



Prevent Child Abuse
Kentucky™

1-800-CHILDREN
www.pcaky.org



PREVENTION DURING A CRISIS – TIPS FOR EDUCATORS

YOU PLAY A KEY ROLE

Educators play a significant role in ensuring healthy outcomes for children; from preventing child abuse before it occurs to intervening when abuse is suspected. COVID-19 brings a new set of challenges, which we have never experienced. Historically, child maltreatment increases when families have faced stressors such as housing instability, financial hardships, isolation, anxiety and lack of access to childcare. During times of crisis, it becomes even more important to have strong connections between school personnel and children and their families. Maintaining physical distancing is new to most of us. In a world where connections are critical to the health and wellbeing of children and families, it can be difficult to provide support and ensure safety. This guide is one of many steps we are taking to provide educators with tools to support families and children, when they need us most. Visit www.pcaky.org and follow us on social media for updates to this guide, downloadable materials and interactive educational segments. If there is a subject you would like to learn more about, let us know. Email us at pcaky@pcaky.org.



FOR IMMEDIATE ASSISTANCE

CHILD ABUSE AND NEGLECT REPORTING HOTLINE

1-877-KYSAFE1

877-597-2331

Use this line to report child abuse and neglect. Our state social workers are still handling calls and conducting investigations.

NATIONAL DOMESTIC VIOLENCE HOTLINE

1-800-799-SAFE

1-800-799-7233

KENTUCKY CORONAVIRUS HOTLINE

1-800-722-5725

The COVID-19 hotline is a service operated by the healthcare professionals at the KY Poison Control Center who can provide advice and answer questions. Please be patient as they are handling a high volume of calls and want to give everyone the time they deserve. For general information, please review the website prior to calling the hotline. Guidance is being added as it becomes available.

For general inquires, email KYcovid19@ky.gov.

RESOURCES

STATEWIDE RESOURCE REFERRAL AND HELPLINE

1-800-CHILDREN

Call 1-800-CHILDREN 9:00 a.m. -5:00 p.m. EDT, for a listening ear, and for help linking to local resources.

WEBSITE RESOURCES

WWW.KYCOVID19.KY.GOV

All current information about resources and guidance for how to access assistance in Kentucky.

[EDUCATION.KY.GOV/DISTRICTS/SHS/PAGES/ 2019-NOVEL-CORONAVIRUS.ASPX](http://EDUCATION.KY.GOV/DISTRICTS/SHS/PAGES/2019-NOVEL-CORONAVIRUS.ASPX)

Kentucky Department of Education provides resources for educators.

WWW.PCAKY.ORG

Prevention tips and information available through Prevent Child Abuse Kentucky.

WWW.NCTSN.ORG

The National Child Traumatic Stress Network explains how child trauma may manifest and offers tips toward trauma-informed care.



Assessing Coping and Safety

Discuss coping during social isolation

Teachers who have telephone or virtual contact with families during this time may be able to help identify needs or support the family in finding healthy coping strategies.

With Caregivers

- ✿ Maintaining this isolation and dealing with having everyone home is not easy. How have you managed thus far?
- ✿ What have you most appreciated about yourself during this time? What have your children most appreciated about you?
- ✿ People in a crisis often look to examples in their family and culture for how others have dealt with a crisis. Have people in your family had to face crises before? What did they do?
- ✿ What's one thing you have done with your children, and one thing your children have done since this crisis that has made you proud?
- ✿ If you could pick one thing you have started to make things a little better, but perhaps not done as much or as often as you'd like, what would it be? What kind of difference would it make to do more of it?

Source: NCCD Children's Research Center

POPULATIONS AT INCREASED RISK



FAMILIES WITH MENTAL HEALTH NEEDS

Families experiencing mental health needs during times of diminished stress may be at even more risk. Limited access to services, disruptions in income and children remaining home for extended periods of time may exacerbate existing conditions. The resources below may assist families and others to understand and support:

- [Mental Health America](#)
- [Centers for Disease Control \(CDC\)](#)



SUBSTANCE IMPACTED FAMILIES

According to NIDA, the National Institute on Drug Abuse, "as people across the U.S. and the rest of the world contend with coronavirus disease 2019 (COVID-19), the research community should be alert to the possibility it could hit some populations with substance use disorders (SUDs) particularly hard. Because it attacks the lungs, the coronavirus that causes COVID-19 could be an especially serious threat to those who smoke tobacco or marijuana or who vape. People with opioid use disorder (OUD) and methamphetamine use disorder may also be vulnerable due to those drugs' effects on respiratory and pulmonary health."



