SHIPPENSBURG HEAD START & PRE-K COUNTS

January/ February 2023

News To Know...

For winter weather updates please follow your local school districts delays and closings and follow us at the pages below:

@ShipHSandPreK

Important DATES:

Policy Council:
Jan. 19
Feb. 23

No Class:
Jan. 2, 16, 13, 27
Feb. 16, 17, & 20

WHEN YOU DON’T KNOW WHERE TO TURN, CALL 211 RESOURCE HELPLINE

@Shippensburg University Head Start Program
# January 2023

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From the Education

CREATIVITY IS CRAFTLESS (PROCESS VS. PRODUCT)

Remember when you first attempted to put together your child’s first “instructions enclosed, all parts included, no batteries required” toy? So many steps had to be done a certain way that you had to refer to the instructions many times. And if you are like most of us, you felt uncertain, inept, and uncoordinated.

When a child is asked to duplicate a given pattern, following a series of steps that result in an end product, the same feelings emerge. Class craft projects may be cute to put in the family scrapbook or nice to send to Grandma, but they do little for your child’s self-esteem, and cognitive development and creativity.

That is why blank paper, scissors, paint, markers, glue, and a variety of other materials to choose from are available at all times in our classrooms. Children are encouraged to use the materials to make their own creations.

When we do a special art activity with children, we may introduce a new material or even demonstrate possible ways to use some tools and materials, but the children themselves decide what they want to create and how. The children care more, learn more, and enjoy an activity more when they produce their own creations – not copies of ours.

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.
STAGES OF CHILDREN’S WRITING

Educators look at writing very differently than they did a generation ago. The things that young children seem to do naturally when given paper and markers are now viewed as true forms of writing.

There are at least five different stages of writing:

- **Drawing**: Children draw and “read” their drawings as a form of communication. They may draw an unrecognizable form and say, “I played in the home center today with my friends.” Or they may draw a treelike form and say, “This says remember to take me to the park.”

- **Invented letters**: Many young children make up their own letters. A circle with a line drawn down from the bottom (resembling a lollipop) is a common invented letter. Again, children believe they are writing.

- **Random letters**: As children become more aware of the alphabet, they often write the letters in long strings, usually at random.

- **Invented spelling**: Invented spelling takes many forms but is related to the sounds the children hear in each word. At the beginning of this stage, children may write one letter to represent one word. Later, words are represented by two letters, the initial and ending letter sounds. As the child’s writing continues to mature, most sounds are represented in their invented spelling.

- **Common spelling**: The child begins writing more and more words spelled as adults spell.

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<th>Stage 3</th>
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<td>Scribbles from left to right.</td>
<td>Uses letters in drawings.</td>
<td>Uses beginning sounds only to communicate about drawing.</td>
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<td>Draws picture only.</td>
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<td>Uses beginning, ending and middle sounds to write words.</td>
<td>Writes recognizable words as well as sound spelling to write sentences.</td>
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<td>Reads writing back to teacher</td>
<td>Writes from left to right.</td>
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<td>Uses invented spelling to write a sentence.</td>
<td>Is aware of space between words.</td>
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<td>Experiments with punctuation.</td>
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Upcoming Events

Upcoming 2nd Parent Committee Meetings/School Readiness:

Ship Head Start Center – January 26th at 12:30 pm
Ship Head Start Home Base – February 2nd at 1:00 pm
Letort Head Start Center — February 15th at 12:30 pm
Ship Early Head Start (Heather/Doris) – January 17th at 10 am
Carlisle Early Head Start (Deanna/Amy) - January 18th at 11 am

If you and your kids read just one book a day together, they will have enjoyed 1,825 books by their 5th birthdays.
February is National Children's Dental Health Month!

Mother brushing her child’s teeth during our Adventure Seekers Socializations!
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/

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.

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 KKGI initiative. Visit the KKGI website at: www.panen.org/keystone-kids-go
When Children Experience Homelessness:

- They are sick four times as often as other children.
- They have high rates of acute and chronic illness.
- They suffer from emotional as well as behavioral problems almost three times as often as others.
- About 87% of school-age homeless children are enrolled in school but only around 77% of them attend regularly.
- They are four times as likely to have developmental delays and are also twice as likely to repeat a grade, usually due to frequent absences and moving to new schools.

