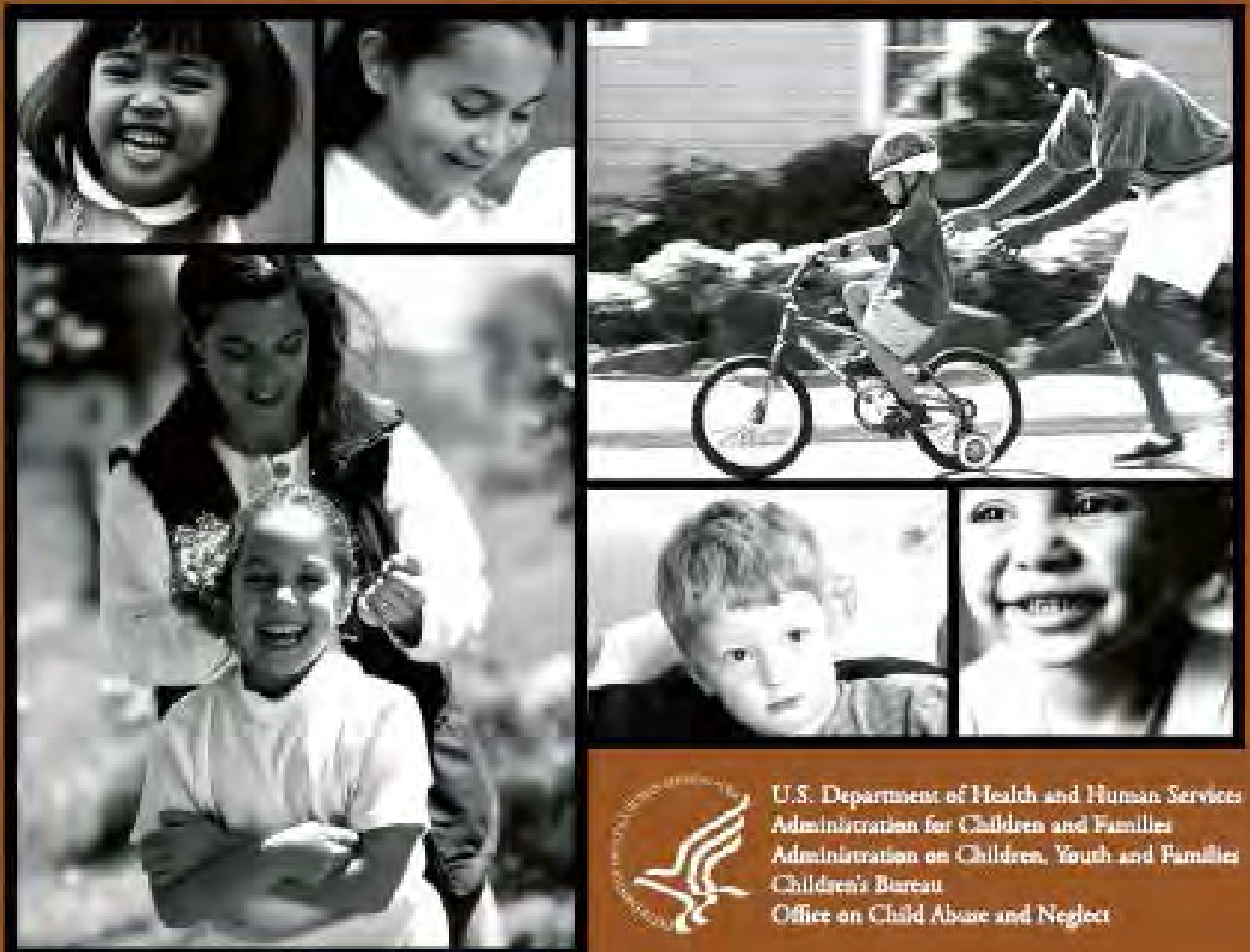


# The Importance of Fathers in the Healthy Development of Children



U.S. Department of Health and Human Services  
Administration for Children and Families  
Administration on Children, Youth and Families  
Children's Bureau  
Office on Child Abuse and Neglect

On February 8, 2006, President Bush signed the Deficit Reduction Act of 2005 into law. Due to the time delay between the writing of and the printing of this publication, this legislation was listed as pending on page 70. The new law provides \$150 million for each of Federal fiscal years 2006 through 2010 to promote and support healthy marriages and responsible fatherhood. The funds will be awarded as competitive grants to government entities, faith-based organizations or community organizations.

Up to \$50 million per year may be awarded to government entities, faith-based organizations or community organizations to fund activities promoting responsible fatherhood. Such activities may include parent education, counseling, education and career services to foster fathers' economic stability, or a national media campaign to encourage appropriate parent involvement in a child's life. Up to \$2 million per year may be awarded as competitive grants to Indian tribes to demonstrate the effectiveness of coordinating the provision of child welfare and TANF services to tribal families at risk of child abuse or neglect. The remaining funds are designated for healthy marriage activities, which may include programs of premarital education, conflict resolution, marriage enhancement for married couples and programs designed to reduce disincentives to marriage in means-tested aid programs.

# The Importance of Fathers in the Healthy Development of Children

Jeffrey Rosenberg and W. Bradford Wilcox

2006

U.S. Department of Health and Human Services  
Administration for Children and Families  
Administration on Children, Youth and Families  
Children's Bureau  
Office on Child Abuse and Neglect



# Table of Contents

|  |           |
|--|-----------|
| <b>PREFACE</b> .....   | <b>1</b>  |
| <b>ACKNOWLEDGMENTS</b> .....   | <b>3</b>  |
| <b>1. PURPOSE AND OVERVIEW</b> .....   | <b>5</b>  |
| Purpose of the Manual .....  | 6         |
| Overview of the Scope of Child Maltreatment and Child Protection .....       | 6         |
| Research on the Role of Fathers .....  | 7         |
| <b>SECTION I</b>   |           |
| <b>2. FATHERS AND THEIR IMPACT ON CHILDREN’S WELL-BEING</b> .....            | <b>11</b> |
| The Impact of the Mother-Father Relationship on Child Outcomes .....         | 11        |
| The Impact of Fathers on Cognitive Ability and Educational Achievement ..... | 12        |
| The Impact of Fathers on Psychological Well-being and Social Behavior .....  | 12        |
| <b>3. FATHERS AND THEIR IMPACT ON CHILD MALTREATMENT</b> .....               | <b>15</b> |
| Child Maltreatment and Its Impact on Children .....                          | 15        |
| Perpetrators of Child Maltreatment .....                                     | 16        |
| The Presence of Fathers as a Protective Factor .....                         | 16        |
| The Role of Fathers in Child Maltreatment .....                              | 17        |
| <b>4. EFFECTIVE FATHERING</b> .....  | <b>19</b> |
| Fostering a Positive Relationship with the Children’s Mother .....           | 19        |
| Spending Time with Children .....  | 20        |
| Nurturing Children .....   | 21        |
| Disciplining Children Appropriately .....                                    | 21        |
| Serving as a Guide to the Outside World .....                                | 22        |
| Protecting and Providing .....   | 22        |
| Being a Role Model .....   | 23        |

|                   |   |           |
|-------------------|---|-----------|
| <b>5.</b>         | <b>FATHERS AND INITIAL ASSESSMENT AND INVESTIGATION .....</b>   | <b>25</b> |
|                   | Understanding One’s Own Biases .....  | 25        |
|                   | Fathers and the Assessment Process .....  | 25        |
|                   | Interviewing Fathers .....  | 27        |
|                   | Determining Whether to Involve Other Professionals .....  | 28        |
| <b>6.</b>         | <b>FATHERS AND CASE PLANNING.....</b>   | <b>29</b> |
|                   | Demonstrating Empathy, Respect, and Genuineness .....   | 29        |
|                   | Discussing Child Support.....   | 31        |
|                   | Discussing Discipline .....   | 31        |
|                   | Bringing in Fathers Who Do Not Live with the Child .....  | 33        |
|                   | Working with Different Fathers in Different Situations .....  | 34        |
|                   | Addressing Fathers’ Abuse of Their Children .....   | 36        |
|                   | Addressing the Abuse of Their Children by Others.....   | 37        |
|                   | Learning from the Child and Family Services Reviews .....   | 37        |
| <b>7.</b>         | <b>SERVICES FOR FATHERS.....</b>  | <b>39</b> |
|                   | Helping Fathers Be Better Fathers .....   | 40        |
|                   | Resources and Referrals .....   | 41        |
|                   | Case Closure.....   | 42        |
|                   | Conclusion .....  | 43        |
| <b>SECTION II</b> |   |           |
| <b>8.</b>         | <b>FATHERHOOD PROGRAMS .....</b>  | <b>47</b> |
|                   | Starting a Fatherhood Group.....  | 47        |
|                   | Promoting Responsible Fatherhood .....  | 48        |
|                   | Developing Father-friendly Agencies and Programs .....  | 50        |
|                   | Working with Mothers .....  | 50        |
|                   | Examples of Fatherhood Programs.....  | 52        |
| <b>9.</b>         | <b>FEDERAL FATHERHOOD INITIATIVES .....</b>   | <b>69</b> |
|                   | Federal Initiatives .....   | 69        |
|                   | Federal Legislation.....  | 69        |
|                   | <b>ENDNOTES .....</b>   | <b>71</b> |
|                   | <b>APPENDIX A: GLOSSARY OF TERMS .....</b>  | <b>75</b> |
|                   | <b>APPENDIX B: RESOURCE LISTINGS OF SELECTED NATIONAL ORGANIZATIONS<br/>CONCERNED WITH FATHERHOOD AND CHILD MALTREATMENT.....</b> | <b>79</b> |
|                   | <b>APPENDIX C: STATE TELEPHONE NUMBERS FOR REPORTING CHILD ABUSE .....</b>  | <b>85</b> |

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|   |     |
|---|-----|
| APPENDIX D: CULTURAL COMPETENCE SELF-ASSESSMENT QUESTIONNAIRE, SERVICE PROVIDER VERSION ..... | 87  |
| APPENDIX E: TIPS FOR DADS.....  | 101 |
| APPENDIX F: HEALTHY MARRIAGES .....   | 117 |





# Preface

Each day, the safety and well-being of some children across the Nation are threatened by child abuse and neglect. Intervening effectively in the lives of these children and their families is not the sole responsibility of any single agency or professional group, but rather is a shared community concern.

Since the late 1970s, the *Child Abuse and Neglect User Manual Series* has provided guidance on child protection to hundreds of thousands of multidisciplinary professionals and concerned community members. The *User Manual Series* provides a foundation for understanding child maltreatment and the roles and responsibilities of various practitioners in its prevention, identification, investigation, assessment, and treatment. Through the years, the manuals have served as valuable resources for building knowledge, promoting effective practices, and enhancing community collaboration.

Since the last update of the *User Manual Series* in the early 1990s, a number of changes have occurred that dramatically affect each community's response to child maltreatment. The changing landscape reflects increased recognition of the complexity of issues facing parents and their children, new legislation, practice innovations, and system reform efforts. Significant advances in research have helped shape new directions for interventions, while ongoing evaluations help us to know "what works."

The Office on Child Abuse and Neglect (OCAN) within the Children's Bureau of the Administration

for Children and Families (ACF), U.S. Department of Health and Human Services (DHHS), has developed this third edition of the *User Manual Series* to reflect the increased knowledge base and the evolving state of practice. The updated and new manuals are comprehensive in scope while also succinct in presentation and easy to follow, and they address trends and concerns relevant to today's professional.

This new manual, *The Importance of Fathers in the Healthy Development of Children*, is a result of increased recognition of the vital role that fathers play in all aspects of their children's lives. While the *User Manual Series* addresses the issues of child abuse and neglect, this manual extends that context by examining how to strengthen the roles of fathers within their children's lives and their own.

Readers of *The Importance of Fathers in the Healthy Development of Children* may also be interested in *A Coordinated Response to Child Abuse and Neglect: The Foundation for Practice* and *Child Protective Services: A Guide for Caseworkers*. *The Foundation for Practice*, which is the keystone for the series, addresses the definition, scope, causes, and consequences of child abuse and neglect. It also presents an overview of prevention efforts and the child protection process. Because child protection is a multidisciplinary effort, *The Foundation for Practice* describes the roles and responsibilities of different professional groups and offers guidance on how the groups can work together effectively to protect the safety, permanency, and well-being of children. *A Guide for Caseworkers*

provides the fundamental information that child protective services (CPS) professionals must know to perform essential casework functions. This new manual builds on the information presented in those

earlier manuals as it relates specifically to fathers. It is primarily intended to help CPS caseworkers work effectively with fathers and thereby support families as fully as possible.

### *User Manual Series*

This manual—along with the entire *Child Abuse and Neglect User Manual Series*—is available from the National Clearinghouse on Child Abuse and Neglect Information. Contact the Clearinghouse for a full list of available manuals and ordering information:

National Clearinghouse on Child Abuse and Neglect Information  
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Washington, DC 20024  
Phone: (800) 394-3366 or (703) 385-7565  
Fax: (703) 385-3206  
E-mail: [nccanch@caliber.com](mailto:nccanch@caliber.com)

The manuals also are available online at <http://nccanch.acf.hhs.gov/profess/tools/usermanual.cfm>.

# Acknowledgments

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Services.

# CHAPTER 1

## Purpose and Overview

Child protective services (CPS) caseworkers are charged with a task that is both crucial to society and, at times, overwhelming to the individual caseworker: determining when this nation's most vulnerable citizens—children—are in danger and what actions must be taken to ensure their safety. Then, they must make sure that these actions take place in both a timely and sensitive manner.

To carry out their responsibilities of protecting children at risk of maltreatment, CPS caseworkers must effectively engage families that often both present and face great challenges. These can include substance abuse, mental health problems, economic stress, unemployment, separation and divorce, inadequate housing, crime, and incarceration. Figuring out how best to work with and engage these families, always with the safety of and permanency for the child as the goal, is not easy. Other manuals in this series, particularly *Child Protective Services: A Guide for Caseworkers*, provide insight into what years of experience and research tell us about effective casework in the field of child welfare. This manual, *The Importance of Fathers in the Healthy Development of Children*, complements and builds on the strategies for CPS articulated in the other manuals.

This manual also speaks to both the opportunities and challenges presented by one participant in the family sagas that CPS caseworkers deal with everyday: the

father. Working with fathers who are the perpetrators of child maltreatment is different than working with mothers or other perpetrators. In addition, fathers whose children were victimized by someone else, even fathers not living with their children, can prove to be a valuable ally as the CPS caseworker pursues his or her case planning objectives.

Effectively involving fathers in case planning and service provision presents unique challenges for caseworkers. This may explain in part why they often may not include fathers. This manual hopes to provide guidance to rectify this problem. While many of the issues facing fathers as they try to be good parents are the same as those facing mothers—stress, finances, limited time, to name a few—how fathers perceive and react to these is usually different and is often grounded in cultural views of manhood and fatherhood. Plus, the abuse of a child raises unique feelings and reactions in a father. Whether the father is the perpetrator or not, the abuse of a child can be a direct affront to how a father views himself as a man and a father. How well a caseworker understands these reactions and feelings and how effectively the caseworker can address them will make a major difference when trying to either help an abusing father become a protecting father or engaging a father as an ally in addressing the family dynamics that made the situation unsafe for the child.

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## PURPOSE OF THE MANUAL

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Today, there is an increased emphasis on family-centered practice. Family-centered practice does not mean only mother-and-child-centered practice.<sup>1</sup> Rather, all family members and individuals who play a role in the family should be engaged, when appropriate, in order to support meaningful outcomes for the entire family. This manual is designed to help caseworkers:

- Recognize the value of fathers to children;
- Appreciate the importance of fathers to the case planning and service provision process;
- Understand the issues unique to working with fathers;
- Effectively involve fathers in all aspects of case management, from assessment through case closure;
- Work successfully with fathers in a wide range of family situations and structures.

Section I of this manual discusses what is known about a father's connection to his child's well-being, including his role in the occurrence and prevention of maltreatment. The section also relates the literature on fatherhood to the different stages of the child protection process. Section II provides practical guidance for starting and running a fatherhood program, presents various examples of existing programs, and describes Federal fatherhood initiatives. CPS agencies can also use this information to ensure that they are providing a father-friendly environment. The appendices offer additional resources, including a glossary of terms, resource listings, and tips that CPS workers can share with fathers to help them be better parents.

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## OVERVIEW OF THE SCOPE OF CHILD MALTREATMENT AND CHILD PROTECTION

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Prior to delving into the discussion of fathers and their role in both preventing and perpetrating child maltreatment, it is useful to understand the scope of the problem. The following findings from the National Child Abuse and Neglect Data System (NCANDS) for 2003 provide a snapshot of reported child victimization:

- During 2003, an estimated 906,000 children were victims of abuse or neglect.
- An estimated 2.9 million referrals of abuse or neglect concerning approximately 5.5 million children were received by CPS agencies. More than two-thirds of those referrals were accepted for investigation or assessment.
- Nationally, 60.9 percent of child victims experienced neglect (including medical neglect), 18.9 percent were physically abused, 9.9 percent were sexually abused, and 4.9 percent were emotionally or psychologically maltreated.
- Approximately two-fifths (40.8 percent) of child victims were maltreated by their mothers acting alone; another 18.8 percent were maltreated by their fathers acting alone; and 16.9 percent were abused by both parents.<sup>2</sup>

In most jurisdictions, CPS is the agency mandated to conduct an investigation into reports of child abuse or neglect and to offer services to families and children where maltreatment has occurred or is likely to occur. Of course, any intervention into family life on behalf of children must be guided by State laws, sound professional standards for practice, and strong philosophical underpinnings. The key principles guiding State laws on child protection are based largely on Federal statutes, primarily the Child Abuse Prevention and Treatment Act (CAPTA) as amended by the Keeping Children and Families Safe Act of 2003 (P.L. 108-36) and the Adoption

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and Safe Families Act (ASFA) of 1997 (P.L. 105-89). While CAPTA provides definitions and guidelines regarding child maltreatment issues, ASFA promotes three national goals for child protection:

- **Safety.** All children have the right to live in an environment free from abuse and neglect. The safety of children is the paramount concern that must guide child protection efforts.
- **Permanency.** Children need a family and a permanent place to call home. A sense of continuity and connectedness is central to a child's healthy development.
- **Child and family well-being.** Children deserve nurturing families and environments in which their physical, emotional, educational, and social needs are met. Child protection practices must take into account each child's needs and should promote the healthy development of family relationships.

Effectively engaging fathers in the child protection process is one aspect of the CPS caseworker's responsibilities that helps further progress toward these goals.

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## RESEARCH ON THE ROLE OF FATHERS

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In the last decade, the social sciences have begun recognizing and examining the crucial role that fathers play in child development and family dynamics. Nevertheless, relatively little attention has been paid to the role fathers play in the dynamics of child maltreatment. A 1997 review of research on child abuse and neglect concluded that this research was characterized by a "conspicuous absence of information from and about fathers in violent families."<sup>3</sup>

The research that does exist on the link between fathers and maltreatment suggests that:

- Fathers are directly involved in 36.8 percent (acting alone in 18.8 percent and with others in 18.0 percent of the cases) of maltreatment cases;

- The presence of fathers in the home is tied to lower rates of maltreatment;
- Unrelated male figures and stepfathers in households tend to be more abusive than biological, married fathers;
- The quality of the relationship between the mother and father has an important indirect effect on the odds of maltreatment.<sup>4</sup>

Not much is known, however, about the specific role that fathers play in preventing, causing, or contributing to child maltreatment. In addition, relatively little energy has been invested in training CPS caseworkers to work with fathers in cases of maltreatment. A number of studies indicate that caseworkers may overlook fathers in connection with their investigations and interventions regarding child maltreatment.<sup>5</sup> This is not surprising since working with fathers in social services is relatively new—the first national meeting dedicated solely to issues concerning fathers did not occur until 1994. In addition, American families today represent a range of fatherhood models, some of which lend themselves to productive involvement with the caseworker and others which may not.

While research and training directly related to fathers and child maltreatment have been limited, there have been significant efforts over recent years devoted to research on the role of fathers in child development and the creation of programs to strengthen the capacity of fathers. This manual highlights both the findings from the available research and examples of fatherhood programs. By equipping CPS caseworkers with a solid introduction to the fatherhood research, the manual should foster a sense of empathy and knowledge that will enable them to work effectively with fathers. Further, the exploration of each stage of the child protection process—from investigation to case closure—will help caseworkers work with fathers in a way that increases the likelihood of achieving the ultimate goal: safety and permanency for the child.





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**Section I**



## CHAPTER 2

# Fathers and Their Impact on Children's Well-being

**A** noted sociologist, Dr. David Popenoe, is one of the pioneers of the relatively young field of research into fathers and fatherhood. “Fathers are far more than just ‘second adults’ in the home,” he says. “Involved fathers bring positive benefits to their children that no other person is as likely to bring.”<sup>6</sup> Fathers have a direct impact on the well-being of their children. It is important for professionals working with fathers—especially in the difficult, emotionally charged arena in which child protective services (CPS) caseworkers operate—to have a working understanding of the literature that addresses this impact. Such knowledge will help make the case for why the most effective CPS case plans will involve fathers.

This chapter lays out the connection between fathers and child outcomes, including cognitive ability, educational achievement, psychological well-being, and social behavior. The chapter also underscores the impact of the father and mother's relationship on the well-being of their children. While serving as an introduction to the issues, this chapter is not intended as an exhaustive review of the literature. For the reader wishing to learn more, the U.S. Department of Health and Human Services (<http://fatherhood.hhs.gov/index.shtml>), the National Fatherhood Initiative ([www.fatherhood.org](http://www.fatherhood.org)), and the National Center for Fathering ([www.fathers.com](http://www.fathers.com)) are valuable resources.

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### THE IMPACT OF THE MOTHER-FATHER RELATIONSHIP ON CHILD OUTCOMES

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One of the most important influences a father can have on his child is indirect—fathers influence their children in large part through the quality of their relationship with the mother of their children. A father who has a good relationship with the mother of their children is more likely to be involved and to spend time with their children and to have children who are psychologically and emotionally healthier. Similarly, a mother who feels affirmed by her children's father and who enjoys the benefits of a happy relationship is more likely to be a better mother. Indeed, the quality of the relationship affects the parenting behavior of both parents. They are more responsive, affectionate, and confident with their infants; more self-controlled in dealing with defiant toddlers; and better confidants for teenagers seeking advice and emotional support.<sup>7</sup>

One of the most important benefits of a positive relationship between mother and father, and a benefit directly related to the objectives of the CPS caseworker, is the behavior it models for children. Fathers who treat the mothers of their children with respect and deal with conflict within the relationship in an adult and appropriate manner are more likely to have boys who understand how they are to treat women and who

are less likely to act in an aggressive fashion toward females. Girls with involved, respectful fathers see how they should expect men to treat them and are less likely to become involved in violent or unhealthy relationships. In contrast, research has shown that husbands who display anger, show contempt for, or who stonewall their wives (i.e., “the silent treatment”) are more likely to have children who are anxious, withdrawn, or antisocial.<sup>8</sup>

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### **THE IMPACT OF FATHERS ON COGNITIVE ABILITY AND EDUCATIONAL ACHIEVEMENT**

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Children with involved, caring fathers have better educational outcomes. A number of studies suggest that fathers who are involved, nurturing, and playful with their infants have children with higher IQs, as well as better linguistic and cognitive capacities.<sup>9</sup> Toddlers with involved fathers go on to start school with higher levels of academic readiness. They are more patient and can handle the stresses and frustrations associated with schooling more readily than children with less involved fathers.<sup>10</sup>

The influence of a father’s involvement on academic achievement extends into adolescence and young adulthood. Numerous studies find that an active and nurturing style of fathering is associated with better verbal skills, intellectual functioning, and academic achievement among adolescents.<sup>11</sup> For instance, a 2001 U.S. Department of Education study found that highly involved biological fathers had children who were 43 percent more likely than other children to earn mostly As and 33 percent less likely than other children to repeat a grade.<sup>12</sup>

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### **THE IMPACT OF FATHERS ON PSYCHOLOGICAL WELL-BEING AND SOCIAL BEHAVIOR**

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Even from birth, children who have an involved father are more likely to be emotionally secure, be confident to explore their surroundings, and, as they grow older, have better social connections with peers. These children also are less likely to get in trouble at home, school, or in the neighborhood.<sup>13</sup> Infants who receive high levels of affection from their fathers (e.g., babies whose fathers respond quickly to their cries and who

## **The Link Between Marriage and Fatherhood**

Caring, involved fathers exist outside of marriage. They are more likely, however, to be found in the context of marriage. There are numerous reasons for this, not the least of which being the legal and social norms associated with marriage that connect a father to the family unit. That may also explain, in part, why research consistently shows that the married mother-and-father family is a better environment for raising children than the cohabitating (living together) mother-and-father family.<sup>14</sup>

It is interesting to note that, contrary to stereotypes about low-income, unmarried parents, a significant majority—more than 8 in 10—of urban, low-income fathers and mothers are in a romantic relationship when their children are born.<sup>15</sup> Most of these couples expect that they will get married. One study found that more than 80 percent expected they would get married or live together. However, only 11 percent of these couples had actually married a year later.<sup>16</sup> Why they do not marry is an interesting question open to conjecture. However, as Dr. Wade Horn, Assistant Secretary for Children and Families at the U.S. Department of Health and Human Services has pointed out, it may be because these couples receive very little encouragement to marry from the health and social services professionals with whom they come in contact.<sup>17</sup>

play together) are more securely attached; that is, they can explore their environment comfortably when a parent is nearby and can readily accept comfort from their parent after a brief separation. A number of studies suggest they also are more sociable and popular with other children throughout early childhood.<sup>18</sup>

The way fathers play with their children also has an important impact on a child's emotional and social development. Fathers spend a much higher percentage of their one-on-one interaction with infants and preschoolers in stimulating, playful activity than do mothers. From these interactions, children learn how to regulate their feelings and behavior. Roughhousing with dad, for example, can teach children how to deal with aggressive impulses and physical contact without losing control of their emotions.<sup>19</sup> Generally speaking, fathers also tend to promote independence and an orientation to the outside world. Fathers often push achievement while mothers stress nurturing, both of which are important to healthy development. As a result, children who grow up with involved fathers are more comfortable exploring the

world around them and more likely to exhibit self-control and pro-social behavior.<sup>20</sup>

One study of school-aged children found that children with good relationships with their fathers were less likely to experience depression, to exhibit disruptive behavior, or to lie and were more likely to exhibit pro-social behavior.<sup>21</sup> This same study found that boys with involved fathers had fewer school behavior problems and that girls had stronger self-esteem.<sup>22</sup> In addition, numerous studies have found that children who live with their fathers are more likely to have good physical and emotional health, to achieve academically, and to avoid drugs, violence, and delinquent behavior.<sup>23</sup>

In short, fathers have a powerful and positive impact upon the development and health of children. A caseworker who understands the important contributions fathers make to their children's development and how to effectively involve fathers in the case planning process will find additional and valuable allies in the mission to create a permanent and safe environment for children.

### Dispelling the Stereotype of Low-income Fathers

It is very important for anybody working with fathers, especially CPS caseworkers, to dispel one common stereotype: the image of low-income urban fathers as disengaged and uninvolved with their children. As Dr. Michael Lamb has stated, "Our research really bashes the stereotype of the low-income father. These fathers care about their kids, but may not show their love in conventional ways and sometimes a lack of a job, poor communication with the mom, or even their own childhood experiences can prevent them from getting involved."<sup>24</sup> Too often, professionals may assume that a low-income, urban dad who does not live with his children is uninvolved with, even unconcerned about, his children. This can push a father away from his family, the exact opposite of what a CPS caseworker wants to see happen.



## CHAPTER 3

# Fathers and Their Impact on Child Maltreatment

A father in the home can be a strong protective factor for children. A father also may play a role in child maltreatment. This chapter first looks at the definition and impact of child maltreatment and presents data on the perpetrators of child abuse and neglect. The chapter then discusses fathers in light of their varying roles.

### CHILD MALTREATMENT AND ITS IMPACT ON CHILDREN

The Child Abuse Prevention and Treatment Act (CAPTA) (P.L. 93-247) defines child abuse and neglect as any “recent act or failure to act on the part of a parent or caretaker that results in death, serious physical or emotional harm, sexual abuse, or exploitation” of a child under the age of 18 or, “an act or failure to act that presents an imminent risk of serious harm” to a child.

Maltreatment is commonly classified into four categories:

- **Physical abuse** includes punching, beating, kicking, biting or shaking a child.
- **Sexual abuse** refers to any sexual contact with a child, the simulation of such conduct with a

child, or exposing a child to sexually explicit material or conduct.

- **Child neglect** is a failure to provide for a child’s basic needs for health care, food, clothing, adult supervision, education, and nurturing.
- **Psychological maltreatment** refers to behavior, such as ridiculing, terrorizing, corrupting, or denying affection to a child.

