

Welcome Parents!



Your cameras have been turned off and microphones muted in order to ensure everyone gets the most out of the training. Please keep your video turned off and your microphones muted throughout the presentation. Feel free to ask questions through the chat. Questions will be answered at the end of the training.

We will be starting in just a few moments.

Strategies for Supporting our Children during Remote Learning

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Goals & Objectives

- **Goal:** To provide families with strategies for supporting themselves and their children during this challenging time.
- **Objectives:**
- At the end of this presentation,
- parents will be able to:
 - Identify strategies for talking to children about COVID-19.
 - Identify signs of anxiety or depression in Children and adolescents
 - Develop at least 3 new strategies for supporting themselves and their children.



Talking to our children about Covid-19

- Be aware of your own anxiety
- Don't be afraid to discuss the coronavirus in developmentally appropriate ways
- Take cues from your child
- Be reassuring
- Stay positive
- Focus on what you're doing to stay safe
- Keep talking/answering questions

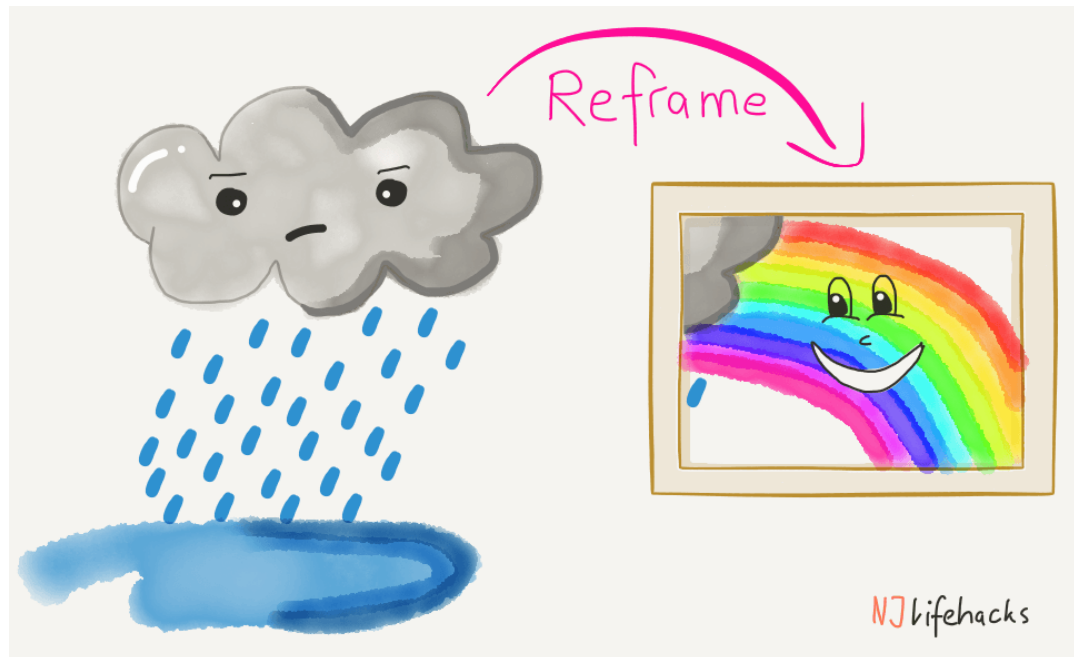


<https://childmind.org/article/talking-to-kids-about-the-coronavirus/>

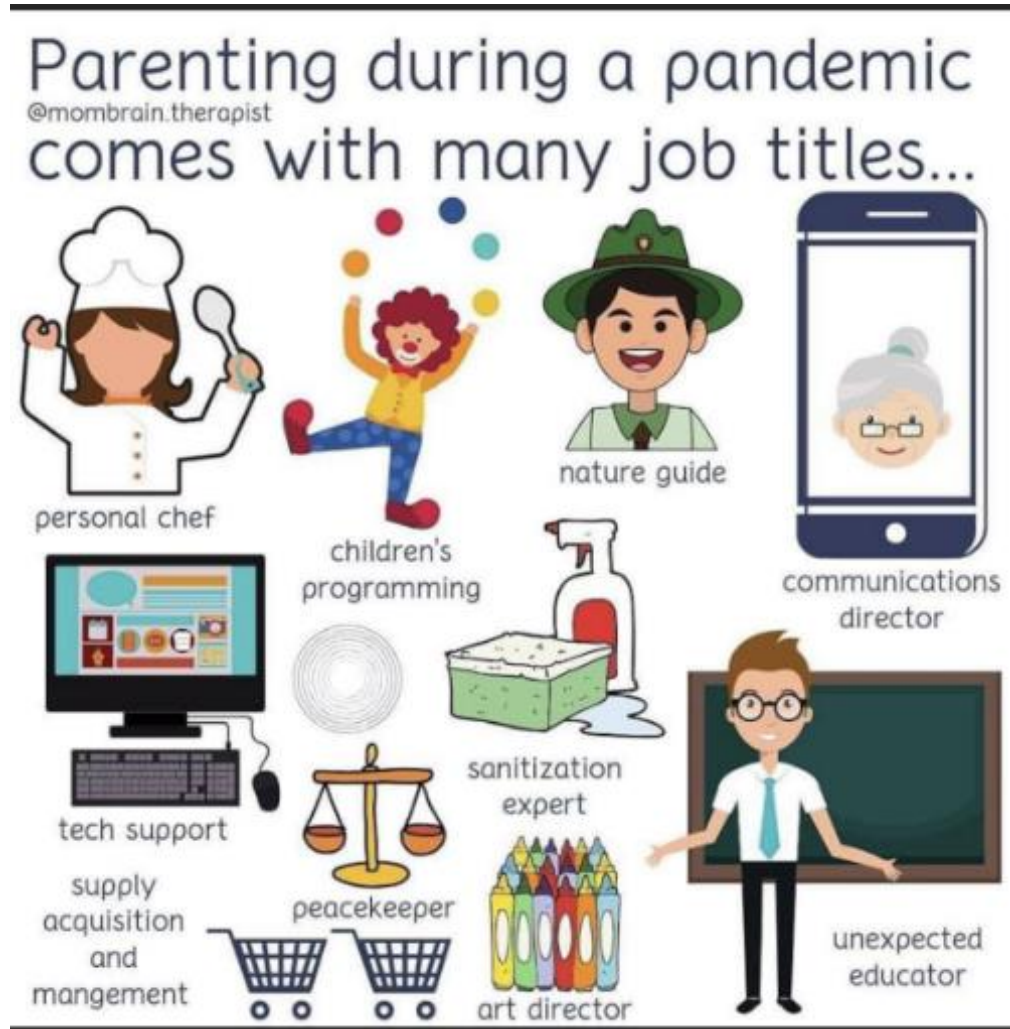


Reframing

- A way of experiencing events to find more positive alternatives.
- The purpose of reframe is not to ignore bad events or behavior, but instead expand how we see these situations to understand the reason for students' behavior.



The role of a parent during pandemic



How do I feel? How do my kids feel?



Signs of anxiety in children

- Physical symptoms like headaches, stomach-aches
- Difficulty falling or staying asleep
- Avoidance (people, places or tasks)
- Irritability/Anger
- Defiance
- Lack of focus
- Overplanning
- Negative thinking



