



Navigating Uncertainty Together

Strengthening Families with Children
and Teens During COVID-19



A note about wording, individual and cultural differences and limits of this booklet...



This resource was created at the beginning of the “social distancing” phase of the COVID-19 pandemic in Vancouver. We want to be supportive and constructive and hope our ideas and suggestions will be helpful for you and your family.

Each person has different strengths, challenges and needs. Some children, teens, parents and families have extensive challenges and special needs. Each person and/or community also has their own cultural context and ways of understanding many of the topics we discuss. It’s possible that some of our ideas and suggestions will not be appropriate for your specific situation and family. It’s also possible that we’ve left out information or a cultural perspective that would be helpful for you. We warmly invite you to let us know about these problems. We look forward to changing and improving this resource. Even more, we encourage you to modify the ideas and suggestions to make them relevant and useful for you, your family and your communities.



You’ll see that we talk to and about “parents.” When we say parent, we mean primary caregiver. This includes grandparents, foster parents, aunts and uncles...any adults who are primary caregivers to children and teens. We often say “you.” Families have varying numbers of primary caregivers. When we say you, parent or parents, we are including all of the primary caregivers in a family. We hope all primary caregivers feel included.

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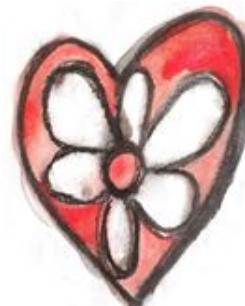
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Very special thanks to Pamela Stewart for extensive ideas and support throughout the process, Leanne Bird for an organization suggestion and Gwenllian Beynon, Jill Fraser, DC, NT, SW-P and EW-P for their art.



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Overview



Everyone is trying to understand and somehow manage tremendous change, loss and uncertainty. Most people are experiencing strong thoughts, feelings and body sensations related to the pandemic. We hope to support and inspire you to strengthen yourself, your family and your communities by tending to emotional and relationship needs, nurturing the positive, actively addressing the challenges and weaving a family fabric that is colourful and strong.

Many families are experiencing significant financial, social and work-related challenges that are profoundly stressful. If this is true for you, we hope you are able to access practical and financial supports from government programs, social agencies and/or your employer (if you have one) as well as kindness from friends, neighbors and family. We have a list of websites that offer information and support on pages 41 to 43.



Keep In Mind:

It's a time for you and your family to follow public health recommendations to promote the safety and well-being of everyone. We encourage you to check reliable sites and follow the most current public health recommendations. Here are two reliable sites:

<http://www.vch.ca/about-us/news/vancouver-coastal-health-statement-on-coronavirus>
<http://www.bccdc.ca/health-info/diseases-conditions/covid-19>

It's also a time when parents' thoughts, feelings and choices are especially important.

- You are navigating your family through tough waters!
- There are enormous social and financial challenges that are outside of anyone's individual control. At the same time, the small and large choices you make every day have a big impact on you, your children and teens and your family.
- Focusing on supporting everyone's emotional security, well-being and adaptability can help weather the storm and lead to increased family connection and capacity in the future.





Tips:

As much as possible, maintain (more or less) regular expectations and routines including cultural and spiritual practices.

- In times of uncertainty and rapid change, children and youth often feel unstable and insecure.
- Maintaining daily structure, expectations and routines helps everyone feel secure.
- Some families have cultural, traditional and/or spiritual practices that support stability for the children and family.
- Maintaining these things helps everyone meet current challenges with more resilience and flexibility.

“Follow your child’s lead” when providing information, support and validation.

- Children and youth require more information, validation and support during times of uncertainty and stress.
- Provide information, support and validation when your children and youth “signal” that they want or need information, support and/or validation (rather than in response to your own worries and stress).
- We’ll talk about this more on page 10.

Focus on the choices that you and your children can make.

- In times of uncertainty, many people focus on the things they cannot control and feel overwhelmed.
- Whenever possible, focus on the choices you and your children **can** make.
- Notice and affirm times when you and your children actively make choices that support yourselves, your family and your extended communities.
- Validate your children and teens when they make choices that help them feel more confident and effective.

Recognize emotions and develop everyone’s ability to express them constructively.

- We talk about this a lot below.



Think about ways your behaviour and choices are affecting your children.

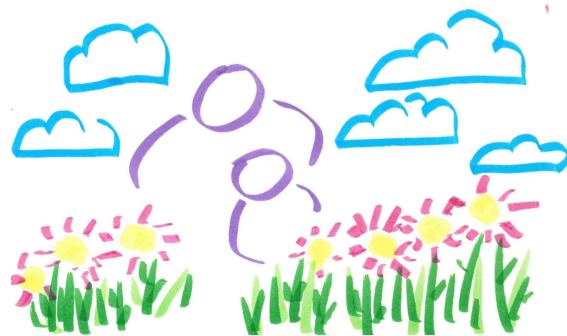
- Children and teens learn from a lot from watching how their parents handle their thoughts, feelings, needs and challenges.
- Children and youth also learn a lot from watching how their parents “frame and manage” problems.
- We focus on these topics in detail.

Support your children to feel productive, helpful and effective.



- Most people feel happier, more capable and less worried when they help others and contribute to their communities.
- We're all helping others when we follow public health recommendations.
- There may be other things your children and teens would like to do to help others such as contacting friends or elders who are physically isolated or contributing to online support communities.

Try not to burden your children and youth with responsibility. Instead, support them to make choices and experience themselves as productive, effective and helpful. This is called having a sense of “agency.”



“Tolerate uncertainty.”



- There are many things that are uncertain and not possible to control with individual choices or actions.
- Some people react to uncertainty by feeling overwhelmed or distressed. Others respond by trying to control everything and everyone. Some do both! These responses are understandable but they take a lot of energy and don't lead to effective change. Children and youth usually feel less secure when their parents react in these ways.
- “Tolerating uncertainty” involves being willing to experience or “know” (with our thoughts and often our hearts and body sensations) that some things are not known and/or not in our individual control.
- Tolerating uncertainty supports everyone to be less fearful/avoidant and more flexible and resilient.
- It's important for children and youth to develop this capacity in small, graduated steps that are appropriate for their developmental stage and within their “window of tolerance.” Very young children need more reassurance. There is information about these ideas throughout this booklet.
- It's important that parents communicate that they are leading and “emotionally containing” the family when they model “tolerating uncertainty” for their children and youth.
- We're not saying this is easy but we think it's worth considering and trying.



Notice moments of pleasure and connection.

- Everyone copes more effectively when they have moments of relaxation, connection and pleasure.
- Try to create and notice moments of satisfaction and connection whenever possible. Here are some examples:
 - Help children notice that spring flowers are blooming all around us.
 - Highlight “acts of kindness.”
 - Notice times when you or your children feel content, satisfied and/or have “enough.”
 - Maybe say out loud when you’re enjoying being with your children and teens or having fun as a family.
- We are not suggesting that you tell children everything is okay or dismiss their emotions and worries. As well as providing truthful accurate information and supporting children’s feelings and needs, ALSO notice moments when things are okay or even pleasurable.

Remember to have realistic expectations and be kind to yourself.

- Parents are responsible for so many things, especially when kids are not going to daycare and school.
- We provide a lot of ideas and suggestions. It’s probably most helpful if you choose one or two specific ways to strengthen yourself and your family during this time. It helps to create small realistic plans so that you experience success.
- Try to notice things you do well (or “good-enough”) and things that make you feel better as often as possible.
- We strongly encourage you to be kind to yourself. Most people develop skills and capacities when they are treated with kindness rather than criticism. Intense self-criticism results in less effective parenting.
- Treat yourself kindly the way you would treat an important friend.