The abuse and neglect of children can have profoundly negative consequences for the social, psychological, and physical health of children. The physical abuse (e.g., shaking a crying baby) and neglect of infants is linked to a range of physical and emotional maladies (e.g., seizures, irritability, developmental delays, and learning disabilities).<sup>25</sup> The physical and psychological abuse of preschoolers and school-aged children is associated with depression, low self-esteem, antisocial behavior, juvenile delinquency, and adult criminal behavior.<sup>26</sup> Sexual abuse is associated with depression, substance abuse, eating disorders, suicidal behavior, and promiscuity.<sup>27</sup> Neglect is associated with “non-organic failure to thrive,” which is characterized by below-average weight, height, and intellectual development; neglect is also linked to attachment disorders, aggression, and difficulty dealing with others.<sup>28</sup>

For more information on the definition and consequences of child abuse and neglect, see *A Coordinated Response to Child Abuse and Neglect: The Foundation for Practice* at <http://nccanch.acf.hhs.gov/profess/tools/usermanual.cfm>.

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## PERPETRATORS OF CHILD MALTREATMENT

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In 2003, an estimated 906,000 children were victims of abuse and neglect. Neglect was the most common form of maltreatment, with 60.9 percent of child victims suffering from neglect in 2003. Neglect was followed by physical abuse (18.9 percent of child victims), sexual abuse (9.9 percent of child victims), and psychological maltreatment (4.9 percent of child victims). In 2003, approximately 1,500 children died because of abuse or neglect.<sup>29</sup>

The largest percentage of perpetrators (83.9 percent) was parents, including birth parents, adoptive parents, and stepparents.<sup>30</sup> How do fathers compare to mothers in the perpetration of child maltreatment? As discussed earlier, Federal data derived from CPS reports in 2003 indicate that in 18.8 percent of the substantiated cases, fathers were the sole perpetrators of maltreatment; in 16.9 percent of the cases, the fathers and the mothers were perpetrators; and in 1.1 percent of the cases, the father acted with someone else to abuse or neglect his child. Mothers were the sole perpetrators in 40.8 percent of the cases and acted with someone besides the father in 6.3 percent of the cases.<sup>31</sup> This means that fathers were involved in 36.8 percent of child maltreatment cases and that mothers were involved in 64 percent of child maltreatment cases. Additionally, more than one-half of the male perpetrators were biological fathers, and, although recidivism rates were low, biological fathers were more likely to be perpetrators of maltreatment again than were most other male perpetrators. This may be due in part to the lack of permanence between a mother and her boyfriend or that the perpetrator may be excluded from the household before recidivism can occur.<sup>32</sup>

Mothers are almost twice as likely to be directly involved in child maltreatment as fathers. Mothers are more likely to abuse or neglect their children than fathers because they bear a larger share of parenting responsibilities in two-parent families and because a large percentage of families today are headed by mothers. In some communities, they are

the majority.<sup>33</sup> Perpetrator patterns differ, however, by type of maltreatment. Mothers are not more likely to be the perpetrator when it comes to sexual abuse; fathers are more likely to be reported for this crime.<sup>34</sup>

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## THE PRESENCE OF FATHERS AS A PROTECTIVE FACTOR

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Relatively little research has focused squarely on the question of how fathers either directly contribute to the risk of child abuse in a family or offer a protective factor. Nevertheless, several studies on fathers and parents in general offer insights into the role of fathers in the child maltreatment equation:

- Generally speaking, the same characteristics that make a man a good father make him less likely to abuse or neglect his children. Fathers who nurture and take significant responsibility for basic childcare for their children (e.g., feeding, changing diapers) from an early age are significantly less likely to sexually abuse their children.<sup>35</sup> These fathers typically develop such a strong connection with their children that it decreases the likelihood of any maltreatment.
- The involvement of a father in the life of a family is also associated with lower levels of child neglect, even in families that may be facing other factors, such as unemployment and poverty, which could place the family at risk for maltreatment.<sup>36</sup> Such involvement reduces the parenting and housework load a mother has to bear and increases the overall parental investments in family life, thereby minimizing the chances that either parent will neglect to care for or to supervise their children.
- On average, fathers who live in a married household with their children are better able to create a family environment that is more conducive to the safety and necessary care of their children. Consequently, children who live with their biological father in a married household are



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significantly less likely to be physically abused, sexually abused, or neglected than children who do not live with their married biological parents.

One cannot equate a household headed by a married mother and father with a household headed by parents who are cohabitating. There is something about the legal and social commitments of marriage that strengthens the positive impacts of fathering—it may simply be that being married strengthens the commitment of a father to his family. However, when working with families headed by a cohabitating couple, the caseworker should not dismiss the potential contributions to be made by the father. While research shows the benefits of marriage over cohabitation when it comes to raising children, fathers who live with the mother of their children are still in a position to contribute greatly to their children's development and must be considered a potential asset by the caseworker.<sup>37</sup> The caseworker may also want to see if the cohabitating parents are interested in being referred to a marriage preparation course. For more information on such programs, see the U.S. Department of Health and Human Services' Healthy Marriage Initiative website at <http://www.acf.hhs.gov/healthymarriage/index.html>.

By contrast, children who live in father-absent homes often face higher risks of physical abuse, sexual abuse, and neglect than children who live with their fathers. A 1997 Federal study indicated that the overall rate of child maltreatment among single-parent families was almost double that of the rate among two-parent families: 27.4 children per 1,000 were maltreated in single-parent families, compared to 15.5 per 1,000 in two-parent families.<sup>38</sup> One national study found that 7 percent of children who had lived with one parent had ever been sexually abused, compared to 4 percent of children who lived with both biological parents.<sup>39</sup>

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## THE ROLE OF FATHERS IN CHILD MALTREATMENT

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While a father in the home reduces the likelihood of a child being abused, there are still, of course, fathers who are perpetrators of child abuse. Research shows that there are certain characteristics of fathers that make them more likely to mistreat a child. Poverty, underemployment, or unemployment can increase a father's stress level, which may make him more likely to abuse his children physically.<sup>40</sup> Underemployment and unemployment also undermine a father's feelings of self-worth, which may make him more likely to lash out at his children.<sup>41</sup>

Substance abuse also is strongly associated with higher rates of abuse and neglect among fathers and mothers. One study found that 66 percent of children raised in alcoholic homes were physically maltreated or witnessed domestic violence and that more than 25 percent of these children were sexually abused.<sup>42</sup> Additionally, fathers who were abused or who witnessed domestic violence between their parents are more likely to abuse their own children.<sup>43</sup> Among other things, substance abuse lowers the inhibitions that fathers might otherwise have in connection with abusing their children by diminishing self-control.

Fathers with a low sense of self-worth are also more likely to abuse their children.<sup>44</sup> Those experiencing psychological distress or low self-esteem may seek diversion from their problems or may abuse their children as a way to dominate and thus to derive a perverse sense of personal power.<sup>45</sup> Fathers also may abuse their children as a way of exacting revenge on a spouse or partner by whom they feel humiliated.<sup>46</sup>



## CHAPTER 4

# Effective Fathering

Of course, fathers are not all the same, and being an effective father takes many different forms. It is important for any caseworker who is going to be working with fathers—in other words, every caseworker—to understand what effective fathering is. Understanding what makes for an effective father can help the caseworker work with a father around setting goals and objectives and assist both the caseworker and the father in understanding when progress has been made.

Helping men understand what an invaluable and irreplaceable role they play in the development and lives of their children can lead them to make a greater commitment and investment in their family. Indeed, Dr. Wade F. Horn, co-founder and former president of the National Fatherhood Initiative, coined the phrase “the myth of the superfluous father.”<sup>47</sup> By this, he was referring to the fact that too many fathers become convinced that they are simply an extra set of hands to help around the house, rather than irreplaceable to their children. Men who see themselves as simply an “extra set of hands” are not in a position to help the family prevent future child maltreatment.

The following discussion explores what makes a father effective and offers the caseworker further insight into the importance of fathers. Despite a diversity of views on fathering, research suggests seven dimensions of effective fathering:

- Fostering a positive relationship with the children’s mother
- Spending time with children
- Nurturing children
- Disciplining children appropriately
- Serving as a guide to the outside world
- Protecting and providing
- Serving as a positive role model.

Fathers may not excel in all seven of these dimensions, but fathers who do well in most of them will serve their children and families well. Some of the dimensions are generic indicators of good parenting; others apply specifically to men in their role as fathers.

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### FOSTERING A POSITIVE RELATIONSHIP WITH THE CHILDREN’S MOTHER

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As discussed in Chapter 2, *Fathers and Their Impact on Children’s Well-being*, one of the most important ways that men can be good fathers is by treating the mother of their children with affection, respect, and consideration. The virtues that a father displays in his relationship with the mother of his children set an important example for the children. Children who witness affectionate, respectful, and sacrificial

behavior on the part of their father are more likely to treat their own, future spouses in a similar fashion. Just as child maltreatment and domestic abuse can be passed on from one generation to the next, so can respect, caring, and kindness. These children are also more likely to be happy and well-adjusted. By contrast, children who witness their father's anger toward or contempt for their mother are more at risk for depression, aggression, and poor health. The stress of parental conflict can have a negative effect even on the immune system, which can result in health problems for children.<sup>48</sup> See Appendix F for more on healthy marriages.

The research on fatherhood suggests two implications for fathers. First, fathers need to accentuate the positive when interacting with their wives and to show affection for their wives on a daily basis. While for many men this comes naturally, for others it does not. Many men, especially those who grew up without a father, simply did not have role models for how men can and ought to relate to their spouse or partner in a positive fashion. Further, the way a man treats and interacts with the women in his life is frequently connected to how he views himself as a man. The second implication is that husbands need to be able to deal with conflict with their wives in a constructive manner. Conflict, in and of itself, is not a bad thing in a relationship. Indeed, conflict is often necessary to resolve issues, grievances, or injustices in a relationship. Couples who can raise issues with one another constructively, compromise, and forgive one another for the wrongs done generally have happier marriages and happier children than those who do not handle conflict well or who avoid addressing issues in their relationship.<sup>49</sup>

Men should try to avoid two pitfalls of relationships: criticism and stonewalling. Criticism entails attacking a partner's personality or character as opposed to addressing a specific concern about her behavior. Stonewalling means that one partner disengages from the relationship when conflict arises, either by failing to speak, being emotionally distant, or by physically leaving the scene. In conflict, women tend to resort more to criticizing and men are more

prone to stonewalling. Both of these behaviors can be enormously destructive to a relationship.<sup>50</sup> By contrast, fathers who can keep calm in the midst of conflict, who can speak non-defensively, validate their partner's concerns, and attempt to respond to legitimate issues raised by their partner are much more likely to have a strong and happy relationship with their wife and children.

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## SPENDING TIME WITH CHILDREN

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"Kids spell love T-I-M-E."—Dr. Ken Canfield, Founder and President, National Center for Fathering<sup>51</sup>

The time a father spends with his children is important for at least three reasons. First, spending time together enables a father to get to know and to be known by his child. A father can best discover his child's virtues and vices, hopes and fears, and aspirations and ideals by spending lots of time with his child. Second, a father who spends lots of time with his child tends to be better at caring. Time spent together makes a father more sensitive to his child's needs for love, attention, direction, and discipline.<sup>52</sup> And third, as the quotation above illustrates, children often do see time as an indicator of a parent's love for them.

The research literature suggests a few important points about how fathers spend time with their children:

- Fathers should spend considerable time with their children playing and having fun. As discussed earlier, fathers' play has a unique role in the child's development, teaching, for example, how to explore the world and how to keep aggressive impulses in check.
- Fathers should maintain the active, physical, and playful style of fathering as their children age. In other words, when it comes to father-child fun, active pursuits like tossing the football, playing basketball, hiking, or going to the library are more valuable than spending time in passive activities such as watching television—for their

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relationship and for their child's emotional well-being, social development, and physical fitness.

- Fathers should engage in productive activities with their children such as household chores, washing dishes after dinner, or cleaning up the backyard. Research consistently shows that such shared activities promote a sense of responsibility and significance in children that is, in turn, linked to greater self-esteem, academic and occupational achievement, psychological well-being, and civic engagement later in life.
- Fathers should spend time fostering their children's intellectual growth. Some studies suggest that fathers' involvement in educational activities—from reading to their children to meeting with their child's teacher—is more important for their children's academic success than their mother's involvement.<sup>53</sup>

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### NURTURING CHILDREN

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Nurturing by a father serves several important purposes:

- Helps fathers build close relationships with their children.
- Fosters psychological well-being and self-worth in their children.
- Provides children with a healthy model of masculinity.
- Helps protect girls from prematurely seeking the romantic and sexual attention of men.

With infants, fathers should be responsive to their babies' cries, hold and hug them often, and participate in their basic care (e.g., feeding, changing diapers). Throughout the rest of early childhood, fathers should praise their children when they behave well or accomplish something, hug and kiss their children often, and comfort them when they are sad or scared. Fathers should continue to praise

adolescents, especially when they achieve significant accomplishments.

Fathers' nurturing may be less openly expressive than mothers'. In fact, one unique way that fathers nurture their children—especially toddlers and teenagers—is by remaining calm when the child is upset or acting out. Studies suggest that fathers who respond calmly when their children misbehave, get upset, or otherwise lose control have children who are more popular, boys who are less aggressive, and girls who are less negative with their friends.<sup>54</sup> Fathers exercise a critical role in providing their children with a mental map of how to respond to difficult situations. This is why they have to learn the art of self-control as they interact with their children.

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### DISCIPLINING CHILDREN APPROPRIATELY

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The role that fathers play as disciplinarians cannot be underestimated. The way this role is understood and implemented within the individual family can have an enormous impact on how the family responds to efforts to prevent further child maltreatment.

One advantage of having two parents rather than one is that two parents can share the load of parenting. Discipline often is difficult and frustrating; hence, fathers can make raising children easier for all in the family by taking up a substantial share of child discipline. Fathers seem to be uniquely successful in disciplining boys, perhaps in part because boys are often more likely to respond to discipline by a man.<sup>55</sup>

How should fathers discipline their children? First of all, a father must maintain control of his emotions, his body language, and his hands when he disciplines his children. Fathers who scream at their children, who pound tables, or who strike their children are destined to fail as disciplinarians, both because they are modeling bad behavior and because they lose their children's respect when they let their emotions take hold of them.<sup>56</sup> Unfortunately, many fathers resort to these tactics out of frustration when they feel they cannot control their children, because they

cannot control their anger, or because they simply do not know another way.

Since the way a father disciplines can be so important to preventing further child maltreatment in a family, Chapter 6, *Fathers and Case Planning*, presents a more detailed discussion on how to work with fathers on proper discipline.

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### SERVING AS A GUIDE TO THE OUTSIDE WORLD

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Another important function that fathers serve in the lives of their children is as guides to the world outside the home. When children are in preschool, fathers can best prepare their children for the outside world by engaging in vigorous, physical play and encouraging small steps in the direction of autonomy. For instance, fathers can push preschoolers to learn to dress themselves, to shake hands with house guests, and, more generally, to deal with the frustrations of daily life. As children begin school, fathers can tell their children of their own experiences in school and encourage them to study hard, teach them about money management, or teach them a sport that will help their children learn about teamwork.

Fathers of adolescents should incorporate discussions of their core beliefs and life experiences into ordinary conversations with their teens and have meals with their children on a regular basis. Fathers should also include their children in some of their work or community activities so as to give their teenaged children a taste of their lives outside the home.<sup>57</sup> They also should talk to their children about peer pressure and the dangers of alcohol, drugs, early sexual activity, and violence. And fathers should take the lead in giving their adolescents a little more freedom as they grow older, so long as this freedom is coupled with the occasional word of encouragement and advice, along with consequences for abuses of that freedom. In sum, fathers need to be preparing their children for the challenges and opportunities of adulthood by gradually giving them more opportunities to

act independently and to make good use of their independence.

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### PROTECTING AND PROVIDING

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Certainly the role of father as protector and provider has changed over the years. Historically, fathers were viewed as chief financial provider for and protector of their children. As the traditional roles of mother and father, and likewise man and wife, have changed over the years, the distinctions have blurred, especially when it comes to who is the breadwinner. One study, however, found that men view marriage “as a partnership of equals, albeit one in which the man is the partner ultimately responsible for the provision of income and the family’s protection.”<sup>58</sup> The ability to provide and protect is still, today, very much tied up with the average man’s sense of self and sense of manhood. Research consistently shows that fathers who are employed full-time express more happiness with family life and have better relationships with their children, compared to fathers who are underemployed or unemployed.<sup>59</sup>

For many men, feelings of inadequacy in the role of protector and provider can translate into frustration and anger, which may not be managed appropriately. Men who are under- or unemployed may feel powerless within the family. Child maltreatment can at times be a way of “getting even” with a partner whom the man sees as more powerful within the relationship. Furthermore, fathers who feel inadequate in their role as provider and protector may feel inadequate to step in and to help to prevent further maltreatment. This is why it is particularly important to explore this role in the case planning process.

Fathers also are still expected to provide protection in addition to providing for their family financially. From child-proofing a home when the child is very young to making sure their children are not threatened by other children or adults, fathers play an important role in making sure their children are safe. This is particularly important in communities that experience high rates of violence and crime. In fact,

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research clearly suggests that fathers in disadvantaged communities play a critical role in monitoring and controlling their own children, and even others' children, and that such communities suffer when there are few fathers able to play this protective role.<sup>60</sup>

Fathers also can protect their children by monitoring their social environment. Research indicates that children benefit when their parents know their friends and the parents of their friends.<sup>61</sup> Fathers can use this “intergenerational closure,” as social scientists call it, to keep track of their children’s whereabouts and activities and to collaborate with other parents in making sure that their children are behaving in ways they approve. Fathers also should pay close attention to the type of peers with whom their children are spending time. If they determine that their children’s peers are engaged in unethical, dangerous, or unlawful activities, they need to minimize their children’s contact with these other children.

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### BEING A ROLE MODEL

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While the direct relationship a father has with his child is of paramount value, fathers also exercise a strong influence on their children through the type of life they live in and outside the home. In the wake of child maltreatment, it is very important that the father examine what sort of role model he is presenting to his children. Of course, if he is the perpetrator of the maltreatment, the answer is that he is providing a very poor role model. Yet it is not solely the question of the maltreatment—how else is the father communicating to the child what kind of life he leads?

If the father is not the perpetrator, it is still very important for him to look at what kind of role model he is portraying. The victim of the maltreatment and all other children in the home will be confused and fearful about his own place in the family following one or more instances of maltreatment. Children will look to the adults in the household for emotional sustenance, including how to respond and behave moving forward. It is at such times of familial stress

that the role model provided by the father is of the utmost importance.

Being a role model is not a simple or easy task. In the way that fathers treat other people, spend their time and money, and handle the joys and stresses of life, they provide a template of living for their children that often proves critical in guiding the behavior of their children, for better or worse. As discussed earlier, a father’s treatment of the opposite sex, his ability to control his own emotions, and his approach to work all play a formative role in shaping his sons’ and daughters’ approach to romantic relationships and marriage, interpersonal relationships, and school and work.<sup>62</sup>

There are three points that can guide a father as he explores what kind of role model he is and wants to be:

- Fathers should promote the mission of their families. It may sound odd to talk about a mission statement for a family but all healthy families have them, whether they are articulated or not. For instance, families that believe their children should be brought up with a sound spiritual foundation have, as part of their mission, raising children of faith. And families that believe that children must learn the benefits of hard work raise children who recognize and can embrace the virtues of working hard and applying one’s self to a goal.
- Fathers should abide by the spirit and (where appropriate) the letter of the rules that govern family life. For example, a father who asks his teenager to obey his curfew should also make an effort to be home at a decent hour.
- Fathers should acknowledge their mistakes to their children. When appropriate, they should be willing to seek forgiveness from their children. A father who loses his temper while disciplining a child should apologize to the child. Many men view apologizing to their child as a sign of weakness that will cause the child to lose respect for the father. The opposite is true. Apologizing shows a man is capable of acknowledging and

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facing up to a mistake, fixing the mistake to the extent possible, and committing to moving forward—hardly a sign of weakness, much more so a sign of strength.<sup>63</sup>

A father's influence as a role model for his children is affected by the amount of time they spend together. Whether they live in the same home on a full-time basis or not, fathers should make a concerted effort to model behaviors and attitudes that they want to see their children display when they grow up.

The above discussion of the seven dimensions of effective fathering offers some insight for CPS caseworkers into how to strengthen a father's role in the lives of his children. The next three chapters are designed to help caseworkers put this information into the context of the child protection process from investigation to case planning through service provision and case closure.



## CHAPTER 5

# Fathers and Initial Assessment and Investigation

Fathers have, traditionally, not been as involved in child welfare case planning as mothers. Worker bias regarding father involvement appears to be the most widely researched barrier to fathers' participation in child welfare case planning. One study found that caseworkers did not pay attention to birth fathers to the degree that they did to birth mothers.<sup>64</sup> At the same time, the fathers did not respond to outreach efforts as well as mothers, which testifies to the need to approach fathers with an understanding of their unique needs and feelings. At least in this one study, caseworkers were found to require that fathers demonstrate their connection to the child whereas the mothers' connection was taken for granted.<sup>65</sup> Of course, characteristics of fathers who do not live with their children also can contribute to the difficulties in successfully engaging fathers—incarceration, homelessness, substance abuse, to name a few.

Certainly the safety of the child and family is the most important goal of child protection. Not all fathers should be included in the child protective services (CPS) case plan. When a father has been the perpetrator of abuse, and the conclusion is reached that working with the father can promote neither safety nor permanence for the child, then the caseworker's focus must remain with other members of the family. This conclusion, however, must be reached only after the family assessment is complete—it cannot be assumed. How to involve fathers effectively in the initial assessment process is the focus of this chapter.

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### UNDERSTANDING ONE'S OWN BIASES

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Everyone's views regarding fatherhood are likely to be colored by their own experience with their fathers, and, with caseworkers, perhaps by their clinical experience. Simply put, it is impossible to be without biases and preconceptions about fathers. For any professional working with men, especially caseworkers in the very difficult and emotionally charged realm of child protective services, it is important to recognize and understand one's own biases and preconceptions.

To work successfully with fathers, caseworkers must know what their own biases and preconceptions are about fatherhood and fathers. Once caseworkers understand these, they can more readily do a self-check throughout the case to ensure that these biases are not affecting their view of the families with whom they work.

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### FATHERS AND THE ASSESSMENT PROCESS

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Fathers, whether or not they are the perpetrator of the child maltreatment, must play an important part in the initial assessment or investigation process. This includes fathers who do not live with their children.

## Initial CPS Assessment or Investigation

As described in *Child Protective Services: A Guide for Caseworkers*, the purpose of the initial assessment or investigation is:

...to gather and analyze information in response to CPS reports, to interpret the agency's role to the children and families, and to determine which families will benefit from further agency intervention. After interviewing all parties and gathering all relevant information, CPS caseworkers must determine whether maltreatment has occurred and can be substantiated. In most States, CPS staff are mandated by law to determine whether the report is substantiated or founded (meaning that credible evidence indicates that abuse or neglect has occurred) or whether the report is unsubstantiated or unfounded (meaning that there is a lack of credible evidence to substantiate child maltreatment—but does not mean it did not necessarily occur). Depending on State law, CPS agencies usually have up to 30, 60, or 90 days after receiving the report to complete the initial assessment or investigation. A major part of the initial assessment or investigation includes determining whether there is a risk or likelihood of maltreatment occurring in the future and whether the child is safe (not at risk of imminent, serious harm). In addition, CPS caseworkers must decide whether ongoing services to reduce risk and assure safety should be provided by the CPS agency or other community partners.<sup>66</sup>

If the father of the child does not live in the home, the caseworker should find out where the father is. Whether in the home or not, the caseworker should also:

- Understand what type of relationship the father has with his child and the family.
- Learn about how the father of the child fits into the current family dynamics.
- Understand what role the father plays either in contributing to the circumstances that led to maltreatment or in helping to protect the child from further maltreatment.

An assessment or investigation cannot be considered complete until these issues are addressed and understood to the fullest extent possible.

The first decision point in the assessment process is substantiating that maltreatment actually occurred. The second decision point is assessing risk. Risk assessment involves evaluating the child and family's situation to identify and weigh the risk factors, family

strengths, and resources, and agency and community services.<sup>67</sup> Assessing risk involves gathering information in four key domains: the maltreatment itself, the child, caregivers, and family functioning.

Fathers clearly need to be interviewed as part of the assessment or investigation. This is recommended whether the father is living with the child or not. The reasons why it is important to interview fathers who live outside the home include the following:

- The father is significant to the child, whether the father is actively involved in the child's life or not.
- The nonresidential father has an important impact on the dynamics of the family.
- If placement outside of the home should be necessary, the biological father may prove to be a suitable placement.
- The nonresidential father may play a role in ameliorating the circumstances that led to the abuse.

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## INTERVIEWING FATHERS

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During the initial assessment or investigation, caseworkers must gather and analyze a great deal of information from the child victim, family members, and other sources who may be knowledgeable about the alleged maltreatment or the risk to and safety of the children. *Child Protective Services: A Guide for Caseworkers* provides a detailed exhibit of the types of information that caseworkers should gather from each source (see [http://nccanch.acf.hhs.gov/pubs/usermanuals/cps/exhibit6\\_2.cfm](http://nccanch.acf.hhs.gov/pubs/usermanuals/cps/exhibit6_2.cfm)).

While conducting interviews with fathers, the caseworker should be aware of some unique issues relevant to fathers that may prove useful in understanding the father's role in the family. For fathers who live in the home, caseworkers should address the following topics:

- What role does the father view himself playing in the family?
  - How does the father view the maltreatment that occurred? Does he see it as a failure on his part? Does he experience the fact that his child was maltreated as an affront to how he views himself as a man and a father?
  - Is there anything he personally believes he could have done differently to prevent the maltreatment?
  - What role models as a father has he himself had? How does the father believe these role models would or should have handled the situation that led to the maltreatment?
  - If the father was the perpetrator, it will be important to explore his views of discipline and how he came to learn what is appropriate discipline. It will also be important to explore the role of aggression and anger in the father's life to help determine the risk the father may present in the future. Is he, for example, open to learning new ways of discipline?
- What is the relationship between the father and the mother of the child(ren), and how does he interact with her?
  - Are there other men involved with the family, how does the father view these men, and what is the type and quality of their relationship?
  - For fathers who live outside the child's home, topics to explore include:
    - What is the current living arrangement of the father vis-à-vis the home in which his child lives?
    - Is there another man living in the home with the child? How does the child's father view this man and his relationship with his child and the mother of his child?
    - How often does the father see his child? If and when he does see the child, what is the nature of the interaction?

The CPS caseworker must keep in mind that traditional roles of fathers—provider, protector, and teacher—still have great meaning for men today. Whether or not the father is the perpetrator, a man very often views the maltreatment of his child as a failure on his part—a failure to protect his child, for example. It is equally important to recognize that the entire self-perception of “manliness” and “fatherhood” are deeply intertwined. In every culture, “being a man” is loaded with deep meaning and these meanings vary across cultures. Caseworkers who try to understand the dynamics of the family need to recognize what “manliness” and “fatherhood” mean to the men in that family. Appendix D, *Cultural Competence Self-assessment Questionnaire*, can also help an agency and its caseworkers address their cultural competency training needs as they relate to the father and families they serve.

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## DETERMINING WHETHER TO INVOLVE OTHER PROFESSIONALS

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If, as the assessment progresses, significant questions still exist about the risks and strengths in the family, the caseworker may find it valuable to utilize outside referrals. Given the importance that the father can play in the assessment process, the caseworker may need to turn to an outside professional if unable to gather sufficient information about the father and his role in the dynamics that caused the maltreatment.

For example, for some men and in some cultures, it is extremely difficult to speak to a woman about issues relating to family and to fatherhood. In such a case, the caseworker may find it valuable to have the father meet with a professional who is experienced working with fathers. Such a professional may be found within the same social services agency or at another organization within the community. The challenge here is that, while today, in nearly every community there is a program dedicated to supporting and helping fathers, many of the staff may not be sensitive to and knowledgeable about issues related to child maltreatment. Prior to involving staff from such an organization in the assessment process, it is important to inquire whether they have had experience with fathers who have been involved, either as a perpetrator or a non-offending adult in the family, in a child maltreatment case. If they have not, then ask if there is a psychologist, psychiatrist, or clinical social worker with whom the organization works who is good at working with fathers. Such

a professional may bring an understanding of child maltreatment, combined with experience working with fathers, to the CPS assessment process. Also keep in mind that for many fathers, the outside professional may be a religious leader at the religious institution the father attends.

CPS workers, however, may or may not be able to locate such programs easily, depending on the resources in the community, but generally finding a fatherhood program in a local community should not be too difficult. Today, there are numerous such programs, examples of which are presented in Section II of the manual. In addition to colleagues and to local social service experts, two good resources mentioned previously are the National Center for Fathering (1-800-593-DADS; [www.fathers.com](http://www.fathers.com)) and the National Fatherhood Initiative (301-948-0599; [www.fatherhood.org](http://www.fatherhood.org)).

