

# School Health Services COVID-19 Training

Parent Presentation

Due to the nature of this pandemic, information and guidelines are frequently updated. For the most recent detailed information please visit the Phase 3 Guidance from VDOE and refer to your school district leadership

[http://www.doe.virginia.gov/support/health\\_medical/covid-19/recover-redesign-restart.shtml#](http://www.doe.virginia.gov/support/health_medical/covid-19/recover-redesign-restart.shtml#)

# Objectives

- Define COVID-19.
- Verbalize how COVID-19 is spread.
- Understand the severity of COVID-19 and its risks.
- Describe ways to prevent an outbreak.
- Demonstrate correct and effective hand washing techniques.
- Demonstrate proper mask use.
- Discuss strategies for preparing your child for return to school.
- Identify strategies for preventing anxiety in your child.

# COVID-19

A new coronavirus strain was detected on December 31, 2019. Cases were initially reported in Wuhan City, Hubei Province, China but has now been declared a global pandemic. As of 7/22/20, there have been 3,882,167 cases of COVID-19 in the US, and there have been 141,677 COVID-19-related deaths.

# COVID-19: What we know

- Passed through droplets (sneezing and coughing)
  - Mythbusters - Art of the Sneeze  
<https://www.youtube.com/watch?v=0f4sUNWkq60>
  - Mythbusters - The Safest Sneeze  
<https://www.youtube.com/watch?v=wrx7OpFEk2E>
- Highly contagious with no vaccine or cure
- Can be carried by those who show no symptoms
- Poses a major risk to people aged 65 and older, people with asthma, and people with chronic illnesses (have weak immune systems)

# How can we prevent an outbreak?

- Hand washing is the number one way we can limit the spread of germs
  - Soap and water: minimum of 20 seconds
  - Hand sanitizer with over 60% alcohol content: rub until dry
- Proper hand washing technique (see later slides)
- Disinfecting “high touch” surfaces after use
  - Computer keyboards, tablets, phones, toys
  - Doorknobs
  - Countertops
  - Bathrooms

# How can we prevent an outbreak?

- Wearing a mask to cover the mouth AND nose
- Physical distancing at a minimum of 6 ft.
  - If 6 ft. is not possible, 3 ft. with a mask may be ok per VDH and AAP
- Cover your sneeze, cough into your elbow, wash your hands after
- If you or your child are sick, STAY HOME!
- Household checklist: <https://www.cdc.gov/coronavirus/2019-nCoV/daily-life-coping/checklist-household-ready.html>

# Screening (updated 7/23/2020)

- Based on the best available evidence at this time:
  - CDC does not currently recommend universal symptom screenings (screening all students grades K-12) be conducted by schools.
  - Parents or caregivers should be strongly encouraged to monitor their children for signs of infectious illness every day.
  - Students who are sick should not attend school in-person

# When can my student return to school?

Persons with COVID-19 who have symptoms and were directed to care for themselves at home may discontinue isolation under the following conditions:

At least 24 hours have passed since recovery defined as resolution of fever without the use of fever-reducing medications AND improvement in symptoms (e.g., cough, shortness of breath); AND at least 10 days have passed since symptoms first appeared.

CDC [Disposition Guidelines](#)

Symptoms of COVID-19	Strep Throat	Common Cold	Flu	Asthma	Seasonal Allergies
Fever or chills	X		X		
Cough		X	X	X	X
Sore throat	X	X	X		X
Shortness of breath or difficulty breathing				X	
Fatigue		X	X	X	X
Nausea or Vomiting	X		X		
Diarrhea	X		X		
Congestion or Runny Nose		X	X		X
Muscle or body aches	X	X	X		

- Note: The table above does not include all COVID-19 symptoms

# How to practice hand washing at home

- Proper hand washing technique:  
[https://www.youtube.com/watch?v=nEzJ\\_QKjT14](https://www.youtube.com/watch?v=nEzJ_QKjT14)
- Wash hands for a full 20 seconds  
OR
- Sing your favorite song for 20 seconds
- Try washing your hands with your children to this “Baby Shark” song:  
<https://www.youtube.com/watch?v=L89nN03pBzI>



# How to Help Your Child Adapt to Wearing a Mask



# Como Ayudar a su Niño a Adaptarse al Uso del Cubre Bocas



## Explain WHY

Use easy-to-understand language and positive phrasing.

For example, 'Many people are sick right now. Wearing a mask will protect you from germs.'



## Take a Picture

Ask family members or friends to take pictures of themselves wearing masks.

You can even arrange a virtual get together so everyone can show off their masks.



