

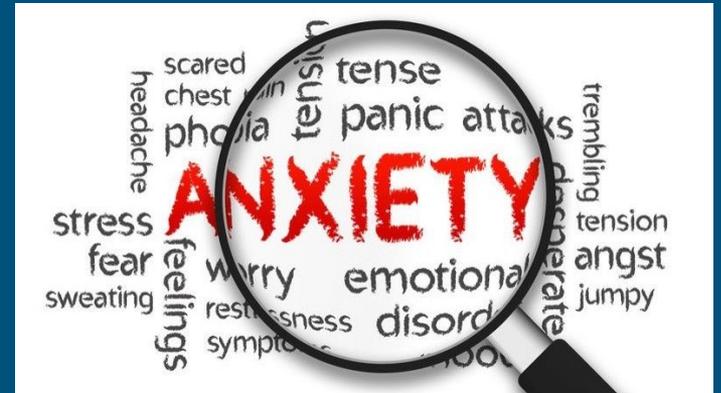
Tips, Tricks and Treasures for Tackling Anxiety

Andrea Donegan: Intermediate School Counselor
Jenny Holle: Elementary School Counselor

Goals of the presentation

- ❖ Participants will learn whole-school prevention strategies in relation to anxiety.
- ❖ Participants will learn intervention strategies to help students experiencing anxiety.
- ❖ Participants will collaborate to learn further prevention and intervention strategies in relation to anxiety.

- ❖ Anxiety is the most common mental illness in the US and affects about 40 million adults in the US.
- ❖ Anxiety disorders affect one in eight children, so if this statistic holds through there could be 3-4 children with an anxiety disorder in each classroom in your school.
- ❖ There are different types of anxiety including but not limited to: Generalized Anxiety Disorder, Obsessive Compulsive Disorder (OCD), Specific Phobias, Social Phobia, PTSD



Common Red flags (Worry Wise Kids <http://www.worrywisekids.org/>)

Demonstrating excessive distress out of proportion to the situation: crying, physical symptoms, sadness, anger, frustration, hopelessness, embarrassment

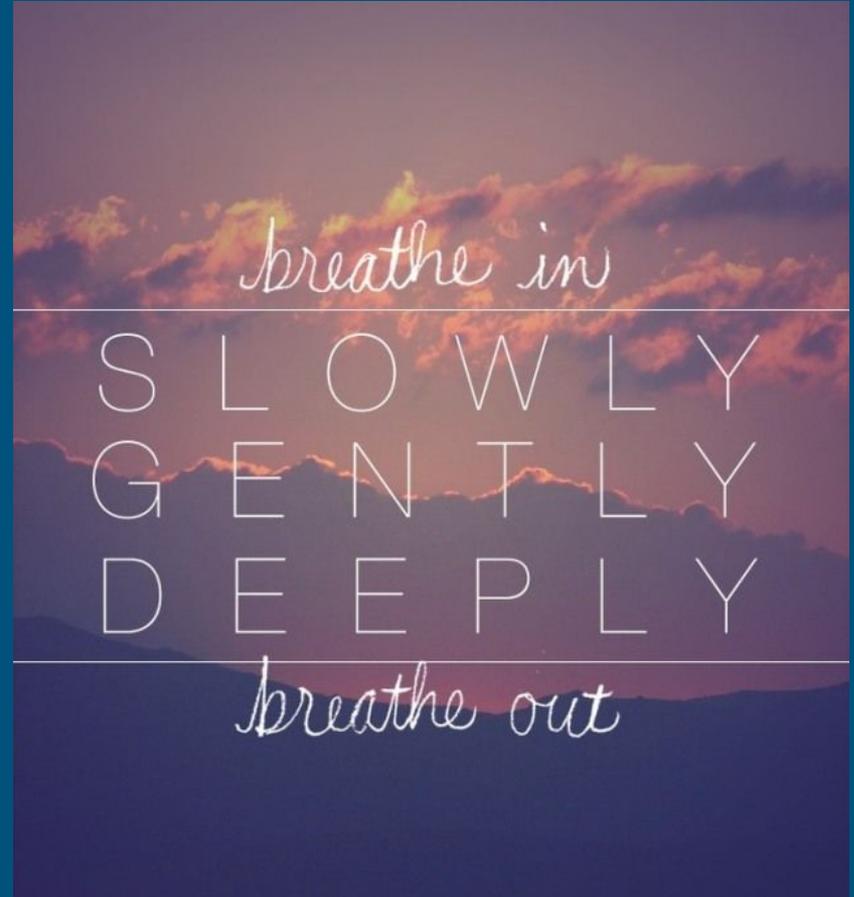
- Easily distressed, or agitated when in a stressful situation
- Repetitive reassurance questions, "what if" concerns, inconsolable, won't respond to logical arguments
- Headaches, stomach aches, regularly too sick to go to school
- Anticipatory anxiety, worrying hours, days, weeks ahead
- Disruptions of sleep with difficulty falling asleep, frequent nightmares, difficulty sleeping alone
- Perfectionism, self-critical, very high standards that make nothing good enough
- Overly-responsible, people pleasing, excessive concern that others are upset with him or her, unnecessary apologizing
- Demonstrating excessive avoidance, refuses to participate in expected activities, refusal to attend school
- Disruption of child or family functioning, difficulty with going to school, friend's houses, religious activities, family gatherings, errands, vacations
- Excessive time spent consoling child about distress with ordinary situations, excessive time coaxing child to do normal activities- homework, hygiene, meals

