

Building Resilience: Parenting During a Pandemic

Mental Health Tips for Parents and Young Children

Mental health is always important, but during times of crisis it is paramount. The following guidelines are designed to support you in finding ways to cope, understanding how to practice self-care, and nurturing your connection with your child. *Mental Health Moment* is a joint effort between [Louisiana Children's Museum](#) and [Tulane Institute of Infant and Early Childhood Mental Health](#).

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Keep Calm and Talk Coronavirus

Your children might ask questions about what's happening, they might make up their own stories about what they think is going on, and very young children may just pick up on changes in the family routine and not understand why things are different. It's best if they hear information about coronavirus directly from you!

Take into consideration your child's developmental and language level when offering to start a conversation with them. Start by asking what they've heard about coronavirus or COVID-19. Listen to what they have to say. If they express something that's inaccurate, correct it in a simple, age-appropriate way. Ask what questions they might have. [This source](#) for "Helper Heroes" has some guidance for talking to children, especially for those parents and caregivers who are still working in helping capacities (e.g., cashiers in grocery stores, medical staff, delivery-persons) or who have to separate from their children for a while for safety reasons. Some of the basic suggestions include letting children know that: doctors are learning more about this every day; most people who get sick get better; this won't last forever; and there are lots of things we can do to protect ourselves – like washing our hands and staying home. Respond to their questions with brief, simple answers that don't give more details than they need to know.

Be empathetic to your child's feelings and worries and reassure them that you are doing your very best to keep them safe and well. You know your child's temperament better than anyone else, so also let that guide you – you don't need to force your child to have a long conversation or ask you questions if that doesn't suit them. You can open the door to a conversation and read their cues about how much or little they need to talk about it.

It's more than what you say, of course, because children are very perceptive! They are quick to pick up on parents and caregivers' anxiety and fear, and they take cues from you about how to react. Try to keep a calm, reassuring tone when discussing the pandemic. Be mindful of not only what you say around your children but also how you say it. Kids are excellent at reading your tone and facial expressions. This is especially true for younger kids. If your child is worried about you, convey hope and confidence as

much as you can without making promises that you may not be able to keep. So, you might tell your child that you are working very hard to keep away germs and stay safe.

Children's concerns can vary based on their developmental age. Infants and toddlers will react primarily to your mood and behavior. At three or four years of age, your child may be curious about why people are wearing masks or why they no longer see their grandparents frequently. For help answering their questions in a simple way, visit the [Zero to Three website](#).

School age children understand better when we use clear, simple language when talking to them. Check in with your own emotional state before talking to them about their worries. Take a minute to breathe before you answer their questions so you can maintain a neutral tone. Avoid giving more information than they are requesting. Scholastics has excellent resources to explain Coronavirus based on a child's age. Read this [article](#) for kids in Pre-K to 3rd grade or this [article](#) for kids in 4th-6th grade. For more tips on how to ask questions to kids about Coronavirus, visit the [National Child Traumatic Stress Network](#) or the [Child-Mind Institute](#).

The Struggle is Real

While adults can use words to express their feelings, young children often share their anxiety and distress with us through their behavior. Right now, lots of things are different and despite our best efforts, children can experience worry, uncertainty, anger, sadness, or fearfulness related to things they've seen, heard, or experienced. Children don't yet have the skills that adults have to understand and regulate their feelings and behavior. (To be honest, even as adults we sometimes fail at regulating our feelings and behavior!) When under stress, children's behavior changes can include increase in tantrums, development of new fears, sleep problems, or increased needs to be close to their parents, to name a few. Some may even take a step back in skills they had already acquired, such as toilet training. These are normal responses to change and stress in children.

Parents can help children through these moments by remaining calm and responding to behavioral disruptions with kindness and consistency. That doesn't mean abandoning

all rules and limits, which would be very confusing, but it can mean giving your child more help with following the rules, helping them calm down and giving them second (or third!) chances, choosing your battles, and being patient with temporary regressions in behavior. Maintaining a comforting environment is crucial during these times. This includes creating routines, which are very reassuring to your young ones. Also, children need more loving gestures, reassurance, and enjoyable quality time with parents, even if they are not explicitly asking for it. Think about quality time and closeness as “filling your child’s emotional cup.” When they are drained and running on empty, the experience of feeling safe, nurtured, and close to you recharges them and fills that emotional cup back up!