HELPING CHILDREN COPE WITH A CRISIS

WHAT TO EXPECT & HOW TO RESPOND

Regardless of age, children may feel upset or have other strong emotions during the outbreak. Some children react right away, while others may show signs of difficulty much later. How a child reacts and the common signs of distress can vary according to the child's age, previous experiences, and how the child typically copes with stress. All children need the consistency of a strong routine when so much else is out of their control.

AGE	REACTIONS	HELPFUL RESPONSES
PRESCHOOL (3-5)	<ul style="list-style-type: none"> • Fear of being alone, bad dreams • Speech difficulties • Loss of bladder/bowel control; constipation, bed-wetting • Change in appetite • Increased temper tantrums, whining, or clinging behaviors 	<ul style="list-style-type: none"> • Patience and tolerance • Provide reassurance (verbal and physical) • Encourage expression through play, reenactment, storytelling • Allow short-term changes in sleep arrangements • Plan calming, comforting activities before bedtime • Maintain regular family routines • Avoid media exposure
ELEMENTARY SCHOOL (6-12)	<ul style="list-style-type: none"> • Irritability, whining, aggressive behavior • Clinging, nightmares • Sleep/appetite disturbance • Physical symptoms (headaches, stomach aches) • Withdrawal from peers, loss of interest • Competition for parents' attention • Forgetfulness about chores and new information learned at school. 	<ul style="list-style-type: none"> • Patience, tolerance and reassurance • Play sessions and staying in touch with friends • Regular exercise and stretching • Engage in educational activities (workbooks, educational games) • Participate in structured household chores • Set gentle but firm limits • Discuss the current outbreak; encourage questions, and include what is being done in the family/community • Encourage expression through play and conversation • Help generate ideas for promoting health and maintain family routines • Limit media exposure, talking about what they have heard/seen at school • Address any stigma or discrimination occurring and clarify misinformation
TEENS (13-18)	<ul style="list-style-type: none"> • Physical symptoms (headaches, rashes, etc.) • Sleep/appetite disturbance • Agitation or decrease in energy; apathy • Ignoring health promotion behaviors • Isolating from peers and loved ones • Concerns about stigmas and injustices • Avoiding or cutting school 	<ul style="list-style-type: none"> • Patience, tolerance and reassurance • Encourage continuation of routines • Encourage discussion of outbreak with peers, family (but do not force) • Stay in touch with family and friends through phone, internet or video games • Participate in family routines, including chores, supporting younger siblings and enhancing healthy behaviors • Discuss and address stigma, prejudice and potential injustices occurring during outbreak

Children react, in part, on what they see from the adults around them. When parents and caregivers deal with a disaster calmly and confidently, they can provide the best support for their children. Parents can be more reassuring to others around them, especially children, if they are better prepared.

Source: The National Child Traumatic Stress Network

HELPING CHILDREN COPE WITH A CRISIS

TALKING THROUGH COVID-19

Communication is key during the outbreak. While it may seem safer to shelter children from potentially scary information, you can actually help them feel more at ease by calmly talking through the situation together. Focus on supporting children by encouraging questions and helping them understand the current situation.

REMAIN CALM AND REASSURING

- Remember children will react to both what you say and how you say it. They will pick up cues from the conversations you have with them and with others.
- Provide comfort and a bit of extra patience.
- Clarify misinformation or misunderstandings about how the virus is spread and not every cough or sneeze means they or others have COVID-19.

MAKE YOURSELF AVAILABLE TO LISTEN AND TALK

- Make time to talk. Be sure children know they can come to you with questions.
- Encourage them to talk about their feelings and be sure to validate them.
- Help them express their feelings through drawing or other activities.

BE MINDFUL OF YOUR LANGUAGE

- Remember viruses can make anyone sick, regardless of a person's race or ethnicity. Avoid making assumptions about who might have COVID-19.
- Give children information that is truthful and appropriate for their age and developmental level.
- Consider having a separate discussion with young children in order to use language they can understand and to address specific fears or misconceptions they may have.

EMPHASIZE YOUR SUPPORT SYSTEM

- Check in with your class to ensure they and all household members remain well. If you have reason to think anyone in the home is not well, direct them to a hospital, health care professional, or telehealth resource..
- Check back in with your children on a regular basis or when the situation changes.



VIRTUAL LEARNING

Social distancing leads to unique considerations. Now more than ever we will want to build connections and reduce social isolation. Virtual learning may assist teachers to better understand the educational and social needs of their students and ensure continued educational opportunities.

