

*Calming Activities
to do With Your
Children*

*Art projects
Drawing
Writing/Journaling
Non-directed play
Physical games
Music
Family meetings
Books
Sensory activities
Family Bonding Time*

*Productive Coping
Skills*

- Incorporate physical exercise into your routine.
- Get normal amounts of rest and sleep.
- Maintain normal routines and comfortable rituals.
- Eat well-balanced and regular meals.
- Surround yourself with support (e.g., family members, friends, and pets).
- Pursue your interests
- Practice stress-management techniques (e.g., meditation, progressive muscle relaxation, or guided imagery).

Support for Families

- The Link is non-profit organization that links community members with services, support, and partnerships in order to become healthy, productive and thriving. (805) 466-5404 www.slolink.org
- SLO County Mental Health offers mental health treatment services for our county's youth, adults, and families. (805) 461-6060
- SLO Hotline provides trained volunteers who offer emotional support and assist with finding community resources. (800) 783-0607
- Stress Management: How to Reduce, Prevent, and Cope With Stress www.HelpGuide.org
- For more information on helping children and youth in crisis, contact the National Association of School Psychologists (NASP) at (301) 657-0270 or visit the NASP website at www.nasponline.org



**Atascadero Unified
School District**

**Crisis Response Plan
Resources for Families**



*The Atascadero Unified
School District is proud to be
dedicated to student success,
collaborating with staff, and
having a strong partnership
with the community.*

*Our district believes that the
safety of our students, staff,
and community members is
paramount.*

5601 West Mall Avenue
Atascadero, CA 93422



Atascadero Unified School District has accessed a body of knowledge that is research based and supported by experts. We will continue to implement the following recommended supports:

1. Assure children that they are safe.
2. Maintain structure and stability.
3. Have emotional and mental health services available to all students and adults on campus.
4. Have appropriate supporting agencies present (e.g. law enforcement, fire, county health).
5. Allow time for age appropriate classroom discussions and activities.
6. Provide an outlet for students who desire help.
7. Provide a referral process for children who exhibit reason for concern.
8. Provide students, staff, parents and community members updated information.

General Tips for Parents

Model calm and control. Children are going to decide how dangerous a situation is based on the reaction of the significant adults in their lives.

Reassure children that they are safe and so are the other important adults in their lives. Point out factors that help insure their safety.

Remind them that trustworthy people are in charge. Explain the police, emergency workers, teachers, classified staff, principals, etc. are working to make sure that everyone is safe. That is their job.

Maintain a normal routine. To the extent possible, stick to your family's normal routine, but be flexible.

Let children know that it is okay to feel upset. Explain that all feelings are ok. Let children talk about their feelings and help put them into perspective.

Make time to talk. Let their questions be your guide as to how much information to provide. Allow them to express their feelings in other ways too (drawing, art, imaginative play).

Observe children's emotional state. Watch for changes in behavior.

Be open to your child's request requests for support, but don't press them. All children have different levels of need and different proficiencies of coping skills. We don't want to push services if they can handle it independently.

Find out what resources are available to help your child cope. Contact your principal, school psychologist, or prevention coordinator if a child needs further support.

Monitor your own stress level. Don't ignore your own feelings. Access support available to you. You will be better able to support your child if you've met your own emotional needs.

Tips when Talking with Your Child

Tell children the age appropriate truth. Don't pretend that it didn't happen or that it isn't serious. Children can be more anxious if they think we are to afraid to tell them what is happening.

Early elementary school children need brief, simple information that should be balanced with reassurances that their school and homes are safe and that adults are there to protect them. Give simple examples of school safety.

Older students will be more vocal in asking questions about whether they truly are safe and what is being done at their school. They may need assistance separating reality from fantasy. Discuss efforts of school and community leaders to provide safe schools and that they can have a role in maintaining safe schools by following school safety guidelines, communicating any personal safety concerns to school administrators, and accessing support for emotional needs.

Stick to the facts. Don't embellish or speculate. Don't dwell on the scale or scope of the event. Dispel rumors.



Information modified from material posted on the National Association of School Psychologists (NASP) website.

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