



Pinwheels for
PREVENTION[®]

Prevent Child Abuse
Michigan



Children Trust
MICHIGAN

Strength Through Abuse Prevention

2023

Children Trust Michigan

CHILD ABUSE PREVENTION MONTH TOOLKIT

January 2023

Dear Prevention Partners,

April 2023---Child Abuse Prevention Month is a time when each of us recommits and puts a special focus on our role in the prevention of child maltreatment through the strengthening of families in your community. In Michigan, we have adopted the Prevent Child Abuse America theme this year, ***Building Together. Prevention in Partnership***. This theme speaks to the fact that promoting and building upon the strengths of families all year long and providing tools necessary to care for their children safely before abuse or neglect is even a possibility!

Children Trust Michigan has worked with our 100+ prevention partners to provide primary and secondary prevention services across the entire state since 1982. As we partner with you, you partner with families to help them access resources that focus on child and family well-being, gain skills to understand child development more fully, and learn those supports that will assist in raising safe, healthy children who can realize their full potential.

This year's toolkit is filled with information that you can use immediately! From research to templates, sample letters to social media, you will find a variety of ideas, materials, and resources that you can use in your community this April. Partnering with you to prevent child abuse and neglect is what we do—thank you for your partnership!

On behalf of the CAP Month Planning Team,



Suzanne Greenberg
Executive Director

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Building Together: Prevention in Partnership 2023 Child Abuse Prevention Month Toolkit

Children Trust Michigan (CTM) serves as the state co-chapter of Prevent Child Abuse America (PCAA). Prevent Child Abuse America started the [Pinwheels for Prevention™](#) campaign in 2008 to create a national effort to change the public's beliefs and behaviors regarding child abuse and neglect prevention. The pinwheel is the national symbol of child abuse and neglect prevention and symbolizes the hope, health, and happiness each child deserves.

We encourage safe and creative uses of pinwheels by Children Trust Michigan prevention partners and partnering organizations. Using pinwheels in innovative ways will help draw attention to your efforts and the important messages of Child Abuse Prevention Month. For example, plant a pinwheel garden at your establishment, invite collaborators to plant a pinwheel garden, present a pinwheel bouquet to your top corporate donors, distribute pinwheel bouquets to individuals, community organizations, or collaborators so they can create a window display. Think outside the box...if a local business establishment cannot have a garden of pinwheels, can they display paper pinwheels?

Remember to NEVER use the pinwheel as a symbol of children who have died as a result of child abuse and/or neglect, or as a symbol of the number of CPS-reported cases of child abuse or neglect. This violates both CTM and PCAA Pinwheels for Prevention™ approved practice.

Timeline to Plan a Successful Child Abuse Prevention (CAP) Month

This document is designed to assist you in planning your event(s) as early as possible. This will ensure that you have time for planning details, and all logistical considerations can be adequately addressed.

May to November (of the year BEFORE the upcoming CAP Month)

- Invite and finalize committee members and set up a meeting schedule.
- Evaluate previous events and activities:
 - What was great and you want to repeat?
 - What was good and how do you want to improve it?
 - Was there anything that did not fulfill the expectations? If so, should it be scrapped, replaced, or improved?
- Determine future CAP Month programmatic and activity priorities, identifying the focus of each event (educational, awareness building, fundraising, other).
- Decide what programming and activities you (the prevention partner) would like to have in place, including pinwheel gardens, in-person or virtual events, and how you plan to support Child Abuse Prevention Awareness Day. Consider the following questions when making decisions:
 - What is your organization's CAP Month budget?
 - Who is the desired target audience?
 - What venue is the most effective for what you would like to achieve? For instance, you may wish to consider the visibility of displays that others will see, parking, size, accessibility, cultural considerations, etc.
 - What weather considerations might influence whether this is an indoor or outdoor event? Create a contingency plan.
 - What time of day is practical to have the event?
 - What other organization(s) would you like to invite to participate?
 - What logistics (e.g., permissions, licenses, and ordinances) are required for the chosen venue?
 - If virtual or hybrid, what platform has the features and capabilities to support the event's needs?
 - What technical assistance will be needed for the event(s)?
 - Will the event be recorded?
 - Do you plan to attend the Child Abuse Prevention Awareness Day in person?

November to January

- Review the toolkit and evaluate if there needs to be technical assistance and/or support to use it effectively. Reach out to CTM for assistance.
- Reach out to potential funding partners.
- Decide whether an event will include entertainment, guest speakers, and any reading of a local proclamation.

- Plan the length of time for the event(s), displays or other activities. Successful events are anywhere from 30 minutes to an hour, no longer.
- Arrange for technical assistance for event(s).
- Determine all safe uses for pinwheels.
- Confirm the venue.
- Order pinwheels, pinwheel pins, lawn signs, and magnets. Contact CTM for specific ordering deadlines (typically the first week of December).

January and February

- Review the toolkit and evaluate if there needs to be any technical assistance in its utilization. Reach out to CTM for assistance.
- Invite and confirm any speakers or guests for events.
- Send invitations to community partners to attend the event(s).
- Choose a host(s) for event(s). This could be a board member, a parent leader, a program director, or a staff member.
- Purchase paid media advertising (Facebook ads, newspapers, local radio, Instagram advertisements, etc).
- Recruit event(s) volunteers (staff, parents, community members).
- Create a media team and press releases for media distribution (including social media).
- Create a marketing plan that addresses communications with local media, social media, schools, houses of worship, public and/or private businesses, and other applicable sites.
- Develop any needed visual marketing materials. This can include a *Save the Date* announcement at least 3 months before the event followed by subsequent announcements leading up to the actual date.

March

- Schedule social media postings on applicable platforms.
 - Instagram suggests posting only once a day. Reels get the best views, followed by carousels. Use no more than 8 hashtags. Review when you get the most views and adjust accordingly. Consider not posting on Sunday, then post on Monday to increase views. All posts should include an “ask” such as “share this”, “comment”, or “do this in the community and post about it.”
 - Facebook suggests posting 2–3 times a day, advertised (24–48 hours before) live video gains the greatest views over time, especially if you have followers that can share that out in real-time. This is followed by informational posts that include an “ask” (see above).
 - Twitter suggests continuous posting and retweets.
 - LinkedIn suggests posting to a personal page as well as to groups.
- Regardless of the platform, remember to like, comment, and re-post to gain more views and share among your audience. Be sure to SHARE fellow prevention partners’ and PCAA content as it will increase views to both pages.

- Attend the *Meet Your Legislator Training* and bring parents with you.
- Contact your legislator(s) to schedule a meeting.
- Invite media to your event(s).
- Distribute press advisories and press releases to media markets.
- Finalize all materials to be used.
- Confirm event volunteers.
- Post any event marketing materials.
- Create a “day-of” checklist.
- Prepare all remarks including speaking points that can be provided to guest speakers. These points should include action steps that people who attend the event can use to prevent child abuse and neglect.
- Distribute and deliver pinwheels to individuals and collaborators.
- Send general community invitations for event(s) and track RSVPs.

April

- Gather and organize supplies and materials.
- Provide final numbers to vendors and others.
- Remind media of the event.
- Post event information on social media sites.
- Obtain vendor payments.
- Collect any in-kind or cash donations.
- Recognize sponsor(s) in advance of event(s).

Day of Event

- Start the event earlier than scheduled to allow for last-minute set-up, changes, or surprises.
- Post materials online at the event explaining the **Building Together: Prevention in Partnership** campaign and the organization’s mission and programming.
- Have a designated person to greet special guests.
- Have fun!!!

Within One Month Following the Event

- Send out thank you notes to any notable sponsors, attendees, or participants.
- Have a public recognition of sponsors, notable volunteers (this includes parents), and supporters. Suggestions include social media posts, giving a certificate, statue, or other gifts at a separate event.
- Inventory remaining pinwheels and other supplies.

2023 Child Abuse Prevention Month Overview of Activities

Countdown: March 25 – 30

- Share a variety of social media posts counting down to *Wear Blue Day* and the start of Child Abuse Prevention (CAP) Month.

Kickoff: March 31

National *Wear Blue Day*

- CTM Executive Director kicks off *Wear Blue Day* with a Facebook Live event.
- Share photos on social media using the hashtag #MIWearsBlue.
- Plant pinwheel gardens in the community.
- CTM plants pinwheel gardens near the Capitol and with local businesses.

Week One: April 2–8

Pinwheel Week

- Share pinwheel virtual background on social media.
- CTM posts pictures of various pinwheel creations, including coloring pictures and actual pinwheels.
- Prevention partners post at least one photo of pinwheels in their community.
- Host a Pinwheel Scavenger Hunt in the community and feature photos of the event on social media.

Week Two: April 9–15

Strengthening Families Week

- Utilize the rich resources from the [Children's Trust Fund Alliance National Parent Partnership Council \(ANPPC\)](#) and [Healthy Outcomes from Positive Experiences \(HOPE\) Resource Library](#), as well as additional Strengthening Families and protective factors content. Additional materials are included in the [CAP Month DropBox](#).
- Considering hosting lunch and learn sessions throughout the week.
- Post an educational series featuring daily content about each of the five protective factors.

Week Three: April 16–22

Child Abuse Prevention Awareness Week

- Attend the Child Abuse Prevention Awareness Day Rally on Tuesday, April 18th located on the lawn of the Michigan State Capitol.
- Share social media posts that focus on the importance of child abuse and neglect prevention using data and infographics. Additional resources can be found in the [CAP Month DropBox](#).
- Involve and feature external prevention partners such as [MI Safe Sleep](#), [Michigan ACE Initiative](#), [HOPE](#), and [PCAA](#).

Week Four: April 23–29

Parent Leadership, Engagement, and Involvement

- Share resources and information from [CTF Alliance](#), [FRIENDS](#), or visit [CAP Month DropBox](#).
- Recognize a parent leader(s) from your organization.
- Spotlight how parents have been involved in your program, especially fathers and the importance of fathers. Check out fatherhood resources at the [National Responsible Fatherhood Clearinghouse](#).
- Host a discussion or a Q&A live chat on social media to engage parents from the community.
- Include testimonials from the parents involved in your programs and from your community.



Helpful Hints for Making CAP Month a Success

Start by planning early and include goals, objectives, activities, and tasks.

Partners

- Engage the prevention partners' board, staff, parents, and volunteers in CAP Month planning and activities.
- Make use of other community members for CAP Month planning, such as senior citizens, National Honor Society members, Local Exchange Clubs, prevention partner services' recipients, or other volunteers.
- Collaborate with other community organizations.
- Communicate with other prevention partners to share ideas and receive feedback about plans (and perhaps collaborate in efforts).

Marketing

- Plan how to utilize pinwheels. Remember to never use the pinwheel as a symbol of children who have died as a result of child abuse and/or neglect, or as a symbol of the number of CPS-reported cases of child abuse or neglect. This violates both Children Trust Michigan (CTM) and PCAA Pinwheels for Prevention™ approved practice.
- Use Facebook, Instagram, Twitter and other social media outlets for messaging and promotion of CAP Month activities.
 - **Instagram** suggests posting only once a day. Reels get the best views, followed by carousels. Use no more than 8 hashtags. Review when you get the most views. Consider not posting on Sundays, then post on Monday to increase views. When possible, like, comment, and SHARE fellow prevention partners' content to stories as it will increase views to both pages. All posts should include an "ask" in it such as "Share this", "Comment", or "Do *this* in the community and post about it."
 - **Facebook** suggests posting 2 – 3 times a day, advertised (24 – 48 hours before) live video gains the greatest views over time, especially if you have followers that can share that out in real-time. This is followed by informational posts that include an "ask" (see above).
 - **Twitter** suggests continuous posting and retweets.
 - **LinkedIn** suggests posting to a personal page as well as to groups.
- Regardless of the platform, remember to like, comment, and re-post to gain more views and share among your audience. Sharing other partners' social media messages will help bring more viewers to you as well.

- Promote Children Trust Michigan CAP Month themes in all communications and marketing.
- Use PCAA and other official CTM talking points so that communications and messaging are uniform across the state.
- Utilize the PCAA Child Abuse Prevention Month toolkit. NOTE: This will most likely be ready in February/March. It will be reviewed by the planning committee and shared with prevention partners along with a “Helpful Pages” sheet for quick reference.
- Seek support from local newspaper(s) and/or write an editorial about CAP Month to appear in the local paper during April.
- Seek radio and/or television interview opportunities. Refer to the PCAA and CTM CAP Month Toolkit for talking points.

Fundraising

- Partner with local businesses or other organizations to sponsor or host a *Wear Blue Day* when all employees wear blue (whether they work on-site or virtually) in support of CAP Month. Include schools, community colleges, libraries, local businesses, doctor offices, police stations, fire stations, etc.
- Use CAP Month as an opportunity for fundraising. See Section 4 of this toolkit for fundraising ideas.

Events

- In 2023, all CTM-supported CAP Month events may be virtual and/or in-person based on recommended COVID-19 guidelines along with an assessment of the communities’ feelings of safety.
- Plan at least one major CAP Month event.
- Host a professional child maltreatment prevention conference. This can be done virtually or even as a Live Event on Facebook and Instagram.
- Team up with another prevention partner and co-host an event on Facebook Live, Instagram Live, or on Zoom.
- Participate in the **Child Abuse Prevention Awareness Day Rally on Tuesday, April 18th** whether in person or virtually.
- Use CAP Month as an opportunity to engage with and educate local and state elected officials about community needs and accomplishments. This can be strengthened if you meet with your legislator before or after the rally.

ONE FINAL TIP!

Be practical about what can be accomplished during CAP Month. Don’t take on too much. Remember, this month is about educating and increasing awareness of the importance of child abuse and neglect prevention. Have fun!

Child Abuse Prevention Month: A Statewide Initiative

Children Trust Michigan (CTM) supports the statewide initiative of Child Abuse Prevention (CAP) Month to increase public awareness regarding the prevention of child abuse and neglect. This national and statewide initiative works toward the goal that all communities in Michigan will understand and be engaged in the need to protect children from abuse and neglect before it occurs. Every April, CAP Month encourages everyone to take action by providing the support and assistance that all families need.

Prevention strategies create supportive environments that empower parents, families, caretakers, and the community to help them access the tools they need to raise children in their care in safe, loving, and nurturing homes. These efforts take place in neighborhoods, workplaces, shopping centers, libraries, faith-based organizations, schools, and clubs. CAP Month raises awareness of the problem of child abuse and neglect by mobilizing all to engage in proactive solutions.

We recognize your current prevention efforts and celebrate your successes. During CAP Month we invite you to broaden your efforts to build upon this important work on behalf of the children and families in your community. There are countless options to strengthen the mission of making child abuse and neglect prevention a reality. **When we work together, we can make a difference! Hence, *Building Together. Prevention in Partnership!***

Here are some things you can do:

Raise the Issue

By educating yourself and others, you can help your community **prevent** child abuse and neglect from happening in the first place.

