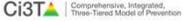


How do I support students who feel anxious? Practical Strategies that Work

Kathleen Lynne Lane, Ph.D., CF-L1
Mark Matthew Buckman, Ph.D.
Rebecca Lee Sherod, MSE
Wendy Peia Oakes, Ph.D.



1

Renaming: First and Last Name

To help us interact and collaborate today, please ensure the name that appears on your zoom square is your first and last name.

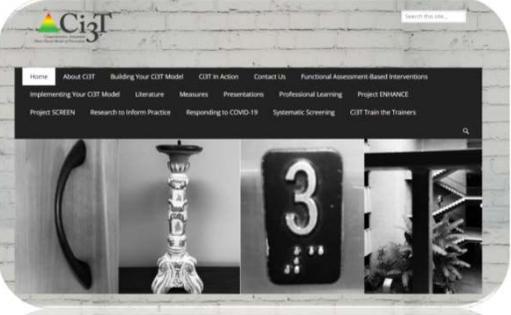
A. Click the **three dots** at the top right corner of your **video square**.



B. Rename yourself with your **First and Last Name**




2



ci3t.org



3

Accessing Project EMPOWER Professional Learning

Project EMPOWER
EMPOWER Sessions have space for 200 people on Zoom!
These live 2-hour stand-alone sessions will be held from 5:00-7:00 PM central time.

2020-2021
Locations: Locations 1, 2, & 3 recordings below
Information: See accreditation below

2021-2022
Locations: Location 2 only
Information: See live below
Registration: Click links to sign up

2020-2021 EMPOWER Resources

- 01 Ci3T structures for remote, in-person, and hybrid
- 02 Using your Ci3T structures at school and at home
- 03 What do I need to know about remote screening?
- 04 Understanding and managing anxiety and behavior
- 05 How do I support students who are having trouble?

2021-2022 EMPOWER Resources

- 01 How do we set up for session during your Ci3T sessions?
- 02 Using your Ci3T structures to support positive behavior
- 03 What do I need to know about on-demand screening?
- 04 Understanding and managing anxiety for students
- 05 How do I support students who are anxious?

4

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 Behavioral Therapy (CBT)
 - Tier 3: Functional Assessment-based Interventions (FABI)
- Anxiety: Strategies to Share with Parents
- Wrapping up: Resources and Questions

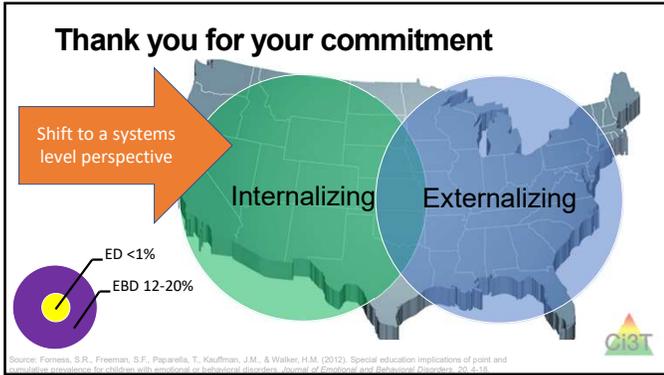


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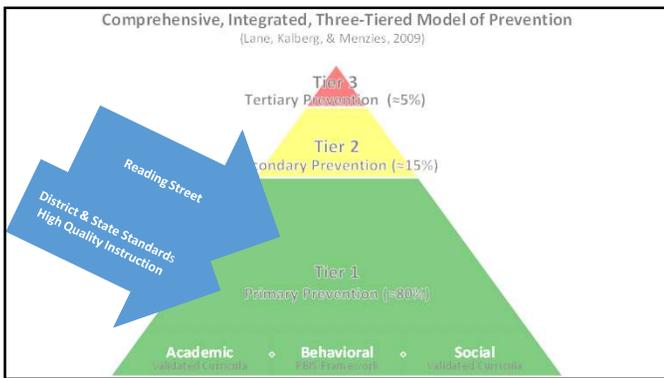


