



Is My Child OK?

Social-Emotional Information & Strategies to Support your Children at Home (Part I)

Vision

All NUSD students
graduate as college
and career ready,
productive,
responsible, and
engaged global
citizens

Core Beliefs

**Every student
can learn and
succeed**

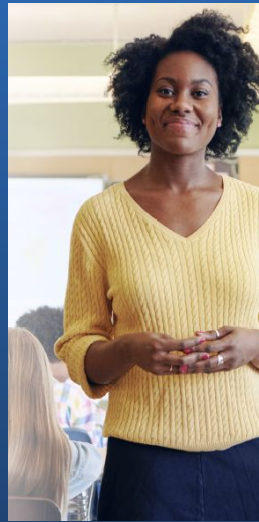
**Disparity and
disproportionality
can and must be
eliminated**

**Our
Diversity is a
Strength**

**Staff must be
committed,
collaborative,
caring, and
exemplary**

Topics

1. What we doing for Social-Emotional Support during Distance Learning-Update
2. Social-Emotional Information and Strategies to use at Home
3. When & How to Seek Help
4. Upcoming Parent Communication and Training Opportunities.



Topic 1: What we are doing for Social-Emotional Support During Distance Learning

What We Are Doing to Support Social, Emotional, & Behavior Health

1. We are individualizing supports, to the extent possible and feasible, to meet the needs of our students
2. We are providing virtual supports, as appropriate, for related services, including:
 - a. Social emotional supports
 - b. Behavior supports
3. Creation of a Mental Health Support Website:
[Psychological Support Website](#)
4. Referral process and connection with crisis support (24/7):
<https://natomasunified.org/gethelp/>

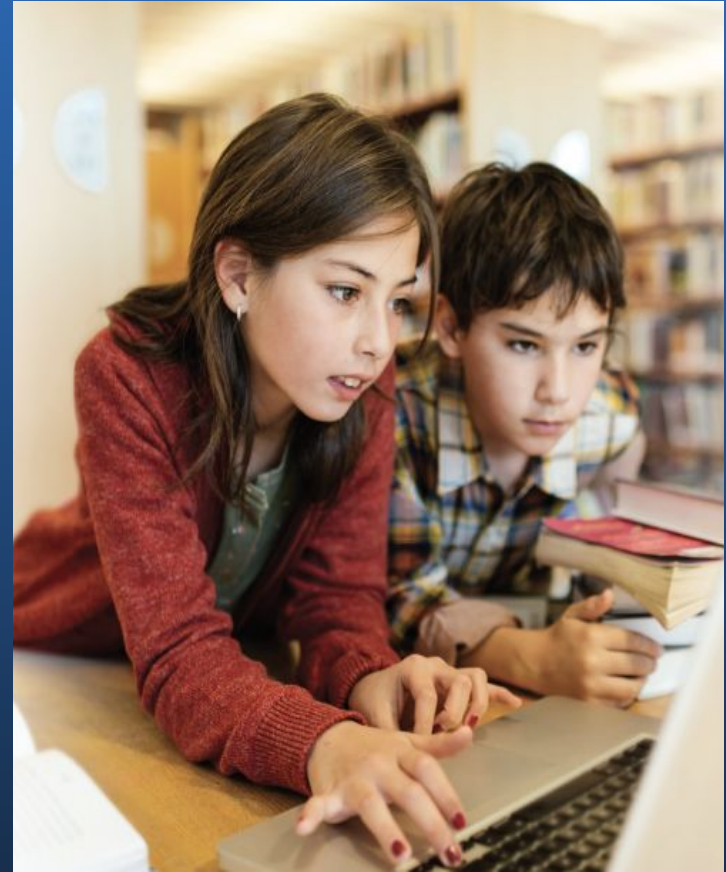
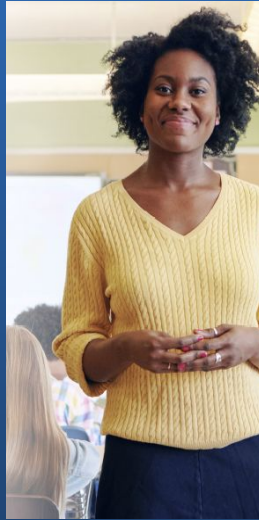
Our Continuum of Social-Emotional Supports (SES) Available to ALL students



