



PRACTICAL PARENTING PARTNERSHIPS
Working Together for Our Children

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FIVE CRITICAL NEEDS FOR EVERY CHILD AND ADULT

by Janet Shepard, Director

Human behavior scientists have identified basic needs at least as far back as Abraham Maslow who identified basic human needs in a hierarchical framework. Though we as a society still struggle with how to provide basic and safety needs to all, there is at least somewhat common agreement about the composition of these needs. Food, warmth and shelter are basic needs. Financial security and health are examples of safety needs.

The remaining three areas of needs deal with emotions and as a society we often seem to struggle with speaking openly about emotions, about good mental wellness for all and especially for our children. Dr. Gerald Newmark, author of *How to Raise Emotionally Healthy Children* has identified five critical needs for emotionally healthy children and adults. He is sharing his message one school, one community at a time. In October a team of community and school partners in Columbia Missouri rallied together to form Columbia Cares for Kids which hosted the Week of the Emotionally Healthy Child the last week in January. Dr. Newmark and his wife Deborah who work with him on The Children's Project were in the Columbia for the week.



The first of the five needs is to feel **respected**. Our children deserve the same kindness and courtesy with which we treat our co-workers and friends. If we want to be respected by children, we must teach them how by first respecting them.

Secondly, children need to feel **important**. Just as adults, children need to feel a sense of purpose for their lives. Children need to understand their role in the family. Family meetings or class meetings are one good way to help children understand their role and importance to the group.

Acceptance is the third critical need. Acceptance means that children have a right to their own ideas and feelings. Feelings of acceptance are an important part of a healthy self-concept and self-esteem. Children need to feel **included**. Just as adults, children need to feel a part of something greater than themselves. This can mean family, community groups or youth organizations. If this need isn't met in a positive way it can mean kids will seek gang affiliation.

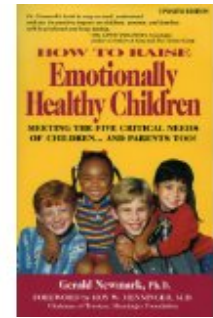
Children need to feel **secure**. Tradition, rituals and family rules all teach children about security within the family. The PPP Family Systems resource manual has more thoughts and activities on these ideas. To learn more about the five critical needs and The Children's Project visit www.emotionallyhealthychildren.org. A link to purchase the book in English or Spanish appears in center update. For case orders of the book, please contact the Children's Project directly.

PPP CENTER UPDATE

by Janet Shepard, Director

Many of us are becoming frustrated with rescheduling due to the weather. Shelly, Patty and I are each working on this issue of the newsletter from our respective homes due to weather. Shelly has rescheduled the regional meetings that were missed due to weather in January. You will find links to registration forms in this issue for Jefferson City on February 16 and Kansas City for February 28. Should weather be an issue again, please check facebook or e-mail us for updates. Shelly has been calling and e-mailing when the weather forces cancellations. If in doubt, please feel free to call, e-mail or Facebook us!

This month we have featured the five critical needs for every child and parent as identified by Dr. Gerald Newmark in his book, [*How to Raise Emotionally Healthy Children*](#). Dr. Newmark was in Columbia the last week in January working in conjunction with the Columbia Cares for Kids team to share his important message with teachers, early childhood educators and parents. PPP can offer a workshop based on the book for your school or community. Our usual professional development costs will apply. Check with me for details.



The majority of schools responding to our funding survey said they would most like to help sustain PPP with scheduling of workshops and purchasing resources. We have been pleased with the results so far! This month a tip of the PPP umbrella to:

- Jennings School District for training parent leaders in the National Network of Partnership Schools through PPP
- Genesis Academy in Kansas City for inviting us to meet with them to plan a MAP night for parents
- Meadow Lane and Westview Elementary Schools in Lee's Summit and Warrior Ridge Elementary in Warren Co R-III for resource orders

PPP is earning money through Schnucks. If you shop Schnucks for groceries and are not already supporting another cause, we hope you will help PPP! Just request an e-scrip card from your local store then go on-line or call the 1-800-9316258 to register your card to support PPP. PPP's number is 500025472. We can also do "power sign ups for groups, so we will be carrying cards and sign up sheets at upcoming events. Thanks for your support!

