



Best Practices for Trauma Intervention How to Provide Support During COVID-19

Living through a global pandemic can lead to a range of social, emotional, behavioral, and cognitive problems for children and adolescents. It is important that we are able to identify the signs that children and youth may be struggling and know the best ways to provide support. The circumstances surrounding the COVID-19 pandemic may cause youth to feel that they aren't sure who to rely on anyone for safety or support. The presence of positive and stable relationships is extremely important. The care and support provided by caregivers and other adults can help with positive development and resiliency.



Changes in normal routines and the transition to at-home learning during the COVID-19 pandemic may cause children and adolescents to develop the belief that they are unable to accomplish tasks or develop new skills. It is important to support children and youth who may be struggling during this time and help enforce normal routines. The uncertainty constantly changing information regarding the COVID-19 pandemic may also cause children and youth to feel unsafe or concerned about their family's wellbeing. It is important to work towards creating an environment where individuals can feel safe and discussing ways to stay safe and healthy. The information regarding the COVID-19 pandemic changes daily and children and youth are getting information from multiple sources. It is important to identify their current beliefs regarding COVID-19, promote positive thinking regarding recovery, continue reviewing ways to stay safe, and avoid spreading false information.

Share your Story!

Using the hashtags **#PromotingPandemicPeace** and **#UYCT**, share examples of how you are using the best practice strategies to help yourself, your family, or others during the COVID-19 pandemic.



The following document includes recommendations by the University of Illinois Chicago's Urban Youth Trauma Center (UYTC) for how caregivers, mental health professionals, school staff, law enforcement, and faith based organization can support children and youth during this pandemic. All recommendations are based on the UYTC's five best practices for violence prevention and trauma intervention, which are: (1) identify, help, and support survivors of trauma; (2) develop safe, stable, and nurturing relationships between children and adults; (3) develop life skills in children and adolescents; (4) promote a safe environment; and (5) help change rules and expectations in society. The five best practices have been adapted for the COVID-19 pandemic.



COVID-19 Best Practices for Trauma Intervention Youth and Families

Know the signs...be supportive

Living through a global pandemic such a COVID-19 can lead to a range of social, emotional, behavioral, and cognitive problems. It is important that individuals are able to identify the signs that children and youth may be struggling and know the best ways that they can provide support.

- Signs that your child may be experiencing difficulty include reluctance to separate, constant reassurance seeking behavior, physical symptoms (headaches, stomach pains, etc.), tantrums or meltdowns, trouble sleeping, moodiness, or irritability.
- This can be a very stressful time for families. Check with your school or community centers for information regarding services available to help with financial hardship as a result of job loss, food insecurity, internet services, inability to access services due to no transportation, etc.
- Your child may be experiencing a range of feelings due to shelter in place restrictions, inability to attend school, missing friends, etc. It is important to validate those feelings and help them identify positive ways to express those feelings such as using play, journal writing, drawing, talking with friends on phone, etc.
- While families are sheltering in place, you or your child may need a space to go calm down, have quiet, or process emotions related to COVID-19. If possible, try to identify a quiet room or space in the home that can be used when someone needs to take a break.
- Establishing a routine or daily schedule will help to create a sense of normalcy. Create a schedule that includes wake-up/bedtime, meals, schoolwork, family time, screen time, etc.
- One of the best ways to support your child during this time is by modeling healthy behaviors and positive coping strategies. This will help your child see that you are caring for yourself and them.
- If you are concerned about your mental health or your child's, there are many agencies that are providing phone or video counseling services during this time.

A sense of Trust

The circumstances surrounding the COVID-19 pandemic may cause children and youth to feel that they cannot rely on anyone for safety or support. The presence of positive and stable relationships is extremely important. The care and support provided by caregivers and other adults can help with positive development and resiliency.

- Identify activities that you and your child can do together while at home to foster strong relationships such as reading a book, cooking together, watching a movie, playing a game, etc.
- If you are an essential worker or working in healthcare, you may be choosing to stay separated from your family during this time for safety reasons. Try to find ways to maintain contact with your child such as talking on the phone, using video calling, playing a virtual game (*drawful*, *jackbox.tv*), etc.
- Your child is counting on you to be honest about what is going on. Even though you may fear that talking to your child about COVID-19 will increase their worries, bringing difficult topics into conversation can actually help to quiet stressors, as children can imagine scenarios far worse than reality. Sharing factual and age-appropriate information will help them put the situation into perspective.





