

CLINICAL DIRECTOR MIDWEST WELLNESS CLINIC







COMMUNICATION
CONSIDERATIONS DURING
COVID-19



CASE STUDY:
RAMIFICATIONS OF
POOR COMMUNICATION

Your brain on drugs

Serotonin - the motivator, motivation and mood regulates the intensity of the other "brain drugs"

Melatonin - the dreamer helps control sleep/work cycles (and is activated later in the day in teenagers than children and adults)

GABA and Glutamate – the soother and the primer – work in turn to reduce fear, soothe and calm, or focus and illuminate our minds creating a balance between awareness and concern

Endorphins – the tranquilizer – provides feelings of elation and relieves pain as well as promoting a sense of excitement and satisfaction

Brain drugs continued...

Dopamine - the exhilarant - encourages interaction creates a sense of euphoria and anticipation, increases the effects of other brain drugs

Oxytocin – the comforter promotes feeling of trust, love and connection, reducing anxiety and building self-confidence

Adrenaline – the investigator – causes a significant increase in the body's strength and performance; as well as heightened awareness

Cortisol - the protector - coping drug protecting the body in extreme crisis, too much in the body over a long period of time is too much

March 2020 Covid-19



Our Response

ACUTE



CHRONIC



Communication Considerations continued...

We are now forced to communicate MORE and DIFFERENTLY







So now what?

Before any communication, be aware that:

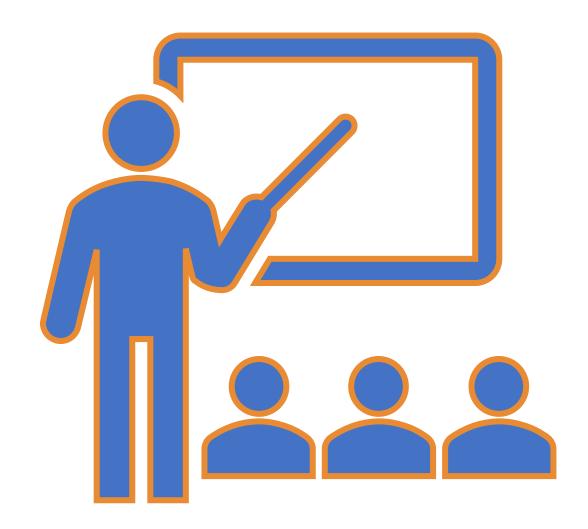
 You and/or the receiver may already be in an emotionally heightened state

Reactivity may also be increased



Educators to Parents

- ☐ Important to understand that parents are in uncharted territory
- ☐ Parents don't get professional development to teach their kids at home
- ☐ Course content may be intimidating
- ☐ May be unable to talk during the day
- ☐ May be juggling multiple kids with multiple needs
- ☐ They love their children and want them to be successful



Parents to Educators

Educators are in uncharted territory

Educators are not on call

Have families and responsibilities outside of school

Have multiple children who they are communicating about

Charged with ensuring students meet certain standards despite variations happening in your home

Case study

Madeline is a 17-year-old high school student who has Autism, severe social anxiety and ADHD. Since elementary school, Madeline has had a B-average and excellent attendance.

- ✓ Poor attendance (tardy and missing classes)
- ✓ Grades declining
- Missing work

Oh No

A letter was sent home about Madeline's attendance. Mom reviewed her attendance, grades and assignments and was surprised, alarmed, angry and embarrassed.









The Emotional Fall Out

Mom is overwhelmed as she must now support Madeline in getting caught up academically she is concerned about Madeline's emotional health.

Educators are overwhelmed as they now need to identify time to assist Madeline (and any other students who may have fallen behind).

Madeline is overwhelmed with the amount of work, embarrassed because she does not like to under perform, angry because online school "is stupid."

Everyone has extremely high doses of adrenaline and cortisol.

Cortisol and Adrenaline overdose

Inability to self regulate

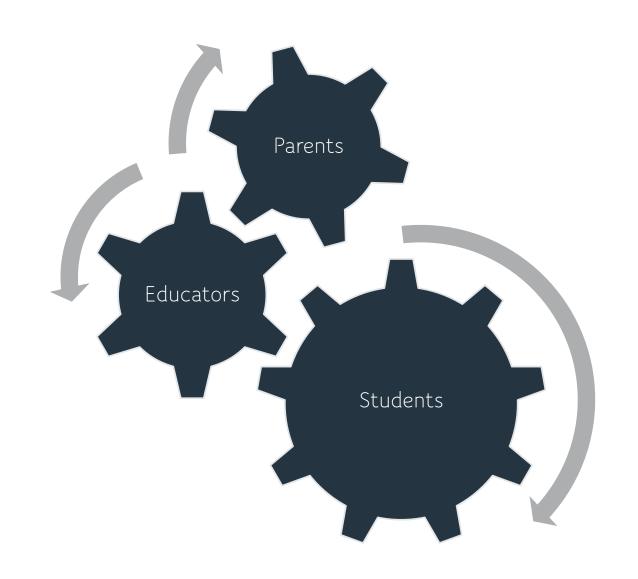
Lack of sleep

Increased or decrease appetite

Increase or decrease weight

Diabetes

Autoimmune disorders



Additional Communication Strategies



Include details in written communications (who, what, when, why, how)



Use the appropriate mode of communication (text, email, message system, video)



Provide students with a safe communication platform



Establish communication before a challenge is present

Any Questions?





Thank you!



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