

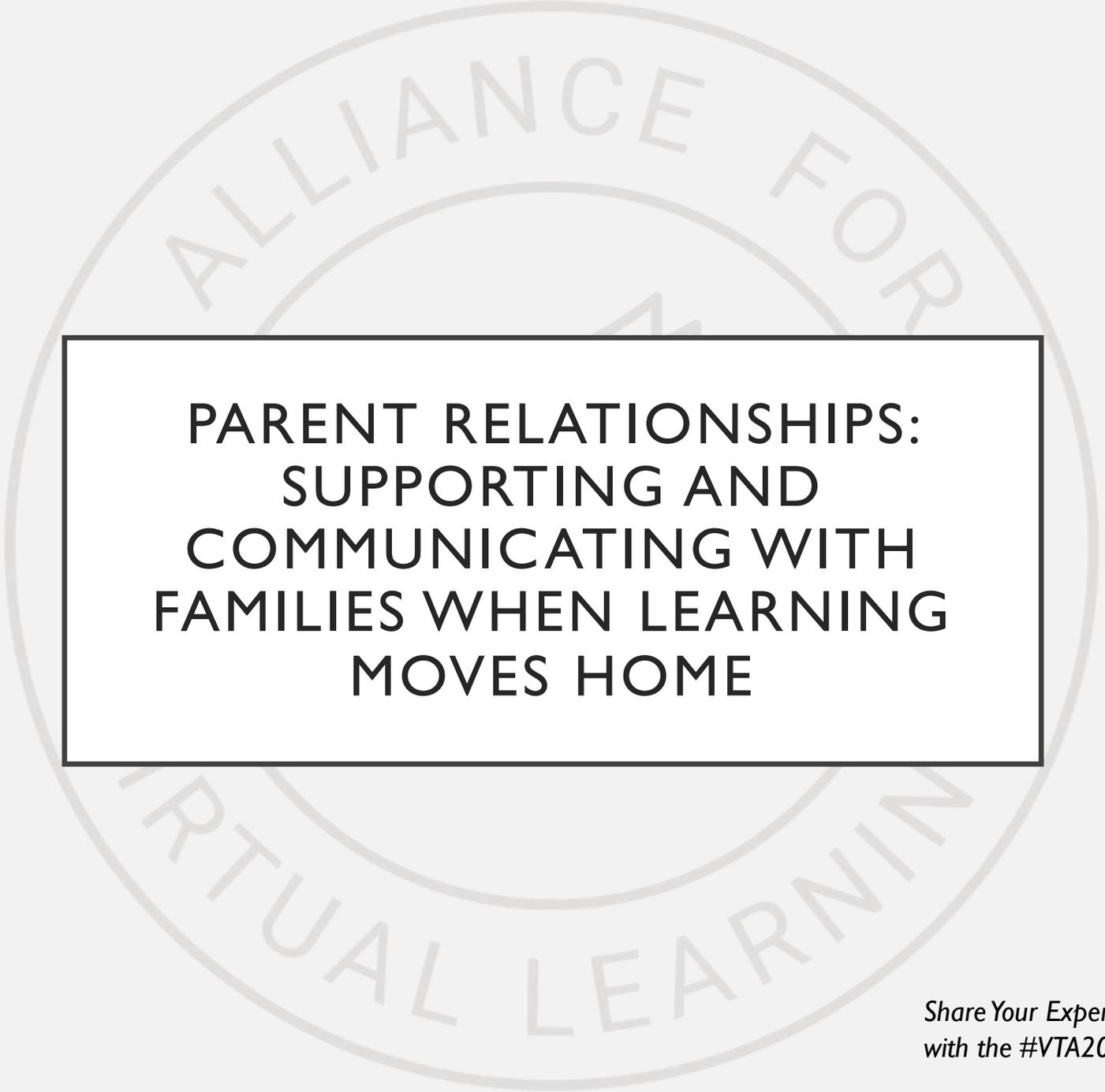


WELCOME TO THE
**ALLIANCE FOR
VIRTUAL LEARNING'S**
SUMMER VIRTUAL TEACHING ACADEMY

Brought to you by



*Share Your Experience with the VTA on Social Media
with the #VTA2020*



**PARENT RELATIONSHIPS:
SUPPORTING AND
COMMUNICATING WITH
FAMILIES WHEN LEARNING
MOVES HOME**

*Share Your Experience with the VTA on Social Media
with the #VTA2020*



MODERATOR

Randy Phelps, PhD

Randy Phelps, Ph.D., a clinical psychologist, is the Chief Executive Officer of Give an Hour. He served on the Give an Hour Advisory Board for over a decade, was a consultant to the GAH Board of Directors in 2017, became GAH's Vice President of Operations in 2018, and was appointed GAH's Chief Executive Officer in 2019.

Randy was formerly a senior executive of the American Psychological Association (APA) for 25 years as well as APA's liaison to the U.S. Department of Veterans Affairs for a decade and a half.

Contact Randy at rphelps@giveanhour.org

*Share Your Experience with the VTA on Social Media
with the #VTA2020*



PANELIST

Chandre Sanchez

Chandre Sanchez is the Executive Director and Stephanie Austin is the Director of Counseling Services for Indiana Online Learning Options (IOLo) serving a district of 5,000 students across two schools K-12.. Chandre began her journey with Connections Academy in 2014 as the high school principal and recently transitioned to the role of Executive Director for both schools in the IOLo district. Chandre's work includes both public district and charter schools, beginning her journey as a High School English teacher and now serving the last 10 years in K12 school administration. She became an educator because she absolutely loves learning and watching others succeed. She believes the most amazing work is being able to share this passion with students and staff, and seeing students be able to create life-long opportunities. Chandre is a wife and mother. She enjoys sunshine, friends and great food.

Chandre has a Bachelor of science in education, English concentration - Indiana University Bloomington, a Master of education - Indiana Wesleyan University and completed Building Level Administration Program - Marian University.

