2021/2022

Prevention Resource Guide

Thriving Children & Families
PREVENTION WITH PURPOSE

DEPARTMENT OF HEALTH & HUMAN SERVICES

ADMINISTRATION FOR CHILDREN AND FAMILIES
Administration on Children, Youth and Families
330 C Street, S.W.
Washington, D.C. 20201

Dear Colleagues:

Families, service providers, and communities work tirelessly year-round to protect and nurture children and promote their well-being. For nearly 40 years, National Child Abuse Prevention Month has played an important supporting role by increasing awareness and educating the public about child maltreatment prevention.

Today we know much more than we did 40 years ago about the neighborhood, community, and societal factors that can either promote family well-being or make parenting more challenging. We have an abundance of evidence about what leaves families vulnerable to maltreatment and how to support them effectively. If we are serious about preventing child maltreatment, we know it is most effective to reduce those vulnerabilities before a child is harmed.

The single most important thing we can do is support families all year long in ways that promote and build upon their strengths and enable them to care for their children safely *before* maltreatment is even a possibility. When we commit to partnering with families to help them access resources that focus on child and family well-being, they are better able to cope with stress, mitigate risks before formal child welfare intervention is needed, and realize their full potential.

These values are reflected in the theme of the 22nd National Conference on Child Abuse and Neglect and this accompanying Resource Guide: "Thriving Children and Families: Prevention With Purpose." One of the Children's Bureau's most anticipated publications, the 2021/2022 guide recognizes that there are actions we can take at *all* levels of the social ecology—as a society, within community systems, and in our organizations, as well as with individual families—to address the root causes of maltreatment and provide meaningful support. The guide also seeks to highlight the many innovative ways that communities around the country are already doing purposeful prevention work to help children and families thrive.

The 2021/2022 Resource Guide was created with input from a broad representation of national experts, including National Child Abuse Prevention Partners and colleagues on the Federal Inter-Agency Work Group on Child Abuse and Neglect, as well as local community leaders. Our conversations with this large and varied group during the past year have confirmed what we have been saying for years—to make child abuse less likely to occur, we need to invest in communities and invest in families.

We can do this by addressing societal attitudes and values around parenting, making it clear that all parents and families need support in overcoming life's challenges at times. We can strengthen our resolve and ability to organize effectively at the system level to identify the needs of parents and provide support while eliminating stigma. We can be open to new approaches to service delivery that help the whole family, not just a single member, and that recognize and actively mitigate the effects of trauma. We can recognize the importance of a workforce that has access to quality training and is supported in building effective partnerships with families. And we can do all these things with a steadfast commitment to addressing inequality and listening to the voices of parents, caregivers, youth, and communities most directly impacted by child welfare intervention.

If we truly come together with a unified voice to address the root causes of family vulnerability and commit to taking collective action toward this common goal, we can move beyond drawing awareness to the problem of child abuse to supporting strong, healthy, and resilient families. We thank you for your work and hope this Resource Guide supports you in your efforts to help all children and families thrive.

/s/

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Table of Contents

Setting the Context

This Resource Guide was developed by the Office on Child Abuse and Neglect (OCAN) within the U.S. Department of Health and Human Services' Children's Bureau, Child Welfare Information Gateway, and the FRIENDS National Center for Community-Based Child Abuse Prevention. OCAN released its first Resource Guide more than 15 years ago with the goal of raising awareness about emerging child abuse prevention concepts. It was created primarily to support community-based service providers who work to prevent child maltreatment and promote family well-being. However, over the years many others—including policymakers, health-care providers, program administrators, teachers, child care providers, parent leaders, mentors, and clergy—have found the resources useful.

IN THIS CHAPTER:

- Protective Factors 201
- An Enhanced Social-Ecological Approach
- New Protective Factors Conversation Guides
- Other Resources

Prevention is generally recognized as occurring at three levels: primary (directed at the general population), secondary (focused on families where risk factors are present), and tertiary (focused on families where maltreatment has already occurred). This guide has traditionally focused on *primary and secondary prevention* activities, which endeavor to stop maltreatment before it occurs.

Promoting protective factors has been central to the Resource Guide for many years. Protective factors are conditions or attributes in individuals, families, communities, or the larger society that mitigate or eliminate risk in families and communities, thereby increasing the health and well-being of children and families. Protective factors help parents find resources, supports, or coping strategies that allow them to parent effectively, even under stress. Since 2007, this Resource Guide has employed a protective factors framework adapted from the Strengthening Families framework developed by the Center for the Study of Social Policy. The following are the six protective factors in this framework:

- Nurturing and attachment[1]
- Knowledge of parenting and of child and youth development
- Parental resilience
- Social connections
- Concrete supports for parents
- Social and emotional competence of children

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[1] "Nurturing and attachment" is not delineated as a separate protective factor within Strengthening Families; however, it is an implicit and valued component to the entire framework.

A [protective factors approach](#) to the prevention of child maltreatment focuses on positive ways to engage families by emphasizing their strengths and what parents and caregivers are doing well, as well as identifying areas where families have room to grow with support. This approach also can serve as the basis for collaborative partnerships with other service providers, such as early childhood, behavioral health, maternal and child health, and other family-serving systems that support children and families and promote child and family well-being.

Periodic revisions of the guide have introduced other key concepts, such as the following:

- How the experiences of early childhood, including **early trauma exposure,** have a lifelong impact on brain development

- The effects of **adverse childhood experiences (ACEs)**, such as child abuse and neglect, on physical and mental health into adulthood

- The ways that investments in **prevention strategies** keep children safe, families strong, and communities resilient and pay dividends well into the future

Many of these concepts—once on the cutting edge of practice—are now generally accepted truths. They underlie some of today's most effective prevention strategies, including home visiting programs, therapies to strengthen parent-child bonds, neighborhood-based family resource centers, interdisciplinary community collaborations, and more.

PROTECTIVE FACTORS 201

We live in an ever-evolving world, one we could not have predicted 15 years ago. The importance of protective factors, ACEs awareness, and trauma-informed approaches is widely recognized. Still, child and family serving agencies and the broader community face both systemic and practical challenges to integrating and implementing them in their daily work with families. Some communities have overcome these barriers and created comprehensive family well-being systems that wrap an array of protective, preventive interventions around families with phenomenal results—but these communities are still the exception, not the rule.

The current generation of child welfare and parent leaders knows *what* they need to be doing better for children and families, but they continue to need support in *how* to implement these concepts effectively.

That is why this year's Resource Guide takes a "Protective Factors 201" approach that shifts the focus to a deeper understanding of how successful families, neighborhoods, communities, and States are using the protective factors to protect children, strengthen families, and promote well-being.

Throughout this guide, the protective factors serve as a theoretical underpinning for many of the strategies described. Although they are not always referenced directly, they continue to be infused in this work in countless ways.

Foundational information about the protective factors can be found on the Information Gateway website. For a list of Protective Factors 101 resources, see [page 51](#) of this guide.

AN ENHANCED SOCIAL-ECOLOGICAL APPROACH
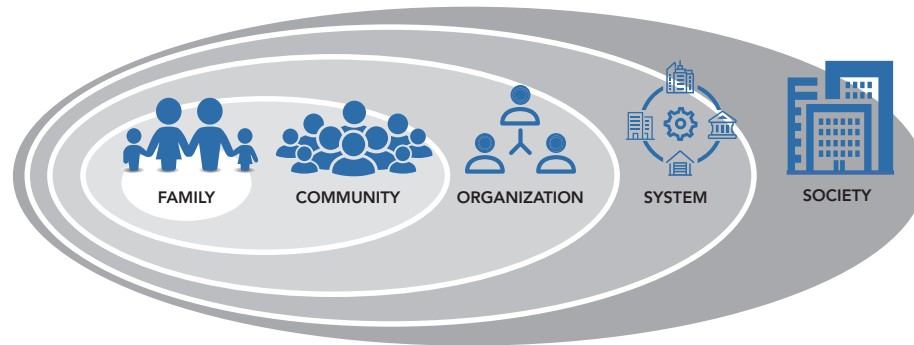
This year's Resource Guide continues and expands upon the tradition of addressing prevention from the perspective of a social-ecological model. This approach acknowledges that there are many factors beyond the individual child and family that affect caregivers' ability to nurture and protect their children.

A social-ecological model helps us understand the range of factors that place children at risk for abuse or neglect or protect them from experiencing maltreatment, including Federal and State policies, norms about child-rearing and asking for help, community and neighborhood resources and environments, and the approaches employed by family-serving organizations and systems. The overlapping rings in the model show how factors at one level influence those at other levels. To prevent maltreatment, social-ecological theory acknowledges that it is critical to take action across multiple levels of the model at the same time.

The next five chapters of this guide each address a different level of the social-ecological model:

- Chapter 2: Creating a More Supportive Society for All Families

- Chapter 3: Building Protective Systems: A Public Health Approach to Preventing Child Maltreatment

- Chapter 4: Aligning Organizations for Family Resilience and Healing

- Chapter 5: Embracing Community and the Wisdom of Lived Experience

- Chapter 6: Protective Factors Conversation Guides for Partnering With Families

These chapters offer caregivers, service providers, and community leaders a wealth of information, resources, and examples from Federal partners, Community-Based Child Abuse Prevention (CBCAP) programs, and other communities and organizations that have successfully employed the strategies in this Resource Guide to effect real change for children and families. CBCAP programs are funded by the Children's Bureau to—among many important actions—develop, operate, enhance, and coordinate efforts to prevent child abuse and neglect and strengthen and support families.

We have found that the most successful prevention efforts are rarely accomplished by implementing an isolated program or practice; rather, they are achieved by employing and integrating many of the concepts represented here, in authentic partnership with families and through collaboration with many partners over extended periods of time.

At the end of chapters 2 through 5, you will find a series of questions to consider. We invite you to use these both for individual reflection in your work with families and as a starting point for conversations within your community group, agency, or jurisdiction. There is always room for learning and growth.

NEW PROTECTIVE FACTORS CONVERSATION GUIDES

Chapter 6 returns to the foundation of the protective factors in a new series of caregiver conversation guides. These guides were created to help users engage parents and caregivers in more personalized conversations about how they care for their children and themselves to create a stronger, more resilient family.

The interactive conversation guides draw on the legacy of Parent Cafés. These structured peer-to-peer conversations to strengthen families and prevent child abuse and neglect have been happening since at least 2007, when Strengthening Families Illinois debuted Parent Cafés, based on the World Café model. Parent Cafés were designed to facilitate deep individual self-reflection and peer-to-peer learning around the Strengthening Families protective factors. Similar models, sometimes called community cafés, have proliferated since then. Taking a variety of forms, these gatherings bring

parents, caregivers, and other community members together for structured conversations that build leadership and relationships as well as the protective factors that help to strengthen their families.

For each protective factor, we provide talking points and guidance for the service provider, paired with a worksheet that can be used while engaged one-on-one with a parent or caregiver or as part of a group activity. After a brief introduction about the protective factor from a service provider, caregivers respond to prompts about their own family's strengths, sources of support, and areas where they may need additional support. Caregivers can customize each worksheet to reflect their family's unique circumstances and goals. Each worksheet is available in both English and Spanish. If you are missing a tip sheet you found useful in the past, never fear! Many of the former tip sheets are still available on the Information Gateway website.

OTHER RESOURCES

Additional resources for building strong and thriving families are available from the many national organizations and Federal partners listed in chapter 7 that have been vital in supporting and moving this important prevention work forward.

Creating a More Supportive Society for All Families
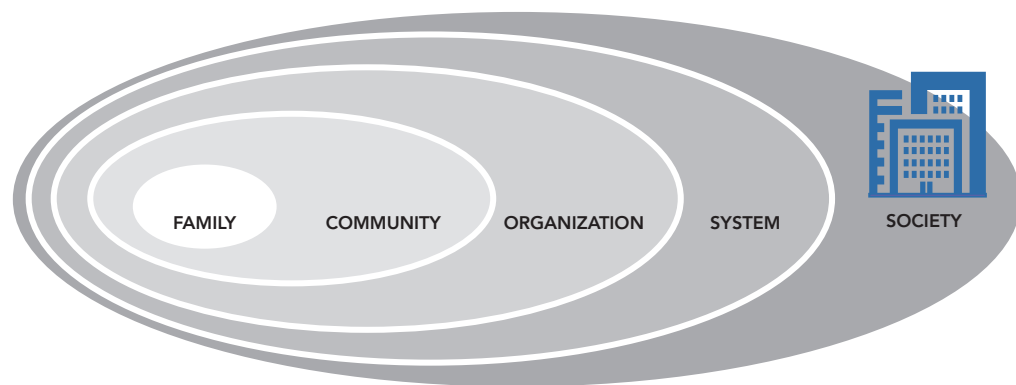
The societal level of the social-ecological model provides the context for all other layers. It describes the climate within which systems, organizations, communities, and individual families operate and live their lives. When that climate is supportive of parents and children, it is easier for all families to thrive. Three societal factors play a significant role in how we can effectively support all families and prevent child abuse and neglect: (1) social and cultural norms; (2) Federal, State, and local policies; and (3) equal access to resources and opportunities.

Social and cultural norms are (often unspoken) rules or expectations for how we behave that are based on shared beliefs within a specific cultural or social group. The study of social norms has shown that our individual choices—including health-related behaviors such as smoking or binge drinking—are highly influenced by what we believe about the choices others make. In other words, if we believe that (for example) wearing seat belts is a common practice in our social group, we are more likely to engage in it whether or not others actually do.

IN THIS CHAPTER:

- Federal Focus: CDC Essentials for Childhood
- Promoting Norms That Support Positive Parenting
- Seeking Family-Supportive Policies and Systems Change
- Increasing Equity in Family Support Systems

The power of social and cultural norms can be harnessed to strengthen protective factors within families by promoting **norms that encourage positive parenting practices.** Over time, this strategy can increase those positive practices within a social or cultural group and help to protect children from maltreatment.

Likewise, **family-supportive policies** at the Federal, State, and local levels help families succeed and thrive. Two critical policy areas to consider are those that support household financial security and family-friendly workplaces. When parents are financially secure and have a healthy work-life balance, it is easier for them to provide for their children's basic needs, offer safe and nurturing care, and experience good physical and mental health themselves. Community-based agencies can encourage greater well-being by helping families access resources—such as employment support, low-income tax credits, nutrition assistance, stable housing, family-friendly work policies and benefits,

and affordable high-quality child care—and advocating for these opportunities where they do not exist.

Equity is an important consideration when looking at the societal context within which the families we serve live their lives. We know that the policies and outcomes of our current systems can be unequal and unjust. Meaningful change will require an awareness of, and a commitment to dismantle, the policies, practices, and attitudes that perpetuate inequality and interfere with families' ability to care for their children. This means changing how we engage and work with families—including how we respond when they experience progress and set-backs—as well as working to level the larger societal inequities that systems across the continuum are grappling with. We introduce equity in more detail later in this chapter, and you will find it revisited in examples and questions to consider throughout the remaining chapters as well.

FEDERAL FOCUS: CDC ESSENTIALS FOR CHILDHOOD

The Centers for Disease Control and Prevention (CDC) has long been a leader in Federal efforts to support families and prevent child abuse and neglect at the societal level. CDC's Essentials for Childhood framework outlines strategies to help create a society in which every child can thrive.

Changing norms and policies are two parts of the Essentials for Childhood framework. The full framework has four goals and suggests evidence-based strategies to achieve each goal:

Goal 1: Raise awareness and commitment to promote safe, stable, and nurturing relationships and environments for all children.

Goal 2: Use data to inform actions.

Goal 3: Create the context for healthy children and families through norms change and programs.

Goal 4: Create the context for healthy children and families through policies.

For example, the **North Carolina** Task Force on Essentials for Childhood is working toward goal 4 by funding grants to support several partners in encouraging family-friendly workplace policies. One of the grantees, Family Forward NC, is an employer-led initiative to increase access to research-based, family-friendly practices—big and small—that support children's healthy development. It offers resources

for employees, including information about family-supportive Federal and State laws and a directory of family-friendly workplaces and the benefits they offer. Family Forward also offers an extensive online guide that can be used to develop (or advocate for) family-friendly workplace policies.

For more information about other Essentials for Childhood projects and resources on norms and policy change, see the CDC's Essentials for Childhood: Creating Safe, Stable, Nurturing Relationships and Environments webpage.

PROMOTING NORMS THAT SUPPORT POSITIVE PARENTING

The Positive Community Norms (PCN) approach is a model for improving health-related behaviors through the promotion of positive social and cultural norms. PCN has been demonstrated to be effective in creating social change around issues such as traffic safety and underage drinking, as well as child maltreatment.[2] In the same way that protective factors focus on building family strengths, PCN focuses on growing healthy, normative attitudes and behaviors rather than focusing solely on negative behaviors we want to avoid. Examples of using positive community norms to support families could include promoting messages such as "We all share responsibility for the well-being of children" and "All parents need support sometimes. It's okay to ask for help."

Understanding existing social and cultural norms is often critical to the success of efforts to support families. Different groups within the same community may have very different norms around parenting practices or seeking and receiving help. For example, caregivers in some communities may be reluctant to participate in parenting programs because they think they should be able to care for their children on their own or because they worry that their participation indicates they are a "bad" parent or caregiver. To counter this, program messages might emphasize that learning effective parenting skills is a process, all parents and caregivers need help at times, and it's okay to ask for help. Caregivers who do attend parenting programs may need extra

support in using new skills at home if what they learn is different from what is practiced by other family or community members.

From 2014 to 2015, Prevent Child Abuse America partnered with the Montana Institute to conduct a nationwide telephone poll of social and cultural norms regarding child maltreatment prevention. Many of their findings were hopeful. For example, they discovered that people accurately perceived that abuse and neglect are serious problems and that they generally believed that prevention is possible. The survey also revealed that people who believe that *other people* would take action when they suspect child abuse or neglect are themselves twice as likely to take action (compared to those who underestimate others' willingness to do so).

