

# POSITIVE BEHAVIOUR SUPPORT

FOR STUDENTS WITH  
**ANXIOUS** BEHAVIOURS

 **Behaviour Help**



Registered NDIS Provider

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# ENROL NOW!

We all feel anxious from time to time, but some children experience anxious behaviours that impact their time in the classroom.

*Positive Behaviour  
Support Strategies for  
Students with Anxious  
Behaviours*

This course will equip you with a toolkit of practical strategies to help students with anxiety achieve better communication, social, emotional, behavioural and learning outcomes and manage their behaviour in the classroom.

TELL ME HOW



**Self-paced**

Completed at your  
own pace



**5 Hours**

To complete



**Resources**

Specially designed,  
yours to keep



**Behaviour Help**



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Positive Behaviour Support for Students with Anxious Behaviours

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## Disclaimer

The information contained in this booklet and course is general in nature and does not take into account your personal situation. You should consider whether the information is appropriate for your student's needs.

If you have any concerns about a student, please raise them with the student's caregiver/s. The caregiver can then raise these concerns with their local doctor who can provide a referral to the relevant professional (e.g. paediatrician, psychologist or psychiatrist) for diagnosis and treatment if appropriate.

# CONTENTS

4

DEFINING ANXIETY

6

RECOGNISING THE SIGNS AND SYMPTOMS  
OF ANXIETY IN THE CLASSROOM

7

TYPES OF ANXIETY DISORDERS

8

CAUSES OF ANXIETY DISORDERS

9

POSITIVE BEHAVIOUR SUPPORT  
FOR STUDENTS WITH ANXIETY



# DEFINING ANXIETY



Anxiety is a normal human experience. We all feel some degree of nerves, fear, worry and unease from time to time in response to stressful situations. In fact, these feelings can be beneficial by increasing our awareness, energy and focus in times of stress. When experienced within the normal range, anxiety is short-lived, and we return to a calm state when the stressful situation has passed.

Some students experience anxiety beyond the normal range that may be caused by an underlying anxiety disorder. These disorders are characterised by frequent intense, excessive and persistent fear, worry and unease about everyday situations. This level of anxiety can interfere with all aspects of life.

Many students experience high levels of anxiety that manifest in different ways. When these manifestations last for long periods of time, it can prevent a student from participating in academic, social and daily life situations, negatively impacting their development.

Some students experience anxiety beyond the normal range that may be caused by an underlying anxiety disorder.

Without the right knowledge, skills and tools, helping students who exhibit anxious behaviours can sometimes leave us feeling overwhelmed, unprepared and unsure of how to respond.

If this sounds familiar, then you've come to the right place. The online course Positive Behaviour Support for Students with Anxious Behaviours aims to educate, empower and enable you to help students who exhibit anxious behaviours or have been diagnosed with an anxiety disorder.

# DEFINING ANXIETY

## Normal Anxiety

Preparing for an exam, John worries “Is the exam going to be too hard?”, “Have I studied enough?”, “What if I run out of time?”.

Waiting to begin the exam, John experiences a dry mouth, difficulty swallowing, nausea and a racing heart.

During the exam, John concentrates on the questions, remembers what he’s learnt, and his anxiety starts to disappear.

After the exam, John talks about how it went, focusing on what he got right.

## Problematic Anxiety

Preparing for an exam, a constant stream of negative thoughts prevents John from concentrating and retaining information.

On the day of the exam, John has a headache and feels nauseous and like he’s going to faint.

When John looks at his exam paper, his mind goes blank. He can’t answer any of the questions.

After the exam, John is irritable, isolates himself and broods about the exam.

## Long-Term Impacts of Problematic Anxiety

Over time, without the right tools and support, problematic anxiety can have long-term impacts, such as:

- Poor social functioning
- Strained relationships with family and peers
- Poor attendance and high rates of outright school refusal, which lead to lower academic performance
- Poor emotional well-being
- Greater risk of developing further problems with mental health, such as depression, addiction, eating disorders and suicidality



RECOGNISING THE

# SIGNS AND SYMPTOMS

OF ANXIETY IN THE CLASSROOM



Anxiety is a highly subjective experience. The signs and symptoms are many and varied, and students will experience different symptoms with differing intensities, frequencies and durations. As such, the information provided in this course is not a comprehensive list of all the signs and symptoms a student with anxiety may experience, but an overview about those that are most common.

