

Dear Corkery Families,

We hope to provide our students and families with some helpful tools to support your mental health during these times, as we face unprecedented global health, educational, and economic challenges due to the COVID-19 pandemic. Below you will find a list of social/emotional resources for students and parents that has been compiled by CPS social workers and psychologists. Many students at Corkery receive mental health support and therapeutic services at school, whether formally through their IEP, or on an as-needed basis from someone on our clinical team (social worker, counselor, etc.) Even though I am not able to meet with students during this time, I wanted to share some resources with you and to make myself available via e-mail to provide additional support or social/emotional learning resources to parents. With all of the unexpected transitions, changes, and closures we are experiencing, it is important to take care of our mental health as well as our physical health. The resources below include some ideas on self-care practices that you can implement to support your own and your families' mental health, and tools that can help you create safe spaces to discuss, process, and debrief your feelings and experiences. You will also find some journal prompts that elementary and middle school students can use throughout this time of school closure (or your family can use them as discussion prompts). We will miss seeing our students in person, but please feel free to reach out using the contact information below, regarding additional information you need or questions you might have. Please stay safe and take care of yourselves!

Queridas Familias de Corkery,

Esperamos poder compartir con nuestros estudiantes y familias algunas herramientas para apoyarlos en el área de la salud mental durante estos tiempos inciertos en los que nos enfrentamos a desafíos sin precedente en los ámbitos de salud mundial, educación y economía debido a la pandemia del COVID-19. Aquí encontrará una lista de recursos social y emocionales para estudiantes y padres que han sido compilados por trabajadores sociales y psicólogos de CPS. Muchos estudiantes de Corkery reciben servicios de salud mental y terapia ya sea formalmente a través de su IEP o de forma menos formal cuando es necesario de parte del equipo clínico (trabajadora social, consejera, etc.). Aunque no es posible ver a estudiantes uno a uno durante este tiempo, queremos compartir con ustedes estos recursos y hacernos disponibles por medio de correo electrónico para poder ofrecer apoyo adicional o recursos social-emocionales a los padres. Con todos estos cambios inesperados, es importante cuidar tanto nuestra salud mental como física. Los recursos que encontrará aquí, incluyen algunas ideas de cuidado personal que puede implementar para apoyar su propia salud mental y la de su familia, así como herramientas que pueden ayudarle a crear espacios seguros donde puedan discutir y procesar sus sentimientos y experiencias. También encontrará algunas ideas para escribir un diario que los estudiantes de primaria (elementary) y secundaria (middle school) pueden utilizar durante el tiempo que esté cerrada la escuela - también puede usar estas ideas a manera de conversación con su familia. Vamos a extrañar mucho a nuestros alumnos, pero por favor no duden en contactarnos si necesitan información adicional o si tienen preguntas. ¡Manténganse seguros y cuídense mucho!

Content included in this packet - Contenido en este paquete

- Journaling Prompts (or Discussion Topics) - Sugerencias para Reflexión Escrito o Oral
- Online Social Emotional Learning Links/Resources - Recursos Socio/Emocional en Línea
- Free Apps and Printable Resources - Aplicaciones Gratuitas y Recursos para Imprimir
- Daily Schedule Template to Help with Routine at Home - Horario Diario Ejemplar para Ayudar con una Rutina en Casa
- Food/Childcare Resources - Recursos de Alimento/Cuidado Infantil
- Tips to Discussing COVID-19 with Kids - Consejos Sobre Cómo Discutir el Virus con Niños/as

Connect with Social Worker

Carly Miller - School Social Worker - cmiller51@cps.edu

Connect with Psychologist

Danielle Downes - School Psychologist - dadownes@cps.edu

Best,

Ms. Miller and Ms. Downes

Journaling Prompts/ Preguntas para reflexionar en su diario

Daily Check-In Questions:

1. How am I feeling today? (Be silent & still for about 3-5 minutes and really think about the state your mind and heart are in before writing in your journal. Reflect on what thoughts cross your mind. These initial ones are important but so are the ones that come near the end of the silence.)
2. What is on my to-do list for today? (Try to set-up at least three tasks that you can complete for yourself. These are short-term goals that will help you to be and feel productive.)
3. What am I missing most about my normal schedule? (Give yourself a minute to think about what you really miss about being at school.)
4. Look around the room and describe 5 objects that you see in detail in writing. (Explain how your senses relate to that object. How does it look? What does it smell like? How does it taste? What does it feel like? This technique is called “grounding” and can be used to decrease anxiety and helps to give the feeling of control and awareness over situations. Practicing this when de-escalated can help in more intense times of anxiety/panic.)
5. Name 3 things that you are thankful for today and explain why. (Highlighting and focusing on positives can really set the tone for your mood and outlook on life/the day.)

Additional Prompts:

3/19/2020: Everyone talks about having a bucket list- a list of things you want to do in your lifetime. Can you think of things that you want to put on your bucket list? Try to think of 10 that you'd like to do in the next few years and write about them.

3/20/2020: If you could change one thing about yourself, what would it be and why? Is this something you have control over? Write about the change you could make in yourself if you could.

3/23/2020: Pick one person that you have had a disagreement with this past month. What was the disagreement? What could you have done differently? Is this person still

hurt or are you still hurting from this experience? Write about the situation and any lingering feelings there might be.

3/24/2020: Write 5 things that you really like about yourself. List them out in your journal. Once you have come up with the 5 things, rewrite those things as statements. For example, if you wrote “funny”, write “I am funny!” underneath. Say these 5 statements out loud three times to yourself. Write about how it feels to hear these things.

3/25/2020: What do you want to be when you grow up? Write about why you would want to do that. Is there someone or something that happened to inspire you to want to become that?

3/26/2020: Think about a time when you were really sad. What did you do to feel better? What were the coping skills you used to get through it? If the same situation happened again today, would you deal with it in the same way? Describe what you did and how you’d react now in this moment.

3/27/2020: Write about one time that you were proud of yourself. Explain what you did and how others reacted in that time.

Preguntas diarias para chequear cómo te sientes/como te encuentras:

- 1) ¿Cómo me siento hoy? (Permanezca en silencio y quieto durante aproximadamente 3-5 minutos y piense realmente en el estado en que se encuentran su mente y su corazón antes de escribir en su diario. Reflexione sobre los pensamientos que entren su mente. Los primeros pensamientos son importantes, pero también lo son los que cruzan su mente al final del silencio.)
- 2) ¿Qué hay en mi lista de tareas para hacer hoy? (Intente configurar al menos tres tareas que pueda completar por sí mismo (por ejemplo, limpiar mi cuarto, llamar un amigo/a, etc.). Estas son metas a corto plazo que le ayudarán a ser y sentirse productivo).
- 3) ¿Qué es lo que más me falta de mi horario normal? (Tómate un minuto para pensar en lo que realmente extrañas de estar en la escuela).
- 4) Mire a su alrededor y describa 5 objetos que ve en detalle por escrito. (Explique cómo se relacionan sus sentidos con ese objeto. ¿Cómo se ve? ¿A qué huele? ¿A qué sabe? ¿A qué se siente? Esta técnica se llama "grounding" y puede usarse para disminuir la ansiedad y ayuda a dar la sensación de control y

conciencia sobre las situaciones. Puede practicar esto puede ayudar en momentos más intensos de ansiedad / pánico).

- 5) Nombra 3 cosas por las que estás agradecido hoy y explica por qué. (Destacar y enfocarse en lo positivo realmente puede establecer el tono para su estado de ánimo y su perspectiva de la vida / día).

Reflexiones adicionales:

19/03/2020: Todos hablan de tener una lista de deseos, una lista de cosas que quieren hacer en la vida. ¿Puedes pensar en cosas que quieres poner en tu lista de deseos? Intenta pensar en 10 que te gustaría hacer en los próximos años y escribe sobre ellas.

