



Anxiety Screener Report



Report Last Updated: 05-04-2026 06:13 PM



Disclaimer

This screener is not meant to diagnose anxiety. The sole function of this tool is to assist in identifying possible characteristics of anxiety in a structured manner. Each item on the screener has been validated against a globally well-researched indicator/symptom of anxiety. All responses selected as 'Always' and 'Often' must be paid attention to, as it can help establish the specific protocol for comprehensive assessment and remedial support.

SAMPLE REPORT



ID: [Redacted]

Date: Dec 11, 2025

Gender: Male

Email: [Redacted]

Age: [Redacted]

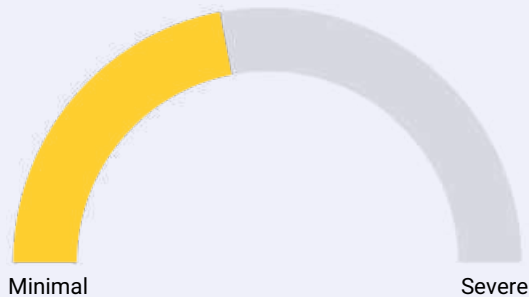
Academic level:

Overall Anxiety Score

[Redacted] has an overall score of 44 signifying moderate Anxiety issues. Some interference with daily activities due to their distress is observed and should be discussed with your practitioner to rule out any serious issues developing out of it. Support should involve regular monitoring and possibly the introduction of structured interventions such as counseling sessions, cognitive-behavioral techniques, or group therapy. It may also be helpful to engage caregivers or teachers in understanding and supporting the individual's needs.

- TA: Thought Anxiety
- SA: Social Anxiety
- PF: Panic and Fear
- BA: Behavioral Anxiety

44 (Moderate)



Interpretation of total score

- Less than 30: Minimal signs of anxiety
- 31 to 60: Moderate signs of anxiety
- More than 60: Severe signs of anxiety

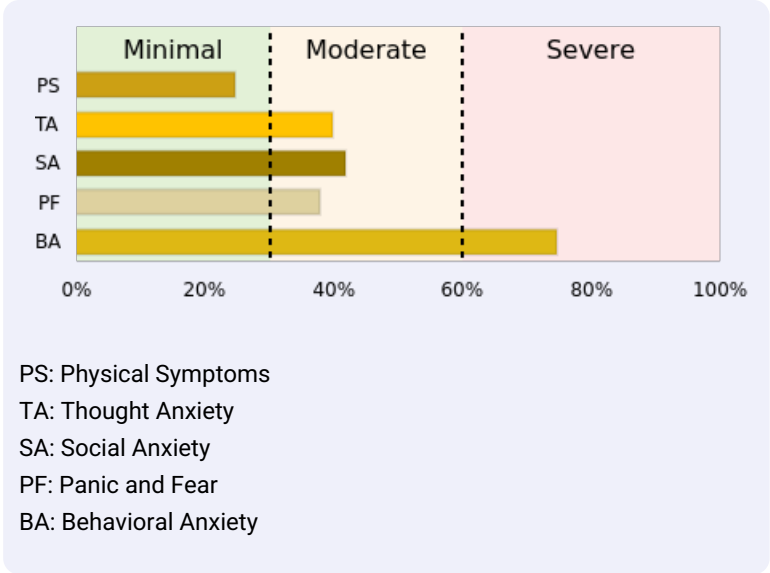
Screener Completed By:
Self

Detailed findings

- [Redacted] showed SEVERE risk indicators consistent with anxiety type difficulties based on BA . This is critical and requires urgent attention and remediation.
 - [Redacted] also MODERATE risk indicators consistent with anxiety type difficulties on TA, SA, and PF.
 - [Redacted] showed No issues with PS.
- The bar graph below indicates the severity levels by types of anxiety based on the responses.

Anxiety Types Performance

All the scores above the line of significance indicate areas of reported difficulties.



[Redacted] individual responses indicating issues

[View Responses](#)

Interpretation of Scores

Thought Anxiety (Moderate): The learner shows significant signs of persistent worrying, particularly about future events and new situations. He often finds it difficult to control these worried thoughts, which is impacting his daily functioning and ability to adapt to changes.

