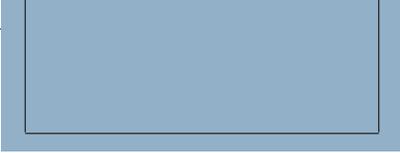
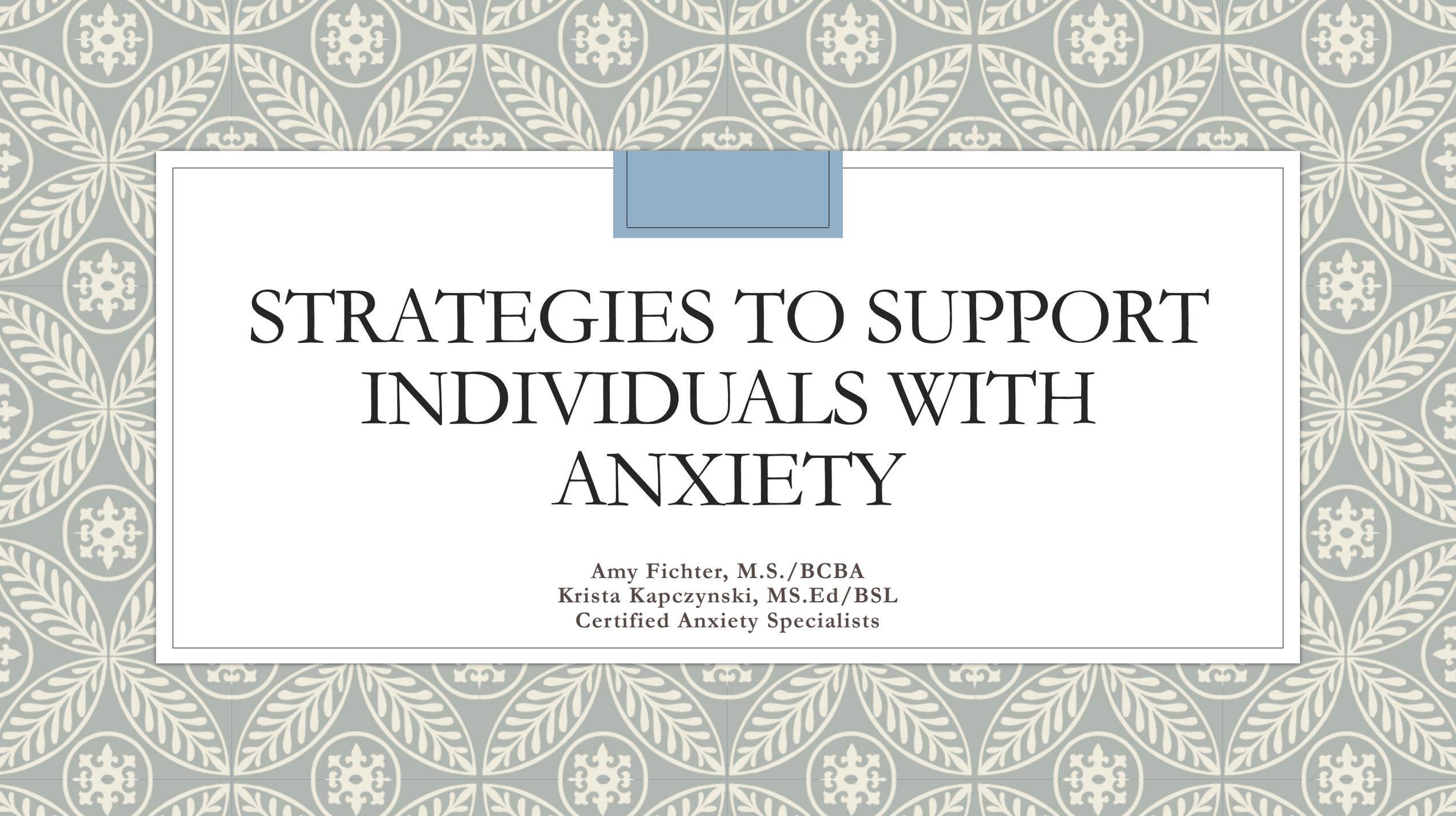


Enjoy the Relaxing Music...



STRATEGIES TO SUPPORT INDIVIDUALS WITH ANXIETY

Amy Fichter, M.S./BCBA
Krista Kapczynski, MS.Ed/BSL
Certified Anxiety Specialists

Mental Disorders



- Impacts thinking, feeling, mood and behavior
- Disrupt the ability to relate to others
- Disrupt daily routine
- Can affect anyone

