

Support for Families, Educators & Community Members

Teaching Students with SAD

Useful strategies and tips for teaching students with Social Anxiety Disorder

<http://socialanxietydisorder.about.com/od/copingwithsad/a/teachingstudents.htm>

Test Taking & Anxiety:

Tips and Insights into addressing problems associated with test anxiety.

www.ulc.psu.edu/studyskills/test_taking.html

Health Link BC

Contains general information on features, symptoms, diagnosis, treatments and coping tips.

<http://www.healthlinkbc.ca/kb/content/mini/hw177276.html#hw177278>



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Mood Disorders Association of BC:

Canadian Network for Mood and Anxiety Treatments
www.mdabc.ca

Anxiety Disorders Association of Canada

www.anxietycanada.ca

Canadian Network for Mood and Anxiety Treatments

Contains a direct, nationwide, informational link to all the key healthcare, educational and research institutions involved in mood and anxiety treatments.

www.canmat.org

Professional Journal Articles

Schmidt, et. al., (2009). Attention training for generalized social anxiety disorder. *Journal of Abnormal Psychology*, 118(1), 5-14

Schneier, F.R., (2006). Social anxiety disorder. *New England Journal of Medicine*, 355(10): 1029-1036.

Stein, M.B., & Gorman, J.M., (2001). Unmasking Social Anxiety Disorder. *Journal of Psychiatry Neuroscience* 26 (3): 185-189.

Books & Videos

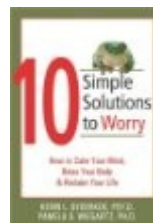


I Think They Think

Video (Aug. 2006)

Overcoming Social Phobia

ISBN: 9781593853877



10 Simple Solutions to Worry: How to Calm Your Mind, Relax Your Body & Reclaim Your Life

Paperback

Kevin L. Gyperkoe &

Pamela S. Wiegartz

Social Anxiety Disorder

Social Anxiety Disorder (SAD)



Overview
Tools for Teachers &
Students
Support Information

Features of SAD



Typically beginning in late childhood and early adolescence, social phobia is characterized by a fear of appearing clumsy or awkward in social interactions and of having others observe this behaviour.

To meet the criteria for social phobia, patients must have experienced strong repeated fears about showing anxiety or behaving in some way that will be embarrassing or humiliating on at least one social or performance situation that involves facing strangers or being watched by others.

Patients under 18 years of age must have the symptoms for six months or longer.

In addition:

- Exposure to the feared social situation almost always causes anxiety.
- The patient realizes that this fear is unreasonable or out of proportion.
- The patient either avoids the situation or endures it with severe distress or anxiety.
- Either there is marked distress about having the phobia or it markedly interferes with the patient's usual routines or social, job or personal functioning.

The symptoms are not better explained by another mental disorder.

Canadian Network for Mood & Anxiety Treatments

Tools for Teachers & Students

Use competition carefully.

- Monitor activities to make sure that no students are being put under undue pressure.
- During competitive games, make sure that all students involved have a reasonable chance to succeeding.
- Experiment with cooperative learning activities.

Avoid situations in which highly anxious students will have to perform in front of large groups.

- Ask anxious students questions that can be answered with a simple yes or no or some other brief reply.
- Give anxious students practice in speaking before smaller groups.

Make sure that all instructions are clear. Uncertainty can lead to anxiety.

- Write test instructions on the board or on the test itself instead of giving them orally.
- Check with students to make sure that they understand. Ask several students how they would do the first question, exercise, or sample question on a test. Correct any misconceptions.
- If you are using a new format or starting a new type of task, give students examples or models to show how it is done.

Avoid unnecessary time pressures.

- Give occasional take-home tests.
- Make sure that all students can complete classroom tests within the period given.

Remove some of the pressures from major tests and exams.

- Teach test-taking skills: give practice tests; provide study guides.
- Avoid basing most of a report-card grade on one test.
- Make extra-credit work available to add points to course grades.
- Use different types of items in testing because some students have difficulty with particular formats.

Develop alternatives to written tests.

- Try oral, open-book, or group tests.
- Have students do projects, organize portfolios of their work, make oral presentations, or create a finished product.

Teach students self-regulation strategies

- Before the test, encourage students to see the test as an important and challenging task, one for which they can prepare. Help students stay focused on obtaining as much information as possible about the test.
- During the test, remind students that the test is important (but not overly important). Encourage task focus—for example, tell the students to pick out the main idea in the question, slow down, stay relaxed.
- After the test, think back about what went well and what could be improved. Focus on controllable attributions—study tactics, effort, careful reading of questions, relaxation techniques.