Older children or teenagers may be more irritable, less interactive with family members, or may have changes in their sleep pattern or appetite. Parents can reach out to their pediatrician if a child’s behavior places them or others in danger. Ask for help from your pediatrician if your child has a prolonged period of appetite loss, a prolonged or significant change in sleep patterns, or is no longer interested in activities they used to love doing.

Are you old enough to remember that saying, “Little pitchers have big ears?” It’s hard to remember that our children are listening to us even when playing or in the next room. We can try to protect them from additional stress by doing our best to shield them from overhearing adult discussions about worries and problems. Keep in mind that, especially for our youngest children who don’t yet have the cognitive maturity to understand the coronavirus and its implications, much of what they experience as stressful is absorbed second-hand from our reactions and demeanor.

Parents and caregivers of young children who are worried about their mental health or adjustment can also request no-cost early childhood mental health consultation through [this program](#) at Tulane University. In addition, another program called [TBEARS](#) provides no-cost phone support to parents of infants and children up to age 2 years and can be reached at (504) 988-9222.

Positive Parenting during a Pandemic

Handling challenging behaviors with positive parenting strategies will help you manage your child's behavior while keeping them in a safe, supportive environment. This brief [article](#) has information about nine key elements of positive parenting. This [website](#) has information about development and positive parenting ideas for different age ranges.

Some positive parenting tips include:

- Provide frequent praise for specific things that your child is doing well. Catch them being good! Being specific in your praise lets them know what behavior you appreciate and motivates them to do more of it. Examples include, "I really like that you shared your sandwich with your brother," or "Thank you for putting away all of your toys when I told you to," or "You are such a hard worker for finishing all of your homework today!"
- Remember that the word discipline really means to guide, though we often think it means to punish. We must explicitly teach young children (show them and tell them) what we want from them. For example, it's better to tell young kids, "Put your feet back on the floor," instead of, "Stop standing on the couch." Young toddlers often benefit from redirection and distraction when they are getting frustrated or into things that are off limits. Read more about [discipline with toddlers](#).
- Consider the reason behind your child's misbehavior when you can. Did she not understand what was expected? Is he hungry? Are they tired? Did his feelings get hurt? Did she feel that we treated her unfairly? There are times when we can identify, and potentially address, the underlying causes of challenging behavior. In addition, we can empathize with the feelings behind their actions even as we set limits or redirect inappropriate behavior.
- When children are struggling emotionally and behaviorally, one option is to do a "Time In." This involves acknowledging they are struggling, letting them know you're there if and when they want to cuddle or talk, setting a behavioral limit if needed ("You can't hit, but you can snuggle under your blanket or do some jumping jacks until you feel better"), and staying nearby while they (safely) vent

their distress. Your quiet connection and presence can offer the support they need as they work through their emotions. Then, you can help them regroup and move on when they are calmer.

- Model the behavior you want. You are the most important person to your child and she will imitate things that you do. If you want her to learn to be gentle with the dog, model that behavior, help her do it, and praise her when she does it on her own. If you want him to talk respectfully to others, model talking respectfully yourself.
- Effective discipline is both firm and loving. According to the Circle of Security parenting model, children need parents and caregivers to be “bigger, stronger, wiser, and kind.”
- Remember that you can use natural consequences. For example, if a child repeatedly throws a toy, a natural consequence might be losing access to that toy for the next hour before getting another chance with it. Refusing to cooperate with bath-time might mean missing a chance to watch the half-hour of television that was supposed to happen next because you ran out of time. It’s helpful to let children know what the consequence will be if their behavior continues so they have fair warning!
- When children are angry, crying, or scared, they are in the emotional part of their brain. For children to be receptive to being taught or reasoned with, they need access to the more rational part of the brain. This is not easily accessible when they are experiencing strong feelings. In those moments when emotions are running high, focus on connection, comfort, and reassurance. This can be done with affectionate touch, a soft tone of voice, or other activities that you know are soothing, like rocking to music together. When your child is calm, those are moments when you can talk about behavior, problem-solve what to do differently next time or explain the reason for a rule.
- If your child is engaging in an unsafe behavior, it is important to immediately stop and remove the child from the danger. Let them know why the behavior is not okay or safe in a firm, controlled voice. If necessary, and if your child is at least 24 months old, you can use a short Time-Out to teach that aggressive or unsafe behavior is not acceptable. Three minutes of Time-Out is long enough, but you

can start with one or two minutes if you're teaching your child about Time-Out. The [CDC](#) offers tips about how to implement Time-Out effectively.

