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HEALTHCARE EMERGENCY PREPAREDNESS
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Hidden Consequences: How the COVID Pandemic is Impacting Children Webinar Series

Webinar 4: The Impact of COVID-19 on Children with Special Healthcare Needs

October 29, 2020

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- Area for password-protected discussion among vetted users in near real-time
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Resources

- [ASPR TRACIE COVID-19 Page](#)
 - [COVID-19 At-Risk Individuals Resources](#)
- [ASPR COVID-19 Page](#)
- [CDC COVID-19 Page](#)
- [Coronavirus.gov](#)
- [ASPR Pediatric Centers of Excellence](#)
 - [University Hospitals Rainbow Babies and Children's Hospital](#)
 - [Regents of the University of California, San Francisco](#)



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Merritt Schreiber, PhD.

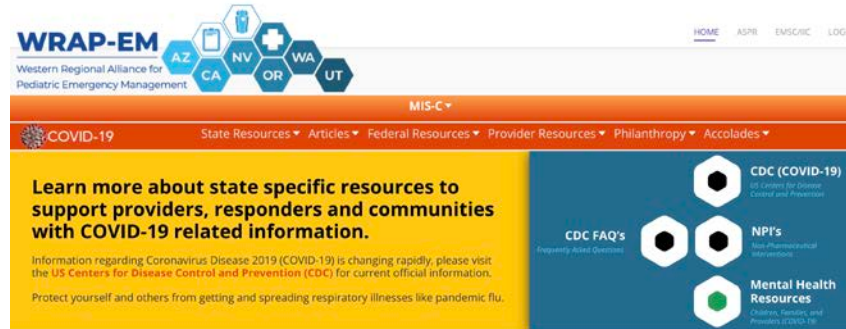
Professor of Clinical Pediatrics, Department of Pediatrics, Lundquist Institute,
Harbor- UCLA Medical Center/ David Geffen School of Medicine at UCLA

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Building Regional Pediatric Disaster Response

- *From dream to reality:*
 - Pediatric Disaster Care Centers of Excellence (PDCOE) represents major advance in integrated regional disaster response for children including mental health (MH) and special healthcare needs (SHCN)
- Many working behind the scenes over years
- Thanks to Dr. Kadlec and the ASPR team for making this dream a vibrant reality

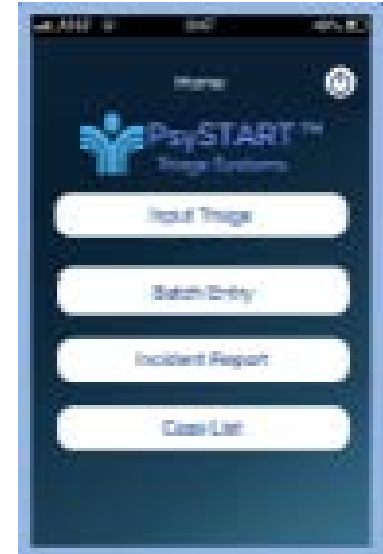


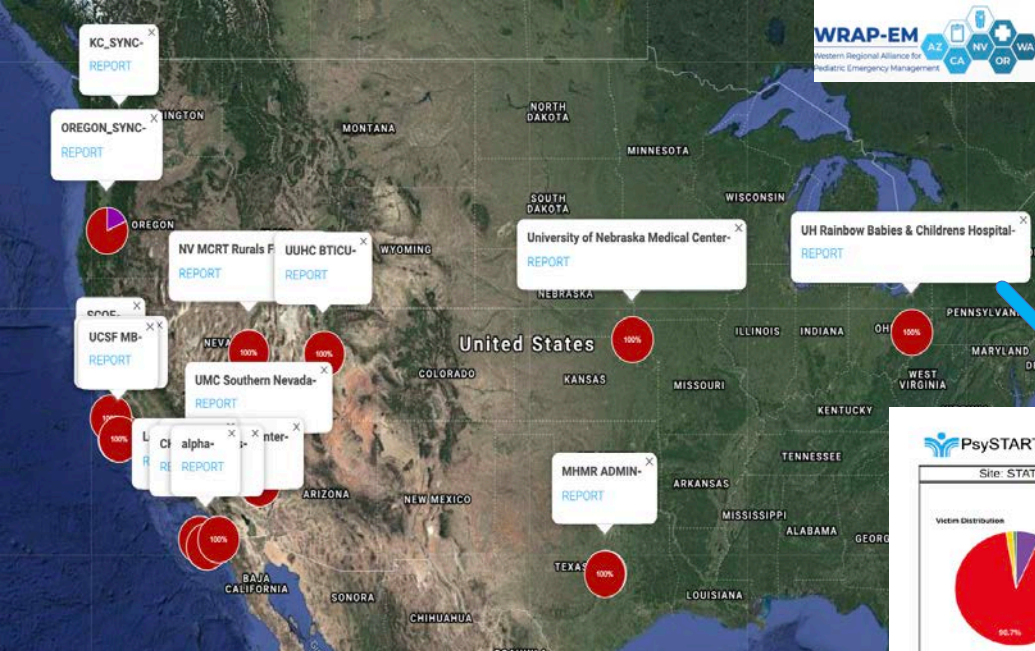
Welcome from WRAP-EM and EGL PDCOE's

- MH workgroup as one example of collaboration
- WRAP-EM MH and EGL MH integrated
 - PsySTART Impact Situational Awareness
 - Anticipate.Plan.Cope: Parent Coping with COVID-19 Training
 - Pediatric SME Mental Health Reachback
 - 10 states (so far)

