



Child Abuse
PREVENTION
Fund

CONNECTING FOR KIDS

Spring 2004

Issue 2, Vol. 6

2004 Grant Recipients Announced

The Child Abuse Prevention Fund awards grants to agencies throughout Wisconsin that offer primary prevention programs. On April 1, the organization announced grants awarded totaling more than \$500,000 to 27 Wisconsin agencies. Funding is made possible through donor contributions to the Child Abuse Prevention Fund.

The Child Abuse Prevention Fund awards grants in four categories: community awareness, home visitation, parent education and new initiatives. The following agencies will receive funding:

Community awareness

Children's Hospital and Health System, Child Protection Center, Milwaukee
Prevent Child Abuse Wisconsin, Madison

Home visitation

Ashland-Bayfield Healthy Families, Ashland
CAP Services, Inc., Wautoma
Children's Service Society of Wisconsin, Eau Claire
Children's Service Society of Wisconsin, Stevens Point
Family Resource Center of Fond du Lac, Fond du Lac
Family Resource Connection, Rhinelander
Healthy Families of Waukesha County, Waukesha
Lakeshore Family Resources, Manitowoc
S.E.T. Ministry, Milwaukee
UP Connection, Inc., Waukesha

Parent education

Children's Service Society of Wisconsin, West Allis
Children's Service Society of Wisconsin, Wisconsin Rapids
Community Action Coalition for South Central Wisconsin, Madison
Prevention and Protection of Abused Children, Waukesha
Task Force on Family Violence, Milwaukee
The Women's Center, Waukesha

New initiatives

Children's Service Society of Wisconsin, Family Resource Center of Barron County, Rice Lake
Children's Service Society of Wisconsin, Antigo Family Resource Center, Antigo
Children's Service Society of Wisconsin, Exchange Family Resource Center, Janesville
Children's Service Society of Wisconsin, Lincoln County Family Resource Center, Wausau
Clark County Family Resource Center, Inc., Neillsville
Couleecap, Westby
Heartlove Place, Milwaukee
HELP of Door County, Sturgeon Bay
Lutheran Social Services of Wisconsin and Upper Michigan, Oconomowoc

To learn more about how your organization can apply for a grant from the Child Abuse Prevention Fund, visit www.capfund.org and click on the Apply for funding button on the left.

Grantseeker's Corner

If these walls could talk, would you listen?

By Jeremy Miner

Director, Government Relations and Sponsored Programs
St. Norbert College, DePere, Wis

Sometimes the difference between earning a grant award and receiving a rejection letter comes down to following the directions.

During a recent review session at a private foundation, panelists debated whether or not to fund a social service project focusing on minority youth. The discussion went like this:

CD: "Why are we even considering this application? They didn't include the required budget form, and the budget information that they did send is missing key information."

VM: "This is a good organization. We've worked with them in the past. This project will really help to make a difference in the community."

KB: "That may be true, but what's the point of having application guidelines if organizations are not going to follow them?"

VM: "This organization has a limited staff. Wouldn't you prefer that they were out serving children rather than agonizing over administrative details?"

KB: "I would prefer that they submit all of the required information in the format requested. At this point, I'm not even sure that they can complete the project for the amount requested."

CD: "KB's right. If we make exceptions for them, we'll have to make exceptions for everyone. They can complete the forms and re-apply next cycle." This example illustrates that funding decisions often involve a combination of logical and emotional elements.

Sponsors inevitably receive more proposals than they can possibly fund. As a result, sometimes reviewers look for reasons *not* to fund a project. Failure to complete a required budget form is a convenient excuse

to decline a proposal and move on to the next application.

As a grant seeker, it may be easier for you to "recycle" proposals that have already been developed rather than to customize applications to individual sponsors. However, when sponsors receive an incomplete proposal, they are faced with three options: (1) return the proposal without review, (2) contact applicants and ask them to correct the deficiencies, or (3) interpret the information to the best of their ability and make a funding decision.

Don't let your proposal lose out on a technicality. Increase your odds for funding success by making the jobs of reviewers as easy as possible: provide all of the requested information in the format they expect to see, and describe how you can be a change agent to help solve the problems that they care about. Then they'll have no reason not to fund you.

