



The ACT Raising Safe Kids Training




Welcome to Parent Café Playbook

Year 2 Preschool Development Grant Renewal Parent Cafés 2021

CCRC supported Resource & Referral (R&R) Hubs to convene Growing Brain Cafés across California during the 2021 grant year. In year 2, a total of 160 cafés were hosted by 52 R&R agencies across California, serving over 1,360 participants. Cafés were hosted either virtually or in-person to allow for the ever-changing regulations in response to the COVID-19 pandemic. This flexibility allowed for Cafés to be accessible, safe, and convenient for parents and community members to continue to connect and find support while navigating a global pandemic environment. The Cafés, utilizing the Zero to Three Growing Brain curriculum, helped participants engage in meaningful conversations and connect with others. Cafés were hosted in a variety of languages including Spanish, Chinese, Farsi, and English.

Based on the data collected by CCRC's Research team, participants enjoyed their Café experience and wanted to return for future Cafés. The highest level of agreement among participants was that they felt safe sharing with others during their Café. Many meaningful moments were shared by participants about how they felt connected and not alone in their efforts parenting or caring for children. Most said they were grateful Cafés were still offered during difficult times.

Some participants from across the state shared some meaningful moments they experienced during their virtual parent Café.



I realized that I can learn about my children and their personalities by observing how they play. I also did an exercise where I practiced active listening which is something I want to focus more with my children.

– Sacramento Parent

Other providers experience the same highs and lows being a provider and we all have similar experiences throughout the day that are both the most rewarding and sometimes difficult.


– San Luis Obispo County Provider

Café Facilitators said their Cafés went well and most agreed that participants were engaged during the Cafés. Facilitators shared many meaningful moments experienced by participants during the Café, which demonstrated how Cafés continued to provide a safe space for participants to talk about their experiences and form connections with others in their community.

Facilitators felt the Cafés went well.

Facilitators felt their participants were engaged during the Café.

Facilitators shared meaningful moments that occurred during their virtual Parent Cafés:



Many of our parents are developing true and real connections with each other. It is a wonderful 'AHA' moment to watch those unfold. Some participants were new this time, while others returned from our last Parent Café. Many of our returned parents connected with each other again and seemed happy to be participating alongside with other returned parents.

– Contra Costa County Facilitator

Due to COVID and other health related issues, we had some parents who have lost a loved one within this year. It was a very sentimental training and it was hard to comfort those families via zoom. We were very pleased for the parent participation. Some parent's shared parenting techniques to released stress and to take care of their selves (me time).

– Marin County Facilitator

Participants became very emotional when they shared personal experiences. They realized that they shared the same struggles.

– Imperial County Facilitator

Two participants walked out together at the end and we thought this was great because there was a connection made.

– Calaveras County Facilitator

Year 3 Preschool Development Grant Renewal Parent Cafés 2022

In partnership with the American Psychological Association, we have developed 4 themes for Parent, Caregiver and Home Visitor cafes based on the ACT: Raising Safe Kids curriculum. The cafes will provide a sampling of the 9-week program that teaches positive parenting skills to parents and caregivers of children from birth to age 10. It is our hope our café attendees will engage in meaningful conversations around the topics provided and will seek out opportunities to participate in the 9-week series in the future.

Resource & Referral Deliverables

After completing the ACT Raising Safe Kids Training of Trainers, R&Rs may begin to plan and schedule their parent cafes for the PDGR grant. Each R&R will be funded for up to 2 stipends of \$2400 each (\$4800 total) for parent cafes on any of the ACT Raising Safe Kids themes provided from the TOT. Cafes must be completed by **December 17, 2022**. If extra funding is available, R&Rs will be notified by their Hub contact to offer extra café opportunities.

Stipend funds are to be used towards the café work which may include print materials, advertising, venue rental, childcare, meals, decorations, technology to host a virtual event, staff hours, etc. Any unused funds may be used towards any other café work your organization chooses to host. To request the stipend please refer to the FAQ sheet which will be reviewed during the TOT.

It is vital to collect data from our café Facilitators and Participants to provide information to our funders when we request additional funding to continue the cafes in our communities. Please follow the instructions for reporting so that we may have the information to continue our work. All links from previous years have been deactivated, new ones have been provided.

Any questions, please reach out to your Hub contact.

Parent Café Experience

Café Themes:



Media Influence

One-on-One

- ▶ Who are you?
- ▶ Who is in your family?
- ▶ What do you hope to model for your children through your own screen time or media use?

Commitment

- ▶ As an alternative to screen time, I will offer my child(ren) this activity or option instead _____.



Parenting and Discipline

One-on-One

- ▶ Who are you?
- ▶ Who is in your family?
- ▶ What are your hopes and dreams for your child(ren)?

Commitment

- ▶ I will acknowledge my child's good behavior by _____.



Parent and Child Anger

One-on-One

- ▶ Who are you?
- ▶ Who is in your family?
- ▶ What do you do when your child(ren) goes to bed?

Commitment

- ▶ When faced with a challenge, I will take time to _____ so I can calm down.



Parent Advocacy

One-on-One

- ▶ Who are you?
- ▶ Who is in your family?
- ▶ How knowledgeable do you feel about the community resources available to your child?
How comfortable are you in utilizing them?

Commitment

- ▶ I will take steps to advocate for my child this year by _____.

Temas de Café:



Influencia de los Medios Sociales

Uno a uno

- ▶ ¿Quién eres?
- ▶ ¿Quiénes son parte de tu familia?
- ▶ ¿Qué esperas modelarle a tu hijo(s) a través de cómo y cuánto tiempo pasas en frente de una pantalla o usando las redes sociales?

Compromiso

- ▶ Como alternativa al uso de pantalla, yo le ofreceré a mi hijo(s) esta actividad u opción _____.



Crianza de Los Hijos

Uno a uno

- ▶ ¿Quién eres?
- ▶ ¿Quiénes son parte de tu familia?
- ▶ ¿Cuáles son tus esperanzas y sueños para tu hijo(s)?

Compromiso

- ▶ Yo reconoceré el buen comportamiento de mi hijo(s) al _____.



Enojo en los Padres e Hijos

Uno a uno

- ▶ ¿Quién eres?
- ▶ ¿Quiénes son parte de tu familia?
- ▶ ¿Qué haces cuando tu hijo(s) se van a dormir?

Compromiso

- ▶ Cuando enfrentado con un desafío, tomare tiempo para _____ y así calmarme.




Abogacía de Padre de Familia

Uno a uno


- ▶ ¿Quién eres?
- ▶ ¿Quiénes son parte de tu familia?
- ▶ ¿Qué tan informada(o) te sientes con los recursos disponibles para tu hijo(s) en tu comunidad? ¿Qué tan cómoda(o) te sientes en utilizarlos?

