

Wednesday, June 26, 2024
12PM/11CT

Clearinghouse on Supervised Visitation Phone Conference/Webinar Agenda



Discussion

1. Welcome and Announcements – Everyone is invited!
2. Check the listings on the website to ensure your program information is up to date and correct for the quarterly report. If you need to add or change anything, email Lyndi Bradley at lbradley2@fsu.edu
3. **July Phone Conference: July 17, 2024**
4. Next month training: Stalking & Supervised Visitation
5. Safe Exchange of Minor Children
6. Questions from Directors: Case Scenarios
7. Programs Offering Monitored Exchange
8. Water Safety: [Florida officials urge low-income parents to get small children swim lessons paid by state](#)
9. Florida Swim Lesson Voucher Program: <https://www.watersmartfl.com/>
10. Protective Factor 5: Access to Concrete Community Support
11. Protective Factor 6: Emotional & Social Competence of Children

Join the meeting via this link:

<https://fsu.zoom.us/j/907247894>

For the audio component, you can use your computer's audio capabilities, or you can join with your phone.

Dial: 1-646-558-8656

Meeting ID: 907 247 894

Examples of stalking in supervision visitation

- The perpetrator attached a tracker in the car seat that went back and forth with the 18-month-old at that monitored exchange, so that the perpetrator could track the other parent's whereabouts.
- Some trackers look like guitar picks. In one case, the perpetrator put the tracker on the underside of the tongue of the child's sneaker.
- The perpetrator had a tracker on the dog during hunting season (parent knew about it) and instead the perpetrator put it on the parent's car. When police asked why the perpetrator touched the car the perpetrator said, "I thought (my ex) might have a flat tire and that would be unsafe for the child."
- The perpetrator removes the insole from child's shoes and attaches the tracker to it.
- Spoofing: The perpetrator spoofs the visitation number, calls the other parent, and cancels the scheduled visitation. Parent starts missing visitation because she sees that they are canceled. The visitation center and court is upset at the parent because they are not being compliant with visiting the child.
- There are many apps that can help to eliminate spoofing like trap call. However, these app cost \$ and you can't put the app on a landline.
- Perpetrator left cup of coffee in the parent's locked car at the visitation program with the parent's nickname on it from Starbucks.
- Perpetrator leaves a family/wedding picture in the child's backpack.
- Perpetrator texts parent "I ordered a pizza for the kids" when the perpetrator doesn't have contact with the kids.
- Perpetrator is not allowed to contact the other parent. Still, he sends dozens of texts a day, about things that are "neutral" like about the house, and kids, and news on the TV.
- Many jurisdictions do not have lots of places to go grocery shopping – lots of stalking there. And perpetrators can claim they weren't stalking.

- Perpetrator brought candy to the visit and gave it to the kids, and when the kids were leaving, the perpetrator says "don't forget to bring Mom's candy" and that's how they knew it was a message for mom.
- Perpetrator sent the parent a recording of the conversation the parent was having with her mother in her mother's house to show how the perpetrator could surveille the parent.
- Child was given a stuffed animal at a visit, and there was a GPS tracker sewn inside.
- Parent got an email from the perpetrator that said, "I'm going to stalk you until your legs are broken." Parent called police; they shrugged and said "Just block him."
- Perpetrator would call kids as allowed but said things like, "I liked the shirt you wore to school today, and Mom has a cool new car!"
- Lots of property invasion: Break-ins but nothing is missing, and law enforcement won't respond.
- Sabotage at work: Offender leaves things in the women's bathroom, sure that wife will see it. Note taped to the mirror.
- Public gaslighting: Showing up at work with flowers and chocolates and being very nice to everyone even though in private the stalker threatens and intimidates the victims.
- Most victims will often not say they are being stalked. What kinds of questions can you ask at intake to determine if it's a risk.
- Probing the children for information (12-year-old reports what dad asked about mom at visits)
- Adding tracking software to the children's phones/ipads/devices.
- Toys look like they haven't been opened, but the perpetrator takes the toy out of the box, adds a note to mom, and re-packages it. The advice to have an unwrapped gift is not enough.
- Ask at intake if there is any surveillance behavior if it is a DV case.

Some strategies that visitation programs can take when working with families who have experienced stalking include:

- Keep good documentation of a parent's allegations of stalking. Don't wait for the word Stalking, though. Following, finding you, watching you, showing up at places they shouldn't, tracking where a parent is, interfering with your ability to move around without being watched. Others?
- Have a camera in the parking lot for evidence of stalking.
- Provide Best Buy/electronic store gift card to help victims purchase a camera to be able to prove stalking.
- **BE SURE to know your local DV center and how to make referrals.**

For more information on how to respond to stalking in supervised visitation centers, please go to <https://www.stalkingawareness.org/wp-content/uploads/2023/09/SPARC-Inspire-Supervised-Visitation-Safe-Exchange-Guide.pdf>.

