



# PSP MENTAL HEALTH CHECK-IN:

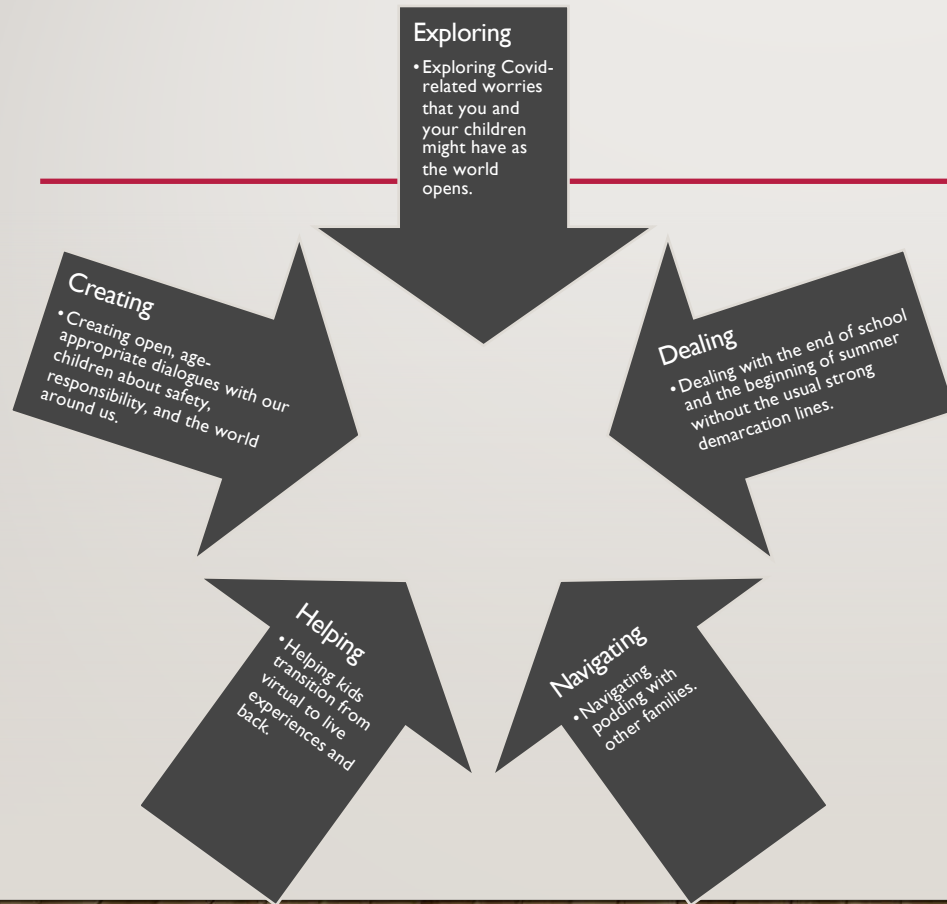
---

NAVIGATING A POST-COVID WORLD FOR OUR CHILDREN

ADJUSTING TO THE "NEW" NORMAL

Anne Marie Albano, PhD, ABPP

Rebecca Sachs, PhD, ABPP



**PARENTS OF  
SCHOOL-AGED  
CHILDREN (5-18)  
WILL PROVIDE  
GUIDANCE ON  
DEALING WITH THE  
SOCIO-EMOTIONAL  
ISSUES THAT COME  
IN TIMES OF  
DIFFICULT  
TRANSITION**

# BIG PICTURE THINGS TO KEEP IN MIND

---



## **Week to Week check in/ realignment & family meeting**

So much is changing rapidly.  
This is ok, but best to identify what are our collective goals & values, and how does that practically look with each shift



## **Lot's of uncertainty & new demands... What does that mean?**

Rigidity vs. Flexibility  
Routines vs Constant Shift  
(and thus stress)  
Typical Worries vs. Anxiety  
Promoting Resiliency



## **Our kids' world has shrunk (regardless of age) What does that mean???**

Give age appropriate responsibilities  
Respect age appropriate independence (while balancing isolation/withdrawal/avoidance concerns)



## **Working with behaviors as a Family**

Little Kids: Plans & Reinforcement  
Bigger Kids: Listen & Validate, then make an agreement



## **Impact of sedentary lifestyle- what we know and what we can do**

Problem Solving ways to get Out & About (Timing, Places, Activities, What we can do from home)

Weekly Check-In: How was your week?  
One good thing?  
One not-so-good thing?

What is on everyone's "agenda"?

What are the big changes/decisions?

What do we know and what do we need to still find out?

What were we flexible about? (yay!) How can we handle being flexible if it goes differently/changes?

Are we in agreement or see things differently? How can we all feel supported?

What is our weekly agreement?  
Any action steps to take? Plans?  
•Daily Living Responsibilities?  
•Covid related decisions?  
•Occupational/Academic?

