Strong & Thriving FAMILIES

2019 PREVENTION RESOURCE GUIDE

PROTECTING CHILDREN

WORKING WITH FAMILIES

COMMUNITY PARTNERS

DEPARTMENT OF HEALTH & HUMAN SERVICES

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

The Children's Bureau and its Office on Child Abuse and Neglect strive to ensure our nation's children are protected and living in resilient, healthy families. Communities actively providing prevention services and supports are our best hope for preventing child abuse and neglect and improving the lives of children and families. We are pleased to offer the *2019 Prevention Resource Guide*, which is designed to help individuals and organizations in every community strengthen families and prevent child abuse and neglect. This year's theme, "Strong and Thriving Families," aligns with the 21st National Conference on Child Abuse and Neglect.

This Resource Guide is a joint product of the U.S. Department of Health and Human Services' Children's Bureau, its Child Welfare Information Gateway, and the FRIENDS National Center for Community-Based Child Abuse Prevention. The annual guide is one of the Children's Bureau's most anticipated publications, offering trusted information, strategies, and resources to help communities support and strengthen families and promote the well-being of children and youth. Its contents are informed by input from some of our National Child Abuse Prevention Partners as well as our colleagues on the Federal Interagency Work Group on Child Abuse and Neglect.

Child abuse and neglect is a national issue that affects us all. The consequences of child abuse and neglect ripple across the lifespan, negatively impacting a child's chances to succeed in school, work, and relationships. The Administration on Children, Youth and Families supports the promotion of meaningful and measurable results in social and emotional well-being, and we continue to support evidence-based and trauma-informed services and practices to achieve positive outcomes for the children, families, and communities we serve.

The *2019 Prevention Resource Guide* plays an important role in these efforts—offering support to community service providers as they work with parents, caregivers, and children to prevent child maltreatment and promote social and emotional well-being. To do so, the Resource Guide focuses on protective factors that build on family strengths and promote optimal child and youth development. Information about protective factors is augmented with tools and strategies that help providers integrate the factors into community programs and systems. Agencies, policymakers, advocates, service providers, and parents alike will find resources in this guide to help them promote these important elements within their families and communities.

Effective early prevention efforts are less costly to our nation and to individuals than trying to repair the adverse effects of child maltreatment. We hope this Resource Guide is helpful to you in your efforts to prevent child abuse and promote well-being. We thank you for participating in this important effort and for the work you do each day to build promising futures for our nation's children and families.

/s/

Jerry Milner
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About the Resource Guide

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

What's Inside

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

The following resources are included in this guide:

Chapter 1: Strengthening Individuals, Families, and Communities—Information about protective factors that help reduce child abuse and neglect, established protective factors approaches, and how State and local agencies are implementing protective factors approaches to create lasting change in how communities support families.

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

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

Chapter 4: Protecting Children—Information about why child abuse occurs, risk factors, consequences, identifying and reporting maltreatment, the relationship between adverse childhood experiences and well-being, tips for working with parents and children with a history of trauma, how to support immigrant and refugee families, and how to identify and respond to human trafficking.

Chapter 5: Tip Sheets for Parents and Caregivers—Strengths-based tip sheets on specific parenting topics that can be used in discussions or visits with caregivers.

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

Many more resources for building strong and thriving families are available from the national organizations and Federal partners listed in chapter 6 or on the Child Welfare Information Gateway website at **https://www.childwelfare.gov/organizations/?CWIGFunctionsaction=rols:main.dspList&rolType=Custom&RS_ID=21**.

Suggested Uses for the Resource Guide

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

Please let us know how you are using this year's Resource Guide and how we can better meet your needs! Take our brief survey at **http://www.surveygizmo.com/s3/4642002/19RGHC** .

On the Web

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

This Resource Guide can be ordered or downloaded from the National Child Abuse Prevention Month website. Also available on the website are calendars listing ways that parents, programs, and community partners can strengthen families and build supportive communities during April, which is National Child Abuse Prevention Month; an online media toolkit; a video gallery; and downloadable logos and graphics that may be used to customize Prevention Month resources for local communities. You can access these resources at **https://www.childwelfare.gov/topics/preventing/preventionmonth/**.

The FRIENDS National Center for Community-Based Child Abuse Prevention website offers information about the Child Abuse Prevention and Treatment Act (CAPTA), Community-Based Child Abuse Prevention (CBCAP) priorities, grantees, outcome accountability, parent leadership, and other important topics. Also available on the website are an evaluation toolkit, archived teleconferences, a link to the FRIENDS Online Learning Center, and downloadable factsheets, learning tools, and publications, all accessible at **http://www.friendsnrc.org**.

Chapter 1: Strengthening Individuals, Families, and Communities

Protective Factors

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

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

Protective Capacities and Protective Factors: Common Ground for Protecting Children and Strengthening Families

Protective factors and caregiver protective capacities are complementary frameworks. Whereas protective factors are characteristics of individuals, families, communities, or the larger society that promote well-being, caregiver protective capacities are specific, individual attributes that are directly related to child safety.

Protective capacities are used by child welfare practitioners to assess child safety and risk. A caregiver with these cognitive, emotional, and behavioral characteristics ensures the safety of his or her child and responds to threats in ways that keep the child safe from harm.

Both frameworks are strengths-based approaches to assess and serve families. We can best ensure child safety and promote child and family well-being by promoting both caregiver protective capacities (at the individual level) and protective factors (at the individual, family, and community levels).

For more information, see the *Protective Capacities and Protective Factors: Common Ground for Protecting Children and Strengthening Families* infographic from the Child Welfare Capacity Building Collaborative Center for States at **https://go.usa.gov/xR7nY**.

Established Protective Factors Approaches

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

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

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

Social Ecological Model for Preventing and Responding to Child Maltreatment

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

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

Child Welfare Information Gateway has developed several products centered on protective factors. For information about how protective factors approaches developed by these three organizations align, see *Protective Factors Approaches in Child Welfare* at **https://www.childwelfare.gov/pubPDFs/protective_factors.pdf**.

Essentials for Childhood

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

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

- Create the context for healthy children and families through policies.

Information about Essentials for Childhood is available at **https://www.cdc.gov/violenceprevention/childmaltreatment/essentials.html**.

Strengthening Families™ and Youth Thrive™

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

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

A detailed description of the Strengthening Families framework is available at **https://www.cssp.org/young-children-their-families/strengtheningfamilies**.

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

ACYF Protective Factors Conceptual Model

ACYF's goal in completing a comprehensive literature review and developing the resulting conceptual model was to provide information that can be used to guide practice and policy approaches aimed at increasing protection; enhancing resilience; and promoting physical, mental, social, and emotional well-being for the children, youth, and families who are the focus of ACYF services. This includes five vulnerable populations: children and youth exposed to domestic violence, pregnant and parenting youth, runaway and homeless youth, victims of child abuse and neglect, and youth in or transitioning out of foster care. These children are primarily in-risk (versus at-risk), so the focus of the literature review was to identify factors most salient for those already coping with adverse experiences and situations. Through an extensive review of available research, ACYF identified 10 protective factors with the strongest evidence for ACYF populations.

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

These exist at multiple levels of the social ecology:

Individual Level

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

Relationship Level

- Parenting competencies
- Positive peers
- Caring adults

Community Level

- Positive community environment
- Positive school environment
- Economic opportunities

More information is available in the Preventing Child Abuse and Neglect section of the website for Child Welfare Information Gateway at **https://www.childwelfare.gov/topics/preventing/**, including the following publications discussing current research linking protective factors to well-being for in-risk populations served by ACYF:

- *Promoting Protective Factors for Children and Youth in Foster Care: A Guide for Practitioners* **https://www.childwelfare.gov/pubs/factsheets/guide-fostercare/**
- *Promoting Protective Factors for Children Exposed to Domestic Violence: A Guide for Practitioners* **https://www.childwelfare.gov/pubs/factsheets/guide-domesticviolence/**
- *Promoting Protective Factors for In-Risk Families and Youth: A Guide for Practitioners* **https://www.childwelfare.gov/pubs/factsheets/in-risk/**
- *Promoting Protective Factors for Pregnant and Parenting Teens: A Guide for Practitioners* **https://www.childwelfare.gov/pubs/factsheets/guide-teen/**
- *Promoting Protective Factors for Victims of Child Abuse and Neglect: A Guide for Practitioners* **https://www.childwelfare.gov/pubs/factsheets/victimscan/**

Protective Factors in This Guide

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

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

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

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

Implementing a Protective Factors Approach

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

Parent Cafés and Community Cafés

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

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

The general approach is as follows:

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

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

Cafés are being implemented across the country in community centers, schools, early care and education programs, and other settings where parents and caregivers gather. Find more information about parent and community cafés on the CSSP website at **https://cssp.org/resource/parent-cafe-training-institute/**.

Examples:

- Community cafés are being implemented in communities throughout Alaska with support from the Alaska Children's Trust Fund. Watch a video that describes the process and shows scenes from several cafés at **https://www.youtube.com/watch?v=7dLpcWKJmG4&feature=youtu.be**.
- Oregon's Project LAUNCH funded eight communities across the State to offer parent cafés to promote the protective factors. These events also helped to develop parent leadership skills, as parents were trained to facilitate the cafés as hosts. Find more information at **http://www.oregon.gov/oha/ph/HealthyPeopleFamilies/Babies/Documents/LAUNCHParentCafeissuebrief.pdf**.

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

- East Durham, NC, Children's Initiative hosted a 4-week parent café series on trauma, adverse childhood experiences (ACEs), and their effects on child development. The events focused on prevention tips and strategies, and they included presentations by parent advocates and community partners, time for Q&A, and a unity circle. Find more information at **http://edci.org/stories/parent-cafe-on-adverse-childhood-experiences?lang=en**.

Strengthening Families Self-Assessment

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

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

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

- In one early care and education program, the director was surprised to learn through the self-assessment process that parents and staff members were not aware that she had many materials available to share about parenting and child development. In response, a brochure rack was placed in a common area, stocked with resources that had previously been in a file

cabinet in the director's office. The materials increased parents' knowledge of parenting and child development and even became a catalyst for parents to connect with one another around common concerns, such as toddler tantrums.

- In several States, groups of early care and education center directors have come together to complete one section of the self-assessment at a time and discuss the strengths and areas for improvement they identified. Meeting regularly over time, they became a learning community, sharing their experiences implementing changes in their programs and supporting each other in continuing the work.

CSSP offers four versions of the self-assessment, which are specific to different kinds of programs. For more information, visit **https://cssp.org/resource/about-the-strengthening-families-self-assessments-for-child-and-family-serving-programs/**.

FRIENDS Protective Factors Survey

FRIENDS offers the Protective Factors Survey (PFS)—as well as the recently launched second edition of the survey (PFS-2)—for agencies to use with parents and caregivers participating in family support and child maltreatment prevention services. The primary purpose of the surveys is to support agency evaluation and continuous improvement by providing feedback on changes in family protective factors.

The PFS and PFS-2 are available in both traditional pre-post and retrospective formats. The self-administered surveys measure protective factors in five areas: family functioning/resilience, social/emotional support, concrete support, nurturing and attachment, and knowledge of parenting/child development (PFS) or caregiver/practitioner relationship (PFS-2).

For example:

- The Child and Family Services Agency (CFSA), the CBCAP State Lead Agency in Washington, DC, is using the Protective Factors Survey for ongoing evaluation and assessment with its parent education and support grantees. Findings indicate an improvement in family functioning, decreased risk, and increased protective factors. CFSA is working with FRIENDS to analyze the program survey scores to determine whether program interventions were meaningful in achieving positive behavior change that enhances family protective factors.
- New York State Family Resource Centers, supported through the CBCAP program, have administered the Protective Factors Survey to participants before and after receiving services. The survey has helped to demonstrate statistically significant improvements in family functioning among populations who are at historically greater risk for child maltreatment, including those with low incomes and those who have not graduated high school.
- In Michigan, all direct service grants that are funded through the CBCAP State Lead Agency, Children's Trust Fund (CTF), administer the Protective Factors Survey to program participants. Systematic use of the survey has improved CTF's ability to assess and report on participant outcomes from a diverse array of programs. Improvements have been seen across each subscale, with the greatest improvement in the area of family functioning.

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

Online Protective Factors Training

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

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

Protective Factors Frameworks for Child Welfare Practice

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

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

A chart outlining the ways that other States are incorporating protective factors into their child welfare practice can be found on the CSSP Strengthening Families website at **https://cssp.org/resource/sf-in-cw-2016/**.

A similar chart also is available for child abuse and neglect prevention at **https://cssp.org/resource/sf-in-canp-2016/**.

Chapter 2: Working With Families Using the Protective Factors

Nurturing and Attachment

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

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

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

How Workers Can Help

- Suggest a family game night! Loan games for parents to play with their children, if possible, and remind them that even young children can play board games on an adult's "team."
- Offer parents materials for a simple craft that they can make with their child.
- Teach new parents basic infant massage. Encourage parents to make eye contact and name each body part as they rub lotion on their baby.

Words to live by: Strong families show how much they love each other.

How Programs Can Help

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

CBCAP State Example: Louisiana Children's Trust Fund

The Louisiana Children's Trust Fund is pleased to fund and support the McMains Children's Developmental Center in providing parent support and training to families of children ages 3 to 18 with significant cognitive and physical disabilities. "Me Too" is a 6-week program that teaches parents and caregivers how to use augmentative communication devices, including adapted books, toys, and appliances. The goal is to enable families to integrate this equipment into their everyday lives and engage their child in daily home activities such as cooking, game night, and story time.

The program increases the number of positive parent-child interactions, thereby improving parent-child relationships. In addition, the program offers a social work component to assist with case navigation, communication, scheduling, and access to additional resources, all of which are critical components in strengthening the family unit to prevent child abuse and neglect.

For more information:

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Knowledge of Parenting and Child Development

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

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

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

How Workers Can Help

- Encourage parents to see the world from their child's point of view. For example, you might explore a room together on hands and knees, to help a parent understand how to childproof for their toddler.
- Talk with parents about what children can typically do at different ages. Discuss any concerns about what their child can or cannot do. Family-friendly information about developmental milestones from 2 months to 5 years can be found on the CDC website at **http://www.cdc.gov/ncbddd/actearly/milestones/index.html**.
- Encourage parents to join a parenting group or class where they can share and learn new parenting strategies.

Words to live by: Being a great parent is part natural and part learned.

