

The Research on the Influence of the Life of Children with Attention Deficit Hyperactivity Disorder Coexisting with Anxiety Disorders

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Abstract: Attention deficit hyperactivity disorder and anxiety are two mental disorders that enable children to behave badly in daily life and be poor at learning. And most importantly, anxiety is associated with a high probability of attention deficit hyperactivity disorder. The paper explores the specific problems faced by children with attention deficit hyperactivity disorder and anxiety in learning and daily life and how to help them correct to the level of ordinary people to the greatest extent. The first experiment which examined behavioral problems and self-awareness characteristics of children with both anxiety and through the methods of using the two-stage epidemiological investigation and filling out the behavioral survey scale. The survey surveyed 9,495 teenagers and children from Hunan Province. The Achenbach Child Behavior Scale and the Piers-Harris Child Self-awareness Scale are two scales that were applied during this experiment. The second experiment involved the following experiments: the alphanumeric connection task, stroop color word naming, and the Rey complex graphic memory. The purpose of this experiment is to examine the executive function of children with comorbidity. The paper illustrates that all the symptoms of general attention deficit hyperactivity disorder will reflect the life of children with attention deficit hyperactivity disorder co-existing with anxiety disorders and some diseases can be more severe.

Keywords: ADHD, anxiety, behavioral problems, self-awareness characteristics

1. Introduction

In the past, most people usually misunderstood attention deficit hyperactivity disorder children as “bad children” and children with anxiety were considered as simple as cowards. However, with the development of age, attention deficit hyperactivity disorder children are discussed and paid attention to by more and more people, and then they constantly find that this is not the fault of children with attention deficit hyperactivity disorder and anxiety. At the same time, there were more and more education systems are formed in China focused on training the ability to concentrate well for children. As a result, the external attention to this condition has sparked my interest in this issue.

Nowadays, much literature is already discussing treatment strategies in 2019, and the incidence and manifestation of the disease have also been documented. The first experimental method of this study is to fill out two behavioral survey scales which are called the Achenbach Child Behavior Scale

(The lower the score, the better situation they have) and the Piers-Harris Child Self-awareness Scale. (The higher the score, the better situation they have). The respondents for the first experiment of 9495 students who were aged from 5 to 17 in six regions in Hunan province in China [1]. The second experiment is to ask the volunteers to finish some fantastic games related to measuring the executive function of these children. The second one is from minors in Beijing who have been diagnosed with attention deficit hyperactivity disorder [2].

The topic is related to “the influence of life of children with attention deficit hyperactivity disorders coexisting with anxiety disorders.” From the perspective of realistic meaning, the research itself focuses on the daily life of children with attention deficit hyperactivity disorder and anxiety and the question “What kind of situation do they meet with?” So this experiment has the significance of improving the life quality of these children by finding the source of their problems. Furthermore, since the researchers have the chance to enable these children to be more successful in the future, they also help maintain a better relationship between children and their parents.

From the view of psychological counseling, the treatment plan for attention deficit hyperactivity disorder children with comorbidity with anxiety can be more efficient since this experiment pointed out what are the most crucial conflicts in their daily lives. The experiment also tells the difference between simple attention deficit hyperactivity disorder and attention deficit hyperactivity disorder comorbidity with anxiety, which provided more personalized treatment methods to children with this deficiency.

2. ADHD Deficit Disorder and Anxiety

2.1. ADHD Deficit Disorder

The attention deficit hyperactivity disorder is common in children. It is a pervasive developmental study. According to research in Yan'an City, Shaanxi Province, China, the prevalence of the main crowd in children was 2.2%. And the boys are 0.7% higher than that of the whole crowd. At the same time, the prevalence of attention deficit hyperactivity disorder in women was lower than the average, only 1.3%. Before the 6, both boys and girls can get more and more chances with the increase in age. However, the data will turn down for both boys and girls after the peak. The pathogenesis is characterized by inattention, hyperactivity, or impulsivity [3]. The latest research on attention deficit hyperactivity disorder was about “The burden of diseases of attention deficit hyperactivity disorder’s Chinese teenagers during the period of 1990 to 2019 and the future hypothesis”. The paper illustrates that the whole society had less and less influence during these 29 years. And the situation will keep for the next 10 years. (The evidence is that the incidence rate of attention deficit hyperactivity disorder and the DALY rate decreased by more than 1% between 1990 and 2019 respectively) [4].

2.2. Anxiety

Anxiety disorder is really common in people’s daily life. The difference between anxiety disorders and normal anxiety is that the feeling of panic can always wrap around the patient. And most importantly, unlike normal anxiety which will be self-regulation very quickly, they feel anxious more frequently over time. According to the research, there are about 3.94% of people around the world suffering from anxiety problems in 2019, which means that over 300 million people suffering from anxiety disorders [5]. The anxiety is a group of diseases mainly manifested by anxiety, terror, and compulsion, in such as generalized anxiety disorder and social anxiety disorder [1].