MOST Intense Support

- Family virtual or teletherapy 1-2x/month
- Teletherapy/Virtual Therapy: one-to-one 1x-4x month by SES staff
- Virtual Small Group counseling 1x-4x week
- Check-in by SES staff 2x-5x/week
- Check-in by support staff 2x-5x/week
- Check-in by psychologist staff 1x-4x month
- Check-in by assigned staff: 1x-4X a month
- Google classroom SES activity provided by teacher 1x-4x month
- Send out social-emotional materials with set consultation schedule
- Provide community materials and information about our Mental Health Website to students and family

LEAST Intense Support



Topic 2: Social-Emotional Information & Strategies

Social-Emotional Strategies & Development

- ❖ The following slides contain social-emotional information and strategies that parents/guardians and staff can use with our students
- ❖ It is important to keep in mind that not all strategies will be developmentally appropriate for all age groups
- ❖ As a parent/guardian or staff member, you know your student best and are in the best position to pick and choose the strategies that will best work with your child.

What Your Child May be Experiencing (Relevant to all age groups)

Here are some common feelings your child may be experiencing during this pandemic stay-at-home order:

- Anxiety, chronic worrying, uncertainty
- Fear
- Isolation, loneliness
- Depression
- Anger/Irritability
- Boredom
- Overwhelmed
- Curious
- Confused
- Powerless

Children may not be verbally expressing these things. That is why it is critical to talk with your children to regularly check in on how they are coping.

Active Listening Strategies

(Relevant to all age groups)

Listening is a really important life skill for parents and staff. When your child feels listened to they will feel like you understand them.

1. Concentrate completely on what your child is saying

Hearing is not listening. You should stop what you're doing, make eye contact, and put aside distracting thoughts or distractions. These actions show your child that they have your full attention.

2. Avoid interrupting

At times, it may be hard for them to find the correct words to use, so let your child finish their sentences at their own pace.

3. Repeat back to your child what they said

Once your child has finished speaking, say back to them what you've understood. It doesn't need to be the exact words - you can add details and suggest an emotion that they may be feeling. If you've got it right, your child will agree with you.

Strategies for Talking with your Children (Relevant to all age groups)



According to the National Association of School Psychologists (NASP), it is important to take the time to talk with your children about COVID-19 and other topics that may be bothering them. Be available, listen, and offer reassurance. Let your children's questions guide you. Answer their questions truthfully, but don't offer unnecessary details or facts. Often, children and youth do not talk about their concerns because they are confused or don't want to worry loved ones. Younger children absorb scary information in waves. They ask questions, listen, play, and then repeat the cycle.

Ideas for Emotional Health Check-ins with your Children (Elementary Age Students)



Internal Weather Report:

Ask your child, "If your mood were the weather, what would it be?" For example, if you're angry it could be a thunderstorm, or if you're happy it could be sunny. Give them a chance to think, then share their mood. They can choose to explain and elaborate on their feelings, or not.

Ideas for Emotional Health Check-ins with your Children (Upper Elementary - Adolescents)



Rose, Bud, Thorn:

Ask your child to think of their “rose, bud, and thorn” of the day – this is the best thing that happened to them during the day (rose), something they’re looking forward to (bud), and the worst thing that happened to them today (thorn). Give them a chance to think, then share their mood. They can choose to explain and elaborate on their feelings, or not.

Ideas for Emotional Health Check-ins with your Children (Upper Elementary - Adolescents)



Pop Culture:

Ask your child, "If your current mood were a song or movie, what would it be?" For example, if you're having a great day your song could be "Happy" by Pharrell, or if you're grumpy your movie could be "The Grinch." Give them a chance to think, then share their mood. They can choose to explain and elaborate on their feelings, or not.

Ideas for Emotional Health Check-ins with your Children (Upper Elementary - Adolescents)

1→10®

Feelings 1-10:

Ask your child, "Rank your mood today on a scale of 1 to 10, with 1 being the worst mood and 10 being the best." They can choose to explain and elaborate on their ranking, or not.

Ideas for Emotional Health Check-ins with your Children (All Ages)



Highs & Lows:

Ask your child to think of their “high and low” of the day – this is the best thing that they experienced during the day, and the worst thing that they experienced during the day. Give them a chance to think, then share. They can choose to explain and elaborate on their feelings, or not.

Your Child's Behavior is a Form of Communication

(Relevant to all age groups)

At times children have trouble communicating. They may not be able to verbally describe the problem or know what to do in a situation. Children may therefore act out their feelings or needs. Children engage in challenging behavior for a reason. The purpose may be to gain someone's attention, stop something they don't like, or in order to get another need met. Regardless, there is always a reason behind the behavior.



