



Clearinghouse on Supervised Visitation Phone Conference/Webinar Agenda



Wednesday, January 19, 2022

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. Shooting in Pennsylvania Custody Exchange
4. January is Stalking Awareness Month: Two Videos
5. National Stalking Awareness Month: Action Guide 2022
6. Stalking & Intimate Partner Violence: Fact Sheet
7. Stalking Facts Infographic
8. Clearinghouse Disaster Plan Discussion
9. Affirmations and Motivational Phrases

Shooting at Pennsylvania Custody Exchange



A custody exchange in the North Versailles police parking lot ended in gunfire Wednesday, leaving one man and a 6-year-old girl wounded, according to police.

Shawn Coles-Lundy, 29, is charged with two counts of aggravated assault and five counts of reckless endangerment after police said he fired into an SUV with three children inside.

The shooting happened in the parking lot of the North Versailles municipal building around 8 p.m., Allegheny County Police Lt. Venerando Costa said in a statement.

Police said they stopped one of the vehicles involved a short distance away on the Patton Street Bridge. Five people – two adults and three children – were inside.

A 29-year-old woman said she and her 31-year-old boyfriend, along with her 14-year-old daughter and 11-month-old son, were in the parking lot to pick up her 6-year-old daughter from her weekly two-hour visit with her father, Coles-Lundy.

The woman said she had just helped the 6-year-old into the backseat with the other two children when she saw Coles-Lundy in front of the car and then heard gunfire, according to the complaint.

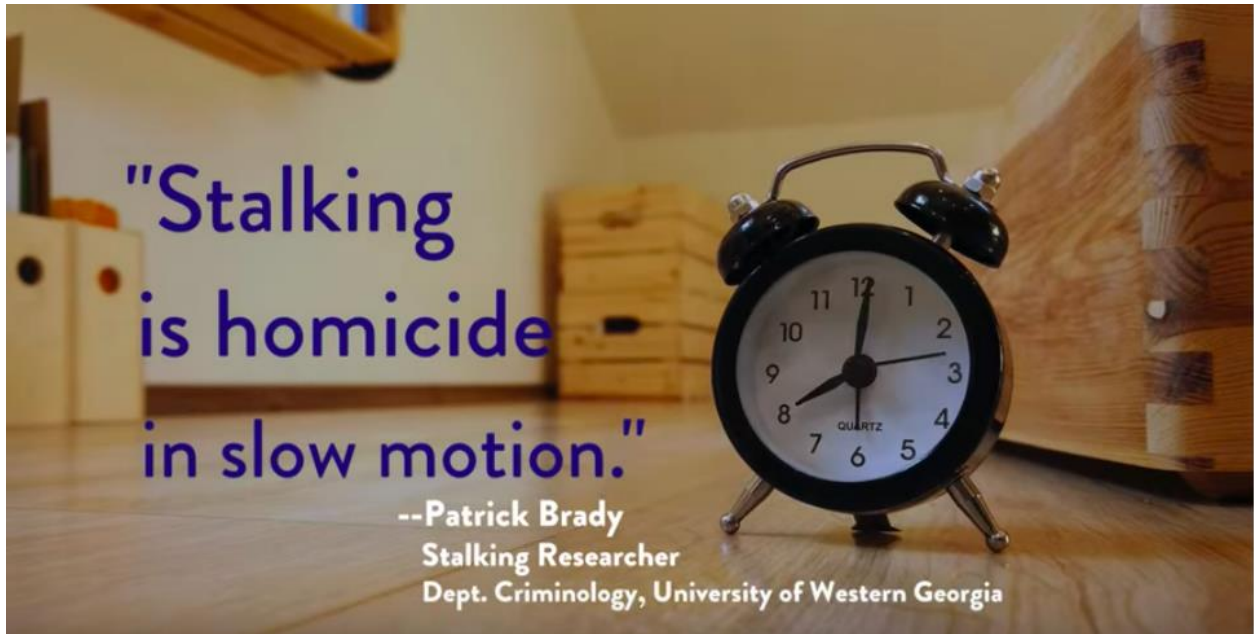
The 14-year-old girl, who was sitting between the 6-year-old and the infant in the backseat said she saw Coles-Lundy with a gun and then heard shots, according to the complaint. She said she ducked down and tried to cover the other two children when the shooting started.

The teenager told police Coles-Lundy was the one she saw with a gun, according to the complaint.

The 31-year-old man was shot multiple times in the legs, and the 6-year-old was struck in the hip with a bullet fragment, police said.

The Stalking Prevention, Awareness, and Resource Center (SPARC) Videos

- [Stalking and Violence](#)



- [Context is Key](#)



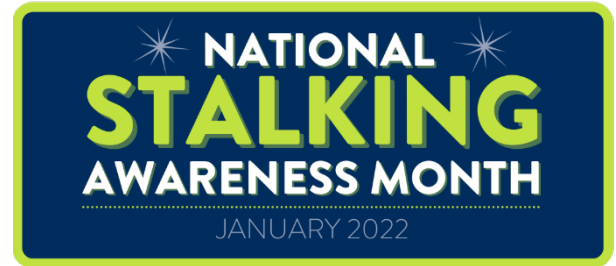
NATIONAL STALKING AWARENESS MONTH

ACTION GUIDE 2022

January 2022 marks the eighteenth [National Stalking Awareness Month \(NSAM\)](#), an annual call to action to recognize and respond to this traumatic and dangerous crime. There are many ways to get involved promoting NSAM and raising awareness around stalking. This month—and all year long—we encourage you to explore and support our theme of KNOW IT, NAME IT, STOP IT through the activities and resources below.

