

NOVEMBER 2012 EPRESS

Follow-up from the October Phone Conference:

As promised during the October Phone Conference, here is a link to many of our Family Centered Practice Trainings:

<http://familyvio.csw.fsu.edu/clearinghouse/manuals-and-materials/family-practice-material/>

1. **An Introduction to Family Centered Practice for Supervised Visitation Programs**
2. **Multiple Intelligences Theory: Strengthening the Parent-Child Bond**
3. **Incorporating Diversity into you Supervised Visitation Program**

Family Skill Builder

<http://familyvio.csw.fsu.edu/wp-content/uploads/2012/06/FINALFamilySkillBuilder.pdf>

Questions from Directors

My county administrators want to apply for Safe Havens funding next year. Can we meet with you to talk about strategy?

Yes. I do take several phone conferences each year to talk about Safe Havens applications. Remember, the applicant is the unit of government, not the visitation program itself. The first thing I always encourage directors to do is read carefully last year's solicitation. It's under the Office on Violence Against Women, Department of Justice, Safe Havens Supervised Visitation and Exchange Program.

Next, be sure that the unit of government and the local domestic violence program are fully supportive of their potential roles if the grant is funded. These federal funds are not simply “flow through” dollars that serve to operate the SV program. The purpose of the grant is to support the community’s reinforcement of a coordinated response to domestic violence. Many of the grant dollars will be used for travel to training for members of your local team – including the program director, the government representative, at least one judge, and often the local DV center representative.

The best advice I can give you is give yourselves several months to write this grant. It is not a simple task, and I believe it takes that long to complete -- and that’s after you have the stakeholders identified and fully supportive. For example, in some communities, the local city commission has to approve the decision to move ahead with a proposal. That entails getting on the regular calendar of committee meetings, and having at least an outline with your full plan prepared in advance.

My program is struggling, and I want to apply for some grants. Do you think I should get some formal training on grant writing? I see classes all over the web, and I’m not sure whether I should sign up for one.

Different people may have different answers for you, but I think it’s helpful to have some training in grant writing if you have never written grant proposals before. Given the intense competition for funding in 2012, it certainly could make the difference between being competitive and being denied funding.

But there are other considerations you should think about. First, is there someone who is already a trained or experienced grant writer with whom you can partner on these grant applications? For example, if you’re going to apply for Safe Havens funding, you may be working with someone on the staff of the city commission who is a professional grant writer. If that’s the case, the grant will be written by someone else, and you’ll be assisting.

Let’s say instead that you have your eye on a private foundation grant, and the application is daunting. If that’s the case, you should read and study prior

successful submissions. You should follow all directions and make a list of all the tasks required. You should develop a timeline for submission and stick to it. And you should have at least one other person read every draft to edit and refine the document. Still, a grant writing course will give you much more information. It simply can't hurt. Check local community colleges or your Chamber of Commerce for free or low cost grant writing classes.

We have an eight year old child who visits with his mother. After a few visits, our monitors began to suspect that there is something different about this child. "Justin" never wants to read a book with his mom, and he seems very scattered when his mom or staff give him instructions. Basically, we've figured that he can't follow more than two pieces of instruction. How do we describe this to the case manager? Justin is a very sweet natured kid, and we didn't receive any information about him that indicates a problem. His mom denies any issues with him. But we really suspect there is one.

This is an interesting case, and it proves how important it is for supervised visitation providers to be an additional set of "eyes and ears" for the court, and for the child protective system. There may be a whole range of things that are going on with Justin: he could be experiencing trauma from the separation, he could have a learning disability, he could be suffering from depression or anxiety, and he could have developmental delays. But there are other possibilities too. Your job is not to diagnose him; your job is to raise these issues so that he gets the help he needs.

Even the issue of a learning disability is a complicated one. Most resources on the subject suggest that the following behaviors in a child can indicate a learning problem.

- Has difficulty understanding and following instructions.
- Has trouble remembering what someone just told him or her.
- Fails to master reading, writing, and/or math skills, and thus fails schoolwork.

- Has difficulty distinguishing right from left, for example, confusing 25 with 52, “b” with “d,” or “on” with “no.”
- Lacks coordination in walking, sports, or small activities such as holding a pencil or tying a shoelace.
- Easily loses or misplaces homework, schoolbooks, or other items.
- Doesn’t understand the concept of time; is confused by “yesterday,” “today,” and “tomorrow.”

But this information is of limited help until you have an expert weigh in. While I appreciate your specific attention to Justin and fear that the case manager may be paying too much attention to his mom’s issues, and not enough to him, try to share your specific concerns in a clear manner. Have specific behavior written down to share with the case manager. Set up a specific time to talk about the case, indicating your concerns. That is an important first step. In the meantime, take copious notes during visits. These will help the evaluator later on.

DENTAL RESOURCES FOR FAMILIES IN FLORIDA ATTACHED TO THIS EPRESS

Supervised Visitation and Special Needs Children

by Adam Hartnett

Research shows that children with disabilities are at a higher risk of abuse and neglect. This has led to an over-representation of these children in foster care. The goal of this document is to maximize supervised visitation opportunities so that families have the best



opportunity to bond and grow as a healthy unit together.

