PREVENTION: BEST PRACTICES

What are the Costs of Child Maltreatment?

The costs of child maltreatment have long been recognized. Costs of maltreatment are enormous. Effects on children can be long-lasting, even throughout a lifetime. There may be immediate physical effects such as broken bones, physical disability, impairments, and even death. Emotional and behavioral effects may be immediate, long term or can even emerge at a later date. Children who have been maltreated are at higher risk for academic and social difficulties in school, for delinquency, for early parenting and for emerging ill-equipped for adulthood. Child maltreatment thus impacts law enforcement and judicial systems, social services, schools, health and mental health systems as they respond to the initial incident and deal with the aftermath and long-term effects (Caliber Associates, 2003).

There is no standardized, agreed-upon way to estimate the costs of child maltreatment. Prevent Child Abuse America has generated the first estimates of the annual cost to the United States for child maltreatment. Their analysis, cited by Caliber Associates (2003) suggests that child abuse and neglect costs the nation $258 million dollars each day or approximately $94 billion each year.

The direct costs of maltreatment (costs associated with hospitalization, health care, mental health care and the immediate costs incurred by child welfare, law enforcement and the judicial system) were estimated at approximately $24 billion per year. Indirect costs (including special education, mental health and health care, juvenile delinquency, lost productivity and adult criminality) were estimated at $70 billion each year. Estimates were thought to be low, as many indirect costs were not computed.

Prevention services can be cost effective. While no program can hope to eliminate child abuse, even a modest reduction in incidence can bring considerable cost savings.

Preventive Services

During 2002, approximately 2.4 million children (2,406,000) received preventive services (U.S. Department of Health & Human Services, 2004). Preventive services, as defined by DHHS, are services provided to parents whose children are at risk of maltreatment. These services are designed to increase parents’ understanding of the developmental stages of childhood and to improve child-rearing competencies. Examples include respite care, parenting education, housing assistance, substance abuse treatment, daycare, in-home services, individual and family counseling, and home-maker help. States have flexibility in determining who will receive preventive services and what services will be offered.

Types of Prevention

There are varying definitions of prevention. The term “prevention” can be applied to activities that promote certain behaviors or to activities that stop actions or behaviors. Prevention methods are sometimes grouped according to whether they are “primary”, “secondary,” or “tertiary.”

“Primary Prevention” are actions that prevent a problem from occurring in the general population. The service or intervention is offered to everyone, regardless of risk status. Public awareness campaigns (for example, “Words Hit as Hard as a Fist”) or instruction for babysitters and all new parents about shaken babies are examples of primary prevention.

The term “Secondary Prevention” has been used to designate two types of efforts. Sometimes secondary prevention is applied to efforts to prevent child maltreatment that are offered to high risk populations prior to abuse or neglect occurring. Healthy Families programs are an example. The program is voluntary and offered to first-time parents who are pregnant or who have just given birth. Parents are identified as high risk due to the presence of one or more risk factors.

“Secondary Prevention” has been used by some authors to mean interventions when maltreatment is less severe or just starting. These efforts try to identify the maltreatment far earlier than would otherwise happen. The children’s safety play “Hugs and Kisses” teaches children about touch and helps them identify situations that might be sexual abuse. Children who receive this training may report abusive situations earlier because of the training. Thus, the play functions as a secondary prevention technique.

If the “Hugs and Kisses” play is observed by children who have never been abused, it can also function as a primary prevention effort. Children who have not yet been abused might recognize a problematic situation, escape, report the situation, and avoid being sexually abused. Therefore, the same intervention can be both primary and secondary, depending on the circumstances.

“Tertiary Prevention” focuses on families where maltreatment has already happened and these efforts seek to reduce the

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incidence of reabuse and to mitigate the effects of the abuse. Tertiary prevention, then, is synonymous with treatment.

Prevention thus occurs along a continuum. Prevention can refer to keeping maltreatment from ever occurring and it can refer to preventing further maltreatment.

What Program Characteristics are Associated with Effective Prevention Programs?

According to Nation et al. (2003), five program components are present in effective prevention programs:

- Comprehensive Multiple Interventions – Several interventions address the same problem behavior and occur in multiple settings, engaging the settings that impact the problem behavior such as school, home, community.
- Varied Teaching Methods – Effective prevention programs involve interactive instruction and “hands-on” experiences.
- Sufficient Dosage – Participants must be exposed to a sufficient amount of the intervention. This may be a minimum number of sessions, contact hours, or duration of the program. Those with greater needs may require a greater “dosage”. Since effects tend to dissipate over time, “booster” sessions may be necessary.
- Theory Driven – There must be scientific justification for the preventive intervention. Etiological theories focus on causes (risk factors or protective factors) while intervention theories focus on the best means to change etiological risks. Once causes are identified, effective prevention programs based on empirically-tested intervention will produce desired changes in causes and in the occurrence of behaviors being prevented.
- Positive Relationships – Providing opportunities for children to develop strong positive relationships is consistently associated with positive outcomes. Improving parent-child relationships is often a focus. There is support for the idea that children need a strong, positive relationship with at least one adult.

In addition to program characteristics, successful prevention requires that the program be matched to the target population. The intervention must be appropriately timed (if too early, the effects “wash out”; if too late the target behaviors are entrenched). Materials must be tailored to the intellectual, cognitive, and social development of the participants. The intervention must also be culturally relevant for the participants.

Finally, the prevention efforts must be tailored to the individual’s needs. “One-size-fits-all” programs appear to work best for those who need prevention the least. Recruiting and retaining participants can be difficult unless the program is relevant to them.

Principles of Effective Prevention Programs

- Comprehensive
- Varied teaching/methods
- Sufficient dosage
- Theory driven
- Promote positive relationships
- Appropriately-timed
- Socioculturally relevant
- Clear goals and documented results
- Well-trained staff

(from Nation et al., 2003)

The Larger Picture

Prevention of child maltreatment shares similarities with prevention of other conditions that negatively impact children and youth. The American Psychological Association recently published a special issue of the American Psychologist titled “Prevention That Works for Children and Youth.” According to Weissberg, Kumpfer & Seligman (2003), conclusions by Dryfoos (1994) about prevention initiatives remain valid a decade later. These conclusions are:

- A significant proportion of children will fail to grow into contributing, successful adults unless there are major changes in the ways they are taught and nurtured;
- Families and schools require transformation to fulfill these obligations more effectively;
- New kinds of community resources are needed to support the growth and training of young people.

Researchers, practitioners, and policymakers are increasingly considering protective factors within children and families that can reduce risks for maltreatment and foster resilience (Office on Child Abuse and Neglect, 2002). What factors protect children from maltreatment? How can we enhance these? A future VCPN will examine this issue.

What kinds of prevention programs currently exist?

According to the National Clearinghouse on Child Abuse and Neglect Information (www.calib.com/hccarch), current programs can be divided into several approaches: public awareness activities; skill-based curriculum for children (see VCPN, volume 65 for a review of these programs); parent education and support; respite and crisis care programs (see VCPN, volume 21); home visitation programs (see VCPN, volume 24), and family resource centers (see VCPN, volume 30). Newer approaches stress community collaboration (see VCPN, volume 70).

The next several issues of VCPN will update and review information on several “best practices” in the prevention of child maltreatment. Prior issues of VCPN have also covered prevention efforts. These issues include Volumes 1, 4, 5, 10, 13, 21, 24, 30, 52, 53, and 65.

Concluding Thoughts

No single approach or program can prevent child maltreatment. Rather, each community requires a coordinated, collaborative set of strategies and programs. Family-focused prevention efforts are likely to have greater impact than strategies that focus only on parents or only on children. Also, programs that combine home and school interventions yield greater benefits than programs managed in isolation. Community programs that include policy changes and media campaigns are more effective when they are coordinated with family, peer, and school components (studies cited in Weissberg et al., 2003).

Programs of all sorts appear to be most effective when they begin early, are long-term, are specific to children’s developmental stages, and take cultural factors into account (Kumpfer & Alvarado, 1998; studies cited in Weissberg et al., 2003). Also important are the use of diverse and interactive methods and providing for practice of skills in daily life.

