Anxiety: Practices and Strategies for a Systemic Solution

AOCC 2017 Conference

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Lunch and Learn Session
12:15 – 1:15

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The internal environment people create has a dramatic impact on their ability to become and stay encouraged, optimistic and focused on growth and learning beyond any immediate success or challenge.

— Tommie R. Radd, PhD

Anxiety: Practices and Strategies for a Systemic Solution

Agenda

I. Introduction - Self-Talk/Self-Pictures/Relaxation/Mindfulness Defined/Explained
II. An Overview of System Anxiety Formula
III. An Overview of School Counseling Program Components and Life Lab Information
IV. An Overview of Guidance System Components and Checklist:
   • 1. Behavior Management (extrinsic) 2. Self-Talk/Self-Pictures (intrinsic)
   • 3. Curriculum (student skills) 4. Implementation (staff skills)
   • 5. Family Involvement 6. Observation/Evaluation
V. Activity and Ideas for Implementation
VI. Questions & Closing
Anxiety

- Merriam-Webster:

- medical: an abnormal and overwhelming sense of apprehension and fear often marked by physical signs (such as tension, sweating, and increased pulse rate), by doubt concerning the reality and nature of the threat, and by self-doubt about one's capacity to cope with it
Overview of the System Anxiety Formula

• Comprehensive School Counseling Program System – Program Components Are Interrelated and Interactive

• Guidance System is the Foundation of the School Counseling Program
Anxiety Formula

• the skills needed to handle anxiety are taught
• personal, social, emotional, and behavioral skills are viewed as a priority
• the educational community sees the importance of including personal, social, emotional, and behavioral skills as part of the core curriculum
• the relationship between academic learning and anxiety is taught and explained
• families receive the support and help they need
• classrooms are viewed as life labs for student support and belonging

• students receive ongoing assistance for anxiety management as opportunities occur
Suggested Elementary Counselor Time Allocations
   I. Foundation: 40%
   II. Counseling Groups: 30%
   III. Individual Counseling: 10%
   IV. All Others: 20%

Suggested Middle/JR. High School Counselor Time Allocations
   I. Foundation: 35-30%
   II. Counseling Groups: 30-35%
   III. Individual Counseling: 10%
   IV. All Others: 25%

Suggested High School Counselor Time Allocations
   I. Foundation: 30-25%
   II. Counseling Groups: 30-35%
   III. Individual Counseling: 10%
   IV. All Others: 25-35%
A comprehensive, developmental guidance system for classrooms and schools with the necessary components for success. Each component is implemented slowly and simultaneously with a 3- to 5-year plan until all system components are in place.

The interactive, interrelated, and interdependent movement between system components.
Overview of a Guidance System

• Behavior Management - Extrinsic - what we say and do
• Self-Talk & Self-Pictures - Intrinsic - what we say and believe with what we think and feel
• Curriculum - Student Skills
• Implementation - Staff Skills
• Family Involvement - Family Skills
• Observation/Evaluation
System Components Implemented

• Congruent
• Systemic - identify all components of the System or whole and understand the relationship between components
• Slowly and simultaneously
• 3-5 year process
• The Whole is larger than the sum of the parts
Core Skills for All Components and Essential Learning Domain Standards (ELD)

### System Components

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<td>Benchmark: Other Awareness - Indicators - Performance Evaluation</td>
<td>Benchmark: Other Awareness - Indicators - Performance Evaluation</td>
<td>Benchmark: Self-Control - Indicators - Performance Evaluation</td>
<td>Benchmark: Decision-Making/ Problem-Solving - Indicators - Performance Evaluation</td>
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### Performance Observation/Evaluation Strategies

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<td>Specific Assessments based on performance</td>
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<td>General Assessments</td>
<td>Specific Assessments based on performance</td>
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Interactive • Interrelated • Interdependent System

Foundation for: Classroom and School Life Lab • Counseling Program School House • ALL Growth and Prevention Formulas
Classroom Group Guidance System Checklist

I. Positive Behavior Plan
   1. Share Standards, Benchmarks, and Indicators
   2. Self-Concept Series/Weave as it relates to Behavior
   3. Five Star Class Meetings
   4. Class Responsibilities and Guidelines
   5. Problem-Solving—"Help" vs. "Hurt"
   6. Effective Behavior Interactions
   7. Problem Ownership
   8. Cooperative Strategies
   9. Contracts
   10. Peer Group Work
   11. The Five C's for Managing Conflict
   12. Performance Observation/Evaluation
   13. Increase Component Implementation Annually

II. Self-Talk/Self-Pictures Plan
   1. Share Standards, Benchmarks, and Indicators
   2. Self-Concept Series/Weave as it relates to Self-Talk/Self-Pictures
   3. Activity Process General Self-Talk
   4. Activity Process Specific Self-Talk
   5. Activity Process General Self-Pictures
   6. Activity Process Specific Self-Pictures
   7. Incorporate Relaxation
   8. Performance Observation/Evaluation
   9. Increase Component Implementation Annually

III. Curriculum Plan
   1. Share Standards, Benchmarks, and Indicators
   2. Self-Concept Series/Weave as it relates to Student Skills
   3. Begin Core Activities
   4. CANA (Children’s Affect Needs Assessment) Administered
   5. ITS (Invitational Teaching Survey) Administered
   6. Florida Key Administered
   7. CANA Pre Report
   8. ITS Pre Report
   9. Florida Key Pre Report
   10. Select Activities
   11. Format Implemented for all Activities
   12. Performance Observation/Evaluation
   13. Post CANA, Post ITS, and Post Florida Key Tests Administered
   14. CANA, ITS, and Florida Key Post Reports
   16. Increase Component Implementation Annually