Things Students
With Anxiety Wish
Their Teachers
Understood

the
MIGHTY



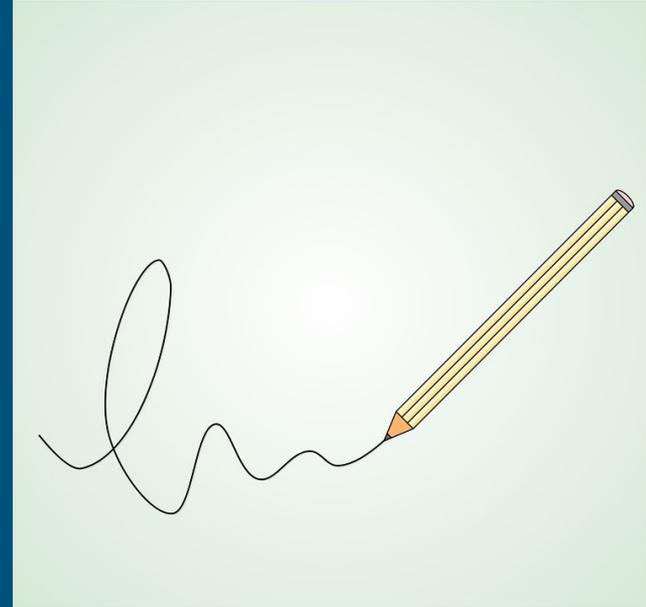
Prevention Strategies



MUSIC SCRIBBLE

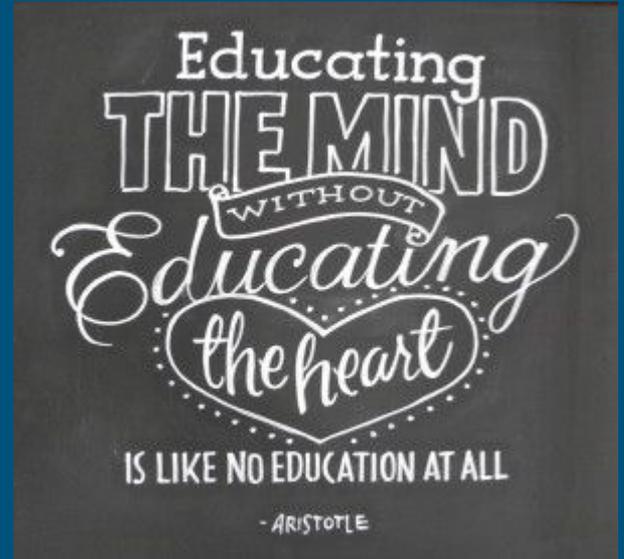
Today we are going to practice a Calm Classroom activity called “Music Scribble.” You will need a piece of paper and a pencil or crayon for this activity. During this exercise, we will play music. While the music plays, you will try to keep your body still but let your hand move as you scribble on your paper. Try to move your hand in time with the music. When the music stops, you should stop scribbling. After we are done you will be able to share what you have scribbled and see what others have as well.

