



Clearinghouse on Supervised Visitation

The Institute for Family Violence Studies

Florida State University

MARCH EPRESS

QUESTIONS FROM DIRECTORS

We were referred a new case, and when the father called to schedule the visits, he became verbally abusive to staff. He swore and used inappropriate language and was extremely angry. Are we required to take every case that is sent to us?

I have never seen a requirement that mandates you to accept a case in which a party or parties are verbally abusive to staff. I can understand your reluctance to take this case because of the many program rules that must be enforced throughout the process of visitation, especially when it is those restrictions that trigger the negative, threatening reaction. Many programs have terminated cases because of the behavior of a party. That said, there is always a chance that a parent apologizes, explains that he had a bad day, and you can re-set this case by going back to Intake and making sure that the parent agrees to act in a civil manner. Your tolerance is up to you. On the other hand, if other parents see such negative behavior they may mistakenly believe that it is acceptable behavior at your program and also act out in ways that are detrimental to their children, other people's children, and your staff. Your staff may also be upset at being treated in such a way – which could threaten your ability to keep staff and volunteers. There are a variety of reasons to decline cases: For example, you can decline cases in which there are safety concerns you can't address and training issues that staff are not familiar with. Call the Clearinghouse if you need help.

How do I find a Code of Conduct for my employees?

There is a Model Code of Conduct on page 73 of the Report to the FL Legislature.
<https://familyvio.csw.fsu.edu/clearinghouse/standards-best-practices/>

Where can I find the entire Training Manual for Florida's Supervised Visitation Programs?

Here's the Link. Go to the end of this E Press to find an additional test for your employees. Keep their answers in your personnel files as proof of training. Call us if you have questions. 850-644-6303.

<https://familyvio.csw.fsu.edu/clearinghouse/manuals-and-materials/supervised-visitation/>

For new/emerging programs, if you want to participate in the ***Supervised Visitation Database*** please contact our help desk coordinator, Kelly O'Rourke at kelly_orourke@hotmail.com or our Project Coordinator, Morgan Lodes, at mlodes@fsu.edu, to receive training on how to access the database and receive a log in.

Teenagers

By Lyndi Bradley

Introduction

Teenagers are not young children anymore, and can sometimes be difficult to connect with or understand. It is important for parents to know how teenagers differ from young children in their cognitive development. This is important to know so parents can meet their teenager where they are and find a connection that works for them. Supervised visitation monitors can help parents understand their teenager's cognitive development by encouraging quality conversation and activities.

Objectives

This E-Press will cover what cognitive development is and activities parents can do with their teenagers during visitations.

Cognitive Development

Cognitive development is the ability to think and reason. Decision making is learned over time, and teenagers are just getting to the point in their development where they have the ability to think more freely and realize consequences of certain actions.

Other key factors in teenagers' cognitive development, they:

- Know how to seek information;
- Tend to exaggerate or oversimplify matters;
- Have trouble with indecisiveness;
- Have a tendency to engage in argumentative and rebellious behavior;
- Find fault with authority figures

Teenagers still need some guidance on how to make good decisions by having positive influences in their lives. When teenagers have a positive influence, it can help them navigate their future and make important life decisions.

Ways to encourage healthy cognitive development:

- Assist your teen in making and achieving goals
- Encourage your teens to share idea and thoughts with you
- Motivate your teen to have ideas about the future
- Praise your teen for well thought out decisions
- Assist your teen in re-evaluating their poorly made decisions for themselves

Activities

Teen Spotlight



Self-actualization is the ability to set goals and feel that you are accomplishing those goals. Using the newspaper layout below, design a newspaper highlighting YOURSELF. Include your greatest accomplishment, a self-portrait of you doing something that you love, headlines, etc. *In the box at the top, give your newspaper a unique name.* **Parents—this can give you an opportunity to talk with your teen about what, and who, is important in their life, and to see what they are interested in.**

Feature story about your greatest accomplishment:	A drawing of you doing something you love:	Funniest thing that happened to you:	
	Favorite songs/artists:	Story about your friends:	Favorite foods:
	Your strengths:		Your future plans/goals:

Setting Goals

Listed below are guidelines for setting goals that will help you achieve independence. Answer the questions and try setting some reasonable goals for yourself. Goals are easier to accomplish when they are clear, specific, and broken down into steps you can manage and measure. **Parents—you can walk your teen through this process of setting goals for themselves and find out what is important to them the achieve. You can also provide support for them to achieve their goals.**

How to Set Goals

1. **Understand Yourself** What do you do well? What do you enjoy doing? What are the most important things in your life?
2. **Make Clear, Specific Goals** A goal should tell you exactly what you want and should be measurable. For example, “I want to score ten goals in soccer this season” is both clear and specific.
3. **Goals Should Be Positive** Say “I want to walk a mile twice a week.” rather than “I will never be able to run a mile.”
4. **Set Time Limits** Give yourself a reasonable deadline in which to accomplish your goal.
5. **Break Your Long Term Goals Down into Smaller Parts** If your ultimate goal is to be a professional basketball player, a realistic, specific short-term goal would be to make the varsity basketball team this year.
6. **Write Your Goals Down** Keeping your written goals where you can see them will help keep you focused on achieving them.
7. **Check Your Progress** Evaluate your progress towards your goals. Are you doing what needs to be done to meet your goals? If not, what can you do to get back on target?



