

Senator Family Support Kit

Grades PK-12



CAPITAL
SCHOOL DISTRICT

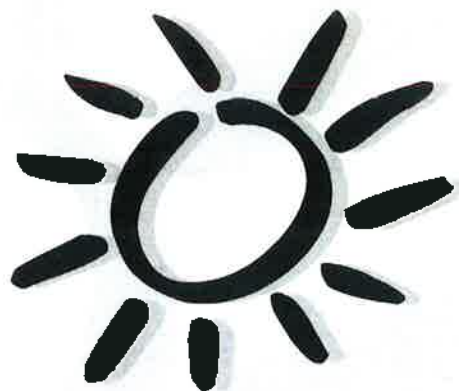
Dear Families:

The outbreak of coronavirus disease 2019 (COVID-19) may be stressful for you and your family. Fear and anxiety about a disease can be overwhelming and cause strong emotions in adults and children. During an emergency, it is helpful to be aware of local resources and healthy strategies for coping with stress.

The Capital School District has created this resource manual for our students and their families which will provide valuable information such as resources for talking with your family about COVID-19, community resources, coping strategies, and fun and engaging family activities.

We hope that you will make use of this resource, and enjoy some quality time with your loved ones during this school closing.

Capital School District
School Based Mental Health Team



Helping Youth Succeed

Strengthening Family Ties

A Workbook of Activities Designed to
Strengthen Family Relationships

From the *Helping Youth Succeed* Series

UtahState
UNIVERSITY
EXTENSION



Spotlights

Strong families recognize differences in individuals. Through this activity you can celebrate each person's uniqueness. The plan is to give each member of the family an opportunity to be in the spotlight, and also provide a chance to interview another family member to learn his/her talents, likes, dislikes, and accomplishments.

ACTIVITY INSTRUCTIONS

Put the names of family members in a hat and ask someone to draw two names. The first will be the interviewer and the second the interviewee. Instruct the interviewer that he/she has until ____ (specify date and time) to accomplish the interview. Provide him/her with a few sample questions such as the ones provided below, or you can create your own.

- ❖ What is your favorite thing to eat?
- ❖ What subjects did you like to study in school?
- ❖ Do you have a favorite sport you like to play or watch?
- ❖ What would you like to be when you grow up?
- ❖ What is the best birthday present you ever received?

Rules:

- 1 Use polite audience etiquette.
- 2 Practice listening.
- 3 Do not be critical.

On the given date and time, whether it be at the dinner table with dessert or at a special family picnic, the interviewer presents a spotlight for a special family member. Continue the spotlight until everyone in the family has had a chance to be in the spotlight, including mom and dad, and maybe even grandma and grandpa.

Other ideas include making the spotlight an anonymous surprise to see if other family members can guess who it is at the presentation, or making a collage representing the answers to questions to display on the refrigerator until next family member is spotlighted.



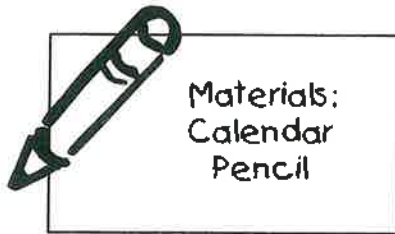
SUGGESTIONS FOR DISCUSSION

- Did you learn anything you did not already know?
- Who is going to be in the spotlight next?



Family Dates

One of the best ways family members can strengthen relationships is by spending one-on-one time together. Family dates are an excellent way to provide this special time. Planning a date not only reserves some time so that the activity is likely to take place, but it also gives the family members something to look forward to. Family dates help strengthen relationships within the family.



ACTIVITY INSTRUCTION

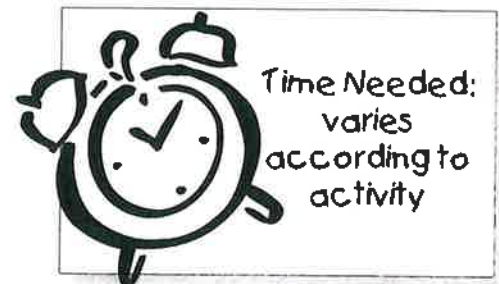
As a family, sit down together and plan a date for each child and parent. Do something that both members enjoy and that does not exceed your budget. In two-parent families, parents can take turns going on dates with each child. In single-parent families, the parent can take turns going on dates with each child or children can schedule dates with each other. For example, a big brother can take out his little sister or a big sister could take out her little brother.

