

How to be Resilient

for Yourself and Your Family During Covid-19



Communities
In Schools

Georgia

Introduction

One of the most important things we hope you achieve from this guide is confidence in your ability to face this pandemic and lead your family through the challenges ahead with optimism. Your role as a parent and a member of your community is more important than ever. Children and teens pick up on what they see from the adults around them. When parents and caregivers are better prepared, they can deal with the COVID-19 outbreak calmly and confidently, and provide the best support for their children.

And the challenges are many. Nearly 300 million children are out of school due to coronavirus, and entire school systems are closed to try and stem transmission as healthcare systems cope with the pandemic. As schools scramble to move teaching and learning online, parents are trying to figure out how to support their children's academic work while keeping everyone in the household sane.

Students are facing challenges like none they have ever experienced. Coping with disappointment, kids and teens are sidelined from sports, plays, and other activities they worked for all year.





In addition to sharing space with their parents, they are battling isolation from peers, frustration with being cooped up, and a sense that there is no end in sight. Common complaints include too much time spent online, no boundaries between learning at home and learning in the classroom (it's all homework now), and being lonely.

If there is any novelty to staying home, it will wear off quickly, but you can assure them that their peers around the world are dealing with the same emotions, and, with the right attitude, shared experiences build communities. There are many “normal” emotional responses to a crisis, including fear, confusion, anger, guilt, shame, humiliation, grief, and sorrow. Students may feel these at different times, and that's okay. Remind them that others, including their teachers and parents, may be feeling the same way.

It's a good time for self-compassion and compassion for others—a lesson that will hopefully stick with all of us long after this crisis has passed. There are many positive actions you can take for yourself and your family. And better days are ahead.

Contents

1	INTRODUCTION
3	REMOTE LEARNING
5	The Self-Motivated Student
7	Equity
7	Wifi Resources
9	Virtual tutors and mentors

Contents

- 10 TALK TO YOUR CHILD ABOUT COVID-19
 - 10 Normal Reactions to Stress
 - 13 Facts about COVID-19
- 14 TAKE CARE OF YOURSELF
- 16 RESOURCES

PREPARE STUDENTS FOR REMOTE LEARNING

Set a Routine

If you haven't enforced a study routine with your children yet, do it now. Routines provide structure and a sense of safety, which helps students become ready to learn and willing to take intellectual risks.

When the school day has been completely upended, forming new routines is especially important. A crisis can make us feel unmotivated and powerless. Routine helps us focus and feel in control. Things like getting dressed in school clothes instead of lounging in pajamas normalizes this abnormal situation.

Remember that kids working online for long periods will need breaks to move, be offline, and talk to friends.

While they may be at home, they are expected to complete assignments and tasks assigned by their teacher in a timely manner.

Reach out to teachers with questions regarding assignments. Since they'll be in an online environment it's important to expect that instructors might not know when extra assistance is needed. They won't be able to see expressions of doubt, confusion or body language that indicates when things aren't going well.

Students should understand that they need to:

- Be self-directed.
- Be responsible for creating a structured week.
- Be at ease expressing thoughts, sharing ideas and asking questions through writing.
- Initiate communication, make contact with other students and the teacher online, and describe problems with learning materials using email, texting and/or phone.
- Study and complete assignments without direct supervision and maintain the self-discipline to stick to a schedule.
- Have a desire to learn skills and acquire knowledge because of an educational goal.
- Possess basic reading, writing, and computer literacy skills.
- Know how to open, create and/or save a document; use various technology tools (e.g., dictionary, thesaurus, grammar checker, calculator); and identify various file formats (e.g., doc, xls, pdf, jpg)?

Students will likely need support developing at least a few of these traits and skills. Identify which areas might be most difficult and make plans together to build on writing and technical skills and become more disciplined and

A young man and woman are looking at a device together. The man is on the left, wearing a blue denim jacket over a white t-shirt. The woman is on the right, also wearing a blue denim jacket, holding a pencil. They are both looking down at something out of frame, likely a tablet or laptop.

Checklist

Access to the technology needed on a regular basis to work on assignments.

A designated space to complete work and study, set up with essential learning materials.

A mentor, online tutor, or another adult to support online learning.

