



Welcome to THE FAMILY ROOM

**PARENTING RESILIENCY DURING
COVID-19 WITH DR. SETH SHAFFER**

Thursday, May 7th 2020



Collaborative Action *for*
Family Engagement

Turning the Page

Engaging Families for Student Success.

THE FAMILY ROOM


AGENDA

1. **Welcome & Introductions**
2. **Resiliency with Dr. Shaffer**
3. **Q & A**
4. **Wrap-up (Surveys & Upcoming Webinars)**



LOGISTICS:

- Please **mute** your microphone while you're not speaking to avoid background noise.
- Use the **chat** feature on the right to ask questions or share ideas

A photograph of a woman with dark hair, wearing a blue shirt and a white cardigan, smiling as she reads a book to two young children. The child on the left is a young girl with curly hair wearing a pink shirt, and the child on the right is a young girl with curly hair wearing a yellow sweater. They are all looking at the book with interest and joy. The background is softly blurred, suggesting an indoor setting.

Collaborative Action *for* Family Engagement

A Statewide Family Engagement Center

A project of MAEC, INC.

MAEC, Inc.



MAEC was founded in 1991 as an education non-profit dedicated to increasing access to a high quality education for culturally, linguistically, and economically diverse learners.

Vision

MAEC envisions a day when all students have equitable opportunities to learn and achieve at high levels.

Mission

MAEC's mission is to promote excellence and equity in education to achieve social justice.



@MAEC4ed

WWW.MAEC.ORG



@MidAtlanticEquityConsortium

“Family engagement needs to be more than a series of random acts. It requires a **systemic, integrated,** and **comprehensive** approach to working with families in support of children’s learning.”

**Susan Shaffer,
President, MAEC**



Who We Are

CAFE

The Collaborative Action for Family Engagement (CAFE) Center is a project of MAEC, Inc. We apply an equity lens to family engagement. By building relationships among schools, parents, and community organizations, we improve the development and academic achievement of all students.



MAEC | Collaborative Action *for*
Family Engagement

CAFE Conceptual Framework

- Families are committed to actively supporting their children's learning and development.
- The complex intersections of race, socioeconomic status, gender, religion, ethnicity, disability, and language must be addressed to facilitate engagement.



Our Goals



Goal One

Improve and sustain regional and statewide family engagement efforts which focus on increasing high impact, culturally responsive family engagement by addressing systemic barriers to enhance communication and collaboration among SEAs, LEAs, schools, community-based organizations, families, and students.

Goal Two

Build capacity of educators and parents to practice high-impact, culturally responsive family engagement through increased awareness, knowledge, and skills.

TURNING THE PAGE

Engaging Families for Student Success

Our Mission

Turning the Page links public schools, families and our community so that, together, we can ensure students receive valuable educational resources and a high-quality public education.

Our Vision

Turning the Page is confident that with hard work and continued cooperation, we as a community can improve the education of public school students by engaging their parents and families as active and effective participants in their children's education.

Through resource-rich programming, trust in our relationships and those we support, and a dedicated, detail-oriented staff, we look forward to building on our continued successes in the communities we serve.

Parenting Resiliency During COVID-19 with Dr. Seth Shaffer*



*Disclaimer:

Seth Shaffer, Psy.D. (Lic# PSY 27492) is a licensed clinical psychologist in the State of California. The information provided by Dr. Shaffer in the MAEC *Family Room Series* webinars or website newsletters does not establish a 'therapist-client' professional or confidential relationship between Dr. Shaffer and any other person who accesses or learns of the information. All information shared by Dr. Shaffer is based solely on his knowledge, expertise, and clinical training, but is not intended to be a clinical mental health service or therapy for a specific person or circumstance.

Any viewer/participant who believes that they may be experiencing psychological distress or symptoms should consult a local mental health professional right away. They may consider calling the Substance Abuse and Mental Health Services Administration (SAMHSA) 24/7 National Hotline (1-800-662-4357) or another reputable referral organization for help.



If you can't fly
then run,
if you can't run
then walk,
if you can't walk
then crawl, but
whatever you do
you have to keep
moving forward.

