

Approaching an answer to the complex question ‘how do childhood anxiety disorders develop?’ by merging attachment and social learning theory and their methodologies

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Fact Sheet

Project Information

Anxiety in Childhood

Grant agreement ID: 300300

Project closed

Start date

1 June 2012

End date

31 August 2014

Funded under

Specific programme "People" implementing the Seventh Framework Programme of the European Community for research, technological development and demonstration activities (2007 to 2013)

Total cost

€ 307 885,67

EU contribution

€ 307 885,67

Coordinated by

KOBENHAVNS UNIVERSITET

 Denmark

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RESEARCH*EU MAGAZINE



Going full circle with our wastewaters

Objective

“Everybody is afraid of something, but I outgrew my childhood fears. Just give your child some time, and I am sure she will grow out of it too.” Words like these are frequently reported by parents who bring their child to treatment of anxiety disorders. Although the statement is partially true - anxiety is a normal part of life, and some children outgrow their fears - it also shows that knowledge about anxiety and its detrimental effect on the child, family and society is lacking. Anxiety disorders are among the most common psychiatric disturbances in childhood with clinical levels of anxiety between 6-10%. Left untreated it increases the risk of academic and social failure as well as psychopathology in adulthood. The societal costs are significant. The development and maintenance of anxiety disorders involves a complex interplay among risk and protective factors in the child, parents and society. Different research traditions have focused on different factors in this complex equation. Attachment theory has provided insights into the impact of parent-child interactions on the child’s psychic development in longitudinal normal samples. Social learning theory and the associated treatment, cognitive behaviour therapy, has focused on e.g. emotional and cognitive factors in clinically anxious children and their parents. Unfortunately knowledge regarding the connections among child, parent, family and societal factors is sparse and research has yet to explain who will develop anxiety and why. The purpose of the present proposal is to take the field a step further, by merging theoretical perspectives and applying gold-standard methodologies, developed on

both sides of the Atlantic, from both perspectives. The proposed work addresses the interrelation between anxiety disorders, emotion regulation, attachment, cognitions and behaviours in two studies: (i) a high-risk New York longitudinal sample; and (ii) a Copenhagen sample of clinically anxious children and their parents.

Fields of science (EuroSciVoc)

[medical and health sciences](#) > [clinical medicine](#) > [psychiatry](#) > [anxiety disorders](#)



Programme(s)

[FP7-PEOPLE - Specific programme "People" implementing the Seventh Framework Programme of the European Community for research, technological development and demonstration activities \(2007 to 2013\)](#).

Topic(s)

[FP7-PEOPLE-2011-IOF - Marie Curie Action: "International Outgoing Fellowships for Career Development"](#)

Call for proposal

FP7-PEOPLE-2011-IOF
[See other projects for this call](#)

Funding Scheme

[MC-IOF - International Outgoing Fellowships \(IOF\)](#).

Coordinator



KOBENHAVNS UNIVERSITET

EU contribution

€ 307 885,67

Total cost

No data

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 **Denmark** 

Region

Danmark > Hovedstaden > Byen København

Activity type

Higher or Secondary Education Establishments

Links

[Contact the organisation](#)  [Website](#) 

[Participation in EU R&I programmes](#) 

[HORIZON collaboration network](#) 

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