

COVID-19 Parent Resources

Coping with COVID-19

Grief

- Feelings of grief are normal
- The loss of activities and routines can lead to feelings of sadness and grief

Resources:

- [Parent Video: How to talk to your child about COVID-19](#)
- [Introducing Grief to Children of Different Ages](#)
- [Understanding Feelings, Talking About Feelings, and Dealing with Grief](#)
- [BCPS Resources](#)

Stress and Anxiety

- These are normal ways children respond to stress
- How to respond to their reactions:
 - Avoid separation
 - Keep a regular routine
 - Listen and give reassurance

Resources

- [Helping children cope with stress](#)
- [Modeling reactions to kids](#)
- [Strategies to manage stress](#)
- [Learning to be comfortable with uncertainty](#)
- [Ways to reduce stress](#)
- [Be aware of anxiety signs](#)

Elementary Students

- Social stories can be effective tools to talk to very young children or children with disabilities about some of the changes to their normal life. [Try these.](#)
- It may be helpful to watch a video together explaining basic information about COVID-19. [Try This.](#)

Signs that a child is struggling:

Separation Anxiety

Attention seeking behaviors (i.e. Tantrums, outbursts, throwing, hiding, whining, being clingy)

Developmental Regressions (i.e. wetting the bed or accidents, loss of appetite, difficulty sleeping baby-like behaviors)

Tips:

- Acknowledge their feelings and provide the vocabulary for them
- Have a predictable routine and prepare kids for new routines ([sample visual schedules here](#))
- Provide choices whenever possible to increase their feelings of control
- Allow them to take a break in a quiet space when they feel overwhelmed and provide calming strategies (i.e. deep breathing, read a book, count to 10)

Resources:

- [Family Activities](#)
- [Helping Children Cope](#)
- [Talking Points about COVID-19](#)
- [Talking to Kids with ADHD](#)
- [Interactive COVID-19 book](#)
- [Online Picture Book](#)

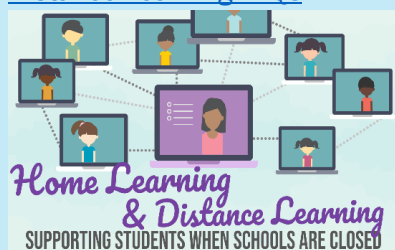


Setting Expectations for Virtual Learning

- Set up a designated space for virtual learning
- Create a schedule
- Create a signal or designated time for your child to check in with you if they are struggling with something
- Schedule movement breaks and downtime
- Schedule weekly or more frequent check-ins on their mental health
- Allow for social check-ins with friends and family through virtual means
- Try to engage them in the learning topics and help make it interesting or relevant
- Help and encourage them to reach out to their teacher if they need help
- Allow for experiential learning whenever possible
- Encourage and praise effort
- Become familiar with the online platforms and review students' progress on assigned tasks weekly

BCPS Resources:

[Learning Under COVID-19 in Broward Bilingual/ESOL support](#)
[Exceptional Student Learning Supports Psychological Services](#)
[Distance Learning FAQs](#)



Secondary Students

- Make yourself available to listen and talk about their concerns
- Remain calm and reassuring
- Pay attention to what they are seeing and hearing on TV, Radio, and Social Media
- Provide information that is honest and accurate
- Validate any concerns or feelings
- Allow them to get support from peers, but encourage them to share and check-in with you regarding information that is shared
- Encourage a new hobby or activity done at home
- Pay attention to non-verbal signs of anxiety, depression, withdrawal, or other negative coping strategies
 - Agitation, poor eye contact
 - No longer enjoying activities they enjoyed before
 - Eating noticeably more or less
 - Interacting less with family and friends
 - Lack of sleep or significant oversleep
- Encourage safely spending some time outside each day
- Try to find ways to laugh and enjoy a shared activity
 - TV or movies
 - Board games
 - Cooking and Baking
 - Home improvement project
 - Social Media videos or listening to a podcast
 - Home workout or walk outside

Resources:

[How to take care of your mental health while social distancing](#)

[Explaining Anxiety to Teens](#)

[Coping with Grief](#)

[Teens Coping with COVID-19](#)

Supporting students with Special Needs

[Resources for ADHD](#)

[Resources for ASD](#)

[Resources for Behavior Management](#)

[Resources for Developmental and Behavioral Disorders](#)