



NATIONAL CENTER ON

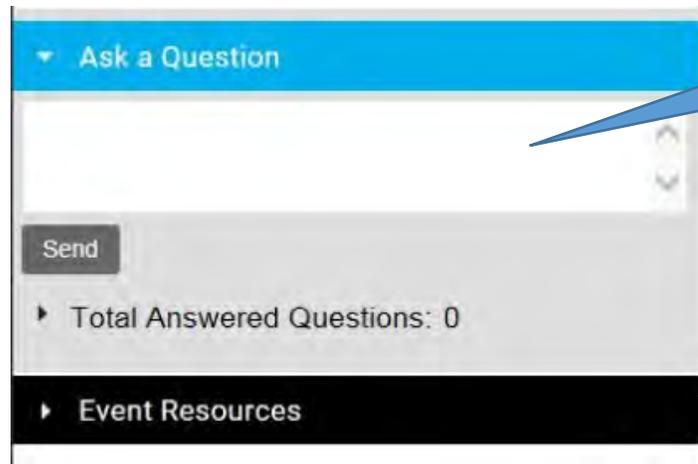
Early Childhood Health and Wellness

Helping Parents Manage Stress During COVID-19

Ask the Expert Series

May 19, 2020

Please use the left side bar to ask questions, submit comments, or download handouts.



Ask your questions and submit your comments here

Download handouts from Event Resources

Email your questions to health@ecetta.info.

Certificate Information

Participants will receive an email with a link to download the certificate of attendance, at the end of either the live event or on-demand viewing.

For questions about certificates: webcasts@hsicc.org



Heather C. Forkey, MD, FAAP
University of Massachusetts Medical School and
UMass Memorial Children's Medical Center



Sangeeta Parikshak, PhD
Lead for Early Childhood Behavioral Health
Office of Head Start
Administration for Children and Families
Department of Health and Human Services

Learning Objectives

Impact of COVID stressors

- For families, staff and children from COVID 19
- Parental stress
- Stress for children

Supporting resilience and regulation in children

- Addressing challenging behavior with C, D, E
- Helping kids with 3 R's

Supporting resilience and regulation in caregivers

- ABC
- Resources to share with staff and families

Stress For Families and Staff And Kids Around COVID-19

- Fear
- Anxiety
- Too little information
- To much information
- Losses
- Illness and death
- New roles, loss of old ones
- Out of routine
- Unknown
- No plan



Lots of Conflicting Information



#I STAY AT HOME
AND FIGHT CORONAVIRUS



Stress for Kids and Parents



Opportunities for Kids and Parents



During COVID (and other times)– resilience is the goal



For children, the pathways to resilience are rooted in:

- the give and take of safe, stable and nurturing relationships that are continuous over time (attachment), and in
- the growth that occurs through play, exploration, and exposure to a variety of normal activities and resources.

A young girl with long brown hair, wearing a white button-down shirt and a black cape, is smiling and performing a magic trick. She has her hands raised in a gesture of magic, positioned just above a black top hat. The background consists of red curtains and a green and yellow light effect. The text "Ordinary Magic!" is overlaid on the right side of the image.

**Ordinary
Magic!**

The Context of Resilience is Always Relationships, or the Attachments Children Have



