

# Identifying and Addressing Youth Anxiety in School-Based Settings

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Mountain Plains (HHS Region 8)

MHTTC

Mental Health Technology Transfer Center Network  
Funded by Substance Abuse and Mental Health Services Administration

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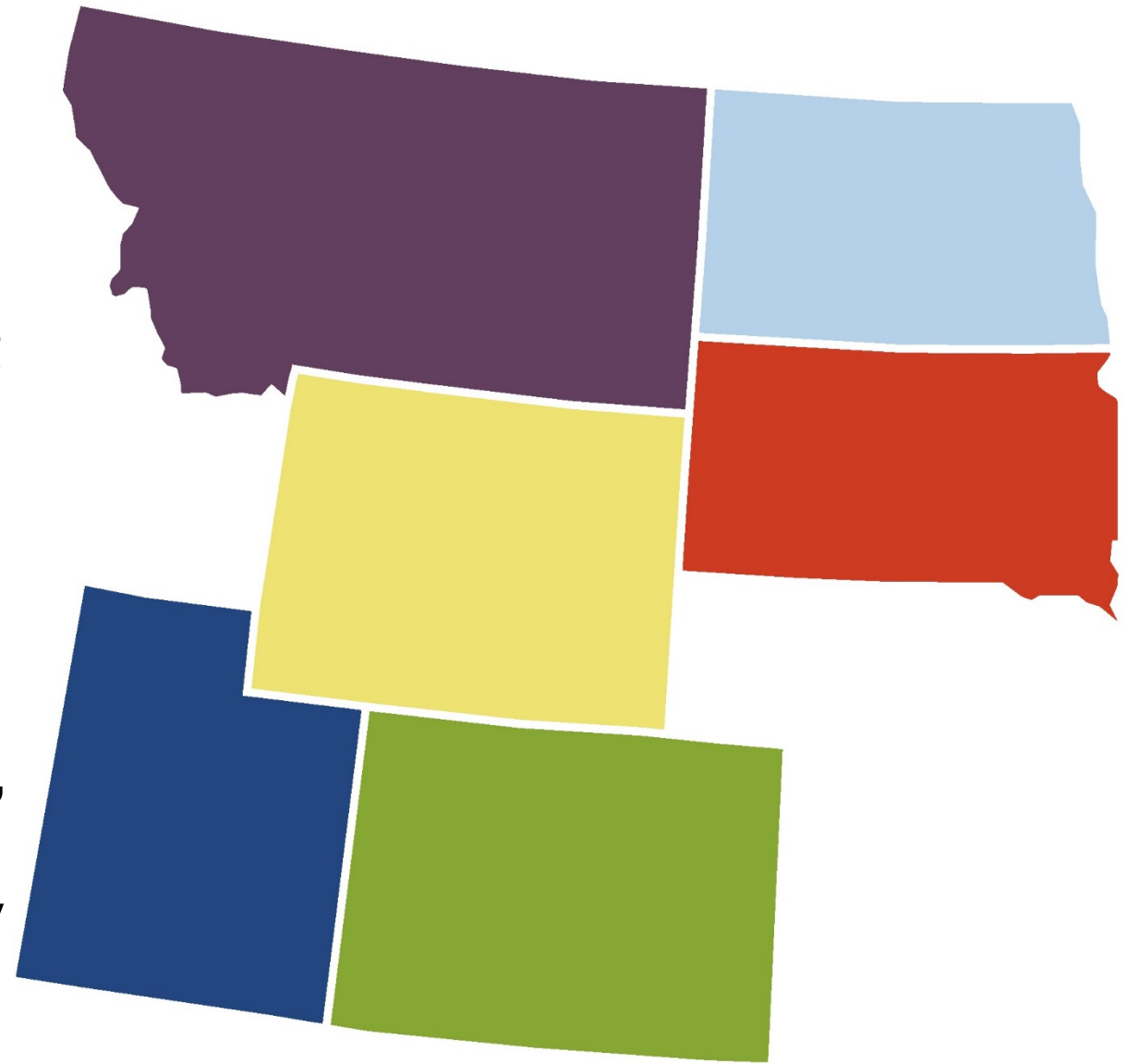
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# The Mountain Plains Mental Health Technology Transfer Center

The Mountain Plains Mental Health Technology Transfer Center (Mountain Plains MHTTC) provides training and technical assistance to individuals who serve persons with mental health concerns throughout Region 8 (Colorado, Montana, North Dakota, South Dakota, Utah and Wyoming).

We belong to the Technology Transfer Center (TTC) Network, a national network of training and technical assistance centers serving the needs of mental health, substance use and prevention providers. The work of the TTC Network is under a cooperative agreement by the Substance Abuse and Mental Health Service Administration (SAMHSA).



The MHTTC Network uses affirming, respectful and recovery-oriented language in all activities. That language is:

STRENGTHS-BASED  
AND HOPEFUL

INCLUSIVE AND  
ACCEPTING OF  
DIVERSE CULTURES,  
GENDERS,  
PERSPECTIVES,  
AND EXPERIENCES

HEALING-CENTERED AND  
TRAUMA-RESPONSIVE

INVITING TO INDIVIDUALS  
PARTICIPATING IN THEIR  
OWN JOURNEYS

PERSON-FIRST AND  
FREE OF LABELS

NON-JUDGMENTAL AND  
AVOIDING ASSUMPTIONS

RESPECTFUL, CLEAR  
AND UNDERSTANDABLE

CONSISTENT WITH  
OUR ACTIONS,  
POLICIES, AND PRODUCTS

# Agenda

- Introductions.
- What is anxiety?
- Developmental perspective.
- Treatment.
- Resources.

# Objectives

- Identify signs of anxiety in students.
- Provide practical tips to assessing and addressing anxiety.
- Distinguish clinical anxiety from worry.
- Address development and cultural adaptations to anxiety treatment.

