**COVID-19 Resource List**

**May 2020**

The following resources have been compiled from many sources and are intended to support Early Start FRCs in their ongoing support to their families during this unprecedented COVID-19 event. We have made every effort to compile appropriate resources and have visited all these websites to verify at a macro level. As always, encourage you to use your own judgement when accessing and sharing resources.

Previous Resource Lists may be found on the [frcnca.org](http://www.frcnca.org/) homepage.

Your FRCNCA staff is ready to help you as we can so please feel free to reach out and let us know what you might need and how we can support you. Questions and other resource ideas may be directed to espprogram@frcnca.org or 916-993-7781.

You may reach your fellow ESFRC Directors via the directors@frcnca.org listserv

**Where to go for information on COVID-19**

* [Myth Buster Graphics](https://www.who.int/emergencies/diseases/novel-coronavirus-2019/advice-for-public/myth-busters) from the World Health Organization
* MAP to Inclusion and Belonging is publishing monthly newsletters containing resources gathered to support early care and education providers to meet the changing needs of the field during the COVID-19 pandemic. [Part 1](https://cainclusion.org/resources/camap/newsletter-archive/202003-newsletter.html?utm_source=MAP+Newsletter&utm_campaign=fcf26de239-EMAIL_CAMPAIGN_2020_05_01_09_01&utm_medium=email&utm_term=0_54a9e8e226-fcf26de239-240986629) [Part 2](https://cainclusion.org/resources/camap/newsletter-archive/202005-newsletter.html?utm_source=MAP+Newsletter&utm_campaign=fcf26de239-EMAIL_CAMPAIGN_2020_05_01_09_01&utm_medium=email&utm_term=0_54a9e8e226-fcf26de239-240986629) [Part 3](https://cainclusion.org/resources/camap/newsletter-archive/202005-newsletter-coronavirus3.html)

**Where to go for things to do with kids:**

* [*Five Tips to Make the Most of Video Chats*](https://www.zerotothree.org/resources/2535-five-tips-to-make-the-most-of-video-chats)*-* Video chatting with apps such as FaceTime and Skype is a great way for young children to stay in touch with long-distance family and friends. Use these five tips to help children build relationships, communicate and learn from loved ones on the screen.
* [*My Healthy Week (Ages 2-6) from Sesame Street*](https://sesamestreetincommunities.org/wp-content/uploads/2018/06/MyHealthyWeek.pdf) - Use this chart to encourage three good hygiene habits that keep little ones healthy and strong. Hang it somewhere kids can easily see, such as the refrigerator. When your kids finish brushing their teeth, washing hands, or sleeping for 10 hours (recommended for ages 3–5), encourage them to color in the square. At the end of a healthy week, share a healthy snack!
* [Why Can’t I?](https://integrativepediatrics.com/book/) - Are you having a difficult time explaining to your children the reasons they cannot go to school, continue with sports or see their friends? Are you running out of ways to keep your children occupied? Sign up to receive our no cost E-book which explores our current situation and helps parents explain what is going on. There are two versions of the book for download — One that has been illustrated by children from all over the world and another left blank so your child can exercise their imagination by illustrating and coloring! (Name and email required for download)

## Activity Ideas for Children with Developmental Disability – Therapeutic Recreation offers [45 simple and modified activities](https://www.recreationtherapy.com/tx/txdd.htm)

* [Stay-At-Home Window Bingo](https://theholdernessfamily.com/stay-at-home-window-bingo/) – Four downloadable bingo cards to use while sheltering in place.
* [All Kids Network](https://urldefense.proofpoint.com/v2/url?u=https-3A__www.allkidsnetwork.com_&d=DwMFaQ&c=QvQrCjPtO9cKGOfGYlNgXQ&r=49qKNfNuzZl6mwr5E6U_bjlTXLm7ieqthrVEIZuADy0&m=Y-P4jKUT0AyjL3PQ_m_Ztz8ZINsAtFJW2SWB9CeFYXI&s=_KntrSyKNWIQRPIGkdkFdUFd3zGVSXeW7_Lqn_WF-gY&e=): Get worksheets, craft ideas, printable dot to dot, hidden pictures and more.
* [*My 2020 Covid-19 Time Capsule*](https://s3.letsembark.ca/long-creations/2020-COVID-19-Time-Capsule-EN-US.pdf) *–* This workbook provides an opportunity for children to create a time capsule keepsake. There is also a version for adults along with customizable pages for students, grads, new parents, birthdays and teachers. Also available in [Spanish](https://s3.letsembark.ca/long-creations/2020-COVID-19-Time-Capsule-Spanish.pdf) and [French](https://s3.letsembark.ca/long-creations/2020-COVID-19-Time-Capsule-FR.pdf)
* [*ABC Mouse*](https://www.abcmouse.com/abt/homepage?goal=0_9cd5d24b43-4263b67683-129001061&mc_cid=4263b67683&mc_eid=bbe6482c10) *offers a free 30 day subscription to their early learning academy.*