© Jeremy T. Miner, 2004. Grantseeker's Corner is intended to inform, inspire, motivate and otherwise help sustain your grantseeking activities. We welcome your grant-related questions. Select questions may be answered in the future issues of Connecting for Kids. Send your questions to the Child Abuse Prevention Fund, Connecting for Kids, PO Box 1997, MS 3085, Milwaukee, WI 53201. Your submissions can be faxed to (414) 266-6139 or e-mailed to capfund@chw.org. To read past "Grantseekers Corner" articles written by Jeremy Miner, visit our Web site at www.capfund.org and click on the Professional Resources button on the left.

Special report

Addressing bullying: An opportunity for injury prevention

By **Marlene Melzer-Lange, MD**

Professor of pediatrics (emergency medicine) at the Medical College of Wisconsin.

Bullying is a significant problem for many school-aged children. When school starts each fall, several children and their parents worry about how children will cope with their peers. Both physical and emotional problems result from bullying. In recent school shootings, it has been suggested that bullying and the resulting isolation may have contributed to the violence.

Bullying is defined as:

- An intentional act of aggression meant to cause physical, psychological or emotional distress to another individual.
- A relationship existing with a disproportionate distribution of power, with the stronger individual or group abusing the weaker one.
- The behavior pattern is repeated over time. The abuse includes, but is not limited to, behaviors such as hitting, kicking, name-calling, rumors, negative Internet messages and exclusion.

There are three ways to participate in bullying:

- *Direct bullying* involves an active confrontation between the bully and the victim.
- *Indirect bullying* occurs by avoiding or ignoring the victim.
- *Passive bullying* happens when other children provide support to the bully.

Profiles

Once associated only with males, a greater number of females are now affected by bullying.

Bullies participate in aggressive and antisocial behavior. The tendency to dominant over others is a prevalent attitude. Bullies may feel rewarded by

sensing social influence, a feeling of being “in control,” and occasionally stealing material goods. Contrary to the popular stereotype that bullies are insecure, bullies have an average or lower than average levels of anxiety and insecurity. Physically, bullies usually are stronger than most of their peers, but particularly stronger than their victims.

Victims generally react passively and anxiously to situations. They often view the current situation as hopeless and will try avoiding places the bully may be. Children with physical disabilities, developmental delay or conversely, outstanding academic skills, all are at increased risk for being bullied. Homosexuals are also targeted.

Prevalence

Bullying is common in elementary school children in the United States as well as throughout the world. In a study of surveys completed by United States students in grades six through 10 in 1998 revealed that twenty-nine percent of participants reported they were involved in bullying: 13 percent as a bully, 10 percent as a victim and 6 percent as both. The study showed that boys are more likely to be involved in physical victimization – some resulting in beatings with serious head injuries, multiple contusions and fractures. Whereas girls are more likely to utilize rumor, isolation and name calling in their bullying attacks. Most bullying episodes occur at school or on the way to and from school.

Effects of bullying

Victims of bullying suffer physical, emotional, developmental and educational losses. They may feel they deserve to be teased. These victims have greater difficulty making friends at school because other children may be fearful they will also become

victims of bullying by association. Avoiding school and the bully is a common problem for the bullied child. Many bullied children ask to stay indoors at recess, a time when many bullying attacks occur.

Bullies also may suffer consequences. Aggressive behavior during childhood may lead to other physical aggressive acts, violence and delinquency. They may also face – much like their victims – social isolation, peer rejection and suicidal ideation. Bullies also are at risk for criminal convictions and alcoholism in adulthood. For these reasons, mental health services are an important consideration for bullies.

Children who have been victims of bullying report a number of complaints including: headaches, abdominal pain, sleep difficulties and bed wetting. Studies also have shown that some behavior and lifestyle conditions may increase the risk of a child becoming a bully. Behaviors of preschool-age children that may increase the risk of becoming bullies include: irregular and unpredicted eating and sleeping habits, strong negative moods and difficulty adapting to new situations.

Lifestyle conditions that promote bullying include: no defined limits on aggression, lack of a supportive home environment, parents who model violence in their adult relationships and parents who use corporal punishment with their children.

Working with parents

Parents of the victim should teach the child how to use nonviolent methods when encountering bullying. Children should be taught to stand up straight, speak firmly, make eye contact with the bully and walk away. Role-playing with the child to establish a plan for the child to follow.