20/03/2020: Si pudieras cambiar una cosa sobre ti, ¿cuál sería y por qué? ¿Es esto algo sobre lo que tienes control? Escribe sobre el cambio que podrías hacer en ti mismo si pudieras.

23/03/2020: Elija a una persona con la que haya tenido un desacuerdo el mes pasado. ¿Cuál fue el desacuerdo? ¿Qué podrías haber hecho diferente? ¿Esta persona todavía está herida o todavía te duele esta experiencia? Escriba sobre la situación y cualquier sentimiento persistente que pueda haber.

24/03/2020: Escribe 5 cosas que realmente te gustan de ti. Anótalos en su diario. Una vez que se te ocurran las 5 cosas, reescribe esas cosas como declaraciones. Por ejemplo, si escribió "gracioso", escriba "¡Soy gracioso!" debajo. Diga estas 5 declaraciones en voz alta tres veces para usted mismo. Escribe sobre cómo se siente escuchar estas cosas.

25/03/2020: ¿Qué quieres ser cuando seas grande? Escribe sobre por qué querrías hacer eso. ¿Hay alguien o algo que te haya inspirado a querer convertirte en eso?

26/03/2020: Piensa en un momento en que estabas realmente triste. ¿Qué hiciste para sentirte mejor? ¿Cuáles fueron las habilidades de afrontamiento que solías superar? Si la misma situación volviera a ocurrir hoy, ¿la tratarías de la misma manera? Describe lo que hiciste y cómo reaccionarías ahora en este momento.

27/03/2020: Escribe acerca una vez que estabas orgulloso de ti mismo. Explica lo que hiciste y cómo reaccionaron los demás en ese momento.

Social Emotional Links/Resources

Enlaces/Recursos de aprendizaje Socio-Emotional

Just for Kids: A Comic Exploring the New Corona Virus (Printable zine available here: https://drive.google.com/file/d/1PYrKYfOBa4p-azl5z_46KJMbi1FSmL_Y/view, and directions for how to fold it: <https://www.youtube.com/watch?v=lxqr9e3wCxI>)
<https://www.npr.org/sections/goatsandsoda/2020/02/28/809580453/just-for-kids-a-comic-exploring-the-new-coronavirus>

Social Express Curriculum (free through 4/15/2020)
https://socialexpress.com/sign-up/?fbclid=IwAR1KZmlPwuYQEbg_po8rxVuZZgjrQcDjFxHrjFHJYDjDOtj5_4btIYoAUyI#quote-request

Social Story on COVID-19
<https://theautismeducator.ie/wp-content/uploads/2020/03/The-Corona-Virus-Free-Printable-Updated-2-The-Autism-Educator-.pdf?fbclid=IwAR3gUmH7bbzIHH7N3z3CeggQKPbc6QpCAS3uuaKGY8ahN-eorvak1HzNYHo>

Calm Down Strategies For Kids (All Ages)
https://gozen.com/50-calm-down-ideas-to-try-with-kids-of-all-ages/?fbclid=IwAR3BWvjBRhrBi3uhZDreL14vr_7zavLXi3QncYFie0-S1VSb_SFkVvKKeNQw

12 Movies to Help Teach Empathy to Children
<https://www.understood.org/en/friends-feelings/common-challenges/picking-up-on-social-cues/12-movies-to-help-kids-learn-empathy>

Top Middle School Movies for SEL Learning
<https://www.common sense.org/education/articles/9-great-movies-for-the-middle-school-classroom>

Middle School Mindfulness Activities
<https://confidentcounselors.com/2019/04/16/middle-school-mindfulness-activities/>

Talking With Children: Tips for Caregivers, Parents, and Teachers During Infectious Disease Outbreaks,
<https://store.samhsa.gov/product/Talking-With-Children-Tips-for-Caregivers-Parents-and-Teachers-During-Infectious-Disease-Outbreaks/SMA14-4886>

