



HFA State Systems Scoop- July 2007

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Q&A Corner:

Healthy Parenting Cultural Norms Study
Centers for Disease Control and Prevention (CDC)
Contact: Keri Lubell, PhD, klubell@cdc.gov

Disclaimer: The findings and conclusions in this report are those of the author and do not necessarily represent the views of the Centers for Disease Control and Prevention.

The *Healthy Parenting Cultural Norms* study (HPCN) was initiated in 2001 by researchers at the Division of Violence Prevention (DVP), Centers for Disease Control and Prevention (CDC), to investigate norms and values around childrearing among different cultural groups in the U.S. The core of the project consists of a series of 40 focus group discussions with parents across the country conducted in the spring and summer of 2003. Specifically, we asked parents about what members of their communities believed were “good” and “bad” child behavior, the important values community members sought to teach their children, the types of strategies parents in their communities normally used to respond to “bad” or “inappropriate” behavior, and the kinds of everyday parenting responses their communities saw as desirable and undesirable.

Background. Cultural norms or values are a group’s shared set of beliefs and practices that guide daily living and behavior. For parenting, norms and values within a culture play a critical role in how children are raised and have demonstrable long-term consequences for child development. Norms influence the principles parents teach their children (e.g., obedience, independence, cleanliness), the behaviors they consider appropriate (e.g., sharing) or inappropriate (e.g., fighting), and the methods they use to teach those values and behaviors (e.g., modeling, punishment for transgressions). Because norms have such a strong “taken-for-granted” quality, they can also affect the acceptance and effectiveness of parent training or other parenting programs. Research from various fields has suggested that when the goals of a program and the ways it is delivered are consistent with cultural norms – or at the very least, when they do not

directly conflict with basic cultural assumptions – people are more likely to integrate new ideas and, potentially, to change their behavior especially over the long term.

Research on parenting practices and beliefs suggests that parents from all cultural backgrounds share many similarities in their beliefs about child rearing. All groups think it is unacceptable to abuse children; and there is widespread agreement on the types of behavior that constitute extreme forms of child maltreatment. What is less clear is how parents from different cultures define healthy and appropriate everyday parenting practices. To add value to our current approaches to parent training, we thought it was important to learn more about cultural similarities and differences in parents' norms, values, and attitudes about raising their children.

Study Methods. We conducted eight focus groups with parents from each of five cultural/ethnic groups: African-Americans, Asian-Americans, Hispanics/Latinos, American Indians, and Whites (total number of focus group discussions=40). Discussions with mothers and fathers were held separately. Participating parents were between 18 and 50 years of age. Each had at least one child between 3 and 10 years of age with whom they lived for some part of each week. All indicated they were comfortable speaking and reading in English prior to the discussion. Focus group moderators were matched with participants on cultural group and gender and all were parents.

The research team analyzed the transcripts from the focus groups by having multiple members identify parts of each discussion that appeared to capture participants' values, beliefs, experiences, opinions, and norms. The team then sorted the information, systematically comparing within and across discussion groups.

Findings. Overall, parents from all cultural backgrounds held similar values about many of the child behaviors they felt were good or bad. For example, there was widespread consensus that younger children should be obedient and not “talk back;” show respect for adults, parents, and elders; be polite, have good manners, and not interrupt others, particularly adults; share; be honest; and do well in school. Likewise, all parents disliked it when their children were disobedient, had temper tantrums, or fought with siblings.

Parents occasionally differed in the extent to which they emphasized certain behaviors as desirable or problematic. For example African-American and Latino fathers thought it was important for children to attend church; White and some Latino parents stressed the need for children to exercise self-control; Asian and African-American fathers wanted children to be assertive, independent, and to take responsibility for their mistakes; American Indian mothers did not like children gossiping or being nosy.

Across cultural groups, parents were very thoughtful about how they and their communities respond to misbehavior. When assessing whether a particular parental response was appropriate, they stressed the nature of misbehavior (was it mainly annoying or did it have potential to bring harm or injury to the child or someone else?),

the characteristics of the child (age, gender, personality), and the setting where the misbehavior occurred (home, restaurant, store).

