

BHIPP RESILIENCE BREAKS

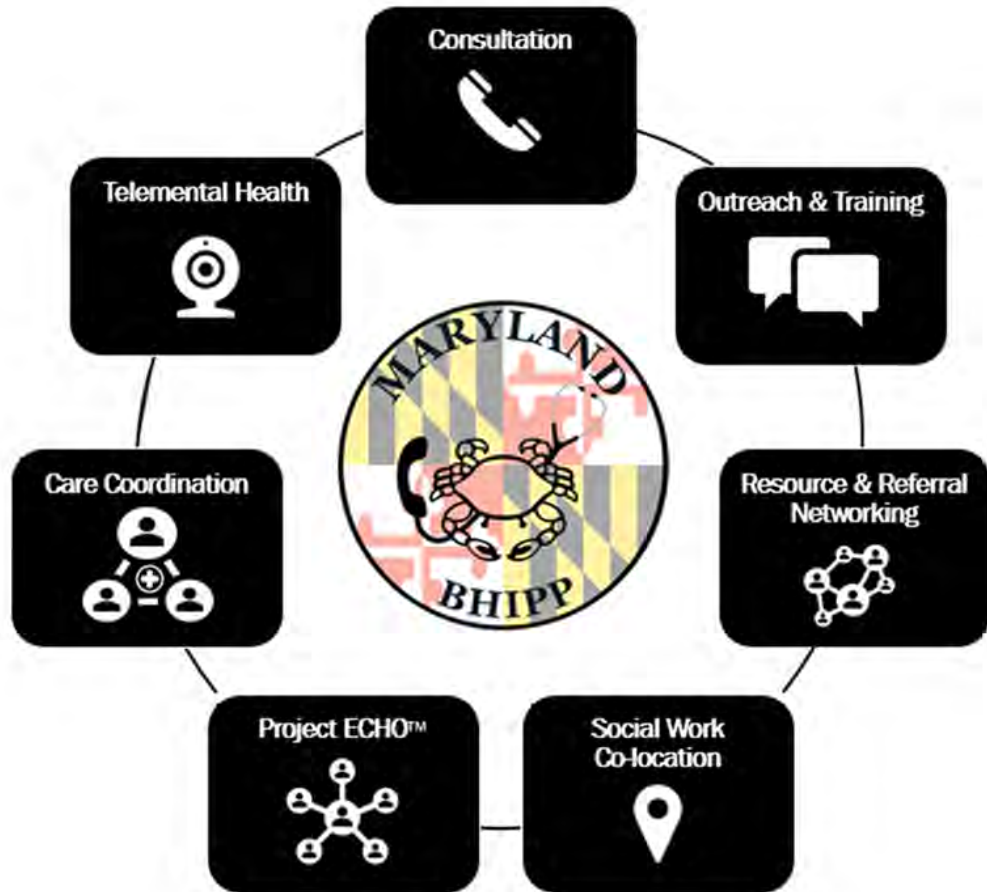
Healthy Routines & Strategies to Support Families
Working & Learning from Home During COVID-19



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Kelly Coble, LCSW-C
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Who We Are – Maryland BHIPP



Offering support to pediatric primary care providers through free:

- Telephone consultation (855-MD-BHIPP)
- Resource & referral support
- Training & education
- Regionally specific social work co-location (Salisbury University and Morgan State University)
- Project ECHO®

Coming soon!

- Direct Telespsychiatry & Telecounseling Services
- Care coordination

*Supported by Maryland Department of Health,
Behavioral Health Administration*



Meet The Presenters



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Session Learning Objectives

By the end of this session, learners will be able to:

1. Give advice to patients and families to establish and maintain healthy routines for working and learning at home
2. Explain the importance of routines for child and adolescent mental health
3. Name 3 resources and/or strategies to promote child and family mental health during COVID-19



Disclosures

- No commercial or financial interests to disclose



Families may be Experiencing Stress and Anxiety Due to Coronavirus

8 WAYS A CHILD'S ANXIETY SHOWS UP AS SOMETHING ELSE

1. Anger

The perception of danger, stress or opposition is enough to trigger the fight or flight response leaving your child angry and without a way to communicate why.



