Stop movement to Japan lifted

From CNP Public Affairs

The U.S. Navy released Naval Administrative Message NAVADMIN 123/11 April 8 announcing the movement of Navy military personnel to commands and activities in Japan is authorized, effective immediately.

"America's Navy has been committed to supporting our longtime ally, as well as keeping the safety of our Sailors, civilians and families a top priority during this difficult time," explained Chief of Naval Personnel (CNP) Vice Adm. Mark Ferguson, chief of naval personnel. "We can now sustain the movement of our Sailors to units throughout Japan, but will continue to hold families from moving to certain areas until we can ensure they can be fully supported."

The stop movement order will remain in effect for all military family members whose sponsors are under orders to report to commands or activities on Honshu Island, which includes bases in Atsugi, Misawa, Iwakuni and Yokosuka. For those family members with orders to areas outside Honshu, such as Sasebo and Okinawa, they may be authorized to accompany their Sailor with an updated dependent entry approval by the base commanding officer.

For family members of service members with orders, the impact of this stop movement on allowances will be highly dependent on their individual circumstances. These families should read NAVADMIN 123/11 to learn what types of support they may be eligible for and should contact their local Personnel Support Detachment or Navy Personnel Command (NPC) Customer Service Center at 1-866-827-5672 with questions based on their specific circumstances.

To read the updated stop movement message NAVADMIN 123/11 and learn what support may be available to those families still affected, visit www.npc.navy.mil.

April is Sexual Assault Awareness Month

Hurts one. Affects all… Preventing Sexual Assault is Everyone's Duty

From CFAY Fleet and Family Support Center

Nationally, Sexual Assault Awareness Month (SAAM) occurs in April and commits to raising awareness and promoting the prevention of sexual violence through use of special events and public education. SAAM provides commands/installations an annual opportunity to highlight Department of Defense (DoD) and service policies addressing sexual assault prevention and response.

DoD policies address sexual assault prevention and seek to establish a climate of confidence in which, education and training create an environment in which sexual assault and the attitudes that promote it are not tolerated; victims of sexual assault receive the care and support that they need; and, offenders are held accountable for their actions. Everyone has a role in stopping sexual assault.

The theme this year is: "Hurts one. Affects all… Preventing Sexual Assault is Everyone's Duty."

The 2011 campaign is focusing on the effects sexual assault has on the military's mission readiness. As is readily understood throughout the military, mission readiness defines a unit's ability to deploy quickly and efficiently. A sexual assault can reverberate throughout a unit and beyond, degrading readiness by harming the life of the victim and the military's ability to work effectively as a team.

Experts and practitioners often describe the negative consequences of sexual assault as having a ripple effect, starting with the victim and expanding outward to include families, friends, work colleagues, neighbors and increasingly larger parts of the population.

The crime of sexual assault diminishes the armed forces' ability to function proficiently at the levels of service member, unit and command. Its impact is both immediate and long lasting for individuals in the military and for the institution as a whole. Sexual assault particularly diminishes a unit's mission readiness.

Mission readiness is negatively impacted in the following three ways:

• The alleged perpetrators are often placed on administrative hold and therefore cannot deploy with their units.

• Victims may not be able to fulfill their duties or may otherwise have their ability to perform the mission compromised as a result of the traumatic events.

• The attention of the unit leadership shifts from the normal duties involved in maintaining readiness to addressing a victim's needs, investigating the alleged perpetration, and restoring the unit's cohesion and trust.

According to Theodore Joyner, Commander Fleet Activities Yokosuka, Fleet and Family Support Center, Sexual Assault Response Coordinator (SARC) Theodore Joyner, this year's theme provides coordinators, commanders and senior enlisted leaders an opportunity to discuss the effects maintaining mission readiness and preventing this crime.

"The theme 'Hurts one. Affects all,' not only conveys that sexual assault affects the victim, it affects bystanders," said Joyner. "Preserving mission readiness can serve, then, as motivation for acts of bystander intervention."

