



June 18th 2024 Webinar: **Early Childhood Anxiety**

*Oregon Pediatric Improvement Partnership (OPIP) Learning Collaborative for **Integrated Behavioral Health in Primary Care**: Strategies and Tools to Provide Issue Focused Interventions Addressing **Social Emotional Health in Young Children (Birth to Five)***

While We Wait to Let Everyone In

PLEASE UPDATE YOUR NAME IN ZOOM TO INCLUDE:

- **FIRST AND LAST NAME**
- **INITIALS of the PRIMARY CARE PRACTICE IN WHICH YOU WORK**

NOTICE OF RECORDING

- *We will be recording this overview webinar for those attendees who registered but could not attend*



Agenda

- Topic Specific Focus for Today: **Early Childhood Anxiety**
- Case Consultation on Implementing These Strategies:
Participant Share Examples and Obtain Feedback
- Looking forward to July 2024

Reminder: Goals for 2024 Integrated Behavioral Health Learning Collaborative and **Learning Community**



1. **Provide specific **tools and strategies** that can be used to address common social-emotional issues identified in young children**
 - 3rd Tuesday of the Month Learning Webinars

 2. **Provide Case Consultation Support As You Implement These Strategies**
 - 1st Tuesday of the Month: Optional
 - Opportunity for you to come to Dr. Riley with specific cases you want consultation on approaches.
 - Attendees also welcome to come and listen to learn

 3. **In-Person Learning Session** and Sharing Time for this Learning Community**
 - October 15th: Tentative time: 8AM-1 PM
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- **On the April Call, we asked if it would be valuable to develop an optional L1stServ that could support this community to ask each other questions and get input from each other in order to further support this community.**
 - **We heard feedback that it **WOULD** be helpful so we will be launching this optional opportunity.**

IBH Listserv Update



- OPIP will be hosting listserv that will allow you to ask each other and OPIP staff questions and to share information.
- Name of the listserv will be IBHListserv@ohsu.edu
- It is OPTIONAL for you to opt in to be on this ListServ
- After the Call:
 - You will receive an email from opip@ohsu.edu with a link to sign up or you can access it with this QR link on the right.
 - Fill out the survey to sign up.
 - You will sign an attestation to not share PHI on the Listserv

Early Childhood Anxiety

- Study of ECA is relatively new – very little attention until the early 2000s
- 9-20% of preschoolers meet criteria for anxiety disorder
- Impairing to parent-child, family, and peer relationships
- “Gateway disorder” associated with later anxiety, mood, and externalizing problems