Caregiver Holding the Child's Mind in Mind



**Sense of self
develops from
outside in: develop
sense of self by
caregivers who
define it for you.**

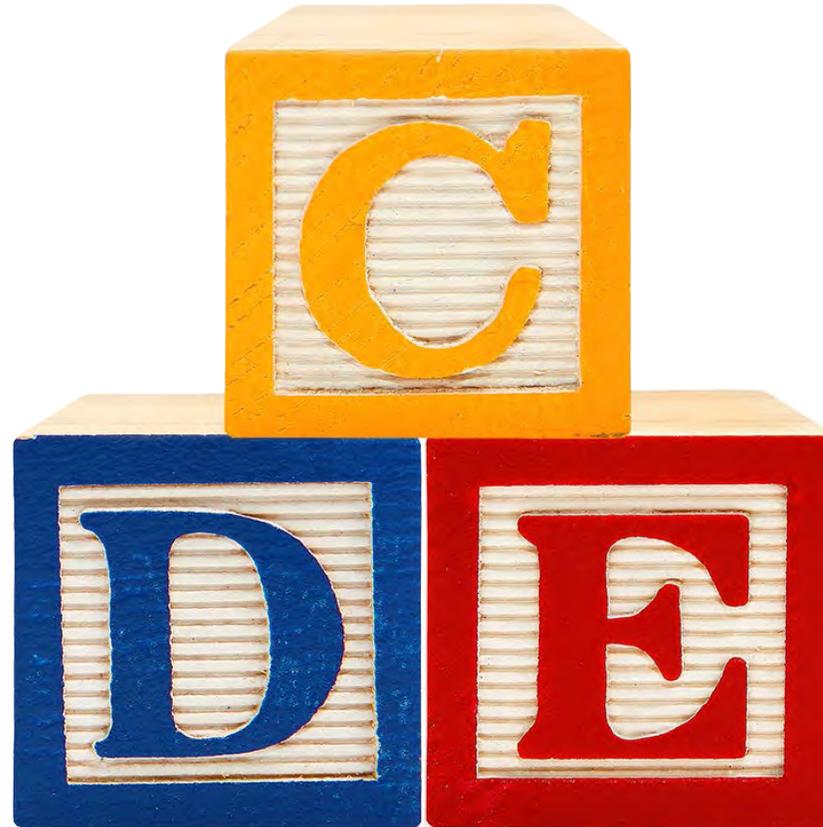


How to Deal With Challenging Behaviors

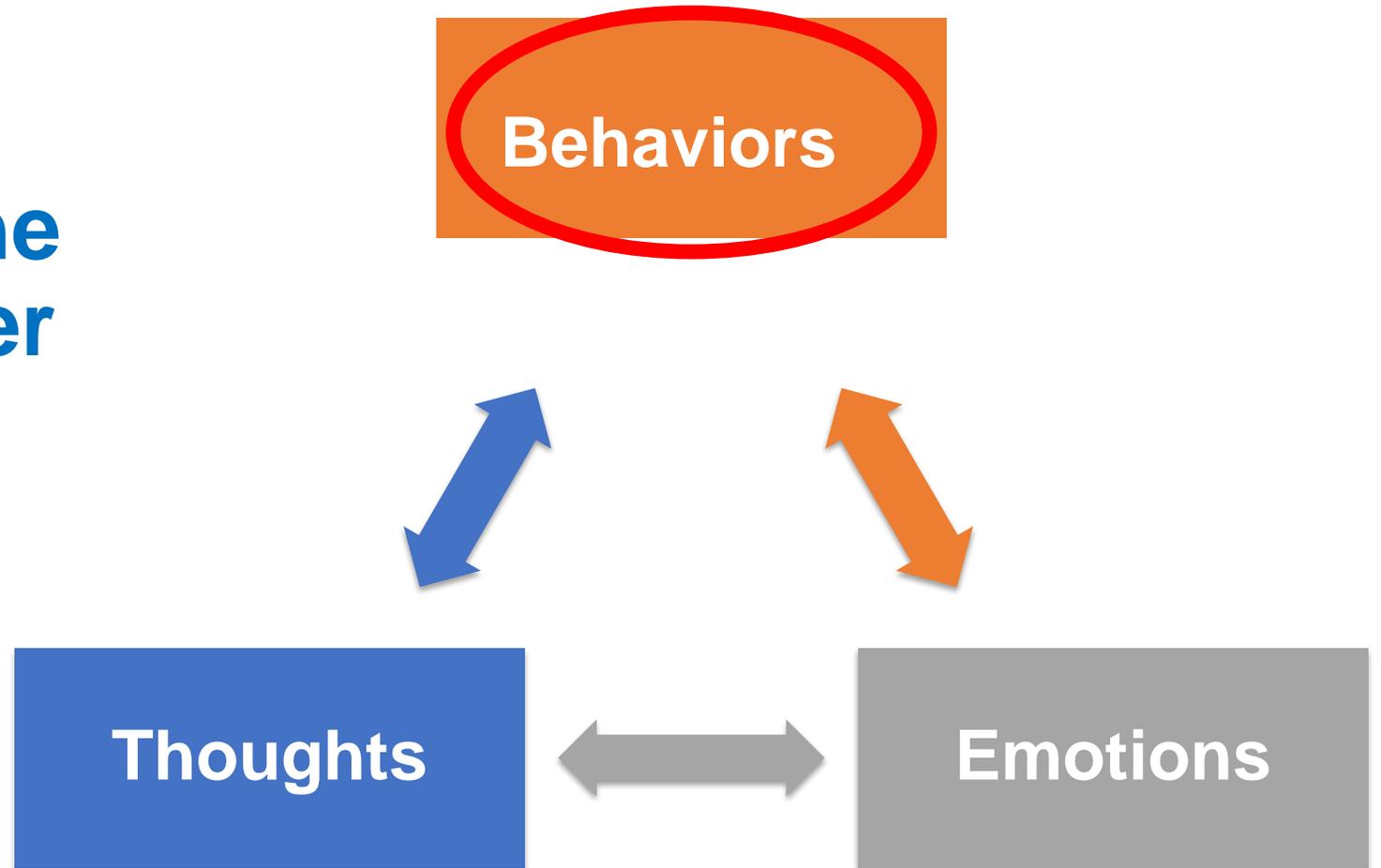


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Addressing Behaviors: C, D, E



Curiosity – see the behavior, consider the thoughts and emotions that impact it.