- Explore the Children Trust Michigan [CAP Month DropBox](#) to access the [Child Abuse Prevention Month toolkit](#) and associated resources. You can download, print, photocopy, and post in your workplace and in your community.
- Find contact information for other CTM programs [here](#). You can inquire, share information and/or collaborate with other organizations about your prevention programs and activities.
- Wear a blue pinwheel pin and tell people it stands for the prevention of child abuse and neglect. Consider gifting them to your team, parents, friends, and family. To purchase, go to the [CTM eStore](#).

- Lead CAP Month activities in your local community, e.g., plant a virtual pinwheel garden, observe a faith-based campaign/Blue Sabbath, hold fundraisers, etc.
- Attend and invite others to attend the **Child Abuse Prevention Awareness Day Rally on Tuesday, April 18th** in recognition of Child Abuse Prevention (CAP) Month to show support and to celebrate our state's children and families. To learn more about the event go to <https://childrestrustmichigan.org>.
- Contact your elected officials and educate them regarding the child abuse and neglect prevention needs in your local community. Ask them to support funding and legislative initiatives that strengthen families, support parents, and expand child abuse prevention programming.
- Reach out. Anything you do to support families can reduce the stress that may lead to child abuse and neglect.
- Encourage a supportive spirit among parents in your community. Consider joining your local [Great Start Parent Coalition](#) or other support group.
- Donate food, clothing, diapers, furniture, toys, and other essentials to another family. This can relieve the financial stress that families may experience.
- If you or someone you know feels overwhelmed by the demands of parenting. call Parenting Awareness Michigan (PAM) at 1-800-968-4968 for information about family support resources in your community or visit [Prevention Network](#) to find parenting resources managed by PAM.
- Dial "211" to ask for specific local support resources in your community.
- Become a volunteer/member of a child abuse prevention/advocacy group or other like-minded organization in your community.
- Make a financial charitable contribution to a cause that will support families and children. Each donation makes a difference.
- Contact your county's CTM prevention partner to inquire about prevention programs, educational opportunities, and CAP Month activities.
- Share with others how you are making a positive difference in the lives of children.



Appreciate Your Child - April 2023

(April is Child Abuse Prevention Month)



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					March 31	1
					Ask your child, "Who is your best friend, and why?"	Make up a story and have your child draw pictures for that story.
2	3	4	5	6	7	8
Play a board game or complete a puzzle with your child.	Look for scrap materials at home and build something together.	Make up a song with your child and sing it.	Create a scavenger hunt to take place either in your home or your yard.	Praise them today for everything good they do.	Make a mask from a paper plate.	Talk about what your child likes to do at school or daycare and why.
9	10	11	12	13	14	15
Search and watch a virtual zoo tour featuring a favorite animal.	Ask your child, "Tell me one thing you wish for and why?"	Give your child five hugs today.	Take your child to a playground or nearby park.	Let your child set the table for dinner.	Make a tent in the living room with blankets and pillows.	Watch the sun go down together and wish upon the first star.
16	17	18	19	20	21	22
Finger paint together. Check out the recipe on the back of the calendar!	Make your child breakfast for dinner.	Make a necklace with uncooked pasta that can be threaded.	Go for a nature walk together and look for signs of spring.	Read with your child for 15 minutes.	Plant vegetable seeds to grow indoors, to later be planted outdoors	Order take-out from a local restaurant or prepare your child's favorite meal.
23	24	25	26	27	28	29
Ask your child, "What day of the week is your favorite and why?"	Make little pizzas together. Check out the recipe on the back of the calendar!	Make up a play and act it out (try using your child's favorite book or character).	Tell your child what makes them special to you.	Help your child to create a note for a loved one or family member.	Pick out a song and dance around to the music together.	Plant or color a pinwheel with your child and discuss its meaning.
30						

Pizza Recipe

Ingredients:

- English Muffins or Mini Pizza Crusts
- Pizza Sauce
- Shredded Mozzarella
- Pizza Toppings (pineapple, pepperoni, sausage, mushrooms, green pepper, or other preferred toppings)

Instructions:

- Place English muffins or mini-pizza crusts on a cookie sheet.
- Put all ingredients in separate bowls.
- Let your child put their own ingredients on the muffins starting with the pizza sauce.
- Bake and serve.

Finger Paint Recipe

Ingredients:

- ½ cup plain flour
- 2 cups water
- 1 tablespoon salt
- Food coloring or tempera paint powder
- 1 tablespoon dishwashing liquid- optional
- Small sealable containers

Instructions:

Add flour and salt to saucepan and slowly add water, mixing with a whisk until all combined. Heat over medium heat, stirring with whisk to prevent lumps. Once mixture has thickened and is smooth remove from heat and allow to cool. Once cooled, mix in the dishwashing liquid – optional. It will give the paint a smoother consistency and a glossy finish when dry. Separate into small containers and color with small amounts of either food coloring or tempera powder. If using tempera add a little water to combine. Store leftover paint in the refrigerator for a few days.

Turning Strategy into Policy Action: Next Steps with Your Legislators



Public policy
in the best interest
of children.

The information below, provided by [Michigan's Children](#), shows how to establish and nurture a relationship between your organization and policymakers. Note: Please be informed about what limitations you have as a non-profit organization when interacting with elected officials and other policymakers.

If you don't know who represents you in the Michigan House and Senate...

Look them up! The [League of Women Voters](#) will help you find everyone you have a hand in electing, from the President to those representing you in your county, city, or township. Included are members of the Michigan House and Senate and their contact information.

Sometimes your organization represents constituents who are served by additional policymakers. One useful tool to find out everyone who represents pieces of a larger geography, like a region of the state, a county, or even some cities, is the [2021-2022 Citizen's Guide to State Government](#). This book has lots of great information, and on pages 16-27 there are lists of counties, cities, and townships that indicate elected officials representing each place, in addition to maps that illustrate where districts are located.

If you know who your legislators are, but don't know anything about them...

Find out more. Because it is helpful to know something about anyone you are trying to teach or persuade, knowing even a little bit about policymakers is helpful before you talk to them. The easiest way to learn about them is through their websites, which you can find on the [Michigan Legislature website](#).

While you are on the Michigan Legislature website, look at the legislation they have sponsored and co-sponsored, as this gives you some indication of the issues that are important to them. Their websites will tell you what committees they sit on, which will also give you a good sense of what issues they are prioritizing in their work and likely spending the most time on. If you do nothing else, sign up for their email bulletins through their websites – everyone has them, and do not forget to follow them on social media. This will give you some insight into what they are most proud of in their work and additional ways to communicate with them.

Now that you know who they are and a bit about them, express your opinion to them...

Starting the conversation can be intimidating, but we are here for you! HOW? [Michigan's Children](#) will be offering a FREE *Meet Your Legislator Training* that is open to not only prevention partners but all community members – especially parents. Now is the time to help them get to know you, the issues that are of most concern to you, and the resources that you can bring from your work and life to help them in their work. This is also a great time to get to know them better – nothing like a conversation by phone, email, or meeting to better understand where someone is coming from and the experiences that have shaped their lives and work. Knowing that helps us think about how best to connect our concerns to their frame of reference.

If you HAVE expressed your opinion to them, and they disagreed or politely remained neutral...

Rethink your approach. At times when your elected official responds or acts differently than you urged them to, it is appropriate and essential to let them know that you are disappointed, and it is equally essential to make sure that we have done all that we can to help them understand our point of view. Re-thinking our approach to more effectively get our points across includes:

- Thinking about different messages – can we better tie our concern to something that they have expressed concern about like the economy or the state of education?
- Thinking of different messengers – are there others who could talk with them about similar concerns, like parents, business, or other community leaders?
- Trying a different delivery – maybe we need to think about inviting our policymakers to see great programming in action or talk directly with people who are receiving the critical services we are working to protect and expand.

This is the more difficult part. Let them know you are disappointed, but make sure that you also let them know that you look forward to working with them in the future. There is no room for grudges in policy advocacy – policymakers are making decisions on thousands of topics, and because they responded differently than the way you wanted them to this time, they may show support the next time. Maintaining positive relationships with your policymakers will help your cause.

If you HAVE expressed your opinion to them, and they agreed/were positive...

Go to the next step. We are glad when policymakers tell us they are supportive of what we are saying. We also need them to act on that support by:

- Talking with their colleagues.
- Working on legislation or appropriations asks if necessary.
- Talking about our issues through their own communications channels like their newsletters and websites.
- Championing our issue above their other priorities.

Unless we ask more from them and follow up to make sure that they have done those things, our requests can get lost in the shuffle, even with well-intentioned policymakers.

MORE SPECIFICALLY: If they serve on a critical committee or not...

Adjust your message. If they ARE on a critical committee that is talking about the issue or would be the space to have the conversation in the Legislature, then *your conversation is incredibly important*. While committee members are supposed to listen to statewide constituents on the issues they are deciding, in reality, all legislators listen more closely to their constituents. Your ability to tie the issue directly to their community that they represent is critical and of huge benefit to the conversation.

However, great communication with policymakers NOT serving on related committees can also be powerful. One of the best messengers for Legislators is other Legislators. When we talk with policymakers who may not directly be involved in committee conversations about the issues, they can still communicate the information more broadly through their own newsletters or the media and champion the issue with their colleagues. In addition, as part of a network, you can offer to connect constituents directly with other legislators who are in more influential positions.

Most importantly, start talking to your elected officials and keep talking!

Community or Faith-Based Campaign

Strengthening Parents, Caregivers and Children

What can you do to enhance existing or establish new programming to support families during Child Abuse Prevention (CAP) Month and beyond?

- Host resource drives to collect and/or distribute diapers, food, backpacks, suitcases, sleep sacks, hygiene kits, etc.
- Request “wish lists” from local organizations and charities.
- Create a tutoring, mentoring, or support group program.
- Create a pinwheel display, whether they are the pinwheels from PCAA or paper print-offs. Consider using the [PCAA coloring sheet](#) with children and families.
- Launch emergency relief services.
- Support community safe housing efforts.

What can you do to provide parents with information and resources regarding basic family needs to those who may be overwhelmed and struggling to provide proper care?

- Identify/share emergency childcare resources. The most common referral to CPS is a child being left alone.
- Host or support a Family Activity Center to include activities such as playgroups, financial education opportunities, and more.
- Join other community groups or congregations to increase the availability of resources, programming, and services for those in need.
- Provide mentors to parents of young children. For example, having someone to call when a baby won't stop crying may be an important step in the prevention of maltreatment.
- Create parent networks or family clusters.
- Facilitate parents' interactions with each other and their engagement and leadership in the community.
- Encourage young adults to assume important roles in service to the congregation and the community.
- Connect with your local Children Trust Michigan prevention partner (child abuse and neglect prevention local council) to consider other strategies to pursue child protection and family support.

In-Faith Observances

In-faith observances can be tailored to fit a particular congregation's interests, needs, and resources. Some of these ideas may be useful to your church, synagogue, temple, mosque, or another house of worship in building or strengthening a community of faith in which children and families know that help is available when they need it.

Have Special Observances in a Worship Service

- Build an entire worship service around themes of building community, supporting families, and caring for children.
- Engage youth leadership (including children's programming leadership) to enable youth participation in the planning and implementation of the worship service.
- In adult classes, discuss the myths and facts about keeping children safe (e.g., you might invite a Children Trust Michigan prevention partner or volunteer to lead the discussion).
- Ask members of the congregation to contribute to replenishing any needed supplies of a community organization serving children and families.
- During the worship service, host a brief presentation about CAP Month, the reasons for it, and the possible role of the faith-based community.
- Honor members in the congregation and the community who are leaders in advocating for families.
- Pledge to support and connect with families of young children.
- Promote and participate in Children Trust Michigan's *Wear Blue Day* on March 31st by wearing blue clothing and/or pinwheel pins during CAP Month in support of the national [Pinwheels for Prevention™](https://childrentrustmichigan.org/store/) campaign. Pinwheel pin information can be found at: <https://childrentrustmichigan.org/store/>.
- Share posts in the bulletin or newsletter that explain and describe opportunities for volunteer service that supports families through the faith organization itself or the local child abuse and neglect council.
- Explore if there is an interfaith or interdenominational council in your community and work with that council to protect children in your community.
- Incorporate Marian Wright Edelman's "[Prayer for Children](#)" into your faith observance.
- Use pinwheel imagery for your faith service and/or for the entire month of April.
- Reach out to your local child abuse and neglect prevention council to schedule a presentation, distribute parenting resources, and find out ways in which you can collaborate with other like-minded community organizations.

Examples of In-Faith Observances

[Children's Defense Fund Children's Sabbath Campaign](#)

[This website](#) contains multi-faith resources and information about the National Observance of Children's Sabbaths Celebration (Children's Defense Fund). Although there is an event that takes place traditionally in October, Children's Sabbaths may be celebrated throughout the year, including during CAP Month (April).

[Blue Sunday](#)

[Blue Sunday](#) is a national Christian child abuse prevention initiative whose mission is to inspire others to create their own child abuse prevention efforts. If everyone did a little, we would see BIG results for children. National Blue Sunday is April 30, 2023. Encourage local faith communities to join other faith communities across the nation as they take the time in their morning service to pray for the victims of child abuse.

Sample Letter*

Dear Faith Community Leader,

Child abuse is a major problem in our state. In 2021, nearly 26,000 children were abused or neglected in Michigan. Across Michigan, efforts are being made to raise awareness about the impact of child abuse and neglect. We encourage faith communities to designate one Sabbath service in April for child abuse and neglect prevention.

Join faith communities across the nation as they participate in campaigns such as the [Children's Defense Fund Children's Sabbath Campaign](#) or [Blue Sunday](#). Your organization can take the lead in making a difference in supporting families and protecting children.

On behalf of Michigan's children and families, we thank you for your time and consideration. Someone from our organization will be contacting you shortly to follow-up on how you might be involved in Child Abuse Prevention Month efforts.

**Note: This is a letter for your organization to use when reaching out to faith communities. Faith community sabbaths occur on various days throughout the week depending upon each particular faith, e.g., Muslims on Fridays, Jews on Saturdays, many Christian denominations on Sundays, etc. Please be sure to modify the letter accordingly. Start by planning early and include goals, objectives, activities, and tasks.*

Deliverable Media Guide – Physical and Virtual

Helpful Tips

Connect with Your Community

Social media is a quick and FREE way to share valuable resources and raise awareness among the masses. Donors can easily see the tangible impact their dollars are having and will likely be inclined to give more and/or share your efforts with their networks.

Physical deliverables can be easily distributed within your community. Examples include flyers in schools, local businesses, libraries, high-traffic offices (doctors, dentists, pharmacies, mental health offices, WIC) as well as frequently visited shops (salons, barbers, auto parts, local farm stores, and community businesses that support the work). Additional examples include door-to-door handouts or mass mailing of postcards.

Keep it Simple

No matter the type, it is all about the **graphics!** People are naturally drawn to graphics. You will find the most success when sharing infographics, videos, and photos of your programs at work (while considering photo consent rules for minors and vulnerable clients). Keep any written captions concise and news articles relevant.