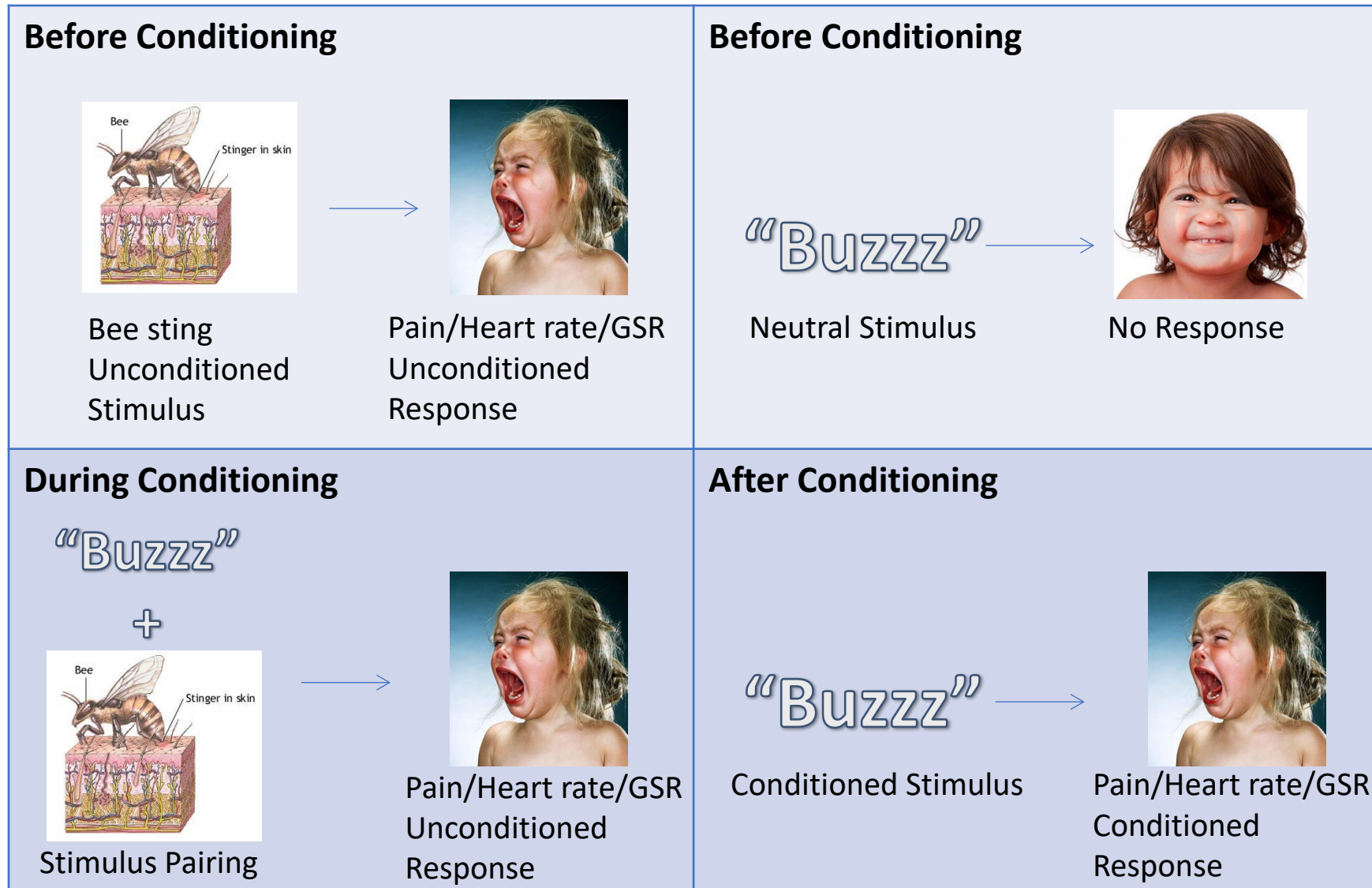


Differentiating Anxiety Disorders from Normative Anxiety

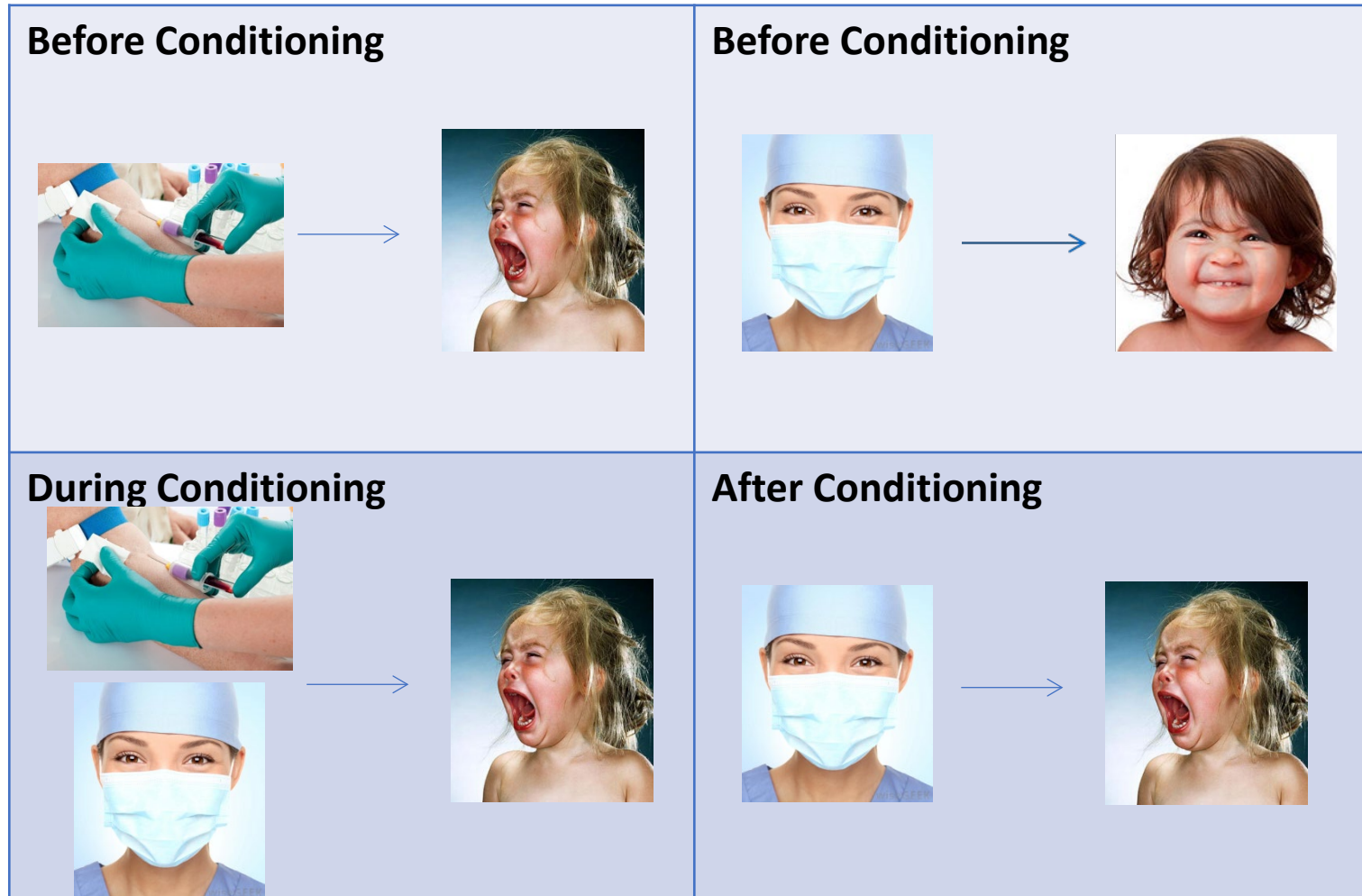


- Anxiety/fear is universal, adaptive, and developmentally normative
 - Stranger fear develops between 6-36 months
- Some symptoms of Anxiety Disorders are quite common
 - *E.g., about 25% have “persistent reluctance or refusal to sleep away from home or to go to sleep without being near a major attachment figure”*
- Persistence (4 weeks for separation anxiety disorder, 6 month for most others), distress/impairment, and developmental/cultural appropriateness are critical considerations
- Temperament predicts chronicity/recurrence
 - High behavioral Inhibition (fearfulness, wariness, avoidance of unfamiliar)
 - Low positive emotionality (pleasure, joy, enthusiasm, reward sensitivity)
- Some anxiety, particularly phobias, may start with an inciting event

