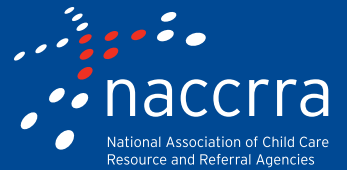


Community-Based **CHILD CARE** For Military Families:

A B O O K L E T F O R C I V I L I A N C H I L D C A R E P R O V I D E R S



Introduction



Who are military families? Military families are just like other families that strive to provide safety, love, care and guidance for their children. Military parents, like all parents, want the best for their children and want their children to be happy, safe, and provided with opportunities to develop to their fullest potential. In fact, most military families would say they're just *families*, simply the same as yours; and, at the core of it all, they are.

But, because they *do* serve in the military, there is a great distinction in how they are required to live their lives. Instinctively, the civilian community is aware that being a military family is different, and understandably stressful at times. What makes military families and parents unique is that:

- parent's job requires them to work beyond the typical "9 to 5" schedule;
- they tend to move frequently, and often suddenly (usually every three years but sometimes more often);
- parents can be called upon to leave their families at a moment's notice;
- they live and work in a culture not typically shared by the civilian community;
- parents may be required to be away from their children and families for long periods of time;
- their work schedules are not always predictable or consistent;
- they constantly live with the possibility of global warfare and the stress and anxiety of deployment; and

- during times of war, parents' lives may be in danger.

As a child care provider, you are already aware of potential stressors and the needs of working parents who need child care. The basic principles and strategies that you use for working with civilian families and children also apply to working with military families and their children. However, because of the unique culture and circumstances of being in the military, you may need extra support and resources.

The focus of this booklet is on providing care to young children of military parents. It is designed to heighten your awareness of special issues, provide you with some strategies and tools, and most importantly, direct you to a host of resources that are readily available for your use.

This booklet is divided into four chapters:

- 1. Military 101**
(Basic Terminology and Definitions)
- 2. Caring for Young Children of Military Families**
(Issues, Strategies and Activities)
- 3. Are You Ready?**
(Things to Consider and Activities)
- 4. Resources and Support**
(Websites and other Resources)



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Chapter One:

Military 101

The military culture has its own language, dress, structure, and lifestyle



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The total military force is made up of the:

ARMY

Army Reserve
Army National Guard

NAVY

Naval Reserve

MARINE CORPS

Marine Forces Reserve

AIR FORCE

Air Force Reserve
Air National Guard



Anyone who has ever been on a military installation will immediately notice that it is like a unique city of its own.

Take time to familiarize yourself with the military terminology. Browse the many websites located in the Resources section of this guide. These sites will help you to understand some of the basic organization within each service. Additionally, each Military Service has a Family Services or Family Support Center with a wealth of resources and information that you may find helpful.

The Military Services

The Department of Defense (DoD) is the executive branch of the government that oversees all branches of the military. The United States Coast Guard, formerly with the Department of Transportation and recently moved to the Department of Homeland Security, becomes part of the Department of Defense in times of declared war. The United States military is comprised of several components.

Active = Full-time duty in the active military service of the United States. This includes members of the Reserve or National Guard Components called to serve on active duty or full-time training duty, but does not include full-time National Guard duty.

Reserve = Members of the Military Services who are not in active service but who are subject to call to active duty.

DoD Military Terms

(www.dtic.mil/doctrine/jel/doddict/)

Below are a few terms that you may find helpful as you work with military children and their families. Each Service has its own acronyms, which are not usually interchangeable. Take a look at the website listed above for a more complete list.

(From Working with Military Children: a Primer for School Personnel—Virginia Joint Military Family Services Board)

AFSC: Air Force Skills Code. A job classification.

Base: Air Force, Navy, Marine Corps military installation

BDU: Battle Dress Uniform

CO: Commanding Officer

WG/CC: Wing Commander in Chief

MSG/CC: Mission Support Group Commander

Contingency: Similar to a deployment but more specific to a single operation.