After planning these dates, schedule them on a calendar. Once scheduled on the calendar, make sure that these dates maintain a high priority. Only emergencies can interfere with these family appointments. After each child has been on a date with a parent, plan and reschedule more dates.

Spending time together in family activities is a way of strengthening family ties and creating memorable family experiences. **To make activities enjoyable for the whole family, it is important to plan them together.**

SUGGESTIONS FOR DISCUSSION

- What would you like to do for another date?
- How hard/easy was it to plan the date that you both wanted to do?
- Did the date make you feel closer to each other?
- What was the best thing about the date?
- Did going on a date together make you feel important in your family?



Family Traditions

Traditions give us a feeling of security — an important thing for adults and children. They help us feel that the world is a good place and life is worth living. They can be especially important when there are transitions in family life — a job change, a move, an illness, or divorce. They provide a feeling that even though some things have changed, there are still things that we can count on. Traditions give a feeling of “rightness.” The purpose of this activity is to help the family see what traditions already exist in their family and decide what new ones might be started to ensure family stability.

ACTIVITY INSTRUCTIONS

Exercise - “Name Our Traditions”

1. Give everyone in your family a piece of paper and ask them to list the traditions in your family. These can include some things done every day and others done only once a year.
2. Compare lists. You might be surprised to hear what traditions others think are important. Add any others you are reminded of as you talk together.
3. Evaluate. Are there some everyone would like to do more? Are there some that are no longer enjoyable.
4. Add to the list. Is there something you would like to become a new tradition? It can be anything your family does that says, “Our family is special”. Starting new traditions can be especially important when the family situation has changed — such as when a new step-family has been formed.

SUGGESTIONS FOR DISCUSSION

- Did the traditions you chose help you feel good about your family?
- Do you plan to continue the traditions you chose in your future families?
- If everything did not happen as you wanted, what can you change about the tradition to make it better?
- Decide if there is an age limit to the traditions you choose. Make sure that the traditions are not outgrown by different family members. Re-evaluate the traditions periodically.

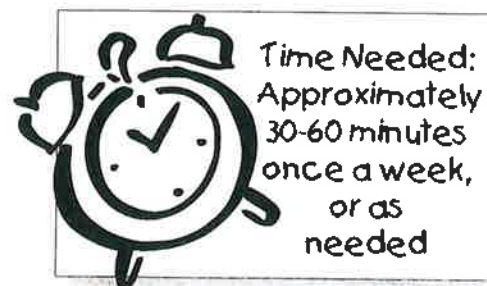


Family Meetings

Regular family council meetings help the family make decisions that are good for everyone. It can help families learn how to plan together, to accept responsibility, and show concern for others. It also helps build communication between family members and provides a time and place to enjoy each other by being together. As a family, reserve a specific night of the week when your family can consistently meet together for a weekly family meeting.

ACTIVITY INSTRUCTIONS

1. Set a regular time. Setting a regular time and place gives the family council a position of importance and results in its becoming a permanent part of family operations. If everyone knows that the family is meeting together regularly, they find that most problems can wait a few days to be discussed. For this reason, some families like weekly meetings.
2. Use an agenda. Post a paper during the week where family members can list concerns they want brought up (possibly, the message center). Discuss things in the order listed. This also reduces problems between meetings when parents can say, "List it on the agenda and we'll discuss it at the meeting."
3. Attendance is voluntary. All members of the family are invited to attend — but attendance is voluntary. However, if a member is not present, he/she is still expected to abide by any decisions made by the family council.
4. Each person has equal voice. Everyone should be encouraged to contribute ideas and suggestions. All members must be treated the same, regardless of age. Using the steps of negotiation to (1) introduce the problem, (2) discuss solutions, and (3) vote on a solution. This gives everyone a chance to be involved. Councils do not always run smoothly. Teenagers are often suspicious that the new program is just another way for parents to gain compliance to their demands. In the first council meetings, rebelliousness may be exhibited to deliberately test whether parents are sincere about including them in family decision-making.



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ACTIVITY INSTRUCTIONS - continued

5. Use rules of order. If participation is to be equal, then some type of order must be maintained. If a person has the right to express himself, then he also has the right to be heard — which implies that others have the obligation to listen. Rules of order help this situation.

6. Rotate chairmanship. If the same person conducts all meetings, that person eventually begins to assume an air of superiority. To help maintain a feeling of equality, family members should take turns conducting the councils. This allows each person to experience the privileges and the responsibilities of this position.