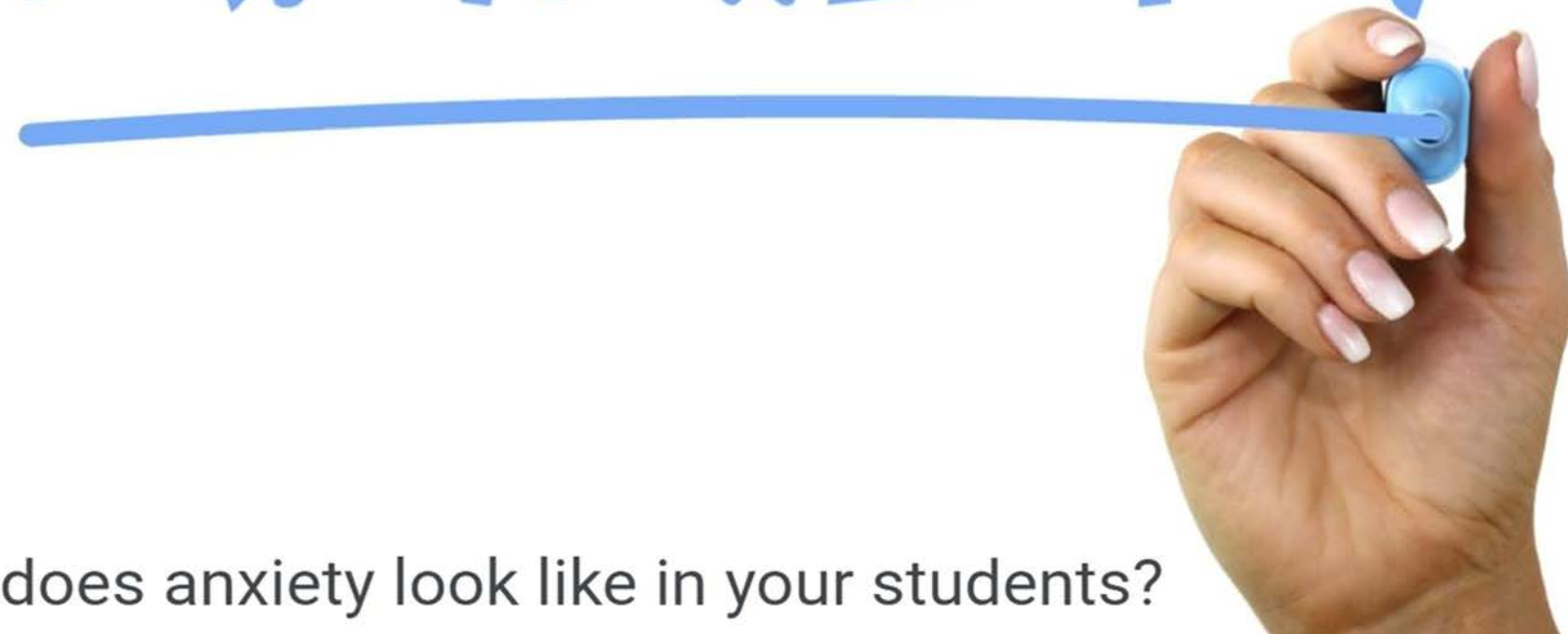
# Introductions!

Use the chat function.

- Your name?
- Your role?
- Where you're located?

Let's Jam!

ANXIETY



What does anxiety look like in your students?



# Prevalence

- 20% of youth will have a mental health concern before age 18
- Anxiety and depression most common
- Less treated in adolescents (Costello, He, Sampson, Kessler, & Merikangas, 2014)

**Table 1**

Data on 12-month service use from the National Comorbidity Survey Adolescent Supplement among youths with a *DSM-IV* disorder, by diagnosis and service setting

Diagnostic variable	N	Mental health specialty		General medical		Human services		CAM <sup>a</sup>		Juvenile justice		School		Any	
		%	SE	%	SE	%	SE	%	SE	%	SE	%	SE	%	SE
Anxiety disorder															
Panic disorder	120	26.1	5.5	14.2	3.7	14.0	4.0	13.1	4.7	2.2	.7	28.7	6.6	49.1	7.2
Agoraphobia without panic	100	28.8	6.6	8.3	3.0	13.7	8.1	7.4	3.9	2.8	1.5	37.3	9.4	52.0	8.7
Specific phobia	1,000	20.0	2.9	9.2	1.6	8.7	1.5	3.9	1.0	2.3	.5	20.7	2.0	40.7	2.6
Social phobia	778	24.9	3.1	10.0	2.0	6.9	1.3	5.0	1.2	3.2	1.4	22.5	3.0	42.2	3.2
Generalized anxiety disorder	106	35.0	8.3	9.6	3.4	9.2	3.3	13.7	3.5	3.3	1.6	36.2	9.0	56.7	7.4
Separation anxiety disorder	92	27.0	8.0	12.6	4.7	12.0	4.8	13.6	5.0	4.2	2.3	21.1	7.9	47.3	7.8
Posttraumatic stress disorder	210	37.0	4.1	11.4	3.1	11.5	2.8	11.8	2.8	4.1	2.0	32.8	6.0	60.2	5.8
Any anxiety disorder	1,506	22.3	2.4	9.3	.8	8.0	1.0	5.0	.8	2.7	.6	20.9	1.8	41.4	1.9

What's Next?



**PANDEMIC IN  
A PANDEMIC**

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# Parents' Mental, Physical Health Impacted Since Start of Pandemic



say they could have used more emotional support than they received.



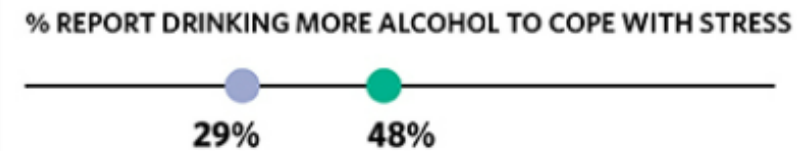
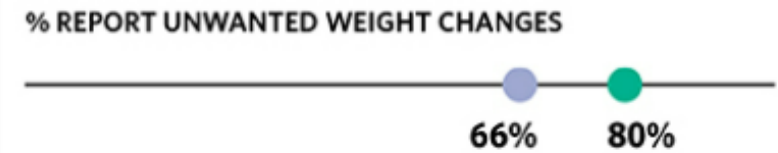
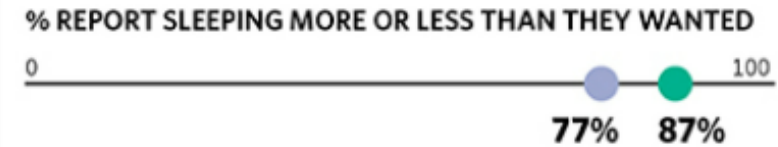
received treatment from a mental health professional.



were diagnosed with a mental health disorder since the pandemic started.

