

Each year, the NC Division of Social Services (NC DSS), the state CBCAP Lead, funds and partners with Prevent Child Abuse North Carolina to plan and organize activities for Child Abuse and Neglect Prevention Month. This year, like other states, NC needed to shift its plans mid-stream to promote this month virtually.

NC DSS would like to share with other CBCAP Leads the following resources: PCANC's COVID-19 Handbook and COVID-19 Social Media Toolkit as well as a list of virtual "activities" for child abuse prevention month.

Downloadable Files:

- **COVID-19 Parent & Caregiver Guide** - <https://www.preventchildabusenc.org/wp-content/uploads/2020/04/PCANC-COVID19-GUIDE.pdf>
- **COVID-19 Social Media Toolkit with downloadable images & pre-written posts** - https://www.preventchildabusenc.org/wp-content/uploads/2020/04/pcanc_COVID_Toolkit_FINAL.pdf
- **Keep Kids Safe: Educators Flyer** - <https://www.preventchildabusenc.org/wp-content/uploads/2020/04/COVID19-Educator-Flyer.pdf>
- **Keep Kids Safe: Essential Workers & Volunteers Flyer** - <https://www.preventchildabusenc.org/wp-content/uploads/2020/04/COVID19-Essential-Workers-Flyer.pdf>

Prevent Child Abuse NC's COVID-19 Response and Resources

Page: <https://www.preventchildabusenc.org/prevent-child-abuse-ncs-covid-19-response-resources/>

Reimagined Child Abuse Prevention Month (CAPM) Assets: [CAPM page](#)

Parenting Resources for Families with Young Children During COVID

4/24/2020

For more information on these or additional resources, please contact:

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Parenting

- **Parenting for Lifelong Health:** Multilingual Parenting Tip Sheets [COVID-19: 24/7 Parenting](#) in many languages
- **Sesame Street in Communities:** <https://sesamestreetincommunities.org/>
Spanish: <https://sesamestreetincommunities.org/espanol/>
- **Video “Helpful Tips to Support Families Through COVID-19,”** produced by Successful Innovations, Inc.
<https://vimeo.com/402973917/5cff5abd9f> (English)
<https://vimeo.com/403381966/9746ecc66b> (Spanish)
- **NC Dept. of Health and Human Services:** COVID-19: Individuals and Families
<https://www.ncdhhs.gov/divisions/public-health/covid19/individuals-and-families#resources-and-guidance>
- **National Child Traumatic Stress Network:** [Parent/Caregiver Guide to Helping Families Cope with COVID-19](#)

Parenting and Social-Emotional Health

- **National Association of School Psychologists:** [Helping children cope with changes resulting from COVID-19](#) (English and Spanish)
- **PBS Kids:** How You and Your Kids Can De-Stress During Coronavirus
<https://www.pbs.org/parents/thrive/how-you-and-your-kids-can-de-stress-during-coronavirus>
- **Child Trends:** Resources for Supporting Children’s Emotional Well-Being during the COVID-19 Pandemic <https://www.childtrends.org/publications/resources-for-supporting-childrens-emotional-well-being-during-the-covid-19-pandemic>
- **Child Mind Institute:** Every day publishes a video and tip for supporting families through the coronavirus crisis. Also has comprehensive resource page childmind.org/coronavirus
Información en Español: [Suscríbese al boletín en español aquí.](#)
- **Center on the Developing Child:** Guide to COVID19 and Early Childhood Development on stress, resilience & child development <https://developingchild.harvard.edu/guide/a-guide-to-covid-19-and-early-childhood-development/>
- **Be Strong Families:** Webinars - Staying Strong and Positive for Ourselves and Our Children During COVID-19 <https://www.bestrongfamilies.org/covid-19-support> (English and Spanish)

Learning Resources

- **Dept. of Public Instruction – NC Office of Early Learning:** Remote Learning Activities to support learning for children birth-grade 2: <https://sites.google.com/dpi.nc.gov/nck-3fap/remote-learning?authuser=0>
- **PBS Kids Learning Activities:** <https://www.pbs.org/parents>
- **Bright by Text:** Parents and caregivers can text CONNECT to 274448 for educational resources delivered straight to their phones from UNC-TV's free [Bright By Text](#) service.

