Raising Safe Kids - Newsletter 2013

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raising safe kids

Raising Safe Kids

PARENTING IS HARD WORK

Volume: 23
Date: December 2013

Welcome

Parenting in general can be a very difficult task. But when you are a single parent or find yourself in a co-parenting situation your job as a parent becomes a task that not only affects your children but your confidence as a "good" parent. Whether it is a father trying to be more involved, a mom parenting a son, or parents that can just no longer parent together, our task as parents is to work towards giving our children the best outcomes possible. But when we don't know how to parent our children or parent in our current situation, we can feel lost, overwhelmed, and not confident that we are doing the best for our children.

Children can also be affected by these hardships making it extremely difficult for parents who are going through the same things. Worrying about your children while trying to keep yourself mentally healthy can be a trying task.

This is why it is important to take a step back and look at how you as a parent are trying to enhance your skills as a good parent. By no means is this going to be an easy task. Throughout this newsletter you will find some tips for fathers, mothers, co parenting couples, as well as activities that help us to take that step back, assess ourselves, and move forward in a positive direction.

Inside this issue:

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Being a Great Dad!	3
Raising Boys as a Single Mom	4
Single Parenting During the Holidays	5

Special points of interest:

- Understanding how to parent children using discipline and not punishment.
- Filling Dad's toolbox with tips on being involved in their children's lives.
- Overcoming the obstacles of raising boys as a single mom
- Making the holidays enjoyable when dealing with divorce and co-parenting.

Why is Parenting Such Hard Work?

Parenting is a difficult job. Children and life are unpredictable. There are many factors that play into how we parent our children. Children are often making mistakes, sometimes repeated mistakes, but we have to remember that they are always growing and learning from these mistakes. Misbehaving and mistakes are a normal part of a child's development. How we raise our children has an impact on their behaviors, feelings, and thoughts. Discipline plays a critical role in how children learn to respond to various situations. It is important to differentiate between discipline and punishment because they are not one in the same. The major difference between discipline and punishment is that discipline is meant to teach good behaviors while punishment is used to create fear when a misbehavior occurs. Below is some information to the differences between discipline and punishment as well as and activity that gets you thinking and possibly discussing with other parents. Just remember that no parent is perfect and like our children we too learn and grow from mistakes.

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Helps children to: ➤ Calm down ➤ Learn to solve problems ➤ Learn to manage anger ➤ Learn self control over their emotions ➤ Learn what behavior is expected of them ➤ Establish positive relationships with parents or caregivers ➤ Focus on the expected positive behavior ➤ Understand what is right and wrong	➤ Controls behavior through power and fear ➤ Teaches children to hide or lie about mistakes and misbehaviors ➤ Teaches children to behave in a certain way to avoid negative consequences or get bribes ➤ Focus is on the negative behavior ➤ Makes children want to get away from those who punish them

Let's Get Thinking & Talking

After looking at the differences between discipline and punishment I now want you to look at the following scenario:

> It is 10p.m. and 6 year old Emily is still watching TV. Her father has repeatedly asked her with an increasingly loud and angry voice to go to bed, but to no avail. Finally, he turns off the TV, grabs Emily by the arm, and drags her to her bedroom. She is furious, tells her dad "I hate you" and slams the door.

Using this scenario I would like you to either think of answers to the following questions or discuss with another parent.

- How would you discipline this child in the situation?
- How would you want the child to behave in this situation?
- What could have been done to avoid this situation in the first place?

This is a way for you to think about how you would respond to this situation before something likes this happens to you. Because I am sure this has happened to a lot of you in some capacity, use this time to reflect back on how you reacted in this situation and how you may have done it differently.

Harsh and frequent punishment:

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- Has a negative effect on parents: they fall into the punishment trap and tend to increase the frequency and severity of punishments
- Has a negative effect on children

Being a Great Dad!

Fathers are just as important to children's development as mothers. It seems that nowadays dads are finding ways to be more active in the lives of their children. But for a lot of fathers there is a hesitation due to a lack of self confidence, feelings of unpreparedness, and so on. The stereotype of fathers are to be the bread winners, while mothers are the caretakers is falling to the wayside. With the vast changes to the "nuclear" family, dads are becoming more involved in their children's lives. So to help all those involved fathers out there, we have provided some tips and hints from the National Fatherhood Initiative on simple things that you can do to be a "Great" dad.

Leave a legacy by giving your children a memory

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Showing affection every day is the best way to let your children know that you love them. Also, be sure to take joy in life's moments that comes with innocence.

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A father who teaches his children about right and wrong, and encourages them to do their best, will see his children make good choices.

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A girl who spends time with a loving father, grows up knowing she deserves to be treated with respect by boys, and what to look for in a husband. **Fathers can teach sons what is important in life by demonstrating honesty, humility, and responsibility.**

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Sharing a meal together, helps families bond, provides some structure in a busy day, and it gives kids the chance to talk about what they are doing and want to do. **It is also a good time for fathers to listen and give advice.**

Spend Time With Your Children

When you are perceived as always too busy for your children, they feel neglected no matter your explanation. Often sacrifices are needed to find the time, but it is essential to be able to treasure and be with your children.

Respect Your Children's Mother

Married or not, a father and mother who respect each other, provide a secure environment for them. **When children see their parents respecting each other, they are more likely to feel that they are also accepted and respected.**

Listen First, Talk Second

Unfortunately a lot of the times when a father speaks to his children it is when they are in trouble. Remember the saying "Wait till your father gets home?" It is necessary that you **take time and listen to your child's ideas and problems. Listening to them makes them helps them feel respected and understood.**

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Being a single mom raising a boy can be challenging and confusing. "Do I have my son take on the male role?" How can I teach my child to be a man?" These may be just two of the questions you may ask yourself. Although you may be in a unique parenting position, there are ways that you can work through your lack of self confidence and confusion. Parenting a son as a single mother is not an easy task but you can overcome the obstacles. Below are some tips and hints on raising boys without a constant male presence.

- **Never make him the man around the house**. True, you want to teach him to grow to be man, but there is a distinction between being the "little man" and being responsible for things that adults are supposed to do.
- When you look at your child and see his father's face, it's okay to get a little emotional. After all, if your ex gave you anything of value, you're looking at it. **Let your son know how important he is to you.**
- **Point out the positive qualities in men** you see on a day to day basis.
- **Be a little creative in helping your child learn guy stuff**. Set out a little basket just for him. Fill it with a mock razor, gentle shaving cream, watered-down cologne, his toothbrush, toothpaste and a comb. Let him know this is what most guys do every morning to their faces.
- **Teach him your values, but let him express them uniquely**. He's a male and will respond to emotional situations somewhat differently than you might.
- **Role models are important and will be found in every aspect of your son's life**. Boys need men, but not necessarily fathers. Just because a father lives at home does not mean a boy is being "fathered."
- **Enjoy your time with your son.** Spend mommy time but try not to avoid "daddy stuff" totally. It's okay to read stories about all kinds of families to your child. Place a high value on male and female relationships in order to give your child a realistic perspective.
- **Try not to have negative attitudes toward men**, even if you became a single mother out of the most excruciating circumstances
- **Protect them from and educate them about negative stereotypes and influences**. Educate them about the proper role a man should play in his family and in society.
- **Teach your son what you know as a woman.** Teach him how to treat a woman by ensuring that he treats you with respect at all times. Be an example for him for how a woman should behave and act and show respect for him as well.

http://www.ivillage.com/raising-boys-10-tips-single-moms/6-a-127685

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Be aware of your external dialogue. Stay positive and don't bash the other parent in front of the children

Keep in touch...If your children are not with you on the holiday be sure to call, send a card, or email.

Plan ahead...Try to avoid hauling the children back and forth during the day. Instead arrange for dad to have them for the holiday on odd numbered years and mom have them on even numbered years. Too many transitions can be hard for children and stressful on you.

If they work for you, continue to use old family traditions but also consider creating new holiday traditions with your children.

Try something different. If you are without your children this year, take a trip, visit family or friends out of town, pamper yourself, etc.

Allow your child to love both parents. Help your child buy or make a gift or card for the other parent. Remember you are doing your child a favor not your ex-spouse.

Let your children keep in touch with the other parent. Be sure to give your children cards or messages from the other parent, allow them to call or send cards.

Find free or low-cost activities to help make the holidays more festive and special for your and your children

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Let go of comparisons with the past. Dwelling on it will cause you to miss out on the fun you will have spending time with your children and family.

Try coordinating gift giving with the other parent. Don't give your child a new video game if the other parent is doing so. If your ex-spouse doesn't want to cooperate don't' stress and move on with your own plans.

Simplify and scale down your holiday celebrations. Allow your children to be involved with holiday planning and preparation.

When sending your children off , encourage them to enjoy themselves and that you look forward to hearing about their holiday.

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1. What do you love most about the holiday season?
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6. What is something new that you'd like to include in your holiday celebration?
7. What is something that you'd prefer to put "on hold" for this year?
8. How do you plan to reach out and help others this year, if at all?
9. How do you plan to incorporate your faith in this year's holiday celebrations?
10. How will you stay focused on what really matters this holiday season?

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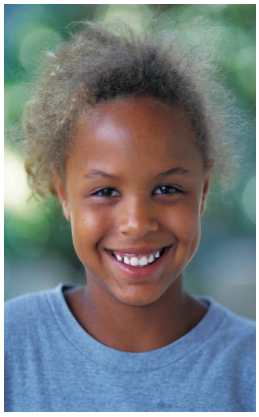

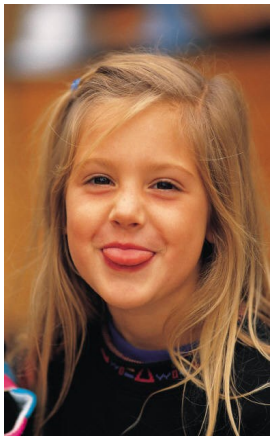

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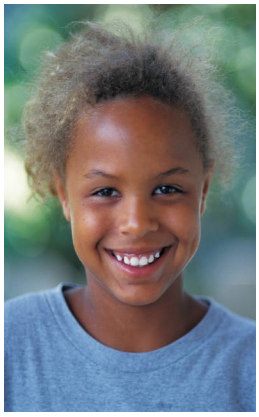

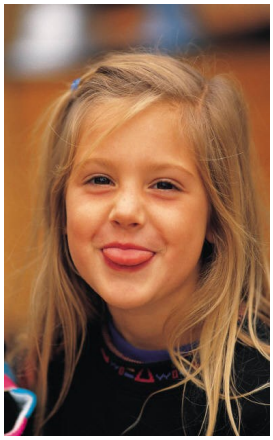

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STAND UP AGAINST BULLYING

Volume: 22
Date: October 2013

Inside this issue:

What is bullying?	2
Cyberbullying	3
When your child is bullied	4
Helping children who are bullying	5
Raising respectful, assertive children	6
Talking to your child's school about bullying	7
Online Resources	8
A Cause for Concern: Grand Theft Auto	8

Welcome

Eight year old Jackson had a wonderful day at school. He got an A on his spelling test, there was pizza for lunch, and he made the most baskets of his class during gym. He was so excited to get home and tell his dad all about his day. Jackson got on the bus to go home and sat in a seat by himself until his friend Joey got on the bus. He noticed some older boys sitting behind him snickering. As Jackson sat in his seat one of the boys yelled out "hey doofus, you must be some kind of loser sitting by yourself." Jackson just sat there ignoring the boy. Then the others chimed in "loser, loser, loser." By this point Jackson started to become upset. "Hey look at the baby crying" said one of the boys. Jackson's friend Joey entered the bus and sat next to Jackson. Joey asked Jackson what was wrong and he replied "nothing." When Jackson got home his dad asked how his day was, Jackson replied "fine" and went to his room.

