

How do I support students who are feeling anxious?
Practical Strategies that Work

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 Comprehensive, Integrated, Three-Tiered Model of Prevention

1

Agenda

- Welcome & Overview of Ci3T
- Internalizing Behaviors: What do I need to know?
- Anxiety: Strategies Across the Tiers
 - Tiers 1-3: Relaxation Training
 - Tier 2: Self-monitoring
 - Tier 3: Cognitive Restructuring
 - Tier 3: Functional Assessment-based Interventions (FABI)
- Anxiety: Strategies to Share with Parents
- Wrapping up: Resources and Questions

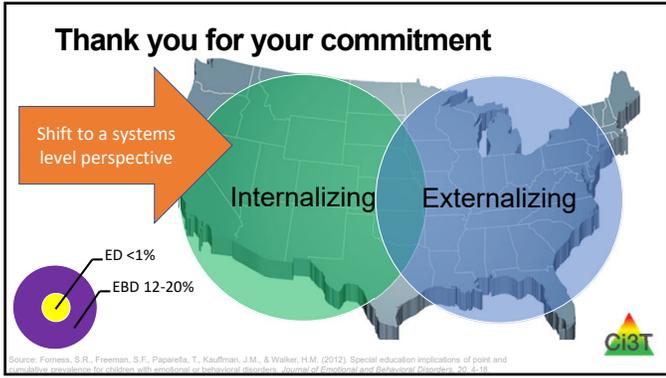


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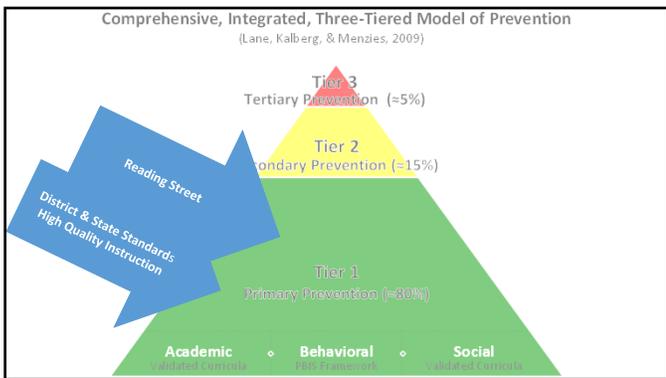