Coping With Stress During Infectious Disease Outbreaks,
<https://store.samhsa.gov/product/Coping-with-Stress-During-Infectious-Disease-Outbreaks/sma14-4885>

Handwashing and Hand Sanitizer Use at Home, at Play, and Out and About,
<https://www.cdc.gov/handwashing/pdf/hand-sanitizer-factsheet.pdf>

FREE APPS/APLICACIONES GRATUITAS

Best for PreK-1st Grade:

Breathe, Think, Do (Sesame Street)

Best for Elementary (1st – 8th)

Super Stretch Yoga

Dreamy Kid

Stop, Breath, Think for Kids

Best for Middle School:

Three Good Things: A Happiness Journal

Smiling Mind

PRINTABLES/RECURSOS QUE SE PUEDE IMPRIMIR

[Coping Strategies Challenge](#)

[How Big is My Problem Task Cards](#)

[Mindfulness Breath Boards](#)

[SEL Packet: Scavenger Hunt, Things I Can Control, Positive Self Talk, 50 Reasons To Be Thankful, Weekly Gratitude Page](#)

Printable Social Skill Activities (for early elementary students:

<https://www.kiddiematters.com/100-social-skills-activities-preschoolers/>

Daily Schedule Template/Horario Diario Ejemplar

COVID-19 Daily Schedule

@thedenverhousewife

for kids

| | | |
|------------|-------------------------|---|
| Before 9am | Wake Up | Wake up, eat breakst, make bed, get ready for the day |
| 9-10am | Free Time | Watch TV, Ipad, Play Games, ect |
| 10-11am | Outside Time | Take a walk, play in the yard or walk dog |
| 11-12am | Creative Time | Art projects, Slime, Coloring, ect |
| 12-12:30pm | Lunch | |
| 12:30-1pm | Chores | Do appropriate chores |
| 1-2pm | Quiet Time | Read, Puzzle, Nap, or color |
| 2-4pm | Academic time | Educational Games, Math, Online education, Science Project, Writing |
| 4-5pm | Outside or Play Time | Go outside to ride bikes or play in the house |
| 5-6pm | Dinner | |
| 6-9pm | Free time until bed | Free choice time. fam Movie Take showers/ready for bed |

Food Resources/Recursos de Alimentacion

Resources for families during the COVID 19 closure

Food:

Families will be able to go to school to pick up food - 3 days worth for each child in the home.

All CPS families will be able to pick up meals outside of their nearest CPS school beginning March 17, between 9:00 a.m. and 1:00 p.m. Monday-Friday throughout the closure.

Families can call 773-553-KIDS or email familyservices@cps.edu for families who don't have transportation to pick up food. Food delivery can be made available.

The Greater Chicago Food Depository and Chicago's network of food providers stand ready to support vulnerable families impacted by school closures or other hardships. A full list of locations is available at www.chicagosfoodbank.org/find-food/

Childcare:

Chicago Park District will remain open to help families

18 citywide locations will be open and provide care to kids. List of parks will be uploaded to the CPD website

Childcare center/Preschool programs funded by DFSS are still open until further notice.

Quarantine ideas list #1:

<https://docs.google.com/.../1o6kEgCKLn3cylm2hehhh.../mobilebasic>

Quarantine ideas list #2:

https://docs.google.com/.../1hOQrtB3ae-Vbc_roGNRi.../mobilebasic

COVID-19 RESPONSE

ECONOMIC ASSISTANCE FOR ILLINOIS FAMILIES

The Pritzker Administration and its local partners are working to help families affected by COVID-19:

APPLY FOR UNEMPLOYMENT INSURANCE

if you're without access to paid sick leave or
unable to work because of COVID-19

**CALL IDES AT 1-800-244-5631 OR
VISIT <https://www2.illinois.gov/ides>**

Gov. Pritzker called for a moratorium on shutoffs for all utility companies - including energy, telecom and water - and several have announced plans to maintain services and waive late payment fees

Cook County is suspending court-ordered evictions

The Pritzker Administration is filing a federal waiver
to expand Medicaid services

HAVE QUESTIONS ABOUT COVID-19? ☎ 1-800-889-3931 🌐 [DPH.ILLINOIS.GOV](https://www2.illinois.gov)

Discussing COVID-19 with Children

(Puede encontrar esta informacion en espanol aqui:
[Cómo hablar con los niños: Consejos para Los](#)
[Cuidadores, Padres y Maestros Durante un Brote de](#)
[una Enfermedad Contagiosa](#))****

Remain calm and reassuring.