Sources: Homeless Children America, Project Hope-Virginia
Housing and Homeless Information

SCCAP'S FRANKLIN COUNTY HOMELESS SHELTER
The Franklin County Homeless Shelter is a low barrier emergency shelter which serves mainly individuals who are experiencing homelessness, though we do serve families as space is available. An individual of family's stay is brief, typically 14 - 30 days and those staying at the shelter will be focused on finding affordable housing.

The Franklin County Homeless Shelter is located at:
223 S Main Street, Chambersburg, PA 17201

To do a pre-screening or to see if space exists at the Franklin County Homeless Shelter call 717-267-3669

COMMUNITY CARES EMERGENCY SHELTER
50 W. Penn St
Carlisle, PA 17013
717-249-1009

Class of Housing: overnight shelter, family shelter, day center
Website: https://www.morethanshelter.org/

The overnight shelter is the core of our mission. We utilize the space provided by community churches to shelter our residents overnight. Each month, the location of the shelter rotates to the next church on the list. Based on space and availability, C.A.R.E.S. has the resources to shelter 60 individuals a night.

Family Shelter:
Our family shelter has evolved as the needs of the homeless families continued to grow in the Cumberland County area. Initially, families were sheltered in hotels paid for by C.A.R.E.S.. Over time, it made sense to shelter the families at the host church. When space and volunteers are available, the family shelter is housed at a separate church than the host church.

Resource Center:
The resource center is a day center which provides C.A.R.E.S.' residents the resources needed to complete daily basic needs. This could include showers, laundry, and eating. It also acts as a place of contact for the residents to use when applying for housing and jobs.

Call 211
Help Starts Here
January Family Fun Bucket List

- Build a snowman
- Celebrate MLK Day
- Make a bird feeder
- Have a pajama day
- Try a new flavor of hot chocolate
- Make a snowflake craft
- Have a snowball fight
- Bundle up and go for a walk
- Make snow angels
- Build a blanket fort
- Go sledding
- Play a board game
Baby It’s Cold Outside
So Keep Them Safe

Puffy coats or snow suits look cute but should not be worn in car seats, experts say. During an accident, this clothing is flattened by impact and may allow the seat’s straps to loosen so that your child slips out – a dangerous combination when on the road.

FOLLOW THESE TIPS FROM THE AMERICAN ACADEMY OF PEDIATRICS

DO
- Keep the infant carrier inside your home to keep it warmer when not in use.
- Get an early start to warm up your vehicle and allow enough time to dress your baby or toddler in layers.
- Dress your child in thin layers. Generally, infants should wear one more layer than adults. If you have a hat and a coat on, your infant will probably need a hat, coat, and blanket. (See related tips below)
- Keep baby warm with a hat, socks, mittens and booties.
- If your child sucks fingers or thumbs, consider half-gloves with open fingers or keep an extra pair or two of mittens handy. Wet mittens make your child colder rather than warmer.
- Pack a bag of extra clothes and blankets, in case of emergency.
- Tighten straps so they fit snugly. You should be able to fit a finger underneath, but you should not be able to pinch any excess.
- Make sure the top layer is removable so the baby doesn’t get too hot after the car warms up.

DON’T
- Forget hats, mittens, and socks or booties. These help keep kids warm without interfering with car seat straps.
- Cover baby’s face.
- Use any accessories that did not come with the car seat. Only use car seat covers that go over the baby.
- Use a car seat cover if it has a layer under the baby. Nothing should ever go underneath your child’s body or between her body and the harness straps.
- Use items that didn’t come with the car seat. It has not been crash tested and may interfere with the protection provided in a crash. Use sleeping bag inserts or other stroller accessories in the car seat.

HOW TO LAYER UP
- Start with close-fitting layers on the bottom, like tights, leggings and long-sleeved bodysuits.
- Add pants and a warmer top, like a sweater or thermal-knit shirt.
- Your child can wear a thin fleece jacket over the top.
- In very cold weather, long underwear is also a warm and safe layering option.
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](http://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
Grandparents raising grandchildren have received considerable attention in recent years. Many observers perceive grandparent care to be a growing phenomenon. Nearly six million children and 1.5 million grandparents currently live in grandparent-grandchild households. One in five of the older caregivers lives below the poverty level. One million are single grandmothers. These households face unique daily challenges.

Besides exhaustion, these grandparents face an overwhelming array of emotional and social concerns as they raise their grandchildren. Grandparents might feel angry or resentful, since they were looking forward to leisure time in retirement and must now put those plans on hold. They might feel guilty and feel responsible because their child cannot care for their own children. There are also feelings of stress: are the decisions being made for the grandchildren the best ones? Many grandparents also feel lonely, since many of their peers are not in the same role and don’t truly understand the demands that they face daily.

