WHY IT’S IMPORTANT TO DISCUSS COVID-19 WITH STUDENTS?
All people are involved in efforts to prevent the spread of COVID-19. Students, educators, families, and communities need to be aware of the facts and have knowledge surrounding the infectious outbreak.

WHAT SHOULD BE INCLUDED IN THE DISCUSSION?
Families and educators should remember to keep the conversation appropriate to the child’s developmental age. Include the facts using age appropriate terminology, actively listen to concerns, and answer their questions as best as you can. It’s okay to let them know if you are unsure of the answer.

HOW TO COMMUNICATE INFORMATION ABOUT COVID-19 TO STUDENTS

TALKING POINTS
- Stay calm and reassuring
- Ask what they know or have heard
- Keep children updated with facts
- Be honest and available for discussions
- Allow children to express their feelings
- Validate their feelings
- Limit media exposure
- Clarify misinformation or misunderstandings such as Stigmas and Racial Inaccuracies and Historical Context

HELPFUL RESOURCES
National Association of School Psychologist (NASP)
Talking with Children about Coronavirus (COVID-19): Parent Resource

Child Mind Institute
Talking to Kids About the Coronavirus
Includes a how-to-video on talking with children

Zero to Three Early Connections Last a Lifetime
Answering Your Young Child's Questions About Coronavirus
Age appropriate responses for children 0-3

REACTIONS TO CONSIDER FROM STUDENTS DURING AN INFECTIOUS OUTBREAK

<table>
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<th>Age Group</th>
<th>Reactions caused by stress and anxiety</th>
<th>How to Help</th>
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<tr>
<td>Preschool</td>
<td>Fear of being alone, clingy with trusted adults</td>
<td>Patience and tolerance</td>
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<td></td>
<td>Speech difficulties, physical aches and pains</td>
<td>Provide verbal and physical reassurance of safety</td>
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<td>Encourage expression through play, reenactment, story-telling, and drawing</td>
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| **Elementary Children (Ages 6-10)** | Expresses fears through stories or play  
Change in appetite  
Increased temper tantrums, whining, or being withdrawn | Allow short-term changes in sleep arrangements  
Model self-care, eat and provide healthy meals, maintain good sleep routines.  
Plan calming, comforting activities before bedtime  
Maintain regular family routines |
|---|---|---|
| Irritability, whining, aggressive behavior  
Clingy with trusted adults  
Nightmares  
Sleep/appetite disturbance  
Physical symptoms (headaches, stomachaches)  
Withdrawal from peers, loss of interest  
Competition for family/parents’ attention  
Forgetfulness about chores and new information learned | Patience, tolerance, and reassurance  
Play sessions and staying in touch with friends through telephone and Internet  
Be present and tolerant  
Regular exercise and stretching  
Participate in structured household tasks  
Engage in educational activities  
Discuss the current outbreak and encourage questions. Talk about what they have seen/heard online or in the media  
Include what is being done in the family and community  
Encourage expression through play and conversation  
Help create ideas for enhancing health promotion behaviors and maintaining family routines |
| **Middle and High School Adolescents (Ages 11-19)** | 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 stigma and injustices | Encourage self-care by modeling healthy eating, exercise, good sleep hygiene, deep breathing and meditation  
Allow time to unwind  
Encourage connecting with others  
Be a role model. Take breaks, get plenty of sleep, exercise and eat well  
Reassure safety. Let your children know it is okay to be upset and scared. Share with them how you deal with stress and anxiety in a healthy way |
Talking to Students about Coronavirus/COVID-19
Family and Educators Resources

The National Child Traumatic Stress Network and SAMHSA

RECOURSES TO SUPPORT STUDENTS WELL-BEING


Talking with Children: Tips for Caregivers, Parents, and Teachers. Substance Abuse and Mental Health Services Administration (SAMHSA).