Contact Chandre at csanchezreyes@inca.connectionsacademy.org

*Share Your Experience with the VTA on Social Media
with the #VTA2020*



PANELIST

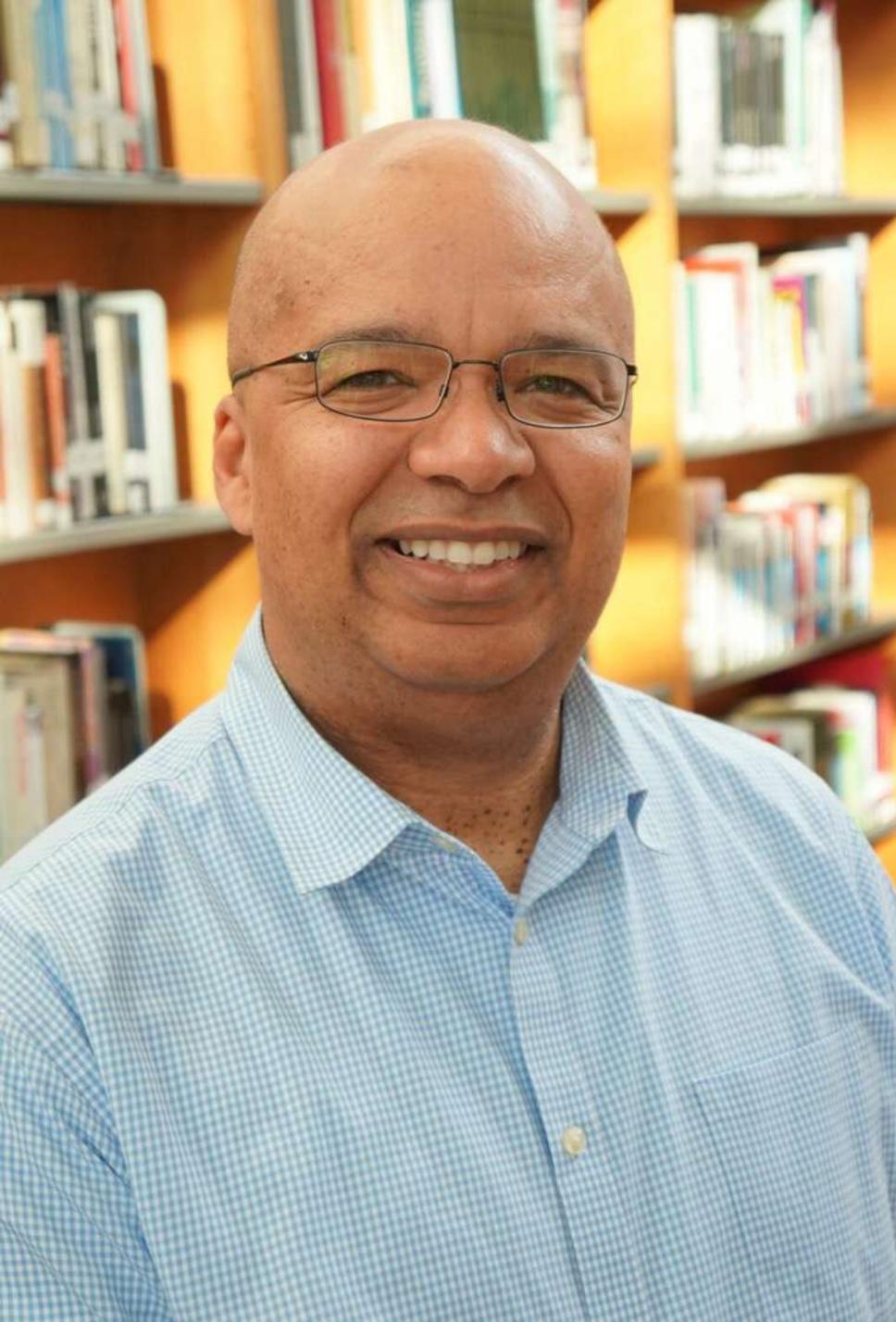
Stephanie Austin

Stephanie has been with IOLO since the 2015-16 school year. Throughout her career in education, she has focused practice with special education, school social work, school counseling and currently serving as a district administrator. Under her leadership, she has implemented district-wide processes supporting student success across all learning environments. As IOLO has grown, Stephanie continues to evolve programming to fit the diverse needs of students. Indiana Connections Academy is the first virtual school in the state of Indiana (and the country) to be recognized as an ASCA model school counseling program. She and her husband Bart have a blended family of four daughters ages 24, 20, 17 and 15. Outside of work, her hobbies include coaching and playing tennis, and working on cars.

Stephanie holds a Bachelor of social work - Ball State University, a Master of social work - Indiana University, a Master of education - Indiana University and completed the Building Level Administration Program - Ball State University

Contact Stephanie at saustin@inca.connectionsacademy.org

*Share Your Experience with the VTA on Social Media
with the #VTA2020*



PANELIST

Rodney Smith

Rodney Smith serves as the Associate Principal of Student Services at Ben Davis High School in the MSD Wayne TWP school corporation. The MSD Wayne TWP has an enrollment of more than 16,900 students with more than 3,200 students in grades 10-12 in the high school which is located on the west side of Indianapolis, Indiana. Mr. Smith has over 25 years of experience in education. He began his teaching career as a band director and transitioned to administration after eight highly successful years in the classroom. In his present role, he supports eight guidance counselors, a college admissions counselor, two deans of students, and several support staff, including services contracted from agencies that provide wrap around services to facilitate the needs of the whole student. He also serves as the liaison for the alternative school programs. Since 2012, Mr. Smith has worked extensively in the MSD of Wayne to bring additional web-based guidance services to Ben Davis HS and subsequently championed the project to onboard the systems for grades 7-12.

