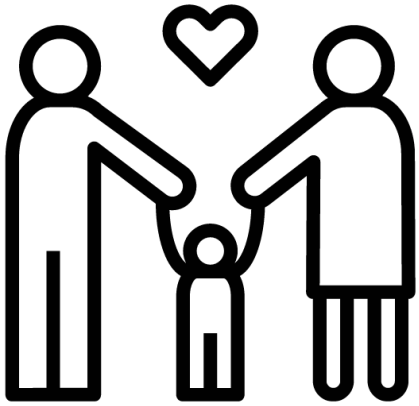
SAN BERNARDINO COUNTY | Behavioral Health

Behavioral Health Tool Kit for Parents and Caregivers.



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www.sbcounty.gov/dbh

FEELING WORRIED OVER THE CORONAVIRUS? DBH CAN HELP.

Call or text to connect with specially trained staff who can listen and provide you with support and behavioral health resources.

Confidential and free of charge.

Daily from 7 a.m to 10 p.m.

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(909) 458-1517
(760) 956-2345

OR TEXT

(909) 420-0560
(909) 535-1316
(760) 734-8093

SAN BERNARDINO COUNTY

Behavioral Health

If you speak another language, language assistance services are available to you free of charge by dialing (888) 743- 1478. TTY users dial 711. DBH complies with applicable federal, civil rights laws and does not discriminate based on race, color, national origin, sex, sexual orientation, gender identity, age, disability, or LEP **www.sbcounty.gov/dbh**

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Si habla otro idioma, los servicios de asistencia de idiomas están disponibles de forma gratuita llamando al (888) 743- 1478. Usuarios de TTY marque 7-1-1. DBH cumple con las leyes federales, de derechos civiles aplicables y no discrimina por motivos de raza, color, nacionalidad, sexo, orientación sexual, identidad de género,edad, discapacidad o LEP por sus siglas en inglés.**www.sbcounty.gov/dbh**

Stress Management for Caregivers and Kids

There are simple things you can do every day, at home, to help regulate your child's stress. Talk about what's going on, keep kids connected to their networks, and try to keep your usual routine. The following tips can also help you and your child manage your stress responses:

1. Maintain Relationships

Double down on supportive relationships within your household and help your kids maintain connections with friends, family, school mates, or faith-based organizations through phone, chat, age-appropriate social media, or letter writing.

Turn off media and devices for high-quality time together making art, dancing, cooking or reading.

2. Exercise Daily

Engage in 60 minutes of physical activity every day. Get your bodies moving and heart rates up to burn off stress.

3. Healthy Sleep

Go to sleep and wake up at the same time each day. Turn off electronics at least a half hour before bed. Limit food and beverages containing caffeine, like soda and chocolate.

4. Nutrition

Ensure you are getting proper nutrition to help combat stress. Keep regular mealtimes, includes snacks for kids.

Minimize refined carbohydrates, high-fat and high-sugar foods.

5. Mindfulness, Meditation, Prayer

Practice mindfulness, such as meditation, yoga, or prayer for 20 minutes, two times a day. Apps like Headspace and Calm are easy, accessible ways to get started. Talk about, write out or draw five or more things we are all grateful for each day.

6. Mental Health Support

Have open conversations as a family about emotional and mental health. Minimize the amount of exposure/consumption of news or other media content that feels upsetting for both you and your child.

Need to talk with someone? Call or text the San Bernardino County Dept. of Behavioral Health to be connected with specially trained staff who can listen and provide you with support and behavioral health resources. **It's free and confidential. Call (909) 421-9233 or text (909) 420-0560.**

SAN BERNARDINO COUNTY | Behavioral Health

Reference: California Surgeon Stress Relief for Caregivers and Kids During COVID-19

Manejo del Estrés Para Cuidadores y Niños

Hay cosas simples que puede hacer todos los días, en casa, para ayudar a regular el estrés de su hijo(a). Hable sobre lo que está sucediendo, mantenga a los niños conectados a sus redes e intente mantener su rutina habitual. Los siguientes consejos también pueden ayudarlo a usted y a su hijo(a) a manejar sus respuestas al estrés:

1. Mantenga Sus Relaciones

Duplique las relaciones de apoyo dentro de su hogar y ayude a sus hijos a mantener conexiones con amigos, familiares, compañeros escolares u organizaciones religiosas a través del teléfono, el chat, las redes sociales apropiadas para su edad o la escritura de cartas.

Apague los medios y dispositivos para pasar tiempo de alta calidad juntos haciendo arte, bailando, cocinando o leyendo.

2. Ejercitarte Diariamente

Realice 60 minutos de actividad física todos los días. Haga que su cuerpo se mueva y acelere su ritmo cardíaco para quemar el estrés.

3. Sueño Saludable

Ve a dormir y despierta a la misma hora todos los días. Apague los electrónicos al menos media hora antes de acostarse. Limite los alimentos y las bebidas que contienen cafeína, como los refrescos y el chocolate.

4. Nutrición

Asegúrese de obtener una nutrición adecuado para ayudar a combatir el estrés. Mantenga comidas regulares, incluye bocadillos para niños.

Minimiza los carbohidratos refinados, alimentos con alto contenido de grasa y azúcar.

5. Atención Plena, Meditación, Oración

Practique la atención plena, como la meditación, el yoga o la oración durante 20 minutos, dos veces al día. Las aplicaciones como Headspace y Calm son formas fáciles y accesibles de comenzar. Hable, escriba o dibuje cinco o más cosas por las que todos estamos agradecidos cada día.

6. Apoyo De Salud Mental

Tenga conversaciones abiertas en familia sobre la salud emocional y mental. Reduzca la cantidad de exposición a las noticias y otro contenido de los medios de comunicación que le resulte molesto a usted como a su hijo(a).

Necesita hablar con alguien? Llame o envíe un mensaje de texto al Departamento de Salud del Mental del Condado de San Bernardino para conectarse con personal especialmente capacitado que pueda escucharlo y brindarle apoyo y recursos de salud mental. **Es gratis y confidencial. Llame al (909) 421-9233 o envíe un mensaje de texto al (909) 420-0560.**

SAN BERNARDINO COUNTY | Behavioral Health

Reference: California Surgeon Stress Relief for Caregivers and Kids During COVID-19

ALCOHOL AND DRUG TREATMENT SERVICES ARE STILL AVAILABLE.

Call (909) 421-4601 or (888) 743-1478 for a free and confidential assessment.

Serving youth and adults.

SAN BERNARDINO COUNTY | Behavioral Health

If you speak another language, language assistance services are available to you free of charge by dialing (888) 743- 1478. TTY users dial 711. DBH complies with applicable federal, civil rights laws and does not discriminate based on race, color, national origin, sex, gender identity, age, disability, or LEP.

LOS SERVICIOS DE TRATAMIENTO DE ALCOHOL Y DROGAS TODAVÍA ESTÁN DISPONIBLES.

Llame al (909) 421-4601 o al (888) 743-1478 para una evaluación gratuita y confidencial.

Sirviendo a jóvenes y adultos.

SAN BERNARDINO COUNTY

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Feeling stressed or anxious about the COVID-19 pandemic?

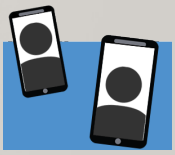
Use these tips to reduce your stress and anxiety:

Limit or avoid news coverage if it causes you more stress and anxiety.

Focus on positive things in your life that you can control.

Keep stress under control by exercising, eating healthy, reading, or by trying relaxation techniques such as yoga.

Talk about your experiences and feelings to loved ones and friends, if you find it helpful.



Connect with others who may be experiencing stress about the pandemic.

Take time to renew your spirit through meditation, prayer, or helping others in need.

If you are feeling overwhelmed with emotions such as sadness, depression, anxiety, or feel like you want to harm yourself or someone else, call 911 or the National Suicide Prevention Lifeline at **1–800–273–TALK (1–800–273–8255).**

ADDITIONAL RESOURCES:

The Substance Abuse and Mental Health Services Administration (SAMHSA) Disaster Distress Helpline (DDH) provides counseling and support before, during, and after disasters. Contact the DDH at **1–800–985–5990** or text **TalkWithUs to 66746**.

SAMHSA's National Helpline: **1–800–662–HELP (1–800–662–4357)**

SAMHSA
Substance Abuse and Mental Health Services Administration

SAMHSA's mission is to reduce the impact of substance abuse and mental illness on America's communities.

1–877–SAMHSA–7 (1–877–726–4727) • 1–800–487–4889 (TTY) • https://www.samhsa.gov

PEP20–01–01–015

SAMHSA
Substance Abuse and Mental Health Services Administration

Talking With Children:

TIPS FOR CAREGIVERS, PARENTS, AND TEACHERS DURING INFECTIOUS DISEASE OUTBREAKS

What You Should Know

When children and youth watch news on TV about an infectious disease outbreak, read about it in the news, or overhear others discussing it, they can feel scared, confused, or anxious—as much as adults. This is true even if they live far from where the outbreak is taking place and are at little to no actual risk of getting sick. Young people react to anxiety and stress differently than adults. Some may react right away; others may show signs that they are having a difficult time much later. As such, adults do not always know when a child needs help.

This tip sheet will help parents, caregivers, and teachers learn some common reactions, respond in a helpful way, and know when to seek support.

Possible Reactions to an Infectious Disease Outbreak

Many of the reactions noted below are normal when children and youth are handling stress. If any of these behaviors lasts for more than 2 to 4 weeks, or if they suddenly appear later on, then children may need more help coping. Information about where to find help is in the Helpful Resources section of this tip sheet.

PRESCHOOL CHILDREN, 0–5 YEARS OLD

Very young children may express anxiety and stress by going back to thumb sucking or wetting the bed at night. They may fear sickness, strangers, darkness, or monsters. It is fairly common for preschool children to become clingy with a parent, caregiver, or teacher or to want to stay in a place where they feel safe. They may express their understanding of the outbreak repeatedly in their play or tell exaggerated stories about it. Some children's eating and sleeping habits may change. They also may have aches and pains that cannot be explained. Other symptoms to watch for are aggressive or withdrawn behavior, hyperactivity, speech difficulties, and disobedience.

- **Infants and Toddlers, 0–2 years old,** cannot understand that something bad in the world is happening, but they know when their caregiver is upset. They may start to show the same emotions as their caregivers, or they may act differently, like crying for no reason or withdrawing from people and not playing with their toys.
- **Children, 3–5 years old,** may be able to understand the effects of an outbreak. If they are very upset by news of the outbreak, they may have trouble adjusting to change and loss. They may depend on the adults around them to help them feel better.

EARLY CHILDHOOD TO ADOLESCENCE, 6–19 YEARS OLD

Children and youth in this age range may have some of the same reactions to anxiety and stress linked to infectious disease outbreaks as younger children. Often younger children within this age range want much more attention from parents or caregivers. They may stop doing their schoolwork or chores at home. Some youth may feel helpless and guilty because they are in a part of the world currently unaffected by the outbreak, or where the public health system protects people against outbreaks in ways it cannot in other parts of the world.

- **Children, 6–10 years old,** may fear going to school and stop spending time with friends. They may have trouble paying attention and do poorly in school overall. Some may become aggressive for no clear reason. Or they may act younger than their age by asking to be fed or dressed by their parent or caregiver.
- **Youth and Adolescents, 11–19 years old,** go through a lot of physical and emotional changes because of their developmental stage. So it may be even harder for them to cope with the anxiety that may be associated with hearing and reading news of an infectious disease outbreak. Older teens may deny their reactions to themselves and their caregivers. They may respond with a routine "I'm okay" or even silence when they are upset. Or they may complain about physical aches or pains because they cannot identify what is really bothering them emotionally. They may also experience some physical symptoms because of anxiety about the outbreak. Some may start arguments at home and/or at school, resisting any structure or authority. They also may engage in risky behaviors such as using alcohol or drugs.

How Parents, Caregivers, and Teachers Can Support Children in Managing Their Responses to Infectious Disease Outbreaks

With the right support from the adults around them, children and youth can manage their stress in response to infectious disease outbreaks and take steps to keep themselves emotionally and physically healthy. The most important ways to help are to make sure children feel connected, cared about, and loved.

