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| **Source** | **Link to Access Information** | **Use/Notes** |
| URMC Pediatrics, Rochester Regional Center for ASD, Strong Center for Developmental Disabilities | <https://www.youtube.com/watch?v=J2pJno3xFBg&feature=youtu.be> | *Mindfulness and Caregiving* – Learn about mindfulness strategies, how they are relevant for caregivers, and what the research says (pre-recorded webinar) |
| Child Mind Institute | <https://childmind.org/article/self-care-in-the-time-of-coronavirus/> | *Self-Care in the Time of Coronavirus* Article  [El autocuidado en los tiempos del coronavirus](https://childmind.org/article/el-autocuidado-en-los-tiempos-del-coronavirus/) ([Spanish Version](https://childmind.org/article/el-autocuidado-en-los-tiempos-del-coronavirus/)) |
| Center for Disease Control and Prevention (CDC) | <https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/managing-stress-anxiety.html> | Article: *Managing Stress and Coping during COVID-19*. Also available in Spanish ([Press Here for Spanish Version)](https://www.cdc.gov/coronavirus/2019-ncov/prepare/managing-stress-anxiety-sp.html) |
| Autism Society | <https://www.autism-society.org/covid-mental-health-respite/?emci=ca471913-fd6d-ea11-a94c-00155d03b1e8&emdi=9a19c79f-5a70-ea11-a94c-00155d03b1e8&ceid=768658> | COVID-19 Mental Health and Respite Resources |
| Whole Child Counseling | <https://www.wholechildcounseling.com/post/how-a-small-decision-can-turn-your-life-around> | Apps for Anxiety, Stress Relief and Relaxation for Kids and Adults |
| PBS Kids for Parents  pbs.org | <https://www.pbs.org/parents/thrive/parenting-during-coronavirus-you-are-enough> | Article: *Parenting During Coronavirus: You Are Enough* |
| www.healthline.com | <https://www.healthline.com/health/9-resources-for-coping-with-coronavirus-anxiety?slot_pos=article_1&utm_source=Sailthru%20Email&utm_medium=Email&utm_campaign=depression&utm_content=2020-03-31&apid=29949799> | Article: *9 resources for Coping with Coronavirus Anxiety*  Other articles linked at the bottom of the article include: [Being Mindful of Your Mental Health During the COVID-19 Outbreak](https://www.healthline.com/health-news/taking-care-of-your-mental-health-during-covid19-outbreak), and others |
| Child Mind Institute | <https://childmind.org/article/how-mindfulness-can-help-during-covid-19/> | *How Mindfulness Can Help During COVID-19 - Tips for calming anxiety during a difficult time (*[*Press here for Spanish Version*](https://childmind.org/article/como-la-atencion-plena-puede-ayudar-durante-la-crisis-del-coronavirus/)*)* |
| Center for Disease Control and Prevention (CDC) | <https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/managing-stress-anxiety.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fprepare%2Fmanaging-stress-anxiety.html> | Article: *Stress and Coping –* 4 additional languages available.  Topics include reducing stress in yourself and others, information for parents, information for responders, information for people released from quarantine |
| Zero to Three – Early Connections Last a Lifetime | <https://www.zerotothree.org/resources/3210-tips-for-families-coronavirus> | Tips for Families: Coronavirus – Talking about the Coronavirus, Self-Care and Time at Home, Staying Connected, Sesame Street Resources |
| Zero to Three – Early Connections Last a Lifetime | <https://www.zerotothree.org/resources/3262-young-children-at-home-during-the-covid-19-outbreak-the-importance-of-self-care> | Article: *Young Children at Home during the COVID-19 Outbreak: The Importance of Self-Care* |

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| Additional tips from DBP Psychologists: | Be kind to yourself and keep in mind: Whatever your personal, professional, or parenting roles are, this is a good time for us all to remember to give ourselves a break. No parent should be expected to take on the full role of being a teacher and providing the same level of learning as school settings. There may be times when you need to give your child extra screen time to get your work done or distract them with some outside play so you can take a few minutes to yourself. We hope you will try to give yourself permission to let your usual high standards go from time to time. Virtual connections with other parents around struggles of this new level of care for our community of kids at home might be helpful too. (Your school district or parent group might have a FB page.) Self-care is especially important for everyone during these uncertain times.  