2012 RESOURCE GUIDE

Preventing Child Maltreatment and Promoting Well-Being:
A Network for Action

DEPARTMENT OF HEALTH & HUMAN SERVICES

ADMINISTRATION FOR CHILDREN AND FAMILIES
Administration on Children, Youth and Families
1250 Maryland Avenue, S.W.
Washington, D.C. 20024

Letter from the Commissioner

Dear Colleagues:

Preventing Child Maltreatment and Promoting Well-Being: A Network for Action 2012 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 Resource Center for Community-Based Child Abuse Prevention, and the Center for the Study of Social Policy—Strengthening Families. This year's Resource Guide reflects the theme of the Office on Child Abuse and Neglect's Preventing Child Maltreatment and Promoting Well-Being: Network for Action meeting that was held in June 2011. At that meeting, national and Federal prevention partners came together to develop a shared vision, engage in shared action, and strengthen networks and partnerships.

That meeting also helped prepare the prevention community for the 2012 18th National Conference on Child Abuse and Neglect: Celebrating the Past and Imagining the Future. This year, 2012, is the Children's Bureau's Centennial year, a time to reflect on past efforts, celebrate how far we have come, and envision what we as partners can do in the next century to prevent child maltreatment and support our nation's children and families. In the coming year, the Administration on Children, Youth and Families will focus on social and emotional well-being as a critical component of its overall mission to ensure the safety, permanency, and well-being of children. The goal is to support efforts to improve the overall functioning of children and families to ensure that all families have safe, stable, and nurturing environments and promote children's success from childhood into adulthood.

The 2012 Resource Guide embodies the partnership that exists among national organizations, Federal partners, and parents who are committed to preventing child maltreatment and promoting well-being within families and communities. Its goal is to support service providers in their work with parents, caregivers, and their children to strengthen families and prevent child abuse and neglect.

The Resource Guide focuses on five protective factors previously identified to build family strengths and promote optimal child and youth development, along with a sixth factor added this year—social and emotional competence of children. Information about these protective factors is augmented with tools and strategies for integrating these factors into community programs and systems. Agencies, policymakers, advocates, service providers, and parents alike will find resources in this book to help them promote these six important factors in 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 things later. This Resource Guide provides many suggestions to help communities "get it right" when it comes to preventing child abuse and promoting 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.

Bryan Samuels
Commissioner
Administration on Children, Youth and Families
Administration for Children and Families
U.S. Department of Health and Human Services

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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 Resource 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 such as policymakers, parent educators, family support workers, health-care providers, program administrators, teachers, child care providers, mentors, and clergy also will find the resources useful.

Resources include:

- **Chapter 1: Laying the Groundwork**—Information about the research and theory on which the Resource Guide is based, including protective factors that help reduce child abuse and neglect and strategies for creating lasting change in how communities support families
- **Chapter 2: Working With Families: The Six Protective Factors**—Detailed information about each of the protective factors and tips for infusing them into programs and direct practice with families and children
- **Chapter 3: Engaging Your Community**—Strategies to help build community awareness and support the development of broad-based community partnerships
- **Chapter 4: Protecting Children**—Information about why child abuse occurs, risk factors, consequences, and identifying and reporting maltreatment
- **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 a calendar of activities for 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 beginning on page 61.

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 to those who regularly offer trainings 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: http://www.childwelfare.gov/pubs/surveys/PreventionGuide.cfm

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: http://www.childwelfare.gov

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

The FRIENDS National Resource 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[1] 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

1 The Strengthening Families framework recognizes five of the six protective factors discussed in this Resource Guide: parental resilience, social connections, concrete support in times of need, knowledge of parenting and child development, and social and emotional competence of children.

Chapter 1: Laying the Groundwork

Prevention, Promotion, Well-Being, and the Network for Action

Exciting efforts are underway across the nation to prevent child maltreatment and promote family and community well-being. Building on the convergence of prevention efforts during the last few years and the latest research in related fields, the Office on Child Abuse and Neglect (OCAN) is emphasizing four key areas to strengthen the national Network for Action:

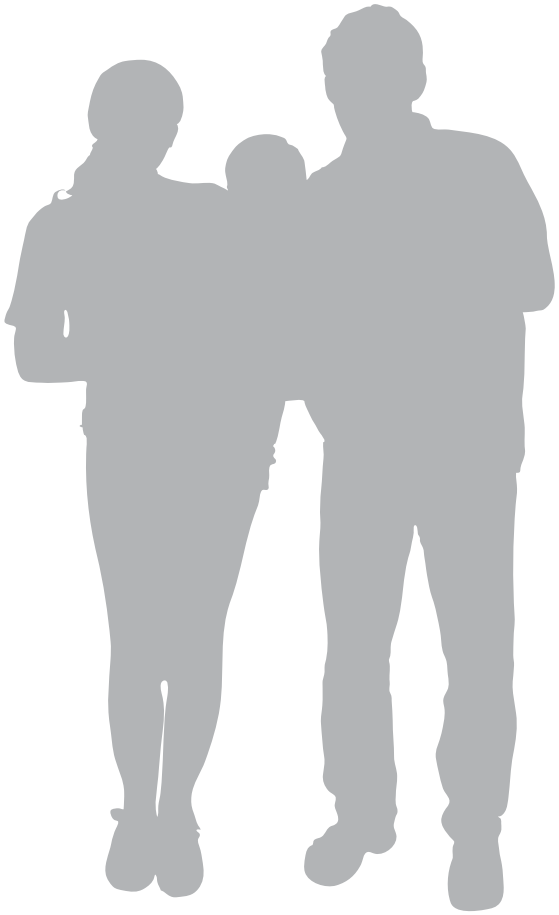
- Conceiving a broader definition of well-being
- Promoting protective factors as key strategies to enhance well-being
- Supporting evidence-informed and evidence-based practices
- Strengthening critical partnerships and networks

Conceiving a Broader Definition of Well-Being

Although there is no universal definition, *well-being* can be broadly conceptualized as healthy social and emotional functioning that ensures families can create safe, secure, and responsive environments and allows children to be successful during childhood and into adulthood. In the coming years, the Administration on Children, Youth and Families (ACYF) will focus on social and emotional well-being as a critical component of its overall mission to ensure the safety, permanency, and well-being of children.

The core domains of social and emotional well-being identified by ACYF include the following:

- **Understanding Experiences.** Whether one's world view is generally positive or negative impacts how experiences are interpreted and integrated.
- **Developmental Tasks.** Strategies that are attuned to the developmental impact of positive and negative experiences, and that address related strengths and deficits, help ensure children and youth develop along a healthy path.
- **Coping Strategies.** Young people who have been presented with healthy stressors and opportunities to overcome them with appropriate encouragement and support are more likely to develop an array of positive, productive coping strategies.
- **Protective Factors.** The presence of certain contextual factors (e.g., supportive relatives, involvement in after-school activities) and characteristics (e.g., self-esteem, relationship skills) is integral to promoting positive outcomes for children, youth, and families.



Promoting Protective Factors as Key Strategies to Enhance Well-Being

Protective factors are conditions that, when present in families and communities, increase the health and well-being of children and families. These components are critical to ensuring that children and youth are successful at home, in school, at work, and in the community, now and as adults. Protective factors 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.

For years, researchers have been studying both the risk factors common among families experiencing abuse and neglect and those factors that protect families who are under stress. 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 abuse and neglect. Research has found that successful interventions must both reduce risk factors and promote protective factors to ensure the well-being of children and families.

