




Promotive Factors Training




Presented by:
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September 22, 2020





HISTORICAL BACKGROUND

Brevard C.A.R.E.S. started as a division of Brevard Family Partnership and became a stand-alone 501(c)3 non-profit organization in October of 2009. Brevard C.A.R.E.S. is true to the prevention mission envisioned by the community and operates a comprehensive prevention and diversion continuum of service delivery.

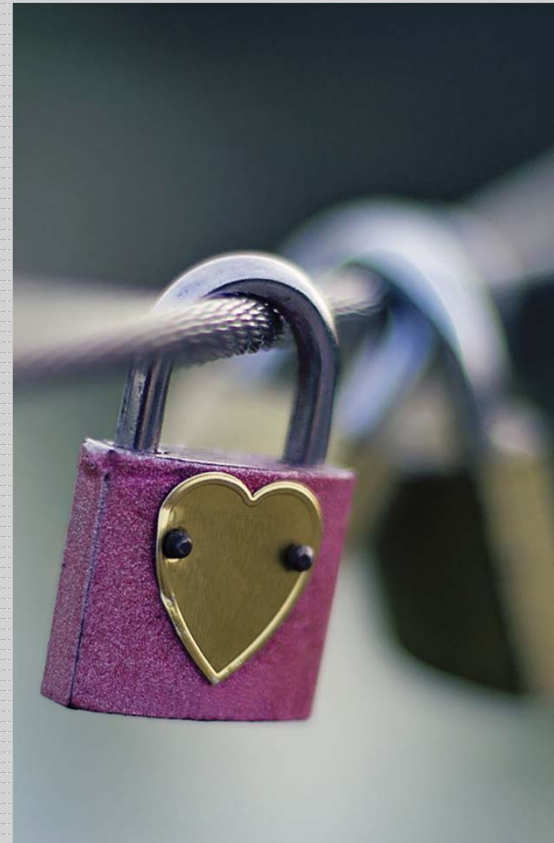




MISSION

The mission of Brevard
C.A.R.E.S. is to prevent
child abuse and neglect
by supporting and
strengthening families so
that they can remain
together in the
community

Strengthening Families Whatever It Takes



VISION

Brevard C.A.R.E.S. (Coordination, Advocacy, Resources, Education and Support) is an organization with comprehensive and consumer-driven programs, inclusive of the following practices:

- Adherence to the principles of Wraparound.
- Provision of family driven planning, access, voice and ownership;
- Facilitation of Family Team Conferences and engagement of families in a mutually respectful manner through the use of skilled facilitators;
- Use of a strength-based assessment to continue to build on the family strengths;
- Development of one well coordinated plan that is responsive to the family's identified needs with shared ownership and responsibility;
- Achievement of the vision that the family has shared of where they want to be;
- Cultivation of a flexible service delivery system, that is culturally competent, individualized and customized to the family's needs;
- A focus on the inclusion of informal supports;
- Promotion of the social, emotional, physical, moral and cognitive development of each child; and,
- Celebration of successes and accomplishments;

CORE VALUES



Integrity- We hold ourselves accountable to the highest ethical standards and adhere to best practices



Empathy- Giving families the assurance that their emotions are valuable and understood



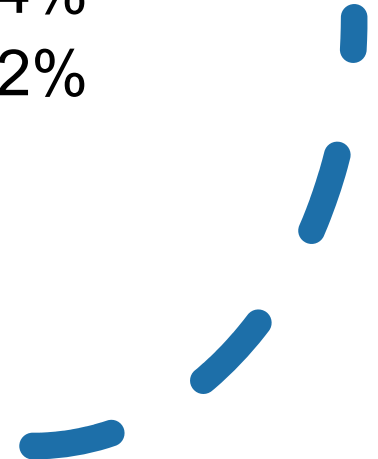
Empowerment- Giving families strategies to address the issues that lead to involvement in the child welfare system



Innovation- We encourage creativity and resourcefulness as we constantly seek to improve and individualize our services

RESEARCH FINDINGS

- **C.A.R.E.S serves approximately 3,000 kids annually**
- **Families Remaining Together!**
 - 6 month follow up=94%
 - 12 month follow up=92%
 - 18 month follow up=94%
 - 24 month follow up=92%



TARGET POPULATION

- Families in crisis who are referred from the Department of Children and Families,
- Families with youth involved in the Juvenile Justice system at risk for abandonment into the child welfare system, and
- Children, youth and their families with complex behavioral health needs.



