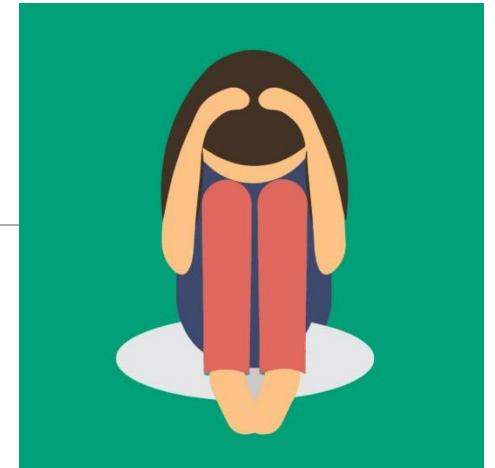


Managing Anxiety in the Classroom: Supporting a return to school following the Covid-19 pandemic.

PRESENTED BY: DR. EVE GRIFFITHS

WOLVERHAMPTON OUTREACH SERVICE



The order of this session



PART 1: UNDERSTANDING ANXIETY

- Types of anxiety
- Characteristics
- Frequency of anxiety (all types)
- Cycle of anxiety
- Thoughts, feelings and behaviour
- Covid-19 related anxiety

PART 2: CLASSROOM STRATEGIES

- Hippo time
- Assure and support
- Calming strategies
- Green and red thoughts
- Rationalising problems
- A bag of worries
- Considering control
- Routine and structure

Types of Anxiety

Social anxiety

General Anxiety Disorder

Separation

OCD

Panic disorder

PTSD

Phobias

Excessive fear of social situations

Recurrent physiological reaction to feeling overwhelmed

Repetition of spontaneous behaviours

Long term condition. General state of anxiety.

Severe anxiety caused by a terrifying event

Excessive fear of a specific object or situation

Excessive worry about being away from carers

Characteristics



GENERAL ANXIETY DISORDER

Stomach ache, headache, fatigue,
muscle ache, nausea)

Shy / Avoidant

Worrier

Reluctant to speak / take part in group
work

Usually not disruptive to classroom
routine (often unrecognised)

School avoidance

PANIC ATTACKS AND PHOBIAS

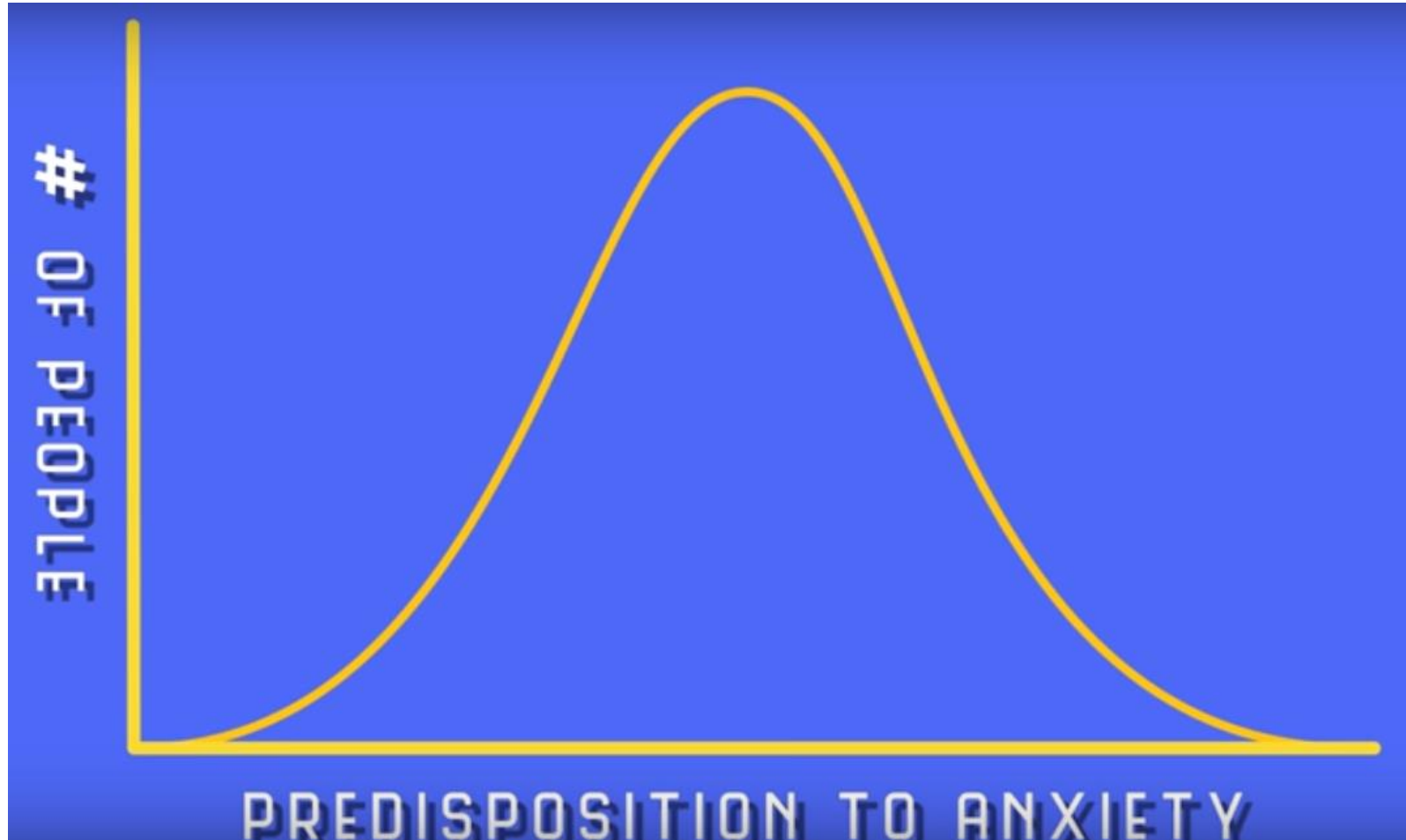
Intense physical symptoms (shortness
of breath / heart palpitations /
dizziness / sweating / shaking /
nausea. Intense fear during attack

Panic (may run / escape)