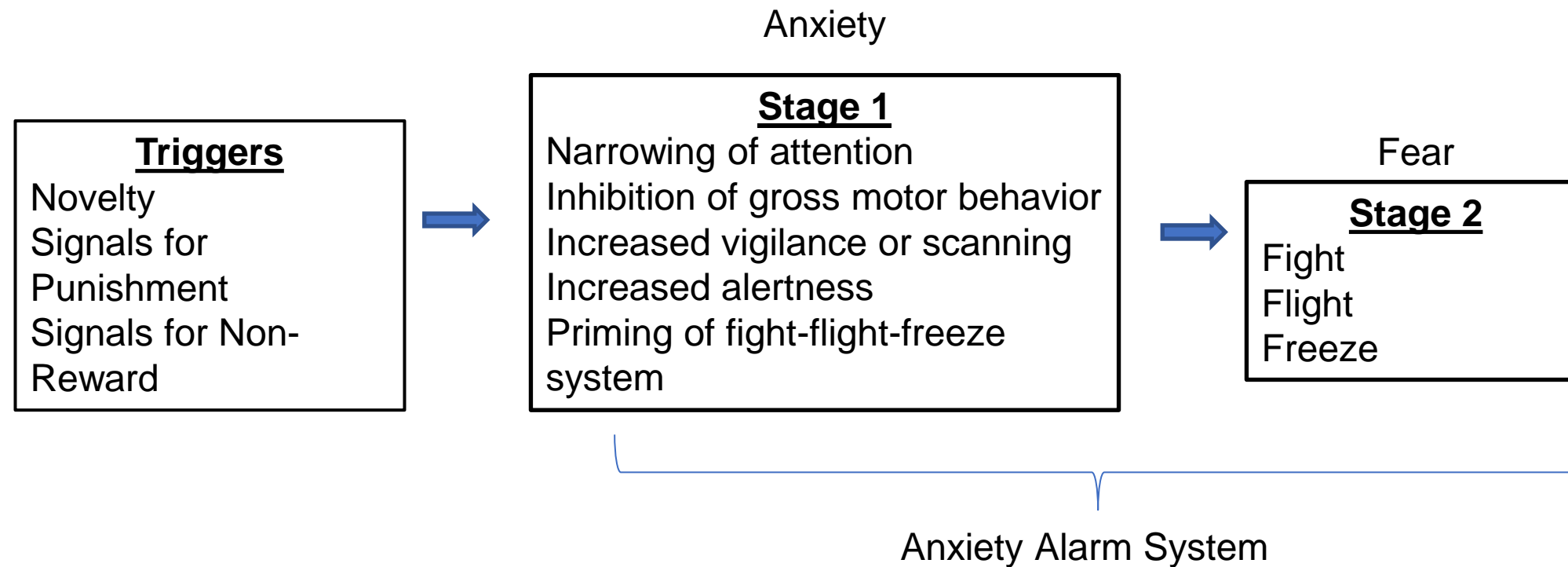
Mothers are more likely than fathers to say their mental health has worsened compared with before the pandemic (39% vs. 25%), but fathers are more likely to report behavioral and physical changes:

■ MOTHERS ■ FATHERS



# Developmental Perspective

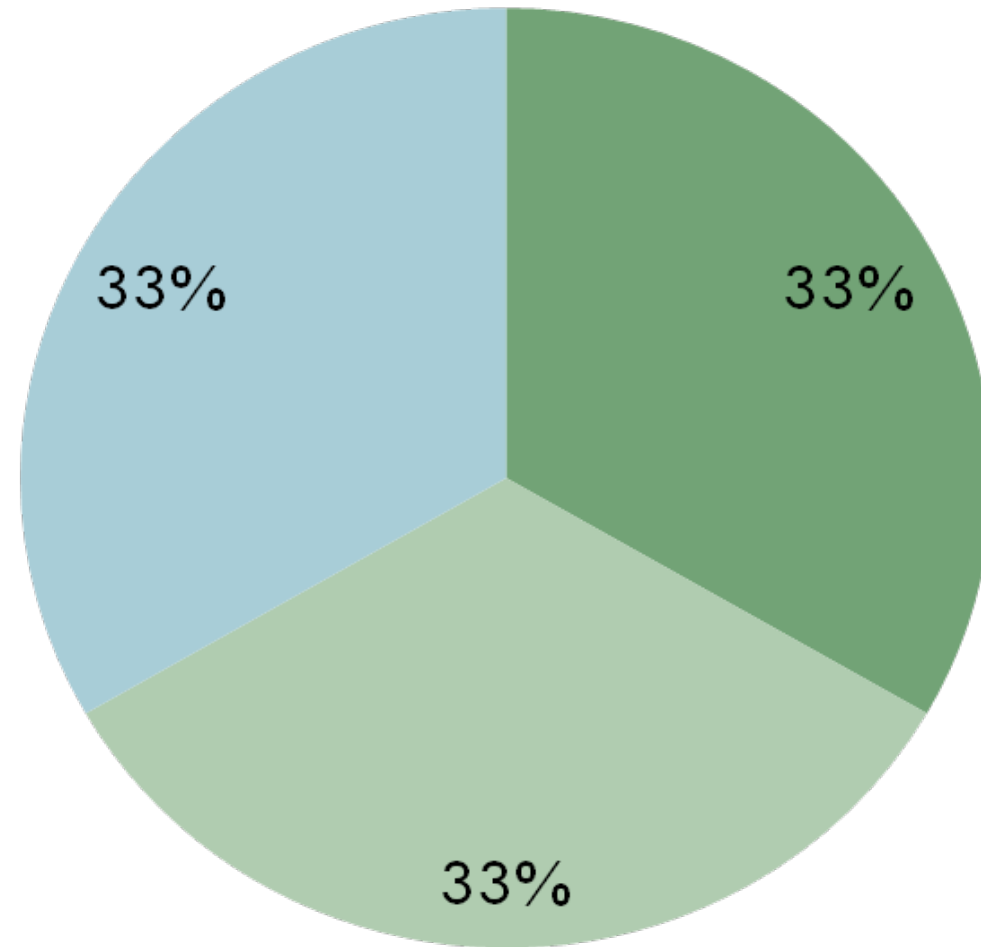
# The Anxiety Alarm System



# Triple Vulnerability Model

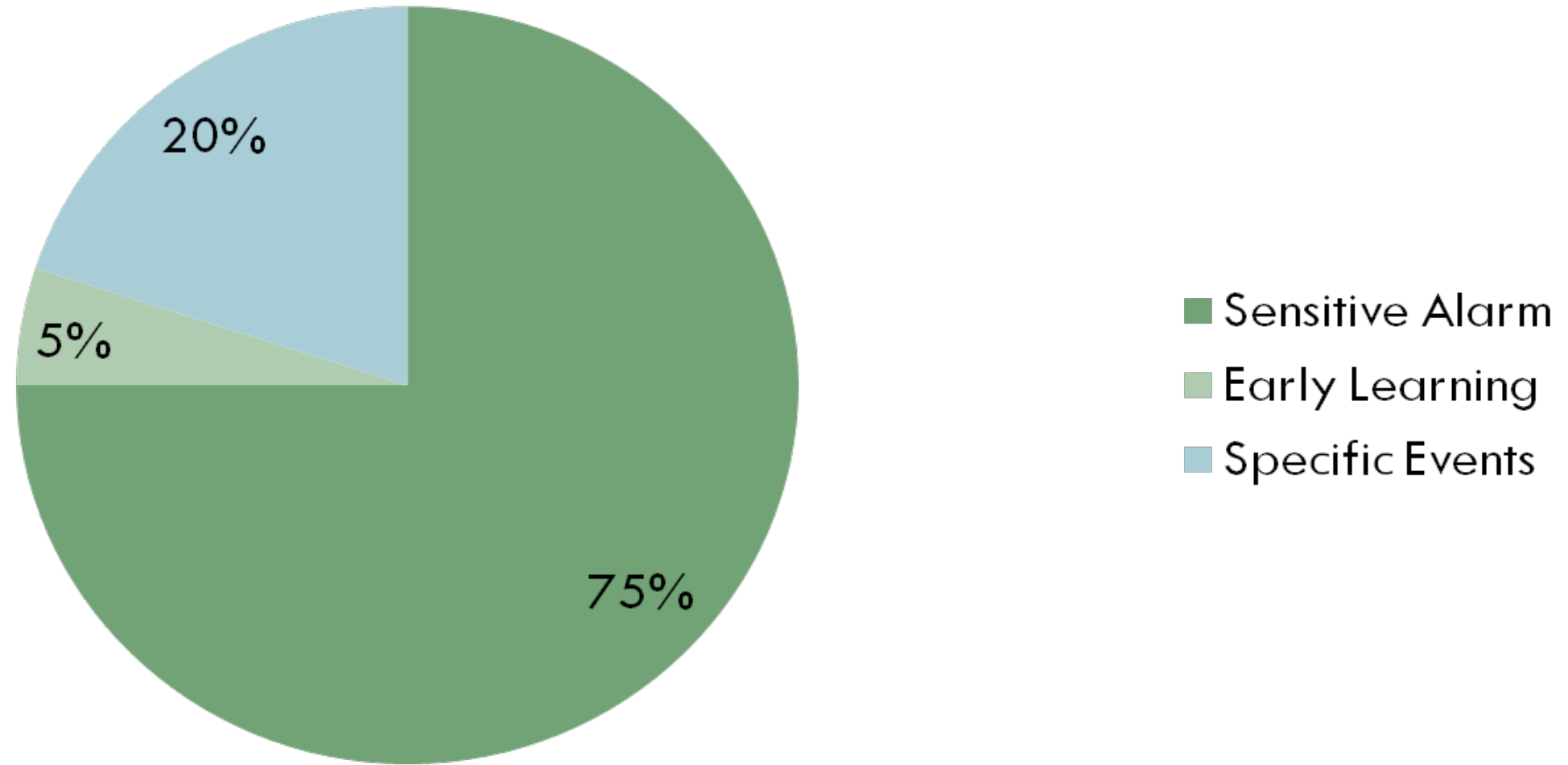
- Sensitive alarm
- Early learning
- Specific events
  - Abuse/neglect
  - Separated from parents
  - Witness an accident
  - Peer rejection/neglect
  - School transition

# Anxiety Disorder



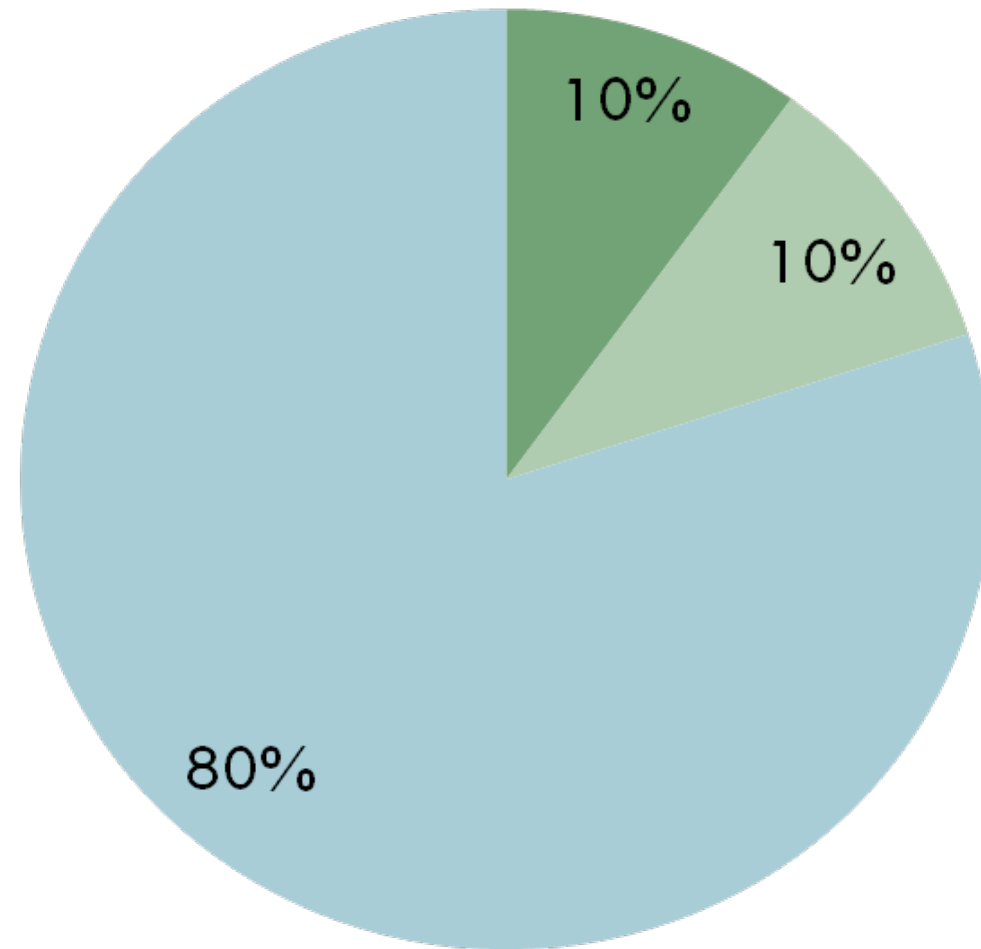
- Sensitive Alarm
- Early Learning
- Specific Events

# Anxiety Disorder





# Anxiety Disorder



- Sensitive Alarm
- Early Learning
- Specific Events

Disorder	Trigger & Thought Pattern	Avoidance Behaviors	Other Considerations
Social Phobia	Social situations Embarrassment	Evaluation settings	Pseudo-maturity, school refusal
Panic	Internal sensations Death, dying, "going crazy"	Panic settings	Stage 2; Reciprocal determinism
Separation anxiety	Separation Harm to self or caregivers	Clingy, school refusal	Younger students, school refusal
Obsessive-compulsive	Obsessions (≠ colloquial usage)	Compulsions	Potentially bizarre, nonsensical
PTSD	Trauma cues Re-experiencing	Trauma cues	Traumatic event ≠ PTSD, Stage 2
Specific phobia	Specific stimuli	Feared objects	Very common, Interference, Blood phobia evolution
Generalized anxiety	Varying events "What if..."	Over- or under-prepare	Reassurance seeking; Stage 1

# Anxiety Treatment

# Let's Jam!

What have you found successful to support students with anxiety?



# Cognitive Behavioral Foundations



## Blue Menu of Evidence-Based Psychosocial Interventions for Youth

This report<sup>a</sup> is intended to guide practitioners, educators, youth, and families in developing appropriate plans using psychosocial interventions. It was created for the period April 2021 – September 2021 using the PracticeWise Evidence-Based Services (PWEBS) Database, available at [www.practicewise.com](http://www.practicewise.com). Looking for the American Academy of Pediatrics (AAP) Evidence-Based Child and Adolescent Psychosocial Interventions tool? It is available on the [AAP website](#).

