

SUPPORTING FAMILIES DURING COVID-19

Responding to Children's Mental Health and Virtual Schooling Needs

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Disclosures

- I have no relevant financial relationships to disclose.

Agenda

- Discuss the Impact of Quarantine and Isolation
 - Impact on children and teens
- Resilience Factors
- Virtual Schooling
 - Virtual schooling in 20-21
 - Factors for Success in Virtual Schooling
 - Special Considerations (IEPs)

Psychological impact of quarantine

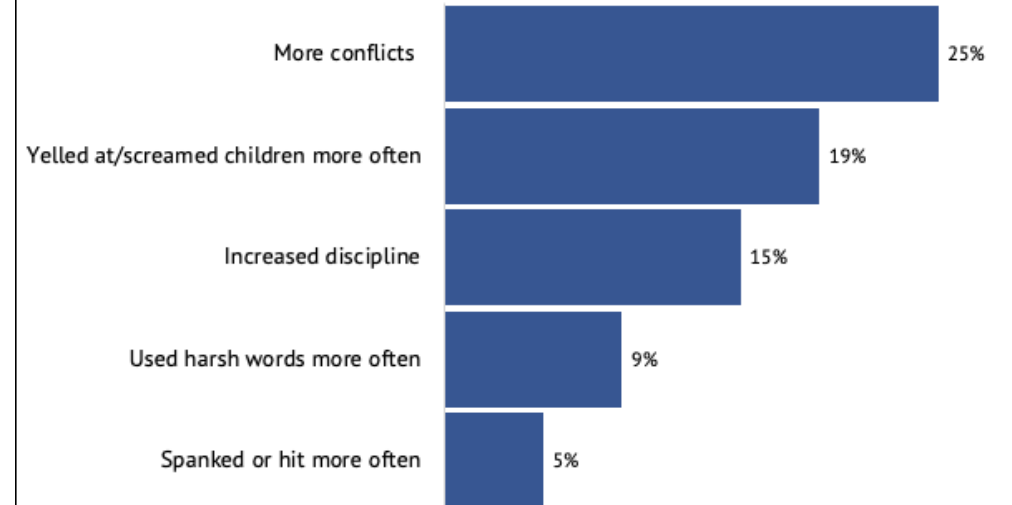
- Common symptoms
 - Insomnia, depression, irritability, post traumatic stress symptoms, anxiety, and anger (Brooks, et al., 2020)
- Predictors of psychological impact (Brooks et al., 2020 & Parks, et al., 2020)
 - Pre-existing conditions

Psychological impact of quarantine

- **Stressors during quarantine- Meta Analysis** (Brooks, et al., 2020)
 - Length of quarantine Worries about infection
 - Boredom and isolation Inadequate information
 - Finances!
- **Stressors during quarantine-Initial reports on American's response** (Park et al., 2020)
 - Receiving information on the severity and spread of Covid-19
 - Lack of access to information
 - Uncertainty regarding length of restrictions
 - Changes to social and daily routines
 - Financial strain, loss of job/income
 - Fear of loved one becoming ill

Impact of quarantine on children

- Parental Stress (Lee & Ward, 2020 & Imran et al., 2020)
 - Reduces children's access to a sense of security and grounding force
 - Financial troubles and social isolation negatively impact parenting
 - Parents report high levels of yelling, verbal discipline, and physical punishment
- 1 in 10 families report a worsening in both parental and child mental health (Patrick, et al., 2020 & Gassman-Pines, Ananat, & Fitz-Henley, 2020)



Source: Lee and Ward, 2020

Impact of quarantine on children

- Common responses to stress (Imran et al., 2020; Lee, 2020; Jiao et al., 2020; Zhang, et al., 2020)
 - What we know from research on children's response to crisis events
 - Studies from China assessing behavioral and emotional distress associated with Covid-19

