Early Childhood National Centers

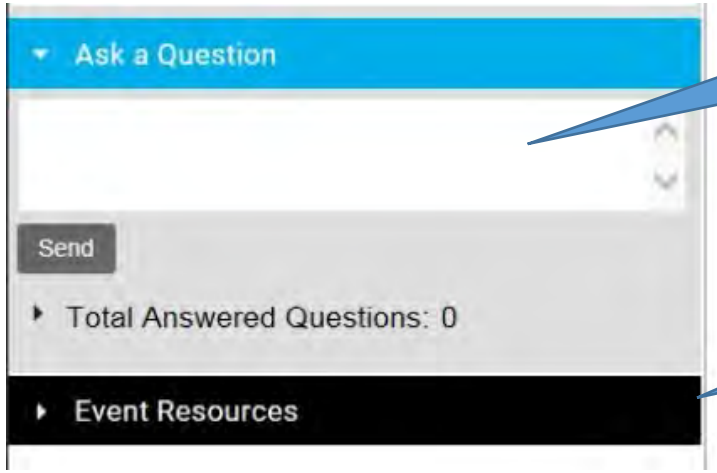
NATIONAL CENTER ON
Early Childhood Health and Wellness

Abordar las necesidades de salud mental de los niños pequeños y autocuidado del personal de ECE durante el COVID-19

Serie “Pregunte al experto”

9 de junio de 2020

Por favor, use la barra lateral izquierda para hacer preguntas, enviar comentarios o descargar folletos.



Haga sus preguntas y envíe sus comentarios aquí

Descargue los folletos de Recursos de Eventos

Envíe sus preguntas por correo electrónico a health@ecetta.info.

Información de certificado

Los participantes recibirán un correo electrónico con un enlace para descargar el certificado de asistencia al finalizar el evento en vivo o la visualización a demanda.

Para preguntas sobre certificados: webcasts@hsicc.org

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"Los tiempos están cambiando"

-Bob Dylan

¿Qué hace que la crisis de salud pública del COVID-19 sea ÚNICA?

- Amenaza invisible (¿quién está infectado?)
- Amenaza ambigua (¿qué tan grave será esto?)
- Futuro incierto (¿cuánto tiempo durará esto?
- Amenaza global (ninguna comunidad está "segura")

Reconocimiento

- La incertidumbre es estresante
- La ansiedad es apropiada de acuerdo con las circunstancias
- No podemos hacer todo por todos
- Habrá días buenos y días "no tan buenos"
- Minimizar todo lo anterior es un engaño
- Estamos navegando "nuevas aguas"
- Estamos equilibrando más
- Estamos directamente expuestos a este evento

Cohen Silver & Gurwitch, SciLine, 2020

Dolor y pérdida

- Diferente con el COVID-19
- No nos podemos despedir
- No podemos realizar rituales religiosos/culturales
- Más probabilidad de duelo complicado
  - Circunstancias de la muerte
  - Hacer el duelo
- Apoyar y escuchar
- Crear maneras para homenajear a los fallecidos

Apoyo emocional en escuelas para todos

- El COVID-19 genera estrés, miedo e incertidumbre y requiere atención especial a las necesidades de todo el personal y los estudiantes de la escuela.
- Como todos se ven afectados por este evento, el apoyo emocional *debe estar disponible ampliamente* para todos.
- Cuidar de uno mismo y alentar a los demás a hacer lo mismo mantiene la capacidad de cuidar a aquellos que lo necesitan.
  - Esto incluye cubrir las necesidades prácticas y el autocuidado físico y emocional.

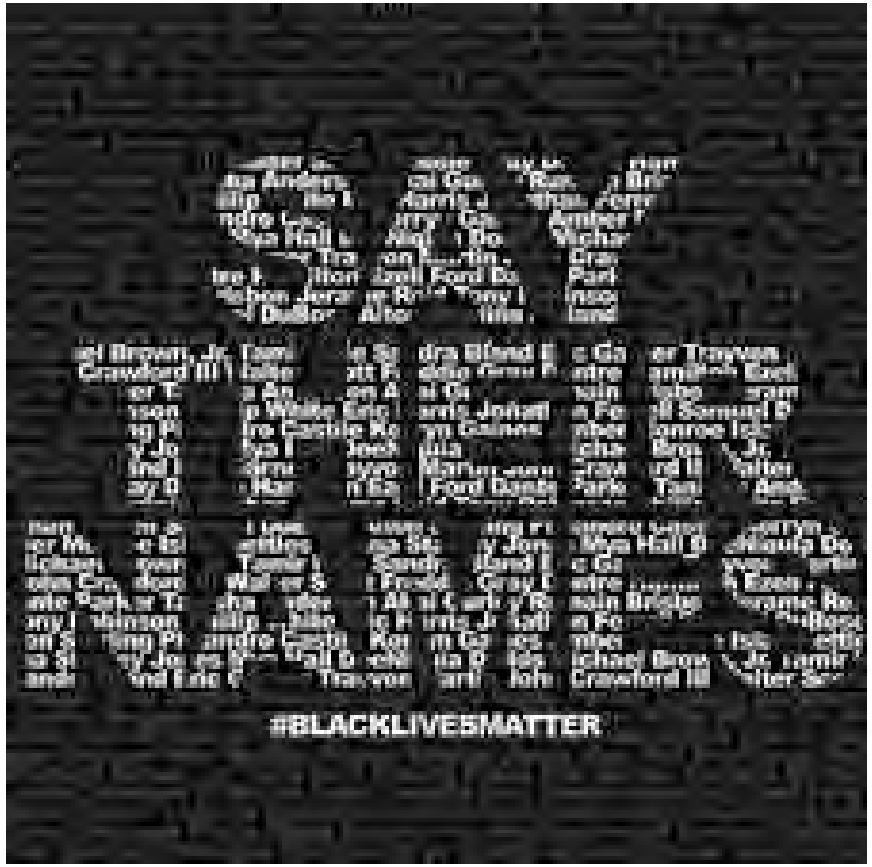
Brymer & Bursch, 2020; Gurwitch, 2020

Disparidades de salud & poblaciones vulnerables

El COVID-19 es otro ejemplo de cómo se desarrollan las disparidades de salud en los EE. UU.

- Sobre la base de los primeros datos, el COVID-19 está afectando a las poblaciones afroamericana, latina y nativa americana a una tasa desproporcionada.
- Las poblaciones vulnerables son más propensas a ser parte de la fuerza laboral que se considera esencial, y podrían no tener acceso a PPE.
- Las desigualdades de larga data contribuyen a la crisis en poblaciones vulnerables.
- Los programas Head Start tienen un rol importante para abordar las disparidades entre sus poblaciones

Injusticia racial



Niños pequeños bajo estrés y comportamientos

- Ansiedad de separación, apego
- Problemas para dormir
- Más berrinches y colapsos
- Problemas para alcanzar hitos de desarrollo
- Regresión en comportamientos
- Desafíos con la atención
- Desafíos con la memoria
- Desafíos para aprender nueva información

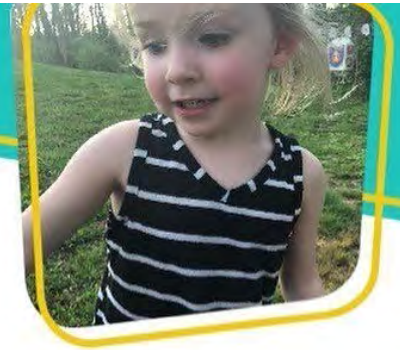
Trabajar bajo estrés

- Desafíos con la concentración
- Desafíos con la planificación de lecciones
- Mayor irritabilidad
- Más impaciencia
- Desafíos con el pensamiento flexible

Trabajar bajo estrés

- Aumento de los sentimientos de impotencia, no hacer lo suficiente
- Equilibrar las demandas de enseñanza con las demandas de la familia
- Más presión emocional
- Menor autocuidado
- Desafíos con el agotamiento

Pensamientos de los niños



Harper: mommy, after the germs are gone, I still don't want to go anywhere.

