



MONIQUE BURR

FOUNDATION FOR CHILDREN, INC.
PREVENTION EDUCATION PROGRAMS

Dear Educator,

April is Child Abuse Prevention Month, a time to educate and empower communities to protect children from victimization. There are many factors that increase a child's risk, including family conflict, financial stress, divorce, mental health, disability, illness, death, substance abuse, domestic violence, and none of us could have imagined the effects of a pandemic. And abuse, social isolation, grief or other trauma increase concerns for risk of mental health problems in children, such as depression or anxiety. Trauma-informed care and resilience have been mentioned as possible solutions, but what does that mean?

The Monique Burr Foundation for Children (MBF) is providing the attached supplemental lesson plans for use in classrooms to help educators teach students developmentally appropriate strategies to promote resiliency and personal safety and to prevent victimization.

The lesson plans are based on key principles in trauma-informed care and Dr. Michele Borba's new book, ***Thrivers: The Surprising Reasons Why Some Kids Struggle and Others Shine***. Dr. Borba is an Educational Psychologist, International Speaker and Author, and MBF partner, and in her book, she shares that resilience is a teachable trait that will help children succeed now and later in life.

The lesson plans also include a review of the **5 Safety Rules** from the ***MBF Child Safety Matters®*** and ***MBF Teen Safety Matters®*** prevention education programs. If your school is using MBF Prevention Education Programs, the 5 Safety Rules will be familiar to students. If you are not, the 5 Safety Rules are important concepts that will be introduced to help keep students safe. We encourage you to learn more about our comprehensive, evidence-based/evidence-informed, fun, and easy-to-use lessons.

Known benefits of consistent prevention education implementation, such as that provided by **MBF Prevention Education Programs**, include:

- Lower dropout rates
- Improved attendance
- Improved school culture
- Increased test scores and grade point averages

If you are new to MBF, we want you to know that **Florida public schools receive our prevention education programs and resources at NO COST**. If you've ordered in the past, but haven't ordered this year, it's not too late. There's still time to order and implement lessons this school year. Additionally, the lessons can be delivered virtually, and we also have mental health and substance abuse supplemental lessons. **To learn more about our programs, or to order program materials for students in grades K-12, visit www.mbfpreventioneducation.org.**

To learn more about Dr. Michele Borba's newest book, *Thrivers: The Surprising Reasons Why Some Kids Struggle and Others Shine* Thrivers, visit www.micheleborba.com. Additional resources include 7 Essential Character Traits to Help Kids Thrive, Parent Resources, and a FREE Educator Discussion Guide.

Please help us better protect children and create Thrivers by teaching your students these brief lessons. For additional information or assistance, email us at info@mbfpreventioneducation.org or call 904-642-0210.

Sincerely,
The MBF Team

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April – National Child Abuse Prevention Month
Lesson Plan: Grades 9-12

Grade Level	9-12		
Lesson Length	40 minutes		
Lesson Objectives	<ul style="list-style-type: none"> Students will participate in Child Abuse Prevention Month activities. Students will increase their awareness of resilience, coping, and character strengths relating to resilience. Students will identify Safe Adults and ways they can help adults keep them safe. Students will learn the <i>MBF Teen Safety Matters®</i> 5 Safety Rules and will identify ways to use them to help them stay safe. 		
Key Terms	<ul style="list-style-type: none"> Adversity Child Abuse Confidence Coping Skills Curiosity Empathy Healthy Boundaries Impulse Integrity Optimism Perseverance Prevention Resilience Safe Adult Safe Friend Self-Regulation 		
Materials Needed	<ul style="list-style-type: none"> MBF Safety Rules Poster (optional) MBF Relationship Continuum (attached) White board or chart paper 		
Related Florida Standards & Related Florida Next Generation Sunshine State Standards for Health Education	LAFS.1112.L.1.1 LAFS.1112.L.2.3 LAFS.1112.L.2.3 LAFS.1112.SL.2.4	HE.912.B.3.2 HE.912.B.4.1 HE.912.B.4.2 HE.912.B.4.4 HE.912.B.5.1 HE.912.B.5.2	HE.912.C.1.4 HE.912.C.1.8 HE.912.C.2.6 HE.912.P.7.1

