

# **HOW DEPRESSION AND ANXIETY AFFECT STUDENTS IN THE CLASSROOM**

**EFFECTIVE STRATEGIES AND INTERVENTIONS YOU CAN USE TO HELP THESE STUDENTS BE SUCCESSFUL IN THE CLASSROOM**

# COURSE OBJECTIVES AND RESOURCES

- Participants will leave the session with interventions they can use when working with students with depression and anxiety.
- Participants will leave the session with strategies to share with teachers that can be used in the classroom to help students with depression and anxiety.
- Participants will learn how to serve students with depression and anxiety through the Response to Intervention process.
- Participants who are school counselors will be able to define the parameters of their role regarding working with students who have mental health issues.
- Participants will be given an intervention and strategies toolkit to take back with them to their schools.
- Participants will be given a list of resources to use as a reference.
- Participants will be given an outline of the presentation to use for notetaking.
- Participants will be asked to share their email addresses in order to encourage the sharing of resources.

# GRAY STATION MIDDLE SCHOOL

- Title I School
- Approximately 675 students
- One full-time counselor
- During the 2015-2016 school year, there were 575 counseling referrals.
- Out of those referrals, 540 were social/emotional referrals.
- 24 referrals to outside agencies were made (in the previous year, 5 outside referrals were made)
- Google Forms was used to collect data

# ROLE OF THE SCHOOL COUNSELOR

- Assess the student for suicidal thoughts and ideations
- If the student is referred to you for talking about self-harm, you can use the Columbia-Severity Rating Scale as an assessment tool.
- Based on the results, develop a plan (call parents and/or call GCAL 1-800-715-4225)
- If the student is hospitalized, ask the parents to let you know release date and make a plan to meet with them.
- Ask the parent to provide the treatment plan so you can develop a plan for the student at school.
- Act as a liaison between the family, teachers, and outside therapist.

# MONITORING THE STUDENT

- Ask the student to tell you about what coping skills they've used and how have the skills worked in the past
- If they are seeing an outside counselor, ask them about coping skills discussed during therapy (explain that you are not trying to break confidentiality, that you are reminding them of tools in their toolbox)
- Create a crisis plan and identify another adult at school that the student feels comfortable talking with about their feelings. You can also include a list of coping skills.
- Create a My Behavior Checklist for the student to use to self-monitor
- Get a release signed by the parent so you can communicate with the outside counselor.

# CREATING A CRISIS PLAN

- Include name
- risk factors
- warning signs
- how to distract oneself
- how to soothe oneself
- One or two people you can talk to at school
- One or two people you can talk to outside of school
- What does an emergency situation look like
- Crisis hotline number
- Adapted from “Don’t Let Your Emotions Run Your Life for Teens” by Sheri Van Dijk

# CREATE A COOL DOWN BASKET

- Stress balls
- Coloring books
- Journals
- Colored pencils, markers, pens
- Pictures of a happy memory or a person that makes them happy
- Ear buds
- List of coping strategies
- Smiling Mind App
- Baskets can be kept in the media center or classroom
- Needs to be in an area with an adult present
- May need to set time limit
- The student can start off using items in the basket with the counselor, but you want them to be able to use them without you, too.

# WHAT IF THE STUDENT STILL STRUGGLES AT SCHOOL?

- If the student doesn't already have 504 plan, consider developing one.
- As part of the 504 plan, you can include accommodations such as a reduced workload, 1/2 day scheduling, and testing accommodations. Also include a copy of the crisis plan.
- Collect data in case you need to make a referral for special education services.
- Consider homebound services\*



# THINGS TO AVOID AND HELPFUL TIPS

## – AVOID

- Allowing the student to isolate themselves without adult supervision (sitting in planning room, listening to music)
- Allowing the student to become dependent on one person for help
- Keeping the parent out of the communication loop

