Virtual ‘House Call’
Webinar on COVID-19-Related Mental Health Concerns
April 21, 2020
12:00-1:00pm
Disclaimer

New and updated information on COVID-19 is being published on a near constant basis

The best websites for up to date information include the CDC and WHO

- Centers for Disease Control and Prevention (CDC):
- The World Health Organization (WHO)
  www.who.int/emergencies/diseases/novel-coronavirus-2019
Pediatric Experts

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NJPRAC funding is provided by The American Academy of Pediatrics and The Nicholson Foundation
Talking to Kids About COVID-19
HOW DO I TALK TO MY CHILD ABOUT COVID-19?

- Be supportive and give more attention
- Encourage healthy habits
- Keep a regular routine where possible
- Provide information in a reassuring way
- Teach coping skills to your kids
- Keep the family connected
HOW DO I TALK TO MY CHILD ABOUT COVID-19?

- Be calm and reassuring
  - children react to WHAT you say and HOW you say it
  - They pick up cues from conversations you have with them AND with others.

- Be available
  - Make time to talk
  - Be sure children know they can come to you when they have questions.

- Monitor what they see on screens
  - Reduce screen time focused on COVID-19
  - Too much information on one topic can lead to anxiety

- Provide accurate information
  - appropriate for age and developmental level of the child
**REASSURANCE - ROUTINE - REGULATION**

**Reassure**
- tell children they are safe and their loved ones are safe

**Routines**
- sleeping, eating, learning, playing

**Regulation skills**
- manage difficult feelings - deep breathing, quiet time
- emotional “check-ins”
- opportunities for children to ask questions
- talk about their feelings
EMPHASIZE THE POSITIVE

- Stories of hope and resilience
- People helping one another
- Spending more time together as a family
- provide important counterbalance to negativity and fear about the pandemic.
TEACHING CHILDREN ABOUT HYGIENE/ SPREAD OF GERMS

- Teach them to cough or sneeze into a tissue or their elbow, then throw the tissue into the trash.

- Get children into a handwashing habit
  - soap and water for at least 20 seconds, especially after:
    - blowing their nose, coughing, sneezing
    - going to the bathroom
    - before eating or preparing food.

- If soap and water are not available, teach them to use hand sanitizer
  - Hand sanitizer should contain at least 60% alcohol
  - Supervise young children when they use hand sanitizer to prevent swallowing alcohol.

CLEAN HANDS ARE SAFER HANDS
FOLLOW THESE 4 STEPS TO MAKE SURE YOUR HANDS ARE SAFE.

WET
Use warm or cold running water.

LATHER & SCRUB
Get the backs of your hands, between fingers and under nails. (Scrub long enough to hum “Happy Birthday” twice)

RINSE
Use clean water, warm or cold.

DRY
Use a clean towel or air dry.

*Information taken from the CDC. https://www.cdc.gov/handwashing/when-how-handwashing.html
EXPLAINING SOCIAL DISTANCING TO CHILDREN

- Social distancing means = not going out unless it is necessary

- Necessary reasons to go out include:
  - buying food
  - getting medical care
  - going for a walk or a bike ride alone or with members of the household

- Closing schools, restaurants, shops, movie theaters, and other places where people gather

- Not getting together in person with friends
  - Don't have friends and extended family over
  - Don't go to their homes

- Not taking public transportation (buses, subways, taxis, rideshares)
WHICH NEWS SOURCES CAN I TRUST FOR ACCURATE INFORMATION ABOUT COVID-19?

- CENTER FOR DISEASE CONTROL & PREVENTION (CDC):

- WORLD HEALTH ORGANIZATION (WHO):

- NJ DEPARTMENT OF HEALTH – COVID-19 Dashboard:
WHAT IS THE TRUTH: DROPLET VS AIRBORNE?

Misinformation in social media around whether or not Coronavirus healthcare worker protocol is AIRBORNE rather than droplet is causing increased anxiety.

COVID-19 is spread via droplet NOT AIRBORNE transmission in most situations

COVID-19 may become airborne in specific conditions such as intubation, resuscitation (CPR), tracheostomy, etc.
Social Connections
Suggestions for screen time for children? Using electronics to connect with family or friends?