CURRENT PROGRAMS

C.A.R.E.S. Model Program- Child Welfare Prevention and Diversion program which is based on individualized, needs driven planning and services to develop stronger families and prevent child abuse and neglect. All levels of the C.A.R.E.S. model uses a high fidelity wraparound process (<https://nwi.pdx.edu>) as the framework for care coordination. Key elements of the C.A.R.E.S. model service array include:

CURRENT PROGRAMS

C.A.R.E.S. Model Program-

- **Mobile Crisis Response-** provides 24-hour crisis response 365 days a year to individuals and caregivers throughout Brevard County when a behavioral health crisis is occurring. Therapists respond in person to de-escalate crisis and stabilize homes for children and youth through age 24.
- **Prevention Services-** Intensive Care Coordination when there is a high risk of potential child safety. Coordinators assist families to connect to services and supports that will strengthen the family unit.
- **Non-Judicial In-Home Services-** Intensive Care Coordination when an impending danger threat to child safety has been identified. Coordinators assist families to connect to service and supports that will strengthen the family unit.

CURRENT PROGRAMS

C.A.R.E.S. Model Program-

- **Safety Management Services-** is a family engagement process to reduce entry into the foster care system by providing rapid response to families in need of intensive support when a present danger threat to child safety has been identified. Coordinators assess and stabilize the family, provide individual and family counseling and educate caregivers on how to effectively manage stress and resolve conflict.
- **Family/Youth Peer Support Services-** offered throughout the full continuum of care. Family and/or Youth Advocates are connected to individuals and families to provide peer support and to assist with connecting families to a broader array of natural/informal supports within the community.

CURRENT PROGRAMS

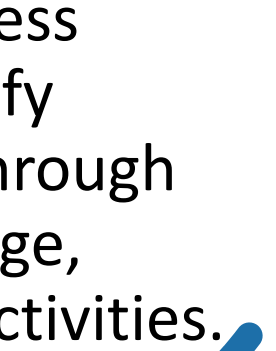
Head Start Support Services- provide ongoing county wide training for Head Start Advocates located in Brevard County Schools. Our Care Coordinator provides Wraparound support to families referred by Advocates to help strengthen parents and prepare children for future learning.

Homeless Prevention Services- provides rapid rehousing funding and homeless prevention funds to assist families with children to obtain or maintain housing. Funding covers expenses for any housing related cost (rent, deposit, utilities, repairs, etc.)

Cribs for Kids Education Program-An educational workshop provided to expectant parents and caregivers on the importance of practicing safe sleep for their babies. Participants receive a free portable crib to ensure a safe sleep option.

CURRENT PROGRAMS

Targeted Case Management- utilizes the Wraparound process to ensure that children with behavioral health issues and their families have access to a comprehensive array of services that address physical, emotional, social and educational needs. This process is based on individualized, strength-based, needs-driven planning and service delivery. Case Managers help families access support/services and identify relevant support systems through assessment, planning, linkage, advocacy and monitoring activities.





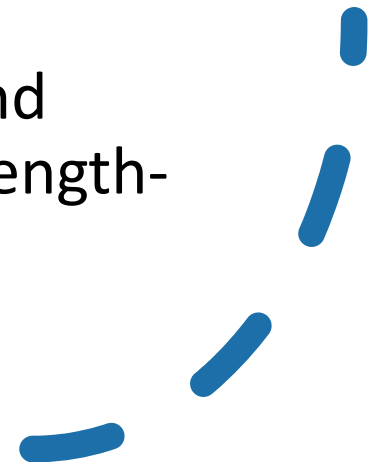
Promotive and Protective Factors

What Are They and Why Are They Important?

- Protective and promotive factors are conditions or attributes of individuals, families, communities, or the larger society that mitigate or eliminate risk and promote well-being.
- Research indicates that: Families “thrive when key protective and promotive factors are robust in their lives and communities.”
- Child abuse and neglect, strong families, and optimal child development are outcomes that are tied together.
- Protective and promotive factors help build resilience.

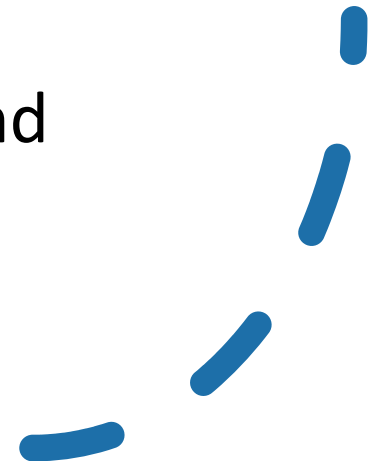
What Are They and Why Are They Important?

- Everyone can benefit from building protective and promotive factors, not just at-risk children, youth, and families.
- Protective factors can be applied in various human and social service settings including, public agencies, education, health care, law enforcement, family and neighborhood resource centers, libraries, and others.
- Focusing on protective and promotive factors is a strength-based approach.



Distinction

- The distinction between the promotive and protective factors is that protective factors are used to describe children at risk, whereas promotive factors refer to all children.
- Promotive and Protective Factors are often used interchangeable when describing the needs and strengths of the child.