Parental Well Being



Keep in Mind:

It's important for parents to focus on their own well-being and recognize and manage their worry and stress as much as possible.

- This provides important security and role modelling for children and teens.
- This may be the most important thing you can do at this time to support your children's and youth's long term growth, development and well-being.
- Many parents are experiencing a lot of thoughts, feelings and body sensations related to worry, anger, fear and uncertainty. Families tend to "share emotions." Emotions are often "contagious."



Tips:

Actively choose to support your overall well-being and emotional and physical stability.

- There are many things that can help:
 - Getting information from reliable sources
 - Limiting the amount of time listening to worrying information
 - Getting emotional and practical help from family and friends
 - Having a way to recognize and "manage" feelings (more on this below)
 - Getting regular exercise
 - Maintaining a regular sleep/wake cycle
 - Eating relatively well
 - Reducing the use of alcohol and/or drugs
 - Taking time to "ground" and "stay present"
 - Practicing mindfulness and/or self-compassion
 - Maintaining traditional, cultural and/or spiritual practices that support you
- Of course, it's not possible to change a lot of things at once.
- Choose one or two things that help you feel more stable and emotionally capable and make them a top priority.





Actively choose specific strategies that help you cope with stress more effectively and integrate them into your daily life.

- It helps to be as specific and practical as possible.
- Think about things that are important to you and/or that you like to do. This will make it easier to follow through. Reducing stress doesn't have to be unpleasant!
- Most people find it easier to practice stress-reduction (or self-regulation) strategies when they plan specific times and/or link the strategies to things they already do. For example, *slow down, relax my shoulders and breathe each time I walk into the kitchen.*
- We talk about recognizing and managing stress throughout this booklet.
- There are many possible strategies. Here's one way of thinking about options.



FOUR CORE STRATEGIES FOR MANAGING STRESS AND ANXIETY

1. ATTENTION - CENTERING TECHNIQUES

To neutralize anxiety, it can often help to use techniques designed to focus attention beyond anxious thoughts.



MEDITATION



BREATHING



VISUALIZATION

2. EXPRESSIVE, CREATIVE STRATEGIES

To channel anxious thoughts or feelings in more productive ways, we might identify specific outlets to express creativity, such as working on a project, drawing, and athletics.



WORKING ON A PROJECT



ARTS



PHYSICAL MOVEMENT

3. REFLECTION EXPLORATION STRATEGIES

To monitor where anxiety arises, become more aware of anxiety triggers, and reflect on anxious thoughts and feelings, we might try strategies that foster self-observation.



JOURNALING



SELF-MONITORING



COMMUNICATION

4. HEALTHY LIFESTYLE VALUES

To reduce residual feelings of anxiety, it could help to turn attention toward healthy habits, healthy relationships, healthy pleasures, and a healthy environment.



NUTRITION



RELATIONSHIPS



EXERCISE



Make things that replenish and sustain you (“fill your cup”) part of every day.

- Think of things that replenish and sustain you. Try to be very practical and specific.
 - What can I do to “fill my cup”?
 - What can I ask other adults to do to help fill my cup?
 - What are signs that my cup is getting empty and needs to be filled?
 - How can I remember to fill my cup every day?

Get your emotional needs met from other adults as much as possible.

- Try not to directly or indirectly ask your children/teens for emotional support or “vent” about your worries or stressors in front of them when you are feeling anxious or angry.
- Most parents are experiencing a lot of stress and it’s understandable to look for understanding and support from the people around us. However, supporting parents emotionally and hearing stressful information in this way often contributes to children’s and teens’ worry, results in them feeling less secure, competent and effective and negatively affects their behavior.
- Try to express intense emotions and get your emotional needs with/from adults as much as possible.
- We recognize that this can be challenging, especially for parents that don’t have enough adult support.
- It is helpful for children and teens to be active contributing members of the family in other ways.



If you are part of a couple, find ways to connect and support each other.

- Many of the ideas and suggestions in this booklet can be applied to couples as well as families.
- Try this website for inspiration:
<https://www.youtube.com/watch?v=QHN2EKd9tuE>

Resources:

10 Self-Compassion Practices for COVID-19 by CMSC

- <https://centerformsc.org/10-self-compassion-practices-for-covid-19/>

Why Mindfulness Is a Superpower: An Animation by Happify

- <https://www.youtube.com/watch?v=w6T02g5hnT4>



Talking to Children and Youth

Keep in Mind:



Children and youth are hearing a lot of information and misinformation from a variety of sources. Even very young children are hearing news and adult conversations about the pandemic and financial worries. They need accurate information and an opportunity to talk with adults about their questions and concerns.



- It's helpful to provide straight-forward accurate information that is developmentally appropriate for your children and/or youth when they are interested and ready to hear the information.
- Parents can learn to recognize the "signals" that children and teens want information as well as "signals" that it's not a good time to talk. Noticing and respecting signals shows your children and teens that you are there for them when they need you and you also respect their need for privacy and space.
- Use simple, concrete, developmentally appropriate language when you talk to children about the pandemic. Use accurate words like "COVID-19" and "pandemic." Children are hearing these words all the time. Explain them in ways that your children will understand.
- Most importantly children and teens need to hear that they are loved, adults are actively working together to understand and solve the problems, "this will pass" and their family can "weather the storm."
- Try to make family conversations genuinely respectful and collaborative. At the same time, children and teens feel most secure when they consistently and dependably have a sense that their parents are "in the lead" in the family.

Tips:



“Follow your child’s lead” when providing information.

- Recognize your children’s and teens’ “signals” that they want or need information.
 - Notice times when they express curiosity or ask questions.
 - Notice if they are communicating a need for more information or support through their emotions, behaviour and/or play.
 - Young children often don’t know how to ask questions. They usually “communicate” their feelings and needs through their behaviour and play.
 - Older children and teens may also have difficulty directly expressing their need for information and support when they are experiencing intense stress.
 - Some children and teens withdraw (look still and quiet) when they experience stress (we this “internalizing”) and others become more reactive and/or expressive when they are experiencing stress (we call this “externalizing”). Knowing your child’s “style” can help you “read the signals.”
- Just as importantly, recognize your children’s and teens’ “signals” that it’s NOT a good time for them to get information.
 - In times of uncertainty and stress, everyone needs to pace the information they absorb.
 - Notice signs that your child or teen is not willing or able to “take in information.” They may look away or actively focus on other things. Try to recognize and validate the signals with your words and actions:
 - *“Maybe it’s better to talk about this another time.”*
 - With older children or teens, it’s helpful to add *“We all need to pace ourselves. I’m here if you want to talk later.”*





Provide information in small manageable “chunks.”

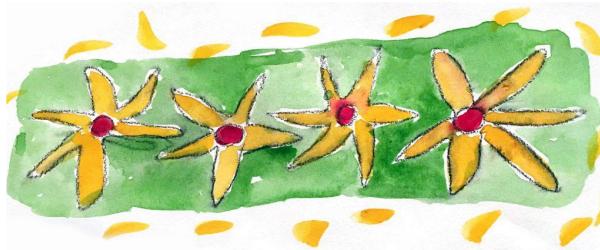
- Listen for times when children and teens ask questions or express interest in talking.
- Invite them to tell you what they already know about the topic. This builds their confidence and mastery. It also informs you about gaps in their knowledge and/or misinformation. Try not to immediately correct them: this makes them less likely to share information with you in the future. Instead, link what they say to accurate information.
- Children and teens are often satisfied with short answers and small “doses” of information. They’ll let you know when they want to know more, especially if they know you are willing to be honest and direct with them.



Practice realistic thinking together.