Statistics of Abuse for Children with Disabilities

- “Violence against disabled children occurs at annual rates at least 1.7 times greater than their non-disabled peers” (UNICEF, 2005).
- Children with disabilities are 3.4 times more likely to be maltreated than peers without disability (Lightfoot, Hill, LaLiberte, 2011).
- 30% of school aged children in foster care receive special education services (Lightfoot, Hill & LaLiberte, 2011).
- “90% of individuals with intellectual impairments will experience sexual abuse at some point in the life” (UNICEF, 2011).

Types of Disabilities

Blindness/Poor Vision

Brain Injuries can result in problems with organizing thoughts, cause-effect relationships, problem solving, processing information and word retrieval, generalizing and integrating skills, social interactions, short-term memory, and balance/coordination or communication and speech.

Deaf/Hard of Hearing

Cognitive/Learning Disabilities include ADD, ADHD, dyslexia, autism, Down’s syndrome and any other condition that interferes with writing, reading, listening, speaking, reasoning, or math skills

Medical Disabilities affect one or more of the body’s systems including respiratory, immunological, neurological, and circulatory.

Physical Disabilities may include conditions such as spinal cord injury (paraplegia or quadriplegia), cerebral palsy, spina bifida, amputation, muscular dystrophy, cardiac conditions, cystic fibrosis, paralysis, polio/post polio, and stroke.



Psychiatric/Emotional Disabilities are problems characterized by depression, anxiety, mood swings, or impaired sense of reality.

Types of Abuse

Physical abuse is any action that physically harms the child, whether intended or not. These actions include beating, choking, shaking, burning and any other action that harms a child. Physical discipline is not considered abusive as long as it is reasonable and does not harm the child. This type of discipline, however, is discouraged because it is one of the less effective forms of discipline and can often lead to questionable situations of abuse.

Neglect is when a child is deprived of his or her basic needs. Neglect includes failure to provide food, shelter, supervision, necessary medical/mental health treatment, failure to educate or attend to special educational needs, inattention to emotional and psychological needs, allowing a child to use harmful drugs or alcohol, or abandonment

Sexual abuse includes such activities as fondling a child's genitals, penetration, incest, rape, oral or anal sex, indecent exposure, and exploitation through prostitution or the production of pornographic materials.

Emotional abuse (Psychological abuse) includes any behavior that stunts the child's emotional growth or sense of self worth. This includes constant criticism, threats, rejection, withholding love, support, or guidance.

Why Are Children with Disabilities More Likely to Be Abused?



Having a child with a disability can create added stress for the caretaker(s), especially if he/she/they aren't well educated in positive parenting strategies. This stress creates a strain on the parenting skills of the caretaker(s). A lack of skill in parenting reinforces the child's negative behaviors and thus creates a cycle that adds stress for the care taker(s) (Hastings, 2002).

“Parents may respond to the stress of caring for a disabled child with neglect rather than active violence, however when this neglect involves denial of food, medicine and other life sustaining services, it must be considered a form of violence” (UNICEF, 2005).

What Supervised Visitation Programs Can Do...

- Promote public awareness through public service announcements, posters, and brochures and other mediums that promote healthy parenting, child safety and provide instructions for reporting abuse.
- Educate parents regarding positive parenting skills and how to reduce abusive and neglecting behaviors in the home
- Facilitate parent support groups that allow parents to work together to strengthen their families.
- Provide or locate short-term care for children of parents in crisis situations.

(Child Welfare Information Gateway, 2012)

Give Parents Information...

About protective factors that can reduce the risk of child abuse and neglect:



- **Nurturing and Attachment-**
In a nurturing and caring environment children trust that their needs--love, acceptance, guidance, protection--will be provided. This caring relationship between parents and child is associated with better academic achievement, healthier behavior, more positive peer interactions, and better ability to handle stress.
- **Knowledge of parenting and of child and youth development-** When parents provide affection, respectful communication and listening, consistent rules and expectations, and safe opportunities that promote independence children are motivated to explore, achieve, and, in the future, succeed in school.
- **Parent resilience-** Stress is a part of life. Financial strain, health problems, and relationship conflict can make it difficult to cope with

everyday stress. It is important for a parent to identify healthy ways to reduce and relieve stress.

- **Social connections-** It is often easier to care for a child and one's self when parents have a group of emotionally supportive friends, family and neighbors who are willing to listen or give advice.
- **Concrete supports for parents-** Concrete supports include child care, health care, and mental health services. Some of these are identified in the following sections.
- **Social and emotional competence of children-** Parents support healthy social and emotional development in children when they model how to express and communicate emotions effectively, self-regulate, and make friends.



