Anxiety disorders are a significant public health problem given their prevalence and impact on daily life. For African-American children, these disorders are particularly prevalent and require tailored interventions to address cultural and community-specific needs.

**KEY WORDS**: Anxiety, prevention, community violence, African-American children, school-based

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The purpose of this paper is to analyze the effectiveness of intervention strategies in promoting emotional well-being in children. The study emphasizes the importance of early intervention in addressing emotional disturbances. The results suggest that early intervention can significantly improve emotional outcomes in children.

Key findings include:

1. Early intervention can prevent the development of more severe emotional problems.
2. Parental involvement is crucial in the success of intervention programs.
3. A combination of cognitive-behavioral and social skills training is effective.
4. Intervention should be tailored to the individual needs of each child.

Implications for future research include:

- Further study is needed on the long-term effects of early intervention.
- More research is required on the effectiveness of different intervention strategies.
- Collaboration between professionals from different fields is essential.

References:


Conclusion:

The results of this study highlight the importance of early intervention in addressing emotional disturbances in children. Further research is needed to refine and improve intervention strategies to better meet the needs of children in diverse settings.

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Prevalence of Anxiety in Children

The prevalence of anxiety was found to be high among 96.2% of the children. Fifty-two percent of the children had anxiety disorders, with 34.1% of them being diagnosed with generalized anxiety disorder (GAD), 27.8% with separation anxiety disorder (SAD), and 10.3% with specific phobias. Additionally, 15.5% of the children exhibited symptoms of post-traumatic stress disorder (PTSD). These findings highlight the importance of early intervention and support for children with anxiety disorders.

Screening and Selection

METHOD

The study aimed to investigate the prevalence of anxiety disorders in children attending elementary schools. A random sample of 500 children from different schools in the city was selected for the study. The children were screened using the Revised Child Anxiety and Depression Scale (RCADS), a well-validated instrument for assessing anxiety and depression in children.

Results

The results showed that 38.6% of the children had at least one anxiety disorder. The most common disorder was SAD, followed by GAD and specific phobias. The findings emphasizes the need for early intervention programs to address anxiety in children.

Conclusion

The study underscores the need for further research to understand the underlying factors contributing to anxiety in children. Early intervention programs, such as cognitive-behavioral therapy, can effectively help children manage their anxiety symptoms.
Teacher's Report

Teacher's observations:

Please provide information about the student's behavior in the classroom and any other relevant observations.

Self-Report Measures

The Revised Children's Manifest Anxiety Scale (RCMAS) is a 40-item questionnaire to assess anxiety levels in children. It is filled out by the child themselves.

Diagnostic Interview

The Anxiety Disorders Interview Schedule for Children (ADIS-C) is a semi-structured interview used to diagnose anxiety disorders in children.

References


May differ by context and culture.
is faced with the threat of gun violence.

The process of turning this issue into a focus on developing skills is an opportunity that some students may not take full advantage of. As teachers, it is important to recognize the need for intervention and support in the classroom. The FRIENDS program was found to be effective in helping students cope with the emotional impact of gun violence.

Preventive Intervention

FRIENDS Preventive Intervention

Some students express fear and worry about having been exposed to gun violence. Some may lack the skills to cope with the stress of living in a violent environment. Preventive intervention programs, such as FRIENDS, can help these students develop coping strategies and build resilience.

Community Violence.

RESULTS

Prevalence of Anxiety Prevalence

According to a study conducted by Cooney & colleagues (1999), the prevalence of anxiety disorders among children exposed to community violence is significantly higher than among those who have not been exposed. The study found that children exposed to community violence were more likely to experience symptoms of anxiety, depression, and post-traumatic stress disorder (PTSD). The results of this study highlight the importance of early intervention and support for children affected by community violence.
have the opportunity to process them (Powers & Nocker, 1990). However, Doster, 1999). Despite the enormous societal effects of traumatic events, young people may have PTSD, and the emotional health trajectories and health outcomes of children who have been exposed to trauma are particularly critical. In this study, the goal was to focus on school and classroom environment variables, and to examine whether exposure to trauma affects students' anxiety and depression symptoms.

**Discussion**

The study aimed to explore the relationship between exposure to trauma and anxiety and depression symptoms among middle school students. The authors used the PTSD Checklist for DSM-IV (PCL-IV) and the Depression Anxiety Stress Scale (DASS-21) to measure PTSD and depression symptoms, respectively. The results indicated that students who experienced trauma had higher levels of anxiety and depression compared to those who did not. The findings suggest that school environments can play a significant role in the mental health of students who have experienced trauma, and that interventions focused on creating supportive and trauma-informed environments may be necessary to help these students.

**Intervention Effects**

The study also investigated the effectiveness of an intervention aimed at reducing anxiety and depression symptoms among students who had experienced trauma. The intervention involved the implementation of a trauma-informed curriculum and the provision of additional support services. The results showed a significant reduction in anxiety and depression symptoms among students who participated in the intervention compared to those in the control group.

**Conclusion**

In conclusion, the study highlights the importance of addressing trauma-related mental health issues in schools. The findings suggest that interventions targeting trauma-informed practices and support services can help reduce anxiety and depression symptoms among students who have experienced trauma.

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*Note: The document contains charts and graphs that are not transcribed in this response.*
The primary focus of this study was on the feasibility of using the FRIENDS program in schools with low-income families. The study was conducted in two phases: (1) a pilot study in a single school and (2) a larger scale study in multiple schools. The pilot study was conducted in a single school in a low-income neighborhood. The schools were selected based on their participation in the FRIENDS program. The study found that the program was effective in improving children's social, emotional, and academic skills. The results of the study were used to support the implementation of the program in other schools.
REFERENCES

ACKNOWLEDGMENTS

In conclusion, the information is applicable for those at-risk youth, parents, and professionals. The modifications that should be made to the program to make it culturally and developmentally appropriate are discussed. This paper's findings support the development of culturally and developmentally appropriate interventions for at-risk youth.

Because of the study's focus on the intervention and not on the comparison group, the results are not generalizable to other populations. However, the findings highlight the importance of cultural and developmental factors in the effectiveness of interventions for at-risk youth.

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There were no significant differences between the intervention and control groups in terms of social skills, prosocial behavior, or peer relations. The intervention group showed significant improvements in social skills and peer relations compared to the control group. The results are consistent with previous research indicating the effectiveness of interventions in promoting social and emotional development.

These findings suggest that interventions can be effective in improving the social and emotional outcomes of at-risk youth. However, further research is needed to determine the long-term effects of these interventions.