



Northwest (HHS Region 10)

MHTTC

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

Please Note:

- All attendee lines are muted
- Today's session will be recorded and posted on our event page:
<https://bit.ly/MangingAnxietyNov21>



Get to know the Zoom Webinar interface

The screenshot shows the Zoom Webinar interface with several key components and annotations:

- Zoom Webinar Header:** Includes "You are viewing David Terry's screen" and "View Options".
- Session Controls:** A button labeled "Click here to maximize your session view" and a "Enter Full Screen" button.
- Webinar Content:** Displays the TTC logo, "Thank you for joining us today!", and a message: "You will not be on video during today's session". Below this is a poster for "Managing Anxiety & the Return to School".
- Audio Settings:** A "Select a Speaker" menu is open, showing options: "Speakers (Realtek(R) Audio)", "Same as System", "Test Speaker & Microphone...", "Leave Computer Audio", and "Audio Settings...". An annotation points to the "Audio Settings" button in the bottom toolbar with the text: "Click Here to adjust your audio settings".
- Question and Answer (Q&A) Window:** An annotation points to the "All questions (1)" and "My questions (1)" tabs, stating: "You can switch between questions you've asked and those asked by others using these buttons." Another annotation points to the question text area, stating: "You can use the Q&A feature to ask questions of the host and presenters. These questions can receive text or live responses. To begin asking a question use the field below. You can see a test question above." The Q&A window shows a test question: "This is a test question!" and a text input field labeled "Type your question here...".
- Zoom Webinar Chat:** An annotation points to the chat window, stating: "The chat feature will allow you to talk with other people in today's webinar." Another annotation points to the "To: All panelists" dropdown, stating: "The To field will tell you who will receive your message. Be mindful of who you are chatting to." The chat window also displays: "Your text can only be seen by panelists".
- Bottom Toolbar:** Includes buttons for "Chat", "Raise Hand", "Q&A", and "Leave". An annotation points to the "Leave" button with the text: "Click here to leave the session".



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Managing Anxiety & the Return to School: Supporting Students with Anxiety in the Classroom

Jennifer Blossom, PhD, University of Maine, Farmington

Kendra Read, PhD, Seattle Children's Hospital

November 3, 2021



Land Acknowledgement

The University of Washington SMART Center and Northwest MHTTC acknowledge that we learn, live, and work on the ancestral lands of the Coast Salish people who walked here before us, and those who still walk here. We are grateful to respectfully live and work on these lands with the Coast Salish and Native people who call this home.

