

Note-Taking Template for Behavior Anxiety Intervention

Part 1 & 2

You may opt to use this note-taking template for this course. To use this template, you can make a copy for your own Google Drive or download it to Microsoft Word. This note-taking document is designed to help you capture key insights, reflections, and action steps as you progress through the *Facing Your Fears in Schools* (FYF-S) training series. **Use this same document for both Part 1 and Part 2**—it is intended to support your learning across the full training.

Learning objectives include

- Understand how to identify anxiety in autistic students
- Understand which students are most likely to benefit from FYF-S
- Describe the core components of CBT for anxiety (e.g., psychoeducation and graded exposure)
- Learn how to create the steps of a hierarchy to help students face fears
- Learn strategies for how to do exposure practices in a school environment

Topic	Notes <i>(please add key points and important details here)</i>
What is Facing Your Fears in Schools?	Facing Your Fears in Schools (FYF-S) • ____ lesson, school-based program • Designed for students with ____ or other neurodiverse students • Uses ____ behavioral therapy • Delivered in ____ groups (2-5 students) • Sessions are 40 minutes each or can be broken into two ____ minute sessions • Designed for during the school day, but can also be used ____ or after school Two key components: 1. Psychoeducation 2. Graded Exposure Who can deliver/implement FYF-S? FYF-S recommends 2 caregiver contacts:

	1. 60-minute in-person or virtual early on and 2. Midway (a video link) Research/Evidence Base - over 20 years of research; from clinical settings to community settings to school settings; all training conditions (manual only, workshop, workshop and consult) improved children's anxiety symptoms
Anxiety and Autism	Neurodiversity is the _____ that neurological differences-such as autism, _____, dyslexia, dyspraxia, and others - are natural variations of the human brain rather than deficits to be fixed. Examples of neurodivergence: • Differences in social behavior • Limited _____ communication (e.g., eye contact) • Difficulty making/keeping friends (e.g., spending time alone at recess and lunch) • Inflexible or rigid behavior • _____ interests • Learning differences (e.g., visual, concrete) Anxiety • Everyone experiences • Can be _____ • Too much, though, _____ ability to think clearly • Words “fear”, “anxiety”, “nervous”, but neurodiverse may not use words at all; instead, you would notice it in their actions, body language or how they _____ with others When does anxiety become a problem? When it is: ○ _____ (out of proportion to the situation), ○ Persistent (doesn't fade over _____), and ○ Interfering (makes it hard for a student to _____ day-to-day).

	Common anxiety symptoms: • Specific fears or phobias • Separation from a caregiver • Social fears • Generalized worry Distinct fears in children with Autism • Idiosyncratic fears (e.g., fans, _____, beards, people who look different, mechanical objects) • Transitions/_____ (if anticipation of the change) • Sensory oversensitivity • _____/fear about social situations (in the absence of negative evaluation) • Prevention from _____ in special interest Variety of behavioral presentations possible - school refusal, hiding under desks, leaving the classroom, avoidance, refusal, physical complaints (e.g., headaches, stomachaches), goes nonverbal, will get tough and say threatening things, avoids people, perfectionism, increase in scripting or repetitive behaviors Identifying anxiety in Autism - considerations include: • Diagnostic overshadowing • Psychosocial masking • Overlap of anxiety and autism symptoms • Symptoms present differently in autism • Behavior challenges What are some common fears? separation from_____, riding the bus, _____ in the cafeteria, using the bathroom, talking in class, asking for _____, making mistakes, performing, and loud noises like _____ or drills
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Cognitive Behavioral Therapy	Cognitive Behavioral Therapy (CBT) is the treatment for anxiety in both autistic and non-autistic learners. It focuses on the connection between thoughts, _____, and behaviors. For anxiety specifically, CBT includes two core components: 1. Psychoeducation and 2. Graded exposure. Graded exposure is a core component in CBT intervention for anxiety. It means facing fears a little at a time. Graded exposure is not critical for a decrease in anxiety to occur, but it can make treatment more palatable and decrease attrition. Important - Caution about avoidance Enhancing exposure • Varying exposure _____ • Varying exposure length • _____ contexts • Recall memories of successful exposures • “Bring it on!” • “_____” Lists
Topic	The notes below this row come from Part 2 of the training
Screening & Entrance Decision Rules	Screening tells us _____ might need more support Some screening tools don’t just tell us <i>who</i> needs more help, but also give clues about _____ of support might be most helpful. A multiple-gated entrance decision rule often starts with a • Screening/first data point indicating possible risk • Second data point to confirm/refute What existing school data might be part of FYF-S entrance decision rules?

	• Attendance or _____ • Nurse visits • Teacher observation/SEL screener • _____ Self Report/Family • Office Discipline Referrals • IEP or 504 plan information What data may indicate that FYF-S in group format isn't a fit? • Significant cognitive disability/intellectual disability • _____ aggression • Serious self-harm or • Behavior that pose an immediate threat to self and others The above indicators likely warrant either an individualized and intensified (e.g., 1:1) implementation of FYF-S or a different/more intensive intervention.
Progress Monitoring	Direct Behavior Rating (DBR) is a _____, evidence-based method for monitoring student behavior in real time. Why Direct Behavior Rating? • Sensitive to change • _____ • Aligned with FYF-S Goals • Promotes _____ Select Target Behaviors (sample) 1. Academic/Social/Functional _____ 2. Anxiety-related Behaviors 3. Coping _____ Use How to rate with DBR • Completed at the _____ of class period or daily check in • Rated on a 0 (Not at all) to 10 (Consistently) scale • "To what extent did this behavior occur during the

	observation period?” Explain: What is the relationship between the stressometer (student self-rating) and DBR?
Family Engagement	Letter notifying the family their child is identified for FYF-S Email notifying family that their child is identified for FYF-S Sample progress monitoring letter to send home with the progress graph Family contacts built into the FYF-S program: 1. First mtg - share the parent workbook 2. Second mtg - show video and explain exposure practice 3. Throughout the program, there are handouts to send home to keep families in the loop
Ideas to Apply	Using the suggestions below or ideas of your own, action plan for what you will do to apply what you have learned in this course

Ideas to Apply ¹

Here are some ways to apply ideas from the Characteristics of Dyslexia course. Which actions do you want to take in your school/district? *Check or highlight one or more actions and at the end of the course, action plan your next steps.*

Check or highlight one or more actions.

- ☐ **A.** Share a reading, video, or other resource from this course with your colleagues and/or families. Which one(s) will you share and why?
- ☐ **B.** Consider faculty meetings and common planning time as opportunities to use portions of the course to drive discussion about anxiety, how anxiety can present in students, the FYF-S intervention, and its components.
- ☐ **C.** Facilitate a discussion about how roles in your building support anxiety management and support student self-regulation. Does this shared responsibility currently exist? If not, what small steps could each role (e.g., general educators, special educators, speech-language providers, reading specialists, para professionals) take for an “all hands on deck” approach?
- ☐ **D.** Plan a pilot of the Facing Your Fears in Schools intervention. Share out with your colleagues how it goes.
- ☐ **E.** Share the FYF-S family resources with your Local Advisory Committee (LAC), Parent-Teacher Group, etc. Work together to align the tools with your district’s systems and expectations.
- ☐ **I.** Add your own. Please describe:

Action Steps:

Given the ideas to apply that you selected, plan some next steps that you will take for *one* or two of your chosen actions. Add ideas to the table.

What action will you take based on your “Ideas to Apply”?

What next steps would this require? (List at least two)	When?
<i>Type or write your answer here</i>	<i>Insert date</i>