7. Accentuate solutions. Family council should not be “just a gripe session” — a time to get together and complain. In order to prevent this, you may decide that the person presenting a problem must also suggest one possible solution. Family members could then discuss alternate solutions or modify the one presented.

In practice, some solutions do not work as well as anticipated. As family members begin to live with a decision, they may decide it needs to be changed. This change, however, must wait until the next regular meeting. Children soon recognize a need for better solutions and they learn by experience to make wiser choices. When family council is held regularly, each member learns to project ahead and anticipate problems. When this occurs, the emphasis at council meetings shifts from problem solving to problem prevention and planning. Family council can also be a time to plan fun things like vacations or family outings. Families can talk about different places to visit and how they want to spend the time available.

8. The family council can be the final authority for the family, or a family can have a modified version of decision-making. For it to be effective, however, most decisions made by the council need to be binding. If parents always overrule the council, children will soon lose interest.

9. Keep a record. There sometimes develops a difference of opinions as to who conducted the last meeting, what matters were discussed, and what plans were agreed upon. For this reason, a secretary to record minutes is most helpful. The secretary can rotate with each meeting.

SUGGESTIONS FOR DISCUSSION

- How did your first family meeting go?
- What about the meeting was good? What was bad?
- What do you want to incorporate in future meetings?



Establishing Family Rules

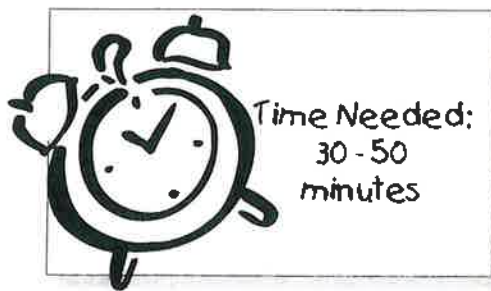
Think about what our country would be like if we did not have traffic laws, or any laws about littering, stealing, children going to school, or destroying another person's property. Without laws, our country would not be a safe and enjoyable place to live.

Laws, also called rules or limits, are established in families to help them function smoothly and to help members be happier. Imagine what might happen if there were no rules about curfew, chores, respecting one another, what time to go to bed, what TV programs were appropriate or inappropriate, or when to complete homework. Furthermore, think about what would most likely happen if family rules and limits were not enforced with consequences for broken rules. A family would likely be disorganized and family members may not be treated the way they would like. The purpose of this activity is to help your family maintain order and respect for one another by establishing family rules and consequences that will be enforced when rules are broken.



ACTIVITY INSTRUCTIONS

During a family meeting, talk about rules that are needed for order in your family. This is an excellent time to make sure that every family member clearly understands the family rules. You can also set rules that will help your family function more smoothly. During this meeting, work together in order to establish consequences that will be used when family rules are broken.



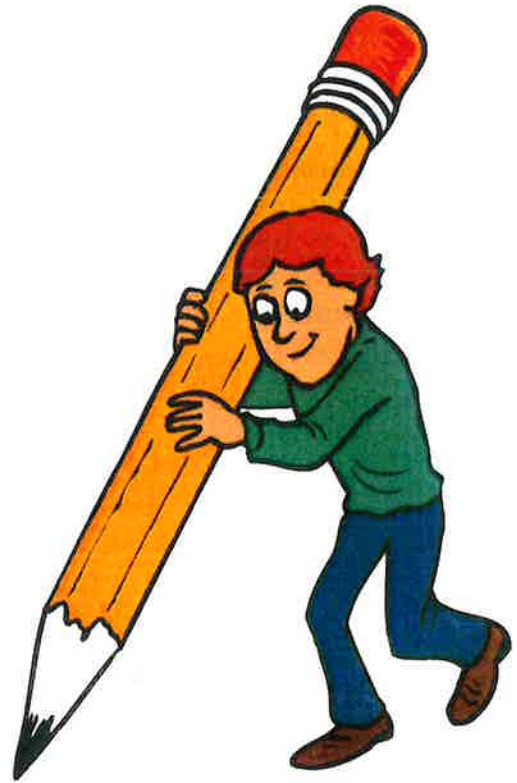
ACTIVITY INSTRUCTIONS continued

As you do this activity, there will probably be some disagreements regarding family rules and associated consequences. Research shows that families who involve children in setting rules and consequences do better than families who do not, so it is important that each member of the family be able to contribute.