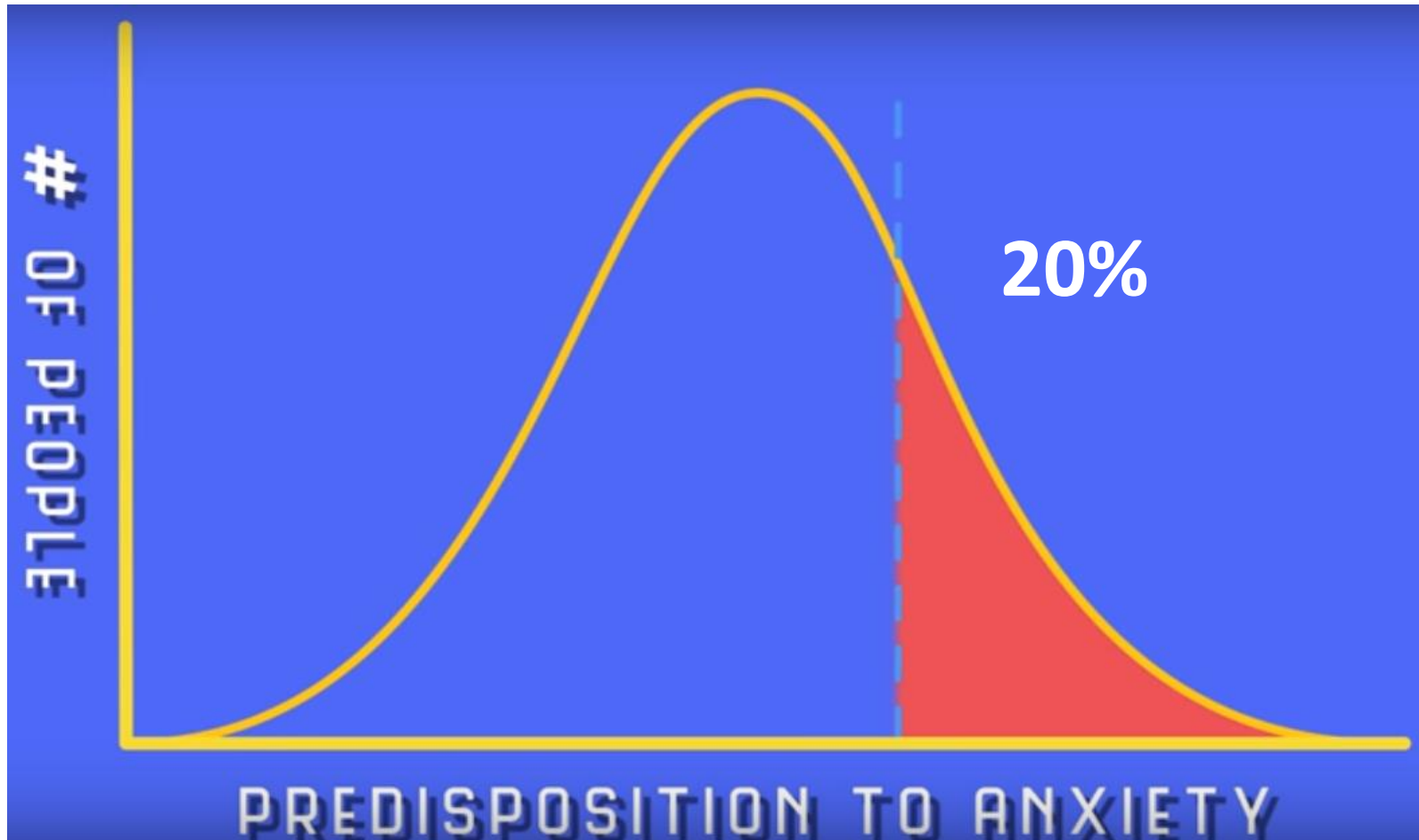
Extreme need for reassurance

Repetitive and compulsive behaviours
as a coping strategy

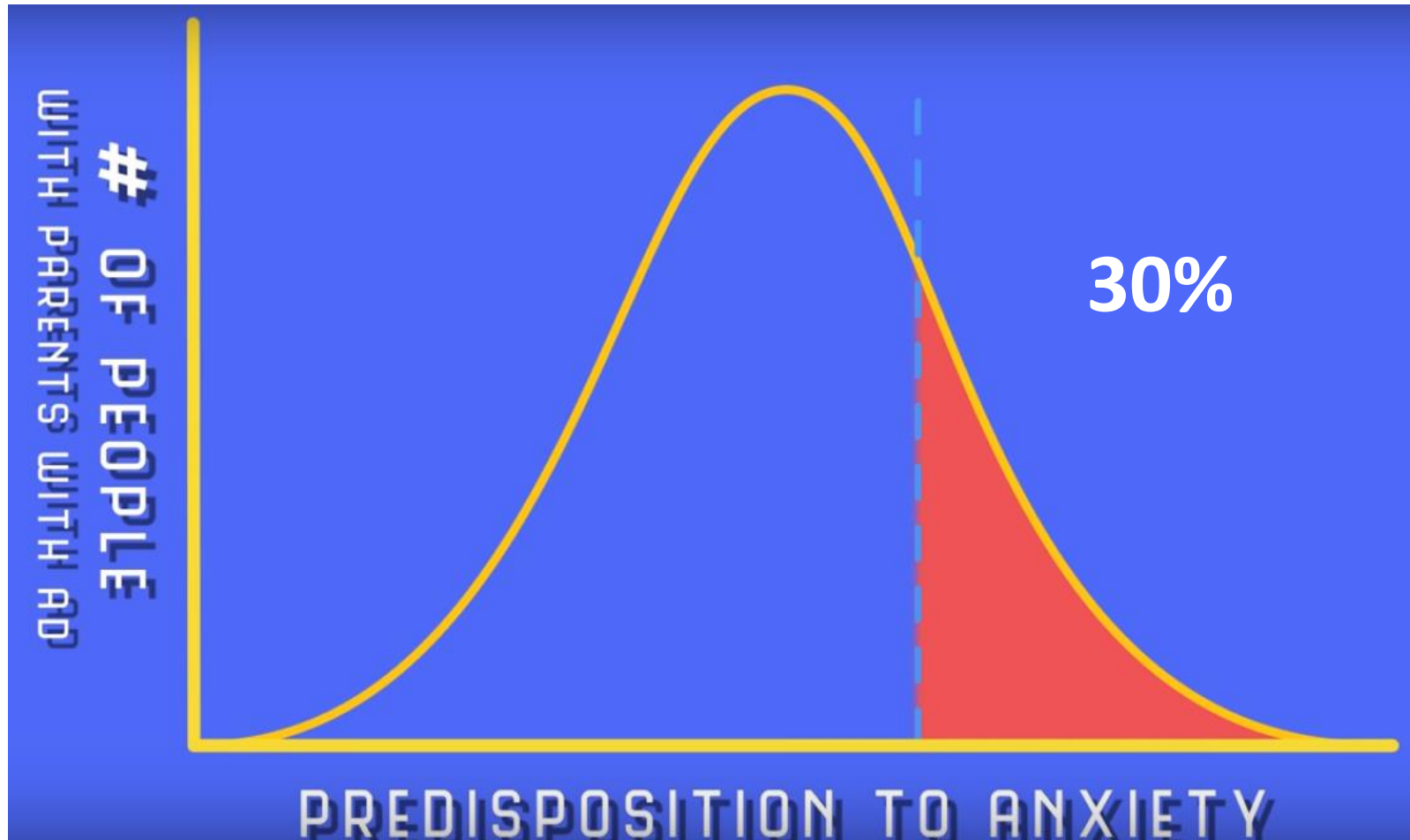
Frequency of anxiety (all types)