## Why CBT?

Problem Area	Level 1- BEST SUPPORT	Level 2- GOOD SUPPORT	Level 3- MODERATE SUPPORT	Level 4- MINIMAL SUPPORT	Level 5 <sup>b</sup> - NO SUPPORT
<b>Anxious or Avoidant Behaviors</b>	Attention Training, Cognitive Behavior Therapy (CBT), CBT and Medication, CBT for Child and for Parent, CBT with Parents, Education, Exposure, Modeling	Assertiveness Training, Attention, Biofeedback, CBT and Expression, CBT and Parent Management Training (PMT), CBT with Parents Only, Cultural Storytelling, Family Psychoeducation, Hypnosis, Mindfulness, Relaxation, Stress Inoculation	Contingency Management (CM), Group Therapy	Behavioral Activation and Exposure, Play Therapy, PMT, Psychodynamic Therapy, Rational Emotive Therapy, Social Skills	Assessment/Monitoring, Attachment Therapy, Attention Training and Exposure, Client Centered Therapy, Eye Movement Desensitization and Reprocessing, Peer Pairing, Problem Solving, Psychoeducation, Relationship Counseling, Teacher Psychoeducation
<b>Attention and Hyperactivity Behaviors</b>	Biofeedback, Cognitive Training, Contingency Management, PMT, PMT and Medication, Self Verbalization	Behavior Therapy and Medication, Behavioral Family Therapy, Behavioral Sleep Intervention, CBT, CBT and Medication, CBT and PMT and Medication, CBT with Parents, Education, Joint Attention/Empathetic & Emotional Engagement, Motivational Interviewing (MI)/Engagement and PMT, Parent Coping/Stress Management, Parent Psychoeducation, Physical Exercise, PMT and Classroom Behavior Management and Cognitive Training, PMT and Classroom Management and CBT, PMT and Problem Solving, PMT and Teacher Psychoeducation, Relaxation and Physical Exercise, Social Skills and Education, Social Skills and Medication	Biofeedback and Medication	PMT and Parent Responsivity Training, PMT and Social Skills, Relaxation, Self Verbalization and Contingency Management, Social Skills	Attention Training, Client Centered Therapy, Communication Skills, CBT and Anger Control, CBT and PMT, Family Therapy, Play Therapy, PMT and Multimodal Treatment for Parent, PMT and Self-Verbalization, PMT and Supportive Listening for Parent, Problem Solving, Psychoeducation, Self Control Training, Self Verbalization and Medication, Skill Development
<b>Autism Spectrum Disorders</b>	CBT, Intensive Behavioral Treatment, Intensive Communication Training, Joint Attention/Empathetic & Emotional Engagement, PMT, Social Skills	Family Psychoeducation, Imitation, Peer Pairing, PMT and Medication, Theory of Mind Training	None	Massage, Peer Pairing and Modeling, Play Therapy	Biofeedback, Client Centered Therapy, Cognitive Training, Communication Skills, Contingent Responding, Eclectic Therapy, Fine Motor Training, Modeling, Parent Psychoeducation, Physical/Social/Occupational Therapy, Sensory Integration Training, Social Skills and Peer Pairing, Structured Listening
<b>Delinquency and Disruptive Behavior</b>	Anger Control, Assertiveness Training, CBT, CM, MI/Engagement, Multisystemic Therapy, PMT, PMT and Problem Solving, Problem Solving, Social Skills, Therapeutic Foster Care	CBT and PMT, CBT and Teacher Training, Communication Skills, Cooperative Problem Solving, Family Therapy, Functional Family Therapy, Mindfulness, PMT and Classroom Management, PMT and Medication, PMT and Social Skills, Rational Emotive Therapy, Relaxation, Self Control Training, Transactional Analysis	Client Centered Therapy, Moral Reasoning Training, Outreach Counseling, Peer Pairing	CBT and Teacher Psychoeducation, Exposure, Parent Psychoeducation, Physical Exercise, PMT and Classroom Management and CBT, PMT and Self-Verbalization, Stress Inoculation	Behavioral Family Therapy, Catharsis, CBT with Parents, Education, Family Empowerment and Support, Family Systems Therapy, Group Therapy, Imagery Training, MI/Engagement and CBT, Play Therapy, PMT and Peer Support, Psychodynamic Therapy, Psychoeducation, Self Verbalization, Skill Development, Wraparound
<b>Depressive or Withdrawn Behaviors</b>	CBT, CBT and Medication, CBT with Parents, Client Centered Therapy, Family Therapy	Attention Training, Cognitive Behavioral Psychoeducation, Expression, Interpersonal Therapy, MI/Engagement, MI/Engagement and CBT, Physical Exercise, Problem Solving, Relaxation	None	Behavioral Activation, Mindfulness, Self Control Training, Self Modeling, Social Skills	Attention, CBT and Anger Control, CBT and Behavioral Sleep Intervention, CBT and PMT, Goal Setting, Life Skills, Play Therapy, PMT, PMT and Emotion Regulation, Psychodynamic Therapy, Psychoeducation

