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# ONcall

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## inside

### **Increasing visibility to improve trust**

Is your brand recognizable and trustworthy? Increasing familiarity with the good work you do will improve both. If you have a practice of communicating regularly and transparently, you likely have a strong brand with positive associations. Districts can maintain or improve brand recognition and trust with consistency. Here are some tips to increase visibility and build a positive brand.

### **Inviting people into schools**

Schools and districts need good relationships with community members. Relationship-building results in good partnerships for student opportunities and goodwill during crises. To build these meaningful connections with your community — and especially with the majority who do not have kids in schools — invite them into the building. Plan now for ways to show them your programs and operations. When COVID resides, you can welcome people inside and grow your connections with your public.

### **Schools boards: Understanding your role is critical in a crisis**

School board service is an important job with a clear advisory role. This elected body hires a district leader, sets priorities and adopts policy. The superintendent is charged with implementation and management. A clear understanding of these roles is critical. Read about the roles of elected officials and district leaders to ensure smooth school operations.

### **Thank you for your board service: Resources for new and reelected school board members**

School board service can be challenging. This important job is complex, but there are resources to ensure that your volunteer service is collaborative and productive. Here is a list of training recommendations and expert sources that may help new or reelected board members start strong or maximize continuing service.

### **Tips for building social media accounts**

By now, most people and organizations have a basic social media presence. Here is a primer to expand or improve your social media strategy.

### **INSIGHTS FOR PARENTS: Kids need mental health help**

The pandemic is yielding data on the effects of the illness, isolation and social changes. Further studies are finding patterns about the health of children and teens. So far, it is not encouraging. Doctors say mental health among young people is suffering. Here are tips for parents and children to alleviate the mental health toll on younger generations.

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## Increasing visibility to improve trust

The essential goal of communicating with your audiences is to build and maintain trust. For schools, this is a high-priority effort — not just fluff — to ensure that schools are trusted, credible caretakers of children’s safety and academic potential, and responsible stewards of taxpayer resources.

Sharing information consistently, transparently and accessibly demonstrates that your district understands this partnership and makes sincere efforts to fulfill these goals.

### Benefits of brand visibility

We all have a personal brand, and all businesses have a professional brand. “Put simply, your “brand” is what your prospect thinks of when he or she hears your brand name. It’s everything the public thinks it knows about your name brand offering — both factual (e.g. It comes in a robin’s-egg-blue box), and emotional (e.g. It’s romantic). Your brand name exists objectively; people can see it. It’s fixed. But your brand exists only in someone’s mind.”  
<https://bit.ly/3Huu7J3>

Your brand is not your logo or your name; it is how people think of you when they see your logo or name. The first step, then, is to ensure that they are gaining a positive impression of education in their community. After they feel good about your schools, the next step is for them to share positive word-of-mouth impressions with their own network.

### Building brand visibility

If you have a practice of communicating well, you likely have a strong brand, a combination of reputation, visibility and trust. When people think of your district, the thoughts are generally positive. This is always a good outcome, but it is a necessity when you need something specific from your public, such as approval of a bond measure.

In general, approximately a quarter of taxpayers in your community currently have kids in schools. The number is even lower in some communities. This is helpful to know because the non-parent majority is an important audience with no connection to district operations and no direct familiarity with schools. But they help pay for them.

To help them build familiarity with your schools, you can make visibility a regular, consistent part of your outreach. Make a plan to be seen on social media, school and district websites, print publications, community partner channels, podcasts and in-person events, such as chamber of commerce gatherings, service club meetings and media interviews.

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## Visibility tips

Visibility

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Building your image, your brand, is not a fast process. Consistency is key. And if a negative event or story damages your image, it can be an even longer process to rebuild and regain trust. Follow these tips to help you earn a positive brand reputation in your community.

**Protect your brand.** Communities have long memories. They will remember if information was not forthcoming or transparent. They will still feel the sting of a closed school building — even decades and many district administrations down the road. Try to imagine and respond to all of these points of view during your decision-making process. Also, be sure to apologize if mistakes were made.

**Define your brand guidelines.** Your communication assets follow style guidelines. Guard them against unauthorized use by staff who may make unauthorized changes in color, typeface, or distorted dimensions. An image that looks familiar but not quite the same can create confusion about the source. If staff may include your logo on materials they produce, be sure they understand the approved specifications — offer to help them with design.