CS/CS/HB 385 (2024)— Safe Exchange of Minor Children

Chapter No. 2024-226

The supervised visitation bill was finally signed. Here is a summary of the bill:

Under the bill, a court must specify the time and locations for the exchange of a child pursuant to a timesharing schedule of physical custody in a family law case. If the court finds that there is a risk or imminent threat of harm to one party or a child at the exchange, the location of the exchange may be at a sheriff's parking lot, which is designated by a sheriff as a safe exchange location, or the location of a supervised visitation program.

The bill requires each sheriff to designate at least one parking lot at the sheriff's office or a substation as an available safe exchange location. The purpose is to provide a place where parents may bring their minor child for purposes of exchanging the child to comply with court-ordered timesharing. The location must be marked and have at least one surveillance camera with recordings maintained for at least 45 days. The bill does not require the sheriff to actively monitor the location. Moreover, the bill provides that a sheriff and the sheriff's employees are not civilly liable for an incident that may occur as the result of the exchange of a child at a safe exchange location.

This law goes into effect July 1, 2024.

Brief Basic Supervised Visitation Case Scenarios to Explore

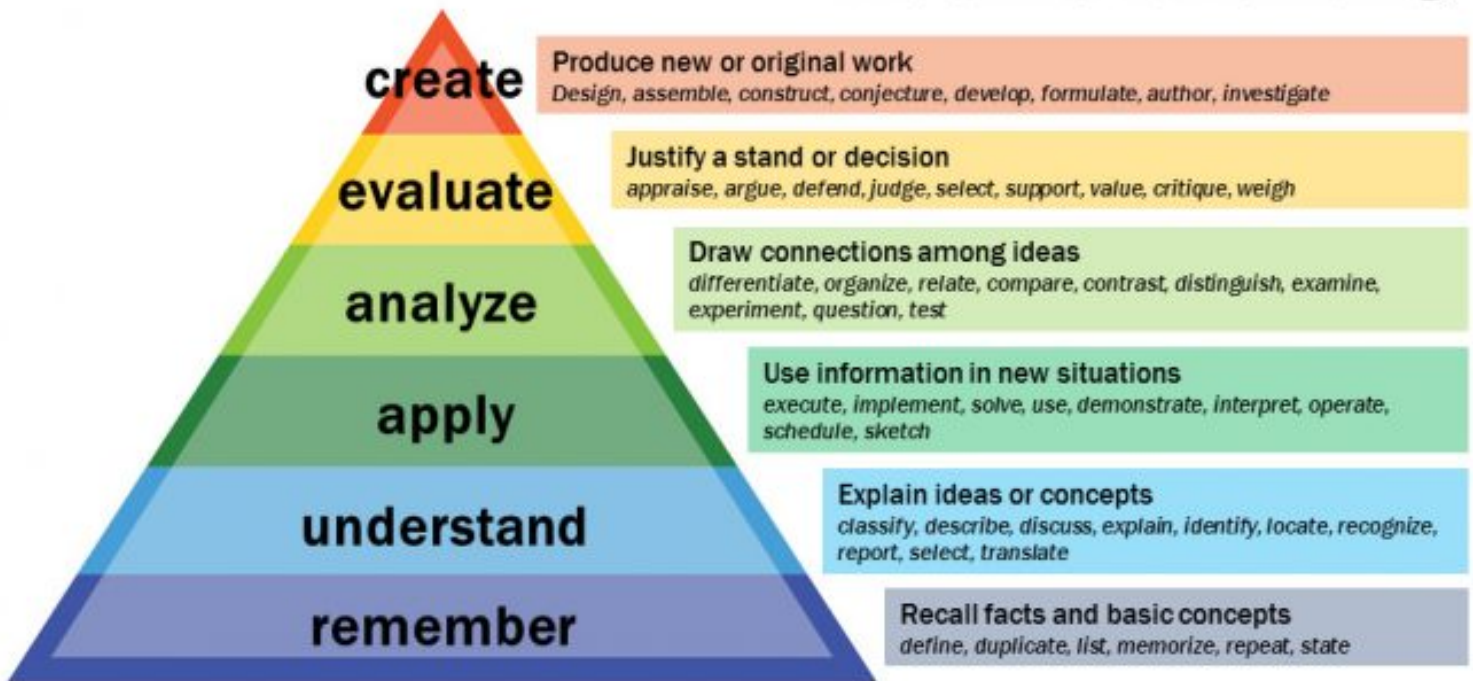
For each of the vignettes below what do you think is happening? What should you do and why? What kind of skills could you help the parent build? What do you do to turn this into a successful visit?

1. The visiting parent sits down in a chair during the visit. The child gets frustrated because the parent is not playing with them. The child throws a toy at the parent. The parent starts yelling at the child.
2. The child is bouncing a ball and says to the visiting parent, "Play with me". The visiting parent instead asks the child, "What is the name of your teacher at school again?"
3. The custodial parent brings the child to the visit and says to the child, "Now don't be afraid Johnny"
4. The parent brings a gift to the visit that is wrapped in bright paper and a ribbon and simply wants to hand it to the child. What issues are involved and what should you do?
5. The child is playing a game with the parent during a visit and the visit time limit is going to expire. Instead of creating an abrupt "time's up!" what are some things you can do to provide a smooth transition to ending the visit?
6. The custodial parent seems anxious and upset during the visit and cries and clings to their 5-year-old child so much that there is no positive engagement. The parent is crying and rocking back and forth.
7. The visiting parent yells at the 4-year-old for dropping a box of apple juice on the floor of the program and the child begins to cry.
8. Two siblings are fighting over a toy. One child hits the other child, and the parent ignores them completely.

