

## Child and Family COVID-19 Resources

The activities and publications shared in this document do not necessarily represent the views of any one organization, the Forum for Children's Well-Being, or the National Academies of Sciences, Engineering, and Medicine, and have not been subjected to the review procedures of, nor are they a product of, the National Academies. We are sharing these items at the request of Forum members to serve as resources for members of the Forum and its collaborators.

### Children's Health:

[Recommendations for Buying Infant Formula](#)  
[Community Resources for Patient Referrals](#)  
[Keeping Kids out of the Clinic Who Don't Need to Be There](#)  
[Arkansas Children's Hospital: COVID-19 Information](#)  
[Seattle Children's Hospital: COVID-19 Information](#)  
[Northwell Health: Coronavirus Digital Resource Center](#)  
[Resources for Clinics and Healthcare Facilities](#)  
[IES: How are Districts Providing Meals for Students with FRL?](#)  
[Stabilize and Sustain Youth Behavioral Health During COVID-19](#)  
[Short Takes: COVID-19 and Young Child Health Care Transformation](#)  
[HRSA Dear Colleague Letter](#)

### Supporting Children with Special Needs

[Information for Families of Children with Special Health Care Needs](#)  
[Coronavirus Information for the Autism Community](#)  
[Tips for ADHD Children attending School from Home](#)  
[COVID-19 Toolkit for Supporting Individuals with Autism](#)  
[COVID-19: Helping families with special needs during a public health crisis](#)  
[Parent/Caregiver Guide to Helping Families Cope With the Coronavirus Disease 2019 \(BEST\)](#)  
[Considerations for Building Post-COVID Early Care and Education Systems that Serve Children with Disabilities](#)

### Parents/Parenting:

Helping Children Cope & How to Talk to Children about COVID-19

[How to Keep your Family Healthy, Deal with School Closings, and Talking to Children about COVID-19](#)  
[Tips for Families: Talking about Coronavirus, Time at Home, Staying Connected](#)  
[Discussing Coronavirus with Your Children](#)  
[Helping Children Cope with Changes Resulting from COVID-19](#)  
[Helping Children Cope with Coronavirus and Uncertainty](#)  
[How to Talk to Teens about Coronavirus](#)  
[Positive Parenting & COVID-19: Tips to Help Keep the Calm at Home](#)  
[Supporting Teenagers and Young Adults During Coronavirus](#)  
[How to Talk to Your Anxious Child or Teen about Coronavirus](#)

[How Teens can Protect Their Mental Health During COVID-19](#)

[Discussing Coronavirus with Your Children](#)

[Just For Kids: A Comic Exploring The New Coronavirus](#)

[Conversations with Families to Recognize Needs](#)

[The Thrive Initiative](#)

Key Strategies for Staying Calm and Allaying Anxiety in Yourself and Your Children During the COVID-19 Pandemic - <https://wellness.osu.edu/chief-wellness-officer/covid-19-resources>

## Homeschooling and Educational Resources

[Harmony at Home](#)

[Suddenly Homeschooling](#)

Families Thrust into Educational Role Overnight- Key Lessons: [English](#) [Spanish](#)

[Free Educational Resources for All Ages](#)

Activities for Families at Home During COVID19: [English](#) [Spanish](#)

[Simple Activities for Children and Adolescents](#)

[Routines and Suggestions for Activities for Children](#)

[“Plague” Online Game for Teens+](#)

[Cincinnati Zoo: Safari Animal Activities](#)

[Virtual Field Trips](#)

[Audible Free Stories for Kids](#)

[Affordable High Speed Internet for Low-Income Families](#)

[Center for MH in Schools & Student/Learning Supports](#)

[SEL Resources During COVID-19](#)

[Addressing Barriers to Learning](#)

## Mental Health for Parents

[Resilience and Routines for Families During the Pandemic](#)

[How to Avoid Passing Anxiety on to your Kids](#)

[Tips for Families Separated by COVID-19](#)

[Parents-Being “Good Enough” Right Now is OK](#)

[Video Chats & Phone Consultations with Expert Clinicians, Managing Anxiety and Discipline](#)

[Child Trends: Supporting Children’s Emotional Well-being During COVID-19](#)

[When Family Members are Hospitalized Due to COVID-19](#)

[Helping Children and Adolescents Cope with Disasters and Other Traumatic Events: What Parents, Rescue Workers, and the Community Can Do](#)

## *Emotional Well-Being*

[Managing Anxiety and Stress](#)

[Retaining Social Support While Social Distancing](#)

[Ways to View the Coverage of Coronavirus](#)

[Psychological and Behavioral Health Responses and Consequences of Disaster Events](#)  
[APA Podcast: Coronavirus Anxiety](#)  
[Mental Health Considerations During COVID-19](#)  
[Maintaining Your Mental During Coronavirus](#)  
[Psychologist's Tips for Emotional Resilience During Coronavirus Crisis](#)  
[Coping with the Social Impact of Coronavirus as a Person, Parent, Partner, Professional](#)  
[Grief Leadership During COVID-19](#)  
[Responding to the Mental Health and Addiction Crisis Caused By the COVID-19 Pandemic](#)  
[Mental Health Experts Offer Counsel on Staying Calm During Coronavirus Pandemic](#)  
[How to Handle Working From Home, Psychologically Speaking](#)  
[Helping Children and Families Cope with the COVID-19 Pandemic](#)  
[Stress Buster: Using Cognitive-Behavioral Skills to Allay Anxiety & Depression -](#)  
<https://u.osu.edu/keepcalmcoronavirus19/recorded-webinars/>