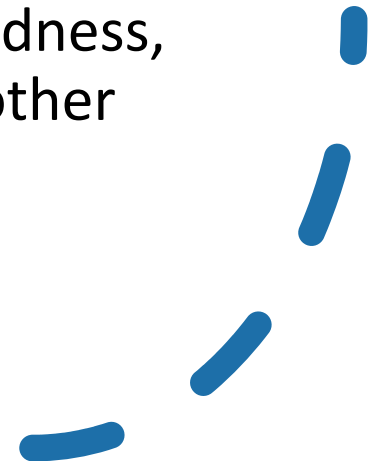


Youth Resilience

- managing the stressors of daily life and functioning well when faced with challenges, adversity, and trauma
- calling forth one's inner strength to proactively meet personal challenges, manage adversities, and heal the effects of trauma
- having a positive attitude about life and oneself
- believing that one's life is important and meaningful
- becoming more self-confident and self-efficacious
- having faith; feeling hopeful and optimistic
- envisioning positive future possibilities

Youth Resilience

- believing that one can make and achieve goals
- working with purpose to achieve goals
- facing challenges and making productive decisions about addressing challenges
- seeking help when needed
- thinking about and being accountable for one's actions and the consequences of one's actions
- managing anger, anxiety, sadness, feelings of loneliness, and other negative feelings
- learning from failure

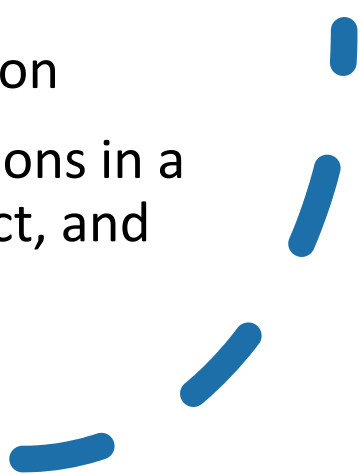


Social Connections

- Building a trusting relationship with at least one caring and competent adult who:
- listens in a non-judgmental manner
- is dependable/can be counted on
- provides well-informed guidance, advice, and help in solving problems
- promotes high expectations
- sets developmentally appropriate limits, rules, and monitoring
- provides emotional support (e.g., affirming good problem-solving skills)

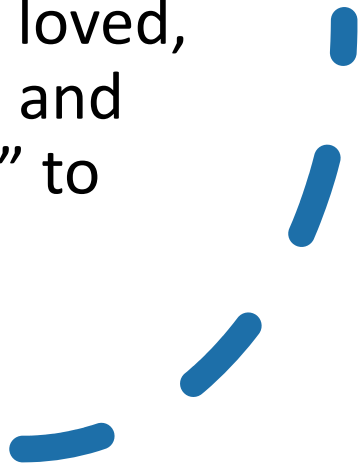


Social Connections

- provides instrumental support/concrete assistance (e.g., transportation)
 - provides informational support (e.g., post-secondary educational opportunities)
 - provides spiritual support (e.g., hope and encouragement)
 - provides an opportunity to engage with others in a positive manner
 - helps buffer youth from stressors
 - helps reduce feelings of isolation
 - promotes meaningful interactions in a context of mutual trust, respect, and appreciation
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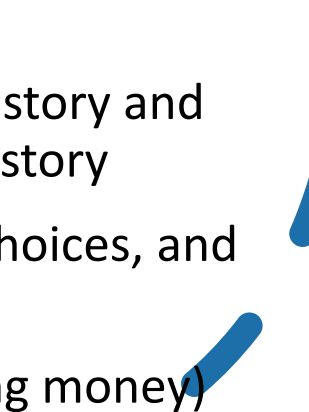
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Social Connections

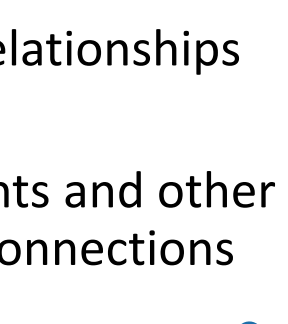
- Being constructively engaged in social institutions (e.g., school, religious communities, recreational facilities) that are safe, stable, and equitable
 - Building a trusting relationship with positive, optimistic, mutually respectful peers who have similar values
 - Having a sense of connectedness that enables youth to feel loved, secure, confident, valued, and empowered to “give back” to others
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Knowledge of Adolescent Development

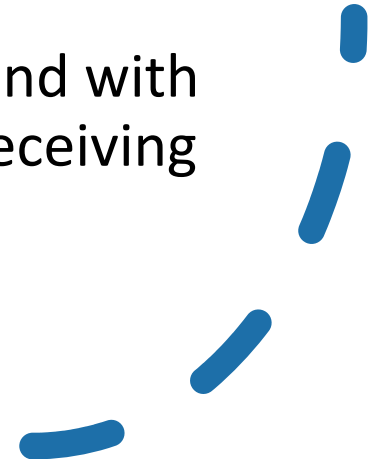
- Encouraging parents, adults who work with youth, and youth themselves to increase their knowledge and understanding about adolescent development
 - Seeking, acquiring, and using accurate information about:
 - adolescent brain development
 - physical and emotional changes that occur during puberty
 - one's culture
 - societal rules, demands, expectations, and threats
 - one's personal developmental history and needs, including one's trauma history
 - sexual behavior, responsibility, choices, and consequences
 - essential life skills (e.g., managing money)
- 