Compromiso

- ▶ Yo tomare pasos este año para abogar por mi hijo(s) al hacer _____.




ACT Raising Safe Kids
Media Influence



CCRC cultivates child, family and community well-being.

Slide 1



Goals and Objectives


Goals:

- Review the importance of providing safe, stable, healthy, and nurturing environments to children.
- Identify ways children are exposed to violence.

Objectives:

- Facilitate a conversation around the topic of media's influence on children.
- Provide resources for café participants.

Slide 2

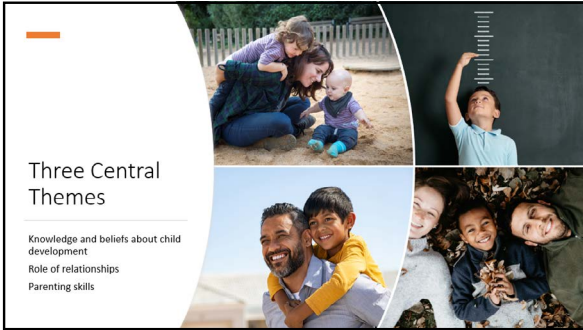


Introduction

The Adults and Children Together (ACT) Raising Safe Kids Program was developed by the APA Violence Prevention Office. The program was designed to make early violence prevention part of every community's efforts to prevent violence and educate and empower families to create safe, stable, nurturing, and healthy environments that protect children from violence and maltreatment.

To accomplish these goals, the program is designed to work with a variety of organizations and to train multidisciplinary professionals to become ACT Facilitators and to disseminate knowledge and skills on early violence prevention and positive parenting practices to adults who raise and care for children birth to 8 years old.

Slide 3




Slide 4



Slide 5




Slide 6

 **Impact of Media on Children**

There are **two** major consequences for young children for children that spend too much time with electronic media.

- **Physical/health consequences:** relates to what happens to their body and health
- **Behavioral consequences:** relates to the changes in the way children think and behave




[How TV Affects the Brains of Young Children - YouTube](#)

Slide 7

 **Impact of Electronic Media Violence on Children**





Slide 8


 **What Families Should Teach Young Children About Media**

TV, Computers, and Video Games	Real Life
<ul style="list-style-type: none"> • Not Real life • Guns, knives and weapons are not real and cannot hurt people • Majority of heroes are fictional characters 	<ul style="list-style-type: none"> • Real violence hurts people • Real guns, knives and weapons can hurt or kill people • Heroes are real people that do good and help others

Slide 9

 Risk Factors for Violence

- Individual
- Family
- Community
- Societal




Slide 10

 Consequences of Exposure to Violence

- Physical
- Psychological
- Developmental




Slide 11


 Connect to Café Experience

Communication/Social Emotional Competence of Children:

- How does the media positively or negatively affect children?
- How do you encourage your child to share more about their day when they give you only one-word answers?
- Do you think technology and media are connected to violence and bullying in children? Why or why not?



Slide 12

 Wrap-Up

- Nobody is born violent.
- There are risk factors for violence.
- Media violence does have an impact on children.

Slide 13

ACT Raising Safe Kids
Parenting and Discipline

CCRC cultivates child, family and community well-being.

Slide 1

Goals and Objectives

Goals:

- Discuss how parenting styles impact behavior.
- Review punishment versus discipline.
- Review prevention of challenging behaviors through positive discipline.

Objectives:

- Talk to participants about parenting and discipline.
- Share resources around the topics.

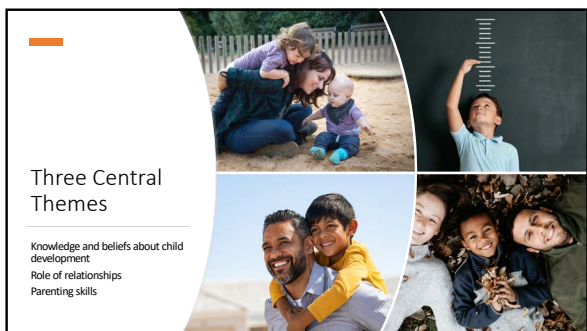
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Slide 3

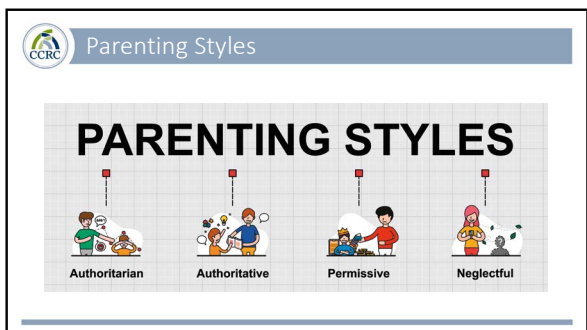


Three Central Themes

- Knowledge and beliefs about child development
- Role of relationships
- Parenting skills

The slide features a collage of four photographs: a woman and child playing on the ground, a boy pointing at a height chart on a wall, a man carrying a child on his shoulders, and a group of children smiling.

Slide 4



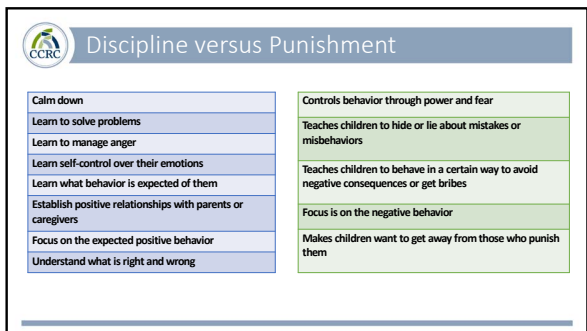
Parenting Styles

PARENTING STYLES

- Authoritarian
- Authoritative
- Permissive
- Neglectful

The slide includes four icons representing different parenting styles: a parent with a stern expression (Authoritarian), a parent with a child and a magnifying glass (Authoritative), a parent with a child and a gift (Permissive), and a parent with a child and a clock (Neglectful).


Slide 5



Discipline versus Punishment


<ul style="list-style-type: none">Calm downLearn to solve problemsLearn to manage angerLearn self-control over their emotionsLearn what behavior is expected of themEstablish positive relationships with parents or caregiversFocus on the expected positive behaviorUnderstand what is right and wrong	<ul style="list-style-type: none">Controls behavior through power and fearTeaches children to hide or lie about mistakes or misbehaviorsTeaches children to behave in a certain way to avoid negative consequences or get bribesFocus is on the negative behaviorMakes children want to get away from those who punish them
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Slide 6

 Preventing Challenging Behaviors


- Focus on good behavior
- Avoid or be prepared for situations that are difficult or inappropriate for children
- Think of the child’s needs when planning things to do with them
- Model positive behaviors

Slide 7

 Focusing on the Good Behavior


Observed Desired Behavior	Positive Statement to Promote Behavior
Your child put their toys away.	"Wow! You put your toys in the box all by yourself. I am proud of you!"
Your child shared their beloved toy with their sibling.	
Your child ate a few vegetables they had refused to eat the other night.	

