Shippensburg Head Start Program and Pre-K Counts

News To Know...

Picture Day

Fall pictures:

- Newville Schools  November 13, 2017
- Carlisle Schools  November 14, 2017
- Ship Schools      November 15, 2017

UPCOMING EVENTS:

Shippensburg Family Fun Night  October 3, 2017  5:30-7pm
Shippensburg University-Cora I Grove Spiritual Center

Carlisle Family Fun Night  October 5, 2017  5:30-7pm
St. Paul's Church located on 201 West Louther Street, Carlisle
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:
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 front 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.

Belt-Positioning Booster Seat
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 used 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 falls 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

Pennsylvania

www.PAKidsTravelSafe.org 1-800 CAR BELT
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WELCOME TO A NEW HEAD START YEAR!

We are all so ecstatic to begin the upcoming year and hope that you and your child are just as excited! As always, we welcome parents and extended family alike to join in the classroom fun and either stop by your child’s classroom just to visit or volunteer whenever you are able. We look forward to establishing a partnership that will help to build an individualized program specifically for your child.

SECOND STEP
Social-Emotional Program

We would like to introduce our new Social-Emotional Curriculum: Second Step. This research-based program feels like play but builds critical social and school-readiness skills that can help young children achieve more and get along with others.

Please be on the lookout for additional information to come home directly from your child’s classroom.

BRAIN DEVELOPMENT

What Should I Know?

* Good early care experiences expand your child’s capacity to learn.
* Holding, cuddling and talking actually affect how your child’s brain grows.
* Loving and supportive child care programs the brain to handle stress and control emotions.
* The first years of life lay the groundwork for future experiences.
* Reading to and singing with your child every day is a simple and effective way to help brain development.

What Can I Do at Home?

1. Talk with your child.
2. Read to your child every day.
3. Sing children’s songs or nursery rhymes.
4. Feed your child well.
5. Provide a stable, loving environment.
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.

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.
Hi! We are the James Burd Pre K! We are so excited to start this 2017-2018 year! Let’s begin by introducing ourselves. Ms. Alyssa is the Lead Teacher, Ms. Chris is Assistant Teacher and Ms. Berylee is the Paraeducator. We have each been in the Early Education field for many years and love working with children.

A day in our classroom provides many planned and unplanned learning experiences for children. From the very start of the day when children take care of their backpacks and “sign in,” to the end of the day when we finish with small group learning activities, children are always learning. We sing, dance, play, write, create, explore, listen, read, and grow. We plan our studies and topics of learning based on what we can provide the children at that time as well as what they are interested in. In these upcoming months, we hope to explore topics like: Self (learning about ourselves, our classroom and our families), Fire Safety, and all the glories of fall. As we explore these topics we will tie so many activities into these studies. Math, Literacy, Motor Development, Social and Emotional Development and Science can all be reached in one simple day when that is focused on pumpkins.

This year we are excited to implement some new updates and ideas in our classroom. One of the most exciting things happening is our new fish tank! We currently have two goldfish and hope to add more fish and aquatic life. This is such a great opportunity for children to learn about aquatic life, and caring for pets! Each day the children will get the opportunity to choose the job of “fish feeder”. In addition to the fish, we are excited to be adding some new center materials that we feel will really get the children involved in meaningful and thought provoking play! Two new sensory tables will be filled throughout the year with sand, water, sensory items, explorative materials, natural materials and more! STEM (science/technology/engineering/math) materials like Lego Boards, Robots, and electrical circuit toys (kid friendly and safe) will help develop problem solving and critical thinking skills!

Our goal for our class this year is to create a wonderful environment for the children to grow and develop as a whole. Early Education and Pre-K is way more than just letters and numbers! Thank you for taking the time to read about us! We are looking forward to an amazing year!
I SUPPORT PRE-K FOR PA
READY TO SUCCEED

www.prekforpa.org
Media’s Effect On Children

Television, video games, hand-held technology devices, and computers are all a part of most children’s lives. The effects of too much media consumption are unhealthy weights and lack of physical activity; not to mention the unhealthy snacking that too often occurs while watching. In addition, children are exposed to thousands of ads for unhealthy foods.

