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

What will SCHOOL look like this Fall?
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 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

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=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%20IDD%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

1. Know - Know what is yours to do
2. Let go - Let go of the result.
3. Develop - Develop a self-care strategy.
4. Create - Create a strong network.
5. Be - Be authentic.
6. Practice - Practice mindfulness.
Aspects of Self-Care

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

Self-care is an act of self-love.
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
  o Sports
  o Morning care/aftercare
  o Clubs

• Staffing and resources
• Mediation and Communication
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/

ieanea.org

www.iasaedu.org