**Where to go for financial resources**

* *Personal Protective Equipment* is now available to persons with intellectual and developmental disabilities and their families! The State Council worked with the Governor’s Office of Emergency Services and received over two million masks and 3,600 gallons of hand sanitizer! Each office has its own unique plan for how best to safely deliver these critical items to the community. If you live in California and have an intellectual or developmental disability, email your SCDD Regional Office to request PPE. [Click here](https://scdd.ca.gov/) and then choose “Regional Offices “to access the list of the 12 regional offices and the email address you should use for the request.
* Amazon Pantry and Amazon Fresh can now be accessed with SNAP EBT in California. Amazon has partnered with the U.S. government to allow SNAP EBT as a payment method on SNAP eligible items in select states. SNAP item eligibility is set by the government and follows the same guidelines as purchases made with SNAP EBT cards in stores. Items must be sold and shipped by Amazon.com or Amazon Fresh. Click [here](https://www.amazon.com/b?node=19097785011&ref_=omps_surl) for more information.
* [NDI's Financial Resilience Center](https://www.nationaldisabilityinstitute.org/financial-resilience-center) **provides resources to help those with disabilities and chronic health conditions navigate financially through the COVID-19 crisis.**
* The deadline has been extended to next **Tuesday, May 5, 2020 for parents on SSI who have child dependents and did not file taxes this year or last** to receive the $500 economic impact payment. Fill out the [IRS Non-Filers](http://r20.rs6.net/tn.jsp?f=001dyPVWcnAJ0SgYUNrD0eH5kJe7E1SI1BiYPr_V5qtw2lLt0crhlsgdv8-qgkP2KResX6y0EbPDMocZAJTuoPcPJj8C1Y7CgCGTFQXci-2CBuntJ1X3jrTHANWO-YZpB_iTGWkK7-d798mgFZeiLWTu4f1Q4UgSveTX7mIOxkBnAKhl_0XQJ-04JyG2SGLz8xRaSCB5sJzUtU=&c=6R7jd-_UWfC-FjshlFC-Ds4ICkWxyim5zsGy0ESaQ-XNCreA21vGTg==&ch=64gWnhXEFeOeykGU79xxPbe5Xwkkq9LpxWEh11LSHjXlscVphVRw7w==) information.
* [The Business, Consumer Services and Housing Agency](https://bcsh.ca.gov/) offers guidance and information for renters and homeowners who may be having difficulty with housing costs in English and Spanish
* The [Federal Trade Commission](https://www.ftc.gov/coronavirus/scams-consumer-advice) offers information about COVID-19 including scams and financial impact

