News To Know...

Upcoming Walk-In Recruitment days:
January 16, 2018   Shippensburg University Head Start   9 a.m.-3 p.m.
January 30, 2018  St. Paul Lutheran Church, Carlisle 9 a.m.-3 p.m.
February 1, 2018  Zion Evangelical Church, Newville  9 a.m.– 12: p.m.

Please tell your friends and family to get the word out!

Upcoming Events:

Bosler Memorial Library in Carlisle is holding an event on February 26, 2018 from 5:30-7:30, so that parents can sign up for summer camp programs earlier. There will be face painting, refreshments, story time and more! We will have a recruitment table at this event if you or someone you may know would like to sign up for the upcoming school year.

Save the Date:
Reading Rainbow at Ship Center will be March 3, 2018!
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Youth Events: Winter 2018 | January - April
Shippensburg Public Library
Registration is required for all events. To register, please call 717-532-4508.

**Baby and Me | Ages 0-2**
Fridays at 9:45-10:05 am
(January 5 - March 2)
Introducing Baby and Me, a new program designed specifically for infants up through the age of 2! During this 20 minute program we will play, sing, do fingerplays, and sometimes read a short board book. Baby and Me playtimes are designed for parents/caregivers to participate in the activities with their child.

**Family Movie Night | G/PG-rated movies**
Fourth Thursday of the month at 5:30-7:30 pm
January 25 | February 22 | March 22 | April 26
Bring the whole family out to enjoy a movie and free popcorn! Films will be rated either G or PG. To find out what this month’s movie is, ask a librarian!

*No Registration Required*

**Toddler Storytime | Ages 2-3**
Wednesdays at 11:15-12:00 pm
Thursdays at 10:15-11:00 am & 5:15-6:00 pm
Fridays at 10:15-11:00 am
(January 3 – March 2)
Join us for Toddler Storytimes! We’ll free play for 15 minutes, read 1-2 short picture books, and finish by doing a craft! Toddler Storytimes are designed for parents/caregivers to participate in the storytime activities with their child.

**Lego Club | Ages 5 and up**
Second Tuesday of the month at 6:30-7:30 pm
January 9 | February 13 | March 13 | April 10
Whether you’re a novice or a Lego Master Builder, there’s a place for you to construct your masterpiece. Build on your own or collaborate with the people around you! Don’t forget to bring a camera to take a picture of your creations!

**Preschool Storytime | Ages 4-5**
Thursdays at 11:15-12:00 pm & 6:15-7:00 pm
Fridays at 11:15-12:00 pm
(January 4 – March 2)
Come on out for Preschool Storytimes! We’ll free play for 15 minutes, read 2 picture books, and finish by doing a craft!

**Read to Dogs | Ages 6-12**
Third Tuesday of the month at 6:30-7:30 pm
January 16 | February 20 | March 20 | April 17
Grab some books and have fun taking turns reading to our adorable, furry friends. This program is made possible by Kindly Canines!

**Elementary Storytime | Ages 6-9**
Second Saturday of the month at 1:00-1:45 pm
January 13 | February 10 | March 10 | April 14
We are excited to present a storytime designed especially for school-aged children! We’ll read 1-2 books and finish by doing a craft!

**American Girls Club | Ages 8-12**
Fourth Tuesday of the month at 6:30-7:30 pm
January 23 - Samantha (1839) | February 27 - Felicity (1765)
March 27 - Kit (1934) | April 24 - Kaya (1755)
Each month we explore the life and times of an American Girl and then enjoy a period snack!

**March Playgroup | Ages 0-6**
Thursdays at 10:15-11:00 am & 6:15-7:00 pm
Fridays at 10:15-11:00 am
(March 8 – 29)
Have fun getting together with friends, old and new, as we free play for 30 minutes and then close with 15 minutes of organized activities such as singing, fingerplays, and games! Playgroups are designed for parents/caregivers to participate in play and the organized activities with their child.

**S.T.E.A.M. | Ages 8-12**
Second Saturday of the month at 10:15-12:15 pm
January 13 | February 10 | March 10 | April 14
Through fascinating experiments, engaging activities, and fun crafts we’ll explore science, technology, engineering, art, and math! We’ll even enjoy a tasty snack! This program is sponsored by:

**Teen Scene | Ages 13 and up**
Fridays at 3:00-4:30 pm
(January 4 – April 27)
Hangout, eat snacks, and enjoy activities such as games, movies, holiday parties, and other events that you and your peers choose!

*Meets in Library’s Annex*

Member of Cumberland County Library System
73 W. King St. | 717-532-4508 | www.shippensburglibrary.org
Mon, Wed, Thurs: 9am-9pm, Tue: 12pm-9pm, Fri: 9am-5pm, Sat: 10am-5pm
Shippensburg University Head Start and Pre-K Counts Program

Recruitment Days for the 2018-2019 program year!

Shippensburg Head Start & Pre-K Counts Program is a FREE, income eligible educational program for pregnant moms and children from birth to the age of five.