(Child Welfare Information Gateway, 2012)

Provide information on parenting resources and different ways to support families of children with disabilities:

- Child Welfare Information Gateway is an informational site committed to strengthening families and protecting children. <http://www.childwelfare.gov/>
- National Dissemination Center for Children with Disabilities is a central source of information on disabilities in infants, toddlers, children and youth. <http://nichcy.org/>
- Parent Technical Assistance Center Network focuses on improving outcomes for children with disabilities and their families. <http://www.parentcenternetwork.org/>
- Parents Helping Parents provides education and support for caregiver of children with special needs. <http://www.php.com/>
- My Child Without Limits provides information and social networking for families of children with developmental disabilities. <http://www.mychildwithoutlimits.org/>

Learn how service providers can partner with parents to improve outcomes for children, youth, and families:

- Family Voices provides information about affordable health care.
<http://www.familyvoices.org/>
- Care.com locates day-care for children with special needs.
<http://www.care.com/special-needs>

Case Example

Margo has a 4 year old son named Derek who has just been removed from her home and put into foster care due to excessive corporal punishment. Derek has also been diagnosed with moderate autism. Margo comes for her first supervised visitation with Derek. The visit monitor, Stanley, greets her and begins to reassure her



that he will do whatever he can to help them have a good visit. He also listens intently to Margo and reacts with understanding, assuring Margo that her visits will be enriching and fun. Margo explains that Derek never seems to listen; he chooses to listen whenever he wants . At times she gets very frustrated at Derek because he refuses to speak to her. She complains that even when she tries to do nice things for her son like buy new toys and play special games, he acts disinterested. She wonders why he doesn't show much emotion. As Stanley listens he realizes that many of these issues stem from Derek's autism. Stanley gently explains that these types of situations are normal for a child who is Derek's age with autism. He explains that kids with autism have trouble reciprocating emotion, tend to focus on some sounds and not others, and often learn how to speak later than their peers. For the visitation time, Stanley suggests a few fun activities that will engage all five of Derek's senses because these types of games best suit kids with autism. At the end of the supervised visitation Stanley promises that he will call the case manager and make sure that Margo has access to the resources that she needs

to learn more about autism and find practical service agencies that will help her with childcare, healthcare, and other important aspects of Derek's growth and development.

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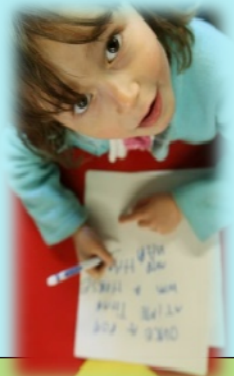
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http://www.unicef.org/videoaudio/PDFs/UNICEF_Violence_Against_Disabled_Children_Report_Distributed_Version.pdf

Clearinghouse on Supervised Visitation Kids and Money Skills Guide

Children grow through many developmental stages, and at each point in their development they can be taught about money and money skills. The chart below describes normal development from ages 3-18 and suggests parent-child tips and activities for each step of the way. For supervised visitation providers, this information can help you break the cycle of clients'

intergenerational poverty, or to strengthen children's understanding of finances, or simply to have an interesting activity for visits. For biological parents, foster parents, and children, it's a way to have fun at home.

Age	Development	Suggested Tips and Activities
<p data-bbox="178 617 367 657">4 years old</p> 	Can identify money	Use online worksheets and physical coins to teach the child the names of each coin; Play simple counting games that will show him/her what each coin is worth
	Understands the concept of counting and may know a few numbers	Play games where the child identifies how many coins are in a stack or line (6 or less)
	Understands the concept of same and different	Play matching games with pennies, nickels, dimes, and quarters;
	Can recognize, name and sing a couple songs	Teach the child songs that promote coin recognition, through: www.songsforteaching.com/preschoolkindergarten.htm
	Able to listen to and understand stories	Read <i>One Cent, Two Cents, Old Cent, New Cent: All About Money</i> by Dr. Suess
<p data-bbox="163 1153 388 1193">4-5 years old</p>	Can recognize money	Play flash card games going through the names and differences of each coin
	Can count ten or more objects	Play games where the child identifies how many coins are in a stack or line (10 or more)

Age	Development	Suggested Tips and Activities
	<p>Begins to recognize appliances used every day in the home</p>	<p>Play a shopping game where the child is given certain amounts of fake money each round and they 'buy' things around the house with how much they have</p>
	<p>Begins to recognize money and associate it with a word and number</p>	<p>Play games that involve counting up and down; Do worksheets that link each coin with their numerical value and name</p>
	<p>Wants to know more about how the world works</p>	<p>Explain what money does, how it works, and why it is used by showing the child the different coins and bills and involving them in the shopping/cashier experience</p>
 <p>6-7 years old</p>	<p>Wants to find a way to earn money</p>	<p>Explain the availability of allowance through completing appropriate chores; Emphasize the importance of saving and make a piggy bank together</p>
	<p>Learns the higher amounts of money</p>	<p>Introduce the child to paper money and do worksheets that teach on dollar values and recognition;</p> <p>Play a game that involves memorizing the different presidents on dollar bills</p>