Signs of anxiety in adolescents

- Physical symptoms like headaches, sweating or stomach-aches, shortness of breath
- Sleep disturbance
- **Unfounded or unrealistic fears**
- **Feeling nervous/on edge**
- **Restlessness/Agitation**
- **Difficulty concentrating**
- **Apathy, decreased interest**
- **Unexplained outbursts**



Signs of Depression in children

- Irritability or anger
- Continuous feelings of sadness and hopelessness
- Social withdrawal
- Increased sensitivity to rejection
- Changes in appetite
- Changes in sleep
- Difficulty concentrating
- Physical complaints
- Feelings of worthlessness or guilt
- Impaired thinking
- Talking about death or dying
- Loss of interest in pleasurable activities
- Fatigue and low energy

Signs of Depression in adolescents

- Apathy and fatigue
- Physical complaints
- Difficulty concentrating
- Agitation, irritability, or anger
- Feelings of worthlessness and guilt
- **Irresponsible behavior -- for example, forgetting obligations, refusing to do chores or schoolwork**
- Loss of interest in food or compulsive overeating
- Memory loss
- Preoccupation with death and dying
- **Rebellious, risk taking behavior**
- Sadness, anxiety, or a feeling of hopelessness
- Staying awake at night and sleeping during the day
- Sudden drop in grades
- **Withdrawal from friends**
- **Self Harm Behaviors**

Strategies for supporting young children

- Encourage Routine
- Set flexible schedules
- Limit social media access, particularly to news and virus discussion
- Find time each day to Engage with children
- Encourage socialization through face time/zoom playdates
- Validate feelings and model balance
- Make plans



Strategies for supporting adolescents

- Emphasize “physical distancing” and encourage social connection.
- Validate their frustrations and feelings of loss
- Set realistic schedules
- Encourage healthy habits – Sleep, nutrition, exercise
- Listen to them, look at them and give them your full attention.