DoD: Department of Defense

ETA: Estimated Time of Arrival

ETD: Estimated Time of Departure

EXEC: (Also XO) Executive Officer. The second in command of a ship, squadron, shore station, unit, etc.

Family Service Center or Family Support Center: Support organization that provides programs and services to improve the life of military personnel and their families. Also known as Family Support Center, Community Service Center, or Work-Life Center.

FAP (Family Advocacy Program): Addresses the problems of family neglect, violence, and sexual assault. The program provides education on parenting, anger and stress management training, crisis intervention, treatment, and follow-up.

FTX (Field Training Exercise): Army exercises away from the unit.

Liberty or Leave: Short periods of authorized absence.

MCCS: Military Corps Community Service, a department which offers a variety of support services and recreational programs.

Military Time: The military uses a 24-hour clock: 12 o'clock midnight is 2400 hours, 1 a.m. in the morning is 0100 ("O" one hundred hours). From there on, just add 100 to the next hour until you get back to 2400 hours. Example: 3:30 p.m. in military time is 1530 hours.

MP: Military Police (Army security forces)

OOD (Officer of the Day): An officer on duty lasting 24 hours

PAO (Public Affairs Office): Office staffed by persons who handle public inquiries and press relations for the military.

PCS: Permanent Change of Station (a family move to a new installation)

POC (Point of Contact): The designated contact person for a particular project, tasking, or event.

Post: Army military installation

Post Exchange/Base Exchange: Department store on Army post or Air Force, Marine, or Navy base where service and family members can purchase household items.

Rank: Grade or official standing of commissioned and warranted officers.

Rating: Job classification, such as electronics technician.

SVS: Services — a squadron that offers support such as libraries, clubs, lodging, mortuary affairs, child and youth programs, community centers, etc.

SF: Security Forces (Air Force military police)

Sponsor: Husband, wife, parent or other guardian who is on active military duty.

SQ: Squadron (Air Force unit with specific mission, such as Services, Civil Engineering, Security Forces, Medical, Judge Advocate, etc.)

TDY: Temporary Duty (usually of short duration)

TRICARE: Medical insurance for active duty and their families, retirees, and some former spouses

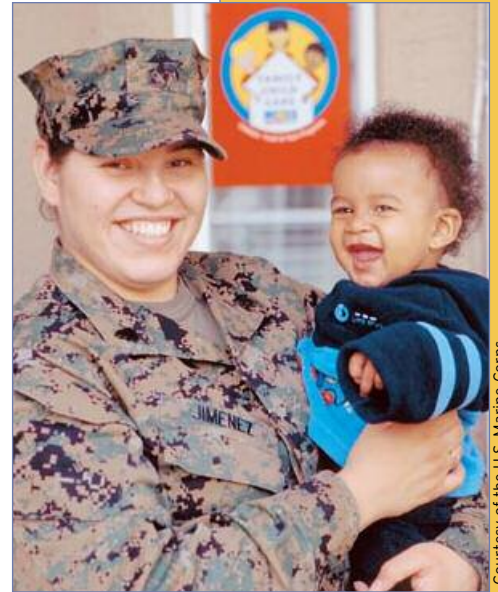
USAF: United States Air Force

USMC: United States Marine Corps

USN: United States Navy

USA: United States Army

XO (Executive Officer) The second in command of a ship, squadron, shore station, unit, etc.



Courtesy of the U.S. Marine Corps



Each Service has its own acronyms, which are not usually interchangeable.

Take a look at the website—

www.dtic.mil/doctrine/jel/doddict/

for a more complete list.



Deployment

Deployment is the assignment of military personnel to a temporary tour of duty elsewhere than their home station. Temporary could be weeks or months, but usually does not exceed 18 months. During times of war, terms of deployment can be extended indefinitely. Orders to deploy can happen at a moment's notice, sometimes giving military parents little or no preparation time with their families.

