

Supporting your child

Holy Rosary School

Ms. Megan (school counselor)

Agenda

- Ways to support your child
- Common stressors and conflicts
- How to care for yourself (yes, you, the parent!)
- General questions (*please type questions into the chat and we will address them after the presentation*)

Impact of COVID on our kids (and us!)

- Difficulty paying attention, focusing on schoolwork
- Trouble remembering what was learned (Executive Functioning)
- Peer/Friendship challenges
- Having headaches or stomachaches
- Being cranky, having outbursts, or crying often
- Impulsiveness or having a hard time thinking before speaking or acting
- Decreased frustration tolerance

Tired of talking about schoolwork?

Emotional check-ins are different than school-related check-ins

- Schedule time that you talk about school (whatever frequency works for you and your student)
- Outside of that time, try not to talk about school – *check in about how your student is doing mentally and emotionally*

Listening to our kids

- LISTEN, without interrupting or thinking about your response
- Empathize and validate
 - “This is hard! You are having the right reaction. Anyone in your shoes would feel this way.”
- THEN, ask if they want help problem solving
- If so, help them to distinguish between things they can and cannot control/change
- Express confidence
 - “This is tough! You are also tough, and you can do this.”

I CANNOT CONTROL

(So, I can LET GO of these things.)

IF OTHERS FOLLOW THE RULES OF SOCIAL DISTANCING

THE AMOUNT OF TOILET PAPER AT THE STORE

I CAN CONTROL

(So, I will focus on these things.)

THE ACTIONS OF OTHERS

MY POSITIVE ATTITUDE

TURNING OFF THE NEWS

FINDING FUN THINGS TO DO AT HOME

HOW LONG THIS WILL LAST

HOW I FOLLOW CDC RECOMMENDATIONS

LIMITING MY SOCIAL MEDIA

MY OWN SOCIAL DISTANCING

MY KINDNESS & GRACE

PREDICTING WHAT WILL HAPPEN





HOW OTHERS REACT

OTHER PEOPLE'S MOTIVES



Clipart: Carrie Stephens Art
TheCounselingTeacher.com

ZONES OF REGULATION!

Blue	Green	Yellow	Red
 A blue emotion character with large, round glasses and a white sweater, looking down with a sad expression.	 A green emotion character with arms raised in a happy, celebratory pose, wearing a yellow dress.	 A yellow emotion character with a long, thin nose and a worried expression, wearing a purple suit and a red bow tie.	 A red emotion character with a large, open mouth as if shouting or yelling, wearing a white shirt and a red tie.
<p>Sick Sad Tired Bored Moving Slowly</p>	<p>Happy Calm Good to Go Focused Ready to Learn</p>	<p>Frustrated Worried Silly/Wiggly Anxious Excited</p>	<p>Mad/Angry Mean Yelling/Hitting Out of Control I Need Time and Space</p>

Strategies for connection

- Encourage connecting with friends (playdates, after school activities, etc.)
- Suggest going for walks/getting fresh air to help boost mood and help students to share
 - Can be a good transitional activity
- **BASICS (If you're doing these, you're doing great!)**
 - Sleep
 - Exercise
 - Nutrition

Anxiety

- Normal and healthy!
 - Useful and appropriate- our brain is constantly trying to meet our 3 Core Needs of **Safety, Satisfaction and Connection** (Rick Hanson, Ph.D)
 - Can reach unhealthy levels
- Unhealthy anxiety
 - Overestimating the dangers
 - Underestimating our ability to manage it
- Remember: avoidance feeds anxiety

Managing Stress

NEGATIVE COPING		POSITIVE COPING	
Emotional retreat	Isolation	Social connection	Quality, not quantity
Substance misuse	Using as an escape	Happy distractions	Mental vacations
Junk habits	Only eating comfort food, doom-scrolling, etc.	Self care	Sleep, exercise, nutrition (middle school: 10 hours of sleep!)
Mistreating others	Taking it out on those around us	Caring for others	Makes us feel better

Managing Screens

- Make sure they aren't getting in the way of healthy development
 - Sleep
 - Socializing face to face (with family at home, too)
 - Physical activity
 - Studying with focus
 - Helping out (home, community, etc.)

If all of these are met, you can worry less about screen use at other times

Do as I Do

- Prioritizing our own self care
- Modeling imperfection, and positive coping skills
- Rupture and repair
- Provide clear expectations of what to do and offer praise
- Brain's require 5 positive to offset every 1 negative experience
- This is HARD



RESOURCES

- [Child Mind Institute: COVID-19 Child and Adolescent Mental Health Tipsheet](#)
- [Supporting Kids During the Coronavirus Crisis](#)
- [WHO Helping Children Cope During the Pandemic](#)
- [A Path to Resilience During the COVID-19 Pandemic](#)
- “Parenting Your Anxious Child with Mindfulness and Acceptance” by Christopher McCurry
- The Happiness Lab podcast (for parent self-care)