Making Meaningful Connections

2015 Prevention Resource Guide

DEPARTMENT OF HEALTH & HUMAN SERVICES

ADMINISTRATION FOR CHILDREN AND FAMILIES
Administration on Children, Youth and Families
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Dear Colleagues:

I am excited to introduce the *2015 Prevention Resource Guide: Making Meaningful Connections*. This resource guide has become one of the Children's Bureau's most anticipated publications each year, offering trusted information, strategies, and resources to help communities support and strengthen families, protect children, and promote well-being for children and youth.

This Resource Guide is the product of a collaboration among the U.S. Department of Health and Human Services' Children's Bureau, Office on Child Abuse and Neglect, its Child Welfare Information Gateway, the FRIENDS National Center for Community-Based Child Abuse Prevention, and the Center for the Study of Social Policy—Strengthening Families. Its contents are informed by input from more than 35 National Child Abuse Prevention Partners as well as our colleagues on the Federal Interagency Work Group on Child Abuse and Neglect.

The involvement of our many partners is critical because this issue affects us all. The problems that children develop due to child abuse and neglect have negative impacts that ripple across the lifespan, affecting children's chances to succeed in school, work, and relationships. The Children's Bureau supports the promotion of meaningful and measurable changes in children's social and emotional well-being and recently completed work on the development of the Administration on Children, Youth and Families (ACYF) protective factors conceptual model.

The 2015 Resource Guide plays an important role in these efforts—offering support to service providers as they work with parents, caregivers, and their children to prevent child maltreatment and promote social and emotional well-being. To do so, the Resource Guide focuses on protective factors that build family strengths and promote optimal child and youth development. Information about protective factors is augmented with tools and strategies that help providers integrate the factors into community programs and systems. Agencies, policymakers, advocates, service providers, parents, and other community members will find resources in this book to help them promote these important elements within their communities and families.

It has been proven that effective early prevention efforts are less costly to our nation and to individuals than trying to fix the adverse effects of child maltreatment. This Resource Guide provides many strategies to support communities in their efforts to prevent child abuse and promote well-being. We thank you for participating in this important effort and for the work you do each day to build promising futures for our nation's children.

/s/

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About the Resource Guide

This Resource Guide was developed to support service providers in their work with parents, caregivers, and their children to prevent child abuse and neglect and promote child and family well-being. It was created by the U.S. Department of Health and Human Services, Children's Bureau, Office on Child Abuse and Neglect, its Child Welfare Information Gateway, the FRIENDS National Center for Community-Based Child Abuse Prevention, and the Center for the Study of Social Policy—Strengthening Families. The resources featured represent the work of a broad-based partnership of national organizations, Federal partners, and parents committed to strengthening families and communities.

What's Inside

The Resource Guide was created primarily to support community-based child abuse prevention professionals who work to prevent child maltreatment and promote well-being. However, others including policymakers, parent educators, family support workers, health-care providers, program administrators, teachers, child care providers, mentors, and clergy also may find the resources useful.

Resources include:

Chapter 1: Approaches to Promoting Well-Being—Information about protective factors that help reduce child abuse and neglect, established protective factors approaches, and how State and local agencies are implementing protective factors approaches to create lasting change in how communities support families.

Chapter 2: Working With Families Using the Protective Factors—Detailed information about six protective factors for preventing child maltreatment and tips for infusing them into programs and direct practice with families and children. At the end of this chapter, sample scenarios illustrate how multiple protective factors support and strengthen families who are experiencing stress.

Chapter 3: Using Protective Factors as a Framework for Your Community Partnership—Strategies to help build community awareness and support the development of broad-based, meaningful community partnerships.

Chapter 4: Protecting Children—Information about why child abuse occurs, risk factors, consequences, identifying and reporting maltreatment, supporting parents and children with a history of trauma, and how to identify and respond to human trafficking.

Chapter 5: Tip Sheets for Parents and Caregivers—Strength-based tip sheets on specific parenting topics that can be used in discussions or visits with caregivers, and calendars of activities to help parents, programs, and community partners recognize National Child Abuse Prevention Month.

Chapter 6: Resources—Contact information for private and Federal partners working nationally to strengthen families.

Many more resources for strengthening families are available from the national organizations and Federal partners listed in our resource directory in Chapter 6 or on the Child Welfare Information Gateway website at https://www.childwelfare.gov/topics/preventing/overview/relatedorgs/.

Suggested Uses for the Resource Guide

- Distribute copies to key community partners working with children and families, including child welfare agencies, child advocacy centers, public health agencies, child care centers, family therapists, media representatives, schools, faith communities, and policymakers.
- Use the Resource Guide as a topic for discussion at an upcoming meeting of your family-strengthening community partnership.
- Make copies of the parenting tip sheets (Chapter 5) for use in parent education classes or parent support groups.
- Provide copies of this Guide to those who regularly offer training to family support workers in your community.
- Use the information in the Resource Guide and in the online media kit when developing your own media kits, press releases, and other public awareness tools.
- Make the information available to those in your community who are writing grants to support family-strengthening work.

Please let us know how you are using this year's Resource Guide and how we can better meet your needs! Take our brief survey at the end of this Guide, or by visiting the following URL: http://www.surveygizmo.com/s3/1847101/PDF-Link

On the Web

The Child Welfare Information Gateway website provides links to resources and information about child abuse prevention, family strengthening, family-centered practice, family support, family preservation services, and many related topics. Throughout the Resource Guide, links to related Information Gateway webpages will provide you with a wealth of additional information: https://www.childwelfare.gov

This Resource Guide can be ordered or downloaded from the Preventing Child Abuse and Neglect section of the Child Welfare Information Gateway website. Also available on the website are an online media toolkit, video gallery, and downloadable logos and graphics that may be used to customize Child Abuse Prevention Month resources for local communities: https://www.childwelfare.gov/topics/preventing/preventionmonth/

The FRIENDS National Center for Community-Based Child Abuse Prevention website offers information about the Child Abuse Prevention and Treatment Act (CAPTA), community-based child abuse prevention priorities, State Lead Agencies, outcome accountability, parent leadership, and other important topics. Also available on the site are an evaluation toolkit, archived teleconferences, a link to the FRIENDS Online Training Center, and downloadable factsheets, learning tools, and publications: http://www.friendsnrc.org

The Center for the Study of Social Policy (CSSP) coordinates the national Strengthening Families initiative, which is being implemented in more than 30 States. Strengthening Families engages early childhood programs and a diverse group of partners in preventing child abuse and neglect by building five research-based protective factors that are shown to correlate with reduced incidence of child abuse and neglect. The Strengthening Families National Network provides tools, peer support, technical assistance, and other resources for States implementing Strengthening Families: http://www.strengtheningfamilies.net

Chapter 1: Approaches to Promoting Well-Being

Protective Factors

Protective factors are conditions or attributes of individuals, families, communities, or the larger society that reduce or eliminate risk and promote healthy development and well-being of children and families. These factors help ensure that children and youth function well at home, in school, at work, and in the community, today and into adulthood. Protective factors also can serve as buffers, helping parents who might otherwise be at risk of abusing their children to find resources, supports, or coping strategies that allow them to parent effectively, even under stress.

Research has found that successful interventions must both reduce risk factors and promote protective factors to ensure child and family well-being. There is growing interest in understanding the complex ways in which these risk and protective factors interact within the context of a child's family, community, and society to affect both the incidence and consequences of child abuse and neglect.

Established Protective Factors Approaches

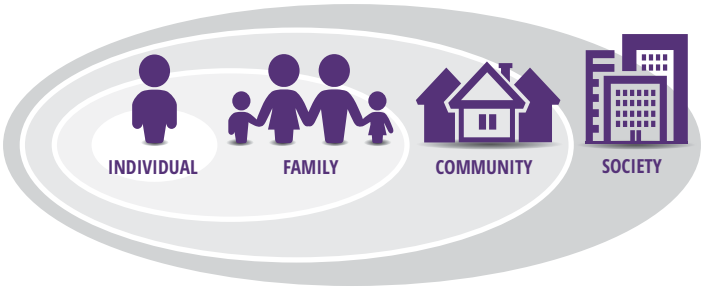
There are many protective factors approaches in development and use by various agencies, programs, and practitioners who seek to prevent child abuse and neglect and promote child well-being. While some approaches are more grounded in research than others, there is no single "right way" to talk about protective factors. The most important message is that focusing on protective factors is critical and sorely needed for the prevention of child maltreatment and promotion of child and family well-being.

This chapter highlights approaches developed by the Centers for Disease Control and Prevention (CDC), the Center for the Study of Social Policy (CSSP), and the Administration on Children, Youth and Families (ACYF). Key differences among these approaches include the following:

- **Populations of focus.** The ACYF conceptual model focuses on specific in-risk populations, whereas the other approaches are based on research on general at-risk populations.
- **Domains of the social ecology.** Social ecological theory examines how individuals exist within and are shaped by their individual characteristics, families and other relationships, their communities, and society as a whole. All approaches define their protective factors in ways that apply across the social ecology; however, the parts that are emphasized vary depending on how the protective factors were studied for different populations.

Despite these differences, there are strong similarities and alignments across the approaches. The overarching goal of these approaches is the same: promotion of child, youth, and family well-being. Other similarities include the following:

Social Ecological Model for Preventing and Responding to Child Maltreatment



- They are research informed and have been reviewed by experts.
- They describe positive conditions or attributes of individuals, families, or communities that reduce risk factors and help to promote child, youth, or family well-being.
- They provide varying degrees of guidance for practical application in programming for families, children, or youth.
- They identify positive social connections, resilience, and social-emotional competence as specific protective factors.
- They can be used to inform policymakers, practitioners, and consumers.

Child Welfare Information Gateway has developed an issue brief, *Protective Factors Approaches in Child Welfare*, about how protective factors align across these four approaches. The issue brief is available on the Information Gateway website at https://www.childwelfare.gov/pubPDFs/protective_factors.pdf.

Essentials for Childhood

CDC's Essentials for Childhood model identifies the importance of safe, stable, and nurturing relationships and environments as key components in preventing child maltreatment. It then proposes strategies that communities can use to promote the types of relationships and environments that help children grow up to be healthy and productive citizens. The goals of Essentials for Childhood include the following:

- Raise awareness and commitment to promote safe, stable and nurturing relationships and environments and prevent child maltreatment.
- Use data to inform actions.
- Create the context for healthy children and families through norms change and programs.
- Create the context for healthy children and families through policies.

Information about Essentials for Childhood is available at http://www.cdc.gov/ViolencePrevention/childmaltreatment/essentials/index.html.

Strengthening Families™ and Youth Thrive™

Strengthening Families and Youth Thrive are protective factors frameworks developed by CSSP. The first focuses on families of young children (ages 0–5), and the other on youth ages 11–26. Each includes five factors:

Strengthening Families Protective Factors	Youth Thrive Protective and Promotive Factors
• Parental resilience • Social connections • Knowledge of parenting and child development • Concrete support in times of need • Social-emotional competence of children	• Youth resilience • Social connections • Knowledge of adolescent development • Concrete support in times of need • Cognitive and social-emotional competence in youth

Each protective factor is supported by research from several fields of study. The Strengthening Families framework includes a policy component for applying protective factors in practice settings across multiple service systems. The Youth Thrive framework describes how youth can be supported by parents and practitioners in ways that advance healthy development and well-being and reduce the impact of negative life experiences.

A detailed description of the Strengthening Families framework is available at http://www.cssp.org/reform/strengthening-families.

A detailed description of the Youth Thrive framework is available at http://www.cssp.org/reform/child-welfare/youth-thrive.

ACYF Protective Factors Conceptual Model

ACYF's goal in completing a comprehensive literature review and developing the resulting conceptual model was to provide information that can be used to guide practice and policy approaches aimed at increasing protection; enhancing resilience; and promoting physical, mental, social, and emotional well-being for the children, youth, and families who are the focus of ACYF services. This includes five vulnerable populations: children and youth exposed to domestic violence, pregnant and parenting youth, runaway and homeless youth, victims of child abuse and neglect, and youth in or transitioning out of foster care.

These children are primarily in-risk (versus at-risk), so the focus of the literature review was to identify factors most salient for those already coping with adverse experiences and situations. Through an extensive review of available research, ACYF identified 10 protective factors with the strongest evidence for ACYF populations. These exist at multiple levels of the social ecology:

Individual Level

- Self-regulation skills
- Relational skills
- Problem-solving skills
- Involvement in positive activities

Relationship Level

- Parenting competencies
- Positive peers
- Caring adults

Community Level

- Positive community environment
- Positive school environment
- Economic opportunities

More information is available in the Prevention section of the website for Child Welfare Information Gateway at https://www.childwelfare.gov/topics/preventing/.

Protective Factors in This Guide

Since 2007, this Resource Guide has employed a protective factors framework adapted from the Strengthening Families framework developed by CSSP, with the addition of a sixth factor: nurturing and attachment.

Attachment refers to the relationship that develops as a result of a caregiver's sensitive attention to a child and the child's responses to the caregiver. A strong and secure emotional bond between children and their caregivers is critical for children's physical, social, and emotional development, including their ability to form trusting relationships and to exhibit positive behaviors. Helping parents learn and practice the nurturing skills that lead to strong, secure attachments is a well-supported pathway to positive outcomes for children.

While "nurturing and attachment" is not delineated as a separate protective factor within Strengthening Families, it is an implicit and valued component to the entire framework. Similarly, CDC's Essentials for Childhood promotes nurturing relationships on the societal level, while the ACYF protective factors conceptual model acknowledges the importance of nurturing and attachment in factors such as "relational skills," "parenting competencies," and "caring adults."

In this way, although different organizations use varying approaches to promote protective factors, it is clear that the various models and frameworks complement one another, and in fact overlap in many areas. This year's Resource Guide, while continuing to draw primarily from the Strengthening Families framework with the addition of nurturing and attachment, highlights elements from the CDC and ACYF efforts where synergies exist. By implementing a comprehensive protective factors approach, we move closer to a prevention-oriented society, where all sectors recognize the value of health and well-being for all individuals, families, and communities.

Implementing a Protective Factors Approach

Implementing a protective factors approach involves more than changes to individual practice. Programs, policies, and systems also must adapt in order to create incentives, capacity, and impetus for individual workers to take on a protective factors approach. The following are some of the ways that State and local agencies are implementing protective factors.

Parent Cafés and Community Cafés

Parent cafés and community cafés are important tools used to engage parents directly in building protective factors for themselves and their families. Adapted from the World Café (http://theworldcafe.com/), parent cafés and community cafés are structured, small-group conversations that bring parents together to discuss issues that are important to them.

Although they stem from the same model, there are some differences between parent cafés and community cafés, as illustrated in the following table.

The general approach is as follows:

- A casual café environment is created by setting up small tables (six or eight participants per table) and including food, tablecloths, flowers, and other accessories.
- Parents are invited to join conversations at these intimate café tables, where a trained parent leader leads the discussion, using carefully crafted questions.
- After a short period of time on the first question, the groups intermingle at new tables for a second question. Table hosts convey the key points from the previous group's conversation to help each conversation build on the last. Each session involves about three interrelated questions.

In many cases, cafés are offered in series. Café series provide an opportunity to build relationships among parents over time, and to engage them in thinking in a deeper and ongoing way about a particular issue.

	Parent Café	**Community Café**
Approach to building protective factors	The focus is directly on sharing information about and discussing the protective factors.	The focus is on using the protective factors to discuss an issue of concern to the community.
Café design	Cafés follow a set format to work through each of the protective factors.	Each café is designed by its hosts to address an issue of concern.
Local variation	There is room for local and cultural modifications within the structure.	Each café is different; cultural modifications are encouraged.
For more information	Be Strong Families: http://www.bestrongfamilies.net/build-protective factors/parent-cafes/	The Community Café: http://thecommunitycafe.com

Cafés are being implemented across the country in community centers, schools, early care and education programs, and other settings where parents and caregivers gather. For example:

- First Five of Alameda County, CA, partners with Oakland Parents Together to bring parent cafés to public schools in Oakland. Watch three parents share their stories of participating in these parent cafés at http://www.youtube.com/user/OakParentsTogether.
- In Wisconsin, Waukesha County's Department of Health and Human Services sponsors parent cafés that bring together foster parents, biological parents with open child welfare cases, and Head Start parents to participate in café conversations about the protective factors. Building on the success of these efforts, three additional Wisconsin counties began implementing parent cafés in 2013.
- Community cafés are being implemented in communities throughout Alaska with support from the Alaska Children's Trust Fund. Watch a video that describes the process and shows scenes from several cafés at http://www.ctfalliance.org/alaskavideo.htm.
- A number of States have used the café process to engage a broad range of parent leaders who have been trained as café hosts but also manage and lead the café process throughout the State.

Strengthening Families Self-Assessment

The Strengthening Families self-assessment is a simple tool to help programs identify practical changes that will enhance their ability to build protective factors. It was developed based on a yearlong study of exemplary program practice involving nearly 100 programs across the country. The self-assessment helps programs identify both their strengths and concrete, actionable areas where they can improve their practice. An online version of the self-assessment allows programs to track which items they have completed, where their program strengths and areas of focus are, and what action plans are in process.

The self-assessment is designed to be completed by a team that includes at least one parent, one staff member, and the program director. When team members complete the self-assessment on their own and bring it to a meeting, differences in perspective are revealed that can point the way to small but significant changes.

Programs have used the self-assessment in a variety of ways. For example:

- In one early care and education program, the director was surprised to learn through the self-assessment process that parents and staff members were not aware that she had many materials available to share about parenting and child development. In response, a brochure rack was placed in a common area, stocked with resources that had previously been in a file cabinet in the director's office. The materials increased parents' knowledge of parenting and child development and even became a catalyst for parents to connect with one another around common concerns, such as toddler tantrums.
- In several States, groups of early care and education center directors have come together to complete one section of the self-assessment at a time and discuss the strengths and areas for improvement they identified. Meeting regularly over time, they became a learning community, sharing their experiences implementing changes in their programs and supporting each other in continuing the work.

For more information, visit http://www.cssp.org/reform/strengthening-families/resources.

FRIENDS Protective Factors Survey

The FRIENDS Protective Factors Survey is a pre-post evaluation tool for use with caregivers receiving child maltreatment prevention services. It is a self-administered survey that measures protective factors in five areas: family functioning/resiliency, social support, concrete support, nurturing and attachment, and knowledge of parenting/child development.

The primary purpose of the Protective Factors Survey is to provide feedback to agencies for continuous improvement and evaluation purposes. The survey results are designed to help agencies measure changes in protective factors and identify areas where workers can focus on increasing individual family protective factors. For example:

- The Child and Family Services Agency (CFSA), Washington, DC, is using the Protective Factors Survey for ongoing evaluation and assessment with its parent education and support grantees. Findings thus far indicate an improvement in family functioning, decreased risk, and increased protective factors. CFSA will work with FRIENDS to analyze the program survey scores to determine whether program interventions were meaningful in achieving positive behavior change that enhances family protective factors.
- Since 2010, New York State Family Resource Centers, supported through the Community-Based Child Abuse Prevention (CBCAP) program, have administered the Protective Factors Survey to participants before and after receiving services. The survey has helped to demonstrate statistically significant improvements in family functioning among populations at historically greater risk for child maltreatment, including those with low incomes and less than a high school education.
- In Michigan, all direct service grants that are funded through the Children's Trust Fund (CTF) administer the Protective Factors Survey to program participants. Systematic use of the survey has improved CTF's ability to assess and report on participant outcomes from a diverse array of programs. In the last reporting period, improvements were seen across each subscale, with the greatest improvement in the area of family functioning.

For more information, visit http://friendsnrc.org/protective-factors-survey.

Online Protective Factors Training

Several organizations have developed training tools to support implementation of a protective factors approach. These include the following:

- The FRIENDS Online Learning Center is a resource designed to meet the demands of providing high-quality, subject-specific training that is free of charge for CBCAP State Lead Agencies, their grantees, and others. The Online Learning Center offers continuing education and professional development opportunities that are available 24 hours a day, 7 days a week. To learn more, visit http://friendsnrcelearning.org/.
- The National Alliance of Children's Trust and Prevention Funds offers a free online curriculum. Developed by the Alliance in partnership with members of the Alliance's Early Childhood Initiative and CSSP, "Bringing the Protective Factors Framework to Life in Your Work—A Resource for Action" includes seven 2-hour modules: an overview, one module for each protective factor, and a final "review and reflection" module.
  To learn more, visit http://learner.ctfalliance.org or contact info@ctfalliance.org.

Protective Factors Frameworks for Child Welfare Practice

A growing number of child welfare jurisdictions are adopting a protective factors approach for child welfare practice. These jurisdictions are looking at protective factors not just as a prevention strategy but as a framework for thinking about how they can work with caregivers in ways that enhance their ability to nurture and support the well-being of the children in their care and reduce the likelihood of future maltreatment.

For example, Connecticut has adopted a Strengthening Families practice model for its child welfare services. All families that are part of the Family Assessment Response track (an alternative response track for families where there is no immediate safety threat) are assessed not just for risk but also for protective factors. New training materials and guidance have been developed to support caseworkers in applying a protective factors approach in key aspects of casework practice.

A chart outlining the ways that other States are incorporating protective factors into their child welfare practice can be found on the CSSP Strengthening Families website at http://www.cssp.org/reform/strengthening-families/2013/Protective Factors-In-Child-Welfare_States_Implementation.pdf.

A similar chart also is available for child abuse and neglect prevention at http://www.cssp.org/reform/strengthening-families/2013/Protective-Factors-In-CAN_States.pdf.

Chapter 2: Working With Families Using the Protective Factors

Nurturing and Attachment

Juggling the demands of work, home, and other responsibilities leaves many parents feeling like they do not have nearly enough time with their children. But even small acts of kindness, protection, and caring—a hug, a smile, or loving words—make a big difference to children. Research shows that babies who receive affection and nurturing from their parents (a relational-level protective factor) have the best chance of developing into children, teens, and adults who are happy, healthy, and possess individual-level protective factors such as relational, self-regulation, and problem-solving skills. Research also shows that a consistent relationship with caring adults in the early years of life is associated with better grades, healthier behaviors, more positive peer interactions, and an increased ability to cope with stress later in life.

Infant brains develop best when a few stable caregivers work to understand and meet the infant's need for love, affection, and stimulation. Conversely, neglectful and abusive parenting can have a negative effect on brain development. A lack of contact or interaction with a caregiver can change the infant's body chemistry, resulting in a reduction in the growth hormones essential for brain and heart development. Furthermore, children who lack early emotional attachments will have a difficult time relating to peers.

As children grow, nurturing by parents and other caregivers remains important for healthy physical and emotional development. Parents nurture their older children by making time to listen to them, being involved and interested in the child's school and other activities, staying aware of the child or teen's interests and friends, and being willing to advocate for the child when necessary.

How Programs Can Help

- Use parent education strategies (workshops, lending libraries) as opportunities to share information about how a strong parent-child bond enhances brain development and supports positive behavior in young children.
- Share resources available from your agency and throughout the community on how parents can nurture and connect with their children at every age.
- Engage and include all important adults in a child's life, including fathers, grandparents, and extended family, as part of a child's "nurturing network."
- Acknowledge cultural differences in how parents and children show affection.
- Recognize that when a child does not show a positive response to the parent (due to an emotional, developmental, or behavioral disability, for example), the parent may need additional support.

How Workers Can Help

Even a few minutes of quality time in the car, at the store, or while cooking dinner mean so much to a child. Your role as a partner with the parent is to model and acknowledge nurturing behaviors as parents make connections with their baby, child, or teen. You also can point out instances of positive interaction between parent and child to reinforce behavior.

Some parents have chosen to communicate the importance of nurturing and attachment this simply: "Our family shows how much we love each other."

In order to explore ...	Ask the parent ...
• How the parent observes and attends to the child • Specific play or stimulation behaviors	• How much time are you able to spend with your child or teen? • When you spend time with your child or teen, what do you like to do together? • How do you engage your child or teen during everyday activities (diapering, meals, driving in the car)? • What games or activities does your child or teen like?
• How the parent responds to the child's behavior	• What does your child or teen do when he/she is (sad, angry, tired)? • What happens when your child (cries for a long time, has a tantrum, wets the bed, skips school)?
• How the parent demonstrates affection • How the parent models caring behavior	• How do you show affection in your family? • How do you let your child know that you love him or her?
• How the parent recognizes accomplishments	• What are your child's greatest gifts and talents? • How do you encourage these talents? • What do you do when your child does something great?

FRIENDS has developed a comprehensive survey to help programs measure changes in families' protective factors for evaluation and continuous improvement purposes. For more information, visit http://friendsnrc.org/protective-factors-survey.

Knowledge of Parenting and Child Development

Parents who understand the usual course of child development are more likely to be able to provide their children with respectful communication, consistent rules and expectations, developmentally appropriate limits, and opportunities that promote independence. But no parent can be an expert on all aspects of infant, child, and teenage development or on the most effective ways to support a child at each stage. When parents are not aware of normal developmental milestones, interpret their child's behaviors in a negative way, or do not know how to respond to and effectively manage a child's behavior, they can become frustrated and may resort to harsh discipline.

As children grow, parents need to continue to foster their parenting competencies by learning about and responding to children's emerging needs. Information about child development and parenting may come from many sources, including extended families, cultural practices, media, formal parent education classes, or a positive school environment that supports parents. Interacting with other children of similar ages also helps parents better understand their own child. Observing other caregivers who use positive techniques for managing children's behavior provides an opportunity for parents to learn healthy alternatives.

Parenting styles need to be adjusted for each child's unique temperament and circumstances. Parents of children with special needs may benefit from additional coaching and support to reduce frustration and help them become the parents their children need.

How Programs Can Help

- Offer informal, daily interactions between parents and program staff, plus coaching from staff on specific developmental challenges when they arise (e.g., inconsolable crying, eating or sleeping problems, biting, sharing toys, lying, problems with peers).
- Educate staff on parenting and child development so that they can play a more effective role in coaching parents on these issues.
- Provide parent-child interaction training opportunities through classes or workshops that address topics parents request or that respond to current issues.
- Provide observation opportunities such as video monitors or windows into classrooms and outdoor space, where parents can watch their child interacting with other children and learn new techniques by observing staff.
- Give parents opportunities to participate in conversations with other parents about their own experiences as children and how they want to change their parenting.
- Offer a lending library of educational materials about parenting and child development.

How Workers Can Help

All parents have questions about raising their children, and they need timely answers and support from someone they trust. One way to describe this is simply to acknowledge, "Parenting is part natural and part learned."

