

Very early family-based intervention for anxiety: two case studies with toddlers

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ABSTRACT

Anxiety disorders represent the most common category of psychiatric disorder in children and adolescents and contribute to distress, impairment and dysfunction. Anxiety disorders or their temperamental precursors are often evident in early childhood, and anxiety can impair functioning, even during preschool age and in toddlerhood. A growing number of investigators have shown that anxiety in preschoolers can be treated efficaciously using cognitive-behavioural therapy (CBT) administered either by training the parents to apply CBT strategies with their children or through direct intervention with parents and children. To date, most investigators have drawn the line at offering direct CBT to children under the age of 4. However, since toddlers can also present with impairing symptoms, and since behaviour strategies can be applied in older preschoolers with poor language ability successfully, it ought to be possible to apply CBT for anxiety to younger children as well. We therefore present two cases of very young children with impairing anxiety (ages 26 and 35 months) and illustrate the combination of parent-only and parent-child CBT sessions that comprised their treatment. The treatment was well tolerated by parents and children and showed promise for reducing anxiety symptoms and improving coping skills.

INTRODUCTION

Anxiety disorders affect as many as 30% of children and adolescents and contribute to social and academic dysfunction. These disorders or their temperamental precursors¹ are often evident in early childhood, with 10% of children ages 2–5 already exhibiting anxiety disorders.² Anxiety symptoms in toddlerhood³ and preschool age⁴ show moderate persistence and map on to the corresponding Diagnostic and Statistic Manual anxiety disorders.^{5,6} Well-meaning parents, particularly those with anxiety disorders themselves, may respond to a child's distress around separating from parents or being around unfamiliar children by decreasing the child's exposure to these situations, for example, by not having the child start preschool or by not leaving the child with a childcare provider to go to work or socialise. In the short term, such responses may improve concurrent family function, strain the parent-child relationship, and reduce the

child's opportunity for increased autonomy, learning and social development.⁷ These avoidance strategies may initiate a trajectory where the child takes part in fewer and fewer activities, leading to social and academic dysfunction.⁸

Members of our research team began championing the idea of early intervention with young anxious children over two decades ago, with the aim of teaching children and their parents cognitive-behavioural strategies to manage anxiety before their symptoms become too debilitating.⁹ Although cognitive-behavioural therapy (CBT) has since emerged as the psychosocial treatment of choice for treating and preventing anxiety,^{10,11} at that time, most protocols that had been empirically tested were aimed at children ages 7 through early adolescence, with only a few enrolling children as young as age 6.¹² We developed and tested a parent-child CBT intervention (called "Being Brave") and reported efficacy in children as young as 4 years.^{12,13} The treatment involved teaching parents about fostering adaptive coping and implementing graduated exposures to feared situations, and modelling how to teach children basic coping skills and conduct exposures with reinforcement. In parallel, a growing number of investigators confirmed that anxiety in preschoolers could be treated efficaciously using CBT administered either by training parents to apply CBT strategies with their children or through direct intervention with children.^{14,15} Early family-based intervention using cognitive-behavioural strategies was shown to reduce rates of later anxiety and to attenuate the onset of depression in adolescence in girls.¹⁶

The question remains as to whether early intervention can be extended even younger. With few exceptions,^{17,18} most investigators do not offer direct CBT for anxiety to children under age 3 or 4,¹⁹ and none to our knowledge have treated anxiety disorders with CBT in children under age 2.¹⁹

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Illustrating Children's Picture Books Steve Withrow,Lesley Breen Withrow,2009-12-29 *Illustrating Children's Picture Books* delves into the world of illustrated books for children of all ages. It provides an international overview of today's top children's illustrators with interviews and expert information from leading practitioners in the field. The book also offers practical walkthroughs on specific creative techniques and design solutions from traditional drawing/painting and pen and ink through to digital design. Discussions on how to pace content, create emotion, develop a narrative, bring a character to life, define an age group and be culturally specific to an audience are spread throughout. Interest in illustrating and designing for young people is growing more rapidly than ever. Today's picture book illustrators and designers are some of the world's most innovative visual artists pushing the boundaries in terms of traditional and digital tools and techniques. No matter what the medium, vivid storytelling and clear communication remain the hallmark of every successful picture book.

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Digital Libraries: Universal and Ubiquitous Access to Information
George Buchanan, Masood Masoodian, Sally Jo Cunningham, 2008-11-14
This book constitutes the refereed proceedings of the 11th International Conference on Asian Digital Libraries (ICADL 2008) held in Bali, Indonesia in December 2008. The objective of

this conference series is to provide a forum for presentation of high quality research in the field of digital libraries ICADL 2008 provided an opportunity for digital libraries researchers and practitioners in the Asia Pacific area and beyond to gather to explore ideas exchange and share experiences and further build the research network in this region ICADL 2008 was a truly international event with presenters from 21 countries A total of 63 papers were accepted for inclusion in the proceedings 30 full papers 20 short papers and extended abstracts of 13 posters Submissions were subject to a rigorous blind peer review process The research topics cover the spectrum of digital libraries including multimedia digital libraries usability and evaluation information retrieval ontologies social tagging metadata issues multi and cross language retrieval digital preservation scholarly publishing and communities and more Additionally three tutorials were offered in association with the conference by Andreas Rauber Vienna University of Technology David Bainbridge University of Waikato and George Buchanan Swansea University

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Athenaeum and Literary Chronicle James Silk Buckingham, John Sterling, Frederick Denison Maurice, Henry Stebbing, Charles Wentworth Dilke, Thomas Kibble Hervey, William Hepworth Dixon, Norman MacColl, Vernon Horace Rendall, John Middleton Murry, 1879 **Case Studies in Educational and Vocational Guidance** John Marks Brewer, 1926 *The Literary Digest International Book Review*, 1926 Western Reserve University Bulletin Western Reserve University, 1930 **Children and Books** Zena Sutherland, Dianne L. Monson, May Hill Arbuthnot, 1981 Deals with children's literature its heritage its philosophy and its contribution to society

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