REMEMBER: **Catch, Educate, and Ask**

Catch their eye with a graphic or video

Educate them so they want to share but keep it to 1 – 2 sentences or a 30-second video. Include an **ask**. It can be as simple as asking them to share the message, or as complex as a donation of time/money.

Encourage Interaction

People feel valued when their voices are heard. Always include an “ask” in your communication.

When posting social media, remind people to LIKE, COMMENT, and SHARE! Ask thought-provoking open-ended questions that are relevant to the topic like “what’s your favorite activity to do with your kids on the weekend?” Feel free to use contests/prizes to incentivize followers to comment on and share your posts (trivia with statistics, promote live events, etc.). Remind people to tag your organization when they share anything, and to tag their friends that would be interested in the messaging.

For **tangible deliverables**, you still include an “ask!” An example could be: “Share this with _____ and then post a picture on social media tagging _____ to be entered into a drawing for _____.” Make sure they need to be present to win. 😊 Another example could be “You can contact _____ at _____ to learn how to support _____ and strengthen the community to prevent child abuse and neglect.”

Be Consistent, Reputable and Professional

Strive to be a reliable resource to your community! Treat all published content as you would a press release. Be professional, use proper grammar, and learn to recognize reputable sources. Always keep these practices in mind when posting. Facebook, Instagram, LinkedIn, TikTok, and Twitter may be free platforms, but they should still be taken seriously.

Not Sure What to Post?

There are many organizations that have the resources to invest in social media marketing. Be sure to check out the CAP Month Toolkit – specifically the National and State Prevention Partners document for ideas and the Appendix for content that is customizable.

Additional Helpful Resources

- Follow Facebook pages such as [Prevent Child Abuse America](#), [Michigan Office of Great Start](#), your local Great Start Collaborative and the [Michigan Department of Health and Human Services](#) to comment and share when appropriate.
- Use hashtags such as #CAPmonth2023 and #MIWearsBlue. This helps to bring together like-minded social media posts to create community awareness.
- Connect and collaborate with all CTM grantee organizations for your CAP Month postings and other CAP Month endeavors.
- Posting pinwheel photos or the Pinwheels for Prevention™ symbol with your Facebook entries is a great tool for marketing your message.
- Seek out local high school and/or college students to assist with social media marketing.

Ask for Help!

We are here to help you and we look forward to partnering with you online this CAP Month! Please don't hesitate to contact Katie Logan-Dinco (logandincok@michigan.gov) and Laura Wagoner (WagonerL@michigan.gov) with any questions. Also, be sure to register for the free social media training to help you learn to use the free version of [Canva](#) to customize the deliverables we are sending you or create your own deliverables.

Social Media Messaging During CAP Month

- April is Child Abuse Prevention Month (<https://childrestrustmichigan.org/>) #CAPmonth
- The pinwheel is the national symbol of child abuse prevention. Join us in posting a virtual pinwheel garden on your website or social media. (<https://childrestrustmichigan.org/>) #CAPmonth
- All children have a right to grow up in a nurturing environment. Learn more at <https://childrestrustmichigan.org/>. #CAPmonth
- Promote the health and well-being of every child in your community. #CAPmonth
- Preventing child abuse before it occurs is the responsible way to manage our society's future. #CAPmonth
- Support families that are under stress. (<https://childrestrustmichigan.org/>) #CAPmonth
- Innovative prevention services lay the foundation for children's growth and development. (<https://childrestrustmichigan.org/>) #CAPmonth
- How can we ensure that every child has an equal opportunity for healthy growth and development? #CAPmonth
- Americans are awakening to the role we all play in protecting the lives of children. #CAPmonth
- The time is now to protect our children from abuse and neglect. #CAPmonth
- Participate in youth-focused community organizations. #CAPmonth (<https://childrestrustmichigan.org/>)
- Our ability to thrive as a society depends on how well we foster the health and well-being of the next generation. #CAPmonth
- @yourname focuses on public programming that prioritizes child development and prevention of child abuse & neglect. #CAPmonth
- Think of the connection between child development and economic development. When we invest in healthy child development, we invest in community and economic development, as flourishing children become the foundation of a thriving community. #CAPmonth
- When the entire community takes responsibility for creating healthy environments for children, we lay the foundation for growth and development.
- Invest in prevention—getting it right early is less costly to society & individuals than trying to fix it later. (<https://childrestrustmichigan.org/>) #CAPmonth
- According to [Prevent Child Abuse America](#), implementing effective policies and strategies to prevent child abuse and neglect can save taxpayers more than \$104 billion a year.

Social Media Guide*

Social media is all about **graphics!** People are naturally drawn to graphics. You will find the most success when sharing infographics, videos, and photos. Keep any written captions concise and news articles relevant.

REMEMBER: **Catch, Educate, and Ask**

Catch their eye with a graphic or video

Educate them so they want to share but keep it to 1 – 2 sentences or a 30-second video. Include an **ask**. It can be as simple as asking them to share the message, or as complex as a donation of time/money.

Instagram suggests posting only once a day. Reels get the best views, followed by carousels. Use no more than 8 hashtags. Review when you get the most views. Consider not posting on Sunday, then post on Monday to increase views. When possible, like, comment, and SHARE fellow prevention partners' content to stories as it will increase views to both pages. All posts should include an "ask" in it such as "Share this", "Comment", or "Do *this* in the community and post about it." Stories will not gain followers as they are only available to the people who follow you.

Facebook suggests posting 2 – 3 times a day, advertised (24 – 48 hours before) live video gains the greatest views over time, especially if you have followers that can share that out in real-time. This is followed by informational posts that include an "ask" (see above).

Twitter suggests continuous posting and retweets.

LinkedIn suggests posting to a personal page as well as to groups.

All social media outlets like **CONSISTENCY!** If you want to grow views and have your post reach new eyes and a larger percentage of your friends/followers, you need to be consistent. Social networks use algorithms and analytics to prioritize which content a user sees in their feed first. Typically, Facebook and Instagram only show your posts to 8-10% of friends/followers unless you are consistent and engaging. then it can grow to 21 – 24%).

*This social media guide has been adapted from [Marketing Impact Academy](#).

Prevention Messages and Talking Points

Messages for Adults

Use your discretion when determining which messages are appropriate for the target audience.

- Prevention means supporting all families and helping them to find their strengths.
- During Child Abuse Prevention Month and throughout the year, all adults should work to ensure that every child has the equal opportunity to grow and reach their full potential. Learn more at <https://ctfalliance.org/partnering-with-parents/anppc/#resources>.
- Families can become stronger when they have knowledge of healthy parenting, strong social connections, and easy access to concrete supports as needed.
- Adverse childhood experiences are common and can have a lifelong negative impact. Learn more at <https://www.miacedata.org/>.
- Having one supportive adult can make a positive difference to a child that has experienced trauma.
- Having stronger social connections can help buffer against adverse childhood experiences during stressful and isolating times, such as during the COVID-19 pandemic. Reaching out via phone, social media connection groups and safe in-person gatherings can all help.
- Raising healthy children contributes to a thriving and healthy community.
- All adults should be approachable, open-minded, and non-judgmental when a youth discloses abuse or neglect, or any exploitative incident, including those occurring online.
- All adults should listen and believe any child who shares information about alleged abuse or inappropriate behavior.
- Identified school personnel and other named professionals are mandated reporters as written in the State of Michigan Child Protection Law (Section 3, 1[c]).
- If you suspect child abuse or neglect, [call 855-444-3911](tel:855-444-3911).
- Encourage children to build their personal strengths by seeking out new and positive experiences.
- When families have access to their basic life needs, these concrete supports help make families stronger and more resilient.

Messages for Children

Use your discretion to determine which statements are appropriate for the developmental stage/understanding of the child or audience.

- It's always OK to talk to a trusted adult if you think you may have been abused.
- It's never OK for someone (a person you know or a stranger) to touch you on a private part of your body or in any way that makes you feel uncomfortable.
- It's never your fault if someone has touched you in a private part of your body in any way that makes you feel uncomfortable.
- It's never OK for another person (adult or child) to act in such a way as to deliberately bruise your body. It's never your fault if someone hurts you in any way.
- Never share your personal information on a computer website or social network site.
- Any image you share online can be there forever. Sharing revealing images is illegal and might be punishable by law.
- Take a break from your screens! When safe to do so, in-person interactions can build empathy and resilience.
- Report any online threats or intimidating behavior to a trusted adult and [OK2SAY](#).
- Go with friends or adults when walking to and from school. Don't be alone.
- Never approach, take anything from or go anywhere with strangers or anyone who makes you feel uncomfortable.
- It's never OK for people to call you names that make you feel bad.
- Be a friend! Don't take part when friends are making fun of or criticizing other kids. Let your friends know that what they are doing is wrong.
- Bullying someone else will never make you feel good about yourself.
- If you can't tell your friends that their bullying is wrong, then go to a trusted adult and speak to that person about what is happening.
- Be open to new positive experiences to build a stronger you.

Family-Friendly Language for Talking about [HOPE](#)

Relationships

- The people around you matter! Both in childhood and as adults, having someone to talk to and support you is an important part of being healthy.
- Having friends and family that you can talk to is as needed as good food. Take care of yourself by having people to talk to. Your kids also need someone they can trust and talk to.
- A nurturing, positive relationship is one in which you feel safe, supported, and cared for.
- Hanging out with friends and family while having fun in a safe environment is one way we can help children build positive relationships in their lives.
- It is important for children to connect with people who are different from themselves in order to prepare for all types of adult relationships.

Environment

- Safety can mean a lot of things. For children, it means not just physical safety but knowing they are secure and have access to everything they need, including food, shelter, and friendships.
- Your space needs to feel safe for you and your family. This can look like a safe place to live that is warm and dry, has clean water and enough food to eat, has a safe school or job to go to, and has people to talk to.
- It's important for children to have access to a community environment where they can play and interact with other children safely and fairly and be treated equally.
- It is hard to live, learn, and play when we don't feel safe. Help create safe spaces – both physical and emotional.
- It is important for all people to feel included and considered. It is also valuable to accept or respect each other's unique beliefs and practices.

Engagement

- What does your child love to do? Being a part of a team, project, or tradition helps kids to feel connected to and supported by their community.
- Kids and adults need to be with other people doing something they like. Book clubs, team sports, game nights, or any other group activity that you like is a great way to spend time.
- Adults and children can benefit from volunteering their time to a good cause within their communities. It helps them to feel a sense of connectedness and belonging.

- Getting children plugged into their community(ies) can help foster a sense of connection and belonging. Whether it is participation in a faith-based community or a simple trip to the library, participating in larger communities helps children thrive.
- Create intentional spaces for kids to engage and interact with others outside of their own community.

Emotional Growth

- Kids may be small, but their feelings are just as big as adults! Teaching children how to name, share, and manage their emotions will help them throughout their lifetime.
- Learning what our feelings mean can be hard and scary. Helping the people you know name their feelings, feel their feelings with support, and let them talk about their feelings is healthy for everyone.
- Children need opportunities to practice naming, expressing, and managing their emotions. They may need an adult's help to better understand how to manage their emotions and behavior in a healthy way.
- In order to thrive as healthy adults, we need to be able to feel and deal with our emotions. Having opportunities as children to practice self-control and express feelings in healthy ways helps children learn to self-regulate.
- We all learn from our parents - how to treat people, how to be kind, how to help. Did you know that just reading a book to your child that has someone who does not look like them is a great way to help them view all people as important?

National Partner Prevention Information



[Alliance National Parent Partnership Council \(ANPPC\) | CTF Alliance](#)

Resiliency Campaign

During the COVID-19 pandemic, the [Alliance National Parent Partnership Council \(ANPPC\)](#) created images to help parents build resiliency to help them solve problems creatively and “bounce back” from negative experiences. The main campaign consists of 12 images with messages linked to resources and a “home for the holidays” campaign made up of four images. All these resources can be accessed at: [Resiliency Campaign | CTF Alliance](#). When you click to download the images, you will download a JPEG of the image. Web links are not live in a JPEG, so be sure to include the tiny URL link provided with the image when sharing on social media. There is a suggested message for you to copy and use when posting the image on social media. This text provides links directly to the referenced resources and includes the hashtag **#ctfresilienttogether**.

Protective Factors Help Parents in Times of Need

The ANPPC also created a 5-week social media campaign to promote [the Strengthening Families Protective Factors](#) and help parents navigate the COVID-19 pandemic. This is still incredibly useful today as it helps parents see their strengths. The campaign focuses on a different protective factor each week and presents four images with resource links that share activating protective factors in a time of stress and need. Feel free to use the entire campaign, focus on a specific protective factor or use isolated images that meet your needs. All these resources can be accessed at: [Protective Factors Help Parents in Times of Need Campaign | CTF Alliance](#). When you click to download the images, you will download a JPEG of the image. Web links are not live in a JPEG, so be sure to include the tiny URL link provided with the image when sharing on social media. There is a suggested message for you to copy and use when posting the image on social media. This text provides links directly to the referenced resources and includes the hashtag **#ctfresilienttogether**.

FEBRUARY IS NATIONAL PARENT LEADERSHIP MONTH



JOIN US IN
CELEBRATING
PARENTS AS HEROES
AND COMMUNITY
LEADERS.

Honoring Parents as Heroes and Community Leaders

February is National Parent Leadership Month, dedicated to recognizing the important role of parents and caregivers in their homes and community. In recognition of National Parent Leadership Month, the Alliance honors parents as heroes and celebrates the important role that culture has in shaping different communities across our nation.

Parent Leadership is a critical and effective way to help families identify and build upon their strengths for themselves and their families. In addition, Parent Leadership is a necessary component in every community and can help with building strengths-based communities that thrive based on protective factors. Parents use protective factors for healthy and empowering ways to respond to the opportunities presented in everyday life.

Community culture shapes how families build protective factors using everyday actions. Small but significant changes create strong and supportive communities. Families that live in strong and supportive communities also have greater outcomes. These resources include social media images and other tools and will help parents know how much they are appreciated and celebrate cultural ties to their communities. You can follow the links below to download the resources:

- [HERO – Parents as Heroes and Community Leaders | CTF Alliance](#)
- [HERO – Parent Leadership Month Campaign | CTF Alliance](#)

When you click to download the images, you will download a JPEG of the image. Web links are not live in a JPEG, so be sure to include the tiny URL link provided with the image when sharing on social media. There is a suggested message for you to copy and use when posting the image on social media. This text provides links directly to the referenced resources and includes the hashtag **#ctfresilienttogether**.

APRIL IS NATIONAL CHILD ABUSE PREVENTION MONTH

Every April we observe National Child Abuse Prevention Month to raise awareness about abuse – neglect, mistreatment, or physical, emotional, or sexual abuse – and how we can prevent it. Helping parents build Strengthening Families Protective Factors is one of the best ways to prevent child abuse and neglect. The Social and Emotional Competence/Development of Children is one of the five protective factors. All the protective factors are important, but families will be strongest when they all work together in small but significant ways.