Below are some ideas for mindfulness and stress management courses and apps that might be helpful. Many of the practices are very short –even 2-3 minutes as a time during your day might make a difference!  Mindfulness resources:   * [www.stopbreathethink.org](http://www.stopbreathethink.org) * [www.guilford.com/MBCT\_audio](http://www.guilford.com/MBCT_audio) * <https://palousemindfulness.com/index.html> (Online Mindfulness Course) * 10% Happier podcast   Mindfulness apps:   * Stop, Breathe, Think * Sanity & Self * Calm * Headspace * Simple Habit * Smiling Mind * Liberate |

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| **Source** | **Link to Access Information** | **Use/Notes** |
| American Academy of Pediatrics/  Healthychildren.org | <https://www.healthychildren.org/English/health-issues/conditions/chest-lungs/Pages/COVID-19-Information-for-Families-of-Children-and-Youth-with-Special-Health-Care-Needs.aspx> | COVID-19: Information for Families of Children and Youth with Special Health Care Needs |
| Autism Society of Greater Wisconsin | <https://www.autismgreaterwi.org/autism-coronavirus-anxiety/> | Autism, Coronavirus, Anxiety and Strategies to Cope with it All |
| Vox (YouTube Video) | <https://www.youtube.com/watch?v=-LKVUarhtvE> | “How soap kills the coronavirus” |
| Vox (YouTube Video) | <https://www.youtube.com/watch?v=dSQztKXR6k0&feature=youtu.be> | “Why fighting the Coronavirus depends on you” |
| Kennedy Krieger Institute | <https://www.kennedykrieger.org/sites/default/files/library/documents/Coronavirus/COVID-19%20Resources%203.23.20.pdf>  \*May not be available without a PDF viewer\* | Bundle of PDFs Resources for Taking care of Yourself, Your Family, Your Patients/Students/Clients |
| Psychology Tools | <https://www.psychologytools.com/articles/free-guide-to-living-with-worry-and-anxiety-amidst-global-uncertainty/> | Explains worry and anxiety during times of global uncertainty. Available in at least 17 languages. |
| GoNoodle | <https://www.gonoodle.com/good-energy-at-home-kids-games-and-videos/> | Movement and Mindfulness videos for families |
| Cosmic Kids Yoga  (Via YouTube) | <https://www.youtube.com/channel/UC5uIZ2KOZZeQDQo_Gsi_qbQ> | Yoga and Mindfulness for kids ages 3+ |
| National Association of School Psychologists | <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/health-crisis-resources/helping-children-cope-with-changes-resulting-from-covid-19> | Helping Children Cope With Changes Resulting From COVID-19 |
| The National Child Traumatic Stress Network (NCTSN) | <https://www.nctsn.org/resources/parent-caregiver-guide-to-helping-families-cope-with-the-coronavirus-disease-2019>  \* Information also available in Chinese and Spanish\* | *Parent/Caregiver Guide to Helping Families Cope with the Coronavirus Disease 2019* (COVID-19) |
| American Academy of Child and Adolescent Psychiatry | <https://www.aacap.org/coronavirus> | Coronavirus/COVID-19 Resource Library for families and clinicians |
| Center for Disease Control and Prevention | <https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/talking-with-children.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fcommunity%2Fschools-childcare%2Ftalking-with-children.html> | Talking with children about Coronavirus Disease 2019 |
| Psychology Today | <https://www.psychologytoday.com/us/blog/the-web-violence/202003/if-you-are-locked-down-someone-who-may-become-violent> | Article: *If You Are Locked Down With Someone Who May Become Violent* |
| Carol Miller, School Counselor, Teachers Pay Teachers | <https://www.teacherspayteachers.com/Product/30-Things-We-Can-Do-For-Our-Emotional-Health-SEL-Resource-Sheet-Spanish-Too-5328991?fbclid=IwAR1nAPGo36dcv2vz5ZLDDO9Y4cR-CTycetz5TpO9CVBGRHd3oV3kSS5dPzU#show-price-update> | 30 Things We Can Do For Our Emotional Health (English and Spanish)  \*Free download\* |