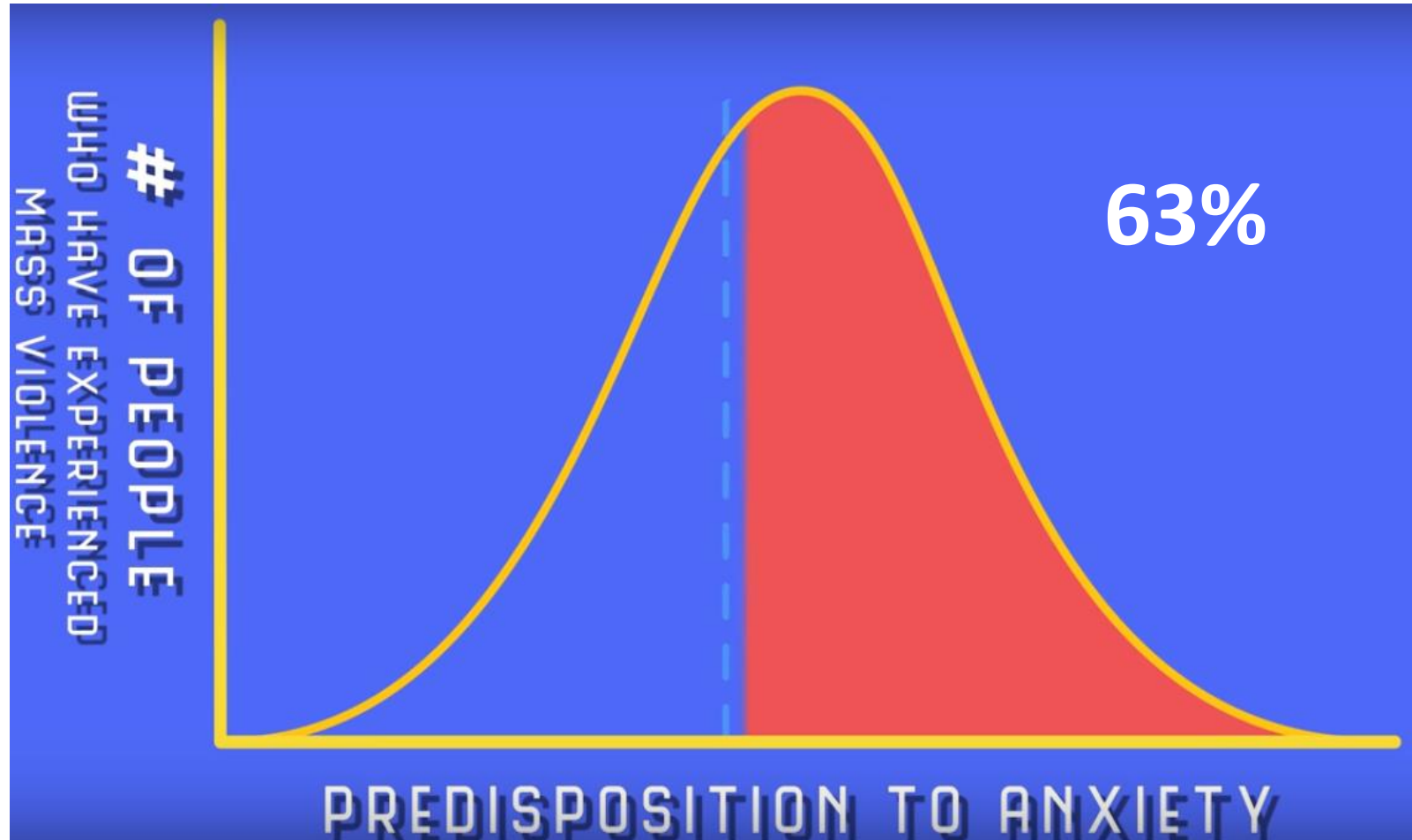
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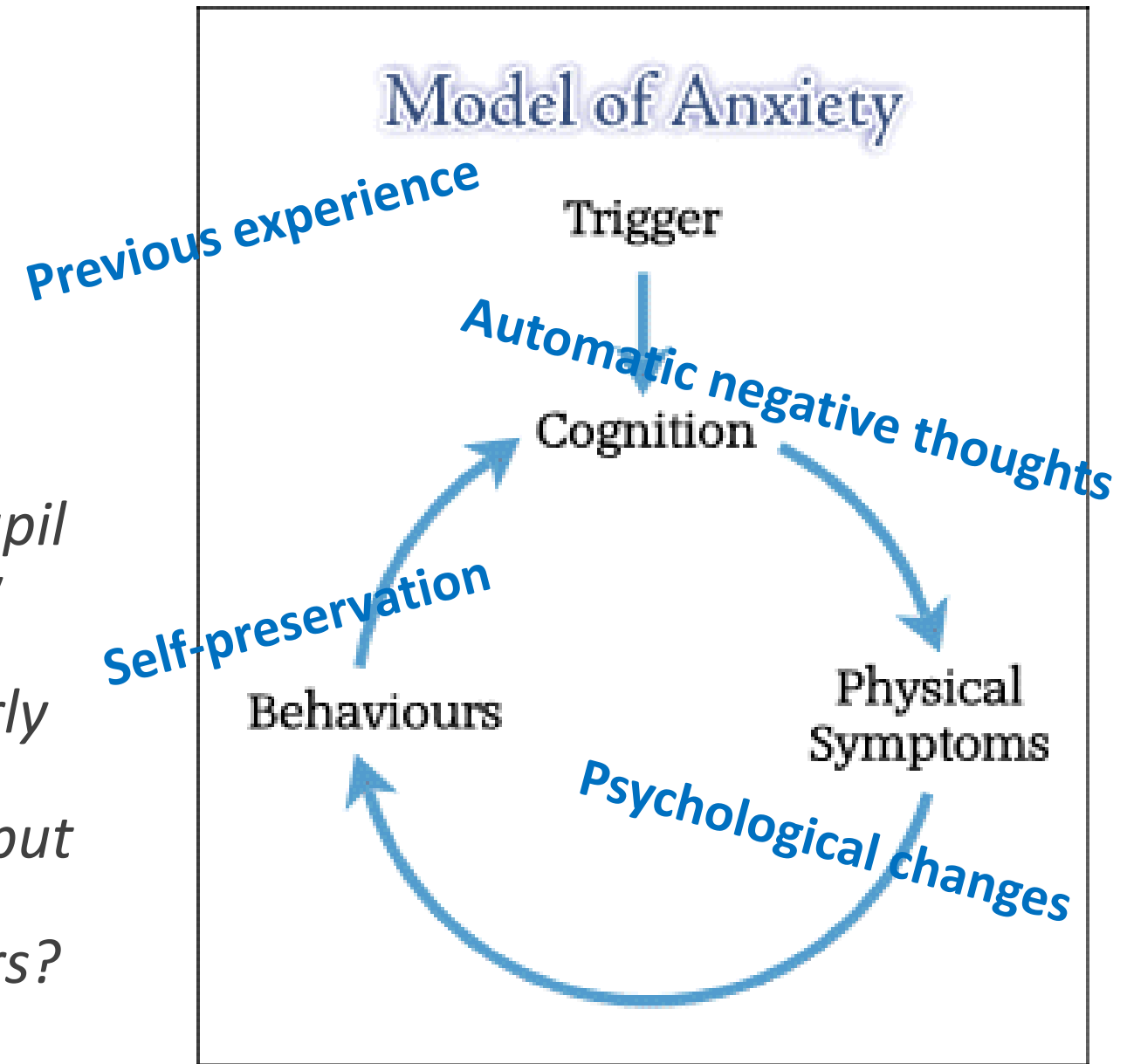
Frequency of anxiety (all types)