Knowledge of Adolescent Development

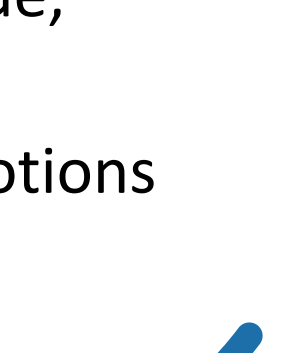
- developing abstract thinking and improved problem-solving skills
 - developing a belief system and sense of morality
 - engaging in positive risk-taking and avoiding negative risk-taking
 - forging a personally satisfying identity
 - identifying productive interests, realistic goals, and steps to achieve goals
 - developing mature values and behavioral controls used to assess acceptable and unacceptable behaviors
 - building and sustaining healthy relationships with peers and adults
 - gaining independence from parents and other adults while maintaining strong connections with them
- 

Concrete Support In Times of Need

- being able to identify, find, and receive the basic necessities everyone deserves, as well as specialized services (e.g., medical, mental health, social, educational, or legal)
- being resourceful
- understanding one's rights in accessing eligible services
- navigating through service systems
- seeking help when needed
- being treated respectfully and with dignity when seeking and receiving services

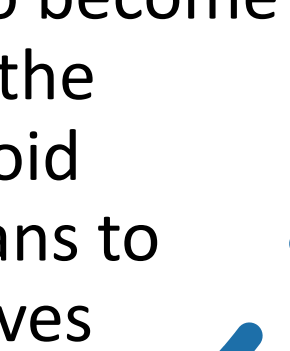


Cognitive and Social-Emotional Competence

- developing executive function skills (e.g., considering potential consequences; seeing alternate solutions to problems)
 - engaging in self-regulating behaviors (e.g., control of thinking and feelings; staying on task in the face of distractions)
 - developing character strengths (e.g., persistence, gratitude, integrity)
 - experiencing positive emotions (e.g., joy, optimism, faith, compassion for others)
- 

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Cognitive Social- Emotional Competence

- taking responsibility for one's self and one's decisions
 - developing self-awareness, self-esteem, self-efficacy, and self-compassion
 - committing to and preparing to achieve productive goals
 - having both positive images of the person one wants to become and negative images of the person one wants to avoid becoming, as well as plans to achieve the possible selves
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PROTECTIVE FACTORS FRAMEWORK

Protective factors² are conditions or attributes of *individuals, families, communities, or the larger society* that reduce risk and promote healthy development and well-being of children and families, today and in the future.