Mom: why baby?

Harper: because I want to stay here with you forever.

- Harper, age 3; Mom

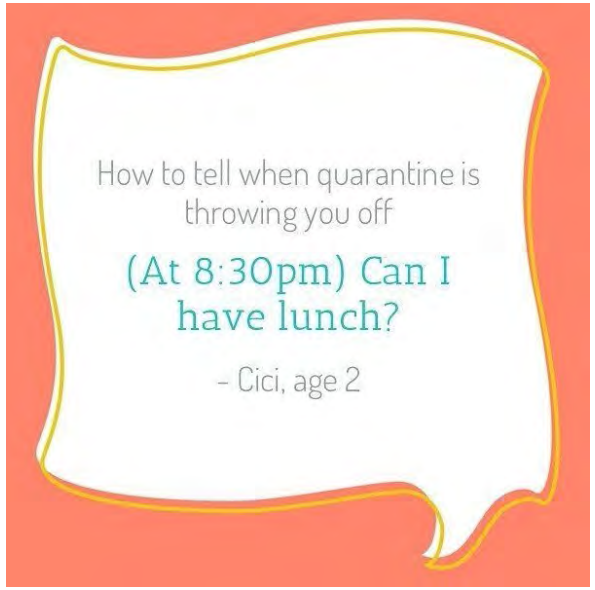
Coronavirus Isolation day 19. After 10 hours of doing everything for kids...

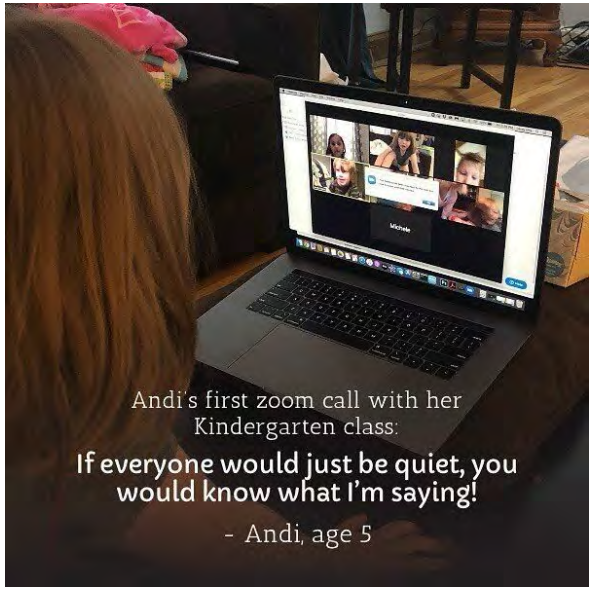
Kelly: ok guys, I love you, but I'm going to watch Tiger King on my own for a little bit.

Jack: Mommy, first of all, it's called Lion King. Why do parents keep messing that up? And second, it's always better to watch with someone else and I LOVE Lion King, so I'll come too.

- Kelly; Jack, age 5

Pensamientos de los niños





¿Cuáles serían sus citas?

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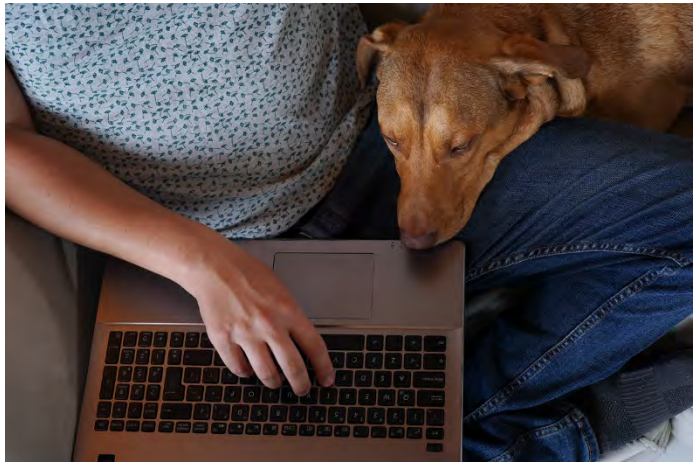


Apoyar a los niños y reducir las ansiedades

- Iniciar la conversación
  - Abordar la desinformación y las percepciones erróneas
  - Abordar el posible racismo
- Validar los sentimientos
- Hablar sobre qué se está haciendo para mantener a las personas seguras
- Hablar sobre qué pueden hacer las familias
  - Buena higiene
  - Protocolo para toser/estornudar
  - Mascarillas
  - Distanciamiento social adecuado

Reid: ¿por qué tienes puesto el casco?

Silas: solo por seguridad No quieres contagiarte el Covid, ¿verdad?

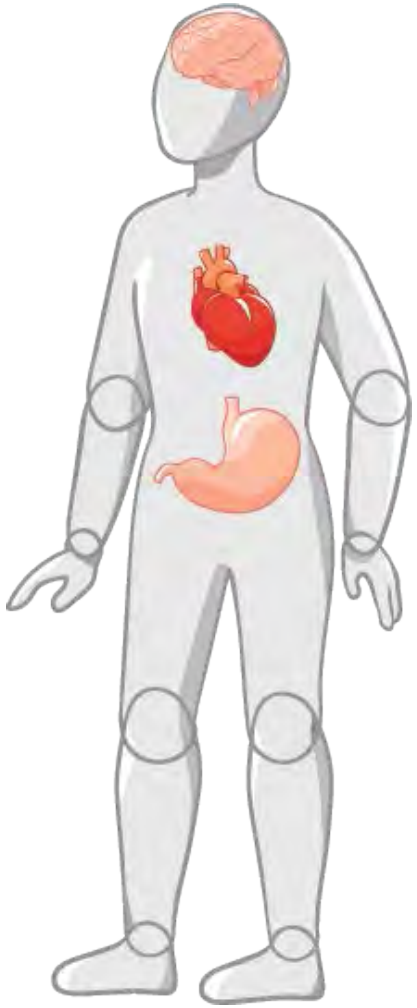
-Reid, 2 años; Silas 4 años

Apoyar a los niños y reducir las ansiedades

- Minimizar la exposición a los medios
- Crear una rutina, desarrollar en un tiempo de calma/tranquilidad
- Tomarse un descanso
- Brindar tranquilidad
- Mantenerse conectado
- Abordar los hitos de desarrollo que no se alcanzaron
- Volver a controlar con regularidad

Apoyar a los niños

- Reconocer las reacciones comunes
  - Conductuales
  - Emocionales
  - Cognitivas
  - Fisiológicas



Al ayudar a los demás, nos ayudamos a nosotros mismos

- Infundir valores y creencias
- Buscar formas para ayudar a los demás
- Expresar gratitud
- Dar sentido durante el COVID-19
- Incluir actividades para dar sentido a la injusticia social

Apoyar a los niños

- Ser un buen ejemplo positivo
- Ser paciente
- Practicar el autocuidado
- Ayuda adicional

Un par de consideraciones adicionales

- A veces, simplemente escuchar es suficiente
  - Ayudar a las familias a establecer una rutina normal
  - Apoyar a los niños y las familias que conocen a alguien que está enfermo o que murió debido al coronavirus
- Las comunicaciones con las familias a menudo involucran preguntas:
  - ¿Los centros de cuidado infantil volverán a abrir en el otoño?
  - ¿Los centros serán seguros?
  - ¿Cambiará alguno de los servicios?

