Illinois Education Association
Pediatric COVID Disease

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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 student (Daniel Johnson)
• Managing yourself (Audrey Soglin and Brent Clarke)
• Discussion (All)
Epidemiology
Illinois Data

State Cases By Day


https://www.dph.illinois.gov/covid19/covid19-statistics
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 not used
  – The school will have no less than until the next day to come into compliance
• Schools will not have to immediately send students home
• Upon receipt of the notice of non-compliance schools must notify parents in writing 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

Reducing Anxiety for Students

Remember, we are battling two enemies
  – COVID-19
  – Anxiety

• Reassurance
  – They and their parent/caregivers are going to be fine

• Make children feel safe in the classroom
  – Tell them the steps everyone is taking to stay safe
  – Discuss the rules of the room and school

• Give them facts, and let them lead the discussion
  – Children need simple, honest answers
  – Answer their questions and let them talk

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

• Give them power and responsibility
  – Kids do better when they have power; it’s one of their emotional needs (just like us) so give them tasks
    • What time do you want to wash your hands each hour
    • What quiet time books should we read when you can take off your mask and can’t talk

• Let them know what to expect
  – We know we’re going to be seeing these kids in the classroom this semester, you can make great friends with them
  – It is ok to miss your other friends
  – We know everyone has to keep their masks on, how can we help each other to do that
  – We need to stay six feet from each other, see the marks on the floor
  – We know we will have to work harder to keep ourselves and our classroom extra clean

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

• Empathy goes a long way
  – Keep developmental stage and temperament in mind
• Try to maintain a normal routine
• Model the behavior you want to see
  – Adherence to prevention measures is not an individual decision, but a community/parent decision
• Build trust and work with parents/caregivers and engage them in planning and the response
  – Make them your ally
• Distractions allow them and you to get through the day
  – Exercise helps!
    • Get them up by their desks or even better outside
  – Use their imaginations
  – Relaxation techniques
    • Breathing exercises

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
  http://www.youtube.com/watch?v=WhVad8ToCiU&feature=youtu.be

- PBS How to talk to kids about coronavirus
  http://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
  http://www.youtube.com/watch?v=5nzetUfrWsg&feature=youtu.be

- Cognitive behavioral therapy for childhood anxiety disorders
  http://www.youtube.com/watch?v=8pyanIgSJuw&feature=youtu.be

- Supporting Grieving Students During a Pandemic: A guide to using the Coalition to Support Grieving Students materials

- Resources for families of children with autism and other developmental disabilities
  www.sdbp.org/cv19/pdf/COVID-19%20Resources%20for%20IDDD%20Individuals_RM.pdf
Take 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

- Know: Know what is yours to do
- Let go: Let go of the result.
- Develop: Develop a self-care strategy.
- Create: Create a strong network.
- Be: Be authentic.
- Practice: Practice mindfulness.
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.
What do I do for self-care?

- Get plenty of sleep
- Enjoy sunshine
- Cook
- Write or draw (out loud)
- Talk to myself
- Cuddle cats
- Walk or bike (esp. in a park)
- Tidy
- Read
- Read about people whose lives are more complicated
- Garden
- Get a hug
- Talk to select people
Discussion Categories

Today

• Before/after school activities and extra-curriculars

• Staffing and resources
  o Testing and sick policies
  o Substitute teachers
  o School nurses
  o Counselors
  o PPE, soap/hand sanitizer, cleaning supplies
  o Facilities and ventilation

• Mediation and Communication
Discussion Categories

Today

• Before/after school activities and extra-curriculars
• Staffing and resources

• Mediation and Communication
  o Communicating about outbreak levels within school/community
  o Protocols for when someone tests positive or dies from COVID
  o Communication about exposure and maintaining confidentiality
  o Building a broader culture of COVID safety
  o Maintaining communication/relationships with union, district, administrators, health department
Thank you!

Resources, slides & recording of the session

https://www.echo-chicago.org/resources/covid19/
iancea.org
www.iasaedu.org