

# Family Involvement Network + Prevention Coordinators' Meeting



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February 1, 2013

# Agenda

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- Getting to Know You...
- School Climate + Developmental Assets
- Safe Schools
- Technology for Families
- Announcements
- Meeting Evaluation





# Ice Breaker

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- Who made a positive difference in your life?
- What adult outside your family is most important to you?

*Answer and trade M&Ms  
Try to get one color*



# The Categories of Developmental Assets

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## *External Assets*

- Support
- Empowerment
- Boundaries and Expectations
- Constructive Use of Time

## *Internal Assets*

- Commitment to Learning
- Positive Values
- Social Competencies
- Positive Identity



So...

What are these really all about?

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Promoting young people's strengths

Building relationships



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# ACTIVITY: Break Out Groups

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- *Select an asset you would like to focus on and move to that group.*
  - Asset #5 Caring School Climate
  - Asset #10 Safety
  - Asset #12 Boundaries



**DEVELOPMENTAL  
ASSETS**

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# Return to tables

- Explain what you did and what you gained from it



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# School Safety

- *What have OC schools done to promote safe school environments since December 2012?*
- *What can you do?*

## **Purpose:**

- 1. Deliver current information*
- 2. Provide a model for your own parent meetings*



# At your districts...

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- Actions
- Safety procedures
- Responses from parents



# Resources – OCDE Website



The screenshot displays the Orange County Department of Education website. The header includes the OCDE logo, the text "ORANGE COUNTY DEPARTMENT OF EDUCATION Dedicated to World Class Education... Where Every Student Succeeds", and navigation links for "Site Index" and "Contact Us". A search bar and a "Select Language" dropdown are also present. The main navigation menu includes "Home", "About OCDE", "Board", "Departments", "Employment", and "School Districts". The left sidebar lists various resources such as "Emergency Preparedness", "Press Releases", "Workshops and Trainings", "Resources and Links", "Tools", "Contact Us", "Resources", "Disaster Services", and "Emergency Situations". The main content area features the "Emergency Situations" page, which includes a breadcrumb trail "OCDE > Emergency Preparedness > Emergency Situations", a title "Emergency Situations", and introductory text about emergency situations affecting schools. A photograph of fire trucks is shown on the right. The footer contains contact information for the Orange County Department of Education, links to "Non-Discrimination Policy", "Web Policy", "Google Translate Disclaimer", and "Contact Us | Site Index", and a copyright notice for 2011.

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# *Talking to Children About Violence*

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1. Reassure children they are safe
2. Make time to talk
3. Keep explanations developmentally appropriate
4. Review safety procedures
5. Observe childrens' emotional state
6. Limit TV viewing of these events
7. Maintain a normal routine



# Role Play

- Review “Talking to Children about Violence: Tips for Parents”
- Partner: Role play parent and child
- Child: Pick an age
- Brainstorm your answers to #1, #3, #4



NATIONAL  
ASSOCIATION OF  
SCHOOL  
PSYCHOLOGISTS

## Talking to Children About Violence: Tips for Parents and Teachers

High profile acts of violence, particularly in schools, can confuse and frighten children who may feel in danger or worry that their friends or loved-ones are at risk. They will look to adults for information and guidance on how to react. Parents and school personnel can help children feel safe by establishing a sense of normalcy and security and talking with them about their fears.

