

# **A Descriptive Study of the Head Start Health Component**

## **Volume III: Qualitative Data**

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# 1.0 Overview

## 1.1 Purpose of Volume III

Volume III of the Final Report for A Descriptive Study of the Head Start Health Component contains information that is too detailed for inclusion into Volumes I or II as well as open-ended responses from Head Start staff and parents that were transcribed following the completion of the data collection activities. Inclusion of these data in Volumes I and II would have resulted in an inefficient presentation that would have detracted from the major findings of the study.

This volume provides interested individuals with the opportunity to review data on activities such as staff responsibilities and training, which, although summarized in the earlier volumes, were too detailed to present in a comprehensive manner. This volume also allows readers a chance to read and review the comments of almost 1200 Head Start parents and over 200 Head Start staff members who work with the Health Component. Many studies allow respondents to make comments regarding the focus or object of the study, yet these comments are rarely made available to the individuals who review the study results. Often, these open-ended comments are as informative as the quantitative data that are subjected to statistical analyses, and the comments may reveal new perspectives and issues that could be addressed in future research studies. Respondent comments in this study were transcribed, and in some cases, subjected to content analyses, the results of which are presented in the earlier volumes. In Volume III, comments in response to open-ended questions are presented as the interviewers reported them, and without interpretation. Tape recorders were not used during the data collection, so the transcriptions are based only on the interviewers' notes. It is anticipated that the readers will approach the comments of Head Start staff and parents with different perspectives and intentions, and that they will apply their own interpretations to these data.

## **1.2 Organization of Volume III**

The data are presented in the four chapters that follow. Chapter 2 includes job responsibilities and training data that are taken from the different Head Start staff interviews. The third chapter contains comments from Head Start parents on different benefits they and their children have received during their Head Start experience. Chapter 4 contains the results of summary interviews with the research associates who conducted the site visits. The final chapter includes the more general comments parents and staff made regarding Head Start.

## **2.0 Head Start Staff Interviews**

### **2.1 Head Start Procedures**

In the Center Director, Health Coordinator, Mental Health Coordinator, and Nutrition Coordinator staff interviews, respondents reported on formal and informal internal procedures. These procedures guide staff activities when staff suspect some type of a health or mental health problem, they guide staff follow-up on treatment services, and they cover methods for enrolling families in Medicaid. Responses to each question were reviewed by the research staff and, after the development of summary categories, subjected to content analysis procedures. The coded findings are included in the Program Characteristics sections of Volumes I and II. On the following pages, as each procedure question is presented, it is followed by a listing of the staff responses to that question.

The responses are based on the following questions:

#### **Center Director Interview**

Does the Center have a required procedure if a teacher suspects a child has a serious illness? Please describe this procedure.

Is there any formal mechanism for following-up the treatment services received by children? Please describe this mechanism.

#### **Health Coordinator Interview**

Does the program have a required procedure if a teacher suspects a child has a serious illness? Please describe this procedure.

Is there a mechanism or process for early identification and screening of children who appear to have health problems? Please describe this process.

Is there a formal process for identifying Medicaid-eligible children who are enrolled in your program? Please describe this process.

#### **Health Coordinator Interview (Cont.)**

Is there a formal process for identifying Medicaid-eligible children who are not currently enrolled in Medicaid? Please describe this process.

Is there a formal process for enrolling these children in Medicaid? Please describe this process.

Is there a formal mechanism for following-up the treatment services received by children? Please describe this mechanism.

### **Mental Health Coordinator Interview**

Does the program have a required procedure if a teacher suspects a child has a serious mental health problem? Please describe this procedure.

Do all children in the program routinely receive a group administered mental health screening? Describe the process for conducting formal and/or informal group screenings, including any specific screening instruments used.

Do all children in the program routinely receive individual mental health screening? Describe the process for conducting formal and/or informal individual screenings, including any specific screening instruments used.

Is there any formal mechanism for following-up the treatment services received by children? Please Describe this method.

### **Nutrition Coordinator Interview**

Do any children receive individual nutrition screenings? Describe the process for conducting formal and/or informal nutrition screenings?



## **List of Common Abbreviations Found in Staff Responses**

<b>Abbreviation</b>	<b>Unabbreviated Term</b>
CD	Center Director
CM	Case Manager
DSS	Department of Social Services
EC	Education Coordinator
FSA	Family Service Aide
FSW	Family Service Worker
HC	Head Coordinator
HS	Head Start
IEP	Individual Education Plan
MH	Mental Health
MHC	Mental Health Coordinator
MIS	Management Information Systems
NC	Nutrition Coordinator
SS	Social Services
SSS	Social Service Staff



**Center Director**

Does the Center have a required procedure if a teacher suspects a child has a serious illness? Please describe this procedure.

Health referral papers give to social aide-- she'd call Health Coordinator.

Discuss with social service aid who reports to the HC.

Teacher aide rides bus w/children and does first observation of child. When they arrive, teacher and CM observe child. If it appears serious, they call parent and take child home. Then report it to Health Coordinator and take home.

Do a log. Call in. This starts the process of talking to parents, referrals and securing services.

Note: "Home base"

Observed problems and referred to HC in writing.

Written form completed and sent to Health Coordinator.

Call parent. Take child home. Notify HC.

Teachers fill out observation cards. If a problem comes up they refer child to the administrative staff.

The teacher writes a referral if she notices a problem that needs follow-up during weekly observations of a child. Referrals are turned into the Center Director who sends them to the Health Coordinator for follow-up. Health Coordinator refers the problem if need be or gives the Center Director information on how to alleviate the problem.

Let the Center Director know. Take appropriate action depending upon what the condition is.

All home based teachers must write a letter to the Health Coordinator describing the situation with the child. This would happen if a child had a serious Health problem in between the Health observations which are done every six weeks.

I would notify the nurse and also special need Coordinator, parent meeting, medical documentation reviewed medication released.

Comes to Center Director (me) and we consult with the Health Coordinator after we've gathered all pertinent information. Family advocate is included in the gathering of information. FA or myself makes the call to the Health Coordinator.

Call the nurse who would come immediately. She is constant referral person and always there to help figure things out.

First the teacher would call the parent. Then they would have the parent set up appointment. to see the doctor. If this is not effective the teacher would contact the family advocate. Then the advocate would contact the family. If it were an emergency we have permission slips to call 911.

"Contact the Health Coordinator. She would come and see the child and then she would refer the child to a doctor or whatever."

Take the child home to the parent. Teacher fills out a form that is placed in the file.

I would call the Health staff in city. We would discuss it and make decision. Then we would discuss our decision with the parents.

- Call Health Coordinator and consult.
- Complete written form to HC for follow-up.
- HC responds in writing or verbally.

Child is sent home or rests for the day. It is supposed to be recorded in the file.

1) Call nurse and Health Coordinator, 2) Conference with teacher 3) Then help is sought at clinic.

Teacher submits report to CD, observe child, refer to HC, HC refers, CM follows-up with HC and teachers.

The teacher calls the Health Coordinator. If further action is required parent is called and child are sent to the doctor.

Most of the time they [the teachers] contact the Health Coordinator or the Mental Health Coordinator. The proper Health professional is then contacted and they then observe the child in the classroom. Then a diagnosis is made and a program, referral or no follow-up is prescribed based on the professional's opinion.

1. Call the clinic
2. Staff comes [entry illegible]
3. Parent takes child to clinic.

Bring it to attention of school nurse, Parent Head Start Nurse. The principal is contacted if it is really serious. 9-1-1 if it is an emergency.

PRA immediately refers the problem to the appropriate coordination-- coordination assesses then refers to the correct provider.

Referral is made to education Coordinator, [supervisor] she comes in to observe, together make a referral to Health might be times that will describe situation-- make referral on own.

Call Health component, person will come out center might take child home, see doctor.

Referral process: Fill out forms to have to doctor for approval. He'll approve it and decide what services are needed and where to go for them.

Teacher refers child to H. teacher or social worker and HT calls Education Coordinator or Health Coordinator or another staff to respond to needs.

1. Call the clinic [at Head Start center]
2. Contact parent
3. Person from clinic comes to check what the problem is.

Teacher discuss with HB coord-contact HC or social services coordinator Appropriate action is taken.

Child would go to Health Coordinator who checks child and then child is referred to doctor.

Concern sheet: teacher fills out and passes to disabilities, Education Coordinator or Mental Health services.

Home-based-deal with parent first. then, if not resolved contact Health specialist for assistance, and continue working with parent. Follow it through

They inform the Center Director

The teacher would document it, discuss it with other classroom teachers, discuss it with family service worker (FSW). The teacher and family service worker would then discuss it with the parent. They may also make referrals (e.g. get in contact with disabilities worker, etc.)

General check-up. The parent is called Advise the parent to take the child to a doctor immediately. And they are to call back to the center to let us know. If the child has this disease. If it is anything contagious, we have to post a notice for the parents to see. A child cannot come back to the center until medicine has been given to the child. It depends on the disease, how long the child must stay away from the Head Start program.

Working closely with the nurse.  
Referral is made.

Talk with social worker-s.w. calls HC and social services coordinator to notify re: problem. Varies with the Health problem whether contact HC or SSS. \*teacher may contact parent if knows well.)

1. ask parents about such a problem
2. depending on the answer-ask parent to take him to the doctor
3. If doctor ok's it, then child , may return to the class.

Teacher finds a child has a problem, teacher writes up a referral form and gives to CD and CD passes the referral to F.S.W. who receives it and determines if they can handle, if they cannot, they refer to Area Coordinator, either Health coordinator or education coordinator

Speak to the Health Coordinator about the problem. Then look at file to see if any thing is listed Health Coordinator then calls parents to set up appointment

Calls the Health Coordinator

If suspected teacher brings child to FSW and its Center Director who reports it to Welfare Department

Immediately notify H. coordinator and the Center Director and discuss the problem with parent and make a determination of whether and what kind of referral is required

Call DSS-contact Health Coordinator and Center Director. Write up incident reports. Contact parents-collect info. Make referrals to necessary Health professionals. Follow through and monitor progress.

Use referral forms. Health coord oversees for everything to be done.

Teacher goes to Health coordinator to determine what services are available and goes to the Center Director if necessary and then a referral would be made.

The teacher takes the child to the FSW. The FSW does whatever is necessary , even if it means taking the child to the Health department.

The teachers do observations, make anecdotal on child's general Health habits, and refer it to the disabilities or Health Coordinator depending on what the problem is.

Teachers tell CD and nurse. CD and nurse make referrals or notify HC or MHC if necessary. Referrals made and followed up.

Teacher refers to Center Director who goes to Health Coordinator who follows-up referral.

Observe, write down what they find and refer to the Health Coordinator. who in turn comes in and observes and then she contacts parents. They all sit down together to decide what needs to be done to help the child.

Referral process: Initial Behavior checklist. Teacher refers to CD or nurse. CD or nurse evaluate and if need to, contact MH or HC or can refer on their own.

If there is a serious problem, they do a Health referral. Contact the parent, advise them of the concern and they must sign for confidential info. Help the parent obtain medical assistance.

Depends on Health problem-communicable disease-let county and Health department know-get info to parents. Make referrals to outside agencies. Documentation on the Health log and parent contact.

"Rainbow book" for each component-explains what to do. Also, posted procedures in the classroom, also 911. Anything important they have posted Send memos to parents if child has been exposed.

We do a visual Health check at the beginning of the session. If at that time, the child displays symptoms (they have a list of possibilities), then the child's parents have to take them home.

If a child gets sick while here, will take their temperature, take appropriate measures (e.g. separate them from other children, let them lie down, contact parent).

Call Health Coordinator-he would tell us to call parent or he would-dependending on emergency level.

Teacher does referral to SS or Health Committee who follow established procedures.

1) Talk to appropriate staff, usually that is the Health Coordinator 2) If Health concern about communicable disease, flyers are sent out. The child is restrained in a certain area, parent is called until the child is picked up. It is recorded in their record and the child is required to bring in medical release to return to the school.

Teachers contact family service and parents

Call Health Coordinator

Teacher notifies principal first - then follows prescribed procedures for reporting to Health Coordinator and parent.

Teacher and aid together decide if problem exists. Bring to the attention of the Health Coordinator. Depending on severity other people brought in. The more severe the more people involved to include the parents.

