



Clearinghouse on Supervised Visitation Phone Conference Agenda



July 15, 2020
12PM/11CT

Discussion

1. Welcome and Announcements – Everyone is invited!
2. 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.
3. **Questions from Directors:** Racial equality. In-Person visits and hybrid visits. Masks for staff?
4. Opinion of Karen Oehme, Director of the Clearinghouse: ALL staff should wear masks to protect clients (adults & children) and other staff members.
5. Please watch **BEFORE** the phone conference!
<https://www.youtube.com/watch?v=Bs2Fv3YiSEM>
6. **NEW SURVEY!** Please, take this follow-up survey so we can get an idea of where programs stand now with visitations during the pandemic:
https://fsu.qualtrics.com/jfe/form/SV_1zBSUVn8tTnVzdX
7. A Hybrid Model: In-Person & Virtual Visits
8. Teaching Children about Anti-Racism
9. Triggering Incidents at Supervised Visitation: “Knee on my neck” and fear of the police.
10. Flyers & Handouts from the CDC about COVID-19:
<https://www.cdc.gov/coronavirus/2019-ncov/communication/print-resources.html?Sort=Date%3A%3Adesc>



New Supervised Visitation Database Question!

Please note that a new **mandatory** question has been added to Florida's Supervised Visitation Database. This question:

Do you have a child support case with the Florida Child Support Program?

is being included to help determine how many supervised visitation clients also have Florida Child Support Program agreements. Please choose either YES / NO / Don't Know to answer the question. It is not mandatory that clients answer YES, only that they do answer the question.

The new question will appear on the Client Information page for a Visitor and Custodian as seen in the picture below.

Client Update for Case '2004-1-JonesMarion'

[<< Back to Clients Listing](#) [<< Back to Cases Listing](#)

Client Type:

Last Name: First Name: MI:

Date of Birth (YYYY-MM-DD):

SSN Last 4:

Gender:

Race/ethnicity of this Client

(Check all that apply)

- American Indian or Alaska Native
- Black/African American
- White
- Hispanic
- Other Races - If you are A and V funded, you can not choose this category.
- Asian
- Pacific Islander
- Two or More Races

Relationship to Child(ren)

If relationship is different for different children, please indicate separately for each child.

Last	MI	Date of Birth	Relationship to Child	
Jones	Jason	M	2000-03-02	Mother (Biological or adoptive)

Do you have a child support case with the Florida Child Support Program? Yes No Don't know

Client lives Out of state In state (indicate county and city)

County of Residence:

City of Residence:

Annual income - all sources (to be recorded separately for each custodian & visitor)

If you have any questions regarding the new variable, please contact Kelly O'Rourke, Database Manager at kes2523@my.fsu.edu

We received a few questions regarding the expectations for completing the new data and wanted to share the below updates to assist with implementing this new requirement.

- SAV programs do not need to re-submit quarterly reports to DCF for the Oct – Dec 2019 service period.
- Guidance received from the federal program about the new requirement was that the existing child support data element for the SAV grant has changed from “optional” to “mandatory.” A simple yes or no to the child support question is all they are asking for at this time.
- SAV programs will need to be sure that any cases with services from Oct 1, 2019 through September 30, 2020 have the new question answered in the database for Visitors and Custodians.
- For all existing cases, during the reporting year it is acceptable for programs to make changes in the database about the child support question even though the case was accepted earlier. This may include updating older or even closed cases in the database.
- The goal is to have a complete report by September 30, 2020 to indicate whether or not there is child support involvement in every case entered that year.
- FSU is working on revising the database report and expects to have it reconfigured for the next reporting cycle (January – March 2020). Once they have the new report configured, the report will show red errors where this question is missing which should help the SAV programs identify cases that need to be updated, if any.
- SAV programs may want to consider adding the child support question to their intake form to obtain the information.
- FSU staff are available to the SAV programs for any questions and/or technical assistance with the new data reporting. In addition, the FSU Clearinghouse reviewed this topic on their last statewide monthly conference call for SAV programs and plan to include this topic again on their call next month. FSU contacts are Kelly O’Rourke at kes2523@my.fsu.edu or (850) 222-3845 and Karen Oehme at koehme@fsu.edu or (850) 644-6303.

Thank you for your assistance with this new requirement.

Teaching Children Anti-Racism

By Livia Ledbetter



Introduction

Racism is still as important of an issue as ever, and supervised visitation staff should understand that racism is a learned, not genetic, attitude.

Some parents and caregivers may feel hesitant to broach the topic of race, fearing that it is too early or that it will make them only focus on negatives. However, research has shown that babies' brains can notice race-based differences as early as six months old. By age 2, children can internalize racial bias. Children are very perceptive, picking up information from the news or their peers. Thus, early childhood is a critical time to establish a foundation for racial understanding (Anderson & Dougé, 2020).

Objectives

- Learn how to have conversations about race and racism with children
- Explore ways to model anti-racism
- Learn the differences between implicit and explicit racism

#1 Clarify what is being said

If your child says something that could have racist implications, ask them what makes them think that. They could be saying something completely different than what you assumed. Understand their intention, help them interpret what their question means, and help them understand the impact their words have. (Lythcott-Haims et al., 2019).

Be careful not to discourage questions. Embrace your child's curiosity. Not being open to questions sends the message that differences, and talking about differences, is negative (Williams, 2013).

If your child says or does something indicating racial bias or prejudice, do not stay silent. Staying silent tells children what they are saying is OK. Telling them simply not to say that is not enough, either. Ask why they said something, and then explain why they should not say it (Williams, 2013).