Supporting Young Children Who've Experienced Trauma

- **Sesame Street in Communities – traumatic experiences:**
<https://sesamestreetincommunities.org/topics/traumatic-experiences/>
Spanish: <https://sesamestreetincommunities.org/topics/eltrauma/>
- **National Child Traumatic Stress Network:** Helping Children with Traumatic Separation or Traumatic Grief Related to COVID-19 <https://www.nctsn.org/resources/helping-children-with-traumatic-separation-or-traumatic-grief-related-to-covid-19>
- **Dr. Nadine Burke Harris: Helping Adults and Children with Trauma During The Pandemic**
https://youtu.be/57EAL_e5Nf0
- **Society of Refugee Health Care Providers:** multilingual videos [Compilation of COVID-19 resources for refugees \(and others\)](#)
- **NC Division of Social Services Foster Family Hotline:** for concerns and complaints about visitation or other issues during COVID-19: 919-527-6340

Mental Health

- **NC Dept. of Health and Human Services:** COVID-19: Managing Your Overall Health
<https://www.ncdhhs.gov/divisions/public-health/covid19/managing-your-overall-health>
- **For North Carolinians: Accessing Mental Health Care for your Family** During the Covid-19 Outbreak:
<https://documentcloud.adobe.com/link/track?uri=urn%3Aaaid%3Ascds%3AUS%3A460c8ea0-05ab-4f17-9b21-0a0891b6a234>
- **Mental Health America:** online confidential free mental health self-screenings:
<https://screening.mhanational.org/>
- **National Alliance on Mental Illness (NAMI):** <https://www.nami.org/>

Self-Care

- **CDC: Coronavirus Disease 2019 (COVID-19):** [Manage anxiety and stress](#)

- **Zero to Three:** [Young Children at Home during the COVID-19 Outbreak: The Importance of Self-Care](#)
- **Relaxing Breath:** <https://www.drweil.com/videos-features/videos/breathing-exercises-4-7-8-breath/>
- **Three Good Things Exercise:** <https://www.midmichigan.org/quality-safety/3-good-things/>
- **Headspace Mini Meditation:** <https://www.youtube.com/watch?v=2awoUfCwXQs>
- **Six Different Types of Grounding Exercises:** <http://www.tothegrowlery.com/blog/2017/4/18/six-different-types-of-grounding-exercises-for-anxiety-intense-emotions>
- **Yoga for Kids:** Cosmic Kids Yoga <https://www.cosmickids.com/>

Advocacy:

- **NC Child:** [COVID-19 Response & Resources page](#) for child advocates (Spanish video)
- **Center for the Study of Social Policy** - Clearinghouse of Resources on the COVID-19 Public Health Crisis <https://cssp.org/our-work/project/covid-19/>

For Providers to Connect with Families:

- **Ready4K** is offering our text-message based family engagement program for free through the end of the school year. <https://ready4k.parentpowered.com/covid.html>
- **Zero To Three:** Coronavirus Resources for Early Childhood Professionals <https://www.zerotothree.org/resources/3291-coronavirus-resources-for-early-childhood-professionals>

Tips for Supporting Foundational Relationships

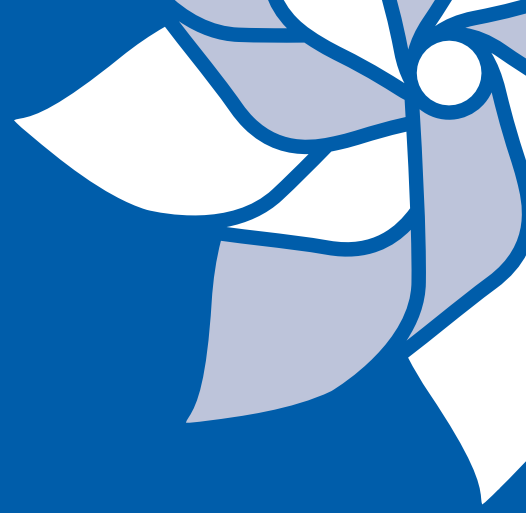
From David Willis, MD blog: Supporting Foundational Relationships during the Coronavirus Pandemic: An Opportunity for HOPE

What can we do to encourage foundational relationships during the first 1000 days (from conception to the second birthday) – even in this period of social distancing?