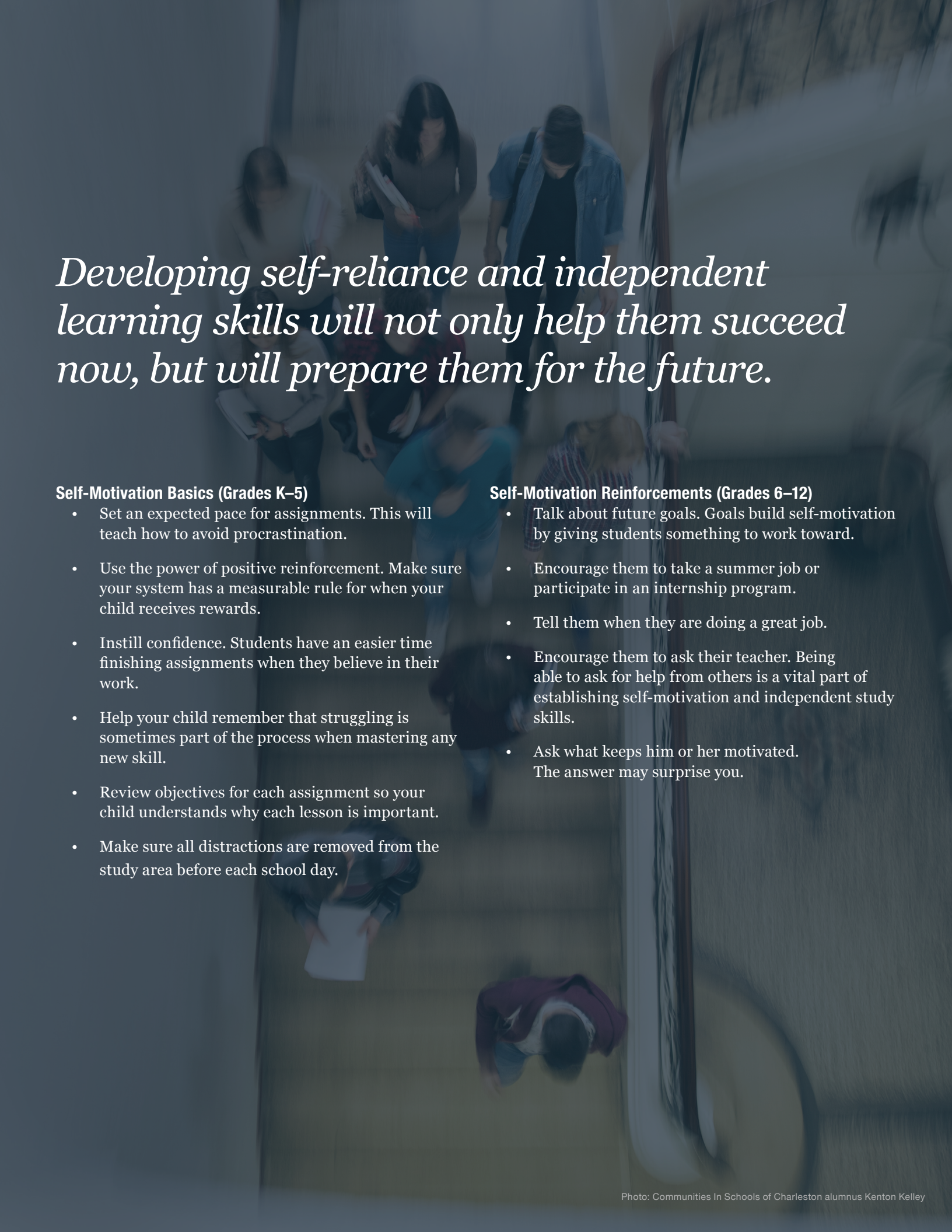
The ability to ask for help from the online instructor via email, text, or phone.

A contact for resolving technical issues.

A study schedule including breaks and lunch.

A way to monitor progress weekly.

Incentives.



Developing self-reliance and independent learning skills will not only help them succeed now, but will prepare them for the future.

Self-Motivation Basics (Grades K–5)

- Set an expected pace for assignments. This will teach how to avoid procrastination.
- Use the power of positive reinforcement. Make sure your system has a measurable rule for when your child receives rewards.
- Instill confidence. Students have an easier time finishing assignments when they believe in their work.
- Help your child remember that struggling is sometimes part of the process when mastering any new skill.
- Review objectives for each assignment so your child understands why each lesson is important.
- Make sure all distractions are removed from the study area before each school day.

Self-Motivation Reinforcements (Grades 6–12)

- Talk about future goals. Goals build self-motivation by giving students something to work toward.
- Encourage them to take a summer job or participate in an internship program.
- Tell them when they are doing a great job.
- Encourage them to ask their teacher. Being able to ask for help from others is a vital part of establishing self-motivation and independent study skills.
- Ask what keeps him or her motivated. The answer may surprise you.

