



# SUPPORTING YOUR CHILD'S VIRTUAL LEARNING

THE KEDZIE CENTER

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SEPT 2020

# Virtual Learning Envi



## OVERVIEW

- STRUCTURE, ROUTINE & TIME MANAGEMENT
- MONITORING SLEEP, DIET & HYGIENE ROUTINES
- SUPPORTING FOCUS & MOTIVATION
- SOCIAL & EMOTIONAL SUPPORT
- RESOURCES

# SOURCES OF STRESS DURING COVID

- GENERAL DISRUPTION
- FINANCIAL INSTABILITY/HARDSHIP
- HEALTH CONCERNS/RISKS
- GRIEF/LOSS
- RELATIONSHIP STRAIN
- SOCIAL ISOLATION
- RACIAL TRAUMA
- PARENTING/CAREGIVING
- WORK FROM HOME
- WORK IN RISK ENVIRONMENTS
- AWARENESS OF INEQUITIES



# Anatomy of a TOOLBOX



## COPING WITH CHRONIC STRESS

- REDUCE STRESSOR (WHEN POSSIBLE)
- ADJUST EXPECTATIONS
- INCREASE COPING STRATEGIES\*
- INCREASE SOCIAL SUPPORT
- INCREASE SELF-CARE

# REALISTIC GOALS DURING A PANDEMIC

## STAY

- SAFE
- CONNECTED
- **MENTALLY WELL**
- PHYSICALLY HEALTHY
- MAINTAIN RELATIONSHIPS



# COPING SKILLS

## ANCHOR CHART FOR FRUSTRATED STUDENTS

STOP  
&  
think

take a  
deep  
breath

ask yourself:  
is this a big  
OR SMALL ISSUE?

TALK WITH  
YOUR  
TEACHER

LOOK &  
WATCH  
your classmates

skills to  
succeed.

ASK A FRIEND  
FOR HELP

# STRUCTURE & FLEXIBLE ROUTINES

- DESIGNATING A CLEAR AND ORGANIZED WORKSPACE
- SETTING CLEAR EXPECTATIONS
- COMMUNICATING SCHEDULES & NEEDS
- PLANNING FOR BREAKS – HYDRATION, LUNCH & MOVEMENT
- RESPECTING ONE ANOTHER'S SCHOOL/WORK BOUNDARIES
- SUPPORT TRANSITIONS
- BALANCE ACTIVITIES



# TIPS FOR BETTER SLEEP



Phone silent mode



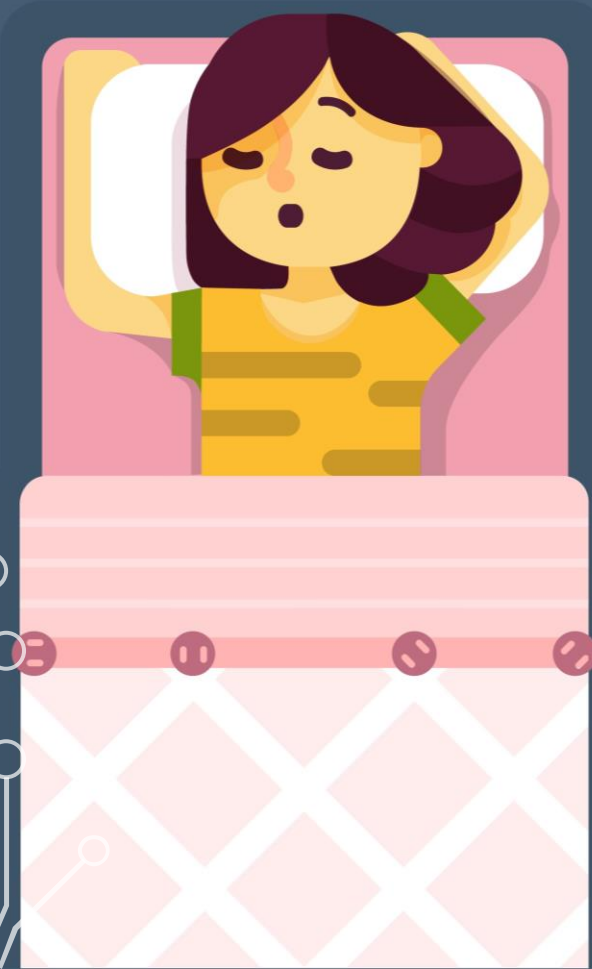
Limit alcohol



Read a book



Turn off the lights



Relaxing music



Regimen of



Drink herbal



Take a bath

## MONITORING THE BASICS – SLEEP, DIET & HYGIENE

- ENSURING ENOUGH REST
- EATING A HEALTHY BALANCED DIET
- ENCOURAGE GOOD DAILY HYGIENE PRACTICES
- MAINTAIN REGULAR EXPECTATIONS FOR APPROPRIATE DRESS, ALERTNESS AND POLITE PARTICIPATION/ENGAGEMENT





