



## Home Study Continuing Education Program



### **The Worried Child**

**Recognizing Anxiety in Children and Helping Them Learn**

**By Paul Foxman, Ph.D.**

**Certification Number:**



# Home Study Program

## Instructions

1. Purchase/obtain the book or article.
2. Read the book or article.
3. Complete the test with a score of 75% or better.
  - a. You may take it online if you wish. Please refer to the instructions on the registration page of the test packet.
  - b. You may take the test more than once at no cost.
4. Sign the test form.
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**Approved for Social Workers, Psychologists, Licensed Mental Health Counselors, LADCs, Certified Counselors and NAADAC members.**

## The Worried Child By Paul Foxman, Ph.D.

Please choose one answer for each of the following questions:

1. It is estimated that \_\_\_\_\_% of the population will develop a diagnosable anxiety disorder at some point in their lifetime.

1. 90%    2. 10%    3. 25%    4. 50%

2. Anxiety sufferers over-utilize healthcare services in an effort to obtain a correct diagnosis and effective treatment. (T) (F)

3. Anxious children make up the most common group of pediatric emotional disorders. (T) (F)

Chapter 1: What is Anxiety?

4. \_\_\_\_\_ is a state of apprehension or worry about a danger or threat that might occur.

1. Fear            2. Anxiety            3. Stress            4. Fright

5. Which of the following threats can contribute to anxiety in children?

1. Seeing a gun or weapon            2. Divorce of parents    3. A serious illness or injury    4. All of the above

6. The three key ingredients that coincide to create an anxiety disorder are:

1. Gender, age, and stress            2. Personality, geographic location, and age  
3. Stress, gender, and birth order    4. Biological sensitivity, personality, and stress

Chapter 2: Childhood Anxiety Disorders

7. Children can develop the same anxiety disorders as adults. (T) (F)

8. Which of the following disorders is not considered to be an anxiety disorder?

1. Generalized Anxiety Disorder    2. Asperger's Disorder  
3. Posttraumatic Stress Disorder    4. Panic Disorder

9. A set of traits that are characteristic of children who develop anxiety disorders is known as \_\_\_\_\_.

1. Biological sensitivity    2. Emotional intelligence    3. Anxiety personality    4. Multiple intelligence

10. Anxious children are difficult to identify in school because they are generally \_\_\_\_\_.

1. Cooperative "pleasers"    2. High achieving    3. Well-behaved    4. All of the above

### Chapter 3: Personality Traits in Anxious Children

11. Which of the following personality traits are not typically observed in children with anxiety disorders?

1. Perfectionism
2. Hostility
3. Frequent worry
4. Difficulty relaxing

12. The anxiety personality profile has advantages as well as disadvantages. (T) (F)

### Chapter 4: Birth and Beyond: Developmental Stages and the Roots of Anxiety

13. The process of bonding begins \_\_\_\_\_.

1. Immediately after birth
2. When children begin to develop language skills
3. In utero
4. During the birth experience

14. The brain area most associated with emotions and anxiety is the \_\_\_\_\_.

1. Temporal lobe
2. Brain stem
3. Corpus callosum
4. Limbic system

15. Research has shown that language recognition begins after birth. (T) (F)

16. Virtually all child development takes place in \_\_\_\_\_.

1. Stages
2. Patterns
3. Unpredictable periods
4. Quantum leaps

### Chapter 5: The Family and Anxiety in Children

17. Parents can minimize the impact of divorce and reduce anxiety in children by \_\_\_\_\_.

1. Cooperating after divorce
2. Preparing children in advance
3. Remaining focused on children's needs
4. All of the above

18. Parents contribute to anxiety in children when they use \_\_\_\_\_.

1. Harsh discipline
2. Advance planning
3. Emotional communication
4. Positive reinforcement

### Chapter 6: Society and Anxiety

19. Which of the following threats is not considered a risk for anxiety in children?

1. Natural disasters
2. Child abuse
3. Drugs and alcohol
4. Global warming

20. Some businesses exploit children in their product advertisements by appealing to their need for social acceptance. (T) (F)

### Chapter 7: Terrorism, War, and Child Anxiety

21. Parents can manage their children's anxiety about war and terrorism by \_\_\_\_\_.

1. Maintaining daily routines
2. Limiting exposure to televised news
3. Answering children's questions honestly
4. All of the above