This Resource Guide emphasizes the following six protective factors as key elements in supporting and enhancing child and family well-being:

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

Safe, Stable, and Nurturing Relationships: Another View of Well-Being

Colleagues from the Centers for Disease Control and Prevention (CDC), Division of Violence Prevention, underscore the importance of safe, stable, and nurturing relationships (SSNRs) as one of the "essentials for childhood." SSNRs between children and their caregivers provide a buffer against the effects of child maltreatment and are fundamental to healthy brain development. They also shape the development of children's physical, emotional, social, behavioral, and intellectual capacities, which ultimately affect their health as adults.

Promoting SSNRs can have a positive impact on a broad range of health problems and on the development of skills that will help children reach their full potential. Understanding the role that social factors play, as well as interventions that work to address them, may improve our ability to plan and implement effective prevention policies using a public health approach. For more information about CDC's child maltreatment priorities, visit: **http://www.cdc.gov/ViolencePrevention/childmaltreatment/index.html**

Supporting Evidence-Informed and Evidence-Based Practices

We also know that prevention programs must be *effective* in order for our limited resources to produce the positive outcomes that we want to see. Evidence-based family-strengthening practice involves identifying, assessing, and implementing strategies that are supported by scientific research.

Just as we expect our family physician to keep abreast of treatment options that work best, we want to use evidence in our own work to:

- Ensure we are integrating the best available research with current child abuse prevention program expertise to guide our work with children and families
- Invest our limited dollars in programs and practices backed by evidence that shows they produce positive outcomes for children and families

- Become more informed funders, consumers, and community partners to prevent child abuse and neglect
- Foster a culture of continuous quality improvement by promoting ongoing evaluation and quality-assurance activities across all prevention and family support programs

Communities need to evaluate the level of evidence supporting any specific program and consider its appropriateness. Practices and programs may be validated by controlled clinical studies or other forms of evidence ("evidence-*based*"), or they may use the best available research and practice knowledge to guide program design and implementation ("evidence-*informed*"). In either case, programs and practices should be responsive to families' cultural backgrounds, community values, and individual preferences.

The Prevention web section identifies evidence-based programs: http://www.childwelfare.gov/preventing

Strengthening Critical Partnerships and Networks

When service providers work with families to increase protective factors, they also help families build and draw on natural support networks within their family and community. These partnerships among parents, communities, and service systems are critical to families' long-term success and for sustaining a vibrant, safe, and healthy community. Similarly, we must continue to build bridges across agencies and disciplines at the national level.

OCAN's Network for Action was launched to strengthen the nationwide network that prevents child maltreatment and promotes well-being for children and their families. The purpose of this network is to build adaptive, systemic capacity across the United States that will reach individuals, families, communities, institutions, and the society at large.

We know that many creative people are committed to preventing child maltreatment. Many institutions (formal and informal; public and private; local, regional, and national) are working to strengthen families and communities with the intention of preventing child abuse and neglect. Some of these efforts are currently networked and can build complementary programs, share information, and leverage resources. However, we know that individuals and organizations at all levels are sometimes disconnected and sometimes in conflict. Through our new Network for Action, we are working to promote a shared vision, engage in shared action, and strengthen relationships at the individual, family, community, State, and national levels to prevent child maltreatment and promote well-being.

We hope you will join us in our new Network for Action!

For more information, visit the Network for Action website: http://www.friendsnrc.org/network-for-action

Levers for Change: Deepening and Sustaining a Protective-Factors Approach

Taking a protective-factors approach to scale involves more than individual practice and program changes. The Center for the Study of Social Policy's (CSSP's) Strengthening Families initiative has identified three levers for change that help to create the incentives, capacity, and impetus for many more programs to take on a protective-factors approach. The three levers for change are:

- Parent partnerships
- Professional development
- Policy and systems

States or localities interested in preventing child maltreatment and promoting well-being are encouraged to develop action plans around each of the levers.

Parent Partnerships

Parent partnerships help ensure that prevention strategies are responsive and relevant to all kinds of family needs and choices; model the relationships among families, service providers, and community resources that can promote the best possible environment for children's development; and engage parents as active partners. Parent partnerships work when many parents are consistently involved as decision-makers in program planning, implementation, and assessment.

Suggestions for implementing parent partnerships:

- Partner with parent organizations.
- Create and maintain prominent leadership roles for parents.
- Learn what motivates parents to engage in program leadership.
- Provide leadership training and support for parents.
- Create opportunities for parents to engage with other parents directly around learning about and using the protective factors in their own families.
- Designate specific resources for parent engagement, participation, and leadership.

Tool: Parent and Community Cafés

More than 15 States are now using parent and community cafés to engage parents in conversations about the protective factors. Originally adapted from the World Café approach by Illinois' Strengthening Families team, the cafés are intimate, structured, parent-led conversations about protective factors in their own lives. The process of organizing and leading the cafés also has built a cadre of committed parent leaders at the State and national level. To learn more, visit the Strengthening Families website: http://www.cssp.org/reform/strengthening-families/resources/creating-family-and-community-partnerships

Professional Development

Infusing the protective factors into training for all people who work with children and families helps build a workforce with common knowledge, goals, and language. Professionals at every level, from frontline workers to supervisors and administrators, need protective-factors training that is tailored to their role and impart a cohesive message focused on strengthening families.

Strategies for enhancing professional development:

- Provide trainings on protective factors to current trainers to leverage existing training capacity.
- Integrate family-strengthening themes and the protective factors into college, continuing education, and certificate programs for those working with children and families.
- Incorporate family-strengthening concepts into new worker trainings.
- Develop online training and distance learning opportunities.
- Provide training at conferences and meetings.
- Reinforce family-strengthening training with structured mechanisms for continued support, such as reflective supervision and ongoing mentoring.

Tool: Online Training Modules

The National Alliance of Children's Trust and Prevention Funds is offering a new online curriculum free of charge. 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 two-hour modules: an overview, one module for each protective factor, and a final "review and reflection" module. The curriculum is designed to serve a broad audience of people who work with children and families. At several points, users will have the option to select material that relates to their specific area of work (early care and education, child welfare, or family support).

Including a mix of instructive text, video and audio clips, quizzes, activities, and reflective questions, the modules are designed to keep the learner engaged. An online forum on the course site will allow learners to interact with each other, ask questions about what they are learning, and respond to others. Users will be able to print a portfolio that includes their responses to all questions and their Individualized Action Plan, detailing changes they intend to make in their work with children and families as a result of what they learned. To learn more, visit: http://learner.ctfalliance.org or contact: info@ctfalliance.org

Policies and Systems

A protective-factors approach can serve as a platform for coordination across diverse initiatives and can aid in the development of common language and goals for families in all levels of work. The common focal point is building protective factors in families to prevent maltreatment and promote child well-being. Integrating a protective-factors approach into regulations and procedures that govern everyday practice in child and family services is an effective way to create broad and sustainable change.

Strategies for building collaboration across systems:

- Engage multidisciplinary partners.
- Link to cross-systems planning efforts.
- Adapt contractual methods for funding and defining programs to include a protective-factors focus.
- Use protective factors to define a shared set of desired outcomes for families across systems and disciplines.
- Identify the State agencies that fund early childhood initiatives and engage these agencies in planning and implementing family-strengthening activities.
- Revise job requirements, performance reviews, tools, assessment forms, and performance contracts to reflect a protective-factors approach to working with children and families.

Tool: State Policy and Systems Changes

The 32 States involved in Strengthening Families across the country are working in the following ways to ensure that the protective factors are woven into the policy and systems infrastructure that supports programs and practice:

- Eighteen States have adapted their Requests for Proposals (RFPs) for their Community-Based Child Abuse Prevention (CBCAP) program to incorporate the protective factors.
- Thirteen States have integrated the protective factors into the Quality Rating and Improvement Systems that they are developing in their early childhood sector.
- In at least four States, a protective-factors framework is being used to enhance the implementation of home visiting programs.