## Psychological

- Focus on the negatives
- Minimise the positives
- Exaggerate the negative consequences
- Underestimate their ability to cope
- Ruminates about the threat

## Physical

- Dizziness, disorientation, light-headed
- Trouble sleeping, restlessness
- Nausea, vomiting, upset stomach
- Shortness of breath, hyperventilation
- Chest pain, heart palpitations
- Frequent need to urinate, diarrhoea

The signs and symptoms of problematic anxiety are divided into four categories: psychological, emotional, physical and behavioural.

## Emotional

- Afraid
- Nervous
- Overwhelmed
- Panicked
- Sad
- Uneasy
- Guilty
- Useless
- Ashamed
- Angry
- Irritable
- Lonely

## Behavioural

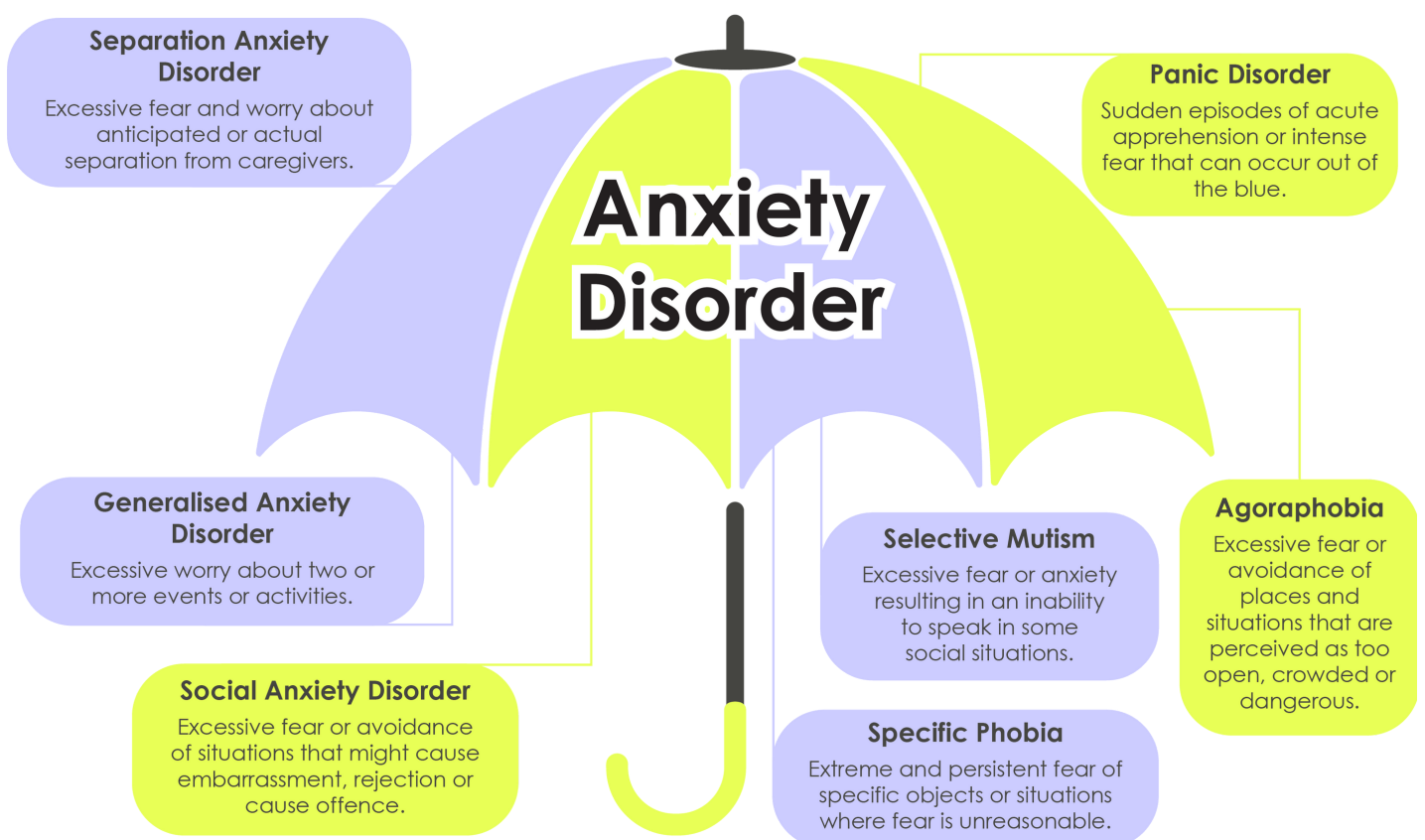
- Extremely sensitive, easily snap, become frustrated or cry
- Avoid certain places, people or activities
- Rush, take a long time, or fail to complete tasks
- Withdrawn, shy or isolate themselves
- Difficulty with concentration and memory
- Require excessive reassurance
- Talk or refuse to talk about fears and worries frequently

TYPES OF

# ANXIETY DISORDERS

“Anxiety disorder” is an umbrella term that refers to a group of conditions rather than a single disorder. A student may be diagnosed with more than one of these conditions.