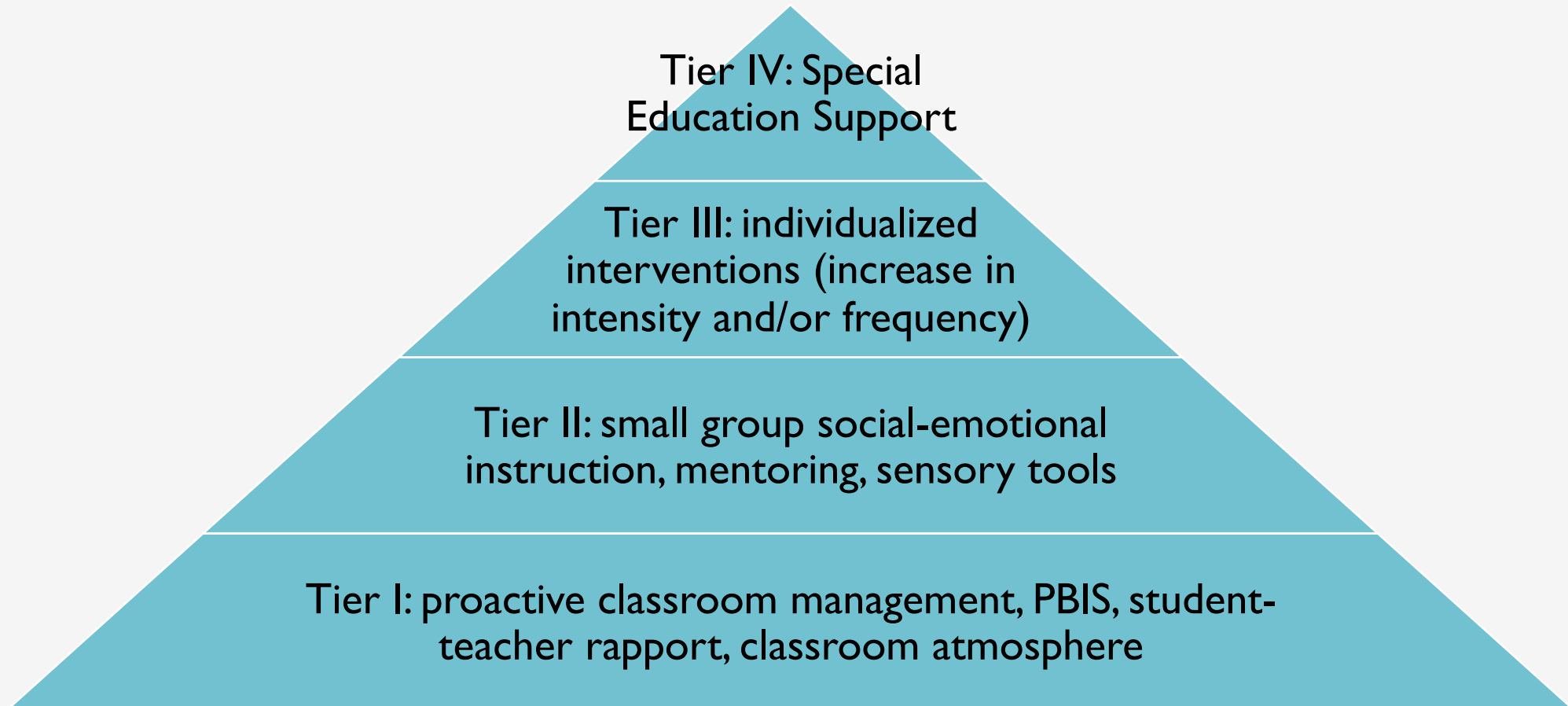
## – HELPFUL TIPS

- **COMMUNICATION IS KEY!**
- Share the student's crisis plan with **ALL** of the student's teachers as well as your administration
- Maintain open communication with the parent
- **DOCUMENT! DOCUMENT! DOCUMENT!**

# OUTSIDE MENTAL HEALTH SUPPORT

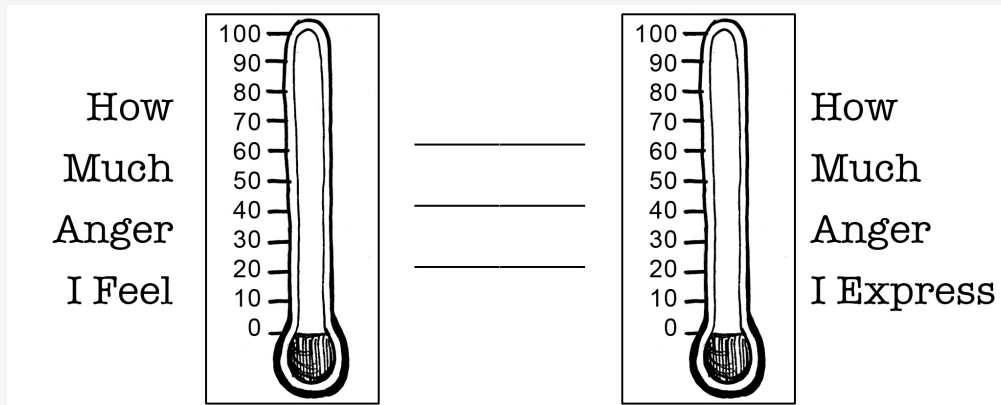
- Michelle Burky, M.A., Counselor for Child and Adolescent Services at River Edge
- Services provided in school setting
  - Individual, group, and family counseling
  - Providing support for staff
- APEX Grant