Example:

After picking up her six-year-old son Charlie from his supervised visitation with his father, Annie notices that he is talking in gibberish. Charlie was diagnosed with being on the autism spectrum, and sometimes repeats himself or will make certain sounds that calm him down. However, Annie decides it sounds different than normal and when they get home asks, "Charlie, are you talking in an imaginary language or is it pretending to be a real language?"

"I'm Chinese!" Charlie then pulled on the sides of his eyes. Both Charlie and his parents are white.

"Charlie, pretending to speak like someone who is Chinese using made up words is not a good thing to do. People may feel like you are making fun of them."

"Daddy said Chinese people sound like that and he showed me Asian eyes."

"Making fun of other people for being different, like speaking a different language or having different skin colors or features, hurts other people's feelings and makes them feel bad. We all have differences and we are all beautiful. Being able to speak more than one language is a beautiful thing. Sometimes mommies and daddies will forget that."

#2 Model anti-racist actions

Children learn from the examples their parents set for them. Not talking about race can cause children to come to harmful and inaccurate conclusions (Lythcott-Haims et al., 2019).

If a friend or relative says something racist, tell them directly why using that language is wrong. This models to your children how to use their voice (Lythcott-Haims et al., 2019).

Speak openly. Be honest about history and current events. Find age-appropriate ways to speak about complex issues. Think about the messages you send to kids through the actions you take and the things you say (Williams, 2013). Challenge stereotypes when you see them, counter negative and racist imagery with statements like "I don't like this" or "This makes me uncomfortable".

Example:

Chiara is Black and picking up her biracial daughter Kay from her white ex-husband's house. Kay, who is five, is playing with her white step sister Caroline, 8. As they are leaving, Kay tells her mom that Caroline made her play beauty parlor with her and told Kay that, "you can do my hair because you're the servant". When Kay asked if they took turns being the servant, Caroline told her no, "because you're black and you don't get your hair done."

Chiara was overwhelmed and unsure of how to approach. She asked Kay if she had any questions about what happened and how she felt about it. She told her it was wrong for Caroline to act that way and that Kay did not deserve to be talked to like that or treated that way.

Chiara was able to communicate to her ex-husband and his wife that behavior like Caroline's should be addressed and that she is hesitant to let Kay continue playing with her if Caroline is receiving and sending messages like that.

#3 Talk about explicit *and* implicit racism

Most people understand explicit racism: the conscious choices to actively hate or discriminate against someone of another race. This is what people primarily think about when discussing racism, and includes things like using racial slurs and supporting hate groups like the KKK (The Responsible Consumer).

However, most of the time racism is *implicit*, meaning people cannot see it as easily. Implicit racism is less visible and usually operates within systems of power. Implicit racism recognizes that racism is more than individual, conscious hate, and includes social, political, and economic power of one race over another (The Responsible Consumer).

Structural, systemic, or institutional racism are all terms that refer to the laws, policies, institutional practices, cultural representations, and other norms working together to perpetuate racial group inequity in a society (The Responsible Consumer).

Examples of implicit racism include:

- Redlining: the practice of denying non-white families mortgages, loans, or insurance for homes
- Police brutality against people of color in recent news reports
- Media that depicts racial stereotypes and bias
- Company policies that define Black women's natural and textured hair as "unprofessional"

Teaching children that racism was in the past and that all people are equal now can be dangerous, as well as untrue. Not acknowledging the real racial patterns in society may cause children to mistakenly believe that racial disparities are earned or justified (Lythcott-Haims et al., 2019).

Example:

Jamal and Terry are two Black dads who have an adopted Black special needs infant, Malcolm, and an eight-year-old Afro-Latina daughter named Jimena. They have just recently moved into a bigger house in a neighborhood considered more affluent.

At dinner one night, Jimena said, "I wonder why all of my teachers are white, but all the lunch ladies are Spanish and all the bus drivers are black."

"That's a good observation, Jimena. Why do you think that is?"

Jimena shook her head. "Some kids said it's because white people are smarter and Spanish ladies are lunch ladies because they can cook. But I don't think that's true."

"You're completely right Jimena. That's not true at all. Even though everyone should be equal, not everyone actually is. So when all of your teachers are white and all of your lunch ladies are Hispanic, it's not because white people are smarter or Hispanic people are better cooks. Have you ever heard of white privilege?"

"No."

Jamal and Terry went on to explain that because white people have historically had access to more money and opportunities, "it is more likely you will see someone white doing jobs that need a college degree".

"However," they went on, "more and more people of color are graduating from colleges and getting jobs like doctors, lawyers, and teachers every day. So that might be how things look at your school right now, but things are always changing."

Jimena brightened up. "So I could be a Black teacher too!"

#4 Teaching is your responsibility

While we want our children to ask questions, it is not the responsibility for people of color to teach others. If your child is curious, you can research issues and have conversations together. It's OK for kids to talk and share with each other about their different backgrounds and cultures, but when white people constantly ask people of color to explain and educate them on racial issues, it places the responsibility on people of color and adds to their emotional labor (Lythcott-Haims et al., 2019).

Find teachable moments in everyday activities. Using real-life examples gives children the opportunity to recognize these ideas and put anti-racist ideas into action (Williams, 2013). It's OK to admit you don't know something – tell your child you will search for it together.

Conclusion

Talking about race and racism is hard for anyone, but it doesn't need to be complicated when talking to your child. Honesty and open communication are the first steps in fostering healthy conversations about race.

References

Anderson, A., & Dougé, J. (2020, June 25). Talking to children about racial bias. *Health Children*.

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Contact the Clearinghouse

850-644-1715



