News To Know...

Welcome Back To School

Family Fun Night!
Shippensburg — November 1, 2018
Carlisle — November 8, 2018

Mobile Dentist
Shippensburg — September 12, 2018
Newville — October 9, 2018

UPCOMING POLICY COUNCIL MEETING DATES 10AM-12PM

September 20, 2018
October 25, 2018
November 15, 2018
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From the Education Coordinator's Desk

We are excited to begin a new school year! The Education Staff look forward to sharing experiences with the children and families alike. Throughout the school year, there will be a variety of fun and hands-on activities for families in this “From the Education Coordinator’s Desk” segment of the Newsletter. For any additional activities you would like to do in the home, do not hesitate to contact your teacher, home visitor, or an Education Coordinator.

Bridging Home and School

We all know that if a bridge is not structurally sound, it will eventually collapse. Likewise, if relationships are not built on a sturdy foundation, they too will fail.

Too often parents and program staff are intimidated by each other. But by willingly beginning the home/school relationship with an open, sharing approach, we can build trust. Then, when issues arise – even sticky ones – we can talk about them without hesitation.

All of us here try to do our best to keep you informed. We post pertinent information on the parent bulletin board as well as include it in newsletters. We send home other information with your child. We also want to talk with each of you often.

Feel welcome to visit the classroom or socialization at any time. Come eat lunch with us. Drop by and tell us a story or show us something special. Or just take a break, have a seat, and enjoy the children.

Clearly, ongoing interaction and support from both families and staff make the connection between home and school a two-way street. You can help by sharing information about your child with us. Especially during any crisis or period of change, when children are under stress and act or react differently, please keep us informed. Obvious times include a change in jobs, a move to a new house, or an illness or death in the family, but they also could involve the child experiencing nightmares, making changes in eating habits, and stopping or starting medication.

In turn, we’ll alert you to anything out of the ordinary that we might notice in your child here. Only by sharing information can we build a bridge strong enough to support our children.
What is “Developmentally Appropriate Practice”? 

You probably will notice that our classrooms exhibit a lot of bustle and noise, that children are up doing things, talking, playing, and exploring. Such a classroom environment differs from the old grade-school images of a teacher doing a lot of talking at a blackboard while children sit and listen quietly at their desks.

Research and experience tell us that to be effective with young children, teaching practices need to be “developmentally appropriate.” What this means is simply that educators need to think first about what young children are like and then create an environment and experiences that are in tune with children's characteristics.

Early childhood, after all, is a time of life quite different from adulthood, and even from the later school years. Children 3-6 learn far better through direct interactive experiences than through just listening to someone talk. They learn extraordinary amounts through play and exploration. And the younger children are, the more what they learn needs to be relevant and interesting on the day they learn it, not just in the context of some future learning.

Based on such knowledge about what children of this age are like, we design our program to fit them. It works a lot better than trying to redesign children!

A developmentally appropriate program like ours is age-appropriate. But that’s not all. To make the program a good place for every child, we gear our classroom environment and activities to this community and the families involved. We’re eager to learn as much as we can about each child’s family, cultural background, past experience, and current circumstances. With this knowledge we work to create a program that fits the children and the families we serve.

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.
Aw, Mom! I'm feelin' good. Why do I gotta go see the doctor when I'm healthy?

- Doctors consider preventative care to be a crucial part of a child’s total health care.

- Well child check-ups offer an opportunity to evaluate and monitor your child’s growth and development.

- With scheduled check-ups, minor health problems in children can be caught before they become serious.

- They are generally a little bit longer so it allows parents time to visit with the doctor about concerns.

- It allows time for the doctor to get to know the family. A bond is created during these visits that usually results in trust for both children & parents. Later, when children are ill, this trust will be important to the family and the doctor.

- It is a time for the doctor to share educational material with the parent.

- Remember to get the most that you can from the visits, it is important to write down questions or concerns for your doctor before the visit.
School Bus Safety Tips

Taking the bus for the first time is a big step for your child. Help your kids get a gold star in bus safety by following these tips.