Make a referral to the special needs coordinator or Health Coordinator who contacts the appropriate provider, makes and appointment and assists parent in making the appointments.

Center Director notifies FSW who contacts Health Coordinator at central office and then works out a plant and the Center Director or FSW notifies the parents.

Report to Health aid, Center Director or special service aid, then begin referral process. Center Director does follow-up.



**Center Director**

Is there any formal mechanism for following-up the treatment services received by children? Please describe this mechanism.

Only if IEP involved, just do it

Parents must bring back a note, if child has been excluded-indicating trip to doctor, but does not have to be signed.

For dental, a form is completed and mailed to Head Start

Center Director and the family service worker review the Health forms, the physical and the dental. Then, we contact the parents and requests necessary follow-up.

If a child needs to return to provider the center follow-ups with a parent. if the parent can't take them, then the family service worker will get the child back to provider.

They keep records of it (for scheduling of next appointments., etc.)

Communication with parents about child's needs. Having the agency contact us in case staff needs training in a specific area

Done by Health Coordinator

Monthly home visit: Health coordinator reviews child's record if child is not treated, case manager follows up with home visit.

When provider identifies a need the family service worker follows up in making appointments and FSW follows up with provider and family and even purchase prescriptions when appropriate

Provides provider contacts in treatment plan and program reports , esp. with speech and language and learning children.

Once something is identified, the HC meets with parents and follows up with parent and Health provider to make sure that what is suppose to take place actually does.

Health coordinator follows up each child on a monthly basis

Center Director, Health Coordinator and other Head Start staff meet with service provider to get report and find out what they need to do.

Health Coordinator follows up takes care of issues with disabilities coordinator Enjoy team work.

The process is not formal but the staff in charge stay in touch in order to find out how the child is doing.

There is a tracking instrument that we use-all of the data is kept in it. Upon enrollment all information is entered, it is periodically reviewed, also there is a tickler system.

Social service case management - describe problem and follow-up. Nursing progress report.

Social Service management. Contact parents and take notes - 2 week follow-up for more notes

"Health Coordinator checks into it and documents what was done". If anything else needs to be done, they will take them back for treatment.

Call parents to see that appointment was kept and to help get them a follow-up appointment if necessary

Health assistant has list (service tracking system) of all children with services they've received (whether sought on their own, provided by Head Start, etc.), immunizations that they have had and that they need and if they are receiving any special services (dentists, visual, speech, etc.). Also this info is in their folder. Tell the parent what is needed

Give parents physical and dental forms-go into MIS system-shows what's missing, then staff follow up.

Computer output-teachers and staff read it. Copies of printout to Area Managers. and teachers to double check. Send updates to staff.

For specific treatment required by program. Parents must bring proof of treatment.

Goes to referral form which accompanies child to provider. Provider returns form following treatment.

Form returned from providers. Updating child Health record.

Parents have forms which require the provider to give results. Parents return to teacher. Forms go into child Health file.

On a monthly basis, the family services Coordinators look at their records and remind the parents, check on parent schedule, they sometimes have to assist them or provide transportation. When a child returns from a communicable disease, the teacher checks with the family services Coordinator to make sure that the child has brought a medical release form to return to school.

Documented in child's record and computer

A home visit is done and a notation is made in the forms to indicate if the treatment was performed

Check to be sure service provided and documented. Do parent conferences as well as receive hard copy from provider of services.

Records are sent by provider to the Health Coordinator

In dental, there is follow-up. This is primarily the job of the social worker who gives this information to the HC. Each center has an assigned social worker. Their primary job is to keep records up to date.

Phone calls/notes to parents.

Social worker reminds family of appointment and asks part for letter/note from provider after treatment.

Follow-up in on anything that is done. S.S. Aide and HC follow with doctor and parents, fill out paper that go into files.

HC monitors records.

Write it in the H. record-- keep a list of services needed and then date it when completed/provided.

We send a form to the provider that asks for pertinent information. Provider fills out and sends it to head office where its filed. Then the information is relayed to the center. There are 2 ways-- a phone call or a copy is sent.

The forms are sent to Health Coordinator who sends them on to parents. Sometimes they are sent to Center Director to give to the parent.

Follow-up calls to providers and parents following treatment.

Note: "not by home base supervisor"

There is a form physicians must fill out and return to the school nurse sometimes verifies info.

Parent would return the form to the program.

Health Coordinator requests information.

"The Health Coordinator does this, but I don't know what this mechanism is." "Sometimes She just calls, but I don't know what form she uses."

HC and teacher follow-up.

Parents take a form to provider that the dentist/doctor fills out and sends back to Head Start. It then goes in their files.

Health Coordinator or Head Teacher will ask if appointment has been kept.

Health Coordinator and Center Director communicate to make sure of follow-up.

Health Coordinator informs me and teacher.

Phoning the family to determine whether an appointment has been made and phoning a provider to determine whether an appointment was kept.

Written form completed-- when appointment made and completed, additional form completed and forwarded to HC.

PRA's keep documentation on treatment-- and parent notification Head Start nurses see that follow-up is done.

Tracking sheets for each child kept by PRA's and the Head Start Nurse. Notation is made on the child's Health folder. Also a family contact sheet kept by PRA and social worker.

If it was designation by Head Start, Head Start Health workers are responsible for following up.

Teacher and family service worker review the folders to insure follow-up of treatment.

Use Health data tracking system-- Physical and dental critique sheet-- frequent phone calls to providers.



**Health Coordinator**

Does the program have a required procedure if a teacher suspects a child has a serious illness?  
Please describe this procedure.

It is written in a manual for staff. Contact center manager and then Health Coordinator as needed.

Directly contact HC or social aide or with the specific Coordinator. If it is a known problems they go to the HC first before going to the Disability Coordinators.

Teacher fills out referral form. Sends form into office. Child is sent to another agency for evaluation. If it can't be handled in-house, then recorded on a contact log and directed to appropriate person/Coordinator.

Teacher writes a referral to HC--then referral made to Health professional--schedule appointment.

Send it to family doctor. If mother needs help, a family service worker accompanies the mother [i.e. for translating or support].

Notice on intake, teacher calls nurse, calls parent, parent comes in for meeting, develop plan for year-- meet every 3 months.

Referral form completed and turned into the Health Coordinator.

Teacher can call the Health Coordinator directly by phone or beeper.

Have emergency medical plan exclusion rules, itemized things staff must do, who to contact etc.. Exclusion rules: to parents to let them know-- child must be referred to nurse make decision very strict about sick children many low iron level.

City school policy:

1. Teachers do Health inspection casually.
2. Calls nurse and instructional Coordinator.
3. Talks to child and calls parent, with principals and child abuse, principals have to check this out.

Have a daily Health check-- head lice check-- look at overall Health of child-- see parents Health. Daily Health check cue sheet see yellow form.

Teachers call Health Coordinator. Health Coordinator either advises teachers over phone; does an observation of child; and or notifies parent of the problem. Health Coordinator follows up to determine resolution of situation and documentation occurrence in a progress note by classroom.

Sometimes it can be overlooked. Health History and examination reviewed. Daily Health check (not obvious). Then sent home w/ a referral. If not sent home, child will rest until someone comes to get him/her.

Contact Health Coordinator who schedules an appointment with the appropriate doctor or specialist.



Will contact field supervisor.

Refer suspected situation to Health Component manager-- written from completed to HC-- HC action taken, noted, and returned to teacher-- follow-up handled through regular system.

Fill out incident report-- gets sent to Health Coordinator or calls HC and goes in Health records [i.e.-- child fell and hurt/cut himself].

1. Teacher contact H. Coordinator
2. Child's medical screening is reviewed
3. Consult with parent -- after her/his approval
4. Parent follow-up with the problem
5. H. Coordinator checks that problem is being followed-up

Notify H. Coordinator-- then have pediatrician review record and recommend necessary services.

Refer child to social worker or nurse depending on the nature of problem-- [illegible entry]--signed by the principal. PRA's are trained to Hall cluster office if the problem is out of teacher's ability.

Teacher writes a referral-- referral is sent to the medical clinic for further assessment.

Anyone on staff or ever parents are to write out a "concern sheet" forwarded to Health coordinator who contacts appropriate referral or gives instruction to child's CM

If teacher suspects problem, will get Health Coordinator or next in line. If an accident occurs, must write "incident report". Then inform parents

First they notify the mother and then the nurse. The nurse receives referrals from the teacher (if the mother has not done so previously). The nurse is the one to do follow-up on the individual referred to her.

Policy-contact Health specialist or assistant, meet with teacher and family service worker-try to link to appropriate agency

We first discuss it with the parent. Then, we refer the child to the proper organization that can assist them. And be there for support.

Complete a form-sent to H.C.-Health staff responds based on review

1. Teacher fills in a referral or reports information to the nurse.
2. Nurse deals with situation and makes appropriate referrals.

Teacher notifies H. coordinator at the center, and the Area Supervisor and if necessary, call the program Health coordinator

The teacher writes out a referral to FSW who makes a referral or appointment and the FSW coordinates with the Health Coordinator to have services provided to the child.

Teacher documents observation which goes directly to Health Coordinator. Health coordinator observes and then decision is made as to what direction to go.

Teacher contacts Family Service Worker who will check file and then contact parent and discuss, and then FSW contacts Health Coordinator who will make an observation and make a referral as appropriate center administration is also informed.

Observation form that teacher notes any and pass onto Family Service Worker who will obtain the medical services

Teacher discusses with H.C., call parent, go into the house and suggest the parent seek some outside and make referrals if necessary or refer to Family MD to make a further referral

Teacher would contact, H. Coord to assess the problem and refer to the proper provider

Daily observations are conducted and record any unusual findings or behaviors. Consults parent for discussion. Review Health file with Health manager. Completes Health referral.

The teacher has a Health observation form that they fill out. The teacher uses this as an identification form. if she determines a problem, she reports it to FSW. makes a proper in-house referral.

If teacher suspects, they complete evaluation form, and notify nurse or HC or both. Follow-up by making appointment and getting family to appointment - follow-up on visit results.

Suspicion - report in writing and verbal to Health coordinator in same working day. Request for feedback within that same week.

Contact nurse or supervisor, contact HC, Get child to physician

Notify Health staff at site (HC if no other staff available). Health staff report to HC. HC assists in referring child if needed and authorizes payment. HC makes sure Health staff follows up.

1. Written procedure from county for reporting info.
2. Written procedure for grantee
3. Teacher has a handout with steps to follow. Form in triplicate for children/families involved if contagious disease.
4. Printed notice sent to parents when this is done.

In-house referral - the teacher, center supervisor submit to Coordinator the in-house referral. Often goes to more than one Coordinator and they will meet and discuss the follow-up.

Teacher talks with Health Coordinator and complete a standardized form

Teacher calls Health Coordinator or Program Director. Health Coordinator assess the situation and

proceeds as indicated - call parent, contact a provider, and its FSW, takes child to the provider

Teacher talk with SSS or Education Coordinator. Review Health record and intake information. Observations may be done. Follow-up with parent, usually by SSS or sometimes the teacher.

Teacher to contact Health Coordinator

-Teacher contacts support service staff (specific to center)

-SSS will work with family to get services-Responsibility passes to SSS, teachers may assist

-can contact HC if unable to reach SSS

Teachers make referral to Family Services Coordinator, then the Family Services Coordinator will investigate. If a problem is found, the Coordinator will contact the parent to determine if it has been addressed by the child's Health provider to make the necessary referrals

Coordinators referral for. Writes problems and checks area concern falls. Sent to disabilities Coordinator who reroutes to proper component Coordinator. Coordinator then goes through chart and determines what referral needs to be made.

Isolation of child, notification of parent and Health Coordinator and anyone else with a need to know. Parent is asked to take the child to a physician. We must receive some documentation from the physician before the child can return to Head Start.

Health Coordinator must do a follow through. First speak with the parent. Then speak with doctor to see if child is undergoing treatment. if it is a Health problem, (depends on the problem). Consent from the parent is required



**Health Coordinator**

Is there a mechanism or process for early identification and screening of children who appear to have health problems? Please describe this process.

For dental-- people that have been identified w/dental problems. Do screenings earlier. If teacher/parent says there is a problem-- send screening out.

Make referral to the doctor by family worker.

Screening and evaluation, re-screened if they didn't pass; referral and evaluated.

Go through "child-link"-- child will be referred-- parent comes in for meeting-- problem is discussed.

