

THE INTERGENERATIONAL CAREGIVING PROGRAM: A REPLICATION MANUAL



**SCHOOL OF NURSING
UNIVERSITY OF CALIFORNIA, SAN FRANCISCO**

**DEPARTMENT OF FAMILY HEALTH CARE NURSING
FEBRUARY, 1982**

The Intergenerational Caregiving Program:
A Replication Manual

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The production of this document is funded by the California State Postsecondary Education Commission Title I, Part A, and by the Zellerbach Family Fund. Reprints have been provided by UCSF Department of Public Service Programs.

THE INTERGENERATIONAL CAREGIVING TRAINING PROGRAM:
A REPLICATION MANUAL

INTRODUCTION

This manual will inform you about the processes and outcomes of the Intergenerational Caregiving Program, an educational experience for older adults in human development and child care. The document outlines the rationale for this and other programs which link older adults with children. It delineates structures and processes used for participant recruitment and training, and describes the characteristics of participants. The outcomes of the program are presented in terms of the consistency of students attendance and the changes in their confidence, competence and satisfaction in working with children. The intended audience for this information includes human development educators and social program planners. But, whatever one's interest, it is intended that all readers will become more aware of the human developmental and societal implications of intergenerational interactions; and of the need for intervention efforts in this area.

HISTORICAL CONTEXT

The Intergenerational Caregiving Program was conceived by a committee composed of faculty of the University of California San Francisco and community members with an interest in services to older people and to young children. In 1978, the committee agreed to sponsor a pilot educational program that would prepare older adults to work with young children in a variety of settings, including

childcare centers, family daycare homes, pediatric hospital units and clinics. A summer seminar series was supported by The Zellerbach Family Fund. This ten week pilot program determined that there were older adults who were interested in training to become more effective volunteer workers with children, and that there were a number of curricular areas that filled their perceived educational needs. The curriculum was tested on a group of Foster Grandparents who were, for the most part, already engaged in work with children. They evaluated the curriculum content and format of the seminars, and consulted with faculty in the refinement of the program plan.

During the pilot period the state of California Postsecondary Education Commission requested proposals for programs which would utilize university resources to serve heretofore underserved populations, including women, older people, the disabled, bilingual people, the incarcerated, and minorities. In this framework and based on pilot findings a proposal was designed, submitted and funded for the one year. The training program is now in it's second year. Additional support has been supplied by Zellerbach Family Fund to provide for the dissemination of the program, including the preparation of this manual.

RATIONALE

The justification for this program is based on several social phenomena. First, the number of active, healthy older adults is increasing. Many older people are seeking satisfying participation in the community through meaningful volunteer experiences and through second professional careers.

Simultaneously, increasing numbers of mothers are entering the workforce. It has been estimated that by 1990, 75% of mothers with children under three years of age will be working. It is predicted that the existing inadequacy of facilities for infant and young childcare will worsen.

Meanwhile, family mobility often precludes the opportunity for older adults and children to experience biological grandparenting relationships, while progressive age segregation in society effectively separates older and younger people from each other and from the social benefits they can mutually provide. For the most part, children spend their days with children, and adults with adults. The decrease in intergenerational interactions has led to studies demonstrating that children who do not have regular interactions with older people tend to have negative perceptions of older persons and of the aging process.

The goals of the Intergenerational Caregiving Program were thus conceived as threefold: to interrupt the process by which young children develop negative perceptions of aging, to provide situations which lead to positive experiences for older adults with children; and to inform the society (through effective models) about the value of intergenerational interactions.

METHODS

The first long-term training program was scheduled for 26 weeks and included practical and didactic experiences. Students participated in a children's setting of their choice, under the supervision of a preceptor. Students also attended a weekly seminar, held at the University or at a Senior Center. The total weekly participation of students at their sites and in seminars ranged from 15 to 20 hours.

Each student was offered a small training fellowship to defray the cost of participation. The fellowship was modeled on the Foster Grandparent Program's volunteer stipend. The fellowship stipend included \$1.60 per hour for up to 20 hours per week of practicum and seminar participation. Additionally, students were provided with bus passes monthly. Neither subsidy was considered taxable income. Approximately 80% of students accepted the training fellowships; the others declined on the basis that they did not need it. (The terms "training fellow" and "student" both refer to the older adult participants in the program and are used interchangeably in the program description.)

RECRUITMENT

An informational letter was sent to agencies and organizations in San Francisco that serve older people. Some organizations, including senior centers, were contacted by phone, and staff made presentations to a number of social groups.

The recruitment was very individualized. Prospective students

had as many opportunities as they desired to discuss the program and their potential participation with staff members. Students were initially screened on their interest in working with children and on their general health status. Students filled out an application form in which they described their interests. (See appendix A). New students were invited to consider appropriate sites for their practicum experience, and faculty accompanied them on visits to potential placement sites. Students selected from among choices, including daycare centers, family daycare homes, preschools, hospital pediatric units, and pediatric clinics.

PLACEMENT SITES

The children's environments that provided students with practical experience were determined by a number of methods. Without solicitation from our office, many community childcare agencies heard about the program and formally requested that students be placed in their settings. From these resources, staff evaluated sites on the general quality of the developmental programs which would become models for the student, and on willingness of one site staff member of act a a preceptor to the student during the training period. Students often selected sites close to their homes; but a few chose to travel from 20 minutes to 1 hour by bus for their practicum training.

PRECEPTORS

The preceptors were site staff members designated as the source of orientation, support and instruction for training fellows during their practicum experiences. Preceptors formally evaluated the

progress of students; contributed to the development of curriculum; and met periodically to share processes and considerations with the staff and with each other. (See appendices B and C for an outline of the role of the preceptor, and for an example of the instrument used by preceptors in the formal evaluation of students.)

During the first year, preceptors and students were visited on-site by the Intergenerational Caregiving Program faculty; however, these visits were not regular, and usually were prompted by the need to facilitate communication between parties. In the second year, one faculty member took responsibility for making regular visits to sites. On her biweekly visits she provided social and instructional support to the training fellows and preceptors.

SEMINAR

Students met weekly for 7 months. The seminars and practia were extended for two weeks beyond the original projection because 1) there were many more topics that students wanted to cover, and 2) faculty were pleased to continue the service. The topics of the seminar was determined by recommendation of staff, and by the periodic evaluation by of program content by students. Fellows suggested curriculum areas of their concern and interest; and topical foci were modified accordingly.

The seminar series was balanced with lectures, discussions, films, demonstrations and workshops. The topical outline of seminars held in the second year is presented in Table 1. An anecdotal summary of seminar sessions held in the first year is included in Appendix D.

TABLE I
Seminar Topics: 1980-81
(Lecture/discussion and Workshops)

- | | |
|--|--|
| 1. Course overview. | 13. Communicating with children, staff, and families: skill workshop. |
| 2. Elements of a health environment for children. | 14. Working with families; stress neglect, abuse, and effective parenting. |
| 3. Principles of development and the value of intergenerational interaction. | 15. Caring for the sick child. |
| 4. Observing children and their development. | 16. Fears of children, in the hospital and out. |
| 5. Infant and toddler development; principles and strategies. | 17. Administering First Aid: workshop. |
| 6. Creating materials for infants and toddlers: a workshop. | 18. Toymaking workshop; guest specialist. |
| 7. The preschool child; | 19. Working with teenage parents. |
| 8. Workshop: experimental play with preschool materials. | 20. Coping with stress in everyday life; Lecture and demonstration. |
| 9. Evaluation of seminar curriculum and program planning. | 21. Movement and dance: workshop. |
| 10. Discipline and behavior management. | 22. Creative arts: workshop. |
| 11. Music with children: workshop. | 23. Science and nature: workshop. |
| 12. Using books, stories and records with children: workshop. | 24. Cooking with young children: workshop. |
| | 25. Behavior management and discipline revisited. |
| | 26. Resources for older people in the community. |
| | 27. Evaluation and celebration. |

THE SEMINAR PROCESS

The usual format for a seminar was to elicit anecdotes from students describing their experiences either in their practicum setting or in their life history. Such anecdotes brought out differing feelings and attitudes toward development, discipline, and expectations of students themselves, of parents, and of children. Inviting comments from all class members, airing differences, examining goals in the light of shared values usually brought out excellent discussion points that could be linked to developmental theory. Weekly evaluations indicated that this approach was effective in that students felt involved, grasped the essential concepts of developmental theory, and felt successful in having applied them instinctively and correctly. The goal of teaching was to enhance the students' experiences by giving them an interesting and valid introduction to theory while acknowledging their previous experiences. Putting their folk-wisdom into a

pedagogical frame added dignity to their knowledge and excitement to their learning.

Starting with content from the fellows experience also brought out subjects for discussion that were sometimes more relevant than those planned for the day. For example, early in the course one student from the Phillipines politely expressed concern about the fact that little boys at her Center were allowed to play in the doll corner. She worried that this behavior would lead to homosexuality. Other class members took up the discussion, predominantly disagreeing. This led to a discussion of theory, and to the planning of a later session on sex role development with an exhibition of non-sexist toys and books for children.

Concern about spoiling children was frequently expressed in the early sessions each year. Such discussions led to students' reminiscences of their childhood to memories of their parenting, and of transforming experiences leading to their current beliefs. These talks underscored reports on research and theory regarding infants and children's developmental needs. Students often expressed relief at learning that they did not need to hold themselves back or to take on roles of heavy disciplinarian and sermonizer in order to support children's development.

As a child, one student had attended convent school in Ireland. She had no children of her own and was physically disabled. Thus, she was joyfully surprised to find that, despite the disability that forced her to sit in one spot in the playroom, several of the children were drawn to her, making clear their need for her companionship and approval. She noted that, without

"making them toe the mark", she was still performing a valuable service to these children. Discussing the developmental needs of three and four years old children helped her see that she was doing a good job, even though her performance was vastly different from that of the nuns in her childhood.

During the first year, we acquired a number of books for students' use. Among these were a collection of childrens' stories featuring older adults, often grandparents, in important and positive roles. Students were encouraged to borrow these books to read to children at their centers. Several students expressed discomfort over content. "I feel like I'm calling attention to myself by reading about grandmothers", one woman said. After using several of these books at story time, she reported to the class that she was surprised.

"The children really liked the books; they wanted me to talk about grandparents. I realized that it was my own feelings about being older that made me think that the children wouldn't be interested or like the stories."

As faculty we hypothesized that children's literature that focused on realistic intergenerational relations would influence children and the training fellows, as well as the Centers' staff. Anecdotes such as the foregoing supported that reasoning.

RESULTS

WHO ARE THE TRAINING FELLOWS?

The training fellows enrolled in this program reflected the wide diversity of the urban population of San Francisco. Of the 22 students that participated in the first program, three were men and 19 are women. The group included 3 black, 6 Spanish surnamed, and 13 white members from diverse social and economic backgrounds. Many were grandparents, but many saw their grandchildren infrequently (though a few saw their grandchildren very frequently). All but three students were retired; their former professional work had included secretary, furniture salesman, truckdriver, nurse, housekeeper, housewife, and janitor. Their ages ranged from 52 to 78 years; one student was hearing impaired, and three walked with a cane.

All students expressed interest in working with children, though a few had not had regular contact with children in their previous years. Additionally, two students shared that they came to the program as a way of getting themselves "up and out" after having suffered accidents and hospitalization.

ATTENDANCE

The average attendance at seminars was 15 training fellows. Frequently, community visitors also participated. Fellows were encouraged to take their planned vacations despite the seminar schedule. As a result a few students were absent for from one to three weeks on their vacations. Illness also was a reason for

absence; usually involving common winter colds.

In the original program, door to door transportation was provided by a city-sponsored escort service. This plan was dropped when it became apparent that the fellows were capable of using public transportation. They were provided with monthly bus passes which gave them more flexibility and served as an acknowledgement of their participation.

During the first year project three students withdrew from the program. One student, using her experiences as a fellow, applied and was accepted to a manpower training program that resulted in her licensure as a family daycare provider. One student withdrew because of ongoing illness and another expressed a change of interest, having explored the possibilities of work with children.

EDUCATIONAL OUTCOMES

The original plan of the program identified the objective that students increase their confidence competence and enjoyment in providing care to children. The consistency of students' participation was used as one measure of their ongoing satisfaction in the program. Fifteen of the original group of nineteen fellows completed the first year program, and attendance at the seminar sessions averaged 14 students for the series.

At the end of each quarter preceptors estimated changes in students' caregiving competencies and human relations skills. A summary of performance ratings made in the first year is presented in Table 2.

Also, students self-evaluated their progress and satisfaction on questionnaires and in interviews. One measure of student

TABLE 2
RATINGS BY PRECEPTORS OF STUDENTS' OVERALL PERFORMANCE
DURING PRACTICUM PERIOD

(N=13)

<u>CATEGORY OF PERFORMANCE</u>	<u>EXCELLENT</u>	<u>MIDSCORE</u>	<u>SATISFACTORY</u>	<u>MIDSCORE</u>	<u>POOR</u>
COMMUNICATION WITH CHILDREN	6	2	4	0	0
RELATIONS W/STAFF	7	0	6	0	0
ACCEPTANCE OF SUPERVISION	10	0	3	0	0
ATTENDANCE	12	0	1	0	0
PERSONAL ATTITUDE	8	2	3	0	0
INVOLVEMENT IN DAILY ACTIVITIES	8	1	4	0	0
OVERALL CONTRIBUTION TO YOUR PROGRAM	7	2	4	0	0

TABLE 3.

SUMMARY OF STUDENT OUTCOMES: ALL PARTICIPANTS

<u>OUTCOME</u>	(N=21)	<u>NUMBER OF STUDENTS</u>	<u>PERCENTAGE OF STUDENTS</u>
1. Accepted employment working w/children		8	38%
2. Were not regular volunteers; became regular volunteers		5	23%
3. Maintain previously held role as Foster Grandparent		3	14%
4. Maintain participation as continuing (new) students		2	9%
5. Accepted other employment after training		1	5%
6. Withdrew from the program due to illness		1	5%
7. Withdrew from the program due to change in interest		1	5%

satisfaction is summarized in Table 4 which lists student responses to the question, "How has your behavior toward children changed since the beginning of the program." This list indicates the variety of self-evaluations made by students.

LONGITUDINAL EFFECTS*

Following the completion of training, the program participants took a variety of paths. Four graduates entered the Foster Grandparent Program: some continued to work in their practicum centers. One student became the regular substitute at her infant center placement. A summary of permanent placements after the first year is presented in Table 3.

In some cases former students opted for shorter hours and more leisure time for themselves, though they were in demand and able to work as often as they wished. Two students who came to the program intending to "get out of themselves and their own troubles" have both moved on to work with adults. We concluded that the program served its purpose in these cases by supporting the restoration of their confidence and sense of self worth; so they returned to active participation in society.

IMPACT ON CHILDCARE SETTINGS

During the first year of the program we began an investigation of the impact of older adult volunteers on the social ecology of the childcare settings. One interesting question to be pursued was whether the children in intergenerational care settings "used" the older adults for help and attention in ways similar to those in which they "used" the regular childcare staff.

To examine this issue, a small observational study of one child-care setting was funded by the Office of Nursing Research of the UCSF School of Nursing. The purpose was to describe the older adult-child social interactions, and to compare the number and qualities of those interactions to staff-child interactions in the same preschool center.

Observations were made of three trained older adult volunteers and three staff members on eight separate days; observations were matched on background variables such as work schedule, time of day, nature of assigned task, and location of the subject in the environment. The observation system included a contextual snapshot, followed by the simultaneous observing and recording of (1) subjects' behavior toward children and (2) of children's behavior when directed toward the target adult. Immediately after each observation the subject was rated on the following measures:

Availability, i.e., position in space, posture and facial expression;

Attentiveness, i.e., the degree of awareness of children's activities, demonstrated by visual scanning and gestures;

Responsive nurturance, i.e., immediacy and appropriateness of response to children's bids;

Responsive stimulation, i.e. showing, suggesting, talking with, asking questions;

Limit setting behavior, e.g. vocal or physical prohibitions; and

Emotional tone of responses, i.e., the overall quality of being which is conveyed, from negative hostile to positive,

as expressed by facial expression, gestures, verbalization, body posture, and tone of voice.

Subjects were also rated on measures of the frequency and intensity of children's bids for contact or interaction demonstrated toward them.

Measures of interactive behaviors were summarized within groups and compared between groups. Results indicated that there were no significant differences between the older adults and the staff in the characteristics of their responses toward children. There was a significant difference in the number of bids made by children toward older adults; they appealed to the staff more for help and attention. However the intensity, or qualities of the interactions were not significantly different. That is, a child would be as likely to seek the older volunteer as the staff member when the child was distressed.

We concluded from these data that, by the end of 28 weeks of training, older adult volunteers and staff displayed similar caregiving behaviors, and that the children interacted with these groups in qualitatively similar manners. Further, we reasoned that the larger number of children's bids toward staff might be due to their longer association with staff, and the children's simple understanding of who was in charge.

DISCUSSION AND IMPLICATIONS

Throughout the program we have been gratified by the consistency of participation and the commitment of fellows to their work. However, there have been a number of problems to solve and issues to consider. It seems important to illucidate them individually so that they may be apparent to planners of future programs.

ISSUES IN RECRUITMENT

1. Our recruitment in senior recreation centers was less productive than we initially expected. We later reasoned that the older people who frequent recreational centers may be members of a self-selected group that, for the most part, feel that they have paid their dues and are now entitled and now prefer to play cards, enjoy crafts and leisure activities that they hadn't had time for earlier. Our best results in recruitment came from word-of-mouth contacts, from newspaper publicity, and from the distribution of brochures. We anticipate that each year will expand the available pool of interested and active people who enjoy both the educational and participation aspects of the program.

2. Successful recruitment dependent upon maintaining contacts with interested applicants. All potential applicants were telephoned after their expression of interest in the program. They were given information about the program. Follow-up calls were made to uncertain applicants to encourage trial observations and exploratory participation. We found that the reluctance of some to become involved with the program rested on

their hesitation to commit themselves to a regular schedule; on their fear of making mistakes with children; or on their fear of having more responsibility for children than was comfortable. The uncertain applicants needed to be reassured that a) they could arrange their schedule in their own best interests; b) the children would benefit greatly by their relations with them; and c) that they would not have responsibility for children, but as training fellows, could rely on the support of the preceptor and staff.

COMMUNICATION ON SITES

Some fellows encountered frustration about being left out of staff activities, or because they were not given clear communications about staffs' expectations of them. We found that communication with sites could best be maintained through the regular visits of a program faculty member. During these visits the instructor would work out logistical or communication issues; would model behavior for both the site staff and the training fellow; and would support a positive problem-solving approach to their relationship.

HEALTH

Students were offered a health and medical care program administered by the university, but all of them chose to remain with their own physicians. Most of the students maintained or improved their health status. However, as was to be expected in any situation with groups of children, a few students had frequent colds until they developed greater immunity. It is significant however that the proportion of older adults who caught

colds was no greater than that of regular staff members.

Students were reminded to stay home when not feeling well for their own protection as well as the children's. Follow-up calls were made to students who were absent with colds, and as acquaintanceships developed, fellows called each other.

IMPLICATIONS

One of the implications of these findings is that educational programs linking older adults with children can provide satisfying experiences for older adults and can increase their confidence, competence and enjoyment in caring for children.

However currently there is a greater demand in the community for the resources that older adults can provide than there are older adults who choose such a role. It is apparent that flexibility of time and involvement is a program factor that responds to older persons' desire to be free from restrictive routines, to enjoy leisure, and to still have purposeful activity and pleasureable contact with children and adults in a social context.

World cultures have traditionally linked older people with children. This nation and the western world has interrupted the pattern even though our need for continuity is greater as society changes more rapidly. Older people can buffer the social changes and serve as figures of continuity, as they do in hospitals where parents cannot attend their children and where nurses often don't see the same child twice. It must be recognized that we are all,

including the elderly, victims of our society's ageist attitudes, so that many older adults count themselves out of the mainstream either because they feel hesitant, unsure, unqualified, unpracticed, or because they have accepted the cultural norm that child care is unimportant, uninteresting and menial. Such persons need a program that will spur their interest and demonstrate to them that what they can provide to children and therefore to society is important. Programs such as this one will expand with the increasing acknowledgement by communities of the concepts behind intergenerational interaction and of their value to human development and to the continuity of the culture.

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APPENDIX A

INTERGENERATIONAL CAREGIVING

A PROGRAM FOR OLDER ADULTS IN CHILD DEVELOPMENT AND CAREGIVING

OCTOBER, 1980 TO MAY, 1981

ADULTS OVER 55 YEARS OF AGE: ARE YOU INTERESTED IN HUMAN DEVELOPMENT?
INTERESTED IN COMMUNITY SERVICE?

DO YOU ENJOY WORKING WITH PEOPLE?
WANT TO LEARN MORE ABOUT CHILD CARE?

ANNOUNCING A NEW TRAINING PROGRAM TUITION-FREE

THIS PROGRAM WILL PROVIDE A SERIES OF EDUCATIONAL EXPERIENCES TO INCREASE CONFIDENCE, COMPETENCE AND ENJOYMENT FOR OLDER ADULTS IN GIVING CARE TO CHILDREN. GRADUATES WILL BE PREPARED FOR VOLUNTEER AND EMPLOYED SERVICES AS SUBSTITUTES OR STAFF ASSISTANTS IN CHILD CARE CENTERS; TEMPORARY CAREGIVERS FOR SICK CHILDREN; FOSTER GRANDPARENTS TO CHILDREN IN HOSPITALS AND CLINICS; IN-HOME CARE FOR SICK OR WELL CHILDREN; AND PEER-TEACHERS IN OTHER SENIOR TRAINING PROGRAMS.

HOW THE PROGRAM WORKS:

IN-CLASS: THE CHILD DEVELOPMENT PROGRAM WILL PROVIDE BACKGROUND INFORMATION THROUGH LECTURES, FILMS, DISCUSSIONS, AND WORKSHOPS TO ENHANCE UNDERSTANDING AND SKILL IN CARING FOR CHILDREN. FACULTY WILL CONSIST OF PROFESSORS OF EARLY CHILDHOOD EDUCATION AND HUMAN DEVELOPMENT, EXPERIENCED CHILD CAREGIVERS, AND OLDER ADULTS WHO ARE CURRENTLY IN COMMUNITY SERVICE SETTINGS WITH CHILDREN.

STUDENTS WILL MEET ONCE OR TWICE A WEEK AS A GROUP AT THE UNIVERSITY OF CALIFORNIA SAN FRANCISCO SCHOOL OF NURSING, AND SPEND SOME TIME EACH WEEK AT THEIR CHOSEN CHILD CARE PLACEMENT. TRANSPORTATION AND LUNCH COSTS WILL BE COVERED. STIPENDS ARE AVAILABLE TO DEFRAY ADDITIONAL COSTS.

INTERNSHIP: PARTICIPANTS MAY CHOOSE FROM SEVERAL DIFFERENT CAREGIVING SETTINGS FOR THEIR PRACTICAL EXPERIENCE, ACCORDING TO THEIR SPECIAL INTERESTS.

WHY INTERGENERATIONAL CAREGIVING?

ALL OF US WANT AND NEED TO CONTRIBUTE TO SOCIETY. TOO OFTEN OLDER ADULTS ARE OVERLOOKED AS PRODUCTIVE MEMBERS OF THE COMMUNITY. HOWEVER, YOUNG CHILDREN VITALLY NEED THE SPECIAL ATTENTION, UNHURRIED HELP, WISDOM AND EXPERIENCE THAT OLDER ADULTS HAVE TO SHARE. THE PURPOSE OF THIS PROJECT IS TO CONNECT MATURE ADULTS WITH CHILDREN, IN ORDER TO ENCOURAGE WARM, TRUSTING RELATIONSHIPS AND INTERGENERATIONAL LEARNING.

IF YOU ARE INTERESTED, PLEASE COMPLETE AND RETURN THE ATTACHED FORM. FOR FURTHER INFORMATION CALL: MARLENE CRESCI COHEN, PROJECT COORDINATOR AT 666-4589 OR CAROL HARDGROVE, PROJECT DIRECTOR, AT 666-4558.

INTERGENERATIONAL CAREGIVING TRAINING PROGRAM

YOUR NAME: _____

ADDRESS: _____

PHONE NUMBER: _____

REFERRED BY _____

PLEASE TELL US ABOUT YOURSELF AND YOUR INTEREST IN THE PROGRAM.

PLEASE RETURN TO: MARLENE CRESCI COHEN, COORDINATOR
INTERGENERATIONAL CAREGIVING PROGRAM
N411Y
UNIVERSITY OF CALIFORNIA SAN FRANCISCO
SAN FRANCISCO, CA. 94143

APPENDIX B

THE INTERGENERATIONAL CAREGIVING PROGRAM

Notes on the Role of the Preceptor

The role of the preceptor has been conceived as one who supports, advises, teaches and supervizes the student at his/her placement site. The purpose of the practicum experiences is to provide participants opportunities to:

- Observe child behavior, and children's development over time.
- Develop skills in communication with children.
- Evaluate his/her attitudes, beliefs and behaviors regarding children.
- Make generalizations about the physical and social environments in which children are reared.