---

## REALIGNMENT & FAMILY MEETING

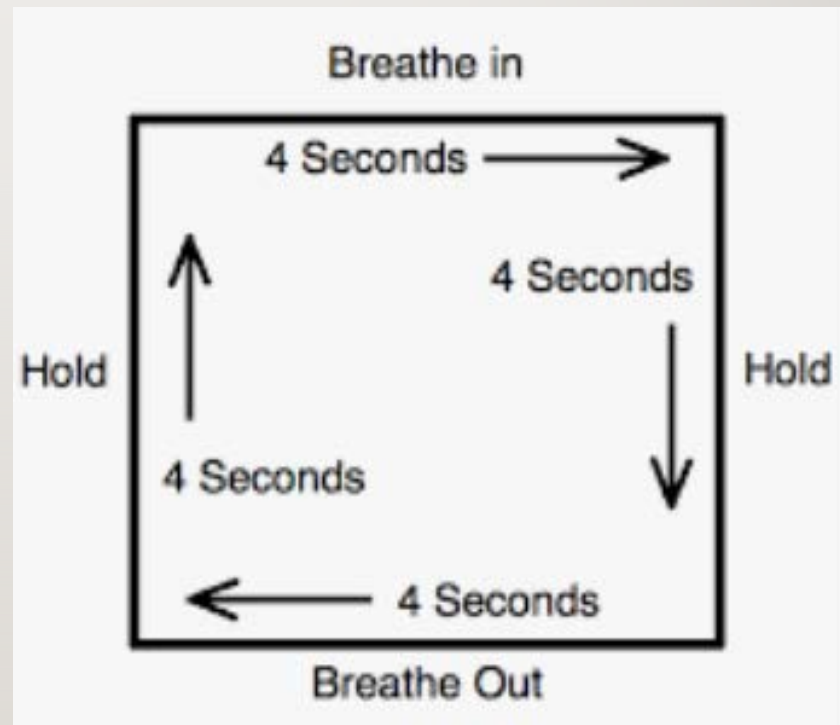
## ANXIETY, ANGER & OPPOSITIONALITY TOOLS

- Anxiety can be somatic in kids
- Worry Time (set aside time towards end of day but not too close to bed time, set a time and write out worries, for kids it can be on index cards & put into a “worry jar”).  
[http://www.abct.org/Information/?m=mInformation&fa=fs\\_WORRY](http://www.abct.org/Information/?m=mInformation&fa=fs_WORRY))
- Probability vs. Possibility
- Our mind plays tricks on us. It’s normal. A thought is just a thought. A feeling is just a feeling
- It’s ok to feel sad/mad/bad ... Let’s still try to do brave approach behaviors

# ANXIETY, ANGER & OPPOSITIONALITY

---

- Pay attention to the moment: box breathing, ice-cubes, mindful walking shapes & colors
- How do we stay non-reactive? Calm?
- Planned Ignoring
- Ban Shoulds & Musts: instead “I don’t like this, but I can handle it”
- Radical Acceptance
- Social Stories  
<https://vkc.mc.vanderbilt.edu/assets/files/tipsheets/socialstoriestips.pdf>



# PROMOTING RESILIENCE

---

Making connections  
and building your  
social support  
network

Avoiding the tendency  
to view crises as  
insurmountable  
challenges

Accepting that change  
is a natural and  
unavoidable part of  
life

Moving towards your  
(realistic) goals

Taking decisive actions  
that will help you face  
your challenges

Looking for  
opportunities for self-  
discovery

Nurturing a positive  
view of yourself and  
your abilities

Keeping things in  
perspective and in  
context

Maintaining a hopeful  
outlook on life

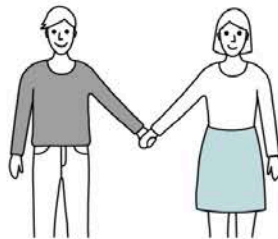
And taking care of  
yourself

### Four Themes of Resilience training:

Resilient Thinking



Effective Relationships



Managing Emotions



Building on Strengths





[HTTP://WWW.COMMPSY.COM/WP-CONTENT/UPLOADS/FACE\\_COVID-1.PDF](http://www.commpsy.com/wp-content/uploads/face_covid-1.pdf)

---

## **FACE**

**Focus on what's in your control**  
**Acknowledge your thoughts & feelings**  
**Come back into your body**  
**Engage in what you're doing**

