



SEBW PLAN MONTHLY NEWSLETTER

April 2022



Topic of the Month: Child Abuse Prevention Month **Thriving Children and Families: Prevention With Purpose**

Educating and spreading the word about child abuse prevention lets your community know they can take action to strengthen families and help them thrive. Use these free outreach tools to engage your community in supporting children, youth, and families this April for National Child Abuse Prevention Month (NCAPM)!

A protective factors approach focuses on positive ways to engage families by emphasizing their strengths, in addition to identifying areas where they have room to grow with support. Focusing on protective factors helps children, youth, and families build resilience and contributes to positive outcomes.



Did you know that DDOE has a number of strategies integrated in the state's SEBW plan to support self-regulation and co-regulation between adults and children to mitigate the long-term impacts of adversity? Check out the resources below for use in schools, at home, and in the community.

Neurologic Trauma-Informed Classrooms

The NeuroLogic Trauma-Informed Classroom Training is a 4-hour, pre-recorded training for those interested in applying the brain science to build strong relationships and routines. Participants will go through a process that begins with an understanding of basic brain science and the recognition of the impact of stress, trauma, and neglect on the brain. Through examples and application of current brain research, participants will gain hope and practical strategies for overcoming this negative impact, as well as a recognition of how these strategies will help all students improve learning, behavior and emotional health. Participants will leave this training equipped with newfound hope and practical interventions that can be applied immediately in their roles within the school community. Educators can register for PDMS 29145. Parents and community-based partners can register by completing the attached form and sending it to teri.lawler@doe.k12.de.us.

Ready for the NEXT LEVEL?! Have you already taken the Neuro Logic course? Deepen your practice with the **Trauma Responsive Educational Practices Course**, created by the University of Chicago. This course has specific content for SROs and school safety as well as strategies to facilitate the transition of students from intervention supports at tiers 2 and 3 back to success at tier 1 within our MTSS frameworks.

TREP Course Instructions:

Thank you for your interest in the Trauma Responsive Educational Practices Program (TREP). This course is designed to deepen your individual practice while moving us as a state across the Developmental Framework for Trauma-Informed Practices. Expect to expand your understanding and ability to meet the needs of students who have experienced adversity.

This course should be completed **AFTER Neuro Logic Trauma-Informed Classrooms**, the Delaware DOE's trauma sensitive course offering. All staff and partners except the ones listed below should begin with **Understanding Trauma and Trauma Responsive Educational Practices** and then complete **Bringing Tier 2 Down to Tier 1** to learn more.

School nursing staff begin with **Mental Health and Trauma Training for School Nurses** and then complete **Bringing Tier 2 Down to Tier 1** to learn more.

SROs, Safety and security staff can complete **How Security Staff Can Help Students Coping With Trauma**.

<https://trep-educator-delaware.thinkific.com/>

Any questions, please contact teri.lawler@doe.k12.de.us.

How does child abuse and neglect affect you, the educator? Imagine: if 1 out of 7 children experienced abuse/neglect in 2020 as highlighted in this [Fact Sheet](#) by the CDC, then most likely, 1 of those 7, multiplied by tens and hundreds, were sitting in your classrooms and walking through your halls. What can you do to intervene and help prevent the continuation of neglect and abuse that might be occurring in your student's lives?

Here's how you can help:

- Make sure that you and your fellow educators complete the mandatory child abuse trainings.
- Revisit the list of signs and symptoms of possible neglect and abuse each marking period to keep them fresh in your mind.
- Know your role as a mandated reporter and how to make a report if necessary.
- Know your school and district protocol for filing reports and who to involve in your building.
- Engage in self care after making a report or handling these difficult situations.



Physical abuse signs and symptoms

- Unexplained injuries, such as bruises, fractures or burns
- Injuries that don't match the given explanation

Sexual abuse signs and symptoms

- Sexual behavior or knowledge that's inappropriate for the child's age
- Pregnancy or a sexually transmitted infection
- Blood in the child's underwear
- Statements that he or she was sexually abused
- Inappropriate sexual contact with other children

Emotional abuse signs and symptoms

- Delayed or inappropriate emotional development
- Loss of self-confidence or self-esteem
- Social withdrawal or a loss of interest or enthusiasm
- Depression
- Avoidance of certain situations, such as refusing to go to school or ride the bus
- Desperately seeks affection
- A decrease in school performance or loss of interest in school
- Loss of previously acquired developmental skills