In addition to his work at Ben Davis HS, Mr. Smith has presented on the subject of youth and identity at the Indiana Urban Schools Association Conference, MSD Wayne District Professional Development Conference, National Council on Educating Black Children National Convention (spring 2014 and spring 2016), and at the Indiana State University Educators Conference. He serves on the MSD of Wayne TWP. District Equity Team as a professional development team lead and presenter. Mr. Smith received his B.S. in Music Education from Indiana State University, and his M.S. in Education Administration from Butler University. Mr. Smith resides in Brownsburg, Indiana with his wife and two children

Contact Rodney at Rodney.smith@wayne.k12.in.us

*Share Your Experience with the VTA on Social Media
with the #VTA2020*

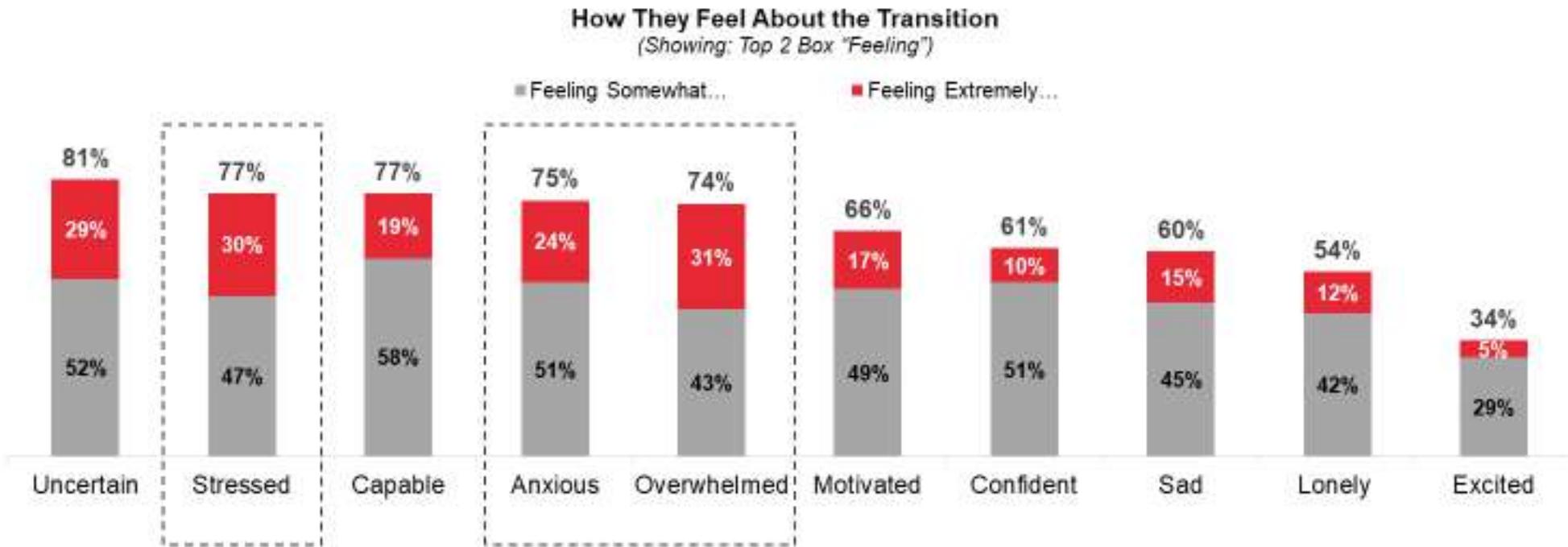
TODAY'S SESSION

- Gain an understanding of the critical importance of the parent/teacher and parent/school relationship when learning moves home
- Gain an understanding of the emotional impact the dramatic shift to learning from home had on all (teachers, students, parents).
- Learn the Five Signs of Emotional Suffering and the Healthy Habits of Emotional Well-Being.
- Gain an understanding of the importance of the role of the school leader in parent/school relationship building and of proactive overt communication with families when learning moves home.
- Learn key and effective virtual counseling practices.