9. While a child and parent are playing a game together the parent asks the child questions like, “So who are mommy's friends?”, “Who comes over to the house and has dinner?”, and “Does mommy have a boyfriend?”

10. The visiting parent says to the child, “Don't worry you're going to be living with me soon and then we will go to Disney World”.

Bloom's Taxonomy





Water Safety



Drowning is the #1 cause of accidental death for toddlers

Fact:

A child can die in **less than two inches of water.**

Pools, lakes, bathtubs, buckets of water pose serious threats to children who are **unattended.**

Beware of Distractions!

- Phone
- TV
- Computer
- Other Children
- Bathroom Breaks
- Conversations



Drowning is **PREVENTABLE!**

Never leave your child unattended for any reason.

If you have to leave the water area, **TAKE YOUR CHILD WITH YOU**

This includes the **BATHTUB!**

Safety Checklist

- Have a physical barrier on all four sides of your pool at least 4 feet high with a lock or an alarm
- Once you leave a water area, make sure the child cannot return without your knowledge.
- Children not proficient in swimming must wear a life jacket.
- Direct supervision must be provided.
- Steps or ladders must be secured or removed when pool is not in use.
- Hot tubs must have a safety cover.

LA SEGURIDAD DEL AGUA



Ahogamiento: La Causa #1 de Muerte Accidental de Niños Pequeños

Cuidado con el Peligro:

Un niño se puede ahogar en menos de dos pulgadas de agua

Los niños pequeños mueren en...

Las Piscinas

Los Lagos

Las Bañeras

Los Cubos de agua



Ahogarse es Silencioso y Rápido:

La supervisión es la mejor protección para su hijo

Los niños se mueven rápidamente

No creas que un accidente por ahogamiento no le pasaría a su familia

Cuidado con las Distracciones:

Distracciones peligrosas incluyen:

El Teléfono

La Televisión

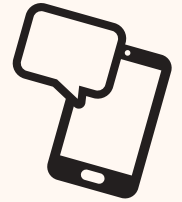
La Computadora

Los Otros Niños

Los Quehaceres

Los Descansos de baño

Las Conversaciones



¡Nunca Dejes a tus Hijos Desatendidos por Ningún Motivo, Nunca!

Si tienes que salir del área de agua, lleve también a tus hijos

Esto incluye la bañera

Cuando salgas del área de agua, asegúrate que tus hijos no puedan entrar de nuevo sin que lo sepas

¡El Ahogamiento es PREVENIBLE!



EL CENTRO DE INFORMACIÓN SOBRE VISITAS SUPERVISADAS
INSTITUTO DE ESTUDIOS DE VIOLENCIA FAMILIAR
FAMILYVIO.CSW.FSU.EDU



Lista de Verificación de Seguridad:

- Tener una barrera física en los cuatro lados de la piscina con un mínimo de cuatro pies de altura
- El acceso mediante la barrera debe tener una cerradura o alarma
- Una vez que salgas del área de agua, asegúrate que el niño no podrá regresar sin tu conocimiento
- La piscina debe de tener un dispositivo de seguridad cerca
- Niños que pueden nadar bien deben usar un chaleco de salvavidas
- Se debe de prestar supervisión directa
- Los escalones o escaleras deben estar asegurados o eliminados cuando la piscina no esté en uso
- Las bañeras de hidromasaje deben de tener una cubierta de seguridad



The Protective Factors

An E-Book Series for Supervised Visitation Programs



Concrete Community Supports

The Fifth Protective Factor in a Series of Six



Introduction

Research indicates that children with parents who have access to concrete community supports during times of need are at a reduced risk for child abuse and maltreatment. When a family is struggling to meet basic needs, this stress can lead to family dysfunction. Concrete community supports are social services that provide basic resources such as food, water, shelter, safety, health care, and mental health care. Other services that can be included in community supports are: childcare, domestic violence services, substance abuse treatment, employment assistance, housing, transportation, and financial literacy.

Objectives

After completing this training, social service providers and supervised visitation personnel should:

- Understand what access to concrete community supports looks like in a family setting and be able to describe different examples in the home.
- Learn about the importance of concrete community supports and the positive effects for children and families.
- Be able to explore strategies to help parents gain access to concrete community supports.
- Understand the specific ways supervised visitation personnel can help parents gain access to concrete community supports.
- Learn about the resources available for social service providers and families looking for more information on concrete community supports.

Concrete Community Supports in the Home

BELOW ARE SEVERAL EXAMPLES OF WHAT HAVING ACCESS TO CONCRETE COMMUNITY SUPPORTS MAY LOOK LIKE IN THE HOME:



A single father is called into work and is able to take his child to a daycare center.