Classical Conditioning Paradigm for Anxiety

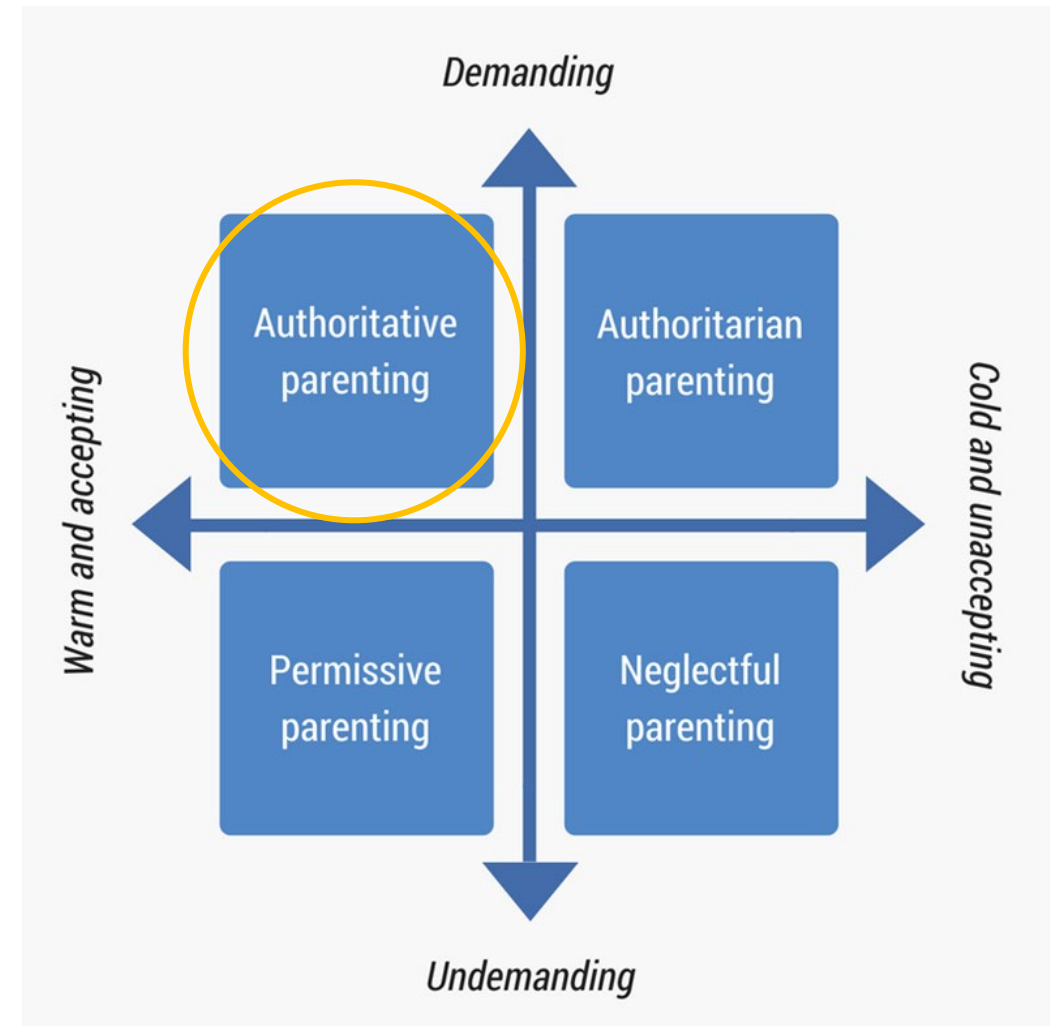


Classical Conditioning Paradigm for Anxiety

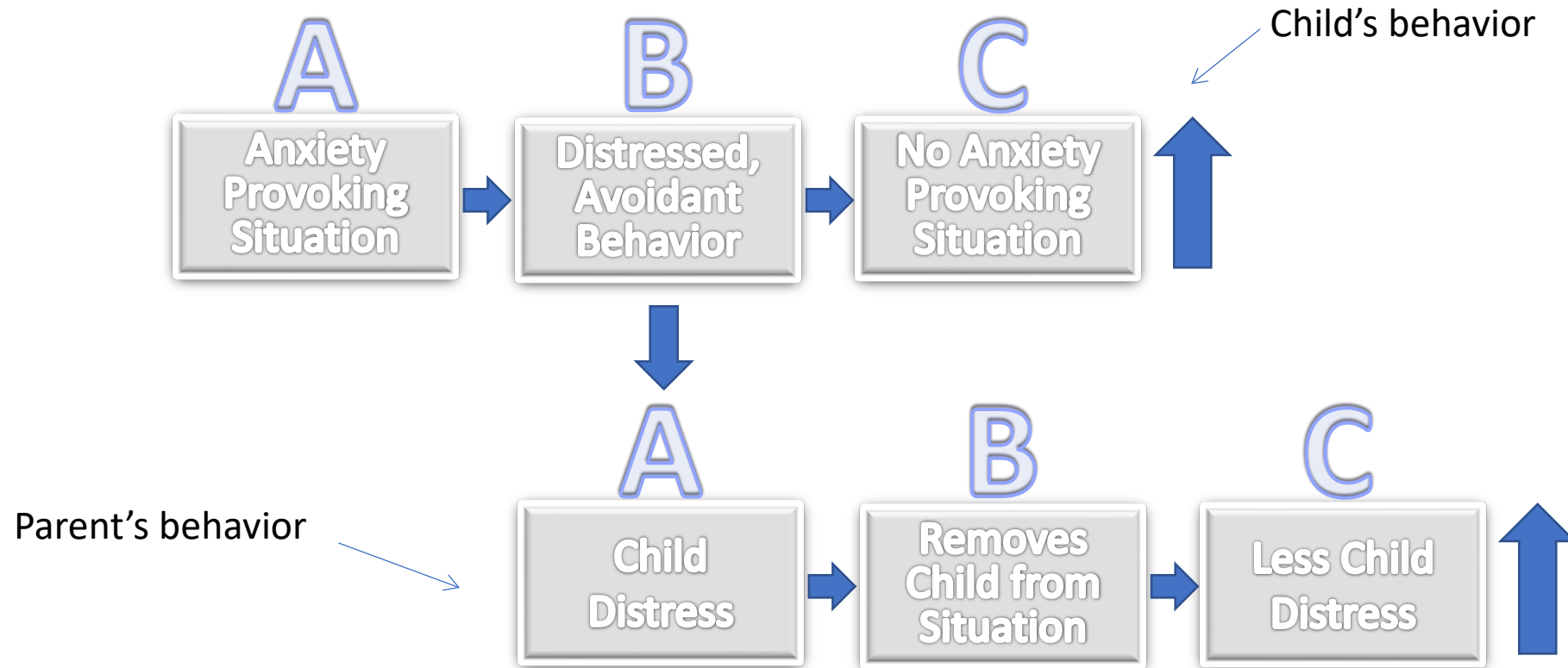


Parenting and Early Childhood Anxiety

- Child temperament and certain parenting styles interact to produce more significant and stable anxiety
 - Vicarious learning, social referencing, modeling
- Overprotective and overcritical parenting is especially linked with child anxiety
- Permissiveness also associated
- Response to child anxiety is especially important
 - Responses that increase anxiety and decrease motivation to confront feared stimuli have been shown to exacerbate/maintain anxiety