Unfortunately this is a situation that occurs day in and day out for children all over the world. Bullying has become a part of our children's daily interactions and has the power to affect and change their lives forever.

Many individuals reading this newsletter can more than likely think back to a situation when they were taunted, picked on, and bullied. This is just the evidence we need to see the importance of getting ourselves more educated about bullying. Becoming more aware of bullying and seeing how we can help our children deal with it are some ways to lessen it's affects. But focusing on the victims of bullying is not the only thing we can do. Being sure that our children are not using bullying behaviors is also important.

October is National Bully Prevention Month, let's participate by becoming aware of the rise in bullying and more knowledgeable and responsive to dealing with and handling bullying situations. We hope that the information provided in this newsletter can help you to combat the battle against bullying. For more information please check out page 8 where you can find various websites about bullying. Enjoy!

Special points of interest:

- Understanding bullying and its many forms
- Cyberbulling prevention tips from students.
- What to do and not to do when your child is bullied
- Helping a child who is bullying
- Dealing with the school system and bullying
- Take a look at what type of media entertainment your children are engaged in

What is Bullying

Bullying is aggressive behavior that is used to intentionally hurt another person physically or emotionally. Bullying behaviors are repeated over time and involves an imbalance of power between the bully and the victim. Bullying can take many forms, which are: physical, verbal, indirect, and cyber.

Physical Bullying: Using or threatening to use physical means to intimidate or control others. This type of bullying is the most noticeable ways of bullying.

Some examples are:

- Punching, pinching, slapping, shoving, poking, pulling hair or clothing, headlocks, wedgies, tripping, etc.

Verbal Bullying: Using words to hurt or degrade another person. Verbal bullying can seem like harmless teasing between people but is just as serious as physical bullying. This type of bullying can hurt the victim emotionally.

Some examples are:

- Name calling, teasing, making offensive/negative remarks, tormenting, using profanity at someone, etc.

Indirect Bullying: Using acts that hurt people's self esteem and focus on causing social isolation for the victim. Indirect bullying is harder to detect and is widely used.

Some examples are:

- Spreading rumors, ignoring on purpose, keeping certain people out of the "group", ganging up on people, mocking, gossiping, etc.

Cyber Bullying: Using technology (emails, texting, sending cell phone pictures, web pages, chat rooms, instant messaging, etc.) as a method of bullying others.

Some examples are

- Sending mean, vulgar, or threatening messages or images
- Posting private information and inappropriate pictures
- Pretending to be someone else to spread rumors or lies about the victim
- Cyber-Stalking-using the internet to stalk and harass someone

This type of bullying is easily accessible and visible but it can be very hard to track who is doing the bullying. Also, there are lot of times children won't report this type of bullying for fear of losing the technology (cell phones, computer time, etc.).

Stop Bullying Now

http://www.stopbullyingnow.hrsa.gov/kids/

http://www.stopbullyingnow.hrsa.gov/HHS_PSA/pdfs/SBN_Tip_21.pdf

Cyberbullying

Cyber Bullying is a form of emotional bullying (sometimes referred to as relational aggression) that causes feelings of fear, isolation, and humiliation among its targets. Due to its ease of accessibility and anonymity, this type of bullying can affect a lot of children on a continuous basis. Also, there are lot of times children won't report this type of bullying for fear of losing their technology (cell phones, computer time, etc.). This is why parents need to choose their response to this type of bullying carefully. Below are some tips for parents from children as well as professionals.

PREVENTION TIPS FROM STUDENTS

- **Set age appropriate guidelines.**
- **Teach us how to deal with conflict.**
- **Monitor our use of the internet.**
- **Supervision, not snoopervision.**
- **Watch for warning signs**)
- **Don't blame the victim.**

(Kowalski, Limber & Agatston, 2007)

INTERVENTION TIPS FOR RESPONDING TO CYBER BULLYING

* Save the evidence. Print copies of messages and websites. Use the save feature on instant messages.
* Cyber bullying offenses – block the sender. Instant message programs, email, and cell phones usually have blocking features.
* If a fake or offensive profile targeting your child is set up on a social networking site, report it to the site.
    * The link for reporting cyber bullying and fake profiles can be found under the help sections of many websites.
    * Make sure to copy the link (the website address) to the site for reporting purposes.
* Investigate your child's online presence. Set up an alert on Google, or search your child's name occasionally through a variety of search engines.
* If the perpetrator is another student, share evidence with the school counselor.
    * Check to see if any bullying may be occurring at school.
* If perpetrator is known and cyber bullying is continuing or severe contact the perpetrator's parents and share your evidence (if you are comfortable doing so.) Ask that they ensure that the cyber bullying stops and any posted material be removed.
* If parent of perpetrator is unresponsive and behavior continues, parent of target may contact an attorney or send a certified letter outlining possible civil/legal options if the behavior does not stop or material is not removed.
* Report the cyber bullying to the police or cyber crime unit in your area if the cyber bullying contains threats, intimidation or sexual exploitation.
* If your child expresses emotional distress or thoughts of self harm seek help immediately.

(Kowalski, et.al. 2007)

When Your Child is Bullied

Being a parent is hard. Keeping children protected from harm is a high priority. A lot of times we as parents think back to the hard times we dealt with as a child and are determined to make sure that our children don't have to go through the same thing. So when you find that your child is being bullied it can be a tough thing to deal with. Many questions can begin to run through your head; what can I do to help, why is my child being bullied, what is the school doing to stop this, how is this happening at school, etc. Hopefully some of the tips listed below will answer some of the questions you may have and help you to stay calm and work with your child to deal with bullying.

What To Do..

Focus on your child, be supportive, and gather information about the bullying

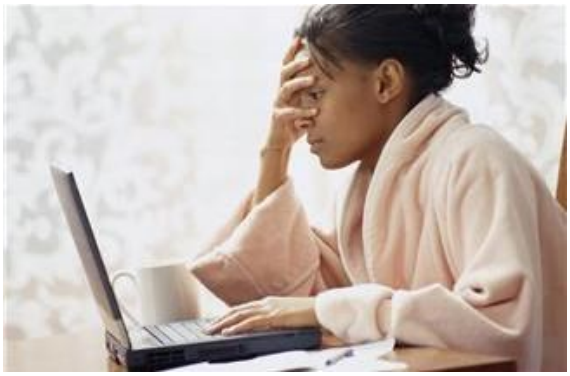
- **Check you emotions**
  - Stay calm and try to work through your protective instincts
  - Step back and consider how you want to handle the situation
- **Listen carefully and Learn**: Ask him/her
  - Describe who was involved
  - How and where the bullying happened
  - Other children or adults who may have witnessed the bullying
- **Empathize with your child:**
  - Use I statements
    - I understand that you are scared to go to school
    - I see that you are upset about being bullied
    - I wouldn't like it either if someone called me ugly
  - Tell him/her that
    - Bullying is wrong
    - It is not their fault
    - You are glad that they had the courage to tell you
- **Ask yourself** if someone at home or in your neighborhood is bullying your child

If Bullying is occurring at school, contact your child's teacher or principal. Parents may be reluctant to contact school but it is important to bring the bullying to their attention and involve adults that can help.

- **Keep your emotions in check**
  - Give factual information about your child's experience
    - Who, what, where, when, and how
- **Work with school staff**
  - Stress that you want to work with staff to help find a solution to stop the bullying for your child and other students as well
- **Expect the bullying to stop**
  - Talk with your child and school staff regularly to see whether the bullying has stopped

What NOT To Do..

- **Never tell your child to ignore the bullying**
  - Your child might believe that because they are to ignore the bullying that you are going to ignore it too.
  - Don't treat the bullying as a passing phase or that "kids will be kids"
- **Never tell your child to "suck it up" or "tough it out"**
- **Don't blame the child who is being bullied**
  - Never assume that they did something to instigate the bullying
- **Don't criticize** your child on how they handled the bullying even if you disagree
- **NEVER encourage physical retaliation** as a solution
- **Do not contact the parents** of the child who is bullying
  - This can make matters worse and can cause the situation to escalate or create a fight between you and the parents
- **Don't confront the bully yourself**
  - Intimidating, harassing, and being confrontational with a child is never a good idea
- **Never assume that school staff is aware of the bullying**
  - As discussed on the previous page, bullying can be hard to detect and many times children are afraid to report bullying because they are ashamed, embarrassed, frightened, or afraid of being seen as a "tattle tale"
- **Never set up a meeting between your child and the child who is bullying.** This could be very intimidating and could make things worse and escalate the situation when you are not around.



Stop Bullying Now

http://www.stopbullyingnow.hrsa.gov/kids/

http://www.stopbullyingnow.hrsa.gov/HHS_PSA/pdfs/SBN_Tip_21.pdf

Helping Children who are Bullying

Finding out that your child has been picking on or bullying other children or that you never noticed your child was bullying others can be hard to deal with. Doubts about your skills as a parent may pop into your head and you may feel helpless. Sometimes we don't notice signs that may lead our child to be more likely to use bullying behaviors. Dealing with this issue right away and being aware of bullying are essential steps to helping your child stop bullying or never become a bully. Below are typical traits of children who bully as well as some things that you can do to stop your child from bullying.

Research has shown that children who bully typically have one or more of the following traits:

- Quick to blame others and unwilling to accept responsibility for their actions
- Lack empathy, compassion, and understanding for others' feelings
- Have been bullied themselves
- Have immature social and interpersonal skills
- Want to be in control
- Are frustrated and anxious
- Come from families where parents or siblings bully
- Find themselves trying to fit in with a peer group that encourages bullying
- Have parents who are unable to set limits, are inconsistent with discipline, do not provide supervision, or do not take an interest in their child's life.

Tips to help prevent or stop bullying behaviors

Take bullying seriously and be sure to stress that you do not tolerate bullying

Provide clear consistent consequences for bullying.

Talk with your child about bullying and find out why he or she is bullying others.

Help children to communicate their emotions properly and listen to others express their feelings

- Use "I" statements- this helps children to be more assertive by allowing them to appropriately express their needs and feelings clearly

Provide positive feedback when your child is able to handle conflict well, shows respect to others, helps others, etc.

Encourage nonviolent behavior and cooperative, noncompetitive play.

Model and teach your child to treat others with respect and kindness

Set a good example. Think about how you talk around your kids, how you treat others, and how you deal with conflict and problems. If you are constantly gossiping around your children then they will begin to think it is ok.

Share your concerns with your child's teacher, counselor or principal when bullying occurs at school

Encourage your child to get involved in extracurricular activities or hobbies.

National Crime Prevention Council

http://www.ncpc.org/topics/bullying/what-parents-can-do

PACER Center

http://www.pacer.org/parent/php/PHP-c109.pdf

Raising Respectful, Assertive Children

Teaching children to be assertive in everyday situations will help them to stand up for themselves when dealing with bullying or other peer conflicts. Assertiveness lets others know your wants and needs respectfully while aggression is using force and imposing your ideas and needs on others. For example, an aggressive child who wants a peer's toys would rip it out of their hand while an assertive child would ask for a turn. Looking at these two examples, which child would you want your child to imitate? Below are some types to helping your child be respectful of others by learning and practicing assertive skills.

