

Senator Family Support Kit

Grades PK-4



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

Resources for Children and Families

Housing Alliance of Delaware: Contact them for emergency shelter placement. If you are homeless and in need of emergency shelter please call 1-833-FIND-BED (1-833-346-3233). If you are asked to leave a voicemail, please leave your name and a call back number and your call will be returned. You may also email intake@housingalliance.org.

Food Bank of Delaware: Families who are in need of emergency food assistance should contact the Delaware Helpline by dialing 2-1-1 or 1-800-560-3372, text their zip code to 898-211 or visit www.delaware211.org. In the case of quarantines or closures, we are working with our partners to plan for increased distributions in order to assist and prepare food-insecure Delawareans.

Catholic Charities:

Emergency food pantries are located at Casa San Francisco and Seton Center. Staffed by volunteers and stocked with donated food and USDA commodities, the pantry provides 3-4 days of food for persons who are in crisis and cannot buy food.

Casa San Francisco
127 Broad Street
PO Box 38
Milton, DE 19968
302-684-8694

People's Place Inc. provides various human services programs to families and individuals in Kent County and throughout Delaware and other surrounding communities. Some of the services and resources they offer include outpatient counseling and therapy, veteran's outreach services, residential services for adolescents, shelter services, information on grant programs for bills, case management for Section 8 residents and homeless individuals (Kent County), emergency assistance (rent, utilities, heating bills etc... in Kent County), domestic violence support services for men and women, free food information of locations, victim-offender mediation services, and substance abuse prevention for adolescents as well as veterans' services. (302) 422-8033

School Based Mental Health Teams

Contact Person	Title	School	Email Address
Yatskevich, Sarah	Counselor	B.T. Washington	Sarah.Yatskevich@capital.k12.de.us
Wiggins, Danielle	Social Worker	B.T. Washington	Danielle.Wiggins@capital.k12.de.us
Lail, Jennifer	Counselor	East Elementary	Jennifer.Lail@capital.k12.de.us
Seals, Frederique	Social Worker	East Elementary	Frederique.Seals@capital.k12.de.us
Collins, Jacquelyn	Counselor	Hartly	Jacquelyn.Collins@capital.k12.de.us
Baker, Camethia	Social Worker	Hartly	Camethia.Baker@capital.k12.de.us
Plews, Jennifer	School Counselor	Fairview	jennifer.plews@capital.k12.de.us
Stokes, Nichole	Social Worker	Fairview	nichole.stokes@capital.k12.de.us
Jones, Ryan	Counselor	North Dover	Ryan.Jones@capital.k12.de.us
Jackson, Kimberly	Social Worker	North Dover	Kimberly.Jackson@capital.k12.de.us
Taylor, Tammy	Counselor	South Dover	Tammy.Taylor@capital.k12.de.us
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Marquez-Dyer, Carol	Social Worker	Towne Pointe	Carol.Marquez-Dyer@capital.k12.de.us
Smith, Jonyelle	Counselor	William Henry	Jonyelle.Smith@capital.k12.de.us
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Kelly Jones, LCSW	Social Worker	Kent County ILC	Kelly.Jones@capital.k12.de.us
Dr. Jocelyn Brown	Supervisor of Instruction	District Office	Jocelyn.Brown@capital.k12.de.us
Sonia Songui	Community Project Manager	District Office	Sonia.Songui@capital.k12.de.us



Talking With Children:

TIPS FOR CAREGIVERS, PARENTS, AND TEACHERS DURING INFECTIOUS DISEASE OUTBREAKS

What You Should Know

When children and youth watch news on TV about an infectious disease outbreak, read about it in the news, or overhear others discussing it, they can feel scared, confused, or anxious—as much as adults. This is true even if they live far from where the outbreak is taking place and are at little to no actual risk of getting sick. Young people react to anxiety and stress differently than adults. Some may react right away; others may show signs that they are having a difficult time much later. As such, adults do not always know when a child needs help.

This tip sheet will help parents, caregivers, and teachers learn some common reactions, respond in a helpful way, and know when to seek support.

Possible Reactions to an Infectious Disease Outbreak

Many of the reactions noted below are normal when children and youth are handling stress. If any of these behaviors lasts for more than 2 to 4 weeks, or if they suddenly appear later on, then children may need more help coping. Information about where to find help is in the Helpful Resources section of this tip sheet.

PRESCHOOL CHILDREN, 0–5 YEARS OLD

Very young children may express anxiety and stress by going back to thumb sucking or wetting the bed at night. They may fear sickness, strangers, darkness, or monsters. It is fairly common for preschool children to become clingy with a parent, caregiver, or teacher or to want to stay in a place where they feel safe. They may express their understanding of the outbreak repeatedly in their play or tell exaggerated stories about it. Some children's eating and sleeping habits may change. They also may have aches and pains that cannot be explained. Other symptoms to watch for are aggressive or withdrawn behavior, hyperactivity, speech difficulties, and disobedience.

- **Infants and Toddlers, 0–2 years old**, cannot understand that something bad in the world is happening, but they know when their caregiver is upset. They may start to show the same emotions as their caregivers, or they may act differently, like crying for no reason or withdrawing from people and not playing with their toys.
- **Children, 3–5 years old**, may be able to understand the effects of an outbreak. If they are very upset by news of the outbreak, they may have trouble adjusting to change and loss. They may depend on the adults around them to help them feel better.