Results from a preliminary study in China

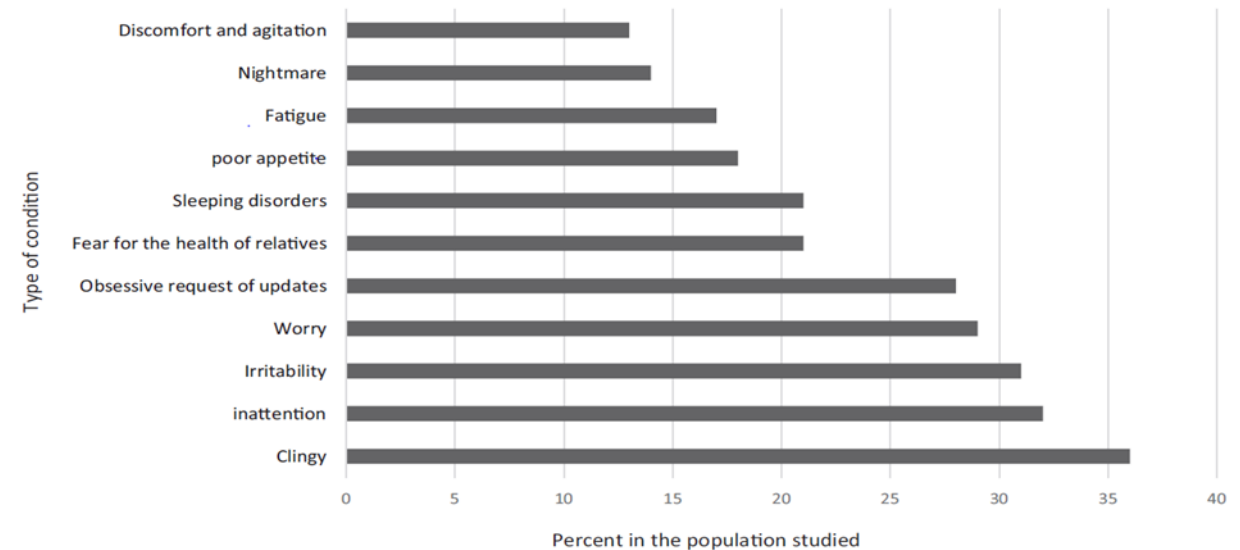


Figure. Psychological conditions studied in a population aged 3-18 during COVID-19 epidemic in the Shaanxi province, China. (January 25-February 8, 2020).

Source: Jiao et al., 2020

Impact of quarantine on children

<u>Grades Pre K-2</u>	<u>Grades 3-6</u>	<u>Grades 7-12</u>
Excessive energy/Hyperactivity	Excessive energy/Hyperactivity	Excessive worry/Repeated questions
Frequent crying/Tearfulness	Excessive worry/Repeated questions	Poor concentration
Separation anxiety	Frequent crying/tearfulness	Irritability/Anger
Increased whining	Separation anxiety	Difficulty sleeping
Developmental regression	Increased whining	Fatigue
	Boredom	Boredom

Source: Tails to Wellness, 2020



Promoting resilience in children and teens during COVID-19

- Guidance for parents and caregivers
 - Reactions may vary-be sensitive and responsive
 - Social distancing does not have to mean social isolation
 - Provide age appropriate information
 - Routine and regulation
 - Keep busy
 - Monitor screen time
 - Ensure caregivers have time for themselves
 - Emphasize strength and hope and seek outside supports when necessary

Source: (Dalton et al., 2020; National Association of School Psychologists, 2020b; Trails to Wellness 2020; Bertin, 2020; De La Cruz, 2020; O'Malley, 2020 & Bartlett et al., 2020)



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Resilience Resources

- **Recommended websites to help children and teens use physical activity to feel better:**

- TRAILS Physical Activity Materials: worksheets, handouts, videos, and more!
<https://trailstowellness.org/materials/resources/behavioral-activation>
- GoNoodle: Movement and mindfulness videos created by child development experts. <https://www.gonoodle.com/>
- American Heart Association-NFL Play 360: Quick videos, featuring NFL players:
<https://play60.discoveryeducation.com/videos>
- KidsHealth Easy Exercises for Teens:
<https://kidshealth.org/en/teens/easy-exercises.html>
- 30-Minute Hip Hop Fit Workout:
<https://www.youtube.com/HipHopWorkout>
- Playworks: <https://www.playworks.org/get-involved/play-at-home/>
- List of 101 outdoor activities
<https://www.mkewithkids.com/post/101-backyard-games-activities-for-kids>