- Walk with your kids to the bus stop and wait with them until it arrives. Tell kids to stand at least three giant steps back from the curb as the bus approaches and board the bus one at a time.
- Teach kids to wait for the bus to come to a complete stop before getting off and never to walk behind the bus.
- If your child needs to cross the street after exiting the bus, he or she should take five giant steps in front of the bus, make eye contact with the bus driver and cross when the driver indicates it's safe. Teach kids to look left, right and left again before crossing the street.
- Instruct younger kids to use handrails when boarding or exiting the bus. Be careful of straps or drawstrings that could get caught in the door. If your children drop something, they should tell the bus driver and make sure the bus driver is able to see them before they pick it up.
- Drivers should always follow the speed limit and slow down in school zones and near bus stops. Remember to stay alert and look for kids who may be trying to get to or from the school bus.
- Slow down and stop if you're driving near a school bus that is flashing yellow or red lights. This means the bus is either preparing to stop (yellow) or already stopped (red), and children are getting on or off.

School buses are the safest mode of motorized transportation for getting children to and from school, but injuries can occur if kids are not careful and aware when getting on and off the bus.
Pennsylvania’s
“Law of Love”

• All children from birth to age 4 must be secured in an approved car seat anywhere in the vehicle.
  – Children younger than age 2 must be secured in a rear-facing car seat until the child outgrows the maximum weight and height limits of the car seat.
  – Violators of this primary law are subject to a fine of $75.00 plus court costs, EMS, Surcharge and administrative fees.
• All children 4 years of age and older, but less than 8 years of age, must be secured in a seat belt system and an appropriate belt-positioning booster seat anywhere in the vehicle.
  – Violators of this primary law are subject to a fine of $75.00 plus court costs, EMS, Surcharge and administrative fees.
• All children 8 years of age and older, but less than 18 years of age, must be secured in a seat belt system anywhere in the vehicle.
  – Violators of this primary law are subject to a fine of $10.00 plus EMS, Surcharge and administrative fees.

All Drivers are responsible for securing children in the appropriate restraint system.
For more information call:
1-800 CAR BELT

Traffic Injury Prevention Project
www.PAKidsTravelSafe.org
• Car Seat and Seat Belt Questions
• Car Seat Recall Information
• Car Seat Fitting Station Locations
• Car Seat Loan Program Locations
• Training and Educational Materials

This publication was funded by:

Pennsylvania Department of Transportation
Rear-Facing
Secure children in a **rear-facing car seat until 2 years of age** or until the maximum weight or height allowed by the manufacturer of the car seat. Children younger than 1 year should always ride in a rear-facing car seat.

**Never** place a rear-facing car seat in the front seat with an active passenger-side air bag.

**Rear-Facing Checklist**
- Child’s head is at least one-inch from the top of the shell of the car seat.
- Harness straps are positioned **at or below the shoulder**.
- Harness straps lay flat and fit snugly on the child with the harness retainer clip at armpit level.
- Seat belt or lower anchors in the correct belt path are locked and tight with less than one inch of side-to-side movement when pulled at the belt path.
- Read and follow the car seat manufacturer’s instructions for an acceptable rear-facing recline angle.

Forward-Facing
When children outgrow the rear-facing car seat, secure them in a **forward-facing car seat with a harness for as long as possible**.

up to the highest weight or height allowed by the manufacturer of the car seat.

**Forward-Facing Checklist**
- Child’s ears should not be above the top of the shell of the car seat.
- Harness straps are positioned **at or above the shoulder**.
- Harness straps lay flat and fit snugly on the child with the harness retainer clip at armpit level.
- Seat belt or lower anchors in the correct belt path are locked and tight with less than one inch of side-to-side movement when pulled at the belt path.
- Tether should be used following the manufacturer’s instructions.
- Read and follow the car seat manufacturer’s instructions to determine the appropriate upright or semi-upright angle.

Booster
Once children outgrow their forward-facing car seat, secure them in a **belt-positioning booster seat with a lap and shoulder belt** until the seat belt fits properly, typically when a child is approximately 4 feet 9 inches and between 8 and 12 years of age.

**Belt-Positioning Booster Seat Checklist**
- ALWAYS use with the vehicle’s lap and shoulder belt.
- Shoulder belt is snug across the center of the child’s shoulder and chest.
- Lap belt should be low and snug across the hips/upper thighs.

