



THE SECRETARY OF DEFENSE

WASHINGTON, DC 20301-1000

29 SEP 1995

The Vice President
National Performance Review
750 17th Street, N.W.
Suite 200
Washington, DC 20006

Dear Mr. Vice President:

I am pleased to provide the Department of Defense (DoD) report on the efforts within the Department, including the Military Services, to support the role of fathers in families.

The Department is proud of its history of implementing programs and policies that serve the best interests of all members of our military families, especially as they relate to strengthening and supporting the role of fathers. In the enclosed report, we identify the programs and initiatives underway to achieve this goal of supporting the role of fathers in families. We are targeting two specific areas designed to support fathers at critical times of their parenthood. First, we will establish equal participation by fathers as a goal of our New Parent Support Program. Secondly, we will examine the needs of fathers and families when the birth of a child occurs during times of separation and design a systemic response to these needs.

In the Department's preliminary review, we did not identify any policy or program that specifically impedes efforts to support the role of fathers in families. The Department of Defense remains committed to ensuring that the total quality of life for our military and civilian personnel and their families is of the high quality they deserve. In keeping with this commitment, we will consistently review all policies and programs to ensure that they are supportive of the role of parents. I have enclosed a copy of a memorandum I have signed to the Heads of the DoD Components. This memorandum reinforces the need for all policies and programs pertaining to military and civilian families within DoD to ensure that they are "father and family friendly."

Sincerely,

William J. Perry

Enclosures:
As stated

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THE SECRETARY OF DEFENSE

WASHINGTON, DC 20301-1000

29 SEP 1995

MEMORANDUM FOR SECRETARIES OF THE MILITARY DEPARTMENTS
CHAIRMAN OF THE JOINT CHIEFS OF STAFF
UNDER SECRETARIES OF DEFENSE
DIRECTOR, DEFENSE RESEARCH AND ENGINEERING
ASSISTANT SECRETARIES OF DEFENSE
GENERAL COUNSEL OF THE DEPARTMENT OF DEFENSE
INSPECTOR GENERAL OF THE DEPARTMENT OF DEFENSE
DIRECTOR, OPERATIONAL TEST AND EVALUATION
ASSISTANTS TO THE SECRETARY OF DEFENSE
DIRECTOR, ADMINISTRATION AND MANAGEMENT
DIRECTORS OF THE DEFENSE AGENCIES

SUBJECT: Supporting the Role of Fathers in Families

The Department of Defense (DoD) is proud of its history of policies and programs that serve the best interests of all members of our families, especially as it relates to strengthening and supporting the role of fathers in their families. We have legions of fathers within the total force who meet the challenges of the military mission exceptionally well, while equally meeting the challenges of fatherhood.

Recently, the President issued a memorandum to all Federal departments directing them "to review every program, policy, and initiative" to ensure that every effort is made to strengthen and support the role of fathers in families. Additionally, the President asks that paternal involvement be used as a benchmark for success in program evaluation and that fathers be incorporated in government-initiated research on families, where appropriate.

I support wholeheartedly this action by the President. To continue and reinforce the Department's strong tradition of father involvement, I ask that all DoD components make every effort to ensure that relevant programs and policies contribute to supporting and strengthening men in their role as fathers. This is an important initiative for all of us as leaders and defenders of our nation.

William J. Perry

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**Department of Defense
Programs and Policies that
Support the Role of Fathers in Families**

INTRODUCTION

The Department of Defense has a long history of recognizing the importance of fathers and their critical role in the family unit. With frequent and sometimes extended separations from their families because of mission and training requirements, military fathers have unique challenges. Over the past several decades, the Department has initiated special efforts to reinforce the role of fathers. The Department's family support systems cover a wide range of programs including Family Centers, Chaplains, recreation programs, schools, child and youth programs and civilian personnel programs. Each of these programs has, within its scope, a special emphasis on and interest in supporting the role of fathers and the family unit.

FAMILY CENTERS

There are 313 Family Centers Department of Defense-wide offering a range of human service programs. Fathers are encouraged to participate as fully as possible in all Family Center programs, many of which are aimed at parenting skills, communication, and family life education. Some examples of the Military Services Family Center programs which promote father involvement follow:

Army

- ◇ **Community Service Centers** provide an array of support programs to enhance the family unit and its social well-being. Through all the programs, services are provided in a gender-blind manner with concerted efforts made to actively solicit fathers' involvement when appropriate.
- ◇ **Journey into Manhood** provides an experiential two-day workshop for young men. This workshop expands the understanding of family dynamics, with group discussions about what it takes to be a "dad" and "Can Anyone be a Father?" Group discussions also focus on what it means to be a nurturing male in today's society and in the future, while examining all aspects of modern family life.

Navy

- ◇ **Dads and Discipline** focuses on appreciating "Dad's" disciplinary style and helps fathers expand and improve their repertoire of disciplinary techniques for children of all ages.
- ◇ **Raising a Multi-Cultural Child** assists the parents, including fathers, with children of all ages who have a varied cultural family environment, whether through interracial or international marriages, foreign adoption, or multiple marriages of various cultures within the family unit.

- ◇ **Discipline is not a Dirty Word** explores ways for fathers as well as mothers to set limits in a loving, but effective manner for children up to age six by discussing topics such as encouragement, limit setting, and building self-esteem.

Air Force

- ◇ **Single Parent Father Program**, run in cooperation with USDA County Extension Service, educates income-eligible fathers on additional community support resources.
- ◇ **Give Parents a Break Program** provides "respite care" to parents, as well as networking for discussion and self-support for parents.
- ◇ **Dads are Special, Too** is a workshop conducted with Parent University to help fathers develop nurturing attitudes and obtain practical skills in parenting.
- ◇ **Just for Dads** is a support and educational program for fathers that involves both military and civilian fathers from the local community.

Marine Corps

- ◇ **ToddlerTime** provides an opportunity for parents to grow and learn with their child. Developmental activities are available for the child while support and information are available for parents. Fathers are encouraged to participate.
- ◇ **SOS! Help for Parents** deals with common, everyday behavioral challenges all parents face and offers specific solutions that work.

DEPLOYMENT PROGRAMS

All deployment and reunion briefings and services are geared to engage deploying fathers and mothers to remain connected with their families while deployed and to re-engage with the family upon their return. Deployment services have focused on maintaining the father's connection with the family since the vast majority of those deploying have been, and continue to be, fathers. While many of the deployment programs offer strategies to maintain the "presence" of the separated father, families are also encouraged to create their own rituals to keep the absent parent alive in the minds of the remaining family members.

Army

- ◇ **Deployment Support Programs** provide information about the effects of a parent's deployment on the family, especially on children. Strategies and tips are given to fathers, the parent who most often deploys, to aid them in remaining emotionally connected to their family and children.

Navy and Marine Corps

- ◇ **Spend the Day with Dad and Mom at Work** brings children to the ship where the children can see what their parent does when deployed. Frequently, deploying parents, most often the father, have videotapes made of them reading favorite stories to their children to be played while the parent (father) is deployed. Other programs include age-appropriate programs, such as puppet shows for the smaller children, to help children of deployed Sailors and Marines deal with their fathers' absence. Prior to deployment, the Navy and Marine Corps disseminate a number of helpful hints such as having the father's picture placed in several places in the house (at the child's level of sight) in order to keep the father in the child's mind.
- ◇ **Return and Reunion** teams, composed of adult educators and counselors, ride back to homeport with the ships at the end of a deployment. The aim is to assist in the reintegration of the deployed service member into the family and assist in reestablishing intimacy with all members of the family.

Air Force

- ◇ **Long Distance Parenting Workshop** is designed to give fathers strategies and resources for keeping connected while separated due to duty assignment or to marital separation.
- ◇ **Kids Write Program** focuses on the need for parents, most often fathers, to maintain close contact with their children while the parent is deployed.

NEW PARENT SUPPORT PROGRAMS

The Department's New Parent Support Program is aimed at assisting new fathers and mothers with parenting skills. This program has proven to be highly successful in engaging both parents of newborns in dealing with the challenges of parenthood. The Department is committed to providing a comprehensive prevention program to support new parents and young families in meeting their responsibilities as parents. The program is voluntary and designed to engage both parents in child-rearing practices. By engaging these new parents, the potential for child maltreatment is significantly reduced.

The Department of Defense is establishing "equal participation by fathers" as a goal of this program. We will review program operations, include measures of fathers' participation in our evaluations, and identify obstacles to such participation so they can be addressed for the long-term. One of the most difficult times for military fathers occurs when a child is born during times of deployment or separations. The Office of Family Policy, Support and Services will identify and address a systemic response in this program to the needs of fathers and families at such times.

Army

- ◇ **New Parent Support Programs** provide families with newborns support and educational information to enhance parental attachment and bonding with children. This program includes fathers as well as mothers.

Navy and Marine Corps

- ◇ **New Parent Support Teams** prepare new fathers and mothers to provide a nurturing environment for their child. All services offered enhance family functioning through skills building and trust development, and promote positive parent-child interaction and healthy childhood growth and development.

Air Force

- ◇ **First Time Parents Program** is aimed at all new parents regardless of their age. Family Advocacy Nurses make home visits both pre- and post-natal to engage mothers and fathers in quality meaningful relationships within the family structure. The central role of the Family Advocacy Nurses is based on a theoretical framework of Family Development Theory and Family Stress Theory, both of which support father involvement. These nurses use a psychosocial approach to assess the family and male health issues. Specific programs include: Preparation for Child Birth Classes, Empathy Belly Classes, Dr. Brazelton's "Touch Points" Classes, and Fathers Parenting Groups.

FAMILY ADVOCACY PROGRAM

The Family Advocacy Program has an important child abuse prevention component. This involves fathers and mothers in developing positive parenting skills in dealing with children of all ages. The Family Advocacy Program improves the functioning of Service members as husbands and fathers within the family unit while preventing child and spouse abuse. Family Advocacy, in conjunction with the Armed Forces Radio and Television Service, is developing new public affairs announcements for use at overseas installations that will focus on the essential role of fathers in child rearing.

Army

- ◇ **Family Advocacy Program** provides a range of services to prevent the occurrence of child abuse and neglect. A variety of services are provided that develop and strengthen the parenting and relationship skills of parents, with a special focus on engaging and involving fathers in the parenting of their child(ren).
- ◇ **Family Advocacy Program Prevention** services involve fathers in every rung of the prevention continuum to include education, awareness, intervention in high risk situations, and treatment to prevent reoccurrence of violence. The approach to strengthening fathers' involvement with their families is to:

- Provide a flexible blend of prevention activities and programs in a variety of formats to address the prevention and reduction of family violence;
- Foster a sense of community responsibility for prevention among individuals, agencies, and disciplines on and off the installation;
- Use a multidisciplinary approach coordinated through Family Advocacy to build strong and resourceful individuals, couples, and families to ensure safety for all members of the community;
- Involve single and married fathers in every aspect of Family Advocacy's effort to strengthen families through support of the role of fathers.

Navy

- ◇ The Family Advocacy Program's prevention component is geared toward both fathers and mothers. Child abuse prevention initiatives targeting the identified importance of increased father-focused services include the provision of specific Return and Reunion programs for units returning from deployment.
- ◇ Family Service Centers offer parenting classes, communication skill building sessions, and focus groups on a variety of family-centered topics designed to encourage the participation of both parents.

Air Force

- ◇ The Air Force will review all of its Family Advocacy Program policies and standards such as the First Time Parents Program, The Family Advocacy Nurse Specialist Manual, and Family Advocacy Nurse, to ensure that these policies and program guidance support the role of fathers in families.
- ◇ "Fathers on the Frontline" is a prevention initiative at Osan Air Base, Korea, to meet the needs of fathers on remote assignments who are expecting the birth of a child or have children at home. The program provides fathers with creative strategies to cope with the competing demands of military and family life while developing or maintaining their fathering role while deployed.

Marine Corps

- ◇ The Marine Corps Family Advocacy Program fosters total community responsibility for eliminating violent behavior in personal relationships. Under this Coordinated Community Response philosophy, multidisciplinary agencies and organization come together to prevent violence when possible and protect and provide safety for all victims.
- ◇ Conferences are held to train senior enlisted personnel to provide prevention programs, mentoring, and supervision of troops to enhance service members' personal relationships with spouses and their children.

CHILD DEVELOPMENT PROGRAMS

Within each Military Service, Child Development Centers and family child care programs actively encourage all fathers and mothers to visit the facility and the family child care home frequently and to participate in any specialized activity/program provided. Each installation Child Development Program has a Parent Advisory Group comprised of parents with children enrolled in the program that acts in an advisory capacity to management to improve services and enhance child development. The Parent Advisory Group plans a Parent Participation program of special events such as, field trips and holiday observance festivities to engage mothers and fathers in the child's life. Some Child Development Centers make videotapes of children of deployed Service members for the non-deployed spouse to send to the deployed spouse. In addition, children are encouraged to draw pictures and write letters to send to their deployed parent, most often the father.

YOUTH PROGRAMS

Youth services programs have historically fostered and encouraged the participation of fathers in activities such as coaching sports, camping, and a myriad of other recreational programs provided through Morale, Welfare and Recreation. The youth programs rely heavily on parent volunteers, especially fathers, as coaches for the youth sports programs. Parents, including fathers, chaperone youth dances, work on special events, and participate in events with a specific father/child theme such as father/daughter dances and father/child sport tournaments/challenges.

Army

- ◇ Focus groups are conducted of parents, including fathers and youth, in addition to spot surveys and random selection surveys, to gather information to guide the development of youth center programs as well as new building construction.
- ◇ Army Community Needs Survey, administered annually on all Army installations, seeks parental, including paternal, input concerning satisfaction with programs, facilities, personnel for children and youth on Army installations.

SCHOOLS

The Department of Defense Dependents schools have a number of programs involving fathers and mothers. Fathers serve on the PTAs and School Advisory Committees, act as chaperones on field trips and are involved in a number of efforts promoting sound education both at school and at home. In addition, fathers are sought out as speakers at career day activities, participate in curriculum development activities, and serve as instructors in high school internship programs.

- ◇ **Families and Schools Together** provides parents the opportunity to gain the knowledge and skills to facilitate their children's learning in the home. There are four learning modules for parents: Establishing and maintaining home learning rituals, Monitoring educational progress, Providing at-home learning assistance, and Motivating students.
- ◇ **Student Leadership Conferences** held throughout the school year actively encourage and solicit fathers' participation.
- ◇ **Close Up** is a program that brings students to Washington, DC to interact with states' Senators and Representatives, and with representatives of the Department of Defense and other Federal agencies for a first-hand learning experience about how government works. Fathers assist and serve as chaperones for this program.
- ◇ **Advancement Via Individual Determination (AVID)** involves parents, including fathers, in the education of their children who are enrolled in this specialized program. Parents attend workshops on how to support their children's school efforts and participate in AVID site team meetings. Parents also act as motivational speakers and tutor AVID students.

MEDICAL

The medical community promotes father involvement in pre- and neo-natal classes as well as participation in the birth of their children. The medical community recognizes the critical role of fathers during the birth and neonatal period. All military hospitals welcome and encourage the active participation of the father in the birth experience, by serving as birthing coaches for the Lamaze (natural childbirth) deliveries. Additionally, the medical community actively seeks to engage fathers of special needs children who need medical care away from the local medical treatment facility by having the father travel with the child and mother to participate in the child's medical care. All efforts are made to encourage and support fathers to be involved in the continuing care and support for these children. For children requiring care for childhood cancer, some military medical centers have a Fisher House nearby where the parent(s) can stay during the child's hospitalization and treatment. Fathers also participate in family counseling and other parts of family practice medicine.

CHAPLAINS

The Chaplain community sponsors a number of programs and services which promote involvement of the father in family life. Programs range from pre-marriage counseling to special programs designed to enhance and enrich married and family life.

Within each Military Service, Chaplain Services provide a variety of programs and activities to foster and support the role of fathers. Some specific programs are listed below:

- ◇ **Chaplains Religious Enrichment Development Operation (CREDO)** offers retreats and group support for marriage enrichment that foster fathering in families.

- ◇ **Pre- and Post-Deployment Programs** teach and emphasize ways for deployed parents, most of whom are fathers, to remain connected with children during deployments and to re-enter the family upon their return.
- ◇ **Annual Chapel Programs for Mother's Day, Father's Day, and Children's Day** emphasize and celebrate all family relationships in the context of worship, education, and social events.

MORALE, WELFARE AND RECREATION PROGRAMS

The section of this report on "Youth Programs" describes a number of Morale, Welfare and Recreation (MWR) programs where father participation is significant. The Department of Defense office responsible for MWR policy development will review all policies to ensure that they are supportive of families and the role of fathers. In addition, any research studies under development will examine program needs of service members and their families in order to provide appropriate programs geared to specific populations such as fathers.

RESEARCH

The Department has long recognized the impact of father separation on children and the family unit due to mission requirements. Due to this fact, the Department and the Military Services have conducted extensive research to guide family program and policy development. Some of the studies conducted are listed below:

- ◇ **Air Force First Time Parents Program** includes a rigorous research component that evaluates the effectiveness of the program and the impact upon parenting behavior.
- ◇ **Child Development Centers** survey fathers on use and satisfaction with the Child Development programs in which their child(ren) are enrolled.
- ◇ **Army Family Action Plan** provides a forum for members of the Total Army Family, including fathers, to identify issues that affect them and to forward their concerns for consideration and response by the senior Army leadership.
- ◇ **Army Youth Services** survey parents, including fathers, on parental satisfaction with the programs, facilities, and personnel of the installation programs for youth.
- ◇ **Army** conducts a Triennial Needs Survey where about a third of Army installations are surveyed to obtain input on satisfaction with the installation's family, youth, and child programs.
- ◇ **Navy and Marine Corps** conduct Triennial Needs Surveys at all installations having Family Service Centers to obtain input on satisfaction with the installation's family, youth, and child programs.

Specific research on military families conducted over the past seventeen years:

- ◇ **“Children of Military Families - A Part and Yet Apart”** in 1978; **“Single-Parent Fathers: Implications for the Military Family”** in 1978; **“Combining Work and Family Demands: A Survey of Navy Men and Women”** in 1979; **“The Parents Guide to Navy Living”** in 1981; **“As the Parents Go, So Go the Children: The Adjustment and Development of Military Children”** in 1981; **“Characteristics and Needs of Navy Families: Policy Implications”** in 1982; **“The Impact of Deployment Separation on Army Families”** in 1984; **“Fathers in the Military”** in 1985; **“Families and Mission: A Review of the Effects of Family Factors on Army Attrition, Retention, and Readiness”** in 1987; **“The Family Factor in the Army”** in 1988; and **“Family Adjustment of Single Parents in the U. S. Army: An Empirical Analysis of Work Stressors and Adaptive Resources”** in 1992.

The Department disseminates the findings from these and other related research efforts through professional conferences and journals, as well as in general purpose publications of DoD, and Service and Installation level public affairs/community newspapers. The Military Family newsletter, published by the Office of the Assistant Secretary of Defense (Force Management Policy), regularly summarizes information that pertains to families. At the installation level, the various program areas identified above routinely disseminate family-focused information to enhance and strengthen individual family members and the family as a whole. The information gained from this research has contributed significantly to programs aimed at including fathers.

CIVILIAN PERSONNEL POLICIES THAT SUPPORT THE ROLE OF FATHERS IN FAMILIES

Alternative Work Schedules. Alternative work schedules, i.e., flexible and compressed work schedules, have been implemented throughout the Department of Defense. These schedules allow employees to work other than traditional schedules (8 hours per day/40 hours per week with fixed starting and stopping times). The benefits of alternative work schedules are significant for employees, fathers as well as mothers, trying to balance work and family responsibilities. Alternative work schedules enable employees to select and alter their schedules to fit personal needs. In many instances, parents are able to schedule work hours so that one parent is home early to care for a school-age child. This program is directly in line with the President's efforts to support the role of fathers in families.

Telecommuting. Telecommuting allows employees to work at home or closer to home, e.g., at a telecommuting center, one or more days per week. Because of the high cost of housing in urban centers, many employees buy homes in outlying areas and have 3-4 hour commutes to and from work. These commutes added to eight- or nine-hour work days keep family members apart far too long for quality relationships to flourish. Telecommuting allows employees, moms and dads, to spend more time with their children. By memorandum dated March 3, the Deputy Secretary of Defense called on the heads of the Military Departments and Defense agencies to encourage

expansion of family-friendly work arrangements such as telecommuting and alternative work schedules to help employees balance their work lives with their family responsibilities.

Family and Medical Leave Act The Family and Medical Leave Act has been implemented throughout the Department of Defense. The law insures that family and medical leave is available on a gender-neutral basis. The Act provides eligible Federal employees with entitlement to 12 workweeks of unpaid leave during any 12-month period for purposes such as the birth of a son or daughter and care of the newborn.

Federal Employees Family-Friendly Leave Act This Act has also been implemented throughout the Department and allows employees to use sick leave when caring for family members as a result of physical or mental illness, injury, pregnancy, or childbirth; or for medical, dental, or optical examination or treatment.

Sick Leave for Adoption Federal employees may also use sick leave for absences relating to adopting a child.

EQUAL OPPORTUNITY EFFORTS TO STRENGTHEN THE ROLE OF FATHERS

The DoD Task Force on Disparities in Civilian Discharge is examining the apparent disparity of higher dismissal and separation rates for Afro-American males from the DoD labor force. The Task Force views the higher rates of separations and dismissals as impediments to Afro-American males being economically and emotionally engaged with their families. The Task Force will continue to examine these issues and propose solutions that will reverse these trends while also exploring ways to increase the employment of Afro-American males in the federal workforce.

NEXT STEPS

The Department will further this initiative through the following steps.