Talk to Special Education Coordinator.

Note: "Usually already identified. MH specialist would observe child, parent contacted and services are delivered."

Teachers complete Health record at first home visit. Before enrollment Health Coordinator evaluates the second form. Referrals are generated from that record review.

Referrals from other agencies such as ECI [Early childhood intervention]; MHMR mental Health mental retardation.

Teacher refers to nurse. The nurse needs documents from doctor. Medical alert is put in roll book-- so other staff will know.

We are aware of 45 day guidelines for early identification. Talk to the MHC-- we are especially aware of this for children w/MH problems.

Conduct Health screening to determine any Health problem. Done in August of every year.

Child must have a physical before enrollment; this is a state law. All applications are reviewed by a team and any Health problems that are discovered are immediately referred to the proper medical expert.

Note: "Works with Child Find."

Joint effort w/school district and IHS (IHS will make referral to Head Start for children it has been working with). Early summer screening. Public school also does Child Find--open to the public.

All children are screened within 45 days of enrollment.

Done at intake.

Provider contract state that medical [rest of entry illegible]. Children who fail screening of hearing and vision will be offered as well.

Written in Health manual.

Refer kids to providers for further evaluation [speedy developmental, physical].

The initial physical exam asks doctors to use a special form that covers the child's entire body.

We do medical screenings within 45 days of enrollment to identify medical conditions that a any child might have.

After physical, children are assessed for follow-up and then do referrals accordingly.

During initial interview all problems are noted. Next step is concern sheet. info may also come for physical exam.

Yes must be done within 45 days of entry into program.

Program has an observation form that the teacher fills out. Especially for vision and hearing problems. Also the speech pathologists has a screening to detect speech problems. Then if indicated, she does a more complete speech evaluation.

Mass physical before enrollment-referrals are made to other agencies

They are identified and then evaluated by consultants

Family service worker makes observation, notifies Health coordinator Reviewed by Health component. and plan developed to address problem. Appropriate agencies notified.

A staff meeting is held consisting of Health manager, disabilities manager, education Coordinator. and the component staff for that center and parents, appointments set up with producers to address the problem. As needed transportation and financial assistance is provided.

At intake when parent reports a problem, the H coordinator refers to the provider for contracts the previous provider to arrange for required testing/ treatment-must be completed with in 10 days

Referral from a teacher or a screening to a provider and problem is resolved or further services are provided if indicated.

Child has a physical before enter program which identifies problems. Also do vision and hearing screenings within 45 days of entering program. Also through developmental screenings.

Observation by Health Coordinator in classroom setting. Referral from local Health Department.

Prior to child coming into program. During interim, parent can identify problem, Health Dept. records; referrals from other agencies who provide information

Assess the Health history, do a developmental assessment and all other screenings that appear to be appropriate.

Tracking system starts at registration by parent referral or other referral and obtain relevant info and screen and track as appropriate.

Have an assessment process through which all the child's records go. Health Coordinator and doctor consultant screen the records.

Vision, hearing and dental screenings on-site, and rest out to specialist. Form must be completed by MD and returned to Head Start

Teacher notifies Health Coordinator, Health Coordinator uses testing that is appropriate and refers based on the results.

Questions during Health history

At time of Health history follow-up on report of problem

Yes-disabilities manager- team does a screening/testing of the child to see if they need further testing.

We require that all children entering the program have a complete physical and immunizations. We review physicals and medical history and discuss any abnormal or follow-up findings with parents. We assist parents with follow-up and understanding the need for follow-up

If there is any abnormalities, we follow through with the physician. I would then follow through as the Health Coordinator.

Try to do all screening within first 45 days; teacher refers child to Health Coordinator who has the screening provided

Classroom observation by teachers and/or outside providers. Contact SSS for follow-up

Required physical for entrance to program. Referral following physical

Using the Coordinator's referral. Can be used by any staff member to notify the disabilities coordinator Same form as previous question.

At time of enrollment-indications of problems lead to screening ASAP- SSS responsible

Upon suspicion child is referred back to Health provider for evaluation

Based upon physical examination and other Health data, the Head Start Health Coordinator or Health Consultant would identify needs of the child, refer to proper medical personnel, then do follow-up care for completion of services



**Health Coordinator**

Is there a formal process for identifying Medicaid-eligible children who are enrolled in your program? Please describe this process.

1. Ask for income for everybody
2. Ask for medicaid card and/or
3. help them with medicaid forms to obtain one.

Note: "...[not] yet. Working on for next year"

Not really formal process. Family advocate asks parent when child is enrolled.

Social services does during intake/enrollment.

Intake form-- asked for income--EPSDT-- parent has to be on welfare to qualify for Head Start.

Parents are asked in Health Record if they are enrolled in Medicaid. If not they are given a form.

Proof of their medicaid coverage is asked for.

Note: "not involved"

Upon pre-registration/enrollment, social worker talks with each parent. They complete a form that asks if they have public assistance; Medicaid, WIC, Food stamps.

On the Head Start application. There is also the insurance status form they must fill out.

Social worker gets copy of medicaid card at enrollment-- working with social worker-- income guidelines specified-- children meeting guideline that are not enrolled are referred to medicaid worker at program.

Enrollment application screened-- children eligible for Medical noted-- Social Service Component follows up to encourage medical enrollment.

(See income verification form.) There is a packet put together by social services and parent involvement. Upon intake, these are used.

Go through PHS if really didn't know. Sometimes parents don't know if they are on Medicaid.

Done at intake.

At registration, if it is thought that parents are eligible, they are referred to the dept. of human services. If parents have not enrolled, once child is in program someone on the staff will take them to be enrolled if they are eligible.

1. parent initiates
2. check income
3. guidelines from social services assist them in applying for medicare

The enrollment form asks for Medicaid eligibility and Medicaid status.

Parents fill out a registration form. One question asks if they have medicaid.

Social service workers asks proof of income-- ask about WIC/food stamps.

In family needs assessment--parents are identified as needing medicaid, medical. If qualified -- parents are referred to social services.

They have to be on Medicaid or be in the process [of applying] at the time of registration.

Part of income verification process during intake

Social service screening detects if family is Medicaid eligible

Take info at enrollment and refer to appropriate services

Intake record requires Medicaid info-done through social services component

To get in, income-eligibility is checked-people are referred to dept. human services

At parent intake, child determined if presently receiving Medicaid. if not , then based on income level they're referred to a special person that works with head start at social services, at person's choice.

At intake, parents are asked what kind of coverage they have-if Medicaid. ESPDT is conducted.

Take number off the current Medicaid card and record in child's Health record

When fill out application, ask for income information

When children are registered Head Start obtains a copy of the Medicaid card and some counties provide a printout

During enrollment process, parents must show Medicaid Cards,; Children's insurance is noted in file.

When doing its Health history, they determine whether the family has a Medicaid card.

Determination of income for Medicaid

If they have a Medicaid card, the information is recorded.

Done by Center Supervisor

At time of entrance - Medicaid card is copied in response to questions to parents about Medicaid eligibility

Asked at intake

Parent asked by CD at time of enrollment. Parent asked proof of income.

Those that are on Medicaid they copy Medicaid card at intake. If they don't have it, give them info at

sign up.

At time of intake, parents asked to bring Medi-Cal card

FSW obtains this information with intake form at time of registration.

Done at time of enrollment. Any change of status is documented by the Family Service Worker who provides to Health Coord for data entry

Identified prior to entrance

We indicated it on the Health record

Ask parents on application

Income info. collected at intake

As part of enrollment interview  
-income info.

We use the Family Needs Assessment; through registration or application to Head Start. Use the income guidelines to recommend for Medicaid assistance.

**Health Coordinator**

Is there a formal process for identifying Medicaid-eligible children who are not currently enrolled in Medicaid? Please describe this process.

Note: "Advocates work w/parents-- they know who is not enrolled. Advocates were to get parents enrolled. Almost all parents are qualified for medicaid."

--Ask for income at intake-- ask for medicaid card and/or help them with medicaid forms to obtain one.

Social services does during intake/enrollment.

Intake, child, Advocacy group-- parenting groups-- information on insurance plans.

Upon pre-registration/enrollment, social worker talks with each parent. They complete a form that asks if they have public assistance; Medicaid, WIC, Food stamps.

Parents are asked in Health Record if they are enrolled in Medicaid. If not they are given a form.

Income guidelines are used.

On the Head Start application. There is also the insurance status form they must fill out.

Social worker gets copy of medicaid card at enrollment-- working with social worker-- income guidelines specified-- children meeting guideline that are not enrolled are referred to medicaid worker at program.

Handled by Social Service component.

Social worker helps.

This is part of intake--social worker will help. Usually families are getting free care through IHS.

We identify them according to income; help them fill out the application; make the appointment if necessary and accompany them if necessary.

Parent initiates-- Check income-- check guidelines from social services.

Income certification form is filled out during enrollment.

When people call in to register for Head Start. they are asked their income and recorded on contact log.

Staff does a family needs assessment at enrollment. There eligible children are identified.

At parent intake, child determined if presently receiving Medicaid. if not , then based on income level they're referred to a special person that works with head start at social services, at person's choice.

Income guidelines at enrollment

"Early tracking system"-info comes from a referral agency. "child find" provides same info on Medicaid History

At intake, parents are asked what kind of coverage they have-if Medicaid. ESPDT is conducted.  
Determined at enrollment

Determination of income for Medicaid

Insurance and income status is determined and if Medicaid eligible they are referred to Medicaid or PA department.

When fill out application (needs assessment), ask parents if enrolled.

County Health dept. County welfare dept. provide printout of Medicaid eligible children not enrolled.

Determine Medicaid eligibility at the Health History and if family does not have Medicaid they are referred to the Medicaid agency

If their income are whether Medicaid guidelines then we assist them with getting a Medical card.

We would indicate in the Health record.

Asked at intake

Parents asked at time of enrollment if they have a Medicaid card

At intake and on-going basis, ask parents if not enrolled, then ask them why, have they considered it and do they need assistance applying.

Those that are on MEDICAID- they copy MEDICAID card at intake. If they don't have it, give them info at sign up.

Medicaid presents workshops on eligibility

FSW would determine eligibility and refer to Dept of Human Resources for application to Medicaid

Collect intake info on insurance

As part of enrollment- follow-up by SSS

We look at income and household size.

Has never come up.

Ask on application for income and determine eligibility





**Health Coordinator**

Is there a formal process for enrolling these children in Medicaid? Please describe this process.

Tell the family what's needed and send them to social services.

Social services helps out with this-- though usually families are already enrolled.

Refer to the local agency. may call the local agency to ask what the family needs.

Advocates will take child/parent or schedule appointment. to enroll the child.

Parents are referred at intake if they are not enrolled.

Provide parent with application as well as assistance in completing the application.

Referral from the department of human services.

Note: "not involved"; "this is done at intake-- parents must be on assistance to qualify"

Upon pre-registration/enrollment, social worker talks with each parent. They complete a form that asks if they have public assistance; Medicaid, WIC, Food stamps. Then social worker tells family what to do. This is rare because most families already are on Medicaid.

The program refers eligible parents to county social services.

Head Start has medicaid worker in to work with families to get eligible children signed up.

Social worker does this.

Works with social worker.

If a parent comes in and is not enrolled, and in need, the program will encourage participation.

Handled by Social Service component.

Family is referred to Welfare Dept. to apply for medicaid.

Sends them to the public aid office.

Staff helps parents fill out the applications. Application forms are sent to Head Start office from the dept. of human services. Head Start staff will make the appointment for parent if necessary and or accompany the parent to the department of human services if necessary.

Will take parent to agency, assist with language, support.

1. Inform parent of services offered by medicaid
2. Referred for social services

**Health Coordinator**

Is there a formal mechanism for following-up the treatment services received by children?  
Please describe this mechanism.

Transfer of information form given to parent to give to Dr., case manager works with parents to keep appointments, then follows up with parents to get physician's documentation back for files. if forms are delayed Health Coordinator will directly contact physician.

Form sent to doctor to be completed and returned.

Health specialist or assistants contact provider and parent directly-help parent in follow-up.

When the doctor's statement comes back to me, I inform parents of the necessity of follow-up visit, then we assist the parent in getting the child to the follow-up visit.