USED BY
PREVENTION
PRACTITIONERS
TO ASSESS
AND HELP
STRENGTHEN
FAMILIES

NURTURING AND ATTACHMENT



CONCRETE SUPPORT IN TIMES OF NEED



PARENTAL RESILIENCE



KNOWLEDGE OF PARENTING AND CHILD DEVELOPMENT



SOCIAL CONNECTIONS

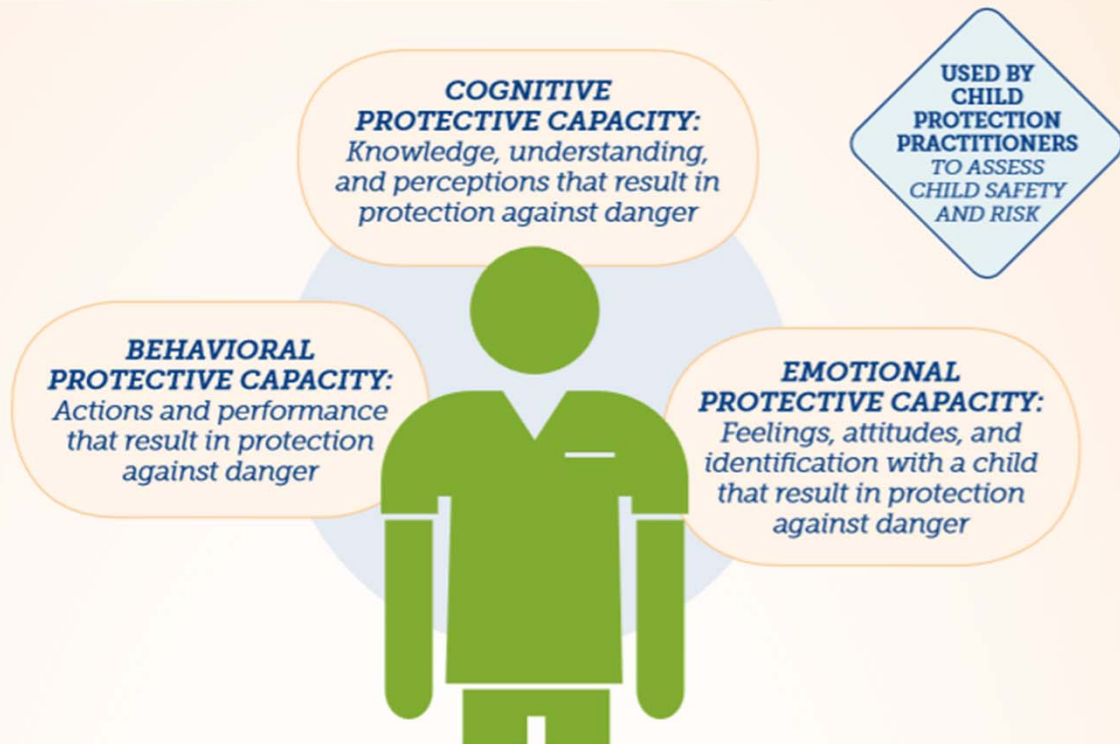


SOCIAL AND EMOTIONAL COMPETENCE



PROTECTIVE CAPACITIES FRAMEWORK

Protective capacities¹ are caregiver characteristics directly related to child safety. A caregiver with these characteristics ensures the safety of his or her child and responds to threats in ways that keep the child safe from harm. Building protective capacities contributes to a reduction in risk.



In order to improve outcomes for children, we must work with parents to build their skills and provide healthy connections to positive adults.

Google Search: Protective Capacities – Protective Factors Infograph


What Do We
Hope to
Change?





Risk Factors

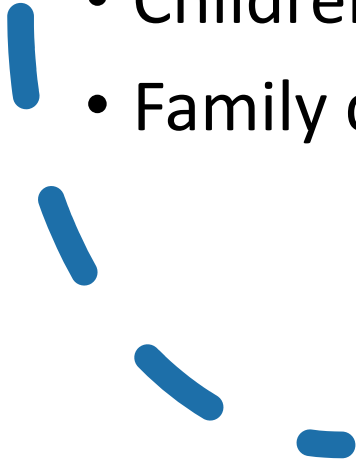
There are many possible risk factors that our children and families experience:

- Negative attitudes, values or beliefs
 - Low self-esteem
 - Drug, alcohol or solvent abuse
 - Poverty
 - Homelessness
- 



Risk Factors

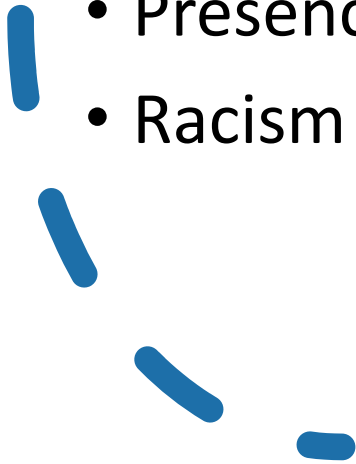
- Mental or physical illness
- Low literacy
- Family violence
- Early and repeated anti-social behavior
- Children of parents in conflict with the law
- Family distress





Risk Factors

- Unemployment/Underemployment
- Lack of positive role models
- Children who witness violence
- Lack of services (social, recreational, cultural)
- Presence of Neighborhood Crime
- Racism





Strengths

Strength and Cultural Discovery

- An informal meeting with the youth and/or family to become acquainted and hear their story.
- This is an opportunity to explore their cultural and traditional norms, values, strengths, and needs; build rapport, and identify informal supports in preparation for the family team meeting and development of the plan.



Strengths



**CAPACITY OR POTENTIAL
FOR EFFECTIVE ACTION.**



A SOURCE OF POWER.