WRAP-EM Mental Health Workgroup

- Joint WRAP-EM/EGL Rapid MH Triage TTX (PsySTART)
 - Regional sit awareness/common operating picture
 - Shared decision support (crisis standards of care)
 - Broad HCC engagement: ED, ICUs, state agencies, mental health teams
- 10 states, 118 participants
 - Generated real-time, common “national” population level operating picture of evidence-based risk markers from easy to use web-app
 - Acute risk
 - Pre-existing needs
 - ACEs “triage”
 - COVID-19 component
 - System now available for real world regional events
 - Hybrid : COVID + Wildfire +ACEs situational awareness

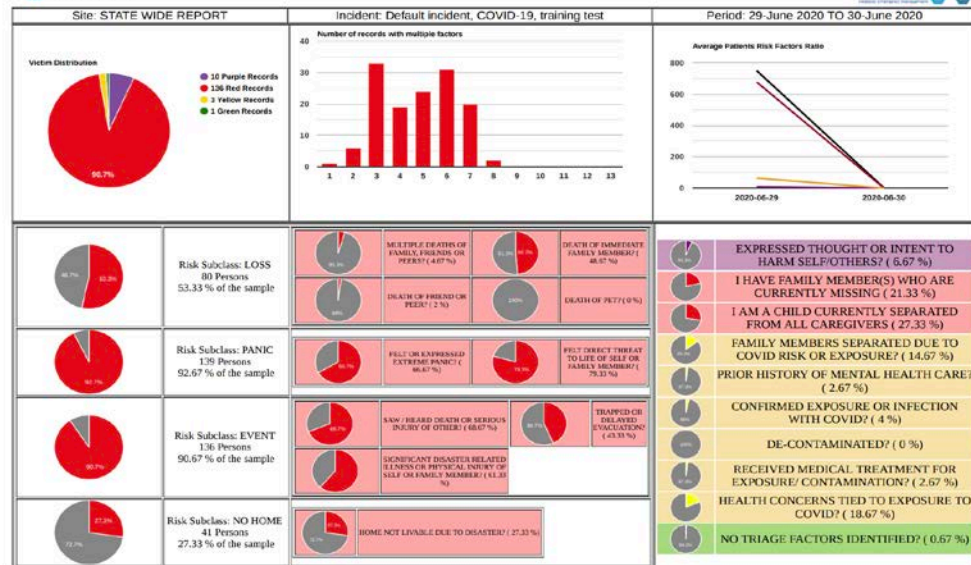




WRAP-EM/EGLE Nationwide Mental Health Common Operating Picture TTX 6/29/20 (2300Z)

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PsySTART®





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Moderator- John Hick, MD
Hennepin Healthcare

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Hidden Consequences of COVID-19: Social Determinants of Health and Children and Youth with Special Health Care Needs



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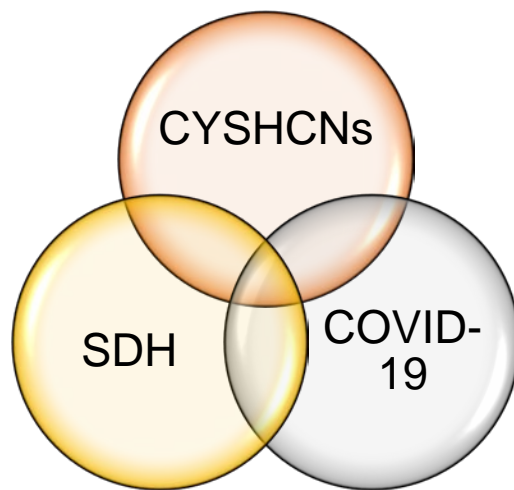
Anna Lin, MD

Assistant Medical Director, Office of Emergency Management,
Stanford Children's Health and Stanford Health Care and Clinical
Associate Professor at Stanford University



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Framework



Children and Youth with Special Health Care Needs (CYSHCN)

“[T]hose who have or are at increased risk for a chronic physical, developmental, behavioral, or emotional condition and who also require health and related services of a type or amount beyond that required by children generally.”¹

Slide 54 lists appropriate references



NSCH: CSHCNs Screening^{2,3}



Prescription Medications



Medical, Mental Health,
Education Services



Specialized Therapy



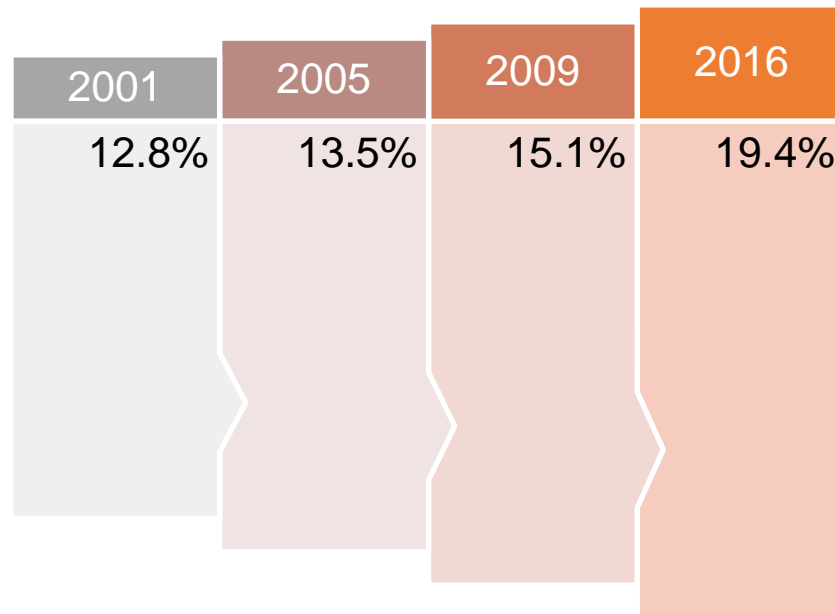
Functional
Limitations



Emotional or
Developmental
Problems

Slide 54 lists appropriate references

National Survey of Children with Special Health Care Needs^{2,3}



Slide 54 lists appropriate references

Epidemiology And Disparities⁶



Created by Thomas Deckert
from Noun Project

- Increasing prevalence
 - Chronic conditions (asthma, diabetes, obesity)
 - Medical complexity
 - Behavioral, mental health, learning, or developmental disability
- Racial and ethnic disparities in prevalence and/or severity of chronic physical and mental conditions

