

Pandemic Pivot for Educators: Taking Time to Care



Pamela D. Williams, Ed M

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- Instructor at Lewis & Clark Community College & Ritenour Adult Learning Center (St. John, MO)
- Ed D in progress in the Adult Ed
- “Ed Cred” as an online and F2F instructor & student

Pre-COVID-19: Trauma-Informed Instruction Mattered

*“The major challenge to the educator working with highly stressed or traumatized adults is to **furnish the structure, predictability, and sense of safety** that can help them begin to feel safe enough to learn.”*

Source: Perry, B. D. (2006). Fear and learning: Trauma-related factors in the adult education process. *New Directions for Adult and Continuing Education*, 2006 (110), 21-27. doi:10.1002/ace.215

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Enduring COVID-19: Be Gentle with Self and Others

According to the CDC Household Pulse Survey, of the adult respondents:

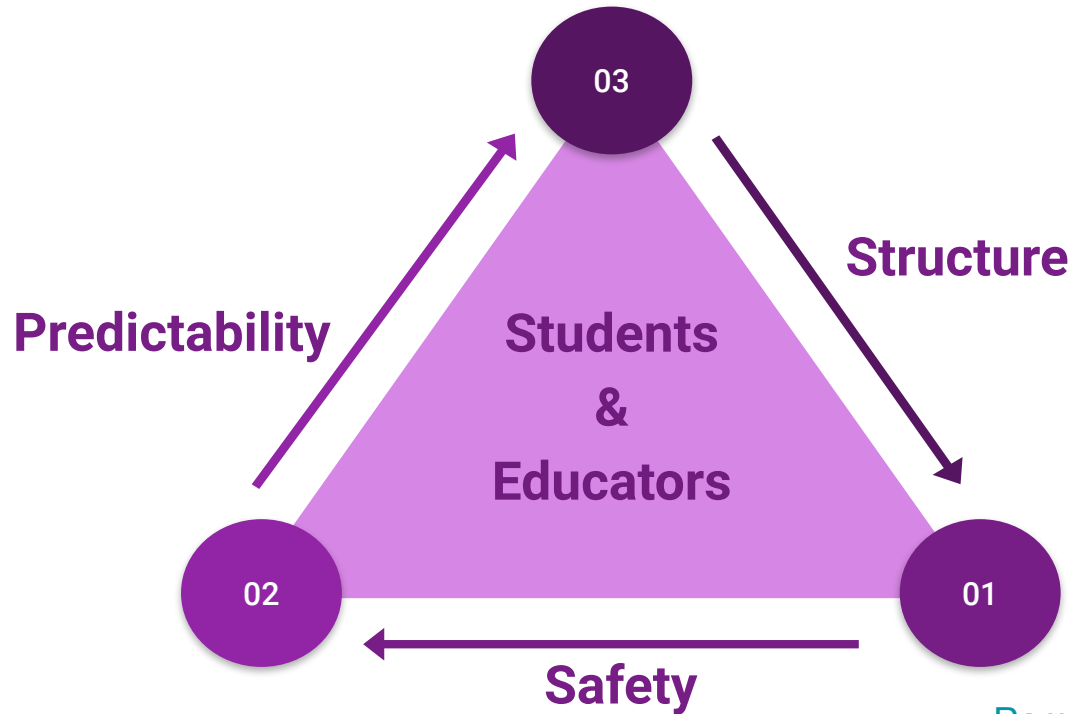
- 40.9% reported at least one mental health condition
- 13.3% reported starting/increasing substance use to cope with COVID-19 stress
- 10.7% reported seriously considering suicide within last month

Enduring COVID: Without a HS Diploma

According to the CDC Household Pulse Survey, of the adult respondents without a HS Diploma:

- 21.1% reported starting/increasing substance use to cope with COVID-19 stress
- 30% reported seriously considering suicide within last month

Enduring COVID-19: Structure, Predictability, & Safety



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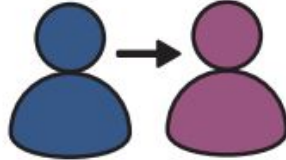
Graphic based upon Bruce D. Perry (2006)

Furnish Safety: Validate Student & Staff Concerns

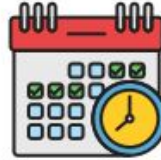
There are many reasons that you might be concerned or worried about COVID-19. Some of the most common are:



Getting sick



Passing the virus onto others, especially those that are high-risk



Adjusting to a new reality for an uncertain amount of time



Taking care of and supporting your family



Concern about the health of your friends and family



Financial stress



Not being able connect with friends and family the way you're used to



Shortages of certain common supplies

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Graphic adapted from *Covid-19 and Your Mental Health Infographic* by [Mental Health America](#)

Practical Applications of Taking Time to Care: Safety

- Share community info for essential resources (food banks, baby and household essentials, free and more affordable healthcare and internet services, rent, utility, and financial assistance, etc)
- Check-in with colleagues and those you supervise regarding the rapid changes and opportunities for just-in-time professional development
- Implement new or use existing student support services to boost attendance and engagement
 - At LCCC, daily class summaries alert student service coordinators to student needs