Age	Development	Suggested Tips and Activities
	Masters sequencing and ordering	Make patterns out of coins by value or size; Play games where the child figures out how many quarters, dimes, nickels, and pennies go into a dollar
	Learns how to use paper money and coins in combination	Play a game where child is assigned a money value and asked to make as many combinations to get to that value as they can
8-10 years old	Able to accept moderate responsibilities	Give them chores that involve multiple parts and opportunities for more rewards when completed
	Likes to be a member of a group	Involve in decisions when buying things at the store, by talking of prices, sales, and affordability
	Cares for himself/herself, his/her room and his/her belongings	Talk about the value of the child's favorite possessions in terms of chores (as in, this toy was worth two trash take outs); allow them to buy their own candy or toy once in a while
	Can read for pleasure	Read books together like <i>21 Ways a Kid can make Money</i> by 10 year old Katrina Pate or <i>The Richest Kids in Town</i> by Peg Kehret; Teach the child to save money so that they can buy a book they want

Age	Development	Suggested Tips and Activities
<p data-bbox="142 722 407 760">11-13 years old</p> 	Able to think about multiple options and possibilities	Play the Mad Money game on PBS.org
	Develop the capacity to reason and work things out	Use money/financial terms around him/her; play the Planet Orange game on orangekids.com
	Are comfortable asking parents questions	Play a trivia game that has to do with money misconceptions and mistakes
	Know addition, subtraction, multiplication, and division	Get online free money worksheets and practice money math skills
	Recognize the need for rules and fair play	Play a board game, like Monopoly or The Game of Life
	Start to set personal goals for themselves	Talk together about a big item that the child wants; Make a budget plan to save and reach that goal together
	Able to predict the cost of different options	Compare the prices of various items in different stores online and talk about the best places you found to save money
<p data-bbox="142 1300 407 1338">14-15 years old</p>	Perceive things as either good or bad, right or wrong	<p data-bbox="1178 1227 1940 1308">If he/she make bad decision with money, talk to the teen about it;</p> <p data-bbox="1184 1333 1934 1414">Don't give extra money if he/she has gone over budget unless it's necessary</p>

Age	Development	Suggested Tips and Activities
	Understand the dangers of risk-taking	Watch movies together that highlight the dangers of gambling; Talk about saving for the future
	Want control over more aspects of his/her life	Negotiate any raises in allowance with the teen; Allow him/her to do the grocery shopping once or twice, and talk about money that was saved or not
	May acquire his/her first paying job	Open a savings and checking account for the teen; Talk about hard work and the value of a dollar
16-18 years old	Improve his/her organizational multitasking skills	Help the teen make a budget; Teach the teen about credit card payments and monthly bills
	May become part of a group based on interests or attributes	Give the teen more responsibilities in paying for things, like trips to the movies or extra equipment for a sports team
	Excited and overwhelmed by the possibilities for the future	Go through higher education options together and discuss finances; Open a savings and checking account for the teen; Consider matching his/her savings fund
	Able to compromise and make important decisions	Discuss options for expensive items, like a car, and make decisions together

Dig Deeper: Wants vs. Needs

A **NEED** is something that is basic to being alive (like food, water, shelter, money)

A **WANT** is something that is not necessary, that someone would like to have (fancy clothes, a big screen TV, a new car)

Use the activities on the following pages to teach your child about the difference between a want and a need.

The Survival Game!

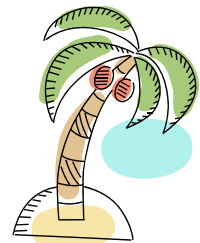
Imagine you are stranded on a deserted island! What type of things might you want to have with you? Make your own list, and then compare with a friend!

_____’s List

Teen’s Name

_____’s List

Adult’s Name



Which items on your list might be considered WANTS, rather than NEEDS?
(remember, needs are the basic things required for survival!)

Activity for Teens: Take A Vacation!

Imagine that you're going on a month-long trip, what will you need to take with you? You can only take 10 items!

Mobile Phone	Bicycle	Computer
Stereo	Matches	Television
iPod	Knives & forks	Books
Dance Music	Toothbrush	Stove
Medicine	Soap	Pots & Pans
Fruits & Veggies	Make-up Bag	Toilet Paper
Sunglasses	Clothes	Chocolate
Bread & Water	Football	A good bed
Blankets	Plenty of Paper	Clock
Generator	Pencils	Camera



What if you could only take 5 items?

Which things did you most want to take, even though you knew you didn't need them?

Hints for Managing Money as a Family

Communicate

- Discuss each family member's wants and needs as a way to include everyone on budget planning.
- Help your children understand how your money is spent each month.

Be Responsible

- Emphasize the importance of saving and how each member of the family should be saving.
- Encourage each other to spend wisely and look for sales when setting up a family plan.