Study after study documents the need for well-trained staff. Staff should combine universal (open to everyone) and selective (targeted at an at-risk population) approaches. Evidence-based effective practices are beginning to identify “best-practice models.” The gap between science and practice does appear to be narrowing (Biglan et al., 2003). It is imperative that effective prevention methods be disseminated and that innovative strategies be tested to determine their usefulness. (Kumpfer & Alvarado, 2003; Nation et al., 2003).

References Available Upon Request
School/Community Collaboration

Many communities and states across the country are attempting a new approach to child protection. The approach shifts accountability for the safety and protection of children from Child Protective Services to the entire community.

Community partnerships and collaborations create proactive, integrated, prevention-oriented practices. Partnerships must be based on shared visions and shared “ownership”.

School/Community collaborations have promise of helping children succeed. The last issue of VCPN featured an article on community collaboration. Some examples of CPS/mental health collaboration were included. Some of Virginia’s efforts in collaborations with schools are described in this issue.

PASS:
Partnership for Achieving Successful Schools

Federal legislation, the No Child Left Behind Act of 2001 (NCLB), had a profound effect on schools nationwide. It provides most of the funding for K-12 education, and contains significant criteria in order for schools to qualify for those funds.

The purpose of the legislation is to “ensure that children have a fair, equal, and significant opportunity to obtain a high-quality education and, at a minimum, reach proficiency on challenging state academic achievement standards and state academic assessment” (Learning Point Associates website, January 2004).

The legislation has nine titles. These are:

- Title I: Improving the Academic Achievement of the Disadvantaged;
- Title II: Preparing, Training and Recruiting High Quality Teachers and Principals;
- Title III: Language Instruction for Limited English Proficiency and Immigrant Students;
- Title IV: 21st Century Schools;
- Title V: Promoting Informed Parental Choice and Innovative Programs;
- Title VI: Flexibility and Accountability;
- Title VII: Indian, Native Hawaiian and Alaska Native Education;
- Title VIII: Impact Aid;
- Title IX: General Provisions.

Among the provisions are several that require significant accountability. Among these are annual assessment of students in grades 3-8 in mathematics and reading by the 2005-2006 school year; the development of science standards by 2005-2006 with annual assessment in place by 2007-2008 in specific grade categories; a requirement for 100 percent academic proficiency within 12 years; and testing children with limited English proficiency in reading and language arts after school attendance in the US for three consecutive years. The consequences of failure to meet the provisions include the possible loss of funds due to parental choice. Parents of a child in a failing school may transfer their child to another public or charter school and schools may be required to provide up to $1000 in funding for tutoring of a child in a failing school.

States needed to assess their strengths and weaknesses in regards to this legislation, and respond to its challenges. Virginia’s system has done just that. In reviewing strengths, it was found that in 2001, in Virginia, 731 schools met standards for state accreditation. Virginia’s challenge is the 117 schools that are in the lowest category of accreditation, “Accredited with Warning.” Of these, 34 are Title I schools, that is, schools with high poverty ratings that received warnings of less than acceptable English or reading levels for two years in a row. These 117 schools were identified as needing a targeted effort (Governor’s Home Page, 2003).

One of the many aspects of Virginia’s response is a collaborative effort endorsed by Governor Mark Warner. It is called the Governor’s Partnership for Achieving Successful Schools, or PASS. PASS asks the greater community to assist schools in achieving academic excellence.

The goals for the PASS initiative are the following:

- Engage business, community groups and individual citizens as partners;
- Improve reading and mathematics achievement in schools currently accredited with warning;
- Build the capacity of schools to maintain high student achievement;
- Encourage parents to provide essential support in the home.

PASS Partners are families and business/community groups. Each PASS school is paired with a lead business partner. A memorandum of understanding is developed. PASS then engages community businesses, organizations and individuals to become PASS Partners. Each PASS Partner is asked to display the PASS logo in its advertising and to commit to one or more focused activities in the school. The three focused activities are: 1) offer academic support such as mentoring, tutoring in reading and math, and after-school programs; 2) provide family support through social services, adult literacy, or health care activities; and 3) provide school facility support through landscaping, recreational equipment, electrical needs, painting, furniture, and technology.

Forming partnerships can strengthen any one system as it strives to serve people in almost any capacity. VCPN is pleased to feature two PASS initiatives as models of efforts that are occurring throughout the Commonwealth. (See spotlights on The Achievable Dream and Woodville Elementary).

Spotlight:
An Achievable Dream

Question: What public inner-city school operates year-round for 210 days (instead of the 180 days at most schools)? What inner-city school stays open a full 2 hours longer than other schools? What school serving children in poverty helps graduating seniors acquire over $300,000 in scholarships?

Answer: A school that teaches character education, tennis, and “Speaking Green.” A school that partners with businesses. A school that has transformed education — An Achievable Dream Academy.

The school began with the efforts of Walter Segaloff, a businessman who wanted Continued on page 4
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to “build a dam” to prevent damaging crime, drugs, and despair from harming children. He collaborated with Newport News Public Schools, local government, and other local businesses. The start was a summer education and tennis program for 100 at-risk fourth grade students. The program later expanded to run Saturday mornings and four afternoons a week.

The team felt that a complete school program would benefit students more. A school-with-a-school was created. The Achievable Dream Magnet School opened at Dunbar-Erwin Elementary School in 1994. The goals were to equip students to meet the challenges of the twenty-first century. Students learn to be responsible, respectful persons and acquire a high level of skill in technology, math, communications, critical thinking and problem-solving. Students learn to work in teams, to work with flexibility and to maintain a continuing capacity for life-long learning.

There is a three-pronged approach to education:

- **Character Education**: Strong emphasis is placed on honesty, respect, responsibility and punctuality. Morning exercises are led by military volunteers. Corporate sector role models (the “Speaker’s Bureau”) come frequently to tell students how education and character combine to help them achieve success. Other components include conflict management, “living healthy,” and etiquette (“Finishing Touches”).

  Character education is holistic, according to Harvey Perkins, director and trainer for the Urban Learning and Leadership Center (ULLC). (See block for a description of ULLC). He trains the principals and teachers of the Academy in how to create an environment where students can succeed if they put forth effort. “We have to structure a total school culture that breeds responsibility,” explains Perkins.

- **Curriculum**: The curriculum content emphasizes critical thinking and problem-solving skills. Foreign language begins in middle school and continues throughout each grade. The school is structured into 45-day segments. Testing is done after each 45-day quarter. Students who meet learning goals spend 10 days in enrichment activities such as cultural trips or special programs. For those students who don’t meet the learning goals, the 10 days are used for intensive remediation. “Speaking Green” is also taught. This is “formal speech” or “business English.” “Speaking Green” stands for money.

  Perkins describes the emphasis on critical thinking. “The SOLs do not simply test rote knowledge. Students are increasingly asked to integrate and use information. We teach critical reading strategies where students learn how to comprehend and relate to the content. We teach the Cornell note-taking which helps students learn to capture information and organize it and then use it to study. We use questioning strategies to move students from ‘level one’ learning to more integrated thought patterns.”

  Tennis lessons are also an integral part of the curriculum. Tennis is a life-long sport. Students learn good sportsmanship, tactics and strategy. The new Achievable Dream Tennis Center opened in February, 2001. This 30,000 square foot facility has four indoor tennis courts, three basketball courts, and three volleyball courts. It is open to the public on weekends with assistance of the Newport News Department of Parks and Recreation.

  “The curriculum encompasses what we call the SAME pathway,” explains John Hodge, Director of the Achievable Dream Program. “SAME refers to Social, ‘Academic,’ and ‘Moral’ education. The Social environment starts with how the teachers interact with each other and with the students. The Academic component is the curriculum and the Moral environment encompasses character education.”

- **Extended Days and Year**: School starts at 7:30 am with opening ceremonies and breakfast and ends at 4:45 pm. There are field trips on Saturdays and an after-school enrichment program two days a week. The school operates for 210 days a year.

  The student body is from throughout Newport News. Hodge explains the selection process. “All applicants must be eligible for free or reduced-price lunches,” explains Hodge. After these criteria are met, targeted students are selected according to social risk factors, such as having a single parent. Over 80 percent of students enrolled have single parents.

