Together We Win

Over the last five years, there has been an upward trend of families deciding to live as a multigenerational household. The United States Department of Commerce's Census Bureau defines multigenerational households as consisting of “three or more generations of parents and their families.”

According to the Pew Research Center analysis of census data, as of 2008 a record 49 million Americans (or 16.1 percent) of the total U.S. population, lived in a family household that contained at least two adult generations or a grandparent, and at least one other generation.

Generations United, an organization that focuses on improving the lives of children, youth and older adults through intergenerational collaboration, reports that the number of multigenerational households jumped from 46.5 million in 2007 to 51.4 million by the end of 2009 – a 10.5 percent increase in just three years.

As these types of living scenarios are becoming more customary, family support professionals have to consider ways to successfully work with these families.

Living in a home with multiple generations has many benefits and contributes to the overall wellbeing of the family by bolstering the Strengthening Families™ Protective Factors. According to Zero to Three, parents under the age of 25 who have children ages 0-3 are more likely to seek and accept parenting advice from their child’s grandparents. Grandparents and other adults who may share the caretaking role, provide a source of knowledge of parenting and child development, as well as a concrete support in times of need. Having supportive additional caretakers, such as grandparents, can also help build resilience for both parents and their children. However, there are times when the parenting styles may differ between generations, and families need support in acquiring communication skills needed to co-parent within the same household.

Family support programs can be supportive in this process by adopting an intergenerational approach to servicing families. A professional commitment to support all members of the family includes co-identifying concrete supports in the community and making appropriate referrals for all family members within the home. If services are conducted in the home, it is important to engage all family members as an acknowledgement that all family members influence each other’s development. When multiple generations interact in a healthy way, it benefits all participants. Such benefits include increased social-emotional development and reading scores for children and decreased rates of depression and isolation for older family members.

Programs may also support multigenerational households by offering intergenerational programs. Intergenerational programs purposefully bring together older adults, children and youth in ongoing, mutually beneficial, planned, activities designed to achieve specified program goals. Generations United, suggests programs should be designed to be mutually beneficial to all participants, focus on developing positive relationships, and provide opportunities for older and younger participants to communicate with each other. This approach to program planning echoes the strength based approach to supporting families because it focuses on what works in these relationships. When all members of the family system are supported, it is a win for the family, organization and the community.
2018 Parents as Teachers International Conference: YOUnited

October 8-11, 2018, Phoenix Ariz. Learn more about: diversity, equity and inclusion; program implementation; community collaborations; partnerships and engagement; research, evaluation and CQI; health and wellness; innovative program approaches; parenting and child development; advocacy, policy and coalitions.

Register now for the PAT International Conference.

During the conference, the Parents as Teachers National Center will recognize two affiliates – Losos Prize for Excellence, and Innovation. Also three to five parent educators will be recognized – Parent Educator of the Year Award. Award applications will be available this summer. Who will you nominate?

Measuring Outcomes: Preparing for the Parents as Teachers New Outcomes Essential Requirement, Part 3

This PAT national webinar was held April 20. View Measuring Outcomes

PAT Can Prevent Child Maltreatment
The study of Connecticut’s PAT statewide home visiting program, found that participation in the program reduced the likelihood of a substantiated neglect report by 22 percent.

Pennsylvania PAT Affiliates Awarded Home Visiting Expansion Grant
Congratulations to several Pennsylvania PAT affiliates who were awarded the Home Visiting Expansion grant, a result of the 2017-18 Governor’s budget proposal and Legislator’s approval of more funds devoted to evidence based home visiting. Looking to the 2018-19 state budget discussion and decisions, the Governor has proposed $6.5 million in funding for evidence based home visiting. The Early Learning Pennsylvania Home Visiting Campaign is using the theme of Childhood Begins at Home, to share information about evidence based home visiting and its impact in our communities.

Share your good work with your local champions and legislators.

Affiliate Performance Report
It will soon be time to complete the annual APR. The link to complete the report can be found on the portal page. Note that the 2018-19 draft APR should be announced prior to the end of June so that you can make plans for data collection beginning July 1, 2018.

Using Penelope? Need Help?
Penelope Q&A sessions are available upon request for all PAT Affiliate programs in Pennsylvania. Contact Wenda Deardorff for more information or to schedule a session.

The Sharing Corner

The Sharing Corner is for you, by you. Share your expertise, celebrations, testimonies and news. Send an email with the information you would like to share to Wenda Deardorff. Center for Schools and Communities reserves the right to determine the appropriateness of the information.
Defining and Preventing Child Neglect

Child neglect is the most prevalent form of child maltreatment. According to Child Trends, “in 2014, 7.1 per thousand children were reported victims of neglect, compared with 1.6 for physical abuse, 0.8 for sexual abuse, and 0.6 for psychological or emotional abuse.” \(^1\) While its frequency is greater than other forms of child maltreatment, as the National Alliance of Children’s Trust and Prevention Funds explains “it is also the least clearly defined, understood and publicly recognized.” \(^2\) It is important for family support professionals to understand child neglect and how to support parents in creating environments that prevent all forms of maltreatment, including neglect.