As you can imagine, this is a time of very high stress for military families. Specific suggestions and strategies for working with children when parents become deployed are addressed in the section on working with young children. For now, just knowing what deployment is and the types of concerns it raises will help you to be better prepared.

Phases of Deployment

There are three phases of deployment. Each phase brings its own set of challenges and stressors for children and families.

1. Pre-deployment (Preparation)

Some military parents get as little as 12 hours to prepare to be deployed; others may get longer. This period of preparation is often marked by anticipation of loss or even denial. Military members are charged to always have their personal affairs in order, they are reminded to ensure their life insurance policies and beneficiaries are current, and that banking responsibilities are clarified to ensure bills continue to be paid on time, etc. The anxiety experienced by couples during this period will, of course affect their children.

2. Deployment (Absence of Parent)

During deployment there can be a mix of emotions and concerns for both the remaining spouse and children. It is normal for many to feel sad, alone, overwhelmed or abandoned, and for children to display negative changes in behavior. It is important that the remaining spouse get the support needed to re-establish a sense of normalcy during this time. It is also important that children's reactions are attended to, and that they receive the reassurance and support they need.

3. Reunion (Return of Parent)

As the deployed parent is about to return

home, there can be a mix of both joy and frustration. Depending on the age of the child and the length of time the parent was deployed, the child may have grown and changed a lot. It may take some time to re-establish a bond between the returning parent and the child.

Although it is a happy occasion, change is still change, and most children do not like changes to their routines. A readjustment period is natural, but may bring with it some stress too.

Each phase brings its own set of challenges and stressors. In the following sections on working with children and parents, more specific activities will be highlighted that you may find useful if a parent is deployed.



U.S. Navy photo by Ryan C. McGinley

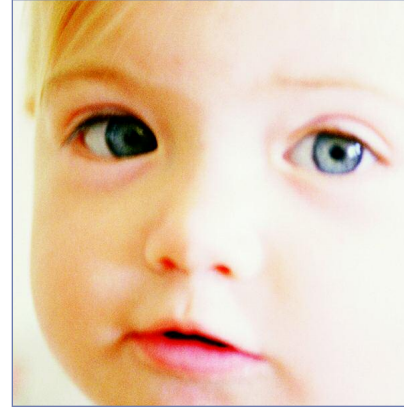


Orders to deploy can happen at a moment's notice, sometimes giving military parents little or no preparation time with their families.



Chapter Two:

Caring for Young Children of Military Families



Helping you to help them

Young children of military families live a life that is potentially more stressful than that of other children. The life of military children is often marked by the potential for:

- **Deployment of one or both parents:** Today's military family must adjust to the unique lifestyle of frequent deployments and long family separations.
- **Sudden departures of parents:** Military parents are required to go anywhere at any time. Imagine how stressful it can be for a child to not have time to say goodbye.
- **Frequent household moves:** Military families move their homes frequently. Moving is a big stressor for most anyone. They have to adjust to new people, new surroundings and even new child care situations.
- **Constant emotional adjustments:** All of these changes require frequent re-establishing of routines with the family unit. Young children require stability and consistency that is often lacking in a military family.

Children are not skilled at coping with stress and change. As a child care provider, you can help these young children make adjustments and deal with the anxiety and stress that may arise. Their time with you can help to give them a sense of comfort and consistency.

Get to Know Children as Individuals

Just as you would get to know any other child, it is important to get to know children of military families as individuals. You should avoid labeling or making assumptions about any of the children or families.