EARLY CHILDHOOD TO ADOLESCENCE, 6–19 YEARS OLD

Children and youth in this age range may have some of the same reactions to anxiety and stress linked to infectious disease outbreaks as younger children. Often younger children within this age range want much more attention from parents or caregivers. They may stop doing their schoolwork or chores at home. Some youth may feel helpless and guilty because they are in a part of the world currently unaffected by the outbreak, or where the public health system protects people against outbreaks in ways it cannot in other parts of the world.

- **Children, 6–10 years old**, may fear going to school and stop spending time with friends. They may have trouble paying attention and do poorly in school overall. Some may become aggressive for no clear reason. Or they may act younger than their age by asking to be fed or dressed by their parent or caregiver.
- **Youth and Adolescents, 11–19 years old**, go through a lot of physical and emotional changes because of their developmental stage. So it may be even harder for them to cope with the anxiety that may be associated with hearing and reading news of an infectious disease outbreak. Older teens may deny their reactions to themselves and their caregivers. They may respond with a routine “I’m okay” or even silence when they are upset. Or they may complain about physical aches or pains because they cannot identify what is really bothering them emotionally. They may also experience some physical symptoms because of anxiety about the outbreak. Some may start arguments at home and/or at school, resisting any structure or authority. They also may engage in risky behaviors such as using alcohol or drugs.

How Parents, Caregivers, and Teachers Can Support Children in Managing Their Responses to Infectious Disease Outbreaks

With the right support from the adults around them, children and youth can manage their stress in response to infectious disease outbreaks and take steps to keep themselves emotionally and physically healthy. The most important ways to help are to make sure children feel connected, cared about, and loved.

- **Pay attention and be a good listener.** Parents, teachers, and other caregivers can help children express their emotions through conversation, writing, drawing, playing, and singing. Most children want to talk about things that make them anxious and cause them stress—so let them. Accept their feelings and tell them it is okay to feel sad, upset, or stressed. Crying is often a way to relieve stress and grief.



- **Allow them to ask questions.** Ask your teens what they know about the outbreak. What are they hearing in school or seeing on TV? Try to watch news coverage on TV or the Internet with them. Also, limit access so they have time away from reminders about the outbreak. Don't let talking about the outbreak take over the family or classroom discussion for long periods of time.

- **Encourage positive activities.** Adults can help children and youth see the good that can come out of an outbreak. Heroic actions, families and friends who travel to assist with the response to the outbreak, and people who take steps to prevent the spread of all types of illness, such as hand washing, are examples. Children may better cope with an outbreak by helping others. They can write caring letters to those who have been sick or lost family members to illness; they can organize a drive to collect needed medical supplies to send to affected areas.
- **Model self-care, set routines, eat healthy meals, get enough sleep, exercise, and take deep breaths to handle stress.** Adults can show children and youth how to take care of themselves. If you are in good physical and emotional health, you are more likely to be readily available to support the children you care about.



Tips for Talking With Children and Youth of Different Age Groups During an Infectious Disease Outbreak

A NOTE OF CAUTION! Be careful not to pressure children to talk about an outbreak or join in expressive activities. While most children will easily talk about the outbreak, some may become frightened. Some may even feel more anxiety and stress if they talk about it, listen to others talk about it, or look at artwork related to the outbreak. Allow children to remove themselves from these activities, and monitor them for signs of distress.

PRESCHOOL CHILDREN, 0–5 YEARS OLD

Give these very young children a lot of emotional and verbal support.

- Get down to their eye level and speak in a calm, gentle voice using words they can understand.
- Tell them that you always care for them and will continue to take care of them so they feel safe.
- Keep normal routines, such as eating dinner together and having a consistent bedtime.

EARLY CHILDHOOD TO ADOLESCENCE, 6–19 YEARS OLD

Nurture children and youth in this age group:

- Ask your child or the children in your care what worries them and what might help them cope.
- Offer comfort with gentle words or just being present with them.
- Spend more time with the children than usual, even for a short while.
- If your child is very distressed, excuse him or her from chores for a day or two.
- Encourage children to have quiet time or to express their feelings through writing or art.

Helpful Resources

Substance Abuse and Mental Health Services Administration (SAMHSA)

5600 Fishers Lane -- Rockville, MD 20857
Toll-Free: 1-877-SAMHSA-7 (1-877-726-4727)
Email: info@samhsa.hhs.gov
SAMHSA Store: <https://store.samhsa.gov>

SAMHSA Disaster Technical Assistance Center

Toll-Free: 1-800-308-3515 Email: DTAC@samhsa.hhs.gov
Website: <https://www.samhsa.gov/dtac>

Hotlines

SAMHSA's Disaster Distress Helpline

Toll-Free: -877-SAMHSA-7 (1-877-726-4727)

(English and español)

SMS: Text TalkWithUs to 66746

SMS (español): "Hablamos" al 66746

TTY: 1-800-846-8517

Website (English):

<https://www.disasterdistress.samhsa.gov>

Website (español): <https://www.samhsa.gov/find-help/disaster-distress-helpline/espanol>