Many of us were spanked sometimes as children, but leaders in psychological thought now agree that spanking, hitting, and other forms of physical punishment can hurt children and do not help them behave well over the long run. In fact, spanking even results in changes in [brain development and lower IQ scores](#). Physical punishment also takes away from children feeling safe and reduces the likelihood that they will come to you for help with problems.

Being Good Enough!

Being a “perfect parent” is an impossible task to accomplish even in the best of circumstances, let alone during a pandemic. Be kind to yourself! Do the best you can and remember that your best varies from moment to moment depending on many factors (sleep, hunger, work stress, sleep, worry, sleep!). If you lose your temper and feel bad about it afterwards, apologize and model for your child that we all make mistakes by saying, “I’m sorry.” If you are striving for something as a parent right now, strive to be a “good enough” parent or caregiver; you can’t get it “right” all the time. And you can’t change the reality of the COVID-19 circumstances.

This quote from Emily W. King, Ph.D., nicely summarizes the current struggle for parents and caregivers:

Public Service Announcement

Parents: What we are being asked to do is not humanly possible. There is a reason we are either a working parent, a stay-at-home parent, or a part-time working parent.

Working, parenting, and teaching are three different jobs that cannot be done at the same time.

It's not hard because you are doing it wrong. It's hard because it's too much. Do the best you can.

When you have to pick, because at some point you will, choose connection. Pick playing a game over arguing about an academic assignment. Pick teaching your child to do laundry rather than feeling frustrated that they aren't helping. Pick laughing, and snuggling, and reminding them that they are safe.

If you are stressed, lower your expectations where you can and virtually reach out for social connection. We are in this together to stay well. That means mentally well, too.

Keep in mind that in ten years, your children probably won't remember the academics they were doing during these months. Getting through this with some grace, laughter, togetherness and love is what they will remember.

Control What You Can

Kids feel empowered when they know they can help keep themselves safe. For school-age children, tell them they are helping to stay safe from the Coronavirus by [washing their hands properly](#) (and [having fun](#) while doing it) and limiting their physical contact with people. For older children and teenagers, they can feel empowered through helping prepare the family by getting supplies with you, helping to prepare meals, caring for younger siblings, or delivering other quarantined family members supplies while properly maintaining social distancing. Disruptions in extracurricular activities, social gatherings, and events such as dances, prom, or graduation can put teenagers especially at risk for feeling out of control. Be mindful of these struggles, listen to their frustrations and fears, and brainstorm together on how they can celebrate these milestones virtually and/or later.

As parents and caregivers, it's helpful to remember that there's only so much you can control right now as well. Focus on the things you do have some control and choice over today.

Roll into a Routine

Routines help children feel less anxiety because they know what to expect from the day. By structuring their daily activities, you provide children with a “new normal” they can rely on. If you are at work and someone else watches your child, make the routine and ask them to help implement it. An example of a good routine includes waking up, eating breakfast, schoolwork interspersed with free-play time, naps (if appropriate), lunch, outdoor time, dinnertime, bath time, and bedtime. Try to keep bedtime and wake-up time consistent from day to day. Make the schedule together if your child is old enough and put it in a place where everybody can see it. You can even put your work schedule on it so they know when to expect you home or when you will be free from some dedicated work-at-home time. For younger children, simply maintaining the schedule as consistently as you can yourself will be reassuring to them.

As part of their daily routine, make sure children get an adequate amount of sleep. Helping children adhere to a consistent bedtime routine can help make the whole day run smoother. The American Academy of Pediatrics (AAP) recommendations on bedtime routines can be found [here](#) and [here](#).

Many families may be struggling with providing three meals a day for their children because of the economy. To keep your children nourished, check out the [NOLA Ready](#) website for up to

date information regarding which schools are providing free breakfast and lunch pick-ups around you. The website also has information about food pantries and mutual aid groups you can turn to for help. You can also call 2-1-1 or reach out to Second Harvest Food Bank for more help.

One helpful tool that families can turn to for learning time is [Wide Open School](#), a free collection of the best online learning experiences that was started as a response to the pandemic. This website has options to help families make daily schedules and has options for online lessons for most core classes. Additionally, they connect kids to websites where they can take virtual field trips, get physically active, embrace their inner artist, and even practice emotional well-being.