<p>Additional Resources (For teachers and parents)</p>	<p>Monique Burr Foundation for Children www.mbfpreventioneducation.org</p> <p>Dr. Michelle Borba, author of <i>Thrivers: The Surprising Reasons Why Some Kids Struggle and Others Shine</i> www.micheleborba.org</p> <p>Centers for Disease Control and Prevention Essentials Framework Resources https://www.cdc.gov/violenceprevention/childabuseandneglect/essentials.html https://www.cdc.gov/violenceprevention/pdf/essentials-for-childhood-framework508.pdf</p> <p>Darkness To Light - Resources on child sexual abuse www.d2l.org</p> <p>Institute for Responsible Online and Cellphone Communication – Resources for parents and educators including tip sheets and a contract for families for online usage www.iroc2.org/149.html</p> <p>National Center for Missing and Exploited Children (NCMEC) www.missingkids.org/</p> <p>NCMEC Cyber Tipline https://report.cybertip.org/</p> <p>National Child Traumatic Stress Network - Resources on resiliency https://www.nctsn.org/search?query=resiliency</p> <p>Prevent Child Abuse Florida - Child Abuse Prevention Month Toolkit https://www.ounce.org/CAP_toolkit.html</p> <p>Prevent Child Abuse America www.preventchildabuse.org</p> <p>The Role of Educators Preventing and Responding to Child Abuse www.childwelfare.gov/pubs/usermanuals/educator</p> <p>U.S. Department of Health and Human Services Protective Factors to Promote Well-Being https://www.childwelfare.gov/topics/preventing/promoting/protectfactors/</p>
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Prior to the Lesson:

- Display or project the **MBF Relationship Continuum** on an overhead or utilizing a document camera throughout the lesson, and/or provide students a copy as an additional resource.
- Print and display the MBF Safety Rules Poster. If you don't have a poster, write the following information where students will be able to see it during the lesson: on the board, on an overhead, or on a sheet of chart paper.
 - **The MBF 5 Safety Rules**
 - Safety Rule #1 - Know What's Up
 - Safety Rule #2 - Spot Red Flags
 - Safety Rule #3 - Make a Move
 - Safety Rule #4 - Talk It Up
 - Safety Rule #5 - No Blame | No Shame
- Note: Bolded and underlined words in the script are key terms that students need to understand. The definitions of these terms are explained throughout the lesson. Please explain their meaning as you present the lesson to ensure comprehension. It may be helpful for students to have paper and a pen/pencil out during the lesson to write down any words or concepts they don't understand, questions they may have, or stories they may wish to share with you later.

Begin the Lesson:

- *At the beginning of the lesson, reinforce classroom and small group expectations for respectful discussions (i.e. listen before responding, don't interrupt, respect the opinions of others). Remind students to use "I" language rather than the more accusatory "you" language when responding to others. If they have personal stories to share, remind them to wait and share at the end of the lesson if there is time.*
- Good Morning/Afternoon students. April is Child Abuse Prevention Month. Today, we're going to talk about resilience and what it means to be resilient. Before we talk about what it means to be resilient, I want to make sure you know the facts to understand why it's important to recognize Child Abuse Prevention Month.
- Research studies estimate that 1 in 4 children experience some form of child abuse or neglect.
- Almost 75% experience neglect, 18% physical abuse, and 8.6% sexual abuse.
- You've probably heard the term "Stranger Danger" at some point in your life, but it's important to know that about 90% of abuse victims know their abuser.

April – National Child Abuse Prevention Month

Lesson Plan: Grades 9-12

- Learning ways to stay safe builds protective factors that can help to lessen risks for child abuse and neglect. In addition to resilience and what it means to be resilient, you'll learn how the 5 Safety Rules can help you stay safe and how they apply to today's lesson.
- How many of you have heard the term **resilience**? *(Raise hands)*
- What do you think resilience is or what does it mean to be resilient? *(Elicit several responses)*
- How many of you have heard the term **adversity**? *(Raise hands)*
- What do you think adversity means? *(Elicit several responses)*
- **Resilience** is the ability to bounce back from stress or recover from difficulties. We all experience and cope with trauma differently. **Adversity** is a state of continued difficulty or hardship. Child abuse, family conflict, grief, financial stress, divorce, mental health, illness, death, substance abuse, and even the pandemic are all forms of adversity. In life, things don't always go our way and it is normal to get upset or sad for a period of time. Resilience and coping skills are not something that you either have or don't have, they are skills you develop as you mature and become adults.
- Let's talk more about **coping skills**.
- The word cope means to deal with or handle a situation or feeling. When we talk about coping with something, it is referring to something difficult or challenging. Every one of us goes through challenging times when we need to cope. Coping with stress and challenges is something we all do and each of you already have some of your own coping skills.
- What are coping skills? *(Elicit responses)*
- **Coping skills** are ways to deal with stress and problems. Some examples of coping skills include painting, drawing, writing, going for a walk, riding a bike, playing a video game, reading, exercise, playing a sport, and watching TV/videos.
- Some of the ways we cope are healthy, while others are ways to avoid dealing with a problem and are potentially harmful or destructive. Using healthy and positive coping skills help build resilience.
- Another important part of developing resilience is having safe, stable, and nurturing relationships. The support of friends and family (or your people) is important to all of us and social connections help build resilience. When you are resilient, you rely on your support system to help you overcome challenges and work through difficulties.

