



Clearinghouse on Supervised Visitation Phone Conference Agenda



August 28, 2019

12PM/11CT

Discussion

- 1. Welcome and Announcements – Everyone is invited!**
- 2. Program narratives are DUE NOW!**
 - See the Memorandum and Form Attached
 - “Early Bird” Gift Card Winner
- 3. Check the listings on the website to ensure your program information is up to date and correct for the quarterly report. If you need to add or change anything email Lyndi Bradley at lbradley2@fsu.edu**
- 4. Questions from Directors—Training on Attachment Theory**
- 5. The Importance of Sharing**
- 6. The Negative Effects of Parental Mocking**
- 7. What Tantrums Mean and Don’t Mean**

Reminder—The Supervised Visitation Manual is available through the Clearinghouse and can be downloaded through this link:

<https://familyvio.csw.fsu.edu/sites/g/files/upcbnu1886/files/documents/Supervised-Visitation-Manual-2017-Edition.pdf>

Reminder—The 2018 Child Sexual Abuse Referrals Manual is available through the Clearinghouse and can be downloaded through this link:

<https://familyvio.csw.fsu.edu/sites/g/files/upcbnu1886/files/documents/Child%20Sexual%20Abuse%20Referrals%20Manual-%202018%20Edition.pdf>



**Program
Narratives are
DUE!!!!**

“Early Bird” gift card winner is....

Maia Bass, Children’s Home Society of FL

The Importance of Sharing

By: Sarah Miller



Introduction

Sharing is being able to use or take turns using something with another person. It is a very important life skill that all toddlers and children need to learn so that they can appropriately play with other kids their age. Most commonly the need to share appears during playtime at school or between siblings.

Objectives

- Understand why sharing is important
- Know how to foster sharing with your child
- What to do when your child will not share

Why is Sharing Important?

Sharing is important for mainly five reasons.

1. It teaches children about compromise and fairness. As we all know, we do not always get everything in life we desire, and sometimes that means life is not fair. This is an extremely hard lesson to teach kids, but implementing the practice of sharing can help change that.
2. Children are able to learn how to take turns and negotiate with their peers. When kids are faced with disappointment they can learn how to ease that disappointment by turn-taking. This way, everyone can have their turn at playing with a certain toy (for example).
3. Sharing helps teach thankfulness. When kids take practice in the act of sharing, they often experience feelings of gratuity when someone else shares with them in return. This action of 'give and take' teaches kids to be thankful for what they have in the moment.



4. Sharing increases trust. If a kid shares something with a classmate, that classmate may be more likely to share back with them. Again, this back and forth motion, or relationship of sharing with each other can create trust between the two children. Trust is another extremely important feeling to strengthen in growing kids.
5. Sharing means someone is not alone. Despite kids being possessive over toys, or not wanting to share, sharing actually decreases a child's loneliness as over time that children will enjoy and love that there is another person to share with.

Know how to Foster Sharing with Your Child

Now that we have discussed why sharing is important, it is even more important to learn how to increase that behavior with your child(ren). Below are some behaviors and phrases you may implement to show your child that sharing is good behavior that they should replicate:

- Point out 'good sharing' in other children.
"Hey Shari, your friend Malika was doing a really good job of sharing!"
- When your child shares, point that out as well. Make sure to give lots of praise.
"Jacob, I loved how you let Aziz play with your train. Great sharing!"
- Play games or do other activities with your child that involve sharing.
"Good job Lyndsey, now it is my turn to add a piece."
- Talk to your child about sharing before other playdates or even before school.
"Remember Jayden, it is important that we share toys when we play. How are you going to share today when you go over to Zaye's house?"

When Your Child Will Not Share

Although sometimes it may feel like your child is really not understanding this concept, it is important not to give up. Remember that sharing is a central concept that children need to learn as they develop. Additionally, know that sharing does not always come easy. It is not as simple as learning to talk, it is a skill that needs greater practice and fine-tuning. If your child does not share well, it is especially important to model this behavior at home/any time you are spending time with your children.



Another way to reinforce sharing is to create consequences. Consequences should not be used if your child is less than three year olds. If they older, they should only be used sparingly. For instance, if your child has a friend over, and is not doing a good job of sharing their stuffed animals, one option is to take away the animals from both children for a short period of time. This way neither child gets to play with the stuffed animals, so the consequence feels equal for both of them. In a couple of minutes, give the toys back and ask the children to show you how they can share. It may also be a good opportunity to share and play with them.