Technology in the hands of every student can serve as an equalizer

Equity

Technology touches almost every part of our lives, and recent events move this fact to the forefront. Technology in the hands of every student can serve as an equalizer; increase student engagement; offer educators effective ways to reach different types of learners; and better equip workers of tomorrow to solve challenges similar to those they will experience in the workplace.

Remote Learning is a paradigm shift in teaching and learning. Online/virtual learning experiences offer a wide range of course options, and both teachers and students can win. But, if your family is struggling to make ends meet you might have unreliable internet or none at all, and limited access to the technology students need to complete assignments.

There are free and low cost options to gain internet access, but it might take some research on your part. You might also have less time to invest in monitoring progress and could greatly benefit from a nonprofit mentor or tutor program. There are also nonprofit organizations, like Communities In Schools, that specialize in coordinating local nonprofit resource options for students and partnering with schools to make sure every student has access to a laptop or tablet.

Here's how online learning can help get districts on the path to equality and equity in their schools:

- Overcome teacher shortages. Partnering with a nonprofit provider can help schools effectively expand their educational resources even in challenging subject areas like AP, math, and computer science.
- Prepare students for college success. There are certain requirements that students must meet to be accepted into college, and students can fulfill these requirements through online learning.
- Prepares them for digital learning in college. When students get comfortable using online learning in high school, they take that experience with them.
- Opens up their world. According to recent data

from the U.S. Department of Education, many students don't have access to all the courses that will prepare them for college and careers. Minority students are disproportionately affected: one-quarter of high schools with the highest percentage of black and Latino students do not offer Algebra II, and a third of these schools do not offer chemistry. Partnering with a nonprofit online provider allows schools and parents to offer students a wider variety of courses.

- Online degrees are changing the face of education. They have "leveled the playing field" for access, and the bad stigma associated with online degrees has diminished significantly. Earning an online degree is just as difficult, if not harder, as earning a traditional degree. Students shared additional reasons for choosing an online format, which included a range of transportation issues, having to work a lot of hours while enrolled and challenges related to having a disability.

Wifi Resources

Needless to say, internet access is essential to remote learning. Comcast plays a vital role in helping their customers stay connected—to their families, their workplaces, their schools, and the latest information about the corona virus—through the internet.

Comcast has provided the following message to share with families:

- We will make it even easier for low-income families who live in a Comcast service area to sign up by offering new customers 60 days of complimentary service.
- Xfinity WiFi hotspots across the country will be available to anyone who needs them for free – including non-Xfinity Internet subscribers. Once at a hotspot, consumers should select the "xfinitywifi" network name in the list of available hotspots, and then launch a browser.



Explore Technology

Nowadays, one-on-one instruction doesn't have to be in person. This means students can work with a tutor who is specifically matched for their academic needs, regardless of geographic limits. This can be especially beneficial to students in rural areas.

To ensure a better experience, students should remember to complete their tutor's assignments on a timely basis and keep in consistent communication with him or her. Maintaining a shared calendar can be helpful in keeping track of work and due dates, as well as tutoring sessions.

Take a Code Break

Code.org provides free K-12 computer science lessons and games to help students learn how to code – www.code.org. With schools closed and tens of millions of students at home, Code.org is launching Code Break – a live weekly webcast where our team will teach your children at home while school is closed, and a weekly challenge to engage students of all abilities. Tune in Wednesdays at 10am PT / 1pm ET, starting March 25. Learn more at code.org/break.

Try these engaging, introductory tutorials with your child:

Dance Party - Code a party featuring music by Katy Perry, Shawn Mendes, and more.

Minecraft - Use problem solving skills to journey and explore new worlds.

AI for Oceans - Learn how AI and machine learning can be used to address problems.

Flappy Code - Write your own flappy game code.

Coding in Astronomy - Learn about astronomy using Quorum, a programming language accessible to blind or visually impaired learners.

And many [more tutorials!](#)

Videos: Watch these easy 3-5 minute educational videos:

How Computers Work: With an introduction by Bill Gates, this series of six short videos is designed to be approachable for everyone and easy to understand. The series explains what makes a computer a computer, how digital information is represented in 1s and 0s, how computer circuits work to manipulate digital information, and how a central processing unit (CPU) and operating system control the inputs, outputs, memory, and hardware of a computer.

