



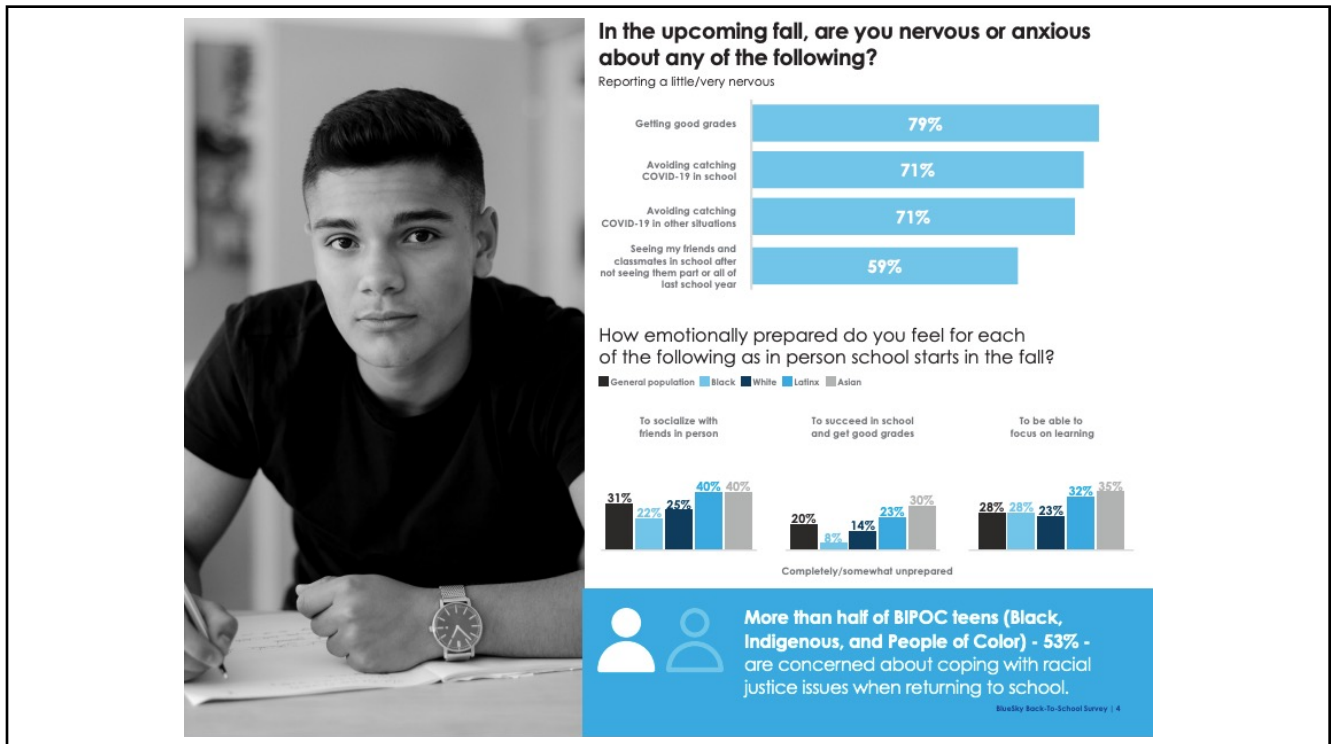
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The harm inflicted by the pandemic goes beyond academics