This survey demonstrates how what we believe about what is "normal" (true or not) affects our behavior. It has implications for child maltreatment prevention because parents are more likely to nurture, protect, and discipline their children in ways they see as common in their community and culture. Any strategies we can employ to surround parents and caregivers with positive images of loving and nurturing parent-child relationships helps to counter possible misconceptions.

Other research tells us that what we believe about the attitudes of certain people affects our behavior more than others. In the case of parenting practices, those who have the strongest influence include not just

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[2] Linkinbach, J. W. (2017). *An introduction to positive community norms*. The Montana Institute.

friends and family members but certain professionals, such as pediatricians, mental health professionals, and faith leaders. This provides an opportunity: Targeting people in these professions with messages and tools to support them in promoting positive parenting practices may be an effective strategy to change community norms and prevent child maltreatment.

Other parents can also be effective influencers of parenting norms because parents typically view their peers as people they can trust. Employing parents from the community as mentors for at-risk families can help support more positive parenting.

The CDC offers seven steps for promoting positive community norms that could be adopted to better support families and promote child maltreatment prevention:

- Planning, engaging, and educating a diverse coalition of stakeholders
- Assessing norms through surveys, focus groups, and existing data sources
- Establishing a common understanding and prioritizing opportunities based on the data collected
- Developing a portfolio of strategies aimed at different levels of the social ecology
- Pilot testing, selecting, and refining strategies and messages
- Implementing the portfolio of strategies all at once or in phases
- Assessing effectiveness and future needs through ongoing evaluation

For more information, see the CDC publication *Promoting Positive Community Norms*.

STATE CBCAP EXAMPLE

Hawaii Department of Health

The **Hawaii Department of Health**, the State's CBCAP lead agency, is taking an integrated approach to improving the well-being of Hawaii's young children and their families through public awareness and education efforts on multiple forms of family violence. Baseline data, presented in an ACEs and resilience dashboard, will help the team determine whether reframing and integrating several distinct violence prevention campaigns promotes more positive community norms and results in improved outcomes.

Recently, Hawaii's CBCAP funds have been blended with funds from the State Department of Human Services to develop an innovative communications campaign that aims to prevent all forms of family violence. One outcome of this effort has been Nurture Daily, a year-round media campaign that includes several 30-second public service announcements framed around "serve and return" interactions that help support healthy brain development in young children. Messages encourage and normalize daily actions such as playing together, eating meals together, and sharing thoughtful words with a partner.

Nurture Daily infographics that target early child care providers and other pre-K community providers will soon be available in digital and printed formats.

"In primary prevention, we are asking, 'What can I do to prevent abuse from ever happening?' To answer that, we have to look at the norms around hitting children for discipline."

—Catherine Taylor, Ph.D., professor, Boston College School of Social Work

Pediatricians Can Effectively Promote Positive Norms Around Discipline

There is a growing body of evidence that shows clear communication of expectations, proactive guidance, and positive reinforcement are effective discipline techniques. However, a significant number of parents in the United States are still using corporal punishment. Corporal punishment puts children at risk for poor mental, physical, and social/behavioral health outcomes, similar to the risks of substantiated abuse. It also has been shown to be ineffective for changing behavior in a lasting way. We know from tracking beliefs about the practice that, while support for hitting children has decreased over time, many parents still believe it is necessary for good discipline.

There is some good news: research indicates that parents' attitudes about corporal punishment are highly influenced by the advice of credible professionals, such as pediatricians, religious leaders, and mental health professionals. Changing the minds of these professionals—encouraging them to offer positive and effective discipline alternatives—can make a difference.

More than 90 percent of parents bring their children to a well-child visit, even when they lack primary care themselves. This makes pediatricians' offices an excellent place to promote positive parenting practices. In 2018, the American Academy of Pediatrics issued an updated policy statement about the harm caused by corporal punishment and the need to promote more effective means of discipline. HealthySteps, a program of ZERO TO THREE, is one evidence-based, team-based pediatric primary care program that has been shown to promote positive discipline among parents of infants and toddlers, with an emphasis on families living in low-income communities.

In participating pediatric practices, children ages birth to 3 and their families receive a set of screenings and follow-up visits (as needed) for a wide range of issues, including autism, maternal depression, and social determinants of health. The entire practice works together to implement the model. HealthySteps specialists (child development professionals integrated into the primary care team) connect with and guide families during and between well-child visits.

Evaluations of the program found that participants demonstrated better understanding of infant development and were less likely to use harsh or severe discipline. HealthySteps currently supports more than 275,000 young children in more than 170 pediatric primary care practices nationwide.

SEEKING FAMILY-SUPPORTIVE POLICIES AND SYSTEMS CHANGE

It is important for community-based family support agencies and other family supports to be aware of the impact of Federal, State, and local policies that affect the lives of children, youth, and families. For staff working directly with families, this might simply mean being aware of the programs and benefits to which families may be entitled and understanding the requirements and procedures for accessing them. Doing so will promote access to concrete support and may increase parental resilience. Frontline staff can also help agency leaders understand the barriers that families encounter and what systems changes might be needed.

Agency leaders and community coalitions may be in a position to educate legislators and inform positive policy and systems changes that improve the environments within which families are raising their children. The CDC Essentials for Childhood framework outlines two steps to inform policies.

Step 1: Identify and assess which policies may positively impact the lives of children and families in your community.

There are three levels of policy to consider:

- **Legislative:** Laws or ordinances passed by local, State, or Federal governing bodies

- **Regulatory:** Rules, principles, or methods established by government agencies that have regulatory authority for products or services

- **Organizational:** Rules and practices that an organization or agency sets for how it does business, conducts its activities, or interacts with staff and constituents

Step 2: Provide decision-makers with information on the benefits of evidence-based strategies and rigorous evaluation when considering family-supportive policy changes.

Systems change should be backed by evidence of how policies can promote the well-being of children, youth, and families. For example, family-friendly workplace policies, such as flexible schedules, paid family leave, and access to high-quality child care, have been shown to help businesses recruit new employees, retain current staff, increase productivity, reduce sick days, and lower health-care costs. Two sources of information about evidence-based family-supportive policies include the Essentials for Childhood framework (as outlined on page 6) and the Change in Mind Institute (see page 11).

Agencies should not take on systems change alone. Implementing policy change that promotes strong families and communities requires a collective effort from organizations in both the public and private sectors, including State and local health departments, the media, businesses, schools, and faith- and community-based organizations. The next chapter, Building Protective Systems: A Public Health Approach to Preventing Child Maltreatment, explores strategies for strengthening community collaborations.

Change in Mind Institute: Infusing Brain Science in Systems and Policy Change

The past two decades have seen tremendous advances in our understanding of how the brain develops and is affected by toxic stress. This new body of knowledge has great potential to improve the effectiveness of services for children and families and the ways that family-serving organizations successfully engage and support their workforce. The Change in Mind Institute at the Alliance for Strong Families and Communities supports organizations in infusing the latest behavioral and social science research into policy, programs, and practice.

The Change in Mind Institute is built on the findings of a "learning laboratory" approach. In 2015, a cohort of 10 U.S. and 5 Canadian community-based organizations demonstrated the impact of intentionally infusing brain science into programs and organizations and generated new insights into the longer-term challenges of facilitating and accelerating change at the systems and policy levels.

Cohort members used two approaches to facilitate changes in policies that supported healthy child development, increased resilience, and ensured community well-being. First, they **built their communities' knowledge, networks, and skills to work effectively on neuroscience-aligned systems and policy change** using the following strategies:

- Educating their communities about advances in neuroscience

- Working with networks of collaborators and strategic allies on systems and policy change

- Creating or adopting shared messages to unify advocacy efforts

- Strengthening local workforce capacity through training and technical assistance

- Aligning funding and other resources at multiple levels to support systems and policy change

- Conducting research and evaluation activities to inform change.

Once they built community capacity in these ways, the sites **worked with key partners and collaborators to call for systems change within and across social services**, including the child welfare, early childhood development, K–12 education, housing services, and juvenile justice systems.

"The science is very clear around brain development, ACEs, and trauma. The Change in Mind Institute looks to provide knowledge, expertise, and recommendations for transforming our practices, policies, and systems based on what the science is telling us."

—Jennifer Jones, director, Change in Mind Institute, Alliance for Strong Families and Communities

INCREASING EQUITY IN FAMILY SUPPORT SERVICES

The impact of societal inequality can be readily seen in child and family services, including child welfare. Significant research has documented the overrepresentation of certain racial and ethnic populations—particularly Black or African-American and American Indian/Alaska Native families—in child welfare systems when compared with their representation in the general population. In addition, studies have shown that racial disparities occur at various decision points in the child welfare continuum. These disparities are not fully explained by differences in rates of maltreatment or poverty. Children and youth with diverse sexual orientations and gender identities and expressions are also significantly overrepresented in the child welfare system. As a group, they experience more placements and lower rates of reunification with family than their heterosexual and cisgender peers.

If we want to improve outcomes for all children and families, it is imperative that we commit to equity, as both a process and a goal. As a process, equity requires that those negatively impacted by inequality be meaningfully involved in the creation, implementation, modification, and elimination of policies and practices that affect their lives. As a goal, we achieve equity when all children and families experience similar outcomes, regardless of race, ethnicity, marital status, sexual orientation, gender expression, income, or creed.[3]

There has been increased attention in recent years to the need for antiracist efforts, particularly anti-Black racism. According to the Center for the Study of Social Policy (CSSP), "antiracism is the active process of identifying and challenging racism, by changing systems, organizational structures, policies and practices, and attitudes to redistribute power in an equitable manner."

CSSP has 15 years of experience working to become an antiracist organization. Its publication *Moving Forward Together* notes several requirements of this work:

- **"Brutal candor,"** including a transparent process to honestly identify and differentiate between management issues and racial equity issues

- **Agreement at all levels,** beginning with a commitment to antiracism at the highest levels of leadership and active engagement of a cross-section of staff (or, ideally, the entire organization)

- **Commitment to examining and improving both internal and external efforts,** including ongoing reflection and accountability measures to ensure that diverse staff are recruited and retained, policies and practices are continually reexamined, and progress is sustained

- **Continuous commitment and constant attention** as partners leave a coalition or staff members leave an organization and new ones join

- **Efforts to measure impact,** both internally and for children and families

- **Evolving leadership,** including—but certainly not limited to—both institutional leaders and champions (staff, board members, key partners) who spearhead the system's or organization's core commitment to becoming antiracist

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[3] Adapted from Center for Social Inclusion. What Is Racial Equity?

A More Perfect Union Parent Cafés: Helping Caregivers Connect for Racial Justice

Be Strong Families (BSF) has adapted the Parent Café model to offer a way for parents and caregivers to connect, learn, and get support from each other on racial justice issues. Parent Cafés are one approach to structured peer-to-peer conversations (see).

A More Perfect Union Parent Cafés began in 2016 because BSF wanted to respond to how many African-American parents were feeling about the racism they were experiencing in their day-to-day lives. Leadership realized that what the organization does best—develop transformative conversations—could allow people to experience the emotional safety needed to share their feelings, gain support from each other, and brainstorm strategies and solutions to keep their families safe.

What emerged was a realization and a tool: When people have a safe space to connect across differences, they develop compassion for and understanding of other peoples' realities, disrupt stereotypes, and create stronger ties to each other. A More Perfect Union Parent Cafés, organized around the protective factors, honor the broader context for parenting in a complex and often unjust world and help parents and caregivers positively and proactively navigate this landscape.

Movement-Building Organizations Supporting Equity and Family Integrity

The recently established **upEND Movement**, an emerging collaborative launched by CSSP and the University of Houston, argues that racism is deeply rooted in child welfare systems' history, policies, and practices. It proposes to dismantle (rather than reform) the current system and create new, antiracist structures and practices that address family poverty and strengthen families while keeping children safe and protected in their homes.

Through its **UnSystem Innovation Cohort**, Alia committed to guiding a set of 10 public child welfare agency leaders representing five jurisdictions through a whole-system transformation process. Each jurisdiction works with one professional and one lived-experience guide toward the common aspiration of "family connections are always preserved and strengthened." After the first year of practice, which involved shifts in agency mindset with no additional funding, participating jurisdictions saw a 12-percent reduction in the number of youth in foster care and a 37-percent reduction of the number of youth in congregate care.

The **Movement for Family Power** works to end the foster care system and create a world where the dignity and integrity of all families is valued and supported. It does so by building community with and among people working to shrink the foster care system, raising social consciousness around the harms of the foster care system in order to reclaim and reimagine safe and healthy families, and disrupting and curtailing foster care system pipelines to reduce the harm inflicted by family separation.

**South Carolina
Children's Trust**

**Minnesota
Children and
Family Services
Administration**

South Carolina's CBCAP lead agency, Children's Trust, is a member of the State's Race Equity and Inclusion (REI) Partnership. The partnership has identified three overarching goals: to deepen relationships among its members; to infuse REI into ongoing events of its members and provide support to REI events; and to develop a resource to help partnership members, learning collaborative members, and others advance REI into organizational practices and policies. In support of the last goal, they recently developed and produced two workplace guides, one for leadership and one for practitioners, that highlight practice and policy recommendations to facilitate greater racial equity and inclusion. Partnership members also supported the 2019 Equity Summit, a space for those actively engaged in race equity and inclusion efforts across the southeastern United States to lean on and learn from each other.

Minnesota's Children and Family Services Administration, the State CBCAP lead agency, recently updated its vision statement as follows: "An equitable Minnesota where all communities thrive and children, families, and adults live with dignity." The vision is supported by four goals that represent a commitment to equity through engagement and collaboration with communities, families, and children throughout the child welfare system to prevent involvement with child protection. The following goals were designed to help Minnesota provide a continuum of care for children and families:

1. Improve engagement and collaboration with children, parents, relatives/kin, and resource families

2. Reduce disparities for African-American and American Indian children throughout the child welfare system

3. Improve access to and utilization of services that meet the needs of children and families

4. Improve safety, permanency, and well-being outcomes for children and families through utilization of a statewide continuous quality improvement system

Questions to Consider

SUMMARY OF CHAPTER 2

The following are questions to consider about social and cultural norms that encourage positive parenting practices, family-supportive systems change, and racial equity in your community:

For Staff Working Directly With Families:

- Have I asked the families I work with what being a "good parent" means to them? Who do they listen to about parenting, or whose opinions matter to them the most?
- What agency policies or practices support parents' ability to care for their children? What policies or practices serve as barriers for families to thrive? What role can I play in addressing those barriers?
- How might my personal biases affect the way that I serve some families? How could I learn more about implicit bias?

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For Agency Leaders and Community Collaboratives:

- How could we assess the **social and cultural norms** around parenting, positive discipline, and actions to support children and families in our community as a whole and within various subcommunities?

  - How might these norms affect how parenting programs and offers of support are accessed and received?
  - How could we identify the key influencers in our community that affect individuals' attitudes and behaviors? How can relationships with these influencers be forged and strengthened?

- Which **evidence-based policies** identified by the Essentials for Childhood framework are currently in place within our jurisdiction?

  - What do our data tell us about which policies are working well for children and families? Which policies might need to change to enable all families to thrive?
  - Who might be willing to partner with us to develop shared messages in support of positive parenting and systems change for families?

- Do we have a shared understanding or agreement about **racial equity** within our community coalition or organization today?

  - What is our understanding of the history of race and racism in our community? How does that continue to affect children, youth, and families today?
  - What do the data show about the outcomes that different races and ethnicities experience from systems, policies, and programs? If disparities are present, which policies or practices contribute most to those differences?
  - Do our staff look like the families and communities they serve?
  - What policies and/or practices are currently in place to address systemic inequality in our community? Is diversity (e.g., race, ethnicity, gender, language, geography) represented in leadership positions guiding the development and implementation of policies that impact children and families?
  - How has our community coalition or organization committed to dismantling systemic inequities?

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Building Protective Systems: A Public Health Approach to Preventing Child Maltreatment
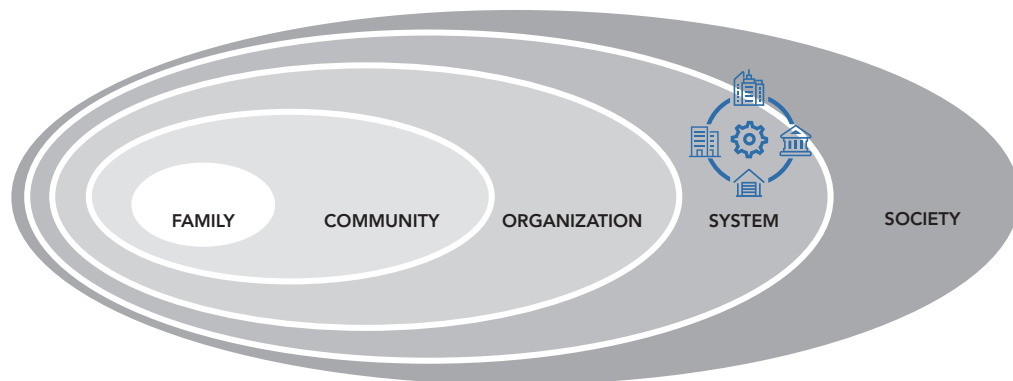
The system level of the social-ecological model explores the community and jurisdictional settings within which parenting occurs. Prevention strategies at the system level impact the social and physical environment and require collaboration among multiple organizations.

