



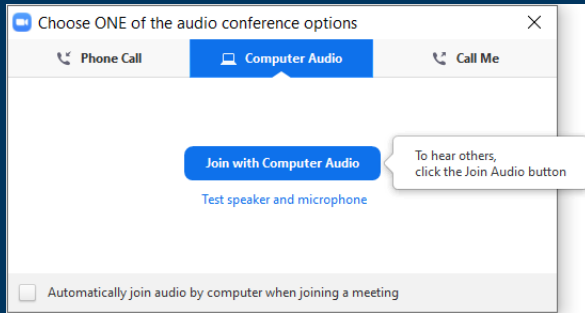
Responding to COVID-19

Supporting Teachers with Happy Teacher Revolution

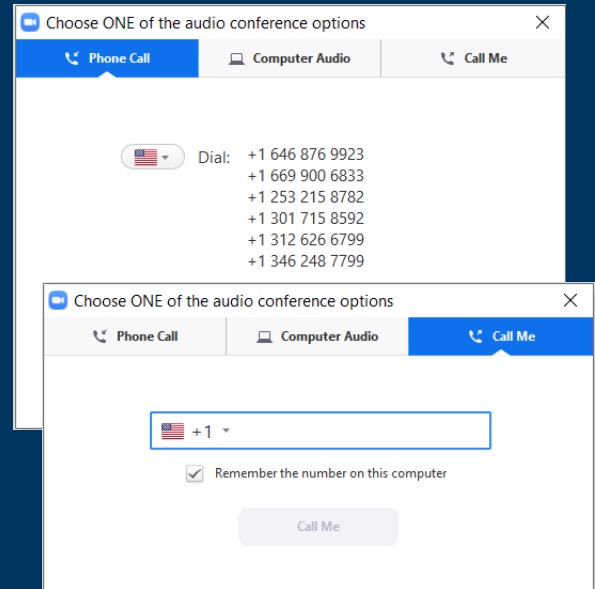
April 30, 2020

Audio Options in Zoom

1 Use your computer's audio and microphone through Zoom

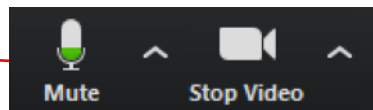


2 Dial in using your phone

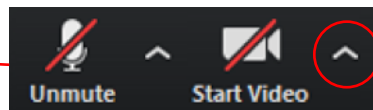


X Do not do both – it will cause feedback

Audio Mute/UnMute & Video Stop/Start



You are live.
Everyone can hear you.
Everyone can see you



You are not live.
You are muted.
Your video is turned off.

Clicking the Up arrow next to the Mic and Camera icon at any time during the meeting will provide you with audio and video options.

A Few Helpful Hints

1. Always remember to mute your mic when you're not speaking. This reduces background noise and feedback.
2. Turn off non-essential software that may be using the internet while you are in a Zoom meeting.
3. Be aware of your location's bandwidth. Too many devices connected to your Wifi can slow Zoom. Consider disconnecting smart phones, tablets, etc. while in the Zoom meeting
4. If your internet connection becomes unstable, disable your webcam (stop video) and enable only when you need to speak.
5. No apologies necessary for the appearance of 'co-workers' or when life otherwise interrupts.

(My four-legged office-mate)



Access EAB's Support Resources Now

COVID-19 Resource Center

Support your school through the coronavirus crisis
K-12 resource center

- Hear from EAB's 12 experts
- Use EAB's research to support your school's emergency response
- Address the unique challenges of the school community
- Address a pandemic and other disasters your students may face
- Hear the executive insights from EAB's COVID-19 expert resources by topic

1 Hear from EAB's 12 experts

Research
Lessons from independent school leaders about managing school closures and COVID-19 diagnoses

Insight
7 ways to help teachers and students get the most out of online learning

By Felicia Miller
Executive Director, COVID-19

By Charles Swanson
Executive Director, COVID-19

Our [resource center](#) provides quick access to what major public health organizations, education associations, and other institutions are doing to respond to the crisis.