COVID-19 Best Practices for Trauma Intervention Youth and Families

A sense of Mastery

Changes in normal routines and the transition to at-home learning during the COVID-19 pandemic may cause children and adolescents to develop low self-esteem, poor self-mastery, and the belief that they are unable to accomplish tasks or develop new skills. It is important to support children and youth who may be struggling during this time and work with them on building new skills and developing a sense of mastery.

- Continue to promote imaginative thinking by letting children create projects using objects or materials in the home.
- To help with self-mastery and to also eliminate some parent responsibilities, assign household chores or tasks that are appropriate for your child to help with.
- If your child likes art or drawing, encourage them to make cards or signs for healthcare workers or essential employees.
- You and your child may have a list of tasks that you want to accomplish each day. Remember that it's ok if you don't finish everything you had wanted to accomplish during the day. In these uncertain times, it is perfectly acceptable to not be as productive as you were before.
- Although you may sometimes assist with homework, most parents have not previously had to take on the role of "teacher" in this capacity. If you are feeling overwhelmed with at-home learning, reach out to school staff for advice on how to best support your child with at-home learning.

Feeling Safe

The uncertainty surrounding this virus, daily media reports, shelter in place policies, and constantly changing information regarding the COVID-19 pandemic may cause children and youth to feel unsafe or concerned about their family's wellbeing. It is important to work towards creating an environment where individuals can feel safe by helping to identify safe spaces, building supportive relationships, and discussing ways to stay safe and healthy.

- Create a safe physical and emotional environment. Help children develop a sense of safety about themselves and their loved ones, as well as their stability regarding access to basic needs. As much as possible, provide some predictability and routine (e.g., regular bedtimes and meals, daily schedules for learning and play). Provide support as they show signs of stress by validating their feelings and encouraging them to cope with their emotions.
- During this time of uncertainty your child may look to you for reassurance that are safe and that everything will be ok. It is important that you model positive coping strategies, give them extra attention and address any concerns, fears, or questions that they may have. However, it is also important that you avoid giving too much reassurance because due to the newness of this virus we are not sure how things may turn out or change.
- Constantly watching the news or reading about COVID-19 can cause children and adults to feel anxious, distressed, or unsafe. Be mindful of how much information your family is exposed to and what children may overhear while at home.
- For many individuals, their sense of safety and stability may be connected with religion or spirituality. Although your family may not be able to visit a religious building during this time, try to stay connected by watching religious services online or connecting with religious leaders by phone.

Changing the Message

The information regarding the COVID-19 pandemic changes daily and children and youth are getting information from multiple sources. It is important to identify their current beliefs regarding COVID-19, promote positive thinking regarding recovery, continue reviewing ways to stay safe, and avoid spreading false information.

- Parents and children are understandably ready for shelter in place policies to end and are concerned that things will never "go back to normal". Instead of focusing on what you miss, you and your child can make a list of things that you are looking forward to doing in the future.
- One of the ways to ease some of the worries about COVID-19 is to speak with someone that has first-hand knowledge about the virus. It may be helpful to speak with your child's pediatrician, individuals who have recovered from COVID-19, or people what have relatives who have recovered if they are interested in sharing their experiences.



COVID-19 Best Practices for Trauma Intervention Mental Health Professionals

Know the signs...be supportive

Living through a global pandemic such as COVID-19 can lead to a range of social, emotional, behavioral, and cognitive problems. It is important that individuals are able to identify the signs that children and youth may be struggling and know the best ways that they can provide support.

- Families may feel overwhelmed due to job loss, childcare issues, shelter in place restrictions, and homeschooling. Provide parents with stress management tips and community resources.
- Identify individuals who may be using negative coping strategies during this time (i.e. substance use or self-harm) and provide tips for positive coping strategies such as engaging in exercise or physical activity, staying connected with others via social media or by phone, eating healthy, and getting adequate sleep.
- Some families may be dealing with COVID-19 related grief due to the loss of a relative, friend, teacher, etc. While grief does not look the same for everyone, individuals will benefit from support or resources focused on things associated with death such as anger or feelings of emptiness, anxiety or uncertainty, detachment, etc.
- A lot of families may need your support during this time. Explore telehealth options at your agency and make sure you are equipped to offer services via phone or video.