Children are more likely to feel that rules and consequences are fair and reasonable if they participate in establishing these guidelines.

SUGGESTIONS FOR DISCUSSION

- Were you able to involve each member of the family when establishing family rules?
- What family rules are important to your family?
- Do the rules seem to be fair and appropriate to each member of the family? If not, what can you do to arrive at some agreement?
- In what ways will your family benefit from establishing clear rules?
- Why do you think it is important to be flexible and change the family rules over time?
- If the rules you established are not appropriate later on, how will you change these rules?



COMMUNITY RESOURCES



Community-Based Resources

**All resource information is current as of the date of this document's publication. Inclusion does not indicate endorsement by the Capital School District and is for informational purposes only.*

GENERAL RESOURCES

American Red Cross Delmarva
302-656-6620
Emergency shelter assistance.
www.redcross.org/de/wilmington

Catholic Charities
302-674-1782
Fuel, crisis and summer cooling assistance.
www.ccwilm.org

Children & Families First
800-220-3092
Resources for children and families facing adversity.

Delaware Helpline
Dial 2-1-1 or 800-560-3372
Central resource for access to ALL health and human services available in Delaware.
www.delaware211.org

Division of Health and Social Services
Medicaid, food, utility, public health, and general assistance.
655 South Bay Road • Dover, DE 19901
<http://www.dhss.delaware.gov/dhss>

Domestic Violence Hotline
302-424-8058
Bilingual hotline: 302-745-9874
www.dcadv.org

Food Bank of Delaware
302-424-3301
Supplemental food for qualifying households.
www.fbd.org

Goodwill Retail Store
Used clothing & other goods at reduced costs.
• Gateway Shopping Center, **302-678-4602**
1030 Forrest Avenue Suite 113 • Dover, DE 19904
• Rodney Village, **302-674-9071**
1678 S. Governors Avenue • Dover, DE 19904
www.goodwillde.org

Goodwill Staffing Services
302-741-0456
Temp-to-hire and direct placement services to help people find temporary jobs with the goal of obtaining full-time employment.
www.goodwillde.org

Parent Information Center (PIC) of Delaware
888-547-4412
Information and support for parents of students with disabilities.
<http://www.picofdel.org>

Planned Parenthood
800-230-PLAN (7526) or 302-678-5200
Reproductive health education, counseling and medical services.
805 S. Governors Avenue • Dover, DE 19901
<http://www.plannedparenthood.org/planned-parenthood-delaware>

Westside Family Healthcare
302-678-4622
Primary medical and dental care with a sliding fee scale for those who qualify.
1020 Forrest Avenue • Dover, DE 19904
<http://www.westsidehealth.org/en-us>

OUTPATIENT COUNSELING PROVIDERS

ABR Counseling
302-678-4558
1001 South Bradford St. • Dover, DE 19904

Center for Mental Wellness
302-674-1397
121 W. Loockerman St. • Dover, DE 19901
www.acfmw.com

Catholic Charities
302-674-8384
2099 South Dupont Hwy. • Dover, DE 19901
www.ccwilm.org

Delaware Guidance Services
302-678-3020
103 Mont Blanc Blvd. • Dover, DE 19904
www.delawareguidance.org

Mind and Body Consortium
302-674-2380
156 S. State Street • Dover, DE 19904
www.mindandbodyde.com

SOAR (Survivors of Abuse in Recovery) Inc.
302-422-3811
32 Loockerman, Suite 103 • Dover, DE 19904
<http://www.soarinc.com>

Community-Based Resources

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Grandparent Support
302-235-5544

Bereavement Support for Families
Children and Families First
302-235-5544

SUBSTANCE ABUSE TREATMENT

Catholic Charities
302-674-1600
2099 S. DuPont Hwy. • Dover, DE 19901

Brandywine Counseling
302-856-4700
769 Masten Circle, Ste 11315 • Milford, DE 19963

SODAT Delaware
513-9539
1114 S. DuPont Hwy. • Dover, DE 19908
<http://www.sodatdelaware.com>

Rise (ages 13-17)
302-472-0381

INPATIENT MENTAL HEALTH PROVIDERS

Dover Behavioral Health
302-741-0140
725 Horsepond Rd. • Dover, DE 19901
www.doverbehavioral.com

Meadowood Hospital
855-900-5340
575 South DuPont Hwy. • New Castle, DE 19720
www.meadowoodhospital.com

Rockford Center
302-996-5480
100 Rockford Dr. • Newark, DE 19713
www.rockfordcenter.com

24 HOUR CRISIS HOTLINES

**Department of Services for Children,
Youth & Their Families**

• **Child Abuse & Neglect Report Line**
800-292-9582
24-hour reporting for suspected child abuse
and neglect.

