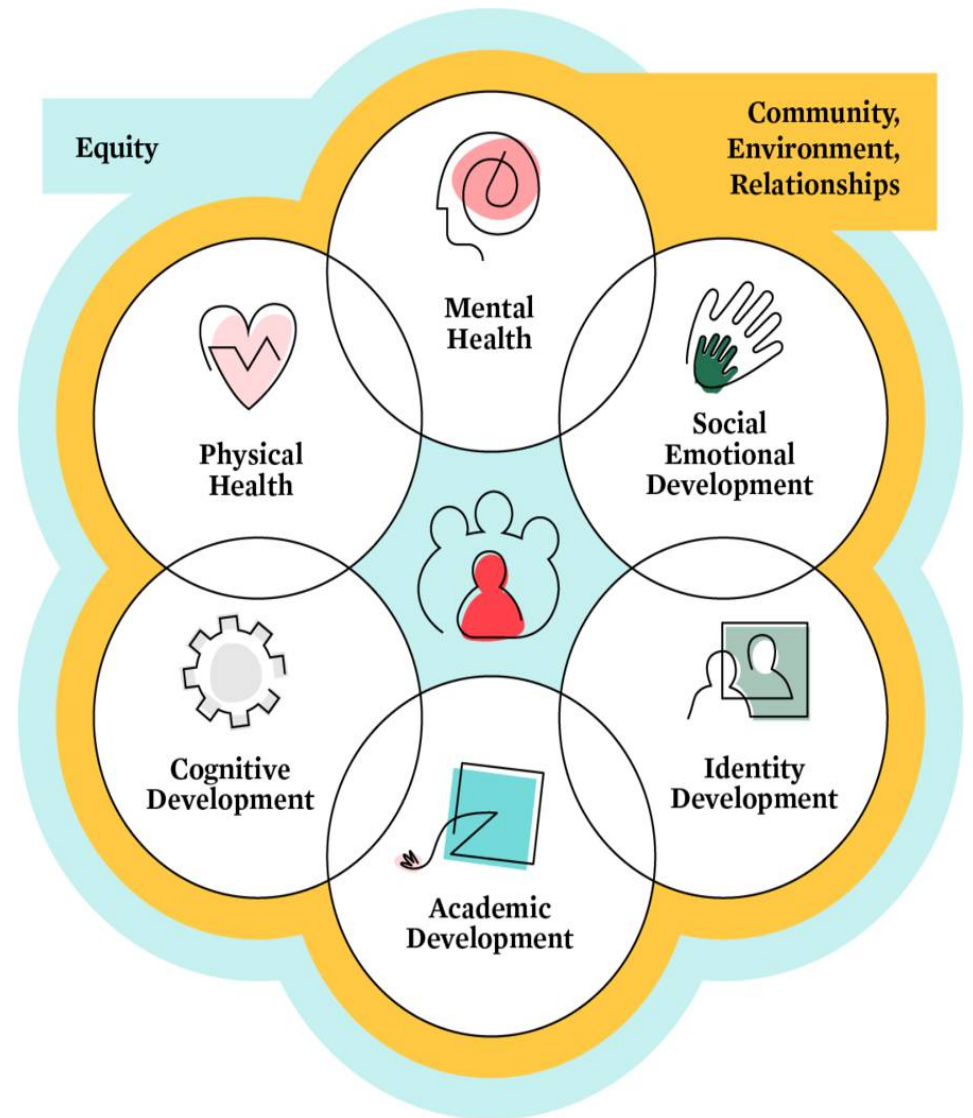


# Resources for Parents & Families

## Educating the Whole Child



## Parent Social-Emotional Learning Packet

# Help with Recognizing your Emotional Needs as a Parent during this time

## Emotional Health Guidance During COVID-19

During stressful times in life, it is very normal for both adults and children to experience many different feelings and emotions that seem to appear out of nowhere. Crisis situations such as the current COVID-19 Pandemic create uncertainty and stress in many people's lives. The Pascagoula-Gautier School District is committed to helping and serving our community during this difficult time. Please read the following questions to better help identify if you or your child is experiencing emotions related to the current COVID-19 health concern. Resources will be provided to help you and your child develop coping skills during this worldwide health crisis.