With all of the time spent inactive in front of a screen, what can you do to help your child watch less:

- Allow your children to watch no more than 1 hour per day—this includes video games, computer, and hand-held devices.
- Instead of turning on the TV or playing video games, go outside and be active. Take a walk or bike around your neighborhood.
- Encourage drawing, reading out loud or alone, singing, and outdoor activities instead of using media.
- Turn the TV off and don’t allow hand-held devices during mealtime.
- Begin to educate your child about advertising and help them understand they are selling a product.

Eating Out And Eating Healthy

We are all so busy with work and family that eating out has become a way of life. Eating out, however, sometimes makes it hard to eat healthy. Try to limit the number of times you eat out per week. Sharing a simple meal at home is usually healthier. When you do eat out, try some of the tips below to keep you and your family healthy.

- If you are eating at a fast food restaurant, bring fresh whole fruit for dessert and order low-fat milk or water instead of soft drinks.
- Many restaurants now have nutrient information on their foods. Check out the total fat of menu items; try to choose foods that are moderate in fat.
- Choose a restaurant that serves healthy options.
- Share a meal with a family member. Portions in restaurants are usually much larger than what you should eat for one meal. Consider sharing an entrée with your child; the kid’s menu items are sometimes not as healthy as some of the adult selections.
- Select roasted, baked, broiled, or grilled meats without sauces, gravies or breading.
- Order soup and salad instead of a traditional meal.
- Ask to substitute a baked potato or other vegetable for French fries.
- Go easy on salad dressing and sauces. Request them on the side so you can control the amount you eat.

Active Alternatives To Lashing Out At Your Kids

Had a stressful day? Are the everyday pressures building up and your child is getting on your last nerve? Try some of these simple tips to help you get a handle on your stress:

- Take a deep breath. And a second deep breath.
- Put yourself in time out. Are you really that angry with your child or has the stress of the day caught up with you?
- Turn on some music. Sing along or dance with your child.
- If someone can watch the child, let them play and you take a walk.
- Vacuum, dust, or sweep the kitchen floor. It will get the chores done and take your mind off your stressful day.
- Funnel your stress and frustration into some physical activity before you act—both you and your child will benefit.
**Autumn Fruit Salad**

**INGREDIENTS**
- 2 tablespoons honey
- 2 tablespoons lemon juice
- 2 Granny Smith Apples, cubed
- 2 red pears, cubed
- 1/2 cup dried apricots, sliced into thin strips
- 3 containers (8-ounce) low-fat spiced apple yogurt or low-fat vanilla yogurt

**INSTRUCTIONS**
1. In a medium bowl, whisk together honey and lemon juice.
2. Add fruit and toss well.
3. For each person, spoon a half container of yogurt into a small bowl and top with 1/2 cup fruit. Serve.

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**Food For Families On The Go**

**Easy Chicken Pot Pie** 6 servings

**INGREDIENTS**
- 1 1/2 cups frozen mixed vegetables, thawed (peas only, if preferred)
- 1-cup canned chicken
- 1 can (10 3/4 ounces) condensed reduced-fat cream of chicken soup
- 1-cup Reduced Fat Bisquick
- 1/2 cup skim (fat-free) milk
- 1 egg

**INSTRUCTIONS**
1. Heat oven to 400 degrees.
2. Mix vegetables, chicken, and soup and place in ungreased 9" pie plate.
3. Stir, in a medium bowl, remaining ingredients until blended to make batter.
4. Pour batter on top of chicken mixture.
5. Bake 30 minutes or until golden brown.

Prep Time: 15 minutes  
Cook Time: 30 minutes  
Calories per serving: 235  
Fat per serving: 6 grams
Encourage Your Child to Eat Smart and Move More

BE PATIENT
Young children may not be interested in trying new foods. Offer a new food more than once. It sometimes takes up to ten tries before a child will like a new food.

BE A PLANNER
Most children need a snack or two in addition to three regular daily meals. Plan and schedule meals and snacks so that children have a routine.

BE A GOOD ROLE MODEL
What you do can mean more than what you say. Your child learns from you about what to eat and how to move. Eat meals with your children whenever possible. Walk, run, and play with your children, don’t just sit on the side lines. A family that is physically active together has lots of fun!

BE ADVENTUROUS
At the grocery store, ask your child to choose a new vegetable or fruit. At home let them help wash and prepare the food. Encourage all family members to enjoy a variety of foods.

BE CREATIVE
Get your children involved in food preparation. Children are more likely to try new foods if they help get them to the table.