The most common functions of the preceptor are to:

- Orient the student to the setting, the routines, procedures and other staff.
- Function as a role model by demonstrating effective nurturing care and interaction.
- Instruct the student by way of demonstration, explanation, or guided inquiry to assist him/her in problem solving or gaining insights into development.
- Maintain clear communication with the student regarding scheduled participation days; to assist with rescheduling as necessary.
- Participate in the ongoing evaluation of student progress.
- To inform and advise other site staff in the utilization of the participant's time.

Through individual conferences and through the preceptor group meetings, preceptors will also:

- Advise the program staff members (ICP) on the progress and educational status of individual students.
- Advise program staff regarding curriculum additions and modifications.
- Act as liaison in the development of permanent placements for older adults at sites, when the agency so desires them.

Student Name _____

Preceptor _____

INTERGENERATIONAL CAREGIVING PROGRAM PRECEPTOR'S EVALUATION

JUNE, 1981

Please evaluate the participation of your practicum student in the following areas:

Frequently Sometimes Rarely Never

Sensitivity to Children:

responds to children's bids
for attention or consideration

encourages/suggests activities
and interactions that are
appropriate

initiates interactions with
children without interrupting
or dominating them unnecessarily

Relations with Staff:

asks questions about program,
procedures and children

demonstrates awareness of
program philosophy and
cooperates with staff
to carry it out

cooperates effectively
with requests from staff

interacts with more
than 2 staff members

provides assistance that
complements the efforts
of staff

contributes a special
value to the daily program

Please specify any positive changes that you observe during this period in this person's
behavior, or in the caregiving situation.

Did you consider a permanent placement for this person? What did you chose to do and why?

Would you continue this person in a permanent placement in your center given outside funding?
Or would you seek a new student?

What were your overall expectations for the program when you began?

Were they realized?

What barriers to success exist in the program?

What suggestions do you have for our curriculum for older students next year?

What additional information and cooperative efforts between you and our faculty do you suggest?

Are you interested in participating in the program next year?

Please specify any problem areas that have persisted as barriers to your satisfaction with the trainee situation.

Please rate the changes in performance over the training period as they relate to this student:

	<u>Much Improved</u>	<u>Somewhat Improved</u>	<u>No Change</u>
1. Communicates with children.	_____	_____	_____
2. Displays initiative.	_____	_____	_____
3. Accepts supervision.	_____	_____	_____
4. Has positive relations with staff.	_____	_____	_____
5. Attends regularly.	_____	_____	_____
6. Understands child development principles.	_____	_____	_____

Please rate the overall performance of this student during the entire practicum period:

	<u>Excellent</u>	<u>Satisfactory</u>	<u>Poor</u>
communication with children	_____	_____	_____
relationship to staff	_____	_____	_____
acceptance of supervision	_____	_____	_____
attendance	_____	_____	_____
personal attitude	_____	_____	_____
involvement in daily activities	_____	_____	_____
overall contribution to your program	_____	_____	_____
understanding and implementation of child development principles	_____	_____	_____

APPENDIX D

DESCRIPTIVE SUMMARIES OF WEEKLY SEMINARS*

11/27/79 Introductions, Reception, Orientation and Course Overview.

Students introduced themselves and told of their reasons for being attracted to the program. Instructors introduced themselves, passed out outline of topics from 11/20-2/21 with emphasis on request for student comments and input. Each student was provided with a notebook and informed that later meetings would offer printed materials according to each weekly topic, allowing each student to compile his or her own manual. Great emphasis was placed on the idea that the students could assist us in making valuable course of study if they would help evaluate and contribute to the subjects discussed so that the course remained relevant.

Process: Cheese, wine and fruit were served. Program instructors met students in the lobby and escorted them to the classroom so as to minimize any discomfort or confusion that strangers to the campus can feel. Instructors served as hostesses, participants soon joined in to assist and were welcomed in this role.

11/20 Elements of a Good Child Rearing Environment, C. Hardgrove and K. Rosen

Students were asked for their opinions regarding the elements of a good childrearing environment. They were asked to recall incidents from their own childhood and consider how childhood today differs as they observed children in their day care or hospital settings compares. One participant who grew up in the Phillipines stated that she was concerned about the fact that boys and girls in her day care setting played with the same toys and equipment. She saw this behavior as dangerous, intimating that homosexuality could result from such blurring in play. The topic was thrown open for the group who expressed differing opinions, and the summary at the end of class was expressed as following: "Little children learn through play as adults learn through reasoning and experience. Little children need to play about those experiences that they observe around them. Therefore, they need materials and permission to try on behaviors in a safe and friendly environment." Instructors discussed the possibility and hope that early patterns of play would permit later genuine friendship between the sexes with greater opportunities for people to develop maximal potentials without the restrictions of sexism. The group was asked if they would like a speaker on the subject of sex role development. They responded enthusiastically and positively. Such a program was planned for a future meeting.

*taken from faculty notes and anecdotal records

The ideas presented in the discussion were summarized as follows. A good environment is one in which:

- the child and adults feel safe
- the child is free to explore materials and ideas
- a comfortable atmosphere exists
- activities are challenging in terms of cognitive growth
- fun things happen
- adults learn about children and themselves by watching and by participating in relationships

Process: Lunch was served; instructors set up three tables and served and cleared. Throughout the class year, instructors took turns sitting at different tables with different groups of students who tended to assume the same places each week.

11/27 Value, Function, and Skills in Intergenerational Caregiving

Students shared experiences at their centers. Their anecdotes and questions were then used to point out the need for their assistance at their centers and the important contribution that older adults can make with young children and their families even when the older adults respond in a different way from the regular staff. For example, we talked about how comforting it is to a little child to have someone who is not bustling about or absorbed in supervision to sit beside and serve as shelter and companion until one gets one's bearings.

2/2*

Students were asked for their own evaluation of the contribution of older adults to a program for young children. Among the responses were the following:

"I think lots of people are afraid of old age. Maybe by being with us every day and learning to trust us, they won't grow up to have these fears."

"It's good for children to meet all kinds of different people, especially in a place where they feel at home. Maybe because in a hospital or day care center things are pretty much the same day in and day out, having somebody like us who is a little different and is available makes the place more home-like."

"I find the children like someone to listen to them, and I have time for that. Sometimes one little boy who gets into lots of trouble uses me as a shelter. He knows he can always find me in the same place and he knows I like him."

*Out of time sequence

Some of the students expressed concern that they felt inadequate and didn't know what to do as well as the teachers did. One student was extremely concerned about making a mistake and needed great reassurance that she had value to the program as a friendly presence, a comforting lap, a story reader, and a sympathetic ear. Discussion of Erik Erikson's eight stages of mankind concluded the program with a handout of the material for student notebooks.

Process: Several students arrived early and began setting the tables. This process continued until the end of the course with students serving as hostesses and helping with the hospitality aspect of the program. In the discussion period that followed lunch, a brief period was always dedicated to allowing time for students to report on their various successes in their centers and to ask questions pertaining to their programs.

12/4 Difficult Moments

Students reported their most difficult moments in their settings. One student, a former nurse now participating on the pediatric unit, described her frustration at not being able to take an active role in the children's care. She understood that because she is now unlicensed, she cannot administer nursing care, but she felt that folding diapers was a waste of her time, and, in light of the fact that there were other hands available, unnecessary. Her biggest complaint was of feeling unneeded. As a result of her remarks, an instructor arranged for her station on the unit to be changed to an area where her talents as an understanding companion to children, parents, and staff were much in demand. Although she still expressed the wish to be able to use more of her skills, she understood that she could not do this and that she was making an important contribution in the non-nursing care she provided.

Other difficult moments reported had to do with confusion over children's "lack of respect" or a sense of frustration when it was felt that the teachers did not appreciate the older student but would not give clear direction as to behaviors that they desired.

Process: Students spoke their concerns into tape recorders, commented on each other's remarks. Instructors took notes to assist them in communicating with center staff. Several speakers spoke positively about the sense of inclusion their centers were giving them. One Filipino woman reported that she had taken a story group and told the children in Tagalog about her childhood and grandparents and life in the Philippines. Lunch was as usual.

12/11/79 Observing Young Children

The students were asked to consider what can be learned from observing people. The responses were categorized in relation to children: in their uniquenesses, in their relations, in their approaches to the environment; in their stages of growth and development. Participants were given the task of observing children in their practicum sites during several routines including group time, work time, sleep, outdoor play, in interaction with materials, in interaction with adults and peers.

1/3/80 Infants: Who They Are, What They Need, How to Supply It

Discussion of Erikson, stage of trust vs. mistrust, demonstration of age-appropriate toys and how to make them out of discard materials. Students expressed some judgemental attitudes toward mothers of infants. Discussion of parenting and the support parents need ensued.

Process: Demonstration, toymaking from junk materials, reports of experiences at center. Lunch and socializing.

1/10/80 Toddlers: Who They Are, What They Need, How to Supply It

Discussion of Erikson, stage of autonomy vs. shame and doubt. Discussion of toilet training and negativism. Demonstrations are made of home-made toddler toys.

Process: Students make slot top cans with juice can lids to drop in to take for toddlers in their centers. Lunch and conviviality. Reports and anecdotes from in-center or hospital experiences.

1/17/80 Toymaking Workshop for Infants and Toddlers

Each student had the opportunity to view age-appropriate playthings for infants and toddlers, to discuss the learning value in each, and then to make something suitable for children at their center to play with. The materials were simple, but allowed the participants to be on the giving end of an experience and to involve themselves in an activity that offered a satisfying end product.

Process: Lunch and socializing as usual. Demonstration and toymaking session with materials and supervision provided.

1/31/80 and 2/7/80 The Preschool Child

An overview was presented of the developmental aspects of preschool children. A typical day for three to five-year olds was outlined. Students shared their remembrances of their own children and of themselves as very young children. Materials were supplied for students to have personal experiences with the media that are common to early childhood environments: clay, collage, playdough, temperapaints, musical instruments and records.

In the course of using these materials, a conversation was generated about performance expectations for preschool children in the use of media, what could and should be expected from them, and from the adults who are there to support them.

2/2 See Page Two

2/14 Sex Role Development

The sex role development lecture and seminar included discussion of the following experiences:

- a survey game on sex role stereotyping
- discussion on non-sexist education
 - a. what it is
 - b. goals
- theories on sex role development
- presentation of non-sexist materials
- movie about sex role development
- discussion of feelings of participants about their own expectation for themselves, for other adults and children.

2/21 Evaluation of Curriculum

An open discussion was initiated by faculty to elicit suggestions from students for issues and topics to be discussed in the following weeks. Students rated their experiences in the previous practicum and seminar phases. Most requested topics were discipline and effective communication with children and with staff.

2/28 Elements of Discipline

Discussion of reasons for limit setting, approaches to positive redirection and anticipatory guidance as these fit in with short and long term goals and values in childrearing and supervision. Fritz Redl's "Guides to the Handling of Agression" were hand-outs. Students were invited to share memories of their own early experiences and responses to discipline, punishment, and redirection.

One student remarked, "You're not just teaching us about children, we're learning about ourselves and each other, too." Many of the group chimed in to volunteer that they learn so much from each other and the sharing as well as from the direct teaching experiences and the agency experiences.

Process: Lunch, socializing, sharing of anecdotes and questions. Participatory discussion around the subject of behavior management, discipline and values.

3/25 Effective Communication, Guest lecturer, Bayard Allmond, M.D. Co-director, UCSF Child Study Center

Dr. Allmond posed questions for students to ask themselves and answer in a follow-up session. Their work: "How do I explain my work when people ask me what I do at the center?" "What do I call myself in relation to my job?" "What is the thing I most hate to hear a child say?"

Discussion was lively and revealing, with responses ranging from "I try to help the children to be nice" to "I stick up for the ones that are having trouble" or "I rock babies" to "I try to make the day go smoothly by fitting in with the teacher's plans."

3/25/ continued:

Some of the students said they were called grandma or grandpa, some were called by first names. One, the former nurse, insisted on being called Mrs. L. The conversation on this topic was lively, and the group invited Dr. Allmond to return.

Process: Lunch, introductions to speaker, question and answer format.

4/3 Puppets and Preparation

A discussion of children's need to be prepared for coming events, followed by a video tape of a puppet show made by Susan Linn, Children's Hospital, Boston, Mass., on the subject of sibling anxiety and jealousy when a sister is to be hospitalized. Discussion followed on a variety of subjects ranging from sibling rivalry to concerns of hospitalized children.

Process: Usual, plus use of video recording equipment.

4/8 Communication and Role Identity, Bayard Allmond, M.D. (continued)

Continuation of March 25 session.

Process: Lunch with Dr. Allmond; question and answer session and group discussion.

4/17 Fears of Children, In Hospital and Out

Discussion of developmental crises, developmental tasks, and special fears that accompany stress as they occur at different stages. Guides for helping children weather some of the difficult periods through sensitive assistance from adults were given. Special concerns of children in hospital or health care according to their developmental stages were outlined. Students introduced many of their own experiences and memories of their own early fears, angers, sadnesses, and ways that such experiences were dealt with.

Process: Usual, plus slides of hospital scenes and their effects on children and parents. Demonstration of books appropriate for preparing young children and their families for hospitalization.

4/24 Stress Reduction Techniques

The seminar included discussion/lecture on: What is stress?, simple stress reduction exercises, and how to identify stress in self and in children. Experiential processes were conducted with students in progressive muscle relaxation. A guided fantasy was conducted with the intention of identifying and eliminating stressors in individuals.

These experiences were analyzed for their applicability to work with children, and to methods for enhancing self-expression and stress reduction in children.

5/1 Toy Center, Jean Ishibashi, Director, Guest Speaker

Ms. Ishibashi brought slides of easily made toys, puppet theatres, doll houses. She also brought a jigsaw, plywood, cardboard and large pictures to enable the class members each to make a puzzle to take to the center. Every student made a puzzle in great excitement and enthusiasm, carefully selected a preferred picture, gluing it onto the cardboard, and proudly displaying it to classmates and instructors before carrying it off to give to the children in their charge at center or clinic. Many of the participants were so excited by the activity that they arranged to meet at the Toy Center on their own at later dates in order to make more toys.

Process: As usual, with lecture, discussion, slides, and toymaking equipment provided.

5/8 Books and Stories

This was a workshop in which the different kinds of children's books were displayed and the many ways of using children's literature were discussed. Books were read aloud and exchanged, questions were answered regarding techniques of storytelling and bookreading. The arrangement of the environment relative to books was discussed; bookmaking was presented; and students generated activities that they would conduct with children in their practicum situations.

5/15 Science and Nature

This was a workshop about the development and discrimination of sensory information: touch, taste, smell, hearing and sight. Students were given materials to manipulate in the manner that experiences might be presented to children. They generated their responses and discussed the provision of science activities and nature experiences with children. Activities were selected by students to use during practicum.

5/22 Dance Movement Exploration--Dotty Dean

This session involved movement games appropriate for small children. The goal was to provide possible material for use in the day care or school environment as well as a personal experience for the participants in movement. Because free movement of the body is healthful as well as joyful, it was hoped that the participants would experience a greater sense of joy and release of personal inhibitions in movement as a result of the session, and that they would take this quality of feeling with them to their work with children as well as to their personal lives. This session was ranked as a favorite learning experience by most of the students.

5/29 Graduation and Evaluation

Brenda Roberts, Vice Chairperson of the Department of Family Health Care Nursing, came to distribute certificates of completion to the students. Dotty Dean was guest instructor and led the group in songs, movement and games.

5/29 continued

Singing: Specific rhythms and singing materials were used which the instructor found to be useful with children. The session was designed to be useful in freeing the singing voice of the participants on a personal level in the hope that a quality of vitality would be the center of the musical expression with children. It also was hoped that a joyful experience would stimulate personal memories of childhood songs and that the participants would go back and share their own rich heritage with children in their care.

Process: The San Francisco Study Center made calligraphyed certificates. A large decorated cake accompanied the special buffet celebration menu. Many heartwarming speeches were exchanged along with promises to keep in touch and to plan follow-up sessions and get-togethers.

CURRICULUM NOTES

Intergenerational Caregiving Project

Guides to speech and action with children

1. State suggestions or directions in a positive rather than a negative form.
2. Give the child a choice only when you intend to leave the choice up to him/her.
3. Your voice is a teaching tool. Use words and a tone of voice which will help the child feel confident and reassured.
4. Never depend on changing behavior by words which may make the child feel less respect for him/herself, such as by blaming or shaming or making him/her feel guilty.
5. Avoid motivating a child by making comparisons between one child and another or encouraging competition.
6. Redirect the child in a way that is related to his/her own motives or interests wherever possible.
7. Avoid making models in any art medium for the children to copy.
8. Give the child the minimum of help in order that she/he may have the maximum chance to grow in independence, but give the child the help she/he needs.
9. Make your suggestions effective by reinforcing them when necessary.
10. Forestalling is often the most effective way of handling a problem. Learn to foresee and prevent, rather than mop-up after difficulty.
11. When limits are necessary, they should be clearly defined and consistently maintained.
12. Be alert to the total situation. Use the most strategic position for supervising.
13. The health and safety of the children are a primary concern at all times.

adopted from Read, Katherine, The Nursery School, W.B. Saunders.

CURRICULUM NOTES

GENERAL SUGGESTIONS TO GUIDE THE OBSERVER - PARTICIPANT

1. BE WILLING TO SIT BACK AND WATCH THE CHILDREN AND WAIT FOR THEM TO CONTACT YOU. TOO MANY STANDING ADULTS CAN DISTRACT THE CHILDREN. AVOID SITTING ON PLAY EQUIPMENT AND TABLES.
2. AVOID DISTRACTING THE CHILDREN FROM THEIR PLAY (WHICH IS THEIR WORK) BY DOING STUNTS OR SHOWING THEM TRICKS. SUCH ACTIVITIES MAY BE FUN FOR INDIVIDUAL CHILDREN BUT TEND TO DISRUPT AND OVERSTIMULATE A GROUP. THEY ALSO TEND TO FOCUS ATTENTION TOWARD YOU AND AWAY FROM THE CHILDREN.
3. AVOID PUTTING CHILDREN ON THE DEFENSIVE BY ASKING DIRECT QUESTIONS ABOUT THEIR PAINTINGS OR THEIR PLAY. DO NOT ASK, "WHAT DID YOU PAINT?" OR, "WHAT ARE YOU BUILDING?" HOWEVER, IT IS GOOD TO SHOW INTEREST IN THEIR ACTIVITIES AND TO MAKE OCCASIONAL APPROVING COMMENTS WHEN IT SEEMS NATURAL TO DO SO, E.G., "WHAT PRETTY COLORS YOU USED," "WHAT A GOOD BUILDER YOU ARE," OR, "YOU REALLY WORKED HARD ON THAT PUZZLE."
4. WHEN CHILDREN ARE USING BLOCKS, CRAYONS, PAINTS, OR OTHER CREATIVE MATERIALS, AVOID MAKING THINGS FOR THEM OR TELLING THEM WHAT TO MAKE. THEIR JOY IN USING THESE MATERIALS FREELY ACCORDING TO THEIR OWN IDEAS IS FAR MORE IMPORTANT AT THIS AGE THAN THE QUALITY OF THE PICTURE OR OBJECT THEY PRODUCE.
5. USUALLY IT IS BETTER NOT TO JUMP INTO THE MIDDLE OF CHILDREN'S PLAY UNLESS YOU ARE INVITED, EVEN THOUGH PARTICIPATING IN THE PLAY MAY MAKE YOU FEEL MORE COMFORTABLE.
6. RESPOND IN A FRIENDLY WAY TO DIRECT QUESTIONS OR REQUESTS OF CHILDREN, E.G., REQUESTS TO HELP TIE A SHOE, POUR A DRINK OF WATER, OR HELP FASTEN A DOLL DRESS.
7. TAKE TIME TO LISTEN TO CHILDREN. THEY CONSTANTLY TELL US ABOUT

THEMSELVES IN THEIR PLAY, NOT ONLY THROUGH SPEECH, BUT THROUGH THEIR BEHAVIOR.

8. STEP INTO A SITUATION PROMPTLY IF THERE IS DANGER OF A CHILD'S HURTING OTHERS OR HIMSELF. IN A CONFLICT, IF THERE IS NOT PHYSICAL DANGER INVOLVED, IT IS USUALLY BETTER TO WAIT AND GIVE THE CHILDREN A CHANCE TO SOLVE THEIR OWN DIFFICULTIES IF THEY SEEM ABLE TO DO SO.
9. AVOID NEGATIVE COMMANDS AS MUCH AS POSSIBLE. THIS DOES NOT MEAN THAT WE LET THE CHILD "DO JUST AS HE PLEASES" OR THAT WE NOT SET LIMITS WHEN NECESSARY. POSITIVE REDIRECTION IS MORE EFFECTIVE, E.G., "HERE IS A PAN TO PUT THE WATER IN," RATHER THAN, "DON'T THROW THE WATER ON THE FLOOR."
10. AVOID USING AN OVERSTIMULATING TONE OF VOICE, AND SPEAK IN A SIMPLE, CONVERSATIONAL WAY WITHOUT "TALKING DOWN" TO THE CHILDREN. YOU WILL FIND THAT A LOW, GENTLE, AND INTERESTED VOICE WILL HELP YOU MAKE THE BEST CONTACTS WITH CHILDREN.
11. AVOID LABELING A CHILD "GOOD" OR "BAD." LET HIM KNOW THAT YOU LIKE HIM AND ACCEPT HIM EVEN WHEN YOU DISAPPROVE OF CERTAIN BEHAVIOR.
12. SMALL CHILDREN HAVE VERY LITTLE CONCEPT OF TIME AND TEND TO BECOME CONFUSED WHEN HURRIED; ALLOW PLENTY OF TIME FOR THEM TO ADJUST TO A CHANGE OF ACTIVITY. EXAMPLE: "IT'S ALMOST TIME FOR JUICE. YOU MAY PLAY FOR A FEW MORE MINUTES AND THEN IT WILL BE TIME TO PUT THE TRUCK AWAY."
13. CHILDREN OF THIS AGE ARE ABLE TO SPEND ONLY A SHORT TIME AT ONE ACTIVITY. THEIR ATTENTION SPAN IS BRIEF, AND THEY ARE NOT ALWAYS INTERESTED IN COMPLETING WHAT THEY START. AT THIS AGE IT IS NOT ALWAYS NECESSARY TO INSIST THAT THEY FINISH WHAT THEY HAVE STARTED BEFORE BEGINNING A DIFFERENT ACTIVITY. FOR SOME CHILDREN, HOWEVER, IT IS QUITE IMPORTANT THAT THEY BE

ENCOURAGED TO FINISH AN ACTIVITY. KNOWLEDGE OF THE CHILDREN AS INDIVIDUALS WILL HELP TO DETERMINE THIS.

14. DON'T HESITATE TO ASK THE TEACHER FOR IMMEDIATE HELP IN SITUATIONS IN WHICH YOU FEEL UNCOMFORTABLE OR NOT EQUIPPED TO HANDLE.
15. WHEN SPEAKING TO CHILDREN GET DOWN TO THEIR EYE LEVEL. AVOID THE QUESTION APPROACH TO CONVERSATION. USE SIMPLE DIRECT SENTENCES LIKE "I SEE YOU'RE WEARING YOUR BOOTS TODAY" RATHER THAN "WHERE DID YOU GET THOSE BOOTS?"
16. YELLING ACROSS THE ROOM OR YARD IS DISTRACTING.
17. WILD RUNNING AND OTHER OVER-STIMULATING, AGGRESSIVE BEHAVIOR IS NOT PERMITTED INDOORS. SMILE, STOP THEM; SAY "JUST WALK INSIDE," OR "I CAN'T LET YOU DO THAT."
18. CHILDREN HAVE GOOD EARS. DO NOT DISCUSS A CHILD'S BEHAVIOR OVER HIS OR HER HEAD.
19. CHECK FOR SAFETY, SPLINTERS, AND SHARP EDGES.
20. WEAR COMFORTABLE, WASHABLE CLOTHES AND COMFORTABLE SHOES.
21. AVOID CHATTING WITH OTHER ADULTS. ARRANGE A TIME FOR DISCUSSING PROGRAM AFTER YOUR OBSERVATION.
22. FOR MESSY AND WET ACTIVITIES SEE THAT SLEEVES ARE PUSHED UP. ENCOURAGE PAINT APRONS.
23. BE A SITTER, NOT A FLITTER. CHILDREN OFTEN DO BETTER WITH YOU SITTING COMFORTABLY AND COMPANIONABLY BY RATHER THAN CHARGING ABOUT DOING FOR THEM.