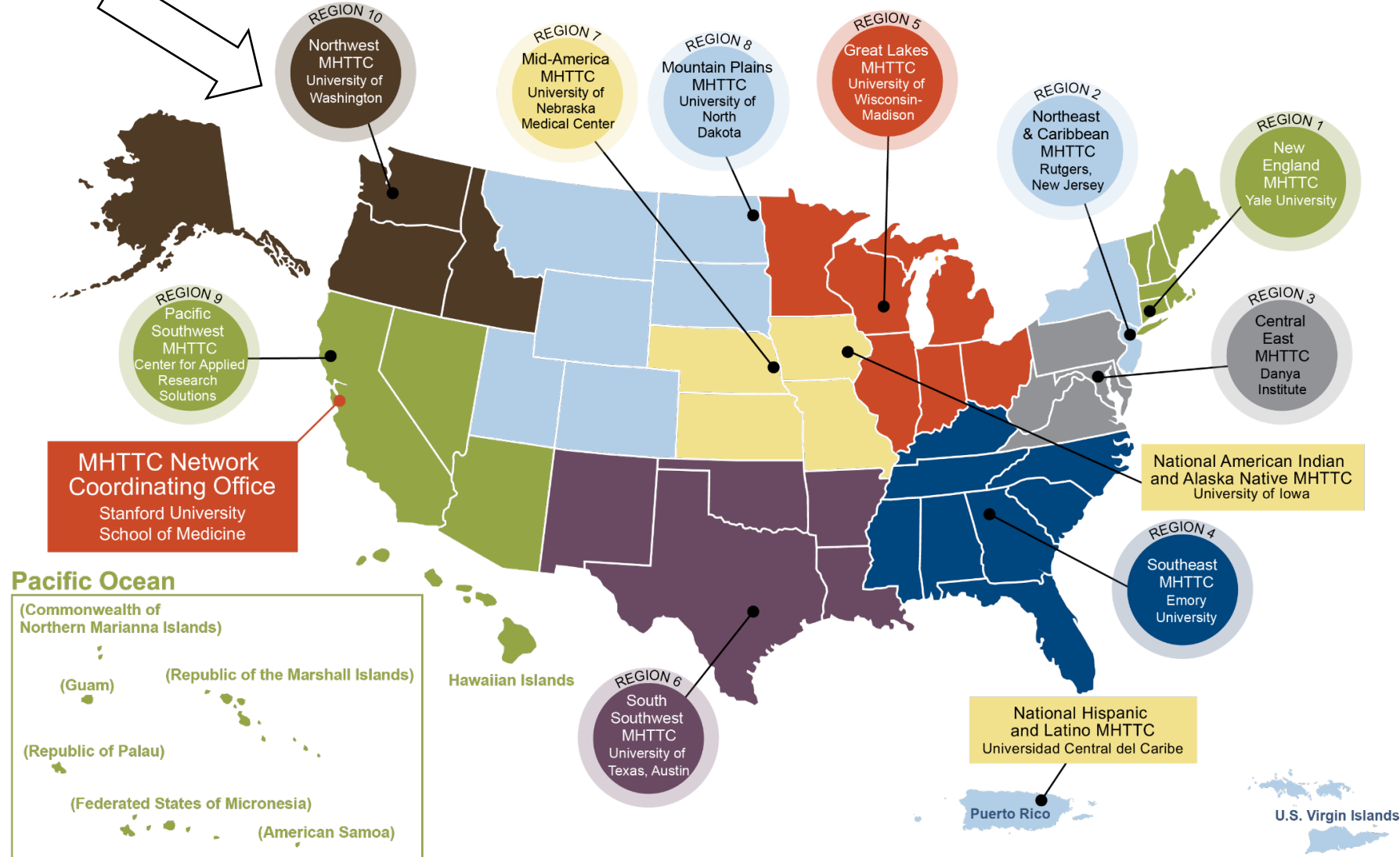
Mental Health Technology Transfer Center (MHTTC) Network



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MHTTC Network



Visit the MHTTC website at <https://mhttcnetwork.org/>

Northwest MHTTC School Mental Health Center (NWSMH)



**PROUDLY SERVING THE SCHOOL MENTAL
HEALTH WORKFORCE IN** ALASKA, IDAHO,
OREGON & WASHINGTON



Our goals:

Provide direct training and TA on the implementation of mental health services in schools

Build infrastructure and create learning communities

Support educational leaders to promote mental health for ALL



<https://bit.ly/NWSMH>



nwsmh@uw.edu



<https://bit.ly/NWSMHsignup>

Follow us on social media!



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SMART
School Mental Health Assessment
Research & Training Center



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- At the time of this presentation, Miriam Delphin-Rittmon served as SAMHSA Assistant Secretary. The opinions expressed herein are the views of the speakers, and do not reflect the official position of the Department of Health and Human Services (DHHS), or SAMHSA. No official support or endorsement of DHHS, SAMHSA, for the opinions described in this presentation is intended or should be inferred.
- This work is supported by grant SM 081721 from the Department of Health and Human Services, Substance Abuse and Mental Health Services Administration.

A few reminders about today's session...

- We have made every attempt to make today's presentation secure. If we need to end the presentation unexpectedly, we will follow-up using your registration information.
- All attendees are muted and videos are turned off.
- Have a question for the presenter? Use the Q&A feature.
- Have a comment or resource for all attendees? Use the Chat feature.
- We will leave a few minutes at the end to make sure you have all the links and resources you need and to allow time for an evaluation.
- Certificates of attendance and Washington in-service forms will be provided after you complete the evaluation. Evaluation link will be provided near the end of the session.

Did you join us or watch any of the recordings from our first Managing Anxiety & the Return to School Series in 2020?