**VIRTUAL PLAY DATE:**
- Zoom, FaceTime, WhatsApp, Caribu and Marco Polo
- attempt a simple game – charades, Pictionary

**VIRTUAL GAME NIGHT:**
- Pogo allow your kids to play some of their favorite board games (Monopoly and Yahtzee)
- Pokemon Go lets kids to interact with friends and even track their activity in the game.

- Host a virtual gathering with friends/family for #qualitytime
Neighborhood Scavenger Hunts

Neighborhood game of "I Spy," = The Quarantine Rainbow Connection

- Google map of participating homes
- Groups of neighbors put rainbows in their windows
- Find windows with rainbows and wave to neighbors/friends from safe distance

- Connect with neighbors
- Connect with children
- Fresh air and exercise
GO OUTDOORS!

- children keep **at least 6 feet of distance** from other children
- Choose parks, open fields, hiking trails
- NO playgrounds:
  - More crowded
  - Contaminated surfaces
- Sports:
  - Ball/equipment touched by someone else \(\rightarrow\) increased risk for disease spread
- SAFE: running, walking, and biking +/- household member
- SAFE to drive

Wash your hands as soon as you get home!
How do I help high-risk loved ones?

- High-risk individuals should avoid contact with children - minimize risk of child without symptoms passing on disease to their grandparents

- Listen to what they need

- How to help high risk people?
  - virtual visits – set up FaceTime calls
  - send care packages for elderly relatives
  - offer to do their grocery shopping
I lost a loved one during the COVID-19 outbreak. Where can I find support?

https://www.njsharingnetwork.org/griefsupport

https://www.nj211.org/resource-search/taxonomy/PN-8100.1000-250/ /1
How can I find connection while quarantined at home?

1) **Label what you’re feeling.**
   - “I feel alone right now”
   - “I’m feeling disconnected from my friends and family.”

2) **Remember why you’re staying home right now.**
   - Shift your mindset: Instead of thinking, “I’m being cut off from others,” focus on doing this to protect those you love.

3) **Move your body.**
   - Walk, dance, clean, exercise class - Anything that gets you moving should boost your mood.

4) **Do something creative.**
   - Write in a journal, paint, take some pictures, play guitar or come up with a new recipe.
   - Research has shown that engaging in creative pursuits can help alleviate feelings of loneliness.
How can I find connection while quarantined at home?

5) **Set small goals**
   - Come up with a few specific goals you want to accomplish that feel meaningful to you right now
   - Sense of accomplishment
   - Give us purpose and meaning

6) **Eat nourishing foods and drink water, and get plenty of sleep.**
   - Minimize stress-eating
   - Eating more nutrient-rich foods help you feel better both mentally and physically
   - “happy foods”
   - Boost your immune function.
How can I find connection while quarantined at home?

7) Connect with others
   - Schedule regular video or phone check-ins with loved ones
   - Socialize virtually via FaceTime, Zoom, Skype, Houseparty or phone call
   - Make a list of people to reach out to (inner and outer circle)
   - Set aside time on the calendar for these WEEKLY check-ins
   - If you don’t want to talk - see if a friend wants to watch a movie together or do a workout with you

**Interactions will benefit you as much as they’ll benefit the people you’re connecting with**
How can I find connection while quarantined at home?

8) Talk to a therapist.

9) Create a routine
   - Keep a schedule - structure and predictability

10) Remember that this situation is temporary.

*There’s an end in sight, even if we don’t yet know precisely when that will be!*
Creating and Maintaining Routines
I am struggling to balance work and home schooling. Do you have any suggestions?

If working from home . . .

- Talk to your boss
- Be open and honest
- Be flexible
- Turn video off/mute

If an essential employee . . .

- Communicate with teachers
- Ask for flexibility
My child is having a hard time keeping up with schoolwork at home. How can I help them stay focused?

- **Consistency**

- **Daily Schedule**
  - Build in breaks
  - Choices if available

- **Multiple ages of children**
  - Delegate tasks to older children
  - Stagger school start times if possible
My kids are struggling with transitions (i.e. asking them to stop playing video games when it’s time for dinner). What can I do to prevent this?