How Programs Can Help

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

CBCAP State Example: Texas Department of Family and Protective Services — Prevention and Early Intervention

The Prevention and Early Intervention (PEI) division of the Texas Department of Family and Protective Services helps create opportunities for children, youth, and families to be strong and healthy by funding community-level, evidence-informed programs and systems of support upstream from crisis and intensive interventions. PEI launched the **HelpandHope.org** website as part of a universal strategy to promote healthy parenting, normalize seeking help, support communities in serving families, and connect those in need to local and State resources.

HelpandHope.org is a central resource of parenting and child development information that helps parents nurture and bond with their children. Resources include fun and informative videos as well as tips for dealing with some of the most challenging aspects of parenting—everything from bedtime battles and crying babies to conflict with teenagers.

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Parental Resilience

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

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

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

How Workers Can Help

- Remind families that some stress is normal, and parenting is stressful for *everyone*. The key is how you respond to it.
- Suggest that parents keep a self-care diary to help them remember to make time for themselves each day.
- Offer to meet parents and children outside or take a walk with them on a nice day. Emphasize the importance of fresh air and exercise in managing stress.
- Teach parents concrete strategies for relaxation. For example, guide them to take a few deep breaths and allow their body to relax while thinking of a place where they feel happy. Let them know that they can do this any time they feel uncomfortable or stressed

How Programs Can Help

- Hire or develop staff who can form and maintain trusting relationships with families, and provide opportunities for these relationships to flourish.
- Understand that mental health consultants are an integral part of the staff team, and ensure that they are available to staff and to parents when additional support is needed.

Words to live by: Flexibility and inner strength keep families strong in times of stress.

- Train staff to observe and assess children for early signs of child or family distress and respond to children and their families with encouragement and support.
- Partner with resources in the community that help families manage stress and deal with crises, including programs that offer family-to-family help for personalized, sustained support as well as services such as mental health counseling, substance use treatment, domestic violence programs, and self-help support groups.
- Provide resources to help parents understand the causes of stress and how it affects health, relationships, and family life.
- Teach parents concrete skills to prevent stress, such as planning and goal setting, anticipating difficulties, problem-solving, communication, and self-care.
- Link parents with resources for stress management, such as exercise opportunities, relaxation techniques, and venues for meditation or prayer.

CBCAP State Example: California Department of Social Services, Office of Child Abuse Prevention

Financial stressors such as unemployment, financial insecurity, and debt can have a negative impact on parental resilience and can reduce a parent's capacity to cope with stress. To address this stress, in 2018 the California Department of Social Services, Office of Child Abuse Prevention awarded 10 Economic Empowerment grants to community-based organizations throughout the State. These grants provide funding for support and training in the *Your Money, Your Goals* toolkit developed by the Consumer Financial Protection Bureau at **https://www.consumerfinance.gov/**. This curriculum empowers parents by strengthening their ability to manage money, use financial services, and access products that work for them, therefore lowering financial stress, boosting resilience, and reducing risk factors that contribute to child maltreatment.

The 10 Economic Empowerment grantees will reach a variety of populations, including Chinese-speaking families, Spanish-speaking farm workers, single female head-of-household families, and Tribal populations.

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Social Connections

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

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

Being new to a community, recently divorced, or a first-time parent makes a support network even more important. It may require extra effort for these families to build the new relationships they need. Some parents may need to develop self-confidence and social skills to expand their social networks. In the meantime, social connections can also come from other caring adults, such as service providers, teachers, or

advocates. Helping parents identify resources and/or providing opportunities for them to make connections within their neighborhoods or communities may encourage isolated parents to reach out. Often, opportunities exist within faith-based organizations, schools, hospitals, community centers, and other places where support groups or social groups meet.

How Workers Can Help*

- Work with parents to develop an EcoMap showing the people and institutions that are sources of support in their lives.
- Role play with parents to help them practice approaching another parent with whom they would like to be friends. Choose a realistic scenario, such as at a school event, on the playground, or in a place of worship.
- Plan a group class or get together and invite all the families you work with to the event.

Words to live by: Connecting with friends builds a strong support system.

*Some activities adapted from the Center for the Study of Social Policy's Strengthening Families Protective Factors Action Sheets at **https://cssp.org/wp-content/uploads/2018/08/ProtectiveFactorsActionSheets.pdf**.

How Programs Can Help

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

CBCAP State Example: Colorado Office of Early Childhood

The Colorado Community Response (CCR) program is a voluntary prevention program available to families who have a "screened out" referral, closed high-risk assessment without the provision of child welfare services, or a closed family assessment response without a service plan. The core components of the program include case management, family goal setting, financial education, one-time financial assistance, and resource referrals.

CCR sites are funded to provide social capital-building activities such as community potlucks, parent cafés, ice cream socials, parent-child play groups, and back-to-school picnics. Each of these activities provides an opportunity for families to feel connected to their community and helps to prevent isolation.

In 2017, the Social Work Research Center in the School of Social Work at Colorado State University and the Kempe Center for the Prevention and Treatment of Child Abuse and Neglect completed a 3-year independent evaluation of the CCR program. One of the largest changes was observed in the area of social connections. CCR also was found to increase protective factors for participating families in the domains of resiliency, concrete support, nurturing and attachment, and child development/knowledge of parenting.

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Concrete Support for Families

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

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

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

How Workers Can Help

- Teach families about calling 2-1-1 (if available in your community) to find resources to meet a specific need or learn more about organizations that support families in their community. Visit the website at **http://211.org/**.
- Support parents in learning how to navigate service systems, ask for help, and advocate for themselves to receive needed support.
- Encourage families to organize a clothing swap or babysitting co-op in their neighborhood.

Words to live by: Strong families ask for help when they need it.

How Programs Can Help

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

CBCAP State Example: Kansas Children's Cabinet and Trust Fund

The Kansas Children's Cabinet and Trust Fund supports the Response Advocate program, which employs case managers who work side by side with local law enforcement to assist families identified as being at-risk for child maltreatment. Response advocates provide concrete support to families by offering home visiting, goal-setting assistance, education on child development, and referrals to community resources such as child care, day shelters, and food pantries. They also work with families to help them secure health insurance, housing, and financial assistance.

In some cases, a Response Advocate will accompany a police officer to a home. Other times, they will visit a family following their involvement with law enforcement. Their number one goal is to ensure that all of a family's needs are met, thereby increasing the family's ability to keep their children safely at home.

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Social and Emotional Competence of Children

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

On the other hand, children's challenging behaviors or delays in social-emotional development create extra stress for families. Parenting is more challenging when children do not or cannot respond positively to their parents' nurturing and affection. These children may be at greater risk for abuse. 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.

How Workers Can Help*

- Ask parents to share an experience that typically makes their child sad, frustrated, or angry. Explore what the child does when feeling those emotions, how the parent responds, and how the child responds to the parent. Help parents identify opportunities to support their child in using words and skills to cope with strong emotions.

- Engage parents and children in a game or art activity that helps children learn to express themselves in ways other than words.
- Create a lending library of picture books about coping with different emotions for parents to read with their children.

How Programs Can Help

- Use both structured curriculum and informal interaction to teach children to share, be respectful of others, and express themselves through language.
- Include discussions about the importance of feelings in programming for children and parents.
- Create and post a chart that describes which social and emotional skills children typically do and do not possess at different ages.

Words to live by: Children get along better with others when they have words to express how they feel.

*Some activities adapted from the Center for the Study of Social Policy's Strengthening Families Protective Factors Action Sheets at **https://cssp.org/wp-content/uploads/2018/08/ProtectiveFactorsActionSheets.pdf**.

- Provide art programs that allow children to express themselves in ways other than words.
- Foster ongoing engagement and communication with parents about their children's social and emotional development and the actions the program is taking to facilitate it. Children often take home what they are learning at school.
- Encourage and provide opportunities for parents to share resources with each other and exchange ideas about how they promote their children's social and emotional development.
- Take timely action when there is a concern—this might include asking another experienced teacher or staff member to help observe a child, talking with the parent, or bringing in a consultant.

CBCAP State Example: Wisconsin Child Abuse and Neglect Prevention Board

Five for Families is a statewide public awareness campaign developed as a universal prevention strategy by the Wisconsin Child Abuse and Neglect Prevention Board. The campaign's primary goal is to increase knowledge of the protective factors framework. Five for Families translates this framework into everyday language for parents, caregivers, friends, neighbors, and community members to communicate the five essential strengths that keep every family strong. Five for Families language was developed in partnership with parents, caregivers, and family support professionals.

Parents can access information and ideas to identify and build upon their family strengths at **fiveforfamilies.org**. The Helping Children Understand Feelings section of this website explains how showing children how to express themselves, handle emotions, and get along with others can strengthen the family. It features interviews with Wisconsin parents and grandparents sharing their understanding of how helping children understand feelings has benefitted their families. It also includes questions to consider and activities for families to try at home.

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Questions to Ask to Explore Protective Factors With Caregivers

Asking questions is an important part of partnering with parents. Parents may feel more comfortable voicing concerns and exploring solutions when providers ask questions that:

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

The following are some specific questions that may help providers partner with families to identify strengths and needs around each protective factor.

Using these questions, you can help caregivers identify their own stresses and needs as well as the successful coping strategies they already use and their personal, family, and community resources. You can then make referrals to essential services, supports, and resources that will feel most relevant and helpful. Some parents might need additional support in identifying their needs, addressing their feelings about asking for help, navigating eligibility requirements, or overcoming other barriers (such as transportation or child care).

Nurturing and Attachment

- When you spend time with your child, what do you like to do together?
- How do you engage your child during everyday activities (e.g., diapering, meals, driving in the car)?
- What happens when your child [cries for a long time, has a tantrum, skips school]?
- How do you let your child know that you love him or her?
- What do you do when your child does something great?

Knowledge of Parenting and Child Development

- What do you like about your child?
- What are some of the things you find challenging as a parent?
- Why do you think your child [cries, eats slowly, says "no," breaks rules]?
- How have you let your child know what you expect?
- How have you seen other parents handle this? What would your parents have done in this situation?
- How do you think your child compares to other children his/her age?

Parental Resilience

- What do you do to take care of yourself and gather strength?
- What kinds of frustrations or worries do you deal with throughout the day? How do you solve these problems as they come up?
- How are you able to meet your children's needs when you are dealing with stress?
- How do you and your spouse or partner support each other in times of stress?
- What are your dreams and goals for yourself and your family? What steps are you taking toward those goals?

Social Connections

- Do you have family members or friends nearby who help out once in a while?
- Do you find it easy or challenging to make friends?
- Would you be interested in meeting other parents who also [have a new baby, have a teenager, like to cook, sing in a choir]?
- What kind of support would you need to be able to get out for an evening?

Concrete Support for Families

- What do you need to be able to [stay in your house, keep your job, pay your heating bill]?
- How have you handled this problem so far? Is it working? Why or why not?
- Are there community groups or other local services that might be able to help?
- Did you know that [local program] provides [free job training, meals on weekends, low-cost child care, etc.]?
- What kind of help do you need to get to these services?

Social and Emotional Competence of Children

- What happens when there is a conflict in your house?
- Are your child's emotions ever hard for you to deal with?
- What kinds of things help your child calm down when he or she is upset?
- How do you talk to your child about feelings?
- How does your child get along with friends?

Protective Factors in Practice

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

Scenario 1

Sandra is a 28-year-old mother of two who has struggled with substance use issues for close to 10 years. She has two children—Kayla, age 4; and Joshua, who is just 9 months old. Although Sandra is no longer with Kayla's father, John, he is still active in their lives and has Kayla 3 days a week.

Joshua's father moved away and is not actively involved in their lives. Sandra and John have a strong coparenting relationship, and John often helps Sandra out with care for both children. Although Sandra's substance use has been a source of tension between the two of them, John has been supportive of her while she has pursued treatment in the past.

When Kayla was 2, a child neglect report was filed on Sandra. Although no case was opened, Sandra viewed it as a wake-up call and successfully completed a 90-day inpatient treatment program for treatment and recovery.

Sandra considers herself to be an engaged mom. She sings songs, plays age-appropriate games with both Kayla and Joshua, and is tuned in to their needs and limits. However, she recognizes that there have been times when drug misuse has negatively impacted her parenting. Recently, Sandra's mother kept Kayla during the week and John kept Kayla on the weekends while Sandra was in inpatient treatment. Kayla had temper tantrums at times. Other times she clung to her grandmother and was afraid that she would leave her.

Once Sandra came home, she remained drug free until recently. Sandra was prescribed painkillers as part of her recovery from Joshua's birth and has been gradually increasing her substance misuse, combining prescription and street drugs. She recognizes the drug misuse is getting in the way of her parenting and work but doesn't know exactly how to stop or where to turn for help.

Consider the degree to which each protective factor is present at the end of the scenario.

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

What other kinds of support might help strengthen this family?

Scenario 2

Zainah is a 23-year-old who recently migrated from Syria with her 3-year-old son, Adnan, and husband, Sayid. The family was forced out of their homeland due to war more than 3 years ago. Initially, they were able to stay with relatives and then spent almost 18 months in a refugee camp. They are newly settled in Minneapolis, where they have some extended family and are connected to the broader Syrian community. Zainah is not working and spends her days at home with Adnan, although recently she has been leaving the house to meet other young mothers from the Syrian community who gather at each other's homes during the day.

As Zainah has been spending more time with other mothers with young children, she has developed concerns about Adnan's slow speech development. Adnan becomes sad and gets frustrated when he can't express himself. Zainah's friend, Sarah, who has a 3-year-old daughter, was the first person she talked to about her worries. Sarah has encouraged Zainah to take Adnan to the doctor to be evaluated. Zainah has been reluctant to do this because she struggles with English, is uncomfortable talking with the doctor, and generally finds the U.S. health-care and social services system overwhelming. Sarah, who has been in the United States since she was 7, speaks English fluently. She has offered to go with Zainah to the doctor's office, to serve as a translator.

Consider the degree to which each protective factor is present at the end of the scenario.

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

What other kinds of support might help strengthen this family?

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

Working Successfully With Community Partners

Everyone has something to contribute to a family-strengthening effort. All sectors of the community need to be aware of the importance of the protective factors and understand how everyone can play a role in building these factors to support families and children. Working with any one of the groups listed on pages 30-33 can be a great way to engage and support more families. However, the more groups that you involve, the more people you will reach and the stronger your community partnership will be. When all members of the community work together as a whole, families feel supported and are better able to nurture and care for their children.

