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Application Report

As an educator it is important to be aware of disorders that children might have or develop. I would think it is important to make sure you are making adaptations to fit the needs of each individual child. A person in my career might see a child with this disorder not want to talk in front of the classroom, he or she may not want to talk to the teacher, or at recesses he or she may not want to talk to supervisors. I would want to make sure people that come in contact with this child that they understand his disorder and do not try and push this student too far. It would make them feel even more anxious about the environment that they are in. This would go with some modifications that I would make to be sure that the student always feels comfortable and not pressured. Other modifications I would make is if we have projects that involve presentation in front of the class I would talk to the student about gathering a couple of his close friends he would feel comfortable in front of and doing the presentation in front of just his friends instead of the whole class. This could be done during recesses or after school so that it does not disrupt the other classmates.

Some symptoms I would look for in students that I would believe to have a social anxiety disorder would be shyness, uneasiness in front of strangers, body trembles, voice trembles, or excessive sweating. If the student would show any of these signs I would try to talk to the parents about suggestions on helping fix the symptoms. If it is just a slight sign of nervousness, I would talk about maybe slowly working the student into group work, but if the signs are extreme I would talk to the parents about getting the student some therapy to see what a professional

would have to say about it. Parent involvement is the most important part of students schooling, so making sure the parent has an understanding of what is going on could help fix the symptoms. In one article it talked about parenting styles being a part of the development of this disorder. So if parents know this they could make changes to the way they are parenting. They could be warmer, less controlling, and more open to discussing situations with the student.

Signs about making progress with the student would be a lessening of body trembles while in front of students or strangers, less sweating, or the student admitting to feeling more comfortable in front of situations. I would always check with the student before making them get up in front of the class and doing presentations. I would also keep in contact with the parents to see if they notice any changes in the student while out in public areas. As the student starts to make progress with their disorder I would slowly start to remove the modifications and accommodations that I had made for them. This could help them come to means with their disorder and start to realize that social situations are not as bad as they could think they are. Also I would try to follow what is going on if the student is getting therapy. If the therapist is working on trying to get them more involved in new social situations, I would than try to get the student more involved. I could try introducing him or her to new students on the playground or new teachers around the school.