2. Difficulty Sleeping

In children, having difficulty falling asleep or staying asleep is one of the hallmark characteristics of anxiety.



3. Defiance

Unable to communicate what is really going on, it is easy to interpret the child's defiance as a lack of discipline instead of an attempt to control a situation where they feel anxious and helpless.



5. Lack of Focus

Children with anxiety are often so caught up in their own thoughts that they do not pay attention to what is going on around them.

FOCUS

6. Avoidance

Children who are trying to avoid a particular person, place or task often end up experiencing more of whatever it is they are avoiding.



8. Overplanning

Overplanning and defiance go hand in hand in their root cause. Where anxiety can cause some children to try to take back control through defiant behavior, it can cause others to overplan for situations where planning is minimal or unnecessary.



4. Chandeliering

Chandeliering is when a seemingly calm person suddenly flies off the handle for no reason. They have pushed hurt and anxiety so deep for so long that a seemingly innocent comment or event suddenly sends them straight through the chandelier.



Other common responses during a disease outbreak like Coronavirus can include:

- Worry and fears about:
 - Health of self and loved ones
 - Financial concerns
- Changes in sleep and eating patterns
- Difficulty concentrating
- Increased substance use
- Increased physical complaints (e.g., headaches, body pains)
- Regression to things children did when they were younger

Coronavirus is Impacting Parenting Capacities

Figure 1. Parents are Spending More Time in Activities with Their Children Since Coronavirus