The school accepts 120 students each year beginning in the third grade. Grades 3 to 8 have a total of 750 to 800 students. Parent involvement is strongly encouraged. Parents must sign contracts to support the school, make homework a priority, and be involved at the school. The school, in turn, supports parents by providing GED training, computer training, and workshops in parenting, education, budgeting, and health through a free adult education program two evenings a week.

All students wear uniforms. They earn merit points that are kept in a checking account and applied to field trips or spent at the school store for supplies. Generous support from the business community provides a stipend of $2000 per student. A student-teacher ratio ranging from “16 to 1” to “24 to 1” (depending on the class) assures individual attention to students.

In September 2000, the Achievable Dream/Riverside Health Improvement Center opened at the school. All students and their families can receive health screenings, physical exams, immunizations and wellness care. The Center is staffed with a nurse practitioner, a wellness care coordinator, a school nurse, and an on-call physician.

The heart of the program, however, is that each child is expected to develop a dream—and to achieve it. “We accomplish this by providing children and youth with skills,” states Perkins. “We have to stop ‘taving kids into failure.’ It is not effective to try to boost self-esteem or offer praise without teaching the work skills and building blocks for success.”

John McLaughlin, Ed.D., is evaluation consultant to Achievable Dream. He explains the ongoing evaluation study. “Our primary question is whether we are closing the ‘Achievement Gap.’ Secondly, we

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The Urban Learning & Leadership Center, Inc.

The ULLC, a nonprofit organization, offers training and consultation to school systems. The Center has worked with the Achievable Dream Academy to refine techniques and practices that facilitate learning and create safe schools. They consult to school systems regionally and throughout Virginia.

The coordinated approach offered by ULLC rests on a comprehensive approach with three essential components:

- **Social environment** (setting standards of conduct for the school community; helping teachers and staff work together; fostering a school culture of responsibility).
- **Academic environment** (aligning curriculum with standards; using test data to tailor instruction to the student’s needs; selecting effective instructional methods and schedules).
- **Moral environment** (institutionalizing high expectations; teaching character education and conflict resolution; forging a vision and values that inspire teachers).

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Spotlight on Woodville Elementary

Woodville Elementary School in Richmond, Virginia is a shining example of school-community partnerships. The school serves an area that includes three low-income housing projects, Creighton Court, Fairfield Court, and Mosby Court. Most of Woodville’s 530 students qualify for free lunches. They are one of the 34 priority schools identified by Governor Warner’s PASS initiative (see separate article, this issue) as an academically at-risk school. “These schools have 70 percent or more of children who were unable to meet minimum SOL (Standards of Learning) scores for two years in a row,” explains Kim Farrar, aide to Governor Warner. “This is a very at-risk group of students,” she adds.

St. Paul’s Episcopal Church was seeking an outreach program “that would change the world,” says Buford Scott, Chair of the church’s Micah Initiative. Church members began involvement with Woodville Elementary through a Summer Academy for Early Learners. Children in kindergarten and preschool participated in a program sponsored jointly by school staff and church volunteers. “The result was so successful that St. Paul’s wanted to continue involvement,” explained Phyllis Moyer, on-site coordinator for the church’s volunteers. Therefore, in the fall of 1999, church members began serving as tutors and mentors, developing one-on-one relationships with students.

“The first focus was to improve reading skills,” said Moyer. The program grew so much that, by the third year, the school was finding it difficult to plan and coordinate all the volunteers and find space for them to work. The church had also expanded efforts to include a holiday family dinner, a Martin Luther King celebration, and hospitality for the opening school faculty meeting.

“In the mean time,” continued Moyer, “the school had a contract with a nonprofit group, Communities In Schools (CIS) of Richmond to help the children improve attendance, behavior and achievement and to help the school coordinate nonacademic programs.”

The Richmond CIS program, established in 1996, offers case management services and other resources to students who are struggling. Funded by corporate grants, foundations and an allocation from the city of Richmond, CIS staff network with business partners, community volunteers, school personnel and other resources to develop personalized solutions for each referred child and his or her family. CIS also works to improve the entire school through health initiatives and after-school enrichment. “The school should be the center of services for children,” explains Bill Porch, PhD, Executive Director of CIS of Richmond, a division of Family Lifeline. “We broker services into the schools.”

CIS and St. Paul’s together funded Moyer’s position. She coordinates both programs’ volunteers at Woodville Elementary. She also is the Woodville liaison for Governor Warner’s PASS Program initiatives. St. Paul’s Micah Outreach now supplies over 60 volunteers who mentor individual students and provide help with classroom book groups, piano lessons, fine arts, transportation, strategic planning, parent involvement, health initiatives, holiday dinners, and a Dr. Martin Luther King “I Have A Dream Celebration.”

Moyer attributes the success of the Micah Outreach Ministry to St. Paul’s approach. “The church came and asked what was needed. They didn’t come with a preconceived program,” explains Moyer. “It is indeed a partnership.” Scott agrees. “We now have a high level of trust between our volunteers and the teachers,” he says.

The results have been gratifying, according to Betsy Carr, church coordinator. “With church support, the school staff feels empowered. For the first time, they have applied for and received grants. Parents have increased participation at the school. Of the children individually tutored, 70 percent have improved test scores,” says Carr.

The Micah Ministry has compiled suggestions for others who might embark on similar initiatives:

- Vestry support and involvement are crucial.
- The church’s mission in the school is to support the school principal and staff in the work of teaching and nurturing the children in their growth. The church is to help the school carry out its mission, not impose the church’s agenda or ideas of how things should be done.
- Major money grants and gifts to the school should follow volunteer involvement. Human relationships are key. It is important to maintain a sense of partnership and working together. Otherwise money and material gifts can create disproportionate “power” which is an obstacle to building a relationship of trust.
- Key personnel include a committed and supportive school principal, a volunteer coordinator assigned by the principal within the school, and a program coordinator from the church who works frequently and closely with the school leadership, and serves as or works with a volunteer coordinator from the church.
- Go where the teachers request help. Make certain there is open communication about expectations and progress from perspectives of both church volunteer and school.
In a school environment where needs of the population are great, the school administration often does not have time or energy to organize and manage new programs, however helpful they may be. It is the responsibility of the incoming, helping group to organize themselves within this framework and the school’s authority.

- **It may take a period of adjustment for teachers to learn how to use volunteers effectively.** Volunteers require training and support for a continued feeling of purpose and success.
- **It may take time for the school community to learn that the newcomers are there to help, not to change things or to take over.**
- **Expect at least a year to pass before a relationship of trust develops and real work can take place.**
- **Expect challenges and difficulties as well as joy and surprises, within both the school and the church communities.**
- **Have fun together** — at church, at church members’ houses and at school.
- **Create worship celebrations together.**

Communities In Schools (CIS) of Richmond is part of a national organization. There are 4 sites in Virginia: Richmond, Northern Virginia, Petersburg, and Chesterfield. The CIS partnership provides services that support the “five basics for kids.” These are what every child needs and deserves:

- A personal, one-to-one relationship with a caring adult;
- A safe place to grow and learn;
- A healthy start and a healthy future;
- A marketable skill(s) to use after graduating;
- A chance to give back to peers and community.

Communities In Schools brings another element into Woodville Elementary (and to the other schools CIS serves). Teachers refer children to CIS services if the child is not achieving due to non-academic reasons. CIS does a family assessment, drawing in the child’s caretakers and identifying needs of both the child and the family. A Student Assistance Team meets biweekly with CIS staff to discuss a case management plan for the child. Additionally, CIS has business partners who can fund resources such as memberships to Boys and Girls Club or eyeglasses. CIS uses a holistic approach to help personalized solutions for referred children.

“Some of our schools have received services by repositioning social workers from Richmond Department of Social Services and giving them offices right in the school,” explains Dr. Porch. “The repositioned social workers become members of the CIS Student Assistance Team and also serve as case managers.”

CIS serves several schools (Woodville Elementary is one of 10 served). In the last school year, in all 10 Richmond schools, CIS served 4,584 Richmond public school students with 476 receiving intensive case management. Overall, the children with intensive services showed tremendous improvements, according to Dr. Porch. “We found that 53 percent improved in grades, 54 percent improved in attendance and 53 percent improved in behavior. Additionally, our children had a 93 percent promotion rate,” says Dr. Porch.