Promoting Resiliency and Wellness

Support mental health and well-being of K-12 students and staff during COVID-19

1 Hear from EAB's 12 experts

2 Use EAB's research to support your school's emergency response

3 Address the unique challenges of the school community

4 Address a pandemic and other disasters your students may face

5 Hear the executive insights from EAB's COVID-19 expert resources by topic

1 Hear from EAB's 12 experts

Additional resources on this topic

By Felicia Miller
Executive Director, COVID-19

By Charles Swanson
Executive Director, COVID-19

Our [expert insight](#) provides strategies to support the wellbeing of students and staff during this time, including:

- How to [talk with students](#) about COVID-19
- Combating [stigma and racism](#) related to COVID-19
- [Self-care](#) resources and strategies

Tech-Enabled Mental Health Support

Technical solutions for improving access to mental health support for K-12 students during the COVID-19 outbreak and beyond

1 Hear from EAB's 12 experts

2 Use EAB's research to support your school's emergency response

3 Address the unique challenges of the school community

4 Address a pandemic and other disasters your students may face

5 Hear the executive insights from EAB's COVID-19 expert resources by topic

1 Hear from EAB's 12 experts

Get all of EAB's COVID-19 resources in one place

1 Mobile apps and AI-powered mental health support

By Felicia Miller
Executive Director, COVID-19

By Charles Swanson
Executive Director, COVID-19

Our [expert insight](#) provides guidance on using technology to provide mental health services during and after COVID-19, including:

- Best practices from EAB's study [Responding to the Adolescent Mental Health Crisis](#)
- Supplementary [state policy](#) and [discussion](#) resources

Concerns Over Teacher Well-Being

Due to Personal Stress and Compassion Fatigue

Teachers Report High Levels of Stress and Emotional Strain

B.C. (Before COVID)

A.C. (After COVID)

58%

Of teachers described their mental health¹ as "not good" for at least 7 of the last 30 days

78%

Of teachers say they feel mentally and physically exhausted at the end of the workday

80%

Of teachers report feeling **anxious, worried, exhausted, or depressed** since the beginning of the COVID-19 crisis².

Strategies to Support Teacher Wellness Often Insufficient or Overlooked



Teacher "Self-Care" Strategies

Informal

Common challenges:

- Superficial
- Haphazard adoption
- Inconsistent follow through



Ongoing Social-Emotional Support

- Aspirational for many districts
- Lack of systematic, measured efforts



Employee Assistance Programs²

Formal

Common challenges:

- Expensive
- Underutilized
- Stigmatized

This Is What Teacher "Self-Care" Usually Looks Like

Existing Strategies Well-Intentioned, But Not Sufficient

SELF-CARE IDEAS

| | | | |
|---|---|---|---|
| Listen to that one song. Repeat.  | Talk to a friend. Or pet. (Wait, those are synonyms.)  | Comfort food.  | Fold laundry. (Repetition + Productivity = calm.)  |
| Write. Or draw.  | Play like a kid. Silly putty, bubbles, Legos, cartoons, coloring...  | Make your bed. Fresh sheets!  | Drink cocoa by the fireplace. Don't forget the marshmallows!  |
| Look up funny memes.  | Compliment someone and watch their face light up. "Nice hat!"  | Take a shower. Better yet, soak in the tub with a magazine.  | Read a book. Bonus points if it has pictures.  |
| Make something without caring whether it's "good."  | Have a good cry, but keep it short. Use the expensive tissues.  | Buy yourself a smallish gift, just because.  | Forgive yourself for what you couldn't do today, and resolve to try again tomorrow.  |

@introvertdoodles

What do I do for self-care?

2015-03-18c

-  Get plenty of sleep
-  Enjoy sunshine
-  Cook
-  Write or draw (think out loud)
-  Talk to myself
-  Cuddle cats
-  Walk or bike (esp in a park)
-  Tidy
-  Read
-  Read about people whose lives are more complicated
-  Garden
-  Get a hug
-  Talk to select people

October

| | Tuesday | Wednesday | Thursday | Friday | Saturday |
|----|---|---|---|--|---|
| 1 | 2 Time to enjoy a hot drink | 3 Read a book you enjoy | 4 Meditate | 5 Savor your lunch | 6 Do something just for you: hair, nails, etc. |
| 7 | 8 Treat yourself to a little indulgence | 9 Watch a comedy show or movie | 10 Enjoy some warm soup or other comfort food | 11 Call or message someone you haven't talked to in awhile | 12 Go to a farmer's market |
| 13 | 14 Add some pumpkins to your decor | 15 Declutter one area of your home or classroom | 16 Get some new markers or flair pens | 17 Order takeout, and have a cozy evening at home. | 18 Take a quick trip to a place you love or want to visit |
| 19 | 20 Bake something | 21 Jam out to your favorite music | 22 "Wear your favorite outfit | 23 Do something just for you | 24 Buy the shoes (or the dress, or the cake...) |
| 25 | 26 Make something with your hands | 27 Take a walk or join a fitness class | 28 Light a fire, or at least a few candles | 29 Enjoy the trick-or-treaters | 30 Have a pajama day |

