

A student who often exhibits an anxiety pattern is critical of themselves and their capabilities. For example, Alex has an anxiety problem pertaining to standing up in front of the class, doing his math homework that he finds too difficult, and reading aloud to others. In all situations Alex has an absolute feeling of fear, being judged, tense, and insufficient ideas of his capabilities. The teacher sympathizes with Alex's anxiety in these situations and doesn't like seeing him struggle with his anxiety. Alex and the teacher have come up with solutions that Alex can utilize to avoid these anxiety filled situations. Instead of standing up in front of class Alex doesn't have to. When math work becomes too difficult and stressful for Alex, he either gets to skip it all together or is given easier work. Whenever Alex doesn't want to read aloud to the class because he feels they are judging him, he doesn't have to. In each situation Alex usually gets his way in getting out of an anxiety filled situation. The teacher is strengthening Alex's want to get out of anxiety situations. This isn't helping Alex in the long term because eventually Alex needs to learn to cope with his anxiety in a healthy and adaptive manner. Alex can't continue to run away from his anxiety; he simply needs to get better at dealing with his anxiety. The teacher is only strengthening his anxiety to continue because now Alex will expect to always get out of anxiety filled situations. Now Alex will take much longer and perhaps never adapt well in coping with his anxiety.