Record documentation;calling, procedures, notification with parents

1. Health files to see what's the answer to the referrals
2. Check initial referral and answer to referral

Work directly with provider of what care is needed and make sure that it was completed and put documentation in child's file

Provider reports to the program the services that were provided and it is recorded in the Health record.

Letters sent to physicians and dentists to ensure children were treated.

Use Health data tracking instrument and staff can identify problem and treatment status and follow up appropriately

If a referral is needed the H coordinator contacts parent, contact provider as needed. After HC follows up with parent and the with provider as needed.

Release of information from parents, forms sent to providers, provider sends copy of information to Head Start. Health coordinator follows up on with telephone call.

Obtain parent consent form from provider to release info the Head Start staff and sent it to provider who sees child along with stamped envelope to return. Many call 2 weeks later for following up or make visit to provider if there is no response.

Another appointment is scheduled. Re-check is done, call the mother-let her know follow-up appointment. is due.

Need clearance under certain circumstances - contagious, broken bones

Health Coordinator has a control sheet which is used to record all support services. Time for follow-up is recorded.

Health staff checks status of all referrals weekly. Use nursing progress notes (narrative) - completed by nurses for each interaction

Health Coordinator requests release to provide Health and dental information from parent. Then get information from provider (if parent signs consent). Follow-up with provider to see that treatment is being followed-up by parent or completed.

MIS-indicates by code-Complete, Incomplete, Follow-up for, 22 categories across the top. (see attached). Teachers get copy for their centers- 4 level follow-up.

HC, Nutrition, Area Manager, Center Teacher & Aide, Parent liaison-record keeping in classroom, FSA's-caseworkers

Health Coordinator makes contact with treatment providers

For a child referred for treatment, parent signs a consent for release of information from the provider, and to provide release of information back to Head Start. If not, Health Coordinator and staff follow up with provider and parents

Review of data base

Forms would be given to parent to give to the Health provider. And then the forms would be returned to me.

Referral forms must be returned by provider after treatment. Provider provides update, details of treatment given. parent has signed release of information form.

Get report back directly from provider. Will call provider if not received

Get documentation back from physician/dentist describing work-All comes to Program office and info disseminated to support staff

Family Services Coordinators will refer the child to the Health provider or to other resources.

Contact family by phone or talk to parent individually when they bring or pick up child. Contact provider to ask if treatment was completed.

Review of records and contact with parents-- this takes lots of time.

Relay of forms to provider and back to Head Start. Provider should have detailed follow-up instruction. Sometimes letters and phone calls are made, between parents, Head Start and providers.

Codes entered in computer once follow-up is needed. Releases are obtained, track follow-up until care is received computer reports every 2-3 weeks.

Referral follow-up for is sent out to request any additional information.

"Clinic notes" are required. Reviewed by nurse when child returns. If child is sent home b/c they are sick, or are sent to doctor, must bring in a "clinic note" from the doctor. It is reviewed by the nurse and put in the Health record.

Doctor is given a form to return to the Head Start program on treatment given and any follow-up that is needed.

Form of consent for all treatment services must be sent to Health Coordinator. Log of appointments is kept for all Health services, Health data track is computerized.

Communicate w/staff--need to bring to Dr.'s note. Child not admitted if they have an appointment-- but don't bring note. All info is kept in child's Health records-- which are checked frequently.

Review all screening documents-- refer-- and check to see if the appointment is kept. Will send reminder. Basically refer and follow-up is what we do. Some MD are not as adequate. Will write formal letters to MDs. For example, Head Start requires that children be examined undressed but nurse knows that this doesn't always happen. Or, e.g. lead or hematocrit will be tested and just simply checked as done but results are not given. The program would like to send a letter to MDs w/specific instructions for what should be done and how test results should be recorded.

Professional provides report to parents-- parents bring report to program staff [HC].

Provider is contacted to see whether parent kept the appointment. Health Coordinator calls parent to determine whether parent has kept appointment. Then identifies the barrier and addresses problem. Reschedules appointment and takes the child to appointment.

I contact parents to make sure [they] have taken the child--Sometimes they will bring a note report from the doctor.

Speech therapist may leave note in child's file.

Children re-screened every 45 days.

On computer-- has tracking system/Child plus 3.

2 system 1. manual 2. computerized system, exam, referral, begins or completed treatment, also back appointments.

Reports directly from providers and parents to center staff- forwarded to HC.

Have Referral Plan: written plan, x days to follow-up, referral comes back signed by physician. HC developed in past 2 years.

Receiving the reports back.

Have a Health data tracking instrument.--Document on progress notes in child's file. Site monitoring to review records.

Providers send written records to Head Start; if not, H. Coordinator calls for results.

**Mental Health**

**Coordinator**

Does the program have a required procedure if a teacher suspects a child has a serious mental health problem? Please describe this procedure.

1. Call parent and hold a conference.
2. Ask parent if doctor also suspects serious MH problems.
3. Refer to the district.
4. District insures an evaluation.

Request for observation form to be completed by teacher. Sent to MH Coordinator. Clinic also has a form that teachers can send directly to for asking questions.

Contact log and referral log-- oral communication from teacher prompts the use of either one of the two forms.

Contact mental Health consultant-- MHC would do observations, fill out form. Referral will be made if necessary to private doctor.

Teacher notifies Mental Health Coordinator who contacts the mental Health consultant who then makes a referral to a treatment center or goes to the site to evaluate the situation.

Comment: "It would happen naturally. Not sure it is written down. Teachers would let us know. Nothing printed-- not an issue."

The teacher makes the referral to the appropriate Coordinator and the home based Coordinator takes the issue to the RAP session. It is discussed with the Mental Health Coordinator. Teachers and mental Health interns offer suggestions if these are behavioral or developmental issues. If the issue is more serious then a referral is made to the RCM [referral committee meeting] by the Mental Health Consultant, if it is a medical referral contact appropriate medical doctor, make an appointment and ensure that the child goes to the appointment. If it is a special needs then the special needs Coordinator contacts the preschool Coordinator of the city independent district because the school district is legally responsible for servicing special needs students 3-5. Then the school Coordinator sets up an assessment and the child is screened. If it is determined that the child needs services a program is developed and services are administered.

Teacher completed referral for and hands it in to M.H.C..

The teacher will call me, the mental Health consultant and set up a time to meet to discuss the problem, and so that I may observe the child.

Teacher would fill out the subjective child observation form. Then it would be brought before the entire staff and sent to a referral committee with a Mental Health Consultant. In case of an emergency, an observation would be done by mental Health aides [University Ph.D. candidates in psychology who are doing internships at the center]. Then referrals would be made by the Mental Health Consultant. Then an appointment would be made.

Through calls to nurses, field Coordinator-- they are a close staff.



"Teacher calls special needs Coordinator. She contacts mental Health consultant. Then mental Health consultant goes and makes an observation of the child in the classroom and confers with the teacher. If it is determined that there is a problem then the parent has to be dealt with. The appointment [meeting] with the parent is set up. [Sometimes it is a matter of practical help [then the mental Health consultant works] with the teacher. If a referral is needed [the consultant] refer[s] the child to AEA [Area Ed. Agency]. Then [the consultant] refers back to the teacher for an update on [the] progress [of the child]."

The mental Health consultant is contracted so that she can determine what the problem is and make a referral. If she is not available the education Coordinator or social services Coordinator would be contacted. Education Coordinator is direct supervisor of teachers so they would call her if others cannot be reached.

Teacher writes referrals forwards it to M. Health unit for follow-up.

Details-- described in procedure manual screener form is completed by teacher or parent if concerned-- MHC receives form then refers to professional-- copy of action note sent back to reference- final action by consultant or intern written report to MHC.

1) Social Services 2) Staff meeting on child 3) 2 weeks-- Parent letter to administer initial Sift Test 4) Sift sent to office 5) If child scores 3 Referral is made to state Health 6) Permission form to parent for state Mental Health to perform the Benate Test. 6) Results Mental Health coordinator Parents are notified of any deficiencies. 7) Vineland Test is done by teacher on child 8) Outside Consultant comes in and reviews with Staff. 9) Meeting with parent to discuss results. 10) At meeting performance summary is discussed recommendations.

It is described in the procedures manual.

Referral is made by the teacher. Mental Health assistant or professional makes an observation. Then based on observation further psychological. assessment may be recommended. A diagnosis is made, and a possible referral to special needs is done. Treatment is recommended.

Complete pre-m. Health. Referral form, send it to M.H. Coordinator-- MH Coordinator will respond and deliver services as needed.

Doesn't really know. Mandated reporting. In practice falls to the social worker. Will consult social worker first himself.

Teacher will contact nurse. If there are other concerns such as neglect on the part of the parent the social worker and MH consultant will be called in to observe and possibly act as mandated reporters.

If teacher writes up referral give to Education Coordinator she will call [doctor]. And a referral will be made for that child.

Teacher contacts MH Coordinator to come observe child. If MH Coordinator feels concerns are justified, MH consultant is contacted. Parent signs consent form and MH consultant comes to observe child in classroom. Decision made by MH consultant as to whether services are required. If so, referral is made.

Teacher contacts M.H. Coordinator explains concern. M.H. consultant's contacted, a class observation is arranged after consulting with parent. Then M.H. Coordinator makes sure that problem is addressed and resolved.

**Mental Health**

**Coordinator**

Do all children in the program routinely receive a group administered mental health screening? Describe the process for conducting formal and/or informal group screenings, including any specific screening instruments used.

On-going assessment: new core

MHC goes in 2 times a year-- observe each class. Decision is up to them. Has form-- feedback-- comments.

Teacher does the "Denver" test and if a child scores low the mental Health consultant reviews the scores and then comes to observe children and make referrals and recommendations.

Done in the beginning of year. Class observation by nursing staff in conjunction w/special needs people. Anecdotal records, review records, social service intake forms. Sometimes use Denver. A lot of coordination between staff.

Mental Health consultant observes classrooms twice a year. She submits a written report with any recommendation she might have to the Health Coordinator.

Use developmental behavior checklist-- teacher administered twice per year.

MH consultant visits and observes 3 times per year.

Early administered by the teacher. Two day test.

- 1) Pre-service Training-- Initial screening done by teacher.
- 2) Material sent to office where they are scored.
- 3) Child scores 3 a referral for further testing, normal score letter is sent to parents.

[illegible word] as a classroom observation mostly.

Chicago Early-- administered individually for expected knowledge and ability. Classroom observation by consultant as well as teacher consultation to address serious issues of any child.

All children observed by teachers and mental Health interns from state university.

- Two phases 1. Teacher completes developmental. screening (2 measures).
2. Own developmental. screening
3. Significant problems are followed-up and children provided more extensive services.

Do PBQ within first 6 weeks of school-- psychologist does group observation at the beginning and end of school year.

"Concern sheet" is prepared by teacher and forwarded to disabilities Coordinator who will go in to observe child and depending on results, referred to mental Health consultant

Teacher must complete referral form which goes to Disability coordinator Then parents are contacted to make appropriate referrals.

Teacher complete referral form and send to HC. Reviewed for HC and EC. They plan to observe child. Then determine if MH consultant is needed. Usually ask for an observation (3 1/2 hours)

The teacher documents any atypical behavior suspected. Who completes a referral form to the Mental Health Coordinator who then observes the child. The teacher, the MH coordinator and the parent have a conference. If they feel a need to make a referral to the MH consultant, the parent signs the permission for an observation by the consultant. If MH consultant feels a need for further observation, she will make the recommendation.

Director meets with parent with parental permission they will refer the child to the mental Health consultant, who will meet with the director and the parent. Then they will decide and implement the screening that is appropriate.

Observation Guidelines, list of inappropriate behavior checklist and Chicago Test "Early." Referrals are made depending on the results. Also through the Psychologist's visit to the Center.

Teacher makes a referral and consults with the appropriate specialist

Teacher fills out a specific form to document the problem which goes to the special needs assistant. She documents and sends form to mental Health coordinator and consultant. Consultant then comes in and evaluates.

Referral form completed by its teacher, submitted to disability Coordinator and action is taken and forwarded to the Mental Health Professional. MH prof. makes an observation and follows up.