- Children will react to and follow your verbal and nonverbal reactions.
- What you say and do about COVID-19, current prevention efforts, and related events can either increase or decrease your children's anxiety.
- If true, emphasize to your children that they and your family are fine.
- Remind them that you and the adults at their school are there to keep them safe and healthy.
- Let your children talk about their feelings and help reframe their concerns into the appropriate perspective.

Make yourself available.

- Children may need extra attention from you and may want to talk about their concerns, fears, and questions.
- It is important that they know they have someone who will listen to them; make time for them.
- Tell them you love them and give them plenty of affection.

Avoid excessive blaming.

- When tensions are high, sometimes we try to blame someone.
- It is important to avoid stereotyping any one group of people as responsible for the virus.
- Bullying or negative comments made toward others should be stopped and reported to the school.
- Be aware of any comments that other adults are having around your family. You may have to explain what comments mean if they are different than the values that you have at home.

Monitor television viewing and social media.

- Limit television viewing or access to information on the Internet and through social media. Try to avoid watching or listening to information that might be upsetting when your children are present.
- Speak to your child about how many stories about COVID-19 on the Internet may be based on rumors and inaccurate information.
- Talk to your child about factual information of this disease—this can help reduce anxiety.
- Constantly watching updates on the status of COVID-19 can increase anxiety—avoid this.
- Be aware that developmentally inappropriate information (i.e., information designed for adults) can cause anxiety or confusion, particularly in young
- Engage your child in games or other interesting activities instead.

Maintain a normal routine to the extent possible.

- Keep to a regular schedule, as this can be reassuring and promotes physical health.
- Encourage your children to keep up with their schoolwork and extracurricular activities, but don't push them if they seem overwhelmed.

Be honest and accurate.

- In the absence of factual information, children often imagine situations far worse than reality.
- Don't ignore their concerns, but rather explain that at the present moment very few people in this country are sick with COVID-19.
- Children can be told this disease is thought to be spread between people who are in close contact with one another—when an infected person coughs or sneezes.
- It is also thought it can be spread when you touch an infected surface or object, which is why it is so important to protect yourself.
- For additional factual information contact your school nurse, ask your doctor, or check the <https://www.cdc.gov/coronavirus/2019-ncov/index.html> website.

Know the symptoms of COVID-19.

- The CDC believes these symptoms appear in a few days after being exposed to someone with the disease or as long as 14 days after exposure:
 - Fever
 - Cough
 - Shortness for breath

- For some people the symptoms are like having a cold; for others they are quite severe or even life threatening. In either case it is important to check with your child's healthcare provider (or yours) and follow instructions about staying home or away from public spaces to prevent the spread of the virus.

Review and model basic hygiene and healthy lifestyle practices for protection.

- Encourage your child to practice every day good hygiene—simple steps to prevent spread of illness:
 - Wash hands multiple times a day for at least 20 seconds (singing Twinkle, Twinkle Little Star slowly takes about 20 seconds).
 - Cover their mouths with a tissue when they sneeze or cough and throw away the tissue immediately, or sneeze or cough into the bend of their elbow. Do not share food or drinks.
 - Practice giving fist or elbow bumps instead of handshakes. Fewer germs are spread this way.
- Giving children guidance on what they can do to prevent infection gives them a greater sense of control over disease spread and will help to reduce their anxiety.
- Encourage your child to eat a balanced diet, get enough sleep, and exercise regularly; this will help them develop a strong immune system to fight off illness.