LEARN more about stalking:

- [Attend upcoming webinars](#)
- [Watch recorded webinars](#)
- [Request a 2022 training](#)
- [Explore guides, tips, checklists, and resources for responding to victims](#)



TEACH your agency, partner organizations, and/or community about stalking:

- [Lead a workshop using our curriculum](#)
- [Plan a public awareness campaign](#)
- [Integrate stalking into existing programs](#)
- [Conduct a workshop or lead a discussion about how stalking is portrayed in the media](#)
- [Offer brochures about stalking in your office](#)
- [Personalize and send a letter to the editor](#)

SHARE information about stalking and NSAM:

- Use our daily social media posts for [Instagram](#), [Twitter](#), and [Facebook](#)
- [Display NSAM images on your email signature, website, and social media pages](#)
- [Include a message about NSAM in your newsletter](#)
- [Ask your community to proclaim January 2022 as NSAM](#)
- [Display posters to raise awareness](#)
- Share our [videos](#), [factsheets](#), [infographics](#), [documentation log](#), and [professional support resources](#)
- Plan your own events: a book display, a table of information and resources at a community event/meeting or farmers market, a TikTok challenge, a multi-disciplinary roundtable discussion, an art contest, a public service announcement, video interviews with local responders

REFLECT on your response to stalking:

- [Honor champions with a certificate of appreciation](#)
- Complete our agency checklist for [victim service organizations](#) and [campus professionals](#)
- [Share your promising approaches to addressing stalking with us](#)



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STALKING & INTIMATE PARTNER VIOLENCE: FACT SHEET

There is a real and frighteningly significant connection between stalking and intimate partner violence. In fact, intimate partner stalking is the largest category of all stalking cases^{ABC}. Stalking often co-occurs with intimate partner violence and can be an indicator of other forms of violence. Many abusers use stalking to intimidate and control their victims.

DID YOU KNOW?

- The majority of stalking victims are stalked by someone they know. Many victims are stalked by a current or former intimate partner, or by an acquaintance^D.
- 74% of those stalked by a former intimate partner reported violence and/or coercive control during the relationship^E.
- The average length of partner stalking is approximately 2.2 years (which is longer than the average of just over one year for non-intimate partner cases)^F.
- 81% of women who were stalked by a current or former husband or cohabitating partner were also physically assaulted by that partner^G.
- 31% of women stalked by an intimate partner were also sexually assaulted^H.
- 46% of victims experienced one or more violent incidents by their stalker^I.
- 57% of stalking victims were stalked during the relationship^J.

STALKING & SEPARATION

Stalking does not just occur when a person leaves the relationship. Victims are stalked while still in the relationship with a controlling partner, making separation very difficult. Due to many safety concerns, stalking victims find that they will sometimes need to stay with the controlling, stalking partner to prevent further harm. Stalking after a separation may increase the risk of violence^{KLM}. Victims stalked by violent partners report more separation attempts than partner violence victims who were not stalked^N.

STALKING & FEMICIDE

There is also a significant connection between stalking and intimate partner homicide. Several studies, including the one^O from which

the statistics below are reported, have found that stalking is an indicator or precursor behavior to intimate partner homicide.

- 76% of intimate partner femicide victims have been stalked by their intimate partner.
- 67% had been physically abused by their intimate partner.
- 89% of femicide victims who had been physically assaulted had also been stalked in the 12 months before their murder.
- 79% of abused femicide victims reported being stalked during the same period that they were abused.
- 54% of femicide victims reported stalking to police before they were killed by their stalkers.

TIME OF GREATEST RISK FOR VIOLENCE

Any stalking case can escalate into violence. The risk of violence is heightened when the stalker^P:

- Issues direct threats of violence;
- Expresses jealousy of the victim's relationships with others during the relationship; and
- Uses illegal drugs

INTIMATE PARTNER STALKING OFFENDERS

As compared to non-intimate partner stalkers, intimate partner stalkers are **more likely to**:

- Have criminal records and abuse drugs and/or alcohol^Q.
- Be threatening to their victims and more likely to reoffend^R.
- Follow through on their threats of violence^S. For instance, one study found that 71% of the partner stalking victims who were threatened were actually assaulted compared to 33% of the non-intimate partner stalking victims who were threatened^T.
- Assault their victims^U.
- Threaten with, or actually use weapons on their victims^V.
- Assault third parties^W.
- Reoffend after a court intervention and to reoffend more quickly^X.
- Contact and approach their victims more frequently^Y.
- Be insulting and interfering/intrusive in the victim's life^Z.
- Use the widest range of stalking tactics^{AA}.
- Escalate in frequency and intensity of pursuit more often^{BB}.

- ^A Mohandie, K., Meloy, J., McGowan, M., & Williams, J. (2006). The RECON typology of stalking: Reliability and validity based upon a large sample of north American stalkers. *Journal of Forensic Science*, 51, 1, 147-155.
- ^B Roberts, A., & Dziegielewski, S. (2006) Changing stalking patterns and prosecutorial decisions: Bridging the present to future. *Victims and Offenders*, 1, 47-60.
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- ^D Catalano, S., Smith, E., Snyder, H. & Rand, M. (2009). Bureau of Justice Statistics selected findings: Female victims of violence.
- ^E Brewster, M. (2003). Power and control dynamics in pre-stalking and stalking situations. *Journal of Family Violence*, 18, 4, 207-217.
- ^F Ibid.
- ^G Tjaden, P. & Thoennes, N. (1998). *Stalking in America: Findings from the national violence against women survey (NCJ# 169592)*. Washington, DC: National Institute of Justice Centers for Disease Control and Prevention.
- ^H Ibid
- ^I Ibid
- ^J Ibid
- ^K Logan, T., Walker, R., Jordan, C., & Campbell, J. (2004). An integrative review of separation and victimization among women: Consequences & Implications. *Violence, Trauma, & Abuse*, 5, 2, 143-193.
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- ^Q Mohandie, K., Meloy, J., McGowan, M., & Williams, J. (2006). The RECON typology of stalking: Reliability and validity based upon a large sample of north American stalkers. *Journal of Forensic Science*, 51, 1, 147-155.
- ^R Palarea, R., Zona, M., Lane, J. & Langhinrichsen-Rohling, J. (1999). The dangerous nature of intimate relationship stalking: Threats, violence and associated risk factors. *Behavioral Sciences and the Law*, 17, 269-283.
- ^S Ibid
- ^T Thomas, S., Purcell, R., Pathé, M., & Mullen, P. (2008). Harm associated with stalking victimization. *Australian and New Zealand Journal of Psychiatry*, 42, 800-806.
- ^U James, D. & Farnham, F. (2003). Stalking and serious violence. *Journal of the American Academy of Psychiatry and the Law*, 31, 432-439.
- ^V Mohandie, K., Meloy, J., McGowan, M., & Williams, J. (2006). The RECON typology of stalking: Reliability and validity based upon a large sample of north American stalkers. *Journal of Forensic Science*, 51, 1, 147-155.
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- ^X Rosenfeld, B. (2003). Recidivism in stalking and obsessional harassment. *Law and Human Behavior*, 27, 3, 251-265.
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STALKING FACTS