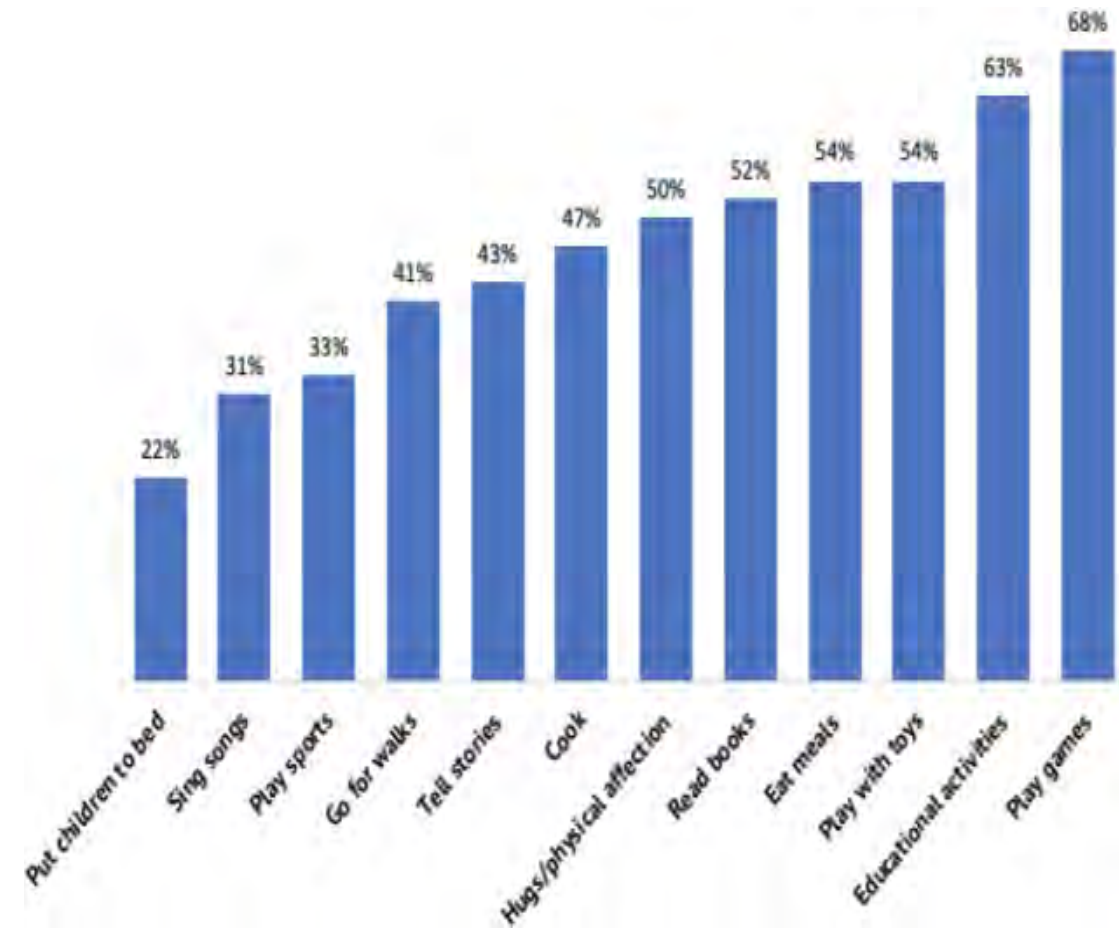
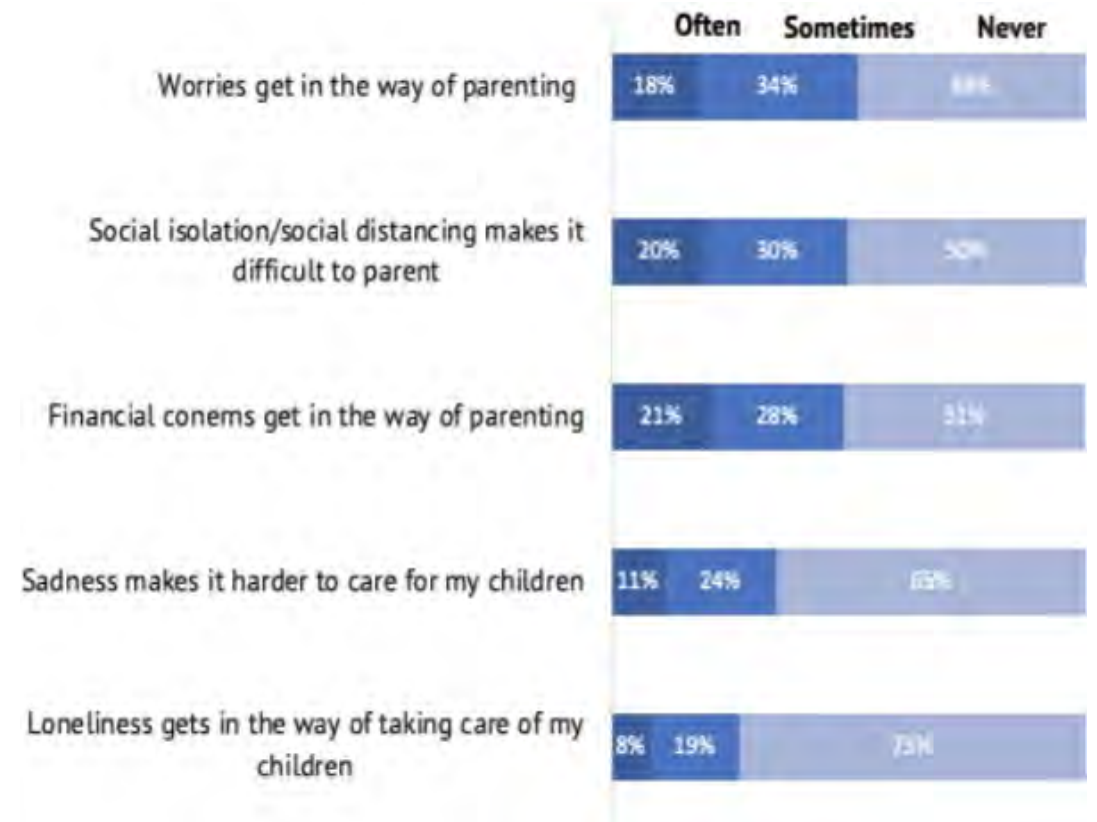


