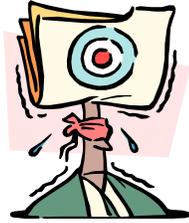
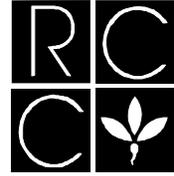


**RICHLAND COMMUNITY COLLEGE  
TEACHING AND LEARNING SUPPORT  
SERVICES**



## ANXIETY DISORDER

### **WHAT IS ANXIETY DISORDER?**

Generalized anxiety disorder is characterized by chronic anxiety that persists for at least six months. General anxiety can develop at any age. The focus of anxiety is more internal. Anxiety affects a person's whole being—physiological, behavioral, and psychological. There are many different kinds and different levels of intensity.

### **HOW DO THESE PROBLEMS SHOW UP IN THE CLASSROOM?**

Student may be preoccupied and unable to concentrate.

“...emotional attention comes before cognitive recognition.” *Special Needs Brain*

Shortness of breath

Trembling or shaking

Nausea

Not prepared for tests

Negative feelings of self-worth

Unable to get started with what has to be done

May be unable to attend class even though the person is not really “ill”

Perfectionism

Excessive need for approval

Tendency to ignore physical and psychological signs of stress

Excessive need for control

Headaches

Fatigue

Confusion

Mood swings

Apathy

Feeling overwhelmed

## **WHAT CAN I DO TO HELP MYSELF?**

Learn your strengths and weaknesses.

Use your strengths to cope with your weaknesses.

Focus on solutions to the problems that worry you.

Learn relaxation techniques.

Plan time for regular exercise.

Use a low-stress diet.

Build in mini-breaks during the day.

Identify social support.

Learn to be assertive.

Learn positive self-talk.

Set goals and work towards them.

Do a task analysis of those issues that cause the most problems and learn to do things a step at a time.

Understand the nature of your anxiety; learn as much as possible about it.

Try to become task-oriented rather than problem-oriented. Think about the activity you need to do.

Consider medication from your doctor.

From *How the Special Needs Brain Learns* by David A. Sousa: “The human brain is programmed to deal first with its owner’s survival and emotional needs. Therefore, the brain is unlikely to attend to any other task until it is assured that these needs have been met and that the environment poses no threat.”

“Students must feel physically safe and emotionally secure before they can focus on the curriculum.”

From *The Anxiety & Phobia Workbook*: “A complete program of recovery from an anxiety disorder must intervene at all three levels to:

1. Reduce physiological reactivity
2. Eliminate avoidance behavior
3. Change subjective interpretations (or self-talk) which perpetuate a state of apprehension and worry.

## **HELPFUL RESOURCES:**

[www.remedyfind.com/HC-Anxiety.asp](http://www.remedyfind.com/HC-Anxiety.asp)

[www.panicdisorder.about.com/mbody.htm](http://www.panicdisorder.about.com/mbody.htm)

[www.socialanxiety.factsforhealth.org](http://www.socialanxiety.factsforhealth.org)

[www.mentalhelp.net/psyhelp](http://www.mentalhelp.net/psyhelp)

[www.teachhealth.com](http://www.teachhealth.com)

## **AVAILABLE IN THE RESOURCE ROOM:**

*The Anxiety & Phobia Workbook*

*How the Special Needs Brain Works*

Handouts and units

**For additional help, contact the Learning Accommodation Services  
ext 362 or 379**