**SHIPPENSBURG HEAD START & PRE-K COUNTS PROGRAM**

**ENROLLMENT DAYS**

**January 16, 2018** from 9 a.m-3 p.m. at Shippensburg University Head Start in the Cora I. Grove Spiritual Center building on Spiritual Center Drive.

**January 30, 2018** from 9 a.m-3 p.m. at St. Paul Lutheran Church, 201 West Louther Street, Carlisle, Pa 17013.

**February 1st, 2018** from 9 a.m-12 p.m. at Zion Evangelical Lutheran Church, 51 West Main Street, Newville, Pa 17241.

Please Bring:
- Proof of Income: 3 most recent pay stubs, 2017-1040 tax form (if completed), child support, unemployment, SSI letter, TANF or any other source of income.
- Proof of Birth: Child’s birth certificate or Insurance card with child’s birth date on it.
- Copy of Child’s Health Insurance card
- Copy of custody papers (if they apply)
- Copy of child’s IEP (if this applies)
- Referral (if referred by any service provider)

For more information please contact the Family Development Office (717) 477-1626.
The Flu: A Guide for Parents

FLU INFORMATION

What is the flu?

Influenza (the flu) is an infection of the nose, throat, and lungs caused by influenza viruses. There are many different influenza viruses that are constantly changing. Flu viruses cause illness, hospital stays and deaths in the United States each year.

The flu can be very dangerous for children. Each year about 20,000 children younger than 5 years old are hospitalized from flu complications, like pneumonia.

How serious is the flu?

Flu illness can vary from mild to severe. While the flu can be serious even in people who are otherwise healthy, it can be especially dangerous for young children and children of any age who have certain long-term health conditions, including asthma (even mild or controlled), neurological and neurodevelopmental conditions, chronic lung disease, heart disease, blood disorders, endocrine disorders (such as diabetes), kidney, liver, and metabolic disorders, and weakened immune systems due to disease or medication. Children with these conditions and children who are receiving long-term aspirin therapy can have severe illness from the flu.

How does the flu spread?

Most experts believe that flu viruses spread mainly by droplets made when people with the flu cough, sneeze or talk. These droplets can land in the mouths or noses of people who are nearby. Less often, a person might get the flu by touching something that has flu virus on it and then touching their own mouth, eyes or nose.

What are the symptoms of the flu?

Symptoms of the flu can include fever, cough, sore throat, runny or stuffy nose, body aches, headache, chills, fatigue and sometimes vomiting and diarrhea (more common in children than adults). Some people with the flu will not have a fever.

How long can a sick person spread the flu to others?

People with the flu may be able to infect others from 1 day before getting sick to 5 to 7 days after. However, children and people with weakened immune systems can infect others for longer periods of time, especially if they still have symptoms.

PROTECT YOUR CHILD

How can I protect my child against the flu?

To protect against the flu, the first and most important thing you can do is to get a flu vaccine for yourself and your child.

▶ Vaccination is recommended for everyone 6 months and older.
▶ It’s especially important that young children and children with long-term health conditions get vaccinated. (See list of conditions in “How serious is the flu?”)
▶ Caregivers of children with health conditions or of children younger than 6 months old should get vaccinated. (Babies younger than 6 months are too young to be vaccinated themselves.)
▶ Another way to protect babies is to vaccinate pregnant women. Research shows that flu vaccination gives some protection to the baby both while the woman is pregnant and for several months after the baby is born.

Flu vaccine is updated annually to protect against the flu viruses that research indicates are most likely to cause illness during the upcoming flu season. Flu vaccines are made using strict safety and production measures. Over the years, millions of flu vaccines have been given in the United States with a very good safety record.
Is there a medicine to treat the flu?
Antiviral drugs are prescription medicines that can be used to treat influenza illness. They can make people feel better and get better sooner. Antivirals can mean the difference between having milder illness instead of very serious illness that could result in a hospital stay. Antiviral drugs are different from antibiotics, which fight against bacterial infections. They work best when started during the first 2 days of illness. It's very important that antiviral drugs are used early to treat the flu in people who are very sick (for example, people who are in the hospital) or who are at high risk of serious flu complications. Other people with flu illness may also benefit from taking antiviral drugs. These drugs can be given to children and pregnant women.

What are some of the other ways I can protect my child against the flu?
In addition to getting vaccinated, you and your children can take everyday steps to help prevent the spread of germs:

These include the following:
▶ Stay away from people who are sick.
▶ If your child is sick with flu illness, try to keep him or her in a separate room from others in the household, if possible.
▶ CDC recommends that your sick child stay home for at least 24 hours after his or her fever is gone, except to get medical care or for other necessities. The fever should be gone without the use of a fever-reducing medicine.
▶ Cover your mouth and nose with a tissue when you cough or sneeze. Throw the tissue in the trash after it has been used.
▶ Wash hands often with soap and water. If soap and water are not available, use an alcohol-based hand rub.
▶ Avoid touching your eyes, nose and mouth. Germs spread this way.
▶ Clean and disinfect hard surfaces and objects that may be contaminated with germs, including bathroom surfaces, kitchen counters and toys for children. Clean by wiping them down with a household disinfectant according to directions on the product label.