Consideraciones

- Ser un recurso para las familias
  - Proporcionar materiales para hablar con los niños
  - Ofrecer ideas para actividades durante SAH
  - Ayudar a las familias a crear una rutina: Tiempo académico; tiempo libre; tiempo al aire libre o ejercicio; tiempo de tranquilidad, calma, para estar solo; tiempo en familia
- Hacer hincapié en la importancia de las conexiones y las ideas para mantenerse conectado con los amigos
- *Mantener un sentido de esperanza y optimismo y dar el ejemplo de esto para los niños y sus familias*

Consideraciones

- Comenzar cada día con un poco de relajación
  - Enseñar la respiración de color o en cuadrado
  - Considerar que un estudiante diferente lidere esto cada vez
  - Alentar el uso de esta habilidad en cualquier momento cuando se sientan molestos, preocupados o abrumados
- Incorporar tiempo en cada "clase" para compartir
  - Éxito
  - Actividades positivas
  - Bondad/ayudar a los demás
  - Gratitud
  - Crecimiento
  - ¡Un poco de diversión!

Consideraciones

- Crear oportunidades para que los estudiantes trabajen en grupos pequeños en proyectos (académicos o para diversión)
- Dar un buen ejemplo de manejo del estrés

Desafíos

- Estar ahí presente para la "familia escolar" y estar ahí presente para su propia familia
- Manejar su estrés y los miedos con respecto a: COVID-19
- Sentir que no hace lo suficiente por los estudiantes, sus familias y las propias familias
- Desafíos emocionales (ya no ver a los colegas en el almuerzo, períodos de descanso)
- ***Agotamiento***

Due to the continuation of the COVID-19 crisis, the public school closures, & need for social distancing, our Head Start, Early Head Start, Daycare, the Main Office & its programs will remain closed for services until further notice. Follow us on Facebook or ashr.com for updates.

All About Me
Planning
Board
RED

Equilibrar los riesgos y los beneficios

- Con la reapertura, cada elección requiere un equilibrio de riesgos y beneficios
- Cada persona, familia y sistema puede tomar una decisión diferente con respecto a un mismo tema
  - Quedarse en casa
  - Usar una mascarilla
  - Distanciamiento social
  - Regresar a la escuela/trabajo
  - Regresar a diferentes entornos

Gurwitch, 2020

Equilibrar los riesgos y los beneficios

- Hablar sobre las diferencias
- Planes para las diferencias
- Tolerar las diferencias

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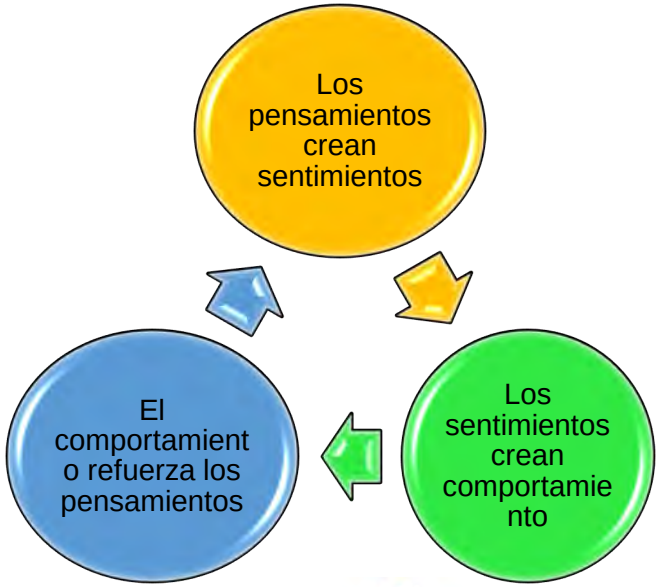
Dolphin and Cow As Seen On TV (El delfín y la vaca como se ven en la TV) es una obra de arte digital de Douglas Martin que se cargó el 7 de diciembre de 2013.

Estrés traumático secundario

- Impacto físico
- Impacto emocional
- Impacto conductual
- Impacto cognitivo
- Impacto interpersonal
- Impacto espiritual/existencial
- Impacto profesional

Autoayuda: ¡Aplicar los mismos principios!

- **Mantener un ritmo parejo**
  - Esta es una maratón, no una carrera.
- **Conectarse con los colegas, amigos y la familia.**
  - Es importante dedicar tiempo para hablar y escuchar con las personas de confianza y compartir lo que está atravesando. Pedir ayuda y el apoyo que necesita.
- **Activación conductual**
  - El ejercicio regular puede aumentar los niveles de energía y disminuir los sentimientos de fatiga, reducir el estrés y aliviar la tensión muscular.



Brymer & Bursch, 2020

Autoayuda: ¡Aplicar los mismos principios!

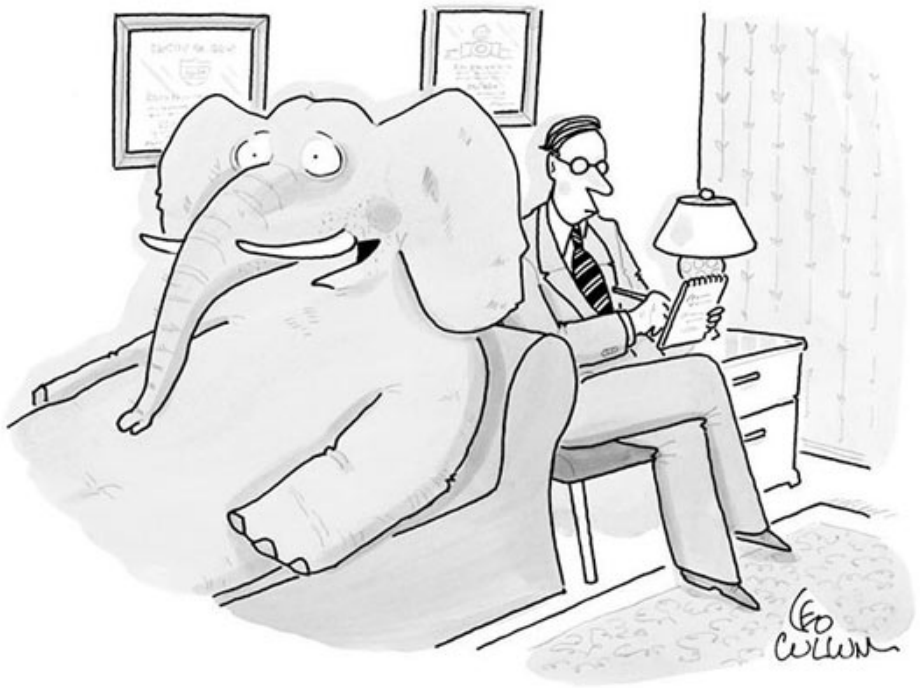
- **Haga cosas que lo hagan sentir bien/saludable**
  - Dormir, tomar sol, comida saludable, cuidar de una mascota, practicar técnicas de relajación.
- **Acceder a aplicaciones de autoayuda**