**Share consistently.** An editorial calendar can help ensure that you are posting regularly, which will help people know when to expect information from you. Set up a calendar with key dates and events and define the channels you plan to share to. If you are posting on social media, be sure to respond to comments and questions. This is an important opportunity for two-way communication, also necessary for building trust. If the comments are off-track, disparaging to individuals or profane, be sure to hide and/or report them.

### Opportunities to be seen

**Plan a school tour.** Invite community members into the buildings to see the facilities or special student programs.

**Join local service clubs.** The district should designate representatives who can join service clubs in your community and share updates about educational programs and opportunities. Many towns have groups such as Kiwanis, Rotary, Jaycees and fraternal organizations such as the Elks, Moose and Lions.

**Build a board presence.** Encourage board members to attend a parent meeting, dinner, student performance, open house or athletic event at each school annually. Have them wear their board member name tag.

**Schedule interviews with radio hosts.** Investigate the possibility of getting your board and district staff on local radio programs.

**Broadcast meetings.** Livestream public meetings and publicize them in advance.

**Express gratitude.** Write thank you letters to community members who serve on board advisory committees or speak to the board at a meeting.

**Seek an audience with the editorial board.** If your community has an active editorial board, try to schedule presentations to share updates and news about special programs. Write a guest editorial submission on the board's visions and goals for the editorial page.

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## Inviting people into schools

When schools look at ways to communicate better with parents and community members, their first thought, inevitably, is to send out more newsletters. Or longer ones. Or fancier ones.

While newsletters are a good tool, they should be used in tandem with more “old school” communications — inviting people into your building to talk face-to-face. That applies not just to parents but also to neighbors who live close to the school and to city leaders and senior citizens.

It’s called relationship building, and it’s done best when you meet personally with people and share a smile and a conversation in person.

Relationships build good partnerships, and those partnerships pay great dividends for schools. Partnerships with local businesses bring resources and learning opportunities for students, such as internships or expert speakers. Partnerships with parents and civic groups bring volunteers and fresh ideas for helping students. And when it’s time to pass a bond, relationships and partnerships ensure that voters are knowledgeable about your schools and willing to support them financially.

Relationships are also crucial in times of a public relations crisis. Relationships build a bank of trust and goodwill. When patrons feel good about their district and believe they are well informed about what goes on there, they are more apt to give grace when things go wrong.

### Meaningful connections

The majority of community members do not have children in your schools, but they are still called on to vote in elections and offer other support. So, it’s important to cultivate those relationships by connecting on a personal level.

There are many opportunities for inviting community members inside your buildings and classrooms to see first-hand the great things students are learning and doing:

- Send personal invitations to households in your school neighborhood, inviting residents to school concerts or plays. Or better yet, enlist parent or staff volunteers to hand-deliver the invitations.
- At the high school level, offer senior citizens free passes to athletic events and school music and drama productions.
- Go to civic organizations to invite members to volunteer in your school. Don’t just issue a blanket invitation to volunteer — offer some specific jobs that you need help with, such as being a reading buddy to an elementary student or tutoring a high school student after school in math.

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- Invite local businesses to review the curriculum in pertinent classes and offer insight to better prepare students for jobs in their industries. For example, solicit input from a large welding company on specific skills needed at their company.
- Invite patrons to a lunch prepared by your culinary students as a way to show off their skills.
- Host an art show featuring art and photography produced by students and invite the community to come.

### **Hands-on connections with parents**

Connecting with parents can be easier but still requires planning and creativity. Some schools have had success in hosting curriculum nights that not only inform parents about the curriculum but offer them tools to help their children do better in school. For example, teachers might teach parents some math games to play with their children. Or they could offer short workshops on topics of interest to parents, such as how to navigate the district's new report card.

Instead of constantly issuing information to parents, schools find they build better connections when there are two-way conversations. So events at school can be a good time to seek input from parents. Some schools set up different stations in the gym where parents brainstorm about different topics in small groups and then discuss them afterward with school leaders.

At some schools, the principal hosts regular coffee chats with parents. It's a way to meet parents in an informal, comfortable setting and talk about any issues they want to bring up. And often, principals will hear about potential concerns early, so they can problem-solve before they become full-blown issues.