These everyday steps are a good way to reduce your chances of getting sick. However, a yearly flu vaccine is the best protection against flu illness.

IF YOUR CHILD IS SICK

What can I do if my child gets sick?
Talk to your doctor early if you are worried about your child's illness.

Make sure your child gets plenty of rest and drinks enough fluids. If your child is 5 years and older and does not have other health problems and gets flu symptoms, including a fever and/or cough, consult your doctor as needed.

Children younger than 5 years of age — especially those younger than 2 years old — and children with certain chronic conditions, including asthma, diabetes and disorders of the brain or nervous system, are at high risk of serious flu-related complications. If your child is at high risk for flu complications, call your doctor or take them to the doctor right away if they develop flu symptoms.

What if my child seems very sick?
Even previously healthy children can get very sick from the flu.

Make sure your child gets plenty of rest and drinks enough fluids. If your child is 5 years or older and does not have other health problems and gets flu symptoms, including a fever and/or cough, consult your doctor as needed:

▶ Fast breathing or trouble breathing
▶ Bluish or gray skin color
▶ Not drinking enough fluids (not going to the bathroom or not making as much urine as they normally do)
▶ Severe or persistent vomiting
▶ Not waking up or not interacting
▶ Being so irritable that the child does not want to be held
▶ Flu symptoms improve, but then return with fever and worse cough
▶ Has other conditions (like heart or lung disease, diabetes, or asthma) and develops flu symptoms, including a fever and/or cough

Can my child go to school, day care or camp if he or she is sick?
No. Your child should stay home to rest and to avoid giving the flu to other children or caregivers.

When can my child go back to school after having the flu?
Keep your child home from school, day care or camp for at least 24 hours after their fever is gone. (The fever should be gone without the use of a fever-reducing medicine.) A fever is defined as 100°F (37.8°C) or higher.

For more information, visit www.cdc.gov/flu or call 800-CDC-INFO
LEGOS AND PLAYDOUGH – A DYNAMIC DUO

Children are not born with fine motor control. The process does begin early, when infants and toddlers reach for and grasp objects. But development and coordination of wrist and finger muscles – necessary for handwriting later – come slowly and requires lots of practice.

Adults can help children develop fine motor control by providing appropriate materials. Playdough and Legos are two of the best materials.

One of the many skills learned through playing with playdough and Legos is the development of strength and dexterity in hands. Simply through pinching, rolling, and shaping playdough, children develop strength in finger and wrist muscles. Connecting Legos together develops hand muscles and the pincer grasp, the touching of the thumb and fingers that is important for holding pens, pencils, silverware, brushes, and other tools.

Playdough and Legos are both open-ended materials Children can experiment with these however they choose. These materials not only help develop motor skills but also provide opportunities for practice and discovery of many math-related skills.

Playdough can be made at home or purchased. Legos are a considerable investment but worth it. Both materials provide hours of enjoyment, many ways to enhance fine motor skills, and great opportunities for intellectual development.

The column to the right provides various recipes for making your own playdough at home.

For more information or any concerns in reference to your child’s educational experience, please contact your home visitor, teacher, or an Education Coordinator at 717-477-1626.

PLAYDOUGH RECIPES

Ingredients:
- 1 cup salt
- 2 cups flour
- 1 teaspoon cream of tartar
- 2 tablespoons oil
- 2 cups water
- A few drops of food coloring

Combine all ingredients in a pan and cook over low heat, stirring continuously, until all ingredients are well mixed and the dough begins to pull away from the side of the pan. The dough will look very lumpy but will mix smoothly after about 10 minutes of cooking. Remove from the pan and knead for 2 minutes. The playdough can be reused for 3-4 weeks if kept in an airtight container.

Ingredients:
- 1 cup water
- 3 teaspoons of Cream of Tartar
- 1 cup flour
- 1 package of Kool-Aid Mix (any flavor of unsweetened)
- 1 tablespoon of cooking oil
- 1/2 cup of salt

Mix dry ingredients in a large/medium pan. Add water and oil. Stir over medium heat until it looks like dough. Whatever the color of kool-laid used should be the end result. This takes about 8 minutes.
WHY COLORING PAGES SHOULD NOT BE USED IN 3-5 YEAR OLD CLASSROOMS

Very young children are not trying really to draw pictures of things. They are simply learning to understand space and materials. When a plane sheet of paper is given to them, they can experience with their eyes and hands what the crayon does on the paper. Lines already drawn on the paper can simply confuse what they see.

When children spend time trying to color someone else’s pictures, they are not spending time, drawing what their imagination tells them to draw, so their ability and creativity doesn’t have a chance to grow.

When children look at someone else’s picture of a thing, they tend to copy that picture instead of really looking at the thing and drawing it as they see it. Children need to develop their own style of drawing.

Sometimes children think their drawings are not as good as those in the coloring book, when coloring book use is emphasized. In terms of adult judgment, this may be true, but the children are just learning and if they never practice drawing, they will not learn to draw well. When a child thinks his picture is not as good as the coloring book, he may refuse to draw at all saying, “I can’t draw.” Or “My drawing isn’t any good.” Or something similar.

