

# Behavior Expectations Matrix

Be Respectful	Be Responsible	Be a Problem Solver
<ul style="list-style-type: none"><li>☑ Complete sign-in and other intro. tasks on time.</li><li>☑ Set cell phones to vibrate/silent mode.</li><li>☑ Keep your phone with you at all times.</li><li>☑ Accept calls in hallway or lobby only.</li></ul>	<ul style="list-style-type: none"><li>☑ Clean up your table area at the end of the program and discard trash.</li><li>☑ Take care of personal needs.</li><li>☑ Contact a consultant so that we can provide any needed assistance.</li></ul>	<ul style="list-style-type: none"><li>☑ Seek clarification. (Ask questions.)</li><li>☑ Participate in discussions.</li><li>☑ Use positive statements and restatements.</li></ul>

# Practical Strategies for Responding to Student Anxiety

Carrie Urshel, Ph.D., Lead School Psychologist  
Kim Jewett, M.Ed., School Psychologist  
Karen Stine, Ph.D., Supervisor/Consultant



hamilton  
county



Solving your challenges.  
Simplifying your life.

# Welcome!

Create your own name tent including:

1. Your name and your role
2. One nonlinguistic representation of something that makes you anxious 😊
3. One thing you are hoping to take away from today.
4. Be ready to share.



# Today's Topics



Anxiety Disorders

Universal Programs and Screening

PBIS Overview

Targeted Interventions

Intensive Interventions



# Learning Objectives

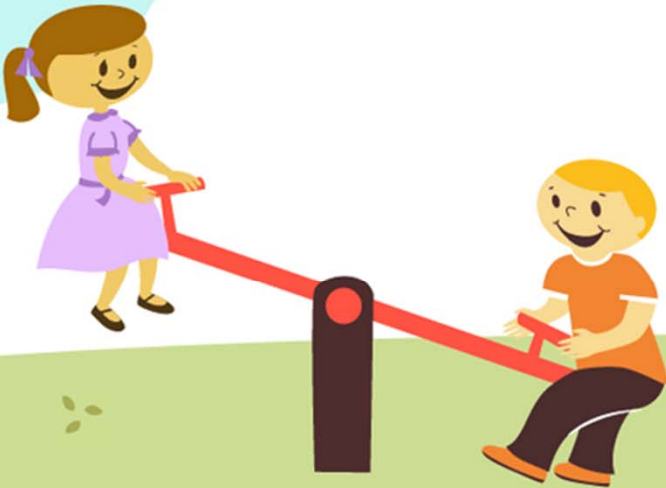
Participants will be able to:

1. Identify types of anxiety disorders experienced by children and youth and how school functioning is impacted
2. Describe core components of PBIS as universal prevention/intervention
3. Utilize, across multiple tiers, practical strategies for responding to effectively support each student's learning and social-emotional growth.



# Anxiety Disorders

Types, Common Symptoms, Prevalence, and Associated Factors



# Functions of Anxiety

- Anxiety is a common experience and serves a function
- Impact on learning and development
- Common childhood fears [chart](#)



# Types of Anxiety in Students

- Generalized anxiety disorder
- Social anxiety disorder
- Separation anxiety disorder
- Academic anxiety that is context or content specific, such as test-taking anxiety or math anxiety

Anxiety problems become a “disorder” when they interfere with daily functioning.





# School Refusal

- Symptom of anxiety
- 4 functions of school refusal:
  - Avoidance of negative emotion
  - Escape from evaluative or social situations
  - Attention seeking behavior
  - Pursuit of tangible reinforcers

1/3 of these students are not diagnosed with an anxiety disorder



# Generalized Anxiety Disorder

- The presence of excessive anxiety and worry about a variety of topics, events, or activities.
- Worry occurs more often than not for at least 6 months, and is clearly excessive.
- The anxiety and worry is associated with at least 3 of the following physical or cognitive symptoms (*In children, only 1 symptom is necessary for a diagnosis of GAD.*):
  - Edginess or restlessness.
  - Tiring easily; more fatigued than usual.
  - Impaired concentration or feeling as though the mind goes blank.
  - Irritability (which may or may not be observable to others).
  - Increased muscle aches or soreness.
  - Difficulty sleeping (due to trouble falling asleep or staying asleep, restlessness at night, or unsatisfying sleep).