Anxiety Disorders

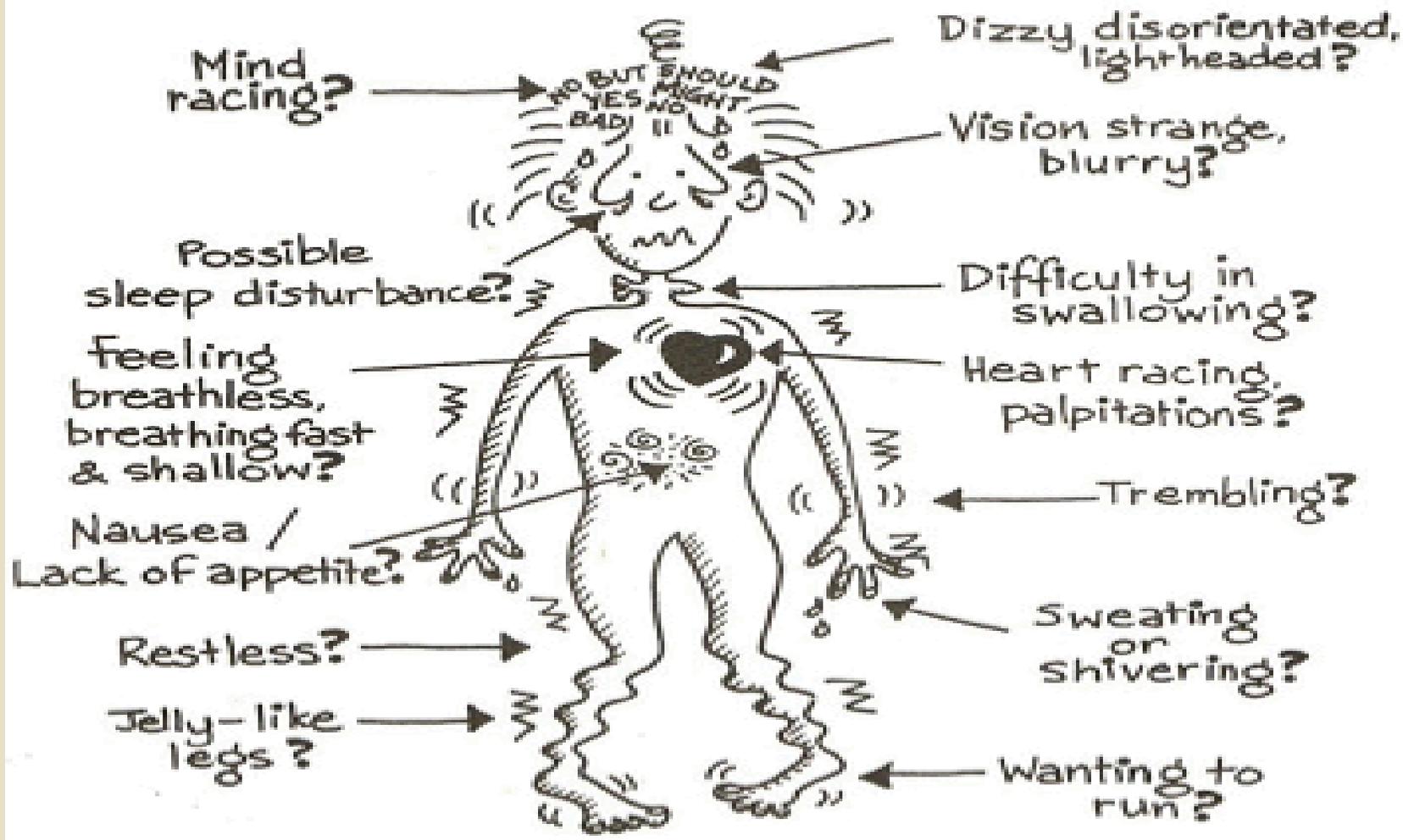


What IT Feels Like To Have Anxiety
Video

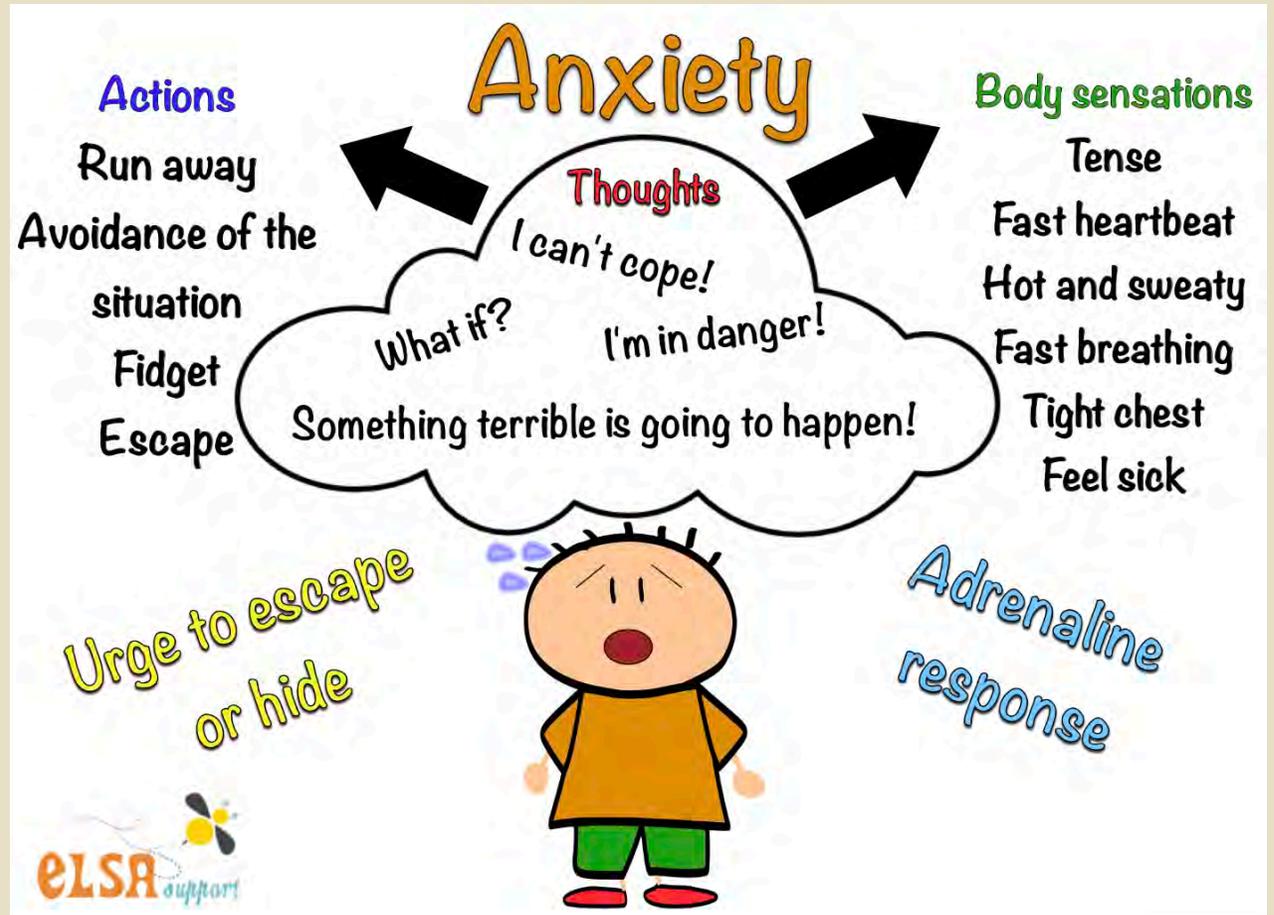
What we don't see...



DOES THIS LOOK FAMILIAR?



Anxious “Thought Cycle”...



Typical Anxiety -vs- Anxiety Concern

Typical Anxiety

-A temporary and expected response to a potentially stressful situation.

-It doesn't happen often and its appropriate to what's going on.

-Kids feel worried or fearful about something...**BUT it passes.**

-Typical anxiety can sometimes reach a point where it becomes too much and it develops into an anxiety concern.

Anxiety Concern

-Frequent and intense feelings of anxiety that can sometimes be a diagnosable medical condition, like generalized anxiety disorder, social anxiety disorder, and separation anxiety disorder.

