

Supporting Students with Anxiety and Depression

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 **International Center for
Leadership in Education.**
From Houghton Mifflin Harcourt

Our look at Anxiety and Depression

NOPE.



Awareness

Acceptance

Action

Awareness

Our First Step!



Recognition of Mental Health Needs

1 out every 4
children

Experience signs/symptoms
of DSM IV disorder
every year

1 out of every 3
families affected

An estimated
2/3
of all young people
with mental health problems
are not
getting the
help they need

Continuum of Behavior Changes

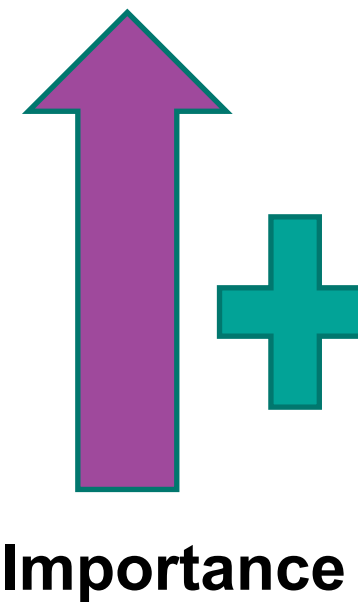
Disrupting Class
Inattentive
Increased sensitivity
Fidgety
Withdrawal from peers
Hyperactivity
Forgetful
Irritable

Intense behavior:
Rapid mood cycling
Anger outbursts
School refusal
Infrequent focus
Substance Abuse
Delinquent behavior
Hallucinations
Suicide Talk/Ideation

*Significant Interference with functioning
in multiple settings*

Understanding Anhedonia

- May be the most debilitating aspect of depression
- Unable to find pleasure in things that used to bring enjoyment
- Often the most misunderstood and misinterpreted symptoms--the student labeled as having a “bad attitude”



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Vicious Cycle



Questions to ask yourself ???

1) Frequency

How often does the student exhibit symptoms?

2) Intensity

How severe are the symptoms?

3) Duration

How long do they last?

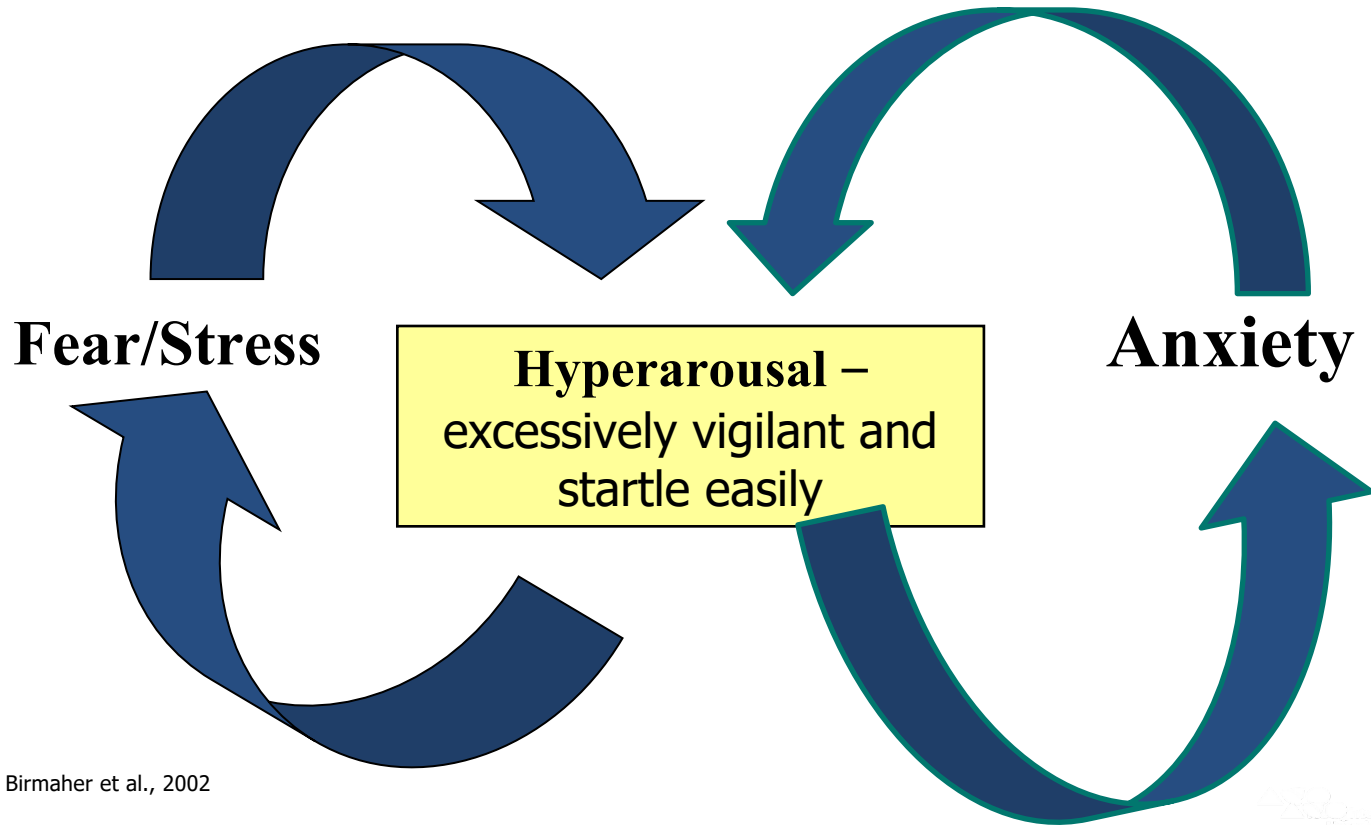
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Adolescents seek
identity,
community and
purpose.

