



LILIE, LLC Course Information

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**More detailed course curriculum, including graduate level, alignment with standards, culturally responsive practices, assessments and resources, can be provided upon request*

Title of Course: : Anxiety Disorders and Students Today

Course Description: Anxiety Disorders & Students Today will focus on the biology of the brain and anxiety disorders. It will educate teachers and staff on the how anxiety disorders form, display themselves and work in the brain. Studies will be researched demonstrating how the physical body is impacted and affected from an anxiety disorder while examining. Through the lens of culturally responsive practices and growing our own critical consciousness, participants will learn about anxiety disorders, how to best support our students and the strategies and lessons to strengthen the success of all students.

The course will study 12 different anxiety disorders and aspects surrounding each. Further, the course will review several case studies. Case studies will explore all circumstances and situations of a student with an anxiety disorder. Current treatments, therapies and medications will be researched and discussed as well as doctor recommendations for kids seeking 'alternative approaches.

The role of the school will also be discussed; 504 plans, accommodations, etc. so teachers may gain insight on the various, school-approved/legal avenues used to assist students classified.

Finally, we will look at managing anxiety disorders in the classroom. Topics such as 'immediate care' for students 'in the moment', preventative measures, how to modify curriculum in order to suit the needs of the students in the classroom. We will also study lessons and talking points to educate all students in our classrooms about anxiety. Participants will be able to discuss and teach lessons about test anxiety, anxiety disorders and techniques to calm nervousness & anxiety in the classroom.

Instructor Consultation and Interaction

The course is an asynchronous online course that is available for instructor and student participation 24/7. The four-week duration of the class is broken down into four weekly sections each comprised of lecture in the form of instructor created articles and content, web links to academic and professionally reviewed articles in the discipline of general education, and instructor created discussion questions which are, in and of themselves, formative assessments to determine the extent to which the enrollees have comprehended and mastered the skills and information and begun to apply it to their personal teaching practices. The answers to these questions are the basis for the class interaction, as enrollees are required to respond to each other within the classroom.

Proof of Course Completion

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits provided by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructor that reflect the content, skills/ strategies learned and assessments covered in course. These enrollee postings must be made six times each week, in separate sessions, and including a minimum of 4 academic posts and at least 2 peer-peer comments of others' postings and possible shared assignments. Enrollees are required to submit a detailed reflective feedback in combination with the archived work. Attempts to falsify record or discussion board entries will result in denial of credit and a report to the enrollee's employer.



Scope & Sequence/Weekly Topics and Objectives

Session I

<p>Objectives</p>	<ul style="list-style-type: none"> • Introductions & discussions on Midterm and Final • To understand the ‘biology’ and nature of anxiety so that participants are better equipped to recognize & navigate situations. • To understand how by practicing critical consciousness and cultural responsiveness helps to best serve students in one’s care • To understand the 12 common forms of anxiety disorders as to provide a greater knowledge base of managing students and classroom environment. • Identify and compare types of anxiety disorders. • Explain the emotional impact and physical stress of anxiety and compare it to cultures/economics & similar factors. • To understand how the brain processes such disorders and the impact of anxiety on the brain and in turn impacts our teaching and student performance • To understand the ‘presentation’ of specific anxiety disorders in the classroom. • To connect classroom management with active anxiety so that student needs are addressed and managed. • To understand and recognize the struggles students face while distance learning.
<p>Topics</p>	<ul style="list-style-type: none"> • Culturally Responsive Practices and how this will support your students. • The Human brain and anxiety. • Dr Fatemeh Shahbazi and the roles of mental health and different cultures and societies • Critical consciousness and cultural responsiveness; a required and powerful understanding that strengthens our relationships with our increasingly diverse and complex students and community. • To understand how the cultures represented in your school may react to anxiety disorders. • How cultures in your class/school reflect anxiety • Explore the relationship between mental health and privilege. • Equity in educational practices in order to understand the impact inequity has had, how it may “look,” and how to become a practitioner of equity, most notably for those historically underserved and marginalized • The cultural perspective of anxiety disorders. • How anxiety may be viewed by the most common culture in your class
<p>Application to Instruction & Student Learning</p>	<ul style="list-style-type: none"> • Participants will be able to recognize common anxiety disorders, understand where they may have come from and be able to contribute to parent concerns, education planning and accommodating the student in the classroom. (<i>managing these behaviors will be discussed in another Week</i>) Participants can take the new knowledge and be able to decide which students may need assistance. Educators can evaluate their current (or future) classrooms more easily. • Understanding where the disorders come from and common symptoms allows participants to connect with students and support students. This will help participants connect with students and families. • Understand how culturally responsive practices and growing critical consciousness will strengthen your support of students and families to meet their diverse needs