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

The Children's Bureau's Office on Child Abuse and Neglect launched the Network for Action to strengthen the nationwide network to prevent child maltreatment and promote well-being for children and their families. The purpose of this network is to build adaptive, systemic capacity across the United States that will empower individuals, families, communities, institutions, and the society at large. Twelve Strategic Projects of national significance have been selected for the Network for Action. Below are three examples of how these projects reflect the Levers for Change.

Parent Engagement and Leadership

Parents Anonymous, Inc., is creating a National Parent Helpline® Outreach Plan to further the national prevention and promotion agenda. This plan will engage parents and organizational staff in utilizing, making referrals to, and sharing resources through the National Parent Helpline to strengthen families and communities. The Helpline promotes social connectedness and other protective factors that ultimately impact community and societal changes, such as enhanced parental and staff involvement around improving systems (e.g., education, early childcare and development, child welfare, etc.). To learn more, visit: http://www.nationalparenthelpline.org

Building the Movement to Prevent Child Sexual Abuse

The Enough Abuse Campaign's strategic project supports child abuse professionals seeking to deepen their understanding of child sexual abuse and its prevention. The Campaign's State- and community-level organizing strategies and prevention training curricula have already been adopted by State leaders in New Jersey and Maryland and may serve as a useful model for others wishing to advance this work in their own States and organizations. Visit: http://www.enoughabuse.org

Child Welfare Standards for Prevention

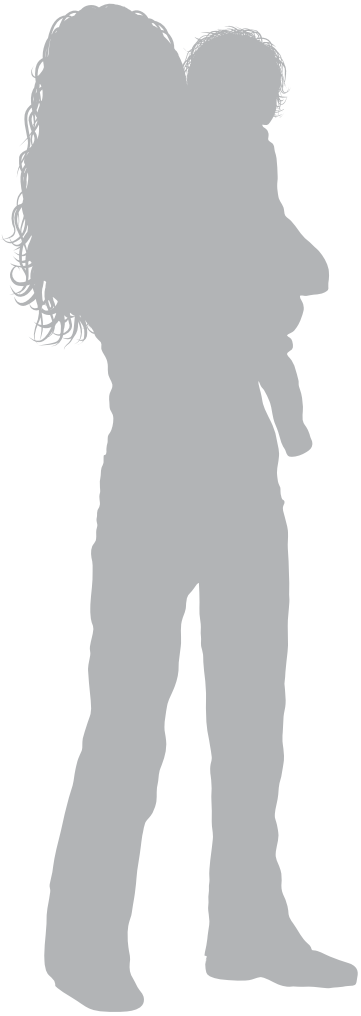
The Child Welfare League of America (CWLA) is working with partners across the country to create an agreed-upon definition for "prevention of child abuse and neglect" and a framework for the development of CWLA's new Child Welfare Standards of Excellence for Prevention of Child Abuse and Neglect. These standards will provide child welfare agencies with guidelines for how to build the quality of their prevention activities. Participants are invited to review and give input on the standards in draft and to provide recommendations for key concepts that should be part of the new standards. To learn more about CWLA Standards of Excellence, visit: http://www.cwla.org/programs/standards/default.htm

To learn more about other Network for Action Strategic Projects, visit: http://friendsnrc.org/strategic-projects

Chapter 2: Working With Families: The Six 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 have the best chance of developing into children, teens, and adults who are happy, healthy, and competent. Research also shows that a consistent relationship with a caring adult in the early years 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 can also 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 assess family protective factors.
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, 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 and mature, parents need to continue to learn and change how they respond to their children's needs. Information about child development and parenting may come from many sources, including extended families, cultural practices, media, formal parent education classes, and a parent's own experiences. Interacting with other children of similar ages helps parents better understand their own child. Observing other caregivers who use positive techniques for managing children's behavior also 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).
- Provide parent education 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 (or preschooler, or 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? • 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 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?

FRIENDS has developed a comprehensive survey to help programs assess family protective factors.
For more information, visit: http://friendsnrc.org/protective-factors-survey

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.

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.

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 develop 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 children for early signs of child or family distress and respond to children and their families with encouragement, support, and help in solving problems.
- 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.
- 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.

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)	• When you are under stress, what is most helpful? • 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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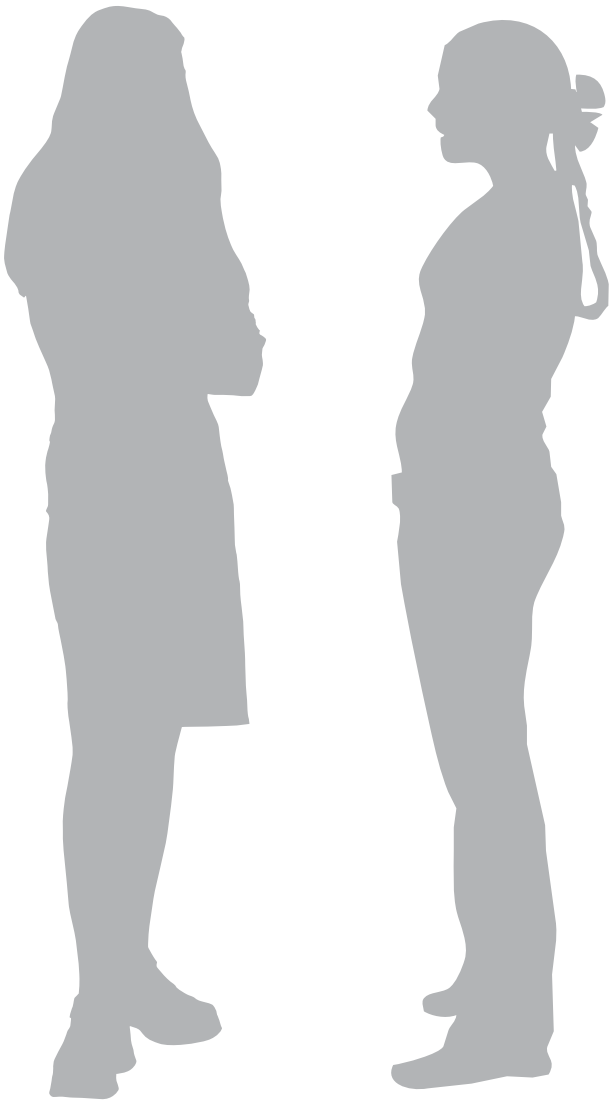
Social Connections

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. A parent's supportive relationships also model positive social interactions for children, while giving children access to other supportive adults. 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.

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. 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."
- 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.
- Connect parents with organizations and resources outside the program, such as churches or other classes that fit their 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	• 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 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 Supports for Parents

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 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. Some families also may need assistance connecting to social service supports such as 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.

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 access services when we need them."

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.