Instructor: Carol Hardgrove

SOME GUIDES FOR HANDLING AGGRESSION

1. Hurdle-help--help child make transition from one activity to another. We sometimes get aggression because he's been too long at one thing. Say, "I have these puzzles at the table" or "Have you seen this book?" etc.
2. Touch control - sometimes a gentle pat, embrace, or simple laying on of hands will serve as a reminder of your relationship. If properly timed this may prevent unmanageable aggression.
3. Friendly interest - liberal use of names, seeing new clothes, noticing possessions, commenting upon achievements and saying, "You're doing very well in asking for a turn. That was great the way you worked it out with Johnny."
4. Omit all moralizing - Such as, "Now, was that a nice thing to do?" Avoid long explanations concerning cause and effect of behavior. Use short phrases such as "You make them mad" - "Tell them what you want." - "They'll hit you if you grab things" - "You can fight, but don't hurt each other" - "He can't understand you" - "Talk to him." Sermons and long periods of "talking it out" are seldom productive. Promises have no foundation on which to build meaning. Apologies = lies.
5. Help children to make entry to various areas by saying to the group "Do you need a father, a doctor, a grandfather" - "Johnny has some tickets for the train." (Give the child who has trouble getting into the group a prop to take with him.)
6. Signal Control - A verbal reminder, or a nod that the behavior is not acceptable may work. Timing is important here. This is a good technique if he's looking for the limit. It only works if he's fairly well put together and can muster some internal restraint, and you and he have a relationship that is important.
7. Planful ignoring - Here you let the behavior die under its own steam. This implies that a dangerous situation is not involved.
8. Hypodermic affection - a Friendly injection of affection may circumvent a disciplinary crisis - liberal use of both physical and verbal affection.
9. Timing and pace - not every infringement has to be dealt with. When the child is wearing his emotions on his sleeve he may be deaf to your pleas. Take it easy when he's off his bean - pick moments when his feelings are fairly well intact. You may have to leave him alone during a temper tantrum.
10. Hands off policy - at times you will be called upon to physically restrain children. Try not to immobilize them by too much restraint. If you're too vigorous in your restraint you'll get the "wilting legs" and falling on the floor response from them. If you restrain them too heartily, it relieves them of all responsibility and you suddenly have a two year old on your hands, and not a four or five year old.

Your restraint should be a loose encompassing, not scooping up, not grabby, not clenching and at the same time enough force to guarantee that Johnny doesn't escape until you are fairly sure he's not going to hurt anyone.

But check yourself to see if laying on of hands is really necessary.

11. Face saving - Don't put either yourself or the child in an impossible situation. Leave him and yourself a gracious way out, e.g. threats which you can't carry out or extracting promises which he isn't likely to remember. Expecting him to do things he's not likely to do except by your taking him by the scuff of the neck.
12. The idiot "NO" - Say to yourself "Is this 'No' necessary or is it an 'idiot NO', a reflex action or the consequence of a foul mood. The child's diet of 'no's' must not be too rich or 'no' will become commonplace and ineffective. so restrict 'no's' to the essentials.
13. Unload your "no" - See that children hear as little malice as possible in your verbal restraint. Don't be confused on this. We expect, and even hope, that you will express anger when it's called for and when you feel angry, but if your restraints are always angry ones, you become ineffective. Remember, a simple no is more effective than a blast over the long haul.
14. The amount of aggression we encounter will be directly related to how successfully we set up equipment and how well we arrange to program.

CURRICULUM NOTES

CREATIVE ACTIVITIES

WATCHING AND LISTENING WHILE CHILDREN USE ANY OF THESE MEDIA CAN BE AN EXCITING AND INFORMATIVE EXPERIENCE. MOST OF THEM CARE LITTLE FOR THE PRODUCT; THE PROCESS IS MOST IMPORTANT. "HERE IS SOMETHING - WHAT CAN I DO WITH IT?" LEFT TO THEIR OWN DEVICES THEY'LL FIND OUT. ALTHOUGH THE END PRODUCT MAY BE MEANINGLESS TO THE ADULT, IT MUST BE RESPECTED AS AN EXPRESSION OF THE CHILD'S. OUR ROLE IS TO PROVIDE THE MATERIALS AND THE ATMOSPHERE CONDUCIVE TO THEIR USE.. PROPERLY EQUIPPED THE CHILD CAN FEEL FREE TO EXPERIMENT WITH THESE MEDIA.

SOME OF THE GENERAL PRINCIPLES WHICH GOVERN OUR APPROACH TO THE MATERIALS DISCUSSED IN THIS SECTION ARE:

IF YOU ARE INTERESTED IN THE CHILD'S THOUGHTS ABOUT WHAT HE IS DOING, ASK, "WOULD YOU LIKE TO TELL ME ABOUT IT?", NEVER, "WHAT IS THAT?"

IF YOU CAN GENUINELY PRAISE, FINE, BUT CRITICISM IS NEVER IN ORDER.

DO NOT SUGGEST THAT THE CHILD MAKE SOMETHING FOR YOU OR FOR MOMMY OR BABY SISTER OR DADDY. THE PRODUCT BELONGS TO THE CHILD..... IS A FREE EXPRESSION OF HIS FEELINGS, NOT SOMETHING MADE TO PLEASE AND ADULT.

NEVER DO THINGS FOR THE CHILD. YOUR ADULT ABILITIES ARE TOO OVERWHELMINGLY SUPERIOR. YOUR COMPANY IS AN AID TO THE CHILD'S ENJOYMENT. JUST DON'T TAKE OVER.

THE CHILD'S ARTISTIC EXPERIMENTS HELP HIM TO GROW IN SELF-CONFIDENCE AND SELF-RESPECT AS HE LEARNS TO MASTER NEW MATERIALS. MAKING AVAILABLE THE TOOLS IS ONE OF OUR IMPORTANT FUNCTIONS.

EASEL PAINTS

1. FILL QUART JAR $\frac{1}{3}$ FULL WITH DRY POWDERED EASEL PAINT,
 $\frac{1}{3}$ WATER AND ABOUT $\frac{1}{2}$ CUP OF POWDERED SOAP OR DETERGENT.
CLOSE LID TIGHTLY AND SHAKE UNTIL PAINT IS MIXED THOROUGHLY.
THE COLORS SHOULD BE BRIGHT AND NOT TOO RUNNY.
2. 1 LB. DRY TEMPERA
 $\frac{1}{4}$ C. CHEER OR FELS NAPTHA
 $\frac{1}{2}$ C. LIQUID STARCH
 $\frac{1}{2}$ C. WATER

SERVE IN CUPS, CANS OR ON ALUMINUM PARTITIONED TRAYS WITH
EITHER BRUSHES OR WITH SPOOLS, OBJECTS, STRING, SPONGES,
STRAWS, VEGETABLES FOR STAMPING.

FINGER PAINT

1. A VERY SATISFACTORY FINGER PAINT IS LIQUID STARCH SUCH AS
VANO TO WHICH TEMPERA POWDER IS ADDED. THE POWDERED PAINT
MAY BE APPLIED TO THE PAPER DIRECTLY, AFTER THE PAPER IS
COVERED WITH STARCH. USE SALT SHAKER FOR SPRINKLING ON
DRY TEMPERA.
2. 1- $\frac{1}{2}$ CUPS LAUNDRY STARCH
1 QUART BOILING WATER
1 TBSP. POSTER PAINT - CAN BE ADDED AT SCHOOL
 $\frac{1}{2}$ CUP OF SOAP FLAKES
 $\frac{1}{2}$ CUP TALC (OPTIONAL)

MIX STARCH WITH COLD WATER UNTIL CREAMY. ADD BOILING WATER.
COOK UNTIL TRANSPARENT (GLOSSY LOOKING). ADD TALC IF DESIRED
COOK SLIGHTLY, ADD SOAP FLAKES, STIR UNTIL DISTRIBUTED. POUR
INTO SCREW TOP JARS. ADD 1 TBSP. TEMPERA OF DESIRED COLOR.

3. 1 BOX LINIT STARCH - MIX WITH ENOUGH COLD WATER TO REMOVE LUMPS
ADD 1 CUP IVORY FLAKES AND 1 CUP SALT
STIR AND PLACE IN TOP OF DOUBLE BOILER
ADD 1 QUART HOT WATER
COOK UNTIL THICK. BEST WITH BEATER UNTIL CONSISTENCY OF EGG WHITES
COLOR WITH TEMPERA (DIVIDE INTO 2 PARTS BEFORE COLORING); CHILDREN SHOULD STAND, HAVE SLEEVES UP AND WEAR APRONS. THEY CAN FINGERPAINT DIRECTLY ON TABLE SURFACE OR ON FINGER PAINT PAPER OR HEAVY GLAZED PAPER WET ON BOTH SIDES. PRINTS CAN BE TAKEN ON PAPER AFTER TABLE IS FINGERPAINTED.
4. FINGER PAINT CAN BE BOUGHT READY-MADE.
5. ANOTHER WAY OF HANDLING FINGER PAINT AND EASEL PAINTS IS TO MIX A BATCH OF BENTONITE (IT HAS TO STAND AT LEAST 3 DAYS) OF A CONSISTENCY GOOD FOR FINGER PAINTS. COLOR CAN BE ADDED WHEN READY FOR USE. THIS MIXTURE CAN BE USED FOR EASEL PAINTS, MAKING THE WHOLE PROCESS LESS TIME-CONSUMING AND INEXPENSIVE. PROPORTIONS: 1 C. BENTONITE
6 PTS. HOT WATER

BENTONITE AND CLAY CAN BE PURCHASED THROUGH WESTERN CERAMICS, 1601 HOWARD STREET, SAN FRANCISCO - PHONE: 861-7019.

6. CONDITIONING CLAY: MAKE BALLS OF CLAY ABOUT THE SIZE OF A GRAPEFRUIT. WITH YOUR FINGER OR TOOL (KNIFE, TONGUE DEPRESSOR) POKE A HOLE THROUGH THE CENTER ALMOST THROUGH THE BOTTOM. FILL THIS HOLE NEARLY TO THE TOP WITH WATER. SMOOTH OVER THE TOP TO CLOSE IT. THE WATER WILL PERMEATE THE CLAY IN A DAY OR SO AND MAKE IT EASILY PLIABLE. CLAY MUST BE STORED IN A COVERED CROCK OR IN A HEAVY PLASTIC BAG IN A BUCKET.

THE CLAY SHOULD BE ON THE SOFT SIDE FOR MAXIMUM PLEASURE
OF THE CHILDREN WHO USE IT.

DOUGH RECIPES

1. 2 C. FLOUR
1 C. SALT
1 (SCANT) C. WATER
3 TBSP. OIL

IF POWDERED TEMPERA IS USED FOR COLORING, ADD IT WITH DRY
INGREDIENTS. IF VEGETABLE COLORING IS USED, ADD IT TO THE
WATER. OIL OF CLOVES, PEPPERMINT OR SOME OTHER GOOD SMELLING
STUFF CAN BE ADDED FOR ADDITIONAL JOY. SERVE ON DRY
LINOLEUM TILES - ALONE OR WITH TONGUE BLADES, TOOTHPICKS,
COOKIE-CUTTERS, AND ROLLING PINS. HAVE SMALL AMOUNTS OF
FLOUR AVAILABLE IN CASE OF STICKINESS.

STORE IN PLASTIC BAG.

2. THIS RECIPE IS ELASTIC AND GOOD FOR FINE MODELING - MORE
SUITABLE FOR OLDER CHILDREN WHO WANT TO MAKE THINGS AND LET
THEM HARDEN

4 C. FLOUR
1 C. SALT
1-1/2 C. HOT WATER WITH 50 DROPS FOOD COLORING ADDED

SUGGESTION: DIVIDE BATCH INTO SEVERAL SMALL AMOUNTS BEFORE
COLORING AND GET COLOR ASSORTMENT.

3. 6 C. FLOUR
3 C. SALT
1-1/2 C. DRY LAUNDRY STARCH (INSTANT)
FOOD COLORING OR POSTER PAINT
1/2 C. OIL
2 C. HOT WATER

THIS DOUGH IS PLEASINGLY SMOOTH IN TEXTURE. IT USES MORE WATER THAN THE OTHERS.

4. 5 LBS. SALT
- 4 LBS. FLOUR
- 1 LB. CRISCO
- 2 C. WATER (MORE AS NEEDED)

HAVE CHILDREN MIX FLOUR AND SALT. ADD CRISCO AND LET CHILDREN WORK IT INTO FLOUR AND SALT MIXTURE. ADD WATER WITH FOOD COLORING IN IT. IF YOU ADD OIL OF CLOVES OR PEPPERMINT IT WILL ACT AS A PRESERVATIVE AND THE DOUGH WILL KEEP SIX WEEKS TO TWO MONTHS. IT IS ALSO FRAGRANT. THIS IS AN EXCELLENT EXPERIENCE OF DOING, AND NICE DOUGH TO PLAY WITH.

CREATIVE ACTIVITIES

MODELING DOUGHS

1. 1 CUP WHIPPED SOAP
1 CUP SAWDUST

MIX TOGETHER WELL. THIS GIVES A VERY DIFFERENT FEEL AND APPEARANCE. IT IS QUITE EASILY MOLDED INTO DIFFERENT SHAPES BY ALL AGE GROUPS. MAY BE USED FOR 2 OR 3 DAYS IF STORED IN TIGHT PLASTIC BAG. OBJECTS DRY REASONABLY HARD. GOOD FOR PUPPET HEADS.

2. MUD DOUGH

2 CUPS MUD
2 CUPS SAND
1/2 CUP SALT

ENOUGH WATER TO MAKE PLIABLE. CHILDREN LIKE TO WORK WITH THIS MIXTURE. IT HAS NICE TEXTURE, IS EASY TO USE. THIS CANNOT BE PICKED UP TO SAVE FOR FINISHED PRODUCTS EASILY. IT CAN BE USED FOR ROLLING AND CUT-OUT.

3. CORNMEAL MUD DOUGH

USE MUD DOUGH ABOVE AND ADD 1 CUP CORNMEAL PLUS A SMALL AMOUNT OF WATER. THIS DOUGH CAN ALSO BE USED FOR ROLLING AND CUT-OUTS AND WILL HARDEN ENOUGH TO BE PICKED UP. CAN MAKE FINISHED PRODUCTS. ALL AGE GROUPS LIKE THE FEEL OF THESE MIXTURES.

4. SCULPTURING DOUGH

2 CUPS TABLE SALT
2/3 CUPS WATER
FOOD COLORING IF DESIRED
1 CUP CORNSTARCH LOOSELY PACKED
1/2 CUP COLD WATER

MIX SALT AND 2/3 CUP WATER AND HEAT IN SAUCEPAN. MIX CORNSTARCH

AND 1/2 CUP COLD WATER AND ADD TO HOT MIXTURE IN SAUCEPAN. STIR UNTIL IT LEAVES SIDES OF PAN AND FORMS A BALL. THIS DOUGH IS BEST USED THE SAME DAY OR THE NEXT DAY AT THE LATEST. IT HARDENS WITHIN A DAY OR TWO, AND HOLDS ITS SHAPE VERY WELL. IF FOOD COLORING IS OMITTED, DOUGH MAY BE PAINTED WITH TEMPERA. THIS DOUGH MAY ALSO BE BAKED IN A VERY LOW OVEN FOR APPROXIMATELY 1 HOUR. OBJECTS WILL BE VERY HARD AND READY TO PAINT IF DESIRED. EGG SHELLS MAY BE COLORED WITH FOOD COLORING, CRUSHED, AND ADDED TO THIS MIXTURE.

1. WET CHALK

YOU CAN USE DAMP TOWELS, ON TABLE OR AGAINST WINDOW GLASS. ENCOURAGE CHILDREN TO EXPERIMENT USING SIDES OF CHALK; A GOOD EXERCISE IN COLOR IDENTIFICATION.

2. FLOUR OR CORNMEAL PLAY

CORNMEAL MAKES THE FLOOR SLIPPERY-LAY ON NEWSPAPERS OR RUG. USE BOXES OR CONTAINERS, SIFTERS, SPOONS, MINIATURE LIFE TOYS.

3. CUT AND PASTE

PUT PASTE ON SQUARE OF PAPER. CHILDREN CAN USE FINGERS TO SPREAD. CAN ALSO BE AN EXERCISE IN CATEGORIZING BY USING MAGAZINE PICTURES SORTED INTO CATEGORIES.

4. PAINT WITH WATER

CANS OF WATER AND LARGE BRUSHES FOR WALLS AND SIDEWALKS OUTDOORS.

5. TRY COLORED CHALK ON PAPER OVER WHICH BUTTERMILK HAS BEEN SPREAD. OR ON SANDPAPER. COLORS CAN BE BLENDED WITH FINGERTIPS OR A BRISTLE BRUSH.

6. COLLAGE

ASSORTMENTS OF INTERESTING MATERIALS, DIFFERENT SIZES, SHAPES, TEXTURES, AND SOMETHING TO GLUE THEM ON, PLUS DILUTED WHITE GLUE WITH BRUSHES IF CHILDREN ARE TOO YOUNG TO CONTROL AMOUNTS. USE CARDBOARD, CHEESE CARTONS, STOCKING BOXES, SHINGLES, WHAT HAVE YOU TO GLUE THINGS ONTO. AGAIN, AN OPPORTUNITY

FOR SUCCESS, FOR LANGUAGE AND FOR EXPERIENCES IN CATEGORIZING.

7. PAPER: USE THE PAPER CUTTER OR SCISSORS TO CUT GEOMETRIC SHAPES (SQUARES, TRIANGLES, RECTANGLES, ETC., OF COLORED CONSTRUCTION PAPERS AND WALL PAPERS.) (NOT IN THE PRESENCE OF THE CHILDREN.)

CLOTH: CUT WITH SCISSORS INTO SHAPES DESCRIBED ABOVE.

STRAWS: CUT INTO SHORTER LENGTHS

BUTTONS: COLLECT VARIOUS SHAPES AND SIZES

OLD JEWELRY: COLLECT BEADS AND INTERESTING STONES OR METAL PARTS.

SEEDS: ALL KINDS OF SEEDS SUCH AS BEANS, BARLEY, RICE, ETC.

USE YOUR IMAGINATION: FOR EXAMPLE: IN THE FALL OF THE YEAR NATURE PROVIDES US WITH ALL KINDS OF SEED PODS, LEAVES, ETC. THIS IS AN AREA WHERE DIFFERENT KINDS OF OF TEXTURES CAN BE INTRODUCED.

USE THESE MATERIALS WITH A HEAVY STOCK SUCH AS CONSTRUCTION PAPER OR COLLECT SHIRT CARDBOARDS FOR THIS USE.

PLACE A SELECTION OF THESE MATERIALS WITH PAPER AND PASTE OR GLUE ON A WORK TABLE FOR THE CHILD AND LET HIM EXPERIMENT.

COTTAGE CHEESE LIDS, HOSIERY BOXES AND LIDS, PIECES OF BARK AND HUNKS OF CARDBOARD ALL MAKE GOOD COLLEGE BASES.

DISCUSS, SHAPES, COLOR, SIZE, TEXTURES, FEEL, ETC., BUT DON'T TELL THE CHILDREN HOW THEY ARE TO PLACE THEM ON THE PAPER.

8. TISSUE PAPER AND VANO STARCH

STARCH CAN BE IN LIQUID DETERGENT BOTTLES AND SQUEEZED OUT.
USE CONSTRUCTION PAPER ON WAXED PAPER BACKING. WATER PAPER
CAN GO ON WINDOWS.

USED COFFEE GROUNDS

2 CUPS USED COFFEE GROUNDS
1/2 CUP SALT
1 1/2 CUPS CORNMEAL
WATER TO MOISTEN

CHILDREN LIKE TO ROLL, PACK AND PAT THIS MIXTURE. IT IS A
"STERILITY INTERRUPTER" FOR THE HOSPITALIZED CHILD BECAUSE
OF ITS INTERESTING TEXTURE AND SMELL. IT CAN BE SERVED IN
A PLASTIC TUB OR BOX WITH MINATURE LIFE TOYS, SCOOPS, TONGUE
BLADES, SPOONS, AND CUPS.

OBSERVATION GUIDES:

I. APPEARANCE:

POSTURE, EXPRESSION, ATTIRE
USE 10 VERBS AND ADVERBS TO CAPTURE.

II. BEHAVIOR:

COPING STYLE.....APPROACHES MATERIALS
APPROACHES ADULTS
APPROACHES CHILDREN

WATCHES PASSIVELY: HOW LONG?

WITHDRAWS: NOTE TIME LENGTH.

DESCRIBE BEHAVIOR.

PROBLEM SOLVING

PREFERENCES: MOTOR, AUDITORY, VISUAL, HUMAN INTERACTION.

ABILITY TO FOCUS (SCREEN OUT EXTRANEANEOUS STIMULI). FOR
HOW LONG A PERIOD?

III. COMMUNICATION:

LANGUAGE: EXAMPLES:

EXAMPLES OF NON-VERBAL COMMUNICATION:

EMOTIONAL EXPRESSION:

PLEASURE, INTEREST, DISAPPOINTMENT, FEAR, FRUSTRATION:

HOW EVIDENCED?

CURRICULUM NOTES

UNIVERSITY OF CALIFORNIA, SAN FRANCISCO
SCHOOL OF NURSING
INTERGENERATIONAL CAREGIVING PROGRAM

NAME: _____

TOPIC: _____

YOUR NOTES:

WHAT WERE THE IMPORTANT IDEAS FOR YOU IN TODAY'S SESSION?

OBSERVATION FOR NEXT WEEK:

CLASSIFIED ADS

Child Care

Derby Day Care has openings. Warm, nurturing environment. Art, stories, songs. Nice yard. 18 months to three years. Fulltime/part-time. 849-1989.

Family Child Care. Warm, homey, relaxed atmosphere with loosely structured activities. Small group. Part-time. Ages 18 months and over. Provider has degree in early childhood education. El Cerrito, 235-4653.

Bernice and Joe Playschool. Play-based learning in a home environment. Situated on a half-acre fenced, wooded lot near Mills College, our program includes pre-reading and pre-math enrichment, lunch & snacks, computer play, a separate playroom, art area, field trips. Dance and gamelan music lessons offered. Ages 22 months to 5 years. Brochure available. 638-3529.

Free Childcare Listings

Covering the Bay Area. A copy can be mailed to you today. Call 471-1213.

Licensed family day care: spacious South Berkeley home with garden and yard. Large climbing structures inside and out. Loving care in a bright, safe, interesting atmosphere. All meals, diaper service. No television. Full time. Birth to three years. Call Joanna, 841-1211.

Pre-school program by Kapers For Kids offered by Little Angels, M-F 9am-1pm. Art, Spanish lessons, writing, and other courses to encourage your child's growth. Why pay an astronomical fee elsewhere for a few hours of care that includes sleep time, when we offer a hot lunch and a learning environment for the entire four hours. 644-0765.

Little Angels Evening & Afternoon Care 2 pm-12 pm. Need to relax or work a night shift? Constant supervision and lots of love. 644-0765.

Little Smurfs. Infants only day care in home. North Oakland, Telegraph area. Hours: 7:30-5:30. 652-3245.

Child Care

Small preschool group will have 2 openings in January for 3 year olds. Staff ratio 4:1. Emphasis on building confidence, competence, creative thinking, & cooperation between children. West Berkeley. Alana Clearlake, 486-0356 after 7 P.M.

Montessori Children's School: Fall openings for small group of preschoolers in teacher's north Berkeley home with huge yard. Since 1972. 9 a.m. to 1 p.m., three afternoons child care available. Jean Saperstein, 524-3479.

Rockridge Family Day Care has 2 openings in gently structured program for 2-3 year olds. MWF. Cheerful, nurturing, stimulating environment. Free-play inside and outside, arts, dance, music, gardening, outings, discovery! Call Pam, 654-5112.

Infant Group has morning openings now, fulltime available in January. Playful staff interacts positively with babies. Alana Clearlake, 486-0356 after 7 P.M.

A caring, stimulating environment for your baby! Our N. Oakland parent-teacher co-op has an opening for a 7-14 mo. old part time. We foster growth of all kinds-social, physical, emotional, intellectual, in a loving way. 658-7862, 845-1731.

Oakland-Piedmont Jewish Community Center has limited openings for 2½-5 year olds. Developmental program, warm nurturing environment. Also openings in P.M. Toddler class, 3-5:00 p.m. Ages 18 mos. to 2½ years. 533-9222.

Playmates needed at day care for toddlers. Located in Piedmont Pines home near Joaquin Miller School. Living and dining room have been converted into a warm and colorful pre-school setting. 2-5 days/week. 7:30 to 5:30. Ages 2-4 years. 531-9786.

Child Care

In-home Infant Care: caregivers provide loving, stable, trained people to care for your infant for 30 hours or more per week. Alameda County. Call 530-2229.

Be In Our Care Agency has skilled caregivers committed to meet the emotional, social, and physical needs of children in your private residence. Varied hours and days, permanent live-in or out. For more info: 933-2273.

Rockridge Family Child Care has morning opening for two year old. Warm, loving environment with experienced teacher. Call 658-9809.

