

Strong Families Need Strong Foundations

An Introduction to the Strengthening Families™ Protective Factors Framework

Sandi Cimino
 Certified Trainer
 Strengthening Families™ Protective Factors
 480.980.7502 // sandi.cimino@gmail.com



Our Road Map for Today

- Understanding Risk and Protection.
- What is the Strengthening Families™ Protective Factor Framework all about?
- The 5 Protective Factors
- How culture impacts the Protective Factors.
- Everyday actions that promote the Protective Factors in our families and the families we serve

Strengthening Families™ Protective Factors Framework




Center for Studies in Social Policy **strengthening families**
A PROTECTIVE FACTORS FRAMEWORK

Understanding ACEs

“Risk factors are not predictive due to the presence of protective factors.”

Dr. Carl Bell



Four BIG Ideas



The four big ideas behind the Strengthening Families™ Framework

- Building protective and promotive factors, not just reducing risk
- An approach – not a model, a program or a curriculum
- A **changed relationship with parents**
- Aligning practice with developmental science

A different approach...



A changed relationship with parents

- ❖ Supporting parents' ability to parent effectively
- ❖ Involving parents as partners in achieving good outcomes for children
- ❖ Engaging parents effectively through programs
- ❖ Partnering with parents to help design systems and policies that work for children and families
- ❖ Engaging parents directly in mutually supportive relationships that build protective factors

Focus on what's **STRONG**, not what's *wrong*.



Helping doesn't have to be an involved process...



“
You never know what someone needs
until you know what they have. ”

JOHN MCKNIGHT

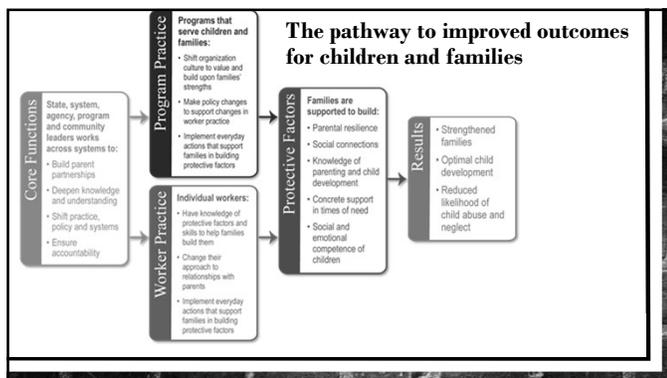
Focus on strengths
Focus on small but significant changes

**The 5 Strengthening
Families Protective
Factors**

☆

The Protective Factors

- **Parental Resilience**
managing stress and functioning well when faced with challenges adversity and trauma
- **Social Connections**
positive relationships that provide emotional, informational, instrumental and spiritual support
- **Knowledge of Parenting and Child Development**
understanding child development and parenting strategies that support physical, cognitive, language, social and emotional development
- **Concrete Support in Times of Need**
access to concrete support and services that address a family's needs and help minimize stress caused by challenges
- **Social and Emotional Competence of Children**
family and child interactions that help children develop the ability to communicate clearly, recognize and regulate their emotions and establish and maintain relationships.



Protective factors are dependent on culture

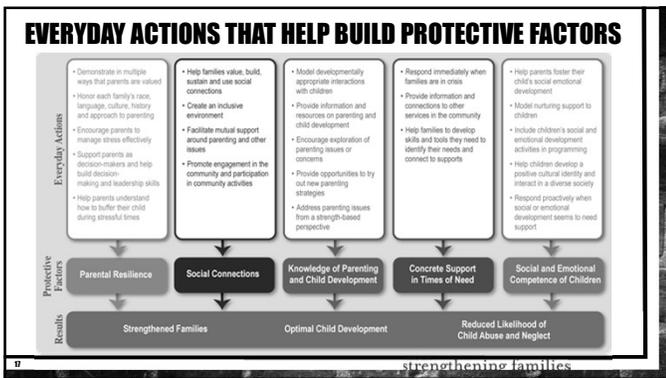


- AS WE CONSIDER EACH PROTECTIVE FACTOR, ASK YOURSELF THESE THREE QUESTIONS:**
- 1. HOW DOES CULTURE IMPACT THIS PROTECTIVE FACTOR IN A FAMILY?**
 - 2. HOW DOES YOUR OWN CULTURE SHAPE HOW YOU FEEL, HOW YOU REACT AND WHAT YOU SAY OR THINK?**
 - 3. HOW DOES CULTURE IMPACT THE WAY YOU INTERACT WITH THE FAMILIES WITH WHOM YOU WORK EVERY DAY?**

