Dear Friends,

We’re pleased to share these resource materials in the hope that they may provide some support and fun for you and your family during these challenging times.

In this kit, you will find:
• Our recipe book for sensory activities for children.
• Guidance for dealing with public health emergencies.
• Tips for caring for yourself and coping with stress.
• Contact information for essential local, state, and federal services, from health to education to caregiver respite.
• Social stories to help teach your child why we’re all staying home, the importance of health and safety, and how to manage big feelings!

And more!

These materials are available in English, Spanish, and Cantonese. If you would like this packet in one of those languages, please let us know – we would be happy to send it.

We continue to serve families during this time and encourage you to reach out to learn more!

**Phone:** 415-920-4050  M-F 9:30-4:30
**Website:** supportforfamilies.org
**Email:** info@supportforfamilies.org
**Email:** referral@supportforfamilies.org
Self-Care for Caregivers

DURING COVID-19

Taking care of yourself will benefit your whole family. This is an unprecedented time, and it’s important to plan how to take care of yourself in this time of uncertainty.

Tips to consider for self-care:

• Reach out by phone, text, or internet to make connections with people who support you.

• Add in extra time for daily stress—plan for it and designate a time to acknowledge and experience these feelings so that stress doesn’t seep into everything that you do.

• Look at how you balance work, family, stress, happiness, and gratitude.

• Intentionally connect and reconnect with things you enjoy.

• Avoid excessive exposure to media coverage.

• Remember to breathe...

Self-care isn’t a luxury. It’s essential.
## Resources

### FEDERAL

**Centers for Disease Control and Prevention (CDC)**  
800-CDC-INFO (1-800-232-4636)  
TTY 888-232-6348

**US Department of Education**  
1-800-USA-LEARN and 1-800-872-5327  
Speakers available in Spanish and more than 170 other languages.

### STATE

**Department of Health Care Services (DHCS)**  
Information About Medi-Cal: [https://www.dhcs.ca.gov/Pages/DHCS-COVID%E2%80%9119-Response.aspx](https://www.dhcs.ca.gov/Pages/DHCS-COVID%E2%80%9119-Response.aspx)  
1-888-452-8609 MMCDOmbudsmanOffice@dhcs.ca.gov

**Department of Public Health (DPH)**  
Includes updated statistics on COVID-19 cases in California & guidance on shelter-in-place and on how to prevent the spread of the virus.  
COVID 19 InfoLine: 1-833-4CA4ALL (1-833-422-4255)

**Department of Developmental Services (DDS)**  
[https://www.dds.ca.gov/corona-virus-information-and-resources/](https://www.dds.ca.gov/corona-virus-information-and-resources/)  
(916) 654-1690 and TTY: 711

**Department of Social Services (DSS)**  
Information about In-Home Support Services (IHSS)  
[https://www.cdss.ca.gov/#covid19](https://www.cdss.ca.gov/#covid19)  
1-916-651-8848 piar@dss.ca.gov

**Department of Rehabilitation**  
[https://www.dor.ca.gov/Home/COVID19FAQ](https://www.dor.ca.gov/Home/COVID19FAQ)  
1-916-324-1313 or 1-800-952-5544 or TTY: 1-844-729-2800
**Lifeline Assistance Program** (popularly referred to as the Obamaphone program)

People 18+ who qualify for government services like SNAP and Medi-Cal may be eligible for a free cell phone and unlimited talk and data plan. [https://www.freegovernmentcellphones.net/states/california-government-cell-phone-providers](https://www.freegovernmentcellphones.net/states/california-government-cell-phone-providers)

This is a federal program that is implemented differently in each state. Above is a link to the program in California. You can also ask questions at the “Free Government Cell Phones” Facebook page.

---

**LOCAL**

**City of San Francisco** [https://sf.gov/topics/coronavirus-covid-19](https://sf.gov/topics/coronavirus-covid-19)

Includes details on the shelter-in-place order, and city services during shelter-in-place, including food pantry, free internet, eviction protection, help for seniors and people with disabilities, and more.