- The attached Secretary of Defense memorandum emphasizing the importance of fathers' roles will be distributed to all Departmental components.
- The Department will continue to promote and expand programs which involve fathers and strengthen their role in the family. This includes, but is not limited to, New Parent Support, Family Center programs, child development programs, youth activities, parental involvement in schools, chaplains' family life programs and "family-friendly" civilian personnel policies.
- Armed Forces Information Service and Armed Forces Radio and Television Service will highlight the President's initiative and will publicize efforts within the Department and the Military Services which support the role of fathers in families.
- Consistent with the President's direction, Departmental components will make every effort to ensure that relevant programs and policies contribute to supporting and strengthening men in their role as fathers.

SUMMARY

The Department has long recognized the importance of fathers in family life. Family well-being is directly linked to total force mission readiness posture. Fathers play a critical role in family well-being. For these reasons and because it is the right thing to do, the Department has a strong interest in strengthening and supporting the role of fathers. The programs and policies described in this report clearly demonstrate the Department's interest in and commitment to the family and the fathers' role in the family unit. The Department will continue this strong tradition and anticipates taking further efforts in reinforcing the President's initiative.

The Appendices have examples of some of the initiatives and programs offered to Service members and their families within the Military Services that support and strengthen the role of fathers in families.

APPENDICES

Appendix 1. "Department of Defense Supports the Role of Fathers" is a videotape describing deployment support for fathers. The tape includes an excerpt of a Marine father deployed on the USS Kearsarge during a six month cruise reading a favorite story to his two-year old daughter. This mechanism for maintaining the father's bond with his child is part of the Military Services' on-going deployment support for fathers.

Appendix 2. A public affairs report on a Family Service Center (FSC) program in the Kings Bay Periscope, the base newspaper of the Kings Bay Navy Base, Georgia. The report, "Parents-to-be receive education from FSC," presents information about a component of the New Parent Support Program at the base. This program directly involves fathers in understanding some of the effects of pregnancy by permitting them to wear an "empathy belly" that simulates some of the effects of pregnancy.

Appendix 3. "Return and Reunion, Making a Good Thing Better" is the lesson plan for presenting information about rejoining the family for parents, most often fathers, who have been deployed. The lesson plan has specific sections about "Returning to Children," "Returning to Toddlers and Preschoolers," "Returning to Teens," and "New Parents." The information is presented for the primary developmental ages of children to foster the re-integration of the deployed parent into the parenting role and the family.

Appendix 4. "Ages and Stages" is a Return and Reunion information packet that is structured for the various developmental stages of children. It is used by the San Diego Area Family Service Centers including area Marine Corps bases. Like the "Return and Reunion, Making a Good Thing Better," it includes information specifically for the occasion of the birth of a child while the father is deployed at sea.

Appendix 5. "Return and Reunion" is the lesson plan and handouts for use in presenting information to new parents, especially when one parent is away due to a military deployment.

Appendix 6. "The Write Connection" is a commercially developed kit that is used by many Air Force Family Support Centers to aid parents, most often the father, retain a connection with their children while deployed. It is designed to make it easier for the deployed parent to maintain an emotional connection with his or her children.

Appendix 7. "Getting Back Together" is a videotape with a Discussion Guide developed by the Army entitled "Homecoming and Reunion" for use in easing the reintegration of the deployed military member, most often the father, back into the family and home. The videotape and Discussion Guide have a segment that speaks to re-establishing the emotional connection between a father and his children.

Appendix 8. “Dads and Kids...” is a sample of a flyer announcing a Deployment Support workshop offered by the Family Service Center for fathers who are about to be deployed. Each attendee receives a copy of “Strategies for Videotaping Dads Reading Books” help them make videos, either before or during a deployment, to their children.

APPENDIX 1

Copy of Video

***“Department of Defense
Supports the Role of Fathers”***

Enclosed in Attached Envelope



— photo by Julie Irwin

Expecting? — QM1(SS) Michael Dishman of USS Nebraska (SSBN 739)(B) demonstrates the "empathy belly," a 35-pound body suit which simulates the effects pregnancy has on a woman's body.

Parents-to-be receive education from FSC

By Cris Cranmer

New Parent Support program manager

The Family Service Center (FSC) now offers new parents a chance to experience parenthood and new fathers the opportunity to understand the "weight" pregnancy has on a woman's body through the New Parent Support (NPS) program.

During the monthly workshop, future fathers can experience pregnancy with the 35-pound bodysuit, known as the "empathy belly," that is anatomically weighted to simulate the effects of pregnancy. The workshop also utilizes guest speakers, giving the parents-to-be information on programs available to them as new parents, such as LaLeche, LaMaze, First Steps, and WIC (Women, Infants and Children program). The workshop is available to active duty personnel, spouses and family members.

The NPS team has several years of training and experience in maternity, prenatal care and information and referral. Collectively, the NPS team possesses a wealth of knowledge in early childhood education, nursing, child care, social services and maternal and infant development. The team members recently completed NPS program training at Great Lakes Naval Training Center in Chicago, Ill.

Twenty-two NPS teams Navy-wide offer the family information and resources concerning parenthood. Everything from infant car seats to home-visiting services can be obtained from the NPS team. The team visits the new families at home after the baby is born.

For more information on the New Parent Support program, call the Family Service Center at 673-4893.

RETURNING TO CHILDREN



FAMILY SERVICE CENTERS • SAN DIEGO

STANDARD OPERATING PROCEDURE

TITLE: Returning To Children

DATE: August 1994

REFERENCES:

A. Norfolk FSC Contract #N00189-92-R-0288

ATTACHMENTS:

1. Program Outline
2. Program Content
3. Child Development Questions
4. Program Handouts

I. BACKGROUND & PURPOSE:

Background: Psychological studies have determined that "teachability" and motivation are highest during a state of discontinuity such as the one brought about by an extended deployment. With this in mind, the Return and Reunion programs were originally conceptualized in 1980 to best utilize the "teachable" moments of a crew returning from deployment. The intent, in its broadest sense, was to improve readiness and retention through interventions which enhance satisfaction with the Navy family lifestyle and ease personal adjustment. The original programs were very general in nature, with professionals delivering the programs on site to meet the specific needs of the units. In 1984, the Return and Reunion program mushroomed as the needs of deployed personnel were now more clearly identified, and the command response to the program escalated. Specific programs were developed which allowed Family Service Centers to meet the needs of individual commands while providing specific guidelines to returning sailors and Marines on the areas to examine and explore during homecoming.

Purpose: To provide active duty parents with information that can help prepare them to return to their children. Topics covered in this program include: common concerns of returning parents, developmental stages and reactions of children, and techniques for becoming part of the family again.

II. TARGET POPULATION:

Active duty parents preparing to reestablish their relationship with their children after an extended deployment.

III. PROCEDURES:

This program is a facilitated discussion. The program facilitator provides information and encourages participation from the audience. If a command can offer only one parenting program, it is suggested that they offer "Returning To Children" which covers all age groups and may best meet the needs of all parents. However, if the schedule does allow, team members are encouraged to offer a day and evening session of this program in order that interested parents from all shifts will have the opportunity to attend.

IV. CONTENT: See attached.

V. REQUIRED MATERIALS:

A. Program Content.

B. Child Development Questions

C. Program Handouts (Options include):

- Ages and Stages Handouts
- Discipline Measures That Work/Discipline Measures That Backfire
- Reasons for Not Spanking Children/Alternative to Lashing Out at Your Kid
- Returning to Children

VI. PUBLICITY:

Command can provide valuable assistance in marketing the program through POD notes, IMC announcements, CCTV, flyers developed by FSC and reproduced by commands, and command point of contact preliminary advertising before teams arrive.

VII. QUALITY CONTROL:

Participation evaluations will be done after each workshop.
SOP will be reviewed annually.

Returning To Children

PROGRAM OUTLINE

- I. Introduction:
 - A. Self introduction.
 - B. Survey audience.
- II. Goals of the Program.
- III. Common Concerns of Returning Parents.
- IV. Expectations:
 - A. "The Perfect Reunion"
 - B. Things to Remember
- V. Ages and Stages:
 - A. Expectant Parents
 - B. Infants
 - 1. Developmentally
 - 2. Reactions
 - 3. Techniques
 - C. Toddlers
 - 1. Developmentally
 - 2. Reactions
 - 3. Techniques
 - D. Preschoolers
 - 1. Developmentally
 - 2. Reactions
 - 3. Techniques
 - E. School Age
 - 1. Developmentally
 - 2. Reactions
 - 3. Techniques
 - F. Teenagers
 - 1. Developmentally
 - 2. Reactions
 - 3. Techniques
- VI. Suggestions:
- VII. Conclusion:

FAMILY SERVICE CENTERS • SAN DIEGO

PROGRAM CONTENT

TITLE: Returning To Children

DATE: August 1994

I. Introduction:

Announce topic of program. Introduce self (name, title, background). Information provided comes from research and Navy parents.

Get to know audience – ask the following questions. Encourage audience participation.

- What concerns would you like addressed today?
- How many have infants (0-1 yr.), Toddlers (1-2 yrs.), preschoolers (3-5 yrs.), school age (5-12 yrs.), and teenagers (13-18 yrs.)?

II. Goals of the Program:

- A. Talk about common concerns of returning parents. Normalize feelings.
- B. Provide information about.
 - developmental stages of children
 - possible reactions to returning parent
 - techniques that can help you and your children adjust to your return
- C. Discuss ways returning parent can become part of the family again.

III. Common Concerns of Returning Parents:

- A. What are some of your concerns about returning home to your children?

Possible responses:

- Will they know me?
- How are they going to act?
- How will I become part of the family?
- Have I hurt my children?

- B. This can be a confusing time; you may be having a lot of different feelings, such as worry, fear, happiness, or excitement. These are all normal concerns for returning parents – you are not alone. We will discuss your concerns in this program.

IV. Expectation: What will it be like when you return home?

What have you been dreaming about for the last six months? Get responses from audience.

A. Many deployed parents have visions of the “perfect reunion.” They may see:

- Infants, toddlers, and preschoolers running down the pier shouting “Daddy, Daddy,” or “Mommy, Mommy.”
- Your child immediately hugging and kissing you and then listening very closely to your sea tales.
- The family returning to normal, with no disruptions.
- Nothing has changed over six months. The kids, your spouse, and the house are all the same.

If you have visions of this “picture perfect” reunion, and believe that everything will be as you dreamed, you may be disappointed.

B. Things to Remember:

Feelings:

- Children may be having the same confusing feelings you are; worry, fear, happiness, excitement, etc....
- Children may be unsure what to expect from returning parent.
- Change is stressful for children as well as adults.
- Your family and you have changed over the last six months. Everyone has grown physically, emotionally, and socially.

Readjustment Period:

- There will be a period of readjustment for the entire family.
- May take 4-6 weeks.
- Things that may have worked before with your family may no longer work.

V. Ages and Stages:

As I stated earlier, two common concerns are will my child know me and how will my child act when I return? To make sure you have a “real” understanding of the capabilities and reactions of your children, we’re going to talk about children’s development stages, behaviors and techniques for working with your children. We will cover the ages of birth through teens.

A. Expectant Parent – How many are going back to a pregnant spouse?

What are your concerns?

- What will sex be like?
- How has her body changed?
- Will having a baby be expensive?

B. Infants (Birth to 1 year) – How many have children 0-1 year? Show of hands.

1. Developmentally (refer to Ages and Stages handouts)

- Their world is very small.
- Eat, sleep, cry, and eliminate – often.
- Depend on parents for everything – requires a lot of care.
- Grow rapidly – they can go from reflex movements to walking in a year's time – amazing.
- Senses develop quickly – smell, hearing, taste, sight, and touch.

2. Reactions to parent's return. They may:

- Cry
- Fuss
- Pull away from you
- Cling to spouse or caregiver
- Having problems with elimination
- Change their schedule (eating and sleeping)

3. Techniques to help you and children adjust

- Holding
- Hugging
- Bathing
- Changing
- Feeding
- Playing
- Relaxing – infants pick up on feelings
- Talking with spouse about ways to participate as a family and as a couple.

(Get suggestions from audience.)

C. Toddlers (1-3 years). How many have toddlers? Show of hands.

1. Developmentally (refer to Ages and Stages handouts)

- Growth rate slows
- Very active
- Likes to push and pull things
- Independent – tests boundaries, explores world
- Self centered – everything is “mine”
- Repeats words and phrases – “No” is a favorite
- Prefers familiar people and things
- Beginning to master bodily movements, function – toilet training, may have accidents.

2. Reactions to parent's return. They may:

- Be shy
- Be clingy
- Not recognize you
- Cry
- Have temper tantrums
- Regress -- no longer toilet trained

3. Techniques for helping you and children adjust

- Don't force them to hug, kiss or play with you.
- Give them space, warm up time -- they will become curious about you and seek you out.
- Child proof -- don't leave sea bag in front room unattended.
- Be gentle and fun.
- Snuggle with spouse -- child will soon be in the middle.
- Sit at their level -- on floor.

(Get suggestions from audience.)

D. Preschoolers (3 to 5). How many have preschoolers? Show of hands.

1. Developmentally (refer to Ages and Stages handouts)

- Very Active -- runs, jumps, bounces
- Appetite decreases
- Imitates adults
- Active imagination, magical thinking, "If I wish hard enough, then. . ."
- Asks lots of questions
- Begins to share and take turns

2. Reactions to parent's return. They may:

- Feel guilty for making parent go away
- Still need some warm-up time
- Demonstrate intense anger
- Need "proof" that you are real -- poke you, hit you, test your limits.
- Act out to get your attention
- Be demanding

3. Techniques for helping you and your children adjust

- Reinforce that you love them unconditionally
- Listen carefully to what they tell you
- Accept their feelings

- Find out what “new” things they are interested in – cartoons, books, games
- Tell children to “wait” if they are using attention getting methods
- Play with them – hide and seek, chase

(Get suggestions from audience.)

E. School Age (5 to 12 years). (Refer to Ages and Stages handout.) How many have school age children? Show of hands.

1. Developmentally

- Appetite and growth increases
- High energy level
- Daydreams
- More responsible
- Very sensitive to criticism and evaluation

2. Reactions to parent's return. They may:

- Run down pier
- Feel guilty that they didn't do enough or weren't good enough
- Dread parent's return, if they believe you will discipline them for all the wrongs committed during six months
- Boast about Navy and active duty parent
- Talk the entire way home trying to bring you up-to-date

3. Techniques for helping you and your children adjust

- Review pictures, activities, school work and family scrapbook
- Praise children for what they've done for the last six months
- Try not to criticize

(Get suggestions from audience.)

F. Teenagers (13 to 18 years). How many have teenagers? (Show of hands)

1. Developmentally

- Responsible one minute and irresponsible the next
- Moody
- Rapid changes – growth, friends, interests and styles
- Independent, but still need guidance and support
- Unpredictable

2. Reactions to parent's return. They may:

- Be very excited if parent/child relationship was strong
- Feel guilty because they didn't live up to standards
- Be concerned about rules and responsibilities
- Feel they are too old or unwilling to change plans to meet ship at pier

3. Techniques for helping you and your children adjust

- Share what has happened to you over the last six months
- Encourage teens to share what has happened to them, over dinner or dishes
- Listen with your undivided attention
- Respect teen's privacy and friends
- Don't be judgmental

(Get suggestions from audience.)

VI. Suggestions: Becoming part of your family again.

- A. **Go slow** – do not take over when you return.
- B. **Be strong willed** – try not to give into children's demands because of guilt.
- C. **Observe** – spouse and family, find out what their schedule and rules consist of.
- D. **Be flexible** -- Everything changes with time. Don't expect things to have remained the same.
- E. **Be realistic** -- in your expectations of spouse and children. Read a book on child development.
- F. **Communicate** -- your feelings about your family, job and Navy/Marine Corps.
- G. **Take time** -- make special time to be a family and a couple.
- H. **Don't Rush** -- your spouse and children to reestablish your relationship. Take the lead to cultivate and nurture your relationships.
- I. **Be giving** -- of time and energy.

VII. Conclusion:

Are there any questions or comments?

Explain there are parenting programs available at FSC. Overview of FSC services.

Let them know you are available after the program if they have additional questions.

Wish them a happy reunion and a strong parent-child relationship, patience, good communication, listening and negotiation skills.

Returning To Children

CHILD DEVELOPMENT QUESTIONS

In your opinion:

- At what age should a child sleep through the night?
- At what age should a child quit taking a bottle?
- At what age should a child be completely toilet trained?
- At what age should a child be able to completely dress him/herself?
- At what age should a child be allowed to play out of doors alone?
- When is a child old enough to cross the street alone?
- At what age would you allow your child to stay overnight with a friend?
- At what age would you allow your child to go on a date with a member of the opposite sex?
- At what age would you allow your child to drive a car?

RETURNING TO TODDLERS AND PRESCHOOLERS



FAMILY SERVICE CENTERS • SAN DIEGO

STANDARD OPERATING PROCEDURE

TITLE: Returning to Toddlers and Preschoolers

DATE: August 1994

REFERENCES:

- A. Norfolk FSC Contract #N00189-92-R-0228
- B. Ames, Louise Bates, Ph.D.; Questions Parents Ask, 1990.
- C. Curran, Delores; Working With Parents, 1989.
- D. Dinkmeyer, Don Sr., Gary D. McKay and James S. Dinkmeyer; Parenting Young Children, 1989.
- E. Miller, Karen; Ages and Stages, 1985.
- F. Mitchell, Grace; A Very Practical Guide To Discipline With Young Children, 1982.

ATTACHMENTS:

- 1. Program Outline
- 2. Program Content
- 3. Handouts

I. BACKGROUND & PURPOSE:

Background: Psychological studies have determined that "teachability" and motivation are highest during a state of discontinuity such as the one brought about by an extended deployment. With this in mind, the Return and Reunion programs were originally conceptualized in 1980 to best utilize the "teachable" moments of a crew returning from deployment. The intent, in its broadest sense, was to improve readiness and retention through interventions which enhance satisfaction with the Navy family lifestyle and ease personal adjustment. The original programs were very general in nature, with professionals delivering the programs on site to meet the specific needs of the units. In 1984, the Return and Reunion program mushroomed as the needs of deployed personnel were now more clearly identified, and the command response to the program escalated. Specific programs were developed which allowed FSC to meet the needs of individual commands while providing specific guidelines to returning sailors and Marines on the areas to examine and explore during homecoming.

Purpose: This program was developed to address the unique concerns of deployed parents returning to toddlers and preschoolers. It's purpose is to help these parents to develop realistic expectations of their children as well as to prepare them for the dramatic physical, intellectual and personality changes that can occur in children of this age over the course of six – or even just two or three – months.

II. TARGET POPULATION:

Active duty parents of children 18 months to five years old, who are returning from an extended deployment.

III. PROCEDURES:

This program can be presented as either a formal brief or in a discussion format. However, a discussion format is strongly encouraged whenever possible in order to enable the facilitator to address the individual concerns of participants.

Facilitators are encouraged to remain after program to answer individual questions if the schedule allows.

This program is designed to last approximately 50 minutes. It is preferable to present this program in an enclosed space, such as library or training room, rather than the mess deck in order to encourage participant's comfort in asking questions and making comments.

If a command can offer only one parenting program, it is suggested that they offer "Returning to Children" which covers all age groups and may best meet the needs of all parents. However, if the schedule does allow, team members are encouraged to offer a day and evening session of this program in order that interested parents from all shifts will have the opportunity to attend.

IV. CONTENT: See attached.

V. REQUIRED MATERIALS:

A. Program Content

B. Program Handouts: (options include)

- Ages and Stages: One to Three
- Ages and Stages: Three to Five
- Children and Cooperation/Choices
- Building Self-Esteem in Younger Children
- How Well Do You Know Your Child

VI. PUBLICITY:

Publicity can include POD notes, 1 MC announcements, CCTV, flyers developed by FSC and reproduced by commands, and POC preliminary advertising before teams arrive.

VII. QUALITY CONTROL:

Participation evaluations will be done after each workshop.
SOP will be reviewed annually.

Returning To Toddlers And Preschoolers

PROGRAM OUTLINE

- I. Introduction:
 - A. Introduce self
 - B. Introduce program
- II. Purpose of Program:
 - A. Meet the participants
 - B. Identify the participants
- III. Ages and Stages:
 - A. Twelve months to three years
 - 1. Developmentally
 - 2. "Terrible Two's"
 - 3. Reactions at Homecoming
 - B. Three and Four Year Olds
 - 1. Developmentally
 - 2. Reactions at Homecoming
 - C. Five Year Olds
 - 1. Developmentally
 - 2. Reactions at Homecoming
- IV. Helpful Hints For Re-establishing Relationship

FAMILY SERVICE CENTERS • SAN DIEGO**PROGRAM CONTENT**

TITLE: Returning to Toddlers and Preschoolers

DATE: August 1994

Note to presenters: Presenters are encouraged to read all reference books for this program (none are very long). At minimum presenters are asked to read "Ages and Stages" (Miller, 1985) if they have no children or have children much older than the ages discussed in this program.

I. Introduction:

- A. Introduce self, give background.
- B. Introduce program.

II. Purpose of Program:

- A. Meet the participants.
 - In a small group, have each give their name and the ages of their children.
 - In a large group, get an idea of trends, for example, ("How many of you have two-year-olds? etc.)
- B. Identify participants who have children of eage age, before you present information on that age group. (If time and group size allow this is an easy means of identifying "experts" and encouraging discussion. In any size group, this will help you to identify those ages of greatest interest to your audience and cover those sections more extensively.)

Remember: Each child develops at his or her own rate. Discourage parents from comparing children to their peers or siblings or to rush them to do something for which they're not ready. If parents are concerned with their child's rate of development, encourage them to check with their pediatrician. The following are general guidelines.

