



THE UNIVERSITY OF
CHICAGO



Department
of Pediatrics
Established 1930

Illinois Education Association Pediatric COVID Disease

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(ICAAP)



Disclosures

- No financial disclosures
- The world has changed and is changing
 - What gets said here today may change based on new data and recommendations
 - Knowledge is moving rapidly, the fastest it has for any pandemic



Agenda

- Epidemiology (Daniel Johnson)
- Managing students (Daniel Johnson)
- Managing yourself (Audrey Soglin and Brent Clarke)
- Discussion (All)

What will
SCHOOL
look like
this Fall?



Epidemiology



Care of Students

IDPH Emergency Rules to Enforce Face Coverings

- Public and nonpublic schools shall require students, employees, and other individuals on the premises to wear a face covering
- Can lead to school closures if face coverings are not used
 - The school will have no less than until the next day to come into compliance with the rules
- Schools will not have to immediately send students home
- Upon receipt of the notice of non-compliance schools must notify parents in writing that it received a notice of non-compliance and disclose its plan to comply
- IDPH will work with schools to inform them of the rules and provide assistance with complying
 - Schools that do not comply will have to inform parents of their non-compliance and can be closed by a local health department or IDPH

<https://ipha.com/content/uploads/IDPH%20Emergency%20Rules%20to%20Enforce%20the%20Use%20of%20Face%20Coverings%20and%20Gathering%20Restrictions%20Fact%20Sheet.pdf>

Quaranteenagers: Strategies for Parenting in Close Quarters

Because of coronavirus, teenagers are missing out on major rites of passage. Offering compassion paves their way toward feeling better.



- Many adolescents have developmental mismatch in neural networks and with our expectations
- Make space for disappointment and sadness
- Expect friction regarding their social lives
- Treat teenagers as problem-solving partners

What Has Changed for Them

- Extracurriculars have stopped
- Sibling relationships may have changed
- Rites of passage are gone
- Social opportunities are limited

Adolescents Have Other Baggage

- Mental health is a major issue
 - Anxiety, depression
 - Substance use
 - Loss of support structure at home or in school
 - Loss of mental health support services
- The pandemic and discussion about the impact on families may remind them of other difficulties
 - Events in the past, ongoing challenges or concerns about future losses or crises
 - Children who were anxious or depressed before the pandemic will likely need more support

Reducing Anxiety for Students

- Allow them to mourn what they are missing
- Empathy goes a long way
 - Keep developmental stage and temperament in mind
- Give them a toolbox for how to handle the situation (Cognitive Behavioral Therapy)
 - Journaling, blogging, art, music to help express feelings
 - Exercise, yoga
 - Move class activities outside
 - Relaxation techniques, mindfulness
- Appropriate use of respectful humor during discussions

Reducing Anxiety for Students

- Words count
 - Social distancing is a hard concept due to the strong desire to interact, talk about physical distancing
- Model the behavior you want to see
 - Adherence to prevention measures, e.g., masking is not an individual decision, but based on a community decision
- Give them power and responsibility
 - Everyone does better when they have power so give them tasks and assignments
- Try to maintain a normal routine
 - For children with Autism Spectrum Disorders, anxiety and other neurodevelopmental disorders predictability and routine is particularly important

Modified from <https://www.pbs.org/newshour/health/10-tips-for-talking-about-covid-19-with-your-kids>

Increased Risk of Abuse and Neglect

- Increased stress and financial hardship in a quarantine setting may increase the risk of domestic violence and child abuse
- An effect of temporary school closures is the lack of interaction between children, their teachers and other mandated reporters in school settings
 - Be ready when they come back
 - Watch for signs of abuse

Online Resources



- The Mind Institute: How to talk to kids about coronavirus
<https://www.youtube.com/watch?v=WhVad8ToCiU&feature=youtu.be>
- PBS How to talk to kids about coronavirus
<https://www.pbs.org/parents/thrive/how-to-talk-to-your-kids-about-coronavirus>
- Social story about coronavirus
www.TheAutismEducatorIE
- Anxiety and the family -- Parenting anxious children
<https://www.youtube.com/watch?v=5nzetUfrWsg&feature=youtu.be>
- Cognitive behavioral therapy for childhood anxiety disorders
<https://www.youtube.com/watch?v=8pyanlgSJuw&feature=youtu.be>
- Supporting Grieving Students During a Pandemic: A guide to using the Coalition to Support Grieving Students materials
<https://www.sdbp.org/cv19/pdf/SupportingGrievingstudentsDuringPandemic.pdf>
- Resources for families of children with autism and other developmental disabilities
www.sdbp.org/cv19/pdf/COVID-19%20Resources%20for%20IDDD%20Individuals_RM.pdf

Taking Care of Yourself



Prioritizing Self-Care for Teachers and Support Staff

**YOU CAN'T POUR FROM
AN EMPTY CUP**



What high stress can do to teachers, administrators and support staff....

- Reduced Attention Span
- Impaired Self –Regulation
- Increasing Turnover Rates
- Physical/Mental Symptoms
- Negative Student Academic Outcomes
- Negative Student-teacher Relationships
- Lower Quality Classroom Climates
- Maladaptive Coping Behaviors





Six Ways for Educators to Address Self-Care

Aspects of Self-Care

- Physical
- Psychological
- Emotional
- Spiritual
- Work/Life Balance



What is Mindfulness?

- Mindfulness Means Maintaining a Present-moment **Awareness** of our Thoughts, Feelings, Bodily Sensations, or Surrounding Environment.
- It also includes the Intentional Nurturing of Positive States of Mind such as Kindness and Compassion.



Mindfulness helps to create space and replace **impulsive reactions** with **thoughtful responses**.

*Without
Mindfulness*




*With
Mindfulness*




What do I do for self-care?

2015-03-18c


 Get plenty of sleep

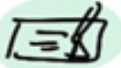
 Tidy

 Enjoy sunshine

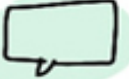
 Read


 Cook


 Read about people whose lives are more complicated


 Write or draw (think out loud)


 Garden

 Talk to myself

 Get a hug

 Cuddle cats

 Walk or bike (esp. in a park)

 Talk to select people

Discussion Categories

Today

Before/after school activities and extra-curriculars

- Sports
- Morning care/aftercare
- Clubs
- Staffing and resources
- Mediation and Communication

Discussion Categories

Today

- Before/after school activities and extra-curriculars
- Staffing and resources
 - Testing and sick policies
 - Substitute teachers
 - School nurses
 - Counselors
 - PPE, soap/hand sanitizer, cleaning supplies
 - Facilities and ventilation
- Mediation and Communication

Discussion Categories

Today

- Before/after school activities and extra-curriculars
- Staffing and resources
- **Mediation and Communication**
 - Communicating about outbreak levels within school/community
 - Protocols for when someone tests positive or dies from COVID
 - Communication about exposure and maintaining confidentiality
 - Building a broader culture of COVID safety
 - Maintaining communication/relationships with union, district, administrators, health department

Thank you!

Resources, slides & recording of the session

<https://www.echo-chicago.org/resources/covid19/>

[ieanea.org](https://www.ieanea.org/)

www.iasaedu.org