Increasingly, jurisdictions are embracing a public health approach to collaborations aimed at preventing child abuse and neglect. A public health approach focuses on the health, safety, and well-being of entire populations rather than on individuals. In a public health approach to child maltreatment, system partners work collectively to coordinate their family support efforts and resources, with the goal of ensuring the greatest benefit for the largest number of people.
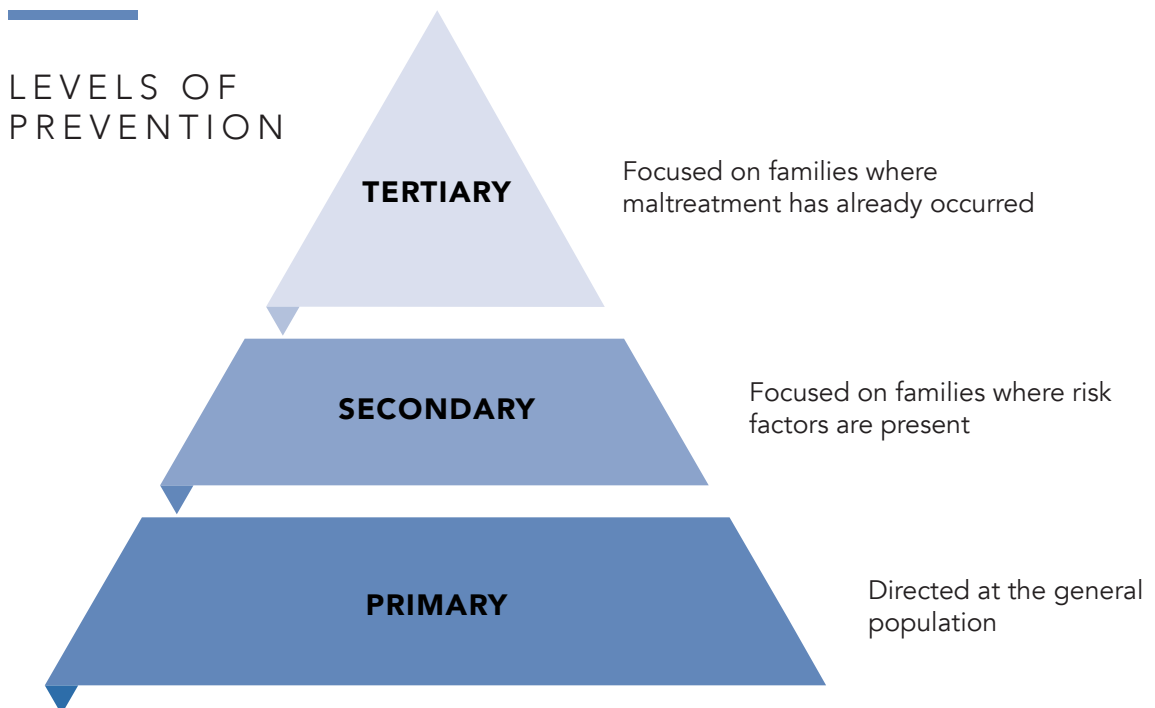
IN THIS CHAPTER:

- Federal Focus: Supporting Community Collaborations for Child Abuse Prevention

- Using Community Data to Prevent Child Abuse and Neglect

- Taking a Collective Impact Approach to Family Support

- Implementing Communitywide Primary Prevention Strategies

Public health is a multidisciplinary, scientific approach that draws from many fields, including medicine, epidemiology, sociology, psychology, and economics. It is grounded in the **analysis of multiple sources of data** to identify the underlying strengths and needs of the local community: Which groups of people are most affected by the problem? Which specific needs are most prevalent? Where are the areas of greatest need in the community, and how are community assets and resources positioned relative to these areas of greatest need?

Comprehensive data analysis facilitates public and private stakeholders' ability to work together to identify and implement strategies that effectively address the community's unique strengths and needs. Stakeholders should extend an invitation to participate to anyone who has an interest in helping families thrive, including government and nonprofit agencies, businesses, foundations, grassroots organizers, and persons with lived experience. Working together in a coordinated way across sectors has proven more effective than isolated efforts by individual organizations for generating large-scale social change.

Such a coordinated effort by many partners requires a strong sense of collective responsibility and commitment to a common goal. Some communities employ a framework of **collective impact**, a structured form of collaboration that brings together stakeholders committed to solving a specific social problem. These communities seek to optimize the health and well-being of children and families by implementing mutually reinforcing activities across multiple agencies.

The other hallmark of a public health approach to child maltreatment prevention is the use of **primary prevention strategies** to promote the skills, strengths, and supports that all parents need to keep their children safe and thriving. These efforts are available to support all families and prevent harm before it occurs. They include strategies such as voluntary home visiting and family resource centers, which are embedded in the community and offer parents and caregivers a variety of formal and informal supports. Primary prevention strategies are generally less expensive and less intrusive in the lives of families than child welfare system involvement and foster care placement. Building family strengths in this way results in increased safety, improved health, stronger communities, and lasting self-sufficiency.

LEVELS OF PREVENTION

TERTIARY — Focused on families where maltreatment has already occurred

SECONDARY — Focused on families where risk factors are present

PRIMARY — Directed at the general population

FEDERAL FOCUS: SUPPORTING COMMUNITY COLLABORATIONS FOR CHILD ABUSE PREVENTION

Many Federal agencies have an interest in ensuring that children grow up in nurturing and safe communities, free from violence. The following recent Federal grant programs support multidisciplinary, community-level efforts to prevent child abuse and neglect.

Community Collaborations to Strengthen and Preserve Families Grants

In fiscal year 2018, the Children's Bureau funded the Community Collaborations to Strengthen and Preserve Families grants to support further development, implementation, and evaluation of community-based primary prevention strategies to strengthen families, prevent maltreatment, and reduce entries into the child welfare system. Applicants were asked to consider how their projects would support a continuum of integrated family support and prevention services and enhance the capacity of communities to address the well-being needs of families before more formal interventions were needed.

One grantee, the Nebraska Children and Families Foundation, developed the *Community Collaborative Toolkit* to help communities assess readiness for change, plan, build capacity, implement and evaluate prevention strategies, develop sustainability plans, and identify policy goals to improve the impact and long-term outcomes for children, youth, and families. Based on the Institute of Medicine's 2003 Framework for Collaborative Community Action on Health, the toolkit provides numerous turnkey tools and processes to assist in the development of a priority plan for community well-being.

Child Safety Forward Initiative

The U.S. Department of Justice, Office of Justice Programs, Office for Victims of Crime (OVC) is funding a 3-year demonstration initiative in five jurisdictions to develop strategies and responses to address serious or near-death injuries as a result of child abuse or neglect and to reduce the number of child fatalities. Grantees will take a public health approach, based on recommendations from the Commission to Eliminate Child Abuse and Neglect Fatalities (CECANF). CECANF's recommended approach to child safety engages a broad spectrum of community agencies and systems to identify, test, and evaluate strategies to prevent harm to children. CECANF also emphasized the importance of strong leadership, data-driven decision-making, and multidisciplinary support for families.

Each of the five funded sites is implementing CECANF's vision of reducing serious injuries and preventing fatalities in its own way. Technical assistance for grantees is coordinated by the Within Our Reach office at the Alliance for Strong Families and Communities and provided by a team of national experts in data collection and analysis, safety science and safety culture, collective impact, engagement of persons with lived experience, communication and framing science, and developmental evaluation.

More information can be found on the Alliance for Strong Families and Communities website.

STATE CBCAP
EXAMPLE

**South Carolina
Children's Trust**

In 2018, following an environmental scan and feedback from key stakeholders, **Children's Trust of South Carolina**, the State's CBCAP lead agency, designed a cross-sector framework for local communities that focuses on supporting child well-being and preventing ACEs. The Empower Action Model merges important frameworks within public health and community psychology—the social-ecological model, protective factors, the life course perspective, and race equity and inclusion—with actionable items to prevent child maltreatment, build resilience for all families, and address determinants of equity.
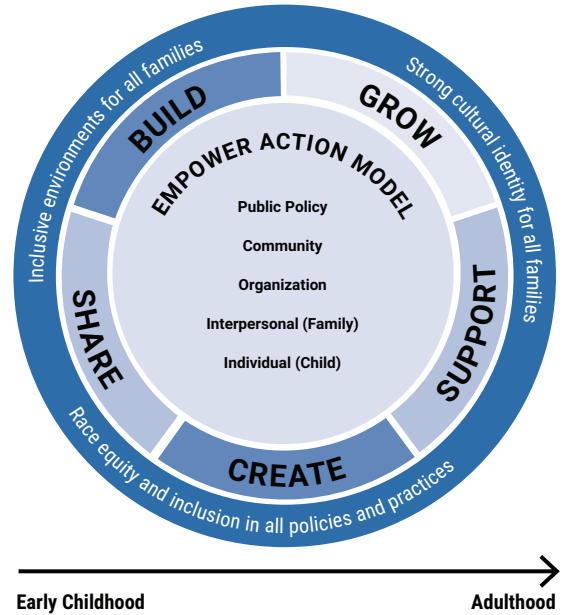

Image courtesy of South Carolina Children's Trust

The model is focused on the principles of understanding, support, resilience, inclusion, connection, and growth at each level of the social-ecological framework. It provides concrete examples of how to apply each of these principles in a checklist format. This model can help communities assess their needs and readiness for change, build partnerships and collaborations, identify areas of opportunity for growth and development, and create a plan.

Local partner coalitions apply the Empower Action Model to develop action plans to increase family support and build parental protective factors within their respective populations. Children's Trust provides facilitation support and technical assistance and measures the process and outcomes.

South Carolina is currently working with three communities to implement the Empower Action Model. One of these efforts, Resilient Midlands, is a countywide initiative to prevent and mitigate the effects of childhood trauma. Resilient Midlands includes a communitywide awareness campaign that highlights the social and economic impacts of ACEs through a series of training opportunities for community members. The Resilient Midlands coalition includes more than 40 area organizations.

Find more information about the Empower Action Model on the Children's Trust of South Carolina website.

USING COMMUNITY DATA TO PREVENT CHILD ABUSE AND NEGLECT

Data are the foundation of a public health approach. Robust, integrated, multisystemic data help communities understand the nature and extent of family risk and protective factors, map community assets, effectively direct prevention resources, and monitor the progress and impact of chosen interventions.

The following are a few of the many ways to enhance the use of community-level data in child abuse prevention efforts:

- **Support and expand the practice of data sharing among organizations serving children, youth, and families,** including the courts, child welfare services, law enforcement, mental health and substance use disorder services, and other systems, to better identify and serve families in need of support *before* a crisis occurs. Data-sharing efforts should consider issues of confidentiality, common data elements, the integration of different information systems, and other factors.

- **Review and present data with a racial equity lens.** According to Racial Equity Tools, using an equity lens requires consistently disaggregating data by race and ethnicity. When disparity or disproportionality is revealed, explore structural causes to avoid perpetuating group stereotypes.

- **Explore ethical uses of predictive analytics,** which is the use of past data to predict what will happen in the future. Such approaches may improve the accuracy of decision-making and help ensure scarce resources reach those who need them most. Many experts agree that predictive analytics are most useful when data supports (rather than supplants) human judgment and when systems are implemented with community transparency and input.

- **Use data mapping,** which uses geographic information systems to visualize specific demographic information along geographic boundaries. For example, researchers can look at the correlation between poverty rates or other demographic data and reports of child abuse in neighborhoods to begin to understand where additional resources may be needed or why certain areas have higher rates of foster care.

- **Track the well-being of children and families over time.** Data can help monitor the progress of individual prevention strategies, assess how well they are working, and inform where changes are needed to improve outcomes. Some communities are exploring the development of community-level safety and well-being indicators to provide similar information about the success of their collaborative efforts.

Predict Align Prevent: Data Mapping to Support Child Abuse Prevention

Funding for child maltreatment prevention and related social services is limited. To benefit the greatest number of children and families, it is critical for communities to know two things:

1. What is the most effective combination of child maltreatment prevention services?

2. Where should those services be located?

Predict Align Prevent attempts to answer those questions by using data mapping to predict where future child maltreatment will occur *before it occurs* and to determine which protective factors will be most helpful in preventing it in each unique community. At a national level, Predict Align Prevent hopes to eventually identify the combinations of programs, services, and infrastructure that reliably prevent child maltreatment and related risks across jurisdictions.

Predict Align Prevent undertakes a three-step process in partnership with existing community leaders, stakeholders, community members, and coalitions:

▪ **Predict:** Machine learning (a form of artificial intelligence) predicts where child maltreatment is likely to occur in the future by identifying the places where children have historically been at greatest risk of maltreatment in the community and how that correlates to other risk factors. It does this geographically, without profiling individuals.

▪ **Align:** Communities identify where prevention services and other critical supports are offered and how those locations match up with the highest risk areas for maltreatment. These data support community partners in developing and executing a data-driven strategic plan for prevention.

▪ **Prevent:** Over time, the effectiveness of prevention efforts is evaluated using objective, population-level measures of child health and safety. This quality improvement cycle is intended to uncover, strengthen, and replicate effective prevention initiatives.

Predict Align Prevent's machine-learning tools are open-source and available to all communities. For more information, visit the [Predict Align Prevent website](#).

STATE CBCAP
EXAMPLE

Arkansas Children's Trust Fund

The Arkansas Children's Trust Fund within the State's Division of Children and Family Services (DCFS) worked with Predict Align Prevent to complete an analysis of child maltreatment risk in Little Rock, the State's most populous city. The project mapped past maltreatment, child and adult deaths, crime, and other risk factors associated with maltreatment, as well as protective factors such as child care centers, churches, and home visiting programs. The resulting maps clearly demonstrate that child abuse and neglect cooccur geographically with other poor outcomes, providing a powerful visualization of community needs.

The next step will be to align resources where they can do the most good. For example, one of the most significant findings is the discovery that 53 percent of all preventable child deaths in Little Rock occurred in the 15 percent of the city where child maltreatment risk is highest. Furthermore, almost all child maltreatment fatalities occurred in the two highest risk areas of the city. These insights can help the city more precisely target primary prevention programs.

DCFS convened an advisory board of State and local stakeholders to review the data. Members of this group represent a cross section of organizations related to children and family services: early childhood education programs, the Little Rock school district, City of Little Rock employees, domestic violence shelters, homeless shelters, the local children's hospital, substance use treatment providers, and many more. Predict Align Prevent also invited input from local faith leaders and worked with a team at the University of Arkansas to conduct focus groups with community members of high-risk areas. The advisory board assisted DCFS in conducting an environmental scan to identify the programs already serving children and families in high-need areas and pinpoint any gaps.

Once the analysis and environmental scans are completed, the advisory board will recommend evidence-based strategies to address identified risk factors and promote more protective factors for families. These recommendations will serve as a blueprint for securing and deploying new resources as they become available.

TAKING A COLLECTIVE IMPACT APPROACH TO FAMILY SUPPORT

Collective impact is one strategy that communities have found useful when organizing diverse, multidisciplinary teams in pursuit of a common goal, such as preventing child maltreatment and increasing protective factors within families. Collective impact differs from collaboration in that it involves structured, systemic attention to the relationships between organizations and how they work together. Agencies focused on child abuse prevention may find that their goals are consistent with a community group that is already employing a collective impact approach. If not, they might consider starting a collective impact group.

Effective collective impact initiatives include meaningful engagement and leadership of youth, caregivers, and others with lived experiences from the communities they serve. Without intentional community engagement and involvement, proposed solutions may not be appropriate, acceptable, or compatible with community needs, and changes may reinforce existing inequitable power structures.

The following are essential principles of collective impact practice:

- Design and implement the initiative with a priority on equity.

- Include community members in the collaborative.

- Recruit and cocreate with cross-sector partners.

- Use data to continuously learn, adapt, and improve.

- Cultivate leaders with unique system leadership skills.

- Focus on programs and system strategies.

- Build a culture that fosters relationships, trust, and respect across participants.

- Customize for local context.

Find more information, visit the Collective Impact Forum.

Collective impact is commonly identified by five essential conditions:

- **Common agenda,** including a shared vision for child and family well-being, a common understanding of the problem of child maltreatment, and a joint approach to preventing maltreatment or increasing protective factors within families

- **Shared measurement systems,** with agreement on how child abuse prevention and family well-being will be measured and reported for accountability

- **Mutually reinforcing activities** undertaken by participants in ways that support and coordinate with other partners within an overarching plan

- **Continuous communication** among partners to develop trust and a common vocabulary

- **Backbone support** provided by a separate organization and staff with specific skills in facilitation, technology, communications, data collection and reporting, and logistics

90by30: Using Collective Impact to Build a Prevention Partnership

90by30 is a community-campus primary prevention partnership in Lane County, OR, housed in the University of Oregon's [Center for the Prevention of Abuse and Neglect](). It is rooted in local concerns and needs and incorporates a collective impact framework focused on the protective factors. Members of 90by30's [Regional Leadership Teams]() represent faith-based communities, education systems, child protection agencies, businesses, service groups, governments, legal communities, and survivors of abuse and neglect.

In 2013, 90by30 launched a countywide telephone survey to achieve a baseline understanding of community norms related to child maltreatment prevention. The survey found that the vast majority of Lane County adults believed that everyone has a role in preventing child abuse and neglect (85 percent) and that keeping children safe is one of the most important responsibilities of adulthood (98 percent). By contrast, nearly half (43 percent) of survey respondents were not sure what they could do personally to solve the problem.

The county was divided into seven geographic regions. Each regional team, led by local residents volunteering their time,

developed its own prevention plan with a unique blend of research-informed strategies and resources mapped to protective factors. For example, several of the county's rural regions selected the [Welcome Baby Bundle]() as a key strategy to decrease parental isolation. This program offers all new parents both concrete support and social connections in the form of a gift box stocked with essential infant care items and information about community resources. Numerous community organizations and groups are involved in creating and donating the contents.

90by30 has a vigorous research agenda, including a [prevalence study](), which was piloted recently in Lane County Schools, that will track rates of abuse and neglect in Lane County and Oregon over time. The regional plans are also complemented by an overarching countywide strategy: the [K(no)w More media campaign](), which emphasizes that once we *know more* about child abuse and how to prevent it, we can say *no more* to anything that harms children and families. It emphasizes the idea that every person in the community has a role to play in ending child abuse. The K(no)w More website launched in April 2019 and was bolstered by radio public service announcements and a social media presence.

"We want to give people the tools to 'play their part' in keeping kids safe and healthy. If we can change the mindset that child abuse is someone else's problem—a problem to be solved by the police or child protective services or schools—we can shift the social norms that keep us from coming together as a 'village' to raise a child."