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? • What kind of response have you gotten? • Why is this working or not working?
• 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 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 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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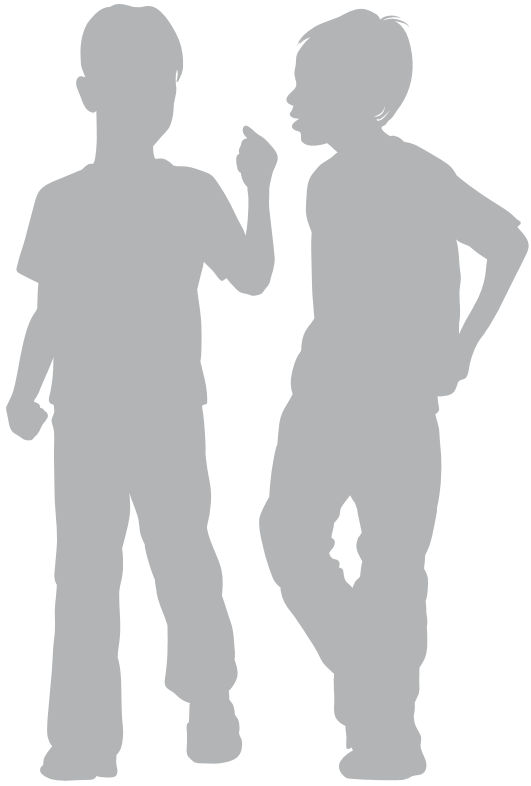
Social and Emotional Competence of Children

Children's emerging ability to interact positively with others, self-regulate their behavior, and effectively communicate their feelings has a positive impact on their relationships with their family, other adults, and peers. 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 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? • Do you have any concerns about your child's social/emotional skills? • 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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Chapter 3: Engaging Your Community

Engaging Community Partners

Successful initiatives to prevent child maltreatment enlist community members, business leaders, agencies, faith-based groups, and families to work together to make lasting improvements to the community's infrastructure. Partnerships are a great way to make communities more supportive to families and help ensure child, youth, and family well-being.

Protective factors serve as a helpful framework for community partnerships supporting stressed and vulnerable families. Many life events bring stress and risk into a family's life—domestic violence, substance abuse, mental health issues, loss of a job, foreclosure, having a child with special needs, even just the process of entering into parenting. When the community works together to strengthen families by building protective factors, families are better able to create a safe and stable base that allows them to respond more effectively to issues that cause stress.

For example, conversations with families struggling with a child's challenging behavior reveal that they often feel very isolated. Their child's behavior can serve as a barrier to accessing both formal and informal supports and services. Parents may feel depressed or self-critical. In these cases, child-centered therapeutic services may be complemented by a broader array of supports that help the family build protective factors.

This section discusses how protective factors further community prevention work and suggests activities that would promote adoption of a communitywide protective-factors framework. The following section offers tips for engaging specific groups in support of a communitywide effort.

Using the Protective Factors

The protective factors can support your community-based prevention work in many ways. Protective factors can:

- **Serve as a framework to help community partners understand what you can offer.** Opening the conversation with a discussion around the protective factors will provide an opportunity to identify concrete collaborations that address issues for families under stress.
- **Provide continuity for families.** Families under stress often access services from multiple systems and service providers. When a protective-factors approach is used across these systems, it helps ensure a consistent experience for families.
- **Provide a common set of outcomes.** Each service system has its own set of goals for the families they serve and the services they provide. Often these goals are focused on preventing specific negative outcomes. Protective factors can provide a common framework for fostering positive outcomes for families across systems.

- **Define a new audience and environment for prevention and family support activities.** Traditional prevention activities can also help build the capacity of those who work with families on a day-to-day basis. For example, many family resource centers experience low utilization during the day when many parents are working. This could be an ideal time to work with home-based child care providers who may need family support services themselves, and who can serve as an important channel to reach another set of families who may need support.

Suggested Activities

The following activities may be useful in support of adopting a communitywide protective-factors framework:

- **Cross-training:** Community partners each have their own ways of working with children and families. Training across disciplines can help to create a common understanding of what the protective factors are, which strategies are most effective for strengthening families, and how a protective-factors approach supports each partner's work with children and families.
- **Adapting intake and assessment tools and protocols:** Central to this process is moving from a needs-assessment approach to a more comprehensive assessment that looks at the family's needs, strengths, and protective factors. Encourage community providers to integrate a common set of questions, based on the protective factors, into their intake and assessment tools and protocols. This can help ensure that strategies to build protective factors are an integral part of service planning with all families.
- **Creating a consumer voice in relation to protective factors:** Many Strengthening Families sites have worked to build plain-language tools that help parents understand what the protective factors are, why they are important, and what families can expect from community partners that are committed to a protective-factors approach. These tools help to ensure that protective factors are built *with* families.
- **Creating service collaborations:** While the protective factors are universal to all families, they may need to be augmented or adapted for families experiencing particular stressors or traumas. In these cases, collaborations based on the protective factors may yield the most effective support system for families. For example, an organization that understands social networking might work with a domestic violence shelter to develop a social-connections strategy that is sensitive to safety-planning issues.

Adapted from the Center for the Study of Social Policy's Strengthening Families Initiative.

Tips for Working With Specific Groups

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 they can play a role in building these factors to support families and children. The following are suggestions for ways your partnership might engage and collaborate with specific groups.

Partnering With Faith Communities

- Attend regularly or make a one-time presentation on protective factors to interfaith groups working on community needs and services. (See Talking Points in the Online Media Center at http://www/childwelfare.gov/preventing/preventionmonth/mediatoolkit)
- Listen and seek to understand the faith communities' beliefs and values regarding protecting children and strengthening families. Demonstrating respect for their faith is important when approaching religious and lay leaders.
- Train religious and lay leaders about the protective factors, as well as how to recognize the signs and symptoms of abuse and neglect, work with victims and their families, and make appropriate referrals.
- Organize parent education and support group meetings at faith community facilities.
- Support the development of mentoring programs within congregations for children and families under stress.
- Encourage religious and lay leaders to publicly acknowledge child abuse and neglect as a major concern for the faith community, and affirm that they are dedicated to supporting families and protecting children.

Partnering With Parents and Caregivers

- Reach out to community parent councils or forums. Support the development of such councils where they do not currently exist.
- Provide community-based family mentoring services to strengthen family relationships.
- Host a parent-led, communitywide "Parent's Day" that focuses on the protective factors. Find tools and resources from a successful event in Alaska at: http://www.hss.state.ak.us/ocs/families/documents/AK_ParentEventToolkit.pdf
- Organize workshops to teach parents how to access services to meet their families' needs, including finding adequate medical care, pursuing educational opportunities, and accessing job information. Include parent leaders as presenters.
- 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 serve as mentors for family members who are just joining the group.

Partnering With the Courts

- Provide information, tools, and training about protective factors to judges, guardians *ad litem,* and others involved in making best-interests determinations for children.
- Create substantive 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.

Partnering With Early Childhood Centers and Schools

- Attend parent meetings or conduct community forums or workshops to talk with parents about protective factors.
- Schedule joint trainings with staff about the protective factors and child abuse prevention and how this information can be incorporated into their work with parents.
- Seek opportunities to sponsor joint events with early childhood centers and schools.
- Offer to provide onsite services to children and families as these relationships develop. This can be an important first step in building families' comfort with pursuing services.

Partnering With Business Leaders

- Recruit a high-profile community business leader to serve on the governance board for your community-based partnership. Encourage him or her to challenge other business leaders to contribute to the effort.
- Publicly recognize companies with family-friendly services and policies, such as onsite child care, flexible scheduling, and telecommuting.
- Identify ways that employee volunteer programs could work to support safe and healthy families in the community.
- Partner with businesses to offer workshops for employees on the protective factors, child development, parenting skills, and stress reduction.
- Ask businesses to consider including family-strengthening messages in their advertising or product packaging.