Figure 3. Parenting Stress and Worries Since Coronavirus



https://www.parentingincontext.org/uploads/8/1/3/1/81318622/research_brief_stress_and_parenting_during_the_coronavirus_pandemic_final.pdf



Parenting During the Coronavirus Pandemic

Figure 4. Parental Punishment Since Coronavirus

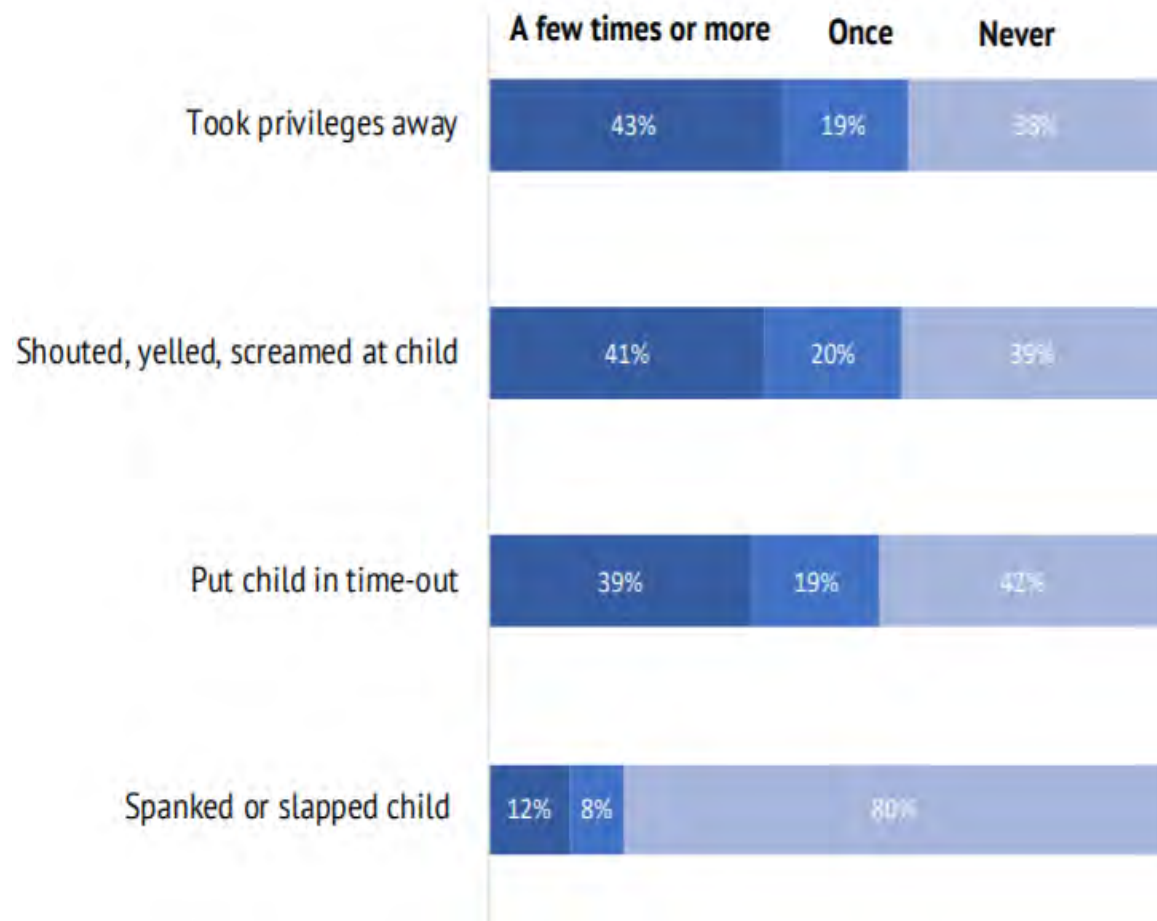
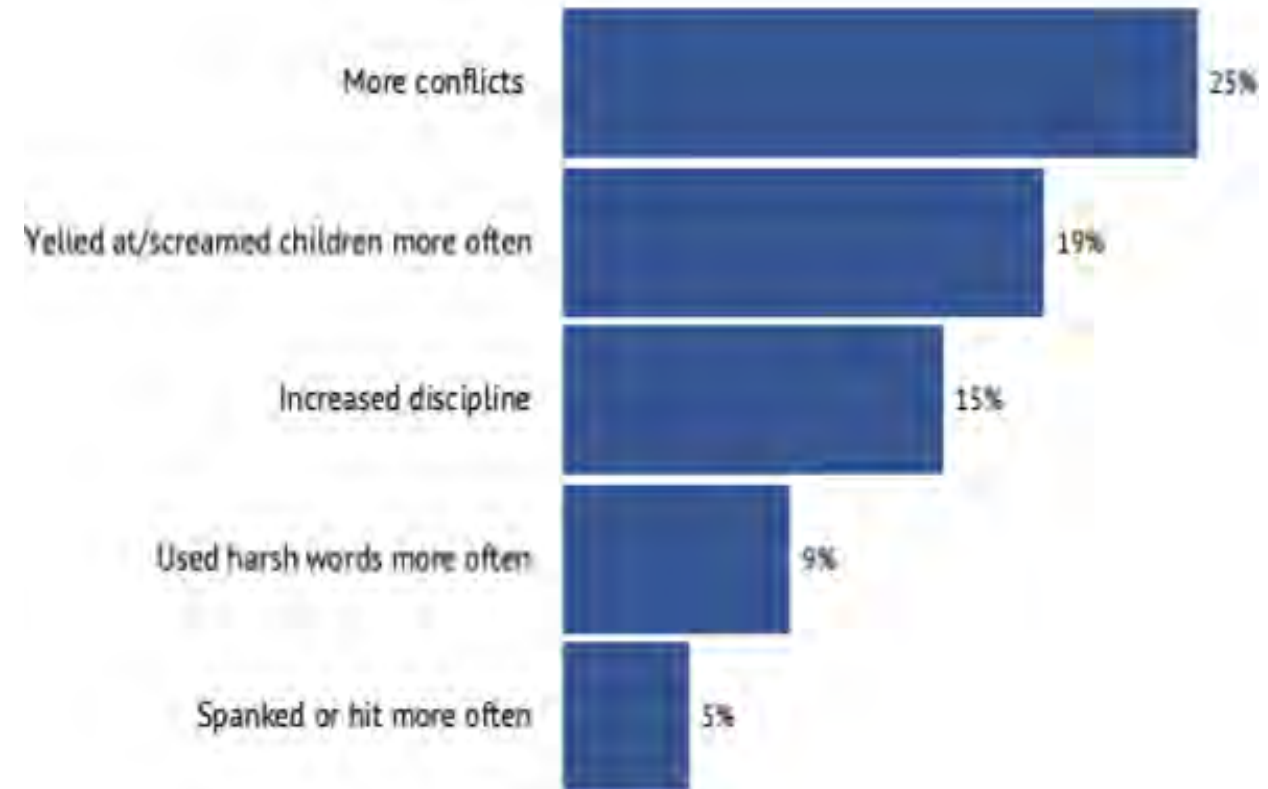