- **Pay attention and be a good listener.** Parents, teachers, and other caregivers can help children express their emotions through conversation, writing, drawing, playing, and singing. Most children want to talk about things that make them anxious and cause them stress—so let them. Accept their feelings and tell them it is okay to feel sad, upset, or stressed. Crying is often a way to relieve stress and grief.

- **Allow them to ask questions.** Ask your teens what they know about the outbreak. What are they hearing in school or seeing on TV? Try to watch news coverage on TV or the Internet with them. Also, limit access so they have time away from reminders about the outbreak. Don't let talking about the outbreak take over the family or classroom discussion for long periods of time.

- **Encourage positive activities.** Adults can help children and youth see the good that can come out of an outbreak. Heroic actions, families and friends who travel to assist with the response to the outbreak, and people who take steps to prevent the spread of all types of illness, such as hand washing, are examples. Children may better cope with an outbreak by helping others. They can write caring letters to those who have been sick or lost family members to illness; they can organize a drive to collect needed medical supplies to send to affected areas.
- **Model self-care, set routines, eat healthy meals, get enough sleep, exercise, and take deep breaths to handle stress.** Adults can show children and youth how to take care of themselves. If you are in good physical and emotional health, you are more likely to be readily available to support the children you care about.

Tips for Talking With Children and Youth of Different Age Groups During an Infectious Disease Outbreak

***A NOTE OF CAUTION!** Be careful not to pressure children to talk about an outbreak or join in expressive activities. While most children will easily talk about the outbreak, some may become frightened. Some may even feel more anxiety and stress if they talk about it, listen to others talk about it, or look at artwork related to the outbreak. Allow children to remove themselves from these activities, and monitor them for signs of distress.*

PRESCHOOL CHILDREN, 0–5 YEARS OLD

Give these very young children a lot of emotional and verbal support.

- Get down to their eye level and speak in a calm, gentle voice using words they can understand.
- Tell them that you always care for them and will continue to take care of them so they feel safe.
- Keep normal routines, such as eating dinner together and having a consistent bedtime.

EARLY CHILDHOOD TO ADOLESCENCE, 6–19 YEARS OLD

Nurture children and youth in this age group:

- Ask your child or the children in your care what worries them and what might help them cope.
- Offer comfort with gentle words or just being present with them.
- Spend more time with the children than usual, even for a short while.
- If your child is very distressed, excuse him or her from chores for a day or two.
- Encourage children to have quiet time or to express their feelings through writing or art.

Helpful Resources

Substance Abuse and Mental Health Services Administration (SAMHSA)
5600 Fishers Lane -- Rockville, MD 20857
Toll-Free: 1-877-SAMHSA-7 (1-877-726-4727)
Email: info@samhsa.hhs.gov
SAMHSA Store: https://store.samhsa.gov

SAMHSA Disaster Technical Assistance Center
Toll-Free: 1-800-308-3515 Email: DTAC@samhsa.hhs.gov
Website: https://www.samhsa.gov/dtac

Hotlines

SAMHSA's Disaster Distress Helpline
Toll-Free: -877-SAMHSA-7 (1-877-726-4727)
(English and español)
SMS: Text TalkWithUs to 66746
SMS (español): "Hablanos" al 66746
TTY: 1-800-846-8517
Website (English):
https://www.disasterdistress.samhsa.gov
Website (español): https://www.samhsa.gov/find-help/disaster-distress-helpline/espanol

SAMHSA's National Helpline
Toll-Free: 1-800-662-HELP (24/7/365 Treatment Referral Information Service in English and español)
Website: https://www.samhsa.gov/find-help/national-helpline

Child Welfare Information Gateway
Toll-Free: 1-800-4-A-CHILD (1–800–422–4453) Website: https://www.childwelfare.gov/topics/responding/reporting/how

Treatment Locator

SAMHSA's National Helpline
Toll-Free: 1-800-662-HELP (1-800-662-4357)(24/7 English and español);
TTY: 1-800-487-4889
Website: https://findtreatment.gov

Resources Addressing Children's Needs

Administration for Children and Families
Website: https://www.acf.hhs.gov

Additional Resources

National Suicide Prevention Lifeline
Toll-Free (English): 1-800-273-TALK (8255)
Toll-Free (español): 1-888-628-9454
TTY: 1-800-799-4TTY (4889)
Website (English): https://www.suicidepreventionlifeline.org
(español): https://suicidepreventionlifeline.org/help-yourself/en-espanol

National Child Traumatic Stress Network
Website: https://www.nctsn.org

- Encourage children to participate in recreational activities so they can move around and play with others.
- Address your own anxiety and stress in a healthy way.
- Let children know that you care about them—spend time doing something special; make sure to check on them in a nonintrusive way.
- Maintain consistent routines, such as completing homework and playing games together.

When Children, Youth and Parents, Caregivers, or Teachers Need More Help

In some instances, children may have trouble getting past their responses to an outbreak, particularly if a loved one is living or helping with the response in an area where many people are sick. Consider arranging for the child to talk with a mental health professional to help identify the areas of difficulty. If a child has lost a loved one, consider working with someone who knows how to support children who are grieving.[1] Find a caring professional in the Helpful Resources section of this tip sheet.

1 National Commission on Children and Disasters. (2010). *National Commission on Children and Disasters: 2010 report to the President and Congress* (AHRQ Publication No. 10-M037). Rockville, MD: Agency for Healthcare Research and Quality. Retrieved from http://archive.ahrq.gov/prep/nccdreport/nccdreport.pdf [PDF - 1.15 MB]

**Note: Inclusion of a resource in this fact sheet does not imply endorsement by the Center for Mental Health Services, the Substance Abuse and Mental Health Services Administration, or the U.S. Department of Health and Human Services.*

PEP20-01-01-006

Substance Abuse and Mental Health Services Administration
SAMHSA
www.samhsa.gov • 1-877-SAMHSA-7 (1-877-726-4727)

Cómo hablar con los niños:

CONSEJOS PARA LOS CUIDADORES, PADRES Y MAESTROS DURANTE UN BROTE DE UNA ENFERMEDAD CONTAGIOSA

Lo que usted debe saber

Cuando los niños y los jóvenes ven las noticias en la televisión o en el periódico, o escuchan a otros hablar acerca de un brote de alguna enfermedad contagiosa o infecciosa, pueden sentir miedo, confusión o ansiedad, igual que los adultos. Esto puede pasar incluso si viven lejos de donde ocurre el brote y tienen poco o ningún riesgo real de enfermarse. Los jóvenes reaccionan a la ansiedad y al estrés de manera diferente que los adultos. Algunos pueden reaccionar enseguida; otros pueden mostrar signos mucho más tarde de que están pasando por un momento difícil. Por lo tanto, los adultos no siempre saben cuándo un niño puede necesitar ayuda.

Esta hoja de consejos ayudará a los padres, cuidadores y maestros a aprender algunas de las reacciones comunes de los niños y saber cuándo deben buscar apoyo.

Posibles reacciones a un brote de una enfermedad contagiosa

Muchas de las reacciones que se indican a continuación son normales cuando los niños y jóvenes tienen estrés. Si cualquiera de estos comportamientos dura más de 2 a 4 semanas, o si de repente aparecen más adelante, entonces es posible que los niños necesiten más ayuda para enfrentar la situación. Puede encontrar información sobre dónde encontrar ayuda en la sección de “Recursos útiles” al final de esta hoja de consejos.

NIÑOS DE EDAD PRE-ESCOLAR, DE 0 A 5 AÑOS DE EDAD

Los niños muy pequeños pueden expresar la ansiedad y el estrés al volver a chuparse el dedo o mojar la cama por la noche. Pueden tener miedo a las enfermedades, los extraños, la oscuridad o los monstruos. Es muy común que los niños de edad preescolar de pronto no quieran separarse de sus padres, cuidadores, o maestros o quieran permanecer en un lugar donde se sientan seguros. Es posible que expresen varias veces lo que ellos entienden sobre el brote mientras juegan o al contar historias exageradas sobre ese tema. También, pueden cambiar los hábitos de comer y dormir de algunos niños, o bien pueden tener dolores y molestias que no se pueden explicar. Otros síntomas que se deben tener en cuenta son comportamientos agresivos o de aislamiento, hiperactividad, dificultades en el habla y desobediencia.

- **Los bebés y niños pequeños de 0 a 2 años de edad** no pueden comprender que ocurre algo malo en el mundo, pero sí saben que su cuidador está preocupado. Pueden comenzar a mostrar las mismas emociones que sus cuidadores o pueden actuar de manera diferente, llorando sin razón o aislándose de la gente o no prestando atención a sus juguetes.
- **Los niños de 3 a 5 años** tal vez puedan comprender los efectos de un brote. Si están muy molestos por las noticias, pueden tener problemas para adaptarse a los cambios y a

las pérdidas que han tenido. Pueden depender de los adultos que los rodean para que se sientan mejor.

NIÑOS DE EDAD ESCOLAR Y ADOLESCENTES, DE 6 A 19 AÑOS

Los niños y los jóvenes de estas edades pueden tener algunas de las mismas reacciones que tienen los niños de edad preescolar a la ansiedad y el estrés por los brotes de enfermedades contagiosas. A menudo, los niños más pequeños de este grupo necesitan mucha más atención de los padres o cuidadores. Pueden dejar de hacer sus tareas escolares o del hogar. Algunos jóvenes pueden sentirse sin esperanza y culpables porque están en una parte del mundo que en ese momento no está afectada por el brote o donde el sistema de salud pública protege a las personas contra los brotes de una manera que no se puede hacer en otros lugares.

- **Los niños de 6 a 10 años** pueden tener miedo de ir a la escuela y dejan de pasar tiempo con los amigos. Pueden tener problemas para prestar atención y les puede ir mal en la escuela en general. Algunos pueden llegar a ser agresivos sin motivo aparente. También es posible que actúen como si tuvieran menos años de los que tienen, pidiendo a sus padres o cuidadores que les den de comer y los vistan.
- **Los adolescentes y jóvenes de 11 a 19 años** pasan por muchos cambios físicos y emocionales debido a la etapa de desarrollo en la que están. Por lo tanto, tal vez sea aún más difícil para ellos lidiar con la ansiedad que puede estar asociada con escuchar y ver las noticias sobre un brote de una enfermedad contagiosa. Los adolescentes mayores pueden negar lo que están sintiendo tanto a sí mismos como a sus cuidadores. Ellos pueden responder con un “estoy bien” o no querer hablar cuando están molestos. Es posible que se quejen de molestias y dolores físicos porque no pueden identificar lo que realmente les está molestando emocionalmente. También pueden tener algunos síntomas físicos debido a la ansiedad sobre el brote. Algunos pueden comenzar a discutir en su casa o en la escuela y a sentirse defensivos contra cualquier estructura o autoridad. También pueden tener comportamientos de riesgo como el consumo de alcohol o drogas.

Maneras en que los padres, cuidadores y maestros pueden apoyar a los niños para que puedan reaccionar mejor ante un brote de una enfermedad contagiosa

Con el apoyo adecuado de los adultos que los rodean, los niños y jóvenes pueden lidiar con el estrés que pueden sentir debido al brote de una enfermedad contagiosa y tomar medidas para mantenerse emocional y físicamente saludables. Las formas más importantes para ayudar son asegurarse de que los niños se sientan conectados, cuidados y amados.

- **Preste atención y escúchelos.** Los padres, maestros y otros cuidadores pueden ayudar a los niños a expresar sus emociones a través de la conversación, escritura, dibujo, juego y canto. La mayoría de los niños quieren hablar de las cosas que les está dando ansiedad y estrés, y es importante dejarlos hablar. Acepte sus sentimientos y dígales que es normal que se sientan tristes, molestos o estresados. A menudo, el llanto es una forma de aliviar el estrés y el dolor.