The Breakfast Club
Your mother always told you that breakfast was the most important meal of the day. Well, she was right. Children do better in school when they have a good breakfast. Getting children ready, yourself ready…it’s a lot to do in the morning. However, the first meal of the day does not have to be a hassle. It can be quick, fun, and eaten on the run if necessary.

Here are a few tips for you and your family to break the fast:
- A peanut butter and banana sandwich and glass of milk is a favorite of young ones. It gives them calcium, protein, and one serving of fruit.
- Top cold or hot cereal with fresh or canned fruit.
- Serve 100% fruit or vegetable juice.
- A cereal bar and milk make a great, quick, on the run breakfast when you don’t have time for a sit-down meal.
- Yogurt in a "to-go" tube is a good way to get a quick dose of calcium.
- Bagels with fruit spread or low-fat cream cheese are great on the go.
- Make egg sandwiches the night before, wrap tightly in plastic wrap and microwave to warm slightly in the morning for a quick breakfast.

Indoor Play
It’s raining, it’s cold, it gets dark too early, and you feel your neighborhood is unsafe. All these point to the need to be physically active indoors. Make a fun area in the house for indoor play. Be creative so your children can stay active even if they cannot go outdoors.

- Turn on the music and dance. (Dance like a bird, elephant and other animals).
- Build a fort under the table or in a large box.
- Play on the stairs.
- Hop on one foot, hop on both feet, spin in a circle, call out different moves for your child to try.
- Play limbo using a broom and music.
- Play running games. Place a target (pillow or placemat) on the floor and ask children to run around and over it.
Kids Kitchen

This is a recipe for you and your children to prepare together. It is not designed for children to make on their own. Supervision and assistance from an adult are required. Getting your children involved in food preparation will go a long way in encouraging them to try new foods and enjoy eating.

Baked Apples

INGREDIENTS
- 2 apples
- 2 tablespoons brown sugar
- 1 tablespoon cinnamon

INSTRUCTIONS
1. Peel apples.
2. Cut apples into 1" pieces.
3. Sprinkle apple pieces with brown sugar and cinnamon.
4. Microwave for 30 seconds until soft.
5. Let cool for 1 minute.

Food For Families On The Go

Impossibly Easy Cheeseburger Pie

INGREDIENTS
- 1 pound extra-lean ground beef
- 1 cup chopped onion
- 1/2 teaspoon salt
- 1 cup shredded fat-free Cheddar cheese
- 1/2 cup Reduced Fat Bisquick
- 1 cup skim (fat-free) milk
- 2 eggs

INSTRUCTIONS
1. Heat oven to 400 degrees.
2. Coat 9" pie plate with non-fat cooking spray.
3. Cook ground beef and onion until beef is brown; drain.
4. Stir in salt.
5. Spread in pie plate and sprinkle with cheese.
6. In a medium bowl, stir remaining ingredients until blended; Pour into pie plate over beef mixture.
7. Bake 25 minutes or until a knife inserted in center comes out clean.

Color Me Healthy brought to you by...
Fatherhood Is Power
Greetings, readers!

My name is Tony Murlin, the Administrative/Technical Support Manager for the Shippensburg University Head Start Program, and I’m now the coordinator of the Male Involvement Initiative!

If you see something that sparks your interest, you wish to contribute to the newsletter, or you wish to join the Male Involvement Committee, please don’t hesitate to contact me and let me know!

Here is how to do so:

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 of your interest, and they’ll get the message to me!

NOW LET’S MAKE THIS NEW SCHOOL YEAR AWESOME!
How to Get Involved!

Join **Policy Council** and have direct influence over the Program.

**Volunteer** in your child’s classroom and participate in their day!

**Send in** any Tips, Recipes, or Stories to share with other Dads.

**Participate** in Dad’s Day, Home Visits/Socializations, and Events!

Join the **Male Involvement Committee** and let your voice join with other Father Figures and Male Role Models within the Program in celebration of their roles as Dads, Educators, and Community Members!

*We know you care… now you have more opportunities to show it.*
The Role of Fathers in Childhood Development

https://www.extension.harvard.edu/inside-extension/role-fathers-childhood-development

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.
- **Permissive parenting** is very high on warmth and low on control. People who use this style view it as the most child-centered.

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.