At Home Activities

- ✿ **Department of Defense:** [Learn more about careers in STEM fields](#)
- ✿ **Department of Education National Center for Education Statistics:** [Kids' Zone](#)
- ✿ **Department of Energy:** [Games and Activities; Virtual Field Trips to National Energy Labs](#)
- ✿ **Environmental Protection Agency:** [Games, Quizzes and Videos about the environment](#)
- ✿ **The Library of Congress:** [Presentations and activities to help students learn history](#)
- ✿ **NASA:** [Interactive Lessons about Space, Earth, Solar System and Universe; Lessons from Astronauts about Living in Space; STEM Activities for Students of All Ages](#)
- ✿ **The Kennedy Center:** [Lunch Doodles with Mo Willems; Tour the Kennedy Center with The Pigeon](#)
- ✿ **The Smithsonian:** [Free Smithsonian STEM Games and Simulations; Meet the Animals of the National Zoo; 3D Exhibits and Virtual Tours; Smithsonian Magazine Ten Museums You Can Virtually Visit; The Museum of Natural History Virtual Tour; Digital Smithsonian American Art Museum; Distance Learning Resources](#)
- ✿ **NOAA:** [Use Real-Time Ocean Data to Explore the Environment](#)
- ✿ **USGS:** [Learn from home about physical science, geography and maps](#)



ADDITIONAL RESOURCES

- National Child Traumatic Stress Network has created the [Parent/Caregiver Guide to Helping Families Cope with the Coronavirus Disease 2019 \(COVID-19\)](#)
- Child Trends has recently released [Resources for Supporting Children's Emotional Well-being during the COVID-19 Pandemic](#)
- The Children's Bureau offers a variety of [COVID-19 resources](#)
- Zero to Thrive offers [Mental Health and Coping Resources](#)
- Child Mind Institute offers [resources for helping kids deal with stress/anxiety](#)
- [NAMI Resource Guide](#)





Child Abuse Prevention Month Kids' Activities Calendar 2020

This is a difficult time for all of us, so we want to saturate social media and homes with positive moments. As you participate in a few or all of these daily activities, we encourage you to promote your work on social media using #HealthyAtHome #CAPM2020 #TogetherKY #TeamKentucky.



Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
<p>Draw a picture of our Governor! Draw a picture of Governor Beshear, show us and we will tag him in your responses!</p>	<p>Ask a helper day! It can be hard to ask for help, especially in times like these. Show kids it's okay to ask for help when they need it.</p>	<p>Make a pinwheel day! Go to www.peaky.org/child-abuse-prevention-month to download instructions.</p>	<p>Decorate your door day! Decorate your door or window using the theme: What Makes Kids Happy.</p>	<p>Wear BLUE Day! Snap a selfie wearing blue and post it to social media using #WearBlue4KYKids.</p>	<p>Sidewalk Chalk Day! Decorate your sidewalk with a happy moment you've had.</p>	<p>Make a card day! Create a card for your grandparent, parent, teacher or friend. Ask parents to mail them out or send them virtually!</p>
<p>Talent Show Day! Does your family have special talents? Flaunt them in your living room! Take a photo or a video and show us #CAPM2020</p>	<p>Puzzle Day! Solve a puzzle as a family! The harder the puzzle, the more family fun! Show us the finished product #CAPM2020.</p>	<p>Creative in the Kitchen day! Make a meal as a family. Snap a photo and show us how you did using #CAPM2020</p>	<p>Bake a Cake Day! You made the meal yesterday, but now it's time for dessert! Bake a cake, and post to social media using #CAPM2020 to show us how you did (bonus points if it's blue).</p>	<p>Wash your hands Day! Are you staying #HealthyAtHome? Show us by posting a video or photo of you washing your hands!</p>	<p>Superhero Day! Watch your favorite superhero movie and then dress up! Use a sheet for a cape and fly around the house. Let us know who your hero is using #CAPM2020.</p>	<p>Build a pillow fort day! Bring some pillows and blankets to the living room to build a fort. Take a photo and post using #CAPM2020.</p>
<p>Play a board game day! Play a board game as a family. Take a video and post to social media to let your friends know you're #HealthyAtHome.</p>	<p>What's one thing you learned today? Have you been staying in touch with your teachers or doing lessons from home? Tell us what you learned today!</p>	<p>Make a list of your favorite things to do! What is your all time favorite activity or hobby? Show us using #CAPM2020.</p>	<p>Best Friend Day! What's your favorite thing about your best friend? Draw a picture and tell us why you love them using #CAPM2020.</p>	<p>Do one nice thing for your sibling or cousins! Getting along with our siblings or close cousins can be hard sometimes, but today we challenge you to do something nice!</p>	<p>Pet Day! Do you have a cool pet? Show us! We want to see all the animal pictures today. Use #CAPM2020 and get creative!</p>	<p>Favorite Outfit Day! Show us your most favorite outfit today using #CAPM2020! Even if you're not going anywhere, sometimes it's nice to get dressed up.</p>
<p>BLUE Sunday! Clergy, are you hosting virtual services? Today is Blue Sunday! Wear blue while you record or go live to support child abuse prevention!</p>	<p>Put on a Puppet Show! Get out your blue socks and put on a puppet show! Take a video of the show and let us know how it went #CAPM2020</p>	<p>Make a time capsule day! One day, we will look back on #CAPM2020 with thankfulness for the time spent as a family. Make a time capsule to commemorate the month!</p>	<p>Book day! Read a book as a family, even if your child is 18! Snap a picture and show us what you're reading #CAPM2020.</p>	<p>Do one nice thing for your mom or dad! What's one thing your mom or dad would love? Make that happen for them today!</p>	<p>Christmas in April Day! Get cozy and put on your favorite Christmas movie to watch as a family.</p>	<p>Scavenger Hunt Day! What blue items do you have in or around the house? Better go find them! It's blue scavenger hunt day!</p>