Generally, all parents said they preferred to talk to their children at the first signs of misbehavior or before a problem occurred. They agreed that it was imperative to set behavioral limits and establish expectations and consequences (“family rules”) appropriate to the child’s age. As children matured, it was also necessary to communicate *why* certain behaviors were unacceptable. Principally, parents wanted their actions to be seen as rational and fair when children had to be corrected or punished. Depending on the ethnic group, the need to “explain and understand” was motivated by different perspectives and experiences; and the ways they established communication varied as well. Many Latino parents talked about moving beyond the previous generation’s emphasis on the father as an authority figure and favored more expressions of affection and playfulness. Believing in very strong disciplinary messages, African-Americans communicated deep affection as well as clear rules and agreements that they and their children would be bound to uphold. More so than others, White parents were focused on “teaching moments,” probing for motives and causes of misbehavior, and negotiating consequences. American Indian parents believed that troubled or misbehaving children could be guided, not only by “talking,” but also by just *being* with trusted members of the extended family.

When conversation with children did not work, parents described using a series of alternative strategies. While the following list is not exhaustive, it illustrates some of the approaches often mentioned by the groups. It is important to note that not all strategies were mentioned by all groups and that these responses are not necessarily mutually exclusive.

- Signaling (e.g., giving a child “the look”). Latino parents thought this was a good response.
- Ignoring minor misbehavior. White parents thought this was a good response; Latino parents thought it was a bad response.
- Verbal responses (e.g., yelling, warning, threatening punishment). White parents, African-American mothers, and American Indian mothers thought this was a good response, Asian parents thought it was a bad response.
- Emotional control (e.g., guilt, shaming). White and African-American parents thought this was a good response as did some Asian and Latino mothers.

There were also times when parents felt the need to engage in more punitive behaviors with misbehaving children. But they explained that they moved in this direction only when other strategies failed or for more severe misbehavior. Their most common approaches were 1) taking away a special activity, gift, regular privilege or toy, 2) temporary isolation from parental attention (e.g., “time-out”), and 3) physical punishment (e.g., spanking). They qualified their responses by emphasizing that they often tried to off-set the negative effects of punishment by giving their children hugs and reassurances.

Taking away a gift or privilege generated the least debate within the groups and all cultures endorsed it as a reasonable parental response. Discussions about time-out were a bit more varied. While all groups used it in some form, African-American fathers and Latino mothers expressed skepticism about it leading to children becoming unruly (in the former group) or insecure (in the latter group).

Physical punishment was mentioned by all groups and nearly all participants said their communities found it acceptable, especially if the transgression was severe or other strategies did not work. Where physical punishment was supported, there were some differences across cultures in the context of how it was used. For example, African-American parents emphasized the need to respond to a child's misbehavior immediately in order to assure compliance and learning. They were therefore willing to spank a child where others could see. White and American Indian parents, conversely, were uncomfortable spanking in public. In a restaurant (a situation that came up often in the discussions), White parents talked about taking the child to the bathroom for spanking.

A second issue about which different groups parents held varied opinions was whether spanking, when necessary, should be done with a hand or an object. Latino parents, especially mothers, said if they had to spank their children, they preferred to use a wooden spoon or belt so that children would not become confused—it was essential for children to understand that “hands are for loving.” Asian mothers, by contrast, felt that spanking should only be done with the hand.

In sum, though the description of the findings highlights some interesting discrepancies among cultures, it is important to emphasize that parents universally agreed about the best strategies for dealing with misbehavior: parents should be proactive; and if punishment becomes necessary, it should be done by a calm parent who is not acting from their own anger.

Limitations. The findings presented here are subject to some important limitations. First, the results may not generalize to parents outside the criteria for the study, such as parents younger than 18 or with children younger than three and who are at higher risk for maltreatment and, therefore, more likely to be the focus of parenting programs. Second, parents who came to the focus groups were likely to be motivated, at least in part, by the topic. They may under-represent the larger group of parents who likely have mixed levels of investment in parenting. Finally, we did not collect information on exposure to parent training programs. As a result, we cannot draw any conclusions about whether or not parent training programs would affect parenting cultural norms or values.

Conclusions and implications. The HPCN study shows that parents from different cultural backgrounds share many similar values and norms about how children should behave and what parents should do to address misbehavior. At the same time, parents from different groups expressed some distinct preferences for and comfort levels with certain kinds of parental responses, including non-verbal, verbal, emotional and physical strategies. In particular, parents in the focus groups described unique circumstances that guided how and when they think physical discipline should be used.