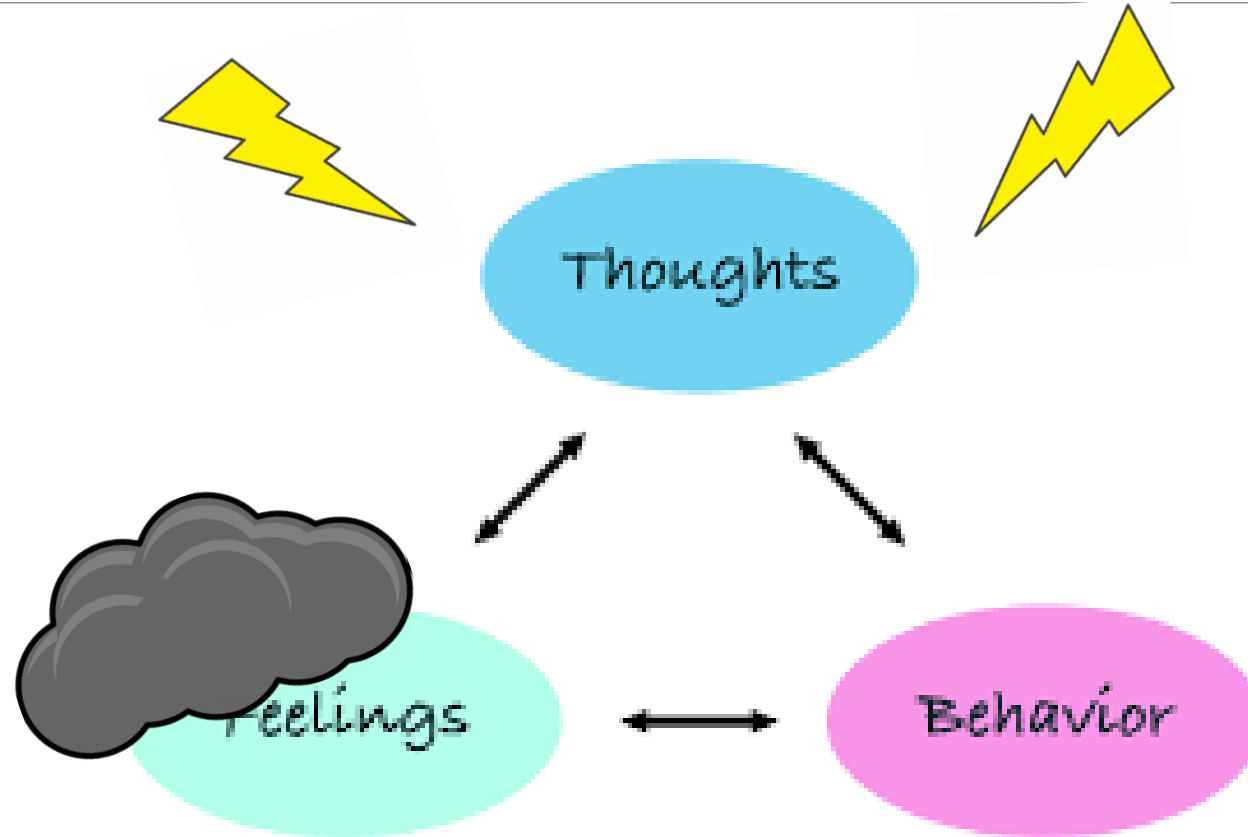
Cycle of anxiety

Real Life Case Study Task

After suffering a serious assault, a pupil you work with begins to have anxiety attacks at points of transition throughout the school day, particularly in PE and Science when she has male teachers. What strategies could you put in place to reduce her negative cognition in response to these triggers?



Unconventional thoughts and irrational feelings



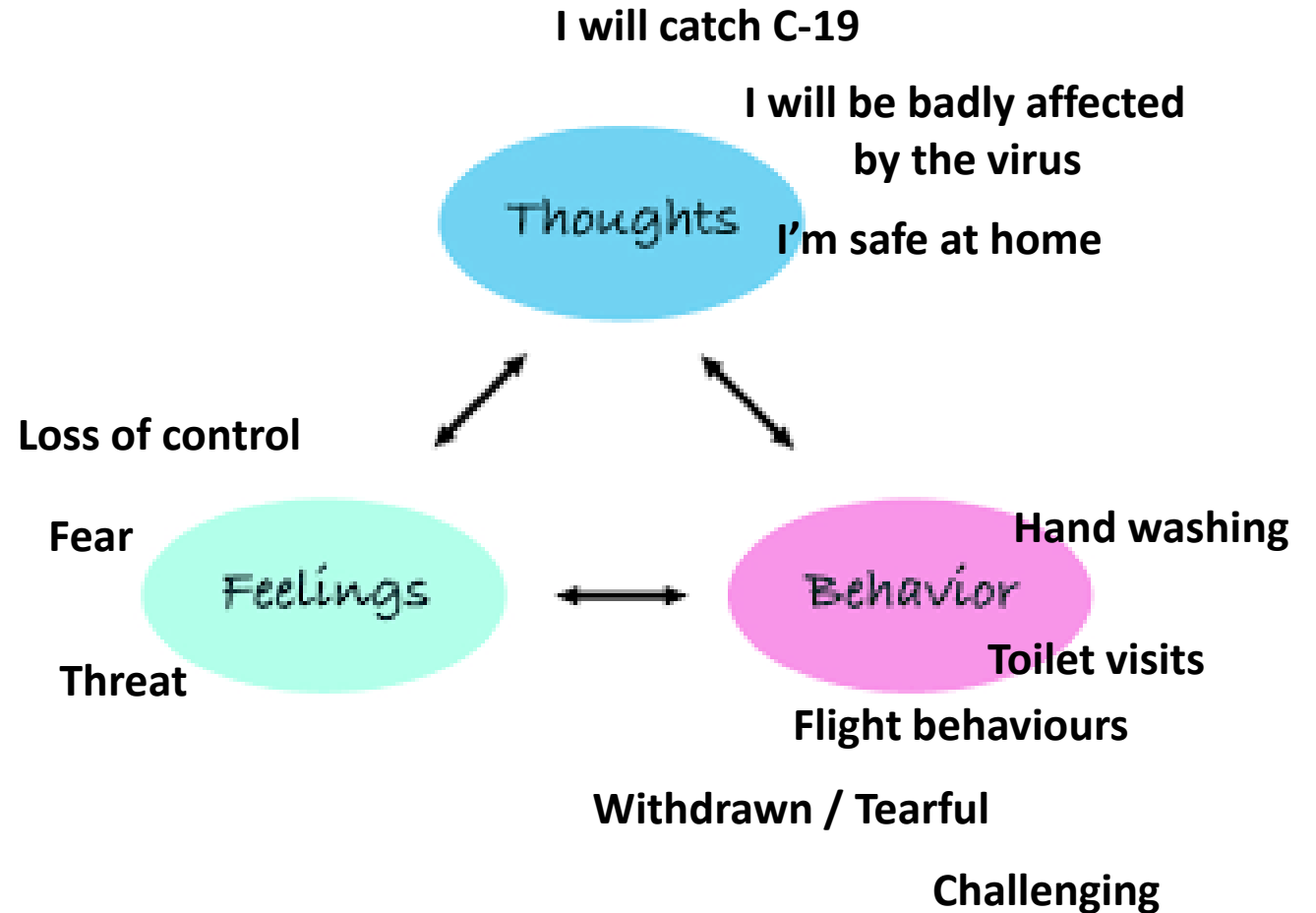
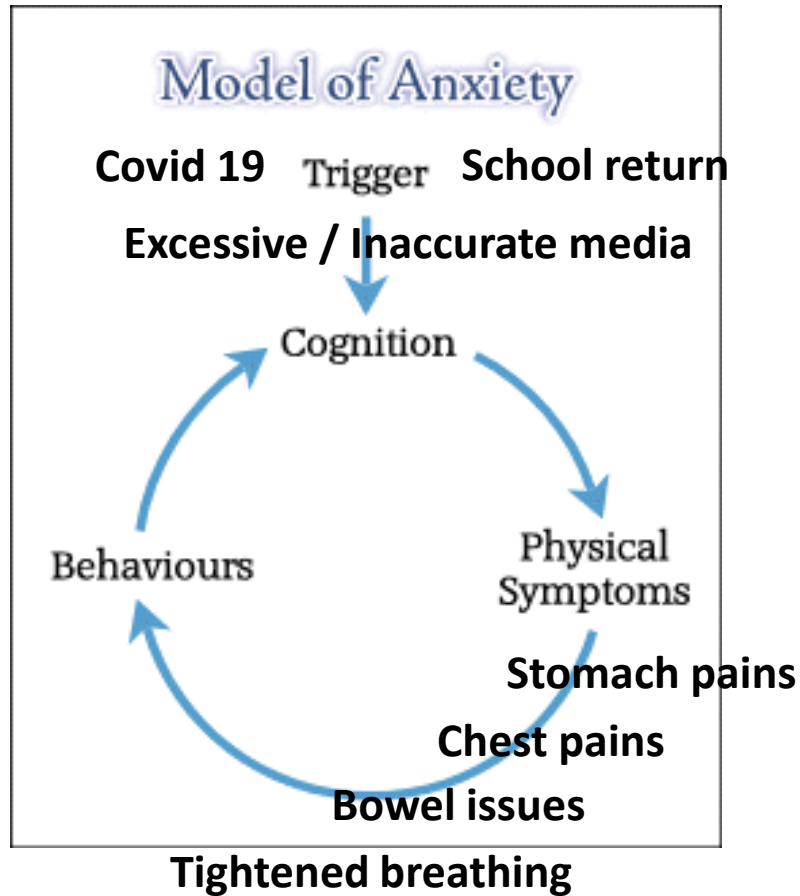
Covid 19 related anxiety

