Welcome!

- Icebreaker Activity
- Chill Out Bags

Essential Question

What interventions can I utilize in my work setting to support my school population to cope with stress and anxiety?

A Student’s Voice

The Statistics:

- Muris et al. (2000), conducted a worry interview and found that 76.4% of school children ages 4-14 reported experiencing worry.
- Erk (2004) estimates that 5% to 18% of children suffer from anxiety disorders.
- Emslie (2008) reports similar numbers and estimates that 6% to 20% of children and adolescents suffer from some type of anxiety disorder.
- Approximately, 1 out of every 8 students struggle with anxiety (Wagner, 2005).
What is anxiety?
Anxiety is defined as a subjective sense of fear, distress or worry that may exhibit both physical (e.g., headache or nausea) sensations and emotional symptoms (e.g., fear or nervousness) (American Psychiatric Association, 2000).

When anxiety becomes a disorder:
The 4 D’s:
- Disruption
- Disproportion
- Distress
- Duration

The Impact of Anxiety:
- Effects cognitive functioning
- Lowers academic performance
- Tardiness
- Absenteeism
- Perfectionism
- Substance Abuse
- School Refusal
- Avoidance of classroom participation
- Students are often misunderstood
- Discrepancies in behavior at home and at school

Types of Anxiety Disorders:
- Separation Anxiety Disorder
- Generalized Anxiety Disorder
- Social Phobia or Social Anxiety Disorder
- Panic Disorder
- Specific Phobias
- Selective Mutism
- Obsessive Compulsive Disorder
- Post Traumatic Stress Disorder

Causes and Triggers of Anxiety
- Psychological
  - Genetic: About 10% of children have a fearful or anxious temperament and may have a genetic predisposition toward anxiety (Wagner, 2005).
- Biological
  - Learning theorists believe that anxiety is triggered when fear occurs with a previously neutral event or object (Discovery Education, 2005).
  - Development of particular thought patterns and imitative behaviors.

Cognitive Behavioral Approach
- Addresses underlining “automatic” negative thoughts that may produce stress or anxiety.
- Specific techniques to reduce or replace maladaptive behaviors.
The A-B-C’s of Anxiety Behavior

• Identify negative behavior
• Promote positive behavior by using effective reinforcement strategies
• Change the routine

American School Counselor Association Standards

• A:A2.3 Use effective communication skills to know when and how to ask for help.
• C:A1.10 Balance between work and leisure time.
• PS:B1.4 Develop effective coping skills for dealing with problems.

The Role of the Professional School Counselor

• Setting up a safe space in PSC’s office
• Problem Solving
• Plan Management
• Team Approach
• Work with teachers to modify and implement interventions

Cycle of Anxiety

The Role of the Professional School Counselor

• Problem Identification
• Collaboration with mental health providers and pediatricians
• Student Support
• Implement Interventions
• Staff Education
• RTI, IEP, 504 Planning

Coping Skills Are Key

• Matos et al. (2008) found a positive correlation between poor coping skills and psychological disorders.
• Coping skills can be taught individually, in a small group, or in a classroom setting.
• Professional School Counselors can implement programs to promote self-competence and self-esteem, encourage emotion management, and problem solving.
Advocacy Competencies

http://www.counseling.org/resources/competencies/advocacy_competencies.pdf

Social Justice & Multiculturalism

- Cultural Factors: Chansky (2004) cites information overload, tight deadlines, exposure to sexuality and violence, materialism as social forces exerting pressure on adolescents.
  - ESOL Students
  - Levine (2006) stated that beyond the age of 11 or 12 material advantages do not translate into emotional health. Preteens and teens from well-educate affluent families experience the highest rates of anxiety. According to Levine, there are three times as many diagnoses in students from high socio-economic families as compared with the general population.

Interventions: Jitter Juice

Jitter Juice

Hawaiian Punch
Sprite
Ice
Mix & Serve!