Many kindergarten teachers are finding that meeting parents in their homes can be a good way to build positive relationships with new families and create a warm first impression. At the same time, it gives teachers more insight into their student's home life. Parents usually appreciate the convenience of having the teacher come to them so they don't have to miss work or arrange for childcare. And they often feel more comfortable asking questions when they are within the confines of their own home.

There are many other ways schools can create meaningful connections with parents:

- Provide opportunities for parents to connect with the school through volunteering or participating on school committees.
- Offer occasional parenting classes on topics of interest to parents, such as identifying and helping students with ADHD or providing guidance on how proper nutrition can help student achievement.
- Designate time in staff meetings to write postcards home with positive news about individual students.
- Make an effort to learn the names of all parents and students and welcome them as they come in the door.

Research shows that the more parents — and others — are engaged in their children's education, the better the student performs in school. Time spent on building strong relationships with parents and the community is an investment in better education and a more positive learning environment for every student.

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## School boards: Understanding your role is critical in a crisis

School board members and school leaders need to work together to be effective. During a crisis, they need to be even more united, which can be challenging. This is a highly polarized time, and school board meetings have become emotional, contentious and sometimes disruptive as tensions are high surrounding pandemic-related school closures, vaccine mandates and mask requirements.

This is a good time to remind board members and stakeholders of the primary responsibilities of the school board and the school district leader.

According to the National School Boards Association, the most important responsibility of elected school board members

*“... is to work with their communities to improve student achievement in their local public schools. School boards derive their power and authority from the state. In compliance with state and federal laws, school boards establish policies and regulations by which their local schools are governed.”*

—[www.nsba.org/About/Public-Education-FAQ](http://www.nsba.org/About/Public-Education-FAQ)

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### Why is this important?

The school board and school leader have important and unique roles. A clear understanding of their respective roles is critical to weather the challenges of the pandemic and the many divisive issues that pop up in communities, schools and social circles.

Knowing clear roles can help the board respond to questions from the community and know when to forward the question to the school leader or other staff members.

A lack of role clarity for board members and school leaders will reduce effective collaboration and hamper progress. A clear understanding of roles is a primary characteristic of an effective board.

### What are the board's roles and responsibilities in relation to the school leader?

- The board hires and evaluates the school leader — the district superintendent — and the superintendent hires and manages staff.
- The board sets district priorities, and the superintendent/leader turns priorities into action by directing and managing staff.
- The board adopts policy, and the superintendent implements policy.



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- The board oversees the overall budget, and the school leader manages the budget and plans expenditures.
- The board monitors district progress toward meeting district priorities, and the superintendent reports progress to the board.

### **How can school boards and leaders support each other during a crisis?**

During these challenging times, it is helpful to remember that we are all on the same team, and we all want essentially the same things: opportunities for students. First, school boards, district staff and parents should assume good intentions. We are all trying our best. In addition, the following tips are helpful reminders:

School boards can:

- Let the school leader lead and set aside conflict
- Allow your superintendent or other designated spokesperson to continue to be the organization's voice
- Stay in regular contact with your superintendent or ask that your superintendent designate a liaison for regular contact and information

School leaders can:

- Support the board by sharing regular updates and making them a part of your communications plan
- Make sure their school/organization maintains a unified public message
- Promote messages that are factual and supported by their full leadership team

### **Build public understanding**

Sharing the school board's roles with stakeholders also has benefits. Consider posting information on your school board's web page or adding a short FAQ to the school newsletter. Building public understanding helps demystify the school board's role in a child's education, guides questions from the community to the appropriate staff contacts, and promotes community engagement.

**School board example:** The Beaverton School District, a suburb of Portland, Ore., has a detailed web page for their school board.

Their school board web page contains four sections about their school board:

- "We direct" lists roles and responsibilities of the board.
- "We listen" clarifies how the board hears public comment.
- "We can help" explains how they can provide assistance or answer questions.
- "We work together" describes the relationship of the board with the superintendent.

*[www.beaverton.k12.or.us/about-us/school-board](http://www.beaverton.k12.or.us/about-us/school-board)*

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*Contributed by Erin Good, communications consultant*

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## Thank you for your board service: Resources for new and reelected School Board Members

School board members have an important and challenging job. They compete for a volunteer elected position that pays only a small stipend — or nothing. They are responsible for decisions that affect the well-being and educational opportunities of students in their community, and they must understand and comply with district policy, state mandates and federal regulations. And, finally, they provide leadership for responsibly managing taxpayer-funded resources.