- Social Anxiety
- Separation Anxiety
- OCD
- Phobia
- Panic Disorder
- PTSD





Covid 19 related anxiety



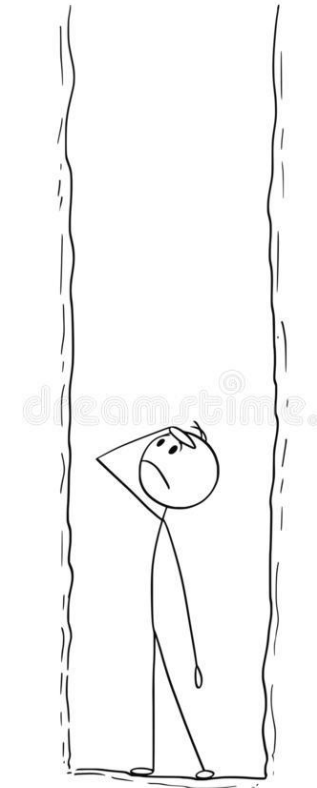
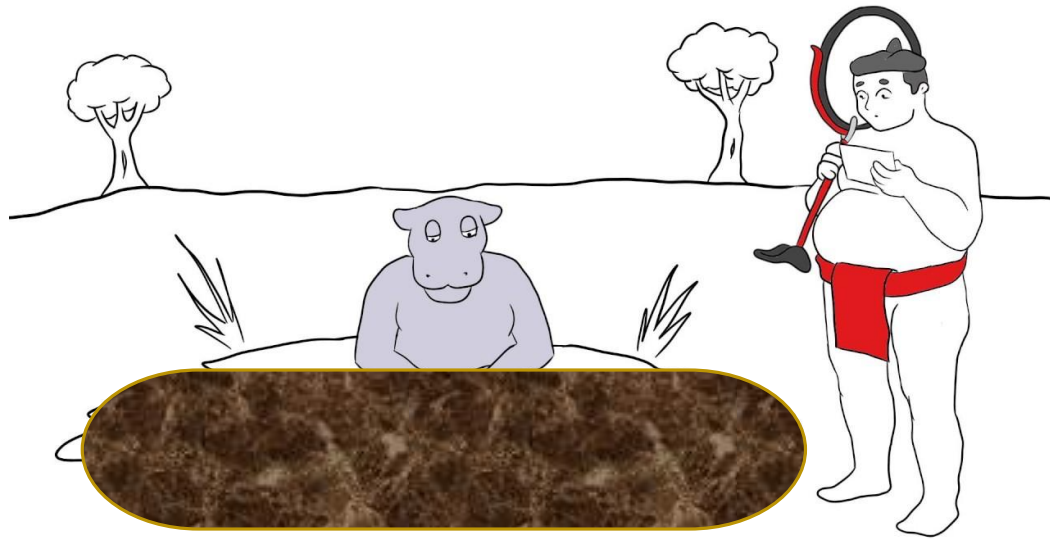


Anxiety may manifest as...

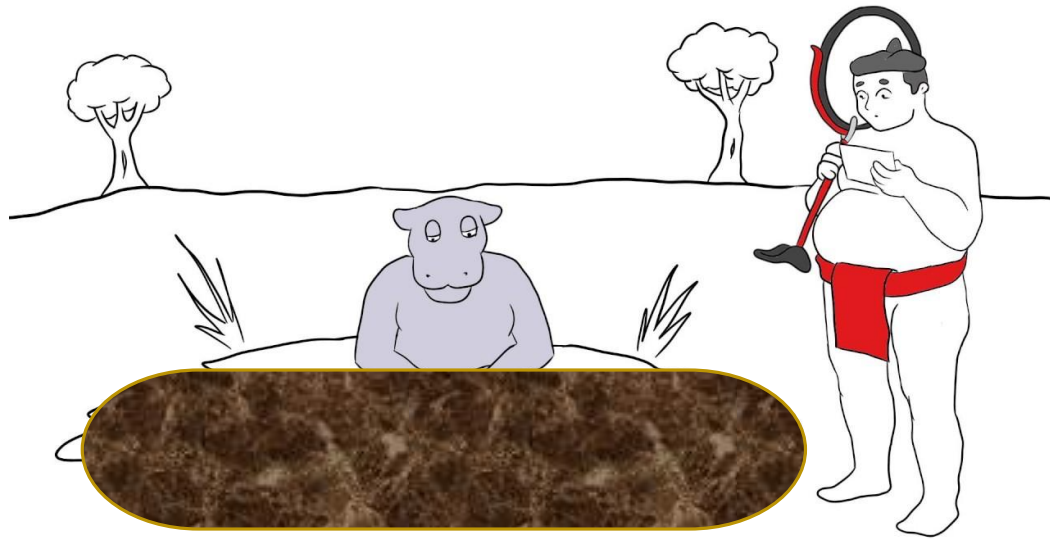
- Anger (perception of danger)
- Difficulty in sleeping
- Difficulty focusing
- Defiance
- Avoidance (inc. persistent absence)
- Over planning
- Negativity
- Excessive control



Strategies: 'Hippo time is ok' (SUMO)



Strategies: 'Hippo time is ok'



Strategies: Assure and Support

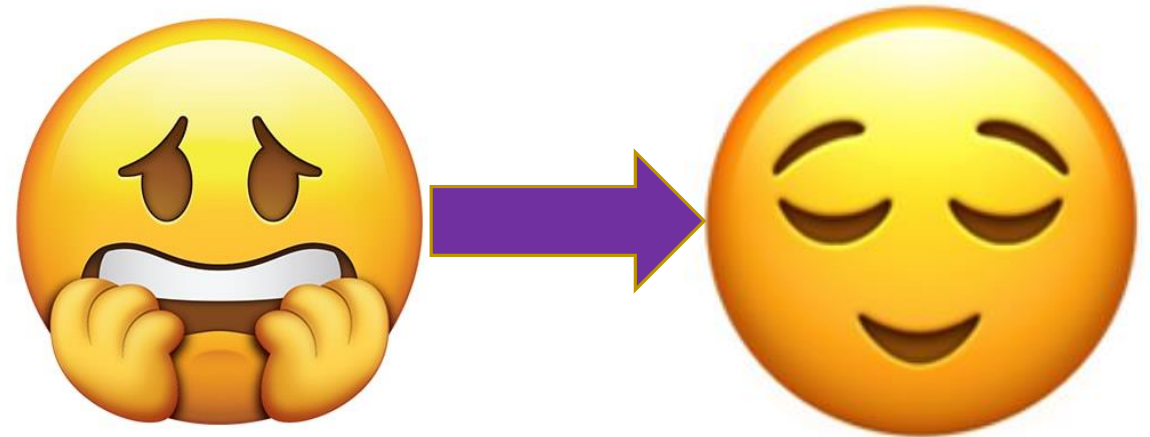
- Debunk myths and negative media
- Meet and greet
- Key worker / mentor (availability)
- Transitional objects
- Provision of quiet spaces
- Provision of sensory breaks
- Exit passes / toilet passes