Welcome & Overview of Ci3T

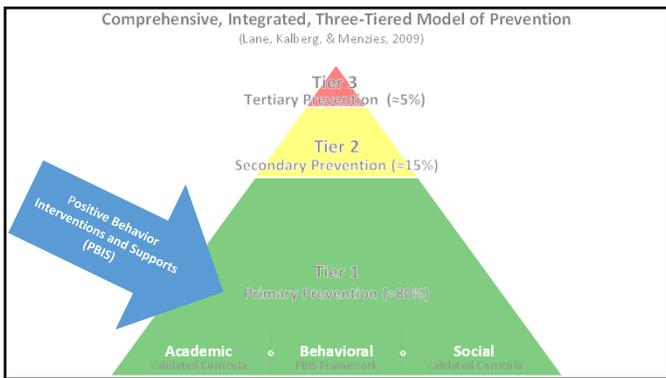
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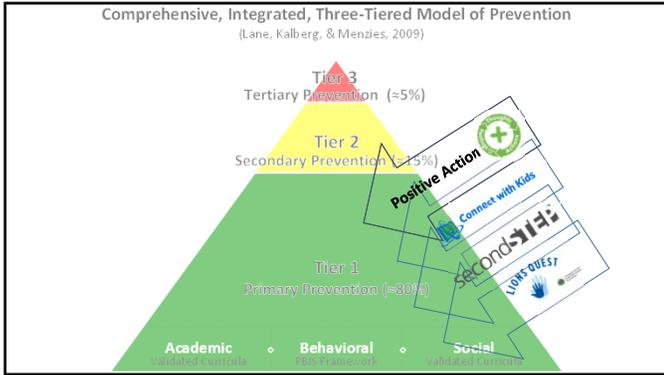
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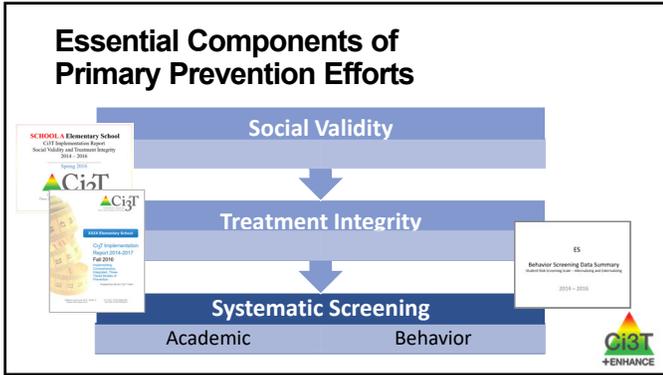
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Area I: Academics Responsibilities Faculty and Staff	Area II: Behavior Responsibilities Faculty and Staff	Area III: Social Skills Responsibilities Faculty and Staff
<p>Ci3T Primary Plan: Procedures for Teaching</p> <ul style="list-style-type: none"> Teach core programs according to district and state standards with fidelity. Provide differentiated instruction to meet the needs of all students. Provide learning opportunities that are challenging and appropriate for all students. Provide feedback in a timely manner to students and parents. Conduct, meet, and... 	<p>Ci3T Primary Plan: Procedures for Reinforcing</p> <ul style="list-style-type: none"> Use effective teaching practices. Use a positive response to initial indicators of on-meeting expectations. Provide timely meeting expectations. Reinforce students who are struggling to meet expectations. Allow students time to respond to request and re-engage. 	<p>Ci3T Primary Plan: Procedures for Monitoring</p> <ul style="list-style-type: none"> Use effective teaching practices. Use a positive response to initial indicators of on-meeting expectations. Provide timely meeting expectations. Reinforce students who are struggling to meet expectations. Allow students time to respond to request and re-engage.

Note: We do not endorse any specific curriculum or program. We encourage Ci3T Leadership Teams and District Decision Makers to review current evidence to inform their decision making.

Ci3T Exemplar - Elementary 2

9



10

Student Risk Screening Scale – Internalizing and Externalizing (SRSS-IE; Drummond, 1994; Lane & Menzies, 2009) Elementary

DATE:		Student Risk Screening Scale - Internalizing and Externalizing (SRSS-IE) 2.0 ELEMENTARY USE 2020-2021																
TEACHER NAME:																		
PERIOD RATED:																		
13 Student Name		Student ID	Count	Self	Lik. Cheat, Sneak	Behavior Problem	Peer Rejection	Low Academic Achievement	Negative Attitude	Aggressive Behavior	Emotionally Flat	Shy Withdrawn	Self-Depressed	Anxious	Lonely	SRSS-IE TOTAL	SRSS-E TOTAL	SRSS-IE+E TOTAL
Example: Smith, Sally		11111	0	0	0	1	3	3	2	2	2	3	0	1	2	13	10	23
Example: Lane, Scarlett		112341	0	0	0	1	0	0	1	0	0	1	0	0	0	3	1	4
Example: Lane, Nathan		112345	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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11

Student Risk Screening Scale – Internalizing and Externalizing (SRSS-IE; Drummond, 1994; Lane & Menzies, 2009) Secondary

DATE:		Student Risk Screening Scale - Internalizing and Externalizing (SRSS-IE) MIDDLE and HIGH SCHOOL USE 2020-2021																
TEACHER NAME:																		
PERIOD RATED:																		
13 Student Name		Student ID	Count	Self	Lik. Cheat, Sneak	Behavior Problem	Peer Rejection	Low Academic Achievement	Negative Attitude	Aggressive Behavior	Emotionally Flat	Shy Withdrawn	Self-Depressed	Anxious	Lonely	SRSS-IE TOTAL	SRSS-E TOTAL	SRSS-IE+E TOTAL
Example: Smith, Sally		11111	0	0	3	1	3	3	2	2	2	3	0	1	2	13	10	23
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Example: Lane, Nathan		112345	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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12