The College Avenue Co-op Nursery School, 5951 College Ave., Oakland, has a few available spaces for children two years, nine months up to kindergarten. Please contact Michele, 658-4585; Carolyn, 444-1478.

Little Cottage School - openings for November and 1:00 p.m.-5:30 p.m. session for September. Small group, 2½-4 years. Dynamic teachers! Artistic education, ECE Specialist. "Susan" after 6 p.m. Albany. 526-8465.

The Red Balloon licensed daycare accepting ages 2-4. Warm environment in North Berkeley. Hot meals, huge fenced yard. Call 525-0453, Phuong or Carolyn.

Attention parents! Our agency specializes in in-home child care placements. We will help you find a Nanny from our available resource pool of pre-screened applicants. If you would like to hire a "Mary Poppins" for your child, please call us, Bay Area Mothers In Deed, 326-8570.

Looking for an Au Pair? We can help. Hibernian Au Pair Agency. 525-2324.

"Roots and Wings" licensed family day care has one more opening. Gently-structured activities in an attractive, warm, and stimulating environment. Creative free-play indoors and out, stories, music, crafts, gardening, pets, and outings. Fresh, natural foods. North Oakland. 655-8384.

Child Care

Pre-school Cooperative has Openings. Small, well-established pre-school cooperative (parent-run) has openings for families with 3-year-olds. M-F, 9-12:30. We meet in a custom-designed "kiddie-house" with a large yard in Elmwood. Car-pooling is available. Parents participate one or two mornings each week and meet every two weeks to plan the mornings, continue to develop the program, discuss co-op business and the kids. If you want a pre-school program for your child in which you can be involved, call Linda (540-6464) or Rona (652-5069).

Child Care/Share

Working mother at 35th & MacArthur, Oakland, with 1 yr. old seeks similar to share warm, responsible sitter. \$3/hr. Min. 30 hrs./wk. Call Tamara, (w) 680-8640, (h) 530-1480.

Share loving, experienced nanny 4-5 days/week, 7:30 am-6:00 p.m. Starting Jan 5. Piedmont/Montclair area. Elaine. 765-2553 day; 654-0746 eve.

Fremont mom wants to form sitting share. I have boys 1 and 5. Near Newark. U.C. too. Call eves. 791-0931. Minorities encouraged to reply.

Child Care/SF

Little Bear Day Care. Two moms. Ages 2+. Meals, outings, storytelling, art. Only six children total. Safe home environment near park. Licensed. Sunset District. Tina, 665-1773.

SF Infants and Toddlers 6 mos-3 yrs. FT/PT. Loving caretakers, ideal environment. New in Oct. Weekend drop-in. Fri & Sat eve & day. 661-9100.

Child Care Special Needs

Developmentally Delayed Toddler and Preschool Daycare Program. Ages 15 months to 6 years, noon to six p.m. daily. Free of charge to families. Sites in San Leandro and Hayward. First Step Early Childhood Program. 352-2803.

Classes/Lessons

Kids' Carpentry (Kids' Headquarters) teaches hand tool woodworking to kids 5-12 years old year-round at schools in Berkeley, Oakland, and Orinda. Kids learn valuable skills progressively in our excellent shop, and they love it. Toys and furniture are made with about eight students per teacher. Extended care is available. Call 841-5782.

Piano lessons can and should be fun! Experienced and enthusiastic teacher welcomes students of all levels. B.A. in music from U.C. Berkeley. Annette Cohen, 654-3441.

Is your child talented? Piano lessons. Through Suzuki or traditional methods, I can develop that talent. Experienced with an MA in Music. Lessons in Walnut Creek and Berkeley. Jaime Kim, 549-9195.

Creating music at the piano is challenging, rewarding, and fun. Whether you are six or ninety-six, let's work together to put music at your fingertips. Call Ronna, 234-9954.

Dance for Children ages 2½-10, at Frances Albrier Center in Berkeley. Class offerings include creative dance, jazz, African and performance workshop. Call Denise Pate, 549-4859.

Piano, Harpsichord, Organ Lessons in your home. \$8 to \$12. Bach to Pop. Beginners to Intermediate. All ages. B.A. Mills College. Linda, 489-0896 or 538-7179.

Native French teacher now making available to you fun and entertaining but educational French books, records, games even for young children. "French For Fun," 798-4287.

Private trumpet instruction; working professional now accepting students. Jazz/Classical/Theory. B.A. Univ. of Miami School of Music. All ages/levels accepted. Daniel Radha, 763-8065.

East Bay Educational Directory



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WE HAVE EIGHT GRADES PLUS PRE-KINDERGARTEN AND KINDERGARTEN. STAFFED BY HIGHLY TRAINED PROFESSIONALS.

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Full college preparatory program including Fine Arts and athletics.

Member of NAIS, accredited by WACS.

Students are admitted to the School without regard to race, color, religion, or national or ethnic origin.

K-11 Admissions for 1987-88 opens Oct. 1, 1986

Open Houses 7:30 p.m.

Grades 7 & 8: Nov. 12

Grades 9, 10, 11: Nov. 5, Nov. 19

For information and Open House reservations call:
Director of Admissions
THE HEAD-ROYCE SCHOOL
4315 Lincoln Avenue
Oakland, CA 94602
(415) 531-1300



BERKELEY-ALBANY YMCA

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11 Convenient Neighborhood Locations:

In Berkeley: Le Conte, Cragmont, Oxford, Emerson, Jefferson, Washington, Hillside, Longfellow, Thousand Oaks

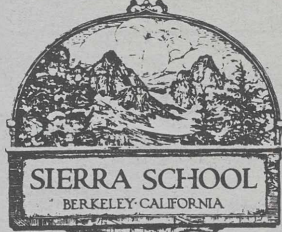
In Albany: Albany YMCA, MacGregor School

Transportation Available from: Vista, Cornell, Marin, Columbus and Malcolm X Schools

Sites open at 7:30 a.m. and close at 6:00 p.m.
Full Day Program on School Holidays
Well-Trained Staff
Ages 5-10 • 1:8-10 Ratio

FOR MORE INFO, CALL THE YMCA 525-1130

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Sierra School emphasizes inquiry skills, creative thinking, and high academic standards in a cooperative atmosphere. United by a commitment to excellence, we value diversity in racial, ethnic, and religious backgrounds.

**APPLICATIONS NOW BEING ACCEPTED FOR
KINDERGARTEN THROUGH GRADE 6 FOR FALL 1987**

Contact Sierra School
540-5194

CLASSIFIED ADS

Classes/Lessons

Suzuki Piano Lessons for children ages 4 and up. Music can be a pleasure for both child and adult. Call Judith Corning, 526-6367. Albany area.

Acorn Art Studio in North Berkeley for children ages 2-7. Small classes blend science with art. Children learn to create basic materials for self-expression. Hannah Hunter, 524-6783.

No Tears Piano Lessons. All ages and levels welcome. 14 years experience, reasonable rates, references. Julie Tanenbaum, 654-3629.

Open the door to your child's creativity through dance. Classes for ages 3-13. Older students learn technique, choreography, and repertoire. Dance and music specialist Leni Siegel. Call now for winter schedule. Scholarships. Convenient location. 654-7318.

Dance class with the Isadora Duncan approach. Point Richmond Community Center. The children will learn the beauty of the free spirit of dance. Beginning early November. Registration \$48/6 week program. Call Margarita Hain, 231-0894.

Jewish secular kinderschool. Sundays, has openings grades 2 to 4. History, culture, holidays, music, fun with a Yiddish accent. Call Gerry Tenney 465-7911. Our fourth year.

Let's Dance! Toddler music, dance, and story classes. I will come to your playgroup, childcare situation, or birthday party. For information, call Mary, 524-4958.

Celebrate Hannukah with us. Kinderschool is a Yiddish Cultural Sunday School for 3-5 year olds. In its 4th season. Betty, 525-6909.

Counseling/Groups

Parents of Ondine's Curse children want to meet the same. Hope to start support group. Call Rick and Charlene at 415-724-5239.

Understanding your gifted child. Roeper Consultation Service for the Gifted by Annemarie Roeper, Ed.D., retired cofounder and co-head of school for gifted for 40 years, followed by three years of consultation service for parents, teachers, and children. Experienced lecturer, board member of N.A.G.C. (National Association for Gifted Children). Services include individual consultation on parenting, characteristics, development, psychological, social, academic needs. Available as speaker for parent and teacher groups. Further information: call 486-0858.

Support for parents who are single or together. Therapy for adults, teens, and children in difficult transitions. Counseling on alcoholism and the family. Sliding scale, insurance accepted. In Oakland, Christine Angell, MFCC (MC014457), 835-9805.

JFKU's Transpersonal Counseling Center in Oakland offers counseling for individuals, couples, families. Traditional psychological methods are blended with spiritual perspectives to address personal and relationship crises, conflicts. Sliding fee scale. 444-3344.

Low Fee Counseling for parents and children. Take a critical look at your relationship with your child. Explore problem areas, increase communication. Therapist with good sense of humor. 552-1132.

Preschool specialist. Play therapy; parenting skills; communication; couples, individuals, families. Sylvia Fisher, M.A., MFCC (license #MF16273), 47 Quail Court, Suite 207, Walnut Creek 94596, 930-7044.

Counseling/Groups

Adult Children of Alcoholics who are now parents — Group and individual therapy focusing on self-esteem and parenting issues. Marta Fuchs Winik, M.F.C.C. (#MR022551), 525-9246.

Child and Family Therapy. Experienced therapists whose specialties include children of divorce and stepfamilies. Available for consultation and ongoing treatment. Insurance accepted. Connie Philipp, D.S.W., L.C.S.W., Lic. #LA8788, 526-0999. JoAnne Villani, L.C.S.W., Lic. #LK4378, 526-2269.

Warm, mature, male therapist. Father of grown children with experience as primary, single parent offers brief and long-term therapy for couples with young children or adolescents, for fathers, single parents, stepparents. Relationships issues, family stress. Berkeley and San Francisco. Robert H. Resler, Ph.D., 824-6415.

Adolescent Support Group in Albany. Focusing on family, peer and school relationships, sex, dating, drugs, life directions. Licensed therapy team. Dr. Condey 525-5660/Ann Yabusaki 527-7688.

Single Parents Groups. Get concrete help and emotional support for the often overwhelming responsibility of parenting alone. "Single Parents of Teenagers," Wednesday evenings. "Single Parents of Younger Children," Monday evenings. Sue Kohler, M.A., 530-3272.

Child, adolescent and family therapy. Special experience with custody, child abuse, single parents, preschoolers, school problems. Sliding scale. Berkeley. Carol Hirth, LCSW. 420-9634.

Supportive Psychotherapist helps couples and individuals improve coping and communication skills. Strong background in family therapy. Initial consultation free. Insurance accepted. John van der Zwaag, MFCC. 420-9569.

Are you changing careers or re-entering the workworld after an absence due to parenting or school? Adults in Transition Therapy Group helps. Individual sessions available too. Sliding scale. 530-4126. Jo Chambers, M.A.

Stepparents! There is a better way! My educational support group is designed to help you better understand and better cope with your family. As a stepfather, counselor and stepparent educator, I can guide you through your Family Forest and offer alternative techniques for not only survival, but enrichment. \$75/couple for this 6 week course, meeting on Wednesday nights. Bob Bobsin, MFCC #M17712. 769-6447.

Do you have concerns about your child, your parenting or your family? At the Center for Creative Growth our licensed, professional staff offers family therapy, play therapy, couple and individual therapy that produce enduring results. We treat all issues — including school and peer problems, sibling rivalry, traumatic events (divorce, loss, illness), remarriage adjustment, couple relationship problems and their effects on your child. Our work enables you, your couple relationship, family and child to move forward beyond the issues that now concern you. Sliding scale fees. First session free. Insurance accepted. Offices in North Berkeley, 930-3383.

Joint Custody Parents: Gain support and explore issues that arise when children of divorce or separation live in two homes. Group and individual sessions. Susie Fefferman-Andrews, Individual, Couple and Family Therapy with experienced psychotherapist. Insurance accepted. In Oakland, Rosemary McKnight, L.C.S.W. Lic# LG011664. 547-7455.

Counseling/Groups

Counseling for children and adults. Special help for out-of-control behavior. Low-fee, sliding scale. Champus and most insurance accepted. Diana Smith LCSW, 849-1354.

Coping with two. A support group for mothers with second babies. Led by experienced therapist and mother. Individual therapy also available. Marjorie Schwartz, LCSW, 525-0523.

Food, eating, and motherhood. A counseling group for post-partum women and mothers of young children. Focus is on rebuilding a positive body-image and relationship to food. Individual sessions also available for treatment of compulsive eating, bulimia, and anorexia. Jane R. Kaplan, Ph.D. Clinical Psychologist (P15206). Eating Behaviors Counseling Associates, 524-6117.

For Sale

Bug's Ear custom furniture. You design it, we build it! From the practically divine to the divinely practical. Fun for all. Free brochure. 841-5699.

Free Toys from Discovery Toys! In time for the holidays. Just host a home demonstration. For more information, call 490-9033.

Stocking Stuffer! Sixty minute cassette tape of 68 favorite children's songs. Sung by Debbie Coyle with Autoharp. \$6.50 plus tax and shipping. 932-0483. Guaranteed.

Children's Shoes: Handmade soft, flexible leather shoes, sizes 1-12 or custom. Six colors, four styles. \$11.00 to \$28.00. Fast service. Free brochure: Soft Star Shoes, P.O. Box 1629, Wimberley, TX. 78676. (512) 847-3931.

Discovery Toys Open House! Great Christmas Gifts! November 8, 15, 22 and December 6, 11-4. November 10, 17, 24 and December 1, 6-9. 10% of sales for Hostess! Donna, 665-1773.

New toys for old! Bring your used toys (in good repair) to our Open House & you'll receive 10% off on a Discovery Toy of equivalent value. Also, bring any used children's clothing. Used toys & clothes will go to needy kids this Christmas via Social Services Dept. Sat, Nov. 29, 2-5 & 7-9 pm & Sun, Nov. 30, 2-5. 1761 Walnut St., El Cerrito. San Pablo Ave to Blake to Walnut. Susan, 235-7875, Retta, 223-3707.

Nine delicious christmas bread recipes. Easy to follow. Send \$3.50 & LSASE to Kelli Ent., P.O. Box 56541, Hayward, CA 94545. Allow 2 weeks for delivery.

Designer girls dresses, 2T-6X, at wholesale prices!! Have a home party and earn free dresses. Call Robin Doyle at 229-0213 for more info.

A world at peace? Plant the seeds now with beautiful handcrafted items from around the globe. Dolls, carvings, games, books, records, and much more. Celebrating cultural diversity and cooperation. Visit One World, 1555 Third Ave, Walnut Creek. Mail order available. Call 943-6611.

French for children. Listen and learn basic French. One hour lessons and songs-on cassette. No book necessary. \$12.00 each. Litvoet, 624 Anza #3, San Francisco, CA. 94118.

Golden retriever puppies available in time for holiday giving. Purebred, AKC champion sire, AKC dam. Call Diane, 654-7785.

Aprica Concor mini stroller. Good condition. \$75.00 or best offer. 528-4352.

For Sale

Drink the purest water for pennies a quart. Distill — Clean. 800-522-4554.

1977 Chevy Concourse. Family Car. Great Body. p/s, air, p/w, V8. \$1400. B/o Msg phone 769-9829.

Help Wanted

Kids and a career? It's a snap with DISCOVERY TOYS! Flexible hours, good earnings, tax advantages, and investment in your child's education. Susan McKinney, 235-7875.

Parental Stress Service needs volunteers to counsel stressed and abusive parents. Our agency offers crisis and short-term counseling, parenting classes, and support groups. 893-9230.

Moms, opportunities are made — not found! We sell Discovery Toys and put our enthusiasm & creativity to work! You're invited to work smart — not hard! You need trans., + \$75.00 deposit towards a kit to get started. Call Marilyn, 522-8043.

Earn \$ — teens, children, and infant models needed for print and film work. No lessons required. Must obtain photographs. Call Legends, 832-5233.

Sales... Mothers your heart tells you to stay home but you need work? Join Alice in Wholesale Land. Home sales or parties for Designer Children's Clothes. It makes cents! Linda, 547-2746.

Leading children's publisher is hiring for flexible positions immediately. Prefer parent/teacher with good educational background, good communication skills. Paid training. Benefits. Evenings, 236-9395. Maggie.

The Women's Refuge needs volunteers — A shelter for homeless women and children needs you to help with child care, hotline, counselling. Contact Sondra Thaler, 547-4663.

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How To Be A Better Mom

Earn excellent income, working own hours, P/T. I'll show you how. Fabulous new business opportunity! Call Deborah Porter, 645-1554/547-8042.

Parents' Press needs delivery people. Two days per month; hourly rate plus mileage. Must have car, valid CDL, proof of insurance. East Bay routes, but must be able to pick up papers in S.F. at 6 a.m. Send name, address, phone number to Parents' Press, 1454 Sixth St., Berkeley, CA 94710.

Help Wanted: Child Care

Childcare Professionals: I have good paying jobs in private residences. 3-12/mo. commitment. Hours and days vary. Req: over 20 years, childcare ref., must have car, clean driving record. No fee. BE IN OUR CARE AGENCY: 933-2273.

Help! We need nannies! Our agency has more than 40 jobs available all over the Bay Area. If you love children and have good references and seek a live-in or live-out child care position, please call us. Bay Area Mothers In Deed, 326-8570.

Wanted: infant care starting January in Pleasant Hill. Light housework. Willing to accept mother with small child. Call M-F between 7-9 pm: 228-7794.

Responsible, loving person needed to care for two infants in our Rockridge home. Call 420-0431.

Childcare needed for infant in Albany, starting in February. Full time. Non-smoker, experience with infants, references. Share or family daycare. Call 524-8816, evenings.

Full time weekday child care needed for our infant in our home near the Rockridge BART station. Non-smoker only. 655-0255.

Professional couple looking for mature adult to care for infant in our home. All day Thursdays. Excellent salary. Montclair area. 482-1722.

Job Wanted

Playgroup leader. Warm, creative, responsible and experienced former preschool teacher. I am currently a UCB grad student. Available 12/28-1/16. References upon request. Amy Baker, 465-5352.

Miscellaneous

Are You Part of a Pre-school Cooperative? We are a small, well-established pre-school cooperative (parent-run), and would like to meet other parents who are doing something similar. Objective — to exchange ideas and approaches, with the possibility of having joint activities for the children. We are now 7 families (9 children, from 2-½ to 3-½ years.), meeting M-F, 9-12:30. 540-6464, 652-5069.

Parent's Classes

Parent Support Groups: 1) 8 wk mother-infant groups; 2) longer term a.m. groups for mothers of young children; 3) evening group for "working" out of home mothers. Sherry Reinhardt, 524-0821.

Home Birth. Our practice combines the medical, emotional, and spiritual balance necessary for a safe home birth. Please call us for more information. Family Centered Midwifery Care, 547-7553.

Childbirth classes for first-time parents. Refresher childbirth classes for 2nd, 3rd-time parents. Relaxation, breathing, exercise. Lamaze Childbirth Information and Referral number, 658-3383.

Constipation Can Be Serious Problem for Youngsters

CONTINUED FROM PAGE 15.

ing enemas or even manually. This procedure is usually done only once, but it must be accomplished before any further treatment can be instituted.

Once the colon and rectum have been emptied, the next step will be to ensure easy passage of soft stool and attempts to prevent further retention. This may include daily administration of stool softeners (given by mouth) and altering the child's diet to include more fibre and bulk. We never use laxatives in this

sort of case.

The child must have a regular time (or times) to sit on the toilet — insuring adequate time to relax and defecate. Regular exercise is also encouraged.

During this period of retraining, we try to keep the colon (large bowel) as empty as possible so the bowel can regain some of its lost muscle tone. The tired, stretched anal sphincter muscle will also tighten up again and prevent soiling.

This phase of treatment usually lasts

several months. Parents should not expect overnight cures when the problem took months or years to develop in the first place. Much emotional and psychological support is needed during this time. Family counselling is commonly necessary.

After normal bowel habits and regular production of soft normal stools have resumed, a gradual reduction in medications will then be tried, and if all problems have been solved, all stool softeners, etc., can then be withdrawn.

It is my feeling that early discussion with your child's pediatrician may well be able to prevent severe chronic constipation. Once the problem has developed, treatment is more difficult and prolonged.

Philip H. Chamberlain, M.D., is a pediatrician with offices in Oakland and Orinda. He began practice in Oakland in 1961 after serving pediatric residencies at the University of Texas Medical Branch in Galveston and the Naval Hospital in Oakland. □

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Parents' Classes

Prenatal Yoga. Use breath and movement to release tension, nurture your baby, increase circulation, stretch and tone, relax and prepare for labor. Call Prana, 547-8773.

Refresher childbirth preparation for busy parents. 3 week series or private sessions using an integrated approach to breathing & relaxation. Bridget Scadeng, 428-0205.

Creative Parenting

Offered for parents of pre-school children, ages 2-5. Learn insights and techniques, from an experienced teacher, to become a more successful parent. Come relax, share your experiences, and learn creative solutions to common everyday problems. Two classes are starting in November, six sessions each. Susan Simonsen, 531-0226.

Parties

Tickle your (kid's) fancy with Toni Tickle! Exciting party entertainment with theatre games, face paints, and balloon animals making it a party to remember! 626-1906.

Witch Hazel's Puppet Theatre. Unique puppets in classic and original plays. 1/2-hour show for parties, schools and churches. Reserve your date now. Reasonable rates. 837-4785.

Great Unique Entertainment!! A real ventriloquist who can also come as a clown/magician. Parties, Scouts Brownies, school, day care. Storytelling-education. Skip and Dusty, 536-0966.

"Hooray for the Juggler," you'll all cheer for this truly special, exciting, professional juggling show. All ages/occasions. For a fantastic party, call Larry, 536-6485.

Magic Window Puppet Theater presents puppet shows and workshops for children ages 3-8. Make your child's next party really special! Call 525-7248.

Children love Blake Maxam, the Wizard of Ahs. Call 532-6107 for free brochure and put MAGIC in your child's party.

Face painting fantasy and special fun with Sarah Tomato and Friends. Great theme parties. Over 13 years experience making everyone happy. Celebrate in style. 548-4469.

Sammy the Clown does magic, balloon animals, face painting and creates a good time for all at promotions, events, children's parties. Call Barbara, 523-8046.

Entertaining magic — Birthday parties, banquets, special occasions, Bob Caldwell, magician, puppeteer. Call 828-4475.

Sparkles the Clown entertains children and adults with magic, animal balloons, comedy, pantomime, and face painting. Clowning around since 1974. Former teacher. Call Larry: 626-6684.

Invite Frances Baruch, her Bugs Bunny voices, puppets and autoharp to your next children's party. Call 526-3608.

Circus Ala Mode presents quality birthday party entertainment with Mimi-the-Clown. Back from Paris, France, with clowning, music, puppets and fun! 655-5889.

Magic, magic, magic. Children's and adults' parties. I perform with doves. Children love them. Call Jessie Bell, 652-3945, 482-3805.

Parnassus Puppets: Marionette performances in your home for birthday parties and similar occasions. 20-minute show: \$75. 647-7169.

Parties

Jester Enterprises — featuring the magical Naomi & Kimi the Clowns. Talents include educational magic shows, face-painting, balloon surprises, mime, and puppetry. Five years of providing quality entertainment for all ages. Previous clients include Romper Room and Lucasfilms. Wonderment guaranteed! Call 865-JEST.

Best Birthday Party Tips! in new book from author Vicki Lansky. Info on Food to Favors; Lists to Gifts; Games to Hunt How-To's; Ages 1-8. Send \$5.25 to Practical Parenting, Dept.-SF, Deephaven, MN 55391. 612-475-1505.

Face Painting Clown. Great for children's birthday parties, gala events, and company picnics. Quality work and reasonably priced. Bay Area, 530-5434.

Capture those special moments forever on video. Affordable videos of your children at play, parties and special events. Home movie transfers and editing facilities available. Please call Claudia, 527-0187.

Party planning! Cabbage Patch, He-Man and others! Clowns, facepainters, magicians available too! "One call does it all!" Phone Terri at Simple Solution Agency for free brochure/information, 441-3335.

Alan Senauke and Gerry Tenney will live up your kids' party with song and laughter. Call Gerry, 465-7911.

Al Elmhorn turns parties into fun-filled sing-along musical jamborees. Rhythm instruments to play, kazooos to take home. For happy birthdays or holidays: 420-1950.

YES-PONY will bring, not just one, but two live ponies to your party, picnic, carnival. Low rates — discounts to schools and clubs. Dial YES-PONY now!

Gepetto's Puppet Shows. Beautiful theater, three-dimensional sets, whimsical puppets, original stories. Traveling extravaganza for all ages and occasions! Call Daniel at 843-5579.

Having a birthday? Have it at Gym Rompers. Let us entertain your little one in a gymnastic setting. Trampolines, bars, beams, etc. Call: Stephanie 428-2052.

