RESOURCES FOR
TEACHERS, ADMINISTRATORS, PARENTS, & STUDENTS
DEVELOPED AND PROVIDED BY
THE SCHOOL PSYCHOLOGY PROGRAM
THE SCHOOL OF PSYCHOLOGY
THE COLLEGE OF EDUCATION AND HUMAN SCIENCES
THE UNIVERSITY OF SOUTHERN MISSISSIPPI
Preface

Some might construe these as trying times, while others might view the current situation surrounding COVID-19 as a crisis. Both positions are obviously true. In one of the earliest writings concerning crisis theory, Gerald Caplan (1964) put forth the notion that a crisis is a situation when an individual is faced with a problem or circumstance for which they do not have a viable workable solution and for which one’s typical problem solving approaches are lacking. The unsolvable situation typically or may result in emotional disequilibrium, anxiety, tension, depression and unrest. There may be periods of frantic activity or there may be periods of an inability to function or cope effectively with everyday happenings. Others may view a crisis as an opportunity to grow emotionally, to develop new problem-solving skills, and to become innovative in one’s approach to life. The situation surrounding COVID-19 offers all these opportunities and has a multitude of possibilities.

This document is meant to provide the reader (school administrators, teachers, support staff, parents/guardians, and students) with information, strategies, and sources that may offset the negative impact of current circumstances, or at least minimize them. It is not intended to be comprehensive, for there are many resources currently out there addressing the topic from a host of perspectives. It is simply meant to consolidate some of the salient information into one source that can be easily accessed. The document has been developed/compiled under the guidance and supervision of D. Joe Olmi, Ph.D., and Crystal Taylor, Ph.D., professor and assistant professor respectively in the School Psychology Program at the University of Southern Mississippi, and a team of graduate students. The graduate students included Stefanie Schriever, Meleah Ackley, Lauren Peak, Taylor Ben, Brittany Pigg, and Chelsea Johnson from the School Psychology Program, and Erica Van Overloop, from the Counseling Psychology Program who serves as one of the graduate student clinic coordinators. It is our collective hope that the information contained herein will prove helpful to others as we negotiate this unchartered territory.

As noted previously, this resource contains information for teachers, support staff, school administrators, parents/guardians/families, and for students and is organized accordingly. Please note that there may be some overlap of information. Embedded throughout the document are links to additional information; simply right click. Should you have questions or need additional information, feel free to contact Dr. Olmi at d.olmi@usm.edu or at 601-266-5693.

D. Joe Olmi, Ph.D.  Crystal N. Taylor, Ph.D., NCSP
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Teachers, Staff, and School Administrators

Introduction

Teachers and administration, including support staff and specialists, have had to transition to a new reality of education due to COVID-19. Teaching remotely, with technology or without, holds new problems and considerations. We hope this document will consolidate information and resources for teachers and administration that could make problem-solving less stressful. As educators are problem-solving and focusing on supporting their students, it is more crucial than ever to focus on self-care. Remember to “put on your oxygen mask first,” so you can continue your important work. While self-care does include taking care of your mental health, it also includes physical and social (from a distance) wellness. Check out the self-care section for ideas and solutions in this area!

Teacher: Recommendations, Resources, and Strategies

Below is an outline of recommendations, resources, and strategies to help teachers transition to remote teaching. This is not an exhaustive list. This information was gathered to provide teachers with general protocols and recommendations and sources to find more information. It is key to ensure the continuity of learning while students are at home. While there are many options to get materials to students, many educators are going online. For teachers all across the country, this is uncharted territory. For this new venture to be successful, you must start with the right materials. Quality Matters provides many evidence-based resources to teachers, including a checklist for emergency remote teaching! When it comes to learning how to teach online, many organizations provide tips, strategies, and answers to your questions. Even gifted teachers, special education teachers, and science teachers have support for teaching online. Teachers also have the option of free, one-on-one virtual consultation with Apple’s learning specialists. Email apls@apple.com to schedule a coaching session. As well, the National Association of School Psychologists (NASP) is here to help teachers support their students’ well-beings. NASP’s COVID-19 Resource Center includes valuable resources such as strategies to counter Coronavirus stigma and racism. Through this time, educators should remember they have rights surrounding school closures, in addition to support from many organizations and admiration from students and their families all over the country.

