

The logo features a central dark blue circle with the letters 'UIC' in light blue. This circle is surrounded by a yellow ring, which is further enclosed by a red ring. Four thick lines radiate from the center: a yellow line pointing up and right, a red line pointing up and left, a yellow line pointing down, and a red line pointing down and right. The background is a solid light blue.

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Supporting Children and Families' Social and Emotional Health During Turbulent Times

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Secure relationships create buffers during turbulent times:

- ❖ Responsive
- ❖ Reassuring
- ❖ Consistent

Today's presentation will provide tips and guidance for your family



Family Routines & Rituals

Routines: Specific, repeated practices that involve 2 or more family members

Rituals: Symbolic meaning, establishing and perpetuating the understanding of what it means to be a member of the group.

- Creates feelings of control, structure, and security (safety)
- Predictability (a sense of normalcy)
- Learn through habit about a sequence of events (recall)
- Learn about time
- Socialization of culturally acceptable behavior in young children

Routines disrupted
= hassle

Rituals disrupted =
family cohesion
may be threatened

free printable
MORNING ROUTINE



Or living room/kitchen/bedroom!



 Time For Sleep!

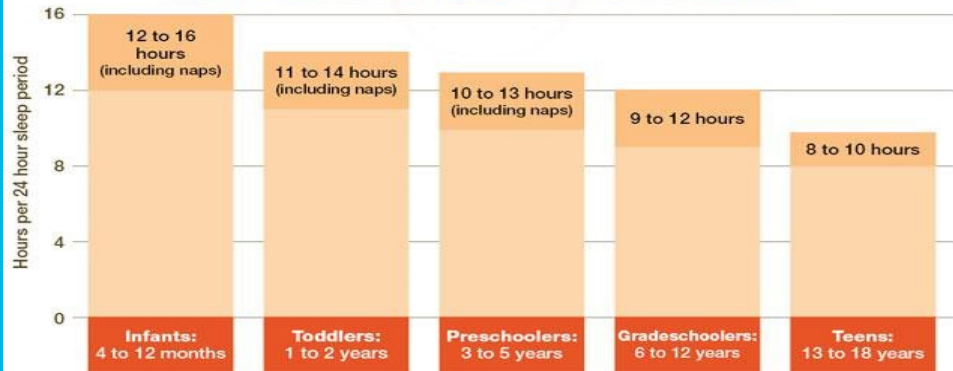


If you are at home during
#COVID19 outbreak



WHO recommends that all healthy adults do **30 minutes/day** of physical activity, and children should be physically active for **1 hour/day**

How much sleep do kids need?



It impacts one's social and mental functioning, as well as increasing the risk for other health problems

Rich in language!

- Families discuss events of the day, share stories, make plans for the future.
- Reconnect & organize
- Reinforces vocabulary development

Physical activity affects mental health ☐ our ability to remember, learn, plan, and concentrate



Creating a Family Schedule: Consistency & Predictability



MOM	SCHOOL
8-9	Get Ready
9-9:30	Morning P.E.
9:30-11	School
11-12	Recess
12-12:30	Lunch
12:30-2	School
2-3	STEM
3-5	Afternoon P.E.
5-6	Free Time

Daily Schedule

Before 9:00 AM	Wake up!	Make your bed, eat breakfast, brush teeth, get dressed
9:00-10:00	Outdoor Time	Family walk or outdoor play
10:00-11:00	Academic Time	No Electronics! Reading, homework, study, puzzles, journal
11:00-12:00	Creative Time	Creative play, drawing, Legos, crafts, music, cooking, baking
12:00-12:30	LUNCH	
12:30-1:00	Home Chores	Clean rooms, put away toys, take out garbage, pet care
1:00-2:30	Quiet Time	Reading, nap, puzzles, yoga
2:30-4:00	Academic Time	Electronics OK! Educational games, online activities, virtual museum tours
4:00-5:00	Outdoor time	Family walk or outdoor play
5:00-6:00	Dinner time	Family dinner, help with clean-up and dishes
6:00-7:00	Bath time	Bath or shower
7:00-8:00	Reading/TV time	Relaxing before bedtime
9:00 PM	Bedtime	Put on PJs, brush teeth, clothes in laundry

