

TRANSCRIPTION

Dr. Jada Phelps-Moultrie

So, when I asked you to text you know what you are feeling. Those feelings of being overwhelmed, the sense of guilt, the ineffectiveness. This could be a sign of burnout. Burnouts is in spouts. And that's one thing about per– the research does tell us, is that sometimes you can stay that way and go up and down. I like to share my own story. Go to the next slide. That will kind of help, kind of shape how we're all feeling or at least shape how where I kind of draw my sense of understanding where this is coming from. So, there was a time where I had felt this overwhelming sense of guilt, this ineffectiveness. When I was homeschooling my three children and I was parenting basically while alone while my husband was overseas and then on top of that I was working full time and I was trying to earn my doctorate degree. This is not necessarily the same context. However, the feeling of guilt, losing control, negative self-talk, distancing with my own children, be-- feeling like I'm on autopilot all the time and having a sense of incompetence was there for me. I really felt like I couldn't do it.

And thanks for the shoutouts about the picture, but I like to use the iceberg here as a model to kind of show how this looks. So, at the surface at the top, you kind of have a these– these layers at the top, you're feeling like your normal self. You know, you're getting up in the morning, you're smiling. But then underneath, let's just say a child runs away from you when you're trying to get them to brush their teeth, and then you get upset and angry. Why are you getting upset and angry might be rooted in that feeling of burnout, right? So, when the pandemic started, I kind of felt this overwhelming

Copyright © 2021 by Great Lakes Equity Center

The contents of this document were developed under a grant from the U.S. Department of Education (Grant S004D110021). However, the content does not necessarily represent the policy of the Department of Education, and endorsement by the Federal Government should not be assumed.

A PROJECT OF MIDWEST & PLAINS
EQUITY
ASSISTANCE CENTER

sense of, you know, responsibility. I also felt guilty my children were going to be living the life that I had planned for them. I felt guilty. I couldn't do at all. I also thought that I was going to be incompetent here with trying to parent three kids during and homeschool at the same time, and work at the same time, and my husband became an essential employee, and he ends up getting furloughed at the end of the day. So, we have all these things going on, but what we've done knowing that we have been here before. Where we have faced kind of these issues where, you know, you feel like you're alone doing this.

You're feeling overwhelmed doing this. We sat down and we came up with how our family will deal-- deal with the challenges that were being faced, and so I want to share that with you. Next slide. So, for me, we've tried to shift our approach, right? We first kind of thought through, well, what are, what is our challenge here? And what do we, what kind of resources do we have? And so, I, for me, I came up with my own five tips. I'm going to share that with you, but I also want you to be understanding that you all have a wealth of knowledge within your own communities and as parents. And so, we're going to take the next part of this session to come up with your own challenge [inaudible] defining your challenges, but also on developing your own solutions. So, when my family sat down to how are we going to get through these moments, there were five overarching things that we decided we were going to do.

The first was use our village. You're like, “What does that mean during a pandemic?” Well, our village is in our house right now, the 15-year-old helps the six-year-old, the six-year-

old helps the five-year-old and the five-year-old help. She – she – she helps – she helps everybody. So, it's almost like we've decided that we have to rely a lot on, on each other. So, from siblings can read to each other. A child can reteach a skill to a family. Grandparents, although they may be distant, can teach children about their own culture. So, my family gets together on Sundays, and we have Zoom meetings talking about, just, we catch up with each other, but we also integrate the children. So, they kind of have a sense of our village is still here. They're just a little distant to us. The second tip that I want to present that I've been doing is optimizing the resources around us. Stores have been closed. I haven't necessarily gotten a chance to go out shopping for the most educate programming curriculum. So, we've been using what we have.

