

## Everyday Strategies Module 2

The Science of Building Protective Factors

---

---

---

---

---

---

---

**ROLE:** How Early Childhood Programs Contribute to Prevention of Child Abuse and Neglect

Quality Early Care & Education:

**Program Strategies That:**

- Facilitate friendships and mutual support
- Strengthen parenting
- Respond to family crises
- Link families to services and opportunities
- Value and support parents
- Facilitate children's social and emotional development
- Observe and respond to early warning signs of child abuse or neglect

**Protective Factors**

Parental Resilience

Social Connections

Knowledge of Parenting & Child Development

Concrete supports in times of need

Social and Emotional Competence of Children

Child  
Abuse &  
Neglect  
Prevention

---

---

---

---

---

---

---

## What the research found

Center for the Study of Social Policy  
2001-Present

---

---

---

---

---

---

---

## Seven ECE Strategies to Build “Circles of Caring”

1. Facilitate friendships and mutual support
2. Strengthen parenting
3. Respond to family crises
4. Link families to services and opportunities
5. Facilitate children's social and emotional development
6. Observe and respond to early signs of child abuse and neglect
7. Value and support parents

---

---

---

---

---

---

---

## Facilitate friendships and mutual support

- Welcome area for parents
- Coffee
- Resources - computer, internet
- Social Networking Events
- Volunteer e-mail list serve

---

---

---

---

---

---

---

## Strengthen parenting

- Become a United Way Success by 6 Brain Under Construction Zone
- Arrange for desired parenting classes
- Create large display/bulletin board for parents
- Provide bi-monthly handouts on parenting
- Facilitate parent support groups, father activities, grandparent activities, etc.
- Maintain frequent contact with parents regarding their children in the daycare
- One on one contact: teacher to parents
- Display “parenting tips”

---

---

---

---

---

---

---

## Respond to family crises

- Supportive relationships, especially for single parents
- Friday backpack food program
- Thanksgiving & Christmas food baskets

---

---

---

---

---

---

---

## Link families to services and opportunities

- Parent Resource Booklets
- Large Display Board – post referrals, community links
- “Family Plans” to be included in orientation; updated yearly, or as child progresses to next teacher

---

---

---

---

---

---

---

## Facilitate children’s social and emotional development

- Talaris Emotion Coaching curriculum
- During orientation, thoroughly discuss curriculum, including aspects of social and emotional development
- Connect families to resources
- Provide/arrange for parenting classes regarding social/emotional development
- Help parents understand routine assessment results

---

---

---

---

---

---

---

## Observe and respond to early signs of child abuse and neglect

- Include documents (regarding child abuse and neglect) in initial staff training
- Arrange for training in child abuse/neglect
- Supportive calls to homes for children with repeated absences

---

---

---

---

---

---

---

---

## Value and support parents

- Offer special programs/activities (e.g. for fathers only; for grandparents only)
- Provide childcare during parenting classes
- Invite parents to staff seminars, classes, etc
- Provide parenting classes of interest (per survey)
- Facilitate support groups for parents
- Arrange for speakers on topics of interest to parents
- Post events for parent participating
- Accommodate family schedules – sports, etc.

---

---

---

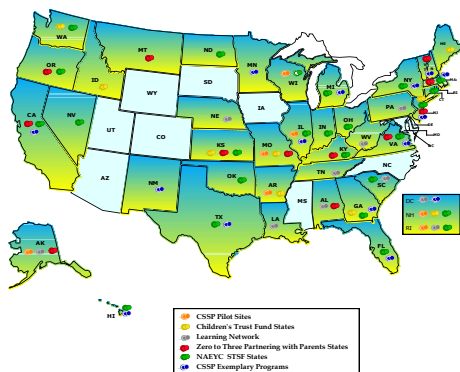
---

---

---

---

---




---

---

---

---

---

---

---

---

# Strengthening Families Staff Survey

Professional Development tool for Our Program  
Complete questions 11-14 only  
No right or wrong answers  
“Parent” refers to primary person you communicate with regarding the child (may include grandparents or other guardians, etc.)