**Where to go for resources for your families:**

* *What is COVID-19? And How Does It Relate to Child Development?* This infographic from Center for the Developing Child explains the basics of what COVID-19 is, and what it can mean for stress levels in both children and the adults who care for them. It also offers some easy and concrete solutions to help caregivers ensure that both they and the children they care for don’t experience long-term effects of stress. Finally, it explains how all of us as a society can work to ensure the health and wellbeing of all our fellow community members, both now and in the future. [English](https://developingchild.harvard.edu/resources/what-is-covid-19-and-how-does-it-relate-to-child-development/?utm_source=announcement&utm_medium=email&utm_campaign=covid_podcast_5) [Spanish](https://46y5eh11fhgw3ve3ytpwxt9r-wpengine.netdna-ssl.com/wp-content/uploads/2020/04/COVID19Infographic_Espanol_FINAL.pdf)
* *Baby Talks: Parent Coronavirus Questions Answered –* This article from Zero to Three contains answers to questions including:
	+ Will my child be behind in their social skills due to social distancing?
	+ How do I encourage independent play?
	+ How can I manage screen time for two children of different ages and needs?
	+ For babies under 6 months of age, what are the long-term effects of social distancing?
	+ How can parents cope with potential exposure to COVID-19 while still being present for their family?
* [*Why are people wearing masks? Why are people covering their faces?*](https://www.zerotothree.org/resources/3211-why-are-people-wearing-masks-why-are-people-covering-their-faces)This article from Zero to Three shares how to answer this question from your toddler.
* COVID Prevention flyers in [Russian](https://www.sierrahealth.org/assets/COVID_Prevention_RU.pdf), [Mien](https://www.sierrahealth.org/assets/COVID_Prevention_MIE.pdf), [Hmong](https://www.sierrahealth.org/assets/COVID_Prevention_HMONG.pdf), [Vietnamese,](https://www.sierrahealth.org/assets/COVID_Prevention_VIE.pdf) [English](https://www.sierrahealth.org/assets/COVID_Prevention_ENG.pdf)
* [Guidelines for Visiting Parks and Recreational Facilities](https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/visitors.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fcommunity%2Fparks-rec%2Fvisitors.html) from CDC
* [A Parent’s Guide: Helping Your Child Wear a Face Mask](https://rwjms.rutgers.edu/boggscenter/links/documents/ParentGuide-HelpingYourChildWearaFaceMask-F.pdf) from Rutgers University
* *How to Care for Kids if You're Sick With COVID-19* - Wired has an [article on caring for kids sick with COVID-19](https://nationalfamilysupportnetwork.us9.list-manage.com/track/click?u=ed250daa64bb471a0a16ac92e&id=db8c534b20&e=b65f91c7f7) that also offers guidance if one or both parents also become infected.
* Support for Families of Children with Disabilities is hosting [webpage](https://www.supportforfamilies.org/coronavirusresources) where CVOID-19 resources are vetted and organized in a way that efficiently serves families looking for support and solutions during this time.
* Circle of Control – this [graphic](https://beaconhouse.org.uk/wp-content/uploads/2020/03/Circle-of-control.jpg) depicts things that we can (our own social distancing) and cannot (the amount of toilet paper at the store) control in an easy to understand format.
* [*Virtual IEP Meeting Tip Sheets*](https://www.parentcenterhub.org/virtual-iep-meeting-tip-sheets/) - The Center for Parent Information and Resources (CPIR) hosts a collection of tip sheets on planning for and participating in virtual meetings, including those related to a student’s IEP ([Individualized Education Program](https://www.parentcenterhub.org/iep-overview/)). The tip sheets include:
	+ a sample agenda for a virtual IEP meeting, in English and Spanish,
	+ technology tips for all participants,
	+ suggestions for hosting
	+ a virtual meeting,
	+ tips for those participating in a virtual meeting, and
	+ an infographic about virtual IEP meetings, in English and in Spanish
* *Seeing Other People Wearing Masks; A Story for Children* – [English](https://drive.google.com/file/d/1B2FEF1DTXpmgH8ZL79Vg7E_Bu7ZOkB0A/view) [Spanish](https://drive.google.com/file/d/1SMakzKaLQYjkXYroyKZX94XQ4zD2UWGX/view)
* *Apple Boosts Assistance for those with Disabilities* - With the COVID-19 pandemic increasing reliance on technology, Apple says it is rolling out extra help for people with disabilities using its products for remote learning and other purposes. On May 7 Apple said that it is introducing a dedicated support team to address accessibility questions as well as a new support [site](https://support.apple.com/accessibility) and how-to [videos](https://www.youtube.com/playlist?list=PLIl2EzNYri0cLtSlZowttih25VnSvWITu) focused on using such features. In addition, the company is now offering one-on-one virtual coaching sessions for students with disabilities and their teachers who are engaged in remote learning
* [*Wheelchair and Assistive Technology Users Precautions for Covid-*19](https://www.aahd.us/wp-content/uploads/2020/04/WC_COVID-19-Precautions.pdf) information sheet

# [*Preparing Your Child for Drive-through COVID-19 Testing*](https://www.chop.edu/health-resources/preparing-your-child-drive-thru-covid-19-testing) from Children’s Hospital of Philadelphia

**Where to go for resources for your ESFRC:**

* *Agility: Tips and Tricks for Facilitating a Successful Virtual Meeting* - [Four tips](https://nationalfamilysupportnetwork.us9.list-manage.com/track/click?u=ed250daa64bb471a0a16ac92e&id=9ae59b2279&e=b65f91c7f7) from the OMNI Institute to help facilitate successful virtual meetings.
* [*Ten Steps All Workplaces Can Take to Reduce Risk of Exposure to Coronavirus*](https://www.osha.gov/Publications/OSHA3994.pdf)from OSHA

# [IRS Tax Form 990 [Deadline Extended]: How to File It, When to File It, and Why It’s So Important](https://blueavocado.org/finance/irs-tax-form-990-deadline-extended-how-to-file-it-when-to-file-it-and-why-its-so-important/)