Parents may feel more comfortable voicing concerns and exploring solutions when providers:

- Focus on the parents' own hopes and goals for their children.
- Help parents identify and build on their strengths in parenting.
- Model nurturing behavior by acknowledging frustrations and recognizing the parents' efforts.

In order to explore ...	Ask the parent ...
• The parent's view of his/her child's strengths	• What does your child do best? • What do you like about your child?
• How the parent views his/her own role	• What do you like about being a parent of an infant (preschooler, teenager)? • What are some of the things that you find challenging as a parent?
• How the parent observes and interprets the child's behavior	• What kinds of things make your child happy (frustrated, sad, angry)? • What does your child do when he or she is happy (frustrated, sad, angry)? • Why do you think your child (cries, eats slowly, says "no," breaks rules)?
• How the parent encourages positive behavior through praise and modeling	• How have you let your child know what you expect? • What happens when she/he does what you ask?
• Whether the parent can identify alternative solutions for addressing difficult behaviors • Community, cultural, and ethnic expectations and practices about parenting	• How have you seen other parents handle this? What would your parents have done in this situation? • How do you learn about parenting skills? • What teaching (discipline) methods work best for you? • How does your child respond?
• How the parent understands the child's development • Any parental concern that the child's behavior appears to be outside the normal range	• How do you learn about your child's development? • How do you think your child compares to other children his/her age? • Are there things that worry you about your child? • Have others expressed concern about your child's behavior?
• How the parent encourages healthy development	• How do you encourage your child to explore his/her surroundings, try new things, and do things on his/her own?

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Parental Resilience

Parents who can cope with the stresses of everyday life, as well as an occasional crisis, have resilience—the flexibility and inner strength to bounce back when things are not going well. Parents with resilience also know how to seek help in times of trouble. Their ability to deal with life's ups and downs serves as a model of coping behavior for their children. This can help children learn critical self-regulation and problem-solving skills (individual-level protective factors).

Multiple life stressors, such as a family history of abuse or neglect, physical and mental health problems, marital conflict, substance abuse, and domestic or community violence—and financial stressors such as unemployment, financial insecurity, and homelessness—can reduce a parent's capacity to cope effectively with the typical day-to-day stresses of raising children. Conversely, community-level protective factors—such as a positive community environment and economic opportunities—enhance parental resilience.

All parents have inner strengths or resources that can serve as a foundation for building their resilience. These may include faith, flexibility, humor, communication skills, problem-solving skills, mutually supportive caring relationships, or the ability to identify and access outside resources and services when needed. All of these qualities strengthen their capacity to parent effectively, and they can be nurtured and developed through concrete skill-building activities or through supportive interactions with others.

How Programs Can Help

- Hire or develop staff who can form and maintain trusting relationships with families, and provide opportunities for these relationships to flourish.
- Understand that mental health consultants are an integral part of the staff team, available to staff and to parents when additional support is needed.
- Train staff to observe and assess children for early signs of child or family distress and respond to children and their families with encouragement and support.
- Partner with resources in the community that help families manage stress and deal with crises, including programs that offer family-to-family help for personalized, sustained support, as well as services such as mental health counseling, substance abuse treatment, domestic violence programs, and self-help support groups.
- Provide resources to help parents understand the causes of stress and how it affects health, relationships, and family life.
- Teach parents concrete skills to prevent stress, such as planning and goal setting, anticipating difficulties, problem-solving, communication, and self-care.
- Link parents with resources for stress management, such as exercise opportunities, relaxation techniques, and venues for meditation or prayer.

How Workers Can Help

The word "resilience" will not be understood by all parents. Explore alternative ways of talking about these skills, for example, using an affirmation such as: "I have courage during stressful times or in a crisis."

By partnering with parents, you can help them pinpoint factors that contribute to their stresses, as well as the successful coping strategies they use and their personal, family, and community resources.

In order to explore ...	Ask the parent ...
• What the parent identifies as his or her coping strengths and resilience • The parent's strengths in parenting	• What helps you cope with everyday life? • Where do you draw your strength? • How does this help you in parenting?
• What the parent identifies as everyday stressors • Problem-solving skills • Stressors precipitated by crises	• What kinds of frustrations or worries do you deal with during the day? • How do you solve these everyday problems as they come up? • Has something happened recently that has made life more difficult?
• Impact of stress on parenting	• How are you able to meet your children's needs when you are dealing with stress? • How are your children reacting to (crisis)?
• How the parent communicates with his or her spouse or partner • Whether there is marital stress or conflict	• How do you and your spouse or partner communicate and support each other in times of stress? • What happens when you and your spouse or partner disagree?
• Needs that might be identified by a different family member (not all family members may identify the same needs) • Actions that a parent may need to take when additional needs are identified	• Are other family members experiencing stress or concern? • Has anyone in your family expressed concern about drug/alcohol abuse, domestic violence, or mental health issues? • What steps have you taken to address those concerns?
• Short-term supports (respite care, help with a new baby, help during an illness) • Long-term strategies (job training, marital counseling, religious or spiritual practices)	• What do you do to take care of yourself when you are stressed? • Do you have family or friends who help out from time to time? • Where in the community can you find help?
• The parent's ability to set and work toward personal goals	• What are your dreams (long-term goals) for yourself and your family? • What are your goals for your family or children in the next week (or month)? • What steps might you take toward those goals in the next week (or month)?

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Social Connections

Parents with a network of emotionally supportive friends, family, and neighbors often find that it is easier to care for their children and themselves. Most parents need people they can call on once in a while when they need a sympathetic listener, advice, or concrete support such as transportation or occasional child care. In other words, a positive community environment—and the parent's ability to participate effectively in his or her community—is an important protective factor. On the other hand, research has shown that parents who are isolated and have few social connections are at higher risk for child abuse and neglect.

Social connections support children in multiple ways. A parent's positive relationships give children access to other caring adults, a relationship-level protective factor that may include extended family members, mentors, or other members of the family's community. Parents' social interactions also model important relational skills for children and increase the likelihood that children will benefit from involvement in positive activities (individual-level factors). As children grow older, positive friendships and support from peers provide another important source of social connection.

Being new to a community, recently divorced, or a first-time parent makes a support network even more important. It may require extra effort for these families to build the new relationships they need. Some parents may need to develop self-confidence and social skills to expand their social networks. In the meantime, social connections also can come from other caring adults such as service providers, teachers, or advocates. Helping parents identify resources and/or providing opportunities for them to make connections within their neighborhoods or communities may encourage isolated parents to reach out. Often, opportunities exist within faith-based organizations, schools, hospitals, community centers, and other places where support groups or social groups meet.

How Programs Can Help

- Set aside a welcoming space for parents to mingle and talk. Provide coffee, snacks, or other "perks."
- Create opportunities for parents to plan social events that reflect their interests or culture.
- Use regular potluck dinners with parents and children to reach out to new parents and foster new friendships.
- Sponsor sports and outdoor activities for parents, including fathers.
- Provide classes and workshops on parenting, cooking, health, and other topics of interest.
- Create special outreach activities for fathers, grandparents, and other extended family members.
- Offer parents who seem interested specific suggestions, information, or services to help them make social connections.
- Offer resources to help parents overcome transportation, child care, and other barriers to participating in social activities.

How Workers Can Help

Identifying and building on parents' current or potential social connections, skills, abilities, and interests can be a great way to partner with them as they expand their social networks. For parents who have difficulty establishing and maintaining social connections, your discussion may help them identify what is holding them back.

Encourage parents to express goals regarding social connections in their own terms, such as, "I have friends and know at least one person who supports my parenting."

In order to explore ...	Ask the parent ...
• The parent's current social support system, including family, friends, and membership in any formal groups	• Do you have family members or friends nearby who help you out once in a while? • Do you belong to a church, temple, mosque, women's group, men's group? • Do you have a child in the local school or Head Start program?
• The parent's social skills and capacity to make and keep friends	• Do you find it easy or challenging to make friends? • Who can you call for advice or just to talk? • How often do you see them?
• The parent's desire for new friends and social connections	• What kinds of things do you like to do for fun or to relax? • Would you be interested in meeting some other moms and dads who also (have a new baby, have a teenager, like to cook, sing in a choir)?
• The parent's potential strengths and challenges in making social connections (including concerns such as the parent's language, comfort level in groups, access to babysitting and transportation, recent arrival in the community)	• What are some benefits of getting out or joining a group? • What kind of support would you need in order to be able to get out for an evening? • How does your spouse or partner help out so that you have some time with friends?
• Needs that might be met with better social connections (for instance, respite care, a sympathetic listener, a role model)	• Would it help you to have more friends or acquaintances to call about _____? • Would it help you to know other moms and dads who are dealing with _____?
• The parent's interest in starting or facilitating a community group	• What would it take to get a group of parents together to _____?

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Concrete Support for Families

Families whose basic needs (for food, clothing, housing, and transportation) are met have more time and energy to devote to their children's safety and well-being. When parents do not have steady financial resources, lack a stable living situation, lack health insurance, or face a family crisis (such as a natural disaster or the incarceration of a parent), their ability to support their children's healthy development may be at risk. Families whose economic opportunities are more limited may need assistance connecting to social service supports such as housing, alcohol and drug treatment, domestic violence counseling, or public benefits.

Partnering with parents to identify and access resources in the community may help prevent the stress that sometimes precipitates child maltreatment. Offering concrete supports also may help prevent the unintended neglect that sometimes occurs when parents are unable to provide for their children.

How Programs Can Help

- Connect parents to economic resources such as job training and social services.
- Serve as an access point for health care, child care subsidies, and other benefits.
- Provide for immediate needs through a closet with extra winter coats and a direct connection to a food pantry; facilitate help from other parents when appropriate.
- Help families access crisis services such as a battered women's shelter, mental health services, or substance abuse counseling by helping families make initial calls and appointments, assisting with transportation, and providing the name of a contact person in addition to a phone number.
- Link parents with service providers who speak their language or share a similar background, when available.
- Train staff to listen for family stress and initiate positive conversations about family needs.
- Let parents know about all available community resources, so they may select what is most appropriate for their needs.
- Develop processes for parents to share information about formal and informal resources that they find helpful.

When needed services do not exist in your community, work with parent-advocates and community leaders to help establish them. Parents who go public with their need usually find that they are not alone. The fact that a parent is willing to publicize a cause may mobilize the community. Parents who are new to advocacy may need help connecting with the media, businesses, funding, and other parts of the community to have their needs heard and identify solutions.

How Workers Can Help

Most parents are unlikely to use or identify with the words "concrete supports." Instead, they might express a goal such as, "My family can get help when we need it."

Working with parents to identify their most critical basic needs and locate concrete supports keeps the focus on family-driven solutions. As a partner with the family, your role may simply be to make referrals to the essential services, supports, and resources that parents say they need. Some parents might need additional support in identifying their needs, addressing their own feelings about asking for help, navigating eligibility requirements, or filling out forms.

In order to explore ...	Ask the parent ...
• The parent's view of the most immediate need	• What do you need to (stay in your house, keep your job, pay your heating bill)?
• Steps the parent has taken to deal with the problem	• How have you handled this? • Is this working? • Why or why not?
• Ways the family handles other problems • Current connections that might offer help for the new problem	• What has worked well in the past? • Are there community groups or local services that have been or might be able to offer assistance? • Do you belong to a faith community? Do you have a relationship with a pediatrician? Is your child enrolled at a local school?
• Other services and supports that would help the family	• Have you thought about_____(local program that provides housing or food)? • Did you know that_____provides (free job training, homework help, meals on weekends, low-cost child care)?
• The parent's desire and capacity to receive new services, including completing applications, keeping appointments, and committing to the solution process	• What has made it difficult for you to access services in the past? • What kind of help do you need to get to these appointments? • When would be a good time for me to give you a call to see how it's going?

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Social and Emotional Competence of Children

Children's emerging ability to form bonds and interact positively with others, self-regulate their emotions and behavior, communicate their feelings, and solve problems effectively has a positive impact on their relationships with their family, other adults, and peers. (Within the ACYF conceptual model, these are referred to as individual-level protective factors.) Parents and caregivers grow more responsive to children's needs—and less likely to feel stressed or frustrated—as children learn to tell parents what they need and how parental actions make them feel, rather than "acting out" difficult feelings.

On the other hand, children's challenging behaviors or delays in social-emotional development create extra stress for families. Parenting is more challenging when children do not or cannot respond positively to their parents' nurturing and affection. These children may be at greater risk for abuse. Identifying and working with children early to keep their development on track helps keep them safe and helps their parents facilitate their healthy development.

How Programs Can Help

- Use both structured curriculum and informal interaction to teach children to share, be respectful of others, and express themselves through language.
- Include discussions about the importance of feelings in programming for children and parents.
- Create and post a chart that describes which social and emotional skills children typically do and do not possess at different ages.
- Provide art programs that allow children to express themselves in ways other than words.
- Foster ongoing engagement and communication with parents about their children's social and emotional development and the actions the program is taking to facilitate it. Children often take home what they are learning at school.
- Encourage and provide opportunities for parents to share resources with each other and exchange ideas about how they promote their children's social and emotional development.
- Take timely action when there is a concern—this might include asking another experienced teacher or staff member to help observe a child, talking with the parent, or bringing in a consultant.

How Workers Can Help

As a partner with parents, your role may simply be to explore how parents perceive their children's social and emotional development and how that is affecting the parent-child relationship.

Not all parents will relate to the terms "social and emotional competence." They may choose to communicate its importance in terms of the desired outcomes: "My children feel loved, believe they matter, and can get along with others."

In order to explore ...	Ask the parent ...
• How the parent provides a safe and stable home and family environment that supports healthy social and emotional development	• How many people provide care for your baby or toddler? How well do you know them and how often do these people change? • What routines do you keep in caring for your young child? • All families experience conflict from time to time. What happens when there is conflict in your house? • How do you keep your child or teen safe at home? In your neighborhood or community?
• Whether the parent identifies any delays in social and emotional development • Where the parent might seek help for any concerns	• How does your child's ability to manage emotions and get along with others compare to other children his or her age? • Are your child's emotions ever hard for you to deal with? • Who might be able to answer your questions about your child's social and emotional development?
• How the parent responds to emotional needs	• How do you know when your child or teen is happy? Sad? Lonely? Hurt? • How do you comfort your child? • How do you talk to your child about feelings?
• How the parent understands the child's social and emotional competence	• How does your child show affection toward you and other family members? • How does your child get along with peers? • How does your child handle feelings such as frustration or anger? How quickly is he or she able to calm down? • What kinds of things help your child calm down when he or she is upset?

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Protective Factors in Practice

The following scenarios illustrate how multiple protective factors support and strengthen families who are experiencing stress. These vignettes may be used during training for new family support workers, as a learning tool when working one-on-one with parents, or to stimulate discussion at a Parent Café.

Scenario 1

A few weeks ago, Maria dropped off her son Lucas (age 3) at his child care center. The director asked to speak to her because Lucas was hitting and biting other children. The director thought Lucas's behavior might be related to the fact that he was not speaking as much as other children his age. She gave Maria some tips for working with Lucas at home on expressing his emotions and gave a referral to the State's early intervention program. During this free screening, Lucas also was screened for symptoms of trauma. He demonstrated with dolls how his dad sometimes shoves and hits his mom. As a result, the specialist referred Lucas and Maria to a counselor who offers Parent-Child Interaction Therapy. She also referred Maria to a domestic violence advocacy center that can support her while she works to increase her own safety at home.

Which protective factors are present in this scenario?

- Nurturing and attachment
- Knowledge of parenting and child development
- Parental resilience
- Social connections
- Concrete support for families
- Social and emotional competence of children

What other kinds of support might help strengthen this family?

Discussion Notes:

Scenario 2

When Deborah's daughter went to rehab for her heroin addiction, Deborah took in her grandson Curtis (age 9) on a moment's notice. Curtis has some special needs, including a diagnosis for Attention Deficit Hyperactivity Disorder (ADHD), and he is having almost daily behavior problems at his new school. Deborah had to quit her job at the credit union because she had to take off too many times to go to his school for team meetings and attend therapy sessions with Curtis. She felt Curtis needed her full attention. The family is now living on her husband's small pension and Social Security disability check. Deborah and her husband feel overwhelmed and alone.

Curtis's child welfare worker is helping the family establish a formal foster care agreement that will provide support for Curtis's living expenses and medical needs. During a monthly home visit with the family, the worker discussed the possibility of the family receiving financial assistance in the form of a Temporary Assistance for Needy Families (TANF) child-only grant. This could help offset some of their expenses while they go through the foster-care licensing process. She also referred Deborah to a local grandparent support group, where she can express how she is feeling in a healthy way. It also has a children's support group program to help Curtis express himself. She recommended some parenting books on ADHD and local workshops for parents of children Curtis's age.

Which protective factors are present in this scenario?

- Nurturing and attachment
- Knowledge of parenting and child development
- Parental resilience
- Social connections
- Concrete support for families
- Social and emotional competence of children

What other kinds of support might help strengthen this family?

Discussion Notes:

Chapter 3: Using Protective Factors as a Framework for Your Community Partnership

Working Successfully With Community Partners

Everyone has something to contribute to a family strengthening effort. All sectors of the community need to be aware of the importance of the protective factors and understand how everyone can play a role in building these factors to support families and children. Working with any one of the groups listed below can be a great way to engage and support more families. However, the more groups that you involve, the more people you will reach and the stronger your community partnership will be. When all members of the community work together as a whole, families feel supported and are better able to nurture and care for their children.

Embrace Diversity

Every community group has unique beliefs, interests, and approaches to supporting families and children. Partnering with community members of diverse racial and ethnic backgrounds, lifestyles, and values will require an organizational investment in addressing differences in positive and productive ways. Consider the following tips:

- Make your community group welcoming to all by making meeting times and locations flexible and accessible to all. Insist on diversity in leadership.
- Seek to understand the beliefs, values, interests, and concerns of each group with whom you wish to partner. What are their mission and goals, and how will a family strengthening effort further those goals?
- Different cultures define the concept of "family" in very different ways. Learn about how the different groups in your community define family, and respect the definition of each family, Tribe, or ethnic group.
- Beginning a meeting or workshop with a demonstration of spirituality drawn from one of the cultural groups represented can prepare participants emotionally and mentally for the activities of the day, as well as acknowledge the strength of that culture to the entire group.
- Programs that introduce traditional child-rearing practices from various cultures, such as certain Native American Tribes or immigrant groups, may help young parents raise their children in a positive and culturally knowledgeable manner.

Suggestions for Community Events

Offer training or workshops about the protective factors to various groups. General talking points can be found in the Media Toolkit (https://www.childwelfare.gov/topics/preventing/preventionmonth/media-toolkit/); be sure to customize your presentation to your audience. End by inviting participation on your community family strengthening council. Audiences might include the following:

- Judges and other court personnel involved in making best-interests determinations for children
- Child care center staff or parents
- Employees of a large local business
- Parent-teacher organizations (e.g., PTAs), Mothers of Preschoolers (MOPS) groups, or other parent groups
- Congregations or interfaith groups
- Local physicians, perhaps through "grand rounds" at local hospitals

Sponsor community events that support families and include a broad representation of your family strengthening partnerships. Examples:

- **"Parents' Day" focused on the protective factors.** Find tools and resources from a successful parent-led event in Alaska at http://dhss.alaska.gov/ocs/Documents/families/documents/AK_ParentEventToolkit.pdf.
- **Town hall meeting.** Invite local legislators, parent leaders, and other community leaders to discuss issues affecting local families.
- **Health fair.** Bring together local clinics and providers to offer free screenings, as well as social service organizations who can talk about low-income health insurance options.
- **Human services fair.** Invite partner organizations to present on topics that help parents meet their families' needs, such as finding adequate medical care, safe and affordable child care, and substance abuse treatment.
- **Job fair.** Invite local business to attend and meet with prospective candidates, as well as nonprofit organizations that can provide help with child care, interview clothing or tips, transportation, and other job-related needs.
- **Ethnic street fairs.** These events offer families a way to enjoy their cultural heritage in the company of others. Community organizations can provide prevention information and educational materials at booths and through family-friendly activities such as parent-child craft activities and puppet shows.

Essentials for Childhood: Creating Safe, Stable, and Nurturing Relationships and Environments for all Children

As a complementary protective factors framework, CDC's Essentials for Childhood provides a step-by-step approach that community partnerships can take to support families and prevent child maltreatment. It includes four goals:

1. **Raise awareness and commitment to promote and prevent child maltreatment.** The first steps include establishing a vision for children and families, raising awareness, and building a community partnership united behind the vision.
2. **Create the context for healthy children and families through norms change and programs.** Promote a community norm of shared responsibility for child well-being, as well as positive community norms about acceptable parenting behaviors. Implement evidence-based programs for parents and caregivers.
3. **Use data to inform actions.** Gather and synthesize relevant community data, identify and fill critical data gaps, and use the data to support further action steps.
4. **Create the context for healthy children and families through policies.** Identify policies that may improve the lives of children and families in your community, and provide community leaders and decision-makers with information about the benefits of evidence-based strategies.

Information about the framework is available at http://www.cdc.gov/violenceprevention/childmaltreatment/essentials/.

Tips for Working With Specific Groups

The following are suggestions for ways your agency or organization can make meaningful connections with specific groups within your community.

Faith Communities

- Support the development of mentoring programs within congregations for children and families under stress.
- Train religious and lay leaders how to recognize signs and symptoms of abuse or neglect, work with victims and their families, and make appropriate referrals.
- Encourage religious leaders to acknowledge publicly that child abuse is a major concern for the faith community and that they are dedicated to supporting families and protecting children.

For more tips, see this resource from the Office of Juvenile Justice and Delinquency Prevention at http://www.iel.org/pubs/sittap/toolkit_06.pdf.

Parents and Caregivers

- Host a Community or Parent Café. For more information, visit http://www.cssp.org/community/constituents-co-invested-in-change/community-and-parent-cafes.
- Reach out to community parent councils or forums. Support the development of such councils where they do not currently exist.
- Cohost parent education and support group meetings, or offer to bring a meeting to their location.
- Create opportunities for parent volunteers to participate in community activities such as safety initiatives, after-school programs, mentoring programs, food drives, and other events.
- Ask experienced parent leaders to present at workshops and events and to serve as mentors for families who are just joining your partnership.

Courts

- Create meaningful roles for parents and community stakeholders in the juvenile dependency court system to promote a better understanding of the challenges faced by those who come before the court.
- Set up formal referral systems to direct parents to legal service providers within the community.
- Create support groups among parents currently or previously involved with the court system.

Early Childhood Centers and Schools

- Offer to provide onsite services to children and families. This can be an important first step in building families' comfort with pursuing services.
- Offer to speak at a parent-teacher organization (PTA or PTO) meeting.
- Seek opportunities to sponsor joint events.

Business Leaders

- Recruit a high-profile business leader to serve in a leadership role for your community-based partnership. Encourage him or her to challenge fellow business leaders to contribute.
- Publicly recognize companies with family-friendly services and policies, such as onsite child care, paid sick leave, flexible scheduling, and telecommuting.

- Identify ways that employee volunteer programs could work to support safe and healthy families in the community.
- Ask local businesses to consider family-strengthening messages in their advertising, on menus, or on product packaging.

Military

- Invite family support personnel from local installations or the National Guard to share information about family support resources offered through military-specific programs and participate in community events and trainings. Locate family support personnel by visiting MilitaryINSTALLATIONS at http://www.militaryinstallations.dod.mil/pls/psgprod/f?p=MI:ENTRY:0.
- Include military families as a target audience for your marketing materials.
- Create opportunities for military parents to participate as volunteers, mentors, or leaders in community activities that focus on strengthening families. Adjust commitment requirements as needed to be sensitive to military personnel schedules and deployments.

Medical Community

- Develop parenting resources in cooperation with health-care providers. Physician organizations often have material to help improve knowledge of parenting and child development. For an example, visit http://brightfutures.aap.org.
- Develop community resource guides for health-care providers who identify children and families with specific needs. Resources might include child care programs, after-school programs for children with disabilities, and others.
- Develop partnerships with local health-care provider organizations. For example, the American Academy of Pediatrics has local chapters throughout the United States. For more information, visit http://www2.aap.org/member/chapters/chaplist.cfm.

Policymakers

- Write or call your local legislator and make him or her aware of the research demonstrating how the protective factors help prevent child abuse and neglect. Briefly point out your community's current strengths and needs.
- Build long-term relationships with your legislator and his or her staff; keep them informed regularly of community issues affecting families.

Law Enforcement

- Explore the programs that your local law enforcement agency offers related to children, youth, and families. These might include diversion, mentoring, or early intervention, among others. Visit the International Association of Chiefs of Police Youth Focused Policing Resource Center website for more information at http://www.iacpyouth.org/.
- Seek to partner with school-based law enforcement personnel. These officers already have a close connection with youth and families and can offer a valuable perspective.
- Invite a law enforcement representative along when making protective factors presentations to parent groups, child care centers, and other family venues. Ask whether your local agency has community relations or community outreach coordinator.
- Coordinate a community safety awareness campaign or activities.

Substance Abuse Treatment Agencies

- Ensure that all child-serving agencies in the community have an understanding of the disease of addiction and view relapse and recovery as long-term disease management issues. Visit the National Center on Substance Abuse and Child Welfare (NCSACW) for more information at https://www.ncsacw.samhsa.gov/default.aspx.
- Establish shared protocols across the community for screening, assessing, and referring families to substance abuse treatment. When needed, use "warm handoffs" to help families connect with treatment providers.
- Colocate substance abuse specialists in child welfare offices, dependency courts, and other family-serving agencies.
- Partner with family-centered treatment providers to treat the family through a comprehensive strategy that addresses the multifaceted needs of families. For more information on family-centered treatment, see *Family-Centered Treatment for Women With Substance Use Disorders: History, Key Elements, and Challenges* at http://beta.samhsa.gov/sites/default/files/family_treatment_paper508v.pdf.

Mental Health Professionals

- Offer onsite mental health service teams or develop a resource list of potential behavioral/mental health agencies.
- Working with a partner mental health agency, identify functional screening and assessment tools and coordinate early intervention referrals, evaluations, and services for children.
- Coordinate efforts to offer ongoing training and deliver evidence-based interventions related to trauma and mental health challenges that are common among the children and youth in your community.
- Develop interagency communication protocols that respect confidentiality policies while providing information that may affect the treatment of children, youth, and family members.
- Visit the Building Bridges Initiative for more information on partnerships and collaborations at http://www.buildingbridges4youth.org/.