- **Deje que le hagan preguntas.** Pregunte a sus hijos adolescentes qué saben sobre el brote. ¿Qué están escuchando en la escuela o viendo en la televisión? Trate de mirar las noticias en la televisión o en el Internet con ellos. También limite el acceso a estos noticieros para que no estén viendo información sobre el brote todo el tiempo. Trate de que el tema del brote no se vuelva el centro de conversación familiar ni en la clase por períodos largos de tiempo.
- **Anímelos a hacer actividades positivas.** Los adultos pueden ayudar a los niños y jóvenes a ver las cosas buenas que pueden venir con un brote. Algunos ejemplos son las acciones heroicas, las familias y amigos que viajan para ayudar a otros, y las personas que toman medidas para evitar la propagación de todo tipo de enfermedades, como con el lavado de manos. Los niños tal vez lidien mejor con un brote ayudando a los demás. Pueden escribir cartas a las personas que están enfermas o que han perdido a familiares por la enfermedad, o pueden organizar una campaña para obtener suministros médicos para enviar a las zonas afectadas.

- **Sea un ejemplo de cómo se debe cuidar a sí mismo, ponga rutinas, coma saludablemente, duerma lo suficiente, haga ejercicio y respire profundo para ayudar con el estrés.** Los adultos pueden enseñar a los niños y jóvenes cómo se deben cuidar. Si usted tiene buena salud física y emocional, es más probable que pueda apoyar mejor a sus niños.

Consejos para hablar con los niños y jóvenes de diferentes edades durante un brote de una enfermedad contagiosa

UNA NOTA DE PRECAUCIÓN: *Tenga cuidado de no presionar a los niños a hablar sobre el brote o participar en actividades en las que tengan que expresar sus sentimientos. Aunque la mayoría de los niños hablarán fácilmente sobre el brote, algunos pueden asustarse. Incluso, algunos pueden sentir más ansiedad y estrés si hablan del brote o escuchan a los demás hablar sobre eso o si ven ilustraciones relacionadas con el brote. No les obligue a participar en estas actividades y vigílelos por si muestran señales de angustia.*

NIÑOS DE EDAD PRE-ESCOLAR, DE 0 A 5 AÑOS DE EDAD

A los niños muy pequeños se les debe dar mucho afecto y apoyo verbal.

- Agáchese a su nivel y hábleles en un tono de voz tranquilo y suave usando palabras que ellos puedan comprender.
- Dígales que siempre se preocupará por ellos y que los seguirá cuidando para que se sientan seguros.

- Mantenga las rutinas normales, como sentarse a cenar juntos y tener un horario consistente para acostarse a dormir.

NIÑOS DE EDAD ESCOLAR Y ADOLESCENTES, DE 6 A 19 AÑOS

Deles cariño a los niños y jóvenes de esta edad.

- Pregúntele a su hijo o a los niños bajo su cuidado qué es lo que les preocupa y cómo podrían enfrentar o lidiar con esa preocupación.
- Deles cariño con palabras suaves, un abrazo cuando sea apropiado, o simplemente estando a su lado.
- Pase más tiempo con ellos que de costumbre, aunque sea por períodos cortos.
- Si su hijo está muy angustiado, no lo obligue a hacer sus tareas de la casa por un día o dos.
- Intente que los niños pasen tiempo con sus amigos o que tengan un tiempo tranquilo para que escriban o sean creativos con algún proyecto de arte.
- Anímelos a participar en actividades recreativas en las que se muevan y jueguen con otros.
- Controle su propia ansiedad y estrés de una manera saludable.
- Deje que los niños sepan que usted se preocupa por ellos. Hagan algo especial juntos y asegúrese de estar al tanto de ellos de una forma que no los haga sentir vigilados.
- Mantenga rutinas consistentes, como terminar las tareas de la escuela y jugar juntos.

Los cuidadores y maestros necesitan más ayuda

En algunos casos, puede ser difícil para los niños dejar de pensar en el brote, especialmente si un ser querido está viviendo o ayudando a las personas en un área donde hay muchos enfermos. Considere la posibilidad de llevar al niño a que hable con un profesional en salud mental para ayudar a identificar las áreas en las que tiene problemas. Si un niño ha perdido a un ser querido, tal vez sea una buena idea trabajar con alguien que sepa cómo apoyar a los niños que están pasando por una gran tristeza.[1] Encuentre a un profesional en la sección de “Recursos útiles” al final de esta hoja de consejos.

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[1] *National Commission on Children and Disasters. (2010). National Commission on Children and Disasters: 2010 report to the President and Congress (AHRQ Publication No. 10-MO37). Rockville, MD: Agency for Healthcare Research and Quality. Retrieved from http://archive.ahrq.gov/prep/nccdreport/nccdreport.pdf [PDF - 1.15 MB]*

Recursos útiles

Administración de Servicios Mental y Abuso de Sust ncias (SAMHSA)
5600 Fishers Lane--Rockville, MD 20857
Línea gratuita:1-877-SAMHSA--7 (1-877-726-4727)
Correo electronico: info@samhsa.hhs.gov
Sitio web: https://store.samhsa.gov

Centro de asistencia técnica en desastres de SAMHSA (SAMHSA Disaster Technical Assistance Center)
Teléfono gratuito: 1-800-308-3515
Correo electrónico: DTAC@samhsa.hhs.gov
Sitio Web (inglés): https://www.samhsa.gov/dtac

Líneas de ayuda

Línea de ayuda gratuita de catástrofes (Disaster Distress Hotline) de SAMHSA
Teléfono gratuito: 1-800-985-5990 (español e inglés) Mensaje de texto (español): Envíe "Hablanos" al 66746 Mensaje de texto (inglés): Envíe "TalkWithUs" al 66746 Teléfono para personas con dificultades auditivas
(TTY): 1-800-846-8517
Sitio Web (español): https://www.samhsa.gov/find-help/disaster-distress-helpline/espanol
Sitio Web (inglés): https://www.disasterdistress.samhsa.gov

Línea de ayuda nacional (National Helpline) de SAMHSA
Teléfono gratuito: 1-800-662-4357 (1-800-662-HELP) Servicio de información en español y en inglés para que lo refieran a tratamiento, abierto las 24 horas del día, los 7 días de la semana, los 365 días del año
Sitio Web (inglés): https://www.samhsa.gov

Información sobre bienestar infantil (Child Welfare Information Gateway)
Teléfono gratuito: 1-800-422-4453 (1-800-4-A-CHILD)
Sitio Web (español): https://www.childwelfare.gov/spanish/
Sitio Web (inglés): http://www.childwelfare.gov

Localizador de centros de tratamiento

Localizador de Centros para Tratamiento de Salud Mental y Abuso de Sustancias
Línea gratuita: 1-800-HELP (1-800-662-4357)
(las 24 horas del día, los 7 días de la semana, en inglés y español)
TDD: 1-800-487-4889
Sitio web: https://findtreatment.samhsa.gov

Recursos que ayudan con las necesidades de los niños

Administración para los Niños y las Familias (Administration for Children and Families—ACF)
Sitio Web (español): http://www.acf.hhs.gov/informacion-sobre-los-programas-de-acf
Sitio Web (inglés): https://www.acf.hhs.gov

Recursos adicionales sobre la salud conductual

Red Nacional de Prevención del Suicidio (National Suicide Prevention Lifeline)
Teléfono gratuito (español): 1-888-628-9454
Teléfono gratuito (inglés): 1-800-273-8255 (1-800-273-TALK)
Teléfono para personas con dificultades auditivas
(TTY): 1-800-799-4TTY (4889)
Sitio Web (español): https://www.samhsa.gov
Sitio Web (inglés): http://www.suicidepreventionlifeline.org

Red Nacional de Estrés Traumático Infantil (National Child Traumatic Stress Network) https://www.samhsa.gov
Sitio Web (español): https://www.samhsa.gov/child-trauma

Nota: La inclusión o mención de un recurso en esta hoja informativa no implica endoso alguno del Centro para Servicios de Salud Mental (Center for Mental Health Services), de la Administración de Servicios de Salud Mental y Abuso de Sustancias (Substance Abuse and Mental Health Services Administration) ni del Departamento de Salud y Servicios Humanos de los Estados Unidos (U.S. Department of Health and Human Services).

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Substance Abuse and Mental Health Services Administration
SAMHSA
www.samhsa.gov • 1-877-SAMHSA-7 (1-877-726-4727)

How To Cope With Sheltering in Place

Introduction

Sheltering in place means people are asked by local officials to stay where they are for a period of time. You may be at your own or a relative's home, school, or work. Sheltering in place may be required because of an emergency such as a threat of violence, a weather situation such as a tornado or hurricane, or a public health situation like an infectious disease outbreak. You may hear shelter in place also referred to as a "lockdown."

This tip sheet describes reactions often associated with sheltering in place. It also suggests ways to care for yourself and your family during the experience and provides additional resources you may find helpful.

What To Expect: Typical Reactions

Sheltering in place can be stressful. If you are sheltering because of an immediate threat of violence or severe weather, your first priority is to ensure that you and those in your care are safe—lock the doors, stay away from windows, and stay in interior rooms if possible.

Everyone reacts differently to stressful situations. Typical reactions to sheltering in place because of an immediate problem include:

- Anxiety about the situation
- Fear and worry about your own safety and that of your loved ones from whom you may be temporarily separated
- Concern about being able to effectively care for children or others in your care
- Uncertainty, anger, or frustration about how long you will need to remain sheltered, and uncertainty about what is going to happen

In shelter in place situations lasting longer than a few hours, you may also experience:

- Feelings of isolation, loneliness, sadness, or boredom
- Guilt about not being able to perform normal work or parenting duties
- Fear over loss of income
- Changes in sleep or eating patterns

Ways To Cope During Sheltering in Place

UNDERSTAND THE RISK

Consider the real risk of harm to yourself and others around you. For example, during a situation such as an infectious disease outbreak, the public perception of risk is often inaccurate. Media coverage may create the impression that people are in immediate danger when really the risk for infection may be very low. Take steps to get the facts:

- Stay up to date on what is happening, but avoid watching or listening to news reports 24/7 since this can increase anxiety and worry. Remember that children are especially affected by what they hear and see on television.
- Look to credible sources for information about the situation.

MAKE A PLAN

You can prepare in advance for a potential shelter in place in the following ways:

- Assemble an emergency supplies kit that includes at least 2 weeks' worth of water and shelf-stable food, medications, pet food, flashlights, and extra batteries.
- Ask your employer and your children's school administrators or daycare providers what their plan is for a shelter in place order.
- If you need ongoing medical care for a chronic health, mental health, or substance use condition, learn in advance what to do from your health care or treatment provider in the event that you cannot come to the office or clinic.

- Develop an emergency plan with family members that includes having each other's contact information and ensuring that all members will check in with one another as soon as possible if you are not sheltering in place together.
- Collect fun activities, books, games, and toys that can keep your children entertained, and books, movies, and games that will keep you occupied.

USE PRACTICAL WAYS TO COPE AND RELAX

You can do many things to keep yourself calm while sheltering in place.

- Relax your body often by doing things that work for you—take deep breaths, stretch, meditate or pray, wash your face and hands, or engage in pleasurable hobbies.
- Pace yourself between stressful activities, and do something fun after a hard task.

- Do activities you enjoy—eat a good meal, read, listen to music, take a bath, or talk to family.
- Talk about your experiences and feelings to loved ones and friends as often as possible, if you find it helpful.
- Maintain a sense of hope and positive thinking; consider keeping a journal where you write down things you are grateful for or that are going well.

If you are feeling overwhelmed with emotions such as sadness, depression, anxiety, or feel like you want to harm yourself or others, call 911 or the National Suicide Prevention Lifeline at 1-800-273-TALK (1-800-273-8255).