| Additional tips from DBP Clinicians that may help your family with tele-medicine visits: | With the current health crisis, many people are getting care in a new way -through telemedicine. Telemedicine is an easy way to see your health care provider using video conferencing. This means the child and family stay at home and the health care provider is at his or her office. In Developmental & Behavioral Pediatrics, they see and talk with each other by computer, phone or tablet using an app called Zoom.  Some families worry that a video appointment will not be as good as in-person. Families might worry more if it is a first visit. Our team has been using telemedicine for almost two years now. We have found that many things can be done well with a video visit. We can often rule out certain conditions a family was worried about. We can also help families find resources and give helpful ideas. Sometimes, our team can diagnose conditions with a video visit. Other times, we suggest the child also have an in-person visit. Rest assured, if your provider does not feel they can provide you with the right answers during the video session, we will make sure you have an in-person visit as soon as possible!  There are things families can do to make the most of a video visit:   * Tryout the Zoom app before the visit. * If you have a way to weigh your child or get a blood pressure before the visit, please do. * Make sure you are connected to Wi-Fi and that your device is charged. * Prepare for the visit just as if you were coming to clinic. Write your questions down. Have a pen and paper ready. Prepare school or other documents you want to share * Make sure your child is awake and ready to join for at least part of the visit. * Make sure you child has had a snack and has activities to stay busy while the adults are talking. * Prepare your home to limit noise. Let family members know the visit will be taking place. * Take a video of your child before this visit if you think there are things we might not be able to see during the visit. * Be patient with our team. If your doctor or nurse practitioner isn’t on video right when scheduled, know that he or she may be tied up with another child. | |

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| **Source** | **Link to Access Information** | **Use/Notes** |
| Foodlink | <https://foodlinkny.org/foodlink-updates-in-response-to-covid-19-coronavirus-concerns-in-our-communities/> | Foodlink updates in response to COVID-19 / coronavirus concerns in our communities, maps and addresses for meal distribution sites |
| Monroe County | <https://www2.monroecounty.gov/health-COVID-19> | Resources for the general public, travelers, health care providers, facilities and nursing homes, child care providers and schools, mental health resources, transportation recommendations |
| www.13wham.com | <https://13wham.com/news/local/coronavirus-list-of-resources-meal-plan-information-from-local-district> | Meals – Where can students in school districts get free meals? – Each school district is listed by county and has information and/or a link for more information |
| City of Rochester, NY | <https://www.cityofrochester.gov/coronavirus/> | Information on the City of Rochester's response to the novel coronavirus and COVID-19 can be found on this page. (Latest News, Support for Children and Families, How to Protect Yourself and Be Mindful to Limit Exposure) |
| Cornell Cooperative Extension  Ontario Country | <http://cceontario.org/home-family/resources-during-covid-19-outbreak?fbclid=IwAR2eR5zZN2eQaMF0gOP-JkUjY6Q5nGE9DF9H7PFrnHs9b0c9Keo2fEsBkuk> | Resources to Deal with School Closures, Resources for talking to children about COVID-19, Food Access, Where to Seek Help, Financial Protection Information, COVID-19 websites for Education Updates |
| The Betancourt-Macias Family Scholarship Foundation | <https://www.undocuscholars.com/> | If you are undocumented yourself or have family members who are undocumented and have been impacted by the COVID-19 pandemic, there are a list of resource available on this website |
| The Strong National Museum of Play | <https://www.museumofplay.org/education/play-at-home-activities> | Play at Home Activities |
| Seneca Park Zoo – Zoo Projects at Home | https://senecaparkzoo.org/zooprojects/ | Nature and animal-based projects for families, children, and adults to do at home – new content added throughout the week. |
| Rochester Museum and Science Center | <https://rmsc.org/science-museum/programs-and-events/item/732-at-home-science> | Science Activities for Home, Story time |

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| **Source** | **Link to Access Information** | **Use/Notes** |