—90by30 website

IMPLEMENTING COMMUNITYWIDE PRIMARY PREVENTION STRATEGIES

No family raises their children completely alone or without support. All parents benefit from a temporary "boost"—someone to listen and offer advice; a place to go for respite and social connection; or help with rent, child care, or transportation. These supports, whether formal or informal, are primary prevention strategies that strengthen the environment within which all families—regardless of race, income, or creed—raise their children.

"Primary prevention addresses one simple question: How can we be more proactive in helping to strengthen the protective capacities of families and keep them safe and healthy? The goal of primary prevention is to help all families thrive."

—Deborah Daro, Ph.D., senior research fellow, Chapin Hall at the University of Chicago

Promising and successful primary prevention programs include services and resources that have the following characteristics:

- Available to anyone who lives in the community, not just to families deemed to be at risk

- Offered on a voluntary basis

- Place-based and centrally located within the communities where families live, ensuring easy accessibility

- Aligned with community values, norms, and culture

- Offered by public, nonprofit, faith-based, or private providers that are independent of the government

- Focused on enhancing parental protective factors

- Inclusive of concrete supports (e.g., limited financial assistance, food assistance, housing assistance, legal services, respite or child care), clinical services, and peer mentoring

- Provided through braided funding that may include Federal, State, county, city, and private dollars[4]

Many of these things serve to support positive community norms (see page 7) around help-seeking. They create an environment where the need to ask for help is not viewed as a threat to the family's integrity. In this context, participating in services to prevent problems from arising or becoming worse is viewed as a strength rather than a weakness.

Universal Home Visiting Builds Family Protective Factors

Home visiting is a service-delivery model employed in many communities to offer support to parents. When it is offered to all families in the service area, regardless of socioeconomic status or risk factors, it is considered a "universal" program and a primary prevention strategy.

Home visiting programs can target a wide variety of family health and well-being outcomes, including reduced child maltreatment, increased protective factors, better prenatal and postnatal health for mothers and babies, increased use of positive parenting strategies, and enhanced connection of families to other supports and services in the community.

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[4] U.S. Department of Health and Human Services, Children's Bureau. (2018). *Strengthening families through primary prevention of child maltreatment and unnecessary parent-child separation (ACYF-CB-IM-18-05)*.

A number of [evidence-based home visiting models](#) have been developed. Many of these models provide specialized support to parents and children in high-priority families, such as families with low incomes or young parents, or to individuals serving in the military. However, others take a universal, primary prevention approach. Examples of these programs include the following:

- [Family Connects](#), developed in Durham, NC
- [Welcome Baby](#), Los Angeles, CA
- [Hello Baby](#), Allegheny County, PA
- [First Born](#), New Mexico

In these models, nurse visitors or parent coaches work with all families who accept a visit to identify what support they want and need. If further support is desired, home visitors provide an individualized, stigma-free entry point into the community's system of care through referrals to other, more intensive home visiting programs, income and housing support, and health and social services.

For example, [Family Connects](#) is an evidence-based program (EBP) that connects all parents of newborns in the service area, regardless of socioeconomic status, to the community resources they need through postpartum nurse home visits. The model was first piloted in Durham, NC, in 2008. It is now the country's most widely implemented universal home visiting model.

[Randomized controlled trials](#) have shown that Family Connects strengthens protective factors, such as the following:

- Parental resilience: Mothers were less likely to report postpartum depression or anxiety.
- Knowledge of parenting and child development: Mothers reported significantly more positive parenting behaviors, such as hugging, comforting and reading to their infants.
- Nurturing and attachment: Mothers expressed increased responsivity to, and acceptance of, their infants.
- Concrete supports: Home environments were improved, with homes being safer and having more learning materials to support infant development.
- Social connections: Community connections increased.

In one trial, families who participated had lower rates of investigation for suspected child abuse and neglect through the second year of life.

Questions to Consider

SUMMARY OF CHAPTER 3

The following are questions to consider as you build more supportive systems for children and families:

For Staff Working Directly With Families:

- What types of data, if any, does my agency provide me about the strengths and needs of families in the community I serve? How can those data be used to support the families I serve?
- What community-level collaborations am I aware of? Is there an opportunity to start or be more engaged in a collaboration to support families?
- Where do the families I serve already seek and receive support in their community? How can I connect the families I work with to additional voluntary supports, if they identify a need?

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For Agency Leaders and Community Collaboratives:

- What are the **sources of data** that could help us understand families' strengths and needs at a population level?

  - What prevents or impedes data sharing in our community? Who could help us address these barriers?
  - Are we consistently viewing our organizational- and community-level data with an equity lens?
  - How might our community benefit from the use of predictive analytics or data mapping? (Check out Casey Family Programs' free, interactive [Community Opportunity Map](.).)

- What **collaborations** already exist in our community to help families and children thrive? How can we contribute? Consider lending your voice and skills to an existing collaboration before starting a new one, if possible. Places to look for collaborators with similar goals include the fields of public health, early childhood education, and violence prevention.

  - What sectors are currently represented in our collaborative groups? Which are missing or underrepresented? Have we reached out to philanthropic partners, the business community, and faith communities?
  - How are we engaging or inviting the voices and leadership of community members and persons with lived experience in our efforts?
  - If we are not currently using collective impact, how could that model provide a helpful structure for our efforts?
  - If our collaboration does not have a backbone organization, what organization(s) have the capacity to provide that kind of support to further and sustain collaborative efforts?

- What are the **primary prevention** strategies in our community? How can we strengthen those supports to help all families thrive?

  - What evidence-based or evidence-supported child maltreatment prevention strategies are currently available to all families in our community? Which could be expanded? Where are the gaps?
  - How could our community normalize seeking and receiving support by families? Which families are more likely to engage in family support and prevention services and why? What steps do we need to take to ensure a more universal approach to engaging all families in prevention services?

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Aligning Organizations for Family Resilience and Healing

The third level of our social-ecological model recognizes that organizations can and often must make changes to their own programs and policies to better align with communitywide prevention approaches and to more effectively build protective factors within families.

The well-being of children cannot be separated from the well-being of their families and communities. When we support caregivers and other adults, in addition to providing services directly to children, we naturally enhance well-being and help prevent child abuse and neglect (along with other poor outcomes). This is often described as taking a **"two-generation approach" or a "whole-family approach."** Two-generation (2Gen) approaches build family well-being by intentionally and simultaneously working with children and the adults in their lives together.

IN THIS CHAPTER:

- Employing Two-Generation Approaches to Strengthen Families

- Implementing Trauma-Informed Care for Children and Their Families

- Federal Focus: National Child Traumatic Stress Network

- Understanding the Protective Effects of Positive Childhood Experiences

In working with the whole family, it is important to recognize how trauma can impact both children and their caregivers. ACEs research has shown that exposure to traumatic experiences—including divorce, domestic violence, parental incarceration, mental illness, and substance misuse—can have lifelong health impacts. Recent discoveries in neuroscience demonstrate that a prolonged, unresolved "toxic" stress response triggered by ACEs and other traumatic experiences can physiologically alter the structure of the brain. Becoming more **trauma-informed and healing-centered** helps organizations and systems meet parents and caregivers where they are and support them in building capacity to protect and nurture their children. Becoming more trauma-informed can also help organizations better understand and support their own staff, many of whom have personal trauma histories and/or are exposed to secondary traumatic stress (STS) through their day-to-day work with families.

Research is now identifying **positive childhood experiences** (PCEs) that may reduce the long-term effects of ACEs. These findings underscore the importance of focusing on the critical early relationships between children and their caregivers, while also suggesting evidence-informed ways to build resilience for children into adolescence. We know that changes in the brain continue to occur at key periods throughout our lifetimes. Healing is possible at any age, and there is always room for hope. Understanding the factors that support resilience, including protective factors and other PCEs, helps organizations develop and maintain a positive focus.

STATE CBCAP EXAMPLE

Pennsylvania Office of Child Development and Early Learning

Pennsylvania's Department of Human Services, **Office of Child Development and Early Learning** (the State's CBCAP lead agency) supports responsible fatherhood programs throughout the State, many of which receive CBCAP funding. These programs take a 2Gen approach to supporting, counseling, and challenging fathers to become strong and positive role models within their families. Studies have shown that involved fathers provide practical support in raising children and serve as models for their development. Children with involved, loving fathers are significantly more likely to do well in school, have healthy self-esteem, and exhibit empathy and prosocial behavior compared to children who have uninvolved fathers. Fatherhood programs help fathers achieve the following:

- Strengthen positive father-child engagement
- Improve employment and economic mobility opportunities
- Improve healthy relationships (including coparenting)

Some agencies implement fatherhood classes; others provide more direct one-on-one interventions. In Allegheny County, the Promoting Responsible Fatherhood (PRF) program conducts outreach to target populations and participates in a quarterly community dinner, hosting a table with activities and information for both children and families. In Lancaster County, PRF collaborates closely with Head Start and Parents as Teachers to ensure targeted outreach. The program also collaborates with Teen ELECT to identify and support teen fathers.

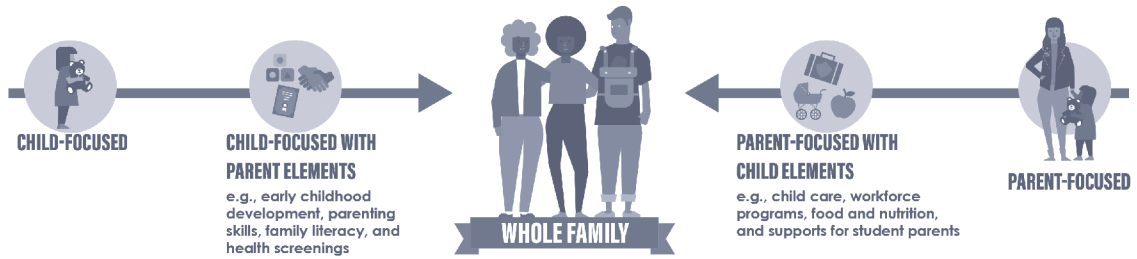# EMPLOYING TWO-GENERATION APPROACHES TO STRENGTHEN FAMILIES

Image courtesy of Ascend at the Aspen Institute

The protective factors framework has long recognized the interdependence of child and family well-being, noting the importance of parental resilience, concrete support, and social connections to the prevention of child abuse and neglect. However, many human service organizations still offer support in exclusively a child-focused *or* parent-focused way. 2Gen approaches build family well-being by intentionally and simultaneously working with children *and* the adults in their lives.

For example, at the onset of the COVID-19 pandemic, many jurisdictions faced a choice in how to respond to a sudden decline in child protection hotline calls and accompanying concerns about child safety. Some took a strictly child safety-focused approach by alerting mandatory reporters to stay mindful and ensuring they understood when and how to report safety concerns. Others took a 2Gen approach, working collectively with their communities to promote both child safety *and* family well-being through concrete supports, warmlines and other mental health services for adults, testing and treatment for COVID-related illness, and child care for essential workers.

Research shows that supporting children and their caregivers together through a 2Gen approach yields benefits for generations:[5]

- A college degree doubles a parent's income.

- A $3,000 increase in family income during early childhood is associated with a 17-percent increase in a child's future earnings as an adult.

- High quality early childhood education offers a 14-percent return on investment.

- Parents with health insurance are more likely to seek care for their children.

There are five key components of the 2Gen approach: postsecondary education and employment pathways, early childhood education and development, economic assets, health and well-being, and social capital. For child-focused programs (e.g., early childhood development programs), embracing a 2Gen approach means building in supports for caregivers, such as parenting skills training, family literacy, and health screening. Similarly, for caregiver-focused programs (e.g., workforce education), it means incorporating child-focused supports such as early learning or food and nutrition programs.

2Gen programs and policies are ultimately measured by how well they meet the needs of the whole family. However, not all programs can serve the needs of both children and the adults in their lives. In many cases, taking a 2Gen approach may require connecting with other organizations in your community to ensure that the communitywide system of care supports the full continuum of child and caregiver needs.

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[5] Ascend, Aspen Institute. *Advancing family economic mobility. A 2Gen approach.*

The Yurok Tribe established [Joint Jurisdiction Family Wellness Courts](#) with Del Norte County and Humboldt County, CA. The partnership developed a 2Gen prevention program to help young families struggling with maternal substance use disorders stay together and thrive.

County child welfare agencies are often unable to develop a plan of safe care or provide services to families struggling with substance misuse until after an infant is born. Too many of those infants are then separated from their families, at a critical time for bonding and development, until the care plan can be implemented. Through this partnership with the Tribal court and Tribal service providers, Tribal members who are pregnant or have just given birth and who are struggling with substance use are now offered a voluntary, strength-based, and culturally grounded family wellness plan and can begin receiving support before their infants are born.

These comprehensive plans provide opportunities to decrease harm to an unborn infant and address the needs of *all* family members. When a child welfare agency is notified of an infant affected by prenatal substance exposure, it can factor the plan into its decisions, often preventing separation of the infant from the family. The plans include linkages to services such as medication-assisted treatment, substance use disorder counseling, and child care, as well as programs that promote healthier connections to family, Tribal identity, and culture.

The program is new but has already shown some promise in preventing family separation and strengthening infant well-being. Partners hope that early successes will help destigmatize support and encourage more women with substance use disorders to come forward for treatment during their pregnancies.

Ascend at the Aspen Institute Offers A Roadmap for a 2Gen Approach

[**Ascend,**](#) one of 36 policy programs at the Aspen Institute, is a hub for breakthrough ideas and collaborations that move children and their parents toward educational success and economic security using a 2Gen approach. Ascend describes a 2Gen/whole-family organization continuum that many organizations progress through as they deepen their 2Gen work:

- **Approach:** A 2Gen approach first requires a new mindset for designing programs and policies that serve children and parents simultaneously. This often begins with culture-change initiatives, training, and professional development to help staff reenvision services and supports for families.

- **Strategy:** In the next phase, organizations begin aligning and coordinating services with other community partners to meet the needs of all family members. Piloting new approaches to services also occurs during the strategy phase.

- **Organization**: In the third phase, organizations provide services to both children and the adults in their lives simultaneously, tracking outcomes for both.

The [Ascend National Network](#) includes more than 420 partners active in all 50 states, the District of Columbia, and Puerto Rico. There are a number of case studies and resources to advance 2Gen approaches available on the [Ascend website](#).

"The birth of a child is a time of biological and neurological change, not just for infants but also for their primary caregivers. If you reach a parent at just the right moment, they are often much more open, ready, and motivated to access education or job training because they want to provide for their kids."

—Anne Mosle, vice president, Aspen Institute, and executive director, Ascend

Colorado's Department of Human Services kicked off a departmentwide 2Gen approach, 2GO, in 2015. The department employs an integrated framework of economic supports, education, skills building, early childhood education, and social supports.

CBCAP funds supported several 2GO grant opportunities. Focus Points Family Resource Center's Huerta Urbana program worked with immigrant women in northeast Denver through an "earning while learning" model. The program taught technical agricultural skills, business development skills, and transferable soft skills through a healthy eating and nutrition curriculum with activities for adults and children, both separately and together. Participants experienced at least a 15-percent increase in income during and after the program.

A second CBCAP-supported program, Joint Initiatives for Youth and Families in **El Paso County, TX,** sought to reduce child maltreatment and improve economic and educational success for parents in neighborhoods with concentrated poverty. This was accomplished by building neighborhood-level leadership and maintaining its Shared Leadership Consortium, which is composed of at least 51 percent parent leaders. The project gathered data about effective family support through focus groups, Parent Cafés, and community forums and created 2Gen services to meet the community's identified needs.

IMPLEMENTING TRAUMA-INFORMED CARE FOR CHILDREN AND THEIR FAMILIES

According to the [National Child Traumatic Stress Network (NCTSN)](#), a trauma-informed child and family service system is

> … one in which all parties involved recognize and respond to the impact of traumatic stress on those who have contact with the system including children, caregivers, and service providers. Programs and agencies within such a system infuse and sustain trauma awareness, knowledge, and skills into their organizational cultures, practices, and policies. They act in collaboration with all those who are involved with the child, using the best available science, to maximize physical and psychological safety, facilitate the recovery of the child and family, and support their ability to thrive.

Agencies and programs within such a system regularly screen children and families for trauma exposure and provide or refer to evidence-based, culturally responsive treatment for symptoms of traumatic stress. They also engage in efforts to strengthen resilience and protective factors for children and families vulnerable to trauma.

The following are characteristics of trauma-informed organizations:

▪ **Understand that families play an important role in preventing and recovering from trauma.** Carrying out rituals and traditions, sharing memories and feelings, and working together to solve problems, manage stress, and plan for the future are all ways that families can weather a traumatic event and grow stronger together.

- **Acknowledge that all families experience trauma differently.** Many factors, including a child's age and the family's culture or ethnicity, may influence how a family copes and recovers from trauma. Trauma-informed systems acknowledge structural inequalities and respond to the unique needs of diverse communities with cultural awareness and humility. Even within families, different members may have different reactions to the same event.

- **Encourage partnership among families, youth, and providers**. Such partnerships benefit from both professional expertise and personal experiences to achieve more successful and meaningful outcomes that are codefined by all members of the relationship. True partnerships require mutual respect and shared responsibility for planning, selecting, and evaluating services and supports.

- **Attend to staff trauma and STS.** When individuals hear about the traumatic experiences of others, they can experience empathetic emotional distress. Exposure to clients' trauma may also activate trauma triggers from the staff member's own past. These experiences can lead to symptoms of STS, which is common among helping professionals. Unaddressed, STS can negatively affect staff's professional and personal lives. Organizations can address STS through supervisory support, training, and policies that encourage self-care (e.g., flex time, caseload management).

"When you have a workforce that understands what trauma is, the impact of it, and what they can do about it in their role, and when they feel supported and have some skills to help them cope with their own emotions and trauma history, then you have a staff who can engage, connect, and be compassionate with families. In simple terms, that's what it's all about."