CTF Alliance created four (4) “HERO Toolkits for Child Abuse Prevention Month” images/memes for you to share on your social media networks. Use the 4 Family HERO

Images to Promote the Toolkits during the month of April. All these resources can be accessed at: [HERO – Child Abuse Prevention Month Campaign | CTF Alliance](#). Web links are not live in a JPEG, so be sure to include the link provided when sharing on social media. There is a suggested message for you to copy and use when posting the image on social media. This text provides links directly to the referenced resources and includes the hashtag **#ctfparentHERO**.

All of this content can also be accessed in the [CAP Month DropBox](#) within the Protective Factors folder.



HOPE

HEALTHY OUTCOMES
FROM POSITIVE EXPERIENCES

Check out the rich resources at: [Fact Sheets Archives | Tufts Hope \(positiveexperience.org\)](#) (including Spanish materials). It includes the Four Building Blocks of HOPE fact sheet, Promoting Positive Childhood Experiences in LGBTQ+ Families, HOPE in Faith Communities and much more.

Below are links to articles that focus on creating positive experiences for different developmental age groups. These articles can be read by staff or parents, and then relayed to the community in family-friendly language.

- [Creating Positive Experiences For your Infant | Tufts Hope](#)
- [Creating Positive Experiences for Toddlers & Preschool-Age Children | Tufts Hope](#)
- [Creating Positive Experiences for School-Age Children | Tufts Hope](#)
- [Creating Positive Experiences for Teens | Tufts Hope](#)
- [Building Hope in the Face of Adversity | Tufts Hope \(positiveexperience.org\)](#)

All of this content can also be accessed in the [CAP Month DropBox](#) within the HOPE folder.



The [Michigan ACE Initiative](#) is focused on raising awareness about Adverse Childhood Experiences and developing trauma-informed, healing organizations and communities across the state. There are several resources available that share Michigan-specific data as well as information for parents and caregivers. Visit the MI ACE Data Dashboard at: <https://www.miacedata.org/> and check out the links below for more information:

- [Adverse Childhood Experiences Among Adults in Michigan \(2019\)](#)
- [Adverse Childhood Experiences Among Youth in Michigan \(2019\)](#)
- [Adverse Childhood Experiences \(ACEs\) – CDC Vital Signs](#)
- [The Teen Brain: 7 Things to Know \(nih.gov\)](#)
- [How a Caregiver’s Trauma Can Impact a Child’s Development \(NICABM\)](#)

State and National Partners in Prevention

Each community in Michigan has a variety of organizations, agencies, and groups that could be possible partners with Children Trust Michigan prevention partners. The formation of working partnerships with other organizations that share a common interest in children’s safety and well-being strengthens prevention work. The synergy created by effective working partnerships provides us the greatest opportunity to impact the incidence of child abuse and neglect.

Below is a list of potential prevention resources and partners listed at state and national levels. You are encouraged to utilize resources from these partners and to form partnerships with other organizations in your local communities.

Michigan Partners

[ACCESS](#)

[Children’s Trust Fund of Michigan](#)
(517) 241-0042

[Communities in Schools](#)
(517) 487-1548 ext. 13

[Early Childhood Investment Corporations](#)
(ECIC)

[Fight Crime: Invest in Kids](#)

[GSC Parent Coalition](#)

[Infant Safe Sleep](#)

[Intertribal Council of Michigan, Inc.](#)

[Kinship Care](#)

[MI Association for Infant Mental Health](#)
(734) 785-7700

[Michigan’s Children](#)
(517) 485-3500

[MI ACE Initiative](#)

[Michigan Community Action Agencies](#)
(517)321-7500

[Michigan Council for Maternal & Child Health](#)
(517) 482-5807

[MI Department of Education](#)
(833) 633-5788

[MI Department of Health and Human Services](#)
(517) 373-3740

[Michigan Office of Children’s Ombudsman](#)
(800) MICH-FAM

[Parenting Awareness Michigan/Prevention Network](#)
pamcampaign@preventionnetwork.org

[Safe Delivery](#)

National Partners

[Annie E. Casey Foundation](#)

(410) 547-6600

[Child Welfare Information Gateway](#)

1-800-394-3366

[Channing Bete](#) (Halo Branded Solutions)

(800) 477-4776

[The Children's Bureau, Office of the Administration for Children and Families](#)

[Child Help](#)

(800) 4-A-CHILD

[Child Welfare League of America](#)

202-688-4200

[FRIENDS National Resource Center](#)

[Global Family Research Project](#)

[National Children's Alliance](#)

[National Center for Shaken Baby Syndrome](#)

(801)447-9360

[National Exchange Club](#)

(419)535-3232

[National Fatherhood Initiative](#)

(301)948-0599

[Prevent Child Abuse America](#)

(312) 663-3520



Child Abuse Prevention Month 2023: How You Can Help!

WEAR BLUE DAY

Child Abuse Prevention (CAP) Month 2023 will be kicking off with *Wear Blue Day*, on March 31, 2023. Please watch the Facebook and Instagram Live events at approximately _____; don't forget to like, comment, and share.

Show your support for Child Abuse Prevention by taking a picture* and sharing it on social media using #CAPmonth2023 and #MIWearsBlue, on March 31, 2023. We would love for you to include the important children in your life!

* Be sure to:

- Wear your favorite blue apparel.
- Use the CAP Month social media frame on your post (found in the [CAP Month DropBox](#)).
- Fill out and hold up your "I wear Blue" flyer (found in [CAP Month DropBox](#)).

SOCIAL MEDIA

(Your organization's name) will be posting valuable information from our social media pages all month. Sharing these is the easiest way to raise awareness. Be sure to tell your online friends about this work and why prevention is so important—just like, comment, and share!

SPREAD THE WORD

You all have valuable networks and connections that benefit Children Trust Michigan and CAP Month awareness efforts in a huge way. Yes, social media is the most popular way to communicate, but it never hurts to try the old-fashioned methods of snail mail, posting flyers, going door-to-door, and word of mouth. You are doing valuable work on behalf of children in Michigan—let's share the excitement about that work and share that passion with our family, friends, and coworkers!

BE SPECIFIC ON HOW YOUR COMMUNITY CAN HELP

You have a wide community that is willing to help you if they knew how! Please tell them the top three ways that they can help your organization and share them with CTM. We will work on highlighting this on social media and through our newsletters. Be sure to include ways that all members can help no matter their educational or economical background if possible.

(Your organization's name) is excited to announce three ways you can get involved in helping your community-based child abuse and neglect prevention partner in its mission in preventing child abuse and neglect:

1. example: volunteering at/with_____
2. example: donations of new or gently used clothes/toys at the local baby pantry/shelter
3. example: join our peer support by attending the next parent café (or other events)

Please reach out to us at (phone number, email, sign-up page), **through direct message or comment below*** if you are interested!

*** omit this if not on social media**

HAVE OTHER QUESTIONS OR IDEAS?

Let us know! Katie can be reached at longandincok@michigan.gov.

We appreciate your willingness to make a difference this April!



WEAR BLUE DAY

March 31, 2023

Please support <insert prevention partner> in raising awareness of Child Abuse and Neglect by wearing blue.

<add where they can post pictures or meet for an event here>

<add your logo>



WEAR BLUE DAY

March 31, 2023

Please support <insert prevention partner> in raising awareness of Child Abuse and Neglect by wearing blue.

<add where they can post pictures or meet for an event here>

<add your logo>



WEAR BLUE DAY

March 31, 2023

Please support <insert prevention partner> in raising awareness of Child Abuse and Neglect by wearing blue.

<add where they can post pictures or meet for an event here>

<add your logo>



WEAR BLUE DAY

March 31, 2023

Please support <insert prevention partner> in raising awareness of Child Abuse and Neglect by wearing blue.

<add where they can post pictures or meet for an event here>

<add your logo>



Make accessible Word templates

Learn the basics for how to create an accessible event invitation template using this template as an example.

Contents

Tips for making an Accessible event invitation template	3
Styling	3
Photos and Graphics.....	3
Content Controls	4
Alternative Text	4
Learn More	4

Tips for making an Accessible event invitation template

Styling

The foundation for an accessible template starts with applying and adjusting some basic features. These features include the following: creating a meaningful filename, using themes, setting a larger default font size, passing color contrast tests, using styles, and passing accessibility checker.

- **Filename:** When saving a template, give the template a meaningful filename, e.g. "Event invitation".
- **Themes:** Select or configure a theme color scheme then use those colors throughout the template. Avoid custom colors because custom colors won't change if a new theme is selected. Notice how the fonts and colors change when a new theme is selected in **Design > Themes**.
- **Font size:** Accessible templates use 11pt minimum font size. If your template doesn't have this minimum set by default, then modify the Default style font to set it in the **Styles** pane > **Manage Styles > Set Defaults**. You will also need to modify other styles as well because all styles in the template need to be 11pts or larger.
- **Color Contrast:** When working with colors whether it's a fill or a font color, the contrast between the foreground and background must meet the following criteria:
 - Guideline is a ratio of 4.5:1 for normal text, and 3:1 for large text (\geq 18 pt font size).
 - You can download a "colour contrast analyzer" from the web.
- **Styles:** Use styles for formatting to automatically update content when new themes are selected. Not only will styles change when a new theme is selected, it will also make it easier to modify a style and have text update automatically throughout the document wherever the style was applied.
- **Check Accessibility:** Accessibility checker will catch many issues. The check should run without any errors. You can find the checker at **File > Info > Check for Issues > Check Accessibility**

Photos and Graphics

Make sure that all your objects, photos, and graphics are inline with text unless they're supposed to go behind the text:

- To make objects, photos, and graphics inline with text, just right click and select More Layout Options > Text Wrapping, then choose In Line With Text.
- If you have an object, photo, or graphics that have to go behind the text, put it into the header layer so it doesn't confuse users who are blind or who have low vision. To do this, go to Insert > Header > Edit Header, paste your object, then right click and select More Layout Options > Text Wrapping and choose Behind Text.

Some people can't see certain colors, so text and tables need to pass a test that measures these color differences. You can download a color contrast analyzer from the web. To test using this tool, just select the color foreground and background you need and see if it passes!

Content Controls

Users who are blind or who have low vision have screen readers that read out all the content for them. That's why it's important to put all your text into content controls with settings that are correct for screen readers.

To find out more about how to use content controls, please visit the [Microsoft site for content controls](#).

If you're already comfortable with controls and just need to know the Accessibility settings for them, here you go:

- Controls need to have a **Title** and **Tags** added in the control properties and they need to end in a colon with no space, as you can see in the examples in this template.
- Only rich text content controls are allowed. For example, form controls like date pickers are not accessible.

Alternative Text

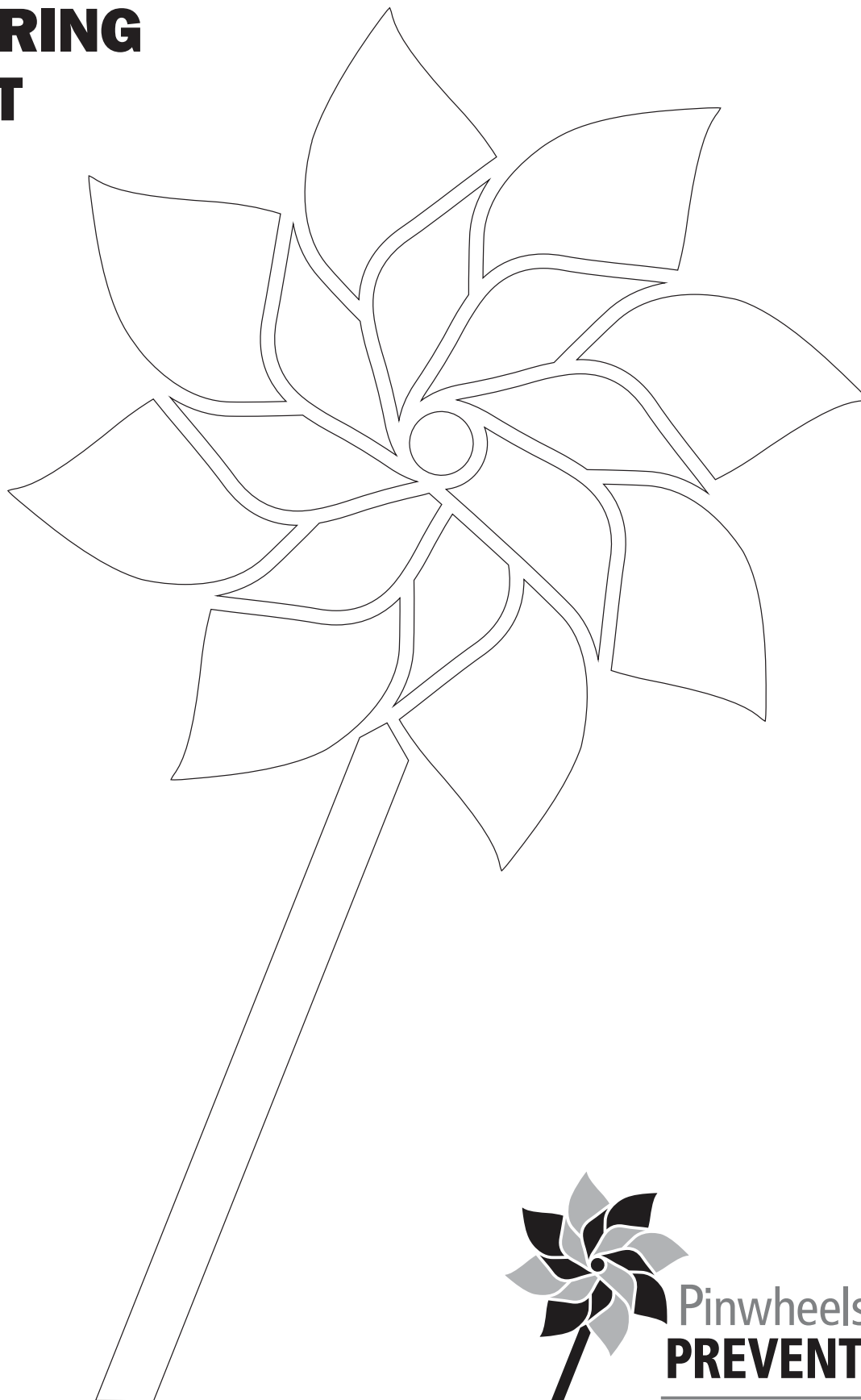
All your pictures and tables need appropriate descriptive alternative text (known as "alt text") that don't use the words "photo" or "graphic". For example, the alt text for the graphic on the first page of this template says "Four ornate frames outlining each invitation".

- To set your alt text on a photo or object, right-click on it and select **Format Shape > Layout and Properties > Alt Text**. There are 2 fields for alt text, **Title** and **Description**, and different screen readers read them differently.
- To set alt text for a table, select the table and right-click it, then go to **Table Properties > Alt Text**.

Learn More

More questions about Accessibility? [Visit the Word Accessibility support page](#).

