



Andrews
University

MTI 583: Strategies for Supporting Students with Anxiety

ONLINE INSTRUCTOR-LED COURSE FOR ANDREWS UNIVERSITY

Instructor Information:	
Instructor Name:	Stacie Kittler
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Instructor Background:	<p>Stacie Kittler earned a Master of Social Work degree from the University of Illinois and holds a clinical social work license. She recently retired following a 21 year career as a school social worker in the public school setting. Her leadership roles include PBIS Tier 1 & Tier 2 Coach, Non-violent Crisis Intervention Instructor, Kids Connection Coordinator and mentor to dozens of new social workers. She has served as a field practicum supervisor to MSW students from Governors State University and Aurora University. Stacie has delivered presentations to students on topics including Erin's Law, Disability Awareness and Bullying Prevention. In 2025, Stacie was the recipient of the Those Who Excel Award of Excellence from the Illinois State Board of Education.</p>

Course Information	
Course Format (distance learning, online, webinar, experiential onsite courses):	<p>Online Course</p> <p>The LMS for delivering the course will be Canvas. An invitation will be sent to you by your instructor during the week prior to the start of your course. If you have not received an invitation, please email us at the MTI email address listed above. Approximately 135 hours of instructional time is devoted to this course .</p> <p>All questions, customer service, grades and transcript questions are to be directed to MTI, NOT ANDREWS UNIVERSITY for this course.</p>

	We recommend that you take an introduction to Canvas course as well to become more comfortable with our LMS. This can be done by clicking on the <i>help</i> tab, then Canvas 101 . If you are having trouble with Canvas, technical support is available online 24/7 under the <i>help</i> tab, then <i>report a problem</i> .
Prerequisites	All MTI courses are designed for educators who have a minimum of a bachelor's degree and professional educator license. Prior to beginning the course, check with your district office to ensure that credit will be accepted for salary increase and professional development.
Required Books and Materials	<ul style="list-style-type: none"> • Heise, D., Hunter, A., & Johns, B. <i>Working With Students Who Have Anxiety</i>. Routledge, NY. 2019. ISBN 978-0-367-13867-7 • As Teen Stress Increases, Teachers Look for Answers • Cognitive Behavior Therapy for Youth with Anxiety • Mindfulness to Reduce Anxiety: The Research
<p>Course Description: This course provides educators with the knowledge and tools they need to build supportive learning environments for students with anxiety. Beginning with a clear explanation of what anxiety is, as well as its potential causes, discover how students' social, emotional, and academic skills are impacted by anxiety. Learn how to identify your students' anxiety-related behaviors and take preventive steps to help reduce stressors in school. This course is filled with practical strategies and academic accommodations you can use to help students manage their anxiety and thrive in your classroom.</p>	
<p>Learning Outcomes/Competencies: At the completion of this course, the learner will be able to:</p> <ol style="list-style-type: none"> 1. Recognize anxiety-related behaviors and the signs of anxiety disorders InTASC 1, 9 2. Understand the impact of anxiety on students' social, emotional, and academic development InTASC 1,9 3. Utilize functional assessments to identify and reduce situations that cause student anxiety in academic settings InTASC 7,1,2 4. Evaluate the classroom environment in terms of its support for students with anxiety. InTASC 1,2,3,7,9 5. Implement preventative strategies to decrease student anxiety and optimize the learning environment InTASC 1,2,3,6,7 6. Identify accommodations to support students' academic success, including recommendations for presentations, testing, homework, and in-class support. InTASC 1,2,3,5,8 	
<p>Learning Strategies: Formal literature analysis, group discussions, personal reflection, action research, project-based learning.</p>	
<p>Experiential Learning Opportunities: Students will reflect on the interventions and strategies that they develop/learn about in class and measure/estimate the intended impact on student development in the classroom. Students will engage in action research to address the needs of their learners. Students will learn by doing while completing a variety of activities throughout the course.</p>	

Format of the Course and Submitting Work

This course has a total of 5 individual assessments/assignments. You are required to complete all of the pieces with a total grade of an A or B in order to receive the credit for the course. It is recommended that the coursework be completed in the sequence listed below in the assessments chart below. This is an ONLINE course that runs for a five (5) week duration. Each week as directed by your instructor you will have assignments due. Answer and Discuss and Reflect and Respond assignments will be completed online using our LMS(Learning Management Software) Canvas. Your application, research project and evaluation assignments will be submitted electronically to your instructor. Files can be saved in PDF's or WORD Documents. You can also share via Google Drive format. Please contact your instructor if you have any questions or need help with the Google Drive format.