# SUPPORTING FOCUS & MOTIVATION

- CHOOSE A QUIET SPACE
- REMOVE/REDUCE DISTRACTIONS
- MONITOR STUDENT & PROVIDE FEEDBACK (YOUNGER CHILDREN)
- CHECK-IN ON BREAKS (OR AS NEEDED)
- COMMUNICATE WITH TEACHERS VIA EMAIL, AS NEEDED
- CONNECT LEARNING TO RELEVANT INTERESTS & LONG-TERM VISION

# Safety, Connection and Problem-Solving

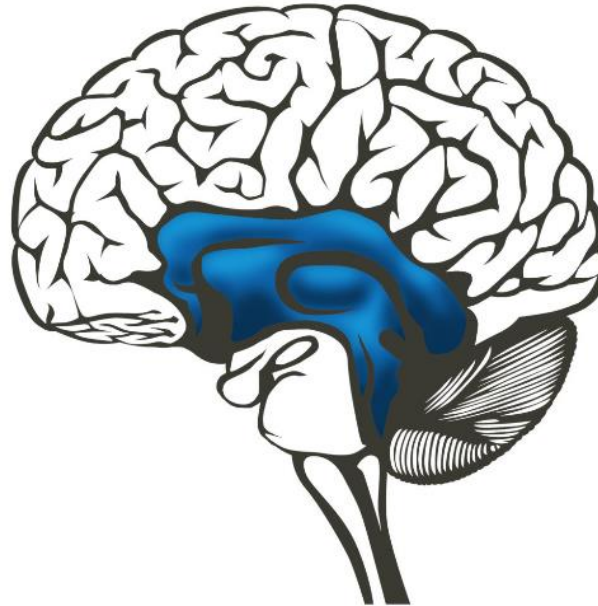


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## Survival State

### BRAIN STEM

The Survival State represents the primal brain and asks the question, "Am I safe?" The only way to soothe the Survival State is through the creation of *Safety*.

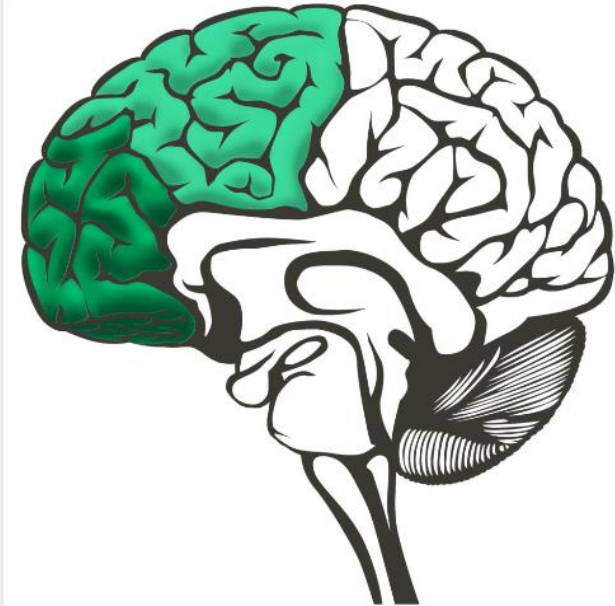


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## Emotional State

### LIMBIC SYSTEM

This Brain State represents mid-level functionality and asks the question, "Am I loved?" The only way to soothe an upset emotional state is through *Connection*.



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## Executive State

### PREFRONTAL LOBES

The Executive State represents the optimal state for problem-solving and learning. This Brain State asks the question, "What can I learn from this?"



