COVID-19 Public Health Action Webinar

Family First: How to Support Your Keiki Learning from Home and Coping with Stress
Presented by Coleen Momohara and Danny Goya

Wednesday, May 6, 2020
1:00 PM to 2:00 PM
1. For all questions, please utilize the Chat box or Question & Answers box located at the bottom of your screen.
2. NO continuing education credits will be provided during this webinar series.
3. All webinars will be available on the Hawai’i Public Health Training Hui’s YouTube channel - https://www.youtube.com/channel/HawaiiPublicTrainingHui
Hawai'i COVID-19 Resources

I'm looking for...

**RESOURCE TYPE**
- In-Person
- Online
- Face Masks

**CATEGORY**
- Everything
- Child care
- Family Centers
- Food
- Food (Keiki)
- Food (Kupuna)
- Health
- Masks
- Screening Sites
- Shelters

**LOCATION**
- Hawai'i Island
- Kaua'i
- Lana'i
- Maui
- Moloka'i
- O'ahu
- Multiple Islands

Kama'aina Kids — Aikahi Preschool

Kama'aina Kids is opening up seven preschool sites on O'ahu, Maui, and Hawai'i Island to children (K-5) of essential employees who do not have access to child care. Limited space is available. 6 am to 6 pm, Mon-Sat.

Sign up for daily emails about new resources: First name [ ] Email [ ] Submit
Family First: How to Support Your Keiki Learning from Home and Coping with Stress

Coleen Momohara
Executive Office of Early Learning

Danny Goya
Partners in Development Foundation
Re-Imagining and Re-Inventing Our New Normal

- Strengthen self-efficacy & resiliency
- Maintain physical distancing
- Engage in responsive social interactions
Families and Family Life Matters

• Families form children’s first and primary social network – their social world.

• Sense of belonging and collective purpose intersects with each individual’s well-being.

• Each person’s presence, being, and sense of self impacts a family’s identity.
Young children experience their world as an environment of relationships, and these relationships affect virtually all aspects of their development – intellectual, social, emotional, physical, behavioral, and moral.

responsive, secure, and sustained caregiving relationships

- self-confidence & sound mental health
- motivation to learn
- achievement in school and later life
- ability to control aggressive impulses & resolve conflicts in non-violent ways
- know difference between right and wrong
- capacity to develop and sustain friendships and intimate relationships

(National Scientific Council on the Developing Child, 2004, p. 1; Institute of Medicine (IOM) and National Research Council (NRC), 2015, p. 1)

http://blog.scraplabs.in/child-development/why-curiosity-in-a-child-is-the-most-important-trait
Interactions Matter

- Relationship
- Shared Engagement
- Context for Learning

Emotional & Cognitive
Self-Regulation

Social Competencies

Early childhood is a time . . . when the architecture of the developing brain is most open to the influences of relationships and experiences.

(Center on the Developing Child at Harvard University, 2016, p.1)
Self-Regulation

Intentionally control:

- Draw on the right skills at the right time
- Resist inappropriate responses
- Respond effectively

thinking impulses

Attention

Emotions

Behavior

Allows us to persevere through:

- difficulties
- problem-solving
- learning
- fatigue and distractions
- decreased motivation

(Institute of Medicine (IOM) and National Research Council (NRC), 2015, p. 131-132)
Executive Function Skills

**Working Memory**
- Hold onto key information
- Track and relate pieces of information
- Use information to solve a problem

**Cognitive Flexibility**
- Shift perspective and change the way we think
- Adjust or adapt to new demands and priorities
- Recognize and admit misinterpretations

**Inhibitory Control**
- Stay focused and on track
- Disregard or resist distractors or temptations
- Avoid acting impulsively
- Sustain work towards goal

- Reasoning
- Problem-Solving
- Planning

(Institute of Medicine (IOM) and National Research Council (NRC), 2015)

[https://developingchild.harvard.edu/resourcetag/executive-function/]
Stress

First day at preschool or kindergarten. Receiving an injected immunization.

Loss of loved one. Natural disaster. Frightening injury.

Physical or emotional abuse, chronic neglect, caregiver substance abuse or mental illness, exposure to violence, and/or the accumulated burdens of family economic hardship—without adequate adult support.

https://developingchild.harvard.edu/science/key-concepts/toxic-stress/
**Excessive stress affects how well we develop and use executive function skills.**

Early Childhood
Severe, frequent stress redirects children's brain development away from planning and impulse control toward building the capacity for rapid threat response.