When my children are completely burned out we play games. We play Scrabble, which will teach us, teach teaches–, my children, how to add, how to read. And so those are just some examples of us trying to optimize the resources around you. But I've seen plenty of Facebook posting where kids are getting involved in cooking, they're being part of the everyday activities, and all of those can also help shift us out of the challenges that we're facing. Then when feeling overwhelmed, sometimes in our household we stick to the basics. So, families, you know, you should follow your child's school plan, but I know school is ending. But for us, we're going to continue on with doing the basics in our own household. And what that looks like for us is the kids will read 20 minutes a day. They will do they will practice their math facts. And also, we're just kind of making sure that they are always integrate it

in our everyday household needs. So, but that's how we're getting by with the day-to-day aspects of it. It's not all that we do, but when it comes to feeling overwhelmed we try to stick to the basics for that day. Tip four is establish routine and incentives.

Okay, so our routines have completely change. So, caregivers who are balancing work in home schooling or should not feel pressured to kind of recreate the same schedule that your children had when they were in school. It's okay to be flexible in these times, however, putting a routine in place can help set expectations for you and your children so that—that supports a healthy balance between work and also continuing on with that home education. But creating breaks during the day, switching caregiver duties and incorporating lessons that children can do independently, can assist a— sh—, excuse me, assist with maintaining this balance routine. However, what we do in our households also have incentives and that keeps the kids really involved in the buy-in to all the things that we're doing, the seems kind of ad hoc because they're at home. So, we have like ice cream every night. We got a big tub of ice cream, and if as long as my children did the basics and Tip 3 and also helped out with their household chores. They get ice cream. So, this has helped us kind of establish that—that basic routine, but also rewarding this to our children or household for participating.

And then the last tip. It's a two-fold tip. It's providing self-care and enjoying this time together. So, one of the prompts that you will be looking at is alone time. For me, providing a sound home education system will always have its ups and downs

and there's really no perfect lesson. But children there, they're like sponges, they always will learn. So, family should not stress out if things go awry, but one thing that we always have to keep in mind is having a basic routine self-care. Self-care could look like, for me, it looks like brisk walks a long shower or a bath, movie, ice cream. But then the silver lining in all of this that we've tried to kind of harness in our family is to enjoy this time together. I don't know if there will ever be a time where I get to be with the 15-year-old and be with the five and six-year-old. I know it's 24 hours, but at the same time, enjoying who they are and watching them become who they are and getting to really learn who they are as people have been something that we've tried to kind of keep in mind in the day-to-day challenge.

So, we're going to go to the next part of this session, and this is the breakout rooms. This is an opportunity for you all to share your challenges and your own tips or solutions to the challenges. The directions in the breakout rooms is that the computer will assign people to each breakout room. In the breakout rooms the group you're going to discuss the assigned topic. There are four. The first topic or one of the topics are Dealing with Pressure. So, these new pressures that we're having, what does that look like for you? And—and what are some solutions to those new pressures? The second topic is Dealing with Single Parenting. So, some of us were single parents to begin with, or co-parenting. And some of us are may be single and this, in the sense that our partner is leaving work every day.

So, think about those dynamics in that room, and then you're going to be talking about some challenges and solutions around that. The third topic is Juggling Work with Children. So Juggling Work with Children there's all these different dynamics of when parents may have to go to work and then what the children are doing during that time. So, think through the challenges and solutions there. And lastly, it's—it's Finding Alone Time. And this is where self-care, which is not an indulgence, I would love for us to think of it more of a discipline here. So just given the restrictions as it concerns our states' respect to stay at home orders and constraints, caregiving outside of parents. For many of us, we aren't finding ways to rejuvenate ourselves. So, in this room you're thinking through the challenges and the solutions around this alone time.

Rosiline Floyd

As Jada said you will be switched into some smaller group rooms so we can have small group discussions. The computer will automatically switch you into these rooms. There will be a staff member in the room to record on a Google Doc the suggestions that you make. Have a great session.

Dr. Jada Phelps-Moultrie

Did it expire?

Rosiline Floyd

It did. All our groups back? Our group had a really engaging, discussion and it is one of those things where you hate it for that timer to come and give us 14 seconds. So welcome back to the main group. Go ahead Jada.