PARENTAL RESILIENCE

..the ability to recover from difficult life experiences, and often to be strengthened by and even transformed by those experiences

☆



TOOL TIME

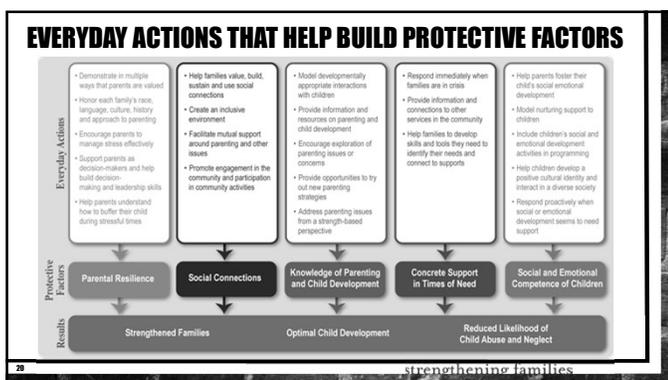
"Do You Know" Scale

- Developed as part of Emory University Family Narrative Project
- Stories most often passed on by mothers and grandmothers to help children through physical or emotional hurts
- Accuracy is not critical, it is the communication and celebration of the information that is a "secret family recipe" for resilience.

SOCIAL CONNECTIONS

...positive relationships that provide emotional, informational, instrumental and spiritual support

☆



TOOL TIME

Café Conversations

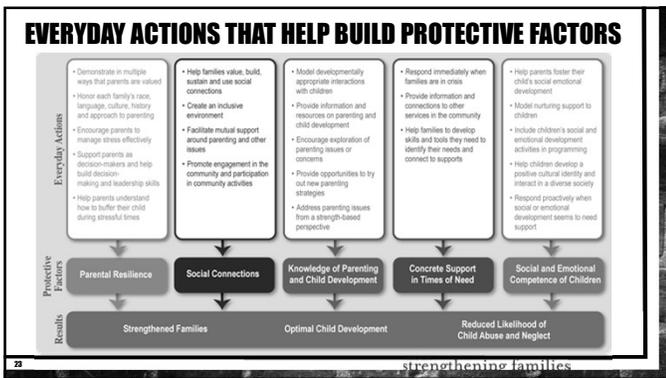
- Community Café/Parent Café
- Informal setting with small group (3-5 people) conversations
- Strengthens knowledge and practice of protective factors
- Builds social connections and reduces isolation



KNOWLEDGE OF PARENTING AND CHILD DEVELOPMENT

...understanding child development and parenting strategies that support physical, cognitive, language, social and emotional development





TOOL TIME

Let's Play app from Zero to Three
www.zerotothree.org

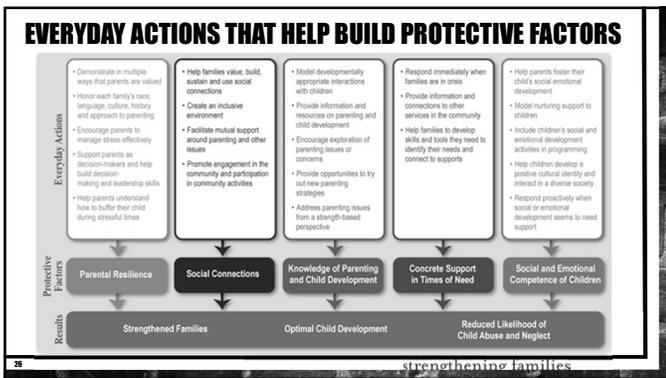
Vroom website and app
www.joinvroom.org

Vroom
Brain Building Basics

- Look
- Follow
- Chat
- Take Turns
- Stretch

CONCRETE SUPPORT IN TIMES OF NEED

...access to concrete support and services that address a family's needs and help minimize stress caused by challenges