Teach children to **RESPOND not REACT**

- Reacting is when we act based on our feelings
  - Tommy is being pushed by Billy in the lunchroom. Tommy angrily takes his lunch and dumps it over Billy's head. Both boys are sent to detention.
- Responding is when take time (even for a second) to think about the situation and what is the best action
  - Tommy is being pushed by Billy in the lunchroom. Tommy screams "STOP" at Billy and draws the attention of the teachers. Billy is sent to detention and Tommy tells the teachers what happened.

Practice and use **"I" statements**

- I statements are using the word "I" to clearly and confidently communicate your needs and feelings
  - I feel angry when.., I don't like when.., I think it is hurtful when you... I don't want to play with you when..

The **Power "NO!"**

- This helps children to learn to feel comfortable saying no forcefully and loudly without having to give an explanation and also shows that they feel strongly disagree with pressures or bullying against them and others
  - **Say NO!, Get away, Tell someone**

Encourage your child to **think for themselves.**

- Allow them to speak their minds even if you don't agree. Be sure not to overtake the conversation
- Ask open ended questions. This helps your child understand that there is no one right answer and that you value their opinions.
- Having an opinion and understanding that not everyone thinks the same will allow children to better handle conflicts and value others opinions.

Give your child Choices

- Giving children choices allows them to feel like they have some power and control over what they do
- Allowing children to think for themselves will help them to be confident with their choices and be a leader not a follower

Other tips::

- When children are dealing with tough situations, try to allow them to handle the situation themselves.
- Help your child practice using an effective tone of voice when trying to be assertive
  - Use a firm non threatening tone of voice while maintaining eye contact

http://actagainstviolence.apa.org/

http://www.safetykids.org/

http://www.pediatricservices.com/parents/pc-56.htm

Talking to Your Child's School about Bullying

Parents are often reluctant to report bullying to their child's teachers, principal, and other school personnel. A lot of times parents may feel unsure about how to best help their child and may feel that they could make the situation worse by reporting the bullying. Other times children beg their parents not to report the bullying to school. Many times our children need the help of parents and school to stop the bullying against them. Although talking to your child's school can be overwhelming and scary it is important to remember that you as a parent have the ability to advocate for your child and be your child's voice when they can't speak up for themselves.

If you suspect your child is being bullied at school, What can you do?

- Keep a detailed written record of all bullying incidents

that your child reports to you.

- Immediately ask to meet with your child's classroom teacher and explain your concerns in a friendly, non confrontational way.
- Ask the teacher about his or her observations:
  - Has he or she noticed or suspected bullying?
  - How is your child getting along with others in class?
  - Has he or she noticed that your child is being isolated, excluded from playground or other activities with students?
- Ask the teacher what he or she intends to do to investigate and help to stop the bullying.
- If you are concerned about how your child is coping with the stress of being bullied, ask to speak with your child's guidance counselor or other school-based mental health professional.
- Set up a follow-up appointment with the teacher to discuss progress.
- If there is no improvement after reporting bullying to your child's teacher, speak with the school principal.
- Keep notes from your meetings with teachers and administrators.

What can you expect staff at your child's school to do about bullying?

- School staff should investigate the bullying immediately and inform you as to what they plan to do.
- School staff should never have a joint meeting with your child and the child who bullied them. This could be very embarrassing and intimidating for your child.
- Staff should meet with your child to learn about the bullying and they should develop a plan to help keep your child safe while keeping more alert to bullying.
- School personnel should meet with the children who are suspected of taking part in the bullying. They should make it clear to these children that bullying is against school rules and will not be tolerated
- Give the school reasonable time to investigate and hear both sides of the story.

BE A VOICE FOR YOUR CHILD AND THEIR PEERS!

If your school does not have official anti-bullying policies or an active bullying prevention program, work with other parents and your school officials to develop one.

SPEAK UP AGAINST BULLYING!

Stop Bullying Now

http://www.stopbullyingnow.hrsa.gov/HHS_PSA/pdfs/SBN_Tip_3.pdf

Online Resources

Learn more about bullying...

Help your children understand...

http://www.stopbullying.gov/what-is-bullying/

http://www.pacer.org/bullying/

http://kidshealth.org/teen/your_mind/problems/bullies.html

http://www.apa.org/topics/bullying/

http://www.nlm.nih.gov/medlineplus/bullying.html

http://www.stompoutbullying.org/

http://www.education.com/topic/school-bullying-teasing/

http://www.thebullyproject.com/

http://pbskids.org/itsmylife/friends/bullies/

http://www.pacerteensagainstbullying.org/#/home

http://www.pacerkidsagainstbullying.org/#/home

A Cause for Concern

Grand Theft Auto

Over the past few weeks the news media has focused on the record breaking sales of the latest video game, Grand Theft Auto V, as though this was something to celebrate. We believe this is a sad and tragic commentary on our society. As violence prevention professionals and parent educators we cannot condone this celebration.

The Entertainment Software Rating Board has rated Grand Theft Auto V for mature audiences. The content descriptors are: " blood and gore, intense violence, mature humor, nudity, strong language, strong sexual content, use of drugs and alcohol." The rating summary states, "In this open-world action game, players assume the role of three criminals...Players use pistols, machine guns, sniper rifles and explosive to kill various enemies...also have the ability to shoot non-adversary civilians...The game includes depictions of sexual material/activity: implied fellatio and masturbation; various sex acts that the player's character procures from a prostitute., etc." Foul language is a part of the game also.

What we know from many conversations in parent groups is that although the rating is for mature audiences, parents are buying this game for their younger children and many parents are playing this game with their children.

At a time when the violence in our society is on the increase, we look for reasons. Research overwhelming demonstrates that viewing entertainment violence can contribute to increases in aggressive attitudes, values, and behavior, particularly in children. Yet media fraught with violence is continually marketed to children. This feeds the perception that the world is a violent, mean place and can lead to emotional desensitization toward real life violence. Viewing a lot of violence leads children to believe that this is an appropriate way of solving problems.

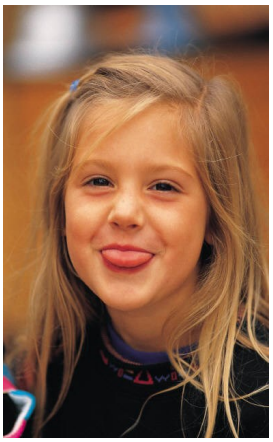
Children exposed to violent programming at a young age have a higher tendency for violent and aggressive behavior later in life than children who are not exposed. Children, on average, will witness on tv 200,000 acts of violence including 40,000 murders by age 18. This does not include the numbers when a youth plays Grand Theft Auto or other violent games over and over for hours at a time.

As a network of parent education facilitators who use the curriculum ACT RAISING SAFE KIDS, published and trained by the American Psychological Association, we urge parents to think more seriously about providing this kind of entertainment for their children, to have serious discussions with their children, and to urge the media to stop promoting this as something to celebrate.

The ACT Raising Safe Kids Network

Allegheny and Westmoreland Counties Pennsylvania.

References: www.commercialfreechildhood.org ; http://www.esrb.org/ratings/synopsis.jsp? www.actagainstviolence.org



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Office of Community Services

Safe Start Program

Editor: Heather Arenth
Early Childhood Behavioral Health Specialist
Safe Start Program

ACT

ACT Raising Safe Kids Programs, is an anti-violence program that educates communities and families on how to raise children without violence. The focus is to help parents learn ways to create safe, healthy environments that protect children and youth from violence.

The Allegheny County Safe Start Program

Safe Start is an outreach program which supports and assists families to provide safe, nurturing care for children. Through the use of a family and neighborhood based approach, Safe Start seeks to reduce exposure to and the negative impact of violence by identifying and supporting parents and young children within communities affected by violence.

Find more about Safe Start on the web at:
http://alleghenycountypa.gov/dhs/safestart.aspx

Find more about ACT on the web at:
http://actagainstviolence.apa.org/

act
raising safe kids

Raising Safe Kids

WHEN CONFLICTS ERUPT

Volume: 22
Date: August 2013

Inside this issue:

Managing Anger	2
What to do When you are Angry	3
Conflict Resolution Tips	4
What Parents Can do When Children are Angry & Fight	5
Teaching by Example	6
The Turtle Technique	7

Welcome

Conflicts occur everyday. They can be as simple as one child taking another child's toy or as severe as one person accusing another person of stealing. Sometimes the actions we take during a conflict can result in arguments that affect the relationships we have with our family, friends, and co-workers. Both adults and children have difficulties dealing with conflicts in a healthy way. It is ok to become upset and angry during a situation but not ok to act on these feelings in a violent, aggressive manner.

Controlling anger and impulse are extremely difficult tasks for children and parents to learn. Many times children have difficulties dealing with situations that are frustrating, upsetting, and disappointing. Trying to remain calm during a conflict is not about holding back emotions, but being able to respond in a way that does not escalate the situation and result in violence.

Children who learn to cope with their emotions constructively not only have an easier time with disappointments, aggravation, and hurt feelings, but they also have an easier time relating to other children and adults at home, in school or child care, and on the playground (National Research Council and Institutes of Medicine, 2000). This is why it is extremely important as a parent to not only work on your conflict resolution skills but also help to teach your child how to resolve conflicts in positive ways. Some examples are modeling remaining calm, knowing when a situation will create conflict, preparing children for disappointing situations, and recognizing and praising when children resolve conflict positively,

We hope that this newsletter will help in your quest to better conflict resolution for yourself and your child(ren). Enjoy!

Special Points of Interest :

- Helping children express anger
- Wheel of Feelings
- Do you React or Respond?
- RETHINK
- IDEAL Model
- Being a Positive Role Model

Managing Anger at Home

"Everyone experiences anger as a reaction to frustration or difficulty. Anger is an emotion that can tell us that something is wrong and unfair and needs changing. Teaching children to control and express anger in ways appropriate to their age and development is an important principle of early violence prevention. One of the primary ways of teaching young children is for adults to teach by example. Thus, adults need to learn how to control and express their own anger in nonviolent ways so their actions show young children how to behave."

http://actagainstviolence.apa.org/anger/index.html

Helping Children Express Anger

act against violence

1 Use the Wheel of Feelings* to help your child learn about the different feelings and situations that cause them.

2 Help your children find out what changes in their bodies when they are angry.

3 Tell your children to always use words to show what they are feeling about people or a situation.

4 Invent a situation where there is a fight or a conflict. Use dolls or stuffed animals to talk to your children about the situation and their feelings.

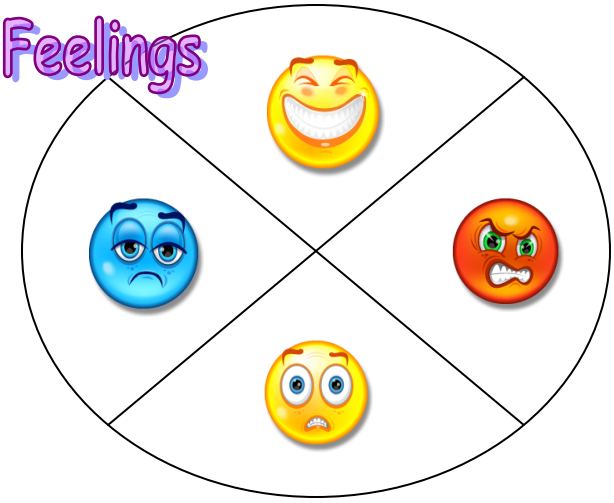
(*)SOURCE: PBS KIDS

American Psychological Association

MetLife Foundation

6

Wheel of Feelings



Ask your child to spin the spinner, and pretend to show the emotion where the spinner stops using his or her face, body, hands, legs, and voice. You could expand this by asking your child to make up a story about someone who feels that way.