Neglect signs and symptoms

- Poor growth or weight gain or being overweight
- Poor hygiene
- Lack of clothing or supplies to meet physical needs
- Taking food or money without permission
- Hiding food for later
- Poor record of school attendance
- Lack of appropriate attention for medical, dental or psychological problems or lack of necessary follow-up care

Parental behavior

Sometimes a parent's demeanor or behavior sends red flags about child abuse. Warning signs include a parent who:

- Shows little concern for the child
- Appears unable to recognize physical or emotional distress in the child
- Blames the child for the problems
- Consistently belittles or berates the child, and describes the child with negative terms, such as "worthless" or "evil"

- Expects the child to provide him or her with attention and care and seems jealous of other family members getting attention from the child
- Uses harsh physical discipline
- Demands an inappropriate level of physical or academic performance
- Severely limits the child's contact with others
- Offers conflicting or unconvincing explanations for a child's injuries or no explanation at all

Resources

[Preventing Adverse Childhood Experiences \(ACES\): Leveraging the Best Available Evidence](#)

Across the CDC Technical Packages there are several strategies that can prevent ACEs from happening in the first place as well as strategies to mitigate the harms of ACEs.

These strategies focus on changing norms, environments, and behaviors in ways that can prevent ACEs from happening in the first place. The last strategy focuses on mitigating the immediate and long-term physical, mental, and behavioral consequences of ACEs. By addressing the conditions that give rise to ACEs and simultaneously addressing the needs of children and parents, these strategies take a multi-generation approach to prevent ACEs and ensure safe, stable, nurturing relationships and environments. Together, these strategies are intended to work in combination and reinforce each other to prevent ACEs and achieve synergistic impact.

[Protective Factors Conversation Guides](#) were created to help service providers engage caregivers in personalized conversations about the protective factors. Each set (one for each of the six protective factors) includes a guide for service providers and a worksheet for caregivers. These can be used one-on-one, as part of a structured activity for a larger group, or in in-person or virtual settings.

[Social Emotional Competence Education Guide](#)

I Help My Child Learn Social Skills

CONVERSATION GUIDE

Children with strong social skills get along better with others. You are your child's first and most important teacher.

One social skill I would like to help my child improve:

I show my child these skills when I:

I encourage this skill by:

- ☐ Praising them when they do this well
- ☐ Reading books about emotions and/or social situations
- ☐ Pointing out when characters on TV use the skill
- ☐ Naming feelings (my own and/or my child's)
- ☐ Setting up play dates for practice
- ☐ Celebrating my child's unique self
- ☐ Teaching my child about his or her cultural identity
- ☐ Talking about and celebrating differences
- ☐ Having a "no technology" day
- ☐ _____

One thing I will do this week to encourage social skills:

Preventing ACEs	
Strategy	Approach
Strengthen economic supports to families	<ul style="list-style-type: none"> • Strengthening household financial security • Family-friendly work policies
Promote social norms that protect against violence and adversity	<ul style="list-style-type: none"> • Public education campaigns • Legislative approaches to reduce corporal punishment • Bystander approaches • Men and boys as allies in prevention
Ensure a strong start for children	<ul style="list-style-type: none"> • Early childhood home visitation • High-quality child care • Preschool enrichment with family engagement
Teach skills	<ul style="list-style-type: none"> • Social-emotional learning • Safe dating and healthy relationship skill programs • Parenting skills and family relationship approaches
Connect youth to caring adults and activities	<ul style="list-style-type: none"> • Mentoring programs • After-school programs
Intervene to lessen immediate and long-term harms	<ul style="list-style-type: none"> • Enhanced primary care • Victim-centered services • Treatment to lessen the harms of ACEs • Treatment to prevent problem behavior and future involvement in violence • Family-centered treatment for substance use disorders

I Help My Child Learn Social Skills

GUIDE FOR PROFESSIONALS

Children who exhibit social and emotional competence are likely to have better relationships and greater resilience to stress as adults. Social and emotional competence refers to children's ability to form bonds and interact positively with others, self-regulate their emotions and behavior, communicate their feelings, and solve problems effectively.