Sources

- Education Development Center
- Quality Matters
- National Association of School Psychologists
- State Educational Technology Directors Association
- International Society for Technology in Education
- Missouri Prevention Science Institute (resources for stress management and online lesson plans)
Administrator: Recommendations, Resources, and Strategies

Below is a list of resources that can help serve you and your school during these unprecedented times. Some topics that are covered are FERPA, serving children with disabilities, and protecting the civil rights of all students. There are also resources for your crisis response team and school counselors. Suggestions for encouraging self-care for your employees and you are also contained herein.

Self-care is critical during this situation. There are very important questions that school leaders should continually ask relative to the stress levels of those they lead.

1. Do my team members have the proper physical set-up, such as equipment to do their work remotely, platforms for online communication (including video calls), and a comfortable chair and desk set-up?

2. Do they have meaningful connection opportunities (beyond meetings) that focus on the work? People need time to have fun and engage in supportive chats with colleagues just as they would in the office.

3. Do employees have an appropriate workload considering their change of circumstances? There are many people who are working alongside home-schooling, supporting others at risk, and self-isolating.

Sources

Crisis Response Team:

- Preparing for a Pandemic Illness: Guidelines for School Administrators and Crisis Teams
- Responding to COVID-19: Brief Action Steps for School Crisis Response Teams
- The Readiness Emergency Management for Schools (REMS) Technical Assistance (TA) Center website has useful information, resources, trainings, and tools for addressing infectious diseases, related topics, and protecting the school community.

Mental Health Professionals:

- Preparing for Infectious Disease Epidemics: Brief Tips for School Mental Health Professionals
- Virtual School Counseling

Administrators:

  Other Languages: Español | 中文
**Providing Education and Protecting Students:**

- The USDA released new information on flexibilities that will allow students to access meal service during school closures.
- The Office for Civil Rights issued a Letter to Education Leaders on Preventing and Addressing Potential Discrimination Associated with COVID-19.
- Supplemental Fact Sheet Addressing Serving Children with Disabilities During COVID-19 National Emergency
- Questions and Answers on Providing Services to Children with Disabilities During the COVID-19 Outbreak
- Fact Sheet: Addressing the Risk of COVID-19 in Schools While Protecting the Civil Rights of Students [PDF, 385KB]
- Protecting Student Privacy: FERPA and the Coronavirus

**Online Education and the Transition Back to School Recommendations:**

- OCR Short Webinar on Online Education and Website Accessibility Webinar (Length: 00:07:08)
- CDC Guidance on Considerations for School Closures
- COVID-19 Resources for Teachers and School Staff (How to be Prepared if Your School is Still in Session)
- Environmental Cleaning and Disinfection Recommendations: Interim Recommendations for US Community Facilities with Suspected/Confirmed Coronavirus Disease

**Assessment:**

- Fact Sheet: Impact of COVID-19 on Assessments and Accountability under the Elementary and Secondary Education Act
- Broad flexibilities provided to states to bypass ESSA mandated testing for the 2019-2020 school year due to COVID-19 national emergency. States education leaders can find the waiver application here.
Special Educators and Individuals with Disabilities

Introduction
There have been new resources, recommendations, and strategies that arise daily due to the COVID-19 pandemic. It may be difficult for teachers or caregivers to explain the impact of COVID-19 to students with disabilities, while also balancing academics and mental health. Also, there are concerns regarding continuing education strategies to assist students with disabilities. Fortunately, there are alternative strategies to help teachers and caregivers to adapt. Below there are updates for IDEA and FAPE standards, alternative teaching strategies, and sources to assist teachers and parents with the impact of COVID-19. The Student Resources section can be referred to for supplemental materials to assist in teaching students with disabilities.

Recommendations, Resources, and Strategies

Updated IDEA and FAPE Standards: Due to school closings, there are concerns that students with disabilities will not receive their appropriate treatment or education. The National Association of School Psychologists (NASP) states that if the school is not providing educational supplements to the general population, then the school is not required to provide special education services during that same time. Otherwise, if a school is providing educational supplements to the general population, then the school must provide students with disabilities with access to education. Therefore, students with disabilities should still follow their current service guidelines pertaining to their IEP or 504 if it is feasible. As schools adapt, school personnel and parents may refer to the Department of Education and their local agencies for updated information.