The Diagnostic and Statistical Manual of Mental Disorders by the American Psychiatric Association, better known as DSM-5, classifies the below conditions under the umbrella term “anxiety disorder”:





## CAUSES OF

# ANXIETY DISORDERS



Anxious behaviours aren't caused by a single factor, but a combination of many that are unique to the student.

To find the root cause of a student's anxious behaviours, psychologists will often refer to the biopsychosocial model. This model considers how different biological, psychological and social factors interact and combine to influence behaviour.

## Biological Factors

Biological factors can include:

- Differences in genetic code or inherited genes that can make students susceptible to developing anxiety
- Imbalance of neurotransmitters
- Abuse of alcohol and other illicit substances
- Presence of other medical conditions such as diabetes and heart disease

## Psychological Factors

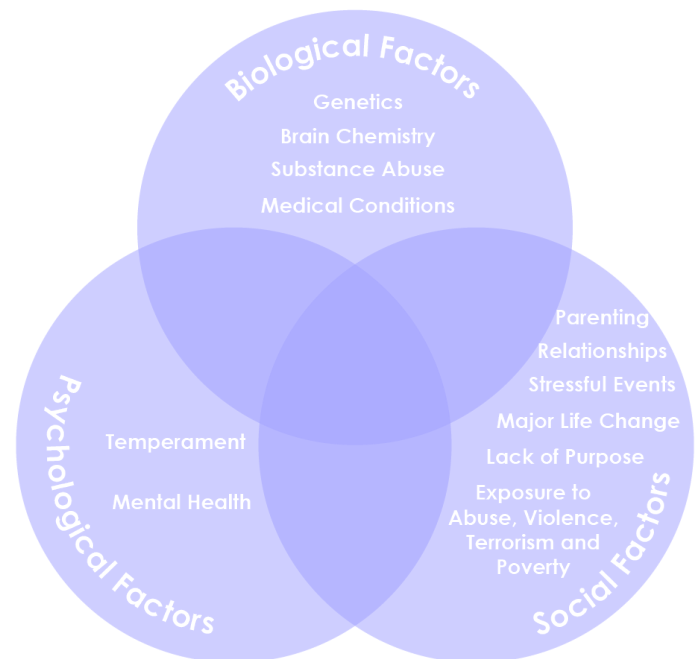
Psychological factors can include:

- Temperament and personality traits
- Coexistence of mental health conditions such as depression

## Social Factors

Social factors can include:

- Parental relationships and negative parenting styles such as overprotection
- Stressful events such as the death of a loved one
- Major life change such as moving
- High-stress lifestyle
- Lack of meaning or sense of purpose
- Long-term exposure to abuse, violence, terrorism and poverty



**The Biopsychosocial Model**

# POSITIVE BEHAVIOUR SUPPORT

FOR STUDENTS WITH ANXIETY



Positive Behaviour Support (PBS) is a framework that aims to improve academic, social and behavioural outcomes for people with challenging behaviours.

PBS recognises that all behaviour serves a purpose. The framework emphasises the need for an assessment to take place to understand the reason for specific challenging behaviours before they can be addressed. Based on the assessment findings, PBS uses multiple approaches to minimise or prevent the occurrence of these behaviours.

PBS focuses on teaching, increasing and strengthening helpful behaviours through reinforcement, and anticipating where things may go wrong, rather than just reacting when they do. By changing interactions, activities and altering environments, specific behaviours can be prevented and we can improve the students quality of life.

Behaviour Help applies PBS to assess, prevent and manage behaviours and improve a student's quality of life.

Behaviour Help utilises PBS in the Assess – Manage – Prevent cycle to assess challenging behaviour, determine appropriate ways to manage it, and implement plans to prevent it.



