

Using Routines to Help Children Adjust After COVID Closures and Other Disruptions

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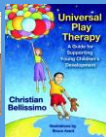
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About Me

2001



2016



TODAY!



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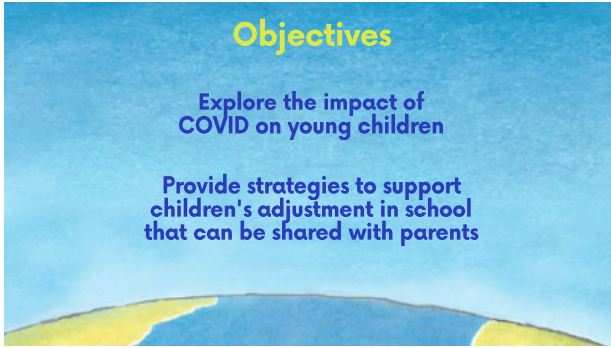


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Objectives

Explore the impact of COVID on young children

Provide strategies to support children's adjustment in school that can be shared with parents



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Impact of COVID on Children

- multiple losses
- frequent and unexpected changes in routine
- absence of socialization and learning through play
- mental health concerns




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Impact of COVID on Children

Trauma Responses that include:

- developmental regressions
- anger and aggression
- non-compliance
- apathy and withdrawal
- anxiety



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Challenges to Parents in the Age of COVID

- Loss of structure in the household
- Frequent changes in routine
- Balancing work responsibilities while facilitating children's learning
- Job loss and financial stress
- Social isolation




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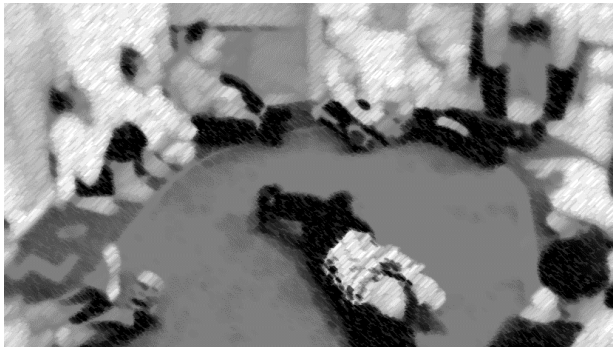


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90%
of children's
brain
development
occurs before
age 5



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Objectives
Strategies to Support Children Returning after COVID

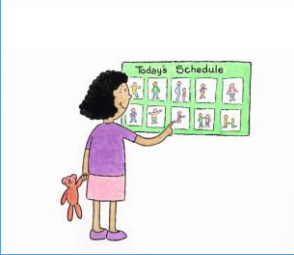
- Implement a Daily Visual Schedule
- Structure Transitions
- Child-Led Play
- Choices



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Implement a Daily Visual Schedule: Why

- Developmentally Appropriate
- Internalize Routine
- Supports Coping Skills



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Daily Visual Schedule

- Create a list of visually represented activities
- Review each morning and throughout the day
- Note changes
- Acknowledge when completed



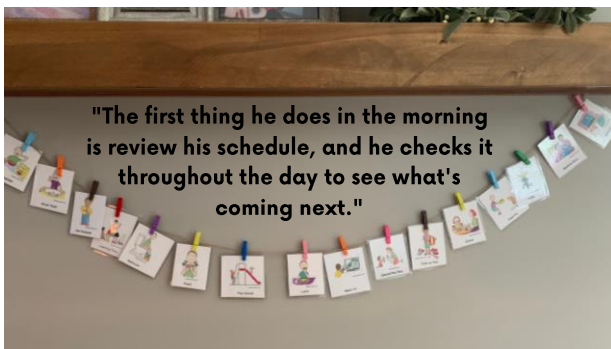
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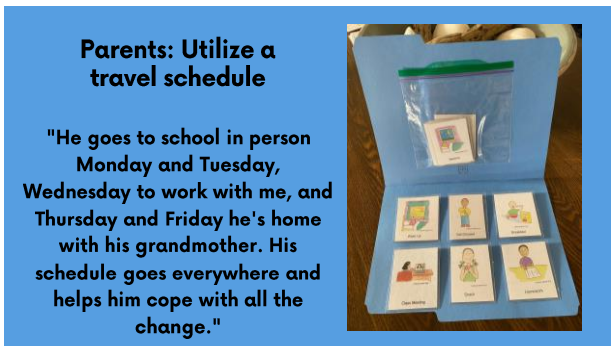
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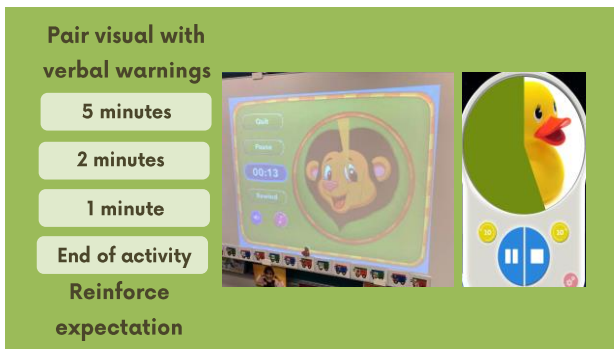
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How to Use Play to Support Expression and Emotional Coping Skills



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Why Play?