CONCIENCIA, EQUILIBRIO y CONEXIÓN

REDUCIR EL ESTRÉS

Conciencia

El elefante en la sala



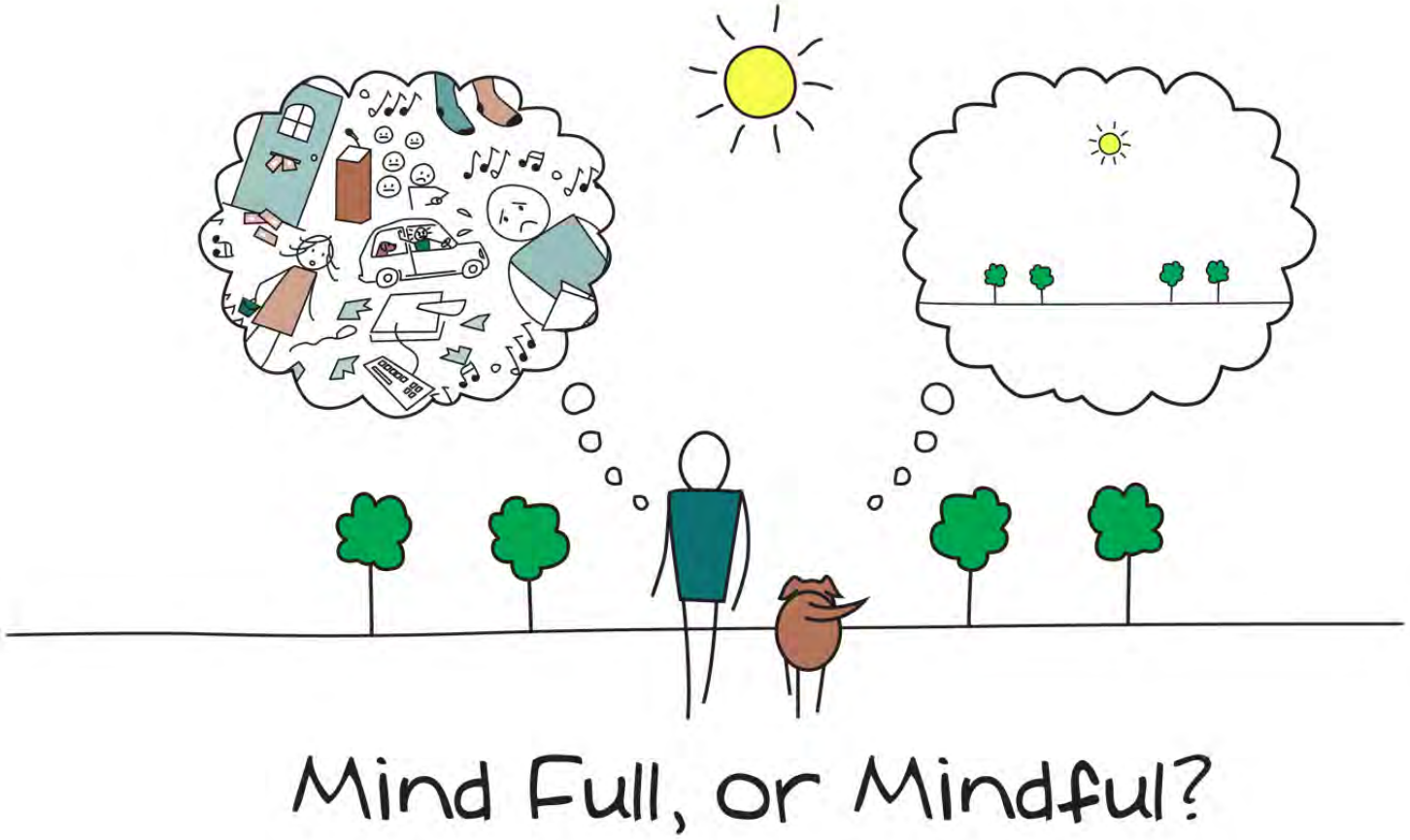
"I'm right there in the room, and no one even acknowledges me."

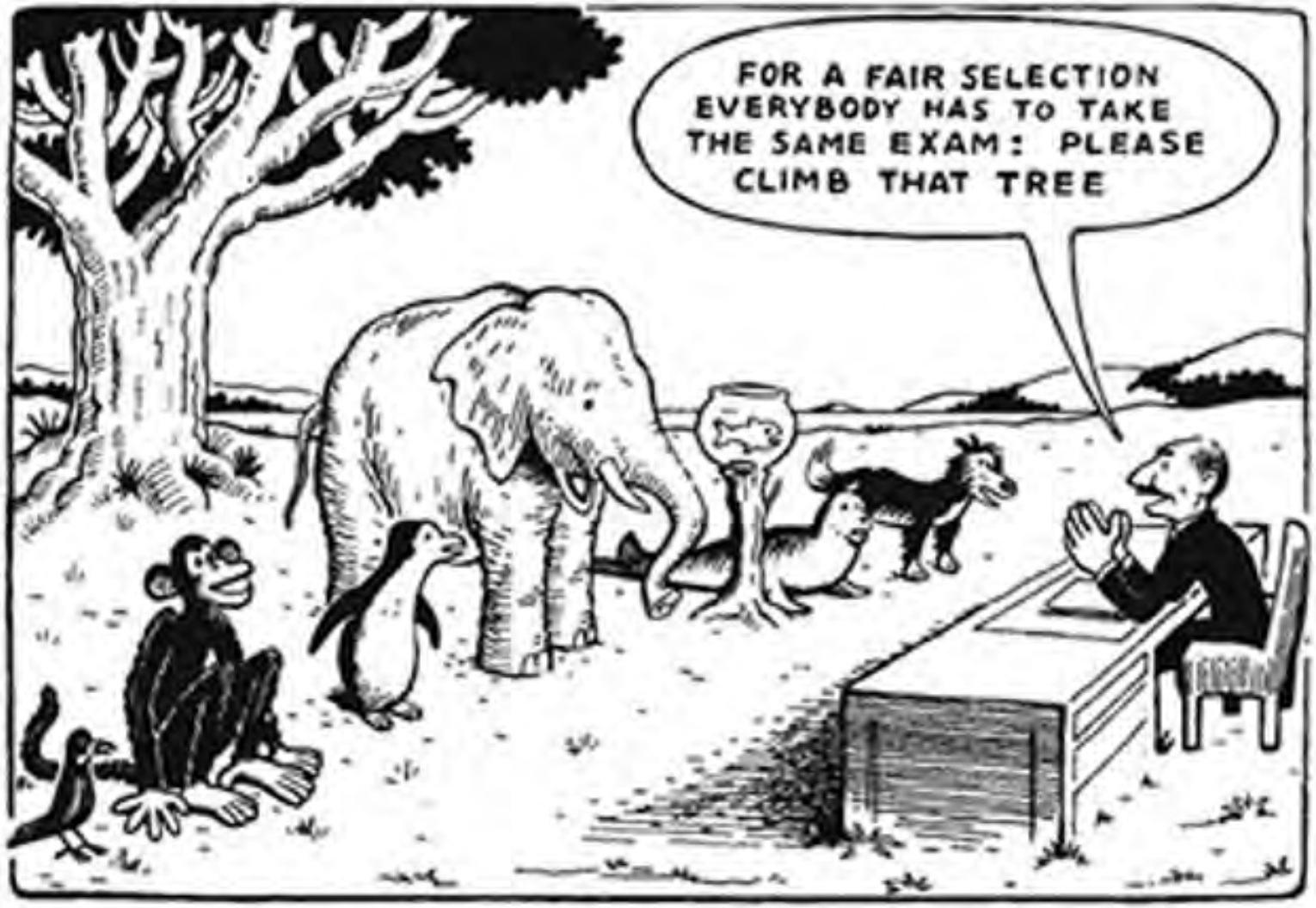
The New Yorker Magazine

Got Balance?