- Avoid video games during “school” hours
- Set expectations and follow through
- Set maximum amount of time
  - Use a timer
3 COVID-19 PARENTING Structure Up

Create a flexible but consistent daily routine
- Make a schedule for you and your children that has time for structured activities as well as free time. This can help children feel more secure and better behaved.
- Children or teenagers can help plan the routine for the day – like making a school timetable. Children will follow this better if they help to make it.
- Include exercise in each day - this helps with stress and kids with lots of energy at home.

Teach your child about keeping safe distances
- If it is OK in your country, get children outside.
- You can also write letters and draw pictures to share with people. Put them up outside your home for others to see.
- You can reassure your child by talking about how you are keeping safe. Listen to their suggestions and take them seriously.

Make handwashing and hygiene fun
- Make a game to see how few times we can touch our faces to avoid the least number of touches (you can count for each other).

You are a model for your child's behavior
- At the end of each day, take a minute to think about the day. Tell your child about one positive or fun thing they did. Praise yourself for what you did well today. You are a star!

For more information click below links:
- Parenting tips from WHO
- Parenting tips from UNICEF
- In worldwide languages
- EVIDENCE-BASE

4 COVID-19 PARENTING Bad Behavior

Redirect
- Catch bad behavior early and redirect your kids' attention from a bad to a good behavior.
- Stop it before it starts! When they start to get restless, you can distract with something interesting or fun. "Come, let's play a game together."

Take a Pause
- Feel like screaming? Give yourself a 10-second pause. Breathe in and out slowly and deliberately. Then try to respond in a calmer way.

Use consequences
- Consequences help teach our children responsibility for what they do. They also allow discipline that is controllable. This is more effective than hitting or shouting.
- Give your child a choice to follow your instruction before giving them the consequence.
- Try to stay calm when giving the consequence.
- Make sure you can follow through with the consequence. For example, taking away a teenager's phone for an hour is hard to enforce. Taking it away for one hour is more realistic.
- Once the consequence is over, give your child a chance to do something good, and praise them for it.

Keep using Tips 1-3
- One-on-One time, praise for being good, and consistent routines will reduce bad behavior.
- Give your children and teens simple jobs with responsibilities. Just make sure it is something they are able to do. And praise them when they do it!

For more information click below links:
- Parenting tips from WHO
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All children make mistakes. It is normal when children are tired, hungry, sad, or learning independence. And they can drive us crazy when stuck at home.
What is your recommendation for a week day routine for kids who are doing school virtually?

- Wake up, get dressed, breakfast at normal time
- Set aside space for each child to work
- List times for learning, exercise and breaks
- Schedule time for snacks
- Dinner as a family
- Stick with normal bedtime routines
### Example of Schedules

#### Preschool/Kindergarten

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00</td>
<td><strong>Eat breakfast</strong>, get dressed, put away pajamas, brush teeth. Set up daily plan and materials, organize snacks.</td>
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<td>9:00</td>
<td><strong>Outside Time</strong>: Play tag, kick a ball around.</td>
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<tr>
<td>10:00</td>
<td><strong>Calendar</strong>: Talk about the day of the week, date, and weather. <strong>Reading</strong>: Read-aloud, letter practice, independent reading. <strong>Snack Break</strong></td>
</tr>
<tr>
<td>11:00</td>
<td><strong>Building</strong>: Blocks, Magnatiles, Duplo. <strong>Fine motor skills</strong>: Cutting with scissors, finding buttons in play dough, putting stickers on paper.</td>
</tr>
<tr>
<td>12:00</td>
<td>Lunch and help with clean-up.</td>
</tr>
<tr>
<td>12:30</td>
<td><strong>Quiet time</strong>: puzzles, nap, audiobook.</td>
</tr>
<tr>
<td>1:30</td>
<td><strong>Outside</strong>: Play catch, work in the yard, take a walk. <strong>Science</strong>: Observe animals, sprout seeds, move pipe cleaners with magnets.</td>
</tr>
<tr>
<td>2:30</td>
<td><strong>Shapes and Colors</strong>: Sort shapes, match colors, draw geometric patterns. <strong>Numbers</strong>: Count objects, name numbers, a board game with dice.</td>
</tr>
<tr>
<td>3:30</td>
<td><strong>Art</strong>: Sculpt clay, make a collage, build a house from delivery boxes. <strong>Music</strong>: Hold a dance party, play instruments, sing along. <strong>Snack Break</strong></td>
</tr>
<tr>
<td>4:30</td>
<td><strong>Calm Down</strong>: Do yoga, listen to a mindfulness recording, audiobook or podcast; watch a video. <strong>Project or Craft</strong>: Mold play dough, string beads, paint.</td>
</tr>
<tr>
<td>5:30</td>
<td>Dinner.</td>
</tr>
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#### Elementary School Kids

