

MINUTES

SECAC

November 9, 2023

In Attendance

Jeanne Erdley, Kara Stone, Suzanne Oshinsky, Colleen Sasdelli, Megan Fitzgerald, Lo-An Fine, Carie Sadowski, Angela Sittler, Artkina Celestin, Brittany Preston, Katie York, Chabre Hall, Tim Billings, Heather Carmine, Jennifer Keyser, Erna Duncan, Jennifer McMahan, Jessica Bancroft, Barbara Winfield, Rachel Trovato, Heather Harrison, Jessica Trimble, Jody Clarkson, Kaleena Heilman, Kristin Jenkins, Kyla Sener, Laura Nolder, Lisa Laramée, Lisa Taft, Melissa Dilucchio, Meredith Lewis, Michelle Frazier, Nora Quinones, Puja Taylor, Stephanie Bennett, Wakilah Veale, Zak Bellinger

Welcome & Announcements

1. Welcome from SECAC.
2. Introduction of SECAC Board Members.
3. Upcoming Meeting: December 7, 2023 - Navigating Caregiver Burnout by Emily Mori of Maryland Counseling Associates - Hybrid format via Zoom & In-person at the TUNE Center
4. Notices for Community Events are through Facebook group and/or Email list.
5. Please leave questions and comments in the chat. It is being monitored.

Colleen Sasdelli – Director of Special Education – Information Share

Superintendent Sean Bulson was named the Superintendent of the Year for Maryland. The STRIVE Family Night was a success. Colleen introduced Megan Fitzgerald as the new head of Partners for Success.

Presentation - Anxiety 101 & Our Kids with Co-Existing Conditions **** Timothy Billings, PhD, DBSM

- I. Anxiety Disorders
 - A. More than 30% of people have it before they are 18 years old.
 - B. Onset is between 7-15 years old
 - C. Most adult anxiety disorders have pediatric onset.
- II. Comorbidity
 - A. Co-occurring 30-80%.
 - B. Mood disorder 12-60%
 - C. ADHD 33%
 - D. ODD 3-60%
- III. Factors exacerbating anxiety
 - A. 73% of ADHD have sleep issues.
 - B. 85% with anxiety have sleep issues.
 - C. 50-90% with depression have insomnia.
 - D. 44-83% ASD have insomnia.

- E. Stress (school, change in routines, illnesses, family issues, financial issues).
- IV. Anxiety in School
 - A. Academic function – frequent absences, frequent school nurse visits.
 - B. Social function – poor social skills, social avoidance.
 - C. Concentration issues
 - D. Behavior.
 - E. Physical – diarrhea, nausea.
 - F. Feared school situations – reading aloud, performance in music or PE.
- V. Anxiety in Special Education
 - A. 70% experience anxiety.
 - B. 50% have ADHD.
 - C. 42-84% with ASD.
 - D. 3-22% with intellectual disability.
- VI. Anxiety
 - A. Definition – emotion in which person anticipates danger, catastrophe, fight/flight response.
 - B. Anxiety is a problem when it is persistent, excessive, results in accommodation by others, and causes impairment in life (work, social, education, etc.).
- VII. Types of anxiety
 - A. State anxiety – occurs when you face stressful situations.
 - B. Trait anxiety – part of personality rather than a life scenario.
 - C. You can have both state and trait anxiety.
- VIII. Anxiety diagnoses
 - A. Separation anxiety
 - B. Selective mutism
 - C. Phobias
 - D. Seasonal affective disorder
 - E. Panic disorder
 - F. Agoraphobia
 - G. Generalized anxiety disorder
- IX. Anxiety symptoms
 - A. Physical feelings – muscle tension, heart racing, abdominal pain, nausea, flushed face, headaches, sweating
 - B. Behavior – avoidance, needing to be with person who makes you feel safe, needing reassurance, repetitiveness, extreme viewpoints (thinking worst thing will happen), not focusing on the good in life (focusing on the bad).
 - C. Core beliefs – automatic thoughts (something bad will happen, difficulty with concentration)
- X. Anxiety manifestation in ASD
 - A. Hyperactivity, missing work, avoiding work, blurting out, putting head on desk, noncompliance, oppositional behavior
 - B. Physical – excessive thirst, irritability, hyperventilating
 - C. Triggers – starting/finishing tasks, transitions, fear of being bullied, sensory overload, routine disruption
- XI. Teacher Practices that Impact Anxiety
 - A. Increases anxiety – authoritative classroom, punitive teaching, teacher-centered management practices, being less tolerant of mistakes

- B. Decreases anxiety – positive reinforcement, emotional support, student-centered management practices
- XII. Teacher Impact on Anxiety in ASD
 - A. Inadequate understanding of ASD
 - B. Feeling frustrated in working with one with ASD
 - C. Teacher’s ability to manage their own emotions
- XIII. Teacher Response to Youth with ASD and anxiety
 - A. Teacher response differs to those with ASD and those without
 - B. Offering too much assistance, being over protective and reinforcing avoidance behaviors can promote anxiety.
 - C. Offering encouragement, promoting problem solving and using rewards can reduce anxiety.
- XIV: Anxiety treatment
 - A. Medications include anti-depressants, SSRI’s and SNRI’s.
 - B. Cognitive behavior therapy – reduces anxiety but not eliminates it. Increases ability to manage and cope by teaching skills. Identifies and changes behavior and thoughts.
 - C. SPACE (Supporting Parenting for Anxious Childhood Emotions)

Minutes taken by Kara Stone, Secretary/Treasurer