Woodville Elementary also benefits from the involvement of Good Shepherd Baptist Church, headed by Pastor Sylvester Smith. “We started volunteering a year or two ago,” says Pastor Smith. “We are now involved with the reading and mentoring program as well as the celebration of Dr. Martin Luther King. Many of the young people don’t have access to needed resources. We fill the gap.” Pastor Smith noted that some volunteers bring children to church or to enrichment activities such as museums. As many as 50 church volunteers participate. “It’s an opportunity for our senior members to remain young!” explains Pastor Smith.

When Woodville Elementary was identified as one of the 34 PASS Priority Schools (see separate article, this issue, about Governor Warner’s PASS Initiative), Moyer was approached to be the school liaison with PASS. It was a natural choice, as she was already coordinating most of the schools’ nonacademic programs and working with both CIS and the Micah Ministry. Moyer relates, “The Woodville students have made tremendous progress in academic achievement during the past year. Test results just released from the state find that Woodville is now fully accredited. We want to continue to nurture our students and create lifelong learners.”

Woodville’s principal, Rosalind Taylor, agrees. “Our connection with these initiatives is absolutely wonderful!” she explains, “The contributions from business partners, CIS, the Micah Ministry and Good Shepherd Dorcas Ministry address many needs of our at-risk students. The work of these volunteers frees the teachers to focus on academics. I would not want to have to operate our school without this assistance!”

“The model in use at Woodville Elementary is an excellent example of the collaboration we hope will occur in every school,” said Kim Farrar, PASS coordinator for Governor Warner’s Office. She adds, “We know that partnerships help build successful schools and that the benefits can be long-lasting.”

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Promoting Responsible Fatherhood

Research suggests that children develop better emotionally and have fewer problems behaviorally when fathers provide for them economically and are regularly and positively connected to them, whether or not the father lives in the home (Bernard, 1998). This understanding is relatively recent. For years, unmarried mothers were studied with virtually no attention to the role of fathers. However, that focus changed in the late 1980’s and since then a “veritable outpouring of studies has appeared on teenage fatherhood and the male partners of teenage mothers” (Furstenberg & Harris, 1993, pp. 117-18). In 1995, President Clinton issued a memorandum requesting that all executive departments and agencies make a concerted effort to include fathers in policies, research, and programs where feasible (Nord, 1998).

The bulk of the research on teenage fatherhood concentrates upon the transition to parenthood and the period immediately following childbirth (Furstenberg and Harris, 1993). Less is known about patterns of support and participation by teen fathers in their children’s later years.

It is difficult to sort through the literature on children living without fathers because literature is fragmented. Father absence can be due to many causes-unwed pregnancies, separation and divorce, incarceration, death, abandonment, domestic violence, and substance abuse. Others can substitute for biological fathers. Economic and emotional support, as well as caretaking can be provided by male companions, brothers, uncles, grandfathers, step-fathers, neighbors, and friends (studies cited in Burtan, 1995). However, the impact of these relationships has not been systematically studied.

**Incidence**

Nearly 25 million children living in the United States (36 percent) live apart from their biological father. Nearly 20 million children (27 percent) live in single-parent homes. Forty percent of children who live in households without a father have not seen their father in over a year and half of these children have never visited their father’s home (National Fatherhood Initiative, no date; National Family Preservation Network, 2001).

A certain percentage of fathers do not want to play a role in the lives of their children (about one-third of absent fathers according to the National Family Preservation Network, 2001). However, an additional 25-33 percent do try to be active but encounter obstacles. The remaining third remain a part of their children’s lives. It is the approximate one-third of fathers who wish to be involved but have problems doing so who are potentially receptive to intervention.

**How Father Involvement Affects Children**

The effects of father involvement may not be simple or straightforward. A review of literature suggests that the mere presence or absence of a father may not be the causative or determining factor in child outcome. Rather, the nature and style of father-child interaction and the process of how men are connected with children may be very significant in outcomes (The Fatherhood Project, 1995). For example, research has suggested that the presence of a father in the home has only a modest advantage for children who are disadvantaged (Furstenberg & Harris, 1993). Unstable marriages and conflictual relationships within marriage can yield worse outcomes for children than a lack of relationship with a father (Furstenberg & Harris, 1993).

Ethnographic research suggests that many absent fathers play important roles in the lives of children (Burtan, 1995). Contributions of unmarried fathers can include financial resources, clothing, food, emotional support, babysitting and supervision.

One result of father absence for children is poverty. Many mothers receive no financial support from the fathers of their children. In 1993, only 18.3 percent of parents on the federal child support rolls were paying child support; by 1997 the figure rose to 22 percent (Sylvester and Reich, 2001).

As many as a third of women receive regular financial support from the fathers of their children (studies reported in Burtan, 1995). As many as another 30 percent receive some other kind of contributions such as gifts or school clothing (studies reported in Burtan, 1995). Despite contributions by some biological fathers, many unmarried mothers do not have sufficient financial resources (studies reported by Burtan, 1995).

For example, for those single mothers who were on welfare temporarily, the average wage upon leaving welfare is $6.61 per hour (studies cited in Sylvester and Reich, 2000).

According to the Anna E. Casey Foundation, children in father-absent families are 5 times more likely to be poor and 10 times more likely to be extremely poor (Kids Count Data Book, 1995). In 2002, about 40 percent of children in female-headed families were poor, compared to 8 percent of children in married-couple families (Kids Count Data Book, 2004).

Poverty is linked to many other negative outcomes, including school failure, psychiatric problems, and juvenile delinquency. Thus, it is not surprising that children of single mothers are significantly more likely to be in foster care, group homes, or juvenile justice facilities (Kids Count Data Book, 1995). More recent findings include lowered academic achievement, higher likelihood of school drop out, higher risk for early childbearing, and increased levels of depression, stress, anxiety and aggression (studies cited in Kids Count Data Book, 2004).

Low income is the single most important factor in accounting for the negative outcomes associated with single motherhood. Hence, if the goal of public policy is to improve children’s well-being, a crucial step is to ensure that children raised in single-parent households have adequate financial support (McLanahan, 1995).

Researchers argue that such findings do not mean that fathers are replaceable by income or other resources. Rather, “a long line of clinical studies and autobiographical accounts confirm that each father-like each mother-holds a unique psychological place in the development of the child’s sense of self. Boys and girls growing up without a father experience a profound lifelong sense of loss, of something missing for which there can never be a real substitute” (The Fatherhood Project, p. 28).

There are other ways males make an impact on children. Nord (1998) found that fathers can be a positive force in their children’s education and that when fathers

Continued on page 8
father's involvement with his children was employment status (National Family Preservation Network, 2001).

Factors in Non-Marital Childbearing/Who Are the Teen Fathers?

The literature about characteristics of teen fathers is a bit difficult to decipher. Some studies do limit subjects to adolescents. Others, however, examine teenage "nonmarital" childbearing and include cases where the mother is a teen but the father is much older. Still other studies examine "noncustodial" fathers and do not consider teens who are married to or residing with the mothers of their children. Readers should keep such disparities in mind when considering the findings.

There is practically universal agreement that early school difficulty is typical for teen fathers. Indeed, Dearden, Hale & Alvarez (1992) suggest that studies indicate that academic qualifications may be the best single predictor of early fatherhood. Within the academic factors, findings include: home environments that are not supportive of academics; limited academic ability; poor academic performance; trouble concentrating; attitudes that school is a "waste of time"; school attendance problems; and school drop-out (Dearden et al., 1992; Hansen, Morrison & Ginsburg, 1989; Miller, 1995; Resnick, Chambless & Blum, 1993).

Poor academic achievement is a precursor to employment problems. Duncan (1995), for example, found that unemployment was associated with having fathered an out-of-wedlock child.

Family factors have been cited frequently. These include: unstable and highly stressed family life; poverty; frequent moves; lack of resources within the extended family; single-parent household (twice as likely to become a teen father); a mother who became pregnant as a teen; lack of supervision; a mother with a low educational level (26 percent more likely to be a teen father); and lack of concerned or interested parents (Dearden et al., 1992; Hansen et al., 1989; Miller, 1995; Resnick et al., 1993).