Welcome & Overview of Ci3T

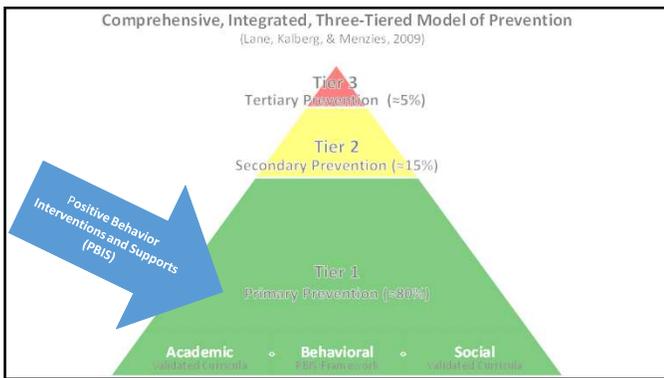
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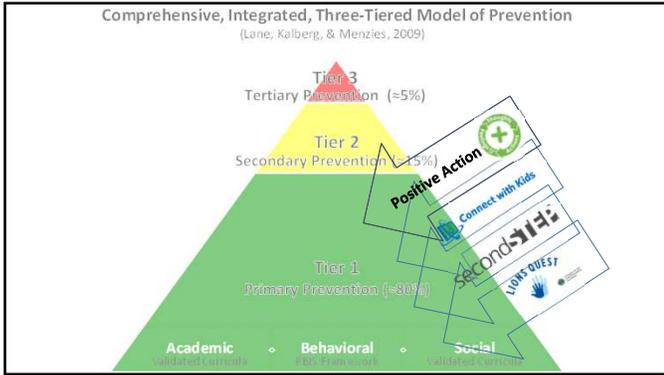
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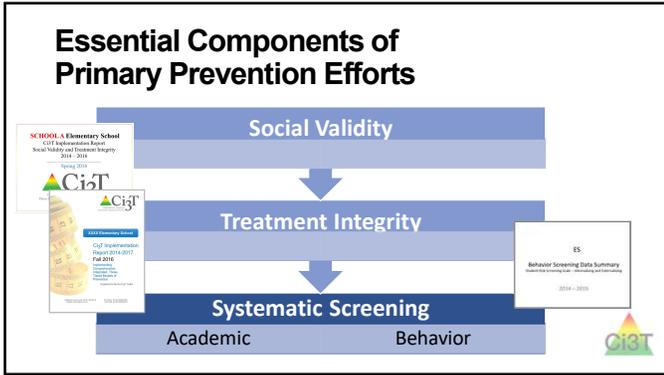


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Area I: Academic Representations	Area II: Behavioral Representations	Area III: Social Skills Representations
<p>Ci3T Primary Plan: Procedures for Teaching</p> <ul style="list-style-type: none"> Facility and staff Facility and staff Facility and staff 	<p>Ci3T Primary Plan: Procedures for Reinforcing</p> <ul style="list-style-type: none"> Facility and staff Facility and staff Facility and staff 	<p>Ci3T Primary Plan: Procedures for Monitoring</p> <ul style="list-style-type: none"> Facility and staff Facility and staff Facility and staff

EXAMPLE Homeing Detail Ci3T Implementation Report 2016-2017 Fall 2016

12



13

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

This is the SRSS-IE Elementary form. It contains fields for DATE, TEACHER NAME, and PERIOD RATED. The main section is a grid for rating students based on various behavioral indicators. The grid has columns for each indicator and rows for individual students.

14

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

This is the SRSS-IE Secondary form. It contains fields for DATE, TEACHER NAME, and PERIOD RATED. The main section is a grid for rating students based on various behavioral indicators. The grid has columns for each indicator and rows for individual students.

15

SRSS-IE: Cut Scores

Elementary School		Middle and High School	
SRSS-E7	SRSS-I5	SRSS-E7	SRSS-I6
Items 1-7	Items 8-12	Items 1-7	Items 4, 8-12
0-3 = low risk 4-8 = moderate risk 9-21 = high risk	0-1 = low risk 2-3 = moderate risk 4-15 = high risk	0-3 = low risk 4-8 = moderate risk 9-21 = high risk	0-3 = low risk 4-5 = moderate risk 6-18 = high risk

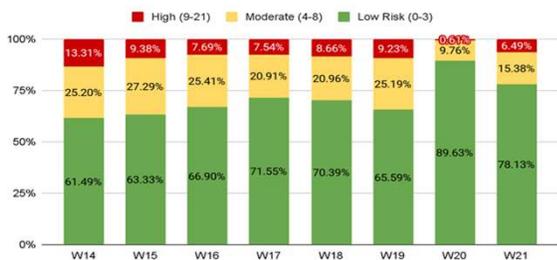
Elementary School Level:
Lane, K. L., Oakes, W. P., Swager, E. D., Schatschneider, C., Meunier, H., M., & Sanchez, J. (2015). Student risk screening scale for internalizing and externalizing behaviors: Preliminary cut scores to support data-informed decision making. *Behavioral Disorders, 40*, 159-170.

