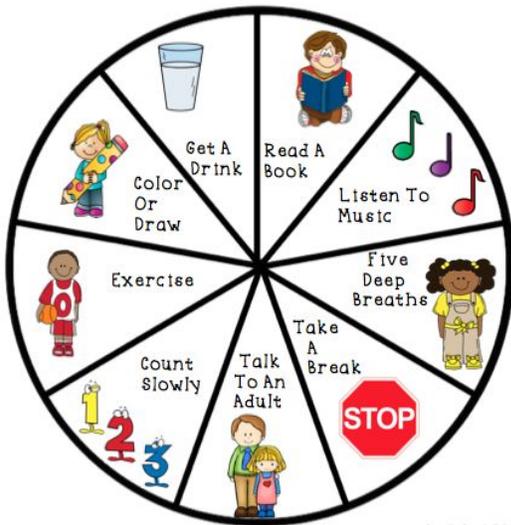


# School Social Work Newsletter

May 2020

## Coping Skills Wheel

9 Ways to Handle Big Emotions



May 2020: Students across the nation have been called home due to the coronavirus pandemic. Students have been forced to abruptly adjust to a new way of life: without the school setting; minimal physical contact with others; having their traditions marginalized; and so much more. It's important that they know whatever they are thinking, questioning or feeling during this time IS OKAY!

Here are a few strategies to help students cope through these unparalleled times.

### Practice Deep Breathing

Deep breathing is important because it helps to relax our bodies. It boosts the oxygen supply to our brains and stimulates

the parasympathetic nervous system, which promotes calmness. It basically communicates: There's nothing to worry about here. We don't need to fight or flee. We are safe.

"Breathe in like you're smelling a flower; breathe out like you're blowing birthday candles."

"Pretend your belly is like a balloon. Breathe in and make the balloon bigger, then breathe out and make the balloon shrink."

### Engage in Positive Self-Talk

How we talk to ourselves affects everything: It creates our lens for the world. So if we're engaging in negative self-talk, we're going to have a negative outlook on life, and on our abilities to cope with life.

Help your kids rethink their thinking. Help them understand that negative thoughts aren't the truth, and they have the power to change them to something supportive. Halloran shares these examples: Change "This is awful" to "Let me focus on the things that I can control and the things that are going well." Change "I'm not good at this" to "I'm just learning how to do this." You can talk to your child about the thoughts they have, and brainstorm together about revising these thoughts to

# School Social Work Newsletter

## May 2020

more encouraging, compassionate messages.

adaptive, however they should remain stable and dependable.

### Exercise

Participating in physical activities is especially important when your child starts getting restless, antsy or irritable. Examples: jumping rope, doing jumping jacks, taking a walk, running in place, swimming, stretching, skipping, dancing, and taking a class (e.g., martial arts, gymnastics, rock climbing).

### Routines

Routines add structure to daily activities. Routines include procedures teaching cause and effect allowing children to become accountable for their own actions and their consequences.

Routines help children feel safe. When I know and can anticipate what will happen in my day I feel comfortable and in control over the choices I can make. Routines minimize stress. In times of unexpected circumstances, routines may help the family operate on “auto-pilot.” Routines will not look the same for every family. Each agenda may differ based on the environment, outside circumstances and the values of the adults in charge. In order for routines to be beneficial for both children and the adults who care for them, routines must be consistent, predictable and clearly articulated. Routines can be flexible and



# School Social Work Newsletter

## May 2020



### 10 Quotes for Students

- Never do tomorrow, what you can do today.
- Push yourself, because no one is going to do it for you.
- If it is important to you, you will find a way. If not, you will find an excuse.
- The secret to getting ahead is getting started.
- Just believe in yourself. Even if you don't, pretend that you do, and at some point you'll.
- The expert in anything was once a beginner.
- It always seems impossible, until it is done.
- I'm not telling it is going to be easy, I'm telling you it's going to be worth it.
- A year from now, you'll wish you had started today.
- Study now and not later, to prove that you deserves a better life.

NAUKRIDAILY.COM

Mallory Schley, LLMSW, SSW  
[mschley@eupschools.org](mailto:mschley@eupschools.org)

Ashley Anderson, LMSW, SSW  
[aanderson@eupschools.org](mailto:aanderson@eupschools.org)

Angela Craven, LMSW, SSW  
[acraven@eupschools.org](mailto:acraven@eupschools.org)

Jaci Mortinsen, LMSW, SSW  
[jacim@eupschools.org](mailto:jacim@eupschools.org)

Karly McLean, LLMSW  
[kmclean@eupschools.org](mailto:kmclean@eupschools.org)

Kate Ludlow, LMSW, SSW  
[kludlow@eupschools.org](mailto:kludlow@eupschools.org)

Megan Billings, LMSW  
[mbillings@eupschools.org](mailto:mbillings@eupschools.org)

Carri Bradley, LMSW, SSW  
[cbradley@eupschools.org](mailto:cbradley@eupschools.org)

Kali Hancock, LLMSW, SSW  
[khancock@eupschools.org](mailto:khancock@eupschools.org)

Please let us know if we can be of assistance to you during this unprecedented time.

Jami Raymond, LMSW, SSW  
[jraymond@eupschools.org](mailto:jraymond@eupschools.org)

Jennifer Randazzo, LLMSW, SSW  
[jrandazzo@eupschools.org](mailto:jrandazzo@eupschools.org)

Shelly Smith, LMSW, SSW  
[ssmith@eupschools.org](mailto:ssmith@eupschools.org)

April 20, 2020

Before you speak:

# THINK

T = Is it True?  
H = Is it Helpful?  
I = Is it Inspiring?  
N = Is it Necessary?  
K = Is it Kind?