- **Recommended websites for children and teens to support relaxation, mindfulness, & meditation:**

- TRAILS relaxation materials: worksheets, handouts, videos, and more!
<https://trailstowellness.org/materials/resources/relaxation>
- TRAILS mindful materials: worksheets, handouts, videos, and more!
<https://trailstowellness.org/materials/resources/mindfulness>
- Kids Health: Relaxation Techniques
<https://kidshealth.org/en/parents/relaxation.html>
- American Psychological Association: tips for building resilience
<https://www.apa.org/helpcenter/resilience>
- Go Zen: 50 Calm Down Ideas
<https://gozen.com/50-calm-down-ideas-to-try-with-kids-of-all-ages/>
- Mindfulness for Teens (includes videos and guided meditations) <http://mindfulnessforteens.com/>
- Compassion Resilience kit
<https://compassionresiliencetoolkit.org/staying-resilient-during-covid-19/>
- Children's WI Healthy kids learn more
<https://www.healthykidslearnmore.com/Healthy-Kids-Learn-More/Educator-Resources/Take-5ive>



Resilience Resources

- Supports for talking to children about Covid-19

- https://nosycrowcoronavirus.s3-eu-west-1.amazonaws.com/Coronavirus_ABookForChildren.pdf
- Ways to explain the virus to children of various ages https://www.cstsonline.org/assets/media/documents/CSTS_FS_Finding_Right_Words_Talk_Children_Teens_Coronavirus.pdf
- CNN and Sesame Street <https://www.cnn.com/2020/06/13/app-news-section/cnn-sesame-street-abcs-of-covid-19-town-hall-june-13-2020-app/index.html>
- Kids guide to the virus from APA <https://www.apa.org/pubs/magination/kids-guide-coronavirus>
- First Aid for Feelings: A Workbook to Help Kids Cope During the Coronavirus Pandemic is a free 16-page downloadable workbook available in English and Spanish. <http://teacher.scholastic.com/education/coronavirusworkbook/index.html>

- Emotional functioning supports

- Workbook for children and their parents <http://www.7-dippity.com/other/covid-19.html>
- Workbook from APA <https://www.apa.org/pubs/magination/unstuck>
- Sesame Street <https://www.sesamestreet.org/caring>
- Taking Care of Self for Parents <https://www.nctsn.org/resources/taking-care-of-yourself>
- American Academy of Child and Adolescent Psychiatry https://www.aacap.org/AACAP/Families_and_Youth/Resource_Libraries/covid-19/resources_helping_kids_parents_cope.aspx
- Anxiety Canada <https://www.anxietycanada.com/covid-19/>
- NCTSN Taking care of yourself (for parents) https://www.nctsn.org/sites/default/files/resources/fact-sheet/taking_care_of_yourself.pdf