TOOL TIME

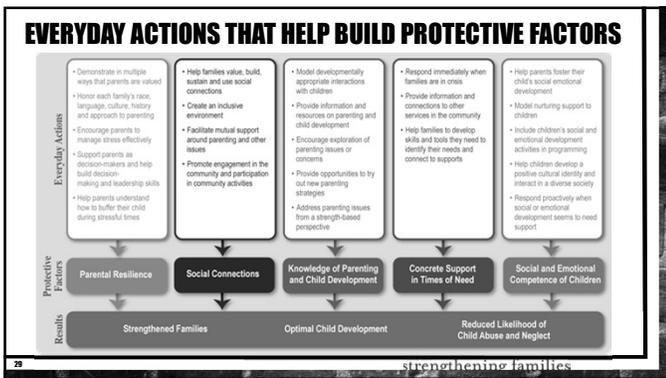
2016 Prevention Resource Guide
<https://www.childwelfare.gov/topics/preventing/>
 Chapter 2 – Protective Factors

<https://www.childwelfare.gov/topics/preventing/promoting/protectfactors/>
 numerous links to PF info

SOCIAL AND EMOTIONAL COMPETENCE OF CHILDREN

...family and child interactions that help children develop the ability
to communicate clearly, recognize and regulate their emotions and
establish and maintain relationships

☆



TOOL TIME

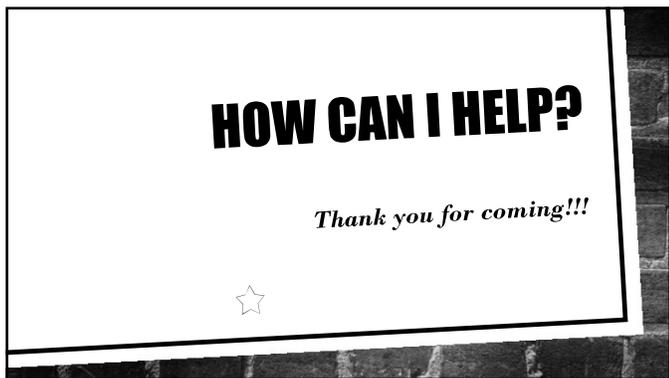
Universal Strategy:

Building an Emotional Vocabulary

"Just as a child can't sing along with the group when she doesn't know the words to the song, children who do not have the vocabulary to express feelings cannot participate effectively in social contexts."

-Mary Gordon, The Roots of Empathy







Strengthening Families™ Arizona

Helpful Resources

Strengthening Families™ Arizona
<https://www.pcoaz.org/strengtheningfamilies/>

The Center for the Study of Social Policy
<http://www.cssp.org/reform/strengtheningfamilies>

Protective Factor Action Sheets
<http://www.cssp.org/reform/strengtheningfamilies/about/body/ProtectiveFactorsActionSheets.pdf>

The National Alliance of Children's Trust & Prevention Funds
<http://www.ctalliance.org/onlinetraining.htm>

Making Meaningful Connections Resource Guide 2015 (yellow book)
www.childwelfare.gov/topics/preventing

Contact: **Sandi Cimino**, Certified Trainer
 Strengthening Families™ Protective Factors
 480.980.7502 • sandi.cimino@gmail.com

32



PROMOTING CHILDREN'S SOCIAL AND EMOTIONAL DEVELOPMENT Teaching Resources

Suggested Story Books to Read with Children

A list of some suggested story books to help build children's emotional vocabulary and generate good conversations with children.