IV. Staff Implementation Skills
   1. Share Standards, Benchmarks, and Indicators
   2. Self-Concept Series/Weave as it relates to Staff
   3. Overview of the System
   4. Overview of Behavior Management Component
   5. Overview of Self-Talk/Self-Pictures Component
   6. Overview of Staff Implementation Skills
   7. Overview of Curriculum Component
   8. Conduct Staff Needs Assessment
   9. Prioritize Staff Skills
   10. Encouragement Strategies
   11. Prioritize Group Techniques
   12. Prioritize Other Needs Based on the ITS and Needs Assessment
   13. Performance Observation/Evaluation
   14. Increase Component Implementation Annually

V. Family Involvement
   1. Share Standards, Benchmarks, and Indicators
   2. Self-Concept Series/Weave as it relates to Families
   3. Overview of the System
   4. Overview of Behavior Management Component
   5. Overview of Self-Talk/Self-Pictures Component
   6. Overview of Staff Implementation Skills
   7. Overview of Student Curriculum Skills Component
   8. Conduct Family Needs Assessment
   9. Prioritize Skills from Behavior Management Component
   10. Prioritize Skills from Self-Talk/Self-Pictures Component
   11. Prioritize Skills from Staff Implementation Skills
   12. Prioritize Skills from Curriculum Core and Other Skills
   13. Performance Observation/Evaluation
   14. Increase Component Implementation Annually

It is recommended that all system information be included for families when possible.

VI. Developed a 3- to 5-year plan in the components for simultaneous, slow implementation.

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<td>1. Behavior Management</td>
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<td>3. Curriculum</td>
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<td>4. Implementation Skills</td>
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<td>5. Family Involvement</td>
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Life Lab

• A way of defining the classroom as a simulation in which students, pre-K-12 and beyond, learn, experience, and apply the essential skills needed for life; the comprehensive developmental guidance system creates a life lab in every classroom through which students develop a conscious and intentional frame of reference that can be applied throughout life.
Theoretical Framework

A few of the theories that include Self-Talk/Self-Pictures in addressing in the treatment process:

• Rational Emotive Therapy
• Adlerian Therapy
• Reality Therapy
• Cognitive Behavioral Therapy
Practices and Strategies

• Self-Talk – Positive Internal Messages
• Self-Pictures – Positive Internal Pictures
• Relaxation – The State of Being Free From Tension and Anxiety (Oxford Dictionary)
• Mindfulness - Calm Body – Focus Mind

Remember:
• Feel ALL as if the Truth!
• Think It! See It! Feel It! Be It!
• Become your Potential!!
General – Universal
Specific – Personal - Relevant
To An Individual

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<th>Step</th>
<th>Self-Concept Series Self-Talk</th>
<th>Self-Concept Series Self-Pictures</th>
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<tr>
<td>Step 1</td>
<td>“I am important and special.”</td>
<td>A self-picture that could accompany this Step 1 statement is of a time or place that reminds the person of one’s personal worth just for being a unique person. It could be a picture of the person sitting peacefully, etc. Each person can choose a picture, which can be changed as desired.</td>
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<td>Step 2</td>
<td>“I help myself.”</td>
<td>A self-picture that could accompany this Step 2 statement is of a time or situation that represents a person helping him or herself. It could be an image of the person smiling in the mirror, acting in a helpful way, etc. Each person can choose a picture, which can be changed as desired.</td>
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<td>Step 3</td>
<td>“I am responsible for me.”</td>
<td>A self-picture that could accompany the Step 3 statement is of a time or situation that represents a person being responsible and accountable for his or her actions. It could be the person following through on an assignment, apologizing for a mistake, etc. Each person can choose a picture, which can be changed as desired.</td>
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Self-Talk/Self-Picture Plan Activity

Completing the Self-Talk/Self-Picture Plan incorporates the process for addressing anxiety:

My Personal Self-Talk/Self-Picture Plan

The Plan includes all components and is to be adjusted based on feedback and progress.
Your Action Plan

• List 3 ways you can implement the strategies for yourself! Starting with YOU helps you to feel more comfortable with helping others!

• Brainstorm 3 ways you can incorporate a plan for your school based on the System and Schoolhouse Information

• Explain how the practices and strategies address anxiety for you, your school community
Choose to Live in Joy

Life goes by in the blink of an eye. It’s too short to live upset, angry, resentful or ungrateful. If you look for the good, you’ll find it. Choose to be happy, to be at peace. Decide that each day is going to be a great day and grab each moment and make the best of it. Refuse to let negative thoughts take root in your mind and refuse to let negative people and situations drag you down. Trust your journey and know that if you make a mistake, it’s okay. See it as a lesson learned and keep moving forward. Spend less time worrying and more time being grateful for those who love you and all of life’s goodness.

Choose to Live in Joy!

~Charity M. Richey-Bentley
References


A complete Research Report is available at [www.allsucceed.com](http://www.allsucceed.com) and [http://allsucceed.com/gwg-research-report.html](http://allsucceed.com/gwg-research-report.html)