III. Ages And Stage Of Child Development:

A. 12 Months to 3 Years:

- 1. What can you expect at this age? (If time and interest allow, go through "Ages and Stages – One to Three Year Olds" handout at this point. If not, at least mention the following highlights.)
 - a. Verbal skills are developing rapidly and as they do, children ask lots of questions or – more often – the same question many times. This doesn't mean they weren't listening but sometimes they need to hear the answer several times

before it makes sense to them.

- b. Socially, they will probably show little interest in children of their own age but may become fascinated by older children or babies.
 - c. Toilet training is usually the major task at this age. If a child is ready, this is relatively easy. If not, it can be frustrating and discouraging for both parent and child and the experience may further delay successful training. Children gain the necessary muscle control at different ages, boys usually later than girls, but most will learn to master this task between the ages of two and three. If your child has just become toilet trained, expect some accidents as the excitement of your homecoming is likely to distract your child from the new skill they've learned.
2. Who's heard of the "terrible twos"? (Invite an 'expert' — any parent who's survived it — to explain.)
 - a. Sometime between 18 months and their third birthday, a child will probably experience "the terrible twos".
 - b. "No" becomes their favorite word and they often behave defiantly.
 - c. Remember that this is how a child begins to exert his or her independence and that learning how to say "no" now may serve them well for the important "no's" in the future (smoking, drugs, sex, etc.)
 3. Reactions at homecoming:
 - a. Imagine that you're standing around one day minding your own business when a growling giant 25 feet tall appears out of nowhere, scoops you up and dangles you in the air. A little unnerving? That's what homecoming can feel like to a toddler.
 - Children this age can be shy so take it slow. Let them set the pace. You may have to wait a little longer for that hug but it will be given to you rather than taken by you and it means a lot more that way.
 - Get down on their level rather than bringing them up to yours or talk to them when they're being held by someone with whom they feel safe.
 - Watch your volume. A tone of voice that's normal for a ship can be loud and frightening to a small child.
 - b. It's not that they've forgotten you. It's just that for a long time you've been a voice on the phone or a 3" by 5" picture on the refrigerator. The real you in 3-D can be just a bit overwhelming at first.
 - c. If you try to see homecoming from your child's point of view you're less likely to be disappointed if it doesn't turn out exactly as you imagined it.

B. Three and Four Year Olds**1. What To Expect:**

(Optional Handout: “Ages and Stages – Three to Five Year Olds”)

- a. Children of this age can be a real delight (or at the very least a relief after the “terrible twos”)
- b. While they can sometimes be moody and demanding, they are usually enthusiastic and anxious to please.
 - They like to be “special helpers.” Having them work with you whether it’s raking leaves, doing dishes or tearing up lettuce for a salad, is a great way to become reacquainted with your child – even if it’s not the most efficient way to get the job done.
- c. They are very active but have begun to be able to concentrate on an activity for a longer period.
- d. At this age they are beginning to play with other children and to recognize the rights and feelings of others. (For example, they are beginning to learn to take turns though this does not necessarily mean they like doing so.)
- e. Preschoolers have very active imaginations and often engage in magical thinking (i.e., when a parent comes home from deployment a child is likely to believe it was because he or she wished for it).
- f. They are becoming more self-sufficient and are very proud of their accomplishments (dressing themselves, helping around the house, etc.) Be sure to comment on these.

2. Reactions at homecoming:

- a. May still be a little shy at this age but because they have a clearer memory of you, they are likely to warm up faster.
 - Children with older siblings will often just follow what the big kids do and so may need very little warm up time. (If an older sister or brother hugs you then you must be OK.)
- b. Remember because children at this age engage in magical thinking, not only are they likely to think they wished you home from deployment, they may also believe they caused you to go away (i.e., they might think you left because they did something wrong).
 - Give lots of reassurances that they are loved, and that you went away because of work, not because of them.

- c. Expect some concern when you leave for regular work or duty days initially. Your child may be worried you won't come back for months. Explain the day's schedule as clearly and realistically as possible (i.e., I'll be home in time for dinner, your bedtime story, etc.). Remind them when it works ("Remember I told you I'd be home to read your story?") and try to call if you're going to be delayed. You'll probably only have to do this a few times in order to reassure them. It's worth the effort.

C. Five Year Olds:

1. What To Expect:

(Optional Handout: "Ages and Stages – Three to Five Year Olds")

- a. By 5 years old a child has begun to experience the world beyond their family.
 - They are fascinated by this world and want to share this information. It may seem like they never stop talking. Listen well. It's a boost for their self-esteem (we all want to be listened to) and you could learn a lot about your child and his or her interests.
 - With more frequent contact with other children they are exposed to lots of bugs and childhood diseases so when they first begin kindergarten or preschool, it might seem like they're sick all the time.
 - b. Intellectually, words have become more important. Their verbal skills are improving rapidly, they like reading and being read to and they love jokes especially knock-knocks or others that involve simple plays on words.
 - c. Physically, they are starting to develop more fine muscle control and can begin to accomplish tasks such as tying their shoes or cutting with a scissor that might have been impossible 6 months or a year ago.
 - d. They are very sensitive to criticism and respond enthusiastically to those who praise and encourage them.
 - Your opinion means a lot. They are waiting to hear what you think of them. If there are problems that must be dealt with and they've waited most of the deployment they can probably wait a few more days. In the meantime, focus on the positive. What you think of them strongly affects what they think of themselves (refer to "Building Self-Esteem In Young Children" if available).
- #### 2. Reactions at homecoming:
- a. This is the age when homecoming begins to be truly fun for children. Five years old is about the earliest that a parent can hope to have his or her child run up and hug them – You know that perfect homecoming they always show on TV?

- b. If you hope to have some uninterrupted time with your spouse, it's a good idea to spend time with your child first. Consider it an investment. Fortunately, attention spans are still fairly brief at this age so a little attention from you will go a long way but if you don't address your child's needs first, it is unlikely you'll be allowed an intimate moment with your spouse without little hands knocking on the door.
- c. Homecoming can be stressful for children and adults alike. Even though it's a positive change your return is still a very drastic change in your child's routine and this causes stress. Regression is the most common response to stress at this age (thumb-sucking, bedwetting or baby talk).

III. Helpful Hints For Reestablishing Your Relationship

- A. Find out from your spouse, your child's caregiver and your child about his or her interests, habits, schedule, likes, dislikes, etc.
- B. Observe your child and how your spouse or caregiver manages him. They learned what works by OJT so there's a lot to learn from them.
- C. Let your child warm up to you at their own pace. Don't push but try to be available and encouraging.
- D. Try not to take it personally if your child seems to reject you – it will take a little time. Remember, in their world you're the boss of everything so it's hard for them to understand it wasn't your choice to leave.
- E. Be patient with them and with yourself. Young children ask lots of questions and demand lots of attention. Your patience will be rewarded with a happy and secure child. Be just as patient with yourself, don't expect to be an expert overnight. Your child has changed and so have you. It's to be expected that it will take a little time to get reacquainted.
- F. Have fun! You've waited a long time for this so make the most of it!

RETURNING TO TEENS



FAMILY SERVICE CENTERS • SAN DIEGO

STANDARD OPERATING PROCEDURE

TITLE: Returning To Teens

DATE: August 1994

REFERENCES:

A. Norfolk FSC Contract #N00189-92-R-0228

ATTACHMENTS:

1. Program Outline
2. Program Content
3. Program Handouts

I. BACKGROUND & PURPOSE:

Background: Psychological studies have determined that "teachability" and motivation are highest during a state of discontinuity such as the one brought about by an extended deployment. With this in mind, the Return and Reunion programs were originally conceptualized in 1980 to best utilize the "teachable" moments of a crew returning from deployment. The intent, in its broadest sense, was to improve readiness and retention through interventions which enhance satisfaction with the Navy family lifestyle and ease personal adjustment. The original programs were very general in nature, with professionals delivering the programs on site to meet the specific needs of the units. In 1984, the Return and Reunion program mushroomed as the needs of deployed personnel were now more clearly identified, and the command response to the program escalated. Specific programs were developed which allowed Family Service Centers to meet the needs of individual commands while providing specific guidelines to returning sailors and Marines on the areas to examine and explore during homecoming.

Purpose: Overall purpose of the Return and Reunion program is to assist deployed personnel in having a smooth transition back into their families and their communities after an extended separation. The theme for the program is "Making a good thing better."

II. TARGET POPULATION:

Active duty parents preparing to reunite with teenage children after an extended deployment.

III. PROCEDURES:

This program is a facilitated discussion. The presenter provides information and encourages participation from the audience.

If a command can offer only one parenting program, it is suggested that they offer "Returning to Children" which covers all age groups and may best meet the needs of all parents. However, if the schedule does allow, team members are encouraged to offer a day and evening session of this program in order that interested parents from all shifts will have the opportunity to attend.

IV. CONTENT: See attached.

V. REQUIRED MATERIALS:

A. Program Content

B. Program Handouts

- How well do you know your teen?
- Ages & Stages (13+)

VI. PUBLICITY:

Publicity can include POD notes, 1 MC announcements, CCTV, flyers developed by FSC and reproduced by commands, and POC preliminary advertising before teams arrive.

VII. QUALITY CONTROL:

Participation evaluations will be done after each workshop.
SOP will be reviewed annually.

Returning To Teens

PROGRAM OUTLINE

- I. Introduction:
- II. Factors affecting teen response to deployment and homecoming:
- III. How's the connection?
- IV. Adolescent development:
- V. Possible reactions to your return:
- VI. Suggestions:
- VII. Scenarios for discussion:
- VIII. Conclusion:

FAMILY SERVICE CENTERS • SAN DIEGO

PROGRAM CONTENT

TITLE: Returning To Teens

DATE: August 1994

Notes to facilitators:

Since the military service is comprised primarily of young men and women, a relatively small number of deployed service members are parents of teenagers. Program participants tend to be senior enlisted personnel and officers who generally attend for one of the following reasons:

1. Service members are concerned about the impact of their careers on their children, especially the number of extended separations.
2. Their spouse has informed the service member that their teenager has been more rebellious than anticipated and the service member attends to get advice on how to handle the situation with their adolescent.
3. Service member has recently married a spouse with teenagers and the service member wants to gather information.

Since group size will most likely consist of less than 20 participants who are all in a relative position of authority, it is essential that this program be offered as a facilitated discussion to allow participants to exchange ideas.

To provide the facilitator with some background information it is suggested that facilitators participate in a Systematic Training for Effective Parenting of Teenagers Program or read Chapters 1, 3, 4, 5, 6, of the STEP manual (for Parents of Teens.) It is also important to realize that as facilitators we cannot tell people how to raise their teenagers, nor do we have the answer to every problem or question. We can, however, suggest resources for additional information and support.

I. Introduction:

- A. Introduce self.
- B. State purpose of the program which is to assist parents in having a more successful reunion with their teens by:
 1. Increasing knowledge of typical adolescent development patterns and possible reactions to an extended separation/reunion with a parent.

2. Providing suggestions to assist parents with a smooth transition in day-to-day co-existence with their teen(s).
 3. Briefly reviewing common concerns impacting adolescents and their families such as AIDS, premarital sexual relations, drug and alcohol experimentation, peer pressure, violence, career preparation, discipline, etc.
 4. Providing sources of information and support to parents of teenagers.
- C. Since the number of participants in this program is relatively small, even on aircraft carriers, ask participants to introduce themselves, and tell others a little about their teenagers. Suggested information to provide could include their teen's name, age, and number of extended deployments their teen has experienced, and number of times their teenager wrote to them during the deployment.

II. Factors Affecting Teen Response To Deployment And Homecoming:

Provide information regarding teenager's response to a parent's deployment.

- A. Child's age and developmental stage (separations tend to be more difficult when the child is entering elementary school and then again during the early teens. Both of these time frames represent developmental stages of natural separation from parents.)
- B. Child's sex (Children of the same sex as the deploying parent tend to have a more difficult time.)
- C. Child's constitutional make-up. (Some handle stress better than others.)
- D. Whether deployment is a wartime situation with realistic danger to deployed parent's life.
- E. General family spirit prior to the deployment.
- F. Non-deployed parent's psychological health and adjustments to partner's absence.
- G. Non-deployed parent's ability to expand parental role.
- H. Previous quality of deployed parent's relationship with child.
- I. Command and community support.

III. How's The Connection?

Ask group how well they've managed to maintain their connection with their teenager during this deployment. Optional quiz handout can be used here.

IV. Adolescent Development:

Discuss adolescent development by asking participants, what are teenagers like? Refer to Ages and Stages handout.

V. Provide information on possible reactions to your return.

- A. Teenagers may be more involved in themselves and their friends than the family.
- B. May feel displaced, if placed in the position of “man of the house” during the deployed parents absence.
- C. Can be very excited, especially if relationship was strong before deployment.
- D. May be jealous of deployed parent's relationship with partner.
- E. Some resentment may still be lingering.
- F. Teenager may be moody – excited and happy one moment, quiet and sullen the next.
- G. Can be very sensitive regarding deployed parents opinion of them.
- H. May be very concerned about rules changing with deployed parent's return.
- I. Will need time to adjust to parent's return.

VI. Suggestions:

Discuss techniques for a smooth readjustment with teens after deployment.

- A. Be careful of tendency to pull away from teenage daughters. They still need love and attention.
- B. Work on re-establishing your relationship with your teen before trying to change adolescent's hairstyle, choice of clothes or annoying behaviors.
- C. Thank teens for their help and support during the deployment.
- D. Treat your child as the adult they are becoming. Expect appropriate behavior, not the opposite.
- E. Realize that your return erodes your teen's “power.” Try to negotiate and share responsibilities.

VII. Using case scenarios, discuss some sample challenges that could be experienced as a parent of a teenager:

Facilitator Notes: Realize that there are no “right” answers to any of the following scenarios. Encourage participants to remain calm, to problem solve, to take time to gather information and not to hesitate to seek assistance when needed. It is difficult to be a parent and to have to watch our children make mistakes.

- A. Situation One:** Your 13-year-old son meets you after the deployment with purple hair, his ear pierced and punk music blaring from his walkman. How do you react?

Offer these suggestions if not provided by other program participants.

- Normal adolescent behavior and need for attention.
- Don't over react or criticize, but it's fine to acknowledge change. Avoid power struggle.
- Continue unconditional love for child.
- Weigh your need for peer acceptance with your teen's need for the same.
- Most teens eventually respond to established societal norms for dress.

- B. Situation Two:** Your first weekend home, you awake, wander into the living room to find your 16-year-old daughter and her boyfriend in a heated embrace. What do you do?

- Stay calm. Don't get angry.
- Clear your throat or say "Excuse me." This will let them know they're not alone and will probably be embarrassing enough that the boyfriend will leave. If not, ask them to join you for a soda and a discussion regarding contraceptives, STDs, AIDS, and abstinence.
- Let your daughter know that you, her mother and she will have a discussion about premarital sex and its implications within a day or two.
- Contact Planned Parenthood, your doctor, and/or church to gather information so that you can have an informed discussion.
- Be prepared to listen, not accuse.
- Let your daughter know that you love her and are concerned about her well being and her future.

- C. Situation Three:** You received a letter that states your 15-year-old son is in danger of failing this semester because he hasn't been going to classes. How do you handle the situation?

- Realize this is your teen's problem. You cannot be with a teenager 24 hours a day to assure school attendance.
- Let your son know that you are aware of the problem and ask how you can help.
- Possibly involve the school counselor or other mental health professional in case your teen has a concern that can't be addressed by his family.
- Let your teen know that you have confidence that he will resolve the problem.
- Provide your teen with the immediate consequences of not attending school such as expecting teen to get a job, possible court service involvement, attending summer school at own expense, etc.

Two additional scenarios:

- D. Situation Four:** As you pull into the driveway, you can't help but notice the large dent in the front fender of your car that your 17-year-old daughter has been driving during deployment. How do you respond?
- E. Situation Five:** You accidentally find a small baggie of marijuana in your child's room. What do you do?

VIII. Conclusion:

In closing, acknowledge that raising a teenager can be challenging. Resources for assistance are available through parenting, classes, reading books and magazines on parenting and teenagers, school counselors, family counseling, chaplains, etc.

NEW PARENTS



FAMILY SERVICE CENTERS • SAN DIEGO

STANDARD OPERATING PROCEDURE

TITLE: New Parents

DATE: August 1994

REFERENCES:

- A. Barrett, Nina. I Wish Someone Had Told Me... Comfort, Support, and Advice for New Moms from More Than Sixty Real-Life Mothers. 1990.
- B. Dinkmeyer, Don Sr., Gary D. McKay, and James S. Dinkmeyer. Parenting Young Children. 1989.
- C. Helfer, Ray E., and C. Henry Kempe. Child Abuse and Neglect: The Family and the Community. 1976.
- D. Larson, David E., MD., ed. Mayo Clinic Family Health Book. 1990.
- E. Leach, Penelope. Your Baby & Child From Birth To Age Five. 1977.
- F. Miller, Karen. Ages and Stages. 1985.
- G. Parent's Digest. Spring 1993.

ATTACHMENTS:

- 1. Program Outline
- 2. Program Content
- 3. Presenter's Notes
- 4. New Parents Celebration
- 5. Baby Trivia Questions
- 6. Handouts

I. BACKGROUND & PURPOSE:

Background: This program was conceptualized to address the concerns of deployed parents as they prepare to return to their babies born during or shortly before the deployment.

Purpose: To encourage the development of bonding between the deployed parent and the baby; inform parents of the developmental stages of babies and some basic safety issues; and discuss how family dynamics have changed with an additional family member.

II. TARGET POPULATION:

Deployed, first time Dads are the primary audience, however with more and more Moms deploying and leaving behind very young babies, they too have been attending the programs. Soon-to-be Dads may also be encouraged to attend if the baby is due shortly after they return from the deployment. Sometimes parents will attend who have older children, but consider themselves "new parents" since they too had a baby born in the family during the deployment.

Parents who attend this program are usually excited about returning to their babies and partners, but may also feel guilty for missing the birth and not being there to support their partners during labor. They may be unsure about what to expect from a baby and scared, yet proud about being a parent. Moms may feel extremely guilty about leaving their babies, perhaps angry about any communication they have received from others who tell them they are bad mothers for leaving their child. They may also be concerned that they are harming their babies by being separated from them. Often, parents will want to talk about these concerns. This interaction may be done during or after the program, depending on the facilitator's comfort level in fielding such questions. It is also appropriate to refer participants to FSC and community parenting and support programs in the San Diego area (e.g. STEP, Caring for Your New Baby, Navy/Marine Corps Relief Society's "Budgeting For Baby" class, single parent support groups, FSC counseling services, etc.)

III. PROCEDURES:

This program can be presented either as a formal brief or in a discussion format, allowing for maximum flexibility in meeting the individual needs of each group. If using a discussion format, the facilitator will serve as a moderator by clarifying concepts, making tentative statements and summaries, stating conclusions and keeping the discussion on track. It is not necessarily the case that all points in the SOP be discussed, nor is the SOP designed to be all inclusive. It is recommended that the facilitator touch on each subheading, A-F, with the depth of coverage being determined by the needs of the participants.

This program is designed to last approximately 50 minutes. A "New Parents Celebration" may be incorporated into the program which may lengthen the time. It is ideal if the program can be presented in an enclosed space (e.g. library, First Class lounge, Crew's lounge, etc.) rather than the mess deck, to foster an atmosphere where participants feel free to ask questions and discuss their concerns.

This program is usually offered once at each command. If a command can offer only one parenting program, it is suggested that they offer "Returning To Children" which covers all age groups and may best meet the needs of all parents.

IV. CONTENT: See attached.

V. REQUIRED MATERIALS:

A. Program Content

B. Handouts:

1. What Babies Are Like During Their First Year Of Life. (on disk at Norfolk)
2. When Dad's At Sea At Time Of Birth. (on disk at Norfolk)
3. Word Scramble. (on disk at LCRK)
4. FSC Parent Education Programs.

VI. PUBLICITY:

Publicity can include POD notes, 1MC announcements, CCTV, flyers developed by FSC and reproduced by commands, command Point of Contact preliminary advertising before the R&R Team arrives.

VII. QUALITY CONTROL:

Participation evaluations will be done after each workshop.
SOP will be reviewed annually.

New Parents

PROGRAM OUTLINE

I. Introduction:

II. Icebreaker(s):

III. Bonding/Infant Care:

- A. What bonding is
- B. Why bonding is important
- C. How to bond with an infant

IV. Child Development:

A. Overview

B. Developmental stages

- 1. Birth to 3 months
- 2. 3 to 6 months
- 3. 6 to 9 months
- 4. 9 to 12 months

V. Changes in the Family:

VI. Things to Consider at Homecoming:

VII. Conclusion:

FAMILY SERVICE CENTERS • SAN DIEGO

PROGRAM CONTENT

TITLE: New Parents

DATE: August 1994

I. Introduction:

A. Self (presenter):

1. Name and Background.
2. Role at Center.

B. Overview of program:

1. Time frame.
2. Topics:
 - Bonding/Infant Care
 - Child Development
 - Changes in The Family

II. Ice Breaker(s):

- A. Survey audience -- ages of participant's babies.
- B. Congratulate participants on becoming parents and on their interest in babies.
- C. Suggested additional ice breakers:
 - "New Parent's Celebration". (Attached)
 - Invite participants to pass around pictures of their babies. (This can also be used as a closing activity.)
 - Survey participants as to what questions and concerns they may have about infants/babies.
 - Baby Trivia Questions -- have each participant pull a question out of a baby bottle to answer, or to have someone else in the group answer. (Attached)

III. Bonding/Infant Care:

A. What bonding is:

- Establishing a long-term relationship with your baby.
- The process in which you "fall in love" with your baby and where the baby forms a passionate and exclusive emotional tie to you.

