



## Prevention Progress

# Department of Child Abuse Prevention

## CTF 2011 Rally at the State House

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District Three Board Member Keith Kelley and Director Kelley Parris Barnes

On April 13th child advocates from across the state joined the Department of Child Abuse Prevention, The Children's Trust Fund (CTF) for the 3rd Annual CTF Rally at the State House. The rally is held every year to bring awareness to the prevention of child abuse. April is declared nationally and statewide as Child Abuse Prevention Month. This year's speakers included District Three Board Member Keith Kelley, District Five Board Member Senator Arthur Orr, Walter Wood, Director of the Department of Youth Services and child advocate Lesa Upton, whose son Adrian was shaken as a baby. Present at the Rally were numerous DCAP grantees and partners, the Carver High School Choir and children from Dozier Elementary School. Theresa Smiley sang the National Anthem.



"I used to wonder how to become a writer.  
Now I wonder what I am going to write next."

*B.W.*, student, Mt. Meigs Campus

*Please join us to view an exhibit of*  
**Writing Our Stories**

**Tuesday, May 10th**

**3 - 5 p.m.**

**3:30 p.m. Remarks by Officials**

**The Old Supreme Court Library, Alabama State Capitol**

For further information: **334 265 7728** or **writersforum@bellsouth.net**.

This exhibit is made possible through a grant from the Department of Child Abuse and Neglect Prevention in conjunction with Child Abuse and Neglect Prevention Month, April 2011. The exhibit will be on view through May 31, 2011.



**Writing Our Stories** is a creative writing program for Alabama's adjudicated youth facilitated by The Alabama Writers' Forum on the campuses of The Alabama Department of Youth Services

**May is National Foster Care Month**

# Parenting *Rules!*

## Power Window Dangers....

Many parents aren't aware of the danger of power car windows. Reports show that thousands of children under age 14 are injured each year and at least 5 of those children die when they become trapped in a closing power window. Power car windows close at a force of 50-80 pounds of pressure, which is more than enough to strangle or crush a child's head or neck. Children are involved in these accidents when they accidentally step on or press the power window button. Parents need to be aware of and focused on the safety of their children at all times, even while in the car.



Here are some ways to keep your kids safe while in or around the car:

- Never leave your child unsupervised in the car;
- Always keep your child in the proper child restraint for his/her size and age;
- Never allow your child to play in the car alone;
- Always keep your car locked when it is in the driveway;
- Never leave your car keys where your child can get at them.

**This article courtesy of Prevent Child Abuse Rhode Island**

"A mother is someone who dreams great dreams for you, but then she lets you chase the dreams you have for yourself and loves you just the same." *Author Unknown*

HAPPY MOTHER'S DAY

## IMPORTANT DATES

<b>May 19th</b>	<b>Grant Applications Due in the DCAP Offices</b>
<b>May 31st</b>	<b>Grant Applications for Disaster Counties Due in DCAP Offices</b>
<b>June 14th and 15th</b>	<b>Local Review—Montgomery</b>
<b>July 14th and 15th</b>	<b>Board Review—Montgomery</b>
<b>August 1st</b>	<b>Grant Announcements</b>
<b>August 30th—Sept. 1st</b>	<b>Regional Grantee Trainings</b>

## Board Member Hi-Light Shannon Lisenby, Member-At-Large

Shannon was appointed to the DCAP Board of Directors in January of 2010 by Governor Riley. Shannon is a partner at the law firm of Bradley Arant Boulton Cummings LLP, where she practices in the areas of commercial lending and commercial real estate. Bradley Arant is the largest law firm in Alabama, with offices in Birmingham, Huntsville, Montgomery, AL and Nashville, TN, Jackson, MS, Charlotte, NC and Washington, DC.

Shannon is very active in the community and volunteers with a number of nonprofit agencies. She is passionate about women and children's issues. In addition to her work with the Department of Child Abuse and Neglect Prevention, Shannon currently serves on the boards of the YWCA and Pathways, both of which shelter and serve women and children who are homeless or are victims of domestic violence; the Birmingham Children's Theatre; Vulcan Park and Museum; and the Alabama Association of Nonprofits.

Shannon was the 2008-09 President of the Junior League of Birmingham. She is a graduate of Leadership Birmingham and she was a member of Children's Hospital's Committee for the Future. She was a 2009 participant in the Alabama Leadership Initiative. In May of 2008, she was named one of the Birmingham Business Journal's *Top 40 Under 40*. She also served on the Leadership Team of Yes We Can! Birmingham, a grassroots community group that supported reform of the Birmingham City Schools.