The local child support enforcement offices also may prove to be a good resource. Obviously, they have a great deal of experience working with fathers. Many low-income fathers may still perceive child support as an enforcement agency rather than a helping tool. Over the past several years, child support offices have strived to become a supportive service to fathers by helping them with challenges ranging from defeating substance abuse, successfully returning to family life after incarceration, and developing job skills. However, since misperceptions about local child support offices remain common among low-income fathers, the caseworker needs to be sensitive to these misperceptions.

## CHAPTER 6

# Fathers and Case Planning

Historically, child protective services (CPS) casework and policies, as well as academic research, typically overlooked the role that fathers played in the dynamics of child abuse and neglect, other than as the alleged offenders.<sup>68</sup> Barriers to involving fathers in case planning included custody issues, unemployment, child support payment and collection, domestic violence, and incarceration.<sup>69</sup> Heavy caseloads also made it harder to track down a nonresidential father; it is often seen as easier to manage the ongoing interactions over the course of the case by working with just one parent, usually the mother, and the children. Fathers often had to demonstrate their connection to the child, whereas the mothers' connection was taken for granted.<sup>70</sup> While it may take extra effort to involve a nonresidential father, it is usually in the child's best interest to do so.

This chapter focuses on working directly with fathers in the case planning process. The chapter first highlights the importance of demonstrating empathy, respect, and genuineness in interactions with a father. It continues with a discussion of two specific issues of particular concern in working with fathers: child support and discipline. The chapter then looks at the challenges of bringing in fathers who do not live with the child. Recognizing that not all relationships are the same, the chapter also explores issues relevant to fathers in different situations.

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### DEMONSTRATING EMPATHY, RESPECT, AND GENUINENESS

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Researchers have defined three core conditions that are essential to the helping relationship:

- Empathy
- Respect
- Genuineness

“A caseworker’s ability to communicate these three core conditions will strongly influence whether they will build a relationship with the children and family that is characterized by cooperation or a relationship that is hostile and distrustful.”<sup>71</sup> Each of these conditions is discussed below in the context of working with fathers.

**Empathy** is the ability to perceive and communicate with sensitivity the feelings and experiences of another person.<sup>72</sup> Developing empathy is not easy. It can be especially difficult with men and fathers. Whether or not the father is the perpetrator, the entire intake, assessment, and case planning process is experienced by the father, to some degree, as a threat. The very fact that his family is involved with CPS is testimony, at least in his mind, that he has failed in his role as protector. Some fathers will be able to accept and verbalize these feelings; others will defensively shunt them aside. Regardless, the caseworker must

## Case Planning

*Child Protective Services: A Guide for Caseworkers* describes case planning in this way:

The case plan that a child protective services (CPS) caseworker develops with a family is their road map to successful intervention. The outcomes identify the destination, the goals provide the direction, and the tasks outline the specific steps necessary to reach the final destination. The purposes of case planning are to:

- Identify strategies with the family that address the effects of maltreatment and change the behaviors or conditions contributing to its risk;
- Provide a clear and specific guide for the caseworker and the family for changing the behaviors and conditions that influence risk;
- Establish a benchmark to measure client progress for achieving outcomes;
- Develop an essential framework for case decision-making.
- The primary decisions during this stage are guided by the following questions:
  - What are the outcomes that, when achieved, will indicate that risk is reduced and that the effects of maltreatment have been successfully addressed?
  - What goals and tasks must be accomplished to achieve these outcomes?
  - What are the priorities among the outcomes, goals, and tasks?
  - What interventions or services will best facilitate successful outcomes? Are the appropriate services available?
  - How and when will progress be evaluated?<sup>73</sup>

understand the feelings the father is experiencing to effectively engage him in the process.

**Respect** has special meaning to men and fathers. An entire popular language has developed around respect and disrespect in the male-dominated worlds of sports and hip-hop, for example. Communicating respect throughout the case planning process is an important way to get and to keep the father engaged. This is not to suggest that despite the caseworker's best efforts, the father will never feel disrespected during the case planning process. Likely, things will be said and feelings will be exposed that may make

him feel disrespected. It is important that the father not be given reason to accurately conclude he is being disrespected by the caseworker. Transient feelings can be dealt with and overcome. A genuine belief that the caseworker disrespects the father, however, can poison the relationship, making it much harder to reach the ultimate goal of safety and permanency for the child.

**Genuineness** refers to "caseworkers being themselves. This means simply that caseworkers are consistent in what they say and do, non-defensive, and authentic."<sup>74</sup> Genuineness is important in working with fathers, as it is with all members of the family.

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## DISCUSSING CHILD SUPPORT

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As discussed earlier, child support can mean “walking a tightrope” in the CPS context. When working with a father who does not live with his child, child support may be an issue of contention between the mother and father, an issue that could indeed stand in the way of a mother and father working together in any meaningful fashion. For example, among families where the father is not living in the home, the rate of current child support collection rose from 54 percent in 2000 to 59 percent in 2004. The percentage of arrears cases, however, has remained around 60 percent.<sup>75</sup> Not surprisingly, children in homes where they receive no financial support from their fathers are much more likely to be poor.

Underemployment and unemployment can be experienced by the father as a direct insult to his self-perception as a man and father. The same can be true when a man is unable to pay child support. Many men who owe child support are hesitant about approaching any government office, particularly CPS. It would be a mistake for the caseworker to be perceived by a father as an agent for child support enforcement. At the same time, the caseworker would be remiss by not addressing questions of child support when dealing with a nonresidential father and trying to bring this father into the equation to ensure the child is living in a safe environment.

It may be advisable to speak with the local child support enforcement agency about the services available in the community prior to broaching the subject with the family. Over the past several years, the child support movement has come to not only recognize but also actively support the notion that fathers provide much more to the child than financial support. It is now understood that a nonresidential father, even if he is only able to provide minimal child support, is much more likely to help support the child financially over the years if he is involved in his child’s life than if he is not emotionally connected to his child.

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## DISCUSSING DISCIPLINE

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The topic of discipline may be the most important discussion a caseworker will have with a father, whether or not the father is the perpetrator of the maltreatment. Every father needs to understand how to discipline a child properly, not only because it can help ensure that a child is not maltreated but also because it is one of the most important tools for teaching children. Discipline is not simply about punishment or correction of misbehavior. More broadly, discipline is also about teaching a child to exercise self-control and to obey legitimate authority.

Fathers can learn strategies for controlling their anger, such as recognizing their own physical and emotional cues that suggest they are too angry to deal with a situation at that moment and learning to walk away from a situation until they have reached a calmer emotional state. Sometimes a father’s anger may be grounded in very personal issues, such as his own experiences with his father when he was a boy. In such cases the caseworker may find it valuable to connect the father with a psychologist or clinical social worker.

A father’s anger may grow out of the dynamics in the family or from his relationship with the child’s mother, issues that may reveal themselves to the caseworker in individual interviews and family meetings. In such cases, the caseworker may wish to bring a family therapist into the process.

There are a variety of ways to help fathers better manage their anger. Some can be addressed directly by the caseworker, while others may require additional professional intervention. One role the caseworker can assume is that of teacher, educating the father on how to discipline appropriately. Again, this may need to begin by changing the father’s view of what is appropriate discipline. The caseworker should find out how he currently disciplines his children and how he was disciplined as a child.

For starters, fathers (and mothers) must set clear and consistent limits. Rules serve two purposes. First, they help maintain household order, generally creating a home environment that allows each member to feel comfortable, respected, and safe. A chaotic family situation not only hinders healthy child development, it also makes for a stressful place to live. Second, rules help set the boundaries for children's behavior so that they remain safe. Children do not have the judgment of adults—rules take the place of more mature judgment by clearly telling children this is what they can do and this is what they cannot do.

Good discipline also requires that fathers respond with consistent and reasonable consequences to the misbehavior or carelessness of their children. Fathers should not punish rude behavior by a 6-year-old on one occasion with a time-out and ignore or laugh it off on another. They also should tailor the punishment to fit the crime. When a 3-year-old carelessly spills milk it should not be dealt with the same way as when that child slaps his 1-year-old sister. Fathers must recognize they have a number of negative consequences at their disposal: a verbal warning, a time-out, or taking away a privilege. Fathers can use natural consequences. For example, if a child throws a stuffed animal at a sibling, the stuffed animal gets taken away. Or, another example, if horseplay by the child results in spilling a drink all over the kitchen floor, the child is not allowed to play or to do anything else until he cleans up the mess.

The keys to good discipline are:

- Set clear rules and enforce them.
- Be consistent.
- Never give in to a tantrum. This will only teach children that tantrums work, and will encourage more and louder tantrums in the future.
- Keep anger out of discipline. This also helps the parent refrain from either inappropriate or excessive discipline.
- Do not confuse bad behavior with a bad child. Parents need to verbalize to children that it's the bad behavior they don't like, not the child.
- Use time-outs and other appropriate consequences.
- Praise good behavior.
- Combine rules and limit setting with explanations. Telling children why rules are what they are, and why they are being punished helps them learn what is and is not acceptable behavior.<sup>76</sup>

During the case planning process, caseworkers should work with fathers to set appropriate goals relevant to identified discipline issues. In addition, caseworkers should help identify the specific tasks and services needed to achieve these goals.

### Discipline Self-assessment

Caseworkers can help a father learn a simple evaluation method, so that the father can look back at his own disciplinary measures and determine if they were appropriate. Here are four simple questions a father can ask himself as he reviews his own response:

- Did I teach or did I express anger?
- Was my response consistent with our family rules?
- Did the consequence suit the misbehavior?
- Was there any possibility my response could have hurt my child?



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## BRINGING IN FATHERS WHO DO NOT LIVE WITH THE CHILD

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This manual has discussed the importance of involving nonresidential fathers. They can be a source of support to the mother of their child, both financially and emotionally; are an irreplaceable figure in the lives of their children; and can be a supportive presence as the family deals with the problems that contributed to the maltreatment. If it is determined that the family is not a safe place for the child, the nonresidential father is a placement option that should be considered.

Of course, there may be times when involving the nonresidential father in the case planning process is impossible or ill-advised. Examples include when the father is involved in illegal activities, such as substance abuse or criminal behavior. More often than not, however, the nonresidential father can play a useful role. Bringing him into the process, though, may require some skilled negotiating on the part of the caseworker.

Depending on the living situation of the nonresidential father, the caseworker will often determine that it is advisable to include him in family meetings. He is potentially an additional resource as the family plans how to ensure the child's safety. Of course, he has a stake in the child's safety and future. Involving the nonresidential father and his family in family meetings may require skilled social work on the part of the caseworkers, requiring that they understand:

- The dynamics of the relationship between the father and the mother;
- How other adult members of the family and adults living in the household view the nonresidential father;
- The dynamics of the relationship, if any, between the nonresidential father and these other adult family members and adults living in the household;
- How the nonresidential father and his child interact;
- How involved the father has been in his child's life.

### Optimizing Family Strengths

Since the early 1990s, CPS agencies have primarily been using two models—the Family Unity Model and the Family Group Conferencing Model (also known as the Family Group Decision-making Model)—to optimize family strengths in the planning process. These models bring the family, extended family, and others in the family's social support network together to make decisions regarding how to ensure safety and well-being. The demonstrated benefits of these models include:

- An increased willingness of family members to accept the services suggested in the plan because they were integrally involved in the planning process;
- Maintained family continuity and connection through kinship rather than foster care placements;
- Enhanced relationships between professionals and families resulting in increased job satisfaction of professionals.

Family meetings can be powerful events since families often experience caring and concern from family members, relatives, and professionals. Meetings based on the families' strengths can help them develop a sense of hope and vision for the future. The meetings themselves may also improve family functioning by modeling openness in communication and appropriate problem-solving skills.<sup>77</sup>

There is no straightforward rule or guide for when to bring the nonresidential father into family meetings. Each situation will differ. In some cases, involving the nonresidential father will seem natural and obvious to family members. In other cases, it will be less clear. As with any step that can prove difficult to navigate, the caseworker is advised to consult with a supervisor to determine how and when to proceed.

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### WORKING WITH DIFFERENT FATHERS IN DIFFERENT SITUATIONS

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Caseworkers need to adapt their approaches to fit fathers in varying circumstances. There is no single model for fatherhood and no single model for being an involved father. While it is clear that a married father is more likely to be involved in his child's life, fathers in other situations can be and are good fathers as well. The following discussion highlights different father situations and explores relevant caseworker issues for each while working with families in the child welfare system.

**Married fathers.** This is the model most often associated with positive outcomes for children. Child maltreatment may be a sign of a problem in the marriage. At the very least, it signals significant stress upon the marital unit. When working with a family headed by a married mother and father, the caseworker must come to understand the status of the marriage. Is it strong and healthy? Is it troubled and, if so, why and how? The condition of the marriage directly impacts the children. Furthermore, the child maltreatment may have occurred as a result of marital problems that caused misdirected anger, stress, and exhaustion.

**Cohabiting parents.** A man and a woman living together who have one or more children together present many of the same issues as a married couple. However, the research shows that cohabitation—even and especially when children are involved—is not the same as marriage. For example, one study reveals that when couples marry after cohabiting, they are nearly 50 percent more likely to divorce eventually as compared to couples that did not live together.<sup>78</sup>

Other research has shown that teenagers being raised by cohabiting parents have more emotional and behavioral problems than peers who are living with married parents.<sup>79</sup> Why there is such a difference in outcomes for couples and children alike in a cohabiting arrangement can only be answered by theory and speculation. It may have to do with the view the couple has toward marriage, commitment, and their own relationship. It is theorized that perhaps cohabiting parents, especially men, view the union as more tenuous and perhaps temporary, which suggests that the caseworker determine how the cohabiting mother and father view their own relationship, its strength, and its longevity.<sup>80</sup>

**Incarcerated fathers.** More and more programs are working with men in prison not only to prepare them for returning to a productive role in society, but just as importantly to prepare them for being a good father upon their return. Many men who are in prison have never had an opportunity or know how to be good fathers. These programs work with men around issues related to fatherhood not only out of a commitment to connecting men with their children, but also because ensuring that men who leave prison are prepared to take an active role in their family may be one of the best ways to motivate men to avoid the behaviors that got them into prison in the first place. A caseworker working with a family who has a father currently in prison may find it valuable to determine where the father is incarcerated and if one of these programs is currently operating at this facility. Several programs that work with incarcerated fathers are included in Section II.

**Multiple fathers.** A situation that can be extremely challenging occurs when there are multiple fathers involved in the family. In some families, children are living in the same household, yet have different fathers. There may be different arrangements: the mother is living with children by herself, while the fathers of the children may or may not be involved; the mother may be living with the father of one or more of her children, while the father(s) of her other children may or may not be involved; and the mother may be living with a man who is not the father of

any of her children, and the father(s) of her children may or may not be involved. Obviously, any one of these scenarios presents the potential for tension and confusion over roles. Concerns over who is responsible for the safety of the children, who plays the role of the psychological father—the man who acts, in the eyes of the child, as “dad”—and how other adults are portraying the father to his children will come into play. Financial issues are often a source of tension. Issues of trust between and among the adults are almost sure to arise. As one would expect, it is common for one father to be angry at another over who is responsible for a child being maltreated.

When working with a family with multiple fathers involved, it is important for the caseworker to understand the role each man plays in the family dynamic. It is also important to learn how each father views the maltreatment, what led up to it, and who, in his mind, is responsible for the maltreatment occurring. All men living in the household should be part of the process, including family meetings. Whether and when to involve other fathers of children in the household needs to be determined on a case-by-case basis and, like any challenging issue facing a caseworker, the input of a supervisor can be a valuable tool. The goal of the entire process, of course, is to achieve safety and permanency for the child. One or all of the fathers who are connected to the family can prove to be a valuable ally in accomplishing this goal—determining which of the fathers and how he or they will be helpful, and how the caseworker can support them in being helpful, is the task the caseworker faces.

**Boyfriends.** While he is not the father, a boyfriend may fill the role of father to the child. He may contribute financially to rearing the child. He may be the father of other children in the house, but not of the child who was maltreated. If the father of the child who was maltreated is involved in any way, the father assuredly will have strong feelings about the boyfriend. Much has been written about boyfriends in the house and their role in child maltreatment. Because these men typically do not have the same history of care and nurturing with the child, the

same emotional and normative commitment to the child’s welfare, and the same institutionalized role as a father figure as do biological fathers in intact families, boyfriends pose a higher risk to children if they spend time alone with them.

These factors help to explain why mothers’ boyfriends are much more likely to be involved in physical or sexual abuse of children than a biological father.<sup>81</sup> In one study of physical abuse, boyfriends accounted for 64 percent of non-parental abuse, even though boyfriends performed only 2 percent of non-parental care.<sup>82</sup> Another study found that the odds of child maltreatment were 2.5 times higher in households with a boyfriend living in the home, compared to households with a biological father.<sup>83</sup> The authors of this study concluded that CPS caseworkers should “focus more of their attention on the high-risk relationship between a surrogate father and the children.”<sup>84</sup>

**Stepfathers.** While research varies, some studies show that stepfathers are more likely to abuse their children physically and sexually.<sup>85</sup> A 1997 study of more than 600 families in upstate New York found that children living with stepfathers were more than three times more likely to be sexually abused than children living in intact families.<sup>86</sup> Another study found that the presence of a stepfather doubles the risk of sexual abuse for girls—either from the stepfather or another male figure.<sup>87</sup> Analyzing reports of fatal child abuse in the United States, one study found that stepfathers were approximately 60 times more likely than biological fathers to kill their preschool children.<sup>88</sup> While these studies find that stepfathers often invest less in caring for their stepchildren, others cite many examples of caring behaviors by and close relationships with stepparents, suggesting that paternal investment is not restricted only to biological offspring.<sup>89</sup>

This is not to suggest that the caseworker should assume the boyfriend or stepfather is a dangerous member of the family. There are, of course, countless stepfathers who step into the role of dad with both competence and caring. And many live-in boyfriends

provide both love and structure for the children in the household. It does mean that the caseworker needs to recognize that there are unique issues at play when working with a live-in boyfriend or stepfather. It also may mean that, if the perpetrator is the live-in boyfriend or stepfather, there are additional challenges and issues to consider when assessing the safety of the child.

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### ADDRESSING FATHERS' ABUSE OF THEIR CHILDREN

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There is little literature on the rehabilitation of fathers who have maltreated their children, as well as the role that fathers can play in helping children who have been abused. The following sections should be viewed as preliminary efforts to understand and to help fathers who have abused their children or fathers who are helping their children recover from abuse and neglect.

Fathers who have abused or neglected their children need to:

- Address any factors that may have led up to their perpetration of maltreatment.
- Be honest about the fact that they have a problem and need to take active steps to prevent future acts of maltreatment. Therapists and scholars agree that the crucial first step that abusive parents must take is to acknowledge what they have done.
- Acknowledge that their abuse was wrong and harmful. They should reflect specifically on the harm they have done to their child, which is a crucial step in helping them to desist from further abuse.

- Apologize to their children, either in-person or in writing, both to acknowledge their own culpability and to help their children recover from the abuse. Research suggests that children can benefit when they do not have to hide the fact of their abuse—especially sexual abuse—from people they care about.
- Identify the psychological and situational stressors and stimuli—e.g., loneliness, drug or alcohol use, being alone with their child in the evening—that led to physical or sexual abuse and avoid them at all costs.<sup>90</sup>

Individual or group treatment is generally incorporated into interventions to help confront patterns of abusive behavior and the psychological issues underlying that behavior. Either through counseling or parenting classes, these fathers need to be taught appropriate disciplinary principles and techniques. Physical abuse is often linked to unrealistic expectations on the part of a parent. By learning about the developmental stages of children, they can develop appropriate rules and expectations.

Reconciliation between a father and his child—especially in cases of sexual abuse or multiple incidents of physical abuse—will necessarily be difficult. Indeed, involved family members, CPS caseworkers, and judicial officials will often legitimately decide that a father can no longer live with his children as a consequence of his physical or sexual abuse. Nevertheless, research on restorative justice suggests that some contact, even if it is brief, between the father and his child may be helpful to all concerned parties if the father takes responsibility for his actions, expresses.<sup>91</sup> Thus, professionals and family members seeking to address a father's abuse of his child may wish to consider some effort at reconciliation, provided that both the father and the child (along with the mother or guardian) consent to such an effort.

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## ADDRESSING THE ABUSE OF THEIR CHILDREN BY OTHERS

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Children who have been maltreated are more likely than children who have not to suffer from a range of psychological problems, to have difficulty relating to others, and to suffer from physical or developmental impairments.<sup>92</sup> Research on children who have been abused or neglected indicates that their behavior is quite variable (e.g., one moment they are warm, the next aloof), that they often can be irrationally angry with their caretakers, and that they can be unusually manipulative in their treatment of caretakers. Fathers who are dealing with a child who has been maltreated need to be prepared to be unusually flexible, patient, consistent, and nurturing. This necessitates preparing themselves ahead of time for such difficulties and communicating in both word and deed to their children that their affection and commitment to them is unconditional. The knowledge that most maltreated children will respond quite well to a consistent, affectionate, and disciplined approach to parenting over the long haul should also help fathers prepare to handle erratic or difficult behavior for a year or two.<sup>93</sup>

Fathers will also have to tailor their parenting style to the specific type of maltreatment that their children have experienced. Children who have been physically abused will need consistent, calm, and nonphysical discipline from their fathers. Children who have been sexually abused will need fathers to respect their privacy—especially in connection with bathing, changing, and toileting—and to display modesty around them. Children who have been neglected will need their fathers to pay particular attention to cultivating a routine that provides them with a sense of security, direction, and regular adult attention.<sup>94</sup>

Finally, fathers often will have to address feelings of betrayal on the part of a son or daughter who has been maltreated, especially if the mother is the perpetrator. Children often think of fathers as protectors and, consequently, can feel let down by their fathers if abused or neglected. Therapeutic research on

children who feel betrayed by their mothers suggest that a father and his child should openly express their concerns or feelings about what transpired, preferably in the presence of a counselor or a member of the clergy. The father should acknowledge, where legitimate, any responsibility for the abuse and any of his child's disappointment, anger, or frustration. However, the overall goal of any encounter over a father's perceived failure to protect his child must be reconciliation between the father and the child, especially since such reconciliation can help the child recover from his or her abuse or neglect.<sup>95</sup>

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## LEARNING FROM THE CHILD AND FAMILY SERVICES REVIEWS

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The 1994 amendments to the Social Security Act mandated the development of regulations to review States' child and family services. In response, the Children's Bureau developed and implemented the Child and Family Services Reviews (CFSRs), a results-oriented, comprehensive monitoring system designed to assist States in improving outcomes for the children and families they serve. The CFSR process assesses States in two areas:

- Outcomes for children and families in the areas of safety, permanency, and child and family well-being. There are seven outcomes; each is measured using a number of indicators. Six national standards have been developed related to these outcomes that set benchmarks for States to achieve.
- Systemic factors that directly impact the States' abilities to deliver services that can achieve the designated outcomes.

There are three phases of the CFSR that each State must undergo. The first is a comprehensive self-assessment using the CFSR tool to assess the safety, permanency, and well-being outcomes for children in the child welfare systems. Following this phase, the Administration for Children and Families, U.S. Department of Health and Human Services,

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conducts on-site reviews in each State and produces a Final Report identifying the State's performance on each outcome and factor under review. The last phase involves each State developing a Program Improvement Plan (PIP) to address outcomes and factors with which the State was not in conformance. The CFSR findings are important to CPS caseworkers for two key reasons: they are a tool to improve service delivery to families and children and, if these changes are not incorporated, the State and agencies face funding penalties.<sup>96</sup>

The CFSR findings regarding fathers showed several areas for needed improvement. A common challenge

with respect to child well-being was a lack of father involvement in case planning. Findings also show that child welfare systems are often not making adequate efforts to establish contact with fathers, even when fathers are involved with the family. Additionally, agencies were less likely to assess the needs of fathers, to search for paternal relatives as possible placements or for other involvement, or to provide fathers with services than they were with mothers.<sup>97</sup> Also, if the mother was not contacted, then the father was also not likely to be contacted. In general, child welfare agencies recognize this lack of involvement and are working to address the issue primarily through initiating changes in policies, protocols, and practice guidelines.

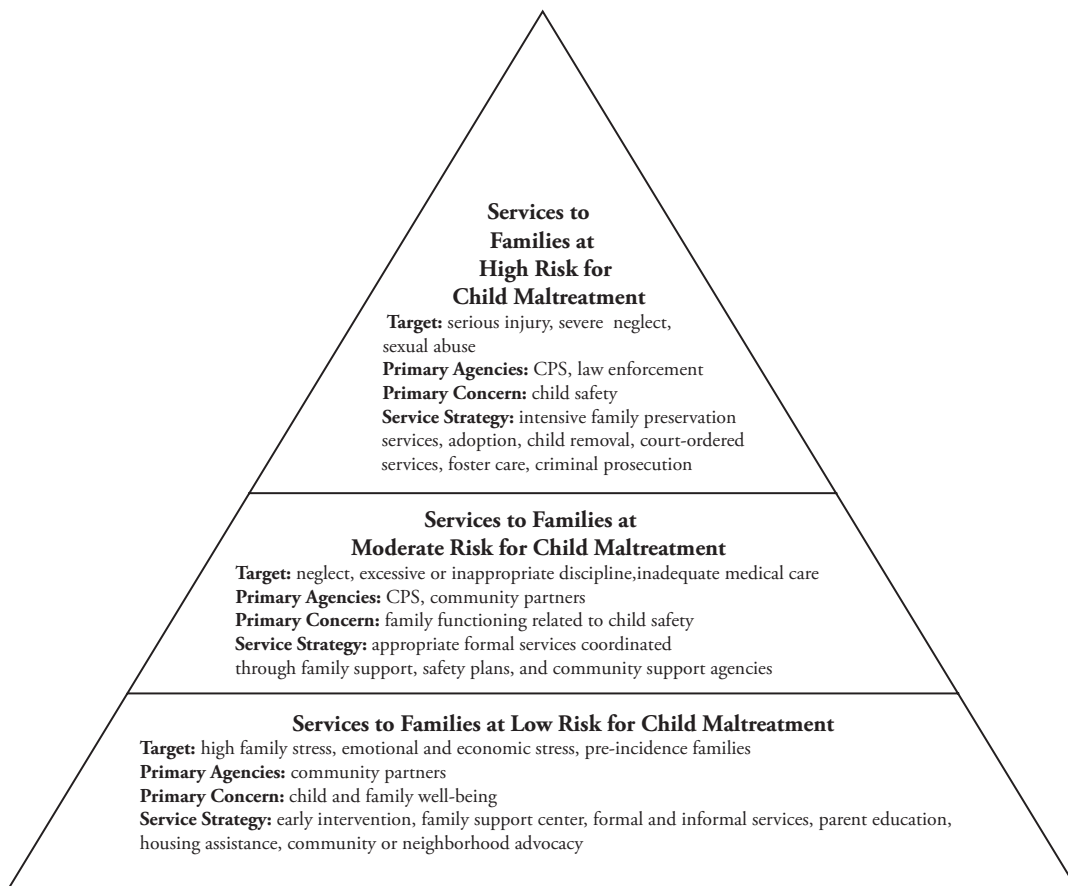
# CHAPTER 7

## Services for Fathers

As with the entire family, the services that the caseworker identifies for the father must correspond to the level of risk the child is currently facing as determined by the caseworker. The National Association of Public Child Welfare Administrators

(NAPCWA) has developed a conceptual framework that is very helpful in thinking about levels of risk and the corresponding strategy for service provision. See below Exhibit 7-1, Child Protection Service Pyramid.

**Exhibit 7-1**  
**Child Protection Service Pyramid<sup>98</sup>**



The services discussed here primarily relate to the bottom two sections of this pyramid. Though it should be noted again that, if child removal is the selected course of action and there is a nonresidential father, he or his family should be considered as placement options where appropriate.

Whether provided directly by the caseworker, other professionals at the child protective services (CPS) agency, or an outside service provider, all of the service choices should be selected because they relate to the ultimate goal of safety and permanency. A father can contribute to this goal by understanding how he can help improve the family dynamics and his relationship with his child. The following sections discuss ways that CPS caseworkers can help fathers be better fathers and also connect men to needed services.

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### HELPING FATHERS BE BETTER FATHERS

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There are five steps that fathers, especially those who feel tempted to lash out at their children, can take to minimize their propensity to maltreat. The caseworker can explain these five steps to a father and, if deemed appropriate, refer him to an outside professional who can delve further into these issues.

**First, fathers need to take an active role in nurturing their children.** Many fathers mistakenly see this as mother's work. It is a valuable way men teach their children that they are loved and respected, and it helps ensure that children, especially boys, do not feel the necessity to act out to get their father's attention. Helping a toddler brush her teeth, reading a son a nightly story (even a father with limited reading ability can still enjoy books with his child—together, they can look at the pictures and make up a story), and bottle-feeding a hungry infant all help foster a healthy, strong tie between father and child.

**Second, fathers need to take a careful look at how they discipline their children.** As discussed earlier, the caseworker can help a father determine how his own discipline techniques and how he reacts to misbehavior of his children compare to a model of good discipline. The caseworker can help a father understand that discipline is one of, if not the, most difficult tasks of parenting and that no father is the perfect disciplinarian. With the assistance of the caseworker, the father can identify where he is lacking and how he can improve. If necessary, both the father and caseworker may find it valuable to refer the father to an outside professional, either a therapist or a local community fatherhood program.

