



Engage. Connect. Inspire.

Newsletter

March/April 2018

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.



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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 available as free online series. Register [here](#).

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.

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
- l. 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 problem-solving 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 selves