Music Scribble



Whole Class and/or Whole School Approaches

- Calm Classroom
- Go Noodle
- Smiling Mind
- Yoga
- Mindful minute



Calm Down Box

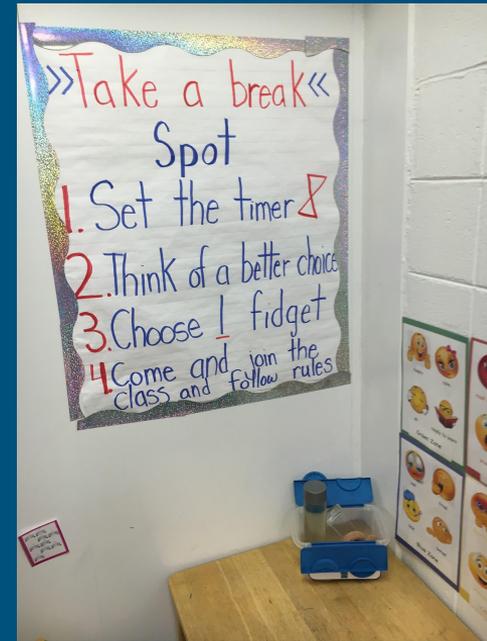
Classroom box that contains items students can use in the classroom to calm themselves during times of anxiety, anger, sadness, or any strong emotion.

Items included vary in different schools/settings/grade levels. A few links to get you started: [Calm Down Box ideas](#), [Pinterest board focused on Calm Down Boxes](#)

Mine include:

- Calm down bottle (used as a focus tool or timer) [Recipe for Various Calm Down Bottles](#)
- Zones of regulation chart and/or feelings chart
- Fidgets
- Anger Rules chart
- Stuffed animal
- Small notebook, coloring pages, colored pencils or crayons
- Pom Poms
- Small prism to look through

Each year the boxes are restocked and reintroduced to classrooms.



Breathing Techniques

INHALE

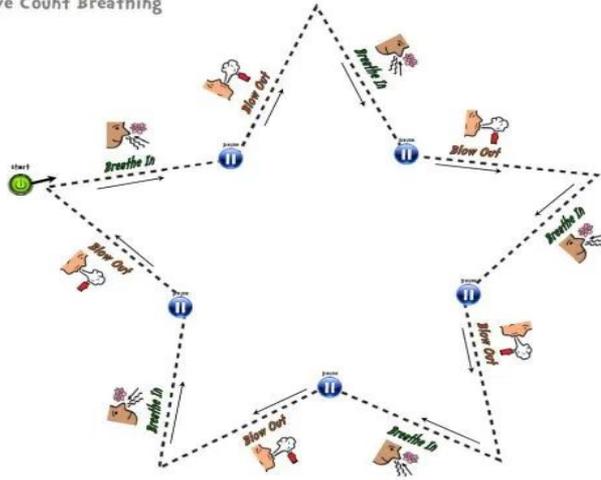
EXHALE

Create something at LiveLuvCreate.com



Hot Cocoa Breathing

Five Count Breathing



Star Breathing

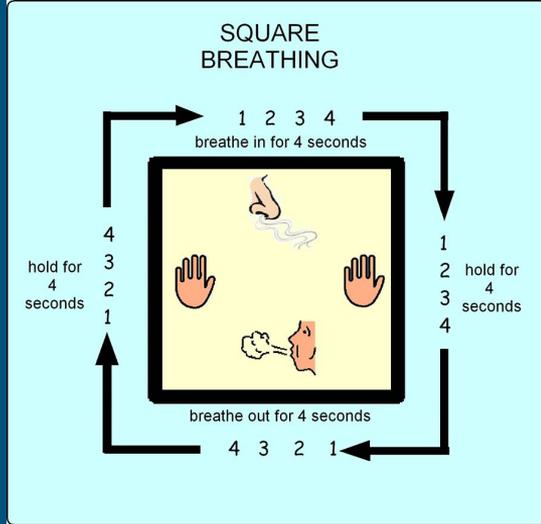
CALM DOWN WITH TAKE 5 BREATHING

1. Stretch your hand out like a star.
2. Get your pointer finger ready to trace your fingers up and down.
3. Slide up each finger slowly - slide down the other side.
4. Breathe in through your nose - out through your mouth.
5. Put it together and breathe in as you slide up and breathe out as you slide down. Keep going until you have finished tracing your hand.

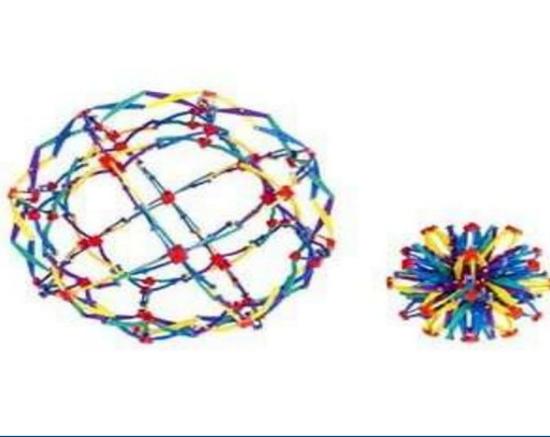


How do you feel now?
Are you calm or would you like to take another 5 breaths?

