

Wednesday, February 16, 2022

12PM/11CT

Clearinghouse on Supervised Visitation Phone Conference/Webinar Agenda



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. **March Phone Conference Date Changed to MARCH 24TH, 2022**
4. **Reminder**—Keep copies of exercises and quizzes from Clearinghouse trainings in personnel files to show completion of trainings
5. Training: Effects of Trauma on Parenting
6. Stimulating Development in a Child with a Disability
7. Tips for Supporting Co-Workers
8. Deescalation Techniques

Choosing a Responsible Caregiver

Having children and raising them can be difficult. At times, parents may need assistance from family, friends, or babysitters to help raising/caring for children. It is vital for parents to choose responsible caregivers to look after their child. But what does choosing a responsible caregiver look like?

Rule of Thumb

It is necessary to understand that children of all ages can experience life-threatening situations/events when placed in the hands of irresponsible caregiver. It is important to know who you are hiring to help take care of your child.

Caregivers should not be left alone with your child:

- If the person is under the influence of drugs or alcohol
- If the person has anger issues, or can get angry over minor inconveniences
- If a person has little patience for natural things children do such as crying, or spilling something

(Department of Children and Families, 2021)

When a caregiver is assisting to the needs of your child, they should always be supervising and observing them in almost anything they do. Additionally, it is essential for the caregiver to be able to know how to react in the case of an emergency.

Questions to Ask Yourself as The Parent

As the parent, it is important to make a checklist or ask yourself questions that directly impact your child's needs. It is necessary to reflect and consider the following about your babysitter or caregiver:

- Do they handle guns, knives, or other weapons around your child?
- Do they drink alcohol or use drugs around your child?
- Do they make all the decisions for you or your child?
- Do they think it's funny to scare your child?
- Do they have bad/mean nicknames for your child?
- Do they overreact when your child breaks a rule or refuses to follow/listen?
- Do they show impatience, anger, or rage over small events?
- Do they expect your child to do things that can be unrealistic for their age?

If you have answered "yes" to any of the questions listed above, then the Department of Children and Families does not recommend you seeking assistance from the caregiver/babysitter.

Things To Do

It can be hard to know if the person you are leaving your child with is a right fit.

There are ways to work around this when you are unsure, especially when the caregiver is your partner, and you feel like you can trust them.

- Do a background check
- Check the Florida Department of Corrections Offender Information
- Check the Florida Sexual Offenders and Predators Database
- Ask close friends and family of their behaviors
- Ask for a resume and information of other jobs they have done with children

(Renee Irving Lee & Taylor, 2020)

Questions for Reflection

- How does this potential caregiver/babysitter **treat** women, men, and children?
- How does this potential caregiver/babysitter **talk** about other people, including children?
- How does this potential caregiver/babysitter **treat** people in their family system such as siblings, nephews, nieces, cousins, friends, and more?
- How does this potential caregiver/babysitter **treat** their own children if they have any?
- How does this potential caregiver/babysitter **treat** their former partners or lovers?
- How does this potential caregiver/babysitter **talk** about their former lovers or partners?
- How does this potential caregiver/babysitter **talk** about their family system that includes young children?

(Renee Irving Lee & Taylor, 2020)

Oftentimes, people are unsure about making the right decision by just speaking with someone. Therefore, it is helpful to do your own searches of information, or ask help from a police officer or other professionals to help you do this search like teachers, social workers, etc.



Tips for Finding a Babysitter

Oftentimes, it can be difficult to find a babysitter to care for your child. It is not uncommon to struggle finding the right fit, and needing help is okay. Below are some tips on where to find a babysitter:

- Asking around the neighborhood
- Asking coworkers, or other people in your work
- Asking people around your community
- Asking friends, family or loved ones
- Posting flyers around coffeeshops, laundromats, restaurants, or other areas for babysitting needs
- Checking online or using social media platforms like Facebook or Instagram

Tips For Leaving Your Child	Tips For Returning to Your Child
<ul style="list-style-type: none">• Giving your contact information such as cell phone number or/and email• Giving an emergency contact information such as your parent, sibling, friend, neighbor, or someone else• Letting someone else within your family or close circle know they are being taken care of by the caregiver/babysitter• Letting your caregiver know what time you plan to return• Letting your caregiver know it is okay to call for help, or if anything occurs• Checking in as often as you can with your caregiver throughout the day/trip• Leaving assignments, games, or activities for your child to stay busy while with your caregiver• Leaving food or snacks that your child might need during your time away• Showing your caregiver where the bathroom is and supplies in case of emergency• Discussing rules and behavioral expectations with your child before the caregiver/babysitter and child meet	<ul style="list-style-type: none">• What activities did the babysitter/caregiver and the child do?• Observe your child's appearance, condition, or behavior? Are they happy and calm?• Observe the common space and other areas of the home?• If your child is old enough, ask your child what they did while you were away?• If your child is old enough, ask your child if they enjoyed their time with the babysitter?• Asking the babysitter if there were any difficulties or issues during their time away?• If you are suspicious or worried, ask your neighbors or people nearby if they noticed anything strange or noise complaints?

Stimulating Development in a Child with a Disability

Importance of Stimulating Development

Children begin to learn about the world around them from the moment they are born. However, when a child's senses are impaired, their view of the world may become different and how they learn from their environment changes as well.

The World Health Organization suggests that one critical factor in child development is that children receive nurturing care. This ensures that a child's environment is focused on their needs, including good health, adequate nutrition, security and safety, and opportunities for early learning.