Clearly, not all parenting strategies have the same meanings across cultural groups. In implementing parent training or other parenting programs, the HPCN study suggests there are times when practitioners will need to be aware of cultural values and preferences for dealing with bad behavior and rewarding good behavior. This does not necessarily mean that effective parenting strategies should not be included in programs used with parents from different cultural groups. However, it may be necessary to discuss how different strategies “fit” with parents’ cultural beliefs or to reframe effective strategies in a way that makes them more consistent with parenting values (e.g., “ignoring minor misbehavior,” viewed as not responding by some groups, can be reframed as “giving children the silent treatment,” a more active response).

Prevent Child Abuse America News

HFA Training

Prenatal Train the Trainers

A Train the Trainers on the prenatal training module "Great Beginnings Start Before Birth" held in April was well attended. Participants came from nine states and included nurses, training specialists, family support workers, program managers and supervisors. Thanks to the Michael Bolton Charities, we are able to offer this popular training twice a year. The next training will be in late September, 2007.

Motivational Interviewing Project

In April, a teleconference on Domestic Violence was offered as part of our Pritzker Foundation grant on Motivational Interviewing. Over 150 participants were on the call and over 100 evaluations were returned. The call was well-received and a second follow up call is being scheduled for June 26th. Dr. Leo Mesa, Jr. will again be the guest speaker. A second Train the Trainers on Motivational Interviewing for trainers will be held June 27-29, 2007.

Core Training Manuals

Work continues on the revision of the Core training manuals. A workgroup of trainers, peer reviewers, SLAC members and staff have been working to review the current materials and identify where changes are needed. Smaller work groups have been making revisions on the various sections presented on Day One and Two. The project is ongoing and additional updates will be brought to you in the next issue of SCOOP.

Train the Trainers

A Train the Trainers has been scheduled for the week of October 8-13, 2007. This training institute begins the process of certification as an HFA trainer. Although the Core training manuals are undergoing revisions, this will not affect trainers who are in the process of certification. For any questions on the above information, please contact Helen Reif, Director HFA Training at [href="mailto:hreif@preventchildabuse.org">href="mailto:hreif@preventchildabuse.org](mailto:hreif@preventchildabuse.org).

PCA Chapters- BECAUSE Kids Count Update

As part of the ongoing CDC-funded Because Kids Count project, we held an invite-only training at the end of June in Chicago led by Donna Klagholz and Lori Friedman. This kicked off an initiative that includes two in-person trainings and a series of TA calls with a focus on using evidence and conducting evaluations to strengthen child abuse prevention programs.

Nine Chapter teams were selected through a very competitive RFP process, to participate in the summit. Each team identified specific goals they wanted to work on as part of this project. The teams selected hail from: FL, GA, IA, NH, NY, RI, TN, WA, and WI. Their goals range from wanting to evaluate public awareness campaigns and other prevention strategies to building the capacity of local programs and partners to utilize evidence to design and improve programs to creating a culture of evaluation both at the organizational and community levels. Information and resources will be shared with the PCA America networks via meetings and our website.

Another component of the BECAUSE project is work towards the development of a prevention research consortium comprised of experts to assess what's happening in research across the field of CAP, where the gaps exist, how best to translate/compile the evaluation and research being done, and what still needs to be done. Please contact Ben Tanzer (btanzer@preventchildabuse.org) or Lori Friedman (lfriedman@preventchildabuse.org) with any questions on this project.

Save the Dates and Plan to Participate in the 2008 PCA America National Conference!

The next national conference will be held **May 19-22, 2008, in Milwaukee, Wisconsin**, and plans are underway to ensure that it will be even bigger and better than in years past. (Some pre-conference sessions will be offered on May 17-18; details to come at a later date.) Conference registration will be offered at the **same low prices** as the 2006 conference: \$310 early bird rate (1/8/08 thru 3/28/08); \$375 regular rate (3/29/08 – 5/6/08); and \$410 onsite registration rate.

The National Conference Planning Committee (NCPC) is excited to announce the conference theme – ***Connecting the Dots ... Turning Knowledge into Action*** – which relates not only to our focus on research-to-practice but also to the myriad ways we can connect with families, systems and communities in order to support families and prevent child abuse and neglect.