Alternative Teaching Resources: It may seem entirely impossible or overwhelming to continue to teach special education online, but it can be achieved. There are many resources, websites, and mobile apps that may assist. If reasonable for the educator and the client, Zoom is a way to virtually have face-to-face meetings right from home! It is very easy to access, and many schools are currently utilizing this to have conferences and classes. The Council for Exceptional Children provides resources, found here, on how teachers may connect with students in Special Education through several alternative ways during COVID-19, such as Zoom and Google Classroom. It also includes suggestions for providing paper materials that closely align with ones assigned online instruction, guiding caregivers on the new teaching strategies, and how to set up a classroom environment at home for both teachers and caregivers. Additional resources, websites, and mobile apps are provided in the sources section.

If concerned with students drifting to non-academic sources during academic time, there are resources to restrict access to other sites and set time limits. For Apple, this is called an “App Limit,” which one can set up on MacBook, iPad, and iPhone. HP also allows for restrictions as well, found here.
**Behavior Supports:** Although academics are important, it is equally vital to emphasize that students, like adults, are adjusting to new schedules, and their environment may be very stressful. Thus, an increased need will occur for strategies to increase appropriate behaviors, such as compliance, having fun together, and learning about how to protect ourselves. Engaging in fun activities with students is a great way to develop a healthy relationship, while also ensuring that instructions are completed the first time they are given. Dr. Joe Olmi developed a **how-to manual** for in-person behavior support for families. Even when we cannot be within 6 feet of one another, we can all provide positive social attention to each other, even using virtual learning formats. It may especially be useful to provide visual supports and schedules for individuals at this time as schedules adjust. Other basic tips for visuals, reward schedules, and flexibility can be found through the [ABADesk](#) and other sources listed below. In addition, the University of North Carolina produced a packet of materials to “Support Individuals with Autism During Uncertain Times,” which may prove useful for others as well to structure activities and increase compliance.

**Mental Health Coping Strategies:** It is okay to take breaks from work and focus on the positive aspects of life, and “FACE COVID” together. In “FACE COVID,” there are strategies to respond to this crisis by focusing on what one can control and identifying how to help one’s self and others during this time. Other social-emotional activities for students are included in the sources section.

**Understanding the Impact of COVID-19:** Consequently, in the ever-changing symptoms of COVID-19, many may find it difficult or anxiety-provoking to explain how COVID-19 affects daily lives, especially for those in special education or with disabilities. Visual and video supports may assist in understanding handwashing, social distancing, and sneezing. [COVID-19 Information by and for People with Disabilities](#) (English and Spanish versions) explains both the virus and how it may impact daily life, from alternatives to face-touching, hugging, and what to do if feeling sick. The CDC has specific guidelines for hand washing, including those outlined in this [Handwashing Video Model](#). Other sources can be found below, including videos on hand washing and sneezing.
Sources

**IEP Services and Impact of COVID-19:**

- Special Education Administration Resource to guide decisions for teachers and students as they work virtually
- IDEA, IEPs & SERVICE DELIVERY from the National Association of School Psychologists (NASP)

**Special Education Teaching Resources:**

- Teaching Online and Other Alternatives (webinars and PDFs)
  - TedEd
- Online Learning Ideas
- At-home Occupational Therapy

**Additional Academic Resources:**

- Sensory Impairments Virtual Activities (lists of various types of resources)

**Apps:**

- Speechify (Reads text aloud; Apple)
- Read2Me (Reads storybooks aloud; Apple/Googleplay)
- Letterschool (Trace/write letters; Apple/Googleplay)

**Audio Books:**

- Readworks (Read aloud feature; great source for reading passages in general)
- NLS (Free braille reader)
- Picture Books read in ASL

**Behavior Support:**

- FACE COVID (Document; strategies to promote positive mental health)
  - FACE COVID (Video for the above)
- Social Emotional Resources and Ideas
- Compliance Training by Dr. Olmi
- Providing Positive Social Attention
- Supporting Individuals with Autism Through Uncertain Times Packet
- ABADesk Basic Strategies
- Social Story Creator

**Talking about Coronavirus-19:**

- COVID-19 Information by and for People with Disabilities [English]
- COVID-19 Information by and for People with Disabilities [Spanish]
  - Videos:
    - Sesame Street Sneezing Video, "The Right Way to Sneeze"
    - Handwashing Video Model
Parents and Families

Introduction

With the outbreak of COVID-19, parents and caregivers are adjusting to new circumstances and having to adapt to new daily challenges. The stress from adapting to working from home while taking care of children and other family members, learning how to school your children from home, trying to figure out how to manage bills, all while trying to take care of oneself can be overwhelming. As a parent or caregiver, it is your job to ensure the safety, security, and well-being of your young ones. While this time is extremely stressful for all, it is vital for parents and caregivers to be managing their own mental health during this time to help keep children and families together and protected while we all adjust.