(The London School of Hygiene & Tropical Medicine, n.d.)

In addition, frequent and consistent stimulation in the early years is vital. Not only is this ensuring that the brain develops to its full potential, but this can help children better understand about the world around them.

(The Ounce of Prevention Fund of Florida, n.d.)

Development in a Child

There are five different areas of development in a child, and each area of development plays its own role as a child starts to grow. It is important to be aware of the different areas of development so that supervised visitation monitors can help parents to practice stimulating development in each area. The five areas of development are: Cognitive, Language, Social and Emotional, Physical, and Approaches to Learning.

Areas of Development in a Child

Area of Development	Description
COGNITIVE	How children think, learn, understand, solve problems, and remember
LANGUAGE	How children learn to speak sounds and words and use body language to communicate with others. This area also includes how children learn to understand these types of communication from others.
SOCIAL AND EMOTIONAL	How children learn to develop relationships and cooperate with family, friends, and teachers. This is how children learn to express, understand, and manage emotions, as well as respond to the emotions of others.
PHYSICAL	How children learn to move and use their muscles. This can be separated into large motor skills (such as stand, walk, and change positions) and small motor skills (such as using hand muscles to eat, dress, or draw.)
APPROACHES TO LEARNING	How children are interested in learning and take part in learning activities. This also includes how they demonstrate confidence, curiosity, and creativity in interactions and play.

Stimulating Activities for Children with Disabilities

Since there are different areas of development in children, it is important that supervised visitation monitors can guide parents in the many ways that stimulation can aid in the relating area of development. It is important to keep in mind a lot of stimulation develops from play

10 Stimulating Activities

	Place a variety of toys on a flat surface. Try sensory toys with different shapes and sounds.
	Make up a game using a ball. Decide the best way to play with hands and feet depending on the mobility of the child.
	Let the child help prepare food in the kitchen. Depending on their interest and ability, the child can help or can mimic the actions with other supplies.
	Let the child use or discover their artistic and creative abilities. Coloring, drawing, or finger painting are fun options.
	Read books together in a comfortable position. Another option is going through family photo albums and pointing to familiar faces.
	Make a tray of water or sand and allow the child to play with different textures.
	Play with dough and use molds to have fun cutting and making shapes.
	Spend quiet time playing puzzles or making shapes with wood blocks. Another option can be looking through alphabet cards or word cards.
	Sing, dance, and make noise with your child. Homemade instruments can allow a child to create a new rhythm and sound.

(UNICEF, n.d.)

Tips for Parents

1. Focus on a child's abilities. You can use a child's abilities to assist the areas they have the most challenges with.
2. Focus on what your child is communicating. Even if a child cannot verbally speak, you can learn their communication whether they are smiling or crying.
3. Children are stimulated by everything in their environment. Sounds, interactions, and smiles. Spend time talking with them and explaining in simple language about their environment. Tell the child what you are doing when you are moving them around.
4. Read to them, show them pictures, hug them, and play with them. Children will respond with laughter and smiles. If the child does not like the play that you are doing, they will let you know through body language or verbal language.
5. Allow siblings to play with the child.
6. You may feel comfortable joining a support group to be a part of a community that shares similar qualities.

(Samms-Vaughan, 2019)

Reminders for Parents

1. Your child is a person first, always.
2. Don't let the labels get you down.
3. Disability does not mean that your child cannot learn or be educated with peers who do not have a disability.
4. Learn as much as you can about your child's disability.
5. You know your child best. Does what you're learning "fit" your knowledge of your child? Take information that fits your child, sounds like your child, or might be helpful to your child.
6. You are not alone.

(Center for Parent Information and Resources, 2019)



References

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Tips for Supporting Co-workers in the Field: Vicarious Trauma

REACHING OUT

- "You haven't seemed like yourself lately; is there anything you'd like to talk about?"
- "I heard about your case, and I wanted to check in to see how you were handling things?"



you
can

AFFIRMATIONS

- "It is clear that you deeply care about your clients, and it's okay that you are feeling sad right now."
- "You showed a lot of strength during that difficult situation."

REFLECTIVE LISTENING

- "It sounds like this was a very difficult experience for you. What can I do to help?"
- "What I hear you saying is that you're really struggling right now. How can I better support you?"



CREATE A SAFE ENVIRONMENT

- "I'm here for you whenever you feel like you need to talk to someone."
- "I have found our Employee Assistance Program to be very helpful during difficult times. Here is their number."
- "I will research more about this to help you."



DE-ESCALATION TECHNIQUES

- 1.** Be empathic and nonjudgmental
- 2.** Respect the individual's personal space
- 3.** Maintain non-threatening body language
- 4.** Be mindful of your emotions
- 5.** Allow the client to explore their feelings
- 6.** Avoid challenging questions
- 7.** Give simple, clear instructions
- 8.** Be flexible when addressing the client's needs
- 9.** Give the client time to think about the situation and make a decision



TECHNIQUES TO PREVENT ESCALATION

Treat clients with respect

Be willing to listen

Consider client's circumstances

Be self-aware of reactions

Communicate in a calm manner

Value collaboration with clients

Respond using "I" statements

Avoid promises that cannot be kept

"SO WHAT I
HEAR YOU
SAYING IS..."

"ITS BEEN
VERY
DIFFICULT
FOR ME"

"HOW DOES
THAT MAKE
YOU FEEL?"

"YOU ARE FREE
TO SHARE
ANYTHING
WITH ME"





Questions?
Contact the Clearinghouse at
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