The latest research in 2022 is about “The relationship between the negative emotion from mothers and the anxiety state for children.” The result shows that children are more likely to suffer from anxiety if their mothers often give out passive expressions and emotions. This research provided some necessary suggestions on how to avoid symptoms of attention deficit hyperactivity disorder

in children as much as possible in family education [6].

3. Life Impact of Attention Deficit Hyperactivity Disorder and Anxiety Disorder in Children

3.1. From the Perspective of Learning

Table 1: Comparison of executive function test results [3].

	ADHD group	The control group	The comorbidity group	F	P
Key complex graphs					
Immediate structure score	5.4±0.3	5.6±0.3	4.0±0.5	5.16	0.012
Delay structure component	5.3±0.3	5.6±0.2	3.6±0.6	5.91	0.006
Instant detail	18.0±1.8	18.4±1.9	18.1±1.7	0.03	0.876
Delayed detail	17.6±2.4	19.0±0.8	16.1±2.3	0.46	0.534
The Connection test					
The time for digital connection	35.4±5.0	39.6±4.2	41.3±5.9	0.14	0.868
Letter line	96.2±16.1	78.6±10.0	90.4±11.5	0.56	0.615
Mistakes for the digital connection	0.1±0.1	0.1±0.1	0.0±0.0	0.37	0.621
Mistakes for the letter line	0.2±0.2	0.4±0.1	0.5±0.5	0.34	0.711
Stroop color word naming					
Color word naming	36.7±2.2	32.4±2.5	46.1±4.6	4.04	0.032
Number of color word errors	0.9±0.6	0.9±0.4	1.7±0.3	0.52	0.562

Table 1: (continued).

Scale	In the control group, ① (N = 214) with attention deficit hyperactivity disorder alone	Simple ADHD ② (N = 219) and ADHD with anxiety disorder	ADHD with anxiety disorder ③ (N = 111), was	the F value	compared pith and pith, P < 0.05
Behavioral problems					
Flinch	1.61±1.84	2.21±2.61	3.22±2.94	16.246** *	②, ③> ① ③> ②
Body complaint	1.14 ± 1.54	1.90 ± 2.54	2.52 ± 2.78	14.848** *	②, ③> ① ③> ②
Anxiety depression	1.72 ± 2.31	2.90 ± 3.58	4.52 ± 4.45	25.689** *	②, ③> ① ③> ②
Social problems	1.46±1.54	2.92±2.54	3.50±2.50	39.468** *	②, ③> ① ③> ②
Thinking problems	0.34±0.91	1.01±1.63	1.50±2.17	22.949** *	②, ③> ① ③> ②
Attention problems	2.23±2.35	4.92±3.40	6.22±3.70	72.416** *	②, ③> ① ③> ②
Disciplinary problem	1.37±1.55	2.68±2.63	4.11±3.35	47.272** *	②, ③> ① ③> ②
Attacking behavior	3.48±3.66	6.85±5.69	9.31±6.62	50.130** *	②, ③> ① ③> ②
Sexual problems	0.20±0.56	0.42±0.94	0.81±1.34	16.385** *	②, ③> ① ③> ②
Behavioral problem score	16.97±14.86	30.35±24.32	41.66±28.07	49.195** *	②, ③> ① ③> ②
Social competence					
Behavioral performance	5.74±2.62	5.07±2.43	5.54±2.32	4.133*	① > ②
Social situation	7.55±2.15	6.88±1.98	6.83±2.17	7.038**	① > ②, ③
School Situation	4.86±1.01	4.13±1.17	3.99±1.07	33.595 * * *	① > ②, ③
Social competence	18.15±4.32	16.07±4.09	16.36±4.29	14.416**	① > ②, ③

As shown in Table 1, in the four scores of Rey complex graphics, the scores for children with anxiety disorder completed significantly worse than the one for attention deficit hyperactivity disorder group and the control group; So the conclusion can be described as the coexist with anxiety can weaken their working memory which means that they will find it even more difficult to take courses like Calculus and English since they have to apply for the senior skills for visual-spatial [3], and the

situation is as similar as the one for English. As a result, many of them can also be regarded as children with reading disabilities based on the signs they exhibit academically [7].

However, the only good news is that the cognitive switching and response inhibition won't get worse if children have both attention deficit hyperactivity disorder and anxiety compared to children who only have attention deficit hyperactivity disorder [3], which means that the coordination of their various organs was not impaired by the combination of anxiety.

3.2. From the Perspective of Daily Life

The final data showed that ordinary children with ADHD and anxiety have the highest scores on social competence (on all counts), with ADHD only scoring second and normal children scoring the lowest, as well as the one for the behavioral problems [1].

The result for the social competence illustrated that the attention deficit hyperactivity disorder comorbidity with anxiety children have a serious inferiority complex. The inferiority complex will lead to harmful consequences for attention deficit hyperactivity disorder children. First of all, the inferiority complex itself can improve the chance for children to suffer from psychological disorders such as depression since they may feel that everybody in the world is superior to them [8]. Secondly, if a person has too much doubt of one's ability to work and study, then they will feel more struggling to focus on their work. For children with attention deficit hyperactivity disorder, this is secondary damage in terms of attention [9].