Middle and High School Levels:
Lane, K. L., Oakes, W. P., Cartwell, E. D., Schatschneider, C., Meunier, H., Crittenden, M., & Messenger, M. (2016). Student Risk Screening Scale for Internalizing and Externalizing Behaviors: Preliminary cut scores to support data-informed decision making in middle and high schools. *Behavioral Disorders, 42*(1), 271-284.



16

Winter 2021 SRSS-Externalizing Results – School level



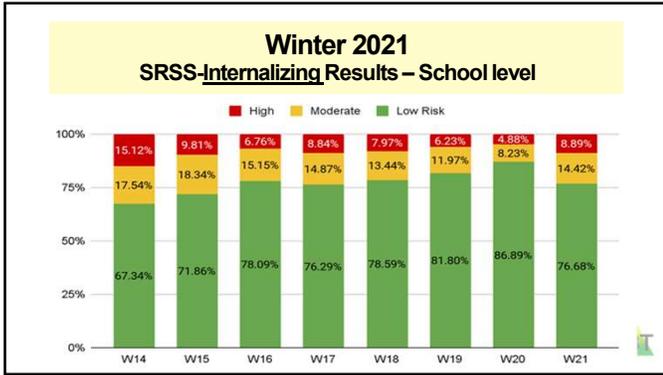
17

Winter 2021 SRSS-Externalizing Results – Grade level

Grade Level	N Screened	Low n (%)	Moderate n (%)	High n (%)
3	59	40 (67.80%)	18 (30.51%)	1 (1.69%)
4	69	51 (73.91%)	12 (17.39%)	6 (8.70%)
5	74	63 (85.14%)	10 (13.51%)	1 (1.35%)



18



19

Winter 2021 SRSS-Internalizing Results – Grade level

Grade Level	N Screened	Low n (%)	Moderate n (%)	High n (%)
3	59	49 (83.05%)	8 (13.56%)	2 (3.39%)
4	69	45 (65.22%)	18 (26.09%)	6 (8.70%)
5	74	67 (90.54%)	3 (4.05%)	4 (5.41%)

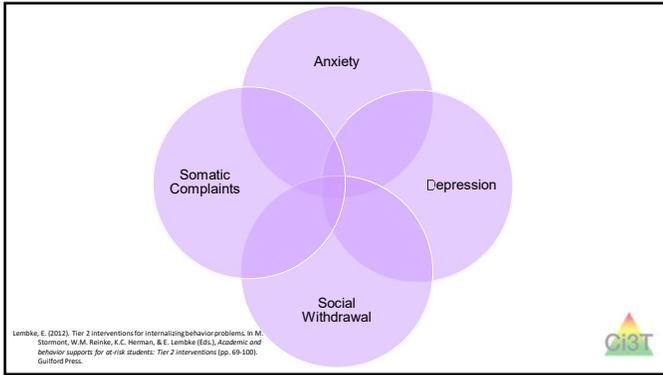
20



Internalizing Behaviors

What do I need to know?

21



22

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.



23

How many students experience these challenges?

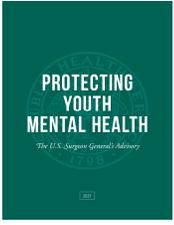
- 20% of students have or are at risk for Emotional and Behavioral Disorders (EBD), which includes internalizing and externalizing challenges
(Forness et al., 2012)
- 30.1% of people experience an anxiety disorder at some time during adolescence
(Merikangas et al., 2010)
- 12.5% of adolescents experienced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



24

Impact of Covid-19

- Since the pandemic began, rates of psychological distress have increased (in some cases doubling):
 - 25% of youth experiencing depressive symptoms
 - 20% experiencing anxiety symptoms
- Youths from some groups at higher risk, including:
 - American Indian and Alaska Native
 - Black
 - Latino
 - Asian American, Native Hawaiian, Pacific Islander
 - LGBTQ+