Suggestions for getting to know children:

- **Prepare individual sheets on each child,** such as an "All About My Child" sheet (see sample on page 6), that lists specific traits and preferences for each child. For example, Favorite Foods, Favorite Books, How to Console if Upset, and Temperament.
- **Take time to get to know them as individuals.** Spend at least 10 minutes each day focusing on one particular child. Make each child feel special and worthy of your focused attention. Make sure that the other



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Jason Brownrigg © 2004

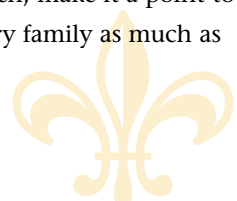


children are supervised when spending individual time with a child.

- **Have a special space — cubby or small area for each child.** Allow children to bring a favorite toy or item from home to help them feel at ease while in your care. It is always a good idea for young children to have photos or drawn pictures of their families in child care and displayed where the child can see them. This can be especially comforting if a parent is deployed.

Get to Know Children as Part of a Family

Child care is about providing services to families. Children benefit when child care providers and their parents work together. By working with family members, as much as possible, you can find out about the individual needs of children, and also about creating a partnership with parents to provide the best care for their children. Just as you would with other children, make it a point to get to know each military family as much as possible.



Suggestions:

- **Meet with parents or other family members** to learn what their expectations are for their child in child care;
- **Work with parents on a communication style that works** for both of you, so that you keep each other informed on important things which are going on that affect the child (for example: emails, notebooks, phone calls);
- **Ask the parents to fill out an “All About My Child” sheet** so that they can tell you all about their child before they are enrolled;
- **Let parents know you are a good resource** on early childhood growth and development. Give them information on topics of interest.

Information Sheet #1

All About My Child (for Parents)



Child's Name:

Nickname:

Age:

Birthday:

Favorite Foods

Favorite Toys

Favorite Things to Do

What Comforts Him/Her

My Child's Personality:

Three Unique Things About My Child:

- **Invite families to the program** as much as possible. Make sure they know you have an open-door policy and welcome their presence.
- **Give daily or weekly updates on how their child is doing** in your care. Reassure them that you have their child’s best interest at heart and recognize them as special and unique.
- **Listen to any concerns parents may have.** Ask them how things are in their home and work life. Ask them if they have any concerns about their child that they want to share.
- **Take time to develop a positive relationship.** Relationships take time and patience to develop.

Recognizing Commons Signs of Stress/Anxiety in Children

Military families’ lives can be both exciting and unpredictable. Young children love to have and indeed, need to have predictability in their lives. Since this is not always possible, especially in the military, changes can be a source of anxiety for young ones. They don’t have the ability to understand their feelings and need help with expressing them.

Being able to recognize the signs of stress and behaviors associated with it, will be very helpful as you work with young children. Regardless of the source of stress, most children exhibit the same behaviors.



Photo by Jerry Banks

Other Ways to Respond to Young Children

- Keep normal routines and favorite rituals
- Maintain a peaceful atmosphere
- Limit exposure to the media and adult conversations about crises or world events
- Give enough time and provide calm, loving attention
- Give verbal reassurance of everything being okay
- Give physical reassurance — hugs and smiles
- Give opportunities for expression — clay, drawing, building blocks
- Teach children ways to calm themselves: dance to music, breathe deeply, encourage art activities, take time out to rest



Being able to recognize the signs of stress and behaviors associated with it, will be very helpful as you work with young children.



What Stress May Look Like (Stress Indicators)...

Age Group/Behaviors	What You Can Do
INFANTS <ul style="list-style-type: none"> • Crying more than usual • More clinginess • Difficulty sleeping • Changes in eating or pooping 	<ul style="list-style-type: none"> -Keep routines in care normal -Hold and hug more, more affection -Keep a positive attitude -Reassure as needed -Be patient
TODDLERS <ul style="list-style-type: none"> • Loss of appetite • May regress to acting younger • Clinginess • Cries or screams for help 	<ul style="list-style-type: none"> -Play with them -Continue to hug and give affection -Pay attention to how they play
PRESCHOOLERS <ul style="list-style-type: none"> • Trouble sleeping • Acts out anger • Bedwetting • Nightmares • Fear of being left alone; fear of strangers • Testing behavior 	<ul style="list-style-type: none"> -Listen to them -Accept their feelings -Comfort, reassure them as needed -Encourage them to draw or play to act out any fears -Limit any exposure to the media -Take care in the language you use around them -Read stories about children missing a parent