Social Anxiety (Moderate): The student demonstrates notable anxiety in social situations, especially when speaking in front of the class. This indicates challenges with performance-based situations and social interactions that are common in academic settings.

Panic and Fear (Moderate): The results suggest recurring episodes of heightened anxiety with both psychological and physiological manifestations. The learner experiences periods of intense worry accompanied by physical symptoms.

Behavioral Anxiety (Severe): The student shows significant behavioral manifestations of anxiety, including restlessness, difficulty sitting still, and increased irritability. These symptoms are severely impacting his daily functioning and academic performance.

Recommendations

- Implement relaxation techniques suitable for adolescents, such as deep breathing exercises, progressive muscle relaxation, or guided imagery that can be practiced during anxious moments at school or home.
- Consider cognitive-behavioral therapy (CBT) with a mental health professional who specializes in adolescent anxiety. CBT can help develop coping strategies and challenge anxious thoughts.
- Establish a regular routine for both academic and personal activities to create predictability and reduce anxiety about unexpected changes.
- Work with teachers to develop a plan for class presentations or social situations that cause anxiety, such as allowing for gradual exposure or alternative assessment methods.
- Practice mindfulness activities appropriate for teenagers, such as mindful walking, brief meditation exercises, or anxiety-reducing apps designed for adolescents.
- Encourage regular physical activity and proper sleep hygiene to help manage anxiety symptoms naturally.
- Consider evaluation for potential co-occurring conditions such as ADHD, given the high activity levels and difficulty sitting still, or depression, which commonly co-exists with anxiety disorders in adolescents.

Notes:

Clinical overview

This screener profile presents a clinically distinctive pattern that demands careful interpretation. The critical finding is not overall score of moderate but it is the sharp dissociation between domains. Behavioral Anxiety registers Severe (restlessness, inability to sit still, irritability) while Physical Symptoms are Minimal (no significant somatic complaints). This split is diagnostically informative. Anxiety disorders that are primarily somatic-autonomic in nature present differently from those that are externalising-behavioural. This learner's profile leans heavily toward the latter, which immediately raises a differential diagnostic question: are these behavioural manifestations anxiety-driven, or are they better explained by ADHD, with secondary anxiety emerging from repeated experiences of frustration and social friction?

The moderate elevations across Thought Anxiety, Social Anxiety, and Panic/Fear suggest genuine worry and avoidance — this is not purely an attentional or hyperactivity picture. The co-occurrence points toward an anxiety-ADHD comorbidity hypothesis that formal assessment should explicitly evaluate.

A data integrity note: the age field reads "0 Years," which is clearly a registration error. This must be corrected, as age-normed interpretation is essential for clinical validity.

What should happen now, before formal diagnostic assessment is completed:

At home, introduce predictable daily routines with visual schedules to reduce anticipatory anxiety. Allow physical movement breaks rather than demanding stillness, which compounds distress. Validate the worry ("I can see this feels hard") rather than dismissing it.

At school, provide a quiet regulation space the learner can access when overwhelmed. Reduce cold-calling and offer alternative presentation formats to manage social anxiety triggers. Seat placement near the teacher with movement-friendly accommodations (standing desk, fidget tools) addresses the behavioural domain without punishing it.

Pursue formal evaluation explicitly covering both generalised anxiety disorder and ADHD. These two conditions mask and amplify each other; treating only one leaves the other untouched. The screener has identified the signal. Now follow it.

Apr 5, 2026

Responses

The following items were indicated as 'ALWAYS' and 'OFTEN' and should be reviewed individually to come up with a targeted remediation plan for g.

P Physical Symptoms

- 1. Do you ever feel nervous or jittery?
- 2. Do you ever feel like you are being watched?

T Thought Anxiety

- 3. Do you ever feel like you are overreacting?
- 4. Do you ever feel like you are being judged?
- 5. Do you ever feel like you are being criticized?

S Social Anxiety

- 6. Do you ever feel like you are being ignored?
- 7. Do you ever feel like you are being excluded?
- 8. Do you ever feel like you are being rejected?

P Panic and Fear

- 9. Do you ever feel like you are being threatened?

B Behavioral Anxiety

- 10. Do you ever feel like you are being punished?
- 11. Do you ever feel like you are being humiliated?
- 12. Do you ever feel like you are being embarrassed?