—Jane Halladay Goldman, director of service systems, NCTSN

STATE CBCAP EXAMPLE

Northwest Ohio Regional Prevention Council

The **Northwest Ohio Regional Prevention Council** provides trauma-informed consultations and train-the-trainer trainings in early childhood settings throughout the region. Consultation services take a collaborative approach that allows the child care providers to better understand and problem-solve challenging child behaviors, both in and outside of the classroom. As early child care providers assess children for behavioral services, they are able to ensure that children who have experienced trauma can be appropriately referred for services.

Trauma-informed consultants work onsite to help centers provide family-focused technical assistance to parents and child care providers and to reinforce best practices through modeling and activities with children. The training includes a unit on STS called "Understanding Your Own Trauma and Building Resilience."

FEDERAL FOCUS: NATIONAL CHILD TRAUMATIC STRESS NETWORK

NCTSN was created by Congress in 2000 to raise the standard of care and increase access to services for children and families who experience or witness traumatic events. This unique network of frontline providers, family members, researchers, and national partners is committed to changing the course of children's lives by improving their care and moving scientific gains quickly into practice across the United States. NCTSN is administered by the Substance Abuse and Mental Health Services Administration and coordinated by the UCLA-Duke University National Center for Child Traumatic Stress (NCCTS).

The NCTSN Trauma-Informed Organizational Assessment is a tool to help organizations assess their current practices in the context of serving children and families who have experienced trauma. Results from the assessment can drive change to facilitate the recovery of the child and family, maximize physical and psychological safety, provide for the needs and well-being of staff, and support the child's and family's ability to thrive. Created by NCCTS, the assessment is arranged by domains and maps onto the NCTSN definition of a trauma-informed child and family service system. The following domains are included in the assessment:

- Trauma screening
- Assessment, care planning, and treatment
- Workforce development
- Strengthening resilience and protective factors
- Addressing parent and caregiver trauma
- Continuity of care and cross-system collaboration
- Addressing, reducing, and treating STS
- Partnering with youth and families
- Addressing the intersections of culture, race, and trauma

When the **Salt River Pima-Maricopa Indian Community** recognized that its social services programs were seeing recurring struggles in multiple generations of the same families, the Tribal Council undertook a new initiative to become better informed as a community about historical and intergenerational trauma.

They began with focus groups, an organizational survey, and interviews with staff in three departments (social services, the family advocacy center, and health and human services) that encounter many of the same families. All staff, as well as all members of the Tribal Council, received training on trauma, historical trauma, and developing a healthy racial and ethnic identity.

The community's behavioral health services and family advocacy center now employ trauma-trained therapists who offer evidence-based, culturally responsive treatment. They use the Medicine Wheel, familiar to many American Indian/Alaska Native people, to explain the impact of trauma on families and encourage healing. The Department of Social Services created the Circles of Support program, which accepts referrals from multiple Tribal departments, including education, to identify and wrap services around families at risk before they reach a crisis. When a crisis does occur and child protective services are needed, a trauma response team provides advocacy and support to the family involved.

Once deployed, the assessment will contribute to the body of evidence around the importance of being trauma informed. If you are interested in using this tool, please contact TIOA@nctsn.org.

The Intermountain Healthcare (Utah) care process model, *Diagnosis and Management of Traumatic Stress in Pediatric Patients*, is another tool funded by NCTSN. The guide cites the high prevalence of traumatic experiences, their disproportionate impact on children of color, and poor health and mental health outcomes as the reason the guide was developed. It offers best-practice recommendations for primary care and children's advocacy center settings, age-appropriate screening tools and road maps for care, and specific guidance for immediate in-office interventions for specific trauma symptoms. Care providers are urged to follow up with children and families at regular intervals.

UNDERSTANDING THE PROTECTIVE EFFECTS OF POSITIVE CHILDHOOD EXPERIENCES

In the same way that protective factors balance our understanding of risk factors, it is important to understand how *positive* experiences, as well as adverse ones, influence brain development. Recent research has begun to explore the ways in which positive childhood experiences (PCEs)—including supportive environments and strong relationships with family and peers—help children develop normally and become resilient to adversity. Adding these findings to the body of research around ACEs provides useful insight into how families, communities, and organizations can help children thrive.

The Wisconsin Behavioral Risk Factor Survey examined the impact of seven PCEs:

▪ Feeling able to talk to family members about feelings

▪ Feeling that family stood by them during difficult times

▪ Enjoying participating in community traditions

▪ Feeling a sense of belonging in high school

▪ Feeling supported by friends

▪ Having at least two nonparent adults who took genuine interest in them

▪ Feeling safe and protected by an adult in their home

An analysis of the data demonstrated that, compared to people with none of the PCEs included in the study, those who had six or seven PCEs had a 72-percent lower chance of having depression or poor mental health. Adults with three to five PCEs experienced a 50-percent reduction in the odds of adult depression. The analysis also found that, although risk and resources are unequally distributed in our society, the effect of positive experiences to mitigate poor health outcomes was similarly strong for all income groups. These findings led the researchers to conclude that PCEs can protect children from developing toxic stress in the face of adversity and help them heal.

The family strengths and positive experiences measured in this study are accessible to all families. Agencies and staff working directly with families can use this information, alongside a protective factors framework, to support families and adolescents in creating more opportunities for these evidence-informed PCEs.

The HOPE Framework: Building Child-Level Protective Factors

[HOPE (Healthy Outcomes from Positive Experiences)](#) combines insights from a public health approach to preventing child maltreatment with a broader understanding of how children grow to become strong, healthy, and resilient adults. HOPE focuses on the buffering effects of PCEs and builds on preexisting strengths in children and families.

A corollary to the CDC's community-level approach to emphasizing safe, stable, and nurturing relationships and environments, the HOPE framework focuses on the individual child level. It echoes and builds upon the protective factors framework.

The tenants of the HOPE framework were derived by looking for common elements among successful programs that help children and adolescents. The framework developers identified four building blocks for HOPE:

Image courtesy of HOPE (Healthy Outcomes from Positive Experiences)

- **Nurturing and supportive relationships** with peers, parents, and adults outside the family. In early childhood, the secure attachments that children form with affectionate and responsive parents create the template for all their future relationships. As kids grow up, peer relationships and romantic relationships become more important.

- **Safe and stable environments.** We know that children need protective and equitable places to develop, learn, and play. Positive environments support stable housing, adequate nutrition and sleep, high-quality learning and play, and access to high-quality medical and dental care. When communities provide these spaces, kids can thrive.

- **Constructive engagement and social connectedness.** We all need to know that we matter to other people and to our communities. That starts when children are given responsibilities for family chores. Older children and teenagers benefit from opportunities to volunteer in their communities and participate in their school activities, faith communities, and cultural traditions.

- **Opportunities to develop social and emotional intelligence** through playing and learning with peers and collaboration in art, drama, and music. Social and emotional competencies like self-awareness and self-regulation are key to lifelong resilience and social support as adults.

"We need to see the people we interact with in a more complete way than we can with ACEs screening alone. Adversity is not destiny—science shows that many people who suffered quite a bit turn out okay. We can use that knowledge to help people so they don't feel that they're doomed or damaged in some way because they've had adversity. And we can begin to identify specific things that parents can do to help promote resilience as their children grow up."

—Robert Sege, M.D., Ph.D., professor, Tufts University School of Medicine

STATE CBCAP EXAMPLE

Idaho Children's Trust Fund

Idaho Children's Trust Fund, the State's CBCAP lead, launched its new HOPE Conquers ACEs initiative to train professionals in organizations and institutions that work directly with families on brain development, trauma, ACEs, and PCEs. Trainers across the State offer presentations that open dialogue and foster community engagement on a variety of parenting topics. They also offer facilitated viewings of the films *Resilience* and *Paper Tigers*, both of which highlight the impacts of childhood trauma and ways it can be successfully addressed.

Questions to Consider

SUMMARY OF CHAPTER 4

The following are questions to consider as you align your work with a whole-family, trauma-informed approach to child abuse prevention.

For Staff Working Directly With Families:

- Which partner agencies in the community provide services that could complement those I provide, to ensure that every family member's needs are met?
- What training have I received in trauma-informed care? How does my recognition of trauma, including historical and racial trauma, affect my practice with children, youth, and families?
- Am I aware of how the experiences of families on my caseload trigger my own trauma history? How do I care for myself, including seeking support when needed?
- How might an awareness of PCEs change my work with families? Which PCEs can I help families create for their children and youth?

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## For Agency Leaders and Community Collaboratives:

- Is our organization more parent-focused or child-focused, or do we take a **2Gen approach**?

  – How could we partner with other organizations to enhance the range of supports for all members of the families we serve?

  – How could our organization move toward a 2Gen approach? If we provide child-focused services, how might we supplement with services for parents, or vice versa?

- In what areas has our organization become **trauma-informed**? (See the list of domains in NCTSN's self-assessment, referenced on page 35.) What are some opportunities for growth?

  – What are the roots of trauma in our communities? In what areas has our organization become involved in preventing trauma? Are there times when our organization may further traumatize children or families?

  – How does our agency recognize the role of race, culture, ethnicity, and inequality in family and caregiver experiences of trauma and healing?

  – How does our agency partner with families and youth in planning, selecting, and evaluating trauma-informed and healing-centered services and supports?

  – How do our agency's training, supervision, and policies help to prevent and address STS among our workforce?

- How might we create or support **positive childhood experiences** through our programming and outreach?

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Embracing Community and the Wisdom of Lived Experience
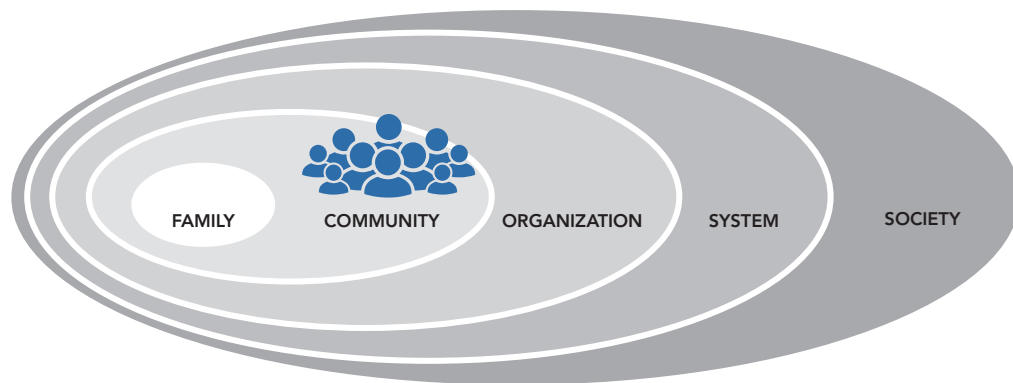
The fourth layer of the social-ecological model highlights the spaces where child abuse prevention and family support agencies interact and engage with the communities they serve. Community and family members with lived experience offer a unique perspective that, when heeded, can improve family engagement and ultimately increase the effectiveness of services.

We know that, despite our best efforts, child welfare systems continue to disproportionately intervene in families living in poverty and families of color, who generally have very little power or voice in a system that affects the most intimate aspects of their lives. Their involvement with the system too often results in additional trauma, instead of healing. Although direct service providers are on the front lines of work with families, the burden of this legacy cannot fall on their shoulders alone. Frontline workers, agency administrators, and community leaders alike must

IN THIS CHAPTER:

- Federal Focus: Head Start/Early Head Start Policy Councils

- Valuing Community Voice in Program Assessment, Implementation, and Evaluation

- Growing Authentic Partnerships With Parents, Caregivers, and Youth

commit to new ways of listening to the wisdom of people with lived experience and developing meaningful partnerships with the communities and families they serve.

Community members are best positioned to know the strengths their neighborhoods possess, understand the challenges they face, and propose innovative solutions. Effective systems value the knowledge and observations of community members about their own lived experience, their strengths and needs, and community capacities and seek to share power equitably.

Meaningful and authentic **partnership with families** and community members with lived experience goes far beyond seeking their input on initiatives or having them represented on committees or in meetings. It means giving parents, caregivers, and youth the opportunity to be heard and to actively contribute to all decisions that affect their lives at all levels of policy, research, and practice. It also

means soliciting and using the perceptions, experiences, and recommendations of those with lived expertise to inform system-level improvements. Utilizing and integrating family, youth, and community voice in all aspects of decision-making is a strength-based approach that can increase engagement. Parents, caregivers, and youth should be compensated for their expertise and provided with whatever is needed to support their full involvement.

The strategies and examples highlighted in this chapter show that it is possible to tap into the tremendous wisdom and strength present in our communities, align our efforts with those of community leaders, and provide real opportunities that enhance the inherent strengths and leadership abilities of caregivers and youth. Doing so will benefit organizations, families, and the overall community, as we are all stronger when we work together toward a shared goal.

FEDERAL FOCUS: HEAD START/EARLY HEAD START POLICY COUNCILS

Head Start and Early Head Start are national models of early care and education with strong foundations in family engagement and community partnership. The founders of Head Start viewed parents as essential partners in the agency's work to educate young children and ensure their health and well-being. They believed that parents receiving Head Start services should help decide how those services could most benefit their family and other families in the community.

As a result, Head Start created a formal leadership and policymaking role for parents and community members, referred to in Head Start/Early Head Start programs as a "Policy Council." Today, every Head Start and Early Head Start agency is required to

have a Policy Council as part of its shared leadership structure. The Head Start Program Performance Standards describe what Policy Councils do and who can be a member.

Policy Council members make decisions about how the program operates, including areas such as approving the budget and hiring and firing staff. Parents who serve on the council receive training and support to ensure they are prepared to make those decisions. Serving on the Policy Council strengthens parents' leadership and advocacy skills as well as their connections to their peers and the community.

Head Start offers a number of useful Policy Council resources for both organizations and parents.

VALUING COMMUNITY VOICE IN PROGRAM ASSESSMENT, IMPLEMENTATION, AND EVALUATION

Successful prevention program implementation and assessment require a deep understanding of the communities you hope to serve. That means not only extending invitations but listening to and incorporating input from community leaders. This can best be achieved by attending to power dynamics and seeking ways to share power more equitably. Consider taking the following actions:

- **Make meaningful community engagement a priority.** Community engagement should not be limited to consultation on specific issues or campaigns. Seek opportunities to solicit and use the perceptions, experiences, and recommendations of community members to make system-level improvements and to use their input in making critical decisions that affect their lives.

- **Partner "content experts"** (those with expertise about child abuse prevention and family support) **with "context experts"** (those with lived experience in the community). Value the knowledge and experience of both.

- **Implement culturally competent EBPs.** Implemented well, EBPs can increase the likelihood of positive outcomes and satisfy funders who increasingly require this approach. However, it is important for selected practices to be effective for the targeted community. This requires the involvement of the community in identifying, assessing, and implementing strategies that are both supported by scientific research and consistent with the community's culture and values.

- **Recognize promising practices.** Where possible, consider implementing or partnering with practices and services that are highly valued within the community but may lack the resources to establish a robust level of evidence required to meet EBP standards.

- **Engage community members in designing and completing program evaluations.** Community voice should help drive the questions asked and the criteria for determining whether a program is successful.

- **Seek out grassroots organizers.** Grassroots organizations are often more flexible in their use of funds, and organizers typically have a different view of and relationship with the community than service providers.

- **Compensate community experts and provide meaningful leadership opportunities.** Offering compensation and opportunities for growth, in addition to a "seat at the table," shows you value the community and builds trust.

- **Hire staff that represent the community,** ideally including people with lived experience, but at minimum those who reflect the community served in race, ethnicity, and culture.

- **Be present in the communities you serve**. The more you live, play, and show up in the community you serve, the more the people of that community will trust you. Shop, recreate, and attend community and school events to break down artificial barriers.

- **Be open to transformative change— truly doing things differently**. Transformation is more likely when meaningful community engagement occurs, because community members may be less attached to the status quo.[6] Organizations and systems will benefit most from community engagement when they are open to new perspectives and willing to engage in difficult conversations.

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6   Smart, J. (2017). Critiques of collective impact: Need for policy and systems change. In: Collective impact: Evidence and implications for practice. CFCA Paper No. 45. Child Family Community Australia.

Fresno County, CA, has reduced the disproportionate representation of African-American children and families in its child welfare system over time by strengthening the agency's commitment to equity and caseworkers' ability to be responsive to families and community.

Beginning in 2003, early efforts included analyzing and sharing data disaggregated by race to identify the problem, creating a Disproportionality Advisory Committee, and bringing Undoing Racism training to all Department of Social Services (DSS) staff. The county also implemented the Annie E. Casey Foundation's Family to Family initiative and created a cultural broker program through which community members were trained to advocate for families in the child welfare system.

By early 2009, these efforts had produced some positive results, but DSS leadership wanted to understand why many of the system deficits persisted. They partnered with CSSP to pilot an institutional analysis (IA). A trained team of local and national partners conducted iterative and structured interviews with parents and youth, agency leaders, community partners, and other stakeholders; observations; case reviews; and text analysis to better understand the organizational factors contributing to disparate outcomes for African-American children.

The report indicated that the system was not treating African-American families as individuals with unique needs and strengths; rather, it was moving them through an assembly line of workers to services that did not support families to be stable, heal, and safely care for their children. As a result, DSS leadership took immediate steps and instituted long-term reform strategies to improve casework and implement institutional change. Immediate steps included providing Racial Sobriety training to the entire workforce and expanded the use of cultural brokers or parent partners in joint responses to initial child maltreatment reports.

Along with other long-term strategies, such as implementing a practice model, aligning its system to support the model, and implementing continuous quality improvement, DSS continued to strengthen community engagement. Key community advisors and leaders provided advice to DSS leadership on disparity issues and the development of the new strategic plan and case practice model. The county also included community partners in assessing caseworkers' fidelity to the case practice model. DSS compensated community groups and members for their time.

In 2000, 24 percent of children and youth in the Fresno County foster care system were African American, despite the fact that African Americans composed only 6 percent of the county's population. By 2013, the disproportionality of the foster care population was greatly reduced (although not eliminated): African-American children made up 14 percent of the foster care population and 5 percent of the general population.