A sense of Trust

The circumstances surrounding the COVID-19 pandemic may cause children and youth to feel that they cannot rely on anyone for safety or support. The presence of positive and stable relationships is extremely important. The care and support provided by caregivers and other adults can help with positive development and resiliency.

- During a pandemic or global crisis, children may seek more attachment with their caregiver. In addition to assisting via family therapy, give parents tips for how they can help to ease their child's anxiety and provide comfort and reassurance during this time.
- Many families rely on you as a key source of support and stability. Since many places are sheltering in place, make sure that you have a plan for how to keep in touch with families and maintain rapport with clients.
- Your clients trust you to be honest and straightforward. Be intentional in what you share with them regarding the virus and make sure your information is from a trusted source. Use words they can understand but also limit the amount of information you share with them.

A sense of Mastery

Changes in normal routines and the transition to at-home learning during the COVID-19 pandemic may cause children and adolescents to develop low self-esteem, poor self-mastery, and the belief that they are unable to accomplish tasks or develop new skills. It is important to support children and youth who may be struggling during this time and work with them on building new skills and developing a sense of mastery.

- Help parents and youth create daily schedules which include completion of schoolwork as well as engagement in extracurricular activities that can be done while at home.
- Encourage older youth in high school to utilize this time to prepare for the future (looking at colleges, finding options for summer jobs, making a list of goals, etc.).





COVID-19 Best Practices for Trauma Intervention Mental Health Professionals

Feeling Safe

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- For some children, their home may not be a safe environment. Be mindful that they may have previously or currently experienced abuse and/or neglect in their home and be prepared to contact child protective services if needed.
- Many individuals are worried about their health and safety during this time, especially as the number of deaths due to COVID-19 continues to increase. Instead of focusing on the rate of exposure or death, when talking with youth and families try to focus on what they can do to stay safe such as washing hands, social distancing, staying at home, etc.
- Be mindful of how food insecurity, job loss, and the inability to pay rent or bills can also cause a child or family to feel unsafe during this time.
- For families previously or currently experiencing domestic violence, the encouragement to stay at home due to COVID-19 may put them at increased risk. If working with this population, have a list of shelters or hotlines available to help families who may need assistance.
- If you are still having in-person counseling sessions make sure you create a safe office environment for patients. Promote good hygiene in your office and post signs about COVID-19 safety tips.

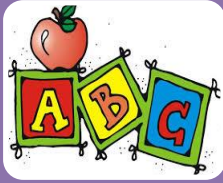


Changing the Message

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- Try to decrease the stigma surrounding COVID-19 and utilize first person language. For example, say "people who have COVID-19" or "people who are recovering from COVID-19" instead of saying "COVID-19 victim" or "COVID-19 cases".
- This is an unprecedented time, which means that there will be a lot of misinformation, rumors, and conflicting messages circulating. When possible, find opportunities to spread factual information and highlight positive stories or positive images about COVID-19 recovery.
- This situation is new for everyone and while it's difficult to understand for all individuals—it can be especially tough for younger children and those with cognitive disabilities. Find several different ways to share messages about COVID-19, such as using pictures and developmentally appropriate content.





COVID-19 Best Practices for Trauma Intervention Teachers and School Staff

Know the signs...be supportive

Living through a global pandemic such a COVID-19 can lead to a range of social, emotional, behavioral, and cognitive problems. It is important that individuals are able to identify the signs that children and youth may be struggling and know the best ways that they can provide support.

- Identify ways to continue current social emotional learning curricula virtually. While providing SEL lessons in the traditional school environment is important, it may be even more important now because of the impact of social isolation and inability to spend time with school staff and friends.
- Provide information for caregivers about how school counselors will continue to support the mental health of students.
- Conduct a brief webinar for school staff reinforcing how to identify individuals who need support and are demonstrating concerning behaviors.
- Have a plan for identifying and contacting students who have not been in contact with school (not completing assignments, not responding to emails or participating in video meetings, etc.).
- Provide recommendations for how parents can best support students with at-home learning and make sure assignment expectations are clear and detailed. In order to support families that are struggling with at-home learning, make sure you are available by phone or email and have virtual office hours.