Helping children to develop these skills can result in stronger parent-child relationships that are mutually rewarding. Parents grow more responsive to children's needs—and less likely to feel stressed or frustrated—as children learn to say what they need, rather than "acting out" difficult feelings.

Children's delays in social-emotional development can create extra stress for families. It is important to identify any such concerns as early as possible and to provide services to children and their parents that facilitate healthy development.

Key Points to Cover With Families

Social skills are important for children to become successful adults. Social skills are defined and prioritized a little differently for each unique family and community.	<ul style="list-style-type: none"> • Give some examples of social skills, such as taking turns, sharing, or using manners. • Ask: Which social skills are most important in your family/ community/culture? Why?
Children and youth develop social skills gradually. Share some information about social skills that they might expect to see at their children's current ages.	<ul style="list-style-type: none"> • Help the parent connect important social skills with typical child development. (For example, I hear you saying that sharing is really important to you. Most children develop the ability to share their toys around age 5.) • Ask: Which of these skills do you see your child doing well? Which would you like to help them improve?
Our children learn by watching us.	<ul style="list-style-type: none"> • Ask: What are some situations where your child might see you using [chosen skill]? • For example, how does the caregiver use this skill with their coparent, family members, or friends?
Parents can help their children learn social skills. One great way to teach children is by "catching them" doing something well.	<ul style="list-style-type: none"> • Ask: When have you seen your child do [action/behavior] well recently? How do you let your child know you like what they're doing? • Ask: How else could you encourage this skill?

More resources on building social and emotional competence of children can be found on the Child Welfare Information Gateway website.

Social Media Posts

Help make a difference in your community by encouraging the people in your networks to learn more about preventing child abuse. Use the sample social media posts and social media banners below to help raise awareness during the month of April.

Include the hashtags

#ChildAbusePreventionMonth and

#ThrivingFamilies to keep the conversation going.



Sample Social Media Posts:

Child abuse prevention starts with each one of us. Together we can make it easier for families to access support services and learn how to identify and build on family strengths. Visit the National Child Abuse Prevention Month website for more information. #ChildAbusePreventionMonth #ThrivingFamilies

<https://www.childwelfare.gov/topics/preventing/preventionmonth/>

April is National Child Abuse Prevention Month. Learn tips and strategies to help keep children safe and promote family well-being. #ChildAbusePreventionMonth #ThrivingFamilies

<https://www.childwelfare.gov/topics/preventing/preventionmonth/resources/resource-guide/>

View the complete [National Child Abuse Prevention Month Outreach Toolkit 2022](#)

Upcoming Professional Learning Opportunities

Tier 3 School-Level Systems Workshop

The DE-PBS Project is hosting a virtual training on May 4th (9:00am to 12:30pm) outlining foundational Tier 3 school-level systems features such as teaming, student identification, staff training, matching students with functional behavior supports and evaluating the overall effectiveness of Tier 3 interventions. Educators interested in moving from “how” to implement FBA/BIPs toward building Tier 3 systems that are layered on the data, systems and practice structures of Tier 1 and Tier 2 are encouraged to attend. Find more information on the [full invitation](#). Register by Friday, April 30th, 2022 for PDMS course #30541. Contact Brynn Fallah (bfallah@udel.edu) with questions.

Youth Mental Health First Aid (YMHFA)

YMHFA teaches adults the signs and symptoms to look for and action steps to take to help a youth experiencing a mental health or substance use challenge/crisis. For more information about Youth Mental Health First Aid, please view the [YMHFA informational flyer](#).

Participants

School personnel and community members are invited to attend Youth Mental Health First Aid training remotely on the following dates:

- Wednesday, Apr. 27th – 9 am to 2 pm – Register for PDMS course #29435, section #58747
- Wednesday, May 18th – 9 am to 2 pm – Register for PDMS course #29435, section #59140
- Monday, May 23rd – 9 am to 2 pm – Register for PDMS course #29435, section #59141
- Thursday, June 16th – 9 am to 2 pm – Register for PDMS course #29435, section #59142
- Monday, June 20th – 9 am to 2 pm – Register for PDMS course #29435, section #59143

Participants must register 10 days in advance to receive enrollment information and have time to complete two hours of mandatory pre-work. Participants who do not have PDMS access should contact Adriana Ignudo.

If you would like to bring YMHFA to your school, we are able to hold private training sessions with your

staff (groups of 5-30).