1. Have you noticed this week that you or your child is experiencing troublesome thoughts about COVID-19 that you or your child has trouble stopping?
2. Have you noticed this week that you or your child has trouble falling asleep or staying asleep as a result of thinking about COVID-19 or experiencing nightmares about COVID-19?
3. When hearing information about COVID-19, have you noticed bodily responses in yourself or your child such as tensing muscles, stomachaches, headaches, rapid heartbeat etc?
4. Have you noticed in the last week that you or your child is more irritable or easily angered than usual?
5. Have you noticed in the last week that you or your child has more trouble concentrating than usual?

# Help with Recognizing your Emotional Needs as a Parent during this time

6. Have you noticed in the last week that you or your child may feel more “emotional” or be more prone to crying or “whining” than usual?
7. Have you noticed in the last week that you or your child appear to be more “jumpy” or easily startled than usual?
8. Have you noticed in the last week that you or your child is extra aware of the environment and potential dangers?

These questions identify common responses adults and children may have to traumatic events. If you feel that you or your child may be experiencing mental health concerns that require the help of a professional, please refer to our mental health resource list for outside, professional help.

**This information is meant to serve as guidance ONLY and by no means should be considered or used as an assessment, diagnosis or treatment of mental health concerns.**

\*Questions adapted from the *Trauma Screening Questionnaire (TSQ)*

\*Brewin CR, Rose S, Andrews B, Green J, Tata P, McEvedy C, Turner S, & Foa EB. Brief screening instrument for post-traumatic stress disorder. *British Journal of Psychiatry*, 181:158-162, 2002.

# Supporting your Emotional Needs as a Parent during this time

## Coping with a Disaster or Traumatic Event



After a disaster, it is important to take care of your emotional health. Pay attention to how you and your family members are feeling and acting.

Taking care of your emotional health will help you think clearly and react to urgent needs to protect yourself and your loved ones.

Follow these tips to help you and your family recover or find support.

### Steps to Care for Yourself

- Take Care of Your Body
  - » Try to eat healthy, exercise regularly, get plenty of sleep, and avoid alcohol and other drugs.
- Connect
  - » Share your feelings with a friend or family member. Maintain relationships and rely on your support system.
- Take Breaks
  - » Make time to unwind. Try to return to activities that you enjoy.
- Stay Informed
  - » Watch for news updates from reliable officials.
- Avoid
  - » Avoid excessive exposure to media coverage of the event.
- Ask for Help
  - » Talk to a clergy member, counselor, or doctor or contact the SAMHSA helpline at 1-800-985-5990 or text TalkWithUs to 66746.

### How to Help Your Children

- Talk with them.
  - » Share age-appropriate information.
  - » Reassure them.
  - » Address rumors.
  - » Answer questions.
- Set a good example by taking care of yourself.
- Limit exposure to media and social media coverage of the event.

### Common Signs of Distress

- Feelings of shock, numbness, or disbelief
- Change in energy or activity levels
- Difficulty concentrating
- Changes in appetite
- Sleeping problems or nightmares
- Feeling anxious, fearful, or angry
- Headaches, body pain, or skin rashes
- Chronic health problems get worse
- Increased use of alcohol, tobacco, or other drugs

Seek help from your healthcare provider if these stress reactions interfere with your daily activities for several days in a row.

**Substance Abuse and Mental Health Services Administration's (SAMHSA's) Disaster Distress Hotline: 1-800-985-5990 or text TalkWithUs to 66746.**



**People with deafness or hearing loss can use their preferred relay service to call 1-800-985-5990.**



# Recognizing and Supporting your Child's Emotional Needs during this time

Source: [The National Child Traumatic Stress Network](#)