Seat Belt
When children outgrow their belt-positioning booster seat, secure them in a **properly fitted lap and shoulder belt**. A lap and shoulder belt fits properly when the lap belt lies low and snug across the hips/upper thighs and the shoulder belt fits across the center of the chest and shoulder.

**Seat Belt Checklist**
- Able to sit with back and hips against the vehicle seat back without slouching.
- Knees easily bend over the front edge of the vehicle seat and feet flat on the floor.
- Snug shoulder belt across the center of the chest and shoulder.
- Snug lap belt low across the hips/upper thighs.
- Able to stay in position for the entire ride.

All children younger than age 13 should ride in a back seat.

**Traffic Injury Prevention Project**

www.PAKidsTravelSafe.org 1-800 CAR BELT
Children Benefit When Parents Have Safe, Stable, Nurturing Relationships

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.3 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.4 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.
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 in 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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A Real Character

Children are surrounded by characters on a daily basis. They see them on TV, in movies and books and hear them in music. Some characters have a negative influence, while others are positive. What characters do your children adore... Elmo? iCarly? Dora? Thomas the Train? Regardless of the character, they influence your child’s choices. Think of a recent trip to the store. Was there something your child wanted because of the character on the box? It is very difficult to talk your child out of the sugary cereal with their “friend” on it when you’d prefer they have something healthier. Plan your trip before you go. Here are some tips to guide you:

- Know what you are buying before you even enter the store and be specific. (Wheat Chex vs. cereal)
- Give your children jobs. For example: Have them pick out 4 apples, find the cheapest canned corn or match coupons to products.
- Make sure your child is not tired or hungry.
- Give your child choices. When they want the $4.00 iCarly juice, explain that you need to buy the x, y or z brand and let them chose from that brand’s flavors.

Be Choosy with Choosy

Who exactly is Choosy? Choose Healthy Options Often and Start Young. If your child is enrolled in Head Start, you are likely to know who Choosy is. Choosy is the I am moving I am learning ambassador for healthy living. He is a role model who encourages children to make healthy food choices, be physically active and take care of their bodies. To hear more about Choosy, visit: www.choosykids.com.
**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. Go Choosy!

**Choosy Hears**
Everybody move (move around the room)
Now freeze. (freeze in place)

Choosy Hears... What does Choosy hear?
(hold hand to ear)
Choosy hears cars beeping on the highway.
(beep your imaginary horn)
Choosy hears horses galloping on the farm.
(gallop around the room)
Choosy hears wind blowing through the tall trees. (sway your body side to side)
Choosy hears balls bouncing on the pavement. (pretend to bounce a ball)

Choosy Hears... What does Choosy hear?
(hold hand to ear)
Choosy hears chickens clucking in the barnyard. (make clucking noise)
Choosy hears popcorn popping in the microwave. (jump in place like popcorn)
Choosy hears a truck backing down the driveway. (walk backward)
Choosy hears a bear in the forest. (stomp the floor with big bear paws)

**Move it!**
This month’s Move It! focuses on balance. Choosy encourages children to make healthy choices. He doesn’t say that you can never watch TV or eat cake. Choosy teaches children that these are “some of the time” things and that children need to balance their choices.

**Choosy Balances**
Balance is being able to control the position of your body and hold that position, both moving and in place. Balance is learned. Here is a great way to get your child to work on balance. Call out the following, allowing them time to think about the move and how to do it. Balance on...
- 2 feet
- 2 feet and 1 hand
- 1 foot
- 1 foot and 2 hands
- 1 foot and 1 hand
- 2 knees
- 2 knees and 2 elbows
- 2 knees and 1 elbow
- 2 knees, 2 hands and 1 head
- 2 knees and 1 head
- 1 bottom and 2 hands
- 1 bottom only

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 KKGI initiative. Visit the KKGI website at: [www.pbnep.org/keystone-kids-po](http://www.pbnep.org/keystone-kids-po)
School Days
September is famous for the start of school. You most likely have been shopping and preparing for school to start. New shoes, backpacks and bedtime routines aren’t the only things to consider. Did you know that your child’s physical activity has an impact on how well they do in school? Movement stimulates brain activity. Movement increases blood flow and helps children think more clearly. Certain movements even prepare your child to become a reader. Check out this month’s Move it! activity for a great way to help your child learn the alphabet while moving their body.