SAMHSA's National Helpline

Toll-Free: 1-800-662-HELP (24/7/365 Treatment Referral Information Service in English and español)

Website: <https://www.samhsa.gov/find-help/national-helpline>

Child Welfare Information Gateway

Toll-Free: 1-800-4-A-CHILD (1-800-422-4453) Website:
<https://www.childwelfare.gov/topics/responding/reporting/how>

Treatment Locator

SAMHSA's National Helpline

Toll-Free: 1-800-662-HELP (1-800-662-4357)(24/7 English and español);

TTY: 1-800-487-4889

Website: <https://findtreatment.gov>

Resources Addressing Children's Needs

Administration for Children and Families

Website: <https://www.acf.hhs.gov>

Additional Resources

National Suicide Prevention Lifeline

Toll-Free (English): 1-800-273-TALK (8255)

Toll-Free (español): 1-888-628-9454

TTY: 1-800-799-4TTY (4889)

Website (English): <https://www.suicidepreventionlifeline.org>

(español): <https://suicidepreventionlifeline.org/help-yourself/en-espanol>

National Child Traumatic Stress Network

Website: <https://www.nctsn.org>

- Encourage children to participate in recreational activities so they can move around and play with others.
- Address your own anxiety and stress in a healthy way.
- Let children know that you care about them—spend time doing something special; make sure to check on them in a nonintrusive way.
- Maintain consistent routines, such as completing homework and playing games together.

When Children, Youth and Parents, Caregivers, or Teachers Need More Help

In some instances, children may have trouble getting past their responses to an outbreak, particularly if a loved one is living or helping with the response in an area where many people are sick. Consider arranging for the child to talk with a mental health professional to help identify the areas of difficulty. If a child has lost a loved one, consider working with someone who knows how to support children who are grieving.¹ Find a caring professional in the Helpful Resources section of this tip sheet.

¹ National Commission on Children and Disasters. (2010). *National Commission on Children and Disasters: 2010 report to the President and Congress* (AHRQ Publication No. 10-M037). Rockville, MD: Agency for Healthcare Research and Quality. Retrieved from <http://archive.ahrq.gov/prep/nccdreport/nccdreport.pdf> [PDF - 1.15 MB]

**Note: Inclusion of a resource in this fact sheet does not imply endorsement by the Center for Mental Health Services, the Substance Abuse and Mental Health Services Administration, or the U.S. Department of Health and Human Services.*



SAMHSA
Substance Abuse and Mental Health
Services Administration

PEP20-01-01-006

Connection Requires Four Critical Elements:

Eye Contact



Get down on the child's level to achieve **eye contact** for a brief moment. When eyes meet, a wireless connection is created between the orbital frontal areas of the prefrontal lobes. From this connection, we download inner states into one another. The eyes contain nerve projections that lead directly to key brain structures for empathy and matching emotions. As soon as you have eye contact, download calm, "There you are. You're safe. Breathe with me. You can handle this." "Mirror neurons ensure the moment someone sees an emotion on your face, they will at once sense the same feeling within themselves."
- Daniel Stern

Presence



Being present in the moment means your mind and body are in the same place. Your mind is free from chatter. You are still enough to see the beauty in the child. Presence is about acceptance as we join together to share the same moment. The present moment is where joy lies. Relax into it.

Touch



Touch is the only sense we cannot live without. The skin and brain are made up of the same embryonic tissue. The skin is the outside layer of the brain. Touch creates a hormone that is essential to neural functioning and learning. If we want smart, happy kids, then we need to provide more appropriate, caring touch.

Playfulness



Playfulness helps build bonds and creates a biochemistry in the brain for dopamine. Dopamine says, "Pay attention, stay focused." Playful situations strengthen the dopamine system, increase attention spans and boost social development.





Four Elements of Connection

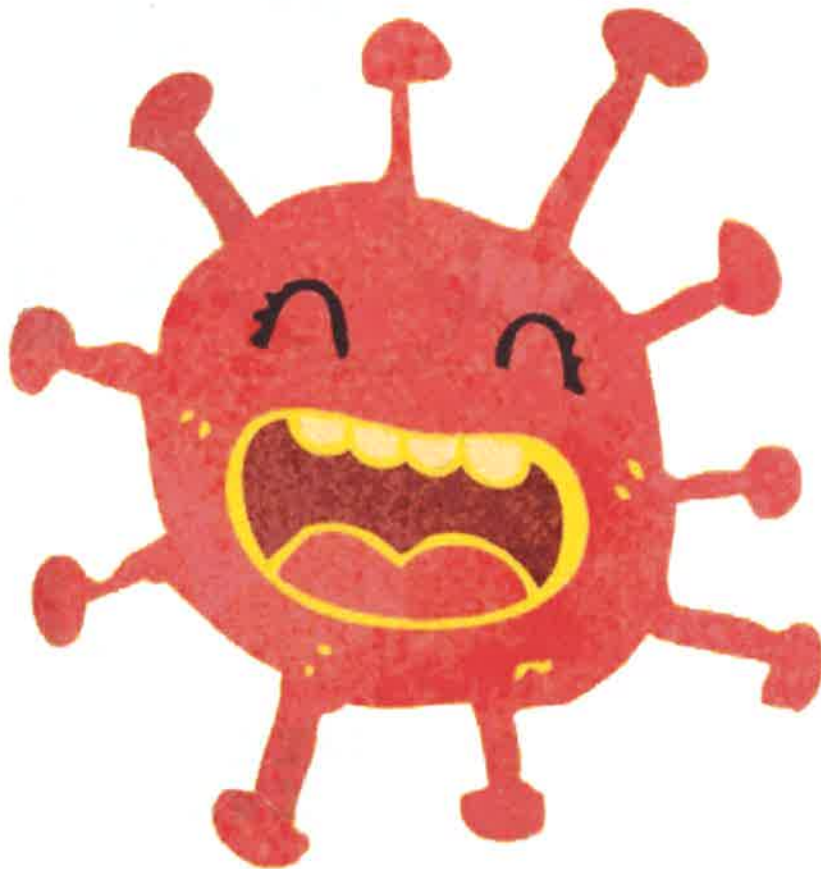
All learning begins with connection! Connections on the outside (with other people) actually create and strengthen neural connections within the brain.