PINWHEEL COLORING SHEET



preventchildabuse.org



Pinwheels for
PREVENTION[®]

Prevent Child Abuse
America[®]

Protective Factors in Prevention Work

When relating stories of successful prevention strategies, it is important to connect the dots from the program to child abuse and neglect prevention. Given the public’s overwhelming tendency to think about child abuse in its worst forms, the term “child abuse and neglect prevention” is still not well understood and is mainly thought of in terms of solely reporting incidents of child abuse and neglect. There is still a lot of opportunity to educate the public regarding known effective prevention strategies.

For years, researchers have been studying the common risk factors among families experiencing abuse and neglect and the protective factors among families who are under stress. There is growing interest in understanding the complex ways, in which both factors can affect the incidence and consequences of abuse and neglect within the context of a child’s family, community, and society. Research has found that successful interventions must reduce risk factors and promote protective factors to ensure the well-being of children and families. Protective factors are positive attributes that strengthen *all* families. A universal approach helps get needed support to families that may not meet the criteria for “at-risk” services, but who are dealing with stressors that could lead them to abuse or neglect.

 <p>1. PARENTAL RESILIENCE</p>	 <p>2. SOCIAL CONNECTIONS</p>	 <p>3. CONCRETE SUPPORT IN TIMES OF NEED.</p>
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5 PROTECTIVE FACTORS

FOR PREVENTING RISK OF CHILD ABUSE.

SOURCE: Prevent Child Abuse America

<p>4. KNOWLEDGE OF PARENTING & CHILD DEVELOPMENT.</p> 	<p>5. SOCIAL & EMOTIONAL COMPETENCE OF CHILDREN.</p> 	<p>LEARN MORE ABOUT THESE 5 FACTORS:</p> <p>preventchildabuse.org/resource/mentor/</p>
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Focusing on protective factors, which are attributes that families themselves often want to build, helps service providers develop positive relationships with parents. Parents then feel more comfortable seeking out extra support if needed. This positive relationship is especially critical for parents who may be reluctant to disclose concerns or identify behaviors or circumstances that may place their families at risk. When service providers work with families to increase protective factors, they also help families build and draw on natural support networks within their family and community. These networks are critical to families’ long-term success.

Discussing the Protective Factors in Family-Friendly Language

Parental Resilience

- Parents can cope with the challenges that life contains.
- Parents have the ability to be flexible when addressing life's challenges.
- Parents have the ability to decompress and practice filling their emotional cups.

Social Connections

- Parents have community or family support.
- Parents have people whom they can talk to when life gets challenging.
- Parents know where to find safe places to form connections.

Concrete Supports in a Time of Need

- Families receive services when they need them such as immediate access to emergency food when they need it.
- Families know how to obtain needed baby, hygiene, or home supplies when in need.
- Families know whom to reach out to when they are having problems paying bills like utilities.

Knowledge of Parent and Child Development and Social and Emotional Competence of Children

Age and Domain

Four- to Six-Week-Old Development

Motor

- When held upright, they can hold their head up and steady

Speech

- Coos and babbles at parents and people they know

Vision & Hearing

- Focuses on parents

Social

- Loves looking at new faces
- Starts to smile at their parents
- Startled by sudden noises

Six- to Eight-Week-Old Development

Motor

- When on their belly they begin to lift themselves up by arms; rolls from side to side

Speech

- Coos (makes vowel-like noises) or babbles

Vision & Hearing

- Focuses on objects as well as adults

Social

- Loves looking at new faces
- Smiles at parents
- Starting to smile

Eight- to Ten-Week-Old Development

Motor

- Rolls from tummy to side
- Rests on elbows, lifts head 90 degrees
- Sits propped up with hands, head steady for a short time

Speech

- Changes sound while verbalizing, “eee-ahhh”
- Verbalizes to engage someone in an interaction
- Blows bubbles, plays with tongue
- Deep belly laughs

Vision & Hearing

- They start following the hand with the eyes

Social

- Start to practice emerging visual skills

Three- to Four-Month-Old Development

Motor

- While on tummy they hold their head up for prolonged periods

Speech

- Makes vowel noises

Vision & Hearing

- Follows dangling toy from side to side
- Turns head around to sound. Follows adult’s gaze (joint attention)

Social

- Squeals with delight appropriately
- Discriminates smile and smiles often
- Laughs at simple things
- Reaches out for objects

Five-Month-Old Development

Motor

- Holds head steady
- Goes for objects and gets them
- Objects taken to mouth
- No grasp reflexes, meaning that when you touch the center of the hand it does not automatically close (Palmar’s Grasp – this goes away by 5 – 6 months old)

Speech

- Enjoys vocal play

Vision & Hearing

- Able to reach hanging objects and grab them
- Noticing colors

Social

- Adjusts hand shape to the shape of toy before picking up

Six-Month-Old Development

Motor

- Transfers objects from one hand to the other (crosses the middle of the body)
- Pulls themselves up to sit and sits upright with supports
- Rolls over from tummy to back
- Hand-to-hand eye coordination

Speech

- Double syllable sounds such as 'mumum' and 'dada'
- Babbles (consonant-vowel combinations)

Vision & Hearing

- Can find a sound 45 cm (18 in) to the side of either ear
- Visual acuity adult-like (20/20)
- Sensitivity to pictorial depth cues (those used by artists to indicate depth) emerges

Social

- May show stranger anxiety

Nine- to Ten-Month-Old Development

Motor

- Wiggles and crawls
- Sits unsupported
- Picks up objects with a pincer grasp

Speech

- Babbles tunefully

Vision & Hearing

- Looks for toys dropped

Social

- Apprehensive about strangers

One-Year-Old Development

Motor

- Stands holding furniture
- Stands alone for a second or two then collapses with a bump

Speech

- Babbles 2 or 3 words repeatedly

Vision & Hearing

- Drops toys and watches where they go

Social

- Cooperates with dressing
- Waves goodbye
- Understands simple commands

18-Month-Old Development

Motor

- Can walk alone
- Picks up toys without falling over
- Gets up and down stairs holding onto rail
- Begins to jump with both feet
- Can build a tower of 3 or 4 cubes and throw a ball
- Supinate grasping position usually seen as first grasping position utilized

Speech

- 'Jargon': Many intelligible words

Vision & Hearing

- Be able to recognize their favorite songs, and will try to join in

Social

- Demands constant mothering
- Drinks from a cup with both hands
- Feeds self with a spoon

Two-Year-Old Development

Motor

- Able to run
- Walks up and down stairs using two footsteps per stairstep
- Build a tower of 6 cubes

Speech

- Joins 2-3 words in sentences
- Able to repeat words that they hear
- Gradually build their vocabulary

Vision & Hearing

- Able to recognize words

Social

- Parallel play
- Daytime bladder control

Three-Year-Old Development

Motor

- Goes upstairs one footstep per stair step and downstairs two footsteps per stair step
- Copies circle, imitates hand motions, and draws person on request
- Builds tower of 9 cubes
- The pronate method of grasping develops – holding a writing object from the top

Speech

- Constantly asks questions
- Speaks in sentences

Social

- Cooperative play
- Undresses with assistance
- Imaginary companions

Four-Year-Old Development

Motor

- Goes both up and down stairs using one footstep per stairstep
- Skips on one foot
- Imitates gate with cubes
- Copies a "t" shape
- Between 4 and 6 years, the classic tripod grip develops and is made more efficient

Speech

- Questioning at its height
- Many infantile substitutions in speech

Social

- Dresses and undresses with assistance
- Attends to own toilet needs
- Outgoing; friendly; overly enthusiastic at times
- Moods change rapidly and unpredictably; laughing one minute, crying the next; may throw tantrums over minor frustrations (a block structure that will not balance); sulk over being left out
- Imaginary playmates or companions are common; hold conversations and share strong emotions with this invisible friend
- Boasts, exaggerates, and "bends" the truth with made-up stories or claims of boldness; tests the limits with "bathroom" talk
- Cooperates with others; participates in group activities
- Shows pride in accomplishments; seeks frequent adult approval
- Often appears selfish; not always able to take turns or to understand taking turns under some conditions; tattles on other children

- Insists on trying to do things independently but may get so frustrated as to verge on tantrums when problems arise paint that drips, the paper airplane that will not fold right
- Enjoys role-playing and make-believe activities
- Relies (most of the time) on verbal rather than physical aggression; may yell angrily rather than hit to make a point; threatens: "You can't come to my birthday party"
- Name-calling and taunting are often used as ways of excluding other children
- Can be bossy at times, telling their parents to stop talking, or telling their friends to "Come here right now"
- Establishes close relationships with playmates; beginning to have "best" friends
- Begins to ask questions about own and others' bodies
- May attempt to see others naked in the bathroom

Five-Year-Old Development

Motor

- Skips on both feet and hops
- Begins to be able to control balance not attained at 3-4 years of age
- Begins to be able to control their movements if they fall off balance, they can catch themselves
- Draws a stick figure and copies a hexagonal-based pyramid using graphing paper
- Gives age

Speech

- Fluent speech with few infantile substitutions in speech

Social

- Dresses and undresses alone
- Enjoys and often has one or two focus friendships
- Plays cooperatively (can lapse), is generous, takes turns, shares toys
- Participates in group play and shared activities with other children; suggests imaginative and elaborate play ideas
- Shows affection and caring towards others especially those "below" them or in pain
- Generally subservient to parent or caregiver requests
- Needs comfort and reassurance from adults but is less open to comfort
- Has better self-control over swings of emotions
- Likes entertaining people and making them laugh
- Enjoys conversing with other people
- Boasts about accomplishments
- Often has an imaginary friend

Six-Year-Old Development

Motor

- At this age, until age 7, the adult muscle activation pattern in walking is complete
- Leads to head control and trunk coordination while walking, by at least age 8
- Mechanical energy transfer exists
- Copies a diamond
- Knows right from left and the "n" umber of fingers

Speech

- Fluent speech
- Uses language rather than tantrums or physical aggression to express displeasure: "That's mine! Give it back, you dummy"
- Talks self through steps required in simple problem-solving situations (though the "logic" may be unclear to adults)
- Has mood swings towards primary caregiver depending on the day
- Friendship with parents is less dependent but still needs closeness and nurturing
- Anxious to please; needs and seeks adult approval, reassurance, and praise; may complain excessively about minor hurts to gain more attention
- Often cannot view the world from another's point of view
- Self-perceived failure can make the child easily disappointed and frustrated
- Cannot handle things not going their own way
- Does not understand ethical behavior or moral standards especially when doing things that have not been given rules
- Understands when he or she has been thought to be "bad"; values are based on others' enforced values
- May be increasingly fearful of the unknown like things in the dark, noises, and animals

Seven-Year-Old Social Development

- Highly self-critical and eager to please
- Can understand right and wrong
- Increased ability at problem-solving and reasoning
- Can feel shame and guilt
- Complains a lot and has strong emotional swings
- Occasionally has meltdowns over minor frustrations, mainly for attention
- Ability to deal with mistakes and failure improves
- Beginning of sexual attraction to/interest in peers
- Explore genitalia with other children their age. This occurrence typically begins with children "playing doctor" or who say, "show me yours and I'll show mine." The event is the child showing interest in "naughty parts" which are perceived as forbidden.
- Reluctant to undress in front of others and wish to have more privacy from parents

Eight-Year-Old Social Development

- Starts to develop a close circle of same-gender friends
- Becomes more susceptible to peer pressure
- Enjoys group activities
- Prone to mood swings and melodramatics
- Extremely impatient and may have a hard time waiting for special events

Nine-Year-Old Social Development

- Often displays an intense revulsion toward the opposite gender
- Will use physical complaints as a means of getting out of undesired tasks
- Generally dependable and can be trusted with basic responsibilities
- Prone to wide mood swings

Ten-Year-Old Social Development

- Some sexual attraction to/interest in peers
- Not as moody as 7- to 9-year-olds; overall disposition tends to be cheerful and fun-oriented
- Friendships are highly important, with friends usually of the same gender. This is not consistent for every individual, nor important overall
- Can have a short temper, but has learned to adjust anger levels according to the appropriateness of the situation
- Gets along well with parents, eager to please
- Has fewer fears than at younger ages

Eleven-Year-Old Social Development

- Often critical of others, stubborn, and egotistical
- Tends to display anger physically by hitting people/objects, throwing things, or slamming doors
- Friends are important, but with more arguments than before
- May be worrisome and afraid of things
- Caring about what others think is more common

Talking Points on LGBTQI+ and Minority Outcomes

[LGBTQ Youth are Overrepresented and Have a Poorer Outcome in the Child Welfare System \(University of Texas Austin\)](#)

- Nationally representative samples show that lesbian, gay, and bisexual youth are 205 times more likely to find themselves in the foster care system than their heterosexual counterparts.
- In a sample of 593,241 youths living in California it was found that less than 1% of children grades 6 – 12 were in foster care, yet more than 30% of that 1% of children identify as LGBTQ.
- Only 13 states currently protect youths in the welfare system from discrimination of sexual orientation.

[How Racial Bias Facilitated the US Child Welfare System’s Targeting of Black Communities \(Literary Hub\)](#)

- A study in Minnesota (2012) showed that caseworkers using their subjective tests for neglect were significantly more likely to “see” neglect in homes (actual homes, pictures, or vignettes) that had a Black baby.
- This same Minnesota reinforced the findings from studies in Texas (2008 and 2011) that showed caseworkers had a racialized perception of neglect that was statistically related to the disproportionate rates of substantiating child neglect allegations against Black parents. There was also an increase in the removal of Black children from their homes and a lower threshold for the evaluation of abusive head trauma.
- In the US 1 in 8 children will have a state confirmed-maltreatment report but that number climbs to one in 5 for Black children

More information and research can be found at the Annie E. Casey Foundation: [LGBTQ in Child Welfare](#).

Michigan Department of Health and Human Services (MDHHS)

The Michigan Department of Health and Human Services has policy-based protections against discrimination on account of sexual orientation, gender identity, and gender expression for anyone seeking to access services. The department also has policy specific to upholding the rights of LGBTQ+ youth in care, including protections against discrimination on account of sexual orientation and gender identity for youth in the child welfare system.

[A Practice Guide for Working with Lesbian, Gay, Bisexual, Transgender, Questioning, Intersex and Two Spirit Youth in Michigan's Child Welfare System](#)

"Michigan Department of Health and Human Services (MDHHS) will not discriminate against any individual or group because of race, sex, religion, age, national origin, color, height, weight, marital status, **gender identity or expression, sexual orientation**, political beliefs, or disability. This applies to all children supervised by MDHHS, and to all licensed and unlicensed caregivers and families and/or relatives that could potentially provide care or are currently providing care for MDHHS supervised children, including MDHHS supervised children assigned to a contracted agency"

[Nondiscrimination Statement](#)

"The Michigan Department of Health and Human Services will not exclude from participation in, deny benefits of, or discriminate against any individual or group because of race, **sex**, religion, age, national origin, color, height, weight, marital status, **gender identification or expression, sexual orientation**, partisan considerations, or a disability or genetic information that is unrelated to the person's eligibility."