# Cognitive Behavioral Foundations

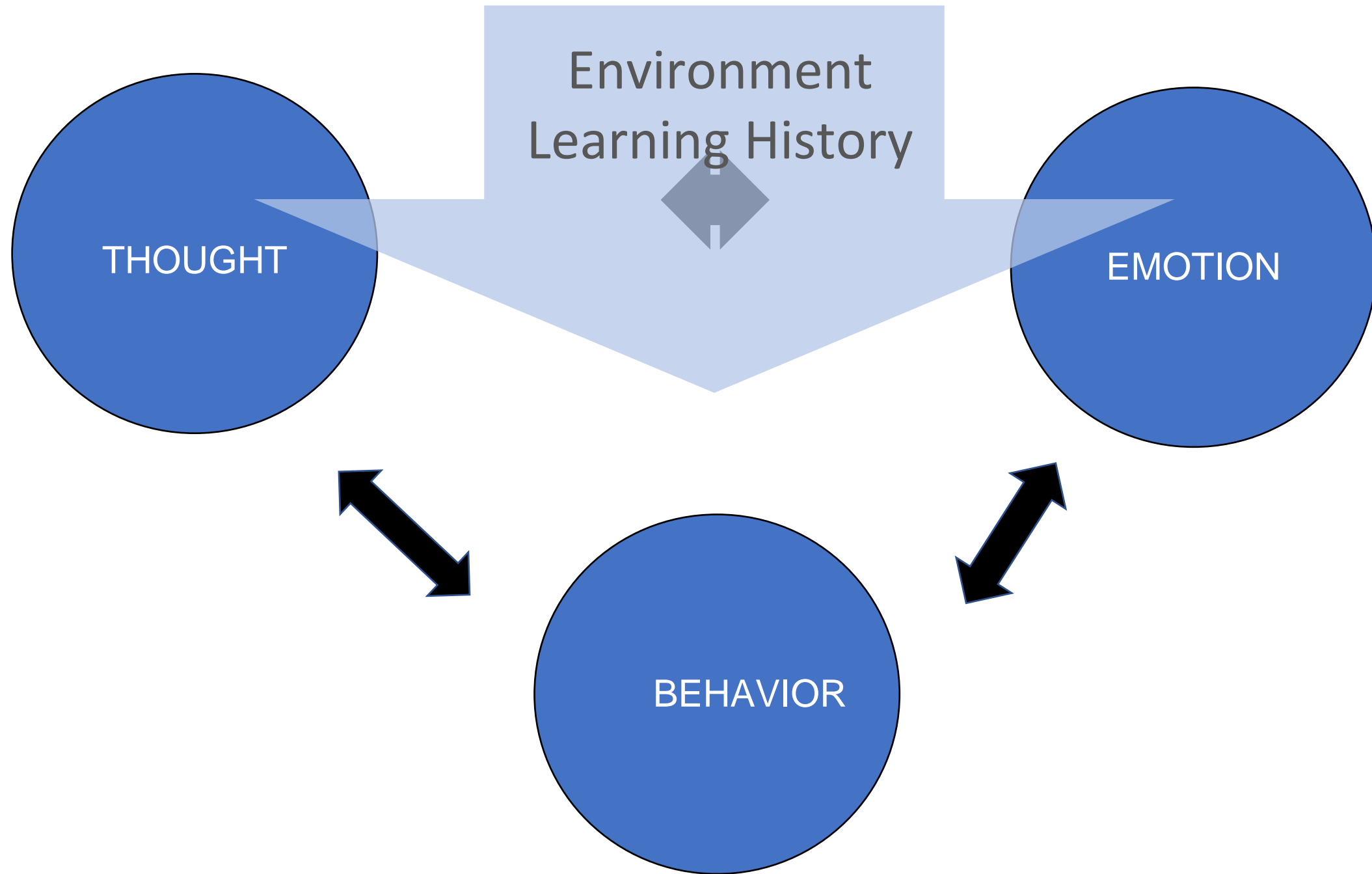


## Blue Menu of Evidence-Based Psychosocial Interventions for Youth

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# Cognitive Triangle

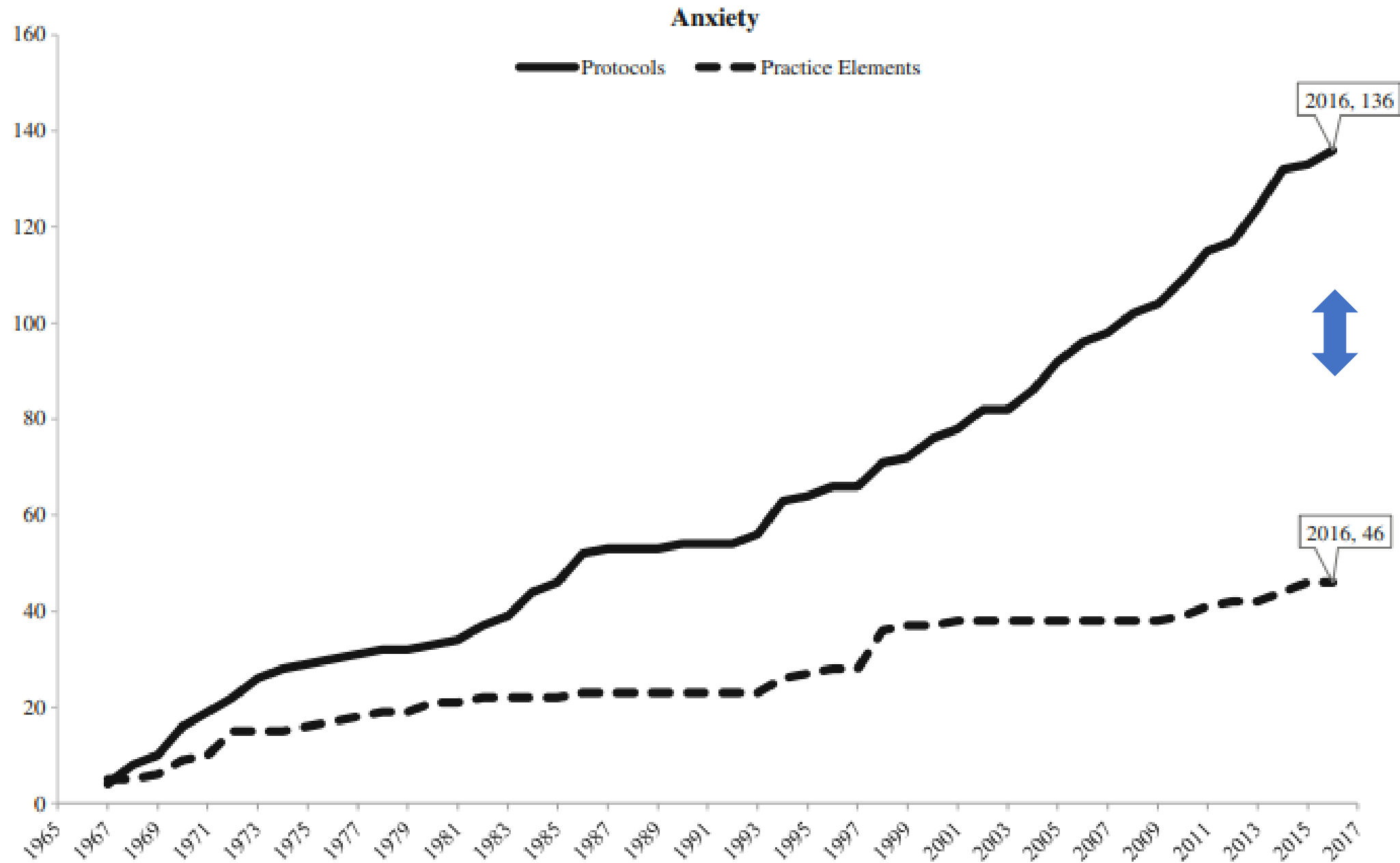


# Core Ideas

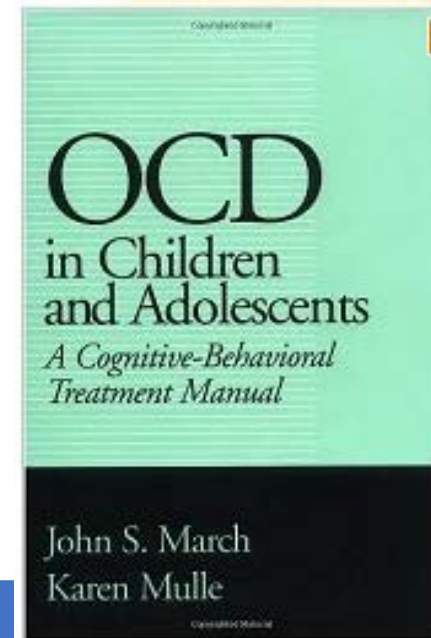
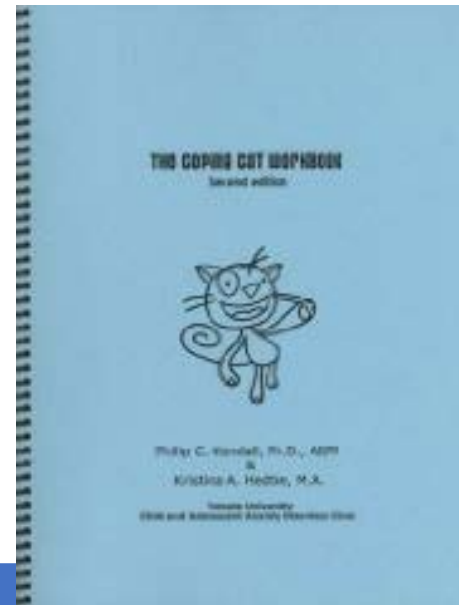
- Repeated measurement of specific target.
- Student, parent, & teacher as expert (humility.)
- Collaboration.
- Socratic questioning.
- Genuine curiosity.
- Toolbox analogy.
- Coaching.
- Hypothesis-testing.



**Figure 1**  
Anxiety protocols and practice element frequencies over time