# POSITIVE BEHAVIOUR SUPPORT

FOR STUDENTS WITH ANXIETY

## Assessment Stage

PBS teaches us that before we implement any behaviour management plans, we need to complete an assessment. Assessment is when the educator engages in detective work in order to understand the message, or function, that the student is trying to communicate through their challenging behaviour. It's a deep dive to discover what the student is trying to tell us, if they get what they want by behaving a certain way, or if they behave this way because it's the only way they know how to respond to a situation.

A thorough assessment can't be conducted by you alone. Instead, a team of people should work together to paint a comprehensive picture of the student's situation. This team will comprise various people in the student's life, depending on their individual needs.

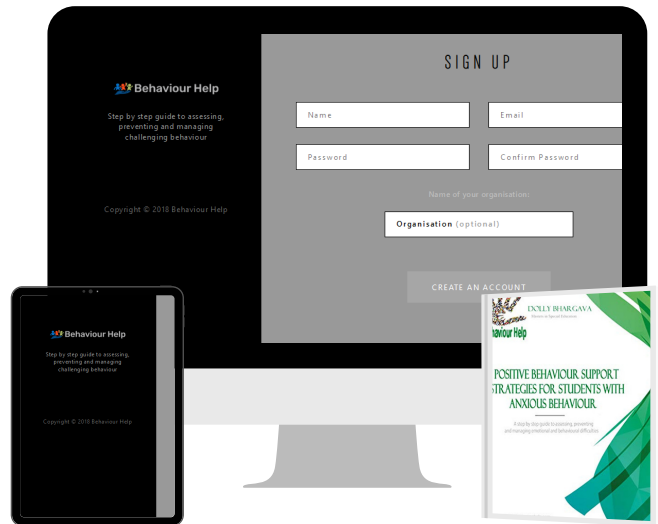
Before we can address challenging behaviours, we must assess the meaning behind them.

The assessment process is made up of five steps:

1. Select behaviour
2. Collect data
3. Record incident
4. Analyse incident
5. Incident functions



# MORE RESOURCES!



The Behaviour Help app and the booklet Positive Behaviour Support for Students with Anxious Behaviours by Dolly Bhargava will guide you through the Assess – Manage – Prevent process.

Use the templates and instructions provided to determine why the student is behaving a certain way and develop comprehensive Management and Prevention Plans to help the student get the most out of their time in the classroom.

[GET THE APP](#)

[GET THE BOOK](#)

# POSITIVE BEHAVIOUR SUPPORT

FOR STUDENTS WITH ANXIETY



## Management Stage

The management stage involves designing a comprehensive behaviour Management Plan based on the assessment findings.

The behaviour Management Plan aims to provide guidelines to help everyone supporting the student to manage the behaviour as it escalates in a planned, safe and least disruptive manner.



## Prevent Stage

The prevention stage involves designing a comprehensive Prevention Plan based on the assessment findings.

The Prevention Plan aims to:

- Minimise or avoid the triggers that set off challenging behaviours
- Tailor the activity, environment and interactions to match the student's skills
- Teach the student positive ways of communicating their messages, and managing their emotions and behaviours

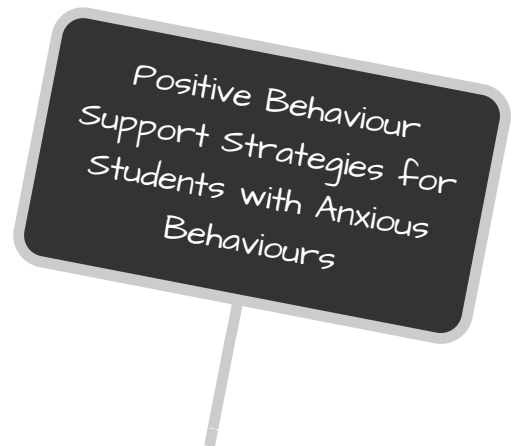
# DON'T FORGET TO ENROL!

At the end of the course you will have:

- A toolkit of practical strategies to assess, manage and prevent challenging behaviours in students with anxiety
- Actionable tools for developing a behaviour support plan that you can apply immediately with your student in your setting
- Lifetime access to the Behaviour Help app, allowing you to develop a behaviour support plan for any student with anxiety that you support

The course will introduce you to the topic of anxiety in students, its characteristics and its causes.

It will then teach you how to use the Assess – Manage – Prevent cycle using the Behaviour Help app to improve the student's experience in the classroom.



The course will provide you with a range of strategies to support students exhibiting specific behaviours, such as:

- Separation anxiety
- School refusal
- Excessive reassurance seeking
- Test anxiety
- Work avoidance
- Fear of mistakes and failure

[ENROL NOW](#)



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