Home Instruction for Parents of Preschool Youngsters USA: Prioritizing Community Fit

Home Instruction for Parents of Preschool Youngsters (HIPPY) works closely with host communities around the world to support parents in their critical role as their child's first and most important teacher. Local HIPPY affiliate programs are partnerships between those who know the curriculum and those who know the community where the program will be implemented. Both are essential, which is why one of the key factors in starting a HIPPY program in a new community is finding the right organizational partner, where parents feel welcomed, comfortable, and respected. Depending on the community, this might be a school, family resource center, or community-based agency (e.g., public housing authority, hospital).

Organizations interested in bringing HIPPY to their community first conduct a needs assessment to determine the following:

- Why a HIPPY program is needed in the community

- How the HIPPY program will address community needs

- What the relationship will be between the HIPPY program and other community stakeholders

- How the HIPPY program will fit into the community history and culture

In addition to working closely with community stakeholders, HIPPY places a high priority on hiring home visitors from the community. More than 50 percent of HIPPY home visitors are former program recipients.

GROWING AUTHENTIC PARTNERSHIPS WITH PARENTS, CAREGIVERS, AND YOUTH

Today's human service leaders are recognizing that opportunities for meaningful engagement with current and past program recipients extend far beyond soliciting input, inviting representation at meetings, or hosting panel presentations at conferences. Parents, caregivers, and youth can play meaningful roles in all areas, including but not limited to the following:

- [Strategic sharing](#) of their lived experience

- Selecting and improving programs

- Developing practice models and standards

- Ensuring greater attention to the diverse cultural interests of families

- Providing direct services, such as through parent partner programs

- Participating in governance and hiring personnel

- Setting organizational policy

- Establishing research agendas

- Helping with publications and messaging

- Translating data into real-life experiences

- Educating policymakers

- Making funding decisions

- Advising and engaging in community collaboratives

The Children's Trust Fund Alliance (CTFA) outlines four stages of building and sustaining effective parent partnerships—similar strategies can apply to partnerships with other caregivers and/or youth:

1. **Strong partnerships begin with self-reflection.** Before engaging parents, caregivers, or youth, organizational leaders are encouraged to reflect on why the partnership is important; what strengths family members offer; what the organization can offer in return; and what benefits they hope to achieve for themselves, their programs, their organization, and the families they serve.

2. **Partnerships support participation in a variety of forms.** When parents, caregivers, and youth can contribute to a program in a way that builds on their unique strengths, it respects their voice and their culture, encourages their participation, and supports opportunities for growth.

3. **Partnerships link organizations to community.** Parent, caregiver, and youth partners can be strong allies in carrying the mission and messaging of an organization or program to the broader community. This can help build credibility and trust with other families. Many parents and youth

who come to the attention of a program director are already established leaders in their own communities. It is easier to build relationships if these community leaders feel their culture is respected and see the direct benefits their work with you can have in their own community.

4. **Partnerships invite experienced people with lived experience to mentor others.** It is important to have more than one or two partners with lived experience so that the organization can benefit from diverse perspectives and individuals are not overextended. With support and encouragement, experienced parents, caregivers, and youth can become involved in State-level project design, grant reviews, policy development, hiring activities, and interagency activities. The best way to ensure a continuum of partnerships with people with lived experience is to create a wide variety of activities and encourage current partners and leaders to invite others to participate.

CTFA's website offers useful resources on partnering with parents. FRIENDS also offers a guidebook for meaningful parent leadership and parent-practitioner collaboration.

Parent and Youth Advisory Councils Grow Leaders

Parent advisory councils are one way that many organizations create and sustain authentic roles for parent partners in shaping programs, policies, and strategies. They can help to institutionalize parent partnerships so that these relationships do not rely on a single staff person or an individual parent and can be sustained for the long term.

Youth also have valuable knowledge about the communities in which they live and the services designed for them. Youth advisory boards and councils can engage young people in examining programs, practices, and policies that affect their lives and in advocating for system improvement.

CTFA supports organizations in taking the following steps toward developing effective advisory councils:

- **Create a planning group** that includes both designated staff and parents (or youth) right from the beginning.

- **Establish the council's purpose, membership, and structure.** Some organizations feel an inclusive approach is best, while others find benefits in limiting membership (to foster or birth parents, for example, rather than both together).

"Prevention begins with authentic relationships in the community and with parents. The Birth Parent National Network seeks to push our country forward by elevating the voices of parents and organizations that are bold enough to scream 'parents aren't broken!' We see parents as treasured leaders—wise and filled with hope. I encourage all to continue mining for gold, not digging for dirt. There's a nugget inside of all of us. If you can't find it, you're not looking hard enough."

—Corey Best, consultant and parent

- **Develop roles and responsibilities** for council members and the staff who will support them.

- **Identify staff and budget.** A designated staff position and a set-aside budget are cited as critical factors for sustainability.

- **Develop a recruitment plan and selection process.** Once established, council members can be responsible for joining with designated staff to recruit, interview, and select new members.

- **Hold orientation meetings and trainings.** CTFA works closely with organizations and council members to provide orientation and trainings on strategic sharing; successful partnerships; the protective factors framework; team building; leadership; and the programs, staffing, and policies of the organization.

- **Evaluate and revise strategies as needed for long-term success.** It is important for parents, caregivers, and youth to have a voice in designing and conducting the evaluation.

"Parent advisory councils are changing the norm in terms of systems beginning to incorporate the voices of parents. They are the way of the future and one of the most effective strategies we've seen. After the parents and staff get to know and trust each other and parents gain deeper understanding of the policies and practices that guide the system, they can identify many new ways to work together to create better outcomes for children, families, and communities."

—Teresa Rafael, executive director, CTFA

STATE CBCAP EXAMPLE

Arizona Office of Prevention

Arizona's Office of Prevention, within the Department of Child Safety (DCS), used CBCAP funds to create and fund its Parent Advisory Collaborative (PAC) in 2018. This group was developed to increase parent leadership, provide feedback to DCS related to initiatives and improvement activities, and create an atmosphere of compassion, trust, and respect.

The collaborative is composed of parents from the community, former foster youth, kinship providers, adoptive parents, and former DCS clients and their family members. PAC members receive a stipend, a meal during the meeting, and reimbursement for child care and travel. The entire PAC meets quarterly. Seven subcommittees (on topics such as housing, incarcerated parents, safe sleep, and strengthening young parents) meet approximately monthly.

The insights provided by PAC members will increase DCS's understanding of how the community responds to various prevention efforts and allow the Office of Prevention to adjust strategies accordingly. The group also reviews and provides feedback on CBCAP reports and applications.

Questions to Consider

SUMMARY OF CHAPTER 5

The following are questions to consider as your organization enhances its partnerships with people with lived experience:

For Staff Working Directly With Families:

- Do I live, worship, or spend time in the communities I serve? If not, where are there opportunities to get involved or connected to activities outside of work?
- In my work with families, how do I seek out and demonstrate respect for the wisdom of their cultural and community leaders?
- Do I know about opportunities to promote the voice and leadership of parents, caregivers, and youth in my agency or the community I serve? How could I help create those opportunities if they do not exist?

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For Agency Leaders and Community Collaboratives:

- How does our organization demonstrate that we value **community voice?**

  – Does our organization seek out and compensate community members for their expertise?
  – How are community members, especially in communities negatively impacted by racial inequality, meaningfully involved in the creation and implementation of programs and policies that affect their lives?
  – Does the composition of our staff reflect the communities we serve?

- How does our organization demonstrate that we value and incorporate **parent, caregiver, and youth voices**?

  – Does our organization have a parent or youth advisory council? If not, is our leadership open to starting one?
  – Are parents, caregivers, and youth offered a variety of meaningful ways to contribute their perceptions, experiences, and recommendations at all levels of planning and decision-making (according to their strengths and skills)? Are they compensated for their time and offered training for leadership roles?

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Protective Factors Conversation Guides for Partnering With Families
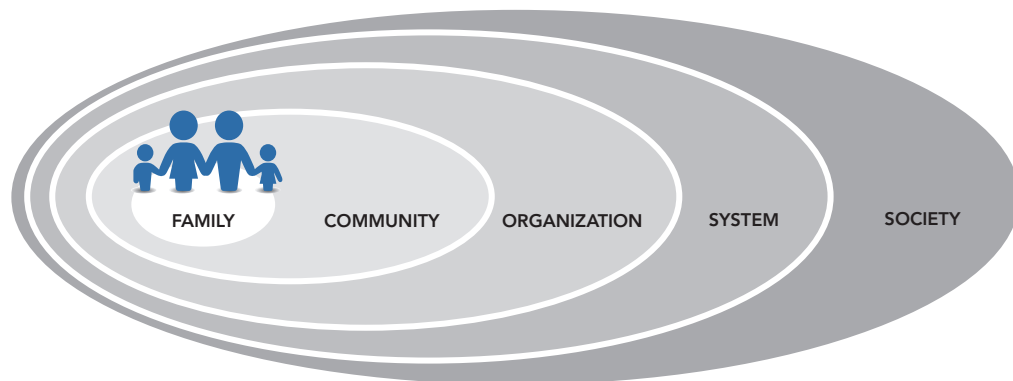
The innermost layer of the social-ecological model represents ways that we can support individual families in protecting their children and helping them thrive. The conversation guides in this chapter were created to help you engage parents and caregivers in personalized, constructive conversations about how the protective factors contribute to positive outcomes for families. Each guide targets one of the six factors:

- Nurturing and Attachment: "We love each other"

- Knowledge of Parenting: "I can choose what works best for my children"

- Parental Resilience: "I deserve self-care"

- Social Connections: "We are connected"

- Concrete Support for Families: "I can find help for my family"

- Social/Emotional Competence: "I help my child learn social skills"

They are designed for an interactive experience. Using the Guide for Professionals that accompanies each conversation guide, professionals can walk families through the process of selecting and adding content that applies to each family's unique circumstances and goals. All guides are provided in both English and Spanish and can be used one on one or in a group setting.

HOW TO USE THESE GUIDES

1 **Prepare for the conversation** by reviewing the content, reading the Guide for Professionals, and identifying some local resources to share with families who need them.

2 **Have the conversation in a calm environment.** Consider meeting parents and children at a local park, or take a walk with them on a nice day while you talk.

3 **Review key points with the caregiver,** using the Guide for Professionals that accompanies each conversation guide.

4 **Build on strengths.** Encourage caregivers to talk about what they know and are doing well.

5 **Encourage caregivers to consider other strategies** that they *could* use, *would like to* use, or *have seen others* use. Be sure to have the parents record those ideas in their own words, if they are able, to help them remember later.

6 **Ask them to try one new thing** in the coming week.

7 **Focus on the positive, but don't minimize real concerns.** Families' openness to these conversations will vary. Sometimes, overwhelming stressors will make it difficult to think beyond a present crisis. Address those concerns first.

These conversation guides are intended to stimulate thinking—not to represent all possible ways to discuss each factor. Feel free to adapt this approach and language to suit your community and caregivers' needs. Then, tell us about it by taking our survey at https://bit.ly/resourceguidesurvey. We would love to hear how you're using this information in your community!

PROTECTIVE FACTORS 101: RESOURCES FOR PROMOTING FAMILY WELL-BEING

childwelfare.gov/protectivefactors101/

Rain falls on every family, but protective factors can act like an umbrella to keep families strong even when life is challenging. Although the *2021/2022 Prevention Resource Guide* takes a "protective factors 201" approach, our tried and true protective factors 101 resources are still available:

- Topical tip sheets (in English and Spanish)
- Activity calendars (in English and Spanish)
- Interactive vignettes for use in training and community cafés
- Archived resource guides

We Love Each Other

GUIDE FOR PROFESSIONALS

Strong early bonds with caregivers build healthy brains. Nurturing and attachment with caring adults in early life is associated with better grades, healthier behaviors, stronger friendships, and an increased ability to cope with stress later in life.

Nurturing is important at all ages. Parents nurture their children as they grow by making time to listen to them, being involved and interested in their child's school and other activities, staying aware of their interests and friends, and being willing to advocate for their children and youth when necessary.

Trauma and stress can interfere with parents' ability to nurture their children. Daily or acute stressors, such as financial stress, family or community violence, past traumas, or caring for a child with special needs, can make taking time to focus on nurturing more challenging for some parents. They may need extra reassurance that showing their children love and affection makes a difference.

It is important to explore and acknowledge differences in how families show affection.

Key Points to Cover With Families

Showing love for your children matters *a lot*!	▪ **Ask:** *What gets in the way of nurturing?* ▪ Prompt for acute and/or daily stressors and challenging child behaviors. Talk about how children's ability to show affection can also affect parenting. ▪ **Ask:** *Did you know that the love you show for your children actually grows their brains and makes them smarter?* Little things every day add up.
Families show affection in different ways. A variety of factors—including how our own parents showed affection to us or didn't—can affect how we nurture our children.	▪ **Set the tone:** *I'm interested in learning how love and affection are expressed in your family.* ▪ Go through the list and ask parents to circle or check the ways they like to show affection to their children. ▪ Encourage parents to add other ways that aren't on the list.
Some days are easier than others.	▪ **Ask:** *What gets in the way of nurturing?* (Prompt for acute and/or daily stressors and challenging child behaviors.) ▪ **Ask:** *What do you do to care for yourself so that these things don't get in the way of showing the love you feel for your child?*
Children need nurturing every day.	▪ Encourage parents to write one thing on the calendar they could do each day to show their children how much they are loved.

More resources on nurturing and attachment can be found on the Child Welfare Information Gateway website.

We Love Each Other

CONVERSATION GUIDE

How I show my children love:

- ☐ Listen to their stories
- ☐ Say "I love you"
- ☐ Sing songs to them
- ☐ Snuggle, hug, or connect in other ways
- ☐ Make a meal or snack together
- ☐ Take walks or play outside together
- ☐ Do arts and crafts

- ☐ Play a game
- ☐ Talk about feelings
- ☐ Laugh about something silly
- ☐ Get to know their friends
- ☐ Ask them about their day
- ☐ Praise them and/or celebrate good news together
- ☐ Tell them what life was like when I was a kid

- ☐ Attend school or cultural events together
- ☐ Thank them for helping out
- ☐ Read together
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

How I will show my children love this week:

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Nos amamos unos a otros

GUÍA PARA PROFESIONALES

Los fuertes lazos tempranos con proveedores de cuidado construyen cerebros saludables. La crianza afectiva y el apego a adultos afectuosos en la vida temprana se asocian con mejores calificaciones, comportamientos más saludables, amistades más fuertes y una mayor capacidad para enfrentar el estrés en el futuro.

La crianza afectiva es importante en todas las edades. Los padres promueven el desarrollo de sus hijos al dedicarles tiempo y escucharlos, participar y mostrar interés en la escuela y actividades de sus hijos, estar al tanto de sus intereses y amigos, y estar dispuestos a abogar por sus hijos y jóvenes cuando sea necesario.

El trauma y el estrés pueden interferir con la capacidad de los padres para cuidar a sus hijos. Para algunos padres, los factores estresantes diarios o agudos (como estrés financiero, violencia familiar o comunitaria, traumas pasados o cuidar a un niño con necesidades especiales) pueden hacer que sea difícil enfocarse en la crianza afectiva. Pueden necesitar reconfirmación de que mostrarles amor y afecto a sus hijos marca una gran diferencia.

Es importante explorar y reconocer las diferencias en cómo las familias muestran afecto.

Puntos clave a tratar con las familias

¡Mostrar amor por sus hijos es *muy importante*!	▪ **Pregunte:** *¿Qué impide el cuidado afectuoso?* ▪ Pregunte sobre factores estresantes agudos o diarios y comportamientos difíciles de los niños. Explique que la capacidad de los niños para mostrar afecto también puede afectar cómo los padres crían a sus hijos. ▪ **Pregunte:** *¿Sabía que el amor que muestra por sus hijos en realidad hace crecer sus cerebros y los hace más inteligentes?* Las pequeñas cosas se acumulan todos los días.
Las familias muestran afecto de diferentes formas. Varios factores, incluyendo cómo nuestros propios padres nos demostraron o no el afecto, pueden afectar cómo criamos a nuestros hijos.	▪ **Establezca el tono:** *Me interesa saber cómo se expresan el amor y el afecto en su familia.* ▪ Repase la lista y pídales a los padres que marquen las formas en las que les gusta mostrar afecto a sus hijos. ▪ Anime a los padres a agregar otras formas que no están en la lista.
Algunos días son más fáciles que otros.	▪ **Pregunte:** *¿Qué impide el cuidado afectuoso?* (Pregunte sobre factores estresantes agudos o diarios y comportamientos difíciles de los niños). ▪ **Pregunte:** *¿Qué hace para cuidar de sí mismo para que estas cosas no le impidan mostrar el amor que siente por su hijo?*
Los niños necesitan cariño y afecto todos los días.	▪ Anime a los padres a escribir en el calendario una cosa que podrían hacer cada día para mostrarles a sus hijos cuánto los aman.

Puede encontrar más recursos acerca de la crianza afectiva y el apego (en inglés) en el sitio web de Child Welfare Information Gateway.

Nos amamos unos a otros

GUÍA DE CONVERSACIÓN

Cómo les muestro amor a mis hijos:

- ☐ Escuchar sus cuentos
- ☐ Decir "Te quiero"
- ☐ Cantarles canciones
- ☐ Acurrucarlos, abrazarlos o conectar con ellos de otra manera
- ☐ Hacer una merienda o comida juntos
- ☐ Caminar o jugar al aire libre juntos
- ☐ Hacer manualidades

- ☐ Jugar un juego
- ☐ Hablar sobre los sentimientos
- ☐ Reírnos juntos
- ☐ Conocer a sus amigos
- ☐ Preguntarles sobre su día
- ☐ Elogiarlos y / o celebrar buenas noticias juntos
- ☐ Contarles cómo era la vida cuando yo era niño

- ☐ Asistir juntos a eventos escolares o culturales
- ☐ Darles las gracias cuando ayudan
- ☐ Leer juntos
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

Cómo les mostraré a mis hijos el amor esta semana:

Domingo	Lunes	Martes	Miércoles	Jueves	Viernes	Sábado

I Can Choose What Works Best for My Children

GUIDE FOR PROFESSIONALS

Knowledge of parenting and child development is an important protective factor. Parents who understand the usual course of child development are more likely to provide their children with developmentally appropriate limits, consistent rules and expectations, and opportunities that promote independence.