| The Autism Helper  <https://theautismhelper.com/> | <https://theautismhelper.com/focus-on-five-tips-for-parents-for-home-learning/> | Article: *Focus on Five: Tips for Parents for Home Learning*  -Helps with structure, schedules, motivation \*Note: may need printer for many of the activities\* |
| Linda Hodgdon, M.Ed., CCC-SLP  <https://usevisualstrategies.com/> | <https://usevisualstrategies.com/visual-strategies-25-reasons-to-use-visual-strategies-for-autism/> | 25 Reasons to Use Visual Strategies  Linda Hodgdon’s Blog with other resources: <https://usevisualstrategies.com/linda-hodgdon-blog/> |
| Easterseals Illinois Autism Partnership (IAP) | <https://qrcgcustomers.s3-eu-west-1.amazonaws.com/account4876975/6552095_2.pdf?0.11589340381807767> | This toolkit includes visual supports/schedules for children with autism to use during the COVID-19 school closures. |
| Mommyhood 101 | <https://mommyhood101.com/daily-schedule-for-kids> | Modify and print daily schedule for kids – can be done in Microsoft Word, Office, or download sample PDF |
| American Academy of Pediatrics  HealthyChildren.org | <https://www.healthychildren.org/English/family-life/family-dynamics/communication-discipline/Pages/Positive-Parenting-and-COVID-19_10-Tips.aspx> | Article with ideas for behavior support: *Positive Parenting & COVID-19: 10 Tips to Help Keep the Calm at Home*  Also available in [Spanish](file:///C:\Users\adiehl\Downloads\Positive%20Parenting%20&%20COVID-19:%2010%20Tips%20to%20Help%20Keep%20the%20Calm%20at%20Home) and audio formats |
| American Academy of Pediatrics  HealthyChildren.org | <https://www.healthychildren.org/English/health-issues/conditions/chest-lungs/Pages/Working-and-Learning-from-Home-During-the-COVID-19-Outbreak.aspx> | Article with ideas for routine in the home: *Working and Learning from Home During the COVID-19 Outbreak*  Also available in [Spanish](https://www.healthychildren.org/spanish/health-issues/conditions/chest-lungs/paginas/working-and-learning-from-home-during-the-covid-19-outbreak.aspx) and audio formats |
| And Next Comes L | <https://www.andnextcomesl.com/2016/04/what-to-put-in-a-calm-down-kit-for-kids.html> | 40+ things to put in a calm down kit. types \*Note may need access to tangible items that may not be available to you at the moment, advertisement heavy website\* |
| Child Mind Institute | <https://childmind.org/article/how-can-we-help-kids-with-transitions/> | Article: *How Can We Help Kids With Transitions?*  [¿Cómo podemos ayudar a los niños con las transiciones?](file:///C:\Users\adiehl\Downloads\¿Cómo%20podemos%20ayudar%20a%20los%20niños%20con%20las%20transiciones%3f) |
| Additional tips from DBP Psychologists that may help you manage your child/children during COVID-19 closures and social distancing/isolation. | 1. Create household rules. You and your child can make these rules together. You could use the same or similar rules that your child’s classroom or school uses. You and your child can draw or write out these rules and post them somewhere in your home. 2. Set a daily schedule or routine for your child. Try to break up long, unstructured periods into more structured activities. For example, free time could be broken up into time for: books and puzzles, arts and crafts, table top activities, etc. Try to include some outdoors and exercise times in your child’s schedule, weather and safety permitting. Remember to add mealtimes into the schedule. Often, children are more likely to look for food throughout the day when they are not in school. Keep portion sizes reasonable and try not to let them snack outside of scheduled meal and snack times. We want your food supplies to last!   Write out this schedule with your child, or make a picture schedule (on your computer or draw it out). Review the schedule with them often. There are many examples of schedules online you can use to help.  We realize that many parents will have to juggle working from home and managing your child’s schedule. Try to develop your child’s schedule with your work requirements in mind, reserving a quiet activity or screen time for the times that you will need to be doing other responsibilities.   1. Motivate your child. Making your child do schoolwork at home can be challenging. It helps to have something that may motivate him/her to get their work done. You can do this by simply arranging your child’s schedule so that work comes before fun activities (e.g., “First schoolwork, then outside play”). You could also set up an incentive system for your child for getting work done. For example, you could make a star chart or sticker chart for your child, and provide them with a surprise or extra screen time when they receive all of their stickers/stars. 