	<ul style="list-style-type: none"> • Participants will learn what equity means and looks like in practice while reflecting on their growing knowledge anxiety disorders to craft best practices to meet student’s needs • Further, this week’s study and research equips participants to see the biological functions of anxiety disorders and related disorders. We will spend a significant amount of time studying overlapping symptoms and the biology of each. Having this knowledge will allow educators to recognize anxiety, apply strategies to assist students and promote cultural responsiveness for the classroom environment. • As participants, it’s crucial to have a working knowledge of the student brain and nervous system. This allows teachers to see physical symptoms, emotional symptoms and he/she can gauge the extent of a student’s situation. The severity of the situation will allow participants the ability to best manage student behaviors and create a better atmosphere for all students in their classroom. Discussion on previous anxiety situations/students will reflect past experiences, steps and student management. Those not having had experience with anxiety or its disorders will see how it could appear and ‘behave’ in their own classroom or potential classroom. • Knowing the attributes of various anxiety disorders also allow for extensive preparation with lessons and the learning process at the end of this course. Participants will be able to set realistic goals and offer pathways for students to achieve. • Participants will be able to understand the impact of anxiety on education – both biologically and emotionally. • Next, having this training and knowledge helps participants to grow professionally and be able to contribute at CSE, IST and/or 504 meetings. Educators may now apply the knowledge learned while at CSE, 504 meetings and during conversations with families and colleagues. • Discussion of a classroom survey for next week will be discussed as to guide teachers on what details are needed for the survey and what the goals/outcome should be. • Participants will begin to develop some preliminary strategies for use in their classrooms.
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Session II

<p>Objectives</p>	<ul style="list-style-type: none"> • Reminder/Discussion of Midterm and Final requirements • Examine how minds operate and help you understand the origins of implicit associations. You will also uncover some of your own biases and learn strategies for addressing them. • Learn how equitable practices, identifying those underrepresented and marginalized and examining your own bias to better sharpen your focus on how to meet all students needs while embracing and using their own experiences and culture can help strengthen your support of them with regards to anxiety. • We will understand the role of the school/the 504/special education when managing students with anxiety. • We will understand the various treatments many therapists use with students today so that teachers can effectively support/reflect/document/implement strategies subscribed by the counselor or treatment professional in the student’s classroom. • We will build effective and quality relationships with students by understanding and working with his/her anxiety symptoms. • We will understand how to manage our classrooms more efficiently, effectively and more ‘positively’ when students have anxiety or an anxiety diagnosis. • Build effective relationships with students. In understanding treatments, symptom management approaches and the school’s ability to provide accommodations and support, participants will be able to better build effective relationships with students and families.
<p>Topics</p>	<ul style="list-style-type: none"> • Examine how minds operate and help you understand the origins of implicit associations. You will also uncover some of your own biases and learn strategies for addressing them. • Most common types of symptoms student with anxiety may show.