Take 5 breathing (can also be used for grounding)



Square Breathing



Hoberman's Sphere

(can also be used for the size of the problem)

Mindfulness Activities



<https://sites.google.com/a/wrsd.net/mrs-allison-s-page/>

Intervention Strategies

THIS IS ONE OF THE MOST FRUSTRATING THINGS ABOUT HAVING AN ANXIETY DISORDER: KNOWING AS YOU'RE FREAKING OUT THAT THERE'S NO REASON TO BE FREAKED OUT, BUT LACKING THE ABILITY TO SHUT THE EMOTION DOWN



Grounding

5 4 3 2 1 Grounding Exercise

	<input type="text"/>				
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
	<input type="text"/>	<input type="text"/>	<input type="text"/>		
	<input type="text"/>	<input type="text"/>			
	<input type="text"/>				

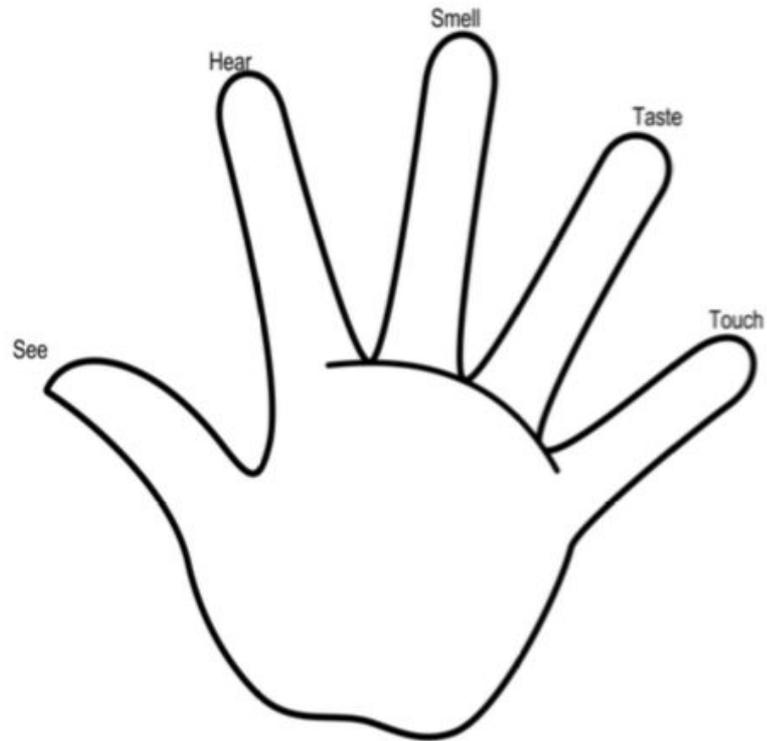
Grounding Technique:



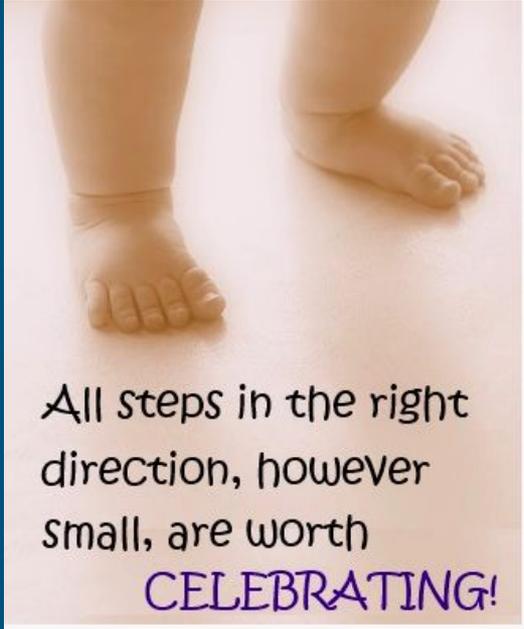
Re-orient yourself in place and time by asking yourself some or all of these questions:

1. Where am I?
2. What is today?
3. What is the date?
4. What is the month?
5. What is the year?
6. How old am I?

I can carry a positive memory with me and hold it in my hand. I can remember it and feel it with all of my senses.