- **Reach out often, consistently and predictably.** Even a short call or video chat that comes consistently can make a family feel more secure, enabling improvements in their relationship with their baby and toddler.
- **Inquire about a parent’s feelings about their relationship with their young one. “What are you and your baby discovering about each other?”** You will hear of uncertainty, confidence, joys and fears. When a parent feels “heard,” without judgment, their

emotional confidence grows. Listening is the key characteristic of support – a simple “I understand” works wonders.

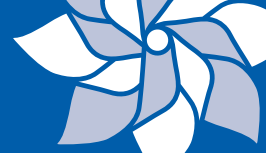
- Relational health spreads by social connections. **Encourage parents to connect with someone at least daily.** Social connections reduce stress for everyone involved and counters attitudes like “I don’t need anyone,” or “No one really cares.”
- **Routines matter for both the caregiver and young child.** Daily routines are calming and organizing for both parent and child. Toddlers thrive with routine mealtimes, playtime, naps, and bath time. The sequence is more important than exact timing.
- **Keep your toddler close: “30 hugs a day,” promotes good behavior.** Toddlers need lots of attention. Parents should offer it freely, or the toddler will misbehave to get it! Toddlers like to imitate and to be helpers. Engaging them in little tasks keeps their attention. Participation and cooperation develop from these frequent interactions. Talking together, singing together and doing anything fun together build foundational relationships.
- **Reading together** is a deeply relational process. The shared attention, turn-taking, serve-and-return and “negotiations” are fabulous for building relationship, attention, social-emotional health and joy. Reading with their children helps parents with their own stress: the joy of the moment is key, even when the same book is “read” a hundred times.
- **With infants and toddlers, its “all-in.”** Infants and toddlers develop engagement, cooperation, sensitivity and confidence from the investment of adult caregiver attention. They build social-emotional and social-behavioral skills through practice with their parents.
- **Be kind to yourself. Every parent has good and bad days:** savor the moments of joy when they happen, and be patient with yourself when they don’t. Sharing ups and downs builds the child’s lifelong capacity for meaningful relationships.



COVID-19 PARENT & CAREGIVER GUIDE



Prevent Child Abuse
North Carolina™

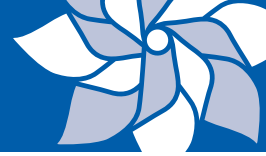


COVID-19 PARENT/CAREGIVER GUIDE

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Special Thanks to Michigan’s Children’s Trust Fund



FOR IMMEDIATE ASSISTANCE

NATIONAL CHILD ABUSE HOTLINE

1-800-4-A-CHILD

DISASTER DISTRESS HELPLINE

1-800-985-5990

NATIONAL DOMESTIC VIOLENCE HOTLINE

1-800-799-7233

NORTH CAROLINA CORONAVIRUS HOTLINE

866-462-3821

or visit the [NC DHHS COVID-19 Webpage](#)

NORTH CAROLINA 2-1-1

A one-stop connection to thousands of local agencies and resources that can help—24 hours a day, 7 days a week.

Call **211** or Text **COVIDNC to 898211**

for updates on COVID-19 response and resources or visit nc211.org.

*SUBSTANCE ABUSE & MENTAL HEALTH SERVICES
ADMINISTRATION HOTLINE*

1-800-662-HELP

Hope4NC HELPLINE

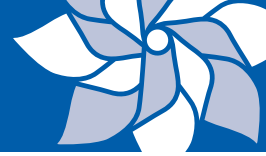
1-855-587-3463

Call 24/7 for mental health and resilience supports during times of crisis.

Hope4Healers HELPLINE

919-226-2002

NC medical professionals, or their families, can call 24/7 for mental health and resilience supports.



PROTECTING YOUR FAMILY

No matter how prepared you are, a global pandemic can be stressful for anyone. Follow these recommendations to promote your family's well-being during COVID-19:

STAY CONNECTED

Keep up to date on the status of the outbreak and further recommendations by following credible public health sources such as the Centers for Disease Control ([cdc.gov](https://www.cdc.gov)) and North Carolina Department of Health & Human Services ([ncdhhs.gov](https://www.ncdhhs.gov)). Limit your family's exposure to news surrounding the outbreak and beware of news sources that promote fear and panic.

