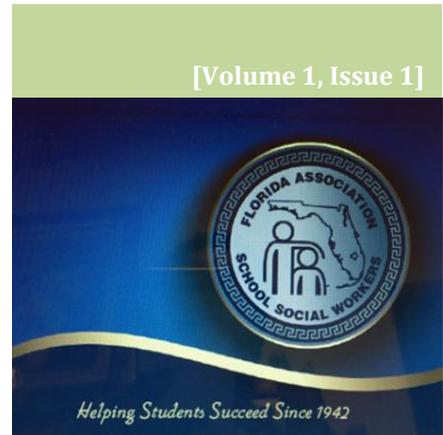


# Florida Association of School Social Workers



The FASSW Executive Board is diligently working to help keep our members and school social workers updated and informed during this unprecedented time.

*Stay tuned for an upcoming FASSW webinar. FASSW will be partnering with Florida Department of Education, SSW consultant Iris Williams.*

## Resources for Parents:

### Stay in touch with your child's school.

- Many schools are adapting in-person lessons to online or virtual learning. Review assignments from the school, and help your child establish a reasonable pace for completing the work. You may need to assist your child with turning on devices, reading instructions, and typing answers.
- Communicate challenges to your school. If you face technology or connectivity issues, or if your child is having a hard time completing assignments, let the school know.

### Create a schedule and routine for learning at home but remain flexible.

- Have consistent bedtimes and get up at the same time, Monday through Friday.
- Structure the day for learning, free time, healthy meals and snacks, and physical activity.
- Allow flexibility in the schedule—it's okay to adapt based on your day.

### Help your child stay active.

- Encourage your child to play outdoors—it's great for physical and mental health. Take a walk with your child or go on a bike ride.
- Use indoor activity breaks (e.g., stretch breaks, dance breaks) throughout the day to help your child stay healthy and focused.

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## Help your child stay socially connected.

- Help your child reach out to friends and family via phone or video chats.
- Help your child write cards or letters to family members they may not be able to visit.
- Some schools and non-profits, such as the [Collaborative for Academic, Social, and Emotional Learning](#)<sup>external icon</sup> and [The Yale Center for Emotional Intelligence](#)<sup>external icon</sup><sup>external icon</sup>, have resources for social and emotional learning. Check to see if your school has tips and guidelines to help support social and emotional needs of your child.
- Get in touch with your child's school if you need additional support
- Support staff, including school social workers will be able to assist you in this challenging time.

[Older adults and people who have serious chronic medical conditions](#) are at highest risk of getting sick from COVID-19.

- If others in your home are at particularly [high risk for severe illness from COVID-19](#), consider extra precautions to **separate your child from those individuals**.
- If you are unable to stay home with your child during school dismissals, carefully consider who might be best positioned to provide childcare. If someone at higher risk for COVID-19 will be providing care (e.g., older adult, such as a grandparent or someone with a chronic medical condition), **limit your children's contact with those people**.
- Consider **postponing visits or trip to see older family members and grandparents**. Connect virtually or by writing letters and sending via mail.

## Consider the needs and adjustment required for your child's age group.

- The transition to being at home will be different for preschoolers, K-5, middle school students, and high school students. Talk to your child about expectations and how they are adjusting to being at home versus at school.
- Consider ways your child can stay connected with their friends without spending time in person.

## Look for ways to make learning fun.

- Have hands-on activities, like puzzles, painting, drawing, and making things.
- Independent play can also be used in place of structured learning. Encourage children to build a fort from sheets or practice counting by stacking blocks.
- Practice handwriting and grammar by writing letters to family members. This is a great way to connect and limit face-to-face contact.
- Start a journal with your child to document this time and discuss the shared experience.
- Use audiobooks or see if your local library is hosting virtual or live-streamed reading events.

### Additional Resources

- [Helping Children Cope](#)
- [Video: Coping with a Traumatic Event](#)
- [SAMHSA's Disaster Preparedness, Response, and Recovery](#)<sup>external icon</sup>
- [Coping with Isolation and Quarantine \(SAMHSA\)](#)<sup>external icon</sup>

### Teach and

#### reinforce **everyday**

**preventive actions.** Parents and caretakers play an important role in teaching children to wash their **hands.**

Explain that hand washing can keep them healthy and stop the virus from spreading to others.

Make [handwashing a family activity](#)

### School Meal Services

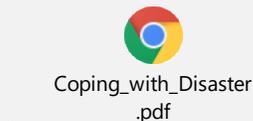
Check with your school on plans to continue meal services during the school dismissal. Many schools are keeping school facilities open to allow families to pick up meals or are providing grab-and-go meals at a central location.

### Watch your child for any signs of illness.

- If you see any sign of illness consistent with [symptoms of COVID-19](#), particularly fever, cough, or shortness of breath, keep your child at home and away from others as much as possible. Follow CDC's guidance on "[What to do if you are sick.](#)"

## Resources for School Social Workers

PDF'



### Look out for these common signs of distress:

- Feelings of numbness, disbelief, anxiety or fear.
- Changes in appetite, energy, and activity levels.
- Difficulty concentrating.
- Difficulty sleeping or nightmares and upsetting thoughts and images.
- Physical reactions, such as headaches, body pains, stomach problems, and skin rashes.
- Worsening of chronic health problems.
- Anger or short temper.
- Increased use of alcohol, tobacco, or other drugs.