Get Curious, Not Furious

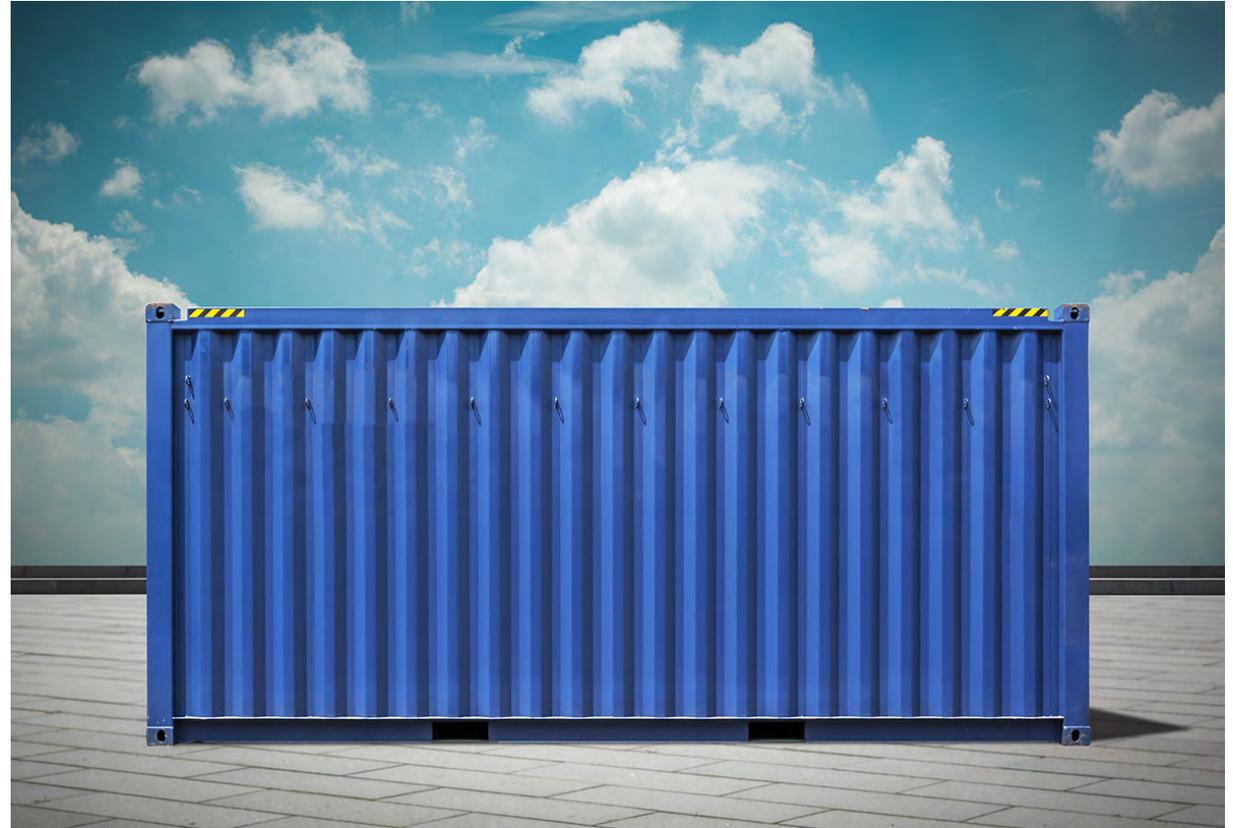


Distress Tolerance – Need to Manage Child and Self



Emotional Container

- Tolerate strong emotions.
- May act out with you.
- Emotion not about you.
- Respond calmly.
- Help name feelings.



Blaustein, M., and Kinniburgh, K. (2019). Treating Traumatic Stress in Children and Adolescents: How to Foster Resilience through Attachment, Self-Regulation and Competency. New York, New York, The Guilford Press

**We can't fit a
child's emotions
into our container if
it's already filled
with our own.**

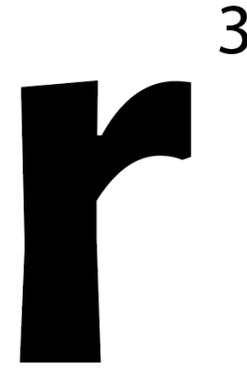
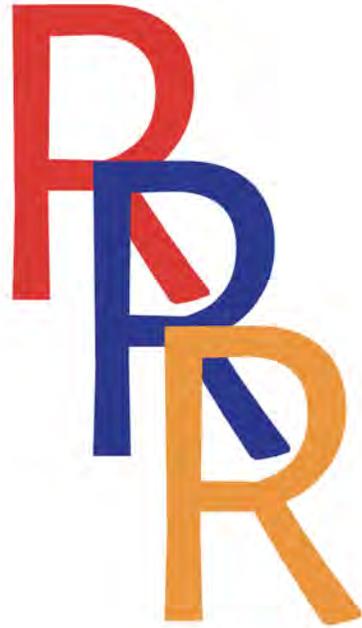


Encourage Purposeful Action

(plan of attack)



Reassuring, Restoring Routine, Regulating



Reassurance

Danger



Reassuring: How to talk to kids about COVID 19

Open Up
Conversation

Correct
Inaccuracies

Answer
Questions
Honestly, What
Child Asked

Limit Media

Routine and
Regulate



Reassuring



Restoring Routines: Routines Communicate Safety, Shutting Down Stress Response



Regulating: Psychological Holding the Mind in Mind



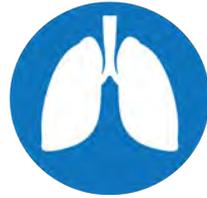
Regulating Through Attachment and Social Connectedness



Mindfulness: Calming the Stress Response Not Need to Be Elaborate



Squeeze Muscles: Starting at your toes, pick one muscle and squeeze it tight. Count to five. Release, and notice how your body changes. Repeat exercise moving up your body.



Belly Breathing: Put one hand on your stomach and one hand on your chest. Slowly breathe in from your stomach (expand like a balloon) and slowly breathe out (deflate).



Mindful Meal: Pay attention to the smell, taste and look of your food. No multitasking.



Meditation: Sit in a relaxed, comfortable position. Pick something to focus on, like your breath. When your mind wanders, bring your attention back to your breath.



Blowing Bubbles: Notice their shapes, textures and colors.



Coloring: Color something. Focus on the colors and designs.



Listening to Music: Focus on the whole song, or listen specifically to the voice or an instrument.

Regulation: Requires Recognition of Feelings and Knowing Ways to Express Them

Trauma limits self regulation, ability to describe feelings or internal states, and ability to communicate wishes and desires.





Anger Example

ANGER

Grief Shame Helplessness

Disappointment **Rejection**

Fear **Guilt Hurt** Disgust

Frustration Regret

Worry **Jealousy**

Working With Caregivers to Help Them Regulate First



**Regulation does not
occur spontaneously
on your own – need
support to learn how
to do it.**



Co-regulation



Regulation is Stepwise



First: Caregivers have to be able to manage their own emotional responses.