B. Why bonding is important:

1. It is crucial to a baby's healthy physical and emotional development.

- a. Learning to recognize the meaning of different cries (hungry, tired, bored, wet, etc.) helps you to meet the baby's needs. And if you respond quickly to the baby's cries, up to six months of age, he/she will cry less in the future because the baby becomes confident that you will attend to his/her needs.

(See Presenter's Note #1)

b. Through bonding babies learn to trust and "love" other people.

- The strength and character of the parent/child bond may influence the quality of future bonds between the child and other individuals.

(See Presenter's Note #2)

C. How to bond with an infant:

1. When present at, or shortly after, the birth:

- Seeing the infant.
- Touching the infant.
- Caretaking of the infant.

2. When unable to be present for the birth, or during those first few weeks/months, you can still bond with your baby by:

(See Presenter's Note #3)

a. Spending time with baby.

1) Talking and playing, etc.

a) Tips for taking baby out into the sun:

- Keep a baby shielded from the hot summer sun altogether, if you can.
- If you are pushing him/her in a stroller, check often to be sure sun is not shining directly on his/her face.
- Do not use a sunscreen with a sun protection factor (SPF) of 4 or more on a baby under 6 months old. Tender skin may absorb the chemical involved and the child's body may be unable to eliminate it.
- Do use a sunscreen with a higher SPF on an older baby, but beware that anything over 15 may simply be overkill.
- Keep the sunscreen away from eyes. Avoid putting it on the child's hands, as they often end up in the mouth.
- Do not allow your baby to become overheated. Flushed skin is a sign that your baby is too hot.

b. Share in the caretaking.

1) Feeding.

a) Bottle:

- Observe and ask about what baby likes and dislikes during feeding time.
- It is not recommended that a bottle of formula be warmed in a microwave. The liquid can heat unevenly, forming hot spots that can burn baby's mouth.
- It is not recommended to put a baby to sleep with a bottle of juice or milk.
- Since both liquids contain sugar, your baby's teeth will be coated all night, which puts him/her at risk for severe tooth decay.
- He/she may become dependent on a bottle to get to sleep.

b) Breast:

- If Mom is breast feeding, Dad can carry the baby to Mom; share the jobs of burping and changing diaper, etc.

c) Solid food.

- There are no hard and fast rules for when to introduce solid foods into a baby's diet.
- A pediatrician can make a recommendation on when to introduce them.
- It is a myth that introducing solid foods will help a baby sleep through the night. Most babies sleep through the night after 3 months of age, depending on the maturation of their nervous systems, not on nutritional needs.

2) Bathing:

a) Infant

- The chief purpose in washing a new baby is to remove from the skin anything which might irritate and make it sore.
- It is a good practice NOT to clean any part of a baby's body that is not visible from the outside (i.e. no poking Q-tips up the nose or in the ears, etc.)

b) Older baby:

- Daily bathing becomes more of a "must" as the baby spends more and more time on the floor.
- Use water that feels pleasantly warm to your wrist or elbow – too cool may chill the baby and too hot may give him/her a shock.

3) Tips to make caretaking more manageable.

a) Realize that caring for a baby is a 24-hour-a-day job.

- Make sure each parent has time to relax and take care of him/ herself.

b) Try to anticipate baby's needs, to be prepared when he/she is hungry, tired, etc. and you are away from home.

c) Relax -- babies can sense and respond to tenseness in caregivers.

IV. Child Development:

Ice breaker questions (optional):

1. What do you expect your baby to be doing at his/her current age?
2. What do you expect your baby to be doing soon?
3. When do you expect your baby to be:
 - Talking?
 - Walking?
 - Toilet trained?

A. Overview:

1. Children develop at their own rates and in their own styles.
 - a. Each has his/her own timetable for reaching developmental milestones (i.e. cutting teeth, starting to crawl, learning to talk, being ready for toilet training.)
 - To some extent these milestones are influenced by a child's environment.
 - b. Each child develops his/her own style of development.
 - Some learn with great enthusiasm, practice in public and are not bothered by mistakes. Others may wait until they know a skill well before showing it.
 - Some develop skills in one area (physical, emotional, intellectual) at a time, while others develop in all areas simultaneously.
2. Children develop in a predictable sequence -- some kinds of learning must come before others. (e.g. Sitting up will come before crawling. Crawling will come before standing unassisted.)
3. If you are concerned about your child's development, consult with your pediatrician.
4. WHAT BABIES ARE LIKE DURING THEIR FIRST YEAR OF LIFE. (handout)

B. Developmental Stages -- What infants/babies are like; what they are learning to do; what you can do for them.

1. Birth to 3 months:

a. Settling into a eating and sleeping pattern.

- Parent(s) may have to alter his/her schedule until the infant becomes settled.
- Settling may take longer if the infant has physical problems or colic.

b. Gaining control of head.

- Neck and back must be supported when you lift or hold an infant.
- Around 6 weeks an infant begins to lift head and look around when placed on his/her stomach.

c. Visual skills develop.

- 1) Around 6 weeks an infant becomes skillful at following moving objects with his/her eyes, and can focus on all distances.
- 2) To help visual development, provide a variety of objects for baby to look at and, while the baby is awake, change his/her location frequently.
 - Infants are attracted by things that move and can be followed with their eyes. They love bright colors and sharp contrasts.
 - Hold infant upright on your shoulder some of the time so he/she can look around the room.

d. Between 4 to 8 weeks an infant smiles in response to human contact, yet does not know one person from another.

e. Around 6 weeks an infant begins to discover his/her hands.

- 1) Infants' hands are closed tight in fists until about 6 weeks of age when the hands begin to relax and start to open.
- 2) Once the infant notices his/her hands, he/she may spend a lot of time staring at them and soon discovers that he/she has control over them.
- 3) Around 2 months an infant may start swiping or batting at objects that are dangled overhead.
 - This is the time to take flimsy mobiles out of cribs and replace them with sturdy "crib gyms" designed for children to grab and pull on. Make sure the objects are securely attached.

f. Learning about the world around them, about people, and about themselves (i.e. trust, cooperation, personal power [such as the effects of crying].)

(See Presenter's Note #4)

- Parent(s) can encourage learning by holding, cuddling and talking to the infant.
- Throwing/tossing into the air or shaking of the infant as a form of play can cause serious physical injury.
- Most experts agree you cannot spoil an infant by picking him/her up too much when he/she cries.

(See Presenter's Note #1)

2. 3 to 6 Months:

a. Recognizing familiar objects and people -- recognizing who Mom/Dad is and is not.

- Baby smiles at everyone, but saves the smiliest smiles for his/her primary caregiver.
- Becomes increasingly sociable and fussy about who he/she will socialize with.

b. Learning to reach and grab objects.

- Everything goes straight into the mouth. Be sure object is clean, has no sharp edges, and is large enough it cannot be swallowed or choked on.
- Around 4 months a baby discovers his/her feet.

c. Vocal skills are expanding to include cooing (Aaah, Oooh) and babbling (Paaa, Baaa, Maaa, etc.) A baby can imitate sounds and can orally show likes and dislikes in other ways than just crying.

- The more you listen and talk to your baby when he/she "talks," the more he/she will "talk." This will also speed up the rate at which the baby learns more complex sounds.

(See Presenter's Note #5)

- Around 3 months a baby begins to laugh.

d. Sits supported.

- If using pillows to support the baby, be sure they are not too large or heavy so the baby cannot move or breath if they happen to fall on top of him/her.

3. 6 to 9 Months:

a. Physical abilities continue to increase.

- 1) Around 6 months, sometimes earlier/later, a baby will gain enough torso control to turn over from back to stomach and from stomach to back.
- 2) Sits unsupported.

3) Stands when holding onto furniture, walls, your leg.

- May "cruise" around the room while holding onto things.
- Baby proofing at a higher level may be needed.
- Basic safety pointers:
 - Put safety plugs in all electrical outlets not in use.
 - Make sure no appliance cords dangle down where children can pull on them.
 - Tie cords from blinds or draperies high, and out of reach of children.
 - Put safety latches on all cabinet doors and drawers.
 - Store all cleaning materials and poisonous substances in places inaccessible to children. Purchase supplies with child proof tops.
 - Do not leave seabags/purses within sight or reach. They are irresistible, and often contain potentially dangerous things.
 - Empty all buckets containing mop water or other liquids when no longer using them. A baby can drown in even a small amount of water in a matter of seconds, so NEVER leave a child unsupervised around a bucket or container filled with liquid.

4) Crawls

5) Begins to use thumb and fingers to grasp small objects.

- Keep plants out of reach; some can be poisonous.
- Remember that most everything still goes into the mouth. Keep small and sharp objects out of reach. Also, deflated balloons can be swallowed and choked on.

6) Drinks from cup

b. Verbal skills continue to expand.

- May say Mama or Dada.
- May recognize own name and No.

c. Beginning to notice others' feelings, particularly children -- joins them if they cry or laugh.

d. Becomes increasingly anxious about strangers and fearful of anyone he/she does not recognize. May also become fearful of familiar things.

- May become anxious when deployed parent returns. The baby may need some time to become acquainted with the returning parent before he/she feels comfortable alone with the parent.

e. Becoming independent and may resist pressure (i.e. does not cooperate when being dressed, bathed, etc.)

f. Teeth begin to erupt.

- The first tooth is cut somewhere near the 6 month mark. It will be a bottom front tooth.
- Second tooth will be the adjacent bottom tooth.
- Baby's first teeth can be cleaned with a small gauze pad, with or without tooth paste. Gently rub the pad over the teeth and gums to remove plaque and food debris.

4. 9 to 12 Months:

a. Crawling continues -- may crawl up and down stairs.

- 1) Many babies love to explore and are very quick. It is important to make sure all of your house (upstairs and downstairs) and outdoor areas are "baby proofed."

a) Basic outdoor safety pointers:

- Make sure there are not gaps in fence and gates of play areas.
- Check area for potential hazards -- berries, debris that may have blown in, animal feces, etc.
- Survey for damage and repair play equipment regularly.
- NEVER leave a child unattended.

b. Standing alone.

- Walking may begin before a child is 12 months and usually occurs by 15 months.
- Walkers do not encourage a baby to walk sooner.

c. May say a few words and probably understands a lot more of what we say than we think babies do.

- Becomes aware of non-verbal communication.

d. Can be very friendly and affectionate, yet fearful of strangers (also, costumed characters, clowns, Santa, etc.) and of separation from primary caregiver ("separation anxiety").

e. Increasingly enjoy toys and can spend time playing with one object.

- Everyday objects (e.g. pots and pans, plastic spoons, stacking plastic bowls, paper towel tubes, etc.) make great inexpensive toys.

V. Changes In The Family:

A. Ice breaker questions (optional):

- How do you think your partner has been feeling about the birth, delivery, and being a parent?
- What do you think (how do you feel) about the birth, delivery and being a parent?

- **WHEN DAD'S AT SEA AT TIME OF BIRTH (handout).**
- **How do you view your role in the family?**
- **How do you think life at home has or will change?**
- **How do think your relationship with your partner has or will change?**

B. What often changes after a baby is born:

1. You need to consider the baby's needs/schedule when you do many things such as:
 - Go shopping
 - Go out to eat
 - Socialize
 - Spending time with your partner – alone.
 - a. Babies are equipment-intensive (playpens, strollers, diaper bags, toys, etc.) You may not be able to get up and go like you used to.
 - May have had to make adjustments to the family budget.
 - b. Adults no longer have solo claim to each other. Your needs as a couple may be in competition with the baby's needs for awhile.
 - 1) Energy level, opportunity for time alone, recency of the birth, etc. may have an impact on reestablishing intimacy and sexuality.
 - Breast feeding is not a reliable means of birth control.
 - Consult with your partner to determine when intercourse can resume.
 - 2) Some new parents report a decline in marital satisfaction after the birth of their first child. However, others report that parental satisfaction develops and grows.
2. The activity level, smells and noises at home may be different.
 - a. Whether or not the baby is bottle or breast fed can influence the smell and consistency of his/her stool and spit-up.

(Presenter's Note #6)
3. Mom's body needs time to adjust to the post-pregnancy form and function.
 - a. The process of recovery (e.g. losing weight gained, bleeding diminishes, incisions heal, etc.) from a vaginal birth takes time; sometimes beyond the six week period traditionally allotted for postpartum recovery. If Mom had a C-section, recovery may take even longer.
 - b. Many Moms experience feelings of exhaustion, fulfillment, excitement, pressure and depression. Fluctuations in hormonal levels may influence Mom's emotional state. She may go through a period of ups and downs after the baby is born ("baby blues").

VI. Things to consider for the homecoming:

A. Who will be at the pier – your partner, baby, Grandma?

B. Who will you approach first?

- Some partners want you to kiss/hug the baby first, while others want you to kiss/hug them first.
- Some returning parents may feel strongly one way or the other.
- For some returning parents this is an unresolvable issue and opt for a “group” embrace.

C. What do you say to your partner who may still be pregnant?

- Some women are very comfortable with their pregnant state, while others may be uncomfortable and sensitive to any comments about their physical appearance.

D. How do you enter the family routine as smoothly as possible?

1. Tips on how to accomplish this:

- a. Be realistic. Do not set yourself up for disappointment by fantasizing about a perfect reunion.
- b. Talk to your partner about how you can become a part of the routine.
 - If you feel awkward or uncomfortable doing something, say so.
 - Be patient with yourself and your partner. She/he has had plenty of time to practice caretaking jobs (e.g. changing diapers, feeding, bathing, etc.) and you may be learning it for the first time.
- c. Do not disturb a family set-up that has been working well without you. They had to work it out by necessity.
 - If changes must be made, give yourselves some time to become reacquainted before doing so.
- d. Allow time for your baby to become acquainted with you and you with him/her.
- e. If possible, attend the “Reunion” and “Re-Establishing Intimacy” programs. Times and locations are: (Read from workshop schedules)

VII. Conclusion:

A. Solicit final concerns, questions, comments and suggestions from participants.

B. Explain the parenting programs and other support services offered by FSCs that may be of interest to the participants.

C. Thank participants for attending the program and wish them the best as they begin sharing their lives with their babies.

New Parents PRESENTER'S NOTES

Presenter's Note #1

Crying is the only reliable way in which babies can signal to caregivers that they need something. Babies have different cries for communicating different needs -- hunger, pain, overstimulation, shock and fear, being undressed, cold, lack of physical contact, etc. As soon as you learn what the needs are so that you can meet them more quickly or anticipate them, your baby will stop needing to express them so loudly and so often.

The statement that babies cry "to exercise their lungs" is nonsense. Their lungs get all the exercise needed in breathing. A baby cries for a reason and if a caregiver can find out what the need is and provide it, the crying will stop. Sometimes a baby cannot be satisfied easily. Caregivers offer everything they can think of but the crying goes on and on.

A baby who cries and cannot be comforted is extremely difficult to cope with calmly. The sound churns his parents up emotionally. He seems to reject all their efforts to help him. They feel useless, frustrated and; eventually, angry. If the crying and the ineffectual attempts to comfort go on for long, it begins to seem to the parents that the baby will not stop crying. They lose sight of the fact that he cannot stop until he has been understood. The parents get more and more tense. Because they are tense they handle the crying baby less calmly and he therefore cries more. Some bouts of crying which have no other obvious cause may even be set off by some tension or unhappiness in the parents which the baby senses through their handling, their facial expressions or their voices. **Your Baby and Child**, p. 95.

Presenter's Note #2

Every baby needs one special person to attach himself to. It is through this first love relationship that he will learn about people and about the world. It is through it that he will experience emotions and learn to cope with them. And it is through this baby-love that he will become capable of more grown-up kinds of love. **Your Baby and Child**, p. 122.

Presenter's Note #3

Few fathers are in position to receive their baby's first attachment because mundane matters like jobs prevent them from being that ever-present, always-responsive person. But a father who can accept, support and encourage the unique relationship between his partner and his child will find that there is one waiting for him too. It comes a little later and it is built on the first, but it is just as vital to the child.

At four or five months, the very fact that the father cannot be the person who is always there and continually involved in the baby's routine care, makes him especially valuable. When he does come home, or stays home because it is the weekend, his face, his talk and his play strike the baby as fresh and interesting. Because he has not spent the day trying to fit a sufficiency of chores and sanity-preserving adult activities around the baby's needs, he may actually be able to offer more of the social contact the baby craves. As the baby grows up a little and becomes able to remember and anticipates pleasures, a father can concentrate on building his own, peculiarly fatherly, relationship with his child. Instead of competing with the mother for her special mother-relationship, he can create his own and may find himself with a prime place in his baby's affections. **Your Baby and Child**, p. 122.

Presenter's Note #4

Babies are learning to trust that another human being can be counted on for care, fun, protection, and limits. They are coming to know that someone will:

- take care of their basic physical needs.
- listen to their wails of protest.
- stop them from moving toward danger.

Babies are learning to trust themselves to take care of some of their own needs. They are recognizing that they can:

- comfort themselves with a thumb or a special blanket.
- get what they want by crawling or grasping.
- enjoy themselves, finding their toes or fists to chew on.

Babies are also learning to trust the world around them. They discover that the world is sometimes predictable and sometimes surprising, but basically safe.

- The floor is hard; stuffed animals aren't.
- Orange food tastes good; green stuff is "iffy."
- Water feels good; getting a shot hurts.

Presenter's Note #5

At three to four months most of the baby's sounds are open vowels. He says "Aaah" and "Oooh." This stage is often called "cooing" and the name is accurate: he sounds very much like a dove.

The first consonants which he adds to his cooing are P, B, and M. These turn his cooing sounds into noises which sound much like words. The one parents usually notice most is "Maaa." Unwary mothers assume that their babies are trying to name them. They may even worry because the baby says "Maaa" but does not say Daaa." In fact this is nothing whatsoever to do with naming or not naming anybody. The baby says "Maaa" because the M sound comes first in his speech development. He does not say "Daaa" because the D sound is always learned later.

Learning to make more and more complicated babble-sounds by going through these stages in sound making is built in to a baby's development. He will babble more fluently if he is talked to a great deal. . . **Your Baby and Child**, p. 181.

Presenter's Note #6

As long as your baby is having only breast milk and extra water, his stools will be an orangey-yellow color with a consistency like mustard and a mild sour-milk smell.

He may have so many motions each day that you never change a diaper that is not soiled as well as wet. On the other hand, he may have only one motion every three, four or even five days. Both extremes and everything in between them are absolutely normal. And it is normal for him to swing from one to the other.

Bottle-fed babies have stools which are more solid and formed than those of the breast-fed baby. They are a pale brown color and smell more like ordinary stools. They are usually less frequent. **Your Baby and Child**, p. 88.

New Parents CELEBRATION

Background and Purpose:

The majority of participants who attend the "New Parents" program tend to be first time fathers with little or no experience with infants; anxious to meet their child yet frightened and confused by this new responsibility. Although a few participants admit to some relief at not having been present at the birth, most fathers report some feelings of guilt and regret over the time spent away from their baby. The emphasis of the Celebration is to offer reassurance that fathers do not need to be present at the birth in order to bond with their babies. Additionally, suggestions are made on how they might begin to establish a relationship with their baby and smooth the transition into family life.

The celebration format was designed as a means of presenting information in a fun and informal fashion to help alleviate some of the anxiety the participants may have in discussing parenthood and to provide an enthusiastic "pat on the back" to these service members as they return home to the newest member of their family.

Response to this program has been overwhelming. Expectant fathers arrive with sonograms in lieu of pictures. Those fathers who have a new baby and older children at home offer first hand accounts on how they bonded with their babies. Participants frequently remain to talk and share pictures long after the program has ended.

Location/Setup:

The celebration is usually offered in an enclosed space on the ship such as First Class Lounge, Crew's Lounge or Library. This allows the participants a more comfortable and private environment in which to ask questions or share concerns.

Procedure:

The same program content/information is shared as is presented in the "regular" program, however, activities are used in which participants can win small age-appropriate gifts to take home to their new child. When possible, the space is decorated with banners and balloons. Frequently, the command will even provide a decorated cake if arrangements are made well in advance.

Suggested Games/Contests:

Photo contests All participants are asked to bring a photograph of their baby. The photos are collected by the facilitator as participants arrive. After appropriate compliments from the facilitator on their beautiful child are given, the pictures are numbered then displayed. A prize is given to the person who can correctly match the most dads with their babies. (It never fails to surprise – and thrill – a new dad to hear how much his child looks like him.) In another activity, participants invent a caption for each of the pictures displayed, the group votes and a prize is awarded for the best one.

Word scramble: (See attached sample) All the words in the scramble relate to babies. As the answers are given, it provides an opportunity for discussion (i.e., "diaper bag" usually leads into a discussion of all the supplies that are necessary to take child out even briefly.)

Diapering contest: Some facilitators bring along a baby doll with diaper (or "create" a towel baby) and a prize is awarded to the dad who can diaper the doll (correctly) the fastest.

Prizes: Prizes are awarded in a variety of categories such as; biggest baby, smallest baby, baby born earliest in the deployment; newest baby, and to any father of twins.

New Parents

BABY TRIVIA

Discussion Questions

Name your favorite lullaby as a child.

How do you change a diaper?

How do you burp a newborn?

How do you take a newborn's temperature?

What is the first food a baby eats?

How do you test a bottle?

How do you know when a baby is sick?

How old are most babies when they sleep through the night?

How often do you feed a baby?

Name items not to be found in a crib.

Is there ever a reason not to use a car seat?

How do babies sleep? (Position)

What do you use for diaper rash?

Why do babies smile?

What are most babies first "words"?

What happens when you feed a baby pizza?

When do babies start to roll over?

When do babies start to stand?

Suggestions For Answers

Rectal, under the arm.

Rice cereal

Inside of the forearm.

Crying, hot, drained, etc.