Assessments		Approximate contact hours for each assessment
Introduction to using Canvas video and pre-survey		1 hour
Required reading from textbook		27 hours
Additional course resources reading and reflection		8 hours
Answer and discuss weekly questions posted by instructor to online classroom at Canvas forum. (5 @ 9 points per question), including time for re-reading previous assignments and posts.	45 points	12 hours
Reflect on classroom experiences and the required reading, then respond to 2 posts weekly made by colleagues online at Canvas classroom forum. (10 total @ 9 points per response).	90 points	12 hours
3 Application assignments (45 points each)	135 points	16 hours
Journaling of field experience in the classroom implementing concepts from the course with students and fellow teachers.	60 points	33 hours
Research project (Locate resources, review resources, write report)	100 points	14 hours
Final evaluation essay/ presentation	100 points	12 hours
Total points possible	530 points	135 hours
Grading Scale: A (90-100%); B (80-89%) <i>*Anything below a B will not receive graduate credit</i>		

Answer and Discuss Rubric -5 @ 9 points each			
Category	Superior (3 pts)	Sufficient (2 pts)	Minimal(1pt)
<i>Supporting Evidence in Practice</i> ___/3	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
<i>Accuracy</i> ___/3	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.

Reflect and Response Rubric-10 @ 9 points each			
Category	Superior (3 pts)	Sufficient (2 pts)	Minimal(1pt)
<i>Supporting Evidence in Practice</i> ___/3	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
<i>Accuracy</i> ___/3	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.
<i>Grammar and Spelling</i> ___/3	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

Application Rubric- 4 @ 45 points each			
Category	Superior (15-13 pts)	Sufficient (12-10 pts)	Minimal(9-7pts)
<i>Supporting Evidence in Practice</i> ___/15	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
<i>Accuracy</i> ___/15	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.

Journal Rubric- 10 journal entries @ 6 points each			
Category	Superior (3 pts)	Sufficient (2 pts)	Minimal (1 pt)
<i>Supporting Evidence in Practice</i> ___/3	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
<i>Grammar and</i>	Response includes 0-1	Response includes a few	Response includes several

Spelling ___/3	mistakes in grammar or spelling.	grammar and spelling mistakes.	grammar and spelling mistakes.
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Project Rubric- 100 points			
Category	Superior (20-18 pts)	Sufficient (17-16 pts)	Minimal (15-14pts)
Understanding of web tool ___/20	Shows strong understanding of activity, concept, or tool and maximize learning	Shows adequate understanding of activity, concept, or tool and benefit learning.	Shows little understanding of activity, concept, or tool and may not benefit learning.
Practical evidence ___/20	Shows strong evidence of ideas and insights gained from this course and how they are applied to classroom.	Shows evidence of ideas and insights from this course and how they are applied to classroom.	Shows little evidence of ideas and insights from this course or how they are applied to the classroom.
Completion ___/20	Completed in a thoughtful and meaningful manner.	Completed, but with minimal quality.	Not all projects are completed and of those that are, some are minimal quality.
Grammar and Spelling ___/20	Includes no mistakes in grammar or spelling.	Includes few grammar and spelling mistakes.	Includes numerous grammar and spelling mistakes.
Sequencing ___/20	Sequenced, showing if-then thinking and the logical order required to complete skill, solve problem, or use tool.	Not always sequenced, showing incomplete if-then thinking and understanding of logical order required to complete skill.	Confusing making it difficult to replicate activities; little understanding of logic or if-then thinking evidenced.

Evaluation Rubric- 100 POINTS				
Category	Superior (20-17 pts)	Sufficient (16-13 pts)	Minimal(12-9pts)	Below Standard (8 pts)
Supporting Evidence in Practice ___/20	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows little evidence of ideas and insights from this course and there is little evidence they are applied to the classroom.
Accuracy ___/20	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.	Many of the supporting facts and statistics are inaccurately represented.
Grammar and Spelling ___/20	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.	Response includes numerous grammar and spelling mistakes.
Logical Sequencing	Response is written in a clear, concise, and	Response is mostly clear, concise, and well	Response is somewhat unclear and/or	Response is mostly unclear and/or

___/20	well organized manner. Thoughts are presented in a coherent and logical manner.	organized. Thoughts are presented in a coherent and logical manner.	disorganized. Some thoughts are presented in a coherent and logical manner.	disorganized. Many thoughts are presented in an incoherent and illogical manner.
Reflection ___/20	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates some reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates no reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.

Course Schedule

**All assignments must be completed the week assigned. In emergencies, please contact instructor.*

Week 1

In week one, you will explore what anxiety is, as well its causes. You will discover the differences between everyday worry and stress, and the signs of more serious anxiety disorders that interfere with students' life functions. You will also learn about the most common forms of anxiety in adolescents.

- Read chapters 1 (*Understanding Anxiety*), 2 (*Types of Anxiety*) and 3 (*Causes of Anxiety Disorders*).
- Discussion Activity - Reply to the Week #1 discussion question posted by the teacher by Tuesday night.
- Reflect and Respond Activity - Read the posts from other students and respond to at least 2 by Thursday night.
- Review course Journaling requirement and begin entries this week, if applicable.