**THE ABILITY TO RESIST
STRESS OR STRAIN.**

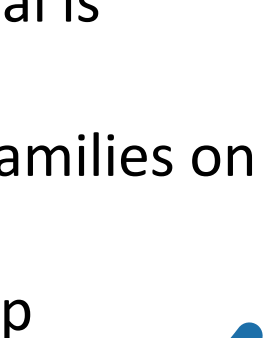


**SOMETHING YOU ARE
PASSIONATE ABOUT**




**STRENGTHS ARE
PATHWAYS TO SOLUTIONS
AND ULTIMATELY RESOLVE
CONCERNS**

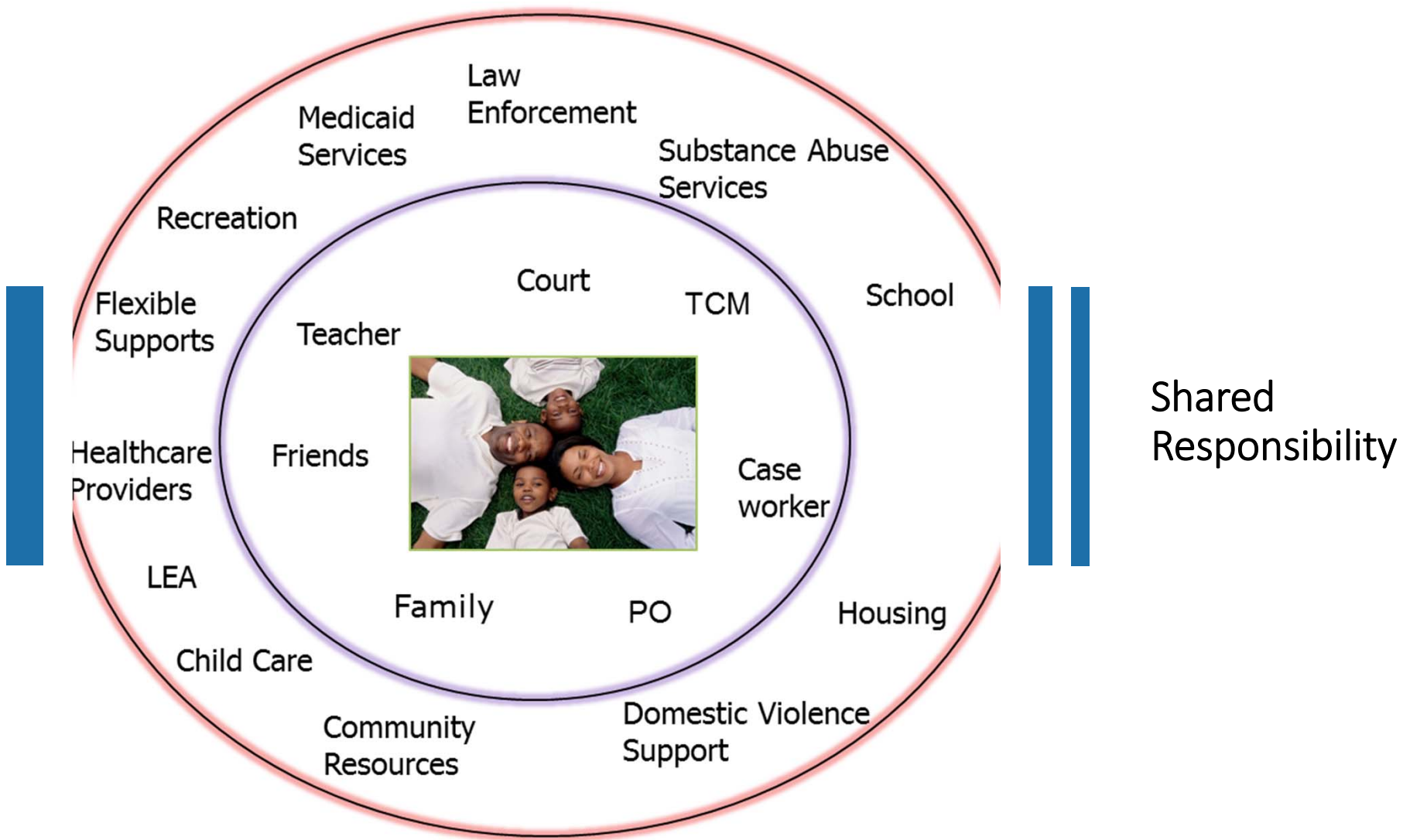
Role of the Care Coordinator in Engagement

- Early engagement of youth and family begins with a strength and cultural discovery in an informal setting at the preference of the youth and family.
 - Identification and inclusion of informal supports who know the youth and family best are identified- 51% Rule
 - The Youth and Family develop a vision statement of “Life will be better when...” as outcome and goal is established.
 - Partnering with youth and families on all levels.
 - Access, Voice and Ownership
- 