TEACHERS ARE FEELING OVERWHELMED, STRESSED AND ANXIOUS IN THIS TIME OF CHANGE

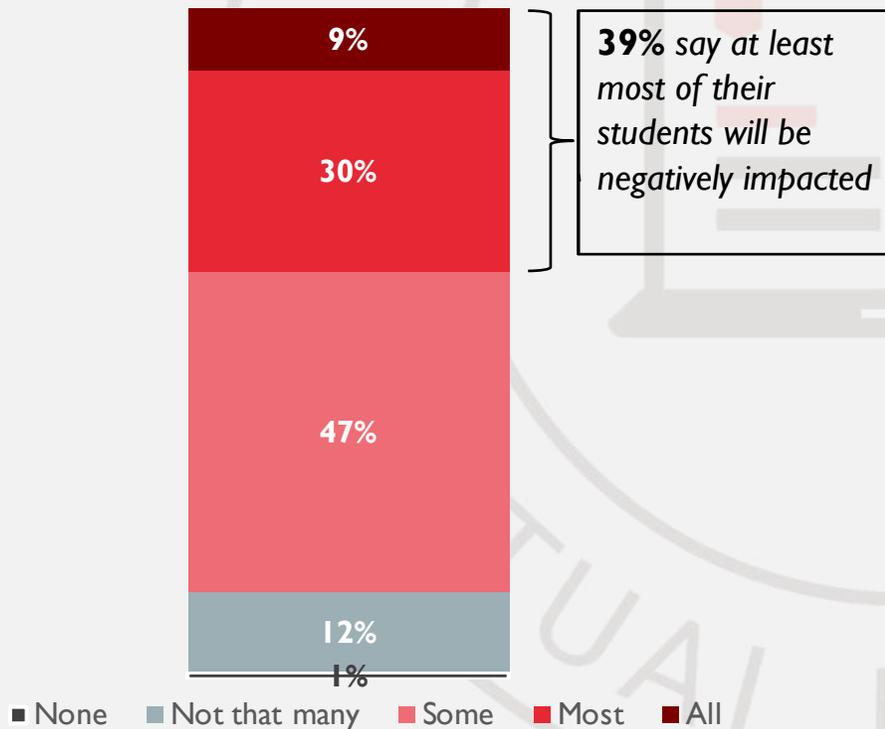
However, a majority also feel that they are at least *somewhat* capable (77%), motivated (66%), and confident (61%) in taking on the challenge of virtual / online teaching. It is important to note that positive associations have much lower "extremely" ratings than negative emotions.