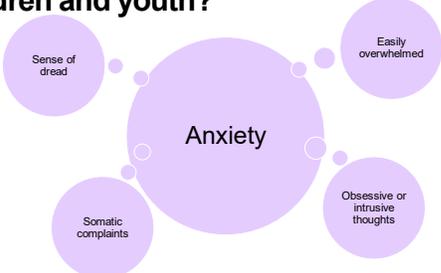
U. S. Surgeon General (2021). Protecting Youth Mental Health: The U. S. Surgeon General's Advisory. <https://www.hhs.gov/sites/default/files/surgeon-general-youth-mental-health-advisory.pdf>

Raoine, N., MacArthur, & A., Cooke, J. E., Eirich, R., Zhu, J., & Mustigan, S. (2021). Global prevalence of depressive and anxiety symptoms in children and adolescents during COVID-19: A meta-analysis. *JAMA Pediatrics*, 175(11), 1142-1150. <https://doi.org/10.1001/jamapediatrics.2021.2482>



25

What does anxiety look like in children and youth?



Lembke, E. (2012). Tier 2 interventions for internalizing behavior problems. In M. Stormont, W.M. Reinke, K.C. Herman, & E. Lembke (Eds.), *Academic and behavior supports for at-risk students: Tier 2 interventions* (pp. 69-100). Guilford Press.



26

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



27

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)



28

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



29

Ci3T

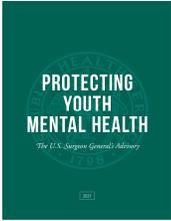
Anxiety

Strategies across the Tiers

30

What can educators/schools do to respond to increasing needs?

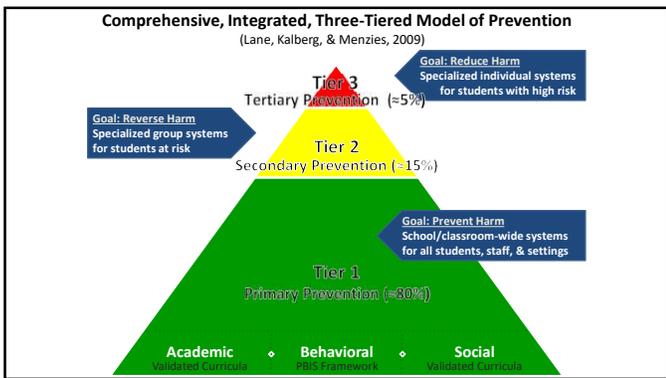
- Create positive, safe, and affirming school environments
- Expand social and emotional learning programs and other evidence-based approaches that promote healthy development
- Learn how to recognize signs of changes in mental and physical health among students, including trauma and behavior changes. Take appropriate action when needed
- Provide a continuum of supports to meet student mental health needs, including evidence-based prevention practices and trauma-informed mental health care
- Protect and prioritize students with higher needs and those at higher risk of mental health challenges



The U.S. Surgeon General's Advisory

U. S. Surgeon General (2021). Protecting Youth Mental Health: The U. S. Surgeon General's Advisory. <https://www.hhs.gov/sites/default/files/surgeon-general-youth-mental-health-advisory.pdf>

31

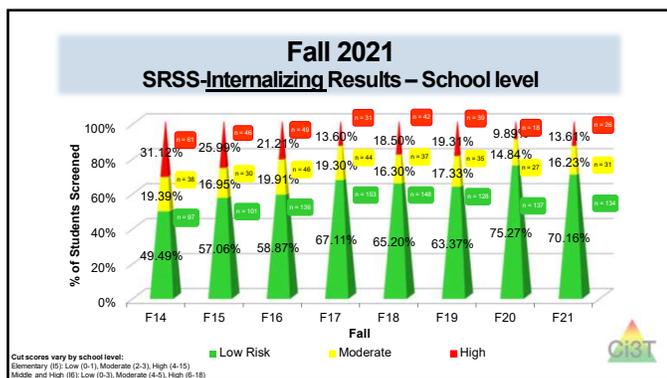


32

SAMPLE Elementary School C3T 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 students' learning potential and positive long term life choices as citizens.	
Purpose Statement	The purpose of Sample Elementary School's C3T 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 parent. 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 Math using Math Expression Common Core (Houghton Mifflin Harcourt) 90 minutes of English Language Arts using Scott Foresman Reading Street™ 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, Walk, Talk (OREP-TAC, PBIS.org)

For additional information, please see Lane, Kalberg, and Menzies (2009).
Note: We do not make any specific curriculum or program. We encourage C3T Leadership Teams and District Decision Makers to use current evidence to address their district needs.
C3T Example - Elementary 1

33



34

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.