Very young children cannot make their hands and eyes work well together and so have great difficulty staying within the lines when they are asked to. This frustrates them and they tend to scribble all over the page. They will learn to stay within lines by doing their own drawings when they have reason to and the time is right for them to do so.

Their vision and experience may not make it possible to actually see how the lines on the paper go together to make a picture. They may see the lines simply as scribbles similar to what they make.
Nancy Grayson Pre-K Enjoy Gingerbread Study!

Nancy Grayson Pre-K learned about gingerbread in December. We spent a week reading and comparing gingerbread stories, learning gingerbread songs, baking, decorating, and more. We celebrated our learning with families. A great time was had by all.
The highlight of winter for Hamilton Pre-K was a special visit from the high schoolers before winter break. The high school students spent the afternoon in the classroom doing crafts with the children and playing games with them. At the end of the time with the high school students, Santa came in for a visit and gave each of the students a gift. This is the second year that we have taken part of this and the students have loved it each year. It is always great to see our students getting one-on-one time with a big buddy for the day.
New Beginnings

The new year signals a new beginning. Your family may be thinking about starting to exercise. To be successful in the long run, set goals that are reasonable and realistic. Use the SMART system to help you do this.

- Specific
- Measureable
- Action Oriented
- Realistic
- Timely

Here is an example of a SMART goal...

*We will walk for 15 minutes, every Monday, Wednesday and Friday after dinner for the entire month of January. In February, we will meet and talk about our goal.*

New Habits

January is a month of creating new habits.

*Habit:* A behavior pattern that comes from doing something over and over again until it becomes natural to do often without thinking.

We tend to think of a habit as something bad (smoking, overeating, etc.) but it doesn’t have to be. Help your family create some new habits for the new year. Here are some examples. *We will...*

- always wear our helmets when bike riding
- only watch TV for ½ hour each day
- eat a family meal together at least once a day
- try a new food once a week
- use the stairs instead of the elevator
**Chant it!**

If your child is enrolled in a program that promotes *I am moving I am learning*, you might have heard them singing some of the Choosy Kids songs. There are a lot of benefits to using music with children.

Children exposed to music and movement:
- Do better in reading and math.
- Are able to focus more and control their bodies.
- Play better with others and feel good about themselves.

To add music to your life...
- Listen to music in the car or while doing chores.
- Make musical instruments out of pie pans, empty containers or paper towel rolls.
- Purchase music CD’s for your child as a birthday or holiday gift.
- Find out from your child’s teacher what songs they are singing in school and learn the lyrics so you can sing along.
- Check out the local newspaper for free concerts and take your family.

For more information on Choosy Kids music or to sample the music, visit: [http://www.choosykids.com/CK2/av/](http://www.choosykids.com/CK2/av/)

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**Move it!**

This month’s Move It! focuses on fun that families can have at home with very few materials. Children will improve their range of motion, flexibility, coordination, self control and creativity.

**Dance Party**

An inside winter activity! The weather might be cold outside but that doesn’t have to keep you from being active. Why not host a family dance party? It only takes a few moments to get ready.

- Clear out the center of a room. Make sure the floor is free from objects that will prevent you from moving freely. If necessary, push any furniture closer to the wall.
- As a family, decide on some music to play.
- Turn on the music and show your moves!

Here are some ways to mix it up.
- Vary the music: fast/slow, loud/soft, high/low notes.
- Take turns leading the “moves” while others imitate them.
- Dance with scarves or streamers.

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For more info on *I am moving I am learning*, visit: [http://tinyurl.com/movelearn](http://tinyurl.com/movelearn)
Check out Choosy Kids and their resources at: [www.choosykids.com](http://www.choosykids.com)
This publication was developed as part of the KKG! Initiative. Visit the KKG! website at: [www.panen.org/keystone-kids-go](http://www.panen.org/keystone-kids-go)
Love your heart!
Children need to have MVPA every day. MVPA stands for Moderate to Vigorous Physical Activity. When children get their daily MVPA, they are building strong hearts. Here are some examples of moderate and vigorous activities:

**Moderate activities (make your heart beat a little faster)**
- Walking
- Swinging
- Playing on a see-saw
- Pedaling a bike on a flat surface

**Vigorous activities (make your heart beat really fast)**
- Running
- Pedaling a bike uphill
- Going up a couple flights of stairs
- Playing a game of tag

And there is no better way to make your heart happy and healthy than by doing MVPA activities together as a family.

Know your heart
February is usually associated with love and hearts. How well do you really know your heart? Here are some fun facts about the most important muscle in your body.

- Clench your fists and put them side by side. This is roughly the size of your heart. A child’s heart is about the size of one clenched fist.
- A woman’s heart weighs about 8 ounces and a man’s is about 10 ounces.
- The human heart beats 35 million times a year.
- Women’s hearts beat faster than men’s.
- The left lung is smaller than the right to make room for the heart.
Chant it!
If your child is enrolled in a program that promotes *I am moving I am learning*, you might be familiar with the words of this chant, adapted from this *I'm Moving I'm Learning* CD song.