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CHILDREN WITH SPECIAL NEEDS

Plotting a course through the COVID-19 pandemic is a trying experience for all. Caregivers supporting individuals with special needs during this time face extra challenges. These seven strategies and the associated resources and examples will allow individuals with special needs to better understand COVID-19, cope with the many changes associated with COVID-19, and practice communication, social, and adaptive skills that may reduce some of the trials during uncertain times.

SUPPORT UNDERSTANDING

- Describe the virus and current situation (e.g. closures, social distancing) in concrete language and terms and avoid flowery or abstract phrasing.
- Use a social narrative, a story that clarifies a situation and possible responses through modified text, photos, or the use of technology. Click [here](#) for examples.
- Provide visual supports to offer guidance on coronavirus specific actions and behaviors.



OFFER OPPORTUNITIES FOR EXPRESSION

- Consider providing multiple opportunities for family members to express their feelings as they are able—through family and individual discussions, writing activities, movie making, or play.
- Feelings and needs may be communicated through alternate forms of expression such as the use of augmentative and alternative communication (e.g. iPad, pictures), listening or playing music, dance, yoga, and various visual art forms.

PRIORITIZE COPING WITH CALMING SKILLS

- Ideally, individuals with special needs have some coping and calming strategies in their repertoire of skills to access with support during their most anxious times.
- These may include rocking in a rocking chair, listening to music on headphones, deep breathing, watching a preferred video clip, brief periods of vigorous exercise, or accessing a favorite activity or material.
- If coping or calming strategies are not yet part of the routine, caregivers can prioritize the teaching of these skills during this time of uncertainty.

CHILDREN WITH SPECIAL NEEDS



MAINTAIN ROUTINES

- Sleep/wake routines: Maintaining physical health is key for all family members and ensuring proper sleep is an important contributor. Extra attention may be required to support good sleep habits and maintain bedtime and waking routines.
- Household chores/daily living skills: Taking part in structured household chores and routines is a recommended strategy to support children and young adults coping with stress related to COVID-19.
- Expanding the use of a visual schedule, and using one more regularly throughout the day, may help facilitate participation in activities at home and reduce anxiety.



BUILD NEW ROUTINES

- Transition off screens. Establishing a clear, consistent, and concrete routine for this transition can better prepare the individual for the coming transition and offer support throughout.
- Offer choices. In a time of crisis, when most people feel like so much is out of their control, providing choices can increase a sense of autonomy and motivation. Creating regular opportunities across the day where family members have a voice about what happens and when it happens can serve as an effective anxiety reducing strategy and a communication tool.



FOSTER CONNECTIONS FROM A DISTANCE

Caregivers may need to check in to ensure social contact is continuing via text or direct messaging, and/or build in opportunities for daily social contact with family, friends, neighbors, teachers, or others via FaceTime, What's App, Google Hangout, Marco Polo, or other apps. Scheduling time to connect with others via online platforms to attend religious services, play chess, participate in socially engaged gaming, complete online schoolwork, or virtually volunteer are ways to safely promote social interaction and stave off isolation.