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<td>9:00</td>
<td><strong>Get outside!</strong> Head out for a walk, run a few races.</td>
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<tr>
<td>9:30</td>
<td><strong>Student reads aloud</strong> or independently.</td>
</tr>
<tr>
<td>10:00</td>
<td><strong>Math practice</strong> or logic puzzles.</td>
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<tr>
<td>10:30</td>
<td>Story or <strong>nonfiction writing</strong>, with a snack.</td>
</tr>
<tr>
<td>11:00</td>
<td>Choose and memorize a poem.</td>
</tr>
<tr>
<td>11:30</td>
<td><strong>Geography</strong>, social studies, or current events.</td>
</tr>
<tr>
<td>12:00</td>
<td>Lunch and clean-up, make afternoon snacks.</td>
</tr>
<tr>
<td>12:30</td>
<td><strong>Quiet reading</strong> or outside play.</td>
</tr>
<tr>
<td>1:30</td>
<td><strong>Virtual museum visit</strong> or science activity.</td>
</tr>
<tr>
<td>2:00</td>
<td><strong>Art or science project</strong> or music practice, followed by a snack.</td>
</tr>
<tr>
<td>3:00</td>
<td><strong>Physical activity</strong>.</td>
</tr>
<tr>
<td>4:00</td>
<td><strong>Online meet-up</strong> with friends.</td>
</tr>
<tr>
<td>4:30</td>
<td><strong>Clean up school area</strong>.</td>
</tr>
<tr>
<td>5:00</td>
<td>Downtime with electronics, music or a book.</td>
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<td>5:30</td>
<td>Dinner and family time.</td>
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Example of Schedules

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  - 12:00: Lunch and help with clean-up.
  - 12:30: Quiet time: puzzles, nap, audiobook.
  - 1:30: Outside: Play catch, work in the yard, take a walk. Science: Observe animals, sprout seeds, move pipe cleaners with magnets.
  - 4:30: Calm Down: Do yoga, listen to a mindfulness recording, audiobook or podcast; watch a video. Project or Craft: Mold play dough, string beads, paint.
  - 5:30: Dinner.

- Elementary School Kids
  - 8:00: Eat breakfast, get dressed, put away pajamas, brush teeth.
  - 8:30: Write out the day’s schedule, set up materials, make snacks for the morning.
  - 9:00: Get outside! Head out for a walk, run a few races.
  - 9:30: Student reads aloud or independently.
  - 10:00: Math practice or logic puzzles.
  - 10:30: Story or nonfiction writing, with a snack.
  - 11:00: Choose and memorize a poem.
  - 11:30: Geography, social studies, or current events.
  - 12:00: Lunch and clean-up, make afternoon snacks.
  - 12:30: Quiet reading or outside play.
  - 1:30: Virtual museum visit or science activity.
  - 2:00: Art or science project or music practice, followed by a snack.
  - 3:00: Physical activity.
  - 4:00: Online meet-up with friends.
  - 4:30: Clean up school area.
  - 5:00: Downtime with electronics, music or a book.
  - 5:30: Dinner and family time.
Sleep, Nutrition & Physical Activity
My child is having trouble sleeping. What can I do to help?

**GENERAL TIPS FOR HAVING HEALTHY SLEEP HYGIENE**

- Go to bed and wake up at the same time every day (even on the weekends!)
- Avoid caffeine consumption (e.g., coffee, soft drinks, chocolate) starting in the late afternoon
- Expose yourself to bright light in the morning – sunlight helps the biological clock to reset itself each day
- Make sure your bedroom is conducive to sleep – it should be dark, quiet, comfortable, and cool
- Sleep on a comfortable mattress and pillow
- Don’t go to bed feeling hungry, but also don’t eat a heavy meal right before bed
- Develop a relaxing routine before bedtime – ideas include bathing, music, and reading
- Reserve your bedroom for sleeping only – keep cell phones, computers, televisions and video games out of your bedroom
- Exercise regularly during the day
- Don’t have pets in your bedroom

http://parenting.mountsinai.org
Do you recommend melatonin for children who are having difficulty sleeping at this time?

