

A complex network diagram with various sized nodes (circles) in dark blue, light blue, and grey, connected by thin grey lines. The background is light grey with faint circular patterns.

# TIER 2 CBT FOR ANXIETY

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How do we increase student capacity to manage distress in schools?

**HELLO**

my name is

*Anxiety*

**ANXIETY IS EVERYWHERE**

National Comorbidity Survey Adolescent Supplement (NCS-A) found the following anxiety disorder rates in children and adolescents

- 31.9% of children and adolescents will meet criteria for an anxiety disorder
- 8.3% of these individuals are considered to have a *severe impairment* (DSM-V)

**HELLO**

my name is

*Anxiety*

**ANXIETY IS EVERYWHERE**

## Covid-Related Anxiety

- Uncertainty
- Novelty
- Infection Fears
- Family Stressors



## WHY IS ANXIETY EXPLODING?

### Snowplow Parenting

-negative emotions are bad

-parents must shield their children from distress

-The teacher's job is to ensure positive feelings and academic success



WHY IS ANXIETY EXPLODING?

## Social Media

-strong correlation between screen usage and anxiety

-social media both creates anxiety and is a reassurance mechanism





## WHY IS ANXIETY EXPLODING?

### Information Flow

- frequent reports of violence, crashes etc
- availability heuristic
- what we see feels more likely to happen

# WHAT IS AN ANXIETY DISORDER?

An anxiety disorder is characterized by:

Irrational overestimation of threat

Excessive experience of anxiety/fear

Persistent symptoms

Inappropriate for developmental period

# THE ANXIETY CYCLE IN SCHOOL

## Classroom

- High academic and social demands
- Novelty and unpredictability
- Emotional distress is part of learning process
- Minimal access to individualized attention/support
- Adults often possess little understanding of anxiety



# THE ANXIETY CYCLE IN SCHOOL

## The Student Responds

- Increase in physiological discomfort
- Decreasing ability to attend
- Student attempts to leave environment
  - Request for “a la carte reassurance”
  - Behavior that necessitates removal
  - Bathroom/Nurse request

# THE ANXIETY CYCLE IN SCHOOL

## Co-Regulation Period

- Student ends up at admin, counselor, nurse
- 1:1 attention
- Validation and reassurance
- Relational development
- Absence of classroom demands
- Student physiological discomfort eases
- Student eventually returns to class

# THE ANXIETY CYCLE IN SCHOOL

## The Return to Class

- Demands that elicited anxiety return
- Physiological discomfort returns
- Student associates feeling calm with adult who was outside of classroom
- Student does not learn that anxiety can be managed in the classroom
- Teachers do not gain capacity to support anxious students in the classroom

# THE ANXIETY CYCLE IN SCHOOL

## Consequences of the Anxiety in School Cycle

### **Students**

- experience classroom as aversive
- fail to develop trust with teacher that they can offer support
- believe that they can't soothe themselves

### **Teachers**

- lack skill to manage anxious students in class
- quick to send students out of class

# THE ANXIETY CYCLE IN SCHOOL

## Consequences of the Anxiety in School Cycle

### **Counselors**

- spend a lot of time reacting to dysregulated students
- struggle to meet Tier 3 grid duties
- lack time to plan for Tier 2/3 interventions

### **Administrators**

- spend a lot of time reacting to dysregulated students
- lack time to develop systemic changes to more effectively respond to student SEB issues

# QUESTION AND ANSWER TIME!

- There should be a Q and A function at the bottom of your screen
- Participants can submit questions/comments about what we have discussed so far
- Participants can also “upvote” others’ questions/comments so that they rise to the top of the list
- I will scroll through and pick some questions to answer, especially those that have been “upvoted”



# THE 504/IEP: REINFORCING AVOIDANCE

-Access to  
Counselor As  
needed

-Alternative  
assignments for  
oral presentations

-Student allowed  
to leave class  
when anxious

-Student allowed  
to complete work  
in an alternate  
setting

-Allow student to  
access tutoring at  
home until able to  
attend

**SYSTEMIC  
CHANGE: THE  
IN-CLASS BREAK  
SPACE**

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**Clear Expectations**

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**Effective Modeling**

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**Skills Available**

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**Time Limited**

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**Collect Data**

# SYSTEMIC CHANGE: TEACHER COACHING

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Push In

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Mind the Store

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Use Data

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Identify Skills Goals

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Clear Guidelines for Classroom  
Removal

**SYSTEMIC  
CHANGE: EARLY  
IDENTIFICATION**

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**Attendance Data**

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**Nurse and Counselor Visits**

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**Universal Screening**

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**Parent Referral**

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# CBT FOR ANXIETY: A PRIMER

The background of the slide features a silhouette of an evolutionary sequence of six figures walking from left to right against a sunset sky. The figures progress from a crouching ape on the far left to a modern human on the far right. The text 'CBT FOR ANXIETY: A PRIMER' is overlaid in white, bold, sans-serif font across the middle of the image.

CONCEPT 1:

The  
evolutionary  
purpose of  
anxiety

A white smoke detector is mounted on a ceiling. A red light is illuminated on its top surface. The detector is emitting a thick plume of white smoke that fills the lower portion of the frame. The background is a dark red carpet with a subtle pattern. The text is overlaid on the detector and smoke.

**CBT FOR ANXIETY: A  
PRIMER**

**CONCEPT 2:  
The False  
Alarm**



An ostrich is shown in profile, facing right, against a dark, overcast sky and a light-colored, sandy or dusty ground. The ostrich's body is dark, and its head is turned slightly downwards. A vertical white line is positioned to the right of the ostrich's body, separating the main title from the concept text.

# CBT FOR ANXIETY: A PRIMER

CONCEPT 3:  
AVOIDANCE  
STRENGTHENS  
ANXIETY



**CBT FOR ANXIETY: A  
PRIMER**

**CONCEPT 4:  
TREAT THE  
PHYSICAL  
DISCOMFORT**



# CBT FOR ANXIETY: A PRIMER

CONCEPT 5:  
CHECK AND  
CHANGE  
NEGATIVE  
THOUGHTS

# STRUCTURING A TIER 2 INTERVENTION

- Short Term, But Intensive
- Group Service Delivery Model is Most Efficient
- Modify School Schedule – No Lunch Bunches
- Practice Opportunities
- Generalization Opportunities
- Exit Criteria