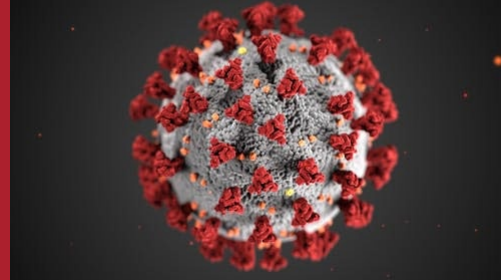


School Nursing During a Pandemic: Mental Health Strategies for Children and Families: Part II

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You will learn to

1. Assist students with underlying mental health disorders (e.g., ADHD, anxiety, autism, depression) in anticipation of environmental changes within the school setting.
2. Identify potential collaborative activities among school personnel to assure social distancing while promoting typical social development of children across developmental stages.
3. Identify support systems for school personnel to adjust to the “new normal”.



Common Behavioral Health Disorders



ADHD



Anxiety



Depression



Autism
Spectrum
Disorder

Case Study – Dion (ADHD)

Dion is a 7 year old male with history of ADHD - combined presentation. He is at grade level in school but has a 504 plan in place for behavioral challenges. His accommodations are extended time for tests, home school note with targeted behaviors for staying seated at his desk, and following instructions the first time asked.

Dion is currently taking Concerta 36 mg daily for ADHD symptoms. He continues to have some impulsivity, particularly blurting out and "getting in his peers space". Wearing a mask and maintaining the 6 foot distance has been a significant challenge for him.



Case Study - Dion

What preventative strategies could be employed to improve Dion's boundaries?

What advice and tips for teachers could we suggest for recess time ?

How do we support structure for group activities and lunch room while following social distancing guidelines?

Monitor for ADHD symptoms - is his medicine working?



Case Study - Lanie

Lanie is a 10 year old female with generalized anxiety disorder. She does not take any medications but has a history of sleeping with her parents, avoiding social gatherings without her parents, and worries about death related issues. She had a mild case of school phobia in kindergarten and first grade. Since the COVID pandemic, she has been at home with her parents who are both working from home. She is an only child and has had a few "play dates" with neighborhood peers during the summer months swimming in their pool. She is considered shy around strangers.



Case Study - Lanie

What preparation for returning to school should we provide for Lanie and her parents?

Identify coping strategies that could be implemented with Lanie on the first day of return to school.

Are there additional support systems for those children who are displaying avoidance and other anxiety symptoms?



Case Study - Brianna

Brianna is a 16 year old junior in high school who has been truant each day the first 2 weeks of school. She appears fatigued, sad, and you have noted considerable weight loss since last year. She reported to you that her father died of COVID 19 in May. He was a Respiratory therapist at the local hospital. Brianna reports she has no interest in previously enjoyed activities and can not concentrate on school work. She has difficulty sleeping, and admits to having some suicidal ideations.



Case Study - Brianna

What is the first priority?

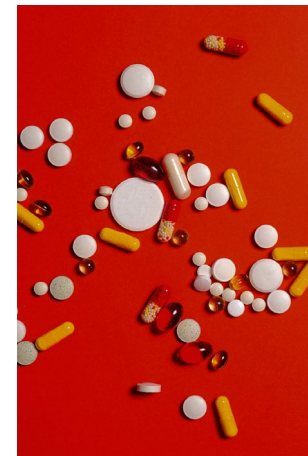
Referral to community resources.

What might school nurses do at the onset of the school year for students who may have lost a loved one?

<https://grievingstudents.org/>
<https://grievingstudents.org/wp-content/uploads/2020/05/NYL-1A-Talking-With-Children.pdf>



Suicidal Ideations



1. Have you wished you were dead or wished you could go to sleep and not wake up?
2. Have you actually had any thoughts of killing yourself?



Suicide Assessment

3. Associated Thoughts of Methods

- Have you been thinking about how you might do this?

4. Some Intent

- Have you had these thoughts and had some intention of acting on them?

5. Plan and Intent - Have you started to work out or worked out the details of how to kill yourself? Do you intend to carry out this plan?



Case Study – Jake (ASD)

Jake is a 10 year old male with history of ASD level 1 with no cognitive impairment. He is functioning at grade level. He struggles with rigidity with routines, and shows high rates of stereotypical behaviors. He often twirls his hair and spins pencils and has sensory sensitivities to smell and textures. His mother reports to you that he has struggled all summer because of lack of ability to attend his TaeKwonDo classes. He has refused to wear a mask when out in public places so his mother primarily has kept him at home.



Case study - Jake

What preparation would be helpful for Jake and other children with ASD prior to starting school in the fall?

Jake attends school on the first day of class and become disruptive because he is asked to sit at the back of the room and everyone is seated 6 feet apart. He does not wear a mask. He walks to the front of the room and lashes out at the teacher because the room is not in the same order compared to last year.

How would you respond to Jake?

<https://www.yai.org/news-stories/blog/using-social-stories-support-people-idd-during-covid-19-emergency>

http://www.gmsavt.org/wp-content/uploads/2020/05/Part_1_Basic_Covid-19_Information.pdf

What behavioral accommodations may be needed?



Normal Development When Social Distancing



Normal Social Development



Strategies to Promote Social Emotional Development during Pandemic

- Virtual
 - Buddy system to connect with on daily basis
 - Discussion board postings –
 - How are you feeling today?
 - What emotions are you feeling?
 - What can you do to make your day better
 - Writing emails/ letters to their peers
 - Role play scenarios hypothetical situations
 - Complimenting one another
 - Compromising on game selections
 - Demonstration of empathy for others



Strategies to Promote Social Development During Pandemic

- In school environment with social distancing precautions (e.g., 6 feet apart, masks)
 - Group activities
 - Storytelling
 - Scavenger Hunts
 - Trivia games
 - Blank slate
- At home using social distancing
 - 2 isolating families come together
 - Organizing safe play dates outside
 - Bike riding
 - Sidewalk chalk
 - Noodle tag



COPING Strategies



Support and Resources

Resources for Kids:

- <https://www.brainpop.com/health/diseasesinjuriesandconditions/coronavirus/>
- <https://www.npr.org/sections/goatsandsoda/2020/02/28/809580453/just-for-kids-a-comic-exploring-the-new-coronavirus>
- <https://www.pbs.org/parents/thrive/how-to-talk-to-your-kids-about-coronavirus>
- Resources for teachers:
- http://www.rulerapproach.org/wp-content/uploads/2020/03/eLearning_Tools_Distance_Education-1.pdf
- <https://www.schoolcounselor.org/asca/media/asca/Publications/SchoolReentry.pdf>





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