Fall 2018
SRSS-Externalizing Results: Grade level

Grade Level	N Screened	Low n (%)	Moderate n (%)	High n (%)
K	58	51 (87.93%)	6 (10.34%)	1 (1.72%)
1 st	52	40 (76.92%)	8 (15.38%)	4 (7.69%)
2 nd	61	51 (83.61%)	6 (9.84%)	4 (6.56%)



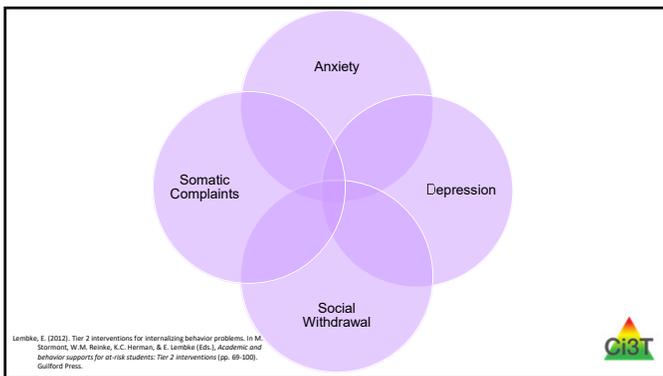
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Ci3T 

Internalizing Behaviors

What do I need to know?

17



18

Anxiety Disorders

Include ...

- o panic disorders,
- o obsessive-compulsive disorder (OCD),
- o post-traumatic stress disorder (PTSD),
- o social phobia (social anxiety disorder),
- o specific phobias,
- o and generalized anxiety disorder (GAD)

American Psychiatric Association, 2013

Symptoms for each of these disorders are different, but the commonality is an excessive and/or irrational level of fear and worry.



19

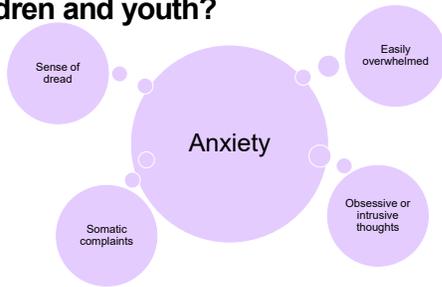
How many students experience these challenges?

- 20% of students have or are at risk for Emotional and Behavioral Disorders (EBD), which includes internalizing and externalizing challenges
(Forness et al., 2012)
- 30.1% of people experience an anxiety disorder at some time during adolescence
(Merikangas et al., 2010)
- 12.5% of adolescents experienced a major depressive episode in 2015
(Center for Behavioral Health Statistics and Quality, 2016)



20

What does anxiety look like in children and youth?



Lemke, E. (2013). Tier 2 interventions for internalizing behavior problems. In M. Stormont, W.M. Reinke, K.C. Herman, & E. Lemke (Eds.), Academic and behavior supports for at-risk students: Tier 2 interventions (pp. 69-100). Guilford Press.



21

What does anxiety look like in children and youth?

- Overwhelmed easily
- Sense of dread
- Experience obsessive, intrusive, and bothersome thoughts.
- Often accompanied by somatic complaints (e.g., muscle weakness, cramps, fatigue, frequent bathroom trips)
- May itself be a symptom of depression



22

How does anxiety impact school experiences?

Students with anxiety may...

- have difficulty with academic engagement
- experience social withdrawal

Internalizing behaviors may lead to social and academic impairments (Mychailyszyn, Mendez, & Kendall, 2010)

(Erath, 2007; Rapee & Heimberg, 1997)



23

Students with internalizing concerns

Discuss

- How do internalizing concerns (anxiety, depression, somatic complaints, social withdrawal) impact students you work with?
- What are some of the challenges associated with helping these students?
- Do you have a systematic approach in place for locating students with internalizing concerns and connecting them with supports?
- Have you noticed changes in patterns of students with internalizing concerns this year (e.g., COVID-19)?