Conexión

Importancia del tiempo de tranquilidad, calma, a solas




FOR A FAIR SELECTION EVERYBODY HAS TO TAKE THE SAME EXAM: PLEASE CLIMB THAT TREE

Mantener nuestro bienestar

- **Mantenerse actualizado**, usar fuentes confiables.
- **Satisfacer las necesidades básicas**. Comer, beber y dormir con regularidad. Minimizar el uso de sustancias.
- **Tomarse descansos**. Hacer algo que considere reconfortante, divertido o relajante.
- **Conectarse con los demás**. Contactarse con amigos y familia; apoyarse mutuamente.
- **Comunicarse de manera constructiva y solidaria**.
- **Respetar las diferencias para lidiar con la situación**.
- **Limitar la exposición a los medios**.
- **Realizar autocontroles**. Buscar ayuda cuando sea necesario.

INSTRUCTOR DE COVID NCPTSD

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Recursos

Recursos útiles

De la Red Nacional de Estrés Traumático en Niños:

- Guía para padres/cuidadores para ayudar a las familias a lidiar con el COVID-19 (traducido al español y mandarín)
- Actividades simples para niños y adolescentes en medio del brote del COVID-19
- Cuidar de uno mismo
- **Apoyar a los niños durante el COVID19** https://www.nctsn.org/resources/supporting-children-during-coronavirus-covid19
- https://www.nctsn.org/resources/helping-children-with-traumatic-separation-or-traumatic-grief-related-to-covid-19

Del iCARE Collaborative: Video corto para padres https://youtu.be/KyqnDILIxjE

Del Centro para el Estudio del Estrés Traumático

- https://www.cstsonline.org/assets/media/documents/CSTS_FS_Discussing_Coronavirus_w_Your_Children.pdf
- https://www.cstsonline.org/assets/media/documents/CSTS_FS_Finding_Right_Words_Talk_Children_Teens_Coronavirus.pdf

SAMHSA cuenta con una Línea de Ayuda para la Angustia ante un Desastre - llame al **1-800-985-5990** o envíe un mensaje de texto*TALKWITHUS* al **66746**.

Para maestros afectados por el trauma

- http://statprogram.org

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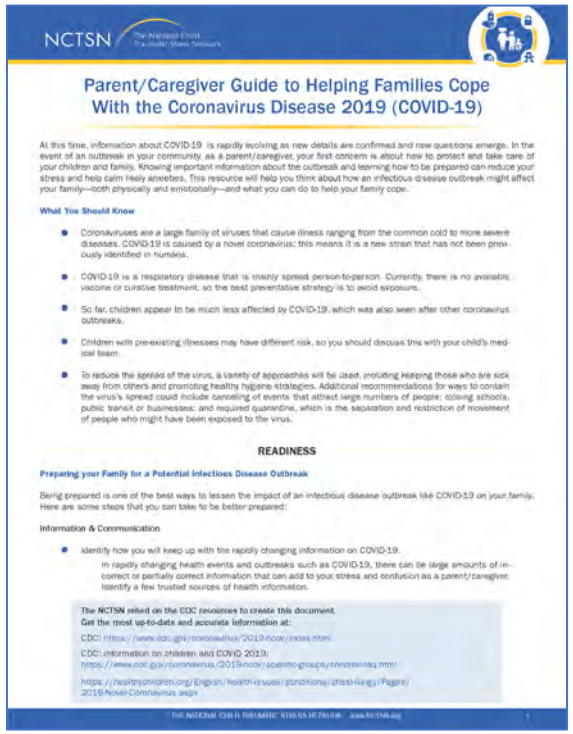
Más recursos

- Federación Estadounidense para Maestros: https://www.aft.org/sites/default/files/covid19_reopen-america-schools.pdf
- Guía temporaria para administradores de escuelas K12 y programas de cuidado infantil en EE. UU. para planificar, prepararse y responder a la enfermedad del Coronavirus 2019 (COVID-19): https://www.cdc.gov/coronavirus/2019-ncov/specific-groups/guidance-for-schools.html
- Cómo desinfectar escuelas para prevenir el contagio de la gripe: https://rems.ed.gov/Docs/How_to_pdf
- Prepararse para una pandemia: Pautas para administradores de escuelas y equipos de crisis: https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/health-crises/preparing-for-a-pandemic-illness-guidelines-for-school-administrators-and-school-crisis-response-teams

Recursos de justicia social

- https://www.apa.org/helpcenter/kids-discrimination
- https://www.parenttoolkit.com/social-and-emotional-development/advice/social-awareness/how-to-talk-to-kids-about-race-and-racism
- https://www.embracerace.org/resources/young-kids-racial-injustice
- https://childmind.org/article/racism-and-violence-how-to-help-kids-handle-the-news/



NCTSN The National Child Traumatic Stress Network

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:

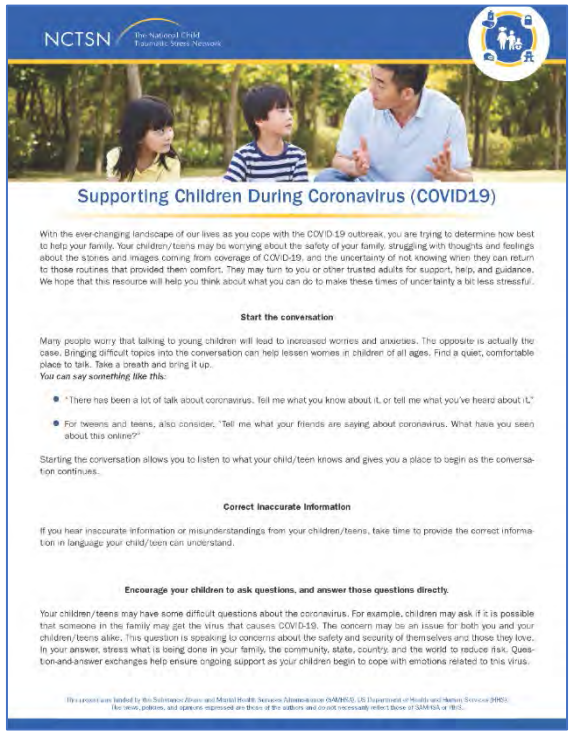
CDC: https://www.cdc.gov/coronavirus/2019-ncov/index.html

CDC: information on children and COVID 2019:
https://www.cdc.gov/coronavirus/2019-ncov/specific-groups/anyone-age-65.html

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

THE NATIONAL CHILD TRAUMATIC STRESS NETWORK www.NCTSN.org 1

Guía para padres/cuidadores para ayudar a las familias a lidiar con el COVID-19



NCTSN The National Child Traumatic Stress Network

Supporting Children During Coronavirus (COVID19)

With the ever-changing landscape of our lives as you cope with the COVID-19 outbreak, you are trying to determine how best to help your family. Your children/teens may be worrying about the safety of your family, struggling with thoughts and feelings about the stories and images coming from coverage of COVID-19, and the uncertainty of not knowing when they can return to those routines that provided them comfort. They may turn to you or other trusted adults for support, help, and guidance. We hope that this resource will help you think about what you can do to make these times of uncertainty a bit less stressful.

Start the conversation

Many people worry that talking to young children will lead to increased worries and anxieties. The opposite is actually the case. Bringing difficult topics into the conversation can help lessen worries in children of all ages. Find a quiet, comfortable place to talk. Take a breath and bring it up.
You can say something like this:

- "There has been a lot of talk about coronavirus. Tell me what you know about it, or tell me what you've heard about it."
- For tweens and teens, also consider, "Tell me what your friends are saying about coronavirus. What have you seen about this online?"

Starting the conversation allows you to listen to what your child/teen knows and gives you a place to begin as the conversation continues.