Slide 8

 Positive Discipline Options


- Set limits
- Time out
- Ignore
- Distract attention
- Give choices
- Natural and logical consequences
- Removal of privileges

Slide 9


 **Connect to Café Experience**

Support/Concrete Support in Times of Need:

- Activities such as blowing bubbles help calm/regulate a child's emotions. What are some other activities you use with your children?
- What would you have to change in order to have more time for yourself?
- How do you discuss and teach your children about equality?

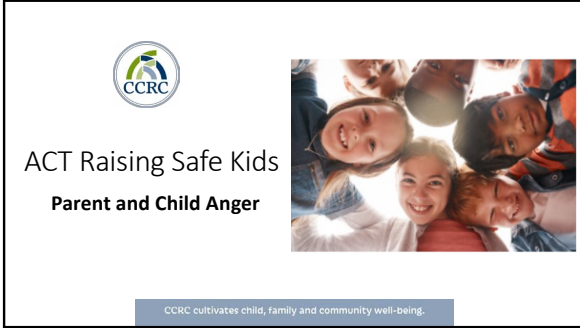


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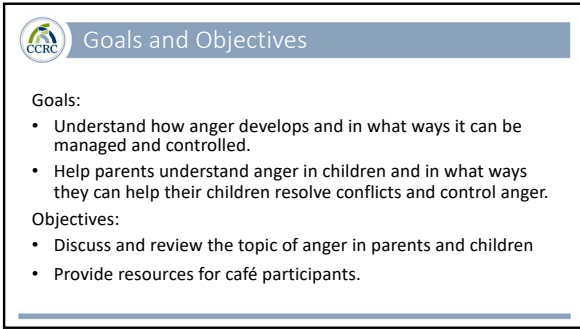
 **Wrap-Up**

- Parents learn to be parents from their parents, relatives, friends, culture, and their own experiences as children.
- It is better to prevent challenging behaviors and teach good behavior when children are young than to correct misbehaviors later.

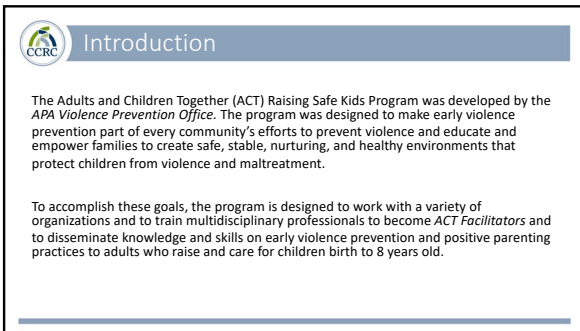
Slide 11



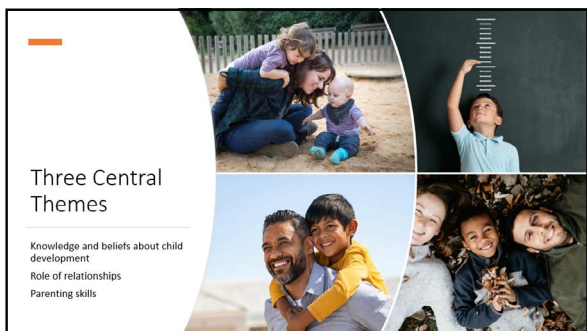
Slide 1



Slide 2



Slide 3

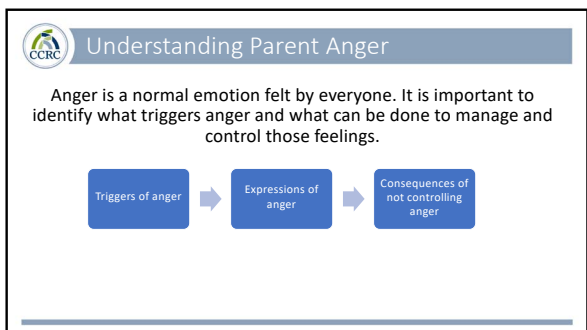


Three Central Themes

- Knowledge and beliefs about child development
- Role of relationships
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Slide 4



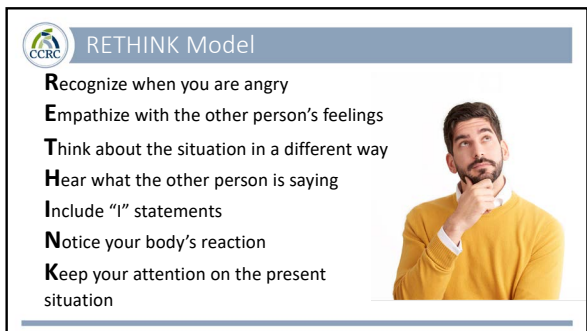
Understanding Parent Anger

Anger is a normal emotion felt by everyone. It is important to identify what triggers anger and what can be done to manage and control those feelings.

```
graph LR; A[Triggers of anger] --> B[Expressions of anger]; B --> C[Consequences of not controlling anger];
```


The slide includes a flowchart with three blue boxes connected by arrows: 'Triggers of anger', 'Expressions of anger', and 'Consequences of not controlling anger'. The CCRC logo is in the top left corner.

Slide 5




RETHINK Model

- R**ecognize when you are angry
- E**mpathize with the other person's feelings
- T**hink about the situation in a different way
- H**ear what the other person is saying
- I**nclude "I" statements
- N**otice your body's reaction
- K**eep your attention on the present situation



The slide features a list of seven steps for the RETHINK Model. To the right of the list is a photograph of a man with a beard, wearing a yellow sweater, resting his chin on his hand in a thoughtful pose. The CCRC logo is in the top left corner.

Slide 6

 **Anger in Children's Lives**

- Basic needs not being met.
- Feel something is not fair and they are being ignored, rejected, punished, misunderstood, discriminated, or criticized.
- Age makes a difference; they show anger differently at different ages.


Slide 7

 **Teaching Young Children to Control Their Anger**

- Brains are not fully developed.
- Act according to age and stage.
- IDEAL Model




Slide 8


 **Connect to Café Experience**

Knowledge /Knowledge of Parenting and Child Development

- What responsibilities can you give your child to help them feel a sense of accomplishment and confidence?
- What do you teach your child(ren) about bullying and/or violence?
- If you could go back in time, what parenting advice would you give your younger self?



Slide 9

 **Wrap-Up**

- Anger is a normal feeling that we can understand and control.
- Children also experience anger and express their feelings in ways that depend on their age and development.
- Conflicts are common among toddlers and school-age children.
- Children can learn how to control their feelings.