[Science tells us](#) that relationships are key to healthy brain development. [Connections matter](#) - especially now! Learn ways [educators](#), [workplaces](#), [faith communities](#), [healthcare providers](#), and [individuals can be a connection](#).

Utilize available resources to stay connected with your community: phone calls, texts, emails, video calls, social media, and written letters are all great ways to stay in touch. Don't forget to engage with your own household! Check in with your children often to make sure they are coping with the sudden lifestyle change, emphasize that you're excited to have extra time to spend with them, and look at this as an opportunity to bond together!

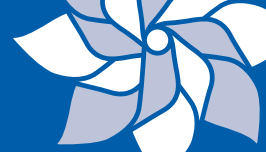
MAINTAIN PROPER HYGIENE

Find creative ways to encourage proper hygiene with your children; choose a fun song to sing while washing hands or set up a chart to track and reward consistent hygiene. Take this opportunity to teach your children new household chores; provide praise while reinforcing a sense of accomplishment and importance of a clean environment.

STICK TO A SCHEDULE

Remember - this is temporary, and it's essential to maintain consistent exercise, meals, and bedtimes. Set an example for your children by following the routine yourself. Take advantage of the many distance learning opportunities offered by your school or other educational institutions and schedule structured activities as well as free time.

Source: The National Child Traumatic Stress Network



HEALTHY WAYS FOR PARENTS TO COPE

NORMAL REACTIONS TO A CRISIS

Everyone reacts differently to stressful situations such as an infectious disease outbreak that requires social distancing, quarantine, or isolation. It's important to recognize these reactions and realize they are normal. You may feel:

ANXIETY, FEAR

- Over your health status or the health of others.
- Due to time taken off from work, loss of income, job security.
- Because of the obstacles to securing essential items.
- Concern over the responsibility of effectively caring for your children and others in your care.
- If you find yourself in an unstable or violent environment with others in your household.

ANGER, FRUSTRATION

- Because of the uncertainty of how long you will be in this situation.
- Over the challenges of being stuck at home, with no time to yourself, potentially while trying to work remotely.
- Due to boredom or inability to participate in work or regular activities.
- If you think you were exposed to the disease because of others' negligence.
- Over insufficient healthcare resources to handle the crisis.

HELPLESS

- Due to a lack of control over the situation.

LONELINESS

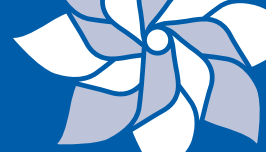
- Due to feeling cut off from the world, your community, and loved ones.

DEPRESSED

- Symptoms of depression include: feelings of hopelessness, changes in appetite, sleeping too little or too much.

TEMPTATION

- A desire to use alcohol or drugs to cope.
- The urge to take your anger, frustration, anxiety, or sadness out on others.



HEALTHY WAYS FOR PARENTS TO COPE

MANAGING YOUR OWN RESPONSE

Check out these ways to manage your response to the outbreak:

SET YOURSELF UP FOR SUCCESS

Modify your daily activities to meet the current reality of your situation. Focus on what you CAN accomplish, not what you are unable to do. Celebrate small wins every day, especially when it comes to your children.

SHOW SELF-COMPASSION

Try building more compassion, not only towards others, but also towards yourself. Try to recognize self-defeating statements and replace them with more encouraging thoughts.

Self-compassion is known to enhance life-satisfaction, overall well-being and mood.

EXERCISE

Studies show that people who exercised adequately may be less likely to feel as stressed out, depressed, and lonely as compared to others. Even light exercise, like a short walk, can make a difference.

INTERACT WITH FAMILY & FRIENDS

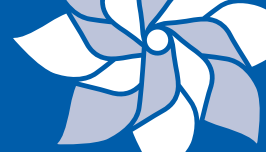
Make it a point to have some meaningful conversations with loved ones or friends as often as possible. If you do not have family members around and are having difficulty initiating or maintaining friendships, seek professional help from a therapist. Therapy can help you develop a better relationship with yourself which can reduce loneliness and, in turn, can enhance other relationships. Even one positive relationship can make a difference. Connections matter!

MAKE TIME FOR YOURSELF

Time alone is important! Make a list of some fun, healthy, restorative activities (e.g. listening to music, practicing yoga, taking a bubble bath, going on a walk alone, reading a book, calling a friend) and carve out some time for yourself to accomplish one of those - especially when you're feeling stressed. Don't feel guilty for taking time to do whatever makes you feel at ease.

