



Clearinghouse on Supervised Visitation

The Institute for Family Violence Studies

Florida State University

JANUARY EPRESS

QUESTIONS FROM DIRECTORS

My schedule got ahead of me last month, and I did not send you a summary of my program for your report of Program Narratives. Those summaries are very helpful. Can I send one now?

I recommend that you wait until the Summer. Annually each Fall, Kelly O'Rourke and I ask programs to submit a new Program Narrative. We email and phone call multiple times, but some programs can't get their information to us on time. The good news is that we are going to be asking programs earlier, and will begin to ask programs for their updates in July, instead of August/September in 2018. We hope this will help us expand the Narrative Report, because it is rich in details about what makes Florida's programs so unique.

My program is now offering new services. How do I update my online listing?

Good news! We are updating the full listing of program services in January. You will receive an email from me the first week of January asking for all updates. But you can email me anytime with updates: koehme@fsu.edu

I enjoyed the training last month on System Responses to Child Sexual Abuse, but would like more information on the role of the Child Advocacy Centers. Can you add content in the new training manual about them?

Yes! We have added a section into that Chapter. We printed what it looks like on Page 3. Thanks for asking!

VIDEO-SHARING

When you communicate with parents, it's helpful to have tools that you can pass along to them to build their ability to nurture their children and strengthen the protective factors. Over the next several pages, we have included videos to share with parents, and tips on how to use those videos. You might share these at intake, before or after visits, through email correspondence with clients, or as printed handouts for parents.

Remember to DESCRIBE what you are giving to parents, so they understand what you are providing them! Then they are more likely to use them!

National Children's Alliance

The National Children's Alliance is a national network of Child Advocacy Centers (CAC). CACs are community-based, child-focused facilities, that work together to bring together a compilation of law enforcement, mental and physical health practitioners, child protective services, advocates, etc., who investigate instances of child abuse. The CAC works together to bring together a team of necessary professionals and services, to provide children with free, individualized, and well-rounded services after their experiences with trauma.

Children are interviewed by CAC professional forensic interviewers, who have an extensive knowledge of child development, and interviews are conducted in an age appropriate "child-friendly" room. The CAC conducts over 600 one-on-one investigative interviews and depositions each year. Further, the CAC provides the facilities and technology for law enforcement and investigative professionals to participate in the interview via closed circuit television and through wireless audio equipment. The interview is captured on videotape, thus reducing the number of times the children must relive their traumatic experiences.

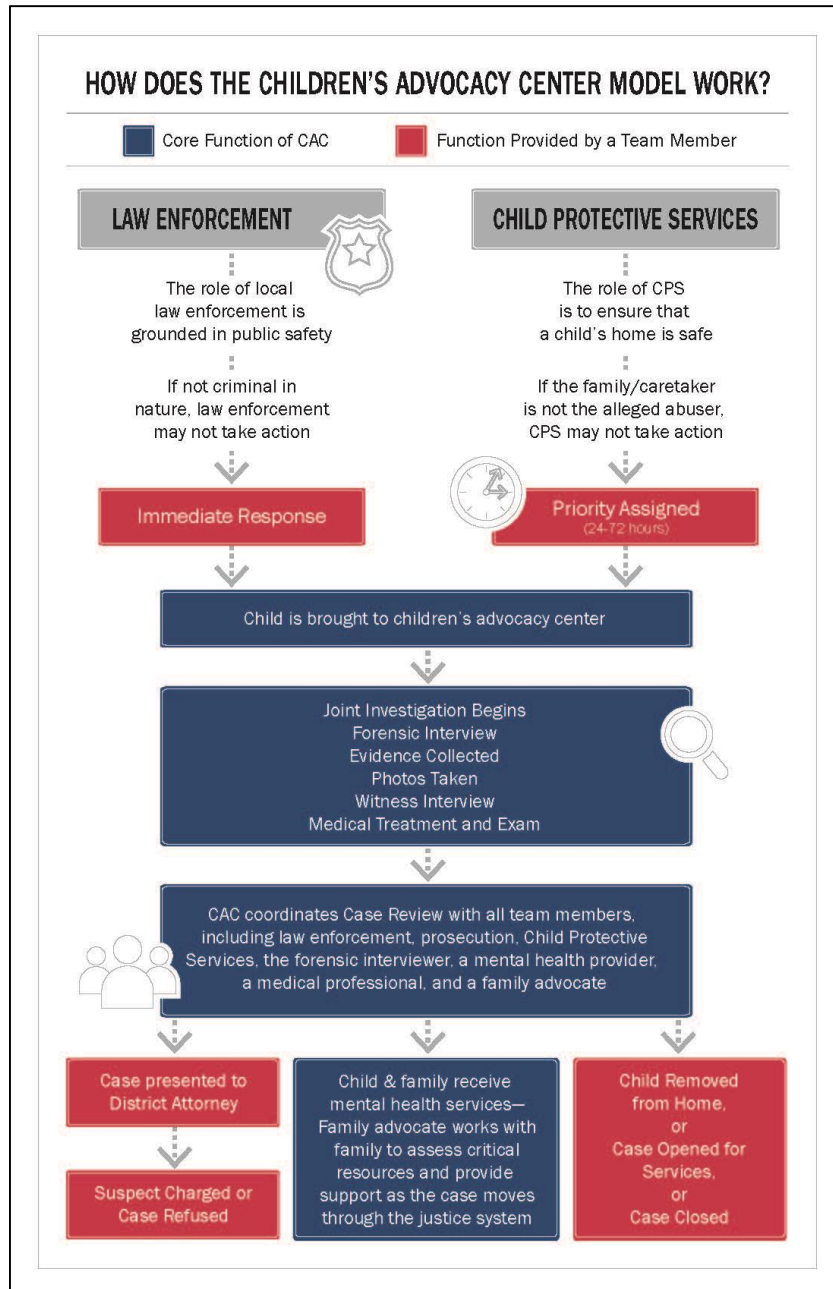
The CAC has a plethora of resources and can be found at www.nationalchildrensalliance.org as well as a directory of office locations. Below are examples of some of the services the CAC provides:

- Child Protection Team
- Parenting Education
- Therapy and Counseling Services
- Medical Center
- Supervised Visitation Centers

The Florida Network of Children's Advocacy Centers (FNCAC) is a statewide membership non-profit organization representing all local children's advocacy

centers in the state of Florida. The FNCAC is comprised of 27 Florida children’s advocacy centers which can be found by visiting this link: <https://www.fncac.org/cac-directory>. You can also visit this county coverage map to find out which center serves your area: <https://www.fncac.org/county-coverage-map>.

Below is a graphic describing how the CAC Model works (from the Alliance’s website), the core functions of a CAC, and the roles of a Team Member.



Source: National Children’s Alliance. (2014). How the CAC Model Works. Retrieved from <http://www.nationalchildrensalliance.org/cac-model>

Discussing Diversity with Children

By: Rose Antoine

Introduction:

It can be hard to approach the discussion of diversity with children. However, understanding that all people are different is an important subject. Understanding diversity allows children to see, learn, and accept the differences in the world. Supervised visitation monitors can provide parents and children with the list of videos below, and provide parents with questions that can help guide the conversation with their child about diversity. The videos are listed according to age category.

Toddlers



Sesame Street and Autism: We're Amazing, 1, 2, 3!

Run Time: 2:02 https://www.youtube.com/watch?v=fl-Sk7_ykzU

Elmo introduces Abby to his new friend named Julia. When Abby first meets Julia she thinks Julia doesn't like her, but Elmo tells Abby that it just takes Julia a little bit longer to get use to new people. Julia has autism, so she has a different way of communicating and making friends. Abby and Elmo learn a little bit more about Julia, so they can play with her. Parents can explain to their child that Julia does not represent all children with autism, because everyone is different.

Questions for Parents to Ask:

1. When Julia and Abby met, Abby didn't think Julia liked her, but what did Elmo do to make Abby know that Julia does like her?
A: Elmo told Abby that Julia does things differently. (Child may recall Julia has autism, but if they don't, it is acceptable for the parent to insert it into dialog)
2. What change did Elmo suggest Abby make to play with Julia?
A: Ask Abby to play again, use fewer words, wait a little bit.

Elementary School



Same Difference (A Children's Book Story by Calida Rawles) - Official Video

Run Time: 5:02 <https://www.youtube.com/watch?v=XpSLtVXF0Mc>

Lisa and Lida are first cousins that discover their differences while playing. Their grandmother helps them see their similarities. They learn that they were different but the same in many ways.

Questions for Parents to Ask:

1. Why was Lisa and Lida upset when they were playing in the Mirror?
A: While looking in the mirror, Lisa and Lida got upset because they saw they were different.
2. How did their grandma make them feel better?
A: Grandma showed them that they were the same again, even though they were different in some ways.
3. Do you have to be the same as your friend to have fun?
A: No! Friends can be different and be able to play together all the time and have a lot of fun!

Middle School



Kid President's Guide to Making a New Friend

Run Time: 4:02 <https://www.youtube.com/watch?v=OoHdwUEfBts>

The Kid President makes a checklist on how to make new friends. He shows the process he goes through to become friends with Donna. Although Donna and the Kid President are different, they can still be friends, and accept their differences. They find what they have in common and build on that, while they explore what they do differently.

Questions for Parents to Ask:

1. What's the name of the scarf on Donna's head and why does she wear it on her head?
A: The scarf is called a Hijab, and she wears it because she is Muslim and it is a part of her religious practice.
2. What do you think was the most important thing on the list of how to make friends?
A: Find something in common, because it gives you something to talk about that both people like.
3. What are some things that make you and your friends different and why are you friends?
A: Examples: Friends may have different religions, different skin tones, speak a different language, or get around the class room differently than one another but are friends because they treat each other well, and have things in common.

High School



The Good Doctor (ABC) "Autism" Promo HD - Freddie Highmore medical drama

Run Time: 1:00 <https://www.youtube.com/watch?v=W7tP0015Rbo>

Members of the hospital board gather around to make a decision on whether Shaun Murphy should be able to work as a resident surgeon at the hospital. Shaun is a surgeon who happens to have autism, and the series shows how Shaun sees the world. It is important to note that Shaun does not represent everyone with autism.

Questions for Parents to Ask:

1. What is keeping the members of the board from wanting to hire Shaun?
A: Shaun has autism, which makes it difficult for him to communicate with others and understand abstract concepts. People believe that because he thinks differently he won't be able to work in a hospital.
2. Why does someone on the board want to hire Shaun?
A: He wants to hire Shaun because Shaun sees and analyzes things differently than the average person can, and it can help him be a better surgeon. He also wants to give hope to other people who may think their limited because of their disabilities.