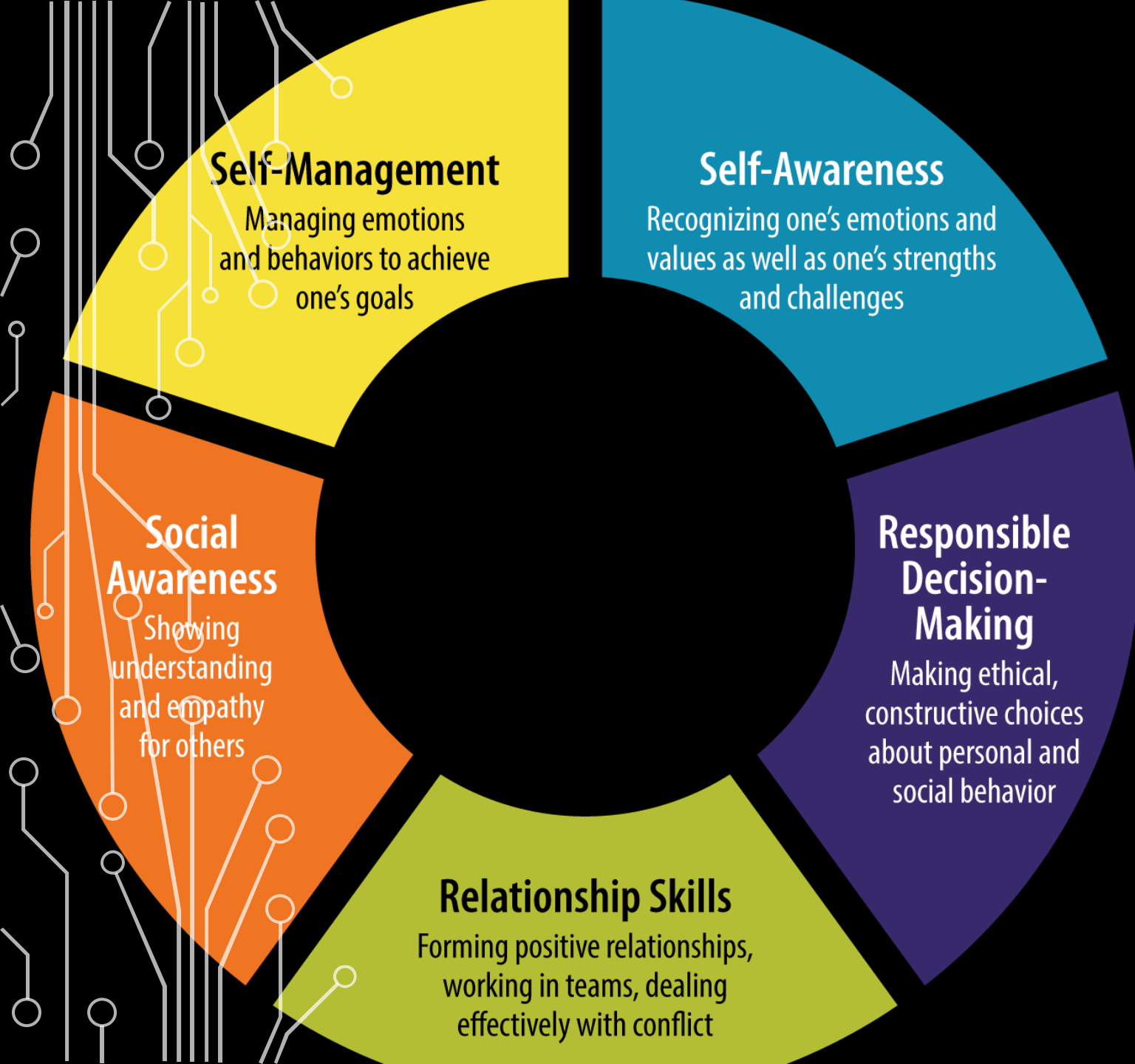
## DEBRIEFING THE DAY

- HELP STUDENT PROBLEM-SOLVE
- ENCOURAGE COMMUNICATION WITH TEACHER
- ASK HOW IT'S GOING, ARE THERE CHALLENGES YOU CAN HELP TROUBLESHOOT
  - *HOW CAN I HELP?*



## STAYING SOCIALY CONNECTED

- AN AFTERSCHOOL FRIEND
- A STUDY BUDDY
- WEEKEND FRIENDS
- PARENT-TO-PARENT SUPPORT



# SOCIAL EMOTIONAL LEARNING

The process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions.

# ENCOURAGE REFLECTION & CURIOSITY

- WHAT'S GOING WELL?
- WHAT WAS HARD?
- WHAT THEY LEARNED OR WERE ***CURIOUS*** ABOUT?
- IS THERE ANYTHING YOU CAN DO TO MAKE IT BETTER?