Recommendations, Resources, and Strategies

Below is an outline of recommendations, resources, and strategies to help parents and families take care of themselves and others. This is not an exhaustive list. This information was gathered to provide parents and their families with general resources about COVID-19, how to keep your home safe, how to educate and support your children through this crisis, self-care and behavior-management strategies, and tips and activities to keep parents and families mentally and physically well. The health of everyone is of highest priority to help reduce the spread of the virus. The CDC and other health professionals have shared guidelines to follow to help keep everyone safe and decrease the spread. Below are some general tips from the CDC to follow in your household.

Talking to Kids about COVID-19: Concern over this virus can make children and parents anxious, especially because the future and extent of it remains unknown. Apprehension about the future is normal during this time, but it is important to acknowledge that some level of concern is appropriate and can help us take actions to reduce the risk of contracting or spreading the virus. Helping children cope with the anxiety requires providing developmentally appropriate, accurate information and facts about the virus without panicking and causing undue alarm. It is vital to remember that children look to parents, caregivers, and other adults for guidance on how to react, manage, and deal with stressful situations. The Child Mind Institute and The National Association of School Psychologists (NASP) provide some suggestions on how to approach discussing the virus with your children. Below are some additional tips from NASP and the National Association of School Nurses (2020).

- **Remain calm and reassuring. Kids will react and follow your reactions. Remind them you and other adults are there to keep them safe.** Speak to your child about how many stories about COVID-19 on the Internet may be based on rumors and inaccurate information.

- **Keep explanations age appropriate.** Young kids will need brief and simple information. Give simple examples of the steps people take every day to stop germs and stay healthy, such as washing hands. Use language such as “adults are working hard to keep you safe.”
• **Avoid excessive blaming.** Avoid stereotyping any one group of people as responsible for the virus. Be aware of any comments that other adults are having around your family. You may have to explain what any comments mean if they are different than the values that you have at home. **The full PDF article can be found here:** Talking to Children About COVID-19.

**How to Keep Children Happy and Healthy:** For some children, COVID-19 may be overwhelming and anxiety provoking with daily schedules and routines being interrupted. Having a tentative daily schedule in place, tailored to your family’s needs, provides structure and lets children know what is expected of them, which can help with behavior management. Identifying academic/ work times, free play and/or screen times, outside time, bedtime, etc. can create a sense of normalcy and allow for both parents and children to feel productive throughout the day. Keeping children busy throughout the day may seem like a daunting task; however, “boredom” can allow your child’s creativity to flourish (Peter, 2020). The following links, A Parent’s Guide To Surviving COVID-19 and "You Don't Have To Strive For Perfection," offer some tips and strategies for coping with the quarantine.

**How to Keep Your Children’s Mental Health Intact:** It is essential to remember that children often look to their parents and other adults for cues on how to respond, react, and behave and may mimic the behaviors of others in stressful situations (i.e., crying when a parent is upset or anxious; SAMHSA, 2014). The National Association of School Psychologists has provided some information on how to support children who may be experiencing some psychological symptoms, such as anxiety, depression, suicidal thoughts, grief, or sleep difficulties. PDFs can be viewed through the following link: Children’s Mental Health.

• Stress reactions will vary by child and by age. Below are some common behaviors that the CDC recommends looking out for that your child may be displaying in response to stress and disrupted routines.
Common Reactions

The common reactions to distress will fade over time for most children. Children who were directly exposed to a disaster can become upset again and behavior related to the event may return if they see or hear reminders. If children continue to be very upset or if their reactions hurt their relationships or schoolwork, parents may want to talk to a professional or have their children to talk to someone who specializes in children’s emotional needs.

Learn more about common reactions to distress below:

For Infants to 2-Year-Olds

Infants may become more cranky. They may cry more than usual or want to be held and cuddled more.

For 3 to 6-Year-Olds

They may have toiletting accidents, bed-wetting, tantrums and a hard time sleeping, or be frightened about being separated from their parents/caregivers.