When caregiver cannot empathize with child – need to be provided with empathy.

Caregiver Self Regulation: ABC

Awareness
Balance
Connection



Awareness: First Step is Curiosity



Awareness: What Makes Moments Difficult?

Child Factors

Behaviors that push buttons for caregiver;
Emotions that lead to danger or crisis.



Factors From Caregiver's World

Money, housing, sleep, relationships



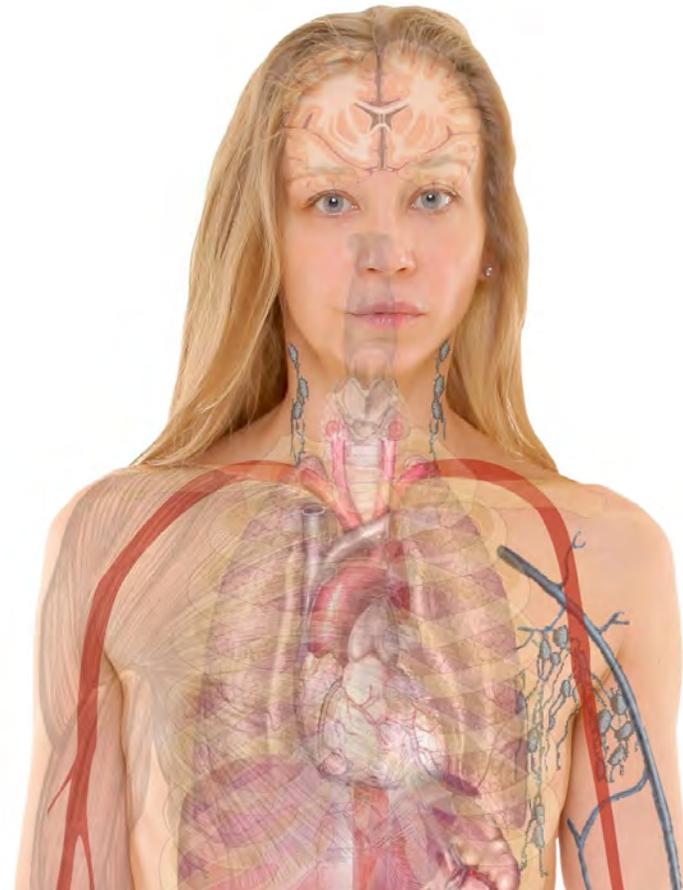
Caregiver Experiences

Reminders; What makes caregiver
less confident?



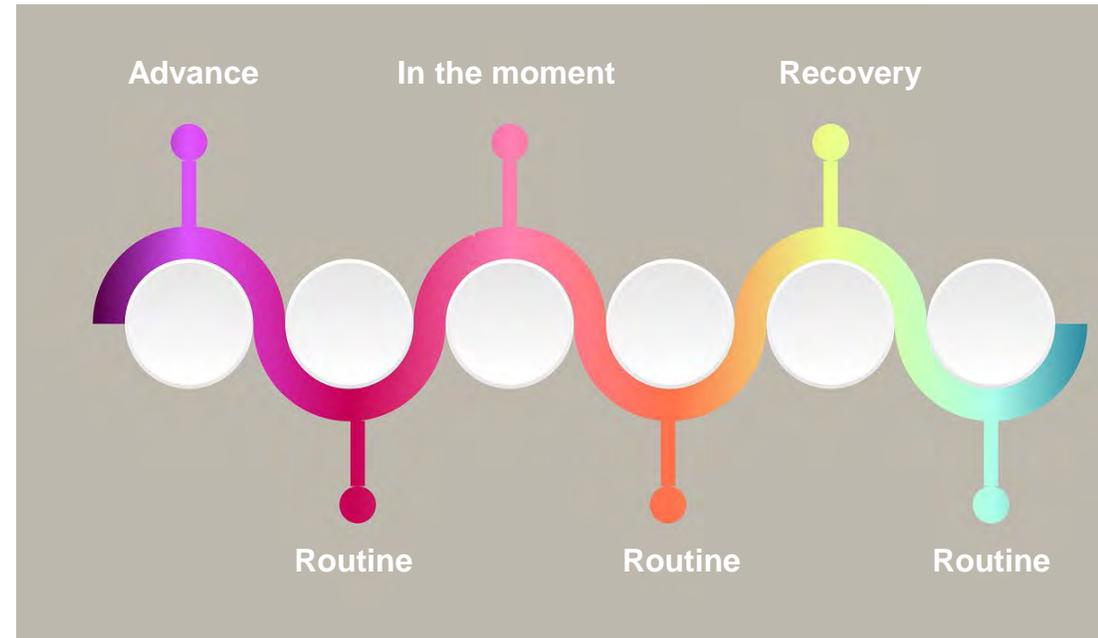
Awareness: What Am I Feeling?