BE AWARE OF CHANGING BEHAVIORS

Individuals with special needs may not be able to verbally express their fear, frustration, and anxiety about the many changes and/or their health, so these expressions may be demonstrated through other means. Caregivers should be aware of the behavior of individuals with special needs during these uncertain times and be alert for signs of anxiety and depression. These may include a change in sleeping or eating patterns, increases in repetitive behaviors, excessive worry or rumination, increased agitation or irritability, or decreases in self-care.

STRENGTHENING FAMILIES

AND THE SIX PROTECTIVE FACTORS



Kentucky Strengthening Families™ is a statewide collaborative using research informed approaches anyone can take to strengthen families and ensure healthy child development. This collaborative uses six protective factors found to mitigate the long-term effects associated with childhood trauma. Research indicates when these factors are present, families are better equipped to cope with stress and bounce back in times of distress. Each protective factor has been adapted with examples associated with COVID-19.



PARENTAL RESILIENCE: Ensuring families can bounce back when faced with challenges.

- Don't just target families you believe to be "at-risk." Focus on all families regardless of perceived income levels, gender or race.
- Build relationships with families through phone calls, text messages and email.
- Empower parents to be in the driver's seat. We want families to maintain a routine, while encouraging caregivers to guide a healthy routine that works for their family.
- Provide resources to parents/caregivers on self-care. Give the parent a break by engaging their child through a virtual activity (phone call, ZOOM, Face Time).
- Praise parents and comment on their strengths.
- Have parents share their parenting victories while working from home. Create a hashtag for parents to share via social media and have some fun with it.



SOCIAL CONNECTIONS: Ensuring caregivers, children and youth have connections they can count on.

- Maintain contact with the child in your classroom and the adult caregiver. When possible, use virtual tools that allow you to see the child and the child to see you.
- Don't make it an option for parents to "opt out" of communication with you and the school. Parents have a lot going on, so ask what time works best for them and their child.
- Offer all families resources on virtual mental health services, support groups and substance abuse meetings/services.
- Promote engagement between parents and children. Set up a time for parents to chat with each other. Create a buddy system, ask if parents would like to partner with another parent in the classroom virtually. Set up times for children to communicate with each other via phone, ZOOM or the virtual means available to that family.

STRENGTHENING FAMILIES

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KNOWLEDGE OF CHILD DEVELOPMENT: Ensuring families understand the basics of child development and have realistic expectations for their child's age range.

- Share information with parents on child development ranges and what they can expect from their child cognitively and behaviorally.
- Help parents temper their expectations, we can't all be "Pinterest Parents."
- Share information on how to talk to children about COVID-19. Review the resources listed in this guide. If sharing a flyer, don't provide a link but send a picture of the flyer via text to increase visibility.
- Use Facebook Live, ZOOM or other virtual tools for school personnel to share information with parents and caregivers.
- Provide parents with tips on working from home while simultaneously supporting their child's school work.



CONCRETE SUPPORT IN TIMES OF NEED: Ensuring families have access to basic needs.

- Ensure all families receive information for food assistance, and COVID-19 resources made available at <https://govstatus.egov.com/kycovid19>.
- It can be difficult to ask for help, reiterate to families everyone will need help during this time.
- Check in with caregivers and ask if they have immediate needs. You do not have to fix their need, but you can provide a resource. Refer parents to the resources found in this guide.
- Share resources with other educators and ask for their resources.



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AND THE SIX PROTECTIVE FACTORS



SOCIAL AND EMOTIONAL COMPETENCE OF

CHILDREN: Ensuring families teach children how to recognize, communicate, and regulate their emotions.

- Families and children need a routine that works for them. Ensure families understand the appropriate amount of time needed to spend on academics, screen time and play time!
- Ensure families understand developmentally appropriate social/emotional skills & behaviors.
- Create assignments that explore a child's diversity and culture.
- Allow children to express themselves through art. Encourage them to send you a picture of their work and provide them with feedback.
- Provide parents with tips on talking to their children about their fears and uncertainty associated with COVID-19. Refer to the information in this guide.



NURTURING AND ATTACHMENT: Ensuring families and children feel loved and safe. It is important for children to have healthy bonds and attachments with safe adults.

- Ensure children are virtually communicating with relatives, friends and you! Make it part of an assignment.
- Help families feel in control of their situation and decrease feelings of helplessness by promoting activities which highlight their strengths and interests.
- Encourage activities that promote family time at home.



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Children's Trust Fund
Protecting Michigan's Children

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