STAY CONNECTED

Staying connected with family, friends, and others you trust is one of the most helpful ways to cope with any stressful situation. Because of advances in technology, it's possible to connect with others during a shelter in place situation. You can:

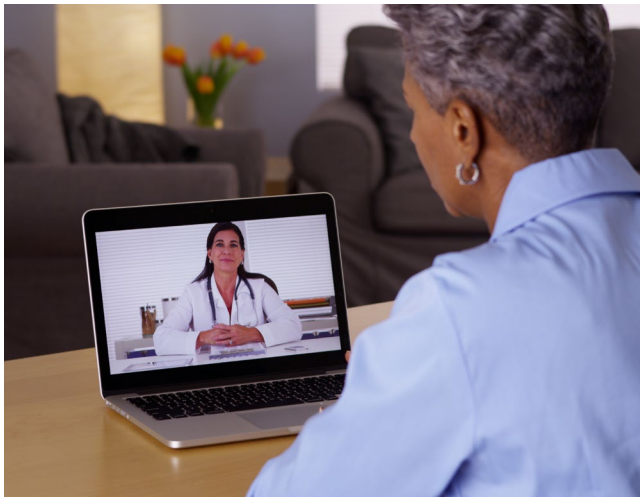
- Take advantage of current technology such as Skype or FaceTime to talk "face to face" with friends and loved ones.

- Check in with people regularly using text messaging.
- Plug into social media sites such as Facebook and Twitter to gain insight into what is going on in the world—just be sure that sources you follow are credible and avoid sites that produce stress or worry.
- Sign up for emergency alerts via text or email to ensure you get updates as soon as they're available.
- Call SAMHSA's free 24-hour Disaster Distress Helpline at 1-800-985-5990, if you feel lonely or need support.
- If you need to connect with someone because of an ongoing alcohol or drug problem, consider calling your local Alcoholics Anonymous or Narcotics Anonymous offices.

TALK TO YOUR DOCTORS ABOUT TELEHEALTH

Many health care providers can now interact with patients via Skype, FaceTime, or email. In an emergency requiring sheltering in place for several days or longer, such as an infectious disease outbreak:

- Ask your provider whether it would be possible to schedule remote appointments for mental health, substance use, or physical health needs.



- If you're worried about physical symptoms you or your loved ones may be experiencing, call your doctor or other health care provider.
- In the event that your doctor is unavailable during shelter in place and you are feeling stressed or are in crisis, call the hotline numbers listed at the end of this tip sheet for support.

What To Expect: After the "All Clear"

After a shelter in place order is lifted, most people will be able to resume normal activities. Some people, including children, may have a hard time getting back to usual routines. To support children:

- Explain that the danger is over and the situation was not their fault.
- Try to get back to normal routines and activities as soon as possible.
- Encourage them to talk or write about their feelings, but don't pressure them.

If you or your loved ones experience symptoms of extreme stress—such as trouble sleeping, problems with eating too much or too little, inability to carry out routine daily activities, or use of drugs or alcohol to cope—speak to a health care provider or call one of the hotlines listed at right for a referral.

Helpful Resources

Hotlines

SAMHSA's Disaster Distress Helpline
Toll-Free: 1-800-985-5990 (English and español)
SMS: Text TalkWithUs to 66746
SMS (español): "Hablanos" al 66746
TTY: 1-800-846-8517
Website (English): http://www.disasterdistress.samhsa.gov
Website (español): http://www.disasterdistress.samhsa.gov/espanol.aspx

SAMHSA's National Helpline
Toll-Free: 1-800-662-HELP (24/7/365 Treatment Referral Information Service in English and español)
Website: http://www.samhsa.gov/find-help/national-helpline

National Suicide Prevention Lifeline
Toll-Free (English): 1-800-273-TALK (8255)
Toll-Free (español): 1-888-628-9454
TTY: 1-800-799-4TTY (4889)
Website (English): http://www.suicidepreventionlifeline.org
Website (español): http://www.suicidepreventionlifeline.org/gethelp/spanish.aspx

Treatment Locator

Behavioral Health Treatment Services Locator
Website: http://findtreatment.samhsa.gov/locator/home

SAMHSA Disaster Technical Assistance Center

Toll-Free: 1-800-308-3515
Email: DTAC@samhsa.hhs.gov
Website: http://www.samhsa.gov/dtac

**Note: Inclusion or mention of a resource in this fact sheet does not imply endorsement by the Center for Mental Health Services, the Substance Abuse and Mental Health Services Administration, or the U.S. Department of Health and Human Services.*

Substance Abuse and Mental Health Services Administration
SAMHSA
www.samhsa.gov • 1-877-SAMHSA-7 (1-877-726-4727)

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Substance Abuse and Mental Health Services Administration
SAMHSA
www.samhsa.gov • 1-877-SAMHSA-7 (1-877-726-4727)

Cómo hacer frente a una emergencia en la que es necesario refugiarse en sitio

Introducción

"Refugiarse en sitio" o "refugiarse donde se encuentre" ocurre cuando los dirigentes locales exigen a las personas que permanezcan en el lugar donde están por un período de tiempo. Puede que usted se encuentre en su casa o en la de un familiar, en la escuela o en el trabajo. Es posible que se le pida que se mantenga refugiado donde se encuentra debido a una emergencia, como una amenaza de violencia; una condición meteorológica adversa como un tornado o un huracán; o un problema de salud pública, como un brote de una enfermedad infecciosa. Es posible que también escuche el término "encierro por emergencia" ("lockdown") para referirse al hecho de refugiarse en sitio.

Esta hoja de consejos describe las reacciones comúnmente relacionadas con tener que refugiarse en sitio. Además, incluye formas de cuidarse y de cuidar a sus familiares durante el acontecimiento y ofrece recursos adicionales que podrían resultarle útiles.

Qué esperar: reacciones típicas

Tener que refugiarse en sitio puede ser estresante. Si se está refugiando debido a una amenaza inmediata de violencia o condiciones climáticas adversas, su prioridad es cerciorarse de que usted y aquellos bajo su cuidado se encuentren seguros. Cierren las puertas con seguro, aléjense de las ventanas y, de ser posible, quédense en las habitaciones internas.

Cada quien reacciona de forma diferente ante situaciones estresantes. Algunas de las reacciones típicas que ocurren cuando hay que refugiarse en sitio debido a un problema inmediato incluyen:

- Ansiedad sobre la situación
- Miedo y preocupación en cuanto a su seguridad y la de sus seres queridos, de quienes incluso puede estar temporalmente separado
- Preocupación sobre si podrá atender adecuadamente a sus hijos u otros bajo su cuidado
- Incertidumbre, rabia o frustración sobre el tiempo que tendrá que pasar encerrado en el refugio y acerca de lo que puede pasar

En situaciones en que tenga que quedarse refugiado en sitio durante más de unas cuantas horas, puede que también experimente:

- Sentimientos de aislamiento, soledad, tristeza o aburrimiento
- Sentimientos de culpa por no poder desempeñar sus obligaciones regulares de trabajo o sus deberes como padre o madre
- Temor de sufrir una pérdida de ingresos
- Cambios en los patrones de sueño y hábitos alimentarios

Maneras de enfrentar una situación en la que tiene que refugiarse en sitio

COMPRENDA EL RIESGO

Considere cuál es el verdadero riesgo de que algún daño le ocurra a usted o a otros a su alrededor. Por ejemplo, durante situaciones como un brote de una enfermedad infecciosa, la percepción del público con relación al riesgo generalmente es errada. Es posible que la cobertura de los medios de comunicación genere la impresión de que las personas se encuentran en peligro inmediato cuando en realidad puede que el riesgo de infección sea muy bajo. Tome medidas para averiguar qué es lo que realmente está pasando:

- Manténgase al tanto de lo que está sucediendo, pero no vea o escuche los reportajes sin parar. Esto puede generarle mayor ansiedad y preocupación. Recuerde que a los niños en especial les afecta lo que escuchan o ven en la televisión.
- Acuda a fuentes confiables para obtener información sobre la situación.

TENGA UN PLAN

Usted puede hacer las siguientes cosas para prepararse con anticipación para la posibilidad de que surja una situación en la que tenga que mantenerse refugiado en sitio:

- Prepare un kit de suministros de emergencia que incluya al menos dos semanas de suministro de agua y alimentos no perecederos, medicamentos, comida para sus mascotas, linternas, y pilas adicionales.
- Pregúntele a su empleador y a los administradores de la escuela o guardería de sus hijos cuál es su plan en caso de que se dé una orden de refugiarse en sitio.
- Si sufre una enfermedad crónica o mental o tiene problemas de abuso de sustancias que requieran atención médica de forma regular, pregúntele de antemano a su proveedor de servicios de salud o de tratamiento médico qué hacer en caso de que no pueda ir al consultorio o a la clínica.
- Prepare un plan de emergencia con su familia en el que, entre otras cosas, cada uno cuente con la información de contacto de los demás. En el caso de que no les toque refugiarse en el mismo sitio, asegúrese de que todos sepan que deben comunicarse entre sí tan pronto como sea posible.
- Tenga a mano actividades divertidas, libros, juegos y juguetes que puedan mantener a sus hijos entretenidos, y libros, películas y juegos que le mantengan a usted ocupado.

BUSQUE MANERAS PRÁCTICAS PARA ENFRENTAR LA SITUACIÓN Y RELAJARSE

Hay muchas cosas que puede hacer para mantener la calma si tiene que refugiarse en sitio:

- Haga cosas que usted sabe que le ayudan a relajarse, como respirar profundo, estirarse, meditar o rezar, lavarse la cara y las manos o entretenerse con un pasatiempo que le agrade.
- Tómese un descanso entre actividades estresantes, y haga algo que le entretenga después de realizar alguna tarea difícil.
- Haga cosas que disfruta, como prepararse una buena comida, leer, escuchar música, darse un baño o hablar con un familiar.
- Hable sobre su experiencia y sentimientos con sus seres queridos y amigos tan a menudo como le sea posible, si eso le ayuda.

- Mantenga la esperanza y piense positivamente; considere llevar un diario donde anota aquello por lo que se siente agradecido o lo que está saliendo bien.

Si se siente abrumado por la tristeza, depresión, ansiedad u otras emociones fuertes, o si quiere hacerse daño a sí mismo o a otros, llame al 911 o a la Red Nacional de Prevención del Suicidio al 1-888-628-9454, o al 1-800-799-4889 (Línea TTY para personas con problemas auditivos).

MANTÉNGASE EN CONTACTO CON LOS DEMÁS

Mantenerse en comunicación con sus familiares, amigos y otras personas en quienes confía es una de las maneras más útiles de lidiar con cualquier situación estresante. Debido a los avances tecnológicos, es posible comunicarse con otros aún si tiene que mantenerse refugiado en donde se encuentra. Usted puede:

- Aprovechar la tecnología actual como Skype o FaceTime para hablar “cara a cara” con amigos y seres queridos.
- Comunicarse regularmente por mensajes de texto.
- Conectarse a las redes sociales, como Facebook y Twitter, para tener una idea de lo que está pasando en el mundo. Simplemente asegúrese de que sus fuentes sean confiables y evite los sitios que generen estrés y preocupación.
- Inscribirse para recibir alertas de emergencias por mensaje de texto o correo electrónico para asegurarse de estar al tanto de cualquier novedad.
- Llamar al 1-800-985-5990, la línea de ayuda gratuita de catástrofes de SAMHSA que está disponible las 24 horas, si se siente solo o necesita apoyo.
- Considerar llamar a sus agencias locales de Alcohólicos Anónimos o Drogadictos Anónimos, si necesita comunicarse con alguien debido a problemas persistentes de alcoholismo o drogadicción.

HABLE CON SUS MÉDICOS A VER SI OFRECEN ATENCIÓN A LA DISTANCIA (“TELESALUD”)

Muchos de los proveedores de servicios de salud ahora pueden interactuar con sus pacientes a través de Skype, FaceTime o correo electrónico. En caso de que exista una emergencia que requiera que se quede refugiado en el sitio donde se encuentra por varios días o más, como en el caso de un brote de una enfermedad infecciosa:

- Pregúntele a su proveedor si sería posible programar citas “remotas” para atender sus necesidades de salud física, mental o de abuso de sustancias.
- Si le preocupan los síntomas físicos que usted o sus seres queridos están padeciendo, llame a su médico o a cualquier otro proveedor de servicios de salud.