Adulthood
Excessive stress overloads adults' ability to use executive function and intentional self-regulation skills, leaving them to rely primarily on automatic responses.

https://developingchild.harvard.edu/science/deep-dives/adult-capabilities/
Scientists now know that chronic, unrelenting stress in early childhood, perhaps caused by extreme poverty, neglect, repeated abuse, or severe maternal depression, for example, can be toxic to the developing brain. While positive stress (moderate, short-lived physiological responses to uncomfortable experiences) is an important and necessary aspect of healthy development, toxic stress is the strong, unrelieved activation of the body’s stress management system in the absence of the buffering protection of adult support. This image depicts the structure of neurons in the areas of the brain that are most important for successful learning and behavior in school and the workplace—the hippocampus and prefrontal cortex. The neuron on the right, which has been subjected to toxic stress, clearly displays underdeveloped neural connections, or weaker brain architecture.
“Almost all parents feel judged, almost all the time.”

- Moms are more likely to feel judged than dads, with one important exception: dads feel more judged by their spouse or significant other than moms do.
- Nearly 9 in 10 parents across the board feel judged (90% moms and 85% dads).
- Almost half say they feel judged all the time or nearly all the time (46% moms; 45% dads).

Tuning In: Parents of Young Children Tell Us What They Think, Know and Need is a comprehensive research undertaking by ZERO TO THREE and the Bezos Family Foundation, 2016

Barriers for Families

- mistrust & fears
- power dynamics
- language
- insecurity
- racism
- classism

(Institute of Medicine (IOM) and National Research Council (NRC), 2015, p. 294)
Executive Function and Self-Regulation suffers when we are ..

So we need to . . .
- Accentuate the positives and build on our strengths.
- Model self-care.

(Institute of Medicine (IOM) and National Research Council (NRC), 2015)
responsive, secure, and sustained caregiving relationships

Talk story. Engage in conversations, discussions, observations, and wonderings.

Play games, sing, dance, read, write, draw, cook, clean, repair, create.

Explore, investigate, and learn together.

Plan, organize, and engage in activities for your family and others.

Capture and re-visit memorable moments.

http://blog.scraplabs.in/child-development/why-curiosity-in-a-child-is-the-most-important-trait
Weaving school and work into family life at home

Creating this home life together . . . with children playing a key role

Keeping the core of family life strong and learning how to be as a family

Our role as parents and caregivers
COVID-19 RESOURCES

Making it happen for families with young kids

https://sites.google.com/eoel.hawaii.gov/covid-19/home?authuser=0
References


Center on the Developing Child at Harvard University (2014). *Enhancing and Practicing Executive Function Skills with Children from Infancy to Adolescence*. Retrieved from [www.developingchild.harvard.edu](http://www.developingchild.harvard.edu)


‘ohana first- supporting our keiki

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Networking a movement . . .

Supporting communities to accelerate the use of ACEs science...to solve our most intractable problems.

We are the human and digital catalyst that unites the people, organizations, systems and communities in the worldwide ACEs movement. We are its main information exchange and resource. And we are a support for hundreds of local, state and national ACEs initiatives.
• Daily Digest, Weekly Round-up and Latest TIC and Wellness Research
• ACEs and Resilience Surveys, Downloadable ACEs Presentations
• “Ask the Community” Members Supported Area
Native Hawaiian Wellbeing During COVID-19

Being well and balanced throughout this stressful time of physical distancing and constant change utilizing Kūkulu Kumuhana.

Kūkulu Kumuhana is a wellbeing framework, developed by Kānaka Māoli and others for the lāhui and all who live in Hawai‘i. It is a transformative model to be utilized by families and communities for holistic wellbeing. Especially in these times of endless change, stress and the reality of COVID-19, we remember that we are the descendants of resilient people. Below are a few tips and ideas for self-care, ‘ohana care and community care. Please follow all recommendations for stay/work at home, physical distancing and sanitation.

Pilina
Quality relationships; giving support to one another

- Even in these times of physical distancing, it is important, now more than ever, to stay socially connected to each other.
- Recognize that keiki may have feelings and emotions that they don’t know how to express. Like us, they will get angry and frustrated that they cannot see their friends or go to the mall or the playground. Take the time to ask them and listen to how they feel. Tell them it’s ok to be scared and that they are safe. Tell them the things they can do to be safe - like washing their hands for 20 seconds and not touching their face.
- Use technology to connect. Facetime, Skype or even a simple phone call or text are important connections for all of us. Use Zoom and Google Meet to stay connected with other groups you are involved in and support.
- Spend quality time with your ʻohana. Play a game together. Do a movie night with popcorn and furikake. Host a Netflix Party to virtually watch a movie with your friends.
- Look after and care about others, especially those more vulnerable like our kūpuna and those with other health conditions.
- Practice Kapu Ola Aloha (a loving restriction that preserves life). We can still share and give our aloha in new and different ways - shaka, wave and simply asking "Pehea ʻoe?" (How are you?)
Sesame Workshop and BTC Team Up to Help with Big Scary Feelings during the COVID-19 Crisis (General)
Emotional Contagion
Emotions can be contagious
Protect yourself
QUESTIONS?
Webinar Announcement

Topic: Elderly Care
Wednesday, May 13, 2020
1:00PM – 2:00PM