



ProjectTEACH
TRAINING AND EDUCATION FOR THE ADVANCEMENT OF CHILDREN'S HEALTH

PRIMARY CARE VIRTUAL DROP-INS

Balancing Accommodations with
Accountability
During the Pandemic.

HOW CAN WE HELP OUR PATIENTS AND FAMILIES IMPROVE THEIR HEALTH AND WELLNESS?

1. We discussed sleep hygiene and the need for an age appropriate amount of sleep for wellness, emotional resilience, memory, taking out “trash”.
2. We discussed limiting electronics to achieve sleep hygiene and to increase physical activity, family time, reading and school work, creativity and other safe interactive contact with peers
3. We know a healthier diet and regular exercise would also help with physical and mental health and wellness.

How do we get families to move in this direction???

SHOULD WE RAISE OR LOWER DEMANDS AND EXPECTATIONS?

THE PANDEMIC IS A SOURCE OF CHRONIC STRESS AND TRAUMA

Trauma informed care suggests patient child-driven progress with lots of support and accommodation

Raising expectation might increase acting out when families are already at a breaking point

EXPOSURE IS THE CRUX OF TREATMENT FOR ANXIETY

Long term accommodation of anxiety tends to worsen symptoms and impairment

Graduated exposure has to begin with the current situation – how far afield is the current situation going to get before we start?

Where are they? Where are parents?
Where are we? How about grandma?

100% Rigid Expectations

100% Accommodations



distress
acting out
impairment



distress
acting out
impairment

THE FEAR

100% Rigid Expectations

100% Accommodations



distress
acting out
impairment



The Terribles

distress
acting out
impairment



SHOULD ANXIOUS STUDENTS GO BACK TO SCHOOL?

THERE IS STILL SOME RISK,
ESPECIALLY WITH CHRONIC ILLNESS

Anxious students do not/will not want to go back to in-person learning

Anxious parents will be reluctant to take any risk or to nudge their anxious child

Many families don't trust the schools to use precautions and care

NOT GOING TO SCHOOL HAS A
NEGATIVE IMPACT ON LEARNING,
HEALTH AND WELLNESS

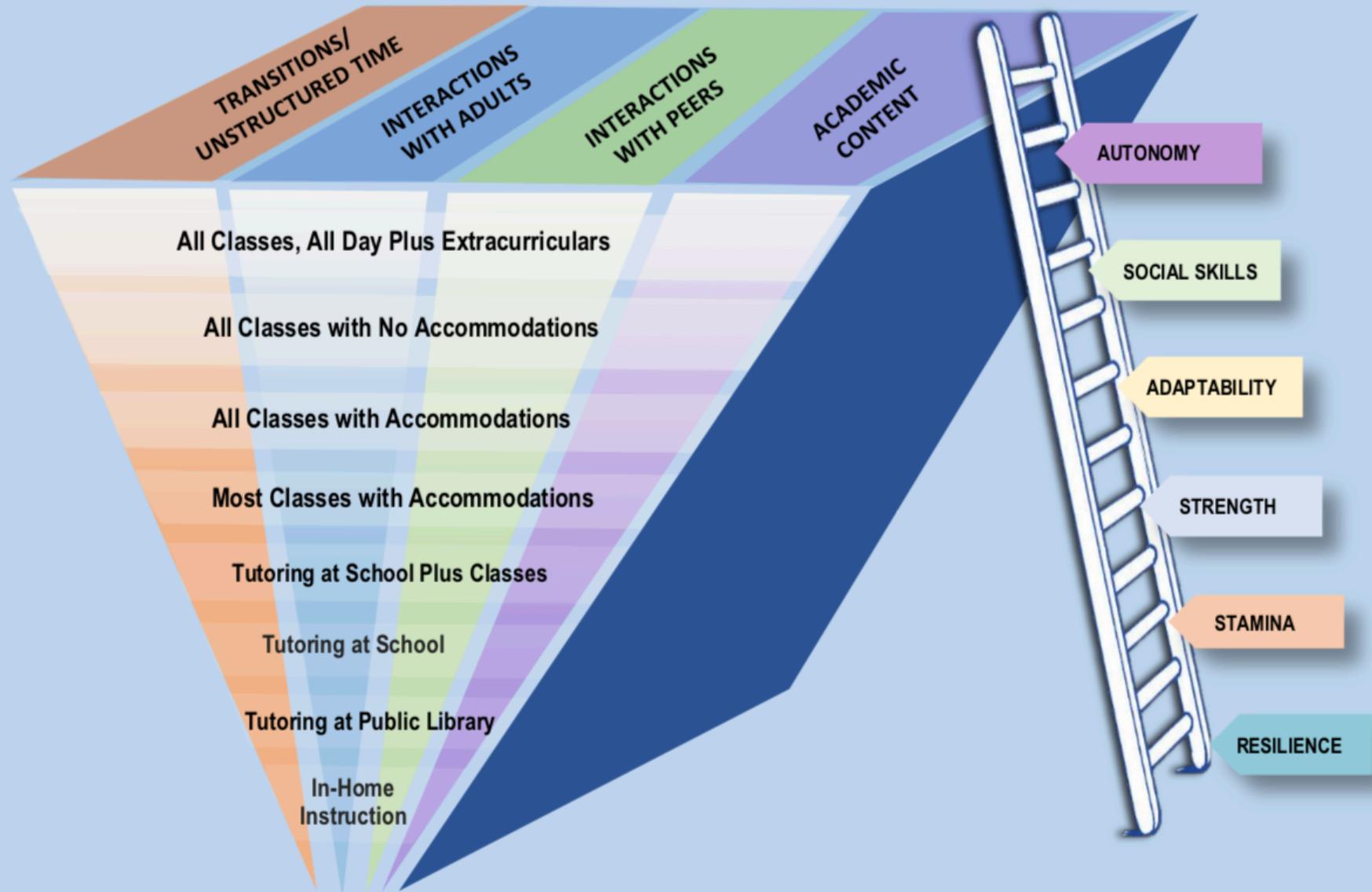
CDC, President, Governor, Board of Regents, School Superintendents and American Academy of Pediatrics support in person schools with precautions