Answers will vary.

When they're hungry, can be every 2-3 hours

Low mobiles, pillows, flammables, etc.

No.

On their tummies or side

Desitin, A&D, etc.

Gas, muscles, usually 3-6 months for a real smile

Aaah, Oooh. . . Paaa, Baaa, Maaa

Guess.

6-9 months

6-9 months

When do babies start to crawl?	6-9 months
What games do babies like to play?	Peek-a-boo, patty cake, etc.
What do babies like to look at?	Bright colors, human faces, etc.
Should you toss your baby into the air?	No
How do you support your baby's head?	Hold one hand behind the neck.
Name one reflex on an infant.	Startle, sucking, grip, etc.
How do you bond with your baby?	Touch, look, talk
How much water in the bathtub can drown a baby?	Only 1/4 inch
Do babies really need shoes?	Naah.
How much does a baby cost?	A lot. Roughly \$2,000 for delivery.
How much do babies weigh?	7-8 lbs. or more at birth, 13-17 or so at 6-11 months
Name a baby formula	Similac, Enfamil, etc.
How much does a newborn sleep?	About 22 out of 24 hours. Ha!
How much does the mother sleep?	None.
How much time will your baby take?	
What do you do if your baby is driving you crazy?	
Can you spoil a baby under the age of one?	No.
Is there anything a baby won't put in his mouth?	No.
Can a newborn suck his thumb?	Yes.
Are all babies born with hair?	No.
How long should a mom breastfeed?	Varies, generally weaned by 12 - 18 mos.

AGES AND STAGES

ONE TO THREE YEAR OLDS . . .

Every one to three old child is unique. Every child has experiences and inherited characteristics that give him/her a distinct personality. Following are some general developmental characteristics that apply to many toddlers.

Physical: Mastering body movements. Walks more steadily, climbs stairs, and enjoys throwing.
Growth rate slows from infancy.
Very active. Gets into everything!
Likes to push and pull things.
Often has difficulty unwinding in order to rest.

Social: Strongly prefers familiar people.
Plays alone or beside other children without much interaction.
Is easily distracted.
Developing independence so "No" and "Mine" are frequent in conversations.
May hit, bite, or kick when unable to express him or herself.

Emotional: Shows pride in accomplishments.
Likes to help with tasks around the house.
Is easily frustrated.
Resists changes in food, clothes, toys, and daily routine.
Self centered. Demands attention.
Can experience separation anxiety when left with a child care provider or relative.

Intellectual: Matches similar objects.
Points to familiar objects.
Knows basic body parts.
Names simple pictures in books.
Likes to take objects apart, but may not be able to put the objects back together.

Language: Understands more words and ideas than is able to express.
Vocabulary is expanding rapidly.
Repeats words and phrases.
Follows simple one-step directions.
Enjoys simple nursery rhymes, songs, and finger plays.

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AGES AND STAGES

THREE TO FIVE YEAR OLDS . . .

Every three to five old child is unique. Every child has experiences and inherited characteristics that give him/her a distinct personality. Following are some general developmental characteristics that apply to many preschoolers.

Physical: Manages own clothes. May need help with shoe strings and back buttons.
 Very active; however, developing the ability to stay with an absorbing activity such as working a difficult puzzle or building an intricate block building.
 Runs, jumps, throws, bounces, and balances.
 Lacks fine muscle development.
 Appetite decreases. Avoid sweets. Provide simple foods.

Social: Plays with small groups of children, though often likes to play alone.
 Imitates adults in play activities. Likes to use "grown up" things.
 Quarrels occur but are usually resolved with a minimum of adult intervention.
 Leaders and followers emerge in groups of children.
 Forms special friendships -- even imaginary ones.

Emotional: Beginning to recognize rights of others and to accept sharing and taking turns.
 Knows the rules, but sometimes "forgets" to follow them.
 Lives in a "here and now" world where only their own personal experiences have much meaning for them.
 May be fearful of the dark, storms, monsters, etc.
 Imagination can be quite active.

Intellectual: Recognizes differences between girls and boys.
 Guesses what will happen next.
 Begins to count.
 Recognizes simple shapes.
 Follows simple directions.

Language: Asks lots of questions.
 Beginning to use language as a tool and will try to talk his/her way out of a situation.
 May use "bad" language.
 Fights verbally with fierce language such as "I hate you."

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AGES AND STAGES

SIX TO NINE YEAR OLDS . . .

The ages of six through nine are commonly considered the middle years of childhood. This is the time when children are in full bloom. They are no longer babies, but the demands of adult life are still far away. Every six to nine year old child is unique. Every child has experiences and inherited characteristics that give him/her a distinct personality. Following are some general developmental characteristics that apply to many school-age children.

- Physical:** Baby teeth are being replaced by permanent teeth.
 Coordination is improving.
 Tends to gain weight and then gain height, so sometimes appears chubby.
 Tends to catch colds frequently.
 Needs plenty of free play time.
- Social:** Peers becoming more and more important.
 Adores school teachers, Scout leader, etc.
 Likes organized games and rules.
 May have "best" friend. Plays easily and readily with other children.
 Noticeable separation between boys and girls.
 Supports and defends family's values and traditions.
- Emotional:** Loves jokes and slapstick humor.
 Chronic worrier.
 Thinks in terms of "black or white," "good or bad," "right or wrong."
 Fairness is very important.
 Needs structure and guidelines from adults.
 Often daydreams.
- Intellectual:** Understands concept of time.
 Can concentrate for longer periods of time.
 Often learns in spurts.
 Enjoys collecting and organizing.
- Language:** Likes reading and being read to.
 Reversing written letters and numerals decreases.
 Displays interest in other countries and cultures.
 Rebels verbally rather than with temper tantrums.
 Can be rude, loud, and obnoxious at times.

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AGES AND STAGES

NINE TO TWELVE YEAR OLDS . . .

The ages of nine through twelve are commonly referred to as the preteen years. The preteen years are a time of rapid growth, deepening friendships, new responsibilities, and academic challenges. Although every child is unique, following are some general developmental characteristics that apply to many preteens.

Physical: Attracted to organized games and activities such as soccer, scouting, and volleyball.
 Puberty begins earlier for girls than for boys.
 Appetite and growth increase.
 High energy level.
 Transitional stage.
 Eye/hand coordination is good.

Social: Able to take responsibility for their own actions.
 Girls especially are more aware of their appearance.
 Wants to "fit in" with peers.
 Expresses anger and frustration verbally and in actions such as door slamming, sulking, and being aggressive with siblings.
 Talks less to parents and more to peers.

Emotional: Becoming more and more responsible.
 Have more self-control.
 May defy adult authority by taking risks such as riding a bike in heavy traffic, shoplifting; or trying cigarettes, alcohol, or drugs.
 Interested in members of the opposite sex. May tease, joke, or "show off" to gain attention.

Intellectual: Mastered basic reading and math skills.
 Improving ability to problem solve.
 Acquiring abstract reasoning ability.
 More creative in arts and social awareness.
 Gathers information and forms own ideas.
 Playing musical instruments.
 Arts and crafts activities are popular.
 Completes long term assignments in school.

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AGES AND STAGES

TEENAGERS

The teenage years are often the most challenging stage of development for parents and teens alike, but these years can also be the most rewarding, as parents begin to recognize and respect the adult their teen is becoming. The teen years are a time of growing independence and responsibility, as well as both physical and emotional maturation. Although every young person is unique, following are some general developmental characteristics that apply to many teens.

Physical: Sudden growth spurt (in height or weight).
 Appearance of secondary sex characteristics (breasts in girls, facial hair and voice changes in boys).
 Puberty begins earlier for girls than for boys.
 Appetite and energy level vary drastically, sometimes from day to day.
 Requires more sleep.

Social: Strong desire for independence.
 Values privacy.
 Able to take responsibility for their own actions.
 Concerned with appearance.
 Values peers' opinions highly, often more than parents'.
 Expresses anger and frustration verbally and in their action.

Emotional: Can be very responsible.
 Highly sensitive to criticism.
 May defy adult authority by taking risks such as shoplifting or experimenting with sex, drugs, or alcohol.
 Impulsive behavior such as outbursts of temper or laughter.
 Sexual feelings are often tied to, and confused with, feelings of love.

Intellectual: Improved abilities in abstract reasoning and problem solving.
 More creative; this may be demonstrated through writing, music, or art.
 Gathers information and forms own ideas.
 Often preoccupied by sexual thoughts.
 More socially aware, which may lead to questioning of parental rules and values.

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DISCIPLINE MEASURES THAT WORK

TECHNIQUES TO USE WITH CHILDREN WHICH INVITE COOPERATION:

When / then

"When you pick up your toy, then you may go outside."

Abuse it / lose it

"You went into the street again. I'm afraid you will get hurt. You will have to stay inside this afternoon."

State expectations in advance

"We will leave to go to the commissary when the next commercial comes on T.V., so please have your shoes on."

Give clear directions

"You need to hold my hand when crossing the street." Not -- "Stay close to me."

Set limits and tell child what the limits are

"We walk inside this building." (Stick to them.)

Ignore minor misbehavior

Unless it is dangerous, destructive or embarrassing, such as whining.

Stop dangerous or destructive behaviors

"I won't allow you to hit your brother."

Issue an instruction only once

"Stay out of the street." Follow through. If the child disobeys or forgets, bring him inside.

Follow through

Take action/don't talk -- find an appropriate consequence.

Offer incentives for appropriate behavior

Verbal, physical, or tangible (maybe). "I really like the way you listened. Good listener!"

Use positive reinforcement

Physical or verbal. "Thanks for helping me."

Plan ahead

"The next time he whines, I'm going to go into another room."

Restructure time

"I see you're getting tired, we'll go to the store later."

Rearrange the environment

"I won't let you hurt my favorite knick-knack, so I will put it on the high shelf."

Make substitutions

"You can throw this ball in your room, but not the soccer ball."

Use natural and logical consequences

"Oh, oh, an accident. Here's a paper towel to wipe it up with."

Adapted with permission from the materials of Katherine C. Kersey, Ed.D., Early Childhood Education, Old Dominion University.

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DISCIPLINE MEASURES THAT OFTEN BACKFIRE

TECHNIQUES WE OFTEN USE WITH CHILDREN WHICH INVITE TROUBLE:

Embarrassing

To neighbor, "Johnny's just too weak to pick up his toys today."

Taking away favored things

"You didn't pick up your toys, no T.V."

Labeling

"He's such a shy boy!"

Arguing

"Don't tell me you're not going to pick up those toys!"

Nagging

"Pick up your toys." Five minutes later, "Pick up your toys." Later and louder, "Pick up your toys!"

Threatening

"If you don't pick up your toys, I'm going to _____."

Inconsistency

"Don't worry about picking up your toys today, honey."

Saying what you don't mean

"I'm going to throw away one of the toys if they're not picked up right now!"

Repeating commands

"Pick up those toys! I told you to pick up those toys!"

Pleading, begging

"Come on now, help mom, ple-a-s-e pick up those toys!"

Spanking

(physical punishment)

Psychological punishment

"If you don't pick up your toys, I'm not going to love you anymore."

Losing your cool

"Damn you, kid! I always have to trip over your things!"

Being vague

"Time to clean!" or "Be a good girl or boy."

Allowing dangerous or destructive behavior to continue

Such as playing with knives, hitting, or biting a playmate.

Rewarding misbehavior

"Stop throwing a fit and come get this cookie."

Allowing child to manipulate adult

Whining in store, "Can I have some candy?"

Expecting child to read your mind

"The room was a mess. You knew we were having company. I shouldn't have to remind you all the time."

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12 ALTERNATIVES TO LASHING OUT AT YOUR KID

1. Take a deep breath. And another. Then remember you are the adult...
2. Close your eyes and imagine you're hearing what your child is about to hear.
3. Press your lips together and count to 20. Or better yet, to 50.
4. Put your child in a time-out chair. (Remember the rule: one time-out minute for each year of age.)
5. Put yourself in a time-out chair. Think about why you are angry: Is it your child, or is your child simply a convenient target for your anger?
6. Phone a friend.
7. If someone can watch the children, go outside and jog or take a walk.
8. Take a hot bath or splash cold water on your face.
9. Hug a pillow.
10. Turn on some music. Maybe even dance or sing along.
11. Pick up a pencil and write down as many helpful words as you can think of. Save the list.
12. Write for prevention information: National Committee for Prevention of Child Abuse, Box 2866L, Chicago, IL 60690. Or call your local Family Service Center (see below).

Adapted from:
National Committee for Prevention of Child Abuse
Provided by:
Family Service Center
Naval Station San Diego

OCTOBER 1986

R REASONS FOR NOT SPANKING CHILDREN

1. Doesn't stop the unwanted behavior.
2. It leads to fear and avoidance. The child becomes sneaky.
3. You become a model for aggression.
4. The spanking doesn't stop when the lesson is learned; it stops when the spanker is tired.
5. Breeds hostility and anger.
6. Leads to revenge and retaliation.
7. Creates new problems as now the child is angry.
8. It teaches that *might makes right*.
9. It is a violation of the child's rights. If the same action was taken against an adult, you could be charged with assault and battery.
10. It fails to teach appropriate behavior.
11. The child wants to strike back.
12. "Not spanking" forces one to find other alternatives.
13. As the child grows older, the spanking must become more severe.
14. If more than one child is involved, the innocent one may be spanked.
15. Child may "opt" to take spanking and risk getting caught if the only reason for behaving is to escape punishment.
16. Does not teach or lead to inner control.
17. Can lead to child abuse.

We need to give children reasons for behaving,
instead of reasons for not misbehaving.

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Early Childhood Education, Old Dominion University
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RETURNING TO CHILDREN

VISIONS OF THE 'PERFECT REUNION'

What will it be like for your children when you return from deployment? Do you have visions of the "perfect reunion" — your infant, toddler, or preschooler running down the pier shouting "Daddy, Daddy" or "Mommy, Mommy?" Perhaps you envision your children immediately hugging and kissing you, and then listening very closely to your stories. Maybe you expect that your family will quickly return to normal with no disruptions. Or, you may even be thinking nothing has changed since you've been gone — your kids, spouse, and the house are all the same.

If you have visions of this "picture perfect" reunion and believe everything will be as you dreamed, you may be very disappointed. You should try to remember:

Effects of Separation:

- Your children may be experiencing the same confusing feelings that you are having — worry, fear, happiness, or excitement.
- Children may be unsure about what to expect from you as a returning parent.
- Change is stressful for children as well as adults.
- Families as well as returning parents change during separations. Everyone has grown physically, emotionally, and socially.



Readjustment Period:

- There will be a period of readjustment for the entire family.
- The readjustment period may take 4-6 weeks.
- Things that may have worked before with your family may no longer work.

COMMON CONCERNS OF RETURNING PARENTS:

Whatever you're feeling as you prepare to reunite with your children, remember, you're not alone. Some of the very same emotions you're experiencing — worry, fear, happiness, excitement — are shared by other parents in the same situation. The following items are some common (normal) concerns parents have about returning to their children:

- Will my children know me?
- How are my children going to act?
- How will I become part of the family again?
- Has my absence hurt my children?

(continued)

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RETURNING TO CHILDREN

(continued)

Reunions can be a confusing time. To fully understand children during homecoming, it's important to understand children's reactions and some of the techniques you can use when returning to your children.

Preschoolers (3 to 5 years)

Reactions:

- Feel guilty for making you go away.
- Need some warm-up time.
- Demonstrate intense anger.
- Need "proof" that you are real -- poke you, hit you, or test your limits.
- Act out to get your attention.
- Are demanding.

Techniques:

- Reinforce that you love them unconditionally.
- Listen to what they tell you.
- Accept their feelings.
- Find out what "new" things they are interested in -- cartoons, books, games, etc.
- Tell them to "wait" if they are using attention-getting methods.
- Play together -- hide and seek, chase, etc.

School Age Children (5 to 12 years)

Reactions:

- Run down pier.
- Feel guilty that they didn't do enough or weren't good enough.
- Dread your return, if they believe you will discipline them for all the wrongs committed during the past six months.
- Boast about the Navy and you.
- Talk the entire way home, trying to bring you up-to-date.

Techniques:

- Review pictures, activities, school work, and family scrapbook.
- Praise children for what they've accomplished during the separation.
- Try not to criticize.

Teenagers (13 to 18 years)

Reactions:

- Exhibit excitement if parent/child relationship was strong.
- Feel guilty because they didn't live up to standards.
- Are concerned about rules and responsibilities.
- Feel they are too old or are unwilling to change plans to meet ship at pier.

Techniques:

- Share what has happened with teens while you were deployed.
- Encourage teens to share what has happened in their personal life.
- Listen with your undivided attention.
- Respect your teen's privacy and friends.
- Don't be judgmental.

Becoming Part of the Family Again

Go slowly -- Don't "take over" when you return.

Be strong -- Don't give in to children's demands.

Observe -- Examine the family's schedule and rules.

Be flexible -- Don't expect things to be the same.

Be realistic -- Don't expect the impossible.

Communicate -- Discuss your feelings.

Don't rush -- Slowly reestablish family relationships.

Be generous -- Spend time with your family.

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WHAT BABIES ARE LIKE DURING THEIR FIRST YEAR OF LIFE

BIRTH TO 3 MONTHS

- Energy goes for eating, sleeping, and eliminating. Babies have crazy schedules until they get used to a family's sleeping pattern, usually within three months unless the baby has a physical problem. If a baby is premature, she or he will need to eat every few hours.
- An infant will mouth everything, so make sure all items are safe and clean.
- Babies appear not to have social responses or an ability to learn, but they are learning and responding a great deal. Examples: mouthing is vital in learning to feed themselves; grabbing at items is a gain in independence; making sounds is the beginning of speech; and focusing and tracking are necessary to learn about the world. Parents encourage the infant's development by playing with the baby.
- Babies cannot sit by themselves and need support for their back and neck. At three months infants will try to get parents to look at them by raising their heads, if on their stomachs, and searching for eye contact with the parents.

4 TO 5 MONTHS

- Babies smile at people they recognize or a person who is smiling and playing with them.
- They usually are on a fairly routine schedule and are less desperate when hungry. They are sleeping longer and more soundly.
- They can track objects, watch people, and grasp at objects. They transfer objects between their hands.
- They sit up and can roll onto stomach and back.
- They make noises and "talk" to interact with others.

6 TO 7 MONTHS

- Babies can reach and pick up a lot of things which will be placed in the mouth, so safety becomes very important.

- They stand up by holding onto furniture and walls.
- They like to make lots of noise and may be crawling. If they can crawl or if they are in a walker, they will go after toys and objects which interest them (e.g., the dog, plants, nick-nacks, etc.)
- Babies turn when their names are called.
- They begin to be afraid of strangers.

8 TO 9 MONTHS

- Babies are crawling and trying to make noise with toys and other objects.
- They can play pat-a-cake and wave bye-bye.
- They can stand briefly, babble, and use gestures to communicate. They will respond to familiar words and will search for partly hidden objects.

10 TO 12 MONTHS

- Necessary to baby-proof the home if not already done because they explore everything within view and reach.
- They are very quick. Some babies may be walking.
- Babies are very friendly but are easily frightened.
- They enjoy playing with toys and can spend quite a period of time studying and playing with one object.

REMEMBER

Infants and all children develop at their own rate. Try not to compare your child to your friend's and push your child to do something, before she or he is ready. If you are concerned with your baby's rate of development, talk with your pediatrician.

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WHEN DAD'S AT SEA AT THE TIME OF BIRTH

When Dad's at sea at the time of birth or for a good part of baby's first year, special efforts need to be made to capture and share the events that occur during these important days.

The birth of a baby is a profound experience for all parents. But when parents are apart at the time of birth, both mother and father should consider the feelings each may be experiencing. It is important to communicate often during this period to:

- Share the birth experience
- Share feelings about accepting the new role of parenthood
- Share information about the baby's growth and development
- Prepare for "family life"
- Reaffirm your commitment to one another.

HOW MIGHT DAD BE FEELING?

Dads who are absent during the baby's first year experience many different emotions.

THE FIRST BLUSH OF PRIDE:

Most dads are proud and happy to announce the birth of their child to family and friends. It is also a time for passing out cigars, congratulations, and relief.

APPREHENSION:

Fatherhood is a serious responsibility. Many new fathers are anxious as they approach the new roles, demands, and challenges that lie ahead. Encouragement from others is helpful.

GUILT AND ANGER:

Both of these feelings gnaw at many new fathers who are separated from their wives and new babies. But what all new parents must do when they are apart at the time of birth is to accept the fact of separation and share as much of the new and exciting parenting experiences as possible through frequent communication.

CURIOSITY:

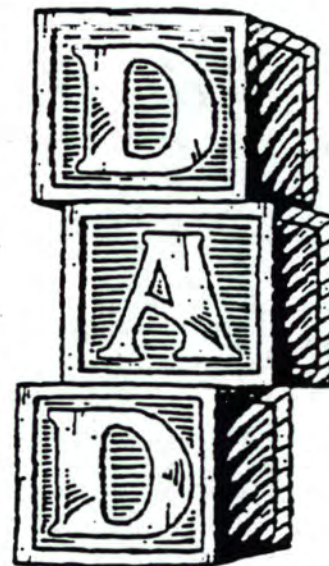
Every father wants to know about his baby's looks, likes, size, and abilities. During times of deployment, pictures, and descriptions are a warm and welcomed opportunity for dad to get to know the newest family member.

CONCERN ABOUT FAMILY'S CARE:

Each new father wants to be assured that his wife and baby are both safe and well cared for. Planning ahead to ensure that someone will be able to help mom and baby during his absence (command ombudsman, family, friends, neighbors) will go a long way toward reducing worry.