	<ul style="list-style-type: none"> • Diverse populations in your own educational setting and the understanding of the biases that may exist in our communities today and, possibly, within our own school walls still. • The most common anxiety triggers in your students' lives today. • How & why a student gets a 504 Plan • How to use a 504 Plan to better educate and transfer knowledge to our students
Application to Instruction & Student Learning	<ul style="list-style-type: none"> • Relate and connect to students in a variety of situations that are often stressful and/or pose a pause or setback in their education. Participants will form a connection to the student situation and be able to redirect and refocus students based on their ability to connect and comprehend. Teaching environments will be positively enforced and student/teacher relationships will be enhanced. Educators will reflect on their own current (or previous) classrooms and discuss anxiety situations. This will help educators 'connect the material' more easily. • See past their classroom/school walls and into the daily lives many kids face today. With that viewpoint, participants will be able to connect, relate and, as appropriate, redirect kids onto a better path where they can learn and still achieve in school. Educators will reflect on their current or past settings to decide on stressors their own students struggle with. New teachers who have not been in an educational setting yet, will simulate settings and discuss potential struggles that induce anxiety in students. • Be better able to participate in conversations about treatments and therapies students are going through or about to begin. Discussion in our classroom will connect behavior modification strategies learned in therapy to their classroom management techniques and allow educators to see the correlation between therapy and student management in the classroom. Strategies discussed will provide educators the means to implement modified therapeutic approaches in the classroom. • Grow their own professional development and growth as it occurs as participants learn about the path of diagnosis, the various situations/scenarios of anxiety disorders and the variety of treatments families are pursuing today. • Begin to acknowledge and understand their own implicit bias and impact such has on being able to reach and support students struggling with anxiety as well as best practices to overcome. • To, with newly acquired knowledge, assist students who are going through this situation at the case and in the classroom. Participants will be fluent in the various approaches to anxiety disorders and understand the options and decisions families face. This allows empathy, understanding and thoughtful, organized, valid input to be shared and school and parent meetings. Understanding anxiety disorder treatments gives teachers methods to assist in the classroom thereby creating a more fluid, 'safe' classroom for students. We will discuss how to apply this to the classroom in the form of discussion, education for students and potential conversations with parents. • Continuing to build on our understanding and implementation of culturally responsive practices and dispositions, address in your response, specifically how equitable practices, identifying those underrepresented and marginalized and examining your own bias to better sharpen your focus on how to meet all students needs while embracing and using their own experiences and culture can help strengthen support of them with regards to anxiety. • Through the midterm assignment, provide a "full view" of an anxiety disorder – from symptoms, to diagnosis, to school interventions and treatments. It will also demonstrate the path schools and teachers may go down. This increases educator skill and knowledge so that they can better aide and assist students in crisis, support families managing disorders and help students still succeed in academics while supporting their emotional disorder. • Understand their own student population better and have made a 'connection' with their kids. Conversations revolving around stress, test taking anxiety and anxiety disorders will help open the doorways to constructive conversations and education about anxiety and provide usable strategies to incorporate into instruction to better serve the students in their care.