For 7 to 10-Year-Olds

Older children may feel sad, mad, or afraid that the event will happen again. Correct misinformation the child may get from others.

For Preteens and Teenagers

Some preteens and teenagers respond to trauma by acting out or feeling afraid to leave the home. Their overwhelming emotions may lead to increased arguing and even fighting with siblings, parents/caregivers or other adults.

For Special Needs Children

Children with physical, emotional, or intellectual limitations may have stronger reactions to a threatened or actual disaster. Children with special needs may need extra words of reassurance, more explanations about the event, and more comfort and other positive physical contact such as hugs from loved ones.

Want to learn more?

https://www.cdc.gov/childrenindisasters/index.html
Additionally, there are app-based resources that can be accessed by mobile device or computer to learn and practice coping skills. Websites, such as Healthline, list the top apps for guided meditation and deep breathing exercises may help reduce stress.

**How to Manage Your Children’s Behavior at Home:** As mentioned above, schedules, routines, and structure are essential for keeping children’s behavior regulated and manageable. Daily routines and expectations may be more difficult to follow at home due to distractions, limited resources and help from others, or lack of motivation. The National Association for School Psychologists has provided information and recommendations for increasing engagement and motivation at home which can be accessed [here](#).

Disruption of routines can cause children to act out, experience stress, and engage in undesirable behaviors. Some parents may be experiencing difficulties getting kids to engage in schoolwork, follow household rules, or allow parents to get their own work done. Research shows that children often respond better to praise for good behavior rather than punishment for bad behavior. Parents and families can learn about tips and strategies for using praise and rewards [here](#) (Bear, Homan, & Morales, 2018).

**How Parents and Caregivers Can Take Care of Themselves:** The outbreak of coronavirus is a very stressful time for everyone. Fear and anxiety about a disease can be overwhelming and cause strong emotions in adults and children. Coping with stress will make you, the people you care about, and your community stronger. Parents and caregivers play a critical role in helping children and dependents cope with stress, and often neglect their own needs in the process. Parents and caregivers must take care of themselves in order to best provide and support others. It is essential for parents/caregivers to practice and engage in self-care activities that help them deal with and manage their own stress. Mental health professionals from The Happiness Trap have put together a guide called *Living with Worry and Anxiety Amidst Global Uncertainty* that can be accessed and downloaded for free [here](#). This free guide includes information and exercises to help manage worry and anxiety during this uncertain time.
Sources

**Talking to Kids about COVID-19:**
- [Video on three Tips for Talking to Children about COVID-19](#)
- [Cartoon on explaining COVID-19](#)
- [What is Coronavirus? A Developmental Story by Chloe Drulis](#)

**Tips for Working from Home:**
- [A free 5-day workshop to learn healthy remote working habits](#)
- [Well-being tips to make working from home](#)

**Managing Stress, Emotions, and Behaviors:**
- [Tips for supporting families during COVID-19](#)
  - **Managing Anxiety:**
    - [Anxious Stomachaches and Headaches](#)
    - [How Anxiety Leads to Disruptive Behavior](#)
    - [Supporting students and children experiencing trauma](#)
    - [How to avoid passing your own anxiety on to your kids](#)
    - [Resources for anxiety and mental health in times of uncertainty](#)
  - **Strategies to Try at Home:**
    - [How to Help Children Manage Fears](#)
    - [What to Do (and Not Do) When Children are Anxious](#)
  - **Discipline and Behavior:**
    - [How Can We Help Kids with Transitions?](#)

  - **Strategies to Try at Home:**
    - [Three Common Parenting Traps](#)
    - [How to Discipline Toddlers](#)
    - [When Siblings Won’t Stop Fighting](#)

**Things You Can Do to Support Your Kids:**
- [Coping After A Disaster Coloring Book](#)
- [Supporting Teenagers and Young Adults During the Coronavirus Crisis](#) (tips for parents with older children at home)
Resources for Bilingual and Undocumented Communities

Introduction

Individuals in bilingual and undocumented communities may find it difficult to find adequate and updated resources during the COVID-19 crisis. Though of course not preferred, if a found resource is not directly provided in a language, there are still options. For instance, Google Chrome and Safari both have ways to translate websites into various languages. The resources below are certainly not exhaustive, but we hope they provide ease of access for several communities.