Dr. Jada Phelps-Moultrie

Yeah, we were just getting started. I just, I can't wait to hear what were some of the – we got to the challenge phase and then we started to define our challenges? But where I'm going to us, like – Can we switch to the next side? So, we actually – when it comes to external pressures, we were kind of thinking about what were those external pressures. Some things that came up were a work-life balance that did not mesh well now that everybody is at home. So, one of the things that consistently kind of came up across the households was there are children who are in the background needing some demands, and now– and then at the same time there are work– our work is demanding as well. And so, we do not get a chance to kind of unpack some solutions. What I will do, I'm going to circle back to our group, and I want – we kind of – I posed the question. I said, well, “What are some solutions?” So, I'm going to circle back to our group. So, we'll give them a little bit more time to kind of think through that. Through that, this demand, this tension between serv– you know, helping our kids and then at the same time doing our jobs. So, let's go to groups. The next group, which is Dealing with Single Parenting. You all discussed, “How could you build in a system of support?” You know, what were some challenges and what were some solutions that will allow. Who– who moderated this group?

Diana Lazzell

Jada I was the moderator. This is Diana. And Seena and Tamera were also in the room. And we were in the room with two people, one, a parent of a child with multiple disabilities, and then one who worked with parents. And so, we mainly discussed what to do with the extreme isolation that we're all feeling and the fact that the children don't really

Copyright © 2021 by Great Lakes Equity Center

The contents of this document were developed under a grant from the U.S. Department of Education (Grant S004D110021). However, the content does not necessarily represent the policy of the Department of Education, and endorsement by the Federal Government should not be assumed.

A PROJECT OF MIDWEST & PLAINS
EQUITY
ASSISTANCE CENTER

understand that and there's no social emotional helpers for— and some of the strategies we discussed are getting outside in the nice weather, doing some family physical activities together, and continuing to connect with family using some online platforms like Zoom and Google Meet. And then also we talked about some strategies like parent networking through the school or parent networking, you know starting your own network. And also, the schools have been helping by letting kids keep the devices over the summer. That's kind of what we talked about. Seena or Tammera, do you want to add anything?

Tammera Moore

I would just add that we— we started to touch on what is the role of schools in facilitating and supporting parents in building these coalitions and building these networks to— to assist during times like this. So how can they begin to think through that? How can we, as a center, possibly be helpful in that process? And so that was, that was one important thing. I think that they came to the surface in our group was just starting to think through those things.

Dr. Seena Skelton

And I'm wondering like to hear from Kim or Latisha. You, either of you want to add any to our share out?

Latisha

No, I think you all hit—hit it well. Thank you.

Kim Gifford

Yeah. I agree. Thank You.

Dr. Jada Phelps-Moultrie

So then second topic was Juggling Work with Children? Or the third topic, sorry. So, what were some— some things that you all kind of discussed in your group?

Copyright © 2021 by Great Lakes Equity Center

The contents of this document were developed under a grant from the U.S. Department of Education (Grant S004D110021). However, the content does not necessarily represent the policy of the Department of Education, and endorsement by the Federal Government should not be assumed.

A PROJECT OF MIDWEST & PLAINS
EQUITY
ASSISTANCE CENTER

Robin Jackson

Hi, that was the group with Kyle and I. We had some really good discussions. I'll al—, I want to first lift up that, and we talked about this during the group, lift up that understanding that we are in a pandemic right now and that lots of people's jobs shifted or ended or what have you. That work extends to work at home as in taking care of the household. So, I know that we tend to think of work as something that when you have to clock into every day but working at home is work. Right? So, with that –with that being said, we've talked about knowing when to make time for both the children and the work, like supporting them with schooling and things like that. We talked about the fact that yes, we are beholden to, you know, specific hours that we work, but in reality, the work sometimes doesn't end. You're working throughout the day depending on what it is, and you just kind of have to get things down when you can. We also talked about how before all this happened, it was easy to be able to call on your village. “Hey, can you watch such and such for this period of time while I do this?” and that's not a reality right now. So, another challenge is not being able to tap into your support network in the ways that you used to be able to. Also being mindful of needing to take mental breaks from the parenting piece because you are in the home for extended–periods of time now what with your kids? Just finding time to be able to take a mental break from parenting and being okay with that. Because there is some guilt around, you know, maybe having to put them on a tablet while you're working. When you know that sometimes in some cases your kids might prefer working, being directly with you and getting your attention. And then there's also the balance between having to transition between work and caregiving.