# Social Anxiety Disorder

- fear or anxiety specific to social settings, in which a person feels noticed, observed, or scrutinized. In children, the phobic/avoidant behaviors must occur in settings with peers, rather than adult interactions, and will be expressed in terms of age appropriate distress, such as cringing, crying, or otherwise displaying obvious fear or discomfort.
- typically the individual will fear that they will display their anxiety and experience social rejection,
- social interaction will consistently provoke distress,
- social interactions are either avoided, or painfully and reluctantly endured,
- the fear and anxiety will be grossly disproportionate to the actual situation,
- the fear, anxiety or other distress around social situations will persist for six months or longer



# Separation Anxiety Disorder

- For at least 4 weeks in children, persistent anxiety at a developmentally abnormal level in response to separation or impending separation from an attachment figure as evidenced by three of the following symptoms:
- Recurrent excessive stress when anticipating or experiencing separation from major attachment figures or home
- Persistent and excessive worry about losing major attachment figures or harm to them
- Excessive worry about experiencing a negative event (e.g., an accident or illness, being lost or kidnapped)
- Refusal to go out, such as from home, to school, or to work
- Fear of being alone or without major attachment figures at home or in other settings
- Reluctance or refusal to sleep away from home or to go to sleep
- Repeated nightmares involving the theme of separation
- Repeated complaints of physical symptoms when separation from major attachment figures occurs or is anticipated



# Academic Anxiety

- Anxieties experienced by learners in academic settings
- Test anxiety
- Content-specific anxiety



# Common Symptoms of Anxiety

## Cognitive

- Worry
- Poor concentration and memory
- Attention problems
- Oversensitivity
- Perfectionism

## Behavioral

- Fidgeting, squirming
- Avoidance of specific situation
- Rapid speech
- Irritability/withdrawal
- Failing to complete tasks
- Seeking easy tasks
- Faking illness
- Absences

## Physiological

- Rapid heartbeat
- Nausea/vomiting
- Dizziness
- Headache
- Excessive perspiration
- Tics of muscle tension
- Flushed skin color
- Difficulty sleeping



# Prevalence of Anxiety Disorders

- Almost all children feel anxious at some point in their school careers
- Some children have pervasive anxiety that negatively impacts their daily life
- Slow progression of anxiety symptoms that increases to the point of diagnosis
- 15-25% of children suffer from an anxiety disorder ([graph](#))
- Girls are twice as likely as boys to develop anxiety disorders
- Anxiety and depression are two of the most common psychological problems for children
- Age of onset [graphs](#)



# Test Anxiety

- 10-40% of students have debilitating test anxiety
- Test anxiety has increased with the use of high-stakes tests
- Students as young as 7 years old have test anxiety
- High test anxiety is related to poor test performance





# Causes of Anxiety Disorders

- About one-third of anxiety disorders are inherited
- Children with a socially withdrawn temperament are more likely to develop anxiety disorders (less sociable with peers, fewer friends, less physically active, stay closer to caretakers, shy)
- Parenting factors – modeling anxious behaviors, intense fears, stress
- A fearful experience or major life event



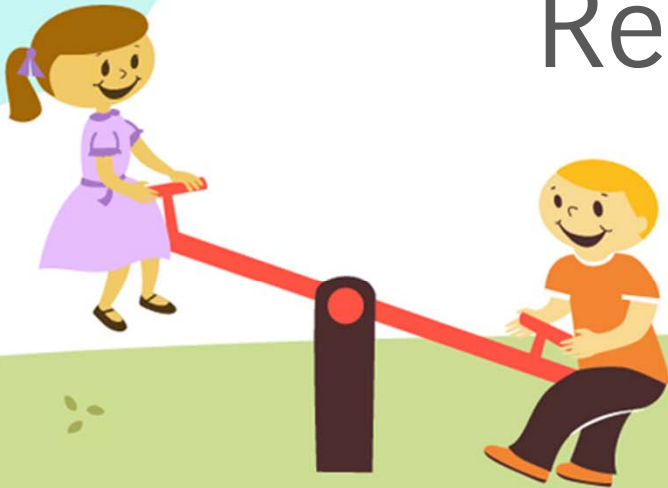
# Negative Effects of Anxiety

- Academic performance
- Social development
- Psychological
- Impaired occupational functioning



