

DEBORAH C. BEIDEL & CANDICE A. ALFANO

CHILD
ANXIETY
DISORDERS

*A Guide to
Research and
Treatment*

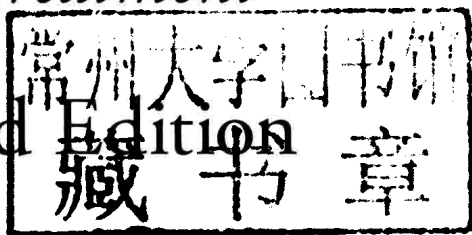
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This book is dedicated to our mentor and eternal friend Samuel M. Turner. Among the many gifts he shared with his patients, colleagues, students, and friends, perhaps no other has been as influential as his dedication to knowledge and truth. His legacy lives on not only in the hundreds of papers, chapters, and books he contributed to the science of clinical psychology but also in those of us fortunate enough to miss his brilliance, wit, and laughter.

**Candice A. Alfano
Deborah C. Beidel**

About the Authors

Deborah C. Beidel received her PhD in 1986 from the University of Pittsburgh. After serving on the faculty at the University of Pittsburgh, the Medical University of South Carolina, the University of Maryland–College Park, and The Pennsylvania State University College of Medicine, she joined the doctoral program in clinical psychology at the University of Central Florida (UCF) in 2007. In addition to her appointment as professor of psychology, she is director of the doctoral program in clinical psychology and director of the UCF Anxiety Disorders Clinic. She was the 1990 recipient of the New Researcher Award from the Association for Advancement of Behavior Therapy, the 1995 Distinguished Educator Award from the Association of Medical School Psychologists, and the 2005 Samuel M. Turner Clinical Research Award from the Society of Clinical Psychology of the American Psychological Association. Dr. Beidel holds the American Board of Professional Psychology (ABPP) Diplomate in Clinical Psychology and Behavioral Psychology and is a Fellow of the American Psychological Association and the Association for Psychological Science. Her academic, research, and clinical interests focus on child and adult anxiety disorders, including their etiology, psychopathology, and behavioral treatment. She is the associate editor of *Journal of Anxiety Disorders*. In addition to several professional books, Dr. Beidel is the author (along with Cynthia Bulik and Melinda Stanley) of the undergraduate textbook, *Abnormal Psychology: A Scientist-Practitioner Approach*. She has been the recipient of numerous grants from the National Institute of Mental Health (NIMH) addressing the development and efficacy of behavioral interventions for adults and children with anxiety disorders.

Candice A. Alfano received her PhD in clinical psychology in 2005 from the University of Maryland at College Park. After completing a post-doctoral research fellowship at the Johns Hopkins University School of Medicine, she joined the faculty at the Children's National Medical Center (CNMC) in Washington, D.C. Dr. Alfano is assistant professor

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Preface

It is now recognized that childhood anxiety disorders are among the most common psychological disorders in the United States. These debilitating disorders continue to have an impact on the lives of many children and result in both short- and long-term impairments. Research aimed at understanding their manifestations continues to emerge, and since the publication of the first edition of this book, many efficacious treatment programs have been developed. However, this literature often does not make its way into the hands of the health and mental health professionals, who every day attempt to manage and treat children with these conditions.

Over the years, we have provided many workshops on treating childhood anxiety disorders, and we often are asked for clinical materials (e.g., treatment plans, treatment manuals, sample fear hierarchies, self-monitoring forms) that we use in our clinical practice and in our ongoing treatment protocols. Thus, in this book, we discuss the research results of many investigators and describe our clinical experience in treating children with anxiety disorders. We hope that by including these clinical materials we can make more vivid the scientific descriptions and illustrate the range, severity, and functional impairment that childhood anxiety disorders can impart. In addition, we hope that these clinical materials illustrate the creative process of fitting appropriate treatments to individual cases, the necessity for understanding the nature of these conditions and how they affect youth who are afflicted, and the need for an understanding of the scientific literature. Indeed, it is unlikely, in our view, that childhood anxiety disorders can be effectively and appropriately treated if any of these components are missing. Hence, one objective was to discuss the material presented in such a manner that this would be unabashedly clear. We trust we were successful in this regard.

Because fears are so common in children, we felt that it was important that this book include not only anxiety disorders but also the developmental background necessary to place childhood anxiety disorders in their proper context. Therefore, we have divided this book into two parts. Part I, consisting of the first five chapters, provides an overview

of children's fears, children's anxiety disorders, developmental considerations, the role of sleep in the development and maintenance of anxiety, and etiological factors that cut across specific disorders. Many of the interventions used to treat anxiety disorders in children emerged from the literature on adult disorders, and as such, sometimes are neither developmentally sensitive nor appropriate for children or adolescents. For graduate students and clinicians who are just beginning to do research or clinical interventions in this area, it is important to have a clear understanding of how these developmental factors affect both clinical presentation and the construction and implementation of efficacious treatment plans. Part II includes chapters on all of the identified childhood anxiety disorders.

New to this edition is a chapter on sleep and anxiety disorders. We included this chapter for several reasons. First, while there is considerable evidence that sleep problems are common across different forms of child psychopathology, and a majority of children presenting with a primary complaint of insomnia meet criteria for a psychiatric problem or disorder, a relationship with anxiety is perhaps most robust. Accumulating evidence suggests that sleep problems that begin during early childhood presage the later development of anxiety disorders. Further, since inadequate sleep impairs both physical and emotional health, the presence of these problems can significantly affect our attempts to treat childhood anxiety disorders. Since sleep disorders in children are complex, requiring understanding of both developmental and environmental factors that affect sleep patterns, sleep architecture, and sleep behaviors, we include a discussion of these unique considerations. Overall, the role of sleep disorders as an etiological factor, a clinical symptom, and a possible barrier to efficacious treatment is becoming clearer. Given the impact of sleep on physical, mental, and emotional functioning, we believe that the time is right to present the research examining the relationship between sleep and childhood anxiety.

Throughout the chapters, we endeavor not only to emphasize the developmental focus but also to present the literature on variations in clinical presentation by age, sex, race or ethnicity, and culture. As we noted in the first edition, data regarding the role of culture remain sparse, and we continue to encourage researchers to consider this area of research.

As authors, we are responsible for the veracity of the material contained in this book. However, with the assistance of others, its completion would not have been possible. First, we would like to thank our editor, George Zimmar, for his encouragement, good humor, and patience. Second, to Marta Moldvai, senior editorial assistant, thank you for your guidance and help with this second edition. We also want

to acknowledge the assistance of Franklin Mesa in supervising the collection and editing of the references. Special thanks to Ed Beidel and Miguel Buddle, and the rest of our families and friends, who show never-ending patience for the long hours needed to produce the book. Finally, we thank our patients and their parents, who never fail to teach and inspire us in so many ways. It is our privilege to work with and learn from you.

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