## Explicar Por Qué

Utiliza un lenguaje fácil de entender y frases positivas.

Por ejemplo, 'Muchas personas están enfermas en este momento. Usar una máscara lo protegerá de los gérmenes.'



## Toma Una Foto

Pídale a sus familiares o amigos que se tomen fotos con máscaras.

Usted puede incluso organizar una reunión virtual así todos pueden presumir sus máscaras.



## Practice Makes Perfect

Shape the behavior by breaking it down into smaller steps. Then practice & reinforce each step.

1. Holding the mask.
2. Putting it against his or her face.
3. Securing the elastic.



## Let's Pretend

Integrate masks into your favorite pretend play schemes.

Encourage your child to dress up as a doctor, nurse, or veterinarian.



## Get Creative

Allow your child to decorate their mask using crayons or markers.

If you are planning to make a DIY cloth mask, allow him/her to pick the fabric color or pattern.



## Práctica Hace Perfecto

Explicar, demostrar, y después practicar & reforzar cada paso.

1. Sosteniendo la máscara
2. Poniéndolo en su cara
3. Asegurando el elástico



## Vamos A Pretender

Integrar máscaras en tu juego favorito.

Anime a su niño para vestirse como doctor, enfermera, o veterinario.



## Se Creativo

Permita que su hijo decorare su máscara usando crayones o marcadores

Si usted esta planeando hacer una máscara de tela, permítale escoger la tela, color, o patrón



## Stuffed Animals & Dolls Need Masks Too

Put a mask on your child's favorite stuffed animal or doll as a reminder that we are all in this together!



## Start with Familiar Clothing

Choose clothing that your child already wears and turn it into a mask.

Some ideas include: a scarf, balaclava or bandana



## Peluches y Muñecas Necesitan Máscaras También

¡Ponga mascarar en los peluches o muñecas favoritos de su niño como un recordatorio que estamos juntos en esto!



## Empezar con Ropa Familiar

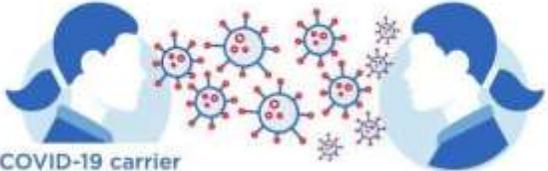
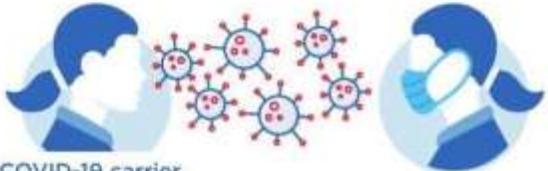
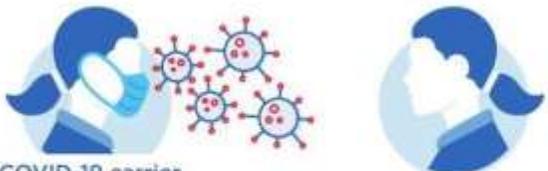
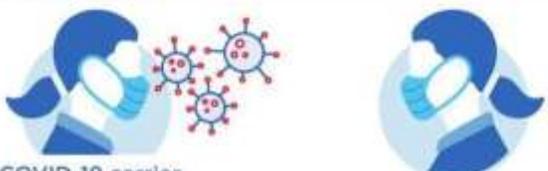
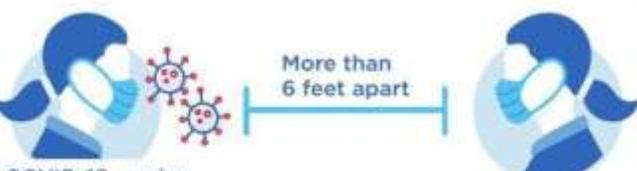
Elige la ropa que tu niño ya usa para convertirlo en una máscara.

Algunas ideas incluyen: una bufanda o pañuelo.



# Probability of contagion



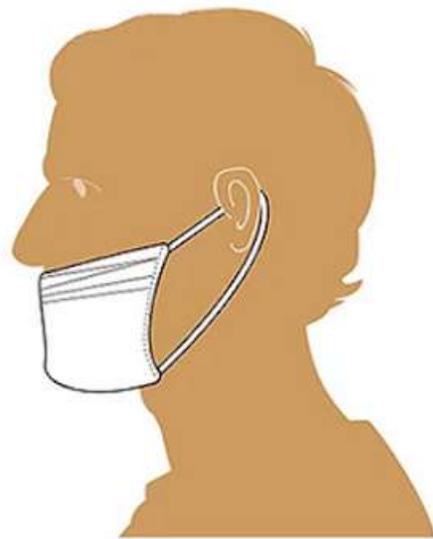
 COVID-19 carrier	Very high
 COVID-19 carrier	High
 COVID-19 carrier	Medium
 COVID-19 carrier	Low
 COVID-19 carrier More than 6 feet apart	Very low
 COVID-19 carrier	None

Source: Centers for Disease Control and Prevention

V2 05-05-2020

How does wearing a mask help reduce the spread of the virus?