If you keep the spinner handy, your child could use it to show how he or she is feeling any time of the day.

http://pbskids.org/rogers//parentsteachers/theme/1611_p_act.html

Do You React or Respond?

React is...

When we act based on feelings without thinking

Respond is...

When we take time, calm down, think about the situation and what is the best action to take

What to Do When You Are Angry

act against violence

1. Think before acting
2. Calm down
3. Use the **RETHINK** Steps:

Recognize what makes you angry.

Empathize with the other person's feelings.

Think of positive things about the situation.

Hear what the other person is saying to you.

Include "I" messages to tell how you feel.

Notice what happens to your body.

Keep your attention on the present situation.

American Psychological Association

Conflict Resolution Tips for Parents

- **LISTEN FIRST**, then help your child negotiate a solution. Acknowledge your child's feelings about a conflict before helping to work out a solution

- **USE POSITIVE** methods to discipline your child. Avoid yelling at him or her or using physical punishment. Through your example, your child will see that force is not the best or only choice.

- **ESTABLISH RULES** for battles. Having guidelines in place, help children learn to resolve conflicts.

  *Rules should include: NO hitting, NO biting, NO throwing objects, NO yelling at each other

  It's helpful if parents allow their children to make some of the rules, then post the written list in a common spot like the door of the refrigerator.

- **AVOID INVOLVMENT** except when rules are broken. Intervene only when somebody breaks a rule and focus on the rule that the child broke not the conflict.

- **AVOID TAKING SIDES**. Parents tend to side with the younger child. This is an open invitation for the youngster to use the tendency to his or her advantage and provoke a fight with a sibling. A more helpful way to teach conflict resolution

- **TAKE ACTION** once a rule is broken. The first thing to do is separate the children involved. Either remove them or take away anything over which they were fighting - toys, books or food. None of the children should be allowed to "win" the object that caused the conflict.

- **WEIGH POTENTIAL EXAGGERATIONS CAREFULLY**. Kids are often masters at sucking their parents into involvement in a conflict. They claim they've been bitten, kicked or even cut. Until you see a visible injury, don't believe it.

- **GIVE** your child some special time each day. This may be really tough in today's busy world, but experts tell us that 20 minutes of positive adult attention per day dramatically reduces children's aggressive behavior.

- **TEACH** your child to recognize the feelings of others. You can point out when someone is happy, sad, scared, worried, and so on. When children learn to recognize what someone else is feeling, they are better able to respond appropriately

- **TEACH** your child to ask for attention constructively. Catch your child doing something right. Praise your child for doing well, rather than reprimanding him when mistakes are made..

National Crime Prevention Council—http://www.ncpc.org/topics/conflict-resolution

http://www.helium.com/items/1287604-teaching-children-conflict-resolution

What Parents Can Do When Children Are Angry and Fight

act against violence

1. Help the children to calm down.

2. Separate the children.

3. Help the children to think about why they are angry.

4. Help each child think about what the other child is feeling.

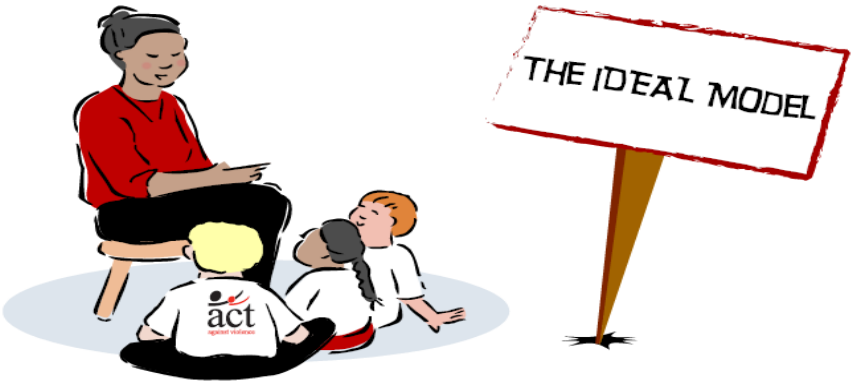
5. Tell the children how you feel about the situation.

6. Help the children choose the best solution for the situation.

7. Praise the children when they resolve a conflict without violence.

8. Tell children it's ok to be angry, but not ok to hurt others.

How to Resolve Conflicts



The **IDEAL Model** helps both parents and children resolve conflicts in a more positive way. The concept of the **IDEAL** method is to stop and think about the conflict (to RESPOND not REACT!) **IDEAL** stands for:

I-Identify, D-Determine, E-Evaluate, A-Act, L-Learn

Identify the problem and the feelings of everybody involved in the conflict.

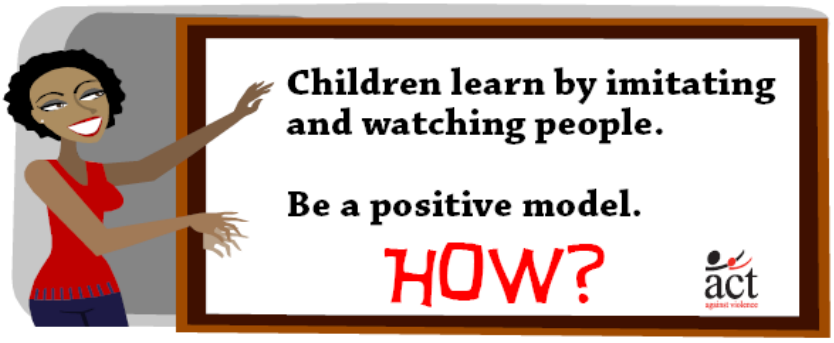
Determine possible alternative solutions.

Evaluate the alternative solutions.

Act, choosing the best solution.

Learn from what you did to solve the conflict.

Teaching By Example



Children learn by watching and imitating the world around them. That is why it is extremely important and parents to lead by example. Teach your children how to respond to conflict in appropriate ways. This may mean that you also need to work on how you manage your anger and solve conflicts, but remember...

YOU CAN DO IT!!!

1. **Recognize when you are angry, frustrated, or just tired . . .**
2. **Learn to manage your own stress and to control your anger . . .**
3. **Talk to others about your feelings and ideas in a respectful way . . .**
4. **Solve your problems and disputes using words, not violence . . .**
5. **Talk to yourself aloud about a problem and a solution . . .**

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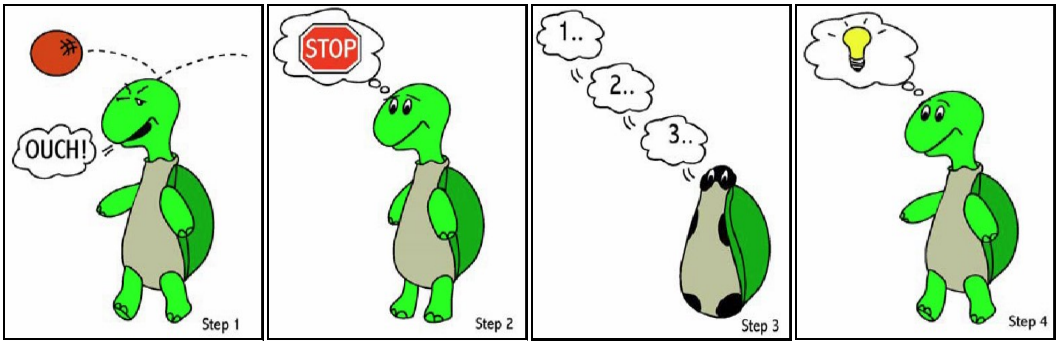
The Turtle Technique

Teaching children impulse control and anger management

The turtle technique is an anger management strategy that was originally developed to teach adults anger management skills then was adapted for preschool, kindergarten, and school age children. The basic steps of the turtle technique are:

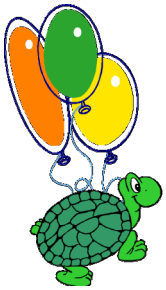
- Recognizing that you feel angry
- Thinking "stop"
- Going into your "shell" and taking three deep breaths and thinking calming, coping thoughts, "It was an accident. I can calm down and think of good solutions"
- Coming out of your "shell" when calm and thinking of some solutions to the problem.



Praise Children for Using the Turtle

Super Turtle Award:

Create a certificate that is given out at the end of the day show that the child did a good job controlling their anger and impulses.



This Award Certifies That

_____

Was Caught Remaning Calm During an Upsetting Situation

"Turtle Token Jar":

Every time you catch your child remaining calm and handling disappointment you can place a turtle token (ex. green beads) in a clear jar (ex. peanut butter container). When the jar is full your child can have a special treat.

"Turtle Power" Necklace:

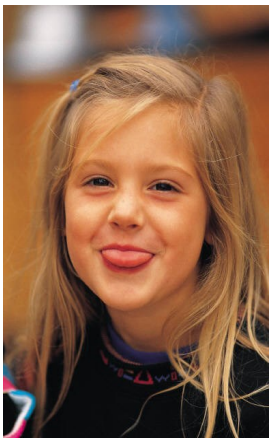
Create a beaded necklace with a turtle on it and give it to the child to wear for the day indicating they were able to remain clam in an upsetting situation.

"Turtle Sticker Chart":

Each time a child is caught remaining calm in an upsetting or disappointing situation, put a turtle sticker on the chart. Once the child fills up the chart the earn a special treat.

Vanderbilt University—http://csefel.vanderbilt.edu/modules/module2/handout7.pdf

PATHS (Promoting Alternative Thinking Strategies)—http://www.channing-bete.com/prevention-programs/paths/



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Office of Community Services

Safe Start Program

Editor: Heather Arenth

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The Allegheny County Safe Start Program

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act
raising safe kids

Raising Safe Kids

SAFE SUMMER FUN!!!

Volume: 21
Date: June 2013

Inside this issue:

Safe Swimming	2
Playground Safety Tips	3
Smart Bicycling	4
Cross Smart, Cross Safe	5
Being Prepared When Emergencies Arise	6
First Aid: Cuts, Scrapes, and Wounds	7

Welcome

The countdown to summer has finally ended. Throughout the school year, many children nationwide have been dreaming of the time when they can have fun in the summer sun and weeks without school and homework. Now that school has finally ended and the pools have opened children are out and about ready to let loose and enjoy being a child.

For parents, summer can be a time of frustration and worry. Having to be around your children more often can cause increased stress and arguments. While worrying about keeping them safe can linger on your mind.

But summer doesn't have to be stressful. Knowing what wonderful activities are going on around your area, finding some fun and exciting activities to engage in with your children can help make summer less stressful and more fun.

Also, being knowledgeable about the potential dangers children can encounter during the summer months can help you as a parent to take pleasure in your summer as well. First aid preparedness can also relieve your worries when injuries occur. Remember, a safe summer is a more enjoyable one for both you and your children.

Special points of interest:

- Helping prevent pool related accidents
- Checking the safety of playgrounds
- Stressing the importance of bicycle safety
- Crossing the street smartly
- Having an enjoyable and safe summer
- Keeping a well stocked first aid kit
- Safely dealing with cuts, scrapes, and wounds

American Psychological Association

Safe Swimming is Fun Swimming!

Pools can be an enjoyable way to keep cool in the summer. Throughout the nation, thousands of children splash around in pools in their neighborhoods, back yards, and community. Although pools are fun for children they can also be deadly. To help prevent pool related accidents parents need to be more knowledgeable about the many hazards that come with owning pools as well as allowing children to swim in pools.

Pool Safety Tips

- ALWAYS SUPERVISE CHILDREN playing in or near water, even if they know how to swim.
- DESIGNATE A RESPONSIBLE ADULT to watch children while they are swimming or playing in or around water.