Information Sheet #2

Keeping in Touch With Me
(for Parents)

Parent Name(s)

Child's Name

I prefer to be kept informed of what my child is doing:

- | | |
|---------------------------------|--|
| <input type="checkbox"/> Daily | <input type="checkbox"/> By phone |
| <input type="checkbox"/> Weekly | <input type="checkbox"/> In person |
| <input type="checkbox"/> Other: | <input type="checkbox"/> By email |
| | <input type="checkbox"/> Regular meetings |
| | <input type="checkbox"/> Daily sheet/journal |

- Dramatic play areas might include parts of military uniforms: e.g., hats, camouflage shirts, firemen's hats, puppets, phones, stethoscopes, etc., so that children can role-play.

Helping Children and Families Stay Connected During Deployment

If a parent becomes deployed, it will definitely have an impact on the entire family, and especially the children. As discussed in Chapter 1 briefly, being deployed can mean long separations which interrupt the family's normal routines and sense of security.

If you are caring for a child whose parent is deployed, it is very important that you help the child feel secure and work to help the child stay connected with the parent.

If there is time, it is best if you can work with the parent before he or she is deployed. In the pre-deployment phase, try to:

- Discuss how their absence might affect their child and how they want questions about where they are and what they are doing answered. Think of answers ahead of time.
- Jointly discover ways to help prepare the child for their absence. Ask the parent to gather family photos and other items that their child can bring and keep at child care.
- Check with the parent to see if they would prefer communicating by email, letters, or occasional phone calls. Always involve the remaining parent in these efforts.
- Suggest activities that the parent may do with the child before he or she leaves.
- Work on an activity or art project with the child to give to the parent before he or she actually leaves.

Information Sheet #3

All About Me
(for Parents)

Parent Name(s)

Child's Name

Important Things to Know About Me/Us:

The Kind of involvement I'd like to have with my child's care:

What I'd like most for my child to get out of child care is:

A child whose parent is deployed may not react to the parent's deployment right away. Remember to watch for signs or changes in their behavior. Discuss their parent openly. Do not ignore the subject. By talking openly and often about the parent, the parent is kept as part of the child's everyday life.

Children may need extra affection and reassurance during this time. Give it to them. Help them with ways to keep them connected with their parent. Here are some suggestions:

- Encourage children to draw pictures or other artwork of their family to display at the program.
- Make a "parent box" that has things that remind children of their parents while they are away.
- Help them write and send a letter or an email to their parent. Do something with the child to communicate with their parent periodically. All communication should be coordinated with the remaining parent.
- Record the child on tape and send it to their parent.
- Set up dress-up areas to simulate areas where their parents might be, e.g., a small tent with a cot for acting out imagined parent activities.
- Use a sandbox for desert simulation.



U.S. Navy photo by William Heimbuch

Dealing with Violence and the Media

Especially during times of conflict or war, there will be a lot of articles, people talking, pictures and television coverage. Images of violence may be frequent during these times. Young children should not be exposed to the constant coverage of war or violence. They are not equipped to process this information or deal with it.

As much as possible, limit any television or media coverage of war or other topics of violence. Children pick up on everything that you say. Take care with the language you use when talking about the war when around children. Whatever your views are on the subject, do not discuss them while with the children.

If children in your care bring up the subject of war, redirect them by focusing on how safe and secure they are right now in your care.



U.S. Air Force photo by Margo Wright



Children may need
extra affection
and reassurance
during this time.
Give it to them.



Chapter Three:

Are You Ready?