A sense of Trust

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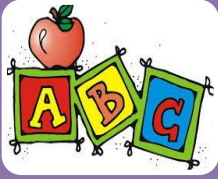
- Encourage families to participate in virtual meetings offered by the school so that students can remain connected to adults from school who they had close relationships with.
- Send periodic emails and/or short video messages to families to let students know that you are thinking about them, miss seeing them at school, and are still available to assist with school related tasks.



A sense of Mastery

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- Although students and parents are participating in at-home learning, no one should be expected to perform as they would within a normal school environment. Encourage students to make efforts to complete their work and master content, however, understand that they may not be able to do their best without the normal in-person access to school staff.
- Some students are dealing with various home and life situations during this time which may prevent them from completing some or all assignments. Teachers should be mindful of this and avoid discipline for missed assignments and instead appreciate any effort that families take to maintain connected with the school.
- Be mindful that academic performance during this at-home learning process will vary from student to student. Student success, communication with school staff, and assignment completion may be impacted by a number of factors (internet access, parent availability, housing stability, language barriers, etc.).
- Maintaining rules that were in place before the pandemic (e.g., number of bathroom breaks allotted during virtual classroom sessions, policies on late assignments) will also help promote a sense of normalcy.



COVID-19 Best Practices for Trauma Intervention Teachers and School Staff

Feeling Safe

The uncertainty surrounding this virus, daily media reports, shelter in place policies, and constantly changing information regarding the COVID-19 pandemic may cause children and youth to feel unsafe or concerned about their family's wellbeing. It is important to work towards creating an environment where individuals can feel safe by helping to identify safe spaces, building supportive relationships, and discussing ways to stay safe and healthy.



- For some children who have experienced abuse or neglect school was their only safe space. Identify ways to continue helping these students by linking them to outside services or having the school counselor complete check-ins with the family.
- During check-ins with teachers, some children may express that they are worried about their health and safety during this time. Consider giving a brief age-appropriate lesson about what they can do to stay safe such as washing hands, social distancing, staying at home, etc.

Changing the Message

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- Have administrators or teachers record messages for students and parents that emphasize caring for each other and staying connected, highlighting supportive actions being taken, and sending a message of hope, encouragement, and excitement for the eventual return to school.
- During virtual classroom meetings with students, make sure that no one is using stigmatizing language or sharing false information. Children should be provided with factual, age appropriate information about how to avoid infections and the spread of disease. Teaching children positive preventive measures, talking with them about their fears, and giving them a sense of some control over their risk of infection can help reduce anxiety.





COVID-19 Best Practices for Trauma Intervention Law Enforcement and Juvenile Justice

Know the signs...be supportive

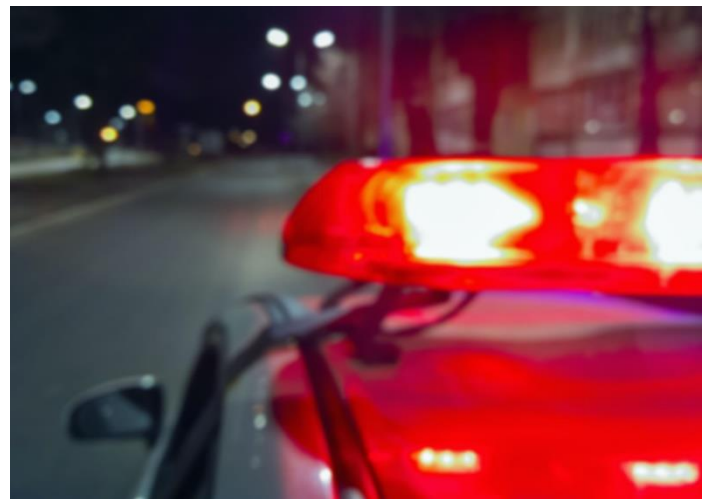
Living through a global pandemic such a COVID-19 can lead to a range of social, emotional, behavioral, and cognitive problems. It is important that individuals are able to identify the signs that children and youth may be struggling and know the best ways that they can provide support.