No parent can be an expert on all aspects of child development or on the most effective ways to support a child at every age. As children grow, parents will need to continue to learn and respond to children's emerging needs.

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.

Key Points to Cover With Families

Children have reasons for behaving the way they do.	▪ Work with the parent to identify a challenging behavior they have seen recently. ▪ **Ask:** *What do you think your child is feeling or needing from you?*
Parenting is a tough job! Every parent has strategies that work and areas where they struggle.	▪ **Ask:** *What is going well with your child? What is not working as well?* ▪ This is an opportunity to explore the parent's perspective. ▪ If a strategy is harmful (e.g., spanking), suggest positive alternatives.
How we were parented affects our parenting.	▪ It is natural to parent our children the way our parents did or to try to avoid repeating our parents' mistakes. ▪ **Ask:** *How do you think the way you were parented influences your parenting decisions?*
No parent can know everything. All parents need advice at times.	▪ **Ask:** *Where do you go when you have questions about parenting?* (e.g., family, media, teachers, friends, books) ▪ Offer resources where they could get expert advice, such as parenting classes or online sources (e.g., CDC, Parents Anonymous).
It takes time to change habits, but it is never too late to try something new.	▪ Encourage parents to commit to one small change. ▪ **Ask:** *What do you think will work best for your child and family?*

More resources on knowledge of parenting and child development can be found on the Child Welfare Information Gateway website.

I Can Choose What Works Best for My Children

CONVERSATION GUIDE

Being a great parent is part natural and part learned. All parents face challenges and need advice along the way.

Child's Name: _____   **Challenging Behavior:** _____

What's Happening	▪ Why do I think my child behaves this way? ▪ What do I notice before this behavior occurs? ▪ What makes it better or worse?	
Current Strategy	▪ How do I handle this now? ▪ How is this working for us?	
My History	▪ How did my parents handle this behavior when I was a child? ▪ How did I respond? ▪ What do I like and dislike about their approach?	
Trusted Experts	▪ Who do I trust for parenting advice? ▪ How do they suggest I handle this behavior? ▪ What do I like and dislike about this approach?	
Things to Try	▪ What is the one thing I could try *before*, *during*, or *after* the behavior occurs? ▪ Where could I receive additional support, if I need it?	

Puedo elegir lo que funciona mejor para mis hijos

GUÍA PARA PROFESIONALES

Tener conocimientos sobre la crianza y el desarrollo de los niños es un factor de protección importante. Los padres que entienden el curso usual del desarrollo de los niños son más propensos a proporcionar a sus hijos límites apropiados para su desarrollo, reglas y expectativas consistentes y oportunidades que promuevan la independencia.

Ningún padre puede ser un experto en todos los aspectos del desarrollo de los niños o en las maneras más eficaces de apoyar a un niño en cada edad. A medida que los niños crecen, los padres necesitarán continuar aprendiendo y respondiendo a las necesidades cambiantes de los niños.

Los estilos de crianza necesitan ser ajustados según el temperamento y las circunstancias únicas de cada niño. Padres de niños con necesidades especiales pueden beneficiarse de ayuda y apoyo adicionales.

Puntos clave a tratar con las familias

Los niños tienen razones para comportarse de la manera que lo hacen.	▪ Trabaje con el padre para identificar un comportamiento difícil que ha visto recientemente. ▪ **Pregunte:** *¿Qué cree que su hijo está sintiendo o necesitando de usted?*
¡La crianza de hijos es un trabajo difícil! Todos los padres tienen estrategias que funcionan, como también áreas que les causan dificultades.	▪ **Pregunte:** *¿Qué está funcionando con su hijo? ¿Qué no está funcionando tan bien?* ▪ Esta es una oportunidad para explorar la perspectiva de los padres. ▪ Si una estrategia es dañina (por ejemplo, dar palmadas o nalgadas), sugiera alternativas positivas (enlace en inglés).
La forma en que fuimos criados afecta nuestra forma de criar.	▪ Es natural que criemos a nuestros hijos de la manera en que nuestros padres nos criaron, o de tratar de evitar repetir los errores de nuestros padres. ▪ **Pregunte:** *¿Cómo cree que la forma en que fue criado influye en sus decisiones de crianza?*
Ningún padre puede saberlo todo. Todos los padres necesitan consejos de vez en cuando.	▪ **Pregunte:** *¿A dónde acude cuando tiene preguntas sobre la crianza?* (por ejemplo, familiares, medios de comunicación, maestros, amigos, libros) ▪ Ofrezca recursos donde puedan recibir asesoramiento experto, como clases de crianza o fuentes en línea (por ejemplo, los CDC o Parents Anonymous [enlace en inglés]).
Se necesita tiempo para cambiar los hábitos, pero nunca es demasiado tarde para probar algo nuevo.	▪ Anime a los padres a comprometerse a hacer un cambio pequeño. ▪ **Pregunte:** *¿Qué cree que funcionará mejor para su hijo y familia?*

Puede encontrar más recursos acerca de conocimientos sobre la crianza y el desarrollo de los niños (en inglés) en el sitio web de Child Welfare Information Gateway.

Puedo elegir lo que funciona mejor para mis hijos

GUÍA DE CONVERSACIÓN

Ser un gran padre es en parte natural y en parte aprendido. Todos los padres enfrentan desafíos y necesitan consejos de vez en cuando.

Nombre del niño: _____   **Comportamiento difícil:** _____

Qué está sucediendo	▪ ¿Por qué creo que mi hijo se comporta así? ▪ ¿Qué noto antes de que ocurra este comportamiento? ▪ ¿Qué hace que empeore o mejore el comportamiento?	
Estrategia actual	▪ ¿Cómo manejo esto actualmente? ▪ ¿Cómo nos está funcionando esta estrategia?	
Mi historia	▪ ¿Cómo manejaban mis padres este comportamiento cuando yo era un niño? ▪ ¿Cómo respondía yo? ▪ ¿Qué me gusta y qué no me gusta de su estrategia?	
Expertos de confianza	▪ ¿En quién confío para pedir consejos de crianza? ▪ ¿Cómo sugieren ellos que maneje este comportamiento? ▪ ¿Qué me gusta y qué no me gusta de esta estrategia?	
Cosas para probar	▪ ¿Qué es una cosa que podría probar *antes, durante* o *después* de que ocurra el comportamiento? ▪ ¿Dónde podría encontrar apoyo adicional, si lo necesito?	

I Deserve Self-Care

GUIDE FOR PROFESSIONALS

Resilience is the flexibility and inner strength to bounce back when things are not going well. Parents with resilience are better able to protect their children from stress and can help children learn critical self-regulation and problem-solving skills.

All parents have strengths and resources that can serve as a foundation for building their resilience. These may include faith, flexibility, humor, communication, problem-solving, caring relationships, or the ability to identify and access needed services.

Self-care is important, but it is only part of the picture. Families experiencing multiple life stressors—such as a history of trauma, health concerns, marital conflict, substance use, or community violence—and financial stressors—such as unemployment, financial insecurity, or homelessness—face more challenges coping effectively with typical day-to-day stresses of raising children.

Addressing stressors in the family, community, and society will ultimately create stronger, more resilient families.

Key Points to Cover With Families

Parenting is stressful, and some situations are more difficult than others. Too much stress can make it harder to parent effectively.	▪ **Ask:** *What do you notice when you are under a lot of stress? How is your parenting affected when you are stressed?* ▪ Share some common effects of stress—such as changes in eating or sleeping habits or feelings of depression or hopelessness—if they are having trouble coming up with ideas.
Stress affects children, too.	▪ Talk with caregivers about how children can pick up on family stress and show many of the same signs. ▪ **Ask:** *How can you tell when your child is feeling stressed?*
Everyone has strengths that they draw on during difficult times.	▪ **Ask:** *What kinds of things do you do to take care of yourself and manage stress?* ▪ Encourage them to circle items on the guide or write their own answers in the category where they fit. ▪ Then, prompt caregivers to think of and record other self-care strategies that they could use, would like to use, or have seen others use. ▪ **Ask:** *What is one new self-care activity you can commit to this week?*

More resources on building parental resilience can be found on the Child Welfare Information Gateway website. The National Parent Helpline may also be a valuable resource for families.

I Deserve Self-Care

CONVERSATION GUIDE

When I am feeling stressed, I can:

Mind

- ☐ Watch something that makes me laugh
- ☐ Write down my thoughts
- ☐ Do something creative (draw, work on a puzzle, sing, etc.)
- ☐ _____
- ☐ _____

Spirit

- ☐ Spend time outdoors
- ☐ Meditate or pray
- ☐ Connect with my faith community (church, mosque, temple, etc.)
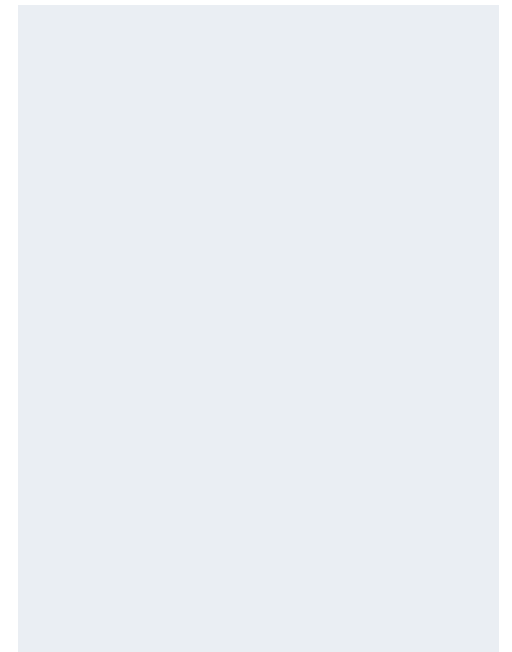- ☐ _____
- ☐ _____
- ☐ _____

Body

- ☐ Have a cup of coffee or tea
- ☐ Take a nap
- ☐ Walk, stretch, or exercise
- ☐ _____
- ☐ _____
- ☐ _____

Community

- ☐ Play a game with my children
- ☐ Spend time with family or friends
- ☐ Connect to my local parent-teacher association or other support group
- ☐ _____
- ☐ _____

One thing I will do this week to care for myself is ...

Me merezco el autocuidado

GUÍA PARA PROFESIONALES

La resiliencia es la flexibilidad y la fuerza interna para recuperarse cuando las cosas no van bien. Los padres con resiliencia tienen más capacidad para proteger a sus hijos del estrés y pueden ayudarlos a aprender habilidades esenciales de autorregulación y resolución de problemas.

Todos los padres tienen fortalezas y recursos que pueden servir como base para desarrollar su resiliencia. Estos pueden incluir su fe, flexibilidad, humor, comunicación, capacidad para resolver problemas, relaciones afectuosas o su capacidad para identificar y acceder a los servicios necesarios.

El autocuidado (cuidar de sí mismo) es importante, pero es solo una parte del panorama. Las familias con múltiples factores de vida estresantes (como un historial de trauma, problemas de salud, conflictos matrimoniales, uso de sustancias o violencia comunitaria) y factores estresantes financieros (como el desempleo, la inseguridad financiera o la falta de hogar) enfrentan más dificultades para lidiar de manera efectiva con el estrés típico de criar hijos.

Abordar los factores estresantes en la familia, comunidad y sociedad creará familias más fuertes y resilientes.

Puntos clave a tratar con las familias

La crianza de los hijos es estresante, y algunas situaciones son más difíciles que otras. Demasiado estrés puede dificultar la crianza efectiva.	▪ **Pregunte:** *¿Qué nota cuando está muy estresado? ¿Cómo se ve afectada la manera en que cría a sus hijos cuando está estresado?* ▪ Mencione algunos ejemplos de efectos comunes del estrés (como cambios en los hábitos alimenticios o de sueño, o sentimientos de depresión o desesperanza) si les cuesta pensar en ideas.
El estrés también afecta a los niños.	▪ Hable con los proveedores de cuidado sobre el hecho de que los niños pueden detectar el estrés de su familia y mostrar muchos de los mismos signos. ▪ **Pregunte:** *¿Cómo sabe cuándo su hijo se siente estresado?*
Todas las personas tienen fortalezas a las que recurren en tiempos difíciles.	▪ **Pregunte:** *¿Qué tipo de cosas hace para cuidarse a sí mismo y manejar el estrés?* ▪ Anime a los proveedores de cuidado a que encierren en un círculo los elementos en la guía o que escriban sus respuestas en la categoría correspondiente. ▪ Luego, pídales que piensen en y anoten otras estrategias de autocuidado que podrían usar, les gustaría usar, o han visto a otros usar. ▪ **Pregunte:** *¿Cuál es una nueva actividad de autocuidado que puede comprometerse a hacer esta semana?*

Puede encontrar más recursos acerca de la resiliencia parental (en inglés) en el sitio web de Child Welfare Information Gateway. El National Parent Helpline (en inglés), incluyendo sus recursos en español, también puede ser un buen recurso para familias.

Me merezco el autocuidado

GUÍA DE CONVERSACIÓN

Cuando me siento estresado, puedo:

Mente

- ☐ Mirar algo que me hace reír
- ☐ Anotar mis pensamientos
- ☐ Hacer algo creativo (dibujar, hacer un rompecabezas, cantar, etc.)
- ☐ _____
- ☐ _____

Espíritu

- ☐ Pasar tiempo al aire libre
- ☐ Meditar o rezar
- ☐ Conectarme con mi comunidad de fe (iglesia, mezquita, templo, etc.)
- ☐ _____
- ☐ _____
- ☐ _____

Cuerpo

- ☐ Tomar una taza de café o té
- ☐ Tomar una siesta
- ☐ Caminar, hacer estiramientos o ejercicio
- ☐ _____
- ☐ _____
- ☐ _____

Comunidad

- ☐ Jugar un juego con mis hijos
- ☐ Pasar tiempo con mi familia o amigos
- ☐ Conectarme a mi asociación local de padres y maestros u otro grupo de apoyo
- ☐ _____
- ☐ _____

Una cosa que haré esta semana para cuidarme es ...

We Are Connected

GUIDE FOR PROFESSIONALS

All parents need emotional support. Social connections (supportive friends, family, neighbors, and community groups) help parents care for their children and themselves.

Social connections support children in multiple ways. A parent's positive relationships give children access to other caring adults, model important relational skills, and increase the likelihood that children will benefit from involvement in positive activities.

Building positive relationships may require extra effort for some families—including those who are new to a community, recently divorced, or first-time parents. Additionally, some parents may need to develop self-confidence and social skills before they can expand their social networks.

Key Points to Cover With Families

All parents need support sometimes.	▪ Explain that this conversation guide is a tool to help the parent "map" their sources of social support. ▪ Emphasize that there is no wrong way to complete this worksheet. ▪ Have the caregiver put their name or family name in the center circle.
Support can come from family, friends, neighbors, or other helpful people.	▪ **Ask:** *Who are the people in your circle of support?* ▪ If needed, prompt for names of friends, family, neighbors, and helping professionals. ▪ Add their names in circles or other shapes around the center circle of the ecomap.
Social support can be found by belonging to groups.	▪ **Ask:** *What groups or organizations are part of your family's life?* (e.g., faith communities, schools, workplaces, community centers) ▪ Add them in the circles where they belong.
Not all connections are equally supportive.	▪ **Ask:** *How well do each of these connections support you as a parent?* ▪ Invite the caregiver to show differences with different colors, solid vs. dotted lines, or arrows indicating which direction(s) support flows. ▪ **Ask:** *Looking at this map, what do you notice about the connections in your life?* ▪ It may be important to take some time to help caregivers process their feelings about the current amount of social support in their life.
Making new connections can be challenging, but it is possible.	▪ **Ask:** *Would you like to have more support? How do you go about making new connections? What are the challenges?* ▪ **Ask:** *What is one thing you can commit to doing this week to strengthen your social connections?*

More resources on building social connections can be found on the Child Welfare Information Gateway website.

We Are Connected

CONVERSATION GUIDE

All families need support. Connecting with others helps to build a strong support system.

_____ 's

Support System
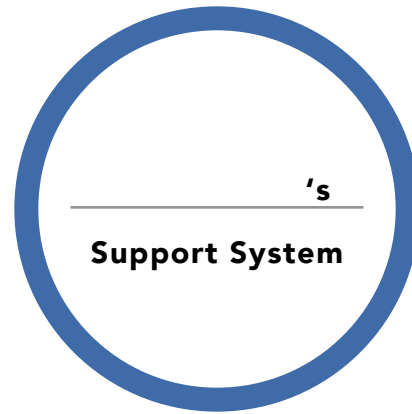
One thing I will do this week to strengthen my connection to others is:

_____

Estamos conectados

GUÍA PARA PROFESIONALES

Todos los padres necesitan apoyo emocional. Las conexiones sociales (amigos de apoyo, familiares, vecinos y grupos comunitarios) ayudan a los padres a cuidar de sus hijos y de sí mismos.

Las conexiones sociales apoyan a los niños de varias maneras. Las relaciones positivas de los padres con otras personas dan a los niños acceso a otros adultos que se preocupan por ellos, modelan habilidades relacionales importantes y aumentan la probabilidad de que los niños se beneficien de la participación en actividades positivas.

La creación de relaciones positivas puede requerir un esfuerzo adicional para algunas familias, incluidas familias que son nuevas en una comunidad, familias recientemente divorciadas o padres primerizos. Algunos padres pueden necesitar desarrollar su confianza en sí mismos y sus habilidades sociales antes de poder expandir sus redes sociales.

