Ask the Experts Webinar Series

Care for the Caregivers: Information for School Leaders and Crisis Teams
“Ask the Experts” Webinar Series

• Series of recorded webinars to be posted on the NASP website
• Webinars are designed to offer support to school psychologists, interns, and practicum students as they navigate the delivery of school psychological services during the COVID-19 pandemic
• Each webinar will be followed by the opening of a discussion thread on the NASP member exchange community
• Each webinar will:
  – Address critical questions emerging as a result of the need to provide virtual telehealth school psychological services
  – Provide advice and guidance from experts
  – Offer suggested strategies and resources for addressing professional practice issues
Expert Panel

**Lisa Coffey, Ed.S.,** Senior Administrator for Psychological and Social Services, Orange County Public Schools (FL)

**Franci Crepeau-Hobson, Ph.D.,** Associate Professor and Director of Clinical Training in School Psychology, University of Colorado-Denver

**Benjamin S. Fernandez, MS. Ed,** School Psychologist, Loudoun County Public Schools (VA)

**Rosario "Ross" Pesce, Ph.D.,** School Psychology Coordinator of Clinical Training, Loyola University- Chicago (IL)
Self Care – A Definition

- **Self care** involves engaging in behaviors or activities that promote health and well-being.
- **Self care is an ethical imperative!** Critical in preventing the negative consequences of work stress and promoting positive outcomes such as optimal professional functioning and enhanced well-being.
Critical Question 1

• Why is caring for the caregiver important for school leaders and crisis teams during this pandemic?

  – Constantly evolving situation
  – Unpredictable and uncontrollable nature of this crisis
  – Important for leaders and responders to understand risk factors and stress mediation strategies
  – By engaging in their own self-care, school leaders and school staff help promote a sense of safety and security
Critical Question 2

• What makes COVID-19 unique?
  – Chronic stress
  – Associated grief
Critical Question 3

What are feelings common to loss, especially the losses experienced because of COVID-19?

- COVID-19 has resulted in feelings of grief
  - Social connections
  - Disruption of daily life activities
  - Our sense of safety
  - Trust in our systems
  - Certainty about the future
- Feeling the grief of others
Critical Question 4

• What should school leaders and crisis team members be on the alert for during this pandemic?
  – Physical reactions
  – Emotional symptoms
  – Social or interpersonal signs
Critical Question 5

• What are the challenges in identifying and supporting vulnerable staff and colleagues?

– Ways to watch from afar

• Virtual outreach
• Virtual office hours
• Opportunities for social connectedness
Critical Question 6

• What are strategies school leaders can use to produce a climate of care and support?
  – Provide school personnel support
  – Create culture of care
  – Make mental health and crisis team members available
  – Promote social connection
Critical Question 7

• What are strategies school leaders and crisis team members can use for providing direct support?
  – Virtual classroom buddy system
  – Connect with staff daily using a variety of platforms
  – Engage in activities that promote team connections
Critical Question 8

- What are some effective strategies for self-care?
  - Create a structure and routine for the day
  - Reduce and limit exposure to media coverage of the pandemic
  - Attend to your physical self-care
  - Care for your emotional health
  - Maintain social connections and focus on social care
Key Messages

• The COVID-19 pandemic is a rapidly evolving situation that is causing stress and uncertainty.
• Recovery from a situation crisis takes time and may not happen in a linear fashion.
• There are steps that school leaders and crisis team members can take to foster health and well-being in themselves and others.
• Awareness, balance, and connection can help.
• Celebrate small achievements.
• Seek help if in need.
NASP Resources

- NASP COVID-19 Resource Center

- Care for the Caregiver: Guidelines for Administrators and Crisis Teams

- Self-Care Lessons From the Field

- Self-Care for School Psychologists
External Resources – Self Care

- **Centers for Disease Control and Prevention. (n.d.)** *Emergency Responders: Tips for Taking Care of Yourself.*
  
  [https://emergency.cdc.gov/coping/responders.asp](https://emergency.cdc.gov/coping/responders.asp)

- **Institute for Disaster Mental Health, SUNY at New Palz**
  
  [https://newpaltz.edu/media/idmh/covid-19/IDMH%20COVID19%20Community%20Stress%20Management%20Tip%20Sheet%202020%20Final.pdf](https://newpaltz.edu/media/idmh/covid-19/IDMH%20COVID19%20Community%20Stress%20Management%20Tip%20Sheet%202020%20Final.pdf)

  

- **National Alliance on Mental Illness**
  
  [https://www.nami.org/covid-19](https://www.nami.org/covid-19)

  
  [https://www.nctsn.org/sites/default/files/resources/factsheet/outbreak_factsheet_1.pdf](https://www.nctsn.org/sites/default/files/resources/factsheet/outbreak_factsheet_1.pdf)
External Resources, continued

• Self-Care in the Time of Coronavirus

• Temple Health. (n.d.) 5 Tips for Staying Connected While Social Distancing.
  https://www.templehealth.org/about/blog/5-tips-staying-connected-while-social-distancing

• University of CA, San Francisco
  http://psychiatry.ucsf.edu/coronavirus

• World Health Organization (n.d.) Mental health and psychosocial considerations during the COVID-19 outbreak.
  https://www.who.int/docs/default-source/coronaviruse/mental-health-considerations.pdf

• World Health Organization (n.d.) How to Cope with Stress During 2019-nCoV Outbreak.
  https://www.who.int/docs/default-source/coronaviruse/coping-with-stress.pdf?sfvrsn=9845bc3a_8
Helping Children Thrive • In School • At Home • In Life