- Understand that this can be a very stressful time for families. Become familiar with information regarding services available in your area to help with financial hardship as a result of job loss, food insecurity, internet services, inability to access services due to no transportation, etc.
- While attending to the physical health of youth in custody during this time is critical, it is also important to continue to monitor their mental health and to help young people understand and process what is going on and what they can do to stay safe and healthy
- If in-person visitation with mental health staff is not possible during this time, facilities should use a systematic approach to ensure that there is some way for youth to connect with counseling staff and for mental health screenings and risk assessments to still be completed.

A sense of Trust

The circumstances surrounding the COVID-19 pandemic may cause children and youth to feel that they cannot rely on anyone for safety or support. The presence of positive and stable relationships is extremely important. The care and support provided by caregivers and other adults can help with positive development and resiliency.

- The community trusts you to be honest and straightforward. Be intentional in what you share with them regarding the virus in your community and make sure your information is from a trusted source.
- During this time, many caregivers will be concerned about the safety of their child who is in custody and rely on officers to provide information about how facilities are protecting the health of those in custody. Officers or case managers should be in contact with families to provide regular updates and information about the safety and wellbeing of their children.
- Like most children, youth in custody are likely experiencing a lot of anxiety about their safety and could benefit from communication with those that they trust. While in-person visitation may not be possible, facilities should identify a way to ensure that youth have a way to contact their families and loved ones. If visitation is allowed, the facility should consider staggering visitation times to increase social distancing and make sure those who are sick utilize video or phone calls only.





COVID-19 Best Practices for Trauma Intervention Law Enforcement and Juvenile Justice

A sense of Mastery

Changes in normal routines and the transition to at-home learning during the COVID-19 pandemic may cause children and adolescents to develop low self-esteem, poor self-mastery, and the belief that they are unable to accomplish tasks or develop new skills. It is important to support children and youth who may be struggling during this time and work with them on building new skills and developing a sense of mastery.

- Many facilities have taken the step of reducing or eliminating activities to avoid potential spread of the virus. In order to reduce idle time and continue to support the development, wellbeing, and safety of young people, staff should try to identify positive and productive activities that can be used to fill these gaps.
- Staff should make all efforts to ensure that students are able to continue with academic learning. Distance learning should be utilized if possible and coursework and educational materials should continue to be provided to youth.

Feeling Safe

The uncertainty surrounding this virus, daily media reports, shelter in place policies, and constantly changing information regarding the COVID-19 pandemic may cause children and youth to feel unsafe or concerned about their family's wellbeing. It is important to work towards creating an environment where individuals can feel safe by helping to identify safe spaces, building supportive relationships, and discussing ways to stay safe and healthy.

- Ensure all personnel have access to and are wearing appropriate personal protective equipment (PPE) when having any contact with community members who have or may have COVID-19. Your facility should also have a plan for exposure control and participate in a training focused on the use of PPE for respiratory protection, if available.
- Have a trained Emergency Medical Service/ Emergency Medical Technician (EMS/EMT) assess and transport any Community members youth that you think might have COVID-19 to a healthcare facility.
- Despite the current shelter in place or stay at home orders, community violence remains a major issue of concern and may impact youth even more while schools are closed. Continue to work with the community on violence prevention and safety strategies.
- While this pandemic is unlike anything our country has seen before, it is important to ensure that all youth justice agencies develop a complete safety plan to ensure comprehensive and coordinated implementation across the entire agency. This includes ensuring all staff and youth have proper access to cleaning and sanitation supplies, and that there are procedures in place to sanitize all surfaces throughout the day.
- As juvenile justice facilities implement procedures to increase the safety of youth, identify and separate youth with pre-existing medical conditions that put them at high risk. This recommendation, it should be noted, is not a suggestion that youth be placed in solitary or conditions that in any way resemble it.

Changing the Message

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- Officers on patrol should provide frequent, accurate, and timely information to the public regarding shelter in place orders. Effective partnerships between the police and communities will ensure higher levels of compliance, especially regarding voluntary quarantine and social distancing.
- Try to decrease the stigma surrounding COVID-19 and utilize first person language. For example, say "people who have COVID-19" or "people who are recovering from COVID-19" instead of saying "COVID-19 victim".
- This is an unprecedented time, which means that there will be a lot of misinformation, rumors, and conflicting messages circulating. When possible, find opportunities to spread factual information about the virus and have talks with community members about the virus and what they can do to stay safe.