Embrace Diversity

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

- Make your community group welcoming to all by making meeting times and locations flexible and accessible to all. Insist on diversity in leadership.
- Seek to understand the beliefs, values, interests, and concerns of each group with whom you wish to partner. What are their mission and goals, and how will a family-strengthening effort further those goals?
- Different cultures define the concept of "family" in very different ways. Learn about how the different groups in your community define family, and respect the definition of each family, Tribe, or ethnic group.
- Beginning a meeting or workshop with a demonstration of spirituality drawn from one of the cultural groups represented can prepare participants emotionally and mentally for the activities of the day as well as acknowledge the strength of that culture to the entire group.
- Programs that introduce traditional child-rearing practices from various cultures, such as certain Native American Tribes or immigrant groups, may help young parents raise their children in a positive and culturally knowledgeable manner.
- Learn about the importance of cultural responsiveness and what it looks like in practice. Find resources on the FRIENDS website at **https://friendsnrc.org/activities-that-support-collaboration/cultural-responsiveness** and on the Child Welfare Information Gateway website at **https://www.childwelfare.gov/topics/systemwide/diverse-populations/** or **https://www.childwelfare.gov/topics/systemwide/cultural/**.

Suggestions for Community Events

Offer training or workshops about the protective factors to various groups. General talking points can be found in the Spread the Word section of the National Child Abuse Prevention Month microsite (**https://www.childwelfare.gov/topics/preventing/preventionmonth/spread-the-word/**).

Training on the Protective Factors can be found on FRIENDS website Online Learning Center (**https://friendsnrcelearning.remote-learner.net/**) or through the National Alliance Children's Trust Fund at **https://ctfalliance.org/protective-factors/**.

Be sure to customize your presentation to your audience. End by inviting participation on your community family-strengthening council. Audiences might include the following:

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

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

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

Resources for Working With Community Partners

Essentials for Childhood. As a complementary protective factors framework, CDC's Essentials for Childhood Framework provides a step-by-step approach that community partnerships can take to support families and prevent child maltreatment. **https://www.cdc.gov/violenceprevention/childabuseandneglect/essentials.html**.

FRIENDS Collaboration Toolkit. Collective Impact is a proven framework for tackling complex social problems. This toolkit offers descriptions of each of the 10 elements of Collective Impact, along with tools and resources. **https://friendsnrc.org/activities-that-support-collaboration/collaboration-toolkit**.

Building Community, Building Hope Film Series. These films from the National Child Abuse and Neglect Technical Assistance and Strategic Dissemination Center (CANTASD) show real-world collaborative solutions to supporting families under stress. Each comes with a discussion toolkit and supporting materials to foster conversations about what we, as a society, can—and should—do to ensure the safety and well-being of all children and families. **https://cantasd.acf.hhs.gov/bcbh/**.

Tips for Working With Specific Groups

The following are suggestions for ways your agency or organization can build strong families and supportive communities by working with specific groups.

Faith Communities

- Support the development of mentoring programs within congregations for children and families under stress.
- Train religious and lay leaders to recognize signs and symptoms of abuse or neglect, work with victims and their families, and make appropriate referrals.
- Encourage religious leaders to acknowledge publicly that child abuse is a major concern for the faith community and that they are dedicated to supporting families and protecting children.
- For more information about working with faith-based communities, see the Information Gateway web section at **https://www.childwelfare.gov/topics/systemwide/diverse-populations/faith-based/**.

Parents and Caregivers

- Host a community or parent café. For more information, visit **https://cssp.org/wp-content/uploads/2018/08/CAFE-OVERVIEW-2015.pdf**.
- Reach out to community parent councils or forums. Support the development of such councils where they do not currently exist.
- Cohost parent education and support group meetings or offer to bring a meeting to their location.
- Create opportunities for parent volunteers to participate in community activities, such as safety initiatives, after-school programs, mentoring programs, food drives, and other events.
- Ask experienced parent leaders to present at workshops and events and to serve as mentors for families who are just joining your partnership. For more information on parent leadership, see the FRIENDS website at **https://friendsnrc.org/parent-leadership**.

Immigrant and Refugee Families

- Invite immigrants, refugees, and other new Americans to speak to your staff about cultural differences and concerns unique to immigrant families.
- Participate in task forces, collaborations, and partnerships with community-based agencies dedicated to addressing the needs of immigrant families in your community.
- Develop literature in different languages to meet the needs of all families in your community.
- For more information, visit the Office of Refugee Resettlement at **https://www.acf.hhs.gov/orr**.

American Indian/Alaska Native Families

- Within Tribal communities, mutual respect and humility are greatly valued. American Indians and Alaska Natives have rich traditions, and respecting those traditions and being open to Tribal approaches will strengthen relationships. Be upfront about your level of experience working with American Indian/Alaska Native families or Tribes, and be open to listening to what makes each family and Tribe unique and special.
- Establish ongoing communication. Often, Tribes and States communicate only in times of conflict or misunderstanding. Productive working relationships are hinged on the personal relationships of people and regular communication among those people.
- Understand that Tribes are sovereign nations, which simply means that Tribes have, by law, the right to self-governance. Identify avenues for negotiating common interests related to the welfare of children and an understanding of and appreciation for the different government structures.
- For more information, visit **https://www.childwelfare.gov/topics/systemwide/diverse-populations/americanindian/**.

Courts

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

Early Childhood Centers and Schools

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

Business Leaders

- Recruit a high-profile business leader to serve in a leadership role for your community-based partnership. Encourage him or her to challenge fellow business leaders to contribute.
- Publicly recognize companies with family-friendly services and policies, such as onsite child care, paid sick leave, flexible scheduling, telecommuting, and PTO.
- Identify ways that employee volunteer programs could work to support safe and healthy families in the community.
- Ask local businesses to consider family-strengthening messages in their advertising, on menus, or on product packaging.

Military

- Invite family support personnel from local installations or the National Guard to share information about family support resources offered through military-specific programs

and participate in community events and trainings. Locate family support personnel by visiting MilitaryINSTALLATIONS at **https://installations.militaryonesource.mil/**.

- Include military families as a target audience for your marketing materials.
- Create opportunities for military parents to participate as volunteers, mentors, or leaders in community activities that focus on strengthening families. Adjust commitment requirements, as needed, to be sensitive to military personnel schedules and deployments.

Medical Community

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

Policymakers

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

Law Enforcement

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

Substance Use Treatment Agencies

- Ensure that all child-serving agencies in the community understand the disease of addiction and view relapse and recovery as long-term disease management issues. Visit the National Center on Substance Abuse and Child Welfare for more information at **https://www.ncsacw.samhsa.gov/**.

- Establish shared protocols across the community for screening, assessing, and referring families to substance use treatment. When needed, use "warm handoffs" to help families connect with treatment providers.
- Colocate substance use specialists in child welfare offices, dependency courts, and other family-serving agencies.
- Partner with family-centered treatment providers to treat families through a comprehensive strategy that addresses their multifaceted needs.

Mental Health Professionals

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

Domestic Violence Advocates

- Colocate a domestic violence advocate onsite at family-serving agencies. Offer support groups and counseling for victims and children.
- Develop cross-system protocols and partnerships to ensure coordinated services and responses to families experiencing domestic violence.
- Host joint events such as workshops on teen dating violence, awareness or education campaigns, or food and clothing drives for victims and their families.
- For more information, visit the National Resource Center on Domestic Violence at **http://www.nrcdv.org/** or Futures Without Violence at **https://www.futureswithoutviolence.org/children-youth-teens/**.

Building Partnerships Through Media

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

Traditional Versus Social Media

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

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

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

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

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

Developing Your Strategy

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

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

- Whom are we trying to reach? (This will likely include multiple, distinct groups or target

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

audiences. Answer the following questions separately for each group.)

- What types of media are our target audience members most likely to use frequently?
- What goals do we want to achieve? (Goals might range from simply raising awareness to engaging stakeholders in conversation or persuading them to take action.)
- What messages will further our goals?
- What media channels work best for each message and target audience?
- How will we measure our success?

Example

Audience: Teen and young-adult parents

Goal: Strengthen social connections and parenting competencies

Messages: Protective factors

Strategies:

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

Tips for Engaging Media

The following are some basic tips to get you started.

Social Media

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

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

Traditional Media

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

On the Web

The WE CAN series features a set of simple, bold social media messages designed to build awareness and engage the public and partners in child abuse and neglect prevention. The messages, developed by CANTASD, encourage action by providing links to resources and additional information. Share them freely on social media and download them for use in your own emails, newsletters, presentations, or other tools. **https://cantasd.acf.hhs.gov/we-can/**

The CDC has created *The Health Communicator's Social Media Toolkit* to provide information about social media channels and strategies and to share lessons learned from the agency's experience integrating social media into health communication campaigns. **https://www.cdc.gov/socialmedia/tools/guidelines/socialmediatoolkit.html**

Learn more about social media on the Child Welfare Information Gateway webpage, Using Social Media in Child Welfare, at **https://www.childwelfare.gov/topics/management/workforce/tools/socialmedia/**.

Chapter 4: Protecting Children

Understanding Child Abuse and Neglect

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

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

What Is Child Abuse and Neglect?

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

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

- **Neglect** is failure to provide for a child's basic needs.
- **Physical abuse** is physical injury as a result of hitting, kicking, shaking, burning, or otherwise harming a child.
- **Sexual abuse** is any situation where a child is used for sexual gratification. This may include indecent exposure, fondling, rape, or commercial exploitation through prostitution or the production of pornographic materials.
- **Emotional abuse** is any pattern of behavior that impairs a child's emotional development or sense of self-worth, including constant criticism, threats, and rejection.
- **Trafficking** is another type of child maltreatment. States are required to consider any child who is identified as a victim of sex trafficking or severe forms of trafficking (as defined in the Trafficking Victims Protection Act) as a victim of "child abuse and neglect" and "sexual abuse." The term "sex trafficking" means the recruitment, harboring, transportation, provision, or obtaining of a person for the purpose of a commercial sex act. The term "severe forms of trafficking in persons" means sex trafficking in which a commercial sex act is induced by force, fraud, or coercion, or in which the person induced to perform such act has not attained 18 years of age.

Why Does Child Abuse Occur?

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

greater. Some of the most common risk factors include the following:

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

These circumstances, combined with the inherent challenges of raising children, can result in otherwise well-intentioned parents causing their children harm or neglecting their needs. On the other hand, evidence shows that the great majority of families who experience these circumstances will not abuse or neglect their children. Protective factors, such as the ones discussed in this Resource Guide, act as buffers to help many families who are under stress parent effectively.

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

In Federal fiscal year (FFY) 2017, the most recent year for which national child maltreatment statistics are available, about 4.1 million reports were made to child protective services concerning the safety and well-being of approximately 7.5 million children.

As a result of these reports, a nationally estimated 674,000 (unique count) children were found to be victims of child abuse or neglect. (Unique count is defined as counting each child only once regardless of the number of reports of abuse and neglect.) Of these children, three-quarters (74.9 percent) were neglected, more than 18 percent (18.3 percent) were physically abused, and fewer than 10 percent (8.6 percent) were sexually abused.

Child deaths are the most tragic results of maltreatment. In FFY 2017, an estimated 1,720 children died due to abuse or neglect. Of the children who died, and for whom child-specific data were reported, 75.4 percent suffered neglect and 41.6 percent suffered physical abuse either exclusively or in combination with another maltreatment type.[1]

What Are the Consequences?

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

[1]Statistics on this page are taken from the U.S. Department of Health and Human Services, Children's Bureau. (2019). *Child Maltreatment 2017.* Retrieved from **https://www.acf.hhs.gov/cb/research-data-technology/statistics-research/child-maltreatment**.

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

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

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

In addition to the impact on the child and family, child abuse and neglect affect the community as a whole—including medical and mental health services, law enforcement, judicial, public social services, and nonprofit agencies—as they respond to incidents and support victims. The CDC estimates that the confirmed cases of child maltreatment from just 1 year cost the nation approximately $124 billion over the victims' lifetime.[2]

What Are the Warning Signs?

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

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

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

[2]Fang, X., Brown, D. S., Florence, C. S., & Mercy, J. A. (2012). The economic burden of child maltreatment in the United States and implications for prevention. *Child Abuse & Neglect*, *36*(2), 156–165.

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

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

Most States have a toll-free number for reporting. To find out how to make a report in your State, see the Information Gateway publication *State Child Abuse and Neglect Reporting Numbers*, at **https://www.childwelfare.gov/organizations/?CWIGFunctionsaction=rols:main.dspList&rolType=Custom&RS_ID=5**.

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

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

Reporting the situation may protect the child and get additional help for the family.

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

On the Child Welfare Information Gateway Website

Find more information about:

- Definitions of child abuse and neglect: **https://www.childwelfare.gov/topics/can/defining/**
- Risk and protective factors for child abuse: **https://www.childwelfare.gov/topics/can/factors/**
- Child abuse and neglect statistics: **https://www.childwelfare.gov/topics/systemwide/statistics/can/**
- Identification of child abuse & neglect: **https://www.childwelfare.gov/topics/can/identifying/**
- Responding to child abuse and neglect: **https://www.childwelfare.gov/topics/responding/**

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

Children who have experienced abuse or neglect need support from caring adults who understand the impact of trauma and how to help. Consider the following suggestions (see "Adverse Childhood Experiences and Well-Being," on page 42, and the tip sheet, "Helping Your Child Heal From Trauma," on page 95, for more information):

- Help children feel safe. Support them in expressing and managing intense emotions.
- Help children understand their trauma history and current experiences (for example, by helping them understand that what happened was not their fault or helping them see how their current emotions might be related to past trauma).

- Assess the impact of trauma on the child and address any trauma-related challenges in the child's behavior, development, and relationships.
- Support and promote safe and stable relationships in the child's life, including supporting the child's family and caregivers if appropriate. Often parents and caregivers have also experienced trauma. See "Working With Parents Who Have a History of Trauma" on page 44.
- Manage your own stress. Providers who have histories of trauma themselves may be at particular risk of experiencing secondary trauma symptoms. Find more information on the Information Gateway website at **https://www.childwelfare.gov/topics/responding/trauma/secondary/**.
- Refer the child to trauma-informed services, which may be more effective than generic services that do not address trauma.

On the Web

Impact of Child Abuse & Neglect (Information Gateway): **https://www.childwelfare.gov/topics/can/impact/**

Adverse Childhood Experiences Resources (CDC): **https://www.cdc.gov/violenceprevention/acestudy/resources.html**

Adverse Childhood Experiences and Well-Being

What Are ACEs?

ACEs are traumatic events occurring before age 18. ACEs include all types of abuse and neglect as well as parental mental illness, substance use, divorce, incarceration, and domestic violence.