Coping with Coronavirus Cabin Fever

After a few weeks of being cooped up at home, kids start experiencing cabin fever, which can lead to more bad behavior. One way to stop cabin fever is by planning fun activities to do together as family. Spending time having fun with family is protective and promotes resilience within your children! When kids help plan them, they also feel a sense of control in their lives. Here is a short list of fun activities your family can do together to get you started!

- Enjoy the great outdoors (click [here](#) for outdoor activities you can do while social distancing)
- Build an indoor fort
- [Free stories to stream on your electronics](#)
- Make playdates via FaceTime or Zoom
- Make cards for loved ones
- Water balloon fights
- Have a family movie night
- Garden together
- Cook or bake together
- Decorate your steps with sidewalk chalk
- Take advantage of free trials, like on [Noggin](#) (but be mindful of expiration dates!)
- Louisiana Children's Museum offers [virtual enrichment lessons](#) featuring fun activities you can do with your child
- For more great activity options, also visit the NCTSN website at this [link](#).

Be Mindful of Media

Staying updated about the pandemic is important but can also increase anxiety for everyone. The news can be especially scary for children. They may be scared that they or their loved ones will get sick. They may not entirely understand what they are hearing and seeing, which can further increase anxiety. Limit how much news you and your children are exposed to. When talking about the news, ensure that your younger children are not in the room with you.

For children (13+) who understand what is happening, watch together so you can answer their questions. Use open ended questions to start discussions with them regarding what they know, what questions they have, and how they are emotionally processing it all. Visit the [NCTSN](#) website for help with how to format questions.

Screen Time Tips

Abandon your guilt at the door - parenting and working from home in the time of COVID-19 is stressful enough without adding on the screen time guilt! Screen time will likely increase now that children are home all day. The key to media use is maintaining a balance. In addition to

watching their favorite shows or movies, make sure that children are also doing things they need to do to stay healthy, such as eating, sleeping well, going outside, completing schoolwork. Keep kids safe from inappropriate content by turning parental controls on for all electronic devices. Create a media use plan as a family so that everybody knows the rules around screen time, appropriate media content, and other related matters. Follow this [link](#) for more help on how to make your family's media use plan through the American Academy of Pediatrics.

Also remember that social distancing does not have to mean social isolation! Encouraging your children to maintain social connectivity using technology for Facetime or Skype or other video conferencing options with loved ones and friends to help them maintain a sense of community. It can also ease worries they may have about being

separated from loved ones they may be used to seeing regularly, such as grandparents. Also, if you work during the day, they can check in with you while you are away.

Promote Positive Coping

As this pandemic continues to unfold, regularly check in with your child to see how they are doing emotionally. Listening without interruption can be a powerful tool. Some kids may need help in expressing how they feel through other activities, like playing or drawing. Play with your child by doing things your child wants to do. Let them take the lead and follow along. You can encourage your children to express themselves through storytelling, drawing, or other creative activities. Young children may not know a lot of words to talk about emotions, so offering them words, such as “It’s normal to feel sad or scared” in response to what they are saying can be helpful. Encourage older children to ask questions and share their feelings with you. Teenagers who share their emotions with you are not always looking for solutions or reframing of their concerns. Avoid comparing their problems with those of others. Listen to their frustrations and rephrase what they are saying to validate their emotions. Ask them how you can be helpful in supporting them. For more information on how to talk to teens, visit this [link](#).

Remind your children that although we do not have all the answers, you and your family are doing everything you can do to stay safe. The goal is to reassure your child without making them promises that you cannot keep.

You can help your children learn about their feelings and how to cope with strong emotions. Young children need help from caregivers to co-regulate their feelings and behavior throughout childhood as they learn to regulate themselves. They need you to be curious about, identify, and name their feelings to help them learn the language and nature of emotions. At a time when they are calm, talk with them about what they can do with their feelings. For example, teach them how to blow out “dragon fire” breaths when they are angry to help get the angry feelings out. Later, when your little one is angry about not having something he wants, you can empathize (“I know, it’s so hard that it’s not time to play with that, but I know you’ll be able to do it later”) and then encourage him to try blowing his dragon fire breaths to feel better. [Read more](#) about helping young children cope with feelings.

There has never been a better time for families to work together to practice coping strategies. Deep breathing can be a helpful technique for people of all ages. [Sesame Street](#) has an excellent video about belly breathing geared towards young children. Feelings charts can be helpful

particularly for younger kids to put a name to the emotions they are experiencing. A website called "[Stop Breathe Think](#)" provides excellent resources for mindfulness and other relaxation techniques to use when kids feel distressed.