Okamura et al., (2020)



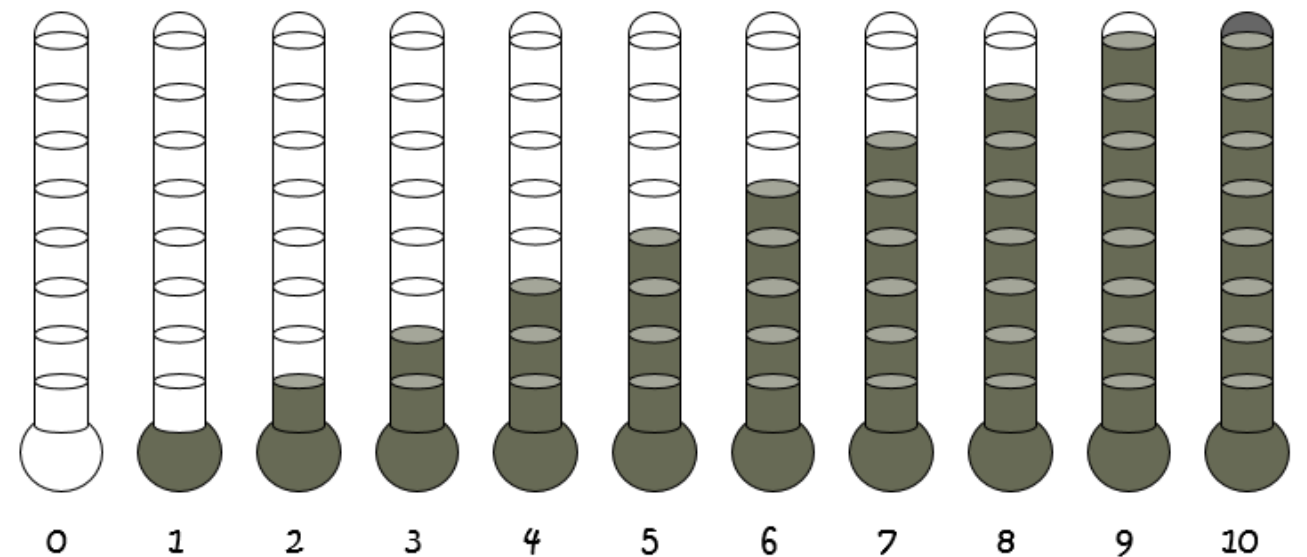
	THE COPING CAT WORKBOOK	OCD in Children and Adolescents	FUN FRIENDS
Exposure	✓	✓	✓
Cognitive	✓	✓	✓
Psychoeducation - C	✓		
Relaxation	✓	✓	
Modeling	✓		✓
Self-Monitoring	✓	✓	✓

# Self-Monitoring

# Objectives & Steps

- Gather information on what types of situations make a student anxious.
- Construct a list of feared items to guide practice.
- Get ratings from student.
- Get others' perspective.

**Fear Thermometer**



# Let's Jam!

11 year-old male  
with social  
phobia and  
difficulty with  
speaking in front  
of others

