

Coping with Covid: Feeling Safe and Supported

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Discussion Topics

- ▶ **Child Traumatic Stress and Signs of Stress during Covid**
- ▶ **Positive Childhood Experiences**
 - ▶ Supports for Students
 - ▶ Creating a Sense of Safety
- ▶ **Rituals and Routines**
- ▶ **Academic Support**
- ▶ **Questions through chat**

Child Traumatic Stress during COVID

- ▶ **Child Traumatic Stress** - occurs when children are exposed to traumatic events or situations, and this exposure overwhelms their ability to cope with what they have experienced.
- ▶ **COVID has created multiple changes in students' lives including:**
 - ▶ Learning at school to learning at home
 - ▶ Social distancing, play, birthday, celebrations
 - ▶ New routines and rituals around hygiene
 - ▶ Experiences within the family during Covid
- ▶ **Impact of Stress**
 - ▶ Decrease in Self-Regulation → Effect on Behavior → Decrease in Achievement

Signs of Stress

- ▶ **Physical or psychological distress**
 - ▶ such as headaches, stomach aches, poor concentration, intrusive thoughts, or difficulty sleeping.
- ▶ **Avoidance reactions**
 - ▶ such as withdrawing, shutting down, or avoiding talking about what's happening.
- ▶ **Increased emotions**
 - ▶ such as anxiety, irritability, anger, or fear.
- ▶ **Changes in behavior**
 - ▶ including an increase in self-destructive or risk-taking behaviors, or a drop in school engagement and achievement.
 - ▶ Depressed mood or negative beliefs.

** These are normal stress responses - normal to be having a tough time right now*

What can we do to help minimize/reduce this stress?

Positive Childhood Experiences (PCEs)

- ▶ **Were able to talk to their family about feelings**
 - ▶ Help them expand their feeling vocabulary and how to share their feelings appropriately.
- ▶ **Felt that their family stood by them during difficult times**
 - ▶ Difficult times can see a change in behavior. Be understanding and supportive.
- ▶ **Enjoyed participating in community traditions**
 - ▶ Community activities - rock painting and rock hunting, spirit days at home, new traditions (positive posters/messages for community members).
- ▶ **Felt supported by friends**
 - ▶ maintain connections with friends in a variety of ways - phone calls, pen pals, video chat, online gaming, kid messenger, etc.
- ▶ **Felt safe and protected by the adult(s) in their home**
 - ▶ Basic needs are met - Food, clothing, housing



**COMMUNICATE
WITH I
STATEMENTS**

I Feel: _____

When: _____

Because: _____

What I want/need is:

Supports For Students to Be Resilient

▶ To feel safe

- ▶ each classroom has a safe space for children when they need a break or have a strong emotion.
- ▶ Look for a space in your home to provide that's outside their learning space to calm down and help manage emotions.

▶ To feel connected

- ▶ at school our classrooms become our families, continue to engage school through technology to maintain that connection (Class Dojo, Remind, Zoom classroom meetings, Canvas)

▶ To feel accepted and valued

- ▶ a contributing member to the family, many students like to be helpers or have jobs in the classroom, what jobs or chores can they have around the house to help out?

▶ To learn and practice self-regulation, including emotion management

- ▶ Practice problem solving skills, deep breathing when calm ([MindYeti](#) available on [Youtube](#)), positive coping strategies



Emotion Management

- ▶ **Participate and engage Social Emotional Learning (SEL) lessons with your child if possible**
 - ▶ SEL in packets, videos, books provided by staff (Class Dojo, Canvas)
- ▶ **Emphasize and practice emotion management at this time**
 - ▶ It's a skill that needs to be taught and practiced. Modeling and role plays help children practice those positive skills in the moment to use in the future.
- ▶ **Talk about how you're managing your own emotions during the COVID-19 pandemic, and model strategies for coping**
 - ▶ Going for a walk, coloring/drawing, listening to music, exercise, deep breathing, talking, journaling, etc.

Creating a Sense of Safety

- ▶ **Take care of yourself too.**
 - ▶ Children can pick up on adult's stress and emotions (airplane analogy)
- ▶ **Show you care about their well-being and ask about how they are feeling.**
 - ▶ Provide a time or space to talk openly
- ▶ **Give the family opportunities to talk about how they're doing and what they are doing to cope.**
 - ▶ Do not avoid the topic of COVID-19 if they ask about it, answer honestly and age appropriately
- ▶ **Continue/Create family rituals.**
 - ▶ meal times together, family game night, bedtime routines
- ▶ **Create a consistent schedule/routine for students' home learning.**
 - ▶ Visual schedule for children to see and know what to expect

Rituals and Routines

- ▶ Establish a daily schedule & when possible maintain usual routines
- ▶ Predictability = stability
- ▶ Build in quiet time
- ▶ Schedule class meetings, teacher office hours, etc.(template provided)

	Time	Mon	Tues	Wed	Thurs	Fri
SUSAN	9am	Biology		Geometry		
	10am		Spanish 1		Manufacturing	Office Hours
	11am		World History	English 2		Office Hours
	12pm					
	1pm					
	2pm					
	3pm					
DEREK	9am					
	10am		Office Hours			
	11am					
	12pm					
	1pm	Class Meeting			Instruction	
	2pm					Office Hours
	3pm					

Academic Support

- ▶ **You don't have to do it alone**
 - ▶ Online class meetings (call in option as well)
 - ▶ Teacher “office hours” for questions and further instruction
 - ▶ All staff available through E-mail
 - ▶ Paper learning packets available
 - ▶ Childcare centers also supporting student learning
- ▶ **With stability, learning will come**

▶ **We are here for you!**

Questions?

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References

- ▶ Committee for Children www.cfchildren.org
- ▶ Second Step COVID-19 Support www.secondstep.org/covid19support
- ▶ Google Images. I Statements; MindYeti. www.google.com