Slide 54 lists appropriate references

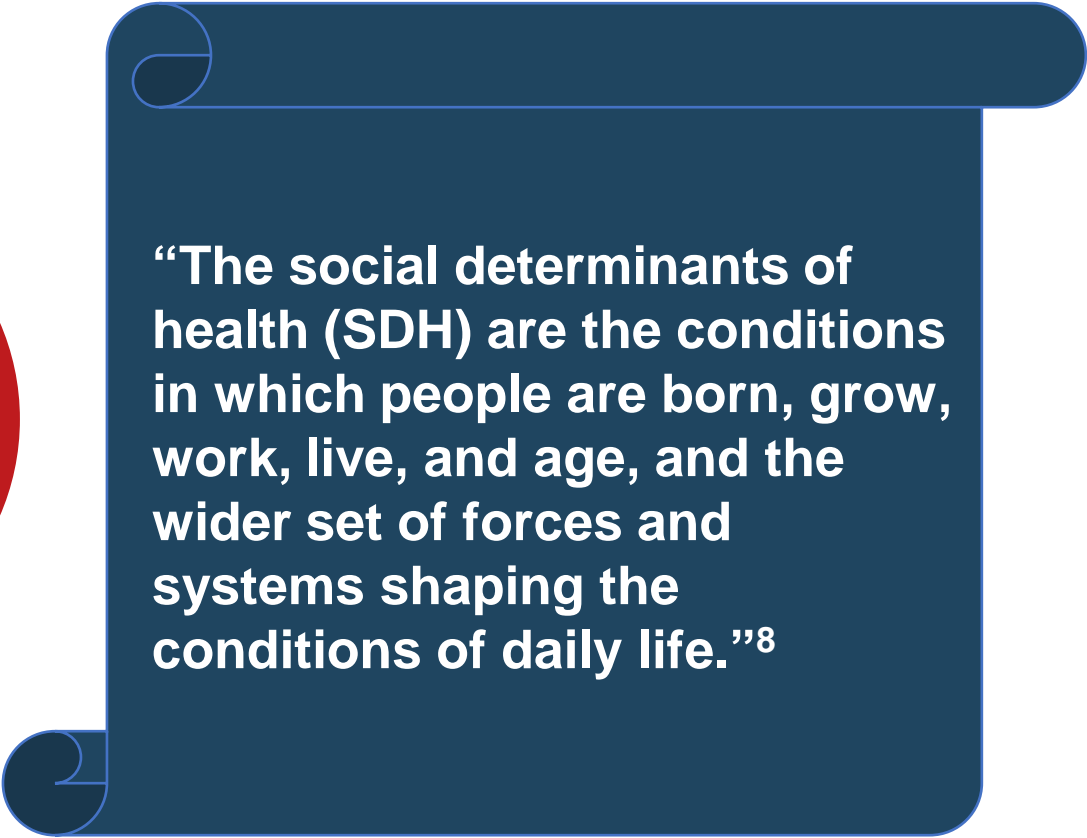
CSHCNs and Social Determinants of Health (SDH)



Healthy People 2030, U.S. Department of Health and Human Services, Office of Disease Prevention and Health Promotion. Retrieved October 7, 2020, from <https://health.gov/healthypeople/objectives-and-data/social-determinants-health>.



World Health
Organization



“The social determinants of health (SDH) are the conditions in which people are born, grow, work, live, and age, and the wider set of forces and systems shaping the conditions of daily life.”⁸

Slide 55 lists appropriate references

Social Determinants of Health: Healthy People^{7,9}



Healthy People 2020, U.S. Department of Health and Human Services, Office of Disease Prevention and Health Promotion. Retrieved October 7, 2020, from <https://www.healthypeople.gov/2020/topics-objectives/topic/social-determinants-of-health>

Social Determinants of Health



Social Determinants of Health
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Healthy People 2030

Healthy People 2030, U.S. Department of Health and Human Services, Office of Disease Prevention and Health Promotion. Retrieved October 7, 2020, from <https://health.gov/healthypeople/objectives-and-data/social-determinants-health>.

