

Childhood Anxiety Disorders

Could it be a social interest underdevelopment?

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- **Identity and formation:**

- Children with anxiety experience excessive, uncontrollable, unrealistic, and unpleasant feeling or emotion of fear or worry that interferes with their lives and impairs their normal activities including relationships, social and school performances.
- Adlerian Psychology, regarding anxiety disorders, considers genetic, neurological and environmental factors, however, is basically an “application theory not possession”. How the child is using what he possesses.
- *Alfred Adler: “Do not forget the most important fact that not heredity and not environment are determining factors.—Both are giving only the frame and the influences which are answered by the individual in regard to his styled creative power.—“*
- According to Adlerian psychology, the child’s attitude about himself, others, and the world, which form the lifestyle, influences every psychological process including anxiety. Anxiety is an attitude! In fact, anxiety is beyond an emotion, not something that a child has, it is a GOAL! Anxiety is a child’s choice that helps the child detour from the tasks of life, which require courage, responsibility, capability, and feeling of belongingness. Anxiety is a socially useless movement to strive for plus situation and feeling “belongingness”. When the child’s attitude to problem-solving is avoidance, anxiety as an emotion, enforces the movement. Due to underdeveloped social interest, a child with anxiety assumes others as threatening and hence he starts to safeguard.

- **Adlerian psychoeducational intervention:**

- Rudolf Dreikurs: “Do not analyze the child, analyze your relationship with the child.”
- “Two points on a line” is required to understand the problem and how to help the child. The crux of the problem is that parents make a condition that the child infers he is incapable, or can control others (point 1 – hidden reason), and lets him achieve a goal (point 2- context). Accordingly, we reorient the child’ attitude through two ways: Adlerian parent training, and Adlerian techniques like The Question, Spit in the soup, King Midas, Sense of humor, and Acting as if (there are some other techniques for this purpose).