Session III

Objectives	<ul style="list-style-type: none"> • Creating and fostering a brave learning community • What participants can do to manage anxiety attacks in the classroom/in the moment.
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	<ul style="list-style-type: none"> • Specific videos & strategies that teachers can use in their own classrooms will be reviewed/discussed/shared. Course instructor will evaluate strategies and provide comments or feedback as necessary. • We will review and study specific anxiety case studies. • We will create more peaceful classrooms that allow teachers to more effectively manage anxiety, curriculum, time and situations effectively. • Tips on managing <u>test</u> anxiety. These strategies will effectively and immediately help teachers accommodate, assist and get kids through exams during times of emotional distress. • Strategies for communicating with parents. • Strategies for students to do at home/while distance learning. • Midterm posted & classroom discussions, feedback and modifications
Topics	<ul style="list-style-type: none"> • Encouraging Brave Learning Environments • Classroom management tips and ideas • How to help your students with anxiety and panic attacks • Helping parents to understand student anxiety and how to help them. • Test anxiety
Application to Instruction & Student Learning	<ul style="list-style-type: none"> • Gain a greater understanding of their role as the teacher in the classroom and what they can do to help kids. They can offer emotional support, a 'safe space', resources, etc. • Understand and implement strategies and classroom management skills will be honed and educational resources will be explored for use in the teacher's own classrooms. • Make use and implement materials studied and techniques taught will impact student relationships and learning. The classroom environment will be positively carried and education can continue when techniques to dissolve issues are in place. • Educated on different resources and accommodations that are available to assist students dealing with anxiety. This will help with parent/family communication so that families have resources and avenues to go down when diagnosed with an anxiety disorder. Having these resources will be something teachers can share with one another and/or use to help guide families towards solutions thereby helping their child learn/absorb curriculum more easily and manage their anxiety. • Understand and have opportunities to demonstrate such regarding fluency in disorders combined with strategies to assist and support anxious students is crucial to success in the classroom. • Promote brave learning community culture by encouraging deep and challenging personal reflections and growth to be shared • Exit this week with invaluable tips and ideas for participants to manage anxiety/panic attacks and test fears both in the classroom and in the home having them exit this week with an ability to recognize, support and direct students and situations. Utilize and promote dialogue and language that students and families can relate to. • Receive 'training' that will promote positive conversations with parents as well as provide a detailed working knowledge of methods such as how to seek outside support, therapies, groups and school accommodations as well as provide participants with strategies to utilize immediately. All of this correlates with classroom management and positive classroom environments. Reflection and dissection of current (or past or future) settings will allow educators to simulate concepts into practice.

Session IV

Objectives	<ul style="list-style-type: none"> • The goal of this week is to recap and review the material learned and summarize how we can make a difference in kids' lives. Participants will leave this course with knowledge of various disorders, strategies to support students, resources for families, knowledge of school supports/the 504 capabilities and lesson plans to help ALL kids who experience test anxiety and/or educate about anxiety to their classrooms. • By viewing many case studies, participants can see a variety of situations and learn methods, techniques and paths they can utilize in their classrooms when similar situations arise.
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	<ul style="list-style-type: none"> The final project will require extensive research on local, community resources and organizations for both kids (of all grades/ages) and families. Resources should reflect all cultures and the diversity in each educator’s classroom/potential classroom. The final will also have a lesson plan requirement discussed back in Week 1.
Topics	<ul style="list-style-type: none"> Anxiety Case Studies What anxiety feels like to students What depression feels like to students
Application to Instruction & Student Learning	<ul style="list-style-type: none"> Have more positive conversations and be able to, overall, talk more effectively and inclusively with all students. They will know how to work more productively with students in crisis through having appropriate and professional & culturally responsible language, familiarity with medical terminology and school supports/accommodations. Refresh and review the importance of understanding anxiety within students and how to support them while incorporating and practicing the tenets of your growing critical consciousness and culturally responsive practices. Review all of the discussions and videos studied and, by doing so, participants will see anxiety in its many, many different forms. This allows participants to become more proficient in their ability to recognize the disability and thereby, assist students and families. This newfound outlook and knowledge will carry with participants into their current or future classrooms and/or educational settings. Being able to recognize symptoms, signs and disorders will allow educators to provide support and be able to assist the student(s) in functioning more productively in the classroom. Practice and model tenets of brave learning environment through this course and feedback for colleagues’ lessons and work Develop better family communication is a priority goal and will be achievable due to knowledge of resources and disorders. Having more fluent, positive communication with families will allow all educators to create more productive environments and learning paths for students of all ages and settings. Understand and assess the role in which schools intervene and act on behalf of kids will enhance professional development and give participants the techniques to participate clearly and precisely in meetings and situations. Relate to students, discuss with families, be knowledgeable in these disorders and know the latest approaches through reviewing many different types of anxiety disorders and watching/learning about different treatments and therapies being mindful of CRP Review, analyze and evaluate case studies to assist the practice of tracking the symptoms/situations of their own students and give participants steps to help identify and work collaboratively with others to alleviate such anxieties in school Research and review lesson plans to use with their students that will help develop student awareness of anxiety disorders, test strategies and vocabulary for appropriate conversations. These lessons must also include CRP and rationale including but not limited to culturally responsive teaching, equity, and brave learning,