Families across the country are being impacted by substance use disorder. Substance use disorders occur when the repeated use of alcohol and/or drugs causes clinically and functionally significant impairment, such as health problems, disability and failure to meet major responsibilities at work, school or home. Some common types of this disorder include use of alcohol, tobacco, cannabis, stimulant and opioid. According to the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5), substance use disorder can present itself as mild, moderate or severe.

There are risk factors that contribute to one’s susceptibility to abusing addictive substances. Some examples of those risk factors are a genetic predisposition to abuse, exposure to childhood trauma, impoverished neighborhoods, or a parents’ favorable attitudes towards substance use. There are many efforts in place in response to those effected by substance use disorder, but prevention is critical to the plight of improving the well-being of our country. Prevention is the gradual consistent process of adding protective factors to an individual’s life until protective factors outweigh risk factors.

SAMHSA has identified four domains of protective factors that when present, can increase the likelihood that a person will not abuse substances. Those categories are: community, school, family and individual. Though these protective factors are specific to field of substance abuse prevention, being aware of them and how they relate to a more commonly known framework, Strengthening Families™ Protective Factors framework, may be essential in how programs design strategies in response to substance use challenges that communities are facing.

**Culture**
SAMHSA’s Protective Factors
- Positive value of health (physical, environmental, spiritual, and mental)
- Positive value of interdependency between family members
- Social Bonding
- Availability of opportunities to preserve heritage
- Consistency in rule enforcement
- Positive reinforcement for pro-social involvement

Correlate to the following Strengthening Families™ Protective Factors:
- Social connections
- Social and emotional competence
- Parental resilience

**Community Domain**
SAMHSA’s Protective Factors
- Community bonding
- Healthy beliefs and clear standards
- Community supported substance abuse prevention efforts and programs
- Availability of constructive recreation

Correlate to the following Strengthening Families™ Protective Factors:
- Social connections
- Concrete support in times of need

**Family Domain**
SAMHSA’s Protective Factors
- Strong family bonding
- Positive family dynamic
- No family history of alcohol, tobacco and other drugs (ATOD) use/abuse
- Extended family networks

Correlate to the following Strengthening Families™ Protective Factors:
- Social connections
- Social and emotional competence
- Parental resilience
- Knowledge of parenting and child development
- Concrete support in times of need
**Individual/Peer Domain**
SAMHSA’s Protective Factors
- Social competence
- Autonomy
- Sense of purpose and belief in a bright future
- Problem-solving ability

Correlate to the following Strengthening Families™ Protective Factors:
- Social connections
- Social and emotional competence
- Parental resilience

As programs continue to focus on ways to bring the Strengthening Families™ Protective Factors framework to life in their work that is focused on preventing substance use disorder in families, the correlation between the two frameworks may be helpful in assuring that their work is aligned to a framework designed with that purpose.

Visit SAMHSA for more information about proven strategies that your program can use to prevent addiction.

**Reference**

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**From Parents as Teachers National Center**

**New Research Shows Parents as Teachers Home Visiting Model Significantly Reduces Child Abuse and Neglect**

April 2018 – New research published in Child Abuse & Neglect, The International Journal, found that the Parents as Teachers® evidence-based home visiting model demonstrates a significant decrease in cases of child maltreatment when home visiting services are delivered through a scaled-up, statewide home visiting program. Read more about the new research.

**Thank You**

Thank you for responding to PA PAT Advisory Committee, and Roles and Responsibilities of the PA PAT State Office survey. We appreciate your input. As we make plans for the 2018-19 year we will keep you updated about the work of the advisory committee and services available to you.

2018 Parents as Teachers International Conference: YOUnited

October 8-11, 2018, Phoenix Ariz.
Register now for the PAT International Conference.

During the conference, the Parents as Teachers National Center will recognize two affiliates and three to five parent educators. Award applications will be available this summer. Who will you nominate?

**Using Penelope? Need Help?**

Penelope Q&A sessions are available upon request for all PAT Affiliate programs in Pennsylvania. Contact Wenda Deardorff for more information or to schedule a session.

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**Stress and Its Effects on Children and Families –What Communities Can Do About It**

As we wrap up Child Abuse Prevention Month, let’s look at one of the main risk factors that may be a precursor to child abuse and neglect: stress. Raising children, meeting work and family obligations, and financial burdens are some stressors parents may experience. When parents and caregivers do not have coping mechanisms to handle stressful situations related to life and parenting, they may not be able to focus on creating nurturing environments that promote their child’s optimal development and may rely on harsh discipline techniques. This may lead to more stress in the family unit. When parents are unable to buffer their child from stress, it can have adverse consequences.