**My Heart Says Thanks**
When I eat my fruit (make eating motions), my heart says thanks.
Bump, bump, bump, bump (tap your heart with your hand) my heart says thanks.

When I drink my milk (make drinking motion), my heart says thanks.
Bump, bump, bump, bump (tap your heart with your hand) my heart says thanks.

When I rest and sleep (pretend sleep), my heart says thanks.
Bump, bump, bump, bump (tap your heart with your hand) my heart says thanks.

But when I move, move, move.... (move your body)
And when I jump, jump, jump... (jump)
And when I hop, hop, hop... (hop)
And when I run in place... (run in place)

My happy healthy heart says,
My happy healthy heart says,
Bump, bump, bump, bump (tap your heart with your hand) my heart says thanks.

For more information on Choosy Kids music or to sample the music, visit: www.choosykids.com/ck2/av

Move it!
This month’s Move It! focuses on a well known song and game, The Hokey Pokey. This activity is a wonderful way to help your children improve their listening skills and vocabulary.

**Winter Hokey Pokey**
The Winter Hokey Pokey is a great activity to do during the cold, inside winter months. It is also a great way to get your children dressed and ready to head outdoors.

You simply use the Hokey Pokey song and make changes based on what clothing your children have. For example:
- You put your *mitten* in, you take your *mitten* out, you put your *mitten* in and you shake it all about. You do the Winter Hokey Pokey and turn yourself around. That’s what it’s all about!
- You put your *boots* in...
- You put your *coat* in...
- You put your *hat* in...
- You put your *scarf* in...
- Add anything else you might be wearing

For more info on *I am moving I am learning*, visit: http://tinyurl.com/movelearn
Check out Choosy Kids and their resources at: www.choosykids.com
This publication was developed as part of the KKG! initiative. Visit the KKG! website at: www.panen.org/keystone-kids-go
Shippensburg Head Start Program
Male Involvement Initiative

January/February 2018 Edition
Greetings, readers!

The New Year is here and so it's time for Resolutions! So here are a few for the Initiative:

1. Focus less on articles pulled from the internet and more on your stories and experiences. I'd love to have stories from/about our Program's Father Figures and Male Role Models

2. Have something like an Advice Column or semi-regular "Q and A" piece in this newsletter. Something that would focus on the questions and concerns our Program Parents may have regarding Male Involvement (or any other "on topic" area...).

So, if you're interested in participating and have stories or advice you would like to share with other Program families, you can get a hold of me at:

Email: aqmurlin@ship.edu OR headstart@ship.edu
Phone: (717) 477—1626 (Ext. 5047)
Fax: (717) 477-4097 (ATTN: Tony Murlin)
In Person: Cora I. Grove Spiritual Center, Room 112
Shippensburg University
Shippensburg, PA 17257

OR

Inform your Teacher or Family Development Specialist of your interest and how best to get in contact with you, and they'll get the message to me!
Why Kids Need Their Dads

Four decades of research and hundreds of studies have proven what should be obvious to everyone: The more involved a dad is, the more successful his children will be. A father’s influence can determine a child’s social life, grades at school, and future achievements.

Involved dads = Successful children

The dad effect starts as early as birth. A review of studies by the Father Involvement Research Alliance shows that babies with more involved fathers are more likely to be emotionally secure, confident in new situations, and eager to explore their surroundings. As they grow, they are more sociable. Toddlers with involved fathers are better problem-solvers and have higher IQs by age 3. They are more ready to start school and can deal with the stress of being away from home all day better than children with less involved fathers.

At school, children of involved fathers do better academically. For example, a study by the U.S. Department of Education found that children of highly involved fathers were 43 percent more likely than other children to earn mostly As and 33 percent less likely to repeat a grade. They are also less likely to have behavior problems at school and to experience depression.

According to the Father Involvement Research Alliance review, girls with involved fathers have higher self-esteem, and teenage girls who are close to their dads are less likely to become pregnant. Boys show less aggression, less impulsivity, and more self-direction. As young adults, children of involved fathers are more likely to achieve higher levels of education, find success in their careers, have higher levels of self-acceptance and experience psychological well-being. Adults who had involved fathers are more likely to be tolerant and understanding, have supportive social networks made up of close friends, and have long-term successful marriages.
Everyday activities are important

A study by Brigham Young University researchers finds that involvement in everyday activities, such as eating dinner together, watching TV, playing in the yard, and playing video games are even more important to share with Dad than big outings or trips, although those contribute to children's development as well. Fathers and youths in the study experienced more satisfaction and cohesion in their family when fathers were involved in everyday core activities.

"Although participation in balance family leisure activities is important and needed, it was fathers' involvement in the everyday, home-based, common family leisure activities that held more weight than the large, extravagant, out-of-the-ordinary types of activities when examining family functioning," the authors said.

Different approaches

But how does a father's influence differ from a mother's? Isn't one good parent enough? "Fathers and mothers have unique and complementary roles in the home," says Brett Copeland, a clinical psychologist in Tacoma, Washington. "Fathers encourage competition, independence, and achievement. Mothers encourage equity, security, and collaboration."