COVID-19 Best Practices for Trauma Intervention Community and Faith-Based Organizations

Know the signs...be supportive

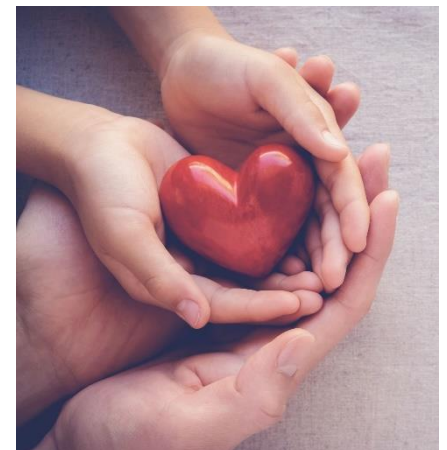
Living through a global pandemic such as COVID-19 can lead to a range of social, emotional, behavioral, and cognitive problems. It is important that individuals are able to identify the signs that children and youth may be struggling and know the best ways that they can provide support.

- Local community centers that previously offered mental health and counseling resources for the community should identify ways to reach people in the community to let them know about agencies that are providing telehealth services during this time.
- Clergy and religious leaders should be available to support members that are dealing with increased stress or may be grieving the loss of loved ones due to COVID-19.
- Community centers and religious organizations can coordinate with local officials to assist with distribution of food, protective equipment, etc.
- If your organization has experience working with underserved populations (e.g. homeless, immigrants, low income, etc.) make sure to advocate for them so that their needs are being addressed by local health officials. Also try to identify any language, cultural, or disability barriers with current resources or services serving community.
- For families in need, consider developing a “grab-and-go” system so that they are still able to receive meals, household essentials, prescriptions, etc.
- Some congregation members may need encouragement to proactively protect their family’s health because they may think people should just accept that this crisis is “God’s will” or “God’s Punishment”

A sense of Trust

The circumstances surrounding the COVID-19 pandemic may cause children and youth to feel that they cannot rely on anyone for safety or support. The presence of positive and stable relationships is extremely important. The care and support provided by caregivers and other adults can help with positive development and resiliency.

- In order to ensure that members of the community are still able to connect with their faith-based organization and receive spiritual and social support, implement different ways to connect such as online streaming of religious services (especially at the same times of usual prayer services), phone conference calls, weekly video prayer meetings, etc.
- Current shelter in place orders will prevent most individuals from being able to visit the places that they would often turn to for support (community centers, food pantries, churches, etc.). Identify “check-in” systems so that you can stay connected with these individuals so that they know you are still able to provide support.
- In order to maintain a connection with the community, consider sending out prerecorded phone messages, post videos online, and send out online surveys to “check in” about physical and emotional health, or send letters or postcards with inspirational verses email, social media, or U.S. mail. You should use multiple outreach methods so that you can reach a larger audience.
- Faith-based leaders should emphasize their openness to discussing any personal or family difficulties that have gotten worse or newly emerged during the pandemic (private individual feelings about “losing faith” or “doubting religion” that are taboos to discuss among the larger congregation, lack or negligence of regular required ritual practice, disclosures about child abuse or domestic violence, recent addictions or relapses with alcohol or drugs, etc.)





COVID-19 Best Practices for Trauma Intervention Community and Faith-Based Organizations

A sense of Mastery

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- While members of the community or faith-based organizations may not be able to meet in person, identify virtual ways to still share, celebrate, or honor traditions, milestones, or religious holidays.
- Local community centers that were previously offering classes for members of the community can identify which classes could possibly be transferred to “online-learning” (i.e. fitness, art, job fairs, etc.)
- Faith-based organizations can hold online group meetings (i.e. study sessions for Christians’ Bible, Muslims’ Quran, Jews’ Torah, Hindus’ Vedas, etc.) to replace in-person learning activities that normally occurred.
- Faith-based organizations can also share online software, smartphone apps, or any available technology to support continuing regular religious rituals (e.g., inspirational religious verses, ethical and inspirational, daily prayer trackers, reminders, etc.)