CALENDAR OF EVENTS

- February 13-1, 2011 [National PTA Take Your Family to School Week](#)
- February 16, 2011 [Regional Workshop](#) Jefferson City MO
- February 17, 2011 [Home Visit Training](#) Kansas City MO
- February 28, 2011 [Regional Workshop](#) Kansas City MO
- March 3, 2011 Kindergarten Transition Training [SE MO RPDC](#)
- March 4, 2011 [Home Visit Training](#) Cape Girardeau MO
- March 31, 2011 [Child Advocacy Day Jefferson City](#)
- April 15, 2011 [Go Blue Day](#)
- April 19, 2011 [Home Visit Training](#) Springfield MO

GRANTS AND FUNDING

Youth empowerment is the goal of the [Tony Hawk Foundation](#) which offers funding for skateboard parks in low-income communities. This could be a great youth and family involvement project. Details and the online application are at the above link. Applications are due March 1, 2011.

The [U.S Dept. of Education](#) is offering funding for Improving Literacy Through School Libraries. Applications are due March 28. “The purpose of this program is to improve student reading skills and academic achievement by providing students with increased access to up-to-date school library materials; well-equipped, technologically advanced school library media centers; and well-trained, professionally certified school library media specialists.” An expected fifty grants ranging from \$100,000 - \$600,000 will be awarded. Perhaps a family resource center could be included in this application?

Clorox currently has a contest for free books for the classroom. Instructions for entering are on their [Clorox Classrooms](#) webpage.

FACILITATION TIPS: FIVE CRITICAL NEEDS & PARENTING GROUPS

Janet Shepard, Director

The cover article discusses five critical needs for emotionally healthy children as identified by Dr. Gerald Newmark. What if we applied the five critical needs to our work with parents? What might a parent meeting look like if all five needs were met?

Respected: Each parent would be treated as an equal partner. Facilitators would believe and show by their actions that every parent attending has something to contribute to the group. Participants would be called by name (refer to the January, 2011 cover article for more information on names.)

Important: Each member would feel ownership of the group, would have a role to play in the group. Leadership roles and volunteer tasks would be shared and open to everyone in the group.

Accepted: A typical ground rule is to agree to disagree agreeably. This means that we won't all feel the same way and that each individual is entitled to their own feelings and emotions.

Included: Parents would be surveyed or asked in other ways what they would like to see included in parent meetings. Remember Dr. Hal Lawson's rule, “Nothing about me without me.”

Secure: Each participant would feel it was safe to contribute to the group.

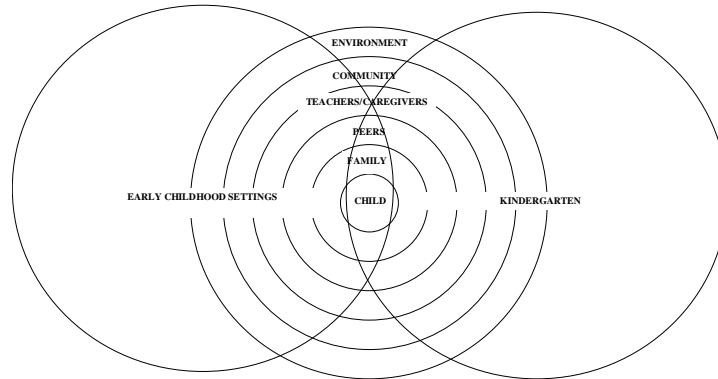
We could talk about many other ways that the five critical needs could be applied in school settings such as IEP meetings, faculty meetings and more. Meeting basic human emotional needs as we plan for meetings is as deserving of our time and attention as the agenda.

