

Anxiety: Practices and Strategies for a Systemic Solution

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Lunch and Learn Session
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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

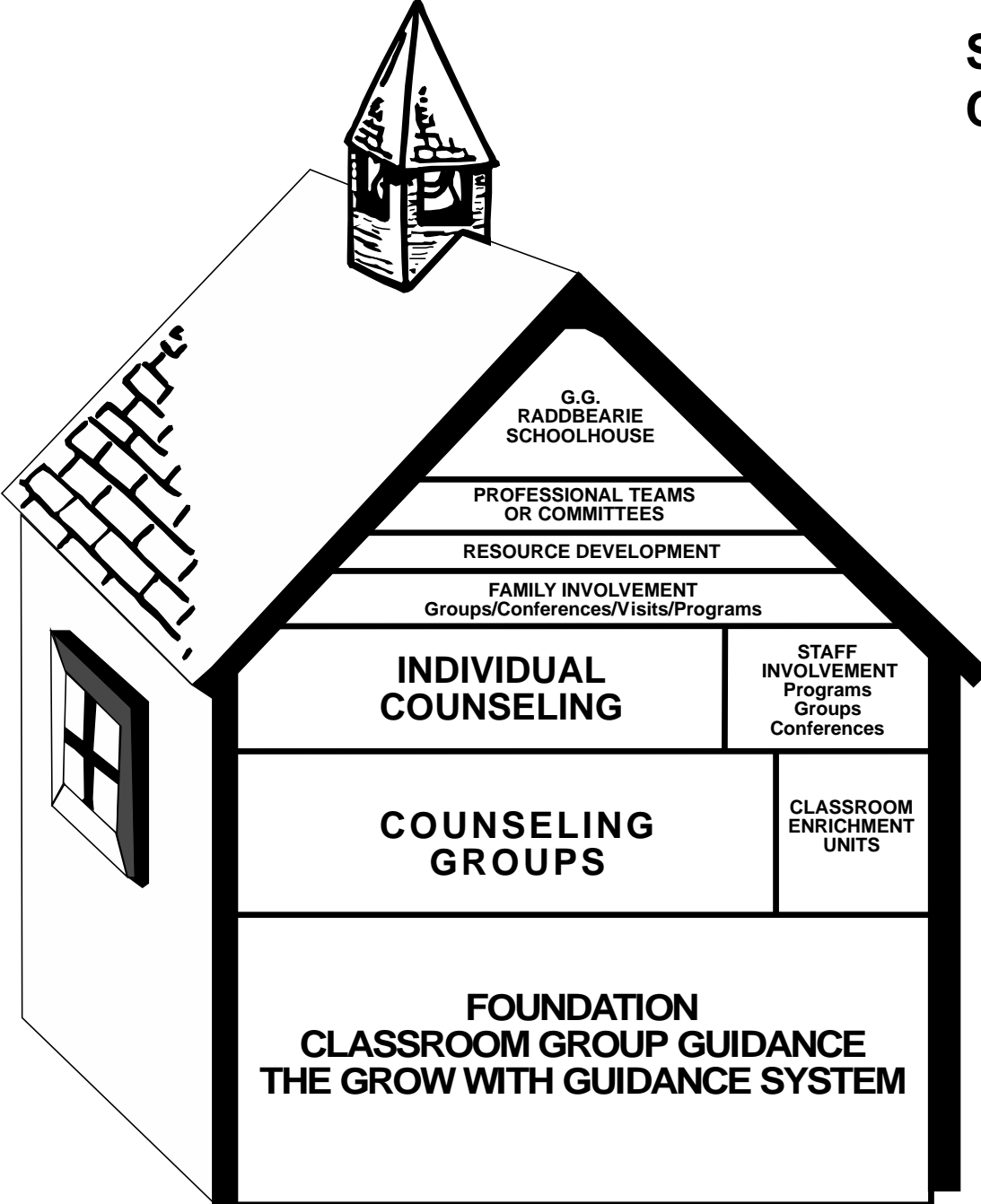
- Merriam-Webster:
- **medical** :an abnormal and overwhelming sense of apprehension and fear often marked by physical signs (such as tension, sweating, and increased pulse rate), by doubt concerning the reality and nature of the threat, and by self-doubt about one's capacity to cope with it