How the Internet Works: This series of eight short videos features Vint Cerf, the inventor of TCP/IP, David Karp the founder of Tumblr to explain HTTP and HTML, Google's "Security Princess" to explain SSL and cybersecurity, and engineers from Microsoft.

Virtual tutors and mentors

iCouldBe

This student-g geared mentorship program encourages public high school students in the US to choose their own mentors. iCouldBe operates through classrooms across the country, where schools allow students to dedicate one class per week toward mentorship activities that promote academic success, career exploration, and post-secondary educational planning.

iMentor

Another student-focused program, iMentor empowers students from low-income communities to graduate high school and succeed in college. Through iMentor, students meet with mentors one on one, either online or in person. The end result is a strong connection that encourages students to pursue their dreams. In New York City, iMentor partners with public schools to ensure every student receives a mentor.

MentorNet

Science, technology, engineering, and mathematics (STEM) play a crucial role in the future of the US economy. MentorNet envisions a diverse 21st-century workforce in which citizens across all demographics contribute to innovation and live in prosperity as a result. MentorNet reaches out to STEM students through a vibrant community that is committed to student success.

TALK TO YOUR CHILD ABOUT COVID-19

Let their questions be your guide.

Be patient; children and youth do not always talk about their concerns readily. Watch for clues that they may want to talk, such as hovering around while you do the dishes or yard work. It's typical for young children to ask a few questions, return to playing, then come back with more questions.

Children look to adults for guidance on how to react. If parents seem overly worried, children's anxiety may rise. What you say and do about COVID-19, current prevention efforts, and related events can either increase or decrease your children's anxiety.

Normal Reactions to Stress:

Young people react to anxiety and stress differently than adults. Some may react right away; others may show signs much later. Many reactions noted below are normal when children and teens are handling stress. If behaviors last more than 2 to 4 weeks, or suddenly appear later on, then children may need more help coping.

0–5 Years Old

Young children may express anxiety by going back to thumb sucking or wetting the bed at night. They may fear sickness, strangers, darkness, or monsters. It is fairly common for preschool children to become clingy or to want to stay in a place where they feel safe. They may express their understanding of the outbreak repeatedly in play or tell exaggerated stories about it. They may have aches and pains that cannot be explained. Other symptoms are aggressive or withdrawn behavior, hyperactivity and disobedience.

6–11 Years Old

Children, 6–10 years old, may fear going to school and stop spending time with friends. They may have trouble paying attention and do poorly in school overall. Or they may act younger than their age by asking to be fed or dressed by their parent or caregiver.

- **Start by asking what they know.**
- **Correct misinformation. Is what your child heard accurate? Let them know you can help them figure out what is real or not.**
- **Keep it developmentally appropriate. Give facts—and only facts they need.**
- **Acknowledge feelings and avoid minimizing or dismissing. Try not to say things like, “You don’t need to worry about it.” Dismissing their fear doesn’t eliminate it—it only teaches them to not talk about it.**
- **Avoid language that might blame others and lead to stigma. Avoid stereotyping any one group of people as responsible for the virus.**
- **Offer your kids some reassurance. Let them know that there are many people working on keeping us safe and healthy.**
- **Assure them this crisis is temporary.**
- **Acknowledge that some activities are being canceled but this is not permanent.**
- **Fight germs. Let your kids know there are simple habits they can practice to help prevent illness.**
- **Constantly watching updates on the status of COVID-19 can increase anxiety—avoid this.**
- **Don’t let the pandemic take over all family discussions.**
- **Help children and teens see the good. Friends who start food drives and nurses selflessly helping patients with the virus, are heroes.**
- **Children might cope better by helping others. They can organize a drive to collect needed supplies for families, for example. Some communities are using Blessing Boxes to bring people together for the good.**



Photo: Adobe Images

**There are so many things
out of our control right now...
One thing you can control is
communication with your child.**

12–19 Years Old

Adolescents go through a lot of physical and emotional changes because of their developmental stage. So it may be even harder for them to cope with hearing and reading news of an infectious disease outbreak. Older teens may deny their reactions and respond with a routine “I’m okay” or with silence. They may complain about physical aches or pains because they cannot identify what is really bothering them emotionally. Some may start arguments. They also may engage in risky behaviors such as using alcohol or drugs.

If you or your child need help coping with anxiety symptoms call 1–877–SAMHSA–7 (1–877–726–4727), email info@samhsa.hhs.gov, and or visit <https://store.samhsa.gov>.

**Facts about COVID-19
for discussions with children.**





What is COVID-19?