A landmark study in the 1990s found a significant relationship between the number of ACEs a person experienced and a variety of negative outcomes in adulthood, including poor physical and mental health, substance use, and risky behaviors. The more ACEs experienced, the greater the risk for these outcomes.[3]

By definition, children in the child welfare system have suffered at least one ACE. Recent studies have shown that, in comparison to the general population, these children are far more likely to have experienced at least four ACEs (42 percent vs. 12.5 percent).[4]

State Example: Building Strong Brains Tennessee

Building Strong Brains Tennessee is a statewide effort to establish a national model for how States can promote culture change in their agencies regarding early childhood. It is based on the idea that preventing and mitigating ACEs and their impact is the most promising approach to helping children lead productive, healthy lives and ensuring a State's future prosperity.

The initiative organized leaders from all three branches of State government, as well as from businesses, advocacy groups, insurers, academia, providers, faith communities, and nonprofit foundations, into public- and private-sector steering groups to guide implementation and provide leadership at the State, regional, and community levels. The following are the goals of the initiative:

- Increase the potential that every child born in Tennessee has the opportunity to lead a healthy, productive life
- Raise public awareness about ACEs
- Impact public policy in Tennessee so that it supports prevention of ACEs and reduction of community conditions that contribute to them
- Support innovative local and State projects that offer fresh thinking and precisely measure their impact in addressing ACEs and toxic stress in children
- Embrace open, responsive governance

One of the initiative's early goals was to seek sustainable funding to ensure the State maintains a long-term commitment to reducing the impact of ACEs. The Governor recommended and the legislature appropriated $2.45 million in the recurring budget as of FY 2019.

For more information, contact:

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615.253.3119
Mary. E. Rolando@tn.gov
https://www.tn.gov/dcs/program-areas/child-health/aces.html

[3]Centers for Disease Control and Prevention. (2016). About the CDC-Kaiser ACE Study, Major Findings [Webpage]. Retrieved from **https://www.cdc.gov/violenceprevention/acestudy/about.html**.

[4]ACEs in young children involved in the child welfare system. Retrieved from **http://www.flcourts.org/core/fileparse.php/517/urlt/ACEsInYoungChildrenInvolvedInTheChildWelfareSystem.pdf**; Centers for Disease Control and Prevention. (2016). About the CDC-Kaiser ACE Study, Data and Statistics [Webpage]. Retrieved from **https://www.cdc.gov/violenceprevention/acestudy/about.html**.

How Can Programs Use This Information to Help Children?

Research about the lifelong impact of ACEs underscores the urgency of prevention activities to protect children from these and other early traumas. When children do experience trauma, understanding the impact of ACEs can lead to more trauma-informed interventions that help to mitigate negative outcomes.

Many communities are now exploring how a focus on reducing ACEs can help prevent child maltreatment, produce healthier outcomes for children and families, and save costs down the road.

CBCAP State Example: Wyoming Children's Trust Fund

The Wyoming Children's Trust Fund (WYCTF) focuses on collaborative efforts to ensure sufficient and efficient use of prevention funds statewide. To coordinate services for families, WYCTF reaches out to agencies and community partners with similar missions and services to discuss the systemic impacts of ACEs as well as early exposure to trauma, prevention programming, streamlining funding, and data collection and analysis.

WYCTF recently partnered with Wyoming Kids First, a statewide nonprofit focused on early care and education at the community level, on a new initiative to educate communities about ACEs. Together, the partners sponsored an ACE Interface Train the Master Trainer program. This program provides licensed materials, training, and an implementation process for a large-scale ACEs education campaign that is based on person-to-person interaction and community engagement. Trained presenters use a flexible script, a PowerPoint presentation, and background information that has been reviewed by national content experts, improved through field experience, and proven effective with diverse audiences. WYCTF will serve as the host agency for the 3 years of program implementation.

Thirty slots for master trainers were offered in September 2017; these were filled through intentional outreach to organizations and individuals who represented geographical and professional diversity. Those trainers will then offer trainings to educate Wyoming communities and agencies about the importance of understanding early trauma and provide communities with a common language and tools to mobilize prevention initiatives.

For more information:

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http://wyctf.org

Working With Parents Who Have a History of Trauma

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

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

How Does Trauma Affect Parents?

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

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

How Can Workers Help?

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

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

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

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

On the Web

For more information, visit:

- Trauma-Informed Practice (Information Gateway): **https://www.childwelfare.gov/topics/responding/trauma/**
- *Intergenerational Patterns of Child Maltreatment: What the Evidence Shows* (Information Gateway): **https://www.childwelfare.gov/pubs/issue-briefs/intergenerational/**
- The National Child Traumatic Stress Network: **http://www.nctsn.org/**

Supporting Immigrant and Refugee Families

Families who immigrate to the United States bring skills, talents, and cultural traditions that can enrich their new communities. However, immigrant families also face stressors that may, in some cases, threaten their children's safety and well-being. Practitioners can support families new to America in ways that build hope, strengthen communities, and improve the well-being of children and youth.

Strengths and Challenges

Leaving behind one's home, friends, family, and community for life in a new country requires tremendous courage. Immigrant parents demonstrate a strong determination to overcome challenges and create a better life for themselves and their children. Other strengths found in many immigrant families include the following:

- Strong work ethic and high aspirations
- Belief in the importance of education
- Close-knit families, including extended family members who often live in the same house or nearby to help with child-rearing responsibilities
- Cohesive communities of fellow immigrants from the same country of origin

Despite these strengths, which serve as protective factors for children, families that are new to America also face unique challenges that may cause considerable stress:

- Some families are not able to migrate together. They may face long periods during which parents are separated from their spouses and/or children.
- If family members have been separated, when reunited they may have difficulty settling into new family dynamics and roles.
- Family conflict can arise if children learn English and assimilate to their new culture faster than their parents.
- Some immigrant families have fled dangerous or violent situations in their home countries. Parents and children can have trauma-related issues that, if not addressed, may cause further stress in their daily lives.
- Families sometimes face discrimination and racism in their new communities.
- Language or cultural barriers may result in the parents having difficulty finding employment or being significantly underemployed with low wages and no benefits.
- Poverty may result in lack of access to quality health care, educational resources, or other needed services, leading to children's poor health and/or school failure.

How Workers Can Help

Practitioners who are aware of the obstacles that immigrant children, youth, and families face are better able to employ strategies that help ensure immigrant families receive the services they need to stay together and thrive. Consider the following:

- **Participate in cultural competency trainings.** These trainings help staff become aware of their own cultural biases and develop the knowledge and skills needed to interact effectively with people of different cultures. Consider each family's unique strengths and protective factors as well as risks.
- **Recognize the importance of a child's extended family.** Many immigrant groups consider family members beyond the traditional nuclear family to be central to their family dynamics, including nonrelatives who are seen as kin. Include members of a child's extended family in meetings and discussions about the child's well-being. Advocate for kinship care if children must be separated from their parents to prevent loss of cultural identity and language.
- **Learn about immigrant issues and policies.** Be aware of the ways that immigration policy may affect family functioning, including parents' ability to access needed services due to legal status and what happens to children if their parents are detained or deported.
- **Establish partnerships with community-based agencies that have experience working with immigrant families.** Participate in task forces and collaborations dedicated to immigrant issues. Create opportunities for the immigrant parents you serve to participate alongside you on these committees.
- **Tap into a range of resources to help eligible families receive concrete assistance.** Help eligible families apply for services such as the Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance to Needy Families (TANF), or Medicaid. Collaborate with other community organizations to make referrals for immigrant families who may be struggling to find clothing, school supplies, food, and other basic needs.
- **Recruit and promote minority and bilingual staff.** Develop literature in different languages and ensure trained and culturally competent translators/interpreters are available to meet the needs of the families you serve.
- **Screen parents and children for trauma.** Trauma can result from dangerous conditions in the family's home country, periods of family separation, or even the immigration experience itself. Implement or refer families to evidence-based trauma-informed programs whenever possible.

On the Web

For more information and resources, visit:

- Immigration and Child Welfare (Information Gateway): **https://www.childwelfare.gov/topics/systemwide/diverse-populations/immigration/**
- The Center on Immigration and Child Welfare: **http://cimmcw.org/**

Human Trafficking of Children

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

Although community-based services for family support and child abuse prevention are not specifically designed to respond to child trafficking, efforts to prevent and respond to child trafficking are emerging. In addition, abused and neglected children experience circumstances that can make them more vulnerable to targeting and recruitment by traffickers and pimps.

What Is Human Trafficking?

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

Child trafficking may involve the following:

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

How to Identify a Victim of Human Trafficking

Every human trafficking case is different. Consider the possibility of human trafficking when a child or youth exhibits the following behaviors:

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

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

- A sudden change in clothing, personal hygiene, relationships, or possessions
- Behavior that is uncharacteristically promiscuous, or references to sexual situations that are not age appropriate
- A "boyfriend" or "girlfriend" who is noticeably older
- Attempts to conceal recent scars

A victim of **labor trafficking** may exhibit the following behaviors:

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

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

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

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

Community Efforts to Respond to Human Trafficking

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

No single agency working alone can successfully combat this issue. Identifying, assessing, protecting, and serving victims of trafficking

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

Child Welfare Information Gateway offers two products on human trafficking, which include background information about the issue, its scope and relevant Federal legislation and initiatives, and strategies that agencies can implement to address the trafficking of children. State and local policy and program examples also are provided:

- *Human Trafficking and Child Welfare: A Guide for Caseworkers* **https://www.childwelfare.gov/pubs/trafficking-caseworkers/**
- *Human Trafficking and Child Welfare: A Guide for Child Welfare Agencies* **https://www.childwelfare.gov/pubs/trafficking-agencies/**

Additional resources on addressing and responding to human trafficking include the following:

- Human Trafficking (Information Gateway): **https://www.childwelfare.gov/topics/systemwide/trafficking/**
- Runaway and Homeless Youth Training & Technical Assistance Center: **https://www.acf.hhs.gov/fysb/programs/runaway-homeless-youth/programs/rhyttac**
- National Human Trafficking Hotline: **https://humantraffickinghotline.org/**
- Office on Trafficking in Persons (Administration for Children and Families): **http://www.acf.hhs.gov/otip**
- Anti-Trafficking in Persons Programs: **https://www.acf.hhs.gov/orr/programs/anti-trafficking/about**
- Human Trafficking (Office for Victims of Crime): **https://www.ovcttac.gov/views/HowWeCanHelp/dspHumanTrafficking.cfm**
- Human Trafficking in America's Schools (National Center on Safe Supportive Learning Environments): **http://safesupportivelearning.ed.gov/human-trafficking-americas-schools**
- Human Trafficking (U.S. Department of Homeland Security): **https://www.dhs.gov/topic/human-trafficking**

Chapter 5:
Tip Sheets for Parents and Caregivers

The following pages contain tip sheets on specific parenting issues. Spanish versions are provided for all resources in this section. Tip sheets are designed for service providers to distribute to parents and caregivers in the context of a particular concern or question. The tip sheets are not intended to tell the whole story; they merely provide a starting point for a discussion between parent and provider that is grounded in the protective factors. The information is easy to read and focuses on concrete steps that parents can take to strengthen their family.

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

Tip sheets address the following topics:

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

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

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

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

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

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

Finding Housing Help for Your Family—Directs families to valuable resources to understand affordable housing and other available resources.

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

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

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

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

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

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

Building Resilience in Children and Teens—Provides tips for helping children learn to cope and recover from difficulties.

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

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

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

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

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

Parenting After Domestic Violence—Provides information about the effects of domestic violence on children and encourages parents to help their children feel safe and secure.

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

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

Preparing Your Family for an Emergency—Outlines the components of a family emergency preparedness plan for various types of disasters.

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

Tip sheets can be downloaded individually for distribution at **https://www.childwelfare.gov/topics/preventing/preventionmonth/resources/tip-sheets/**.

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

How to Develop Supportive Communities

What's Happening

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

What You Might Be Seeing

Supportive communities that are nurturing to families will have the following:

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

What You Can Do

Baby Steps

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

Small Steps

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

Big Steps

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

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

To learn more about protective factors that support child and family well-being, visit **https://www.childwelfare.gov/topics/preventing/promoting/protectfactors/**. This tip sheet was created with input from experts in national organizations that work to prevent child maltreatment and promote well-being. At **https://www.childwelfare.gov/topics/preventing/preventionmonth/resources/tip-sheets/**, you can download this tip sheet and get more parenting tips.

Cómo desarrollar comunidades de apoyo

Lo que está pasando

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

Lo que usted podría estar observando

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

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

Lo que usted puede hacer

Pasitos de bebé

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

Pequeños pasos

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

Grandes pasos

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

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

* Para obtener más información sobre los factores de protección que apoyan al bienestar de los niños y las familias, visite **https://www.childwelfare.gov/topics/preventing/promoting/protectfactors/** (en inglés). Esta hoja de consejos se creó con información de expertos de organizaciones nacionales que trabajan para prevenir el maltrato de menores y promover su bienestar. Usted puede descargar esta hoja de consejos y obtener más consejos sobre la crianza en **https://www.childwelfare.gov/topics/preventing/preventionmonth/resources/tip-sheets/** o llamando al 800.394.3366.

Keeping Your Family Strong

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

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

Protective Factor and What It Means	What You Can Do
Nurturing and Attachment: • Our family shows how much we love each other.	• Take time at the end of each day to connect with your children with a hug, a smile, a song, or a few minutes of listening and talking. • Find ways to engage your children while completing everyday tasks (meals, shopping, driving in the car). Talk about what you are doing, ask them questions, or play simple games (such as "I spy").
Knowledge of Parenting and Child Development: • I know parenting is part natural and part learned. • I am always learning new things about raising children and what they can do at different ages.	• Explore parenting questions with your family doctor, your child's teacher, family, or friends. • Subscribe to a magazine, website, or online newsletter about child development. • Take a parenting class at a local community center (these often have sliding fee scales). • Sit and observe what your child can and cannot do. • Share what you learn with anyone who cares for your child.
Parental Resilience: • I have courage during stress and the ability to bounce back from challenges.	• Take quiet time to reenergize: take a bath, write, sing, laugh, play, drink a cup of tea. • Do some physical exercise: walk, stretch, do yoga, lift weights, dance. • Share your feelings with someone you trust. • Surround yourself with people who support you and make you feel good about yourself.