-Kids spend more time than not feeling anxious and the feelings are out of proportion to what's going on.

-Interferes with everyday functioning.

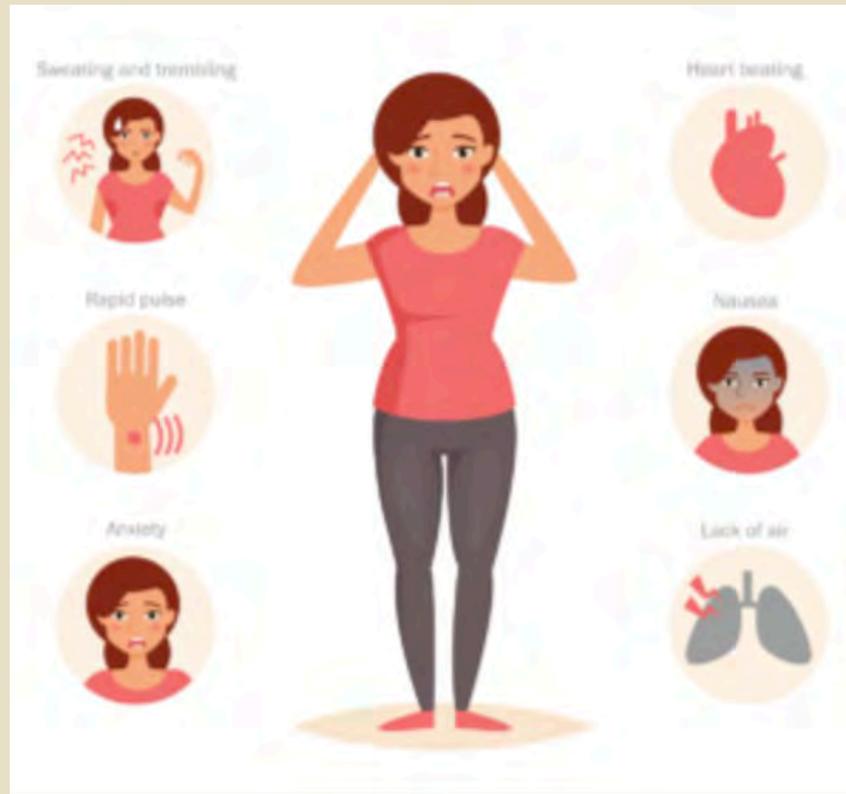
-Anxious feelings can sometimes **come out of the blue**. There may be no specific event or situation that triggers them.

Types of Anxiety Disorders

- **Generalized Anxiety Disorder**
- **Panic Disorder**
- **Social Anxiety Disorder**
- **Phobias/Specific Phobias**
- **Separation Anxiety Disorder**
- **Selective Mutism**
- **Agoraphobia**



Panic Attacks



- Abrupt surge of intense fear or intense discomfort that reaches a peak within minutes
- Feelings of terror that strike suddenly and repeatedly with no warning
- Cannot predict when next attack will occur, creating more anxiety

HEALTHYPLACE.COM



LIVING WITH ANXIETY
IS LIKE BEING
FOLLOWED BY A VOICE.
IT KNOWS ALL YOUR
INSECURITIES AND
USES THEM AGAINST YOU.
IT GETS TO THE POINT
WHEN IT'S THE LOUDEST
VOICE IN THE ROOM.
THE ONLY ONE
YOU CAN HEAR.

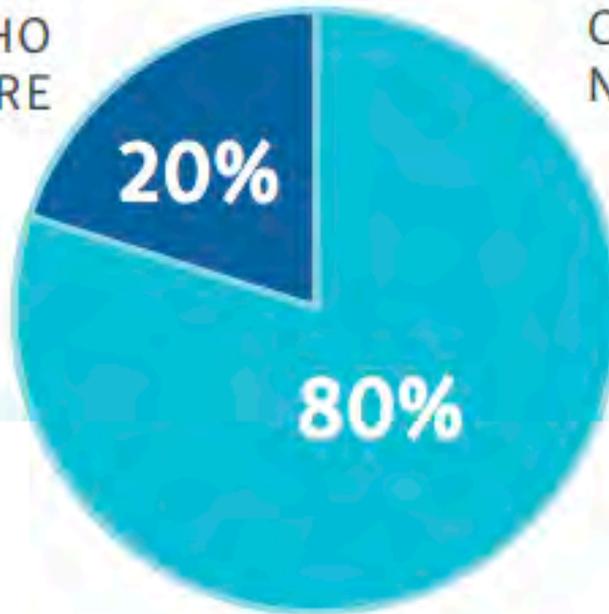
I WILL BREATHE.
I WILL THINK OF SOLUTIONS.
I WILL NOT LET
MY WORRY CONTROL ME.
I WILL NOT LET MY
STRESS LEVEL BREAK ME.
I WILL SIMPLY BREATHE.
AND IT WILL BE OKAY.
BECAUSE I DON'T QUIT.

— SHAYNE MCCLENDON

Prevalence

- At some point, anxiety affects 30% of children and adolescents, yet 80% never get help.

CHILDREN WHO
RECEIVE CARE



CHILDREN WHO DO
NOT RECEIVE CARE

Average Age of Onset

- Average age of onset:



Importance of Early Intervention



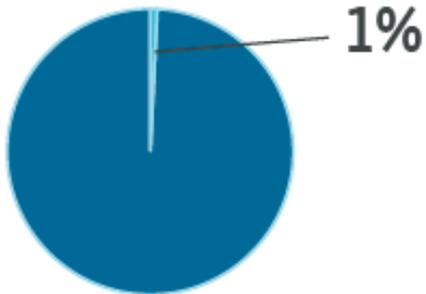
50% of all lifetime cases of mental illness begin by age 14 and 75% by age 24.¹

70%



70% of youth in state and local juvenile justice systems have a mental illness.¹

Just 1% of youth seek treatment at the onset of anxiety symptoms...