Baby Steps



- Hope
- Plan
- Creating movement
- Strategy for overcoming Obstacles

The **ONLY** way to overcome anxiety is to face it.

Facing Your Fears



Building Your Ladder

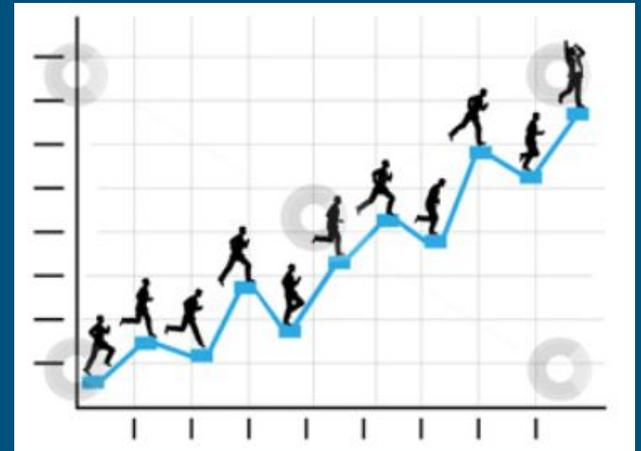


Chart Your Progress

11. Go to pet store and interact with many dogs
10. Go to park with mum and pet "safe" dog while owner has dog on leash
9. Pet and play with Rover off leash with owner for 5-10 minutes
8. Pet Rover and stay next to him while he is on a leash for 5 minutes
7. Let Rover sniff my hand and, when I am ready, pet him while he is on a leash
6. Go to neighbor's house and look at Rover while he is on a leash, 2 feet away for 5 minutes
5. Go to neighbor's house and look at Rover while he is on a leash, 6 feet away for 5 minutes
4. Watch a video clip of a big dog for 10 minutes
3. Watch a video clip of a small dog for 10 minutes
2. Look at real pictures of dogs for 10 minutes
1. Look at animated pictures of dogs for 10 minutes

Create list, rank order, climb ladder

Experiments



**Create experiments to help the child challenge his/her thinking and beliefs.
(yes, it is possible...but is it probable?)**

Embrace the Panic?

- Body cannot stay in a super aroused state brought on by a panic attack forever. The body will eventually slow things down.
- Fear of losing control of your body/mind.
- Observe the symptoms, embrace & name the fear (flowing with the experience, rather than against it)

Good-bye Symptoms

- Observe the symptoms
- Embrace the symptoms
 - name the fear
 - flow with the experience, rather than against it
- Demand more
 - Places you in a position of power, not victim
 - Moves you with the fear
 - Talk yourself through it
 - *I feel dizzy, what if I faint? That's fine, I am sitting down and everything around me is soft.*
- Trust
 - Trust that your body can handle it and that the uncomfortable feelings won't last forever.



Perspective...

In 10 years
from now...
will it matter,
will I
remember?

Externalizing Anxiety

“The person is not the problem, the problem is the problem” (Michael White)

- Helps the child look at the problem from a different perspective, objectively viewing the situation and his/her reaction
- Imagine what those anxious thoughts and feelings would look like
- Talk as the student draws to help them verbalize their feelings and voice their automatic thoughts that perpetuate the problem.
- “Doesn’t take away the child’s responsibility to address their problems, but it does provide a tool to take away some of the self-blame, allowing for greater objectivity and greater change.” Elisa Nebolsine