Eye contact, presence, touch and a playful setting are the four core components required to truly connect with others. Learn how to provide all four essential elements (and why) with this helpful guide.

ConsciousDiscipline.com

HELLO!

**I am a VIRUS,
cousins with the Flu and
the Common Cold**



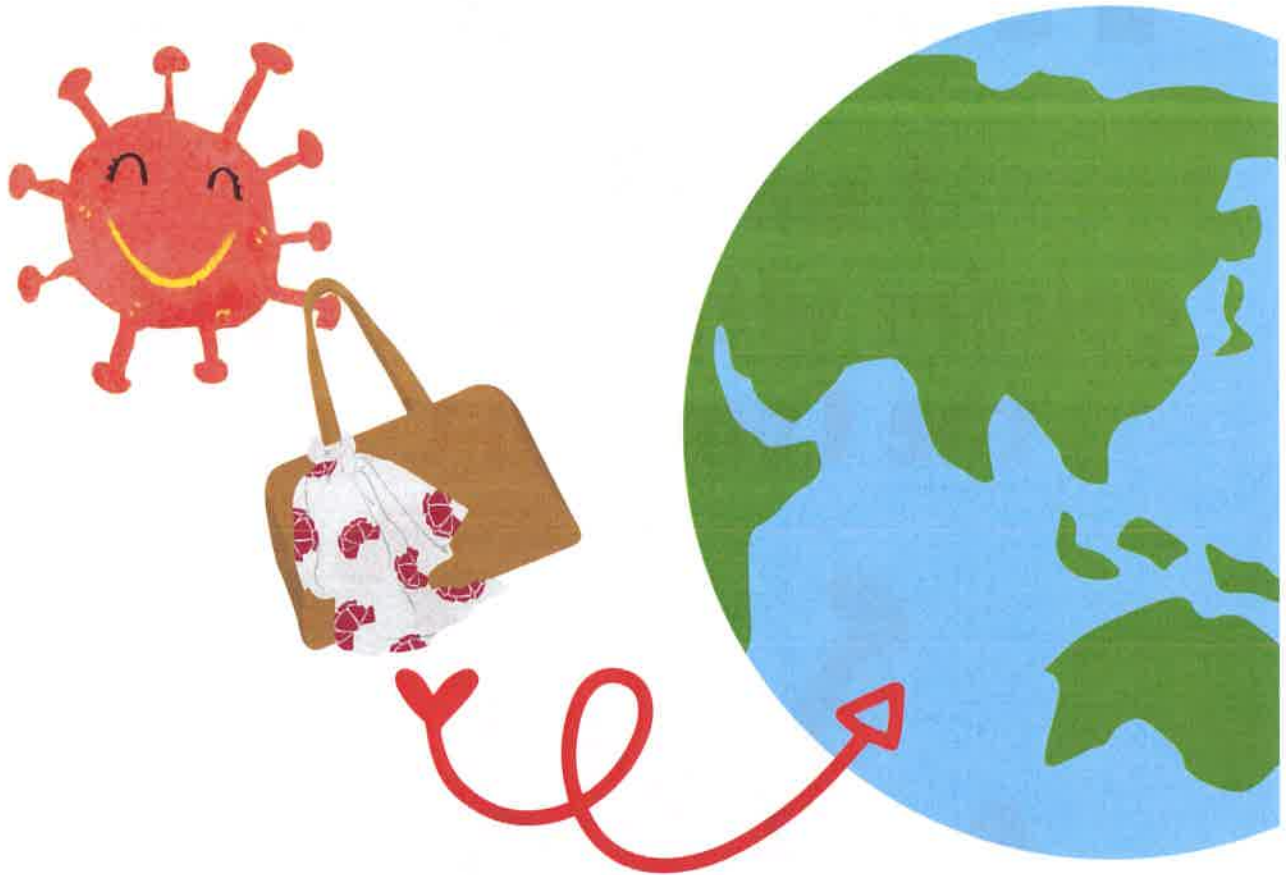
My name is Coronavirus

MANUELA MOLINA - @MINDHEART.KIDS

WWW.MINDHEART.CO

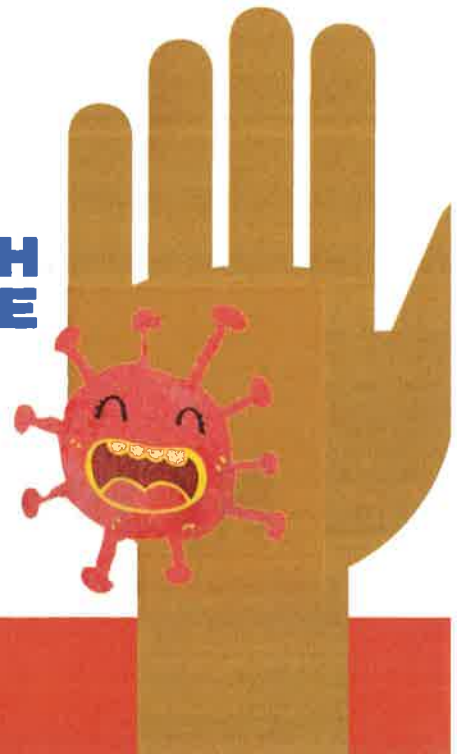
CC BY-NC-SA 4.0 INTERNACIONAL PUBLIC LICENSE

I love to travel...



**and to jump
from hand to
hand to say Hi**

**HIGH
FIVE**



Have you heard about me?

YES

NO

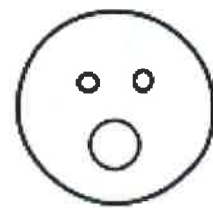
And how do you feel when
you hear my name?