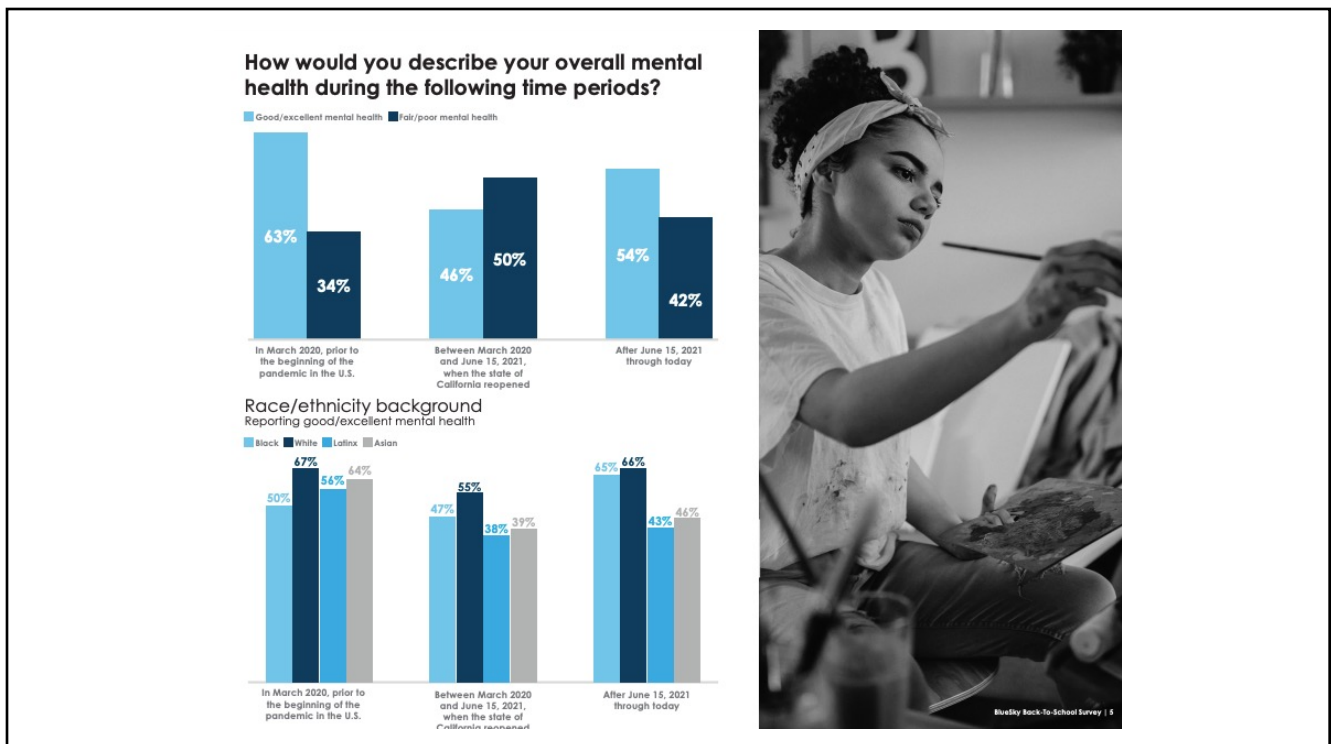
Students didn't just lose academic learning during the pandemic. Some lost family members; others had caregivers who lost their jobs and sources of income; and almost all experienced social isolation.

These pressures have taken a toll on students of all ages. In our recent survey of 16,370 parents across every state in America, 35 percent of parents said they were very or extremely concerned about their child's mental health, with a similar proportion worried about their child's social and emotional well-being. Roughly 80 percent of parents had some level of concern about their child's mental health or social and emotional health and development since the pandemic began. Parental concerns about mental health span grade levels but are slightly lower for parents of early elementary school students.^[14]

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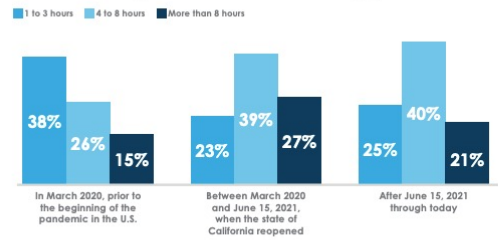


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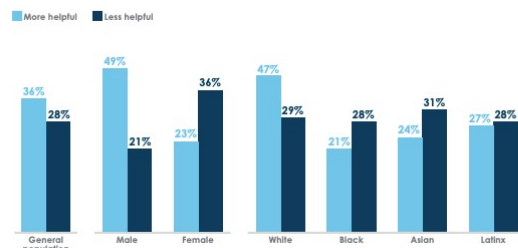


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About how many hours did you spend on social media during each of the following periods?