Mindfulness



<https://www.youtube.com/watch?v=w6T02g5hnT4>

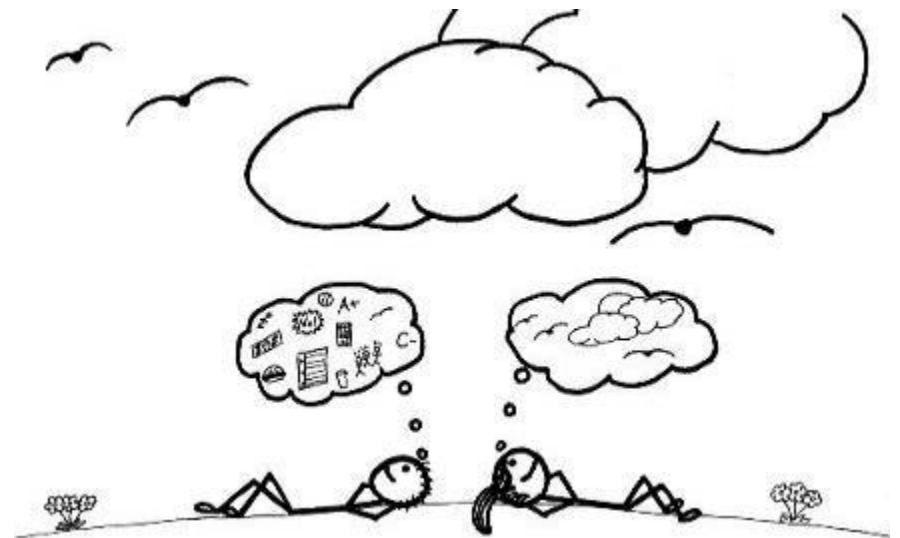
Mindfulness activities

- [Cosmic Kids Yoga -
https://www.cosmickids.com/](https://www.cosmickids.com/)
- Gonoodle.com
- Go Zen Online (youtube)
- 4-7-8 breathing
- Mindful walk (Noticing colors/
5 senses)
- Drinking water
- Stress balls
- Take 5 Grounding activity (5
senses)
- Playdough/ Pliable erasers
- Body Scan

- Breathe App



- Visualize black
- Five Finger relaxation
- Progressive muscle
relaxation



Strategies for encouraging children's motivation for school

- Create SMART goals
- Set a flexible schedule
- Set up a space conducive for learning
- Use a timer
- Build confidence: 80/20 rule
- Offer choice on order and timing of homework completion when possible
- Avoid escalating power struggles
- Provide recognition that is specific and highlights the positive qualities you see in your child.
- Offer brain breaks (At least 10 minutes for every 40 minutes of work)



Strategies for encouraging adolescent motivation for school

- Work with your adolescent to create a schedule
- Create SMART goals
- Set up a space conducive for learning
- **Show your confidence in your child's ability**
- **Build greatness**
- Provide recognition that is specific and highlights the positive qualities you see in your child.
- Encourage your adolescent to take breaks (At least 10 minutes for every 40 minutes of work)
- **Support socialization during academics if utilized in a healthy way.**
- **Allow child to experience natural consequences.**



Behavioral Management Strategies

- Identify your child's triggers
 - Internal
 - Sensory
 - Challenging work
 - Unmet Want/disappointment
 - Threat to self-esteem
- Utilize non verbal de-escalation strategies
- Avoid power struggles
- Listen to child's needs and validate
- Using color zones to express emotions
- Use distraction
- Create a plan for managing trigger next time



Brain process under typical conditions

Observe → Input → Interpret → Process → Evaluate Options → Plan → Act

A diagram illustrating a brain process flow. It features a curved path that starts at the top left and ends at the bottom right. The path is defined by a dashed grey band with yellow arrows pointing in the direction of the flow. The text 'Observe → Input → Interpret → Process → Evaluate Options → Plan → Act' is written along the bottom edge of the path, following its curve. The background is a light yellow gradient.