00:00



24



Anxiety

Strategies across the Tiers

25

Intervention Name	Prevent	Early Intervention	Intensive Intervention
Cognitive Behavior Therapy		✓	✓
Cognitive Restructuring	TBD	✓	✓
Contingency Management	✓	✓	✓
Exposure-Based Techniques		✓	✓
Family Therapy		✓	✓
Modeling (live and video)		✓	✓
Psychoeducation	TBD	✓	✓
Relaxation Training	✓	✓	✓
Self-Monitoring / Self-Assessment	TBD	✓	✓

Vannest, K. J. (2015, September 25-27). Interventions for anxiety. A presentation at the Council for Children with Behavioral Disorders conference. Atlanta, GA.
Vannest, K. J., Reynolds, C. R., & Kamphaus, R. (2015). The BASC-3 Behavioral Intervention Guide. Pearson.

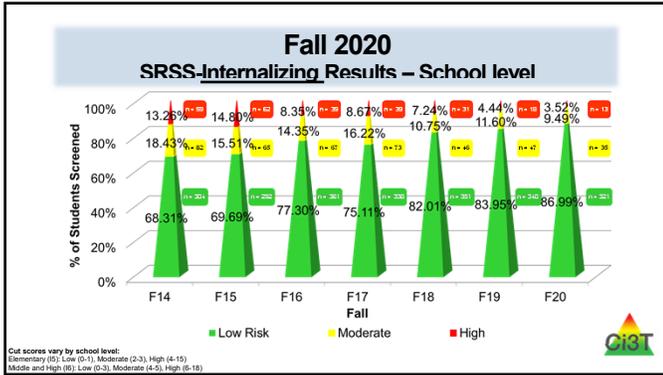
26

SAMPLE Elementary School Ci3T Primary (Tier 1) Plan

Mission Statement		
The mission of Sample Elementary School is to provide a positive and safe learning environment for students, families, and school staff to engage in opportunities that maximize student learning potential and positive long term life choices as citizens.		
Purpose Statement		
The purpose of Sample Elementary School's Ci3T plan is to fulfill the school's mission through instruction and learning experiences in academics and the arts, social and emotional development, and social behaviors that are respectful and in alignment with the family and community expectations.		
School-Wide Expectations		
1. Be Respectful 2. Be Responsible 3. Give Best Effort See Expectation Matrix		
Area I: Academics Responsibilities	Area II: Behavior Responsibilities	Area III: Social Skills Responsibilities
Students: <ul style="list-style-type: none"> Be at school on time and stay all day. Access and use resources to be organized. Complete and turn work in at a timely manner. Communicate with teachers and parents. Participate in district core instruction and learning opportunities. Actively participate in class activities and be persistent in the face of challenges. Participate in: <ul style="list-style-type: none"> 60 minutes of Learning Math Expression Common Core (Houghton Mifflin Harcourt) 90 minutes of English Language Arts using Scott Foresman Reading StreetSM Common Core (Pearson Education) Bring all materials, including daily planners (Gr. 3-5). 	Students: <ul style="list-style-type: none"> Meet school-wide expectations stated in the Expectation Matrix. Use strategies learned in behavior expectation setting and Positive Action lessons to prevent or minimize triggers and identify and manage agitation. Take responsibility for own actions and the effect on others. Tell an adult about any unsafe behaviors. Ask an adult when you need help. 	Students: <ul style="list-style-type: none"> Follow the school-wide expectations listed in the Expectation Matrix. Actively participate in weekly Positive Action lessons. Use positive social skills at school, at home and in the community and encourage peers to use these skills. Cooperate with others; use kind words and actions. Listen politely, and resolve conflicts peacefully by using Stop, Think, Talk (OREP-TAG, PHR.org)

For additional information, please see Lane, Kullberg, and Mowbray (2009).
Note: We do not endorse any specific curriculum or program. We encourage Ci3T Leadership Teams and District Decision Makers to review current evidence to inform their decision-making.
Ci3T Exemplar - Elementary 1

27



28

Ci3T

Relaxation Training

A strategy for use across the tiers

29

What is Relaxation Training?

