General Psychiatry

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 precursors[1] are often evident in early childhood, with 10% of children ages 2–5 already exhibiting anxiety disorders.[2] Anxiety symptoms in toddlerhood[3] and preschool age[4] 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 impair concurrent family functions, strain the parent–child relationship, and reduce the child's opportunity for increased autonomy, learning and social development.[7] These avoidant 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 became too debilitating.[9] Although cognitive–behavioural therapy (CBT) has since emerged as the psychosocial treatment of choice for treating and preventing anxiety,[9 10] 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.[11] 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 2.7.[20]

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Picture Book For Toddlers Case Studies

John Marks Brewer

Picture Book For Toddlers Case Studies:

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 workthroughs 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 *The Art of Children's Picture Books* Sylvia S. Marantz,Kenneth A. Marantz,1995 First Published in 1995 Routledge is an imprint of Taylor Francis an informa company Filming the Children's Book Casie E. Hermansson,2018-12-19 This book explores the adaptation of children s metafictions including works such as Inkheart The Invention of Hugo Cabret and the Harry Potter series *How to Write and Publish a Successful Children's Book* Cynthia Reeser,Cynthia Resser,2010 Children s books are very special and have introduced millions of young people to the joys of reading Single mums and top celebrities alike have penned best sellers promoting the virtues and values for children to lead happy healthy lives There are many different ways that a children s book can be written from the simplest rhyming picture books to more involved novella stories Whatever your story may be publishing it is within your grasp The book provides a complete overview of everything a prospective children s writer needs to complete and publish his or her own children s book You will start by learning how to recognise the market that your book s style fits You will learn the basics of the children s book publishing industry and how it is fundamentally different from that of the rest of the publishing industry You will learn how to choose the right publisher or print on demand printer for your book and how to start preparing the package with special consideration for illustrations and other aspects of your book that might change the overall presentation You will learn what morals and values publishers and readers look for in good children s books and what you should expect in a publication deal You will learn how to build a relationship with your editor what to expect in revisions and how to learn the process of selling your book You will learn how to gain publicity on your own and what you can do to build your book into a long term career For anyone that has ever written or is considering writing their own children s book this book will provide the information and resources you need to get published *How to Self-publish and Market a Children's Book (Second Edition)* Karen P Inglis,2021-05-19 An indispensable easy to read resource from international bestselling children s author Karen Inglis A masterclass all wrapped up in a book Have you written a children s story that you can t find a home for Do you need help with your early self publishing journey or with

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conference series is to provide a forum for presentation of high quality research in the eld of digital libraries ICADL 2008 provided an opportunity for digital libraries researchers and practitioners in the Asia Paci c 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 usab ity and evaluation information retrieval ontologies social tagging metadata issues multi and cross language retrieval digital preservation scholarly p lishing and communities and more Additionally three tutorials were o ered in association with the conference by Andreas Rauber Vienna University of Technology David Bainbridge University of Waikato and George Buchanan Swansea University **Illustrated Editions of Children's Books** Carnegie Library of Pittsburgh,1923 *Journal of the American Association of University Women* American Association of University Women,1924 *Children's Books and Their Illustrators* Gleeson White,1897 **Child Study** ,1927 *Contemporary Illustrators of Children's Books* ,1930 Children's Catalog H.W. Wilson Company,1925 The 1st ed includes an index to v 28 36 of St Nicholas **Handbook of the New York Child Welfare Exhibit in the 71st Regiment Armory from Jan. 18 to Feb. 12, 1911** ,1910 Children's Book Review Service Children's Book Review Service,1978 Case Studies in Educational and Vocational Guidance John Marks Brewer,1926 **The Family** ,1923 Child Health Magazine ,1924 **Western Reserve University Bulletin** Western Reserve University,1930 The Literary Digest International Book Review ,1926 **Current Magazine Contents** Kirke Mechem,1928

Unveiling the Energy of Verbal Artistry: An Psychological Sojourn through **Picture Book For Toddlers Case Studies**

In a world inundated with screens and the cacophony of fast communication, the profound power and psychological resonance of verbal art usually fade into obscurity, eclipsed by the regular onslaught of sound and distractions. Yet, nestled within the lyrical pages of **Picture Book For Toddlers Case Studies**, a captivating work of fictional brilliance that impulses with raw thoughts, lies an memorable trip waiting to be embarked upon. Composed with a virtuoso wordsmith, that exciting opus guides viewers on a mental odyssey, lightly revealing the latent possible and profound influence embedded within the delicate internet of language. Within the heart-wrenching expanse of the evocative examination, we will embark upon an introspective exploration of the book is central themes, dissect their captivating publishing type, and immerse ourselves in the indelible impression it leaves upon the depths of readers souls.

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