Back to School Tips
The key to preparing your child for school is careful planning. Here are some ways you can make it a success.

- Start early with the new routines. Don’t wait until the night before school to change the dinner, bath, story and bed times.
- Make sure your child starts the school day with plenty of rest and a good breakfast. Be careful about giving them sugary cereals and make sure to offer some protein (cheese, milk, yogurt, nuts, etc) with their breakfast.
- Children need plenty of fresh air and activity to help their bodies adjust to being in school and sitting for longer periods of time.
- The night before... Pack lunch (don’t forget to include fruits and vegetables) and have it ready in the refrigerator. Help your child pick out what they will wear the next day. Have the book bag packed and ready at the door.
Chant it!
If your child is enrolled in a program that promotes *I am moving I am learning*, you might be familiar with this chant, adapted from this I’m Moving, I’m Learning CD song.

I’m Moving, I’m Learning
I’m learnin’ what, what, what
What my body does
Like bend and stretch.
(bend and stretch your body)

I’m learnin’ how, how, how
How my body moves
Like fast (move your body fast) and slow
(move your body slow)
Like start (stop moving, start moving and stop again) and stop.

I’m learnin’ where, where, where
Where my body moves
Like high and low (reach up high and then touch down low)
Like forward and backward. (move forward and backward)

I’m moving with, with, with
With my Choozy friends.
Now everybody dance and sing
Everybody dance and sing.
“I’m moving, I’m learnin,
I’m moving, I’m learnin,
I’m learnin to move, and
I’m moving to learn,”
So come on everybody help me sing this song. (move your body all around and dance)

Move it!
This month’s Move It! focuses on a fun and simple activity families can do to promote the development of gross motor, problem solving and literacy skills.

Body ABC’s
Create the letters of the alphabet, using only the body. Here are some ideas on how you can do it.
- 2 people use their bodies to make the letter A.
- 1 person uses their body to create a B
- 1 person uses their body to form a C
- 3 people use their body to make a D
- 2 people use their bodies to create an E

Mix up the number of people needed to make the rest of the alphabet letters. Need more people? No problem, use stuffed animals or dolls.

Some letters could be done using only the hands to help with fine motor development. The letters can be either upper or lower case. Be creative, have fun and most importantly laugh!

For more info on *I am moving I am learning*, visit: [http://tinyurl.com/movelearn](http://tinyurl.com/movelearn)
Check out Choozy 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)
Shippensburg Head Start Program

Male Involvement

Volume 2

August/September 2018 Edition

FATHERHOOD IS POWER
What are some different fathering techniques?

Clinical and developmental psychologist Diana Baumrind has outlined three main parenting styles:

- **Authoritarian** parenting is low on warmth and high on control.

- **Authoritative** is love and limits, where it’s medium on control and high on warmth. Discussions can be had, but the parent remains in control.

How does a father contribute to the development of a child?

Both parents are very important. Generally, mothers do more of the explicit nurturing, while fathers tend to be more involved in play, particularly physical play and “rough and tumble” play. However, fathers do much more hands-on caregiving now than they did a generation ago—changing diapers, getting up at night, taking children to the doctor, sharing drop-offs and pick-ups, and helping with homework.

Prior to the late 1970s, most research on fathers compared children with fathers versus children whose fathers had died or deserted. In the late 1970s, early childhood research began to focus on a father’s role and not just “father absence” as a variable for investigation. In her doctoral dissertation at Brandeis University, Sheila Brachfeld-Child, now senior lecturer in psychology at Wellesley College, asked mothers and fathers simply “to have fun with your baby.” Completed in early 1980s, it was her impression that for many of the fathers, it was their first and only solo outing with the infants. The fathers’ play style was very active, throwing the children in the air or rolling on the floor. The mothers’ play was based more in teaching activities and fine motor skills, like finger plays, singing, and sitting quietly.
The Role of Fathers in Childhood Development

How does the role of a father factor into the lives of their children once they are grown?

In the second part of adolescence, teens tend to look to their peers as to who they should be at that time, and look to their parents as to who they will become.

