



EDUCATOR AND PARENT SELF CARE IN TIMES OF CRISIS

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A photograph of an open white door in a room with white walls and a wooden floor. The door is open, revealing a bright, sunlit area outside. The floor is made of light-colored wooden planks. The walls are white with a simple baseboard. The door has a classic panel design.

WELCOME



Tia Navelene Barnes, Ph.D., Assistant Professor of Human Development and Family Studies (HDFS), is a social emotional learning researcher and evaluator. As a former educator of students with emotional and behavioral disorders (EBD), Dr. Barnes's research interests focus on creating environments where students with emotional and behavioral challenges can thrive.



Dr. Ginsburg-Block, Ph.D., is an Associate Professor in the School of Education. Her research focuses primarily on investigating school-based, peer and parent mediated intervention programs for vulnerable youth, while also seeking to better understand the numerous mechanisms that lead to student achievement

We will cover...

- COVID-19 and emotional well-being
- Stress and its implications
- Emotional intelligence
- Self-care strategies
- Self-care assessment & plan

COVID-19 and Emotional Well-Being

Introduction of or worsening of stressors such as:

- Social isolation
- Job loss
- Concerns for loved ones
- Uncertainty

COVID-19 : Parents and Teachers

- Juggling home and work at the same time
- Taking on new roles unexpectedly
- Concerns about what life will look like after shut down

Reactions to stressors

- Worry and fear
- Changes in sleep or eating patterns
- Difficulty eating or concentrating
- Increased use of substances

Prolonged stress can lead to

- Depression
- Anxiety
- Cardiovascular disease
- Gastrointestinal problems
- Obesity or other eating disorders

Vulnerable populations..

- Older people
- People at higher risk for severe illness from COVID-19
- Children and teens
- First responders and essential workers
- People with mental health conditions

Emotional Intelligence includes...

- Perceiving emotions
- Using emotions to facilitate thought
- Understanding emotions
- Managing emotions

Emotional Intelligence and Stress

- Not perceiving emotions then makes it more difficult to self-regulate
- Emotional Intelligence leads to more problem-focused coping
- Emotional Intelligence leads to greater well-being



Let's Chat!

What has been your experience with stress during COVID-19?

In what ways do you think emotional intelligence has or could help you with coping with stress?

What is Self-Care?

Engaging in activities or practices that help limit or reduce stress:

- Physical
- Emotional
- Spiritual
- Intellectual
- Social
- Relational
- Safety and Security

Physical

- Moving your body
- Eating well
- Resting
- Seeking medical care when needed

Emotional

- Journaling
- Mindfulness
- Playing music
- Creating artwork
- Talking about your emotions

Spiritual

A silhouette of a person with their arms raised in a gesture of praise or prayer, set against a background of a sunset or sunrise over water. The person's head is tilted back, and their arms are extended upwards. The background shows a gradient of colors from dark blue at the top to orange and yellow near the horizon, with the water reflecting these colors.

- Listening to a sermon or talk
- Observing nature
- Visiting virtual museums

Intellectual

A pair of glasses with dark frames and clear lenses is resting on a stack of books. The books have various colored covers, including red and white. In the foreground, a white notebook with black polka dots and a red pen are visible. The background is a soft, out-of-focus brown.

- Focusing on your career development
- Pursuing a passion project

Social

- Calling or texting friends and family
- Participating in video chats
- Connecting using appropriate social distance

Relational

- Scheduling family time
- Date night from home
- One-on-one time with kids

Safety and Security

- Creating or updating your budget
- Reviewing policies for life and health insurance
- Exploring ways to free up finances

POLL: Which area of self-care do you want to focus on?

1. Physical
 2. Emotional
 3. Spiritual
 4. Intellectual
 5. Social
 6. Relational
 7. Safety and Security
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- A white tablet and a white smartphone are lying on a light-colored marble surface. The tablet is positioned diagonally, with its screen facing upwards. The smartphone is placed next to it, also diagonally, with its screen facing upwards. Both devices have black screens.

ACTIVITY

Self-Care Assessment



ACTIVITY

CREATE YOUR SELF-CARE PLAN



Self-Care Plan: Barriers

- Think about the barriers that impact your ability to engage in self-care
- Generate a list of barriers and problem-solve ideas to remove those barriers

Self-Care Plan: Next Steps

- Introduce self-care activities into your daily life
- Add in new activities and modify as needed

Thanks!



Resources

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For all of the resources associated with this webinar, please visit:

<https://www.cei.udel.edu/ppe/community-partners/professional-learning-for-educators>

Additional resources

Quick grabs (also available on the PPE website):

- SAMHSA Coping with Stress During Infections Disease Outbreaks
- TRAILS Self-Care During COVID-19
- National Alliance on Mental Illness COVID 19 Guide
- NASP Care for the Caregiver

For a deeper dive:

- *Collaborative for Academic, Social, and Emotional Learning* <https://casel.org/covid-resources/>
- Jennings, P. A. (2015). *Mindfulness for Teachers: Simple Skills for Peace and Productivity in the Classroom (The Norton Series on the Social Neuroscience of Education)*. WW Norton & Company. [Book]
- Skovholt, T. M., & Trotter-Mathison, M. (2014). *The resilient practitioner: Burnout prevention and self-care strategies for counselors, therapists, teachers, and health professionals*. Routledge. [Book]