Representing the Healthy Families perspective on the NCPC are Kathleen Strader (Midwest Regional Resource Center); Ann Pitkin (PCA New York); Marcia Wessels (PCA Georgia/Healthy Families Georgia); and Yanick Timo (Mary's Center for Maternal Child Health) as well as national office staff members Helen Reif and Cyd Wessel. If you have suggestions about topics, speakers or special features for the national conference, please share your great ideas with any of these folks or with Ann Johnson in the conference department (ajohnson@preventchildabuse.org).

Even better than attending the national conference is participating in it! We welcome **workshop proposals** from the field in a variety of tracks and topic areas related to child abuse prevention. The Call for Proposals will be available to download from our website by mid-July – (www.preventchildabuse.org/events/conference/index.shtml); the deadline for proposal submissions will be September 18, 2007. As a thank-you for sharing their time, energy and expertise, we're pleased to offer free conference registration for up to two presenters per workshop!

Other ways to maximize your conference experience include **exhibiting in our resource marketplace** and/or becoming a **conference sponsor**. Information about both of these opportunities will be available from our website in mid-July.

For more information about the national conference, conference hotels and options for fun in our host city of Milwaukee, please visit the website now and check back frequently for updates – (www.preventchildabuse.org/events/conference/index.shtml). Feel free to contact our conference team with any questions – Ann Johnson (ajohnson@preventchildabuse.org or 312-334-6845) or Greer Thornton (gthornton@preventchildabuse.org or 312-334-6817).

PCA America Advocacy Department

On Tuesday, May 22, House Speaker Nancy Pelosi convened the National Summit on America's Children chaired by Representatives George Miller (D-CA), Rosa DeLauro (D-CT), and Chaka Fattah (D-PA). The Summit brought together many national experts to inform members of Congress about recent scientific findings in the areas of the science of early childhood development, early learning, health and mental health, and income and family support systems. Go to <http://capwiz.com/zerotothree/utr/1/HDWGHFEEHM/ECFJHFFDMO/1219529326> to access to the web cast of the Summit and the resulting legislative priorities which the Democratic party will focus on in the 110th Congress.

Take Action on Home Visitation Legislation

Please ask your members of Congress to cosponsor the *Education Begins at Home Act (EBAH, S 667 and HR 2343)*, recently reintroduced in the Senate by Senators Kit Bond (R-MO) and Hillary Clinton (D-NY) and in the House by Representatives Danny Davis (D-IL-7) and Todd Platts (R-PA-19). EBAH would establish the first dedicated federal funding stream to support parents with newborns and young children through quality, voluntary home visitation. Of the \$500 million authorized in EBAH, \$400 million would be provided to states on a formula basis to expand and enhance home visiting programs, while the remaining \$100 million would be divided between two competitive grants to reach military families and families with English Language Learners. If enacted, EBAH would extend to a broad range of families the opportunity to benefit from home visiting programs like Healthy Families America.

To bring EBAH closer to enactment, we need to demonstrate broad support for the legislation by building the list of cosponsors. Prevent Child Abuse America has created a

[sample e-mail](#) asking members of Congress to cosponsor EBAH. We encourage you to personalize the e-mail with local information before sending it on to your Senators and Representative.

Keep in mind that this is a new Congress, so members of Congress who were on the bill last year will have to sign onto the bill again this year. A regularly updated list of EBAH cosponsors for the 110th Congress is available at: <http://thomas.loc.gov/>.

For more information on EBAH contact:

Bridget Gavaghan, Director of Public Policy, Prevent Child Abuse America, 312-334-6819, bgavaghan@preventchildabuse.org

Research from the Field

Understanding the Decline in Child Maltreatment

Overall rates of child maltreatment and child victimization, with the exception of neglect, have declined since the early 1990s. A recent study examined this decline to determine whether the trends reflect a true decline in child maltreatment rather than statistical anomalies, explore why the rates of neglect are not consistent with other indicators, and suggest further areas of research for the development of public policy.