When children become parents, they look to their parents as to what they should and should not do. For young girls in particular, their fathers can make a huge impact on their self-esteem and how

What’s the impact of the mother-father relationship on children?

The more positive the relationship is, the more children will see and understand what a working romantic and working collaborative relationship looks like. When parents work as a well-functioning team, children learn how to work things out. Of course, it is natural for couples to argue. The main thing is to ensure both parties model a respectful attitude during disagreements, so that their children learn how to resolve conflicts in a healthy manner.

Some of the research suggests that “parenting behavior” is the link between parent-parent relationships and adolescent outcomes.

Parents who are distressed, depressed, or upset by their poor adult relationships bring fewer resources to the table for parenting. Their parenting behavior is less ideal, and this is what leads to poorer teen outcomes. For example, research by Arriaga and Foshee examining antecedents of teen dating violence has shown that teens whose parents engage in domestic violence are at risk for violent dating relationships.
The Role of Fathers in Childhood Development

HOW DOES A FATHER-SON RELATIONSHIP DIFFER FROM THE FATHER-DAUGHTER RELATIONSHIP?

There is a lot of variability in father-children relationships. Many factors play into how a father will raise his children, like the age of the father or family size. When it comes to parenting in general, there’s a lot more variability than predictability.

For example, fathers may be stricter with their daughters around adolescence. Fathers may also play a formative role in how a daughter will handle future romantic relationships (Arriaga and Foshee, 2004).
The Role of Fathers in Childhood Development

What are some ways children can express their love to their fathers?

It is just as important for men to hear and be shown affection from their children as it is for women.

It’s great when a child does something that says to the father, “Today is your day, and I love you all year long.” Any type of gift, note, or gesture that reflects the father’s interests and the child’s acknowledgement of their different interests is great. For example, I took my stepson to buy a gift for his father when he was much younger. He wanted to buy two action figures, so that he could include his dad in his play. Even though he was young, he was thinking about trying to include his dad in an activity he enjoyed.

Words are very important too. Some men back off from expressing their affection, especially to sons, and their sons then have a harder time expressing affection to their fathers directly. This is true whether it’s verbal or physical affection.

For modern teens, texts or e-mail can be helpful. Forwarding an article or a song may be less anxiety provoking than saying “I love you” out loud, but clearly says “I am thinking of you.” Because teens do this all the time, it doesn’t have to feel like a “big deal,” but fathers will love the connection. This is especially true when teens and fathers do not share a household, and can set the stage for parent-child connection, too.
Dad’s Day at the Center!

Head Start Center-Based
Every Second
Monday and

Every Second
Tuesday and
Thursday

Pre-K Counts Class-

Early Head Start and Head
Start
Every Second
Socialization
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(1) mail: U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights 1400 Independence Avenue, SW Washington, D.C. 20250-9410;
(2) fax: (202) 690-7442; or
(3) email: program.intake@usda.gov.

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(1) correo: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;
(2) fax: (202) 690-7442; o
(3) correo electrónico: program.intake@usda.gov

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This child care receives Federal cash assistance to serve healthy meals to your children. Good nutrition today means a stronger tomorrow!

Meals served here must meet nutrition requirements established by USDA's Child and Adult Care Food Program.

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Call USDA toll free: 1-866-USDA CND (1-866-873-2263)

Visit USDA's website: www.fns.usda.gov/cnd

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Food and Nutrition Service
FNS-317
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USDA is an equal opportunity provider and employer.
Esta guardería infantil recibe asistencia monetaria del gobierno federal para servir comedas nutritivas a sus niños. ¡Buena nutrición hoy significa un mañana más saludable!

Comidas servidas aquí deben de seguir los requisitos nutricionales establecidos por el programa "Child and Adult Care Food Program" del Departamento de Agricultura de los Estados Unidos (USDA por sus siglas en inglés).

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Visite el website de USDA: www.fns.usda.gov/cnd
Shippensburg Head Start Program
Shippensburg University
1871 Old Main Drive
Box 58
Shippensburg, PA 17257
Phone: 717-477-1626
Fax: 717-477-4097
E-mail: headstart@ship.edu
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Call Shippensburg Head Start  717-477-1626
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