

STEP-UP CASE VIGNETTES: ANGIE

Angie, aged 9, has been experiencing separation anxiety symptoms for as long as her family can remember. Now that she is in 4th grade, her parents are concerned that she is refusing to attend school field trips, refuses invites to her friends' houses, and she texts her parents non-stop while she is at her after school program. Angie has one friend, who is always willing to come to her house. Angie also has general worries that make social activities and new situations difficult on top of the separation concerns. She worries that people will stop wanting to be her friend, she worries a great deal about other kids at school being smarter than her or better than her at sports, she worries about world events (global warming, mass shootings) and feels extremely uncomfortable in new situations, even if her parents are there (e.g., worrying she might run into someone from school at her local library, worries about "smash and grabs" or violent mobs when at the mall).

Angie reports that recently she has been feeling extremely sad "for no reason," feels like crying all the time, and calls herself "a stupid person" unrelated to her separation concerns. Parents report that Angie has stopped doing the things she typically loves to do, like helping her mom make dinner, visiting her grandparents, dancing to youtube videos, and even watching her favorite TV show. Angie and her parents deny that this recent depressed mood is related to her separation concerns, but parents report that when their daughter is sad, she also seems to be more nervous about them being at work.

What are some possible Master Plan goals for Angie?