- Relaxation training **teaches** children to begin using ways to relax
- **Monitoring muscle tension** created by stressful situations and events and by **controlling irregular breathing**

Vannest, K. J. (2015, September 25-27). Interventions for anxiety. A presentation at the Council for Children with Behavioral Disorders conference. Atlanta, GA.
Vannest, K. J., Reynolds, C. R., & Kamphaus, R. (2015). *The BASC-3 Behavioral Intervention Guide*. Pearson.

30

GOAL: Relaxation lowers anxiety through physiologic responses to slower breathing and slower thinking.

- Identify the context in which anxiety occur.
- Provide options for relaxation training based on student strengths and interest.
- Teach procedures through modeling, practice, and feedback.

Vannest, K. J. (2015, September 25-27). Interventions for anxiety. A presentation at the Council for Children with Behavioral Disorders conference, Atlanta, GA.
Vannest, K. J., Reynolds, C. R., & Kamphaus, R. (2015). *The BASC-3 Behavioral Intervention Guide*. Pearson.



31

Why Relaxation Training?

- Physical discomfort caused by tension can exacerbate common anxiety symptoms, causing a child to become even more anxious.
- Relaxation techniques include counting, breathing exercises, recall, mental imagery, and progressive muscle relaxation
(Kahn, Keltie, Jenson, & Clarke, 1990).

Vannest, K. J. (2015, September 25-27). Interventions for anxiety. A presentation at the Council for Children with Behavioral Disorders conference, Atlanta, GA.
Vannest, K. J., Reynolds, C. R., & Kamphaus, R. (2015). *The BASC-3 Behavioral Intervention Guide*. Pearson.



32

Relaxation Protocol 



Morris, R. J., Shah, K., & Morris, Y. P. (2002). Internalizing behavior disorders. In K. L. Lane, F. M. Gresham, & T.E., O'Shaughnessy (Ed.) *Intervention for children with or at risk for emotional and behavioral disorders* (pp. 223-241). Allyn & Bacon.



33

What is self-monitoring?

- One commonly used self-management strategy
- Involves teaching students to:
 - Observe, or determine if a behavior occurred using an operational definition
 - Record whether or not the behavior occurred



37

Why is self-monitoring effective?

- Easy
- Convenient
- High social validity (students like it)
- Promotes independency and self-determined behaviors
- Impacts behavior and academic components



38

Implementing Self-Monitoring in Your Classroom: Implementation Checklist

- Step 1: Establish Prerequisite Conditions
- Step 2: Identify and Operationally Define the Behaviors
- Step 3: Design the Self-Monitoring Procedures, Including a Monitoring Form
- Step 4: Teach the Self-Monitoring Procedures
- Step 5: Monitor Student Progress
- Step 6: Consider Maintenance and Follow-Up

SELF-MONITORING: IMPLEMENTATION CHECKLIST

Name: _____

Component	Implemented	Comments
Step 1: Establish Prerequisite Conditions		
Step 2: Identify and Operationally Define the Behaviors		
Step 3: Design the Self-Monitoring Procedures, Including a Monitoring Form		
Step 4: Teach the Self-Monitoring Procedures		
Step 5: Monitor Student Progress		
Step 6: Consider Maintenance and Follow-Up		

See Implementation folder for "Self-Monitoring Implementation Checklist"

39

What is Cognitive Restructuring?