And when looking at more recent early childhood literature from Michael Lamb, professor in the department of psychology at the University of Cambridge, children turned to fathers when they wanted to play and turned to mothers when they were stressed or upset.
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 they grow into women. There are also interviews and autobiographies of Hillary Clinton, Madeline Albright, and many prominent women scientists that emphasize fathers’ influence on girls.

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.

On the other end of the spectrum, strong marital quality and spousal support generally have a positive effect on child development. In a Dutch study by Hakvoort, Bos, Van Balen, and Hermanns, mothers’ reports of their marital satisfaction and their reports of the father-child relationship were related to better psychosocial outcomes for the children.
The Role of Fathers in Childhood Development

Dante Spetter
Lecturer in Extension
Harvard University

https://www.extension.harvard.edu/inside-extension/role-fathers-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).

Around adolescence, sometimes sons like to assert they can be their own man, but eventually fathers and sons can develop a buddy relationship. The relationship between a father and child can really vary and there’s no set model that’s right.
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.

Lastly, it’s important to recognize that many different people can be in the father role. Father’s Day is the perfect opportunity to remember the other important men in your life and say, “I love you.”
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**

**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

**Every Second Tuesday and Thursday**

**Early Head Start and Head Start**
Home-Based Socializations
Miss Sierra 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**
Dear Friend,

I’ve come to visit you once again. I love to see you suffer mentally, physically, spiritually and socially. I want to have you restless so you can never relax. I want you jumpy and nervous and anxious. I want to make you agitated an irritable so everything and everybody makes you uncomfortable.

I want you to be confused and depressed so that you can’t think clearly or positively. I want to make you hate everything and everybody, especially yourself.

I want you to feel so guilty and remorseful for the things you have done in the past that you’ll never be able to let go of me. I want to make you angry and hateful toward the world for the way it is and the way you are. I want you to feel sorry for yourself and blame everything but your addiction for the way things are. I want you to be deceitful and untrustworthy, and to manipulate and con as many people as possible. I want you to wake during all hours of the night screaming for me. You know you can’t sleep without me; I’m even in your dreams.

I want to be the first thing you wake up to every morning and the last thing you touch before you black out. I would rather kill you, but I’ll be happy enough if I can put you back in the hospital, another institution or jail. But you know I’ll still be waiting for you when you come out. I love to watch you slowly go insane. I love to see all the physical damage that I’m causing you. I can’t help but sneer and chuckle when you shiver and shake while you freeze and sweat at the same time, and when you wake up with your sheets and blankets soaking wet. It’s amazing how much destruction I can do to your internal organs while at the same time work on your brain, destroying it bit by bit.

I deeply appreciate how much you sacrifice for me. The countless good jobs you’ve sacrificed for me. All the fine friends that you deeply cared for – you gave up for me. And what’s more, for the ones you turned against yourself because of your inexcusable actions – I’m more than grateful. And especially your loved ones, your family – the most important people in the world to you – you even threw them away for me. I cannot express in words the gratitude I have for the loyalty you have for me. You sacrificed all these beautiful things in life just to devote yourself completely to me. But do not despair my friend, for on me you can always depend. For after you have lost all these things, you can still depend on me to take even more. You can depend on me to keep you in a living hell, to keep your mind, body and soul – for I will not be satisfied until you are dead, my friend.

Faithfully yours,

Your Addiction and Drug of Choice
Where can I get a listing of AA, NA, or Al Anon meetings?

Call or come into the Cumberland-Perry D&A office, where we have local meeting schedules available. Or contact the following answering services:

**Alcoholics Anonymous (AA)**

717.234.5390 or [toll-free] 888.930.4589
USDA Nondiscrimination Statement 2015

FNS nutrition assistance programs, State or local agencies, and their subrecipients, must post the following Nondiscrimination Statement: In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA. Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992.

Submit your completed form or letter to USDA by:
(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.
This institution is an equal opportunity provider.