# MENTAL HEALTH SUPPORTS WITHIN AN RTI FRAMEWORK

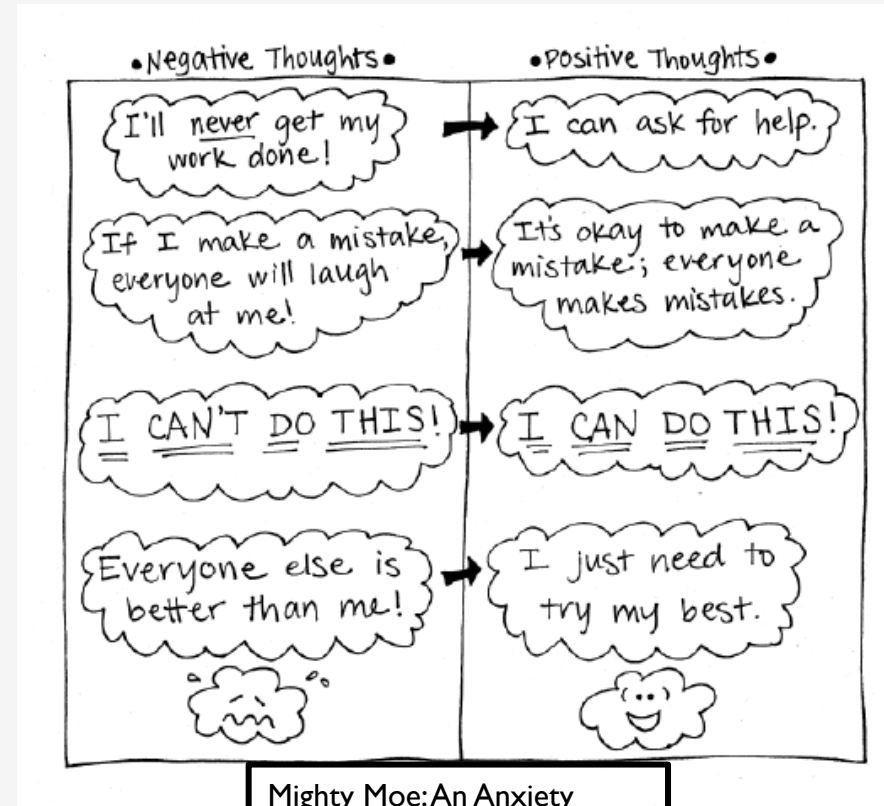


# EXAMPLES OF INTERVENTIONS

- Workbooks/worksheets
  - Teach coping skills
  - Metacognitive strategies of identifying signs, symptoms, and solutions



Anxiety by Paul Stallard published by Routledge



Mighty Moe: An Anxiety Workbook for Children

# Things That Make Me Feel Anxious

Draw a line between the anxious face and the things that make you feel anxious.

Going somewhere new   Spiders   Snakes   The dark

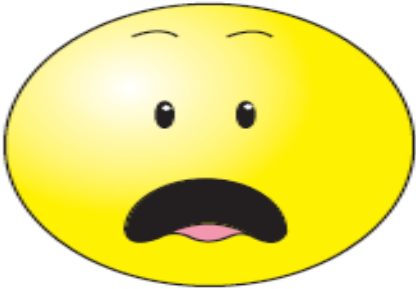
Talking with my friends   Meeting new people

Getting my school work right   Me being ill

Exams and tests   Leaving Mum/Dad

Germs or diseases   Dentists or doctors

Doing something in front of others   Mum and dad being ill



Animals

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

If the things you worry about aren't here, write them in the empty boxes.

# My Worrying Thoughts

Write the situation that makes you worried in the box. When you think about facing that situation, fill out the thought bubbles with some of the thoughts that race through your mind.










\_\_\_\_\_

My scary or worrying situation is

# EXAMPLES OF INTERVENTIONS

- Visual Cues

Pause!	
Sit in Chair	
Hands in Lap	
Feet on Floor	
Smell the Flower	
Blow out the Candle	
Count to 10	
Good Job!	

Feelings Chart			
Describe		How I feel	What I can do
	5	 I need some help!	
	4	 I'm really upset.	
	3	 I've got a problem.	
	2	 Things are pretty good.	
	1	 Feeling great!	