Social issues may include dating, drugs, alcohol, emotional and health problems, learning difficulties, financial strains, legal questions and social isolation. When coupled with their own health and financial issues, grandparents find themselves faced with sacrificing their own needs for the benefit of the grandchildren, so that they can have a better life.

Where, you may ask, is the middle generation, the children of the older generation and the parents of the grandchildren? They may be physically around, but cannot provide the daily emotional and financial care needs to their children, due to physical or mental illness, substance abuse, economic troubles, recent separation or divorce or unemployment. They may be incarcerated, have left the area altogether or be deceased. The older generation, the grandparent, assumes the responsibility for daily care, as a natural answer to helping family members in need.

As an answer to the ever-growing number of grandparents raising grandchildren, a number of agencies have developed programs to assist the older generation face the challenges of this demanding caregiving role. A phone call to the local Area Agency on Aging or the local Grandparent Resource Center can provide information on financial, childcare and legal assistance, as well as parenting tips. Grandparents should also consider joining a support group specifically meant for those serving as the main caregivers of their grandchildren. Just knowing that others are faced with the same daily challenges can be very comforting. Support group participants not only make new friends and learn from others, but also gather a wealth of information and services available in the community to help them cope with their new parenting role. Connecting with a faith community can provide grandparents with services, such as respite care, child care and transportation, which can be very helpful, particularly in times of need.
Respite care is especially important for anyone who is serving as a caregiver, but even more so for an older person, who may have their own health issues to consider. Paying attention to their own health is critical for caregivers – if the caregiver becomes ill, who will then care for the dependent person? There are a number of formal services which provide respite care, and grandparents can also rely on other family members, friends or neighbors to give them a break from the daily demands of care. Finding time to get away is crucial to “recharging batteries,” so that the grandparent feels refreshed and is in the best optimum mental health needed to serve as a caregiver.

Taking time to eat a well-balanced diet, exercising regularly, getting plenty of sleep and getting regular check-ups from the doctor are paramount to making sure that the grandparent is in the best, optimum physical health. It is also important to remember to have fun! Humor is the spice of life. Everyone feels happier and healthier when they have a positive attitude and can find laughter and humor in daily life. Try it – you’ll see what I mean!!

Helen is very grateful for having the love and support of her maternal grandparents, who lived with her family after her father died when she was a preteen. They served not only as mentors, but as teachers and supporters, always being present when needed. All grandchildren should be so lucky to have grandparents who were as loving and caring!

https://caregiver.com/articles/grandparents-raising-grandchildren/
Child Abuse and Neglect

Child abuse, also known as maltreatment, is common. It is important to understand and reduce the risks of abuse for your child and be familiar with the signs of abuse and neglect.

Approximately 4 million cases of child abuse and neglect involving almost 7 million children are reported each year. The highest rate of child abuse is in babies less than one year of age, and 25 percent of victims are younger than age three. The majority of cases reported to Child Protective Services involve neglect, followed by physical and sexual abuse. There is considerable overlap among children who are abused, with many suffering a combination of physical abuse, sexual abuse, and/or neglect.

**TYPES OF ABUSE AND NEGLECT**

Physical abuse occurs when a child's body is injured as a result of hitting, kicking, shaking, burning, or other show of force. One study suggests that about 1 in 20 children has been physically abused in their lifetime.

Sexual abuse is any sexual activity that a child cannot understand or consent to. It includes acts such as fondling, oral-genital contact, and genital and anal intercourse. It also includes exhibitionism, voyeurism, and exposure to pornography. Studies suggest that up to one in five girls and one in 20 boys will be sexually abused before they are 18 years old. More than 90 percent of child sexual abuse victims know their abuser.

Child neglect can include physical neglect (failing to provide food, clothing, shelter, or other physical necessities), emotional neglect (not providing love, comfort, or affection), and medical or educational neglect (not providing access to needed medical care or education), or supervisory neglect (failure to appropriately supervise). Psychological or emotional abuse results from all of the above, but also can be associated with verbal abuse, which can harm a child's self-worth or emotional well-being.

**RISK FACTORS**

Most child abuse occurs within the family. Risk factors include parental depression or other mental health issues, a parental history of childhood abuse or neglect, parental substance abuse, and domestic violence.