2. Rotate and organize your child’s toys. Children often have a lot of toys out and around their home, but they sometimes forget about these toys. It can help to organize and limit the amount of toys your child has available to them at one time. Then you can trade out or rotate their toys every day or 2. For example, you could organize your child’s toys into toy bins. You could put all but one or 2 of these bins away or into storage. Then each day you could trade out a new bin for your child. This helps keep their toys new and exciting. 3. Help your child get started on activities. Children can have difficulty coming up with their own ideas for play activities, finding all of the right materials, and getting started. Help your child make a plan for what they would like to do with their time. You can give them some ideas by creating a choice board or menu of options for them, or simply by writing down some choices on a sheet of paper. Once they decide what they want to do, help them gather the materials they will need and get them started on the task. Once they are started, you can check in every so often and praise them for sticking with the task. 4. Put limits on screen time. Limiting screen time can be one of the biggest challenges for a family during breaks. It helps to set clear limits before the day begins, and to review these limits with your child often.   You can do this by scheduling screen time at specific times of day, and only allowing screens during these times. You could also allow your child a specified amount of screen time (e.g., 1 hour), and keep track of their screen time throughout the day. Using timers, such as visual timers (there are many apps for this), can be helpful for setting these limits.   1. Manage sibling conflicts. Try scheduling some alone activities for each child periodically throughout the day. You may need to supervise the group activities. Provide praise and allow your children to work toward a reward together by talking nicely to each other, keeping hands and feet to one’s self, and working cooperatively toward a common goal. | |

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| **Source** | **Link to Access Information** | **Use/Notes** |
| The Autism Helper  <https://theautismhelper.com/> | <https://theautismhelper.com/emergency-home-school-kit/> | Home School Emergency Kit – Training for parents, curriculum materials for children, visuals, stories, and help with structure – Price is based on what you can afford ($0-$20). |
| University of North Carolina at Chapel Hill  Autism Focused Intervention Resources & Modules (AFIRM) | <https://ed.unc.edu/2020/03/19/unc-team-creates-online-toolkit-for-those-supporting-individuals-with-autism-during-covid-19-epidemic/>  <https://afirm.fpg.unc.edu/supporting-individuals-autism-through-uncertain-times> | Links at the bottom for toolkits and resources  COVID-19 Toolkit – Supporting Individuals with Autism through Uncertain Times |
| Georgetown University Center for Child and Human Development | <https://gucchd.georgetown.edu/covid19-resources.php> | Local and National Updates, Early Childhood Resources, Developmental Disability Resources, Mental and Behavioral Health Resources, Cultural and Linguistic Supports |
| Autism Society | <https://www.autism-society.org/covid-19/?emci=70d7bcd0-3c6d-ea11-a94c-00155d03b1e8&emdi=37890c21-486d-ea11-a94c-00155d03b1e8&ceid=854204> | Mental Health and Respite, Modifying Routines, Lifestyle Supports, Education, Public Policy, Facebook Live (Coronavirus Information Series), Health Organization Facts and Resources |
| Autism Science Foundation (ASF) | <https://autismsciencefoundation.org/resources/the-autism-science-foundation-covid-19-family-resource-center/> | Teaching Tools, Behavior Management, Policies and Legal Information, Mental and Physical Health, Resources for Families |
| Norfolk Public Schools | <https://www.npsk12.com/Page/15014> | Many links within to support academics, OT, speech by different grade levels |