  Supervisors of children should provide "touch supervision", be close enough to reach the child at all times.

  Adults should not be involved in any other distracting activity (such as reading, playing cards, talking on the phone, etc.
- DO NOT let young children in the pool without an adult.
- DO NOT let safety products like inner tubes or water wings give you a false sense of protection.
- CHILDPROOF YOUR POOL by enclosing it in a fence with a self-closing & self-latching gate. Never prop open the gate
- KEEP RESCUE EQUIPMENT BY THE POOL. Be sure a telephone is poolside with emergency numbers .
- LEARN CPR (cardiopulmonary resuscitation). Be sure that other caretakers know CPR as well.
- IF A CHILD IS MISSING CHECK POOL FIRST. Seconds count in preventing death or disability.
- CLEAR THE POOL AND DECK OF TOYS. Remove toys from the pool and surrounding area immediately after use. The presence of toys may encourage children to enter the pool area unsupervised or lean over the pool & potentially fall in.

Sources: http://www.cdc.gov/HomeandRecreationalSafety/Water-Safety/waterinjuries-factsheet.htm and Highlands Family Support Center

9 out of 10 children who drown each year are unsupervised.

Source: centers for Disease Control (CDC)

The majority of drowning's and near-drownings occur in residential swimming pools and in open water sites.

Source: centers for Disease Control (CDC)

Nationally, drowning is the fourth leading cause of death for youngsters under five.

Source: U.S. Consumer Product Safety Commission

On average there are 10 drowning accidents every day.

Source: centers for Disease Control (CDC)

More than 1 in 4 fatal drowning accidents involve children ages 14 and younger.

Source: centers for Disease Control (CDC)

Playgrounds can be Fun but also Dangerous

Falls are the leading cause of unintentional injury for children. Children ages 14 and under account for one-third of all fall-related visits to hospitals.

Source: Oregon Health and Science University

Playground Safety Tips

- CHECK THE SAFETY of your neighborhood and home playgrounds
- CHECK FOR SHARP POINTS or edges in equipment.
- LOOK OUT FOR TRIPPING HAZARDS such as exposed concrete footings, tree stumps, and rocks.
- MAKE SURE elevated surfaces, like platforms and ramps, have guardrails to prevent falls.
- NEVER attach–or allow children to attach–ropes, jump ropes, clotheslines, or pet leashes to play equipment; children can strangle on these.

More than 200,000 children ages 14 and younger are treated at emergency rooms each year for playground-related injuries.

Source: centers for Disease Control (CDC)

- DON'T LEAVE CHILDREN UNSUPERVISED at the playground, in the yard, or neighborhood

—> SUPERVISE your children at all times

If you have to leave the area:

Take the child(ren) with you or

Be sure a responsible adult is present and aware they are in charge of your children

Source: U.S. Consumer Product Safety Commission

(http://www.cpsc.gov/cpscpub/pubs/327.html) (http://www.cpsc.gov/cpscpub/pubs/pg1.pdf)

Unintentional and accidental injuries are the leading cause of death in children and young adults.

Source: centers for Disease Control (CDC)

Most injuries occur when a child falls from the equipment onto the ground. Many backyard play sets are placed on dirt or grass–surfaces that do not adequately protect children when they fall.

Source: U.S. Consumer Product Safety Commission

Help Children be Smart, Safe Bicyclers

Many children enjoy riding bikes. Unfortunately, for a lot of children bike safety is one that is not stressed enough . This is especially true when children are riding bikes around their neighborhoods and homes. Like their parents, children may feel that there is no point to wearing a helmet or safety pads because they are only riding in the driveway or only riding a few doors up to a friends house. But bicycle injuries and deaths can occur any time you ride a bike. These injuries can also occur while using skateboards, scooters, skates, etc. So it is extremely important to lead by example and stress the importance of being a smart, safe rider especially at an early age.

More than 130 children die every year in bicycle accidents and approximately 270,000 are treated in emergency rooms for injuries.

Source: Lucile Packard Children's Hospital at Stanford

Nearly 50 percent of children 14 and under hospitalized for bicycle-related injuries are diagnosed with a brain injury.

Source: Lucile Packard Children's Hospital at Stanford

Most child and adolescent bicycle crashes occur between May and August and between the hours of 3 p.m. and 6 p.m.

Source: Lucile Packard Children's Hospital at Stanford

Bicycle helmets can reduce the risk of a head injury by 85 percent and brain injury by 88 percent.

Source: Lucile Packard Children's Hospital at Stanford

Only 15 to 25 percent of children ages 14 and under use bicycle helmets

Source: Lucile Packard Children's Hospital at Stanford

The majority of child and adolescent bicycle-related fatalities occur on minor roads, typically within one mile of the home.

Source: Lucile Packard Children's Hospital at Stanford

Riding Bikes Safely

- ALWAYS have children WEAR A BIKE HELMET. Helmet should be comfortable and snug, but not too tight.
- CYCLING should be RESTRICTRED TO SIDEWALKS and paths until a child is age 10.
- CHILDREN SHOULD NOT RIDE BIKES IN THE DARK, in the fog or in other low-visibility conditions.
- RIDE your bike IN A WAY CARS CAN SEE YOU. Wear bright colored clothes, have a bell to ring, reflectors on the tires, etc.
- BUY A BIKE THAT IS THE RIGHT SIZE for the child, not one he will grow into. When sitting on the seat, the child's feet should touch the ground.
- ADULT SUPERVISION of child cyclists IS ESSENTIAL until you are sure a child has good traffic skills and judgment.

Source: Safety Kids USA www.safekidsclarkcouty.org

Cross Smart, Cross Safe

Every day millions of people cross the streets. Although most make it across the streets safely, this activity can also be extremely dangerous. There are many factors one has to take into account when crossing the streets. Cars, light changes, signs, etc. impact our decisions when crossing the street. Pedestrians have to be wise with their eyes and observe their surroundings before crossing busy streets. This too is extremely important for children. Until children reach a certain age, parents and care takers are in charge of helping children cross streets safely. Here are some important tips to help keep your children safe around busy streets.

- NEVER ALLOW CHILDREN UNDER 10 to cross streets alone. Adult supervision is essential until you are sure a child has good traffic skills and judgment.
- TEACH YOUR CHILD NEVER TO RUN into a street for a ball, a pet or any other reason.
- MAKE SURE your child plays in safe places away from motor vehicles, such as yards, parks and playgrounds.
- NEVER LET children play in the street.
- BE A SAFE PEDESTIRAN around cars. Watch for cars that are turning or backing up.
- WALK ON SIDEWALKS OR PATHS. If there are no sidewalks, walk facing traffic as far to the left as possible.
- TEACH CHILDREN HOW TO CROSS STREETS SAFELY.
  - —> Cross at a corner, using traffic signals and crosswalks.
  - —> Try to make eye contact with drivers before crossing in front of them, don't assume they see you because you see them
  - —> Look left, right and left again when crossing, and keep looking as you cross.
  - —> Walk, don.t run, across the street.

Source: Safety Kids USA (http://www.safekidsclarkcounty.org/safety-tips/Ped%20tips.pdf)

Other than in the street, driveways, parking lots and on sidewalks are where young children ages 0-2 years suffer the highest number of injuries as pedestrians.

Source: Safety Kids USA

83 percent of child pedestrian deaths occur at non-intersection locations.

Source: Safety Kids USA

Approximately 50 children are injured or killed every week as a result of vehicles backing up.

Source: Safety Kids USA

Children sustain more than 39,000 nonfatal pedestrian injuries each year.

Source: Safety Kids USA

Being Prepared When Emergencies Arise

Keeping a well-stocked first-aid kit is a great way to keep your family safe not only during the summer months but all year round. It is important to keep first aid kits in your house as well as in a car. Having supplies gathered ahead of time and keeping first aid kits easily accessible will help you handle an emergency at a moment's notice. Accessibility to the kit should be out of children's reach but easy for adults to grab during an emergency.

You can purchase first aid kits at Target, Wal-Mart, drugstores, a local Red Cross office, or make one of your own. If you decide to make one, choose containers for your kits that are roomy, durable, easy to carry, and simple to open. Below are items that are important to have in a first aid kit.

First Aid Kit

Include the following items in your kit and check store bought kits for:

- **First-aid manual**
- **Sterile gauze pads of different sizes**
- **Adhesive tape**
- **Adhesive bandages in several sizes**
- **Elastic bandage**
- **A splint**
- **Antiseptic wipes**
- **Soap**
- **Antibiotic ointment**
- **Antiseptic solution (like hydrogen peroxide)**
- **Extra prescription medications (if the family is going on vacation)**
- **Acetaminophen and ibuprofen**
- **Hydrocortisone cream (1%)**
- **Tweezers**
- **Sharp scissors**
- **Safety pins**
- **Disposable instant cold packs**
- **Calamine lotion**
- **Alcohol wipes or ethyl alcohol**
- **Thermometer**
- **Tooth preservation kit**
- **Plastic non-latex gloves (at least 2 pairs)**
- **Flashlight and extra batteries**
- **A blanket (stored nearby)**
- **Mouthpiece for administering CPR (can be obtained from your local Red Cross)**
- **Your list of emergency phone numbers**

You can download a copy of the Red Cross First Aid/CPR/AED manual on line at the link below.

https://www.naz.edu/campus-safety/documents/CPR-AED-First%20Aid-Participants_Manual.pdf

http://kidshealth.org/parent/firstaid_safe/home/firstaid_kit.html#cat150

First Aid: Cuts, Scrapes, & Wounds

With summer upon us one is sure to see a rise in boo-boos. Children getting outside and running around on the pavement, climbing jungle gyms and trees, riding bicycles it isn't a wonder that our kiddos have an increase chance of getting a cut, scrape, or stitches. Because of this it is important to gain some insight on how to handle these types of injuries especially if it is more than a little scrape. Below is some information on how to deal with wounds.

CLEANING A WOUND?

The best way to clean a cut, scrape or puncture wound (such as a wound from a nail) is with cool water. You can hold the wound under running water or fill a tub with cool water and pour it from a cup.

Use soap and a soft washcloth to clean the skin around the wound. Try to keep soap out of the wound itself because soap can cause irritation. Use tweezers that have been cleaned in isopropyl alcohol (rubbing alcohol) to remove any dirt that remains in the wound after washing.

Even though it may seem that you should use a stronger cleansing solution (such as hydrogen peroxide or iodine), these things may irritate wounds. Ask your family doctor if you feel you must use something other than water.

WHAT ABOUT BLEEDING?

Bleeding helps clean out wounds. Most small cuts or scrapes will stop bleeding in a short time. Wounds on the face, head or mouth will sometimes bleed a lot because these areas are rich in blood vessels.

To stop the bleeding, apply firm but gentle pressure on the cut with a clean cloth, tissue or piece of gauze. If the blood soaks through the gauze or cloth you're holding over the cut, don't take it off. Just put more gauze or another cloth on top of what you already have in place and apply more pressure for 20 to 30 minutes. If your wound is on an arm or leg, raising it above your heart will also help slow the bleeding.

SHOULD I USE A BANDAGE?

Leaving a wound uncovered helps it stay dry and helps it heal. If the wound isn't in an area that will get dirty or be rubbed by clothing, you don't have to cover it.

If it's in an area that will get dirty (such as your hand) or be irritated by clothing (such as your knee), cover it with an adhesive strip (one brand: Band-Aid) or with sterile gauze and adhesive tape. Change the bandage each day to keep the wound clean and dry.