An unemployed parent is able to accept the first job she finds because she has reliable transportation.

A single mother is laid off and is able to find help filing for unemployment.



A child becomes sick and the parent immediately takes him to the doctor.



BELOW ARE SEVERAL INDICATORS THAT ACCESS TO CONCRETE COMMUNITY SUPPORTS IS NOT PRESENT IN THE HOME:



A single father cannot stop drinking and does not know who to ask for help.



A single mother leaves her young child alone at home when she goes to work.

In a family without health insurance, the children only see the doctor in an emergency.



The three children of a two-parent family only eat when they are at school.



The Importance of Concrete Community Supports

Concrete community supports play a role in how well parents are able to manage day-to-day challenges, handle crisis situations, and tend to the needs of their children.

PARENTS WITH ACCESS TO CONCRETE SUPPORTS:

Are able to spend more time helping their children.



Have resources needed to handle high-stress situations.

Are able to meet a child's basic needs.



Are at reduced risk for child maltreatment and neglect.

PARENTS WITHOUT ACCESS TO CONCRETE SUPPORTS:

Are less able to meet the physical and/or emotional needs of their children.



Are at greater risk of being involved with the child welfare system.

May find it difficult to make positive changes for their family.



May be less responsive to other services.

Think about it....



Knowing about the importance of concrete community supports for families, what are the risks to families with children who do not have access to community supports? How might the child, parent, or family as a whole be affected?

Strategies for Working with Families

Social service providers can help parents learn about the importance of concrete community supports and how to access them. There are many different opportunities for social service providers to discuss concrete community supports with parents. Some opportunities include:

1 Talking with parents during intake and follow-up procedures to service delivery

2 Talking with parents when they express their feelings.

3 Talking with parents during a problem in supervision.

4 Talking with parents about occupational, educational, and social resources.

5 Talking with parents during pick-up, drop-off, or parent-teacher meetings.

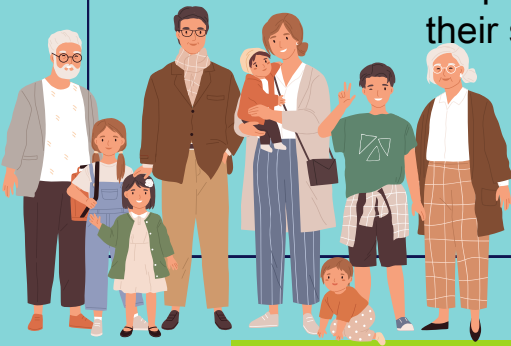


Skill Building

There are different skills that help parents access concrete community supports. Some of these skills are described in detail below, along with information on how individuals that work with parents can help them to develop these skills.

AWARENESS OF NEEDS AND CONCERNS

- During visits or meetings, talk with parents about what their specific needs are.
- Assist the parents in prioritizing their needs and make referrals for their top needs.
- Help parents identify the best community resources for their situation.



ABILITY TO MEET REQUIREMENTS

- When a parent has contacted a referred agency, ask him or her specific questions about what tasks he or she needs to complete. For example: What paperwork needs to be turned in for the referral? What is the next step?
- Guide clients to action and be encouraging. Help the client set a goal of accomplishing a task.
- If possible, schedule a time to sit down with the parent and help him or her with any tasks that need to be completed (paperwork, making a phone call, etc).



AWARENESS OF AVAILABLE COMMUNITY RESOURCES

- If possible, suggest multiple resources. In many cases, a client will need referrals to more than one service and there may be more than one community resource that can serve his or her family.
- Look for community resources in nontraditional places. Sometimes there are programs at houses of worship, domestic violence centers, homeless shelters, community colleges or universities, as well as in larger social services agencies.
- Host an “Open House,” a “Community Resource Fair,” or a “Community Services Day/Evening” during which service providers can present or set up a table for local families who can learn about the available services in the community.



ABILITY TO ACCESS RESOURCES

- Think about how well the client will “fit” the agency. Assist the parent in connecting to local social service agencies that are culturally appropriate (services that meet the parent’s cultural needs, such as his or her ethnicity, religious background, or special needs). If for some reason the client’s needs or personality does not “fit” the agency, make a referral to the agency that can best suit the needs of the client.
- Talk with the parent about what he or she is comfortable with or uncomfortable with when seeking services.
- If a parent does not know how to organize the tasks he or she is given, offer to help him or her to accomplish a task.



Case Example

Read this case example and answer the questions that follow.

Nathan is a 27 year old single father of an eight year old child, Jeremy. He recently found a job at a convenience store where his schedule requires him to work three night shifts a week, from 3:00PM to 11:00PM. He does not know anyone who can watch Jeremy while he is at work, and he cannot afford to pay a sitter. He has been working at his new job for two weeks and has left Jeremy at home alone while he is gone. Jeremy has rules to follow, including not to go outside, not to open the door for anyone, and not to answer the phone. When Nathan tells his case manager about his new job, he admits to leaving Jeremy at home alone, but does not see any other way to keep his job.