Furnish Predictability: Set a Schedule and Expectations

- Take attendance and stress its importance
- Have a plan for student outreach
- Be respectful of students' time



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Practical Applications of Taking Time to Care: Predictability

- Take attendance verbally; it communicates:
 - students matter, are individuals, and they belong
 - absences are noticed--not punitively
- Establish a protocol for absences and support
- Use students' preferred method for outreach
(phone call, voice mail, email, text)
- Start class on time and with regular start times and breaks
 - At LCCC class begins 10 minutes after the published start time
 - Allows for community building and a buffer for late arrivals

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Furnish Structure: Create a Learning Community

- Build rapport with students and colleagues
- Share instructional resources with staff and colleagues
- Have some fun
- Recognize opportunities for a more inclusive learning environment
 - [Universal Design for Learning best practices](#)
 - [“Think Outside of the Kitchen”](#)



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Practical Applications of Taking Time to Care: Structure

- Build rapport and have fun by informal community building
 - At LCCC, my colleague starts class with, “Happy National...Day” and then asks a related follow-up question
- Implement UDL principles
 - Accept student participation in multiple formats (verbal, written, text, images, YouTube videos, etc)
 - Give students additional wait time before scaffolding

☰ You're sharing an application

I59JB nearpod Add Activity

Atoms & Molecules
Neon
Argon
Oxygen
Water

Solid
Liquid
Gas

100°C

Heat
Cool

States of Matter: Basics — States

15 of 33 Hide Student Names

Karen Smith

👤 🎤 📴 🧑

● < Group chat

Group 1

movement of the atoms changed?

Tim Clark 10:41 AM
Rapidly

Pat Jones 10:41 AM
They slowed down

Pamela Williams 10:44 AM
Is the water in a gas or solid phase?
We increased the temperature.

Say something 🔄 😊

4 📄 ⚙️ ✕

Final Thoughts: Think Outside of the Kitchen

Adult Ed Prior to the Pandemic

Michelle attends class in isolation in the kitchen due to severe social anxiety. The HSE disability accommodation process for separate testing room was lengthy, but successful.

Adult Ed Enduring the Pandemic

Michelle attends class virtually and can interact with classmates using text. However, HSE testing options were limited and HSE online testing was not available for much of the spring and summer.

Adult Ed Transformed by the Pandemic

Michelle completes HSE exams online and proctoring requires her to be “in a kitchen” (isolated) which is automatically inclusive of the accommodation--no lengthy process!

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Final Thoughts: Think Outside of the Kitchen

Adult Ed Prior
to the Pandemic

Adult Ed Enduring
the Pandemic

Adult Ed Transformed
by the Pandemic

- Who are your “Michelles”?
- How has enduring the pandemic changed your teaching?
- What pandemic-induced innovations will become permanent?

Thank You

Be compelled, not constrained by the Pandemic Pivot towards e-learning!

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[Image made with Memoji App from Apple](#)

Resources & Acknowledgements

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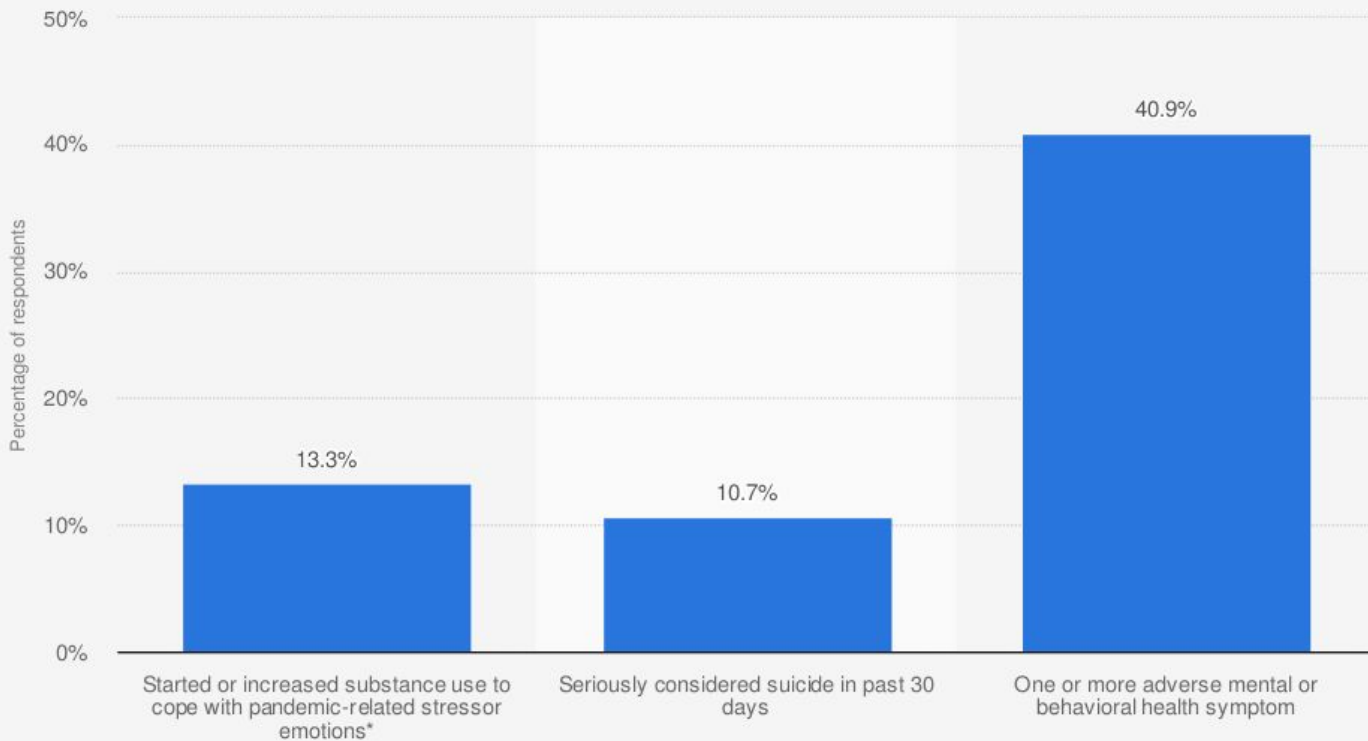
[CDC Household Pulse Survey Results](#)

