



LILIE, LLC Course Information

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Title of Course (45 hours):

Anxiety Disorders & Students Today

Course Description:

Throughout this course, educators will understand the various forms of anxiety that exist today. Many anxiety disorders consume our students and distract them from learning and achieving while in school. Participants will understand the signs and symptoms kids often display as well as the co-disorders that commonly lead to or are a result of this ever-powerful emotional disorder. We will study the history and development of labeled anxiety disorders, how they are recognized in our schools, understanding/recognizing the symptoms and the impact on education. Further, course participants will be trained on classroom management techniques and learn ways to assist students in need and in an anxiety crisis.

Overall Course Objective and Expectation(s):

- To help educators understand the physical aspects of anxiety disorders (IE: the brain, nervous system, etc.)
- To study the various anxiety disorders that exist and are recognized today
 - - focusing specifically on disorders student-aged people experience.
- Research on treatments: medicinal approaches, behavior therapies, counseling approaches and family supports
- The role of educators working with students with anxiety disorders
- 504/school supports for students struggling with anxiety disorders
- Case studies to demonstrate anxiety, it's reality/it's symptoms & it's various presentations
- Tips for classroom management

Course Instructional Materials:

All courses maintain a fully developed and dynamic webpage that houses all resources, reference material and various other required informational texts, videos and alike that is both active and relevant to course objectives and content. Course web pages are routinely updated to reflect most current research and available readings therefore instructional materials used to teach course objectives are subject to change.

Instructor Consultation and Interaction:

Real time consultation and instruction is provided through the LILIE, LLC discussion boards for each course/classroom on a daily basis.

Suggested Readings (subject to change):

Freeing Your Child from Anxiety, Revised and Updated Edition: Practical Strategies to Overcome Fears, Worries, and Phobias and Be Prepared for Life--from Toddlers to Teens - by Tamar Chansky Ph.D.

Overcoming Anxiety in Children & Teens - by Jed Baker

Proof of Course Completion:

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits contemplated by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructors. These enrollee postings must be made four times each week in separate sessions. Enrollees will be required to submit a detailed log documenting at least 45 hours of course work, including discussion board posts, and will be required to apply information and strategies acquired from the course content to weekly classroom instruction. Attempts to falsify logs or discussion board entries will result in denial of credit and a report to the enrollee's employer.



Scope & Sequence/Weekly Topics and Objectives

Week 1

Topic(s):

- A study of the body and brain with anxiety disorders.
- Introduction and study on the most common types of anxiety disorders
 - GAD
 - Phobias
 - School Phobia/Anxiety
 - Social Anxiety Disorder
 - Panic Disorder
 - Nighttime/sleep anxieties
 - Selective Mutism/Traumatic Mutism
 - Obsessive Compulsive Disorder
 - Tourette's Syndrome
 - Trichotillomania
 - Agoraphobia
 - Post-traumatic Stress Disorder

Objectives:

To familiarize and introduce class participants to the various disorders.

Impact on Classroom Instruction:

Educators will be able to recognize and differentiate the different anxiety disorders that may be present in their classrooms. Communication with families about the various disorders will also be able to be more fluent and productive.

Learner Outcomes:

- Identification of both the obvious and subtle symptoms of anxiety.
- Understand the biology/physical effects of anxiety disorders.

Assessment of Understanding and Learning/ Weekly Assignments (including but not limited to posting requirements set forth by LILIE, LLC):

Through several articles and videos we will study the brain and how anxiety affects it. We will also view materials online that explain anxiety in details.



Week II

Topic(s):

This week focuses on the diagnostic process of anxiety disorders, how schools work with anxiety situations and treatments of disorders (medicinal, psychological and alternative).

Objectives:

- Diagnosing Anxiety Disorders: Samples of what doctors look for.
- The 504/schools and anxiety
- Cognitive Behavioral Therapy
- Dialectical behavioral therapy
- Treatment #2: Art Therapy
- Treatment #3: Exposure Therapy
- Treatment #4: medications for kids with anxiety
- Treatment #5: homeopathic & diet options

Impact on Classroom Instruction:

Educators will review and understand the many approaches used to diagnose and treat anxiety disorders. True case studies will be researched so educators can see from “the beginning to the end” in specific situations.