35



Relaxation Training

A strategy for use across the tiers

36

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.



37

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.



38

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
(Kohn, Katie, 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.



39

Relaxation Protocol



Photo credit: Rebecca Thayer

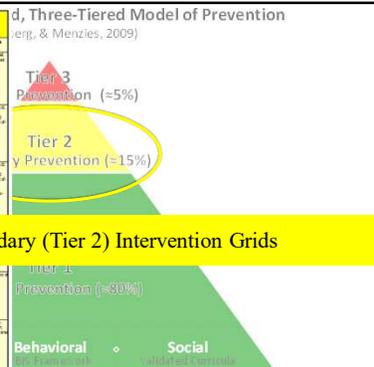
Morris, R. J., Shah, K., & Morris, Y. P. (2002). Internalizing behavior disorders. In K. L. Lane, F. M. Gresham, & T.E., O'Shaughnessy (Ed.) *Intervention for children with or at risk for emotional and behavioral disorders* (pp. 223-241). Allyn & Bacon.



40

Secondary Intervention Grid				
Support	Description	Schedule/Date	Data to Monitor Progress	Exit Criteria
Homework Club	Students receive support with homework assignments, review of concepts, and clarification of any misunderstandings.	Monday, Wednesday, Friday, 3:30-4:30 PM	Number of assignments completed, accuracy of work, student self-report of understanding.	Completion of all assignments with accuracy, student self-report of understanding.
IEP Check-In (Check-out)	Students receive support with IEP goals, progress monitoring, and communication with parents and the IEP team.	Monday, Wednesday, Friday, 3:30-4:30 PM	Number of IEP goals reviewed, student self-report of understanding, communication with parents and the IEP team.	Completion of all IEP goals reviewed, student self-report of understanding, communication with parents and the IEP team.
Levitt Branch Social Skills Club	Students receive support with social skills, including identifying emotions, understanding social cues, and resolving conflicts.	Monday, Wednesday, Friday, 3:30-4:30 PM	Number of social skills practiced, student self-report of understanding, communication with peers and adults.	Completion of all social skills practiced, student self-report of understanding, communication with peers and adults.
Behavioral Skills	Students receive support with behavioral skills, including identifying emotions, understanding social cues, and resolving conflicts.	Monday, Wednesday, Friday, 3:30-4:30 PM	Number of behavioral skills practiced, student self-report of understanding, communication with peers and adults.	Completion of all behavioral skills practiced, student self-report of understanding, communication with peers and adults.
Self-Monitoring	Students receive support with self-monitoring skills, including identifying emotions, understanding social cues, and resolving conflicts.	Monday, Wednesday, Friday, 3:30-4:30 PM	Number of self-monitoring skills practiced, student self-report of understanding, communication with peers and adults.	Completion of all self-monitoring skills practiced, student self-report of understanding, communication with peers and adults.

Secondary (Tier 2) Intervention Grids



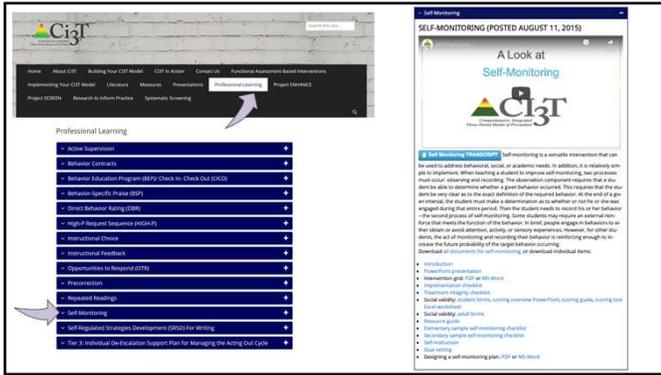
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Self-Monitoring

A secondary (Tier 2) intervention for students experiencing internalizing challenges

42



43

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

44

Why is self-monitoring effective?