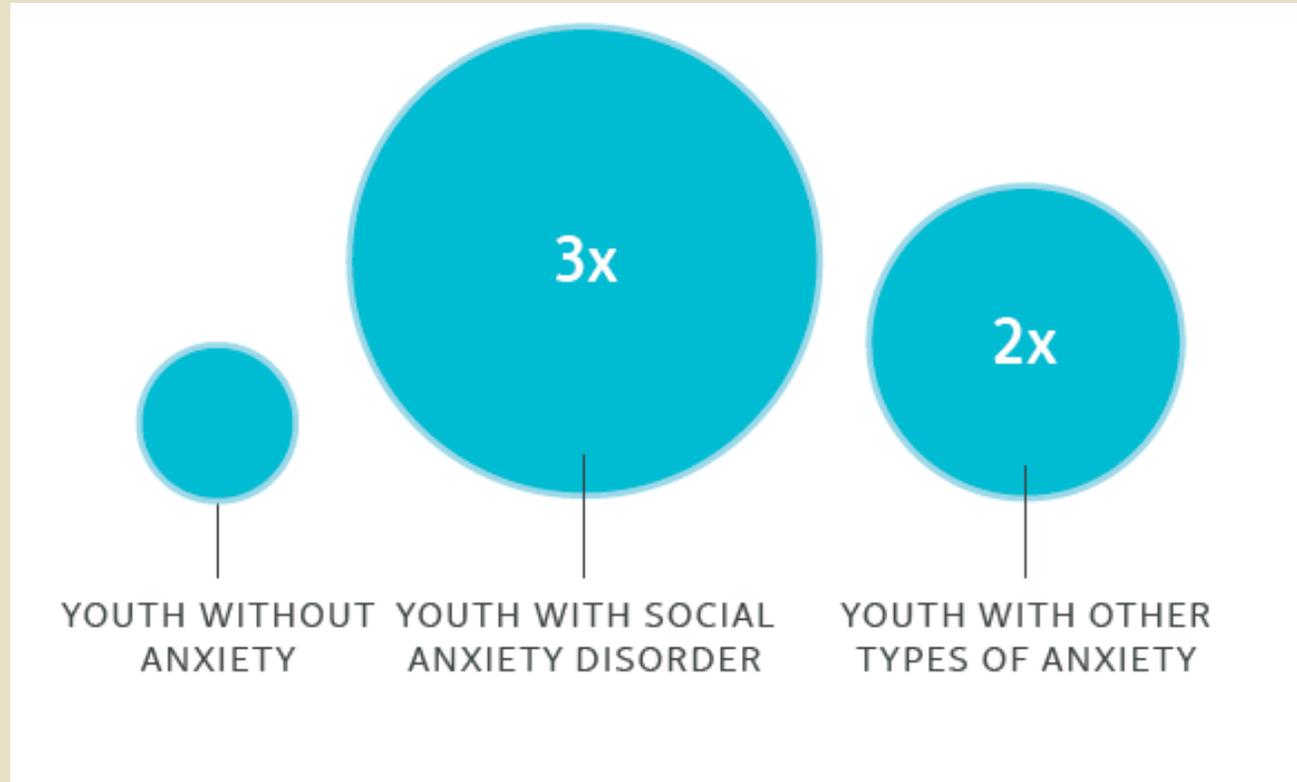
10 yrs



The average delay between onset of symptoms and intervention is 8-10 years.¹

Anxiety and Depression

Youth with Social Anxiety Disorders are more likely to become depressed later...



Key Concepts



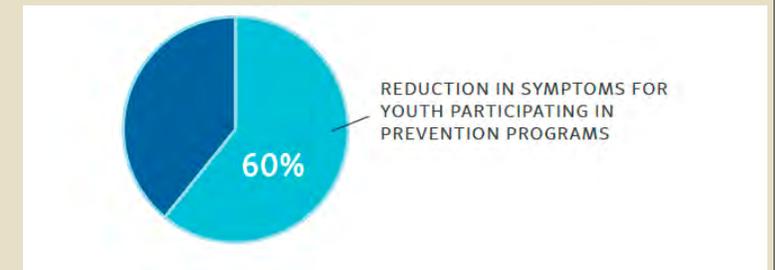
Promotion

+

Prevention

=

Positive Outcome



Protective Factors



- Feeling of “being connected”
- Feeling close to at least one adult
- Easy access to a variety of clinical interventions and support for seeking help
- Healthy Eating
- Getting Enough sleep
- High Self-Esteem
- “Break” from Technology

How Can I Help

- Anxiety can be a good thing
- Teach kids to recognize/manage
- Relationship/Build trust



Why Preventative...

- “Rewards and consequences are super helpful to increase motivation for something I am able to do”, said a person with anxiety.
- “However, during times of increased anxiety, my brain has shut down and I am not able, in that moment, to complete the task being asked of me”, said a person with anxiety.
- The **BEST** way to support an individual with anxiety is to **PREVENT ANXIETY TRIGGERS...**

Antecedent-Based Strategies

- Relationship Building with your students

- Increase Predictability

- Give Advance Notice

- “Jump Starts”

- Behavioral Momentum

- Scheduled Breaks

- Antecedent Writing Exercise

- KISS (Keep It Short and Simple)

- Support Lagging Skills



- Organization

- “On the spot” Modifications/Support Lagging Skills

- Choices

- Token Economy

- Teach Expected Behaviors

- Non-Contingent Reinforcement

- Environmental Considerations-Proxemics

- Visual Supports

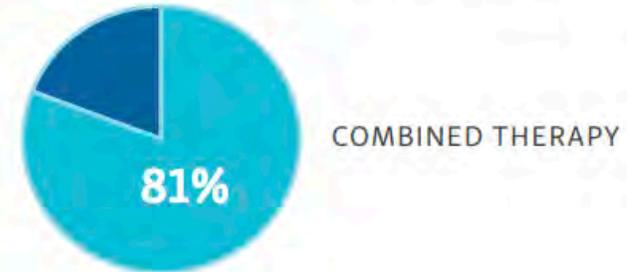
- Articulate Support



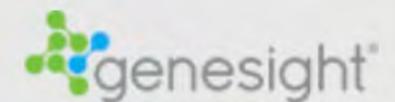
Treatment

“Anxiety disorders are the most treatable of all mental health illnesses.”

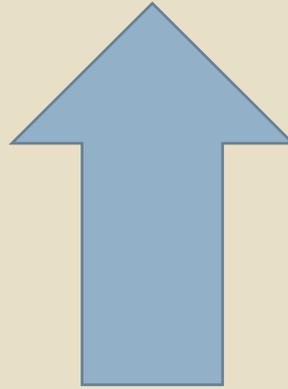
- Combined behavioral therapy and medication treatment is effective in more than 80% of youth struggling with social anxiety, generalized anxiety or panic disorder.



Drug testing is limited on children...



Despite Our Best Efforts



Anxiety May INCREASE...



Teaching Coping Skills...

out of the moment...