• **Mobilization Response and Stabilization Unit**
800-969-4357 (HELP)
24-hour mental health crisis services for children
under 18.
<http://kids.delaware.gov>

Delaware Crisis Intervention Services
800-345-6785
24-hour suicide and mental health crisis services
for adults.
[www.dhss.delaware.gov/dsamh/crisis_](http://www.dhss.delaware.gov/dsamh/crisis_intervention.html)
[intervention.html](http://www.dhss.delaware.gov/dsamh/crisis_intervention.html)

National Suicide Prevention Lifeline
800-273-TALK (8255)
www.suicidepreventionlifeline.org

**LGBTQ (Lesbian, Gay, Bisexual, Transgender or
Questioning) Youth Delaware**
800-969-HELP (4357)

Safe Arms for Babies
800-262-9800

ALTERNATIVES FOR STUDENTS WITHDRAWING FROM HIGH SCHOOL

James Groves High School – Poly-Tech Campus
302-697-4545
High School Diploma or GED 8-week blocks
(AM & PM Sessions)
www.polytechworks.com

**Delaware Technical College –
(Wilmington) Campus**
302-857-1282
Adult Basic Education/GED Preparation
16 or older & withdrawn from high school.
www.dtcc.edu

Delaware Center for Distance Adult Learning
302-883-0420
Diploma at a Distance or GED Online Preparation
www.dcdal.org

Wilmington Job Corps Center
302-575-1710
No-cost education & career technical training for
young people ages 16 through 24.
<http://wilmington.jobcorps.gov>



Parent/Caregiver Guide to Helping Families Cope With the Coronavirus Disease 2019 (COVID-19)

At this time, information about COVID-19 is rapidly evolving as new details are confirmed and new questions emerge. In the event of an outbreak in your community, as a parent/caregiver, your first concern is about how to protect and take care of your children and family. Knowing important information about the outbreak and learning how to be prepared can reduce your stress and help calm likely anxieties. This resource will help you think about how an infectious disease outbreak might affect your family—both physically and emotionally—and what you can do to help your family cope.

What You Should Know

- Coronaviruses are a large family of viruses that cause illness ranging from the common cold to more severe diseases. COVID-19 is caused by a novel coronavirus; this means it is a new strain that has not been previously identified in humans.
- COVID-19 is a respiratory disease that is mainly spread person-to-person. Currently, there is no available vaccine or curative treatment, so the best preventative strategy is to avoid exposure.
- So far, children appear to be much less affected by COVID-19, which was also seen after other coronavirus outbreaks.
- Children with pre-existing illnesses may have different risk, so you should discuss this with your child's medical team.
- To reduce the spread of the virus, a variety of approaches will be used, including keeping those who are sick away from others and promoting healthy hygiene strategies. Additional recommendations for ways to contain the virus's spread could include canceling of events that attract large numbers of people; closing schools, public transit or businesses; and required quarantine, which is the separation and restriction of movement of people who might have been exposed to the virus.

READINESS

Preparing your Family for a Potential Infectious Disease Outbreak

Being prepared is one of the best ways to lessen the impact of an infectious disease outbreak like COVID-19 on your family. Here are some steps that you can take to be better prepared:

Information & Communication

- Identify how you will keep up with the rapidly changing information on COVID-19.
In rapidly changing health events and outbreaks such as COVID-19, there can be large amounts of incorrect or partially correct information that can add to your stress and confusion as a parent/caregiver. Identify a few trusted sources of health information.

The NCTSN relied on the CDC resources to create this document.