# Universal Programs and Screeners for Anxiety-Related Concerns

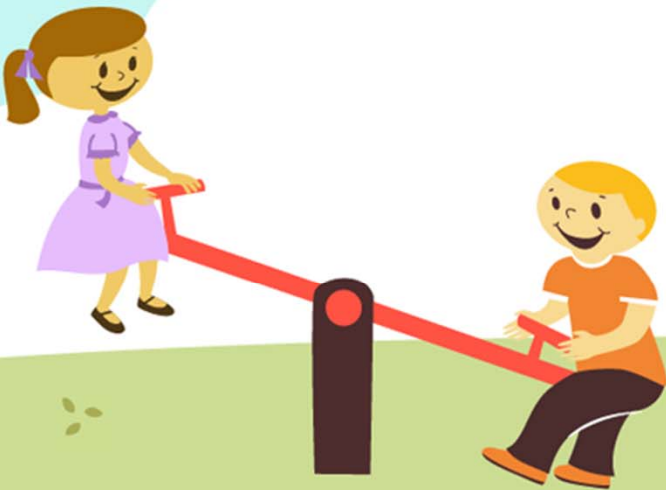
Preventing and Screening for Anxiety



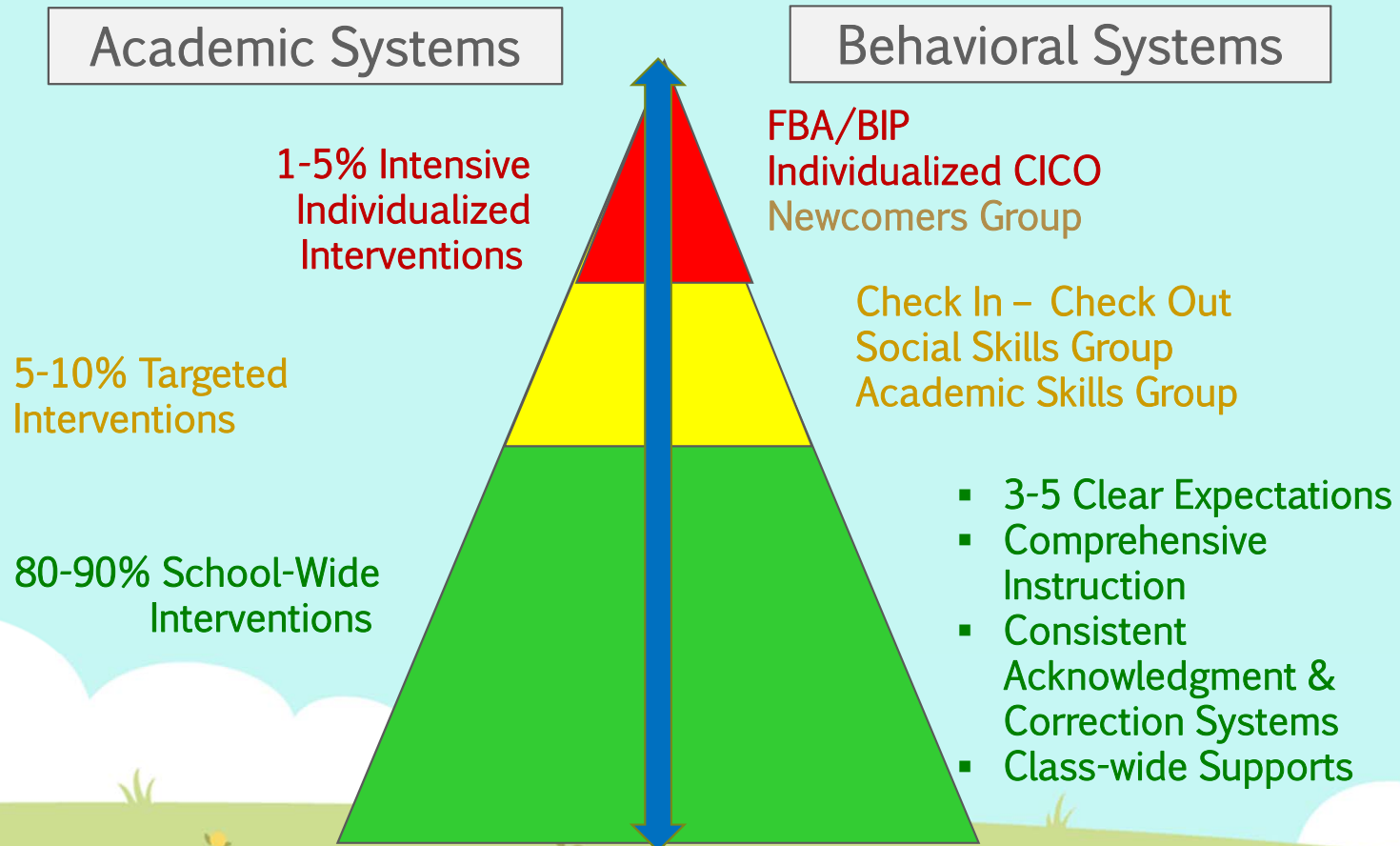
# Positive Behavioral Interventions & Supports (PBIS)