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Strategies: Calming strategies

- 'Things to do today' sheet
- Create and use 'coping book' and encourage 'coping' behaviours
- Deep breathing techniques
- Visualisation techniques
- Physical exercise
- Distraction techniques
- Calm and assure mantra
- Repetitive calming



Strategies: Calming strategies

- **‘Things to do today’ sheet**
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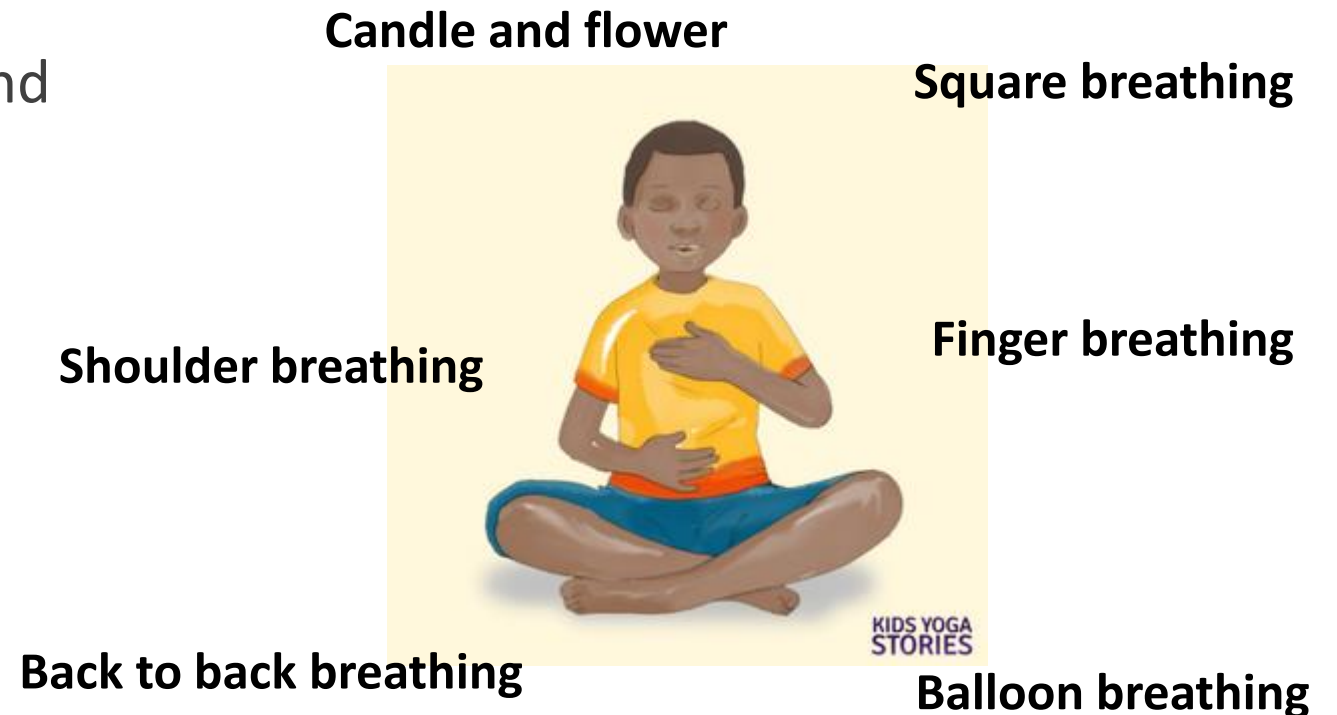


Strategies: Calming strategies

- ‘Things to do today’ sheet
 - **Create and use ‘coping book’ and encourage ‘coping’ behaviours**
 - Deep breathing techniques
 - Visualisation techniques
 - Physical exercise
 - Distraction techniques
 - Calm and assure mantra
 - Repetitive calming
1. How my teachers cope with anxiety
 2. How my family cope with anxiety
 3. How my friends cope with anxiety
 4. My favourite coping strategies
 5. Which strategies work for me
 6. My anxiety plan

Strategies: Calming strategies

- ‘Things to do today’ sheet
- Create and use ‘coping book’ and encourage ‘coping’ behaviours
- **Deep breathing techniques**
- Visualisation techniques
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Strategies: Calming strategies

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- **Visualisation techniques**
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- Distraction techniques
- Calm and assure mantra
- Repetitive calming



“Fear is not real. The only place that fear can exist is within us. It is a product of our imagination, causing us to fear things that do not at present and my not ever exist.”

Michael Jordan

Strategies: Calming strategies

- 'Things to do today' sheet
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- **Calm and assure mantra**
- Repetitive calming

“You are having a panic attack. You feel frightened. But you are in a safe place now.”

Strategies: Calming strategies

- 'Things to do today' sheet
- Create and use 'coping book' and encourage 'coping' behaviours
- Deep breathing techniques
- Visualisation techniques
- Physical exercise
- Distraction techniques
- Calm and assure mantra
- **Repetitive calming**



Green and Red thoughts task (SUMO 'Develop fruity thinking')

I'm going to catch the ball.

I'm going to keep trying until I get this.

**My Teachers are doing everything
they can to keep me safe.**

Rationalising problems

On a scale of one to disaster, how bad is this problem?



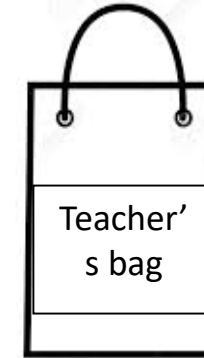
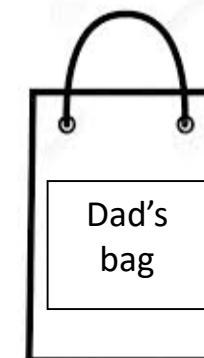
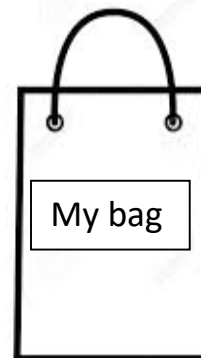
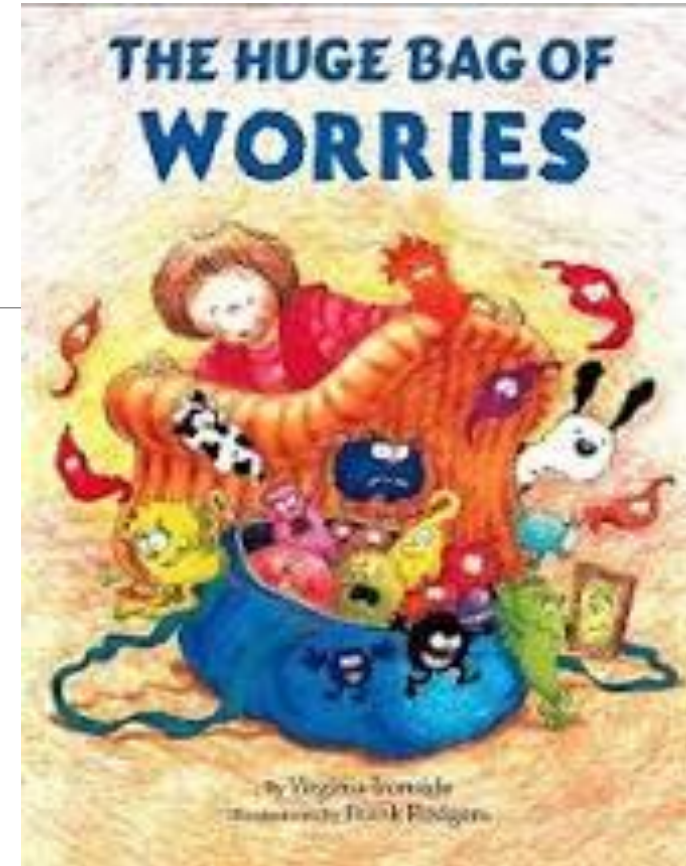
On a scale of one to disaster, how am I reacting to this problem?



