

Coronavirus linked to your wellbeing from Mind

<https://www.mind.org.uk/information-support/coronavirus-and-your-wellbeing/>

Helping children with anxiety from Special Needs Jungle

<https://www.specialneedsjungle.com/calming-coronavirus-anxiety-children-everyone-else/>

A short read on coronavirus

<http://easyread.info/coronavirus-easy-read/>

A short book to reassure children (available in other languages)

<https://www.mindheart.co/descargables>

BBC Newsround

<https://www.bbc.co.uk/newsround/51204456>

Talking to your child about coronavirus from Young Minds

<https://youngminds.org.uk/blog/talking-to-your-child-about-coronavirus/>

Social story about pandemics and the coronavirus

<https://carolgraysocialstories.com/wp-content/uploads/2020/03/Pandemics-and-the-Coronavirus.pdf>

### **British Psychological Society advice for parents and carers...**

- **Don't try to replicate a full school timetable** – It won't be possible to replicate a full school timetable for a variety of reasons. Giving yourself and your children permission to accept this can be a big weight lifted.
- **Expect stress** – This is an uncertain and unpredictable situation, stress and anxiety are normal.
- **Reassure children** – Children can sometimes believe they are responsible for things that are clearly beyond their control. Reassure children that it is the adult's job to make sure things are OK and to keep them safe.
- **Help children stay connected to their friends** – Friendships are a key resiliency factor for children and young people. Most children see their friends nearly every day of the week and so not being in contact with them for some time might be upsetting. Is it possible for children to talk to their friends on the

phone? Perhaps establish a group Skype or WhatsApp call? Perhaps they could write letters to each other.

- **Normalise the experience** – Normalising the experience is likely to reduce anxiety for many children. Reassure children that lots of adults and other children are in the same situation.
- **Have a routine and structure** – Having a plan and a predictable routine for the day can be very reassuring. As adults we like to know what is going to happen, and children like this too. A consistent routine lets everyone be secure about the plans for the day. It is often useful to involve children in creating this routine, so that they feel part of the plan, rather than the plan being imposed on them. You could display the routine using a timeline, or maybe pictures and visuals. Encourage children to develop independence by referring to their own routine/plan themselves.
- **Don't worry if the routine isn't perfect** – Remember, this isn't a normal situation. If you find that planning and sticking to the routine is causing more stress, friction or conflict, then it's OK to be more 'free-flow'. Perhaps be guided by the activities that children want to do.
- **Avoid putting too much pressure on academic work** – Most parents and carers aren't teachers and so it's OK not to be doing 'school work' for six hours a day. It might be more important to be spending time together, building relationships, enjoying shared activities and reassuring children, as opposed to replicating the school timetable.
- **Try to keep work in one place** – If children are doing school work or project work at home, try to keep it all in one place so that it doesn't spread out over the house. This can help to maintain a work/home boundary.