Same as with medical problem- Carolina Developmental screening-contact center, h. coordinator and area supervisor and program Health coordinator if necessary and contact parent to discuss and make referral and follow up as necessary

Collect anecdotal notes describing behavior. Make a referral to Center Director. CD observes classroom. CD sends referral to Mental and Education consultant. A copy set to Health coordinator, Ed coord, and Mental Health Coordinator to see if physical has been completed. Try to rule out physical problems. MHC and EC observe class. They get permission from parent for observation by a mental Health consultant. Mental Health consultant generates a report with results. Meeting with parents, teacher, Health coord, education and disabilities to discuss findings. Then follow re: cc from mental Health coordinator

If teacher detects a problem, she makes the referral to the appropriate personal; psychologist, social worker. or Coordinator of children with special needs

Teachers have to have us a written referral, they must document what the concerns are, stating how long the child has been in class, describing the child's behavior and what causes it to come about. If I have not yet done so, I do a Brigance developmental screening. After reviewing the results and sharing the information with the parent and teacher, then the outside agency will be contacted once parent has given consent. The school district will then be notified.

The head teacher calls the MH Coordinator to consult regarding child or to observe the child

Mental Health referral process. Teacher completes observational checklist within 30 days. Copy to supervisor and MHC, teacher can make referral. Varies with problem.

If they have a child they feel has a serious problem, notify the Mental Health Coordinator, who assesses the child. Also have emergency staff members for crisis situations. Parents can also bring child in.

If a teacher suspects a serious problem we have an in-house referral or contact special ed Coordinator directly

1. teacher talks with parent and gets permission to make in-house referral to FSA2
  2. FSA2 will, with parent determine who referral should be made to
  3. Referral made, then parent goes to outside agency- (Head Start needs to do a better job of follow-up and advocacy for the parent)
  4. monthly follow-up
- (Actions are tracked on Social Services referral forms and family needs assessment books and individual record by FSA2)

Teacher calls MH Coordinator will do an observation. Parents told that a referral will be made. MH Consultant will do screening after receiving parent consent for evaluation. Assess child's development and outside consultant if needed. IEP and receive therapy if necessary.

Observe specific behavior, document, make referrals of concern to Health Coordinator

Staff communicate with Education Coordinator and discuss solutions. If solutions don't work, communicate with MH Coordinator re: solution. If needed, MH Coordinator contacts outside agency and may conduct observation. Referral, continue to assess, follow-up on services. Phone, informal word of mouth, meetings

Usually, it is first discussed with a head teacher during an observation. The teacher either makes a referral to me or mentions it to someone in the therapeutic nursery so someone will observe. Based on the observation, classroom strategies may be attempted or referral for services to the therapeutic nursery.

Teacher does an identification of concerns. Depending on judgement of director have staffing at center level. May request MH Coordinator to attend staffing or just send her the referral and ask for decision. or just call MH Coordinator.

Teacher makes referral to MH Coordinator MHC checks with guidance counselor. Testing is arranged if necessary.

Teacher would take more frequent observations, turn in a behavior checklist and send in to Disabilities Coordinator who would check screening, who would then check in with Health Coordinator or MH Coordinator and determine who should do a classroom observation. After Observation - feedback to teacher and change environment if appropriate. About 2 observations within 4-6 weeks, then if necessary, refer to MH professional.

## **Mental Health**

### **Coordinator**

Do all children in the program routinely receive individual mental health screening? Describe the process for conducting formal and/or informal individual screenings, including any specific screening instruments used.

Psychometries and Psychological evaluations. Development tools. North Carolina Profile, Denver Scale, Wippsy and Wisconsin Scale. Psycho/motor integration.

MH screen is filled out by teachers on every child. Screening instrument developed by Head Start program.

Referral to MH consultant who visits center to observe and work with child-recommendations made in a written report. May suggest collaboration with other agencies. Form included in M.H. plan

H. Teacher first makes the referral and psychologist proceeds with an individual evaluation. Use the Stanford Binet and others.

"Classroom mental Health observation"- observation /behavior checklist (are currently updating forms)

1. If screening determines needs for further evaluation is warranted, using the Stanford Binet, Projections and tests of visual and motor integration.

Done by consultant with parents present if they want to be. Results are explained to the parents. Before doing screening, ensures problem is not organically based.

MH prof. will do individual screenings as necessary based on observations and evaluations

If a referral is made, then the child would receive an individual mental Health screening.

Individual screening result from Mental Health observation Checklist and overall mental Health observations conducted twice yearly.

After the general screening has been completed, the consultant talks to the director re: specific children, additional observations and meetings with the parent take place. I am not aware of any specific screening instrument.

All screenings performed by mental Health consultant

Teacher makes referral to MH Coordinator Appointment made with MH agency for screening.

We receive a referral from the site. MH coordinator meets with parent, discuss, get releases signed for records or for doctors and other agencies. Interview parents, child. Decide if they meet criteria for further evaluation. Connors (ADD), Beck's depression inventory. Psychological would be referred to psychologist.

Through teacher observation and selected screening tools (social emotional checklist, child's individual profile)

Head Start makes referrals- teacher will work with Southwest Human Development Mental Health Professional.

-Brigance screening instrument



-teacher/staff observations  
3. anecdotal records  
-forms termed "teacher observations"

This is done by a MH Consultant on an individual basis - feedback is provided to Head Start for classroom situation

Play assessment and observation. Reports are made on an observation form (done by mental Health consultant)

Start with informal behavior screen done by parent. Do individual developmental screenings using the Brigance done by teachers. Teachers do 2 weekly observations of each child with written documentation. Do Yale Teachers inventory if referred to MH coordinator 2 times per year, teachers do child observation record. mental Health observes child.

Through intermediate districts, battery for cognitive/emotional and developmental delay. Testing by referral through disability services. Tested by neuropsychologist through referral by MHC. Sometimes identified by Public Health screening or family physician. Often do ADHD screenings.

The teachers administer the Chicago. During classroom observations, when I talk with children, I'll do a brief mental status exam. The kids in the therapeutic nursery will get formal testing with the "McCarthy".

Use tool-- Mental Health workshop. Not normal instrument. Administered to each child. Teacher complete in first 30 days. Any concerns-- care for the Mental Health Coordinator.

Teachers administered the Chicago test to all children. Parents alert the teacher about a given child and then that child is referred for an evaluation.

If referral made by teacher, then MH consultant reports to HC recommendation for evaluation by school or medical center.

Note: "Starting to be incorporated. All children that did not have the Denver done at the physical-- done by Head Start-- administered by nursing/spec. needs."

Informal work done by observation and parent discussion. Referrals made on that basis. The professionals close the instrument on care basis.

They are informal screenings based on observations-- there is no standard instrument used.

If recommended for counseling, consultant meets with parent to get more info. Then she places them in counseling. No formal screening instruments.

Formally it goes to the RAP the RCM [referral committee meeting] the instruments that would be used is up to the examiner and the nature of the case.

If any of this has to be done the child is referred to the university. The Coordinator is not sure what tests are given. None of the staff is certified to do screenings.

Classroom observation by mental Health consultant, behavior assessment system for children [including parent rating scales, teacher rating scales, and observation scale].

Conner's child behavior checklist.

MH Coordinator contacts MH professional and MHP does an evaluation to determine need for further services.

"It [the process] would depend on the problem. These children are often referred to someone else. Sometimes Putnam's child disassociative checklist is used, [but] not so much, sometimes Achenbach child behavior checklist--teacher form for 2 to 3 yrs. old is used in broad screening for internalizing behaviors and externalizing behaviors such as over activity because this test is scored against other children of the same age."

1. Children are observed by the Mental Health professional and the assistant at least twice a year. The Brigance is used to assess the children.

All children have mental Health screener form completed.

If child comes in pre-diagnosed then Head Start goes on and does individual screening to determine what program they should be in.

Teacher may recommend a screening. Doesn't know names of tests; different providers use different tests.

The Denver--revised.

Chicago Early-- administered individually for expected knowledge and ability. Classroom observation by consultant as well as teacher consultation to address serious issues of any child. No other screenings.

Vineland, Achenbach, Do assessment on the parent [parent stress inventory, parent skill inventory]

Use BDI [Battelle] by team of 4 teachers. Following screening, [Pass or fail] if fail, will record the fall BDI.

If the PBQ is high-- then do a Connors Evaluation individualized to the child; if high then psychologist does an individual observation and then consults with the parents.

**Mental Health**

**Coordinator**

Is there any formal mechanism for following-up the treatment services received by children? Please describe this method.

1. Write in monthly calendar all the children who are receiving services and the type of service that the children are receiving 2. Once a month the providers of services are reviewed to checked that the services are provided.

She reviews files and keeps in touch with parents.

A written consent for release of information for all mental Health treatment that Head Start is involved in.

County- Some skills training talking w/parents, seeing how therapy is going--county. Mental Health Dept.: Classroom intervention. Relying more on parent communication no behavioral intervention; therapy only.

Informal: written in individual. education. plan [IEP]-- [IEP] contract which dictates what you will do with child, put together for each special needs child. Delay in any area document how we will measure change/on going document-- written every 6 month. Parent Health Coordinator. always 2 discipline represented

Mental Health consultant provides a monthly report to the Health Coordinator.

Provider keeps in contact w/Head Start and w/parents and/or teacher. [In some cases, parent works daily and teacher takes child to provider.] Contacts kept in file at Head Start.

Meetings [mon.] w/MH consultants to discuss progress. Optometry, the clinic teams [contracted providers-- there are 5 and include early intervention providers].

Done by MH professional [consultant]. MH Coordinator is unaware of procedure.

As Social service dept.

Children referred out includes release form-- MHC monitors return of forms-- all observations and consultations written up and maintained in record.

After IEP completed the consultant comes into center to work with child and teacher. Mental Health Coordinator also does follow-up with LAP to monitor the situation.

I check with parents and provider.

Phone call to provider, help parents deal with agency if there is a problem. Call parent to make sure child was taken for the appointment.

Time lines-- all children are supposed to have screenings within 45 days after enrollment.--15-30 days more if children need further assessments and soon.

Progress notes are used and the Health tracking system.

Procedure where children are monitored-- charting and recording-- time for follow-up-- teacher can re-contact.

Login system-- referral tracking system.



**Nutrition Coordinator**

Do any children receive individual nutrition screenings? Describe the process for conducting formal and/or informal nutrition screenings?

Scheduled to come in for Health screenings. The nutritional screening is part of the Health screening.

Review Health record for allergies or eating problems identified by parents-- dietitian reviews and prepares diets for children as needed.

There are two nutritional evaluation forms that are done. One nutrition screen is done at intake by asking parents questions about dietary and nutritional concerns or problems. The forms are evaluated by a registered dietitian and returned to parent with comments. Nutrition Coordinator follows up with a letter of explanation to the parent. Information as to the nutritional training needs of parent is also taken during screening.

Parents complete form. MDs do hematocrit. Nutrition staff does heights and weights.

NC goes through questionnaire-- pulls any flags-- calls parents, suggests program-- i.e. if child is still drinking out of bottle. Info is sent to center alerting staff.

Referral initiated by teacher using referral form. Sent in to Health Coordinator for evaluation. Also use height and weight graphs in Health records.

Hematocrits are done for anemia. Heights and weights are done twice/year and if a reading is over or under guidelines, the child is referred to pediatrician. Then if recommended, the nutritionist is called in to carry out the recommendation of the physician.

Come from special needs children failure to thrive. Work closely w/these children. 5 nutritionist aids-- consult with the parents. We have a lot of anemic children. Children w/lead poisoning.

At intake questions are asked about medical records. Counsel parents on nutrition-- special menus for children but only after documents by a doctor.

Gather physical data for school. Meeting in the building, take height and weight. Do diet history and assessment-- then [illegible word] council with parent. Scheduled while child is in school.

Informal screening--done at intake.

Usually done through a doctor physical. Also addressed during intake interview. Generally doctor looks for evidence of nutritional problems during entrance physical.

Parent completes form upon enrollment-or-afterward at home.

Look at PE for hematocrit, Health history, nutrition questionnaire, does height and weight. Then talks w/staff if she discovers problem (it may be eating habits or manners or something from PE). Makes referral to WIC or IHS.



Review of Health screening and physical exam for indication of need for follow-up-- anemia/obesity or underweight cases identified and appointments made-- severe food allergies identified and followed-up.

Weight and measure the child, review physical, look at hematocrit/hemoglobin and any findings from the doctors, review dental, see if there are any chronic medical conditions, review nutrition questionnaire w/parent, plot and review weight and measures to assess overweight, underweight and growth according to age.