If you experience these feelings or behaviors for several days in a row and are unable to carry out normal responsibilities because of them, [seek professional help external icon](#)

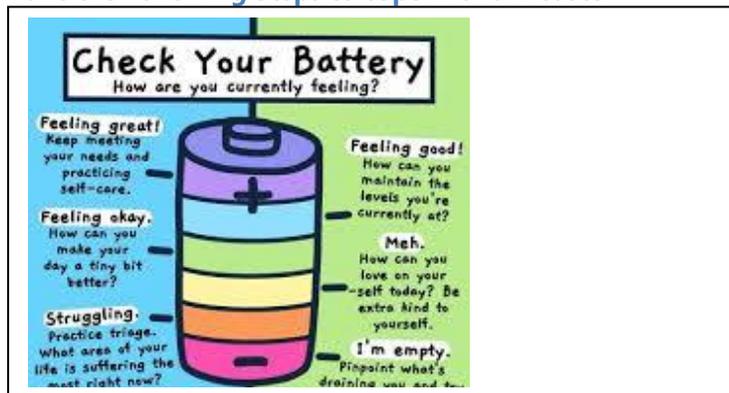
The Florida Department of Health (Department) is working closely with the Centers for Disease Control and Prevention (CDC) to closely monitor the current outbreak of COVID-19 and is actively working to ensure that the most up-to-date CDC guidance is quickly and accurately disseminated to local partners.

For the best available information regarding COVID-19, please visit: <http://www.floridahealth.gov/COVID-19>

- Health Care Provider COVID-19 Notifications  
<http://www.flhealthsource.gov/covid19>
- CDC-COVID-19  
<https://www.cdc.gov/coronavirus/index.html>
- CDC-Symptoms and Diagnosis  
<https://www.cdc.gov/coronavirus/about/symptoms.html>
- CDC-Situation Summary  
<https://www.cdc.gov/coronavirus/2019-ncov/summary.html>

- <https://www.who.int/emergencies/diseases/novel-coronavirus-2019>
- <https://www.cdc.gov/coronavirus/2019-ncov/community/index.html>.
- <http://www.floridahealth.gov/diseases-and-conditions/COVID-19/index.htm>
- <https://www.cdc.gov/coronavirus/2019-ncov/prepare/prevention.html>
- <https://www.cdc.gov/coronavirus/2019-ncov/prepare/protect-family.html>
- [https://www.socialworkers.org/includes/newIncludes/homepage/PRA-BRO-33617.TechStandards\\_FINAL\\_POSTING.pdf](https://www.socialworkers.org/includes/newIncludes/homepage/PRA-BRO-33617.TechStandards_FINAL_POSTING.pdf)
- <https://www.fassw.org/>
- <https://www.myflorida.com/accessflorida/>  
<https://www.myflfamilies.com/service-programs/access/>

### Take the Following Steps to cope with a Disaster



- **Take care of your body**– Try to eat healthy well-balanced meals, exercise regularly, and get plenty of sleep. Avoid alcohol, tobacco, and other drugs. Learn more about [wellness strategiesexternal icon](#) for mental health.
- **Connect with others**– Share your concerns and how you are feeling with a friend or family member. Maintain healthy relationships and build a strong support system.
- **Take breaks**– Make time to unwind and remind yourself that strong feelings will fade. Try taking in deep breaths. Try to do activities you usually enjoy.
- **Stay informed**– When you feel that you are missing information, you may become more stressed or nervous. Watch, listen to, or read the news for updates from officials. Be aware that there may be rumors during a crisis, especially on social media. Always check your sources and turn to reliable sources of information like your local government authorities.
- **Avoid too much exposure to news**– Take breaks from watching, reading, or listening to news stories. It can be upsetting to hear about the crisis and see images repeatedly. Try to do enjoyable activities and return to normal life as much as possible and check for updates between breaks.
- **Seek help when needed**– If distress impacts activities of your daily life for several days or weeks, talk to a clergy member, counselor, or doctor, or contact the SAMHSA helpline at **1-800-985-5990**.

  
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NASWSchoolSocialWorkStandards.pdf

  
Resource for SSWs\_CASEL-Competencies

  
REsource for SSWs\_CASEL-wheel-chart

## Taking Care of Your Emotional Health

### PDF's



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wash-your-hands-poster-spanish-508.pdf



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It is natural to feel stress, anxiety, grief, and worry during and after a disaster. Everyone reacts differently, and your own feelings will change over time. Notice and accept how you feel. Taking care of your emotional health during an emergency will help you think clearly and react to the urgent needs to protect yourself and your family. Self-care during an emergency will help your long-term healing.

**People with preexisting mental health conditions should continue with their treatment plans during an emergency and monitor for any new symptoms. Additional information can be found at the Substance Abuse and Mental Health Services Administration ([SAMHSAexternal icon](#)) website.**

- Substance Abuse and Mental Health Services Administration's (SAMHSA's) Disaster Distress Hotline: 1-800-985-5990 or text TalkWithUs to 66746.
- People with deafness or hearing loss can use their preferred relay service to call 1-800-985-5990.
- Districts also have local resources to assist

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