Dr. Martin Luther King, Jr.

The coronavirus is scary,
and these are uncertain times.
But, we must keep moving forward.

For our children.
For ourselves.
For our community.
For humanity.



#1--Take care of yourself DAILY.

- Exercise**
- Meditate**
- Eat healthy**
- Get adequate sleep**
- Have self-compassion**





#2--Maintain an emotional connection with your child.

Children largely express emotion through play.

SPEND 15-30 minutes per day of QUALITY TIME PLAYING or 'HANGING OUT' with your child. If you need to break it up into smaller chunks of time, go for it. Try your best to limit distractions.

0-1 year old: Talk to your baby, and label feelings. USE FEELING WORDS like happy, sad, angry. BUT, try to keep it positive. Get close to your baby's face, smile, use touch to stimulate them.

1-3 year olds: Sit down with your child and have 2-3 toys in front of them. Make sure the toys are safe, and can't be swallowed. Try to have the toys be 'creative' like blocks, Duplo Legos, stuffed animals, cooking utensils, and other safe household items.

Try Playing this way with your child for Five of the 30 daily 'play' minutes (2-7 year olds):



What made this 'good' play?

The parent was giving the child POSITIVE ATTENTION.

1. The parent said specifically what he liked about what his child was doing (LABELED PRAISE).
2. The parent REFLECTED what the child was saying, which made the child feel HEARD.
3. The parent said what the child was DOING (BEHAVIOR DESCRIPTION), so the child knew the parent was paying attention to him and makes the child feel good.

This type of DAILY play with your child can increase his or her self esteem, self-confidence, and sharpen their social skills. Above all, it strengthens the parent-child relationship.

These strategies also made the play successful.

1. The parent DID NOT lead the play.
2. The parent DID NOT ask QUESTIONS.
3. The parent DID NOT COMMAND the child to do anything.
4. The parent did not criticize the child or make sarcastic comments.

Remember: You don't have to use these strategies perfectly for them to build your child's self-worth and confidence. NO ONE IS PERFECT!

What does **QUALITY** time look like with my 7-10 year old?

Use the same **SKILLS** shown in the video.

BUT, use **LANGUAGE** like this:

Instead of 'Thanks for sharing,' say, 'You're the man!'

Instead of reflecting EXACTLY what your child says, REFLECT the meaning of what your child said.

DURING THE 'special play' **FIVE MINUTES**, consider playing with kitchen utensils, but **try to stay away from games with rules**. For the **remaining 25 minutes, feel free to play a game, or take a walk outside.**

What does QUALITY time look like with your 10+ year old child?

Go on a walk.

Play a board game or other games like UNO, Monopoly Deal, Pictionary, Charades, Taboo, Heads Up.

Play a sport.

Do art projects.



If your child is a teenager and gives you attitude when you try to engage with them, give them space. BUT, keep checking in with them daily, and keep trying to engage them in quality interactions. They need to know you are there to support them emotionally, even if they won't admit it.

Make time **DAILY** to **TALK** with your child about how they are feeling.

“How are you feeling?”

“Is there anything bothering you that you want to talk about?”

“Are you missing your friends?”

“Are you missing school?”

“I noticed that you seem down, what’s up?”

Share YOUR THOUGHTS and FEELINGS, too!

Be authentic. Ask if your child has any questions about social distancing or COVID-19.



#3--Learning happens ALL THE TIME



#4--Advocacy works!

Call and, if possible, email your child's teacher to update them about how your child is doing.

Make your child's teacher aware of any issues your child is having related to school and learning.

Call the school counselor. They are still holding office hours.

If you can't reach someone

OR you don't get a call back,

CALL AGAIN.

Advocacy requires persistence.

Call the principal.

Call the district office.



Don't stop until you get what you need for your child.

#5--Stay Active

Exercise has a direct effect on you and your child's MOOD and HEALTH. You and your child should be exercising DAILY.

Go on walks. Fresh air is essential.

Ride a bike.



Use Youtube & Apps for exercise videos.

Create an exercise routine WITH your child.