1 in 6
women



1 in 17
men

have experienced stalking
victimization in their lifetimes¹

The vast majority of
stalking victims are stalked
by someone they know²



1 in 7
stalking victims
move as a result
of their
victimization³

57% current or former
intimate partners
29% acquaintances
15% strangers
8% family members
2% people of authority

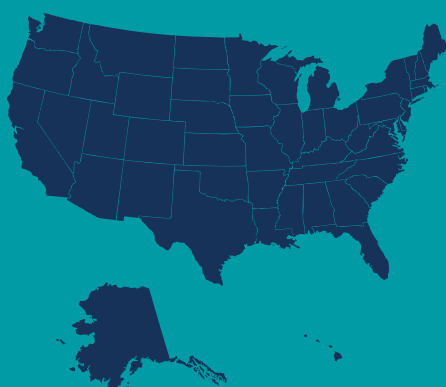
Less than **40%**
of stalking victims
report to law
enforcement³



2/3 of stalkers pursue
their victims at
least once per
week. Many
pursue daily⁴



20% of stalkers
use weapons
to threaten or
harm victims⁴



STALKING is a
crime under the laws of
50 states, the District of
Columbia, the U. S.
Territories, and the
Federal government.

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Disaster Planning: Implications for Supervised Visitation Programming

The Clearinghouse on Supervised Visitation has compiled this toolkit to encourage Florida's supervised visitation programs to consider how a disaster could affect the operations, clients, and personnel of the program. It also presents a list of considerations for preparation and response to disasters.

What is a disaster?

Disasters can cause catastrophic loss of life and physical destruction. With the presence of new disasters, such as the COVID-19 pandemic, it is critical for social service agencies, including supervised visitation programs, to be prepared for what may happen. During a disaster, things move very quickly and every minute can count. When social service agencies do not have comprehensive disaster plans, clients may be impacted negatively. Lapses in service can cause disruption to family systems that rely on supervised visitation for building strong families. Further, employees can be unsure of their responsibilities during a crisis, creating confusion for the operation of the program.

While not every disaster results in catastrophe, any disaster can have a lasting emotional impact on those involved, including employees, clients, children, and communities. It is crucial to remember that when a disaster strikes, it exacerbates pre-existing trauma-- including individual victimization and the trauma that results from chronic neighborhood violence, poverty, and lack of resources. Following disasters, many communities are left in shock and dealing with emotional distress for months and even years later. Social service programs may experience disruption of services during severe disasters. Some examples of disasters are:

Natural Disasters

- Agricultural diseases and pests
- Damaging winds (tornadoes, etc.)
- Drought and water shortage
- Earthquake
- Emergency disease (pandemic)
- Extreme heat and cold
- Floods and flash floods
- Hurricanes and tropical storms
- Landslides

- Pandemics
- Severe storms
- Tornadoes
- Tsunamis
- Wildfire
- Sinkholes.

Man-Made and Technological Disasters

- Hazardous Materials
- Power outages
- Nuclear power plant
- Radiological emergencies
- Chemical or biological threat
- Cyber attacks
- Explosion
- Civil Unrest and War
- Mass violence and trauma

Examples of Disasters:

Mass Shootings:

Over the past few years, mass shootings have become more frequent in the United States. Mass shootings can occur anywhere at any time, making it difficult to prepare for them. Schools and public shopping centers are common spaces where mass shootings occur. Mass shootings are often defined as shootings that involve the shooting of four or more people in a single incident in a public place, at the same time (Metzl & MacLeish, 2015). There is no single definition of mass shootings, but it often excludes family or crime-related violence.

Individuals involved in the mass shooting (i.e., people who are physically present) may experience traumatic shock following the event or have life threatening injuries. Those who are not present for the shooting may experience indirect trauma from hearing about it on the news or knowing someone who was directly impacted. As with terrorism, the communities in which mass shootings occur are impacted by fear and anxiety, in addition to the individuals who are injured or killed. Individuals may feel anxiety and apprehension about going into public places, disrupting their ability to participate in day-to-day activities and responsibilities. Additionally, following a school shooting, student may be unable to return to school due to shutdowns or PTSD associated with the

physical space. The National Center for PTSD estimates 28% of people who witness a mass shooting develop PTSD and 1/3 develop acute stress disorder (Novotney, 2018).

Due to media, online forums, and social networking, the emotional impact of a traumatic event can spread beyond the community very quickly. This rapid spread can lead to mass trauma and have large scale impacts on the mental health of an entire state or country.

Hurricanes:

Each year, Florida experiences hurricane season. Depending on the severity of the storm areas may experience heavy rainfall, tornadoes, flooding, high winds, and storm surge. Some hurricanes allow for a few days of preparation prior to landfall, while others require immediate evaluation upon development.

Supplies may become diminished as a storm approaches, disrupting an individuals' ability to prepare effectively at the last minute. Gas, food, and supplies may be out of stock or have limits as a storm approaches. Last minute evacuation, without preparation, can lead to individuals forgetting important documents and supplies at home. If individuals are unable to evacuate, but are not well-prepared, they may be stranded without life sustaining supplies like fresh water, non-perishable foods, and appropriate technology (ie., batteries, radio, flashlights, chargers).