This study found evidence that declining child maltreatment rates do reflect an actual trend. The study examined a variety of possible explanations for the decline in maltreatment; three stood out as likely factors that warranted further research and exploration:

- **Economic prosperity.** The 1990s were an era of economic improvement, increases in wages, better job opportunities, and fewer children living in poverty. While many agree that prosperity and antipoverty measures help protect children, we lack knowledge about which specific economic forces and policies (e.g., welfare reform, employment opportunities, tax incentives, etc.) result in greater child safety.
- **Increased agents of social intervention.** Throughout the 1990s there were increases in the numbers of police, social workers, child protection workers, and mental health workers, as well as increased efforts in child abuse prevention and education.
- **Pharmacological intervention.** Psychiatric medications became more available and affordable to the general population, alleviating the effects of depression, despair, and poor impulse control.

"Why Have Child Maltreatment and Child Victimization Declined?" by David Finkelhor and Lisa Jones, was published in the *Journal of Social Issues*, Volume 62(4), and is available for free download from the Crimes Against Children Research Center website: www.unh.edu/ccrc/pdf/CV137J.pdf (236 - KB)

Logic Model Builder for Prevention Programs

With the field's increased emphasis on demonstrated outcomes and evidence-based practices, child abuse prevention initiatives have sought new ways to evaluate and improve programs and services. To aid in this type of evaluation, an automated Logic Model Builder was developed as part of a larger Evaluation Toolkit by the FRIENDS National Resource Center for Community-Based Child Abuse Prevention in collaboration with Child Welfare Information Gateway.

The Logic Model Builder is a free, online tool that helps prevention and family support programs evaluate their outcomes by guiding them through a logical, step-by-step evaluation process. The Logic Model Builder includes an extensive database of outcomes and indicators associated with five domains:

- Child and family health
- Child development
- Parenting
- Family relationships
- Formal and informal supports

Users are provided with a variety of options and supported at each decision point with clear guidance and instruction. The resulting logic model can be downloaded as a Microsoft Word document for the user to edit and share as a planning and evaluation tool.

Visit the Logic Model Builder on the Child Welfare Information Gateway website:

<http://toolkit.childwelfare.gov/toolkit/home.do>

The Logic Model Builder is part of the Evaluation Toolkit developed by FRIENDS; see more on the FRIENDS website: www.friendsnrc.org/outcome/toolkit/index.htm

Impact of Child Maltreatment on Adult Survivors

Two recently published research studies report on the long-term impact of childhood maltreatment.

A longitudinal study that followed 676 abused and neglected children into young adulthood found that these individuals had an increased risk of major depression as adults, compared to nonmaltreated controls. When interviewed as young adults, those who experienced physical abuse or multiple forms of abuse as children were at increased risk of lifetime depression, while those who experienced childhood neglect were at increased risk of current depression. Maltreated children who became depressed adults also showed high rates of comorbidity with other psychiatric disorders.

The study, "A Prospective Investigation of Major Depressive Disorder and Comorbidity in Abused and Neglected Children Grown Up," by Cathy Spatz Widom, Kimberly DuMont, and Sally J. Czaja, was published in the January 2007 issue of *Archives of General Psychiatry*. The article can be purchased online: <http://archpsyc.ama-assn.org/cgi/content/short/64/1/49?rss=1>

In another study, researchers found that childhood abuse or neglect could impair women's ability to develop necessary social support structures as adults and also make them more vulnerable to symptoms of posttraumatic stress disorder (PTSD). The retrospective study of 100 low-income women found that social support partially mediated the relationship between childhood maltreatment and adult stress symptoms, and current stress was a strong mediator of the impact of childhood maltreatment on adult depression.

This study, "Child Multi-Type Maltreatment and Associated Depression and PTSD Symptoms: The Role of Social Support and Stress," by Ana-Maria Vranceanu, Stevan E. Hobfoll, and Robert J. Johnson, was published in the January 2007 issue of *Child Abuse and Neglect*. It can be purchased online:
<http://dx.doi.org/doi:10.1016/j.chiabu.2006.04.010>

Related Item

The Adverse Childhood Experiences Study (ACE) is an ongoing long-term study of the effects of childhood trauma on long-term health. For information about the study and links to publications about ACE, visit the ACE website: www.acestudy.org

Implications of Age at Onset of Child Maltreatment

The age at which a child first experiences abuse may predict the extent and type of psychological problems the child experiences as an adult. In fact, children who first experience abuse as preschoolers may be the most vulnerable to psychological problems as adults. This was the finding of a recent study that explored the association between age at onset of maltreatment and adult psychopathology.