#6--Stay Social while Social Distancing



All of us are struggling with social distancing, especially our children.

Facilitate your child staying socially connected as best you can.

Your child can write letters to friends, or send them drawings.

Your child can use FaceTime.

#7--Monitor your child's MENTAL HEALTH

These are stressful and uncertain times. It is normal for your child to be experiencing some anxiety, sadness, difficulty concentrating and/or sleep disturbance.

Most children will manage with the support of you and loved ones.

Some children may have risk factors for more intense reactions, like severe anxiety, depression, and suicidal behaviors.

Risk factors can include a pre-existing mental health condition, prior traumatic experiences or abuse, family instability, or the loss of a loved one.

Parents and caregivers should contact a professional if children exhibit significant changes in behavior or any of the following symptoms for more than two weeks.

Preschoolers—thumb sucking, bedwetting, clinging to parents, sleep disturbances, loss of appetite, fear of the dark, regression in behavior, and withdrawal.

Elementary school children—irritability, aggressiveness, clinginess, nightmares, school avoidance, poor concentration, and withdrawal from activities and friends.

Adolescents—sleeping and eating disturbances, agitation, increase in conflicts, physical complaints, delinquent behavior, and poor concentration.

A photograph of students on a school bus, overlaid with a dark purple tint. The text is centered over the image. The background shows a boy in the foreground with a checkered backpack, and other students behind him, some looking out the bus window.

The Question Corner with Dr. Shaffer

**If you have a question,
please send it to us in the
Chat Box located on the
right side of the screen!**





LINKS & RESOURCES

Home science experiments:

[ScienceFun.org](https://www.sciencefun.org)

[Fun ways to teach math](#)

[Do it yourself activities](#)

Internet-based learning:

<https://kahoot.com>

[Environmental learning](#)

Youtube art and
music activities

MORE RESOURCES:

Health (related to COVID-19): **Center for Disease and Control:** <https://www.cdc.gov/coronavirus/2019-ncov/index.html>

World Health Organization: <https://www.who.int/emergencies/diseases/novel-coronavirus-2019/advice-for-public/healthy-parenting>

COVID MYTH BUSTERS: <https://www.who.int/emergencies/diseases/novel-coronavirus-2019/advice-for-public/myth-busters>

Mental Health: **American Psychological Association:** <https://www.apa.org/topics/covid-19/local-mental-health>

Food: MAEC and its partners are assisting with getting families in need access to food. Contact MAEC for more information.

Education: MAEC: <https://maec.org/covid-19/state-resources/>

National Association of School Psychologists: <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/health-crisis-resources>

Department of Education: Questions and Answers on Providing Services to Children with Disabilities During the Coronavirus outbreak: <https://www2.ed.gov/policy/speced/guid/idea/memosdcitrs/qa-covid-19-03-12-2020.pdf>

Special needs: Autism Speaks is offering a free online course for parents. This can help parents sharpen skills for helping children on the spectrum with social communication, academic skills, positive behaviors, and independence. This offer is **ONLY** good through June 1, 2020. <https://autismcertificationcenter.org/coursework/foundations>

National Association of School Psychologists: <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/health-crisis-resources/helping-children-cope-with-changes-resulting-from-covid-19>

Connect with us!

Up-to-date COVID-19 information and resources for families across America:

<https://maec.org/covid-19/state-resources/>

Sign up for our newsletter,
Learning at Home

www.maec.org/newsletter



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THE FAMILY ROOM Series

WHAT TO EXPECT

1. **Welcome & Introductions**
2. **Highlighted Guest**
3. **Q & A Session**
4. **Wrap-up**
(Surveys & Upcoming Webinars)



The Family Room Webinar Series

**The Family Room: Every Thursday
at 2pm Central / 3pm Eastern**

Next Thursday, May 14th

Little Friends for Peace

Thursday, May 21st

Carla Easter (NIH) & Exploring our Genes!

Thursday, May 28th

Ann Caspari (NASM) & Flights of Fancy

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Engaging Families for Student Success.

THANK YOU!

Please take our [brief survey](#) for today's event.

SEE YOU NEXT WEEK