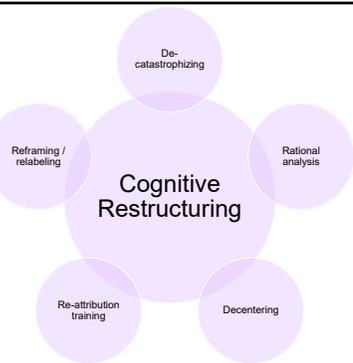
Includes teaching students to:

- Identify irrational thoughts and replace them with more realistic ones
- Identify and classify irrational thoughts during anxiety-provoking events
- Modify irrational thoughts by making realistic appraisals of the events



46

Cognitive Restructuring



47

Sample Elementary Tertiary (Tier 3) Intervention Grid

Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Cognitive Restructuring	Individual or small group intervention lead by related service provider (e.g., counselor) using strategies rooted in Cognitive Behavior Therapy (CBT) to teach students to identify irrational emotions or thoughts, test the reality of those thoughts, and develop rational thoughts to replace depressive/anxious ones (Vannest et al., 2015). Intervention provided over 5-12 sessions.	Behavior: <input type="checkbox"/> SRSS-E7 score: Moderate (4-8) <input type="checkbox"/> SRSS-I5 score: Moderate (2-3) AND/OR <input type="checkbox"/> 2 or more office discipline referrals (ODR) AND/OR <input type="checkbox"/> 4 or more nurse visits AND/OR <input type="checkbox"/> 2 or more unexcused absences over the past 4 weeks AND <input type="checkbox"/> Parent permission	Student measures: <input type="checkbox"/> Attendance <input type="checkbox"/> Student record of self-monitoring <input type="checkbox"/> Permanent products (e.g., assignments completed) Treatment integrity: <input type="checkbox"/> Treatment integrity checklist (e.g., adherence to intervention protocol) Social validity: <input type="checkbox"/> Teacher: IRP 15 <input type="checkbox"/> Student: CIRP	<input type="checkbox"/> SRSS-E7 score: Low (0-3) <input type="checkbox"/> SRSS-I5 score: Low (0-1) AND/OR <input type="checkbox"/> no ODR over last 6 weeks AND/OR <input type="checkbox"/> No nurse visits over 4-week period (except for visits necessary for medication, injury, illness) AND/OR <input type="checkbox"/> Attendance: no unexcused absences over 4-week period

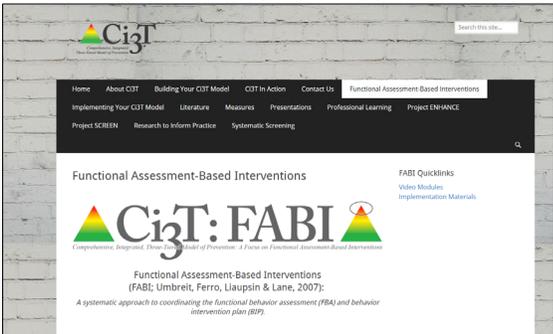
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Functional Assessment-based Interventions (FABI)

A tertiary (Tier 3) intervention for students experiencing internalizing challenges

49



50

Strategies across the tiers

Which strategies would you like to explore?

- Relaxation Training: Tiers 1-3
- Self-Monitoring: Tier 2
- Cognitive Restructuring: Tier 3
- Functional Assessment-based Interventions (FABI)

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51

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Anxiety

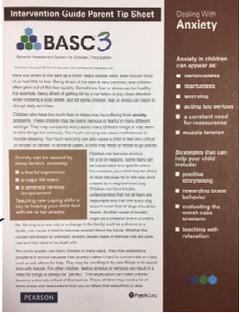
Strategies to Share with Parents

52

Strategies and resources

- Positive storytelling
- Rewarding brave behavior
- Evaluating the worst-case scenario
- Teaching self-relaxation

Sharable resources available as part of the BASC3 (via [pearsonassessments.com](https://www.pearsonassessments.com))



53

Positive storytelling

- Parents can use a narrative or “story” to help children understand and navigate anxiety-provoking situations
- Steps:
 - Identify one event that causes worry.
 - Create a story describing child as the main character
 - Use details to illustrate how to handle the situation
 - Use positive descriptions to describe actions, feeling
 - Visualize the worry as a cartoon character
 - Teach child to think about story when worrying
 - Provide positive feedback



54

Positive storytelling

When Josef hears thunder, he hides in his closet. Josef's father sat with him after dinner and told a story about space travel. Josef loved any story with stars or planets. His father asked Josef to imagine himself in his own spaceship, with its curved windows, its dials and levers, and the black space and stars outside. Josef's father asked him to imagine a planet exploding. It was loud, like thunder, but Josef wasn't afraid because his spaceship kept him safe. Josef's father had him imagine his spaceship during the next storm, and Josef felt braver when he heard thunder.