Managing Anxiety & the Return to School
A WEBINAR SERIES

Part 1: September 9, 2020
Anxiety & School - Identifying Anxiety and What to Do About it

Part 2: October 7, 2020
Anxiety & School - Managing Anxiety During COVID-19

Part 3: December 9, 2020
Anxiety & School - Answering Your Questions

1:00 - 2:30 pm Pacific Time

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<https://mhttcnetwork.org/centers/northwest-mhttc/managing-anxiety-return-school-webinar-series>



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Managing Anxiety & the Return to School Webinar Series
Part 1: Identifying Anxiety and What to Do About it

Presented by:
Kendra Read, PhD, Seattle Children's and University of Washington
Jennifer Blossom, PhD, University of Maine, Farmington

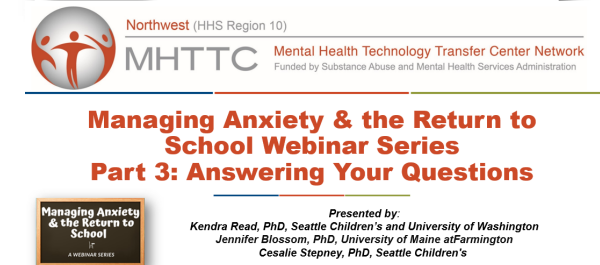


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Managing Anxiety & the Return to School Webinar Series
Part 2: Managing Anxiety During COVID

Presented by:
Kendra Read, PhD, Seattle Children's and University of Washington
Jennifer Blossom, PhD, University of Maine, Farmington

Join us for Part 3:
An Interactive Q&A
December 9, 2020
1:00 pm - 2:30 pm
Pacific Time



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Managing Anxiety & the Return to School Webinar Series
Part 3: Answering Your Questions

Presented by:
Kendra Read, PhD, Seattle Children's and University of Washington
Jennifer Blossom, PhD, University of Maine at Farmington
Cesalie Stepney, PhD, Seattle Children's

Disclaimer: The views, opinions, and content expressed in this presentation do not necessarily reflect the views, opinions, or policies of the Center for Mental Health Services (CMHS), the Substance Abuse and Mental Health Services Administration (SAMHSA), or the U.S. Department of Health and Human Services (HHS).

Today's Presenters



- **Jennifer Blossom, PhD** is a Clinical Child Psychologist with expertise in assessment and intervention for youth with anxiety, depression, and suicidality. Currently, Dr. Blossom is an Assistant Professor in the Division of Psychology and Human Development at the University of Maine at Farmington (UMF), teaching at both the undergraduate and graduate levels. Before joining UMF, Dr. Blossom completed a two-year postdoctoral fellowship at Seattle Children's/University of Washington where she conducted research and provided clinical services within the Mood and Anxiety Program and Crisis Care Clinic. Dr. Blossom maintains an active research program related to service delivery, efficiency, and access for youth with internalizing problems, with particular emphasis on expanding behavioral interventions within integrated healthcare settings.



- **Kendra Read, PhD** is a clinical psychologist, the Director of the Mood & Anxiety Program and Director of Anxiety Programs at Seattle Children's. She is also the Director of Psychotherapy Training through the University of Washington School of Medicine Child Psychiatry Fellowship. She received her PhD in clinical psychology from Temple University in Philadelphia, PA under the mentorship of Philip Kendall, Ph.D., completed her internship in pediatric psychology at Nemours/A. I. duPont Hospital for Children, and her postdoctoral fellowship at the Stanford University School of Medicine in the Psychiatry and Behavioral Sciences Department. Dr. Read specializes in the treatment of youth with anxiety disorders and OCD from a cognitive behavioral therapy perspective. Her research interests include understanding factors that contribute to treatment outcome, and the dissemination and implementation of CBT for anxiety disorders.