Get the most up-to-date and accurate information at:

CDC: <https://www.cdc.gov/coronavirus/2019-ncov/index.html>

CDC: information on children and COVID 2019:

<https://www.cdc.gov/coronavirus/2019-ncov/specific-groups/children-faq.html>

<https://healthychildren.org/English/health-issues/conditions/chest-lungs/Pages/2019-Novel-Coronavirus.aspx>

RESPONSE

Coping with the Stress of an Infectious Disease Outbreak like COVID-19

Even if your family is prepared, an outbreak can be very stressful. To help your family cope with this stress, following these recommendations can help:

Information & Communication

- Keep updated about what is happening with the outbreak and additional recommendations by getting information from credible media outlets, local public health authorities, and updates from public health websites (e.g., CDC).
- Seek support and continued connections from friends and family by talking to them on the telephone, texting, or communicating through email or social media. Schools may have additional ways to stay in contact with educators and classmates.
- Although you need to stay informed, minimize exposure to media outlets or social media that might promote fear or panic. Be particularly aware of (and limit) how much media coverage or social media time your children are exposed to about the outbreak.
- E-mail and texting may be the best ways to stay in contact with others during an outbreak, as the Internet may have the most sensational media coverage and may be spreading rumors. Check in regularly with your children about what they have viewed on the Internet and clarify any misinformation.
- Focus on supporting children by encouraging questions and helping them understand the current situation.
 - Talk about their feelings and validate these
 - Help them express their feelings through drawing or other activities
 - Clarify misinformation or misunderstandings about how the virus is spread and that not every respiratory disease is COVID-19
 - Provide comfort and a bit of extra patience
 - Check back in with your children on a regular basis or when the situation changes

NOTE: During an outbreak, stigma and rejection can occur against individuals who live in affected communities, against health-care workers, and individuals with other illnesses.

Scheduling & Activities

- Even if your family is isolated or quarantined, realize this will be temporary.
- Keep your family's schedule consistent when it comes to bedtimes, meals, and exercise.
- Make time to do things at home that have made you and your family feel better in other stressful situations, such as reading, watching movies, listening to music, playing games, exercising, or engaging in religious activities (prayer, participating in services on the Internet).
- Have children participate in distance learning opportunities that may be offered by their schools or other institutions/organizations.
- Recognize that feelings such as loneliness, boredom, fear of contracting disease, anxiety, stress, and panic are normal reactions to a stressful situation such as a disease outbreak.
- Help your family engage in fun and meaningful activities consistent with your family and cultural values.

Plan how you want to discuss COVID-19 with your family. Be sure to include:

- What the current disease outbreak is
- How it is contracted
- What are the possible dangers
- Protective steps being taken in the community/nation/global community
- Protective steps everyone in the family can take

- Hold your family discussion in a comfortable place and encourage family members to ask questions. Consider having a separate discussion with young children in order to use language they can understand and to address specific fears or misconceptions they may have.
- Create a list of community resources that will be helpful during an outbreak. Make sure you know their emergency telephone numbers, websites, and official social media accounts. These may include: your family's schools, doctors, public health authorities, social services, community mental health center, and crisis hotlines.
- Develop a plan for maintaining contact with friends and family members via telephone and internet in the event that isolation or quarantine is recommended.
- Check in with your children's school about potential homeschool and distance learning opportunities that may be offered during a school closure. Also, if your child receives additional services at school, ask how these will be handled during a closure (e.g., meals, therapeutic services).

Reducing Your Family's Risk: Hygiene, Medical Care & Supplies

Have all family members practice preventive behaviors including:

- Regularly washing hands for 20 seconds with soap and water (length of the A-B-C song) or use alcohol-based hand sanitizer that contains at least 60% alcohol.
- Avoiding close contact with people who are sick.
- Staying home when sick.
- Covering the mouth and nose with a tissue or with the bend/crook of the arm when coughing or sneezing.

Keep basic health supplies on hand (e.g., soap, alcohol-based hand sanitizer, tissues, and a thermometer).

Make sure you have a supply of medications taken regularly.

If your child takes medication for a chronic condition, talk with your child's medical provider about plans to get a supply at home that will last through any period of home isolation for your family.

Have your family work together to gather items that might be needed during an outbreak. These include drinking water, nonperishable food, and cash. Be sure to include activities, books, and games for children in case a lengthy time at home is recommended. Remember to include batteries in your item list if those are needed for certain activities and games.

**HAVE ALL YOUR
FAMILY MEMBERS
PRACTICE GOOD
HYGIENE AND
PREVENTIVE
BEHAVIORS.**

Hygiene & Medical Care

- Find ways to encourage proper hygiene and health promoting behavior with your children (create drawings to remember family routines; sing a song for length needed to wash hands like the A-B-C or Happy Birthday song, twice). Include them in household jobs or activities so they feel a sense of accomplishment. Provide praise and encouragement for engaging in household jobs and good hygiene.
- Reassure your children that you will take them to the pediatrician and get medical care if needed. Explain, however, that not every cough or sneeze means that they or others have COVID-19.