Do you find your time spent on social media to be helpful or less than helpful for your emotional and mental health?



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Introducing the Guest Speakers



Jamie Salter, Ed.S.,
BCBA



Talin Yesaie, LMFT

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Practical Tips & Tricks for Parents & Caregivers

Co-Construct family values & expectations

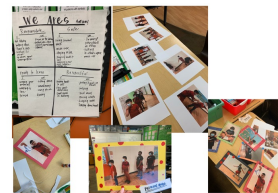
Create predictable routines & expectations for before school, after school, etc.

Be consistent & communicative

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5 Tips to Consider as you Set Expectations as a Family

- 1) Co-construct the Expectations with Your Family
- 2) Create 3-5 Clear Explicit Expectations that are phrased positively



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5 Tips to Consider as you Set Expectations as a Family

3) Make the Expectations Easy to Remember,
Simple to Understand, Age-Appropriate, and
Enforceable

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5 Tips to Consider as you Set Expectations as a Family

4) Promote fluency* by revisiting the expectations
often:

Reference Frequently
Infuse in your family language

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5 Tips to Consider as you Set Expectations as a Family

5) Empower your child to take ownership and responsibility for their own behavior

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Setting Clear Expectations: Using T-Charts...



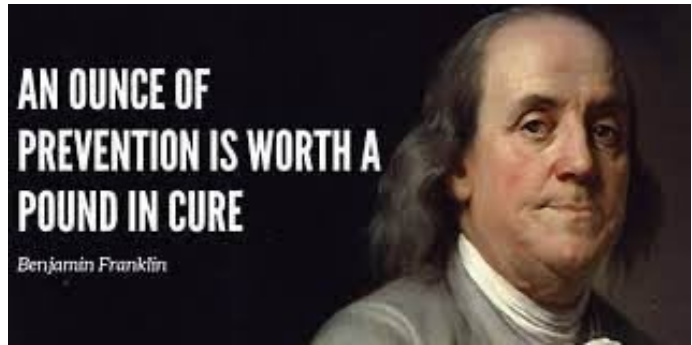
- T-Charts can be a helpful strategy that includes the student(s) in the co-construction of family expectations

Setting both examples & non-examples can be very helpful.



Salter & Croce, 2016

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"Finding time to build family structure actually becomes more of a time-giver than a time-taker." - Ben Springer

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Who? & Why?

Having routines can help us stay calm, and have a sense of control while in such unpredictable time

"We don't have to be perfect. We simply need to be reliable. Structure and routine are some of the... authentic methods we have at our disposal to create an environment of safety." - B.Springer

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Routines: What to include? Daily Activities

Think-
Pair-
Share



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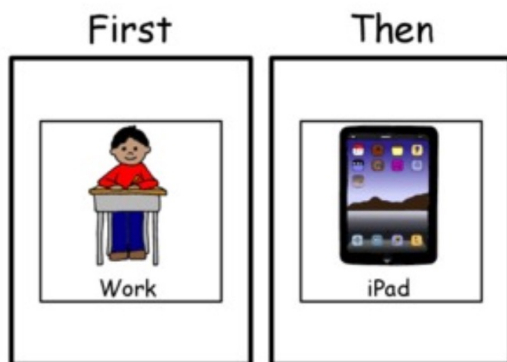
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Tips to Setting Schedules & Routines



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Tips to Setting Schedules & Routines