According to the Child Welfare Information Gateway, “neglect is frequently defined as the failure of a parent or other person with responsibility for the child to provide needed food, clothing, shelter, medical care, or supervision to the degree that the child’s health, safety, and well-being are threatened with harm.” \(^3\) In Pennsylvania, according to the Child Protective Services Law, serious physical neglect is defined as “any of the following when committed by a perpetrator that endangers a child’s life or health, threatens a child’s well-being, causes bodily injury, or impairs a child’s health, development or functioning:

- A repeated, prolonged, or unconscionable egregious failure to supervise a child in a manner that is appropriate considering the child’s developmental age and abilities
- The failure to provide a child with adequate essentials of life, including food, shelter, or medical care. \(^3\)\(^4\)\(^5\)

The National Alliance of Children’s Trust and Prevention Funds offers this statement “child neglect is a failure to meet children’s basic needs – whether that failure is the responsibility of the parents, communities, or society – and this void places children in harm’s way.” \(^4\)\(^5\) This broader definition, they argue, can promote a more comprehensive response to preventing it because it “moves beyond the narrow focus on parents and caregivers” \(^4\) and considers how risk factors (and protective factors) can be identified at various levels of communities and society. \(^5\)\(^6\)\(^7\)

There is no single cause of child neglect, and research has shown that “it is typical that the family is experiencing multiple risk factors simultaneously.” \(^4\) These risk factors fall at several levels including those related to the child, caregiver, family and environmental and societal factors – at all levels of the socio-eco logical model of human development. Within these areas, research has shown that low socio-economic status, maternal depression and mental health disorders, substance abuse and interpersonal family violence contribute to or are associated with neglect. \(^4\)

Instances of child neglect can have lifelong effects on children. However, just as there are risk factors that could lead to instances of neglect, there are also protective factors that when supported in families can help to prevent neglect. Through their effort to raise awareness about child neglect, the National Alliance for Children’s Trust and Prevention Funds conducted key informant interviews with “22 individuals with varied expertise, experiences and perspectives about child neglect and its prevention.” \(^5\)\(^6\) The most frequently identified protective factors included:

- Understanding of/focus on brain architecture
- Universal early childhood education & development
- Standard of adequate parent care / parenting behaviors
- Resources to meet family’s needs
- Competent parenting

You might recognize the Strengthening Families Protective Factors in the responses listed above – specifically Knowledge of Parenting and Child Development and Concrete Support in Times of Need. The protective factors framework offers opportunities for family serving professionals to support caregivers and children to reduce the likelihood of neglect. Because the framework encourages small but significant changes at various levels including within families, among direct service personnel, and at the program and systems level, it also addresses the idea that neglect prevention is everyone’s responsibility.

Sources

1 Preventing Child Neglect: It’s More than a Family Matter
2 Preventing Child Abuse and Neglect
Safe Kids Corner

Bike Safety

Every hour nearly 50 children are injured due to bikes, scooters, skates or skateboard. The proper type and fit of a helmet can reduce the risk of head injuries by at least 45 percent.

Bike Safety Tips

• Wear a helmet. Make sure your child has the right size helmet and wears it every time when riding, skating or scooting.
• Proper equipment is important. Ensure proper bike fit by bringing the child along when shopping for a bike. Select one that is the right size for the child, not one he or she will grow into.
• Maintenance is important. Before the ride, make sure the reflectors are secure, brakes work properly, gears shift smoothly, and tires are tightly secured and properly inflated.
• Keep an eye out. Actively supervise children until you’re comfortable that they are responsible to ride on their own.
• Model and teach good behavior. You would be surprised how much kids learn from watching you, so it is important for parents to model proper behavior. Wear a helmet, even if you did not when you were a kid.
• Be bright, use lights. When riding at dusk, dawn or in the evening, be bright and use lights – and make sure your bike has reflectors as well. It is also smart to wear clothes and accessories that have retro-reflective materials to improve biker visibility to motorists.

Additional Bike Safety Tips

Source

Family Support

Family Support Webinars
First Wednesday of the month
10:00 AM - 11:00 AM
June 6, School Readiness
Aug 1, TBA

Developmental Parenting and HOVRS
June 22, Camp Hill, Pa.

Parents as Teachers

Until one month prior to the event, registration will only be open to Pennsylvania participants. If you have a new hire in the month before the event, contact Wenda Deardorff.

PAT Foundational & Model Implementation
For new parent educators & supervisors of affiliate programs
Sep 10-14, Homestead, Pa.

PAT Foundational
For new approved users
Sep 10-12, Homestead, Pa.

PA Foundational 2: 3 Years through Kindergarten
July 16-17, Camp Hill, Pa.
Sep 24-25, Homestead, Pa.

Family Support at the Center for Schools and Communities provides training and technical assistance to Parents as Teachers providers, Children’s Trust Fund grantees and the Strengthening Families Leadership Team.

Partnerships Project Manager
Karen Shanoski
(717) 763-1661 x139
kshanoski@csc.csiu.org

Family Support Specialist
Wenda Deardorff
(717) 763-1661 x116
wdeardorff@csc.csiu.org

Family Support Technical Assistant Coordinators

• Children’s Trust Fund and Strengthening Families
  Rijelle Kraft
  (717) 763-1661 x221
  rkraft@csc.csiu.org

• Parents as Teachers and Strengthening Families
  Tiedra Marshall
  (717) 763-1661 x103
  tmarshall@csc.csiu.org

• Parents as Teachers
  Alexia Brown
  717-763-1661 x146
  abrown@csc.csiu.org

Pennsylvania Parents as Teachers is based at the Center for Schools and Communities. Learn more at the following sites:
Children’s Trust Fund
Strengthening Families