Anxiety & the Return To School: Managing Anxiety During COVID

Jennifer B. Blossom, PhD

Kendra Read, PhD

11/3/2021

Disclosures

We do not have any conflicts of interest, nor will we be discussing any off-label product use

This presentation has no commercial support or sponsorship, nor is it co-sponsored



Learning Objectives

1. Distinguish typical vs. problematic anxiety within educational settings and the return to school during a global pandemic
2. Review and apply evidence-based strategies for anxiety to these situations as an educator
3. Learn to promote use of evidence-based strategies for anxiety for youth within an educational setting
4. Understand how implementation of effective anxiety coping strategies can promote resilience over the course of the coming year



Anxiety 101:

Review Key Points

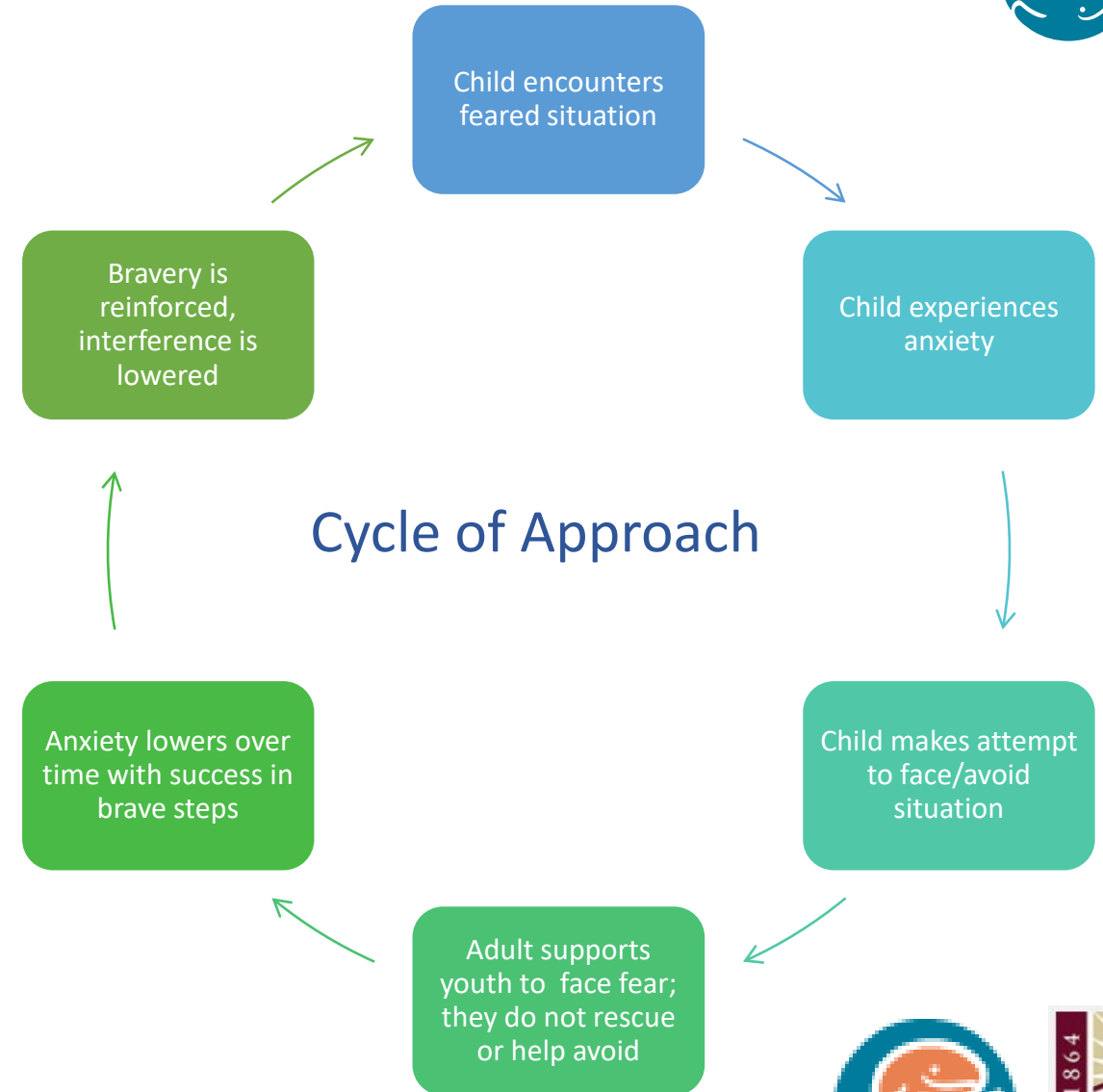
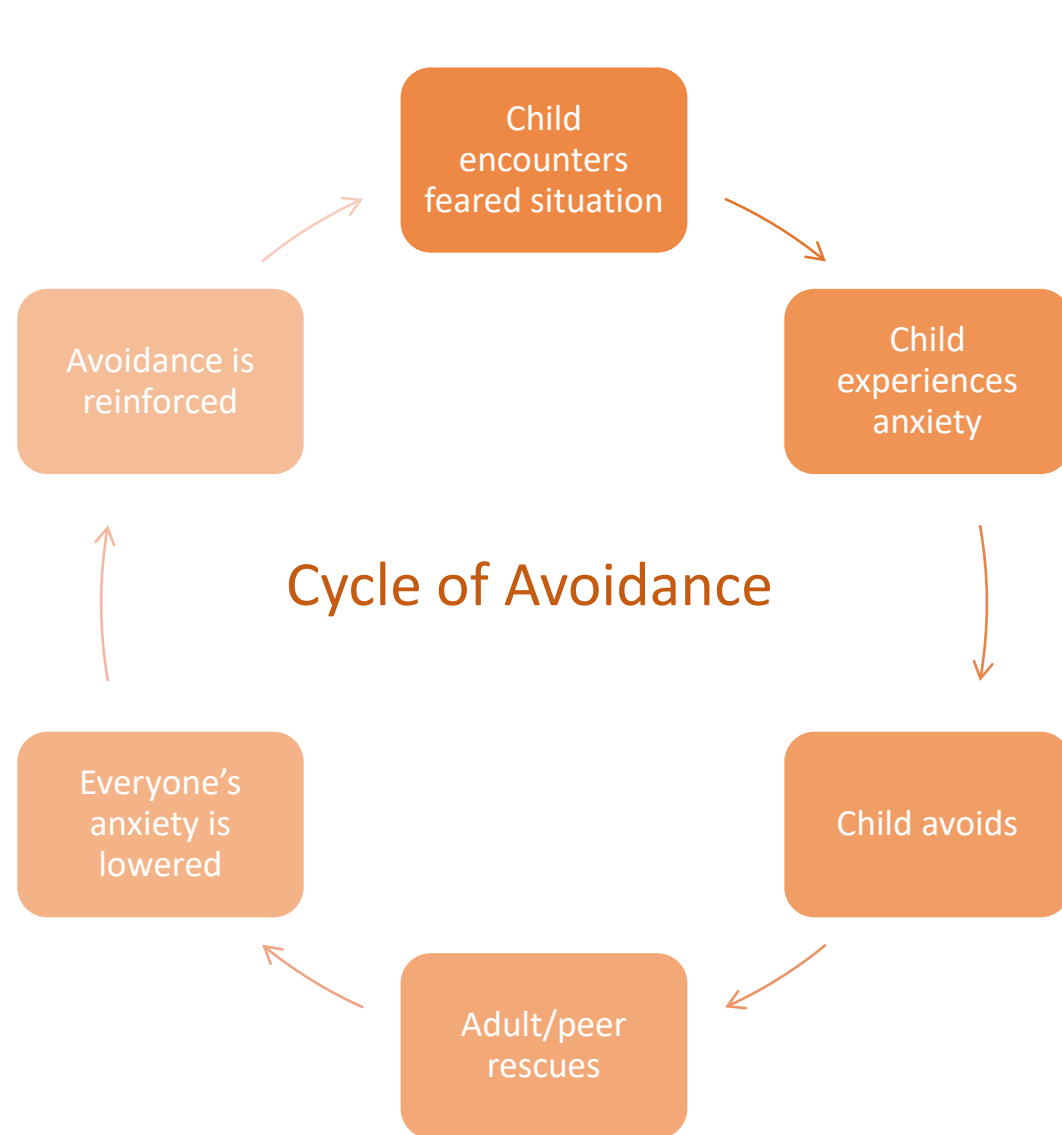
APPROACH: Find manageable steps to help kids work towards FACING their fear vs. avoiding

AVOID offering excessive reassurance, distractions, or accommodations that promote avoidance

NOT HARMFUL BUT NOT HELPFUL: relaxation strategies, journaling, etc. do not improve anxiety symptoms & sends conflicting message about harm of somatic experience of anxiety



Cycles of Avoidance vs. Approach



COVID-19 & Youth Mental Health

Anxiety, especially anticipatory anxiety, is a common reaction in crisis

The COVID-19 pandemic has caused substantial **uncertainty** and perceived loss of control

That continues....