Now, It's Your Turn

Write three clear, specific, manageable goals for this coming week:

- 1.
- 2.
- 3.

Now, have some laughs with Mad Libs!

To complete a mad lib, one person must prompt the other for a list of words to fill in the blanks within the story BEFORE actually reading the story. Most blanks will ask for an adjective, noun (plural noun), or verb.



- **An adjective is a describing word.** For example, Lisa wore a *red* dress today. Red would be the adjective, because it describes the dress Lisa wore.
Other examples could be:
Sound- noisy, soft, muffled, high-pitched, etc.
Shape- flat, wide, deep, round, etc.
Size- huge, tiny, short, tall, etc.
Emotion- angry, friendly, proud, scary, etc.
- **A noun is a word that identifies a person, place, thing, or idea.** For example, my *dog* is small. Dog would be the noun in this sentence, because it identifies what is small.
Other examples could be:
Person- a man, the child, my teacher, John, etc.
Place- my home, the United States, the beach, Florida, etc.
Thing- a pencil, the paper, the building, my food, etc.
Idea- pain, curiosity, friendship, confusion, etc.
 - A **plural noun** is a word that identifies **more than one** person, place, thing, or idea. For example, the *boys* were talking. Boys would be the plural noun, because it identifies more than one person was talking.
- **A verb is a word identifying an action.** For example, Taylor *ran* to the park. Ran would be the verb, because it explains what action Taylor was doing.
Other examples could be:
Talking, walking, thinking, writing, etc.

Once you have filled in all of the blanks on the mad lib, read the story aloud to your partner. The point of this activity is for the story not to make sense. This aspect of the activity creates a space for you and your teen to laugh at the story of nonsense you just created.

laugh



MAD LIBS®

PARTY TIME!

One of the most _____ things about graduating is that my
ADJECTIVE
_____ are _____ a huge party! I decided
PLURAL NOUN VERB ENDING IN "ING"
to have a backyard barbecue for all of my family and _____.
PLURAL NOUN
I've invited my best friends _____, _____,
CELEBRITY (FEMALE) PERSON IN ROOM (MALE)
and of course my teacher Mrs. _____. My dad is going
SILLY WORD
to _____ hamburgers and _____ on his
VERB TYPE OF FOOD (PLURAL)
shiny new _____. He always thinks his _____
NOUN SAME TYPE OF FOOD (PLURAL)
taste really _____, but I think they taste like _____.
ADJECTIVE ADJECTIVE
_____. My mom is going to make her famous
TYPE OF SHOE (PLURAL)
_____ salad, which is my favorite _____.
SOMETHING ALIVE NOUN
ever! Mom said after we finish _____, we can go
VERB ENDING IN "ING"
swimming in our new _____!
NOUN SILLY WORD

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MAD LIBS®
A VISIT TO THE DENTIST

A one-act play to be performed by two _____ in this room.
PLURAL NOUN

PATIENT: Thank you so very much for seeing me, Doctor

_____, on such _____ notice.
PERSON IN ROOM (LAST NAME) ADJECTIVE

DENTIST: What is your problem, young _____?
NOUN

PATIENT: I have a pain in my upper _____, which
NOUN
is giving me a severe _____ ache.
PART OF THE BODY

DENTIST: Let me take a look. Open your _____ wide.
PART OF THE BODY

Good. Now I'm going to tap your _____ with my _____.
PLURAL NOUN NOUN

PATIENT: Shouldn't you give me a/an _____ killer?
NOUN

DENTIST: It's not necessary yet. _____: I think I see
EXCLAMATION

a/an _____ in your upper _____.
NOUN NOUN

PATIENT: Are you going to pull my _____ out?
NOUN

DENTIST: No. I'm going to _____ your tooth and put in
VERB
a temporary _____.
NOUN

PATIENT: When do I come back for the _____ filling?
ADJECTIVE

DENTIST: A day after I cash your _____.
NOUN

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Sources

Anonymous. (n.d.) Emotional intelligence activities for teens ages 13-18 [PDF]. Retrieved from http://ong.ohio.gov/frg/FRGresources/emotional_intelligence_13-18.pdf

Pinwheels for Prevention. (n.d.). Your teenager. *Family Development's: Caregiver's Guide*. 45-49.

Stanford Children's Health. (2018). Cognitive development. Retrieved from <http://www.stanfordchildrens.org/en/topic/default?id=cognitive-development-90-P01594>