KINDERGARTEN TRANSITION – WHOSE JOB IS IT?

by Janet Shepard, Director

Who has the responsibility for successful transition to kindergarten for children and their families? There are many possible answers ranging from the superintendent to the child and perhaps each answer would be correct in some ways. Schools and school boards are required to have a written, board approved plan, but the creation or revitalization of the plan can begin in a number of possible ways.

While writing the original version of the kindergarten transition manual we found a diagram of transition that suggests that early childhood educators have the responsibility for the successful transition of children into kindergarten. They certainly are key players, but they cannot successfully complete the task alone. Kindergarten teachers, counselors and administrators, parents, and community partners also need to be involved. PPP created a new model of transition:



PPP's transition model shown above demonstrates that we have a shared responsibility for successful transition. Kindergarten Transition training is designed to help you organize a team to write or revise and implement your plan of action. The process can begin with any person or program. There is no right or wrong place to begin.

Kindergarten Transition training will be offered in Cape Girardeau on March 3 in cooperation with the Southeast Missouri Regional Professional Development Center. Please register through [My Learning Plan](#). To schedule the training in your community or region call or e-mail [Janet](#).

Home Visiting – Teacher Home Visit Program

by Karen Kalish, Founder & Director, THVP

Missouri is home to at least one other school-age home visiting program, the [Teacher Home Visit Program \(THVP\)](#) in St. Louis. Founder and director Karen Kalish attended a recent PPP home visit training to learn about our work and to share information about THVP. Just recently she shared some information on the evaluation of the 2009 -2010 school year. Here is a summary of the finding from Karen Kalish:

Final Evaluation Report from 2009-2010 when 1,264 teacher home visits were made in nine public schools. The goals of the Teacher Home Visit Program (THVP) are to:

- Increase academic achievement
- Increase attendance
- Increase parental involvement, and
- Decrease behavior problems and referrals.

A few of the highlights:

- In the St. Louis Public Schools (SLPS), THVP student grades in math improved significantly more than the grades of non-THVP students.

- In general, SLPS parents/guardians who received home visits reported more contact with the schools and more frequent attendance at school events after their visits. They also felt there had been positive changes at home including establishment of rules about homework and limits on television viewing.
- Analysis of student performance measured by the AIMSWeb (a standardized test for grades 2-5) assessment of Maplewood Richmond Heights (MRH) elementary students showed that 2nd grade THVP students improved significantly more than non-THVP students
- There was significant improvement in attendance among MRH students on free or reduced lunch; that is, the attendance of THVP students on free and reduced lunch increased whereas attendance of non-THVP students declined
- When MRH students with poor attendance (defined as less than 90%) were examined, attendance among both THVP and non-THVP students improved, but there was greater improvement among THVP students. The strongest findings were found for those youth on free or reduced lunch. Among THVP students, average attendance increased by 5.4% while average attendance increased by only 1.9% among other students. This pattern was also present among African American students where there was a 5.7% increase among THVP students compared to 3.9% among non-THVP students
- Around three-fourths (74%) of parents at SLPS felt “very connected” to their child’s school after their home visit compared to only 48% before the home visit.

“I am a working mom so I frequently feel disconnected from my child's school experience. The home visit provided me with the opportunity to ask questions of the teachers in an uninterrupted setting.” SLPS elementary school parent

“We were invited to stay for dinner at the home of one of our students whose behavior was an issue. It was a wonderful evening with this student's family and extended family. This student was so proud to see his teachers eating the types of foods he ate and enjoying being in his house, enjoying the company of his family. It was written all over his face! After that evening he became a model student! We never had another problem with his behavior and he began to work much harder, academically. It was one of best experiences of my long teaching career.”

“I think the visits help build a relationship between family and school. Many of these parents I may never see unless I go to them. When I go to their homes and show them that I want to work with them--not against them, I feel I am able to know more about their child and how they can be most successful at school.”

“I liked her going to my house because she made me do better on learning subtraction and addition.”

“It was fun and good for my mom to know how good I am.”