Partnering With Military Community

- Learn about the general military culture and the distinctive armed services (Army, Navy, Air Force, or Marine Corps) customs. A good place to start is by visiting MilitaryHOMEFRONT: http://www.militaryhomefront.dod.mil
- In your public awareness campaigns, include information about family support resources offered through military-specific programs and through Military OneSource: http://www.militaryonesource.com
- Invite family support personnel from local installations or the National Guard to participate in community events or trainings that promote the protective factors framework. You can locate family support personnel by visiting MilitaryHOMEFRONT and clicking on the link to MilitaryINSTALLATIONS at the bottom of the page, or by visiting the National Guard's Joint Services Support page: http://www.jointservicessupport.org
- Create opportunities for military parents to participate as volunteers, mentors, or leaders in community activities that focus on strengthening families.
- Include military families as a target audience for your marketing materials.
- Build on partnerships between military and civilian organizations that exist through local recreational programs, places of worship, social service organizations, and volunteer organizations.

Partnering With the 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. Examples may include child care programs, after-school programs for children with disabilities, and others.

- Develop partnerships with local health-care provider organizations. For example, both the American Academy of Pediatrics and the American Academy of Family Physicians have local chapters throughout the United States: http://www.aap.org/member/chapters/chaplist.cfm and https://nf.aafp.org/eweb//DynamicPage.aspx?webcode=ChpList&Site=aafpv
- Many hospitals offer weekly "grand rounds" as an opportunity for community physicians to receive continuing education. Offer to speak at one of these meetings about the protective factors and/or your community partnership.
- Sponsor a health fair, and invite local clinics or providers to participate.
- Invite medical providers to speak at other community gatherings.

Partnering With 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.
- Host a community event with your legislator at a local school or family center and invite community partners and families.
- Organize a town hall meeting with your legislator and other community leaders to address issues affecting local families.
- Build long-term relationships with your legislator and his or her staff; keep them informed of community issues.

Partnering With Culturally Diverse Families and Communities

Partnering with families and communities of diverse racial and ethnic backgrounds, lifestyles, and beliefs requires an organizational investment in addressing differences in positive and productive ways. Here are a few examples:

- Different cultures define the concept of "family" in very different ways. Respect each family's own definition.
- A workshop or retreat that begins with a demonstration of spirituality drawn from the culture of one or more of the families present can prepare participants emotionally and mentally for the activities of the day, as well as acknowledge a strength of that culture to the entire group.
- Classes that introduce traditional child-rearing practices from various cultures may help young parents raise their children in a positive and culturally knowledgeable manner.
- Ethnic street fairs 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 like parent-child art workshops and puppet shows.

For more information about culturally competent work with families, visit: http://www.childwelfare.gov/systemwide/cultural/preventing.cfm

Resources for Action Series

The National Alliance of Children's Trust and Prevention Funds has developed a series of resources that share concrete examples of how partnerships are successfully implementing the Strengthening Families Protective Factors framework. The *Resources for Action* series was developed with the members of the Alliance's Early Childhood Initiative Learning Community, with funding support from the Doris Duke Charitable Foundation. It can be found on the Alliance's website: http://www.ctfalliance.org/ResourcesForAction.htm

Engaging Media to Build Your Network for Action

The media have always provided an important channel for getting the message out about preventing child maltreatment and promoting well-being. Today, a wider-than-ever variety of media strategies is available to help your organization or community partnerships spread the word about events, reach potential supporters, and build relationships among stakeholders. Media channels fall into two general categories:

Traditional media refers to pitching stories and interviews for placement in television, radio, and print media. Traditional media strategies include:

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

Social media, or "new media," refers to the use of a variety of web-based platforms to broadcast your work and messages. Some of these include:

- Websites
- Blogs
- Podcasts
- Social networking sites such as Facebook, Twitter, and YouTube

Uses for Traditional and Social Media

Traditional and social media have very different strengths and uses.

Rather than choosing to focus energy and resources on *either* traditional or social media, successful organizations and campaigns use *both* forms to connect with stakeholders and further their message. They understand that they can't know how the public is going to find them, or how potential supporters will prefer to learn about their work, so their goal is to have a presence in as many places as they can.

For example, the content of a press release can be pasted into the body of a blog post. When that press release results in a radio or television interview, a link to the segment can be added to the blog post. The link for this blog post can then be broadcast, or cross-posted, on Facebook or Twitter. Followers and fans can be encouraged to repost the announcement for even wider reach.

In other words, think about all of these formats as an interconnected and seamless series of forums where you stay on message and continually drive the public to learn more about what you do and why you do it.

Reach out to **traditional media** when you want to …	Engage **social media** channels when your goal is to …
• Get the word out	• Engage in dialogue, get feedback
• Publicize an event to a large, general audience	• Reach a more targeted, specific group
• Tell your story in more detail	• Send out brief alerts that prompt stakeholders to take immediate action

Tips for Engaging Media

It all starts with *content.* Begin by building a set of compelling messages, then infuse everything you do with this common language, in as many forums as you can place it.

Work with partners to plan a communitywide campaign that uses a common set of key messages to give increased visibility to your message, your partners, and the families you serve.

Develop a clear communications plan that includes your initiative's key messages, communication objectives, and all of the different channels (including both traditional and social media) you can use to reach your audience.

Traditional Media:

- Use the sample press release, public service announcements, and talking points found in the Online Media Toolkit on the Child Welfare Information Gateway website: http://www.childwelfare.gov/preventing/preventionmonth/mediatoolkit
- 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 communitywide effort. 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.

Social Media:

- Keep messages *brief*.
- Use a more casual, conversational tone, while maintaining your organization's identity.
- Monitor and respond to comments frequently to bring users back and create a more active, engaged community.
- Social media is a commitment. Websites, Facebook pages, and Twitter accounts need to be maintained with frequent, interesting updates.
- 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. Include URLs and logos in printed materials, and ask people to "like" your Facebook page or follow you on Twitter.
- If you are new to social media, create a personal account and spend time learning how the platforms work.

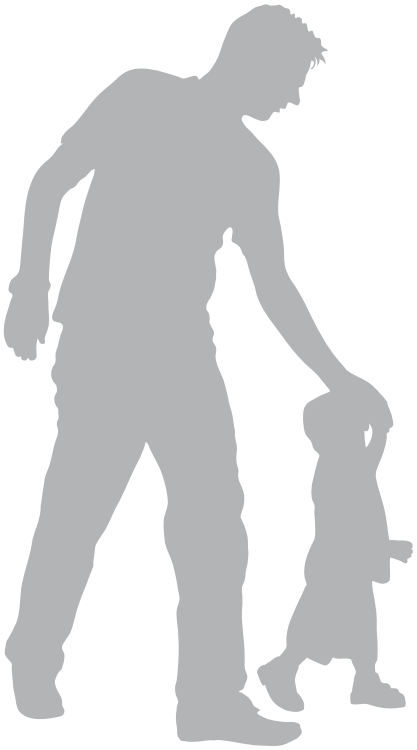
Chapter 4: Protecting Children

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 family 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.

At greater risk are young mothers and fathers unprepared for the responsibilities of raising a child; overwhelmed single parents with little support; and families placed under stress by poverty, divorce, or a child's disability. Some families are stressed by worries about foreclosure, employment, health, substance abuse, mental health, domestic violence, or other problems. Some are simply unaware of how to care for their children's basic needs.

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.

How many children are abused and neglected in the United States?

In 2010, the most recent year for which national child maltreatment statistics are available, about 3.3 million reports were made to child protective services concerning the safety and well-being of approximately 5.9 million children.[1] As a result of these reports, a nationally estimated 695,000 unique count of 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 unique victims, four-fifths (78.3 percent) were neglected, more than 15 percent (17.6 percent) were physically abused, less than 10 percent (9.2 percent) were sexually abused, and less than 10 percent (8.1 percent) were psychologically maltreated.

