

# Supporting Student Social-Emotional Health During COVID-19

October 5, 2020



ST MARY'S  
ACADEMY  
FAITH COMMUNITY JUSTICE RESPECT



# Social-emotional impacts we might see in students

## at younger developmental levels

- Unexplained crying or irritation
- Excessive worry, sadness or clinginess
- Returning to behaviors they have outgrown (toileting accidents, bedwetting, nightmares)
- Unexplained headaches or body pain
- Poor school performance or avoiding school
- Difficulties with attention and concentration
- Avoidance of activities enjoyed in the past



## What We're Seeing - *Lower and Middle School*

- Struggles
  - Missing parents, pets, friends in other cohorts
  - Missing safe and appropriate touch
  - Knowing this could continue all year
- Positives
  - Optimism and helpfulness to one another
  - Independence
  - Camaraderie



# Social-emotional impacts we might see in students

## at older developmental levels

- Irritability, arguing, isolation/withdrawal
- Excessive worry or sadness
- Unhealthy eating or sleeping habits
- Poor school performance or avoiding school
- Difficulties with attention and concentration
- Avoidance of activities enjoyed in the past



## What We're Seeing - *High School*

- Struggles
  - Feelings of uncertainty
  - Organic Connection
  - Feeling of being overwhelmed at times
- Positives
  - Courage
  - Resilience
  - Growth



## Supporting the social-emotional health of *remote* learners- *LS and MS*

- Teachers and administrators communicating with parents about how remote students are doing
- Counselor outreaching directly to remote students and families
- Weekly MS remote learners parents meeting
- In-person buddies in classrooms to help remote learners navigate technology and feel connected



# Supporting the social-emotional health of remote learners- *High School*

- Remote learning helpline
- Every class has a remote learning buddy
- Weekly individual check-ins
- Outreach from the school





# Supporting the social-emotional health of *all* learners- *LS and MS*

- **Lower School:**
  - Second Step includes a new unit on re-entry following quarantine
  - Assemblies and Prayer Services
- **Middle School:**
  - CAT Advisory led by CAT teachers (Houses project)
  - SEL lessons led by School Counselor (self-care strategies)
  - Assemblies and Prayer Services
  - Lisa Damour Nov. 5
  - Middle School affinity groups starting soon



# Supporting the social-emotional health of *all* learners: *High School*

- Connection. Access. We see you.
- 21 Days of Advisory Wellness: Community Building and Connecting
- Sources of Strength
- Lisa Damour Oct. 7 for students





# Protective Factors

- Family Support
- Positive Friends
- Mentors
- Healthy Activities
- Generosity
- Spirituality
- Medical Access
- Mental Health



# How parents can support the social-emotional health of younger children

Suggestions from the CDC:

- Maintain normal routines
- Talk, listen, and encourage expression
- Give honest and accurate information in an age appropriate way
- Teach simple steps to stay healthy
- Be alert for any change in behavior
- Reassure children about their safety and well-being

Also, remember to talk about positives, sources of hope, and good news!




## How parents can support the social-emotional health of high school students

- Parents set the tone in the household
- Our kids are extremely observant - even our teens!
- Expressing continuous extreme doom or fear can affect our kids
- Talk about positives and share good news
- Keep lines of communication open between you and your teen
- Connect, Be present, Listen, listen, listen, Validate, Ask



## Community Resources

 <https://sensoryprocessingdisorderparentsupport.com/covid-19-coronavirus-ideas-for-parents.php> For parents/caregivers whose children have been diagnosed with or demonstrate symptoms of sensory processing disorder

[https://www.additudemag.com/tag/coronavirus/?utm\\_source=letter&utm\\_medium=email&utm\\_campaign=letterfromeditors\\_march\\_2020&utm\\_content=031820&goal=0\\_d9446392d6-af323af71a-297806417](https://www.additudemag.com/tag/coronavirus/?utm_source=letter&utm_medium=email&utm_campaign=letterfromeditors_march_2020&utm_content=031820&goal=0_d9446392d6-af323af71a-297806417) For parents/caregivers whose children have been diagnosed with or demonstrate ADHD symptoms

<https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/parental-resource-kit/index.html> CDC parent resources

Craig Nippenberg podcast replacing Facebook live talks



**Lisa Damour, Ph.D.**

- ➔ Teenagers: Emotional Well-Being During a Pandemic
- ➔ Podcast
- ➔ Mental Health One-Sheets

# The Child Mind Institute

- ➔ Tips for Communicating with Your Teen
- ➔ What Should I Look For?

## CU Helen and Arthur E. Johnson Depression Center

- Community Programs
- COVID - 19 Support Resources

## Grown and Flown



Thanks!

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