I. Prologue
"So all a man could win in the conflict between plague and life was knowledge and memories."

"What we learn in time of pestilence: that there are more things to admire in men than to despise."

Albert Camus, La Peste (The Plague) 1947

II. What is Covid-19?
A. This is an unprecedented event in human history that is beyond the scope of any prior experience in terms of a disease, the rapidity of spread and the environment in which the disease takes place.
B. RNA Virus
   1. Similar to MERS, SARS, etc.
   2. Likely transmitted to humans from animals
   3. Now readily transmitted to humans
B. Because it is new there was much to learn
   1. About the disease
      a. Patterns of transmission
      b. Nature of infections
      c. Signs and symptoms of infection
      d. Duration of contagion
      e. Duration of syndrome
      f. Survival rate
      g. Treatment
      h. Vaccine
      i. More
   2. About the appropriate public health response
C. Because there is so much to learn
   1. There was room for both complacency and fear
      i. Confusion
      ii. Mixed messages
   2. It took time to make decisions and plans
   3. There were mistakes
   4. It was difficult to establish leadership and direction
5. It created opportunities for conflict
6. There were opportunities for misinformation
7. There were major failures
   a. Information
   b. Policies
   c. Testing
   d. Equipment
   e. More

D. At this point
   1. We know a lot
   2. We need to know more
   3. We can be more confident about what to do

III. Impact of Covid-19 on Children and Families
A. We don’t know everything yet
   1. We cannot be too overconfident
   2. Not enough time
   3. Will need long term follow-up
   4. We will learn a lot, very soon

B. What do we know?
   1. It has been wonderful that families have spent a lot of time together
   2. It has been awful that families have spent a lot of time together
   3. There have been MAJOR disruptions in ALL parts of life
      a. Home life and Routines
      b. School
      c. Family relationships
      d. Employment
         i. Many unemployed
         ii. Many employed but with decreased income
         iii. Work from home
         iv. Work in dangerous environments
         v. Other
      e. Social
      f. Recreation
   4. Most people are doing well enough but some things are not so good
      a. Less exercise; weight gain and other complications
      b. Less medical care
      c. Less education
      d. Fewer social interactions
      e. More unemployment
      f. More poverty
      g. More domestic violence
      h. More substance abuse
      i. No courts to promptly resolve conflicts
5. Differential effects based on
   a. Socioeconomic status
   b. Cultural/Ancestral Group
   c. Locale
   d. Age
   e. Medical Status
6. Impact on children
   a. Far more than we can imagine and know with lives so disrupted in a highly
     connected world
   b. Fears associated with separation from family, friends, school, routines
   c. Fear of illness or death for self, family members and friends
   d. Limited understanding about the illness
   e. Lack of understand about why social distancing and other public health actions
      are necessary
   f. Even less understanding about the behavior of political and social leadership
   g. Boredom
   h. Less Structure
   i. Regression – sleep, etc
   j. Behavior problems – everything imaginable
   k. Sadness
   l. Decreased learning time
   m. Parents as educators
   n. Increased screen time and other similar activities
   o. Missed social opportunities
   p. Missed recreational activities
   q. Decreased motor activity
   r. Increase family tensions, including limited funds and domestic discord.
   s. And, much, much more….

III. What are we to do?
   A. Everyone
      1. Primum non nocere (First, do no harm)
      2. Be flexible
      3. Be compassionate
      4. Be prepared to say,
         a. “I don’t know.”
         b. “This is new to me.”
         c. “I am scared, too.”
         d. Otherwise, humble things
      5. Ask for help
      6. Manage emotions
      7. Model for others
      8. Be kind, compassionate and supportive of each other
B. Parents/Grandparents
1. Be kind and loving
2. Be patient
3. Be nice to the children and each other
4. Environment should be reliable, consistent, and predictable
5. Be creative
   a. Don’t let days and weeks blend into nothingness or no difference –
   b. Life still needs to be exciting and interesting, some of the time.
   c. Virtual events
   d. An opportunity to teach things you have never before had time to teach,
      including self-help skills (you may even teach yourself alongside the children)
6. Provide much higher levels of structure for ALL parts of the children’s lives
   a. Make the structure approximate to the known structure to the extent possible
      with schedules, activities, etc.
   b. Daily schedule – sleep, meals, hygiene, etc.
   c. Household routines
   d. School
   e. After school
   f. For social interactions in both settings – joint projects, shared music and art,
      sport, games, dance, etc.
   g. Include structure that attends to interactions with extended family, friends, others
      important in the lives of the children and the family, e.g., clergy, coaches, non-
      academic teachers, etc.
   h. Make a plan for “screen time”
7. Take advantage of the extraordinary “opportunities” of so much togetherness to
   teach, talk, play, share, etc.
8. Allow for appropriate “alone” time, especially for teens.
9. Conflict and frustration are inevitable
   a. Between parents – avoid public display
   b. Between children – help them learn how to manage this; a good opportunity
   c. Manage it not with punishment but with teaching – positive reinforcement
10. Remember health other than Covid – diet, exercise, care of pre-existing conditions,
    vaccines, medications, etc.
11. Make sure parents get opportunities to rest/re-fuel. Build that into structure and
    schedules.

C. Teachers
1. Be patient
2. Be creative – what worked in class often will not work on Zoom
3. Create reasonable expectations about responsibilities, obligations, and
   accomplishments and help children to achieve them
4. Remember that a sense of success is now more important than ever
5. Provide structure
   a. In the “school time”
   b. In out of school time
c. For social interactions in both settings – joint projects, shared music and art, sport, games, dance, etc.
6. Be flexible – in the present environment, some things just will not work the way they are planned
7. Support parents in their very difficult roles as teachers.
8. Make accommodations for special needs.
9. Make accommodations for grading
10. Manage missed milestones like graduation

D. Clinicians
1. Primum non nocere (again)
2. Be patient
3. Look for subtle signs and symptoms
4. Don’t “over pathologize”
5. Build on strengths in the child and family rather than weakness
6. Many treatments will not be available so be creative in providing substitutes
7. Most disruptions are systemic so systems level solutions may be necessary
8. Parent training will be more important than ever

E. Lawyers/Judges
1. Primum non nocere (still again)
2. Be patient
3. Listen carefully to the children – it is harder to do so in this climate and via Zoom but they need to be heard more than ever
4. Provide structure for families in which to live during these trying times and the pendency of the cases in which they are involved
5. Avoid passive case management - Become active/proactive managers
6. Be models for conflict resolution – more important now than ever before
7. Learn about on-line resources and use them or share them with families – clinical services, educational services, etc.

F. Policy Makers
1. Primum non nocere (especially for this group)
2. Public health comes before politics, economic, and other considerations
3. Use science and evidence for decisions
4. Create structures that reliable, consistent and predictable
5. Create reasonable expectations and then exceed those expectations – the opposite is bad policy and bad for children and families
6. Avoid public conflict and inconsistency – internal debate is fine – but not in front of the children.

G. A special case for first responders
1. They face unprecedented challenges for themselves, those for whom the provide care and their families.
2. Often more than one family member is a first responder making it all the more complicated.
3. They need special levels of support and accommodations
4. Special services to manage the stress and trauma
5. Special supports for housing and other accommodations.
6. They deserve generosity and patience
7. Especially for those in families in conflict

H. Others