SHOULD I USE AN ANTIBIOTIC OINTMENT?

Antibiotic ointments (some brand names: Neosporin, Ultra Mide) help healing by keeping out infection and by keeping the wound clean and moist. A bandage does pretty much the same thing. If you have stitches, your doctor will tell you whether he or she wants you to use an antibiotic ointment. Most minor cuts and scrapes will heal just fine without antibiotic ointment, but it can help the wound close up and help reduce scarring.

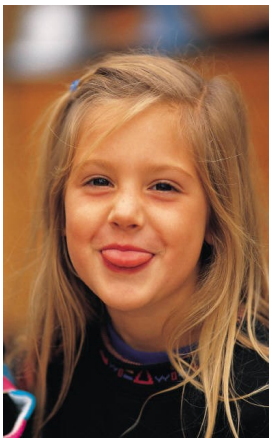
WHAT SHOULD I DO ABOUT SCABS?

Nothing. Scabs are the body's way of bandaging itself. They form to protect wounds from dirt. It's best to leave them alone and not pick at them. They will fall off by themselves when the time is right.

CALL YOUR FAMILY DOCTOR IF THE FOLLOWING THINGS OCCUR

- The wound is jagged
- The wound is on your face
- The edges of the cut gape open
- The cut has dirt in it that won't come out
- The cut becomes tender or inflamed
- The cut drains a thick, creamy, grayish fluid
- You start to run a temperature over 100°F
- The area around the wound feels numb
- You can't move comfortably
- Red streaks form near the wound
- It's a puncture wound or a deep cut and you haven't had a tetanus shot in the past 5 years
- The cut bleeds in spurts, blood soaks through the bandage or the bleeding doesn't stop after 20 minutes of firm, direct pressure

http://familydoctor.org/familydoctor/en/prevention-wellness/staying-healthy/first-aid/first-aid-cuts-scrapes-and-stitches.printerview.all.html



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Find more about Safe Start on the web at:
http://alleghenycountypa.gov/dhs/safestart.aspx

Find more about ACT on the web at:
http://actagainstviolence.apa.org/

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Raising Safe Kids

LET'S BE SCREEN-FREE

Volume: 20
Date: April 2013

Welcome

Children are exposed to and engaged in different types of media daily, sometimes for hours on end. Whether they are watching television, surfing the internet, using iPods and smartphones, or playing video games; media is a huge part of their lives. Because of its entertainment factor and accessibility, media has the power to influence our children both positively and negatively. Unfortunately media's influence leans more towards the negative side.

Life without screens and technology is something everyone struggles to imagine. Many parents can just hear it now, "We are so bored" as there is an increase in sibling battles and fights.

But time without screens really isn't that difficult to achieve. Screen-Free Week tries to help families realize they too can be screen free by trying to "turn off televisions, computers, and video games for seven days and turn on the world around them."

Screen-Free Week was established to combat the negative impact screens have on children such as; poor school performance, childhood obesity, deficits in reading, and problems with attention, just to name a few. Despite all of these concerns, excessive screen time prevents children from engaging in creative play which is the foundation of learning, creativity, problem solving, and has a huge impact on their overall development.

And let's not forget how excessive screen time decreases one of most important parts of a child's life—family. However your family is constructed, screens battle for attention with family time and can challenge family bonds.

I am sure that you are skeptical of some of the things you have read regarding the impact of screens and whether you and your family can actually follow a week without screens. But I challenge you to join the join thousands of schools, libraries, and families nationwide who will turn off televisions, computers, and video games for seven days and give children and families a chance to read, play, think, create, be more physically active, and to spend more time together.

screen-free week

April 29-May 5

Inside this issue:

Impact of Screen-Time on Children	2
Ways to Reduce Screen-Time	3
The Family Guide to a Great Screen Free Week	4
10 Steps to Screen-Proof Your Home	5
Decreasing the Negative Effects of Media Exposure	6
Screen-Free Activities for Children	7

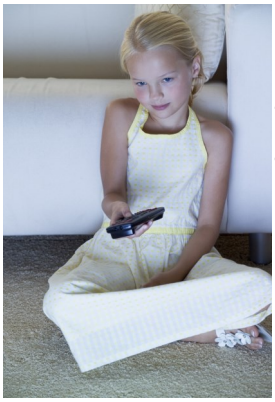
Special points of interest:

- Excessive screen time puts young children at risk
- Little ways one can reduce screen time
- Useful things you can do to have a successful screen-free week
- Steps to screen-proof you home
- Fun activities for you and your children

American Psychological Association

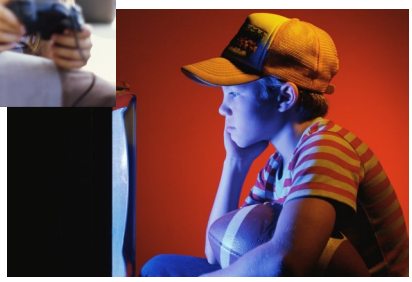
Impact of Screen Time on Children

The American Academy of Pediatrics recommends no screen time for children under 2 and less than 2 hours per day for older children.



Excessive Screen Time Puts Young Children at Risk

- Direct exposure to TV and overall household viewing are associated with increased early childhood aggression.
- Screen time can be habit-forming: the more time children engage with screens, the harder time they have turning them off as older children.
- The more time preschool children and babies spend with screens, the less time they spend interacting with their parents.
- Toddler screen time is also associated with problems in later childhood, including lower math and school achievement, and reduced physical activity.
- The more time preschool children spend with screens, the less time they spend engaged in creative, imaginative play.
- Time spent with screens is associated with:
  - Childhood obesity
  - Sleep disturbances
  - Attention span issues



- Children with 2 or more hours of daily screen time are more likely to have increased psychological difficulties, including hyperactivity, emotional and behavioral problems, as well as difficulties socializing with peers.
- Adolescents with a television and/or computer in their bedroom spend more time watching TV and playing with the computer and report less physical activity, less healthy dietary habits, worse school performance, and fewer family meals.

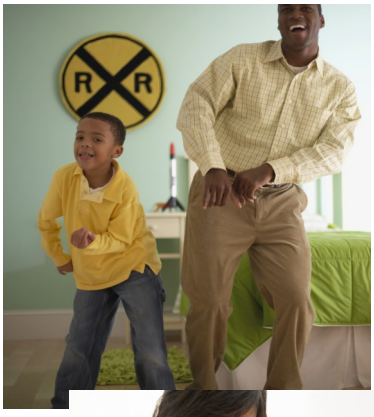
- Children with a television in their bedroom are more likely to be overweight

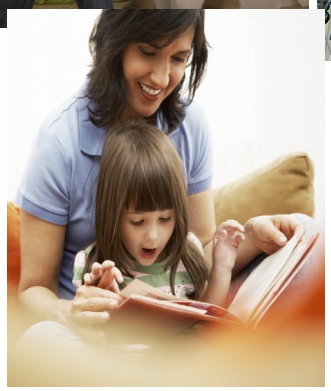
http://www.commercialfreechildhood.org/sites/default/files/screentime.pdf

Ways to Reduce Screen Time

It is hard to imagine your family's lives without screens. Knowing that completely eliminating screens from your lives is for the most part not going to happen is fine. Being aware of how to reduce screen time can help to have a lasting positive impact on you and your family. Below are some ways you can reduce screen time.

1. Make sure your television set doesn't become the center of attention in your home. Try putting the TV behind a screen or closed doors.
2. Keep the TV off during dinner. Meals are a great time for talking.
3. Make some days of the week TV-free days.
4. Avoid using TV as a baby-sitter.
5. Don't use TV as a reward or punishment.
6. Move around to your favorite music instead of watching TV.
7. Cancel or reduce your cable subscription. Use the money saved for a fun family outing.
8. Hide the remote control.
9. Plan ahead for TV viewing.
10. Remove the TV set from your child's bedroom.





Active Bodies Active Minds

http://depts.washington.edu/tvhealth/waabam_materials/top_10_ways.pdf

www.waabam.org

The Family Guide to a Great Screen Free Week

- Decide what "screen-free" means for your family. Does it include email and text messaging? It is all based on how you perceive "screen –free."
- Make plans together for the week. Make sure that everyone (who can) has specific responsibility and equal vote on key decisions
- Set a calendar of activities and events for the week
  - One goal of Screen-Free Week is to allow kids unstructured time to generate their own screen-free play but you'll want to make sure that you are not left twiddling your thumbs and being bored. Also seeing what is coming up for the week can help keep kids interested and excited.
- Reclaim family meal as a time for talking together and/or sharing stories.
- Plan your meals ahead of time and include the entire family and the preparation.
- Include friends, relatives, and neighbors in activities you are doing even if for just one day or evening.
- At the end of the week, talk about how you feel, what all of you have accomplished, and what aspects of the week you would like to keep going.

Remember this is something that you can do throughout the year even if it is just for a few hours a day. That is a few hours less that you as well as your children are being exposed to media and more time you can spend together.

10 Steps to Screen-Proof Your Home

1. Rearrange the furniture. Turn your living room and family room into places for interaction, games and conversation, not mini-theaters. Put the screens away, cover them, or at least make them less central to the room and your life. Make sure that the furniture is facing away from the screen, so if you want to watch, you have to make an effort.
2. Make children's bedrooms—and your own— screen-free.
3. After Screen-Free Week, set consistent limits about children's screen time. Here are some categories of commitment that have worked for lots of other people:

- No more than 2 hours per day of recreational screens 7 days per week. This includes all screens, so use of television, computer and video games has to be planned beforehand, since time can pass very quickly.
- No more than 2 hours per day on weekends of recreational screens and only an hour per day during the work/ school week.
- No more than 2 hours per day on weekends and no recreational screens during the school/work week.

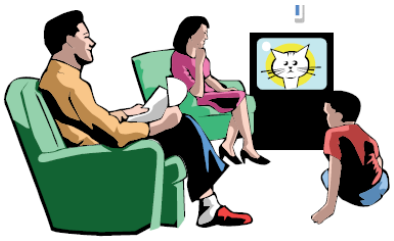
The above categories are not set in stone; the key is to find the balance that works for you and your family. And remember, the American Academy of Pediatrics recommends no screen time for babies and toddlers under age 2.

4. Set limits on your own screen time. The example you set is as important as your rules.
5. Keep the remote in a drawer.
6. Institute screen-free (and phone-free) meals. Talk, laugh, tell stories, and enjoy your food. (For more, see Family Meals: Let's Bring Them Back in this section.)
7. Try not to rely on screens as a babysitter.
8. Involve children in household chores, projects, and meal preparation.
9. Carve out a block of screen-free time for the whole family every day (see, for example, the Family Green Hour in this section).
10. Designate at least one day each week as Family Screen-Free Day. Have fun with any or all of the activities described in Section Five—or think up your own!

Information Taken From Screen-Free Week Organizers Kit.

Screen-Free Week Website: www.screenfree.org

Decreasing the Negative Effects of Media Exposure



- Pay attention and be alert to the programs your children are watching
- Watch the shows with your children and talk about them afterwards
- Limit the amount of time your children are watching television and playing video games
- Don't use the television as a distraction or a babysitter
- Disapprove of violent shows and encourage education shows
- Don't watch adult shows while children are present
- If your child witnesses violent acts on a television show, discuss the consequences of the violence and other ways the conflict could have been resolved
- Disapprove of the violent acts in front of the child stressing that such behavior is not the best way to resolve a problem
- Discuss the difference between make-believe and reality (for example, point out that the actor has not actually been hurt or killed but in real life such violence results in pain or death)
- Be careful of viewing shows just before bedtime. The emotion invoking images may linger and interrupt children's sleep
- Don't let children play violent video games.