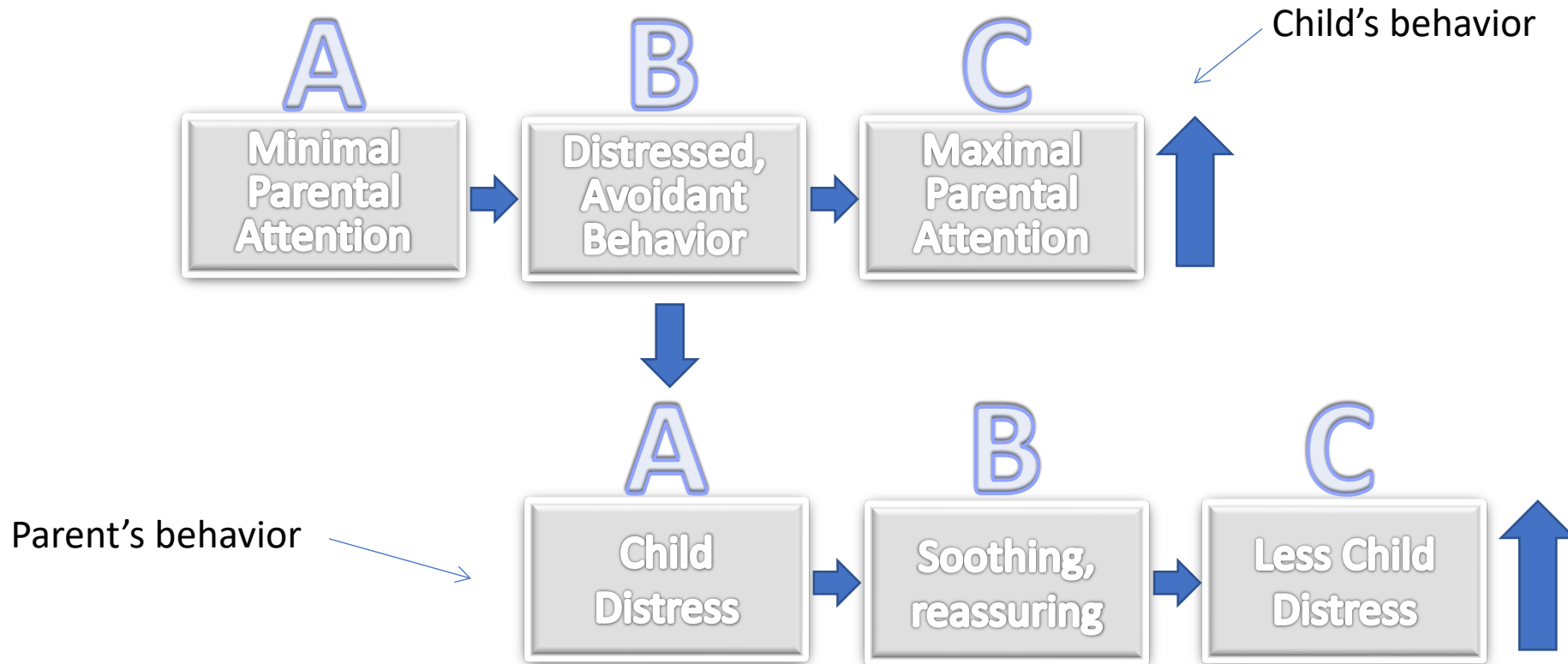


Behavior Analysis of Parent-Child Anxiety Cycle



- In this case, the child's anxiousness is *negatively* reinforced removal of the feared stimuli, and the parent's behavior is *negatively* reinforced by reduction in child distress.
- The child learns to avoid more and more feared situations.

Behavior Analysis of Parent-Child Anxiety Cycle



- The child's anxiety is *positively* reinforced by the addition of the parental attention, and the parent's soothing behavior is *negatively* reinforced by the reduction in child distress.
- The child does not learn how to self-regulate.

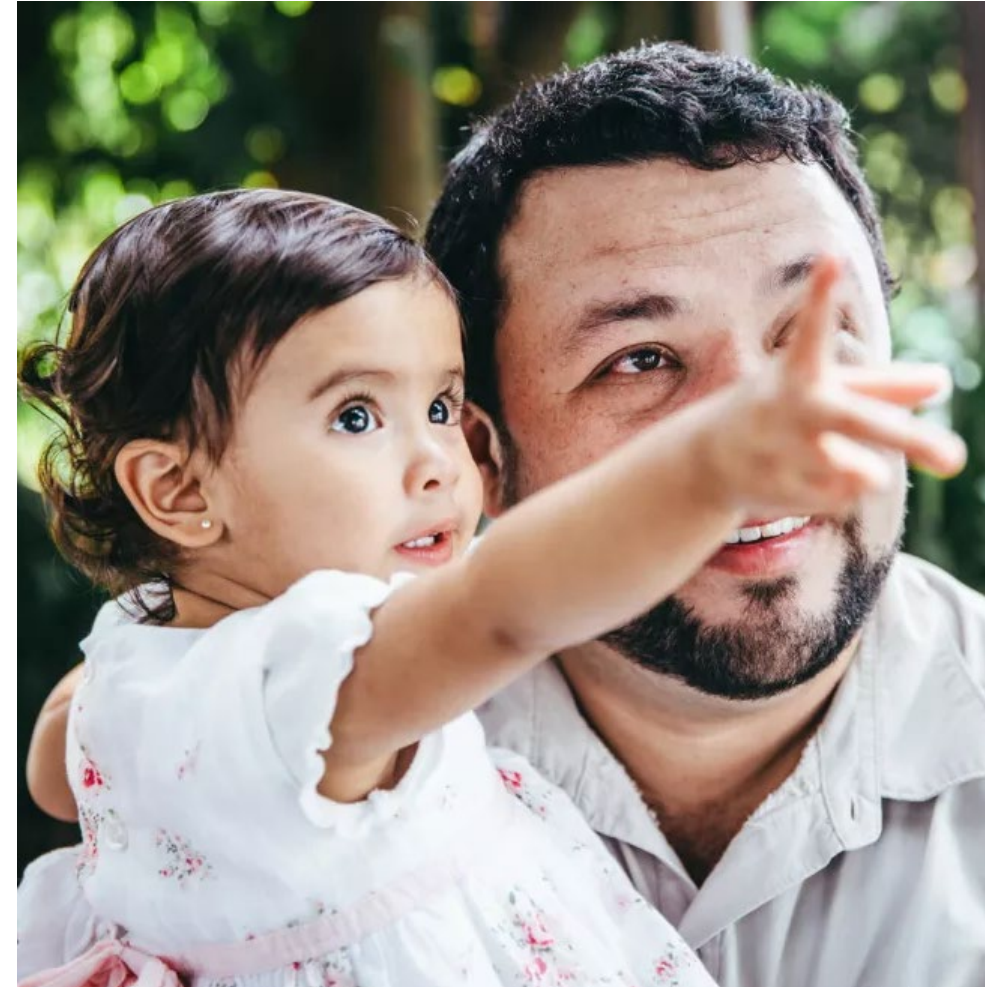
Intervention for Early Childhood Anxiety