Figure 5. Many Parents are Reporting Increased Child Discipline Since Coronavirus



What Parents are Saying about Parenting during the Coronavirus Pandemic...

- “My younger child is autistic and is struggling with the big changes happening as well as the loss of his therapies. He is more anxious & aggressive than usual.”
- “They [my kids] are confused. They don't understand fully the dangers of a pandemic. They want to play with their friends and are getting annoyed with the same routine at home, and playing only with each other. We are also rationing food and household items, and they are anxious and scared by that. I can see it in their faces and their volunteering to make sacrifices for us.”
- “She [my daughter] is just sad because she misses her friends at school and her teachers... She is tired of being stuck in the house and extremely bored. She has been quite mouthy the last couple of weeks, but I think it's out of sheer boredom.”
- “We are suddenly responsible for 1/3 of the school year's education and we are lost.”
- “I feel I've been somewhat distant even though I've been spending more time with the kids than ever.”



Being Supportive of Parents Efforts During the Pandemic

- Under any circumstance, parenting is hard and there is no such thing as a perfect parent
- In the context of Coronavirus, parents are being asked to take on many new responsibilities, often with limited resources
- Validate parents feelings/concerns – “Its ok to feel anxious/scared/angry/lonely right now”
- Remind parents that they are not alone in these feelings/concerns – “what you’re feeling is normal, many people around the country are sharing the same feelings/worries/concerns that you are”
- Praise parents for their efforts to keep their families safe, healthy, and happy – “I know this is not an easy time for you and your family, but you are handling it the best way that you can”
- Acknowledge that an increase in children’s screen time use is inevitable; urge parents not to stress and encourage them to be selective about content and to co-view w/ children when possible



Strategies to Help Families During Coronavirus: Establishing Routines

- What are routines?
 - Behaviors that are regularly practiced
 - Examples: reading before bed, eating dinner together
- How does this help?
 - Help children feel safe and in control of their lives
 - Reduces stress



Strategies to Help Families During Coronavirus: Creating a Flexible Daily Schedule

KIDS DAILY HOME ROUTINE



*Circle the activities you choose to do with your children daily

*Make sure you plan activities that include child-centered time

*Let your child pick some of the activities!



Strategies to Help Families During Coronavirus: Creating a Flexible Daily Schedule

**Kids At Home
SCHEDULE IDEAS** 

<p>Self Care</p> <ul style="list-style-type: none">Shower/BatheGet DressedBrush TeethFlossClip FingernailsBrush Hair <p>Household Contribution</p> <ul style="list-style-type: none">LaundryClean BathroomYardwork/GardeningCook a Simple MealSort MailWipe Down SurfacesTake out GarbagesOrganize a Closet <p>Free Play</p> <ul style="list-style-type: none">Ride BikesSidewalk chalkLegosBuild a block cityPlaydough CreationsBuild and color a box fortCollect stones to paintBalloon Games	<p>Academic Learning</p> <ul style="list-style-type: none">Flash CardsOnline School WorkWorkbooksPractice WritingPhonicsPractice SpellingGeography <p>Creative Learning</p> <ul style="list-style-type: none">Science ExperimentNature WalkLearn How Things WorkHands On LearningSensory PlayVirtual FieldtripSet up learning 'centers' <p>Personal Development</p> <ul style="list-style-type: none">Music PracticeSports PracticeDrawing/PaintingDanceSewingServicePhotography
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Strategies to Help Families During Coronavirus: Spending child-centered time

- What is “child-centered” time?
 - Time parent spends with their child focused on what *the child* wants to do
 - Follow the child’s lead
 - Can be as brief as 10-15 minutes/day
- How does this help?
 - Reduces likelihood children will use negative behavior to gain parent’s attention
 - Promotes feelings of love, warmth, positive self-esteem



Strategies to Help Families During Coronavirus: Ways to Spend Child-centered Time with Children of Different Ages

With babies or toddlers:

- Sing songs, make music with spoons, pots, and pans
- Stack cups or blocks
- Tell a story, read a book or look at pictures

With younger children:

- Draw with crayons or pencils
- Dance to music or sing songs
- Read a book or look at pictures
- Let them help with preparing a meal
- Play dress up with your old clothes

With older children/teenagers:

- Talk with them; they pick the topic
- Cook a favorite meal or bake together
- Exercise together
- Connect with family and friends via social media
- Play a board game together



Strategies to Help Families During Coronavirus: Resources for Safe Online and Offline Activities for Children