[Children's Foster Care Policy Manuals](#)

"A child must not be determined to be a minor requiring treatment solely based on the following conditions: ... **Sexual orientation, gender identity, or gender expression.**"



HEALTHY OUTCOMES
FROM POSITIVE EXPERIENCES

HOPE – Healthy Outcomes from Positive Experiences – is a new way of seeing and talking about experiences that support children’s growth and development into healthy, resilient adults.

Our research has led us to create a new paradigm, based on an understanding of how positive childhood experiences (PCEs) drive healthy development and mitigate the effects of adverse childhood experiences (ACEs). Positive experiences allow children to form strong relationships and meaningful connections, cultivate positive self-image and self-worth, experience a sense of belonging, and build skills to cope with stress in healthy ways. This shift in focus builds on previous understandings of the importance of experience in child development, including those ACEs associated with toxic stress.



Our Mission

We aim to inspire a HOPE-informed movement that fundamentally transforms how we advance health and well-being for our children, families, and communities.



RELATIONSHIPS

The Four Building Blocks

Through our work we have identified four building blocks that promote positive experiences that help children grow into healthy, resilient adults. We know that PCEs in these four areas can buffer against long term health outcomes associated with adverse childhood experiences, and we want to help increase access to these opportunities for all children and families.



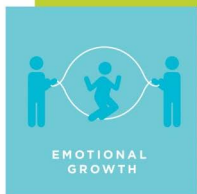
ENVIRONMENT

Relationships within the family and with other children and adults through interpersonal activities



ENGAGEMENT

Safe, equitable, stable environments for living, playing, learning at home and in school



EMOTIONAL GROWTH

Social and civic engagement to develop a sense of belonging and connectedness.

Emotional growth through playing and interacting with peers for self-awareness and self-regulation



Putting HOPE into Action



Education and Practice

HOPE seeks to raise awareness among practitioners and educators about the evidence-based association between positive experiences and health and well-being. Our National Resource Center currently offer education tools, awareness campaigns, training and certification programs, and technical assistance. All contribute to the advancement of HOPE-informed care, allowing providers to act with empathy, optimism, and reduced bias, thus enhancing the quality of care and adding joy to their work.



Advancing Research

We aim to further our understanding of how positive experiences affect development and bring attention to the structural factors of racism to improve the effectiveness of care and create research-informed tools that help change our practices and shift the narrative. We form partnerships that allow for systematic data collection of PCEs and communicate research with partners, practitioners, and the community.



Community Action

In collaboration with community partners and health advocates, we are growing a HOPE-informed approach that identifies existing strengths and augments conditions that support the positive experiences children and families need to thrive. We seek to celebrate and lift up communities by creating a community toolkit, increasing family outreach, utilizing the HOPE Innovation Network, and continuing to identify new opportunities.



When we start to look at the world through this positive, hopeful lens, it has a profound impact on the questions we ask, the data we collect, and the way we address health and safety issues

*"The Science of the Positive," Dr. Jeffrey Linkenbach
Director, The Montana Institute*

Learn more about HOPE



<https://positiveexperience.org/>



HOPE@tuftmedicalcenter.org

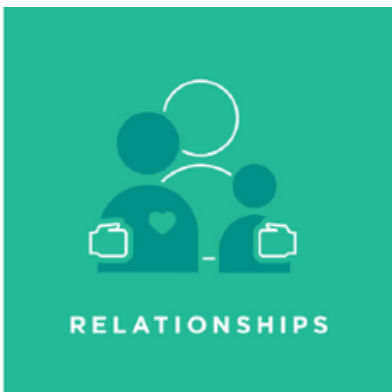


HOPE

Healthy Outcomes
from Positive Experiences

Four building blocks of HOPE

Research has shown that positive childhood experiences (PCEs) can help protect against the poor health outcomes associated with adverse childhood experiences (ACEs). These PCEs can be categorized by four building blocks.



Relationships within the family and with other children and adults through interpersonal activities.

Being in nurturing, supportive relationships are critical for children to develop into healthy, resilient adults. Individuals that recall having these types of relationships during childhood experience significantly lower rates of depression and

poor mental health during adulthood. What kinds of relationships are we talking about?

- Foundational relationships with parents who respond to a child's needs and offer warm, responsive reactions
- Adults outside of the family who take a genuine interest in a child and support their growth and development
- Healthy, close, and positive relationships with peers

What can you do to promote access to the four building blocks?

- Be a supportive relationship! Take the time to connect with the children around you
- Share information about after school activities where they might connect with coaches, mentors, or peers
- Ask parents about the positive experiences they remember from childhood and

what made those experiences good. Celebrate those with them, and encourage them to think about which of these components of those relationships they want to offer their children

- Share information about parent-child attachment. Validate and reflect back when you see warm reactions between parent and child.
- Ask about other positive adults in the child's life - coaches, teachers, pastors, mentors. Celebrate those relationships and encourage and consistent connection with those individuals.
- Play and connect with your children regularly! Be silly, move your bodies together, read a book, watch a movie. The options are endless!

It takes a village, and the larger village, the more opportunities a child has for connection and support.



Safe, equitable, stable environments for living, playing, and learning at home and in school.

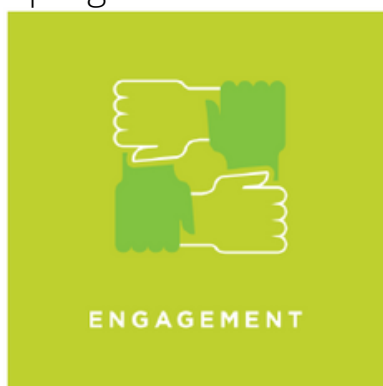
Children who live, learn, and play in safe, stable, and equitable environments are less likely to experience poor mental and physical health as adults. What do we mean by safe, stable, and equitable environments?

- A safe, stable environment secure in meeting a child's basic needs, including adequate food, shelter, and health care.
- A nurturing home where a child is emotionally secure.
- A stable school environment where children feel valued and receive high-quality education
- A community environment to play and interact with other children safely and equitably

How can you promote access to safe, stable, equitable environments?

- Make sure schools are safe spaces for all students! Address bullying and teasing, and encourage students to be upstanders, not bystanders.
- Make sure that children and families feel represented. Look at any books, posters, curricula, or handouts. Are all kinds of families, all genders, all races, and people with disabilities represented?
- If your school does not provide food on the weekends and over breaks, see if you can start a program.
- Know the community resources! If children are hungry, without secure housing, or having witnessed violence, connect families to resources.
- Check for safety issues around you, including access to guns, medications, alcohol, and drugs. Make a plan to take care of any risks you see.

- Listen to children when they talk about school. Do they feel safe there? Are they treated well by their peers or school staff? If not, children, families, and schools can work together on solutions
- Help children find safe places to play outside. Is there a backyard, local park, and recess time where they can play with siblings and friends?
- If families are living in a home that does not meet safety or health codes, try working with a local legal aid clinic to draft a template letter that families can give their landlords.
- Get information on local subsidized preschools, Early Head Start, and Head Start programs.



Social and civic engagement to develop a sense of belonging and connectedness.

Children need to feel connected to their communities, loved, and appreciated. Involvement in social institutions and environments, awareness of cultural customs and traditions, and a sense that they matter and belong helps them develop into secure and resilient adults/ What are

some examples of social and civic engagement?

- Being involved in projects, peer mentoring, or community service through one's school or religious organization
- Participating in family cultural traditions
- Joining a music, art, or sports group.

How can you promote access to social and civic engagement?

- Ask children about the activities they do outside of school, and delight with them in those activities.
- Work on creative projects about sharing their favorite activities with their friends.
- Have fliers available for Community Centers, after school activities, and mentoring programs in your community.
- Families can volunteer in the community together
- Create new after school activities
- Get involved in a place of worship, if that feels supportive. Many spiritual and religious institutions have youth groups or classes for children and youth.



Opportunities for social and emotional growth.

Children need to have a lot of opportunities to develop their sense of self-awareness and social cognition, learn how to self-regulate emotions and behavior, and acquire skills needed to respond functionally and productively to challenges. Many of these skills arise during child-centered play. Some children will pick-up these skills naturally, but

others may need adults to help them name and understand their own feelings. Either way, these skills are critical for children to be able to become resilient, emotionally-healthy adults. What do we mean by opportunities for social and emotional growth?

- Developing a sense of emotional and behavioral self-regulation
- Having the ability to respond to challenges in a productive way
- Developing key social and culturally-appropriate communication and interpersonal skills

How can you support social and emotional growth?

- Help children to name their feelings as they talk about them and what they feel like
- Remember that disagreements in peer groups are normal and show children how to disagree respectfully and productively
- Schools can implement social and emotional learning (SEL) curriculum
- Make time for open play with friends and siblings that the children lead on their own
- Encourage social connection the same way you encourage eating healthy foods or exercising

The information in this handout is based on the research of Dr. Robert Sege, Director of the Center of Community-Engaged Medicine at Tufts Medical Center and Dr. Charlyn Harper Browne from the Center for the Study of Social Policy. The four building blocks of HOPE were first published in the following paper:

Sege, R. and Browne, C. Responding to ACEs with HOPE: Healthy Outcomes from Positive Experiences. *Academic Pediatrics* 2017; 17:S79-S85

positiveexperience.org



The 4 Building Blocks of HOPE

For Families

Research has shown that Positive Childhood Experiences (PCEs) can help protect against the poor health outcomes associated with Adverse Childhood Experiences (ACEs). These PCEs can be categorized into 4 Building Blocks. This resource is designed to help families increase access to the Building Blocks for the children they serve.



Relationships within the family and with other children and adults through interpersonal activities.

Being in nurturing, supportive relationships are critical for children to develop into healthy, resilient adults. Individuals that recall having these types of relationships during childhood experience significantly lower rates of depression and poor mental during adulthood. What types of relationships are we talking about?

- Foundational relationships with parents and/or caregivers who respond to a child's needs and offer warm, responsive interactions
- Adults outside of the family who take a genuine interest in a child and support their growth and development
- Healthy, close, and positive relationships with peers

How can you promote access to supportive relationships for your child(ren)?

- Think about your positive relationships from childhood. What felt good about them? Are there things about those relationships that you can bring to your relationship with your child(ren)?
- Play and connect with your child(ren) regularly! Be silly, move your bodies together, read a book, watch a movie. The options are endless!
- Help your child make connections with other adults in your life- aunts, uncles, coaches, pastors. It takes a village, and the larger your child's village, the more opportunities they have for connection and support!





Safe, equitable, stable environments for living, playing, and learning at home and in school.

Children who live, learn, and play in safe, stable, and equitable environments are less likely to experience poor mental and physical health as adults. What do we mean by safe, stable, and equitable environments?

- A safe, stable environment, secure in meeting a child's basic needs, including adequate food, shelter, and healthcare.
- A nurturing home where a child is emotionally secure.
- A stable school environment where children feel valued and receive high-quality education
- A community environment to play and interact with other children safely and equitably

How can you promote access to safe, stable, equitable environments?

- Check your house for safety issues including access to guns, medications, alcohol, and drugs. Create a plan to address any identified risks.
- Talk with your child(ren) about school. Do they feel safe there? Are they being treated well by their peers? If not, connect with their teacher and brainstorm solutions.
- Help your child find safe places to play outdoors. Is there a backyard space or local park where they can safely play with friends?



Social and civic engagement to develop a sense of belonging and connectedness.

Children need to feel connected to their communities, loved, and appreciated. Involvement in social institutions and environments, awareness of cultural customs and traditions, and a cultivated “sense of mattering” and belonging helps children develop into secure and resilient adults. What are some examples of social and community engagement?

- Being involved in projects, peer-mentoring, or community service through one's school or religious organization
- Partaking in family cultural traditions
- Participating in organized music, art, or sports

How can you promote access to social and civic engagement?

- Sign your child up for after school activities that interest them.
- Consider volunteering in the community as a family.
- Get involved in your place of worship, if that feels supportive. Many spiritual and religious institutions have youth groups or classes geared towards children.
- Develop a sense of mattering in your child by encouraging them to engage in household tasks.



Opportunities for social and emotional growth.

Children need to have ample opportunity to develop their sense of self-awareness and social cognition, learn how to self-regulate emotions and behaviors, and acquire skills needed to respond functionally and productively to challenges. Many of these skills arise during child-centered play. Some children will naturally pick up these skills, others may need adults to help them name and understand their own feelings. Either way, these skills are critical for children to be able to become resilient, emotionally healthy adults. What do we mean by opportunities for social and emotional growth?



- Developing a sense of emotional and behavioral self-regulation
- Having the ability to respond to challenges in a productive manner
- Developing key socially and culturally appropriate communication and interpersonal skills

How can you support social and emotional growth in your child(ren)?

- Help children name their feelings as they arise, and talk about what that feeling feels like in the child's body.
- Normalize disagreements with friends, and model or role play about how to disagree respectfully and productively.
- Make time for unstructured play with friends and siblings.



Information in this handout is sourced from research done by Dr. Robert Sege from the Center for Community-Engaged Medicine at Tufts Medical Center and Dr. Charlyn Harper Browne from the Center for the Study of Social Policy. The Building Blocks were first published in the following paper:

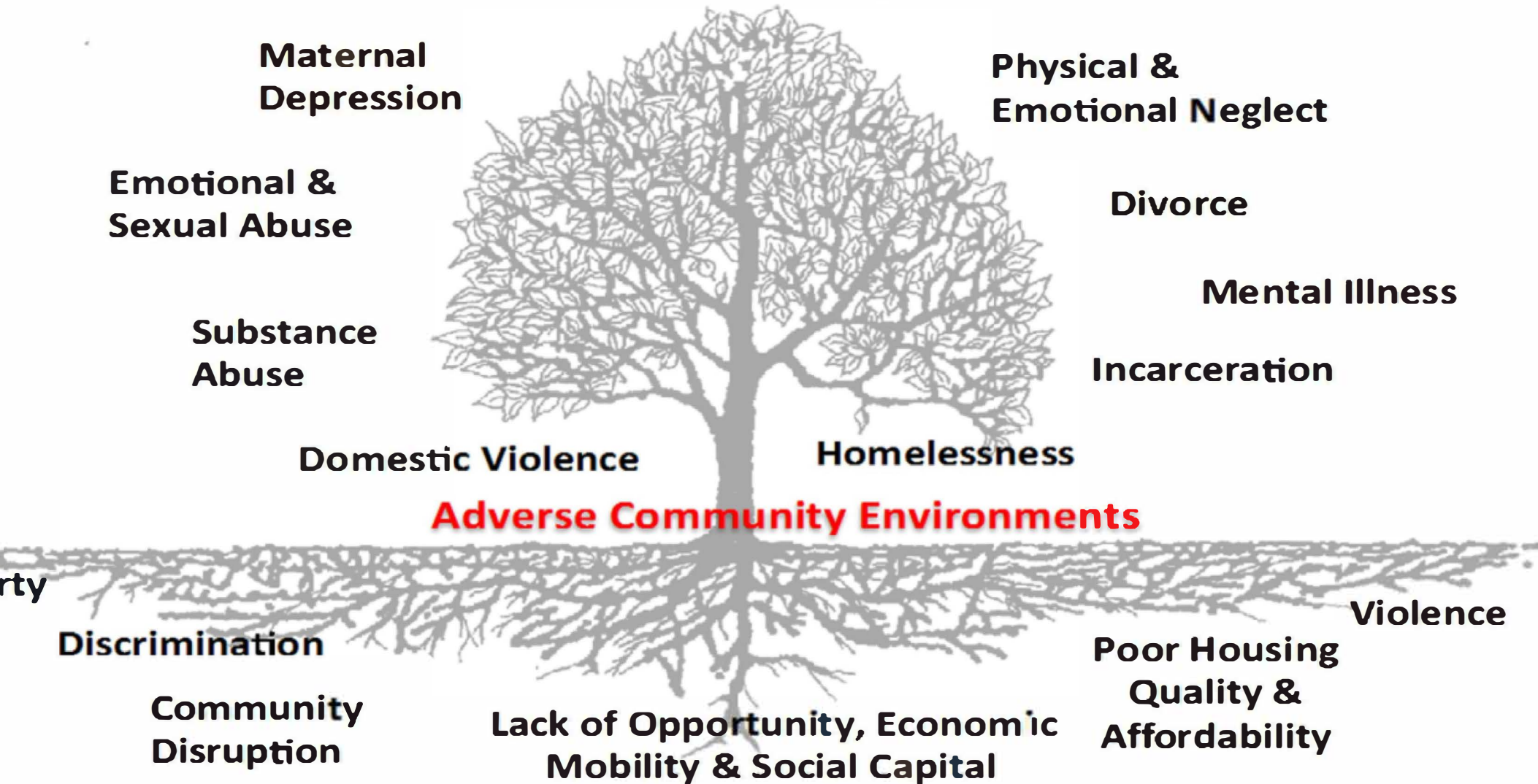
Sege and Browne. Responding to ACEs with HOPE: Health Outcomes from Positive Experiences. Academic Pediatrics 2017; 17:S79-S85

To learn more about HOPE, the 4 Building Blocks, and more, visit positiveexperience.org or email HOPE@tuftsmedicalcenter.org.