April – National Child Abuse Prevention Month

Lesson Plan: Grades 9-12

This means talking with someone you trust to vent and clear your mind or brainstorming solutions to a problem. It may also be helping someone else in need or encouraging others, or just spending quality time with your people.

- There are 7 character strengths that relate to resilience.
 - Confidence – **Confidence** is knowing that you are capable or believing in your own success.
 - Empathy – **Empathy** is the ability to understand and share the feeling of another. You can think of it as learning to walk in another person's shoes. We often use this character strength when discussing the topic of bullying or cyberbullying.
 - Self-Regulation – **Self-Regulation** or self-control is the ability to slow down and think to make informed, safe, and healthy choices.
 - Integrity – **Integrity** is consistently being respectful and honest, no matter who is watching or listening.
 - Curiosity – **Curiosity** is having the desire to learn and build your knowledge.
 - Perseverance – **Perseverance** is the ability to overcome challenges and continuing to do something even if it is difficult or you might fail.
 - Optimism – **Optimism** is seeing the positive side of things and expecting good things to happen.
- Cultivating these strengths within ourselves often helps us create strong, healthy, and positive relationships with friends and family, which as we discussed, helps up to be more resilient.
- For the purpose of today's lesson, we'll focus on the character strength self-regulation.
- Self-regulation or self-control includes your thoughts, actions, and impulses.
- Who can define impulse? (*Elicit responses*)
- **Impulse** means a sudden strong urge to act or react. You have the ability to choose your actions, reactions, set limits, and establish healthy boundaries for yourself. **Healthy boundaries** include things like prioritizing important tasks such as schoolwork, using assertive communication, walking away from unhealthy relationships or situations, scheduling time for yourself, and finding a balance. This includes getting enough sleep, having a positive attitude, being kind, making safe choices,

developing positive coping skills, being physically active, not overscheduling yourself, and having healthy relationships.

- A healthy relationship or friendship exists when you are supportive and respect others' time, activities, boundaries, and opinions, even when you disagree. Positive relationships with peers increase self-esteem and success in school. Utilizing a tool like the **MBF Relationship Continuum** can help you identify if a relationship is healthy, unhealthy, or even abusive. Being aware of the behaviors and signs associated with each type of relationship can help you create your own limits and boundaries or apply self-regulation skills to duplicate healthy relationship behaviors. Positive and healthy relationships should make you feel supported and more confident.
- Real-life relationships are not the only ones we need to be concerned about. A lot of teens rely on technology for their social interactions.
- Self-regulation and good self-control skills will help you make safe and smart decisions when it comes to your online behavior including limiting how much time you spend on digital devices. Resilience can even help with how you respond to messaging with friends and/or social media. At times, there can be feelings of rejection, acceptance, or belonging. Everyone likes to be included or a part of something, but when you are not included, you can feel sad or lonely. These feelings can impact your mood and self-esteem. When you display resilience and use your coping skills, you can be upset for a little while, identify and communicate your feelings, and then move past it to maintain positive relationships with family and friends.
- If you spend more time on your phone than you do with your family or friends in real life, you may want to reassess and readjust. This is another example of self-regulation.
- Remember, resilience and coping skills are not something that you either have or don't have, resilience is something you can build over time by using coping skills, practicing self-care, and nurturing positive experiences and relationships.
- Resilience helps you overcome difficulties and challenges, but safety rules can also help protect you in challenging or unsafe situation.
- There are 5 Safety Rules from the **MBF Teen Safety Matters®** program that can help you stay safe from all types of child abuse and help you apply the skills and concepts we've discussed today. For some of you this may be review, for others, these may be new strategies to help you make safe, positive, and healthy choices.
- *If you have a poster visible or wrote the 5 Safety Rules on the board prior to the lesson, point to each rule as you talk about it.*