Copyright © 2021 by Great Lakes Equity Center

The contents of this document were developed under a grant from the U.S. Department of Education (Grant S004D110021). However, the content does not necessarily represent the policy of the Department of Education, and endorsement by the Federal Government should not be assumed.

A PROJECT OF MIDWEST & PLAINS
EQUITY
ASSISTANCE CENTER

The back and forth between attending to your kids and jumping on the meeting and going back to the kids and helping them with work and then having to go back to your meeting. So, the overall conversation around the challenges was about the balance between self and work and kids. Some of the solutions, or the strategies that we talked about, was actually planning and coordinating schedules, working in those 15 minute breaks so that you can decide– so you can transition so you can attend to the kids actually working them in rather than, you know, like intentionally working them in rather than you know, flying by the seat of your pants when it comes to having to pay attention to different things in the household. One of the– well I personally think it's important to think about through all this and what was offered was extending yourself grace and mercy during this time. That some things may fall by the wayside. Sometimes you may just say, “I'm not working today. I'm going to pay attention to the kids today.” Sometimes it may mean cereal for dinner. Sometimes that means you won't do laundry for a few days, but understanding that this is a peculiar time, and with that, we were thrust into having to figure it out. And some of us are still figuring it out and that is okay.

Dr. Jada Phelps-Moultrie

Wow, that's excellent. I'm going to go to the last group which is Finding Some Alone Time and Self-care. So, what were some things that were shared in your group? Which group had Finding Some Alone Time and Self-care?

Rosiline Floyd

We di– did, we just did How to Build Systems of Support. But I'll talk about it from– from there. The challenges of building

Copyright © 2021 by Great Lakes Equity Center

The contents of this document were developed under a grant from the U.S. Department of Education (Grant S004D110021). However, the content does not necessarily represent the policy of the Department of Education, and endorsement by the Federal Government should not be assumed.

A PROJECT OF MIDWEST & PLAINS
EQUITY
ASSISTANCE CENTER

systems of support or it's hard to give support when you so overwhelmed yourself. We can get, and it's hard to get buy-in from others that you need systems to support because a lot of us have always been the strength, and people don't see the need for strong people to need systems of support. Another challenge that we looked at is when you're trying to meet basic foundational needs it's hard to offer support to anyone else. One of our group members talked about managing a job where you're worried about what's happening to children because of the pandemic and being separated from school. “How do, how are they functioning?”

Because they might be home with the perpetrators of whatever violence or whatever struggles that they're having. So how do you— how do you deal with that? So, we came up with some strategies. One of the strategies were to use food delivery services instead of grocery shopping because anxiousness and being overwhelmed seemed to be a theme throughout. One of the strategies was to work jigsaw puzzles, to sort of relax yourself, or do bead work. Another great strategy that we came up with it, even in these times, find something to laugh about and music. And one of our participants said she bought a disco ball and just dance. Just dance and listen to music. And our final strategy is to use generational knowledge to inform or to help us get through this because the youth are dealing with it some way, and then people who have a history of the civil rights movement, other movements are dealing with it another way. So don't be focused on the way you're viewing things but be open to listening to the younger generations and how they're, how they're adjusting. So that was it.

Copyright © 2021 by Great Lakes Equity Center

The contents of this document were developed under a grant from the U.S. Department of Education (Grant S004D110021). However, the content does not necessarily represent the policy of the Department of Education, and endorsement by the Federal Government should not be assumed.