**Alarm system
"Express Route"**

Observe → Interpret

DANGER



Act

React (Flight - Flight - Freeze)

~~Process~~

~~Evaluate Options~~

~~Plan~~

**Parents,
Prioritize your ability to
remain regulated for your child
over your ability to
provide them academic instruction.**

**Academics don't protect
your children from trauma.
Your relationship does.**

[Facebook.com/stephaniegrantphd](https://www.facebook.com/stephaniegrantphd)

Strategies for when children socially withdraw

- Reframe the “social distancing” to “physical distancing”
- Validate their frustration, fears and worries
- Provide opportunities for calls and video chats with friends
 - If children push back, offer some direction to the “virtual play date” by giving suggestions and ideas for things child can do.
 - For adolescents, zoom meetups, watching movies/shows, book clubs, games
- Brainstorm activities your child enjoys that you are still able to do together.
- Set aside 1 on 1 time with your child
- Encourage family dinner when possible
- Brainstorm ways to help others



Healthy Coping Skills

- Positive talk
- Sleep / Exercise / Nutrition
- Mindfulness / Meditation / Breathing
- Music / Art / Journaling
- Talk it out with family or friends
- Playing with favorite toy
- Take a warm bath
- Sipping on tea or hot chocolate
- Playing a sport or game
- Distract with ACES (Activities, Contributing, Opposite Emotions, and Other Sensations).
- Pet Time
- Cuddle
- Laughter /half smile
- Playing with favorite toy
- Cooking/Baking



Taking care of ourselves

Small, but powerful things I can
do for myself during all of this...

@mombrain.therapist

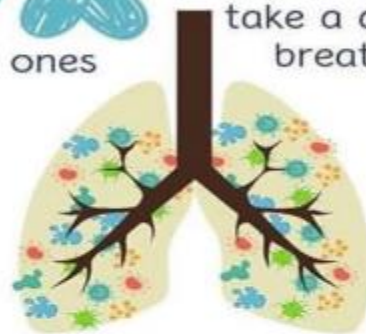


disconnect
from social
media



connect with loved ones
(from afar!)

pause and
take a deep
breath



slow down & rest
my brain and body

notice
the good
in the
midst of
the not
so good



take a
shower
and put
on some
clean
clothes

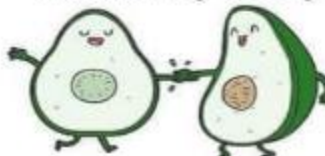


get some
fresh air

find a
way to
smile or
laugh



move my body



turn off the news

Parent considerations

- Monitor your own stress level. Take care of yourself
- Be aware of your child's behaviors and emotions
- Build trust with your child
- Encourage the expression of feelings
- Teach and model good emotional responses
- Encourage your child to tell you if he or she feels overwhelmed



Parent Considerations Continued

- Remind your child of his or her ability to get through tough times, particularly with the love and support of family and friends
- Monitor news and television programs that could worry your child and pay attention to the use of computer games, movies, and the Internet.
- Use encouragement/natural consequences when poor decisions are made
- Contact your child's teacher with any concerns and make him or her part of the team available to assist your child
- Seek the assistance of a school counselor, therapist or physician, if stress continues to be a concern



“At many times throughout their lives, children will feel like the world has turned topsy-turvy. It’s not the ever-present smile that will help them feel secure. It’s knowing that love can hold many feelings, including sadness, and that they can count on the people they love to be with them until the world turns right side up again.”

- Fred Rogers

Need extra support?

- Visit the counseling link on the school website for additional supports
- NJ Mental Health Cares – 866-202-HELP (4357)
*Free hotline (7 days per week 8am-8pm)
- Children's Mobile Response – (877) 652- 7624
*Available to provide crisis support 24/7
- Crisis Text Line – Text HOME to 741741
- 2nd Floor Youth Helpline – (888) 222-2228
- Mom2Mom – (877) 914-MOM2
- Union County Crisis Hotline – (908) 351-6684
*Trinitas Hospital – 655 East Jersey St., Elizabeth, NJ

Additional Online Resources

- <https://confidentparentsconfidentkids.org/2020/03/13/my-kids-school-is-closed-so-now-what/?fbclid=IwAR3u--fUeWgiAk8oRagLy-GIc2Oa1TBmLixC7mWtcT9xg4-ThSwwagaa26A>
- <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/health-crisis-resources/helping-children-cope-with-changes-resulting-from-covid-19>
- <https://childmind.org/article/talking-to-kids-about-the-coronavirus/>
- https://www.nctsn.org/sites/default/files/resources/fact-sheet/outbreak_factsheet_1.pdf





Feel free to contact us with any additional questions!

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