PRIMARY

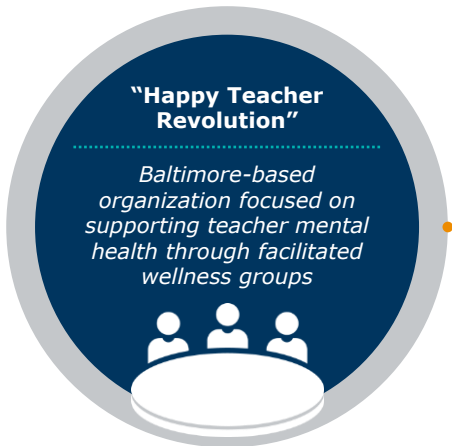
Sources: Collins, A., "Teaching Kids Self-Care," Educator and Parent Organizers for San Francisco Public Schools; Nelsen, J. Groerer, K., "Self Care for Teachers," Positive Discipline; The Educator's Room, "October Teacher Self Care Calendar"



Provide Opportunities for Teacher Connection

Embedded Wellness Meetings Destigmatize Teachers' Struggles, Offer Support

Key Features of *Happy Teacher Revolution* Wellness Program



Monthly, one-hour teacher meetings

Participation is most successful when schools carve out meeting time during teachers' contractual work hours (e.g., part of a regularly scheduled team/staff meeting or a professional development day)



Facilitated, themed discussions

Meeting themes based on the "12 Choices to Step Back From Burnout," including:

- "I choose to disconnect and detach with love"
- "I choose to be mindful"
- "I choose to get outside and get moving"
- "I choose what to overlook"
- "I choose the battles worth fighting"
- "I choose what to do next time and what to stop doing"



Online training provided to meeting facilitators

HTR¹ provides training to 12 facilitators per school on:

- Social-emotional and trauma-informed practices for educators
- Guidelines for facilitating meetings that are non-clinical
- Strategies for creating a safe, non-judgmental space to share experiences and challenges as an educator
- Suggestions, examples of supplemental meeting content²
- Follow-up materials, procedures to route people to more formalized services if needed

Profiled Organization:

Happy Teacher Revolution, MD



1) Happy Teacher Revolution.

2) Examples include guest speakers, mindfulness training, meditation, seated yoga breathing, and aromatherapy.

Joining Us Today: Danna Thomas

We Welcome the CEO and Founder of Happy Teacher Revolution



Danna Thomas, Happy Teacher Revolution

Before founding Happy Teacher Revolution in 2015, Danna Thomas spent 7 years as a Kindergarten teacher in Baltimore City Public Schools.

She is a former TFA volunteer and was part of the 2018-2019 cohort of John's Hopkins Social Innovations Lab.

She received her Bachelors Degree from the University of Virginia and received a M.S.Ed. In Data Driven Education from Johns Hopkins University School of Education.



Happy Teacher Revolution is a Baltimore-born, international movement with the mission to support the mental health and wellness of teachers. We train Revolutionaries around the world to initiate Happy Teacher Revolution support group meetings in their own communities.

We train Revolutionaries through both online and in-person professional development programming. Our online training offers the most affordable option for individuals to become certified as official Happy Teacher Revolutionaries and thus be able to offer Happy Teacher Revolution meetings in their own community. <https://www.happyteacherrevolution.com/>

Support your school through the coronavirus crisis

1. Bookmark these pages for the latest official information about the coronavirus.
2. Use EAB research and resources to support your school's response to coronavirus.
3. Reference peer policies and other guidance when developing response plans.
4. Use these peer examples to help communicate coronavirus information.

2. Use EAB research and resources to support your school's response to coronavirus

Most of these resources were not created specifically for infectious disease outbreak responses. That said, many of our existing resources can complement, supplement, and inform a variety of crisis response, planning, and mitigation efforts. Explore the three topic areas below.

NEW Support student success during instructional disruption

Provide transparent and timely communication.