Some authors (Miller, 1995; Resnick et al., 1993) cite substance abuse as a factor in teenage fatherhood. Resnick et al. note that teen fathers, when compared to peers, are 2.5 times more likely to smoke cigarettes, 2.5 times more likely to indicate weekly or daily alcohol use, and are more likely to have a family history of substance abuse. Likewise, criminal or delinquent behavior such as stealing, vandalism and fighting can be associated with early fatherhood.

The potential role of child maltreatment has been examined by some (Burtan, 1995; Miller, 1995). Sexual and physical abuse as a child, regardless of family structure or income, appear to be more likely in the history of those who are teen fathers.

Attitudes and beliefs have also been examined. Teen fathers can think that it is a sign of "manhood" to father a child, and such thinking can increase the likelihood of early fatherhood by 60 percent. A lack of connectedness with parents and wanting to leave home can be important precursors of teen fatherhood. Adolescent fathers are also described as lacking a positive work ethic and pessimistic about life opportunities (Hansen et al., 1989; Resnick et al., 1993).

Finally, demographic factors have been cited. Hansen et al. (1989) found adolescents who were African-American were 146 percent more likely to become a teenage father and that adolescent males living in the South were 33 percent more likely to become a teen father. The National Survey of Adolescent Males found the prevalence of teen fatherhood to be 2 percent for white males, 5 percent for African-American males and 2 percent for Hispanic males (Sonenstein, Pleck & Ku, 1993).

Similar to other areas of psychology, recent theorists and researchers are no longer examining single factors. Rather, early fatherhood is seen as the consequence of a series of decisions and interactions, including early initiation into sexual activity, decisions about use of contraception, decisions about maintaining sexual activity, and decisions about continuing the pregnancy to term (Thornberry, Smith & Howard, 1997).

Not only is there interaction between the male and female teenagers, but there is a complex array of individual, social, political, and environmental factors as well as the acquired knowledge, attitudes, values, personal skills and competencies of the couple. Attitudes, values and beliefs of families, peer groups, neighborhoods and media influence the potential teen father, as do schools, programs, and services available. Public policy, rewards, penalties, and economic and labor conditions also have a role (Ooms, 1995). Therefore, more recent research reflects a "risk-factor" approach and assumes there is no single pathway to early fatherhood. The risk factors are the same or similar to earlier research, but the focus is the accumulation of risk.

Thornberry, Smith, and Howard (1997) use the "risk factor" approach. Their results show that the risk for teenage fatherhood accumulates as risk factors mount. After a youth acquires five risk factors, the risk "virtually explodes" (p. 516-17). Only 2 percent of those with no risk factors become teen fathers. The risk gradually rises: 6 percent for those with two factors; 10 percent for those with three factors; 12 percent for those with four factors. Risk jumps to 31 percent for those with five factors and then continues to climb: 45 percent for those with six factors; 49 percent for those with seven factors; and 56 percent for those

How Children Affect Fathers

Parenting is an interaction and a less-studied outcome is the effect children have on fathers. Contrary to some stereotypes, men's sense of personal happiness is more strongly linked to family than to work (The Fatherhood Project, 1995). Positive emotional involvement with children, can, for example, buffer stress that men feel at work. Men who are invested in their children show better health and lower levels of psychological distress, according to a literature review by The Fatherhood Project (1995). Furthermore, authors say, involvement with children can contribute to occupational success, with those who are involved with family and children being more likely to have career advancements.

Why Some Men Do Not Contribute to the Rearing of Their Children

Some men do not contribute emotionally or materially to their children. According to Burtan (1995), reasons include personal choice, lack of financial resources, and resistance by the child's mother and/or her family. There can also be court-imposed limitations to visitation due to domestic violence or child maltreatment. Of these reasons, one study of teen fathers found the most important predictor of an absent
The Prevention Gap

Why does it appear more difficult to have boys act responsibly about pregnancy prevention? Five gaps have been identified.

- Male-Female Responsibility Gap:
  Boys expect girls to be responsible for preventing pregnancy; girls expect boys to be responsible. The idea that males are responsible has been missing from some educational programs.

- Parent-Child Communication Gap:
  Opposite-sexed parents give less information to children. Given the large number of female-headed households, boys may receive less prevention information at home.

- Information Gap:
  Boys still receive less information about preventing pregnancy than girls and are more likely to believe that birth control methods have hazards.

- Future Gap:
  For males who see no future, risky sexual behavior has few consequences. “You can’t lose a future if you don’t have one.”

- Evaluation Gap:
  Evaluation of efforts to promote male responsibility are limited.

The Fatherhood Project, 1995

with eight or more risk factors.

It is worth noting that Thornberry et al. did not find associations between teen fatherhood and having a single parent, poor attachment, lack of supervision, parental depression, family violence, low self-esteem or the youth’s commitment to school or to religious participation.

Risk factors that were important included socioeconomic disadvantage, involvement in problem behaviors, race, having a mother who was a teen parent, chronic drug use, low school achievement, and early sexual activity.

Identifying risk factors can help with intervention and prevention efforts. If even some of the risk factors can be removed, the teen fatherhood rates should drop.

Intervention Goals of Fatherhood Programs

One intervention goal is to increase child support from absent fathers. While improvements have been made in child support enforcement, advocates of this strategy face daunting realities.

Sylvestre & Reich (2000) report that 3.4 million non-custodial fathers had incomes below 200 percent of poverty. They report that the Urban Institute’s analysis found an average education of 11 years among these fathers. Only 10 percent of the 3.4 million worked full time, while 45 percent worked only intermittently and over a third did not work at all. The average wage was $5.40 an hour and most earned less than $9000 a year in 1998 dollars. Only 6 percent had participated in federal job training programs. Three-fourths had been arrested, with 46 percent having convictions. Many had no driver’s license.

A second intervention goal is marriage. Marriage as a goal for teen parents may not result in greater stability for the child. For example, in a long-term study of 400 teenage parents, about half the fathers married the adolescent mother prior to or shortly after the child’s birth. Most marriages were short-lived. At the five-year follow-up, the continued involvement of the formerly married fathers was only slightly greater than the participation of the never-married fathers (Furstenberg and Harris, 1993).

A literature review by McLanahan (1995) also stressed the importance of the stability of marriages. Being born to married parents appeared to carry advantages for children only if parents remained together throughout the child’s growing years. Outcomes for children who grew up with never-married mothers were similar to children who had divorced or remarried mothers. On average, by the end of their teens, 46 percent had hardly any contact with their fathers, while only 14 percent were living with their father. Another 15 percent saw their father regularly and the remaining 25 percent saw their father only occasionally. Only one in six children in these groups were receiving any child support from their fathers. Being married or living with the mother, however, did have an effect on child support, over the long-term. Those men who were either married to or living with the mother were significantly more likely to continue child support (Furstenberg and Harris, 1993).

It is also important to note few researchers examining the effects of father absence have attempted to adjust for the factors that led the couples to live apart (McLanahan, 1995). Such factors can include substance abuse, serious mental illness, antisocial behavior leading to incarceration, serious domestic violence, gambling addictions, and

INNOVATIVE IDEAS

VCYN staff were encouraged to see innovative prevention ideas and approaches reported in the literature. Some are discussed below:

- Some Head Start programs are targeting noncustodial fathers. Outreach to these fathers encourages them to attend parenting classes, work in the classroom with their children, and receive all services available to other Head Start parents (cited in Bernard, 1998).

- Healthy Start in Hawaii provides home-visiting to noncustodial fathers as well as a “father’s only” parenting group. Group outings and other activities with their children help fathers stay connected (cited Bernard, 1998).

- The Minnesota “Dads Make a Difference” program, offered in middle schools, uses teens to teach younger students about how they can take charge of their parenting future. They use interactive games to learn the difference a father can make in paying bills, assisting with childcare, and solving problems.

- The Fairfax-San Anselmo Children’s Center has a Men’s Breakfast on the first Saturday of each month for fathers of children enrolled at the Center. It includes breakfast, discussion (or parenting workshop) and doing fixups. There is also an annual picnic and camping trip.

—Reported in the Fatherhood Project, 1995

- The Illinois Father Initiative sponsors an annual fatherhood essay contest. So far 140,000 students have participated. The winning essays are published. A “Faces of Fatherhood” calendar sold 90,000 copies. The Initiative also sponsors Boot Camp for New Dads programs in 24 hospitals and has begun work on an evaluation tool employees can use to determine whether their workplaces are father friendly.