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

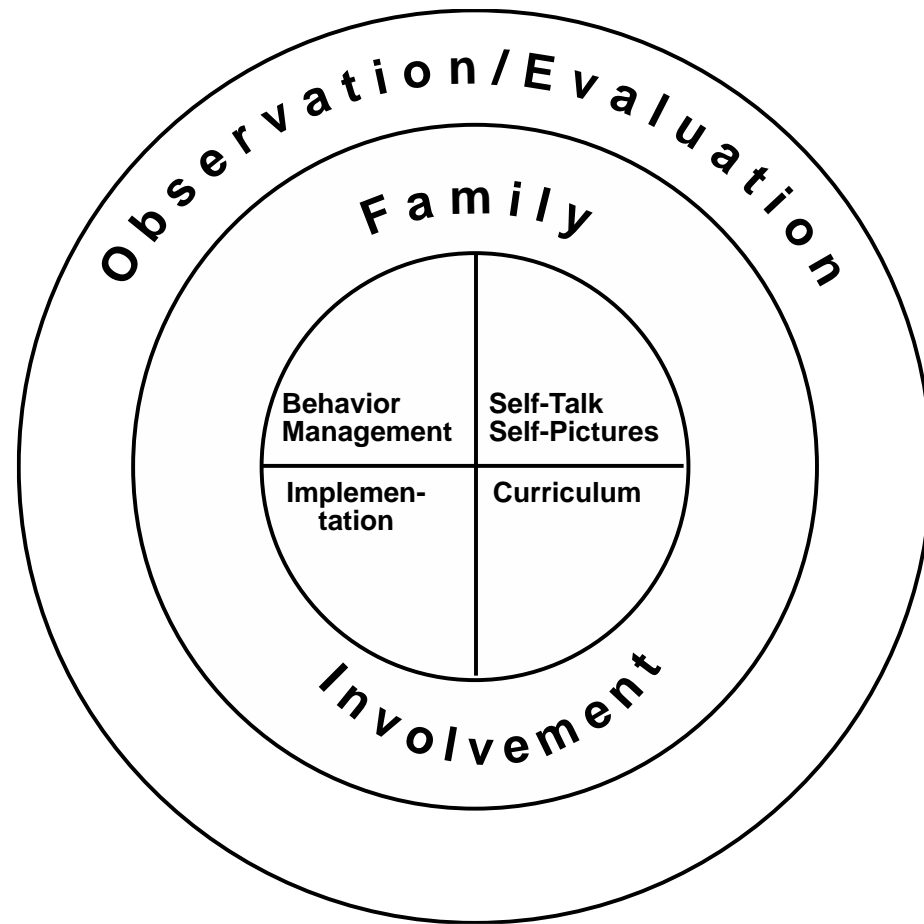
- I. Foundation: 40%
- II. Counseling Groups: 30%
- III. Individual Counseling: 10%
- IV. All Others: 20%

Suggested Middle/JR. High School Counselor Time Allocations

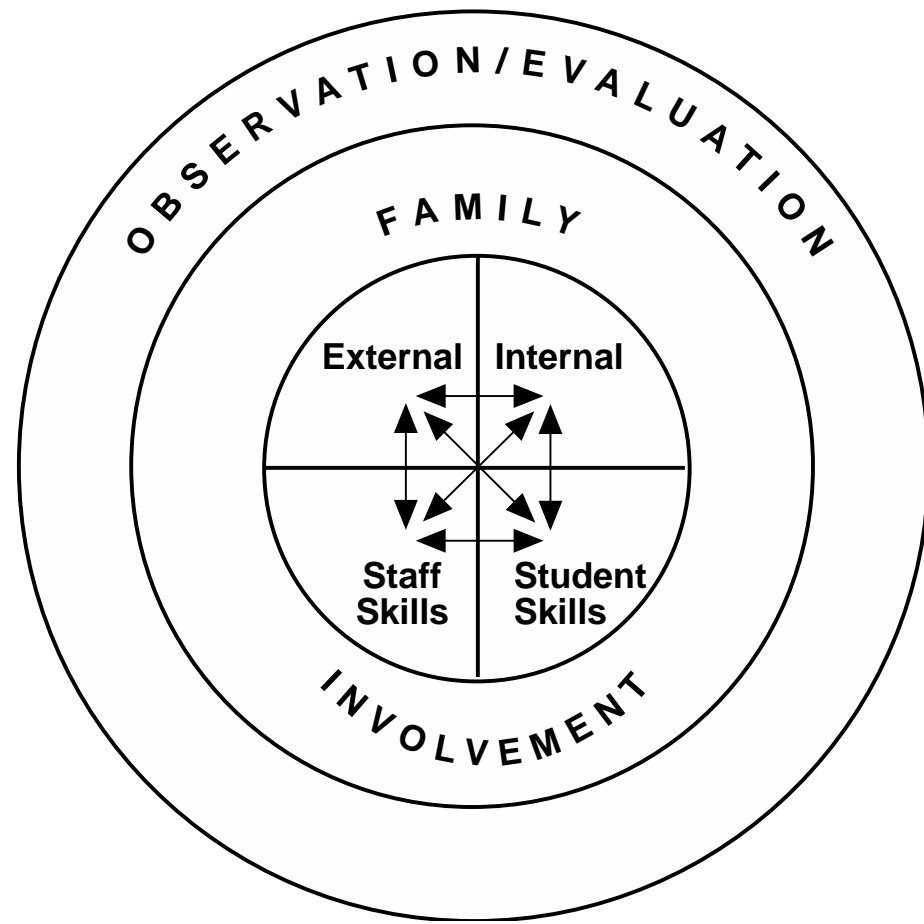
- I. Foundation: 35-30%
- II. Counseling Groups: 30-35%
- III. Individual Counseling: 10%
- IV. All Others: 25%