Domestic Violence Advocates

- Colocate a domestic violence advocate onsite at family-serving agencies. Offer support groups and counseling for victims and children.
- Develop cross-system protocols and partnerships to ensure coordinated services and responses to families experiencing domestic violence.
- Host joint events such as workshops on teen dating violence, awareness or education campaigns, or food and clothing drives for victims and their families.
- Visit the National Resource Center on Domestic Violence for more information at http://www.nrcdv.org/.

Making Meaningful Connections Through Media

Today, a wider-than-ever variety of media strategies is available to help your organization or community partnership spread the word about events, reach potential supporters, and build connections among stakeholders. Understanding the different channels and developing a thoughtful, comprehensive media strategy are important steps that can support the goal of preventing child maltreatment and enhancing child well-being in your community.

Traditional vs. Social Media

Media channels fall into two general categories. Traditional media are television, radio, and print. Traditional media strategies include the following:

- Press releases
- Letters to the editor
- Public service announcements (PSAs)
- Radio or television interviews

Social media are web-based tools that allow you to share messages and materials and to establish dialogue with stakeholders. Some of the most popular social media tools include the following:

- Websites
- Podcasts
- Blogs and microblogs (e.g., Twitter)
- Social networking sites (e.g., Facebook)
- Photo- and video-sharing sites (e.g., Instagram, YouTube)
- Bookmarking sites (e.g., Pinterest)

Traditional and social media have very different strengths and uses, as reflected in the table at the bottom of this page.

Developing Your Strategy

Rather than choosing to focus energy and resources on either traditional or social media, successful organizations and partnerships start by considering their stakeholders and goals. They then develop a comprehensive strategy that employs multiple media channels to connect with stakeholders and further their message.

Traditional Media Goals	Social Media Goals
• Get the word out • Publicize an event to a large, general audience • Tell your story in more detail	• Engage in dialogue or get feedback • Reach a more targeted, specific group • Send out brief alerts that prompt stakeholders to take immediate action

The following questions can help you start to develop or hone your media strategy:

- Whom are we trying to reach? (This will likely include multiple, distinct groups or target audiences. Answer the following questions separately for each group.)
- What types of media are our target audience members most likely to use frequently?
- What goals do we want to achieve? (Goals might range from simply raising awareness to engaging stakeholders in conversation or persuading them to take action.)
- What messages will further our goals?
- What media channels work best for each message and target audience?
- How will we measure our success?

Example

Audience: Teen and young-adult parents

Goal: Strengthen social connections and parenting competencies

Messages: Protective factors

Strategies:

- You might start by building a "home base" website for this initiative, with information about local support group meetings and other activities and a regularly updated blog about common parenting concerns and how the protective factors can help.
- The initiative will need its own Facebook page and Twitter account to attract its younger target audience. These channels can offer timely information about events and meetings, as well as brief parenting tips and links to community supports. You can develop social connections by encouraging young parents to post their parenting questions on your Facebook page for others to answer. This also will help you learn more about your target audience's needs and concerns.
- Eventually, a YouTube channel might feature short videos of program participants demonstrating effective parenting practices or explaining critical stages of child development. All of these social media channels will help increase your reach and drive traffic back to your website.
- Meanwhile, a press release about the initiative may generate print, radio, or television media interest and help spread the word to an even wider audience.

Tips for Engaging Media

The following are some basic tips to get you started.

Social Media

- If you are new to social media, start by investigating your agency or organization's guidelines for professional and personal social media use. If no such policies exist, they need to be established (and approved by agency leadership and legal counsel) before you begin to use social media at work. Social media policies should cover issues such as confidentiality and the responsibilities of mandated reporters, and they need to be disclosed to all participants on your social media sites.
- Create a personal account and spend time learning how the platforms work.
- Keep messages brief. Use a more casual, conversational tone, while maintaining your organization's identity.
- Social media requires commitment. Websites, Facebook pages, and Twitter accounts need to be maintained with frequent updates that address your target audience members' interests, needs, and concerns.

- Monitor and respond to comments frequently to bring users back and create a more active, engaged community.
- Reposting information from partners benefits everyone: Your followers learn something new and stay engaged, your partners gain wider exposure, and they are more likely to return the favor when you have news to share.
- Let people know where you are online. Include URLs and logos in printed materials. Encourage community members to like your Facebook page, follow you on Twitter, check in on Foursquare, etc.

Traditional Media

- Get to know your local media representatives. Pay attention to who covers family and children's issues for your local newspaper or television stations, and invite them to learn more about your mission.
- Consider inviting media representatives to participate in your community partnership. Keep them informed regularly of your progress and challenges.
- Propose an editorial briefing on the protective factors and how community members can help families stay healthy and strong.
- Offer members of your community partnership as experts on family health and safety, protective factors, and child abuse prevention.
- Use the sample press release, public service announcements, and talking points found in the Online Media Toolkit on the Prevention website: https://www.childwelfare.gov/topics/preventing/preventionmonth/media-toolkit/

On the Web

Check out the following resources to learn more about social media use:

- *The Getting Started With Government 2.0 Guide* (Social Media Strategery): http://steveradick.com/2010/04/02/the-%E2%80%9Cgetting-started-with-government-2-0%E2%80%9D-guide/
- *The Health Communicator's Social Media Toolkit* (Centers for Disease Control and Prevention): http://www.cdc.gov/socialmedia/Tools/guidelines/pdf/SocialMediaToolkit_BM.pdf
- Social Media Tools (Child Welfare Information Gateway): https://www.childwelfare.gov/topics/management/workforce/tools/socialmedia/

Chapter 4: Protecting Children

Understanding Child Abuse and Neglect

When children are nurtured, they can grow up to be happy and healthy adults. But when they lack an attachment to a caring adult, receive inconsistent nurturing, or experience harsh discipline, the consequences can affect their lifelong health, well-being, and relationships with others.

This chapter provides information to help service providers and others concerned about the health and well-being of children to understand child abuse and neglect, its effects, and what each of us can do to address it when it occurs.

What Is Child Abuse and Neglect?

Child abuse or neglect often takes place in the home at the hands of a person the child knows well—a parent, relative, babysitter, or friend of the family. There are four major types of child maltreatment. Although any of the forms may be found separately, they often occur together.

Each State is responsible for establishing its own definitions of child abuse and neglect that meet Federal minimum standards. Most include the following:

- **Neglect** is failure to provide for a child's basic needs.
- **Physical abuse** is physical injury as a result of hitting, kicking, shaking, burning, or otherwise harming a child.
- **Sexual abuse** is any situation where a child is used for sexual gratification. This may include indecent exposure, fondling, rape, or commercial exploitation through prostitution or the production of pornographic materials.
- **Emotional abuse** is any pattern of behavior that impairs a child's emotional development or sense of self-worth, including constant criticism, threats, and rejection.

Why Does Child Abuse Occur?

Child abuse and neglect affect children of every age, race, and income level. However, research has identified many factors relating to the child, family, community, and society that are associated with an increased risk of child abuse and neglect. Studies also have shown that when multiple risk factors are present, the risk is greater. Some of the most common risk factors include the following:

- **Immaturity.** Young parents may lack experience with children or be unprepared for the responsibility of raising a child.
- **Unrealistic expectations.** A lack of knowledge about normal child development or behavior may result in frustration and, ultimately, abusive discipline.
- **Stress.** Families struggling with poverty, unstable housing, divorce, or unemployment may be at greater risk.
- **Substance abuse.** The effects of substance use, as well as time, energy, and money spent obtaining drugs or alcohol, significantly impair parents' abilities to care for their children.
- **Intergenerational patterns of abuse.** Parents' own experiences of childhood trauma impact their relationships with their children.
- **Isolation.** Effective parenting is more difficult when parents lack a supportive partner, family, or community.

These circumstances, combined with the inherent challenges of raising children, can result in otherwise well-intentioned parents causing their children harm or neglecting their needs. On the other hand, evidence shows

that the great majority of families who experience these circumstances will not abuse or neglect their children. Protective factors, such as the ones discussed in this guide, act as buffers to help many families who are under stress parent effectively.

How Many Children Are Abused and Neglected in the United States?

In Federal fiscal year (FFY) 2013, the most recent year for which national child maltreatment statistics are available, about 3.5 million reports were made to child protective services concerning the safety and well-being of approximately 6.4 million children.[1] As a result of these reports, a nationally estimated 679,000 (unique count) children were found to be victims of child abuse or neglect. (Unique count is defined as counting each child only once regardless of the number of reports of abuse and neglect.) Of these children, four-fifths (79.5 percent) were neglected, more than 15 percent (18.0 percent) were physically abused, and less than 10 percent (9.0 percent) were sexually abused.

Child deaths are the most tragic results of maltreatment. In FFY 2013, an estimated 1,520 children died due to abuse or neglect. Of the children who died, 71.4 percent suffered neglect and 46.8 percent suffered physical abuse either exclusively or in combination with another maltreatment type.

[1] Statistics on this page are taken from U.S. Department of Health and Human Services. (2014). *Child Maltreatment 2013*. Washington, DC: U.S. Government Printing Office. Retrieved from http://www.acf.hhs.gov/programs/cb/resource/child-maltreatment-2013.

What Are the Consequences?

Child maltreatment is a traumatic experience, and the impact on survivors can be profound. Traumatic events, whether isolated (e.g., a single incident of sexual abuse) or ongoing (e.g., chronic emotional abuse or neglect), overwhelm children's ability to cope and elicit powerful physical and emotional responses. These responses continue even when the danger has passed, often until treatment is received.

Traumatic events may impair a child's ability to trust others, sense of personal safety, and effectiveness in navigating life changes. Research shows that child maltreatment, like other trauma, is associated with adverse health and mental health outcomes in children and families, and those negative effects can last a lifetime.

The trauma of child abuse or neglect has been associated with increased risk of:

- Depression and suicide attempts
- Substance abuse
- Developmental disabilities and learning problems
- Social problems with other children and with adults
- Teen pregnancy
- Lack of success in school
- Domestic violence
- Chronic illnesses, including heart disease, cancer, and lung disease, among others

In addition to the impact on the child and family, child abuse and neglect affects the community as a whole—including medical and mental health, law enforcement, judicial, public social services, and nonprofit agencies—as they respond to incidents and support victims. One

analysis of the immediate and long-term economic impact of child abuse and neglect suggests that child maltreatment costs the nation approximately $220 million every day, or $80 billion per year.[2]

What Are the Warning Signs?

The first step in helping or getting help for an abused or neglected child is to identify the symptoms of abuse.

The table on this page lists some symptoms of the four major types of child maltreatment. The presence of a single sign does not prove that child abuse is occurring in a family; however, when these signs appear repeatedly or in combination, you should consider the possibility of maltreatment.

What Can I Do If I Suspect Child Abuse or Neglect?

Anyone can and should report suspected child abuse or neglect. If you think a child is being mistreated, take immediate action.

Most States have a toll-free number for reporting. You also can call the Childhelp® National Child Abuse Hotline at 1.800.4.A.CHILD (1.800.422.4453).

Maltreatment Type	Symptoms
Neglect	• Signs of malnutrition • Poor hygiene • Unattended physical or medical problems
Physical abuse	• Unexplained bruises, burns, or welts • Child appears frightened of a parent or caregiver
Sexual abuse	• Pain, bleeding, redness, or swelling in anal or genital area • Age-inappropriate sexual play with toys, self, or others • Age-inappropriate knowledge of sex
Emotional abuse	• Extremes in behavior, ranging from overly aggressive to overly passive • Delayed physical, emotional, or intellectual development

2 Gelles, R. J., & Perlman, S. (2012). *Estimated annual cost of child abuse and neglect.* Chicago: Prevent Child Abuse America. Retrieved from http://www.preventchildabuse.org/images/research/pcaa_cost_report_2012_gelles_perlman.pdf.

When you call to make a report, you will be asked for specific information, such as:

- The child's name and location
- The name and relationship (if known) of the person you believe is abusing the child
- What you have seen or heard regarding the abuse or neglect
- The names of any other people who might know about the abuse
- Your name and phone number (voluntary)

Reporting the situation may protect the child and get additional help for the family. Many nonprofit, public, education, social service, and child care organizations in your community play a role in providing supports and services to children, youth, and families. Parenting education, crisis/respite care, transitional housing, and literacy programs, as well as family resource centers, teen parent support groups, fatherhood groups, and marriage education classes support families in important ways.

How Can I Help Children Who Have Been Abused or Neglected?

Children who have experienced abuse or neglect need support from caring adults who understand the impact of trauma and how to help. Consider the following suggestions (see the tip sheet, "Helping Your Child Heal From Trauma," on page 59, for more information):

- Help children feel safe. Support them in expressing and managing intense emotions.
- Help children understand their trauma history and current experiences (for example, by helping them understand that what happened was not their fault, or helping them see how their current emotions might be related to past trauma).
- Assess the impact of trauma on the child, and address any trauma-related challenges in the child's behavior, development, and relationships.
- Support and promote safe and stable relationships in the child's life, including supporting the child's family and caregivers if appropriate. Often parents and caregivers have experienced trauma, too. See "Working With Parents Who Have a History of Trauma" on page 38.
- Manage your own stress. Providers who have histories of trauma themselves may be at particular risk.
- Refer the child to trauma-informed services, which may be more effective than generic services that do not address trauma.

On the Child Welfare Information Gateway Website

Find more information about:

- Definitions of child abuse and neglect: https://www.childwelfare.gov/topics/can/defining/
- Risk and protective factors for child abuse: https://www.childwelfare.gov/topics/can/factors/
- How many children are abused: https://www.childwelfare.gov/topics/systemwide/statistics/can/
- Consequences of child abuse and neglect: https://www.childwelfare.gov/topics/can/impact/
- Warning signs: https://www.childwelfare.gov/topics/can/identifying/
- Responding to child abuse and neglect: https://www.childwelfare.gov/topics/responding/

Working With Parents Who Have a History of Trauma

When working with families who are under stress, it is important to consider how past trauma may be affecting the parents. Many parents who seek assistance from community agencies or come to the attention of the child welfare system have experienced some form of trauma. This might include living through or witnessing the following:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Chronic neglect
- Family violence
- Community violence

How Does Trauma Affect Parents?

Some parenting behaviors can be misunderstood if not viewed through a "trauma lens." Parents who have experienced trauma may:

- Have difficulty making decisions that keep their children (and themselves) safe. They may fail to recognize dangerous situations, or they may see danger where it does not exist.
- Find it hard to trust others, resulting in poor relationships with friends and family (including their children). Relationships with people in positions of power (such as caseworkers) may be particularly challenging.
- Cope in unhealthy ways, such as by using drugs or alcohol.
- Have a harder time controlling their emotions, behavior, or words.
- Seem numb or "shut down" and fail to respond to their children when under stress.

How Can You Help?

A good relationship with parents is critical to your ability to help them and their children. Understanding how past trauma may be affecting their behavior will help you earn parents' trust and increase the potential for a good outcome. Consider the following suggestions:

- Understand that parents' reactions (including anger, resentment, or avoidance) may be a reaction to trauma. Do not take these behaviors personally.
- Assess a parent's history to understand how past traumatic experiences may inform current functioning and parenting.
- Refer parents to evidence-based, trauma-informed services whenever appropriate. These will likely be more effective than generic services (such as classes in parenting or anger management) that do not take trauma into account.
- Remember that parents who have experienced trauma are not "bad." Blaming or judging them is likely to make the situation worse, rather than motivating them to make changes.
- Recognize that all parents want their children to be safe and healthy. Compliment parents' good decisions and healthy choices, when you see them.

- Stay calm, and keep your voice as neutral and nonthreatening as possible. Model direct and honest communication.
- Establish clear boundaries and expectations. Be consistent. When you make a commitment, follow through.
- Be aware that you could experience secondary/vicarious traumatic stress, which can occur when you see or hear about trauma to others. Take care of yourself and take time to address your own reactions, when you feel you are getting overwhelmed.

Adapted from the National Child Traumatic Stress Network, Child Welfare Collaborative Group. (2011). *Birth parents with trauma histories in the child welfare system: A guide for child welfare staff.* Los Angeles, CA & Durham, NC: National Center for Child Traumatic Stress.

On the Web

For more information, visit:

Trauma-Informed Practice (Information Gateway)
https://www.childwelfare.gov/topics/responding/trauma/

National Child Traumatic Stress Network
http://www.nctsn.org/

Human Trafficking of Children

Human trafficking of children and youth is a growing concern. It occurs when a trafficker uses force, fraud, or coercion to compel another person to engage in commercial sex or work in a form of labor against his or her will. A child under age 18 engaged in commercial sex is a victim of sex trafficking, even if the youth's participation is not forced or coerced.

Although community-based services for family support and child abuse prevention are not specifically designed to respond to child trafficking, many of these providers are encountering children and youth who have been trafficked. In addition, abused and neglected children experience circumstances that can make them more vulnerable to targeting and recruitment by traffickers and pimps.

What Is Human Trafficking?

Cases of human trafficking have been reported in all 50 states. Victims may be U.S. citizens or foreign nationals, male or female; even young children are sometimes victims of trafficking.

Child trafficking may involve the following:

- Prostitution
- Stripping
- Pornography
- Forced begging
- Magazine crews and other door-to-door sales
- Au pairs or nannies
- Domestic work
- Restaurant work
- Hair and nail salons
- Agricultural work
- Drug sales and cultivation

How to Identify a Victim of Human Trafficking

Every human trafficking case is different.

Consider the possibility of human trafficking when a child or youth:

- Fails to attend school regularly or has unexplained absences
- Frequently runs away from home
- Makes references to frequent travel to other cities
- Exhibits bruises or other signs of physical trauma, withdrawn behavior, depression, anxiety, or fear
- Lacks control over his or her schedule and/or identification or travel documents
- Is hungry, malnourished, deprived of sleep, or inappropriately dressed (based on weather conditions or surroundings)
- Shows signs of drug addiction
- Appears to have coached or rehearsed responses to questions

Signs that may indicate **sex trafficking** include the following:

- A sudden change in clothing, personal hygiene, relationships, or possessions

- Behavior that is uncharacteristically promiscuous, or references to sexual situations that are not age appropriate
- A "boyfriend" or "girlfriend" who is noticeably older
- Attempts to conceal recent scars

A victim of **labor trafficking** may:

- Express the need to pay off a debt
- Express concern for family members' safety
- Work long hours and receive little or no payment
- Care for children not from his or her own family

What to Do If You Suspect a Child Is a Victim of Human Trafficking

It can take a long time to gain a child or youth's trust and determine whether he or she is being trafficked.

- It's not your responsibility to make this determination. Report any suspected trafficking to the proper authorities:
  - In an emergency, call your local police department or 911.
  - To report suspected human trafficking crimes or to get help from law enforcement, call U.S. Immigration and Customs Enforcement at 1.866.347.2423 or submit a tip online at http://www.ice.gov/tips.
  - To report suspected trafficking crimes, get help, or learn more about human trafficking from a nongovernmental organization, call the National Human Trafficking Resource Center at 1.888.373.7888 or visit http://www.traffickingresourcecenter.org.
  - To report sexually exploited or abused minors, call the National Center for Missing and Exploited Children's (NCMEC) hotline at 1.800.THE.LOST or report incidents online at http://www.cybertipline.org.
- Conduct interviews gently and out of the presence of the suspected trafficker(s). Be aware that the child's parent or caregiver may be the child's trafficker.
- Use an interpreter if the victim does not speak fluent English. Contact an independent and trusted source for help—do not use relatives, neighbors, or friends of the suspected victim.
- Understand that the child may be reluctant to open up due to fears of retribution by the trafficker or shame about the abuse or the work he or she has been forced to do.
- Trafficked youth may not see themselves as victims and may appear hostile, angry, or protective of their traffickers.
- Be sensitive to cultural and religious differences.
- Avoid questions about immigration; this can be intimidating.

Community Efforts to Respond to Human Trafficking

Victims of trafficking experience complex trauma. Once identified, they are likely to have significant service needs. It is important to provide trauma-informed, culturally appropriate, and individualized care that addresses victims' physical and mental health.

No single agency, working alone, can successfully combat this issue. Identifying, assessing, protecting, and serving victims of trafficking requires a coordinated approach within and across local, Tribal, State, and Federal levels.

Child welfare and other family support staff must work with law enforcement, juvenile corrections, courts, schools, medical and mental health professionals, child advocacy centers, legal services, crime victim services, and other community and faith-based organizations to formulate a coherent response and minimize further trauma to victims.

ACYF has published *Guidance to States and Services on Addressing Human Trafficking of Children and Youth in the United States*, available at http://www.acf.hhs.gov/programs/cb/resource/human-trafficking-guidance.

For more resources on addressing and responding to human trafficking:

- Responding to Human Trafficking of Children (Child Welfare Information Gateway): https://www.childwelfare.gov/topics/responding/collaborative/responding-to-human-trafficking-of-children/
- Human Trafficking Resource List (Runaway and Homeless Youth Training & Technical Assistance Center): http://www.rhyttac.net/resources/document/human-trafficking-resource-list
- National Human Trafficking Resource Center: jhuhttp://www.traffickingresourcecenter.org
- End Trafficking (Administration for Children and Families [ACF]): http://www.acf.hhs.gov/endtrafficking
- Anti-Trafficking in Persons Program (Office of Refugee Resettlement): https://www.acf.hhs.gov/programs/orr/programs/anti-trafficking
- Anti-Trafficking (Office for Victims of Crime): https://www.ovcttac.gov/views/HowWeCanHelp/dspHumanTrafficking.cfm
- Human Trafficking in America's Schools (Office of Safe and Healthy Students): http://0-safesupportivelearning.ed.gov.opac.msmc.edu/human-trafficking-americas-schools
- Human Trafficking (U.S. Department of Homeland Security): http://www.dhs.gov/topic/human-trafficking

Chapter 5: Tip Sheets for Parents and Caregivers

The following pages contain tip sheets on specific parenting issues and calendars listing ways that parents, programs, and community partners can promote child well-being during April, National Child Abuse Prevention Month. Spanish versions are provided for all resources in this section. Tip sheets are designed for service providers to distribute to parents and caregivers in the context of a particular concern or question. The tip sheets are not intended to tell the whole story; they merely provide a starting point for a discussion between parent and provider that is grounded in the protective factors. The information is easy to read and focuses on concrete steps that parents can take to strengthen their family.

We encourage you to make additional copies of those resources that are most useful to the families with whom you work.

Tip sheets address the following topics:

Keeping Your Family Strong—Describes the protective factors in parent-friendly language and offers simple ways parents can strengthen their own families.

Making Healthy Connections With Your Family—Suggests ways for families to bond while improving their health through eating well and increasing their physical activity.

Feeding Your Family—Offers tips to help feed children all year around.

Preventing Child Sexual Abuse—Offers tips to help adults protect children from sexual predators.

Managing Stress—Discusses the negative impacts of stress and how parents can learn to manage it more effectively.

Managing Your Finances—Provides simple tips to help families move toward greater financial stability.

Helping Your Child Heal From Trauma—Describes how trauma can affect children's development and behavior and includes suggestions for how parents and caregivers can help.

Human Trafficking: Protecting Our Youth—Describes human trafficking and how to protect your child.

Bonding With Your Baby—Helps new parents understand the importance of early and secure attachment.

Dealing With Temper Tantrums—Includes tips on how to prevent and handle toddler tantrums while modeling calm behavior.

Parenting Your School-Age Child—Helps parents understand and parent their school-age children more effectively.

Connecting With Your Teen—Encourages parents to maintain strong bonds with their teens, even as they move toward independence.

Teen Parents ... You're Not Alone—Suggests ways to help teen parents find support and cope with the challenges of raising a new baby.

Ten Ways to Be a Better Dad—Encourages fathers to be involved and help their children live happy, healthy lives.

Raising Your Kin—Recommends ways for caregivers to deal with some of the unique challenges of parenting children of relatives, including finding concrete supports in their community.

Support After an Adoption—Offers information on support for adoptive parents.

Military Families—Encourages families to support parents and caregivers who are in the military.

How to Develop Strong Communities—Provides families with ways to identify a strong, nurturing community and how to develop one in their neighborhood.

Parenting Your Child With Developmental Delays and Disabilities—Supports parents who are raising a child who has developmental delays or disabilities.

The tip sheets, like the other resources in this guide, were created with information from experts from Federal agencies and national organizations that work to promote child well-being. Additional resources are available through the national organizations listed in Chapter 6.

Tip sheets may be downloaded individually for distribution at https://www.childwelfare.gov/topics/preventing/preventionmonth/resource-guide/tip-sheets/.

For more parenting resources, please visit Child Welfare Information Gateway at https://www.childwelfare.gov/topics/preventing/promoting/parenting/.

Keeping Your Family Strong

Every family has strengths, and every family faces challenges. When you are under stress—the car breaks down, you or your partner lose a job, a child's behavior is difficult, or even when the family is experiencing a positive change, such as moving into a new home—sometimes it takes a little extra help to get through the day.

Protective factors are the strengths and resources that families draw on when life gets difficult. Building on these strengths is a proven way to keep the family strong and prevent child abuse and neglect. This tip sheet describes six key protective factors and some simple ways you can build these factors in your own family.

Protective Factor and What It Means	What You Can Do
Nurturing and Attachment: Our family shows how much we love each other.	• Take time at the end of each day to connect with your children with a hug, a smile, a song, or a few minutes of listening and talking. • Find ways to engage your children while completing everyday tasks (meals, shopping, driving in the car). Talk about what you are doing, ask them questions, or play simple games (such as "I spy").
Knowledge of Parenting and Child Development: I know parenting is part natural and part learned. I am always learning new things about raising children and what they can do at different ages.	• Explore parenting questions with your family doctor, your child's teacher, family, or friends. • Subscribe to a magazine, website, or online newsletter about child development. • Take a parenting class at a local community center (these often have sliding fee scales). • Sit and observe what your child can and cannot do. • Share what you learn with anyone who cares for your child.