AGE GROUP	CHILD REACTIONS	HOW YOU CAN HELP
<b>PRE-K</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Fear of being alone</li> <li><input type="checkbox"/> Sleep pattern changes or Nightmares</li> <li><input type="checkbox"/> Speech difficulties</li> <li><input type="checkbox"/> Loss of bladder/bowel control, constipation, bed-wetting</li> <li><input type="checkbox"/> Change in appetite</li> <li><input type="checkbox"/> Increased temper tantrums, whining, defiance, or clingy behavior</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Patience and tolerance</li> <li><input type="checkbox"/> Provide reassurance (verbal and physical)</li> <li><input type="checkbox"/> Plan calming, comforting activities before bedtime</li> <li><input type="checkbox"/> Encourage expression through play, reenactment, storytelling</li> <li><input type="checkbox"/> Allow short-term changes in sleep arrangements</li> <li><input type="checkbox"/> Plan calming, comforting activities before bedtime</li> <li><input type="checkbox"/> Maintain regular family routines</li> <li><input type="checkbox"/> Avoid overly exposing them to the news/media</li> </ul>
<b>SCHOOL-AGE (AGES 6-12)</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Irritability, whining, aggressive behavior</li> <li><input type="checkbox"/> Clinging, nightmares</li> <li><input type="checkbox"/> Sleep difficulties</li> <li><input type="checkbox"/> Change in appetite</li> <li><input type="checkbox"/> Increased physical symptoms (headaches, stomach aches, etc.)</li> <li><input type="checkbox"/> Withdrawal from peers, loss of interest</li> <li><input type="checkbox"/> Competition for parents' attention</li> <li><input type="checkbox"/> Forgetfulness</li> <li><input type="checkbox"/> Saying that they are worried or fearful</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Patience, tolerance, and reassurance</li> <li><input type="checkbox"/> Play sessions and staying in touch with friends.</li> <li><input type="checkbox"/> Regular exercise and stretching</li> <li><input type="checkbox"/> Engage in educational activities (workbooks, educational games)</li> <li><input type="checkbox"/> Participate in structured household chores</li> <li><input type="checkbox"/> Set gentle but firm limits</li> <li><input type="checkbox"/> Follow the child's lead and need for information when discussing the current outbreak. Encourage the child to ask questions. Provide short answers and allow the child to ask further questions if necessary. Do not bombard with info.</li> <li><input type="checkbox"/> Encourage expression through play and conversation</li> <li><input type="checkbox"/> Maintain family routines</li> <li><input type="checkbox"/> Limit media exposure, talking about what they have seen/heard including at school</li> <li><input type="checkbox"/> Address any stigma or discrimination occurring and clarify misinformation</li> <li><input type="checkbox"/> Reward positive behaviors often</li> </ul>

# Recognizing and Supporting your Child's Emotional Needs during this time

<b>ADOLESCENT (13-18)</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Increased physical symptoms (headaches, rashes, etc.)</li> <li><input type="checkbox"/> Sleep Difficulties</li> <li><input type="checkbox"/> Appetite disturbance</li> <li><input type="checkbox"/> Increased Agitation</li> <li><input type="checkbox"/> Decrease in energy</li> <li><input type="checkbox"/> Not focusing on his/her health</li> <li><input type="checkbox"/> Isolating from peers and loved ones</li> <li><input type="checkbox"/> Increased negative statements</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Patience, tolerance, and reassurance</li> <li><input type="checkbox"/> Encourage continuation of routines</li> <li><input type="checkbox"/> Encourage discussion of outbreak experience with peers and family</li> <li><input type="checkbox"/> Stay in touch with friends</li> <li><input type="checkbox"/> Participate in family routines, including chores, supporting younger siblings, and planning strategies to enhance health promotion behaviors</li> <li><input type="checkbox"/> Limit media exposure, talking about what they have seen/heard</li> </ul>
<b>CHILDREN WITH SPECIAL NEEDS</b>	<p>Reactions will likely be based on the child's developmental level and may include a combination of the symptoms above. This depends on your child's developmental age. Most, if not all of these symptoms should respond to the strategies above.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide increased access to comforting items/activities</li> <li><input type="checkbox"/> Address sensory needs</li> <li><input type="checkbox"/> Offer factual information and short clear answers to questions within the child's scope of understanding</li> <li><input type="checkbox"/> Limit preoccupation with becoming ill by introducing factual information (<i>'children are not at high risk, it is very unlikely you will get ill, school is out to continue to protect kids'</i>)</li> </ul>

# Help with Recognizing your Child's Emotional Needs during this time

This is a tool for helping your child Recognize and Identify his/her feelings/emotions. It's important that they know that it is ok to feel any emotion. The goal is to get back to "Green" so that he/she is **Ready to Learn**. The next slide give your child some ideas of how to deal with whatever "zone" they are in.