| Parent to Parent of New York State | <http://parenttoparentnys.org/news/headline-news/educational_and_other_related_resources_for_families_during_school_shutdown/> | In the main box on the website, click the “[Download PDF](http://parenttoparentnys.org/images/uploads/pdfs/Educational_Resources--2nd_Ed_040320.pdf)” tab for most up-to-date resources. Otherwise, the link above (Labeled Download PDF) is updated as of 4/6/2020 |
| Vestal Central School District’s COVID-19 Home Learning Resources webpage. | <https://www.vestal.stier.org/COVID-19HomeLearningResources.aspx> | Resources for learning at home, OT, PT, Counseling, Speech, Physical Education, etc. ([CLICK HERE for the counseling department's other helpful websites](https://www.vestal.stier.org/Downloads/Resources-Websites.pdf)) |
| American Foundation for the Blind | <https://www.afb.org/blog/topic/coronavirus-covid-19> | Accessible Education Resources, Fitness Tools, Support Groups, Games |
| National Association of the Deaf | <https://www.nad.org/coronavirus/> | Resources for education, employment, healthcare, advocacy, [Visual Tool for visiting a healthcare system made by the Massachusetts Commission for the Deaf and Hard of Hearing (MCDHH)](https://www.nad.org/wp-content/uploads/2020/03/Coronavirus-Visual-Tool-Mar2020-FINAL.pdf) |

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| **Source** | **Link to Access Information** | **Use/Notes** |
| U.S. Department of Education’s Individuals with Disabilities Education Act (IDEA) | [https://sites.ed.gov/idea/idea-files/q-and-a-providing-services-to-children-with-disabilities-during-the-coronavirus-disease-2019-outbreak/#Q-B-3](https://sites.ed.gov/idea/idea-files/q-and-a-providing-services-to-children-with-disabilities-during-the-coronavirus-disease-2019-outbreak/%23Q-B-3) | *Questions and Answers on Providing Services to Children with Disabilities During the Coronavirus Disease 2019 Outbreak* (March 2020) |
| New York State Education Department (NYSED.gov) | <http://www.p12.nysed.gov/specialed/publications/2020-memos/nysed-covid-19-provision-of-services-to-swd-during-statewide-school-closure-3-27-20.pdf>  Additional COVID-19 School Guidance:  <http://www.nysed.gov/coronavirus/guidance-p-12-schools> | *Memo: Provision of Services to Students with Disabilities During Statewide School Closures Due to Novel Coronavirus (COVID-19) Outbreak in New York State* Posted: 3/27/2020 |
| understood.org | <https://www.understood.org/en/school-learning/coronavirus-school-closings-legal-faqs?fbclid=IwAR1tVNvX6zv3t4YK06juUUyG2kOfy-2kIyH5jl9MCfYjh6Nk2ztvmuaiK0s> | Legal FAQs on Coronavirus, School Closings, and Special Education |
| University of Albany School of Education | <http://aatlased.org/remote-ed-by-grade/> | Learning resources by different grade levels and academic subjects |
| Princess-Awesome Blog | <https://princess-awesome.com/blogs/news/giant-list-of-ideas-for-being-home-with-kids> | Giant list of ideas for being home with kids |
| Big Life Journal | <https://biglifejournal.com/blogs/blog/stay-at-home-printable-pack-families> | Stay-At-Home Free Download link in blue – Indoor Games and activities To Get Children Moving |
| EduClan (de Clan) | <https://www.rtve.es/educlan/> | Learning resources in Spanish - recursos educativos de calidad que complementen sus productos de entretenimiento durante el periodo de suspensión de las clases presenciales |
| Growing Hands-On Kids | <https://www.growinghandsonkids.com/occupational-therapy-resources-for-kids.html?fbclid=IwAR17wDTApy5RFgtxS0IMdEZeRXgBQR_KoUaymRDGZGS-YUiJkN-YcPW4H5k> | Ultimate Guide to Occupational Therapy Resources For Kids – Links by topic. \*May be challenging to navigate this site as it leads to other blogs. |
| And Next Comes L | <https://www.andnextcomesl.com/p/play-ideas-for-kids.html> | Hundreds play ideas and activities for kids – Many Free Downloadable Activities, many topics/types \*Note may need access to tangible items that may not be available to you at the moment, advertisement heavy website\* |

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| Kidactivitiesblog.org | <https://kidsactivitiesblog.com/135609/list-of-education-companies-offering-free-subscriptions/?fbclid=IwAR0VRUo3MrhrQHtLB4hoet11U6gPD05ZsX-BfY5pmH_VwIJ7G5WLqW55lJw> | List of Education Companies Offering Free Subscriptions Due to School Closings |
| scholastic.org | <https://classroommagazines.scholastic.com/support/learnathome.html> | Scholastic Learn at Home – Day by Day projects to keep kids reading, thinking and growing, by Grade level |