Magical entertainment by Lawrence — children's birthday parties a specialty. Good audience participation, ballooning — and a "live" surprise. Children love surprises! Plan ahead. Call Larry, 529-1610, 236-2442.

Authentic Circus Clown will entertain at your home, school, or special event. juggling, unicycle, stunts, tumbling, pantomime, comedy, bubble magic, and lots of audience participation. Clown College, Circus Vargas, Club Med, and TV. 534-3066, Rainbow Circus Company.

Dubby the Clown, ventriloquist & magician, performs on any occasion where there is a gathering of children (especially birthday parties). Prizes & special birthday gift. 922-0175.

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Magic, magic, magic. Children's and adults' parties. I perform with doves. Children love them. Call Jessie Bell, 652-3945, 436-0454.

Parties

For Special Birthday Parties — Bring the kids to see a live show! In Berkeley at the Julia Morgan, in S.F. at Noe Valley Ministry, in Walnut Creek at Civic Arts Theatre. 15% discount 10 or more people. For info. 527-4977.

Puppet Shows in your home, school, or church. Choose "The Three Pigs," "Rumplestiltskin," or "The Real Christmas Story." The Puppet Lady, 837-6121.

Whimsical Productions: Rent-a-Clown, Face Painting, Magic, Bubbles, Balloons, Big Bunny, Birthday Parties, Christmas Parties, Celebrations, Store Openings, Babysitting with Pizazz. 841-4128.

Bubbles The Clown, magic for kids. Delight your child with the wonder of magical entertainment. Schools, birthdays. Special occasions. Call Lynn Brown, 574-8973.

Colorful magic show. Birthday parties a specialty. Jam packed with fun and mystery. Live rabbit and dove; kids make them appear! Leo Luna, 846-3888 anytime.

Portraits/Photography

Today's special moments for your child or teenager become tomorrow's memories. Preserve them in pen and ink and color portraits. By appointment. Kate Hearst, 526-7261.

Parents! Learn to Photograph Your Children. Review basics of cameras, lenses, film, color and composition and capture the precious moments of childhood. I am professional portrait photographer and teach small groups and privately in my Berkeley home studio. Call for class dates. 524-6649.

Children's portraits. Fine quality drawings in Prismacolor pencil. Minda Tayam, 658-1486.

Publications

How to look for, find, and keep the Best Baby Sitter. Send 3.95, check or money order, to P.O. Box 115, San Pablo, CA 94806-0115.

Publications

Multicultural/multilingual books, records, games for preschool/primary. To receive catalogue, send \$1.00 (refunded on first order): Claudia's Caravan, P.O. Box 1582, Alameda, Ca. 94501.

Services Offered

Calming acupressure/Shiatsu massage. Mothers — reduce stress and enjoy a relaxing, healthful 1-hr. massage. Relieves tension in neck, shoulders and back, restores energy to entire body. Laura Elliott, state certified. \$25. An ideal gift. 548-7794.

Welcome Wagon has free gifts and information for new mothers and mothers-to-be. Call 934-7792.

Massage for exhausted mothers and mothers-to-be. Holiday and "shower" gift certificates available. Bridget Scadeng, Certified Practitioner, trained in Esalen and Shiatsu Massage. 428-0205.

Faltz Associates, Inc.

Speech and Language Pathologists. Amy E. Faltz, President. 4171-B Piedmont Avenue, Oakland 94611. Diagnostic evaluations. Individual and group therapy. Serving children and adults. For information or an appointment, call 654-3381.

Tutoring

Reading instruction, phonics, basic language skills. Montessori approach. Strong cultural emphasis using Black/African history. Tutoring in other areas. Experienced teacher. Phone 843-3440.

Professional tutoring in reading, writing, oral expression. If your child is having any learning problems and needs special attention, call me for expert help. Tina Unterberger, 644-1409.

Reading practice/enrichment: writing skills. Boost into fall with the competitive edge. Individualized programs; licensed professional. Reasonable. House calls. COMMA SENSE, 521-0151.

Tutoring

Tutoring. Private service tailored to your schedule done in your home. Elementary through high school and adults. Also, coaching for entrance and scholastic tests. 563-8263.

Experienced tutor. All subjects. Grades 4-10 and E.S.L. Reasonable rates. References available. For more information call Michael Clahr, B.A. 668-0922. S.F./Richmond district.

Math Tutor. Arithmetic through beginning calculus, including algebra, geometry and trigonometry. I have experience and references. Your home or mine. Sarah (North Oakland). 654-8121. \$15/hr.

Personalized English tutoring, grades 1-12, basic skills, essay writing, creative writing, study skills, ESL, SAT preparation. Call Barbara Gates, English teacher for 18 years. 658-7296.

Experienced tutor for all ages. Reading, English skills, E.S.L., math through algebra/geometry. Supportive instruction builds self-confidence and motivation. Montessori compatible. Esther, 533-5334. (Oakland).

Educational Therapist — Early reading problems, L.D. remediation, gifted enrichment, basic skills. All ages, subjects. Also counseling, testing. Professional office, Sunset. Debra Gmelin, M.A., M.F.C.C. 564-2100.

Video

For the holidays - send a video greeting to your loved ones far away. Or savor those special moments over and over again yourself. Video by Preston Media, 482-4599.

Wanted

Unmarried and married over-30 mothers needed as volunteer subjects for dissertation research on contemporary choices for motherhood. Call Sarah, 540-6726.

Depressed married women and their husbands wanted to complete questionnaire for university research on spouse communication. One hour. \$20 offered. Brian Robbins. 869-4111, 549-0154.

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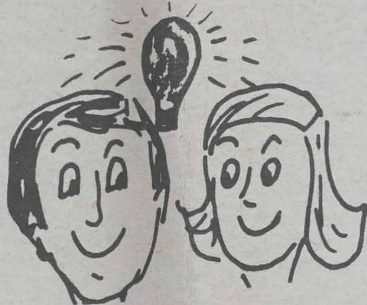
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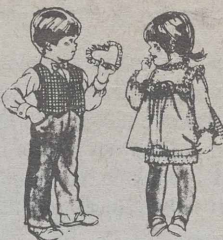
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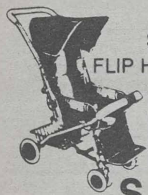
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GRANDPARENTS

BY BONNIE WENDT DRAEGER

The bond between grandparents and grandchildren is second in emotional power and influence only to the relationship between children and parents.¹

Arthur Kornhaber, M.D. had explored that bond in an exciting study of grandparents and grandchildren in the United States, publishing his observations and findings in *Grandparents Grandchildren: The Vital Connection* (by Kornhaber and Kenneth L. Woodward, Anchor Press/Doubleday, Garden City, N.Y., 1981).

His conclusions and challenges warrant careful consideration by today's parents, grandparents and educators. This article is based on some of those findings.

Within today's social climate, we find as few as 5 percent of American grandparents and grandchildren "vitality connected," according to Dr. Kornhaber's study.

It seems that recent generations have failed to recognize the importance and necessity of close relationships between grandparents and grandchildren, which Kornhaber has termed "vital connections."

CONTINUED ON PAGE 2.



The Growth of Attachment: Did you know that babies can see while still in the womb—and can hear as early as the fourth month of pregnancy? In fact, the fetus hears sounds not only from inside its mother's body, but from outside as well. The cries of brothers and sisters, television, music, traffic...the fetus hears all this, but responds most actively to the sound of its mother's voice...

A Solid Foundation: There is evidence that both infant and mother have biological "radar systems" which are uniquely attuned to each other.

Soon after birth, a baby is able to recognize its mother's touch, scent and speech, and clings to her for warmth and nourishment... and affection. This instinctive parent-infant attachment or *bonding* helps a baby adjust to its new world—and seems to have positive long term effects on learning and development skills as well.

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Parenting

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Keeping You Informed For Life

CONTINUED FROM PAGE 1.

The situation has been precipitated by emotional and physical separations of members of the traditional family pyramid: grandparents, parents and children. The need to move wherever specialized job opportunities exist, the striving for independence from family, the emphasis on peer group community living (from singles' apartments to retirement communities) have all contributed to this estrangement.

In the past, children derived enormous emotional benefits from the presence of grandparents . . . As our children's study demonstrates, grandchildren continue to attach great emotional significance to grandparents . . .²

Children as a whole crave intimacy with their grandparents, and there is a complex set of emotional and biological threads which bind grandparents to grandchildren.

Dr. Kornhaber maintains that there is a natural instinct "to grandparent," just as there is one "to parent." Grandparents are more emotionally involved in the birth of a new grandchild than is often realized. There is a "bonding" between the new grandparent and the baby. The coming birth of a new grandchild triggers a chain reaction of new emotions, which include feelings of immortality and reflections of the meanings of life for the new grandparents.

Of all the people in a child's world, it is the grandparent who is best able to offer a pure and simple, unselfish emotional attachment.³

As children grow, parents become enmeshed in intense, emotional parent-child relationships and conflicts. It is the grandparents who are able to pro-

The Grandparent Connection

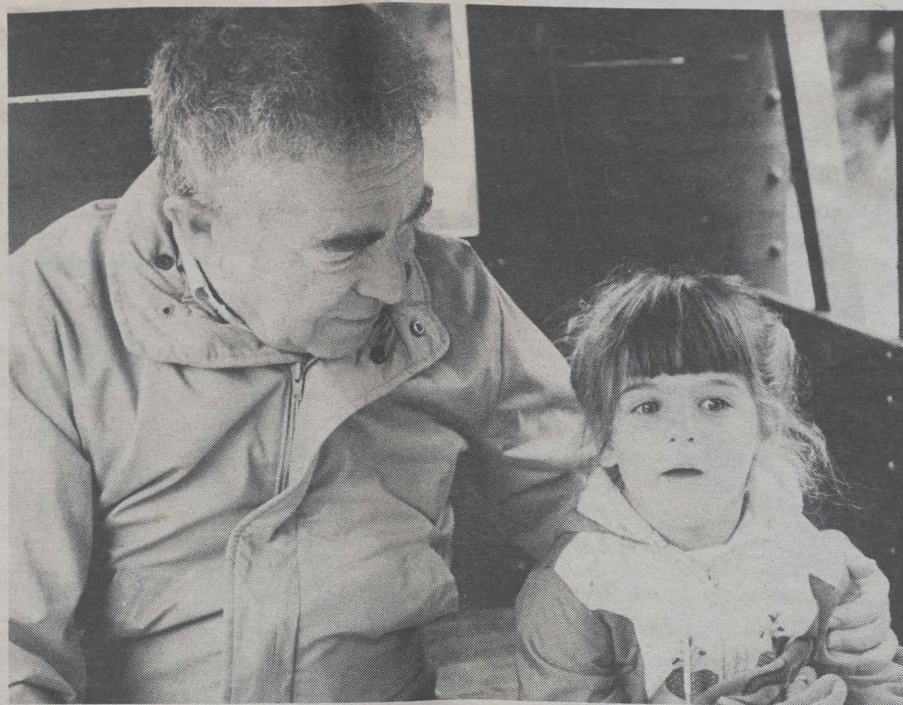


PHOTO BY LYNDIA ROBINSON

vide an unconditional love for their grandchildren.

This is a special kind of love because it is not contingent upon a child's social or academic performance and it is not colored by neuroses and responsibilities which are common to all parents. During the teen years, "the roles of grandparent as family peacekeeper, negotiator and confidante of the child are indispensable."⁴ It is interesting to note that while adopted children may question their parentage, they readily accept adoptive grandparents as their "real" grandparents.

Grandparents firmly root children in history, enabling these children to

form important links between past, present and future. "To little children, especially, grandparents appear to have existed at the very founding of the world."⁵

Grandparents also act as mentors and role models for their grandchildren. Vitally connected grandparents provide the opportunity for their grandchildren to witness the aging process close at hand. These grandchildren carry with them a higher, caring regard for the elderly and a lesser fear of death.

Grandparents are the only adults who have the time, commitment and playfulness to be full-time mentors to the young.⁶

Grandparents have the license to be capricious and playful with their grandchildren. These same capricious grandparents may well be those persons who, as parents themselves, often played little with their own children.

In conclusion, Dr. Kornhaber offers several comments on developing "vital connections." Speaking of newly bonded babies and grandparents, he says,

Like all relationships between two people, this nascent attachment, no matter how natural and wondrous its inception, must be developed through shared time and intimate contact if it is to mature into a vital connection.⁷

A new commitment to "family" on a societal and personal level seems essential. The dilemmas facing parents and grandparents today offer no simple solutions. A new understanding of the situation and its importance is emerging due to the efforts of Dr. Kornhaber and others like him. It is now the responsibility of families and professionals to explore their respective roles in promoting the establishment of vital connections between grandchildren and grandparents, thus promoting an improved society of emotionally healthy and more complete children and adults.

Only children can understand what elders are for, and only they can meet the real need of the aged: the need to be needed. Children need grandparents and grandparents need children . . .⁸

Footnotes 1-8 from *Grandparents Grandchildren: The Vital Connection*.

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Published the first Thursday of each month. Deadline for advertising and calendar material is the fifteenth of the previous month. Subscriptions by mail cost \$15 per year. Display advertising rates available upon request. Unsolicited manuscripts and photographs should be accompanied by a stamped, self-addressed envelope.

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Office hours: 9 a.m. to 3 p.m., Monday through Friday, and by appointment.
ISSN 0889-8863

1454 SIXTH STREET, BERKELEY, CA 94710

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Parents' Press

1454 SIXTH STREET, BERKELEY, CA 94710

- 1 Grandparents are very special people with a special role to play in today's families. We are featuring them in this issue of Parents' Press, beginning with a report on research into grandparent/grandchild interactions that starts on the front cover and continues on this page. On page 3 you'll find suggestions for keeping family ties close even when grandparents live at a distance. Books for young children about grandparents are reviewed on page 4, and on page 6 we describe a number of Bay Area programs that bring together the younger and older generations.
- 8 Travel writer Carole Terwilliger Meyers takes her family cross-country skiing, a successful outing that you may want to emulate with your children.
- 12 Constipation in children can be a serious problem, especially if left untreated. Dr. Philip Chamberlain discusses the causes, cures and prevention.
- 15 Meg Zweiback tackles the problems of a pebble-eating toddler and a preschool child whose toilet training slipped when he entered nursery school.
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Coming in December: Carole Terwilliger Meyers' annual selection of the most exciting holiday activities for families. Also, visit the lively ghosts of Christmas past with our guide to historic Bay Area homes especially decorated for the holiday season.

Deadline for display advertising: Tues., Nov. 11. Deadline for classified ads and calendar items: Friday, November 14. Publication date: Wednesday, Dec. 3.

Cover: photograph by Cliff Taylor

From the Editor

Most of the *Parents' Press* staff heaves a collective sigh of relief when an issue goes off to the printers.

But for the distribution staff, work is just beginning. Very early on the first Wednesday morning of the month, they gather at the printing plant to load up cars, vans and trucks with bundles of the current issue. For the next two days, they will deliver copies of *Parents' Press* to schools, preschools, stores, hospitals and other outlets throughout three counties.

We've been exceptionally fortunate in attracting a terrific delivery crew — bright, dedicated, hard-working and stable. Heading up the crew is Colby Harmon, distribution supervisor.

Colby, like several other members of the team, does *Parents' Press* distribution as a second job. He also works full-time in computer operations at the University of California, Berkeley, with a schedule that leaves some mid-week time free. Added to this busy schedule are classes in business data processing and helping out with his son's soccer team. When he has free time (not often!), he enjoys sports, camping and the outdoors.

Colby is a native of Wrentham, Massachusetts, a small town near Boston, and attended Mariette College in Ohio, where he earned a bachelor's degree in social sciences. He moved to the Bay Area in 1969 and now lives in Concord with his wife, Lauri, and their 6-year-old son, Andy. He joined *Parents' Press* in the spring of 1984.

Dixie M. Jordan

Grandparents at a Distance

Although today's grandparents and other older relatives often live at a distance from the family's youngest members, all the generations can work together to keep ties close. Here are a few suggestions.

Parents can:

- * Encourage children to write notes to grandparents on the backs of school papers or artwork.

- * Hang a map on the wall with strings connecting a photograph of grandparents and the cities in which they live. Add photos of the children and their home city, too. The children absorb

geography lessons while they are happily reminded of their grandparents.

- * Have children tape-record messages, songs and stories to send to their grandparents.

- * If there's a separation or divorce in the family, make every attempt to keep children in touch with all their grandparents. Most states, including California, now offer some legal protection of grandparents' "visitation rights." Even if the parents are on bad terms, unbroken contact with an absent parents' own parents can offer children a sense of family continuity.

Grandparents can:

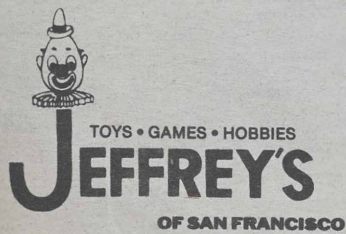
- * Write to the grandchild, not just the parents. Even very young children are thrilled by a postcard or letter addressed especially to them.

- * Send postcards of art from a museum near your home. When grandchildren come to visit, go on a short "treasure hunt" in the museum to locate the paintings.

- * Share your special interests with grandchildren; teach them some of your particular skills.

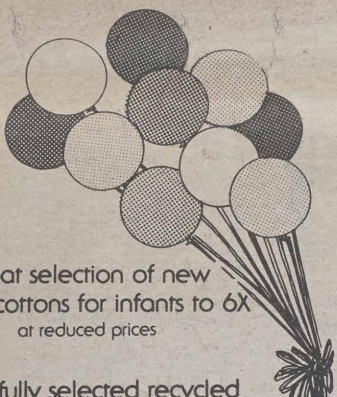
- * Provide a sense of family history by looking over family photo albums with your grandchildren, telling stories of your youth, or taping stories of family members.

- * Contact the **Foundation for Grandparenting**, 10 West Hyatt Ave., Mount Kisco, New York 10549, for information and ideas.



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Simple Pleasures

"It makes you appreciate the simple things in life. Seeing Laura skip. Jump rope. Seeing her ride a bike. These are some of our greatest joys," says Laura's mother, Roseann Cheung. "When we first learned Laura had cancer almost six years ago, we didn't think she would live or that she would ever walk again."

"Children's Hospital was like a second home for us. Everybody in the Oncology Department knew us and cared about us. I remember times when I'd come to the hospital to see her and I'd find her sitting at the nurses' station getting affection and attention. That was really heartening when I couldn't be there 24 hours a day."

"And I felt that the care we were getting from the doctors was terrific. We trusted them. At Children's you're encouraged to take part. I was surprised at how much input we had and how much they listened to us. That's the thing I look for now in medical care—how well do they listen. And if they listen very well, I know that they're good."

"We have a little girl that we wouldn't have if all the people at Children's hadn't been so responsive. Their openness, caring and concern made us feel like we were the only patients they had."

Roseanne M. Cheung



Children's Hospital
O A K L A N D



Books

Books on Grandparents For Young Readers

BY DIANE MICHAEL, LIBRARIAN

Here's a selection of books for children ages 3-12 about grandparents.

The Two of Them by Alik (1979). A grandfather's delight at the birth of his granddaughter is returned as they grow older together. Soft, crayon drawings illustrate their warm relationship from her birth to the grandfather's death. Ages 3-6.

Nana Upstairs & Nana Downstairs by Tomie de Paola (1973). Tommy has a warm relationship with his great-grandmother who lives upstairs and his grandmother who lives downstairs. When both of his grandmothers die, Tommy is sad, but his mother reminds him that he will always have memories of his grandmothers. When he sees a falling star, his mother suggests that was a kiss from his Nana. This is a warm, gentle way to explain a death to a small child. Ages 3-7.

Now One Foot, Now the Other by Tomie de Paola (1981). This is a gentle, but honest portrayal of a grandfather that suffers a stroke and of his grandson that helps him make his slow recovery.

When Bobby was little, Grandpa spent a lot of time teaching him how to talk, walk, and play. After his grandfather's stroke, Bobby helps him relearn how to talk, walk, and play. Ages 3-8.

Watch Out For the Chicken Feet in Your Soup by Tomie de Paola (1974). This is a fun book. Joey is hesitant to invite his friend to meet his old-fashioned Italian grandmother. She feeds them Italian foods, lets them make bread dolls with her, and is so warm that Joey and his friend both express their love for Grandma. The bread doll recipe is great and included in the back of the book. Ages 3-7.

Two Piano Tuners by M.B. Goffstein (1970). Debbie Weinstock desires to be a piano tuner just like her grandfather with whom she lives. However, her grandfather desires for her to learn to play the piano and not just tune them. Grandfather finally accepts Debbie's interests and talents and agrees to teach her the art of tuning the piano. This is a gentle, warm story. Ages 8-12.

CONTINUED ON PAGE 5.

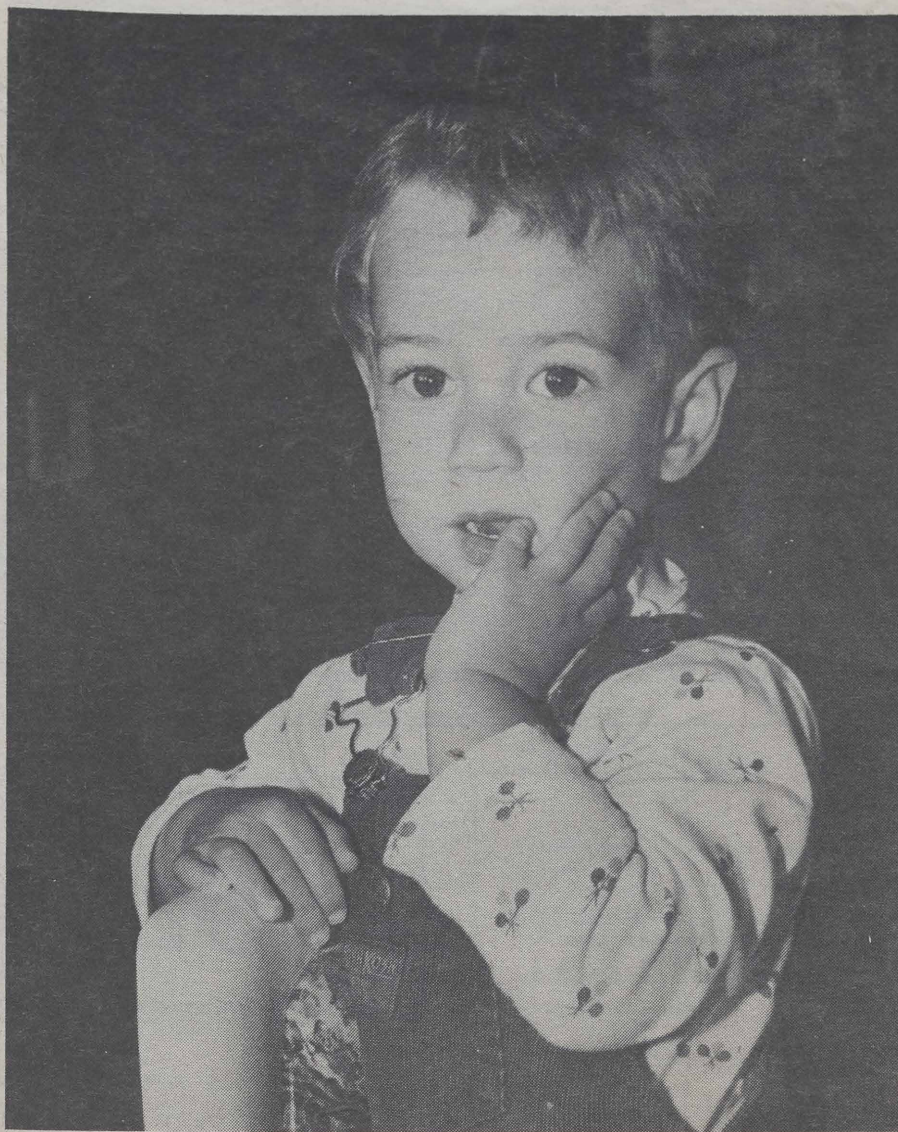


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The attached short questionnaire was administered to 170 children in various elementary schools throughout Allegheny County, Pennsylvania, as a pilot program in preparation for a larger study that could help us gain some understanding of children's perceptions on the elderly and the process of growing old.

The completed study "Children's Perceptions of the Elderly: A Quasi-Experimental Study of Attitude Change" was submitted by Ron Marks, Program Researcher for the Senior Citizen School Volunteer Program, as a Ph.D. Thesis.

1. When does a person become old?
2. How do you think it feels to be old?
3. Who do you know that is old?
4. Do you have grandparents?
5. Do you think they are old?
6. What do the old people you know do every day?
7. What do you do with old people?
8. Do you like doing things with old people?
9. What makes old people special?
10. Do you think old people are usually:

- healthy	- happy	- sad
- fussy	- kind	- friendly
- quiet	- noisy	- bossy
- interesting	- cranky	- patient
- fun	- lonely	- busy
- grouchy	- mean	- funny
- sickly	- helpful	- what else?
11. What do you think an old person can do with you in school?
12. Why would or wouldn't you like having an old person in your classroom?
13. Why do you think they would like to come to your classroom?
14. Would you go to an old person with a problem during school time?
15. What do you think you will be like when you are old?