Primary Prevention & Intervention

Tier 1



# The Three-Tier Response to Intervention Framework



Adapted from OSEP Effective School-Wide Interventions

# Positive Behavioral Interventions & Supports (PBIS) Core Components

- Clear Expectations
- Comprehensive Instruction
- Consistent Systems of Acknowledging & Correcting Behavior
- Community Connections
- Supportive Structure



# School Conditions for Effective Learning

- Physical Safety – freedom from physical harm and threats of harm
- Emotional Safety – freedom from bullying, harassment, and humiliation
- Support – feeling cared about and being treated well; a sense of belonging at school and being accepted by peers and adults; feedback and encouragement
- Social/emotional skills of students to work in groups, solve problems, persevere through challenges, inhibit inappropriate behaviors
- High expectations for achievement and behavior

[School Climate Surveys at Safesupportivelearning.ed.gov](https://safesupportivelearning.ed.gov)





# 40 Developmental Assets

Handout and Activity







Collaborative for  
Academic,  
Social, and  
Emotional  
Learning  
SEL Standards



# Universal Programs: Social and Emotional Learning Programs

- SEL programming involves:
  - Adult modeling and coaching
  - Teaching self-management
  - Teaching social skills
  - Teaching responsible decision making
- SEL programming has resulted in:
  - Stronger sense of community and more positive feelings about school
  - Higher academic motivation
  - More prosocial behaviors, fewer absences and office referrals, increased engagement
  - Increased grades and achievement and fewer dropouts



Promisingpractices.net

Casel.org

What Works Clearinghouse - [ies.ed.gov/ncee/wwc/](https://ies.ed.gov/ncee/wwc/)

# Universal Programs: Social and Emotional Learning Programs

- Mindfulness [www.mindfulschools.org](http://www.mindfulschools.org)



# Universal Programs: Social and Emotional Learning Programs

- Caring School Community K to 6 ([www.collaborativeclassroom.org](http://www.collaborativeclassroom.org))
  - Class meetings
  - Cross-age buddies
  - Home activities
  - School community activities
- Research indicates improvements in spontaneous prosocial behaviors of students and in supportive, healthy, and friendly behaviors of students.
- Outcome data also revealed improved academic performance



# Universal Programs: Social and Emotional Learning Programs

- The 4Rs Program (Reading, Writing, Respect & Resolution) PK to 8
  - provides read-alouds, book talks, and sequential, interactive skills lessons to develop social and emotional skills related to understanding and managing feelings, listening and developing empathy, being assertive, solving conflict creatively and nonviolently, honoring diversity, and standing up to teasing and bullying
  - 35 weekly lessons for each grade level
  - Research has indicated improvements in students' social and emotional competency, students' behavior, attendance, and academic performance



# Universal Programs: Schoolwide Strategies for Test Anxiety

- Teach study skills
- Teach test-taking strategies (self-talk, memory download, behavioral momentum, budgeting time)
- Use “efficacy” statements (I’m confident in your ability.) versus “fear” statements (You need a good grade on this test in order to get into college.)
- Praise effort
- “Free write” before a test
- Do not compare students or publicly report test scores



# Screening Tools for Identifying Students with Anxiety

- Data have indicated that referral methods alone inadequately identify students with internalizing disorders.
- Screening should occur after at least one month of a new school year
- Free Screening Methods:
  - Absences
  - After training, teachers identify and rate 5 students with anxiety symptoms
  - Screen for Child Anxiety Related Disorders ([SCARED](#))
- Parent permission? Opting out?





