

Outline

Nature and Causes of Anxiety

How, when and why anxiety develops in children
The anxiety temperament (biological sensitivity)
The “anxiety personality” – assets and liabilities
The role of stress in anxiety

How Anxiety Manifests in the Classroom

Perfectionism
Worry
Task avoidance
Restlessness and hyperactivity
Attention deficits
School avoidance
Social isolation
Depression and withdrawal
Fatigue and low energy
Low motivation
Disorganization and poor time management
Academic inconsistency or decline
Learning disabilities
Behavior problems

Seven Key Anxiety Disorders: Symptoms and Case Examples

Separation anxiety disorder
Panic disorder
Generalized anxiety disorder
Obsessive-compulsive disorder
Social anxiety disorder (including selective mutism)
Phobias
Post-traumatic stress disorder

Classroom Interventions

Assessing stress level in students
3-5 approach to stress management (signs, sources and skillful solutions)
Focusing the mind for learning
Classroom friendly calming and relaxation activities
Encouraging “flow”
Mindfulness strategies
Relationship building with anxious students
Tips for reducing test anxiety
Creating calm in the classroom
3 questions: intervention for anxious parents
“Responsive Classroom”: applications and research findings
Risk management with high-conflict divorce families
Managing technology use in and out of school
Best approach to bullying
Anxiety curriculums for schools (friends for life, lifeskills)
Special considerations for preschoolers
Behavioral health recommendations
How to be a role model for low stress and anxiety



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Objectives

1. Design effective strategies to decrease the stress response in kids with learning disabilities to improve information processing, listening skills, and comprehension.
2. Summarize the different ways anxiety manifests in the classroom (worry, social isolation, attention deficits, etc.) and determine the appropriate strategy for reducing symptoms.
3. Implement a three-step skill building model for stress management among young clients.
4. Utilize classroom friendly calming and relaxation activities to keep students engaged.
5. Determine the signs of normal anxiety vs anxiety disorders to enhance teaching effectiveness.
6. Evaluate the impact deep breathing exercises have on anxiety to enable task completion in the classroom.

Target Audience:

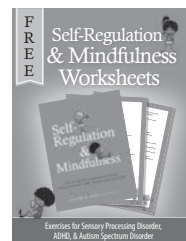
Teachers • Social Workers • Psychologists • Counselors • School Administrators • Occupational Therapists • Principals • Assistant Principals • Speech-Language Pathologists • Marriage and Family Therapists • Other Helping Professionals who Work with Children



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Anxiety in the Classroom

Featuring

Christina Reese, LCPC, PHD

OVERLAND PARK, KS
Wednesday, December 4, 2019

WICHITA, KS
Thursday, December 5, 2019

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Anxiety in the Classroom

Featuring

Christina Reese, LCPC, PHD

- Practical techniques you can use with your students immediately
- Effective treatment strategies for each of the seven key anxiety disorders
- Video examples in a school setting

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Anxiety in the Classroom

The increasing rate of stress and trauma to children, which includes divorce, global terrorism and violence, extensive technology use, media overload, bullying and diversity issues, has produced a “shell shocked” generation of students struggling to manage their anxiety. The challenge for those working in schools is to recognize the increasing anxiety level in students and help them cope.

Christina Reese, LCPC, PHD will teach you how, why and when anxiety develops in young people. The various manifestations for anxiety will be described, so that anxious students can be recognized and supported. Christina will help you distinguish between normal anxiety and anxiety disorders, and give you a principle for making this distinction in school settings. Most importantly, you will learn practical strategies that can be applied immediately in the classroom setting and schools to reduce anxiety, enhance teaching effectiveness, and promote maximum learning.

Speaker

Christina Reese, LCPC, Ph.D., has been working with children impacted by trauma for over 15 years. She helps children and their families impacted by a variety of traumas, providing both in home and in school therapy to these children. Over this time, Dr. Reese has partnered with schools in Baltimore County and Baltimore City to help teachers find interventions that get results in the classroom. A passionate advocate for children and their families, she has worked with children in court ordered drug treatment at the Anne Arundel County Circuit Court, as well as in residential treatment centers and in the community.

Dr. Reese, a recognized attachment and trauma professional has created a comprehensive guide that explains attachment over a lifetime. Her book, Attachment: 60 Trauma-Informed Assessment and Treatment Interventions Across the Lifespan released in October 2018 offers trauma-informed strategies to facilitate connection, rebuild trust and restore positive emotions.

Dr. Reese is a licensed clinical professional counselor in Maryland and Pennsylvania as well as a licensed clinical supervisor. She received her Master's Degree in community counseling from McDaniel College in Westminster, MD and her Ph.D. in counselor education from George Washington University in Washington, D.C. Past work experiences include being director of a mental health clinic and the case manager of the Howard County Cold Weather Shelter, working with homeless individuals and families. Additionally, Dr. Reese is very passionate about her work focusing on attachment and has extensive experience adoptive families and with children in foster care.