**Third, the caseworker must be on the lookout for a father who finds himself chronically angry, depressed, insecure, powerless, or stressed.** Such a father may be at an increased risk of maltreating his children.<sup>99</sup> When a caseworker is working with a father who expresses feelings of low self-worth, anger, or depression, she should help the father seek out individual or group counseling that teaches men how to manage their emotions and address any underlying psychological or spiritual issues.<sup>100</sup> Working with a therapist, individually, or in a group may help the father acquire the sense of self-worth and self-control needed to refrain from engaging in the abuse of his children.<sup>101</sup> When exploring such issues with a father, it may be valuable to explore the father's spirituality and religiosity as well. For some fathers, the best referral may be to a member of the clergy.

**Fourth, fathers need to tend to their marital (or romantic) relationship.** As discussed earlier, fathers who treat their wives with consideration, affection, and respect are much less likely to abuse or neglect their children, and their wives are less likely to abuse or neglect their children. Caseworkers need to understand the quality of the relationship between a married mother and father or between the cohabitating

Appendix E, *Tips for Dads*, provides a series of concrete tips that CPS caseworkers can provide to fathers, whatever their circumstances.



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couple. If issues exist, and anger or resentment festers between the two, the caseworker needs to help connect them to services in the community that can help strengthen the marriage. Until recently, marital counseling and other related support services were primarily a middle- and upper-class phenomenon—it is more accepted in these communities, and services were more readily available. This still is true, but it is changing. More and more organizations, often but not always led by religious leaders, are offering services to strengthen marriages in low-income communities. The U.S. Department of Health and Human Services also has created a website to provide information on healthy marriage at <http://www.acf.hhs.gov/healthymarriage>.

If it becomes clear that the father is abusing the mother or is at risk of doing so, then the caseworker will need to reach out to a local domestic violence offender program. Several emerging programs have been designed specifically for training adult assailants how to parent without resorting to violence. These programs include information and activities on:

- A father's role in the family;
- Defining violence in parenting;
- Using discipline versus inappropriate punishment;
- Nonviolent means for changing children's behaviors;
- Information on child development;
- The effects of child exposure to domestic violence;
- How to use logical and natural consequences;
- Communication skills, assertiveness, and expressing feelings appropriately.<sup>102</sup>

Where domestic violence is present, the local domestic violence offender program can be a valuable partner for the child protective services caseworker.

**Finally, fathers should teach their children to develop respect for their own bodies.** Fathers should teach children to seek out privacy as they dress, bathe, and use the toilet. Fathers and mothers should show affection to each other in front of their children, though they should take reasonable measures to ensure that their sexual relationship is private.

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## RESOURCES AND REFERRALS

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The previous discussion cited numerous possible referral sources: marital counseling, family therapists, clergy, and domestic violence offender programs, to name a few. Another source is parent education and parent support programs. Numerous organizations operate these types of groups that are designed to allow parents to learn effective parenting techniques and to provide mutual support to each other. Two national organizations that run such programs are Parents Anonymous ([www.parentsanonymous.org](http://www.parentsanonymous.org)) and Prevent Child Abuse America ([www.preventchildabuse.org](http://www.preventchildabuse.org)). Parent education and parent support groups can be valuable tools for fathers.

Before referring a father to a local group it is important to ensure that it is not only open to, but clearly welcoming of fathers. The caseworker should find out if the group has fathers currently involved. If not, find out how the group would welcome fathers. Where, for example, does the group meet, and is the setting clearly welcoming to fathers? Even the physical setting can be welcoming or unwelcoming to fathers. If the meeting place has posters of mothers, but no fathers, or pictures and posters that are clearly feminine in nature, but nothing that resonates with men, or the waiting area has women's magazines, but nothing of interest to men, then fathers will not feel welcome. If a father does not feel welcome or that the place is "for" him, then he will not be back. And referring a father to a group that immediately makes him feel uncomfortable will not only be a waste of his

For more information, visit the National Healthy Marriage Resource Center at <http://www.healthy marriageinfo.org>.

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## Service Follow-up

*Child Protective Services: A Guide for Caseworkers* describes the relationship between the caseworker and other professionals, including necessary follow-up, in this way:

Intervention and service provision are typically a collaborative effort between CPS and other agencies or individual providers. Consequently, the evaluation of family progress must also be a collaborative venture. Referrals to service providers should clearly specify the number, frequency, and methods of reports expected. The caseworker must also clearly communicate expectations for reporting concerns, observable changes, and family progress. It is the caseworker's responsibility to ensure the submission of these reports and to request meetings with service providers, if indicated.<sup>103</sup>

For more on what caseworkers should look for in referring fathers to father-friendly resources or on how to make the CPS agency itself more father-friendly, see Exhibit 8-2, *The ABCs of a Father-friendly Environment*.

time, but leave him questioning the judgment of the caseworker. If the caseworker concludes that none of the local groups are a good fit for fathers, the CPS agency may wish to start their own group for fathers or to work with an outside professional to start one.

It is extremely important that the caseworker maintains contact with any professional or organization to which the father is referred. At the time of referral, the caseworker needs to brief the service provider fully on the case, the reason for the referral, and the goals and objectives for the father. The caseworker must keep in regular contact with the professional to ensure that needed services are, in fact, being provided and that progress is being made. The caseworker is the manager of the case. Services provided by other professionals are supportive of the ultimate goal: safety and permanency for the child. The caseworker needs to know how all the services being provided to the family come together to help achieve that goal. In addition, when the court is involved, it is appropriate to obtain information from the parent's attorney, the child's attorney, and the court-appointed special advocate (CASA) or the Guardian ad Litem (GAL).

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## CASE CLOSURE

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There are four types of case closure:

- **Termination**, if all of the outcomes have been achieved or if the family feels unready or unwilling to work toward those outcomes, and there is sufficient reason to believe that the child is safe;
- **Referral**, if the family is able or willing to continue working with other service providers toward objectives yet to be accomplished;
- **Transfer**, if the caseworker's role in the case is ending, but the family will work with another caseworker in the agency;
- **Discontinuation by the family**, if the family is receiving services voluntarily and unilaterally decides to end services.<sup>104</sup>

In each of these types of closure, the caseworker meets with the family, if at all possible, to discuss next steps, progress made toward identified outcomes, and any

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questions and concerns the family may have. Of course, the fathers who have been involved in the process are involved in case closure.

If the caseworker has been successful in engaging the father in the CPS process, it will be important to review the following with the father at this stage:

- His current view of the family and the factors that led to the maltreatment;
- Steps he has taken to strengthen his role as a father;
- Ways he can continually evaluate his role in the family and self-correct as necessary;
- Resources available to him in the community;
- Referrals made or being made;
- Questions the father may have.

Every father will leave the process with a different objective, and every type of father will lend himself to different types of short- and long-term goals. Married fathers may need to work on their relationship with their wives. Cohabiting fathers may commit to exploring marriage. A nonresidential father will need to determine how to negotiate the proper role in his child's life and the family now headed by the mother of his child. He has both to understand and to be respectful of the boundaries of the family unit formed by his children, the mother of his children, and any other adults in the household. Stepfathers may find a parenting group specifically tailored to them as they wrestle with the challenge of filling the role of father. Case closure for incarcerated fathers could include a referral to a

program in the correctional institution dedicated to preparing men to return to their families.

Regardless of the situation, fathers who have been involved in the process will have strong feelings about the closure of the case, ranging from relief to satisfaction to fear to anger to powerlessness. The feelings the father may experience may be intense, but they may not be expressed. The caseworker should keep an eye out for verbal and non-verbal cues as to the father's reaction to case closure, seeking to help the father recognize the progress that has been made, the work still to be done, and how the father can take control and continue to make progress.

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## CONCLUSION

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Fathers have a crucial role to play in the CPS process, whether the father is the perpetrator, a non-offending adult in the household, or a nonresidential father. Traditionally, fathers have not been adequately brought into this process, unfortunately ensuring that the caseworker is missing both an important dynamic in the child's life and a possible resource in creating safety and permanency for the child. A caseworker who has a good working knowledge of why fathers are important to their children's development, what makes for good fathering, and how to work with fathers, is equipped to make important progress with the family. While the caseworker's primary concern is, of course, the child victim of maltreatment, a caseworker can become an important support for the father, even an advocate for the father as he accesses outside services. For many men, this will be a new experience and an invaluable one.



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**Section II**



## CHAPTER 8

# Fatherhood Programs

Nationally and locally, there are numerous fatherhood programs that strive to meet the various needs of the many different fathers and families. These programs fill the gaps left by social service agencies, which have limited funding, suffer from case overloads, and are unable to offer activities beyond the scope of their responsibilities. There is no one fatherhood program model—some are informal support groups started locally and that meet sporadically, some address the special issues that affect fathers parenting special needs or adopted children, others are structured to work with fathers holistically to address stressors or behaviors that can affect their abilities to support their children emotionally and financially (such as unemployment, noncustodial, or long-distance dads), and still others work with incarcerated fathers or those involved in family violence. Some are small, local activities while others collaborate with larger social service agencies.

The goal of Section II is to provide examples and contact information for communities, faith-based organizations, agencies, or groups of individuals to utilize should they wish to start their own groups. Child welfare agencies can also discover ways to make their agencies more father-friendly. Additionally, to help guide referrals for fathers, these resources provide a means for caseworkers to determine how father-friendly other service providers are.

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### STARTING A FATHERHOOD GROUP

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While there are many different types of fatherhood groups serving many different kinds of fathers, several core themes emerged from talking with the leaders. The following are lessons learned in starting a program or involving fathers in an existing program:

- **Involve fathers whenever a program or agency involves the mother (except in cases of safety issues).** The exclusion of fathers, even when they wanted to be involved, was repeatedly mentioned throughout discussions with various program directors. One father working with a CPS worker doing an investigation said the worker addressed questions only to the mother and virtually ignored the father.
- **Have men lead the fatherhood programs.** Over and over again, men expressed that a father-led, fathers-only group gives them the safety and ability to open up about their doubts, fears, and other emotions that would not be possible in a co-ed group.
- **Include the mothers in complementary group activities.** While the groups expressed the previous point, the importance of a good relationship with the child's mother was also

emphasized. Interaction and involvement with the mother always were encouraged in other group activities.

- **Make the programs culturally relevant.** As one program head described it, “mainstream” programs do not work for every cultural group, and, in order to be effective, it is important to recognize the differences that various cultures, ethnic, religious, and socioeconomic groups face. Appendix D, *Cultural Competence Self-assessment Questionnaire*, provides program staff with a tool to assess the cultural competency of both the program and staff.
- **Let the fathers help determine the type of activities.** While this does not work with all groups or group settings, many groups let their various branches determine what the needs of the fathers in their area are. Under the same group umbrella, some branches only sponsor fathers’ nights out while others have a year-long curriculum teaching fathering and parenting skills, but they let the fathers decide what they needed.

Exhibit 8-1 illustrates what various other groups have found helpful in starting a fatherhood program or group.

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### PROMOTING RESPONSIBLE FATHERHOOD

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One recent study researched and analyzed 300 community-based initiatives, and it offers the following strategic objectives as a framework for programs promoting responsible fatherhood:

- **Prevent.** Prevent men from having children before they are ready for the financial and emotional responsibilities of fatherhood.
- **Prepare.** Prepare men for the legal, financial, and emotional responsibilities of fatherhood.
- **Establish.** Promote paternity establishment at childbirth so that every father and child has, at a minimum, a legal connection.
- **Involve.** Reach out to men who are fathers, whether married or not, to foster their emotional connection to and financial support of their children.
- **Support.** Actively support fathers in the variety of their roles and in their connection with their children, regardless of their legal and financial status (married, unmarried, employed, and unemployed).<sup>105</sup>

Several agencies are working with community-based groups to address the issues confronting noncustodial fathers. They recognize that many noncustodial fathers are responsible parents who want to be actively involved in the lives of their children. However, substantial barriers may exist that prevent or inhibit a father’s involvement with his children. The National Center on Fathers and Families identified the following seven core findings about fathers based on the experiences of the frontline people who work with them:

- Fathers care—even if caring is not always shown in conventional ways.
- The presence of fathers matters—in terms of economic well-being, social support, and child development.
- Joblessness is a major impediment to family formation and father involvement.
- Existing approaches to public benefits, child support enforcement, and paternity establishment operate to create obstacles and disincentives to father involvement. The disincentives are sufficiently compelling to have prompted the emergence of a phenomenon dubbed “underground fathers”—men who are involved in the lives of their children, but refuse to participate as fathers in formal systems.
- A growing number of young, unwed fathers and mothers need additional support to develop the vital skills to share responsibility for parenting.
- The transition from biological father to committed parent has significant developmental implications for young fathers.



- The behaviors of young parents, both fathers and mothers, are significantly influenced by intergenerational beliefs and practices within families of origin.<sup>107</sup>

These findings offer a context for understanding the challenges faced by many young and adult men who want to become responsible fathers as well as the programs designed to help them achieve that goal.<sup>108</sup>

### Exhibit 8-1

#### Lessons Learned: Core Ideas for Building Successful Father-friendly Programs<sup>105</sup>

- Have strong male leadership; use men to market, recruit for, and facilitate the program;
- Build programs around the stated needs of the men in the program;
- Provide the leadership and men with the essentials of group and 1:1 leadership skills, including building group norms, handling differences, listening, and confidentiality;
- Respect the “culture” of the men involved: geographic area, age, socio-economics, ethnicity, and race;
- Provide resources, education, and information (the “tangibles”);
- Laugh, have fun through social times and activities (both for men only and with their families), but with absolutely no alcohol involved;
- If possible, have developmentally appropriate father-child activities;
- Never let costs or money get in the way of father involvement (this includes transportation, child care);
- Be flexible in scheduling; find places and times where men can attend (i.e., individual education programs);
- Have family activities (family is everyone who is important in a child’s life, such as grandparents and neighbors);
- Let men learn from other men (i.e., one-on-one and in groups);
- Have meetings in places that are friendly, easygoing, nonclinical, and relaxed;
- Know that numbers alone have little to do with program success.
- Always spend time “celebrating” successes (“bragging rights”); the men need unlimited opportunities to “brag” about their kids and the value they have in their children’s lives;
- Provide food or snacks. “Feed them and they will come.” (Yes, food does make a difference!)
- For further suggestions, read *Circles of Care and Understanding* by James May or visit the Fathers Network Web page at <http://www.fathersnetwork.org>.

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## DEVELOPING FATHER-FRIENDLY AGENCIES AND PROGRAMS

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Establishing fatherhood initiatives in the communities is not enough. It also is important for agencies and programs to assess if they provide a father-friendly environment. Important components include:

- The attitudes of staff;
- The inclusiveness of language and environment;
- The types of activities available for fathers;
- The scheduling of activities for nonwork hours;
- Media and communications;
- The presence of male staff and volunteers.<sup>109</sup>

(See Exhibit 8-2, The ABCs of a Father-friendly Environment, for other ways to assess whether an agency or program is father-friendly.)

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## WORKING WITH MOTHERS

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Many fatherhood program development experts agree that it is crucial that mothers' perspectives be involved in the planning of programs for fathers and that

mothers be given consideration in the development of service delivery models. Additionally, fatherhood programs should not merely replicate the single gender focus of many of the current social service programs serving mothers and children. Programs that serve only fathers and their children could possibly distort the family perspective as much as programs that serve only mothers and their children. Research finds that the quality of the mother-father relationship is one factor that strongly affects a father's willingness and ability to be involved with his children. Studies indicate that many parents have a positive relationship at the time of the baby's birth, both mothers and fathers want to be actively involved in their child's life, and disagreements among parents may become more intractable over time. This has led to an interest in working with the whole family from the earliest intervention date possible.<sup>110</sup>

The issue of family violence is another important reason for working with mothers as part of responsible fatherhood efforts. Additionally, experts in the field of domestic violence have identified the lack of services for domestic violence perpetrators as one of the areas that need improvement in order to strengthen violence prevention efforts. Responsible fatherhood program providers also are struggling with the issue and some are developing curriculum and programs to address this important issue.<sup>111</sup>

## Exhibit 8-2 The ABCs of a Father-friendly Environment

If your organization aims to promote the importance of father and male involvement, this easy checklist will help to ensure that you have the building blocks of success.

- Assets of fathers are emphasized, not their deficits.
- Budget indicates that fathers are a priority.
- Curricula and educational materials respect the range of fathers being served.
- Diverse staff reflects the population using your services.
- Environment clearly states that dads and men in families are welcome here.
- Father-child bond is emphasized and encouraged.
- Gender-neutral forms, policies, and procedures are employed.
- Hands-on learning experiences are components of many activities.
- Importance of fathers is promoted but not at the expense of mothers.
- Journals, magazines, and reading materials reflect the interests of dads, too.
- Knowledgeable men are recruited to address sensitive concerns of fathers.
- Language is respectful and affirming of all parents and children.
- Marketing plan invites many faces of fathers and promotes their full involvement.
- Needs of fathers influence the program's growth and development.
- Outreach staff recruit in locations that all types of fathers frequent.
- Paternal and maternal parenting styles are recognized and respected.
- Quality evaluation tools and procedures that respect fathers are in place.
- Recognize and reduce barriers that limit father involvement.
- Staff receives periodic best practices training to better serve fathers.
- Targeted services are offered specifically for fathers.
- Understand wide range of fathers' physical and mental health concerns.
- Values are emphasized that promote gender reconciliation.
- Women's and men's rooms each have a diaper changing station.
- eXcellent advisory council and active speakers bureau are in place.
- Young fathers are offered services.
- Zealous attitude prevails that we are all in this together.

Adapted from: Tift, N. (n.d.). *The ABCs of a father-friendly environment for maternal and child health agencies*. Washington, DC: National Practitioners Network for Fathers and Families.

### Exhibit 8-3 Identifying Potential Partners<sup>112</sup>

Whether starting a Federal, State, local, or community program, it may be helpful to collaborate with other groups and organizations. The following types of organizations could be potential partners:

- **Faith-based organizations** and other groups that are in the community and have a general purpose to serve or assist community residents often will make good partners, especially when there are common values;
- **Employment and training agencies**, such as Workforce Investment Act and Welfare-to-Work agencies at the local level;
- **Public social service agencies** at the local level, such as the TANF (public welfare) agency, the local Office of Child Support Enforcement, or the Employment Service;
- **Private agencies** such as the Boys and Girls Clubs and the YMCA;
- **Service groups**, such as the Junior League or the Kiwanis, which sometimes adopt special projects for funding and other support;
- **Educational institutions**, such as local community colleges or universities, which may sponsor special programs, local elementary and high schools, or early childhood education programs;
- **State agencies**, such as the TANF agency at the State level, the State Human Services agency, and Workforce Investment Act and Education agencies at the State level.

Each group and community should identify the needs of the fathers and families it wishes to serve. Then it is important to discover if such a program already exists or if there is a need to start a new program or group. If the necessary services are already in place, then it may be much easier to collaborate with or coordinate with the existing program. While collaboration is not always easy, it can be less burdensome and faster than trying to create, finance, and operate a separate organization.

#### EXAMPLES OF FATHERHOOD PROGRAMS

As the manual has shown throughout, there are numerous needs and reasons to strengthen the roles of fathers. A wide range of programs exists to meet many of the needs of fathers and their children. The following were selected as examples of programs that span the fatherhood initiative spectrum.

They illustrate some of the varied approaches and activities for working with fathers, and along with the *Tips for Dads* in Appendix E, address some of the issues affecting the bond between fathers and their children—deterrence of unprepared fatherhood, the joys and difficulties of fathering, preventing child abuse and neglect, parenting children with special needs, adoption, and noncustodial fathering. The programs are presented in alphabetical order and

*While listed in a U.S. Department of Health and Human Services publication, a program or organization's inclusion does not in any way connote an endorsement of the programs nor were site visits conducted to gather program or evaluation information for this report. Additionally, many programs across all cultural, tribal, ethnic, religious, and socioeconomic lines were contacted; only those that provided substantive information were included.*

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provide descriptions as well as contact information. In addition, Appendix B, *Resource Listings*, includes national organizations that offer resources, products, technical assistance, or other information that may be beneficial.

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### **BOOT CAMP FOR NEW DADS (BCND)**

#### Helping New Fathers

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Formed in 1990 to help new fathers “hit the ground crawling,” a few fathers, with their babies in their arms, held an orientation workshop for men about to become fathers. When the “rookies” expressed apprehension about caring for babies, they were handed a baby to hold for the first time. Several months later, the “rookies” returned as veterans with their own babies to orient the next group of men, who in turn returned as veterans.

BCND has improved over the years, but the basic premise—veteran dads showing “rookies” the ropes, with babies adding a serious dose of reality—has remained. It was started by a father who felt men would enjoy their babies more if they started off with a basic understanding of the challenges they would face, a few essential skills, and a sense of confidence. The veterans exemplify its effectiveness. BCND is rapidly developing into a national support network for men confronting the realities of fatherhood. This innovative, community-based program delivers support and education at the time when men are most receptive and in a manner that is very effective in preparing men to be dads.

With programs operating in over 200 communities across the country and a strong network of veterans, coaches, and supporters, BCND is positioned to help lead the development of a vibrant new culture of fatherhood throughout America. Its developing strength as an organization, coupled with the opportunities facing it, enable a hopeful vision for the future of fathers, children, and families.

For more information, contact:

#### **Boot Camp for New Dads**

(Available in English or Spanish)

Susan Worsham, Program Coordinator

230 Commerce, Suite 210

Irvine, CA 92602

Phone: 714-838-9392

Fax: 714-838-9675

E-mail: [Susan@newdads.com](mailto:Susan@newdads.com)

Web site: <http://www.newdads.com>

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### **THE CHILDREN’S TRUST FUND OF ALABAMA**

#### Meeting the Needs of Noncustodial Fathers

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The Children’s Trust Fund (CTF) of Alabama, the Community-Based Child Abuse Prevention Program lead agency for the State, works in partnership with the Alabama Department of Human Resources, to fund thirty-six programs designed to meet the needs of non-custodial fathers. Programs are designed to delay the onset of fatherhood with adolescent males before they are prepared for the emotional and financial responsibilities of parenting.

The CTF also worked with a State team to develop a set of booklets designed to address co-parenting issues for newly established paternity and child support cases. Other fatherhood programs include pregnancy prevention, character development and life skills classes with adolescent males, parenting classes with noncustodial males (including one prison-based program); home visitation with non-custodial males; mediation with non- or never-married parents regarding visitation and custody issues; and community education sessions on the rights and responsibilities of fatherhood. Faith-based organizations have played a significant role in Alabama’s Fatherhood Initiative.

The strong collaboration with the Department of Human Resources has helped to increase project grantee awareness and access to accurate information and assistance with child support issues and work readiness/employment projects. Additionally, more focus is being placed on evaluation of current models of

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program delivery and program replication. CTF will provide feedback and support to the State Fatherhood Initiative with information on national trends in programming and “best practices” for the State.

For more information, contact:

**Children’s Trust Fund of Alabama**

Stan Landers, Program Director

PO Box 4251, Montgomery, AL 36103

Phone: (334) 242-5710

E-mail: stan.landiers@ctf.alabama.gov

Web site: <http://ctf.state.al.us/Fatherhood.htm>

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**THE DADS 101 PROGRAM AND MALE  
INVOLVEMENT CAMPAIGN**

**Working to Prevent Shaken Baby Syndrome**

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Shaken baby syndrome (SBS) is the leading cause of death in abusive head trauma cases, and an estimated 1,600 children are injured or killed by shaking every year in the United States. Actual numbers may be much higher because shaking injuries may be misdiagnosed or symptoms overlooked. Approximately 25 percent of all SBS victims die as a result of their injuries, and survivors may suffer permanent disability such as severe brain damage, cerebral palsy, mental retardation, behavioral disorders, and impaired motor and cognitive skills. Many survivors require constant medical or personal attention, which places tremendous emotional and financial strain on families.

The majority of perpetrators in shaken baby cases are male, usually the victim’s biological father or the mother’s boyfriend. With this in mind, the National Center on Shaken Baby Syndrome has developed an awareness campaign targeted at the male population comprising programs, products, and materials specifically designed for agencies or groups that work directly with fathers, provide services for women and children, or want to show their commitment to strengthening families. Teaching men the skills they

need to be nurturing fathers is one of the cornerstones of child abuse prevention.

The National Center is dedicated to preventing this form of abuse by providing any potential father with a comprehensive understanding of how shaking causes serious injury and preparing them for the stressors that may trigger this kind of abuse. Beyond telling fathers “don’t shake,” the National Center works toward primary prevention by helping potential fathers form reasonable expectations about caring for young children and teaching them about the importance of being involved in the lives of their children.

The Dads 101 Program is a childbirth education-training program for new and expectant fathers. Presented by a male instructor, participants in this program discuss their concerns about becoming fathers, learn basic caregiving skills, and learn about shaking as a form of abuse and what their role is in preventing it. The program is designed to be a three-session course, each session is about 2 hours long.

**Session 1—Gender Stereotypes and Pregnancy**

During this first session, the instructor sets the tone for the course by encouraging discussion among participants. Dads learn about how fatherhood has changed over time. They discuss the social and cultural expectations of fathers and how those expectations have changed over generations. Dads also learn about current research on fathering, the benefits of father involvement, and the consequences of absent fathers.

**Session 2—Fatherhood: The Undiscovered  
Country & Labor and Delivery**

This session discusses the expectations of becoming a father. Participants explore their excitement, anxiety, and concerns about this new role and how it will change their lifestyle and relationships. They also talk about what their own fathers were like, and discuss any parenting methods they want to recreate or avoid. This session also covers what happens during labor and delivery.

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### Session 3—Coping with Crying and Shaken Baby Syndrome

The final session is information intensive. While the first two sessions are structured around group participation and discussion, the final session teaches participants valuable information about shaken baby syndrome and early infant crying, and the pairing of these topics is intentional. Inconsolable crying is the number one trigger offered by perpetrators who confess to shaking. Since this information is invaluable to both parents, the dads' partners are invited to attend this session. The latest research on early infant crying is presented, and some common myths about crying are discussed. They also learn that it is OK to get frustrated with crying and that it is OK to set their crying baby down in a safe place and take a moment to calm themselves down. Parents learn detailed information on shaken baby syndrome, including victim and perpetrator statistics and how shaking is different from other forms of abuse. They also watch a documentary about a case of shaken baby syndrome and the impact it has on a family.

The Dads 101 Program is being used in hospitals, prisons, detention centers, religious organizations, high schools, community groups, and on military installations. It features testing and evaluation materials and comes with an instructor's manual, participant guidebooks, a shaken baby syndrome documentary, and a CD-ROM with additional support materials. Onsite training for Dads 101 instructors also is available.

For more information, contact:

#### **National Center on Shaken Baby Syndrome**

Adam Salazar, Program Specialist  
2955 Harrison Blvd., Suite 102  
Ogden, UT 84403  
Phone: (801) 627-3399, ext. 110 or  
(888) 273-0071  
Fax: (801) 627-3321  
E-mail: [asalazar@dontshake.com](mailto:asalazar@dontshake.com)  
Web site: <http://www.dontshake.com>

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### **DADS MAKE A DIFFERENCE PROGRAM**

#### **A School-based Program Led by Teens**

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The *Dads Make a Difference* (DMAD) mission is to promote the positive involvement of fathers and to educate youth about responsible parenting, including teaching the practice of abstinence as the only 100 percent way to prevent either pregnancy or sexually transmitted diseases. In 1993, four organizations came together to assist teens with understanding the importance of acknowledging paternity and to make well-thought out decisions about becoming parents. These organizations included the University of Minnesota Extension Service—Ramsey County, the Children's Defense Fund of Minnesota, the Family Tree Clinic in St. Paul, and the Ramsey County Attorney's Office—Child Support and Collections Office.

These organizations sought information from teens during the initial needs assessment process. Focus groups of ninth and tenth graders revealed that some teens do not make the connection between sexual activity and potential parenting; that teens lack basic knowledge about the importance of paternity; and that teens want more opportunities to talk about paternity, fathering, and sexual responsibility. In reviewing other prevention curricula and programs about too-early parenting both a focus on males as nurturing, important parents, and an emphasis on the importance of planning to become prepared, capable parents were missing.

With this information, DMAD was developed in 1994 as a four-lesson, activity-based, middle school curriculum. The curriculum includes an 18-minute video featuring local teens sharing their experiences, thoughts, and feelings about sexual responsibility; how hard it is to be a teen parent; wanting and needing a father; financially supporting a child; and hopes and dreams for the future. The four lessons help youth:

- Examine risky behavior and learn about risk and protective factors;
- Explore legal issues of fatherhood, including child support and the benefits of paternity;
- Discover how involved fathers make a difference in the well-being of children;
- Learn the importance of making responsible decisions about when to have a child.

DMAD uses high school teens teaching as a male/female pair to present the four-lesson curriculum and video to middle school-aged youth. The curriculum gives boys and girls a timely wake-up call by building their awareness of the vital role fathers play in families, of the tremendous challenges of parenting, and of the importance of considering the implications of choices that may result in their becoming parents themselves.