How to Be a Friend

- ❖ *I Can Share* by Karen Katz (ages infant–5)
- ❖ *I Can Cooperate!* by David Parker (ages 3–5)
- ❖ *Gigi and Lulu's Gigantic Fight* by Pamela Edwards (ages 3–7)
- ❖ *Simon and Molly plus Hester* by Lisa Jahn-Clough (ages 5–8)

General Feelings

- ❖ *The Grouchy Ladybug* by Eric Carle (ages 1–6)
- ❖ *Everybody Has Feelings/Todos Tenemos Sentimientos: The Moods of Children* by Charles E. Avery (ages 1–6)
- ❖ *The Pout Pout Fish* by Deborah Diesen (ages 3–5)
- ❖ *Happy and Sad, Grouchy and Glad* by Constance Allen (ages 4–7)
- ❖ *The Three Grumpies* by Tamra Wight (ages 4–8)

Sad Feelings

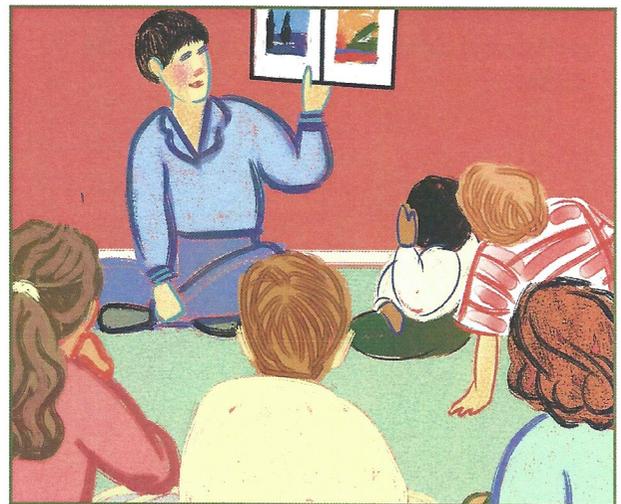
- ❖ *How I Feel Sad* by Marcia Leonard (ages 2–6)
- ❖ *Let's Talk About Feeling Sad* by Joy Wilt Berry (ages 3–5)
- ❖ *Franklin's Bad Day* by Paulette Bourgeois and Brenda Clark (ages 5–8)
- ❖ *Hurty Feelings* by Helen Lester (ages 5–8)

Angry Feelings

- ❖ *Llama Llama Mad at Mama* by Anna Dewdney (ages 2–5)
- ❖ *Sometimes I'm Bombaloo* by Rachel Vail (ages 3–8)
- ❖ *That Makes Me Mad!* by Steven Kroll (ages 4–8)
- ❖ *The Rain Came Down* by David Shannon (ages 4–8)

Scared or Worried Feelings

- ❖ *How I Feel Scared* by Marcia Leonard (ages 2–6)
- ❖ *Sam's First Day* (in multiple languages) by David Mills and Lizzie Finlay (ages 3–7)
- ❖ *I Am Not Going to School Today* by Robie H. Harris (ages 4–8)
- ❖ *No Such Thing* by Jackie French Koller (ages 5–8)



Strengthening Families™ Protective Factors Framework: Children's Social and Emotional Competence

Bringing the Protective Factors Framework to Life in Your Work – A Resource for Action

Copyright © 2012 NATIONAL ALLIANCE of CHILDREN'S TRUST & PREVENTION FUNDS

03-2015

33

Caring about Others and Empathy

- ❖ *Bear Feels Sick* by Karma Wilson and Jane Chapman (ages 3–5)
- ❖ *Can You Tell How Someone Feels?* by Nita Everly (ages 3–6)
- ❖ *Understand and Care* by Cheri Meiners (ages 3–6)
- ❖ *Ben has Something to Say* (ages 4–8)
- ❖ *When I Care about Others* by Cornelia Maude Spelman (ages 5–7)