- COVID-19 is the short name for “coronavirus disease 2019.” It is a new virus. Doctors and scientists are still learning about it.
- Recently, this virus has made a lot of people sick. Scientists and doctors think most people will be ok, especially kids, but some people might get pretty sick.
- Doctors and health experts are working hard to help people stay healthy.

What can I do so that I don’t get COVID-19?

- You can practice healthy habits at home, school, and play to help protect against the spread of COVID-19:
- Cough or sneeze into a tissue or your elbow. Throw it in the trash right away.
- Keep your hands out of your mouth, nose, and eyes. This will help keep germs out of your body.
- Wash your hands with soap and water for at least 20 seconds. Follow these five steps—wet, lather (make bubbles), scrub (rub together), rinse and dry. You can sing the “Happy Birthday” song twice.
- If you don’t have soap and water, have an adult help you use a special hand cleaner.
- Keep things clean. Older children can help adults at home and school clean the things we touch the most, like desks, doorknobs, lights, and remote controls.

If you feel sick, stay home. Just like you don’t want to get other people’s germs in your body, other people don’t want to get your germs either.

What happens if you get sick with COVID-19?

- COVID-19 can look different in different people. For many people, being sick with COVID-19 would be a little bit like having the flu. People can get a fever, cough, or have a hard time taking deep breaths.
- From what doctors have seen so far, most children don’t seem to get very sick. While a lot of adults get sick, most adults get better.
- If you do get sick, it doesn’t mean you have COVID-19. People can get sick from all kinds of germs. What’s important to remember is that if you do get sick, the adults at home and school will help get you any help that you need.

If you suspect your child may have COVID-19, call the healthcare facility before bringing your child in.

Take Care of Yourself.

Maintain boundaries.

Maintain boundaries during times when we are relying more on digital technology than usual. Colleagues, children and parents may expect you to be present and quick to respond because the online experience lends itself to that expectation. Schedule blocks of time for taking care of yourself (like going for a walk, catching up with friends, reading to your children, going for a run, reading a book just for pleasure, or meditation) and blocks of time for the kind of professional work that requires concentration and no interruption.

Be intentional about your social media usage.

Take breaks from watching, reading, or listening to news stories, including social media. Hearing about the pandemic repeatedly can be upsetting. Most of us have a love-hate relationship with social media. On one hand, social media makes it easier than ever before to stay connected with our loved ones and colleagues around the world. On the other hand, there is a lot of negativity and distraction to be found. The key here is to take control of your social media experience; don't let it control you.

Schedule time to use social media and establish usage parameters. There are apps that can help block you from certain sites at particular hours of the day or by tracking the amount of time you use social media.

Try setting an intention before going on social media: "I'm going on Twitter to find some inspiration from other colleagues" or "I'm getting on Facebook to ask for help with this digital tool I am trying to use" or "I'm getting on WeChat to check in on a colleague I am concerned about." Then set a timer for 15 minutes increments to see if you are still sticking with that intention. Notice your emotions as you scroll through social media.

Practice self-awareness through journaling.

The more we are aware of our feelings, knee-jerk reactions, defense mechanisms, and relationship dynamics, the better we will be in taking care of ourselves and our family.

Start a daily journal and use prompts to build your self-awareness like: What went well today? One thing I appreciate is... An emotion I experienced today was..., and I felt this way because... One thing that inspired me today was... What didn't work today? What can I learn from that? One thing I learned about myself today is... A small win today was...

Your journal can be traditional text entries, but it can also be a physical or digital space that collects video entries, sketchnotes, photographs, audio entries, etc.

Connect.

Reconnecting with our friends and colleagues helps to boost our moods and will decrease our stress. Find that happiness once a week by scheduling a regular video call with your friends in the same situation. You can play pictionary, charades, or other group games, you can each make a meal around some sort of theme and then show it to each other and eat together no matter where you are. Whatever your style, create rituals and don't let the distance get in the way.

Vent.

There is a healthy way to complain and an unhealthy way. We complain to express our emotions. That venting can often lead to bonding, a decrease in stress levels, and gaining perspective. We may complain to get our feelings out, or in order to seek solutions. Both motivations are okay and healthy. The key is to be aware of your motivation to complain each time and be thoughtful about naming the feelings you are having.

Before you call a friend, take a few breaths and then ask yourself these two questions: Do I really need to complain to my friend right now, or is there a better strategy I could use at this moment? What do I hope to get out of this conversation? A solution? Understanding?

Stay healthy.