Reading Activities

- Free children's stories: stories.audible.com
- More stories: <https://www.storylineonline.net/>
- Free books for young children: <https://imaginationlibrary.com/>
- For older children: <https://about.readworks.org/parents.html>

Math and Science Activities

- Math activities: <http://bedtimemath.org/fun-math-at-home/>
- Science activities: <https://californiasciencecenter.org/stuck-at-home-science>
- For older children: <https://about.readworks.org/parents.html>

Physical activities

- Helping kids stay active: <https://www.gonoodle.com>
- Mindfulness/yoga for kids: <https://cosmickids.com>
- <https://www.yoremikids.com/app>
- <https://fluencyandfitness.com/>

Other Fun and Educational Activities

- <https://pbskids.org/>
- <https://www.education.com/games/>
- <https://www.starfall.com/h/>
- <https://www.khanacademy.org/>
- <https://www.abcmouse.com/>
- <https://www.adventureacademy.com/>

Specific to COVID-19

- <https://sesamestreetincommunities.org/topics/health-emergencies/>



Strategies to Help Families During Coronavirus: Self-care Tips for Families

- Limit exposure to news/media
- Maintain connections with family and friends via phone, email, zoom etc.
- Take a break to breathe/relax

Take a Pause

1-minute relaxation activity that you can do whenever you are feeling stressed or worried

Step 1: Set up

- Find a comfortable sitting position, your feet flat on the floor, your hands resting in your lap.
- Close your eyes if you feel comfortable.

Step 2: Think, feel, body

- Ask yourself, "What am I thinking now?"
- Notice your thoughts. Notice if they are negative or positive.
- Notice how you feel emotionally. Notice if your feelings are happy or not.
- Notice how your body feels. Notice anything that hurts or is tense.

Step 3: Focus on your breath

- Listen to your breath as it goes in and out.
- You can put a hand on your stomach and feel it rise and fall with each breath.
- You may want to say to yourself "It's okay. Whatever it is, I am okay."
- Then just listen to your breath for a while.

Step 4: Coming back

- Notice how your whole body feels.
- Listen to the sounds in the room.

Step 5: Reflecting

- Think 'do I feel different at all?'
- When you are ready, open your eyes.



Strategies to Help Families During Coronavirus: Self-care Tips for Families

CALM DOWN WITH TAKE 5 BREATHING



1. Stretch your hand out like a star.
 2. Get the pointer finger of your other hand ready to trace your fingers up and down.
 3. Slide up each finger slowly ~ slide down the other side.
 4. Breathe in through your nose ~ out through your mouth.
 5. Put it together and breathe in as you slide up and breathe out as you slide down.
- Keep going until you have finished tracing your hand.



BHIPP is Available to Provide Support to PCPs During Coronavirus



BHIPP is open.

The BHIPP phone line remains open during this challenging time to support primary care clinicians in assessing and managing the mental health needs of their patients.

1-855-MD-BHIPP
(1-855-632-4477)

www.mdbhipp.org



Ways to Connect:

- Visit our COVID-19 Resource Page:
www.mdbhipp.org
- Sign up for our newsletter:
<https://mdbhipp.org/contact.html>
- Follow us on Twitter:
[@MDBHIPP](https://twitter.com/MDBHIPP)



Upcoming BHIPP Resilience Breaks Learning Sessions


Talking to Kids About COVID-19

Thursday, May 14th, 12:30pm-1:30pm

Provider Resilience

Thursday, June 11th, 12:30pm-1:30pm

**Additional dates & topics to follow*



**BHIPP
Resilience
Breaks**

Register at: bit.ly/BRBreg

Join the BHIPP Team for a series of interactive, virtual learning sessions on practices, strategies and resources to support patient, family and provider resilience during COVID-19.

Discussion Questions

- What are you noticing about how the families you work with are adjusting to the new home and school structure?
- What successes or evidence of resilience are you seeing so far among the families that you work with?
- What are the challenges that you are encountering in your work with families? Would you like to pose any of these to the group for support and problem-solving?