311 For TTY: call 3-1-1, option 7 (or 415-701-2323)
Outside SF: 415-701-2311

**San Francisco Department of Public Health**

Information About California Children’s Services (CCS)

SF Clinic: 415-487-5500, Medical questions, call SFGH at 415-206-8000

**Golden Gate Regional Center**

[http://www.ggrc.org/resources/coronavirus-information](http://www.ggrc.org/resources/coronavirus-information)

Those who receive respite services may be eligible for more hours; contact your social worker if you need additional hours. 415-546-9222

**San Francisco Unified School District**

[http://sfusd.edu](http://sfusd.edu) and [http://sfusd.edu/sped](http://sfusd.edu/sped)

Family Resource Link helps with tech and distance learning challenges; information available in multiple languages.

415-340-1716 M-F, 9 a.m.-1 p.m. and familylink@sfusd.edu
PREPARE FOR PUBLIC HEALTH EMERGENCIES

LISTOS CALIFORNIA

ENGLISH

ALSO AVAILABLE IN:
Español
中文
Filipino
Tiếng Việt
한국어

GOVERNOR’S OFFICE OF EMERGENCY SERVICES:
CalOES.ca.gov

CALIFORNIA DEPARTMENT OF PUBLIC HEALTH:
cdph.ca.gov

Find more tips and tools to keep you safe from natural disasters like wildfires, floods and earthquakes at LISTOSCALIFORNIA.ORG

STAY SAFE. STAY HOME. FOR MORE INFORMATION, GO TO: COVID19.CA.GOV
STAY SAFE
STAY HOME
VISIT COVID19.CA.GOV

Stock up on food, supplies and soap to last 2 weeks.

Follow the advice of public health officials.

Cough into your elbow or a tissue.

Get a thermometer and cold and fever medicines.

Get a flu shot.

Plan what to do if family and friends get sick.

Wash hands often with soap for 20 seconds.

Train yourself not to touch your face.

Stay home when told by government.

Who are trusted sources of news?

Centers for Disease Control and Prevention

California Department of Public Health

Your County Public Health Department
EXTRA TIPS FOR:

CAREGIVERS FOR SICK PEOPLE
- Keep the sick person and their things away from others.
- If possible, use a separate bedroom and bathroom.
- Use separate cups, utensils and dishes.
- Pick one person to be the main caregiver.
- Keep a record of temperatures, symptoms, medicines.
- Wash hands before and after caregiving.
- Clean light switches, doorknobs, toys, other surfaces daily.
- Launder clothes, towels and bedding in very hot water.
- Keep pets away from the sick person.

PEOPLE WITH HEALTH CONCERNS
- Stay away from public places if you are at high risk.
- Make a contact list of family, caregivers and doctors.
- Keep a list of all medical conditions and prescriptions.
- Refill all prescriptions and ask for 60- or 90-day supplies.
- Discuss how to continue your care if caregivers get sick.

FAMILIES
- Explain the health risks to your children and how to stay safe.
- Practice with children how to wash hands for 20 seconds.
- Ask child care/schools about health emergency plans.
- Decide who will care for children if child care/schools close.
- Ask your employer about sick leave and working from home.
- Plan to care for family members if regular caregivers get sick.
- Protect the very young and very old from close contact with others.
- Arrange for food delivery to keep older family members at home.
- Check in often by phone with family and neighbors who live alone.
- Reach out to faith community and others to offer or ask for help.
IMPORTANT PUBLIC HEALTH TERMS

PANDEMIC
A pandemic is a worldwide outbreak of a new virus. This virus spreads easily from person to person. New vaccines take a long time to make, so many people get sick quickly.

SOCIAL DISTANCING
During an outbreak, you can help yourself stay healthy by keeping 6 feet away from people. This is called social distancing. Other kinds of social distancing include:

- **Isolation**
  When someone has a very contagious illness, they may be asked to stay at home or in a hospital. This is called isolation. It helps stop the illness from spreading to others.

- **Quarantine**
  Sometimes, a healthy person goes near someone with a contagious disease. They can spread it before they get sick. They may be asked to stay home for a while, to see if they caught the disease. This is called quarantine.