Flavors of anxiety!



- **Anxiety is like ice cream:** There are lots of different flavors
 - **We eat them all the same way (the intervention is the same)!**
- **Common themes**
 - Worry about health and safety
 - Separating from primary caregivers or other safety figures
 - Social situations
 - Worry about grades/doing well enough/ failure
 - The unknown!



- **We tend to see:**
 - Avoidance
 - Body reactions/complaints
 - Sleep/eating difficulties
 - Inattention
 - Angry outbursts



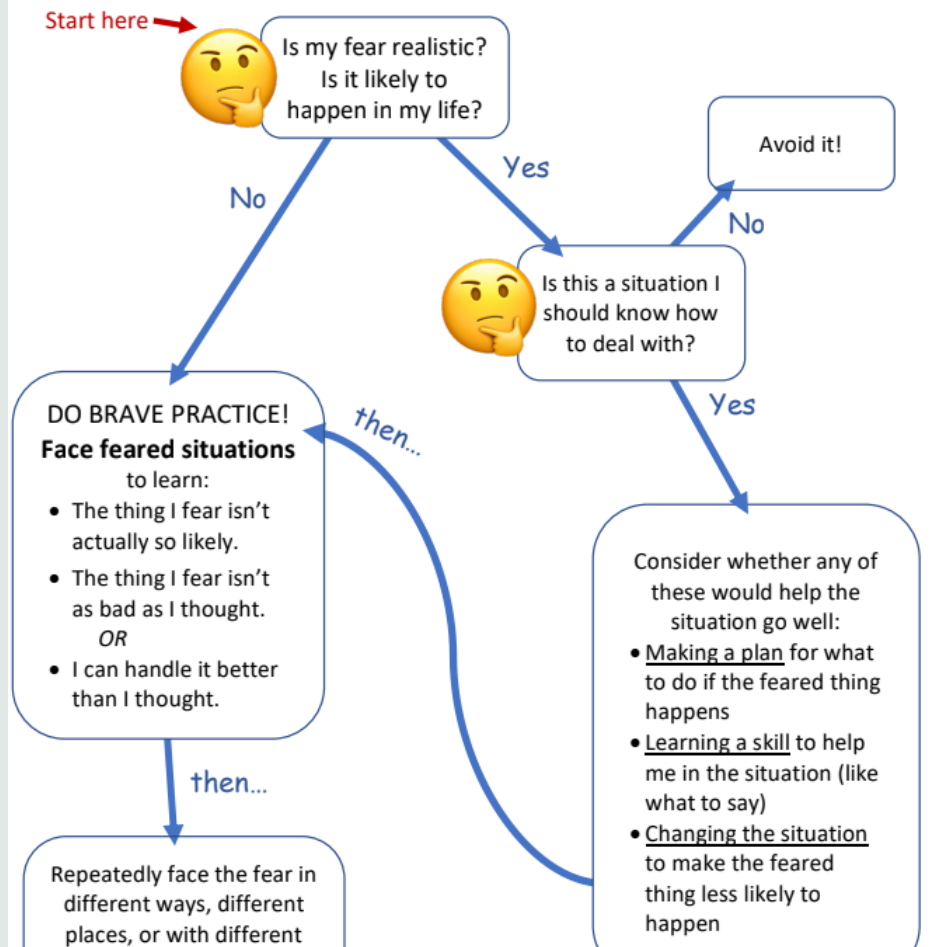
COVID-19 Inequity & Anxiety

How do COVID-19-related inequities relate to anxiety?