Photo by National Guard Tech Sgt Brian E. Christiansen

Being a child care provider takes persistent dedication



Being a child care provider means you are ready and able physically, intellectually, and emotionally to meet the needs of children and their families.



Being a child care provider is hard work, whether you care for children of military families or civilian families. It is very special work that takes a persistent dedication to provide the care and support to the children you care for and their families.

Take a Personal Inventory

Being a child care provider means you are ready and able physically, intellectually, and emotionally to meet the needs of children and their families. To make sure you are ready, try some of these suggestions:

- 1. Stay Supported.** Maintain your personal supports. If you are a family child care provider, it is especially critical that you have a support system to help meet your needs. Enlist family members, friends, colleagues, and community resources for assistance when needed. Join or form a support group of other child care providers and stay in close contact with others doing the same type of work as you.
- 2. Stay Positive.** Take care of yourself. Maintaining a positive state of mind with children, their parents and your own family

is very important. Your attitude can make life easier or not so easy for everyone around you. How successful you are in managing your emotions and physical health will impact your work, so here are some steps you can take:

- Take long walks, run, or do something active for at least 20 minutes each day.
 - Take a stress-reduction class, meditation, or yoga class.
 - Make time for yourself every day — read a book, see a movie, make mealtime a special time for you and your family.
 - Set short- and long-term goals for yourself both personally and professionally.
 - Stay connected with outside activities and people outside of your work with children (religious, community groups).
- 3. Stay Informed.** Keep up-to-date on information and resources available on child care and on helping children of military families.
 - Use the internet to research additional resources for your work. Use search words

and phrases, such as: “military family separation”, “deployments”, “return and reunion videos”, “acting out behavior”.

- If close to a military installation, stay informed by attending child care training sessions or other meetings.
- Contact your community child care resource and referral (CCR&R) agency for written resources or to learn about upcoming workshops and trainings.
- Be aware of nearby support services available to you and to military families, such as the Family Support Center or chapel on an installation, or the local church, synagogue, or mosque in the civilian community.

How Do You Handle Stress?

It is important that you are prepared to help children handle their emotions and stress. Before you can do that well, make sure to have strategies and supports that you can use when under stress. It is recommended that you:

- Maintain a support system of people in your life that you can depend on.
- Take time every day to relax and do something just for you.
- Understand how stress affects you personally and how you deal with it.
- Use several strategies for dealing with your own anxiety and stress levels, such as: meditation, prayer, long baths, long walks, adequate rest, talking with friends, etc.



How Do You Feel About...?

When working with military children and their families, it is important to be aware of your personal beliefs and attitudes about the military and especially about any current military efforts. Whether you are aware of it or not, your attitudes will be obvious to others.

Ask yourself these questions, and then reflect on how you could address anything that could have a negative effect.

1. What are my feelings about the military?
2. What are my feelings about ongoing military or war efforts?
3. Will my feelings effect how I deal with military families? Children of military families?
4. Do I use language or make references to the military in any way that is negative?
5. Do I associate any one ethnic or cultural group with the military in any negative way?
6. Do I feel there is a basic difference between children of military families and the civilian children I care for?

Everyone has opinions and beliefs about the military and war or peace time efforts. It's important to know that and to be wary of the language we use or the assumptions we make based on these opinions and beliefs. It is especially important when caring for children of military families that we are respectful of their work and that we do not make prejudicial remarks.



Have a support system of people in your life that you can depend on.

Take time every day to relax and do something just for you.





Being a Good Listener

An important aspect of communicating well and establishing good relationships with children and their families is being a good listener. We only learn when we listen, but that is a skill that takes time to perfect.

Below and on the next page are some characteristics of a good listener, as well as common roadblocks to listening. Consider them as you work with children (and adults).



We only learn when we listen, but that is a skill that takes time to perfect.