Sharing
and caring...



visits between
the young and
the old...



across the
life span...



BROOME COUNTY INTERGENERATIONAL ACTIVITIES PROJECT
Sponsor: Broome County Child Development Council
29 Fayette St., Binghamton, N.Y. 13901

Funded by the Florence and John Schumann Foundation and Broome County Youth Bureau
(Photos by Norm Howard)

They train staff to manage own programs.
They (trainers) get out.

Screening^{info}: Elders reflect the society that they
participate in / they self select on basis of backage of
public information -

Salley Newman

BROOME COUNTY INTERGENERATIONAL ACTIVITIES PROJECT

Fact Sheet:

Purposes: To promote age-integration through a program of visits and shared experiences between the elderly and young children.
To diminish the isolation and alienation experienced by many older adults through loss of social roles.
To present images of aging which will enable young children to learn naturally about aging as a part of life within the human life cycle.
To promote education for aging among early childhood staff members through participation in the program.

History: The Intergenerational Activities Project developed as an outgrowth of the Binghamton Intergenerational Teaching Resource Center, which was funded in 1979 by a MAG-NAEYC grant.
A six-month pilot project was funded in 1980 by a private foundation. Successful interaction between the young and the elderly in this pilot program led to funding of the project for 1981. In the spring of 1981 two nursery schools and two day care centers continued the relationships which had begun the previous year, exchanging weekly or bi-weekly visits with retirement homes and nursing homes in the community.

Program: Visits between the young and the old are planned by the directors of the schools, day care centers, and facilities for the elderly. A project coordinator (part-time) works with the directors to coordinate the schedule, and to coordinate the bus schedule. Bus transportation is supplied by the Broome County Child Development Council (Binghamton Headstart) as the sponsoring agency.

Activities include typical early childhood interactions such as using pladoh, painting with watercolors, drawing with magic markers, singing, playing guessing games with a "feelie" box, working puzzles. Activities directors in facilities for the elderly have planned other games in which the children and the elderly participate together.

When the older adults visit the schools and day care centers, they show extreme interest in exploring the play materials which are provided (such as the sand box). Field trips, including a breakfast at a campsite along the river, have been shared.

Transportation: Binghamton Headstart provides bus transportation for both the children and the elderly. Because of a shut-down of this Headstart program for several months due to administrative changes, some bus transportation has been provided by the Binghamton Psychiatric Center for visits between geriatric patients and one day care center for children. Transportation will be resumed by Headstart in the near future.

Staff: A part-time coordinator works with an Intergenerational Day Care Committee of Broome County Child Development Council, with the BCCDC Board, and with directors of individual preschools, day care centers, and facilities for the elderly. Three training sessions for these directors have been held in 1981 to develop sensitivity to problems of aging in this society, and to share program ideas and successes.

Research on Can old people teach?
Elderly are fine teachers of content -
ch's perceptions + attitudes on elders.

Dr Judith Powell
Oklahoma State Univ
Clearwater, Oklahoma

Elders + youngsters is natural + so is conflict.

Every staff member had an elder partner -
Univ of Pittsburgh.

Evaluation of what's happening + 300 teachers, 300 aged,
1000 kids -
Sr Citizen's School Volunteer Program -
in 15 communities - abt to go statewide -
ARTS; Energy large in artists use of their par-
ticular skill -

work on curricular materials to increase
knldge abt aging -
Host of elders who are threatened by
schools - Pittsburgh helping center develop
their own Intergenerational Program.
50-60 thou elders working w kids in schools -

Participation demands sense of purpose, dignity,
competence - Comes out of training + valuing + provision
of ~~some~~ release time.

Plans for Expansion:

It is anticipated that five additional paired agencies serving children and the elderly will begin an exchange of visits when the Headstart bus transportation is resumed in November 1981.

In order to provide an image of vital, active, healthy older adults for the children, volunteers are being recruited to visit preschool programs as resource persons and/or adopted grandparents.

Community Links:

Links with the Broome County Office for Aging, Broome County Youth Bureau, and a growing number of community agencies which serve the elderly or youth are contributing to the success and potential for further development of the project.

Numbers Served:

An average of 12 to 14 preschool children per visit have exchanged visits with the elderly in approximately twenty visits since April 1981. These participants represent two nursery schools, two day care centers, two retirement homes, one nursing home, and the geriatric facility of the Binghamton Psychiatric Center. The number of elderly adults who take part in each visit has varied from 10 to 18. Adults who do not take an active part in the visits do have exposure to the children as they are passing in the lobbies, halls, and activity areas.

Evaluation:

Evaluation thus far has been anecdotal, subjective (in reports from staff members), and qualitative (in collections of answers to questionnaires used with the children, older adults, and participating staff). It has been generally positive, marked by increasing enthusiasm for the program on the part of staff as the project has gained impetus. Answers given by the children in the questionnaire indicate the relationships between their experiences with elderly in program activities and what they associate to be "typical" of aging adults.

Funding:

Funds for initial development of the 1980 pilot project were secured from the Schumann Foundation through contacts made by members of the Intergenerational Day Care Committee of BCCDC. Funding for the 1981 continuation of the project were also provided by a grant from the Schumann Foundation. These funds have been matched by the Broome County Youth Bureau for 1981, and through June 1982.

Expenses of the project include a salary for the part-time coordinator, office supplies, film rental, and gasoline and some part of the pay for bus drivers. Other administrative services are provided by the sponsoring agency.

Coordinator: For further information, contact the coordinator as follows:

Winifred McDuffie
316 Murray Hill Road
Binghamton, N.Y. 13903 Home phone: 607-729-0621

Sponsoring agency: Broome County Child Development Council
Kevin Tobin, Director
29 Fayette Street
Binghamton, N.Y. 13901 Phone: 607-723-8316

Talbot Ginn / notes abt Eccentricity & discipline
encouraging elders
Know that child very present

If: Margaret - "Tell him you're sorry -"
"Tell her 'no'" - the fit bet sch & elders
"it" - Realities of Aging / Values in care / Physical health

Idiosyncracies - Margin for eccentricity -
Preceptor - Perceptions of aging - Sense of control of own life
slides: Adapted grandparent program -
nursing home rec prog -

Etaya Whitley - Gainesville

Daily visits - 12 kids, 12 residents -
face painting - refreshments - elders
visit classrooms as well as ov.

Spelling bees, skits, gardening -
Rekindling forgotten memories -
"You light up my life"

Carol Siefeldt, researching attitudes toward elderly &
V.V. / Dr. Judith Parnell - research on elder-
since re history! Living History - Young Children

Ch's TV, Butterberry Hill

Ida Dorik n.y. studying role of maternal
Grandparent "What do grandparents do for us?" - Getting strokes from
older folks

More intergen. interaction occurred where
ch go to older adults' turf than where elders
come to chanc / Patrick

PK young - Univ. of Florida / Lab School / A Record of young People's
Experiences with the Elderly



FACT SHEET

What Is It? The Senior Citizen Artists' Resource Program, funded by a grant from the Westinghouse Electric Fund, enables students in Allegheny County elementary, middle, and high schools to have enriching experiences in art, music, theatre, dance, creative writing, media, and crafts by working with older volunteer artists. The program under the aegis of Generations Together has brought about collaboration among art staff, classroom teachers, students and older volunteers. During the past year twenty (20) older artists volunteered in six (6) schools.

Who Volunteers? Older persons skilled in a wide variety of performing or visual arts and crafts. Artists, musicians, art collectors. A singer, violinist, doll maker. A specialist on American Indian art and culture. A poet, a weaver. All have one bent: To share their life-long experiences and skills with young people in a school setting in "(unexpected)exchange for admiration, adoration, recognition and friendship." That's what Anita Ackerman found out. "They were just dying to see what in the world this lady had that they could listen to. They were like kids scrambling for Easter eggs. They couldn't stop asking questions...I came away feeling gratified that it was a success and that I had contributed and could share...Then the thank you notes came. So sweet. They are the money you get from someone else."

Why Get Involved? To make a contribution -- to nurture in young people a respect and love for the arts (an experience less often available in this era of school budget cuts). To share yourself with younger persons as a resource, perhaps a career model, and especially as a friend. To reinforce your own love of the arts; the skills and interests are there; the opportunities for sharing them in new and meaningful ways are sometimes missing.

Who Else Benefits? The students receive rich art experiences, develop significant relationships with older persons, and learn that growing older is positive. The teacher gets extra insight into the arts and the curriculum and learning environment are enriched.

What's Involved? Project Director Nancy Zelonka describes the program, asks what hours are convenient for the volunteer and links the volunteer to a school (close to their neighborhood, if possible). Volunteers may demonstrate, coach, lecture, display work, etc. The amount of time volunteered can vary from a half-day a week to a single episode.

Where Are The Schools Located? The six schools presently participating are: Hamilton-Martin Elementary, North Hills; Highlands High, Natrona Heights; Carmalt Elementary, Brookline; Rogers School for the Performing Arts, East Liberty; Creative and Performing Arts High School, Homewood; and Boyce Middle, Upper St. Clair. Schools in Pleasant Hills, Avalon, Sewickley, and Butler will begin participation in the Fall.

Qualifications? Persons age 55 or over experienced in the arts with an interest in working with young people.

What's Next? For details contact: Nancy Zelonka, Project Director (412) 624-5468
Senior Citizen Artists' Resource Program
600A Mervis Hall, University of Pittsburgh
Pittsburgh, PA 15260

**Validated
for Diffusion
by the Pennsylvania
Diffusion Panel**

Senior Citizen School Volunteer Program



Introduction

The Senior Citizen School Volunteer Program (SCSVP) is an intergenerational program designed to bring youth and older people together in settings that promote mutual growth and support the notion of the continuity of life. Through their consistent interaction children and older persons involved in this program develop special relationships that result in understanding and friendship.

In the sections which follow, we will describe this program, summarize a process to help local school districts adopt this program, and review the history of the SCSVP as an intergenerational program.

Senior

Citizen

School

West Jefferson Hills

Volunteer

The Program

Goals

The Senior Citizen School Volunteer Program has as its goals: 1) the establishment of an intergenerational program that facilitates interaction between older persons and children in schools, 2) the utilization of the experiences and skills of older persons in the community, and 3) the linking of the school with the older population of the community. In order to accomplish these goals, a program has been developed in which older persons serve as volunteers in schools.

In this program, older persons from the community volunteer a minimum of one half day per week. They share their time, skills, experiences, and love with children and teachers in classroom settings. The volunteers work with individual or small groups of children in a variety of learning activities to meet the needs, interests, and abilities of the children, teachers and volunteers.

Rationale

As a result of the geographic movement of young families during the last several decades, there has been a decline in the extended family and an increase in age segregation in society. There is, consequently, less opportunity for exchange and interaction among younger and older people to the detriment of everyone. Children's and elders' negative stereotypes of each other go unchallenged. Children develop a less healthy understanding and attitude toward the aging process. And, the special resources of older people in our society are under-utilized.

Intergenerational programs provide new opportunities for our children and senior citizens to engage in activities together. Through these experiences, children and older people make contact with each other and begin to develop a mutual understanding and respect. Older and younger people learn to appreciate each other and even feel better about themselves. The new bonds which are formed contribute to an awareness of the continuity of life.

Citizen

School

West Jefferson Hills

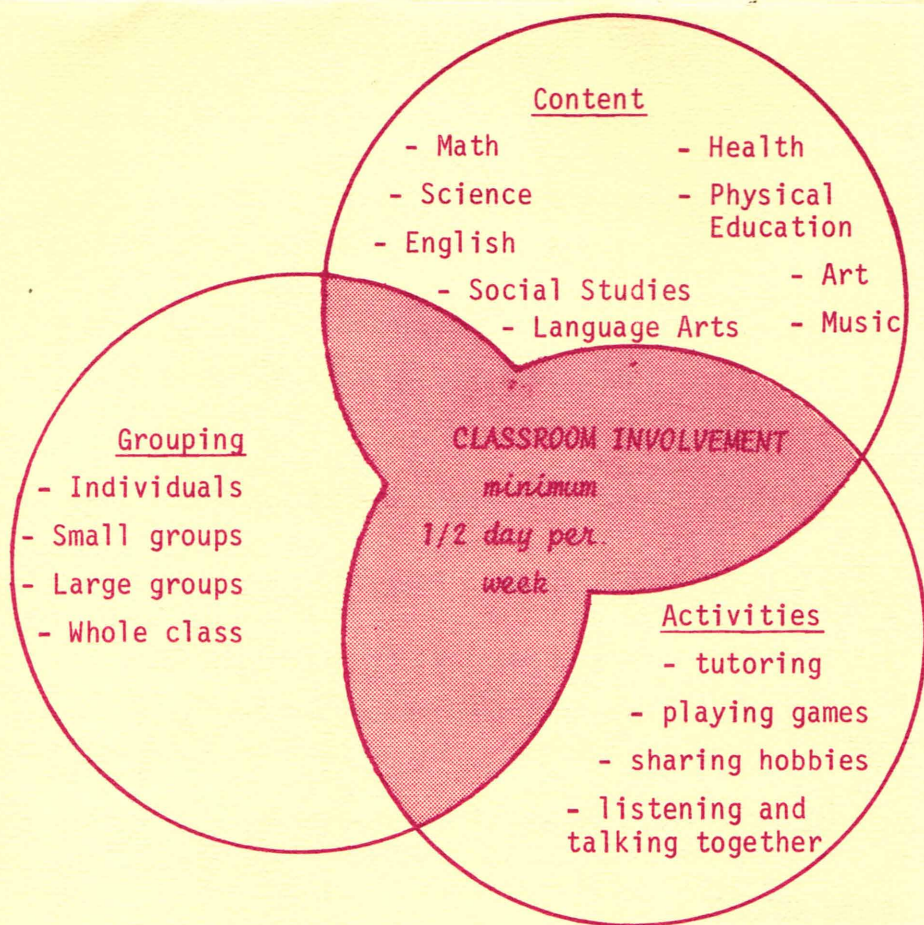
Volunteer

Adopting The Program

Procedures

The SCSVP includes the following procedures in developing effective intergenerational programs.

- Program introduction to the community
- Identification of interested teachers
- Recruitment of volunteers
- Orientation workshops
- Matching of teacher and volunteer into classroom teams
- Follow-up meetings and workshops for volunteers and teachers
- On-going communication between school administration and SCSVP staff
- Developing strategies for systematic program maintenance and expansion



School

Benefits

The following are examples of benefits which participants in intergenerational programs have reported.

Children

- Received increased personal attention
- Receive remedial and enrichment support in academic areas
- Develop a more positive view of the aging process and of older people
- Make new friends with older persons

Teachers

- Receive assistance in the classroom
- Gain additional resources to enrich the curriculum
- Have more time to meet the children's needs
- Acquire additional insights into children's behavior
- Make new friends with older persons

Volunteers

- Receive recognition for their experiences and skills
- Feel useful in their volunteer role
- Gain respect for their contributions
- Experience improved mental and physical health

School and Community

- Enhance intergenerational contact and understanding
- Utilize additional community resources in schools
- Increase the communication network

Commitments

To develop an effective program Senior Citizen School Volunteer Program staff, with the members of a school district, establish a working partnership that will enable the district to implement its own program. What follows is a statement of school district and SCSVP staff commitments that can result in an effective on-going intergenerational program.

School

SCSVP Support

The SCSVP staff will provide on-site training for district administrators, teachers, and selected community representatives. The series of training workshops and meetings is designed to enable school district personnel to implement, maintain and expand a senior citizen school volunteer program in their district. Working with different groups of people, the workshops will focus on:

- scope and sequence of the program
- defining the roles and responsibilities of individuals in the district and community and Senior Citizen School Volunteer Program staff
- defining procedures for implementing the program
- planning strategies for recruitment
- developing content, procedures and schedules for teacher/volunteer orientation and continuation workshops
- developing goals and strategies for program evaluations
- preparing for end-of-year closure
- providing for program maintenance and expansion

Classroom Involvement

Within classrooms the senior citizen volunteers will work with children using diverse techniques to support growth in various content areas.

School District Commitment

School districts involved in developing their own senior citizen school volunteer program will provide the necessary administrative, teacher, and secretarial staff to participate in the training and to implement each stage of the program from planning to maintenance activities. In addition, the district must identify from among its staff a liaison person who will be responsible for institutionalizing the program. The district will make available the necessary space and materials for workshops and meetings.

Expectations

Following systematic program development with the support of the SCSVP staff, school districts will have:

- several schools in their system in which teams of teachers and senior citizens work well together developing classroom procedures in which the senior citizen volunteer is an effective resource person supporting the academic, emotional, and social growth of the children.
- an effective communication system between liaisons, teachers, administrators, volunteers, and community.

SCSVP's History

The Senior Citizen School Volunteer Program traces its origins to an intergenerational classroom program that was developed in an alternative elementary school in Allegheny County in 1975, the first such program in Western Pennsylvania. The SCSVP, as it is known today, was officially created in 1978 with private foundation support to assist public school districts in developing and maintaining their own intergenerational classroom programs. Since then the program has grown steadily as outlined below.

School Year

1978-79	SCSVP is created to develop intergenerational classroom programs in 5 schools in 4 public school districts
1979-80	SCSVP expands services to 14 schools in 9 public school districts
1980-81	SCSVP expands again to increase support and develop program in 27 schools in 13 public school districts

In 1979, the SCSVP was invited to become an affiliate program of the Western Pennsylvania Gerontology Center at the University of Pittsburgh where it could expand its activities.

In addition to its classroom program the SCSVP is involved in activities which support the growth of intergenerational education. The staff has taught university courses, published papers, and participated in conferences that address the growth, development, and implications of intergenerational programs. SCSVP has printed and disseminated materials that contribute to the information available related to a national interest in linking the generations.

In 1980 in recognition of this leadership role in the development and study of intergenerational programs in schools, the SCSVP was honored with the Apple Tree Award, a national award from the National School Volunteer Program for "outstanding achievement in enriching the lives of children."

Staff

Program Director--responsible for overall management of the program

Program Coordinator--responsible for program implementation within the district

Senior Citizen Resource Persons--responsible for assisting in district implementation

Districts in the Program

The following districts are representative of those involved in the program. Administrators in these districts welcome inquiries on the program's development.

Churchill Area
Highlands

Northgate
Wilksburg

West Jefferson Hills

Volunteer

Children

"I like my senior citizen because she is so nice. She helps when I'm in distress. The best thing I like is she is Herself."

"The senior citizen is really nice. She understands somethings our teacher doesn't understand."

"I'm proud of Mrs. B. and for ever and ever I'm loved."

Senior Citizens

"This job builds up my morale and gives me a new interest in life."

"At 65 my life has new meaning. I greet each day full of enthusiasm and excitement knowing I will be of some value to some child and some teacher."

Teachers

"With Mrs. K working with one group on Math skills, I could make greater progress with the other groups."

"Many things children share are things they wouldn't necessarily share with me. It makes the children feel really special when R. remembers something about them."

Parents

"The tone of my children's voices is different when they tell me stories about their volunteer. They speak softly and kindly as if they are trying to tell me they are kind and gentle people."

"I wish I could spend more time with my children so it pleases me that a kind gentle heart who has volunteered is taking time with my child."

Principals

"The senior citizens' willingness to serve has indeed been a kind and generous gift to us."

"Our newly adopted senior citizens project has been a rewarding experience for me professionally and personally. I have enjoyed watching our seniors blossom in their new roles and our students bloom in the warmth of the attention given them by seniors. There is learning taking place but more importantly there is a mutual caring and sharing."



Program

Senior Citizen School Volunteer Program

**University of Pittsburgh
600A Mervis Hall
Pittsburgh, PA 15260 (412) 624-5470**



On Growing Older

FACT SHEET

What Is On Growing Older? On Growing Older is a curriculum on aging that is being developed for children in grades 1 to 6. Activities for children in grades 4, 5, and 6 have already been drafted and field-tested. Activities for children in grades 1, 2, and 3 will be drafted and field-tested during the 1981-82 school year.

What Are The Goals? The purpose of On Growing Older is to help children develop a deeper awareness, understanding, and acceptance of the aging process and an appreciation of the contributions made to society by older people. Its goals are to enable children to:

- become more aware of aging as a natural process in human development.
- recognize old age as a normal stage of life development and become more accepting of the aged members of their communities and families.
- identify expectations about maturing for people at different places in the aging process.
- become aware of the contributions that older people have made throughout history, including the contributions of older people today.
- become aware of the realities in the lives, behavior and conditions of older people and the variety of resulting life styles of older people.
- identify areas in which children and older people can make contributions and add enrichment to each other's lives.
- understand that basic human rights are equally vested in persons of all ages.
- develop a multi-cultural perspective on aging.

Who Is Writing It? On Growing Older is being developed by a consortium of public and private school systems in Western Pennsylvania and GENERATIONS TOGETHER at the University of Pittsburgh. The actual writing of the activities for each grade level is being done by teachers from each grade level with the support of university consultants.

What Is The Format? A unified set of activities is being written for each grade level, with each individual activity containing these three basic components:

1. Background - an overview of the major concepts and issues developed in the activity as well as the purpose of the activity.
2. Objectives - statements of the intended student learning outcomes.
3. Procedures - suggested guidelines and key student questions for presenting the lesson, frequently with alternatives for the teacher. Included are masters for student worksheets, transparencies, etc. Also included are special notes for the teacher and other supporting material, as appropriate.

GENERATIONS TOGETHER

On Growing Older

FACT SHEET

What Kinds Of Activities Are There? The activities are varied, using a variety of media, including children's books, photographs, filmstrips, movies, and records. Children are asked to conduct interviews, do some creative writing, create posters, bumper stickers, or buttons, and improvise structured role-play situations.

How Can The Activities Be Incorporated Into The Curriculum? The activities may be taught as a separate unit of study. Or, teachers may with relative ease integrate the activities into their present curriculum. This may be accomplished because the activities in On Growing Older have been planned to build basic tool skills (e.g., reading, oral expression, creative writing, computation, geography) and to select content common to many health and social studies curricula at each grade level.

How Can On Growing Older Be Adopted? Members of the Curriculum on Aging Project staff will be happy to make a presentation to administrators, curriculum coordinators, and teachers on the curriculum to explain it in detail and to describe the support services that will be provided. Typical support services include in-service workshops, classroom visits, and teacher planning conferences. A fee for these services will be charged.

For More Information, Contact: Charles W. Lyons, Project Coordinator
Curriculum on Aging Project
Generations Together
600A Mervis Hall
University of Pittsburgh
Pittsburgh, PA 15260
(412) 624 5468

Funding to develop On Growing Older is provided by an E.S.E.A. Title IV-C Grant awarded by the Pennsylvania Department of Education.



Intergenerational Programs In
Senior Citizen Centers
FACT SHEET

What Is It? Intergenerational Programs in Senior Citizen Centers is a training program approved by the PA Department of Aging that provides staff of centers with the skills necessary to initiate and maintain an intergenerational program involving interaction between center members and the youth of the community.

What Are The Goals? Upon completion of the training participants will have a written plan that enables them to proceed systematically in the implementation of an intergenerational program appropriate to each center.

Who Will Become Involved? Participants in the development and implementation of the program will be center staff, center members, new center members, members of community groups, young people from the community.

How Much Training Is Involved? The training includes two (2) workshop days at a site convenient to staff from participating centers and one (1) Technical Assistance day at each center. A minimum of ten (10) trainees will be involved in the workshops.

What Are The Costs? Total maximum cost for the program is \$2,925. The program can involve collaboration between several centers from several AAAs and up to 8 1/2 days of service including materials, transportation, meals and individual Technical Assistance time.

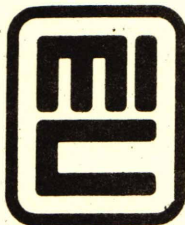
What Is The Format? The workshops, at an appropriate site, include:

- small group discussion
- mini-lectures
- films
- brainstorming activities
- handouts on background information
- planning and preparing a worksheet on steps for implementing a program
- reviewing an interest survey of center members.

The Technical Assistance site visit at each center includes reviewing and initiating the center staff plan for program implementation.

For More Information, Contact: Sally Newman, Program Director
Generations Together
600A Mervis Hall
University of Pittsburgh
Pittsburgh, PA 15260
(412) 624 5470

Adopt-a-Grandparent Manual



Medical Investments Corporation

525 Sumter Street • Montezuma, Georgia 31063

Telephone (912) 472-2511



INTRODUCTION

"I wish no one had to get old." "This comment by an elementary-school child who had visited an elderly friend reminds us that time imposes restrictions on us all. A nursing home can be a prison; a school can also be a prison. The young look restlessly for escape from encircling walls; the old move through their memories as through the darkened rooms of an old house.