Protective Factor and What It Means	What You Can Do
Parental Resilience: I have courage during stress and the ability to bounce back from challenges.	• Take quiet time to reenergize: Take a bath, write, sing, laugh, play, drink a cup of tea. • Do some physical exercise: Walk, stretch, do yoga, lift weights, dance. • Share your feelings with someone you trust. • Surround yourself with people who support you and make you feel good about yourself.
Social Connections: I have friends, family, and neighbors who help out and provide emotional support.	• Participate in neighborhood activities such as potluck dinners, street fairs, picnics, or block parties. • Join a playgroup or online support group of parents with children at similar ages. • Find a church, temple, or mosque that welcomes and supports parents.
Concrete Supports for Parents: Our family can meet our day-to-day needs, including housing, food, health care, education, and counseling. I know where to find help if I need it.	• Make a list of people or places to call for support. • Ask the director of your child's school to host a Community Resource Night, so you (and other parents) can see what help your community offers. • Dial "2-1-1" to find out about organizations that support families in your area.
Social and Emotional Competence of Children: My children know they are loved, feel they belong, and are able to get along with others.	• Provide regular routines, especially for young children. Make sure everyone who cares for your child is aware of your routines around mealtimes, naps, and bedtime. • Talk with your children about how important feelings are. • Teach and encourage children to solve problems in age-appropriate ways.

This tip sheet was created with information from experts in national organizations that work to prevent child maltreatment and promote well-being, including the Strengthening Families Initiatives in New Jersey, Alaska, and Tennessee.

At https://www.childwelfare.gov/topics/preventing/promoting/parenting/ you can download this tip sheet and get more parenting tips, or call 800.394.3366.

Cómo mantener a su familia fuerte

Todas las familias tienen fortalezas y todas las familias enfrentan desafíos. Cuando usted está bajo estrés—el carro se daña, usted o su pareja pierden su empleo, el comportamiento de uno de los niños es difícil o incluso cuando la familia está experimentando cambios positivos, como por ejemplo mudarse a un nuevo hogar—algunas veces toma un poquito de ayuda extra para sobrellevar el día.

Los *factores de protección* son las fortalezas y los recursos de los que se valen las familias cuando la vida se pone difícil. Basarse en estas fortalezas es una forma comprobada de mantener a la familia fuerte y prevenir el abuso y la negligencia de menores. Esta hoja de consejos describe seis factores de protección y algunas formas simples en las que puede desarrollar estos factores en su propia familia.

Factor de protección y lo que significa	Lo que usted puede hacer
Crianza afectiva y apego: Nuestra familia se demuestra cuánto nos amamos mutuamente.	• Tome tiempo al final del día para conectarse con sus hijos con un abrazo, una sonrisa, una canción o unos pocos minutos escuchándoles y hablando con ellos. • Consiga formas de involucrar a sus hijos mientras completan tareas cotidianas (con las comidas, las compras, en el carro). Hable sobre lo que está haciendo, hágales preguntas o jueguen juegos simples (como "yo veo").
Conocimientos sobre la crianza y el desarrollo de los niños: Yo sé que la crianza es parcialmente natural y parcialmente aprendida. Estoy aprendiendo siempre cosas nuevas sobre la crianza de niños y lo que ellos pueden hacer a diferentes edades.	• Explore preguntas sobre la crianza con su doctor de cabecera, el maestro de su hijo, sus familiares o amigos. • Suscríbase a una revista, sitio web o boletín informativo en línea sobre el desarrollo de los niños. • Tome un curso sobre la crianza en un centro comunitario local (éstos a menudo tienen una escala móvil de costos). • Siéntese y observe lo que su hijo puede y no puede hacer. • Comparta los que aprenda con toda persona que cuide de su hijo.

Factor de protección y lo que significa	Lo que usted puede hacer
Resiliencia de los padres: Tengo valor durante situaciones de estrés y la capacidad de sobreponerme de los retos.	• Tome tiempo tranquilo para recargar energías: tome un baño, escriba, cante, ríase, juegue, tome una taza de té. • Haga un poco de ejercicio físico: camine, estire los músculos, practique yoga, levante pesas, baile. • Comparta sus sentimientos con alguien en quien confíe. • Rodéese de personas que lo apoyan y le hacen sentir bien.
Conexiones sociales: Tengo amigos, familiares y vecinos que ayudan y ofrecen apoyo emocional.	• Participe en actividades del vecindario, como cenas de contribución, ferias callejeras, picnics o fiestas de cuadra. • Únase a un grupo de juego o grupo de apoyo en línea de padres con hijos de edades similares. • Encuentre una iglesia, templo o mezquita que acoja y apoye a los padres.
Apoyos concretos para los padres: Nuestra familia puede satisfacer nuestras necesidades diarias, incluyendo vivienda, alimentos, atención de la salud, educación y consejería. Sé dónde conseguir ayuda si la necesito.	• Haga una lista de personas o lugares a llamar para recibir ayuda. • Pida al director de la escuela de su hijo que celebre una Noche de Recursos Comunitarios, para que usted (y otros padres) pueda ver qué tipo de ayuda se ofrece en su comunidad. • Marque "2-1-1" para encontrar información sobre organizaciones que apoyan a las familias en su área.
Competencia social y emocional de los niños: Mis hijos saben que son amados, sienten que pertenecen y son capaces de llevarse bien con los demás.	• Establezca rutinas regulares, especialmente para los niños pequeños. Asegúrese de que toda persona que cuide de su hijo esté al tanto de sus rutinas en lo concerniente a las horas de comida, siestas y hora de dormir. • Hable con sus hijos sobre la importancia de los sentimientos. • Enseñe y aliente a sus hijos a resolver los problemas de formas apropiadas a sus edades.

Esta hoja de consejos se creó con información de expertos de organizaciones nacionales que trabajan para prevenir el maltrato de menores y promover su bienestar, incluyendo las iniciativas de fortalecimiento de las familias Strengthening Families Initiatives en New Jersey, Alaska y Tennessee. Usted puede descargar esta hoja de consejos y obtener más consejos sobre la crianza en https://www.childwelfare.gov/topics/preventing/promoting/parenting/ o llamando al 800.394.3366.

Making Healthy Connections With Your Family

Good health starts with eating the right foods and getting plenty of physical activity. A healthier lifestyle may help your family in many ways, including the following:

- Less stress, depression, and anxiety
- Better sleep and more energy
- Less disease and lower health-care costs

Healthy habits don't have to take time away from your family. Do it together and make it fun!

Eating Well

Children learn their future eating habits from watching you. Set a good example, and set the stage for a lifetime of good health. Consider the following tips:

- Family meals are an important time to connect with your children. Offer a variety of healthy foods. Then focus on what your children are saying rather than what they are eating.
- Allow children to decide how much to eat based on their hunger. Let go of "clean plate" expectations.
- Reward your children with attention and kind words instead of food. Comfort them with hugs, not sweets.
- Plan, shop, and cook more meals at home together. Involve children in choosing, washing, and (for older children) cutting and cooking fruits and vegetables.
- Let kids invent their own healthy recipes. No-fail options include trail mix, smoothies, and fruit salads.
- Having difficulty providing enough healthy food for your family? Apply for food stamps or WIC benefits, or check out local food banks to ease your budget.

Physical Activity

Children and teens need 60 minutes or more of physical activity each day. For adults, aim for at least 30 minutes per day, most days of the week. Try the following suggestions to increase your whole family's activity level:

- Find activities you enjoy and do them as a family. Shoot hoops, dance, swim, or rollerblade—it doesn't matter what you do, as long as you are moving together.
- Support your children's participation in sports by helping them practice. Kick soccer balls while your child plays goalie, or hit pop-ups for her to catch.
- Take a family walk after dinner instead of turning on the TV. Make up games for younger children, such as "I spy" or "Who can count the most … [e.g., red cars]". With school-age kids and teens, use the time to ask how things are going at school or with friends.
- Walk or bike with your child to and from school.
- Set family challenges, such as completing a "mud run" or a long hike together. Celebrate when you reach your goals.
- Local community centers often offer free or low-cost exercise classes, clubs, teams, and other activities for children and families. Many offer sliding-scale memberships.

Remember: Making a commitment to health together is more fun than doing it alone … and it can bring your family closer together.

This tip sheet was adapted using information from the U.S. Department of Agriculture's ChooseMyPlate.gov (http://choosemyplate.gov). At https://www.childwelfare.gov/topics/preventing/promoting/parenting/ you can download this tip sheet and get more parenting tips, or call 800.394.3366.

Haciendo conexiones saludables con su familia

La buena salud comienza con alimentarse de comidas saludables y hacer bastante actividad física. Un estilo de vida más saludable puede ayudar a su familia de muchas formas, incluyendo las siguientes:

- Menos estrés, depresión y ansiedad
- Un mejor sueño y más energía
- Menos enfermedad y costos de cuidado de salud más bajos

Las costumbres saludables no tienen que costarle tiempo con su familia. ¡Diviértanse haciéndolo juntos!

La alimentación saludable

Los niños aprenden las costumbres de alimentación que practicarán en el futuro observándolo a usted. Sea un buen ejemplo a seguir para sus niños y prepárelos para una vida de buena salud. Considere los siguientes consejos:

- Las comidas familiares son una buena oportunidad para conectar y compartir con sus hijos. Ofrézcales una variedad de comidas saludables y luego mantenga el enfoque en lo que sus hijos están diciendo en vez de lo que están comiendo.
- Deje que sus hijos decidan cuanto quieren comer según cuanta hambre tengan en vez de siempre esperar que "limpien sus platos".
- Premie a sus hijos con atención y palabras cariñosas en vez de comida. Consuélelos con abrazos, no con dulces.
- Planeen las comidas, hagan las compras y cocinen comidas en casa juntos en familia. Involucre a sus hijos cuando esté escogiendo, lavando y (para niños mayores) cortando y cocinando frutas y vegetales.
- Deje que sus hijos inventen sus propias recetas saludables. Opciones fáciles de preparar incluyen una mezcla de frutos secos y nueces (o "trail mix"), batidos de frutas y ensaladas de frutas.
- Si encuentra que es difícil proveerles suficientes alimentos saludables a su familia, puede solicitar cupones de comida o beneficios del Programa Especial de Nutrición Suplementaria Para Mujeres, Infantes y Niños (WIC, por sus siglas en inglés), o buscar su banco de alimentos local ("food bank") para ayudar a aliviar su presupuesto.

La actividad física

Los niños y adolescentes necesitan por lo menos 60 minutos de actividad física todos los días. Los adultos deben tratar de hacer por lo menos 30 minutos de actividad física por día, la mayoría de los días de la semana. Intente las siguientes sugerencias para aumentar el nivel de actividad de toda su familia:

- Busquen actividades que les guste hacer en familia. Jueguen básquetbol, bailen, naden o patinen—no importa lo que hagan siempre y cuando estén juntos y activos.
- Apoye la participación de sus hijos en deportes; ayúdelos a practicar pateando la pelota de futbol o atrapando la de beisbol.
- Caminen juntos después de la cena en vez de prender el televisor. Invente juegos para sus hijos jóvenes durante las caminatas, como tratar de contar todos los carros rojos o juegos de "yo veo". Con sus hijos de edad escolar o adolescentes, use la oportunidad para preguntarles cómo les está yendo en la escuela o con sus amigos.
- Camine o maneje en bicicleta a la escuela con su hijo en las mañanas y de vuelta en las tardes.
- Establezca retos para la familia, como completar juntos una caminata larga, y celebren cuando alcancen sus metas.
- Los centros comunitarios locales a menudo ofrecen clases de ejercicios, clubs, equipos y otras actividades para niños y familias gratis o a bajo costo. Muchos también ofrecen una escala móvil de costos de membresía.

Recuerde: Hacer un compromiso en familia a vivir una vida saludable es más divertido que hacerlo solo...y puede ayudar a unir más a su familia.

Esta hoja de consejos fue adaptada usando información de ChooseMyPlate.gov (http://choosemyplate.gov) del Departamento de Agricultura de los Estados Unidos (U.S. Department of Agriculture). Usted puede descargar esta hoja de consejos y obtener más consejos sobre la crianza en https://www.childwelfare.gov/topics/preventing/promoting/parenting/ o llamando al 800.394.3366.

Feeding Your Family

What's Happening

About one in five households with children in the United States face food insecurity at some point during the year. This means that the family sometimes cannot afford enough healthy food to feed everyone well. Some or all members of the family may go hungry, skip meals, or eat nothing for an entire day (or longer).

What You Might Be Seeing

Healthy food is very important for children's growth and well-being. This is especially true during the first 3 years. A lack of food affects children's:

- **Bodies.** Children may get sick and go to the hospital more often.
- **Behavior.** A lack of healthy food at home can cause fighting, hyperactivity, and mood swings in school-age children. Older youth may feel depressed, anxious, or suicidal.
- **Learning.** Children can have a hard time getting to school every day or making progress in reading and math.

What You Can Do

The U.S. Department of Agriculture offers several programs to help families feed their children.

- Supplemental Nutrition Assistance Program (SNAP), formerly food stamps, helps low-income families pay for food. For more information, visit http://www.fns.usda.gov/snap/apply.
- The Women, Infant, and Children (WIC) program provides short-term help for low-income women, infants, and young children.
  For more information, visit http://www.fns.usda.gov/wic/who-gets-wic-and-how-apply.
- The National School Lunch and Breakfast programs offer children free or reduced-price meals at many schools. Apply at your child's school or visit http://www.fns.usda.gov/nslp/national-school-lunch-program-nslp.
- The Summer Food Service Program provides free, healthy meals to children and teens in low-income areas during the summer. For more information, visit http://www.summerfood.usda.gov.

Most communities also offer food banks and other help for low-income families. In many areas, dialing 2-1-1 can connect you with local resources and support.

Remember: There are resources in every community to help families provide healthy food for their children.

Cómo alimentar a su familia

Lo que está pasando

Se estima que uno de cada cinco hogares con niños en los Estado Unidos enfrenta la inseguridad alimentaria en algún momento durante el año. Esto significa que a la familia a veces no le alcanza el dinero para comprar suficientes alimentos saludables para alimentar bien a todos. Algunos miembros de la familia o toda la familia pueden pasar hambre, saltarse comidas o no comer nada durante un día entero (o más).

Lo que usted podría estar observando

Los alimentos saludables son muy importantes para el desarrollo y el bienestar de los niños, particularmente durante sus primeros 3 años de vida. La falta de alimentos puede afectar lo siguiente:

- **El cuerpo.** Los niños pueden enfermarse y tener que ir al hospital más a menudo.
- **El comportamiento.** La falta de alimentos saludables en el hogar puede causar peleas, hiperactividad y cambios abruptos de humor en los niños de edad escolar. Los jóvenes mayores pueden sentirse deprimidos, ansiosos o tener pensamientos suicidas.
- **El aprendizaje.** Los niños sin alimentos adecuados pueden tener dificultades para llegar a la escuela todos los días o avanzar en las clases de lectura y matemática.

Lo que usted puede hacer

El Departamento de Agricultura de los EE.UU. (USDA, por sus siglas en inglés) ofrece varios programas de asistencia para ayudar a las familias a alimentar a sus hijos.

- El Programa de Asistencia Nutricional Suplementaria (Supplemental Nutrition Assistance Program, o SNAP, por sus siglas en inglés), antiguamente conocido como cupones para alimentos, es un programa que ayuda a las familias de bajos ingresos a pagar por los alimentos. Para más información (en español), visite http://www.fns.usda.gov/es/snap/para-presentar-la-solicitud.
- El Programa Para Mujeres, Bebés y Niños (Women, Infants, and Children program, o (WIC), por sus siglas en inglés), ofrece ayuda a corto plazo para mujeres de bajos ingresos, bebes y niños jóvenes. Para leer más sobre el programa, vea la página del USDA (sólo disponible en inglés: http://www.fns.usda.gov/wic/who-gets-wic-and-how-apply). Para verificar si califica para los beneficios de WIC, vea la siguiente página en español: http://wic.fns.usda.gov/wps/pages/start.jsf#
- El Programa Nacional de Almuerzos Escolares (National School Lunch and Breakfast Programs, en inglés) proporciona comidas gratis o a costo reducido para niños en muchas escuelas. Solicite los beneficios en la escuela de su hijo o visite la página web del USDA para encontrar una solicitud en español (http://www.fns.usda.gov/school-meals/family-friendly-application-translations). Para leer más sobre el programa, visite http://www.fns.usda.gov/nslp/national-school-lunch-program-nslp (sólo disponible en inglés).
- El Programa de Servicio de Alimentos de Verano (Summer Food Service Program, en inglés) proporciona comidas saludables gratis para niños y adolescentes durante el verano en zonas de bajos ingresos. Para más información (sólo disponible en inglés), visite http://www.summerfood.usda.gov. Para encontrar lugares en su área que ofrecen comidas saludables gratis, llame al 1.877.8.HAMBRE (para hispanohablantes).

La mayoría de las comunidades también ofrecen bancos de alimentos y otras formas de asistencia para familias de bajos ingresos. En muchas áreas, puede marcar el 2-1-1 en su teléfono para conectarse con recursos y apoyos locales.

Recuerde: Todas las comunidades tienen recursos para ayudar a las familias a proporcionarles alimentos saludables a sus niños.

Preventing Child Sexual Abuse

Sexual abuse affects both boys and girls of all ages, in all kinds of neighborhoods and communities. Children are more likely to be sexually abused by someone they know and trust than by a stranger. Abusers do not always use physical force. Many use games, gifts, lies, or threats to engage children and to keep them from telling anyone what has happened.

What You Can Do

To prevent child sexual abuse, it is important to keep the focus on adult responsibility, while teaching children skills to help them protect themselves. Consider the following tips:

- Take an active role in your children's lives. Learn about their activities and people with whom they are involved. Stay alert for possible problems.
- Watch for "grooming" behaviors in adults who spend time with your child. Warning signs may include frequently finding ways to be alone with your child, ignoring your child's need for privacy (e.g., in the bathroom), or giving gifts or money for no particular occasion.

Signs of Possible Sexual Abuse

The following may indicate sexual abuse and should not be ignored:

- Unexplained pain, itching, redness, or bleeding in the genital area
- Increased nightmares or bedwetting
- Withdrawn behavior or appearing to be in a trance
- Angry outbursts or sudden mood swings
- Loss of appetite or difficulty swallowing
- Anxiety or depression
- Sudden, unexplained avoidance of certain people or places
- Sexual knowledge, language, or behavior that is unusual for the child's age

- Ensure that organizations, groups, and teams that your children are involved with minimize one-on-one time between children and adults. Ask how staff and volunteers are screened and supervised.
- Make sure your children know that they can talk to you about anything that bothers or confuses them.
- Teach children accurate names of private body parts and the difference between touches that are "okay" and "not okay."
- Empower children to make decisions about their bodies by allowing them age-appropriate privacy and encouraging them to say "no" when they do not want to touch or be touched by others, even in nonsexual ways.
- Teach children to take care of their own bodies (e.g., bathing or using the bathroom) so they do not have to rely on adults or older children for help.
- Educate children about the difference between good secrets (such as birthday surprises) and bad secrets (those that make the child feel unsafe or uncomfortable).
- Monitor children's use of technology, including cell phones, social networking sites, and messaging. Review contact lists regularly and ask about any people you don't recognize.
- Trust your instincts! If you feel uneasy about leaving your child with someone, don't do it. If you are concerned about possible sexual abuse, ask questions.
- If your child tells you that he or she has been abused, stay calm, listen carefully, and never blame the child. Thank your child for telling you. Report the abuse right away.

Remember: You can help protect your children from sexual abuse by being active in their lives and teaching them safety skills.

This tip sheet was adapted using information from Prevent Child Abuse America, the National Child Traumatic Stress Network, the Enough Abuse Campaign, and Stop It Now. At https://www.childwelfare.gov/topics/preventing/promoting/parenting you can download this tip sheet and get more parenting tips, or call 800.394.3366.

Cómo prevenir el abuso sexual de menores

El abuso sexual afecta a niños y niñas de todas edades, en todos tipos de vecindarios y comunidades. Es más probable que un niño sea abusado sexualmente por alguien que conoce y en quien confía que por un desconocido. Los abusadores no siempre usan la fuerza física; muchos usan juegos, regalos, mentiras o amenazas para involucrar a los niños y tratar de prevenir que le digan a alguien lo que ha ocurrido.

Lo que usted puede hacer

Para prevenir el abuso sexual de menores, es importante mantener el enfoque en la responsabilidad adulta mientras les enseña a los niños las habilidades que necesitan para ayudar a protegerse. Considere los siguientes consejos:

- Juegue un papel activo en la vida de sus hijos. Aprenda sobre sus actividades y las personas con quienes pasan tiempo. Esté atento en caso de que hayan problemas.
- Esté atento a los comportamientos de "preparación" o acoso sexual en los adultos que pasan tiempo con su hijo. Indicios pueden incluir un adulto que busca maneras de estar a solas con su hijo con frecuencia, que ignora la necesidad de privacidad de su hijo (por ejemplo, en el baño) o le da regalos o dinero a su hijo sin razón particular.

Indicios de posible abuso sexual

Lo siguientes factores pueden ser indicios de abuso sexual y no deben ser ignorados:

- Dolor, picazón, enrojecimiento o sangre inexplicable en el área genital
- Un aumento en pesadillas o el niño moja la cama con más frecuencia
- Comportamiento introvertido o tímido o la apariencia de estar en trance
- Explosiones de ira o cambios bruscos de humor
- Pérdida de apetito o dificultad para tragar
- Ansiedad o depresión
- El querer evitar a ciertas personas o lugares de pronto y sin explicación
- Conocimientos sobre asuntos, lenguaje o comportamientos sexuales inusuales para un niño de su edad

- Asegure que las organizaciones, los grupos y los equipos con los cuales está involucrado su hijo eviten que los niños y los adultos pasen mucho tiempo individual a solas. Pregunte sobre cómo seleccionan y supervisan el personal y los voluntarios.
- Hágale saber a sus hijos que pueden hablar con usted acerca de cualquier cosa que les esté molestando o causando confusión.
- Enséñele a sus hijos los nombres correctos de las partes privadas del cuerpo y la diferencia entre el contacto apropiado e inapropiado.
- Dele a sus hijos el poder de decisión sobre sus cuerpos permitiéndoles un nivel de privacidad apropiado a sus edades, y anímelos a decir "no" cuando no quieran tocar a alguien o que alguien los toque, incluso en formas no sexuales.
- Enséñele a sus hijos a cuidar de sus propios cuerpos (por ejemplo, bañándose o usando el baño) para que no tengan que depender de adultos o niños mayores para ayuda.
- Eduque a los niños sobre la diferencia entre los secretos buenos (como una fiesta de sorpresa) y los secretos malos (secretos que los hacen sentir en peligro o incomodos).
- Supervise a sus hijos en cuanto al uso de tecnología, incluyendo sus teléfonos celulares, sitios de redes sociales por Internet y mensajes de texto. Revise sus listas de contactos con frecuencia y pregúnteles acerca de cualquier persona que no conozca.
- ¡Confié en sus propios instintos! Si se siente incómodo dejando a su hijo con alguien, no lo haga. Si está preocupado por la posibilidad de abuso sexual, haga preguntas.
- Si su hijo le dice que fue o está siendo abusado, manténgase calmado, escuche con cuidado y nunca culpe a su hijo por lo que le pasó. Agradézcale a su hijo por haberle dicho. Reporte el abuso lo antes posible.

Recuerde: Usted puede ayudar a proteger a sus hijos del abuso sexual jugando un papel activo en sus vidas y enseñándoles habilidades de seguridad.

Esta hoja de consejos fue adaptada usando información de Prevent Child Abuse America, la Red Nacional Para el Estrés Traumático Infantil (National Child Traumatic Stress Network), la campaña Enough Abuse Campaign y Stop It Now. Usted puede descargar esta hoja de consejos y encontrar más consejos sobre la crianza en https://www.childwelfare.gov/topics/preventing/promoting/parenting/ o llamando al 800.394.3366.

Managing Stress

What's Happening

Everyone has stress, whether it's a bad day at work, car trouble, or simply too many things to do. However, too much stress can make it hard to parent effectively. After a while, your children may show signs of being stressed out, too!

What You Might Be Seeing

Some signs that you are stressed include:

- Feeling angry or irritable a lot of the time
- Feeling hopeless
- Having trouble making decisions
- Crying easily
- Worrying all the time
- Arguing with friends or your partner
- Overeating or not eating enough
- Being unable to sleep or wanting to sleep all the time

A build-up of stress also can contribute to health problems, including allergies, a sore neck or back, headaches, upset stomach, and high blood pressure.

Remember: Learning to manage your stress will improve your happiness and show your children that they can handle stress, too!

What You Can Do

It is important to learn how to manage your stress—for your own sake and for your children. The following suggestions may help:

- **Identify what's making you stressed.** Everyone's stressors are different. Yours might be related to money, work, your surroundings (traffic, crime), your partner, your children's behavior, or health issues.
- **Accept what you cannot change.** Ask yourself, "Can I do anything about it?" If the answer is no, try to focus on something else. If there is something you can do (look for a new job, for example), break it into smaller steps so it doesn't feel overwhelming.
- **Have faith.** Look back at previous times when you have overcome challenges. Think, "This too shall pass." Consider that people who attend church, pray regularly, or practice other forms of spirituality tend to have less stress.
- **Relax!** Try deep breathing, meditation, yoga, or listening to music. Take 30 minutes to play a board game and laugh with your kids.
- **Take care of your health.** Getting enough sleep can make a big difference in your stress level. So can eating healthy foods and getting some exercise.
- **Take time for yourself.** Take a bath, read a book, or pick up a hobby. When you can, hire a babysitter (or trade time with a friend or neighbor) and get out for a few hours.
- **Develop a support network.** Don't be afraid to ask for help. Older children can set the table. Your spouse or partner could take over bedtime a few nights a week. Friends might pick up the kids from school to give you a break.

Manejando el estrés

Lo que está pasando

Todas las personas experimentan el estrés, sea a causa de un día difícil en el trabajo, problemas con su auto o simplemente por tener demasiadas cosas que hacer. Sin embargo, demasiado estrés puede causarle dificultades en la crianza eficaz de sus hijos. Con el tiempo, ¡sus hijos también podrían mostrar síntomas de estar estresados!

Lo que usted podría estar observando

Algunos indicios de que podría estar estresado incluyen:

- Sintiéndose enojado o irritado a menudo
- Sintiéndose desesperado
- Teniendo dificultades en tomar decisiones
- Llorando fácilmente
- Sintiéndose preocupado todo el tiempo
- Peleando con sus amigos o con su pareja
- Comiendo demasiado o no suficiente
- El no poder dormir o querer dormir todo el tiempo

Una acumulación de estrés también puede contribuir a problemas de salud, incluyendo alergias, dolores de cuello o de espalda, dolores de cabeza, molestias estomacales y tensión alta.

Recuerde: El aprender a manejar su estrés aumentará su felicidad y les enseñará a sus hijos que ¡ellos también pueden manejar el estrés!