Results of this study indicated that earlier onset of maltreatment predicted more symptoms of anxiety and depression in adulthood, while later onset of maltreatment predicted behavioral problems in adulthood. Maltreatment had the most significant impact when it occurred during the preschool years (ages 3–5), indicating that this may be a particularly sensitive developmental period. Implications for child abuse prevention efforts focusing on this age group are discussed.

The full study, "Age of Onset of Child Maltreatment Predicts Long-Term Mental Health Outcomes," by Julie Kaplow and Cathy Spatz Widom, was published in the *Journal of Abnormal Psychology*, Vol 116(1), and can be purchased online:
<http://content.apa.org/journals/abn/116/1/176>

Maltreatment of Children with Disabilities.

Hibbard, Roberta A. Desch, Larry W.

American Academy of Pediatrics. Council on Children With Disabilities. 2007 *Pediatrics* Widespread efforts are being made to increase awareness and provide education to pediatricians regarding risk factors of child abuse and neglect. The purpose of this clinical report is to ensure that children with disabilities are recognized as a population that is also at risk of maltreatment. Some conditions related to a disability can be confused with maltreatment. The need for early recognition and intervention of child abuse and neglect in this population, as well as the ways that a medical home can facilitate the prevention and early detection of child maltreatment, are the subject of this

report. (Author abstract) <http://pediatrics.aappublications.org/cgi/content/full/119/5/1018>
<http://pediatrics.aappublications.org/cgi/reprint/119/5/1018>

Public Policy Resources

Ounce publication: Foundations: *How States Can Plan and Fund Programs for Babies and Toddlers* is available at:

<http://www.ounceofprevention.org/index.php?section=publications>

CLASP Releases New State Infant and Toddler Initiative Profiles

The Center for Law and Social Policy (CLASP) has released several new profiles on state infant and toddler initiatives (see

<http://capwiz.com/zerotothree/utr/1/ABHZHBIZYA/JTWGHBVZNP/1168549631>). The profiles are part of Starting Off Right: Promoting Child Development from Birth in State Early Care and Education Initiatives, a report that describes several strategies employed by states to improve early care and education for infants and toddlers, as well as support for their families. The report was a collaboration between CLASP, ZERO TO THREE, and Joan Lombardi of The Children's Project.

New Report on Latino Infants and Toddlers

A new report from the National Council of La Raza examines school readiness for Latino infants and toddlers. Buenos Principios: Latino Children in the Earliest Years of Life provides demographic profiles of Latino babies, and makes policy recommendations for investment in high-quality, comprehensive early childhood education programs. Go to: <http://capwiz.com/zerotothree/utr/1/GLFOHDHDC/BRUFHDKXBR/1190347051>.

New Birth Outcome Data Available

Data from the 2007 Right Start for America's Newborns report is now available online. The report now includes data on the eight indicators of healthy birth outcomes, going back to 1990, and is available for states and cities. The Right Start report is a joint project of the Annie E. Casey Foundation and Child Trends. Visit <http://capwiz.com/zerotothree/utr/1/GLFOHDHDC/IDXYHDKXBU/1190347051>.

Programmatic Resources

Building Bridges: Linking Practice and Research on Home Visitation quarterly newsletter provided by LeCroy & Milligan Associates Inc. has a new issue out. The topic is "Working Effectively with Teenagers: Asset-Building and Tips for Adults"- This and other issues can be found here:

<http://www.healthyfamiliesarizona.org/Publications.aspx>

Spanish Translations of Prevention Publications Available From Channing-Bete

There are numerous titles of prevention publications available that have been translated into Spanish through the Channing-Bete company. Please see the chart below for the specific titles. Several new title translations are in progress and we will be sure to keep

you informed as they hit the press! Anyone interested in reading content descriptions or in ordering copies may do so by going to <http://pcaamerica.channing-bete.com>. Ordering can also be done by phone at 1-800-835-2671.