Slide 55 lists appropriate references

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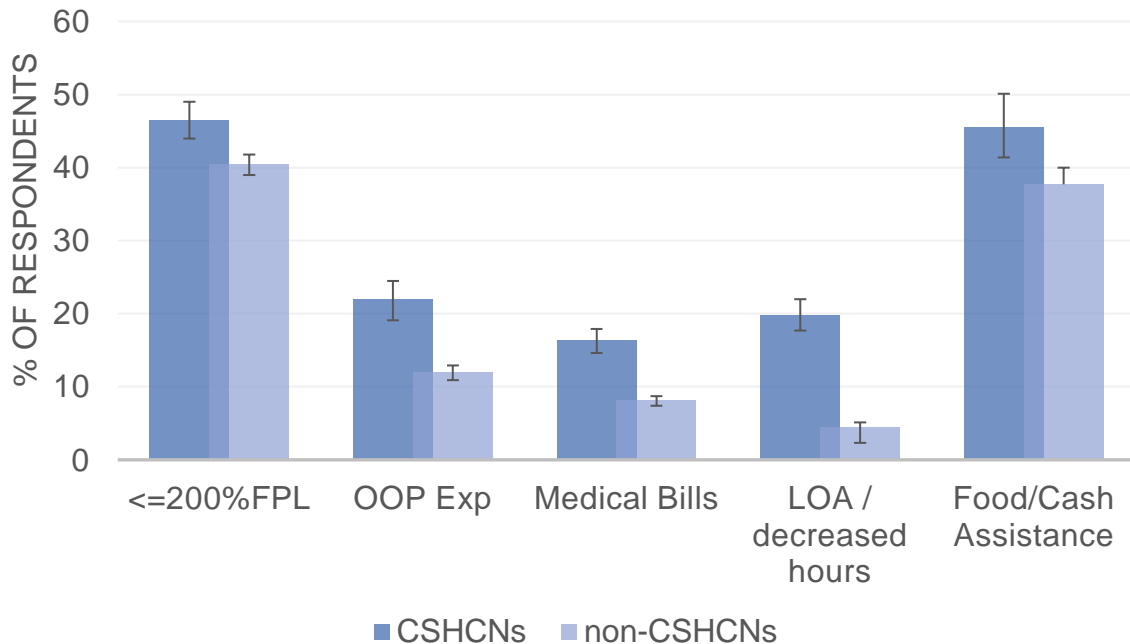
CYSHCNs: Disparities¹⁰⁻¹⁷



- Decreased overall health
- ≥ 2 chronic medical conditions
- Functional difficulty
- Health conditions that moderately or consistently affect daily living
- ≥ 2 adverse childhood experiences

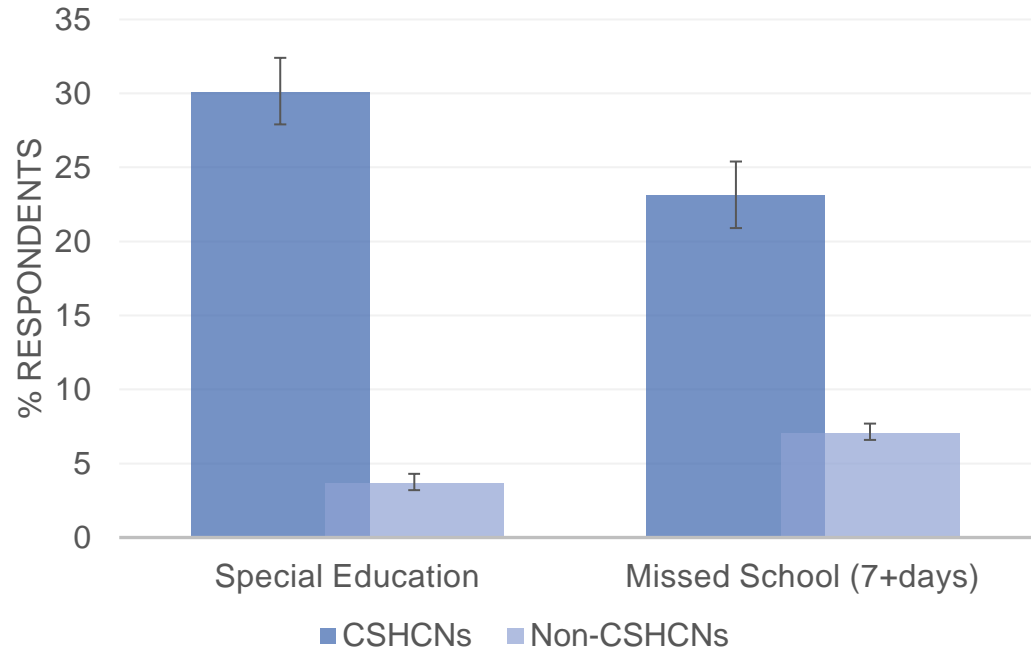
Slides 55 and 56 list appropriate references

Economic Stability¹⁸⁻²²



Slide 57 lists appropriate references

Education Access and Quality²³⁻²⁴



Slide 58 lists appropriate references

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Health Care Access and Quality



- Increased healthcare needs²⁵⁻²⁸
- Decreased effective care coordination²⁹
 - Disparities in effective care coordination³⁰

Slides 58 and 59 list appropriate references

Health Care Access and Quality During CoVID-19



- Delayed or non-access of health care services (patient-driven)³¹⁻³²
- Altered or loss of medical or health services
 - Telehealth, phone visits³³⁻³⁵
 - Cancellation of elective procedural cases³⁵
 - Visitor restrictions
 - Home care³³
- Ethical provision of care and resource allocation³²

Slides 59 and 60 list appropriate references

Social and Community Context³⁶⁻⁴⁰



- Maternal physical and mental health
- Aggravation with parenting
- Handling day-to-day demands of raising children
- Family resilience

Slides 59 through 61 list appropriate references



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Developmental Disorders and Trauma

- Approximately 1 in 6 youth between the ages of 3 and 17 have an intellectual or neurodevelopmental disability
- Studies suggest that children with a neurodevelopmental disorder as defined as a child with special health care needs is up to 10 times more likely to experience trauma