Protective Factor and What It Means	What You Can Do
Social Connections: • I have friends, family, and neighbors who help out and provide emotional support.	• Participate in neighborhood activities such as potluck dinners, street fairs, picnics, or block parties. • Join a playgroup or online support group of parents with children at similar ages. • Find a church, temple, or mosque that welcomes and supports parents.
Concrete Supports for Parents: • Our family can meet our day-to-day needs, including housing, food, health care, education, and counseling. • I know where to find help if I need it.	• Make a list of people or places to call for support. • Ask the director of your child's school to host a Community Resource Night, so you (and other parents) can see what help your community offers. • Dial 2-1-1 to find out about organizations that support families in your area.
Social and Emotional Competence of Children: • My children know they are loved, feel they belong, and are able to get along with others.	• Provide regular routines, especially for young children. Make sure everyone who cares for your child is aware of your routines around mealtimes, naps, and bedtime. • Talk with your children about how important feelings are. • Teach and encourage children to solve problems in age-appropriate ways.

This tip sheet was created with information from experts in national organizations that work to prevent child maltreatment and promote well-being, including the Strengthening Families Initiatives in New Jersey, Alaska, and Tennessee. At **https://www.childwelfare.gov/topics/preventing/preventionmonth/resources/tip-sheets/**, you can download this tip sheet and get more parenting tips, or call 800.394.3366.

Cómo mantener a su familia fuerte

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

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

Factor de protección y lo que significa	Lo que usted puede hacer
Crianza afectiva y apego: • Nuestra familia se demuestra cuánto nos amamos mutuamente.	• Tome tiempo al final del día para conectarse con sus hijos con un abrazo, una sonrisa, una canción o unos pocos minutos escuchándoles y hablando con ellos. • Consiga formas de involucrar a sus hijos mientras completan tareas cotidianas (con las comidas, las compras, en el carro). Hable sobre lo que está haciendo, hágales preguntas o jueguen juegos simples (como “yo veo”).
Conocimientos sobre la crianza y el desarrollo de los niños: • Yo sé que la crianza es parcialmente natural y parcialmente aprendida. • Estoy aprendiendo siempre cosas nuevas sobre la crianza de niños y lo que ellos pueden hacer a diferentes edades.	• Explore preguntas sobre la crianza con su doctor de cabecera, el maestro de su hijo, sus familiares o amigos. • Suscríbase a una revista, sitio web o boletín informativo en línea sobre el desarrollo de los niños. • Tome un curso sobre la crianza en un centro comunitario local (éstos a menudo tienen una escala móvil de costos). • Siéntese y observe lo que su hijo puede y no puede hacer. • Comparta los que aprenda con toda persona que cuide de su hijo.
Resiliencia de los padres: • Tengo valor durante situaciones de estrés y la capacidad de sobreponerme de los retos.	• Tome tiempo tranquilo para recargar energías: tome un baño, escriba, cante, ríase, juegue, tome una taza de té. • Haga un poco de ejercicio físico: camine, estire los músculos, practique yoga, levante pesas, baile. • Comparta sus sentimientos con alguien en quien confíe. • Rodéese de personas que lo apoyan y le hacen sentir bien.

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

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

Making Healthy Connections With Your Family

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

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

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

Eating Well

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

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

Physical Activity

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

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

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

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

Haciendo conexiones saludables con su familia

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

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

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

La alimentación saludable

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

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

La actividad física

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

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

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

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

Feeding Your Family

What's Happening

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

What You Might Be Seeing

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

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

What You Can Do

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

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

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

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

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

Cómo alimentar a su familia

Lo que está pasando

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

Lo que usted podría estar observando

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

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

Lo que usted puede hacer

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

- El Programa de Asistencia Nutricional Suplementaria (Supplemental Nutrition Assistance Program, o SNAP, por sus siglas en inglés), antiguamente conocido como cupones para alimentos, es un programa que ayuda a las familias de bajos ingresos a pagar por los alimentos. Para más información (en español), visite **http://www.fns.usda.gov/es/snap/para-presentar-la-solicitud**.
- El Programa Para Mujeres, Bebés y Niños (Women, Infants, and Children program, o WIC, por sus siglas en inglés), ofrece ayuda a corto plazo para mujeres de bajos ingresos, bebes y niños jóvenes. Para más información, vea la página del USDA en inglés (**http://www.fns.usda.gov/wic/who-gets-wic-and-how-apply**) o en español (**https://www.fns.usda.gov/es**).
- El Programa Nacional de Almuerzos Escolares (National School Lunch and Breakfast Programs, en inglés) proporciona comidas gratis o a costo reducido para niños en muchas escuelas. Solicite los beneficios en la escuela de su hijo o visite la página web del USDA en inglés (**https://www.fns.usda.gov/nslp/national-school-lunch-program-nslp**) o en español (**https://www.fns.usda.gov/es/nslp/programa-nacional-de-almuerzos-escolares**).
- El Programa de Servicio de Alimentos de Verano (Summer Food Service Program, en inglés) proporciona comidas saludables gratis para niños y adolescentes durante el verano en zonas de bajos ingresos. Para más información, vea la página del USDA en inglés (**https://www.fns.usda.gov/sfsp/summer-food-service-program**) o en español (**https://www.fns.usda.gov/es/sfsp/programa-de-servicio-de-alimentos-de-verano**).

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

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

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

Managing Stress

What's Happening

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

What You Might Be Seeing

Some signs that you are stressed include the following:

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

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

What You Can Do

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

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

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

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

Manejando el estrés

Lo que está pasando

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

Lo que usted podría estar observando

Algunos indicios de que podría estar estresado incluyen:

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

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

Lo que usted puede hacer

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

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

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

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

Managing Your Finances

What's Happening

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

What You Might Be Seeing

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

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

What You Can Do

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

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

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

This tip sheet was adapted using information from the National Foundation for Credit Counseling (**http://www.nfcc.org/**). At **https://www.childwelfare.gov/topics/preventing/preventionmonth/resources/tip-sheets/**, you can download this tip sheet and get more parenting tips, or call 800.394.3366.

Manejando sus finanzas

Lo que está pasando

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

Lo que usted podría estar observando

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

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

Lo que usted puede hacer

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

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

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

Esta hoja de consejos fue adaptada usando información de la Fundación Nacional Para el Asesoramiento Crediticio (National Foundation for Credit Counseling, **https://debtrelief.nfcc.org/hispanic/es/**). Usted puede descargar esta hoja de consejos y obtener más consejos sobre la crianza en **https://www.childwelfare.gov/topics/preventing/preventionmonth/resources/tip-sheets/** o llamando al 800.394.3366.

Finding Housing Help for Your Family

What Is Affordable Housing?

Safe, stable housing is important for children's health and well-being. A home is considered affordable when you can pay your rent or mortgage and still have money for food, gas, clothes, and other needs.

It may be challenging to find safe and affordable housing in some communities. The following information can help you locate available resources in your community.

How Can You Find Housing Help in Your Community?

Help is available for your family. Below are information and resources that may be helpful to find affordable housing:

- **Your local public housing agency** manages rentals for low-income families. They also offer vouchers that can be used to pay all or part of your rent. Find your local agency at **http://portal.hud.gov/hudportal/HUD?src=/program_offices/public_indian_housing/pha/contacts**.
- **Subsidized housing providers** offer lower rent for low-income families. You will need to apply to each complex directly. Search by State at **http://www.hud.gov/apps/section8/index.cfm**. Most places will have waiting lists, so it's a good idea to apply everywhere you qualify. Keep a list of where you've applied and be sure to let them all know if you move or change your phone number.
- **Housing counselors** in your area can be found online (**http://www.hud.gov/offices/hsg/sfh/hcc/hcs.cfm**) or by calling 1.800.569.4287.
- **Transitional housing options** can help families recover from a crisis, such as homelessness, domestic violence, or addiction. Visit **211.org** for help finding transitional housing and other resources in your area.
- **Homebuyer assistance programs** through your city's housing department can help if you are ready to think about buying a home. If you already own your home but are struggling to make your payments, visit **https://www.makinghomeaffordable.gov/pages/default.aspx**.

If Your Family Is Homeless

- **The Homeless Shelter Directory** (**http://www.homelessshelterdirectory.org/**) offers a list of shelters and organizations that can help in every State. Click on the Resources tab for links to free medical and dental care, food pantries, low-income housing, income support, and more.
- **The National Center for Homeless Education** (**http://www.serve.org/nche**) can explain your child's education rights while your family is homeless.

Encontrando ayuda de vivienda para su familia

¿Qué es la vivienda asequible?

Viviendas estables y seguras son importantes para la salud y el bienestar de los niños. Un hogar se considera asequible cuando usted puede pagar su renta o hipoteca y todavía tener dinero para comida, gasolina, ropa y otras necesidades.

Los costos altos o ingresos bajos pueden obligar a familias a quedarse con sus familiares o amigos o a vivir en hogares inseguros o llenos de gente. Sin embargo, es posible encontrar viviendas seguras y asequibles en cada comunidad.

¿Cómo puede encontrar ayuda de vivienda en su comunidad?

Hay ayuda disponible para su familia. A continuación encontrará información y recursos que pueden ayudarle a encontrar una vivienda asequible:

- **Su agencia de vivienda pública local** maneja alquileres para familias de bajos ingresos. También ofrece vales que se pueden usar para pagar toda o parte de su renta. Encuentre su agencia local en **https://portal.hud.gov/hudportal/HUD?src=/program_offices/public_indian_housing/pha/contacts** (página web en inglés). Para más información acerca de los vales de elección de vivienda, vea **https://portal.hud.gov/hudportal/HUD?src=/espanol/topics/factsheet** (página web en español).
- **Los proveedores de viviendas subvencionadas** ofrecen alquileres más bajos para inquilinos de bajos recursos. Tendrá que mandar su solicitud a cada complejo directamente. Realice una búsqueda por Estado en **http://www.hud.gov/apps/section8/index.cfm** (en inglés). Es buena idea solicitar en todos los complejos donde califique, pues la mayoría de ellos tendrán una lista de espera. Mantenga una lista de los lugares a los cuales ha mandado solicitudes, y asegúrese de notificarles si se muda o cambia su número de teléfono.
- **Puede conseguir consejeros de vivienda** en su área por Internet (**https://www.hud.gov/offices/hsg/sfh/hcc/hcs.cfm**, página en inglés) o llamando al 1.800.569.4287.
- **Las opciones de vivienda de transición** pueden ayudar a las familias a recuperarse de una crisis, como la falta de vivienda, la violencia doméstica o la adicción. Visite **211.org** (disponible en español) si necesita ayuda para encontrar vivienda de transición y otros recursos en su área.
- **Los programas de asistencia para compradores de viviendas**, disponibles a través del departamento de vivienda de su ciudad, le pueden brindar ayuda si usted está pensando comprar un hogar. Si usted ya es dueño de su hogar pero está teniendo dificultades para hacer sus pagos, visite **https://www.makinghomeaffordable.gov/spanish/pages/default.aspx** (disponible en español).

Si su familia está sin hogar

- **El Homeless Shelter Directory** (**http://www.homelessshelterdirectory.org/**) ofrece una lista de albergues y organizaciones que pueden ayudarle en cada Estado. Haga clic en la pestaña llamada "Resources" para encontrar enlaces a cuidado médico y dental gratuito, dispensas de alimentos, vivienda y subsidios para personas de bajos ingresos y más. (Página web sólo disponible en inglés).
- **El National Center for Homeless Education** (**http://www.serve.org/nche**) puede explicarle los derechos de educación de su hijo mientras su familia este sin hogar. (Página web sólo disponible en inglés).

Bonding With Your Baby

What's Happening

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

What You Might Be Seeing

Most babies:

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

What You Can Do

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

Here are some ways to promote bonding:

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

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

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Cómo fortalecer los lazos de afecto con su bebé

Lo que está pasando

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

Lo que usted podría estar observando

La mayoría de los bebés:

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

Lo que usted puede hacer

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

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

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

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

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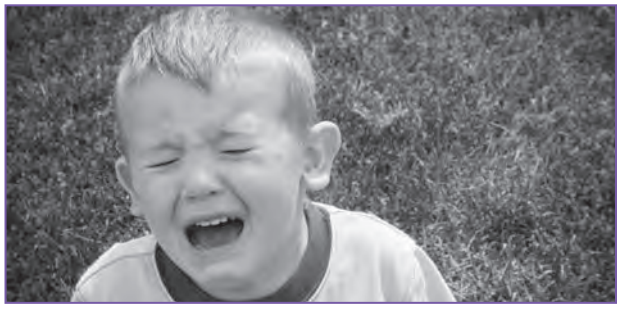
Dealing With Temper Tantrums



What's Happening

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

What You Might Be Seeing

Most toddlers:

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

What You Can Do

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

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

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

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

The U.S. Centers for Disease Control and Prevention website provides additional information and tips for parents of toddlers and preschoolers at **http://www.cdc.gov/parents/essentials/index.html**.

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

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Cómo lidiar con los berrinches

Lo que está pasando

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

Lo que usted podría estar observando

La mayoría de los niños pequeños:

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

Lo que usted puede hacer

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

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

Si no puede prevenir un berrinche, pruebe estas sugerencias:

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

El sitio web de los Centros para el Control y la Prevención de Enfermedades ofrece información y consejos adicionales para los padres de niños pequeños y en edad preescolar, disponible en inglés (**http://www.cdc.gov/parents/essentials/index.html**) y español (**https://www.cdc.gov/parents/spanish/essentials/index.html**).

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

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Parenting Your School-Age Child

What's Happening

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

What You Might Be Seeing

Normal school-age children:

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

What You Can Do

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

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

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Cómo criar a su hijo en edad escolar

Lo que está pasando

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

Lo que usted podría estar observando

Los niños normales en edad escolar:

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

Lo que usted puede hacer

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

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

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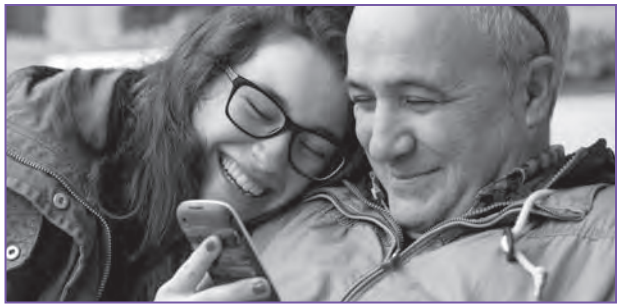
Connecting With Your Teen



What's Happening

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

What You Might Be Seeing

Normal teen development:

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

What You Can Do

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

Tips to keep in mind:

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

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

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Cómo relacionarse con su hijo adolescente

Lo que está pasando

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

Lo que usted podría estar observando

Los adolescentes normales:

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

Lo que usted puede hacer

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

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

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

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Parenting Your Child With Developmental Delays and Disabilities

What's Happening

Children develop at different rates. But there are some skills that children are expected to develop by certain ages. When children do not reach these milestones within the expected timeframe (or at all), parents and caregivers may worry.