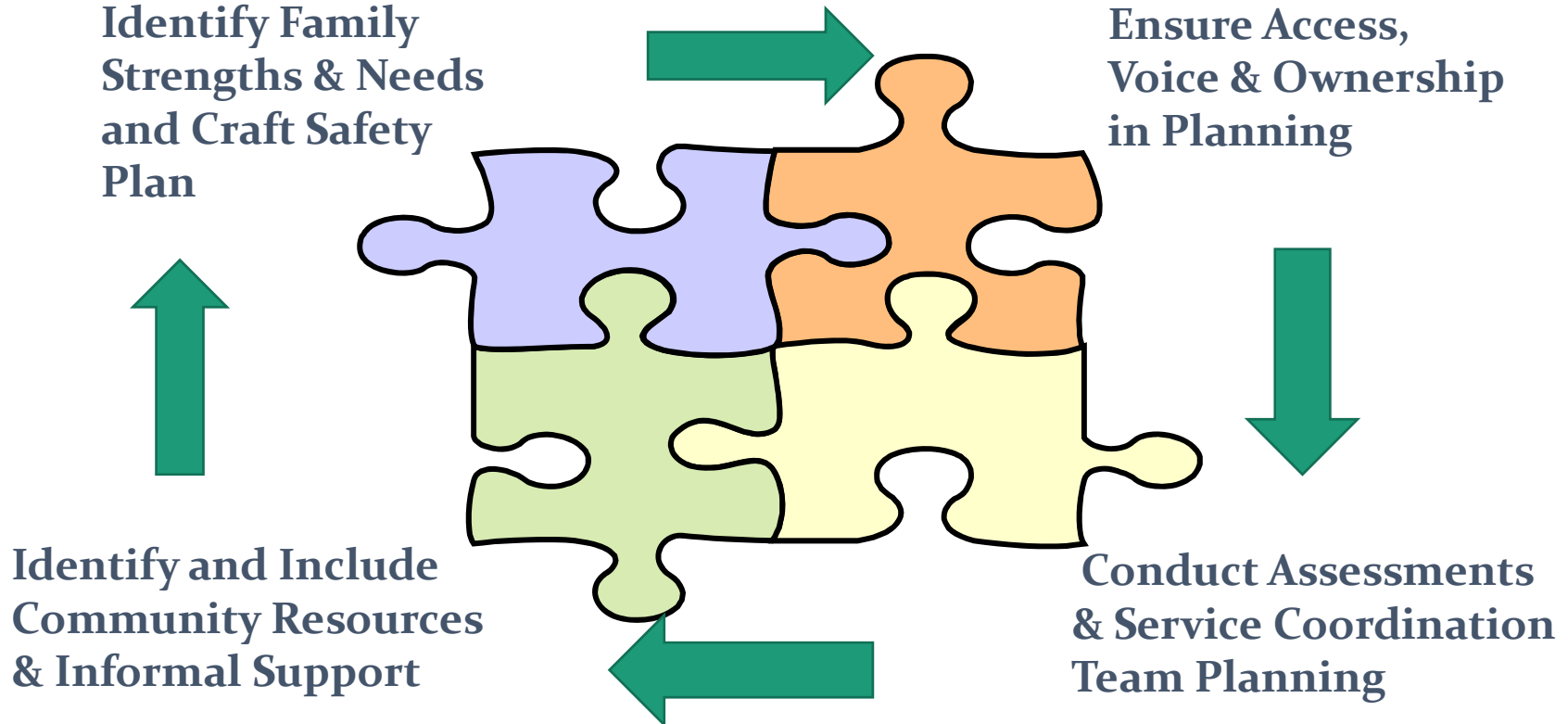
Life Domains

- Family/Relationships/Education/
Vocational
 - Home/A Place to Live/Legal
 - Social/Recreational
Health/Medical
 - Daily Living Crisis/Safety
 - Psychological/Emotional/Spiritua
l/Cultural
 - Substance
Abuse/Addictions/Financial
- 



Shared
Responsibility

Wraparound: Fitting All The Pieces Together



Believe...

They Can

- Manage the stressors of daily life and functioning well when faced with challenges, adversity, and trauma
- Call forth one's inner strength to proactively meet personal challenges, manage adversities, and heal the effects of trauma
- Have a positive attitude about life and oneself
- Believe that one's life is important and meaningful

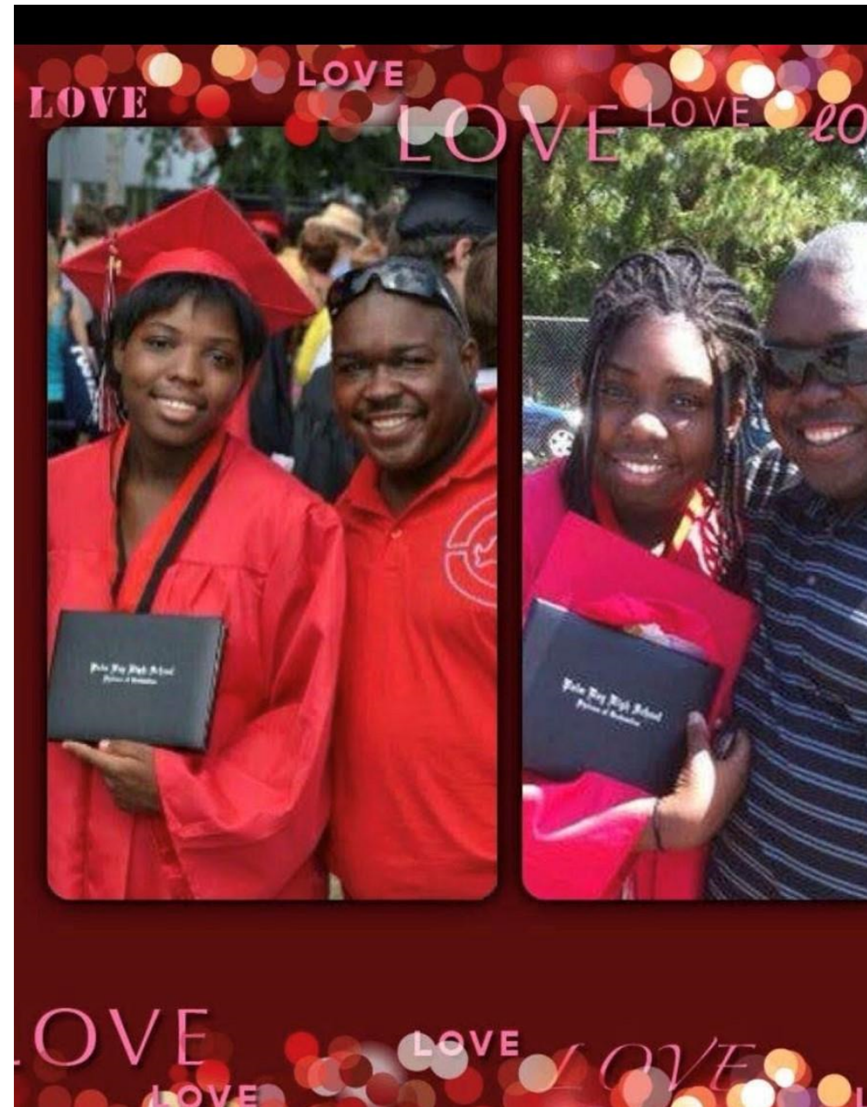
Believe...