W. Bradford Wilcox, director of the National Marriage Project and associate professor of sociology at the University of Virginia, says that fathers' special input differs from mothers' in at least four ways: playing, encouraging risk, protecting and disciplining.
Playing

By asking parents of 390 families how they play with their children, psychologist Ross Parke found that "in infants and toddlers, fathers' hallmark style of interaction is physical play that is characterized by arousal, excitement, and unpredictability." Mothers, on the other hand, were "more modulated and less arousing" in their play. This became glaringly obvious to me when my husband left home for a year and a half to work in Afghanistan. My modulated play was not cutting it. Several months into the experience, our three kids began complaining to me, "You never tickle us." I had to take a page from my husband's playbook for a while.

A manual from the U.S. Children's Bureau explains the impact of fathers' play this way: "From these interactions, children learn how to regulate their feelings and behavior. Roughhousing with dad, for example, can teach children how to deal with aggressive impulses and physical contact without losing control of their emotions."

Encouraging risk

Where mothers tend to worry about their children's safety and well-being, fathers encourage their children to take risks. Psychologist Daniel Paquette's review of scholarly research found that dads are more likely to encourage their children to overcome obstacles, to talk to strangers, and to go in the deep end during swim lessons. One study in the review (J. Le Camus, "Les interaction pere-enfant en milieu aquatique") focused on a group of parents teaching their children how to swim. It found that "fathers tend to stand behind their children so the children face their social environment, whereas mothers tend to position themselves in front of their children, seeking to establish visual contact with the children."
Why Kids Need Their Dads

Protecting

Perhaps it’s their size, strength, or inclination to protect, but fathers appear to be better at keeping predators and bad influences from harming their children. Psychologist Rob Palkovitz said in The Atlantic, "Paternal absence has been cited by multiple scholars as the single greatest risk factor in teen pregnancy for girls." When fathers are more involved, they can better monitor what’s going on in their children’s lives, including interaction with peers and adults.

Disciplining

Although mothers discipline more often, fathers discipline with a firmer hand. In their book Partnership Parenting, Drs. Kyle Pruett and Marsha Kline Pruett write, "Fathers tend to be more willing than mothers to confront their children and enforce discipline, leaving their children with the impression that they in fact have more authority." Mothers, on the other hand, try to reason with their children and rely on kids' emotional attachment to them to influence their behavior. Although Mom and Dad may not seem to be on the same page, this diverse approach can be very effective in disciplining children.

The good news about being a dad is that you don’t have to be spectacular at it to make a major positive contribution to your child's life. W. Bradford Wilcox looked at data on delinquency, pregnancy, and depression in adolescents and compared the statistics with how the teens rated their fathers or if they lived with a single mother. He found that outcomes for teens in single-mother homes were about the same as those living with both a mother and a poor-quality father; teens had higher levels of delinquency, pregnancy, and depression. But teens living with their mother and father, with whom they had an average-quality relationship, experienced much lower negative outcomes. Teens who had a high-quality relationship with their father had even lower rates. Wilcox concludes that "great, and even good-enough dads, appear to make a real difference in their children's lives."
Dad’s Day at the Center!

Head Start Center-Based Classrooms
Miss Sammi’s Shippensburg Class, Miss Kelsey’s Newville Class, and Miss Angie’s Carlisle Class

Every Second Monday and Wednesday

Every Second Tuesday and Thursday

Pre-K Counts Classrooms
Miss Alyssa’s Nancy Grayson Class, Miss Wendy’s James Burd Class, Miss Katie B.’s Newville Elementary Class, Miss Felicia’s Hamilton Class, Miss Alyson’s W.G. Rice Class, and Miss Bridget’s Mount Holly Springs Class

Early Head Start and Head Start Home-Based Socializations
Miss Milly and Miss Doris’ Mongul Church Groups, Miss Katie K. and Miss Amy’s St. Paul Church Groups, and Miss Laura’s Cora Grove Center Group

Every Second Socialization
Healthy Snack Ideas

**Spicy Popcorn**

1 Tbs. chili oil  
2 tsp. grapeseed oil  
1/2 cup popping corn  
3 Tbs. butter (more as desired)  
1/2 tsp. salt  
1/2 tsp. garlic powder  
1/2 tsp. paprika  
1/2 tsp. cayenne pepper  
1/4 tsp. cumin

Heat one the chili oil and grapeseed oil in a medium heavy-bottomed pan over medium heat.

Add a few popcorn kernels and let it heat up. When one kernel pops, add the popcorn kernels and cover the pan. Shake the pan a little to spread the kernels in an even layer. Let the kernels pop for several minutes until the pan is full and the popping slows down.

While the kernels pop, melt the butter and then stir in the salt, garlic powder, paprika, cumin and cayenne pepper and mix well. Remove the popped popcorn from heat and transfer popcorn to a large bowl. Slowly drizzle the butter/spice mixture onto the popcorn, shaking to distribute.

Serve with water.