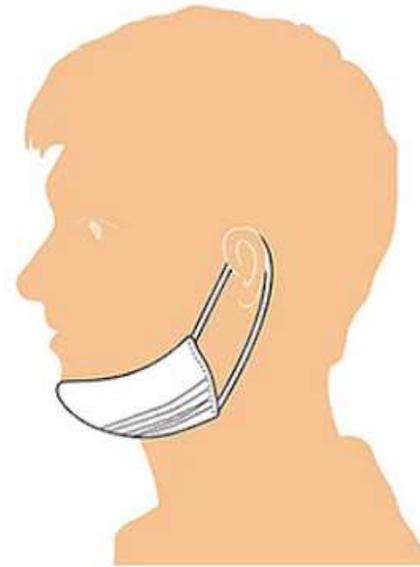
# DOs AND DON'Ts OF WEARING A MASK



✗



✗



✗



✓

How to don and doff a mask:

<https://www.youtube.com/watch?v=OABvzu9e-hw>



# Tips for encouraging children to wear a mask

- Talk about it! Explaining “the why” will make the experience less scary
- Introduce mask wearing as a good habit like hand washing and covering your mouth and nose when you cough and sneeze
- Practice wearing masks during playtime with dolls or stuffed animals
- Provide positive feedback when they do wear a mask
  - “Thank you for wearing a mask and protecting others”
- Most importantly, be a role model! Wear your own mask at all times, and explain why it is important to do this

# Considerations for children with developmental, behavioral, or sensory disorders

- Check with organizations that support people with developmental and behavioral disorders for communication tools and other resources related to COVID-19.
- Physical distancing may be difficult for them, and they may require reminders or supervision.
- Cleaning and disinfecting may require assistance or supervision.
- Covering the mouth and nose with a tissue when sneezing and/or coughing (when not wearing a cloth face covering), throwing it in the trash, and washing hands afterwards may require assistance or visual and verbal reminders.
- Cleaning and disinfecting may affect those with sensory or respiratory issues.

# Considerations for children with developmental, behavioral, or sensory disorders

- Handwashing or using hand sanitizer may require assistance or supervision.
- Wearing cloth face coverings may be difficult for people with sensory, cognitive, or behavioral issues. Cloth face coverings are not recommended for children under 2 or anyone who has trouble breathing or is unconscious, incapacitated or otherwise unable to remove the covering without assistance.
- More information from the CDC:  
<https://www.cdc.gov/coronavirus/2019-ncov/hcp/developmental-behavioral-disorders.html>

## KEY FACTORS

The CDC has identified key factors that may affect a child's emotional response to a crisis. Not all early learners will respond in the same way to these experiences.

### PRIOR EXPERIENCES

- Did the student experience any previous traumatic or stressful events?
- Has the student previously experienced the loss of a family member or close friend?

### CURRENT & FUTURE EXPERIENCES

- Is the student experiencing a separation from caregivers during the crisis?
- How are the parents and caregivers responding to the crisis?
- Is there repeated exposure to mass media coverage of COVID 19 deaths or images?
- What are the ongoing stressors occurring due to the change in familiar routines or direct impact of COVID 19?

### ENVIRONMENTAL FACTORS

- Is the surrounding community resilient and supportive?
- Are there strong existing family structures or relationships with healthy communication among family members?
- Does the family have access to essential resources during the crisis?

# STRIDING TO THRIVE!!



## CREATE A SENSE OF PHYSICAL AND EMOTIONAL SAFETY:

Provide a safe and supportive environment by having predictable routines, offering opportunities for choice and sense of control, having clear and consistent expectations, and providing praise for positive behaviors.

## ENCOURAGE EMOTIONAL REGULATION:

Teach and provide opportunities to practice self-regulation skills. This includes being able to identify their feelings, manage their emotions, and use strategies to calm themselves. It is also important for caregivers to model their own self regulation in response to stress.

## STRENGTHEN RELATIONSHIPS:

Provide opportunities for family fun time and connecting with others. During a time of social distancing, supportive and trusting relationships can be healing and counteract the impact of stress.



How do I validate my child's feelings and teach healthy coping skills?

How do I prioritize and practice regular self care?