But what if the doors are flung open? What if children are freed from traditional school boundaries to leap over the fence of a nursing home and establish friendships that defy the categories of time?...It is curious paradox that children, so often hide-bound about association with other children two years older or younger than themselves, can enjoy a strong rapport with the very old. The stabilizing influence of the old and vitalizing quality of the young provide mutual reinforcement. In our time, however, the circle is often broken; the family is reduced to a nuclear cell that is sometimes fragmented even further through divorce. More and more, older people segregated are in retirement colonies and nursing homes. A special effort is needed to break down this pattern of age segregation or to minimize its effects.

The P.K. Yonge Program of visits to nursing homes had its origin in a deliberate effort to bring children into contact with aged people.

For the young, an elderly friend can be a link to past traditions and values; for the old, a young companion can represent the life force for the future. Both participants may come to realize that the horizons of time are larger than originally supposed: "Life existed before I was here, and it will continue when I am gone." Instead of a remote and terrifying vista, the prospect of time becomes humanized as it is linked with the past or future of beloved individual. It is this largest purpose of all, the fitting of our own time into a pattern beyond time, that gives the greatest meaning to our Adopted Grandparents Program"*



Since 1968, the Adopted Grandparents Program has been a part of the curriculum for 6-, 7-, and 8-year old pupils enrolled at P.K. Yonge Laboratory School. Residents of a nearby nursing home are "adopted grandparents." The nursing home administrator reports that interaction with the children causes the adopted grandparents to show more interest in their appearance, have better appetites, and complain less.

Daily, children visit the residents. When they are not present, the rejuvenation of the "grandparents" carries over into a sharing with one another. Where previously, the patients could find little to talk about together, they now have a common interest in the children. Conversation is enlivened as they are stimulated to recall highlights from their own lives. Some of those lives have been quite long--average ranging from 75 to 80. Birthday celebrations in the high 90s are common.

According to the children: "We go there a lot. It's a special day for us and a special day for them." When asked why they go, they respond, "It makes the grandparents happy and then we're happy. I love my adopted grandparent as much as my real grandparent." The children refer to Grandma Queenie and Grandpa Deyo in a routine, matter-of factly manner with absolutely no hesitation at the thought of this actually being their own grandparent. There are no false pretenses when these youngsters quest their teacher who has carried letters to an ill grandparent in the hospital as to the condition of their very real grand-



HISTORY

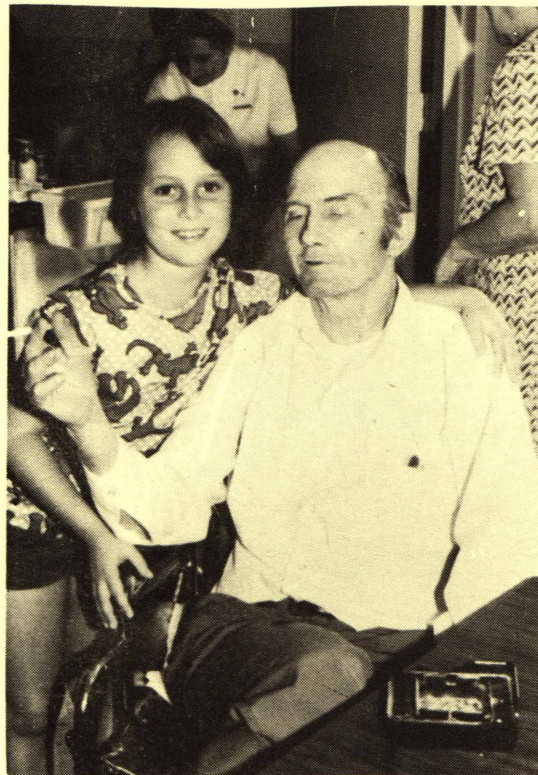
The Adopt-a-Grandparent Program was first conceived by an elementary school teacher, Esstoya Whitley at the P. K. Yonge Laboratory School on the University of Florida campus in Gainesville, Florida. This being a learning laboratory for students in education, many types of research are carried on by students in conjunction with their University Program. One afternoon, "Toy", as Mrs. Whitley prefers being called, noticed a new construction project beginning near the school. After inquiring, she discovered that a convalescent center for aging adults was being build next to the lab school. As the project took shape, she felt that her young school children could not have a better atmosphere for learning and interacting than with experienced and knowledgable elderly persons.

When the nursing home opened, Toy visited the administrator and proposed a plan to bring the children for regular visits with the residents. The administrator was astonished that anyone would even suggest bringing noisy, dirty children into the facility. A natural reaction for an educator would have been to give up and continue teaching in the traditional structure but Toy as a persistent nature so she continuously sought help from the administrator. As time passed, the facility administrator accepted the idea and Toy was allowed to proceed with the program--slowly at first, but when good results were noticed, things moved quickly. It was not long before so many positive things were happening to the children and residents, thus the visits increased and there was not enough time in a day to do all they wanted to do. The children beg to go and the residents await their arrival with great anticipation.

POSITIVE BENEFITS AND RESULTS

A generation of children have "adopted" grandparents and have become a part of our adult society. And more are being prepared through these interactions and confrontations with elderly people to accept life and its full growth cycle, including the aging process as well as death and dying. It's important to understand that a young child has not yet been exposed to society's misconceptions of aging, elderly people, and nursing homes, thusly creating open, honest, and sincere relationships between the children and residents.

In an effort to understand more about the program, a list of positive effects and benefits for the grandchildren, grandparents, as well as the nursing facility has been established. There is no such thing as a complete list since it has been discovered that something new can occur any time people interact.



BENEFITS AND RESULTS

CHILDREN

- *Increased verbal fluency
- *Encounters with unexpected situations
- *Becomes aware of hospital tools in an everyday way
- *Increased awareness about death
- *Discovery of aging process in humans--recognizing aging as a continuing process.
- *Discussion of a feelings when a hurt such as a death occurs
- *New learning experiences are encountered
- *Emotional release of grief through mourning is accepted at an early age
- *Creation of a society that accepts their senior citizens
- *Outlet for expressing and receiving friendship and love.
- *Provide extended family relationships, often lacking at home.

RESIDENTS

- *Recovery after ill fates such as strokes
- *Emotional release through discussing problems
- *A refreshing contrast for the elderly to see youth rather than only aging
- *Provides a welcome change in routing
- *Creates something to look forward to.
- *Gain a more positive self-image when someone else cares
- *Outlet for expressing and receiving friendship and love.
- *Take a greater interest in appearance
- *Eat more
- *Sleep better
- *Write more letters
- *Exert more effort in physical therapy

NURSING FACILITY

- *Provides activity for residents
- *Acquaints outside individuals with facility through the children
- *Provides a positive image in the community for the home.
- *Assistance in the meeting of residents emotional needs.
- *Relieves staff members from total responsibility for providing "company" to residents.
- *Links the nursing home to the community through school officials or civic group sponsors.
- *Sets a positive friend for nursing home images to future adult generations.

ACTIVITIES AND GAMES

1. Sing-a-long---an old time favorite for children and adults. (See appendix for songs)
2. Ring Toss---use a large square of fabric and make bean bags out of scraps filled with dried beans, etc.
3. "Simon Says..."
4. Bingo
5. Decorating the bulleting board for an adoption of festive holiday celebration.
6. Potting plants, flowers for a special occasion.
7. Making banners.
8. Writing letters.
9. Playing musical instruments.
10. Observing a handicraft such as crocheting, knitting, tatting, wood-caring, etc.

IMPLEMENTATION PLAN

Steps and Suggestions:

1. Elementary grade children are desirable since they are so accepting of everything and ready to discover as much as possible, but any age will be a great asset.
2. If possible, it's preferable for the majority of the children to be in easy walking or bike-riding distance of the facility in order to visit their grandparents often without interrupting someone else's schedule, but by no means, a must.
3. Contacts initially should include:
 - Local school board officials
 - Local educator's association (Ex. Georgia Association of Educators)
 - Church and Sunday School Groups
 - Children's Civic Groups/ organizations such as Scouts, Boys' Club, Rainbow Girls
 - Local Health Departments
4. Provide information to the contacts: (Use letters or derivations of letters found in the appendix)
 - Benefits
 - Objectives/Goals
 - Facility Facts
 - References (Mrs. Esstoya Whitley welcomes inquiries. Mr. Tom Slaubaugh, Administrator, Community Convelescent Center)
5. Hold an orientation Open House (slide presentation available)
6. If skeptical of results, start slowly by allowing the adoption of only one grandparent--Mrs. Whitley was only allowed one in the beginning.
7. Use activities and games initially to allow contact and permit the children and grandparents to get to know each other. (See appendix)
8. Structure is not important. Do not get involved in planning rigid schedules and activities. The children will naturally find interest with the residents. Allow them to act as if they were going to the home to visit a natural grandparent.

APPENDIX

Adopting Grandparents

VETA POWELL

Florida Teacher's Experiment
Found Compassionate Responses in Children,
New Attitudes Toward Nursing Homes

Children can talk openly about physical conditions, and young eyes can view wrinkled skin and dentures and paralysis and walkers as natural, evolutionary milestones in mankind's life cycle.

The realities of aging are confronted by children at the Community Convalescent Center in Gainesville, Florida, only because a determined teacher challenged the status quo in nursing homes and in schools a decade ago. Her schema allows grandparents—aged residents of the facility—to rejoin the nuclear family by adoption.

Esstoya Whitley, a second grade teacher at the P. K. Yonge Laboratory School on the University of Florida campus, tilted enough windmills to plug some unnatural gaps in the lives of children and older people alike. Mrs. Whitley, known as Toy to her intimates, created the Adopted Grandparents Program.

Among her own students, at

least, her experiment in living has wrought a healthy understanding of the aging process. The adoption program, moreover, appears to be generating a new set of positive attitudes toward nursing homes.

Every day, her six and seven-year-old students visit for an hour with their adopted grandparents at the nursing home, and once each week a grandparent devotes a morning to a classroom visit at the school.

For the children, who see life as it is at the nursing home, the exposure opens every compassionate pore.

When Grandma explains that she can't use her left arm since her stroke, the children try to help her by squeezing the left hand, gently, affectionately.

Grandma can only say "di-da" since her stroke, but the children communicate by printing and sometimes by acting out her needs, as in charades. They will share their interpretations with adults who often have given up trying to figure out Grandma's broken speech patterns. Often, they are right.

Prepare for Visits

During classes at the laboratory school, the children take time to think about their grandparents and prepare for their visits at the nursing home. Should a grandparent be sent to the hospital, the children will write letters or make novelty gifts to be forwarded by the teacher.

Upon entering Mrs. Whitley's classroom, the visitor will find it unnecessary to question the children about their adopted grandparents. It's a topic they like to talk about.

Nevertheless, one feels compelled to ask them why they like to visit at the nursing home. Surely some of them will say they go because it's a chance to get out of school for an hour. But, for this visitor, there were no such excuses. Without exception, the children offered no self-centered responses.

"I love my grandparents," some said. Others had such comments as, "It makes Grandma happy and that makes me happy," or variations of the same theme.

Veta Powell is services coordinator for Medical Investments Corporation in Montezuma, Georgia. She is a former vocational education teacher, now specializes in the placement of patients.

Speaking the Truth

It is indeed a treat to see a new generation of concerned, caring, loving citizens who are growing up to view the infirm and the elderly as beautiful, constructive people. Children are known the world over for their candor, and there is no reason to doubt that we are seeing and hearing what they really believe.

In Mrs. Whitley's program, any occasion is cause to have a celebration for the grandparents. The adoption of a new resident is one such splendid cause, and it calls for an Adoption Party with welcoming banners, flowers, and refreshments. Birthdays and holidays get the same kind of festive treatment.

A combination of broken families and greater mobility for today's Americans often deprive children of their natural grandparents. It is probably all too true that many see their grandparents no more than once a year, if that often, and then for short periods of time.

The deprivation of an extended family life means less interaction between children and the elderly. The Adopted Grandparents Program, in my opinion, fills this void for both the very young and the very old.

Often, a child finds an elderly resident a secure outlet for his emotions, far more comfortable than a parent, a teacher, a brother or sister, or peers. This is one of the dynamics recognized by Mrs. Whitley during her years of experience with the program.

At the same time, emotional release by the grandparents becomes a reciprocal benefit. Time after time, they will find the children attentive and interested when they feel inclined to talk about their own problems.

Dealing with Death

Death and dying are inevitabilities of the human life cycle. Yet, society has not prepared all of us well to deal with these certainties. It is customary to ignore death until we are physically or psychologically overpowered in a crisis.

A secondary, and perhaps unplanned, benefit of the Adopted Grandparents Program is an awakening to the realities of death and an ability by the young people to understand it and adjust to it.

When a grandparent becomes very ill, the children now recognize that death, ultimately, will come. And it is discussed, as are funerals,

mourning, coffins, and embalming procedures. In this way, the children learn to appreciate different customs and practices.

When a grandparent dies, Mrs. Whitley takes several children to the funeral, and they discuss the death and how to deal with their loss and their grief.

Since the program has been in effect, parents of some of these children have observed that their young children are better able to cope with death within their own families and reinforce the others through the mourning period with sound and positive attitudes.

Who profits most from the program? It's difficult to judge. Certainly, the residents in a nursing home tend to eat better, often sleep better, and are more interested in personal appearance. Children, on the other hand, often achieve better results academically, and some reach a new level of maturity a little more rapidly.

Perhaps those who reap the greater benefits are teachers or members of the facility's staff, or an outsider who simply was privileged to observe some treasured moments—for the children as well as the grandparents they had adopted. ■



ADOPT-A-GRANDPARENT SCHEDULE

MONDAY

Group Meeting of children and adopted grandparents. Activities include variations of walks outside, wheelchair rides, work on craft projects, games like ring toss, checkers, etc.

TUESDAY

Bingo with grandparents for older ones. Individual reading and craft work with Adopted Grandparents.

WEDNESDAY

Large group activity--once a month birthday party, sing-along, piano playing, group games and holiday craft activities and decorating.

THURSDAY

Bingo with grandparents. Individual reading and craft work with grandparents. In-room visitation by smaller ones.

FRIDAY

Van Rides for some of the grandparents and children, alternating weekly. Others write individual letters and do pictures with each other.

*A variation of the above activities can be performed each afternoon in the 1 hour time period. Other special occasion activities, such as Halloween Party, Easter Egg Hunts, etc. should be planned at the beginning of the designated month in order to prevent conflicting activities.

*At all times, the Adopt Activities should only be an extension of previously planned activities for residents and not a total interruption of the daily schedule.

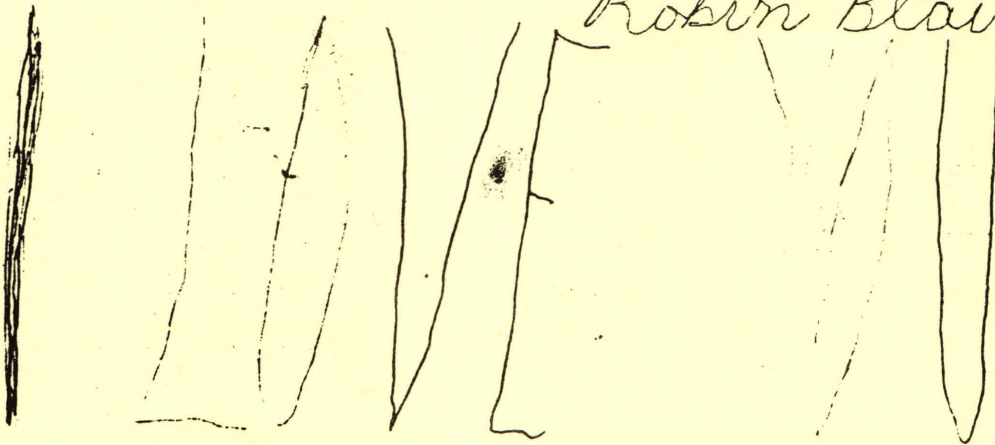
*The children must be well-behaved and disciplined if necessary, but all effort should be made to allow as many spontaneous reactions as possible from the children in their interactions with the grandparents. The planned activities should be structured but not so rigidly scheduled that a change of plans would cause chaos and disorder.

WELCOME!

Dear Grandma Harrington,
Welcome to..... D-139 family!
I am sick with the flu and
I am at home, but my mother
told me that D-139 was
writing to you, so here in
my mouth is the thermometer
and I am on the sofa.
I am sure you will like
D-139. I like them a lot.
My favorite class is D-139
even though I've only
been in three other classes.
When I heard D-139
was getting a new
adopted grandparent, you made
my day!

Love,

Robin Blair



Dear Grandma Wismer,

How are you? I am fine

and I hope you are too.

I missed you over the weekend.

I hope I can come see you

tomorrow. I know you like

Mrs. Witley very much and

I do too.

Love

Stacey



**MEDICAL
INVESTMENTS
CORPORATION**

TELEPHONE (912) 472-7543

R. Dean Fowler, President

TO WHOM IT MAY CONCERN:

Enclosed please find a copy of the Adopt-a-Grandparent Program monograph. I'm sure you'll be sold on the program after reviewing this literature. If you have any questions, comments, or suggestions, do no hesitate to contact me or my office.

Thank you for you interest, and we look forward to hearing from you soon.

Sincerely,

Veta Clark
Services Coordinator

Dear Grandma,

I liked your letter. Did you rite
the letters. I hope the sky
is better. I enjoy reading
your letter. I wish I could

Come down and see you.

I miss you. and love you.

keep riteing to us too.

love
Jessica

Dear Grandma
Henrietta, I am
So glad you are
Going to be one of
are Adopted
Grandparents.
it will be nice.
You will have fun.

Love,
Ian

**MEDICAL
INVESTMENTS
CORPORATION**



TELEPHONE (912) 472-7543

R. Dean Fowler, President

Dear Parents:

Again my many thanks for allowing your child to participate in the initial phase of the Adopt-a-Grandparent Program at Montezuma Nursing Home.

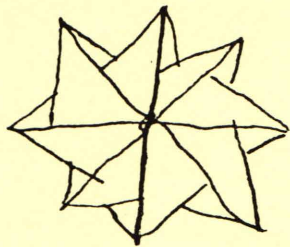
Due to the tremendous success, we have arranged for the program to continue throughout the school year but only one organized day per week. The children are welcome at all times to visit. It will be necessary for you to arrange transportation both to and from the home. It is our hope that educators will work with us to incorporate Adopt-A-Grandparent into a school activity also. Through word of mouth, it is expected that others will want to participate. Please contact Brenda Baggett or Bertha Yoder at (912) 472-8168 for information regarding the program at Montezuma Nursing Home. You may always feel free to contact me at Medical Investments (912) 472-7543 or at home (912) 472-8995 for general information.

Again, my sincere appreciation to you and your child.

Sincerely,

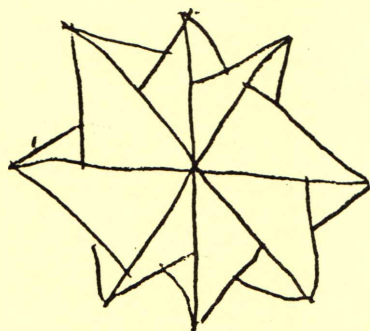
Veta Clark
Services Coordinator

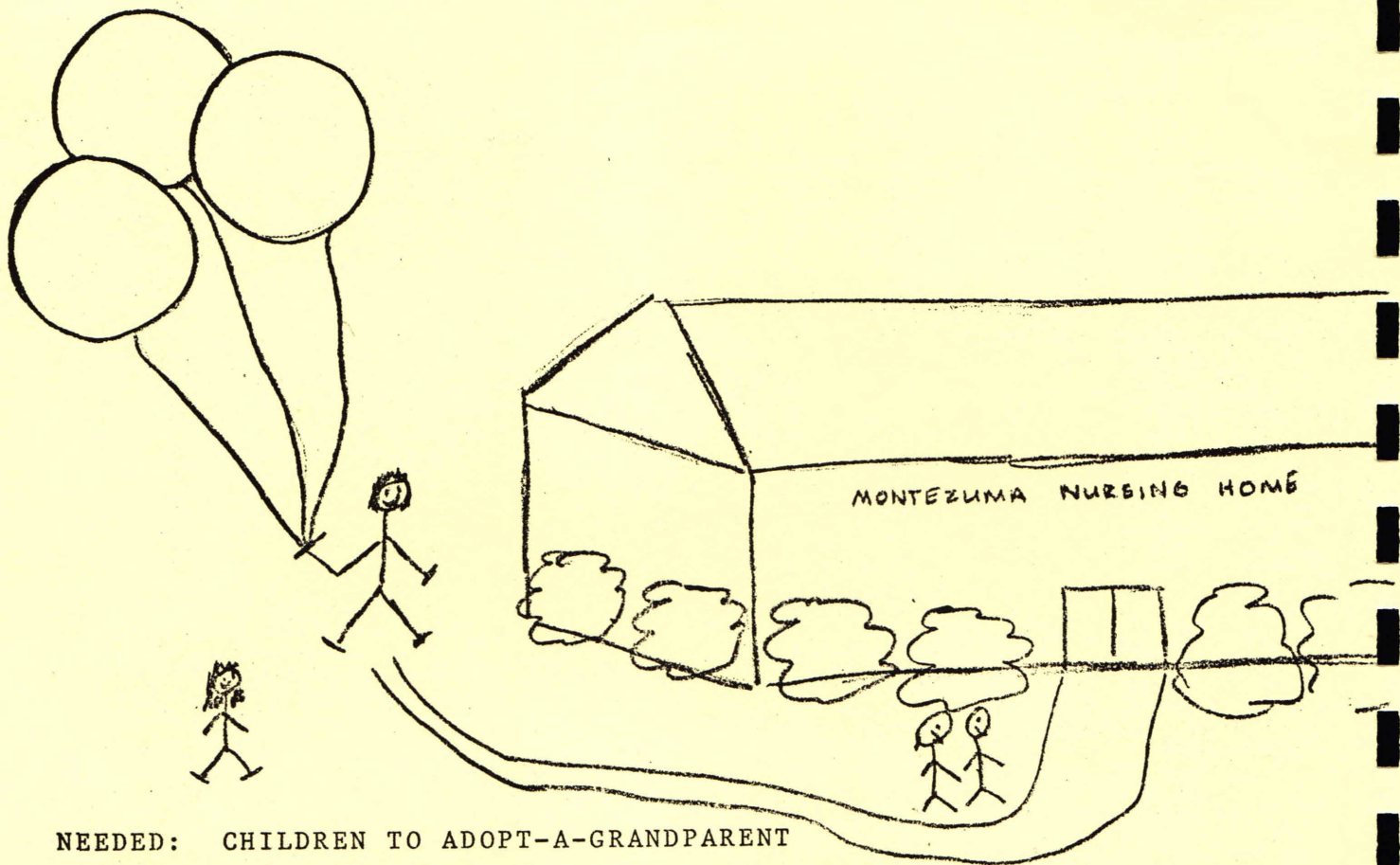
VC:bnn



Dear Grandpa Da Casa,
Welcome to G-139. I hope you enjoy
being our adopted grandparent. We will
visit you everyday of the week. And on
holidays we have partys at the
nursing home for the grandparents. I
enjoy going to visit the grandparents.
Each person ussally goes once a week
to visit the grandparents. And sometimes
we visit the friends of the grandparents
like Johnny or Eizabelle, and they don't
live with a grandparent. In this class
we do, writing, reading, and math,
science and art. Outside we have P.E.
Gym, music, and art.

From,
Robin





NEEDED: CHILDREN TO ADOPT-A-GRANDPARENT

AGES: 7 - 10

PLACE: MONTEZUMA NURSING HOME

TIME: 4:30 - 5:30

BEGINS: MONDAY, AUGUST 14 DAILY THROUGH FRIDAY, AUGUST 25

CONTACT: VETA CLARK - (912) 472-8152 (8 - 5 p.m.) - (912) 472-8995
at night.

"Enrich your child's life through the expression of love by
communication between the elderly and the young."

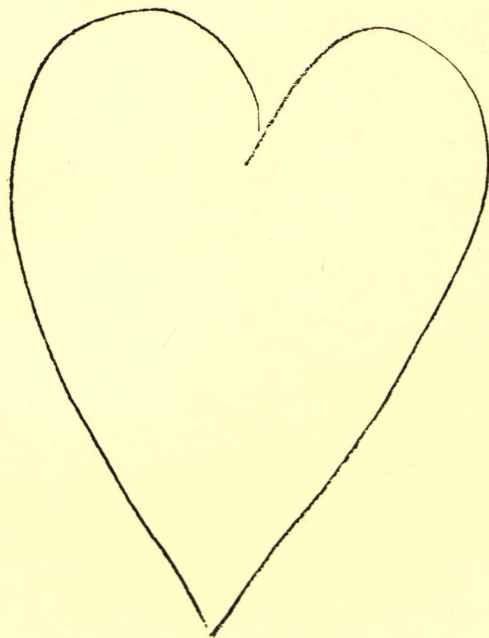
Dear Grandma phillips
I hope you like the new
nursing Home. I'm having
a Good time in School. I hope
you are Having a good time
at the nursing Home. We
all love you even the teachers
and the children

love Beth

Dear Grandpa Col Schoonmaker

How are you? we are
coming to see you, we
are happy that we adopted
you. you are nice to us. I am
your friend and I know that you
are my friend too. I Love you
and the class Love you too
I hope that you come to
C-134 we want you to come

Love
Rodney



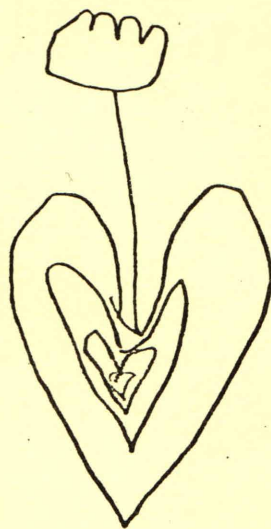


Dear Col. Schoonmaker,
I am glad we adopted you. I have not
seen you yet, but I know you will
be nice. When I do get to see you I
will learn more about you. We have
a lot of other grandparents that you will
meet. I hope you will like being our grandpa.
I am sure all of us will enjoy being
you grandchildren.