Remember, you are a role model for your children. How you handle this stressful situation will affect how your children manage their worries.

Source: The National Child Traumatic Stress Network



HELPING CHILDREN COPE WITH A CRISIS

TALKING THROUGH COVID-19

Communication is key during the outbreak. While it may seem safer to shelter children from potentially scary information, you can actually help them feel more at ease by calmly talking through the situation together. Focus on supporting children by encouraging questions and helping them understand the current situation.

REMAIN CALM & REASSURING

- Remember that children will react to both what you say and how you say it. They will pick up cues from the conversations you have with them and with others.
- Provide comfort and a bit of extra patience.
- Clarify misinformation or misunderstandings about how the virus is spread and that not every cough or sneeze means that they or others have COVID-19.

MAKE YOURSELF AVAILABLE TO LISTEN & TALK

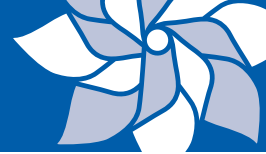
- Make time to talk. Be sure children know they can come to you when they have questions.
- Encourage them to talk about their feelings and be sure to validate them.
- Help them express their feelings through drawing or other activities.

BE MINDFUL OF YOUR LANGUAGE

- Remember that viruses can make anyone sick, regardless of a person's race or ethnicity. Avoid making assumptions about who might have COVID-19.
- Give children information that is truthful and appropriate for their age and developmental level. Consider having a separate discussion with young children in order to use language they can understand and to address specific fears or misconceptions they may have.

EMPHASIZE YOUR SUPPORT

- Reassure your children that you will take them to get medical care if needed.
- Check back in with your children on a regular basis or when the situation changes.



HELPING CHILDREN COPE WITH A CRISIS

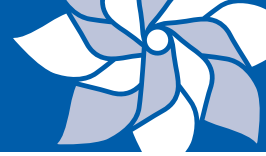
WHAT TO EXPECT & HOW TO RESPOND

Regardless of your child’s age, he or she may feel upset or have other strong emotions during the outbreak. Some children react right away, while others may show signs of difficulty much later. How a child reacts and the common signs of distress can vary according to the child’s age, previous experiences, and how the child typically copes with stress.

AGE	REACTIONS	HELPFUL RESPONSES
PRESCHOOL	<ul style="list-style-type: none"> • Fear of being alone, bad dreams • Speech difficulties • Loss of bladder/bowel control, constipation, bed-wetting • Change in appetite • Increased temper tantrums, whining, or clinging behaviors 	<ul style="list-style-type: none"> • Patience and tolerance Provide reassurance (verbal and physical) • Encourage expression through play, reenactment, story-telling • Allow short-term changes in sleep arrangements • Plan calming, comforting activities before bedtime • Maintain regular family routines • Avoid media exposure
SCHOOL-AGE (Ages 6-12)	<ul style="list-style-type: none"> • Irritability, whining, aggressive behavior • Clinging, nightmares • Sleep/appetite disturbance • Physical symptoms (headaches, stomachaches) • Withdrawal from peers, loss of interest • Competition for parents’ attention • Forgetfulness about chores and new information learned at school 	<ul style="list-style-type: none"> • Patience, tolerance, and reassurance • Play sessions and staying in touch with friends through telephone and Internet • Regular exercise and stretching • Engage in educational activities (workbooks, educational games) • Participate in structured household chores • Set gentle but firm limits • Discuss the current outbreak and encourage questions • Include what is being done in the family and community • Encourage expression through play and conversation • Help family create ideas for enhancing health promotion behaviors and maintaining family routines • Limit media exposure, talking about what they have seen/heard including at school • Address any stigma or discrimination occurring and clarify misinformation
ADOLESCENT (Ages 13-18)	<ul style="list-style-type: none"> • Physical symptoms (headaches, rashes, etc.) • Sleep/appetite disturbance • Agitation or decrease in energy, apathy • Ignoring health promotion behaviors • Isolating from peers and loved ones • Concerns about stigma and injustices • Avoiding/cutting school 	<ul style="list-style-type: none"> • Patience, tolerance, and reassurance • Encourage continuation of routines • Encourage discussion of outbreak experience with peers, family (but do not force) • Stay in touch with friends through telephone, Internet, video games

Children react, in part, to what they see from the adults around them. When parents and caregivers deal with a disaster calmly and confidently, they can provide the best support for their children. Parents can be more reassuring to others around them, especially children, if they are better prepared.