- **Safety Rule #1 is Know What's Up.** Knowing what's up means you are aware of your environment and people around you, both online and offline. It includes things like:
 - being aware of the social interactions of those around you and knowing whether situations are safe and appropriate, and if people's behaviors are safe or not.
 - surrounding yourself with positive friends and family that display the character strengths we talked about today; confidence, empathy, self-regulation, integrity, curiosity, perseverance, and optimism.
- **Safety Rule #2 is Spot Red Flags.** Spotting Red Flags means recognizing potential dangers, online or offline. Red Flags may include:
 - bullying, cyberbullying, or other inappropriate online behavior.
 - adults or other teens trying to trick, force, or manipulate you into making unsafe or unhealthy choices.
 - risky or unsafe behaviors relating to unhealthy relationships.
- **Safety Rule #3 is Make a Move.** After you **Spot a Red Flag**, or recognize that a situation or person is unsafe, you can **Make a Move** by:
 - getting away from an unsafe situation or person if you can, or
 - staying away from unsafe or inappropriate people and situations.
 - using your self-regulation skills to make healthy, informed decisions that will help keep you safe as you get older and assume more responsibility.
- **Safety Rule #4 is Talk It Up.** Talking It Up means using your voice to help keep you and others safe. Here are some ways you can **Talk It Up**:
 - use an assertive and confident voice to say "No" to any person violating your boundaries or encouraging unsafe or unhealthy choices.
 - and if you **Spot a Red Flag**, you should always talk to a Safe Adult.
- A **Safe Adult** is someone you know and trust to keep you safe, someone you can talk to about unsafe situations or people, and someone who doesn't break the Safety Rules or encourage you to break the Safety Rules. Examples of Safe Adults could be a parent, a relative such as an aunt, uncle, or older cousin, a trusted family friend, or a teacher or school staff member.
- You should try to choose at least two Safe Adults, someone who lives in your home and someone outside of your home. If you identify a few Safe Adults now, it will be easier if you ever need help or find yourself in an unsafe situation and you'll have options when you need to talk to someone.
- Teens that have a strong connection to a Safe Adult are more likely to develop coping skills that allow them to overcome challenges and develop resilience.
- You can also talk to a **Safe Friend**, someone you trust, who values you and your relationship, who will support you and help you talk to a Safe Adult. A Safe Friend is someone who can help you talk to a Safe Adult, not a replacement for a Safe

Adult. You should always tell a Safe Adult about unsafe or inappropriate situations or people.

- And any relationship you have with a Safe Adult or a Safe Friend should be a positive relationship that makes you feel supported.
- **Safety Rule #5 is No Blame | No Shame.** This rule reminds you that you should never feel ashamed to talk to a Safe Adult if you've been hurt or about decisions you've made, because making mistakes is inevitable as you get older.
 - If something does happen, it may feel overwhelming and devastating, but there is help. You may be surprised by the support of your family and friends.
 - No matter what anyone does or says to you, even if they tell you no one will believe you, you are never to blame, and it is never too late to tell.

Activity:

- *Activity can be done as a small group of 3-4 students, individually, or as a class.*
- Next, we are going to do an activity to practice self-regulation and brainstorm safe and healthy coping skills.
- Create a unique list of healthy coping skills utilizing the letters A-Z.
- *Allow 10 - 15 minutes for the activity.*
- What are some of the coping skills you came up with to help build resilience?
- There are thousands of ways to cope and we all use different activities or strategies depending on our interests and personalities and as you probably learned from this activity, we all cope in different ways.

Wrap-Up:

- Great work today. Thank you for participating in the lesson to recognize Child Abuse Prevention Month. Adults are responsible for keeping teens safe, but it is important to remember that the choices you make impact your personal safety and that there are things you can do to increase your ability to recover from difficulties and overcome challenges – like learning how to use the Safety Rules to help you make healthy decisions.
- We all experience and cope with stress differently. Learning how to use the 5 Safety Rules can help you stay safe and demonstrate resilience.