For the Achenbach Child Scale, the results means that children who have attention deficit hyperactivity disorder problems sometimes can hardly constrain their behavior according to social norms [1], manifested in poor self-control. For example, they can fail to follow rules in school can manifest as cheating in exams or disrupting classroom order. Therefore, they may also face disciplinary action or even expulsion from school. On the other hand, they can violate rules in public places, which can threaten their lives and safety. For example, they will be more likely to run the red lights when they are in a hurry, which can make it dangerous for both children themselves and drivers.

4. Strategies and Hypothesizes of the Research

4.1. The Hypothesizes for the Possible Reason That Leads to This Situation

There is probably a reason that lead to this phenomenon for the experiment "the research of influence of the life of children with attention deficit hyperactivity disorders coexisting with anxiety disorders": Because these children suffer from both psychiatric problems, their behaviors may deviate from social expectations and school requirements to a greater extent. At this time, they have greater behavioral differences with the normal people around them, so maybe the whole class will exclude such children because of the herd mentality. Over time, these children will misattribute all the problems that happen in their lives to themselves and develop an inferiority complex. So for this phenomenon, both parents and schools need to make an effort to help them improve their self-awareness and their self-awareness.

For the second experiment, the cause should be the anxiety itself. Since anxiety enables people to be nervous and flustered, people are more likely to make memory errors when they are rattled. And these children can also be struggling with concentration problems because of attention deficit hyperactivity disorder. So they can be more struggling to finish the task and focus on "accuracy" such as Rey complex graphics, which can prove that their working memory is really bad.

4.2. How People Can Do to Help Them in Daily Life

The sand play is a therapy that only needs a sandbox and subsequent items in the room. It requires patients to use any kind of tools in the psychology treatment office to build anything they want in the

limitation of a box. And then, the psychoanalyst will analyze the subconscious track of the activity of the patients [9].

Table 2: The mark for PSQ for pre-intervention and post-intervention [1].

The group	The Observing Time	The mark for ADHD	The mark for Anxiety	The behavioral problem	The learning problem	Psychosomatic	ADHD/impulsion
The research group	Prior treatment	1.145±0.189	1.043±0.389	1.256±0.372	1.434±0.445	0.665±0.231	1.543±0.294
		0.924±0.178	0.742±0.163	0.942±0.361	1.212±0.424	0.594±0.219	1.101±0.283
The control group	Post-treatment	1.183±0.176	1.037±0.394	1.314±0.394	1.409±0.467	0.701±0.267	1.498±0.302
		1.042±0.163	0.998±0.378	1.294±0.376	1.423±0.399	0.692±0.226	1.345±0.297

Caution: Compared to the prior therapy, $t \geq 1.978$, ALL $p < 0.05$, Compared to the control group, $t \geq 1.985$, ALL $p < 0.05$.

Table 3: The mark for SCARED for pre-intervention and post-intervention [1].

The group	The observing time	The mark for anxiety
The research group	Prior treatment	32.467±2.236
	Post-treatment	19.286±2.457
The control group	Prior treatment	33.115±2.135
	Post-treatment	31.768±2.236

Caution: Compared to the prior therapy, $t = 21.732$, $P < 0.05$; compared to the control group, $t = 20.579$, $P < 0.05$.

The table 2 and the table 3 separately presented that the mark for PSQ and SCARED for treatment status of ADHD teenagers. These charts illustrated that sand play is the most effective treatment for such children, which meant that both the attention deficit hyperactivity disorder problem and anxiety problem from patients have alleviated dramatically. During the process of building the box, children can create a sense of security and focus on sand play with a boundary area, so they can express their anxiety more accurately. This means that the therapists have the opportunity to observe the psychological feature of the subjects more targeted, which help the patients accept the current situation and build the confidence to fight against their problems [10].

5. Conclusion

In conclusion, the whole society need to give more attention to such children, treatment for these children is also better to treat them as early as possible at a young age. In daily life, they can behave badly which deviates from social expectations and school rules and regulations. In the process of learning, they can be really struggling for both English and Calculus. As a result, it has a strong impact on children's average scores and GPA. However, there are still some controversial aspects of these experiments: First of all, they generalized issues for sample size. Hunan was only a province in China. So there is no universal application to the whole crowd. The experiment has generalized issues for sample size since the experiment began by asking parents, teachers, or caregivers of the investigated children should fill in the self-prepared Child Mental Disorder investigation screening. Due to a lack

of professional knowledge, parents may mistakenly think that their children have these problems, and the accuracy of the questionnaire itself is questionable. Most importantly, these two experiments should be double-blind, but before the experiment, the subjects have been divided into several known groups, which may also affect the reliability of the experiment.

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