Speaker Disclosures:

Financial: Christina Reese has an employment relationship with Mosaic Community Services. She receives a speaking honorarium from PESI, Inc.

Non-financial: Christina Reese has no relevant non-financial relationship to disclose.

LIVE SEMINAR CONTINUING EDUCATION CREDIT INFORMATION

Credits listed below are for full attendance at the live event only. After attendance has been verified, pre-registered attendees will receive an email from PESI Customer Service with the subject line, "Evaluation and Certificate" within one week. This email will contain a link to complete the seminar evaluation and allow attendees to print, email or download a certificate of completion if in full attendance. For those in partial attendance (arrived late or left early), a letter of attendance is available through that link and an adjusted certificate of completion reflecting partial credit will be issued within 30 days (if your board allows). Please see "LIVE SEMINAR SCHEDULE" on this brochure for full attendance start and end times. NOTE: Boards do not allow credit for breaks or lunch.

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Materials that are included in this course may include interventions and modalities that are beyond the authorized practice of mental health professionals. As a licensed professional, you are responsible for reviewing the scope of practice, including activities that are defined in law as beyond the boundaries of practice in accordance with and in compliance with your profession's standards.

PESI, Inc. offers continuing education programs and products under the brand names PESI, PESI Healthcare, PESI Rehab and Psychotherapy Networker.

Counselors: This intermediate activity consists of 6.25 clock hours of continuing education instruction. Credit requirements and approvals vary per state board regulations. Please save the course outline, the certificate of completion you receive from the activity and contact your state board or organization to determine specific filing requirements.

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Oklahoma Counselors: PESI, Inc. has submitted this course to the Oklahoma State Department of Health, LPC/LMFT Licensing Board for review. Credit is pending.

Educators/Teachers: This course is designed to qualify toward your professional development requirement. The program is 6.25 clock hours in length.

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Therapy Assistants: PESI, Inc. is an AOTA Approved Provider of continuing education. Provider #: 3322. Full attendance at this course qualifies for 6.0 contact hours or .6 CEUs in the Category of Domain of OT and Occupational Therapy Process. Partial credit will be issued for partial attendance. The assignment of AOTA CEUs does not imply endorsement of specific course content, products, or clinical procedures by AOTA. Course Level: Intermediate.

Kansas Occupational Therapists & Occupational Therapy Assistants: This course has been sent to the Kansas Occupational Therapy Association for review. Credit is pending.

Illinois Psychologists: PESI, Inc. is an approved provider with the State of Illinois, Department of Professional Regulation. License #: 268.000102. Full attendance at this course qualifies for 6.0 contact hours.

Psychologists/School Psychologists: PESI, Inc. is approved by the National Association of School Psychologists to offer professional development for school psychologists. PESI maintains responsibility for the program. Provider #1140. PESI is offering this activity for 6.25 hours of continuing education credit. Full attendance is required; no partial credits will be offered for partial attendance.

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PESI, Inc. is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. See course information for number of ASHA CEUs, instructional level and content area. ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

Speech-Language Pathologists: This course is offered for .6 ASHA CEUs (Intermediate level, Professional area).

Kansas Speech-Language Pathologists or Audiologists: Approved for 7.5 continuing education clock hours for Kansas licensed Speech-Language Pathologists by the Kansas Department for Aging and Disability Services.

Social Workers: PESI, Inc., #1062, is approved to offer social work continuing education by the Association of Social Work Boards (ASWB) Approved Continuing Education (ACE) program. Organizations, not individual courses, are approved as ACE providers. State and provincial regulatory boards have the final authority to determine whether an individual course may be accepted for continuing education credit. PESI, Inc. maintains responsibility for this course. ACE provider approval period: January 27, 2017 - January 27, 2020. Social Workers completing this course receive 6.25 Clinical Practice continuing education credits. Course Level: Intermediate. Full attendance is required; no partial credits will be offered for partial attendance. A certificate of attendance will be awarded at the end of the program to social workers who complete the program evaluation.

Kansas Social Workers: PESI, Inc. is an approved provider with the Kansas Behavioral Sciences Regulatory Board. Provider #14-006. This course has been approved for 6.0 continuing education hours.

Other Professions: This activity qualifies for 380 minutes of instructional content as required by many national, state and local licensing boards and professional organizations. Save your course outline and certificate of completion, and contact your own board or organization for specific requirements.



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Live Seminar Schedule

7:30 Registration/Morning Coffee & Tea

8:00 Program begins

11:50-1:00 Lunch *(on your own)*

4:00 Program ends

There will be two 15-min breaks (mid-morning & mid-afternoon). Actual lunch and break start times are at the discretion of the speaker. A more detailed schedule is available upon request.