Child neglect and other forms of maltreatment are also more common in families living in poverty and among parents who are teenagers or who abuse drugs or alcohol.

**Signs and symptoms**

It is not always easy to recognize when a child has been abused. Children who have been maltreated are often afraid to tell anyone, because they think they will be blamed or that no one will believe them. Sometimes they remain quiet because the person who abused them is someone they love very much, or because of fear, or both.

Parents also tend to overlook signs and symptoms of abuse, because it is hard to believe it could happen or they fear what might happen if people found out. However, a child who has been abused needs special support and treatment as early as possible. The longer children continue to be abused or are left to deal with the situation on their own, the harder it is for them to be able to heal and develop optimally physically and mentally.

Here are some physical signs and behavioral changes in children who may have experienced abuse or neglect:

**PHYSICAL SIGNS**

- Non-mobile infant with any injury
- Bruises to the torso, ears, or neck in a child less than four years of age
- Any injury (bruise, burn, fracture, abdominal or head injury) that is not consistent with the way the injury is said to have happened, that cannot be adequately explained, or that is inconsistent with the child's developmental capabilities
- The child discloses abuse or neglect
- Failure to gain weight (especially in infants) or sudden dramatic weight gain
- Genital pain, bleeding, or discharge
BEHAVIORAL AND MENTAL HEALTH CHANGES THAT RAISE CONCERN ABOUT POSSIBLE ABUSE OR NEGLECT

It is important to remember that the following changes are seen in many children as a result of many different kinds of stressful situations and are not specific to child abuse and neglect. The reason for the appearance of these behaviors should always be investigated.

- Fearful behavior (nightmares, depression, unusual fears)
- Unexplained abdominal pain, sudden onset of bed-wetting, or regression in toileting (especially if the child has already been toilet trained)
- Attempts to run away
- Extreme sexual behavior that seems developmentally inappropriate for the child's age
- Sudden change in self-confidence
- Headaches or stomachaches with no medical cause
- School failure
- Extremely passive or aggressive behavior
- Desperately affectionate behavior or social withdrawal
- Big appetite and stealing food

LONG-TERM CONSEQUENCES

In most cases, children who are abused or neglected suffer greater mental health than physical health damage. Emotional and psychological abuse, physical abuse, and neglect deny the child the tools needed to cope with stress, and to learn new skills to become resilient, strong, and successful. So a child who is maltreated or neglected may have a wide range of reactions and may even become depressed or develop suicidal, withdrawn, or violent behavior. As they get older, they may show learning difficulties, use drugs or alcohol, try to run away, refuse discipline, or abuse others. As an adult, they may develop marital and sexual difficulties, depression, or suicidal behavior.

Not all children who are abused have severe reactions. Usually the younger the child, the longer the abuse continues. The closer the child's relationship with the abuser, the more serious the mental health effects will be. A close relationship with a very supportive adult can increase resiliency, reducing some of the impact.

GETTING HELP

If you suspect your child has been abused, get help immediately through your pediatrician or a local child protective agency. Physicians are legally obligated to report all suspected cases of abuse or neglect to state authorities. Your pediatrician also will detect and treat any medical injuries or conditions, recommend a therapist, and provide necessary information to investigators. The doctor also may testify in court if needed to secure legal protection for the child or criminal prosecution of the person suspected of perpetrating the abuse or neglect.

If your child has been abused, you may be the only person who can help them. There is no good reason to delay reporting your suspicions of abuse. Denying the problem will only make the situation worse. It allows the abuse or neglect to continue unchecked and lowers your child's chance for optimal physical and mental health and well-being.

Last Updated
4/8/2021

Source
Adapted from Caring for Your Baby and Young Child: Birth to Age 5 7th Edition (Copyright © 2019 American Academy of Pediatrics)
One of the most difficult parts of being a father is learning to accept your children’s mistakes. It certainly can be easy to be loving, supportive, and helpful when your children are mistake-free, but most fathers who are paying attention don’t find too many mistake-free periods of their children’s lives.

Let’s be clear about our kids and their mistakes. There aren’t too many kids who get up in the morning, rub their hands together and say, ”I wonder how I can screw up today and really bother my dad!” Kids don’t enjoy or want to make mistakes, it’s just one of the ways that they learn about the world.

Kids usually try to do their best; it’s just that they are doing their best considering the resources that they have at the time. Sometimes they’re tired, sometimes they’re easily distracted, and sometimes they’re strong-willed, but they generally do the best that they can. It’s very easy for us to judge them according to standards of what they’ve done before.