Correct inaccurate information

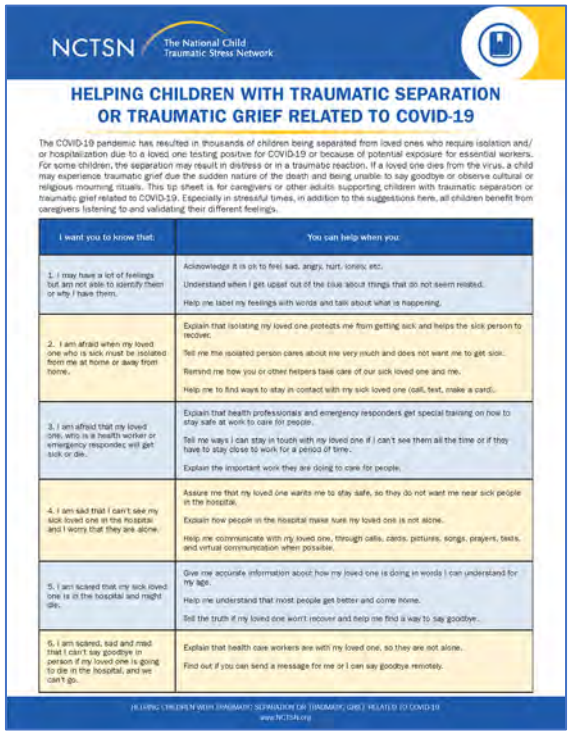
If you hear inaccurate information or misunderstandings from your children/teens, take time to provide the correct information in language your child/teen can understand.

Encourage your children to ask questions, and answer those questions directly.

Your children/teens may have some difficult questions about the coronavirus. For example, children may ask if it is possible that someone in the family may get the virus that causes COVID-19. The concern may be an issue for both you and your children/teens alike. This question is speaking to concerns about the safety and security of themselves and those they love. In your answer, stress what is being done in your family, the community, state, country, and the world to reduce risk. Question-and-answer exchanges help ensure ongoing support as your children begin to cope with emotions related to this virus.

This resource was funded by the Substance Abuse and Mental Health Services Administration (SAMHSA), US Department of Health and Human Services (HHS). The views, policies, and opinions expressed are those of the authors and do not necessarily reflect those of SAMHSA or HHS.

Apoyar a los niños durante el coronavirus



NCTSN The National Child Traumatic Stress Network

HELPING CHILDREN WITH TRAUMATIC SEPARATION OR TRAUMATIC GRIEF RELATED TO COVID-19

The COVID-19 pandemic has resulted in thousands of children being separated from loved ones who require isolation and/or hospitalization due to a loved one testing positive for COVID-19 or because of potential exposure for essential workers. For some children, the separation may result in distress or in a traumatic reaction. If a loved one dies from the virus, a child may experience traumatic grief due the sudden nature of the death and being unable to say goodbye or observe cultural or religious mourning rituals. This tip sheet is for caregivers or other adults supporting children with traumatic separation or traumatic grief related to COVID-19. Especially in stressful times, in addition to the suggestions here, all children benefit from caregivers listening to and validating their different feelings.

I want you to know that:	You can help when you:
1. I may have a lot of feelings but am not able to identify them or why I have them.	Acknowledge it is ok to feel sad, angry, hurt, lonely, etc. Understand when I get upset out of the blue about things that do not seem related. Help me label my feelings with words and talk about what is happening.
2. I am afraid when my loved one who is sick must be isolated from me at home or away from home.	Explain that isolating my loved one protects me from getting sick and helps the sick person to recover. Tell me the isolated person cares about me very much and does not want me to get sick. Remind me how you or other helpers take care of our sick loved one and me. Help me to find ways to stay in contact with my sick loved one (call, text, make a card).
3. I am afraid that my loved one, who is a health worker or emergency responder, will get sick or die.	Explain that health professionals and emergency responders get special training on how to stay safe at work to care for people. Tell me ways I can stay in touch with my loved one if I can't see them all the time or if they have to stay close to work for a period of time. Explain the important work they are doing to care for people.
4. I am sad that I can't see my sick loved one at the hospital and I worry that they are alone.	Assure me that my loved one wants me to stay safe, so they do not want me near sick people in the hospital. Explain how people in the hospital make sure my loved one is not alone. Help me communicate with my loved one, through calls, cards, pictures, songs, prayers, texts, and virtual communication when possible.
5. I am scared that my sick loved one is at the hospital and might die.	Give me accurate information about how my loved one is doing in words I can understand for my age. Help me understand that most people get better and come home. Tell the truth if my loved one won't recover and help me find a way to say goodbye.
6. I am scared, sad and mad that I can't say goodbye in person if my loved one is going to die in the hospital, and we can't go.	Explain that health care workers are with my loved one, so they are not alone. Find out if you can send a message for me or I can say goodbye remotely.

HELPING CHILDREN WITH TRAUMATIC SEPARATION OR TRAUMATIC GRIEF RELATED TO COVID-19
www.NCTSN.org

Ayudar a los niños con separación traumática o dolor en relación con el COVID-19

Más solicitados

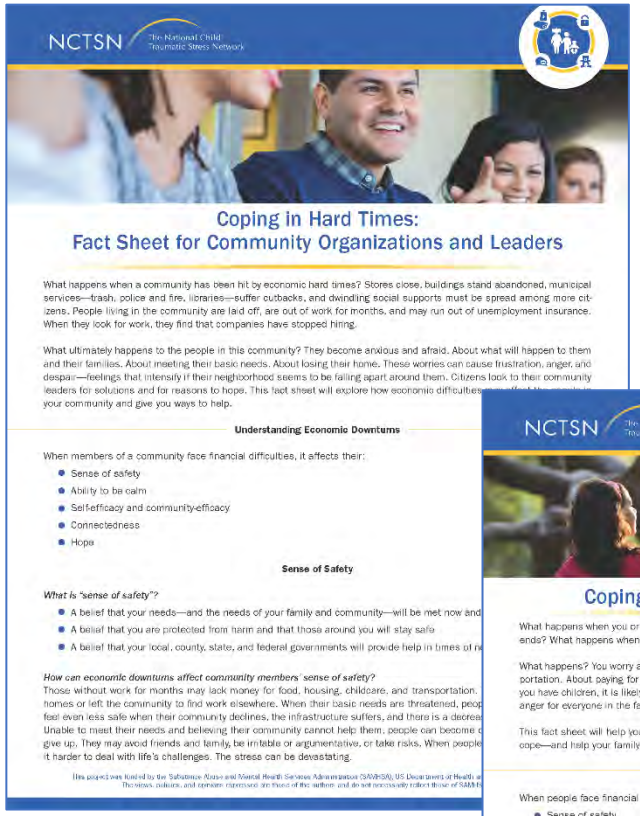
Recién salido de la prensa

Early Childhood National Centers

NATIONAL CENTER ON Early Childhood Health and Wellness

Hoja informativa:
Dificultad económica COVID-19

Organización comunitaria
Padres
Personal de la escuela
Edad escolar y universitaria



NCTSN The National Child Traumatic Stress Network

Coping in Hard Times: Fact Sheet for Community Organizations and Leaders

What happens when a community has been hit by economic hard times? Stores close, buildings stand abandoned, municipal services—trash, police and fire, libraries—suffer cutbacks, and dwindling social supports must be spread among more citizens. People living in the community are laid off, are out of work for months, and may run out of unemployment insurance. When they look for work, they find that companies have stopped hiring.