Extracurricular activities such as sports, martial arts, art classes and music lessons can be a way to

boost the child's self-confidence and make new friends.

Parents of the bully or victim should be counseled to initiate and attend a conflict resolution meeting with parents of the other children involved. Many teachers and school counselors will assist in mediation during such meetings. Parents should seek mental health counseling for their children who have been in a bullying relationship.

Prevention is the most effective tool to reduce bullying behavior in children. Parents can help reduce behaviors in children by: modeling aggression control, teaching children that violent behavior is not tolerated, explaining the adverse effects of bullying and teaching a child how to control feelings of anger and aggression.

References

- Nansel TR, Oberpeck M, Pilla RS et al. Bullying Behaviors Among US Youth. *JAMA* 2001;285:2094-2100.
- Glew G, Rivara F, Feudtner C. Bullying: Children Hurting Children. *Pediatrics in Review*. 2000; 21:183-190
- Olweus D. *Bullying at School. What We Know and What We Can Do*. Cambridge, MA: Blackwell Publishers. 1993.
- American Academy of Child and Adolescent Psychiatry. *Bullying. AACAP Facts for Families, #80*. Washington DC: American Academy of Child and Adolescent Psychiatry; 2001. Available at: <http://www.aacap.org/publications/factsfam/80.htm>. Accessed: June 2002.
- U.S. Department of Health and Human Services. *Youth Violence: A Report of the surgeon general*. Rockville, MD: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Injury Prevention and Control; Substance Abuse and Mental Health Services Administration, Center for Mental Health Services; National Institutes of Health, National Institute of Mental Health; 2001.
- Pearce JB, Thompson AE. Practical Approaches to Reduce the Impact of Bullying. *Arch Dis Child*. 1998;79:528-531.

Funding sources

GrantSelect is a comprehensive database offering more than 10,000 funding opportunities from state and federal governments, corporations, foundations, and associations.

The grants database is customized into seven segments:

- Arts and Humanities
- Children and Youth
- Community Development
- Biomedical and Health Care
- K-12 and Adult Basic Education
- International Programs
- Operating Grants

Unlike other databases, GrantSelect allows you to purchase only what you need. You can subscribe to the entire database or select segments. You can also subscribe to their E-mail Alert Service, which delivers funding information right to your e-mail inbox.

Better yet, try it for free. Visit www.grantselect.com and Fill out an online form for a no obligation 7-day trial.

Apply for the Beyond the Blue Ribbon Award

In an effort to spotlight community efforts toward raising child abuse and neglect prevention awareness, the Children's Trust Fund, Child Abuse Prevention Fund and Prevent Child Abuse Wisconsin created the Beyond the Blue Ribbon Award. The award recognizes creativity, community collaboration and effectiveness in raising awareness of the need for child abuse prevention awareness in Wisconsin.

One \$1,000 award is given each year to the most innovative and far-reaching community awareness

campaign. New this year, a second-place finalist will be recognized for their efforts with a \$500 cash prize. Any community-based agency, organization or club is eligible to apply.

A Beyond the Blue Ribbon Award application form is included in this newsletter. In addition, the application can be downloaded as a Microsoft Word file by visiting <http://wctf.state.wi.us>. To be considered for the award, all applications must be received by May 15. Winners will be announced during Summer 2004.

Announcements

Help parents polish their parenting skills

Wisconsin Parents can receive a free Positive Parenting Kit from the Wisconsin Children's Trust Fund by calling toll free (866) 640-3936. The kits contain information on positive parenting, sexual abuse prevention, fathering, shaken baby syndrome and other important topics. Kits also include stickers, growth charts and other materials.

Upcoming conferences

Fourteenth Annual Children Come First Conference

July 28-29

Country Inn

Waukesha, Wis.

Cost: \$135

Phone: (608) 284-0580

Web site: www.wccf.org/CCF

Parent resources available from the Child Abuse Prevention Fund

The Child Abuse Prevention Fund publishes a wide range of parent resource materials. These materials are available free of charge for use in your primary prevention program.

For a list of materials, visit our Web site at www.capfund.org and click on the Parent Resources button on the left. For more information, e-mail Jzahn@chw.org or call (414) 266-6300