Children respond to the stressors in their environments and the stress responses of their parents. Not all stress is harmful; in fact some responses to stress are important for typical development. This is known as a positive stress response. Examples of this type of stress response include when a child receives an immunization or a student takes a difficult test, their body may respond to...
these situations by having an elevated heart rate and elevated levels of stress-related hormones. The body regulates these changes relatively easily and returns to stasis. Learning to cope with this kind of stress is important to healthy development.

Children may also experience situations that cause a more sustained stress response such as the death of a loved one or serious illness. In these cases the body may have a stronger response or continue to respond to the stress over a period of time. But the positive relationships with caregivers and supports from the community can help to buffer the child and alleviate the stress response. These tolerable stress responses have the potential to become toxic if supportive relationships are not in place for the child.

Toxic stress responses are prolonged, frequent, and strong, and are activated by adverse childhood experiences (ACES) such as physical, emotional or sexual abuse, chronic neglect or domestic violence in the home. Prolonged stress responses caused by these situations “can disrupt the development of brain architecture and other organ systems, and increase the risk for stress-related disease and cognitive impairment, well into the adult years.” Fortunately, “ACES are not destiny.” Research has shown that “supportive, responsive relationships with caring adults as early in life as possible can prevent or reverse the damaging effects of toxic stress response.”

Family support organizations can help parents learn how to develop these supportive relationships with their children by providing information about child development, the effects of stress, and positive parenting techniques. Communities also have a role in supporting children and adults who have experienced toxic stress.

Resources
Responding to Toxic Stress – Organizations and Communities
- Defining Toxic Stress from a Community Perspective
- Community Resilience Cookbook
- Tackling Toxic Stress
- Building Community, Building Hope

ACEs and Trauma
- Adverse Childhood Experiences (Child Welfare Information Gateway)
- Adverse Childhood Experiences (CDC)
- Wounded Places
- DNA is not Destiny

References

Safe Kids Corner
Pedestrian Safety

As the weather gets warmer, children are walking to school and playing outside. Here are some tips to help children stay safe when walking or crossing the street.

- Children under ten should cross the street with an adult; it can be difficult for them to judge speed and distance of cars.
- Put electronic devices down and remove headphones before crossing the street.
- If children need to use a cell phone, make sure they stop walking and find a safe area to talk.
- Tell kids to look left, right and left again when crossing the street. Never run or dart out into the street or cross between parked cars.
- Remind kids to make eye contact with drivers before crossing in front of them and to watch for cars that are turning or backing up.
- Walk on sidewalks or paths when available. If there are no sidewalks, walk facing traffic as far to the left as possible.
- Cross streets at corners, using traffic signals and crosswalks.
The Sharing Corner

The Sharing Corner is for you, by you. Share your expertise, celebrations, testimonies and news. Send an email with the information you would like to share to Wenda Deardorff.

Center for Schools and Communities reserves the right to determine the appropriateness of the information.

Family Support

Family Support Webinars
First Wednesday of the month
10:00 AM - 11:15 AM
May 2, Parent Advocacy
June 6, School Readiness

PAT Knowledge Studio Course

Pennsylvania Parents as Teachers Regional Training
May 22, Cranberry, Pa.

Family Support at the Center for Schools and Communities provides training and technical assistance to Parents as Teachers providers, Children’s Trust Fund grantees and the Strengthening Families Leadership Team.

Partnerships Project Manager
Karen Shanoski
(717) 763-1661 x139
kshanoski@csc.csiu.org

Family Support Specialist
Wenda Deardorff
(717) 763-1661 x116
wdeardorff@csc.csiu.org

Family Support Technical Assistant
Coordinators
- Children’s Trust Fund and Strengthening Families
  Rijelle Kraft
  (717) 763-1661 x221
  rkraft@csc.csiu.org
- Parents as Teachers and Strengthening Families
  Tiedra Marshall
  (717) 763-1661 x103
  tmarshall@csc.csiu.org
- Parents as Teachers
  Alexia Brown
  717-763-1661 x146
  abrown@csc.csiu.org

Parents as Teachers

Until one month prior to the event, registration will only be open to Pennsylvania participants. If you have a new hire in the month before the event, contact Wenda Deardorff.

PAT Foundational & Model Implementation
For new parent educators & supervisors of affiliate programs
May 14-18, Camp Hill, Pa.

PAT Foundational
For new approved users
May 14-16, Camp Hill, Pa.

PA Foundational 2: 3 Years through Kindergarten
July 16-17, Camp Hill, Pa.

Pennsylvania Parents as Teachers is based at the Center for Schools and Communities. Learn more at the following sites:
Children’s Trust Fund
Strengthening Families