The Pair of ACEs

Adverse Childhood Experiences



Ellis, W., Dietz, W.H., Chen, K.D. (2022). Community Resilience: A Dynamic Model for Public Health 3.0. *Journal of Public Health Management and Practice*, (28)1, S18-S26. doi: 10.1097/PHH.0000000000001413

HOW A CAREGIVER'S TRAUMA CAN IMPACT A CHILD'S DEVELOPMENT

EARLY DEVELOPMENT

Caregiver With Traumatic Experience

Mother releases cortisol

Baby absorbs cortisol through placenta

Can impact baby's:

- HPA axis
- Central nervous system
- Limbic system
- Autonomic nervous system



Caregiver struggles to regulate

Attachment relationship between caregiver and child may be strained

Can impact child's:

- Development of a core sense of self
- Ability to integrate experiences
- Epigenetic expressions

ADULTHOOD

A Person Who Has Had a Caregiver With Untreated Trauma May:

Be more prone to PTSD after trauma

Struggle to repair after conflict

Struggle with relationships



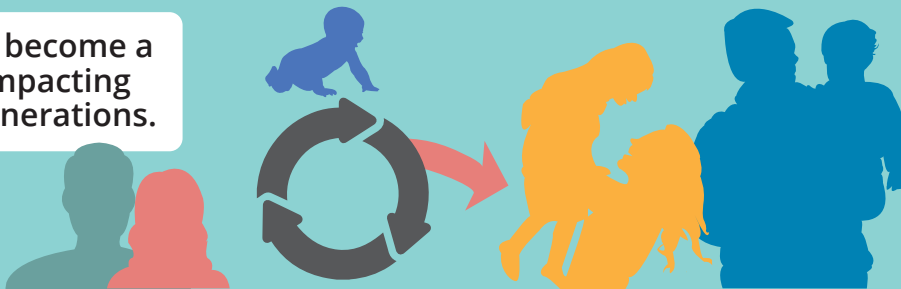
Unintentionally bring out negative behaviors in others

Be emotionally detached

Be more prone to dissociate

BREAKING THE CYCLE OF TRAUMA

This can become a cycle, impacting future generations.



The good news is that healing trauma can break this loop. Seek help from a licensed health or mental health practitioner.

Parenting is a hard job, and this isn't meant to add to the stress of raising children. But it's critical to provide practitioners with information that can help them work more skillfully with patients who've experienced trauma and help them resolve their trauma. Trauma is not a life sentence – it's never too late to heal.

THE TEEN BRAIN: 7 THINGS TO KNOW

From the **NATIONAL INSTITUTE of MENTAL HEALTH**

DID YOU KNOW THAT **BIG AND IMPORTANT CHANGES** ARE HAPPENING IN THE BRAIN DURING ADOLESCENCE? HERE ARE **7 THINGS TO KNOW ABOUT THE TEEN BRAIN:**

1 THE BRAIN REACHES ITS BIGGEST SIZE IN EARLY ADOLESCENCE.

For girls, the brain reaches its biggest size around 11 years old. For boys, the brain reaches its biggest size around age 14. But this difference does not mean either boys or girls are smarter than one another!



2 THE BRAIN CONTINUES TO MATURE EVEN AFTER IT IS DONE GROWING.

Though the brain may be done growing in size, it does not finish developing and maturing until the mid- to late 20s. The front part of the brain, called the prefrontal cortex, is one of the last brain regions to mature. This area is responsible for skills like planning, prioritizing, and controlling impulses. Because these skills are still developing, teens are more likely to engage in risky behaviors without considering the potential results of their decisions.

3 THE TEEN BRAIN IS READY TO LEARN AND ADAPT.

The teen brain has lots of plasticity, which means it can change, adapt, and respond to its environment. Challenging academics or mental activities, exercise, and creative activities such as art can help the brain mature and learn.



4 MANY MENTAL DISORDERS MAY BEGIN TO APPEAR DURING ADOLESCENCE.

Ongoing changes in the brain, along with physical, emotional, and social changes, can make teens vulnerable to mental health problems. All the big changes the brain is experiencing may explain why adolescence is a time when many mental disorders—such as schizophrenia, anxiety, depression, bipolar disorder, and eating disorders—can emerge.

5 TEEN BRAINS MAY BE MORE VULNERABLE TO STRESS.

Because the teen brain is still developing, teens may respond to stress differently than adults, which could lead to stress-related mental disorders such as anxiety and depression. Mindfulness, which is a psychological process of actively paying attention to the present moment, may help teens cope with and reduce stress. More information on managing stress is available in the National Institute of Mental Health's fact sheet, *I'm So Stressed Out!* (www.nimh.nih.gov/stress).



6 TEENS NEED MORE SLEEP THAN CHILDREN AND ADULTS.

Research shows that melatonin (the “sleep hormone”) levels in the blood are naturally higher later at night and drop later in the morning in teens than in most children and adults. This difference may explain why many teens stay up late and struggle with getting up in the morning. Teens should get about 9 to 10 hours of sleep a night, but most teens do not get enough sleep. A lack of sleep can make it difficult to pay attention, may increase impulsivity, and may increase the risk for irritability or depression.

7 THE TEEN BRAIN IS RESILIENT.

Although adolescence is a vulnerable time for the brain and for teenagers in general, most teens go on to become healthy adults. Some changes in the brain during this important phase of development actually may help protect against long-term mental disorders.



FINDING HELP

If you or someone you know has a mental illness, is struggling emotionally, or has concerns about their mental health, there are ways to get help. Find more information at www.nimh.nih.gov/findhelp.

Communicating well with your doctor or other health care provider can improve your care and help you both make good choices about your health. Find tips to help prepare and get the most out of your visit at www.nimh.nih.gov/talkingtips.

If you are in immediate distress or are thinking about hurting yourself, call the **National Suicide Prevention Lifeline** toll-free at 1-800-273-TALK (8255). You also can text the **Crisis Text Line** (HELLO to 741741) or use the Lifeline Chat on the National Suicide Prevention Lifeline website at <https://suicidepreventionlifeline.org>.



www.nimh.nih.gov

NIH Publication No. 20-MH-8078
Revised 2020

ABOUT STRENGTHENING FAMILIES™ AND THE PROTECTIVE FACTORS FRAMEWORK

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

Parental resilience: Managing stress and functioning well when faced with challenges, adversity and trauma

Social connections: Positive relationships that provide emotional, informational, instrumental and spiritual support

Knowledge of parenting and child development: Understanding child development and parenting strategies that support physical, cognitive, language, social and emotional development

Concrete support in times of need: Access to concrete support and services that address a family's needs and help minimize stress caused by challenges

Social and emotional competence of children: Family and child interactions that help children develop the ability to communicate clearly, recognize and regulate their emotions and establish and maintain relationships

At its heart, Strengthening Families is about how families are supported to build key protective factors that enable children to thrive. The five protective factors at the foundation of Strengthening Families also offer a framework for changes at the systems, policy and practice level – locally, statewide and nationally.

Using the Strengthening Families framework, more than 30 states are shifting policy and practice to help programs and providers working with children and families to take everyday actions that support parents to build their protective factors. States apply the Strengthening Families approach in early childhood, child welfare, child abuse prevention and other child and family serving systems.

The “Pathway to Improved Outcomes for Children and Families” on the next page articulates the core functions of Strengthening Families implementation which drive changes in program and worker practice to support families to build protective factors and improve outcomes. The lower graphic shows the everyday actions that can help families build each of the protective factors.

What is the Protective Factors Framework?

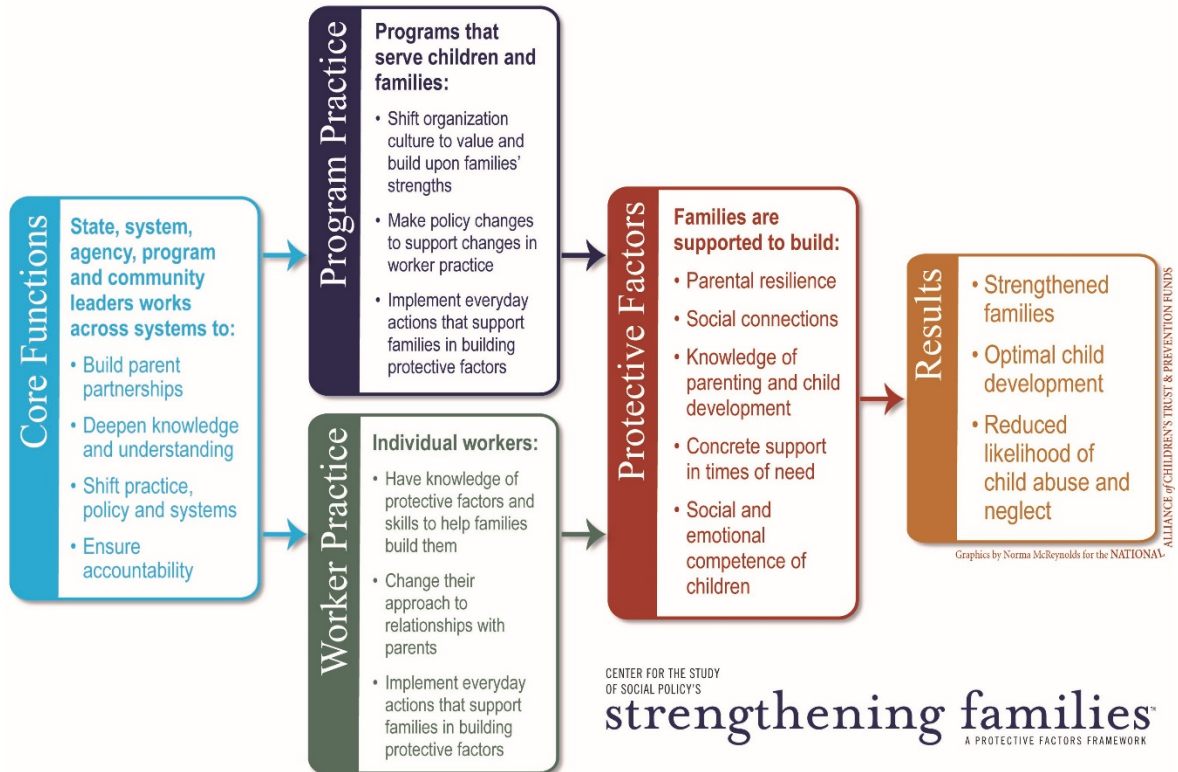
Protective factors are characteristics or strengths of individuals, families, communities or societies that act to mitigate risks and promote positive well-being and healthy development. Most often, we see them as attributes that help families to successfully navigate difficult situations.

A protective factors framework is an organized set of strengths-based ideas that are used to guide programs, services, supports and interventions aimed at preventing child maltreatment and promoting healthy outcomes.

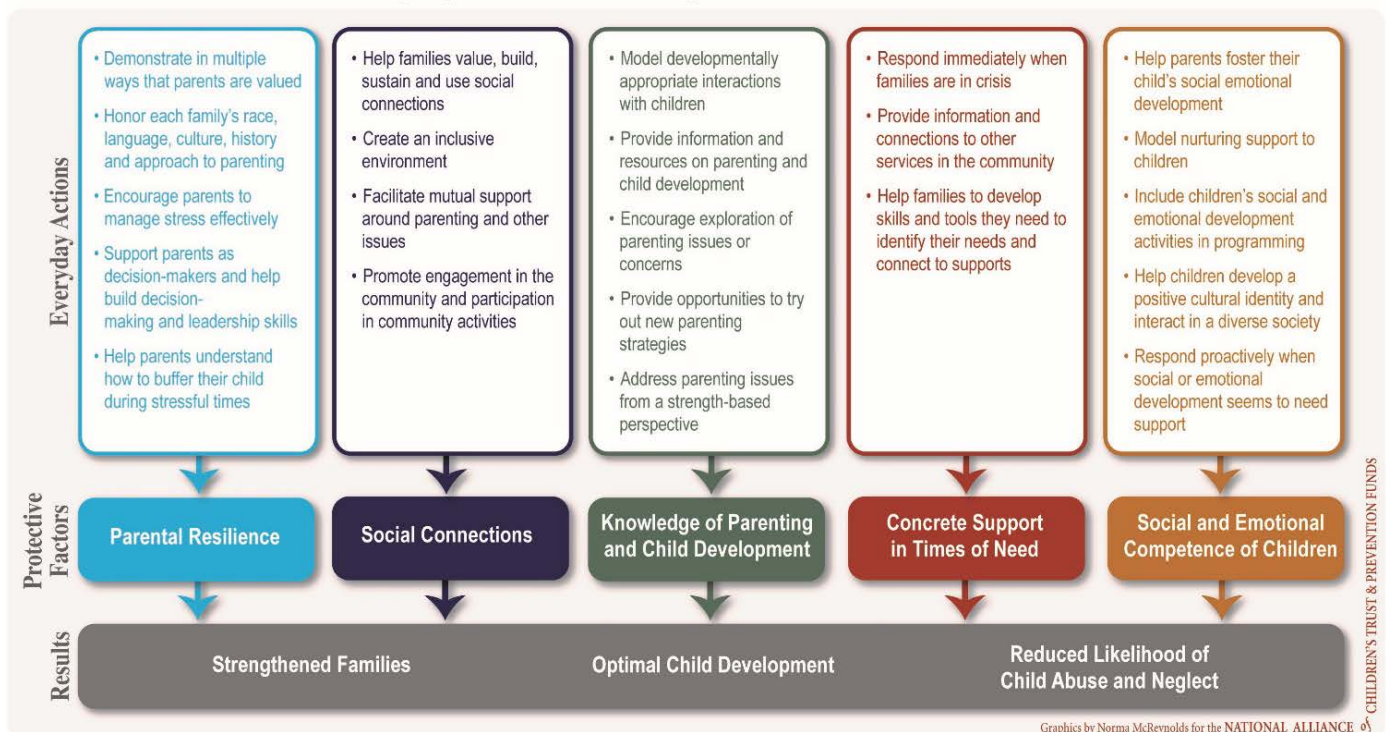
The Strengthening Families Protective Factors Framework from the Center for the Study of Social Policy distills extensive research in child and family development into a core set of five protective factors that everyone can understand and recognize in their own lives.