Examples of Behaviors Your Children May Display During COVID-19 (Relevant to all age groups)

Example Behavior:

- Irritability, Frequent Changes in Mood

What is the Possible Meaning of this Behavior:

- Your child may be feeling anxious, worried, depressed, bored, tired, hungry

Example Behavior:

- Excessive sleeping, isolating themselves in their room

What is the Possible Meaning of this Behavior:

- Your child may be feeling depressed, lonely, bored, tired

Example Behavior:

- Your child is refusing to join Zoom Virtual School Meetings

What is the Possible Meaning of this Behavior:

- Your child may be uneasy to let others into his/her personal space.
- Your child may be self-conscious about his/her potential academic weaknesses.

How to Ask Questions and What Questions to Ask

(Relevant to all age groups)

Finding the right time to talk is key. Start a conversation with your child while eating dinner, playing a game, taking a walk, etc. Try to talk to your kid about their experience in an inquisitive way. Rather than suggesting what their behavior might mean, ask open-ended questions to get at their true feelings. For example, you might ask:

- How are you feeling with not being in school?
- Do you miss your friends?
- Is anything worrying you?
- Is something making you scared?
- Are you sleeping OK? Is it hard to fall asleep? Stay asleep?
- Do you know what is bothering you?
- What is the thing that is most on your mind right now?



You Asked Questions and Your Child Opened Up, Now What?

(Relevant to all age groups)



Ask your child if they want to problem-solve the issue (maybe a virtual solution: FaceTime/Zoom with Friends), or if they just want you to listen and be available. For all kids, keeping to some kind of a routine (showering, putting on clothes), going out on walks, and building time into your schedule for family interaction—movie night, cooking together, family games (board or video)—can help a lot.

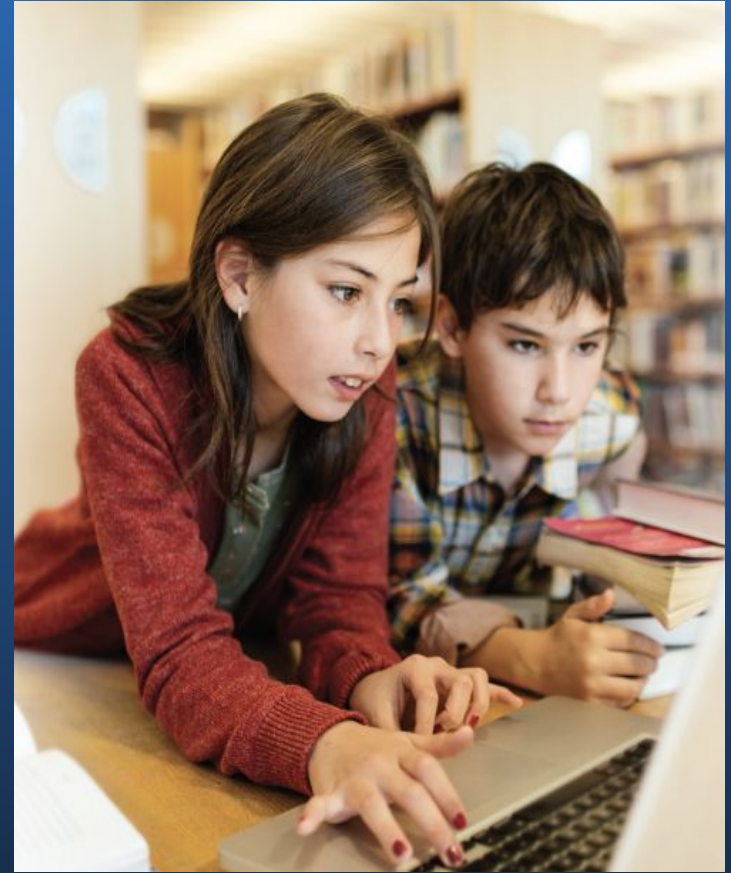
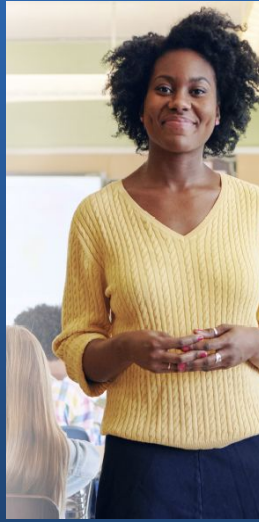
Once adults understand what children are communicating through their behavior, they can respond better. When children feel respected and have their needs met, there is no longer a reason to use challenging behavior to communicate. Punishing a child for a behavior may stop the behavior for the moment, but it does not give the child support or provide alternate ways to act in difficult situations.