| Carson Dellosa Education | <https://www.carsondellosa.com/free-resources/free-printables/> | Free Learn-at-home Resources and Printables |
| Storyline Online | <https://www.storylineonline.net/about-us/> | Streams videos featuring celebrated actors reading children’s books alongside creatively produced illustrations (per Storyline Online) |
| Time for Kids (Time Magazine) | <https://time.com/tfk-free/> | Time for Kids Digital Library Free for the Rest of the School Year |
| Story Time From Space | <https://storytimefromspace.com/> | Children’s Books are sent to the International Space Station and read by the astronauts for children on Earth (Look under the heading “Story Time Videos” |
| BrainPOP | <https://www.brainpop.com/> | Free access during school closures by clicking “Get Free Access” and signing up. Animated resources with *content includes movies, quizzes, games, mobile apps, activity pages, and much more covering hundreds of topics within Math, Science, Social Studies, English, Technology, Arts & Music, and Health.* |
| Center for Literacy and Disability Studies and the Department of Computer Science at University of North Carolina at Chapel Hill | <https://tarheelreader.org/> | Tar Heel Reader – A collection of free, easy-to-read, and accessible books on a wide range of topics. Option to write books as well. |
| Sesame Street | <https://www.sesamestreet.org/caring> | “*Caring for Each Other* initiative marks the beginning of a commitment to support families throughout the COVID-19 health crisis with a broad variety of free resources.” |
| National Association for Family, School, and Community Engagement (NAFSCE) | <https://nafsce.org/page/coronavirus>  \*See *Resources and Services Repository* by clicking black and orange spreadsheet\* | Many Resources for Practitioners, Educators, and Families in Response to the Coronavirus Crisis |

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| **Source** | **Link to Access Information** | **Use/Notes** |
| Carol Gray Social Stories + other contributing authors | <https://carolgraysocialstories.com/pandemic-social-stories-direct-access/> | 7 COVID-19 related Social Stories, 2 translated into Spanish. 2 stories on washing hands. |
| News 2 You (N2Y)  Positivity, March 2020 | <https://www.n2y.com/covid-19-social-narratives/> | 2 downloadable Social Narratives: School Closures and Staying Healthy - can read online or get as a PDF |
| Green Mountain Self-Advocates (GSMA) and Self Advocacy  Resource and Technical Assistance Center (SARTAC) | <https://selfadvocacyinfo.org/resource/plain-language-information-on-covid-19/>  Scroll down to the middle of the page and click on desired language under the heading “Download files for this resource” | 8-page booklet about the Coronavirus is written in plain language. It was created by and for people with developmental disabilities. It focuses on “need to know” information. Currently available for download in 11 languages |
| Easterseals Illinois Autism Partnership (IAP) | <https://qrcgcustomers.s3-eu-west-1.amazonaws.com/account4876975/6615282_1.pdf?0.36536573196742217> | Coronavirus Social Story: This is a social story to use to explain the Coronavirus and school closures to children with Autism. |
| Easterseals Illinois Autism Partnership (IAP) | <https://qrcgcustomers.s3-eu-west-1.amazonaws.com/account4876975/6615209_1.pdf?0.4038672486767334> | All About Coronavirus: This is a social story to explain coronavirus to older students and adults with autism. |
| Easterseals Illinois Autism Partnership (IAP) | <https://qrcgcustomers.s3-eu-west-1.amazonaws.com/account4876975/6583599_4.pdf?0.2679286201098732> | My Social Distancing Story: This is a social story to explain social distancing to children with autism. |
| Easterseals Illinois Autism Partnership (IAP) | <https://qrcgcustomers.s3-eu-west-1.amazonaws.com/account4876975/6603238_2.pdf?0.6935304732052094> | All About Social Distancing: This is a social story to explain social distancing to older students and adults with autism. |
| The Autism Educator, Amanda McGuinness | <https://theautismeducator.ie/2020/03/11/corona-virus-social-story/> | What is the Coronavirus? Social Story – scroll down and click the big red box to download the story. \*Note Irish-English Spelling\* |
| National Public Radio (NPR) | <https://www.npr.org/sections/goatsandsoda/2020/02/28/809580453/just-for-kids-a-comic-exploring-the-new-coronavirus?fbclid=IwAR35dsrDolpg9GE7QeicQ8uIi5Nk57ZBfRNbfvt_1TIMxAyJqDQyno3vtro> | Comic explaining virus with audio. Comic also available in Chinese. |