What You Might Be Seeing

Parents and primary caregivers are in the best position to see any problems with their child's development that may require action. Some differences between children are normal, but others may be signs of developmental delays or disabilities. These can occur in any of the following areas:

- Using large groups of muscles to roll over, sit up, stand, walk, run, etc.
- Using hands to eat, draw, dress, play, or write
- Speaking, using gestures, and understanding what others say
- Thinking skills such as learning, understanding, problem-solving, and remembering
- Relating to family, friends, and teachers; cooperating; and responding to the feelings of others

What You Can Do

First Steps

- If you are worried about your child, tell someone who can help you get answers. Don't accept others dismissing your concerns. You know your child and are his or her best advocate.
- If your child starts to not be able to do things he or she could do in the past, have him or her seen by a doctor right away. Ask for a "developmental screening."
- At your child's screening, if you don't understand the words used to describe your child, be sure to ask "What does that mean?"

Next Steps

- If your child is diagnosed with a developmental delay or disability, remember that you are not alone. Seek out other families of children with special needs, including those with your child's disability. Find or start a support group in your area. For more information, visit **https://www.parentcenterhub.org/parentgroups/**.
- Learn about your child's special needs and options for treatment. Begin treatment as early as possible so your child can make the best possible progress.
- Ask your doctor for referrals to professionals and agencies that will help your child. Some services for your child may also benefit your entire family.

Ongoing Strategies

- Take a break when you need it. Give yourself time to connect with supportive family members and friends. You will be a better champion for your child when you take the time to care of yourself.
- Don't let your child's challenges become your family's entire focus. Seeing your child grow and develop as part of the family is one of the great pleasures of being a parent.

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

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Cómo criar a su hijo con retrasos de desarrollo y discapacidades

Lo que está pasando

Los niños se desarrollan a diferentes ritmos. Sin embargo, hay capacidades o hitos de desarrollo que se espera que los niños desarrollen a determinadas edades. Cuando los niños no alcanzan los hitos dentro de los marcos de tiempo esperados o cuando sencillamente no ocurren, los padres y los proveedores de cuidado pueden preocuparse.

Lo que usted podría estar observando

Los padres y proveedores de cuidado primarios están en la mejor situación para notar cualquier problema que esté ocurriendo en el desarrollo de su hijo y que pueda requerir una acción. Algunas diferencias entre los niños son normales, pero otras pueden ser señales de retrasos en el desarrollo o de discapacidades. Estas pueden ocurrir en cualquiera de las siguientes áreas:

- Usar grupos mayores de músculos para darse la vuelta, sentarse, pararse, caminar, correr, etc.
- Usar las manos para comer, dibujar, vestirse, escribir o jugar
- Hablar, usar gestos y comprender lo que los demás dicen
- Habilidades de pensamiento incluyendo el aprendizaje, la comprensión, la resolución de problemas y la memoria
- Relacionarse con la familia, los amigos y los maestros; cooperar y responder a los sentimientos de otros

Lo que usted puede hacer

Primeros pasos

- Si está preocupado por su hijo, dígaselo a alguien que pueda ayudarle a obtener respuestas. No acepte que otros descarten sus preocupaciones. Usted conoce a su hijo y es su mejor defensor.
- Si el niño comienza a no poder hacer cosas que podía hacer antes, llévelo de inmediato a un médico y pida que se haga una evaluación de desarrollo (en inglés, un “developmental screening”).
- Durante la evaluación, si usted no entiende la terminología utilizada para evaluar o describir a su hijo, asegúrese de preguntar “¿Qué significa eso?”

Próximos pasos

- Si a su hijo se le diagnostica un retraso en el desarrollo o una discapacidad, recuerde que no está solo. Busque otras familias de niños con necesidades especiales, incluyendo aquellos niños con la discapacidad que tiene su hijo. Encuentre o inicie un grupo de apoyo.
- Aprenda sobre las necesidades especiales de su hijo y las opciones para su tratamiento. Comience con los tratamientos tan pronto como sea posible, de modo que su niño pueda hacer el mejor progreso posible.
- Pídale a su médico que lo remitan a profesionales y agencias que ayudarán a su hijo. Algunos servicios para su hijo también pueden beneficiar a toda su familia.

Estrategias continuas

- Tómese un descanso cuando lo necesite. Otórguese tiempo para conectar con miembros de su familia y amigos que lo apoyen. Podrá ayudar mejor a su hijo si toma el tiempo para cuidarse a sí mismo.
- No deje que los desafíos que enfrenta su hijo se conviertan en el único enfoque de su familia. Ver a su hijo crecer y desarrollarse como parte de la familia es uno de los mayores placeres de ser padre.

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

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

Ten Ways to Be a Better Dad

What's Happening

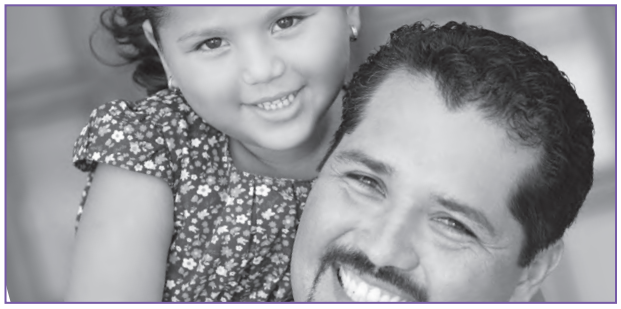
Involved fathers can help children lead lives that are happier, healthier, and more successful than children whose fathers are absent or uninvolved. Fathers who spend time with their children increase the chances that their children will succeed in school, have fewer behavior problems, and experience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

What You Can Do

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

Adapted from the National Fatherhood Initiative (**http://www.fatherhood.org/**). At **https://www.childwelfare.gov/topics/preventing/preventionmonth/resources/tip-sheets/**, you can download this tip sheet and get more parenting tips, or call 800.394.3366.

Diez maneras de ser un mejor padre



Lo que está pasando

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

Lo que usted puede hacer

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

Adaptado del National Fatherhood Initiative (**http://www.fatherhood.org**, en inglés/). Usted puede descargar esta hoja de consejos y obtener más consejos sobre la crianza en **https://www.childwelfare.gov/topics/preventing/preventionmonth/resources/tip-sheets/** o llamando al 800.394.3366.

Building Resilience in Children and Teens

What's Happening

All youth face difficulties, which can range from traumatic losses to everyday disappointments. The ability to cope and recover (or "bounce back") after a setback is important to their success. Experts call this "resilience," and it's a skill that can be learned.

What You Can Do

You can help your children develop resilience by taking the following steps:

- **Model a positive outlook.** Children will learn from your ability to bounce back from difficulties. When faced with a challenge yourself, model an "I can do it" attitude. Remind yourself and your child that the current problem is temporary and "things will get better."
- **Build confidence.** Comment frequently on what your child does well. Point out when he demonstrates qualities such as kindness, persistence, and integrity.
- **Build connections.** Create a strong, loving family and encourage your child to make good friends. This will help ensure that she has plenty of support in times of trouble.
- **Encourage goal-setting.** Teach children to set realistic goals and work toward them one step at a time. Even small steps can build confidence and resilience.
- **See challenges as learning opportunities.** Tough times are often when we learn the most. Resist the urge to solve your child's problem for him—this can send a message that you don't believe he can handle it. Instead offer love and support, and show faith in his ability to cope. Remind him of times when he has solved problems successfully in the past.
- **Teach self-care.** Many challenges are easier to face when we eat well and get enough exercise and rest. Self-care can also mean taking a break from worrying to relax or have some fun.
- **Help others.** Empower your child by giving her opportunities to help out at home or do age-appropriate volunteer work for her school, neighborhood, or place of worship.

For More Information

For more about building resilience, see the following:

- Building Resilience (American Academy of Pediatrics): **https://www.healthychildren.org/English/healthy-living/emotional-wellness/Building-Resilience/Pages/default.aspx**
- Resilience Guide for Parents and Teachers (American Psychological Association): **http://www.apa.org/helpcenter/resilience.aspx**

Remember: With your help and support, children can learn to be more resilient.

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Cómo desarrollar resiliencia en los niños y adolescentes

Lo que está pasando

Todos los jóvenes enfrentan desafíos, y estos pueden variar desde pérdidas traumáticas a decepciones cotidianas. La capacidad de lidiar con y recuperarse después de un revés es importante para sus futuros. Los expertos llaman a esto "resiliencia", y es una habilidad que se puede aprender.

Lo que usted puede hacer

Puede ayudar a sus hijos a desarrollar resiliencia tomando los siguientes pasos:

- **Modele una perspectiva positiva.** Los niños aprenderán de la capacidad de sus padres de recuperarse de las dificultades. Cuándo esté enfrentando un desafío, modele una actitud positiva. Recuerde a sí mismo y a su hijo que el problema actual es solo temporal y que "todo se mejorará".
- **Cree confianza.** Comente con frecuencia sobre lo que su hijo hace bien. Note cuando él o ella demuestre atributos como la bondad, persistencia e integridad.
- **Cree conexiones.** Cree una familia fuerte y amorosa y anime a su hijo a hacer buenas amistades. Esto ayudará a asegurar que su hijo tenga buenos apoyos en tiempos de dificultad.
- **Aliente el establecimiento de metas.** Enséñele a los niños a fijar metas realistas y trabajar paso a paso hasta cumplirlas. Hasta los pasos pequeños pueden aumentar la confianza y resiliencia.
- **Vea los desafíos como oportunidades de aprendizaje.** A menudo es durante los tiempos difíciles cuándo más aprendemos. Resista el deseo de arreglarle los problemas a su hijo, pues esto podría darle a su hijo la impresión que usted no cree en sus habilidades de manejar el asunto. Más bien, ofrézcale su amor y apoyo y demuestre su fe en la habilidad de su hijo de lidiar con sus problemas. Recuérdele a su hijo las ocasiones pasadas cuando él pudo solucionar sus propios problemas.
- **Enseñe la importancia de cuidarse a sí mismo.** Es más fácil lidiar con muchos de los desafíos de la vida cuando comemos y descansamos bien y hacemos suficiente ejercicio. Cuidarse a sí mismo también puede significar tomar un descanso de la preocupación para relajar y divertirse.
- **Ayude a otros.** Fortalezca a su hijo dándole oportunidades para ayudar en la casa o hacer un voluntariado (apropiado para su edad) en su escuela, vecindario o lugar de adoración.

Para más información

Para aprender más acerca de cómo desarrollar la resiliencia, vea los siguientes sitios web:

- Fomentar resiliencia (Building Resilience) (American Academy of Pediatrics):
  Español: **https://www.healthychildren.org/spanish/healthy-living/emotional-wellness/building-resilience/paginas/default.aspx**
  Inglés: **https://www.healthychildren.org/English/healthy-living/emotional-wellness/Building-Resilience/Pages/default.aspx**
- Guía de resiliencia para padres y maestros (Resilience Guide for Parents and Teachers) (American Psychological Association):
  Español:
  http://www.apa.org/centrodeapoyo/guia.aspx
  Inglés:
  http://www.apa.org/helpcenter/resilience.aspx

Recuerde: Con su ayuda, los niños pueden aprender a aumentar su resiliencia.

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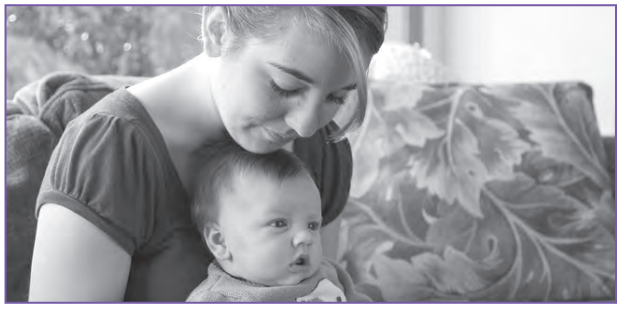
Teen Parents... You're Not Alone!



What's Happening

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

Many Teen Parents Sometimes Feel

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

These feelings do not mean you are a bad parent!

What You Can Do

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

- **Join a support group.** A group for young moms or dads could give you time with new friends who have lives similar to yours. Your children can play with other children, and you can talk about your problems with people who understand. Look on the Internet (e.g., Meetup.com, Yahoo! groups) or call your local social services agency for information about support groups in your community.
- **Find ways to reduce stress.** Take a break while someone reliable cares for your baby. Take a walk with the baby in a stroller, or rest while your baby naps. A social worker or nurse can help you learn other ways to manage stress.
- **Become a regular at baby-friendly places in your community.** The playground and story time at the local library are great places to bond with your baby while getting to know other parents.
- **Finish school.** Even though it may be difficult, finishing high school (or getting a GED) is one of the most important things you can do to help your baby and yourself. A diploma will help you get a better job or take the next step in your education, such as vocational training or college.
- **Improve your parenting skills.** Don't be afraid to ask for advice from experienced parents. Classes for parents can also help you build on what you already know about raising a happy, healthy child.
- **Call a help line.** Most States have help lines for parents. Parents Anonymous® Inc. runs a National Parent Helpline (1.855.4A.PARENT) for parents who need help or parenting advice.

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

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Hay muchos padres adolescentes como usted

Lo que está pasando

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

Muchos padres adolescentes a veces se sienten...

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

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

Lo que usted puede hacer

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

- **Encuentre un grupo de apoyo.** Un grupo para madres y padres jóvenes le podría dar una oportunidad de pasar tiempo con nuevos amigos que tienen vidas similares a la suya. Sus hijos pueden jugar con otros niños, y usted puede hablar de sus problemas con personas que lo entiendan. Busque por Internet (por ejemplo, en sitios web como Meetup.com o a través de grupos en Yahoo!) o llame a su agencia local de servicios sociales para obtener más información sobre los grupos de apoyo en su comunidad.
- **Encuentre maneras de reducir el estrés.** Tome un descanso mientras alguien de confianza cuida a su bebé. Vaya a caminar con su bebé en la carriola, o descanse mientras su bebé duerme. Una enfermera o trabajador social le pueden ayudar a aprender otras formas de reducir el estrés.
- **Visite regularmente los sitios aptos para bebés disponibles en su comunidad.** Los parques infantiles y las horas de cuenta cuentos en la biblioteca local son lugares excelentes donde conectarse con su bebé al mismo tiempo que conoce a otras mamás.
- **Termine la escuela.** Aunque pueda ser difícil, terminar la preparatoria o "high school" (u obtener un diploma de equivalencia general, o "GED") es una de las cosas más importantes que puede hacer para ayudarse a sí misma y a su bebé. Un diploma le ayudará a encontrar un mejor trabajo o a tomar el siguiente paso con sus estudios (como la escuela vocacional o la universidad).
- **Adquiera más experiencia de crianza.** No tenga miedo de pedir consejos a los padres con más experiencia. Las clases para los padres también le pueden ayudar a expandir lo que ya sabe sobre cómo criar a un niño sano y feliz.
- **Llame a un número de apoyo.** Casi todos los Estados tienen números de teléfono para ayudar a los padres. Parents Anonymous® Inc. tiene una línea telefónica de ayuda, National Parent Helpline (1.855.4A PARENT), para padres que necesitan ayuda o consejos acerca de la crianza de niños.