JEALOUSY:

It is not uncommon for new fathers to feel a bit jealous of the amount of attention that is now focused on the baby. It is important to remember that infant needs must be met first and that adults, because they are mature and capable, will usually need to wait for their needs to be met. If parents share the household duties and care of the baby, they will have more time for both family and friends.



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WHEN DAD'S AT SEA AT THE TIME OF BIRTH *continued*

HOW MIGHT MOM BE FEELING?

Moms share many of the same feelings. They also experience these:

EXHAUSTION:

Most new mothers are surprised at how tired they get caring for an infant 24 hours a day. A husband needs to understand how draining this is for his wife. When he comes home, his help with the baby is vital to strengthening the marriage, the family and his wife's physical abilities. Parents need to give each other their active support, recognition and encouragement every day.

FULFILLMENT AND EXCITEMENT:

Many new mothers feel fulfilled and excited following childbirth. They enjoy touching, holding, and cuddling their new babies. A very special love develops between the two of them as they get to know and love each other. A father who is away at the time of birth can also develop this special love for the baby when he returns from sea.

PRESSURE OR DEPRESSION:

It is not uncommon for a new mother to experience what many people call "baby blues." New mothers go through very noticeable physical and emotional changes during pregnancy and childbirth. Some mothers feel overwhelmed with the changes in their bodies and with their babies' demands. New moms need help and understanding during the first few months to make the needed adjustments. Letters of encouragement stating how much the father values what mom is doing for the baby will help greatly.

INCREASED KNOWLEDGE AND CONFIDENCE:

New mothers have lots of time to learn about parenting and child care because they are usually the primary care givers. They learn about babies by trial and error, by reading, by talking to other good parents, and by visiting the doctor. Fathers can also learn by these methods and are encouraged to join their wives in attending parenting classes sponsored by Family Service Centers and other agencies. When moms and dads become knowledgeable and self-assured, marriages and family life are strengthened.

CAPTURING THE FEELINGS

There are many ways a new mother can help a father get to know and love his new baby.

- Write letters often describing the baby's looks, likes, personality, abilities, and growth.
- Send tapes of the baby's sounds and mother's soothing voice.
- Send the baby's footprints, a lock of hair, booties, a hat or some other things that belong to the baby.
- Write letters from the baby as if the baby were talking to dad.
- Keep a diary to share with dad.

COMING HOME AGAIN

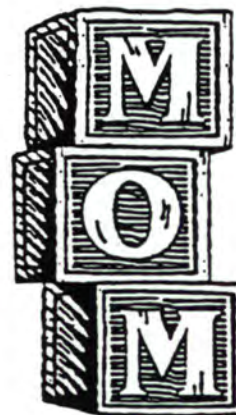
Life as husband and wife will be very different now that the baby has arrived. Talk about sharing the joys as well as the responsibilities of parenthood. Be sure private time is spent together as a couple.

Dads need to remember how mom described the baby and the baby's abilities. Try to be realistic about expectations of the baby and this new change in your life.

It is important for dad to ease back into the family gently by taking cues from mom. A very young baby needs lots of cuddling, skin contact and time to study the eyes and face. An older baby (7 months plus) may view dad as a stranger and may require more time to accept him.

Expect dad to do things differently from mom. Dad's ways, as long as they are safe (no rough handling), will complement mom's ways and probably will delight the baby.

Coming home to a new baby isn't always easy for fathers. But dad will be able to "catch up" and establish a warm and loving relationship with baby if he is persistent, observant, and patient.



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C CHILDREN AND... COOPERATION

GAINING cooperation from young children is much easier when we work with them rather than against them. Trying to force their cooperation is difficult at best, and in the end, both parent and child usually suffer. If you are willing to compromise, however, mutually acceptable solutions can be found to most parent-child conflicts.

These simple steps will be helpful in gaining cooperation from your child:

1. Speak very slowly and distinctly to your child, especially when you are giving instructions or commands.
2. If you have much to say, get your child's attention first and stoop down or sit on a low chair, so your eyes will be on his/her level. This is only common courtesy and consideration.
3. Never interrupt your child's play unnecessarily. When it is necessary, give directions firmly and clearly — which communicates that you expect compliance — then allow him/her time to respond.
4. Try to be relaxed and friendly when you are talking to your child and show this attitude in your voice and manner. When you meet your child's eyes, show your approval and love.
5. Have clearly in mind at all times what you wish your child to do, and show it by the tone in your voice and the form of your sentence.

Remember:

*A child's tempo is slower than an adult's,
so always allow time for your child
to understand and respond.*

C CHILDREN AND... CHOICES

CHILDREN have control over few aspects of their lives. They are told when to eat, what to eat, what to wear, what to say, even when to sleep. Is it any wonder they sometimes get fed up and refuse to cooperate at all?

Of course there are many decisions we must make for our children, but by offering them choices when we can, we can give them a feeling of control in their lives. This will help them to begin to develop the decision-making skills they will need in the future. And, it just might make them more cooperative in the situations when we have to make the decisions.

Remember:

*Offer children choices only when
you are willing to abide by their decisions.*

Unlimited choices may be confusing to your child. "What do you want to drink for breakfast?" or, "What do you want to wear to church?" are the kind of questions that may lead to trouble. (He could choose soda for breakfast, she might choose her Halloween costume for church.)

Giving limited choices such as, "Would you like milk or orange juice with breakfast?" or, "Do you want to wear your blue dress or your green dress to church?" allow your child to be successful since either choice is acceptable to you.



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BUILDING SELF-ESTEEM IN YOUNGER CHILDREN

YOUR CHILD NEEDS:

- to be held often (boys as well as girls)
- to be allowed to cry, be hurt, or angry
- to spend some time alone with you every day
- to be listened to every day
- to be praised or encouraged every day
- to hear frequently, "I love you"

Discuss your children's babyhood. Talk about the cute things they did and how much you enjoyed them (and still do). Talk with your children about who named them, how big they were, first words, first steps, etc.

Take pictures of your children doing different things and make scrapbooks which you can enjoy together -- keep adding to them.

Make your children feel needed. Give them jobs to do, which no one else will do if they forget.

Remember: Children come into the world not knowing who they are. They learn this from those around them. They derive their "sense of self" from the reflections they see in the faces and attitudes of those who are important to them -- those who care for them -- those who become the "significant others" in their lives.

Parents and caregivers are the children's first mirrors. When children are responded to with attention, cuddling, smiles, hugging, and talking, they begin to believe that they are valuable. As children grow, they pick up vibrations from the people around them -- siblings, friends, relatives, baby-sitters, and eventually teachers. They listen to what they hear about themselves and try very hard to fit the picture they receive; in other words, as Dorothy Briggs says in *"Your Child's Self-Esteem,"*

*"Children value themselves to the degree
that they have been valued.*

'What they say about me is what I am.' "

Adapted from: Dr. Katharine C. Kersey, Early Childhood Education, Old Dominion University

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HOW WELL DO YOU KNOW YOUR CHILD?

Living with a child means nurturing, disciplining, talking, and listening. It means doing things together and doing things apart. No matter how much time we spend with another person, there is usually much we don't notice or don't know about that person.

Answer the questions on this quiz to find out for yourself how well you know your child. If you have more than one child, you might want to use this questionnaire for each one. After you fill in the answers, schedule a time to sit down with your son or daughter to check how well you did on the test. Not only will this quiz give you an opportunity to grade yourself, but it also can serve as a tool to learn more about your child. Perhaps when you are finished, your child will want to quiz you on some of these questions.

1. What really makes your child happy?
2. What really makes your child angry?
3. Would your child prefer a vanilla milkshake, hot fudge sundae, or strawberry shortcake?
4. What name does your child prefer to be called?
5. What is your child's favorite television show?
6. What is your child's biggest fear?
7. If you could buy your child anything in the world, what would he or she choose?
8. What is your child's favorite color?
9. Who is your child's hero?
10. What is your child's favorite book?

11. What has been the biggest disappointment in your child's life?
12. What gift from you does your child cherish most?
13. What person outside of the family has most influenced your child?
14. What is your child's biggest complaint about the family?
15. What accomplishment is your child most proud of?



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WORD SCRAMBLE

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2. OTILTERIINNTAG _____

3. PEVEEMLDONT _____

4. NDONGBI _____

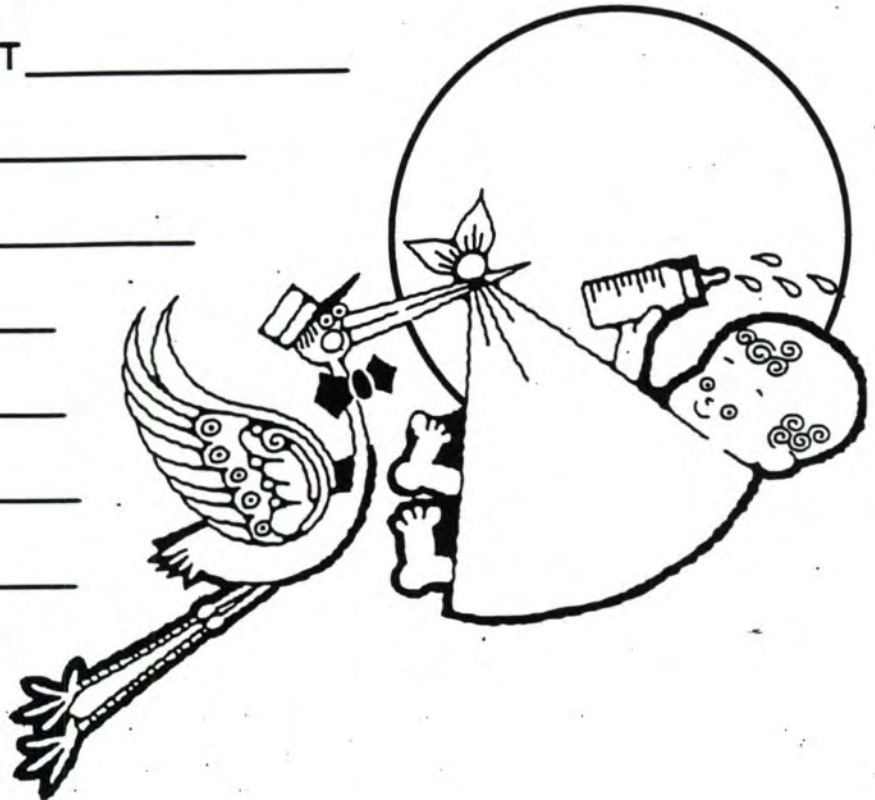
5. MAULORF _____

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7. LOIPS _____

8. PRUB _____

9. PLEES _____



10. WRACL _____

13. PRIAED _____

11. ABYB-OPROF _____

14. FRIECPAI _____

12. PITSPU _____

15. OCLCI _____

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RETURN & REUNION! 4



CHAPTER FOUR: REUNION AND CHILDREN

NEW PARENTS OF INFANTS LESSON PLAN

I. PURPOSE

To encourage bonding between the deployed parent and the infant.

To inform parents of the developmental stages of infants.

To encourage parents to share the responsibility of caring for an infant and to understand appropriate care-taking behaviors.

To discuss how family dynamics change with an additional family member.

II. TARGET POPULATION

Deployed parents of infants are the primary audience. Sometimes parents will attend who have older children but consider themselves "new parents." If the command wants a program for parents of infants, try to persuade them to also offer programs for the parents of older children, or parents will attend whatever program is offered. (If the command can only have one parenting program, offer the "Returning To Children" program that covers all age groups.)

III. PROCEDURES

This program is best presented in a discussion/lecture format. This brief is offered as part of the Return and Reunion program.

IV. PUBLICITY

Command can provide valuable assistance in marketing the program through POD notes, LMC announcements, CCTV, flyers developed by FSC and reproduced by commands, and command point of contact.

VII. QUALITY CONTROL

The standard Navy Inspector General Quality Control checklist will be incorporated in the evaluation of this program.

NEW PARENTS OF INFANTS FACILITATOR'S GUIDE

I. INTRODUCTION

A. Introduce yourself (name, title, background).

Congratulate them on becoming parents and on their interest in their babies. Ask them why they are attending and what questions they have about infants. Let them know if you will cover that information or if they need to see you after the program to address particular concerns. When discussing feelings, refer to "When Dad's at Sea at Time of Birth." Invite them to pass around pictures of their babies as an opening or closing activity.

II. DISCUSSION

A. Bonding. Bonding is the process in which you form an attachment to each other. Even if you were unable to bond with your baby at birth, it can still be done. Bonding is important to a baby's physical and emotional development. Spending time with your baby is the easiest way to bond.

B. Developmental Stages of Infants.

(1) Icebreaker Questions.

How old is your child? (Ask each parent.)

What are your expectations for their age groups?

(2) Rate of Development. Each infant is unique and develops at his or her own rate. If parents are concerned about their infant's rate of development, encourage them to talk with their pediatrician.

(3) What Babies are Like During the First Year of Life (handout).

C. Taking Care of an Infant.

What kind of person would you like your baby to become (responsible, independent, confident, kind, etc.)? To a large degree, your attitude toward your child can help instill many of these qualities. How you interact with your child is important. Even though your child may not remember, the way you respond to your baby (talking, singing, body contact, etc.) will affect the person (s)he becomes.

Share the messy jobs of changing diapers and burping. If the mother is breast feeding, the dad can carry the baby from the crib to mom for feeding.

What other ways can you share the upbringing of your child? (Let parents brainstorm and share stories.)

D. How Family Dynamics Change.

With a birth of a child, family interactions change. If this is your first baby, life will change considerably. If this is your second or third child, family members will be learning new roles, such as oldest or middle child.

How has your spouse been feeling about the birth, delivery, and being a parent? Many moms experience feelings of exhaustion, fulfillment, excitement, pressure, and depression.

How did you feel when your child was born, and how are you feeling now? What do you think you will feel at homecoming and during the next months?

When a family has a new child, the parents need to pull together and meet the needs of this totally dependent baby. The baby's needs come first. Adults no longer have sole claim to each other.

How you understand the place of your baby in the family is very important. If you feel displaced, then you will pass on this feeling to the baby. If you view the baby as a human whom you and your spouse can love together and place first in your lives, then you will feel more contented with being a family. However, the infant should not be the total focus of the family.

When you arrive home, you may have to adapt to changes. For example, babies require a lot of equipment (playpens, strollers, diaper bags, toys). You can't just get up and go like you used to.

III. CLOSING

Let them know you are available to talk with them after the program. Explain the parenting programs offered at FSCs. Wish them the best as they begin sharing their lives with their child.

HANDOUT SECTION



WHEN DAD'S AT SEA AT THE TIME OF BIRTH

When Dad's at sea at the time of birth or for a good part of baby's first year, special efforts need to be made to capture and share the events that occur during these important days.

The birth of a baby is a profound experience for all parents. But when parents are apart at the time of birth, both mother and father should consider the feelings each may be experiencing. It is important to communicate often during this period to:

- Share the birth experience
- Share feelings about accepting the new role of parenthood
- Share information about the baby's growth and development
- Prepare for "family life"
- Reaffirm your commitment to one another

HOW MIGHT DAD BE FEELING?

Dads who are absent during the baby's first year experience many different emotions:

The first blush of pride:

Most dads are proud and happy to announce the birth of their child to family and friends. It is a time of relief, and also a time for passing out cigars and congratulations.

Apprehension:

Fatherhood is a serious responsibility. Many new fathers are anxious as they approach the new roles, demands and challenges that lie ahead. Encouragement from others is helpful.

Guilt and anger:

Both of these feelings gnaw at many new fathers who are separated from their wives and new babies. But what all new parents must do when they are apart at the time of birth is to accept the fact of separation and share as much of the new and exciting parenting experiences as possible through frequent communication.

Curiosity:

All fathers want to know about their baby's looks, likes, size and abilities. During times of deployment, pictures and descriptions are a warm and welcomed opportunity for dad to get to know the newest family member.

Concern about family's care:

Each new father wants to be assured that his wife and baby are both safe and well cared for. Planning ahead to ensure that someone will be able to help mom and baby during his absence (command ombudsman, family, friends, neighbors) will go a long way toward reducing worry.

Jealousy:

It is not uncommon for new fathers to feel a bit jealous of the amount of attention that is now focused on the baby. It is important to remember that infant needs must be met first and that adults, because they are mature and capable, will usually need to wait for their needs to be met. If parents share the household duties and care of the baby, they will have more time for one another and others.

HOW MIGHT MOM BE FEELING?

Moms share many of the same feelings. They also experience these:

Exhaustion:

Most new mothers are surprised at how tired they get caring for an infant 24 hours a day. A dad needs to understand how draining this is for his wife. When he comes home, his help with the baby is vital to strengthening the marriage, the family and his wife's physical abilities. Parents need to give each other their active support, recognition and encouragement every day.

Fulfillment and excitement:

Many new mothers feel fulfilled and excited following childbirth. They enjoy touching, holding and cuddling their new babies. A very special love develops between the two of them as they get to know and love each other. A father who is away at the time of birth can also develop this special love for the baby when he returns from sea.

Pressure or depression:

It is not uncommon for a new mother to experience what many people call "baby blues." New mothers go through very noticeable physical and emotional changes during pregnancy and childbirth. Some mothers feel overwhelmed with the changes in their bodies and with their baby's demands. New moms need help and understanding during the first few months to make the needed adjustments. Letters of encouragement stating how much the father values what mom is doing for the baby will help greatly.

Increased knowledge and confidence:

New mothers have lots of time to learn about parenting and child care because they are usually the primary care givers. They learn about babies by trial and error, by reading, by talking to other good parents, and by visiting the doctor. Fathers can also learn by these methods and are encouraged to join their wives in attending parenting classes sponsored by Navy Family Service Centers and other agencies. When moms and dads become knowledgeable and self-assured, marriages and family life are strengthened.

CAPTURING THE FEELINGS

There are many ways a new mother can help a father get to know and love his new baby.

- Write letters often describing the baby's looks, likes, personality, abilities and growth.
- Send tapes of the baby's sounds and mother's soothing voice.
- Send pictures of the baby.
- Send the baby's footprints, a lock of hair, booties, a hat or some other thing belonging to the baby.
- Write letters from the baby as if the baby were talking to dad.
- Keep a diary to share with dad.

COMING HOME AGAIN

Life as husband and wife will be very different now that the baby has arrived. Talk about sharing the joys as well as the responsibilities of parenthood. Be sure private time is spent together as a couple.

Dads need to remember how mom described the baby and baby's abilities. Try to be realistic about expectations of the baby and this new change in your life.

It is important for dad to ease back into the family gently by taking cues from mom. A very young baby needs lots of cuddling, skin contact and time to study the eyes and face. An older baby (7 months plus) may view dad as a stranger and may require more time to accept him.

Expect dad to do things differently from mom. Dad's ways, as long as they are safe (no rough handling), will complement mom's ways and probably will delight the baby.

Coming home to a new baby isn't always easy for fathers. But dad will be able to "catch up" and establish a warm and loving relationship with baby if he is persistent, observant and patient.

WHAT BABIES ARE LIKE DURING THE FIRST YEAR OF LIFE

Birth to 3 Months

Infants energy is directed to eating, sleeping and eliminating. They will have irregular schedules until they become accustomed to a family's sleeping pattern. A compromise between an infant's schedule and the family's is usually made within three months unless the baby has a physical problem or has colic. If a baby is premature, she or he will need to eat every few hours. An infant will mouth everything that can be maneuvered to the face. Parents must make sure that the infant, of any age, has items that are safe and clean. Infants of this age seem not to have apparent social responses or to be learning anything, but actually they are learning and responding a great deal. Mouthing is a vital step in learning to feed themselves, grabbing at items is a step in gaining independence, making sounds is the beginning of speech, and focusing and tracking are necessary to learn about their world. Parents can encourage their infants' development of these skills by playing with them. Babies at this stage cannot sit by themselves and need support for their back and neck. At three months, infants will try to get parents to look at them by raising their heads if on their stomach and searching for eye contact with the parents.

4 to 5 Months

By this time babies are smiling at people they recognize or look at a person who is smiling and trying to engage them. They usually are on a fairly routine schedule and are less desperate when hungry. They are sleeping longer and more soundly. They are following objects and people with their eyes and continue to grasp at objects although they might not get them. They like to sit up and watch the world. Mobiles, prisms, and lights are favorite things to look at.

6 to 7 Months

Babies are sitting up by this time and grab everything within reach. At this time the infant can reach and pick up a variety of objects which will be placed in the mouth, so safety becomes very important. They can stand up by holding onto furniture and walls. They make lots of noise and may be starting to crawl. If they can crawl or if they are in a walker, they will go after toys and objects which interest them (e.g., the dog, plants, knick knacks, etc.). The real challenge of child-proofing your home begins. Child-proofing means making your home safe for a child. Look for items that could be swallowed, have sharp edges, or in any way be dangerous. Make sure plants and special knick knacks are out of reach. Babies are curious and will want to touch everything possible. The goal is to make your home safe for your child to explore.

8 to 9 Months

About seven or eight months of age, most babies begin to experience "stranger anxiety" which is a fear of persons unknown to the baby. In a room full of strangers, your baby may cry, fuss and refuse to go to anyone. When given to someone the baby sees infrequently (i.e., the returning parent) the baby may pull away, cry or hold on to the known parent. This process is normal and lets you know that your baby is learning to identify caretakers from strangers. Your baby is probably crawling and trying to make noise themselves with toys and other objects. They can play pat-a-cake and wave bye bye. They enjoy trying to feed themselves by holding a spoon in one hand and using the other to get the food into their mouths.

10 to 12 Months

It is necessary to baby-proof the home if you have not already done so. Babies of this age are exploring everything within their view and reach. They are very quick. Some babies may be walking by this time. They can be very friendly but are easily frightened. They enjoy playing with toys and can spend quite a period of time studying and playing with one object.