DMAD trains high school teens who are diverse in many ways—race, ethnicity, gender, age, academic status, socioeconomic status, family type, geographic location (urban, suburban, rural), parenting status, and sexual orientation. Two important criteria for participation are that the teens have some general comfort leading a group and that the teens are interested in impacting their community in a positive way. These teens, in groups representing schools and community agencies, attend a 2-day overnight training along with their adult advisor.

At the training, the high school teens participate in team-building exercises and discuss fatherhood, parenting, and sexual responsibility. Learning from adult and teen trainers, the teens go through activities from the DMAD curriculum. Finally, they practice teaching the activities. The adult advisor then makes connections with teachers or other adults working with middle school-aged youth to arrange opportunities for the teens to teach. The curriculum presentations are designed to fit into the health, family life, or social studies courses that are offered in most schools, and it also provides continuing support for schools and community agencies to carry out and sustain teaching of the middle school curriculum.

From October 1994 through May 2003, DMAD trained 2,080 teen teachers in Minnesota from 153 schools and community agencies. These teens in turn taught the curriculum to approximately 38,000 middle school-aged youth in urban, suburban, and rural settings. In addition, about 1,000 youth in juvenile correctional settings participated in the DMAD program since May 2000. A total of 205 teens from other States also have been trained, with some of them traveling to Minnesota to participate in training events.

An evaluation completed in 2002 showed the DMAD program's effectiveness with both middle school and high school youth. Middle school youth showed statistically significant gains in every area related to youth risk behavior, and all gains had been retained or were increased 6 weeks later. The evaluation also shows considerable impact on teen teachers, who gained significantly in all areas measured after the training and continued to gain in knowledge and desirable attitudes in the follow-up surveys 1 and 2 years later.

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**Dads Make a Difference**

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**FAMILY AND COMMUNITY VIOLENCE AND PREVENTION PROJECT AND 50/50 PARENTING**

Working to Prevent Family Violence and to Improve Couples' Relationships

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The Center for Fathers, Families, and Workforce Development (CFWD), developed to meet the needs of fathers, their families, and low-income individuals in the Baltimore, Maryland area, empowers low-



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income families by enhancing the ability of men to fulfill their roles as fathers and helping men and women to contribute to their families as wage earners. Two beliefs are central to the CFWD approach: that men want to be emotionally and financially responsible for their children and that poverty can hinder parental involvement and support.

CFWD collaborated with the House of Ruth (HR) to facilitate a cross-exchange of information (e.g., staff cross-training in respective areas, resources, and services in the prevention and intervention of family violence). Program participants engage in activities that promote prevention and are offered batterer intervention services by the House of Ruth. CFWD and HR have increased the capacity of services to the participants by offering:

- Prevention (education and awareness) and intervention programs consisting of intensive case management (e.g., home visits; individualized counseling sessions; support that focuses on domestic violence issues; domestic violence-focused workshops; counseling based upon curriculum modules—the CFWD/HR training manual, the Healthy Start Fatherhood Journal, and the National Center for Program Leadership Fatherhood Development curriculum—that address conflict resolution, anger management, and communication skills).
- Voluntary referrals to the House of Ruth’s batterer intervention services (22-week curriculum).

CFWD also organized a team parenting program called 50/50 Parenting, which recognizes that never-married parents, whether or not they are still a couple, may need support in working together for the health and well-being of their children. Their support team might include the children’s grandparents, the parents’ new spouses or partners, and influential “others” in the family’s life. The overarching goal of the 50/50 Parenting program is to promote the well-being of low-income children by encouraging healthy relationships between their biological parents. Research indicates that children have the best

outcomes when they are raised in families headed by two biological, married parents who have a healthy, stable relationship. Thus, this program has two goals. First, it will help couples that want to marry to gain the knowledge, attitudes, and skills they need to develop and sustain a healthy marriage. Second, it also will help low-income mothers and fathers for whom marriage is not an option to form healthy co-parenting relationships. The curriculum includes sessions for a variety of audiences. The program is guided by the following principles:

- Participation is voluntary at all times. The curriculum will acknowledge that marriage is not appropriate for, legally accessible to, or desired by everyone.
- The program will be offered in a style that is open and respectful to participants from a wide variety of backgrounds, cultures, and religions.
- The curriculum will promote a model of “healthy” and “safe” marriages based on respect between equals.
- Efforts to promote marriages or 50-50 parenting relationships should never supersede nor compromise the safety of the children or the mother.
- Race, culture, and socioeconomic status have a profound impact on the gender roles and identities of individuals coming for services. Efforts should be taken to address gender-role stereotypes that lessen the ability of mothers and fathers in fragile families to form healthy marriages or to work cooperatively in the best interest of their children (e.g., the belief in male privilege and a man’s right to dominate his female partner; the belief that mothers are innately superior to fathers in the parenting arena).
- Anger is a normal feeling, and conflict is a natural and normal occurrence in relationships. Violence, however, is not the natural result of conflict between intimate partners. Violence is a choice and is an unacceptable way to resolve conflicts in relationships or to discipline children.

- The curriculum addresses unemployment, incarceration, substance abuse, depression, or physical illness which can make it difficult to have a healthy relationship.

For more information, contact:

**Center for Fathers, Families,  
and Workforce Development**

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Baltimore, MD 21215-7800

Phone: (410) 367-5691

Fax: (410) 367-4246

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**FATHERS AND CHILDREN TOGETHER (FACT)**

Working with Incarcerated Fathers

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Prevent Child Abuse Kentucky (PCKA) is a State Chapter of Prevent Child Abuse America. Its mission is to prevent the abuse and neglect of Kentucky's children. To achieve this goal, PCKA has established programs that are designed to promote public awareness and to educate parents, children, public officials, and other professionals who work directly with families about issues pertaining to child abuse and neglect. One such program, Fathers and Children Together (FACT), works with incarcerated fathers. The goal of the FACT program is to reduce the potential for child abuse and neglect and to promote father involvement in the lives of their children by creating positive father-child experiences and opportunities for these fathers to learn parenting skills during incarceration. Below is a description of activities at one of the prisons.

Blackburn Correctional Complex (BCC) is a 557-bed, minimum-security State prison for adult male felony offenders. The FACT program began at BCC in 1992, and has experienced a continual growth in the number of participants served by the program and the development of related services that may be accessed by fathers choosing to participate. PCKA has co-sponsored FACT by providing parent education consultants, classroom instructors, social workers for children's visits, and collaboration with the BCC

program coordinator to develop further and to expand the FACT program. BCC's continued commitment to operating the first parenting program for incarcerated fathers in Kentucky prisons is also a key factor leading to the success the program has experienced.

Inmate fathers, stepfathers, and grandfathers, on a voluntary basis, are offered a series of 13 parent education classes that meet for 2 hours once a week. Three class cycles of the program are offered during the year. After completing the series, fathers are considered graduates and may continue to participate in the FACT program as long as they remain at BCC. Graduates have the opportunity to attend any additional classes, participate in special visits, serve on the FACT Program Inmate Advisory Council, and participate in special projects.

Classes are conducted in an interactive, non-judgmental manner, using a variety of teaching methods including experiential learning activities. The lesson plans derive from an original and flexible curriculum based upon validated parent education material supplemented with information specific to incarcerated fathers. Staff members from PCKA and BCC, along with periodic guest speakers, conduct the presentation of the classes.

A new curriculum piece, entitled "Daddy's Thoughts," was developed and piloted during 2002. This new addition to the curriculum was developed to replace the "ice breakers" that had previously been utilized to start the beginning of the weekly sessions. The "Daddy's Thoughts" component consists of 12 questions that are relevant to the topic of the day and are used as a platform for focusing the group on the current topic being discussed, in addition to encouraging open discussion of the issue at hand. Participants receive a copy of the "Daddy's Thoughts" for the next week's topic at the conclusion of each session and are expected to come to the next class prepared to discuss the content of the question being posed to them.

Special 2-hour, child-oriented visits are scheduled approximately every 6 weeks for fathers attending

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classes and graduates of the program. The visits provide an opportunity for fathers to practice parenting skills learned in FACT classes. They are conducted in the BCC gymnasium on Saturdays after regular visiting hours in order to allow fathers additional visit time to play and talk with their children and to be supervised by social workers rather than correctional officers. Fathers also may choose to participate in the Storybook Project at any time. This project allows fathers the opportunity to make a tape recording while reading a storybook to their child. The book and the tape are then mailed to the child free of charge.

Since 1992, more than 480 classes in different correctional facilities and 90 “special visits” have been offered to participants serving over 1,300 fathers, mothers, and their children. A preliminary evaluation of data collected from 2000–2003 indicates graduates of the FACT program exceed averages of the national population of incarcerated fathers regarding the amount of contact with their children via mail, telephone, and visits. Additionally, program graduates have reported:

- Feeling less isolated as fathers;
- Increased knowledge and use of parenting skills;
- Increased recognition of the importance of their role as fathers;
- An increased understanding as to how life experiences affect their parenting skills.

Through a grant funded by the Children’s Bureau, the University of Kentucky’s Research Foundation is doing an evaluation of the program’s resources, services, and outcomes. Baseline data will be collected at the beginning of the program, and post-test data will be collected at completion of parent educational classes and at six-month intervals. Additionally, a record keeping system will be developed to track the status of fathers who have been released from prison.

For more program information, contact:

**Prevent Child Abuse Kentucky**

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**THE FATHERS NETWORK**

Working with Fathers of Children  
with Special Needs

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The Fathers Network promotes collaboration between family members and health professionals in health care systems at the Federal, State, and local levels in order to develop and enhance the male caregivers’ roles and responsibilities in parenting children with special needs. In Washington State, the program broadened the scope of outreach to fathers, especially those from minority backgrounds, so they could actively participate in health care decisions at the Federal, State, and community levels by partnering with Tribal services, pediatric AIDS programs, Head Start, and the Washington State Migrant Council. Additionally, the program created and expanded existing networks of support for men by developing statewide forums and replicating The Father’s Network model in two States. It also provided information, materials, expertise, and support for fathers and the

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professionals who serve them through the program's Web site.<sup>113</sup>

The Washington State Fathers Network (WSFN) has served over 1,000 families in the past 20 years. Founded on the belief that men are crucial in the lives of children, WSFN is a powerful voice for increasing the involvement of men in all aspects of family life, and provides support and resources for all men involved in the life of a child with special health care needs or developmental disabilities. It recently received a 3-year grant from the Washington Council for the Protection of Children from Abuse and Neglect to serve men from inner city, rural, and culturally diverse settings in the following ways:

- Clarifying the needs of fathers raising children with special needs and responding to those needs whenever possible;
- Developing father support and mentoring programs;
- Building upon a 2,000+ member statewide database of fathers and providers interested in promoting and participating in activities for men;
- Developing and maintaining a statewide steering committee and regional coordinators committed to making the network a vital organization;
- Sponsoring evening and weekend programs specifically designed for men involved in the lives of children with special needs; fathers serve as facilitators, organizers, speakers, and panelists;
- Providing scholarships for men to attend conferences, workshops, and activities that speak to their unique concerns;
- Developing and maintaining an award winning Web site (<http://www.fathersnetwork.org>) with extensive family resources, links, a photo album, current news, materials in Spanish, and articles for families and providers;

- Presenting at regional and statewide parent and professional conferences;
- Assisting organizations in reviewing their current services and making their offerings increasingly “father-friendly;”
- Networking through *Connections*, a tri-yearly newsletter;
- Sponsoring programs that bring men and families together from existing fathers’ programs (i.e., social events, weekend campout);
- Sponsoring statewide and regional conferences to provide places for men to meet and exchange ideas with other men facing similar challenges;
- Making appropriate written materials available in English and Spanish.<sup>114</sup>

For more information and other materials, contact:

**Washington State Fathers Network**

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Web site: <http://www.fathersnetwork.org>

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**FIRST THINGS FIRST**

Strengthening Families through  
Public Education Campaigns

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First Things First is a non-profit, grassroots organization based in Hamilton County, Tennessee, which is dedicated to strengthening families through education, collaboration and mobilization. This program encourages fathers to build bonds with their children and encourages mothers to include fathers in raising newborns. The goals of this program are threefold:

- Reduce the number of divorces filed in Hamilton County;
- Reduce the number of out-of-wedlock pregnancies in Hamilton County;
- Increase the involvement of fathers in raising children in Hamilton County.

In order to accomplish its goals, First Things First collaborated with a variety of community agencies and organizations such as churches, synagogues, civic organizations, businesses, and the local government to conduct public education campaigns promoting issues like character education, teen pregnancy prevention, marriage education, divorce mediation, and fathering classes.

Thanks in part to First Things First, the divorce rates and out-of-wedlock teen pregnancy rates have declined in Hamilton County over a period of six years. Additionally, many churches are now requiring premarital counseling sessions prior to conducting weddings.

For more information, contact:

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 Web site: <http://www.firstthings.org/>

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**GOLDEN DADS**

A National Campaign to  
 Promote Responsible Fatherhood

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While this national campaign was started by the National Fatherhood Initiative (NFI), communities and groups can work with the NFI to start their own local campaign. The NFI, Warner Bros. Records, Rendezvous Entertainment, HUM Recordings, and Kid Scoop conducted a national campaign to

acknowledge and reward the acts of outstanding fathers during Father’s Day weekend of 2003. Representatives of the campaign scoured zoos, parks, libraries, and other public places where families were gathered in search of fathers who were interacting positively with their children. Winners were touted as “Golden Dads,” as inspired by the Rendezvous Entertainment CD, “Golden Slumbers: A Father’s Lullaby,” a 2003 “Parents’ Choice” award-winning collection of classic and unexpected lullabies made especially for fathers and their children and featuring the Grammy-nominated performances of Dave Koz and Jeff Koz.

Fathers “caught” being Golden Dads in Atlanta, Philadelphia, Los Angeles, Dallas, and Washington, DC, received a copy of the “Golden Slumbers” CD, NFI’s “10 Ways to Be a Better Dad” brochure, and a limited-edition “Golden Dad” button. One hundred “Golden Dads” were awarded in each of the targeted cities for a total of 500 “Golden Dads” across the country. The campaign partners hope to promote the importance of responsible fatherhood by publicly recognizing the unique and irreplaceable contributions good fathers can make to their children.

NFI President Roland C. Warren said, “A lot of people have been asking us what exactly a Golden Dad is. Simply put, it’s a dad who exemplifies the three characteristics of what NFI feels a good father is: involved, responsible, and committed. This can be demonstrated in a number of ways, such as comforting a crying child, changing diapers, playing with his kids, pushing a stroller, or teaching his kid to ride a bike.”

For more information, contact:

**National Fatherhood Initiative™**

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 Gaithersburg, MD 20877  
 Phone: (301) 948-0599  
 Fax: (301) 948-4325  
 Web site: [http://www.fatherhood.org/golden\\_dads.htm](http://www.fatherhood.org/golden_dads.htm)

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## GREAT BEGINNINGS START BEFORE BIRTH

### Working with Fathers-to-be and Their Partners

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The best time to begin prevention efforts is during the prenatal period. The latest technology has created a landslide of evidence that clearly demonstrates that the intellectual and physical development of the unborn child can be greatly enhanced through prenatal stimulation and interaction with both the mother and father. Beginning home visiting services at this time has enormous advantages. It provides an opportunity for the home visitor to establish a trusting relationship with the parents before the baby arrives. The home visitor can provide information, resources, and support that will improve the parent's knowledge of child care and self care to ensure healthier outcomes for the mother, father, and baby.

Research shows that the father's support is essential to the mother and, therefore, to their child's well-being. Stress can contribute to potentially serious health problems for both mother and baby, and fathers certainly experience stress as well. A healthy, supportive relationship with the baby's father can contribute to reducing the mother's stress and offers the opportunity for fathers to bond with their unborn child. Studies also show that:

- Fathers who bond with their children before or shortly after birth are much more likely to continue contact with and support their children even if they are not in a relationship with the mother.
- Infants whose fathers are involved demonstrate a lower degree of stressfulness or anxiety and are better able to deal with frustrations.

Great Beginnings Start Before Birth is a training program and curriculum based on the Healthy Families model that works with prenatal families. It has been field-tested and a fatherhood component was added. The prenatal module is targeted to home visitors and other service providers who provide services to prenatal families. It provides instruction

and many opportunities to involve fathers right from the start, to reduce stress for the mother, and to engage in prenatal bonding and stimulation activities with the unborn child.

The curriculum works to engage fathers from the beginning, addresses concerns both partners may have about father involvement or lack thereof, provides videos on engaging fathers, and disseminates handouts such as tips for fathers on how to support their pregnant partners. (For more ideas, see Appendix E, *Tips for Dads*.)

For more information on the program, contact:

#### **Prevent Child Abuse America**

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Chicago, IL 60604

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## LEADING BY EXAMPLE

### A Faith-based Fatherhood Initiative and Mentoring Program

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Leading by Example, a faith-based fatherhood initiative sponsored by the National Fatherhood Initiative, is designed to have a thought provoking, life-changing effect on Christian men. Its mission is to improve the quality of life for the next generation by ensuring that more young men grow up with a better understanding of what it is to be a man. It highlights the four Cs—character, commitment, consistency, and caring in a nurturing way—which are essential ingredients to the shaping of boys into men.

Two programs comprise Leading by Example—a curriculum and a mentoring initiative. The curriculum encompasses practical fatherhood principles based on the Bible, which are presented in such a way as to engage its participants in a roundtable discussion in an intimate small group setting. This 10-week ministry is designed to assist faith-anchored men in understanding the importance of being a man of character who is above reproach. Many of today's men have grown up with

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their parents telling them to do as they say not as they do. However, in today's society, we find more young people doing as we do and not as we say. The Scriptures emphasize that as a leader of one or as a leader of many, it is essential that men lead by example.

The groups are made up of 8 to 12 participants who meet once a week for 2 hours over a 10-week period. Topics discussed include:

- Being a man of good character
- Possessing a strong commitment to family
- Improving communication skills
- The importance of cultivating a caring spirit
- Managing anger
- The importance of good communication within my family structure
- Healthy relationships
- The bondage of generational curses
- My legacy to my children
- Developing a support system.

Leading by Example's mentoring initiative is a character-based, educational, self-help support program designed to meet the unique, specific needs of today's young men. Participants meet weekly to share, encourage, support, and assist one another as they struggle with the concepts of manhood. Many young men struggle with the concept of what is a man and what is a man's role in his home and community. How do young men who have never had a healthy role model tap into the potential that lies within them? How does a young man lead a family when he becomes an adult when he has never had a model of a healthy marriage or relationship?

For more information, contact:

**Urban Family Council**

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**PREVENTION AND RELATIONSHIP  
ENHANCEMENT PROGRAM (PREP)**

Enhancing and Supporting Healthy Marriages

PREP is a comprehensive education program focused on divorce prevention and marriage enhancement. This program includes a curriculum structured around skill- and principle-building, which is designed to help couples work through relationship difficulties and build stronger bonds with one another. There are two versions of the PREP curriculum, a secular and a Christian version. The curricula consist of twelve hours of mini-lectures and discussions on topics related to marriage enhancement such as:

- Communication
- Conflict management
- Forgiveness
- Expectations

Evaluations of PREP have shown that, in the long run, couples who have gone through the PREP curriculum report improvements in their marriage quality, as well as reduced divorce rates within the first three to five years after marriage. Furthermore, compared with couples who did not go through the program, PREP couples reported greater marriage satisfaction, a greater ability to communicate more effectively with one another, and fewer conflicts.

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For more information, contact:

**PREP, Inc.**

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Web site: <http://www.prepinc.com/index.asp>

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**PROJECT FATHERHOOD**

Helping At-risk Fathers

Learn How to Parent Effectively

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Children's Institute International (CII) developed Project Fatherhood in response to a growing local, State, and national focus on the urgent need to re-engage many fathers—particularly in urban settings—in the care and upbringing of their children. Advocacy for biological fathers' involvement in the lives of their children and all the children of the community is the major overarching goal of the program. CII's main goal is to increase the involvement of fathers in child rearing and to enhance the parenting skills of fathers so they can help their children grow into healthy, responsible adults. However, most child welfare agencies are ill-equipped to work effectively with fathers and often avoid including them in treatment programs. With the help of trained counselors and other fathers, Project Fatherhood helps men begin the process of growth and training, which is necessary to be effective parents and to support each others' efforts to become good fathers to their children.

Project Fatherhood provides a new approach to services typically available to families and offers an impressive array of specially designed programs that teach men how to parent. The target population includes fathers who are facing poverty, homelessness, a familial history of single parenthood, violence, physical abuse, substance abuse, recent or long-term lack of employment, or limited experience in interacting with their children. Assessment and case management by trained CII professionals, as well as a peer mentor program, provide the necessary tools to build healthy relationships between fathers and their children. By sharing experiences and learning new

skills, these fathers find increased satisfaction in their roles as parents.

The program includes such core services as:

- Men in Relationships Groups
- Individual family counseling
- Activity groups for children
- Advocacy for fathers in the court system
- Links to other CII programs addressing family needs for food, housing, shelter, and medical assistance.

The core component of the Fatherhood Program is the Men in Relationships Group (MIRG). This is an open-ended group led by trained and licensed mental health professionals. While the men attend the group, there are parallel activities for their children. All men are asked to bring their children every time they come to group. For men who are unemployed or underemployed, there is a Job Club—which teaches a behavioral approach to job seeking. Once fathers have made sufficient progress, they can be paired with a professional to begin another MIRG group. Men do not “graduate” from the program; they can stay in forever. CII also has biannual five-day trainings in the MIRG model, leading to a certificate and the ability to lead MIRG groups.

For more information, contact:

**Children's Institute International**

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## PROJECT MECCA AND ANOTHER CHOICE FOR BLACK CHILDREN

### Supporting Children and Families During and After Adoption

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Another Choice for Black Children, Inc., is the first adoption agency in North Carolina specializing in recruiting families to adopt African American and other special needs children in the foster care system. Since it opened in 1995, this agency has recruited families to adopt more than 500 children, the majority being school-aged and members of siblings groups. Boasting of a less than 1 percent disruption rate, Another Choice prides itself on providing responsive and respectful services that are tailored to meet the needs of the agency's adoptive families.

Building on the mission that “children grow better in families,” this agency has created a family atmosphere that is conducive to this line of work. Another Choice has had positive experiences with African American men in their program. Many of the fathers participate on the speakers bureau, while others provide direct assistance to families. In the past, the dads met on a monthly basis, and now they meet at their discretion—generally, for special occasions or to organize an event.

In October 2002, Another Choice was awarded a Federal grant to recruit 60 African American men to become adoptive or foster parents. Project MECCA (Men Embracing Children Collectively Through Adoption) works in partnership with Mecklenburg County Youth and Family Services to identify children in need of adoptive families. It specifically focuses on older children and those who are members of a sibling group. This grant has gained such widespread attention in the African American community that more than 150 men (the majority are married) have contacted the agency and completed the initial application to become adoptive or foster parents. Some of the men have stated an interest in becoming mentors for children in the system.

Project MECCA aims to be a national model to encourage African American males to adopt based on the belief that fathers play a critical role in the home and community. Project MECCA staff work tirelessly to assist the fathers during and after placement and to reaffirm the men that they are valued and are needed to help strengthen and prepare the next generation.

Reaching potential fathers through traditional and nontraditional methods are key tenets, such as frequenting barber and beauty shops, communities of faith, and other nonprofit organizations and disseminating brochures, flyers, pamphlets, and other information to inform the public of the need for adoptive or foster families.

Adoption is a lifelong process. Committed to the belief that services must be respected and responsive, the staff of Another Choice (of which Project MECCA is a part) strive to become part of the “extended family” to each adoptive family. Families and staff can provide assistance, support, and understanding to families within the network. Tailoring services based on the needs of the particular family has proved successful in keeping families intact. The majority of these services were initially funded through a Federal grant, however, Another Choice has been able to continue these services through other funding streams without charging any fees to families.

Among the pre- and post-placement services available to families are:

- **Kids Night Out**, which brings together children ages 5 years and above with their brothers and sisters for respite.
- **Teen Konnection**, which serves to connect teenagers whose lives have been touched by adoption with other teens in foster care to help them understand adoption and normalize the process.
- **Sisters to Sisters** and **For Daddies Only**, which are groups that meet at their discretion to provide support, encouragement, and information. Respite and tutoring services are also available.

- **Chat'N'Chill**, which provides in-home services to families when the family is facing challenges.
- **Friends of Black Children Conference**, an annual weekend that is a mixture of a family reunion, revival, and large support group get-together. A special breakout, "For Men Only," allows the men an opportunity to share with one another about their challenges, how to show and deal with their emotions, and how to get other men to become involved.

For more information, contact:

**Another Choice**

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 Charlotte, NC 28216  
 Phone: (704) 394-1124  
 Fax: (704) 394-3843  
 Web site: <http://www.anotherchoice.org>

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**SHALOM BABY—  
 BOOTCAMP FOR NEW JEWISH DADS**

Working with Fathers Prior to  
 and Immediately after Birth

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Boot Camp for New Jewish Dads is a program of the Shalom Baby Initiative, which is funded by the Rose Foundation of Denver and run by the Robert E. Loup Jewish Community Center. The goal is to provide programs and services addressing the needs of children ages 3 and under, to support new Jewish families, and to encourage Jewish affiliation.

A cornerstone of Shalom Baby is Jewish Baby University (JBU), a 6-week, prenatal class that combines Lamaze childbirth techniques taught by a certified instructor with Jewish family traditions taught by a local rabbi. Fathers are invited to a Boot Camp session at the Jewish Community Center where "veterans" of past sessions bring their new babies, usually ages 2-6 months, to show "rookie" dads what they have learned about caring for new babies. This program is affiliated with the National

Boot Camp (<http://www.newdads.com>). The men-helping-men approach is successful in assisting new dads, and sessions include attention to supporting new moms, baby care techniques, calming a crying baby, Shaken Baby Syndrome and its prevention, postpartum depression, baby safety, and addressing the unique concerns of the "rookies," who also have the opportunity to hold, feed, and change the babies in the class.

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 350 South Dahlia Street  
 Denver, CO 80246  
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 Web site: <http://www.jccdenver.org/childreneyouthshalombaby.htm>

Boot Camp for New Dads  
 4605 Barranca Pkwy, Ste. 205  
 Irvine, CA 92604  
 Phone: (949) 786-3146  
 Web site: <http://www.newdads.com>

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**STAY-AT-HOME DADS**

How to Start a Playgroup or  
 Local Dad-to-Dad Chapter

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**Where do I start?**

You may feel that you are the only at-home dad in your town or city, but it is estimated that there are two million at-home dads in the United States. In an average town of 20,000, there is a minimum of 10-20 dads who stay home with their children. Now it is time to find these dads.

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### So how do I find at-home dads in my local area?

- **Make out an ad.** Draw up an ad, something like: “At-home dad playgroup in formation for fathers who are primary caregivers for their children. This weekly playgroup will provide fun and support for you and your children. Please call John Doe at 555-1212 for more information.”

John W. placed this ad in his local suburban paper in Winnetka, Illinois. At first, he received five calls from this ad. In a letter updating his efforts, he writes, “Now, every Friday morning, six dads and their kids get together for coffee, support, and refereeing among our toddlers from 14 months to some terrible twos. Imagine—Bob, Tom, Pat, Andy, Palo, John and Burt—all from adjoining towns! I actually discovered another at-home dad from around the corner!” John also states, “The moral of this story is that daddy playgroups are just waiting to happen. Consider this: There are two million at-home dads while the total prison population is only 1.6 million. If we can better organize ourselves, then full-time parenting will seem a bit less like solitary confinement.”

- **Post the ad (above) or a simple flyer in the local library children’s section.** A library will usually permit you to do this.
- **Call the local mothers’ groups in town.** They sometimes get calls from other dads looking to connect.
- **Seek out other dads you may meet at the playground.** They may also be at-home dads.
- **Talk to your local paper.** They may be interested in doing a story about your new group. In addition, a statewide paper may be interested in doing a story about your group, which may attract more members.

- **Join the At-Home Dad Network.** All paid subscribers can have their name and contact information listed in a hardcopy version of the quarterly newsletter, which is sent to 1,000 at-home dads across the country.

### I found a few dads, where should we meet?

The best place is a neutral meeting place, such as an indoor/outdoor playground. Once you get to know each other you may want to keep it that way or to meet at each others’ houses.

### What do we do now?

Your group may be happy just meeting at the local playground or you may want to plan additional activities. Curtis Cooper planned weekly activities such as trips to the zoo, local restaurants with indoor playgrounds, or even to children’s museums. You also could plan a day trip to a baseball game (kids permitting). You may want to seek out the local places in your area that may be of interest to your group.

### What other activities can we do for the dads in our group?

One dad-to-dad activity started by Mr. Cooper was “Dad’s Night Out.” One night each month, the dads go out to a local restaurant or event. This gives the dads time to get to know each other while the kids are at home.