First Then Cards

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*Premack Principle

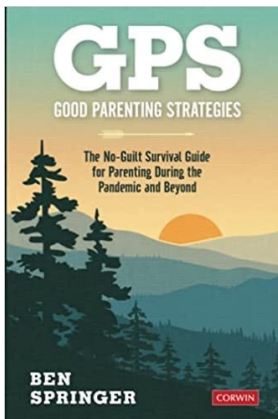


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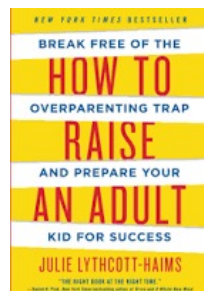
Consistency & Communication Are Key

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Some Additional Resources



Helping Children Cope With Changes Resulting From COVID-19



	Monday		Tuesday		Wednesday		Thursday		Friday	
	(PM)	(AM)	(PM)	(AM)	(PM)	(AM)	(PM)	(AM)	(PM)	(AM)
1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
2	N	N	N	N	N	N	N	N	N	N
3	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
4	N	N	N	N	N	N	N	N	N	N
5	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
6	N	N	N	N	N	N	N	N	N	N
7	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
8	N	N	N	N	N	N	N	N	N	N
9	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
10	N	N	N	N	N	N	N	N	N	N
Total Points Earned										
Reward Earned										

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Some Additional Resources

Burke, J. & Croce, K. (November, 2020). Telehealth and supporting the behavior of children during virtual instruction. Retrieved from https://relc.drexel.edu/academics/school-of-education/partners-in-surviving-virtual-education/#1604516028289-69ba4b40-823bhttps://www.youtube.com/watch?v=eGz_bfM4KmE&has_verified=1

Croce, K. (May, 2020). Evolving Your Routines. [Video file]. Retrieved from AJ Drexel Autism Institute

<https://www.facebook.com/AJDrexelAutismInstitute/videos/241039810553560/>

<https://aidinpa.org/resource/routines-schedules-emergency/>

<https://paautism.org/resource/child-prepare-covid-emergency/>

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In Your Control?

Communication

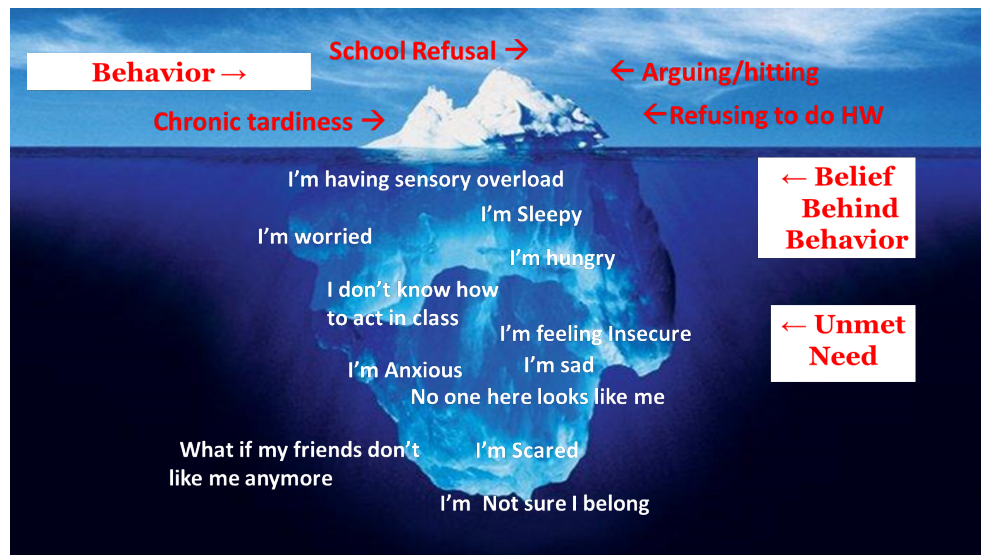
Normalizing

Role-modeling

And when & how to seek additional help and support...