Additional Resources: Suitable for supervised visitation

Have these on hand to encourage conversations about money and finances!

ages 3-7

- play money – this helps children learn the types of money and how it is exchanged
- piggy banks – this teaches children the importance of saving
- *Monopoly Jr.* – a board game where players buy and sell property
- *One Cent, Two Cents, Old Cent, New Cent: All About Money* – a book about the history of money
- *The Berenstain Bears' Trouble with Money* – a story about saving money
- <http://www.practicalmoneyskills.com/games/> - online counting and sorting games

ages 8-12

- pretend checkbooks – teach children how checking accounts work and how to balance a budget (many banks will give counter checks and check registers away if you ask)
- *Monopoly* – a board game where players buy, sell, and develop property
- *The Game of Life* – a board game where players experience pretend life, with marriage, kids, etc

- *The Kid's Guide to Money: Earning It, Saving It, Spending It, Growing It, Sharing It* – a guide book with an emphasis on math skills
- <http://www.usmint.gov/kids/games/> - a wide variety of games (adventure, art, etc)
- <http://www.practicalmoneyskills.com/games/> - online decision making games

ages 13 and up

- *Monopoly* – a board game where players buy, sell, and develop property
- *The Game of Life* – a board game where players experience pretend life, with marriage, kids, etc
- <http://www.orangekids.com/> - an online adventure game

for parents and teachers

- <http://www.creativewealthintl.org/> - online resources that teach adults how to engage with creative strategies for building wealth

Introducing Money Literacy in Supervised Visitation

Conversation Starter:

To parent: “I see you’ll be visiting with Melissa today. Would you be interested in some activities that teach money skills? I have some games that you can play. Would you like me to get you started on something?”

Idea for Introducing Money Resources:

Have a community group purchase piggy banks so that every kid could get one. Have a few pennies in to introduce the idea of saving.

You can buy banks in bulk online at sites like these:

<http://www.mapleleafpromotions.com/Piggy-Banks.html>

TIPS FOR YOUNG (TEENAGE) MOTHERS WITH INFANTS

Social service providers may encounter young mothers at visitation. These providers may discuss these tips for calming a fussy baby with young mothers. These tips (except for breastfeeding!) work with dads too. Discussing these tips with parents beforehand helps the parents avoid stress when interacting with a fussy baby.. The key to soothing a fussy baby is by satisfying his or her basic needs. Review this basic information to help young mothers develop parenting skills. Provide the parent with the links to the videos at the end of this piece.

- Is your baby hungry or thirsty?
 - Breastfeed, or feed your baby a bottle of warm formula. Be sure it's not too hot.
- Is your baby too warm or too cold?
 - Make sure your baby's attire is appropriate for the weather.
- Does your baby need a diaper change?
 - Check your baby's diaper for any sign of uncomfortable wetness.
- Is your baby overtired or has he/she missed a regular nap?
 - Try rocking your baby to sleep.
- Does your baby seem frightened or vulnerable?
 - Try making friendly, loving, intentional eye contact with your baby.
- Does your baby have symptoms of colic or need to be burped?
 - Try placing your baby gently over your shoulder and gently rubbing or patting your baby's back.
- Is your baby teething?
 - Try giving your baby a teething ring or chewable food.
- Is your baby bored?



- Try a game of peak-a-boo (for babies over four months old) or read a story with gentle enthusiasm.
- Is your baby irritable?
 - Try singing your baby a song or going for a walk.

Feeding Techniques

How to tell if your baby is hungry.

If your newborn is hungry, she/he will eventually cry, but crying is a late sign of hunger. Earlier signs to watch for include:

1. Smacking his/her lips or sucking,
2. Rooting (turning of head toward your hand when you stroke the infant's cheek)
3. Putting his/her hands to their mouth.

How much formula do you give your infant?

1. The amount of formula you give your child varies; ask your health professional about quantities. They depend on the baby's age!
2. If he/she seems hungry after his/her first bottle, try preparing just an ounce or two more at a time.

Burping your Baby

Burping your baby helps release air trapped in your baby's stomach, making him/her more comfortable and less fussy. Burping also frees up room in your baby's tummy so he/she can settle in and feed longer.

When to burp your baby

If your baby seems uncomfortable while feeding, is squirmy, or pulls away and starts crying, give burping a try. Some parents burp their baby after half of the bottle is given. However if your child falls asleep during or right after a feeding, there is usually no need to burp the baby.

Burping Techniques – be sure to support the infant's head

1. Rest your baby's on your chest with his/her head turned so breathing is easy. Gently rub the baby's back, or give *gentle* pats with an open hand on his/her back

2. Sit your baby on your lap facing away from you. Use one hand to support his/her body, the palm of your hand supporting their chest while your fingers gently support his/her chin and jaw. (Make sure you're not putting your fingers around his/her throat.) Lean your baby slightly forward and gently pat or rub his/her back with your other hand.
3. Lay your baby face down on your legs so he/she is lying across your knees, perpendicular to your body. Support his/her chin and jaw with one hand. Pat or rub his/her back with the other hand.