Students who are 100% distance-learning feel more stressed than hybrid or in-person students

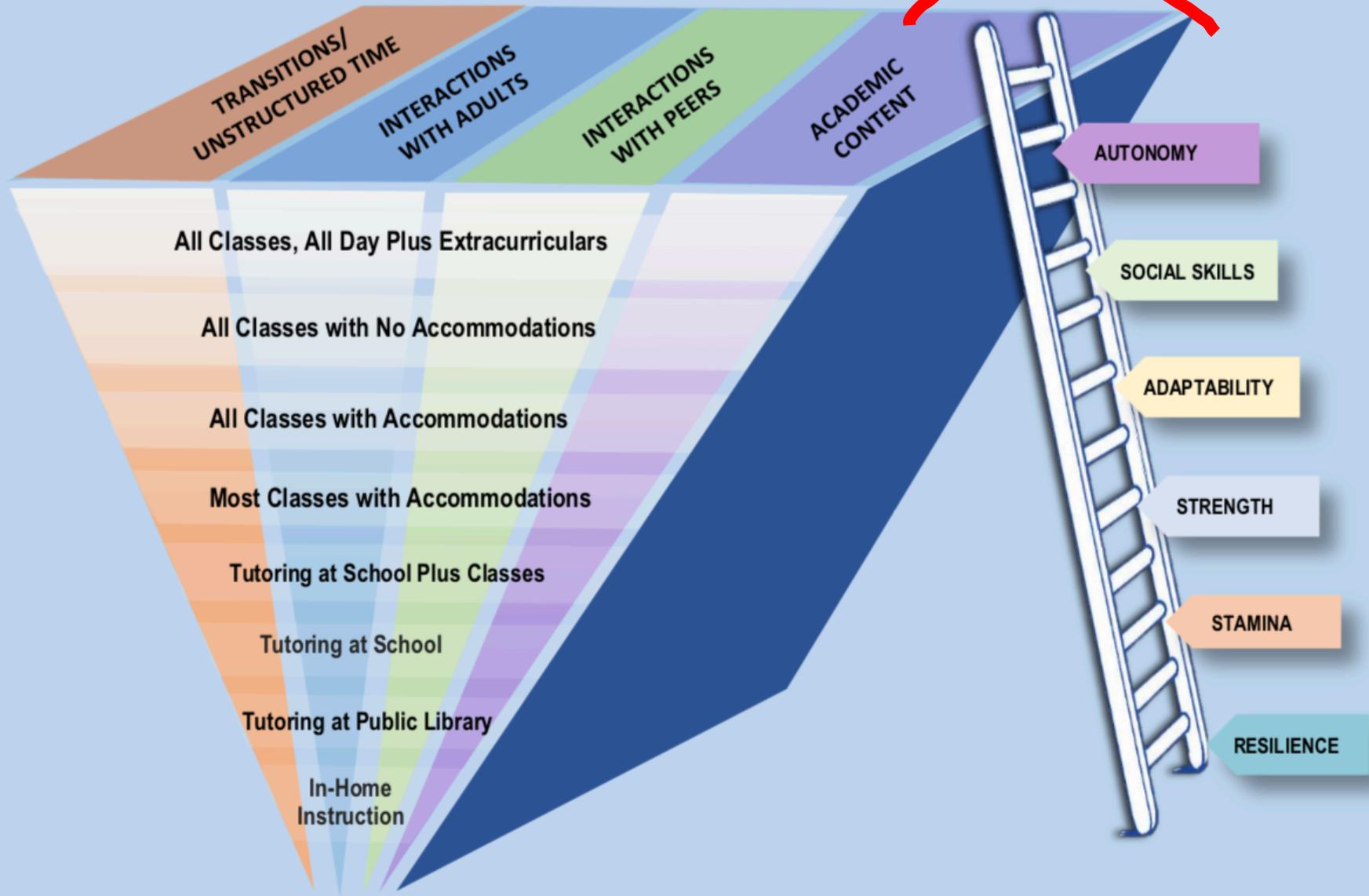
**SOME STUDENTS LEARN
BETTER AND FEEL HEALTHIER
AND LESS ANXIOUS FROM
HOME.**

WHY ROCK THE BOAT?