Questions:

1. Is this a case of child neglect? Why or why not?
2. What are some ways that the case manager can assist Nathan in resolving this dilemma?

Possible Answers:

1. No. Based on the information from the case scenario, the lack of supervision appears to be due to low-income. The father is leaving the child alone when he goes to work because he has no one else to watch him. According to Florida Statute 39.01, the parent or legal custodian of a child is responsible for assessing when it is appropriate to leave a child without supervision or arrangement, based on the child's age, mental status, and physical condition, but without proper support many parents are not able to meet this legal requirement.
2. Nathan and the case manager can work together to try to identify an affordable community resource that can assist Nathan with childcare. He may be eligible for a childcare subsidy. There may be other options, such as connecting Nathan with some of the parents of the other children at Jeremy's school in order to find a family that would be willing to supervise him on those nights.



Supervised Visitation Chart

The chart below describes how supervised visitation personnel can take advantage of opportunities with parents to connect them to concrete community supports. The chart also describes the positive outcomes for the child.

Opportunities for Supervised Visitation Personnel	What the Parent Can Do	Positive Effect on the Child
<p>During intake, talk with the parent about needs or concerns he or she may have and refer him or her to community resources.</p>	<p>The parent can work with personnel to identify his or her strongest areas of need and which referrals he or she is most interested in.</p>	<p>The child's needs can be addressed directly through a service or indirectly through benefiting the parent.</p>
<p>During follow-up, see if any new needs have come up or if the circumstances have changed.</p>	<p>The parent can discuss any new concerns and contact referrals with the supervised visitation provider.</p>	<p>Any new needs that the child may have can be identified and addressed.</p>
<p>During follow-up, encourage the parent to complete referral tasks, and if possible assist him or her in connecting with resources.</p>	<p>The parent can work with personnel to contact resource agencies and prepare any eligibility requirements.</p>	<p>The parent models effective help-seeking behavior for the child.</p>

Case Example

Read this case example and answer the questions that follow

Maggie is a 34-year-old mother who is visiting her four girls. The girls were removed from her care after she went into a rage and pushed her oldest daughter into the wall, causing the child to hit her head. During intake, she tells the supervised visitation monitor about the family's last two years. When she found out her abusive husband was cheating on her, Maggie says that she felt like her "life was over." Her husband did not want to stay together, and he kicked her and the children out of the house. They had to move to another state and into Maggie's parent's home and lived in one bedroom together. Maggie was working over 50 hours a week and barely making ends meet when she began to feel that she was "losing control." Maggie tells the visitation monitor that she loves her children, but she is afraid that she is "too broken" and a "horrible mom."

Questions:

1. What are some of the feelings that Maggie may be experiencing?
2. In what ways could the supervised visitation monitor link Maggie with community resources that may be helpful for her?

Possible Answers:

1. Given the stressful events, Maggie could be experiencing depression, hopelessness, or guilt.
2. During their discussion, the monitor could work with Maggie to identify what she feels she needs the most help with, and if she is open to receiving help, refer her to the most appropriate services, such as services that offer low cost housing options, information about the public transportation system, assistance from the local domestic violence shelter.



Other Resources

- <https://www.myflfamilies.com>
As the home website for the Florida Department of Children and Families, this site contains a search engine for locating local resources and a listing of the services that DCF offers and programs that it partners with.
- http://ctb.ku.edu/en/tablecontents/sub_section_main_1043.aspx
This link connects to a step-by-step guide for identifying community assets. This chapter is part of The Community Toolbox, an online resource for developing community-building skills, a project hosted by Work Group for Community Health and Development at the University of Kansas.
- <https://www.211.org/>
This link connects individuals to local resources available in their area.



Access to Concrete Supports

A checklist to see if the client has difficulties accessing basic needs.

Shelter

Ask questions to see if the client has stable housing

- Do you have a place to stay?
- Do you have running water?
- Do you have electricity?
- Do you have heating and cooling?

Food

Ask questions to determine if the client needs help accessing adequate food for the family.

- Do you get enough food to eat each day?
- Do your children get enough food to eat each day?
- Do you have drinking water readily available?

Safety

Ask questions to determine if the client needs different housing or is experiencing violence.

- Do you feel safe in your home?

Medical

Ask questions to determine if the client needs help accessing medical resources.

- When was the last time you went to the doctor?
- When was the last time you took your children to the doctor?

Transportation

Ask questions to determine if the client needs has access to transportation.

- Do you have access to transportation?
- Do your children have transportation to childcare/school?

Childcare

Ask questions to determine if the client needs help with childcare resources

- Does your child/children have childcare while you are away?

Employment/Education

Ask questions to determine if the client needs help finding a job or needs help giving their child an education.

- Do you have a job or means to make money to support yourself and your child?
- Do your children have access to school to gain an education?

References

- Clearinghouse for Supervised Visitation. (2010). *Supervised Visitation and Low-Income Families: Replicating Florida's Pilot Project to Improve Family Financial Stability*.
- Hardy, F. & Darlington, Y. (2008). What parents value from formal support services in the context of identified child abuse. *Child & Family Social Work*, 13, 252-261.