In addition to a passion for community service, Shannon is interested in organizational governance. She teaches a class at Cumberland School of Law entitled Nonprofit Organizations: Law and Governance. In 2008, she participated in Harvard Business School's symposium entitled Governing for Nonprofit Excellence.



DCAP Board Member  
Shannon Lisenby

# Mentoring Children of Promise

**On April 16th First Lady Diane Bentley invited Alabama's children of incarcerated parents to attend an Easter Egg Hunt at the Governor's Mansion.**



Early Trauma Treatment Network  
Child Trauma Research Project  
University of California San Francisco

## After the Tornado: Helping Young Children Heal

Young children, toddlers, and preschoolers -- even babies -- know when bad things happen, and they remember what they have been through. After a scary event, we often see changes in their behavior. They may cry more, become clingy and not want us to leave, have temper tantrums, hit others, have problems sleeping, become afraid of things that didn't bother them before, lose skills. Changes like these are a sign that they need help. Here are some ways you can help them.

### **Safety – Focus on safety first. Your young child feels safe when you . . .**

- Hold him or let him stay close to you.
- Tell her you will take care of her when things are scary or difficult. With children who are learning to talk, use simple words, like saying "Daddy's here."
- Keep him away from frightening TV images and scary conversations.
- Do familiar things, like singing a song you both like or telling a story.
- Let him know what will happen next (to the degree that you know).
- Have a predictable routine, at least for bedtime: a story, a prayer, cuddle time.
- Leave her with familiar people when you have to be away.
- Tell him where you are going and when you will come back.

### **Allow expression of feelings**

- Young children often "behave badly" when they are worried or scared. Children can "act out" as a way of asking for help. Remember! Difficult feelings=Difficult behavior.
- Help your child name how she feels: "scared," "happy," "angry," "sad." Tell her it's OK to feel that way.
- Show your child the right way to behave, like saying "It's OK to be angry but it's not OK to hit me."
- Help your child express anger in ways that won't hurt, using words, play, or drawings.
- Talk about the things that are going well to help you and your child feel good.

### **Follow your child's lead**

- Different children need different things. Some children need to run around, others need to be held.
- Listen to your child and watch his behavior to figure out what he needs.

### **Enable your child to tell the story of what happened during and after the tornado.**

- Having a story helps your child make sense of what happened and cope better with it.
- Children use play to tell their story. For example, they may throw blocks to show what the tornado was like. They may separate toy animals to show how they were separated from you.
- Join your child in showing and telling not only what happened, step by step, but also how you both felt.
- As you tell the story, follow your child's lead. When the story is difficult, your young child may need breaks: running around, being held, playing something else. This is OK. He will come back to the story when he is ready.
- It can be hard to watch your children's play or listen to their stories of the tornado. Get support if it is too hard for you to listen without becoming upset.

### **Ties – Reconnect with supportive people, community, culture and rituals**

- Simple things like a familiar bedtime story, a song, a prayer, or family traditions remind you and your child of your way of life and offer hope.
- If you belong to a group, like a church, try to find ways of reconnecting with them.
- You can help your child best when you take care of yourself. Get support from others when you need it.

### **Your Child Needs You! This is the most important thing to remember.**

- Reassure your child that you will be together.
- It is common for children to be clingy and worried about being away from you.
- If you need to leave your child, let her know for how long and when you are coming back. If possible, leave something that belongs to you, or a picture that your child can have.

### Parent Guidelines for Helping Children after a Tornado

Being in a tornado can be very frightening, and the days, weeks, and months following the storm can be very stressful. Most families recover over time, especially with the support of relatives, friends, and their community. But different families may have different experiences during and after a tornado, and how long it takes them to recover will depend on how frightening the tornado was and the extent of damage and loss. Some families will return to normal routines fairly quickly, while others may struggle with damage to their home and possessions, medical care, and financial strain. Some families may have lost a loved one or a pet. A family's recovery may also be strongly affected by school closings or changes in school schedules. Children may react differently to the tornado and its aftermath depending on their age, developmental level, and prior experiences. Parents should expect that different children may respond to events in different ways and be supportive and understanding of different reactions.

Children's reactions to the tornado and its aftermath are strongly influenced by how their parents, teachers, and other caregivers cope during and after the storm. They often turn to these adults for information, comfort, and help. There are many reactions to tornadoes and other frightening events that are common among children. These generally diminish with time, but knowing that these reactions are likely – and normal – can help parents be prepared.