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

45

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

Student Name: _____ Date: _____

Component	Implemented	Not Implemented
Step 1: Establish prerequisite conditions		
Step 2: Identify and operationally define behaviors		
Step 3: Design self-monitoring procedures, including a monitoring form		
Step 4: Teach self-monitoring procedures		
Step 5: Monitor student progress		
Step 6: Consider maintenance and follow-up		

See Implementation folder for "Self-Monitoring Implementation Checklist"

46

Example: Daily Self-Monitoring Checklist

SELF-MONITORING: Sample Daily Self-Monitoring Checklist for Work Completion and Accuracy

Student Name: _____ Date: _____

Task	Self-completed	% Accuracy
1		
2		
3		
4		
5		
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See Implementation folder for "Self-Monitoring Secondary Sample Checklist"

SELF-MONITORING: Sample Daily Self-Monitoring Checklist for On-task Behavior

Student Name: _____ Date: _____

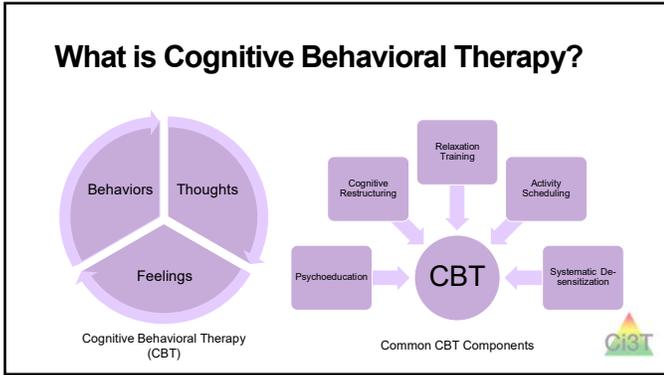
On-task Behavior	Yes	No
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See Implementation folder for "Self-Monitoring Elementary Sample Checklist"

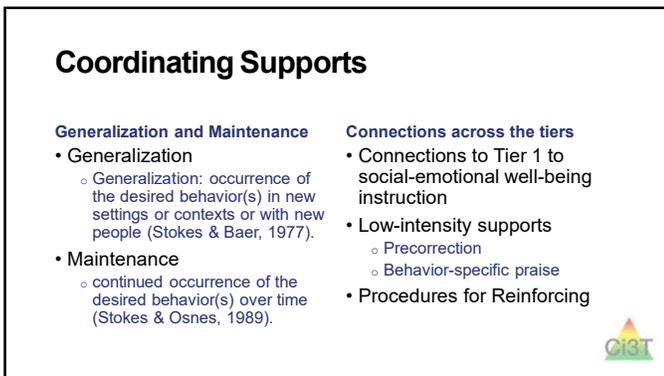
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Sample Elementary Secondary (Tier 2) Intervention Grid			
Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress
Self-monitoring	Strategy implemented by student and teacher to improve academic performance (completion/accuracy), academic behavior, or other target behavior.	Behavior: <input type="checkbox"/> SRSS-E7 score: Moderate (4-8) <input type="checkbox"/> SRSS-I5 score: Moderate (2-3) or <input type="checkbox"/> SRSS-E7 score: High (9-21) <input type="checkbox"/> SRSS-I5 score: High (4-15) or <input type="checkbox"/> 2 or more office discipline referrals (ODR) AND/OR Academic: <input type="checkbox"/> Progress report: 1 or more course failures or <input type="checkbox"/> AIMSweb: intensive or strategic level (math or reading) or <input type="checkbox"/> Progress report: Targeted for Growth for academic learning behaviors	Work completion and accuracy of the academic area of concern (or target behavior named in the self-monitoring plan) Grades on progress reports Social Validity: Teacher: IRP-15 Student: CIRP Treatment Integrity: Implementation & treatment integrity checklist
			SRSS-E7 score: Low (1-3) SRSS-I5 score: Low (1-2) Passing grade on progress report or report card in the academic area of concern (or target behavior named in the self-monitoring plan)

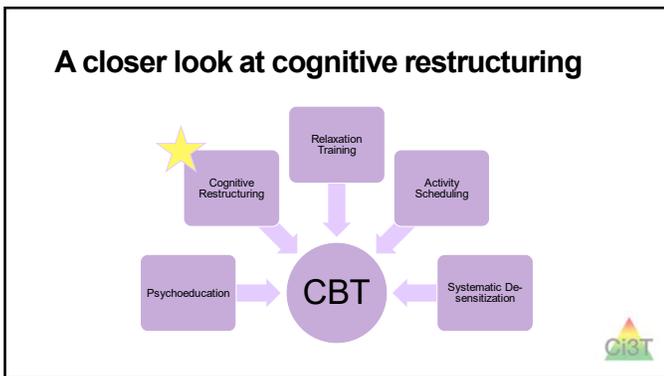
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52



53



54

GOAL: To modify the cognitions associated with anxiety, thereby reducing it.

