Promoting Resilience in relation to Covid-19

The document features suggestions on how to ensure a feeling of safety and promote resilience during the Covid-19 crisis.

1. *Sense of safety*

   - Keeping a routine (mimicking the school day be me helpful)
   - Reassurance
   - Having 'safety' sensory items can help, such as a blanket (weighted blankets may help the child to feel safe and less anxious, also promoting sleep), audio tape or nightlight.

2. *Keeping calm*

   - Scheduling structured relaxation into the day. This could be daily bath time, a walk or reading together.

3. *Promote sense of self– and team work*

   - Activities that promote a sense of control and coping
   - Collective Activities, such as board games

4. *Keeping connected and being honest*

   - Make time to discuss CoVid19 and it's impact on the family, and others around you. Discuss the worries and things that the child may have heard, validate any worries and reassure.

5. *Balancing the negatives with positives!*

   - Discuss how things can get better and talk about the positives in life e.g. family, friends, hobbies and upcoming events.
   - Create a list of 'happy things'!

Resources

Dave the Dog is worried about Coronavirus: A book for children about coronavirus that aims to give information without fear.

#COVIDBOOK: This short book was created to support and reassure our children, under the age of 7, regarding COVID-19. This book is an invitation for families to discuss the full range of emotions arising from the current situation. It is important to point out that this resource does not seek to be a source of scientific information, but rather a tool based on fantasy. It is recommended to print this material so children can draw on it.

Time to come in, Bear: YouTube video for children about staying at home.

https://www.nhsggc.org.uk/kids/supporting-children-and-young-people-during-covid-19/

Be aware of any changes in behavior; children may start to show signs of low mood and/or anxiety. It is important to note this and monitor any changes, keeping the school and professionals informed.

NB: Muller & Goldenberg (2020) have produced a useful guide to the likely impact of the school closures on staff and students, and on pupil's education, with some discussion of trauma and bereavement. This document has been made taking that guide into account as well as Hobfoll, S. et al (2007) recommendations to promote resilience.