They Will

- Believe that one can make and achieve goals
- Identify their purpose to achieve goals
- Face challenges and make productive decisions about addressing challenges
- Seeking help when needed

Shan's Story

- Challenges with 15-year old daughter's mental health.
- Family Stress- Attending college, Low income and how outcome (a.k.a Those Bills)
- Identifying her Promotive Factors
- She believed she could , So She did.





Movie Clip: The Blindside

[https://youtu.be/
76nhIfp9gr0](https://youtu.be/76nhIfp9gr0)





[Aging Out | Foster Care | Brevard Florida | Ready for Life Brevard](#)

Ready for Life Brevard (RFLB), a 501(c)(3) nonprofit organization, is a youth driven solution-based skill center that helps teens and young adults avoid homelessness and crime by removing barriers to their education and employment utilizing lifeline support networks.

www.readyforlifebrevard.org



Healthy Families of Florida HealthyFamiliesFla.org

- Healthy Families Florida is a nationally accredited home visiting program for expectant parents and parents of newborns experiencing stressful life situations. The program improves childhood outcomes and increases family self-sufficiency by empowering parents through education and community support. Parents voluntarily participate in Healthy Families so they can learn how to recognize and respond to their babies' changing developmental needs, use positive discipline techniques, cope with the day-to-day stress of parenting in healthy ways, and set and achieve short- and long-term goals.

Stop Now And Plan (SNAP) Crosswinds Youth Services

- SNAP®, which stands for STOP NOW AND PLAN, is an evidence-based, cognitive-behavioral model developed by the Child Development Institute (CDI) in Toronto, Canada. SNAP® helps troubled children and their parents learn how to effectively manage their emotions and 'keep problems small'.
- SNAP® is a gender-sensitive program and is designed for children ages 6-11 who are engaging in aggressive, anti-social behavior and/or have come into contact with authority figures at school or in the community. Experienced and highly trained staff work with each youth and family to assess challenges and problems and to develop an action plan, with the goal of preventing future anti-social behavior and reducing the chances of conflict with family, peers and authority figures.
- Children attend gender-specific weekly group sessions for 13 weeks. They learn how to use SNAP® in different situations through engaging activities including discussions, role-playing and interactive games. A variety of topics, including dealing with angry thoughts and feelings, self-control, problem-solving and bullying are addressed.
- SNAP® services are completely free to youth and their families! SNAP® families will be provided healthy meals and snacks at each SNAP® session. Sibling care will also be provided at no charge. Participants will attend a graduation ceremony upon the completion of the 13-week group cycle.



CROSSWINDS
YOUTH SERVICES, INC.



POWERED BY THE MINDS AT CHILD DEVELOPMENT INSTITUTE

Parenting with Love and Limits

- combines group therapy and family therapy to treat children and adolescents aged 10-18 who have severe emotional and behavioral problems (e.g., conduct disorder, oppositional defiant disorder, attention deficit/hyperactivity disorder). PLL is used to serve as an alternative to a residential/group care placement for youth as well as with youth returning from out of home placement such as commitment programs, halfway houses, group homes, or foster homes. PLL teaches families how to reestablish adult authority through consistent limits while reclaiming a loving relationship.





- ***Kristin Pirozzi-Post Adoption Specialist***
- ***Cell phone: 689-777-3799***
- ***Meeting are currently being held once a month via Zoom Conference.***

Post
Adoption
Support
Group

How You Can Help!

- Consider becoming a Foster Parent, attend an informational session
- Sponsor a child or family for the holidays
- Become a Guardian Ad Litem
- Get involved, Participate in April's Child Abuse Prevention Month Events
- Advocate with elected official to fund Children's programs
- Be aware, sometimes families are struggling with drug addiction, domestic violence, or other problems; have them dial 2-1-1 to get help & referrals



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