Are You One? A Good Listener...	
Gives the other person a chance to talk.	<ul style="list-style-type: none"> • Make sure you allow the other person (child or adult) time to complete their thoughts. • Allow for some silence. Some people take longer than others to respond and may need extra time.
Creates a comfortable environment for talking.	<ul style="list-style-type: none"> • Remove disruptions or the chance for interruption. • Remove any physical barriers between you and the other person when talking. • Be aware of cultural differences, such as closeness when talking.
Asks appropriate questions.	<ul style="list-style-type: none"> • Ask questions to make sure the speaker knows you are interested in what they have to say. • Repeat what you think you hear the other person is saying to make sure you are hearing it right.
Shows interest through body language.	<ul style="list-style-type: none"> • Be at eye-level whenever possible. Get down to children's level when speaking to them. • Face the speaker. Use relaxed and natural movements. • Use appropriate eye contact, looking at the speaker and away when appropriate. Be aware of cultures that have different eye contact comfort levels.
Focuses on what is being said, not on how it's being said.	<ul style="list-style-type: none"> • Direct your attention to what the child or adult is saying, rather than their accent, grammar or physical characteristics.
Listens to the complete message.	<ul style="list-style-type: none"> • Have patience and wait to hear the entire message before answering. We all have a tendency to start talking before the other person is done, but it's important to wait.
Listens to the main idea.	<ul style="list-style-type: none"> • Listen for the main idea of what is being said. Sometimes children (and adults) give long explanations or change subjects, getting off the topic.
Looks for ways to relate to what is being said.	<ul style="list-style-type: none"> • Try relating to what is being said through a similar experience you may have had.
Deals effectively with their own blocks to listening.	<ul style="list-style-type: none"> • Everyone has listening blocks. Try to be aware of what you tend to do, and catch yourself before they get in the way of effective communication.
Practices listening.	<ul style="list-style-type: none"> • Practice good listening skills with every situation and interaction with others.

Common Roadblocks to Listening: Which Ones Do You Do?

(from *The Special Training for Special Needs – HV guide*)

There are nine roadblocks to effective listening and communication. Everyone uses listening blocks sometimes, but it is helpful to be aware of your personal blocks and to consider their impact on effective communication. Think about which ones you may be “guilty” of, and try to be aware of them when talking with others.

• Comparing

Comparing makes it hard to listen because you are always trying to determine who is smarter, funnier, more competent — you or the other person. Some people focus on who has suffered more, who has bigger problems. For example, while someone is talking, you think to yourself: “Do I know enough to help this parent?” “Her problems aren’t nearly as difficult as the other parents.” “She already thinks she knows everything, but I’ll show her.” You cannot let in much of what the parent is saying because you are too busy worrying about how you will measure up.

• Rehearsing

You do not have much time to listen when you are rehearsing what to say. Your attention is on your next comment. You look interested, but your mind is somewhere else as it remembers a story to tell or thinks of a point to make.

• Mind Reading

The mind reader is busy trying to figure out what the other person is really thinking and feeling. “He says... but I’ll bet he’s really thinking...” The mind reader is interpreting and analyzing in an effort to see through to the “Truth.”

• Judging

Negative labels or judgments have enormous power. If you pre-judge someone as incompetent, uncaring, or stupid, you do

not have to pay much attention to what they say. You have already written them off. A basic rule of listening is that judgments should only be made after you have heard and evaluated the message. Even then the judgments should be considered tentative and subject to change.

• Identifying

When you identify, you take everything a person tells you and relate it back to your own experience. A parent tells you about an activity and that reminds you of the art workshop that you conducted last month. You launch into your story before the parent can finish. Everything you hear reminds you of something you have felt or done. There is no time to listen and empathize or to get to know the other person because you are so tied your own experiences.



Everyone uses listening blocks sometimes, but it is helpful to be aware of your personal blocks and to consider their impact on effective communication.





Advice is best given after one has fully heard the other person's thoughts.