- En caso de que su médico no esté disponible durante la orden de mantenerse refugiado en sitio y sienta estrés o entre en crisis, llame a las líneas de ayuda que se encuentran al final de esta hoja de consejos para obtener apoyo.

QUÉ ESPERAR: AL TERMINAR LA EMERGENCIA

Después de que se elimine la orden de mantenerse refugiado en sitio, la mayoría de las personas podrán regresar a sus actividades normales. A algunas personas, entre ellas, a los niños, les podría resultar difícil volver a la rutina. Para apoyar a los niños:

- Explíqueles que ya se terminó el peligro y que lo que pasó no fue culpa de ellos.
- Trate de que vuelvan a sus rutinas y actividades normales lo más pronto posible.
- Aliéntelos a hablar o escribir sobre sus sentimientos, pero no les presione.

Si usted o sus seres queridos están padeciendo síntomas de estrés grave, como dificultad para conciliar el sueño, mucho o poco apetito, imposibilidad de llevar a cabo actividades cotidianas rutinarias o consumo de drogas o alcohol para hacerle frente a la situación, hable con un proveedor de servicios de salud o llame a una de las líneas de ayuda que se incluyen a la derecha para que les refieran a un profesional de salud.

Recursos útiles

Líneas de ayuda

Línea de ayuda gratuita de catástrofes (Disaster Distress Hotline) de SAMHSA
Teléfono gratuito: **1-800-985-5990** (español e inglés)
Mensaje de texto (español): Envíe "Háblanos" al **66746**
Mensaje de texto (inglés): Envíe "TalkWithUs" al **66746**
Teléfono para personas con dificultades auditivas (TTY): **1-800-846-8517**
Sitio Web (inglés): **http://www.disasterdistress.samhsa.gov**
Sitio Web (español): **http://www.samhsa.gov/find-help/disaster-distress-helpline/espanol**

Línea de ayuda nacional (National Helpline) de SAMHSA
Teléfono gratuito: **1-800-662-4357** (**1-800-662-HELP**) (Servicio de información en español y en inglés para que le refieran a a tratamiento las 24 horas del día, los 7 días de la semana, los 365 días del año)
Sitio Web: **http://www.samhsa.gov/find-help/national-helpline**

Red Nacional de Prevención del Suicidio (National Suicide Prevention Lifeline)
Teléfono gratuito (español): **1-888-628-9454**
Teléfono gratuito (inglés): **1-800-273-TALK (8255)**
Teléfono para personas con dificultades auditivas (TTY): **1-800-799-4TTY (4889)**
Sitio Web (español): **http://www.suicidepreventionlifeline.org/gethelp/spanish.aspx**
Sitio Web (inglés): **http://www.suicidepreventionlifeline.org**

Localizador de centros de tratamiento

Localizador de centros de tratamiento de salud conductual de SAMHSA (SAMHSA Behavioral Health Treatment Services Locator)
Sitio Web: **http://findtreatment.samhsa.gov/locator/home**

Centro de asistencia técnica en desastres de SAMHSA (SAMHSA Disaster Technical Assistance Center)
Teléfono gratuito: **1-800-308-3515**
Correo electrónico: **DTAC@samhsa.hhs.gov**
Sitio Web: http://www.samhsa.gov/dtac (inglés)

Nota: La inclusión o mención de un recurso en esta hoja informativa no implica endoso alguno del Centro para Servicios de Salud Mental (Center for Mental Health Services), de la Administración de Servicios de Salud Mental y Abuso de Sustancias (Substance Abuse and Mental Health Services Administration) ni del Departamento de Salud y Servicios Humanos de los Estados Unidos (U.S. Department of Health and Human Services).

Substance Abuse and Mental Health Services Administration
SAMHSA
www.samhsa.gov • 1-877-SAMHSA-7 (1-877-726-4727)

Publicación del DHHS No. SMA-14-4893SPANISH (2014)

Disaster Distress Helpline

PHONE: 1-800-985-5990
TEXT: "TalkWithUs" to 66746

Call us:
1-800-985-5990

Text:
'TalkWithUs' to 66746

Visit:
http://disasterdistress.samhsa.gov

Like us on
Facebook:
http://facebook.com/distresshelpline

Follow us on
Twitter (@distressline):
http://twitter.com/distressline

Disaster Distress Helpline

PHONE: 1-800-985-5990 TEXT: "TalkWithUs" to 66746

Call 1-800-985-5990
or text 'TalkWithUs' to 66746
to get help and support
for any distress that you or someone
you care about may be feeling
related to any disaster.

The ***Helpline*** and ***Text Service*** are:

- Available 24 hours a day, 7 days a week, year-round
- Free (standard data/text messaging rates may apply for the texting service)
- Answered by trained crisis counselors.

TTY for Deaf / Hearing Impaired:
1-800-846-8517

Spanish-speakers:
Text "Hablanos" to 66746

Substance Abuse and Mental Health Services Administration
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Administered by the Substance Abuse and Mental Health Services Administration (SAMHSA) of the U.S. Dept. of Health and Human Services (HHS).

Disaster Distress Helpline

PHONE: 1-800-985-5990
TEXT: "TalkWithUs" to 66746

If you or someone you know is struggling after a disaster, you are not alone.

"Ever since the tornado, I haven't been able to get a full night's sleep ..."

"I can't get the sounds of the gunshots out of my mind..."

"Things haven't been the same since my shop was flooded ..."

Talk With Us!

Disaster Distress Helpline

PHONE: 1-800-985-5990 TEXT: "TalkWithUs" to 66746

Disasters have the potential to cause *emotional distress.*

Some are more at risk than others:

- Survivors living or working in the impacted areas (youth & adults)
- Loved ones of victims
- First Responders, Rescue & Recovery Workers.

Stress, anxiety, and depression are common reactions after a disaster.

Warning signs of distress may include:

- Sleeping too much or too little
- Stomachaches or headaches
- Anger, feeling edgy or lashing out at others
- Overwhelming sadness
- Worrying a lot of the time; feeling guilty but not sure why
- Feeling like you have to keep busy
- Lack of energy or always feeling tired
- Drinking alcohol, smoking or using tobacco more than usual; using illegal drugs
- Eating too much or too little
- Not connecting with others
- Feeling like you won't ever be happy again.

TIPS FOR COPING WITH STRESS AFTER A DISASTER:

Take care of yourself. Try to eat healthy, avoid using alcohol and drugs, and get some exercise when you can- even a walk around the block can make a difference.

Reach out to friends and family. Talk to someone you trust about how you are doing.

Talk to your children. They may feel scared, angry, sad, worried, and confused. Let them know it's okay to talk about what's on their mind. Limit their watching of TV news reports about the disaster. Help children and teens maintain normal routines to the extent possible. Role model healthy coping.

Get enough 'good' sleep. Some people have trouble falling asleep after a disaster, others keep waking up during the night.

If you have trouble sleeping:

- Only go to bed when you are ready to sleep
- Don't watch TV or use your cell phone or laptop computer while you're in bed
- Avoid eating (especially sugar) or drinking caffeine or alcohol at least one hour before going to bed
- If you wake up and can't fall back to sleep, try writing in a journal or on a sheet of paper what's on your mind.

Take care of pets or get outside into nature when it's safe. Nature and animals can help us to feel better when we are down. See if you can volunteer at a local animal shelter- they may need help after a disaster. Once it's safe to return to public parks or natural areas, find a quiet spot to sit in or go for a hike.

Know when to ask for help. Signs of stress can be normal, short-term reactions to any of life's unexpected events- not only after surviving a disaster, but also after a death in the family, the loss of a job, or a breakup.

It's important to pay attention to what's going on with you or with someone you care about, because what may seem like "everyday stress" can actually be:

- Depression (including having thoughts of suicide)
- Anxiety
- Alcohol or Drug Abuse.

If you or someone you know may be depressed, suffering from overwhelming feelings of anxiety, or possibly abusing alcohol or drugs ...

Call 1-800-985-5990 or text 'TalkWithUs' to 66746.

You Are Not Alone.

NATIONAL

SUICIDE PREVENTION

LIFELINE™

1-800-273-TALK

www.suicidepreventionlifeline.org

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
Substance Abuse and Mental Health Services Administration
www.samhsa.gov

Printed: September 2005 • CMHS-SVP-0126

Are you or someone you love at risk of suicide?

NATIONAL

SUICIDE PREVENTION

LIFELINE™

1-800-273-TALK

www.suicidepreventionlifeline.org

Get the facts and take appropriate action.

Suicide Warning Signs

Seek help as soon as possible by contacting a mental health professional or by calling the National Suicide Prevention Lifeline at 1-800-273-TALK if you or someone you know exhibits any of the following signs:

- Threatening to hurt or kill oneself or talking about wanting to hurt or kill oneself
- Looking for ways to kill oneself by seeking access to firearms, available pills, or other means
- Talking or writing about death, dying, or suicide when these actions are out of the ordinary for the person
- Feeling hopeless
- Feeling rage or uncontrolled anger or seeking revenge
- Acting reckless or engaging in risky activities—seemingly without thinking
- Feeling trapped—like there's no way out
- Increasing alcohol or drug use
- Withdrawing from friends, family, and society
- Feeling anxious, agitated, or unable to sleep or sleeping all the time
- Experiencing dramatic mood changes
- Seeing no reason for living or having no sense of purpose in life

La Red Nacional de Prevención del Suicidio es **GRATUITA** y confidencial y está siempre disponible.

AYUDE a una persona querida o a un amigo, o ayúdese a sí mismo.

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
Substance Abuse and Mental Health Services Administration
www.samhsa.gov

Impreso en septiembre de 2005 • Re-impreso en abril de 2011
CMHS-SVP-0126s

RED NACIONAL de PREVENCIÓN del SUICIDIO™

1-888-628-9454

Conozca las señales de peligro.

Señales que indican peligro de suicidio

Estas señales pueden indicar que una persona corre peligro de suicidarse. El peligro es mayor si el comportamiento es nuevo o se ha intensificado y si parece relacionado con un evento, una pérdida o un cambio doloroso:

- Hablar de morir o de matarse.
- Buscar formas de matarse, por ejemplo en Internet, o comprar un arma de fuego.
- Decir que no tiene ninguna esperanza ni razón para vivir.
- Decir que se siente atrapado o que sufre terriblemente.
- Decir que siente que es una carga para los demás.
- Usar drogas o beber más que antes.
- Demostrar ansiedad o agitación, o actuar de manera imprudente.
- Dormir muy poco o demasiado.
- Aislarse o sentirse aislado.
- Actuar con furia o hablar de vengarse.
- Cambiar de humor bruscamente.

El suicidio se puede prevenir.

Llame al número 1-888-628-9454.

Nuestro apoyo le dará aliento

CALIFORNIA ALL

Your Actions Save Lives

covid19.ca.gov

STATE OF CALIFORNIA • OFFICE OF THE SURGEON GENERAL •

California Surgeon General's Playbook: Stress Relief for Caregivers and Kids during COVID-19

NAVIGATING STRESS MANAGEMENT WITH KIDS

Many of us are feeling a lot of stress right now. Even for adults, it can be tough to recognize that what we feel as irritability, difficulty focusing, insomnia or changes in appetite can actually be signs that are bodies are feeling the effects of stress. For kids, no matter the age, their brains and bodies are even more vulnerable to the harmful effects of stress than adults, and most often, they aren't able recognize or verbalize it. Stress in kids may show up differently than our stress as adults does. This Stress-Busting Playbook can help you understand what to look out for and what you can do to protect your family's health.

Some of the changes happening as a result of the COVID-19 such as frequent worrisome news reports, school closures, not being able to see friends and loved ones can disruptive and even downright scary for kids. They may have worries about their own health or the health of those they love, such as a grandparent. Or they may feel upset about missing a special event such as a birthday party, music recital, team sports or a planned trip or camp. During this time your child's body may be making more stress hormones than is healthy (or less stress hormones in the case of kids who have a history of major adversity). Prolonged exposure to high doses of stress, can lead to problems with a child's physical and/or mental health, such as asthma, poor growth, depression, or behavior problems. The good news is there are simple things you can do every day, at home, to help regulate your child's stress response system and buffer the negative impacts of stress, keeping them healthy and on the right developmental track.