Handling Grief

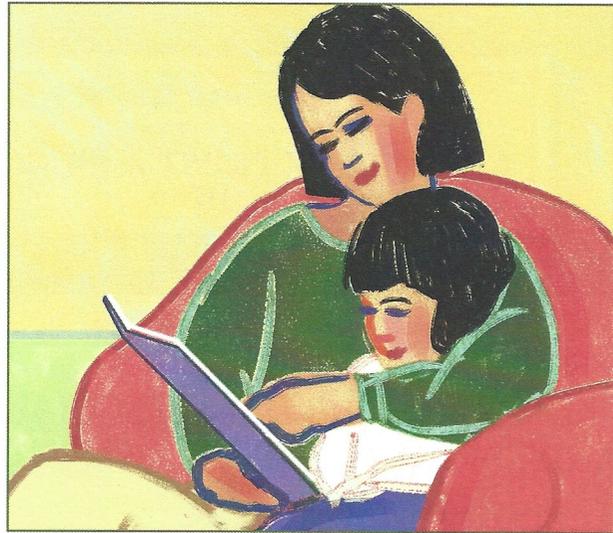
- ❖ *Goodbye Mousie* by Robert Harris (ages 3–8)
- ❖ *I Miss You* by Pat Thomas (ages 4–8)
- ❖ *The Fall of Freddie the Leaf* by Leo Buscaglia (ages 5–adult)
- ❖ *The Next Place* by Warren Hanson (ages 5–adult)

Problem Solving

- ❖ *Don't Let the Pigeon Stay Up Late!* by Mo Willems (ages 2–7)
- ❖ *It Wasn't My Fault* by Helen Lester (ages 4–7)
- ❖ *Talk and Work It Out* by Cheri Meiners (ages 4–8)
- ❖ *I Did It, I'm Sorry* by Caralyn Buehner (ages 5–8)

Some Helpful Websites

- ❖ <http://www.challengingbehavior.org> – The **Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI)** offers a variety of resources for professionals and parents dealing with challenging behaviors in young children.
- ❖ <http://www.pbis.org> – The **Technical Assistance Center on Positive Behavioral Interventions and Supports** offers resources related to school-wide interventions to support positive social and emotional development among older children.



Self Confidence

- ❖ *I Can Do It Myself* (A Sesame Street Series) by Emily Perl Kingsley (ages 2–4)
- ❖ *I'm in Charge of Me!* by David Parker (ages 3–5)
- ❖ *Can You Keep Trying?* by Nita Everly (ages 3–6)
- ❖ *The Blue Ribbon Day* by Katie Couric (ages 4–8)

- ❖ <http://csefel.vanderbilt.edu> – The **Center on the Social and Emotional Foundations for Early Learning (CSEFEL)** is a national resource center for disseminating research and evidence-based practices to early childhood programs across the country. CSEFEL is focused on promoting the social emotional development and school readiness of young children birth to age 5.
- ❖ http://csefel.vanderbilt.edu/resources/social_emotional_competence.html – See a 22-minute video about social and emotional competence here.

USING CAFÉ CONVERSATIONS TO BUILD PROTECTIVE FACTORS AND PARENT LEADERSHIP

A key element in many states' and communities' implementation of Strengthening Families has been the use of café-style conversations among parents and caregivers. Cafés are a method of facilitating meaningful, reflective conversations that promote leadership and collaboration. These gatherings, derived from the World Café model, bring community members together for a series of structured conversations that directly or indirectly address protective factors. Through participation in cafés, parents and caregivers build leadership and relationships as well as the protective factors that help to strengthen their families.

Cafés are characterized by:

- An informal, safe and inviting atmosphere with small tables arranged to mimic a café
- Very small groups (3 to 5 individuals) engaged in peer-based conversations focused around specific questions
- A structure that allows participants to move among café tables and converse with others through multiple rounds of conversations
- A peer host who has participated in an earlier café series and has received training or orientation in creating an inclusive café conversation—and in the case of cafés being used to support Strengthening Families work, is also familiar with the Strengthening Families Protective Factors Framework

The goal is to create an intimate environment where parents, caregivers and community members can share and support each other as a strategy for strengthening families.

Around the country, cafés designed to build parent leadership and protective factors have been held in a wide variety of settings.

Early care and education centers, community centers, faith communities, family support centers, community action agencies and schools are typical hosts of cafés. Cafés may be open to the general public in a city or neighborhood, or targeted to those who are affiliated with the hosting school, place of worship or community program.