REMEMBER: Infants and all children develop at their own rate. Try not to compare your child to your friend's and push your child to do something before she or he is ready. If you are concerned with your babies rate of development, talk with your pediatrician.

RETURNING TO CHILDREN LESSON PLAN

I. PURPOSE

To provide active duty parents with information that can help prepare them to return to their children. Topics covered in this program include: common concerns of returning parents, developmental stages and reactions of children, and techniques for becoming part of the family again.

II. TARGET POPULATION

Active duty parents preparing to re-establish their relationship with their children after an extended deployment.

III. PROCEDURES

This program is a facilitated discussion. The program facilitator provides information and encourages participation from the audience.

IV. PUBLICITY

Command can provide valuable assistance in marketing the program through POD notes, IMC announcements, CCTV, flyers developed by FSC and reproduced by commands, and command point of contact.

V. QUALITY CONTROL

The standard Navy Inspector General Quality Control checklist will be incorporated in the evaluation of this program.

RETURNING TO CHILDREN FACILITATOR'S GUIDE

I. INTRODUCTION

- A. Introduce yourself (name, title, background).
- B. Purpose. To talk about common concerns of returning parents and attempt to normalize feelings.
- C. Topics to be addressed.
 - (1) Your child's possible reaction to your return
 - (2) Developmental stages of children
 - (3) Suggestions for becoming part of your family again
- D. Getting to know the audience.

Ask the following questions (encourage audience participation).

What concerns would you like addressed today?

How many have infants (0-1 yr); toddlers (1-2 yrs); pre-schoolers (3-5 yrs); school-age (5-12 yrs); and teenagers (13-18 yrs)?

This can be a confusing time; you may be having a lot of different feelings, such as worry, fear, happiness, excitement. These are all normal concerns for returning parents - you are not alone. We will discuss your concerns in this program.

II. WHAT WILL IT BE LIKE WHEN YOU RETURN HOME?

What have you been dreaming about for the last six months?

Get responses from audience.

A. Many deployed parents have visions of the "perfect reunion." They may expect to see:

- (1) Infants, toddlers and preschoolers running toward them shouting "Daddy, Daddy" or "Mommy, Mommy."
- (2) Their children, immediately hugging and kissing them and then listening very closely to the returning parent's sea stories.
- (3) The family returning to normal, with no disruptions.

(4) The children, the spouse, the house exactly the same as before the deployment.

If you have visions of this "picture perfect" reunion, and believe that everything will be as you dreamed, you may be disappointed.

B. Things to remember.

(1) Children may be having the same confusing feelings that you are - worry, fear, happiness, excitement.

(2) Children may be unsure of what to expect from the returning parent.

(3) Change is stressful for children as well as adults.

(4) You and your family have changed over the last six months. Everyone has grown physically, emotionally and socially.

(5) There will be a period of readjustment for the entire family.

(6) The readjustment may take 4-6 weeks.

(7) Things that may have worked before with your family may no longer work.

III. AGES AND STAGES

Two common concerns for parents upon the homecoming are: will my child know me? and how will my child act when I return? To make sure you have a realistic understanding of the capabilities and reactions of your children, we're going to talk about children's developmental stages, behaviors and techniques for working with your children. We will cover all ages - newborns through teenagers.

A. Expectant Parents. How many are going back to a pregnant spouse? What are your concerns? Will lovemaking be different? Will having a baby be expensive?

B. Infants (birth to one year). How many have newborns—one year old children? (Show of hands.)

(1) Developmental stages (refer to Ages and Stages handout).

(2) Reactions to parents return. Infants may cry, fuss, pull away from you, cling to your spouse or care giver, have problems with elimination, change their schedule (eating and sleeping).

(3) Techniques to help you and children adjust: holding, hugging, bathing, changing, feeding, playing, relaxing (infants pick up on feelings), talking with spouse about ways to participate as a family and as a couple. Get suggestions from audience.

C. Toddlers (1-3 years). How many have toddlers? (Show of hands.)

(1) Developmental stages (refer to Ages and Stages handout).

(2) Reactions to parents return. Toddlers may be shy, be clingy, not recognize you, cry, have temper tantrums, regress to earlier developmental stages.

(3) Techniques for helping you and children adjust: don't force them to hug, kiss or play with you. Give them space, warm up time (they will become curious about you and seek you out). Don't leave your sea bag unattended. Be gentle and fun. Snuggle with your spouse, and your child will soon be in the middle. Sit at their level. Get suggestions from audience.

D. Preschoolers (3 to 5 years). How many have preschoolers? (Show of hands.)

(1) Developmental stages (refer to Ages and Stages handout).

(2) Reactions to parents return. Preschoolers may feel guilty for making parent go away, still need some warm-up time, demonstrate anger, need "proof" that you are real (poke you, hit you, test your limits), act out to get your attention, be demanding.

(3) Techniques for helping you and your children adjust: reassure them that you love them, listen carefully to what they tell you, accept their feelings, find out what "new" things they are interested in (cartoons, books, games), tell children to "wait" if they are using attention-getting methods, play with them - hide and seek, chase. Get suggestions from audience.

E. School Age (5 to 12 years). How many have school-age children? (Show of hands.)

(1) Developmental stages (refer to Ages and Stages handout).

(2) Reactions to parent's return. School-age children may run to greet you, feel guilty that they didn't do enough or weren't good enough, dread your return if they believe you will discipline them for all the wrongs committed during the

deployment, boast about you, talk the entire way home, trying to bring you up-to-date.

(3) Techniques for helping your children adjust: review pictures, activities, school work and family scrapbook. Praise children for what they've done for the last six months. Try not to criticize. Get suggestions from audience.

F. Teenagers (13 to 18 years). How many have teenagers? (Show of hands.)

(1) Developmental stages: responsible one minute and irresponsible the next; moody; rapid changes - growth, friends, interests and styles; independent, but still need guidance and support; unpredictable.

(2) Reactions to parent's return. They may be very excited if parent/child relationship was strong, feel guilty because they didn't live up to standards, be concerned about rules and responsibilities.

(3) Techniques for helping you and your children adjust. Share what has happened to you during the deployment. Encourage teens to share what has happened to them. Listen with your undivided attention. Respect your teen's privacy and friends. Don't be judgmental. Get suggestions from audience.

IV. SUGGESTIONS: BECOMING PART OF YOUR FAMILY AGAIN

Go slow - do not "take over" when you return.

Be firm - try not to give in to children's demands because of guilt.

Observe - spouse and family, find out about their schedules and rules.

Be flexible - everything changes with time. Don't expect everything to have remained the same.

Be realistic - in your expectations of spouse and children.

Communicate - your feelings about your family and career.

Take time - make special time to be a family and a couple.

Don't rush - your spouse and children to reestablish your relationship. Take the lead to cultivate and nurture your relationships.

Be giving - of time and energy.

V. CLOSING

Are there any questions or comments?

Explain that there are parenting programs available at FSCs.
Give an overview of FSC services. Let them know you are
available after the program if they have additional questions.

Wish them a happy reunion and a strong parent-child relationship.

APPENDIX 6

Copy of Stationery Kit

“The Write Connection”

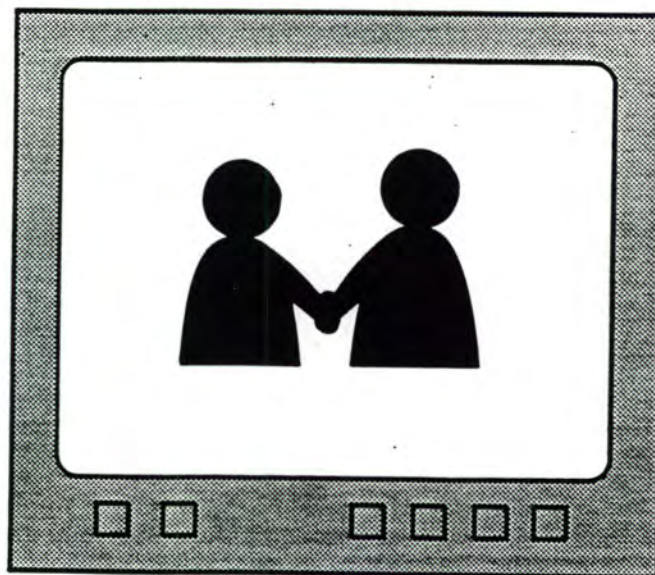
Enclosed in Attached Envelope

APPENDIX 7

Copy of Video

“Getting Back Together”

Enclosed in Attached Envelope



HOMECOMING AND REUNION

**DISCUSSION GUIDE TO ACCOMPANY THE
"GETTING BACK TOGETHER"
VIDEOTAPE**



prepared by:
**UNIVERSITY OF CALIFORNIA
COOPERATIVE EXTENSION
RIVERSIDE**

**OPERATION
READY**
Resources for Educating About Deployment and War

The videotape, *Getting Back Together*, was developed in 1993 by the University of California, Riverside, Cooperative Extension. It was produced for the US Army through an interagency agreement with the US Department of Agriculture Extension Service.

This discussion guide and the accompanying videotape were developed as a part of an overall Army Community Service and Family Support Group training program. The program is designed to help Army, Army National Guard, and Army Reserve families better prepare for separations that are caused by deployments for the active duty personnel and mobilization and deployments for the Guard and Reserve personnel. The project, a collaborative effort between the University of California Cooperative Extension and the Texas Agriculture Extension Service, Texas A&M University, consists of the *Army Family Readiness Handbook*, Operation R.E.A.D.Y. training modules and accompanying videotapes, and four children's workbooks. This project is known as Operation R.E.A.D.Y. - *Resources for Educating About Deployment and You*. See your Army Community Service or Family Program Coordinator for the availability of the other Operation R.E.A.D.Y. training materials.

This discussion guide was written by Neal H. Emper Jr. and Karen P. Varcoe, Ph.D., University of California, Riverside, Cooperative Extension.

GETTING BACK TOGETHER



Discussion Guide: Homecoming and Reunion

OVERVIEW

Growing awareness that the military readiness of service personnel is directly related to the family's well-being prompted this videotape. This awareness was confirmed during Desert Storm and continues to be a major force in the development of military support programs for families.

The purpose of the reunion video, *Getting Back Together*, is to help soldiers and their families readjust after a separation due to deployment/mobilization. The video instructs viewers on how to plan for reunion and homecoming, and cope with postdeployment stress. While reunion is a joyous occasion, it can also be a very stressful one. Both the soldier and the spouse may have unrealistic expectations regarding the reunion which could make the period of readjustment longer and more difficult.

Description:

This 17-1/2 minute video is designed to assist spouses and their families understand:

...what emotional patterns they might expect to experience during homecoming and the reunion following a separation, and

...how to readjust more quickly and complete the deployment/mobilization experience on a positive note.

The video opens with shots of homecoming and the types of scenes the audience may be anticipating for themselves. Using graphics we have inserted some thoughts, fears, and anxieties soldiers and their families may be anticipating during their reunion following the long separation they have just experienced. The scene then moves into a TV studio where Tony and Sylvia, a soldier and his wife, relate their story about homecoming and adjustment, exposing the pitfalls families can expect to encounter, and keys to adjustment. During their story they cover

the following topics: anxieties, expectations, coping with change, underlying feelings, helping children cope, renegotiating of relationships, and what to do if problems continue.

DESIRED LEARNING OBJECTIVES



The desired learning objectives for the reunion video, *Getting Back Together*, and discussion guide are as follows:

Cognitive Objectives:

After viewing this video, the audience will *know*...

- that the reunion may be more stressful than the actual deployment.
- the fantasies and fears soldiers, spouses, and children frequently have about reunion.
- how these fantasies and fears can get in the way of a smooth readjustment.
- how to develop more reasonable expectations about homecoming and reunion.
- that soldiers, spouses, and children are all likely to have changed somewhat during separation, as are family roles and routines.
- how those changes can lead to family problems.
- that readjustment takes time and patience, "taking it slowly" offers the best chance for success.
- some tips for homecoming day.
- how to renegotiate roles, routines, child discipline, and other matters.
- how to help children cope with postdeployment stress.
- how to reestablish intimacy.
- where to go for help, if needed.
- the signs of Post Traumatic Stress Disorder (PTSD) when applicable and if necessary, where to go for assistance.

Affective Objectives:

After viewing this video, the audience will *feel*...

- less idealistic in their expectations about homecoming and reunion.
- relieved that their misgivings and apprehensions about reunion are normal and shared by others in their situation.
- more confident about their ability to meet this new challenge in their relationships.

- motivated to help their relationships benefit from the deployment/reunion experience.

Desired Action:

Our goal is to have families adopt some of the tips presented in the video for making a smooth transition to regular family life.

SUGGESTED USES



This video should be shown to all active Army, Army National Guard, and Army Reserve soldiers and spouses before and/or after actual homecoming so that problems can be minimized. It should only be used with the Operation R.E.A.D.Y. Postdeployment Training Module. A facilitator (Chaplain, Army Community Service Representative, Family Program Coordinator, or psychologist) should be present to expand on the video message using guidelines set forth in this discussion guide. It is strongly recommended that this video be shown in a group setting to encourage open discussion.

ADDITIONAL OPERATION R.E.A.D.Y. MATERIALS



In addition to this video, *Getting Back Together*, the Operation R.E.A.D.Y. staff has produced the following training and informational materials for your use:

Training Modules:

- Predeployment
- Postdeployment
- Family Assistance Center
- Family Support Group

The Army Family Readiness Handbook

Video Programs:

- Family Assistance Centers*
- Another Family*
- Financial and Practical Predeployment Planning*
- Coping with Deployment Stress*

Children's Workbooks:

- My Goodbye Book (ages 1 - 4)*
- Goodbyes are Hard (ages 5 - 8)*
- I Can Do That (ages 9 - 12)*
- Separation Happens (ages 13 - 17)*

INSTRUCTIONS FOR THE FACILITATOR



This video should only be used as a part of Operation R.E.A.D.Y. Postdeployment Training Module, refer to the guidance and placement set forth in the lesson plan.

During this presentation you should have someone from Social Work Services, Mental Health, or a chaplain present. They should be a trained professional capable of discussing the subject adequately, ready to present a short briefing and/or answer questions.

Duplicate the three handouts located at the back of this guide for each participant.

1. *Getting Back Together* - A handout that describes what to expect during homecoming and provides tips that will help you and your children adjust.

2. *Support Agencies* - Add to or overprint this form with a list of your local agencies, both on and off post, that can be depended upon to provide competent support to military families.

3. *Evaluation Sheet* - Use the evaluation sheet that has been provided with the Operation R.E.A.D.Y Postdeployment Training Module. Use the attached evaluation sheet only if you want a more in-depth evaluation of the video program.

The attached outline follows the content and theme of the video program you are about to show. As a means of introduction, ask your audience to think about their anticipated homecoming and reunion.

What are their expectations, fantasies, and fears about reunion?

What kinds of changes do they anticipate in their soldier, spouse, or children?

What changes have they experienced in themselves?

What kinds of problems may they realistically expect?

(YOUR AUDIENCE SHOULD VIEW THE VIDEO PROGRAM BEFORE PROCEEDING)

Now that your audience has viewed the video program you should discuss some of the key points in the following outline. Questions are provided to stimulate group discussion.

GETTING BACK TOGETHER: Homecoming & Reunion **(An Outline of the Video Program)**

Most military families find that reunions are stressful. We have found this to be true with all military members--couples with children, single parents, and single soldiers coming back to friends and family.

Lesson 1. Expect to have a few doubts and worries.

- A.** Each may think the other doesn't need them anymore.
 - 1.** They have been handling things pretty well independently.
 - 2.** They may be afraid they will be criticized for the way they have handled things.
- B.** Single parents and single soldiers may have similar doubts about fitting into the environment to which they are returning.
- C.** Anxiety is a natural and normal part of getting back together.
- D.** Recognize that you will have these doubts but don't take them too seriously.

Discussion Questions:

What are some of the joys and concerns you have about your upcoming reunion?

What joys and concerns may your children have?

What are some of your accomplishments that your spouse might find troubling?

What happens if your spouse doesn't like the way you've handled something or a decision you have made?

Lesson 2. Forget your fantasies -- take it easy and let things happen naturally.

- A.** Example: that first meal at home may not be what either of you expect.
1. The spouse left behind may be looking forward to eating out at a fancy restaurant--quiet, elegant, romantic.
 2. The returning soldier may be picturing a good, home cooked meal with the family sitting around the table and the spouse serving the dinner.
 3. What may happen is the exhausted soldier "crashes" on the sofa and the spouse has a pizza delivered.
- B.** Example: that first attempt at intimacy may prove to be awkward.
1. The wife may be nervous and want to take it slow--romance, soft music, etc.
 2. The husband will certainly think he'll be raring to go.
 3. In reality, the soldier may be too exhausted the first night.

Discussion Questions:

Ask your group to think about what fantasies they may have about homecoming.

What fantasies do you think your partner is having in anticipation of homecoming?

How do you envision your first day together?

After considering the practical aspects of travel, the emotional adjustment needed after prolonged separation, and the time constraints, how does this vision change? Ask if anyone in your group would like to share how the practical realities changed their fantasies.

Lesson 3. Don't expect things to be exactly the way they were before the separation.

- A.** You've changed; your spouse has changed; and your children have changed.
- B.** If you expect them to be exactly the same, you're in for a hard time.
- C.** Don't get mad at each other for doing things differently from how they were done before separation.
- D.** Helping children adjust:
 - 1.** Children can get angry about their parent being gone.
 - 2.** Toddlers and preschoolers may act like the homecoming parent is a stranger. They don't understand about "duty" or "mission" or even "having to do a job."
 - 3.** Do not threaten your children with punishment from the missing parent when that parent returns. It's hard for the child to welcome the missing parent when he/she expects to get punished.
 - 4.** Don't leave your children with the burden of being the adult of the house while you're gone; they may take it seriously and be hurt when they lose grownup status when you return.

Discussion Questions:

What changes have you noted in yourself, your partner, your children, or other family members as a result of this separation?

How do you anticipate others will react to the changes in you?

What are some of the positive and negative changes that have occurred in you since your partner deployed?

How might these changes affect your relationship in general?

Lesson 4. Accept and share your feelings.

- A.** This requires a lot of talking and a lot of listening.
- B.** Active listening means to really listen. Let the other person finish what they are saying before you respond. Think carefully before you speak.
- C.** If you need to clarify what was said to you, repeat it in your own words. When you understand, respond thoughtfully.
- D.** You may have to renegotiate your relationship. You've changed; your spouse has changed; and your children have changed. You may have to figure out who the new soldier and the new spouse are and what your new relationship will be.
- E.** Communicate, Communicate, Communicate!

Discussion Questions:

How did you feel when your separation began?

How do you feel about the separation now?

What are some of your feelings since the reunion?

What have you learned about your family's feelings?

What are some of the indicators that confirm you are really communicating with your partner?

In what ways can you share these new feelings with your partner in order to help him or her know and understand the new person you have become?

Lesson 5. See things from the other person's point of view.

- A.** Once the spouse realizes that the soldier may no longer feel a part of the family, the spouse will understand why the soldier is so touchy about even the smallest changes.

- 71
- B. And, once the soldier sees the spouse's pride in the way he/she handled everything alone, the soldier will understand why the spouse gets upset when the soldier comes barging in to take over.
 - C. Practice understanding when dealing with children.
 - 1. Don't push yourself on your kids.
 - 2. Spend some one-on-one time with them.
 - 3. Be patient.
 - 4. Cut them some slack when they're acting up, they also are stressed and may be feeling uncomfortable with you.

Discussion Questions:

What are some of the roles and routines that have changed as a result of this separation?

What concerns do you think your children will be anxious about?

What are your spouse, children, and other family members likely to expect of your first day together?

How do you think the feelings of your spouse and children have changed due to the growth and change they have experienced?

How can you help them recognize and share these feelings, and others that you may not be aware of, with you?

If they have problems, where can they go for help?

Your family relationships should get back to normal again in a few months, but that will be a renegotiated normal. If you had problems before you left, it's a sure thing those problems will still be there when you get back. If you continue having

problems adjusting, seek professional help through one of the following offices or people:

- A.** The Army Community Service Center
- B.** Family Program Coordinator
- C.** Family Support Group leader -- for referrals
- D.** Chaplain -- a good source for confidential counseling
- E.** Red Cross
- F.** Social Work Services
- G.** Community Services agencies - see your local phone book (e.g. Mental Health Department, Social Services Department)

If the deployment was to a war zone, natural disaster, or urban riots be aware that the soldier may suffer from Post Traumatic Stress Disorder (PTSD). If you are concerned about PTSD contact one of the agencies or people listed above for additional information.

GETTING BACK TOGETHER

Homecoming/Reunion

Most military families find that reunions are more stressful than the separation. We have found this to be true with all military members -- couples with children, single parents, and single soldiers coming back to friends and family.

Expect to have a few doubts and worries.

- Each partner may think the other doesn't need them anymore.
 - Both partners may be more confident and independent
 - They may be afraid they will be criticized for the way they have handled things.
- Single parents and single soldiers may have similar doubts about fitting into the environment to which they are returning.
- Anxiety is a natural and normal part of getting back together.
- Recognize that you will have these doubts but don't take them too seriously.

Forget your fantasies.

- Give up any ideas you may have about Homecoming Day.
 - You may be exhausted.
 - You may have lots of friends show up to greet you when you arrive.
 - Your parents may show up and move in with you for a few days.
- Take it easy and let things happen naturally.
- Don't count on getting your fantasies, especially your sexual fantasies.

Don't expect things to be exactly the way they were before the separation.

- You've changed; your spouse has changed; and your children have changed.
- If you expect them to be exactly the same, you're in for a hard time.
- Don't get mad at each other for doing things differently from how they were done before separation.

Tips on helping children adjust.