- Behavior changes first
- Melatonin
  - Natural, hormone-like substance released at night and tells body it’s time to sleep
- Over the counter
  - Not regulated by Food and Drug Administration
- Discuss with your pediatrician

- Short-term use is likely safe
  - Long-term use is not as well studied.
- Most common side effects:
  - Morning sleepiness
  - Drowsiness
  - Increased urination at night

Is Melatonin Safe for Kids?
What if I'm really scared and it keeps me up at night? I have a poor immune system and keep thinking of worst case scenarios.
TIPS FOR BETTER SLEEP

- Avoid consuming alcohol and nicotine before bedtime
- Do not watch TV or work on your computer and do not use gadgets before bedtime
- Drink a warm cup of tea with chamomile or glass of milk
- Avoid lights when trying to sleep
- Avoid overeating at dinner and avoid consuming caffeine in the late afternoon
- Read a book or listen to a relaxing music
- 18 – 24°C comfortable temperature in the bedroom
- Wake up and go to bed at the same time. Sleep 7-8 hours
- Stop exercising four hours before bedtime
- Take a warm bath or shower before bedtime
What suggestions do you have for activities that help everyone get some exercise without contact with other people or access to parks/playgrounds?

**Indoor Activities**
- Dance parties
- Balloon ball
- Movement-based games (charades)
- Virtual (online kids’ fitness videos)

**Outdoor Activities**
- Family walk
- Bike ride (helmet)
- Catch
Active for Life Sock Ball Games

1. PREPARE YOUR PLAY AREA

Remove breakable objects such as lamps, electronics, flower vases, etc. The play area can be a bedroom, living room, or anywhere there is enough space to throw, catch or kick a ball and swing a simple bat. Objects like pillows, chairs, soxas and boxes can be used as goals or targets for some games.

2. MAKE A SOCK BALL

Roll and fold a pair of socks inside each other. For larger balls, use 3-4 pairs of socks, or use heavy adult-size work socks.

3. GET READY TO PLAY!

SOCCER
One player: Practice shooting for a "goal" (living room sofa, door opening, laundry hamper bed or in the yard). Two or more players: Play a game 1 versus 1 or 2 versus 2 (car seats, dining table, etc. as goals).

BASKETBALL
One player: Practice shooting on a "hoop" (laundry hamper, small cardboard box, or other container turned on its side). Two or more players: Play 1 versus 1 or 2 versus 2 in a competitive shooting challenge. Take turns shooting from different distances. No blocking allowed.

BOWLING
Set up 3 empty milk cartons or plastic bottles as bowling "pins." One player: One child can play alone after a parent shows how to set up the bowling pins. Two or more players: Play against each other in a competition.

THROW AND CATCH
Stand 3-5 metres apart and throw to each other. Start with gentle underhand throw. As throwing and catching improve, throw faster, throw overhand, and even try to throw behind your back, under your legs, from behind your head, etc.

DODGE BALL
Make two or three sock balls per person. Players are allowed to pick up balls from opponents and throw back at them. Players are only permitted to throw from their "home base" (sofa, bed, or other designated place). No "elimination" when you are hit—keep playing.

BASEBALL BATTING
Use a cardboard tube, roll a newspaper with tape, or get a plastic water cleaner pipe to use as a baseball bat. Take turns pitching and batting the sock ball. With three or more players, extra players are "fielders" who try to catch the ball after it has been hit. After 10 hits, change batters.
What are some stress-reducing activities can help you feel calmer?

- #1 = Go easy on yourself
- Sleep hygiene
- Limit checking news/social media
- Stay in touch with friends through video chat
- Journal
- At-home fitness classes
  - [https://www.youtube.com/user/CosmicKidsYoga](https://www.youtube.com/user/CosmicKidsYoga)
Anxiety
I am struggling with anxiety around COVID-19 myself between work, homeschooling, and caring for my kids and older relatives. How can I manage my anxiety and avoid passing it on to my family?