How parents can help children cope with stress

From The Navy Bureau of Medicine and Surgery Public Affairs

This information is intended to provide support and resources for families addressing the stressors of the recent and on-going events in Japan.

Coping with the events - important information for parents:

Children's Reactions. Children will react differently to disasters and its aftermath depending on their age, developmental level and prior experiences. Some will withdraw, while others will have angry outbursts. Still others will become agitated or irritable. Parents should be sensitive to each child's coping style.

The following are typical reactions children exhibit following a tsunami or other natural disaster:

• Fear and worry about their safety and the safety of others, including pets.

• Fear of separation from family members.

• Clinging to parents, siblings or teachers.

• Worry that another disaster will come.

• Increase in activity level.

• Trouble concentrating or paying attention.

• Withdrawal from others.

• Angry outbursts or tantrums.

• Aggression toward parents, siblings or friends.

• Increase in physical complaints, such as headaches and stomachaches.

• Change in school performance.

• Long-lasting focus on the disaster, such as talking repeatedly about it or acting out the event in play.

• Increased sensitivity to sounds of crashing waves, wind, rain, or other loud noises.

• Changes in sleep patterns.

• Changes in appetite.

• Lack of interest in usual activities, even playing with friends.

• Returning to earlier behaviors, such as baby talk, bedwetting or tantrums.

• Increase in teens' risky behaviors, such as drinking alcohol, using substances, harming themselves or engaging in dangerous activities.

• Panic reactions such as shortness of breath and, or rapid heartbeat.

What parents can do to help their children. Parents should spend time talking to their children, letting them know that it is okay to ask questions and to share their worries. Issues may come up more than once and parents should remain patient and open to answering questions and clarifying the situation. They should let children know, without overwhelming them with information, what is happening in the family, with their school and in the community.

Parents should answer questions briefly and honestly and ask their children for their opinions and ideas.

To help children's recovery, parents should:

• Be a role model. Try to remain calm so that you can teach your child how to handle stressful situations.

• Monitor adult conversations. Be aware of what adults are saying about the disaster or the damage. Children listen to adults' conversations and may misinterpret what they hear, becoming unnecessarily frightened.

• Limit media exposure. Protect your child from too many images and descriptions of the disaster, including those on television, on the Internet, on radio and in the newspaper.

• Reassure children that they are safe. You may need to repeat this frequently even after the danger has subsided. Be sure to tell them you love them.

• Replace lost or damaged toys as soon as you are able.

• Calm worries about their friends' safety. Even though phones may not be working, reassure your children that their friends' parents are taking care of them, just the way you are taking care of your children.

• Tell children about community recovery. Reassure them that the government is working hard to restore electricity, phones, water and gas. Tell them that the town or city will be removing debris, helping families find housing, and rebuilding the neighborhood.

• Take care of your children's health.

• Maintain regular daily life. In the midst of disruption and change, children feel more secure with structure and routine. As much as possible, have regular mealtimes and bedtimes.

• Encourage children to help. Children cope better and recover sooner when they help others. Give them small cleanup tasks or other ways to contribute. Afterward, provide activities unrelated to the disaster, such as playing cards or reading.

• Be extra patient as your children return to school. They may be more distracted and need extra help with homework for a while.

• Give support at bedtime. Children may be more anxious when separating from parents. Spend a little more time than usual talking, cuddling or reading. Start the bedtime routine earlier so children get the sleep they need. If younger children need to sleep with you, let them know it is a temporary plan, and that soon they will go back to sleeping in their own beds.

• Help with boredom. The disaster may have disrupted the family's daily activities such as watching television, playing on the computer and having friends over or caused the suspension of extracurricular activities such as sports, youth groups, dances or classes. Help children think of alternative activities, such as board games, card games, and arts and crafts.

• Keep things hopeful. Even in the most difficult situation, your positive outlook on the future will help your children see good things in the world around them, helping them through challenging times.

• Seek professional help if your child still has difficulties more than six weeks after the disaster.

Visit the Project FOCUS (Families Overcoming Under Stress) website at http://www.focusproject.org for more information and additional resources.