What ultimately happens to the people in this community? They become anxious and afraid. About what will happen to them and their families. About meeting their basic needs. About losing their home. These worries can cause frustration, anger, and despair—feelings that intensify if their neighborhood seems to be falling apart around them. Citizens look to their community leaders for solutions and for reasons to hope. This fact sheet will explore how economic difficulties [illegible] your community and give you ways to help.

Understanding Economic Downturns

When members of a community face financial difficulties, it affects their:

- Sense of safety
- Ability to be calm
- Self-efficacy and community-efficacy
- Connectedness
- Hope

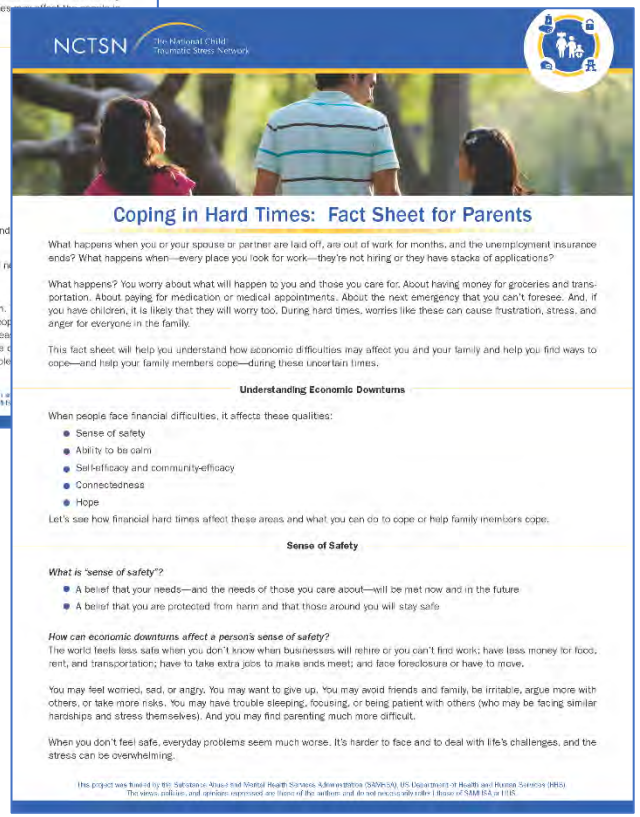
Sense of Safety

What is "sense of safety"?

- A belief that your needs—and the needs of your family and community—will be met now and [illegible]
- A belief that you are protected from harm and that those around you will stay safe
- A belief that your local, county, state, and federal governments will provide help in times of n[illegible]

How can economic downturns affect community members' sense of safety?
Those without work for months may lack money for food, housing, childcare, and transportation. [illegible] homes or left the community to find work elsewhere. When their basic needs are threatened, peop[illegible] feel even less safe when their community declines, the infrastructure suffers, and there is a decrea[illegible] Unable to meet their needs and believing their community cannot help them, people can become [illegible] give up. They may avoid friends and family, be irritable or argumentative, or take risks. When people [illegible] it harder to deal with life's challenges. The stress can be devastating.

This project was funded by the Substance Abuse and Mental Health Services Administration (SAMHSA), US Department of Health a[illegible] The views, policies, and opinions expressed are those of the authors and do not necessarily reflect those of SAMH[illegible]



NCTSN The National Child Traumatic Stress Network

Coping in Hard Times: Fact Sheet for Parents

What happens when you or your spouse or partner are laid off, are out of work for months, and the unemployment insurance ends? What happens when—every place you look for work—they're not hiring or they have stacks of applications?

What happens? You worry about what will happen to you and those you care for. About having money for groceries and transportation. About paying for medication or medical appointments. About the next emergency that you can't foresee. And, if you have children, it is likely that they will worry too. During hard times, worries like these can cause frustration, stress, and anger for everyone in the family.

This fact sheet will help you understand how economic difficulties may affect you and your family and help you find ways to cope—and help your family members cope—during these uncertain times.

Understanding Economic Downturns

When people face financial difficulties, it affects these qualities:

- Sense of safety
- Ability to be calm
- Self-efficacy and community-efficacy
- Connectedness
- Hope

Let's see how financial hard times affect these areas and what you can do to cope or help family members cope.

Sense of Safety

What is "sense of safety"?

- A belief that your needs—and the needs of those you care about—will be met now and in the future
- A belief that you are protected from harm and that those around you will stay safe

How can economic downturns affect a person's sense of safety?
The world feels less safe when you don't know when businesses will rehire or you can't find work; have less money for food, rent, and transportation; have to take extra jobs to make ends meet; and face foreclosure or have to move.

You may feel worried, sad, or angry. You may want to give up. You may avoid friends and family, be irritable, argue more with others, or take more risks. You may have trouble sleeping, focusing, or being patient with others (who may be facing similar hardships and stress themselves). And you may find parenting much more difficult.

When you don't feel safe, everyday problems seem much worse. It's harder to face and to deal with life's challenges, and the stress can be overwhelming.

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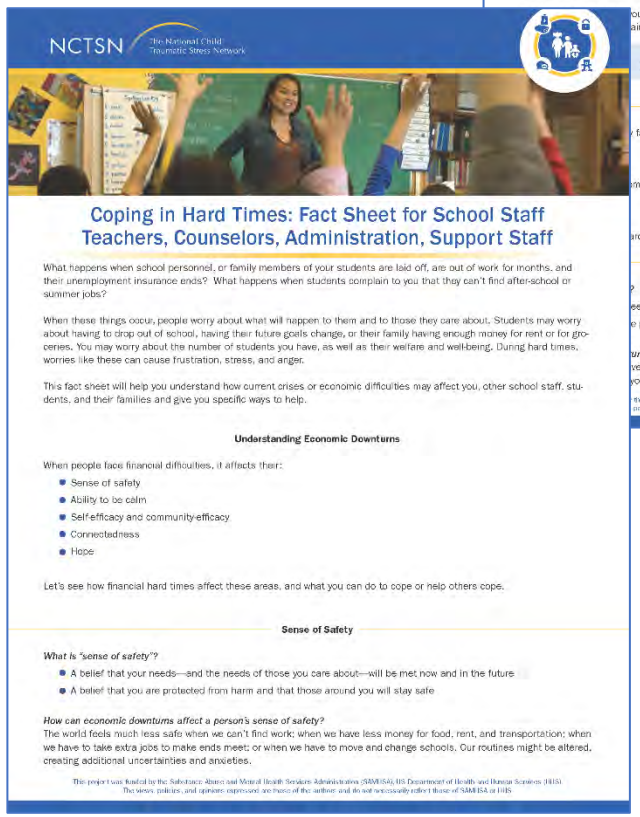

NCTSN The National Child Traumatic Stress Network

Coping in Hard Times: Fact Sheet for School Staff Teachers, Counselors, Administration, Support Staff

What happens when school personnel, or family members of your students are laid off, are out of work for months, and their unemployment insurance ends? What happens when students complain to you that they can't find after-school or summer jobs?

When these things occur, people worry about what will happen to them and to those they care about. Students may worry about having to drop out of school, having their future goals change, or their family having enough money for rent or for groceries. You may worry about the number of students you have, as well as their welfare and well-being. During hard times, worries like these can cause frustration, stress, and anger.

This fact sheet will help you understand how current crises or economic difficulties may affect you, other school staff, students, and their families and give you specific ways to help.

Understanding Economic Downturns

When people face financial difficulties, it affects their:

- Sense of safety
- Ability to be calm
- Self-efficacy and community-efficacy
- Connectedness
- Hope

Let's see how financial hard times affect these areas, and what you can do to cope or help others cope.

Sense of Safety

What is "sense of safety"?