#### Common Reactions

- Feelings of anxiety, fear, and worry about safety of self and others (including pets):
  - Children may have increased fears and worries about separation from family members
  - Young children may become more clingy to parents, siblings, or teachers
- Fears about another tornado coming
- Increased anxiety over future tornado warnings
- Changes in behavior:
  - Increased activity level
  - Decreased concentration and attention
  - Increased irritability
  - Withdrawal
  - Angry outbursts
  - Aggression
- Increased physical complaints (e.g., headaches, stomachaches, aches and pains)
- Changes in school performance
- Prolonged focus on the tornado (e.g., talking repeatedly about it – young children may “play” the event)
- Increased sensitivity to sounds (e.g., wind and other loud noises)
- Changes in sleep
- Changes in appetite
- Lack of interest in usual activities, including interest in playing with friends
- Regressive behaviors in young children (e.g., baby talk, bedwetting, tantrums)



### How Can I Help My Child?

- Spend time talking with your child. This will let your child know that it is OK to ask questions and to express their concerns. Issues may need to be discussed more than one time. You should remain flexible and open to answering new questions and providing clarifications.
- Finding time to have these conversations is important. One way is to use family times (such as mealtimes) to talk about what is happening in the family as well as in the community. You should answer questions briefly and honestly, but also ask your children for their opinions and ideas about what is discussed. For younger children, try to follow tornado conversations with a favorite story or a family activity to help them feel more safe and calm.

### Things I Can Do for Myself

- Take care of yourself. Make sure you take good physical care of yourself, including eating well, sleeping well, and receiving proper medical care.
- Listen to each other. Parents and other caregivers should provide support for each other during this time. Put off major decisions. Avoid making any unnecessary life-altering decisions during this stressful period.
- Give yourself a break. Try not to overdo clean-up activities. These activities may include lifting heavy items or working for extended periods of time. Using moderation when doing such work can reduce injury.

### Things I Can Do for My Child

- Be a role model. Changes in living conditions can be extremely stressful for children. They will take cues of how to handle situations from their parents. Modeling calm behaviors will be important during chaotic times.
- Encourage your children. Help children help take care of themselves by encouraging them to get appropriate rest, exercise, and diet. Be sure there is a balance of quiet and physical activities.
- Reassure children that they are safe. This may need to be repeated many times following the tornado. You should spend extra time with your children and stay connected. It doesn't matter whether it's playing games outside, reading together indoors, or just cuddling. Be sure to tell children they are loved.
- Maintain routines. Even in the mist of chaos and change, children feel more safe and secure with structure and routine. As much as possible, stick to everyday routines (including mealtimes, bedtime, etc.).
- Maintain expectations. Stick with family rules, such as rules about good behavior and respect for others.
- Limit media exposure. It is important for you to protect your child from overexposure to sights and images of the tornado, including those in newspapers, on the Internet, or on television.
- Calm worries about friends' safety. As phone service may be disrupted, communication will be difficult. Reassure your children that their friends' parents are taking care of them just as they are being cared for by you.
- Communicate about community recovery. Reassure children that things are being done in their community to restore electricity and water, to remove debris, and to help families find permanent housing.
- Encourage children to help. Children recover and cope better when they feel they are helping. Find opportunities in which they can contribute in the aftermath of the tornado. Give small tasks related to clean-up or family activities. After children spend time in clean-up activities, provide activities that are not related to the tornado. This may include playing a game, reading a book, playing cards, etc.
- Reduce boredom. Many children may complain of boredom. Their daily activities such as watching television, playing on the computer, or playing with friends have been disrupted. Their extracurricular activities like sports, dance, etc. have been suspended. Helping children think of alternative activities during this time will be important. Try to find community programs that have child-friendly activities and games that your children can be involved in.
- Be patient. Children may need a little extra patience and attention during these times. They may need added reminders or extra help with chores or homework once school is in session as they may be more distracted.
- Give support at bedtime. Children may become anxious when they separate from their parents, in particular at bedtime. First try to spend more time with your child at bed time with such activities as reading a book. It's okay to make a temporary arrangement for young children to sleep with you, but with the understanding that they will go back to normal sleeping arrangements at a set future date.