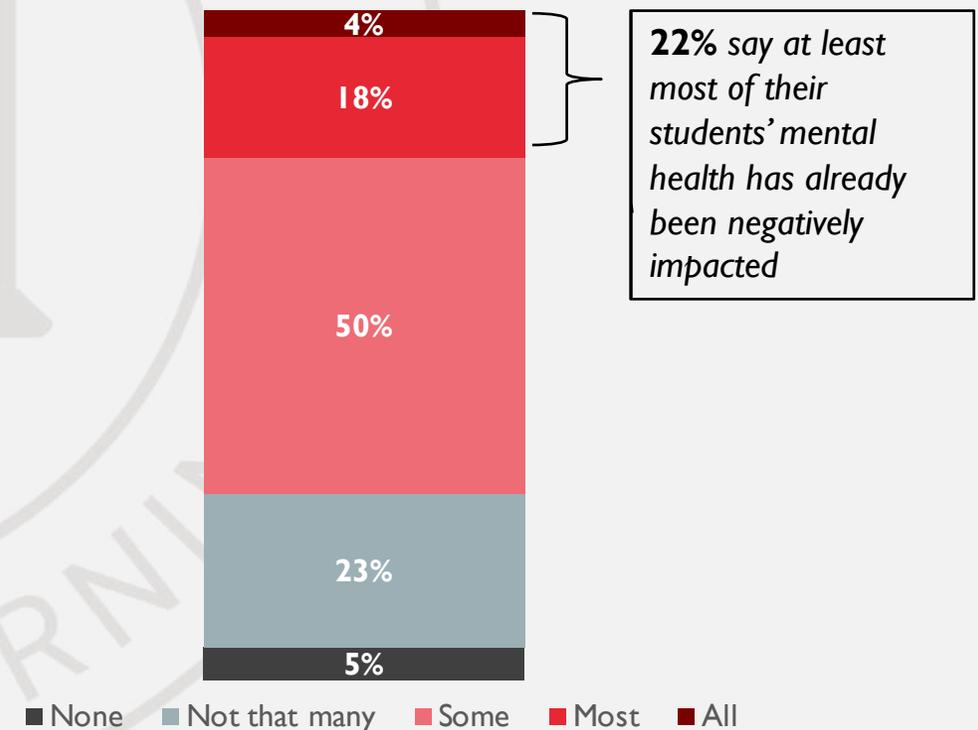


THE BELIEF THAT THIS SITUATION WILL HAVE A TOLL ON STUDENTS IS PERVASIVE

Portion of Students who *will* be Negatively Impacted Overall
(Showing: % Selected)



Students' Mental Health/Wellness *has been* Negatively Impacted
(Showing: % Selected)



Q42: As far as you can tell at this time, what portion of your students' mental health/wellness has been negatively impacted amidst this transition out of the classroom? (Shown among: Teachers n=1,001)

Q44: What portion of your students do you think this will have a negative impact on? (Shown among: Teachers n=1,001)

PARENTS AND TEACHERS

Edelman Intelligence KEY FINDING #3

Teachers' relationships with parents are promising, more than half feel that parents are being collaborative in this time, but teachers would welcome more involvement from them.



COVID-19 and Mental Health



We know that natural disasters have a devastating impact on mental health. With disasters like Hurricane Katrina and the 2004 Asian Tsunami, we know that there are at least two major effects. One is that for those who have existing mental health disorders there is increased suffering and secondly many more new cases of emotional suffering arise.



HALF OF ALL LIFETIME CASES OF MENTAL DISORDERS BEGIN BY AGE 14.

Depression

14.8 million people suffer from Major Depressive Disorder (about 6.7% of the population).

Post Traumatic Stress

An estimated 7.8% of Americans will experience PTSD at some point in their lives.

Suicide

44,965 people a year die by suicide in the United States.



MENTAL HEALTH DISORDERS DURING ADOLESCENCE

20-30% of adolescents have one major depressive episode before they reach adulthood.

¼ of people with mood disorders have symptoms first emerge during adolescence.

50-75% of adolescents with anxiety disorders and impulse control disorders develop these during adolescence.

Know the Five Signs of Emotional Suffering



Personality Changed?

Feeling Withdrawn?

Feeling Hopeless?

Feeling Agitated?

Poor Self-Care?

#ChangeDirection

ChangeDirection.org



© 2015 Give an Hour



The Five Signs of Emotional Suffering

Healthy Habits of Emotional Well-being



Take care

Eat well, sleep well, exercise



Check in

With family, friends & counselors



Engage

You can't be healthy emotionally if your relationships aren't



Relax

Be active, meditate, garden, dance, love, cook, sing..



Know

Know the Five Signs of emotional suffering



www.changedirection.org

The Healthy Habits of Emotional Well-Being



PANEL DISCUSSION

*Share Your Experience with the VTA on Social Media
with the #VTA2020*

GIVE AN HOUR RESOURCES

To order visit changedirection.org



*Share Your Experience with the VTA on Social Media
with the #VTA2020*

CORONAVIRUS: HEALTHY HABITS FOR EMOTIONAL WELL-BEING POSTERS

giveanhour
Giving Help and Hope

CORONAVIRUS: HEALTHY HABITS FOR EMOTIONAL WELL-BEING

the campaign to **changedirection**

©2020 Give an Hour

TAKE CARE OF YOU

- Tune in to how you're feeling daily.
- Take regular breaks from the news.
- Go for a walk or hike.
- Learn and practice meditation each day.
- Keep a food journal and plan ways to eat healthily.
- Get 8 hours of sleep and/or take a nap during the day!
- Listen to an inspirational podcast.