Source: The National Child Traumatic Stress Network



CONNECTING WITH YOUR CHILD

CONVERSATION PROMPTS

Being intentional and specific when asking questions will allow you to facilitate meaningful conversation, aiding in your child's development as an individual as well as your growth as a strong, happy, and connected family.

TO GET TO KNOW YOUR CHILD BETTER

- What traits do you look for when you're making friends and why?
- What's your favorite thing about yourself?
- What's something that you find embarrassing and why?
- What goal(s) do you have for yourself?

TO ENHANCE FAMILY RELATIONSHIPS

- What's your favorite thing about your family and why?
- What are some things you've learned from your family?
- If you could make three family rules, what would they be?
- What should we do more of as a family? What do you wish we did less of?
- What do you like best about your siblings? What about your siblings do you find challenging?

TO HELP SHOW GRATITUDE

- What was the best part about your day and why?
- What are some things you feel grateful for today and why?
- What are some things that you don't need, but you're really happy to have?
- What are some things that are easy to complain about, but can actually be really great?

TO DEVELOP IMAGINATION

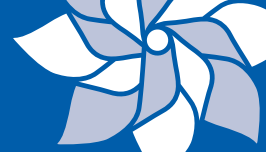
- What's something that makes you excited?
- What do you dream about? What do you wonder?
- If you wrote a book or made a movie, what would it be about?
- If you could have any superpower, what would it be and why?
- What color is the happiest? What color is the angriest? What color is the most excited?

TO DEVELOP EMPATHY

- How were you able to be kind to someone today?
- How do you think other people feel about the way that you treat them?
- How can you support someone you see who is feeling down, being teased, etc.?
- If you could change one thing about the world, what would it be and why?

TO DEVELOP MENTAL STRENGTH

- What's your favorite topic/subject to learn about?
- What feeling is the most uncomfortable for you?
- How do you face your fears when you have them?
- Who helps you achieve your goals?



CONNECTING WITH YOUR CHILD

ACTIVITIES TO DO TOGETHER

Take advantage of this extra time with your children to have fun and engage in creative activities together. Here are some ideas with links to instructions:

OUTDOOR ACTIVITIES

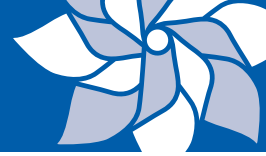
- [Organize a scavenger hunt by making a list of dozens of items in nature for them to find](#)
- [Go on an educational nature walk \(learn about trees & plants, insects, birds, etc.\)](#)
- [Do a gardening project](#)
- [Set up an obstacle course or draw one with chalk](#)
- Play I-Spy

INDOOR ACTIVITIES

- [Build a blanket fort](#)
- [Throw a dance party \(don't forget to play everyone's favorite songs!\)](#)
- Put on a fashion show
- Read a book to/with them
- [DIY memory game](#)
- [Learn a magic trick](#)
- [Take up yoga](#)
- Write letters to family and friends
- Look through family pictures and home videos
- [Make a time capsule](#)
- [Bake your favorite treat](#)
- [Have a Career Day](#) - ask your child what they want to be when they grow up and spend the day learning about the profession

ARTS & CRAFTS

- [Make a thumb print family tree while learning about family history](#)
- Finger paint
- [Make instruments out of recyclables](#)
- [Learn origami](#)
- [Create window art](#)



CHILDREN WITH SPECIAL NEEDS

Plotting a course through the COVID-19 pandemic is a trying experience for all. Caregivers supporting individuals with autism during this time face extra challenges. These seven strategies and the associated resources and examples will allow individuals with autism to better understand COVID-19, cope with the many changes associated with COVID-19, and practice communication, social, and adaptive skills that may reduce some of the trials during uncertain times.

SUPPORT UNDERSTANDING

- Describe the virus and current situation (e.g. closures, social distancing) in concrete language and terms and avoid flowery or abstract phrasing.
- Use a social narrative, a story that clarifies a situation and possible responses through modified text, photos, or the use of technology. Click [here](#) for examples.
- Provide visual supports to offer guidance on coronavirus specific actions and behaviors.