- A belief that your needs—and the needs of those you care about—will be met now and in the future
- A belief that you are protected from harm and that those around you will stay safe

How can economic downturns affect a person's sense of safety?
The world feels much less safe when we can't find work; when we have less money for food, rent, and transportation; when we have to take extra jobs to make ends meet; or when we have to move and change schools. Our routines might be altered, creating additional uncertainties and anxieties.

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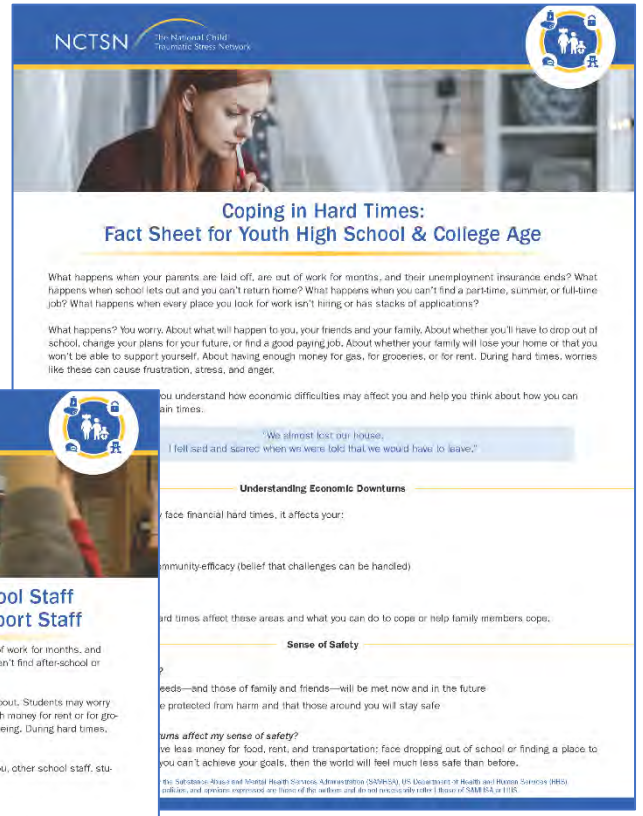

NCTSN The National Child Traumatic Stress Network

Coping in Hard Times: Fact Sheet for Youth High School & College Age

What happens when your parents are laid off, are out of work for months, and their unemployment insurance ends? What happens when school lets out and you can't return home? What happens when you can't find a part-time, summer, or full-time job? What happens when every place you look for work isn't hiring or has stacks of applications?

What happens? You worry. About what will happen to you, your friends and your family. About whether you'll have to drop out of school, change your plans for your future, or find a good paying job. About whether your family will lose your home or that you won't be able to support yourself. About having enough money for gas, for groceries, or for rent. During hard times, worries like these can cause frustration, stress, and anger.

[illegible]ou understand how economic difficulties may affect you and help you think about how you can [illegible]ain times.

"We almost lost our house.
[illegible] I felt sad and scared when we were told that we would have to leave."

Understanding Economic Downturns

[illegible] face financial hard times, it affects your:

[illegible]mmunity-efficacy (belief that challenges can be handled)

[illegible]rd times affect these areas and what you can do to cope or help family members cope.

Sense of Safety

[illegible]

[illegible]eeds—and those of family and friends—will be met now and in the future

[illegible] protected from harm and that those around you will stay safe

[illegible]*ums affect my sense of safety?*
[illegible]ve less money for food, rent, and transportation; face dropping out of school or finding a place to [illegible]ou can't achieve your goals, then the world will feel much less safe than before.

[illegible] the Substance Abuse and Mental Health Services Administration (SAMHSA), US Department of Health and Human Services (HHS) [illegible] policies, and opinions expressed are those of the authors and do not necessarily reflect those of SAMHSA or HHS.

Early Childhood National Centers

NATIONAL CENTER ON
Early Childhood Health and Wellness

Líneas directas nacionales

- Línea de Vida Nacional para la Prevención del Suicidio: 1-800-273-8255
- Línea de Ayuda para la Angustia ante un Desastre - llame al (800) 985-5990, o envíe un mensaje de texto TalkWithUs al 66746.
- Línea de Vida Nacional para la Prevención del Suicidio, llame al (800) 273-8255, chatear con la línea de vida
- Línea de mensaje de texto por crisis - Envíe el mensaje de texto TALK al 741741
- 7 Cups; chat de texto en línea gratuito, anónimo y confidencial con personas que escuchan capacitadas, terapeutas y consejeros en línea; https://www.7cups.com
- *Encuentre las líneas directas de su estado para usted y las familias*

Cronograma de la serie Pregunte al experto

5 de mayo	Cuidado de los niños en entornos grupales durante el COVID-19: Una conversación de seguimiento
8 de mayo	Mantener sanos a nuestros niños durante el COVID-19
15 de mayo	Mantener a los niños a salvo en casa: Edición COVID
19 de mayo	Ayuda a los padres para manejar el estrés durante el COVID-19
27 de mayo	Cuidado de niños con necesidades de atención de la salud especiales durante el COVID-19
2 de junio	Distanciamiento social en la educación y educación temprana: ¿Posible o imposible?
9 de junio	Abordar las necesidades de salud mental del personal de ECE durante el COVID-19

Vea la página de próximos eventos de ECLKC para fechas y enlaces para registrarse
https://eclkc.ohs.acf.hhs.gov/upcoming-events

MyPeers

A Collaborative Platform for the Early Care and Education Community

MyPeers is a virtual learning network where you can brainstorm, exchange ideas, and share resources with early childhood colleagues from across the country. It was created by the Office of Head Start (OHS) to help you connect and learn with people who share your interests and program responsibilities. These informal connections can be a great source of encouragement and insight.

https://eclkc.ohs.acf.hhs.gov/es/quienes-somos/articulo/mypeers-una-plataforma-colaborativa-para-la-comunidad-de-cuidado-y-educacion-en-la-primera-infancia

Welcome Back

Select the button below to access the login page.

Access MyPeers

Register to Learn More About MyPeers

Select the links below to join a webinar. You don't need to sign up for MyPeers before joining us for any of these sessions:

- MyPeers Orientation
- Making the Most of MyPeers

Create an Account

New to MyPeers?
Sign up for your free account.

Once you've joined, you will be able to add new communities to meet your specific needs.

Join

Campaña Head Start Heals

La meta es aumentar la conciencia sobre de qué modo Head Start está calificado y se encuentra en una posición única para abordar el trauma y promover la resiliencia en niños y familias.

Recursos

- Promoting Empathy, Understanding Trauma [Promover la empatía, entender el trauma]
- Trastorno de uso de sustancias y recuperación
- Herramienta de consultas de salud mental
- Red de Estrés Traumático en Niños
- El Centro de Excelencia (CoE, por sus siglas en inglés) para consultas de salud mental para bebés y niños en la primera infancia (IECMHC)
- Centro Nacional para Innovación de Modelos de la Pirámide (NCPMI)
- Administración de Servicios de Salud Mental y Abuso de Sustancias (SAMHSA):

https://eclkc.ohs.acf.hhs.gov/mental-health/article/head-start-heals-campaign

Early Childhood National Centers
NATIONAL CENTER ON Early Childhood Health and Wellness

Centro Nacional de Salud & Bienestar en la Primera Infancia Información de contacto:

Correo electrónico: health@ecetta.info

Sitio web: https://eclkc.ohs.acf.hhs.gov/es/quienes-somos/articulo/centro-nacional-de-salud-y-bienestar-en-la-primera-infancia-ncechw

Información de salud de COVID-19: https://eclkc.ohs.acf.hhs.gov/es/salud-fisica/coronavirus/higiene-y-salud