Self Care & Coping

- Modify your daily activities to meet the current reality of the situation and focus on what you can accomplish.
 - Shift expectations and priorities to focus more on what gives you meaning, purpose, or fulfillment.
- Give yourself small breaks from the stress of the situation.
- Attempt to control self-defeating statements and replace them with more helpful thoughts. Here's a helpful checklist for identifying unhealthy thoughts and coping with them:
<https://arfamiliesfirst.com/wp-content/uploads/2013/05/Cognitive-Distortions.pdf>.
 - Remember, you are a role model for your children. How you handle this stressful situation can affect how your children manage their worries.
 - If your family has experienced a serious illness or the death of a loved one, find ways to support each other, including:

Reach out to your friends and family, talking to them about the death of your loved one. Use telephone, email, or social media to communicate if necessary.

Find ways to honor the death of your loved one. Some activities may be done as a family, while additional activities may be done individually.

Seek religious/spiritual help or professional counseling for support. This may be available online or by telephone during an outbreak.

HELPING CHILDREN COPE

Your children may respond differently to an outbreak depending on their age. Below are some reactions according to age group and the best ways you can respond:

AGE GROUP	REACTIONS	HOW TO HELP
PRESCHOOL	Fear of being alone, bad dreams Speech difficulties Loss of bladder/bowel control, constipation, bed-wetting Change in appetite Increased temper tantrums, whining, or clinging behaviors	Patience and tolerance Provide reassurance (verbal and physical) Encourage expression through play, reenactment, story-telling Allow short-term changes in sleep arrangements Plan calming, comforting activities before bedtime Maintain regular family routines Avoid media exposure

SCHOOL-AGE (ages 6-12)	<p>Irritability, whining, aggressive behavior</p> <p>Clinging, nightmares</p> <p>Sleep/appetite disturbance</p> <p>Physical symptoms (headaches, stomachaches)</p> <p>Withdrawal from peers, loss of interest</p> <p>Competition for parents' attention</p> <p>Forgetfulness about chores and new information learned at school</p>	<p>Patience, tolerance, and reassurance</p> <p>Play sessions and staying in touch with friends through telephone and Internet</p> <p>Regular exercise and stretching</p> <p>Engage in educational activities (workbooks, educational games)</p> <p>Participate in structured household chores</p> <p>Set gentle but firm limits</p> <p>Discuss the current outbreak and encourage questions. Include what is being done in the family and community</p> <p>Encourage expression through play and conversation</p> <p>Help family create ideas for enhancing health promotion behaviors and maintaining family routines</p> <p>Limit media exposure, talking about what they have seen/heard including at school</p> <p>Address any stigma or discrimination occurring and clarify misinformation</p>
ADOLESCENT (ages 13-18)	<p>Physical symptoms (headaches, rashes, etc.)</p> <p>Sleep/appetite disturbance</p> <p>Agitation or decrease in energy, apathy</p> <p>Ignoring health promotion behaviors</p> <p>Isolating from peers and loved ones</p> <p>Concerns about stigma and injustices</p> <p>Avoiding/cutting school</p>	<p>Patience, tolerance, and reassurance</p> <p>Encourage continuation of routines</p> <p>Encourage discussion of outbreak experience with peers, family (but do not force)</p> <p>Stay in touch with friends through telephone, Internet, video games</p> <p>Participate in family routines, including chores, supporting younger siblings, and planning strategies to enhance health promotion behaviors</p> <p>Limit media exposure, talking about what they have seen/heard including at school</p> <p>Discuss and address stigma, prejudice and potential injustices occurring during outbreak</p>

SEEKING ADDITIONAL HELP

If you or a loved one is having a difficult time coping with the outbreak and want to seek outside help, there are ways to get that help. For example:

- Get support regarding your anxiety or stress by speaking to a trained counselor at SAMHSA Disaster Distress Helpline at 1-800-985-5990 or by texting TalkWithUS 66746.
- Contact your physician or your insurance company (if they have a consultation line) to ask health-related questions or to seek mental health support.
- Learn more ways to help your family. Additional resources can be accessed at:
 - www.NCTSN.org
 - www.healthychildren.org
 - www.cdc.gov/coronavirus/2019-ncov/specific-groups/children-faq.html

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