It is a challenging job, and it can be thankless. Sometimes there is also criticism from unhappy patrons. But it is an important job and an essential role that can leave a lasting impact on future generations. District leaders understand this, and they are grateful.

### Getting up to speed and staying informed

The work requires informed decisions. To be successful, new board members must get up to speed quickly, and board members with more service time must continually learn background information and new data to understand the action items and respond to questions from members of the community. It may feel overwhelming, but there are many resources to help.

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### Your superintendent and professional organizations

Your superintendent is a great resource. They are usually the only staff member managed by the board and are a helpful source of board orientation and professional development opportunities. The first step is to meet with your superintendent and learn about professional education organizations to which the district has a membership. Access member materials from those sites and discuss ideas or questions with the superintendent.

### State department of education

In most states, the state department of education provides information about educational standards and testing, resources, contacts and an extensive library of information that can be accessed via the internet. Members of the public can also attend state school board meetings to see the issues at the state level firsthand.

### State school board association

Your state school boards association is a valuable source of information and training opportunities. Member districts can access information on the latest legislation related to education policy, state funding and new regulations. Districts can also ask policy questions and access sample policies and templates.

The state school boards association also provides training opportunities regionally and



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statewide. These conferences and workshops can help board members develop skills and knowledge about district business and academic functions.

These events are informative, and board members can build a helpful professional network. There may be occasional questions about using public funds for these trainings, but they are a resource for school board members and are a helpful source of information for school board service. Conferences allow members to share information and solutions among districts without starting from scratch. Your attendance at a session may save the district hundreds of hours in staff time alone.

Conferences also provide training on how to better communicate with the citizens you represent and how to be a better leader for the district. As your individual skills and knowledge improve so does the work of the school board as a whole.

### **National School Boards Association**

Your state school boards association is affiliated with the National School Boards Association. The NSBA website, [www.NSBA.org](http://www.NSBA.org), is an extensive resource for board members with publications, news releases, research, speakers and services for school districts.

Each year NSBA hosts a national conference that draws thousands of school board members from across the country and features nationally known speakers and hundreds of workshops. Board members should plan to attend one of these conferences and encourage fellow board members to do the same. The conferences have sessions on policy topics to help local boards set policy for the district in their own community.

There is also a robust legislative page with information and action alerts for federal and legal advocacy, public engagement, equity and IDEA. Each topic has a link to more detail and resources for boards to get informed on issues or involved in advocacy.

### **American Association of School Administrators**

Another association to which your superintendent and other administrators may belong is the American Association of School Administrators, [www.aasa.org](http://www.aasa.org). Similar to NSBA, this site includes links to state associations and has information on conferences, policy updates, professional development and other information for school district leaders.

### **NSPRA**

Because much of the work of a school board member is communications and public relations, another source of valuable information is the National School Public Relations Association, [www.nspr.org](http://www.nspr.org).

In addition to information about workshops and the national conference, the website has an extensive list of publications for purchase and is accessible through the member portal. A large number of handbooks and training manuals by school public relations professionals across the country are available to school districts.

Topics include conducting surveys, setting up foundations, building community support, handling crisis communications, marketing your schools and enhancing school/family/community partnerships.

Each state has a school public relations organization that is affiliated with NSPRA. School board members are encouraged to be members of both the state organization and the national organization. If your district or the public information officer for the district is already a member, ask to read membership publications and newsletters they receive.

Being a school board member is an admirable job, but it can be daunting. There are numerous resources and training opportunities to help board members become more effective. The money a district spends on your conference or workshop registration or your membership in a professional educational organization is just another way of helping you develop as an in-house educational resource.

Thank you for your work on behalf of students. Happy School Board Appreciation Month!

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*Contributed by Marcia Latta, communications consultant*

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## Tips for building social media accounts

Most people have a basic understanding of how social media accounts work. If you are unfamiliar with these digital tools, please follow the prompts and tutorials each platform provides to new users.

If you have personal experience with social media, but you have not started or administered a page, these guidelines will help.

### Starting a new page

One common misconception schools and districts have is that it is not possible to create a Facebook page using a school name and not an individual's name. This is not true. There is a difference between a Facebook *page* and a Facebook *profile*. A user (administrator or educational staff) will need to create a Facebook profile using their name. After that, they can create a Facebook page using the school, program or service name.