A Remedy List for Fussy Babies

1. Change of diet (different formula, new feeding schedule, different food amounts) Consult your medical professional.
2. Change of bottle: try a different bottle design. Bottles with a teat-tilted design prevents excess air intake during feeding.
3. Gentle tummy and back massage can ease gas pains and help burp the baby between feedings.
4. Change of diet for nursing moms: avoid members of the cabbage and onion families.
5. Unhurried feeding. Nursing should be calming, not rushed. Organize your schedule with plenty of time for feeding and burping the baby.
6. Lowered Stimuli. Loud noises, bright lights and constant change increase the stress on infants (and parents!) Dim the lights and quiet the household during bedtime, bathtime, and feedings. A cranky baby may have more trouble going to sleep, so try a warm bath, massage, or spend some time rocking in the rocking chair in a dark room.

IMPORTANT! Never shake your baby; Facts about SBS (shaken baby syndrome)

In most cases, an angry parent or caregiver shakes the baby to punish or quiet the child. Such shaking usually takes place when the infant is crying inconsolably and the frustrated caregiver loses control. Many

times the caregiver did not intend to harm the baby. Still, it is a form of child abuse.

- Shaken baby syndrome can occur from as little as 5 seconds of shaking. Considerations: Shaken baby injuries usually occur in children younger than 2 years old but may be seen in children up to the age of 5. When an infant or toddler is shaken, the brain bounces back and forth against the skull. This can cause bruising of the brain (cerebral contusion), swelling, pressure, and bleeding in the brain. The large veins along the outside of the brain may tear, leading to further bleeding, swelling, and increased pressure. This can easily cause permanent brain damage or death. Shaking an infant or small child may cause other injuries, such as damage to the neck, spine, and eyes.

Other Helpful hints:

- You don't have to hold your screaming baby all the time. Studies show that babies cry more when parents are anxious.
- Babies who spend some time alone in their cribs learn to self soothe more easily than ones who are always being picked up.
- If you're getting more and more stressed, put the baby in his or her crib for a few minutes and find yourself a quieter room. Relax by playing soothing music or reading books or magazines you find calming.
- Doctors recommend placing babies on their backs when napping in order to prevent SIDS(sudden infant death syndrome)

A Short Quiz

Here's a short quiz about the information covered in the previous sections.

1. If a baby is sucking on his or her hands, he/she may be -
_____.
2. If a baby is uncomfortable or squirmy during feedings, he/she may need
_____.
3. A parent may _____ if his/her baby has gas.

4. (T/F) Loud noises and bright lights will make a baby stressed or fussy.
5. Shaken Baby Syndrome can occur with as little as _____ of shaking.

Quick Videos relating to the topics above.

- How to Raise a Happy Baby.
<http://www.youtube.com/watch?v=zBml7Xw4QB0>
- Getting Your Baby to Sleep
<http://www.youtube.com/watch?v=OXevhUF5dS0&feature=relmfu>
- Your Diet and Your Breast Milk
<http://www.youtube.com/watch?v=c8FbyuP7eic&feature=plcp>
- How to tell if your baby has a good latch
<http://www.youtube.com/watch?v=e4XUek1tMkU&feature=related>
- Never Shake: Preventing shaking baby syndrome
<http://www.youtube.com/watch?v=M3xytsg6oDo>

References: ParentTime; parenting tips on pregnancy, newborns and infants.

www.parenttime.com/babytips/
www.thefirstchild.com/babytips.html
www.newborn-babycare.com

Discussing Trauma: Sexual Assault and Families

When we speak about trauma-informed care, it's important to remember that sexual assault has a long term effect on survivors and their families.

Sexual Assault Statistics

The reality is:

- Nearly 1 in 5 women have been raped in their lifetime while 1 in 71 men have been raped in their lifetime.

- 1 in 6 women have been stalked during their lifetime. 1 in 19 men have experienced stalking in their lifetime.
- 1 in 4 women have been the victim of severe physical violence by an intimate partner while 1 in 7 men experienced severe physical violence by an intimate partner.

Mental Effects

Survivors of assault are likely to experience mental health issues such as:

- Fear and anxiety, reliving the assault over and over, getting upset or nervous when they have to go places alone.
- Post Traumatic Stress Disorder, being severely anxious, having nightmares, feeling extremely aware of everything that goes on around them.
- Difficulty trusting others that may affect their ability to build and maintain relationships.
- Anger or stress, reacting strongly to small problems, trouble handling problems at work.
- Eating disorders such as starving oneself, overeating, forced vomiting/bowel movements.
- Self-Harming Behavior such as cutting oneself or burning oneself.
- Depression, low self-esteem, or feelings of guilt and blame.
- Suicidal thoughts.

Physical Effects

Whether an assault was recent or many years ago, survivors may react physically, by acting out or experiencing health issues:

- Sexual dysfunction such as a fear of sex
- Substance abuse, whether alcohol, tobacco, or illegal drugs.
- Engaging in risky sexual behavior.
- Chronic pain, headaches.

- Stomach problems, like irritable bowel syndrome.
- Sexually transmitted diseases.

What About the Family?

All of these problems are not isolated to the survivor, but profoundly affect their partners and children as well.