- Talk together about sources of information and whether information is accurate (or “misinformation”).
- Talk about which “worried” or anxious thoughts might be realistic and/or helpful and which thoughts might be inaccurate, overly distressing and/or unhelpful.
- Talk about ways to challenge and/or “talk back” to misinformation and unrealistic or distressing thoughts and feelings and then practice together.
 - *“I feel very frightened because a friend told me that they heard (add misinformation here). My heart is racing and my hands are sweaty but the information does not come from a reliable source. I know I need to breathe, calm myself down and check a reliable source.”*
 - *“That may or may not be true but I’m feeling overwhelmed and it’s too much for me to think about right now. I’m going to step back, take a break and choose to do something that helps me feel better for a while.”*



Recognizing and Validating Emotions and Needs

Keep in Mind:



Parents' feelings and needs.

- Having feelings and needs is an important part of being human.
- Unfortunately, trying to notice and manage our feelings and needs as parents can be complicated, especially when we're spending a lot of time with our kids.
- Ideally, it's best if parents have the time and space to "feel our feelings" and "get support from adults."
 - This allows us to choose how and when to talk about our feelings with our children and teens.
 - It also makes it more likely that we will talk about our feelings with our children directly and calmly – rather than have our feelings negatively affect the way we make parenting decisions and interact with our children and teens.
- Most of us have times when our feelings "get bottled up," "explode" or affect our parenting in other ways. This is especially true in stressful and uncertain times.
- Children and teens often sense when their parents are experiencing strong feelings, even when we try to hide them. Some kids respond to this by withdrawing or trying to help the parent ("internalizers") and other kids act up or express their own emotions reactively ("externalizers").



More to Keep in Mind:



Children and teen's feeling and needs

- Having feelings and needs is an important part of being a child or teen.
- For many reasons, parents often reassure or distract their children and teens when the children/teens experience emotions. Many parents want the best for their children and teens and do not want them to experience unpleasant, sad, angry or worried emotions. Some parents feel uncomfortable when their children have feelings because they are reminded of people or times in their own lives that they experienced as unmanageable. Other parents are worried their children or teens will lose control and/or behave inappropriately. The urge to protect ourselves and our children is understandable.
- Many parents find it helpful to remind themselves that children and teens develop mastery, resilience and a sense of security and well-being from gradually learning to recognize and experience their emotions.
- Emotions arise and they pass. They are part of being human and we don't need to be afraid of them. Knowing that they can recognize and experience feelings constructively (within their "window of tolerance") helps children and teens manage life's ups, downs and challenges. This supports them to feel more confident and capable and create healthy relationships.
- Some feelings are too BIG and/or overwhelming for children and teens. We talk about emotion regulation including the window of tolerance in the next section.



Tips:



Take time to feel and acknowledge your own feelings

- Notice your breath, your body sensations, your emotions and your thoughts. When possible, take time to deeply feel your feelings.
- Some people find that writing, drawing or moving their body helps them experience and express their feelings.
- Make it a priority to share your feelings, and your thoughts about your feelings, with trusted adults. It is less likely that your emotions and needs will “bubble up” (some people say “get triggered”) when you are interacting with your children and teens about their behavior, needs or emotions if you are getting emotional support from adults.
- If you don’t have trusted friends or family, talk to yourself kindly (like you would talk to a friend) and consider reaching out to a crisis line, counsellor or your family doctor.



Kindly tend to feelings and needs that are more challenging for you to “be with”.

- All parents have some feelings and needs that are more challenging to “be with.” This applies to our own feelings and needs and those of others, including our children and teens. For example, some parents feel overwhelmed when they feel sad or see another person crying and may want to run away or shut things down. Others feel highly activated at the first signs of anger. Some parents feel worried when their children and teens are moving away and exploring the world and others feel uncomfortable when their children are moving towards them with emotional needs.
- It is very helpful to kindly recognize these sensitive areas and gradually increase our ability to recognize and “be with” the full range of feelings and needs. This can start with trying to recognize and “name” when it is challenging to be with a feeling or need.
- The Circle of Security model describes the idea of parents’ “shark music”.

<https://www.youtube.com/watch?v=Vy3EwAQ0lwo>





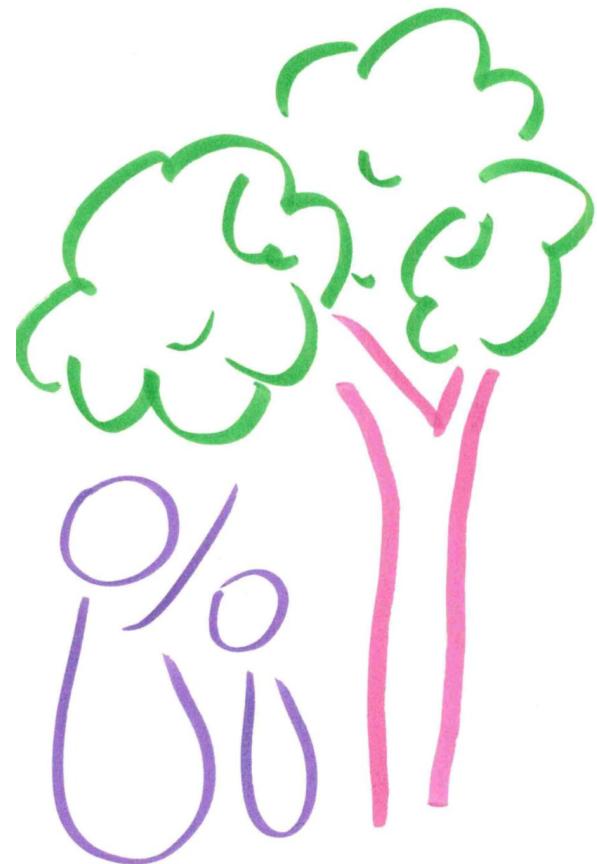
Model “recognizing and managing” your thoughts and feelings, including worry and anger.

- Calmly and kindly talk to yourself out loud in front of your children and teens:
 - *“I notice that I’m getting too worried. I think I’ve been watching too much news on TV. I’m going to turn off the TV for a while and focus on things I can choose to do that would make me feel calmer.”*
 - *“Oh, my heart is beating faster than usual. I need to take a break and calm down.”*
- Rather than telling your kids to do these things, it’s very helpful for them to see you actively making choices to recognize and manage your thoughts, feelings and body sensations.

Notice and validate children’s and teens’ emotions, especially in changing and uncertain times.

- Adults often think we need to “solve” and reduce our children’s and teens’ feelings. But if we can simply acknowledge the feelings and name them, we may find their feelings flow like the tide – in and out in a cycle. This is called “being with” our children’s emotions.
- Demonstrate when you “get it” with sincerity.
 - *“I can understand....”*
 - *“It makes sense....”*
 - *“I hear you....”*
- Here is a website that provides useful information about validation.

<https://www.emotionfocusedfamilytherapy.org/steps-of-emotion-coaching/>





Supporting the Development of “Emotion Regulation”

Keep in Mind:

Emotion regulation is the ability to recognize and “manage” or “titrate” emotions. This involves noticing feelings and body sensations and developing the ability to deliberately lower (or sometimes increase) the intensity of the feelings and body sensations in order to be able to think constructively and make choices about how we respond and/or behave.