A PROJECT OF MIDWEST & PLAINS
EQUITY
ASSISTANCE CENTER

Dr. Jada Phelps-Moultrie

That's excellent. That's excellent. Now, I don't want to skip over any other groups. So, did any other group have any other share outs? Okay. So, my Group Dealing with Pressure, I just want you all to kind of think through what are some solutions to balancing this work-life balance at home? And if you have any share outs, go ahead and we'll spend the next two minutes kind of sharing it out. And then I can close out. Starting with dealing with pressure.

Sophie Richardson

I'm happy to start from our group. And actually, a lot of the—the sentiments that Robin shared and topics that came up for them were also echoed in our group.

Dr. Jada Phelps-Moultrie

Yeah, I— I— I also want to just kind of bring up what some folks are saying in the chat box too. You know creating a schedule definitely can help with dealing with some of the pressures that we talked about. So, what a schedule could look like? It's already kind of been shared, but building in 15-minute breaks, separating and creating some concrete boundaries between work and when you're going to do that, and then when you're going to help your children. One thing that was mentioned was, I think Reneta, she stated, that sometimes our children don't know that we're working. And so being very clear about when I have this sign on my door it means mommy is working. Or when I'm in this part of the kitchen and you see my headphones on it means dad is working. And then also dealing with pressure, we had someone who's from an inter-generational home and she can share it that, that how she wants to help out, but we didn't want to be so intrusive. But I think that, if you notice, it's based on what I'm hearing about

building the system of support; maybe figure out just have a talk with your family members to kind of talk though like, “Well, what do you need and how can I help?” Can also be part of dealing with that pressure. But because we're out of time, I just want to kind of summarize what everyone has stated and then, you know, if– if you feel like going back and re-texting, how, you know, how you're feeling, and then we can kind of pull that results up to– to kind of help us gauge how we move forward. That– that would help us out tremendously. But some things that we said here. when it comes to single parenting try to get try to let your– your loved ones know what you need and then build some coalitions around those people that important to you in– including the school.

In terms of juggling work, create, and parenting, at home, create boundaries, tap into those systems of support, build in breaks, and extend grace to yourself. And then to kind of deal with just the pressure, I heard a lot of things, although everybody wasn't part of our group, but doing jigsaw puzzles, meditation, walks, just making sure we all kind of take that time to build in a system where we're caring for ourselves. But as you all move forward into this journey of parenting during the pandemic and this civil unrest, just keep in mind that what we have now is this opportunity to enjoy our children, but also learn a little bit about ourselves in terms of who we are as a parent and who we want to be overall when we come out of this. Oh, what kind of things can we put into place that's going to help us with resolving those challenges moving forward. So, I hope this session has alleviated some of the burnout feelings that we have, but you are a village. We all can work through this together that have some, some resources here,

Copyright © 2021 by Great Lakes Equity Center

The contents of this document were developed under a grant from the U.S. Department of Education (Grant S004D110021). However, the content does not necessarily represent the policy of the Department of Education, and endorsement by the Federal Government should not be assumed.

A PROJECT OF MIDWEST & PLAINS
EQUITY
ASSISTANCE CENTER

that can be shared out that I've gathered together, some for children, some for yourselves, some in my wheelhouse in terms of the work I do with African American families. But thank you so much for having me, and I really appreciate all the wealth of knowledge that was shared here today.

Latisha

Thank you so much.

Rosiline Floyd

Have a great rest to the weekend. And thanks again for participating in our first Families Learning from Family session.

Robin Jackson

I have a question in the chat wondering if the resources that Dr. Jada Phelps-Moultrie posted will be sent out.

Rosiline Floyd

We're going to send thanks– thanks Robin. We're going to send an e-mail, which will have the post– post survey questionnaire. And we'll also provide some of the solutions and challenges and strategies that you talked about in your group. And we'll have the PowerPoint will be sent also for you.

Carole Cadue-Black

Thank you, everyone. And I'll see you at June 22nd at the next meeting.

Dr. Seena Skelton

Yeah. Absolutely. We're blessed. Stay healthy, everyone.

[cross talk]

Thank you. Thank you. Thank you. Everybody. You