### What can I do to keep my group organized?

The best way to keep your local events organized is to have a monthly newsletter or calendar, which can be mailed out to the members in your group. You can make a regular schedule of playgroup meetings, Dad’s Nights Out, and special field trips, complete with dates and time. You also can add comments on what happened on recent events.

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For more information, contact:

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Peter Baylies

E-mail: [Athomedad@aol.com](mailto:Athomedad@aol.com)

Web site: [http://slowlane.com/connecting/starting\\_a\\_playgroup.html](http://slowlane.com/connecting/starting_a_playgroup.html)

## CHAPTER 9

# Federal Fatherhood Initiatives

### FEDERAL INITIATIVES

The Federal Government has increasingly been involved in developing programs and policies to strengthen and support the roles of fathers. The U.S. Department of Health and Human Services (HHS) has taken the lead in developing a special initiative guided by the following principles:

- All fathers can be important contributors to the well-being of their children.
- Parents are partners in raising their children, even when they do not live in the same household.
- The roles fathers play in families are diverse and related to cultural and community norms.
- Men should receive the education and support necessary to prepare them for the responsibility of parenthood.
- Government can encourage and promote father involvement through its programs and through its own workforce policies.<sup>115</sup>

The Department's activities also recognize that there are circumstances under which increased involvement by a father or a mother may not be in the best interest of the child and support family preservation and reunification efforts when they do not risk the safety of the child.<sup>116</sup>

*The Toolkit for Fatherhood*, developed by HHS, provides fatherhood programs and interested individuals with tools and information related to fatherhood and fathering such as the Responsible Fatherhood Management Information System, funding and program development, and related Web sites. HHS Regional Offices are working to coordinate fatherhood activities throughout the States and have sponsored a variety of forums to bring together local public and private organizations and individuals to support fathers' involvement in their families and communities.

### FEDERAL LEGISLATION

Several bills have been presented before Congress on legislation to strengthen and support the roles fathers

*The Toolkit for Fatherhood* and additional lists of resources, research, funding, and programs on the fatherhood initiative can be found at <http://fatherhood.hhs.gov/index.shtml>.

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play in the lives of their children by including the following:

- Encourage the formation and maintenance of healthy two-parent, married families; encourage responsible fatherhood; and prevent and reduce the incidence of out-of-wedlock pregnancies.
- Provide for the demonstration, evaluation, and dissemination of information concerning promising approaches to promoting and supporting involved, committed, and responsible fatherhood, and promoting and supporting healthy marriages.
- Establish block grants to States and territories to implement, at their option, media campaigns

promoting the formation and maintenance of married, two-parent families; strengthen fragile families; and promote responsible fatherhood.

- Develop a national clearinghouse to assist States and communities to promote and support marriage and responsible fatherhood.
- Award competitive matching grants to eligible entities to help fathers and their families avoid or leave welfare and to improve their economic status.<sup>117</sup>

While none of these bills have yet been enacted, interest continues and the potential for more active support for the importance of fathers in the lives and development of their children continues to grow.

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## APPENDIX A

# Glossary of Terms

**Adjudicatory Hearings** – held by the juvenile and family court to determine whether a child has been maltreated or whether some other legal basis exists for the State to intervene to protect the child.

**Adoption and Safe Families Act (ASFA)** – signed into law November 1997, ASFA was designed to improve the safety of children, to promote adoption and other permanent homes for children who need them, and to support families. The law requires CPS agencies to provide more timely and focused assessment and intervention services to the children and families that are served within the CPS system.

**CASA** – court-appointed special advocates (usually volunteers) who serve to ensure that the needs and interests of a child in child protection judicial proceedings are fully protected.

**Case Closure** – the process of ending the relationship between the CPS worker and the family. Case closure involves a mutual assessment of progress and includes a review of the beginning, middle, and end of the helping relationship. Optimally, cases are closed when families have achieved their goals and the risk of maltreatment has been reduced or eliminated.

**Case Plan** – the casework document that outlines the outcomes and goals necessary to be achieved to reduce the risk of maltreatment.

**Case Planning** – the stage of the CPS case process where the CPS caseworker develops a case plan with the family members.

**Child Abuse Prevention and Treatment Act (CAPTA)** – see Keeping Children and Families Safe Act.

**Child Advocacy Center** – community-based and child-friendly facilities designed to coordinate services to victims of nonfatal abuse and neglect, especially cases of child sexual abuse and severe physical abuse.

**Child Protective Services (CPS)** – the designated social services agency (in most States) to receive reports, investigate, and provide rehabilitation or treatment services to children and families in which child maltreatment has occurred. Frequently, this agency is located within larger public social service agencies, such as Departments of Social Services.

**Concurrent Planning** – identifying alternative forms of permanency; that is, addressing both how reunification can be achieved and how legal permanency with a new parent or caregiver can be achieved if reunification efforts fail.

**Cultural Competence** – a set of attitudes, behaviors, and policies that integrates knowledge about groups of people into practices and standards to enhance the quality of services to all cultural groups being served.

**Differential Response** – an area of CPS reform that offers greater flexibility in responding to allegations of abuse and neglect. A “differential response,” also referred to as “dual track” or multi-track” response, permits CPS agencies to respond differentially to children’s needs for safety, the degree of risk present, and the family’s need for services and support.

**Dispositional Hearings** – held by the juvenile and family court to determine the disposition of children after cases have been adjudicated such as whether placement of the child in out-of-home care is necessary and what services the children and family will need to reduce the risk of maltreatment and to address the effects of maltreatment.

**Emergency Hearings** – held by the juvenile and family court to determine the need for emergency protection of a child who may have been a victim of alleged maltreatment.

**Evaluation of Family Progress** – the stage of the CPS case process where the CPS caseworker measures changes in the family behaviors and conditions (risk factors); monitors risk elimination or reduction; assesses strengths; and determines when the CPS case can be closed.

**Exposure to Violence** – when children live in an environment of domestic violence, whether the child actually witnesses the violence or not (i.e., hearing, observing, or intervening in the violence or its aftermath).

**Family Assessment** – the stage of the child protection process when the CPS caseworker, community treatment provider, and the family reach a mutual understanding regarding the behaviors and conditions that must change to reduce or eliminate the risk of maltreatment; the most critical treatment needs that must be addressed; and the strengths on which to build.

**Family Meetings** – child protection activity that brings together the family, extended family, and others important in the family’s life (e.g., friends, clergy, neighbors) to make decisions on how best to

ensure safety of the family members and reduce risk of maltreatment.

**Guardian ad Litem** – a lawyer or lay person who represents a child in juvenile or family court. Usually this person considers the “best interest” of the child and may perform a variety of roles, including those of independent investigator, advocate, advisor, and guardian for the child. A layperson who serves in this role is known sometimes as a court-appointed special advocate, or CASA.

**Home Visitation Programs** – prevention programs that offer a variety of family-focused services to pregnant mothers or families with new babies. Activities frequently encompass structured visits to the family’s home and may address positive parenting practices, nonviolent discipline techniques, child development, maternal and child health, available social services, and advocacy.

**Indicated Prevention** – services for families where maltreatment has already occurred to reduce the negative consequences of the maltreatment and to prevent its recurrence. See also “tertiary prevention.”

**Initial Assessment or Investigation** – the stage of the CPS case process where the CPS caseworker determines the validity of the child maltreatment report, assesses the risk of maltreatment, determines if the child is safe, develops a safety plan if needed to assure the child’s protection, and determines services needed.

**Intake** – the stage of the child protection case process when community professionals and the general public report suspected incidents of child abuse and neglect to CPS or the police; CPS staff and the police must determine the appropriateness of the report and the urgency of the response needed.

**Juvenile and Family Courts** – established in most States to resolve conflict and to otherwise intervene in the lives of families in a manner that promotes the best interest of children. These courts specialize in areas such as child maltreatment, domestic violence, juvenile delinquency, divorce, child custody, and child support.

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**Keeping Children and Families Safe Act** – The Keeping Children and Families Safe Act of 2003 (P.L. 108-36) included the reauthorization of the Child Abuse Prevention and Treatment Act (CAPTA) in Title I, Sec. 111. CAPTA provides minimum standards for defining child physical abuse and neglect and sexual abuse that States must incorporate into their statutory definitions in order to receive Federal funds. CAPTA defines child abuse and neglect as “at a minimum, any recent act or failure to act on the part of a parent or caretaker, which results in death, serious physical or emotional harm, sexual abuse or exploitation, or an act or failure to act which presents an imminent risk of serious harm.”

**Kinship Care** – formal child placement by the juvenile court and child welfare agency in the home of a child’s relative (e.g., grandmother).

**Long-distance Dads** – fathers who are unable to live with their children for a period of time for such reasons as military deployment, job responsibilities, or divorce.

**Mandated Reporter** – groups of professionals required by State statutes to report suspected child abuse and neglect to the proper authorities (usually CPS or law enforcement agencies). Mandated reporters typically include: educators and other school personnel, health care and mental health professionals, social workers, childcare providers, and law enforcement officers.

**Neglect** – the failure to provide for the child’s basic needs. Neglect can be physical, educational, or emotional. **Physical neglect** can include not providing adequate food or clothing, appropriate medical care, supervision, or proper weather protection (heat or coats). It may include abandonment. **Educational neglect** includes failure to provide appropriate schooling or special educational needs, allowing excessive truancies. **Psychological neglect** includes the lack of any emotional support and love, never attending to the child, spousal abuse, drug and alcohol abuse including allowing the child to participate in drug and alcohol use.

**Noncustodial or Nonresidential Fathers** – fathers who do not live with their children for various reasons (e.g., divorce, nonmarriage, job relocation, incarceration).

**Out-of-Home Care** – child care, foster care, or residential care provided by persons, organizations, and institutions to children who are placed outside their families, usually under the jurisdiction of juvenile or family court.

**Parent or Caregiver** – person responsible for the care of the child.

**Physical Abuse** – the inflicting of physical injury upon a child. This may include, burning, hitting, punching, shaking, kicking, beating, or otherwise harming a child. Though the parent or caretaker may not have intended to hurt the child, the injury is not an accident. It may, however, have been the result of over-discipline or physical punishment that is inappropriate to the child’s age.

**Primary Prevention** – activities geared to a sample of the general population to prevent child abuse and neglect from occurring. Also referred to as universal prevention.

**Protective Factors** – Strengths and resources that appear to mediate or serve as a “buffer” against risk factors that contribute to vulnerability to maltreatment or against the negative effects of maltreatment experiences.

**Psychological Maltreatment** – a repeated pattern of caregiver behavior or extreme incidents that convey to children that they are worthless, flawed, unloved, unwanted, endangered, or only of value in meeting another’s needs. This can include parents or caretakers using extreme or bizarre forms of punishment or threatening or terrorizing a child. Other forms of psychological maltreatment include spurning, belittling, using derogatory terms to describe the child, habitual scapegoating or blaming, exploiting, and refusing needed treatment. The term “psychological maltreatment” is also known as emotional abuse or neglect, verbal abuse, and mental abuse.

**Response Time** – a determination made by CPS and law enforcement after receiving a child abuse report regarding the immediacy of the response needed by CPS or law enforcement.

**Review Hearings** – held by the juvenile and family court to review dispositions (usually every 6 months) and to determine the need to maintain placement in out-of-home care or court jurisdiction of a child.

**Risk** – the likelihood that a child will be maltreated in the future.

**Risk Assessment** – an assessment and measurement of the likelihood that a child will be maltreated in the future, frequently through the use of checklists, matrices, scales, or other methods of measurement.

**Risk Factors** – behaviors and conditions present in the caregiver, family, child, or environment, which contribute to the increased likelihood of child maltreatment occurring in the future.

**Safety Assessment** – a part of the CPS case process in which available information is analyzed to identify whether a child is in immediate danger of moderate or serious harm.

**Secondary Prevention** – activities targeted to prevent breakdowns and dysfunctions among families who have been identified as at risk for abuse and neglect. Also referred to as selective prevention.

**Selective Prevention** – activities and services for families at high risk of maltreatment intended to alleviate the conditions associated with problem. Also referred to as secondary prevention.

**Service Provision** – the stage of the CPS casework process when CPS and other service providers provide specific treatment services geared toward the reduction of risk of maltreatment.

**Sexual Abuse** – inappropriate sexual behavior with a child. It includes fondling a child’s genitals, making the child fondle the adult’s genitals, intercourse, incest, rape, sodomy, exhibitionism and sexual exploitation. To be considered child abuse these acts have to be

committed by a person responsible for the care of a child (for example a baby-sitter, a parent, or a day care provider) or related to the child. If a stranger commits these acts, it would be considered sexual assault and handled solely by the police and criminal courts.

**Shelter** – a short-term, undisclosed haven for adult victims of intimate partner violence and their children where they are provided with safety, confidentiality, advocacy, and access to resources related to their victimization.

**Substantiated** – an investigation disposition that concludes that the allegation of maltreatment or risk of maltreatment was supported or founded by State law or State policy. A CPS determination that credible evidence exists that child abuse or neglect has occurred.

**Tertiary Prevention** – treatment efforts geared to address situations where child maltreatment has already occurred with the goals of preventing child maltreatment from occurring in the future and avoiding the harmful effects of child maltreatment. Also referred to as indicated prevention.

**Treatment** – the stage of the child protection case process when specific services are provided by CPS and other service providers to reduce the risk of maltreatment, support families in meeting case goals, and address the effects of maltreatment.

**Universal Prevention** – activities and services directed at the general public with the goal of stopping the occurrence of maltreatment before it starts. Also referred to as primary prevention.

**Unsubstantiated (Not Substantiated)** – an investigation disposition that determines that there is not sufficient evidence under State law or policy to conclude that the child has been maltreated or is at risk of maltreatment. A CPS determination that credible evidence does not exist that child abuse or neglect has occurred.

## APPENDIX B

# Resource Listings of Selected National Organizations Concerned with Fatherhood and Child Maltreatment

Listed below are several representatives of the many national organizations and groups that deal with various aspects of child maltreatment, as well as several that address fatherhood issues. Please visit <http://nccanch.acf.hhs.gov/profess/tools/usermanual.cfm> to view a more comprehensive list of resources and visit <http://nccanch.acf.hhs.gov/general/organizations/index.cfm> to view an organization database. Inclusion on this list is for information purposes and does not constitute an endorsement by the Office on Child Abuse and Neglect or the Children's Bureau.

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### FOR FATHERS AND FATHERHOOD GROUPS

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#### **Bootcamp for New Dads**

address: 230 Commerce, Suite 210  
Irvine, CA 92602

phone: (714) 838-9392

Web site: <http://www.newdads.com>

Supports first-time fathers through a Web site filled with practical and sound advice on starting a new family as well as a national network of local chapters.

#### **Center on Fathers, Families, and Public Policy**

address: 23 N. Pinckney St., Suite 210  
Madison, WI 53703

phone: (608) 257-3148

fax: (608) 257-4686

Web site: <http://cffpp.org>

Conducts policy research, technical assistance, training, litigation and public education in order to focus attention on the barriers faced by never-married, low-income fathers and their families.

#### **Center for Successful Fathering**

address: 13740 Research Blvd., Suite L-2  
Austin, TX 78750

phone: (800) 537-0853  
(512) 335-8106

fax: (512) 258-2591

e-mail: [info@fathering.org](mailto:info@fathering.org)

Web site: <http://www.fathering.org>

Trains parent educators to implement father involvement programs in schools attracting all races and types of fathers including custodial, noncustodial, single-parent, teen, and incarcerated fathers.

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### **Family and Corrections Network**

address: 32 Oak Grove Rd.  
Palmyra, VA 22963

phone: (434) 589-3036

fax: (434) 589-6520

Web site: <http://www.fcnetwork.org>

Offers information, training, and technical assistance on children of prisoners, parenting programs for prisoners, prison visiting, incarcerated fathers and mothers, hospitality programs, keeping in touch, returning to the community, and the impact of the justice system on families.

### **The Fathers Network**

address: 2657 10th Ave., West  
Seattle, WA 98119

phone: (206) 284-2859

email: [jmay@fathersnetwork.org](mailto:jmay@fathersnetwork.org)

Web site: <http://www.fathersnetwork.org>

Provides current information and resources to assist all families and care providers involved in the lives of children with special needs.

### **National Center on Fathering**

address: P.O. Box 413888  
Kansas City, MO 64141

phone: (800) 593-DADS

fax: (913) 384-4665

e-mail: [dads@fathers.com](mailto:dads@fathers.com)

Web site: <http://www.fathers.com>

Serves as a catalyst in communities across the country to stimulate increased involvement by fathers in the lives of children by empowering local organizations and individuals.

### **National Center on Shaken Baby Syndrome**

address: 2955 Harrison Blvd., Suite 102  
Ogden, UT 84403

phone: (888) 273-0071  
(801) 627-3399, ext. 110

fax: (801) 627-3321

e-mail: [asalazar@dontshake.com](mailto:asalazar@dontshake.com)

Web site: <http://www.dontshake.com>

Offers information on infant crying and shaken baby syndrome specifically written for fathers, explains how dads can promote early brain development, and provides helpful tips for dads on how to bond with their new baby.

### **National Fatherhood Initiative**

address: 101 Lake Forest Blvd., Suite 360  
Gaithersburg, MD 20877

phone: (301) 948-0599

fax: (301) 948-4325

Web site: [www.fatherhood.org](http://www.fatherhood.org)

Works to improve the well-being of children by increasing the proportion of children growing up with involved, responsible, and committed fathers.

### **National Latino Fatherhood and Family Institute**

address: 5252 Beverly Blvd.  
Los Angeles, CA 90022

phone: (323) 728-7770  
(323) 728-9577

fax: (323) 728-8666

Web site: <http://www.bienvenidos.org/nlffi>

Addresses the multifaceted needs of Latino males as it relates to their positive involvement with their families and communities through research, training, and direct services.



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**National Practitioners Network for Fathers and Families, Inc.**

address: 1003 K St., NW, Suite 565  
Washington, DC 20001

phone: (800) 34N-PNFF  
(202) 737-6680

fax: (202) 737-6683

e-mail: [info@npnff.org](mailto:info@npnff.org)

Web site: <http://www.npnff.org>

Supports the profession of practitioners working to increase the responsible involvement of fathers in the lives of their children by fostering communication, promoting professionalism, and enhancing collaboration among individuals working with fathers and fragile families.

**Slowlane.com**

address: 1216 East Lee St.  
Pensacola, FL 32503

phone: (850) 434-2626

fax: (850) 434-7937

Web site: <http://www.slowlane.com>

Provides a searchable online reference catalog, resources, and national network for stay-at-home dads and their families.

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**FOR THE GENERAL PUBLIC**

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**Childhelp USA**

address: 15757 North 78th St.  
Scottsdale, AZ 85260

phone: (800) 4-A-CHILD  
(800) 2-A-CHILD (TDD line)  
(480) 922-8212

fax: (480) 922-7061

e-mail: [help@childhelpusa.org](mailto:help@childhelpusa.org)

Web site: <http://www.childhelpusa.org>

Provides crisis counseling to adult survivors and child victims of child abuse, offenders, and parents and operates a national hotline.

**National Center for Missing and Exploited Children**

address: Charles B. Wang International  
Children's Building  
699 Prince St.  
Alexandria, VA 22314-3175

phone: (800) 843-5678  
(703) 274-3900

fax: (703) 274-2220

Web site: <http://www.missingkids.com>

Provides assistance to parents, children, law enforcement, schools, and the community in recovering missing children and raising public awareness about ways to help prevent child abduction, molestation, and sexual exploitation.

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### **Parents Anonymous**

address: 675 West Foothill Blvd., Suite 220  
Claremont, CA 91711

phone: (909) 621-6184

fax: (909) 625-6304

e-mail: [Parentsanonymous@parentsanonymous.org](mailto:Parentsanonymous@parentsanonymous.org)

Web site: <http://www.parentsanonymous.org>

Leads mutual support groups to help parents provide nurturing environments for their families.

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### **COMMUNITY PARTNERS**

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#### **The Center for Faith-Based and Community Initiatives**

e-mail: [CFBCI@hhs.gov](mailto:CFBCI@hhs.gov)

Web site: <http://www.hhs.gov/faith/>

Welcomes the participation of faith-based and community-based organizations as valued and essential partners with the Department of Health and Human Services. Funding goes to faith-based organizations through Head Start, programs for refugee resettlement, runaway and homeless youth, independent living, childcare, child support enforcement, and child welfare.

#### **Family Support America**

(formerly Family Resource Coalition of America)

address: 205 West Randolph Street, Suite 2222  
Chicago, IL 60606

phone: (312) 338-0900

fax: (312) 338-1522

e-mail: [info@familysupportamerica.org](mailto:info@familysupportamerica.org)

Web site: [www.familysupportamerica.org](http://www.familysupportamerica.org)

Works to strengthen and empower families and communities so that they can foster the optimal development of children, youth, and adult family members.

### **National Exchange Club Foundation for the Prevention of Child Abuse**

address: 3050 Central Ave.  
Toledo, OH 43606-1700

phone: (800) 924-2643  
(419) 535-3232

fax: (419) 535-1989

e-mail: [info@preventchildabuse.com](mailto:info@preventchildabuse.com)

Web site: <http://www.nationalexchangeclub.com>

Conducts local campaigns in the fight against child abuse by providing education, intervention, and support to families affected by child maltreatment.

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### **PREVENTION ORGANIZATIONS**

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#### **National Alliance of Children's Trust and Prevention Funds**

address: 5712 30th Ave. NE  
Seattle, WA 98105

phone: 206-526-1221

fax: 206-526-0220

e-mail: [trafael@juno.com](mailto:trafael@juno.com)

Web site: [www.ctfalliance.org](http://www.ctfalliance.org)

Assists State children's trust and prevention funds to strengthen families and protect children from harm.

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**Prevent Child Abuse America**

address: 200 South Michigan Ave., 17th Floor  
Chicago, IL 60604-2404

phone: (800) 835-2671 (orders)  
(312) 663-3520

fax: (312) 939-8962

e-mail: mailbox@preventchildabuse.org

Web site: <http://www.preventchildabuse.org>

Conducts prevention activities such as public awareness campaigns, advocacy, networking, research, and publishing. Also, provides information and statistics on child abuse.

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**CHILD WELFARE ORGANIZATIONS**

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**American Humane Association Children's Division**

address: 63 Inverness Dr., East  
Englewood, CO 80112-5117

phone: (800) 227-4645  
(303) 792-9900

fax: (303) 792-5333

e-mail: children@americanhumane.org

Web site: <http://www.americanhumane.org>

Conducts research, analysis, and training to help public and private agencies respond to child maltreatment.

**AVANCE Family Support and Education Program**

address: 118 N. Medina  
San Antonio, TX 78207

phone: (210) 270-4630

fax: (210) 270-4612

Web site: [www.avance.org](http://www.avance.org)

Operates a national training center to share and disseminate information, material, and curricula to service providers and policy makers interested in supporting high-risk Hispanic families.

**Child Welfare League of America**

address: 440 First St., NW, Third Floor  
Washington, DC 20001-2085

phone: (202) 638-2952

fax: (202) 638-4004

Web site: <http://www.cwla.org>

Provides training, consultation, and technical assistance to child welfare professionals and agencies while also educating the public about emerging issues affecting children.

**National Black Child Development Institute**

address: 1101 15th St., NW, Suite 900  
Washington, DC 20005

phone: (202) 833-2220

fax: (202) 833-8222

e-mail: [moreinfo@nbcidi.org](mailto:moreinfo@nbcidi.org)

Web site: [www.nbcidi.org](http://www.nbcidi.org)

Operates programs and sponsors a national training conference through Howard University to improve and protect the well-being of African-American children.

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**National Indian Child Welfare Association**

address: 5100 SW Macadam Ave., Suite 300  
Portland, OR 97239

phone: (503) 222-4044

fax: (503) 222-4007

e-mail: [info@nicwa.org](mailto:info@nicwa.org)

Web site: <http://www.nicwa.org>

Disseminates information and provides technical assistance on Indian child welfare issues. Supports community development and advocacy efforts to facilitate tribal responses to the needs of families and children.

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**FOR MORE INFORMATION**

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**National Clearinghouse on Child Abuse and Neglect Information**

address: 1250 Maryland Avenue, SW  
Eighth Floor  
Washington, DC 20024

phone: (800) 394-3366  
(703) 385-7565

fax: (703) 385-3206

e-mail: [nccanch@caliber.com](mailto:nccanch@caliber.com)

Web site: <http://nccanch.acf.hhs.gov>

Collects, stores, catalogs, and disseminates information on all aspects of child maltreatment and child welfare to help build the capacity of professionals in the field. A service of the Children's Bureau.

## APPENDIX C

# State Telephone Numbers for Reporting Child Abuse

**E**ach State designates specific agencies to receive and investigate reports of suspected child abuse and neglect. Typically, this responsibility is carried out by child protective services (CPS) within a Department of Social Services, Department of Human Resources, or Division of Family and Children Services. In some States, police departments also may receive reports of child abuse or neglect.

Many States have local or toll-free telephone numbers, listed below, for reporting suspected abuse. **The reporting party must be calling from the same State where the child is allegedly being abused for most of the following numbers to be valid.**

For States not listed, or when the reporting party resides in a different State from the child, please call **Childhelp, 800-4-A-Child** (800-422-4453), or your local CPS agency. For additional information, including State Web addresses, visit [http://nccanch.acf.hhs.gov/pubs/reslist/rl\\_dsp.cfm?rs\\_id=5&rate\\_chno=11-11172](http://nccanch.acf.hhs.gov/pubs/reslist/rl_dsp.cfm?rs_id=5&rate_chno=11-11172).

**Alabama (AL)**

334-242-9500

**Alaska (AK)**

800-478-4444

**Arizona (AZ)**

888-SOS-CHILD  
(888-767-2445)

**Arkansas (AR)**

800-482-5964

**California (CA)**

916-445-2771

**Connecticut (CT)**

800-842-2288  
800-624-5518 (TDD)

**Delaware (DE)**

800-292-9582  
302-577-6550

**District of Columbia (DC)**

877-617-7233  
202-671-SAFE (7233)

**Florida (FL)**

800-96-ABUSE  
(800-962-2873)

**Idaho (ID)**

800-926-2588

**Illinois (IL)**

800-252-2873  
817-785-4020

**Indiana (IN)**

800-800-5556

**Iowa (IA)**

800-362-2178  
515-281-3240

**Kansas (KS)**

800-922-5330  
785-296-0044

**Kentucky (KY)**

800-752-6200  
502-595-4550

**Louisiana (LA)**

225-342-6832

**Maine (ME)**

800-452-1999  
207-287-2983

**Maryland (MD)**

800-332-6347

**Massachusetts (MA)**

800-792-5200  
617-232-4882

**Michigan (MI)**

800-942-4357  
517-373-3572

**Minnesota (MN)**

651-291-0211

**Mississippi (MS)**

800-222-8000  
601-359-4991

**Missouri (MO)**

800-392-3738  
573-751-3448

**Montana (MT)**

866-820-KIDS (5437)  
406-444-5900

**Nebraska (NE)**

800-652-1999  
402-595-1324

**Nevada (NV)**

800-992-5757  
775-684-4400

**New Hampshire (NH)**

800-894-5533  
603-835-5510

**New Jersey (NJ)**

800-792-8610  
800-835-5510 (TDD)

**New Mexico (NM)**

800-797-3260  
505-841-6100

**New York (NY)**

800-342-3720  
518-474-8740  
800-369-2437 (TDD)

**North Dakota (ND)**

800-245-3736

**Oklahoma (OK)**

800-522-3511

**Oregon (OR)**

800-854-3508, ext. 2402  
503-378-6704  
503-378-5414 (TDD)

**Pennsylvania (PA)**

800-932-0313  
717-783-8744

**Rhode Island (RI)**

800-RI-CHILD  
(800-742-4453)

**South Carolina (SC)**

803-898-7318

**South Dakota (SD)**

605-773-3227

**Tennessee (TN)**

877-237-0004

**Texas (TX)**

800-252-5400  
512-834-3784

**Utah (UT)**

800-678-9399

**Vermont (VT)**

800-649-5285

**Virginia (VA)**

800-552-7096  
804-786-8536

**Washington (WA)**

866-END-HARM  
(866-363-4276)

**West Virginia (WV)**

800-352-6513

**Wisconsin (WI)**

608-266-3036

## APPENDIX D

# Cultural Competence Self-assessment Questionnaire, Service Provider Version<sup>1</sup>

This questionnaire is designed to assess the cultural competence training needs of mental health and human service professionals. The self-assessment process is used to develop agency-specific training interventions that address cross-cultural weaknesses and build upon cross-cultural strengths of the staff, generally, and the organization, specifically. Cultural competence is a development process; therefore, the goal is to promote positive movement along the cultural competence continuum. Thus, the assessment should be viewed as an indication of areas in which the agency and staff can enhance attitudes, practices, policies, and structures concerning service delivery to culturally diverse populations.

**Instructions:** Please circle or otherwise mark the response that most accurately reflects your perceptions. If you have trouble understanding a question, answer to the best of your ability. Feel free to expand your responses or note concerns on the backs of the pages. Inapplicable questions will be eliminated from the analysis. Please keep in mind that there is no way to perform poorly. The higher the score, the more culturally competent your agency and staff are.