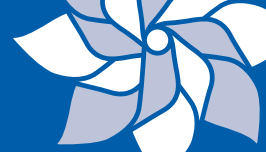
OFFER OPPORTUNITIES FOR EXPRESSION

- Consider providing multiple opportunities for family members to express their feelings as they are able—through family and individual discussions, writing activities, movie making, or play.
- Feelings and needs may be communicated through alternate forms of expression such as the use of augmentative and alternative communication (e.g. iPad, pictures), listening to or playing music, dance, yoga, and various visual art forms.

PRIORITIZE COPING & CALMING SKILLS

- Ideally, individuals with autism have some coping and calming strategies in their repertoire of skills to access with support during their most anxious times.
- These may include rocking in a rocking chair, listening to music on headphones, deep breathing, watching a preferred video clip, brief periods of vigorous exercise, or accessing a favorite activity or material.
- If coping or calming strategies are not yet part of the routine, caregivers can prioritize the teaching of these skills during this time of uncertainty.

Source: UNC Frank Porter Graham Child Development Institute Autism Team



CHILDREN WITH SPECIAL NEEDS

MAINTAIN ROUTINES

Sleep/wake routines: Maintaining physical health is key for all family members and ensuring proper sleep is an important contributor. Sleep disturbances are more common in individuals with autism, thus extra attention may be required to support good sleep hygiene and maintain bedtime and waking routines.

Household chores/daily living skills: Taking part in structured household chores and routines is a recommended strategy to support children and young adults coping with stress related to COVID-19.

Expanding the use of a visual schedule, and using one more regularly throughout the day, may help facilitate participation in activities at home and reduce anxiety.

BUILD NEW ROUTINES

Transition off screens. Establishing a clear, consistent, and concrete routine for this transition can better prepare the individual for the coming transition and offer support throughout.

Offer choices. In a time of crisis, when most people feel like so much is out of their control, providing choices can increase a sense of autonomy and motivation. Creating regular opportunities across the day where family members have a voice about what happens and when it happens can serve as an effective anxiety reducing strategy and a communication tool.

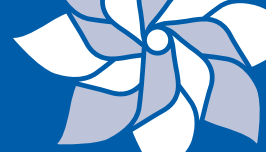
FOSTER CONNECTIONS FROM A DISTANCE

Caregivers may need to check in to ensure social contact is continuing via text or direct messaging, and/or build in opportunities for daily social contact with family, friends, neighbors, teachers, or others via FaceTime, What's App, Google Hangout, Marco Polo, or other apps. Scheduling time to connect with others via online platforms to attend religious services, play chess, participate in socially engaged gaming, complete online schoolwork, or virtually volunteer are ways to safely promote social interaction and stave off isolation.

BE AWARE OF CHANGING BEHAVIORS

Individuals with autism may not be able to verbally express their fear, frustration, and anxiety about the many changes and/or their health, so these expressions may be demonstrated through other means. Caregivers should be aware of the behavior of individuals with autism during these uncertain times and be alert for signs of anxiety and depression. These may include a change in sleeping or eating patterns, increases in repetitive behaviors, excessive worry or rumination, increased agitation or irritability, or decreases in self-care.

Source: UNC Frank Porter Graham Child Development Institute Autism Team



WHAT TO EXPECT WHEN YOU'RE EXPECTING **DURING COVID-19**

PREGNANT WOMEN

It is not currently known if pregnant women have a greater chance of getting sick from COVID-19 than the general public nor whether they are more likely to have serious illness as a result. Pregnant women should do the same things as the general public to avoid infection.

Please visit [CDC.gov/coronavirus](https://www.cdc.gov/coronavirus) to learn more.

DURING DELIVERY

It is not currently known if a pregnant woman with COVID-19 can pass the virus that causes COVID-19 to her fetus or baby during pregnancy or delivery. No infants born to mothers with COVID-19 have tested positive for the COVID-19 virus. In these cases, which are a small number, the virus was not found in samples of amniotic fluid or breastmilk.