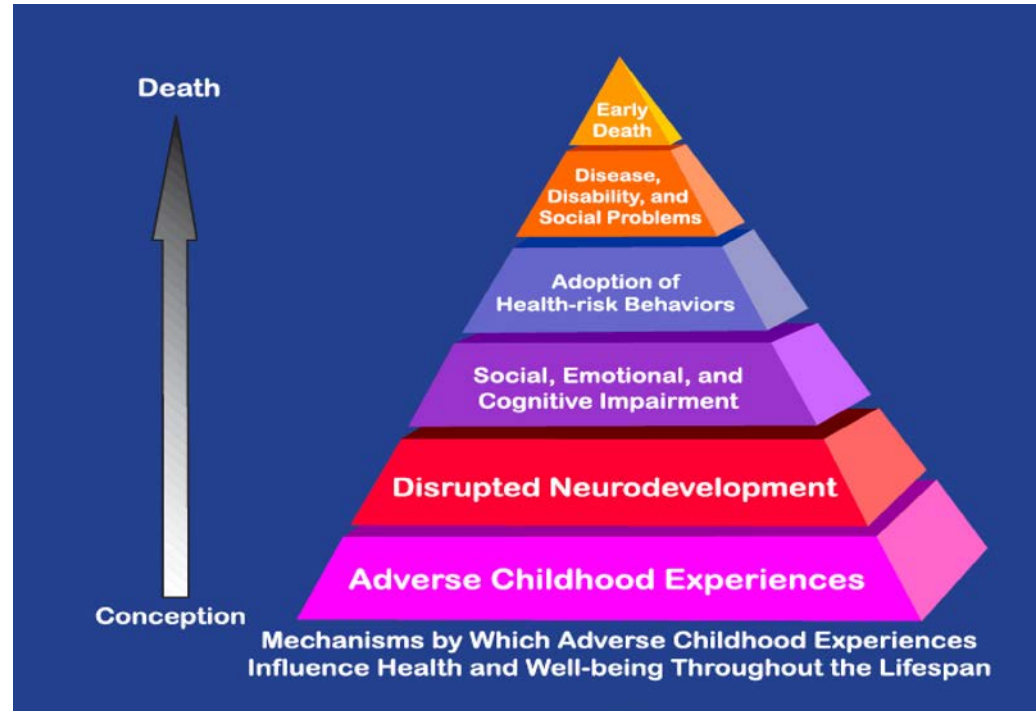
<https://www.cdc.gov/ncbddd/developmentaldisabilities/facts.html>

Types of Traumatic Experiences

- Child maltreatment
 - 3 in 4 children aged 2 to 4 years regularly suffer physical punishment and/or psychological violence at the hands of parents and/or caregivers
- Physical abuse
- Sexual abuse
- Verbal/emotional abuse
- Foster care placement
- Bullying

<https://www.who.int/news-room/fact-sheets/detail/child-maltreatment>

ACEs Pyramid



<https://www.cdc.gov/violenceprevention/aces/about.html>

ACEs in the Era of COVID-19

- Traumatic separation
- Traumatic grief

Parent Risk Factors

- Experience of maltreatment as a child
- Lack of awareness of age-appropriate developmental expectations
- Misuse of alcohol or drugs
- Low self-esteem
- Poor impulse control
- Mental or neurological disorder (depression)
- Family violence
- Financial difficulties
- Breakdown of support in child rearing
- Isolation

<https://www.who.int/news-room/fact-sheets/detail/child-maltreatment>

Child Abuse

- Decreased reporting to Child Protective Services
- Increased harsh parenting practices (e.g. Lee & Ward, 2020; Knox et al; manuscript in preparation)

ACT Raising Safe Kids

- ACT is a 9-session, 2-hour group education prevention program focusing on caregivers of children from birth to age 10
- “Promising Research Evidence” – California Evidence-Based Clearinghouse
- “Effective” – U.S. Department of Health and Human Services
- “Effective” – Centers for Disease Control and Prevention



Remote Implementation of the ACT Raising Safe Kids Program during the Era of COVID-19

Goals

- Determine the feasibility of the remote implementation of the ACT Raising Safe Kids program
- Conduct the remote ACT program with fidelity at multiple sites
- Offer violence prevention and intervention for urban and rural families
- Gather and report outcomes on characteristics of parenting
- Complete and disseminate an ACT Remote Implementation manual

Components of ACT Raising Safe Kids

- Child development
- Nonviolent discipline
- Anger management and social problem solving
- Effects of media on children
- Methods to protect children from exposure to violence

anticipate. plan. cope.™

Building a Family Resilience Map™



WRAP-EM/EGL MH TEAM:

Chip Schreiber
Carolyn Ievers-Landis
Saloni Gupta
Cindy Bethany
Cathy Stout
Emily Williams
Milissa Chanice
Tona McGuire
Kimberly Burkhart



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Resources for Positive Parenting Support

- www.healthychildren.org
- www.nctsn.org
- www.apa.org/topics/covid-19/parenting-during-pandemic