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

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Raising Your Kin

What's Happening

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

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

What You Might Be Seeing

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

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

What You Can Do

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

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

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

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

For more information on support for kin raising children, visit Information Gateway's About Kinship Care web section at **http://www.childwelfare.gov/topics/outofhome/kinship/about/**.

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

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Cómo criar a sus parientes

Lo que está pasando

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

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

Lo que usted podría estar observando

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

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

Lo que usted puede hacer

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

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

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

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

Para más información en inglés acerca de apoyo para personas criando a los hijos de sus parientes, visite la sección About Kinship Care (Criando a los hijos de sus parientes) en el sitio web de Child Welfare Information Gateway en **https://www.childwelfare.gov/topics/outofhome/kinship/about/**.

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

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Military Families

What's Happening

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

What You Might See

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

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

What You Can Do

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

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

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

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Familias militares

Lo que está pasando

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

Lo que usted podría estar observando

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

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

Lo que usted puede hacer

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

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

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

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

Support After an Adoption

Why You Might Need Support

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

Adoption Support and Preservation Services Can Help

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

Types of Services

Different types of adoption support and preservation services exist in many communities. These can include the following:

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

Finding Services

It is important to find service providers who understand adoption-related issues and how to help adoptive families. One or more of the following can provide information about post-adoption supports available to you and your family:

- Other adoptive parents and local support groups
- Your adoption agency
- Your doctor or your child's doctor
- Your employer's human resources department or employee assistance program (EAP)
- Your State postadoption services contact, which you can find through the National Adoption and Foster Care Directory—now available as a mobile app (Go to **https://www.childwelfare.gov/nfcad/** and check the box for "State Foster Care and Adoption Officials.")
- The Adoption Assistance by State Database, which includes information about services for after adoption: **https://www.childwelfare.gov/topics/adoption/adopt-assistance/**

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

Child Welfare Information Gateway offers a factsheet for families that describes some of the issues that may arise after an adoption is finalized, the different types of adoption support and preservation services available, and how families can obtain and pay for services. The factsheet also includes a list of additional resources. Access the factsheet, Accessing *Adoption Support and Preservation Services*, at **https://www.childwelfare.gov/pubs/f-postadoption/**.

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

Apoyo después de la adopción

Por qué puede necesitar apoyo

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

Los servicios postadoptivos pueden ayudar a:

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

La hoja informativa de Child Welfare Information Gateway llamada *Accessing Adoption Support and Preservation Services* (*Cómo acceder a servicios de apoyo y preservación de adopción*) describe algunos de los asuntos que pueden ocurrir después de finalizar una adopción, los diferentes tipos de servicios de apoyo y preservación de adopción disponibles y cómo las familias pueden obtener y pagar por los servicios. Esta hoja informativa también incluye una lista de recursos adicionales. Encuentre la hoja informativa (sólo disponible en inglés) en **https://www.childwelfare.gov/pubs/f-postadoption/**.

Tipos de servicios

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

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

Cómo encontrar servicios

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

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

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

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Preventing Child Sexual Abuse

What You Can Do

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

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

To report child abuse or neglect, please contact Child Help USA at 1.800.4 A Child (1.800.422.4453).

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

Signs of Possible Sexual Abuse

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

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

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

Cómo prevenir el abuso sexual de menores

Lo que usted puede hacer

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

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

Para reportar abuso o negligencia de menores, comuníquese con Child Help USA al 1.800.4 A Child (1.800.422.4453). Intérpretes están disponibles.

Indicios de posible abuso sexual

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

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

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

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

Parenting After Domestic Violence

What's Happening

When one person in a relationship uses any kind of abuse to control the other, this is domestic violence. You may have recently left a relationship that is abusive, or you may still be in one. Your children may have heard or seen the abuse, or they may have been targets themselves.

Living with domestic violence takes a toll on all family members. Your children may still feel afraid, even if the danger is past. But with your help, they can find ways to cope with stress, be safe, and heal.

What You Might Be Seeing

Some children living with abuse do not show signs of stress. Others struggle at home, at school, or in the community.

You may notice increased fear or anger, clinging, difficulty sleeping, or tantrums. If the abuse goes on for a long time, children can experience more serious problems, like depression or anxiety, skipping school, or using drugs.

What You Can Do

A strong relationship with a caring, nonviolent parent is important to help your children grow up in a positive way. You can help them by taking the following steps:

- **Plan for safety.** If you are still in an abusive situation, make a safety plan with your children. Teach them how to call 911, where to go for help, and never to get in the middle of an adult fight. Local domestic violence advocates can help you plan!
- **Take care of yourself.** Finding ways to cope with your own stress is good for you and for your children. Make time to connect with friends, exercise, listen to music, take a bath, or do something else that helps you relax and refocus.
- **Help your children feel secure.** Keep your kids close to you when you can, and give them lots of eye contact, kisses, and hugs. Play together, even if just for a few minutes at a time. Provide routines such as bedtime reading and regular meal times.
- **Stay calm.** Children who have lived with violence will sometimes act in ways that make life more chaotic. Set clear limits and follow through, but keep your voice calm. Get help if you need it.
- **Talk about it.** Be willing to listen to your children talk about what has happened and how they feel. Tell them the truth when they ask questions. Reassure them that you are working to keep your family safe.
- **Help your children develop relationships.** Positive relationships with peers and other supportive adults can help your children manage stress and stay strong and happy.
- **Celebrate their strengths.** Find the things your children are good at. Encourage them in school and other activities.

Remember: You are the most important person in your children's lives. Your children need to know that you are there for them, you love them, and you will do all you can to keep them safe.

If you are in danger, contact:

- 911 for emergency police assistance
- The **National Domestic Violence Hotline** 1.800.799.SAFE (7233) for safety planning and referrals to local help

Other resources:

- Domestic Violence Resources for Families (Child Welfare Information Gateway): **https://www.childwelfare.gov/topics/systemwide/domviolence/resources/**
- National Network to End Domestic Violence: **https://nnedv.org/**
- National Child Traumatic Stress Network: **http://www.nctsn.org/content/resources**
- Futures Without Violence: **http://promising.futureswithoutviolence.org/what-do-kids-need/supporting-parenting/resources-for-families/**

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La crianza de niños después de la violencia domestica

Lo que está pasando

La violencia domestica ocurre cuando una persona en una relación usa cualquier tipo de abuso para controlar a la otra persona. Es posible que usted haya recién dejado una relación abusiva, o puede ser que todavía está sufriendo la violencia doméstica. Sus hijos pueden haber escuchado o visto el abuso, o pueden ellos mismos haber sido blancos del abuso.

Vivir con la violencia domestica puede tener graves efectos sobre todos los miembros de la familia. Aun después de que haya pasado el peligro, sus hijos pueden seguir sintiendo miedo. Sin embargo, con su ayuda, sus hijos pueden aprender a manejar el estrés, mantenerse a salvo y sanar.

Lo que usted podría estar observando

Algunos niños sufriendo de abuso no demuestran señales de estrés. Otros tienen dificultades en el hogar, la escuela o su comunidad.

Puede que note en un niño un aumento en sentimientos de miedo o ira, apego o dependencia, dificultad para dormir o berrinches. Si el abuso continúa por mucho tiempo, los niños pueden experimentar problemas más serios como la depresión o ansiedad, faltar a la escuela o el uso de drogas.

Lo que usted puede hacer

Para asegurar que sus hijos se formen de manera positiva, es importante que tengan una buena relación con un padre o una madre cariñoso/a y no violento/a. Puede ayudar a sus hijos tomando los siguientes pasos:

- **Planee para la seguridad.** Si usted todavía está sufriendo una relación abusiva, debe formular un plan de seguridad con sus hijos. Enséñeles cómo llamar a números de emergencia como el 9-1-1, dónde ir para buscar ayuda y que nunca deben meterse en medio de una pelea entre adultos. ¡Representantes locales de apoyo a personas sufriendo violencia domestica pueden ayudarle a planear!
- **Cuide de sí mismo.** Encontrando maneras de lidiar con su propio estrés le hace bien a usted y a sus hijos. Haga tiempo para conectarse con sus amigos, hacer ejercicio, escuchar música, tomarse un buen baño o hace cualquier otra cosa que le ayude a relajar y enfocarse.
- **Ayude a sus hijos a sentirse seguros.** Mantenga a sus hijos cerca cuando pueda, mírelos a los ojos, deles muchos besos y abrazos. Jueguen juntos, aunque sea por unos minutos a la vez. Póngales rutinas como una hora de leer cuentos antes de dormir y un horario fijo para las comidas.
- **Mantenga la calma.** Los niños que han sufrido violencia a veces pueden actuar de manera caótica. Póngales límites claros y fijos, pero mantenga una voz tranquila. Busque ayuda cuando sea necesario.
- **Hable con sus hijos.** Esté dispuesta a escuchar a sus hijos hablar acerca de lo que ha sucedido y cómo se sienten a respecto. Dígales la verdad cuando le hagan preguntas. Asegúreles que usted está trabajando para mantener a su familia segura.
- **Ayude a sus hijos a desarrollar relaciones.** Las relaciones positivas con sus pares y otros adultos que les ofrezcan apoyo pueden ayudar a sus hijos a manejar el estrés y mantenerse fuertes y felices.
- **Celebre sus fortalezas.** Encuentre actividades que les gusten a sus hijos y en las cuales se destaquen. Anímelos en sus estudios y otras actividades.

Recuerde: Usted es la persona más importante en la vida de sus hijos. Ellos necesitan saber que usted los apoya y los ama, y que hará todo lo que pueda para mantenerlos a salvo.

Si usted se encuentra en peligro, contacte a:

- 9-1-1 por teléfono para asistencia de emergencia de la policía
- Línea nacional contra la violencia doméstica (**National Domestic Violence Hotline**) 1.800.799.SAFE (7233) para ayuda con un plan de seguridad y referencias a ayuda en su local

Otros recursos:

- Child Welfare Information Gateway—Domestic Violence Resources for Families (Recursos para familias sobre la violencia doméstica) sólo en inglés: **https://www.childwelfare.gov/topics/systemwide/domviolence/resources/**
- National Network to End Domestic Violence (en inglés): **http://nnedv.org**
- National Child Traumatic Stress Network
  En inglés: **http://www.nctsn.org/content/resources**
  En español: **https://www.nctsn.org/resources/informacion-en-espanol**
- Futures Without Violence (en inglés): **http://promising.futureswithoutviolence.org/what-do-kids-need/supporting-parenting/resources-for-families/**

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Helping Your Child Heal From Trauma

What's Happening

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

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

What You Might Be Seeing

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

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

What You Can Do

Try the following to help your child heal from trauma:

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

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

This tip sheet was adapted using information from the Office of Juvenile Justice and Delinquency Prevention's former Safe Start Center. At **https://www.childwelfare.gov/topics/preventing/preventionmonth/resources/tip-sheets/**, you can download this tip sheet and get more parenting tips, or call 800.394.3366.

Ayudando a su hijo a curarse del trauma

Lo que está pasando

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

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

Lo que usted podría estar observando

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

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

Lo que usted puede hacer

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

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

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

Este contenido ha sido adaptado del antiguo Safe Start Center del Office of Juvenile Justice and Delinquency Prevention. Usted puede descargar esta hoja de consejos y encontrar más consejos sobre la crianza en **https://www.childwelfare.gov/topics/preventing/preventionmonth/resources/tip-sheets/** o llamando al 800.394.3366.

Human Trafficking: Protecting Our Youth

What's Happening

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

States are required to consider any child who is identified as a victim of sex trafficking or severe forms of trafficking (as defined in the Trafficking Victims Protection Act) as a victim of "child abuse and neglect" and "sexual abuse." The term "sex trafficking" means the recruitment, harboring, transportation, provision, or obtaining of a person for the purpose of a commercial sex act. The term "severe forms of trafficking in persons" means sex trafficking in which a commercial sex act is induced by force, fraud, or coercion, or in which the person induced to perform such act has not attained 18 years of age.

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

- Prostitution
- Pornography
- Stripping

Human trafficking also includes forced labor. Common examples involve:

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

What You Might Be Seeing

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

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

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

What You Can Do

- **Be aware of recruiting tactics.** Traffickers target victims through social media websites, telephone chat lines, afterschool programs, at shopping malls and bus depots, in clubs, or through friends and acquaintances. Ask questions about your youth's friends—especially new friends and those who appear to be significantly older. Monitor computer internet use and know where your youth hangs out. Traffickers may also be family members or even your child's friends.
- **Understand that trafficked youth are victims, not criminals.** If a person has been forced to commit illegal acts, he or she is a victim and is not guilty of a crime. Help the youth understand that he or she will not be punished for seeking help.

Continued on next page.

- **Report suspected trafficking.** The following are actions you can take if you think a youth may be involved in trafficking:
  - If the youth is in immediate danger, call your local police department or emergency access number (e.g., 911).
  - To report suspected human trafficking, call the National Human Trafficking Hotline at 1.888.373.7888, text BeFree (233733), or submit a tip online at **https://humantraffickinghotline.org/**.
  - To report a sexually exploited or abused minor, call the National Center for Missing & Exploited Children at 1.800.THE.LOST or report online at **https://www.missingkids.org/gethelpnow/cybertipline**.

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

La trata de personas: cómo proteger a nuestros jóvenes

Lo que está pasando

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

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

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

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

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

Lo que usted podría estar observando

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

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

El niño/la niña:

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

Lo que usted puede hacer

- **Esté consciente de las tácticas de reclutamiento.** Los traficantes encuentran sus víctimas a través de sitios web de los medios sociales, líneas de chatear por teléfono, programas después de las clases/extraescolares, en centros comerciales y paradas de buses, en clubs o a través de amistades y personas conocidas. Pregúntele a su hijo acerca de sus amistades, particularmente amigos nuevos o amigos que parezcan ser bastante mayor que su hijo. Supervise el uso de la computadora y esté pendiente de dónde pasa tiempo su hijo. Los traficantes también pueden ser familiares o hasta compañeros/pares.