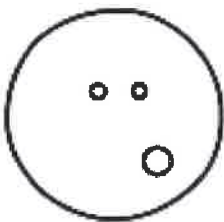
Relaxed



Confused



Worried



Curious



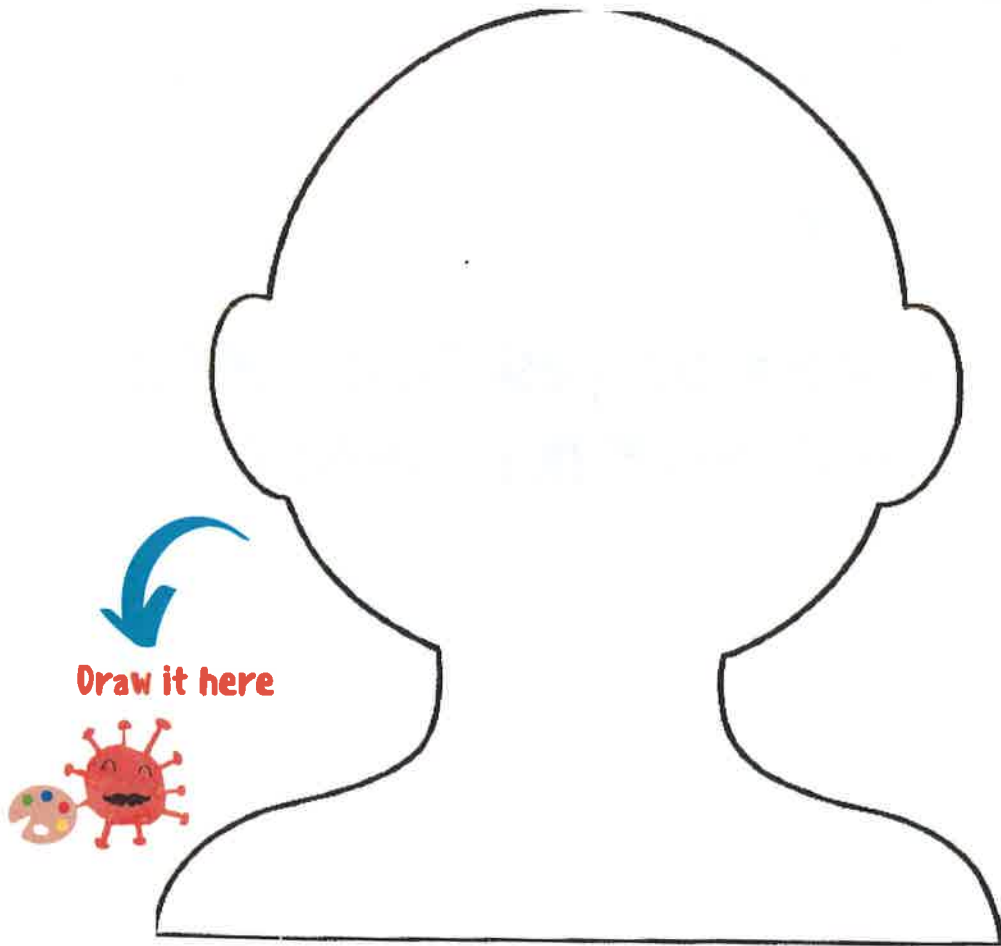
Nervous



Sad



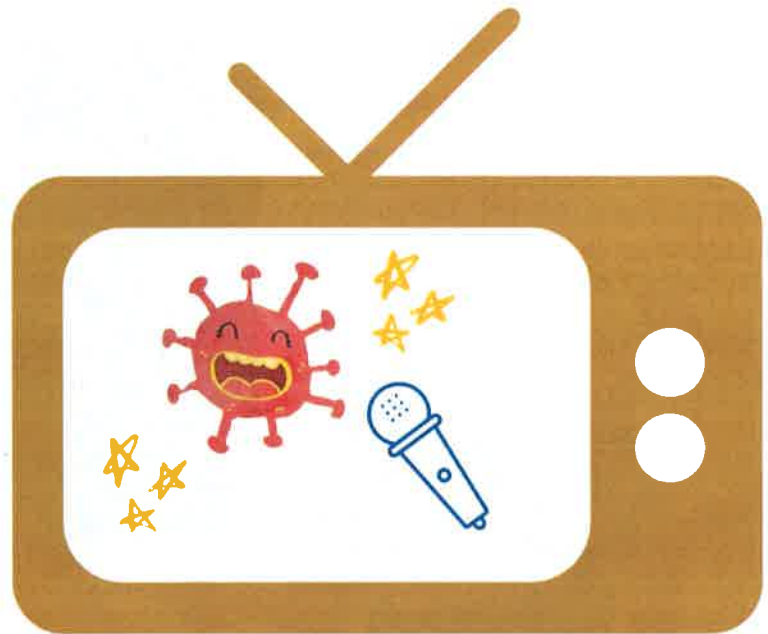