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

The Grow With Guidance® System

Consultation • Collaboration • Coordination • Facilitation • Communication

Core Skills for All Components and Essential Learning Domain Standards (ELD)

System Components

Behavior Management	Self-Talk/ Self Pictures	Implementation Skills	Family	Curriculum		
Essential Learning Domain	Essential Learning Domain	Essential Learning Domain	Essential Learning Domain	Personal, Emotional, Behavioral, Social (PEBS) Essential Learning Domain	Academic Essential Learning Domain	Career Essential Learning Domain
Benchmark: Student - Indicators - Performance Evaluation Benchmark: Staff - Indicators - Performance Evaluation	Benchmark: Student - Indicators - Performance Evaluation Benchmark: Staff - Indicators - Performance Evaluation	Benchmark: Staff - Indicators - Performance Evaluation Use information from other indicators	Benchmark: Family - Indicators - Performance Evaluation Use information from other indicators	Benchmark: Self - Indicators - Performance Evaluation Benchmark: Other Awareness - Indicators - Performance Evaluation Benchmark: Self-Control - Indicators - Performance Evaluation Benchmark: Decision-Making/ Problem-Solving - Indicators - Performance Evaluation Benchmark: Group Cooperation - Indicators - Performance Evaluation	Benchmark: Self - Indicators - Performance Evaluation Benchmark: Other Awareness - Indicators - Performance Evaluation Benchmark: Self-Control - Indicators - Performance Evaluation Benchmark: Decision-Making/ Problem-Solving - Indicators - Performance Evaluation Benchmark: Group Cooperation - Indicators - Performance Evaluation	Benchmark: Career - Indicators - Performance Evaluation Personal, Emotional, Behavioral, Social and Academic Skills needed for career development
Performance Observation/Evaluation Strategies						
Checklists General Assessments Specific Assessments based on performance	Checklists General Assessments Specific Assessments based on performance	Checklists ITS General Assessments Specific Assessments based on performance Input about student	Checklists General Assessments Specific Assessments based on performance Input about child	Checklists CANA ITS General Assessments Specific Assessments based on performance	Checklists CANA ITS General Assessments Specific Assessments based on performance	Checklists ITS General Assessments Specific Assessments based on performance

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
- _____ 15. Report summary written including all year-end Performance Observation/Evaluation information.
- _____ 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.

	Yes	No
1. Behavior Management	<input type="checkbox"/>	<input type="checkbox"/>
2. Self-Talk/Self-Pictures	<input type="checkbox"/>	<input type="checkbox"/>
3. Curriculum	<input type="checkbox"/>	<input type="checkbox"/>
4. Implementation Skills	<input type="checkbox"/>	<input type="checkbox"/>
5. Family Involvement	<input type="checkbox"/>	<input type="checkbox"/>

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

	Self-Concept Series Self-Talk	Self-Concept Series Self-Pictures
Step 1	"I am important and special."	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.
Step 2	"I help myself."	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 <u>can</u> be changed as desired.
Step 3	"I am responsible for me."	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.

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!

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~Charity M. Richey-Bentley

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A complete Research Report is available at
www.allsucceed.com and <http://allsucceed.com/gwg-research-report.html>