(American Academy of Pediatrics, 2021a)

Cyber Attacks/Hacking

As society becomes more reliant on technology we will see more cyber attacks and hackings. Most governments receive daily threats of cyber-attacks and disruption of usage. It is estimated between 80 and 90 million cyber-related issues annually. Attacks can be minor, only impacting independent computer systems and basic functions, or they can be major, disrupting critical infrastructure such as water, power, and transportation systems.

Attacks can come in a variety of forms including “hacktivism”, cyber espionage, state-sponsored attacks, or amateur hacking. While it may seem “amateur” hacking would have little impact, they have the potential to cause utility outages, leak sensitive data, and even cause physical destruction. Unlike physical attacks, cyber hacking can have

massive impact with a simple hacking whereas a physical attack would require extensive power to wield a large impact.

A recent example of a cyber attack which had a tangible effect was the hack of the Colonial Pipeline Co. on April 29, 2021 (Turton & Mehrotra, 2021). After receiving a digital ransom note via a computer in the Colonial's control room, an operations supervisor elected to shut down the pipeline while trying to contain the hack. The hackers made off with 100 gigabytes of data and threatened to leak it unless the ransom was paid. Shortly thereafter, Colonial paid the hackers a \$4.4 million ransom. The shutdown of the pipeline resulted in shortages of gas, higher fuel prices, and longer lines across gas stations on the East coast of the United States.

<https://www.seattle.gov/emergency-management/hazards/cyber-attack-and-disruption>

Flooding and Flash Floods

One of the most common hazards in the US, flooding is an increasingly occurring disaster. Floods can cause minor damage (power outages, traffic delays, intersection blockage) or major damage to civilization (building damage, death, disruption to essential services). Water can cause many pathogens, diseases, and illness wreaking havoc on individuals affected by flooding. Standing water following a flood is a breeding ground for mosquitoes increasing the odds of spreading diseases like Zika and West Nile Virus. Depending on the level of ground erosion caused by flooding groundwater may become contaminated and leave homes without safe drinking water.

When flooding occurs without warning during heavy rains, when dams or levees break, or during a tidal surge, they can be especially dangerous. Rapidly moving water can cause drowning deaths and destruction of property. People and property (vehicles, outdoor furniture, trees) can easily be swept away and become a danger to those around.

(American Academy of Pediatrics, 2021b)

Pandemic

The worldwide pandemic which swept across the entire world left a long-lasting impact on the day-to-day operations of people and their communities. Pandemics occur when a new disease, such as a mutation of influenza, spreads across the world. Until treatment and prevention is developed, pandemics can cause mass illness and death. Pandemics are not defined by their growth rate, or how quickly they spread, but rather the spread itself. Once a disease reaches multiple countries a pandemic is declared.

Early into the pandemic nearly every business and government entity shut down. Millions were unable to access basic services, due to social distancing guidelines in order to mitigate the spread of the virus. Court systems virtually shut down for months, leaving supervised visitation and custody cases in limbo.

Impact on Emotional Health

People who have lived through a disaster may experience emotional distress. Due to the traumatic nature of disasters many individuals will experience the presence of feelings like anxiety, depression, constant worrying and general unrest. While some individuals may be able to “bounce back” after experiencing trauma, others may not be able to. Social service agencies can support these victims through resources such as counseling and community. Further, social service agencies may be at risk without prevention policies for disasters planning. When a disaster happens these agencies will be at a higher risk for disruption of services and remain unavailable longer.

(Substance Abuse and Mental Health, n.d.)

Physical Impact (Disruption to Services)

Disasters may have an impact which disrupts a parent or guardian’s ability to transport a child to in-person visitation with the other parent.

Parents may mitigate disruption through parenting plan provisions which outline how to respond in the event of an emergency while still complying with a court order. See section on parenting plan provisions for more information.

Disaster Preparation

We have compiled some examples of other agencies' policies, procedures, and strategies on planning for disasters and reducing the gaps in service during a disaster. Disaster Preparedness can be broken into three parts: planning, responding, and recovering. Each part is important for creating a quick and effective plan which protects employees and the families they serve.

Planning

Being prepared at all levels is important to planning for a disaster. Having a good plan ahead of the disaster will make responding to the disaster much easier. Here are some questions to guide your planning:

Developing an emergency plan:

Ready.gov outlines how to make a plan for preparing for disasters.

1. Put a plan together by discussing the questions below with your family, friends or household to start your emergency plan.
2. Consider specific needs in your household.
3. Fill out a Family Emergency Plan

Parenting Plan Provisions:

Parenting plans should include provisions for emergencies, including disasters. In the case of a hurricane or other disaster parenting plans should be able to account for custody arrangements during an emergency. This includes how supervised visitations will be performed when in-person visits are not feasible due to safety. In the appendix we have provided a sample court order which includes a provision allowing supervised visitation to transition to virtual visitation in the event of a disruption. We recommend outlining specific steps each parent would like taken in the event of a disaster.

Parents should have an emergency parenting plan. Emergency parenting plans should include:

- Which parent will have physical residency of the child during an emergency? Will parenting time still be shared? This issue affects supervised visitation programs because they may have to transition to virtual visitation for the parent who has supervised parenting time/visitation.
- How will care be provided to the child(ren)?
- Where will the child(ren) live?
- When will each parent see the child(ren) and how will time be spent?
- How will the cost of care for the child(ren) be divided?
- How and will the parent unable to see the child(ren) due to the emergency be “owed time”? Is the visitation program able to “make up” visits?

Agency Planning:

There are many issues for agencies to consider when developing their disaster plan. Directors and lead staff should consider the following:

Programming

- What are our day-to-day activities and services?
- Who are essential workers?
- What are essential services?
- If the agency offices are rendered unusable, where will the base of operations be? How will staff be notified? How will the new location affect operations?
- How will the agency ensure that critical services and supports (e.g., mental health and physical health, housing) are provided to children and families without interruption? How will the agency respond to the need for additional services and support both during and after the disaster?
- How will the agency assist families and youth involved with child welfare to develop their own disaster plans? How will the agency ensure families providing care to children have the documentation necessary to care for children while displaced (e.g., birth certificates, custody orders placing children in State custody, documentation of authority to make emergency care decisions for the child, health insurance documents)?
- How will the agency's plan incorporate the needs of populations with particular needs, such as immigrants and refugees or children with special needs?