In order for school staff to have editing privileges on the page, a new Facebook profile that is not linked to anyone's personal accounts can be created. Be sure that others in the district or on the communications team have log-in information. This ensures the profile account that controls all the pages is accessible if there are school staff changes.

To start a Facebook page for a school or program, add a page to the profile and assign posting privileges to designated staff. Each page will not allow anyone other than designated school/program staff to post to the page. School staff can receive various access privileges. Communications, if the district has them, should always be set as administrators for emergency access. Please keep in mind that when a post is made, other people can comment on the posts unless comments are disabled or if the privacy settings are set to anything except for public viewing.

Twitter, Instagram and other social media platforms do not require you to create a host profile.

During setup, keep in mind that most social media platforms have a profanity filter, and this should be adjusted to the "strong" setting. Facebook and Twitter both typically have this setting.

Posting guidelines are the next step, and then you will be ready to pick a social media scheduling platform for easy automation. Once you have the guidelines and social media automation program ready, you can sketch a calendar of posts and start scheduling ahead. Then you should integrate analytics into your plan.

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### **What to do when posting**

- Use captivating photos of people in action. Keep your audience in mind and showcase them more than your own people.
- Keep text to a minimum. Make sure sentences are short and concise. Think about keeping one thought restricted to a single sentence.
- Post regularly; this can be daily or weekly.
- Create templates for common subjects and occurrences (e.g., inservice day reminders, school closures, emergencies, annual events and celebrations). You can design templates in graphic design programs such as Canva ([www.canva.com](http://www.canva.com)) or Adobe Creative Cloud (Photoshop, Illustrator or Spark). Or you can simply use text.
- Make a plan with your in-house communications team — if your district has one — for using social media as a tool for common communications and reminders to families.
- Learn accessibility requirements for web content and apply them to your workflow.

### **What to avoid when posting**

- Images of students and families you don't have permission to share. Be sure to archive photo releases of students and families.
- Full names of staff and students without permission. Consider only using first names of students and providing their grade level. This helps protect privacy and identity. Ask your staff how they prefer to be named.
- Anything confidential that relates to students, families, staff or schools.
- Anything related to a crisis or emergency that isn't publicly shared. Ask your communications team for what's deemed appropriate for your district.
- Unvetted multimedia content.
- Multimedia content created by your school or district that contains copyrighted materials, such as music or images.
- Don't disclose personal information about students, families or staff that can cause a disadvantage to their futures.

Now that you have your accounts set up, and some underlying guidelines from the lists above, you're ready to plan and produce content. Of course, before you go any further, you should also look into who your audience is, what their psychographics and demographics are like, what they need and what they value. Avoid assuming you magically know what they want, need, think and feel before doing the formal and/or informal research to find out. For more information, look into the public relations process, also known as the research, planning, implementation and evaluation process.

We're really almost there. Before posting, create a social media calendar for the months and year ahead. Describe what content you will post each week. Describe when and why you're posting it. Posts can be created and scheduled in advance. This is typically referred to as social media automation. During busy times, you will not have to worry about keeping posts timely because they will automatically go out. Scheduling posts ahead of time can be done manually, which is not recommended if you use multiple pages or platforms. There are several social media posting assistance programs to help with scheduling posts in advance, such as Hootsuite or Sprout Social. There are many other options that you can test to see which platform you like the best.

Social media management tools also help capture social media analytics in ways that are less limited than the social media platforms themselves. They also make it easier to run and compare reports. This is a great resource for evaluating content so you can see what types of content and posts are actually worth the time and effort you and your team spends. These analytics should be compared to the budget of time and salary dedicated to producing,

curating and managing all social media accounts. This evaluation and analysis should be ongoing and is absolutely key in determining social media success.

Social Media  
Set-Up

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Now you're ready to:

1. Create social media accounts.
2. Add page and account managers at different levels.
3. Design a communications plan. Check with your in-house communications team if your district has one.
4. Pick a social media automation platform.
5. Schedule posts.
6. Integrate evaluation methods to determine success.

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*Contributed by Jaime Dunkle, communications consultant*



# Kids Need Mental Health Help



**February  
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INSIGHTS FOR FAMILIES is provided by your child's school in recognition of your role as a partner in education. Insights is produced by Marcia Latta, communications consultant.

