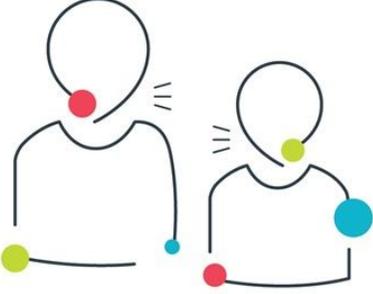


Tips for Working and Learning from Home During the COVID-19 Outbreak

The novel coronavirus has disrupted the way we live, work and experience school. To halt the spread of infection, to be *physically safe*, we must distance ourselves from many of the people in our lives. But to be *emotionally safe*, we need to maintain connections to our family, friends, teachers and peers. In other words, to the people we trust. Focusing on the 3 R's (Relationships, Routines, & Resilience) during this challenging time can help us maintain our emotional health.

RELATIONSHIPS



- Group activities—games, cooking, etc.
- Connect with teachers and peers
- Give to others in need

ROUTINES



- Eat meals together
- Exercise at least 20 minutes
- Hold family COVID meetings
- Sleep at least eight hours
- Practice mindfulness

RESILIENCE



- Co-regulate emotions and responses to stress
- Limit media
- Solve problems together
- Create things to look forward to

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Relationships

During this pandemic, there is overwhelming evidence showing the importance of connection and relationships. The deciding factor for whether a stress experience is tolerable or toxic is the presence of caring and supportive relationships. Our first R is for **relationships**. All of our teachers are reaching out to students to connect and keep positive relationships despite a distance learning format. Please be on the lookout for calls, emails, and other messages to ensure that your child is connected to their school. Your relationship with your child's teacher is important, too! Frequent communication can help you understand expectations and express any

issues that your child is having, before it becomes a larger issue.

- “Presence” is not the same as being present. It is important to dedicate structured time to connection and not assume that it will happen organically because we are more “present” now than ever before. Be intentional about when you’re connecting with your children and when you are working. Set daily times for playing together, reading books or singing songs.
- Practicing kindness for others helps us build an appreciation for our own lives and situations, in addition to improve our physical and mental health. Phone or write people you know who live alone or are medical providers on the frontlines to help them feel less isolated. Write a letter outlining the highlights of your day, or draw a picture of a joyful moment you’ve experienced or something you wish for someone else. Demonstrating kindness gives a more powerful message than just talking about it, and helps build gratitude during difficult times.
- Create a trusting, safe connection with your child. Spend time with them and talk about anything that comes to their mind. Offering a safe space or time for children to talk to you assures them that you care.

Routines

Our second R is for **routines**. By establishing routines and schedules that support positive behavior, students are more likely to thrive in a distance learning format and may feel more connected to school if using the same language and expectations. It is helpful to use the same positive behavior expectations at home. An example is Be Safe, Be Respectful, Be Responsible. For more ideas about creating routines at home, look below!

Creating a routine

Since changes in routine can be stressful, it will be helpful to talk with your kids about why they are staying home and what your daily structure will be during this time. Let them help create a daily schedule that can hang on the refrigerator or somewhere they can see it each day. Be sure to include breaks from tele-work or schoolwork to relax and connect with each other.

Here are some ideas to help you create a daily schedule:

- Wake up, get dressed and have breakfast at the normal time.
- Decide where everyone can do their work most effectively and without distractions.

- List the times for learning, exercise and breaks.
 - For younger children, 20 minutes of class assignments followed by 10 minutes of physical activity might work well.
 - Older children and teens may be able to focus on assignments for longer stretches, taking breaks between subjects.
 - Include your hours as well, so your children know when the work day is done.
- Schedule time for nutritious lunches and snacks. Many schools are providing take-home school meal packages for students who need them.
- Don't forget afternoon breaks as well!
- Have dinner together as a family and discuss the day.
- Enjoy more family time in the evenings, playing, reading, watching a movie or exercising together.
- Stick with normal bedtime routines as much as possible during the week to make sure everyone gets enough sleep.

Here are some resources for creating routines & schedules:

<https://medium.com/swlh/remote-learning-round-up-schedules-routines-30c08ea0dde2>

<https://turnaroundusa.org/wp-content/uploads/2020/04/Turnaround-for-Children-Routines-and-Procedures-Checklist.pdf>

Remember to take care of yourself so you can care for others! You are the most important adult in their life. Taking care of yourself, including exercising, eating and sleeping well, and using reflective practices, such as meditation, will help you care for others.

Resilience

Our third R is for **resilience**. Resilience is the skill to recover and bounce back from stressful conditions and to build needed skills to cope with future challenges and adversity. In the near future, our schools will be providing social-emotional learning lessons and resources to students through Google Classrooms. We will also be providing access to social-emotional resources that students/ families can take advantage of on their own.

Navigating a changing environment filled with uncertainty is bound to bring up strong emotions for children and adults alike. Providing opportunities for processing and managing emotions becomes particularly important, especially when students have fewer or limited options for things like movement and exploring new environments throughout their day.

The **Emotional Response Strategies List** reflection tool (see below) supports conversations about the types of emotions children might experience and prompts them to generate and use strategies to express their emotions in ways that are compatible with both their needs and the environment that they are in.



Emotional Response Strategies List

DIRECTIONS:

Use the planner below to think about the emotions you expect to feel during the day. Talk with others about the strategies that they use when they have strong feelings and need something to do with them.

When I feel	I can

If I have strong feelings and don't know what to do, I know I can get support from:



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Information gathered from the following sources:

<https://turnaroundusa.org/coronavirus/>

<https://www.healthychildren.org/English/health-issues/conditions/COVID-19/Pages/Working-and-Learning-from-Home-COVID-19.aspx>