- Well-Established
 - Family-Based CBT
- Probably Efficacious
 - Parent Group CBT
 - Parent Group + Child Group CBT
- Experimental
 - Play therapy
 - Attachment-based therapy
- Questionable Efficacy
 - Relaxation Training (CBT 2-3x more effective in OCD studies)

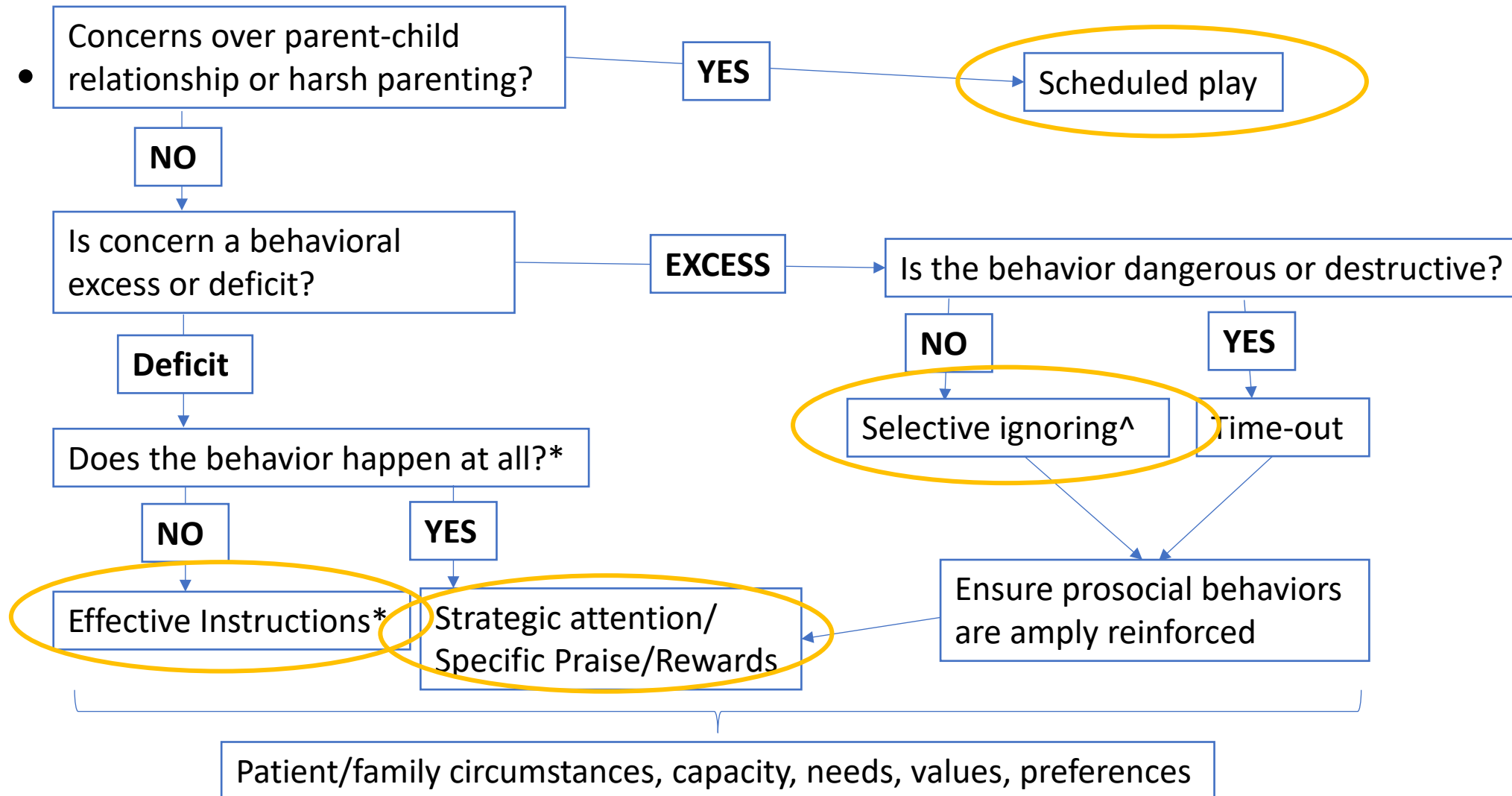


Adapting CBT for Preschoolers

- CBT for older kids and adults is effective, but relies on treatment components that are beyond the cognitive/language abilities of young children:
 - Recognizing somatic symptoms
 - Identifying maladaptive thoughts
 - Cognitive restructuring
 - Perspective taking/abstract thinking
- Effective programs borrow methods from parent management training for externalizing problems and focus on behavioral changes:
 - Psychoeducation on parent-child interactions and anxiety
 - Promotion of positive parent attending skills
 - Graduated exposure to anxiety provoking stimuli
 - Positive reinforcement of “brave” behavior
 - Ignoring/downplaying anxious behavior (hiding, whining, crying)