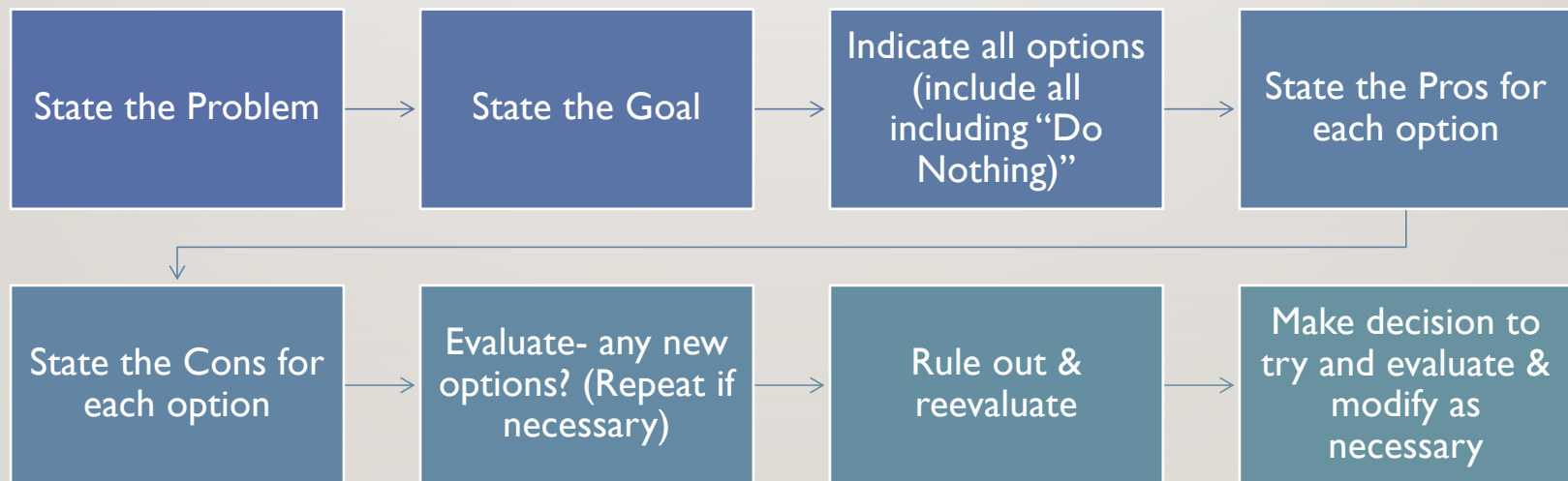


## **COVID**

**Committed action**  
**Opening up**  
**Values**  
**Identify resources**  
**Disinfect & distance**

# SKILL: PROBLEM SOLVING

---



## SKILL: PAYOFF MATRIX

---

Advantages (Gains) of keeping or holding on to the thought /behavior	Advantages (Gains) of changing behavior/adopting new thought
Advantages (Costs) of keeping or holding on to the thought /behavior	Disadvantages (Costs) of changing behavior/adopting new thought

---

**SKILL:  
REFLECTIVE  
LISTENING**



**What I'm hearing you say is** \_\_\_\_\_



**Did I understand you?**



**Let's talk about how to help one another** \_\_\_\_\_

---

**SKILL: ASSERTIVE  
COMMUNICATION  
(I'M OK & YOU'RE  
OK. WE'RE A TEAM)**

When I see/hear \_\_\_\_\_,

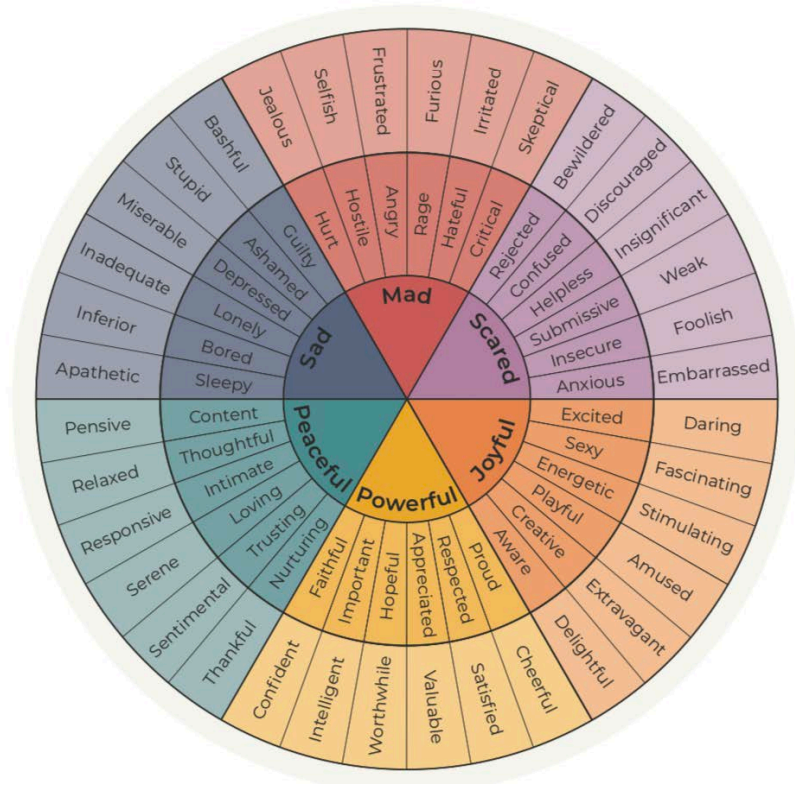
I feel \_\_\_\_\_,

because \_\_\_\_\_.