Resilience Resources

• Social Stories and Supports for children with Autism and Intellectual Delays

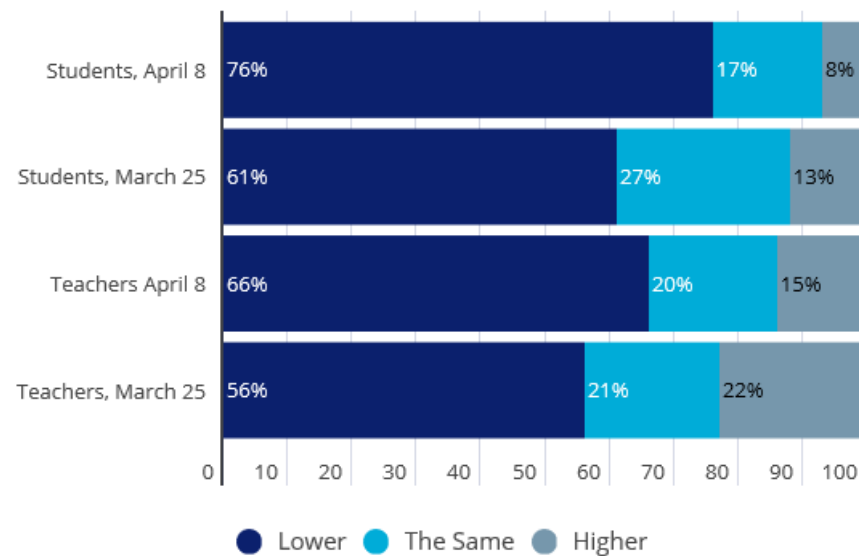
- Carol Gray Covid -19 Social Story-
<https://carolgraysocialstories.com/wp-content/uploads/2020/03/Pandemics-and-the-Coronavirus.pdf>
- Printable from Autism Educator-
<https://www.ppmd.org/wp-content/uploads/2020/03/The-Corona-Virus-Free-Printable-Updated-2-The-Autism-Educator-.pdf>
- Autism Speaks handwashing social story-
https://www.autismspeaks.org/sites/default/files/s/flu_teaching_story_final%20%281%29.pdf
- Visuals for handwashing
<https://nationalautismassociation.org/wp-content/uploads/2020/03/N2YWashHands.png>
and
<https://www.thescottcenter.org/advisor/tool-kits/hand-washing-high-prompting?page=1>
- Video example of teaching handwashing with prompts -
<https://www.thescottcenter.org/advisor/tool-kits/hand-washing-high-prompting>
- Autism Speaks Resource page
<https://www.autismspeaks.org/covid-19-information-and-resources-families>
- This social story helps kiddos understand why people are wearing masks and why and where they may have to wear them.
https://www.autismspeaks.org/sites/default/files/We_Wear_Masks_COVID-19.pdf
- This Youtube video, from a psychologist at Cincinnati Children's discusses how to support children in learning to wear a mask.
https://www.youtube.com/watch?v=v_Q6OI_ij-o
- This is a great website with clearly outlined strategies for parents to utilize when teaching children to wear a mask as well as links to videos and social stories that support mask wearing.
<https://www.urmc.rochester.edu/strong-center-developmental-disabilities/resources/masks-toolkit.aspx>



Virtual Schooling Experiment

- What do we know about virtual schooling (Reich et al., 2020)?
- Impact of Covid-19 on teachers and students (Kurtz, 2020)
 - Reduced morale
 - Decreased attendance and contact with teachers
 - Significant concern with students falling behind

Compared with morale prior to the Coronavirus, in our school district, morale levels for the following groups are:



Source: Kurtz, 2020

Virtual Schooling in the 2020-2021 School Year

- 4 states and the District of Columbia have statewide closures in effect
- 39 of the 50 largest school districts are using remote learning as their only back-to-school instructional model, affecting over 6.1 million students

State-by-State Map of Where School Buildings Are Opened or Closed



Source: (Educational Weekly, <https://www.edweek.org/ew/section/multimedia/map-covid-19-schools-open-closed.html>)

Key Factors for success in Virtual Schooling

- Identify role
- Motivation
- Routine
- Organization

Parental Role

- Determine how much help to provide
- Relax expectations
- Reach out and use resources!

Source: (Sibley, 2020, CHADD 2019, & Bertin, 2020)

Motivation

- Choices
- Goal setting
- Praise/Rewards

Source: (Sibley, 2020; CHADD, 2019; Barkley, 2020 & Bertin, 2020)

Routine

- Setting
- Distractions
- Daily school schedule
 - Class schedule
 - Recess
 - Breaks
 - <https://sites.google.com/k12.hi.us/resources-student-parent/parents-caregivers/choice-boards>