Decision Framework for Selecting Common Elements



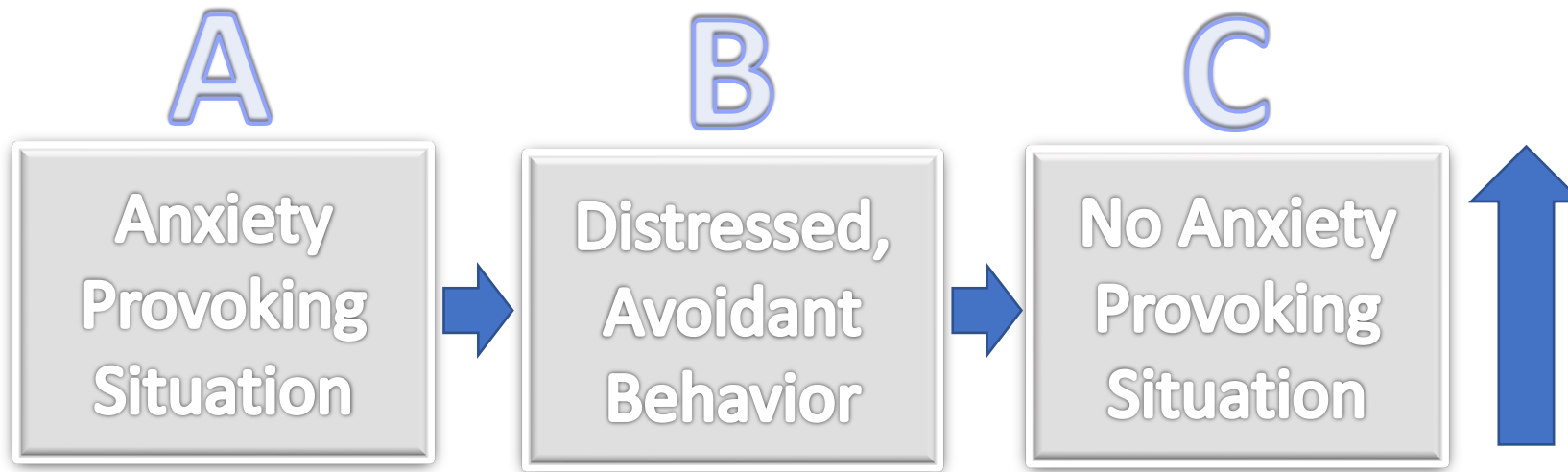
*May be approximation of terminal goal behavior; ^Consider tolerability of extinction burst

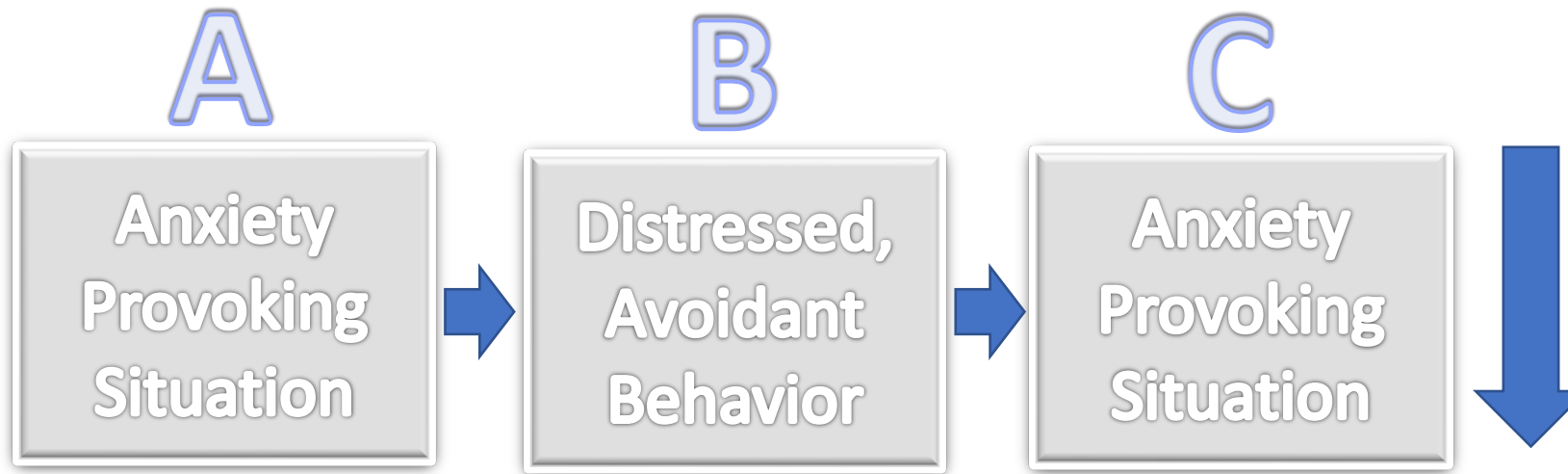
DADS Method

- **Describe the situation** – three factual, non-evaluative descriptions
 - “It looks like a dog is coming our way.”
 - Avoid excessive reassurance
- **Approach the situation** – parent approaches while describing own behavior
 - Parent walks toward exit
 - “I’m going to the door now.”
- **Direct Instruction to approach**
 - “Please stay in the play area while I go to the bathroom.”
 - “Please go stand by your teacher.”
- **Selective Attention based on child behavior**
 - Ignore avoidant/anxious behavior
 - Praise approach/brave behavior