A bag of worries

Create a worry bag. Record worries and put them in the bag. Take out one at a time and ask:

- Is this worry really mine? Does it belong in someone else's bag?
- Can this worry be shared with other people?
- Is this a worry that everyone has?



I CANNOT CONTROL

(So, I can LET GO of these things.)

IF OTHERS FOLLOW THE RULES OF SOCIAL DISTANCING

THE AMOUNT OF TOILET PAPER AT THE STORE

I CAN CONTROL

(So, I will focus on these things.)

MY POSITIVE ATTITUDE

TURNING OFF THE NEWS

FINDING FUN THINGS TO DO AT HOME

HOW LONG THIS WILL LAST

HOW I FOLLOW CDC RECOMMENDATIONS

LIMITING MY SOCIAL MEDIA

MY OWN SOCIAL DISTANCING

MY KINDNESS & GRACE

HOW OTHERS REACT

THE ACTIONS OF OTHERS

PREDICTING WHAT WILL HAPPEN

OTHER PEOPLE'S MOTIVES



Credit: TheCounselingTeacher.com
Clipart: Carrie Stephens Art

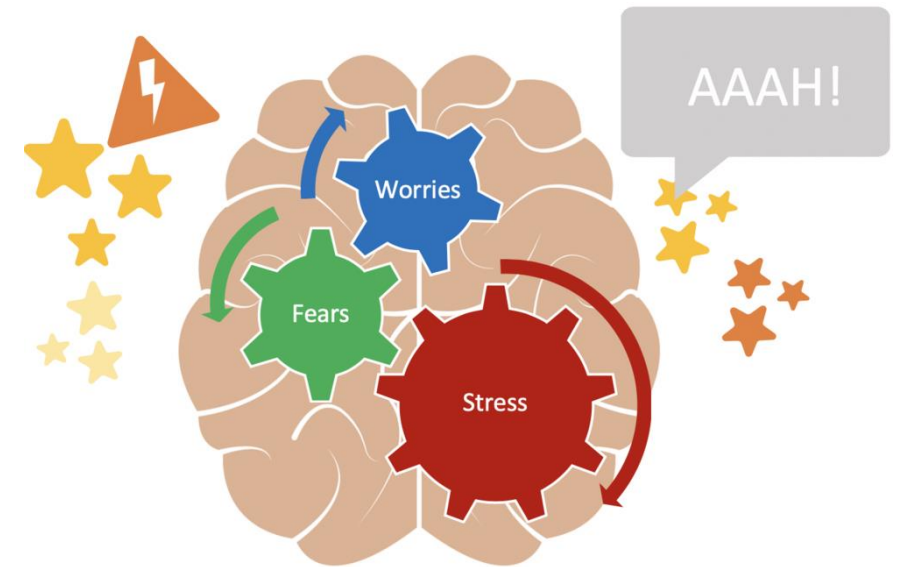


Control you can grant in a classroom

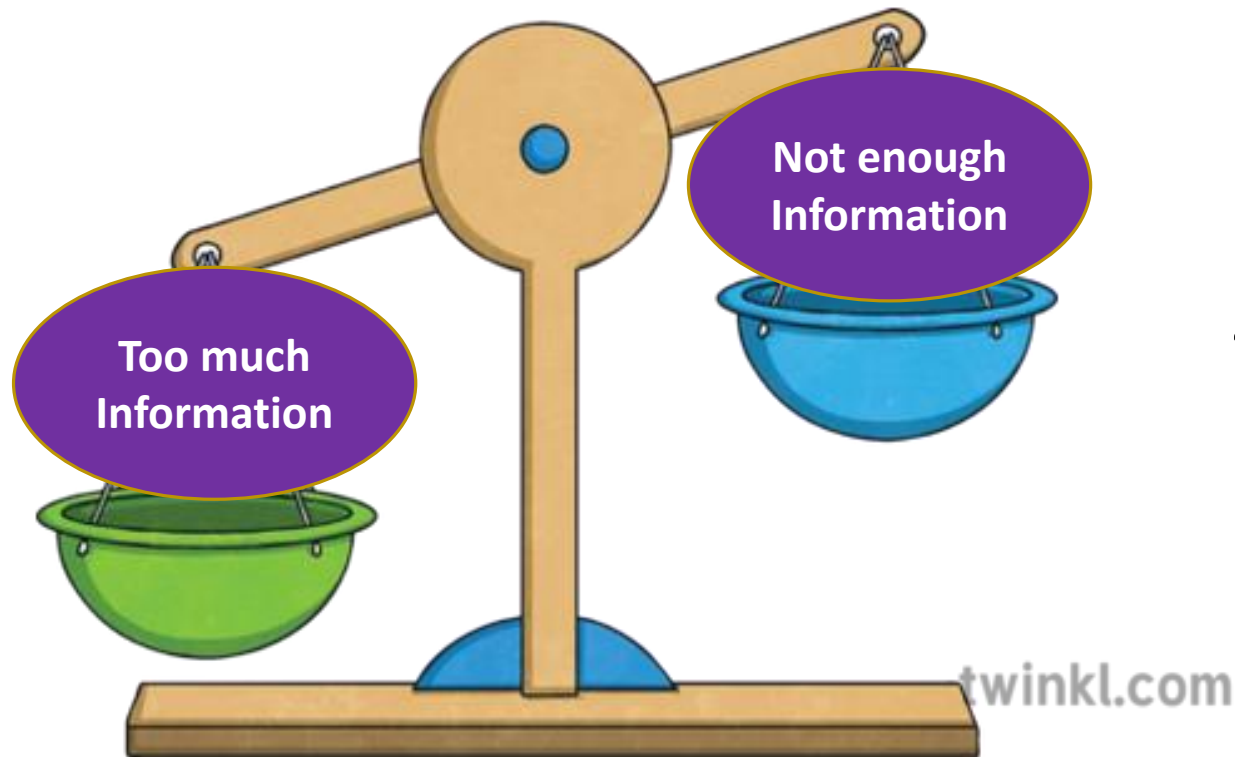
- Where to sit
- Monitor / jobs
- Music
- Learning style / task
- Order of tasks
- How to sit
- How to listen
- Sensory breaks

Strategies: Structure

- Structure and routine are absolute key
- Providing these ‘frees up the brain’
- Change start and end times of school day so quieter entrance and exit are available.
- Meet and greet
- Use structured teaching techniques



Strategies: Structure



Need to know...