Trying to teach a child to relax in the midst of high anxiety is like trying to teach someone how to swim when there are sharks in the water.



Be Mindful



*breathe in.
breathe out.*

Mindful Eating

For this exercise, pretend you have never seen a Hershey's kiss before.

Pay careful attention to:

- The way the Hershey's kiss looks
- How it feels
- How your skin responds to touching the Hershey's kiss
- Its smell
- Its taste

Focusing on the single object of the raisin/Hershey's kiss is meant to bring your awareness to the present, to what is right in front of you.

“By focusing on the Hershey's kiss in your hand and making a point to notice everything about it, you are unlikely to be expending energy, time and attention on worrying or ruminating about other parts of your lives”

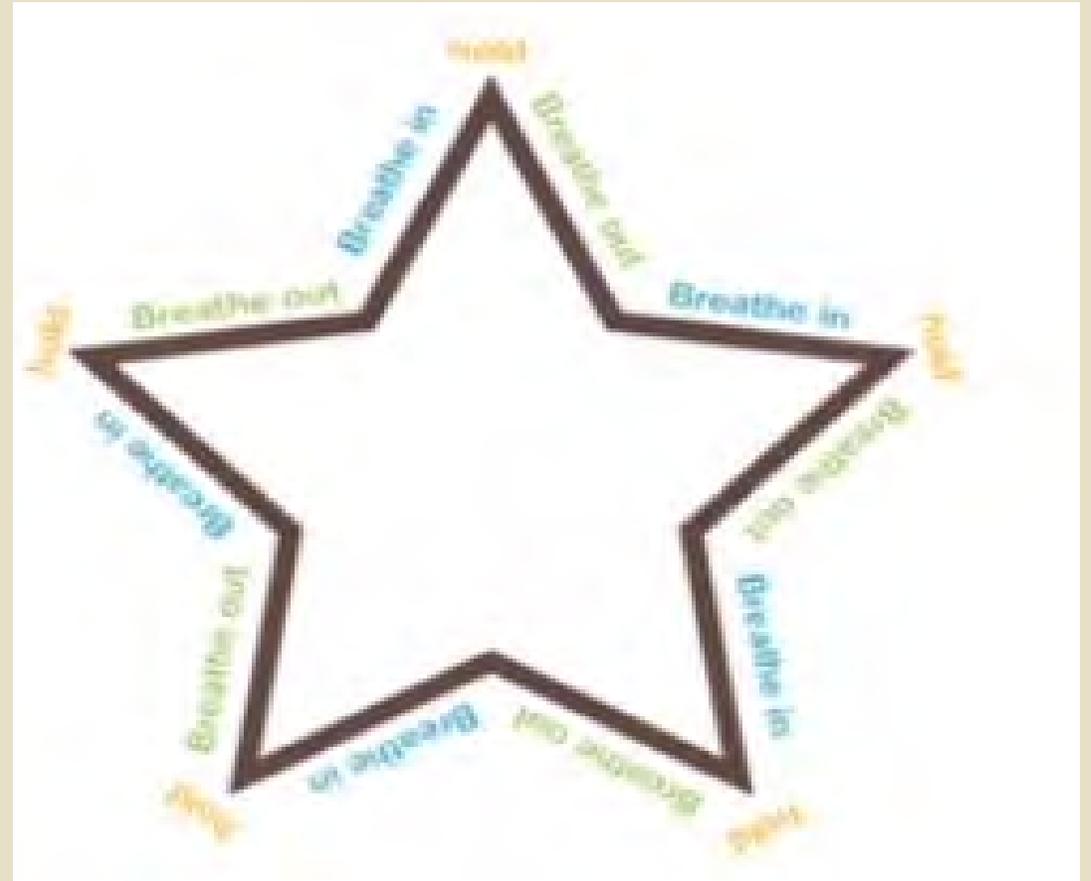
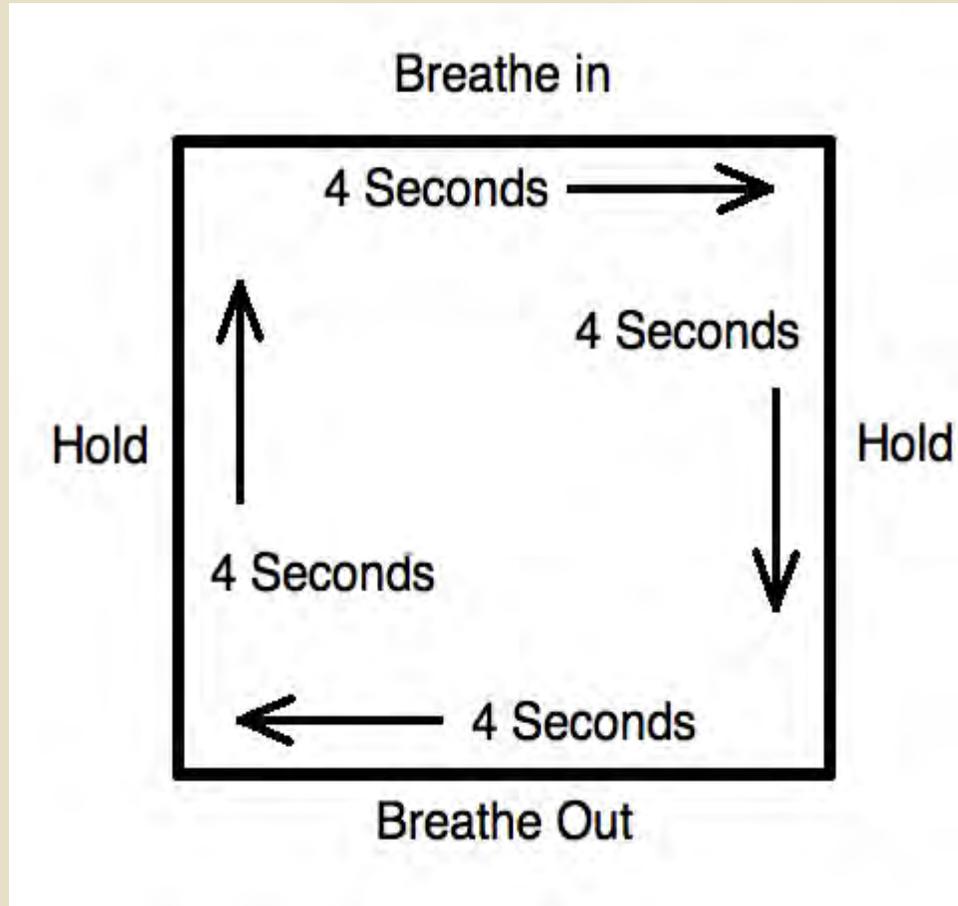
Adapted from: <https://positivepsychologyprogram.com/mindfulness-exercises-techniques-activities/>

We All Need to Remember to Breathe...



