

# RESOURCES TO SHARE WITH FAMILIES

No matter how prepared you are, an outbreak can be stressful.

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 and Prevention](#) and [Michigan Department of Health and Human Services](#).

Limit your family's exposure to news surrounding the outbreak and beware of news sources that promote fear and panic.

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. Many schools have additional resources to keep kids engaged with learning and connected with teachers and classmates.

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.

Source: The National Child Traumatic Stress Network

## 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.

### 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, possibly 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.

Source: The National Child Traumatic Stress Network

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## STATE OF MICHIGAN ASSISTANCE PROGRAMS & RESOURCE INFORMATION

### Housing Resources

The Governor's Executive Order 2020-19 provides protection from eviction during this time, stating:

Due to the protection that a residential home provides from the COVID-19 pandemic, and the need to contain self-quarantined and self-isolated individuals within a residential home, no person shall remove or exclude from leased residential premises or residential premises held under a forfeited executory contract a tenant, a vendee of a forfeited executory contract, or a person holding under a tenant or vendee, except when the tenant, vendee, or person holding under them poses a substantial risk to another person or an imminent and severe risk to property. This order should be broadly construed to effectuate that purpose. This section is currently in effect.

#### Executive Order 2020-19 (COVID-19)

During the COVID-19 outbreak, Michigan State Housing Development Authority (MSHDA) will not be terminating any vouchers due to failure to pay on repayment agreements.

#### Housing Assessment and Resource Agency (HARA) Contact List

Source: MSHDA, United Way and Michigan.gov



[www.michigan.gov/mibridges](http://www.michigan.gov/mibridges)



Apply for Benefits using a simple and easy to understand application



Explore local resources and save them to your MI Bridges profile



View detailed benefit information and print letters sent from MDHHS



Manage your MDHHS case, report changes, renew benefits, and upload documents to your case



Access MI Bridges in English, Spanish, or Arabic from your phone or computer

### Need help using MI Bridges?

Visit [www.michigan.gov/mibridges](http://www.michigan.gov/mibridges) and click on Help to find local navigators, answers to common questions, and how to contact the MI Bridges help desk.



United Way hosts a hotline to help people access necessary resources during times of crisis.

United Way Hotline: 2-1-1 Open 24 hours a day

Call 211 or Text your ZIP Code to 898211

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## Maintaining Routines

Maintaining the routines you had in place prior to the outbreak is very important. Children and families benefit from knowing what to expect.

## Routines for Children with Special Needs

These 7 strategies and the associated resources and examples will allow individuals with special needs 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 this very uncertain time.

*Consider the following needs when developing or maintaining your routine*

**Social needs:**  
attention and connection

**Physical needs:**  
food, cleanliness, and sleep

**Emotional needs:**  
stress release and well-being

Source: Bright Horizons

*Considerations for children with special needs*

1. Offer Support and Understanding
2. Offer Opportunities for Expression
3. Prioritize Coping and Calming
4. Maintain Routines
5. Build New Routines and Adjust as Needed
6. Foster Connections from a Distance
7. Be Aware of Changing Behaviors

Source: Assert

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AGE GROUP	REACTIONS	HOW TO HELP
<b>PRESCHOOL</b>	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	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
<b>SCHOOL-AGED (6-12)</b>	Irritability, whining, aggressive 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 through educational activities	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
<b>ADOLESCENT (ages 13-18)</b>	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	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 Participate in family routines, including chores, supporting younger siblings, and planning strategies to enhance health promotion behaviors Limit media exposure, talking about what they have seen/heard including at school Discuss and address stigma, prejudice and potential injustices occurring during outbreak