

Helping Children and Young People to cope with what is happening -

This information has been adapted from The National Child Traumatic Stress Network (www.NCTSN.org) for Sunbeam Fostering Group to support foster families during this difficult time.

How can I respond to what is happening?

Coping with the Stress of an Infectious Disease Outbreak like COVID-19

Even if your family is prepared, an outbreak can be very stressful. To help your family cope with this stress, following these recommendations can help:

Information & Communication

Keep updated about what is happening with the outbreak and additional recommendations by getting information from credible media outlets, local public health authorities, and updates from public health websites (e.g., CDC).

Seek support and continued connections from friends and family by talking to them on the telephone, texting, or communicating through email or social media. Schools may have additional ways to stay in contact with educators and classmates.

Although you need to stay informed, minimize exposure to media outlets or social media that might promote fear or panic. Be particularly aware of (and limit) how much media coverage or social media time your children are exposed to about the outbreak.

E-mail and texting may be the best ways to stay in contact with others during an outbreak, as the Internet may have the most sensational media coverage and may be spreading rumors. Check in regularly with your children about what they have viewed on the Internet and clarify any misinformation.

Focus on supporting children by encouraging questions and helping them understand the current situation. Talk about their feelings and validate these. Help them express their feelings through drawing or other activities. Clarify misinformation or misunderstandings about how the virus is spread and that not every respiratory disease is COVID-19. Provide comfort and a bit of extra patience. Check back in with your children on a regular basis or when the situation changes.

Scheduling & Activities

Even if your family is isolated or quarantined, realize this will be temporary.

Keep your family's schedule consistent when it comes to bedtimes, meals, and exercise.

Make time to do things at home that have made you and your family feel better in other stressful situations, such as reading, watching movies, listening to music, playing games, exercising, or engaging in religious activities (prayer, participating in services on the Internet).

Have children participate in distance learning opportunities that may be offered by their schools or other institutions/organizations.

Recognize that feelings such as loneliness, boredom, fear of contracting disease, anxiety, stress, and panic are normal reactions to a stressful situation such as a disease outbreak.

Help your family engage in fun and meaningful activities consistent with your family and cultural values.

Hygiene & Medical Care

Find ways to encourage proper hygiene and health promoting behavior with your children (create drawings to remember family routines; sing a song for length needed to wash hands like the A-B-C or Happy Birthday song, twice). Include them in household jobs or activities so they feel a sense of accomplishment. Provide praise and encouragement for engaging in household jobs and good hygiene.

Reassure your children that you will take them to the pediatrician and get medical care if needed. Explain, however, that not every cough or sneeze means that they or others have COVID-19.

Self Care & Coping

Modify your daily activities to meet the current reality of the situation and focus on what you can accomplish.

Shift expectations and priorities to focus more on what gives you meaning, purpose, or fulfilment.

Give yourself small breaks from the stress of the situation.

Attempt to control self-defeating statements and replace them with more helpful thoughts. Here's a helpful checklist for identifying unhealthy thoughts and coping with them:

- All or nothing thinking – where we look at things in absolute, black and white categories.
- Overgeneralisation – where we view a negative event as a never ending pattern of defeat.
- Mental filter – where we dwell on the negatives and ignore the positives.
- Discounting the positives – where we believe that our accomplishments or positive qualities do not count.
- Jumping to conclusions – Mind reading – you assume that people are reacting negatively to you when there no definite evidence for this. Fortune telling – predicting that things will turn out badly.
- Should statements – where we criticise ourselves or other people with 'shoulds or shouldn't – must and oughts.. have to's'.

The above has been cited from David D. Burns, M.D Adapted from Feeling Good: The New Mood Therapy (New York: William Morrow & Company, 1980; Signet, 1981).

If you would like more information on cognitive behavioural therapy please contact Helen Daly on helend@sunbeamfostering.com

Remember, you are a role model for your children. How you handle this stressful situation can affect how your children manage their worries. However, we are all human and the most important part of anything that may have created upset is to talk about it and if needs be to apologise and show that we can all struggle at times.

HELPING CHILDREN COPE

Your children may respond differently to an outbreak depending on their age. Below are some reactions according to age group and the best ways you can respond:

AGE GROUP	REACTIONS	HOW TO HELP
PRESCHOOL	<p>Fear of being alone, bad dreams</p> <p>Speech difficulties</p> <p>Loss of bladder/bowel control, constipation, bed-wetting</p> <p>Change in appetite</p> <p>Increased temper tantrums, whining, or clinging behaviors</p>	<p>Patience and tolerance</p> <p>Provide reassurance (verbal and physical)</p> <p>Encourage expression through play, reenactment, story-telling</p> <p>Allow short-term changes in sleep arrangements</p> <p>Plan calming, comforting activities before bedtime</p> <p>Maintain regular family routines</p> <p>Avoid media exposure</p>

SCHOOL-AGE (ages 6-12)	<p>Irritability, whining, aggressive behavior</p> <p>Clinging, nightmares</p> <p>Sleep/appetite disturbance</p> <p>Physical symptoms (headaches, stomachaches)</p> <p>Withdrawal from peers, loss of interest</p> <p>Competition for parents' attention</p> <p>Forgetfulness about chores and new information learned at school</p>	<p>Patience, tolerance, and reassurance</p> <p>Play sessions and staying in touch with friends through telephone and Internet</p> <p>Regular exercise and stretching</p> <p>Engage in educational activities (workbooks, educational games)</p> <p>Participate in structured household chores</p> <p>Set gentle but firm limits</p> <p>Discuss the current outbreak and encourage questions. Include what is being done in the family and community</p> <p>Encourage expression through play and conversation</p> <p>Help family create ideas for enhancing health promotion behaviors and maintaining family routines</p> <p>Limit media exposure, talking about what they have seen/heard including at school</p> <p>Address any stigma or discrimination occurring and clarify misinformation</p>
ADOLESCENT (ages 13-18)	<p>Physical symptoms (headaches, rashes, etc.)</p> <p>Sleep/appetite disturbance</p> <p>Agitation or decrease in energy, apathy</p> <p>Ignoring health promotion behaviors</p> <p>Isolating from peers and loved ones</p> <p>Concerns about stigma and injustices</p> <p>Avoiding/cutting school</p>	<p>Patience, tolerance, and reassurance</p> <p>Encourage continuation of routines</p> <p>Encourage discussion of outbreak experience with peers, family (but do not force)</p> <p>Stay in touch with friends through telephone, Internet, video games</p> <p>Participate in family routines, including chores, supporting younger siblings, and planning strategies to enhance health promotion behaviors</p> <p>Limit media exposure, talking about what they have seen/heard including at school</p> <p>Discuss and address stigma, prejudice and potential injustices occurring during outbreak</p>