* [5 strategies for combating WFH-based burnout](https://www.smartbrief.com/original/2020/05/5-strategies-combating-wfh-based-burnout?utm_source=brief)(Smart Brief) For many, burnout is a result of losing the temporal barrier that had previously separated work from home life. When WFW (working from work), there are multiple actions that signal the brain to know that it’s time to transition. Shutting down the computer. Checking out with co-workers. Listening to the news while sitting in traffic during the commute home. In the absence of those signals and that transition, the workday simple continues. Shutdown rituals can reduce burnout, enhance productivity and make working from home work.
* *10 Tips for Staying Human on Video Calls* - Are we using this time to build human connection, or to further distance ourselves emotionally? The Nonprofit Quarterly [has some simple tips](https://nationalfamilysupportnetwork.us9.list-manage.com/track/click?u=ed250daa64bb471a0a16ac92e&id=ae61770380&e=b65f91c7f7) to keep us present with each other.
* [5 Immediately Actionable Tips to Help Your Virtual Team Thrive](https://breaktheframe.com/tips-virtual-team-thrive/) - tips for working together as an effective virtual team
* [*Going Forward: Best Practices and Considerations for Nonprofit Re-Engagement*](https://www.oklahomacenterfornonprofits.org/wp-content/uploads/2020/05/okcnpreengagement-may-4-2020-full.pdf) from Oklahoma Center for Nonprofits includes chapters on Operations and Workplace Readiness, Human Resource Considerations, Board Governance, Communication and Public Relations, Events and Donor Relations and more.

**Where to go for social emotional support:**

* [*Building Resilience in Troubled Times: A Guide for Parents*](https://cssp.org/building-resilience-in-troubled-times-a-guide-for-parents/) – The Center for the Study of Social Policy Families are under a kind of stress most of us have never experienced before as a result of the COVID-19 pandemic. This brochure shares tips for parents to draw on their own strengths and build a network of support to better help their children to thrive.
* [*Sheltering in Place: An Emotional Rollercoaster*](https://www.zerotothree.org/resources/3377-sheltering-in-place-an-emotional-rollercoaster) *- Being a Parent While Feeling All the Feels*
* [Take Action to Control Stress](https://www.heart.org/en/healthy-living/healthy-lifestyle/stress-management/take-action-to-control-stress) – The American Heart Association offers a five question daily checklist to help empower themselves by taking actions to control their stress levels and set goals that are reasonable to achieve.

## The National Center for PTSD shares *Helpful Thinking during the Coronavirus (COVID-19) Outbreak*  [English](https://www.ptsd.va.gov/covid/COVID_helpful_thinking.asp) [Spanish](https://www.ptsd.va.gov/spanish/COVID_helpful_thinking_sp.asp)

## [Co-VidSpeak](https://www.covidspeak.org/) is a free open source, web-based video conferencing tool built for people who can’t speak but still need to emotionally connect with those at a distance.

## Noah Henry: A Rainbow Story - a story for families about the COVID-19 pandemic. [English](http://deanasobel.com/noah-henry/)

* [*Worry Less in Three Steps*](https://kidshealth.org/en/kids/worry-less.html?WT.ac=p-ra) *–* This article from Nemours Kids Health explores these steps:
	+ Try to figure out what you're worried about.
	+ Think about ways to make the situation better.
	+ Ask for help

**On the lighter side** – mostly from Facebook and Twitter (we know this is a serious situation and wanted to share some things that might brighten your day):

* View the list of the [Top 50 Sports documentaries of all time](https://www.zerotothree.org/resources/3469-5-critical-needs-for-babies-in-covid-19-meeting-basic-needs) – according to Azios
* 13 year old: My teacher wants us to write a journal every day / Me: What do you have so far? 13: “I don’t want to write a journal & I don’t like Quarantine Chicken Surprise” Me: Good opener.
* My kids have been so needy during quarantine lately. Always wanting me to color with them and give them things like food and water.
* So far during quarantine all I’ve done is teach my kids about 37 new swear words.
* Who ate my breakfast Pringles????
* My partner and I switched sides of the bed this weekend, and that’s what we call ‘vacation’ now
* I don’t care how long we’re in here, I’m not learning how to fold a fitted sheet
* [Video](https://www.ctv.ca/Your-Morning/Video/Teachers-song-about-feelings-during-the-pandemic-made-our-hosts-cry-with-laughter-vid1943353) of a teacher’s song about feelings during the pandemic (not what you will be expecting)
* me: can i have fun / 2020: no / me: ok
* Thirty days hath September,  April, June, and November, all the rest have thirty-one
Except May which has 8000
* Bet Marie Kondo is wishing she had more stuff in her house right about now.
* I bet a lot wives right now *wish* their husbands bought them a Peloton for Christmas
* Can we all just agree to gain 15 pounds. that way none of us have to feel weird about it