Check out other resources for a wide variety of [ideas for families](#) coping with Coronavirus, including for families who have children with special needs, such as [autism spectrum disorder](#).

Self-Care for Caregivers

Remember the importance of caring for yourself, even in small ways. Self-care could be in the form of taking a warm bath or reading part of a book in peace. It could be practicing mindfulness for 10-15 minutes a day using this [tutorial](#). Reach out for support and connection with your friends and family members. Text your best friend. Have phone calls or video calls with loved ones when you can. Watch a funny video on Youtube and laugh. Think of 10 small things you were grateful for today. Get outside, move, stretch, and feel the sun on your face, even if only for a few minutes. Try to get good sleep. Remember to eat and stay hydrated. Free apps like [Insight Timer](#) have guided meditations and relaxing visualizations.

Also be gentle with yourself, forgive yourself for mistakes you make, and remember that it is okay for you to aim for "good enough" rather than perfection. In fact, consider taking a few minutes at the end of the day to appreciate yourself for your efforts and all the amazing things that you're doing for your family despite the stress you're under! Replay the good moments that happened that day and savor them in your mind and heart.

If the stress of this is overwhelming, reach out to your community. Many support networks have developed during this time to serve you. Here are some examples. A full list of resources can be found on this [website](#).

The City of New Orleans has partnered with Institute of Women & Ethnic Studies (IWES) to create **#GetYaMindRight** – a virtual support group which will be led by psychiatrist and trauma expert, Dr. Denese Shervington. Participants can learn how to understand and manage thoughts, feelings and fears during this pandemic.

- Mon, Wed, Fri 10:15am
- Visit MHSDLA.org for more details.
- RSVP at HealingIsTheRevolution@iwesnola.org

Center for Hope Children and Family Services- Dr. Patrice Sentino at 504-241-6006 is offering free telehealth counseling services

Keeping Calm through COVID Hotline is open 24/7 at 1-866-310-7977 if you are feeling overwhelmed with stress, fear, and anxiety about the uncertainty surrounding COVID.

Parenting Together Under Stress

Some of us are parenting solo, some as couples, and some in other caregiving arrangements with family or friends. What unifies us in this moment is our need for compassion both for ourselves and for one another.

It is natural that we are stretched thin right now and perhaps feeling a little brittle and vulnerable. Not to mention exhausted! It is not unusual for loved ones to be more impatient and irritable with each other. Tempers may be flaring more easily, criticism may be rolling off our tongues, and we may be feeling underappreciated or overlooked. Taking a moment to acknowledge that each of us is struggling in a unique way may create a little space for us to take things less personally. Perhaps we can counterbalance the effects of stress by finding small ways to show our partners that they are appreciated and heard. Saying a simple thank you or perhaps sharing with our partner one thing about them that we genuinely appreciate at the end of the day may help ease some of their burden. A small note of admiration placed in an unexpected place may be enough to leave a smile on their face. While these gestures of affection may not erase the very real struggles that we are facing, they may lift some of the

heaviness of the burdens placed on our shoulders by strengthening our connection with one another.

When we do need some help or support from our partners, carving out time to clearly and respectfully make our request can lessen opportunities for misunderstanding. If we are on the other end of the request, listening intently to what our partner is really saying may prove to be insightful. Giving our partners a much needed 30-minute break from kids and household responsibilities may be enough to sustain them for the rest of the day. Perhaps finding fifteen minutes to cuddle on the couch and listen to music or share a foot rub can be enough to strengthen a sense of connection and togetherness.

Don't forget that we need the same basic things that our children need – recognition, empathy, understanding, patience, love. Sometimes, especially under stress, it's even harder to give those things to our partners and to ourselves. Remember that we're all in this together and we're all important to our children, no matter the specifics of our roles and responsibilities. Cultivate that sense of compassion for yourself and for others.