—Reported in Sylvester & Reich, 2000

- Charles Ballard of Cleveland’s Institute for Responsible Fatherhood and Family Revitalization noticed a different response to office visits versus home visits. “In the office there was almost a looking up to, and I wasn’t getting all the information I needed. In the home, there was a looking at; conversation just flowed across the table, more relaxed. Using this insight with our outreach to fathers, we discovered the more visits we made, the more the group would come to the office, though they didn’t have to. It was the beginning of our understanding of the importance of nurturing human beings by going to their turf.”

—Cited in The Fatherhood Project, 1995

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SPOTLIGHT ON ROANOKE

Jon Morris is enthusiastic about fatherhood. He’s even written a book, ROAD to Fatherhood: How to Help Young Dads Become Loving and Responsible Parents (see review, this issue). When he isn’t writing, Morris is working as the Director of the Fatherhood & Families Program that is a part of Total Action Against Poverty.

Fatherhood & Families is an “umbrella” for several programs. When a father is referred, he is evaluated to see which program is the best fit. All participants are eligible for comprehensive services.

There is help with education (GED resources and training resources, higher education assistance, employment training). Concrete assistance such as clothes and transportation is provided. There is a fatherhood support group along with family outings (such as a family dinner at a skating rink). Mothers are invited to family activities as well. Fathers are afforded legal assistance workshops, seminars and representation. Mediation is available, as well as counseling about child support and related services.

Support group topics are varied, ranging from manhood to how children learn through play. Fathers are also interested in father/daughter relationships, spirituality, values, and decision-making.

“We want to provide resources, services, and guidance for young fathers to strengthen parenting skills, expand their knowledge, and foster responsible behavior,” explains Morris, Program Manager.

• “Reaching Out to Adolescent Dads (ROAD)” The ROAD program was founded in 1995 and was one of the oldest fatherhood programs in the Commonwealth of Virginia. It was originally housed in the Roanoke City Health Department. From 1995 to 2001, the ROAD program served over 200 fathers and their families. In 2001, the ROAD program merged with Total Action Against Poverty and served as the model for the Fathers at Work program.

• “Dads Over 30” works with about 85 fathers each year.

• “VACARES” is a program for pre-and post-incarcerated parents. About 400 fathers participate in this program each year.

• “For Males Only” is a unique teen pregnancy prevention program that focuses on educating young men to make responsible decisions. It is a comprehensive program, educating young men about topics such as alcohol, drugs, sexual violence, pregnancy prevention and sexually transmitted diseases. It also helps participants explore career options and goals as well as improve self-esteem, self-discipline and responsible decision-making.

• “Fathers at Work” (FAW) is funded by the Charles Stewart Mott Foundation. Fathers & Families was one of only 6 sites in the nation to receive this grant. The goal is to serve 100 fathers a year. The grant is aimed at low income non-custodial fathers age 30 and under. FAW provides support for education and help in finding gainful employment. Men are assisted in becoming more involved in the lives of their children. The initial efforts appear effective! From FY 2002 to FY 2003, FAW participants increased yearly child support payments from an average of $494.66 to $690.34. Those who graduated from the program averaged over $1,000. The greatest amount paid was $6,603.40.

To learn more about these award-winning programs, contact Jon Morris at Fatherhood and Families, 145 Campbell Ave., SW, Roanoke, VA 24011 (540) 345-6781 Ext. 4439, Fax: (540) 777-0225, E-mail: jmorris@tapdads.org Website: www.tapdads.org

How to Start a Fatherhood Program

• Study other programs

• Determine the need-use local statistics from sources such as www.childtrends.org

• Define your target population – although teen fathers have many needs, low-income fathers over age 30 may have similar issues and may want services.

• Establish goals and expected outcomes – this is a continuous process but important for evaluation. Goals may include – avoiding repeat pregnancy until able to care for children, establishing paternity, contributing child support, obtaining and maintaining employment, becoming more involved in the life of his child(ren).

• Identify services – these can include assistance for homelessness, parent education, job training, health services, child support services (such as childcare), mediation, counseling, support groups, transportation, legal services, GED program.

• Collaborate with other programs to provide needed services your group can’t offer.

• Develop a budget – include incentives for participants (such as food at meetings, gift certificates, baby items, books, diapers, toys).

• Identify funding sources – apply for grants, local support, ask for in-kind contributions, seek donations from local business, approach men’s organizations.

• Utilize volunteers- local churches and service groups may be a good source of volunteers, as well as universities or colleges. Be specific about needs when recruiting.

• Hire staff who reflects the clients you serve. Consider hiring men who have been young fathers themselves.

• Utilize a curriculum

• Find and recruit young dads – contact teen mother support programs, departments of social services and schools and juvenile probation. Give everyone you contact written information.

• Consider home visits, if possible

• Advocate for fathers

• Evaluate your program

• Promote your program – radio, TV, sports events.

Taken from: Road to Fatherhood by Jon Morris, 2002, (see review, this issue)
Never Shake a Baby

In Missouri, a 13-year-old boy babysitting his 2-month-old brother shook and killed him when he became frustrated that the baby would not stop crying.

In Utah, a 19-year-old father pleaded guilty to shaking to death his 7-week-old baby because the baby was crying. He was quoted saying, "I never wanted to hurt him...I was in way over my head - I didn’t know how to take care of a family."

In Colorado, a 2½-year-old died after being shaken by his mother’s live-in boyfriend. The man told the court, “I’m the person who took Eric’s life. Eric woke me up; he was crying. I got mad and shook him...Then he was quiet and I laid him back down. When I woke up again, he wasn’t breathing. It is not enough to say that I’m sorry; there is no way to justify it.”

In California, a 29-year-old man shook and killed his girlfriend’s 2-year-old son when the boy blocked his view of a televised football game.

In Colorado, a 66-year-old day-care provider was convicted and sentenced to 18 years for the shaking of a 9-month-old girl. The child was brain damaged and left partially blind.

There is a need throughout the U.S. for education about the prevention of Shaken Baby Syndrome. Head trauma is the most frequent cause of permanent damage or death among abused infants and children and Shaken Baby Syndrome accounts for a significant number of those cases (studies cited in Butler, 1995).

An infant or child with Shaken Baby Syndrome (SBS) may show no external signs of internal injury and caretakers may not admit to the incident. SBS involves vigorous shaking of babies or children. If an impact is combined with the shaking, sometimes the term “Shaken Impact Syndrome” is used. Often the caretaker is holding the child by the shoulders or the extremities. Whiplash-induced intracranial bleeding and intracranial bleeding causes death or damage. “Hallmark features” of SBS are retinal damage and intracranial injury. It is estimated that one-third of victims of SBS have minimal damage, one-third suffer significant and permanent injury (such as blindness, paralysis, seizures, mental retardation or learning problems) and one-third die (studies cited in Butler, 1995).

Milder instances of shaking may not produce dramatic symptoms. Many instances of shaking last 20 seconds or less. The infant may cease to cry and become drowsy or lethargic. The brain-injured infant may show poor sucking and swallowing and may have decreased appetite. There may be vomiting. Muscle tone may be decreased or rigidity and “posturing” can occur. Ironically, the abusive shaking behavior may be reinforced, and repeated, because the caretaker may believe the shaking was effective in quieting the baby.

Showers (2002) estimates that there are 1200-1500 known cases of SBS annually seen in hospital emergency rooms. Victims of SBS are usually 1 year of age or younger, but there is risk throughout the preschool years. Boys are more likely to be shaken than girls. The perpetrator is most likely to be a male (father, mother’s boyfriend, teen brother, male baby sitter) and a caretaker at the time of the incident. It is frequently a single, isolated event (studies cited in Butler, 1995).

Crying can be a trigger for SBS. The normal infant spends 2 to 3 hours each day crying and 20-30 percent of infants exceed that amount of time, sometimes substantially. Infants may cry for no apparent reason and may not respond to a parent’s efforts to comfort them. Crying is especially problematic during the 6-week to 4-month age bracket, an age range that coincides with the peak incidence of SBS (The National Center on Shaken Baby Syndrome, 2004).