Slide 10

CCRC cultivates child, family and community well-being.

Slide 1

Goals:

- Gain a better understanding of basic elements of child development.
- Learn how to better respond to children's behaviors.
- Empower participants to utilize tools they have learned to be their children's protectors and advocates.

Objectives:

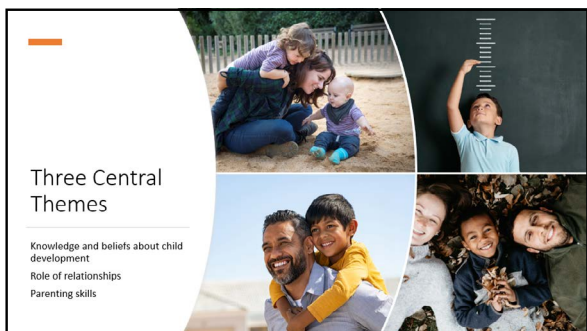
- Facilitate a discussion around child development, behavior, and parent advocacy.
- Provide resources for Café participants.

Slide 2

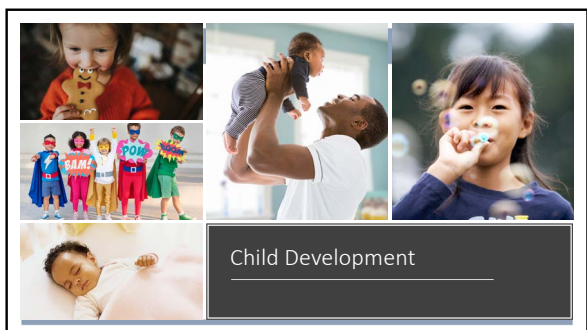
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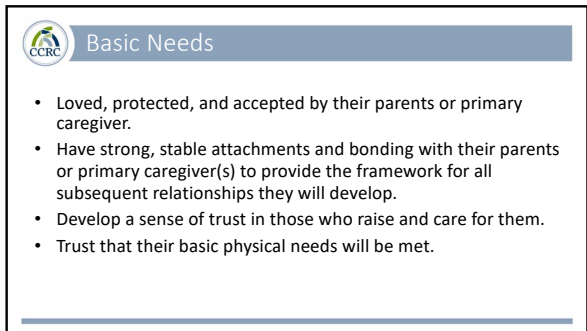
Slide 3




Slide 4



Slide 5




Slide 6

 **Challenging Behaviors**

- Children are still learning.
- They don't know many words to describe what they think and how they feel.
- They are exploring the limits of their environment and are not attacking their parents personally.

Slide 7

 **React Versus Respond**

React	Respond
First word or action that comes to mind; based on emotions.	Take time to calm down and think about the reasons for the behavior
Examples: The toddler throws food off the highchair, so the mother yells and tells him/her to stop doing that.	Examples: The toddler throws food, and the mother gets on the child's level and asks him/her if they are full, or if they don't like the food. The mother encourages a verbal or non-verbal response.

Slide 8

 **Advocacy**

Parents are a child's first teachers.

To be an advocate for children means to make sure their children's human rights are respected and they have access to all they need to be healthy, safe, happy, and strong.

Parents are protectors in the community.



Slide 9


 **Connect to Café Experience**

Relationships/Social Connections

- Who are the positive role models in your life and why?
- What activities and everyday actions connect you with your child?
- Being a parent is just one hat you wear, what other roles do you play in life?



Slide 10

 **Wrap-Up**

- Children are human beings that are going through an important and rapid developmental period.
- Children have reasons for their behaviors.
- It is important to have age-appropriate expectations from child behavior.
- Parents are the first and most important teachers in their children's lives.
- Parents are their children's best protectors.

Slide 11

2022 PDG-R Café Evaluation FAQ's

Child Care Resource Center's (CCRC) Research Division will be conducting an ongoing evaluation of the PDG-R Café project using the following documents:

1. **Café Scheduling Form**
2. **Café Sign-in Sheet**
3. **Café Participant Feedback Form**
4. **Post-Café Tracking Form**

The forms are to be used to help us document the implementation of the cafés across the state, and to capture the full story of the benefits of cafés for parents, families, and communities.

Please contact Andria Zaverl, CCRC Research Manager via email, AZaverl@ccrcca.org, for any questions about the evaluation.

Why is CCRC conducting an evaluation?

In addition to being a grant requirement, collection of data will be used to help improve future programs, track scheduling and completion of cafés, track participant attendance, and help us to advocate for future funding.

What kind of information is CCRC collecting?

- How cafés are being implemented (café logistics, topics covered)
- Impact of cafés on participants (building protective factors, social connections, connecting to resources)
- Number and characteristics of café participants
- How cafés are going for facilitators

What are the evaluation forms that CCRC collects for their evaluation?

Café Scheduling Form (Online-JotForm)

- Collects café scheduling information, logistics, invoice, and flyer from hosting agency before café is hosted.
- The online form is to be completed by the hosting agency who is planning to host a café and to submit a request for a stipend to host a café. (Pre-Café)

Café Participant Sign-in Sheets

- Sign-in sheets are used during in-person Cafés.
- Collects participant information: name, phone number, email, and zip code. Also includes café host information: agency, date, time, location, and language.

Café Participant Feedback Forms (Online or paper)

- Collects feedback from participants on their café experience and their demographic information.

Post-Café Tracking Form (Online-JotForm)

- Hosting agency completes this online form to submit completed café information, facilitator feedback, and participant information. Uploads of sign-in sheets and feedback forms are to be submitted in this form as well, if an in-person café was hosted.

How do I use and submit the evaluation forms CCRC is collecting?

(See page 3 for simplified version)

Café Scheduling Form (Online)

- The online form is to be completed by the hosting agency before the café occurs.
- Form is to be completed by the hosting agency who is planning to host a café and submitting a request for a stipend to host the café.
- All required fields need to be completed and upload the café flyer.
- After the form is submitted, it is reviewed by CCRC. Then an email from CCRC with confirmation and next steps will be sent.

Café Participant Sign-in Sheets

- Sign-in sheets are to be used **during an in-person Café**. Participants are to sign-in as they arrive. Please confirm all participants sign-in before leaving and that their information is legible.
- Sign-in sheets should be scanned and saved as a digital file by the hosting agency.
- Sign-in sheets are to be uploaded to the Post-Café Tracking Form.