Lo que usted puede hacer

Es importante aprender a manejar su estrés—para su bien y el bien de sus hijos. Las siguientes sugerencias podrían ayudar:

- **Identifique lo que le causa estrés.** Las causas del estrés son diferentes para cada persona. Las suyas podrían estar relacionadas con el dinero, el trabajo, su ambiente (tráfico, crimen), su pareja, el comportamiento de sus hijos o asuntos de salud.
- **Acepte lo que no puede cambiar.** Pregúntese, "¿Puedo hacer alguna cosa al respecto?" Si la respuesta es no, trate de enfocarse en otra cosa. Si hay alguna cosa que puede hacer (buscar un trabajo nuevo, por ejemplo), divida el proceso en pasos más pequeños para que no se sienta abrumado.
- **Tenga fe.** Reflexione sobre otros instantes cuando pudo superar los desafíos que lo enfrentaban. Piense, "Esto también pasará". Considere que las personas quienes van a la iglesia, oran regularmente o practican otras formas de espiritualidad tienden a sentir menos estrés.
- **¡Relájese!** Respire hondo, practique la meditación, haga yoga o escuche música. Tome 30 minutos para jugar un juego de mesa y reírse con sus hijos.
- **Cuide de su salud.** El dormir suficiente puede hacer una gran diferencia en su nivel de estrés, como también el comer comidas saludables y hacer ejercicio.
- **Aparta un tiempo para sí mismo.** Tómese un baño, lea un libro o búsquese una actividad recreativa. Cuando pueda, busque una niñera (o coordine con un amigo o vecino para el cuidado de sus hijos) y salga por unas horas.
- **Desarrolle una red de apoyo.** No tenga miedo de pedir ayuda. Los niños mayores pueden poner la mesa. Su esposo(a) o pareja podría encargarse de acostar a los niños un par de noches a la semana. Sus amigos podrían recoger a sus niños en la escuela para darle un descanso.

Managing Your Finances

What's Happening

If you feel like your finances are out of control, you are not alone! Many people worry about money. While common, a daily struggle to pay bills creates stress that can harm your family life and your child's well-being.

What You Might Be Seeing

Your family is said to have "financial stability" if you have:

- The ability to pay bills on time
- A manageable amount of debt
- A 3–6 month emergency fund to protect you against loss of income

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Remember: It is possible to achieve financial stability, even after a setback. The steps you take today will help create a brighter future for your family!

What You Can Do

No matter what your situation, you can take steps to move your family toward greater financial stability.

- **Know where your money goes.** Track your family's spending for a month, and balance your checkbook regularly. These steps will help you feel more in control and will help you create a realistic budget.
- **Get organized.** Make sure you know how much each person in your household gets paid and when. Know which bills need to be paid out of each paycheck. Keep all bills in one place so they don't get lost, and review your finances often.
- **Spend only what you make.** Put away credit cards and use cash instead. This will help ensure that you buy only what you really need and want.
- **Get help to stretch your budget.** State and Federal programs include the Earned Income Tax Credit, food stamps or WIC, TANF, low-cost child care or housing, Head Start, and others.
- **Get a bank account.** Check-cashing services and payday loans charge high fees. One program that helps people access free or low-cost checking accounts is Bank On: http://joinbankon.org/about/
- **Start saving.** Individual development accounts (IDAs) match your savings to help you reach a goal such as buying a home, training for a new job, or starting a small business. Find an IDA program near you: http://cfed.org/programs/idas/directory_search/
- **Seek new employment opportunities.** Work readiness, vocational training, job placement, and career counseling programs can help you find and qualify for new opportunities that may pay better and move you toward greater security.

Acknowledgment: National Foundation for Credit Counseling (http://www.nfcc.org/).

Manejando sus finanzas

Lo que está pasando

Si usted siente que sus finanzas están fuera de control, ¡no está solo! Muchas personas se preocupan por el dinero. Aunque sea común, la lucha diaria para pagar las cuentas crea estrés que puede ser dañino para su vida familiar y el bienestar de su hijo.

Lo que usted podría estar observando

Se puede decir que su familia tiene "estabilidad financiera" si tiene:

- La habilidad de pagar las cuentas a tiempo
- Un monto de deuda manejable
- Un fondo de emergencia con suficiente para vivir de 3–6 meses como protección en contra de la pérdida de ingresos

Lo que usted puede hacer

Sea como sea su situación, usted puede tomar ciertos pasos para llevar a su familia hacia una situación financiera más estable.

- **Esté consiente de dónde va su dinero.** Siga los gastos de su familia por un mes y mantenga al día su libreta bancaria. Estos pasos le ayudarán a sentirse más en control y a crear un presupuesto razonable.
- **Organícese.** Asegúrese de saber cuánto gana cada persona en su hogar y cuándo le pagan. Sepa cuáles recibos se tendrán que pagar de cada sueldo. Mantenga sus recibos en un lugar central para que no se pierdan, y revise sus finanzas a menudo.
- **Gaste solamente lo que gane.** Guarde sus tarjetas de crédito y use dinero en efectivo. Esto ayudará a asegurar que solamente compre lo que de verdad necesita y quiere.
- **Obtenga ayuda para estirar su presupuesto.** Programas Estatales y Federales incluyen el Crédito por Ingreso del Trabajo (EITC, por sus siglas en inglés); cupones de comida o el Programa Especial de Nutrición Suplementaria Para Mujeres, Bebés y Niños (WIC, sus siglas en inglés); el programa de Asistencia Temporal Para Familias Necesitadas (TANF sus siglas en inglés); servicios de cuidado de menores o vivienda a bajo costo; Head Start y otros.
- **Búsquese una cuenta bancaria.** Los servicios de cambio de cheques o préstamos de día de pago cobran cuotas altas. Un programa que ayuda a personas a acceder a cuentas corrientes gratis o a bajo costo se llama Bank On: http://joinbankon.org/about/
- **Empiece a ahorrar.** Cuentas de desarrollo individual (IDA, por sus siglas en inglés) igualan sus ahorros para ayudarlo a alcanzar una meta como la compra de una casa, entrenamiento para un trabajo nuevo, o empezar una pequeña empresa. Encuentre un programa de IDA cerca de usted: http://cfed.org/programs/idas/directory_search/
- **Busque nuevas oportunidades de empleo.** Programas de preparación para el empleo, capacitación vocacional, contratación y orientación profesional pueden ayudarlo a encontrar y a calificar para nuevas oportunidades que podrían pagar mejor y llevarlo hacia una situación financiera más segura.

Recuerde: Sí es posible lograr la estabilidad financiera, aun después de un retraso. ¡Los pasos que tome hoy ayudarán a crear un futuro mejor para su familia!

Reconocimiento: National Foundation for Credit Counseling (http://www.nfcc.org/).

Helping Your Child Heal From Trauma

What's Happening

Trauma is an emotional response to an intense event that threatens or causes harm, either physical or emotional. Trauma can occur as a result of a natural disaster (such as an earthquake or flood), violence, or abuse. Seeing violence happen, even if you are not the victim, also may cause trauma.

Trauma can have a lasting effect on children's brain development. If not addressed, it can lead to trouble with school, relationships, or drugs and alcohol.

What You Might Be Seeing

Children's reactions to traumatic events vary with age, culture, and personality. Some children show the following signs of trauma:

- Startling easily and having difficulty calming down
- Behaviors common to younger children (e.g., thumb sucking, bed wetting, fear of the dark, clinging to caregivers)
- Tantrums, aggression, or fighting
- Becoming quiet and withdrawn, wanting to be left alone
- Wanting to talk about the traumatic event all the time, or denying that it happened
- Changes in eating or sleeping (sleeping all the time, not sleeping, nightmares)
- Frequent headaches or stomachaches

Remember: With patience and support, families can heal and recover from trauma.

What You Can Do

Try the following to help your child heal from trauma:

- **Help your child feel safe.** Stay calm and keep a regular routine for meals, play time, and bedtime. Prepare children in advance for any changes or new experiences.
- **Encourage (don't force) children to talk about their feelings.** Tell children it is normal to have many feelings after a trauma. Listen to their stories, take their reactions seriously, correct any misinformation about the traumatic event, and reassure them that what happened was not their fault.
- **Provide extra attention, comfort, and encouragement.** Spending time together as a family may help children feel safe. Younger children may want extra hugs or cuddling. Follow their lead and be patient if they seem needy.
- **Teach children to relax.** Encourage them to practice slow breathing, listen to calming music, or say positive things ("That was scary, but I'm safe now").
- **Be aware of your own response to trauma.** Parents' history of trauma and feelings about their child's experience can influence how they cope. Seek support if you need it.
- **Remember that everyone heals differently from trauma.** Respecting each child's own course of recovery is important.
- **Find help when needed.** If your child's problems last more than a few weeks, or if they get worse rather than better, ask for help. Find a mental health professional who knows proven strategies to help children cope with trauma.

Acknowledgments: Safe Start Center, Office of Juvenile Justice and Delinquency Prevention (http://www.safestartcenter.org/).

Ayudando a su hijo a curarse del trauma

Lo que está pasando

El trauma es una reacción emocional a un evento intenso amenazante o que causa daño, ya sea físico o emocional. El trauma puede ocurrir a causa de un desastre natural (como un terremoto o una inundación), la violencia o el abuso. Incluso, el presenciar la violencia, aunque usted no sea la víctima, también puede causar trauma.

El trauma puede tener un efecto duradero en el desarrollo cerebral de los niños. Si no es tratado, puede llegar a causar problemas en la escuela, en relaciones o con drogas y alcohol.

Lo que usted podría estar observando

Las reacciones de los niños a eventos traumáticos varían según sus edades, culturas y personalidades. Algunos niños demuestran las siguientes señales de trauma:

- Asustándose fácilmente y teniendo dificultad con volver a calmarse
- Comportamientos comunes en niños más jóvenes (por ejemplo, chupándose el dedo, mojando la cama, miedo a la oscuridad, apegándose demasiado a sus proveedores de cuidado)
- Berrinches, agresión o pelear con otros
- Volviéndose callado y retraído, queriendo estar solo
- Queriendo hablar acerca del evento traumático todo el tiempo, o negando que sucedió
- Cambios en su alimentación o sueño (durmiendo todo el tiempo, el no dormir, pesadillas)
- Dolores de cabeza o de estómago frecuentes

Recuerde: Con paciencia y apoyo, las familias pueden sanarse y recuperarse del trauma.

Lo que usted puede hacer

Intente lo siguiente para ayudar a su hijo a recuperarse de un trauma:

- **Ayude a su hijo a sentirse seguro.** Permanezca calmado y mantenga una rutina regular para las comidas, la hora de jugar y la hora de dormir. Prepare a los niños por adelantado para cualquier cambio o experiencia nueva.
- **Aliente (pero no obligue) a los niños a hablar acerca de sus sentimientos.** Dígales a los niños que es normal tener muchos sentimientos después de sufrir un trauma. Escuche sus cuentos, tome en serio sus reacciones, corrija cualquier información incorrecta con respecto al evento traumático y asegúreles que ellos no tienen la culpa de lo que sucedió.
- **Provéales atención adicional, consuelo y ánimo.** Pasar tiempo en familia podría ayudar a los niños a sentirse seguros. Los niños más jóvenes podrán querer más abrazos y cariño. Siga sus pistas y tenga paciencia si parecen necesitar de atención.
- **Enséñele a los niños a relajarse.** Anímelos a practicar la respiración honda, escuchar música calmada o decir cosas positivas (“Eso me dio miedo, pero ahora estoy bien”).
- **Esté consciente de su propia reacción al trauma.** La historia de trauma de los padres y sus sentimientos acerca de las experiencias de sus hijos pueden influenciar la manera en que los niños manejan el trauma. Busque apoyo si lo necesita.
- **Recuerde que todas las personas se recuperan de maneras diferentes del trauma.** Es importante respetar el proceso de recuperación de cada niño.
- **Encuentre ayuda cuando la necesite.** Si los problemas de su hijo duran por más de unas semanas, o si empiezan a empeorar en vez de mejorarse, pida ayuda. Encuentre un profesional de salud mental capacitado en métodos comprobados de ayudar a los niños a lidiar con el trauma.

Reconocimientos: Safe Start Center, Office of Juvenile Justice and Delinquency Prevention (http://www.safestartcenter.org/).

Human Trafficking: Protecting Our Youth

What's Happening

Human trafficking is a form of modern slavery. It includes both sex trafficking and forced labor. Youth with difficult family situations or histories of trauma, including those in foster care, can be at greater risk.

Any child under age 18 engaged in commercial sex is a victim of sex trafficking, even if the youth's participation is not forced or coerced. This includes:

- Prostitution
- Stripping
- Pornography

Human trafficking also includes forced labor. Common examples involve:

- Selling illegal drugs
- Begging
- Door-to-door sales crews (e.g., magazines)
- Restaurant work
- Hair and nail salons
- Farm work
- Au pairs and nannies
- Domestic work

What You Might Be Seeing

Cases of human trafficking have been reported in all 50 States. Victims can be children or adults, U.S. citizens or foreign nationals, male or female. Children as young as 9 years old may be at risk.

Signs that a child or youth may be involved in human trafficking include the following:

- Frequent, unexplained absences from school
- Running away from home
- Unexplained bruises or scars, withdrawn behavior, or anxiety/fear
- Knowledge of sexual situations or terms beyond what is normal for the child's age
- Signs of drug addiction
- Sudden changes in clothes, friends, or access to money
- Having a "boyfriend" or "girlfriend" who is noticeably older and/or controlling
- Expressing concern for family members' safety if he or she shares too much information
- Working unusually long hours and being paid very little
- Living at a workplace or with the employer, or living with many people in a small space

What You Can Do

- **Be aware of recruiting tactics.** Traffickers target victims through social media websites, telephone chat lines, afterschool programs, at shopping malls and bus depots, in clubs, or through friends and acquaintances. Ask questions about your youth's friends—especially new friends and those who appear to be significantly older. Monitor computer use and know where he or she hangs out. Traffickers may also be family members or even peers.
- **Understand that trafficked youth are victims, not criminals.** If a person has been forced to commit illegal acts, he or she is a victim and is not guilty of a crime. Help the youth understand that he or she will not be punished for seeking help.
- **Report suspected trafficking.** If you think a youth may be involved in trafficking:
  - If the youth is in immediate danger, call your local police department or emergency access number (e.g., 911).
  - To report suspected human trafficking, call the National Human Trafficking Resource Center at 1.888.373.7888, text BeFree (233733), or submit a tip online at http://www.traffickingresourcecenter.org.
  - To report a sexually exploited or abused minor, call the National Center for Missing & Exploited Children at 1.800.THE.LOST or report online at http://www.cybertipline.org.

La trata de personas: cómo proteger a nuestros jóvenes

Lo que está pasando

La trata de personas es una forma de esclavitud moderna, e incluye tanto la trata con fines de explotación sexual y el trabajo forzoso. Los jóvenes que están viviendo situaciones difíciles en sus hogares o que han experimentado trauma, incluyendo los jóvenes en cuidado de crianza, pueden estar a mayor riesgo.

Cualquier niño menor de 18 años de edad involucrado en el comercio sexual o actos sexuales a cambio de algún pago es una víctima de trata sexual, aun si el joven no fue forzado o coaccionado. Esto incluye:

- La prostitución
- El desnudarse, "stripping" o "striptease" en inglés
- Pornografía

La trata de personas también incluye el trabajo forzoso, lo cual puede involucrar:

- La venta de drogas ilegales
- La mendicidad forzada
- Grupos de vendedores a domicilio/puerta en puerta (por ejemplo, que vendan revistas)
- El trabajo de restaurante
- Salones de belleza o manicura
- El trabajo agrícola
- El trabajo como au pair o niñera
- El empleo domestico

Lo que usted podría estar observando

Se han reportado casos de trata de personas en todos los 50 Estados. Las víctimas pueden ser niños o adultos, ciudadanos estadounidenses o extranjeros, hombres o mujeres. Los niños de tan solo 9 años de edad pueden estar en riesgo.

Lo siguientes indicios pueden señalar que un niño está involucrado en la trata de personas.

El niño/la niña:

- Falta a clase con frecuencia y sin explicación
- Se escapa de casa
- Tiene moretones o cicatrices sin explicaciones, comportamientos introvertidos o ansiedad/miedo
- Tiene conocimiento de situaciones o términos sexuales no apropiados para su edad
- Demuestra indicios de adicción a las drogas
- Demuestra cambios abruptos en su ropa, amistades o acceso a dinero
- Tiene un "novio" o una "novia" que es claramente mayor que y/o controla al niño o la niña
- Se preocupa por el bienestar de sus familiares si comparte demasiada información
- Trabaja largas horas (fuera de lo normal) y le pagan muy poco
- Vive en su lugar de trabajo o con su empleador, o vive con muchas personas en un espacio pequeño

Lo que usted puede hacer

- **Esté consciente de las tácticas de reclutamiento.** Los traficantes encuentran sus víctimas a través de sitios web de los medios sociales, líneas de chatear por teléfono, programas después de las clases/extraescolares, en centros comerciales y paradas de buses, en clubs o a través de amistades y personas conocidas. Pregúntele a su hijo acerca de sus amistades, particularmente amigos nuevos o amigos que parezcan ser bastante mayor que su hijo. Supervise el uso de la computadora y esté pendiente de dónde pasa tiempo su hijo. Los traficantes también pueden ser familiares o hasta compañeros/pares.
- **Entienda que los jóvenes que han sido víctimas de la trata de personas son realmente víctimas, y no delincuentes.** Si una persona ha sido obligada a cometer actos ilegales, esa persona es una víctima y no es culpable de un delito. Ayude al joven a entender que no será castigado por buscar ayuda.
- **Denuncie casos de posible trata de personas.** Puede hacer lo siguiente si piensa que un joven está involucrado en la trata de personas:
  - Si el joven está en peligro inmediato, llame a su departamento de policía local o número de emergencia (por ejemplo, al 911).
  - Para denunciar un posible caso de trata de personas, llame el National Human Trafficking Resource Center (el Centro Nacional de Recursos Sobre la Trata de Personas) al 1.888.373.7888 (hay intérpretes disponibles), mande un mensaje de texto a "BeFree" (233733) o presente una denuncia en línea aquí: http://www.traffickingresourcecenter.org
  - Para denunciar la explotación o el abuso sexual de un menor, llame el Centro Nacional Para Menores Desaparecidos y Explotados (National Center for Missing & Exploited Children) al 1.800.843.5678 o presente una denuncia en línea aquí: http://www.missingkids.com/Espanol/CyberTipline

Bonding With Your Baby

What's Happening

Attachment is a deep, lasting bond that develops between a caregiver and child during the baby's first few years of life. This attachment is crucial to the growth of a baby's body and mind. Babies who have this bond and feel loved have a better chance to grow up to be adults who trust others and know how to return affection.

What You Might Be Seeing

Most babies:

- Have brief periods of sleep, crying or fussing, and quiet alertness many times each day
- Often cry for long periods for no apparent reason
- Love to be held and cuddled
- Respond to and imitate facial expressions
- Love soothing voices and respond to them with smiles and small noises
- Grow and develop every day
- Learn new skills quickly and can outgrow difficult behaviors in a matter of weeks

Remember: The best gift you can give your baby is YOU. The love and attention you give your baby now will stay with him or her forever and will help your baby grow into a healthy and happy child and adult.

What You Can Do

No one knows your child like you do, so you are in the best position to recognize and fulfill your child's needs. Parents who give lots of loving care and attention to their babies help their babies develop a strong attachment. Affection stimulates your child to grow, learn, connect with others, and enjoy life.

Here are some ways to promote bonding:

- Respond when your baby cries. Try to understand what he or she is saying to you. You can't "spoil" babies with too much attention—they need and benefit from a parent's loving care, even when they seem inconsolable.
- Hold and touch your baby as much as possible. You can keep him or her close with baby slings, pouches, or backpacks (for older babies).
- Use feeding, bathing, and diapering times to look into your baby's eyes, smile, and talk to your baby.
- Read, sing, and play peek-a-boo. Babies love to hear human voices and will try to imitate your voice and the sounds you make.
- As your baby gets a little older, try simple games and toys. Once your baby can sit up, plan on spending lots of time on the floor with toys, puzzles, and books.
- If you feel you are having trouble bonding with your infant, don't wait to get help! Talk to your doctor or your baby's pediatrician as soon as you can.

This tip sheet was created with information from experts in national organizations that work to prevent child maltreatment and promote well-being. At https://www.childwelfare.gov/topics/preventing/promoting/parenting you can download this tip sheet and get more parenting tips, or call

Cómo fortalecer los lazos de afecto con su bebé

800.394.3366.

Lo que está pasando

El apego es un lazo profundo y duradero que se desarrolla entre el proveedor de cuidados y el niño durante los primeros años de vida del bebé. Este apego es crucial para crecimiento del cuerpo y la mente del bebé. Aquellos bebés que cuentan con este lazo y que se sienten amados tienen mejores probabilidades de llegar a ser adultos que confían en los demás y que saben cómo reciprocar el afecto.

Lo que usted podría estar observando

La mayoría de los bebés:

- Tienen periodos breves en los que duermen, lloran, se quejan o están tranquilos y atentos muchas veces por día
- A menudo lloran por mucho tiempo sin motivo aparente
- Les encanta que los mimen y abracen
- Responden a las expresiones faciales y las imitan
- Les encantan las voces tranquilas y responden a ellas con sonrisas y gorgoritos
- Crecen y se desarrollan todos los días
- Aprenden nuevas habilidades rápidamente y pueden superar comportamientos difíciles en cosa de unas pocas semanas

Recuerde: El mejor regalo que le puede dar a su bebé es USTED MISMO. El amor y la atención que le dé ahora permanecerán con él para siempre y le ayudarán a ser un niño y adulto sano y feliz.

Lo que usted puede hacer

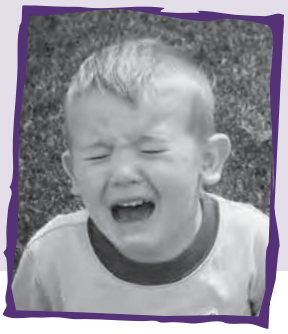
Nadie conoce a su bebé mejor que usted, por lo que es usted quien está en mejores condiciones para reconocer y satisfacer las necesidades de su hijo. Los padres que ofrecen grandes cantidades de afecto y cariño a sus bebés ayudan a sus bebés a desarrollar un apego sólido. El afecto estimula a su hijo a crecer, a aprender, a conectarse con los demás y a disfrutar la vida.

Éstas son algunas formas de promover la formación de lazos afectivos:

- Responda cuando su bebé llore. Trate de entender lo que él o ella le está diciendo. Los recién nacidos no se vuelven "consentidos" por exceso de atención—ellos necesitan del cariño de sus padres y se benefician de él, aun cuando parecieran ser inconsolables.
- Tome en brazos, mime y toque a su bebé a menudo. Puede mantener a su bebé cerca con canguros, portabebés o mochilas especiales (para bebés más grandes).
- Aproveche las horas de comida, de bañar y de cambio de pañales para mirar a su bebé directamente a los ojos, sonreírle y hablarle.
- Léale, cántele y juegue a que se esconde y aparece. A los bebés les encanta oír voces humanas y tratarán de imitar su voz y los sonidos que hace.
- En lo que su bebé se hace mayorcito, intenten jugar con juguetes y juegos sencillos. En lo que su bebé pueda sentarse sin ayuda, planee pasar grandes cantidades de tiempo en el piso con juguetes, rompecabezas y libros.
- Si siente que está teniendo problemas para formar lazos afectivos con su bebé, ¡no espere para obtener ayuda! Hable con su doctor o con el pediatra del bebé tan pronto como sea posible.

Esta hoja de consejos se creó con información de expertos de organizaciones nacionales que trabajan para prevenir el maltrato de menores y promover su bienestar. Usted puede descargar esta hoja de consejos y obtener más consejos sobre la crianza en https://www.childwelfare.gov/topics/preventing/promoting/parenting o llamando al 800.394.3366.

Dealing With Temper Tantrums



What's Happening

Two- and 3-year-olds have many skills, but controlling their tempers is not one of them. Tantrums are common at this age because toddlers are becoming independent and developing their own wants, needs, and ideas. However, they are not yet able to express their wants and feelings with words. Take comfort in the fact that most children outgrow tantrums by age 4.

What You Might Be Seeing

Most toddlers:

- Love to say "No!" "Mine!" and "Do it myself!"
- Test rules over and over to see how parents will react
- Are not yet ready to share
- Need lots of fun activities, play times, and opportunities to explore the world
- Respond well to a routine for sleeping and eating (a regular schedule)
- Like to imitate grownups and to "help" mom and dad

Remember: When your child is having a floor-thumping tantrum, the most important thing you can do is remain calm and wait it out. Do not let your child's behavior cause you to lose control, too.

What You Can Do

It is often easier to prevent tantrums than to deal with them after they get going. Try these tips:

- Direct your child's attention to something else. ("Wow, look at that fire engine!")
- Give your child a choice in small matters. ("Do you want to eat peas or carrots?")
- Stick to a daily routine that balances fun activities with enough rest and healthful food.
- Anticipate when your child will be disappointed. ("We are going to buy groceries for dinner. We won't be buying cookies, but you can help me pick out some fruit for later.")
- Praise your child when he or she shows self-control and expresses feelings with words.

If you cannot prevent the tantrum, here are some tips for dealing with it:

- Say what you expect from your child and have confidence that your child will behave.
- Remain calm. You are a role model for your child.
- Holding your child during a tantrum may help a younger child feel more secure and calm down more quickly.
- Take your child to a quiet place where he or she can calm down safely. Speak softly or play soft music.
- Some children throw tantrums to seek attention. Try ignoring the tantrum, but pay attention to your child after he or she calms down.
- Resist overreacting to tantrums, and try to keep your sense of humor.

This tip sheet was created with information from experts in national organizations that work to prevent child maltreatment and promote well-being. At https://www.childwelfare.gov/topics/preventing/promoting/parenting you can download this tip sheet and get more parenting tips, or call 800.394.3366.

Cómo lidiar con los berrinches

Lo que está pasando

Los niños entre dos y tres años de edad tienen muchas habilidades, pero controlar sus temperamentos no es una de ellas. Los berrinches son comunes a esta edad porque los niños pequeños están comenzando a independizarse y están desarrollando sus propias ideas, necesidades y deseos. Sin embargo, todavía no expresan sus deseos y sentimientos con palabras. Consuélese sabiendo que la mayoría de los niños superan la etapa de los berrinches alrededor de los cuatro años de edad.