- Identify erroneous beliefs or anxious thinking.
- Challenge the reality of these beliefs or thoughts.
- Change the thinking to something more rational or probable.



55

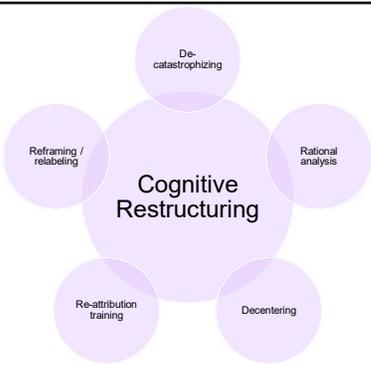
What is Cognitive Restructuring?

- 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



56

Cognitive Restructuring



57

Strategies across the tiers

Which strategies would you like to explore?

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

00:00 

61



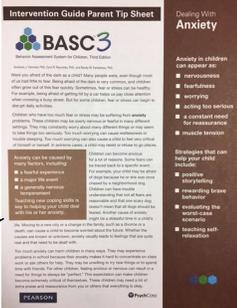
Anxiety

Strategies to Share with Parents

62

Strategies and resources

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



Intervention Guide Parent Tip Sheet

BASC3

Doing With Anxiety

Anxiety in children can appear as:

- nervousness
- fearfulness
- worrying
- acting too active
- a constant need for reassurance
- muscle tension

Strategies that can help your child include:

- modeling
- 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))

63

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



64

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.



65

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!



66

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.



67

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



68

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.



69

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.



70

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.



71

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?

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

00:00



72



Wrapping Up

Resources and Questions

73

Ci3T EMPOWER 2022-2023 dates coming soon ☺

Ci3T EMPOWER Sessions
 Location: Remote via Zoom
 Attended by:
 School Ci3T Leadership Teams, Ci3T District Trainers and Coaches, Faculty and Staff, Families (adults only), Community Members

		Times
Session 1	September	5:00 p.m. – 7:00 p.m.
Session 2	October	5:00 p.m. – 7:00 p.m.
Session 3	November	5:00 p.m. – 7:00 p.m.
Session 4	January	5:00 p.m. – 7:00 p.m.
Session 5	February	5:00 p.m. – 7:00 p.m.
Session 6	March	5:00 p.m. – 7:00 p.m.
Session 7	April	5:00 p.m. – 7:00 p.m.

74

2021-2022 Ci3T Trainers and Coaches Calls

Location: Zoom
 Attended by: Ci3T Trainers, Coaches, or Leadership Team Members; open to interested parties
*Open are interested by joining these calls: [2021-2022](#)

Session	Month	Time
1. Ci3T Trainers and Coaches Call 1	August 05, 2021	4:00 p.m. – 5:00 p.m.
2. Ci3T Trainers and Coaches Call 2	September 02, 2021	4:00 p.m. – 5:00 p.m.
3. Ci3T Trainers and Coaches Call 3	October 01, 2021	4:00 p.m. – 5:00 p.m.
4. Ci3T Trainers and Coaches Call 4	November 04, 2021	4:00 p.m. – 5:00 p.m.
5. Ci3T Trainers and Coaches Call 5	December 02, 2021	4:00 p.m. – 5:00 p.m.
6. Ci3T Trainers and Coaches Call 6	January 20, 2022	4:00 p.m. – 5:00 p.m.
7. Ci3T Trainers and Coaches Call 7	February 22, 2022	4:00 p.m. – 5:00 p.m.
8. Ci3T Trainers and Coaches Call 8	March 24, 2022	4:00 p.m. – 5:00 p.m.
9. Ci3T Trainers and Coaches Call 9	April 12, 2022	4:00 p.m. – 5:00 p.m.
10. Ci3T Trainers and Coaches Call 10	May 04, 2022	4:00 p.m. – 5:00 p.m.
11. Ci3T Trainers and Coaches Call 11	June 02, 2022	4:00 p.m. – 5:00 p.m.

Ci3T Trainers and Coaches Calls 2022-2023
dates coming soon ☺

75