- **Physiological** : heart rate, breathing
- **Cognitive**: what thinking (automatic thoughts – *I can't do anything, she's doing this on purpose.*)

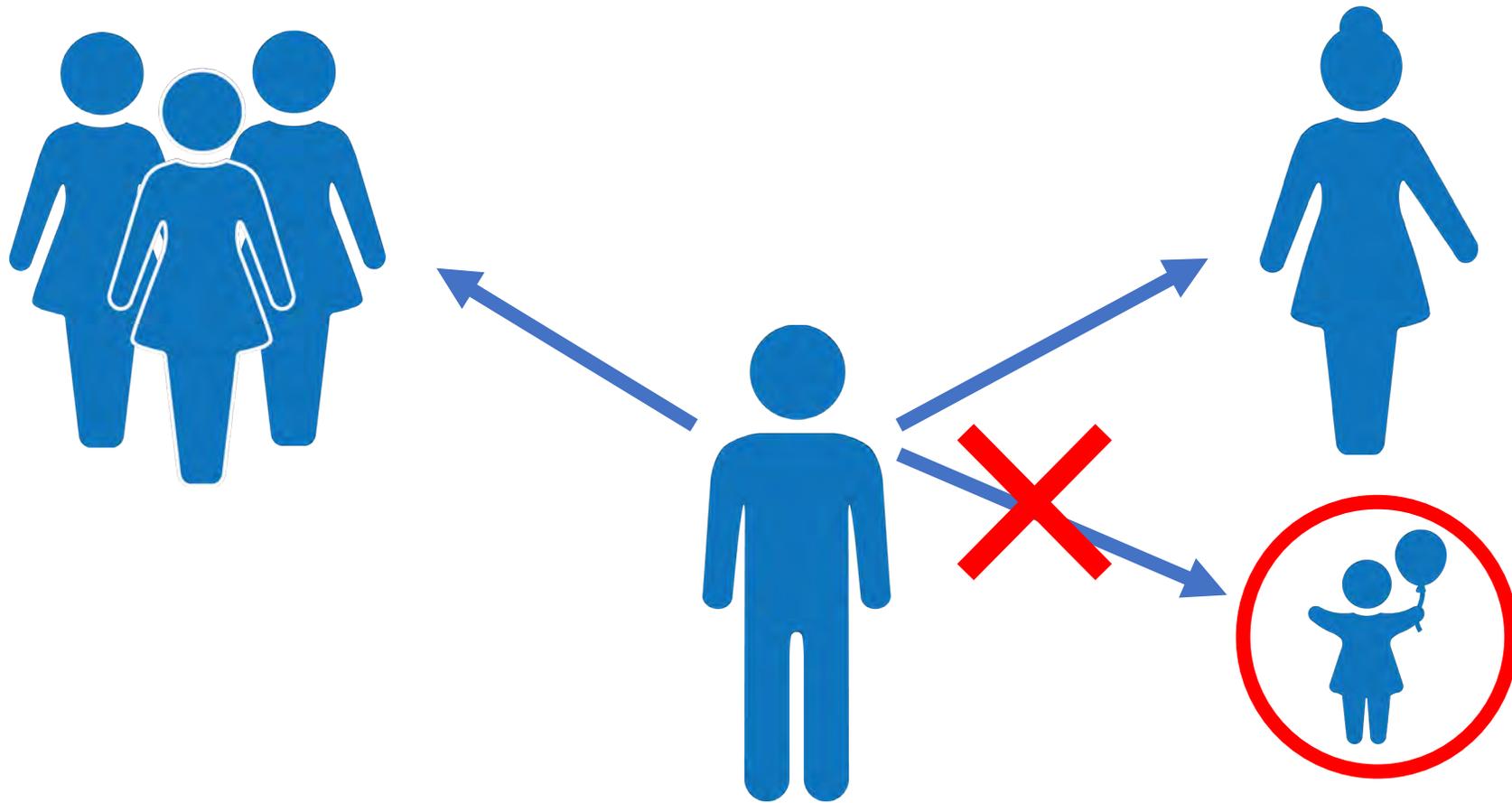


Balance - Self Modulation

- Advance preparation
- In the moment
- Recovery
- Ongoing self care



Connection: Identify Support System



Most Critical – Build Success



Resources

NCECHW

- [Mental Health: Health Tips for Families](#) (translated in several languages including Spanish, Arabic, and Chinese)
- [Managing Stress with Mindful Moments](#)
- [Take Care of Yourself: Reduce Your Stress](#)

NCTSN

- [Parent/Caregiver Guide to Helping Families Cope with COVID-19](#) (translated in Spanish and Mandarin)
- [Simple Activities for Children and Adolescents](#) amidst COVID-19 outbreak
- [Supporting Children During Coronavirus \(COVID-19\)](#) -
- [Coping in Hard Times: Fact Sheet for Parents](#) - [Family Resilience and Traumatic Stress: A Guide for Mental Health Providers](#)
- [Helping Children with Traumatic Separation or Traumatic Grief Related to COVID-19](#) =
- [Taking Care of Yourself](#)

Resources

Center for the Study of Traumatic Stress

- [Helping Homebound Children During the COVID-19 Outbreak](#)
- [Managing Family Conflict While at Home During COVID-19: Intimate Partners](#)
- [When Family Members are Hospitalized due to COVID-19](#)

SAMHSA

- [Tips for Social Distancing, Quarantine, and Isolation](#)
- [Talking with Children about Infectious Disease Outbreaks](#)
- [Coping with Stress During Infectious Disease Outbreaks](#)

Health Disparities & Vulnerable Populations

COVID-19 is another example of how health disparities play out in the U.S.

- Based on early data, COVID-19 is impacting African American, Latin and Native American populations at a disproportionate rate.
- Vulnerable populations are more likely to be a part of the workforce deemed essential and may not have access to PPEs.
- Longstanding inequities contribute to the crisis in vulnerable populations.