Recommendations, Resources, and Strategies

The Seattle Times has provided information to help inform members of several communities. Fact sheets can be found here in multiple languages, including but not limited to Arabic, Chinese, Spanish, Tagalog, and Vietnamese. Fact sheets include how COVID-19 is spread, along with CDC recommendations for schools, guidance for workplaces, and parents.

The organization, Immigrants Rising, has compiled information and resources for minority communities during COVID-19, including K-12 student resources, updates on the spread of COVID-19, and coping with stress during this time. In addition, The National Association of School Psychologists (NASP) offers information on helping children to cope with changes resulting from COVID-19 in several languages including Spanish, Amharic, Chinese, Korean, French, Vietnamese and Bahasa.

Information about where and how to access health care in the U.S. for undocumented individuals can be found here. Information from the CDC about COVID-19 in Spanish can be accessed here. A directory of free clinics across the U.S. can be found here.

Sources

Online Translation Options:

- Google Chrome
- Safari

Fact Sheets:

- Seattle Times (include parent resources, recommendations for schools, and workplaces)
- NASP (includes helping children cope during COVID-19)
- CDC Information (Spanish)
- Immigrants Rising

Healthcare:

- Healthcare Options for Undocumented Individuals
  - Free Clinic Care in the U.S.
Students

Introduction

As we are adjusting to a new normal and adapting to daily changes due to the COVID-19 pandemic, keeping up with schoolwork, socializing with friends and family (virtually and from a distance), and taking care of your mental and physical health is increasingly important. Students are encouraged to talk to their parents or other trusted adults about their worries and the challenges they may be facing during this time. Students are highly encouraged to ask for help and seek out resources if they are feeling unsafe in their home or are having thoughts of hurting themselves or others. Additionally, parents/caregivers are encouraged to provide a safe setting in which children can make their concerns known. Phone numbers and links are provided in this section under Additional Resources.

Recommendations, Resources, and Strategies

Below is an outline of recommendations, resources, and strategies to help students and families take care of themselves and others. This is not an exhaustive list. This information was gathered to provide students and their families with general academic resources, information about COVID-19, self-care strategies, and social activities to keep them mentally and physically well.

Academic Resources: Currently there are many academic websites that are offering free learning opportunities for students and families. Websites include a variety of activities from learning about NASA to virtual tours of museums and zoos. Others are offering free or low cost tutoring services such as ABC Mouse, Scholastic, and Khan Academy. Students are also encouraged to contact their teachers and school districts for additional resources. Lamar County for example, in addition to other school districts, has a list of resources for lower elementary to high school students. Families without access to the internet may also consider asking schools to mail home worksheets or other activities to be completed off-line. To engage students in writing activities, students could consider keeping a daily gratitude or happiness journal or a journal highlighting the highs and lows of each day. Reading a book or magazine is another way for students to take their mind off of current events and set off on different adventures. For games and activities that help students learn while also having fun, see the links to executive activities across grade levels (early and late elementary, and adolescents). For a full list of academic resources see the section titled Sources below.

Anxiety can often cloud our abilities to perform academically. It is advised that students do not put too much pressure on themselves during this time. An hour of learning may be all one can handle. Try setting a timer for 20-30 minutes when doing work to remind yourself to take short 5-10 minute breaks between academic tasks. Take it day-by-day and remember perfection may not be an option right now and that is okay.
Understanding the Impact of the COVID-19 Pandemic: For some students, COVID-19 may be overwhelming and anxiety provoking. There are plenty of resources available, such as this Social Story, which explains COVID-19 and how it impacts our daily life. Additionally, websites such as Child Mind provide quick and easy coping strategies to help decrease anxiety. Other websites for information related to COVID-19 and activities for at-home are provided in the Sources section below. Please keep in mind the most up-to-date information about COVID-19 can be found on the CDC and WHO websites.

App-Based Coping Strategies: There are a variety of mobile device and computer applications that have been developed to guide individuals through a variety of coping skills. Websites such as Healthline list the top apps for guided meditation and deep breathing, including Stop, Breathe & Think, and Headspace. Other applications are available to aid with improving sleep, as well as suicide prevention. The National Association of School Psychologists has also compiled a list of resources and recommendations that older students and families might find helpful. Check the Sources section for these and other applications that can help with daily stress.