Relax your body often by doing things that work for you—take deep breaths, stretch, meditate, or engage in pleasurable hobbies. Eat well-balanced meals, exercise regularly, and get plenty of sleep. Avoid alcohol, tobacco, and other drugs.

Schedule time for your exercise routine. You can use apps like YogaGlo or Nerd Fitness for online classes and coaching. If you are someone who has a difficult time getting motivated, try small goals, like 15 minutes of walking or even the 6 minute workout from the New York Times. This creates rituals around your exercise to help you forge a new pattern in your day. You can do this using the same music, using the same space, setting an intention, and rewarding yourself with something after, like a delicious smoothie or some downtime.

If you are someone who has struggled in the past to develop healthy habits, use this disruption to break your old routine and start a totally new one.

Tell and seek stories of resilience.

Ask your community to share stories of their resilience. What we need right now are reminders that there are acts of resilience all around us, in our past and in our future. When we consider these stories we may feel our emotional and psychological reserves refill and strengthen us for the challenges we are facing.



Photo: by Leandro De Carvalho

Coping with stress will make you, the people you care about, and your community stronger.

Do things you enjoy.

When we're stressed, one of the best things we can do is make time for activities that make us feel calm and happy. Whether it's going for a walk, singing, reading a book or playing a family game, try to take time to help you and your family find a sense of enjoyment and calm.

Use time off to relax—eat a good meal, read, listen to music, or take a bath. Remind yourself that strong feelings fade. Renew your spirit through meditation, prayer, deep breaths or helping others in need.

Seek help when needed.

If distress impacts activities for several days or weeks, talk to a clergy member, counselor, or doctor, or contact SAMHSA's Disaster Distress Helpline: 1-800-985-5990 or text TalkWithUs to 66746.

Embrace the shared experience.

We are all in this together. This is an experience we are sharing. Shared experiences create culture and community. Let's focus on how these events will bond us together through the future.

What kind of inspiring stories of our common humanity will you tell your friends once all of this has passed?

Start that story now.

ACTIVITIES FOR CHILDREN

Scholastic: [Learn at Home](#)

Audible Stories - [FREE library of children's and young adult's literature audiobooks \(different languages available\)](#)

Kids Out and About: [250+ Creative Ways to Keep Your Family Sane During the COVID-19 Crisis](#)

CNN: [All the virtual concerts, plays, museums and other culture you can enjoy from home](#)

Family eGuide: [Boredom Busters: 110 Fun At-Home Activities for Families & Kids](#)

Planning with Kids: [10 Activities To Do At Home With The Kids](#)

NPR: [Just For Kids: A Comic Exploring The New Coronavirus](#)

Parenting Healthy: [Social & Emotional Learning Resources – Covid-19 Resources for Kids & Teens](#)

USA Today: [Indoor Activities to Keep the Kids Entertained During COVID-19 Isolation](#)

RESOURCES FOR AT-HOME LEARNING

[CASEL](#) CASEL CARES Initiative: Connecting the SEL Community: CASEL CARES is a new initiative that connects the SEL community with experts to address how SEL can be most helpful in response to today's circumstances. These resources are designed to support educators, parents, and anyone who works with children. This page will be updated regularly in response to changing conditions.

[Centervention](#) Free Social Emotional Learning Activities: Free resources – lessons, activities, and printables – in the following skill areas: Communication, Cooperation, Emotion Regulation, Empathy, Impulse Control, and Social Initiation.

[EverFi](#) Free Digital Education Resources: EVERFI's focus since our founding has been to provide critical resources to students and learners across the world at scale in any location and at any time. With help from our incredible customers, we are proud to give direct access for K-12 parents and teachers to our library of 20+ digital courses at no cost.

[Inside SEL](#) SEL Resources for Parents, Educators & School Communities Related to COVID-19: Our team at Inside SEL has put together an initial list of resources, blog posts and guides to help cope during this volatile and difficult time. Our intention is to continue to add to the list as we come across more relevant content.

[Learning Heroes](#) Readiness Roadmap: You want to keep your child on track while school is closed. Here's your Learning Hero Roadmap to help with math, reading, life skills and more.

[Sanford Harmony](#) Harmony at Home: Harmony at Home is an online toolkit for educators, families, and caregivers to teach vital social emotional learning (SEL) skills using the strategies Sanford Programs has developed for classroom teachers. We've curated interactive Sanford Harmony lessons as well as Sanford Inspire resources for parents to make this transition as easy and rewarding as possible.

[Search Institute](#) Coronavirus Tip Sheet: Ideas for actions to consider during these uncertain times with young people in your family, classroom, or program that are prompted by Search Institute's [Developmental Relationships Framework](#).