Registration nutritional assessment form go into classroom-- observe child, talk to teacher-- proceed from there look at hemoglobin, height, weight, look at overall picture of child.

Form 6 [Nutrition Q] is filled out by worker in interview with parent includes: ht, wt, hgb, hct, if cavities, if high bad, chronic medication then automatic referral. Referral tracking log.

Formal-- done at enrollment time, if dietary problems then a referral is made at that time. In addition, the Nutrition Coordinator--reviews all assessments-- in the process she may pick-up children with dietary problems, parents are contacted and interviewed and determine whether or not treatment is warranted. Children with allergies receive a modified diet. Informally mother's may bring up a concern and a registered dietitian would follow-up making appropriate referrals recommendations.

Referrals are made by part of the Health component or other sources. The nutritionist contacts the parent to set up an interview. In addition, the nutritionist goes to the child's file. Later consumption evaluations and observations are made to determine needs.

Follow screening form: height, weight, hemoglobin; parent interview on food groups that children eat, like, religious/special diet requirements

All kids get height and weight on forms. Take notes from parents at food preferences and allergies. Perform 2 growth tests each year, and refer to appropriate service if necessary.

Nurse makes referral to pediatrician, pediatrician gives back response to nurse, nurse gives it to nutritionist. Nutritionist check[s] Health records, then does orientation of personnel and parent. When needed does meal observation.

Interview with parents, complete nutritional background form, prepare growth charts, direct observation of child and when they consume food, review Health file (see general information, laboratory [records], and physicals). Observe personnel.

Not sure of because new position and hasn't been through one yet.

When the child is registered, parents are asked about any foods that the doctor says the child can not eat- If something different comes up, the parent will notify the center-the doctor will write order for anything in particular.

Do a height/weight- assessment and record on a graph use hemoglobin/hematocrit to determine anemia level; depending on H/W status, contact MD and work with parents to develop a nutrition plan at home and incorporate into the daily menu at home for the child-esp. children with allergies to certain foods. The program purchases the foods that are required by it's allergy diet

Form with family service worker-reviewed with parent and sent to NC for review-information then sent to parent based on review.

We take their nutrition assessment and their Health records and if we observe a problem, we send them to a Health specialist.

Part of intake interview is a nutrition screening. Problems noted at screening are noted at screening are noted to HC and NC who make referrals. Can refer for allergy testing.

At intake, they are given a nutrition screening (forms to fill out). Nutrition Coordinator reviews these. Also review the child's physical. Nutrition Coordinator assesses children on-site, especially over weight children.

Height and weight, dietary evaluation-looking at Hemoglobin & hematocrit to see if they are at risk. By looking at whole-see if there are nutrition deficiency-refer them to different agencies, if at risk transfer them to doctor, hold parent conference- so they understand about following up- then determine with doctor when or if to take a special diet.

Family service worker looks at the application and if a child needs a referral (eg. things pointed out in physical). Nutrition coordinator and Health coordinator consultant and may so outside agency or to appropriate head start staff. And then consult parents with needs.

Do blood tests for anemia

Talk with the parents to find out how often children eat basic food groups of foods and whether they have allergies or dietary needs. Make sure that certain blood tests to see if child has anemia or another problem. Whether the child takes a bottle. If there are certain dietary needs, we find this out.

Identification on physical and Health booklets on a particular need. Counseling by the nutritionist with the parent, child and teacher or myself. We follow through on the plan providing that service or food.

Height and weight screenings done on site at each center, usually done by Health aide. Hematocrits done by physician or Health unit. Informal done by teachers and other staff as watch children eat. Info entered in computer if needed referral is made and follow-up provided.

## **2.2 Reported Staff Responsibilities**

Each of the five staff interviews contained a table which listed a number of staff responsibilities associated with the Health Component. Staff indicated which responsibilities they had as part of their job, and the tasks for which other Head Start staff might be responsible. Staff also reported which three tasks they did most frequently in their position. The reports of the three tasks done most frequently were summarized in the earlier volumes under Program Characteristics, but the depth of information provided in the tables was not easily summarized. The following tables present the staff responsibility questions and response percentages within each cell of the tables.

## Center Director

Now, I will read you a list of tasks that a Center Director, a Head Start Health Coordinator, other Head Start staff, or an outside consultant might do. Please tell me who participates in these tasks.

	<b>I Do</b>	<b>Health Coordinator</b>	<b>Other Head Start Staff</b>	<b>Outside Consultant</b>	<b>Not Done</b>	<b>Don't Know</b>
a. Making referrals . . . . .	72.9	57.6	84.7	30.5	0	0
b. Arranging for referrals . . . . .	44.1	61.0	71.2	20.3	0	0
c. Coordinating screening activities . . . . .	32.2	71.2	52.5	18.6	0	0
d. Conducting screenings/assessments . . . . .	30.5	59.3	71.2	45.8	0	0
e. Providing counseling/therapeutic services . . . . .	10.2	23.7	42.4	71.2	3.4	0
f. Follow-up on services provided by others . . . . .	61.0	69.5	72.9	13.6	0	0
g. Coordinating services with other staff . . . . .	69.5	71.2	62.7	11.9	0	0
h. Parent education . . . . .	64.4	49.2	91.5	35.6	0	0
i. Classroom health education . . . . .	62.7	49.2	69.5	28.8	0	0
j. Supervising other staff . . . . .	83.1	33.9	44.1	5.1	3.4	3.4
k. Interagency collaborations . . . . .	55.9	57.6	69.5	15.3	0	3.4
l. Assisting with menu planning . . . . .	28.8	30.5	74.6	23.7	0	1.7
m. Food preparation . . . . .	13.6	8.5	81.4	16.9	0	0
n. Selecting providers . . . . .	25.4	63.7	43.3	6.8	3.4	6.8
o. Negotiating payments with other agencies . . . . .	5.1	33.9	52.5	1.7	3.4	18.6
p. Review of health providers . . . . .	27.1	67.8	47.5	8.5	1.7	8.5
q. Teacher/staff training . . . . .	59.3	40.7	79.7	40.7	3.4	1.7
r. Health curriculum planning . . . . .	50.8	76.3	61.0	20.3	1.7	0
s. Crisis intervention with parents . . . . .	64.4	47.5	81.4	20.3	0	0
t. Help families enroll in Medicaid . . . . .	16.9	45.8	66.1	3.4	8.5	0
u. Collect/create resource materials . . . . .	78.0	62.7	78.0	13.6	0	1.7

## Health Coordinator

Now, I will read you a list of tasks that a Head Start Health Coordinator, other Head Start staff, or an outside consultant might do. Please tell me who participates in these tasks.

	I Do	Other Head Start Staff	Outside Consultant	Not Done	Don't Know
a. Making referrals . . . . .	88.1	88.1	45.2	0	0
b. Arranging for referrals . . . . .	90.5	71.4	28.6	0	2.4
c. Coordinating screening activities . . . . .	90.5	54.8	16.7	0	0
d. Conducting screenings/assessments . . . . .	75.8	61.9	66.7	0	0
e. Providing counseling/therapeutic services . . . . .	31.0	42.9	81.0	0	0
f. Follow-up on services provided by others . . . . .	90.5	66.7	21.4	0	0
g. Coordinating services with other staff . . . . .	97.6	52.4	21.4	0	0
h. Parent education . . . . .	88.1	90.5	54.8	0	0
i. Classroom health education . . . . .	69.0	88.1	28.6	0	0
j. Supervising other staff . . . . .	69.0	66.7	2.4	4.8	0
k. Interagency collaborations . . . . .	92.9	78.6	16.7	0	0
l. Assisting with menu planning . . . . .	21.4	81.0	28.6	2.4	0
m. Selecting providers . . . . .	78.6	61.9	9.5	7.1	2.4
n. Collect/create resource materials . . . . .	76.2	88.1	21.4	2.4	0
o. Assist in food preparation . . . . .	7.1	83.3	21.4	2.4	0
p. Review of health providers . . . . .	78.6	47.6	16.7	7.1	2.4
q. Help families enroll in Medicaid . . . . .	47.6	92.9	9.5	2.4	2.4
r. Negotiating payments with other agencies . . . . .	66.7	59.5	2.4	2.4	4.8
s. Teacher/staff training . . . . .	92.9	71.4	40.5	0	0
t. Health curriculum planning . . . . .	88.1	71.4	21.4	0	0
u. Crisis intervention . . . . .	66.7	78.6	35.7	0	0
v. Acute care for children, staff and parents . . . . .	61.9	59.5	35.7	7.1	0

## Mental Health Coordinator

Now, I will read you a list of health related tasks that a Head Start Mental Health Coordinator, a mental health professional (consultant), or other Head Start staff might perform regarding the Health Component. Please tell me who participates in these tasks.

	<b>I Do</b>	<b>Mental Health Professional (Consultant)</b>	<b>Other Head Start Staff</b>	<b>Not Done</b>	<b>Don't Know</b>
a. Making referrals . . . . .	70.3	59.5	75.7	0	0
b. Arranging for referrals . . . . .	78.4	24.3	70.3	0	0
c. Coordinating mental health screening activities . . . . .	86.5	21.6	54.1	0	2.7
d. Conducting mental health screenings/assessments . . . . .	35.1	75.7	48.6	0	2.7
e. Providing counseling/therapeutic services . . . . .	18.9	86.5	8.1	0	2.7
f. Follow-up on mental health services provided by others . . . . .	78.4	35.1	62.2	0	0
g. Coordinating services with other staff . . . . .	94.6	29.7	37.8	0	0
h. Parent education . . . . .	62.2	62.2	62.2	0	0
i. Classroom health education . . . . .	43.2	27.0	86.5	0	0
j. Supervising other staff . . . . .	64.9	8.1	43.2	8.1	0
k. Interagency collaborations . . . . .	91.9	18.9	56.8	0	0
l. Selecting providers . . . . .	73.0	10.8	56.8	5.4	0
m. Negotiating payments with other agencies . . . . .	48.6	0	51.4	10.8	5.4
n. Review of health providers (quality assurance issues) . . . . .	73.0	8.1	56.8	8.1	0
o. Teacher/staff training . . . . .	86.5	48.6	56.8	0	0
p. Health curriculum planning . . . . .	70.3	27.0	64.9	0	2.7
q. Providing one-to-one counseling or support . . . . .	32.4	73.0	45.9	5.4	2.7
r. Providing counseling to parents . . . . .	29.7	78.4	29.7	8.1	0
s. Providing staff consultations . . . . .	56.8	75.7	32.4	0	0
t. Crisis intervention . . . . .	59.5	67.6	67.6	0	2.7
u. Classroom observation and consultation with teacher . . . . .	78.4	81.1	59.5	0	0
v. Collect/create resource materials . . . . .	89.2	35.1	62.2	0	2.7

## Nutrition Coordinator

Now, I will read you a list of tasks that a Nutrition Coordinator, a nutrition consultant or other Head Start staff might do. Please tell me who participates in these tasks.

	I Do	Nutrition Consultant	Other Head Start Staff	Not Done	Don't Know
a. Menu planning . . . . .	84.6	46.2	59.0	5.1	0
b. Selecting food vendors . . . . .	66.7	10.3	41.0	7.7	0
c. Food purchasing/ordering . . . . .	48.7	7.7	56.4	7.7	0
d. Food preparation . . . . .	7.7	10.3	84.6	5.1	0
e. Curriculum planning related to nutrition . . . . .	76.9	20.5	64.1	2.6	0
f. Classroom health education . . . . .	53.8	12.8	87.2	0	0
g. Parent education . . . . .	87.2	28.2	61.5	2.6	0
h. Teacher/staff training . . . . .	89.7	33.3	41.0	0	0
i. Supervising other staff . . . . .	79.5	2.6	51.3	0	0
j. Coordinating services with other staff . . . . .	92.3	5.1	48.7	0	0
k. Interagency collaborations . . . . .	89.7	15.4	51.3	0	0
l. Community referrals . . . . .	82.1	17.9	59.0	0	0
m. Growth screening/monitoring . . . . .	69.2	12.8	74.4	0	0
n. Nutritional assessment . . . . .	79.5	30.8	48.7	0	0
o. Nutritional counseling . . . . .	61.5	51.3	35.9	2.6	0
p. Collect/create resource materials . . . . .	97.4	20.5	46.2	0	0

## Parent Involvement Coordinator

Now, I will read you a list of health related tasks that the Parent Involvement Coordinator, other Head Start staff or outside consultants might perform regarding the Health Component. Please tell me who participates in these tasks in your program.

