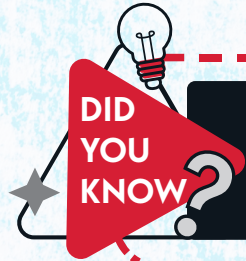


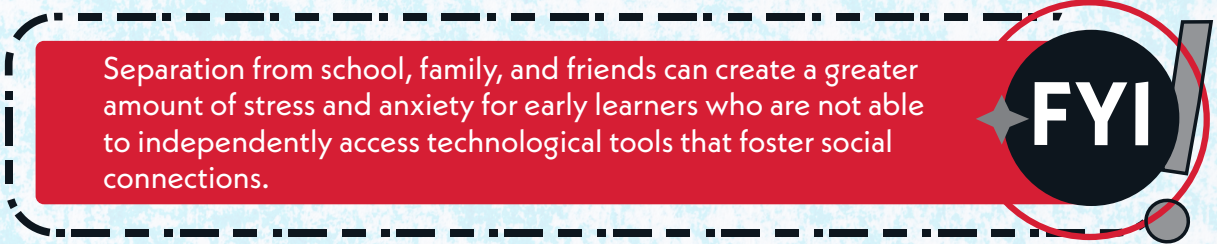


A tremendous amount of social and emotional development takes place during the early years of a child's life. The emotional well-being of young children is an important consideration for educators and caregivers supporting early learners (pre-K - grade 3) during this critical time.



**DID YOU KNOW?**

The social emotional well-being of early learners is influenced by a child's individual characteristics, prior experiences, social and economic circumstances of the family, degree of dependency on adults, and the availability of support.



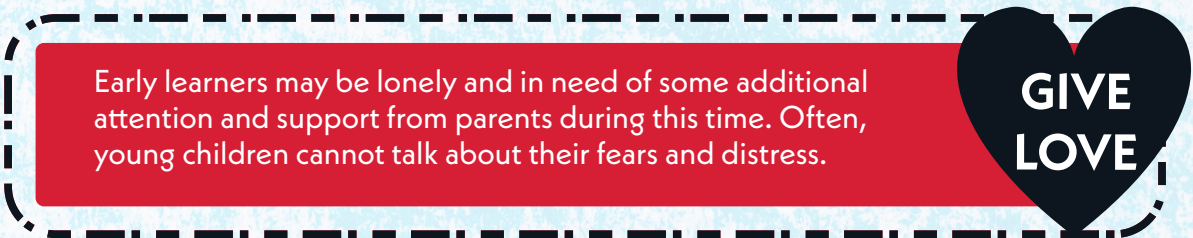
**FYI**

Separation from school, family, and friends can create a greater amount of stress and anxiety for early learners who are not able to independently access technological tools that foster social connections.



**CONSIDER THIS**

Early learners are very sensitive to the stress experienced by their caretakers and it may affect their emotions and ability to act in their usual ways.



**GIVE LOVE**

Early learners may be lonely and in need of some additional attention and support from parents during this time. Often, young children cannot talk about their fears and distress.

### KEY FACTORS

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

#### PRIOR EXPERIENCES

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

#### CURRENT & FUTURE EXPERIENCES

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

#### ENVIRONMENTAL FACTORS

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

How can I assist families in providing structure and familiar routines in the home environment?

How can I make my students feel safe?

How can I help my students understand what is happening in a simple and appropriate way and/or express and identify their emotions?

How can I communicate with parents/guardians to best understand how my students are coping with the changes occurring around them?

How can I provide unique opportunities for students to feel connected to their classmates and other caregivers they are separated from during this epidemic?

## ESSENTIAL QUESTIONS FOR EDUCATORS OF EARLY LEARNERS

How can I serve as a bridge to connect families with community resources they may need?

## IMPORTANCE OF SELF-CARE



The mental health of early learners is intimately and inseparably linked to the well-being of their parents, guardians, and teachers. Stress is natural and inevitable during crisis situations such as this. Implementing your own self care strategies and providing parents/guardians with tools to do the same is a critical component to safeguarding the mental health of early-learners.

## EARLY LEARNER WELLNESS CONTROL PANEL

FOR STUDENTS

[SIMPLE ACTIVITIES FOR CHILDREN](#)

[GOOD THINGS FOR YOUNG CHILDREN](#)

[FLIPGRID](#)  
(a tool to connect students and teachers)

[EMOTION POSTERS AND CHARTS TO COMMUNICATE FEELING](#)

[BOOK LISTS](#)

[BRAINPOP VIDEO ON COVID-19](#)

FOR EDUCATORS AND/OR OTHER CAREGIVERS

[GUIDE TO HELPING FAMILIES COPE WITH COVID-19 ENGLISH](#)

[GUIDE TO HELPING FAMILIES COPE WITH COVID-19 SPANISH](#)

[GUIDE TO HELPING FAMILIES COPE WITH COVID-19 CHINESE](#)

[COVID-19 RESOURCES & TIPS FOR FAMILIES AND OTHERS](#)

[CDC: CARING FOR CHILDREN](#)

[TIPS, FAQ, SELF-CARE, AND ACTIVITIES FOR CHILDREN](#)

FOR SELF-CARE

[COMMON REACTIONS & HOW TO HELP](#)

[49 PHRASES TO CALM ANXIOUS CHILDREN](#)

[SEL LESSONS](#)

[HELPING CHILDREN & FAMILIES COPE](#)

[BACKPACK CONNECTION SERIES](#)

[TAKING CARE OF YOURSELF](#)

[MY INDIVIDUAL ACTION PLAN](#)

[HEADSPACE](#)

[COPING WITH STRESS DURING INFECTIOUS DISEASE OUTBREAKS](#)

[EMOTIONAL WELL BEING](#)