PUBLIC HEALTH AND GOVERNMENT RESOURCES

[Centers for Disease Control and Prevention \(CDC\)](#) Primary and most updated source of the latest federal policies, guidelines and resources including travel restrictions, infection rates, prevention and treatment, and U.S. government response.

[Ready.gov](#) and [Ready.gov for Kids](#) Guidance and general information on pandemic response and preparedness, especially for those who are not yet critically impacted. Youth-specific guidance and resources also available.

[USA.gov](#) Links to state agency websites (including state government, state health agencies and emergency management) for every U.S. state and territory.

[National Institute of Allergy and Infectious Diseases](#) U.S. research institute with most current understanding of COVID-19 characteristics and best practices for preventing virus transmission.

[American Hospital Association](#) Consolidated information about healthcare response, best practices, and patient resources.

[National Association of School Psychologists](#) Resources for supporting youth with mental health impacts from the pandemic and daily-life disruption.

[American School Counselor Association](#) Resources for school social workers and counselors to support working with families during the pandemic and school-related response guidance.

[National Child Traumatic Stress Network](#) Trauma treatment resources including learning, assessments and interventions.

World Health Organization Regional Office for the Americas of the World Health Organization 525 23rd Street, NW Washington, DC 20037 202-974-3000 <http://www.who.int/en>

[USDA.gov](#): Feeding Programs Announcements

- [Proactive flexibilities to allow meal service during school closures to minimize potential exposure to the coronavirus](#). (3/10/2020 - USDA.gov)

- [U.S. Secretary of Agriculture announced a collaboration with the Baylor Collaborative on Hunger and Poverty, McLane Global, PepsiCo, and others to deliver nearly 1,000,000 meals a week to students in a limited number of rural schools closed due to COVID-19. \(3/17/2020 - USDA.gov\)](#)

RESOURCES

The Clay Center for Young Healthy Minds: [7 Ways to Support Kids and Teens Through the Coronavirus Pandemic](#)

Scholastic Classroom Magazines: [Teaching Our World: The Coronavirus](#)

Child Trends: [Resources for Supporting Children’s Emotional Well-being during the COVID-19 Pandemic](#)

Zero to Three: [Answering Your Young Child’s Questions About Coronavirus](#)

NASP - National Association of School Psychologists: [Health Crisis Resources](#)

Child Mind Institute: [Talking to Kids About the Coronavirus](#); [How to Avoid Passing Anxiety on to Your Kids](#)

Psychology Today: [How to Stay Calm in the Midst of the Coronavirus Crisis](#)

NCTSN - The National Child Traumatic Stress Network: [Parent/Caregiver Guide to Helping Families Cope With the Coronavirus Disease 2019 \(COVID-19\)](#)

CDC - Centers for Disease Control and Prevention: [Helping Children Cope with Emergencies](#); [Talking with children about Coronavirus Disease 2019: Messages for parents, school staff, and others working with children](#); [Preparing for an Outbreak -- FAQs for Individuals and Families](#); [Manage Anxiety & Stress](#)

SAMHSA Hotlines SAMHSA’s Disaster Distress Helpline Toll-Free: 1-800-985-5990 (English and español) SMS: Text TalkWithUs to 66746 SMS (español): “Hablanos” al 66746 TTY: 1-800-846-8517 Website in English: [https:// www.disasterdistress.samhsa.gov](https://www.disasterdistress.samhsa.gov) Website in Spanish: [https:// www.samhsa.gov/find-help/ disaster-distress-helpline/espanol](https://www.samhsa.gov/find-help/disaster-distress-helpline/espanol) SAMHSA’s National Helpline Toll-Free: 1-800-662-HELP (24/7/365 Treatment Referral Information Service in English and español) Website: <https://www.samhsa.gov/find-help/nationalhelpline>

National Suicide Prevention Lifeline Toll-Free (English): 1-800-273-TALK (8255) Toll-Free (español): 1-888-628-9454 TTY: 1-800-799-4TTY (4889) Website (English): <https://>

[www.suicidepreventionlifeline.org](https://suicidepreventionlifeline.org) (español): <https://suicidepreventionlifeline.org/help-yourself/enespanol> National Child Traumatic Stress Network Website: <https://www.nctsn.org>

New York Times 6 Minute Workout

<https://www.nytimes.com/2020/02/18/well/move/in-6-minutes-you-can-be-done-with-your-workout.html>