### Look for These Behaviors:

- Increased “clingy” behavior such as not wanting to be separated from parents or refusal to sleep in own room.
- Persistent fears about the tornado or excessive worry that another tornado will occur.
- Difficulty concentrating on tasks; irritable.
- Very jumpy; startles easily.
- An increase in misbehaviors or new types of misbehavior.
- Physical complaints such as headaches or stomach aches.
- Withdrawal from friends or enjoyable activities.
- Lacks energy or appears sad.
- Sleep problems such as nightmares, night terrors, bedwetting.

Children often show many of these behaviors after experiencing natural disasters. Usually these behaviors will get better over time. **If your children are still showing these behaviors more than 4-6 weeks after the tornado, they may benefit from additional support.** Consult with a mental health professional to find out about what types of activities or therapies could be helpful.

### Teacher Guidelines for Helping Students after a Tornado

Being in a tornado can be very frightening, and the days, weeks, and months following the storm can be very stressful. Most families recover over time, especially with the support of relatives, friends, and their community. But different families may have different experiences during and after a tornado, and how long it takes them to recover will depend on how frightening the tornado was and the extent of damage and loss. Some families will return to normal routines fairly quickly, while others may struggle with damage to their home and possessions, medical care, and financial strain. Some families may have lost a loved one or a pet. A family’s recovery may also be strongly affected by school closings or changes in school schedules. Children may react differently to the tornado and its aftermath depending on their age, developmental level, and prior experiences. Teachers should expect that different children may respond to these events in different ways and be supportive and understanding of different reactions. Children’s reactions to the tornado and its aftermath are strongly influenced by how their parents, teachers, and other caregivers cope during and after the storm. They often turn to these adults for information, comfort, and help. There are many reactions to tornadoes and other frightening events that are common among children. These generally diminish with time, but knowing that these reactions are likely – and normal – can help teachers be prepared.

### How Can I Help My Students?

Teachers can play an important role in helping their students’ recover. Returning to school in and of itself is important in promoting the welfare of children and their families. The following are suggestions to assist you in your work with children, adolescents, and families.

### Taking Care of Yourself

First, it is especially important that you take care of yourself. You and your family have had a stressful experience and may have suffered losses and stresses like those of the students you teach. You need to prepare yourself to be able to support them.

- Communicate with others. Make sure that you, with your group of teachers, schedule ongoing times to talk together in order to give each other support.
- Give yourself a break. Try not to overdo clean-up activities after the tornado at home or at school. These activities may include lifting heavy items or working for extended periods of time. Using moderation when doing such work can reduce injury.
- Put off major decisions. Avoid making any unnecessary life-altering decisions during this stressful period.



### **Taking Care of Yourself (continued)**

- Take care of yourself. Make sure you take good physical care of yourself, including eating and sleeping well and receiving proper medical care. It is sometimes difficult to teach when you are undergoing your own course of recovery. Therefore:
  - Put aside the time to take care of the personal needs of your own family. It can be useful for teachers to cover for each other in case something comes up that you need to take care of.
  - Even though you may feel very committed to the students, take special time with your own family members or friends.
  - If you have a lot of tornado-related responsibilities, talk with your school administrators about temporally altering your work schedule.