## The **ZONES** of Regulation®

			
<p><b>BLUE ZONE</b></p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p><b>GREEN ZONE</b></p> <p>Happy Calm Feeling Okay Focused Ready to Learn</p>	<p><b>YELLOW ZONE</b></p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p><b>RED ZONE</b></p> <p>Mad/Angry Mean Terrified Yelling/Hitting Out of Control</p>

Author: LEAH KUYPERS, M.A.ED., OTR/L



# Supporting your Child's Emotional Needs during this time

## Blue Zone Tools: Rest Stop

Take a break  
Think happy thoughts  
Talk about your feelings  
Ask for a hug  
Draw a picture



## Green Zone Tools: Go Time

Complete your work  
Listen to instructions  
Remember your daily goal  
Think happy thoughts  
Help others



## Yellow Zone Tools: Slow Down

Take a break  
Talk to an adult  
Squeeze a stress ball  
Go for a walk  
Take three deep breaths



## Red Zone Tools: Stop

Take a break  
Squeeze a stress ball  
Take three deep breaths  
Talk about my problem  
Count to ten





# Tips/Tools for Maintaining your Family's Emotional Health During this time

## **SOCIAL**

- ☐ Call or Video Chat with relatives and/or friends
- ☐ Go for a walk
- ☐ Have a picnic in the backyard
- ☐ Cook a family meal together
- ☐ Play board games with your family
- ☐ Play video games with friends and family (consider screen-time limits)
- ☐ Watch a movie with friends and family (with those at home or virtually)
- ☐ Have talks about family and what makes a strong family
- ☐ Have talks about friendship and what it means to be a good friend

## **EMOTIONAL**

- ☐ Identify how you are feeling
- ☐ Ask children how they are feeling and help them put into words
- ☐ Discuss why you feel the way you do
- ☐ Come up with plans together as a family
- ☐ Sunshine is a mood elevator, get outside
- ☐ Set goals for yourself and your children.
- ☐ Celebrate your progress
- ☐ Do nice things for others
- ☐ Take time for YOU
- ☐ Sing along to music you enjoy
- ☐ Don't be afraid to talk to others about how you feel.
- ☐ Listen to others

## **PHYSICAL**

- ☐ Get enough sleep
- ☐ Have balanced and healthy meals
- ☐ Follow recommendations regarding cleaning and sanitizing yourself and your home
- ☐ Go for a walk/run
- ☐ Go to the beach for some exercise
- ☐ Take the dog for a walk
- ☐ Create a home exercise routine
- ☐ Participate in virtual exercise routines
- ☐ Ride your bicycle
- ☐ Jump Rope
- ☐ Have a dance party at home
- ☐ Enjoy dance songs with your children (Gummy Bear, etc.)

# Tips/Tools for Maintaining your Family's Emotional Health During this time

## **PRACTICAL**

- ☐ Make a schedule. Stay on it
- ☐ Put schoolwork on the schedule
- ☐ Flesh out family plans
- ☐ Include your children in planning and scheduling (they will have more buy-in and feel heard)
- ☐ Give suggestions, but don't feel you have to entertain your children.
- ☐ Watch a movie together
- ☐ Don't worry over housework every day, take time to enjoy family
- ☐ Limit electronic time!
- ☐ Use a daily checklist to help stay on top of all responsibilities and visualize your accomplishments as you cross things off the list.)

## **SPECIFICALLY FOR PARENTS**

- ☐ Carve out some time for yourself
- ☐ Do something with your partner that you both enjoy
- ☐ Listen to some of Your Music
- ☐ Read a good book
- ☐ A virtual book club (for parents)
- ☐ Take time to Enjoy or Savor Something that you like
- ☐ Light a scented candle
- ☐ Take a hot bath
- ☐ Listen to soothing sounds
- ☐ Drink some herbal tea or your favorite flavored coffee
- ☐ Contact your local library about online books for you and/or your children
- ☐ You can take a break with a little yard work!

## **SPECIFICALLY FOR KIDS**

- ☐ Do your schoolwork in the morning so you have time to play!
- ☐ Ask for help when you need it
- ☐ Contact teachers if you are struggling with your work.
- ☐ Play outside
- ☐ Explore a new hobby
- ☐ Practice improving a skill (ex. Jump shot, cartwheel, skateboard)
- ☐ Teach your parents a new game
- ☐ Call grandma or grandpa
- ☐ Write a nice note/letter to someone that you care about
- ☐ Find ways to help your family
- ☐ Do virtual yoga. You could even try yoga with Ms. Sharp (from SRA)!!
- ☐ A virtual book club (with kids)