# EXAMPLES OF INTERVENTIONS

- Self-Monitoring

<b>My Daily Behavior Check</b>						
Student Name: _____						
Teacher Name: _____						
Goal	Monday / /	Tuesday / /	Wednesday / /	Thursday / /	Friday / /	
student appeared relaxed, with little sign of anxiety or fear.  1.....2..... 3 Poor Fair Good	1 - 2 - 3 Student Rating 1- 2- 3 Teacher Rating	1 - 2 - 3 Student Rating 1- 2- 3 Teacher Rating	1 - 2 - 3 Student Rating 1- 2- 3 Teacher Rating	1 - 2 - 3 Student Rating 1- 2- 3 Teacher Rating	1 - 2 - 3 Student Rating 1- 2- 3 Teacher Rating	1 - 2 - 3 Student Rating 1- 2- 3 Teacher Rating
student readily joined peers in group work  1.....2..... 3 Poor Fair Good	1 - 2 - 3 Student Rating 1- 2- 3 Teacher Rating	1 - 2 - 3 Student Rating 1- 2- 3 Teacher Rating	1 - 2 - 3 Student Rating 1- 2- 3 Teacher Rating	1 - 2 - 3 Student Rating 1- 2- 3 Teacher Rating	1 - 2 - 3 Student Rating 1- 2- 3 Teacher Rating	1 - 2 - 3 Student Rating 1- 2- 3 Teacher Rating
student positively interacted with others  1.....2..... 3 Poor Fair Good	1 - 2 - 3 Student Rating 1- 2- 3 Teacher Rating	1 - 2 - 3 Student Rating 1- 2- 3 Teacher Rating	1 - 2 - 3 Student Rating 1- 2- 3 Teacher Rating	1 - 2 - 3 Student Rating 1- 2- 3 Teacher Rating	1 - 2 - 3 Student Rating 1- 2- 3 Teacher Rating	1 - 2 - 3 Student Rating 1- 2- 3 Teacher Rating
Total	Student:  Teacher:	Student:  Teacher:	Student:  Teacher:	Student:  Teacher:	Student:  Teacher:	
My personal daily goal: ____ out of ____ points						
Things to do when I feel anxious:						
_____						
_____						
People I can talk with about my feelings:						
_____						
_____						
_____						

# PROGRESS MONITORING

- Important to document behavior in quantifiable format
  - Aids in determining if intervention is effective
- Examples:
  - Frequency: number of times behavior is occurring
  - Duration: how long does the behavior last
  - Intensity: Likert scale of intensity rating
- Self-monitoring
  - May be useful in cases of anxiety and depression
  - Some behaviors are subjective and often internal, so they may be difficult to observe and quantify.



# PROGRESS MONITORING

## Antecedent Behavior Consequence Chart

Date/Time/ Initial Setting	Antecedent Description of the environment and what occurred prior to the behavior	Behavior What the child did or said and how long the behavior lasted	Consequence What the responder did immediately following the behavior or how the environment changed	Child's response Upon receiving the consequence, how did the child respond?

# ACCOMMODATIONS TO CONSIDER

- For students on medication consider allowing them to keep a water bottle in class or permission for snacks in class
- Some students may need flexibility for the time a classroom test is given
- Reducing homework or extending deadlines on homework as needed
- Consider providing assistance at the last period of the day to enable student to record and catch up on anything they missed
- Provide hard copies of notes and board work if needed
- Formal testing accommodations (e.g., extended time, small group administration, frequent breaks, etc.)
- Consider giving permission to leave the room

# CASE STUDY

- You have a 7<sup>th</sup> grade female student at your school who has recently been hospitalized for attempted suicide. Before she returns to school, you hold a meeting with key people to develop a crisis plan. The plan includes people she can talk with if she's having a tough day, coping skills, things she can do inside the classroom to soothe herself (stress ball, standing up, stepping into the hallway) and what to do if she needs to leave the classroom ( go to the media center, get her cool down kit, see the counselor). Since her return, you've had several instances where she's locked herself in the bathroom when she wants to get out of an activity at school, or when she becomes upset with a peer. You are able to get her out of the bathroom, but she shuts down and refuses to talk. What is your next step? When do you get the administration involved?

# RESOURCES

- Websites
  - [Therapist Aid](#)
  - [PBIS World](#)
  - [Intervention Central](#)
- Applications
  - [Smiling Mind](#)
  - [My Mood Tracker](#)

# CONTACT INFORMATION

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