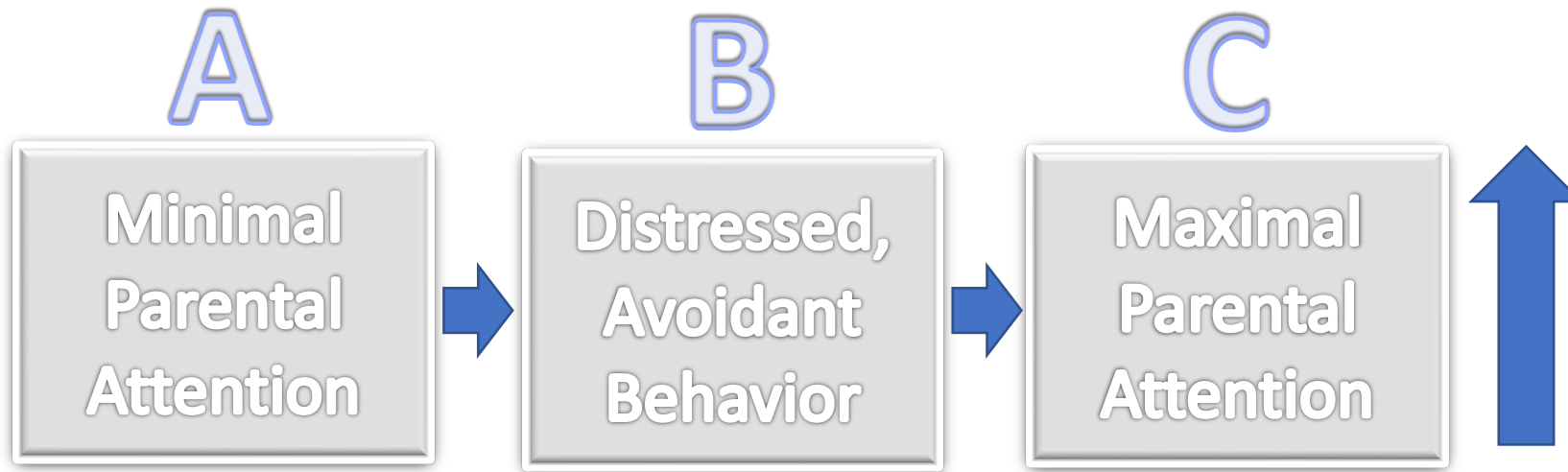
Behavior Analysis of DADS Method



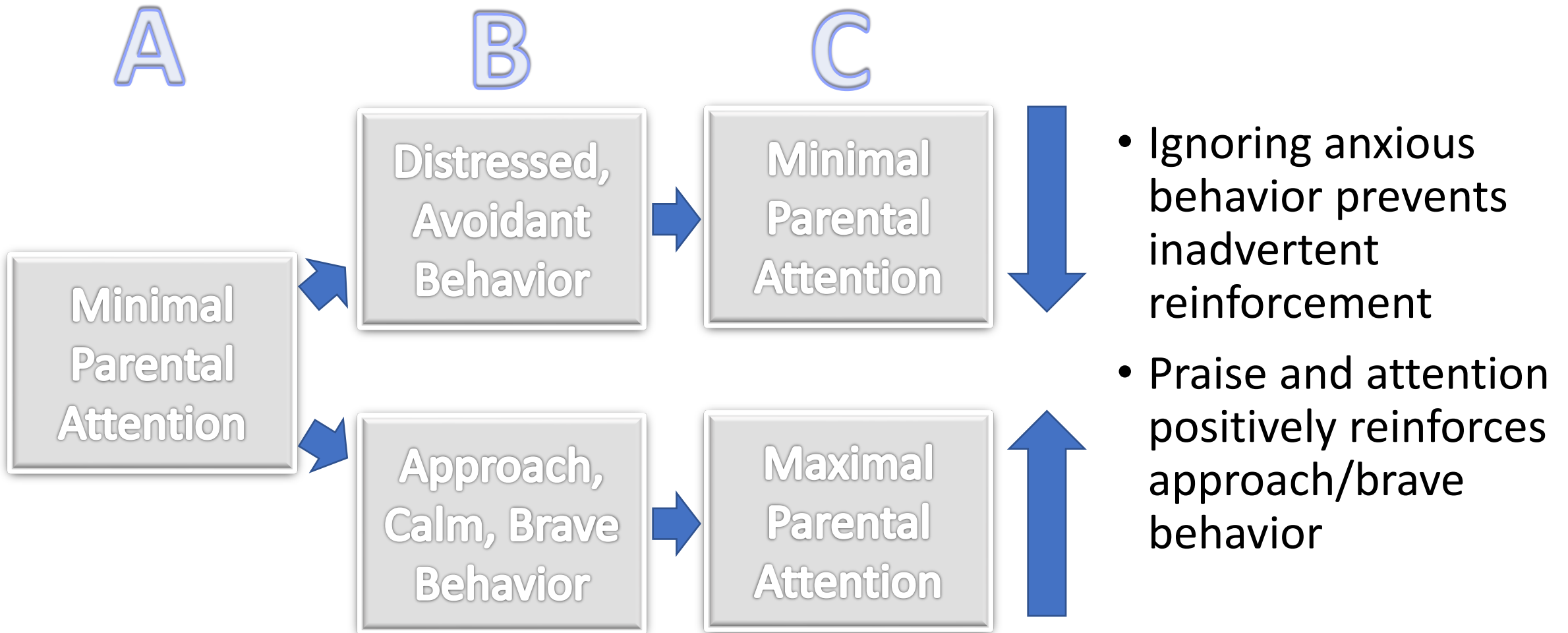


- Rather than reinforcing anxiousness by removal of the feared stimuli, prolonged exposure extinguishes anxious behavior (operant extinction)
- This often also results in presentation of conditioned stimuli (e.g., “buzz” or sight of a bee) with out the unconditioned stimulus (classical conditioning)

Behavior Analysis of DADS Method



Behavior Analysis of DADS Method



Helping Parents Manage Their Own Anxiety



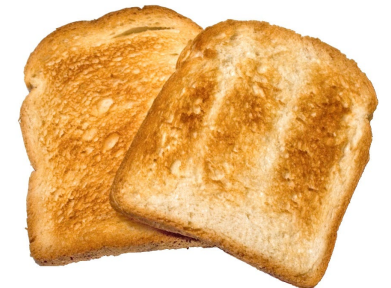
- Psychoeducation
 - Insight into the parent-child anxiety cycle
 - Reassurance that temporary acute distress, while unpleasant, is not harmful
 - Emphasis on teaching skills/long-term trajectory
 - Parenting Values
- While direct self-regulation and cognitive techniques aren't suited for young kids, they may help parents
 - Challenging and/or accepting negative thoughts
 - Notice and normalize somatic symptoms
 - Relaxation, distraction, or grounding exercises (e.g., diaphragmatic breathing, sing a song in your head, 5 Senses)
- When developing a fear hierarchy/treatment goals, consider parent anxiety in addition to child. Parental exposure to child distress is perhaps as important as child exposure in some cases.

Selective Ignoring

- *See: Pay Attention, So Attention Pays Off handout and video*
- When to use
 - *Annoying and Obnoxious* behavior (e.g., tantrums, yelling, whining, excessive crying, hyperactivity, etc.)
 - Parents who do a lot of reprimanding or have emotional reactions to misbehavior
- Goals
 - Limit attention for inappropriate behavior to avoid inadvertent positive reinforcement
 - Create contrast with praise and attention for appropriate behavior

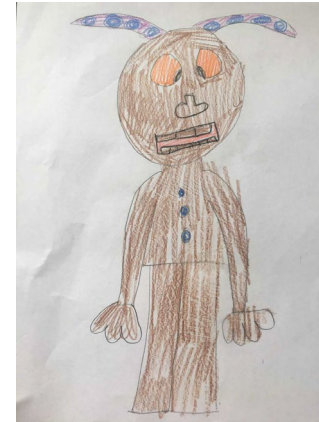
Notes on Early Childhood Anxiety

- Metaphors and analogies can be useful in psychoeducation
 - Anxiety is like a puppy begging for scraps. If you give it what it wants, it will go away, but it will be back soon for more. If you can ignore, it will irritate you for awhile and eventually give up.
 - Water (attend to) the plants you want to grow.
 - Anxiety is like a crashing wave, and we're going to learn how to surf.
 - Anxiety is a like a fire alarm: You want it to go off if there's a fire, but not every time you singe the toast