Café Participant Feedback Forms

- **If hosting an in-person café:** please hand out forms at the end of the café to each participant and collect them.
 - Paper form also has a **QR code option** available for in-person participants who prefer to fill out the online version of the form.
 - Encourage all participants to fill out the form, but make sure they know they are welcome to skip any questions that they are not comfortable answering.
 - After the café, review completed forms for what’s going well and what needs to be improved. Results can also help you debrief with your team after the café.
- **If hosting a virtual café:** If possible, please keep a list of participants’ names and email addresses. You will input that information on the Post-Café Tracking Form.
 - Please share the link for the online Participant Feedback Form with participants at the end of the café in the chat, and after the café via email to assure participants have access to the link.
 - Encourage all participants to complete the online feedback, but make sure they know they are welcome to skip any questions that they are not comfortable answering.
 - Once submitted, copies of completed online participant feedback forms will be emailed to the R&R contact on file.

Post-Café Tracking Form (Online-JotForm)

- This form is to be completed by the hosting agency after the café is completed.
- Please complete all required fields and upload paper Sign-in Sheets and Participant Feedback Forms, if applicable.
- You will receive a confirmation email after your submission. If you wish to edit your submission you may do so via the “edit submission” link in the confirmation email.

EVALUATION FORMS CAN BE FOUND IN THE PDG-R COALITION PAGE

STEP 1

Visit main page:
<https://www.pdgrcoalition.org/>

STEP 2

Select Café Links and Resource Tab:
[Parent & Caregiver Cafes Resource Links & Ordering Form](#)

STEP 3

Select Agency County

STEP 4

Enter 5-Digit Code
You may obtain a code from your CCRC liaison

Evaluation Form Submission Process:

Before Café

- Café Scheduling Form



During Café

- Sign-in Sheet*
- Participant Feedback Form



After Café

- Post-Café Tracking Form

*Sign-in sheets are for in person events only

Café Evaluation Forms Submission Process:

NOTE: All forms and links can be found in the PDG-R Coalition page: <https://www.pdgrcoalition.org/>

Virtual Café

- **BEFORE CAFÉ:**
 - To schedule a café, complete and submit **Scheduling Form**

- **DURING CAFÉ:**
 - If possible, keep a list of participants' names and email addresses to enter in the Tracking Form.
 - Towards the end of the café share the **Participant Feedback Form** link in the chat for participants to complete the

- **AFTER CAFÉ:**
 - Complete and submit the **Post-Tracking Form** in the

 - Email participants link for participants to complete **Participant Feedback Form**

In-Person Café

- **BEFORE CAFÉ:**
 - To schedule a café, complete and submit **Scheduling Form**

- **DURING CAFÉ:**
 - At the beginning of the café have participants sign-in using the **Cafe Sign-In Sheet**.
 - At the end of the café, hand out the **Participant Feedback Form** to all of the participants to complete.
 - QR Code option available on the form for participants who prefer to complete an online version of the form

- **AFTER CAFÉ:**
 - After the café, scan and save digital copies of the Sign-In Sheet and Participant Feedback Forms from cafe.
 - Complete and submit the **Post-Cafe Tracking Form**



Café Sign-in Sheet

Date: _____ Start Time: _____ End Time: _____ Language Facilitated in: _____ HUB# _____

Hosting Agency Name: _____ Address: _____
 Facilitator(s) (First & last names): _____ Job Title: _____

	First Name	Last Name	Zip Code	Phone Number	Email Address	Language Preference	Do Not Contact
1							<input type="checkbox"/>
2							<input type="checkbox"/>
3							<input type="checkbox"/>
4							<input type="checkbox"/>
5							<input type="checkbox"/>
6							<input type="checkbox"/>
7							<input type="checkbox"/>
8							<input type="checkbox"/>
9							<input type="checkbox"/>
10							<input type="checkbox"/>
11							<input type="checkbox"/>
12							<input type="checkbox"/>
13							<input type="checkbox"/>

	First Name	Last Name	Zip Code	Phone Number	Email Address	Language Preference	Do Not Contact
14							<input type="checkbox"/>
15							<input type="checkbox"/>
16							<input type="checkbox"/>
17							<input type="checkbox"/>
18							<input type="checkbox"/>
19							<input type="checkbox"/>
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30							<input type="checkbox"/>



Hoja de inicio de Café

Fecha: _____ Hora de inicio: _____ Hora de finalización: _____ Idioma de facilitación: _____
 HUB# _____

Agencia de alojamiento: _____
 Facilitadores (Nombre y apellido): _____
 Dirección: _____
 Título de puesto: _____

	Primer Nombre	Apellido	Código postal	Número de teléfono	Correo electrónico	Idioma preferida	No contacte
1							<input type="checkbox"/>
2							<input type="checkbox"/>
3							<input type="checkbox"/>
4							<input type="checkbox"/>
5							<input type="checkbox"/>
6							<input type="checkbox"/>
7							<input type="checkbox"/>
8							<input type="checkbox"/>
9							<input type="checkbox"/>
10							<input type="checkbox"/>
11							<input type="checkbox"/>
12							<input type="checkbox"/>
13							<input type="checkbox"/>

	Primer Nombre	Apellido	Código postal	Número de teléfono	Correo electrónico	Idioma preferida	No contacte
14							<input type="checkbox"/>
15							<input type="checkbox"/>
16							<input type="checkbox"/>
17							<input type="checkbox"/>
18							<input type="checkbox"/>
19							<input type="checkbox"/>
20							<input type="checkbox"/>
21							<input type="checkbox"/>
22							<input type="checkbox"/>
23							<input type="checkbox"/>
24							<input type="checkbox"/>
25							<input type="checkbox"/>
26							<input type="checkbox"/>
27							<input type="checkbox"/>
28							<input type="checkbox"/>
29							<input type="checkbox"/>
30							<input type="checkbox"/>

Resources

What Families Should Teach Young Children About Media

- While you may like to let your children watch videos games to not feel left out.
- Screen use and people who are alone and do good things.
- Learn and believe what on TV we not read and do.
- Don't give your kids can see hurt people and be angry.
- Children should talk to an adult when feeling about something they see on TV.
- Violence is never the best way to solve a problem, unless the violence is a problem.

Know by Your Example

- Don't watch inappropriate content on TV.
- Don't let your kids watch inappropriate content on TV.
- Don't let your kids watch inappropriate content on TV.
- Don't let your kids watch inappropriate content on TV.

Tip for Effective Discipline

- Use words, hugs, and kisses to recognize positive behaviors.
- "Name out of context" of your child's behavior.
- Think of your child's behavior as a problem they are trying to solve.
- Don't give your child a punishment or reward.
- Don't let your child see you angry.
- Don't let your child see you use violence to solve a problem.
- Don't let your child see you use force to solve a problem.

Media Influence

<https://www.ccrcca.org/publications/2022/pgd/english/media-influence.pdf>

How to Prevent Challenging Behaviors

Because young children are still growing and going through an important and critical period of brain development and learning, parents have a great opportunity to teach them good behavior. Start by teaching them positive things, providing them with the best possible parenting model, and giving nurturing and safe experiences.