Child deaths are the most tragic results of maltreatment. In 2010, an estimated 1,560 children died due to abuse or neglect. More than 30 percent (32.6 percent) of these deaths were attributed to neglect alone.

What are the consequences?

For survivors, the impact of child maltreatment can be profound. Research shows that child maltreatment is associated with adverse health and mental health outcomes in children and families, and those negative effects can last a lifetime. The long-term effects can be physical, psychological, or behavioral.

A history of child abuse or neglect has been associated with increased risk of:

- Mental illness
- Substance abuse
- Developmental disabilities and learning problems
- Social problems with other children and with adults
- Teen pregnancy
- Lack of success in school
- Alcohol and other drug use
- Domestic violence
- Chronic illnesses

In addition to the impact on the child and family, child abuse and neglect affects various systems—including medical and mental health, law enforcement, judicial, public social services, and nonprofit agencies—as they

On the Child Welfare Information Gateway Website

Find more information about:

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

1 Statistics on this page are taken from U.S. Department of Health and Human Services. (2011). *Child Maltreatment 2010*. Washington, DC: U.S. Government Printing Office. Retrieved August 9, 2011, from: http://www.acf.hhs.gov/programs/cb/pubs/cm10/index.htm

respond to the incident and support the victim. One analysis of the immediate and long-term economic impact of child abuse and neglect suggests that child maltreatment costs the nation approximately $103 billion each year.

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 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 can also call the Childhelp® National Child Abuse Hotline at 1.800.4.A.CHILD (1.800.422.4453). 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.

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

Chapter 5: Tip Sheets for Parents and Caregivers

The following pages contain tip sheets on specific parenting issues and a calendar of 30 ways programs can support parents and promote child well-being during April, Child Abuse Prevention Month. Spanish versions are provided for all resources in this section. The Spanish versions convey similar messages to the English versions, but they have been adapted slightly for readability and cultural appropriateness.

Each tip sheet is 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, but merely to 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.

Tip sheets and calendars are perforated for easy removal. 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.

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 cope with the challenges of raising a new baby and find support.

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

Raising Your Grandchildren—Recommends ways for caregivers to deal with some of the unique challenges of parenting grandchildren and find concrete supports in the community.

Military Families—Encourages families to support parents/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 and/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: **http://www.childwelfare.gov/preventing/res_guide_2012**

More parenting tip sheets are available in the Parenting Resources section of the Child Welfare Information Gateway website: **http://www.childwelfare.gov/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 a few minutes 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, 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.

Keeping Your Family Strong (continued)

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 http://www.childwelfare.gov/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 protectores 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 abandono de menores. Esta hoja de consejos describe seis factores protectores y algunas formas simples en las que puede desarrollar estos factores en su propia familia.

Factor protector y lo que significa	Lo que usted puede hacer
Cariño y Apego: Nuestra familia se demuestra cuánto nos amamos mutuamente.	• Tome unos minutos 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 cuando completen 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 infantil: 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 infantil. • 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.
Resistencia de los padres: Tengo valor durante situaciones de estrés y la capacidad de salir de pie 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, estréchese, practique yoga, levante pesas, baile. • Comparta sus sentimientos con alguien en quien confíe. • Rodéese de personas que lo apoyan y le hacen sentir bien.

Cómo mantener a su familia fuerte (continuado)

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) puedan ver qué tipo de ayuda se ofrece en su comunidad. • Marque “2-1-1” para averiguar 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 informativa 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 informativa y obtener más consejos sobre la crianza en **http://www.childwelfare.gov/preventing/promoting/parenting** o llamando al 800.394.3366.

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

Normal 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

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 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.

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.

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

Cómo fortalecer los lazos de afecto con su bebé

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

Los bebés normales:

- 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

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 y 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.

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.

Esta hoja informativa 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 informativa y obtener más consejos sobre la crianza en **http://www.childwelfare.gov/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

Normal 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

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.

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.

This tip sheet was created with information from experts in national organizations that work to prevent child maltreatment and promote well-being. At http://www.childwelfare.gov/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 expresar 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

Los niños pequeños normales:

- 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

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:

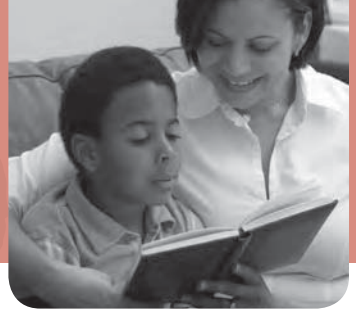
- Diga lo que espera de su hijo y confíe en que su hijo se comportará.
- No pierda la calma. Usted es el modelo a seguir para su hijo.
- Sostener a su hijo durante un berrinche puede ayudarlo a sentirse seguro y a calmarse más rápido.
- Lleve a su hijo a un lugar tranquilo para que se pueda calmar de 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.

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.

Esta hoja informativa 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 informativa y obtener más consejos sobre la crianza en **http://www.childwelfare.gov/preventing/promoting/parenting** o llamando al 800.394.3366.

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."

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" means 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.

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!

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

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 aun 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".

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 aun 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 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.** Edúquese y hable con sus hijos sobre sus valores. Ayúdelos a practicar formas de resistir la presión de sus compañeros.

Recuerde:

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

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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.

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. Look for chances to learn about your teen's latest hobby.
- **Get to know your child's friends.** Knowing who their friends are 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.

Remember:

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

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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. Busque oportunidades para enterarse sobre 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, sentimientos y 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 aun 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 demostrar a su hijo adolescente cuanto 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!

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 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 moms.
- **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.

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!

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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 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 como 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 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 su 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

Children need *both* parents. 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 National Fatherhood Initiative. Find the full brochure at http://www.fatherhood.org/10ways.asp

Diez maneras de ser un mejor padre

Lo que está pasando

Los niños necesitan de ambos padres. 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 todo la vida.

Adaptado de la Iniciativa Nacional para la Paternidad. Encuentre el folleto completo (en inglés) en: http://www.fatherhood.org/10ways.asp

Raising Your Grandchildren

What's Happening

No matter why or how they came to live with you, your grandchildren will benefit from being in your home. When children cannot be with their parents, living with a grandparent 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.

What You Can Do

It will take time for your grandchildren 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 your grandchildren feel "at home" by creating a space just for them.
- Talk to your grandchildren, 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 specifically for grandparents raising grandchildren in your community.
- Join or start a support group in your neighborhood. Often there are local groups for grandparents raising grandchildren.
- Ask for help and referrals from a church leader, the counselor at your child's school, or a social services agency.
- If necessary, get professional help to address your grandchild's special needs, such as medical care, mental health care, or special education. Use respite care if it is available.

Remember:

Parenting the second time around brings special challenges and special joys. Do not hesitate to ask for help or seek services in your community for yourself and your grandchildren.

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Cómo criar a sus nietos

Lo que está pasando

Sin importar por qué o cómo vinieron a vivir con usted, sus nietos se beneficiarán de estar en su hogar. Cuando los niños no pueden estar con sus padres, vivir con un abuelo le 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 sus nietos 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 sus nietos a sentirse “en casa” creando un sitio especial sólo para ellos.
- Hable con sus nietos 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 específicamente para abuelos que están criando a sus nietos.
- Únase a un grupo de apoyo en su vecindario o ayude a crear uno. A menudo existen grupos locales para abuelos que crían a sus nietos.
- Pida ayuda y remisiones de parte de un líder religioso, del consejero de la escuela de su nieto, o de una agencia de servicios sociales.
- De ser necesario, obtenga ayuda profesional para lidiar con las necesidades especiales de su nieto, como atención médica, atención de la salud mental, o educación especial. Use atención de relevo si se encuentra disponible.