Next Step:

Read about **Emotional and Social Competence in Children**, the sixth protective factor in the E-Book Series for Supervised Visitation Programs.



The Protective Factors

An E-Book Series for Supervised Visitation Programs



Emotional and Social Competence of Children

The Sixth Protective Factor in a Series of Six



Introduction

Research indicates that children who have well-developed social and emotional competencies are at a reduced risk for child abuse and maltreatment. Emotional competence can be defined as a child's ability to identify and express his or her feelings. Social competence refers to a child's ability to interact with other people. Emotional competence and social competence go hand-in-hand, as both involve skill sets that help to express, define, and interpret emotions. Emotional and social competencies also allow children to relate and respond to the feelings of others, as well as communicate their needs.

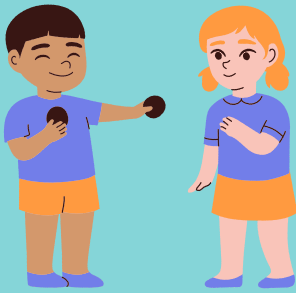
Objectives

After completing this training, social service providers and supervised visitation personnel should:

- Understand what an emotionally and socially competent child looks like in a family setting and be able to describe different examples in the home.
- Know about the importance of emotional and social competence and the positive effects on children and families.
- Be able to use strategies to help parents promote emotional and social competence in their children.
- Understand the specific ways that supervised visitation personnel can help parents promote emotional and social competence in their children.
- Know about the resources available to social service providers, as well as for families looking for more information about emotional and social competence in children.

Emotional and Social Competence in the Home

BELOW ARE SEVERAL EXAMPLES OF WHAT AN EMOTIONALLY AND SOCIALLY COMPETENT CHILD MAY LOOK LIKE IN THE HOME:



A young child sharing her snack with her sibling.



A girl asking her friend if she is okay after a fall.

A girl asking her parents to participate in an extracurricular activity.



A high school youth talking with her parents about being bullied.



BELOW ARE SEVERAL EXAMPLES OF WHAT A CHILD WITH UNDERDEVELOPED EMOTIONAL AND SOCIAL COMPETENCE MAY LOOK LIKE IN THE HOME:



A young boy breaks household items when he becomes angry.



A little boy cries whenever he gets an answer wrong on his homework.

A girl becomes upset and quits whenever she is not winning at a game.



A child refuses to share anything with his brother.



The Importance of Emotional and Social Competence for Children

Emotional and social competence allows children to build healthy and positive relationships, as well as help children manage their moods and behaviors. Generally, children who are emotionally and socially competent do better in school and build stronger relationships.

CHILDREN WHO ARE EMOTIONALLY AND SOCIALLY COMPETENT:

Listen, share, cooperate, and help others.



Are able to control their behaviors in an age-appropriate way.

Are better able to successfully establish relationships with their peers.



Perform better academically and behaviorally in school settings.



CHILDREN WHO ARE UNDERDEVELOPED EMOTIONALLY AND SOCIALLY MAY:

Have difficulty in peer relationships, as well as with interpreting the emotions of others.



Have lower levels of confidence and motivation, especially at school.

Find it challenging to focus or to stay on task.



Struggle with controlling their feelings and behaviors.

Think about it....



Knowing about the importance of emotional and social competency, what are the risks to families with children who are emotionally and socially underdeveloped? What are the risks to the family if the parent is emotionally and socially underdeveloped? How might the child, parent, or family as a whole be affected?

Strategies for Working with Families

Social service providers can help parents learn about the importance of emotional and social competence for children and how to foster it in their children. There are many different opportunities for social service providers to discuss emotional and social competence with parents. Some opportunities are described below:

- 1 Talking with parents during intake and follow-up procedures to social service delivery.
- 2 Exploring options with parents when they express concerns regarding their children.
- 3 Discussing emotional and social competence with parents during supervised visitation.
- 4 Educating parents about occupational, educational, and social resources.
- 5 Chatting with parents during pick-up, drop-off, or parent-teacher meetings.



Skill Building

There are different skills that help parents foster emotional and social competence in their children. Some are described below, along with information on how social service providers can help parents to develop these skills:

CREATE A SAFE ENVIRONMENT

- Offer warmth and acceptance when discussing emotions with the child.
- Encourage active play and offer support and guidance when the child expresses fear or frustration when trying something new. When feeling emotions, help name, validate, and manage those emotions.
- Listen to the child when he or she expresses thoughts. Use validation and clarification to reflect understanding and acceptance.
- Express the importance of giving children “face” time. Encourage the parent to be attentive and expressive with the child at every age.



COMMUNICATE

- Encourage parents to talk regularly with the child about his or her day and explore the child’s thoughts and feelings.
- Give parents tools to help the child communicate emotions, including how to communicate and listen to others effectively.
- Encourage parents to remain aware, sensitive, and supportive of the child in conversations about feelings.
- Following times of “acting out,” wait until the child is calm and have the parent talk with the child. The two can come up with different ways of handling the problem together.