- Head Start programs have an important role to play in addressing disparities among their populations.

Ask the Experts Series Schedule

May 5	<u>Caring for Children in Group Settings During COVID-19: A Follow-up Conversation</u>
May 8	<u>Keeping Our Children Well During COVID-19</u>
May 15	<u>Keeping Kids Safe at Home: COVID Edition</u>
May 19	<u>Helping Parents Manage Stress during COVID-19</u>
May 27	<u>Caring for Children with Special Health Care Needs During COVID-19</u>
June 2	<u>Social Distancing in Early Care and Education: Feasible or Impossible?</u>
Week of June 8	Mental Health and ECE Staff

Check the ECLKC upcoming events page for dates and registration links
<https://eclkc.ohs.acf.hhs.gov/upcoming-events>



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/about-us/article/mypeers-collaborative-platform-early-care-education-community>

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



Early Childhood
National Centers

NATIONAL CENTER ON
Early Childhood Health and Wellness

Head Start Heals Campaign

The goal is to increase awareness about how Head Start is uniquely qualified to address trauma and promote resilience for children and families.

Resources

- [Promoting Empathy, Understanding Trauma](#)
- [Substance Use Disorder and Recovery](#)
- [The Mental Health Consultation Tool](#)
- [The National Child Traumatic Stress Network](#)
- [The Center of Excellence \(CoE\) for Infant and Early Childhood Mental Health Consultation \(IECMHC\)](#)
- [National Center for Pyramid Model Innovations \(NCPMI\)](#)
- [Substance Abuse and Mental Health Services Administration \(SAMHSA\)](#)

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



National Center on Early Childhood Health & Wellness Contact Information

Email: health@ecetta.org

Website: <https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health>

COVID-19 Health Information: <https://eclkc.ohs.acf.hhs.gov/physical-health/coronavirus/health-hygiene>