Recuerde:

Criar niños por segunda vez trae consigo desafíos y alegrías especiales. No dude en pedir ayuda o buscar servicios para usted y sus nietos en su comunidad.

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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.

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.

What You Might See

- A parent in uniform in your neighborhood, school, place of worship, or other community setting
- A civilian mother or father parenting solo for extended periods
- A grandparent or other family member caring for a child with a deployed parent
- A change in a child's behavior, either acting out or withdrawing, when a military parent is absent

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.

Remember:

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

This tip sheet was created with information from experts in national organizations that work to prevent child maltreatment and promote well-being. At **http://www.childwelfare.gov/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.

Todas las familias militares enfrentan tensiones específicas que pueden hacer que el difícil trabajo de crianza sea aun 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 podría estar observando

- Un padre en uniforme en su vecindario, escuela, lugar de culto u otro lugar de la comunidad
- Una madre o padre civil criando a sus hijos solo o sola durante períodos extensos
- Un abuelo o abuela, u otro pariente cuidando a un niño con un padre militar desplegado
- Modificaciones en el comportamiento de un niño, ya sea demostrando mala conducta o retrayéndose cuando el padre militar está ausente.

Lo que usted puede hacer

- Exprese apreciación por el servicio que la familia brinda a nuestro país. Invite a los padres y a los hijos a compartir sus experiencias 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 recursos 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 cuidadores 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 en incluidas en sus vecindarios y comunidades. ¡Usted puede ayudar!

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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. They are critical in helping build protective factors.*

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, shelter, 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

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, like 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

Remember:

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

* To learn more about the protective factors, visit: http://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. Son esenciales en ayudar a generar factores de protección*.

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, refugio, 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

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 infantil 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.

Recuerde:

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

* Para obtener más información sobre los factores de protección, visite http://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 they *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?"

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.

Parenting Your Child With Developmental Delays and Disabilities (continued)

- 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.

Remember:

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

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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 cuidadores pueden preocuparse.

Lo que usted podría estar observando

Los padres y cuidadores 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 sociale:** 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?”

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. valorares posible que valore 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 retardo 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.

Recuerde:

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

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

April 2012

Protective Factors	Social and Emotional Competence of Children	Knowledge of Parenting and Child Development	Parental Resilience	Social Connections	Concrete Supports for Parents	Nurturing and Attachment
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1 Create a calendar of community events for families.	2 Add children's books about feelings to your program's library.	3 Praise good parenting when you see it.	4 Invite someone in to help parents learn about managing stress.	5 Organize "stroller walks" with new parents. Talk about their challenges as you walk.	6 Create a handout for families with community resources linked to each protective factor.	7 Help a parent "catch their child being good."
8 Hold your next event or support group at the local Laundromat.	9 Role play emotions with kids—what do you do when you're happy, sad, or frustrated?	10 Have parenting tips handy for parents dealing with a challenging issue.	11 Make "how are you" phone calls to families in the program.	12 Host a potluck or cultural celebration.	13 Invite a community partner to present a new resource for families.	14 Create a board game library for families.
15 Remember something special about every parent you serve.	16 Train your staff on how trauma and loss affect children.	17 Learn about parenting practices of a different culture.	18 Recognize parent accomplishments.	19 Encourage parents to support each other through phone trees, carpools, or playgroups.	20 Visit a program where you refer families, so you'll know what it's like.	21 Ask children who's important to them.
22 Create opportunities for parents to contribute to your program.	23 Teach kids to resolve conflicts peacefully.	24 Talk to parents in your program about discipline alternatives.	25 Help parents set goals and solve problems.	26 Create a "positive parenting club" where parents can share their success stories.	27 Let parents use the center's computers for personal business (e.g., writing resumes, email).	28 Create an arts and crafts activity that parents can do with their child.
29 Arrange a kickball or soccer game for dads and kids.	30 Use an art program to help children express themselves without words.					

*Daily activities submitted by local Strengthening Families sites.

Child Welfare Information Gateway
http://www.childwelfare.gov/preventing

strengthening families
http://www.strengtheningfamilies.net

FRIENDS
http://www.friendsnrc.org

Children's Bureau & ACF

U.S. Department of Health and Human Services
Administration for Children and Families
Administration on Children, Youth and Families
Children's Bureau
http://www.acf.hhs.gov/programs/cb

30 Formas de Promover el Bienestar Infantil Durante el Mes Nacional de la Prevención del Abuso Infantil

Abril de 2012

Competencia Social y Emocional de los Niños	Desarrollo Social y Emocional de los Niños	Conocimiento de la Crianza y del Desarrollo Juvenil e Infantil	Capacidad de Recuperación de los Padres	Conexiones Sociales	Apoyos Concretos para los Padres	Afecto y Apego
DOMINGO	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES	SÁBADO
1 Prepare un calendario de eventos comunitarios para las familias.	2 Añada libros infantiles sobre los sentimientos a la biblioteca de su programa.	3 Elogie las buenas prácticas de crianza cuando las vea.	4 Invite a alguien a que venga a ayudar a los padres a aprender sobre cómo manejar el estrés.	5 Organice "caminatas con cochecitos" para los padres novicios. Hable de sus desafíos mientras caminan.	6 Prepare un folleto para las familias con recursos comunitarios vinculados a cada factor de protección.	7 Ayude a un padre a "descubrir a su hijo portándose bien."
8 Celebre su próximo evento o grupo de apoyo en la lavandería local.	9 Simule las emociones con los niños - ¿qué haces cuando te sientes feliz, triste o frustrado?	10 Tenga sugerencias de crianza a la mano para los padres que enfrentan desafíos cotidianos.	11 Haga llamadas a las familias del programa para ver como están.	12 Ofrezca una cena tipo potluck o una celebración cultural.	13 Invite a un socio comunitario a presentar un nuevo recurso para las familias.	14 Cree una biblioteca de juegos de mesa para las familias.
15 Recuerde algo especial sobre cada padre al que presta servicios.	16 Capacite a su personal sobre cómo el trauma y la pérdida afectan a los niños.	17 Aprenda sobre prácticas de crianza de diferentes culturas.	18 Reconozca los logros de los padres.	19 Anime a los padres a apoyarse mutuamente por medio de llamadas en cadena, transportes compartidos o grupos de juego.	20 Visite un programa a donde usted remite a las familias para que sepa como es.	21 Pregunte a los niños quiénes son importantes para ellos.
22 Cree oportunidades para que los padres contribuyan con su programa.	23 Enseñe a los niños a resolver conflictos de forma pacífica.	24 Hable con los padres en su programa sobre alternativas de disciplina.	25 Ayude a los padres a establecer metas y resolver problemas.	26 Organice un "club de crianza positiva" donde los padres puedan compartir sus éxitos.	27 Deje que los padres usen las computadoras del centro para asuntos personales (por ej. Escribir CVs y correo electrónico).	28 Cree una actividad de Arte y manualidad que los padres pueden hacer con su hijo.
29 Organice un juego de kickball o fútbol para papás e hijos.	30 Use un programa artístico para ayudar a los niños a expresarse sin palabras.					

*Actividades diarias enviadas por sitios locales de Strengthening Families.