### KNOWLEDGE OF COMMUNITIES

1. How well are you able to describe the communities of color in your service area?

NOT AT ALL<sub>1</sub>

BARELY<sub>2</sub>

FAIRLY WELL<sub>3</sub>

VERY WELL<sub>4</sub>

2. Please list the cultural group(s) of color who reside in your service area and how much of the overall population this represents:

| Group | Percent of Population<br>in Service Area | Percent of Population<br>in State |
|-------|--|-----------------------------------|
| _____ | _____                                    | _____                             |
| _____ | _____                                    | _____                             |
| _____ | _____                                    | _____                             |
| _____ | _____                                    | _____                             |

<sup>1</sup> The National Fathers' Network. (1996). Cultural competence self-assessment questionnaire: Service provider version. *Equal partners: African American fathers and systems of health care: Discussion and resource guide* (pp.19–28). Bellevue, WA: Author.

2a. How well are you able to describe within-group differences?

NOT AT ALL<sub>1</sub>                      BARELY<sub>2</sub>                      FAIRLY WELL<sub>3</sub>                      VERY WELL<sub>4</sub>

3. How well are you able to describe the strengths of the groups of color in your service area?

NOT AT ALL<sub>1</sub>                      BARELY<sub>2</sub>                      FAIRLY WELL<sub>3</sub>                      VERY WELL<sub>4</sub>

4. How well are you able to describe the social problems of the groups of color in your service area?

NOT AT ALL<sub>1</sub>                      BARELY<sub>2</sub>                      FAIRLY WELL<sub>3</sub>                      VERY WELL<sub>4</sub>

5. To what extent do you know the following demographic characteristics within communities of color in your service area? (*Circle the number of your response for each area.*)

|                          | NOT AT ALL <sub>1</sub> | BARELY <sub>2</sub> | FAIRLY WELL <sub>3</sub> | VERY WELL <sub>4</sub> |
|--------------------------|-------------------------|---------------------|--------------------------|------------------------|
| • Unemployment rates     | 1                       | 2                   | 3                        | 4                      |
| • Geographical locations | 1                       | 2                   | 3                        | 4                      |
| • Income differentials   | 1                       | 2                   | 3                        | 4                      |
| • Educational attainment | 1                       | 2                   | 3                        | 4                      |
| • Birth/death rates      | 1                       | 2                   | 3                        | 4                      |
| • Crime rates            | 1                       | 2                   | 3                        | 4                      |
| • Homicide rates         | 1                       | 2                   | 3                        | 4                      |
| • Owner occupancy rates  | 1                       | 2                   | 3                        | 4                      |

6. To what extent do you know the following resources regarding people of color in your service area? (*Circle the number of your response for each area.*)

|   | NOT AT ALL <sub>1</sub> | BARELY <sub>2</sub> | FAIRLY WELL <sub>3</sub> | VERY WELL <sub>4</sub> |
|---|-------------------------|---------------------|--------------------------|------------------------|
| • Social historians                     | 1                       | 2                   | 3                        | 4                      |
| • Informal supports and natural helpers | 1                       | 2                   | 3                        | 4                      |
| • Formal social service agencies        | 1                       | 2                   | 3                        | 4                      |
| • Formal leaders                        | 1                       | 2                   | 3                        | 4                      |
| • Informal leaders                      | 1                       | 2                   | 3                        | 4                      |
| • Business people                       | 1                       | 2                   | 3                        | 4                      |
| • Advocates                             | 1                       | 2                   | 3                        | 4                      |
| • Clergy or spiritualists               | 1                       | 2                   | 3                        | 4                      |



- 
7. Do you know the prevailing beliefs, customs, norms, and values of the groups of color in your service area?
- NOT AT ALL<sub>1</sub>                      BARELY<sub>2</sub>                      FAIRLY WELL<sub>3</sub>                      VERY WELL<sub>4</sub>
8. Do you know the social service needs within communities of color that go unaddressed by the formal social service system?
- NOT AT ALL<sub>1</sub>                      BARELY<sub>2</sub>                      FAIRLY WELL<sub>3</sub>                      VERY WELL<sub>4</sub>
9. Do you know of social service needs that can be addressed by natural networks of support within the communities of color?
- NOT AT ALL<sub>1</sub>                      BARELY<sub>2</sub>                      FAIRLY WELL<sub>3</sub>                      VERY WELL<sub>4</sub>
10. Do you know of any conflicts between or within groups of color in your service area?
- NOT AT ALL<sub>1</sub>                      BARELY<sub>2</sub>                      FAIRLY WELL<sub>3</sub>                      VERY WELL<sub>4</sub>
11. Do you know the greeting protocol within the communities of color?
- NOT AT ALL<sub>1</sub>                      BARELY<sub>2</sub>                      FAIRLY WELL<sub>3</sub>                      VERY WELL<sub>4</sub>
12. Do you know the cultural-specific perspectives of mental health/illness as viewed by the groups of color in your area?
- NOT AT ALL<sub>1</sub>                      BARELY<sub>2</sub>                      FAIRLY WELL<sub>3</sub>                      VERY WELL<sub>4</sub>
13. Do you understand the conceptual distinction between the terms “immigrant” and “refugee”?
- NOT AT ALL<sub>1</sub>                      BARELY<sub>2</sub>                      FAIRLY WELL<sub>3</sub>                      VERY WELL<sub>4</sub>
14. Do you know what languages are used by the communities of color in your area?
- NOT AT ALL<sub>1</sub>                      BARELY<sub>2</sub>                      FAIRLY WELL<sub>3</sub>                      VERY WELL<sub>4</sub>
15. Are you able to describe the common needs of people *of all colors* in your community?
- NOT AT ALL<sub>1</sub>                      BARELY<sub>2</sub>                      FAIRLY WELL<sub>3</sub>                      VERY WELL<sub>4</sub>

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**PERSONAL INVOLVEMENT**

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16. Do you attend cultural or racial group holidays or functions within the communities of color?
- NOT AT ALL<sub>1</sub>                      BARELY<sub>2</sub>                      FAIRLY WELL<sub>3</sub>                      VERY WELL<sub>4</sub>
17. Do you interact socially with people of color within your service area?
- NOT AT ALL<sub>1</sub>                      BARELY<sub>2</sub>                      FAIRLY WELL<sub>3</sub>                      VERY WELL<sub>4</sub>

- 
18. Do you attend school-based meetings that impact people of color in your service area?
- NOT AT ALL<sub>1</sub>                      BARELY<sub>2</sub>                      FAIRLY WELL<sub>3</sub>                      VERY WELL<sub>4</sub>
19. Do you attend community forums or neighborhood meetings within communities of color?
- NOT AT ALL<sub>1</sub>                      BARELY<sub>2</sub>                      FAIRLY WELL<sub>3</sub>                      VERY WELL<sub>4</sub>
20. Do you patronize businesses owned by people of color in your service area?
- NOT AT ALL<sub>1</sub>                      BARELY<sub>2</sub>                      FAIRLY WELL<sub>3</sub>                      VERY WELL<sub>4</sub>
21. Do you pursue recreational or leisure activities within the communities of color?
- NOT AT ALL<sub>1</sub>                      BARELY<sub>2</sub>                      FAIRLY WELL<sub>3</sub>                      VERY WELL<sub>4</sub>
22. Do you feel safe within communities of color?
- NOT AT ALL<sub>1</sub>                      BARELY<sub>2</sub>                      FAIRLY WELL<sub>3</sub>                      VERY WELL<sub>4</sub>
23. Do you attend interagency coordination (IAC) meetings that impact service delivery in communities of color?
- NOT AT ALL<sub>1</sub>                      BARELY<sub>2</sub>                      FAIRLY WELL<sub>3</sub>                      VERY WELL<sub>4</sub>
24. Do you attend community- or culturally based advocacy group meetings within communities of color?
- NOT AT ALL<sub>1</sub>                      BARELY<sub>2</sub>                      FAIRLY WELL<sub>3</sub>                      VERY WELL<sub>4</sub>
- 

**RESOURCES AND LINKAGES**

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25. Does your agency work collaboratively with programs that provide...
- |                                       | NOT AT ALL <sub>1</sub> | BARELY <sub>2</sub> | FAIRLY WELL <sub>3</sub> | VERY WELL <sub>4</sub> |
|---------------------------------------|-------------------------|---------------------|--------------------------|------------------------|
| • Employment training?                | 1                       | 2                   | 3                        | 4                      |
| • Educational opportunity?            | 1                       | 2                   | 3                        | 4                      |
| • Housing?                            | 1                       | 2                   | 3                        | 4                      |
| • Alcohol/substance treatment?        | 1                       | 2                   | 3                        | 4                      |
| • Maternal and child health services? | 1                       | 2                   | 3                        | 4                      |
| • Public health services?             | 1                       | 2                   | 3                        | 4                      |
| • Juvenile justice services?          | 1                       | 2                   | 3                        | 4                      |
| • Recreation services?                | 1                       | 2                   | 3                        | 4                      |
| • Child welfare services?             | 1                       | 2                   | 3                        | 4                      |
| • Youth development services?         | 1                       | 2                   | 3                        | 4                      |

- 
26. Does your agency have linkages with institutions of higher education (e.g., colleges, universities, or professional schools) that can provide accurate information concerning communities of color?
- NONE<sub>1</sub>                      A FEW<sub>2</sub>                      SOME<sub>3</sub>                      MANY<sub>4</sub>
27. Does your agency have linkages with civil rights, human rights, or human relations groups that provide accurate information concerning populations of color?
- NONE<sub>1</sub>                      A FEW<sub>2</sub>                      SOME<sub>3</sub>                      MANY<sub>4</sub>
28. Does your agency have linkages with the U.S. Census Bureau, local planners, Chamber of Commerce, or philanthropic groups who can provide you with accurate information regarding populations of color?
- NONE<sub>1</sub>                      A FEW<sub>2</sub>                      SOME<sub>3</sub>                      MANY<sub>4</sub>
29. Does your agency publish or assist in the publication of information focusing on cultural groups of color?
- NONE<sub>1</sub>                      A FEW<sub>2</sub>                      SOME<sub>3</sub>                      MANY<sub>4</sub>
30. Has your agency conducted or participated in a needs assessment utilizing consumer or family members of colors as respondents?
- NONE<sub>1</sub>                      A FEW<sub>2</sub>                      SOME<sub>3</sub>                      MANY<sub>4</sub>
31. Has your agency conducted or participated in a needs assessment utilizing consumer or family members of color as respondents?
- NONE<sub>1</sub>                      A FEW<sub>2</sub>                      SOME<sub>3</sub>                      MANY<sub>4</sub>
32. Does your agency have linkages with advocates for communities of color who can provide reliable information regarding community opinions about diverse and important issues?
- NONE<sub>1</sub>                      A FEW<sub>2</sub>                      SOME<sub>3</sub>                      MANY<sub>4</sub>
33. Does your agency conduct open house-type events to which you invite providers, consumers, and others concerned with service delivery to communities of color?
- NONE<sub>1</sub>                      A FEW<sub>2</sub>                      SOME<sub>3</sub>                      MANY<sub>4</sub>
34. Does staff utilize cultural consultants who can help them work more effectively within a cultural context?
- NONE<sub>1</sub>                      A FEW<sub>2</sub>                      SOME<sub>3</sub>                      MANY<sub>4</sub>
35. Does your agency utilize interpreters to work with non-English speaking persons?
- NONE<sub>1</sub>                      A FEW<sub>2</sub>                      SOME<sub>3</sub>                      MANY<sub>4</sub>
36. Does your agency subscribe to publications (local or national) in order to stay abreast of the latest information about populations of color?
- NONE<sub>1</sub>                      A FEW<sub>2</sub>                      SOME<sub>3</sub>                      MANY<sub>4</sub>

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37. Does staff have access to culturally related materials (e.g., books and videos)?

NONE<sub>1</sub>                      A FEW<sub>2</sub>                      SOME<sub>3</sub>                      MANY<sub>4</sub>

38. Do you maintain a personal library with cultural resources?

NONE<sub>1</sub>                      A FEW<sub>2</sub>                      SOME<sub>3</sub>                      MANY<sub>4</sub>

39. Does your agency staff regularly attend cross-cultural studies?

NONE<sub>1</sub>                      A FEW<sub>2</sub>                      SOME<sub>3</sub>                      MANY<sub>4</sub>

40. Are agency staff encouraged to take ethnic studies courses?

NONE<sub>1</sub>                      A FEW<sub>2</sub>                      SOME<sub>3</sub>                      MANY<sub>4</sub>

41. Do agency workspaces contain cultural artifacts?

NONE<sub>1</sub>                      A FEW<sub>2</sub>                      SOME<sub>3</sub>                      MANY<sub>4</sub>

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**STAFFING**

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42. Are there people of color on the staff of your agency?

NONE<sub>1</sub>                      A FEW<sub>2</sub>                      SOME<sub>3</sub>                      MANY<sub>4</sub>

43. Are there people of color represented in...

|                                     | NONE <sub>1</sub> | A FEW <sub>2</sub> | SOME <sub>3</sub> | MANY <sub>4</sub> |
|-------------------------------------|-------------------|--------------------|-------------------|-------------------|
| • Administrative positions?         | 1                 | 2                  | 3                 | 4                 |
| • Direct service positions?         | 1                 | 2                  | 3                 | 4                 |
| • Administrative support positions? | 1                 | 2                  | 3                 | 4                 |
| • Operational support positions?    | 1                 | 2                  | 3                 | 4                 |
| • Board positions?                  | 1                 | 2                  | 3                 | 4                 |
| • Agency consultants?               | 1                 | 2                  | 3                 | 4                 |
| • Case consultants?                 | 1                 | 2                  | 3                 | 4                 |
| • (Sub) contractors?                | 1                 | 2                  | 3                 | 4                 |

44. Does your agency...

|   | NEVER <sub>1</sub> | SELDOM <sub>2</sub> | SOMETIMES <sub>3</sub> | REGULARLY <sub>4</sub> |
|---|--------------------|---------------------|------------------------|------------------------|
| • Hire natural helpers or other noncredentialed people of color as professionals? | 1                  | 2                   | 3                      | 4                      |
| • Hire practicum students or interns of color?                                    | 1                  | 2                   | 3                      | 4                      |
| • Out-station staff in communities of color?                                      | 1                  | 2                   | 3                      | 4                      |
| • Hire bilingual staff?   | 1                  | 2                   | 3                      | 4                      |

45. Does your agency prepare new staff to work with people of color?

| NOT AT ALL <sub>1</sub> | BARELY <sub>2</sub> | FAIRLY WELL <sub>3</sub> | VERY WELL <sub>4</sub> |
|-------------------------|---------------------|--------------------------|------------------------|
|-------------------------|---------------------|--------------------------|------------------------|

46. Does your agency provide training that helps staff work with people of color?

| NOT AT ALL <sub>1</sub> | SELDOM <sub>2</sub> | SOMETIMES <sub>3</sub> | OFTEN <sub>4</sub> |
|-------------------------|---------------------|------------------------|--------------------|
|-------------------------|---------------------|------------------------|--------------------|

47. Does your agency emphasize active recruitment of people of color?

| NONE <sub>1</sub> | A LITTLE <sub>2</sub> | SOME <sub>3</sub> | A LOT <sub>4</sub> |
|-------------------|-----------------------|-------------------|--------------------|
|-------------------|-----------------------|-------------------|--------------------|

48. How well has your agency been able to retain people of color on staff?

| NOT AT ALL <sub>1</sub> | BARELY <sub>2</sub> | FAIRLY WELL <sub>3</sub> | VERY WELL <sub>4</sub> |
|-------------------------|---------------------|--------------------------|------------------------|
|-------------------------|---------------------|--------------------------|------------------------|

49. Does your agency staff routinely discuss barriers to working across cultures?

| NOT AT ALL <sub>1</sub> | SELDOM <sub>2</sub> | SOMETIMES <sub>3</sub> | OFTEN <sub>4</sub> |
|-------------------------|---------------------|------------------------|--------------------|
|-------------------------|---------------------|------------------------|--------------------|

50. Does your agency staff routinely discuss their feelings about working with consumers/coworkers of color?

| NOT AT ALL <sub>1</sub> | SELDOM <sub>2</sub> | SOMETIMES <sub>3</sub> | OFTEN <sub>4</sub> |
|-------------------------|---------------------|------------------------|--------------------|
|-------------------------|---------------------|------------------------|--------------------|

51. Does your agency staff routinely share practiced-based “success stories” involving people of color?

| NOT AT ALL <sub>1</sub> | SELDOM <sub>2</sub> | SOMETIMES <sub>3</sub> | OFTEN <sub>4</sub> |
|-------------------------|---------------------|------------------------|--------------------|
|-------------------------|---------------------|------------------------|--------------------|

52. Does your agency direct students of color towards careers in human service or related occupations?

| NOT AT ALL <sub>1</sub> | SELDOM <sub>2</sub> | SOMETIMES <sub>3</sub> | OFTEN <sub>4</sub> |
|-------------------------|---------------------|------------------------|--------------------|
|-------------------------|---------------------|------------------------|--------------------|

53. Does your agency convene or reward activities that promote learning new languages relevant to the communities of color that the agency serves?

| NOT AT ALL <sub>1</sub> | SELDOM <sub>2</sub> | SOMETIMES <sub>3</sub> | OFTEN <sub>4</sub> |
|-------------------------|---------------------|------------------------|--------------------|
|-------------------------|---------------------|------------------------|--------------------|

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**SERVICE DELIVERY AND PRACTICE (FOR DIRECT SERVICE ONLY)**

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54. Are you familiar with limitations of mainstream diagnostic tools as applied to people of color?
- NOT AT ALL<sub>1</sub>                      SELDOM<sub>2</sub>                      SOMETIMES<sub>3</sub>                      OFTEN<sub>4</sub>
55. Do you discuss racial/cultural issues with consumers in the treatment process?
- NOT AT ALL<sub>1</sub>                      SELDOM<sub>2</sub>                      SOMETIMES<sub>3</sub>                      OFTEN<sub>4</sub>
56. Do you willingly share information with clients about your personal or professional background?
- NOT AT ALL<sub>1</sub>                      SELDOM<sub>2</sub>                      SOMETIMES<sub>3</sub>                      OFTEN<sub>4</sub>
57. Do you share some of your personal feelings with clients?
- NOT AT ALL<sub>1</sub>                      SELDOM<sub>2</sub>                      SOMETIMES<sub>3</sub>                      OFTEN<sub>4</sub>
58. Do you assess client acculturation or assimilation with respect to the mainstream culture?
- NOT AT ALL<sub>1</sub>                      SELDOM<sub>2</sub>                      SOMETIMES<sub>3</sub>                      OFTEN<sub>4</sub>
59. How well do you see cultural strengths and resources when planning services to clients of color?
- NOT AT ALL<sub>1</sub>                      SELDOM<sub>2</sub>                      SOMETIMES<sub>3</sub>                      OFTEN<sub>4</sub>
60. Do you use cultural references or historical accomplishments as a source of empowerment for people of color?
- NOT AT ALL<sub>1</sub>                      SELDOM<sub>2</sub>                      SOMETIMES<sub>3</sub>                      OFTEN<sub>4</sub>
61. Do you use treatment interventions that have been developed for populations of color?
- NOT AT ALL<sub>1</sub>                      SELDOM<sub>2</sub>                      SOMETIMES<sub>3</sub>                      OFTEN<sub>4</sub>
62. Do your treatment plans contain a cultural perspective (e.g., role of extended family, spiritual/religious beliefs, issues related to the formation of cultural identity) that acknowledges different value systems of people of color?
- NOT AT ALL<sub>1</sub>                      SELDOM<sub>2</sub>                      SOMETIMES<sub>3</sub>                      OFTEN<sub>4</sub>
63. Do you advocate for quality-of-life issues (e.g., employment, housing, educational opportunities) identified as important by communities of color in your service area?
- NOT AT ALL<sub>1</sub>                      SELDOM<sub>2</sub>                      SOMETIMES<sub>3</sub>                      OFTEN<sub>4</sub>
64. Are you familiar with the use of moderator variables?
- NOT AT ALL<sub>1</sub>                      SELDOM<sub>2</sub>                      SOMETIMES<sub>3</sub>                      OFTEN<sub>4</sub>

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65. Do you use ethnographic interviewing as a technique to gather information that is more accurate?

NOT AT ALL<sub>1</sub>                      SELDOM<sub>2</sub>                      SOMETIMES<sub>3</sub>                      OFTEN<sub>4</sub>

66. Do you use self-disclosure in the treatment process?

NOT AT ALL<sub>1</sub>                      SELDOM<sub>2</sub>                      SOMETIMES<sub>3</sub>                      OFTEN<sub>4</sub>

67. Do you encourage the involvement of extended family members or significant others in diagnosis, treatment planning, or evaluation of treatment?

NOT AT ALL<sub>1</sub>                      SELDOM<sub>2</sub>                      SOMETIMES<sub>3</sub>                      OFTEN<sub>4</sub>

68. Do you see clients outside of your usual office setting?

NOT AT ALL<sub>1</sub>                      SELDOM<sub>2</sub>                      SOMETIMES<sub>3</sub>                      OFTEN<sub>4</sub>

69. Do you use clergy from the spiritual community to enhance services to people of color?

NOT AT ALL<sub>1</sub>                      SELDOM<sub>2</sub>                      SOMETIMES<sub>3</sub>                      OFTEN<sub>4</sub>

70. Do you dismiss clients that come late for their appointments?

NOT AT ALL<sub>1</sub>                      SELDOM<sub>2</sub>                      SOMETIMES<sub>3</sub>                      OFTEN<sub>4</sub>

71. Do you use consumer satisfaction measures to evaluate service delivery?

NOT AT ALL<sub>1</sub>                      SELDOM<sub>2</sub>                      SOMETIMES<sub>3</sub>                      OFTEN<sub>4</sub>

72. Do you ensure that clients of color have transportation, child care, and other arrangements that facilitate access to your services?

NOT AT ALL<sub>1</sub>                      SELDOM<sub>2</sub>                      SOMETIMES<sub>3</sub>                      OFTEN<sub>4</sub>

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**ORGANIZATION POLICY AND PROCEDURES**

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73. As a matter of formal policy, does your agency...

|  | NO<br>POLICY <sub>1</sub> | CONSIDERING<br>POLICY <sub>2</sub> | CURRENTLY<br>WRITING<br>FORMAL<br>POLICY <sub>3</sub> | POLICY IN<br>PLACE <sub>4</sub> |
|--|---------------------------|------------------------------------|---|---------------------------------|
| • Use culture-specific instruments for diagnosis?  | 1                         | 2                                  | 3   | 4                               |
| • Use culture-specific treatment approaches?   | 1                         | 2                                  | 3   | 4                               |
| • Envision community empowerment as a treatment goal?  | 1                         | 2                                  | 3   | 4                               |
| • Review case practice on a regular basis to determine relevancy to clients of color?                                | 1                         | 2                                  | 3   | 4                               |
| • Provide or facilitate child care?  | 1                         | 2                                  | 3   | 4                               |
| • Provide or facilitate transportation (e.g., bus tickets, ride-sharing)?  | 1                         | 2                                  | 3   | 4                               |
| • Allow access after regular business hours (e.g., through message-beeper, agreements with crisis providers)?        | 1                         | 2                                  | 3   | 4                               |
| • Specifically consider inservice plans?   | 1                         | 2                                  | 3   | 4                               |
| • Conduct outreach to community-based organizations, social service agencies, natural helpers, or extended families? | 1                         | 2                                  | 3   | 4                               |



|   | NO<br>POLICY <sub>1</sub> | CONSIDERING<br>POLICY <sub>2</sub> | CURRENTLY<br>WRITING<br>FORMAL<br>POLICY <sub>3</sub> | POLICY IN<br>PLACE <sub>4</sub> |
|---|---------------------------|------------------------------------|---|---------------------------------|
| • Take referrals from nontraditional sources?   | 1                         | 2                                  | 3   | 4                               |
| • Translate agency materials into languages that reflect the linguistic diversity in your service area? | 1                         | 2                                  | 3   | 4                               |
| • Solicit input from groups of color with respect to physical plant location and interior design?       | 1                         | 2                                  | 3   | 4                               |
| • Advocate for a better quality of life for persons of color in addition to providing services?         | 1                         | 2                                  | 3   | 4                               |

74. In general, how well are policies communicated to agency staff?

NOT AT ALL<sub>1</sub>                      BARELY<sub>2</sub>                      FAIRLY WELL<sub>3</sub>                      VERY WELL<sub>4</sub>

75. Is information on ethnicity or culture of clients specifically recorded in your organization's management information system?

NOT AT ALL<sub>1</sub>                      BARELY<sub>2</sub>                      FAIRLY WELL<sub>3</sub>                      VERY WELL<sub>4</sub>

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**REACHING OUT TO COMMUNITIES**

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76. How well do you ensure that communities of color are aware of your program and the services and resources you offer?

NOT AT ALL<sub>1</sub>                      BARELY<sub>2</sub>                      FAIRLY WELL<sub>3</sub>                      VERY WELL<sub>4</sub>

77. Does your organization or agency reach out to...

NEVER<sub>1</sub>                      SELDOM<sub>2</sub>                      SOMETIMES<sub>3</sub>                      REGULARLY<sub>4</sub>

- |   |   |   |   |   |
|---|---|---|---|---|
| <ul style="list-style-type: none"> <li>• Churches and other places of worship, clergy persons, ministerial alliances, or indigenous religious leaders in communities of color?</li> </ul> | 1 | 2 | 3 | 4 |
| <ul style="list-style-type: none"> <li>• Medicine people, health clinics, chiropractors, naturopaths, herbalists, or midwives that provide services in communities of color?</li> </ul>   | 1 | 2 | 3 | 4 |
| <ul style="list-style-type: none"> <li>• Publishers, broadcast or other media sources within communities of color?</li> </ul>   | 1 | 2 | 3 | 4 |
| <ul style="list-style-type: none"> <li>• Formal entities that provide services?</li> </ul>  | 1 | 2 | 3 | 4 |
| <ul style="list-style-type: none"> <li>• Cultural, racial, or tribal organizations where people of color are likely to voice complaints or issues?</li> </ul>                             | 1 | 2 | 3 | 4 |
| <ul style="list-style-type: none"> <li>• Business alliances or organizations in communities of color?</li> </ul>  | 1 | 2 | 3 | 4 |

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78. Are people of color depicted on agency brochures or other print media?

NOT AT ALL<sub>1</sub>

SELDOM<sub>2</sub>

SOMETIMES<sub>3</sub>

OFTEN<sub>4</sub>

79. Does your agency participate in cultural, political, religious, or other events or festivals sponsored by communities of color?

NOT AT ALL<sub>1</sub>

SELDOM<sub>2</sub>

SOMETIMES<sub>3</sub>

OFTEN<sub>4</sub>



## APPENDIX E

# Tips for Dads

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### SIXTEEN THINGS FATHERS CAN DO TO SUPPORT THEIR PREGNANT PARTNERS

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1. Go with your partner to her prenatal visits. The baby's heart starts beating 22 days after conception, or the fifth week of pregnancy, and you can hear it with an ultrasound anywhere between the seventh and twelfth weeks.<sup>1</sup> During the second trimester, go with your partner if she needs an ultrasound. You can see the baby's head, arms, hands, legs, and feet. You may even find out the sex of the baby. During the third trimester, ask how you can help during the delivery.
2. Watch videotapes, listen to audiotapes, check out the Internet, or read books about prenatal development, birthing, and becoming a parent.
3. Help plan for the baby. Talk with your partner about what you both want for your baby. Ask friends and family members if you can borrow a crib, changing table, or baby clothes. Many people are glad to let you use their things. Save a little money each week. It will make it easier once the baby arrives.
4. Go to classes that will teach you and your partner about childbirth.
5. Help your partner stay healthy during pregnancy. Help her eat many different foods. Watch what you eat too. If you eat right, you will make it easier for her. Help your partner stay away from alcohol. Alcohol can cause birth defects. Encourage her to drink juice or milk.
6. Help your partner stay away from street drugs. If you use illegal drugs, stop now, and if your partner uses them, get help for her. Also, encourage her to check with the doctor before taking any over-the-counter drugs or prescription drugs.
7. Make sure your partner stays away from dangerous household products. Strong cleansers, paint products, and insecticides can all harm your baby. Do not let her empty the cat litter box.

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<sup>1</sup> U.S. Department of Health and Human Services, National Institutes of Health. (2005). *Pregnancy* [On-line]. Available: <http://www.nlm.nih.gov/medlineplus/pregnancy.html#overviews>; Kids Health for Parents (n.d.). *Pregnancy calendar* [On-line]. Available: [http://kidshealth.org/parent/pregnancy\\_calendar/week6.html](http://kidshealth.org/parent/pregnancy_calendar/week6.html) and [http://kidshealth.org/parent/pregnancy\\_calendar/week9.html](http://kidshealth.org/parent/pregnancy_calendar/week9.html); Greenfield, M., MD. (2004) *Hearing the fetal heartbeat* [On-line]. Available: <http://www.drspock.com/article/0,1510,9851,00.html>; EhealthMD.com. (2004). *Is my pregnancy going well?* [On-line]. Available: [http://yourmedicalsourc.com/library/pregnancy/PGW\\_normal.html](http://yourmedicalsourc.com/library/pregnancy/PGW_normal.html).