Feeling Safe

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- In order to slow transmission rates, all community agencies and faith-based organizations should consider extended closure or limited access of their facilities. Follow-up with local health officials regarding future crowd size stipulations and to determine when gatherings can resume.
- If your agency or organization is considered essential, take the necessary precautions to keep yourself and visitors safe. Increase space between staff, minimize face-to-face interactions as much as possible, have a schedule for sanitizing or disinfecting all surfaces, and post signs in your facility about ways to help prevent the spread of COVID-19. Have a plan for screening staff when they arrive and make sure to notify local health officials immediately if you learn that a person confirmed to have COVID-19 has been in your facility.
- In preparation for when faith-based organizations may be able to re-open, religious leaders must think about possible changes that will need to be made to increase safety (avoiding shaking hands/hugging by substituting alternative ways of appropriate religious greetings, changing how financial contributions are collected, and modifying the process of communion)
- Faith based groups can also increase safety by preparing a list of up-to-date resources to meet basic living needs in advance since some congregation members may have reached exhaustion or desperation, planning to continue implementing some form of online presence in situations where congregation members have become dependent on – or desperate for - this additional outreach, preparing for a flood of initial requests for spiritual counseling given the increased stress of having extended closures of faith-based centers.





COVID-19 Best Practices for Trauma Intervention Community and Faith-Based Organizations

Changing the Message

The information regarding the COVID-19 pandemic changes daily and children and youth are getting information from multiple sources. It is important to identify their current beliefs regarding COVID-19, promote positive thinking regarding recovery, continue reviewing ways to stay safe, and avoid spreading false information.

- Identify and address any language or beliefs regarding COVID-19 that may be stigmatizing or geared negatively toward a specific ethnic or cultural group in your community.
- Help to address any rumors or misinformation related to COVID-19 by making sure that the leaders and those speaking on behalf of your organization are sharing timely and reliable information with members of the community.
- In order to help reduce the fear and anxiety surrounding COVID-19 transmission and increase mitigation efforts, work with local health officials and law enforcement to help share the message about the importance of staying home and following social distancing recommendations.
- Faith-based leaders should help their congregation decide how to proactively take steps for protecting both their chosen individual religious beliefs (inevitability of “God’s Will,” etc.) as well as the scientifically-valid health practices to keep their families safe from getting or relapsing with COVID-19.





COVID-19 Resources

Additional information regarding COVID-19 and resources for assisting families are available at the following sites:

Centers for Disease Control and Prevention
<https://www.cdc.gov/coronavirus/2019-ncov/index.html>

National Child Traumatic Stress Network
<https://www.nctsn.org/resources/supporting-children-during-coronavirus-covid19>

Child Mind Institute
<https://childmind.org/coping-during-covid-19-resources-for-parents/>

U.S. Department of Education
<https://www.ed.gov/coronavirus>

National Association of School Psychologists
<https://www.nasponline.org/resources-and-publications/resources-and-podcasts/covid-19-resource-center>

The following resources are available to assist individuals in need of assistance with meals, phone and internet services, etc.

Meal Services
<https://www.chicagosfoodbank.org/>
<https://www.feedingamerica.org/find-your-local-foodbank>

Lifeline Affordable Phone Services
<https://www.fcc.gov/consumers/guides/lifeline-support-affordable-communications>

Internet Essentials Affordable High-Speed Internet
<https://www.internetessentials.com/>

We want to acknowledge that these are difficult times for everyone, and many individuals are experiencing situations that may need immediate attention. If you or someone you know is experiencing suicidality, domestic violence, or sexual assault, please utilize the resources listed below.

National Suicide Prevention Lifeline *call* 1-800-273-8255
National Crisis Text Line *text* HOME to 741741
National Domestic Violence Hotline *call* 1-800-799-7233
National Sexual Assault Hotline *call* 1-800-656-4673
National Suicide Prevention for web browser chat visit <https://suicidepreventionlifeline.org/>

PLEASE NOTE: *The inclusion of resources on this list does not imply the UYTC's endorsement of particular information, treatments, or services. This information is provided only to assist audiences with accessing additional information regarding the COVID-19 pandemic.*