Your goal is to  
help build his  
fear ladder

10 Giving a 10 minute  
presentation to the  
entire school

5 Giving a 1 min  
presentation to the  
class

1 Asking a stranger  
a question

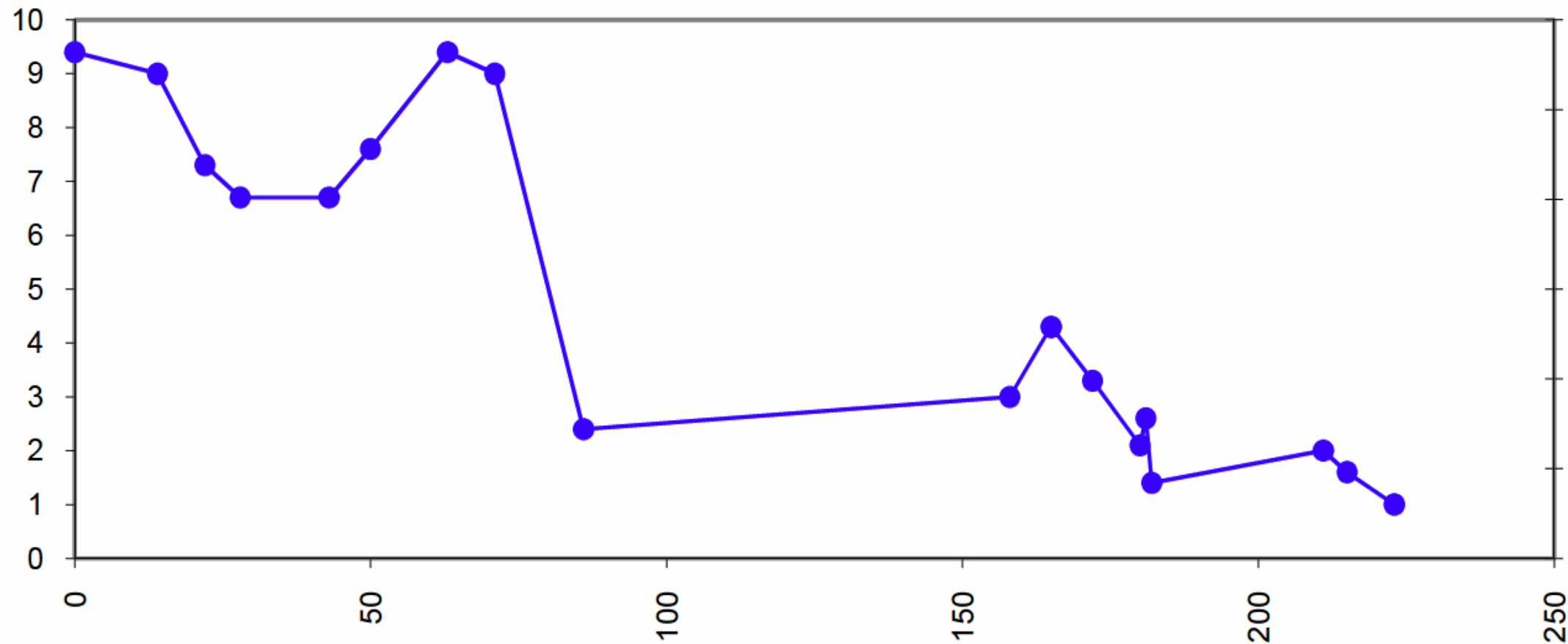
Fear Ladder

# Tying it Together (model)

Review and reflect on the data

*Fear ratings 0-10*

Fear Hierarchy/Ladder	Initial	Last session	This session
Saying Hi to a stranger	2	2	
Speaking in front of class (1 min)	5	3	



Exposure

# Objectives & Steps

- Practice/exposure to feared situations.
- Allow habituation to occur.
- Repeat until fear ratings are reduced.
- Choose a practice item.
- Record ratings in practice record.
- Continuous or discrete?
- In vivo or imaginal?
- Debrief.

**Practice Record**

**Goal:** Each time you practice, repeat \_\_\_\_\_ times or until your rating comes down to \_\_\_\_\_. You can do it!

**Start Date:** \_\_\_\_\_

Day	Item	10	9	8	7	6	5	4	3	2	1	0	10	9	8	7	6	5	4	3	2	1	0
_____	_____	BEFORE											AFTER										
_____	_____	BEFORE											AFTER										
_____	_____	BEFORE											AFTER										
_____	_____	BEFORE											AFTER										
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_____	_____	BEFORE											AFTER										
_____	_____	BEFORE											AFTER										
_____	_____	BEFORE											AFTER										



## Tying it together (model)

- 11 year-old male with social phobia with difficulty speaking in front of others. Goal is to have student practice one in vivo trial of giving a speech for 10 seconds standing up.

# Embracing Diversity

## CULTURE IS PREVENTION

## RESILIENCY



[native@mhttcnetwork.org](mailto:native@mhttcnetwork.org)  
[mhttcnetwork.org/native](http://mhttcnetwork.org/native)

**Native people are resilient. Traditional beliefs and holistic practices have sustained Native people throughout time. These include:**

- **Loving the Creator, oneself, and one's community.**
- **Advocating for our young, supporting our elders.**
- **Remembering the strength and will of our ancestors during challenging times.**

*SAMHSA*

# Questions to Consider

- What is my **style**?
- How do I **deliver** the message?
- Who is **involved** that I need to change?
- Does the **rationale** make sense?
- What is the **meaning** of what I am trying to say?
- What I am **asking** the student/family to do?

# Practical Tips and Resources

- Using standardized & personalized tools to identify risk (considering baseline.)
- Identifying activities that increase socialization (with public health considerations.)
- Build and coach coping skills (limit avoidance.)
- Keep a trauma informed mindset.
- Monitor suicidal ideation.

CRISIS TEXT LINE |

**Text HOME to 741741 to  
connect with a Crisis  
Counselor**

National Suicide Prevention Lifeline



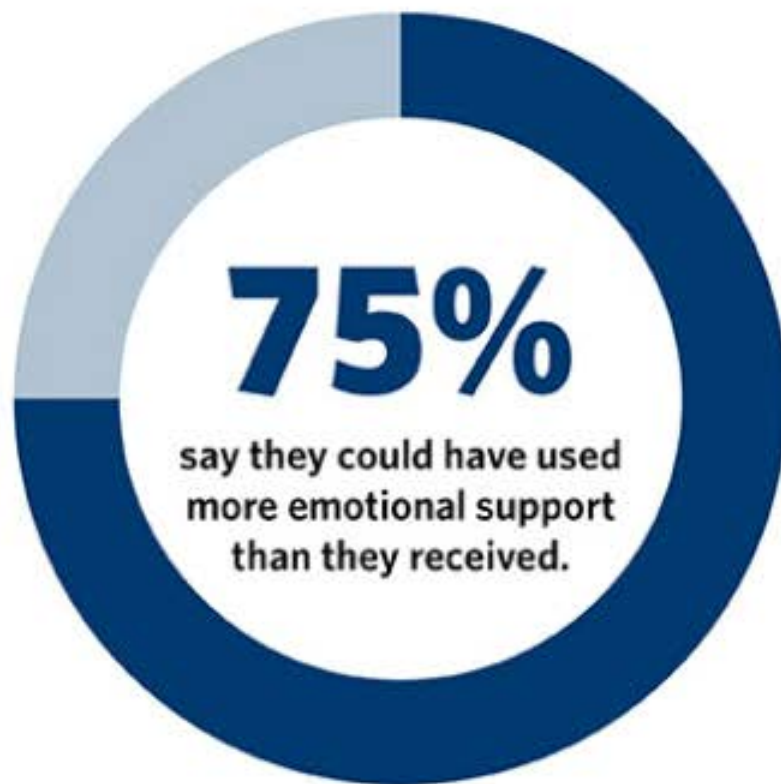
1-800-273-8255

# Going Back to School

- Ask open-ended questions about expectations.
- Good idea to do imaginal or in vivo practice (exposure).
- Get clarity around 504/IEP goals.

PANDEMIC SURVEY

# 1 in 4 Essential Workers (25%) Diagnosed With Mental Health Disorder Since Start of Pandemic



# Take Care of Yourself

- Eating
- Emotions
- Sleep
- Gratitude
- Focus on things within your control

## APA Tips to Manage Stress



Take a break from the news and social media



Find three good things that happened to you each day



Practice self-care in 15- or 30-minute increments throughout the day



Stay connected with friends and family



Keep things in perspective



# Mahalo!

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<http://bridgelabhi.com/>

 @kelsie\_okamura



bridge  
lab BRIDGING  
SCIENCE &  
PRACTICE

# Resources

- National Comorbidity Survey: <https://www.hcp.med.harvard.edu/ncs/>
- KHON2 Pandemic in a Pandemic: <https://www.khon2.com/pandemic-in-a-pandemic/>
- American Psychological Association Stress in America Press Room: <https://www.apa.org/news/press/releases/stress>
- PracticeWise & American Academy of Pediatrics Evidence-Based Child and Adolescent Psychosocial Interventions tool: <https://www.practicewise.com/Community/BlueMenu>

# Bibliography

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- Costello, E. J., He, J. P., Sampson, N. A., Kessler, R. C., & Merikangas, K. R. (2014). Services for adolescents with psychiatric disorders: 12-month data from the National Comorbidity Survey–Adolescent. *Psychiatric services, 65*(3), 359-366.
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# Stay Connected



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