“Social” and Physical Activities: The Centers for Disease Control and Prevention (CDC) recommends families stay home [if they can] and practice social distancing, but that does not mean missing out on social time with family and friends. Social distancing may be difficult for students, as many enjoy communicating and interacting with their peers at school and during other activities. Take a look at ABC News for a list of trustworthy websites that allow children to safely interact with others while remaining socially distant. With parent permission and supervision, students may consider using FaceTime, Facebook Messenger or other video conferencing platforms to stay in contact with relatives and friends. Perhaps hold a virtual board game night or virtually host a “potluck” dinner party. With parent permission and supervision, families may also consider connecting with friends through video games. Media platforms are also hosting virtual concerts, so invite your friends and family to watch along with you and host a watch party from your home.

Staying physically active while being social will help with mental clarity and help relieve stress. Consider taking your dogs or siblings on a walk in your neighborhood, riding your bike, or playing in your back yard with your siblings. YouTube and other fitness apps are offering free online fitness classes for young children, teenagers, and adults. Consider creating your own group fitness class either virtually or at home with your family. No internet? That is okay dig out an old workout video and play it from your TV.

If using social media platforms, video conferencing, or virtually connecting with friends over video games, only communicate with friends and family members you know and trust, do not communicate with strangers.
Sources

**Academic Resources:**

- **ABC Mouse** (early elementary tutoring)
- **Khan Academy** (preK-9th grade tutoring)
- **Scholastic** (preK-9th grade tutoring)
- **Audible Stories** (Free until schools are back in session)
- **NASA**
- **Free Virtual Tours**
- **Lamar County E-Learning Resources** (early elementary to high school tutoring)
- **Delaware Department of Education** (Scroll down to “Learning Activities” for list of sources organized by subject areas)
- **Tutoring and Resources for Academics**

**General Information:**

- **Child Mind**
- **Executive Activities for 5 to 7-year old**
- **Executive Activities for 7 to 12-year old**
- **Executive Activities for Adolescents**
- **Child Mind** (Coping Strategies)
- **Social Story** (Explains COVID-19)

**App-Based and internet Coping Strategies:**

- **CBT-i Coach** (Free - Insomnia/Improving Sleep)
- **Healthline** (List of top meditation apps)
- **Mindshift™ CBT** (Free - Anxiety)
- **MY3 App** (Free - Suicide Prevention)
- **The National Association of School Psychologists**

**“Social” Activities:**

- **ABC News**
- **Free Fitness Classes**
- **Yoga for Kids**

**Additional Resources**

- **MS Abuse/ Neglect Hotline** (1-800-222-8000)
- **National Suicide Prevention Lifeline** (1-800-273-8255)
- **Guidance from the Centers for Disease Control and Prevention**
- **Crisis and Emergency Risk Communication During an Infectious Disease Outbreak**
- **How to wash your hands: World Health Organization**
- **Coping with Stress During Infectious Disease Outbreaks**
- **How to look after your mental health during a pandemic**
• **Stress and Coping**

![Image of handwashing instructions](source)

**COVID-19: CDC Guidance for School Leaders**

The CDC issued interim guidance for school leaders to help prevent the spread of COVID-19 among students and staff.

**Schools WITHOUT COVID-19 Identified in Their Community**
- Review, update, and implement emergency operations plans.
- Monitor and plan for absenteeism.
- Establish procedures for students and staff who are sick at school.
- Perform routine environmental cleaning.
- Create communications plans for use with the school community.

**Schools WITH COVID-19 Identified in Their Community**
- Determine if and for how long childcare programs or schools might need to be dismissed.
- Temporarily cancel extracurricular group activities and large events.
- Ensure continuity of education and meal plans.
- Consider alternatives for medical and social services for students.

Learn more: [NAESP.org/COVID-19](source)
Self-Care

- Take breaks from the news
- Connect with friends and family using technology
- Maintain a schedule
- Exercise
- Get enough sleep
- Eat well-balanced meals
- Try new relaxation techniques (meditating, yoga, deep breathing etc.)
- Create a menu of personal self-care activities
  - Reading
  - Bubble baths
  - Playing games
  - Be creative
- World Health Organization and NPR Resources
- Caring for yourself at home: CDC
- April Actions for Happiness
Selected References


In summary, we hope this collection of recommendations, resources, and strategies proves beneficial to all as we deal with this unprecedented situation. Should there be questions, please feel free to contact us as needed.