

Child Abuse Prevention Month Success

Well, another April has come and gone. Thanks so much to everyone who participated in Child Abuse Prevention Month – be it through social media, wearing blue or planting pinwheels. We couldn't do this work without your support.

If you would like to be featured in one of our upcoming newsletters, please send in your photos from CAP month, along with a description, to strengtheningfamilies@del.wa.gov. We would love to show everyone how passionate Washington is about providing all kids with the safe, happy childhoods they deserve.









In the News

Prevention Planning Specialist

3

Youth Thrive: Protective Factors

4

Funding Opportunity: Best Starts for Kids in King County is now accepting applications for community-designed programs and practices for prenatal to five home-based services in King County. Home-Based Services are a type of relationship-based support provided to expecting parents, and parents of children birth to age 5, in the places where they live.

This RFP prioritizes community-based expertise—such as experience, knowledge, and local client data—and seeks to invest in prenatal-to-5 home-based services that are specifically designed for a focus community. Applications are due May 21.

Applications are now being accepted for Parent/Caregiver Education and Support RFP. This RFP for Parent/Caregiver Education and Support, is one of five Community-Based Parenting and Peer Supports RFPs that Best Starts is releasing to partner with community-based organizations to promote positive and healthy outcomes for young children and to support parents and family, friend, and neighbor caregivers. Applications are due June 14.

- Read more and find links to apply on the Best Starts Blog.
- Read more and find links to apply for the Parent/Caregiver Education RFP

In the News

Passings: America's Pediatrician, Dr T. Berry Brazelton has passed away. Read up on his life's work here.

Resilience Summit: Did you miss the Resilience Summit? Fear not, it is now avaliable as free online series. Register <u>here</u>.

Survey coming: The Department of Children Youth and Families (DCYF) is working to develop basic standards for Performance Based Contracting, which is required in the legislation that created DCYF. Our team has also reviewed the draft performance-based contracting standards and believe that our Home Visiting Services Account contracts meet the proposed standard. However, we encourage partners to participate in the survey to provide feedback about the standards. Questions about the definitions should be directed to DCYF as outlined in the survey. The survey should be shared on May 4 and will close on May 14th. For more information, see the DCYF website.

The Wonder of Learning – The Hundred Languages of Children
The exhibit is a visual representation of the

Reggio Emilia philosophy and a chance for the public to participate in the ongoing dialogue between educators, children, parents and the community. Together with a community collaborator, NAREA partners with cities around North America to bring this exhibit to a wide audience.

In continuity with the previous exhibition The Hundred Languages of Children, the aim is to reconfirm the values at the heart of the Reggio Emilia educational philosophy and to recount the changes, innovations, and developments that have taken place. The exhibition speaks to all those involved in schooling, and to all members of the general public who believe that safeguarding educational processes and their evolution is of fundamental importance for society.

For more information, visit NAREA Exhibit
Project page or The Wonder of Learning page
of Reggio Children website. The current
exhibit is in Seattle through May 6, 2018 and
is located at the One Convention Place, 9th
Floor at 701 Pike Street, Suite 900 Seattle, WA
90101.

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(Re) Introducing Erinn Havig

If the name Erinn Havig sounds familiar, then you are probably in the child abuse prevention field. The Strengthening Families Washington team at Department of Early Learning is excited to welcome back Erinn. Many of you may remember Erinn from her role as the SFWA Program Manager for our Community Based Child Abuse Prevention programs. After spending the last two years as a school counselor and faculty at Eastern Washington University, Erinn is returning to the team in a new role – Prevention Planning Specialist.

Erinn will be spending the next 12 months researching models being used across the nation and exploring options for building on the prevention landscape should look like in Washington.

"I'll be using all the experiences I have to build on the strengths we already have as a state," Erinn said. "One of the efforts is around micro-targeting. Everywhere in Washington is so different, it will be amazing to look at how we can use the strengths

of a neighborhood to maximize outcomes for children."
Erinn has spent 20 years in social work, most in community non profits in Clark County, using many evidence-based practices in her work. By the age of 24 she was the director of one agency and has been a program manager at another. Most of the work was direct service, guided by social work practice and theory.

"We really learned from parents, trying things out with families – those who had already gotten their kids back from social services and were now advisors, we were really fortunate in that," Erinn said. From there Erinn came to the early learning field, as the SFWA Program Manager at DEL,



working with the programs she knew first hand from her time in the field.

Now that Erinn is back, she's excited to have a new opportunity to look at data and research from across the country.

"Washington is one of the most amazing states in the nation," Erinn said. "They are always finding an innovative way and I look forward to honoring the history of the state. I'm excited to see the process and honor the strengths each community has."

