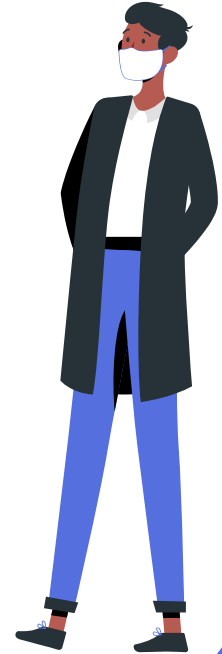


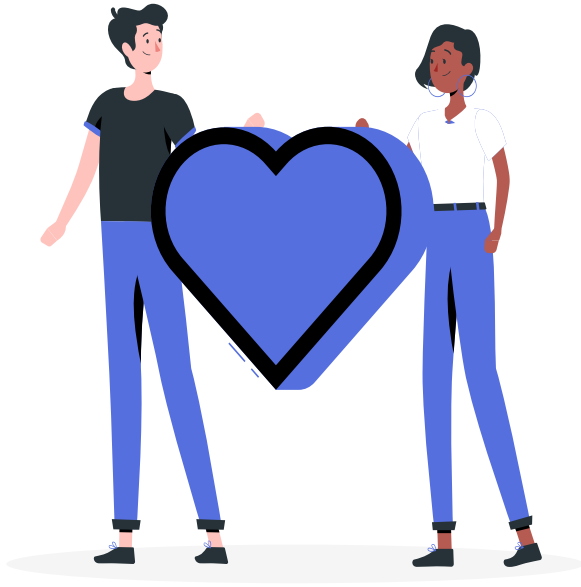


Resources & Support

DURING COVID & CHANGING TIMES



Managing Your Stress



- Routines: Everyone thrives on routines especially children and teens.
- Cut yourself some slack: Be kind to yourself there is no playbook for what we are going through
- Be smart about what you are reading and watching and put a time limit on it.
- Practice mindfulness and Self-Care: Staying focused on the here and now and not getting caught up on the future or the past.
- Stay connected virtually: Plan phone calls and facetimes with family members.

Helping Children/Teens Cope

- Be a mindful family: Take time to eat dinner, take walks, play a game, watch a movie together at least 3 times a week.
- Stick to routines: Consistency and structure. As much as possible.
- Make and post a schedule: Lets everyone know what is coming up.
- Alternate work and play: Alternate school work, chores and fun time into chunks.
- Use positive attention: Great job! Keep up the good work! Thanks for helping!
- Validate Feelings: Listen more and talk less.



40 Developmental Assets/Internal and External

[40 Developmental Assets Website](#)



40 Developmental Assets® for Middle Childhood (ages 8-12)

Search Institute® has identified the following building blocks of healthy development—known as **Developmental Assets**®—that help young people grow up healthy, caring, and responsible.



External Assets	Support	<ol style="list-style-type: none"> Family support—Family life provides high levels of love and support. Positive family communication—Parent(s) and child communicate positively. Child feels comfortable seeking advice and counsel from parent(s). Other adult relationships—Child receives support from adults other than her or his parent(s). Caring neighborhood—Child experiences caring neighbors. Caring school climate—Relationships with teachers and peers provide a caring, encouraging environment. Parent involvement in schooling—Parent(s) are actively involved in helping the child succeed in school.
	Empowerment	<ol style="list-style-type: none"> Community values youth—Child feels valued and appreciated by adults in the community. Children as resources—Child is included in decisions at home and in the community. Service to others—Child has opportunities to help others in the community. Safety—Child feels safe at home, at school, and in his or her neighborhood.
	Boundaries & Expectations	<ol style="list-style-type: none"> Family boundaries—Family has clear and consistent rules and consequences and monitors the child's whereabouts. School boundaries—School provides clear rules and consequences. Neighborhood boundaries—Neighbors take responsibility for monitoring the child's behavior. Adult role models—Parent(s) and other adults in the child's family, as well as nonfamily adults, model positive, responsible behavior. Positive peer influence—Child's closest friends model positive, responsible behavior. High expectations—Parent(s) and teachers expect the child to do her or his best at school and in other activities.
	Constructive Use of Time	<ol style="list-style-type: none"> Creative activities—Child participates in music, art, drama, or creative writing two or more times per week. Child programs—Child participates two or more times per week in cocurricular school activities or structured community programs for children. Religious community—Child attends religious programs or services one or more times per week. Time at home—Child spends some time most days both in high-quality interaction with parents and doing things at home other than watching TV or playing video games.

Internal Assets	Commitment to Learning	<ol style="list-style-type: none"> Achievement Motivation—Child is motivated and strives to do well in school. Learning Engagement—Child is responsive, attentive, and actively engaged in learning at school and enjoys participating in learning activities outside of school. Homework—Child usually hands in homework on time. Bonding to school—Child cares about teachers and other adults at school. Reading for Pleasure—Child enjoys and engages in reading for fun most days of the week.
	Positive Values	<ol style="list-style-type: none"> Caring—Parent(s) tell the child it is important to help other people. Equality and social justice—Parent(s) tell the child it is important to speak up for equal rights for all people. Integrity—Parent(s) tell the child it is important to stand up for one's beliefs. Honesty—Parent(s) tell the child it is important to tell the truth. Responsibility—Parent(s) tell the child it is important to accept personal responsibility for behavior. Healthy Lifestyle—Parent(s) tell the child it is important to have good health habits and an understanding of healthy sexuality.
	Social Competencies	<ol style="list-style-type: none"> Planning and decision making—Child thinks about decisions and is usually happy with results of her or his decisions. Interpersonal Competence—Child cares about and is affected by other people's feelings, enjoys making friends, and, when frustrated or angry, tries to calm her- or himself. Cultural Competence—Child knows and is comfortable with people of different racial, ethnic, and cultural backgrounds and with her or his own cultural identity. Resistance skills—Child can stay away from people who are likely to get her or him in trouble and is able to say no to doing wrong or dangerous things. Peaceful conflict resolution—Child seeks to resolve conflict nonviolently.
	Positive Identity	<ol style="list-style-type: none"> Personal power—Child feels he or she has some influence over things that happen in her or his life. Self-esteem—Child likes and is proud to be the person that he or she is. Sense of purpose—Child sometimes thinks about what life means and whether there is a purpose for her or his life. Positive view of personal future—Child is optimistic about her or his personal future.

● ●
**5 Protective
Factors/Overall
Resilience**



Self-Care and Staying Present



- Engaging Your 5 senses: sight, touch, smell, taste and hearing.
- Power of the Pause (POP): 4-7-8 breathing
- 12 minutes for an intense emotion: ride the wave of emotion with a healthy distraction like guided imagery or meditation, yoga, or running.
- Phone Apps: Insight Timer, Take a break, Calm, Breathe to Relax
- Videos: [Self-Compassion Break](#) and [Be Kinder to Yourself](#)

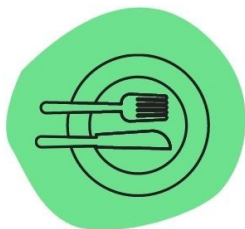
Control in Uncertain Times

- Circle of control:
 - Staying healthy
 - How you treat others
 - Homework
 - Sleep
 - Spend 1% of the day for me time or a brain break
- Daily check-ins: ask how am I feeling from a 1-->10 scale.
- Who would you ask for emotional support?



H.A.L.T

AM I...



HUNGRY



ANGRY



LONELY



TIRED

Resources

- Counseling Office
- The Connection Youth Services
- Community Mental Health
- Key Development
- Thriving Minds
- Perspectives Therapy