### **Chapter 8: Anxiety in School**

**22. As a large system, schools have no power to reduce anxiety in children.**

- 1. True**
- 2. False**

**23. Which of the following sources of anxiety can be attributed to schools?**

- 1. Excessive homework**
- 2. Bullying and teasing**
- 3. Social stress**
- 4. All of the above**

### **Chapter 9: The Media and Child Anxiety**

**24. Television contributes to anxiety in children due to \_\_\_\_\_.**

- 1. Violent program content**
- 2. Stimulation overload to the brain**
- 3. Manipulative advertising directed to children**
- 4. All of the above**

**25. The American Psychological Association warns that television influences children by \_\_\_\_\_.**

- 1. Reducing sensitivity to the pain and suffering of others**
- 2. Increasing fearfulness**
- 3. Stimulating aggressive behavior**
- 4. All of the above**

**26. The National Institute of Mental Health has stated conclusively that violence on television is correlated with aggressive behavior in children.**

- 1. True**
- 2. False**

**27. Video games can contribute to anxiety in children due to \_\_\_\_\_.**

- 1. Ergonomic stress**
- 2. Violent content**
- 3. Neglecting homework**
- 4. High cost of equipment and games**

### **Chapter 10: Biochemistry, Medication, and Nature's Remedies**

**28. Paxil is now considered a safe medication for children under eighteen years old.**

- 1. True**
- 2. False**

29. An alternative medicine approach to treating anxiety in children is \_\_\_\_\_.

1. Herbal therapy
2. Homeopathy
3. Aromatherapy
4. All of the above

#### Chapter 11: Psychotherapy for Anxious Children

30. Research has demonstrated that the most effective form of therapy for anxiety in children is \_\_\_\_\_.

1. Cognitive behavioral therapy
2. Medication
3. Diet and nutrition
4. Relaxation training

31. Family therapy is sometimes necessary in treating children's anxiety.

1. True
2. False

#### Chapter 12: A Chapter for Young People: What You Can Do to Treat Your Own Anxiety

32. Children cannot realistically be expected to help themselves overcome anxiety.

1. True
2. False

#### Chapter 13: Case Examples

33. In the case examples presented by the author, who was not able to tolerate separation from parents?

1. Erin
2. Michelle
3. Adam
4. Nicholas

#### Appendix: What Schools Can Do to Reduce Anxiety

34. Schools can reduce anxiety in children by \_\_\_\_\_.

1. Considering alternatives to tests and grades
2. Ensuring safety of students
3. Partnering with parents
4. All of the above

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COURSE EVALUATION

**Topic Title: The Worried Child: Recognizing Anxiety in Children and Helping Them Heal.**

**Participant's Name:** \_\_\_\_\_

We appreciate your help in evaluating this program. Please indicate your rating of the presentation in the categories below by circling the appropriate number, using a scale of 1 (low) through 5 (high). Please fill out both sides of this form:

**OBJECTIVES**

I am better able to:

- \_\_\_ 1. Understand the stages of anxiety therapy and treatment progress.
- \_\_\_ 2. Realize how parents can reduce anxiety in their children.
- \_\_\_ 3. Evaluate the pros and cons of medications for children as well as alternative medicine approaches.
- \_\_\_ 4. Speak directly to children about their anxiety.

**CONTENT**

- \_\_\_ 1. Appropriate for intended readers.
- \_\_\_ 2. Consistent with stated objectives.

**TEACHING METHODS**

|                       |                                  |                                       |
|-----------------------|----------------------------------|---------------------------------------|
| Author                | Knowledgeable in<br>Content area | Content consistent<br>with objectives |
| Paul Foxman,<br>Ph.D. |                                  |                                       |

**COMMENTS:**

**RELEVANCY**

- \_\_\_ 1. Information could be applied to practice.
- \_\_\_ 2. Information could contribute to achieving personal, professional goals.

|  |                   |              |                |
|--|-------------------|--------------|----------------|
| This program enhanced my professional expertise. | ___ Substantially | ___ Somewhat | ___ Not at all |
| I would recommend this program to others.        | ___ Yes           | ___ No       | ___ Not sure   |

**COMMENTS/PROGRAM IMPROVEMENTS:**



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