**I can understand you
feel...**



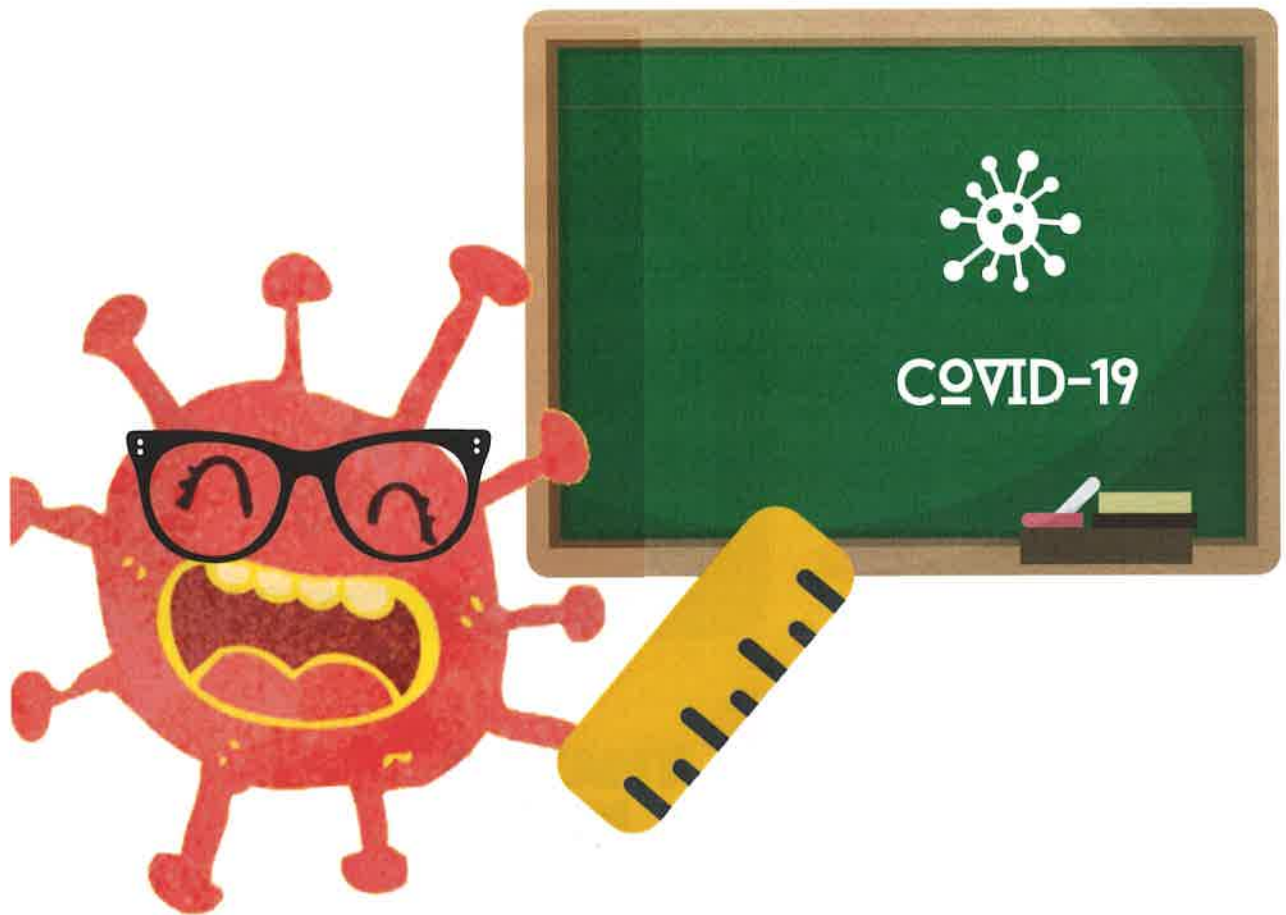
...I would feel the same way



Sometimes adults get
worried when they read
the news or see me on TV



But I am going to explain myself...