Lo que usted podría estar observando

La mayoría de los niños pequeños:

- Les encanta decir: ¡No!... ¡Mío!... y ¡Yo solo!
- Ponen a prueba las reglas una y otra vez para ver cómo reaccionarán los padres
- No saben compartir todavía
- Necesitan muchas actividades divertidas, tiempo para jugar y oportunidades para explorar el mundo
- Responden bien a las rutinas para comer y dormir (un horario regular)
- Les gusta imitar a los "grandes" y "ayudar" a mami y a papi

Recuerde: Incluso cuando el niño hace un berrinche en pleno piso, lo mejor que puede hacer es guardar la calma y esperar. No permita que el comportamiento de su hijo le haga perder el control.

Lo que usted puede hacer

A menudo es más fácil prevenir un berrinche que tener que lidiar con ellos una vez que comienzan. Intente poner estos consejos en práctica:

- Ayude a su hijo a concentrarse en otra cosa. ("¡Mira ese camión de bomberos!")
- Deje que su hijo tome decisiones sobre cosas pequeñas. ("¿Quieres comer chícharos o zanahorias?")
- Siga una rutina diaria de actividades divertidas, con suficiente descanso y comida sana.
- Anticipe lo que puede desilusionar a su hijo. ("Vamos a comprar comida para la cena. Esta vez no vamos a comprar galletitas pero, ¿me ayudas a elegir fruta para el postre?")
- Felicite a su hijo cuando se controle a sí mismo y exprese sus sentimientos con palabras.

Si no puede prevenir un berrinche, pruebe estas sugerencias:

- Diga lo que espera de su hijo y confíe en que su hijo se comportará.
- No pierda la calma. Usted es el modelo a seguir para su hijo.
- Sostener a su hijo durante un berrinche puede ayudarlo a sentirse seguro y a calmarse más rápido.
- Lleve a su hijo a un lugar tranquilo para que se pueda calmar de manera segura. Háblele en voz baja o ponga música suave.
- Algunos niños tienen berrinches para llamar la atención. Intente ignorar el berrinche, pero préstele atención a su hijo después de que se haya calmado.
- Resista la tentación de sobre reaccionar a los berrinches, y trate de no perder el sentido del humor.

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Parenting Your School-Age Child

What's Happening

Children ages 6 to 12 go through big changes. As they spend more time at school and away from home, they are working to develop an identity of their own. Their bodies are growing stronger and changing quickly, a process that will continue through puberty and the teen years. They are learning to control their feelings, use reason, and solve problems. Yet children in this age group still need rules and structure and, most of all, their parents' love and support.

What You Might Be Seeing

Normal school-age children:

- Mature unevenly. Their bodies may be growing, but they are still capable of having temper tantrums and need reminders to take baths and brush their teeth.
- See things in black and white. They are concerned about fairness and rules.
- Are capable of doing chores and homework more independently but may need you to remind and teach them (not do it for them).
- Get distracted easily and may lack organizational skills.
- Develop deeper relationships with peers and care deeply about "fitting in."

Remember: Talk to your children, and listen to what they have to say. School-age children may sometimes act like they don't care what their parents say, but they still want your love, attention, and guidance!

What You Can Do

- **Model the behavior you want to see.** Your children are watching and learning from you. Meet your responsibilities, follow house rules, and communicate with respect.
- **Make a few important rules and enforce them *every time*.** Remember, children want freedom, so give them choices in smaller matters (e.g., clothing, room decorations).
- **Talk to children about what you expect.** Post rules and routines where everyone can see them. Fewer "grey areas" mean less to argue about.
- **Support their growing bodies.** Children this age still need nutritious meals (especially breakfast) and 10 hours of sleep each night.
- **Limit time spent watching TV, playing video games, or using the computer.** Monitor Internet use for safety, and encourage your children to participate in hobbies and sports.
- **Be involved with your children's school.** Talk to their teachers and attend parents' night and school conferences. Show that school is important to you by providing a quiet space for homework, volunteering in your child's school, and celebrating your child's hard work.
- **Offer support and understanding when your child has problems with peers.** Explore ways to resolve conflicts, but do not interfere. If your child is being bullied at school, alert school staff and work with them to keep your child safe.
- **Don't wait for your children to learn about sex, alcohol, and drugs from peers.** Educate yourself and talk to your children about your values. Help them practice ways to resist peer pressure.

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Cómo criar a su hijo en edad escolar

Lo que está pasando

Los niños con edades entre 6 y 12 años atraviesan por grandes cambios. A medida que pasan más tiempo en la escuela y fuera de casa, ellos trabajan para desarrollar una identidad propia. Sus cuerpos están creciendo, haciéndose más fuertes y cambiando rápidamente, un proceso que continuará con la pubertad y la adolescencia. Ellos están aprendiendo a controlar sus sentimientos, a usar su raciocinio y a resolver problemas. Y aun así, los niños en este grupo etario todavía necesitan de normas y estructura, y más que nada, del amor y apoyo de sus padres.

Lo que usted podría estar observando

Los niños normales en edad escolar:

- Maduran a diferentes ritmos. Sus cuerpos podrán estar creciendo, pero ellos aún son capaces de tener berrinches y de necesitar ser recordados de ducharse y cepillarse los dientes.
- Ven las cosas en blanco y negro. Se preocupan por la equidad y las reglas.
- Son capaces de hacer labores domésticas y tareas escolares más independientemente pero podrán necesitar que usted les recuerde y les enseñe (no que lo haga por ellos).
- Se distraen fácilmente y pueden no tener habilidades de organización.
- Desarrollan relaciones más profundas con sus compañeros y les importa mucho el "pertenecer".

Recuerde: Hable con sus hijos y escuche lo que tienen que decir. Los niños en edad escolar a veces pueden actuar como si no les importara lo que sus padres dicen, ¡pero ellos aún desean su amor, atención y orientación!

Lo que usted puede hacer

- **Modele el comportamiento que desea ver.** Sus hijos lo están observando y están aprendiendo de usted. Cumpla con sus responsabilidades, siga las reglas de la casa y comuníquese con respeto.
- **Establezca unas pocas reglas importantes y hágalas cumplir *siempre*.** Recuerde, los niños desean libertad, así que deles opciones en asuntos menores (por ejemplo, la ropa, la decoración de sus habitaciones).
- **Hable con sus hijos sobre sus expectativas.** Coloque las reglas y las rutinas donde todos puedan verlas. Mientras menos "áreas grises" hayan, menores serán las discusiones.
- **Apoye sus cuerpos en crecimiento.** Los niños a esta edad aún necesitan de comidas nutritivas (especialmente el desayuno) y 10 horas de sueño todas las noches.
- **Limite el tiempo que pasan viendo televisión, jugando con videojuegos o usando la computadora.** Vigile el uso de la Internet por motivos de seguridad y aliente a sus hijos a participar en pasatiempos ("hobbies") y deportes.
- **Participe en la escuela de sus hijos.** Hable con sus maestros y asista a las noches para padres y conferencias escolares. Demuestre que la escuela es importante para usted ofreciendo un espacio tranquilo para hacer la tarea, ofreciéndose de voluntario en la escuela de su hijo y celebrando el arduo trabajo de su hijo.
- **Ofrezca apoyo y comprensión cuando su hijo tenga problemas con sus compañeros.** Explore maneras de resolver conflictos, pero no interfiera. Si su hijo está siendo intimidado u hostilizado en la escuela, alerte al personal de la escuela y trabaje con ellos para mantener a su hijo seguro.
- **No espere a que sus hijos aprendan sobre el sexo, el alcohol o las drogas de sus compañeros.** Aprenda sobre los temas y hable con sus hijos sobre sus valores. Ayúdelos a practicar formas de resistir la presión de sus compañeros.

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Connecting With Your Teen

What's Happening

Many teens spend less time with their families than they did as younger children. As they become more independent and learn to think for themselves, relationships with friends become very important. Sometimes it may feel like your teen doesn't need you anymore. But teens still need their parents' love, support, and guidance.

What You Might Be Seeing

Normal teens:

- Crave independence
- Question rules and authority
- Test limits
- Can be impulsive
- Make mature decisions at times, and childish ones at other times

What You Can Do

Simple, everyday activities can reinforce the connection between you and your teen. Make room in your schedule for special times as often as you can, but also take advantage of routine activities to show that you care.

Remember: Your words and actions help your teen feel secure. Don't forget to say and show how much you love your teen!

Tips to Keep In Mind

- **Have family meals.** If it's impossible to do every night, schedule a regular weekly family dinner night that accommodates your child's schedule.
- **Share "ordinary" time.** Look for everyday opportunities to bond with your teen. Even times spent driving or walking the dog together offer chances for your teen to talk about what's on his or her mind.
- **Get involved, be involved, and stay involved.** Go to games and practices when you can. Ask about homework and school projects. Learn about your teen's favorite websites and apps. Look for chances to join in your teen's latest hobby.
- **Get to know your child's friends.** Knowing your child's friends is an important way to connect with your teen. Make your home a welcoming place for your teen and his or her friends.
- **Be interested.** Make it clear that you care about your teen's ideas, feelings, and experiences. If you listen to what he or she is saying, you'll get a better sense of the guidance and support needed. Get to know your teen's friends and their parents, too, when possible.
- **Set clear limits.** Teens still need your guidance, but you can involve your teen in setting rules and consequences. Make sure consequences are related to the behavior, and be consistent in following through. Choose your battles. Try to provide choices in the matters that are less important.

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Cómo relacionarse con su hijo adolescente

Lo que está pasando

Muchos adolescentes comparten menos tiempo con sus familias que cuando eran menores. Conforme se hacen más independientes y aprenden a pensar por sí mismos, las relaciones con sus amigos se hacen más importantes. A veces puede parecer que su hijo adolescente ya no lo necesita. Pero en realidad los adolescentes siguen necesitando el amor, el apoyo y los consejos de sus padres.

Lo que usted podría estar observando

Los adolescentes normales:

- Desean independizarse
- Cuestionan las reglas y la autoridad
- Ponen a prueba los límites
- Pueden ser impulsivos
- A veces toman decisiones maduras, y otras veces toman decisiones infantiles

Lo que usted puede hacer

Actividades cotidianas simples pueden reforzar la conexión entre usted y su hijo adolescente. Dedique tiempo para compartir ocasiones especiales con su hijo siempre que pueda, pero también aproveche las actividades rutinarias para demostrarle que le interesa.

Algunos consejos a tener en mente:

- **Coma con la familia.** Si no pueden comer juntos todos los días, aparte un día de la semana para la cena familiar que tome en cuenta el calendario de su hijo.
- **Compartan tiempo "ordinario".** Busque oportunidades diarias para acercarse a su hijo adolescente. Aun el tiempo que pasan juntos en el auto o sacando a caminar al perro ofrece oportunidades para que su hijo adolescente hable sobre lo que piensa y siente.
- **Participe y manténgase involucrado en la vida de su hijo.** Asista a los juegos y las prácticas deportivas cada vez que pueda. Pregúntele sobre las tareas y los proyectos escolares. Aprenda acerca de los sitios web y las aplicaciones favoritas de su hijo. Busque oportunidades para enterarse sobre y participar en la última actividad favorita de su hijo.
- **Conozca a los amigos de su hijo.** Saber quiénes son sus amigos es una forma importante de conectarse con su hijo adolescente. Haga que su hogar sea un sitio acogedor para su hijo adolescente y sus amigos.
- **Demuestre interés.** Demuestre claramente que se interesa por las ideas, los sentimientos y las experiencias de su hijo. Si pone atención a lo que su hijo le dice, tendrá una mejor idea de la orientación y apoyo que necesita. Conozca a los amigos de su hijo y, de ser posible, también a sus padres.
- **Establezca límites claros.** Los adolescentes aún necesitan de su orientación, pero usted puede involucrar a su hijo a la hora de establecer las reglas y las consecuencias por no seguirlas. Asegúrese de que las consecuencias tengan que ver con el comportamiento, y sea consecuente a la hora de aplicarlas. Escoja sus batallas. Ofrezca varias opciones cuando se trate de situaciones de menor importancia.

Recuerde: Sus palabras y sus acciones ayudan a que su hijo adolescente se sienta seguro. ¡No se olvide de decir y demostrarle a su hijo adolescente cuánto lo quiere!

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Teen Parents...You're Not Alone!

What's Happening

Being a parent is a 24-hour-a-day job, and sometimes it can feel overwhelming. You may be juggling the demands of a baby, your family, school, and work. Chances are you're not able to do all of the things you enjoyed before your baby was born.

Many Teen Parents Sometimes Feel

- **Confused and uncertain**—about their future or their skills as a parent
- **Overwhelmed**—they don't know where to begin or they feel like giving up
- **Angry**—at the baby's other parent, their friends, or even their baby
- **Lonely**—as though they are the only person dealing with so many problems
- **Depressed**—sad and unable to manage their problems

These feelings do not mean you are a bad parent!

Remember: Stay in contact with friends and family who support you and make you feel good about yourself. Help is just a phone call away!

What You Can Do

Every parent needs support sometimes. If you think stress may be affecting how you treat your baby, it's time to find some help. Try the following:

- **Join a support group.** A group for young moms or dads could give you time with new friends who have lives similar to yours. Your children can play with other children, and you can talk about your problems with people who understand. Look on the Internet (e.g., Meetup.com, Yahoo! groups) or call your local social services agency for information about support groups in your community.
- **Find ways to reduce stress.** Take a break while someone reliable cares for your baby. Take a walk with the baby in a stroller, or rest while your baby naps. A social worker or nurse can help you learn other ways to manage stress.
- **Become a regular at baby-friendly places in your community.** The playground and story time at the local library are great places to bond with your baby while getting to know other parents.
- **Finish school.** Even though it may be difficult, finishing high school (or getting a GED) is one of the most important things you can do to help your baby and yourself. A diploma will help you get a better job or take the next step in your education, such as vocational training or college.
- **Improve your parenting skills.** Don't be afraid to ask for advice from experienced parents. Classes for parents can also help you build on what you already know about raising a happy, healthy child.
- **Call a help line.** Most States have help lines for parents. Childhelp® runs a national 24-hour hotline (1.800.4.A.CHILD) for parents who need help or parenting advice.

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Hay muchos padres adolescentes como usted

Lo que está pasando

Ser padre o madre es un trabajo de 24 horas al día, y a veces puede ser abrumador. Es probable que usted tenga que cuidar a un bebé y ocuparse de la familia además de ir a la escuela y al trabajo. Quizás ya no tenga tiempo para hacer todo lo que le gustaba hacer antes de que naciera el bebé.

Muchos padres adolescentes a veces se sienten...

- **Confundidos o indecisos**—sobre su futuro o su habilidad como padre o madre
- **Abrumados**—por no saber dónde empezar, o por sentirse con ganas de renunciar a todo
- **Enojados**—con el otro padre del bebé, sus amigos o hasta con el bebé
- **Solitarios**—como si fueran la única persona que enfrenta tantos problemas
- **Deprimidos**—tristes e incapaces de enfrentar sus problemas

¡Experimentar estos sentimientos no quiere decir que sea un mal padre o una mala madre!

Lo que usted puede hacer

Todos los padres necesitan apoyo tarde o temprano. Si usted cree que el estrés puede estar afectando la manera en que trata a su bebé, es hora de buscar ayuda. Considere estas opciones:

- **Encuentre un grupo de apoyo.** Un grupo para madres y padres jóvenes le podría dar una oportunidad de pasar tiempo con nuevos amigos que tienen vidas similares a la suya. Sus hijos pueden jugar con otros niños, y usted puede hablar de sus problemas con personas que lo entiendan. Busque por Internet (por ejemplo, en sitios web como Meetup.com o a través de grupos en Yahoo!) o llame a su agencia local de servicios sociales para obtener más información sobre los grupos de apoyo en su comunidad.
- **Encuentre maneras de reducir el estrés.** Tome un descanso mientras alguien de confianza cuida a su bebé. Vaya a caminar con su bebé en la carriola, o descanse mientras su bebé duerme. Una enfermera o trabajador social le pueden ayudar a aprender otras formas de reducir el estrés.
- **Visite regularmente los sitios aptos para bebés disponibles en su comunidad.** Los parques infantiles y las horas de cuenta cuentos en la biblioteca local son lugares excelentes donde conectarse con su bebé al mismo tiempo que conoce a otras mamás.
- **Termine la escuela.** Aunque pueda ser difícil, terminar la preparatoria o "high school" (u obtener un diploma de equivalencia general, o "GED") es una de las cosas más importantes que puede hacer para ayudarse a sí misma y a su bebé. Un diploma le ayudará a encontrar un mejor trabajo o a tomar el siguiente paso con sus estudios (como la escuela vocacional o la universidad).
- **Adquiera más experiencia de crianza.** No tenga miedo de pedir consejos a los padres con más experiencia. Las clases para los padres también le pueden ayudar a expandir lo que ya sabe sobre cómo criar a un niño sano y feliz.
- **Llame a un número de apoyo.** Casi todos los Estados tienen números de teléfono para ayudar a los padres. La organización Childhelp® brinda una línea nacional de apoyo las 24 horas del día (1.800.4.A.CHILD) para padres que necesitan ayuda o consejos de crianza.

Recuerde: Manténgase en contacto con sus familiares y amigos que lo apoyan y le hacen sentir bien. ¡Usted puede encontrar ayuda solo marcando un teléfono!

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Ten Ways to Be a Better Dad

What's Happening

Involved fathers can help children lead lives that are happier, healthier, and more successful than children whose fathers are absent or uninvolved. Fathers who spend time with their children increase the chances that their children will succeed in school, have fewer behavior problems, and experience better self-esteem and well-being.

What You Can Do

1. **Respect your children's mother.** When children see their parents respecting each other, they are more likely to feel that they are also accepted and respected.
2. **Spend time with your children.** If you always seem too busy for your children, they will feel neglected no matter what you say. Set aside time to spend with your children.
3. **Earn the right to be heard.** Begin talking with your kids when they are very young, and talk to them about all kinds of things. Listen to their ideas and problems.
4. **Discipline with love.** All children need guidance and discipline, not as punishment, but to set reasonable limits and help children learn from natural or logical consequences. Fathers who discipline in a calm, fair, and nonviolent manner show their love.
5. **Be a role model.** Fathers are role models whether they realize it or not. A girl with a loving father grows up knowing she deserves to be treated with respect. Fathers can teach sons what is important in life by demonstrating honesty, humility, and responsibility.
6. **Be a teacher.** A father who teaches his children about right and wrong and encourages them to do their best will see his children make good choices. Involved fathers use everyday examples to teach the basic lessons of life.
7. **Eat together as a family.** Sharing a meal together can be an important part of healthy family life. It gives children the chance to talk about what they are doing, and it is a good time for fathers to listen and give advice.
8. **Read to your children.** Begin reading to your children when they are very young. Instilling a love for reading is one of the best ways to ensure they will have a lifetime of personal and career growth.
9. **Show affection.** Children need the security that comes from knowing they are wanted, accepted, and loved by their family. Showing affection every day is the best way to let your children know that you love them.
10. **Realize that a father's job is never done.** Even after children are grown and leave home, they will still look to their fathers for wisdom and advice. Fatherhood lasts a lifetime.

Adapted from the National Fatherhood Initiative (http://www.fatherhood.org/).

Diez maneras de ser un mejor padre

Lo que está pasando

Los padres que participan en las vidas de sus hijos pueden ayudarlos a tener vidas más saludables, felices y exitosas que las de aquellos niños cuyos padres se ausentan o no participan en sus vidas. Cuando los padres dedican tiempo a sus hijos, éstos tienen más probabilidades de sobresalir en la escuela, tener menos problemas de comportamiento y experimentar mejor autoestima y bienestar.

Lo que usted puede hacer

1. **Respete a la madre de sus hijos.** Cuando los niños ven que sus padres se respetan, es más probable que ellos también sientan que son aceptados y respetados.
2. **Dedique tiempo a sus hijos.** Si siempre está muy ocupado para encargarse de sus hijos, tarde o temprano se sentirán abandonados sin importar lo que les diga. Deje tiempo libre para dedicarse a sus hijos.
3. **Gánese el derecho de ser escuchado.** Empiece a platicar con sus hijos desde muy pequeños y hábleles de muchas cosas. Escuche sus ideas y sus problemas.
4. **Imponga disciplina, pero con amor.** Todos los niños necesitan orientación y disciplina, pero no como un castigo, sino para establecer límites razonables y para ayudar a los niños a aprender consecuencias lógicas y naturales. Los padres que disciplinan a sus hijos de forma tranquila, justa y sin violencia demuestran su amor.
5. **Sea un padre modelo.** Quieran o no, los padres dan el ejemplo a sus hijos. Una niña con un padre cariñoso y respetuoso crece con la idea de que merece ser respetada. Los padres les enseñan a sus hijos las cosas importantes de la vida al demostrar humildad, honestidad y responsabilidad.
6. **Sea un buen maestro.** Los padres que enseñan sus hijos la diferencia entre el bien y el mal, animándolos a poner su mejor esfuerzo, se sentirán recompensados cuando sus hijos tomen buenas decisiones. Los padres involucrados usan ejemplos comunes y de todos los días para enseñar las lecciones básicas de la vida.
7. **Coma con la familia.** Comer en familia puede ser una parte importante de una vida familiar saludable. La comida con la familia da a los niños la oportunidad de hablar sobre sus actividades, y los padres, a su vez, pueden escucharlos y aconsejarlos.
8. **Lea con sus hijos.** Lea con sus hijos desde pequeños. Cultivar el amor por la lectura es una de las mejores formas de asegurar que tengan una vida rica y llena de posibilidades personales y profesionales.
9. **Demuestre afecto.** Los niños necesitan sentirse seguros sabiendo que son queridos, aceptados y amados por su familia. Demostrar afecto diariamente es la mejor forma de dejar saber a sus hijos que los ama.
10. **Comprenda que el trabajo de un padre nunca termina.** Aun después de que los niños crezcan y se vayan de casa seguirán respetando los consejos y la sabiduría de sus padres. Un padre es para toda la vida.

Adaptado del National Fatherhood Initiative (http://www.fatherhood.org/).

Raising Your Kin

What's Happening

No matter why or how they came to live with you, your relative's children will benefit from being in your home. When children cannot be with their parents, living with a family member may provide:

- Fewer moves from place to place
- The comfort of a familiar language, culture, and family history
- A chance to stay with siblings
- More contact with their parents, depending on the situation

What You Might Be Seeing

Despite these benefits, the children will face some unique challenges.

- They may feel insecure and unsure that you will take care of them.
- They may act out or challenge you.
- They will miss their parents.
- They may be anxious or depressed.
- They may seem young or act too old for their ages.

Remember: Parenting a relative's child brings special challenges and special joys. Do not hesitate to ask for help or seek services in your community for yourself and your children.

For more information on support for kin raising children, visit Information Gateway's Supporting Kinship Families: https://www.childwelfare.gov/topics/outofhome/kinship/support/

What You Can Do

It will take time for your relative's children to feel safe and secure in their new home with you. You can encourage these good feelings in a number of ways:

- Set up a daily routine of mealtimes, bedtime, and other activities.
- Help the children feel "at home" by creating a space just for them.
- Talk to the children, and listen when they talk to you.
- Set up a few rules and explain your expectations. Then, enforce the rules consistently.
- Reward positive behavior. When children make mistakes, focus on teaching rather than punishing.
- Be as involved with their school as you can, and encourage your children to participate in school activities.

This is a big job, and you may need help from your community. Here are some suggestions:

- Help with housing or other bills, clothing, or school supplies may be available in your community to help you meet the children's needs.
- Join or start a support group in your neighborhood. Often there are local kinship caregivers support groups.
- Ask for help and referrals from a church leader, the counselor at the children's school, or a social services agency.
- If necessary, get professional help to address any special needs your relative's children may have, such as medical care, mental health care, or special education. Use respite care if it is available.

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Cómo criar a sus parientes

Lo que está pasando

Sin importar por qué o cómo vinieron a vivir con usted, los hijos de su pariente se beneficiarán de estar en su hogar. Cuando los niños no pueden estar con sus padres, vivir con un pariente les puede dar:

- Menos mudanzas de un lugar a otro
- El consuelo de compartir un idioma, una cultura y una historia familiar en común
- La oportunidad de quedarse con sus hermanos
- Más contacto con sus padres, dependiendo de la situación

Lo que usted podría estar observando

A pesar de estos beneficios, los niños enfrentarán desafíos particulares. Ellos:

- Podrán sentirse inseguros y no saber con certeza si usted los va a cuidar
- Podrán portarse mal o desafiarlo
- Extrañarán a sus padres
- Podrán estar ansiosos o deprimidos
- Podrán no comportarse de acuerdo con su edad

Lo que usted puede hacer

Tomará tiempo para que los hijos de su pariente se sientan seguros y a salvo en su nuevo hogar con usted. Usted puede alentar estos buenos sentimientos en una variedad de formas:

- Establezca una rutina diaria de comidas, actividades y horas de irse a la cama.
- Ayude a los niños a sentirse "en casa" creando un sitio especial sólo para ellos.
- Hable con ellos y escúchelos cuando le hablan.
- Establezca unas pocas reglas y explique sus expectativas. Haga que se cumplan las reglas sin falta.
- Recompense el buen comportamiento. Cuando los niños cometan errores, concéntrese en enseñar en lugar de castigar.
- Participe en su escuela en la medida que pueda y aliente a los niños a participar en actividades escolares.

Este es un trabajo arduo y es posible que usted necesite ayuda de su comunidad. Estas son algunas sugerencias:

- Es posible que exista ayuda con el pago de vivienda y otras cuentas, ropa o útiles escolares, disponible en su comunidad para ayudarle a satisfacer las necesidades de los niños.
- Únase a un grupo de apoyo en su vecindario o ayude a crear uno. A menudo existen grupos locales para aquellos que proveen cuidados a sus parientes.
- Pida ayuda y remisiones de parte de un líder religioso, del consejero de la escuela de los niños o de una agencia de servicios sociales.
- De ser necesario, obtenga ayuda profesional para lidiar con las necesidades especiales que puedan tener los hijos de su pariente, como atención médica, atención de la salud mental o educación especial. Use servicios de apoyo para el cuidado de los niños si se encuentran disponibles.

Recuerde: Criar al hijo de un pariente trae consigo desafíos y alegrías especiales. No dude en pedir ayuda o buscar servicios en su comunidad para usted y sus niños.