For more information, visit www.strengtheningfamilies.net.

The Pathway to Improved Outcomes for Children and Families Strengthening Families™ Protective Factors Framework Logic Model



Everyday Actions That Help Build Protective Factors





CORE MEANINGS OF THE STRENGTHENING FAMILIES PROTECTIVE FACTORS

Protective Factor	Core Meaning
<p>Parental Resilience: Managing stress and functioning well when faced with challenges, adversity and trauma.</p>	<p><u>Resilience Related to General Life Stressors</u></p> <ol style="list-style-type: none"> a. managing the stressors of daily life b. calling forth the inner strength to proactively meet personal challenges, manage adversities and heal the effects of one's own traumas c. having self-confidence d. believing that one can make and achieve goals e. having faith; feeling hopeful f. solving general life problems g. having a positive attitude about life in general h. managing anger, anxiety, sadness, feelings of loneliness and other negative feelings i. seeking help for self when needed <p><u>Resilience Related to Parenting Stressors</u></p> <ol style="list-style-type: none"> a. calling forth the inner strength to proactively meet challenges related to one's child b. not allowing stressors to keep one from providing nurturing attention to one's child c. solving parenting problems d. having a positive attitude about one's parenting role and responsibilities e. seeking help for one's child when needed
<p>Social Connections: Positive relationships that provide emotional, informational, instrumental and spiritual support.</p>	<ol style="list-style-type: none"> a. Building trusting relationships; feeling respected and appreciated b. Having friends, family members, neighbors and others who: <ul style="list-style-type: none"> • provide emotional support (e.g., affirming parenting skills) • provide instrumental support/concrete assistance (e.g., providing transportation) • provide informational support/serve as a resource for parenting information • provide spiritual support (e.g., providing hope and encouragement) • provide an opportunity to engage with others in a positive manner • help solve problems • help buffer parents from stressors • reduce feelings of isolation • promote meaningful interactions in a context of mutual trust and respect c. Having a sense of connectedness that enables parents to feel secure, confident and empowered to "give back" to others



CORE MEANINGS OF THE STRENGTHENING FAMILIES PROTECTIVE FACTORS

Protective Factor	Core Meaning
<p>Knowledge of Parenting and Child Development: Understanding child development and parenting strategies that support physical, cognitive, language, social and emotional development.</p>	<p>Seeking, acquiring and using accurate and age/stage-related information about:</p> <ol style="list-style-type: none"> parental behaviors that lead to early secure attachments the importance of <ul style="list-style-type: none"> • being attuned and emotionally available to one's child • being nurturing, responsive and reliable • regular, predictable and consistent routines • interactive language experiences • providing a physically and emotionally safe environment for one's child • providing opportunities for one's child to explore and to learn by doing appropriate developmental expectations positive discipline techniques recognizing and attending to the special needs of a child
<p>Concrete Support in Times of Need: Access to concrete support and services that address a family's needs and help minimize stress caused by challenges.</p>	<ol style="list-style-type: none"> being resourceful being able to identify, find and receive the basic necessities everyone deserves in order to grow (e.g., healthy food, a safe environment), as well as specialized medical, mental health, social, educational or legal services understanding one's rights in accessing eligible services gaining knowledge of relevant services navigating through service systems seeking help when needed having financial security to cover basic needs and unexpected costs
<p>Social and Emotional Competence of Children: Family and child interactions that help children develop the ability to communicate clearly, recognize and regulate their emotions and establish and maintain relationships.</p>	<p><u>Regarding the parent:</u></p> <ol style="list-style-type: none"> having a positive parental mood having positive perceptions of and responsiveness to one's child responding warmly and consistently to a child's needs being satisfied in one's parental role fostering a strong and secure parent-child relationship creating an environment in which children feel safe to express their emotions being emotionally responsive to children and modeling empathy talking with one's child to promote vocabulary development and language learning setting clear expectations and limits separating emotions from actions encouraging and reinforcing social skills such as greeting others and taking turns creating opportunities for children to solve problems <p><u>Regarding the child:</u></p> <ol style="list-style-type: none"> developing and engaging in self-regulating behaviors interacting positively with others using words and language skills communicating emotions effectively

TALK TO KIDS

ABOUT BODY SAFETY & BOUNDARIES

As a care-giver, you can and should talk openly about our bodies and healthy boundaries with your kids. This helps build a strong bond that will make you the “go-to-person” when they have questions or if a situation arises.

So, how do you get this conversation started? If you’re feeling unsure, take a deep breath. We promise you feel more uncomfortable than they do! The most important thing is to make sure your kids understand that no matter what happens, they can share with you without fear of being blamed and that you will protect them.

Below are a few ideas to get started:

- Tell them they can tell you anything & you will believe them.
- Use proper names for body parts.
- “Sometimes touch might just feel uncomfortable, even if you like the person. If it’s uncomfortable, you can say no.”
- “You don’t have to hug or kiss anyone if you don’t want. Not even grandma. How about a high five instead?
- “It’s not okay for someone to ask you to touch their private parts with any part of your body, including your mouth.”
- “No one should ever touch you where a bathing suit covers.” This is a good visual, especially for young children.
- “Your whole body is a private part whenever you want it to be. You get to decide who touches you.”
- “No one should ask you to keep a secret. If they do, you should tell me.”



My Body Safety Rules

My body is my body and it belongs to me!

I can say, 'No!' if I don't want to kiss or hug someone.
I can give them a high five, shake their hand or blow them a kiss.
I am the boss of my body and what I say goes!



I have a Safety Network

These are five adults I trust. I can tell these people anything and they will believe me.
If I feel worried, scared or unsure, I can tell someone on my Safety Network how I am feeling and why I feel this way.



Early Warning Signs

If I feel frightened or unsafe
I may sweat a lot, get a sick tummy,
become shaky and my heart might
beat really fast.

These feelings are called my Early Warning Signs. If I feel this way about anything, I must tell an adult on my Safety Network straightaway.



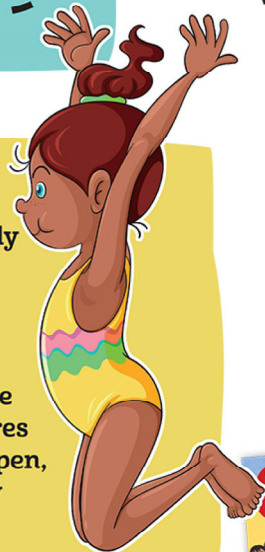
Secrets

I should never keep secrets that make me feel bad or uncomfortable. If someone asks me to keep a secret that makes me feel bad or unsafe, I must tell an adult on my Safety Network straightaway!



Private Parts

My private parts are the parts of my body under my bathing suit. (My mouth is a private part too.) I always call my private parts by their correct names.
No one can touch my private parts.
No one can ask me to touch their private parts. And no one should show me pictures of private parts. If any of these things happen, I must tell a trusted adult on my Safety Network straightaway.



Fundraising Ideas for Child Abuse Prevention Month

Ideas with Minimal Costs and Resources Required

- Partner with local establishments to sell fundraiser pinups that will be displayed on the store's wall or window. See the toolkit for the template. Think grocery stores, auto parts stores, small and large retailers, fast food restaurants, sit-down non-chain restaurants, salons, barber shops, libraries, etc.
- Partner with local businesses or other organizations to sponsor or host a *Wear Blue Day* when employees make a small donation (e.g., dollars, food, clothing, diapers, books, etc.) to dress casually and wear blue in support of CAP Month.
- Place change collection boxes in locations including houses of worship, work settings, stores, and others.
- Hold a bottle drive at your place of employment, schools, and local businesses.
- Partner with local businesses to have them make the Prevention Partner a *Charity of Choice* during CAP Month.
- Partner with a local independent product distributor (e.g., jewelry, plasticware, kitchen items, make-up, etc.) to host a party with a portion of the proceeds going to the council. Be sure to have a vetting process for products and partner strategies.
- Set up an account with Amazon Smile or other similar companies to become the designated charity of choice and market CAP Month to the community.
- Host a trivia night at a local public venue where either all the profits or a portion of them go to the prevention partner.
- Talk to local restaurants and see if you can host a day and time when they will donate a percentage (usually about 10% of all non-alcohol sales) of sales to the prevention partner when patrons present the flyer.

Ideas with Moderate Costs and Resources Required

- Order items from the [Children Trust Michigan eStore](#) then resell them for a higher price, making a profit for the prevention partner. CTM grantees should contact Laura Wagoner (WagonerL@michigan.gov) for ordering details.
- Design and create a recipe e-book with recipes from volunteers, donors, service recipients (those who wish to participate), and other people associated with the prevention partner.
- Work with a company to sell pizzas, candy, gift wrap, and/or other catalog items with part of the proceeds given to the prevention partner. How does "Pizzas for Prevention" sound?

- Conduct a raffle (Note: A special state raffle license may be required).
- Have a family picture day at the mall, store, or another venue. Partner with a photographer and/or photography studio to take family portraits during CAP Month with a portion of the profits going to the prevention partner.
- Partner with a local radio station for a pledge drive.

Ideas with Considerable Costs and Resources Required

- Host a Family Fun Night including activities and a drawing.
- Host an auction and planned entertainment (e.g., music, fashion show, or guest celebrity). Additional artists' markets and raffles may be added to this event.
- Host a conference with a special guest speaker.
- Host a golf outing or bowling night.
- Host a theater or talent show experience.
- Create and sell a calendar for the following year.
- Sponsor a walk/run event.
- Host a chocolate event where local eateries and caterers donate chocolate anything (e.g., candies, cakes, cookies, pies, puddings/mousses, etc.), and the items are boxed up for distribution. A pre-registration fee is charged.

INSERT YOUR LOGO HERE

**I helped
prevent child
abuse and
neglect in my
community!**

Name



INSERT YOUR LOGO HERE

**I helped
prevent child
abuse and
neglect in my
community!**

Name



Donation Solicitation Letter Sample

Dear _____,

The *name of prevention partner* has been designated by Children Trust Michigan (CTM), a chapter of Prevent Child Abuse America (PCAA), as **name of county's** Prevention Partner organization. Our charge is to help assure the great childhoods that all children deserve by providing programming to prevent child abuse and neglect. Since 1983, April has been designated by presidential decree as Child Abuse Prevention (CAP) Month. During CAP Month we assert and reinforce the importance of strengthening our families with individuals and communities working together to prevent child maltreatment. This strengths-based approach helps ensure that all our children will be raised in loving and supportive environments that result in them becoming productive, prosperous citizens.

Although we receive a grant from CTM, we must also raise funds to adequately provide child abuse and neglect prevention programming for our community. Examples of our programming accomplishments of the past year include *Insert prevention partner accomplishments here*. Our organization's work has positively impacted our community by *include an example especially if the community can remember it occurring*. According to *insert any testimonial quotes from those served by the council, not more than 2 or 3*. Additional information about our organization and/or Children Trust Michigan is available upon request.

We ask you to support the children and families of our community with the belief that all our children deserve a great childhood by giving generously to **name of organization**. Each dollar collected will go directly to programming which will help to strengthen families in our community and protect our children from potential abuse and neglect. We all have a part to play in making sure that our community is the best place for children and families to thrive.

To donate, please make your check out to **name of Organization**, complete the form that accompanies this letter and send it to the stated address or go to our online donation page **insert link**. Feel free to contact us with any questions that you may have. Thank you!

Sincerely,

Insert Council Salutation including

- Representative Name:
- Position Title

The name of organization is a not-for-profit organization. (Note if the organization is a 501c3 or its equivalent).

Donation Form

Donor Name: _____

I am making a personal donation I am making a donation on behalf of an organization

Phone: _____ Email: _____

Mailing Address:

Amount of Donation (Please check the appropriate box):

\$5 \$10 \$20 \$50 \$100 \$200 \$_____ Other

Would you like to designate your donation for a specific program or purpose?

Yes No

If yes, please specify:

May we add you to our contact list so that you can receive news and updates?

Yes! Not at this time

Please send your tax-deductible contribution to the following address:

Insert Name and Address of Local Council/Direct Service Organization)

If making your tax-deductible contribution by credit card, please visit **insert Prevention Partner website** or over the phone by calling **insert Prevention Partner phone number**.

Donation Thank You Sample

Dear _____,

We want to take this opportunity to thank you for your generous contribution to the ***name of the prevention partner***. With the generosity of individuals like you, we are able to do the important work of strengthening the families in our county to prevent child abuse and neglect.

Your contribution of ***insert donation amount*** during April's Child Abuse Prevention Month will help fund our prevention programming throughout the year including ***insert one of the educational things you do or what these funds will support*** education with us here at ***insert Prevention partner***.

In donating to our organization, you are helping our children thrive. They are our future. Thank you again!

Sincerely,

Insert Council Salutation including

- Representative Name
- Position Title
- Organization Name
- Email Address
- Phone Number

P.S. We welcome further inquiries about program information and/or how to become a council member.

The name of organization is a not-for-profit organization. (Note if the organization is a 501c3 or its equivalent.

Acknowledgements

The 2023 Children Trust Michigan Child Abuse Prevention Month toolkit was updated by the following team members:

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- Laura Lefever, The Children's Center
- Cindy Read, The Children's Center

Children Trust Michigan Staff

- Katie Logan-Dinco; Parent Partner Coordinator
- Jodi Spicer; Training and Education Manager
- Laura Wagoner; Special Projects Assistant

About Children Trust Michigan

Children Trust Michigan is the only statewide organization solely focused on child abuse and neglect prevention. We provide education, guidance, and resources, as well as raise critical funds for our network of prevention partners in all 83 counties. Children Trust Michigan works to build and strengthen families so children can live safely and happily.

To learn more, visit childrentrustmichigan.org.