So you can understand...



When I come to visit, I bring...



Difficulty breathing



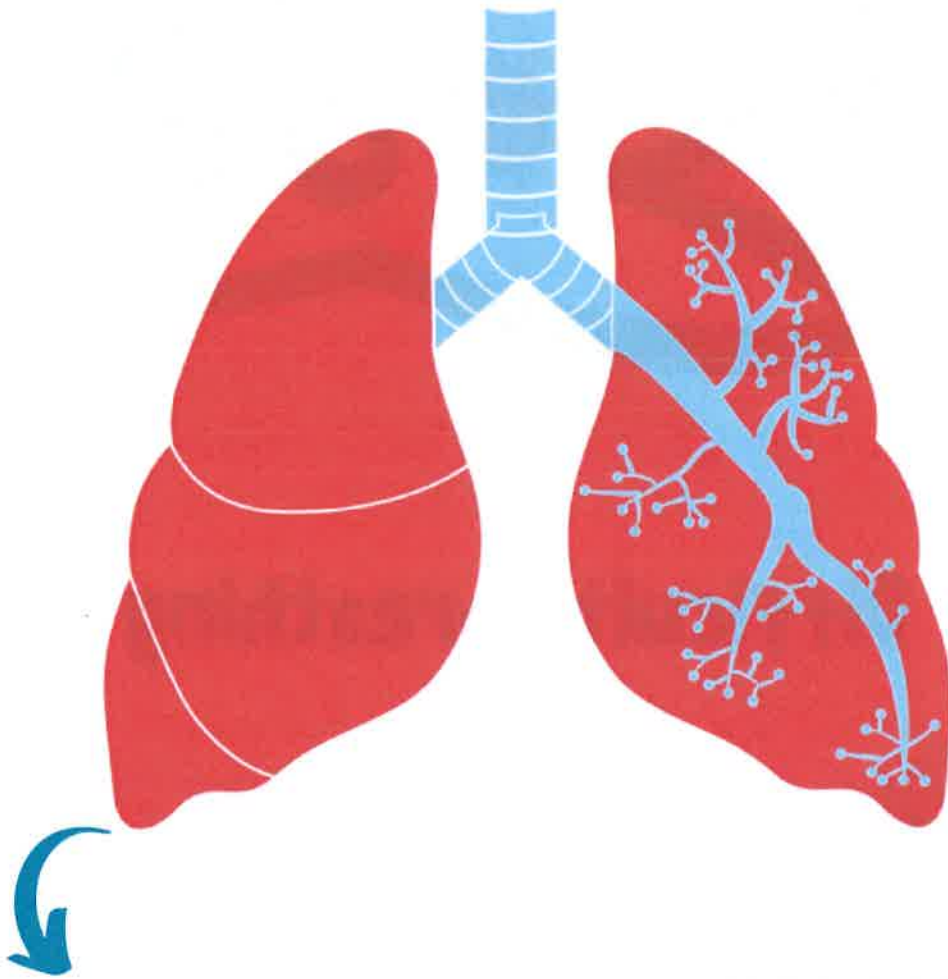
Fever



Cough



**But I don't stay with
people for long, and almost
everyone gets better**



**Just like when you get a
scrape on you
knee and it heals**

BYE BYE...



Dont you worry!

The adults who take care of you:

will keep you safe



And you can help...