Resources

- <https://d3knp61p33sjvn.cloudfront.net/2016/01/Healthy-Habits-for-Life-Get-Moving.pdf>
- <https://www.youtube.com/watch?v=zNs8srnJ95U&feature=youtu.be>
- <https://healthychildren.org/English/healthy-living/sleep/Pages/Healthy-Sleep-Habits-How-Many-Hours-Does-Your-Child-Need.aspx>
- <https://www.cincinnatichildrens.org/patients/coronavirus-information/family-resources/routine-structure>
- <https://blog.chocchildrens.org/establishing-structure-and-routine-for-kids-during-covid-19/>
- <https://healthychildren.org/English/family-life/Media/Pages/Food-and-TV-Not-a-Healthy-Mix.aspx>



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How to Talk with your Children about Covid-19

Illness and germs can be frightening for children of all ages. Your children may have questions and feelings about the virus

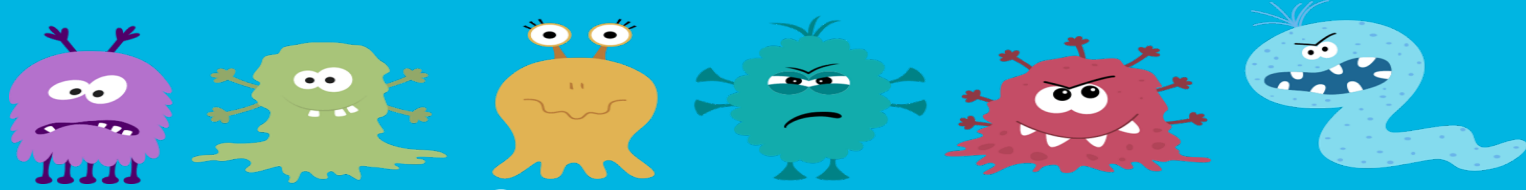
1. Ask kids what they've heard or know!
2. Ask them how they feel.
3. Share only the information that they need right now.
4. Answer simply and honestly.
5. Offer reassurances
6. Explain the things they can do to be safe.

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Talking to Children 5 and Under

Children at these ages are still rooted in what they can physically see and feel. Their understanding of illness is vague and magical.

1. Model appropriate behaviors!
2. Pay attention to what your child is asking and only give them the information they are asking for!
3. Simple is better

[Video of a 4-year-old's understanding of Covid](#)

1. Help your child understand what tools they have to stay safe! Make them a part of their daily routine.

[Video of a 4-year-old telling what tools and routines he uses to stay safe](#)



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Talking to Children Ages 6-10

The 4 bullets from the previous slide still pertain to this age!

- Ask: What do you think?
- Correct any misperceptions
- They can understand more about illness and viruses so you can help them understand how the virus might make them feel if they get it (like a cold or the flu...this may make them feel less anxious)
- Talk with them about their duty to protect themselves and others
- Help them develop safe routines





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Talking to Tweens and Teens

Children and Youth at these ages may have a LOT of questions!

- Answer them honestly and with straightforward responses. You do not have to give more information than they are asking for.
- Share articles and information about the virus when appropriate.
- Talk with them about social responsibility.
- Discuss what the media is presenting to them and help them make sense of it. Be reassuring





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Talking to Tweens and Teens

- Remember that while tweens and teens can understand more about illness, it does not mean they can make good decisions. The executive functioning area of the brain is still developing.
- They may still believe that bad things will not happen to them personally
- They may still engage in risky behavior
- Help them set boundaries, establish safe routines and keep the lines of communication open!
- Model appropriate behaviors!!!!



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Social Unrest Impacts Your Children

Racial Injustices & Political Unrest - your children see and hear what is happening

Children have questions – **lots of questions!**

- Do not avoid answering their questions.
- First, ask what they know or have heard before you give an answer.
- Be honest, but reassuring
- Provide words and age appropriate definitions/examples
 - Ex. - Race, Injustice, Protest, Equality, etc

New Skills During Turbulent Times

Children have:

- Adjusted to remote learning
- Learned and followed COVID health protocols
- Engaged in COVID social protocols
- Learned new ways to play & connect with peers
- Engaged in practices to help others

What Can Parents/Caregivers Do?

Provide your child with **social & emotional support**

- Provide space to answer questions – lots of questions!
- Be honest but reassuring
- Allow kids to express themselves: verbally, writing, drawing, performing, etc.
- LISTEN! Listen to your children, talk less

Children need parents/caregivers who are **steady, empathic, calm, & supportive**

Q & A