WHATEVER GOOD
WE GIVE OUT
COMPLETES THE CIRCLE
AND COMES BACK TO US.

Flora Edwards

Outside of work, Erinn keeps busy. She has three awesome girls. "It's the one role I try hardest not to mess up," Erinn said. "I enjoy the beauty that they see in the world."

Erinn is also going back to school this fall – she was just accepted to Portland State for her doctorate.

Welcome back Erinn!

- Need a Graphic: Milestones in Action is a FREE image library that features photos and videos of children
- demonstrating developmental milestones from 2 months to 5 years of age. This tool helps parents, early
- care and education providers, and healthcare providers identify developmental milestones in children and
- know when there is cause for celebration or concern.

Youth Thrive: Protective & Promotive Factors

Over the past year we have shared the Protective Factors Framework with you. This month we wanted to look at some youth focused Protective Factors. If you would like more information, visit the Center for the Study of Social Policy at cssp.org.

Youth Resilience

- a. managing the stressors of daily life and functioning well when faced with challenges, adversity, and trauma
- b. calling forth one's inner strength to proactively meet personal challenges, manage adversities, and heal the effects of trauma
- c. having a positive attitude about life and oneself
- d. believing that one's life is important and meaningful
- e. becoming more self-confident and self-efficacious
- f. having faith; feeling hopeful and optimistic
- g. envisioning positive future possibilities
- h. believing that one can make and achieve goals
- i. working with purpose to achieve goals
- j. facing challenges and making productive decisions about addressing challenges
- k. seeking help when needed
- I. thinking about and being accountable for one's actions and the consequences of one's actions
- m. managing anger, anxiety, sadness, feelings of loneliness, and other negative feelings
- n. learning from failure



Knowledge of Adolescent Development

- a. Encouraging parents, adults who work with youth, and youth themselves to increase their knowledge and understanding about adolescent development
- b. Seeking, acquiring, and using accurate information about:
- •adolescent brain development
- physical and emotional changes that occur during puberty
- one's culture
- •societal rules, demands, expectations, and threats
- •one's personal developmental history and needs, including one's trauma history
- •sexual behavior, responsibility, choices, and consequences
- essential life skills (e.g., managing money)
- developing abstract thinking and improved problem-solving skills
- developing a belief system and sense of morality
- engaging in positive risk-taking and avoiding negative risk-taking
- •forging a personally satisfying identity
- •identifying productive interests, realistic goals, and steps to achieve goals
- developing mature values and behavioral controls used to assess acceptable and unacceptable behaviors
- building and sustaining healthy relationships with peers and adults
- •gaining independence from parents and other adults while maintaining strong connections with them

Concrete Support in Times of Need

- a. being able to identify, find, and receive the basic necessities everyone deserves, as well as specialized services (e.g., medical, mental health, social, educational, or legal)
- b. being resourceful
- c. understanding one's rights in accessing eligible services
- d. navigating through service systems
- e. seeking help when needed
- f. being treated respectfully and with dignity when seeking and receiving services

Social Connections

- a. Building a trusting relationship with at least one caring and competent adult who:
- •listens in a non-judgmental manner
- •is dependable/can be counted on
- provides well-informed guidance, advice, and help in solving problems
- promotes high expectations
- •sets developmentally appropriate limits, rules, and monitoring
- provides emotional support (e.g., affirming good problemsolving skills)
- provides instrumental support/concrete assistance (e.g., transportation)
- provides informational support (e.g., post-secondary educational opportunities)
- provides spiritual support (e.g., hope and encouragement)
- provides an opportunity to engage with others in a positive manner
- helps buffer youth from stressors
- helps reduce feelings of isolation
- promotes meaningful interactions in a context of mutual trust, respect, and appreciation
- b. Being constructively engaged in social institutions (e.g., school, religious communities, recreational facilities) that are safe, stable, and equitable
- c. Building a trusting relationship with positive, optimistic, mutually respectful peers who have similar values
- d. Having a sense of connectedness that enables youth to feel loved, secure, confident, valued, and empowered to "give back" to others

Cognitive and Social-Emotional Competence

- a. developing executive function skills (e.g., considering potential consequences; seeing alternate solutions to problems)
- b. engaging in self-regulating behaviors (e.g., control of thinking and feelings; staying on task in the face of distractions)
- c. developing character strengths (e.g., persistence, gratitude, integrity)
- d. experiencing positive emotions (e.g., joy, optimism, faith, compassion for others)
- e. taking responsibility for one's self and one's decisions
- f. developing self-awareness, self-esteem, self-efficacy, and self-compassion g. committing to and preparing to achieve productive goals
- h. having both positive images of the person one wants to become and negative images of the person one wants to avoid becoming, as well as plans to achieve the possible