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8. Exercise during pregnancy. Walk or swim together. Both are safe exercises and provide time together.
  9. Be sure your partner gets enough rest. Help with the household chores. Encourage her to use relaxation exercises and join in. Stress can be very harmful to both mother and baby. Talk out differences in a supportive way. If you find yourself becoming angry and having difficulty controlling negative feelings, seek out counseling. Never use physical force, intimidation, belittling comments, or other abusive behaviors. These are not productive for any relationship and are especially harmful during pregnancy.
  10. Understand the different changes both you and your partner are going through as you prepare for parenthood. Pregnancy causes many changes in how a woman feels about how her body is changing. You can still have sex. Talk to each other about what feels good.
  11. Support your partner's choice on how to feed the baby. Breast milk is best for the baby. If mom chooses bottle feeding, you can often take over the feeding of the baby and give mom a rest. Even if breast feeding, mom can pump milk into a bottle, which will allow your participation in the feeding of the baby.
  12. To attach with your baby, take time to learn about the developmental stages and how nutrition, lifestyles, and stress can affect prenatal growth. Listen to your child's heartbeat, feel the kicks. From the second trimester on, you can play the "tapping" game. Each time the mother feels the unborn baby kick, you can respond by tapping her stomach in the same area. The unborn baby quickly learns this "call and response" game. Talk and sing to your baby. Direct positive thoughts and loving feelings to your unborn child. Visualize yourself holding, touching, rocking, or talking to your child. Think about the kind of father you want to be to your child.
  13. Find an infant massage class and attend with your partner. Infant massage is a wonderful way to soothe a baby.
  14. Learn how to bathe, feed, diaper, hold, and comfort a baby. All of these activities will build a father's confidence and enhance bonding with the child.
  15. Find a "New Fathers" support group or talk to other men who have had or are going to have new babies. Share feelings, ideas on supporting the pregnant mom, and tips to make sure you are taking care of yourself.
  16. As soon as the baby is born, hold the baby and look into the baby's eyes. If you talked to the baby before he or she was born, speak to him or her at birth, then he or she will probably recognize your voice.

Prevent Child Abuse America. (n.d.). *Things fathers can do to support their pregnant partner*. Chicago, IL: Author.

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## TIPS FOR DADS: CARING FOR NEW MOMS

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The first few weeks home with a new baby are often a gauntlet of doubt, sleep deprivation, and frustration, with sporadic moments of joy when the baby goes to sleep. It gets a lot better. It is generally worse for Mom. She is recovering from birth and a C-section, riding an emotional and physical roller coaster, trying to breast-feed a screaming infant she may believe she is starving, and has little experienced help.

Life as she knew it has evaporated. Her traditional support structure is gone. She feels trapped and often is physically attached. Under the best of circumstances, she may get no more than a few hours rest a day. Exhausted and overwhelmed, as well as due to her “maternal instinct,” she is expected to also know and do all the baby needs. Talk about a setup!

The following is standard advice for fathers for the first week at home:

- Quickly learn to change diapers, burp, and calm your crying baby by jumping in from the start. Show mom she can count on you.
- Coordinate any help. Obtain what is needed from family, friends, or neighbors, and make sure it is actually helpful.
- Keep necessary resources available, including phone numbers of doctors, the hospital, and helpful books, and use them.
- Tell her she is doing great and will be a wonderful mom.
- Help her get some sleep, and try to get some yourself.

Mom also may think she inherently is supposed to know it all, but may feel overwhelmed and lost.

- Reassure her that you are in it together, and you will get through it together. Be positive, constructive, encouraging, and help build her confidence.
- Pitch in as much as possible. In the middle of the night when the baby is crying and both of you are dead tired, reach deep and find the strength to get up and handle the baby. Sleep will do her good.
- On occasion, when your baby is calm, remind her of the miracle that she brought into your world. Together, check out your baby’s fingers, toes, and nose, and talk of the future—your child’s first date, first day at school, and of course, the first time he sleeps through the night.

Some new moms totally thrive like they were born to be a mom. Some babies sleep through the night right off and rarely cry. If so, enjoy, but do not count on it. Be aware that “natural” moms and calm babies need just as much from dad, so do not be left out.

More than any other issue, veteran dads stress the importance of taking care of new moms. When you are dog tired and perhaps taking heat for not being perfect, being magnanimous with mom can be trying. Down the road, however, when you look back, you will want to know you were up to it, and you will want her to know too. Often the little things count the most. “Nice job, Mom” when your baby goes to sleep after being fussy. The impromptu backrub that feels good and leaves mom feeling loved and appreciated.

Boot Camp for New Dads. (2003). *Caring for new moms* [On-line]. Available: <http://www.newdads.com/CaringMom.htm>.

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## TROUBLESHOOTER'S GUIDE TO CRYING BABIES

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It is the middle of the night, 1 hour after his last feeding, and he has been crying for 10 minutes for no apparent reason. Mom is exhausted and may lose it. You have to go to work early.

It is time to earn your spurs, Dad. Think troubleshooter's guide. A practical, proactive approach is in order. Proven at Boot Camp, this guide employs the same approach used in fixing cars, computers, or other mechanical items.

What do you do?

- To deduce the cause of his crying, develop a mental list of why your baby cries. Being hungry will be at the top of the list, followed by tired. All lists will be as different as babies are, but think gas, wet diaper, rash, constipation, hot, cold, just wants to be held, or burped—and add new issues as they develop.
- Keep trying solutions like you do when troubleshooting a car that will not start. Check the gas, battery, starter, spark plugs, and so on. As long as you are proactively testing solutions, you will minimize anxiety and frustration, which tend to upset babies.
- When you finish your baby's regular list, keep checking. The new nipple on his bottle may not have a hole or a sharp edge of the tape on his diaper may be poking him.
- When you have tried everything and nothing worked, go back to the second item on the list—tired. After 30 minutes of crying, your baby is going to be overtired, and putting her to sleep will be challenging.

Of course, if at any point you suspect your baby may need medical attention, call a doctor. This advice comes from pediatricians, who say you should be on the safe side. Check your resources for indications.

Here are some tips for calming crying babies from veteran dads:

- Do not take the crying personally.
- Go for a walk. Babies often love the motion of a stroller or riding in a backpack, pouch, or sling.
- A taut tummy or kicking legs may indicate gas pain. Bicycle her legs, gently rub her tummy, or lay him across your lap with one leg under his tummy and pat his back.
- Try tag team parenting with mom. Taking turns is much better than both of you up all night together.
- Give mom a break and do not have her pop the baby on her breast every time he whimpers. Develop alternate techniques.
- Invest in a baby swing.
- Once you get her to sleep, use a heating pad to warm her bedding (remove before putting baby in crib) so the shock of cold sheets does not wake her up.
- Rhythmic motion and background noise also help lull babies to sleep. Try the vacuum, car rides, music at a low volume, or the washer or dryer.



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There may be times when walking your crying baby for hours is the only alternative. Babies can be tough, some much more than others. Even the worst cases of colic will pass, and, while the memories of the tough times may never be fond, a dad will always know that he was there when he was needed. This feeling is the basis for a very strong relationship as one's child grows. Hang in there.

Boot Camp for New Dads. (2003). *Troubleshooting for crying* [On-line]. Available: <http://www.newdads.com/troubleshooter.htm>.

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## TEN WAYS TO BE A BETTER DAD

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### 1. Respect Your Children's Mother

One of the best things a father can do for his children is to respect their mother. If you are married, keep your marriage strong and vital. If you are not married, it is still important to respect and support the mother of your children. A father and mother who respect each other and let their children know it provide a secure environment for them. When children see their parents respecting each other, they are more likely to feel that they are also accepted and respected.

### 2. Spend Time with Your Children

How a father spends his time tells his children what is important to him. If you always seem too busy for your children, they will feel neglected no matter what you say. Treasuring children often means sacrificing other things, but it is essential to spend time with your children. Kids grow up so quickly. Missed opportunities are lost forever.

### 3. Earn the Right to Be Heard

All too often, the only time a father speaks to his children is when they have done something wrong. That is why so many children cringe when their mother says, "Your father wants to talk with you." Begin talking with your kids when they are very young so that difficult subjects will be easier to handle as they get older. Take time and listen to their ideas and problems.

### 4. Discipline with Love

All children need guidance and discipline, not as punishment, but to set reasonable limits. Remind your children of the consequences of their actions and provide meaningful rewards for desirable behavior. Fathers who discipline in a calm and fair manner show love for their children.

### 5. Be a Role Model

Fathers are role models to their kids whether they realize it or not. A girl who spends time with a loving father grows up knowing she deserves to be treated with respect by boys, and what to look for in a husband. Fathers can teach sons what is important in life by demonstrating honesty, humility, and responsibility.

### 6. Be a Teacher

Too many fathers think teaching is something others do, but a father who teaches his children about right and wrong, and encourages them to do their best, will see his children make good choices. Involved fathers use everyday examples to help their children learn the basic lessons of life.

### 7. Eat Together as a Family

Sharing a meal together (breakfast, lunch, or dinner) can be an important part of healthy family life. In addition to providing some structure in a busy day, it gives kids the chance to talk about what they are doing and want to do. It is also a good time for fathers to listen and give advice. Most importantly, it is a time for families to be together each day.

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## **8. Read to Your Children**

In a world where television often dominates the lives of children, it is important that fathers make the effort to read to their children. Children learn best by doing and reading, as well as seeing and hearing. Begin reading to your children when they are very young. When they are older, encourage them to read on their own. Instilling your children with a love for reading is one of the best ways to ensure they will have a lifetime of personal and career growth.

## **9. Show Affection**

Children need the security that comes from knowing they are wanted, accepted, and loved by their family. Parents, especially fathers, need to feel both comfortable and willing to hug their children. Showing affection everyday is the best way to let your children know that you love them.

## **10. Realize That a Father's Job Is Never Done**

Even after children are grown and ready to leave home, they still look to their fathers for wisdom and advice. Whether it is continued schooling, a new job, or a wedding, fathers continue to play an essential part in the lives of their children as they grow and, perhaps, marry and build their own families.

National Fatherhood Initiative. (n.d.). *10 ways to be a better dad* [On-line]. Available: <http://www.fatherhood.org/tenways.htm>.

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## TIPS FOR DADS: PRACTICAL TIPS FOR KNOWING YOUR CHILD—NONTRIVIAL QUESTIONS

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It is amazing what things men commit to memory, for example, key statistics for the Atlanta Braves or Chicago Bulls, specifications for next year's Corvette, or lyrics to songs from 20 years ago. However, how many dads can answer even simple questions about their children, who are as important as anyone or anything in their lives?

Here are some questions fathers can ask their children. Some may be easy, some are not, but this is not just trivia. These questions provide a marker for how aware a father is of his child and his or her world. A healthy awareness will help in so many areas of fathering. It can be as simple as going out for a soda and asking about his child's friends at school and what they like to do together. This should not turn this into an interrogation. A child can tell whether the questioner is genuinely interested or simply collecting data that may be used against him or her later. It is simply to get to know more about the various aspects of the child's life. Some examples of appropriate questions include:

- Who is your child's all-time hero?
- What is your child's most prized possession?
- Who is his or her best friend?
- What causes your child to lose sleep?
- What were your child's greatest achievements and disappointments in the last year?
- What is your child's favorite meal?
- What would your child like to do when he or she grows up?
- If your child had \$20 to spend, what would he or she buy?
- What does your child most like to do with you?
- What is the most important thing you need to discuss with your child in the next 6 months?

Even for the most aware fathers, these questions may serve as a wake-up call. After asking such questions, a father may decide he needs to sit down with his child and find out more about what makes him or her tick. It could lead to a great discussion about who he or she is and hopes to become. Fathers also should listen to their child's friends, teachers, coaches, and, especially, their mothers. All of these people see a different side of the child, and they will give dads insights they would have never noticed on their own.

Canfield, K. (n.d.). *Practical tips for knowing your child* [On-line]. Available: <http://www.fathers.com/articles/articles.asp?id=103&cat=23>.

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## TWENTY LONG DISTANCE ACTIVITIES FOR DADS AT A DISTANCE

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The *Dads at a Distance* Web site has been designed to help fathers who are business travelers, military men, noncustodial fathers, airline pilots, travel guides, traveling salesmen, railroad workers, truckers, professional athletes, musicians/entertainers, actors, corporate executives, and any other fathers who have to be away from their children to maintain and strengthen the relationships they have with their children while they are away.

1. Go to the mall and have a photo of yourself put on a pillow case and then send it to your child. If you have a favorite cologne, you might want to put a little bit on the pillowcase to remind your child of you.
2. Purchase or make stickers of your child's name and stick them over the names of a character in one of their favorite books. You also can get a picture of your child's face and place it over the character's face.
3. Make a video or audiotape of you reading bedtime stories. Send them to your child along with the book.
4. Arrange for flowers or pizza to be delivered to your child before or after a special event (e.g., a play, recital, or sports game). Include a note telling them how proud you are of their accomplishment.
5. Send a package containing all the things your child will need if he or she gets sick. For example, you could send a can of chicken noodle soup, a special blanket or pillowcase, a video or audiotape wishing them a speedy recovery, crossword puzzles, or a stuffed animal.
6. Send home a photo documentary of what you do all day when you are away. Be sure to include things like what you eat and how you travel. Things that you might think are boring, your kids will be very interested in seeing. Have your child do the same.
7. Have a star officially named after your child.
8. Send a postcard attack. (Send a postcard everyday for a week straight; try to send postcards from unique places.)
9. If both you and your child have access to cell phones, then go fishing with them from a distance.
10. Include surprises within your letters: fast food wrappers, foreign currency, pencil shavings, coasters, Band-Aids, your own art, flower petals, Sunday comics, sand, fortunes from cookies, newspaper clippings, stamps, or old shoe laces.
11. If both you and your child have access to the Internet, then go on a virtual field trip together. Be sure to use a chat program so you can communicate with each other while looking at the Web sites. A couple of places to start would be NASA's Web site at <http://www.nasa.gov> or the PBS Web site at <http://www.pbs.org>.
12. Find unique things to write your letters on, for example, things your child likes—a favorite color of paper, stickers, or pictures of things they like; fun objects—coaster, napkins, paper tray liners at restaurants, air sickness bags, old handkerchiefs, or pictures of you or of favorite spots; paper cut into special shapes (holiday shapes like shamrocks or hearts); or puzzles (cut your finished letter into pieces; try sending one piece at a time).

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13. Send home some money so that your child can go to the ice cream parlor. Be sure to send a special letter along that can only be read at the ice cream parlor. If you both have access to cell phones, then you can both be at a ice cream parlor talking over your ice cream.
  14. Write a newsletter (have a regular issue of your own family newsletter with columns about each child, family events, and exciting news).
  15. If your child does not already have access to a speakerphone, then buy one. Set the phone in the middle of the room, and you will be able to have dinner with them, be there as they brush their teeth, and get ready for bed.
  16. Start a letter and take it with you throughout the day. Add a sentence every now and then and be sure to add where you are when you write the different sentences (i.e., an elevator, taxi, or café).
  17. Play Internet games together like Jeopardy or Wheel of Fortune. Other games that can be found on the Internet include golf, card games, chess, checkers, and strategy games.
  18. Make a package that contains cookie cutters and the non-perishable ingredients of your child's favorite cookie so you can "help" them bake while you are away.
  19. Choose a photo from your photo album that you can send to your child and then write a letter explaining the events surrounding it. Also, if both you and your child have access to the Internet, have a family home page.
  20. Begin a life's lessons booklet. Each week write down a few of the lessons you have learned in life and how you learned those lessons. When the booklet is full, send it to your child to use as he or she begins or continues the journey of life.

Before you leave home next time, hide some treasure (notes of appreciation, videos of you reading stories, candy, or toys) around the house. Be sure to draw a treasure map of where you have hidden these things, and then mail it home. If your child has a portable phone, then you can talk to them and give hints as they hunt for the treasure. If you are not living with your child, you can still do this activity by mailing the treasures ahead of time to the person who is taking care of your child.

More activities and resources for long distance dads and their families can be found at *Dads at a Distance* Web site at <http://www.daads.com>.

The National Long Distance Relationship Building Institute. (2001). *20 long distance activities for dads at a distance* [On-line]. Available: [www.daads.com/fathering.html](http://www.daads.com/fathering.html).

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## TEN WAYS TO STAY INVOLVED WITH YOUR CHILDREN DURING DEPLOYMENT

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Most of us do not want to think about deployment. After all, it means time away from those we love! The fact is that military families do separate, and deployment can be tough when not prepared for it. Here are 10 great tips that can help you and your family to make it through deployment.

### **1. Be Creative**

Today's military offers many ways to stay connected: video and cassette tapes, video conferencing, phone calls, postcards, letters, e-mail and Web sites, just to name a few. Use the ones that work best for you, and use them often!

### **2. Put a "Message in a Bottle"**

Before you leave, write as many short messages to your children as possible and put them in a large jar, can, or box. Tell your child to pull out one message a day while you are gone.

### **3. Draw Pictures for Your Children**

Your kids will love to receive your drawings. Everyone can draw. The best part is that your kids will love your artwork, even if you do not. So, take a pencil, some paper, and spend 5 minutes drawing a simple picture of you and your child. Then give it to them. You will make their day.

### **4. Record Helpful Phone Numbers**

The parent who stays home will need to know who to call in a crisis. Even when it is not a crisis, it is easier to have a phone list handy to avoid fumbling for it while the kids are screaming. Make the list before you are deployed. If you are already deployed, encourage the other parent that stays home to do it.

### **5. Get Your House in Order**

Take care of financial, medical, and legal needs before you leave. Create a deployment spending plan for the family and decide which parent will pay the monthly bills during deployment. It might make sense to have two checking accounts, one for the parent who stays home and one for the deployed parent. Make sure your family knows how to use its medical insurance and to get legal aid from the military. Create a Family Care Plan, offered by the military. It describes how your family will want financial, medical, and legal affairs handled during deployment.

### **6. Prepare for Changes in Your Children**

The biggest complaint many military fathers have about deployment is the changes that they will miss in their children. They might miss their first steps, first words, or first birthday. One way to accept the changes is to stay connected as much as possible during deployment so the changes will not overwhelm you when you return.

### **7. Learn the Basics of Child Development**

Even though your children will change while you are away, they will do so in regular and predictable ways. Take the time to learn the basics of child development. If you know what your children will be able to do and not do when you return, you will know what to expect. Suppose you return to a 6-month-old daughter and

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expect that she can eat with a spoon. You might be disappointed when she grabs a handful of mashed carrots with her fist instead. Armed with knowledge about how children develop, you will know that it will take another 6 months before your princess' table manners improve.

### **8. Allow Your Children to Ask Questions and Express Fears**

The world can be a scary place. It is your job to keep your kids safe. Kids these days not only have to deal with the boogey man and monsters in the closet, they worry about things they see on the evening news, in the paper, and in real life. War, crime, and disease seem to be the main topics these days. Deployment also can scare and worry kids. Before and after you leave, talk with your children calmly and reassure them that everything is okay. Allow them to ask questions and express fears about anything. This will comfort your children.

### **9. Get Help if You Need It**

If you need help during deployment, it is available. There are all kinds of help for all kinds of problems. You are not alone. Do you have the blues or feel depressed? Do you need a baby-sitter because you are up to your neck in kids? Are you in a deep crisis and need spiritual guidance? Regardless of your need, there are people who can help. Check your local phone book for counselors, parenting classes, spiritual leaders, recreational outlets, swimming pools, suicide hotlines, social organizations, gyms, libraries, and more. The military has many activities for families, from outdoor events to basketball leagues to private counseling. It is all at your fingertips. If nothing else, call a relative or an old friend. Reach out for help...for your children's sake.

### **10. Remember Your Sacrifice for Country and Family**

It is no surprise: Parents give up a lot for their children. Military parents give up more than most. They give up personal time, family time, and stable home lives. Who benefits from your sacrifice? Your family, your neighbors, and all Americans! Talk with your kids about the meaning of this sacrifice. It will make it easier for them to handle being away from you.

For more on dealing with family issues during deployment, please visit the *Health Parenting Initiative: Information for Military Personnel and Their Families* Web site at <http://www.mfrc-dodqol.org/healthyparenting/deployment.cfm>.

National Fatherhood Initiative. (2002). *10 ways to stay involved with your children during deployment* [On-line]. Available: <http://www.fatherhood.org/military-fams.htm>.



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## ADVICE TO NONRESIDENTIAL FATHERS

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### **1. Respect the mother of your children.**

Regardless of their feelings for the mother of their children, fathers need to treat her with respect—for the sake of their children. Children are happier and feel more secure when their parents get along. Fathers should ignore negative comments, compliment the mother when they can, and keep the lines of communication open. Fathers should try to seek common ground with mothers around common goals for their children, and they should never criticize their children's mother in front of their children.

### **2. Keep your promises.**

Children who have endured divorce or the breakup of a parental relationship often feel abandoned and distrustful of the adults in their lives. Nonresidential fathers need to be careful to nurture or restore their children's faith in adults and in them, in particular. Hence, they need to keep the promises they make to their children. If this means promising their children less, fine, but fathers need to earn their children's trust by keeping their word.

### **3. Do not be a “Disneyland Dad.”**

Nonresidential fathers are often tempted to play “Disneyland Dad,” that is, to spend virtually all the time they have with their children in fun activities. “Disneyland Dads” miss opportunities to help their children grow in virtue; they also miss chances to get to know their children in their ordinary lives. Nonresidential fathers need to challenge their children to grow in virtue and they also need to spend time doing ordinary things with them. They need to help their children with homework, to have them do chores around their home, and to tuck them into bed on a school night. Generally, they will discover much more about their children amidst the ordinary struggles of daily life than they will eating popcorn with their children in a darkened movie theater.

### **4. Stay in regular contact.**

Nonresidential fathers should stay in regular contact with their children. If they live locally, they should be faithful about seeing their children on a given day. If they do not live close by or are incarcerated, they should be faithful about calling or sending a letter or email to their children on a weekly basis. Children thrive on maintaining regular contact with their fathers. This advice holds even for teenagers, who may have to be asked to make sacrifices in their social or sports schedules to keep up with their fathers. In the end, maintaining the father-child bond is more important than a missed game or movie with friends.

### **5. Do not be soft on your kids.**

Nonresidential fathers often feel like they should go easy on their children when it comes to discipline. Given the brevity of father-child visits, many fathers do not want to alienate their children by disciplining them for misbehavior, but this is a big mistake. Children will take advantage of their fathers' laxity by pushing the behavioral envelope even more. Nonresidential fathers should be firm, consistent disciplinarians with their children, even if that means that one or two visits are spent largely on discipline. In the long-term, children who are disciplined well are better behaved and more respectful of their fathers than children who are given a free reign.

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## **6. Take care of your children financially.**

Nonresidential fathers need to take at least partial responsibility for the financial welfare of their children. Children who receive regular financial support from their fathers do better educationally and are more confident that their father is there for them and their family. They should pay child support on time and be flexible enough to help their children when unforeseen expenses come up. If possible, they should tell their adolescents that they will help pay for college or vocational training. If employment or child support is a problem, fathers should contact a local fatherhood program to get help with job-skills, job placement, and addressing any outstanding child support they may owe.

Note: This advice draws on educational material from The Children's Trust Fund of Massachusetts, The National Fatherhood Initiative, the National Practitioners Network for Fathers and Families, and the National Center for Fathering.

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## TIPS FROM A FATHER IN PRISON

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The following is a list of suggestions that you can use to maintain the attachment to your children from inside a prison.

1. Even if your relationship with the mother of your children is over, you need to establish and maintain a positive relationship with her. For the sake of your children, try to find ways to connect with her respectfully.
2. Do not expect big changes right away from your family members. Take your time.
3. Find out about policies regarding how you can connect with your child—visitation, letters, telephone calls, and audiotapes. Ask your prison chaplain, counselor, or other staff.
4. Develop a plan and follow it on how often you will connect with your child.
5. When explaining to your children why you are not living with them, be honest but respect their ability to understand it according to their age.
6. When telling your children how important they are to you, do not be surprised if they do not respond the way you want them to. Children are often angry that you did something wrong that prevents you from being with them.
7. To establish and maintain your family relationships, be ready to make amends and apologize to them.
8. Find ways to support your children emotionally, financially, and spiritually as much as possible.
9. Your family and children need to be able to rely on you if you say you will call or write regularly, so be consistent in your approach and contact schedule.
10. Be realistic about goals and expectations. Do not expect too much, too soon from them.
11. Remember family celebrations, special occasions, and cultural events. If you have a hobby or crafts at prison, make gifts or draw pictures and make them into a coloring book.
12. If at all possible, purchase small items for your children through the commissary or mail order catalogs.
13. Use your time constructively. Get your GED, or take parenting classes, anger management, adult continuing education classes, anything that better yourself.
14. Some prisons allow you to purchase and make video or audiotapes. Use these to tell stories, share memories, and bedtime stories. Have your children listen to it when they miss you.
15. Before your release date, clear up any legal problems that may be pending such as your driving record, credit problems, or child support.
16. Your children might not know how to say exactly what they are feeling and thinking, so be patient with them.

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17. Make a realistic plan and follow through, no matter how bad things get, when re-connecting with your children after you are released from jail.
  18. While you are still in prison, research programs that might help you reach your goals once released. Seek out programs about parenting, housing, jobs, legal problems, or credit problems.
  19. Work with other prison fathers trying to connect with their children from inside prison.
  20. Get some counseling from the appropriate staff (psychologist, chaplain, case manager, correctional counselor).
  21. Think about how you want to be a parent and your future as a dad and make decisions about that future. Look at your own relationship with your dad to see what was learned, good and bad.
  22. Go to the prison library, take the time to read what you can to try to learn about being a better dad. Try to read as much as you can about father/child relationships.
  23. Check out some of the other resources in the Incarcerated Fathers Library.

For more help for incarcerated parents and their families, please visit the *Family and Corrections Network* at <http://www.fcnetwork.org>.

Carlin, M. (2002). *Tips from a father in prison* [On-line]. Available: <http://www.fcnetwork.org/library/p10TipsFromAFather.html>.

## APPENDIX F

# Healthy Marriages

Parenting can be rewarding, but it also can be a difficult and demanding responsibility. Particularly with all of the demands facing busy families, it perhaps is not surprising that children tend to thrive best in two parent households, providing that it is not a high-conflict marriage. There are numerous factors that can impact a healthy marriage, but those factors should be assessed differently for different populations. For instance, the challenges and concerns of couples with a partner away on a military deployment or because of incarceration are different than those of a couple living together. In addition, it is important to recognize that couples do not either have a healthy marriage or not—healthy marriages exist in varying degrees along a continuum. The quality of the marriage and the contentment of each person involved are likely to vary over time.<sup>1</sup>

There is a growing consensus that it is not just marriage in and of itself that matters, but healthy marriage.<sup>2</sup> There are 10 components instrumental in building a healthy marriage, based on decades of research on marriage and the perspectives of researchers working in the field.

1. Commitment of the couple—taking a long-term perspective toward the relationship, being willing to persevere when difficulties arise, and committing to caring for the other person.
2. Satisfaction—being contented and happy with various aspects of and with the marriage overall.
3. Communication—involving just not the sheer volume of communication in the marriage, but also the quality and nature of it.
4. Conflict resolution—having the ability to address and resolve conflict that can otherwise undermine the relationship.
5. Lack of domestic violence—experiencing conflict is a normal part of marriage, but physical assaults and psychological abuse are markers of an unhealthy marriage.
6. Fidelity—being faithful to one’s spouse is an important component and many relationships do not survive this betrayal of trust.
7. Interaction and time together—having positive interactions and enjoying time together is as important as the amount of time spent together.

<sup>1</sup> McLanahan, S., & Sandefur, G. (1994); Amato, P. R. (2000); Coleman, M., et al. (2000); Amato, P. R., et al. (1995); Jekielek, S. M. (1998).

<sup>2</sup> Horn, W. F. (2003, September).

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8. Intimacy and emotional support—experiencing feelings of trust, caring, and love, as well as physical affection, represent important dimensions of a healthy marriage.
  9. Commitment to children—being committed to the development and well-being of all children born to or adopted by either spouse is an important element for couples with children.
  10. Duration and legal marital status—remaining married, as long as it is not characterized by violence or high conflict, contributes to the stability of the children and family.<sup>3</sup>

<sup>3</sup> Straus, M. A. (1992). Sociological research and social policy: The case of family violence. *Sociological Forum*, 7(2), 211–238; Straus, M. A., & Gelles, R. J. (1990). *Physical violence in American families: Risk factors and adaptations to violence in 8,145 families*. New Brunswick, NJ: Transaction Publishers; Smock, P. J., & Manning, W. D. (2003). *The conceptualization and measurement of relationship quality: Insights from a qualitative study of cohabiting young adults*. Unpublished memo commissioned by Child Trends. Washington, DC; Amato, P. R., et al. (1995).

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