NEW MOM HEALTH

The 4th Trimester Project, led by the Jordan Institute for Families at the UNC School of Social Work, shares the best information available to support postpartum health and wellness. Please visit [NewMomHealth.com](https://www.NewMomHealth.com) to access helpful resources and information, including information related to COVID-19.

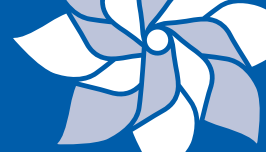
INFANTS

We do not know at this time what, if any, risk is posed to infants of a pregnant woman who has COVID-19. There have been a small number of reported problems with pregnancy or delivery (e.g. preterm birth) in babies born to mothers who tested positive for COVID-19 during their pregnancy. However, it is not clear that these outcomes were related to maternal infection.

BREASTFEEDING

Breast milk is the best source of nutrition for most infants. However, much is unknown about COVID-19. Whether and how to start or continue breastfeeding should be determined by the mother in coordination with her family and healthcare providers. A mother with confirmed COVID-19, or who is a symptomatic person under investigation (PUI), should take all possible precautions to avoid spreading the virus to her infant, including washing her hands before touching the infant and wearing a face mask, if possible, while feeding at the breast. If expressing breast milk with a manual or electric breast pump, the mother should wash her hands before touching any pump or bottle parts and follow recommendations for proper pump cleaning after each use. If possible, consider having someone who is well feed the expressed breast milk to the infant.

Source: Centers for Disease Control



STRENGTHENING FAMILIES & THE FIVE PROTECTIVE FACTORS

Strengthening Families™ Protective Factors Framework is a research-informed approach including everyday actions parents and providers can use to increase family strengths and enhance child development. These five key protective factors are attributes that serve as buffers, helping parents find resources, support, or coping strategies that allow them to parent effectively, even under stress.

PARENTAL RESILIENCE

Managing stress and functioning well when faced with challenges, adversity and trauma.

SOCIAL CONNECTIONS

Positive relationships that provide emotional, informational, instrumental and spiritual support.

KNOWLEDGE OF PARENTING & CHILD DEVELOPMENT

Understanding child development and parenting strategies that support physical, cognitive, language, social and emotional development.

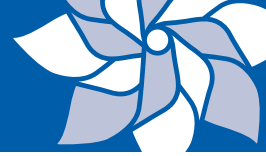
CONCRETE SUPPORTS IN TIMES OF NEED

Access to concrete supports and services that address a family's needs and help minimize stress caused by challenges.

SOCIAL & EMOTIONAL COMPETENCE OF CHILDREN

Family and child interactions that help children develop the ability to communicate clearly, recognize and regulate their emotions and establish and maintain relationships.

Source: Strengthening Families



RESOURCES

Follow the links below for more resources & assistance:

MEALS FOR KIDS IN NC DURING COVID-19 SCHOOL CLOSURES

[Use this map to find drive-thru or pick up sites with meals for kids near you.](#)

Text FOODNC to 877-877. Or, call 2-1-1 to locate meal sites and other resources.

Or, visit [No Kid Hungry NC Meal Updates](#).

FREE EDUCATIONAL APPS, GAMES & RESOURCES

You don't have to pay big bucks for great educational games, apps, and websites:

- [Common Sense Media - list of free apps by age group](#)

- [Parade - List of free educational apps](#)

- [Open Culture - 200 Free K-12 Video Lessons, Apps, Books, Websites & More](#)

ONLINE THERAPY PROGRAMS

- [CDC's Free Mental Health Resources](#)

- [Other online therapy resources](#)

APPLY FOR ASSISTANCE WITH HEALTH INSURANCE, FOOD, AND OTHER NEEDS

- [Food and Nutrition Services](#)

- [Medicaid and NC Health Choice](#)

- If you don't have health insurance and need medical care, call your nearest [Federally Qualified Health Center \(FQHC\)](#) or [local health department](#).

APPLY FOR UNEMPLOYMENT BENEFITS

- [Apply for unemployment benefits in North Carolina](#)

ADDITIONAL RESOURCES & INFORMATION FOR FAMILIES & COMMUNITIES

- [COVID-19: Individuals and Families](#)

- [How to Help: Information about Volunteering and Donations](#)

- [Get your Home Ready, Detailed Planning Guide](#)

- [Household Checklist](#)

- [If You are Sick of Caring for Someone](#)