When our kids make mistakes, we have choices to make. Fathers can either make choices that help to create kids who are defensive and who lie to them …or they can make choices that help to create kids who can learn from their mistakes and improve upon them.

Kids who fear punishment or the loss of love in response to their mistakes learn to hide their mistakes. These children live in two different places --one place where they have the love and support of their father (parents), and another where they feel that if their mistakes were discovered, they would be undeserving of that love. It is hard for these kids to fully accept their parents’ love and support even when it is expressed. It is also difficult for these kids to set high standards for themselves, because they tend to be fearful of failing. These are some ideas for fathers who are committed to helping create kids who can learn from their mistakes, and who are not afraid of making a few:

Absolutely accept the notion that your kids are doing their best, and that they will learn faster about their mistakes if they are in an environment that accepts mistakes.

Understand that your difficulty with your kids’ mistakes is in fact a reflection of your difficulty dealing with your own mistakes; be aware of this and deal with your own issues first. Know the “shaming” messages that we can all give so easily to our kids--messages that can do a lot of damage to them and help them to feel unworthy. Here’s a few of them:

*How could you have done that?*
*You don’t listen to me!*
*You can do better than that!*
*What’s the matter with you?*

Keep providing your kids with learning experiences, but at the same time structure their environment so they can’t make too many mistakes (having expensive glassware around the house where children might break it is not their fault).

Provide a great model for your children by the way you react to making mistakes: do you get defensive and stretch the truth, or do you “own” the mistake and learn something from it? Create a “culture” that is based on learning from mistakes.

We have only one chance to show our kids the patience and discipline necessary to allow them to learn from the mistakes that we’ve all made. Your opportunity to improve just started now; give your kids the room that they need and deserve.

Adapted From: www.fathers.com

Article: Mark Brandenburg
Fathers have an incredible opportunity to influence future generations. Having a child to raise, love, protect, and nurture is a challenging task. But dads who are involved in their kids lives offer distinctive qualities to their children. The role of a good father cannot be filled by someone else and is irreplaceable as one of the most influential things in a child’s life. Dads today are role models; children are looking for someone to look up to — to model their lives after. Every father leaves footprints of morals, values, priorities, and how to make decisions. Not an easy task as little eyes watch our every move. But the rewards are endless as our children grow into happy adults who have healthy relationships, make good decisions, and care for the communities they are a part of.

Dads are busier than ever. Things like work and meetings are pulling dads away from the family. Things like school, clubs, friends often pull children away from fathers. It is becoming increasingly important for fathers to take an active interest in their children’s lives. The benefits last a lifetime!

**BUT HOW CAN A DAD BE MORE INVOLVED?**

SUPPORT, RESPECT, AND ENCOURAGE THE MOTHER OF YOUR CHILD

BE INVOLVED IN CHILDCARE TASKS

PLAY WITH YOUR CHILD

READ WITH YOUR CHILD

CONSIDER TAKING YOUR NEXT RAISE IN TIME, NOT MONEY

SHOW LOVE AND AFFECTION TOWARD YOUR CHILD

BE A ROLE MODEL TO YOUR CHILDREN

EAT TOGETHER AS A FAMILY

VOLUNTEER AT THEIR SCHOOL

DISCIPLINE WITH LOVE AND PURPOSE

KNOW THEIR FRIENDS

LISTEN TO YOUR CHILDREN

TEACH YOUR CHILDREN WHAT YOU KNOW

AND REMEMBER . . .

*A Dad’s Job is Never Done!!*
FREE TAX PREPARATION!

Families (2 or more people) who made $60,000 or less and individuals who made $45,000 or less in 2022 may be eligible to receive FREE tax preparation through the Money in Your Pocket (MIYP) program! Review the following information BEFORE arriving at a site.

You MUST bring the following documents to have your taxes prepared:

- Valid photo ID (driver’s license, military ID, etc.) for taxpayer and spouse.
- Original Social Security card or Individual Taxpayer Identification Number (ITIN) for you, your spouse, your children and other dependents included in your tax return.
- Your current Identity Protection PIN number issued by the IRS (if you have one) for each year’s taxes that you need prepared.
- Printed copies of all year-end tax forms you have received in the mail. (We cannot use electronic files from phones.)
- If you received health care from the marketplace, bring your form 1095-A. (We cannot prepare your return without it.)