Puntos clave a tratar con las familias

Todos los padres necesitan apoyo de vez en cuando.	▪ Explique que esta guía de conversación es una herramienta para ayudar a los padres a identificar sus fuentes de apoyo social. ▪ Enfatice que no hay una manera incorrecta de completar esta hoja de trabajo. ▪ Pídale al proveedor de cuidado que ponga su nombre o apellido en el círculo central.
El apoyo puede provenir de familiares, amigos, vecinos u otras personas.	▪ **Pregunte:** *¿Quiénes son las personas en su círculo de apoyo?* ▪ Si es necesario, solicite nombres de amigos, familiares, vecinos y profesionales. ▪ Anote los nombres dentro de círculos u otras formas alrededor del círculo central del diagrama o "ecomap" (enlace en inglés).
El apoyo social se puede encontrar uniéndose a grupos.	▪ **Pregunte:** *¿Qué grupos u organizaciones forman parte de la vida de su familia?* (por ejemplo, comunidades de fe, escuelas, lugares de trabajo, centros comunitarios) ▪ Añádalos en círculos donde pertenecen.
No todas las conexiones ofrecen el mismo nivel de apoyo.	▪ **Pregunte:** *¿Qué tan bien le apoyan cada una de estas conexiones como padre?* ▪ Invite al proveedor de cuidado a mostrar diferencias usando colores, líneas sólidas o punteadas o flechas indicando en qué dirección(es) fluye el apoyo que recibe. ▪ **Pregunte:** *Mirando este diagrama, ¿qué nota sobre las conexiones en su vida?* ▪ Puede ser importante tomar tiempo para ayudar al proveedor de cuidado a procesar sus sentimientos acerca de la cantidad actual de apoyo social en su vida.
Hacer nuevas conexiones puede ser difícil, pero sí es posible.	▪ **Pregunte:** *¿Le gustaría tener más apoyo? ¿Qué hace usted para formar nuevas conexiones? ¿Cuáles son los desafíos?* ▪ **Pregunte:** *¿Qué es una cosa que puede comprometerse a hacer esta semana para fortalecer sus conexiones sociales?*

Puede encontrar más recursos acerca de la creación de conexiones sociales (en inglés) en el sitio web Child Welfare Information Gateway.

Estamos conectados

Todas las familias necesitan apoyo. La conexión con otras personas ayuda a crear un sistema de apoyo fuerte.

Sistema de apoyo de

_____
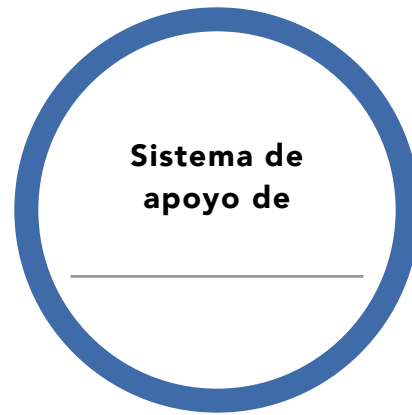
Una cosa que haré esta semana para fortalecer mi conexión a otras personas es:

_____

I Can Find Help for My Family

GUIDE FOR PROFESSIONALS

Caregivers whose concrete needs are met have more time and energy to devote to their children's safety and well-being. When families do not have steady financial resources, lack a stable living situation, or cannot afford food or health care, their ability to support their children's healthy development may be at risk. Partnering with parents to identify and access resources in the community helps them protect and care for their children.

Caregivers may need more than just a phone number. Consider providing support during initial calls, introducing them directly to a personal contact, or otherwise offering a warm hand-off to a fellow service provider. Be sure to refer families to providers who speak their language, are culturally competent, and are committed to equity.

Key Points to Cover With Families

All families need help sometimes.	▪ **Ask:** *Can you think of a time when you asked for help in the past?* (For example, when they connected with your organization.) ▪ Point out how brave they were to accept help and ask what made that experience successful for them.
Unmet basic needs like nutritious food and safe, stable housing can be harmful to children's development and ability to learn.	▪ Review the basic needs in the first column of the conversation guide. Talk with the family about other needs not mentioned in that list. Add those to the empty row(s) in their own words. ▪ In column 2, ask parents to circle the response that best fits their family for each need.
There are many places to go for help in our community. They include government agencies, as well as nonprofit organizations and faith communities.	▪ In column 3, give caregivers as many options as possible so they can choose what is right for their own families. ▪ **Ask:** *What is one small step you can take this week?*

More resources on concrete supports can be found on the Child Welfare Information Gateway Information Gateway website.

Consider: What resources are available in your area to help caregivers meet their families' basic needs for food, safe housing, transportation, child care, health care, and employment?

One simple way to learn more about local organizations that support families is by calling 2-1-1. (Visit the 211 website to ensure availability of this service in your area.)

I Can Find Help for My Family

CONVERSATION GUIDE

Help is available in our community.

These things are important for my family...	This is true for my family...	A place I can go for help if I need it is...
My family has enough to eat.	☐ Always ☐ Sometimes ☐ Never	
My family has a safe place to live.	☐ Always ☐ Sometimes ☐ Never	
My family can get to work and school on time.	☐ Always ☐ Sometimes ☐ Never	
My children have a safe place to go when I can't be with them.	☐ Always ☐ Sometimes ☐ Never	
My family has the medical care we need.	☐ Always ☐ Sometimes ☐ Never	
I have regular work that pays enough to meet my family's needs.	☐ Always ☐ Sometimes ☐ Never	
	☐ Always ☐ Sometimes ☐ Never	
	☐ Always ☐ Sometimes ☐ Never	

Help may be just a phone call away!

2-1-1 is a service that connects people all over the country with helpful services where they live.

Puedo encontrar ayuda para mi familia

GUÍA PARA PROFESIONALES

Los proveedores de cuidado cuyas necesidades concretas están satisfechas tienen más tiempo y energía para dedicar a la seguridad y el bienestar de sus hijos. Cuando las familias no tienen recursos financieros constantes, carecen de una situación de vivienda estable o no tienen los medios para comprar alimentos o pagar por atención médica, su capacidad para apoyar el desarrollo saludable de sus hijos puede estar en riesgo. Trabajar junto a los padres para identificar y acceder a recursos en la comunidad les ayuda a proteger y cuidar a sus hijos.

Los proveedores de cuidado pueden necesitar más que solo un número de teléfono. Considere brindar asistencia durante las llamadas iniciales o presentarles directamente a un colega proveedor de servicios. Asegúrese de referir a las familias a proveedores que hablen su idioma, sean culturalmente competentes y estén comprometidos con la equidad.

Puntos clave a tratar con las familias

Todas las familias necesitan ayuda de vez en cuando.	▪ **Pregunte:** *¿Puede pensar en una ocasión en la que pidió ayuda en el pasado?* (por ejemplo, cuando se conectaron con su organización) ▪ Señale cuán valientes fueron para aceptar ayuda y pregúnteles qué hizo que esa experiencia fuera exitosa para ellos.
Las necesidades básicas no satisfechas, como alimentos nutritivos y viviendas seguras y estables, pueden ser perjudiciales para el desarrollo y la capacidad de aprendizaje de los niños.	▪ Revise las necesidades básicas en la columna 1 de la guía de conversación. Hable con la familia sobre otras necesidades no mencionadas en esa lista. Anote esas necesidades en las filas vacías. ▪ En la columna 2, pídales a los padres que encierren con un círculo la respuesta que mejor refleja a su familia para cada necesidad.
Hay muchos lugares para buscar ayuda en nuestra comunidad. Estos incluyen agencias gubernamentales, organizaciones sin fines de lucro y comunidades religiosas.	▪ En la columna 3, ofrézcales a los proveedores de cuidado tantas opciones como sea posible para que puedan elegir lo que es mejor para sus propias familias. ▪ **Pregunte:** *¿Cuál es un pequeño paso que puede tomar esta semana?*

Puede encontrar más recursos acerca de apoyos concretos (en inglés) en el sitio web de Child Welfare Information Gateway.

Considere: ¿Qué recursos están disponibles en su área para ayudar a los proveedores de cuidado a satisfacer las necesidades básicas de sus familias (alimento, vivienda, transporte, cuidado para los niños, cuidados médicos, empleo)?

Puede aprender más sobre las organizaciones locales que apoyan a las familias llamando al 2-1-1. (Visite el sitio web de 211 [en inglés] para asegurarse de la disponibilidad de este servicio en su área).

Puedo encontrar ayuda para mi familia

GUÍA DE CONVERSACIÓN

La ayuda está disponible en nuestra comunidad.

Estas cosas son importantes para mi familia…	Esto es cierto para mi familia…	Un lugar donde puedo buscar ayuda si la necesito es…
Mi familia tiene suficiente para comer.	☐ Siempre ☐ Algunas veces ☐ Nunca	
Mi familia tiene un lugar seguro para vivir.	☐ Siempre ☐ Algunas veces ☐ Nunca	
Mi familia puede llegar al trabajo y a la escuela a tiempo.	☐ Siempre ☐ Algunas veces ☐ Nunca	
Mis hijos tienen un lugar seguro para ir cuando no puedo estar con ellos.	☐ Siempre ☐ Algunas veces ☐ Nunca	
Mi familia tiene la atención médica que necesitamos.	☐ Siempre ☐ Algunas veces ☐ Nunca	
Tengo un trabajo regular que paga lo suficiente para satisfacer las necesidades de mi familia.	☐ Siempre ☐ Algunas veces ☐ Nunca	
	☐ Siempre ☐ Algunas veces ☐ Nunca	
	☐ Siempre ☐ Algunas veces ☐ Nunca	

¡La ayuda puede estar a solo una llamada de distancia!

2-1-1 (en inglés) es un servicio que conecta a personas de todo el país con los servicios donde viven.

I Help My Child Learn Social Skills

GUIDE FOR PROFESSIONALS

Children who exhibit social and emotional competence are likely to have better relationships and greater resilience to stress as adults. Social and emotional competence refers to children's ability to form bonds and interact positively with others, self-regulate their emotions and behavior, communicate their feelings, and solve problems effectively.

Helping children to develop these skills can result in stronger parent-child relationships that are mutually rewarding. Parents grow more responsive to children's needs—and less likely to feel stressed or frustrated—as children learn to say what they need, rather than "acting out" difficult feelings.

Children's delays in social-emotional development can create extra stress for families. It is important to identify any such concerns as early as possible and to provide services to children and their parents that facilitate healthy development.

Key Points to Cover With Families

Social skills are important for children to become successful adults. Social skills are defined and prioritized a little differently for each unique family and community.	▪ Give some examples of social skills, such as taking turns, sharing, or using manners. ▪ **Ask:** *Which social skills are most important in your family/ community/culture? Why?*
Children and youth develop social skills gradually. Share some information about social skills that they might expect to see at their children's current ages.	▪ Help the parent connect important social skills with typical child development. (For example, *I hear you saying that sharing is really important to you. Most children develop the ability to share their toys around age 5.*) ▪ **Ask:** *Which of these skills do you see your child doing well? Which would you like to help them improve?*
Our children learn by watching us.	▪ **Ask:** *What are some situations where your child might see you using [chosen skill]?* ▪ For example, how does the caregiver use this skill with their coparent, family members, or friends?
Parents can help their children learn social skills. One great way to teach children is by "catching them" doing something well.	▪ **Ask:** *When have you seen your child do [action/behavior] well recently? How do you let your child know you like what they're doing?* ▪ **Ask:** *How else could you encourage this skill?*

More resources on building social and emotional competence of children can be found on the Child Welfare Information Gateway website.

I Help My Child Learn Social Skills

CONVERSATION GUIDE

Children with strong social skills get along better with others. You are your child's first and most important teacher.

One social skill I would like to help my child improve:

I show my child these skills when I:

I encourage this skill by:

- ☐ Praising them when they do this well
- ☐ Reading books about emotions and/or social situations
- ☐ Pointing out when characters on TV use the skill
- ☐ Naming feelings (my own and/or my child's)
- ☐ Setting up play dates for practice
- ☐ Celebrating my child's unique self
- ☐ Teaching my child about his or her cultural identity
- ☐ Talking about and celebrating differences
- ☐ Having a "no technology" day
- ☐ _____
- ☐ _____

One thing I will do this week to encourage social skills:

_____

_____

_____

Ayudo a mi hijo a aprender habilidades sociales

GUÍA PARA PROFESIONALES

Los niños que muestran capacidades sociales y emocionales son propensos a tener mejores relaciones y una mayor resiliencia al estrés como adultos. "Capacidad social y emocional" se refiere a la capacidad de los niños para formar vínculos e interactuar positivamente con otras personas, regular sus propias emociones y comportamientos, comunicar sus sentimientos y resolver problemas eficazmente.

Ayudar a los niños a desarrollar estas habilidades puede resultar en relaciones más fuertes y enriquecedoras entre padres e hijos. Los padres pueden responder mejor a las necesidades de los niños (y sentirse menos estresados y frustrados) a medida que los niños aprenden a expresar sus necesidades, en vez de "portarse mal" para expresar sentimientos difíciles.

Los retrasos en el desarrollo social y emocional de los niños pueden crear estrés adicional para las familias. Es importante identificar tales preocupaciones lo antes posible y proporcionar servicios a los niños y sus padres que faciliten un desarrollo saludable.

Puntos clave a tratar con las familias

Las habilidades sociales son importantes para que los niños se conviertan en adultos exitosos. Estas habilidades se definen y priorizan de manera diferente para cada familia y comunidad.	▪ Dé algunos ejemplos de habilidades sociales, como esperar su turno, compartir con los demás o usar buenos modales. ▪ **Pregunte:** *¿Cuáles habilidades sociales son más importantes en su familia, comunidad y cultura? ¿Por qué?*
Los niños y jóvenes desarrollan habilidades sociales gradualmente. Comparta información sobre las habilidades sociales que podrían esperar ver según [las edades actuales de sus hijos](#).	▪ Ayude a los padres a conectar habilidades sociales con el desarrollo típico de un niño. (Por ejemplo, *Le escuché decir que para usted es importante que su hijo sepa compartir. La mayoría de los niños desarrollan la capacidad de compartir sus juguetes alrededor de los 5 años*). ▪ **Pregunte:** *¿Cuáles de estas habilidades cree que su hijo hace bien? ¿Cuáles le gustaría ayudarle a su hijo a mejorar?*
Nuestros hijos aprenden mirándonos.	▪ **Pregunte:** *¿Cuáles son algunas situaciones en las que su hijo podría verlo a usted modelando [habilidad elegida]?* ▪ Por ejemplo, ¿cómo usa el proveedor de cuidado esta habilidad con su pareja, familiares o amigos?
Los padres pueden ayudar a sus hijos a aprender habilidades sociales. Una excelente manera de enseñar a los niños es "pillándolos" haciendo algo bien.	▪ **Pregunte:** *¿Cuándo ha visto a su hijo hacer [acción o comportamiento] bien recientemente? ¿Cómo le hace saber a su hijo que le gusta lo que está haciendo?* ▪ **Pregunte:** *¿De qué otra manera podría fomentar esta habilidad?*

Puede encontrar más recursos acerca de la creación de [capacidades sociales y emocionales en los niños](#) (en inglés) en el sitio web de Child Welfare Information Gateway.

Ayudo a mi hijo a aprender habilidades sociales

GUÍA DE CONVERSACIÓN

Los niños con fuertes habilidades sociales se llevan mejor con los demás. Usted es el primer y más importante maestro de su hijo.

Una habilidad social que me gustaría ayudar a mi hijo a mejorar:

Le muestro a mi hijo estas habilidades cuando:

Fomento esta habilidad:

☐ Felicitando a mi hijo cuando la hacen bien.

☐ Leyendo libros sobre emociones y / o situaciones sociales

☐ Señalando cuando los personajes de la televisión usan la habilidad

☐ Nombrando los sentimientos (los míos y / o los de mi hijo)

☐ Programando citas para jugar con otros niños para practicar

☐ Celebrando a mi hijo como persona única

☐ Enseñando a mi hijo sobre su identidad cultural

☐ Hablando sobre y celebrando las diferencias

☐ Teniendo un día "sin tecnología"

☐ _____

☐ _____

Una cosa que haré esta semana para fomentar las habilidades sociales:

_____

_____

_____

Partners and Resources

Like the work of building strong families and communities, this Resource Guide is a collective effort. The resources featured here represent the efforts of many National Prevention Partners, Federal agencies, community-based organizations, and parents committed to strengthening families and communities. We list many of those committed people and organizations by name on the pages that follow. We also recognize the countless unnamed others who are doing this work tirelessly on the ground in their own families and communities.

We can do more, together.

NATIONAL CHILD ABUSE PREVENTION PARTNERS

The National Child Abuse Prevention Partners are national organizations that work to promote well-being in children, families, and communities. More information about each organization, including contact information, is available on the Information Gateway website.

FEDERAL INTER-AGENCY WORK GROUP ON CHILD ABUSE AND NEGLECT

The Office on Child Abuse and Neglect within the Children's Bureau leads and coordinates the Federal Inter-Agency Work Group on Child Abuse and Neglect (FEDIAWG). Information about the Work Group and its members, including contact information, can be found on the Children's Bureau website.

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April Is National Child Abuse Prevention Month

childwelfare.gov/preventionmonth

The Resource Guide is only the beginning. Visit the National Child Abuse Prevention Month website for additional information and resources.

Join the Campaign

Help families thrive by connecting your community to key resources and information. Find free graphics, engaging social media posts, and more to help spread the word!

Access Resources on the Go

Use the Resource Guide anytime, anywhere. Print and share the Protective Factors Conversation Guides or download a digital version of the entire guide!

Stay Connected

Find out what's new by signing up for email updates on the website, and follow @childwelfare on Facebook and @childwelfaregov on Twitter.

Give Us Your Feedback

Let us know how you are using this year's Resource Guide and provide feedback on the overall campaign by completing a brief survey.

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/cb

Child Welfare Information Gateway

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www.childwelfare.gov

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Chapel Hill, NC 27514
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www.friendsnrc.org