Everyone should be informed about SBS. Although fathers and male caretakers appear more at risk, perpetrators include female baby sitters, mothers, and grandmothers. Known perpetrators have ranged from preteens to adults in their 60’s. Females are less likely to confess and may be under-represented in reported statistics (Showers, 2002).

Prevention strategies are several:
- SBS education should target children in middle school and older youth who may be caretakers. Programs should make particular effort to reach males.
- Education about SBS should be included in “babysitting” and child care classes.
- Education classes for first-time parents right after the baby’s birth should include information on SBS.
- First-time parents and all caretakers should be offered assistance and instruction for dealing with crying babies.
- Fostering bonding for new parents can decrease the likelihood of SBS.
- Education of healthcare providers in detection/recognition of SBS and in how to instruct parents and others about the dangers.
- Public information campaigns (media and print materials).

The effectiveness of prevention measures is difficult to gauge. It is generally felt that ignorance is a component in many incidents, so there is reason to hope that education can prevent many of these occurrences. Data from a campaign in Western New York is hopeful. Dr. Mark Dias, a pediatric neurosurgeon implemented a program where all new parents are provided with education concerning the dangers of shaking a baby. The program asks parents to voluntarily sign an affidavit acknowledging receiving the training and commit to pass the information to everyone who cares for their child in the future. The hospital saw 8 cases of SBS in the 12 months preceding the campaign, but only two cases in the 22 months after the campaign – an 82 percent reduction (Parrish, 2000).

The cost of SBS education is low both in time and dollars. Videos of less than 10 minutes can teach the major points necessary and content can be added easily to school and professional training programs. Many excellent materials are available (see block on SBS Prevention Plus and on The National Center on Shaken Baby Syndrome).

References Available Upon Request
The National Center on Shaken Baby Syndrome

The National Center on Shaken Baby Syndrome believes it is achieving tremendous success in setting the foundations for preventing Shaken Baby Syndrome (SBS). They use the latest medical research to develop quality materials and strategies. Their prevention and awareness programs go beyond telling parents "don't shake". They offer a more comprehensive understanding about how shaking causes serious injury and prepares caretakers for the stresses that may trigger this kind of abuse.

The National Center also sponsors yearly conferences in Salt Lake City and publishes conference proceedings. The conferences have been so successful that a demand has emerged internationally. Conferences have been held in Australia, Edinburgh, Scotland and the next will be in Montreal, Quebec September 12-15, 2004.

The center offers superb, reasonably-priced materials: curricula for hospitals; curricula for schools; videos; brochures; posters; refrigerator magnets and buttons. There are special materials for new dads. There are also special training materials for CPS workers and law enforcement as well as CD-ROM materials that can be used in the courtroom to explain SBS.

More information is available from: National Center on Shaken Baby Syndrome, 2955 Harrison Blvd., Suite #102, Ogden, UT 84403, (801) 627-3399, FAX: (801) 637-3321, E-mail: dontshake@mindspring.com Website: www.dontshake.com (website orders are preferred)

Shaken Baby Syndrome Prevention Plus

Shaken Baby Syndrome Prevention Plus was established in October of 1996 by Jaci Showers, Ed.D. Showers has been researching The Shaken Baby Syndrome since 1985. SBS Prevention Plus' mission is "to develop, study, and disseminate information and materials designed to prevent Shaken Baby Syndrome and other forms of physical child abuse, and to increase positive parenting and child care". SBS Prevention Plus offers a variety of informational videos "Crying...What Can I Do?" (Never Shake a Baby) available in both English and Spanish for fifty-six dollars. They also provide prevention fact sheets, several child behavior management cards (also in Spanish) and a large variety of items (bib, bookmarks, pencils, key rings and posters). A catalogue of products is available.

For more information contact: SBS Prevention Plus, P.O. Box 205, Greengate Drive, Groveport, Ohio 43125 Telephone: 1-(800)-858-5222 Fax: 1-(614)-836-8539 Website: www.sbspplus.com Email: sbspplus@aol.com

The Shaken Baby Syndrome: A Multidisciplinary Approach, by Stephen Lazont, MD and Vincent J. Palucsi, MD, (editors), 2001, 411 pages, $54.95 (paper) and $74.95 (hard)

Available from: The Haworth Press, Inc. 10 Alice Street Binghamton, NY 13904-1580 Phone: 1-(800)-429-6784 Fax: 1-(800)-886-0562 www.haworthpressinc.com

"The most common cause of traumatic death in infants under one year of age is head injury." This book provides the reader an overview of the Shaken Baby Syndrome (SBS) including incidence, risk factors, mechanisms of injury, diagnosis, and prognosis. The volume includes a history of the Shaken Baby Syndrome and identifies the characteristics and qualities of typical perpetrators, families, and victims of SBS. Attention is then drawn to actions that can be taken to prevent SBS. The book analyzes the Shaken Baby Syndrome from a medical perspective. Chapters include the Radiographic Evaluation, Ophthalmic Manifestations of Shaken Baby Syndrome, Medical Management of the Shaken Infant, and Brain Injury Rehabilitation in Children with Non-Accidental Trauma. All of these chapters contain detailed charts and pictures to aid the readers' comprehension of the medical aspects of the SBS. The book considers the legal aspects of Shaken Baby Syndrome. The role of medical experts, social workers, police, and prosecutors is discussed. The last portion of the book deals with challenging issues surrounding the SBS. Chapters concentrate on ethical issues in caring for a victim of SBS, prevention of SBS, and controversies in Shaken Baby/Shaken Impact Syndrome.

The Shaken Baby Syndrome: A Multidisciplinary Approach, has compiled the works of many experts across numerous areas of study. It is an exceptional book, and as Margaret McHugh, MD, Director of the Child Protection Team at New York University Medical School says, "puts team evaluation of SBS into a comprehensive, easily readable format."
Promoting Responsible Fatherhood
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serious problems can have poor outcomes whether or not the parents remain together. (For a review of consequences of substance abuse, see VCPN volume 53. For a review of the consequences of domestic violence, see VCPN, volume 60. For a review of consequences for children having a parent with serious mental illness, see VCPN, volume 56.)

Problems in Studies

While fatherhood is gaining increasing attention, there are still a limited number of studies that focus on fathers. In particular, comprehensive studies that examine a wide range of factors are scarce. While representative national samples are informative, such studies may not adequately examine the inner city areas where absent fathers are most frequent. There are also questions about whether men provide accurate information about their fertility histories to researchers. The literature lacks common definitions, such as agreement on what is “father presence” or “father absence” (Martens, 2001). Some researchers are interested primarily in teens, others in non-marital births regardless of age. Even if accurate information is obtained, it can be complicated to disentangle the many factors that can influence outcome. Following children and families over time is expensive and difficult as well.

Effective Strategies to Promote Responsible Fatherhood

Programs to promote fatherhood have been initiated across the country. They are located in community centers, schools, prison, churches and in public health departments, as well as in social services agencies. However, teen males are not always easy to engage. Teens who are already fathers may be worried about being held accountable for child support, may take a detached “macho” stance, may attend irregularly, and may have transportation problems (Sander, 1993).

Most authors stress the need for a comprehensive, early approach. Begin in boyhood, offer hope for the future, and connect young men to positive male role models (Sylvester & Reich, 2000; Thornberry et al., 1997). Schools can be instrumental in offering programs aimed at reducing out of wedlock births and teen births as well as promoting responsible parenthood through studying about child health and development. Youth should be made aware of the effort and financial resources required for parenthood.

Difficulty with academic success should be addressed. Early preventative intervention aimed at improving life skills and life options is an important strategy in preventing teen pregnancy. Role models who delayed parenting, gained education and who can impart optimism are important (The Fatherhood Project, 1995; Thornberry et al., 1997).

Strategies should be neighborhood-based or family-based to be easily accessible. Programs that promote a positive neighborhood culture such as youth centers or youth/peer development programs can be effective in engaging youth. These programs should concentrate upon removal of risk factors (Sylvester & Reich, 2000; Thornberry et al., 1997).