- Use words, hugs, and kisses to recognize positive behaviors.
- "Name out of context" of your child's behavior.
- Think of your child's behavior as a problem they are trying to solve.
- Don't give your child a punishment or reward.
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Parenting and Discipline

<https://www.ccrcca.org/publications/2022/pgd/english/parenting-and-discipline.pdf>

What Makes Children Angry

Helping Children Express Anger

- Use words, hugs, and kisses to recognize positive behaviors.
- "Name out of context" of your child's behavior.
- Think of your child's behavior as a problem they are trying to solve.
- Don't give your child a punishment or reward.
- Don't let your child see you angry.
- Don't let your child see you use violence to solve a problem.
- Don't let your child see you use force to solve a problem.

What to Do When You are Angry

- Use words, hugs, and kisses to recognize positive behaviors.
- "Name out of context" of your child's behavior.
- Think of your child's behavior as a problem they are trying to solve.
- Don't give your child a punishment or reward.
- Don't let your child see you angry.
- Don't let your child see you use violence to solve a problem.
- Don't let your child see you use force to solve a problem.

Wheel of Feelings

What Makes Children Angry

- Use words, hugs, and kisses to recognize positive behaviors.
- "Name out of context" of your child's behavior.
- Think of your child's behavior as a problem they are trying to solve.
- Don't give your child a punishment or reward.
- Don't let your child see you angry.
- Don't let your child see you use violence to solve a problem.
- Don't let your child see you use force to solve a problem.

Parent and Child Anger

<https://www.ccrcca.org/publications/2022/pgd/english/parent-and-child-anger.pdf>

Parent Advocacy

Parents are:

- Responsible for the welfare of their children and protecting their rights.
- Responsible for the welfare of their children and protecting their rights.
- Responsible for the welfare of their children and protecting their rights.
- Responsible for the welfare of their children and protecting their rights.

Parents should:

- Increase their knowledge of child development and appropriate behaviors.
- Speak up and react out for help if they are concerned with their child's development.
- Identify problems and propose solutions they think could benefit their child.
- Get involved in their child's education.
- They are active role in parenting their children's education.
- Get involved in their child's education and learning.
- Get involved in their child's education and learning.
- Get involved in their child's education and learning.

Parents can:

- Speak up and react out for help if they are concerned with their child's development.
- Identify problems and propose solutions they think could benefit their child.
- Get involved in their child's education.
- They are active role in parenting their children's education.
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Parent Advocacy

<https://www.ccrcca.org/publications/2022/pgd/english/parent-advocacy.pdf>

Recursos

Lo Que Las Familias Deben Enseñarle a los Niños Pequeños Sobre Los Medios

- Los niños en edad temprana, incluso antes de que comiencen a leer, están viendo televisión.
- La **violencia en la televisión** puede hacer daño a los niños.
- Los niños deben **aprender a reconocer** que son vulnerables.
- Los niños deben **aprender a reconocer** que los adultos pueden hacer cosas que se ven por la televisión.
- Los niños deben **aprender a reconocer** que los adultos pueden hacer cosas que se ven por la televisión.
- Los niños deben **aprender a reconocer** que los adultos pueden hacer cosas que se ven por la televisión.

Conéctate Con Tu Niño

- Usa palabras apropiadas para reconocer cuando los niños están viendo televisión.
- Comparte con ellos tus propias experiencias con la televisión.
- No permitas que los niños vean programas que no son apropiados para ellos.
- No permitas que los niños vean programas que no son apropiados para ellos.
- No permitas que los niños vean programas que no son apropiados para ellos.

Influencia de los Medios de Comunicación

<https://www.ccrcca.org/publications/2022/pgd/english/media-influence.pdf>

Cómo Prevenir Los Comportamientos Difíciles

Dado a que los niños pequeños están creciendo y están pasando por un período crítico en el desarrollo cerebral y el aprendizaje, los padres tienen muy buena oportunidad de enseñarles el buen comportamiento. Estrategia por enseñarles cosas positivas, proporcionarles el mejor modelo parental y experiencias positivas.

- Usa palabras apropiadas para reconocer cuando los niños están viendo televisión.
- Comparte con ellos tus propias experiencias con la televisión.
- No permitas que los niños vean programas que no son apropiados para ellos.
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Supervisión Para Una Disciplina Eficaz

- No permitas que los niños vean programas que no son apropiados para ellos.
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Crianza de los Hijos

<https://www.ccrcca.org/publications/2022/pgd/spanish/parenting-and-discipline.pdf>

Cómo Ayudar a los Niños A Expresar Su Enojo

Enojo de los Sentimientos

Cómo Ayudar a los Niños A Expresar Su Enojo

- No permitas que los niños vean programas que no son apropiados para ellos.
- No permitas que los niños vean programas que no son apropiados para ellos.
- No permitas que los niños vean programas que no son apropiados para ellos.
- No permitas que los niños vean programas que no son apropiados para ellos.

Enojo en los Padres y Hijos

<https://www.ccrcca.org/publications/2022/pgd/spanish/parent-and-child-anger.pdf>

Abogacía Parental

Los padres son:

- El primer y más importante defensor de sus hijos y comienza a ser el mejor que sea.
- El primer y más importante defensor de sus hijos y comienza a ser el mejor que sea.
- El primer y más importante defensor de sus hijos y comienza a ser el mejor que sea.

Los padres deben:

- Conocer y entender los derechos de sus hijos y comenzar a ser el mejor que sea.
- Conocer y entender los derechos de sus hijos y comenzar a ser el mejor que sea.
- Conocer y entender los derechos de sus hijos y comenzar a ser el mejor que sea.

Los padres pueden:

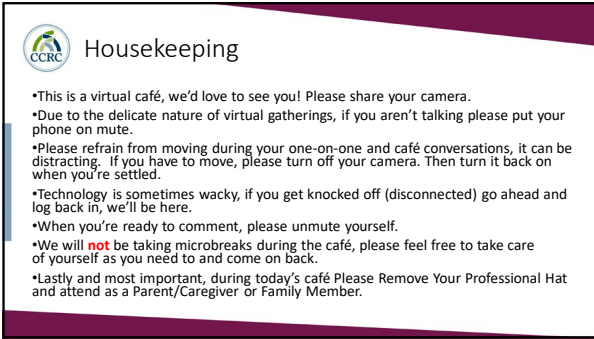
- Conocer y entender los derechos de sus hijos y comenzar a ser el mejor que sea.
- Conocer y entender los derechos de sus hijos y comenzar a ser el mejor que sea.
- Conocer y entender los derechos de sus hijos y comenzar a ser el mejor que sea.