Please contact [Karen Kalish](#) with questions or for additional information

EMOTIONALLY HEALTHY CHILDREN

by Shelly Lock, Program Development Coordinator

There are so many opportunities for schools to support parents in raising emotionally healthy children. PPP modules from the “Wellness” and “Family Systems” notebooks are great resources that can be used in large group workshops for families, small group discussions with families, one-on-one conversations with family members and as handouts to share with families. These modules deal with helping children feel respect,

important, accepted, included and secure. You may choose to pull from these modules to coordinate with your school's character building efforts. You might include thoughts from these modules on your school web page or school newsletters.

Children do not just automatically feel respected, important, accepted, included and secure. We must foster an environment that encourages these feelings. What is your school doing to help children feel: respected? important? accepted? included? secure? What is your school doing to raise families' awareness of the importance of these feelings for emotionally healthy children? What is your school doing to support families in their efforts to raise emotionally healthy children?

Consider small group discussions for families, sending home activity pages from PPP modules, and providing resources through your lending library that deal with emotional health. You might survey your families to find out what types of support they would most likely take advantage of. Remind families of the importance of focusing on these feelings with their children. By increasing awareness of components of emotionally healthy children, more effort for improvement in the home will likely be made.

SAVE THE DATE!

Children's Trust Fund Conference
April 13-15, 2011

Practical Parenting Partnerships was created in 1992 by the Missouri Department of Elementary and Secondary Education with support from the Danforth Foundation.

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PPP is a program of Missouri KidsFirst.

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MUTUAL RESPECT IN FAMILIES

By Shelly Lock, Program Development Coordinator

A secret of a healthy family is mutual respect. It might sound obvious, but we often see disrespect in our family system, between husband and wife, between parent and child, or between children. Sometimes we are not even aware that disrespect is prevalent until it becomes obvious when couples start quarreling or when kids start pushing back at parental authority. Respect is not automatic. It must be infused in our family environments at all times and made a part of each member's daily life.

What is respect in a family? Family life is obviously much more than just a group of people living together. In a healthy family, each individual is given the respect and space he or she deserves, allowing him or her to grow and express feelings. Family members are respected for their views, opinions, and ideas. The role modeling by parents sets the tone of respect in the home. Respect is about letting each individual in the family be a complete person, with his or her strengths and weakness. It is not about control and is not about putdowns. Respect involves support and caring in all interactions. It is about always being aware that the others in the family are of equal worth and importance.

Mutual respect can facilitate love, support, friendship, education, nurturing, and the sharing of values necessary to sustain families. Words or positive attitudes shared in mutually respectful atmospheres will be more valued and appreciated. Family members living in a respectful family will be more apt to pursue their life goals and feel capable of doing so. Without mutual respect in a family, there is more anger, cruelty, selfishness, and disunity. Without respect, communication is not open and more anxiety is felt by family members.

Respect for children is shown in daily interactions and discipline. Children disciplined with power and control and without respect, often lack a sense of direction and self esteem. When children are given a short explanation of why, and if appropriate, a discussion in which the parent hears the child's point of view is much more conducive to an atmosphere of respect and leads children to feel a sense of direction and protection. A parent should show respect for the decisions made by a child. This doesn't mean always agreeing with the decisions they make; it may even be about letting a child make mistakes and then learn from them. If given respect, most children will exhibit good common sense in their decision making, probably more than we expect. These children grow with a sense of self-respect that will permeate their lives.

Here are a few tips for fostering mutual respect in your family:

- ❖ Nurture respect by spending good, quality time with family members. Ask them what they'd like you to say or do rather than doing what you think is good for them!
- ❖ Be aware of the challenges and weaknesses that other family members are working on and ask each other for feedback.
- ❖ Practice respect and appreciation everyday in your family by saying or doing something that honors family members. Express your love for each other and compliment each other's strengths. Express your gratitude for each member's contributions to the family.
- ❖ Ask for forgiveness when you hurt a family member by expressing sincere regret and recognizing the hurt you caused.
- ❖ Listen to each other. Show empathy for what others are feeling.
- ❖ Respect yourself, love yourself, and recognize your own blessings so you can be better at respecting others!