# Tips/Tools for Maintaining your Family's Emotional Health During this time

- |  |
|--|
| <input type="checkbox"/> Modify your family's daily schedule to suit the new conditions.   |
| <input type="checkbox"/> Shift priorities to what gives you fulfillment and purpose.   |
| <input type="checkbox"/> Attempt to control unhelpful thoughts and replace them with positive or productive thoughts.              |
| <input type="checkbox"/> Remember you are a role model for your children. Demonstrate using coping strategies to deal with stress. |
| <input type="checkbox"/> Take time to engage in a preferred/fun activity as a family.  |
| <input type="checkbox"/> Have a daily debrief where you discuss what each person is thankful for or feels he/she did well today.   |
| <input type="checkbox"/> Maintain your support system with friends, family, coworkers, etc. through telephone and video.           |
| <input type="checkbox"/> Teach your kids new skills that help both you and them feel a sense of pride in the accomplishment.       |



# A model for keeping your child engaged and focused on learning at home.



## START with Effective Behavior Management at Home

### Structure

the  
Environment  
to Promote  
Positive  
Behavior

**Learning Space Organization:** A well-structured area or space improves academic and behavioral outcomes for all students. Parents/families should:

- ☐ Ensure that the learning space is free of distractions or things that will affect the child's ability to focus.
- ☐ Ensure that your child has access to supplies and resources in the learning space
- ☐ **Recognize when they are stressed and when you are stressed.** Have a specific plan or activity to encourage the student to "Cool Down" if he/she becomes frustrated.

**Routines:** When routines are taught, modeled, and consistent; children know what is expected of them, and parents have more time to focus on supporting learning.

*Do you have routines for waking up, eating breakfast/lunch, time spent on the computer, taking breaks, participating in positive/rewarding activities?*

### Teach

Expected/  
Positive  
Behaviors

Behavioral expectations **MUST BE TAUGHT** in order for children to learn and remember them! Here are the steps to **Teaching Behavior**:

1. Carefully explain and describe your expectation (consider developmental level)
2. Tell your child why learning this skill/behavior is important.
3. Show them what you expect them to do (provide examples & non-examples)
4. Practice the new skill with your child (role-play)
5. Reward your child when they do the new behavior (Let them know that you are proud of them for doing it)!!!

# A model for keeping your child engaged and focused on learning at home.

<p><b>A</b>cknowledge</p> <p>Positive Behavior (Reinforcement)</p>	<p><b>Reinforcement/Rewards</b> (e.g., verbal praise, special privileges, stickers, points, etc.) are effective at promoting positive behavior. Here are key reminders about Reinforcement:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use different types of Rewards (<i>They should be something your child likes/enjoys</i>).</li> <li><input type="checkbox"/> Provide reinforcement immediately after the student engages in the desired behavior.</li> <li><input type="checkbox"/> Reward the behavior, not the individual (<i>Tell the child why they are being recognized!</i>)</li> <li><input type="checkbox"/> Monitor your positive vs. negative comments to child (You want to encourage them and be positive. They remember what you say and how you say it!)</li> </ul>
<p><b>R</b>espond</p> <p>to Problem Behavior</p>	<p>Planning for how to <b>Respond</b> to problem behaviors is important.</p> <p>Parents should have specific procedures regarding how to give directions, provide reminders, and provide consequences to children. Remember the following:</p> <ol style="list-style-type: none"> <li>1. Consistency is key (Kids thrive with structure; however, you have be clear and consistent so that they know that you are serious).</li> <li>2. Avoid Power Struggles (<i>Do not go back and forth with your child. See next step!</i>)</li> <li>3. Enforce Consequences (<i>Once you set a limit, you must implement the consequence</i>)</li> </ol>
<p><b>T</b>eam</p> <p>with Others to Problem Solve</p>	<p>Supporting learning at home can be Stressful. Parents and family members should be learners and understand that we often need support from others!</p> <p>Getting advice from a team of supports (Family, Friends, Teachers, etc.) will allow you to share your concerns, identify solutions, and feel supported.</p> <p>Get some help to identify what the behaviors are, why you think they are happening, and what you can do about it.</p>



# Tips/Tools for Keeping your child engaged and focused on learning during this time

General Regular Behavior TIPS (Staying focused, motivation, rewards, etc.)

## Establish Expectations:

- Expectations should be clearly stated and written.
- Practice the expectations together.
- Model and role-play the expectations.
- State expectations in the positive.
- Begin with no more than five expectations.
- Keep expectations concise.