*“The number of youth suffering from serious mental health problems was growing before the COVID-19 pandemic hit. Doctors say the pandemic has made matters much worse.”*  
www.everydayhealth.com: <https://bit.ly/345XQK0>

Doctors have expressed concern over the pandemic's effect on children's mental health. In an October 2021 joint statement by a coalition of 70,000 U.S. doctors, they say that COVID-related isolation, uncertainty, fear and grief have taken an enormous toll on children and teens around the country. <https://bit.ly/3EDk0Ql>

We know this is a difficult time for young people, and alarms are sounding by healthcare experts who are members of the American Academy of Pediatrics, the American Academy of Child and Adolescent Psychiatry, and the Children's Hospital Association.

When the president of the American Academy of Pediatrics, Dr. Lee Savio Beers, says, “The mental health of children and teens is at a critical tipping point,” we know we need to take action to help them.

### **Mental health tips**

The following mental health tips from the Columbia University Division of Child and Adolescent Psychiatry are helpful for overall wellbeing. Parents can discuss these activities with their children as a starting point:

1. **Be nice to yourself:** To counter the critic in our heads, especially when we are feeling down, try to be compassionate with yourself. If that seems difficult, focus on doing a good deed for someone else.
2. **Exercise:** This really does help. Take a short walk, climb a flight of stairs. Regular exercise can improve mood, concentration and sleep, and it can ease symptoms of depression and anxiety.
3. **Eat healthy:** Another tried-and-true tip is to eat a balanced diet, drink water and plan social meals with friends. Don't obsess about food. Food-related disorders are closely tied to mental and physical health issues.
4. **Sleep well:** The American Academy of Sleep Medicine recommends between 8–10 hours of sleep per night for teenagers and over 7 hours for those ages 20 and up. Focus on quantity and quality by following a sleep schedule.
5. **Turn off screens:** Digital screens can affect sleep quality. Try to turn off digital devices at least an hour before falling asleep. Disruptions from blue light can affect melatonin, the hormone that regulates your sleep/wake cycle.
6. **Focus on breathing:** Breathing exercises can be remarkably

- calming. Take a slow breath, starting from your stomach. Expand through chest and lungs while breathing out slowly.
7. **Connect:** Social connections have been difficult during these periods of isolation, but they are essential. Focus on friends, family, and even pets. Find ways to connect occasionally with others. Deeper friendships are a goal, but a friendly word with an acquaintance can also help.
  8. **Make a plan to relax:** Finding moments of calm and relaxation are not always easy. Plan ahead for destressing activities that can provide a mental and physical break. Good choices are walking, spending time with pets and reading.
  9. **Find supporters and be supportive:** We all need help sometimes, especially when we are struggling. Reach out to a friend or family member or seek professional support from a counselor, a primary care doctor, or a mental health professional. If it isn't helping, find other support options for your needs. The demand is high for mental health services, so it could be challenging to find a counselor or therapist, but keep looking. These services are only effective if you get the right support.
  10. **Start small:** Set goals and plan to reach them in manageable, and then draw that dotted line from point A to B to C. Stop and rest along the way. You will see a difference.

### Social media and mental health

Research is showing that there is a link between increased anxiety and high social media activity. More than half of teens and young adults report symptoms of anxiety and depression, and about the same number are online almost constantly. Among 18- to 29-year-olds, an estimated 84% are active users of YouTube, Instagram, Facebook and other platforms. <https://bit.ly/3qrgvas>

### Healthy social media use

Social media platforms are not going away. As we learn more about the connections between mental health disorders and regular social media activity, we need to continually reassess how it makes us feel. The following recommendations are helpful reminders for moderating social media use among all age groups.

- **Take a social media break.** Delete apps from your phone without deleting your account to refocus on school, work, or in-person relationships.
- **Understand that social posts are not real.** People share the best version of their lives online — not the struggles. Avoid comparing what you see to your own life.
- **Spend time with friends “IRL” (in real life).** Balance in-person and online interactions. Focus on face-to-face relationships. Plan in-person get-togethers with friends, and reach out to people you know whom you would like to befriend.
- **Disconnect at night.** Early studies have suggested that nighttime social media use is worse for mental health and can disrupt sleep.
- **Delete social apps and your accounts.** If you are struggling with how social media use makes you feel, consider disconnecting completely. Many people have done this and found that they feel better for it. For high-activity users, it may seem extreme, but it could also resolve many chronic mental health concerns.