# COPING AS A FAMILY

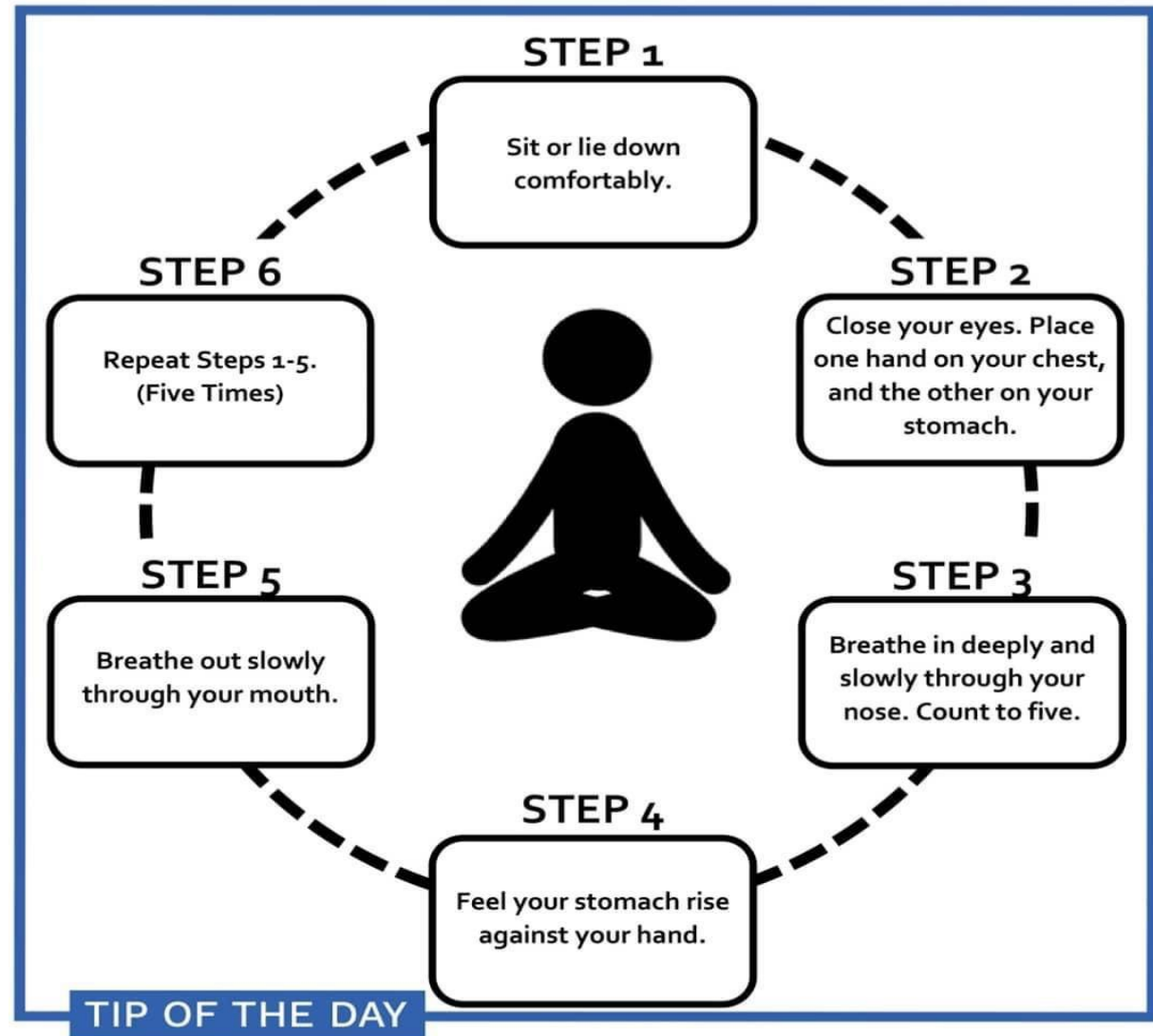
- FAMILY MEETINGS TO COMMUNICATE & COORDINATE ACTIVITIES
- SHARE HOUSEHOLD CHORES
- RESPECT WORK/SCHOOL BOUNDARIES
- FAMILY FUN TIME



## TIPS

- Pick a good time of day for you to relax
- Choose a comfortable position
- Observe the present
- Follow your breath
- Notice distractions
- Practice non-judgement

## 6 Steps to Deep Breathing





## WHAT YOUTH HAVE BEEN LEARNING FROM THIS MOMENT

- *Patience, the limits of my patience, and that I need to be more patient.*
- *Sharing, practicing equity in my own home.*
- *That I'm responsible for my own learning.*
- *That I can use my voice to advocate for others – and for myself.*
- *That I'm stronger than I thought.*
- *That I can cook.*



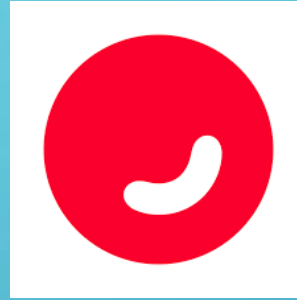
# RESOURCES FOR PRACTICING MINDFULNESS AT HOME



Stop,  
Breathe.  
Think.



Calm



Ten Percent  
Happier



Headspace

[45 minute Body Scan](#) Meditation that the UC San Diego Center for Mindfulness uses in its trainings in Mindfulness-Based Stress Reduction