Abogacía de los Padres

<https://www.ccrcca.org/publications/2022/pgd/spanish/media-influence.pdf>




Eng Slide 1



Eng Slide 2




Eng Slide 3

 Café Team

- Insert team photos here


Eng Slide 4

 Agreements

Speak From Your Own Experience (Use I statements)	Do not give advice
Listen Attentively (Do Not Interrupt)	Confidentiality (What Happens in Vegas, Stays in Vegas)
No Judgments (Positive or Negative)	Full Presence (No Multi-tasking)

DO WE ALL AGREE TO THESE AGREEMENTS?

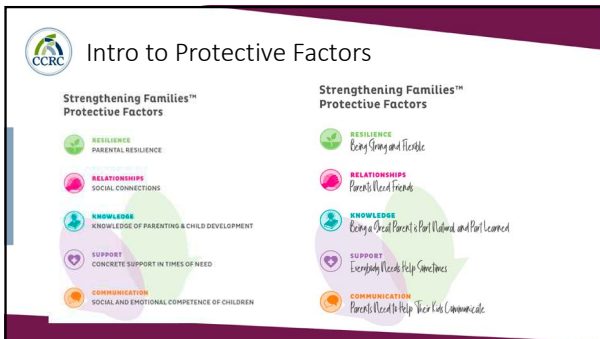
Eng Slide 5

 Ensuring a Safe Space Online

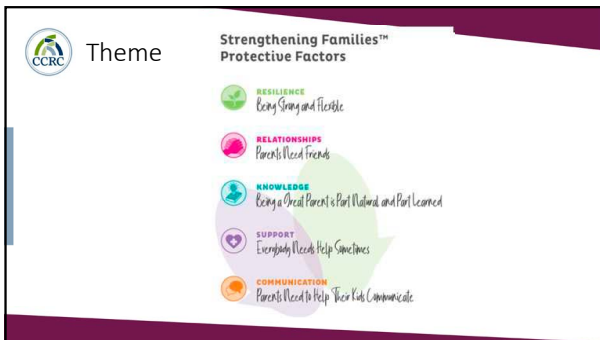
- If you need a minute take a minute. Turn off your camera and come back.
- If you need extra assistance during or after the café, please private message **(Name)** in the chat.
- If you are concerned about the welfare of someone in the café, please private message **(Name)** in the chat.
- If you are in a breakout room there is a help button.



Eng Slide 6




Eng Slide 7




Eng Slide 8




Eng Slide 9


 One-on-One



1. Who are you?
2. Who is in your family?
3. Use prompt from Café playbook for the third question, according to the chosen theme.

Eng Slide 10

 One-on-One Debrief



1. How was that for you? Was it easy or difficult for you to just listen without interruption? How was it to talk without being interrupted?
2. Without telling your partner's story, what did you learn about your partner?
3. What did you learn about yourself?

Eng Slide 11

 Micro Break



04:47

Start Stop Rewind min: 0 sec: 0
 type: None
 Breaktime for PowerPoint by Flow Simulation Ltd.
 Pin controls when stopped: Off

Eng Slide 12

(Insert Café theme) and ACT Raising Safe Kids

The following questions in this café are intended to highlight how knowledge and beliefs of child development, the role of relationships, and parenting skills all work together to play a part in raising children in safe, stable, and nurturing environments.

Eng Slide 13

Café Conversations- (20 Min.) Round 1

Eng Slide 14

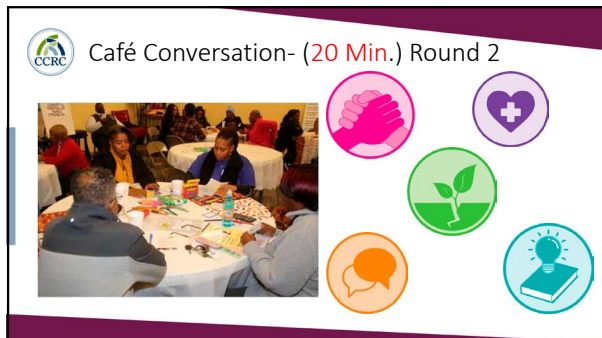
As a group, choose one of the following questions

- Add the three questions that align with the chosen protective factor under your chosen theme.
- Ask participants to take a photo of the questions
- And type the questions in the chat before going into breakout rooms

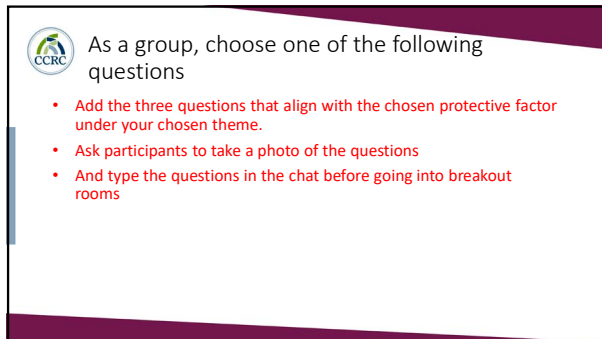
Eng Slide 15



Eng Slide 16



Eng Slide 17



Eng Slide 18

CCRC Commitments

I commit to (insert prompt from the café playbook)

Eng Slide 19

CCRC AHA/Harvest

What were your light-bulb or AHA moments during the breakout room conversations?

Eng Slide 20

CCRC One Word

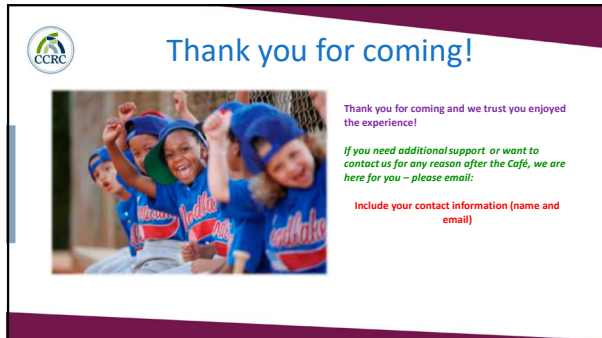
If you had to use one word to describe your experience in this café, what would it be and why?

Your Name, Your One Word / # Words and Why?