Imagery Breathing

Square/Star Breathing



Coping Strategies

- **Utilizing cognitive exercises to help rewire thoughts:**

- ✓ Count to ten backwards and forward
- ✓ Say the alphabet backwards
- ✓ Listen to music
- ✓ 5-4-3-2-1 Grounding Activity (See next slide)

- **Utilizing Vestibular Strategies:**

- ✓ Repetitive activities/tasks
- ✓ Bouncing a ball
- ✓ Walking/Stairs
- ✓ Organization/Sorting Activities

- **Mindfulness Strategies:**

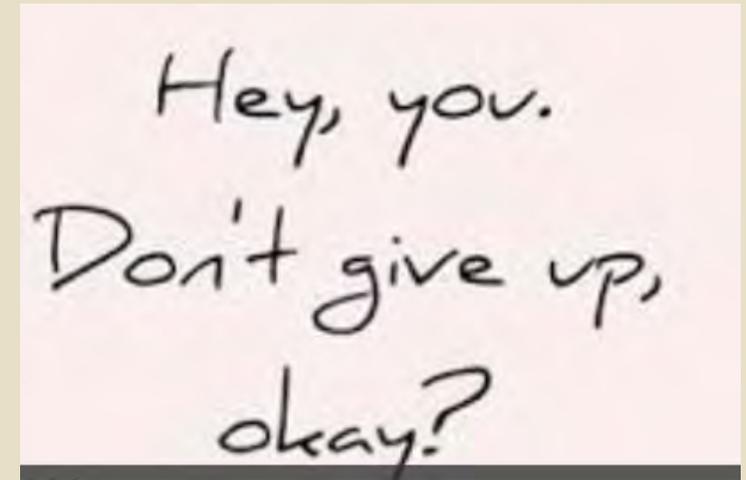
- ✓ Mandala Coloring~ decreases emotional reactivity; form of meditation
- ✓ Deep Breathing Exercises
- ✓ Mindfulness apps
- ✓ Mindful Walk
- ✓ Mindful Eating
- ✓ Journal Writing

- ****Self-Talk Scripts:**

- ✓ Specific scripts on how to “talk down” the anxiety

- ****Distractions from the repetitive thoughts:**

- ✓ Crossword puzzles, sports trivia, Where’s Waldo books, or Highlight Magazines, etc...



5-4-3-2-1 Grounding Activity

5 things you see in the classroom?

4 things you can touch or feel with your body (e.g., the chair on my back, feet on the floor, fingers on the table)?

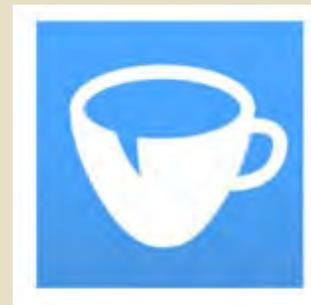
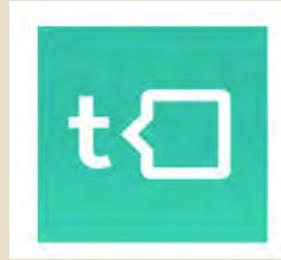
3 things you hear (e.g., a car, the clock, the humming of the vent)?

2 things you smell or taste (or like to smell and taste)?

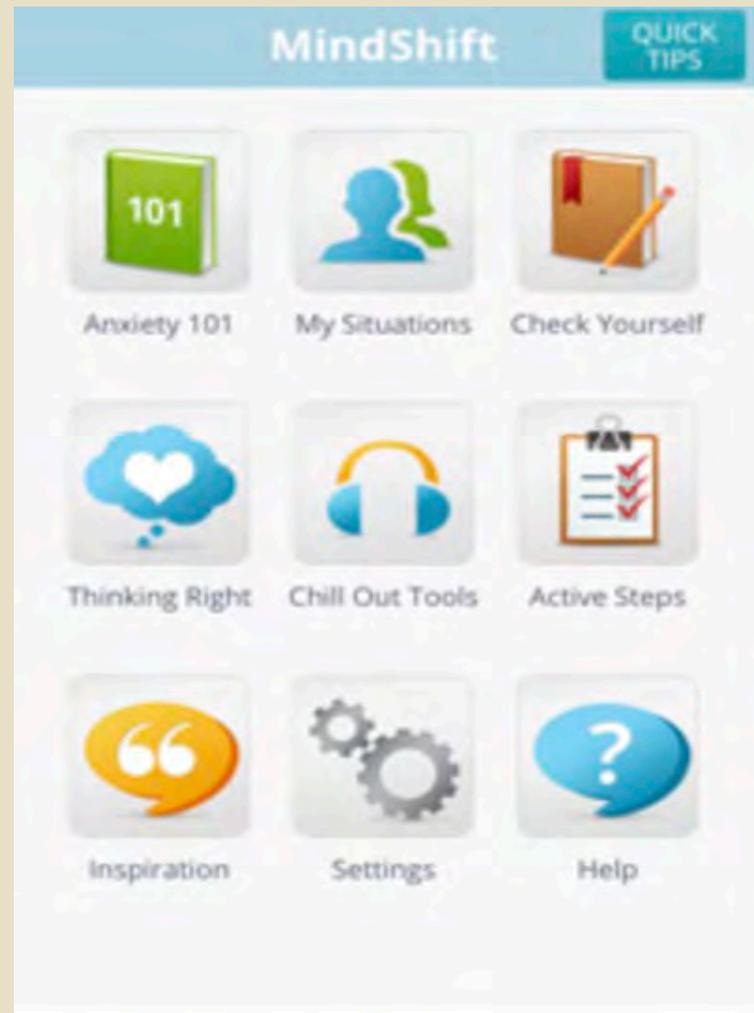
1 mindful breath

Fighting Panic

Panic Script	Anti-panic Script
Something is wrong...	Nothing is wrong. I feel like something is wrong, but I'm in no danger-everything is the same as it was 2 seconds ago.
I'm losing it!	This is a false alarm: my brain sent the wrong signal
I have to get out!	I need to slow my body down. There's no danger, nothing is happening and nothing has changed.
What if I stop breathing?	I will get a drink of water. If I breathe slowly, I will reset my system. My body will get a new signal and everything will go back to normal.