Cafés may be used to strengthen existing relationships among members of a group, or to help community members form new relationships and cultivate a sense of community that may not already be in place. Cafés are generally offered in a series so that participants have a chance to get to know each other and explore issues in greater depth. (Café experts recommend holding a series of at least three connected cafés to have an effect on protective factors and parent leadership.)

Parents and caregivers participate in cafés in a variety of ways. Many parents first participate in one café series, then seek support or training to start hosting or co-hosting another series – and eventually step into roles of organizing cafés and/or training other parents. Café participation can be a gateway to greater leadership opportunities and the development of skills that parents then use in their communities, in their caregiving roles and in their paid work.

Strengthening Families

Strengthening Families[™] is a research-informed approach to increase family strengths, enhance child development and reduce the likelihood of child abuse and neglect. It is based on engaging families, programs and communities in building five protective factors:

- Parental resilience
- Social connections
- Knowledge of parenting and child development
- Concrete support in times of need
- Social and emotional competence of children

Using the Strengthening Families framework, more than 30 states are shifting policy and practice to help programs working with children and families focus on protective factors. States apply the Strengthening Families approach in early childhood, child welfare, child abuse prevention and other child and family serving systems.

For more information, visit
www.strengtheningfamilies.net.

Do You Know Scale

Please answer the following questions “yes” or “no.”

YES NO

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. Do you know how your parents met? |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. Do you know where your mother grew up? |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. Do you know where your father grew up? |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. Do you know where some of your grandparents grew up? |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. Do you know where some of your grandparents met? |
| <input type="checkbox"/> | <input type="checkbox"/> | 6. Do you know where your parents were married? |
| <input type="checkbox"/> | <input type="checkbox"/> | 7. Do you know what went on when you were being born? |
| <input type="checkbox"/> | <input type="checkbox"/> | 8. Do you know the source of your name? |
| <input type="checkbox"/> | <input type="checkbox"/> | 9. Do you know some things about what happened when your brothers or sisters were being born? |
| <input type="checkbox"/> | <input type="checkbox"/> | 10. Do you know which person in your family you look most like? |
| <input type="checkbox"/> | <input type="checkbox"/> | 11. Do you know which person in the family you act most like? |
| <input type="checkbox"/> | <input type="checkbox"/> | 12. Do you know some of the illnesses and injuries that your parents experienced when they were younger? |
| <input type="checkbox"/> | <input type="checkbox"/> | 13. Do you know some of the lessons that your parents learned from good or bad experiences? |
| <input type="checkbox"/> | <input type="checkbox"/> | 14. Do you know some things that happened to your mom or dad when they were in school? |
| <input type="checkbox"/> | <input type="checkbox"/> | 15. Do you know the national background of your family (such as English, German, Russian, etc)? |
| <input type="checkbox"/> | <input type="checkbox"/> | 16. Do you know some of the jobs that your parents had when they were young? |
| <input type="checkbox"/> | <input type="checkbox"/> | 17. Do you know some awards that your parents received when they were young? |
| <input type="checkbox"/> | <input type="checkbox"/> | 18. Do you know the names of the schools that your mom went to? |
| <input type="checkbox"/> | <input type="checkbox"/> | 19. Do you know the names of the schools that your dad went to? |
| <input type="checkbox"/> | <input type="checkbox"/> | 20. Do you know about a relative whose face “froze” in a grumpy position because he or she did not smile enough? |

Count your “yes” answers to calculate your score. Remember, the accuracy of the stories is not what is critical. In fact, family members may disagree about what really happened. All of that becomes a part of your family narrative.

The “Do You Know” scale was developed by Dr. Marshall Duke and Dr. Robyn Fivush as a part of the Emory University Family Narrative Project. Their research was published in 2008. See “Knowledge of Family History as a Clinically Useful Index of Psychological Well-Being and Prognosis: A Brief Report” on pages 268 to 272 of *Psychotherapy Theory, Research, Practice, Training*, 45.