	<b>I Do</b>	<b>Other Head Start Staff</b>	<b>Outside Consultants</b>	<b>Not Done</b>	<b>Don't Know</b>
a. Making referrals . . . . .	66.7	97.6	31.0	0	0
b. Arranging for referrals . . . . .	50.0	92.9	23.8	0	0
c. Coordinating services with other staff . . . . .	85.7	64.3	14.3	0	0
d. Parent education . . . . .	90.5	71.4	35.7	0	0
e. Teacher/staff training . . . . .	61.9	83.3	38.1	0	0
f. Interagency collaborations . . . . .	83.3	78.6	19.0	0	0
g. Supervising other staff . . . . .	59.5	78.6	7.1	0	0
h. Health curriculum planning . . . . .	28.6	97.6	19.0	0	0
i. Other (specify) _____ _____	23.8	9.5	2.4	71.4	4.8



## **2.3 Reported Staff Training Activities**

The background and training of staff members have already been addressed in Volumes I and II. However, it was not possible at that point to summarize the sources of the various training activities participated in by Head Start staff. The following tables are taken from the Center Director, the Health Coordinator, and the Nutrition Coordinator interviews. Each cell within the tables represents the percentage of staff reporting having participated in a specific training activity and who provided the training.

## Center Director

Please identify the main health issues covered in your training during the past year. Indicate if training was provided by program staff or outside consultants. [If no training was received on a health issue, check "No Training" and move down to next issue.]

	On-Site*						Off-Site						
	No Training	Program staff	Local consultant (individual)	Local community provider (i.e. Red Cross, WIC)	Regional TASC Staff or Consultant	Other _____	Grantee cluster training	Regional cluster training	State Head Start Assoc. Training	Teaching center	Program staff	In-service Training	Other _____
Children with special needs	18.6	32.2	20.3	8.5	3.4	3.4	6.8	8.5	10.2	1.7	5.1	15.3	8.5
CPR	23.7	10.2	11.9	23.7	0.0	0.0	0.0	0.0	3.4	1.7	1.7	10.2	15.3
Dental health	39.0	27.1	20.3	5.1	0.0	0.0	0.0	0.0	0.0	0.0	3.4	8.5	1.7
Disabilities	27.1	33.9	13.6	3.4	0.0	1.7	3.4	10.2	10.2	0.0	5.1	6.8	3.4
Eating habits	39.0	22.0	8.5	5.1	0.0	0.0	1.7	1.7	1.7	0.0	5.1	11.9	5.1
Family violence	35.6	20.3	18.6	11.9	0.0	0.0	0.0	1.7	5.1	0.0	3.4	10.2	1.7
First aid/safety	23.7	23.7	13.6	20.3	0.0	1.7	3.4	0.0	1.7	1.7	5.1	10.2	6.8
General health	30.5	37.3	11.9	3.4	0.0	0.0	1.7	1.7	6.8	0.0	5.1	8.5	3.4
Growth /development	22.0	40.7	11.9	0.0	0.0	0.0	5.1	3.4	3.4	1.7	6.8	8.5	5.1
Hearing conditions	62.7	15.3	15.3	3.4	0.0	0.0	0.0	1.7	1.7	0.0	1.7	3.4	0.0
Language development	40.7	28.8	22.0	3.4	0.0	1.7	3.4	0.0	1.7	1.7	3.4	10.2	3.4
Mental health	28.8	25.4	30.5	6.8	0.0	1.7	5.1	1.7	5.1	3.4	3.4	10.2	1.7
Neglect/abuse	18.6	18.6	16.9	18.6	0.0	0.0	3.4	1.7	6.8	1.7	3.4	10.2	5.1

## Center Director (Cont.)

	No Training	On-Site*						Off-Site					
		Program staff	Local consultant (individual)	Local community provider (i.e. Red Cross, WIC)	Regional TASC Staff or Consultant	Other _____		Grantee cluster training	Regional cluster training	State Head Start Assoc. Training	Teaching center	Program staff	In-service Training
Neurological conditions	72.9	8.5	1.7	1.7	0.0	0.0	8.5	1.7	0.0	0.0	1.7	3.4	1.7
Nutrition	15.3	52.5	18.6	10.2	0.0	0.0	3.4	1.7	3.4	1.7	8.5	11.9	1.7
Physical fitness/activity	50.8	30.5	8.5	3.4	0.0	0.0	0.0	0.0	1.7	0.0	3.4	10.2	0.0
Social emotional development	27.1	28.8	16.9	8.5	1.7	0.0	5.1	3.4	3.4	1.7	8.5	11.9	1.7
Substance abuse	25.4	22.0	16.9	15.3	0.0	0.0	1.7	5.1	1.7	1.7	8.5	13.6	1.7
Vision conditions	57.6	15.3	15.3	3.4	0.0	1.7	3.4	3.4	0.0	0.0	0.0	6.8	0.0
Universal precautions	35.6	33.9	8.5	5.1	0.0	0.0	3.4	3.4	1.7	1.7	3.4	6.8	0.0

\*On-site includes training at other locations of the same grantee

Note: Numbers represent percentage of Center Directors reporting in each cell. N=59.

## Health Coordinator

Please identify the main health issues covered in your training during the past year. Indicate if training was provided by program staff or outside consultants. [If no training was received on a health issue, check "No Training" and move down to next issue.]

	On-Site*						Off-Site						
	No Training	Program staff	Local consultant (individual)	Local community provider (i.e. Red Cross, WIC)	Regional TASC Staff or Consultant	Other _____	Grantee cluster training	Regional cluster training	State Head Start Assoc. Training	Teaching center	Program staff	In-service Training	Other _____
Children with special needs	16.7	14.3	19.0	4.8	0.0	2.4	4.8	7.1	9.5	2.4	0.0	11.9	16.7
CPR	19.0	7.1	16.7	28.6	0.0	0.0	4.8	0.0	2.4	0.0	0.0	7.1	7.1
Dental health	26.2	11.9	14.3	16.7	0.0	4.8	4.8	2.4	7.1	0.0	0.0	7.1	7.1
Disabilities	14.3	21.4	14.3	7.1	2.4	7.1	7.1	7.1	4.8	2.4	0.0	2.4	9.5
Eating habits	33.3	16.7	19.0	2.4	0.0	4.8	2.4	2.4	4.8	0.0	0.0	2.4	9.5
Family violence	23.8	9.5	19.0	14.3	2.4	2.4	2.4	2.4	7.1	0.0	0.0	4.8	7.1
First aid/safety	16.7	11.9	19.0	26.2	0.0	0.0	4.8	0.0	2.4	0.0	0.0	7.1	7.1
General health	21.4	14.3	14.3	14.3	0.0	9.5	4.8	4.8	7.1	0.0	0.0	7.1	7.1
Growth /development	21.4	16.7	9.5	2.4	2.4	4.8	7.1	0.0	4.8	2.4	0.0	11.9	14.3
Hearing conditions	45.2	8.5	14.3	11.9	0.0	2.4	0.0	0.0	2.4	2.4	0.0	2.4	4.8
Language development	54.8	4.8	14.3	0.0	0.0	4.8	0.0	2.4	2.4	0.0	0.0	0.0	9.5
Mental health	26.2	9.5	33.3	4.8	0.0	7.1	0.0	2.4	2.4	0.0	35.7	4.8	11.9
Neglect/abuse	14.3	14.3	19.0	23.8	2.4	2.4	4.8	2.4	7.1	0.0	0.0	9.5	9.5
Neurological conditions	52.4	9.5	4.8	4.8	0.0	2.4	0.0	2.4	2.4	0.0	0.0	4.8	9.5

## Health Coordinator (Cont.)

	On-Site*						Off-Site						
	No Training	Program staff	Local consultant (individual)	Local community provider (i.e. Red Cross, WIC)	Regional TASC Staff or Consultant	Other _____	Grantee cluster training	Regional cluster training	State Head Start Assoc. Training	Teaching center	Program staff	In-service Training	Other _____
Nutrition	21.4	26.2	23.8	4.8	0.0	7.1	2.4	2.4	4.8	0.0	2.4	2.4	4.8
Physical fitness/activity	54.8	7.1	4.8	9.5	0.0	2.4	0.0	4.8	2.4	0.0	2.4	2.4	7.1
Social emotional development	31.0	14.3	21.4	2.4	0.0	7.1	0.0	4.8	7.1	0.0	0.0	2.4	9.5
Substance abuse	14.3	19.0	19.0	11.9	2.4	7.1	2.4	7.1	9.5	2.4	0.0	9.5	11.9
Vision conditions	45.2	7.1	9.5	11.9	2.4	9.5	0.0	0.0	4.8	0.0	0.0	0.0	7.1
Universal precautions	23.8	19.0	11.9	14.3	0.0	9.5	2.4	0.0	9.5	0.0	0.0	4.8	7.1

\*On-site includes training at other locations of the same grantee

Note: Numbers represent percentage of Health Coordinators reporting in each cell. N=42.

## Nutrition Coordinator

I will read a list of health issues which may have been covered in your center's training activities since September 1993. Indicate if the training was provided on- or off-site, and who conducted the training.

	No Training	On-Site*					Other	Off-Site					
		Program staff	Local consultant (individual)	Local community provider (i.e. Red Cross, WIC)	Regional TASC Staff or Consultant	Other		Grantee cluster training	Regional cluster training	State Head Start Assoc. Training	Teaching center	Program staff	In-service Training
Fat, salt and sugar levels	30.8	28.2	12.8	2.6	0.0	0.0	5.1	0.0	12.8	0.0	2.6	2.6	15.4
Basic food groups/food pyramid	20.5	28.2	25.6	0.0	0.0	7.7	7.7	2.6	7.7	0.0	0.0	2.6	17.9
Child and Adult Care Food Program (CACFP) meal patterns	15.4	20.5	15.4	0.0	0.0	10.3	0.0	0.0	17.9	0.0	0.0	2.6	17.9
Cultural food preferences	51.3	25.6	7.7	0.0	0.0	0.0	2.6	0.0	10.3	0.0	0.0	0.0	7.7
Dietary guidelines	28.2	25.6	25.6	0.0	0.0	2.6	2.6	2.6	10.3	0.0	0.0	2.6	15.4
Food preparation	28.2	38.5	12.8	2.6	0.0	5.1	2.6	0.0	7.7	0.0	0.0	0.0	15.4
Food allergies	46.2	25.6	12.8	0.0	0.0	2.6	2.6	0.0	5.1	0.0	0.0	0.0	12.8

\*On-site includes training at other locations of the same grantee

Note: Numbers represent percentage of Nutrition Coordinators reporting in each cell. N=39.

## **3.0 Parent Interviews**

### **3.1 Head Start Related Behavior Changes in Parents and Children**

Volumes I and II each present the findings related to health education opportunities for Head Start parents and children. Chapter 3 presents the comments of parents in response to the following question.

In which areas has [child's/your] behavior changed since [child] began attending Head Start?  
How [has/have] [child/you] changed in these areas?

The letters preceding some of the responses refer to items in interview form (see Volume IV).

c. Always washing hands after school & before meal & reminding everyone else to do it

Brushing without being told- 3 times a day

a,b,c. Wants to be clean, wants his face and hands to be washed. Before school wants clean clothes and hair combed. This has always been something he fought so we just didn't push it! Since Head Start he brushes more often. Better about remembering to wash hands before meals and after using toilet.

f. He stopped drinking pop. Drinks milk. Loves fruits and vegetables.

a. Does his hair and dresses himself. Matches cloths.

i. Didn't know how to balance. Now he does.1

b. He brushes his teeth more often.

She remembers to brush her teeth after meals without being reminded.

She brushes her teeth after eating without reminders. She has more friends now and talks more about taking turns, etc.... She is more aware because she has 2 kids in her class w/ disabilities. She seems less curious when we see someone who looks different.

He cares about looking neat and that his clothes are clean. He brushes them more often and wants everyone to do it. He "nags" others in the family.

knows not to be by road/stove- seat belts, don't touch tools, more into fruit, grow a garden. Picks out own clothes- more independent. Learning to cool off when angry; w/ little brother. More comfortable in dealing with child's anger- talks w/ child about anger.

