



Setting up for Success at Home: Using Ci3T Structures to Facilitate Positive, Productive Continuous Learning Opportunities during the COVID-19 Crisis

A Closer Look: Emotional Well-being for Child

With school buildings closed, regular routines and schedules have changed dramatically. Families and educators are working together to ensure continuous learning opportunities for children. While it is important that children have access to and engage in continued academic learning, families are also attending to their children’s emotional well-being. **Schools using Ci3T already have social skills instruction in place. Skills and language learned during social skills instruction at school may be useful for children during this time. Resources available from your children’s schools will provide language you can use to support everyone’s well-being.**

In this resource, we provide considerations for three areas of well-being, promoting self-regulation, relationship skills, and mindfulness, in addition to the resources you may receive from school. We offer a few examples and resources to support families in the context of COVID-19.

What is self-regulation? Children can develop self-regulation through self-awareness and self-management skills. Self-awareness is recognizing one’s own behaviors, emotions, thoughts, and values. Self-management is being aware of one’s own behavior. This includes setting and meeting goals, self-monitoring, self-evaluation, and self-reinforcing.

Considerations

- Self-regulation can be taught, modeled, and reinforced by focusing on self-awareness, setting goals, self-monitoring, self-evaluating, and self-reinforcing. For example, at breakfast the family might take turns to share a goal for the day, how they are going to accomplish it, and what they will do after to celebrate their success. Then, at the end of the day they might share an accomplishment and an action plan for the next day.
- Everyone may benefit from self-regulating their thoughts and emotions during this difficult time. This might include developing strategies that support self-recognizing thoughts and emotions, as well as developing activities and exercises that support being present, including practicing mindfulness.

What are relationship skills? Relationship skills support children in learning how to build and keep healthy, joyful relationships. These skills include cooperating, seeking help when needed, and preventing, managing, and resolving conflicts to name just a few.

Considerations

- Developing and following schedules, as well as setting and teaching expectations can provide structures that help everyone in preventing conflict. Examples to manage and resolve conflicts include showing empathy, problem-solving together, and seeking help when needed.
- Children can practice cooperation by engaging in a family project, where each person has a role in the success of the project (e.g., a spring cleaning project at home, building a fort in your living room, building a LEGO project, yardwork, helping a neighbor needing help with yardwork).

What is mindfulness? Mindfulness is a state of being present in the moment. Mindfulness strategies may promote slowing down, thinking before acting, improved listening, and managing stress, anxiety, and fears.

Considerations

- Families, including children and adults can use mindfulness when needing to manage their emotions.
- Mindfulness strategies include intentional breathing, connecting with nature ([watching fish in an aquarium](#), [watching animals at the zoo](#), taking a walk, etc.), or taking time for a favorite activity.



Resources to Support Emotional Well-being

Before exploring the resources below, please check with your children’s teachers to learn more about resources currently used school-wide (e.g., social skills curriculum) and see if there are complimentary resources for use at home. It will be helpful for your children to see how these lessons learned as school can also be useful at home.

If your children’s school uses Second Step, family resources are available online at

[SEL at Home: Resources for Remote Learning](#) Committee for Children provides access to resources for the Second Step curriculum.

Other social skills curricula may have digital platforms or a family portal, we encourage parents to check with their children’s teachers.

[Disaster Distress Helpline](#) Substance Abuse and Mental Health Services Administration (SAMHSA) provides this resource to link a support line for people who are experiencing distress.

[Mental Health Infographic](#) This resource can help inform adolescents of the signs to look for when someone may need support.

[Mindfulness Activity](#) The Committee for Children offers an activity to do at home with the family and encourage connections with others. A quick search for mindfulness activities for children or teens will result in a wealth of activities such as [GoNoodle](#) which many preschool and elementary aged children may be familiar with from school.

[Social and Emotional Competencies](#) CASEL provides information for the five social emotional learning competencies (self-awareness, self-management, responsible decision making, relationship skills and social awareness) and family-friendly videos.

[Stress and Coping](#) CDC presents specific guidance for managing anxiety and stress. They offer signs that families for children who may be experiencing stress.

[Supporting Families During COVID-19](#) Child Mind Institute offers a hotline for families seeking advice and resources for taking care of yourself, supporting children with fears and anxiety (which can also be seen in behaviors), and support for helping siblings get along.

[Tips for Coping with Stress During Infectious Disease Outbreaks](#) Substance Abuse and Mental Health Services Administration (SAMHSA) provides resources on how to manage stress and anxiety during this time.

[Tips for Social Distancing, Quarantine, and Isolation During and Infectious Disease Outbreak](#) SAMHSA describes social distancing, quarantine, and isolation, how people may be feeling, and tips to manage these feelings.

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