- Children of parents with mental health issues are more likely to deal with mental health problems themselves.
- Severe anxiety and PTSD may even affect a caregiver's ability to properly provide for their child or feel comfortable being physically intimate with their child.
- Parents that engage in substance abuse and risky sexual behavior are much more likely to abuse their children.
- An unhealthy parent is less able to focus on the needs of their child.

Disclosure and Relationships

A partner's response to the survivor sharing the assault can also affect the quality of their relationship.

- A partner may instinctively feel jealous or betrayed if they view the behavior as sexual, rather than violent.
- A partner may also feel nervous or unsure about how to support the survivor.
- If the survivor perceives the partner's response to their disclosure of having been assaulted as negative, they may feel unsupported or even blamed and it may cause the relationship to deteriorate.

What Families Can Do

- Individual counseling past the "crisis" window, may help survivors deal with the mental health effects that are a barrier to positive family relationships.
- Family oriented support services can engage caregivers to bond with children and feel comfortable in their families.

- Family members may also benefit from seeking individual counseling to explore their own feelings.

Sexual Assault Resources

Florida Council Against Sexual Violence – <http://www.fcasv.org/> or 1-888-956-RAPE (7273)

Rape, Abuse and Incest National Network Hotline – www.rainn.org or (800) 656-HOPE

National Sexual Violence Resource Center – www.nsvrc.org

Violence Against Women Network (VAWnet) – www.vawnet.org

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Centers for Disease Control and Prevention. (2012). Sexual Violence Fact Sheet. Retrieved from

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Rape, Incest, and Abuse National Network. (2009). Self Care for Friends and Family Members [Online Informational Post]. Retrieved from:

<http://www.rainn.org/get-information/sexual-assault-recovery/tips-for-friends-and-family>

Just for the Holidays... **Fun and Exciting No-Bake Craft Ideas**

First ensure that kids have no food allergies, including nuts!

Candy Cones

Materials Needed:

- Sugar Cones
- Fruit-shaped Candies (such as Runtz)

Instructions:

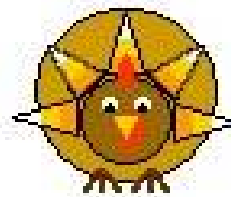
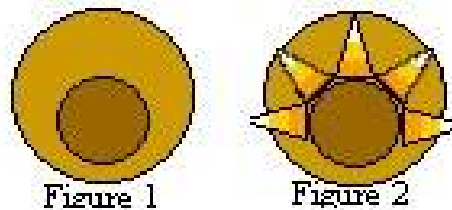
At Thanksgiving a fun craft is cornucopia table decorations for a get together. Fill sugar cones with the little fruit shaped candies or cereal. This simple craft makes for a great after dinner dessert for kids.

Turkey Cookie Recipe

Total Time: 20 minutes

Ingredients:

- Chocolate Wafer Cookie
- Chocolate Frosting
- Candy Corn
- Malted Milk Ball or Mini Peanut Butter Cup
- Fruit Roll-Up Candy
- Candy Sprinkle



Preparation:

Spread the chocolate frosting on the cookie. Place the malted milk ball or peanut butter cup on the frosting (figure 1). Place the candy corn around the malted milk ball (figure 2).

Cut shapes out of the Fruit Roll-Up to be the turkeys beak and waddle. Cut out feet too if you like. Stick them on the malted milk ball or peanut butter cup using the frosting as 'glue'. Use candy sprinkles for the eyes.

Pear Penguins

Each chef will need:

- 2 mini chocolate chips
- 2 white chocolate chips
- 1 pear
- 3 tablespoons chocolate chips, melted
- 1 thin slice of baby carrot, cut into a small triangle
- 1 fig, cut in half diagonally

You will also need: Pastry brush

Instructions:

1. Your penguins need eyes to see how cute they will become! Push the mini chocolate chips in the center of the white chocolate chips to form eyes. Now waddle like a penguin twice around the table.
2. Even though penguins can't fly, they still need wings. Use a butter knife to carefully cut a slice in both sides of the pear to form wings, making sure to keep the tops of the slices attached to the pear. Use a peeler to shave the pear skin off in between the wings in an oval shape. This is the penguin's white tummy.
3. Use a pastry brush to paint chocolate on the penguin's body, everywhere but his stomach. Use a toothpick to notch a spot for each of the chocolate chip eyes and the carrot



beak. Balance the pear penguin on a plate and place the fig halves for feet. Dress up in black and white clothes for this frosty feast!

Bugs on a Log

Ingredients:

- Peanut butter
- Celery stalks
- Chocolate chips

Directions:

1. Take a stalk of celery and fill center with peanut butter.
2. Place pieces of chocolate chips on top of peanut butter filled celery stalk.