1. Route in to school
2. Classes they will be in
3. Teachers they will be with
4. Where to go for support
5. What they need with them
6. That they will be safe
7. That they can trust you

7 can be achieved through structure

Strategies: Structure

1. Establish routines
2. Set up a seating plan and stick with it
3. Use similar language – ask same questions
4. Use auditory cues (primary)
5. Avoid change
6. Where change is necessary, prepare for it.



Social distancing

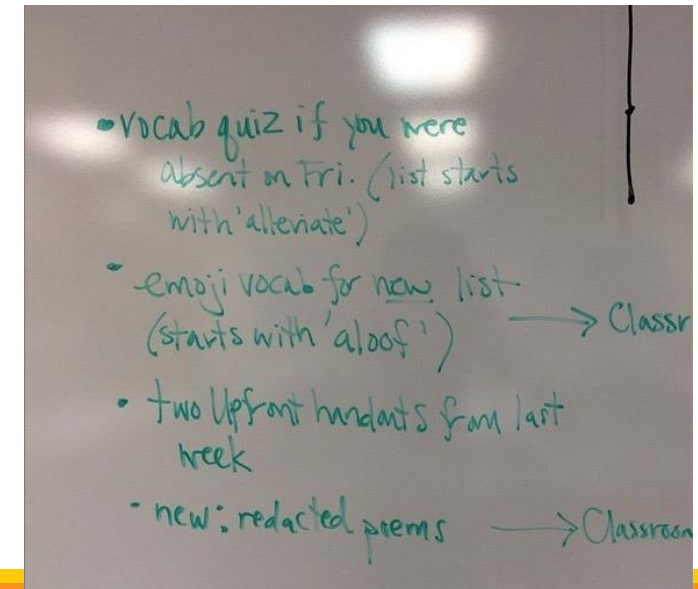
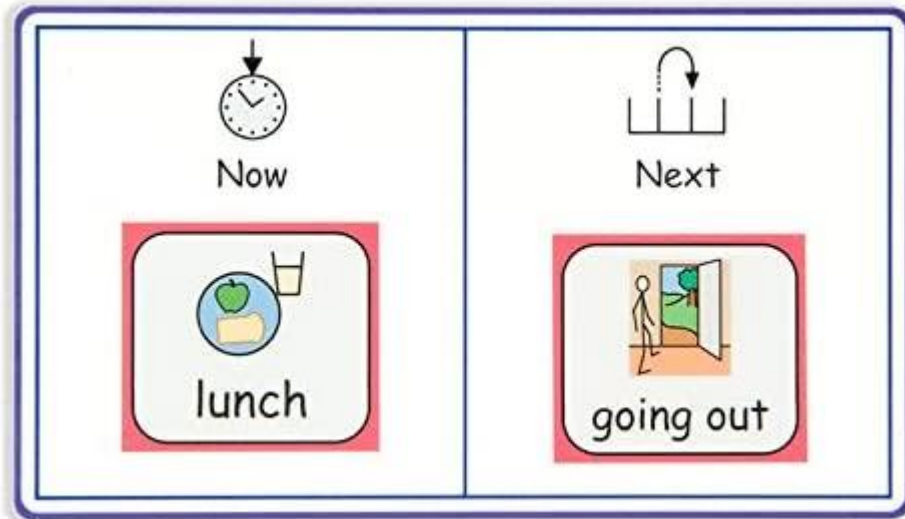
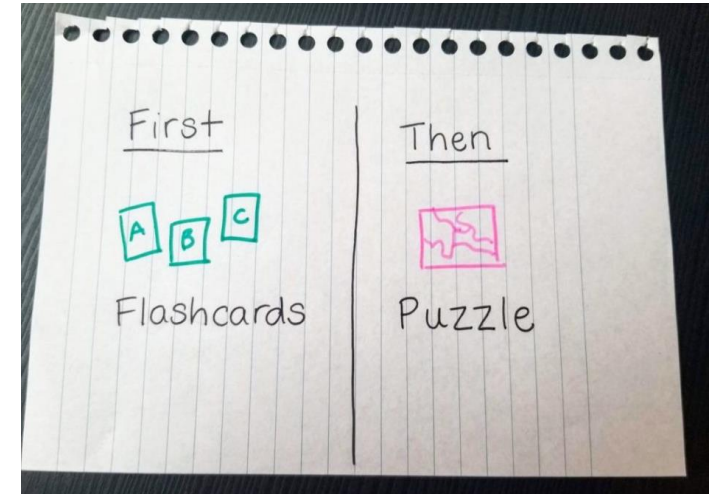
Structure: Visual TT



Week B	Monday	Tuesday	Wednesday	Thursday	Friday
1 8:35 to 9:35	Art	History	History	DT	Maths
2 9:35 to 10:35	English	Science	PSHE	DT	Science
10:35 to 10:55	Tutor Time				
10:35 to 11:15	Break Time				
3 11:15 to 12:15	Science	English	Science	Maths	CT
4 12:15 to 1:15	PE	geography	Maths	PE	Spanish
1:15 to 2:00	Lunch Time				
5 2:00 to 3:00	Maths	PE	BVT	English	English

	MonA	TueA	WedA	ThuA	FriA
BS	Science (7SC18CC) Room: SCI.C11 Mr Ricaud	Technology (7DTG184) Room: TAS.J03 Mr Westley	Science (7SC18CC) Room: SCI.P01 Mr Ricaud	Japanese (7LG18C) Room: LAN.C05 Ms Heaney	Japanese (7LG18C) Room: LAN.C05 Ms Heaney
1	Music (7MU18C) Room: MUS.D03 Mr McVernon	Music (7MU18C) Room: MUS.D04 Mr McVernon	Visual Arts (7VA186) Room: VA.A13 Miss Clare	Sport (7SP18C) Room: PE.COLA4 Mr Psarris	Maths (7MA18C) Room: MA.B01 Mr Schroder
2	HSIE (7HSIE18C) Room: HSE.C02 Mr Le Rougetel	PE (7PE18C) Room: PE.HALL1 Miss Yorke	English (7ENG18CC) Room: ENG.A02 Miss Fitzsimmons	HSIE (7HSIE18C) Room: HSE.C02 Mr Le Rougetel	English (7ENG18CC) Room: ENG.A02 Miss Fitzsimmons
3	PE (7PE18C) Room: PE.P02 Miss Yorke	Science (7SC18CC) Room: SCI.C11 Mr Ricaud	Technology (7DTG184) Room: TAS.J02 Mr Westley	Maths (7MA18C) Room: HSE.C02 Mr Schroder	Technology (7DTG184) Room: TAS.J02 Mr Westley
4	Maths (7MA18C) Room: MA.B03 Mr Schroder	Visual Arts (7VA186) Room: VA.A13 Miss Clare	Music (7MU18C) Room: MUS.D04 Mr McVernon	English (7ENG18CC) Room: ENG.A02 Miss Fitzsimmons	EARLY LEAVE
5					
AS					

Structure: Schedule



10 TIPS TO REDUCE COVID-19 ANXIETY



Focus on things you can control, such as your thoughts and behaviors.



Control how often you check the latest news.



Keep the big picture in mind. Humankind will survive this.



Model peaceful behavior for those around you.



Remember that the size of news coverage may not equal the size of a threat.



Evaluate your own health behaviors and be a model for others, including children.



Let wisdom and logic guide you.



Feeling too isolated? Maintain digital connections with people.



Turn to reputable sources for your news.



Don't let fear influence your decisions, such as hoarding supplies.



Thank you for your time

CITY OF
WOLVERHAMPTON
COUNCIL

OUTREACH SERVICE

SUPPORTING SCHOOLS. ENABLING INCLUSION.

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