Safety Rule #1 – Know What's Up

Safety Rule #2 – Spot Red Flags

Safety Rule #3 – Make a Move

Safety Rule #4 – Talk It Up

Safety Rule #5 – No Blame | No Shame

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THE 5 SAFETY RULES[®]



Know What's Up



Spot Red Flags



Make a Move



Talk It Up



No Blame | No Shame

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RELATIONSHIP CONTINUUM

All relationships are different. While many are healthy, others may be unhealthy or even abusive. These behaviors occur along a continuum and often increase in intensity and/or frequency.



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ADDITIONAL RESOURCES

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IDENTIFYING & REPORTING CHILD ABUSE

Child abuse and neglect, which is defined by state statute, impacts millions of children every year in the United States. Therefore, it is important to recognize the indicators of abuse, and understand one's obligations to report abuse to protect children.

Indicators Of Abuse

- » Malnourished/Hungry
- » Tired/Lethargic
- » Chronic injuries
- » Bruises
- » Human bite marks
- » Untreated injuries
- » Head injuries
- » Non-accidental burns
- » Poor relations with peers
- » Poor academic performance
- » Change in behavior or attitude
- » Disruptive, impulsive, aggressive
- » Passive, depressed, withdrawn

Disclosure

Disclosure is often a process, not a one-time event.

- » Less than 1/4 of victims disclose immediately after abuse occurs.
- » Less than 1/4 may disclose from 1 month to 5 years later.
- » Over 1/2 may wait more than 5 years to disclose, if at all.

Ways children may attempt to disclose abuse:

- » **Hinted Disclosure:** "A neighbor is messing with me."
- » **Questioned Disclosure:** "What would happen if somebody was hurting a kid and they told someone about it?"
- » **Conditional Disclosure:** "I need to tell you something, but if I do, you have to promise not to tell."

Do...

- » Support, believe, and reassure the child
- » Understand your limits, you are not an investigator
- » Provide a quiet, safe environment
- » When you are done talking to the child, write down the child's exact words
- » Ask limited, open-ended questions
- » Respect the child's right to privacy
- » Seek help and advice
- » Report any suspicions of abuse/neglect

Don't...

- » Make assumptions or promises
- » Show shock or other emotions
- » Interrogate or investigate
- » Put words in the child's mouth
- » Be judgmental about the abuser; it is often someone the child loves/trusts
- » Assume someone else will report abuse

Reporting Abuse

In all states, professionals that work with children are **Mandatory Reporters**. In some states, **EVERY ADULT** is a **Mandatory Reporter**. You do not have to have proof abuse is occurring. If you have a **reasonable suspicion** that a child is abused, abandoned, or neglected, you **must report** it to your state's child welfare agency. Visit www.childwelfare.gov/organizations for a list of state agencies and contact information. For abuse in sports organizations, report to the U.S. Center for SafeSport. For more information and additional resources, visit www.mbfpreventioneducation.org.

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Social Isolation and Mental Health during the COVID-19 Pandemic

Many students have been or continue to be isolated at home during the Covid-19 pandemic. Most have also been exposed to frightening information about the pandemic on TV and online. Some have been directly impacted or even suffered the loss of a loved one as a result of Covid-19. These experiences, along with the anxiety of the unknown, can result in grief and trauma. "Since the start of the pandemic, the National Alliance on Mental Illness has heard from many young adults experiencing anxiety and depression, which the organization attributes partly to social isolation. The group has cautioned parents and teachers to look for warning signs, including severe risk-taking behavior, significant weight loss, excessive use of drugs or alcohol and drastic changes in mood."

Source: <https://www.nytimes.com/2020/11/12/health/covid-teenagers-mental-health.html>

What is Social Isolation?

Social Isolation is a lack of social connections and an absence of relationships with family, friends, neighbors, peers and/or society at large. When socially isolated, children and adolescents are more likely to experience high rates of loneliness, depression, and anxiety.

Why is it a problem?

- Studies have found established links between loneliness and mental health problems such as anxiety and depression.¹
- There has been a 22% decline in college enrollment from 2019 to 2020.²
- Teens between 14 and 17 years-old that spend 7+ hours a day online are twice as likely to be diagnosed with depression.³

Recognizing Youth Experiencing Problems

Whether students are attending school traditionally or virtually, students may have difficulty focusing on their schoolwork or completing assignments. To effectively address students' academic needs, their social-emotional needs must be met to help avoid feelings of depression and/or hopelessness. It is important to pay close attention to changes in student's participation level in class or drastic grade changes.