Partake in self-care and restorative activities
- Rest, mindfulness, reading, exercise

Prioritize the important things
- Celebrate birthdays and milestones

Maintain positive social connections
- Connect with friends and family

Seek help from mental health professionals if you are struggling with very high levels of stress or other challenges
What are some signs or changes in behavior that signal my child or teen may be struggling with anxiety?

Emotional and behavioral changes are expected during times of trauma.

Children may struggle with:
- Nightmares & trouble sleeping
- Excessive focus on stressors
- Increased aggression or irritability
- Regressive behaviors (toileting accidents)
- Self-harming behaviors
- Reassurance-seeking
- Reluctance to separate from parents
- Physical symptoms like headaches or stomach aches
- Avoiding school related tasks
- Excessive crying
What should I do if my child is showing signs of anxiety?

Talk to your kids about what is going on and how they feel about it.
- Child adjust better when they feel that there is a sensitive and caring adult in their life
- Create a feelings chart or “traffic light” chart for younger children

Create a schedule and stick to it

Help children work on their regulation skills
- Deep breathing, exercise & movement, quiet time

Stay connected - keep in touch with friends by using virtual play dates

Be creative
- Paint and do arts & crafts
- Virtual museum/zoo tours
- Family game night

Emphasize the positives & model positive behaviors

Spend undistracted family time
- Cook and eat together
- Reading time

VIRTUAL PLAY DATE IDEAS

<table>
<thead>
<tr>
<th>READ ALOUD</th>
<th>TELL JOKES</th>
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<tbody>
<tr>
<td>DOLLS &amp; DINOS</td>
<td>BINGO</td>
</tr>
<tr>
<td>SHOW-AND-TELL</td>
<td>MAGIC SHOW</td>
</tr>
<tr>
<td>CHARADES</td>
<td>Have a sing-a-long</td>
</tr>
<tr>
<td>READ LIPS</td>
<td>ASK QUESTIONS</td>
</tr>
<tr>
<td>DRAW PORTRAITS</td>
<td>Play Musical Instruments</td>
</tr>
</tbody>
</table>

New Jersey Chapter
Incorporated in New Jersey
American Academy of Pediatrics
Feeding Our Future, Nourishing Our Communities
How can I cope with anxiety that I'll catch it and give it to an elderly family member?

Stick to trustworthy sources like the CDC, the World Health Organization, and local public health authorities.

Step away from media if you start to feel overwhelmed & limit how often you check updates.

Be careful what you share – be very informed before sharing information.

Help when you can – Helping others makes us feel good.
  ◦ Donate to food banks, be a calming influence, reach out to elderly or impacted family members.

Plan for what you can and focus on concrete things you can solve.

Focus on the things you can control.
  ◦ Hand washings, staying home, avoid touching your face.
How do I help my loved one who is suffering from intense anxiety?

Listen nonjudgmentally and express concern
- Ask how they’re feeling and how long they have been feeling that way
- Pay attention and show you care

Give reassurance and validation
- Reassure them it’s appropriate that they’re feeling fear, sadness, or anxiety

Encourage self-help and other support strategies
- Support can be found from family, friends, faith communities

Encourage appropriate professional health
- Video conferencing services are available for individuals to meet with doctors or therapist
<table>
<thead>
<tr>
<th>Can you share some activities to do to distract and keep my mind free of anxiety?</th>
</tr>
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<tbody>
<tr>
<td>Take up a new hobby</td>
</tr>
<tr>
<td>Bake or cook</td>
</tr>
<tr>
<td>Take an online class</td>
</tr>
<tr>
<td>Spend time with a pet</td>
</tr>
<tr>
<td>Practice meditation</td>
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<tr>
<td>Practice yoga</td>
</tr>
<tr>
<td>Take walks</td>
</tr>
<tr>
<td>Participate in at-home workouts</td>
</tr>
<tr>
<td>Read a book</td>
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How can I stay mentally healthy as someone with existing anxiety and mental health conditions?

Challenge your irrational thoughts and replace them with facts

◦ Irrational thoughts foster fear and anxiety
◦ Reframe your thoughts: “There is a risk that I could catch the virus. But if I take the recommended precautions, then I will significantly decrease my risk.”