**Crispy Baked Buffalo Wings**

1 pound chicken wings  
1 + 1/2 teaspoon sea salt  
1/4 teaspoon ground black pepper  
3 tablespoons virgin coconut oil  
3 tablespoons apple cider vinegar  
3 tablespoons fresh lemon juice  
1/2 teaspoon cayenne  
1/2 teaspoon paprika  
1 teaspoon garlic powder  
1 teaspoon onion powder

Preheat oven to 400 degrees Fahrenheit and line a baking sheet with parchment paper.

Wash and pat dry each chicken wing. Dust evenly with 1/2 teaspoon of the sea salt plus the ground pepper. Bake at 400 F for approximately one hour, or until golden brown and the skin is hardened when you touch it.

While the chicken is baking, make the buffalo sauce in a small sauce pan over the stove. Whisk the coconut oil, vinegar, lemon juice, cayenne, paprika, garlic powder, onion powder, and remaining 1 teaspoon of sea salt together. Let it simmer for 5 minutes then remove from heat. Whisk again just before using.

When the chicken comes out of the oven, let them rest for 5 minutes then place in a large bowl and pour the buffalo sauce over. Stir and combine until each wing is evenly coated.

Serve alongside celery sticks and homemade ranch.
Children Benefit When Parents Have Safe, Stable, Nurturing Relationships

What are safe, stable, nurturing relationships?

Safety: The extent to which an individual is free from fear and secure from physical or psychological harm within their social, physical, and work environments.

Stability: The degree of predictability and consistency in one’s relationships as well as the social, emotional, and physical environments.

Nurturing: The extent to which parents and children have access to individuals who are able to sensitively and consistently respond to and meet their needs.

Safe, Stable, Nurturing Relationships for parents are good for children too. They may help interrupt the cycle of violence and reduce children’s exposure to abuse and neglect.

Child abuse and neglect is a preventable public health problem affecting millions of families.

Child maltreatment includes all types of abuse and neglect of a child under the age of 18 by a parent, caregiver, or another person in a custodial role (e.g., clergy, coach, or teacher). Child maltreatment is a serious problem that can have lasting harmful effects. The few cases of abuse or neglect seen in the news are only a small part of the problem, as many cases are not reported to police or social services. What we do know is that:

- In 2015, an estimated 683,000 children were victims of maltreatment.¹
- In 2015, more than 1,670 children died from child abuse and neglect—about 75% of deaths occurred among children younger than age 3.¹
- The total lifetime economic burden resulting from new cases of fatal and nonfatal child maltreatment in the United States is approximately $124 billion.²

Child abuse and neglect is a complex problem rooted in unhealthy relationships and environments. The goal for child maltreatment prevention is clear: to stop child abuse and neglect from happening in the first place.

Research suggests that safe, stable, nurturing relationships between parents and other adults, in addition to those positive relationships between parents and their children, may help prevent child maltreatment from one generation to the next.

Safe, stable, nurturing relationships and environments are essential to preventing child maltreatment and to assuring that all children can reach their full potential.² We know that healthy relationships between parents and their children are important, but a recent special issue in the Journal of Adolescent Health has shed light on the importance of safe, stable, nurturing relationships between parents and other adults in preventing child maltreatment.³ The role of safe, stable, nurturing relationships between adults might be especially beneficial for parents who experienced abuse during their own childhood years.

Nurturing relationships can protect against factors that might increase the risk for perpetuating abuse (e.g., stress) and they provide models for positive interactions and social support.

National Center for Injury Prevention and Control
Division of Violence Prevention
Children Benefit When Parents Have Safe, Stable, Nurturing Relationships

Child maltreatment in one generation is associated with child maltreatment in the next, but the cycle can be interrupted. It is important to know that past child maltreatment does not define a person.

What You Can Do...

Here are some steps you can take to incorporate findings from this research into your work:

- Enhance safe, stable, nurturing relationships in your prevention efforts—not only between parents and children, but also between parents and other adults (including romantic partners, friends, neighbors, and relatives).
- Work on skills building and training to enhance parents’ ability to access and maintain healthy relationships, recognizing that parents who experienced maltreatment during childhood may need extra support in this area.
- Add a module to existing multicomponent programs (e.g., nurse-family partnerships) to enhance and promote supportive and nurturing adult relationships for parents.
- Establish partnerships with social services and other prevention organizations to coordinate efforts. Given that child maltreatment is associated with longer term behavioral and health problems (e.g., substance abuse), it is necessary to have a comprehensive response.

If safe, stable, nurturing relationships for parents are promoted and enhanced, children will benefit.

Resources:
For information on child maltreatment prevention:
http://www.cdc.gov/violenceprevention/childmaltreatment/prevention.html

CDC Special Supplement: Interrupting Child Maltreatment across Generations through Safe, Stable, Nurturing Relationships:

CDC Essentials for Childhood Initiative:
http://www.cdc.gov/violenceprevention/childmaltreatment/essentials/index.html

Preventing Child Abuse and Neglect: A technical Package for Policy, Norm, and Programmatic Activities:

References:
Children of Parents with Mental Illness

Mental illnesses in parents represent a risk for children in the family. These children have a higher risk for developing mental illnesses than other children. When both parents are mentally ill, the chance is even greater that the child might become mentally ill.