Para más información acerca de apoyo para personas criando a los hijos de sus parientes, visite la sección Supporting Kinship Families (Apoyos Para Familias que Cuidan a los Hijos de Parientes) en el sitio web de Child Welfare Information Gateway: https://www.childwelfare.gov/topics/outofhome/kinship/support/

Esta hoja de consejos se creó con información de expertos de organizaciones nacionales que trabajan para prevenir el maltrato de menores y promover su bienestar. Usted puede descargar esta hoja de consejos y obtener más consejos sobre la crianza en https://www.childwelfare.gov/topics/preventing/promoting/parenting o llamando al 800.394.3366.

Support After an Adoption

Why You Might Need Support

Adopting a child is a joyful event. However, adoption also involves loss for all of those involved and comes with a unique set of family issues. Like all children, those who are adopted may face difficulties with emotions, development, friendships, or school. Even parents who are well prepared to adopt can have feelings they did not expect. Challenges are a normal part of the adoption process.

Postadoption Services Can Help:

- Children and youth process feelings of loss or grief related to the adoption
- Parents build trust and attachment with their children
- Families heal from childhood trauma
- Older children and youth explore questions of identity ("Who am I? How am I like and different from my parents?")
- Children find ways to succeed in school
- Children and families learn more effective ways to respond to stress
- Children and adoptive parents navigate safe and positive connections with birth relatives
- Prevent crises that can result in adoption disruption or "rehoming"

Types of Services

Different types of postadoption services exist in many communities. These can include the following:

- Mental health counseling or therapy
- Support groups for parents or youth (in person or online; for all adoptive families or specific to the child's culture or special needs)
- Workshops, seminars, and publications
- Camps and other social events for children, parents, and families
- Birth parent search and reunion support
- Educational support
- Respite care

Remember: Every family has ups and downs. Postadoption services can help your family enjoy the ups and survive the downs.

Finding Services

It is important to find service providers who understand adoption-related issues and how to help adoptive families. To find effective postadoption services in your community, ask one or more of the following:

- Other adoptive parents and local support groups
- Your adoption agency
- Your doctor or your child's doctor
- Your employer's human resources department or employee assistance program (EAP)
- Your State Postadoption Services Contact (Go to https://www.childwelfare.gov/nfcad/ and check the box for "State Foster Care and Adoption Officials.")
- The Adoption Assistance by State Database has information on postadoption services in each State (Go to: https://www.childwelfare.gov/topics/adoption/adopt-assistance/?CWIGFunctionsaction=adoptionByState:main.getAnswersByQuestion&questionID=7)

Find more information on the Child Welfare Information Gateway website:

The *Finding and Using Postadoption Services* factsheet describes some of the postadoption issues that may arise, the different types of postadoption services available, and how and where families can obtain services. The factsheet also explains what parents can do if quality postadoption services are not readily available to them and includes a list of additional resources. Access the factsheet at https://www.childwelfare.gov/pubPDFs/f_postadoption.pdf.

Apoyo después de la adopción

Por qué puede necesitar apoyo

La adopción de un niño es un evento lleno de alegría. Sin embargo, la adopción también implica un elemento de pérdida para todas las personas involucradas. Además, trae consigo un conjunto único de asuntos familiares. Como todos los niños, los niños que han sido adoptados pueden enfrentar dificultades emocionales, de desarrollo, con amistades o escolares. Hasta los padres que están bien preparados para la adopción pueden tener sentimientos no esperados. Es normal tener que enfrentar ciertos desafíos durante el proceso de adopción.

Los servicios postadoptivos pueden ayudar a:

- Los niños y los jóvenes a analizar y procesar sentimientos de pérdida o tristeza relacionados con la adopción
- Los padres a fomentar sentimientos de confianza y apego con sus hijos
- Las familias a recuperarse de un trauma infantil
- Los niños mayores y a los adolescentes a explorar preguntas acerca de sus identidades ("¿Quién soy? ¿De qué maneras soy parecido o diferente a mis padres?")
- Los niños a encontrar el éxito en la escuela
- Los niños y las familias a aprender estrategias más eficaces para enfrentar el estrés
- Los niños y los padres adoptivos a manejar conexiones positivas y seguras con parientes biológicos
- Prevenir las crisis que pueden resultar en la interrupción de la adopción, conocido como "rehoming" en inglés

Recuerde: Todas las familias tienen sus momentos buenos y sus momento difíciles. Los servicios postadoptivos pueden ayudar a su familia a disfrutar los momentos buenos y enfrentar los difíciles.

Tipos de servicios

Muchas comunidades tienen una variedad de servicios postadoptivos, incluyendo los siguientes:

- Consejería para la salud mental o terapia
- Grupos de apoyo para padres o jóvenes (en persona o en línea; para todas las familias adoptivas o grupos con enfoque cultural o para las necesidades especiales del niño)
- Talleres, cursillos y publicaciones
- Campamentos y otros eventos sociales para los niños, los padres y las familias
- Apoyo para el proceso de búsqueda y reunión con los padres biológicos
- Apoyo académico
- Servicios de apoyo para el cuidado de los niños/cuidados de alivio de respiro

Cómo encontrar servicios

Es importante encontrar proveedores de servicios que tengan conocimiento sobre asuntos relacionados con la adopción y que sepan cómo ayudar a familias adoptivas. Para encontrar servicios postadoptivos eficaces en su comunidad, consulte con:

- Otros padres adoptivos y grupos locales de apoyo
- Su agencia de adopción
- Su doctor o el doctor de su hijo
- El departamento de servicios humanos o el programa de asistencia al empleado ("employee assistance program" o EAP, por sus siglas en inglés) de su empleador
- El contacto de servicios postadoptivos en su Estado (Visite https://www.childwelfare.gov/nfcad/ y seleccione la opción "State Foster Care and Adoption Officials").
- El Adoption Assistance by State Database (la Base de Datos Para Asistencia Adoptiva por Estado) tiene información sobre servicios postadoptivos disponibles en cada Estado (Visite https://www.childwelfare.gov/topics/adoption/adopt-assistance/?CWIGFunctionsaction=adoptionByState:main.getAnswersByQuestion&questionID=7; solo disponible en inglés).

Encuentre más información (en inglés) en el sitio web de Child Welfare Information Gateway:

La hoja informativa *Finding and Using Postadoption Services (Cómo Encontrar y Utilizar Servicios Postadoptivos)* describe algunos de los asuntos que pueden ocurrir después de una adopción, los diferentes tipos de servicios postadoptivos y cómo y dónde se pueden obtener estos servicios. Esta hoja informativa también explica lo que los padres pueden hacer si no existen servicios postadoptivos de calidad en su área e incluye una lista de recursos adicionales. Encuentre esta hoja informativa en https://www.childwelfare.gov/pubs/f_postadoption.cfm.

Military Families

What's Happening

Military families live in almost every community. Some parents in the military are on active duty and wear a uniform every day. Others may be in the National Guard or Reserves and only wear a uniform when they are called to active duty.

What You Might See

All military families face unique stresses that can make the difficult job of parenting even harder:

- The military parent must deal with periodic absences and the stresses associated with preparing for duty or reentering civilian life.
- Children must adjust to a parent being away from the family (and, in some cases, in harm's way) and then to the parent's reintegration into the family. Many military children also deal with frequent moves, changing schools, and new caretakers.
- A spouse, partner, or extended family member may face new and increased responsibilities while a military parent is away.

Remember: Military families need to feel supported and included in their neighborhoods and communities. You can help!

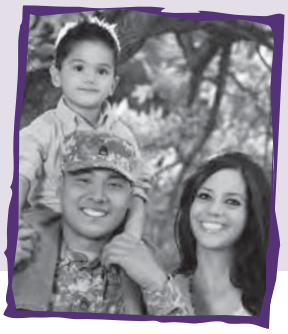
For more information on supporting military families, please visit Child Welfare Information Gateway's web section, Working With Military Families: https://www.childwelfare.gov/topics/systemwide/diverse-populations/military/

What You Can Do

- **Express appreciation for the family's service to our country.** Invite parents and children to share their positive experiences of military life.
- **Get to know your military neighbors, particularly if they serve in the National Guard or Reserves.** Include them in neighborhood and community activities. Don't wait for your neighbor to ask for help—offer to mow the grass, share a meal, help with small household repairs, or care for the children for a few hours.
- **Share information about community resources that provide support in times of need.** Ask military parents what would help them most when they are facing a military-related separation, and help them to connect with these supports early.
- **Help military parents and the other caregivers in their family understand how transitions, separation, and anxiety can affect their child's behavior.** Knowing that acting out or withdrawing are normal can make these challenges easier to deal with.
- **Invite military children in your neighborhood to share their thoughts and feelings about the separations and transitions they may be experiencing.** If you plan activities for children in your community, remember to include a way for children with a faraway parent to participate.

This tip sheet was created with information from experts in national organizations that work to prevent child maltreatment and promote well-being. At https://www.childwelfare.gov/topics/preventing/promoting/parenting you can download this tip sheet and get more parenting tips, or call 800.394.3366.

Familias militares



Lo que está pasando

En casi todas las comunidades viven familias militares. Algunos padres en las fuerzas militares pueden encontrarse en servicio activo y vestir su uniforme todos los días. Otros padres pueden pertenecer a la Guardia Nacional o a las Reservas del Ejército y usar un uniforme solamente cuando son llamados al servicio activo.

Lo que usted podría estar observando

Todas las familias militares enfrentan tensiones específicas que pueden hacer que el difícil trabajo de crianza sea aún más difícil:

- El padre militar debe lidiar con ausencias periódicas y el estrés asociado con prepararse para el servicio activo o para volver a integrarse a la vida civil.
- Los niños deben ajustarse a tener un padre lejos de la familia (y, en algunos casos, en peligro) y luego a la reintegración del padre a la familia. Muchos niños de familias militares también lidian con mudanzas y cambios de escuela frecuentes, y adaptarse a nuevos proveedores de cuidados.
- El cónyuge, pareja o miembro de la familia extendida puede tener que enfrentar nuevas y mayores responsabilidades mientras que el padre militar está ausente.

Lo que usted puede hacer

- **Exprese agradecimiento por el servicio que la familia brinda a nuestro país.** Invite a los padres y a los hijos a compartir sus experiencias positivas de la vida militar.
- **Acérquese y conozca a sus vecinos militares, en particular si sirven en la Guardia Nacional o las Reservas.** Inclúyalos en actividades comunitarias y del vecindario. No espere a que su vecino le pida ayuda: ofrézcase a cortar el césped, compartir una comida, ayudar en pequeñas reparaciones del hogar o a cuidar a los niños por algunas horas.
- **Comparta información sobre los recursos comunitarios que ofrecen apoyo en momentos de necesidad.** Pregunte a los padres militares qué apoyos pueden ayudarlos más cuando enfrentan una separación relacionada con las actividades militares y ayúdelos a ponerse en contacto con estos apoyos de manera temprana.
- **Ayude a los padres militares y a los demás proveedores de cuidado de la familia a entender cómo las transiciones, la separación y la ansiedad pueden afectar el comportamiento de su hijo.** Entender que esos cambios de comportamiento y sus manifestaciones o retraimiento son normales puede hacer que sea más fácil manejar estos desafíos.
- **Invite a los niños de familias militares en su vecindario a compartir sus pensamientos y sentimientos sobre las separaciones y transiciones que puedan estar experimentando.** Si planifica actividades para niños en su comunidad, recuérdese de crear una manera en la que un niño con un padre distante pueda participar.

Recuerde: Las familias militares necesitan sentirse apoyadas e incluidas en sus vecindarios y comunidades. ¡Usted puede ayudar!

Para más información acerca de apoyo para familias militares, visite la sección Working With Military Families (Trabajando con Familias Militares) en el sitio web de Child Welfare Information Gateway: https://www.childwelfare.gov/topics/systemwide/diverse-populations/military/

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How to Develop Strong Communities

What's Happening

Communities have a great influence in families' lives. Just as plants are more likely to thrive in a garden with good soil and plenty of sunlight and water, families are more likely to thrive in nurturing communities. A safe place for children to play is one feature of a nurturing community. Other features include the availability of food, shelter, and medical care for families, as well as a culture that encourages neighbors to get to know and help one another. Nurturing communities can help build strong families.*

What You Might Be Seeing

Strong, nurturing communities that are supportive of families will have:

- Parks and recreation facilities that are accessible, safe, and inviting places for families
- Resources to help families in need access food, jobs, medical care, and other resources
- Early education programs that are easily accessible and welcoming
- Safe, affordable housing available to all families
- Clean air and water

Remember: Everyone can take steps to make communities more supportive of families!

What You Can Do

Baby Steps

- Meet and greet your neighbors.
- Go to a parents' meeting at your child's school.
- Participate in an activity at your local library or community center.

Small Steps

- Set up a playgroup in your community at homes or a local park (consider inviting people who may not have children at home, such as local seniors).
- Organize a community babysitting co-op.
- Volunteer at your child's school through the school's administration or the parents' organization.
- Encourage local service providers to produce a directory of available services in the community.

Big Steps

- Organize a community event (a block party, father/daughter dance, parent support group).
- Run for an office in the parent organization at your child's school.
- Attend local government meetings (city council or school board meetings) and let them know how important resources are in your community. Let them know how parks, strong schools, and accessible services help to strengthen your family and other families.
- Join or create a group in which parents and children meet regularly to play or serve together, such as scouting, a flag football league, or service club.

* To learn more about protective factors that support child and family well-being, visit: https://www.childwelfare.gov/can/factors/protective.cfm.

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Cómo desarrollar comunidades fuertes

Lo que está pasando

Las comunidades tienen gran influencia en la vida de las familias. Al igual que las plantas que florecen más fácilmente en un jardín con buena tierra y mucho sol y agua, las familias tienen más oportunidades de prosperar en comunidades acogedoras. Un lugar seguro para que los niños jueguen es una característica de una comunidad acogedora. Otras características incluyen la disponibilidad de alimento, refugio y atención médica para las familias, así como una cultura que aliente a los vecinos a conocerse y ayudarse mutuamente. Las comunidades acogedoras pueden ayudar a construir familias fuertes.*

Lo que usted podría estar observando

Las comunidades fuertes y acogedoras que apoyan a las familias contarán con:

- Parques e instalaciones de recreación accesibles, seguros y atractivos para las familias
- Recursos para ayudar a las familias necesitadas a obtener acceso a alimentos, empleo, atención médica y otros recursos importantes
- Programas de educación temprana que sean fácilmente accesibles y acogedores
- Viviendas seguras y asequibles, disponibles para todas las familias
- Agua y aire puros

Recuerde: ¡Todos pueden tomar medidas para hacer que las comunidades den más apoyo a las familias!

Lo que usted puede hacer

Pasitos de bebé

- Conozca y salude a sus vecinos.
- Asista a las reuniones de padres en la escuela de sus hijos.
- Participe en actividades de su biblioteca local o centro comunitario.

Pequeños pasos

- Establezca un grupo de juego en su comunidad, en hogares o parques locales (considere invitar a personas que no tienen niños en su casa, como adultos mayores locales).
- Organice una cooperativa de cuidado de niños comunitario.
- Ofrézcase como voluntario en la escuela de sus hijos a través de la administración de la escuela o la organización de padres.
- Aliente a los proveedores de servicios locales a crear un directorio de servicios disponibles en la comunidad.

Grandes pasos

- Organice un evento comunitario (una fiesta de la cuadra, un baile de padres/hijas, un grupo de apoyo a padres).
- Postúlese para un cargo en la organización de padres de la escuela de su hijo.
- Asista a las reuniones del gobierno local (reuniones del ayuntamiento o del consejo escolar) y explíqueles lo importante que son los recursos en su comunidad. Hágales saber cómo los parques, las escuelas sólidas y los servicios accesibles ayudan a fortalecer a su familia y la de los demás.
- Únase a un grupo u organice un grupo en el que padres e hijos se reúnan frecuentemente para jugar o prestar servicios juntos, como “boys scouts” o “girls scouts”, una liga de futbol, o un club de servicios.

* Para obtener más información sobre los factores de protección que apoyan al bienestar de los niños y las familias, visite https://www.childwelfare.gov/can/factors/protective.cfm.

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Parenting Your Child With Developmental Delays and Disabilities

What's Happening

Children develop in many ways and at different rates. While each child is unique, there are developmental milestones or skills that children are expected to develop by certain ages. As parents, we expect these age-specific tasks to occur naturally. Children don't necessarily learn skills at the same pace, but when milestones don't develop within the expected broad timeframe or don't appear at all, parents and caregivers may become concerned.

What You Might Be Seeing

Parents and primary caregivers are in the best position to note any ongoing concerns about their child's development that may require action. Although children develop at their own rate, some differences may be signs of developmental delays or disabilities. You may want to observe your child in the following areas to decide if your child is on a typical developmental path:

- **Gross motor skills:** Using large groups of muscles to sit, stand, walk, run, etc.; keeping balance; and changing positions
- **Fine motor skills:** Using hands to eat, draw, dress, play, write, and do many other things
- **Language:** Speaking, using body language and gestures, communicating, and understanding what others say
- **Cognitive:** Thinking skills including learning, understanding, problem-solving, reasoning, and remembering
- **Social:** Interacting with others; having relationships with family, friends, and teachers; cooperating; and responding to the feelings of others

What You Can Do

First Steps

- If your child's development worries you, share your concerns with someone who can and will help you get clear answers about your child's development. Don't accept others dismissing your concerns by saying "You worry too much," or "That will go away in a few months." You know your child and are his or her best advocate.
- If your child seems to be losing ground—in other words, starts to not be able to do things he or she could do in the past—you should request an evaluation right away. Get professional input for your concerns.
- If you think your child may be delayed or have a disability, take him or her to a primary health-care provider or pediatrician and request a developmental screening. If you don't understand the words used to assess or describe your child, be sure to ask questions such as, "What does that mean?"

Remember: You are your child's best advocate. Trust your feelings, be confident, and take action!

Next Steps

- If your child is diagnosed with a developmental delay or disability, remember that you are not alone. Meet and interact with other families of children with special needs, including those with your child's identified disability. You may have many questions about how your child's diagnosis affects your whole family.
- Seek information. Learn the specifics about your child's special needs. When your child is diagnosed with a delay or a disability, you should begin interventions as early as possible so your child can make the best possible progress.
- Find resources for your child. Seek referrals from your physician or other advisors to find professionals and agencies that will help your child. Keep in mind that some services that assist your child may also provide programs to benefit your entire family.

Ongoing Strategies

- Locate or start a support group. You may appreciate the opportunity to give and receive assistance or encouragement from others who can truly identify with your experience.
- Take a break and give yourself the gift of time to regroup, reestablish your relationships with family members, or reconnect with friends. You will be a better champion for your child when you take the time to care of yourself as well.
- Don't let your child's delay or disability label become the entire focus. Your child has special challenges but is also a member of your family. Seeing your child grow and develop as an individual and part of the family is one of the great pleasures of being a parent.

This tip sheet was created with information from experts in national organizations that work to prevent child maltreatment and promote well-being. At https://www.childwelfare.gov/topics/preventing/promoting/parenting/ you can download this tip sheet and get more parenting tips, or call 800.394.3366.

Cómo criar a su hijo con retrasos de desarrollo y discapacidades

Lo que está pasando

Los niños se desarrollan de muchas maneras y a diferentes ritmos. Aunque cada niño es único, existen capacidades o hitos de desarrollo que se espera que los niños desarrollen a determinadas edades. Como padres, esperamos que estas tareas específicas de la edad ocurran naturalmente. Los niños no necesariamente aprenderán las habilidades al mismo ritmo, pero cuando no desarrollan los hitos dentro de los amplios marcos de tiempo esperados o cuando sencillamente no ocurren, los padres y los proveedores de cuidado pueden preocuparse.

Lo que usted podría estar observando

Los padres y proveedores de cuidado primarios están en la mejor situación para notar cualquier problema que esté ocurriendo en el desarrollo de su hijo, que pueda requerir una acción. Aunque los niños se desarrollan a su propio ritmo, algunas diferencias pueden ser señales de retrasos en el desarrollo o de discapacidades. Es recomendable que observe a su hijo en las siguientes áreas para decidir si su hijo se encuentra en un curso de desarrollo típico:

- **Habilidades de motricidad gruesa:** Usar grupos mayores de músculos para sentarse, pararse, caminar, correr, etc.; mantener el equilibrio; y cambiar de posiciones
- **Habilidades de motricidad fina:** Usar las manos para comer, dibujar, vestirse, escribir y para muchas otras cosas
- **Lenguaje:** Hablar, usar el lenguaje corporal y gestos, comunicarse y comprender lo que los demás dicen
- **Desarrollo cognitivo:** Habilidades de pensamiento incluyendo el aprendizaje, la comprensión, la resolución de problemas, el razonamiento y la memoria
- **Desarrollo social:** Interactuar con otros; relacionarse con la familia, los amigos y los maestros; cooperar y responder a los sentimientos de otros

Lo que usted puede hacer

Primeros pasos

- Si le preocupa el desarrollo de su hijo, comparta sus preocupaciones con alguien que pueda ayudarlo a obtener respuestas claras sobre el desarrollo del niño. No acepte que otros descarten sus preocupaciones diciendo: "Te preocupas demasiado" o "Eso pasará en unos meses". Usted conoce a su hijo y es su mejor defensor.
- Si el niño parece estar perdiendo terreno—en otras palabras, comienza a no poder hacer cosas que podía hacer antes—debe solicitar una evaluación de inmediato. Obtenga una opinión profesional para sus preocupaciones.
- Si piensa que su hijo puede estar retrasado o tener una discapacidad, llévelo a un proveedor de atención médica primaria o a un pediatra para solicitar un estudio de desarrollo. Si usted no entiende la terminología utilizada para evaluar o describir a su hijo, asegúrese de hacer preguntas como: "¿Qué significa eso?"

Recuerde: Usted es el mejor defensor de su hijo. ¡Confíe en sus sentimientos, siéntase seguro y actúe!

Próximos pasos

- Si a su hijo se le diagnostica un retraso en el desarrollo o una discapacidad, recuerde que no está solo. Reúnase e interactúe con otras familias de niños con necesidades especiales, incluyendo aquellos niños con la discapacidad que se le ha identificado a su hijo. Es posible que tenga muchas preguntas sobre cómo el diagnóstico de su hijo afecta a toda su familia.
- Busque información. Aprenda la información específica de las necesidades especiales de su hijo. Cuando a su hijo se le diagnostica un retraso o discapacidad, debe comenzar las intervenciones tan pronto como sea posible, de modo que su niño pueda hacer el mejor progreso posible.
- Encuentre los recursos para su hijo. Pídale al médico o a otros consejeros que lo remitan a profesionales y agencias que ayudarán a su hijo. Tenga en cuenta que algunos servicios que ayudan a su hijo también brindan programas que benefician a toda la familia.

Estrategias continuas

- Encuentre o inicie un grupo de apoyo. Usted podría apreciar la oportunidad de brindar y recibir asistencia o aliento de otros que realmente pueden identificarse con su experiencia.
- Tómese un descanso y otórguese el regalo de un tiempo para reagruparse y restablecer las relaciones con los miembros de su familia, o para volver a conectarse con amigos. Podrá ayudar mejor a su hijo si puede también tomarse un tiempo para cuidarse a sí mismo.
- No deje que la etiqueta del retraso o discapacidad de su hijo se convierta en todo su enfoque. Su hijo tiene desafíos especiales pero también es un miembro de su familia. Ver a su hijo crecer y desarrollarse como individuo y parte de la familia es uno de los mayores placeres de ser padres.

Esta hoja de consejos se creó con información de expertos de organizaciones nacionales que trabajan para prevenir el maltrato de menores y promover su bienestar. Usted puede descargar esta hoja de consejos y obtener más consejos sobre la crianza en https://www.childwelfare.gov/topics/preventing/promoting/parenting/ o llamando al 800.394.3366.

30 Ways to Promote Child Well-Being During National Child Abuse Prevention Month

PARENTS

Protective Factors	Nurturing and Attachment	Knowledge of Parenting and Child Development	Parental Resilience	Concrete Supports for Parents	Social and Emotional Competence of Children	Social Connections
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1 Share your personal accomplishments with others via Facebook or Twitter.	**2** Talk to friends about organizing a babysitting co-op.	**3** Establish a daily routine so your child knows what to expect.	**4** Get outside! Start a parent-child walking or biking club with neighbors.
5 Talk to your faith community about starting a parent-support ministry.	**6** Have a family game night! Even young children can play board games on an adult's "team."	**7** Explore the world from your child's point of view.	**8** Set goals for yourself and list the steps you will need to take to accomplish them.	**9** Find out what classes your library or community center offers. Sign up for one that interests you.	**10** "Catch" your children being good. Praise them often.	**11** Make a play date with friends who have children the same ages as yours.
12 Plant a pinwheel garden with your child in your front yard, near your mail box, or on your front porch.	**13** Ask your children who is important to them.	**14** Reflect on the parenting you received as a child and how that impacts how you parent today.	**15** Make time to do something YOU enjoy.	**16** Dial "2-1-1" to find out about organizations that support families in your area.	**17** Role play emotions with your child—what do you do when you're happy, sad, or frustrated?	**18** Find and join a local parent or community café, like Circle of Parents®. http://www.circleofparents.org/
19 Hold, cuddle, and hug your children often.	**20** Make something with your child. Arts and crafts are fun for adults, too!	**21** Find a local parenting group (e.g., MOPS). http://www.mops.org/	**22** Talk to a trusted friend when you feel stressed, overwhelmed, or sad.	**23** Ask your school principal or PTA to host a community resource night.	**24** Teach your child to resolve conflicts peacefully.	**25** Join a Girl Scout or Boy Scout troop with your children.
26 Host a potluck dinner with neighborhood families to swap parenting stories.	**27** Volunteer at your child's school.	**28** Spend time observing what your child can and cannot do. Discuss any concerns with your child's teacher.	**29** Treat yourself to a spa day at home: Take a bubble bath, try a facial mask, and paint your nails a new color.	**30** Organize a "Clothes Swap Potluck" to swap children clothes.		