- It’s ~~use~~ful for everyone to “feel their feelings” when the feelings are “small or medium sized,” feel more or less manageable to the person and don’t lead to inappropriate behaviour or feeling overwhelmed and/or “out of control.”
- Everyone also needs to have ways to recognize and manage BIG emotions that don’t feel safe or manageable and often result in inappropriate behaviour.
- In times of stress and uncertainty, most individuals and families have challenges with emotion regulation.
- It’s possible to improve emotion regulation with focus and practice.
- It is helpful to develop emotion regulation skills by practicing with small and medium sized emotions so we can resource them when we have BIG feelings.
- Many children and youth have been taught emotion regulation strategies at daycare and school.
- It’s very helpful when families create a family emotion regulation plan together and then actively practice, discuss their progress, find ways to overcome obstacles and focus on their success.
- Supporting family emotion regulation is one of the ~~m~~ helpful things you can do for yourself, your children, teens and family



Tips:

Think about your own emotion regulation.

- It's important to be honest and also very kind. Emotion regulation is difficult for most people, especially in stressful times.
 - How do I recognize and regulate my feelings, especially BIG feelings? (This could include noticing body sensations, thoughts, and feelings and doing specific things to change your body sensations, thoughts and feelings. It could involve seeking connection with others or withdrawing from others. It could also include trying NOT to notice your feelings and “regulating your emotions” through venting, avoidance, numbing, distraction, substance use or something else. Be as specific as possible.)
 - Do I tend to seek connection with or withdraw from others when I have BIG feelings? How does this affect my children and teens?
 - How do I communicate with my children and teens when I have BIG feelings?
 - How do I respond when other family members have BIG feelings?
 - How am I modelling emotion regulation in my family? What are my children learning from my behaviour?
 - How does my emotion regulation affect my children and their emotion regulation?
 - Is this something I want to change?
 - What are very small practical steps I can take to improve my emotion regulation?
 - When we're not in crisis any more, it's also helpful to think about how the family, or families, you grew up in understood and managed emotions and also ways your early experiences affect your emotion regulation and parenting now.

Learn about “flipping your lid.”

- Dr. Daniel Siegal developed a hand model that shows what happens in the brain when we “flip our lid” or surge into intense emotions. These videos are better than written words:

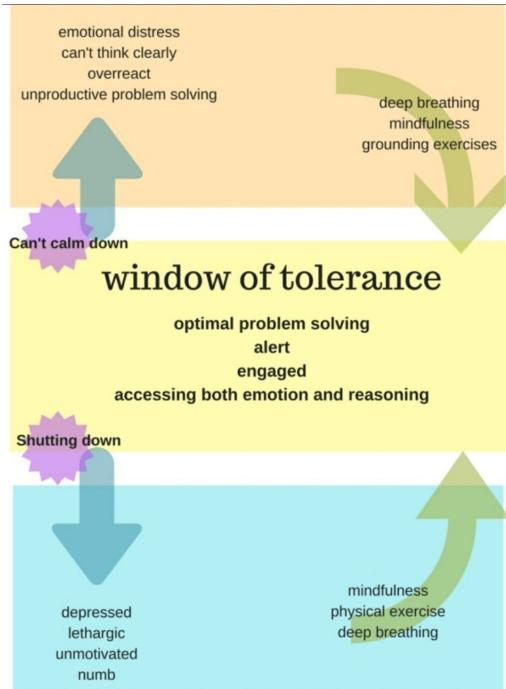
<https://www.youtube.com/watch?v=gm9CIJ74Oxw>
<https://www.youtube.com/watch?v=3bKuoH8CkFc>





Visualize a “Window of Tolerance” Model

- The Window of Tolerance model provides a way of visualizing and understanding whether a person is in a state where they are able to “process and manage” stressors, feelings, communication with others and/or other challenges.
- This model can really help parents understand and support themselves and their children and teens.
- When a person is in their “window of tolerance” they are able to experience their emotions and still maintain their ability to think, integrate new information and make choices. They can cope relatively effectively and “handle things” as needed. Even if they get a little agitated, they know they can soothe themselves and bring themselves back into a comfortable, capable emotional zone.



- When a person experiences too much stress or challenge they move out of their window of tolerance and their ability to think, feel and problem solve effectively changes
- When a person goes ABOVE their window of tolerance they often experience emotional distress and are more likely to express their thoughts and feelings reactively. We often think of this as the “fight or flight” response.
 - Children often “act up” when they are in this state.
 - Parents tend to either overly express their intense thoughts and feelings or withdraw from their children and teens because they are focused on their own experience and needs.

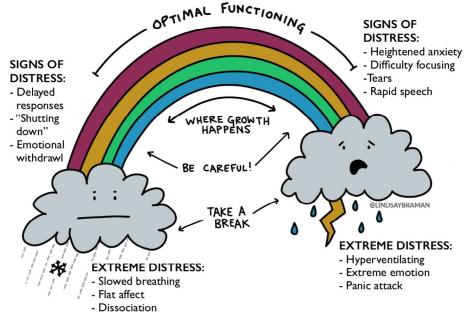
- When a person goes BELOW their window of tolerance they often feel numb, empty and/or shut down. This is also called the “freeze” response.
 - Sometimes parents don’t notice when children and teens are BELOW their window of tolerance because they are quiet, withdrawn and aren’t seeking support. (This is very different from a child or teen being comfortably quiet or enjoying time on their own.)
 - It’s challenging for children and teens when parents go BELOW their window of tolerance because the parent is emotionally unavailable. This can be just as frightening for children as having their parent over-react.



- When a person goes out of their window of tolerance, they need to notice, take a break and use emotion regulation strategies to come back into their window of tolerance.
- During intensely stressful times, such as during the pandemic, most people need to actively focus on returning to their window of tolerance many times a day.
- It is NOT effective to try to solve problems or resolve conflict when any of the people involved are outside their window of tolerance. Try to communicate with your family about important issues and/or areas of conflict when both or all of you are in your window of tolerance. Remembering this can prevent many family problems.
- It's very helpful to notice when children and teens are outside of their window of tolerance and need extra support to express themselves and behave constructively.
- Here are two articles with more information about the window of tolerance:

<https://www.richardbamfordtherapy.co.uk/blog/window-of-tolerance/>
<https://lindsaybraman.com/window-of-tolerance/>

WINDOW OF TOLERANCE (IN RAINBOW FORM!)



Clicking on the image will allow you to view a higher resolution version.

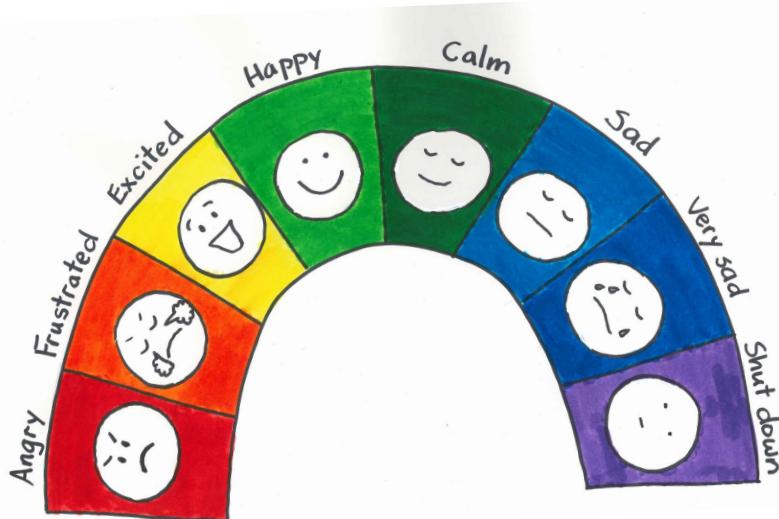
Talk with your children and youth and develop a “family emotion regulation plan”

- Ask your children and teens to tell you things that help them and other people “notice and regulate” their emotions. Use language that is developmentally appropriate for your child. Invite them to think about three things:
 - Ways to notice feelings (focusing on body sensations is often very helpful)
 - Ways to soothe themselves or calm down (sometimes this involves active movement)
 - Ways to activate and be “ready to focus, think and actively make choices”





- Invite your children to teach you things they learned at daycare and school and also encourage them to be creative and think of their own ideas. This develops their confidence and sense of mastery. Here is one model children often learn at school: the “zones of regulation.”