Revisit therapy or past professionals who have helped in the past

Stay connected with your support system

Practice at least 5 minutes of relaxation each day
Resources
COVID-19 Resources for Families

- Early Childhood Development Action Network COVID-19 Resources:
  - [https://mailchi.mp/ecdan/covid19](https://mailchi.mp/ecdan/covid19)
  - Communicating with children about COVID-19
  - Play and fun
  - Homeschooling
  - Helping children cope with stress
COVID-19 Resources for Families

- **SPAN Advocacy Network weekly 30-minute “Family Talk” chats:**
  - Open and honest conversations about how families are handling the challenges of COVID-19
  - Topics include physical distancing, school closures, education, health, mental health issues and more

- Weekly 30-minute chats on Tuesdays at 11:30 AM and 7:30 PM
- Join from your computer, tablet, or mobile device:
  - [https://zoom.us/j/2099872673](https://zoom.us/j/2099872673)
- You can also call in:
  - Dial 1-929-205-6099 and enter Meeting ID: 209 987 2673
What resources for teletherapy are available for children with mental health needs?

American Counseling Association:
- Take Care of Your Emotional Health

American Psychological Association
- Ways to View Coverage of the Coronavirus

Anxiety and Depression Association of America
- Coronavirus Anxiety: Expert Tips and Resources

Center for Disease Control
- Stress & Coping
- Taking Care of Your Emotional Health:

SAMSHA (Substance Abuse and Mental Health Administration)
- Tips for Social Distancing, Quarantine, and Isolation: Taking Care of Your Mental Health
https://www.nj211.org/mental-health-resources

When you need mental health counseling or services you can call a community mental health agency in your area directly to arrange for an appointment.

◦ Many mental health agencies are listed in the telephone Yellow Pages under Mental Health Services, or you could call your local county office to locate an agency near you.

◦ For your local office contact information - County Mental Health Administrator's Office

The Division of Mental Health funds about 120 private, not-for-profit community agencies to provide a full range of mental health services.

◦ You will not be denied services if you are unable to pay for service at these state-supported agencies - each of these agencies has a sliding fee scale based on your ability to pay.
Sometimes an individual is in emotional crisis and cannot wait for a regular appointment to receive services.

- To provide services in such situations, Screening/Crisis Centers were established in each county.
- Emergency services are provided 24-hours a day, seven days a week, and are typically located in general hospitals.
- An individual may walk in without an appointment, or the individual may be brought to the screening center by a parent, friend, spouse, police officer, mental health worker, or any other concerned individual.
- If the person in crisis is unable or unwilling to come to the center, a mobile outreach team can be sent to the person.
- Contact information and much more is included in the NJ Department of Human Services Directory of Mental Health Services by County.

If inpatient hospitalization is needed, the screening center may refer the person to a State or County Hospital or to an inpatient bed located in a general hospital closer to the individual’s residence.

- The goal of inpatient treatment is to stabilize the individual and to link the individual with needed community support services so that they can return to the community.
NJ 211

Crisis Helplines will put you in touch with crisis counselors any time of the day or night

The Mental Health Association in New Jersey operates the New Jersey MentalHealthCares Helpline.

◦ Callers to the Helpline may receive supportive counseling, crisis assessment and intervention, and when needed a connection to appropriate resources and services.

If you or someone you know is experiencing distress or feeling overwhelmed by painful emotions, call the New Jersey MentalHealthCares' Disaster Helpline: 866.202.4357 (HELP).

◦ A TTY line is available at 877.294.4356

◦ Translation services are available as well

The National Suicide Prevention Lifeline is a toll-free suicide prevention service available to anyone in suicidal crisis.

◦ Reach out and ask for help at 800.273.TALK (800.273.8255)
Pediatric Psychiatry Collaborative

Pediatric Psychiatry Collaborative aims to improve the comfort and competency of primary care physicians and pediatricians to screen, identify and care to manage children with mental health concerns.

Grief Services

When you grieve, you can feel both physical and emotional pain. Learn more about mourning a parent or spouse’s death here.

Talking with others about your Mental Health

Ideally, the people around you will understand your illness and encourage you. But the important people in your life might not know much about mental illness. Find out more information about talking with others and disclosing important information about mental illness from the National Alliance on Mental Illness (NAMI).
Positive Parenting Tips During CoVID-19