Suggested “School At Home” Day for 3- or 4-Year-Old Student

Time Frame	Activity	Explanation
8:00-8:30	Preparation for and Eating Breakfast	Student helps in the preparation of the food, assists in cooking the food, sets the table, eats breakfast and cleans area with family members (focus areas: vocabulary, oral language, counting, and measuring)
8:30-8:45	Student watches or hears “Message from Teacher”	Teacher delivers a message for the students that sets the tone for the day. The message encourages the students and family members and discusses what will be learned in the day
8:45-9:00	Student participates in Read Aloud	Teacher assigns book to be read to student using books provided to student or from digital platforms, i.e. YouTube
9:00-10:00	Student chooses and participates in play activities that are done independently or with siblings	Family member chooses four-five play activities that align with the district’s curriculum and/or the Scope & Sequence document provided by the school. These five activities could include the following: (this is not an exhaustive list) <ul style="list-style-type: none"> • Pretend activity (dramatic play) • Math activity • Literacy activity • Science activity • Art activity • Writing activity
10:00-10:30	Student gets some physical exercise	Student can play outdoors, take a walk, participate in a music & movement video, etc.
10:30-11:00	Student participates in one-to-one instruction	Teacher assigns a one-on-one activity for the student to complete with the assistance of a family member. These direct assignment activities could be accessed from: <ul style="list-style-type: none"> • Digital portal that is aligned with school’s curriculum or • www.cliengagementfamily.org or another digital platform
11:00-11:30	Preparation for and Eating Lunch	Student helps in the preparation of the food, assists in cooking the food, sets the table, eats lunch and cleans area with family members (focus areas: vocabulary, oral language, counting, and measuring)
11:30-11:45	Student participates in Read Aloud	Teacher assigns book to be read to student using books provided to student or from digital platforms, i.e. YouTube
11:45-12:45	Rest time	Student may sleep, listen to music or engage in a quiet activity, i.e. looking at books or completing a puzzle
12:45-1:45	Student chooses and participates in play activities that are done independently or with siblings	Family member chooses four-five play activities that align with the district’s curriculum and/or the Scope & Sequence document provided by the school. These five activities could include the following: (this is not an exhaustive list) <ul style="list-style-type: none"> • Pretend activity (dramatic play) • Math activity • Literacy activity • Science activity • Art activity • Writing activity
1:45-2:15	Student participates in one-to-one instruction	Teachers assigns a one-on-one activity for the student to complete with the assistance of a family member. These direct assignment activities could be accessed from: <ul style="list-style-type: none"> • Digital portal that is aligned with school’s curriculum or • www.cliengagementfamily.org or another digital platform
2:15-2:45	Student gets some physical exercise	Student can play outdoors, take a walk, participate in a music & movement video, etc.
2:45-3:00	Student watches or hears “Message from Teacher”	Teacher encourages students and family members and discusses what was learned in the day

Source: (Sibley, 2020; CHADD, 2019; Miller, 2020 & Bertin, 2020)

Source: Texas Education Association, 2020



Organization

- Start the day with a check-in
 - use a planner, whiteboard, notebook, etc.
- Use of structured assignment tracking
- Tracking long term assignments
- End the day with a check-out

Source: (Sibley, 2020; CHADD, 2019; Bertin, 2020; Barkley, 2020 & Gallagher et al., 2018)



Organization

Date: _____

Daily Assignment Record (DAR)

Write in 15- to 30-minute time slots below when you will likely be doing homework

Subject	What is the homework?	What do I need to take home?	What do I need to take to class tomorrow?	Tests and long-term assignments	
				Assignment	Due
	Done? <input type="checkbox"/>	___ Worksheets ___ Workbook ___ Textbook ___ Notebook Other: _____	___ Worksheets ___ Workbook ___ Textbook ___ Notebook Other: _____		
	Done? <input type="checkbox"/>	___ Worksheets ___ Workbook ___ Textbook ___ Notebook Other: _____	___ Worksheets ___ Workbook ___ Textbook ___ Notebook Other: _____		
	Done? <input type="checkbox"/>	___ Worksheets ___ Workbook ___ Textbook ___ Notebook Other: _____	___ Worksheets ___ Workbook ___ Textbook ___ Notebook Other: _____		
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	Done? <input type="checkbox"/>	___ Worksheets ___ Workbook ___ Textbook ___ Notebook Other: _____	___ Worksheets ___ Workbook ___ Textbook ___ Notebook Other: _____		
Announcements or special papers		___ Handouts Other: _____	___ Handouts Other: _____		

Afternoon schedule

WHAT is there to do? (Check DAR & A&TC.)

HOW LONG will it take?

WHEN can I fit it in?