1



**By washing your hands
with soap and water
while singing a song**



**You can sing your favorite song,
the happy birthday song, or the
alphabet song**

2



**By using hand sanitizer
and letting it dry on
your hands**



Without moving them count to 10

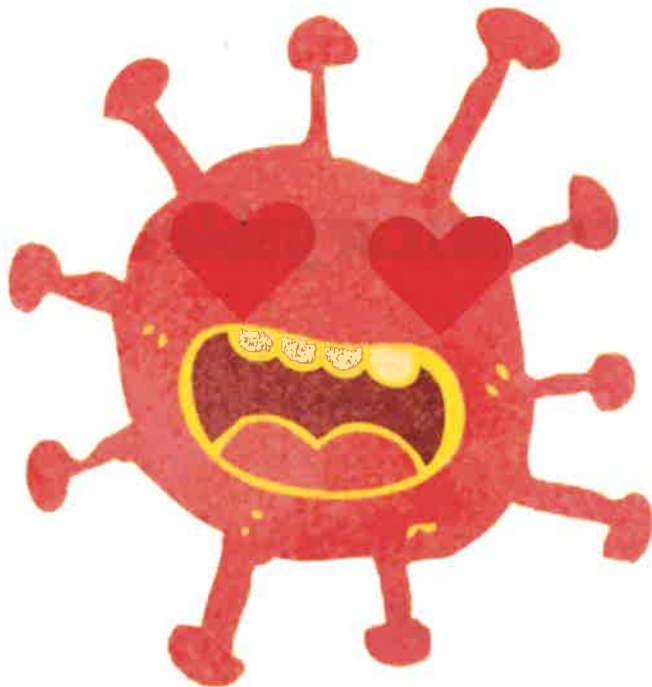
1, 2, 3, 4, 5, 6, 7, 8, 9, 10

**Once your hands are dry you can get
back to playing!!**

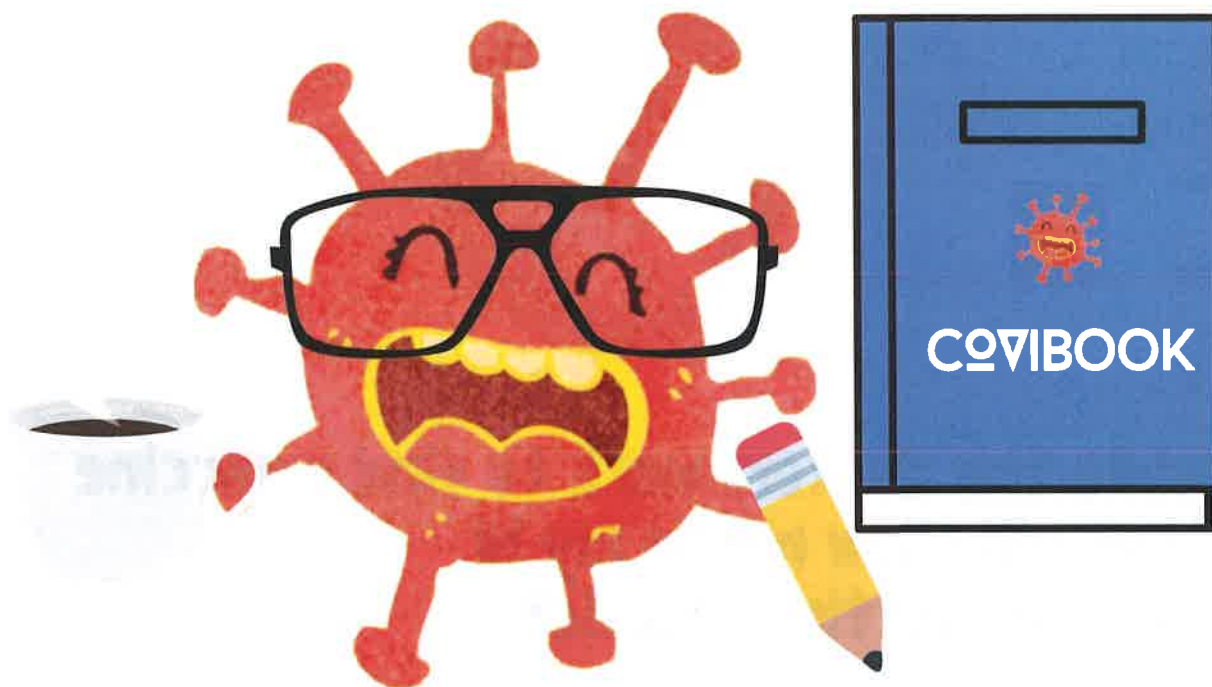
**If you do all that
I will not come to visit**



**while the doctors work to find a vaccine
that will allow me to say hi
without getting you sick.**



THE END



Download this PDF here:

www.mindheart.co/descargables

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This particular piece of artwork for coloring is a **reminder to BREATHE**. Yes, behind all the trees and vines there is the word BREATHE. When you color it in you will be able to see it! When you're done you can hang it up as a reminder to stop whatever you're doing and take some deep breaths.

It doesn't matter what color you put where. The main point of this activity is to focus and settle, allow your breathing to slow and find a peaceful natural rhythm, relax neck and shoulders, and forget for a little while about all the stress. After you get more experienced coloring, then you can choose sets of colors that match or that you really like before you begin, if you enjoy the aesthetics/beauty of the activity as well.



MOODS & EMOTIONS WORD SEARCH

Find and circle all of the words that are hidden in the grid.
The remaining 13 letters spell an additional word.



E A R R O G A N T S T E R G E R
 C M B M T D D L B S U L A X R Y
 I O R I A R U E U D U O U A G R
 T U I L T F A O R F U B V D R R
 N R G N Y T L N T A E B E R I O
 A N S O D A E E Q R C T I S E W
 R F J M E I R R A U E S A O F N
 F U C J E F F N E S I R P R U S
 L L O G G E T F N Y L L O J G S
 U E N R A P P R E C I A T I V E
 F N F U R O T M O R O S E R Y H
 N V I M T H L U F E E L G A R A
 R I D P U Z Z L E D A N G E R P
 O O E Y O S U O I R U C T F O P
 C U N M L A C H E E R F U L S Y
 S S T S U G S I D S S E N D A S



- | | | | |
|--------------|-----------|-------------|----------|
| ANGER | EDGY | GRUMPY | OUTRAGE |
| APPRECIATIVE | ENVIIOUS | HAPPY | PUZZLED |
| ARROGANT | EXUBERANT | HOPE | REGRET |
| BITTER | FEAR | INDIFFERENT | SADNESS |
| CALM | FRANTIC | JEALOUS | SCARED |
| CHEERFUL | FRETFUL | JOLLY | SCORNFUL |
| CONFIDENT | GLAD | JOYFUL | SORRY |
| CURIOUS | GLEEFUL | MOROSE | SURPRISE |
| DISGUST | GRATEFUL | MOURNFUL | TRANQUIL |
| DUBIOUS | GRIEF | NERVOUS | WORRY |