Compassion

By Miller Williams

*Have compassion for everyone you meet,
even if they don't want it. What seems conceit,
bad manners, or cynicism is always a sign
of things no ears have heard, no eyes have seen.
You do not know what wars are going on
down there where the spirit meets the bone.*

Making it Work

- Tackling schoolwork with your child from home? Let's acknowledge that this is a huge challenge. Award yourself and your kids some "Homeschool Hero" badges because you all deserve it!
- Just a few things to keep in mind as you all adjust to this new reality of doing school from home:
 - Do not expect perfection from your children or yourself!
 - Kids tend to behave differently at home with caregivers and siblings than they would at school with teachers and peers. It's (probably) harder for you to take the teaching role with them.
 - Create a schedule to help your child know when it's schoolwork time and when it's time for other activities. Morning might be a good time for schoolwork, when kids are rested and fresh. But keep in mind that your schoolwork schedule will be different for different families.
 - In addition to classwork online or with academic materials, remember to build in time during the day for:
 - "Recess" – outdoor activity and movement
 - Creative play – blocks, dollhouses, art materials, cars and trucks...
 - Sensory play – movement, playdough, play in water, sandbox...
 - Focused fun time with parent/caregiver – they'll enjoy having your full, positive attention even for short periods of playtime
 - Alone time – children benefit from some solitary play and rest time too. With oversight to ensure safety, children under 2 years may only be able to play on their own for a few minutes; 3-year-olds for up to 10 or 15 minutes; 4-year-olds for about 20 minutes; and 5 years and older for 30 minutes or more.
 - Snack time – keep your child hydrated and re-energized with snacks.

- Rest time – need we say more? We all need some time to just chill!
 - Chores and other responsibilities (particularly for older children)
 - Include stress-relieving activities – does reading relieve stress for your child? Or maybe it's climbing the tree in your backyard. Or cuddle-time with you. Make sure they get some of that stress relief time every day.
 - Make sure that there is screen-free time during the day, for the other types of play, interaction, and rest mentioned above.
- Consider space for your child's schoolwork. Is there a relatively quiet corner or room where your child can work? Can you store school supplies in that area so they can be found easily? Can you add something to make it comfortable (a pillow to sit on when watching online instruction)?
 - Every child is different – you will be learning what your child needs from you to maximize their ability to tackle schoolwork:
 - How much support does your child need? Does she need your help getting started but then focuses well on her own for up to 30 minutes? Does he do well with reading assignments but get frustrated with math? Do they focus well for half an hour but get distracted and fidgety after that?
 - As you get a sense of when and how your child works best, you can adapt the schedule and when and how you give extra support to help them. Maybe with one child you need to remind them to take breaks before they become cranky. Maybe with another child you need to sit next to them for the first 10 minutes to get them going. Maybe one child needs a short stretch break every 15 minutes.
 - Remember that every child is different, and that age, temperament, interests, and learning styles affect how they approach and accomplish schoolwork. Also realize that kids are different in terms of how well they pay attention, how well they tolerate frustration, how well they work independently, and how persistent they are.

- Vary the length of learning sessions to suit your child's needs and remember to build in breaks.
- Praise effort much more than the outcome!! Praise will encourage your child to keep working and will help them feel good about their efforts!
 - When you focus on giving praise, it also helps you remember to notice how much they're trying and what they're doing well.
 - Start where they are with your praise; they want to please you! If your child is only able to focus for 5 minutes, start by praising them when they focus and work for small periods of time - "Good job working hard on that problem!"
 - Again, praise effort more than the outcome! "I love how you kept trying even though that sentence was hard," "You did a wonderful job sticking with that whole page of questions," or, "I'm proud of you for paying attention while your teacher was talking."
- Incentives – Having additional motivation when work is tough can be helpful. Maybe your child can earn a star after every assignment they finish, and if they earn five stars they get an extra story at bedtime. Or an incentive can be that when you finish this math page, we'll take our break and walk around the block.
- Pick your battles. Parenting is a marathon, not a sprint! When frustration is building, take a breath and ask yourself how much this battle is worth the cost. If a situation with your child is pushing you over the edge from being firm but kind, it's probably not worth it. Take a break and try again later.
- There will be mistakes. There will be tears. There will also be laughter, pride, and growth. Be gracious, kind, and forgiving with yourself and your kids!
- Find additional resources and ideas about schooling at home:
 - [Tips For Homeschooling During Coronavirus](#)
 - [How to Homeschool During the Novel Coronavirus Outbreak](#)
 - [Top 8 tips for teaching your kids at home\](#)

- [We're about to turn homes into school. Here's how experts say it's done.](#)
- [Free Tech for Learning](#)

Find learn-at-home projects from [Scholastic](#), and, as mentioned earlier in this tips sheet, you can check out [WideOpenSchool](#) for additional resources.

*Together, we can make it through this pandemic safely
and with our sanity intact!*