- **Containment**
  Sometimes, to stop a sickness from spreading, everyone in a community needs to stay home for a while. Public events may be canceled. Schools, businesses and workplaces may close. This containment can slow down the spread of the disease.
Recipe Book:
Sensory Activities at Home

Play Dough

- 2 cups plain flour (all purpose)
- 2 tablespoons vegetable oil (baby oil and coconut oil work too)
- 1/2 cup salt.
- 2 tablespoons cream of tartar or lemon juice
- 1 to 1.5 cups boiling water
- food coloring (optional)

- Put flour, salt, and oil into large mixing bowl. Slowly add boiling water in increments until desired texture is reached. After playdough is cooled explore with different tools and keep in a sealed bag/container for up to a week!

Playdough Ideas

- Shape matching!
- Birthday party!
- Toy eggs!
**Oobleck**

- 2 cups corn starch
- 1 cup water
- Food coloring (optional)

- Mix water and cornstarch until well incorporated.

**Cloud Dough**

- 2 cups flour
- 1/4 cup vegetable oil
- Food coloring (optional)

- Mix ingredients until well incorporated.
Bubbles

- ½ cup warm water
- 1 tbs sugar
- ½ cup dish soap

- Whisk all ingredients together and find ring shaped items to blow!

Moon Sand

- 8 cups flour
- 1 cup baby oil

- Put all ingredients into a large mixing bowl
- Mix ingredients well until incorporated
- Put in a large container for kids to explore
**Slime**

- 1 cup glue
- 1 tbs baking soda
- 1 tbs contact solution
- Food coloring (optional)

1. Put all ingredients into a large mixing bowl
2. Mix ingredients well until incorporated
3. Put in a large container for kids to explore

**Sensory Bottles**

- Cleaned plastic bottles
- Liquid of your choice:
  - Oil, water, clear glue
- Interesting items of your choice:
  - Legos, buttons, beads, pasta, foil balls etc.

1. Place liquid and interesting items in the bottle.
2. Tighten lid
3. Seal with tape
Sensory Bags

- Plastic gallon sized resalable bags
- Liquid of your choice:
  - Oil, water, clear glue
- Interesting items of your choice:
  - Frozen peas, buttons, beads, pasta, foil balls etc.

1. Place liquid and interesting items in the bag.
2. Tighten seal
3. Reinforce all edges with tape to prevent leaks
4. Tape to floor, windows or tabletops

Dry Sensory Trays

Sensory trays/bins are containers filled with some kind of material that children can feel and manipulate with their hands. To increase engagement add in items that are interesting to your child! (e.g. cars, dinosaurs, insects, etc.)

1. Place Dry material of your choice into a bin, box or container
2. Add in toys, cups or other fun materials for children to manipulate and explore the dry sensory materials with

Dry Sensory Trays Ideas:
- Sand/ Dirt
- Rocks
- Sticks, Leaves, or other natural Materials
- Pom Poms/ Cotton Balls
- Shredded Paper
- Buttons
- Beans, Rice, Cereal, Flour
Wet Sensory Trays

Sensory trays/bins are containers filled with some kind of material that children can feel and manipulate with their hands. To increase engagement add in items that are interesting to your child! (e.g. cars, dinosaurs, insects, etc.)

1. Place Wet material of your choice into a bin, box or container
2. Add in toys, cups or other fun materials for children to manipulate and explore the wet sensory materials with

Wet Sensory Trays Ideas:
• Shaving Cream
• Water & Food Coloring
• Oobleck (water & cornstarch)
• Water Beads
• Soap & Water

Sensory Pathways

• Different textured items
  • bubble wrap, old fabric, sponges, felt sheets
• Cardboard

• Lay different textures on a strip of cardboard and secure with tape. Allow children to walk, crawl, stomp barefoot across the path. For an enhanced experience, add water or paint.
Ice Exploration

- Water
- Plastic figurines, toys, etc
- Food coloring

- Place water and objects in Tupperware. Place in freezer for 4-5 hours. Remove Tupperware and have children explore what's frozen inside or add ice to water bins for more exploration.