TEACHING AND PRACTICING

- Have parents teach behaviors like listening, saying “please” and “thank you,” and other ways to be polite, as well as give the child opportunities to practice these behaviors.
- Parents can encourage self-control by staying calm in situations that may usually incite anger.
- Encourage parents to read books or watch movies with the child and ask him or her about specific emotions and behaviors using the characters. For example, the parent can ask, “How do you think Mr. Bear is feeling right now?” or “What would you do if you were Mr. Bear?”
- Provide parents with tools to teach children how to identify and label emotions and the appropriate behaviors that accompany different feelings.



ABILITY TO DEMONSTRATE EMOTIONAL AND SOCIAL COMPETENCE

- Discuss ways that the parent can model healthy management of their own emotions.
- Develop methods parents can use to properly respond to the child in challenging situations.
- Teach the parent how to express emotions around his or her child, identify problematic areas and strengths, and then develop better responses together.



A Note on Cultural Competency...

Have visual aids such as books, magazines, posters, toys, etc. that reflect a variety of people and cultures. It is important for children to see people like themselves represented in their environment and to be exposed to diversity in all of its forms! Remember to talk with the parents about their values and expectations for their children.

Case Example

Read this case example and answer the questions that follow.

A teacher with a classroom of 3 and 4 year old preschoolers has noticed that one of the boys in her class does not interact with the other children during play time. When she calls on him, he becomes very shy and puts his head down. Sometimes he will nod his head yes, shake it no, or gesture that he does not know, but he will not speak. He sometimes leans over to a friend and whispers to her, and she will then speak for him, but he will not speak aloud to the class. Besides avoiding verbal communication, the child does well in all other aspects of the class. The teacher discovers in a conversation with the parents that at home, the child is very talkative and lively. The parents are aware that outside of the home he will rarely speak and believe that he is just extremely shy. He does not appear to be unhappy, especially at home, and he is able to communicate at an age-appropriate level.

Questions:

1. What are some positive factors in this situation that can be built upon?
2. What are some ways that the parents could help to increase the child's comfort level with speaking outside of the home?

Possible Answers:

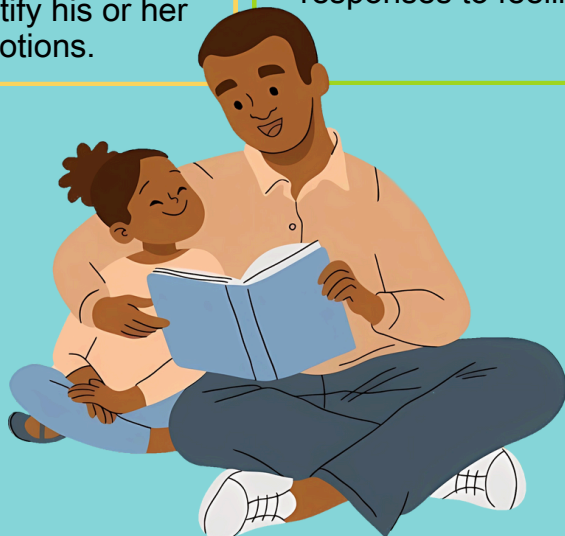
1. The child appears to be on track developmentally, does well in class, behaves well, and is able to speak (although he chooses not to most of the time). Also, it seems that the family is aware of his issue with speaking outside of the home. Importantly, he does seem to be comfortable speaking with one person in the class; that relationship could be used to increase the child's comfort level with speaking.
2. The parents could talk with their child to gain an understanding of why the child does not like speaking. They could try to do activities outside of the home that involve other children and families to expose the child to other social environments. They can also give the child specific tasks to practice in those environments.



Supervised Visitation Chart

The chart below describes opportunities that supervised visitation personnel can take advantage of with parents and children to encourage the development of emotional and social competencies and the positive effect this may have on the child.

Opportunities for Supervised Visitation Personnel	What the Parent Can Do	Positive Effect on the Child
During intake, provide the parent with information regarding age-appropriate social and emotional competency.	The parent can respond to the child's emotional and social needs at the different stages of his or her development.	The child will have his or her needs met and will be less likely to "act out."
During parenting time, encourage parents to model positive social behaviors.	The parent teaches the child how to share, help others, work together, and show respect.	The child develops the social skills needed to interact positively with others.
During parenting time, make tools available, such as the Feelings Thermometer or storybooks, to help the child identify his or her emotions.	The parent can use tools to help the child identify emotions and appropriate responses to feelings.	The child learns how to name his or her feelings and behaviors.



Supervised Visitation Chart

Opportunities for Supervised Visitation Personnel	What the Parent Can Do	Positive Effect on the Child
<p>When the child becomes upset, encourage parents to talk with the child about his or her feelings, and to use validation, active listening, and clarification to express empathy and understanding.</p>	<p>The parent communicates with the child in a way that expresses understanding and care.</p>	<p>The child feels safe and accepted when expressing feelings.</p>
<p>When the child becomes frustrated, talk about the importance of teaching healthy emotional expression and explore how the caregiver reacts to the child being happy, sad, anxious, angry, etc.</p>	<p>The parent can model healthy emotional expression and teach the child how to express his or her own emotions and how to respond to a variety of situations.</p>	<p>The child learns how to express emotions in a constructive way.</p>



Case Example

Read this case example and answer the questions that follow.