- Develop a family plan so that everyone in the family has a specific plan to try to notice and manage their emotions. (Include parents but don't include babies or very young children.)
 - The goals and language should be developmentally appropriate, very specific and realistic. It's important for each person to experience success and then gradually tackle slightly harder challenges.
 - Children and teens are more likely to follow through with plans when they feel knowledgeable and capable and actively collaborate in the process of developing the plan.
 - For young children, it's helpful to make a drawing of the plan and put it on the wall.
 - School-age children might enjoy making a drawing, chart or other visual.
- Very importantly, try to practice the plan in front of your children and teens. (“Model the behaviour I want to develop in my family.”)
- Try to notice times when other members of your family follow the plan much more often than you notice times when they don't. (Easier said than done.) Focusing on positive things helps parents cope and it also brings out the best in children and teens. Teachers often try to “catch children being good.”
- Talk together about times when each of you had trouble “sticking to the plan,” “noticing emotions” and/or “managing emotions.” Think together about things that might help in the future
- Working on family regulation in this way helps children learn that developing skills takes time, practice, positive reinforcement and modifications along the way.

Here is one model of emotion recognition and regulation for managing BIG feelings:



1. Notice

- Notice when you're starting to experience a strong emotion.
- Body sensations, such as changes in breathing and/or tensing parts of the body, are often good indicators.
- Try to notice your emotions as early as possible. It's much easier to "manage" feelings before they get really intense.



2. "Take a step back"

- Younger children usually need to literally take a step back (move away).
- Older children, teens and adults often find it helpful to use a specific "strategy" to support themselves to "take a step back" inwardly.
 - This could involve using a word, visual image or body movement to cue themselves to pause before their emotions and behaviour escalate.
 - Some people say the word CHOICE when they notice they are starting to have emotions. This cues them to take a step back.
 - Other people put their hand on their heart or belly as a cue.
- Support your children and teens to choose a strategy to "step back."
- Most people of all ages need to literally move away from the situation if/when their emotions are intense.

3. Self-regulate (There are many ways to self-regulate. We'll list a few.)



- Focus on changing body sensations.
 - Three deep breaths focusing on slowing the exhalation
 - Deliberately push your feet into the ground while relaxing your shoulders
 - Move, jump or go for a walk with the intention of using movement to calm
- Focus on changing thoughts.
 - Positive self-talk ("I can handle this." "I can pace myself." "I'm choosing to calm down.")
 - Visualizing shrinking the BIG emotion into a manageable size (turning down the dial on a heater or letting the air out of a balloon)
- Focus on naming and "containing" emotions.
 - Name the feeling with acceptance and the sense that you can effectively contain yourself and the emotion. (Some people find it helpful to put their hand on their heart or belly and adopt a stance of acceptance.)
- Support your children and teens to actively choose a strategy to try.



4. Make a choice

- Actively choose what you're going to do or say next. This could involve choosing to "feel the feeling" in a manageable way, choosing to keep focusing on emotion regulation, choosing to communicate constructively or choosing to move on.

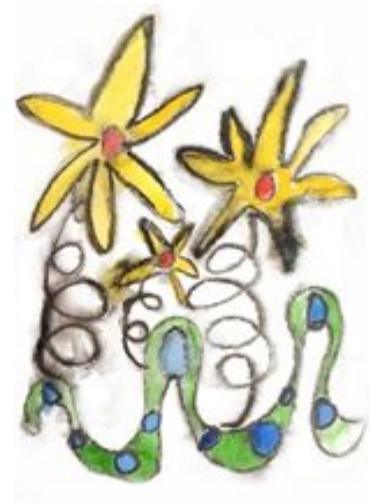


Recognizing and Supporting Grief and Loss

Keep in mind:

“Recognizing, experiencing and managing” change, loss and grief is an important part of family life and being human.

- We’re all experiencing significant change and loss – loss of schools, daycares, workplaces, daily routine and structure, sports and recreational activities, physical time with friends and extended family and even freedom to assemble, play in parks, travel and interact physically with others.
- Many families are dealing with loss of jobs and income.
- Some families are dealing with physical health problems and even death.
- Thinking globally, we are trying to understand and somehow cope with our response to the thousands of deaths all over the world related to COVID-19 as well as worry about the health and well-being of the people we love.
- These are exceedingly challenging times.
- Children and teens can develop their capacity to manage intense feelings and challenging times through constructively recognizing, experiencing and managing grief, loss and change. This results in increased feelings of personal competence and connection to their family and society.
- Parents can support their children by providing effective modelling. Parents can also try to keep their children’s and teens’ exposure to change and loss appropriate to their developmental age and within their window of tolerance as much as possible. (Remember these are goals and these are extremely unusual times.)
- Specifically focusing on the choices we can make to support ourselves, our children, our families and our communities can help parents feel less overwhelmed and more effective in this time of tremendous loss and change.





Tips:

Sensitive pacing is key when dealing with grief and loss.

- Everyone (at every age) benefits from “experiencing” and “processing” challenging information and intense feelings in their own way and their own time.
- It can be very challenging in families when some people process information and feelings quickly and other people need more time and space.
- Try to be aware of your own “pacing” and the “pacing” of your kids and family.



Get adult support to “recognize, experience and manage” your own grief and loss.



- Tell other adults that you want to “feel the feelings” related to grief and loss rather than immediately be reassured or solve problems. This will strengthen your ability to support your children and family.
- Here is a link about the difference between empathy and sympathy that might be helpful:

<https://www.youtube.com/watch?v=1Evwgu369Jw>





Practice talking about grief and loss related to “small” things.

- First, practice with yourself.
 - Notice times when you feel sad or disappointed about minor losses (such as losing a book).
- Name the feeling and the related loss and validate your feelings.
 - *“I feel disappointed. I was really enjoying that book and it helped distract me from my worry. It’s understandable I feel so disappointed because I’m trying to cope.”*
- Then, practice with adults, teens and children.
 - *“I notice you’re feeling sad because Tina is not online today. I know that connecting with your friends is important to you, and you’re feeling isolated these days and you always feel better when you talk to her. It makes sense you’re feeling sad.”*
- Notice times when they feel sad or disappointed about minor losses.
- Name their feelings and related loss and validate their feelings. It’s fine to guess – they will correct you if you’re wrong.
 - *“I notice you’re feeling sad because Tina is not online today. I know that connecting with your friends is important to you, and you’re feeling isolated these days and you always feel better when you talk to her. It makes sense you’re feeling sad.”*
- It’s important to reassure younger children but older children and teens do not need you to reassure them or solve their problems right away. Reassuring them and/or solving their problems too soon prevents them from learning how to recognize and manage loss and grief. This can lead to increased anxiety and avoidance.



Watch for signals that others need support to recognize, experience and manage their grief and loss (within their window of tolerance).

- There is information in the Recognizing and Validating Emotions and Needs section starting on page 12 and the Emotion Regulation section starting on page 15.



Problem Solving



Solving problems together supports connection in families and helps everyone deal more effectively with change, loss and uncertainty.