Communication

- What are the most effective ways to convey changes during a disaster?
- How can we make our changes known to clients prior to a disaster?
- How can we prepare our clients with our action plan in case of a disaster?
- Which individuals (both internal and external to the agency) and events can activate the disaster plan?
- Who is responsible for specific tasks prior to, during, and after a disaster? What is the chain of command?
- How will agency staff communicate with each other? With families? With other agencies (both in and outside of the agency's jurisdiction)? With the media? What methods (e.g., walkie-talkies, toll free numbers, 800 MHz radio systems) are available to assist with communication? How can regular communications (e.g., mail, e-mail) be rerouted during and after the emergency?

Funding

- How will agency operations be funded during a disaster? How will agency staff and contractors receive salaries or reimbursements? How will families receive

regular foster care, adoption, or other payments? How can the agency support families' emergency needs?

Staff

- How will the agency support staff affected by the disaster (both professionally and personally)? How will the agency help staff develop their own personal disaster plans?

Organization

- How can files, including information about how to communicate with or locate resource families, be preserved and accessed? How should recordkeeping continue during and after the disaster? What is the agency's back-up data system and where is it located? How will any data system outages affect the use of mobile technology (e.g., tablets for recordkeeping in the field)?
- How is the agency expected to complement and coordinate with other State or other local disaster plans?

(The Child Information Gateway, 2016)

The Child and Family Services Improvement Act of 2006 (P.L. 109-288) mandates State child welfare agencies to develop disaster plans that include the following:

- Identify, locate, and continue the availability of services for children under State care or supervision who are displaced or adversely affected by a disaster
- Respond, as appropriate, to new child welfare cases in areas adversely affected by a disaster, and provide services in those cases
- Remain in communication with caseworkers and other essential child welfare personnel who are displaced because of a disaster
- Preserve essential program records
- Coordinate services and share information with other States

Responding

How agencies respond to a disaster can determine their ability to respond long-term and whether or not it is effective. Having a quick and efficient plan is critical for employees and families.

Agencies can follow declared disasters as the Federal Emergency Management Agency <https://www.fema.gov/disaster/declarations>
https://familyvio.csw.fsu.edu/sites/g/files/upcbnu1886/files/2018-12/Safety_eBook.pdf

- How will the agency be able to track children or families who are forced to evacuate or are otherwise displaced or unreachable? What services or supports can the agency offer?
- How will the agency respond to and communicate with children and families who were affected by a disaster in another service area and were relocated or displaced to within the agency's jurisdiction?
- How will the agency respond to and communicate with children and families from its service area who are relocated or displaced to another jurisdiction?
- How will the agency support or track children and families in placements under the Interstate Compact on the Placement of Children (both those placed within the agency's service area or those from the service area who are placed in another State)?
-

Recovering

After a disaster, agencies begin the work of recovering from the disaster. For minor disasters they may not be required to make any alterations. However, for severe disasters there may be functions of their agency which have been directly impacted.

<https://www.childwelfare.gov/pubPDFs/disasterplanning.pdf>

- How can the agency assist children and families who have been separated during a disaster? How will the agency identify and locate these children and families?
-

APPENDIX

- [Zoom instructions for parents](#)
 - <https://familyvio.csw.fsu.edu/sites/g/files/upcbnu1886/files/Zoom%20Instructions%20for%20Parents.pdf>
- [Zoom instructions for monitors](#)
 - <https://familyvio.csw.fsu.edu/sites/g/files/upcbnu1886/files/Zoom%20Instructions%20for%20Monitors.pdf>
- [Virtual Visitation Activity Ideas](#)
 - <https://familyvio.csw.fsu.edu/sites/g/files/upcbnu1886/files/documents/Virtual%20Visitation%20Ideas.pdf>
-

DRAFT

Using Zoom for a virtual visit for parent and child interactions

The general description below is offered by the Clearinghouse to discuss with your local experts and team. There is currently no research to dictate what is best practice for virtual visits. (updated 4-1-2020)

Steps to prepare

1. All parties must thoroughly familiarize themselves with Zoom (or some other online platform) in order to conduct a virtual visit. Several test-runs should be attempted before any real visit.
2. The visitation program should consider purchasing a subscription. The versions offered for free do not have all the same features as the subscription. For example: the option to record visits is only offered on the purchased version of the application in Zoom.
3. Supervisors must let the visiting parents and custodial parents know they are being recorded before the visit begins.
4. The visitation program staff must be familiar with the risks in each case.
5. The staff must also be thoroughly trained in safety issues.
6. The visitation program must conduct an intake interview with the custodial parent and visiting parent to ensure parents know how to connect to Zoom and understand its limitations as well as to agree to all of the safety restrictions established by the program.
7. Visits in the morning before 10:30 and after 5:30 may be clearer and have less electronic glitches caused by a crowded internet.
8. The monitor should have a plan for the visit, depending on the child's age and any special issues. Generally, younger children will have shorter attention spans. So they can have more frequent visits.
9. All visiting parents should be provided with help to engage their child during the visit time. This includes suggested activities, games, etc. to use when the visiting parent needs assistance. The Clearinghouse has created multiple handouts by age group to provide to parents. Talk to the visiting parent about this. At first, the visiting parent may

reject such assistance. But as time goes by, it may become difficult for her/him to come up with things to talk about.

10. Among the features that need to be enabled and disabled, supervisory staff should be aware of the following
 - a. Turn off the screen sharing
 - b. Turn off chat function
 - c. Turn on the control that allows the monitor/supervisor to put either party on hold during the visit. This allows the monitor to speak directly and privately to only one party.
 - d. If either party needs to speak to the supervisor directly, the supervisor can use the "HOLD" option to speak to whomever they need in a private manner.
 - e. Turn off sharing of phone numbers, locations and IP addresses for all parties participating.
 - f. Custodial and visiting parents are to join the video through an email link sent to them separately, as to prevent the sharing of the parties' information between them.
 - g. Child (with assistance of custodian) joins 5 or 10 minutes before the dictated time to allow the custodial parents to prepare the electronics and the child.
 - h. After the child and custodial parents have joined, the supervisor sends the link to the visiting party.
 - i. Supervisor can change their background so neither party can see where they are.
 - j. If the visiting parties have any safety concerns they can change their backgrounds as well.
 - k. Backgrounds can be changed by all parties while using their mobile phone, laptop or desktop computer.
 - l. Supervisor needs to remain vigilant and listen to everything being said and watch the visit.
 - m. If parent needs to be redirected the monitor/supervisor can mute the parents to prevent the child from hearing them.