USDA Declaración de no discriminación 2015

Los demás programas de asistencia nutricional del FNS, las agencias estatales y locales, y sus beneficiarios secundarios, deben publicar el siguiente Aviso de No Discriminación: De conformidad con la Ley Federal de Derechos Civiles y los reglamentos y políticas de derechos civiles del Departamento de Agricultura de los EE. UU. (USDA, por sus siglas en inglés), se prohíbe que el USDA, sus agencias, oficinas, empleados e instituciones que participan o administran programas del USDA discriminen sobre la base de raza, color, nacionalidad, sexo, discapacidad, edad, o en represalia o venganza por actividades previas de derechos civiles en algún programa o actividad realizados o financiados por el USDA. Las personas con discapacidades que necesiten medios alternativos para la comunicación de la información del programa (por ejemplo, sistema Braille, letras grandes, cintas de audio, lenguaje de señas americano, etc.), deben ponerse en contacto con la agencia (estatal o local) en la que solicitaron los beneficios. Las personas sordas, con dificultades de audición o discapacidades del habla pueden comunicarse con el USDA por medio del Federal Relay Service [Servicio Federal de Retransmisión] al (800) 877-8339. Además, la información del programa se puede proporcionar en otros idiomas.

Para presentar una denuncia de discriminación, complete el Formulario de Denuncia de Discriminación del Programa del USDA, (AD-3027) que está disponible en línea en: http://www.ocio.usda.gov/sites/default/files/docs/2012_Spanish_Form_508_Compliant_6_8_12_0.pdf, y en cualquier oficina del USDA, o bien escriba una carta dirigida al USDA e incluya en la carta toda la información solicitada en el formulario. Para solicitar una copia del formulario de denuncia, llame al (866) 632-9992.

Haga llegar su formulario lleno o carta al USDA por:
(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.
Esta institución es un proveedor que ofrece igualdad de oportunidades.
NEED HELP WITH YOUR UTILITY BILL?

One-Day Energy Assistance Clinic

Wednesday, November 1, 2017
9:00am-5:00pm

Students from the Penn State Dickinson Law Medical-Legal Partnership Clinic may be able to assist you in finding a way to help pay your electric and gas bills this winter!
Call (717)-243-2968 to schedule an appointment

YOU MAY QUALIFY FOR LIHEAP

The Low-Income Home Energy Assistance Program helps low-income families pay their heating bills.

<table>
<thead>
<tr>
<th>Household Size</th>
<th>Maximum Annual Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$18,090</td>
</tr>
<tr>
<td>2</td>
<td>$24,360</td>
</tr>
<tr>
<td>3</td>
<td>$30,630</td>
</tr>
<tr>
<td>4</td>
<td>$36,900</td>
</tr>
<tr>
<td>5</td>
<td>$43,170</td>
</tr>
</tbody>
</table>

There are also assistance programs through Electric & Gas companies that can help lower your bills!

WHAT TO BRING

★ Valid Driver License or State ID
★ Social Security Card(s) (for all members of the household)
★ Proof of Residence
  • Deeds, Lease, Rent Receipt, Subsidize Housing Document or Section 7 Resident Work sheets
★ Proof of Income for ALL MEMBERS of the household
  • Last 4 consecutive pay stubs
  • Unemployment benefit print out
  • Benefits award letters (Social Security, SSI, Veterans, Pension)
  • Self-Employed Prior Tax Year Return
  • Recently laid off: Letter of Termination
★ Energy Bills/Disconnect Notice

This notice is for informational purposes only and not for the purpose of providing legal advice. Attending the One-Day Energy Assistance Clinic will not create an attorney-client relationship between the Medical-Legal Partnership Clinic and an individual.
Now Recruiting for Preschool 2017

If your child will be four on or before September 1, 2017 now is the time to call about enrolling your child in Pre-K Counts!

Pre-K Counts offers quality preschool experiences at no cost to you to help your child learn the skills they need to be ready and excited for kindergarten.

*Highly qualified teachers, with experience working with young children.
*Small class sizes so your teachers have lots of time for your child.
*A curriculum and learning activities that help your child thrive.
*Review of your child’s development with teachers to help your child reach his/her promise.

PRE-K: Serving Big Spring School District

Classrooms are 5 hours each day, Monday-Friday (located in Newville Elementary)

PRE-K: Serving Shippensburg School District

Classrooms are 5 hours each day, Monday-Friday (located in Nancy Grayson & James Burd Elementary)

PRE-K: Serving Carlisle School District

Classrooms are 5 hours each day, Monday-Friday (located in Hamilton Elementary)

Who Should Apply?

Children who will be 4 on or before September 1, 2016

Children who live in families who are at or below 300% of the federal poverty level (approx. $72,750 for a family of four)

Must be able to transport your child each day to and from school.

How to apply:

Call Shippensburg Head Start 717-477-1626 or stop in and apply

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

Pennsylvania Pre-K Counts is available at no cost to families, but space is limited

Call Today!