It may be helpful to remember that the most important ingredient for healthy kids is a healthy caregiver. Kids are wired to be tuned in to emotional signals from their caregivers, so our kids pick up on our energy, especially now when we are all remaining at home together. So while you work to navigate the new normal, perhaps applying for public benefits or working from home while taking care of your kids and family, it is just as important to follow the stress-busting strategies for yourself. Remember to put on your own oxygen mask first, so you can be there to be available for your kids. Review the Californian Surgeon General's Playbook: Stress Relief during COVID-19 for tips on your own self-care during this time.

Safe, stable, and nurturing relationships and environments in which children feel safe emotionally and physically can protect children's brains and bodies from the harmful effects of stress. You can help your child be healthier by managing your own stress response and helping your child do the same. Healthy nutrition, regular exercise, restful sleep, practicing mindfulness, building social supports, and getting mental health care can help to decrease stress hormones and prevent health problems.

None of this is easy right now and it is easy to feel overwhelmed. Remember your network can still help even when you're apart. So reach out your schools, friends, family, faith community and neighbors to see what is working in their homes right now and share what's working in yours. Talking to someone you trust is a great way reduce your stress and stay connected even when we are physically apart.

Start with the basics of routine and then take it step by step to build a program that works for you and your family. Please be kind to yourself. We are all adjusting to a new situation together and that transition is going to take some time.

KEEPING AN EYE OUT FOR STRESS IN KIDS

Many of us are feeling a lot of stress right now. As adults we may be able to recognize and say "wow, I'm stressed out." For kids, no matter the age, they may not necessarily recognize it, verbalize it and it may not show up in the same way that our stress as adults does.

During challenging times, our bodies may make more stress hormones than usual. This can show up differently for different people. Babies may have differences in the sleeping and eating patterns. Toddlers and preschoolers may go back on a developmental milestones they had already achieved (like sleeping through the night or bedwetting).

One of the most common ways stress shows itself in school-aged kids is changes in their behavior. They may be a bit more irritable, bouncing off the walls, expressing boredom, or having a hard time managing their impulses, paying attention or focusing, or new behaviors may arise. Teenagers and adolescents may become more withdrawn.

However, many kids may show no behavioral symptoms at all. For some kids, increased stress hormones may show up as headaches, tummy aches, difficulty sleeping or worsening health issues like asthma, eczema or more frequent infections. In teenagers, you might see more risk-taking behaviors like using substances such as tobacco and marijuana (including vaping), alcohol or other substances as well as increased interest in sexual contact. Girls may also see changes in the timing or duration of their menstrual period.

It's helpful to keep in mind that these changes aren't "just in their heads." Increased stress leads to biological changes in our brains and bodies that can affect kids' health, behavior and development. The good news is there are simple things you can do every day, at home, to help regulate your child's stress response system and buffer the negative impacts of stress, keeping them healthy and on the right developmental track.

If your child has asthma, diabetes or another health condition, it is important to be monitoring that condition more closely during times of stress. Many chronic illnesses are worsened by stress, so building a routine that practices the six stress-busting strategies below can help to combat the impact of the increase in stress hormones.

STRESS-BUSTING FOR KIDS

STEP 1: TALK ABOUT WHAT'S GOING ON

- No matter the age, uncertainty can create anxiety. As parents and caregivers, it's important to talk to children about emergency situations in age-appropriate language and approach the discussion in a calm and sensitive way to help them cope.
- Starting the conversation can be the hardest part. One tip to make it easier is to start by asking what they have heard about coronavirus and if they have any questions or fears.
- Take some time to correct any misinformation and share age-appropriate, honest facts.
- Follow up these details by focusing on the things we can control to help us stay healthy and help other people stay healthy - proper handwashing, covering coughs and sneezes, disinfecting surfaces, and physical distancing and wearing masks when we are outside and around other people for essential reasons.
- Help them understand why they are not able to see their friends, grandparents, teachers or other loved ones in-person right now — because staying at home helps keep everyone healthy right now while we fight the coronavirus.

- You can empower them with a sense of purpose by letting them know that, even though it's kind of a pain (or *especially* because it is kind of a pain), their actions are protecting the most vulnerable that could get sick. Express how proud you are of your kids for being part of the solution.

STEP 2: KEEP KIDS CONNECTED TO THEIR NETWORKS

- Social supports are a vital part of kids' development and mitigating the negative impacts of stress. Finding ways to keep your kids connected to their friends, cousins, teachers, grandparents, coaches, aunts, uncles, and so on, is critical.
- Video chat play dates, write letters to send, text silly pictures back and forth, video messages, whatever works – but helping kids stay connected to their networks is as important for them as it is for you.

STEP 3: BUILD A ROUTINE FOR YOU AND YOUR FAMILY

- During times of uncertainty, it is especially important to stick with normal routines – predictability and structure help kids self-regulate.
- Share the schedule with the kids, as this helps to reduce anxiety, fear of boredom and reduce challenging behaviors as you move throughout the day. With older kids and adolescents, it's great to build the schedule with them so they have a sense of control and self-determination.
- Your schedule should include set wake up and bedtimes, regular meals (including snacks), quiet time for schoolwork and reading as well as regular movement and exercise.
    - As you make your plan, make sure elements of the six stress-busting strategies are included to help regulate the stress response system. The six strategies are:
        - Supportive relationships – stay connected to our communities
        - Exercise – 60 minutes a day (doesn't have to be all at once)
        - Healthy Sleep – practice good sleep hygiene including going to bed and waking up at the same time each day.
        - Nutrition
        - Mental and Behavioral Health Support
        - Mindfulness — like meditation or prayer

- Keeping regular hygiene – shower, brush teeth, getting dressed in clean clothes – are also important for health and well-being.
- It is important to remember, especially if you are working from home, that play is an important part of kid's "job". We shouldn't expect kids to be focused on learning tasks 8 hours per day. Opportunities for exercise, creativity and play are critical for behavior, learning, and development throughout the day.
- If you are able to go outside, do so and get everyone's bodies moving. It's great for everyone's physical health and mental health too. Remember to keep physical distancing practices of at least 6 feet from others.
- Included in this playbook is a "Self-Care Template for Kids" that can help you start building your program.

STEP 4: KEEP TO YOUR ROUTINE

- Start your scheduled routine. Keep an open mind about what is working, what isn't and what is realistic for you and your family. It might be helpful to take notes or keep a journal of what works for you.
- Check in with your kids (and yourself!) regularly to see how it's going.
- Not every moment of every day needs to be scheduled, so take a moment to reflect on your program and how it's working for your family. If you need to change things about it, go ahead and do so. Let your plan evolve to ensure it is working for you. If it's not, feel free to change it up, but ensure elements from the six stress-busting strategies remain.

Six Stress-Busting Strategies For Kids

Safe, stable, and nurturing relationships and environments in which children feel safe emotionally and physically can protect children's brains and bodies from the harmful effects of stress. You can help your child be healthier by managing your own stress response and helping your child do the same. Healthy nutrition, regular exercise, restful sleep, practicing mindfulness, building social supports, and getting mental health care can help to decrease stress hormones and prevent health problems.

1. **SUPPORTIVE RELATIONSHIPS:**
    a. Double down on supportive relationships within your household and help your kids maintain connections with friends and loved ones outside of the home by phone, video chat, old-fashioned letter writing or age-appropriate social media. Turn off media and devices for high-quality time together making art, dancing, cooking or reading at home. Remain in touch with mentors, friends, and family by phone or video chat, including schools and community- or faith-based organizations.

2. **EXERCISE DAILY:**
    a. Engage in 60 minutes of physical activity every day. It doesn't have to be all at one time. Dance party in your bedroom, 35 jumping jacks here and there, 20 minute hula hooping contest, film a TikTok and share it out, power walk around the block twice, running, bedtime yoga, 10 pushups, do some double dutch jump rope, the list can go on and on. Bottom line – get your and your kids' bodies moving and heart rates up to burn off stress.

3. **HEALTHY SLEEP:**
    a. Get sufficient, high-quality sleep. This may be particularly hard right now, but things that help are going to sleep and waking up at the same time each day.
    b. Making a routine of reading a book to or with kids before bed.
    c. Create a calm place for sleep that is cool, quiet and free of distractions
    d. Turn off electronics at least a half hour before bed.

e. Limit food and beverages containing caffeine, like soda and chocolate.

4. **NUTRITION:**
   a. This is not about losing weight. This is about ensuring you are getting proper nutrition to help combat stress. Keep regular mealtimes, includes snacks for kids. Minimize refined carbohydrates, high-fat, high-sugar foods and reduce your alcohol intake.
   b. General rule of thumb includes 5-9 servings of fruits and vegetables per day and foods rich in omega-3-fatty acids, including fish, nuts and fiber.

5. **MENTAL AND BEHAVIORAL HEALTH SUPPORT:**
   a. Engage in mental health care for yourself and/or for your child.
   b. Minimize the amount of exposure/consumption of news or other media content that feels upsetting for both you and your child.
   c. If your child currently sees a mental health professional, ask that those sessions can continue via video or phone sessions for psychotherapy, psychiatric care or substance use treatment. There are new laws to support your provider to do phone and video visits.
   d. Keep your own mental health appoints via video or phone calls, as well.
   e. Have open conversations as a family about emotional and mental health
   f. If you do not have a regular mental health professional, here are some resources to help you get started [Insert links]
   g. If you are feeling like you or your child is in crisis you can get help here.

6. **MINDFULNESS, MEDITATION, PRAYER:**
   a. Practice mindfulness, such as meditation, yoga, or prayer for 20 minutes, two times a day. Apps like Headspace and Calm are easy, accessible ways to get started. Meditations can be found online, as well. Both have specialty programs for kids of all ages.
   b. Mindfulness can help strengthen the brain pathways that actively buffer the stress response, helping you regulate body more easily.
   c. Take moments throughout the day with kids to notice and talk about how we're feeling, both physically and emotionally
   d. Talk about, write out or draw five or more things we are all grateful for each day

SOME ADDITIONAL CONSIDERATIONS

To combat stress, creating an outlet where kids can put their energy is incredibly helpful. Outlets like exercise, artwork, play and creativity are helpful here. Your stress-busting routine is the solution to help get everyone back on track. And, as always, addressing that there is something different and asking your child how they are feeling and checking in on what's going on is key.
A few additional reminders:

- Quality-Time Together - This increase in family time may be a window of opportunity to spend more time together. So look for positives in solidifying family cohesion if you can.

- Play – Finding ways to play and laugh is super important for our mental and physical health. Turn off the news and watch a silly movie, call a friend and talk about times you laughed the hardest, figure out what impressions you can do, play the floor is lava. Remember that part of kids' "jobs" is play. This is a task that is something kids need for their development. These are serious times, but you can still be silly. It will be good for everyone.

- Adjusting our expectations – We recognize this is temporary and that during this time we may not be as productive as we had hoped every day. That is OK. Caregivers are balancing household responsibilities, ensuring your kids are doing their distance learning and work stress and more. All of these things can be incredibly intense. Give yourself permission to let go of judgement that you aren't doing it "right" or doing enough. Do the best you can to work the program you develop to minimize stress for you and your kids right now.

- Asking for help or take a moment – open up the communication in your house about times when we need help. Whether you have a special code word or just the reminder to yourself. If you need a moment, communicate it and take the moment. If you are having a really hard time, that's normal and unfortunately right now, expected. Services and numbers you can call for support are here.

SELF-CARE TEMPLATE FOR KIDS

During this time your child's body may be making more or less stress hormones than is healthy. This can lead to problems with a child's physical and/or mental health, such as asthma, poor growth, depression, or behavior problems. Safe, stable, and nurturing relationships and environments where children feel safe emotionally and physically can protect children's brains and bodies from the harmful effects of stress. You can help your child be healthier by managing your own stress response and helping your child do the same. Healthy nutrition, regular exercise, restful sleep, practicing mindfulness, building social supports, and getting mental health support can help to decrease stress hormones and prevent health problems.