Other considerations

- Custodial parents and supervisors will have more control during the Zoom visits than during in-person visits. For example, supervisors and custodial parents will be able to hear what the child and parents are saying.
 - Custodial parents can be asked to allow the child to wear headphones (earphones) which can prevent the custodial parents from hearing what the visiting party is saying.
- There is no way to prevent parents from taking screenshots of the child or using the features on their cell phone to record the audio portion of the visit. However, you can make it clear to the parents that it is prohibited.

Orientation information

1. Programs can tell custodial parents that children cannot move around the house because the environment has to be controlled. Same with the visiting parent. That is up to the program.
2. Both parents must be informed that no other person can be part of the chats OR on the screen.

Procedure: Before visit, Monitor sends link to custodial – custodian sets up visit – monitor then sends link to connect visiting parent – visit is closely monitored – monitor disconnects call at end of visit.

The reason the link is sent at the last minute to the visitor is to keep the visitor from hearing the custodian preparing the visit

Ground Rules for Parents in Virtual Visits

1. Be on time. We promise to start and end the visits according to the times scheduled. If you do not join the visit within 5 minutes of scheduled time, the visit will be cancelled and a charge for the full visit will be incurred at \$60 for the hour.
2. Be considerate. Be considerate of the other parent's privacy of their home. The parent who is currently with the child should have the child/children in a room with no distractions.
3. Earbuds. Child/children will wear earbuds or headphones during the visit (optional)
4. Be prepared. Be prepared to interact with your child. Have multiple activities to do together virtually. Please have these activities already planned before the visit. The Clearinghouse on Supervised Visitation has a list of suggestions that can be found online. (See attachments)
5. When you are the visiting parent: Do not multitask. Stay mentally and physically present. It is easy to get distracted on a virtual visit, but our objective is important and we need your full attention in order for you to remain child focused and to meet the goals of the visit. Eating is also a distraction, so please eat before or after the visit. Remember, you are in this visit because of a court order.
6. It is the parent's responsibility to keep the visit going. Although the Supervision Specialist can assist the parent, it is not the responsibility of the Supervision Specialist to interact with the child and keep the child's attention.
7. Choose a quiet location: Background noise disrupts the visit and might prevent us from hearing the information that we need. Choose a quiet location – away from pets, other people or any distractions etc. Turn off the TV and any music.
8. Nobody else in visit. Please remember that no one else can be present while you are participating in the court ordered virtual visit. The same rule is listed in the contract. No one else may be in the visit unless they are named in the court order or are PRE APPROVED by the visitation program's administrative office.

9. No driving or walking around or laying down. Your safety is important to us. You cannot be distracted while in a visit. This includes laying down in bed or on a couch.

No Call Waiting. If using your cellphone, please disable your "Call Waiting" feature. The clicking noise you hear on your phone when another call comes in can also be heard by the Supervision Specialist and will be distracting.

10. Do not put this visit call on "Hold". If your hold feature plays background music [and many do] and you leave the conference to answer another line or talk to someone else, the hold music will play and will disrupt the visit. Please do not take another call or we will have to end the visit.

11. All visits may be recorded by the program. The Supervision Specialist will document as usual, providing an objective "picture" of what happens in the visit as well as record audio for our files. Neither parent may record audio or video, or take screenshots during these virtual visits.

12. Supervision Specialist may terminate visits at any time

DRAFT

IN THE CIRCUIT COURT,
_____ JUDICIAL CIRCUIT, IN AND FOR
_____ COUNTY, FLORIDA
CASE NUMBER: _____
DIVISION: _____

In the Interest of _____
D.O.B. _____

ORDER FOR SUPERVISED VISITATION IN DEPENDENCY CASES

PURSUANT TO FLORIDA STATUTES, the Court hereby orders as follows:

1. There have been (circle one) findings or allegations of (check one or more of the following)

- child abuse child neglect abandonment
 other: _____

2. Check one: The mother _____ and/or the father _____
and/or other is/are hereby ordered to use the Visitation Program with the following minor children:

- a. _____ d/o/b: _____
b. _____ d/o/b: _____
c. _____ d/o/b: _____
d. _____ d/o/b: _____
e. _____ d/o/b: _____

3. Within _____ days the Child Protective Investigator or the Dependency Caseworker or case/care manager will provide to the supervised visitation program a completed Standard Program Referral Form.

4. The frequency and length of the visits will be pursuant to Program policies or _____
_____ subject to the availability of program resources.

5. Transportation:

- a. DCF/Sheriff's Department will transport, or arrange for the transport of the child.
b. The Community Based Care agency will transport, or arrange for the transport.
c. Other: _____

6. The Policies and Procedures of the Visitation Program are hereby incorporated by reference into this Order and the parties are ordered to comply with all rules, regulations and policies of the program.

7. The child protective investigator, or dependency case worker/care manager shall contact the program at (phone number) _____ within three days of the hearing at which supervised visitation is ordered to schedule an intake/orientation for the visiting parent. No visitation will occur until the visiting parent(s) have completed an intake/orientation.

8. The program may decline to accept a case, and may suspend or terminate an open case, for the following reasons:

- a. The case will place or places an undue demand on the program's resources;
- b. One or both of the parents have failed to comply with the visitation agreement, the directives of the visit supervisor, or the Court's Order;
- c. Safety issues cannot be effectively addressed by the program.

9. Written notification shall be provided to the Court and to the case worker/case manager if any case is declined, suspended, or terminated.