Started HW: Early/on time/late

Finished HW: Early/on time/late

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Assignment and Test Calendar (A&TC)

Month: _____

What is due? Look to your daily assignment record

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Done? <input type="checkbox"/>	Done? <input type="checkbox"/>	Done? <input type="checkbox"/>	Done? <input type="checkbox"/>	Done? <input type="checkbox"/>	Done? <input type="checkbox"/>	Done? <input type="checkbox"/>
Done? <input type="checkbox"/>	Done? <input type="checkbox"/>	Done? <input type="checkbox"/>	Done? <input type="checkbox"/>	Done? <input type="checkbox"/>	Done? <input type="checkbox"/>	Done? <input type="checkbox"/>
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Done? <input type="checkbox"/>	Done? <input type="checkbox"/>	Done? <input type="checkbox"/>	Done? <input type="checkbox"/>	Done? <input type="checkbox"/>	Done? <input type="checkbox"/>	Done? <input type="checkbox"/>
Done? <input type="checkbox"/>	Done? <input type="checkbox"/>	Done? <input type="checkbox"/>	Done? <input type="checkbox"/>	Done? <input type="checkbox"/>	Done? <input type="checkbox"/>	Done? <input type="checkbox"/>

Steps for Planning a Long-Term Assignment/Test

What steps do I need to take?

What stuff do I need?

How long will each step take?

Fit it in: Write the steps in your A&TC

Check it out: Is it done neatly and completely?

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Chapters from the **Organized Child** available at: <https://www.guilford.com/covid-resources>



Engagement in Live Video Lessons

- Supporting children with (Newcomer, 2020)
 - Anxiety
 - ADHD
 - Slow Processing

Virtual Schooling Websites and Apps

- **Educational Resources**

- Khan academy <https://www.khanacademy.org/>
- List of resources from Children's Cincinnati <https://www.cincinnatichildrens.org/patients/coronavirus-information/family-resources>
- List of resources from Info About Kids <https://infoaboutkids.org/blog/beginning-a-new-school-year-during-covid/>
- List of resources from Child Mind Institute <https://childmind.org/guide/family-resources-for-remote-learning/>
- List of resources and ideas from Understood.org https://www.understood.org/en/school-learning/stuck-at-home-activities?_ul=1*wbdrt*domain_userid*YW1wLU45SEY4aW8xS1BaRUhsYUJTeUQ2TVhzNGd0bWV0Z0NGQWxIUIRNTVF0YW9Mem1NNTFncjJTbEF1TUV6QmhZZ08

- **Academic content supports**

- Hawaii high School choice board, https://docs.google.com/document/d/e/2PACX-1vRW8QqOIG8Z1fwD1KY-7t4PdaPUAIE8s15L_krdwSX89MFQXYfXHi1GC_ZE6DLmJZDt5gnRwTx_ZP2J/pub
- Choice boards for all ages <https://sites.google.com/k12.hi.us/resources-student-parent/parents-caregivers/choice-boards>

- **Electronic monitoring resources**

- Dayboard, <https://www.bark.us/> forest <https://www.forestapp.cc/> , freedom <https://freedom.to/> , and cold turkey <https://getcoldturkey.com/>

- **School schedules**

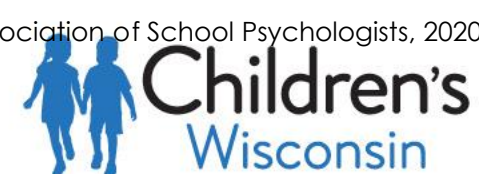
- Khan academy <https://keeplearning.khanacademy.org/daily-schedule>
- <https://tea.texas.gov/texas-schools/health-safety-discipline/covid/phase-3-operationalize-at-home-model>



Special Education Considerations

- Provision of IEP and 504 services/accommodations during virtual schooling
- Inclusion of virtual/distance learning plans in IEPs
- IEP evaluations and determinations
- Provision of additional compensatory IEP services
- <https://www.parentcenterhub.org/find-your-center/>

Source: (United States Department of Education, 2020; National Association of School Psychologists, 2020a; & National Association of School Psychologists, 2020c)



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