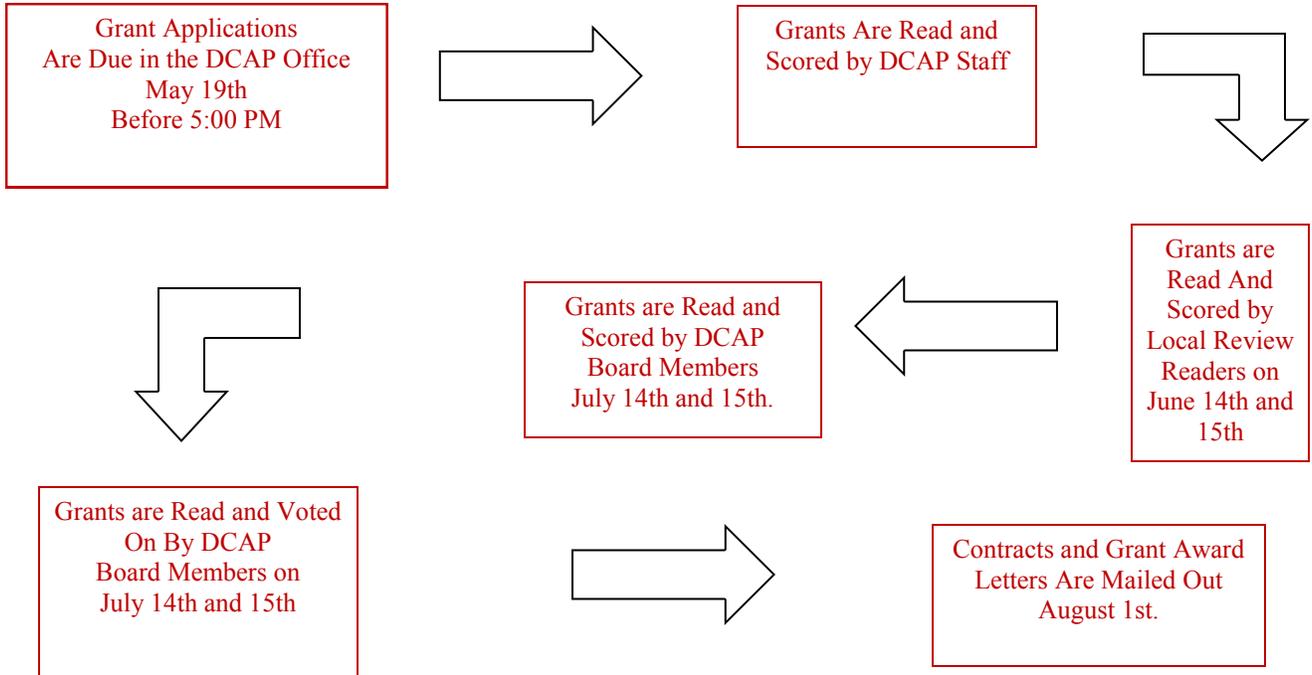
### ***Taking Care of Your Students***

Students who have been through a tornado often have difficulties with concentration, attention, and behavior. Some students may be very quiet and withdrawn, while others may be disruptive and overly active. Many will have difficulties with learning.

- Modify lesson plans. They may have to be adapted over the recovery period to reduce the class's workload, move at a slower pace, and be more enjoyable.
- Communicate with students. Be open to talking with students about their feelings and concerns about the tornado. It is important to provide accurate factual information to help clarify misunderstandings and reduce fear. End the discussion with focus on current safety procedures and helpful plans for coping.
- Know your students' experiences. It is important to invite students and parents to let you know when a student is affected by some change in his or her personal life so that you can better understand any change in classroom behavior or school performance.
- Share information with others. It is important for teachers to speak with one another and other school staff to share information and monitor how students are doing.
- Provide structure. Maintain a predictable, structured class schedule with specific rules and consequences to provide support and consistency for your students.
- Refer distressed students for help. Teachers should encourage distressed students to meet with the school counselor, social worker, or nurse.
- Encourage your students. Teachers should encourage students to get appropriate rest and exercise and to eat a healthy diet.
- Set limits on anger. It is especially difficult for teachers to have students acting irritably or being disruptive, which may occur after a tornado or any distressing event. One way to handle irritable, disruptive, or aggressive behavior is to be clear about the behavior that is expected and reinforce age-appropriate anger-management and conflict-resolution concepts to ensure a climate of nonviolence.
- Reduce reminders. Teachers should reduce their student's exposure to unnecessary reminders of the tornado. This includes limiting teacher-to-teacher conversations about the tornado in front of students and limiting their exposure to media stories and images of its aftermath during class time.
- Identify sleep problems. Many students may suffer from lack of restful sleep. Tired students often cannot concentrate or learn well and can be irritable with friends and teachers. If a student is having any of these problems, it is important to ask them and their parents or caretakers about their sleep.
- Be patient. Recovery comes in stages over weeks and months. Don't become discouraged because some students take more time than others or have temporary setbacks.
- Promote prosocial activities. It is very important to engage preadolescents and adolescents in prosocial activities to help rebuild their school community and social life. Prosocial activities are important to building a sense of community and citizenship. These activities can include a project to help improve their school or neighborhood or a project to help others in their community.

*Further information about children, families, and hurricanes can be found at the website of the National Child Traumatic Stress Network, [www.NCTSN.org](http://www.NCTSN.org).*

## Grant Review Process



Child Care Resources Check Presentation

# 2011 CTF Rally at the State House



# 2011 CTF Rally at the State House



## MISSION STATEMENT

The Department of Child Abuse Prevention (DCAP) secures resources to fund evidence-based community programs committed to the prevention of child maltreatment; we advocate for children and the strengthening of families.

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**We're on the Web**  
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