Eng Item #	Span Item #	Description
705137	706007	Splash Water On Your Face
705516	706412	What Every Parent Should Know
705524	706318	Child Discipline: Guidelines For Parents
705565	705598	Great Beginnings With Your Baby--A Guide For Teen Parents
705622	706326	Feeling Better After Giving Birth--Dealing With Postpartum Depression
705663	706203	You Can Help Prevent Child Abuse
705704	705802	Great Beginnings Start Before Birth
705753	706408	Co-Parenting, Whether You Live Together Or Apart--Parenting As A Team
705900	706015	Help Me With My Crying
706097	706604	Staying Safe On The Internet--A Guide For Parents
706105	706228	Great Beginnings With Your Child--Social & Emotional Learning For Your 3-7 Year Old
706441	706459	Great Beginnings With Your Baby--Your Baby's First Year
706553	706596	Great Beginnings With Your Terrific Toddler--Whoever Said That Two-Year-Olds Were Terrible?

Engaging Parents in Child Abuse Prevention Activities: FRIENDS National Resource Center For Community-Based Child Abuse Prevention, 2007

This teleconference was a panel of states that shared how they are involving parents in child abuse prevention activities in their states. States shared their models of parent engagement in year long and April activities. Topics discussed include: (1) Overview of presenting agency, the clients served. (2) Child Abuse Prevention activities currently going on in the presenter's state. (3) Special events/conferences planned within each state. (4) Recommend strategies for involving parents in child abuse prevention activities. (5) Hurdles that each state has had to overcome, and strategies for overcoming them. (6) From a parent's perspective, how the parent sees their role in the agency surrounding child abuse prevention activities, and the things that encouraged them the most to become involved; and (7) Specific things that parents will be involved in doing especially during April, Child Abuse Prevention Month. To listen to this file, you must have an audio player on your computer. (Author abstract)

<http://www.friendsnrc.org/resources/teleconference.htm#parentcap>

You Are My World; How a Parent's Love Shapes a Baby's Mind celebrates the power of a parent's love and captures the extraordinary impact of the ordinary acts of parenting. Through touching photographs and poetic captions, babies themselves translate the latest research on infant development and highlight the importance of early relationships. Designed to encourage, empower, and inspire parents, *You Are My World* provides an opportunity to visually, emotionally, and intellectually experience the impact caregivers have on babies' hearts and minds. *You Are My World* gives a voice to babies and reminds the reader of their "personhood" from the very start. An excellent resource for parents, new and old, it is also a powerful tool for working with parents in groups. *You Are My World* is available online and wherever books are sold.

For discounts on bulk orders, contact Wade Slitkin at wslitkin@hnabooks.com or 212-519-1303

Conference Calls Hosted by the Prevention Subcommittee of the Federal Interagency Workgroup on Child Abuse and Neglect.

This is a newly formed subcommittee and several Federal agencies with a common interest in child abuse prevention and family support have come together to share information and resources. They will be hosting a series of informational calls with presentations from various projects/ initiatives from the various federal agencies on topics related to prevention. The first call will be about the PREVENT Institute, which is a Centers for Disease Control and Prevention supported project. The call will be held on: Thursday, July 19th at 1pm-2:30pm eastern. The call-number is: 888-792-7505 and pass code 3139705. Please send an email to Madge Joyner with the FRIENDS National Resource Center for CBCAP at mjoyner@chtop.org by July 12, 2007 to register for the call with your name and contact information. Background materials for the call will also be sent to those who register a few days prior to the call.

Conferences

Prevent Child Abuse America's National Conference- May 19-22, 2008, in Milwaukee, Wisconsin – SAVE THE DATE- See details above or visit:
www.preventchildabuse.org/events/conference/index.shtml

NACC 30th National Children's Law Conference: National Association of Counsel for Children
August 15–18, Keystone Resort, CO www.naccchildlaw.org/training/conference.html

12th International Conference on Violence, Abuse and Trauma
Institute on Violence, Abuse and Trauma September 15–20, San Diego, CA
www.ivatcenters.org/conference/index.html

ZERO TO THREE's National Training Institute (NTI) will be held November 30-December 2, 2007 in Orlando, Florida. NTI is the leading early childhood professional event, bringing together a cross-section of professionals working with very young children and their families. Go to
<http://capwiz.com/zerotothree/utr/1/HDWGHFEEHM/NXDKHFFDMN/1219529326>