Overall, don't let your children rely on watching television or play videogames as a way to occupy their time. Encourage your children to engage in alternative activities and hobbies. Communicate with your children and engage in play and other activities with them.

http://www.actagainstviolence.org

Screen-free Activities for Children

The various child activities below are some suggestions of things that you can do with your child not only during screen free week but on a regular basis. These adapted activities come from A Guide to Children's Activities which is used in conjunction with the Parents Raising Safe Kids ACT 8-Week Parent Program. The guide offers suggestions for activities that are fun and developmentally appropriate for children 3 years and older. Some of the goals of the activities are to help children develop a sense of self, understand and communicate feelings, deal with angry feelings, practice being helpful and kind, as well as understand the influence of media on them.

Family Photo Poster or Book

* Collect pictures of family and friends doing different things together and put them on a sheet of poster board or photo album.
* Have your children decorate the poster board and place the pictures.
* Talk about the memories the pictures had for you and allow your children to share as well.
* Hang the poster on the wall or have the album accessible for your children. This will allow them to show off to friends and family or just reminisce about a good memory.

Help

* For this activity have enough paper napkins for yourself and your children.
* Place the napkins on your heads and move around the room.
* If the napkin falls off you have to freeze and politely ask for help. You are unfrozen when another person picks up the napkin and puts it back.
* Be sure to remind children to say 'Thank you" if they forget.
* This activity not only helps young children practice using their words but can also help build on their manners ("Please" and "Thank You")

Kindness Coupon Book

* Talk with your child about how they can give to others things that don't cost money (ie. A hug, help setting the table, cleaning up toys, giving a toy, sharing a treat, reading someone a book, etc.)
* Have children draw pictures, find pictures in a magazine, or write words of various kind actions. An example shown below:

Kindness Coupon

Good for One Hug

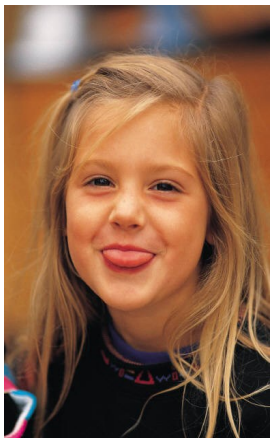
From:_____

* Have your children decorate an envelope to hold each coupon. Blank index cards are great to use for this project.

Swimming the Sea (*The Peaceful Classroom*)

Working on Cooperation

* Lay a blanket or throw rug in the center of the room and tell your children that you are all going to pretend it is an island.
* The challenge is that everyone needs to get to the island and that no parts of their body can touch the water once they are on the island.
* Designate some of you to be "swimmers" and "non-swimmers"
* Go to one side of the room and let everyone know they have to swim to the island. For those who are swimmers they have to figure out how to help the non-swimmers get to the island
* Be sure to provide blow up tubes, water wings, card board boxes (boats), etc.



ACT RAISING SAFE KIDS PROGRAM
1 Smithfield St.
Pittsburgh, PA 15222
Phone: 412-350-2770
E-mail: safestart@allehgenycounty.us

Office of Community Services

Safe Start Program

American Psychological Association

ACT

ACT Raising Safe Kids Programs, is an anti-violence program that educates communities and families on how to raise children without violence. The focus is to help parents learn ways to create safe, healthy environments that protect children and youth from violence.

The Allegheny County Safe Start Program

Safe Start is an outreach program which supports and assists families to provide safe, nurturing care for children. Through the use of a family and neighborhood based approach, Safe Start seeks to reduce exposure to and the negative impact of violence by identifying and supporting parents and young children within communities affected by violence.

Find more about Safe Start on the web at:
http://alleghenycountypa.gov/dhs/safestart.aspx

Find more about ACT on the web at:
http://actagainstviolence.apa.org/

act
raising safe kids

Parents Raising Safe Kids

WHEN VIOLENCE ERUPTS

Volume: 19
Date: February 2013

Welcome

With the recent tragic events in Sandy Hook, Connecticut and Aurora, Colorado, many are left dumbfounded, saddened, and asking "Why?" As adults we tend to have ways to cope and understand many of these unimaginable violent events. Children on the other hand tend to lack the coping skills necessary to even gain some understanding of these types of events. Confusion, being frightened, and loss of trust are just a few ways children respond to these events.

What we need to remember is that children are not always witness to such severe, unnecessary acts of violence. What occurs most often for children is continuous violence witnessed everyday in their homes, community, and through media (TV, video games, music, etc.). Gaining a better understanding of how exposure to violence affects children and learning effective ways to respond, are two good ways to help you to be prepared when you and/or your children are exposed to violence.

Keeping this all in mind, let's take a moment to think about what children learn from repeated exposure to violence. Stop and imagine for a minute that you are a four year old child playing on your front porch on the first spring day. When out of the house burst your mom and dad screaming at each other. A crowd gathers round and a friend of your mom starts yelling at your dad too.

Now stepping back into reality, draw a figure of a paper doll and think about this question, "**What were some violent situations, words, or things that have hurt you or someone you know?**" Every time you think of a violent act put an X on the doll. Now think of ways you can help this person heal from or deal with the violent experience. Every time you do, place a smiley face over an X.

This exercise is a way for one to understand that experiences both positive and negative can leave marks on people. Negative experiences hurt and leave scars but positive experiences can be healing and helpful. This is why it is important to understand how we can help children cope and deal with violence that may continuously be a part of their lives. Keeping in mind that although the children are experiencing these violent acts, most likely parents are too so it is important to take care of yourself before trying to help your children through the process of healing and coping.

http://actagainstviolence.apa.org/

Inside this issue:

Children's Exposure to Violence	2
The Continuum of Violence	3
Consequences of Violence	4
Developmental Impact of Violence	5
Talking to Children about Violence	6
Do's and Don'ts When Helping Children	7
When Talking is not Enough	8

Special points of interest:

- Situations and conditions in a child's life contributes to the impact of violence
- The developmental consequences of violence can be long term and have lasting effects on children
- Parents can play a role in helping children feel safe and bring their lives back to normal
- Some children may require more active interventions particularly if they were more directly affected by the violence or traumatic event

American Psychological Association

Children's Exposure to Violence

Children are Exposed to violence as....

Victims

The object of violence

Aggressors

Committing acts of violence

Witnesses

Seeing others commit violence in person or through media

Fact: Younger children tend to be exposed to violence more often and are usually victims where in most cases their own parents are the aggressors.

Fact: Younger children are at greater risk to suffer physical abuse, while sexual abuse occurs more with adolescents. Boys are more at risk for physical abuse and girls sexual abuse and neglect.

Risk Factors for Violence

Risk factors are situations and conditions that contribute to the impact violence has on a child's life.

Individual Factors

What one is born with (temperament, biological genes, birth complications, gender, etc.) or specific to that person (mental health diagnosis, poor behavioral control, history of violent victimization, personality, etc.)

Peer/Social Factors

Influences of a child's social group that increases the risk for the use of violence and how it effects a child's life. (association with delinquent peers, involvement in gangs, social rejection, lack of involvement in activities, poor academic performance, etc.)

Family Factors

Conditions in the family that influence a child's life (lack of parental supervision, parenting style, harsh parenting, neglect, rejections, abuse, poor family function, etc.)

Community Factors

Situations and conditions present in the child's life due to living situation (access to firearms, constant moving, isolation, lack of social services, school violence, gangs, gunfire, run-down housing, drugs, etc.)

Societal Factors

Factors that create a level of acceptance for violence as well as contribute gaps between different segments of society. (violence in media, discrimination, poverty, acceptance of violence to resolve conflict, health/economic/education policies, etc)

http://actagainstviolence.apa.org/

http://www.cdc.gov/violenceprevention/youthviolence/riskprotectivefactors.html

http://www.cdc.gov/ViolencePrevention/pdf/SEM_Framewrk-a.pdf

The Continuum of Violence In Children's Lives

As mentioned in the opening paragraphs of the newsletter, many children are impacted by violence. Children are not always witness to isolated traumatic events (Sandy Hook Elementary) or chronic exposure in the home or community. Although these two areas have the most impact on children not as many children are affected. What we do see is that more children are affected by entertainment violence and popular culture but this seems to not have as much affect on children. But, if children are constantly being exposed to these types of violence it can eventually be considered as chronic exposure which has a huge impact on children developmentally, socially, emotionally, and mentally. Below is a diagram to help paint a clearer picture of violence in children's lives.

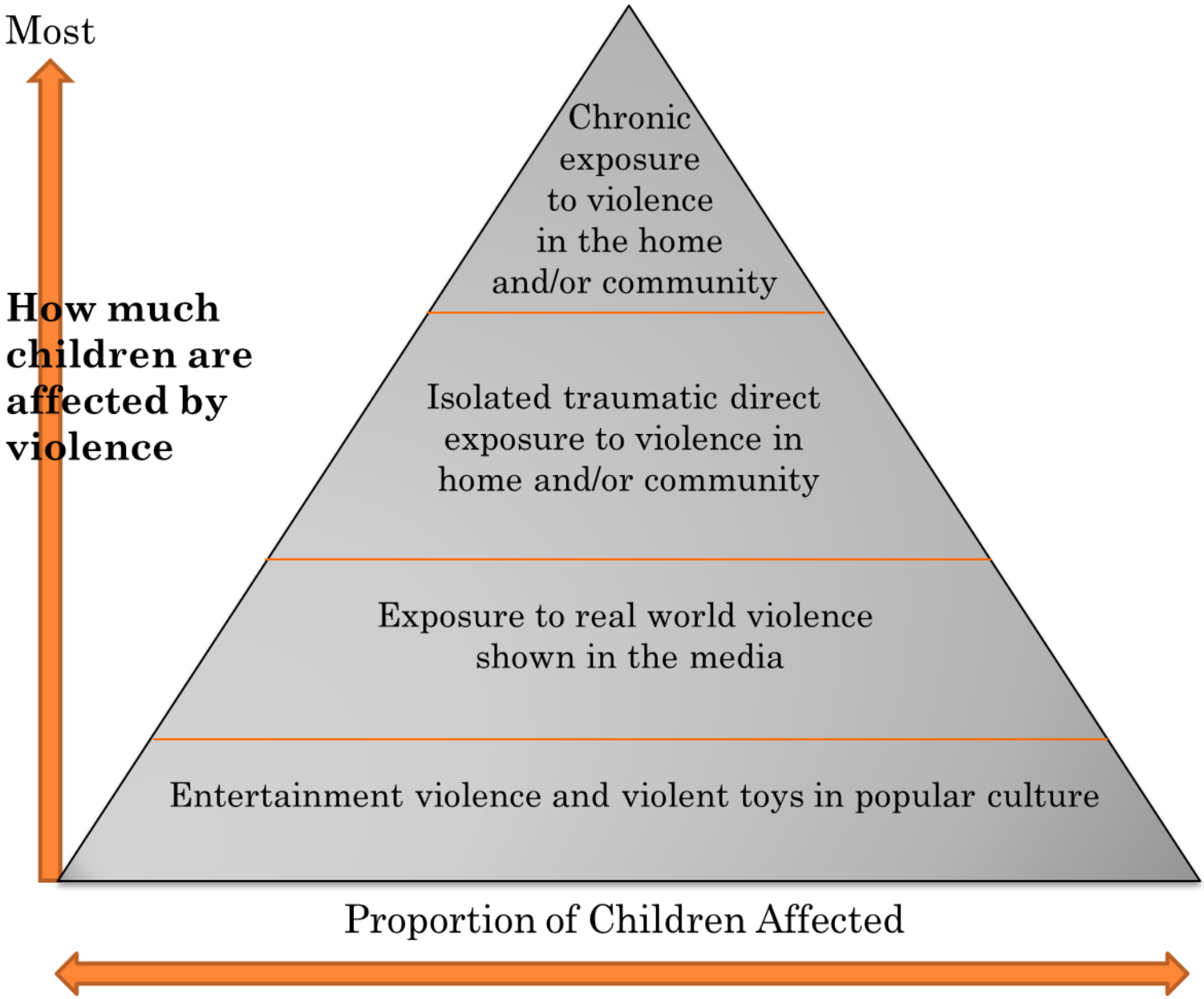


Diagram is from the Safe Havens Training Project and Family Communications Inc.