- Objective **risks** are different for different communities
- Important to consider context when addressing COVID-19 related anxiety
- Mental health consequences of COVID-19 may be more common for youth of color &, concurrently, youth may face greater barriers to treatment



Guide for Overcoming Fears



COVID-19 Context

Use a decision tree to determine whether an exposure plan “makes sense”



Integrated Care

Implementing brief anxiety intervention in settings that youth typically frequent (e.g., school) helps address inequity

Many naturally occurring opportunities to practice facing fears



Common Fears & Exposures

Fear	Exposure
Fear of negative evaluation by others	Being on zoom with camera on; making a mistake in a social setting, gradually increasing speech/engagement with new people
Fear of separation	Sit independently in a seat, have parent step out of the room
Fear of making mistakes	Answer a question incorrectly, make a mistake on purpose
Fear of physical sx of anxiety	Spin in a chair, have a jumping jack competition



Supporting Students with Anxiety



Arabel

- Best practices – encourage approach vs. avoidance over time
- What can teachers do?
 - Work with families to identify goals, offer opportunities for exposures, and track progress
 - School to home note



School-to-Home Note



Name:								
Date:								
Goals	Tracker	Goal	Tracker	Goal	Tracker	Goal	Tracker	Goal
1. Walk in independently		😊		😊		😊		😊
2. Whisper to teacher 3x		😊		😊		😊		😊
3. Raise hand during specials		😊		😊		😊		😊
Total number of 😊:								
____ / 12 = ____ %								
<i>Teacher's initials/signature:</i>								
<i>Additional comments:</i>								
<i>Parent signature:</i>								
<i>Home reward:</i>								



Supporting Students with Anxiety



- Common pitfall: Tendency toward accommodation in formalized 504 plans/IEPs
 - Examples of contraindicated accommodations:
 - Extra time
 - Not calling on a student
 - Allowing avoidance of specific activities
 - Not bad but not helpful- not primary interventions
 - Relaxation strategies
 - Journaling
- Required- partnership from all parties (teachers, specialists)
 - We all have ownership and agency in this change even if you are not the “therapist”





Questions?



New Series for the 2021-2022 School Year!



**Part 1: Supporting
Students with Anxiety
in the Classroom**
November 3, 2021
1-2 AKT | 2-3 PT | 3-4 pm MT

Managing Anxiety & the Return to School



**Part 2: Anxiety in
Schools Toolkit**
Date: TBD
(Spring 2022)



Kendra Read, PhD,
*Director of Mood & Anxiety
Program* | Seattle Children's
Hospital



Jennifer Blossom, PhD,
*Asst. Professor of Psychology &
Human Development* | University of
Maine at Farmington





Event Survey

- Required by our funder
 - Used to inform, refine, & enhance future events/activities
 - Helps communicate the need for this type of support
 - Voluntary and anonymous
 - **Very important!** *We will end a few minutes early and ask that you please take a few moments to complete.*
 - <https://bit.ly/event-evaluation4>
- 

What school mental health and MTSS topics and formats are of interest to you? *Let us know!*

Chat	Add to chat box
Evaluation	Answer in evaluation
Email	Email us! nwsmh@uw.edu



Anchored in Our Roots: Decolonizing Self-Care

A guided tour of the inspiration, conversations, and materials included in this BIPOC School Mental Health Provider Wellness Series and a preview of what's next - presented by the authors



Katrice and Dr. Sabine



Tuesday, November 16, 2021

9-10:30 am (AKT) | 10-11:30 am (PT) | 11:00 - 12:30 am (MT)



<https://bit.ly/Anchored-In-Our-Roots-Registration>

Anchored in Our Roots Materials: <https://bit.ly/AnchoredInOurRoots>

Save the Dates!

CO-CREATING EQUITABLE & INCLUSIVE
SYSTEMS AND PRACTICES

LEADING WITH YOUTH VOICE

A WEBINAR SERIES FOR HONORING AND AMPLIFYING
ALL YOUTH



Kristin Thorp (she/her/hers), Youth
Program Director | Youth Move National



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PART 1

YOUTH VOICE FOUNDATIONS

JANUARY 10, 2022 | 3:30-5:00 PM PST

PART 2

BEST PRACTICES FOR YOUTH ENGAGEMENT

JANUARY 24, 2022 | 3:30-5:00 PM PST

Northwest MHTTC

Contact Info

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