- **Advising**

You are always ready with help and suggestions. You do not have to hear more than a few sentences before you start searching for the right advice. However, while you are thinking up solutions you do not hear the feelings, and you diminish the other person's personal power to solve her own problems. Advice is best given after you have fully heard the other person's thoughts (and generally when you are asked).

- **Diverting**

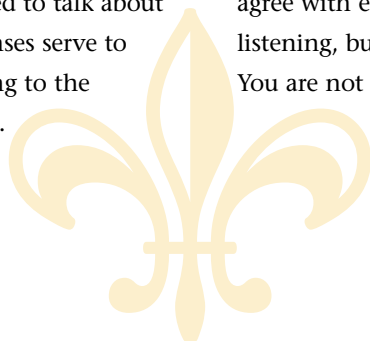
When you divert, you typically change the subject, distract, or humor the other person. You tend to divert when you get bored or uncomfortable with a conversation. You may try to joke with the other person to help avoid the discomfort. Or you may completely change the subject to distract attention from uncomfortable issues. "I've got a funny story about..." "Yes biting is a difficult problem, but we need to talk about your schedule." These responses serve to divert attention from listening to the concerns of the other person.

- **Being Right**

Being right means you must have the correct answer, and you will go to great lengths not to be wrong. Your convictions are unshakable. You often warn, order, or command others to follow your beliefs. You may find that you preach or moralize — anything to try to let the other person see how right you are. "Do this...because the regulation says..." "You should..." "You need to..." "You had better." Consistently presenting the idea that you are "always right" can cause providers to become defensive and resistant as well as shutting off your ability to learn. As radio talk show legend Larry King says, "I never learned anything with my mouth open."

- **Placating**

"Right...right..." "I know..." "Yes..." "Really..." "It'll be OK..." You want to be nice and you want people to like you, so you agree with everything. You may be half-listening, but you are not really involved. You are not tuned-in to what is being said.



Chapter Four:

Resources and Support



Where to find the information you need

Finding What You Need

There is a lot of information and resources available about the military, the support they offer their service members, and types of assistance and support available to help children deal with stress and issues of family separation.

We recommend starting with your nearest military installation to get your local number and/or website for resources available to service members in your area. Each service branch has a Community Services Office and Family Support Center.

Military Family Support Information

- http://deploymentlink.osd.mil/deploy/family/family_support.shtml DoD website with a wealth of information on deployment and how to help families cope.
- www.afcrossroads.com Community website of the U.S. Air Force
- www.ArmyCommunityService.org/home.asp Army Community Service website
- www.usmc-mccs.org/ Marine Corps. community services, deployment info

- www.armymwr.com Community services and deployment info
- www.MilitaryOneSource.com (Comprehensive help resource)
- www.lifelines.navy.mil (Navy)
- www.esrnational.org
- www.goacs.org (Army site, family readiness)
- www.guardfamily.org (National Guard)
- www.defenselink.mil/ra (Reserves)
- www.nmfa.org (National Military Families Association)
- www.militarychild.org (Military Child Education Coalition)

Websites With Information on Children and Stress

- www.psych.org (American Psychiatric Association)
- www.PrepareRespondRecover.com/
- www.militarystudent.org (The Educator's Guide to the Military Child During Deployment)



Help is
never
far away.



National Early Care and Education Organizations

NACCRA

National Association of Child Care Resource and Referral Agencies

www.naccra.org

NAFCC

National Association of Family Child Care

www.nafcc.org

NAEYC

National Association for the Education of Young Children

www.naeyc.org

NAA

National After-school Association

www.naaweb.org

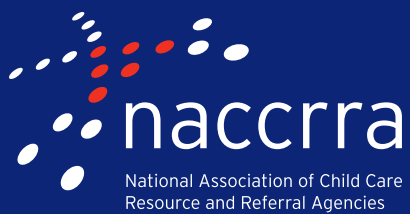
Zero to Three

www.zerotothree.org



Courtesy of the U.S. Marine Corps





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