<https://beckinstitute.org/evil-pink-monsters-use-externalization-child-cbt/>

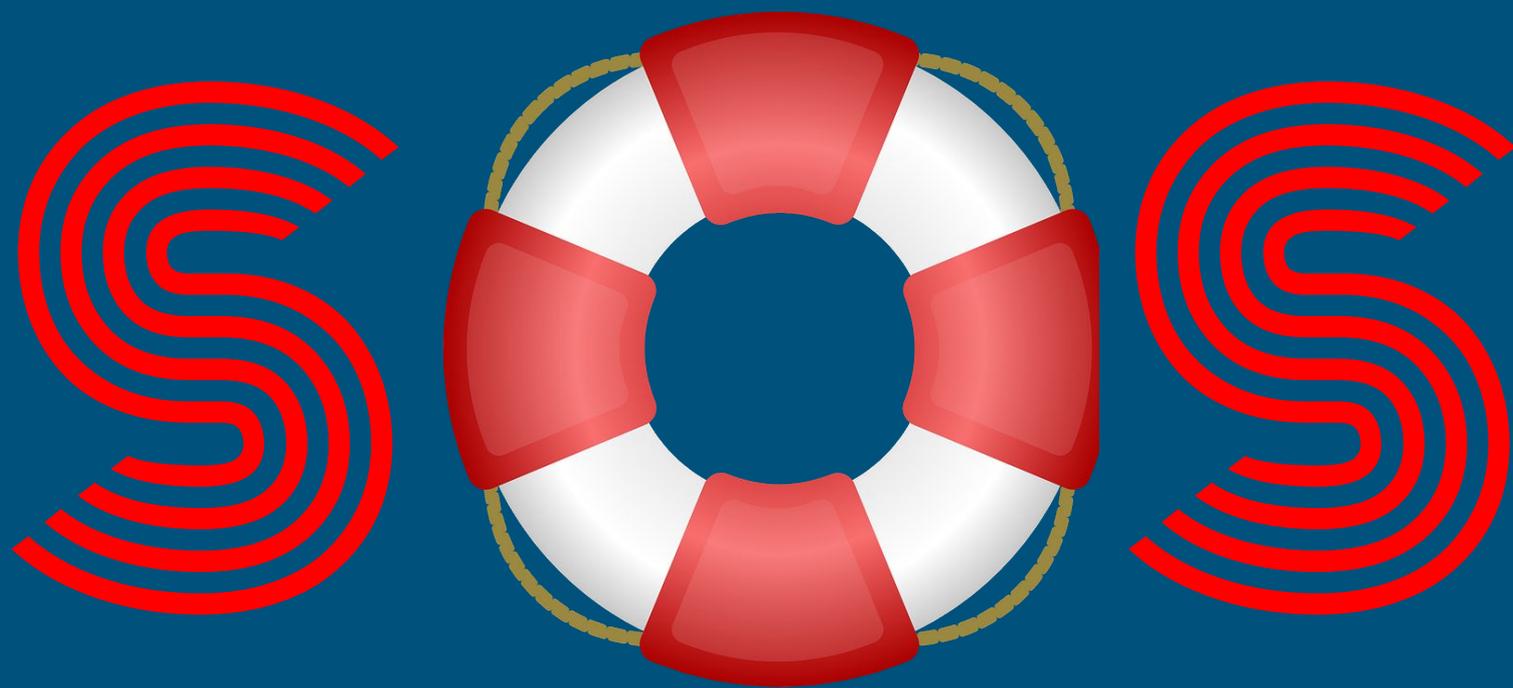
The Power of Positive Thoughts VS. Stinkin' Thinkin'



Click on image for Thinking Trap



Click on image for Positive Thinking Activity



Lifebuoys

- “formula for coping”
- wristband
- finger Labyrinth
- take a break card
- Check in card
- Mind Yeti

RESOURCES

Student/Teacher:

You've Got Dragons- Cave

The Panicosaurus- Al Ghani

What to do when you Worry Too Much- Huebner

Please Explain "Anxiety" to Me!- Zelinger

Picture books:

Wemberly Worried- Henkes

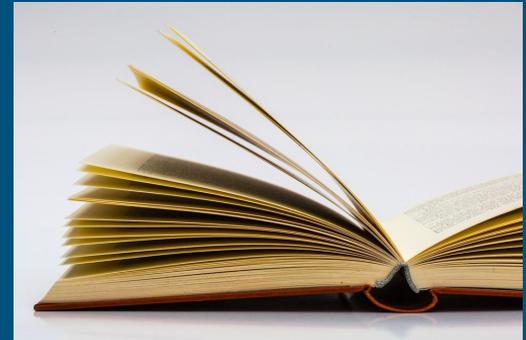
Wilma Jean The Worry Machine- Julia Cook

Parent:

Freeing Your Child From Anxiety- Chansky

Anxious Kids Anxious Parents- Wilson

Growing Up Brave- Pincus



Other Fun Stuff!

- ❖ Buddha Board
- ❖ Egg Splat
- ❖ 10 Coins in Five Rows
- ❖ Sponge/Water

Group break out

Hold up your card and find the other people with the same color/pattern dot as you have.

Once you are in your group:

- Share a strategy that you use for prevention of anxiety.
- Share a strategy that you use for intervention when a student is dealing with anxiety.
- Share a resource that you've used with students, parents, or staff.
- How have you helped staff to understand or deal with students experiencing anxiety?



Questions? Comments?



Thank you for attending!

Feel free to e-mail us if you have further questions:

Andrea Donegan
adonegan@basd.k12.wi.us

Jenny Holle
jholle@basd.k12.wi.us

★ [Click Here](#) for Google Presentation