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Rita Burke, PhD, MPH

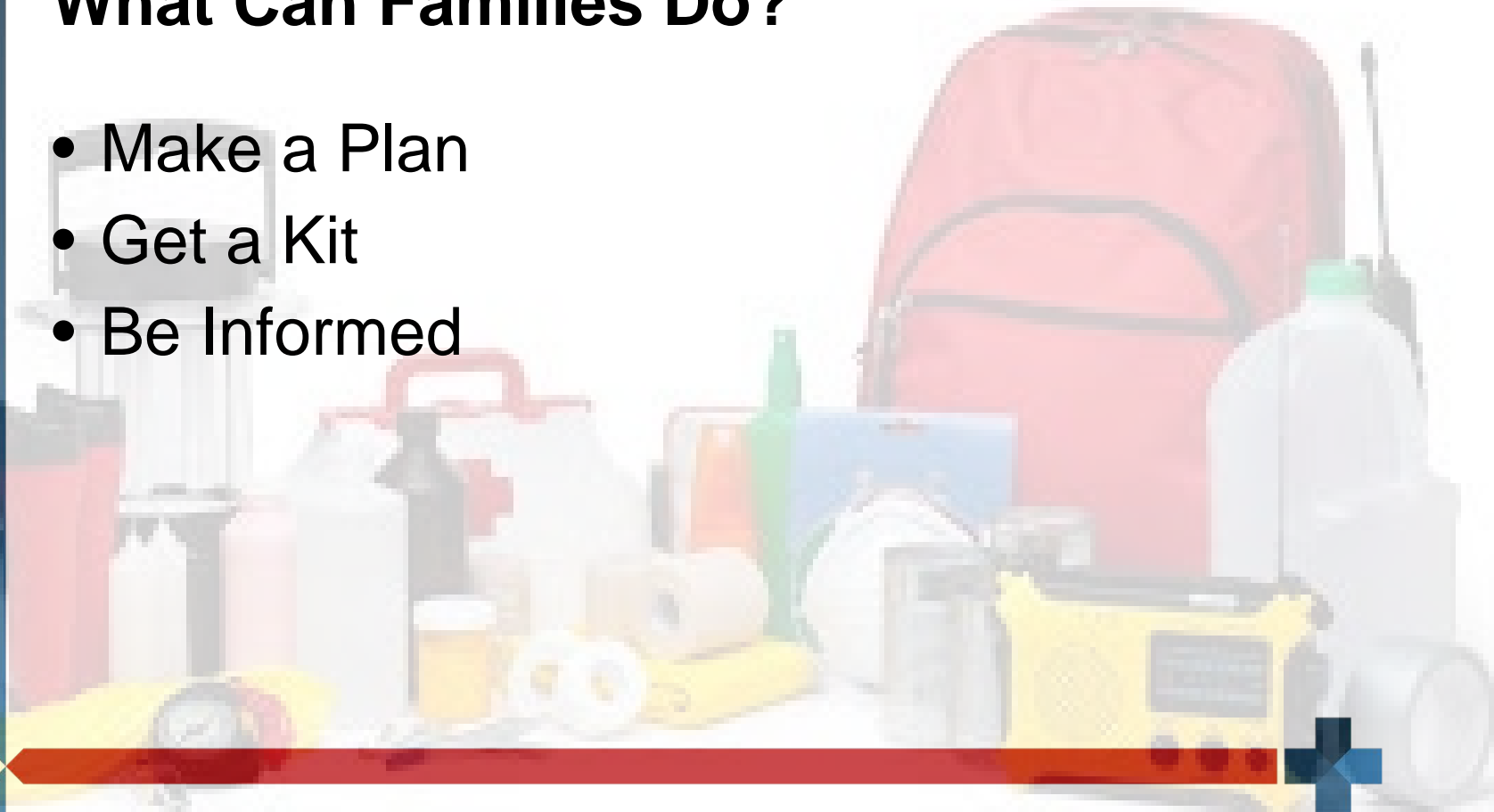
Assistant Professor of Clinical Preventative Medicine, Keck School of
Medicine, University of Southern California

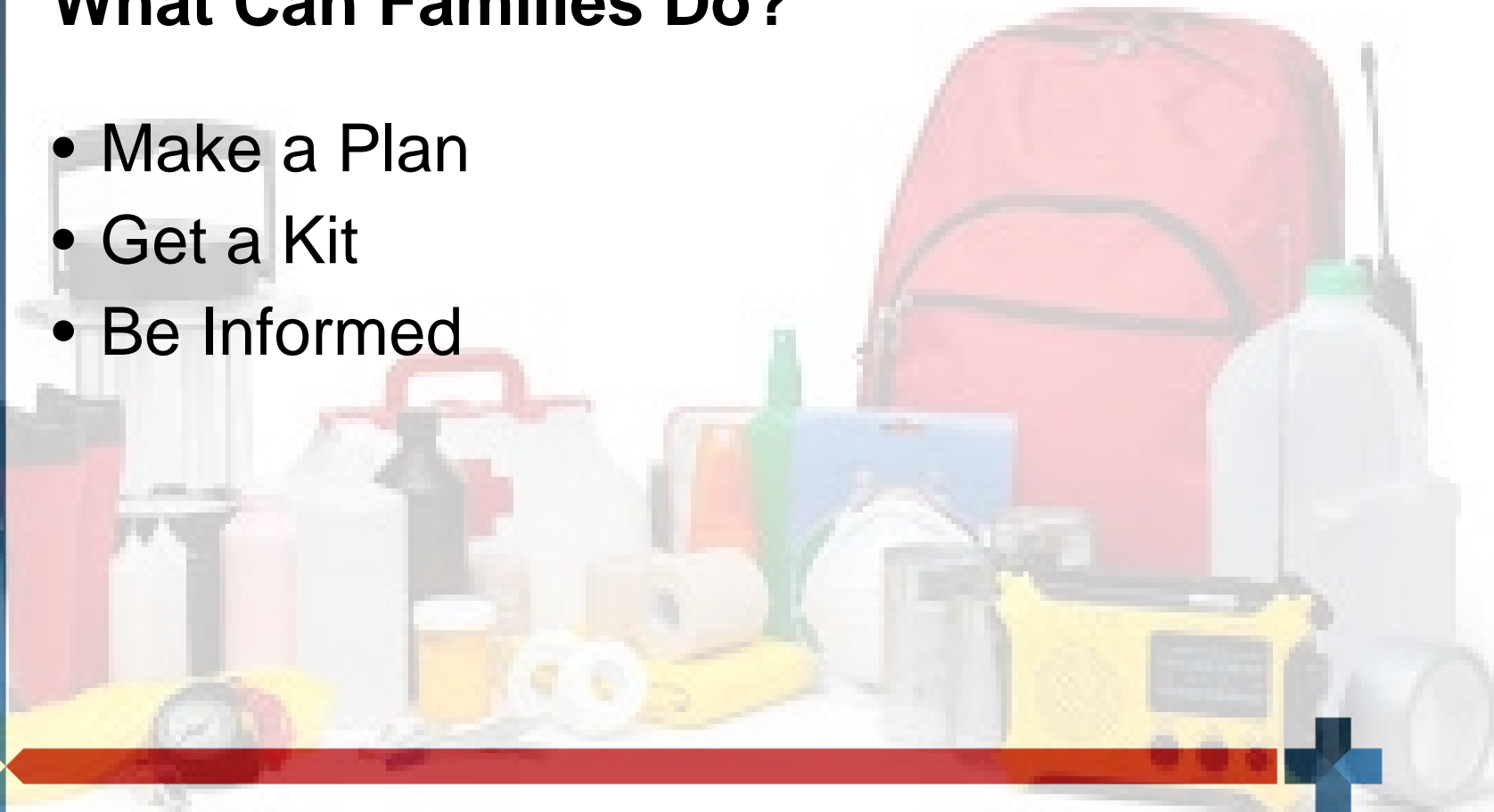
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What Can Families Do?