# Screening Tools for Identifying Students with Anxiety

## Behavioral and Emotional Screening System

- Ages 3 to 18
- Teacher, parent, and student versions
- Rating scale of 25-30 items, 3-5 minutes to complete
  - SS calculated and compared to national norm sample



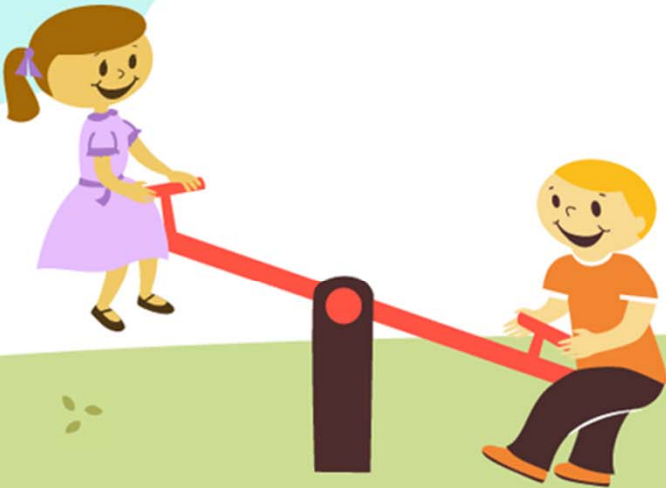
## Systematic Screening for Behavior Disorders

- Grades 1 to 6
- 1. Teacher presentation on distinctive behaviors indicative of externalizing and internalizing disorders
- 2. Identify 3 students in each class who demonstrate symptoms
- 3. Complete brief checklists on those 3 students
- 4. Formal observations in classroom and on playground
- 5. Referral for intervention



# Targeted Interventions for Anxiety

For students identified through screening as “at risk”



## Targeted Interventions

- Computer-delivered Cognitive-Behavioral Intervention ([Camp Cope A Lot](#)) \$200 annual subscription and \$20 for each child
- Social skills training groups (Ex. [Skillstreaming](#))
- Group Cognitive-Behavioral Interventions – focus on psychoeducation and relaxation strategies
- Teacher-student mentoring
- If 3 or more students are identified in a single classroom, classwide strategies can be implemented to reduce anxiety symptoms



# Targeted Interventions

- School Transitional Environment Program
  - Focuses on transition times from elementary to middle and middle to high
  - Project Homerooms – at-risk students assigned; homeroom teachers serve as guidance counselors
  - Project Cohorts – Project students take all academic classes together
- Research indicates positive effects on peer relationships, school engagement, classroom behavior, and social skills.



# Targeted Interventions

- Check and Connect K to 12
- Focuses on relationship building, problem solving, and social competence
- Mentor:
  - Checks on students and monitors attendance, behavior, grades
  - Connects with students to offer intervention in partnership with school staff, families, and community service providers
- Results indicate increased attendance, persistence, academic credits, and school completion and decreased truancy, tardies, discipline referrals, and dropout rates.



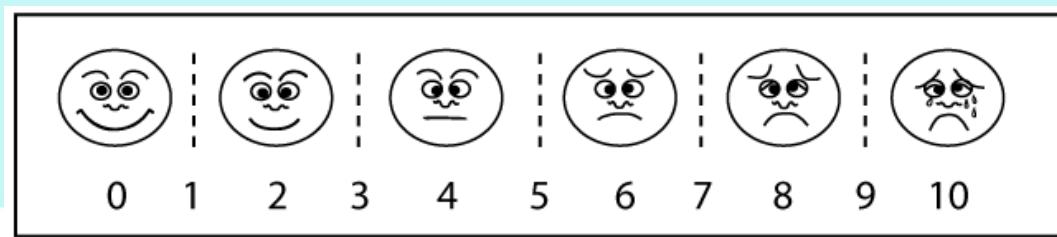
# Classwide Strategies to Reduce Anxiety

- Predictable routines
- Clear and reasonable expectations
- Breaking tasks into manageable units
- Specific evaluation criteria
- Opportunities for practice and rehearsal of tasks
- Pairing students with confident and supportive peers
- Giving special responsibilities
- Giving time for relaxation strategies when they are needed
- Avoiding punitive or negative comments
- Performing classwide relaxation strategies:



# Assessment of Anxiety Symptoms

- Direct Behavior Rating ([directbehaviorrating.org](http://directbehaviorrating.org))
- Cognitive Test Anxiety scale
- Behavioral Assessment Scale for Children – 2<sup>nd</sup> Edition; Anxiety Problems subscale
- Self-assessment scaling (1 to 10)