Graphic adapted from *Covid-19 and Your Mental Health Infographic* by [Mental Health America](#)

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Percentage of U.S. adults with adverse mental health symptoms, increased substance use, or suicidal ideation during the COVID-19 pandemic from June 24 to 30, 2020



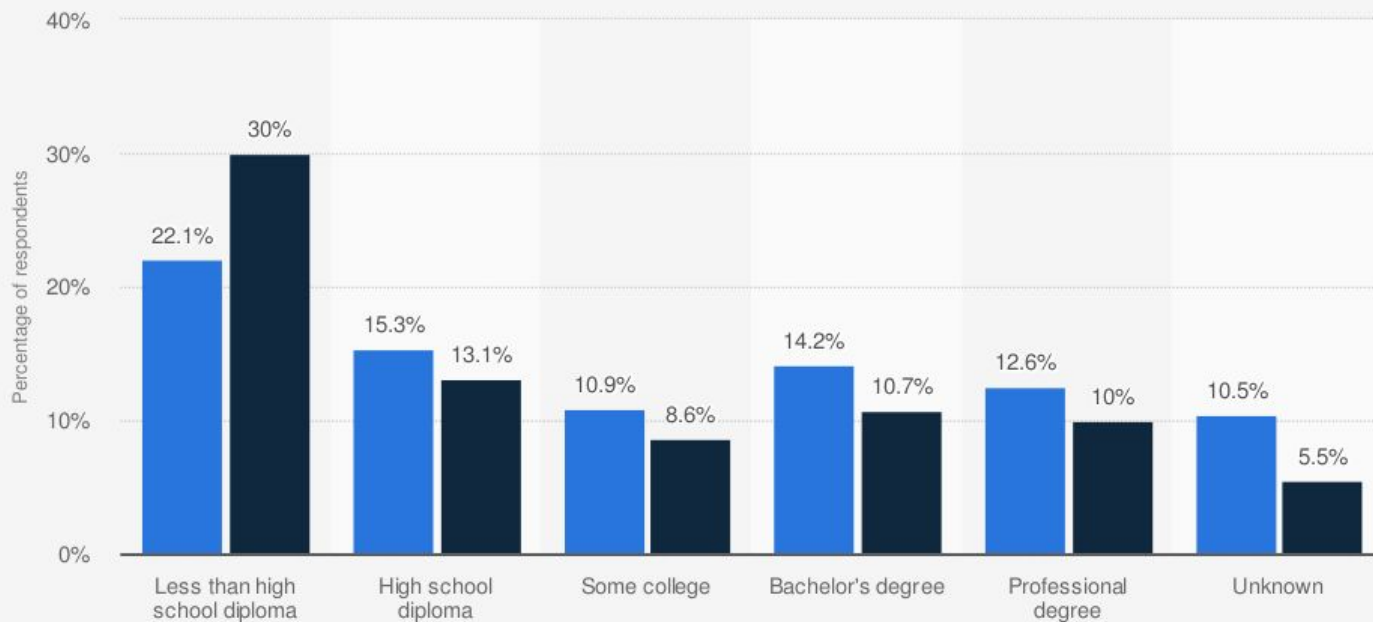
Sources

CDC; MMWR; Qualtrics
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Additional Information:

United States; Qualtrics; CDC; MMWR; from June 24 to 30, 2020; 5,470 respondents; 18 years and older; Online survey

Percentage of U.S. adults with increased substance use or suicidal ideation related to COVID-19 pandemic as of June 2020, by education level



- Started or increased substance use to cope with pandemic-related stressor emotions*
- Seriously considered suicide in past 30 days

Sources

CDC; MMWR; Qualtrics
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Additional Information:

United States; Qualtrics; CDC; MMWR; June 24 to 30, 2020; base: 5,470; 18 years and older; Online survey