Nerd Fitness: <https://www.nerdfitness.com>

YogaGlo: <https://www.glo.com>

American Psychological Association's Building Your Resilience <https://www.apa.org/topics/resilience>

New York Time's Go Ahead and Complain, It May Be Good For You <https://www.nytimes.com/2020/01/06/smarter-living/how-to-complain-.html>

Calendly Scheduling Software <https://calendly.com>

Moment, Screen Time Control App <https://inthemoment.io>

The Consortium for Academic, Social and Emotional Learning <https://casel.org>

Boys and Girls Clubs of America: [How to talk to your child about COVID-19](#)

Child Mind Institute: [Talking to Kids About the Coronavirus](#)

Children's Institute: [COVID-19 Resources for Families](#)

Generations United: [COVID-19 Fact Sheet for Grandfamilies and Multigenerational Families](#)

Girl Scouts: [How to Talk to Your Kids About Coronavirus](#)

InsideSEL: [SEL Resources for Parents, Educators & School Communities Related to COVID-19](#)

Learning Heroes: [Support Learning At Home Webinar](#)

Learning Heroes: [Trusted, high quality, FREE learning tools that can be sorted by grade and subject](#)

Learning Policy Institute: [Learning in the Time of COVID-19](#)

National Association of School Psychologists: [Talking to Children About COVID-19 \(Coronavirus\): A Parent Resource](#)

National Child Traumatic Stress Network: [Parent/Caregiver Guide to Helping Families Cope With the Coronavirus Disease 2019 \(COVID-19\)](#)

Playworks: [#PlayAtHome Playbook and Recess Live on Facebook](#)

Reading is Fundamental: [Social and Emotional Learning Resources](#)

Sanford Harmony: [Bring Social Emotional Learning to Your Home](#)

Springboard Collaborative: [2-Week At-home Coaching Plan](#)

Springboard Collaborative: [Virtual Family Workshops](#)

Stanford University: [COVID-19 Resources](#)

Weird Enough Productions: [Comics Non-Profit Releases 400 Pages of Comics, Lesson Plans, Activities for Teachers & Caregivers](#)

#COVIBOOK: [Supporting and reassuring children around the world](#)

DoSomething.org: [Coronavirus: What's Happening And What You Can Do](#)

DoSomething.org: [Resource Hub](#)

Leading for Kids: [COVID-19 Resources for Kids and Families](#)

NPR: [Just For Kids: A Comic Exploring The New Coronavirus](#)

Peace First: [Peace First Launches Rapid Response Grants to Address COVID-19](#)

Voices of Youth (UNICEF): [Studying at home due to coronavirus? This is how young people around the world are keeping their mood up](#)

CREDITS

Talking With Children: Tips for Caregivers, Parents, and Teachers During Infectious Disease Outbreaks
<https://store.samhsa.gov/product/Talking-With-Children-Tips-for-Caregivers-Parents-andTeachers-During-Infectious-Disease-Outbreaks/SMA14-4886>

Coping With Stress During Infectious Disease Outbreaks <https://store.samhsa.gov/product/Copingwith-Stress-During-Infectious-Disease-Outbreaks/sma14-4885>

Centers for Disease Control and Prevention, Coronavirus Disease 2019 (COVID-19) <https://www.cdc.gov/coronavirus/2019-ncov/about/transmission.html>

Handwashing and Hand Sanitizer Use at Home, at Play, and Out and About <https://www.cdc.gov/handwashing/pdf/hand-sanitizer-factsheet.pdf>

National Association of School Psychologists, Virtual Service Delivery in Response to COVID-19 Disruptions <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/health-crisis-resources/virtual-service-delivery-in-response-to-covid-19-disruptions>

National Commission on Children and Disasters. (2010). National Commission on Children and Disasters: 2010 report to the President and Congress (AHRQ Publication No. 10-MO37). Rockville, MD: Agency for Healthcare Research and Quality. Retrieved from <http://archive.ahrq.gov/prep/nccdreport/nccdreport.pdf>

<https://code.org/athome>

Children's Healthcare of Atlanta <https://www.strong4life.com/en/news/how-to-talk-to-your-child-about-covid-19>

Henry County Schools, Resources for Remote Learning Days <https://schoolwires.henry.k12.ga.us/Page/130027>



Schools are closed. We are not.

Your support is urgently needed to help students and families most impacted by the COVID-19 (coronavirus) crisis.

[Donate Now](#)

This guidebook was produced by Communities In Schools of Georgia to give parents and caretakers hope in this crisis and inspire resilience. [Learn more.](#)