Continúa en la página siguiente.

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

- **Entienda que los jóvenes que han sido víctimas de la trata de personas son realmente víctimas, y no delincuentes.** Si una persona ha sido obligada a cometer actos ilegales, esa persona es una víctima y no es culpable de un delito. Ayude al joven a entender que no será castigado por buscar ayuda.
- **Denuncie casos de posible trata de personas.** Puede hacer lo siguiente si piensa que un joven está involucrado en la trata de personas:
  - Si el joven está en peligro inmediato, llame a su departamento de policía local o número de emergencia (por ejemplo, al 911).
  - Para denunciar un posible caso de trata de personas, llame el National Human Trafficking Resource Center (el Centro Nacional de Recursos Sobre la Trata de Personas) al 1.888.373.7888 (hay intérpretes disponibles), mande un mensaje de texto a "BeFree" (233733) o presente una denuncia en línea aquí: **https://humantraffickinghotline.org/obtenga-ayuda**
  - Para denunciar la explotación o el abuso sexual de un menor, llame el Centro Nacional Para Menores Desaparecidos y Explotados (National Center for Missing & Exploited Children) al 1.800.843.5678 o presente una denuncia en línea aquí: **https://www.missingkids.org/gethelpnow/cybertipline** (en inglés)

Preparing Your Family for an Emergency

Why Make a Plan?

Do you know how your family would cope in an emergency? Does each person know what to do? Do you have what you need close at hand?

An emergency could be any one of the following:

- Fire
- Natural disaster (such as an earthquake, flood, or tornado)
- Power outage
- Disease outbreak

What You Can Do

Taking steps to prepare now could help your family survive and thrive in an emergency.

- **Learn how you will be notified.** Ask your local emergency management agency (**https://www.fema.gov/emergency-management-agencies**) what methods they use. These might include radio and TV, sirens, digital road signs, phone calls, or text messages. Ask your mobile service provider if your device can receive free alerts. For more information, visit **https://www.ready.gov/alerts**.
- **Make an emergency supplies kit.** This collection of basic items should be gathered in advance so that it's ready when you need it. You should have nonperishable food, water, clothing, supplies, and medicine to last at least 3 days. Keep a kit at home, at work, and in your car. Find a list of what to include on the Centers for Disease Control and Prevention website at **https://www.cdc.gov/childrenindisasters/checklists/kids-and-families.html**.
- **Be prepared to evacuate or shelter in place.**
  - **Evacuation.** In situations like a fire or flood, it will be necessary to leave your home and go somewhere safer. Keep your gas tank full and an emergency kit in your car if evacuation seems likely. Identify several places you could go, and identify different routes.
  - **Shelter in place.** In cases like tornadoes and winter storms, it will be safest to stay where you are ("shelter in place") until authorities say it is safe to go outside. Choose a safe room in your home and watch TV, listen to the radio, or check the Internet often for instructions.
- **Plan for how your family will communicate.** Your family may not be together when a disaster strikes.
  - Make sure all family members can receive alerts and carry family contact information.
  - Agree on meeting locations (in your neighborhood, in case of a fire; and outside of your neighborhood, in case you must evacuate).
  - Identify a family or friend out of the local area that everyone can contact to confirm that they are safe. Have everyone memorize their number.
  - Remember that in an emergency, it may be easier to text than call.
- **Practice your plan regularly.** Review how you would evacuate, where you will meet if separated, and other safety plans.
- **Ask about school plans.** Make sure your children's schools and daycare providers have emergency communication plans and supply kits. If they do not, encourage them to develop one.

Remember: Children feel better when they are involved in planning. The following websites provide ideas to help plan with your children:
https://www.ready.gov/kids
http://www.cdc.gov/phpr/readywrigley/index.htm

For more information about the specific disasters that are most likely to occur where you live, visit the Red Cross at **https://www.redcross.org/get-help/how-to-prepare-for-emergencies/types-of-emergencies.html** or Ready.gov at **https://www.ready.gov/prepare-for-emergencies**.

Preparando a su familia para una emergencia

¿Por qué debe hacer un plan?

¿Sabe usted cómo su familia lidiaría con una emergencia? ¿Cada persona sabe qué hacer? ¿Tiene a mano lo que necesita para tal caso?

Emergencias pueden incluir:

- Incendios
- Desastres naturales (como un terremoto, una inundación o un tornado)
- Cortes eléctricos
- Brotes de enfermedad

Lo que usted puede hacer

Puede ayudar a su familia a sobrevivir y mantenerse sanos y salvos durante una emergencia si toma pasos preparativos ahora.

- **Averigüe cómo se le notificará.** Pregúntele a su agencia local de manejo de emergencias sobre cuáles métodos usan (en español: **https://www.fema.gov/es/oficinas-y-agencias-locales-para-el-manejo-de-emergencias**) (en inglés: **https://www.fema.gov/emergency-management-agencies**). Estos pueden incluir televisión y radio, sirenas, señales de tráfico digitales, llamadas telefónicas o mensajes de texto. Pregúntele a su proveedor de servicios móviles si su dispositivo puede recibir alertas gratuitas. Para más información, visite **https://www.ready.gov/es/alertas-de-emergencia** (en español) y/o **https://www.ready.gov/alerts** (en inglés).
- **Prepare un equipo (o "kit") de suministros de emergencia.** Debe juntar esta colección de cosas básicas por adelantado para tenerla lista cuando la necesite. Debe incluir alimentos no perecederos, agua, ropa, provisiones y medicinas para por lo menos 3 días. Mantenga un kit en su casa, en su trabajo y en su auto. Vea una lista (en inglés) de provisiones para incluir en su kit en la página web de los Centros Para el Control y la Prevención de Enfermedades (Centers for Disease Control and Prevention) en **https://www.cdc.gov/childrenindisasters/checklists/kids-and-families.html**.
- **Esté preparado para evacuar o refugiarse en su lugar actual.**
  - **Evacuación.** En situaciones como incendios o inundaciones, será necesario salir de su casa e ir a un lugar más seguro. Mantenga lleno su tanque de gasolina y asegúrese de tener un kit de emergencia en su auto si le parece probable que haya una evacuación. Identifique varios lugares a donde podría ir, como también diferentes rutas para llegar a ellos.
  - **Refúgiese en su lugar actual.** En situaciones como tornados o tormentas invernales, es más seguro quedarse donde está (refugiarse en el lugar, o "shelter in place" en inglés) hasta que las autoridades digan que se puede ir afuera. Elija una habitación segura en su casa y vea televisión, escuche la radio o busque instrucciones por Internet con frecuencia.
- **Planifique cómo se comunicará con su familia.** Es posible que su familia no este junta cuando suceda un desastre.
  - Asegúrese que cada miembro de su familia pueda recibir alertas de emergencia y que lleven la información de contacto de todos los otros miembros.
  - Fijen lugares específicos para encontrarse (en su vecindario, en caso de incendio; y fuera de su vecindario, en caso de una evacuación).
  - Identifiquen a una persona que viva fuera de su área local que todos puedan contactar para confirmar que están a salvo. Haga que todos los miembros de su familia memoricen ese número de contacto.

Continúa en la página siguiente.

- Recuerde que en una emergencia, puede ser más fácil mandar un mensaje de texto que hacer una llamada.

- **Practiquen su plan con frecuencia.** Revisen su plan de evacuación, dónde se encontrarán si se separan y otros planes para su seguridad.
- **Pregunte acerca de los planes de emergencia en las escuelas.** Asegúrese que las escuelas y guarderías de sus hijos tengan planes de comunicación para casos de emergencia y también kits de provisiones. Si no los tienen, puede ofrecer su ayuda para crearlos.

Recuerde: Los niños se sienten mejor cuando se les incluye en los procesos de planificación. Los siguientes sitios web ofrecen ideas para ayudarle a crear un plan con sus hijos.
https://www.ready.gov/es/ninos (en español)
https://www.ready.gov/kids (en inglés)
http://www.cdc.gov/phpr/readywrigley/index.htm (en inglés)

Para más información acerca de los desastres específicos que podrían ocurrir en su área, visite el sitio web de la Cruz Roja Americana (Red Cross) (en español: **https://www.redcross.org/cruz-roja/obtener-ayuda/tipos-de-emergencias.html**) (en inglés: **https://www.redcross.org/get-help/how-to-prepare-for-emergencies/types-of-emergencies.html**). También puede visitar Ready.gov (en español: **https://www.ready.gov/es/mantengase-informado**) (en inglés: **https://www.ready.gov/prepare-for-emergencies**).

Chapter 6: Resources

National Child Abuse Prevention Partners

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

American Academy of Pediatrics (AAP)

American Professional Society on the Abuse of Children (APSAC)

American Psychological Association

Annie E. Casey Foundation

ARCH National Respite Network and Resource Center

Be Strong Families

Capacity Building Center for States

Center for the Study of Social Policy (CSSP)

Chapin Hall Center for Children at the University of Chicago

Child Welfare Information Gateway

Child Welfare League of America (CWLA)

Circle of Parents®

Darkness to Light

Doris Duke Charitable Foundation

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

The Full Frame Initiative

Gundersen National Child Protection Training Center

Infant Massage USA

National Alliance of Children's Trust and Prevention Funds

National Association for the Education of Young Children (NAEYC)

National Association of Pediatric Nurse Practitioners (NAPNAP)

National Center for Children in Poverty (NCCP)

National Center on Shaken Baby Syndrome (NCSBS)

National Child Abuse and Neglect Technical Assistance and Strategic Dissemination Center (CANTASD)

National Children's Alliance (NCA)

National Court Appointed Special Advocate Association (National CASA)

National Exchange Club (NEC) Foundation

National Family Preservation Network (NFPN)

National Fatherhood Initiative® (NFI)

National Indian Child Welfare Association (NICWA)

National Network of Family Support and Strengthening Networks

National Resource Center for Healthy Marriage and Families (NRCHMF)

National Responsible Fatherhood Clearinghouse (NRFC)

Nurse-Family Partnership

Parents Anonymous® Inc.

Parents as Teachers

Prevent Child Abuse America (PCA)

Search Institute

Stop It Now!

UNICEF

ZERO TO THREE

Federal Interagency Work Group on Child Abuse and Neglect

The Office on Child Abuse and Neglect within the Children's Bureau leads and coordinates the Federal Interagency Work Group on Child Abuse and Neglect.

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

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

Children's Bureau, Administration on Children, Youth and Families

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

Child Welfare Information Gateway, CB, ACYF, ACF

National Child Abuse and Neglect Technical Assistance and Strategic Dissemination Center (CANTASD)

Division of Program Implementation, CB, ACYF, ACF

Division of Research and Innovation, CB, ACYF, ACF

Office of the Assistant Secretary for Planning and Evaluation (ASPE)

Administration for Children and Families (ACF)*

Office of Child Care, ACF

Office of Child Support Enforcement, ACF

Office of Head Start, ACF

Office of Planning, Research and Evaluation (OPRE), ACF

Division of Child and Family Development, OPRE

Office of Refugee Resettlement, ACF

Family and Youth Services Bureau (FYSB)

Family Violence Prevention and Services Program, FYSB, ACYF, ACF

Office of Data, Analysis, Research and Evaluation, FYSB, ACYF, ACF

Office for Civil Rights (OCR)

Administration for Community Living (ACL), OCR

Administration on Intellectual and Developmental Disabilities, ACL, OCR

Office of Minority Health

Centers for Disease Control and Prevention (CDC)

Division of Human Development and Disability, National Center on Birth Defects and Developmental Disabilities (NCBDDD)

Division of Violence Prevention, National Center for Injury Prevention and Control, CDC

Health Resources and Services Administration (HRSA)

Maternal and Child Health Bureau (MCHB)

Division of Child, Adolescent and Family Health, MCHB, HRSA

Division of Home Visiting and Early Childhood Systems, MCHB, HRSA

Division of Services for Children with Special Health Care Needs, MCHB, HRSA

Division of EMSC and Injury and Violence Prevention

Indian Health Service (IHS)

Office of Clinical and Preventive Services (OCPS), IHS

Division of Behavioral Health, OCPS, IHS

* An agency organizational chart can be found on the ACF website at https://www.acf.hhs.gov/about/offices.

Division of Clinical and Community Services, OCPS, IHS

Division of Nursing Services, OCPS, IHS

Division of Environmental Health Services, Office of Environmental Health and Engineering, IHS

National Institutes of Health (NIH)

Office of Behavioral and Social Sciences Research, NIH

National Institute of Child Health and Human Development (NICHD)

Child Development and Behavior Branch, NICHD, NIH

Pediatric Trauma and Critical Illness Branch, NICHD, NIH

National Institute on Drug Abuse (NIDA), NIH

Division of Epidemiology, Services and Prevention Research (NIDA)

Child and Adolescent Services Research Program, National Institute of Mental Health, NIH

National Heart, Lung, and Blood Institute, (NIH)

Substance Abuse and Mental Health Services Administration (SAMHSA)

Center for Mental Health Services, SAMHSA

Center for Substance Abuse Prevention, SAMHSA

Center for Substance Abuse Treatment, SAMHSA

Office of the Assistant Secretary for Health (OASH)

Office of the Surgeon General, OASH

U.S. Agency for International Development

U.S. Department of Agriculture

Food and Nutrition Service (FNS)

Child Nutrition Division, FNS

Food Distribution Division, FNS

National Institute of Food and Agriculture (NIFA)

Division of Family and Consumer Sciences, NIFA

U.S. Department of Defense

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

U.S. Department of Education

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

U.S. Department of Housing and Urban Development

U.S. Interagency Council on Homelessness

U.S. Department of the Interior

Office of Indian Services, Bureau of Indian Affairs

U.S. Department of Justice

Office of Justice Programs (OJP)

Office for Victims of Crime, OJP

Office of Juvenile Justice and Delinquency Prevention (OJJDP)

Child Protection Division, OJJDP, OJP

Division of Innovation and Research, OJJDP, OJP

National Institute of Justice (NIJ)

Bureau of Justice Statistics

Office on Violence Against Women

U.S. Department of State

Office of Trafficking in Persons

U.S. Office of Personnel Management

Family-Friendly Workplace Advocacy Office

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

A Service of the Children's Bureau/ACYF
330 C Street SW - 3rd Floor
Washington, D.C. 20024
800.394.3366
Email: info@childwelfare.gov
www.childwelfare.gov

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