Tips:



- Help your children and teens “frame” problems so the content is appropriate and manageable for their age and thinking ability and everyone can stay in their window of tolerance.
 - It often helps to make topics smaller and/or more specific.
- Think of age appropriate ways to solve problems together.
 - Age 3-5:
 - Help preschool age children develop emotional, social and problem solving skills through validation and helping them put words to their experience.
 - “You’re very excited and want to move, move, move.”
 - “You’re feeling scared but it’s not all right to hit your brother. Come cuddle with me instead.”
 - Create stories that have problems and solve them together creatively.
 - “Play” and create art together. Follow your child’s lead and notice and support them when they solve problems. Notice if they are playing out their worry about the current situation. If so, help them express their feelings and find creative solutions. It’s amazing how young children express themselves, solve problems and learn through play!
 - Age 5-7:
 - Continue to follow your child’s lead and support them to express themselves and solve problems through art and play.
 - Help them develop problem solving skills by asking them specific open ended questions: What am I feeling? What is the problem? What is the solution?



- Age 7-9:
 - Continue to follow your child's lead and support them to express themselves and solve problems through art and play.
 - Teach them to break big problems into manageable "chunks."
 - Teach them a model for problem solving. Here's one example: Identify the problem. Describe a few parts of the problem and a few barriers to solving the problem. Identify small steps towards solving the problem.
 - It's very helpful for children this age to recognize small constructive things they can do even when there are big problems that are out of their control.



- Age 9-12:
 - Children this age really develop their ability to problem solve.
 - "Brainstorm" together. Encourage them to think expansively: What are creative solutions? What are practical solutions? What would never work? What might actually help?
 - Help them think expansively and also develop practical, specific and realistic plans and goals.
 - Help them think about problems, barriers and solutions at the individual, family, community and international level and make sure they also have a sense of very specific things they can do that are helpful.
- Teens:
 - Many of the things that support problem solving with younger children are also helpful with teens but the discussions involve more critical thinking, active debate and collaboration.
 - Encourage personal and social responsibility but also make sure that your teens are not overwhelmed by the topics, worrying too much or taking too much responsibility for things that are out of their control.
 - Practical steps and tasks are particularly grounding and constructive at this age.

Supporting Connection in Your Family

Keep in mind:

Meaningful connection with others is one of the most important and sustaining things in times of uncertainty and worry.

This is a time when your family can grow closer and strengthen everyone's sense that you are able to face and manage adversity and challenges together. There will likely be strong feelings, obstacles and setbacks. Kids don't need their parents or family to be steady or capable every minute. However, most children and teens feel much more secure and competent when their parents are able to (more or less) consistently communicate a message that the family is connected and capable. *"Our family can handle this together. I'm in the lead, each person in the family contributes to our family and we can navigate uncertainty, change and tough times together. Maybe we'll even come out stronger."*



Connection in relationships can be built and strengthened through one person making a small gesture towards connection and the other person "receiving" and responding to the gesture. These are called "bids for connection." It's extremely affirming and helpful for children and teens when parents notice their kids' bids for connection and respond with empathy and kindness. This can be tricky because kids sometimes bid for connection in challenging ways.

With most people experiencing stress and worry, there will likely be many conflicts or "relationship ruptures" in families. Don't despair, and try not to blame your children. Children and youth learn important skills when families "repair" and "rebuild" connection after conflict.

Secure connection (attachment) in families supports children and teens to "move towards" and "move away" from their parents comfortably and securely depending on their current interests, feelings and needs. It is very helpful when parents notice and support their children when they need to move towards them for comfort and/or support as well as times when they need to branch out, explore and/or solve problems independently.



Tips:

Notice your children's and teens "bids for connection" and try to respond with empathy.

- "Bids for connection" are small acts that signal a desire (or need) for connection. They can be direct ("Look at this book"), indirect ("I hate being home all the time") or downright confusing. Unfortunately, children and teens sometimes "bid for connection" by behaving in inappropriate ways they know we will notice. It is worth considering whether behavior we think is inappropriate, "attention seeking" or "acting up" is actually a bid for connection.
- When we respond empathically to a child's or teen's bid for connection, it "fills their emotional cup" and helps them to feel more connected and secure. When a child's or teen's bids for connection are (more or less) consistently acknowledged, this builds their security and confidence. It also helps them express their needs and behave more constructively.
- Here is a link to a site that explains ways to notice your children's and teens' bids for connection and respond in ways that strengthen relationships.

<https://www.gottman.com/blog/turn-toward-your-child-nurture-intimacy/>



Notice and support your children and teens when they need to "move towards you" and when they need to "move away."

- The idea of supporting children's and teen's needs for both connection and independence is central to "attachment theory." There are many models that promote "attachment" in families. Here is one video that explains this idea well.

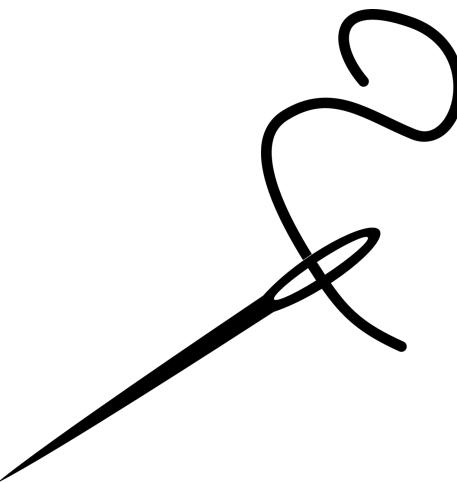
<https://www.youtube.com/watch?v=1wpz8m0BFM8>





Support your family to repair and rebuild after conflict.

- Think about the developmental age and stage of your child and then talk directly and clearly after times of family conflict.
- Take responsibility for your part in the conflict and focus on the importance of the relationship.
 - For example, if the child is young, you might say *“I’m sorry I yelled. It’s important we all treat each other with respect. Family is so important.”*
 - If your child is a young teen, you might say *“I’m sorry I told you to get off the computer without giving you any warnings. I was listening to the news and I reacted to the sound of the computer with anger. We value respect for others in our family. I’m going to try to give you five minute warnings as we’ve agreed. Family is so important.”*
- Watch closely for times when your children and teens are trying to repair and rebuild after conflict. This is especially important if they were unkind or their behaviour negatively affected others. Really try to recognize their “bid for connection and repair” and give them the opportunity to make things better. This can be challenging when parents are stressed and/or have strong feelings.
- Supporting children and teens to reconnect and repair supports them to take personal responsibility for their actions, develop security and self-confidence and feel like an active contributing member of the family.



Connecting Through Shared Activity

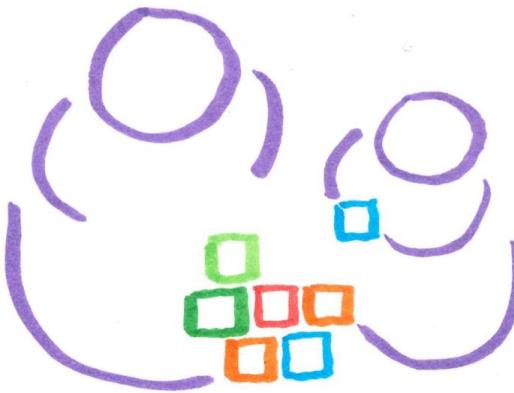


Keep in Mind:



Doing pleasant and/or constructive things together supports everyone in the family to feel more secure and connected.

- Families are cooped up together. Many parents are trying to work at home or dealing with the loss of their work. Other parents are working full-out and worried about bringing COVID-19 home. Nerves are frayed. People may be bumping into each other and going stir crazy. It may seem strange to focus on spending time together.
- We encourage you to deliberately choose to create shared family activities that are (more or less) pleasant, fun and/or interesting. It may take some effort at first if people are cranky or “out of sorts” and probably won’t be pleasurable every minute. It’s worth it. Shared purpose, interest and/or fun can build everyone’s capacity to cope with stress and get along. It can “fill people’s emotional cups,” meet basic human needs for connection and result in less reactive emotions and behavior all around.
- There are so many fun and interesting things to do with children and teens!