- Children can get angry about their parent being gone.
- Toddlers and preschoolers may act like the homecoming parent is a stranger. They don't understand about "duty" or "mission" or even "having to do a job."
- Children may understand but they show anger or fear by "acting up" or "testing the limits."
- Do not threaten your children with punishment from the missing parent. It's hard to welcome the missing parent when the child expects to get punished when the soldier returns.
- Don't leave your children with the burden of being the adult of the house while you're gone; they may take it seriously and be hurt when they lose grownup status when you return.

Accept and share your feelings.

- Sharing requires a lot of talking and a lot of listening.
- Active listening means to really listen, not thinking about how to defend yourself.
- If you need to clarify what was said to you repeat it in your own words. When you understand, respond thoughtfully.
- You may have to renegotiate your relationship.
- You've changed; your spouse has changed; and your children have changed.
- You may have to figure out who the new soldier and the new spouse are and what your new relationship will be.
- Communicate, Communicate, Communicate!

See things from the other person's point of view.

- Once the spouse realizes that the soldier no longer feels a part of the family, the spouse will understand why the soldier is so touchy about even the smallest changes.
- Once the soldier sees the spouse's pride in the way he/she handled everything alone, the soldier will understand why the spouse gets upset when the soldier comes barging in to take over.
- These principles also apply to dealing with children.
 - Don't push yourself on your kids.
 - Spend some one-on-one time with them.
 - Be patient.
 - Cut them some slack when they're acting up; they too are a little stressed out.

Your family relationships should get back to normal in a few months, but that will be a renegotiated normal. If you had problems before you left, it's a sure thing those problems will still be there when you get back. If you continue having problems adjusting after a few months, seek professional help through one of the following offices or people:

- The Army Community Service Center
- Family Program Coordinator
- Family Support Group leader for referrals
- Chaplain -- a good source for confidential counseling
- Red Cross
- Social Work Services
- Community Services agencies -- see your local phone book (e.g. Mental Health Department, Social Services Department)

If the deployment was to a war zone, natural disaster, or urban riots watch out for Post Traumatic Stress Disorder (PTSD). If you are concerned about PTSD contact one of the agencies or people listed above for detailed information.



SUPPORT AGENCIES

Where to find help

If you are having difficulty coping with homecoming/reunion stress, seek professional help through one of the following offices or people:

- A. The Army Community Service Center
- B. Family Program Coordinator
- C. Family Support Group leader
- D. Chaplain -- a good source for confidential counseling
- E. Red Cross
- F. Social Work Services
- G. Community Services agencies -- see your local phone book (e.g. Mental Health Department, Social Services Department)
- H. Add a list of your local agencies, both on and off post:

EVALUATION SHEET

"Getting Back Together," Homecoming and Reunion

Now that you have finished viewing the video program "Getting Back Together," please take a few minutes to give us your feedback. If you need more space, you may write on the back of this sheet.

1. Overall, this video program was: CHECK ONE

☐ Very useful
☐ Somewhat useful
☐ Not very helpful
☐ Not at all helpful

Comments:

2. Please check any of the following topics that you learned something about from this video program. CHECK ALL THAT APPLY.

☐ How to differentiate between fantasies and reality
☐ Recognize that soldiers, spouses, and children are likely to change as a result of separation
☐ Some useful tips for homecoming day
☐ Why it will be necessary to renegotiate roles, routines, etc.
☐ Ways of helping children cope with postdeployment stress
☐ Where to go for help, if needed

Comments:

3. How realistic was the video? CHECK ONE

☐ Very realistic
☐ Somewhat realistic
☐ Not at all realistic

Comments:

4. Overall, what did you think of the video?

5. What suggestions do you have for improving this session?

6. Do you have any other comments?

Thank you. Please leave the completed form in the place designated by the group leader.

"GETTING BACK TOGETHER"

HOMECOMING & REUNION VIDEO SCRIPT

The program opens on scenes taken from stock footage of actual homecomings, over appropriate music. After a few seconds, graphically presented on the screen are some of the thoughts families have about their reunion: "I'm sure I'll find Dan right away. He said he'd be the one in fatigues." "There's Linda-- and my Mom! Which one do I hug first?" "I've been dreaming for months about Angie's long dark hair...." "I wonder if Jerry likes my new haircut...?" "I wonder if he's been cheating on me?" "I wonder if she was running around while I was gone...?" "Oh-oh. Dad's home. I'm in trouble now...."

These are worded and presented to create a light, humorous effect. The last sound bites express doubts that a reunion is desired.

After a few moments we hear Maria's voice over a picture of Maria's face as she looks for Tony:

SYLVIA: *I couldn't believe it. Homecoming. The day I had been looking forward to for weeks, and there I was, not sure I really wanted it.*

TONY: *You spend hours thinking about your family, and what it's going to be like to be with them. Then you're almost home and, wham, you're hit with all these doubts.*

SYLVIA: *Finally, we found each other. And all the worrying disappeared. "We're gonna be all right," I thought. But then, Tony reached for Maria.*

TONY: *... And she was scared. My little girl didn't even know me.*

SYLVIA: *It was then I knew that there was no such thing as "automatically all right." Being together again was going to take some work.*

TONY: *I know it's hard to believe, but most military families find that reunions are even more stressful than separations!*

SYLVIA: *It doesn't matter whether you're a couple with children, like we are...*

TONY: *Or a single parent... or even a single soldier coming back to your friends or family... Getting back together can be harder than you think!*

SYLVIA: *We learned a lot those first few weeks, and we'd like to share our story with you.*

TONY: *It's a long and grisly tale, full of ups and downs...*

SYLVIA: *But it has a happy ending. Us.*

TONY: *Now we know what to expect next time.*

SYLVIA: *Next time?*

SYLVIA: *Hmmmm. Okay, next time, I'll be ready for all that pre-homecoming anxiety. Do you know, I actually thought Tony might not want me anymore after being gone six months?*

TONY: *Funny girl! You were all I thought about. I worried that you might not need me any more since you were handling things so well by yourself.*

SYLVIA: *Funny guy! Like I married you because you knew how to balance a checkbook! And remember how afraid I was that you'd criticize all the decisions I made?*

TONY: *Only the bedroom drapes. Yecccch! Everything else you did was great!*

SYLVIA: *As you can see, most of that worrying was unnecessary. But, and this is important, the anxiety was a natural and normal part of getting ready for a reunion.*

TONY: *That kind of anxiety is only a problem if you take it too seriously. Then you can really get yourself worked up and ready for a fight!*

SYLVIA: *So, lesson number one: Expect to have a few doubts and worries. They're really no big deal. Once you know you have them, just notice them and let them go.*

TONY: *That's easy enough. But what happened next was a little harder to deal with.*

SYLVIA: *You can say that again! You see, while Tony was gone, I spent a lot of time day dreaming about having him home again. I fantasized constantly about what it was going to be like to be back together.*

TONY: *So did I.*

SYLVIA: *Now fantasies are okay. In fact, they're a lot of fun and can help you through some pretty rough times. Where they get to be a problem is if you start counting on them coming true... and make them expectations.*

TONY: *Like we did. And some of our expectations were pretty unrealistic! Like, homecoming day.*

SYLVIA: *Well, I hadn't been anywhere but fast food restaurants for six months. So I just knew we would get a babysitter and go out for a lovely dinner the first night Tony was back. Y'know... quiet, elegant, just the two of us with a little candlelight.*

TONY: *And I imagined a good, old-fashioned, home-cooked meal, with my family sitting around the table and my loving wife dishing up dinner.*

SYLVIA: *Dream on... Of course, what actually happened was completely different. Tony was jet-lagged and exhausted, and dinner wasn't home-cooked or elegant. That was the first bubble that burst for us.*

TONY: *The second bubble burst later that night. All those months away from Sylvia, I had dreamt up some pretty steamy ideas of how to spend our first night together.*

SYLVIA: *Mine were more along the romantic lines. Y'know, soft music, a little snuggling...*

TONY: *Instead I was crashed out on the couch all night. So by the next night, I was really raring to go... I counted the hours until we could be alone!*

SYLVIA: *And I got more and more nervous. I just wasn't ready to be intimate with Tony yet. I needed some time to get to know him again, and a little more romance.*

TONY: *Well, to make a long story short, the only thing steamy about that night was the fight we had! You see the problem with expectations?*

SYLVIA: *We were both really disappointed. I felt Tony had let me down; he thought I let him down. We got angrier and angrier with each other. All because we were counting on getting our fantasies.*

TONY: *So, lesson number two: Give up any pictures you have about how homecoming day should be. You might be exhausted. You might have a million people meet you at the airport. Your parents might even show up and move in with your family for a few days. There's lots of stuff you just can't predict... so forget your fantasies. Take it easy and let things happen naturally.*

SYLVIA: *Taking it easy is also a good advice for the first few weeks. But Tony and I were slow learners.*

TONY: *Yep. We moved like gangbusters trying to get things back to normal, and got even madder when things didn't go like we thought they would. I guess I expected things to be exactly the same as they were before I left.*

SYLVIA: *And I'd had a lot of responsibility while Tony was gone. Managing our money, car troubles, taking care of Maria by myself. I'd changed a lot while he was gone... and things were anything but the same.*

TONY: *Everything was different. Like the way we paid the bills.*

SYLVIA: *I did a good job.*

TONY: *You did a great job. But you did it different than we used to. Remember what happened?*

SYLVIA: *Oh, yeah! Taking care of a baby and everything, I never seemed to have enough time to pay the bills when they came due. So I got into the habit of writing out all the bills at the beginning of the month, putting them in envelopes, and mailing them later on payday (the midmonth 15th). It worked great until Tony came home.*

TONY: *I saw this pile of envelopes on the desk made out to all our creditors, so I mailed them.*

SYLVIA: *About two weeks too early! Can you imagine what happened when those checks hit the bank?*

TONY: *I thought Sylvia was gonna kill me.*

SYLVIA: *I couldn't believe he'd just mail them without checking with me.*

TONY: *And I blamed her for changing the way we did things.*

SYLVIA: *Then there was the great television feud.*

TONY: *Before I left, I always watched the basketball game. Sometimes Sylvia watched with me.*

SYLVIA: *But then, while Tony was gone, I started watching one of those evening soap operas. I really got hooked! So when Tony came in and automatically changed the station to basketball.*

TONY: *Fireworks! Lesson number three: Don't expect things to be exactly the same as they were when you left. Some of it will, but a lot of it won't. Face it: your family has had a life while you've been gone. They've changed. Their day-to-day routines have changed. In many ways, it's a different family. If you expect them to be exactly the same, you're in for a rough landing.*

SYLVIA: *It was rough around here all right. And we couldn't seem to sort it out. Every time we tried to talk, we'd fight. We might have never figured it out, but one day, I picked up this brochure about reunions from Army Community Service. It talked about some of the feelings soldiers and families have about separations that they might not even realize they're having. Feelings that really get in the way of working things out. As I read the brochure, I saw myself in it. I discovered I was pretty angry with Tony for leaving, even though I knew he had to.*

TONY: *When I read it, I found out that I felt pretty guilty about leaving my family, even though I had to. It didn't make sense, and it sure wasn't logical, but it was true.*

SYLVIA: *And it was normal. Most family members feel angry about their soldiers leaving. Both the kids and the grown-ups.*

TONY: *And most soldiers with families have a sense of guilt about leaving them. And we're usually afraid we won't fit back in again.*

SYLVIA: *The problem is not in having these feelings. They're a natural and normal part of being separated and coming back together. The problem is when you don't know -- or maybe you don't want to admit -- that you have these "illogical" feelings, like anger, guilt or frustration.*

TONY: *Like they're not okay or something. So you kind of swallow them, and make them go underground. But strong feelings can be pretty sneaky. If you don't accept them and talk about them, they come out in other ways.*

SYLVIA: *Like blaming each other for every little thing.*

TONY: *Or fighting about what television to watch.*

SYLVIA: *Knowing that also helped us make sense out of Maria!*

TONY: *Maria was awfully shy the first few weeks I was home. I knew she remembered me, but she acted like I was a stranger.*

SYLVIA: *It didn't seem to make sense then, but it sure does now. I mean, if we grown-ups are angry about our soldiers leaving, even though we know they have to, think about how our kids feel. Toddlers and preschoolers don't understand about*

"duty" or "the mission" or even "having to do a job." They just know they've been left behind. So they're angry.

SYLVIA: Elementary school kids and teen-agers understand more, but like grown-ups, they may be angry anyway. Only they show it differently.

TONY: They may "act up" to let you know how angry they are. Y'know, "get smart" and "test the limits."

SYLVIA: Sometimes older children can actually be afraid of the soldier, especially if Mom's been keeping them in line by threatening "what's gonna happen when Dad gets home." It's hard to welcome Dad with open arms when you expect to get in big trouble.

TONY: Some soldiers leave their kids with a mission to be the "man" or "woman of the house." Not a good idea. Sometimes it's too big a burden for a little kid; they take that stuff so seriously. Then when you come home, they lose that "grown-up" status, and may resent you for it.

SYLVIA: So reading that brochure really helped us. We finally had a clue what was really going on.

TONY: And it gave us some ideas on how to make things better. The first thing Sylvia and I did was to have a long talk. We shared some stuff that we weren't very comfortable talking about.

SYLVIA: I told Tony how angry I was about his leaving, and how disappointed I was that homecoming wasn't more romantic.

TONY: And I told her how guilty I felt about leaving, and that I felt like a stranger, and was afraid there wasn't room for me in her and Maria's lives anymore.

SYLVIA: We really opened up and shared a lot, and cried a little.

TONY: You cried. I got... a little choked up.

SYLVIA: It was the best talk we ever had. It really cleared the air.

TONY: And we got closer than ever. Positively steamy.

SYLVIA: It was very romantic! So lesson number four is to uncover and accept your feelings, then share them with your loved ones. That way, you don't have to fight about them.

TONY: And don't stop with just one talk.

SYLVIA: We didn't. That first talk helped so much, we decided to keep talking, to keep sharing those feelings, no matter what.

TONY: As we talked, we started to "renegotiate" our relationship.

SYLVIA: It was pretty clear we weren't the same old Tony and Sylvia any more. We had to figure out who the "new" Tony and Sylvia were, and what our relationship was.

TONY: That took a lot of talking, and a lot of listening.

SYLVIA: What they call "active" listening. That means really listening to what the other person is saying, not thinking about how to defend yourself or what you're gonna say next.

TONY: One way to do that is to repeat what the other person just said. That way you really have to listen.

SYLVIA: We did that, and it works really well. It helps you see things from the other person's point of view. Like once I realized that Tony felt like he was no longer part of the family, I could understand why he was so touchy about even the littlest changes.

TONY: And when I saw things from Sylvia's point of view -- that she was proud of the way she was handling everything -- I could see why she'd get upset with me barging in and taking over.

SYLVIA: So lesson number five was: See things from the other person's point of view. Every time something came up, we did just that. We shared our feelings, we listened to the other person, and we saw the situation from each other's point-of-view. Then it was easy to figure out what to do, how to change things so we'd both be happy.

TONY: I did the same thing with Maria. I stopped trying to push myself on her, and just spent some time with her one-on-one doing things she liked to do. I got to know her all over again. I was amazed how much she'd grown up, how well she talked, how her mind worked. And I let her get to know me at her own speed. It didn't take long before she was Daddy's little girl again.

SYLVIA: We did do a good job with Maria. The key with children is patience. You need to take it slowly with them, just like you do with each other. Children need time to adjust, whether a parent's leaving or coming home. Give them some space, and the chance to get to know you again, and they'll let you back into their lives and their hearts soon enough.

TONY: And cut them some slack when they're acting up. They're not really challenging your authority as a parent, they're just a little stressed out by all the changes. Who can blame them? Well, as you can see, renegotiating our relationship worked. Or we wouldn't be here together today. Things were back to normal in a few months.

SYLVIA: The "renegotiated" normal, that is.

TONY: In fact, most families are doing pretty well within a couple of months. But some don't. Especially if they had problems before the separation.

SYLVIA: Sometimes when couples are having problems, they think all they need to do is be apart for a few months, and the separation will save their marriage. But it doesn't work that way.

TONY: No, it doesn't. If there were problems before you left, it's a sure thing those same problems will still be there when you get back. So if things haven't settled down within a couple of months, the smart thing to do is ask for help.

SYLVIA: Army Community Service provides counseling.

TONY: *Or if you'd rather not have anyone know you're having problems, talk to the Chaplain. The only person he'll ever discuss it with is the man upstairs, and I don't mean the general.*

SYLVIA: *Or you can ask your Family Support Group leader where to go. You can count on her to keep it to herself.*

TONY: *There's one other area to look out for during your reunion: post-traumatic stress or PTS. If the deployment was in a war zone, or something like urban riots or a natural disaster, some soldiers may have trouble coping with what they've been through. I've seen it happen.*

SYLVIA: *That can be rough on them, and on their families, for a very long time.*

TONY: *Here's some symptoms to watch for: Soldiers with post-traumatic stress may be very depressed, and have trouble snapping out of it. They often feel alone and out of touch with everyone else. Sometimes they seem to go numb, with no feelings, like a robot. Or they might get enraged over nothing, or have anxiety attacks. Some have trouble sleeping, and have nightmares. Or they may find themselves having trouble controlling their own thoughts, having flashbacks to whatever disturbed them so much.*

SYLVIA: *If this is you, or your spouse, you need help. It won't go away on its own. Call ACS, or the Chaplain, or your Family Support Group, and get the help you deserve.*

TONY: *So your family can have you back again.*

SYLVIA: *Well, I don't have anything more to add, do you?*

TONY: *Just in review: "Expect some anxiety," "give up your fantasies," and "take things slowly."*

SYLVIA: *How about "get in touch with your feelings" and "see things from the other person's point of view!"*

TONY: *And most of all...*

TOGETHER: *Communicate, communicate, communicate!*

SYLVIA: *That's worked for us!*

TONY: *It sure has! Hey, can we put Maria to bed early tonight? It's getting pretty steamy in here.*

SYLVIA: *Tony!*

Dads and Kids...

*keep your love alive during deployment
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**The Navy Family Service Center can help you
nurture that special bond with your
youngsters during deployment by videotaping
you while reading your child's favorite story.**



**Bring your own book, check one out of your local library,
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Call 449-3383 for more information and for an appointment.

Navy Submarine Base New London, CT

Strategies for Videotaping Dads Reading Books

Suggested Books

Goodnight Moon by Margaret Wise Brown

Just Me and You Dad by Mercer Mayer

One Fish Two Fish Red Fish Blue Fish by Dr. Seuss

I Help Daddy by Chardiet

The Very Hungry Caterpillar by Eric Carle

Cloudy with Chance of Meatballs by Darrett

As dads are videotaped reading the above books, some of the following suggestions may be useful:

1. The child could have a copy of the book at home to follow along while dad reads. If you don't have the book at home, it would make a good going-away/birthday/holiday gift.
2. As you turn the page, remind the child to turn the page. Pause after each page for a few seconds to allow the child time to turn the page.
3. You can make observations about other things on the page or relate it to something the child has experienced.
4. Suggest that the child do a project about the book and send it to you - e.g., draw a picture, make a puppet and send a photo of it.
5. Look for other books by the same authors.

Suggestion for each book (may also be used at home with moms.)

Goodnight Moon

Show tape before bedtime.

Add "Goodnight to dad, mom," and so forth.

Child draw and send picture of their bedroom.

Just You and Me Daddy

Talk about some of the feelings that are shown in the story:

- being too little
- helping out - it may not always go right
- being scared - hugs and what else that helps

If you have not gone camping with you child:

- set a time to do it when you return (can be in our back yard or in the basement or bedroom)
- have the child "camp" in their bedroom while you're gone

Read at bedtime (story ends with sleeping.)

Talk about other things you and your child will do together when you return - be careful that you follow through with the plans.

Name the bugs/animals in the story. Find the grasshopper and spider on most pages.

One Fish Two Fish Red Fish Blue Fish

Fish ideas:

- buy ornamental fish for a gift
- child draws or makes paper fish and sends to you
- trip to aquarium when you return - be careful to follow through with plan

Look for the two children that are in a lot of the Seuss books.

Counting activities

Color activities

Silly animal - draw, make up, name them.

I Help Daddy

When lifting flaps to read, add other examples from you child.

Add other times child can help dad when you return.

How can the child help mom while you are gone? DO NOT make child take your place or be the "man" of the house.

Talk about what you do on the boat.

Remember funny times when helping in the past.

The Very Hungry Caterpillar

Counting pictures.

Find the caterpillar on each page.

What do we do when we get a tummy ache or don't feel well?

How do things change while you are gone? - child taller, hair cut, new clothes.

Projects about bugs or other animals that change or hibernate.

Cloudy with a Chance of Meatballs

Good bedtime story.

Have child make up story of something silly in everyday life - e.g., pets, school

Talk about how food on a boat is received and disposal of garbage.

Talk about details of pictures in the book.

Art projects:

- child cuts food pictures from old magazines and glues on a child's drawing of a town.



DEPUTY ASSISTANT SECRETARY OF DEFENSE
PERSONNEL SUPPORT, FAMILIES AND EDUCATION

WASHINGTON, D.C. 20301-4000

milit

February 7, 1996

Hillary Rodham Clinton
Office of the First Lady
Old Executive Office Building
Room 100
Washington DC 20500

Dear Mrs. Clinton:

I am delighted to have had the opportunity to speak with you regarding the Department's programs for families. I believe that we are leaders in many areas including child care, education, and family advocacy programs.

I am very appreciative of your willingness to focus on issues of concern to military families. We will work with your staff to develop an array of opportunities over the next year to highlight your interests.

Thank you for the opportunity to emphasize the Department's and the Administration's efforts for families. We look forward to working with you this year.

Sincerely,

Carson Secraft