

### Case study 12

- **Description:** Lina, a 7-year-old girl. She often tries to take responsibility for a lot of things she can't really influence. She especially wants to feel safe and always asks again after a lesson, to double-check, to be reassured that she has understood or done the task correctly. The girl is observed to lose stability when the order or timetable of tasks changes, and to be overwhelmed by time limits and changes. In such cases, she experiences physical signs of discomfort, such as sweating, shivering and heart palpitations.

**Key words:** Anxiety, mental disorder, daily functioning.

## **Action plan for case study 12**

**Activity:** Task Planning and Review

**Materials needed:** A calendar or planner, paper, and colored pencils or markers.

### **Instructions:**

1. Explain to Lina that you will be helping her plan and review her tasks and activities for the day or week ahead.
2. Ask Lina to list the tasks and activities she needs to complete, such as homework, chores, and extracurricular activities.
3. Using a calendar or planner, help Lina create a schedule for the tasks and activities, taking into account any time limits or deadlines.
4. Encourage Lina to color code the tasks and activities using different colors to help her remember what needs to be done.
5. As Lina completes each task or activity, have her check it off the list and review how it went. Encourage her to reflect on what went well, what could have been improved, and how she can approach similar tasks or activities in the future.
6. At the end of the day or week, review the schedule with Lina and ask her to reflect on how it went. Encourage her to identify any areas where she struggled or felt overwhelmed, and brainstorm strategies to help her cope with similar situations in the future.

This activity can help Lina develop her sense of responsibility by giving her a sense of control over her tasks and activities. By creating a schedule and reviewing her progress, Lina can also build her confidence and gain a sense of accomplishment as she completes each task. Additionally, this activity can help Lina learn how to cope with changes and overcome physical signs of discomfort by providing her with a structured approach to her tasks and activities.

## Activity 2

While written tasks may not be the best approach for all students with anxiety, they can be helpful for some. Here are some examples of written tasks that could potentially help Lina with her anxiety:

1. **Journaling:** Encourage Lina to write about her thoughts and feelings in a journal. She could write about what makes her anxious, how her anxiety makes her feel, and what strategies she's tried to manage her anxiety. This can help Lina gain insight into her own thought patterns and develop coping skills for dealing with anxiety.
2. **Positive Affirmations:** Encourage Lina to write down positive affirmations, such as "I am capable," "I am strong," or "I can handle this." Have her keep the list of affirmations with her and read them when she's feeling anxious or overwhelmed.
3. **Gratitude Journaling:** Encourage Lina to write down things she's grateful for each day, such as good friends, a supportive family, or a favorite hobby. Focusing on positive things in her life can help shift Lina's mindset away from anxiety and toward gratitude.
4. **Goal Setting:** Encourage Lina to write down her goals, both short-term and long-term. This can help her feel more in control of her life and give her something positive to focus on when she's feeling anxious.

It's important to note that written tasks should be tailored to the individual student and their specific needs. It's also important to provide support and guidance to the student as they engage in written tasks, and to offer alternative approaches if the written tasks are not helping the student manage their anxiety.