Tips:



Get active together.

- Everyone needs movement and exercise. Think of things your family can do together while maintaining the recommended physical distance from others such as going for walks and bike rides.
- Soccer might be cancelled but it’s great to kick a ball around with parents or brothers and sisters.
- Take turns putting on your favourite music and dance, dance, dance.





Make up stories together.

- One person can make up the beginning of a story and the next person keep the story going. This can go from person to person or back and forth between two people. It's best if there are no "rights and wrongs" or corrections. This creates an opportunity for playful interaction and interpersonal growth and development.



Plan meals, cook and eat together.

- It takes more time and patience for parents and there will probably be more mess but this is a great way for children and teens to learn to have pleasure by creating, giving and sharing with others.
- Planning and preparing food also helps children and teens learn important skills such as planning and organization, collaboration and coping constructively when things don't turn out as expected.
- Eating meals together often builds connection and security in families.



Create art individually and together.

- You can use art supplies, old boxes and/or outdoor materials such as leaves.
- Creating art together is an opportunity to follow your child's lead.
- Sometimes children and teens want to collaborate and create something together.
- Other times they may want to create boundaries and "do their own thing."
- Both connection and independence are very important in families and creating art together is a way to develop both!



Sing together.

- Singing and/or creating music together often helps people feel "in-tune," connected with others and secure.





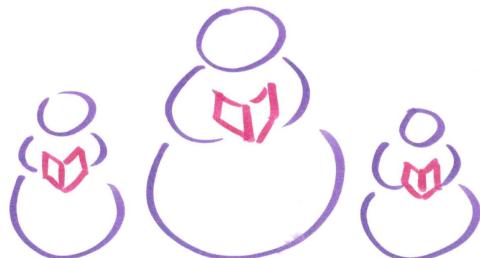
Watch movies, TV shows and documentaries together.

- Choose shows that are developmentally appropriate for your children or teens.
- TALK about the things you watch in ways that support your children/teens to think and interact with you.
 - Young children can talk about what happened, how they felt and what might happen next.
 - Older children (and parents) benefit from more complex discussions:
 - Why do you think the characters made those choices?
 - What were the consequences of their choices and actions?
 - How would you have changed the movie if you were the director?
 - What did you think about the music in the movie? How did it affect the movie and/or how we responded?
 - What did you think about the setting? How would a different setting impact the story and/or our response?
 - What kind of movies or shows would you like to make?



Share books together.

- Choose a book to read out loud together. This builds family connection with kids and teens of all ages.
- It's also good for children and teens to read independently and then talk about what they're reading with the family.
 - Young children can learn to retell the story in their own words and make up alternative stories or endings.
 - Older children and teens benefit from engaged, critical discussion about the ideas, values and themes in books.
- The Vancouver Public Library has online suggested reading lists for kids of different ages and interests as well as suggestions for ways to talk to kids about books.



<https://www.vpl.ca/kids/raising-readers>



“Screen Time” and Access to News and Social Media

Keep in mind:

There are many “pros and cons” associated with screen time and access to news and social media. It’s helpful to consider their impact and make active choices.

- There are wonderful things to do online that support adults and kids to be connected to others, learn, develop skills, have fun and feel capable.
- We need to keep up with current news and health recommendations.
- Connecting online with friends and family is particularly important at this time.
- Many people of every age spend too much time on screens (phones, computers, gaming consoles and TV’s), listening to news and interacting with social media. This affects our overall well-being and ability to cope. Many people are not using their online time very constructively.

Tips:



It’s important to think about ways screen-time and listening to news are affecting everyone’s well-being.

- What is playing in the background on the TV, radio and computer? How might it be affecting your children and teens?
- What is each person doing online? What information are they “consuming?”
- How are “screen-time” and/or listening to news affecting each person’s overall well-being, mood, thoughts, feelings and body sensations?
- In what ways are screen-time and listening to news helping people?
- In what ways are screen-time and listening to news creating difficulties?
- Is everyone getting information from reliable and accurate sources? If not, how can we address this problem?
- The Canadian Pediatric Association provides excellent articles on screen time. The first is for young children and the second is for school age children and teens.

<https://www.cps.ca/en/documents/position/screen-time-and-young-children>

https://www.cps.ca/en/documents/position/digital-media?utm_source=Media&utm_medium=News%20Release&utm_campaign=Digital%20Media



Most parents would benefit from limiting their own screen time and access to news.



- Be a role model:
 - Choose to limit your own screen time.
 - Stay informed but limit listening to media about the pandemic.
 - Make sure you are getting your information from reliable and accurate sources.
 - Try to engage in meaningful and constructive online activities more often.
 - Actively choose to engage in non-screen activities.



Talk to children and teens about their screen time and their sources of information about the pandemic.



- Talk to them (constructively) about what they are doing and ways these things are affecting their mood, thoughts, feelings, body sensations, relationships and perspective about the pandemic.
- Support them to access reliable and accurate sources of information. (Many school age and teens may know more about this than you!)
- Provide enriching options they can do online.
- Importantly, notice when they are off-screen and recognize and support their non-screen choices.

Set up quiet times when everyone in the home is engaged in non-screen activities.



A note to parents who have experienced trauma and/or have other mental health challenges



Keep in Mind:

The uncertainty, rapid change and loss of control everyone is experiencing can be particularly difficult for people who have experienced trauma or have other mental health challenges.

- Trauma involves a person having an experience or experiences that was/were so overwhelming at the time that the person could not process or “assimilate” the experience. Traumatic experience or experiences overwhelm the central nervous system and affect the way we process and recall memories. People who have experienced trauma often experience a lot of thoughts, feelings and body sensations in the present that are related to their past traumatic experience – and it can be really challenging to tell if current thoughts, feelings and body sensations are related to the past or present.
- In times of intense stress and uncertainty, many people who have experienced previous trauma feel overwhelmed and “triggered” into “old fear” that is “stored in the body.” (Bessel van der Kolk)
- This is understandable. It’s useful to be aware that this is happening and to develop the ability to “untangle” the traumatic processing (“old” traumatic fear being experienced now in thoughts, feelings and body sensations – as if the traumatic experience was happening now) and your current environment and experience. This takes time and practice. Knowing this is happening is a good start!
- Similarly, parents who have mental health challenges such as anxiety, depression, bipolar disorder or psychosis may find that their mental health symptoms worsen when they experience intense stress, worry and/or uncertainty. Again, this is understandable.



Tips:



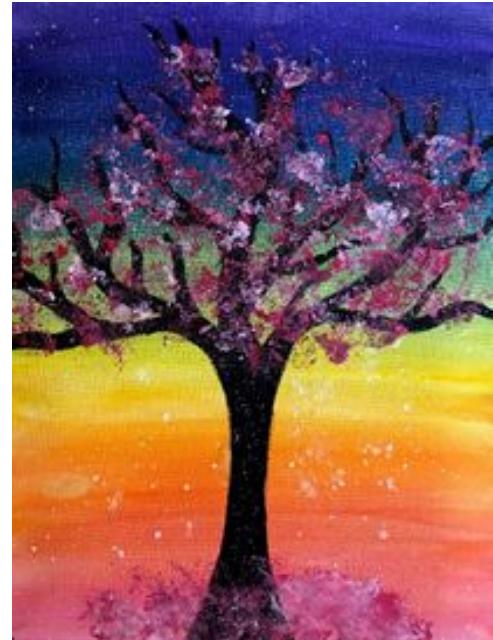
Use strategies and treatments that have helped you in the past.