1. **Reassure children that they are safe.** Emphasize that schools are very safe. Validate their feelings. Explain that all feelings are okay when a tragedy occurs. Let children talk about their feelings, help put them into perspective, and assist them in expressing these feelings appropriately.
2. **Make time to talk.** Let their questions be your guide as to how much information to provide. Be patient. Children and youth do not always talk about their feelings readily. Watch for clues that they may want to talk, such as hovering around while you do the dishes or yard work. Some children prefer writing, playing music, or doing an art project as an outlet. Young children may need concrete activities (such as drawing, looking at picture books, or imaginative play) to help them identify and express their feelings.
3. **Keep your explanations developmentally appropriate.**
  - **Early elementary school** children need brief, simple information that should be balanced with reassurances that their school and homes are safe and that adults are there to protect them. Give simple examples of school safety like reminding children about exterior doors being locked, child monitoring efforts on the playground, and emergency drills practiced during the school day.
  - **Upper elementary and early middle school** children will be more vocal in asking questions about whether they truly are safe and what is being done at their school. They may need assistance separating reality from fantasy. Discuss efforts of school and community leaders to provide safe schools.
  - **Upper middle school and high school** students will have strong and varying opinions about the causes of violence in schools and society. They will share concrete suggestions about how to make school safer and how to prevent tragedies in society. Emphasize the role that students have in maintaining safe schools by following school safety guidelines (e.g. not providing building access to strangers, reporting strangers on campus, reporting threats to the school safety made by students or community members, etc.), communicating any personal safety concerns to school administrators, and accessing support for emotional needs.
4. **Review safety procedures.** This should include procedures and safeguards at school and at home. Help children identify at least one adult at school and in the community to whom they go if they feel threatened or at risk.



# Role Play

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Child:

- “I’m scared to go to school.”

Parent:

- Validate feelings
- Reassure child that (s)he is safe
- Let child talk about feelings
- Help put into perspective
- Keep explanation developmentally appropriate
- Review safety procedures



# Role Play: Switch

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- Before you switch roles, read the “Suggested Points to Emphasize When Talking to Children”



# Role Play

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Child:

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Parent:

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# Debrief

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- What worked?
- What was difficult?
- What would you same/differently if you facilitated this activity?



# Security on Campuses

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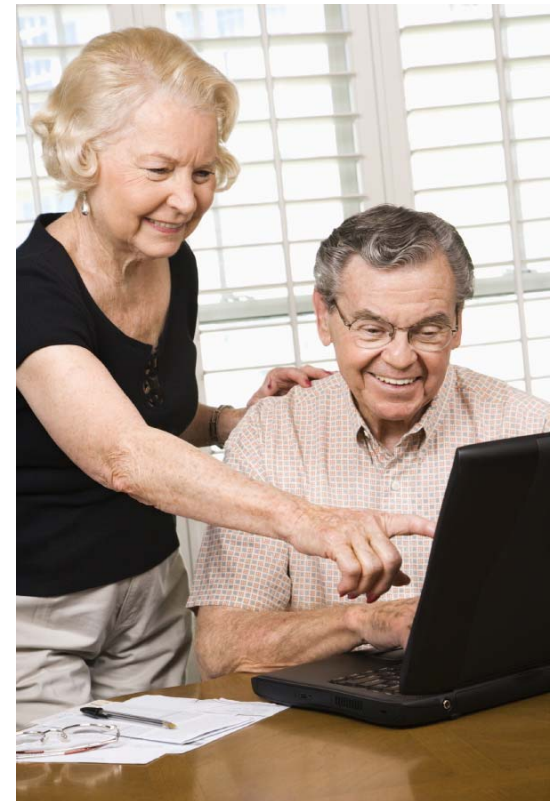
- National, State, and Orange County Perspectives
  - Arthur Cummins, Leadership & Learning Support Services, OCDE



# Technology for Families

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- What are some websites you can share with your parents/families?
  - Stacy Deeble-Reynolds, OCDE



# Tech for Families

1.  CALIFORNIA *healthy kids* SURVEY  
Helping schools build positive environments for student success

WestEd   
Developed by WestEd for the  
California Department of Education



<http://chks.wested.org/>

2.  ParentFurther. a Search Institute resource for families

[www.parentfurther.com](http://www.parentfurther.com)



# ***Save the Date***

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***for the  
Parent Support Services Faire on  
Friday, June 7<sup>th</sup>  
at Orange Coast College!***

***Next meeting: Friday, April 12<sup>th</sup>  
Mental and Physical Health***