Support your school through the coronavirus crisis

1. Bookmark these pages for the latest official information about the coronavirus.
2. Use EAB research and resources to support your school's response to coronavirus.
3. Reference peer policies and other guidance when developing response plans.
4. Use these peer examples to help communicate coronavirus information.
5. Read the coronavirus responses from the major education associations.
6. Find Department of Education resources by state.

4. Use these peer examples to help communicate coronavirus information

Websites

| Independent Schools | School Districts |
|--|---|
| <ul style="list-style-type: none">- NEW Castilleja School- Lakeside School- NEW National Cathedral School- NEW The College Preparatory School- The Episcopal Academy | <ul style="list-style-type: none">- Cypress Fairbanks Independent School District- NEW Halton School District Board- NEW Paulding County School District- Renton School District- San Jose Unified School District- West Windsor-Plainsboro Regional School District |

Direct Communication

| Independent Schools | School Districts |
|---------------------|------------------|
|---------------------|------------------|

Regional and global information hubs, relevant EAB research and resources, responses from major education associations help partners stay up to date and make informed decisions.

District specific examples of comprehensive websites, direct communication, and social media messaging help partners navigate varied communication needs.



To Learn More:

eab.com/K12covid19response

Keep the Conversation Going

Connect with Peers on our K-12 Discussion Board



Invitation email was sent to all main points of contact on **Friday, March 20th**. Please email **Pete Talbot** (ptalbot@eab.com) if you or one of your team members needs to be added to the discussion forum.

1 Access Link in Your Email




2 Create a log-in



3 Join the Conversation



EAB Research (EABResearch) invited you to join discuss.eab.com

 EAB Discussion Forum <eabdiscussions@discoursemail.com>
To: Richards, Rebecca

EXTERNAL

EAB Research (EABResearch) invited you to join

EAB Discussion Forum



A meeting ground for EAB discussion boards across forums

If you're interested, click the link below:

<https://discuss.eab.com/invites/622ef26df4a00ca9428f696fad903ef4>

Welcome to EAB Discussion Forum!

You were invited by:

  EABResearch

Username
 ✓ Your username is available
unique, no spaces, short

Name

your full name (optional)

Set Password
 ✓ Your password looks good.
at least 10 characters (optional)

Welcome to EAB Discussions!

This is a meeting ground for EAB discussions across forums where partners can engage with our content experts thinking about. We believe in civilized community behavior at all times so please make sure to review our guide.

Below, you will find the discussion boards to which you have been invited to attend. This will serve as your home within to post and reply to a variety of topics hosted by EAB experts and partner institutions.

Let's discuss!

#EAB K12 Coronavirus Discussion Board

Topic

About the EAB K12 Coronavirus Discussion Board
The EAB Coronavirus Discussion Board is a space created for partner institutions to engage in conversations regarding responses to the COVID-19 outbreak. EAB is closely monitoring the outbreak and its impact to all of o... read more

Independent School Executive Forum Discussions

District Leadership Forum Discussions

Upcoming Virtual Roundtables

Mark Your Calendars for These K-12 Working Sessions



Supporting the Mental Wellness of Teachers: A Discussion with the Founder and CEO of Happy Teacher Revolution

Question and Answer with Happy Teacher Revolution's Danna Thomas



Thursday, April 30th at 2 p.m. ET



Serving English Language Learners Through Distance Learning

A Conversation with Dr. Lindsay Meeker, Director of the English Learner Program at Community Unit School District 200



Friday, May 1st at 10 a.m. ET



How Districts Can Get the Most Impact from CARES Act Funds

Executive Overview of the CARES Act and Strategies for Creatively Focusing on Critical Instructional and Health Priorities



Wednesday, May 6th from 2 - 4 p.m. ET



Join Our May 5th Virtual Meeting on Mental Health

13

Addressing Mental Health and Wellness During the COVID-19 Crisis

The anxiety of these unprecedented times is taking its toll and creating **significant mental health challenges for students and staff alike**. This virtual session will explore the following concerns:



Identifying students and staff with emerging mental health concerns



Optimizing the use of **tele-mental health** and other technologies



Addressing **teacher burnout and stress**



Preparing for potential **mental health needs when school reconvenes**



Join us on **May 5th from 1:00- 3:00 pm ET.**
REGISTER by contacting your relationship manager