Resources if child is in a MH Crisis

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We cannot protect our children from life. Therefore, it is essential to prepare them for it. Feeling sorry for children is one of the most seriously damaging attitudes we can have. It so greatly demonstrates to them and to ourselves that we lack faith in them and their ability to cope with adversities.


— Rudolf Dreikurs —

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8 WAYS A CHILD'S ANXIETY SHOWS UP AS SOMETHING ELSE


1. Anger

The perception of danger, stress or opposition is enough to trigger the fight or flight response leaving your child angry and without a way to communicate why.




4. Chandeliering

Chandeliering is when a seemingly calm person suddenly flies off the handle for no reason. They have pushed hurt and anxiety so deep for so long that a seemingly innocent comment or event suddenly sends them straight through the chandelier.




2. Difficulty Sleeping

In children, having difficulty falling asleep or staying asleep is one of the hallmark characteristics of anxiety.




5. Lack of Focus

Children with anxiety are often so caught up in their own thoughts that they do not pay attention to what is going on around them.




6. Avoidance

Children who are trying to avoid a particular person, place or task often end up experiencing more of whatever it is they are avoiding.



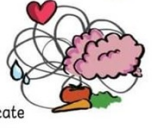
7. Negativity

People with anxiety tend to experience negative thoughts at a much greater intensity than positive ones.




3. Defiance

Unable to communicate what is really going on, it is easy to interpret the child's defiance as a lack of discipline instead of an attempt to control a situation where they



8. Overplanning


Overplanning and defiance go hand in hand in their root cause. Where anxiety can cause some children to try to take back control through defiant behavior, it can cause others to overplan for situations



FOCUS

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Connection Before Correction



You have to reach the **HEART** before
you can reason with the head.

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What We May See

- *Fight — Flight — Freeze * Increased Anxiety * Fidgetiness
- *Trouble With Routines *High Energy (anxiety or ADHD type) Somatization
- *Social Skills Regression *Separation Anxiety *Decrease Self Confidence

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Behaviors You May See VS. What You Can Do

Fear of Returning to School

Validate Feelings, manage your own worries and emotions

Will not have friends

Normalize, everyone was in the same boat

Will not be able to complete work

Speak with teachers before it becomes a problem

What are your worries?

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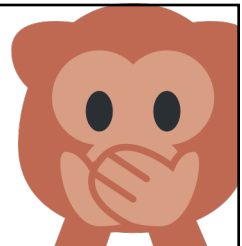
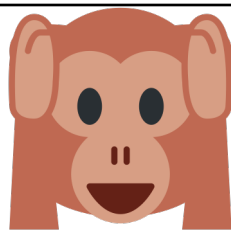
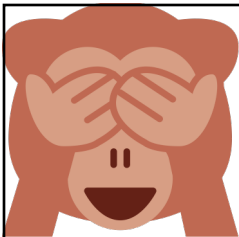
LEAD RESEARCHER: CHRISTINA BETHELL @ JOHNS HOPKINS UNIVERSITY
JOURNAL OF AMERICAN MEDICAL ASSOCIATION ARTICLE 2749336
VISUALLY TRANSLATED BY @LINDSAYBRAMAN

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What are you Doing and Saying?

Normalizing
Social Media
News
Conversations
Managing Your Own Emotions & Fears

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Activity

Creating your own Space



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Doing something for someone else...

Outside of you

Gratitude

Big Picture

*Practicing self-care for ourselves...

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When To Ask for More Help?



- Isolation
- Changes in typical behavior, eating, sleeping, weight
- No longer enjoying things they use to
- Negative, self-deprecating statements
- Nightmares
- Avoidance of social situations
- Increased irritability

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- Clearly document and note your concerns for your students' education
 - Discuss with your student your observations
 - Communicate with your child's teacher the concerns you have
 - Request a meeting to discuss concerns
 - Regularly follow up
- Access and Crisis Line
1-888-724-7240

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Q& A

Break Outs

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