Using Trauma-Informed Principles

Key principles in trauma-informed care state that students benefit from opportunities to regain a sense of personal safety and may need help or assistance with self-regulation. While it is important for students to have structure and hold them to high academic standards, it is also important for students to build relationships, make connections, and know that others care about their well-being. Being flexible and empathetic is key when holding students accountable. A student's distractibility and inability to complete assignments may be due to a personal or home situation; however, sharing this can be difficult. Students may feel vulnerable and embarrassed to share, which then perpetuates their isolation.

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1. Teens in Covid Isolation: <https://www.nytimes.com/2020/11/12/health/covid-teenagers-mental-health.html>
 2. National Student Clearinghouse. <https://www.studentclearinghouse.org/blog/high-school-class-of-2020-college-enrollments-decline-22-compared-to-2019-class/>
 3. Twenge, J. M. & Campbell, W. K., *Associations between screen time and lower psychological well-being among children and adolescents: Evidence from a population-based study*. Preventive Medicine Reports, Volume 12, 2018, Pages 271-283, ISSN 2211-3355. <https://doi.org/10.1016/j.pmedr.2018.10.003>.

Resiliency and Relationships

For students to cope with trauma and to overcome feelings of social isolation, it is critical for them to find ways to connect with others. It is important to allow students opportunities to see, hear, and interact with each other and their teacher. Here are some ways educators can connect with students:

- Take turns sharing one tough moment and one hopeful moment of the day.
- Create conferencing sessions for students and/or opportunities to connect privately with School Counselors or other Safe Adults.
- Schedule a virtual scavenger hunt that allows students to see, hear, and interact with each other and their teacher.
- Assign groupwork or start a book club to provide students the opportunity to collaborate.
- Find the positive and share inspirational stories with students to help foster hope.
- Have students share positive affirmations and/or things that they are grateful for each day.
- Encourage spreading Kind Vibes to others.
- Provide students with healthy coping strategies.

Supporting Students at Home

When children are stressed, they may have difficulty controlling their emotions and communicating effectively, especially with adults. However, connections with adults at home are more important than ever during difficult or stressful times. Encourage parents or guardians to make time each day to be available to talk, play, do an activity together, or just be in the same room and help them understand signs of stress to watch for. Signs of stress look different based on age and developmental level, but may be displayed as:

- Changes in sleeping, eating, or other normal habits/behaviors
- Headaches, stomach aches, weight loss, or other physical complaint.
- Risk-taking behavior, use of drugs or alcohol, or drastic changes in mood.
- Spending large amounts of time alone.

Additional Resources

In addition to concerns about youth mental health, many children have been isolated at home with an abuser. Many organizations report a decrease in child abuse reports since the pandemic began and children were out of school. Now more than ever, it is critical that all youth be provided with personal safety education. **MBF Prevention Education Programs** educate and protect children and teens from all types of bullying, abuse, and victimization. MBF also provides *MBF Mental Health Matters*, supplemental lessons for *MBF Child Safety Matters®* and *MBF Teen Safety Matters®* that address mental and emotional health and substance use and abuse. They are developmentally appropriate, trauma-informed, and include the same MBF 5 Safety Rules to educate and empower students to develop coping skills, recognize mental health issues, prevent substance abuse and learn how to seek help for themselves or a friend. For additional information, support, and resources, visit www.mbfpreventioneducation.org.

Resources for Educators

<https://www.mbfpreventioneducation.org/learn-more/online-training/>
<https://www.mbfpreventioneducation.org/resource-type/educator-resources/>
https://onlinelearningconsortium.org/news_item/ten-ways-overcome-barriers-student-engagement-online/
https://www.nctsn.org/sites/default/files/resources/resource-guide/trauma_informed_school_strategies_during_covid-19.pdf

Resources for Parents

<https://www.mbfpreventioneducation.org/learn-more/online-training/>
<https://www.mbfpreventioneducation.org/resource-type/parent-resources/>
<https://parentandteen.com/coping-skills/>
<https://www.nimh.nih.gov/health/education-awareness/shareable-resources-on-coping-with-covid-19.shtml>
<https://kidshealth.org/en/parents/stress.html>