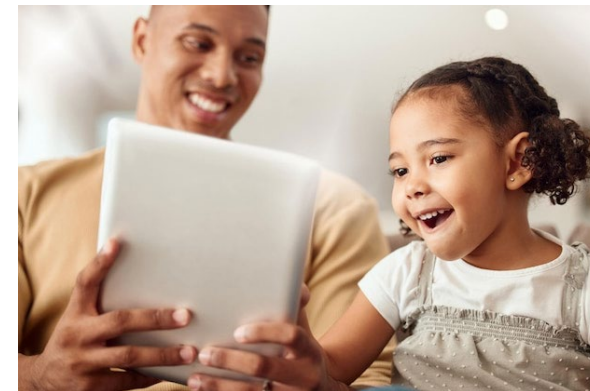
Notes on Early Childhood Anxiety

- For older preschoolers, externalizing fears and/or developing narratives may be useful
 - Drawing scary situations or “worry monster”
 - “Talking back” to anxiety (you aren’t the boss of me!)
 - Child in heroic narrative, e.g.:
 - Knight/Prince/Princess, etc
 - Crowns, magic wands
 - Quest to save the kingdom from “Fear Dragon”
 - Identify with favorite brave characters
- These methods are likely insufficient alone, but may help facilitate engagement in exposures



Notes on Early Childhood Anxiety

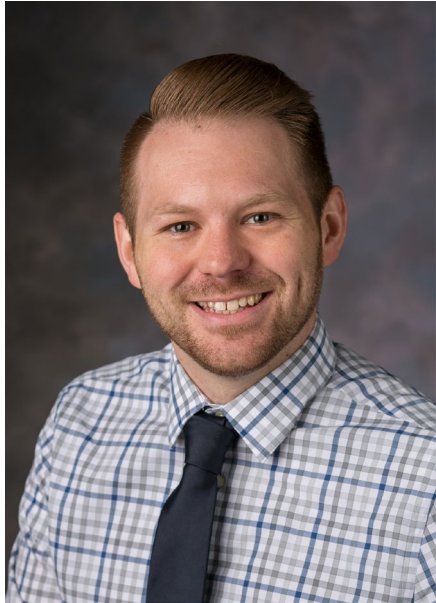
- Consider rewards – be creative!
 - Earn gold coins or “magic crystals” for engaging in exposures and saving the kingdom from the Fear Dragon
 - Brave Bucks
 - For separation anxiety
 - Fun activities available first thing at daycare/school/separation setting
 - Pre-recorded messages or phone Face-time calls for praising for brave behavior
 - Earn a special activity with caregiver after meeting bravery goal



Looking Forward



- July 16th 12-1:00: Topic Focus: **Enhancing Communication & Coordination with Medical Teams with Dr. Cody Hostutler**



- Dr. Cody Hostutler is a pediatric primary care psychologist at Nationwide Children’s Hospital and associate professor in the department of pediatrics at The Ohio State University.
- Dr. Hostutler’s career is focused on improving the behavioral health (BH) care patients and families receive within their primary care medical home through practice innovation, interprofessional education, and research.
- Specifically, he has worked within interdisciplinary teams to develop and scale innovative models of primary care integration; consult, train, and mentor primary care teams and medical residents on BH skills; and has co-authored a textbook supporting skills development for medical providers (Mental Health Strategies for Pediatric Care).



Looking Forward



Month	Topic-Focused Webinars & Person-Specific Registration Links (Third Tuesday of the Month)	OPTIONAL Office Hours & Zoom Links (First Tuesday of the Month)
June	6/18/24: 12-1pm Early Childhood Anxiety Registration Link: https://us06web.zoom.us/meeting/register/tZYod-irrDsiHdBHag1_JWuOfNM4v9BaKkCq	6/4/24: 12-12:30pm Zoom Link: https://us06web.zoom.us/j/89365465702
July	7/16/24: 12-1pm Enhancing Communication & Coordination with Medical Teams with Dr. Cody Hostutler Registration Link: https://us06web.zoom.us/meeting/register/tZAqf-2tqT0rE9c0arq-WwxBgHiKo_h6evuO	7/2/24: 12-12:30pm Zoom Link: https://us06web.zoom.us/j/89365465702
August	8/20/24: 12-1pm Early Childhood Sleep with Dr. Ariel Williamson Registration Link: https://us06web.zoom.us/meeting/register/tZlvd-2vrz8uG9UMG1rcbGG09AsDQVT8kGnk	8/6/24: 12-12:30pm Zoom Link: https://us06web.zoom.us/j/89365465702
September	9/17/24: 12-1pm Culturally-Informed Motivational Interviewing with Dr. Rachel Herbst Registration Link: https://us06web.zoom.us/meeting/register/tZYtcu6grD4jEtdlocRXNNzoAnJVImOGOGoNLp	9/3/24: 12-12:30pm Zoom Link: https://us06web.zoom.us/j/89365465702
October	10/15/24: In-Person Learning Session 8:00am-12:00, Optional Lunch from 12-1 Registration Link: https://www.eventbrite.com/e/integrated-behavioral-health-learning-collaborative-fall-learning-session-tickets-866680172727?aff=oddtcreator	
November	11/19/24: 12-1pm Toilet Training and Elimination Problems Registration Link: https://us06web.zoom.us/meeting/register/tZEduiqpjiosGNCw1rOcTgbUvM5bm4mv7Th4	11/5/24: 12-12:30pm Zoom Link: https://us06web.zoom.us/j/89365465702
December	12/17/24: 12-1pm Incorporating Trauma-Informed Principles into IBH with Dr. Kim Burkhart Registration Link: https://us06web.zoom.us/meeting/register/tZcuceGoqjwpH9liz8bWB91uBhtxGIIA1l0A	12/3/24: 12-12:30pm Zoom Link: https://us06web.zoom.us/j/89365465702



This Learning Community for Integrated Behavioral Health is financially supported by Health Share of Oregon.