- Make a Plan
- Get a Kit
- Be Informed

A collection of emergency supplies including a red backpack, a yellow radio, a flashlight, a first aid kit, and various food and water supplies. The items are arranged on a white surface, with a red banner at the bottom. The background is a light blue gradient.

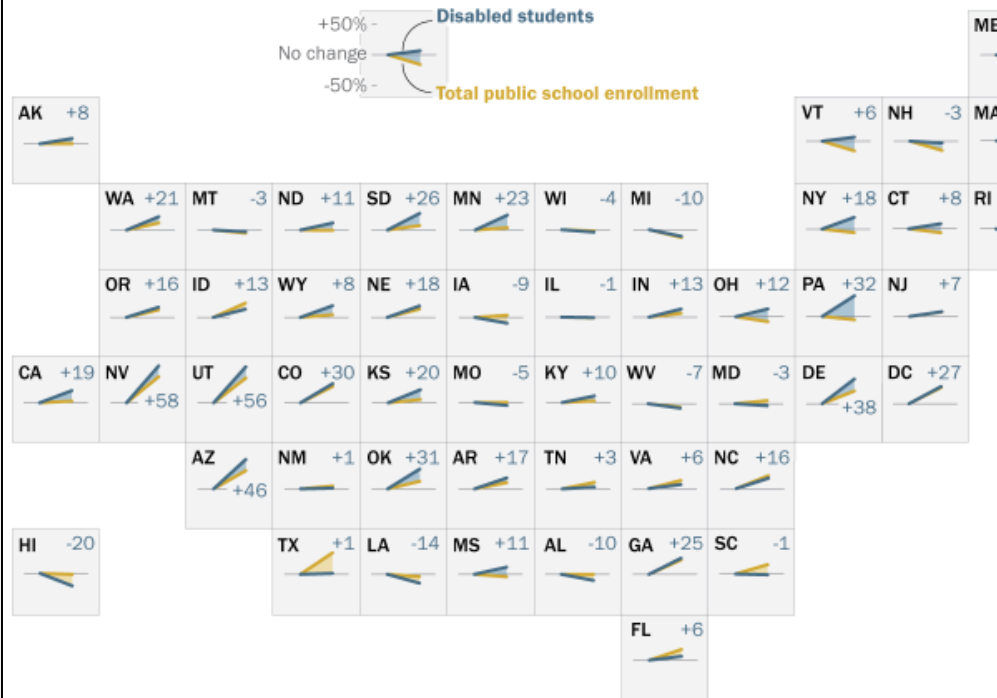
- # What Can Families Do?
- Make a Plan
 - Get a Kit
 - Be Informed
- 
- A collection of emergency supplies including a red backpack, a yellow radio, a flashlight, a first aid kit, and various food and water containers. The items are arranged on a white surface, with a red and blue cross symbol in the bottom right corner.

In 2018–19, the number of students ages 3–21 who received special education services under the Individuals with Disabilities Education Act (IDEA) was 7.1 million, or 14 percent of all public school students.

National Center for Education Statistics. (2020). [Students with Disabilities](#).

