

Student Strategies To Help Manage Anxiety

Student Name:
Course(s):

Teacher Name(s):

In the “Strategies Tried” section, place a mark only beside strategies you have tried (it is not expected that you have tried every strategy). Please mark ✓ = if you tried it and it worked X= if you tried it and it didn’t work.

When finished, please give this checklist to your guidance counsellor to discuss possible next steps.

Concern	Strategies Student Has Tried	
<input type="checkbox"/> Group Work/ Peer Interaction	<input type="checkbox"/> I asked to complete work individually <input type="checkbox"/> I requested advance notice of scheduled small group days	<input type="checkbox"/> I gave my teacher names of 3 students that I would be OK working with
<input type="checkbox"/> Class Participation	<input type="checkbox"/> I provided individual responses through whiteboards, pear deck, kahoot, exit ticket, etc.	<input type="checkbox"/> I discussed a cue with my teacher to indicate that I am ready to respond <input type="checkbox"/> I interacted with classmates through technology (ie:chat function in google docs)
<input type="checkbox"/> Poor Attendance Class Avoidance	<input type="checkbox"/> After being away, I went into class and spoke to my teacher privately when we had a moment (ie:went in early or stayed after) <input type="checkbox"/> I asked my teacher how to get back on track	<input type="checkbox"/> I arranged for one task to be given to me at a time <input type="checkbox"/> I asked my teacher or a classmate for access to missed (completed) notes <input type="checkbox"/> I emailed my teacher for clarification on missed work
<input type="checkbox"/> Oral Presentations	<input type="checkbox"/> I asked for permission to present (at lunch, to teacher only, video, audio, Skype, a few friends only, etc.)	<input type="checkbox"/> I presented as part of a group or with a partner
<input type="checkbox"/> Task Completion	<input type="checkbox"/> I asked for permission to finish one task at a time <input type="checkbox"/> I requested clear, manageable timelines with progress check-ins and advance notice	<input type="checkbox"/> I used the rubrics to ensure I understood the performance expectations <input type="checkbox"/> I referred to checklists and visual reminders provided for upcoming events
<input type="checkbox"/> Task Avoidance	<input type="checkbox"/> I requested flexible timelines or additional time when needed <input type="checkbox"/> I asked for skeleton notes or copies of notes	<input type="checkbox"/> I asked if I could get one-to-one help at lunch <input type="checkbox"/> I requested chunked task to be broken into even smaller pieces as needed (given one piece at a time)
<input type="checkbox"/> Perfectionism	<input type="checkbox"/> I focussed on the process instead of final product (brainstorming, rough drafts, etc.)	<input type="checkbox"/> I concentrated on following the realistic performance expectations on rubric <input type="checkbox"/> I reminded myself that mistakes are how we learn
<input type="checkbox"/> Test/Exam Worries	<input type="checkbox"/> I requested test outlines and review ahead of time (so I know what to expect)	<input type="checkbox"/> I used calming strategies immediately before a test <input type="checkbox"/> I asked for help on how to review/study more effectively
<input type="checkbox"/> Test/Exam Avoidance	<input type="checkbox"/> I requested one question or page at a time <input type="checkbox"/> I requested an alternate time or setting, breaks and extra time <input type="checkbox"/> I tried positive self-talk	<input type="checkbox"/> I asked for the opportunity to “mind dump” information onto a blank page before being given the test <input type="checkbox"/> I used self-soothing strategies (breathing, sensory, etc.)
<input type="checkbox"/> Physical Symptoms	<input type="checkbox"/> I talked to someone to help calm me down <input type="checkbox"/> I requested a safe (alternative space)	<input type="checkbox"/> I incorporated mindfulness practices into my day <input type="checkbox"/> I requested to take a break (go for a walk, get a drink, etc.)
<input type="checkbox"/> Negative or Stuck Thinking	<input type="checkbox"/> I verbalized what I am proud of <input type="checkbox"/> I practiced positive self-talk <input type="checkbox"/> I requested minimized options to help with my decision making	<input type="checkbox"/> I reminded myself of positive accomplishments and provided an example of personal growth <input type="checkbox"/> I replaced “but” with “and” statements (‘I put a lot of effort into that project AND I made only a few mistakes’)