10. The non-custodial parent shall not remove the child(ren) from the premises of the Supervised Visitation Program without program/court authorization from the supervised visitation program. Should the noncustodial parent (or another person acting on his behalf) do so, law enforcement authorities including, but not limited to the [local police and sheriff's office], are hereby directed and authorized to use all reasonable means necessary to return the child(ren) to the Custodian of Record.

11. Special considerations: _____

12. Supervised Visitation Program Reports will be provided to the Court/Case manager (circle one) every six months or as follows: _____.

13. In the event of a major disruption, remote or virtual contact may substitute in-person visitation. The parent is ordered to follow the policies and procedures of the Visitation Program.

DONE AND ORDERED at _____ Florida on the
day of _____, 20_____.

CIRCUIT JUDGE

Copies to:

Program

Petitioner

Respondent

By order of this Court, pursuant to §§ 39.0132(4)(a), 39.0139(4) & (5), and 39.814(4), this order on Supervised Visitation may be provided only to the parties to the case and to the visitation center at which the court ordered visitation is to occur. Further dissemination is prohibited.

DRAFT

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FAMILY DISASTER PLAN

Name: _____ Date: _____

It is recommended that every employee of the judicial branch have a personalized Family Disaster Plan. Families can - and do - cope with disaster by preparing in advance and working together as a team. Follow the steps listed in this document to create your family's disaster plan. Knowing what to do is your best protection and your responsibility.

4 STEPS OF SAFETY

1. Find Out What Can Happen To You

Contact your local emergency management or civil defense office and American Red Cross chapter – be prepared to take notes:

LOCAL OFFICE:	ENTER TELEPHONE NUMBER HERE:
Emergency Management Office	
American Red Cross Chapter	
FEMA Region IV Office (serving FL)	(770) 220-5224

Ask what types of disasters are most likely to happen. Request information on how to prepare for each.

Learn about your community's warning signals: what they sound like and what you should do when you hear them.

Ask about animal care after disaster. Animals may not be allowed inside emergency shelters due to health regulations.

Find out how to help elderly or disabled persons, if needed.

Next, find out about the disaster plans at your workplace, your children's school or daycare center and other places where your family spends time.

2. Create a Disaster Plan

Meet with your family and discuss why you need to prepare for disaster. Explain the dangers of fire, severe weather and other disasters to children. Plan to share responsibilities and work together as a team.

Discuss the types of disasters that are most likely to happen. Explain what to do in each case.

Pick two places to meet: Right outside your home in case of a sudden emergency, like a fire. Outside your neighborhood in case you can't return home. Everyone must know the address and phone number.

Ask an out-of-state friend to be your "family contact." After a disaster, it is often easier to call long distance. Other family members should call this person and tell them where they are. Everyone must know your contact's phone number.

Discuss what to do in an evacuation.

Plan how to take care of your pets.

3. Complete This Checklist

Post emergency telephone numbers by phones (fire, police, ambulance, etc.).

Teach children how and when to call 911 or your local Emergency Medical Services number for emergency help.

Show each family member how and when to turn off the water, gas and electricity at the main switches.

Check if you have adequate insurance coverage.

Teach each family member how to use the fire extinguisher (ABC type), and show them where it's kept.

Install smoke detectors on each level of your home, especially near bedrooms.

Conduct a home hazard hunt.

Stock emergency supplies and assemble a Disaster Supplies Kit.

Take a Red Cross first aid and CPR class.

Determine the best escape routes from your home. Find two ways out of each room.

Find the safe spots in your home for each type of disaster.

4. Practice and Maintain Your Plan

Quiz your kids every six months so they remember what to do.

Conduct fire and emergency evacuation drills.

Replace stored water every three months and stored food every six months.

Test and recharge your fire extinguisher according to manufacturer's instructions.

Test your smoke detectors monthly and change the batteries at least once a year.

EMERGENCY PREPAREDNESS

Learn how to protect yourself and cope with disaster by planning ahead. Take these things into consideration when preparing your Family Disaster Plan.

Emergency Supplies

Keep enough supplies in your home to meet your needs for at least three days. Assemble a Disaster Supplies Kit with items you may need in an evacuation. Store these supplies in sturdy, easy-to-carry containers such as backpacks, duffle bags or covered trash containers.

Include:

A three-day supply of water (one gallon per person per day) and food that won't spoil.

One change of clothing and footwear per person, and one blanket or sleeping bag per person.

A first aid kit that includes your family's prescription medications.

Emergency tools including a battery-powered radio, flashlight and plenty of extra batteries.

An extra set of car keys and a credit card, cash or traveler's checks.

Sanitation supplies.

Special items for infant, elderly or disabled family members.

An extra pair of glasses.

Keep important family documents in a waterproof container. Keep a smaller kit in the trunk of your car.

Vehicles with full gas tanks.

Pet care items.

Duct tape and plastic sheeting.

Evacuation Plan

Evacuate immediately if told to do so.

Listen to your battery-powered radio and follow the instructions of local emergency officials.

Wear protective clothing and sturdy shoes.

Take your family disaster supplies kit.

Lock your home.

Use travel routes specified by local authorities--don't use shortcuts because certain areas may be impassable or dangerous.

If you're sure you have time:

Shut off water, gas and electricity before leaving, if instructed to do so.

Post a note telling others when you left and where you are going.

Make arrangements for your pets.

Home Hazard Hunt

During a disaster, ordinary objects in your home can cause injury or damage. Anything that can move, fall, break or cause a fire is a home hazard. For example, a hot water heater or a bookshelf can fall. Inspect your home at least once a year and fix potential hazards. Contact your local fire department to learn about home fire hazards.

Utilities

Locate the main electric fuse box, water service main, and natural gas main. Learn how and when to turn these utilities off. Teach all responsible family members. Keep necessary tools near gas and water shut-off valves.