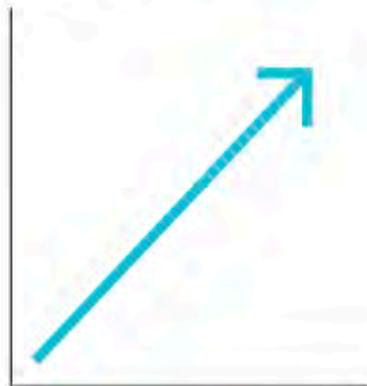
Mindshift



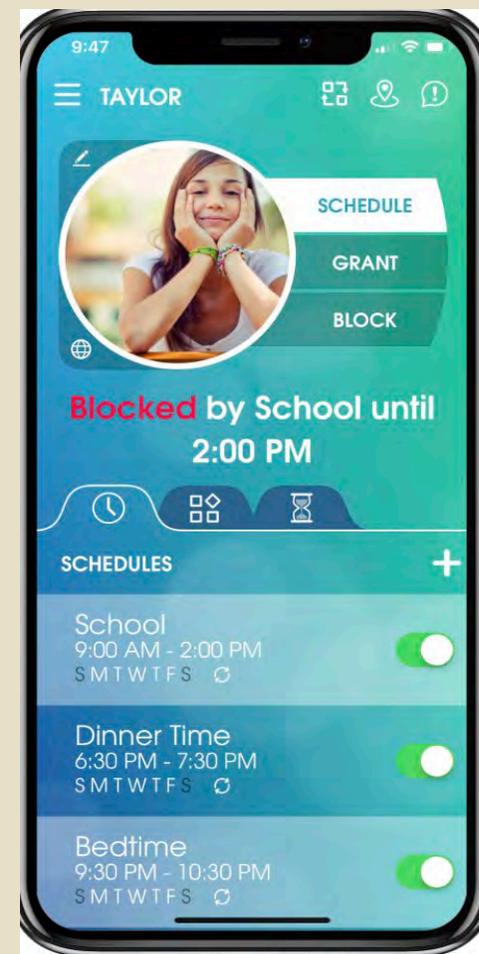
Social Media and Anxiety

- Higher emotional investment in social media was strongly correlated with higher levels of anxiety.

EMOTIONAL
INVESTMENT IN
SOCIAL MEDIA



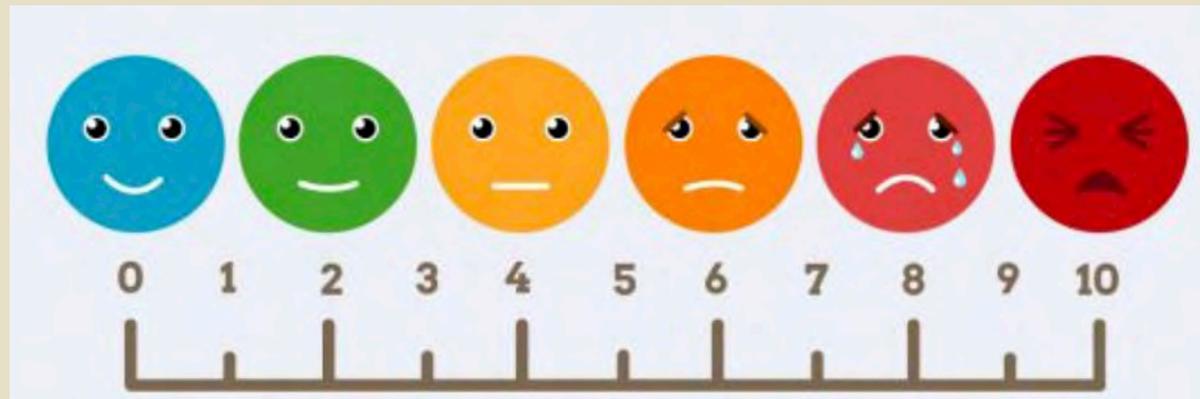
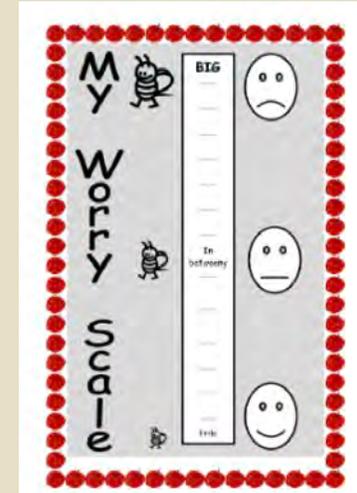
ANXIETY
LEVELS



Examples of Anxiety Scales



 Anxiety Level 0 "Life is good, nothing to stress about. I can handle anything Me throws my way." <i>How average people start their day.</i>	 Anxiety Level 5 "What the hell am I going to do?" <i>Imagine totaling your car, missing up your big presentation at work or failing your final exams at school.</i>
 Anxiety Level 1 "Just a little hiccup. Nothing I can't handle." <i> akin to misplacing your sunglasses or the remote. Easily resolved.</i>	 Anxiety Level 6 "This is all too much to handle!" <i>Imagine losing your job, failing the big test AND totaling your car all in the same day.</i>
 Anxiety Level 2 "Oh, crap... where the heck are they. This is NOT a good time!" <i>Similar to misplacing your keys when you're running late for work.</i>	 Anxiety Level 7 "I can't take anymore..." <i>Imagine having all of that happen, then coming home to discover your basement flooded and your family pet died.</i>
 Anxiety Level 3 "Where did that scratch come from? Imagine finding a scratch or smudging on your new car." 	 Anxiety Level 8 "Could anything else freakin' go wrong?!" <i>Imagine adding to that your identity was stolen, your bank account closed AND your spouse left, taking the kids.</i>
 Anxiety Level 4 "What am I going to tell them?" <i>Imagine being the cause of a scratch or ding on your parents' new car.</i>	 Anxiety Level 9 "Sleazy rocking back and forth" <i>Imagine not being able to take anything else and just wrapping in a blanket and shutting down completely.</i>