Interventions: Worry Warriors

- Read Life Doesn’t Frighten Me By Maya Angelou
  - Have students list their worries
  - Build Worry Warriors
  - Come up with a courage connection

http://edhelper.com/poetry/Life_Doesnt_Frighten_Me_by_Maya_Angelou.htm

Interventions: The Worry Box

- Can use in a group or classroom setting to discuss worries
- Can use with an individual to “store”: the worries some place safe

Interventions: Fear Not Notebook

- Small Binder
- Notebook Paper
- Inspiring Words
- Magazine Clippings
Interventions: Homemade Stress Balls
- Balloons
- Beans
- Flour
- Play Dough
- Masking Tape

Interventions: Separation Anxiety
- Kiss Box (Book by Bonnie Verburg & Henry Cole)
- Family necklace

Interventions: Worry Dolls & Stones
- Used as a visual reminder of coping skills
  [Link](http://gretchenmiller.wordpress.com/2012/06/19/worry-doll-muneca-quitapenas-how-to/)

Interventions: Relaxation Activities
- Playing with Play Dough
- Blowing Bubbles
- Working a Puzzle
- Moon Sand
- 30 Second Cycling Trip
- Deep Breathing Exercises
- Listening to Calming Music
- Guided Imagery
- Relaxation Seeds [pdf](https://example.com/relaxation-practice-log1.pdf)

Interventions: Visualization Activities
- Vacuum Cleaner
- Trap Door
- Bubbles
- Feather
- Worry Soap
- Rocket Ship

Interventions: Thought Bank
Choose What Goes In The Thought Bank
- **Positive Thoughts**
  - Keep the Thoughts that Feel Good
- **Negative Thoughts**
  - Throw Away the Thoughts that Feel Bad
Interventions: FEAR Plan

• Feeling Frightened- Do Something Relaxing
• Expecting Bad Things to Happen? What Are Some Coping Thoughts? Challenge Your Anxious Thoughts!
• Attitudes and Actions that Can Happen- Problem Solve!
• Results and Reward

Interventions: Rating Scales

- VocanoScale-MySchoolTriggers.pdf
- Anger-Anxiety-Thermometer.pdf
- stress-levels-food-theme1.pdf
- stress-levels-critter-theme13.pdf
- stress-levels-nature-theme1.pdf

Interventions: Bibliotherapy

• The Monster of Worry
• Up And Down the Worry Hill
• When Lizzy Was Afraid of Trying New Things
• When My Worries Get Too Big
• Sometimes I’m Scared
• The Lion Who Lost His Roar
• Is A Worry Worrying You?

Interventions: Classroom Guidance Lessons

• Lessons on Feelings
• Lessons on “I Messages”
• Lessons on Stress Management
• Lessons on Calming/Coping Strategies
• Lessons on Test-Taking Tips/Test Anxiety
• Lessons on Time Management

Interventions: Parents

• Parent Workshops
  – Transition
  – Beginning of the School Year
• “Coffee with the Counselors”
• Resource Packets
• Newsletter
• Counselor Blogs or Website

School based interventions should include parents because they have a strong effects on the student’s daily stress (Matos et al., 2008).

Tips for Parents

• Praise your child for facing challenges or trying something new.
• Search to find avenues where your child can feel successful.
• Assign jobs to your child around the house to show that they are contributing.
• Provide Reassurance.
• Promote Independence.
Interventions: Staff Members

- Staff Training on Anxiety
- Consultation with Grade Level Teachers
- Information Available on the Staff Drive

According to Chansky (2004), more than 10% of the students in every classroom have some level of anxiety and have difficulty processing risk accurately.

Interventions: “Cool As A “Cucumber”

- Small Group to Address Anxiety and Stress.
- 7 Sessions- Approximately 45 minute Sessions.

Data Collection:

- Pre/Post Tests
- Teacher Feedback
- Parent Feedback
- Student Feedback
- Rating Scale Tracking
- Academic Progress
- Social/Emotional Progress

Tips for Staff Members

- Build Relationships and Develop Sense of Community Before Talking About Challenges of a New Grade.
- Peer Buddies.
- Use the Words “Rarely” and “Seldom” When Talking about Natural Disasters or Serious Illness.
- Give Anxious Children a Job First Thing.
- Provide Positive Specific Praise; Promote Bravery!

Closing Activity

- Toothpick/Marshmallow Activity

Prompt: What interventions can I utilize in my work setting to support my school population to cope with stress and anxiety?

QUESTIONS OR COMMENTS...
Additional Resources

- worksheets.pdf
- IMOM_Progress_Roadmap_300.pdf
- Feelings.pdf
- I_am_afraid_to....pdf
- The_Bag_of_Worries.doc
- Letting_go_of_worries.pdf
- IdentifyStressTriggers.pdf
- http://www.youtube.com/watch?v=bWp_IHz8Ni&feature=youtube_gdata_player

Local Resources

- The Anxiety and Stress Management Institute
  http://www.stressmgt.net/
- Prevention Intervention (Cobb County Public Schools)
- Atlanta Area Psychological Associates
  http://www.atlantapsych.com/

References