Instructors

Instructor training is being offered June 20th - 22nd and is free of charge! Interested staff should contact Adriana Ignudo. Registration is due by May 6th.

Upcoming Events

May is Trauma and Mental Health Awareness Month!
This is our 3rd annual observance and there are celebrations all month across all state agencies.

Join our virtual kickoff event, April 30th, **Youth Empowerment: The Power of Voice and Choice to Overcome Trauma** from 9am-12pm.



Save the date for the
**Elevating, Empowering,
and Echoing (E3) Student
Voices Summit on July
20th.**

30 Day Mindfulness Challenge begins April 30th!



**Ready. Set.
Meditate.**

Meditation has been shown to help people stress less, focus more and even sleep better. Headspace is meditation made simple. All you need to do is download the app and sign up. Then just sit back, relax and breathe. Best of all, it's free for EVERYONE who works at a Delaware public or charter school!

Start Meditating Today at go.headspace.com/educators
Sign up with your SCHOOL EMAIL ADDRESS!



HEADSPACE

**Youth Empowerment:
The Power of Voice and Choice
to Overcome Trauma**

Join us virtually to kick off Trauma Awareness Month
April 30th ~ 9:00 am - 12:00 pm

Speakers Include Dr. Shawn Ginwright (Keynote), Dr. Julius Mullen, First Lady Tracey Quillen Carney, Sec. of Education Mark Holdick, DSEA President Stephanie Ingram, and more to come!

Learn More or Register Here

<https://cvent.me/BKmqna>

Days of Mindfulness

30


- 1 Before going to sleep, write down 3 things you have really appreciated from the day today.
- 2 Walk for 10 minutes today, without looking at your phone, focused on your surroundings.
- 3 Without any judgment or criticism, count how many times your mind gets distracted today.
- 4 Every time your phone vibrates or pings today, pause and follow one breath before looking at it.
- 5 Brush your teeth with your non-dominant hand today to help encourage attention.
- 6 De-clutter part of your house or office today, helping the mind to feel calmer and clearer.
- 7 Drink a mindful cup of tea or coffee today, free from other distractions, focused on taste and smell.
- 8 Move email and social media apps to the second page of your phone today.
- 9 Notice the sensation as you change posture today from standing to sitting or sitting to standing.
- 10 Without forcing it, ask someone today, call them instead and have a proper conversation.
- 11 Commit to no screen time for 2 hours before bed today, other than playing the sleep exercise.
- 12 Pause for 40 seconds to follow the breath each time you enter and exit the car/bus/train today.
- 13 Sit down and listen to a favorite song or piece of music today, whilst doing nothing else at all.
- 14 Take 5 x 2 minute breaks today and simply follow the breath, as you do in your meditation.
- 15 Rather than text someone today, call them instead and have a proper conversation.
- 16 Check the kids sleeping before going to bed today and follow three of their deep breaths.
- 17 Reset your posture each time you sit down today, gently straightening the back.
- 18 Give a shout/thank to someone today who has recently helped you in some way.
- 19 Turn off all notifications on your phone today.
- 20 Eat one meal alone today, without any distractions at all, focusing just on the tastes and smells.
- 21 Take one full breath (both in and out) before pressing send on any email or social post today.
- 22 Commute without music today just for one day, and see how much more you notice.
- 23 Buy someone a coffee/tea/cake today, for no reason, and without expectation of thanks.
- 24 Get some exercise today without your phone, and focus on the physical sensations.
- 25 Take 3 x 30 minute breaks from the phone today, set a timer if you need to.
- 26 Take one square of chocolate today and allow it to melt in the mouth, enjoying without chewing.
- 27 Write a handwritten card/letter to a good friend you've not seen for a long time.
- 28 Do something playful, whatever makes you smile or laugh, at least one time today.
- 29 When you get to work, or arrive home today, pause and follow 10 breaths before entering.
- 30 Carry some loose change today and share it with people on the street who need it more.

Other SEBW Highlights

SEBW Plan Year 1 Survey



*Please take our
survey to provide
feedback on the
SEBW Plan in Year 1.*



For questions about the SEBW plan or resources mentioned above please contact Adriana Ignudo at adriana.ignudo@doe.k12.de.us or (302)857-3304.

To unsubscribe from the monthly newsletter please click [here](#).