Here are some goals your family can set together to support your child's health. [*Check the goals that you are choosing or write in others that will work for you and your family in each category!*]

- ❏ **Supportive relationships.** We've set a goal of...
  - ❏ Using respectful communication even when we are upset or angry
  - ❏ Spending more high-quality time together as a family, such as:
    - ❏ Having regular family meals together
    - ❏ Having regular "no electronics" time for us to talk and/or play together
    - ❏ Talking, reading, and/or singing together every day
  - ❏ Making time for me and my kids to call or video chat with friends and family to maintain healthy support systems for myself and our family
  - ❏ Connecting regularly with members of our community to build social supports
  - ❏ Asking for help if a relationship or environment feels physically or emotionally unsafe
    - ❏ The National Domestic Violence hotline is **800-799-SAFE (7233)**
    - ❏ The National Sexual Assault hotline is **800-656-HOPE (4673)**
    - ❏ To reach a crisis text line, **text HOME** to **741-741**
    - ❏ Childhelp National Child Abuse Hotline: You can call 1-800-4-A-CHILD
  - ❏ Create your own goal: _____

- ❏ **Exercise.** We've set a goal of...
  - ❏ Limiting screen time to less than one hour per day
  - ❏ Walking at least 20 minutes every day

- ❑ Finding a type of exercise that we enjoy and doing it together as a family. Examples include long walks, dancing, sports (shooting hoops, playing catch, etc.), hula hooping, jump rope, running, jumping jacks, push-ups and sit ups, yoga, or Zumba.
- ❑ Getting my child involved in physical activities like sports, dance, or other form of regular exercise – while still practicing physical/social distancing
- ❑ Create your own goal: _____

❑ **Nutrition.** We've set a goal of...

- ❑ Eating a healthy breakfast daily (with protein, whole grains, and/or fruit)
- ❑ Drinking water instead of juice or soda
- ❑ Eating at least 5 vegetables and/or fruits every day
- ❑ Choosing whole wheat bread and brown rice instead of white bread or rice
- ❑ Limiting high sugar and/or high fat foods
- ❑ Create your own goal: _____

❑ **Sleep.** We've set a goal of...

- ❑ Turning off screens 30 minutes before bedtime
- ❑ Helping my child go to bed at the same time every night
- ❑ Making a routine of reading a book to my child before bed (or, if older, letting my child read to me)
- ❑ Creating a calm place for sleep
- ❑ Using mindfulness or other stress reduction tools if worry is keeping my child up at night
- ❑ Create your own goal: _____

❑ **Mindfulness.** We've set a goal of...

- ❑ Taking moments throughout the day to notice how we're feeling, both physically and emotionally
- ❑ Talking about or writing out a list of five or more thanks we are all grateful for each day
- ❑ Practicing mindful breathing or other calming technique(s) during stressful situations
- ❑ Creating a regular routine of prayer, meditation, and/or yoga
- ❑ Downloading a mindfulness app and doing a mindfulness activity every day
- ❑ Create your own goal: _____

❑ **Mental health.** We've set a goal of...

- ❑ Having a conversation as a family about emotional and mental health
- ❑ Learning more about mental health treatment options (e.g., counseling, therapy, psychiatric services)
- ❑ Identifying a local mental health professional
- ❑ Scheduling an appointment with a mental health professional or keeping regular appointments
- ❑ If I am feeling like I or my child is in crisis, I will get help
  - ❑ The National Suicide Prevention Lifeline is **800-273-TALK (8255)**
  - ❑ To reach a crisis text line, **text HOME** to **741-741**
  - ❑ SAMHSA Disaster Distress Line **800-985-5990**
- ❑ Create your own goal: _____

Remember, the most important ingredient for healthy kids is a healthy caregiver. Here are some other goals that you can set for yourself to help your whole family be healthier.

- ❑ **Self-Care.** I've set a goal of...
  - ❑ Making a plan for what to do when I'm feeling stressed out, angry, or overwhelmed
  - ❑ Planning with my partner, friends, or family to get the support I need
  - ❑ Seeking help if I am not emotionally or physically safe
  - ❑ Making regular video or phone appointments with my mental or behavioral health provider(s)
  - ❑ Identifying my strengths and learning more about building resilience
  - ❑ Calling **211** if I need help meeting basic needs such as food and shelter
  - ❑ National Parent Helpline: Call 1-855-427-2736
  - ❑ Create your own goal: _____

For more information, please visit:
For resources related to COVID-19, https://covid19.ca.gov/
From **First 5 California**: http://www.first5california.com/
From the **American Academy of Pediatrics**: https://www.healthychildren.org/

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STATE OF CALIFORNIA • OFFICE OF THE SURGEON GENERAL •

California Surgeon General's Playbook: Stress Relief during COVID-19

IMPORTANCE OF STRESS MANAGEMENT DURING THIS TIME

The health and safety of our nearly 40 million Californians is the number-one priority for our state. This includes the physical and psychological well-being of all individuals. We are mindful that the public health policies and interventions necessary to slow the spread of COVID-19 are affecting all facets of society and our daily lives. These daily disruptions, coupled with the fear of not knowing what may come, are resulting in increased stress and anxiety for many.

Californians have come together to practice physical distancing to slow the spread of the novel coronavirus. While we take action to lessen the immediate impacts of COVID-19 on our communities and our health care systems, it is also important to minimize the secondary health effects of this pandemic. Widespread stress and anxiety regarding COVID-19, compounded by the economic distress due to lost wages, employment and financial assets; mass school closures; and necessary physical distancing measures can result in an increase of stress-related health conditions.

During this time, your body may be making more or less stress hormones than is healthy. This can lead to worsening of physical and/or mental health problems, such as diabetes, heart disease, anxiety, depression, smoking, or unhealthy use of alcohol or other drugs.

Stress can show up in our bodies, emotions and behavior in many different ways. For example in our bodies - changes to sleep patterns and appetite, headaches, stomach aches, or bowel changes, and spikes in blood pressure may all be signs of an overactive stress response. In our emotions and behavior – we may feel more irritable, experience mood changes, anxiety, depression, increased substance use, or anger. It's important to know that these changes aren't "just in your head". They may be signs of a biological reaction occurring in our brains and bodies due to the collective stress we are all under. If you have experienced significant adversity in the past, especially during the critical years of childhood, you may be at higher risk of experiencing health and behavioral problems during times of stress.

The good news is there are simple things you can do every day, at home, to protect your health. The following guide can help you manage your stress response. They may seem simple at first, but they are evidence-based and demonstrated to be effective. Safe, stable, and nurturing relationships can protect our brains and bodies from the harmful effects of stress and adversity. Healthy nutrition, regular exercise, restful sleep, practicing mindfulness, staying connected to our social supports, and getting mental health care can help decrease stress hormones and improve health.

Take your time, build a program that works for you and be kind to yourself, as we all move through this challenge together.

Stress Busting At Home

STEP 1: AWARENESS – HOW IS STRESS SHOWING UP IN OUR OWN BODY

- First, we must all check-in with ourselves and recognize how stress shows up in our bodies. Changes to your sleep patterns or appetite, headaches or bowel changes, spikes in blood pressure or blood sugar are all signs of an overactive stress response.

- If you have a chronic illness or existing condition, you need to pay particular attention to your condition and ensure you are tracking any significant changes. Stress management is of utmost importance to help manage your condition.

- Stress can impact our health quite intensely. For example, if you have asthma you may find yourself reaching for the albuterol more often, if you're diabetic you blood sugars may be running high, if you're managing blood pressure fluctuations, they may be running high right now.

STEP 2: MAKE A PLAN FOR YOU

- Making a plan that works for you that is realistic about what you can/will do is important.
- Think about what usually works for you when you're feeling stressed and make a list.
- As you make your plan, make sure elements of the six categories of stress management to help regulate your stress response system are included. The six categories are:
    1. Supportive relationships – stay connected to our communities
    2. Exercise – 60 minutes a day (doesn't have to be all at once)
    3. Healthy Sleep – practice good sleep hygiene including going to bed and waking up at the same time each day, and ensuring that your place of sleep is cool, quiet and free of distractions. Avoid caffeine in the afternoon or evening.
    4. Nutrition
    5. Mental and Behavioral Health Support
    6. Mindfulness — like meditation or prayer
- Included in this playbook are "Self-Care Templates" that can help you start building your program.

STEP 3: WORK YOUR PROGRAM

- Make sure you're practicing your program every day and twice a day if you need to.
- Check in with yourself regularly to see how you're feeling – emotionally and physically. Ask yourself the questions – how does my chest feel, my stomach, my legs, my head, etc.
- Analyze your program. If you need to change things about it, go ahead and do so. Let your plan evolve to ensure it is working for you. If it's not, change specifics up, but ensure elements from the six categories remain.

<u>The Six Stress-Busting Strategies</u>

Safe, stable, and nurturing relationships can protect our brains and bodies from the harmful effects of stress and adversity. Healthy nutrition, regular exercise, restful sleep, practicing mindfulness, staying connected to our social supports, and getting mental health care can help decrease stress hormones and improve health.

1. **SUPPORTIVE RELATIONSHIPS:**
    a. Maintain your supportive relationships virtually or with those you are at home with. Turn off media and devices for high-quality time together making art, dancing, cooking or reading with loved ones. Remain in touch with mentors, friends, and family by phone or video chat, including schools and community- or faith-based organizations.

2. **EXERCISE DAILY:**
    a. Engage in 60 minutes of physical activity every day. It doesn't have to be all at one time. Dance party in your bedroom, 35 jumping jacks here and there, 20 minute hula hooping contest, film a TikTok and share it out, power walk around the block twice, running, bedtime yoga, 10 pushups, do some double dutch jump rope, the list can go on and on. Bottom line – get your body moving and your heart rate up to burn off stress.
    b. Ask friends what resources they have been using or get online and search for at home work-out routines and see what comes up and what can work for you.

3. **HEALTHY SLEEP:**
    a. Get sufficient, high-quality sleep. This may be particularly hard right now, but things that help are going to sleep and waking up at the same time each day. Turn off electronics at least a half hour before bed. Drink some warm water or hot tea and read a book after you climb into bed. Avoid caffeine in the afternoon and evening. Ensure your place of sleep is cool, quiet and free of distractions and devices.

4. **NUTRITION:**
    a. This is not about losing weight. This is about ensuring you are getting proper nutrition to help combat stress. Keep regular mealtimes, so you aren't just snacking all day. Minimize refined carbohydrates, high fat, high sugar foods and reduce your alcohol intake.
    b. General rule of thumb includes 5-9 servings of fruits and vegetables per day and foods rich in omega-3-fatty acids, including fish, nuts and fiber.

5. **MENTAL AND BEHAVIORAL HEALTH SUPPORT:**
    a. Engage in mental health care. Schedule video or phone sessions for psychotherapy, psychiatric care and substance use disorder treatment when possible.
    b. Minimize consumption of news or other media content that feels upsetting.
    c. If you do not have a regular appointment or have not been in contact with a mental health professional previously, here are some resources to help you get started.

6. **MINDFULNESS, MEDITATION, PRAYER:**
    a. Practice mindfulness, such as meditation, yoga, or prayer for 20 minutes, two times a day. Apps like Headspace and Calm are easy, accessible ways to get started. Meditations can be found online, as well.
    b. Mindfulness can help strengthen the brain pathways that actively buffer the stress response, helping you regulate your stress response more easily.

THINGS TO LIMIT

- News – Make sure you give yourself a break from the 24 hour news cycle and news alerts. It really does make a difference for your physical and mental health.

- Substances – Because our bodies may be creating more stress hormones than usual, we are more susceptible to substance dependence. It's important to keep this top of mind and make sure you're actively regulating your substance intake.