I Love you

Robin

Joy Blait!

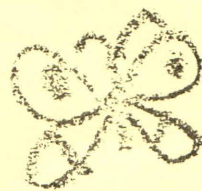


Dear Grandma Wellington,
I Love you very very
much. I am very
very happy that you
are going to be one
of our adopted
grandparents. I can't
wait till I get
to see you" when
you have a Birthday
we will give you
a Party.

Love,
Anna.

Dear Grandma Blakely
I Hope you Have a
nice Birthday. I like
you a lot yor ~~one~~ of
my faverit grand parentis
I Hope the cards and
letteris make you feel
good

love John



Research Monograph on this program entitled, "From Time to Time: A Record of Young Children's Relationships with Aged," may be obtained from:

P.K. Yonge Laboratory School
College of Education
University of Florida
Gainesville, Florida 32611

Research Monograph #17
Copyright March, 1976

Phone: (904) 392-1554
Project Director, Esstoya Whitley

For further information on the nursing home aspect, contact:

Medical Investments Corporation
525 Sumter Street
Montezuma, Ga. 31063

Services Coordinator
(912) 472-2511

ELVIRITA LEWIS FOUNDATION
INTERGENERATIONAL CHILD CARE CENTER
AIDE HANDBOOK

ELVIRITA LEWIS FOUNDATION
INTERGENERATIONAL CHILD CARE CENTER

HANDBOOK FOR TEACHER AIDES

Revised, March, 1978

"The young must be taught to see that there is a continuity to life, and that, apart from the inevitable aging of the body, people in their later years are not that much different from the way they were in their own youth and the way the young are now among themselves."

THE MYTH AND REALITY OF
AGING IN AMERICA: A study
for the National Council
on Aging by Louis Harris
and Associates, Inc. (1974)

INFORMATION

ELVIRITA LEWIS FOUNDATION 425-8212

INTERGENERATIONAL CHILD CARE CENTER . . 426-4592

SALLIE JOHNSON, DIRECTOR/TEACHER. . . . 426-4592
(Home) 423-2937

DEBBY EVERETT, TEACHER. 426-4592
(Home) 475-5468

WINNIE SIEGEL, PROJECTS DIRECTOR
ELVIRITA LEWIS FOUNDATION. 425-8212

ABBEY GOSS, ASSISTANT EXECUTIVE DIRECTOR
ELVIRITA LEWIS FOUNDATION. 425-8212
(Home) 335-7906

IN EMERGENCY ONLY:
NATURAL BRIDGES ELEMENTARY SCHOOL. . 429-3900



THE ELVIRITA LEWIS FOUNDATION
FOR GERIATRIC HEALTH & NUTRITION

230 THIRD AVENUE
SANTA CRUZ, CALIFORNIA 95062
(408) 425-8212

INTERGENERATIONAL CHILD CARE CENTER

The Intergenerational Child Care Center is a preschool based on the premise that it is natural for children to encounter people of all ages as they grow. Elders have a wealth of experience and love to share with children, and by doing so, can provide an essential community service.

Based on the concept of integrating elders and children in a child care center, the Elvirita Lewis Foundation for Geriatric Health and Nutrition secured Department of Education program funding in the fall of 1976 to supplement the costs of establishing the Center. Santa Cruz City Schools has provided the site, in-kind services and additional administrative support. The Elvirita Lewis Foundation provides bookkeeping, personnel and planning services.

The Intergenerational Child Care Center opened November 15, 1976 in an old school building and moved to a newly-constructed facility on public school grounds in mid-March 1977. Professionally-trained personnel staff the Center, including the full-time director/teacher and teacher. Part-time positions provide supplemental income to elders as paid teacher aides.

A volunteer component is an integral part of the program as elders from throughout Santa Cruz County have contributed their time and skills as volunteer teacher aides and in making school equipment. Students from Cabrillo College, the University of California at Santa Cruz and local high schools have also expressed an interest in working at the Center as volunteers, and fifth and sixth graders from the Natural Bridges Elementary School, near the Center, are active participants in the program. The Center is truly intergenerational in all aspects of its staffing.

Space is provided for 30-35 children to attend the Center at the same time. To serve working parents who may wish to leave their children for the day, the Intergenerational Child Care Center is open from 7 a.m. to 6 p.m. Acceptance of children is based on a sliding scale according to family size and income; single parent homes are considered on a priority basis.

The curriculum has been developed to use the special characteristics that elders bring to their relationships with children. The physical facility too has been designed to accommodate the wide range of age needs at the Center. A complete kitchen is part of the facility and

provides noon meals, creative cooking experiences and nutritional guidance for the children and elders. All personnel share in an on-going inservice education program to strengthen their skills in working with young children.

With the mixture of different age groups and sharing of interests and ideas, the Intergenerational Child Care Center promises a rich atmosphere for growth for the older participants as well as the children. This innovative approach to child care developed by the Foundation provides a needed service as well as constructive roles for the community's elders; we hope it will serve as a model for similar efforts throughout the community.

ELVIRITA LEWIS FOUNDATION
INTERGENERATIONAL CHILD CARE CENTER

POLICIES AND PROCEDURES FOR AIDES

1. T.B. Tests

All adults working with children in a child care program are required to have a tuberculosis test. This can be done free at the County Health Center, 1060 Emeline Street (425-2551), Mondays from 8 a.m. to 1:30 p.m. The form completed at the test should be turned in to the ICCC office.

2. Time Sheet Check-In

Each aide should maintain a time sheet which is to be kept in the ICCC staff room. Check-in on time sheet each day you work.

3. Payroll

Checks are mailed to your home on the third or fourth working day of the month and cover the hours worked for the previous month.

4. Absences

When it is necessary to be absent, notify Sallie Johnson, as soon as possible. If you are unable to reach Sallie, you may leave a message with the Foundation receptionist (425-8212) ⁴⁶²²⁷⁶⁵. If you are planning a vacation or extended absence, notify Sallie as soon as possible, so that arrangements can be made for coverage.

5. Substitutes

All substitutes should complete an application at the Elvira Lewis Foundation, and participate in the sub orientation program. Sallie Johnson will arrange all substitute assignments. Payroll procedures are the same as for the permanent aides. Permanent aides will be selected from the substitute group.

6. Inservice Workshops

There will be regularly-scheduled inservice workshops for adult participants within the ICCC. Any ideas regarding special areas of inservice interest should be shared with Sallie Johnson or Foundation Assistant Executive Director, Abbey Goss. Attendance at inservice workshops will be included as paid time. Hours should be added to the monthly time sheet.

POLICIES AND PROCEDURES FOR AIDES - Continued

7. Holidays

The Intergenerational Child Care Center will be closed on the following holidays:

New Year's Day
Memorial Day
July 4
Labor Day
Thanksgiving Day
Christmas Day

8. Parent/Aide Group

There is a parent/aide/teacher group which also includes a representative of the Foundation staff. You are invited to participate in the monthly meetings.

9. Scheduling

We are attempting flexible scheduling. To help us, please make us aware of your particular scheduling requirements.

10. Staff Meeting

Director/teacher Sallie Johnson will hold weekly staff meetings for all permanent, paid aides. Times will be posted. Please attempt to attend these meetings as they are a good time to share information, ideas, etc. We are most interested in your comments, opinions, and feelings concerning your job or the intergenerational program. Permanent aides will be paid for staff meeting attendance. Substitutes on duty at the time of the meeting will be paid for attendance. Other substitutes are welcome to participate and are invited to have lunch on the day of the meetings. Unscheduled subs should notify Sallie that they will be coming for lunch so that the cook will be informed.

11. Fire Drills

Fire drills will be held monthly in coordination with Natural Bridges School. When the fire alarm sounds, the procedure is as follows:

Inside aides will escort students out the front door to the asphalt near the cyclone fence. Aides outside will exit through the fence gate and join the class on the asphalt. Teacher will check cupboards, bathrooms and offices, bring sign-out sheet to asphalt area and make a count of the children.

ELVIRITA LEWIS FOUNDATION
INTERGENERATIONAL CHILD CARE CENTER

CUSTOMS

1. Use of front door and fence gates is for children accompanied by adults only.
2. Cubbyholes are private; children can only rummage in their own.
3. Running is for outside; we walk indoors. Loud voices are for outside also.
4. Food is eaten while sitting down at the place it is served.
5. Director's office and staff room are off limits for kids.
6. Nothing should be thrown but beanbags and balls.
7. Water will not be carried outside unsupervised; it may be used only when play doesn't get too soggy or messy.
8. Shoes are worn at all times except nap time.
9. Paint shirts are worn when painting at easels.
10. Claydoh stays on the claydoh table.
11. New arrivals at claydoh table get a pinch from each portion of claydoh at the table to make up a new portion.
12. Sand stays in sandbox.
13. Outdoor block structures can be built no higher than a child's shoulders (to avoid heads being bumped).
14. Outside tires are not to be used on edge.
15. Children clear their own places after snacks and meals.
16. If a child can't share in some area, he can't stay there or with that item. Child may choose from number of sharing methods (e.g., taking turns, cooperative play, giving something to someone else).
17. The speed limit for vehicles is walking pace, not running.
18. Language inappropriate to school is not allowed.
19. No climbing on the porch railings, fence or outdoor tables.
20. Indoor toys may be taken outside only on supervised special occasions (soft blocks, small hardwood blocks, dolls, stuffed animals, puzzles, books, etc.).
21. Hands must be washed before food is handled or eaten.

ELVIRITA LEWIS FOUNDATION
INTERGENERATIONAL CHILD CARE CENTER

PROJECTED DAILY FRAMEWORK FOR ACTIVITY

- 6:40- 7:00 Director arrives; begins to set up, prepare attendance, fees, etc.
- 7:00- 8:00 Children begin arriving; director stays near door for health check; other aide will be in art area or outside if weather permits.
- 8:30- 8:45 Early morning snack--milk, fruit and crackers. The director or aide at each table to tell a story, show a book, encourage listening and conversation.
- 8:45-10:15 Morning activities. Some standard ones are sand play, ball games, wheeled vehicles outside, claydoh, easel painting, puzzles, crayons in art area, blocks, house-keeping, pet watching in other areas. A special activity, listed on the activity chart near school front door, will be set up in this time period, and tended by a volunteer or aide.
- 10:15 Mid-morning snack. Children must wash hands before handling or eating food.
- 10:30-11:30 Second and third morning activities, as well as standard ones, are available for the children. Aides should be aware of the five to one ratio of adults to children in their area. If the bulk of the child population is in some area, more aides should station themselves there.
- 11:30 Afternoon teacher begins to prepare lunch area, moving tables, arranging chairs, etc. Aides should casually begin to straighten things; kids help. Kindergartners have their lunch.
- 11:45 Bell rings for circle time, children come in to sit in circle. One aide helps with hand-washing, others help children pay attention at circle, leaving for table when about half of the kids have been dismissed.
- 12:00-12:20 Lunch time--children sit at assigned seats. Aides serve each child small helpings. When afternoon teacher indicates lunch time is over and clean-up is completed, children are excused to outside free play.
- 12:45 Circle time, bathroom visit and nap.
- 2:30 or so Children who are awake may get up, put on shoes, play quietly in art area or outside.

PROJECTED DAILY FRAMEWORK - Continued

- 3:30 Afternoon snack.
- 3:30- 5:00 Afternoon projects or activities. Children may continue with any of the standard activities, or participate in the special ones.
- 4:30 Major clean-up with the help of the children.
- 5:15 Late snack.
- 5:00- 6:00 Parents arrive to pick up children, teacher near door to say goodbye, aides in other areas to help remaining children with activities.

ELVIRITA LEWIS FOUNDATION
INTERGENERATIONAL CHILD CARE CENTER

PARENT/CHILDREN POLICIES

1. Hours - 7:00 A.M. to 6:00 P.M. The Center will be closed for some legal holidays, and these will be posted in advance.
2. Arriving and Leaving - Children must be accompanied by a parent or authorized adult who will initial the time in and out. Prior written authorization is necessary for another adult to pick up a child.
3. Fees - Parent fees are due in advance. Fees are on a sliding scale from 0 to 86¢ per hour. Whenever your income or family situation changes, you are required to notify the Center so your school forms can be adjusted.
4. Visiting - Parents are welcome to visit, especially during the first few days while the child learns about this new place.
5. Illness - an ill child cannot be admitted to the Center. Realistic arrangements must be made for the care of the child on days when s/he is ill. If s/he becomes sick during the day, you will be called to pick her/him up right away.
6. Absences - Excused absences are those due to illness or doctors' appointments. Other absences are unexcused. A great number of unexcused absences can cause the child to be dropped from the enrollment.
7. Conferences - Conferences between parents and staff can be held upon request. Regularly-scheduled conferences will be held quarterly.
8. Children who are physically handicapped or emotionally disabled may be accepted if special provisions are made. This Center is operated on a non-discriminatory basis with regard to race, color, creed, religious or national origin.

These regulations are legal requirements we all have to meet. Beyond all this, we are making a warm, supportive atmosphere for adults and children. We welcome you to our Center.

ELVIRITA LEWIS FOUNDATION
INTERGENERATIONAL CHILD CARE CENTER

LUNCH PROCEDURE

- 11:45 Circle language activity. Children dismissed individually to wash hands and seat themselves at assigned table. (Afternoon kindergarten children eat earlier at counter.)
- 12:00 Some tables have assigned seats. Aides sit in the middle of one side of each table. The meals are served family style. The aides will serve small helpings and if a child really dislikes a food, it isn't necessary to serve any (this will avoid waste). The children are encouraged, though, to try new foods. In other words, the children should be given the opportunity of choice but at the same time we are attempting to develop good nutritional eating habits.

The lunching together time is also an appropriate time to develop growth in social language skills. A time to participate in creative quiet conversation with one another. A pleasant sharing experience and at the same time gentle instruction toward developing good table manners. Children are to remain at the table until they ask and are excused by the aide. Watch the afternoon teacher for indication that lunch time is finished.

As the children are excused, they are expected to do the following toward clean-up:

- (1) Put silverware into receptacle provided.
- (2) Scrape plate into garbage bag provided.
- (3) The children get their jackets and go outside.

When very few children are remaining at tables, the cook can supervise these children. Aides should then go outside to supervise the children.

NOTE: SOME CHILDREN HAVE FOOD ALLERGIES. CHECK WITH SUPERVISING TEACHER ON SPECIFIC CHILDREN WITH SPECIAL EATING REQUIREMENTS.

ELVIRITA LEWIS FOUNDATION
INTERGENERATIONAL CHILD CARE CENTER

REVISED NAP PLAN

12:45 Circle time (at the sound of the bell).

1:00 Children sent one at a time to the bathroom. Aide will hand out tickets to children after they have completed bathroom functions. Child may choose book and then show ticket to aide in his nap area. Read books until 1:15. Aide collects books in own area. Rub backs.

Nap areas are the large room, book area. Blocks area by wall, and on other side of blocks.

RAINY DAY NAP PLAN

Children stay at assigned lunch tables after clearing and cleaning them. Coloring or manipulative activities will be provided by teacher. The supervising teacher will tell aides at tables when to put away activities and start bathrooming kids (three kids from one table at a time).

After bathrooming, child may choose book and go to nap area. Nap procedure as usual.

ELVIRITA LEWIS FOUNDATION
INTERGENERATIONAL CHILD CARE CENTER

CHILDREN'S HEALTH AND SAFETY IN THE CENTER

1. Fire Procedure - Fire extinguishers are located outside the kitchen area and also near each exit door. Traffic plan for fire drill is posted in the ICCC office.
2. Injuries - If a child is injured at school, a first aid form will be filled out. The emergency cards located at the front of the file drawer containing children's files have telephone numbers needed for major problems. Minor first aid treatments, bandaids, antibacterial spray, and gauze may be found in the first aid kit. No oral medicines may be administered. Emergency cards must be taken with the group on field trips.
3. Illness - If a child becomes ill at school, he shall be put on a cot in the staff room and his parent or person listed on the emergency card will be called to pick up the child.

A child or adult with a contagious illness may not participate in Center activities.
4. All adults working with children in a child care center are required by the Health Department to have a T.B. test.
5. Hands of both children and aides shall be washed before eating or food preparation activities.
6. Child Release - Children may be released from the Center in the company of a parent or another adult listed in the child's file folder. Specific authorization by the parent is required.
7. Children are encouraged to help put away toys they have been playing with before getting out new ones, and to help with other cleaning. Things left on the floor are hazardous.
8. Nap time is required by law. Children who cannot sleep may rest quietly with a book, but group play will not be encouraged.
9. No child may be in an area unsupervised. An adult should be in a position to see him. If an adult must leave the area he is supervising, another adult must be informed so the area can be covered.
10. Physical punishment of children is not allowed. If there is a problem discuss it with the teacher.
11. Do not feel it is necessary to lift a child. Hold a child on your lap instead.

HEALTH AND SAFETY - Continued

12. Paid aides and teachers are responsible for the safety and welfare of the entire group of children at the Center. They should develop the habit of looking up at the activity in all areas every few minutes to keep track of things. Try to sit in a location that will allow you to see as much of your area as possible. Foster Grandparents and volunteers are more able to give complete one-to-one attention to children than are those responsible for the overall environment in the room.

ELVIRITA LEWIS FOUNDATION
INTERGENERATIONAL CHILD CARE CENTER

WISH LIST FOR THINGS MADE OR DONATED

1. Doll house and doll house furniture.
2. Doll clothes, blankets.
3. Costumes - capes, hats (including uniform hats like nurse, fireman, police, hardhat, cowboy), jewels.
4. Kitchen - little stove, cupboards, utensils, clean cartons for pretend store, old telephone.
5. Musical instruments - sand blocks, rattles, bells.
6. Shoeboxes.
7. Yarn, fabric scraps, spools, old magazines, cards.
8. Busy box - different latches for hinged compartments, wood.
9. Busy frames - different closures, button, zipper, lacing, snaps, fabric.
10. Wood scraps, pine cones, packing material, rope, wire, string.
11. Old children's clothes for necessary changes.
12. Plastic containers with tops. (Peanut butter comes in some, or margarine.)
13. Egg cartons.
14. Feathers and other collage materials.
15. Ant farm or worm farm.
16. Hibachi.
17. Old towels, sheets, blankets.
18. Garden tools.
19. Felt board and felt stories.
20. Aquarium (needn't be able to hold water).
21. Old toothbrushes, keys.
22. Computer printout paper.
23. Ideas for resource file - field trips, visitors, crafts, games, cooking projects.
24. Your time, of course, to be with the children.

ELVIRITA LEWIS FOUNDATION
INTERGENERATIONAL CHILD CARE CENTER

SUGGESTED GUIDES FOR RELATING WITH CHILDREN

Our program centers around the idea of self-esteem for all of us. It is essential to successful dealings throughout life. Teachers, aides, children and volunteers are encouraged to recognize the validity of each other's perceptions and allow space for our individual differences.

All of us have developed patterns of reacting to classroom situations which will be useful within our general operational framework. We are adopting Katherine H. Reed's Guides to Speech and Action for this framework.

1. State suggestions or directions in a positive rather than a negative form.
2. Give the child a choice only when you intend to leave the choice up to him/her.
3. Your voice is a teaching tool. Use words and a tone of voice which will help the child feel confident and reassured.
4. Never depend on changing behavior by words which may make the child feel less respect for him/herself, such as by blaming or shaming or making him/her feel guilty.
5. Avoid motivating a child by making comparisons between one child and another or encouraging competition.
6. Redirect the child in a way that is related to his/her own motives or interests wherever possible.
7. Avoid making models in any art medium for the children to copy.
8. Give the child the minimum of help in order that s/he may have the maximum chance to grow in independence, but give the child the help s/he needs.
9. Make your suggestions effective by reinforcing them when necessary.
10. Forestalling is often the most effective way of handling a problem. Learn to foresee and prevent, rather than mop-up after difficulty.
11. When limits are necessary, they should be clearly defined and consistently maintained.
12. Be alert to the total situation. Use the most strategic position for supervising.
13. The health and safety of the children are a primary concern at all times.

Form **W-4** **Employee's Withholding Allowance Certificate**(Rev. Aug. 1972)
Dept. of the Treasury
Internal Revenue Svce.(This certificate is for income tax withholding purposes only;
it will remain in effect until you change it.)Type or print full name
.....

Social Security Number

--	--	--	--	--	--	--	--	--	--

Home address (Number and street or rural route)
.....

Marital Status:

Single ☐ Married ☐(If married but legally separated,
or wife (husband) is a nonresident
alien, check the single block.)City or town, State and ZIP code
.....

① Total number of allowances you are claiming

② Additional amount, if any, you want deducted from each pay (if your employer agrees) \$

I certify that to the best of my knowledge and belief, the number of withholding allowances claimed on this certificate does not exceed the number to which I am entitled.

Signature _____ Date _____ 19 _____

Employee's Withholding Allowance Certificate

The explanatory material below will help you determine your correct number of withholding allowances, and will indicate whether you should complete the new Form W-4 on the reverse side.

How Many Withholding Allowances May You Claim?

Please use the schedule below to determine the number of allowances you may claim for tax withholding purposes. In determining the number, keep in mind these points: If you are single and hold more than one job, you may not claim the same allowances with more than one employer at the same time; if you are married and both you and your wife or husband are employed, you may not claim the same allowances with your employers at the same time. A nonresident alien other than a resident of Canada, Mexico or Puerto Rico may claim only one personal allowance.

Figure Your Total Withholding Allowances Below

- | | |
|--|--|
| (a) Allowance for yourself—enter 1 | |
| (b) Allowance for your wife (husband)—enter 1 | |
| (c) Allowance for your age—if 65 or over—enter 1 | |
| (d) Allowance for your wife's (husband's) age—if 65 or over—enter 1 | |
| (e) Allowance for blindness (yourself)—enter 1 | |
| (f) Allowance for blindness (wife or husband)—enter 1 | |
| (g) Allowance(s) for dependent(s)—you are entitled to claim an allowance for each dependent you will be able to claim on your Federal income tax return. Do not include yourself or your wife (husband)* | |
| (h) Special withholding allowance—if you have only one job, and do not have a wife or husband who works—enter 1 | |
| (i) Total—add lines (a) through (h) above | |
| <i>If you do not plan to itemize deductions on your income tax return, enter the number shown on line (i) on line 1, Form W-4 on reverse side. Skip lines (j) and (k).</i> | |
| (j) Allowance(s) for itemized deductions—if you do plan to itemize deductions on your income tax return, enter the number from line 5 of U.S. Government Form W-4 Worksheet | |
| (k) Total—add lines (i) and (j) above. Enter here and on line 1, Form W-4 on reverse side | |

**If you are in doubt as to whom you may claim as a dependent, see the instructions which came with your last Federal income tax return or call your local internal Revenue Service office.*



THE ELVIRITA LEWIS FOUNDATION
FOR GERIATRIC HEALTH & NUTRITION

230 THIRD AVENUE
SANTA CRUZ, CALIFORNIA 95062
(408) 425-8212

PHOTO MODEL RELEASE FORM

I, _____, in behalf of myself, my heirs, executors, administrators, and assigns, in consideration of value received, receipt of which is hereby acknowledged, hereby give my permission and consent to the ELVIRITA LEWIS FOUNDATION, to use, print, copy, publish, and reproduce any and all photographs, negatives, prints, drawings, and reproductions of any kind now or at any time hereinafter made of me.

I hereby waive any right that I may have to inspect and/or approve with the finished product that may be used in connection therewith or the use to which it may be applied.

DATE _____

MODEL SIGNATURE

PARENT OR
GUARDIAN _____

(Required if model is a minor)

MODEL'S ADDRESS _____

ELVIRITA LEWIS FOUNDATION

Personnel Information Sheet

NAME: _____

ADDRESS: _____

PHONE: _____ BIRTHDATE: _____

SOCIAL SECURITY NUMBER: _____

FIRST DATE OF EMPLOYMENT: _____

NEAREST RELATIVE: _____

ADDRESS: _____

PHONE: _____