CHECK IN WITH OTHERS

- While maintaining social distance, use technology to stay connected with people in your life.
- Call or video chat a loved one, family member, or friend to check in on them and let them know you care.
- Write a letter to a loved one letting them know how much they mean to you.
- Take time to connect with an old friend via phone or email.

ENGAGE AND CONNECT WISELY

- Video chat your loved ones and "join" them for meals.
- Review your social media and screen time habits; follow positive people and messages.
- Create an online photo album to share with friends and loved ones.
- Learn a new hobby! Go online and learn how to paint or make a delicious meal!
- Pull out board games, puzzles, and cards.

RELAX AND REDUCE STRESS

- Listen to your favorite playlist.
- Weather permitting, work in your garden.
- Open that book you have been wanting to read and escape into its pages.
- Indulge in a hot bath.
- Catch-up on your favorite TV series.
- If you find it relaxing, tackle that junk drawer, pantry, or closet.

We wash our hands for our physical health, learn the Five Signs of Emotional Suffering to keep up with your mental health.

Not Feeling Like U? R U Withdrawn? R U Agitated? Caring 4 U? Feeling Hopeless?

giveanhour
Giving Help and Hope

CORONAVIRUS AND EMOTIONAL WELL-BEING

the campaign to **changedirection**

©2020 Give an Hour

Talking with Your Kids

THIS FACT SHEET WILL HELP YOU FOCUS YOUR EFFORTS AND PROVIDE TIPS TO HELP YOUR CHILDREN COPE.

These extraordinary times pose many challenges for all of us, while much of the nation is on lockdown, schools and jobsites are closing, and families are spending 24/7 together sheltering at home. One of the most challenging issues for parents may be how to talk to your kids about what is happening around them and throughout the world. It is natural for children – and adults – to be anxious in times like these.

Children need reassurance and age-appropriate factual information to deal with their anxieties. While the scope of the coronavirus pandemic is unprecedented, parents have always helped their children cope with fears, and have good instincts that help them do so.

LISTEN

- Make time to talk with your kids throughout the crisis, but don't force it.
- Encourage your kids to ask questions
- Encourage them to share what they understand about the situation and what they are feeling
- Listen for and correct misperceptions

WATCH

- Children express themselves through actions – watch their behavior for clues about unexpressed worry, anger or sadness.
- Observe where kids are getting information and explain that some of what they see may not be accurate
- Limit their access to TV, internet and social media coverage

SHARE

- Reassure your kids that you are there to keep them safe
- Tell them what you are doing to take care of your family
- Provide accurate information about the crisis in language that matches the child's age and development
- Explain how they can help by handwashing, staying at home, home schooling and sharing their feelings

We Have Created many FREE Resources including How To Talk With Your Kids About Coronavirus And Coronavirus Healthy Habits For Emotional Well Being (English/Spanish).

Visit changedirection.org for these tools

SIGN UP FOR UPCOMING SESSIONS IN THE **SUMMER VIRTUAL TEACHING ACADEMY**

<https://go.blackboard.com/virtual-teaching-academy>

Contact Information

- Randy Phelps, Ph.D.: rphelps@giveanhour.org
- Chandre Sanchez, M.Ed: csanchezreyes@inca.connectionsacademy.org
- Stephanie Austin, M.Ed: saustin@inca.connectionsacademy.org
- Rodney Smith, M.S.: Rodney.smith@wayne.k12.in.us

*Share Your Experience with the VTA on Social Media
with the #VTA2020*