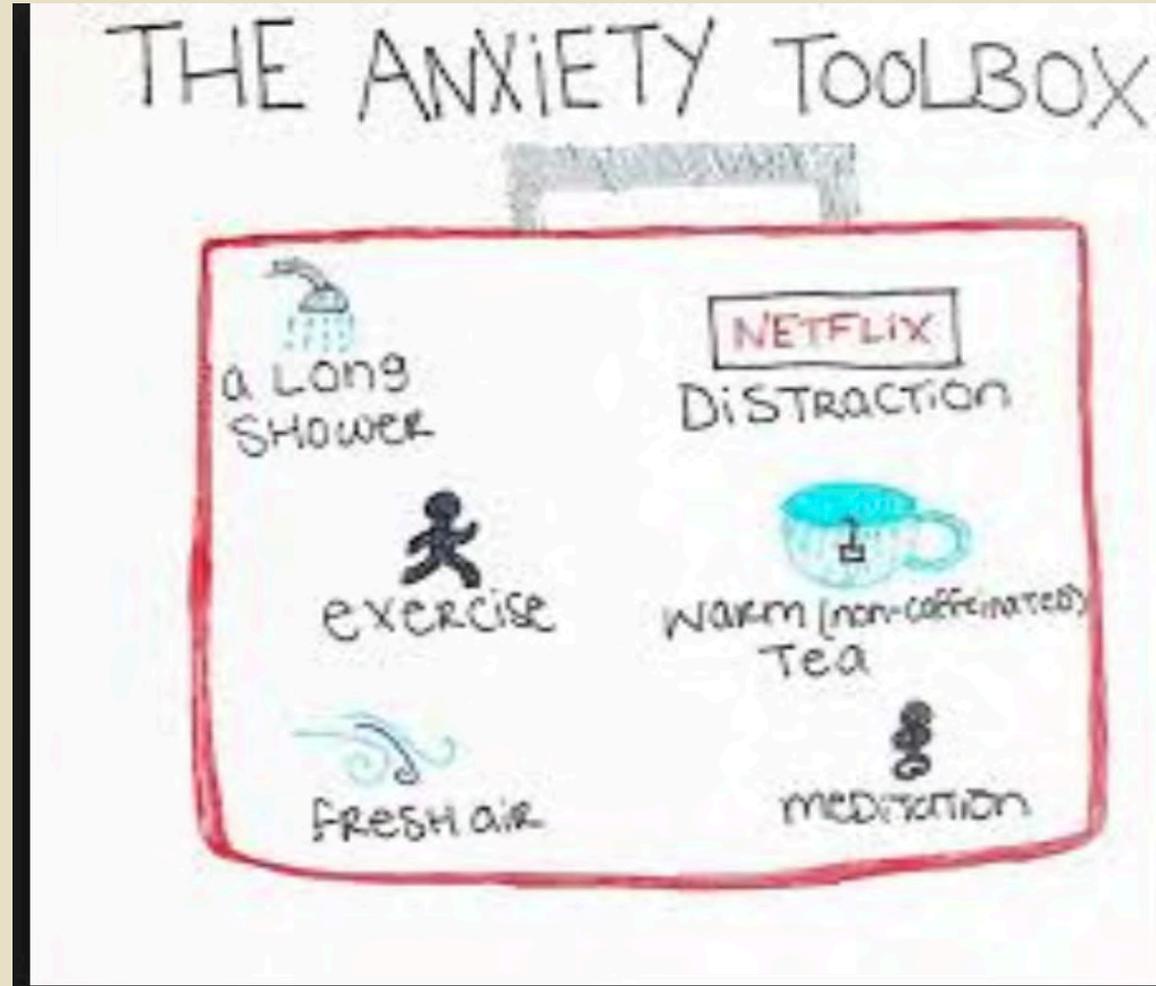
Anxiety Plan

1	Find an safe adult and let them know that you are taking a break to follow your plan. (Include Relationship Building)
2	Get a drink and complete the first anxiety thermometer gauge.
3	Listen to a song, color a mandala, mindfulness act, cognitive activity.
4	Complete the second anxiety thermometer gauge
5	Self-talk: I can do this! I got this!
6	Go back to class and continue with activity.

Use of more
visuals...

1.	Find a safe adult and let them know that you are taking a break to follow your plan.
2.	My level is ____ 
3.	Utilize a calming/safe strategy: 
4.	Report your second anxiety level after completing the above coping strategies. My level is ____ 
5.	Positive Self-Talk: I can do this! I got this! “I am ready to roll!” 
6.	Go back to class and continue with activity.

What's in YOUR Toolbox?



“Take Home Message”

Message from Dr. Harold S. Koplewicz

**”Everyone Knows and Loves
one of these Kids”**

Dr. Harold Koplewicz



Thank you!



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Certified Anxiety Specialists

Chester County Intermediate Unit

Training and Consultation Team



Resources

- **ASCA**, October 2016; *Learn how to use evidence-based tools and data to help students with anxiety, regardless of their age.* BY MARY E. MCCORMAC
- **Childmind.org**/our-impact/childrens-mental-health-report/2018report
- **tamarchansky.com**/books/freeing-your-child-from-anxiety
- [Preventive Intervention for Anxious Preschoolers and Their Parents: Strengthening Early Emotional Development](#) Fox, Jeremy K; Warner, Carrie Masia; Lerner, Amy B; Ludwig, Kristy; Ryan, Julie L; et al. *Child Psychiatry and Human Development*; New York Vol. 43, Iss. 4, (Aug 2012): 544-59.
- [Predictors of Change Following Cognitive-Behavioral Treatment of Children with Anxiety Problems: A Preliminary Investigation on Negative Automatic Thoughts and Anxiety Control](#) Muris, Peter; Mayer, Birgit; Den Adel, Madelon; Roos, Tamara; van Wamelen, Julie. *Child Psychiatry and Human Development*; New York Vol. 40, Iss. 1, (Mar 2009): 139-51.
- [An Ounce of Prevention: Evaluation of the Fun FRIENDS program for Kindergarteners in a Rural School](#) Lewis, Krystal M.. Virginia Polytechnic Institute and State University, ProQuest Dissertations Publishing, 2013. 3692202.
- [Social Functioning in Youth with Anxiety Disorders: Association with Anxiety Severity and Outcomes from Cognitive-Behavioral Therapy](#) Settapani, Cara A; Kendall, Philip C. *Child Psychiatry and Human Development*; New York Vol. 44, Iss. 1, (Feb 2013): 1-18.
- [Treating Childhood Anxiety in Schools: Service Delivery in a Response to Intervention Paradigm](#) Sulkowski, Michael L; Joyce, Diana K; Storch, Eric A. *Journal of Child and Family Studies*; New York Vol. 21, Iss. 6, (Dec 2012): 938-947.