Alternative Options

Non food items
- Packing peanuts
- Shredded paper
- Sand
- Kinetic sand
- Confetti
- Yarn
- Water beads
- Aquarium gravel
- Cotton balls
- Easter grass
- Tape
- Dirt

Possible Accessories
- Ice trays
- Measuring spoons
- Tongs
- Egg cartons
- Tweezers
- Bowls
- Utensils
- Clothespins
- Funnels
- Paper towel tubes
- Turkey baster
- Medicine droppers/cups
- Whisks
- Cupcake liners
Tips and Tricks

• No watercolor? No problem! Use dried markers!
• Reduce food waste by using foods you can cook wash or cook afterwards
  • Beans, rice, pasta, coffee etc.
• Add essential oils or extracts for olfactory input
• Try warming the items or cooling them for a unique sensory experience
• Use placemats, towels or trays to help create visual boundaries of table top sensory activities
• If children are hesitant, start with one material at a time. Gradually introduce new textures
• Encourage sensory exploration with usage of familiar or favorite toys
• If your child likes to mouth toys, start with sensory bags/ bottles to observe their play or a water bin with larger toys
How to Use Social Stories to Teach Your Child New Skills and Expectations

Brooke Brogle, Alyson Jiron & Jill Giacomini

Children love to listen to stories. Not only are stories used to entertain children, they can also be used as tools to teach new skills and expectations. Many parents read books to teach their children the alphabet or numbers, but stories can also be used to:
- Teach social skills, such as how to take turns.
- Teach clear behavior expectations for a time of day (e.g., quiet time) or event (e.g., road trip).
- Reinforce routines, such as getting ready for bed.
- Prepare for new experiences, such as the first day of school.
- Address a challenging behavior, such as hitting.

Social stories™, developed by Carol Gray of the Gray Center for Social Learning and Understanding, can be used to help children and adolescents understand social situations and expectations. Social stories are brief, simple stories that are created to show your child what to expect, and what is expected of him, during a specific activity. Social stories can include pictures of your child and are written in a way that he can understand. They also use positive language to show your child what he can do and provide healthy ways to deal with strong emotions. For example, a social story that teaches a new skill to replace hitting might say, “If my friend tries to take my toy, I can say ‘Stop. This toy is busy.’” Social stories validate how your child feels, but also can show him how others feel. For example, “My friend feels sad when I hit him.”

When used for specific situations, social stories help children to make wise choices and give them the confidence to try new experiences.

Try This at Home

Choose a situation that has been challenging for your child. For example, if your child and her friend Ben have been having problems with sharing when they play, you can write a simple social story to teach her how to share with him.

Page 1: I feel excited when I go to Ben’s house!
Page 2: We play with trains, do puzzles and build towers.
Page 3: Sometimes, we both want to play with the same train.
Page 4: If we both want the same toy, I have choices!
Page 5: I can find another train and ask Ben to trade.
Page 6: I can get a timer and we can take turns.
Page 7: I can ask my mommy for help.

Page 8: I can choose to play with something else.
Page 9: I feel proud when I make wise choices!

This type of social story helps your child to see that her problem is normal, teaches her words to help her express her feelings and gives her choices by telling her what she can do. In addition to helping her share with Ben, it will also help her to understand that she can make choices in other difficult situations.

Social stories are very helpful to children when they go into a new situation. For example, if your child is going on an airplane for the first time, you can create a social story to provide him with clear expectations and help him understand all the things he can do at the airport and on the plane. There are many social stories already created that address issues such as hitting, safety, going to school, emotions and more. For a book list and free downloadable scripted stories for social situations, you can go to http://csefel.vanderbilt.edu/resources/strategies.html#scriptedstories.

Practice at School

Teachers create social stories to help children:
- Adjust to new experiences, such as saying goodbye to a parent at drop-off.
- Understand expectations, such as what we can do on our new playground.
- Learn social skills, such as how to share.