A supervised visitation monitor is working with a young mother and her eight-year-old child. During the visit, she notices that when the child first arrives to visitation, though shy, she appears happy and comfortable. As soon as the mother arrives, the child becomes visibly tense and anxious. The monitor notices the mother attempting to make conversation with her daughter about different topics, but whenever the child begins to express a feeling or opinion, the mother disagrees with her and criticizes her. The child becomes increasingly quiet throughout their time together. After some time, the mother asks her if something is wrong. The girl says that she feels like she can't ever do anything right and that she is always wrong and begins to cry. Her mother yells, "Stop crying. You have no reason to be upset!"

Questions:

1. Can you identify positive behaviors that the mother engages in that can be built upon?
2. What problematic behaviors do you see on the part of the mother?
3. What strategies could be suggested to the mother to replace the problematic behaviors?

Possible Answers:

1. The mother expresses interest in the child and appears to be attentive to the child's change in mood when she becomes quiet. She also acknowledges that her actions have caused this change in mood and desires to understand what she has done wrong. It also seems to bother the mother when the child begins to cry.
2. The mother reacts to the child with criticism whenever the child expresses her opinion. The mother also uses hostility to get the child to stop crying.
3. It is good to talk to the child, rather than criticize her when she expresses an opinion or feeling that is not favorable to the mother. The mother can ask her child to elaborate on her opinion or say, "You know, I don't agree, but it is okay for us to have different opinions." Emphasize the harm in using threats to get a child to stop a behavior and provide the mother with ways in which she can soothe her child through validation and affection.



Other Resources

- **Teaching Your Child To: Identify and Express Emotions:** A publication by The Center on the Social and Emotional Foundations for Early Learning that focuses on how parents can help their child learn about expressing emotions in constructive ways.

http://csefel.vanderbilt.edu/familytools/teaching_emotions.pdf

- **Raising Children Network:** Strategies that caregivers can use to encourage positive behaviors in children.

http://raisingchildren.net.au/articles/encouraging_good_behaviour.html



The Feelings Thermometer

The Feelings Thermometer can be used to help a child identify what he or she may be feeling and appropriate responses to those feelings.

HOW AM I FEELING TODAY?

What words describe how I feel?

- Angry
- Furious
- Very sad
- Anxious

- Frustrated
- Anxious
- Annoyed
- Upset

- Nervous
- Worried
- Confused

- Happy
- Relaxed
- Content
- Ok

What can I do to feel better?

STOP and ask for help!

- Take deep breaths
- Count to ten
- Do something else
- Find a quiet space

- Think of something happy
- Find something fun to do

Smile! You are feeling GREAT!

WHAT SHOULD I DO?

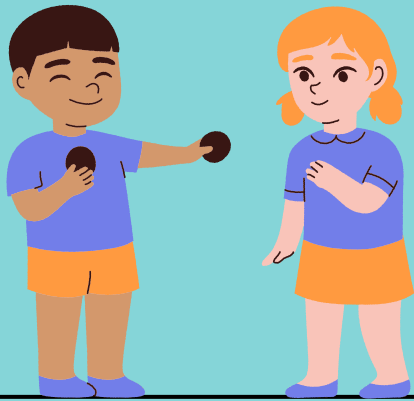
Child Care Cue Cards

As supervised visitation providers, you can use the following child care cue cards with parents and their children during supervised visitation. The cue cards are a way to teach children how to act or react in different situations. It is a good way to show children how to act appropriately. Below are scenarios parents can ask their children to think about and match to the best cue card.

1. You want something, such as a toy or food. What would you do?
2. You are playing with a toy and another child wants to join you. What would you do?
3. There is a line to go down the slide. What would you do?
4. You are having problems with a question during school. What would you do?
5. Another child is bullying you. What would you do?
6. A child is doing something that you don't like. What would you do?



SHARING



ASKING FOR HELP



IGNORING



ASKING TO STOP POLITELY



PLEASE AND THANK YOU



WAITING YOUR TURN



How to Show You're Listening



FOCUS ON THE SPEAKER

Sit comfortably, face the speaker, and make good eye contact.



LIMIT DISTRACTIONS

Put away phones and turn off the TV.



USE ENCOURAGING RESPONSES

Say “Mhmm” or “Okay” to create a welcoming conversation.

SHOW INTEREST

Ask question to show your interest.



RESPOND TO SHOW UNDERSTANDING.

Give a supportive response, such as “I can tell this is very important to you”.



AVOID INTERRUPTING THE SPEAKER

Focus on what the speaker is saying and avoid preparing your response until there is a natural pause in conversation.



SHOW SUPPORT WITH YOUR BODY LANGUAGE

Providing the speaker with nods, smiles, and an open posture puts the speaker at ease and show your support.

References

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