



Clearinghouse on Supervised Visitation

The Institute for Family Violence Studies

Florida State University

FEBRUARY EPRESS

QUESTIONS FROM DIRECTORS

We were late in ordering the Floor Talkers Safe Sleep Poster Stickers! But we still want some. How can I get them?

The Clearinghouse created a list of supervised visitation programs that wanted the free resource (and programs will receive them in about two weeks), but you can still go online and order them yourself. Here's the web link; scroll all the way to the bottom right hand corner (Sleep talkers). There are also other free resources you may want to order at the website!

https://www.ounce.org/order_here.asp

We have a parent who has been flirting with one particular staff member. She is not responsive to him, and she does not supervise his visits with his child. Is there anything else we should do?

Yes. It is crucial for program directors to intervene in such behavior and pointedly and specifically define the problem. Here is an example (after taking him aside), "Mr. Jones, I need you to pay attention to your visit and your child, not our staff member Lisa. If you can't stop looking over at her and trying to get her attention, I will have to cancel your visit." Be sure to document the behavior: father coughs loudly looking in the direction of the staff member; father whistles when staff member passes by; father talks about the staff member as though she is involved in the case, saying loudly to his child: "Look Jasper, Miss Lisa is reading a book about families, too, and wearing my favorite color, blue." Remember that if you offer group visits, other families may see the behavior, which sets a negative example for them.

We have written our policies and have excerpted freely from the Clearinghouse's material. We have also developed our own training material based on the Clearinghouse's resources. Can we copyright our policies? Sell them?

No. The Clearinghouse materials were produced at FSU under a grant with the Florida Department of Children and Families. Programs may not copyright this information to their own programs, and are not entitled to sell their policies as templates. The appropriate practice would be to indicate that your materials rely on the Clearinghouse's policies, Reports, trainings, and resources. Please do call the Clearinghouse if you have questions.

Managing Emotions: Videos

By Elena Simonsen

Introduction

Just like adults, children experience emotions such as excitement, anger, fear, and happiness. Unlike adults, many children don't know how to label and properly express these emotions. Supervised visitation monitors can provide parents and children with the list of videos below, and provide parents with questions that can help guide the conversation with their child about emotions. The videos are listed according to age category.

Toddlers



<https://youtu.be/ZxfJicfyCdg>

Run Time: 5:21

Murray interviews different characters to see what emotions they are feeling. Each character explains sensations and feelings that they are having, and then the audience is asked to guess what emotion the character is feeling.

Questions for Parents to Ask:

1. *How did you know that the chicken was happy? How did you know that the crab was angry?*

A: The chicken said that she had a good feeling, she couldn't stop smiling, and she was laughing. The crab was yelling, said he didn't have a good feeling, wanted to snap his claws, and said that he had a tight feeling in his body.

2. *What is it like for you when you feel happy? What is it like for you when you feel sad? Angry?*

A: Will vary based on the child. For happy, some responses may include smiling, laughing, and having a good feeling. For sad, some answers may include crying, putting down their head, and feeling "blue". For angry, answer may include clenching fists, gritting teeth, yelling, hitting, and feeling "bad".

Elementary School



<https://www.youtube.com/watch?v=pHKQHkoWNyU>

Run Time: 3:08

The Disney Pixar movie Inside Out is all about feelings! This clip introduces Riley's basic feelings: joy, sadness, anger, disgust, and fear. The video also shows how Riley acts when she is experiencing each feeling.

Questions for Parents to Ask:

1. *Why was Riley disgusted? What did she do to express her disgust?*

A: Riley was disgusted because there was a fly in the room. She made a retching noise and stuck out her tongue to express this.

2. *Do you think that Riley reacted to her emotions appropriately? What would you have done if you were, for example, disgusted?*

A: Yes! Riley handled her emotions appropriately. However, if someone else was around she could've said to them, "I am angry!" when her house of cards fell over. Answers to the second question will vary based on the emotion chosen and the individual child.

3. *Which of these emotions do you like most? Least? Why?*

A: Most children will say they like joy the most, and one of the other emotions least. Examples of explanations include that emotions like joy feel good and emotions like sadness and anger feel bad.

Middle School



<https://www.youtube.com/watch?v=PT-HBI2TVtI>

Run Time: 4:35

This video shows various individuals performing acts of kindness, starting with a young boy helping another child at the school that is being bullied. By the end of the video, the boy's act of kindness has "spread", so that many other community members are also being kind to others.

Questions for Parents to Ask:

1. *What emotion do you think the boy at the beginning of the video was experiencing when he watched the other boy get pushed down at school?*
A: Some examples may include sad, disappointed, and afraid.
2. *How did the boy respond to this event? How do you think you might have responded?*
A: The boy responded with an act of kindness, by helping the other boy up. Some possible answers to the second question include helping the boy up, yelling at the bully, and turning away.
3. *What were some of the feelings that the video brought up in you? Why?*
A: Some possible answers include hope, happiness, and joy at watching people come together and being kind to one another.

High School



<https://www.youtube.com/watch?v=D2sgbzSm5Cs>

Run Time: 2:19

In this video, Leann sees Big Mike walking home from practice. Big Mike looks cold and sad. Leann asks him where he is going, and Big Mike tells her he's going to the gym. Leann knows that the gym is closed, so she asks Big Mike if he has somewhere to stay. Big Mike replies that he does not, and so Leann offers to let him stay with her and her family.

Questions for Parents to Ask:

1. *How do you think Big Mike felt when Leann approached him? How could you tell?*

A: Big Mike was probably feeling sad, hopeless, and maybe afraid. You can tell by the way he is walking with his head down. And with his body tensed up.

2. *How do you cope when you are feeling sad, scared, or worried?*

A: Some possible answers include talking to someone, going for a walk, taking a nap, and journaling.

Sources

The Center on the Social and Emotional Foundations for Early Learning. *Teaching your child to: Identify and express emotions*. Retrieved from http://csefel.vanderbilt.edu/documents/teaching_emotions.pdf