---

---

---

---

---

---

---

11. Please rate the amount of information you have for each of the following items:	1 = No information 2 = Heard of it 3 = Some information 4 = A lot of information NA = Not part of my job responsibilities
a. Age appropriate behavior for children	1 2 3 4 NA
b. How to identify a child's special needs	1 2 3 4 NA
c. How to address children's challenging behavior	1 2 3 4 NA
d. How trauma impacts children's social and emotional development	1 2 3 4 NA
e. Different strategies for involving parents	1 2 3 4 NA
f. The lives, circumstances, and interests of parents/families/children I work with	1 2 3 4 NA
g. The culture and values of the parents/children attending our program	1 2 3 4 NA
h. How to convey information on parenting and child development	1 2 3 4 NA
i. Signs of stress in children and adults	1 2 3 4 NA
j. Services and resources for families in our community OR a person in my program who has this information	1 2 3 4 NA
k. How the child welfare system works	1 2 3 4 NA

---

---

---

---

---

---

---

12. Over the past year, how often did you engage in the following activities?	<input type="checkbox"/> All of the time <input type="checkbox"/> Most of the time <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never
a. Greeted parents by name	
b. Asked parents about their hopes and dreams for themselves and their family	Estimate number of times
c. Helped a parent that seemed isolated connect with others in or out of the program	Estimate number of times
d. Worked with a family to help them connect to a service or community support	Estimate number of times
e. Worked with a parent that was struggling with a child development issue	Estimate number of times
f. Addressed a parenting issue that you were concerned about with a parent	Estimate number of times
g. Provided support or help to a parent that seemed stressed or in crisis	Estimate number of times
h. Hosted, helped to organize, or attended parent/family activities in your program	Estimate number of times
i. Helped a parent develop strategies for dealing with child behavior issues	Estimate number of times

---

---

---

---

---

---

---

13. I feel that it is important to my job to:	1 = Strongly agree 2 = Agree 3 = Neutral 4 = Disagree 5 = Strongly disagree
a. Get to know the parents of each of the children in my program	1 2 3 4 5
b. Foster a sense of community among the families I work with	1 2 3 4 5
c. Talk with parents about parenting and child development	1 2 3 4 5
d. Respond when families are going through a difficult time	1 2 3 4 5
e. Connect families to services and resources in the community (or connect them to someone in my agency who can)	1 2 3 4 5
f. Help parents to understand and respond to their children's emotions	1 2 3 4 5
g. Respect parents' values and decisions about their children	1 2 3 4 5
h. Talk with parents about parenting practices that concern me	1 2 3 4 5
i. Help parents strengthen Protective Factors in their family	1 2 3 4 5
j. Prevent child abuse and neglect	1 2 3 4 5
k. Personally acknowledge parent efforts and contributions	1 2 3 4 5
l. Help parents deal with children's challenging behaviors	1 2 3 4 5

---

---

---

---

---

---

---

---

---

---

14. How comfortable are you in the following areas?	1 = I need much more skill building in this area 2 = I need some skill-building in this area 3 = My skills in this area are satisfactory 4 = My skills in this area are strong NA = Not applicable to my job responsibilities
a. Reaching out to parents who are hard to engage	1 2 3 4 NA
b. Addressing children's challenging behaviors	1 2 3 4 NA
c. Talking with families about a crisis they are having	1 2 3 4 NA
d. Talking with parents about parenting practices or behavior changes that concern me	1 2 3 4 NA
e. Successfully connecting families to the help they need	1 2 3 4 NA
f. Talk with families about what they need	1 2 3 4 NA
g. Partnering with parents to better understand and address their children's challenging behaviors	1 2 3 4 NA
h. Connecting with parents who have different lifestyles, cultures, attitudes, and values than mine	1 2 3 4 NA
i. Responding to a family that is under stress	1 2 3 4 NA
j. Following my program's protocol in making a report to child protective services	1 2 3 4 NA

---

---

---

---

---

---

---

---

---

---

## Next Session:

- Talk about priorities for training and information-sharing
- Introduce Parenting Messages, Lessons & Resources from Brain Under Construction Zone<sup>SM</sup>

---

---

---

---

---

---

---

---

---

---

Prevent Child Abuse West Virginia and its funding partners—the West Virginia Children's Trust Fund, the Claude Worthington Benedum Foundation and the West Virginia Department of Health and Human Resources—provide this opportunity to help children grow up free from abuse & neglect. This training is also made possible through partnership with Invector. Courses in Child & Family Studies administered by the Cabell County Family Resource Network, with in-kind support from West Virginia Child Care Council United, River Valley Child Development Services, United Way of the River Cities, United Way of Monongalia and Preston Counties.