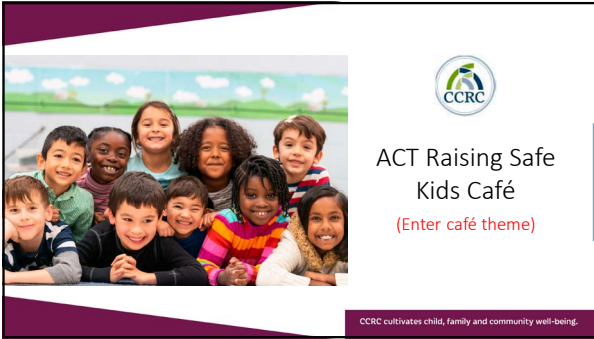
Eng Slide 21



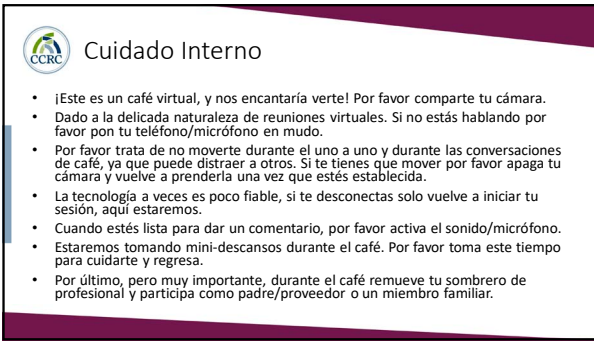
Eng Slide 22



Eng Slide 23



Spa Slide 1



Spa Slide 2




Spa Slide 3

 **Equipo de Café**

Add photos of café team here.


Spa Slide 4

 **Acuerdos**


Habla Basado en tus Propias Experiencias (Usando "Yo" y "a mi")	No Des Consejos
Escucha Atentamente (No Interrumpas)	Confidencialidad (Lo que Pasa en Las Vegas se Queda en Las Vegas)
No Hacer Críticas (Ni Positivas Ni Negativas)	Presencia Entera (No distracciones)

¿ESTAMOS TODOS DE ACUERDO?

Spa Slide 5

 **Asegurando Un Espacio Seguro en Línea**

- Si necesitas tomarte un minuto, toma un minuto. Apaga tu cámara y regresa cuando estés lista.
- Si necesitas más asistencia durante o después del café por favor manda un mensaje privado a (name) en el chat.
- Si estás preocupado por el bienestar de alguien más en el café, por favor manda un mensaje privado a (name) en el chat.
- Si estás en el cuarto de salida, habrá un botón de ayuda.



Spa Slide 6




Introducción a los Factores Protectivos

Factores Protectivos de Strengthening Families

- RESILIENCIA**
CAPACIDAD DE LOS PADRES DE RECUPERARSE
- RELACIONES**
RELACIONES POSITIVAS
- CONOCIMIENTO**
CONOCIMIENTO SOBRE CRIANZA DE NIÑOS Y DESARROLLO INFANTIL
- APOYO**
APOYO CONCRETO EN TIEMPOS DE NECESIDAD
- COMUNICACION**
DESARROLLO SOCIO-EMOCIONAL DE LOS NIÑOS

- RESILIENCIA**
Ser Fuerte y Flexible
- RELACIONES**
Los Padres Necesitan Amigos
- CONOCIMIENTO**
Ser una Buena Madre/Padre es Parte Natural y Parte Aprendido
- APOYO**
Todos Necesitamos Ayuda a Veces
- COMUNICACION**
Los Padres Necesitan Ayudarlo a sus Niños

Spa Slide 7



Tema

Factores Protectivos de Strengthening Families

- RESILIENCIA**
• Ser Fuerte y Flexible
- RELACIONES**
• Los Padres Necesitan Amigos
- CONOCIMIENTO**
• Ser una Buena Madre/Padre es Parte Natural y Parte Aprendido
- APOYO**
• Todos Necesitamos Ayuda a Veces
- COMUNICACIÓN**
• Los Padres Necesitan Ayudarlo a sus Hijos a Comunicarse

Spa Slide 8






Uno a Uno

Una Actividad de Escuchar Activamente

CCRC cultivates child, family and community well-being.

Spa Slide 9


 Uno a Uno




- 1. ¿Quién eres?
- 2. ¿Quienes son parte de tu familia?
- 3. Use prompt from Café playbook for the third question, according to the chosen theme.

Spa Slide 10

MEDIA INFLUENCE

 Platica Sobre el Uno a Uno



1. ¿Como fue eso para ti? ¿Se te hizo fácil o difícil escuchar sin interrumpir? ¿Cómo se sintió el poder hablar sin ser interrumpido?
2. Sin contar la historia de tu pareja, ¿qué aprendiste sobre tu pareja?
3. ¿Qué aprendiste sobre ti mismo?

Spa Slide 11

PARENTING AND DISCIPLINE

PARENT AND CHILD ANGER

 Mini Descanso



Spa Slide 12

PARENT ADVOCACY

FAQ

 **(Insert Café theme) and ACT Raising Safe Kids**

Las siguientes preguntas en este café están diseñadas para destacar cómo el conocimiento y creencias sobre el desarrollo infantil, los roles de las relaciones y las habilidades de crianza maternas/paternales trabajan en conjunto para criar a niños en ambientes seguros, estables, y enriquecedores.




Spa Slide 13

 **Conversaciones del Café - (20 Min.) Ira Ronda**




Spa Slide 14

 En grupo, seleccionen una de las siguientes preguntas

- Add the three questions that align with the chosen protective factor under your chosen theme.
- Ask participants to take a photo of the questions
- And type the questions in the chat before going into breakout rooms

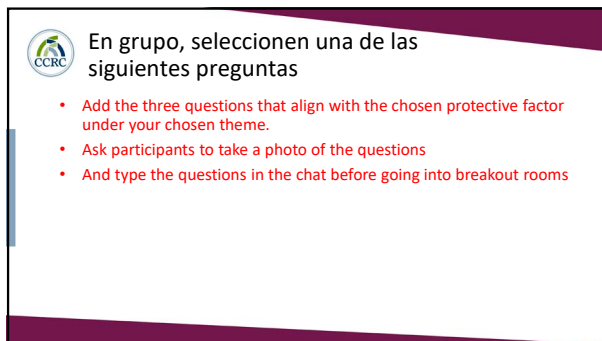
Spa Slide 15



Spa Slide 16



Spa Slide 17



Spa Slide 18

CCRC Compromisos

- Yo me comprometo a (insert prompt from the café playbook)

Spa Slide 19

CCRC ¡Momento AJA! Cosechar

- ¿Cuáles fueron los momentos cuando se te prendió un foco o el momento donde dijiste "aha", durante las conversaciones en los cuartos?

Spa Slide 20

CCRC Una Palabra

- Si tuvieras que escoger una palabra para describir tu experiencia en este café, ¿qué palabra sería y por qué?

Your Name, Your One Word / # Words and Why?

Spa Slide 21



Spa Slide 22



Spa Slide 23

Acknowledgements

CCRC would like to recognize the PDG team and all of those who contributed in this project.

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Maral Petrus





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The mission of the U.S. Department of Health and Human Services (HHS) is to enhance the health and well-being of all Americans, by providing for effective health and human services and by fostering sound, sustained advances in the sciences underlying medicine, public health, and social services.



At American Psychological Association (APA), we promote the advancement, communication, and application of psychological science and knowledge to benefit society and improve lives.



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