- High-sugar/high-fat foods – An increase in the stress hormone cortisol triggers cravings for high-sugar and high-fat foods. Even if you've previously been a pretty healthy eater, you may find yourself reaching for potato chips, chocolate chip cookies, soda and other unhealthy snacks. Not only does stress increase our cravings for these types of foods, but stress hormones can also make our bodies more resistant to the hormone insulin, increasing our risk of type 2 diabetes, so try to keep the indulgence on these foods to a minimum.

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THINGS TO EMBRACE

- Each other – our supportive personal connections are scientifically demonstrated to help buffer the impacts of stress on our brains and bodies. Staying in touch with our loved ones and communities virtually, is truly healing. If you see your neighbors when you're outside, remember to continue physical distancing, but say hello and ask how they are. When you're at the grocery store – thank the people working there and engage in conversation. This isn't just important for morale, but staying emotionally connected to one another is biologically crucial for our health.

- Deep breaths – you don't have to be a yogi to know the power of a nice cleansing deep breath. Take them slowly, take them often. Deep breaths are also a great time to check in on our bodies and see where and how we are feeling.
- Stepping outside – while we have to practice physical distancing, being outside and finding green space — even if it's in your back yard— is incredibly helpful for our well-being. Enjoy feeling the sun on our face, listen to the birds singing and see the flowers blooming.

- Hydration – stay hydrated. Drink those 8-10 glasses of water a day.

- Play – Finding ways to play and laugh is super important for our mental and physical health. Turn off the news and watch a silly movie, or better yet, get creative and make a silly movie with members of your household. Call a friend and talk about the times you laughed the hardest, figure out what impressions you can do, pretend the floor is hot lava. These are serious times, but you can still be silly.

- Asking for help or a moment – open up the communication in your house about times when we need help. Whether you have a special code word or just the reminder to yourself. If you need a moment, communicate it and take the moment. If you are having a really hard time, feeling unsafe at home or thinking of harming yourself or someone else, that's, unfortunately, increasingly common right now. Services and numbers you can call for support are here.

SELF-CARE TEMPLATE FOR ADULTS

During this time your body may be making more or less stress hormones than is healthy. This can lead to physical and/or mental health problems, such as diabetes, heart disease, anxiety, smoking, or unhealthy use of alcohol or other drugs. Safe, stable, and nurturing relationships can protect our brains and bodies from the harmful effects of stress and adversity. The following tips can help you manage your stress response. Healthy nutrition, regular exercise, restful sleep, practicing mindfulness, building

social supports, and getting mental health care can help decrease stress hormones and improve health.

Here are some goals you can set to support your health. [*Check the goals that you are choosing for yourself or write in others that will work for you in each category!*]

- ❏ **Self-Care Planning.** I've set a goal of...
  - ❏ Building my stress busting routine
  - ❏ Limiting screen/news time to less than __ hours per day
  - ❏ Making a plan for what to do when I'm feeling stressed out, angry, or overwhelmed
  - ❏ Planning with my partner, friends, or family to get support when I need it
  - ❏ Identifying my strengths and learning more about building resilience
  - ❏ Calling **211** if I need help meeting basic needs such as food and shelter
  - ❏ Create your own goal: _____

- ❏ **Supportive relationships.** I've set a goal of...
  - ❏ Spending more high-quality time together with loved ones, such as:
    - ❏ Having regular meals together with my household or virtually with those outside my household.
    - ❏ Having regular "no electronics" time for us to talk and connect with each other
  - ❏ Making time to call or video chat with friends and family to maintain a healthy support system for myself
  - ❏ Connecting regularly with members of my community to build social connections
  - ❏ Asking for help if I feel physically or emotionally unsafe in my relationships
    - ❏ The National Domestic Violence hotline is **800-799-SAFE (7233)**
    - ❏ The National Sexual Assault hotline is **800-656-HOPE (4673)**
    - ❏ To reach a crisis text line, **text HOME** to **741-741**
  - ❏ Create your own goal: _____

- ❏ **Exercise.** I've set a goal of...
  - ❏ Limiting screen time to less than ____ hours per day
  - ❏ Walking at least 30 minutes every day
  - ❏ Finding a type of exercise that I enjoy and doing it regularly
  - ❏ Create your own goal: _____

- ❏ **Nutrition.** I've set a goal of...
  - ❏ Eating a healthy breakfast daily (with protein, whole gains, and/or fruit)
  - ❏ Drinking water instead of juice or soda
  - ❏ Limiting my alcohol consumption
  - ❏ Limiting high sugar and/or high fat foods
  - ❏ Eating at least 5 vegetables and/or fruits every day
  - ❏ Choosing whole wheat bread and brown rice instead of white bread or rice
  - ❏ Create your own goal: _____

- ❏ **Sleep.** I've set a goal of...
  - ❏ Being consistent about going to bed at the same time every night
  - ❏ Creating a cool, calm, and quiet place for sleep, and a relaxing bedtime routine
  - ❏ Using mindfulness or other stress reduction tools if worry is keeping me up at night
  - ❏ Turning off electronic devices at least 30 minutes before bed
  - ❏ Create your own goal: _____

- ❏ **Mindfulness.** I've set a goal of...
  - ❏ Taking moments throughout the day to notice how I'm feeling, both physically and emotionally
  - ❏ Practicing mindful breathing or other calming technique(s) during stressful situations
  - ❏ Writing a list of five or more things I am grateful for each day
  - ❏ Creating a regular routine of prayer, meditation, and/or yoga
  - ❏ Downloading a mindfulness app and doing a mindfulness practice 20 minutes per day
  - ❏ Create your own goal: _____

- ❏ **Mental health.** I've set a goal of...
  - ❏ Learning more about mental health and/or substance use services (e.g., counseling, groups, medications,)
  - ❏ Identifying a local mental health professional or support group.
  - ❏ Scheduling an appointment with a mental health professional
  - ❏ If I am feeling like I am in crisis, I will get help
    - ❏ The National Suicide Prevention Lifeline is **800-273-TALK (8255)**
    - ❏ To reach a crisis text line, **text HOME** to **741-741**
    - ❏ SAMHSA Disaster Distress Line **800-985-5990**
  - ❏ Create your own goal: _____

For more information on resources related to COVID-19, please visit **COVID19.CA.GOV**.

Racial Stress and Self-Care

Parent Tip Tool

How race-related stress affects you and your relationship with your child

What effect does racism have on your health and wellbeing?

Not only does racism impact you as a parent, it can also impact how you interact with your children. Experiences of racism build on each other and can chip away at your emotional, physical and spiritual resources as a parent, contributing to race-related stress. Race-related stress can make it hard to have the space needed to take care of yourself as a parent, which reduces the emotional space you need to adequately take care of your children.

Racism can impact parents emotionally, physically and spiritually.

- **Physical effects** can include increased hypertension, illness, and risky behaviors such as substance use.
- **Emotional effects** can include depression, anxiety, anger, irritability and aggression.
- **Spiritual effects** can include a decreased sense of purpose, lack of connection with the larger community, isolation from larger social groups, and reduced involvement in communal activities that you enjoy.

Visit the RESilience Initiative website (**www.apa.org/res**) for additional resources on how to uplift children and youth through healthy communication about race and ethnicity.

Below are some potential reactions to racial stress or trauma:

- **Feelings of shame and lack of confidence** due to feeling that a situation cannot be changed.
- Reminders of the event, such as particular people or situations, can also trigger **strong emotional or physical responses** (e.g., crying or rapid heartbeat).
- **Feeling detached or a lack of trust for others** due to experiencing multiple losses or letdowns. This can make it very difficult to seek out help and to identify potential safe sources of support.
- **Difficulty controlling emotional responses** (going from "zero to one hundred") can occur as the body helps you adapt to potentially unsafe situations, making you feel constantly on "alert."

The body's response to the experience of racism can make accessing resources to cope with the situation difficult. Race-related stress is unique in that it threatens psychological resources that are needed to cope and fulfill basic needs such as financial support, housing, access to jobs, etc.

When your body is in stress mode, it is geared up to help you and your child survive, which sometimes leads to impulsive decisions. If you live in a chronic state of stress related to racism, you can start to engage in *survival coping*. Survival coping can help you to deal with very hard or potentially life-threatening situations. However, if you continue to exist in this mode long-term, it can make it difficult to enjoy being in the moment with your child and can reduce your ability to feel safe and in control.

> Race-related stress is unique in that it threatens psychological resources that are needed to cope and fulfill basic needs such as financial support, housing, access to jobs, etc.

What impact can racial stress have on your parenting?

Experiencing race-related stress can also impact the quality of parenting relationships in the following ways:

- **Imposter syndrome**
  When you are exposed to racism repeatedly, you often start doubting yourself and can feel like you are an **imposter** in dominant culture settings or in settings where you feel as though you do not belong. Your inner thoughts might sound something like: "Am I being judged?" "Am I worthy?" "I got lucky." "I only got this because I am Black."

- **Being overly alert** (hypervigilance)
  Experiencing racial stress can make you more aware of potential dangers and negative experiences that can occur. This, in turn, can make the experience of parenting even more stressful. When you interact with your children, you can sometimes be reminded of negative race-related experiences that you had when you were a child. This reminder can amp up emotional responses, or hyperarousal, making it hard for you to "keep your cool" and be open to flexible problem solving.

- **"Helicopter parenting"** (monitoring in fear)
  These experiences of racism and unwarranted blame or lack of acceptance can make you want to protect your children so much, that you don't allow them to explore in the way that they need to. You may shelter them from failures, which everyone needs to experience in order to learn how to manage everyday life. You may tend to be overly cautious or suspicious. Examples can include not allowing your children to have sleepovers or go to the park, even with your supervision.

- **Difficulty regulating emotions**
  When your past influences your emotional state, it can affect your emotional responses to both big and minor stressors with children, such as when they misbehave. This, in turn, can lead to being overprotective or overuse of physical discipline, as a means of survival.

  For children, having parents who can keep perspective (stay cool) when children are upset or misbehaving is very important. Likewise, it is important to stay calm when disciplining a child, otherwise discipline may go overboard. Both of these things can be hard if you are having difficulty controlling your emotions.

- **Avoidance**
  Avoiding situations that are related to racism can be a needed strategy to survive; such as instances that may involve violence or threat to yourself or your family. Sometimes you may avoid reminders of past experiences due to the pain or discomfort they cause.

  If you find yourself avoiding strong feelings or situations with your child that bring up painful memories, it may make it hard to show affection and support for your child. It may even make it difficult to know how to provide emotional support for your child during times of stress. For instance, if your child brings up their own experience of oppression or an event in their life reminds you of something from your own childhood.

- **Mistrusting others**
  Racism can lead to distrust or mistrust of other communities. Internalized racism is when you begin to accept negative messages about your own abilities and inherent worth by the dominant group in society.

  When you use society's norms to judge yourself, you can feel depressed, unworthy, and just not good enough. You are taught in many ways to take these feelings and paint them onto another group.

  Intra and interracial violence, contention among disenfranchised communities or color, and the way the media conveys information about people of color, contribute to this.

  This kind of coping can make you more vulnerable to racism, because on some level you may believe in racial hierarchy and difference when you belittle other groups. And when you show your children that it is right to discriminate against certain other groups, you make them more vulnerable to discrimination that they face.

- **Minimizing racism**
  Racism is overwhelming, as is the history of violence. You are sometimes taught that accepting this and minimizing racism is the only thing you can do. But when you ignore racism, and accept powerlessness, you encourage your kids to internalize racism. This can lead to increased levels of depression, anxiety, and externalizing behaviors (e.g., engaging in risky behaviors, such as alcohol or substance use).

  When you believe that you should be able to handle and manage it all without a break or without asking for help, you are at increased risk for health problems and can miss important cues about your well-being and safety.

- **Self-blame**
  Experiencing chronically unfair and dangerous discriminatory practices due to race can lead to feelings of low worth. For parents, this can also lead to a questioning of your parenting choices and abilities.

- **Unbalanced racial and ethnic socialization (RES)**
  Unbalanced messaging or communication about race and ethnicity occurs when you only promote messages of mistrust, preparation for bias, or only give racial pride messages to your children.