Example:

Speak respectfully- inside voice, kind words

## Use Transition Countdowns/Warnings:

- Warn in advance before changing an activity.
- When possible, tell the plans for the day/evening etc. and write the plans down. A verbal and written review of plans for the day is best.
- Create To Do Lists or Checklists so that your child can check tasks off as they are completed.

Example:

“Once this show goes off, I need you to sort your laundry.”

## Reinforce:

- Reinforce any time your child displays the correct behavior.
- Remember, reinforcement can be as simple as specific praise.
- Use small reinforcers frequently and outline clearly how to earn these.
- Use large reinforcers after so many small reinforcers have been earned.
- Provide a menu she/he can choose from.

## Use Specific Praise:

- Praise her/him and state specifically why you are praising her/him

Example:

“Thank you so much for asking permission before you went outside.”



# Challenging your child focus on positivity and his/her future. Preparing your child to “Be the Light”

- |   |
|---|
| <input type="checkbox"/> Assign your child at least one daily job. Teach and model the job first.   |
| <input type="checkbox"/> Encourage your child to engage in service projects. Ask them how they would like to help others  |
| <input type="checkbox"/> Teach your child a new daily living skill such as cooking, doing laundry, or cleaning.   |
| <input type="checkbox"/> Engage in the education process with your child, creating a clear timeframe for work completion.                                       |
| <input type="checkbox"/> Challenge your child to spend more time outside and less on electronics. Create an outdoor scavenger hunt.                             |
| <input type="checkbox"/> Encourage expression through art and play. Independent play encourages imagination and self-reliance.                                  |
| <input type="checkbox"/> Remind your child that they are Good! We all may make bad choices from time to time; however, there is always a way to turn it around. |

# Additional Resources:



## National Hotlines

### **National Alliance on Mental Illness**

Call the NAMI Hotline:

800-950-NAMI

info@nami.org

M-F, 10 AM - 6 PM ET

To find help in a crisis text:

"NAMI" TO 741741

### **National Domestic Violence Hotline**

<https://www.thehotline.org/help/>

If you would like to talk to an advocate, we recommend using our chat feature on the above website, or contact us by phone at **1-800-799-SAFE (7233)**, or **1-800-787-3224 (TTY)**. Advocates are available to help individuals who are Deaf and hard of hearing at 1-800-787-3224 (TTY) or by chat. We offer the same advocacy through chat services, available 24/7/365 for those affected by domestic abuse.

## National Hotlines

### **National Suicide Prevention Lifeline**

The Lifeline provides 24/7, free and confidential support for people in distress, prevention and crisis resources for you or your loved ones, and best practices for professionals.

1-800-273-8255

### **Ayuda En Español**

Lifeline ofrece 24/7, gratuito servicios en español, no es necesario hablar ingles si usted necesita ayuda.

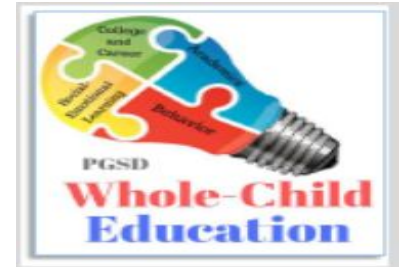
Cuando usted llama al número:

1-888-628-9454

### **Substance Abuse and Mental Health Services Administration**

The National Helpline provides 24-hour free and confidential referrals and information about mental and/or substance use disorders, prevention, treatment, and recovery in English and Spanish

## Additional Resources:



### **Childhelp National Child Abuse Hotline**

If you would like more information on child abuse, need assistance reporting abuse, or to speak with a Childhelp counselor, please call or text the Childhelp National Child Abuse Hotline at **1-800-4-A-CHILD (1-800-422-4453)**. You can also live chat with a trained counselor at [www.childhelphotline.org](http://www.childhelphotline.org). The hotline is available 24 hours a day and all calls are confidential. For more information on the hotline, visit [www.childhelp.org/hotline](http://www.childhelp.org/hotline).

### **SAMHSA's National Helpline**

800-662-HELP (4357)

TTY: 800-487-4889

### **Trevor Project**

Hotline for LGBTQ youth and allies.

Trained to offer support 24/7. If you are a young person in crisis, feeling suicidal, or in need of a safe and judgment-free place to talk, call the TrevorLifeline now at: 1-866-488-7386.