What are ways I can reach out to others when I need help? Do I know how to find telemental health services?

Am I creating opportunities for play and staying connected with others?

### ESSENTIAL QUESTIONS FOR PARENTS & GUARDIANS

How do I prevent and respond positively to challenging behaviors?

What are some signs that my child is struggling to cope?

### IMPORTANCE OF SELF-CARE

In order to promote resilience in your children, you need to stay physically and emotionally healthy yourself. Even more important during difficult times, you need to practice daily habits and activities that enhance your overall wellness and reduce stress. What nourishes each person will vary, but it is important to consider different areas, including physical, emotional, intellectual, and spiritual domains. Prioritize and model regular routines to take care of yourself.



# Signs your child may be experiencing anxiety

- Excessive crying or irritation in younger children
- Returning to behaviors they have outgrown (for example, toileting accidents or bedwetting)
- Excessive worry or sadness
- Unhealthy eating or sleeping habits
- Irritability and “acting out” behaviors in teens
- Poor school performance or avoiding school
- Difficulties with attention and concentration
- Avoidance of activities enjoyed in the past
- Unexplained headaches or body pain
- Use of alcohol, tobacco, or other drugs

# Tips for managing anxiety during the pandemic

- From the CDC: “Children and teens react...on what they see from the adults around them. When parents and caregivers deal with the COVID-19 calmly and confidently, they can provide the best support for their children. Parents can be more reassuring to others around them, especially children, if they are better prepared.”
- Helpful mental health resources: [Daily Life Coping](#)
- VDOE Social Emotional Wellness: [Quick Guide](#)
- Coping with stress: [National Child Traumatic Stress Network](#)

# Tips for managing anxiety during the pandemic

- Answer questions and share facts about COVID-19 in a way that your child can understand.
- Reassure your child that they are safe. Let them know it is okay if they feel upset. Share with them how you deal with your own stress so that they can learn from you how to cope with stress.
- Limit your family's exposure to news coverage of the event, including social media. Children may misinterpret what they hear and can be frightened about something they do not understand.
- Try to keep up with regular routines. If schools are closed, create a schedule for learning activities and relaxing or fun activities.
- Be a role model. Take breaks, get plenty of sleep, exercise, and eat well. Connect with your friends and family members.
- Spending time with your child in meaningful activities, reading together, exercising, playing board games.

# Coping with stress

- Focus on supporting children by encouraging questions and helping them understand the current situation.
- Talk about their feelings and validate these
- Help them express their feelings through drawing or other activities
- Clarify misinformation or misunderstandings about how the virus is spread and that not every respiratory disease is COVID-19
- Provide comfort and a bit of extra patience
- Check back in with your children on a regular basis or when the situation changes

# Consistency is Key!

- Even if your family is isolated or quarantined, realize this will be temporary.
- Keep your family's schedule consistent when it comes to bedtimes, meals, and exercise.
- Make time to do things at home that have made you and your family feel better in other stressful situations, such as reading, watching movies, listening to music, playing games, exercising, or engaging in religious activities (prayer, participating in services on the Internet).

# Consistency is Key!

- Have children participate in distance learning opportunities that may be offered by their schools or other institutions/organizations.
- Recognize that feelings such as loneliness, boredom, fear of contracting disease, anxiety, stress, and panic are normal reactions to a stressful situation such as a disease outbreak.
- Help your family engage in fun and meaningful activities consistent with your family and cultural values.

# References

CDC. (2020, February 11). Coronavirus Disease 2019 (COVID-19). Centers for Disease Control and Prevention. <https://www.cdc.gov/coronavirus/2019-ncov/index.html>

COVID-19 in Virginia. (2020). Virginia Department of Health. <https://www.vdh.virginia.gov/coronavirus/>

Howell, D. (2020, May 9). Wearing a mask tip sheet - BIAS behavioral interventions. BIAS. <https://biasbehavioral.com/wearing-a-mask-tip-sheet/>

Peterson, S. (2017, November 29). *All NCTSN resources*. The National Child Traumatic Stress Network. <https://www.nctsn.org/resources/all-nctsn-resources>

VDOE :: *prevention strategies & programs*. (n.d.). Retrieved July 13, 2020, from <http://www.doe.virginia.gov/support/prevention/index.shtml>

# This training has been developed through a collaboration with



Tracy White MA, BSN, RN  
School Health Specialist



Joanna Pitts BSN, RN, NCSN,  
CNOR; School Health Nurse  
Consultant



Pamela Fine DNP, MSN, FNP-C  
Faculty  
Catherine Lancaster BSN, RN, DNP  
Student