Learner Outcomes:

In understanding treatments, therapies and behavior modification approaches, teachers will be able to relay valuable information to families and also be able to understand/see/assistant with direction and approaches in the classroom.

Assessment of Understanding and Learning/ Weekly Assignments (including but not limited to posting requirements set forth by LILIE, LLC):

MIDTERM ASSIGNMENT: Choose one anxiety disorder and research a case study. Share the the link of their case study or, if its an actual student they have deal with/no link is necessary. List the disorder name, symptoms displayed, diagnosis method used in the particular situation and the therapies/ treatments used. Also required is the communication or interaction with the family and a summary of treatments (any/all) used. If 504 classification was granted, a list of modifications and/or accommodations is required. YouTube case study videos will be accepted. Any online sources, books, journal articles, etc are acceptable. You may also informally interview a school counselor or social worker about a case they managed in their career. The goal is for each student to see the process. Write up your findings in a less-than-1-page report and post as Post 4 for this Week.

A minimum of 4 academic posts each week will demonstrate the review, understanding and explanation of the points and topics on the syllabus and as per the instructor.



Week III

Topic(s):

This week we will look at what educators can do to manage anxiety attacks in the classroom. Teachers need “in the moment” strategies to help kids cope. We will also look at more case studies. We are looking to not only emotionally support a student in crisis but to also convey a cohesive classroom with a fluency in curriculum transference. All of this will enable a peaceful classroom and allow the teacher the manage time and situations effectively. Finally, we will look at tips on managing test anxiety – a common symptom for the anxious student – will also be discussed. This helps teachers accommodate and get kids through exams.

Objectives:

Classroom management tips and ideas

- “The Sea Otter” –video clip for elementary classrooms
- Instructional video on breathing techniques for kids
- Talking to parents about student anxiety
- Sample accommodations for anxious students
- Test anxiety tips

Discussion of the **Final Project** assignment for the final week.

-The final project will require extensive research on local, community resources and organizations for both kids (of all grades/ages) and families. The final will require a compilation of resources that must include: agency/resource/web page title, background information, supports/programs/resources offered, contact information for each. No less than 10 resources are required. Formatting and presentation that allows the guide to be easily readable is required.

Impact on Classroom Instruction:

Teachers will now have viable strategies to use in their classrooms every day. The information can also be shared with families to keep communication open and provide stability and continuity for students.

Learner Outcomes:

Educators have tools and ‘go to’ solutions for classroom management.

Assessment of Understanding and Learning/ Weekly Assignments (*including but not limited to posting requirements set forth by LILIE, LLC*):

All students must summarize and reflect on each assignment given as well discuss how they’d implement their new resource bank of anxiety-minimizing tools.



Week IV

Topic(s):

Case studies and summaries. Review and critique of final projects.

Objectives:

- By viewing many, many case studies that demonstrate all of the anxiety disorders that we covered this week, we will see situations and learn methods, techniques and paths that can be utilized in our classrooms. The final project is also due this week.
- Videos/testimonies

Impact on Classroom Instruction:

Students will feel safe and confident in classrooms where educators understand the various aspects of anxiety disorders. Families will also be satisfied knowing teachers and staff are aware of how disorders work and impact their child. Teachers will also be able to mediate and/or support struggling students and manage classroom learning at the same time. Education will be able to be continued due to a better functioning of classrooms.

Learner Outcomes:

Seeing the complete study of various disorders allows teachers to see how anxiety disorders present. The videos also cover the strategies used to diagnose and treat each disorder. This helps teachers see the complete walk and process of treating and managing a disorder.

Assessment of Understanding and Learning/ Weekly Assignments (*including but not limited to posting requirements set forth by LILIE, LLC*):

Academic reflections and summaries demonstrate knowledge learned. The Final Project creates a long-term, user-friendly resource guide for educators and families.