Positive vs Negative Coping Skills

Here are some examples of positive vs negative ways of coping during the COVID-19 pandemic.

Positive Coping Strategies	Negative Coping Strategies
Talking with family, friends, and/or teachers about emotions, problems, or concerns	Drinking Alcohol/Using Drugs
Create Daily Routine/Make List of Goals for Week	Eating Too Much/Sleeping Too Much
Walks/Bike Rides/Cooking as a Family	Avoiding your Problems/Emotions
Write in a Journal/Read/Draw your happy place	Criticize Yourself/Negative Self-Talk
Drawing/Art Projects	Isolating Yourself from your Family
Listen to Music/Hold a Virtual Dance Party	Avoiding Talking to Friends Virtually
Play Games with Family/Work on a Puzzle Together	Engaging in Dangerous/Risky Behaviors
Learn a New Joke/Smile/Laugh	



Topic 3: When & How to Seek Help

When to Seek Help for your Child

Parents and caregivers should contact a professional if children exhibit significant changes in behavior or if any of the following symptoms appear that start to impact their daily functioning:

Preschoolers: Thumb sucking, bedwetting, clinging to parents, sleep disturbances, loss of appetite, fear of the dark, regression in behavior, and withdrawal.

Elementary school children—Irritability, aggressiveness, clinginess, nightmares, school avoidance (Virtual activities), poor concentration, and withdrawal from activities and friends.

Adolescents—sleeping and eating disturbances, agitation, increase in conflicts, physical complaints, delinquent behavior, poor concentration, avoidance of activities they previously enjoyed

When to Seek Immediate Help



If your child is expressing thoughts of suicide, call the National Suicide Prevention LifeLine: 1-800-273-8255

If your child is attempting to harm themselves, call 911 or take your child to the nearest emergency room immediately.

If you suspect your child may be suicidal, provide constant supervision. Do not leave them alone.

When to Seek Immediate Help

According to the National Association of School Psychologists, most suicidal youth demonstrate observable behaviors that signal their suicidal thinking. These behaviors may include:

- Suicidal threats in the form of direct ("I am going to kill myself") and indirect ("I wish I could fall asleep and never wake up again") statements.
- Suicide notes and plans (including online postings).
- Making final arrangements (e.g., making funeral arrangements, writing a will, giving away prized possessions).
- Preoccupation with death.
- Changes in behavior, appearance, thoughts and/or feelings.



Resources for Getting Help

- Call or email your child's teacher or case manager directly
- Tell a friend, teacher, principal- any trusted person- you need help
- Make a Social-Emotional Referral through the Natomas USD website:
<https://natomasunified.org/gethelp/>
- Contact Care Solace for a community-based counseling referral:
1-888-515-0595 (<https://caresolace.com/site/natomasfamilies/>)
- Text Crisis Line: Text HOME to 741741 (<https://www.crisistextline.org/>)
- National Suicide Prevention LifeLine: 1-800-273-8255
- Use the [Psychological Support Services Website](#) to speak with your child's social-emotional support provider and access other resources
- Call your school's Virtual Office [Virtual Office](#)
- Contact [The Department Virtual Office](#) to connect to the District Office



Topic 4: Parent Communication & Trainings

Parent Communication and Training

To keep parents informed, we will be pushing out a weekly video series.

1. Week of 4/27/20: Social Emotional Support Strategies, Part I
2. Week of 5/04/20: Behavior Strategies for the Home, Part II

In addition, we invite you to sign up for [FREE virtual parent training](#) opportunities. They are included under Parent Resources on the SPED Website.

For a limited time...[Love and Logic Training](#) is FREE for parents online

We wish you and your family health during these times.

If anyone in your home needs social emotional support- reach out:

[Mental Health Resources](#)

[Social-Emotional Referral Link](#)

[Care Solace 24 Hr referral link for NUSD families](#)

OR CALL 1-888-515-0595 for 24/7 live support

Call if you are depressed, anxious, need someone to talk to...do not wait until you are in crisis- reach out- we are here.

In an emergency, call 911