Most natural means for expression and social-emotional learning

Skills acquired through natural, unscripted interactions

Rapport and Relationship



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Play-Based Strategies

Allow the Child to Lead

Describe their Play

Frame their Play Behavior as a Choice or Decision



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Physical behavior and body language



What

- Engage at child's level
- Arm's length distance

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Physical behavior and body language

Why

- Builds relationship
- Promotes expression
- Boundaries



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Allow the Child to Lead

What

- Child self-initiates play, adult follows

Why

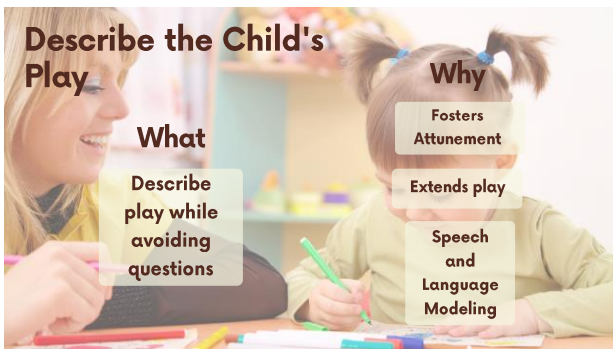
- Expression
- Empowering
- Control



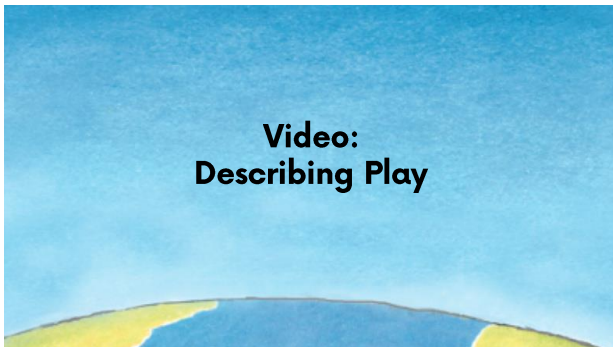
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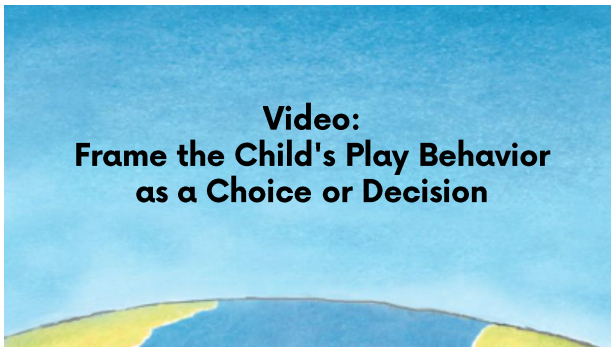
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**Adversity,
Anxiety and
Control**

Anxiety:
a perceived
loss of control

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Max



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**Choices:
How to Generalize in the Classroom**

Where to Sit

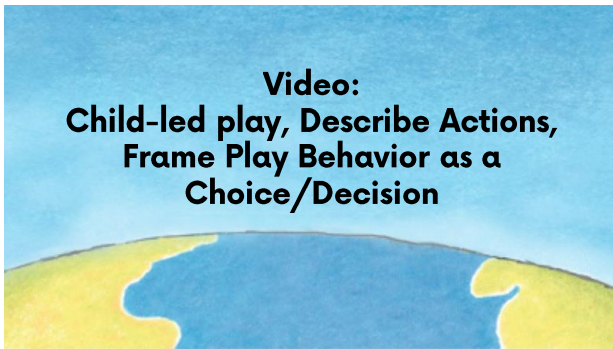
Where to Play



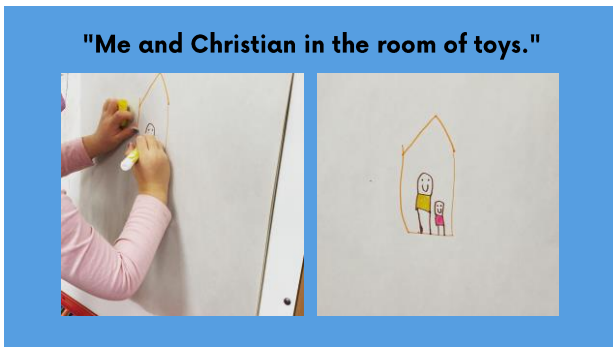
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