Remember, turn off the utilities only if you suspect the lines are damaged or if you are instructed to do so. *If you turn the gas off, you will need a professional to turn it back on.*

Neighbors Helping Neighbors

Working with neighbors can save lives and property. Meet with your neighbors to plan how the neighborhood could work together after a disaster until help arrives. If you're a member of a neighborhood organization, such as a home association or crime watch group, introduce disaster preparedness as a new activity. Know your neighbors' special skills (e.g., medical, technical) and consider how you could help neighbors who have special needs, such as disabled and elderly persons. Make plans for childcare in case parents can't get home.

Have a Pet Plan

Make arrangements for your pets as part of your household disaster planning. If you must evacuate your home, it's always best to take your pets with you. For health and space reasons, pets will not be allowed in public emergency shelters. If, as a last resort, you have to leave your pets behind, make sure you have a plan to ensure their care. Contact your local animal shelter, humane society, veterinarian, or emergency management office for information on caring for pets in an emergency.

Find out if there will be any shelters set-up to take pets in an emergency. Also, see if your veterinarian will accept your pet in an emergency.

IF DISASTER STRIKES

Remain calm and patient. Put your plan into action.

CHECK FOR INJURIES

Give first aid and get help for seriously injured people.

LISTEN TO YOUR BATTERY POWERED RADIO FOR NEWS INSTRUCTIONS

Evacuate, if advised to do so. Wear protective clothing and sturdy shoes.

CHECK FOR DAMAGE IN YOUR HOME

Use flashlights. Do not light matches or turn on electrical switches, if you suspect damage.

Sniff for gas leaks, starting at the water heater. If you smell gas or suspect a leak, turn off the main gas valve, open windows, and get everyone outside quickly.

Shut off any other damaged utilities. (You will need a professional to turn gas back on.)

Clean up spilled medicines, bleaches, gasoline, and other flammable liquids immediately.

REMEMBER TO...

Confine or secure your pets.

Call your family contact--do not use the telephone again unless it is a life-threatening emergency.

Check on your neighbors, especially elderly or disabled persons.

Make sure you have an adequate water supply in case service is cut off.

Stay away from downed power lines.

The contents of this document were taken from the Federal Emergency Management Agency's (FEMA) Community and Family Preparedness Program and the American Red Cross Community Disaster Education Program. For more information call you local American Red Cross Chapter and by calling FEMA 1-800-480-2520, or writing: FEMA, P.O. Box 2012, Jessup, MD 20794-2012. Publications are also available on the World Wide Web at: FEMA's Web site: <http://www.fema.gov> and American Red Cross Web site: <http://www.redcross.org>

EMPLOYEE EMERGENCY RECOVERY GUIDE

All employees should complete this form. This Recovery Guide is designed to provide information that will assist an assist the employee to stabilize their basic needs following an emergency.

Insurance Information		
Health Insurance	Policy Number	Telephone Number
Primary Care Physician:	Address:	Telephone Number:
Disability Insurance	Policy Number:	Telephone Number:
Life Insurance	Policy Number:	Telephone Number:
Other Insurance:	Policy Number:	Telephone Number:
Home Owners Insurance:	Policy Number:	Telephone Number:
Vehicle Insurance:	Policy Number:	Telephone Number:
Employer Information		
Employee Assistance Program:	Address:	Telephone Number:
Emergency Coordinating Officer:	Telephone Number:	
Emergency Hotline	Telephone Number:	

Community Services and Emergency Management Agencies		
American Red Cross	Telephone Number:	
County Emergency Management Office	Telephone Number:	
Florida Emergency Management Office	Telephone Number:	
Federal Emergency Management Agency:	Telephone Number:	
Other Agencies:	Telephone Number:	

Emergency Plan Form		
Out-of-State Contacts		
Name:	Address:	Telephone Number:
Local Contacts		
Name:	Address:	Telephone Number:
Nearest Relative		
Name:	Address:	Telephone Number:
Family Work Numbers		
Spouse	Parent	Other
Emergency Telephone Numbers		
Police:	Telephone Number:	
Fire:	Telephone Number	
Hospital	Telephone Number	
Family Physicians		
Name:	Telephone Number	
Name:	Telephone Number:	
Reunion Locations		
Outside your home:		
Other location if cannot return home:		

Agency Directory

County Sheriff	Telephone Number:
Police	Telephone Number:
Medical	Telephone Number:
Fire and Rescue	Telephone Number:
American Red Cross	Telephone Number:
County Emergency Management Office	Telephone Number:
Florida Emergency Management Office	Telephone Number:
Federal Emergency Management Agency:	Telephone Number:
Other Agency:	Telephone Number:
Other Agency:	Telephone Number:
Other Agency:	Telephone Number:

Affirmations and Motivational Phrases

Please use these affirmations and feel free to disseminate to your staff. You can cut out strips, roll the paper, and tie it with a ribbon if you want.

1. Nothing can stop me from achieving my dreams.
2. My contributions are valued and appreciated.
3. I have everything I need to succeed.
4. My goals are already being accomplished.
5. I handle change with ease.
6. I am dedicated.
7. I am a great leader.
8. I am enough.
9. I am doing a great job.
10. I am whole and complete.
11. I appreciate everything I have. I live in joy.
12. I am confident. I trust myself.
13. I am successful right now.
14. I am passionate. I am outrageously enthusiastic and inspire others.
15. I am optimistic. I believe things will always work out for the best.

16. I am focused and persistent. I will never quit.

17. I am competent, smart, and able.

18. I believe in myself.

19. I recognize the many good qualities I have.

20. Asking for help is a sign of strength not weakness.

21. I am always growing and developing.

22. Wherever you go, go with all your heart.

23. There is absolutely no innovation without failure.

24. Courage is contagious.

25. Daring leaders must care for and be connected to the people they lead.

26. Self-kindness is self-empathy.

27. Life doesn't give us purpose. We give life purpose.

28. Enthusiasm is common. Endurance is rare

29. The human capacity for burden is like bamboo- far more flexible than you'd ever believe at first glance.

30. Our greatest glory is not in never falling, but in rising every time we fall.

31. Persistence and resilience only come from having been given the chance to work through difficult problems.

32. Life is not about finding yourself. Life is about creating yourself.

33. Successful people may take breaks, but they don't quit.