If fatherhood is imminent, teen fathers should be involved in planning the birth. Establishing paternity is crucial for child support efforts and for promoting continuing involvement. Networking with hospitals and prenatal clinics can help. Also crucial are efforts to improve employment opportunities and earnings. Social services provided to fathers should be closely linked to employment services because fathers respond better to their roles as nurturer and involved parent if employment needs are met (National Family Preservation Network, 2001). Also, fathers should be accountable for support (Lundberg & Plotnick, 1995 cited in Duncan, 1995, Ooms, 1995; Sylvester & Reich, 2000; Thornberry et al., 1997).

The Personal Responsibility and Work Opportunities Reconciliation Act of 1996 (see sidebar) strengthens pre-existing child support enforcement provisions. States that do not enforce child support laws are sanctioned. There are four steps to child support enforcement: a) establishment of paternity; b) establishment of child support orders; c) collection of child support; and d) distribution of collected child support to the family. The law (PRA) addresses each of these areas (Bernard, 1998).

Locating youth who need fatherhood services can be accomplished through many channels. Helpful strategies include use of male staff, involving teen mothers (they can recruit the fathers to attend), and using teens to attract other teens. Guidance counselors are often aware of youth who need fatherhood services. Aggressive outreach may be necessary. Also, boys “aging out” of the foster care system are often high-risk and should be educated about roles and responsibilities of fatherhood, lest they perpetuate a cycle (National Family Preservation Network, 2001).

Emotional support and encouragement will facilitate visitation and involvement. Offering premarital counseling and conflict resolution services can attract participants.

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RESOURCES FROM MORNING GLORY PRESS

Road to Fatherhood: How to Help Young Dads Become Loving and Responsible Parents, by Jon Morris, 2002, 208 pages, $14.95
This wonderful book can provide guidance to those planning fatherhood programs. Using a "case description" method, the first 13 chapters describe young fathers, their particular situation, and possible approaches for program staff to offer help. Part II (chapters 14 to 20) describes in simple language how to develop a program. Included is a chapter about services to incarcerated dads.
The book is enhanced by appendices that describe: outreach and recruitment strategies; retention strategies; support group topics; forms (intake, referral, tracking sheets, participant plan, weekly update, assessment, outcome evaluation, participant review); information sources; and an annotated bibliography. VCPFN heartily recommends this book!

Books for Children

Do I have A Daddy? by Jeanne Warren Lindsay, Jami Moffett, illustrator, 1991 (revised 2000), 48 pages, $7.95 (soft), $14.95 (hard).
This story describes Erik's encounter with a child who tells him, "You don't have a Daddy." Erik's questions to his mother, and her kind and sensitive answers illustrate positive ways to deal with an absent father. A special section in the back for single parents offers possible answers to children's questions for a variety of situations—divorce, never-married parents, a totally-absent father, and if a father suddenly returns.

Goodnight, Daddy, by Angela Seward. Illustrated by Donna Ferreiro, 2001, 48 pages, $7.95 (soft), $14.95 (hard).
This book tells the story of Phoebe who is excited about an upcoming visit from her father. She hasn't seen him in two years. However, he calls and cancels, promising to come another day. A special section for parents discusses coping with missed visits.

Books for Teens

Teen Dads: Rights, Responsibilities and Joys, by Jeanne Warren Lindsay, 1993 (revised 2001), 223 pages, $12.95.
Written in simple language, this book can be a helpful guide for any young father. Chapters range from prenatal development to baby's nutrition to gang involvement. Chapters discuss legal issues, safety, emotional reactions and child development. The student workbook/study guide and the teacher's guide allow the book to be used as a curriculum with quizzes and worksheets. A very useful resource.

Too Soon for Jeff, by Marilyn Reynolds, 1994, 223 pages, $8.95.
Written from the perspective of a 17-year-old young man, this novel captures the emotions and mind set of many teens. Jeff, college-bound and on the debate team, trusts Christy to use birth control. She does not take the pill, however, and becomes pregnant. The pregnancy is too soon for Jeff, who is not ready to interrupt his education. Christy, however, insists upon carrying the baby to term and keeping him. Jeff's life changes forever. Young men will relate to this novel but so will young women. "Reading Too Soon for Jeff" could help young women realize why many young fathers withdraw and end the relationship, rather than become closer and more caring. The accompanying study guide will assist teachers who use this book as part of required class reading.

These resources and others for teen fathers are available from: Morning Glory Press, Inc., 6595 San Haroldo Way, Buena Park, CA 90620-3748, 1-888-612-8254, Fax: 1-888-327-4362, E-mail: info@morningglorypress.com Web site: www.morningglorypress.com

Fatherhood Training Package

This self-contained training package has been field-tested at seven sites nationwide. It is designed to help human services practitioners communicate with fathers and engage them in agency services. The training package contains: 50 manuals; training scripts for 4 hours of fatherhood training, including handouts and overheads; a 40-minute video with tips on engaging fathers and interviewing fathers, mothers, and children; a guide for training; and an agency self-assessment survey. Cost is $1500 plus $35 shipping.

Available from: National Family Preservation Network, Priscilla Martens, Executive Director, 3971 North 1400 East, Buhl, ID 83316, 888-498-9047, E-mail: director@nfpn.org Website: nfpn.org/tools/package.html

Personal Responsibility and Work Opportunities Reconciliation Act of 1996 (PRA)

PRA (P.L.104-193) replaces the AFDC (Aid to Families with Dependent Children), EA (Emergency Assistance Program), and JOBS (Job Opportunities and Basic Skills Training Program) with the TANF (Temporary Assistance to Needy Families) block grant.
The preamble to the PRA states that responsible fatherhood and motherhood are central to the healthy growth and development of children. Several provisions promote responsible fatherhood.
  • Increasing child support enforcement;
  • Eliminating barriers to employment;
  • Reducing out-of-wedlock births;
  • Increasing access and visitation for non-custodial parents.

(extracted from Bernard, 1998)

Full text of this legislation is available at: http://thomas.loc.gov

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resolution services can attract participants. The importance of listening to young fathers can not be over-estimated. “Have a conversation – not an interview” suggests one source. Lead the youth to discussing a future goal, not a current problem. From the conversation, create an annual plan (what the father wants to accomplish in the next year) (Charles Ballard, Cleveland’s Institute for Fatherhood & Family Revitalization, The Fatherhood Project, 1995).

The Personal Responsibility and Work Opportunities Reconciliation Act seeks to promote family stability and has set aside funds for access and visitation programs for divorced parents and parents who live apart. States can apply for $50,000 grants from the federal government to develop and enhance state-funded programs that promote access and visitation. States can use the money to provide parents in conflict with counseling, mediation, or other services to help lessen the stress of divorce on children or prevent family disruption. Other potential uses for the funding include providing safe visitation environments in situations of domestic abuse and developing neutral, monitored drop-off and pickup sites (Bernard, 1998).

Everyone in the child welfare system should be trained in how to involve fathers. For example, McBride & Rone (1996) note that most early childhood educators have received little, if any, formalized education and training in the area of parent involvement. Some staff are more comfortable relating to mothers and will need to “move outside their comfort zone” to design approaches that are “father friendly”. Hours of operation may need to be adjusted to meet the work schedules of fathers. Fathers should be involved in case plans for children and child welfare policies should be “gender-neutral”. Social work curricula taught in colleges and universities should emphasize the importance of fathers.

Parenting classes may need to utilize nontraditional methods such as a sports night, a work out in the gym (with food and discussion afterwards), or parenting information paired with karate lessons. Activities specific to fathers and children such as family dinners, craft nights, field trips, movies and family game nights can be used to help men learn how to play with children. Male staff and culturally diverse staff are crucial.

No single strategy or combination will always be effective. The population of teen fathers is too diverse and the causative factors are too complex to be reduced to a single “best practice” approach. Each community’s efforts will also be influenced by existing services and culture. The Spotlight articles feature several of Virginia’s approaches and the resource reviews feature a few of many excellent resources.

Summary

It is evident that children in trouble can be identified early. Males who are likely to become fathers while in their teens share risk factors. About half of at-risk males do not become teen fathers. These individuals are worthy of more study to identify the protective factors that prevented them from early child-bearing. Still, reducing risk factors for teen fatherhood for all young men is likely to be helpful, and is one promising strategy for encouraging responsible fatherhood.

References Available Upon Request

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http://cep.jmu.edu/graysojh/vcpn_home.htm

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