 in 96 attempts suicide	1 in 10 attempts suicide	1 in 5 attempts suicide

- What are our responsibilities
 - a) Develop a holistic “Success in School Plan”
 - b) Meet as a team a minimum of twice per year
 - c) Develop opportunities to celebrate success
 - d) Work collaboratively to resolve issues
 - e) Support smooth transitions for the student

Reference

Taylor, K. (2017). *Children and Youth in Care: Success in School*. Alberta Government, Alberta Children’s Services.

Creating Healthy Schools

- **Is your School Healthy?**
- Use a comprehensive School Health framework



Use the 4 Pillars of Comprehensive School Health

- Healthy fund raising
- Priority is School Health
- Create wellness committees
- AHS fundraisers <http://www.albertahealthservices.ca/assets/info/nutrition/if-nfs-healthy-fundraising.pdf>
- Do a survey or questionnaire to the students to see if we have a healthy school
- Refer to www.jcsh-cces.ca

For more information on Comprehensive School Health and resources promoting student achievement.

- Positive Mental Health Toolkit <http://www.jcshpositivementalhealthtoolkit.com/>
- Healthy School Planner Toolkit <http://healthyschoolplanner.uwaterloo.ca/>
- You tube videos of Healthy School Planner
https://www.youtube.com/results?search_query=healthy+school+planner+jcsh