The risk is particularly strong when a parent has one or more of the following: Bipolar Disorder, an anxiety disorder, ADHD, schizophrenia, alcoholism or other drug abuse, or depression. Risk can be inherited from parents, through the genes.

An inconsistent, unpredictable family environment also contributes to psychiatric illness in children. Mental illness of a parent can put stress on the marriage and affect the parenting abilities of the couple, which in turn can harm the child.

Some protective factors that can decrease the risk to children include:

- Knowledge that their parent(s) is ill and that they are not to blame
- Help and support from family members
- A stable home environment
- Psychotherapy for the child and the parent(s)
- A sense of being loved by the ill parent
- A naturally stable personality in the child
- Positive self esteem
- Inner strength and good coping skills in the child
- A strong relationship with a healthy adult
- Friendships, positive peer relationships
- Interest in and success at school
- Healthy interests outside the home for the child
- Help from outside the family to improve the family environment (for example, marital psychotherapy or parenting classes)

Medical, mental health or social service professionals working with mentally ill adults need to inquire about the children and adolescents, especially about their mental health and emotional development. If there are serious concerns or questions about a child, it may be helpful to have an evaluation by a qualified mental health professional.

Individual or family psychiatric treatment can help a child toward healthy development, despite the presence of parental psychiatric illness. The child and adolescent psychiatrist can help the family work with the positive elements in the home and the natural strengths of the child. With treatment, the family can learn ways to lessen the effects of the parent's mental illness on the child.

Unfortunately, families, professionals, and society often pay most attention to the mentally ill parent, and ignore the children in the family. Providing more attention and support to the children of a psychiatrically ill parent is an important consideration when treating the parent.

For more information see Facts for Families:
#24 When to Seek Help for Your Child.
#25 Where to Seek Help for Your Child
#52 Comprehensive Psychiatric Evaluation

If you find Facts for Families® helpful and would like to make good mental health a reality, consider donating to the Campaign for America’s Kids. Your support will help us continue to produce and distribute Facts for Families, as well as other vital mental health information, free of charge.

You may also mail your contribution. Please make checks payable to the AACAP and send to Campaign for America’s Kids, P.O. Box 96106, Washington, DC 20090.

The American Academy of Child and Adolescent Psychiatry (AACAP) represents over 8,500 child and adolescent psychiatrists who are physicians with at least five years of additional training beyond medical school in general (adult) and child and adolescent psychiatry.

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If you need immediate assistance, please dial 911.

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**Article updated May 2015 according to website.**
Know the Signs.  
Save a Life.

Opioid Overdose Basics

Prescription opioids (like hydrocodone, oxycodone, and morphine) and illicit opioids (like heroin and illegally made fentanyl) are powerful drugs that have a risk of a potentially fatal overdose. Anyone who uses opioids can experience an overdose, but certain factors may increase risk including but not limited to:

- Combining opioids with alcohol or certain other drugs
- Taking high daily dosages of prescription opioids
- Taking more opioids than prescribed
- Taking illicit or illegal opioids, like heroin or illicitly-manufactured fentanyl, that could possibly contain unknown or harmful substances
- Certain medical conditions, such as sleep apnea, or reduced kidney or liver function
- Age greater than 65 years old

Death from an opioid overdose happens when too much of the drug overwhelms the brain and interrupts the body’s natural drive to breathe.

Learn more about opioids to protect yourself and your loved ones from opioid abuse, addiction, and overdose: www.cdc.gov/drugoverdose
Preventing an Opioid Overdose

Signs and Symptoms of an Opioid Overdose

During an overdose, breathing can be dangerously slowed or stopped, causing brain damage or death. It’s important to recognize the signs and act fast. Signs include:

- Small, constricted “pinpoint pupils”
- Falling asleep or loss of consciousness
- Slow, shallow breathing
- Choking or gurgling sounds
- Limp body
- Pale, blue, or cold skin

What To Do If You Think Someone Is Overdosing

It may be hard to tell if a person is high or experiencing an overdose. If you aren’t sure, it’s best to treat it like an overdose— you could save a life.

1. Call 911 immediately.
2. Administer naloxone, if available.
3. Try to keep the person awake and breathing.
4. Lay the person on their side to prevent choking.
5. Stay with him or her until emergency workers arrive.

Ask your doctor about naloxone - a safe medication that can quickly stop an opioid overdose. It can be injected into the muscle or sprayed into the nose to rapidly block the effects of the opioid on the body.
Now Recruiting for Early Head Start, Head Start and Pre-K!

2018-2019

These programs are FREE, but space is limited!

Who Should Apply?

**Head Start/Early Head Start:** Pregnant women and children ages birth to 5 years whose household income is at or below the federal poverty guideline ($24,600 or under for a family of 4)

**Pre-K Counts:** Children ages 4 and 5 entering kindergarten the following year, whose household income is at or below 300% of the federal poverty level (approx. $73,800 or under for a family of 4)

### How to apply:

Call Shippensburg Head Start 717-477-1626

or stop in and apply

Cora Grove Spiritual Center, Shippensburg University
Shippensburg, Pa. 17257

Call Today!