55

Rewarding brave behavior

- Parents can encourage a child to face anxious or fearful situations by using reward
- Steps:
 - Make a list of brave behaviors with the child
 - Start small, move toward bigger/harder behaviors
 - Work together, then gradually withdraw to encourage independence
 - Choose rewards for each behavior that are
 - realistic,
 - of value, and
 - available immediately after performing behavior
 - Be generous with praise!



56

Rewarding brave behavior

Nadia has always been shy, and her eighth-grade teacher asks every student to make speeches. Nadia often complains of a headache and misses school on days when it's her turn to talk in front of the class. Nadia's mom talks with her about having similar feelings when she was in high school. They agree on some rewards for taking small steps and facing her fear. If she goes to school without complaints on speech days, she would be excused from washing dishes that night. When she gives a speech, she could spend extra time with her friends at the mall. When she passes the class, she could choose a new music CD or DVD.



57

Evaluating the worst-case scenario

- Parents can help a child who feels anxiety by showing how unlikely the worst-scenario is or by providing reassurances
- Steps:
 - Ask the child to tell you the worst-case scenario of a situation or fear
 - Listen for all-or-nothing statements about the bad things that may happen (e.g., saying, "everyone will hate me," or "no one ever believes me")
 - Ask your child the likelihood that the worst-case scenario might really happen.
 - Encourage realistic thinking by asking, "Then what?" and listen for reasonable responses.
 - Describe the child's concerns using less extreme language, or discuss how likely something is to happen.
 - Follow up with giving ideas for more realistic outcomes if the child is frustrated or upset.
 - Continue until the worst-case scenario becomes something the child can manage



58

Evaluating the worst-case scenario

Deshawn complained a lot about his after-school job and was critical of himself. He said that the other workers at the library didn't like him. "What is the worst thing that could happen if all your co-workers don't like you?" his father asked. He suggested Deshawn could ask for tasks he could do by himself. What if he couldn't work alone? Deshawn realized that he could find another job. What if he couldn't find another job? Deshawn and his father agreed that was unlikely but that he could do volunteer work instead. Once he saw that staying at the library was his choice, Deshawn decided to stay on and see what happens.



59

Teaching self-relaxation

- Parents can help a child to relax the body and thereby, reduce anxiety and worry
- Steps:
 - Ask the child to remember the last time he or she felt anxious and explain how it affects his or her body to enter the state of getting ready for danger
 - Choose a relaxation signal.
 - For example, when the child feels anxious, he or she could make tight fists. During the relaxation training, the child could try to relax, starting with the hands, while taking slow deep breaths.
 - Practice when and how to use relaxation by acting it out
 - Give positive feedback about specific changes in the child's behavior.



60

Teaching self-relaxation

Whenever Carly had to go to the doctor, she couldn't sleep the night before her appointment. She would cry getting into her car, and in the waiting room she could feel her heart beating fast and her shoulders tensing up. Her mom helped Carly make a plan to relax when these feelings came on. Whenever she started to feel scared, she would make a tight fist. Then she would relax her hand and take some deep breaths and try to feel any other tight muscles, relaxing them as well. She could keep her eyes closed until she felt calm. Carly still doesn't like the doctor's office, but she can practice being calm at every step.



61

Strategies to share with parents

Keeping your students in mind, which strategy might be beneficial? Do you feel confident in implementing and sharing them with parents?

- o Positive Storytelling
- o Rewarding Brave Behavior
- o Evaluating the Worst-Case Scenario
- o Teaching Self-Relaxation

00:00



62



Wrapping Up

63