Prepared for Young Adulthood

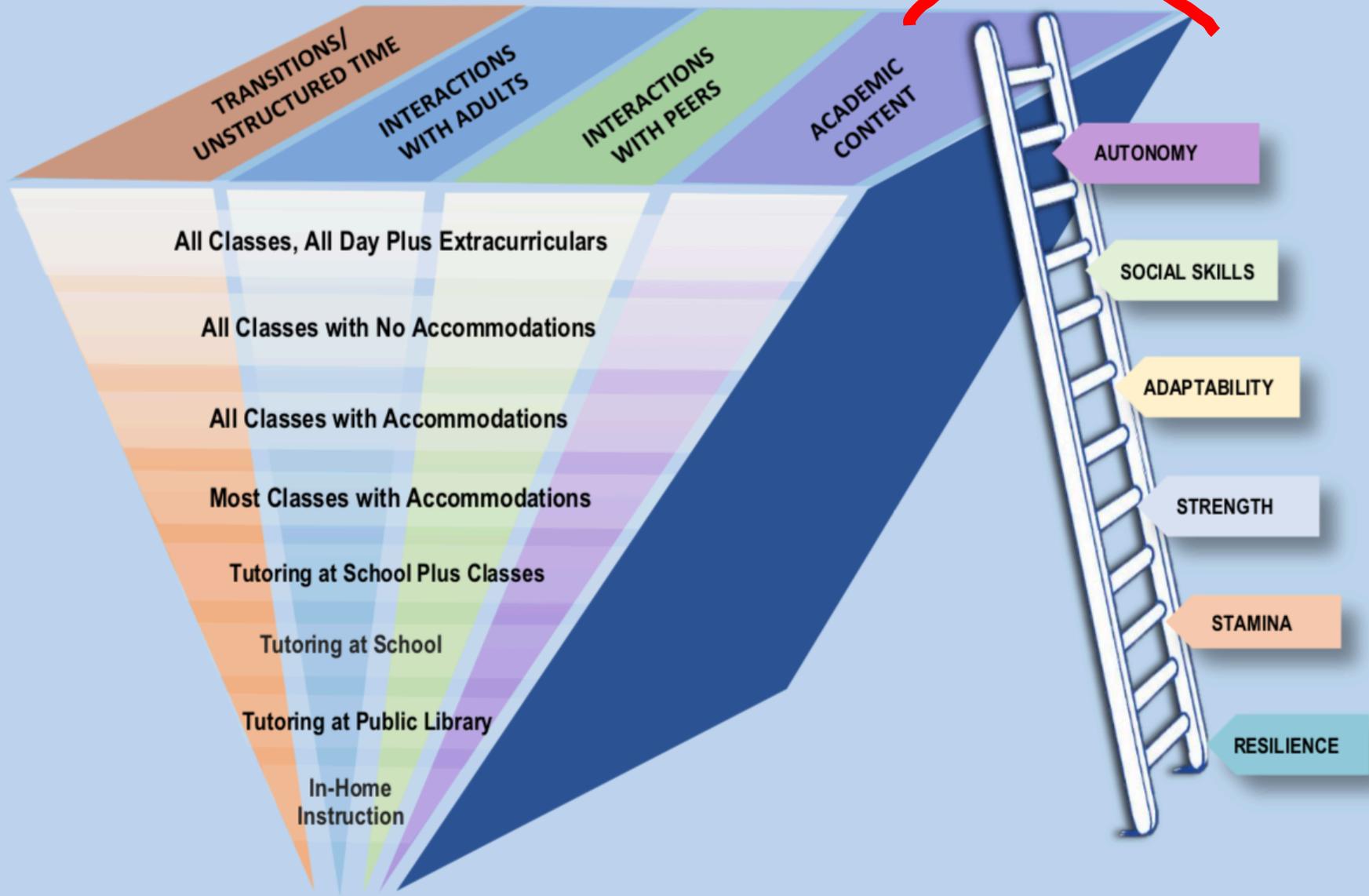


Prepared for Young Adulthood



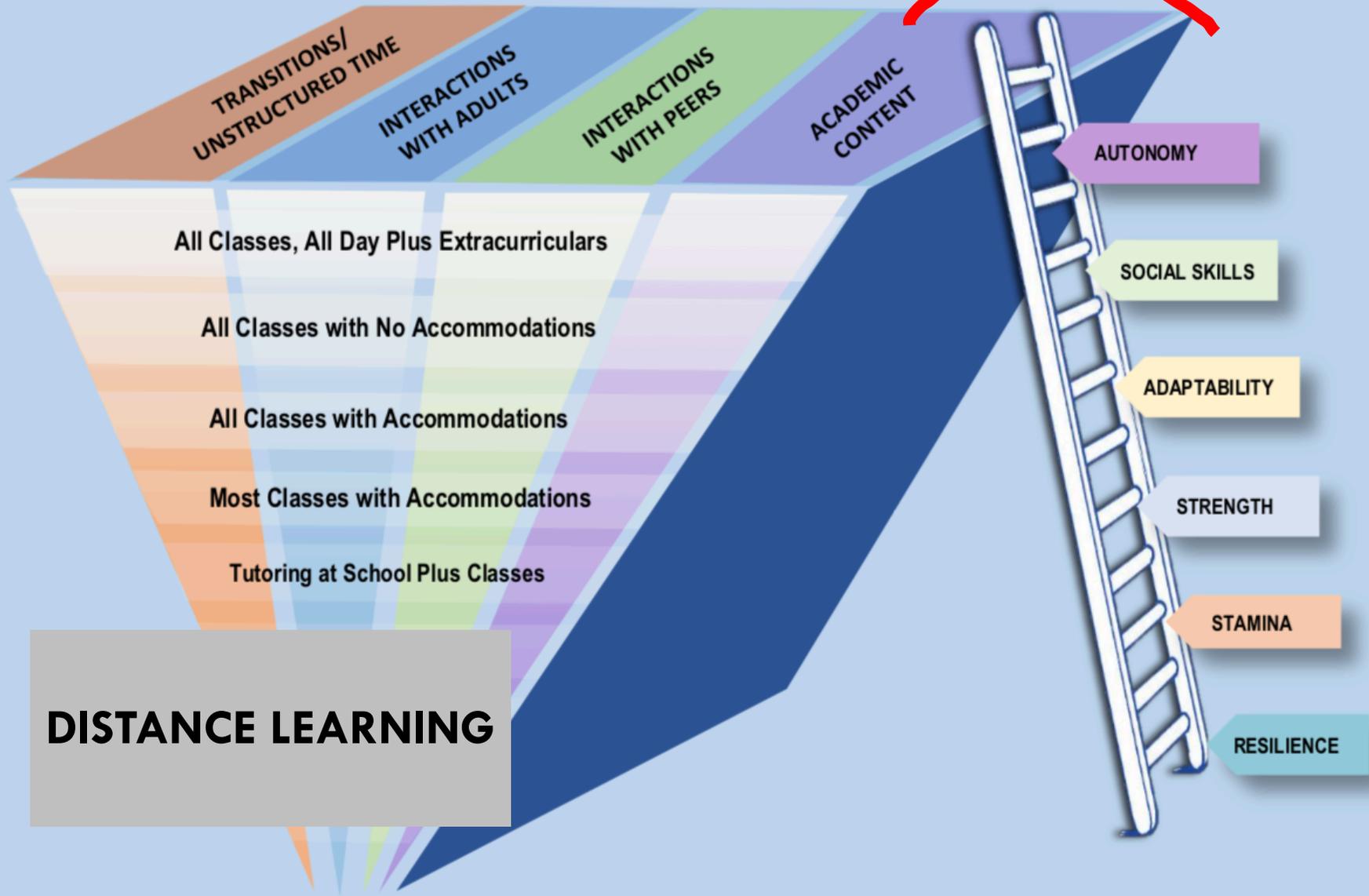
Prepared for

In-person School



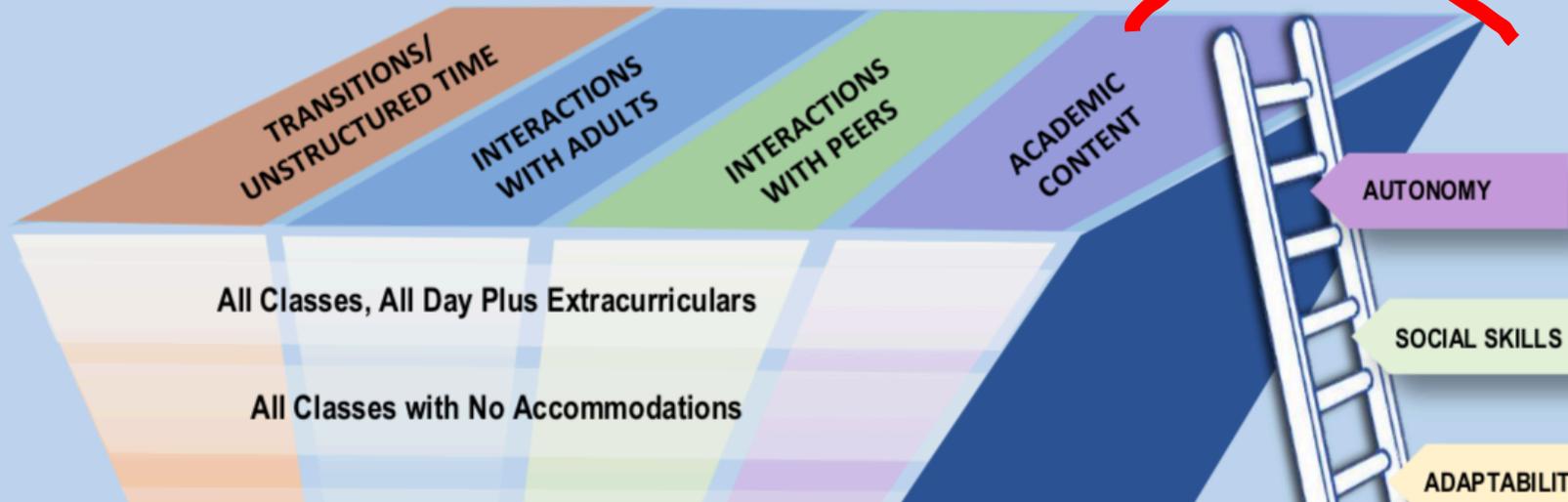
Prepared for

In-person School



Prepared for

In-person School



HYBRID CLASSROOM

DISTANCE LEARNING



AUTONOMY

SOCIAL SKILLS

ADAPTABILITY

STRENGTH

STAMINA

RESILIENCE

Prepared for

In-person School

TRANSITIONS/
UNSTRUCTURED TIME

INTERACTIONS
WITH ADULTS

INTERACTIONS
WITH PEERS

ACADEMIC
CONTENT

100% IN PERSON

HYBRID CLASSROOM

DISTANCE LEARNING

AUTONOMY

SOCIAL SKILLS

ADAPTABILITY

STRENGTH

STAMINA

RESILIENCE



HOW DO YOU ROCK THE BOAT?

1. “LISTEN”, UNTIL YOU UNDERSTAND.
2. DEVELOP AND EXPRESS EMPATHY WITH THE “WEAKEST LINK.”
3. PREDICT THE BARRIERS AND PLAN THE “WORKAROUND.”



VISUALIZATION

Visualization works to expand your ability to rest and relax by focusing your mind on more calming and serene images.

REFERENCES & RESOURCES

VERY WELL MIND

[VISUALIZATION FOR RELAXATION](#)