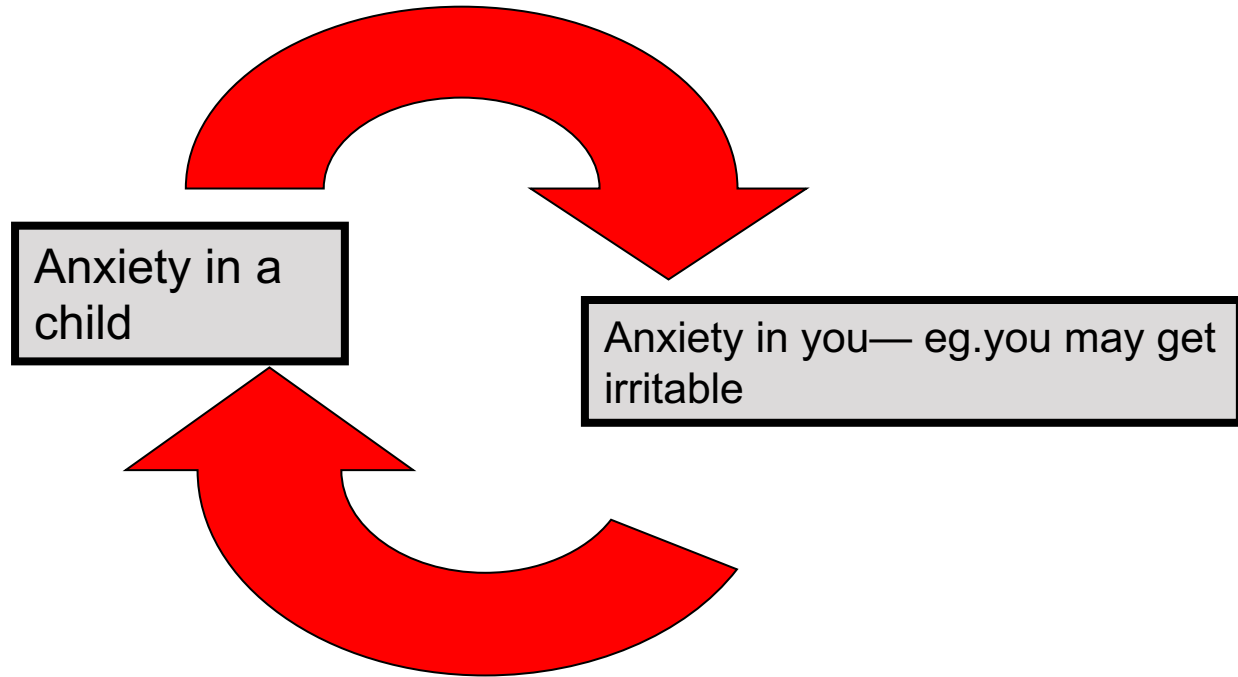
Children/Adolescents **Fill in the Gaps**

- **uncertainty: a powerful trigger of anxiety**
- Often a gap between what they think they know and truly understand,
they fill in the gap with their own interpretation
- Don't assume what adolescents do/don't understand,
engage: ask, listen and notice,
- be clear with your responses