TEACHING CHILDREN TO SHARE

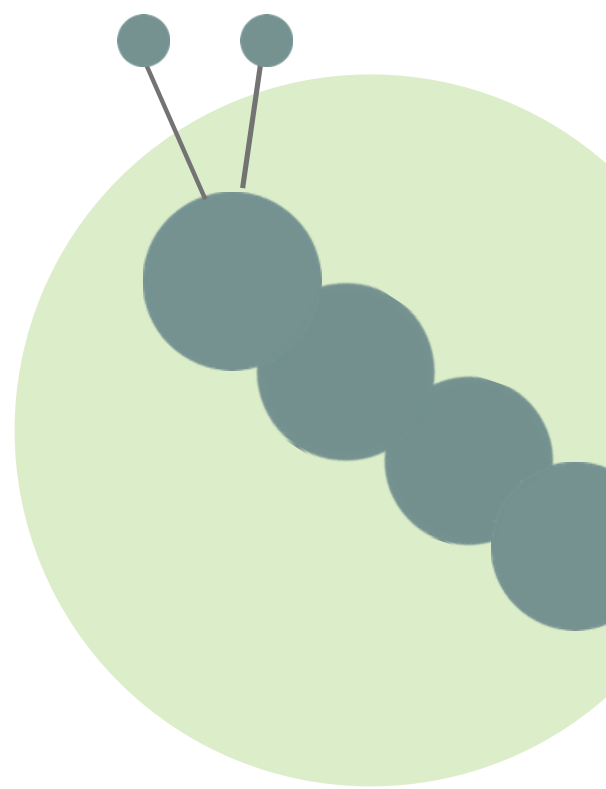


TODDLERS

At age 0-2, it is challenging for a toddler to understand the concept of sharing because the world revolves around them. A small way to teach sharing is to have a toddler wait their turn.

PRESCHOOLERS

From age 3 and above, preschoolers are starting to understand the basics of sharing. Simple activities that foster turn-taking are important here, like completing a puzzle or shooting basketball hoops.



SCHOOL AGE

By this age, children will start to respond heavily to verbal reinforcement, and they also have a strong sense of fairness, wanting everything to be equal (or in their favor). This is the time to compliment behaviors, and start talking about sharing.



TEENAGERS

At this age, now kids will start to have a sense of empathy, or being able to put themselves in another person's place. The best way to increase that behavior and grow trust is through talking. Conversations about sharing, and most importantly the WHY behind behaviors are important here.



The Negative Effects of Parental Mocking

By: Sarah Miller



Introduction

Recent research is showing that teens who are mocked by their parents are at a greater risk for bullying and victimization from their peers. Additionally, if you notice your children are mocking you, it may be them imitating behavior that you unintentionally set as an example for them. Children are impressionable, meaning that they can easily be shaped and molded. A parent mocking their child is one of the easiest and more negative ways to shape a child.

Objectives

- Understand how mocking children is negatively effecting kids
- Learn phrases to stop saying to your children
- Learn behaviors to stop practicing in front of your children
- Understand the difference between appropriate and inappropriate teasing
- Think about how to change personal behaviors, to raise smart and strong kids

Understanding Two Types of Teasing

Firstly, there are two settings in which children mock; one scenario is okay and normal, and the other is not. Let's explore them here:

1. Your family is sitting around playing cards. Your son accidentally draws two cards, when he is only supposed to draw one in the game you are playing. Your daughter playfully teases him and says, "Joey, you silly goose, you only need one card". Everyone chuckles, and you add, "Son, all good?" to check in, and you give him a smile.

This scenario is playful, and is okay. The daughter did the teasing, and even though everyone laughed, it was light and polite. Additionally, afterwards, the father checked in with the son to make sure that he was not offended.

2. Your family is sitting around playing cards. Your son accidentally draws two cards, when he is only supposed to draw one in the game you are playing. Your daughter teases him, and says, "Joey, you dummy! You only needed *one* card, not two!" Then you add in, "Gosh Joey, pay more attention!"

Notice the difference between the two scenarios; the second one is not appropriate, and the teasing turns mean. Think about what the father could have said instead. How would you as a parent have responded differently? Would you have corrected your daughter?

What the Research Shows

As stated earlier, new research shows that bullying, victimization, and aggressive behavior in general in kids can be derived from parents' behavior. Studies are now looking at *derisive parenting*. *Derisive parenting* is parenting that uses constant sarcasm and contempt. This type of parenting has been shown to bring about frustration and anger in kids, which then leads them to bullying peers in the future. Furthermore, derisive parents often mock their children in ways that embarrass and infuriate them. Sometimes these parents even turn to punishments and emotional manipulation to get their children to follow directions. This is all behavior that needs to be avoided and is bad for children's development.