Teachers work together with families, and often read the same book at home and at school, to reinforce the skill or expectation.

The Bottom Line

Reading stories to your child provides a time for everyone to relax. These moments are a perfect time to teach your child or talk to her about feelings. Social stories are a great tool you can use to teach your child expectations or new skills before she is expected to use them. When you read a book with your child again and again, she feels confident about making choices that help her to have a positive experience.
Staying Healthy and Staying at Home

Germs can make you sick.
When someone stands too close, coughs or sneezes, germs can get on things we touch.

When you touch something with germs on it, the germs will stick to your hands. If you touch your face the germs can get in your mouth or nose or eyes.
This will make you feel sick!

School is closed for a little longer so more people don’t get sick. You can help! Stay at your house so the germs don’t spread.
You can still have fun! You can play outside!

There are a lot of things to do at home. You can look at a book. You can play a game! You can draw a picture.
It is also important to make healthy choices. You can eat healthy foods.

Wash your hands after eating, using the bathroom and going outside. You can sing the Happy Birthday song or the ABC song while you wash the germs away!
Soon you will be back at school to see your friends and teacher. We will all be happy and healthy!
Tucker Turtle Takes Time to Tuck and Think at Home

A scripted story to assist with teaching the “Turtle Technique”

By Rochelle Lentini, Lindsay N. Giroux and Mary Louise Hemmeter

Tucker Turtle is a terrific turtle. He lives with his family in a small pond.

Hi! I'm Tucker.
Sometimes, things happen that make Tucker really mad.

It used to be that when Tucker got mad, he would hit, kick, or yell at his family and friends. His family and friends would get sad and scared.
Step 1
Tucker now knows a new way to stay calm when he gets mad.

Step 2
He can stop yelling and keep his hands and body to himself!
He can tuck inside his shell and take 3 deep breaths to calm down.

Step 3

Tucker can then think of a solution to solve his problem.

Step 4
When Tucker stops and thinks, his body is calm and feels better. When he uses gentle touches and kind words with his family and friends, they feel happy and safe.

Tucker’s family practices stopping and thinking together using Tucker’s new way to calm down.
**Practice Thinking Like a Turtle**

Teach your child the steps of how to control feelings and calm down (“think like a turtle”).

- **Step 1:** Recognize your feelings.
- **Step 2:** Stop your body.
- **Step 3:** Tuck inside your “shell” and take 3 deep breaths.
- **Step 4:** Come out when you are calm and think of a solution.

**Turtle Technique Tips**

- Practice tucking like a turtle when your child is calm.
- Throughout the day, make time to practice taking 3 deep breaths.
- Model using the calming steps when your feelings are strong.
- Practice these steps frequently during routines (e.g., before playing with siblings, while reading a book, before chores, etc.).
- Use the cue cards on the next page when practicing the steps.
- Prepare for and help your child handle possible disappointment or change by reminding them to tuck and think like a turtle when they feel angry or mad.
- Offer lots of encouragement when your child tries to use the steps.
- Recognize and comment positively when your child stays calm.
- Help all family members know the Turtle Technique.

**Help Children Think of Possible Solutions**

- Ask for help.
- Say “Please stop.”
- Wait and take turns.
- Get a timer.
- Ask for a hug.
- Take a break.
- Say, “Will you play with me?”
- Share.
- Use kind words.

**The Turtle Technique**

1. **Step 1.** Recognize your feelings.
2. **Step 2.** Stop your body.
3. **Step 3.** Tuck inside your shell and take three deep breaths.
4. **Step 4.** Come out when you are calm and think of a solution.
I Can Get Calm

A Toddler Tale
From CA CSEFEL

I can do many things

I can bend, I can spin
Sometimes I am wild and busy!

Sometimes I am mad...

Sometimes I need to get calm.
I Can Hug a Soft Toy or Teacher

I Can Take Big Belly Breaths
I Can Stomp My Feet Hard And Then Softer and Softer

I Can Look at a Book
I Can Go to the Cozy Corner

When I Feel Calm
I am Ready to Play!
How Do You Like To Get Calm?

The End