- In times of change, it's often most helpful to support or "contain" yourself by doing things that have been helpful in the past. Think about things that have helped you feel more stable and/or secure and incorporate them into your daily life.



Try to establish and maintain a daily routine.

- Try to maintain daily structure that includes regular meals, exercise and getting up at the same time each day. This helps most people who have experienced trauma and/or mental health challenges cope.



Get support.

- We strongly encourage you to reach out for support from friends, family, social agencies and professionals.
- Getting the right support will help you and your kids.



Find ways to "ground."

- "Grounding" involves deliberately doing something to help ourselves feel more "present" and less overwhelmed, confused or distressed.
- There are many ways to ground. This article provides quite a few choices:

<https://www.healthline.com/health/grounding-techniques>

- It's best to practice grounding as often as you can, ideally when you feel relatively calm. This practice makes it more likely that you will be able to ground when you're experiencing strong thoughts, feelings or body sensations.



Be kind to yourself.

- Try to treat yourself with the kindness and understanding you would give a friend.





Finally, a word about resilience



Resilience is the ability to cope and respond adaptively to stressors or difficulties. It's kind of the ability to roll with the punches and keep some balance and/or forward momentum when things get tough. Resilience is highly protective and very important for managing life's many challenges.

- Briefly, children, teens and adults develop resilience from successfully managing just the right amount of stress. The right amount of stress is the amount of stress that a person is capable of managing effectively.
 - When a person successfully manages just the right amount of stress, their capacity to manage stress increases and they are ready to take on a little more challenge.
 - If a person experiences more stress than they are able to successfully manage, they can be overwhelmed and their ability to manage stress can decrease rather than increase.
 - If a person doesn't experience any stress, they don't have the opportunity to develop their coping ability or resilience.
- Ideally, it's best if everyone in the family is exposed to the amount of stress (change, loss, uncertainty, challenges and intense emotions) that is appropriate to their developmental age and within their window of tolerance. This way they can "manage" the stress and develop resilience. Of course, this is extremely challenging in the middle of a pandemic.
- There are enormous social and financial stressors at this time that require large social and governmental actions. At the same time, the small day-to-day and large choices a parent makes strongly affect their family's well-being and long-term resilience.
- Many of our ideas and suggestions are intended to help parents, children and families develop resilience in this challenging time.





We wish you and your family connection, security and growth



- Our individual, family and community response to COVID-19 is an opportunity to develop connection, emotion regulation, problem solving and resiliency.
- Children and teens learn constantly from the people and environment around them.
- We understand the pandemic is extremely serious and many adults don't have enough support, connection and/or financial and emotional security.
- We hope that some of the ideas and suggestions in the book help you, your children and your family navigate and weather the COVID-19 storm together.
- We hope you actively choose to support well-being and connection in your family and, as much as possible, try to keep the stressors, demands and emotions within everyone's "window of tolerance." This would likely involve focusing on stress reduction and emotion regulation many times a day. Doing this has the potential to support your children and teens to become more secure and resilient.
- Remember, children and teens learn from overcoming obstacles and adversity together, "repairing and rebuilding," "trying again" and "returning to their window of tolerance" again and again.
- We hope that you and your family become stronger, more connected and more able to manage adversity during this time.



COVID-19 Information and Supports

Government Websites with information about COVID-19 and supports

Government of British Columbia (Includes current updates and information about financial and social program supports)

https://www2.gov.bc.ca/gov/content/safety/emergency-preparedness-response-recovery/covid-19-provincial-support?utm_campaign=20200319_GCPE_AM_COVID_4_NOTIFICATION_BCGOV_BCGOV_EN_BC_NOTIFICATION

Government of Canada (includes up to date national information and links to Employment Insurance and other emergency financial relief supports)

https://www.canada.ca/en/public-health/services/diseases/2019-novel-coronavirus-infection/canadas-reponse.html?utm_campaign=gc-hc-sc-coronavirusoutbreak-1920-0165-9221800776&utm_medium=search&utm_source=google-ads-96470960074&utm_content=text-en-415799325995&utm_term=%2Bcoronavirus%20%2Bcanada

City of Vancouver (includes updates and status of city programs and supports available)

<https://vancouver.ca/home-property-development/covid-19-coronavirus-within-vancouver.aspx>

COVID-19 Financial Help: EI benefits, bill deferrals and other emergency funds in B.C.

CBC article outlining financial supports and programs available in B.C.

<https://www.cbc.ca/news/canada/british-columbia/covid-19-financial-help-1.5501743>

EI Application Support (Updates from Service Canada and Application Link)

<https://www.canada.ca/en/employment-social-development/corporate/notices/coronavirus.html>

Food Security

<https://foodbank.bc.ca/>

<https://news.gov.bc.ca/releases/2020MAH0013-000536>





COVID-19 Information and Supports cont'd



Reliable Health Information about COVID-19

<http://www.vch.ca/about-us/news/vancouver-coastal-health-statement-on-coronavirus>

<http://www.bccdc.ca/health-info/diseases-conditions/covid-19>

Common Questions about COVID-19

Find answers to some of the most common questions about COVID-19

<http://www.bccdc.ca/health-info/diseases-conditions/covid-19/common-questions>

Provincial COVID-19 News

Daily updates from the B.C. Government and the Provincial Health Officer.

<https://news.gov.bc.ca/Search?q=COVID-19>

It does not address the question regarding security, but that may be challenging with the restricted capacity most organizations are experiencing now.

COVID-Response: Food and Shelter Programs

<https://www.overdosecommunity.ca/single-post/2020/03/19/COVID-Response-FoodShelter-programs-open-in-Vancouver>

<https://www.linkvan.ca/>

HealthLink BC

Provides non-emergency health information by phone. Health-service representatives help callers identify symptoms and advise them on when and where to seek medical treatment and/or testing.

<https://www.healthlinkbc.ca/>

Service Line: 8-1-1 toll-free in B.C.

Deaf and Hard of Hearing Service Line: 7-1-1



Non-Health Information and Services

ServiceBC agents provide information about non-health related information and services such as childcare, travel advisories, school closures and more. Service is available 7:30 a.m. to 8 p.m.

Service Line: 1-888-268-4319

COVID-19 Information and Supports cont'd

Mental Health Information and/or Counselling Support

Vancouver Coastal Health Child and Youth Mental Health Services

<http://www.vch.ca/your-care/mental-health-substance-use/children-youth-mental-health-services>:

Vancouver Coastal Health Adult Mental Health Services

<http://www.vch.ca/your-care/mental-health-substance-use/accessing-mental-health-substance-use-services>

The Crisis Intervention and Suicide Prevention Centre of BC (Crisis Centre)

<https://crisiscentre.bc.ca/>

Kelty Mental Health Resource Center

<https://keltymentalhealth.ca/>

Peak Resilience Complete Mental Health Guide during COVID-19 Pandemic

<https://peak-resilience.com/blog/2020/3/15/covid-19-and-your-mental-health-a-comprehensive-resource-guide>

Anxiety Canada

<https://www.anxietycanada.com/>

CAMH: The Center for Addiction and Mental Health

<http://www.camh.ca/>

Self-compassion (Dr. Kristin Neff)

<https://self-compassion.org/>

Support for Women Experiencing Violence

Battered Women's Support Services (BWSS)

<https://www.bwss.org/>

Crisis Line: 1 855 687 1868



Youth Mental Health Websites

Mindfulness for Teens

<http://mindfulnessforteens.com/dzung-vo/dr-dzung-vo/>

Teen Mental Health

<http://teenmentalhealth.org/live/>