Kids Recipe Dirt Cups

Ingredients:

- 1 pack Chocolate Pudding, instant
- 2 cup Milk
- 16 oz Oreos
- 3 1/2 cup Cool Whip
- 8 Gummy Worms (optional)
- 8 Plastic flowers (optional)

Directions:

1. Pour milk into medium bowl, add pudding mix. Beat until well blended, 1 -2 minutes.
2. Crush Oreos and set aside. Let stand 5 minutes. Stir in cool whip and half of cookies.
3. To assemble: place 1 Tablespoons crushed cookies in bottom of 8 oz cup. Fill cups about 3/4 full with pudding mixture. Top with remaining crumbs.
4. Place Gummy Worms in "dirt", and a plastic flower in each cup to resemble a flower pot.

Rudolf the Red-Nose Reindeer

Ingredients:

- 2 slices Whole wheat bread
- 1/4 cup Peanut butter; creamy
- 16 Raisins
- 16 Pretzels - twist style
- 4 Cherries

Directions:

1. Spread peanut butter on bread slices and cut each slice into four triangles.
2. Turn triangles so point is down, then place two raisins in center for eyes.
3. Cut cherry in half and place one half at bottom point for nose. Break twist pretzels to make antlers and place at upper two corners.

Apple Smiles

Ingredients:

- Peanut butter
- 1 Red medium apple; cored & sliced about 1/3" wide, not skinned!
- Tiny marshmallows.

Directions:

1. Spread one side of each apple slice with peanut butter.
2. Place three or four tiny marshmallows on top of the peanut butter on one apple slice.
3. Top with another apple slice, peanut butter side down. Squeeze gently.

The Holidays are Near: Easy Crafts at Visits for Kids and Parents

Below we offer some simple craft ideas to make visits even more special. These crafts encourage the parent and child to have fun. In addition, the child will have a memento from the visit.

ages 3-5

Autumn Tree

Materials:

- White Paper
- Brown Paint and brush
- Tissue paper in fall colors
- Glue
- Water
- Child Scissors
- Small container



Instructions:

1. On your sheet of white paper paint on a brown tree trunk, or use a brown painted hand print.
2. Cut your tissue paper into squares. Make them easier to handle for younger children by cutting them bigger.
3. Water down your glue in a small container (mix about 1 teaspoon of glue with 1 tablespoon of water) and brush on your colored fall leaves onto your tree. Don't forget to make some leaves falling to the ground!



Holiday Caterpillar

Materials:

Instructions: Trim a few sheets of colorful double-sided cardstock into strips. Staple or glue the edges together as you help your kids form the chain.

Accent the caterpillar with cute pom-pom feet, googly eyes, and a heart-shape felt-sticker mouth.

Finish this cute little guy by punching two small holes in the head and threading a short chenille stem through each to create curly antennae.



Or use green and red for **Christmas**; Blue and White for **Hanukkah**.

ages 8-11

Paper Harvest

Materials:

- Construction paper
- Child Scissors
- Pencil



Instructions:

1. Trace 9-10 circles onto construction paper and cut out. For the pumpkin we made the circles about 5 inches in diameter; the apple was about 4 inches. Make them a big, or small as you would like.
2. Cut a long strip of brown or green paper to make the stem. Fold it in half. It should be long enough to stick out the top.
3. In the center of one of the circles cut a slit just big enough to slide the stem through.



4. Fold the rest of your circles in half and cut a slit, almost to the end but not quite.



5. Slide each paper circle on to the center circle, working your way around.



6. Continue putting all the circles around the stem. Once all the circles are in place you can arrange them to make them even.



To make the gourd

Cut out 8 or 9 ovals. The center still has to be a circle. Construct this as the pumpkin or apple.

Your fruit and vegetables will look like this from the top.



* Sometimes the paper circles can fall off. If you want to make this super sturdy you can add a drop of glue where each circle meets.



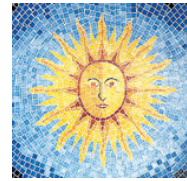
Magazine Mosaic

Materials

- Paper plate
- Magazine pages
- Scissors
- White glue
- Water
- Small brush

Instructions

1. Before you design your mosaic, look at old mosaics in books or online for inspiration.



2. Sketch a design on the back of a paper plate; we chose a sun pattern.



3. Tear out magazine pages printed with shades of the colors you'd like to use. Cut strips of the pages into small squares (ours were about 3/8 inch on a side). The shapes don't have to be perfect -- a little variety is what makes a mosaic interesting. You'll also need a few triangles to fit in corners.



4. Mix together equal parts white glue and water. To fill in the design, brush a bit of glue mixture on the plate, put the squares in place, and seal each with a top coat of the glue mixture. When you are finished, let the project dry completely.



Autumn Placemat

Materials:

- Sheet of brown card
- Two shades of orange paper

Instructions:

1. Fold the card in half lengthways. Cut long lines in the card about 1 inch apart and about 1 inch from the edge of the card.
2. Cut the paper into strips about 1 inch wide. Take a strip of paper and pass it under the card and then up through the first slit, down through the second and back up through the third and so on until



you reach the other side of the card. Push it up so it sits as close to the top of the brown card as it can reach.

3. Repeat with a different colored strip of paper, starting the other way, down through the first slit and up through the second and so on. Repeat until the card is full.