Derisive Words and Behaviors to Avoid

- Labels
 - Ex: 'You're lazy!' Labels set problems in stone, but we know that kids are capable of changing, as adults shape their development.
- Condescension
 - Ex: 'You are not old enough to understand.' Or 'You don't know the meaning of hard work.' Shy away from condescending, it is hurtful, and parents should not be demeaning towards their children.
- Comparisons
 - Ex: 'Well your sister is making straight A's' or, 'Your brother had a job at 16'. Avoid comparing your children to each other or their peers. It only hurts their self-esteem and self-image.
- Carrots/Sticks
 - Ex: 'I will/won't buy you a car if you pass/fail sophomore year'. Carrots and sticks, or rewards and punishments, only teach kids to strive for that reward, or external motivation. Instead, we want our kids to be intrinsically motivated, and to form their own passions, desires, and goals.

What to Say/Do Instead

- Attitudes matter more than grades or success. Reaffirm in your child that you believe in them, show them love, care, and concern, and motivate them.

- Ex: 'Try your hardest!', 'You can do this!', 'I believe in you!', or even, 'How can I help?'
- Allow your kid to have different approaches to revision. There is never one correct answer to figuring out crises or finding answers to problems.
 - Ex: 'We tried solving this issue like ___ last time, do you want to take that approach again, or do you want to try something different?'
- Offer support constantly. Your love should never be dependent on success or outcomes. Remind your kids that you will always love them.
 - Ex: 'I will always love you', or 'I will be there for you no matter the outcome'.



References

<https://www.sciencedaily.com/releases/2019/07/190709110230.htm>

http://www.psychologymatters.asia/psychology_news/4978/teens-mocked-by-their-parents-are-at-greater-risk-for-bullying-victimization.html

<https://www.empoweringparents.com/article/kids-who-mock-imitate-and-make-fun-of-parents/>

<https://www.theguardian.com/education/2009/may/19/exam-revision>

TANTRUMS

WHAT THEY DON'T MEAN



I hate you

You are a bad parent

I am a bad child

I'm manipulating you

WHAT THEY MEAN



I'm overwhelmed

I'm new at expressing big feelings

I'm trying to tell you what I need

I love you and feel safe with you

Memorandum

From the Institute Clearinghouse on Supervised Visitation

To: All Florida Supervised Visitation Programs
Date: August 2019
Re: **Program Highlights and Information**

The Institute's Clearinghouse on Supervised Visitation is once again preparing a state and federal report that will highlight the many accomplishments and unique endeavors of Florida's versatile supervised visitation programs. One component will contain a **descriptive paragraph or two** on each individual program, highlighting the program's successes and interesting characteristics.

To do this, we would like to ask each of you to provide us with **some details** on your program - **tell us what makes your program compelling, interesting, or human.** For example: (You won't have all of these, maybe one or two!)

- ❖ How do your volunteers make your program better?
- ❖ How do your faith-based partners help your services?
- ❖ Where do you get volunteers from - the Junior League, a local temple/church, a college?
- ❖ Do you have staff who go to the domestic violence docket days to guide the victims to safe visitation (doing intake at the courthouse?)
- ❖ Do you work with the local Latino community and have Spanish speaking staff?
- ❖ Do you have an annual Christmas or holiday party for the families?
- ❖ Do you use volunteers to paint or decorate the rooms?
- ❖ Do you have room themes? Is every room a different theme?
- ❖ Do you have a sign language volunteer who works with the hearing impaired?
- ❖ Do you have special toys for children who are visually impaired?
- ❖ Do you help domestic violence victims make safety plans?
- ❖ Do you do cross training with the local court or DV center or child protective agency?
- ❖ Do you exist for a compelling reason, such as because a child was murdered or a woman was attacked during an unsupervised visit?
- ❖ Do you do local presentations to community groups about child safety?
- ❖ Do you have an agreement with local law enforcement, and do they do a walk through of the facility to make sure that everything on the site is safe?
- ❖ Did you recently get recognized by the local paper as a "hometown hero?"
- ❖ Did the director get some type of award?
- ❖ Do you have an annual holiday events?

Please blow your own horn, sing your staff's praises, and tell us what makes your center a very special place for families to get assistance. **We'll bring it all together in a new report designed to give funders, judges, legislators, and the public a glimpse** into the world of Florida's Supervised Visitation Programs. **Please note that we are not interested in anything related to funding or fundraisers – this is all about your accomplishments and success stories!**

You can complete the attached form, or simply type your narrative in an e-mail and **send it back to us** at kes2523@my.fsu.edu

Thank you in advance for your cooperation,

Kelly O'Rourke
Clearinghouse on SV
Database Manager

Supervised Visitation Program

Highlights Form

Program Name:

Program Address:

Program Director's Name & Number:

Contact E-mail:

Number of Sites: Counties You Serve:

Use the space below to tell us something SPECIAL OR INTERESTING about your program: (You may also simply copy this into an e-mail if you prefer.)

Please email this back to us ASAP at kes2523@my.fsu.edu

Contact the Clearinghouse at
850-644-1715