| Colegio Oficial de la Psicolgía de Madrid  www.copmadrid.org | <https://www.copmadrid.org/web/publicaciones/rosa-contra-el-virus-cuento-para-explicar-a-los-ninos-y-ninas-el-coronavirus-y-otros-posibles-virus> | Rosa Contra el Virus. Cuento para explicar a los niños y niñas el Coronavirus y otros posibles virus (E-Book in Spanish) - Rosa Against the Virus. Story to explain to children the Coronavirus and other possible viruses |
| University of Miami-Nova Southeastern University Center for Autism and Related Disabilities | <https://www.youtube.com/watch?v=xkZ23tDzN4c&feature=youtu.be> | Let's Talk About The Coronavirus (COVID-19) Whiteboard Social Narrative Video (short YouTube video) |
| Melissa Gratias, Ph.D | <https://melissagratias.com/captaincorona/> | Longer, Comic Book Style e-Book: Captain Corona & the 19 COVID Warriors |
| mindheart.co  Manuela Molina, Author | <https://demarleinc.com/covibook-supporting-and-reassuring-children-around-the-world/> | Story (in 19 languages) supporting and reassuring children around the world re: COVID-19 |
| *The Yucky Bug* by Julia Cook, illustrated by children at Emerson Elementary School | <https://www.youtube.com/watch?v=ZD9KNhmOCV4&feature=youtu.be&fbclid=IwAR3t01> | Child read and illustrated book to help other children understand the “yucky bug” – read via YouTube |

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| Autism Research Institute with Providers from URMC | [https://www.autism.org/managing-autism-stress-during-covid-19/](https://urldefense.proofpoint.com/v2/url?u=https-3A__www.autism.org_managing-2Dautism-2Dstress-2Dduring-2Dcovid-2D19_&d=DwMFAg&c=4sF48jRmVAe_CH-k9mXYXEGfSnM3bY53YSKuLUQRxhA&r=zovMpv-39HbaLWXMfL-h1JUsvrbXBSiaCYpq3ARL9tTmeAn4DOg0MiQh4LeNKJoI&m=Dv0-419Fs2VRIZ2JB6NYv-6eEiysyWTJ9EOA3gZRa_U&s=hhsuARXoJ2Tx9-n_tI5DqT2o-oIAyktYz2RW-tmj9h4&e=) | Webinar: *Emotional Support for Families during COVID-19* **4/9/2020 11am EST** – Please register for link. Supportive tips, mindfulness techniques, and positive ideas for managing the stress. |
| Centers for Disease Control and Prevention | <https://blogs.cdc.gov/publichealthmatters/2017/05/autism-and-preparedness/> | Public Health Matters Blog: Autism and Preparedness |
| Help in In Your Hands | [https://helpisinyourhands.org/course/student/dashboard/8585#null](https://helpisinyourhands.org/course/student/dashboard/8585%23null) | Early Start Denver Model for Parents |
| Autism Research Institute | <https://www.autism.org/coronavirus-impact-home-all-day-basic-supports-and-strategies-to-get-us-through-and-keep-us-sane/> | Webinar: Learn strategies for supporting individuals on the autism spectrum experiencing school closures and changes in routine due to the 2020 outbreak |
| Autism Research Institute | <https://www.autism.org/webinars-autism/> | Pre-recorded webinar available on managing your child at home due to COVID. There are also some upcoming webinars on COVID, among other things that may be of interest to families (GI issues, anxiety) |
| Organization for Autism Research | <https://researchautism.org/news-events/webinars/> | -Crisis Safety for the ASD Population. **April 9th, 11-12pm**  -Tips for Including Students in their Education and Transition Planning. **April 28, 11-12pm**  -Previously recorded webinars available as well |
| The Autism Society of North Carolina | <https://www.autismsociety-nc.org/autism-webinars/> | Pre-Recorded webinars re: Autism (none directly related to COVID-19 at this time) |
| Centers for Disease Control and Prevention (CDC) | <https://www.cdc.gov/parents/essentials/index.html> | Essentials for Parenting Toddlers and Preschoolers: Information, tutorials, examples, and videos for parenting strategies for young children. Also available in Spanish -([Spanish Link Here](https://www.cdc.gov/parents/spanish/essentials/index.html)) |
| Easterseals Illinois Autism Partnership (IAP) | <https://www.easterseals.com/chicago/explore-resources/autism-resources-1.html> | Resources for Routine, Reinforcement, Communication, Sensory and Newsletters for parents |
| ADDitude, Inside the ADHD Mind | <https://www.additudemag.com/download/organization-for-adhd-get-your-life-in-order/> | 73 ADHD-Friendly Ways to Organize Your Life Now \*requires an email address for downloading\* |