Child Welfare Information Gateway
http://www.childwelfare.gov/preventing

strengthening families
http://www.strengtheningfamilies.net

http://www.friendsnrc.org

Children's Bureau & ACF

Departamento de Salud y Servicios Humanos de Estados Unidos
Administración para Niños y Familias
Administración para Niños, Jóvenes y Familias
Oficina de Niños
http://www.acf.hhs.gov/programs/cb

Chapter 6: Resources

National Child Abuse Prevention Partners

More information about national organizations that work to strengthen families and communities is available on the Child Welfare Information Gateway website: http://www.childwelfare.gov/preventing/overview/relatedorgs.cfm

American Academy of Pediatrics (AAP)
847.434.4000
http://www.aap.org

American Humane Association (AHA)
800.227.4645
http://www.americanhumane.org

American Professional Society on the Abuse of Children (APSAC)
877.402.7722
http://www.apsac.org

Annie E. Casey Foundation
410.547.6600
http://www.aecf.org

ARCH National Respite Network and Resource Center
703.256.2084
http://www.archrespite.org

Center for the Study of Social Policy (CSSP)
202.371.1565
http://www.cssp.org;
http://www.strengtheningfamilies.net

Chapin Hall Center for Children at the University of Chicago
773.753.5900
http://www.chapinhall.org

Childhelp®
480.922.8212
http://www.childhelp.org

Child Welfare Information Gateway
800.394.3366
http://www.childwelfare.gov

Child Welfare League of America (CWLA)
703.412.2400
http://www.cwla.org

Circle of Parents®
312.334.6837
http://www.circleofparents.org

Darkness to Light
866.367.5444
http://darkness2light.org

Doris Duke Charitable Foundation
212.974.7000
http://www.ddcf.org

FRIENDS National Resource Center for Community-Based Child Abuse Prevention (CBCAP)
919.490.5577 x222
http://www.friendsnrc.org

National Alliance of Children's Trust and Prevention Funds
206.526.1221
http://www.ctfalliance.org

National Association of Children's Hospitals & Related Institutions (NACHRI)
703.684.1355
http://www.childrenshospitals.net

National Association for the Education of Young Children (NAEYC)
800.424.2460
http://www.naeyc.org

National Center for Children in Poverty (NCCP)
646.284.9600
http://www.nccp.org

National Center on Shaken Baby Syndrome (NCSBS)
888.273.0071 or 801.447.9360
http://www.dontshake.org

National Child Protection Training Center
651.714.4673
http://www.ncptc.org

National Children's Alliance (NCA)
800.239.9950 or 202.548.0090
http://www.nationalchildrensalliance.org

National Court Appointed Special Advocate Association (National CASA)
202.270.0072 or 800.628.3233
http://www.CASAforChildren.org

National Exchange Club (NEC) Foundation
800.924.2643 or 419.535.3232
http://www.preventchildabuse.com

National Family Preservation Network (NFPN)
888.498.9047
http://www.nfpn.org

National Fatherhood Initiative® (NFI)
301.948.0599
http://www.fatherhood.org

National Healthy Marriage Resource Center (NHMRC)
866.916.4672
http://www.healthymarriageinfo.org

National Indian Child Welfare Association (NICWA)
503.222.4044
http://www.nicwa.org

National Quality Improvement Center on Early Childhood (QIC-EC)
202.371.1565
http://www.qic-ec.org

National Responsible Fatherhood Clearinghouse (NRFC)
877.432.3411
http://www.fatherhood.gov

Nurse-Family Partnership
866.864.5226
http://www.nursefamilypartnership.org

Parents Anonymous® Inc.
909.621.6184
http://www.parentsanonymous.org

Prevent Child Abuse America (PCA America)
312.663.3520
http://www.preventchildabuse.org

Search Institute
800.888.7828
http://www.search-institute.org

Stop It Now!
413.587.3500
http://www.stopitnow.org

ZERO TO THREE
202.638.1144
http://www.zerotothree.org

Federal Interagency Work Group on Child Abuse and Neglect

More information about the Work Group and its members can be found on the Children's Bureau website: 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)
http://www.acf.hhs.gov/programs/cb

The Children's Bureau seeks to provide for the safety, permanency, and well-being of children through leadership, support for necessary services, and productive partnerships with States, Tribes, and communities. The following is a list of Federal agencies that participate in the workgroup.

Child Welfare Information Gateway
ACYF, ACF
http://www.childwelfare.gov

Family Violence Prevention and Services Program
Family and Youth Services Bureau (FYSB)
ACYF, ACF
http://www.acf.hhs.gov/programs/fysb/content/familyviolence

Child Care Bureau
Office of Family Assistance, ACF
http://www.acf.hhs.gov/programs/ccb

Division of Child and Family Development
Office of Planning, Research and Evaluation (OPRE), ACF
http://www.acf.hhs.gov/programs/opre

Office of Refugee Resettlement, ACF
http://www.acf.hhs.gov/programs/orr

Office of Human Services Policy
Office of the Assistant Secretary for Planning and Evaluation (ASPE)
http://aspe.hhs.gov/_/office_specific/hsp.cfm

Division of Behavioral Health
Indian Health Service (IHS)
http://www.ihs.gov/MedicalPrograms/Behavioral

Office of Minority Health
http://www.omhrc.gov

Office of Behavioral and Social Sciences Research
National Institutes of Health (NIH)
http://obssr.od.nih.gov

Child Development and Behavior Branch
National Institute of Child Health and Human Development, NIH
http://www.nichd.nih.gov/about/org/crmc/cdb

Child Abuse and Neglect Program
Division of Developmental Translational Research
National Institute of Mental Health, NIH
http://www.nimh.nih.gov/about/organization/ddtr

Center for Substance Abuse Treatment (CSAT)
Office of Policy, Coordination and Planning
Substance Abuse and Mental Health Services Administration (SAMHSA)
http://csat.samhsa.gov

Maternal and Child Health Bureau
Division of Healthy Start and Perinatal Services
Health Resources and Services Administration
http://mchb.hrsa.gov

Division of Violence Prevention
National Center for Injury Prevention and Control
Centers for Disease Control and Prevention (CDC)
http://www.cdc.gov/ViolencePrevention

U.S. Department of Agriculture

National Institute of Food and Agriculture (NIFA)
http://www.csrees.usda.gov

U.S. Department of Defense

Family Advocacy Program
Military Community and Family Policy
Office of the Deputy Under Secretary of Defense
http://www.militaryhomefront.dod.mil

U.S. Department of Education

Office of Special Education and Rehabilitative Services
Office of Special Education Programs
http://www.ed.gov/about/offices/list/osers

U.S. Department of the Interior

Bureau of Indian Affairs
http://www.doi.gov/bia

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)
http://www.ojp.usdoj.gov/nij

Office for Victims of Crime
OJP
http://www.ojp.usdoj.gov/ovc

Office on Violence Against Women
OJP
http://www.ojp.usdoj.gov/nij/topics/crime/violence-against-women

Office of Juvenile Justice and Delinquency Prevention (OJJDP)
OJP
http://ojjdp.ncjrs.gov

Child Protection Division
OJJDP, OJP
http://ojjdp.ncjrs.gov/about/DivProgram.asp?di=5&pp=division

U.S. Department of State

Office to Monitor and Combat Trafficking in Persons
Under Secretary for Democracy and Global Affairs
http://www.state.gov/g/tip

U.S. Department of Health and Human Services
Administration for Children and Families
Administration on Children, Youth and Families
Children's Bureau
www.acf.hhs.gov/programs/cb

1575 Eye Street NW, Suite 500
Washington DC 20005
202.371.1565
www.strengtheningfamilies.net

A Service of the Children's Bureau/ACYF
1250 Maryland Avenue, SW, Eighth Floor
Washington, DC 20024
800.394.3366
Email: info@childwelfare.gov
www.childwelfare.gov

FRIENDS National Resource Center for
Community-Based Child Abuse Prevention
800 Eastowne Drive, Suite 105
Chapel Hill, NC 27514
919.490.5577
www.friendsnrc.org

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