Journaling

Journals are designed to demonstrate that students are reflecting on and implementing concepts and strategies in their own education settings. Journal entries are to be roughly 2-3 paragraphs each. Students are expected to complete 10 entries over the course of the class. These are done at your own pace and are to be shared with your instructor at the end of class. You will not need to share them with the other students. You may use the same type of journal entry more than once. Make sure to include some examples of what you have actually done to support your thoughts whenever appropriate. Some examples of acceptable journal topics include:

- How has what you learned about a strategy/topic changed the way you think?
 - What were the results of trying something new that you learned in class, and how could you improve it next time?
 - Reflections on conversations you had with students, colleagues or administrators about what you have learned.
 - Research you've discovered on a topic and how it complements or contradicts what the author says.
 - These are a few examples, but any journal entry along these lines is acceptable.
- Remember that you can use the same journal topic more than once to examine different concepts or strategies, or even to examine different impacts on multiple types of classes

Week 2

In week two, you will explore the cognitive, emotional, and behavioral signs and symptoms of anxiety, and how these symptoms impact students' social and academic growth. This week, you will also begin to look more closely at classroom support for students with anxiety.

- Read chapters 4 (*Signs and Symptoms of Anxiety Disorders*), 5 (*Impact of Anxiety on Social Skills*) and 6 (*Impact of Anxiety on Academic Skills*).
- Discussion Activity - Reply to the Week #2 discussion question posted by the teacher by Tuesday night.
- Reflect and Respond Activity - Read the posts from other students and respond to at least 2 by Thursday night.
- Complete Application #1 (due Sunday night).

Application #1: Identifying and Supporting Students who have Anxiety

Describe the anxiety-related behaviors or challenges you feel you observe most often in the students you serve, and then identify at least three concrete actions you can take to support students more fully based on your course learning. Use the information in chapters 4-6 as a guide.

Week 3

In week three, you will learn how functional assessments can help you recognize and reduce situations that elevate student anxiety in the classroom. You will also look at a variety of preventative strategies aimed to reduce anxiety and optimize the academic environment.

- Read chapters 7 (*Behavioral Management: Beginning with Functional Assessments*) and 8 (*Preventive Interventions*).
- Discussion Activity - Reply to the week #3 discussion question posted by the teacher by Tuesday night.
- Reflect and Respond Activity - Read the posts from other students and respond to at least 2 by Thursday night.
- Begin Application #2 (due end of Week 4).

Application #2: Classroom Strategies to Prevent and Reduce Student Anxiety

Many of the actions teachers can take to support students with anxiety can be implemented classroom-wide to benefit all learners; you will learn about several of these strategies and accommodations in the readings over the next two weeks (in Chapters 7-10). As you read, develop a list of the "Top 10" strategies or accommodations you would like to try in your classroom to reduce student anxiety and support learning. For each strategy/ accommodation you select, provide a brief description of its benefit or what you hope it will bring to your class. *You have until the end of week 4 to submit this application.*

Week 4

This week, you will continue to explore the strategies and accommodations that classroom teachers and special education professionals can use to support students with anxiety. You will also continue to explore ways to apply these practices into your classroom.

- Read chapters 9 (*Effective Behavioral Strategies*) and 10 (*Classroom Accommodations*).
- Discussion Activity - Reply to the week #4 discussion question posted by the teacher by Tuesday night.
- Reflect and Respond Activity - Read the posts from other students and respond to at least 2 by Thursday night.
- Submit Application #2 by Sunday night (started in week 3).

- Complete Action Research Project (due Sunday night).

Action Research Project: What More Do You Want to Learn? (Due Sunday Night)

This research assignment offers an opportunity to customize your learning. Find two current resources related to the topic of student anxiety that interest you and will help you better serve your students. Resources may include articles, videos, websites, or books. In a 3-5 page written response, summarize and reflect on your learning: describe how these resources enhance (or challenge) your current knowledge and experiences on the topic. In addition, explain how you will use this information or how it will impact your professional practice in the future. Resources should be current — published within the last 7 years. APA citations required.

Week 5

- Read chapters 11 (*Collaboration with Other Personnel and Parents*), 12 (*Respecting Students and Parents Rights...*) and 13 (*Legal Protections for Students with Anxiety Disorders*) Chapter 14 on Resources is not required
- Discussion Activity - Reply to the week #5 discussion question posted by the teacher by Tuesday night.
- Reflect and Respond Activity - Read the posts from other students and respond to at least 2 by Thursday night.
- Complete Evaluation Essay (due Sunday night).

Evaluation Essay - A Call to Action: Improving Support for Students

According to the National Institute of Mental Health, approximately 25% of adolescents have an anxiety disorder. Despite this fact, anxiety continues to carry a stigma which leads some teachers to underestimate - or even ignore - the debilitating impact it can have on students. Using evidence from this course (and your professional experience), write a 3-5 page persuasive essay encouraging all educators to recognize the needs of students with anxiety and implement support strategies to decrease anxiety in the classroom. Make sure you include enough detail that your readers can take positive steps to increase their support if they choose.

As an alternative, you may present your final reflection in a format of your choice:

- A 4-5 page informational brochure or pamphlet (Piktochart, etc.)
- An 8-10 slide presentation to be shared electronically (PowerPoint, Google Slides, etc.)

End of Course Survey

Now that you are finished with this class, please take the time to help us improve our product. In order to make sure that we are providing the best possible service, please take our [survey](#). We appreciate your help and your commitment to the profession.

The InTASC Model Core Teaching Standards (April 2011)

The Learner and Learning

Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content Knowledge

Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for

student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.