Fear and Stress become Anxiety



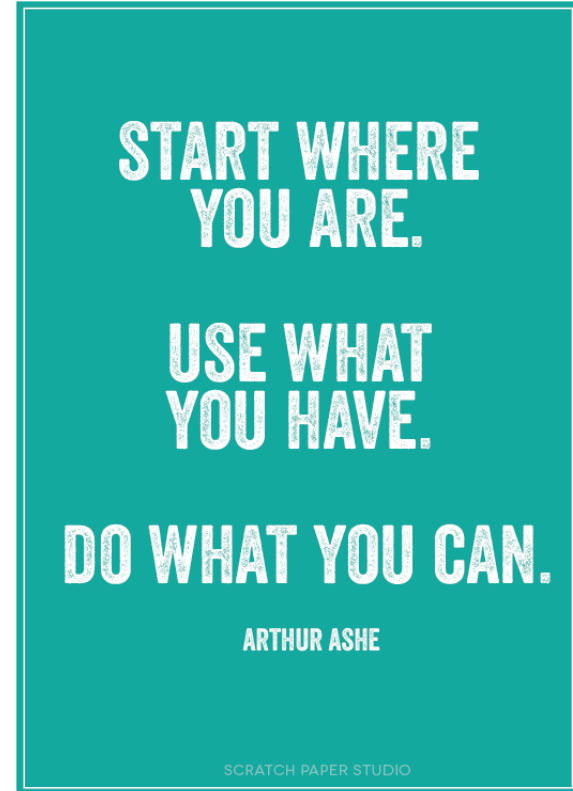
Anxiety Begets Anxiety



- Pay attention to our own internal responses

Building Relationships

- **Connect**
- **Equitable**
- **Advocate**



Understanding Anhedonia

- May be the most debilitating aspect of depression
- Unable to find pleasure in activities once used to bring enjoyment
- Often the person's own internal responses of frustration and anger are misinterpreted as having a "bad attitude"

Listen to our own internal responses of frustration and anger

Classroom Interventions for Depression

- Teach social skills as part of classroom curriculum
- Promote a positive classroom climate
- Create an organized and structured classroom
- Use hands-on learning
- Ensure frequent movement
- Teach self-soothing techniques
- Create a “cooling” off area in the classroom
- Listen, listen, listen

Classroom Interventions for Anxiety

- Flexible deadlines
- Modify workload
- Low competition/cooperative environment
- Utilize movement
- Create classroom routines
- Check for student understanding
- Reward small successes
- Maintain daily schedule
- Listen, listen, listen!

The TAKE HOME MESSAGE

- ❖ mental health is a central component of students being “ready to learn”
- ❖ Incorporate mental wellness into every classroom and every day
- ❖ Ensure that all students/staff have access to resources with
- ❖ Address changes in a student's needs and available resources.
- ❖ As you have concerns, make the connection

Respond instead of React

Be a hope dispenser

Anxiety, Depression and Wellness: selected Resources


Key Websites:

- National Alliance of Mental Illness: NAMI.org
- National Institute of Health: NIH.gov

Key Books:

- Altman, Donald, *One Minute Mindfulness*
- Emmons M.D. *The Chemistry of Calm*
- Emmons M.D., *The Chemistry of Joy*
- Greenberger, Dr. Dennis, *Mind Over Mood*
- Naumburg, Carla, *Ready, Set, Breathe*
- Stosny, Dr. Steven, *Use Your Brain to Be Your Best Self*
- Sweet, Corinne, *The Anxiety Journal*
- Toner, Dr. Jacqueline and Freeland, Claire, *Depression: A Teen's Guide to Survive Thrive*
- Wildenhaus, Colleen, *Helping Children Manage Anxiety at School*

MUSCLE RELAXATION




Stress leads to excess muscle tension, making you feel achy, stiff or stretched to your limit. If you feel this way, try a relaxation exercise to loosen the tension.

Directions: When you have experienced something stressful or experienced symptoms of anxiety try the following:

1. In time with your breathing begin to relax your muscles from head to toe. Start with your forehead. Tense those muscles as you breathe in, then relax them as you breathe out.
2. Continue tensing and relaxing-moving downward to your shoulders, arms, hands, stomach, legs and feet. Each time, breathe in as you tense the muscles, and breathe out as you relax them.

RELAXATION BREATHING

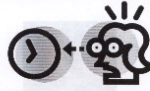


Stress can lead shallow breathing, making you feel light headed and tense. A little relaxation breathing can go a long way to help deal with stress and anxiety.

Directions: When you have experienced something stressful or experienced symptoms of anxiety try the following:

Imagine that your stomach is a balloon. Breathe in slowly through your nose and watch your stomach (balloon) expand. Hold that breath to a count of three, and then slowly breath out thru your mouth. Do this several times and watch your stress blow away.

HOW TO CALM DOWN IN UNDER A MINUTE



1. Breathe in through your nose on a slow count of three.
2. Push your stomach out as you breathe in.
3. Breathe out through your mouth on a slow count of six.
4. Repeat two more times.

Tip: Practice three times a day and you will remember the steps when you are stressed out.

5-POINT SCALE WHAT IS YOUR #?

Using the 5-point scale identify where you are on your stress or anxiety level before it gets out of control. Know what to do at each level.

5	5. Out of control/feeling hopeless. I need immediate Help*.
4	4. Losing control. I need to talk to some one who can help
3	Things are building up. I need to make a plan.
2	2. Some stress in my day but it is OK. I have a plan.
1	1. I can manage my day. I am enjoying myself.

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