

Talking to Students about Coronavirus/COVID-19 Family and Educators Resources

WHY IT'S IMPORTANT TO DISCUSS COVID-19 WITH STUDENTS?

All people are involved in efforts to prevent the spread of COVID-19. Students, educators, families, and communities need to be aware of the facts and have knowledge surrounding the infectious outbreak.

WHAT SHOULD BE INCLUDED IN THE DISCUSSION?

Families and educators should remember to keep the conversation appropriate to the child's developmental age. Include the facts using age appropriate terminology, actively listen to concerns, and answer their questions as best as you can. It's okay to let them know if you are unsure of the answer.

HOW TO COMMUNICATE INFORMATION ABOUT COVID-19 TO STUDENTS

TALKING POINTS

- Stay calm and reassuring
- Ask what they know or have heard
- Keep children updated with facts
- Be honest and available for discussions
- Allow children to express their feelings
- Validate their feelings
- Limit media exposure
- Clarify misinformation or misunderstandings such as Stigmas and Racial Inaccuracies and Historical Context

HELPFUL RESOURCES

National Association of School Psychologist (NASP)

Talking with Children about Coronavirus (COVID-19): Parent Resource

Child Mind Institute

Talking to Kids About the Coronavirus Includes a how-to-video on talking with children

Zero to Three Early Connections Last a Lifetime

Answering Your Young Child's Questions
About Coronavirus

Age appropriate responses for children 0-3

REACTIONS TO CONSIDER FROM STUDENTS DURING AN INFECTIOUS OUTBREAK

Age Group	Reactions caused by stress and anxiety	How to Help
	Fear of being alone, clingy with trusted adults	Patience and tolerance
Preschool	Speech difficulties, physical aches	Provide verbal and physical reassurance of safety
	and pains	Encourage expression through play, reenactment, story-telling, and drawing



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Change in appetite Increased temper tantrums, whining, or being withdrawn Irritability, whining, aggressive behavior Clingy with trusted adults Nightmares Sleep/appetite disturbance Physical symptoms (headaches, stomachaches) Withdrawal from peers, loss of interest Competition for family/parents' attention Forgetfulness about chores and new information learned Physical symptoms (headaches, stomachaches) Forgetfulness about chores and new information learned Middle and High School Adolescents (Ages 11-19) Middle and High School Adolescents (Ages 11-19) Concerns about stigma and injustices Model self-care, eat and provide healthy meals, maintain good sleep routines. Middle and high School School and learned Model self-care, eat and provide healthy maintaining occurings. Midale and High School Adolescents (Ages 11-19) Concerns about stigma and injustices Model self-care, eat and provide healthy maintaining occurings. Plan calming, comforting activities before bedtime maintaining occurings. Plan calming, comforting activities before bedtime maintaining clemity routines Plan calming, comforting activities before bedtime maintaining occurings. Plan calming, comforting activities before bedtime maintaining clemity routines Plan calming, comforting activities before bedtime maintaining plast regular family routines Regular exercise and stretching Participate in structured household tasks Engage in educational activities Engage		Expresses fears through stories or play	Allow short-term changes in sleep arrangements
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The National Child Traumatic Stress Network and SAMHSA

RECOURCES TO SUPPORT STUDENTS WELL-BEING

Parent/Caregiver Guide for Helping Families Cope with COVID-19. (2020). The National Child Traumatic Stress Network.

Talking with Children: Tips for Caregivers, Parents, and Teachers. Substance Abuse and Mental Health Services Administration (SAMHSA).

Bartlett, Griffin, J,Thomson,D. Resources for Supporting Children's' Emotional Well-being during the COVID-19 Outbreak. (2020). Child Trends.