# Parent Involvement

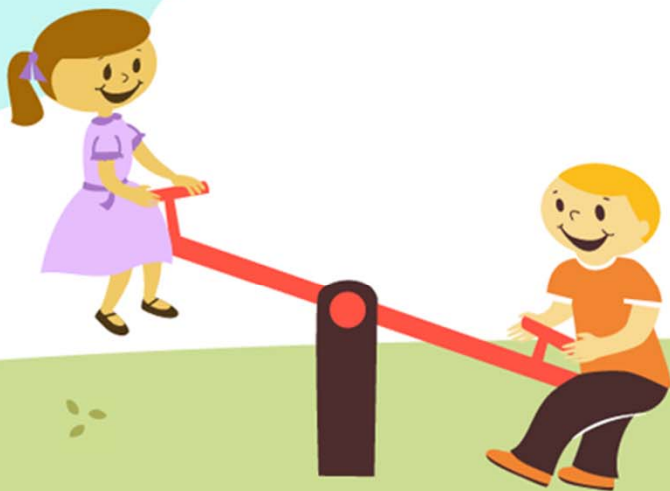
- “Parent Accommodation”
- Involvement in intervention





# Intensive Interventions for Anxiety

For students continuing to struggle despite Targeted Interventions or for more severe cases



# Intensive Interventions

- Individualized behavioral techniques – relaxation exercises, systematic desensitization, reinforcement
- Individualized cognitive-behavioral strategies – Thought training and behavioral techniques
  - The Coping Cat
  - Cool Kids Anxiety Program  
[www.centreforemotionalth.com.au](http://www.centreforemotionalth.com.au)
- Individualized social skills training



# Strategies for School Refusal

- Reminders of home
- Arrival procedures
- Strategies throughout the school day



# General Practical Strategies for Addressing Student Anxiety

## Anxiety characteristic:

- Tend to interpret events negatively and judge situations as dangerous

## What you can do:

- Help with problem solving (identify possible solutions and their consequences, pick best solution)
- Ask “how did you handle this in the past?” or “what happened the last time . . . “
- Challenge negative interpretations by evaluating “worst case scenario”



# General Practical Strategies for Addressing Student Anxiety

## Anxiety characteristic: What you can do:

- Underestimate coping ability and have more negative thoughts
- Model appropriate coping behavior
- Encourage use of positive self talk (“I did this before and I can do it again.”)
- Ask “how would your best friend/some you admire handle this situation?”
- Help them think of distractions (journaling, drawing, breaks)
- Accommodate the source of anxiety (presentations, certain situations, etc)

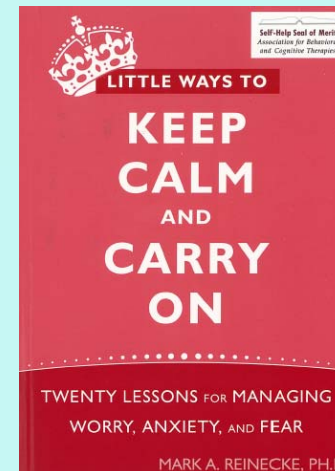


# Resources

## Apps

- Breathe2Relax
- iCan: Anxiety Free

## Other



# When to make an outside referral

2 or more of the following:

- Anxiety symptoms are severe
- Symptoms are chronic or long-standing
- Symptoms appear to interfere significantly with the student's social or academic performance
- It is not possible to implement the needed interventions at school
- School-based interventions have been implemented but have not resulted in adequate improvement in symptoms



# Referral Resources

- Contracted mental health specialist
- Talbert House
- St. Joseph's Orphanage
- Catholic Charities of Ohio
- Children's Hospital
- Lindner Center of Hope



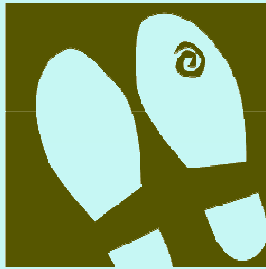


# 3-2-1 Exit Ticket

3.



2.



1.  
or



# Contact Information:

[carrie.urshel@hcesc.org](mailto:carrie.urshel@hcesc.org)

[kim.jewett@hcesc.org](mailto:kim.jewett@hcesc.org)

[karen.stine@hcesc.org](mailto:karen.stine@hcesc.org)



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