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PADRES

Factores de protección	Crianza afectiva y apego	Conocimientos sobre la crianza y el desarrollo de los niños	Resiliencia parental	Apoyos concretos para los padres	Capacidades emocionales y sociales de los niños	Conexiones sociales
DOMINGO	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES	SÁBADO
			1 Comparta sus logros personales a través de Facebook o Twitter.	**2** Hable con amigos acerca de organizar un grupo cooperativo para el cuidado de sus niños.	**3** Establezca una rutina diaria para que su hijo sepa lo que puede esperar durante el día.	**4** ¡Pase tiempo afuera! Organice un club de caminatas para padres e hijos o un club de andar en bicicletas para vecinos.
5 Hable con su comunidad de fe acerca de cómo organizar un ministerio de apoyo a los padres.	**6** ¡Tengan una noche familiar de juegos de mesa! Hasta los niños pequeños pueden jugar en el "equipo" de un adulto.	**7** Explore el mundo desde el punto de vista de su hijo.	**8** Fije sus metas y anote los pasos que tendrá que tomar para lograrlas.	**9** Averigüe qué clases ofrecen en su biblioteca o centro comunitario. Inscríbase en la que más le interese.	**10** "Pille" a sus hijos portándose bien. Elógielos con frecuencia.	**11** Programe citas con amigos que tengan hijos de las mismas edades que los suyos para que los niños jueguen juntos.
12 Siembre un jardín de molinetes con su hijo en su jardín de entrada, cerca del buzón de correo o en su porche delantero.	**13** Pregúntele a sus hijos acerca de quiénes son las personas más importantes para ellos.	**14** Reflexione sobre la crianza que usted recibió de niño y cómo esto afecta la forma en que usted cría a sus hijos.	**15** Encuentre tiempo para hacer algo que a USTED le guste hacer.	**16** Marque el "2-1-1" en su teléfono para aprender sobre organizaciones en su área que apoyan a familias.	**17** Juegue con su hijo a representar emociones diferentes. ¿Qué hace cuando está feliz, triste o frustrado?	**18** Encuentre y únase a un grupo o "café" local comunitario o para padres y madres, como Circle of Parents®. http://www.circleofparents.org/
19 Acurruque y abrace a sus hijos frecuentemente.	**20** Cree algo con sus hijos. ¡Las actividades de arte y manualidades son divertidas para los adultos, también!	**21** Encuentre un grupo local que trate asuntos relacionados con la crianza de los hijos (por ejemplo, MOPS). http://www.mops.org/	**22** Hable con un amigo de confianza cuando se sienta estresado, agobiado o triste.	**23** Pídale al director(a) del colegio de sus hijos o a la asociación de padres y alumnos que organicen una noche de recursos comunitarios.	**24** Enséñele a su hijo a resolver conflictos pacíficamente.	**25** Únase a un grupo de niños exploradores, los "Boy Scouts" o las "Girl Scouts", con sus hijos.
26 Organice una cena comunitaria o "potluck" con las familias de su vecindario para intercambiar anécdotas de la crianza de sus hijos.	**27** Hágase voluntario en la escuela de su hijo.	**28** Dedique tiempo a observar lo que su hijo puede y no puede hacer. Converse con la maestra de su hijo sobre cualquieras preocupaciones que tenga.	**29** Disfrute un "día de spa" en casa: tómese un baño con burbujas, experimente con una máscara facial y píntese las unas de un color nuevo.	**30** Organice un intercambio de ropa de niños.		

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PROGRAMS

Protective Factors: Community Awareness	Nurturing and Attachment	Knowledge of Parenting and Child Development	Parental Resilience	Concrete Supports for Parents	Social and Emotional Competence of Children	Social Connections
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1 Invite someone in to help parents learn about managing stress.	**2** Create a handout for families with community resources linked to each protective factor.	**3** Add children's books about feelings to your program's library.	**4** Organize "stroller walks" with new parents. Talk about their challenges as you walk.
5 Put the protective factors on your outreach materials.	**6** Create a board-game library for families.	**7** Have tips handy for caregivers dealing with parenting challenges.	**8** Make "how are you?" phone calls to families in the program.	**9** Invite a community partner to present a new resource for families.	**10** Role play emotions with kids—what do you do when you're happy, sad, or frustrated?	**11** Host a potluck or cultural celebration.
12 Plant a pinwheel garden as a reminder of the bright futures all children deserve.	**13** Arrange a kickball or soccer game for parents and kids.	**14** Talk to parents about how trauma can impact children at different developmental stages.	**15** Recognize parent accomplishments.	**16** Visit a program where you refer families, so you will know what it's like.	**17** Train your staff on how trauma and loss affect children.	**18** Encourage parents to support each other through phone trees, carpools, or playgroups.
19 Invite community partners to an interfaith family day.	**20** Offer parents materials for a craft that they can make with their child.	**21** Talk to parents in your program about discipline alternatives.	**22** Help parents set goals and solve problems.	**23** Let parents use the center's computers for personal business (e.g., writing résumés, email).	**24** Teach kids to resolve conflicts peacefully.	**25** Create a "positive parenting club," and produce a video of parents sharing their success stories.
26 Create a calendar of community events for families.	**27** Create a cozy "book nook" where parents can read to their children.	**28** Have a conversation with a parent about where their child is developmentally.	**29** Invite local businesses to donate services for a free "spa day" for parents.	**30** Invite a nutritionist to demonstrate how to buy and prepare healthy dinners on a low budget.		

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PROGRAMAS

Factores de protección: conciencia comunitaria	Crianza afectiva y apego	Conocimientos sobre la crianza y el desarrollo de los niños	Resiliencia parental	Apoyos concretos para los padres	Capacidades emocionales y sociales de los niños	Conexiones sociales
DOMINGO	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES	SÁBADO
			1 Invite a alguien al programa que pueda ayudar a los padres a aprender sobre cómo manejar el estrés.	**2** Cree una hoja informativa para familias con recursos comunitarios que se relacionen con cada factor de protección.	**3** Agregue libros para niños que traten con las emociones a la biblioteca de su programa.	**4** Organice "caminatas con cochecitos" con padres novicios. Mientras caminan, hablen sobre los desafíos que enfrentan.
5 Incluya los factores de protección en los materiales de divulgación de su programa.	**6** Mantenga juegos de mesa para el uso libre de las familias.	**7** Tenga a mano consejos sobre la crianza de los hijos para padres que estén enfrentando asuntos difíciles.	**8** Llame a las familias en el programa para preguntarles cómo están.	**9** Invite a un colaborador comunitario para presentar un nuevo recurso para familias.	**10** Juegue con los niños a representar emociones diferentes. ¿Qué hacen cuando están felices, tristes o frustrados?	**11** Organice una comida comunitaria o "potluck" o una celebración cultural.
12 Siembre un jardín de molinetes como recordatorio de los futuros brillantes que se merecen todos los niños.	**13** Organice un partido de pelota o fútbol para los papás y los niños.	**14** Hable con los padres acerca de cómo el trauma puede afectar a los niños durante las diferentes etapas de su desarrollo.	**15** Reconozca los logros de los padres.	**16** Visite a un programa donde regularmente refiere a familias, para conocerlo de cerca.	**17** Entrene a su personal acerca del efecto que tienen el trauma y la pérdida sobre los niños.	**18** Anime a los padres a que se apoyen mutuamente a través de listas de contacto para llamadas organizadas, grupos de transporte o grupos de juego.
19 Invite a colaboradores comunitarios a un día familiar interreligioso.	**20** Ofrézcales a los padres materiales que pueden usar para hacer alguna manualidad con sus hijos.	**21** Hable con los padres en su programa sobre alternativas en la disciplina.	**22** Ayude a los padres a fijar metas y resolver problemas.	**23** Permita a los padres usar las computadoras del centro para sus asuntos personales (por ejemplo, para trabajar en su hoja de vida o revisar su correo electrónico).	**24** Enséñeles a los niños a resolver conflictos pacíficamente.	**25** Cree un "club de crianza positiva" y produzca un video donde los padres puedan compartir sus historias de éxito.
26 Cree un calendario de eventos comunitarios para familias.	**27** Cree un espacio cómodo en donde los padres puedan leerle a sus hijos.	**28** Converse con un padre o una madre acerca del nivel de desarrollo en que se encuentra su hijo.	**29** Invite a las empresas/comercios locales a donar un día de "spa" gratis para los padres.	**30** Invite a un nutricionista para demostrar cómo comprar y preparar cenas saludables con un presupuesto bajo.		

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COMMUNITY PARTNERS

Protective Factors	Nurturing and Attachment	Knowledge of Parenting and Child Development	Parental Resilience	Concrete Supports for Parents	Social and Emotional Competence of Children	Social Connections
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1 Host a series on parenting when times are tough. Partners: Churches and other faith communities	**2** Invite families to a "Help Exchange" where they learn about local services. Partners: Local shops (to donate prizes, offer samples)	**3** Offer acting classes to build kids' ability to name and recognize emotions. Partner: Theater company	**4** Hold a family ice cream social. Partner: Ice cream shop or local grocery store
5 Sponsor a "community visioning" event to gauge interest in launching a protective factors agenda in your community. Partners: Community wide	**6** Promote family-friendly employment policies, such as onsite child care. Partner: Local businesses	**7** Ask businesses to consider including parenting tips in their advertising or on product packaging. Partner: Business leaders	**8** Offer workshops for parents on stress relief and relaxation. Partner: Child care resource and referral agency	**9** Sponsor a health fair. Partners: Health-care providers, social services, community-based organizations, local businesses	**10** Engage youth to create a presentation on bullying and help them find performance venues. Partners: Theaters, schools	**11** Collaborate with a business to sponsor a family day or family night at a sporting event. Partners: Local businesses, professional or semi-pro sports franchise
12 Host a Strengthening Families leadership brunch or dinner. Partners: Faith-based organizations, elected officials, community-based organizations, philanthropists	**13** Encourage screening for parental depression in pediatric offices. Partner: American Academy of Pediatrics chapter	**14** Create a parent resource library at your office. Partner: Local businesses, service providers	**15** Host a Parent Support and Appreciation Conference to recognize parent leaders. Partner: Hotels, business leaders, elected officials, social services, health department, and other community organizations	**16** Host job-training classes or a job fair. Partners: Local businesses, employment agencies, universities, State/local government agencies	**17** Provide families with books and toys focused on young children's feelings and experiences. Partner: Children's stores	**18** Create rituals for welcoming new families to your community. Partners: Realtors, Newcomers Clubs, PTAs
19 Ask local businesses to provide transportation for families to local churches, temples, or mosques. Partners: Businesses, faith-based organizations	**20** Set up a parenting display near the children's book section at your library. Include information and books on behavior, emotions, etc.	**21** Offer parenting classes or visitation support for incarcerated parents. Partner: Correctional facilities	**22** Organize a stroller exercise or parent-child yoga class at a local community center. Partners: Community center or yoga studio	**23** Start a winter coat drive and open a community food pantry. Partners: Local dry cleaners, social services, faith-based organizations, grocery stores	**24** Create a community swap event for families to trade items such as books, school supplies, or clothes. Partner: Civic association	**25** Create a video library for parents, focused on children's social-emotional development. Partner: Libraries
26 Publish a list of "10 things you can do to strengthen families" in your community. Partners: Local media, businesses	**27** Share resources with family-friendly businesses on protective factors, child development, parenting skills, and stress reduction. Partners: Early childhood programs, health-care providers, grocery stores	**28** Host a workshop on observing and supporting young children at play. Partners: Psychologists, pediatricians	**29** Host a health and spa day for moms and dads. Partners: Local businesses, community-based providers	**30** Host a financial literacy workshop for families to help with financial management Partners: Business leaders or bankers		

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COLABORADORES COMUNITARIOS

Factores de protección	Crianza afectiva y apego	Conocimientos sobre la crianza y el desarrollo de los niños	Resiliencia parental	Apoyos concretos para los padres	Capacidades emocionales y sociales de los niños	Conexiones sociales
DOMINGO	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES	SÁBADO
			1 Ofrezca una serie sobre cómo criar a sus hijos durante momentos difíciles. En colaboración con: Iglesias y otras comunidades de fe	**2** Invite a familias a un "Intercambio de ayuda" donde puedan aprender sobre servicios locales. En colaboración con: Tiendas locales (para donar premios y ofrecer muestras de productos)	**3** Ofrezca clases de actuación para aumentar las capacidades de los niños de poder identificar y reconocer las emociones. En colaboración con: Compañías de teatro	**4** Organice una fiesta de helados. En colaboración con: Heladerías o supermercados locales
5 Organice un evento de "desarrollo de visión comunitaria" para evaluar el nivel de interés en lanzar una agenda de factores de protección en su comunidad. En colaboración con: Grupos y organizaciones en toda la comunidad	**6** Promueva políticas de empleo sensibles a las necesidades familiares, como proveer cuidado de menores en el lugar de empleo. En colaboración con: Empresas/comercios locales	**7** Pídale a las empresas/comercios locales que consideren la indusión de consejos sobre la crianza de niños en sus medios de publicidad o en el embalaje de sus productos. En colaboración con: Líderes de empresas/comercios	**8** Ofrezca talleres para padres sobre el alivio del estrés y la relajación. En colaboración con: Agencias de recursos y referencias a servicios de cuidado de menores	**9** Patrocine una feria de la salud. En colaboración con: Proveedores de cuidados de salud, servicios sociales, organizaciones basadas en la comunidad, empresas/comercios locales	**10** Involucre a jóvenes/adolescentes en la creación de una presentación sobre el acoso escolar y ayúdelos a encontrar lugares de presentación. En colaboración con: Teatros, escuelas	**11** Colabore con una empresa/comercio para patrocinar un día o una noche familiar en un evento deportivo. En colaboración con: Empresas/comercios locales, franquicias deportivas profesionales o semi-profesionales
12 Organice un almuerzo o una cena de liderazgo alrededor del tema "Fortaleciendo En colaboración con: Organizaciones religiosas/espirituales, funcionarios electos, organizaciones basadas en la comunidad, filántropos	**13** Apoye las evaluaciones de salud mental para detectar la depresión parental en las oficinas pediátricas. En colaboración con: Sucursales del American Academy of Pediatrics	**14** Cree una biblioteca con recursos para padres en su oficina. En colaboración con: Empresas/comercios locales, proveedores de servicios	**15** Organice una conferencia alrededor del tema "Apoyo y reconocimiento" para reconocer los logros de los padres líderes. En colaboración con: Hoteles, líderes de empresas/comercios, funcionarios electos, servicios sociales, el departamento de salud, y otras organizaciones en la comunidad	**16** Organice clases de entrenamiento para el empleo o una feria de empleos. En colaboración con: Empresas/comercios locales, agencias/oficinas de empleos, universidades, agencias gubernamentales Estatales/locales	**17** Provéales a las familias libros y juguetes que se enfoquen en las experiencias y las emociones de niños jóvenes. En colaboración con: Tiendas (jugueterías, librerías) para los niños	**18** Cree rituales para darles la bienvenida a familias recién llegadas a la comunidad. En colaboración con: Clubes de agentes inmobiliarios para recién llegados, asociaciones de los padres de alumnos
19 Pídale a las empresas y los comercios locales que proporcionen servicios de transporte para llevar a familias a iglesias, templos o mezquitas locales. En colaboración con: Empresas/comercios locales, organizaciones religiosas/espirituales	**20** Monte una exposición acerca de la crianza de hijos cerca de la sección de libros para niños en su biblioteca. Incluya información y libros acerca de comportamientos, emociones, etc.	**21** Ofrezca clases sobre la crianza o apoyos para la visitación para madres encarceladas y padres encarcelados. En colaboración con: Instituciones penales	**22** Organice una clase de ejercicios o yoga para padres e hijos en el centro comunitario local. En colaboración con: Centros comunitarios, estudios de yoga	**23** Organice una campaña de recolección de abrigos de invierno y abra una despensa comunitaria de alimentos. En colaboración con: Tintorerías locales, servicios sociales, organizaciones religiosas/espirituales, supermercados	**24** Cree un evento comunitario de intercambios para que las familias puedan intercambiar cosas como libros, útiles escolares o ropa. En colaboración con: Asociaciones cívicas	**25** Cree una videoteca para padres que se enfoque en el desarrollo social y emocional de los niños. En colaboración con: Bibliotecas
26 Publique una lista en su comunidad de "diez cosas que puede hacer para fortalecer a las familias". En colaboración con: Medios de comunicación locales, empresas/comercios	**27** Comparta recursos con negocios orientados hacia familias acerca de los factores de protección, el desarrollo de los niños, habilidades de crianza de hijos y el alivio del estrés. En colaboración con: Programas de la educación temprana/para la primera infancia, proveedores de cuidados de salud, supermercados	**28** Ofrezca un taller acerca de la observación y el apoyo de los niños mientras están jugando. En colaboración con: Psicólogos, pediatras	**29** Organice un día de salud y "spa" para mamás y papás En colaboración con: Empresas/comercios locales, proveedores basados en la comunidad	**30** Organice un taller para familias sobre conocimientos básicos de finanzas para ayudar a las familias a manejar sus finanzas personales. En colaboración con: Líderes de empresas y comercios o banqueros		

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Chapter 6: Resources

National Child Abuse Prevention Partners

The following is a list of the National Child Abuse Prevention Partners. More information about national organizations that work to promote well-being in children, families, and communities, including contact information, is available on the Child Welfare Information Gateway website at https://www.childwelfare.gov/topics/preventing/overview/relatedorgs/.

American Academy of Pediatrics (AAP)

American Professional Society on the Abuse of Children (APSAC)

American Psychological Association

Annie E. Casey Foundation

ARCH National Respite Network and Resource Center

Center for the Study of Social Policy (CSSP)

Chapin Hall Center for Children at the University of Chicago

Childhelp®

Child Welfare Information Gateway

Child Welfare League of America (CWLA)

Children's Hospital Association

Circle of Parents®

Darkness to Light

Doris Duke Charitable Foundation

FRIENDS National Center for Community-Based Child Abuse Prevention (CBCAP)

Gundersen National Child Protection Training Center

Infant Massage USA

National Alliance of Children's Trust and Prevention Funds

National Association for the Education of Young Children (NAEYC)

National Association of Pediatric Nurse Practitioners (NAPNAP)

National Association to Prevent Sexual Abuse

National Center for Children in Poverty (NCCP)

National Center on Shaken Baby Syndrome (NCSBS)

National Children's Alliance (NCA)

National Court Appointed Special Advocate Association (National CASA)

National Exchange Club (NEC) Foundation

National Family Preservation Network (NFPN)

National Fatherhood Initiative® (NFI)

National Indian Child Welfare Association (NICWA)

National Network of Family Support and Strengthening Networks

National Resource Center for Healthy Marriage and Families (NRCHMF)

National Indian Child Welfare Association

National Responsible Fatherhood Clearinghouse (NRFC)

Nurse-Family Partnership

Paltech, Inc.

Parents Anonymous® Inc.

Parents as Teachers

Prevent Child Abuse America (PCA)

Search Institute

Stop It Now!

UNICEF

ZERO TO THREE

Federal Interagency Work Group on Child Abuse and Neglect

Please visit the websites for these agencies to see how their programs support child abuse prevention in your community. More information about the Work Group and its members, including contact information, can be found on the Children's Bureau website at http://www.acf.hhs.gov/programs/cb/fediawg.

U.S. Department of Health and Human Services (HHS)

Office on Child Abuse and Neglect, Children's Bureau, Administration on Children, Youth and Families (ACYF), Administration for Children and Families (ACF)

Child Welfare Information Gateway, ACYF, ACF

Family Violence Prevention and Services Program, Family and Youth Services Bureau (FYSB), ACYF, ACF

Child Care Bureau, Office of Family Assistance, ACF

Division of Child and Family Development, Office of Planning, Research and Evaluation (OPRE), ACF

Office of Refugee Resettlement, ACF

Office of Human Services Policy, Office of the Assistant Secretary for Planning and Evaluation (ASPE)

Division of Behavioral Health, Indian Health Service (IHS)

Office of Minority Health

Office of Behavioral and Social Sciences Research, National Institutes of Health (NIH)

Child Development and Behavior Branch, National Institute of Child Health and Human Development, NIH

Child Abuse and Neglect Program, Division of Developmental Translational Research, National Institute of Mental Health, NIH

Center for Substance Abuse Treatment (CSAT), Office of Policy, Coordination and Planning, Substance Abuse and Mental Health Services Administration (SAMHSA)

Maternal and Child Health Bureau, Division of Healthy Start and Perinatal Services, Health Resources and Services Administration

Division of Violence Prevention, National Center for Injury Prevention and Control, Centers for Disease Control and Prevention (CDC)

U.S. Department of Agriculture

National Institute of Food and Agriculture (NIFA)

U.S. Department of Defense

Family Advocacy Program, Military Community and Family Policy, Office of the Deputy Under Secretary of Defense

U.S. Department of Education

Office of Special Education and Rehabilitative Services, Office of Special Education Programs

U.S. Department of the Interior

Bureau of Indian Affairs

U.S. Department of Justice

Victim and Victimization Research Division, Office of Research and Evaluation, National Institute of Justice (NIJ), Office of Justice Programs (OJP)

Office for Victims of Crime, OJP

Office on Violence Against Women, OJP

Office of Juvenile Justice and Delinquency Prevention (OJJDP)

Child Protection Division, OJJDP, OJP

U.S. Department of State

Office to Monitor and Combat Trafficking in Persons, Under Secretary for Democracy and Global Affairs

Commission to Eliminate Child Abuse and Neglect Fatalities

Child Welfare Information Gateway
PROTECTING CHILDREN ■ STRENGTHENING FAMILIES

2015 Prevention Resource Guide Survey: Making Meaningful Connections

Please let us know how you are using this year's Prevention Resource Guide and how we can better meet your needs! Complete this survey online: http://www.surveygizmo.com/s3/1847101/PDF-Link

1. Please rate your agreement with the following statements.
   SD – Strongly disagree D – Disagree N – Neither agree nor disagree A – Agree SA – Strongly agree NA – Not applicable

I am satisfied with the content of this publication.	SD	D	N	A	SA	NA
This publication is easy to read and understand.	SD	D	N	A	SA	NA
This publication is useful.	SD	D	N	A	SA	NA
I would recommend this publication to others.	SD	D	N	A	SA	NA

2. Please select all of the ways you have used or intend to use information from the Prevention Resource Guide.

I already used information from the Prevention Resource Guide...	**I intend to use information from the Prevention Resource Guide...**
☐ For my own professional development. *Briefly describe.*	☐ For my own professional development. *Briefly describe.*
☐ To share with others. *Briefly describe.*	☐ To share with others. *Briefly describe.*
☐ To train staff or colleagues. *Briefly describe.*	☐ To train staff or colleagues. *Briefly describe.*
☐ To raise public awareness or for advocacy purposes. *Briefly describe.*	☐ To raise public awareness or for advocacy purposes. *Briefly describe.*
☐ To enhance practices or sustain good policies. *Briefly describe.*	☐ To enhance practices or sustain good policies. *Briefly describe.*
☐ To improve programs. *Briefly describe.*	☐ To improve programs. *Briefly describe.*
☐ Other ways. *Briefly describe.*	☐ Other ways. *Briefly describe.*

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3. Select the three chapters in the Prevention Resource Guide that you find most useful. *(Please mark 1, 2, and 3 for your first, second, and third choices.)*
   - ☐ Chapter 1: Approaches to Promoting Well-Being
   - ☐ Chapter 2: Working With Families Using the Protective Factors
   - ☐ Chapter 3: Using Protective Factors as a Framework for Your Community Partnership
   - ☐ Chapter 4: Protecting Children
   - ☐ Chapter 5: Tip Sheets for Parents and Caregivers
   - ☐ Chapter 6: Resources (includes contact information for private and Federal partners)
4. Did you use the Protective Factors in Practice section of the Resource Guide? ☐ No ☐ Yes *(Please tell us how you intend to use the vignettes and provide any comments or suggestions.)* _____
5. What would have made the Prevention Resource Guide more helpful to you? *(Check all that apply.)*
   - ☐ More tip sheets *(Please describe.)* _____
   - ☐ More hard copies available_____
   - ☐ Additional tools or resources *(Please describe.)*_____
   - ☐ New content *(Please describe.)*_____
   - ☐ More State or local examples *(Please describe.)* _____
   - ☐ Other *(Please describe.)* _____

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6. Please select the various ways in which your work might be affected if the Prevention Resource Guide was no longer available.
   - ☐ It would take me longer to find information, resources, or tools related to the protective factors.
   - ☐ It would be more difficult to share information, resources, or tools with others about the protective factors.
   - ☐ It would be more difficult to train staff and other colleagues about the protective factors.
   - ☐ I would not have adequate access to publications and products on the protective factors.
   - ☐ My work would be affected in other ways. *(Please describe.)* _____
   - ☐ My work would not be affected.
7. In which State or territory is your work located? _____
8. How many years have you been using the Prevention Resource Guide (formerly known as the Community Resource Packet)?
   - ☐ This is the first year I've used the Prevention Resource Guide.
   - ☐ 2–3 years
   - ☐ 4–5 years
   - ☐ 6–7 years
   - ☐ 8+ years
9. How did you learn about this publication?
   - ☐ Child Welfare Information Gateway E-lert!
   - ☐ Child Welfare Information Gateway website
   - ☐ Conference
   - ☐ Facebook
   - ☐ Other organization's website or publication _____
   - ☐ Referred by a colleague or friend *(Please describe.)* _____

Public reporting burden for this collection of information is estimated to be 5 minutes per response to complete this questionnaire. An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number. The control number for this project is 0970-0401. The control number expires on 4/30/2015.

10. Which of the following best describes your professional background or role in the child welfare field?

- ☐ Prevention/family support
- ☐ Child protective services
- ☐ Foster care/foster parenting
- ☐ Adoption
- ☐ Youth services
- ☐ Juvenile justice
- ☐ Health/mental health
- ☐ Legal/courts (e.g., GAL, CASA, attorney)
- ☐ Research/evaluator/consultant
- ☐ Early childhood educator (0–5 years)
- ☐ Teacher (K–12)
- ☐ Professor/faculty (higher education)
- ☐ Other profession *(Please describe.)* _____

11. Which of the following best describes your workplace? (Check one.)

- ☐ Local or county public agency
- ☐ State agency
- ☐ Tribal agency/organization
- ☐ Federal agency
- ☐ Nonprofit (e.g., community-based, faith-based, advocacy)
- ☐ Health-care organization
- ☐ Educational institution (early education, K–12, college, university)
- ☐ Training and technical assistance service provider *(Please describe.)* _____
- ☐ Other *(Please describe.)* _____

Do you have any suggestions or recommendations to make future editions of the Prevention Resource Guide more useful (e.g., different format, more interactive, specific topics)? _____

Thank you for completing our survey. We hope you'll stay connected to Child Welfare Information Gateway.

Bookmark our website for easy access to thousands of child welfare-related publications, training tools, dynamic online databases, extensive search capabilities, and more: http://www.childwelfare.gov.

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