### *Clinicians/Professionals/Practitioners/Teachers/Coaches*

[NAM Clinician Resilience Resources](#)  
[Dealing with Disappointment over Cancellations for Coaches, Parents, and Athletes](#)  
[NAM Coronavirus Disease 2019 \(COVID-19\) News and Resources](#)  
[Notifying Families After a COVID-19 Death](#)  
[Supporting Families of Healthcare Workers Exposed to COVID-19](#)  
[Teachers: Free, Easy Science for Remote Learning](#)  
[Guidance on Culturally Responsive Remote Education](#)  
[IES FAQ on State and District Response to COVID-19 Outbreak](#)  
[IES: How can Educators Provide High-Quality Instruction to English Learners in an Online Environment?](#)  
[IES: How can Educators and Families Support Students' Mental Health and Social Emotional Needs?](#)  
[IES: How can Districts Support Families' Access to Technology During School Closures?](#)  
[The Mental Health Consequences of COVID-19 and Physical Distancing: The Need for Prevention and Early Intervention](#)  
[The Mental Health Cost of Containing the Coronavirus Outbreak](#)  
[What Coronavirus Fears are Doing to People with Anxiety Disorders](#)  
[Coronavirus Anxiety Package Mixdown](#)  
[Doctor Radio Answers Your Coronavirus Questions During Live Call-In Special](#)

### *General*

[Novel Coronavirus \(COVID-19\) Updates and Resources for the HealthySteps Network](#)  
[AACAP Coronavirus/COVID-19 Resource Library](#)  
[Taking Care of Yourself, Your Family, Your Patients/Students/Clients](#)

[Monitoring COVID-19 Impact on Marginalized Children and Youth](#)  
[Resources for Supporting Children's Emotional Well-being during the COVID-19 Pandemic](#)  
[AAP COVID-19: Overview and Evaluation – Pediatric Collection](#)  
[Patient Advocate Foundation COVID Care Resource Center](#)  
[NIMH Science News: Supporting Mental Health During the COVID-19 Pandemic](#)  
[NIMH Director's Message: Coping With Coronavirus: Managing Stress, Fear, and Anxiety](#)  
[NIMH Director's Message: Coping with Coronavirus: Support for the Autism Community](#)  
[National Institutes of Health \(NIH\) Director's Blog: Dealing with Stress, Anxiety, and Grief during COVID-19](#)  
[NIMH Director co-authored World Economic Forum Blog: Digital Mental Health: Innovating in a Time of High Anxiety](#)

#### [5 Things You Should Know About Stress](#)

[NIMH Director co-authored World Economic Forum Blog: Digital Mental Health: Innovating in a Time of High Anxiety](#)  
[Taking Control of Your Mental Health: Tips for Talking With Your Health Care Provider](#)  
[Five Things About Staying Mentally Healthy During the COVID-19 Outbreak](#)  
[Neighborhood Inequities and COVID-19](#)  
[COVID-19: What We Must Do for Ourselves and What We Must Do for Others](#)  
[National Core Indicators® COVID-19 Bulletin #4: Data on Racial Disparities](#)

#### *Policy*

[During the COVID-19 Pandemic, States Need to Rethink Delivery of Behavioral Health Services](#)  
[Ten Equity Implications of the COVID-19 Outbreak in the United States](#)  
[Research-to-Policy Collaboration: COVID-19 Impact for Families](#)  
[United Hospital Fund COVID-19](#)  
[COVID-19: What's equity got to do with it?](#)  
[Short Takes: COVID 19 and Health Equity](#)  
[Short Takes: COVID-19, Helpers, Public Policy, and Young Children](#)  
[Advisory Memos on the COVID-19 Response](#)

#### *Webinars*

[Telehealth and COVID-19](#)  
[Caring for Children with Complex Medical Conditions During COVID-19](#)  
[COVID 19 Pandemic – Clinical Guidance for Pediatric Practices](#)  
[Talking to and Supporting Children During a Pandemic](#)  
[Disaster Management for the Pediatrician in the COVID-19 Response](#)  
[Communities Respond to COVID-19 with Innovative High-impact Strategies](#)  
[Preventing Violence in Our Homes- April 14, 2020](#)  
[Changing Medicaid Programs to Meet COVID-19 Needs](#)  
[The Importance of Understanding and Recognizing Trauma in Young Children: A Family Perspective- April 16, 2020](#)  
[Changing Medicaid Programs to meet COVID-19 Needs](#)  
[COVID-19: The Triple Threat Against Our Well Being](#)

[Self-Care Isn't Selfish](#)

[COVID-19 and Child Health Care Transformation: Crisis and Opportunity](#)

[Media's Perspective on Mental Health During COVID-19](#)

[Preventing Depression During COVID-19 \(En Español\)](#)