Consequences of Violence

Children who are frequently exposed to violence have an increased chance of being impacted by the violence. The physical, developmental, and psychological consequences of violence can be long term and have lasting effects on children. Many children feel vulnerable and powerless to prevent violence which further complicates and increases the influence of violence. Children, especially young children tend to have difficulty understanding the violence due to not having the capacity to comprehend the situation and how to manage their strong feelings. Below are some of the consequences violence has physically and psychologically. Also list below are some behaviors you might see when children are affected by the violence they are witnessing or have witnessed.

Physical

Children can suffer from...

* Bruises, fractures, brain injuries, disability, and death

Into Adulthood they can suffer from...

* Poor health habits and illnesses
  * Such as heart problems, liver and pulmonary diseases, substance abuse problems, etc.

Psychological

http://actagainstviolence.apa.org/

Children are at higher risk for...

* Depression, eating or sleeping problems, loss in trust, feelings of rejection and abandonment

Children tend to...

* Believe the world is a scary/dangerous place, learn that violence is a way to resolve conflicts.

Children may...

* Become aggressive/violent, feel guilty/ashamed, angry/resentful, be always on guard, in constant fear.

Note: Early exposure to violence increases the possibility a child will be involved in violence, delinquency, and drugs during adolescences and adulthood.

Behavioral Responses to Witnessing Violence

- A very high activity level (hyperactivity)
- Difficulty concentrating
- Excessive worry about the safety of loved ones
- Headaches, stomach aches, aches and pains
- Inability to show feelings
- Increased aggressive behavior and angry feelings
- Loss of skills learned earlier (such as toilet training, naming colors, math facts etc.)
- Sleep troubles, nightmares, fear of falling asleep
- Withdrawal from friends and activities
- Increased clinginess, crying and whining.
- Greater fear of separation from parents or primary guardian.
- More easily frustrated and harder to comfort.
- A return to earlier behaviors, like frequent nighttime awakenings and thumb sucking.

http://www.alleghenycounty.us/dhs/safestart.aspx

Developmental Impact of Witnessing Violence

Violence in any form alters normal brain development. The early years of a child's life is a crucial period of development especially with regards to the brain. The brain at this stage of development is quickly developing and is extremely sensitive to experiences and situations that children encounter. Excessive and repeated stress from exposure to violence alters brain development by releasing chemicals in the brain that disrupts healthy brain growth. But what is extremely important to remember is that although this exposure to violence creates a brain that is not suited for operating in a healthy environment, positive experiences can help promote positive changes in the brain as well. Due to brain being receptive to experiences and dependent on the environment, there is room for healing. Below is a brief explanation of how the brain can be affected by violence.

Importance of the Brain

The brain is responsible for directing human behaviors such as...

⇒ Thinking, listening, speaking, loving, processing, perceiving, storing, and acting on information from outside and inside of the body

There are different areas of the brain for...

⇒ Stress response and responding to threats, mate selection and reproduction (relationships), and protecting and nurturing dependent young children

The primary purpose of the brain is to promote survival

Affects of Stress and Abuse on the Brain

Stress has profound affects on the growth and functioning of the brain.

The Hippocampus

- Is the hub of memory and learning (Functions like a memory chip in a computer)
- Is involved in verbal and emotional memory
- Highly sensitive to stress hormones such as cortisol
  - Fluctuations in cortisol creates difficulty in response to stressful situations and can impair/destroy nerve endings.

This area of the brain does not develop properly when children are frequently exposed to violence. So if a child is affected in this area you are more likely to see difficulties in learning, loss of memory, etc.

The Amygdala

- Is the fear center of the brain
- Regulates safety, fear, heart rate, & blood pressure
- Monitors Incoming stimuli for threats

When children witness violence, this area of the brain does not fully grow which can cause children to not be able to function effectively in regards to the things listed above.

The Prefrontal Cortex

- Connected with the amygdala and exerts inhibitory control over stress responses and emotional reactivity (goals, reason, control, habits)
- Middle region of the cortex is critical to..
  - Relational functioning, empathy, connecting, being able to focus, memory/reason, self-awareness, impulses.
- Stress chemicals disable the middle cortex causing impairments in the items listed above.

High Arousal (Fear)= Impaired Prefrontal Cortex

Presentation given by Dr. Janine M. D'Anniballe

http://actagainstviolence.apa.org/

Talking to Children About Violence

Acts of violence have a huge impact on children's lives. Viewing real life violence on the news or hearing about a shooting that happened two streets down from your house can cause many different feelings in children. Confusion and being frightened are just two of the things children will go through. Children may also feel in danger or have anxiety and worry about the safety of themselves, friends, and loved ones. Parents can play a role in helping children feel safe and bring their lives back to normal by using some of the tips listed below. But be sure to seek professional help if there is no change in your child's behaviors or behaviors become severe.

Reassure Children That They are SAFE

- Validate feelings
- Talk about feelings
- Put them into perspective
- Assist them in expressing feelings appropriately

Keep Explanations Age Appropriate

- Early Elementary School/Preschool age: Children need brief, simple information with reassurances they are safe and adults are there to protect them.
- Upper Elementary/Early Middle School: Children are more vocal in asking questions about whether they really are safe or what happened in regards to the violent situation
- Upper Middle/High School: Children have strong and varying opinions about violence. Be sure to emphasize their role in maintaining their own safety

Make time to talk

- Be patient
- Let them ask you questions
- Look for cues that your children want to talk
- Try writing, drawing, books, play to work through feelings

Review Safety Tips and Procedures

- Check first before they go anywhere with anyone
- Identify a trusted adult a child can go to if they feel threatened.
- Help children "be wise with eyes" and be aware of things going on around them.

Limit Television View of Violent Events

- Be mindful of your conversations about a violent event
- Constant viewing of violent events can cause anxiety or confusion

Maintain a Normal Routine

- A regular schedule can be reassuring and help children feel normal
- Be sure not to push them to keep up on extracurricular activities and other routine things

http://www.nasponline.org/resources/crisis_safety/talkingviolence.pdf

http://www.safetykids.org/index.php?option=com_content&view=article&id=11&Itemid=92

Do's and Don'ts When Helping Chidlren

When a child has difficulties dealing with witnessing a violence event or a traumatic event, there are certain things we as adults need to be aware of. Children are extremely sensitive, impressionable and struggle to understand violent events. Doing something that can worsen their anxiety and behaviors is not helpful or productive. Below are some things that can be helpful and hurtful when dealing with children impacted by violence.

Adults Should...

Attend to Children

- Listen to them
- Accept/don't argue with feelings
- Help them cope with the reality of the violent event or their traumatic experience

Monitor Healing

- It takes time
- Do not ignore severe reactions/behaviors
- Attend to sudden changes in behaviors, language use, or emotions/feelings

Remind Children that Adults

- Love them
- Support them
- Will be with them when possible
- Are there to keep them safe

Reduce the Effects of Other Stressors Like...

- Frequent moving or changes in place or residence
- Long periods away from family and friends
- Pressures on school performance
- Fighting within the family
- Not meeting their basic needs (food, shelter, clothes, etc.)

Don't

- Expect children to be brave or tough
- Make children discuss the event before they are ready
- Get angry if children show strong emotions or behaviors
- Get upset if they begin:
  - Bed-wetting, act out, thumb suck, or regress in other developmental milestones.
- Make up new routines if you can't keep normal ones.

Don't

- If children have trouble sleeping:, don't give them extra attention, let them sleep with a light on, let them sleep in your room. Children will become used to these changes and will have difficulties when you go back to normal bed time routines.
- Push children to feel in control of situations they may not be ready for such as choosing meals, picking out clothes, making decisions for themselves.
- Although these things are normal for children your child may not be ready for this even if you feel it can be helpful

http://www.nimh.nih.gov/health/publications/helping-children-and-adolescents-cope-with-violence-and-disasters-parents/helping-children-and-adolescents-cope-with-violence-and-disasters-what-parents-can-do.pdf

When Talking is Not Enough

Some children may require more active interventions particularly if they were more directly affected by the violence or traumatic event. The family as a whole might need to consider counseling especially when parents are struggling or preoccupied with their own feelings and difficulties with the violent event. Below are some helpful resources both online and locally (Pittsburgh/Allegheny County Pennsylvania)

Helpful Resources

National Mental Health Information Center

Toll-Free: 1-800-789-2647 (English and Español)

TDD: 1-866-889-2647

Web Site: www.mentalhealth.samhsa.gov

National Clearinghouse for Alcohol and Drug Information

Toll-Free: 1-800-729-6686 (English and Español)

TDD: 1-800-487-4889

Web Site: www.ncadi.samhsa.gov

Treatment Locators

Mental Health Services Locator

Toll-Free: 1-800-789-2647 (English and Español)

TDD: 1-866-889-2647

Web Site: www.mentalhealth.samhsa.gov/databases

Substance Abuse Treatment Facility Locator

Toll-Free: 1-800-662-HELP (4357) (24/7 English and Español)

TDD: 1-800-487-4889

http://csc.psych.psu.edu/documents/SAMHSA_talkingtokids.pdf

Hotlines

National Suicide Prevention Lifeline

Toll-Free: 1-800-273-TALK (8255)

TTY: 1-800-799-4TTY (4889)

Web Site: www.suicidepreventionlifeline.org

Office for Victims of Crime

Toll-Free: 1-800-851-3420

TTY: 1-877-712-9279

Web Site: www.ojp.usdoj.gov/ovc/ovcres/welcome.html

Other Resources

National Child Traumatic Stress Network

Web Site: www.nctsn.org

National Association of School Psychologists

Phone: (301) 657-0270

Web Site: www.nasponline.org/NEAT

National Center for Children Exposed to Violence

Phone: (203) 785-7047

Toll-Free: 1-877-49-NCCEV (496-2238)

Fax: (203) 785-4608

Center for Victims

Administrative office:
5916 Penn Avenue
Pittsburgh, PA 15206
Crime Victim 24-Hour Hotline: 412-392-8582
Administrative Line: (412) 482-3240
Fax Number: (412) 482-3241

Domestic Violence Services:
410 Ninth Avenue
McKeesport, PA 15132
Toll-Free 24-Hour Domestic Violence Hotline: 1-866-202-5573
Administrative Line: (412) 664-7146
Fax Number: (412) 664-1884

The Center for Traumatic Stress in Children and Adolescents at Allegheny General Hospital

East Commons Professional Building (Four Allegheny Center)
Eighth Floor
Pittsburgh, Pennsylvania 15212

Telephone:

(412) 330-4328

Website: http://pittsburghchildtrauma.net/

ACT RAISING SAFE KIDS PROGRAM
1 Smithfield St.
Pittsburgh, PA 15222
Phone: 412-350-2770
E-mail: safestart@alleghenycounty.us

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