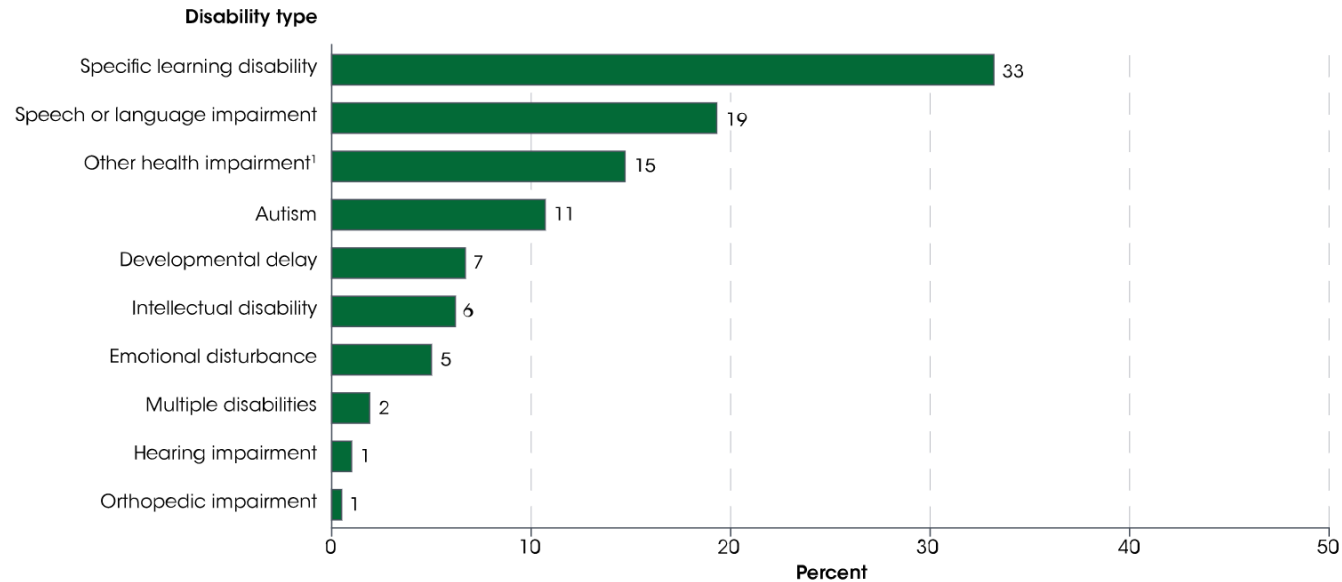
Between the 2000-01 and 2017-18 school years, disabled student population grew in most states

Percent change from 2000-01 school year to 2017-18 school year for ...



Pew Research Center.
(2020). [Between the 2000-01 and 2017-18 school years, disabled student populations grew in most states.](#)

Figure 1. Percentage distribution of students ages 3–21 served under the Individuals with Disabilities Education Act (IDEA), by disability type: School year 2018–19



National Center for Education Statistics. (2020). [Students with Disabilities](#).

Question	Yes—N (percent)	Do not feel the need to do this now	Would like to but unsure how	Hard to complete task	Done in the past but not updated	Unspecified
Written Family Emergency Communication Plan?	3 (15)	0 (0)	1 (5)	6 (30)	4 (20)	2 (10)
Designated emergency meeting place outside of your home?	7 (35)	0 (0)	4 (20)	7 (35)	0 (0)	2 (10)
Designated place to meet outside of your neighborhood?	6 (30)	0 (0)	3 (15)	8 (40)	1 (5)	2 (10)
Emergency supply kit for 3 days?	12 (60)	0 (0)	1 (5)	5 (25)	2 (10)	0
Emergency supply kit for 7 days?	3 (15)	0 (0)	4 (20)	6 (30)	3 (15)	4 (20)
Fire escape plan for your home?	10 (50)	1 (5)	3 (15)	5 (25)	0 (0)	1 (5)
Stored 3 gallons of water per person for 3 days?	7 (35)	0 (0)	2 (10)	5 (25)	4 (20)	2 (10)

Chin et al, *AJDM*, 2020.

THEMES

Medications and Supplies

He's in multiple classrooms... he has a Mitrofanoff, so there's no other way for him to go pee. He has to have the catheter, so if there were some kind of disaster where the nurse's office wasn't available or they couldn't grab the supplies, that's it.

Knowledge Acquisition

Don't know I am prepared for those kinds of emergencies. I feel like that's something we. . . I don't know if that's something we need to figure out, or get from the school district, or what.

Awareness

Every time I do something like fill out the form, I think all of the things that I did five years ago or seven years ago that are covered with cobwebs. It's amazing how unprepared, in reality, I am, and how I delude myself.

Parent and School Communication

I think it [disaster plan] is on the website, but the parents don't know it's on the website, and they don't go there and look at it.



Prepare your Child with Special Needs for School Emergencies

Emergencies can happen at any time. School lock downs, evacuations, power outages, earthquakes, fires, wind storms and other emergencies can all impact your child. Emergency preparedness is critical for children who have difficulty communicating, need behavior support, require medications, and/or rely on wheelchairs, feeding tubes, oxygen, ventilators or other medical equipment.

Work with your school on an emergency preparedness plan for your child. Communicate with your child about emergencies and involve them in the planning.

TEAM UP WITH YOUR CHILD'S SCHOOL

- What's the **school emergency plan** for special need students?

START SMALL— BEGIN WITH MANAGEABLE TASKS

- Personalize a **bracelet/necklace** for easy identification of medical

EMERGENCY KITS FOR SPECIAL NEEDS CHILDREN

- **Customize emergency kits** for home and school in a labeled

<http://www.publichealth.lacounty.gov/hea/library/topics/eprp/EPRP-EPRP-0030-01.pdf>

Question & Answer



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Additional Slides- Dr. Anna Lin

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23. Child and Adolescent Health Measurement Initiative. 2018 National Survey of Children's Health (NSCH) data query. Data Resource Center for Child and Adolescent Health supported by the U.S. Department of Health and Human Services, Health Resources and Services Administration (HRSA), Maternal and Child Health Bureau (MCHB). Retrieved October 7, 2020, from <https://www.childhealthdata.org/browse/survey/results?q=7034&r=1&q=780>
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