So I would like \_\_\_\_\_

(\*remember it has to be a fair request!)

# The Feeling Wheel





The Feelings Chart for [www.raisinaboveandgirls.com](http://www.raisinaboveandgirls.com) by *Lucie Blumstein*

# SKILL: VALUES & VALUED ACTION

---

1- Things I value **VERY MUCH**

2 - Things I **VALUE**

3 - Things I **DON'T VALUE** very much

My Top Values	Our Family's Top Values
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Turning this into valued action....





Rating	Values	
	Help Society	Do something which contributes to improving the world we live in
	Help Others	Be directly included in helping other people, either individually or in small groups
	Public Contact	Have a lot of day-to-day contact with the public
	Work with Others	Work as a team member toward common goals
	Work Alone	Do projects by myself, with limited contact with others
	Competition	Engage in activities which pit my abilities against others
	Make Decisions	Have the power to decide courses of action and
	Work Under Pressure	Work in situations where time pressure is prevalent
	Influence People	Be in a position to influence the attitudes or opinions of other people
	Knowledge	Engage in the pursuit of knowledge and understanding
	Work Mastery	Become an expert in whatever work I do
	Artistic Creativity	Engage in creative artistic expression
	General Creativity	Have the opportunity to create new programs, materials, or organizational structures
	Aesthetics	Participate in studying or appreciating the beauty of things, ideas, etc.
	Supervision	Have a job in which I am directly responsible for the work of others
	Change and Variety	Have work activities which frequently change
	Precision Work	Work in situations where attention to detail and accuracy are very important
	Stability	Have a work routine and job duties that are largely predictable

<b>Rating</b>	<b>Values</b>	
	Security	Be assured of keeping my job and receiving satisfactory compensation
	Recognition	Be publicly recognized for the high quality of my work
	Fast Pace	Work in circumstances where work must be done rapidly
	Excitement	Experience a high degree of (or frequent) excitement in the course of my work
	Adventure	Have work duties which require frequent risk-taking
	Financial Gains	Have a high likelihood of achieving very great monetary rewards for my work
	Physical Challenge	Do activities that use my physical capabilities
	Independence	Be able to determine the nature of my work without significant direction from others
	Moral Fulfillment	Feel that my work contributes to a set of moral standards which I feel are very important
	Community	Live where I can participate in community affairs
	Time Freedom	Be able to work according to my own schedule

GETTING OUR  
BODIES MOVING

THINKING  
ABOUT  
SCREEN-TIME

- <https://www.actionforhealthykids.org/covid-19-resources-physical-activity-nutrition-more/>
- [https://openphysed.org/activeschools/activehome?fbclid=IwAR0kEd258Yima0t0RowJKhYSI0YXbvzI5PWPYMOMJkcI9jqD-oNfuf7\\_zzA](https://openphysed.org/activeschools/activehome?fbclid=IwAR0kEd258Yima0t0RowJKhYSI0YXbvzI5PWPYMOMJkcI9jqD-oNfuf7_zzA)
- <https://www.psychologytoday.com/us/blog/naked-truth/202004/physical-activity-declines-dramatically-during-covid-19>
- <https://mommypoppins.com/newyorkcitykids/25-exercise-games-indoor-activities-for-kids>
- <https://youtu.be/Dhxkcx9eEu8> (At Home with the Child Experts: The Science of Screen Time During COVID-19)

## RESOURCES: WEB ADVICE

---

### General Anxiety:

<https://www.anxietycanada.com/learn-about-anxiety/anxiety-in-children/>

### Specific to COVID:

<https://www.anxietycanada.com/covid-19/>

## RESOURCES: BOOKS

---

The OCD Workbook for Kids:  
Skills to Help Children Manage  
Obsessive Thoughts and  
Compulsive Behaviors (An Instant  
Help Book for Parents & Kids)

By Puliafico, Robin & Albano

You and Your Anxious Child: Free  
Your Child from Fears and  
Worries and Create a Joyful  
Family Life (Lynn Sonberg Book)

By Albano & Pepper

The Worry Workbook for Kids:  
Helping Children to Overcome  
Anxiety and the Fear of  
Uncertainty

By Khanna, Roth Ledley &  
Chansky

## RESOURCES: FIND A THERAPIST & OTHER INFO

---

**ABCT Find a Therapist**

<https://www.findcbt.org/FAT/>

**ADAA: Find a Therapist**

<https://members.adaa.org/general/custom.asp?page=FATMain>