Also bring the following information if it is available:

- Previous year’s federal and state tax returns. (We can only access prior year returns for clients who used MIYP last year.)
- If you wish to have your refund deposited directly into your checking or savings account, bring a blank check or other documentation from your bank/credit union that shows your account number and the routing transit number.
- If you expect to claim a credit for child or dependent care, bring the child care provider’s address and Employer Identification Number (EIN) or their Social Security number.

**MASKS MAY BE REQUIRED AT SITES**

For more information on tax prep sites, contact United Way of the Capital Region at 717.724.4077, or e-mail miyp@uwcr.org.

Please do not call sites directly unless a number is listed.

TAX PREPARATION WILL BEGIN ON JANUARY 30, 2023 AT THE FOLLOWING SITES:

**CUMBERLAND COUNTY**

Bosler Memorial Library
158 W. High St., Carlisle
Appointment only. Call 717.724.4077 to schedule.
Fridays: 1-4 p.m.

Employment Skills Center
29 S. Hanover St., Carlisle
Tuesdays, Thursdays: 5:30-7 p.m.

First Christian Church of Lemoyne 442 Hummel Ave., Lemoyne
Appointment only. Call 717.724.4077 to schedule.
Thursdays: 6-8 p.m.
Saturdays: 9 a.m. - noon (Select dates.)

Messiah University Frey Hall, Rm.150
One University Ave., Mechanicsburg 717.796.1800, ext. 7300
Mondays: 5:30-7:30 p.m.
(Opens 2/27. Closed 4/10.)

New Hope Ministries, Inc. 5228 Trindle Rd., Mechanicsburg
Wednesdays: 5:30-8:30 p.m.

Penn State Dickinson Law 150 S. College St., Rm. 104, Carlisle
No appointment needed.
Wednesdays: 5-8 p.m. (Closed 3/8.)

The Professional & Educational Empowerment Center (PEEC) 219 N. Pitt St., Carlisle
Mondays: 3:30-7:30 p.m.
Saturdays: 10 a.m. - 4 p.m. (2/25 & 4/1 only.)

Shippensburg University Diller Center, 29 E. King St., Shippensburg
Wednesdays: 5-9 p.m.
(Opens 2/1. Closed 3/8.)

Tri County Community Action 123 N. Enola Dr., Enola
Appointment only. Call 717.724.4077 to schedule.
Wednesdays: 10 a.m. - 2 p.m.

**DAUPHIN COUNTY**

Belco Community Credit Union 449 Eisenhower Blvd., Harrisburg
Appointment only. Call 717.724.4077 to schedule.
Wednesdays: 5:30-8 p.m.

Market Square Presbyterian Church 20 S. Second St., Harrisburg
Tuesdays, Thursdays: 9:30 a.m. - 1 p.m.
(Site will also be open on 1/26.)

Middletown Public Library 20 North Catherine St., Middletown
Mondays: 5-8 p.m.

Tri County Community Action 20 Clearfield St., Elizabethville
Appointment only.
Tuesdays: 9 a.m. - noon

Tri County Community Action 1514 Derry St., Harrisburg
Tuesdays: 8-8:30 p.m.

Widener Law Commonwealth & Central PA Law Clinic 3605 Vartan Way, Harrisburg
Appointment only. Call 717.724.4077 to schedule.
Saturdays: 9 a.m. - noon

**PERRY COUNTY**

Perry County Literacy Council 133 South 5th St., Newport
Appointment only.
Mondays: 5-8 p.m. with other evenings and some Saturdays.

Tri County Community Action 8407 Spring Rd., New Bloomfield
Appointment only. Call 717.724.4077 to schedule.
Thursdays: 10 a.m. - 4 p.m.
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.
Construyendo Para El Futuro

Esta guardería infantil recibe asistencia monetaria del gobierno federal para servir comidas 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).

¿Preguntas? ¿Inquietudes?

Llame gratuitamente a USDA al: 1-866-USDA CND (1-866-873-2263)

Visite el website de USDA: www.fns.usda.gov/cnd
Building for the Future

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.

Questions? Concerns?

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

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

United States Department of Agriculture
Food and Nutrition Service
FNS-317
June 2000
Revised June 2001

USDA is an equal opportunity provider and employer.
Now Recruiting for Early Head Start, Head Start and Pre-K!
2022-2023

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 100% of the federal poverty guideline ($27,750 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 ($83,250 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!