She is more cooperative and seems to just accept it as part of her daily routine. Remembers to wash after using the toilet better than she used to. Seems more confident and looks forward to being with other kids at school

i. More aware and will explain to mom about children in the classroom with disabilities- doesn't seem to see them as different

She has learned what to do in case of a fire. Don't talk to strangers. Good touches, bad touches. She must tell us what is wrong instead of holding it in.

Sexual abuse

c. He never used to wash his hands. He does now.

d. Learned about strangers, fires, etc.. I drew evacuation route for home.

c. He washes his hands more.



b. Child-He likes to brush his teeth everyday. Before I used to force him.

a. Child- now he does more for himself. Puts on his own clothes.

d. He knows more about safety -understands that guns and matches can hurt you.

c. When she plays outside she washes hands. Also, when she eats or touches dirty stuff. Me, too.

f. She is starting to share more and play with others friends.

f. He says he has a lot of friends now. I don't get complaints from Head Start for fighting.

h. He loves running and walking alot.

f. I couldn't make them eat vegetables and fruits. Now she comes home and tells me and her sisters that they have to eat meat, milk, bread, fruit, and vegetables in order to be strong.

a,b. She does more for herself. She isn't as dependant. I let her do things on her own. I don't do as much for her. I let her brush her own teeth.

d. Knows not to play with plugs. Also, poisons. How to swing and play with caution. Taught her how to share.

c. She's learned to flush toilet after each use and to wash her hands.

d,e. We lock doors. Make sure windows are locked and always check gas and everything else.

f. She eats more vegetables - alot of fruit and milk. The same for me. We stay away from meat and eat more vegetables.

More concerned about hair & clean clothes- clean face, telling mom to put things away. Exercising with mom, talk about cars on road, know more families.

I feel he is old enough now to understand about not talking to strangers and also what are "good touches" and "bad touches"

Cause he's able to trust better. Allow me to open more nice to be around. At home he brushes after meals. He doesn't go places without asking permission for things. Just watching teacher I've learned a lot. He eats more healthy foods. Change the menu at home.

Better parent to my child. She learning to share more & is more open to other children. I've learned how to communicate better with others & with my child. She willing to get up now and brush her teeth. She knows the importance to washing before meals. She not touching things she in not supposed to. I've learned how to cook and clean. She aware of the dangers in the neighborhood. She like to eat healthy foods. I serve more nutritious foods. She communicates better and shares better with her friends. I've talking more being more open. She more understanding. I'm more understanding. She

knows its not fun to make fun of people. She not as lazy. She was use to do more walking. I'm walking more I'm getting out and playing all.

She always doing her own hair. She is very particular about her personal appearance. She now lets me know to brush her teeth. I now enforcement. She now wants to wash her hands more often. She knows not to touch electrical appliances. I put safety plugs out of irons off floor faucet shut.

Cigarette smoking.

Child

- A. Child learned to bathe alone, put dirty clothes where they belong, etc.
- B. Learned the correct way of brushing teeth.
- C. How to go to the bathroom properly.
- D. How to answer the door. Talk on telephone.
- E. Watching where to stand, cross the street, watch traffic and guns.
- F. Now we eat bagels, salads more.
- G. Who to touch, who not to.
- H. Rides bikes, skates. Parent dancing.
- I. Role played how blind person felt or how it was to be on crutches.
- J. Have filters in every room now. Child warns parent of dangers.

Parent

- A. Learning much about your body e.g. not wearing blue jeans without wearing undergarments, importance of protecting against AIDS.
- B. Importance of brushing more than once a day and chew gum.
- C. I have to make sure home is dust free and wash her clothes differently now.
- D. Now have an alarms system at home. Need more security.
- E. Now cautious about going out at night and driving care more aware of surrounding.
- F. (see above)
- G. Head Start has helped me believe in people Earlier distrusted day caregivers due to scandals publicized nationally. Helped me be a more relaxed person. Head Start helped me with my self-esteem. Director played key role in this.
- H. I do walking and dancing as they have shown the importance of exercise for a healthy mind and body.
- I. Helped deal with own disability. Always had encouragement from Head Start.

Brushes his hair, puts his own clothes, could do it before. He does it everyday now. He doesn't go out alone. He will watch out for household products. He plays in the yard not in the street. He stopped eating junkfood.

She does it without being told & I don't have to tell her as much. She learned not to use things that she is not supposed to use. She knows that she has to share. She's more (word) to people who are disabled.

- A. She's more active at home now.
- B. She wants to do it on her own.
- C. She's more responsible now.

- D. She's more alert and careful.
- E. She's more observant.
- F. She tells mother to get healthy foods, etc.
- G. She is more outspoken, talkative, and was shy.
- H. She like to exercise when she didn't before.
- I. More understanding of that than before.

better mannered, doing more often, tries to help keep place clean/ knows what to do, knows what to do/what to eat. Tries to be friendly.

She does it more, she is in the habit of doing it more herself; I don't have to get after her. She talks more about friends and feelings about being fair, taking turns. Puts more things up- just more aware of cleaning supplies, medicines etc, that children may get into. I set more boundaries- I'm clearer about what I will and will not let her do like not crossing the street alone, etc.

Washes hands more, wants to have hair combed, washes hands more before meals and using toilet. Talks about fire safety. Asks more & talks about "bullies" and tells what to do when they pick on someone. Asks more questions when he sees someone different, like in a wheelchair or mentally retarded. More handwashing before cooking and after blowing nose or using toilet; more awareness of how germs are spread. Has fire drills at home.

a,b He wants to wash up more than he did before, especially before meals. He will brush his teeth without fussing. I used to let him get by w/out it, but now he'll do it by himself. When I grew up my parents let us bathe only once or twice a month. I didn't know any different then, but now I do. I brush more than once a day now because child wants me to brush with him.

No longer fighting it, brushes several times a day. Both wash hands more before eating. Picks up after herself w/out asking. Allow her to help with responsibilities. P- more aware of foods he buys.

She likes to do things for herself. Toothbrushing- she does that often. She likes to clean and watches over sibling. She doesn't do the things she used to. She was very jealous she now shares more. She likes to run.

She takes better care of herself- like she changes when she wets her pants, keeps her hair brushed better. She enjoys brushing her teeth & thinks it is important now. Changes herself when she wets; washes her hands before she does anything! She knows better limits about the road, strangers, etc., than before. She is willing to try foods like spinach and broccoli, I think they have talked about it at school. Brushes more often (2-3 times per day) than before. Talks more to kids at home about how to handle themselves around strangers. Trying to eat more nutritiously and lose weight.

b. I don't have to tell her to do this anymore.

He knows to do for himself. He brushes after he eats, washes his hands a lot, looks both ways before he crosses street, more open to people than before.

She knows about fire safety. She knows about good and bad touches.

fire safety is stressed more often

I do not have to tell him to brush his teeth. He washes his hands before meals. He knows not to play with matches. He eats less cookies and candy.

She brushes twice a day, she knows to wash her hands. She knows not to talk to strangers. She eats more fruits & vegetables.

a. She matches her clothes more. Brushes her hair, etc.. The same for me.

Do not play with matches and what to do if there is a fire. Never talk to strangers and never get into a strangers car. Scream and run home.

d,e. She understands fire safety (stop, drop, & roll). She understands good touches & bad touches.

brushes twice a day, he eats more fruits and vegetables

increased TB, pays more attention, less sensitive, had house five/ more cautious and preventive, more conscious of kids outside road

More aware of cleanliness, at least he brushes teeth at school; won't home. Discusses safety in the kitchen with the gas stove. Talks about his feelings. Is now more cautious and less "fearless". Try to eat better.

He brushes without me telling him. He washes his hands too. He knows to drop, roll and crawl (fire safety). He knows he can never get into care with strangers. He knows candy and cookies are not very good foods.

b. Each day two tooth brushes- 1 for morning, 1 for night. Good grooming- very neat.

He brushes 4 times each day. He now enjoys raw vegetables. He gets along better with his sister.

He brushes more often. He washes his hands more often. He knows to run home fast. He eats more fruits instead of candy. He is not as shy as he once was at one time.

Wants to have hair combed and face washed- he asks for it! Has become part of his daily routine. Seems more conscious of safety- reminds others about knives, medicines, etc.... Awareness of what is good for him, talks about what he ate at school. Friends his own age, talks about sharing, taking turns, etc... More aware of others with disabilities, will ask questions about it.

b. Brushes in AM and alot more at bedtime. The same [mom].

g. Girls are very sensitive to talk to other people. I am very shy.

e,d. They now what's right and what's wrong - me too.

The girls have more energy. (Her child is a twin)

d,e. She knows not to play with matches. Stranger danger! She knows not to talk to stranger.

g. She has learned to share.

h. She loves to play jump rope and running. She likes for us to go walking - the entire family.

i. She is kind to anyone who is disable.

c. They wash their hands often. The same for me.

b. We brush our teeth more often.

i. More considerate of disabled persons.

h. Always trying to do exercises inside house.

e. Doesn't go out to the street anymore. Stays in backyard.

f. We don't buy junkfood. We buy vegetables and fruits.

f. They drink more milk and juice - not me.

a, b, c She gets up to wash, comb, brush teeth without me having to remind her. She washes her hands very often.

e. Mom- I keep an eye on the children more now.

g. She is more open with other kids. She used to shy away from them.

c. Washes his hands frequently. Except I open the tap for him.

f. He eats more apples and milk at home.

i. Becoming more aware of other's problems, etc...

h. Cutting down on tv time - so more activity

e. I keep gate locked so they don't go to street.

b. She brushes her teeth everyday after she eats. I brush my teeth more.

She changed in everything for the better except her behavior. I'm okay. I've always been okay.

b. Mom-I brush everyday, too.

f. Eating more vegetables & fruit.

h. He runs and jumps a lot and me along with him.

c. Getting better

d. She has slowed down to watch what she's doing.

b. Brushes his own teeth

a. Likes to dress himself - combs his own hair, etc...

f. Mom- I buy them a lot more fruits and vegetables. now

g. Mom- I made a lot of friends here at head start.

a,c. He takes care of his hair.

a,d. everything

e. Ch-He stays in the yard. Mom-I make them stay in the yard.

a,b Every time that I catch him he's with a tooth brush

a,c. He combs his own hair.

e. More of an awareness. Same for mom.

b Child brushes teeth and shows them to me. "He teaches his sister."

c He wets the paper event to clean himself. And washes his hands.

d I tell him not to eat sweets. Rather, eat vegetables and drink milk.

a,g. He has made friends on their own.

a "Wants to look nice all the time."

b Brushes teeth.

c Washes hands with soap and wipes them with a clean towel.

d I give them vegetables, beans, tortillas, potatoes, pasta, cheese. Not fruit and milk because we can't afford it.

h. We are doing a lot more ball playing and bicycle riding.

f. He know which foods are good for him - his fruits

a,c. wants to look nice all the time

b Child brushes teeth more often.

b, c He brushes his teeth by himself.

c. He washes his hands before he eats

b. He is doing more on his own.

g.Mom- I talk with him more about his feelings

i. Mom- No, not really. All my life I have lived with disabled people.

e. He likes food that are more nutritious. Like cottage cheese, etc...

a,b,c Takes care of herself better. Combs her hair and makes sure she is never dirty. She makes me comb my hair. She makes me wash my hands. Or, if we drop fork she has us get a clean one. Brushes alot now. Washes her hands and face alot now.

f. She eats more carrots, celery, and apples.

d. Mom -She reminds me to put poisons away so baby won't get to it.

d. Stays away from matches and stoves, etc.

a. Mom-Now I like to curl my hair and wear makeup everyday

g. She didn't get along with children . She has learned to make friends.

f, b, c. I've changed in my shopping habits. I buy more nutritious foods. Also, I try to support the school in the tooth brushing programs by reminding them to brush, wash hands, etc.....

c. On his own without me telling

a. He is doing more on his own.

d. Awareness - Also for mom.

g. More aware about shaving and identifying his feelings

f. Mom- More conscientious of meal planning and foods he eats.

More cooperative than she used to be, likes to brush more often, listens more, seems to take it more seriously, better understanding of dangers. More awareness of possible dangers about strangers especially, and talks more about keeping safe with her children.

He takes better care of himself on his own. Practice more to teach him. He like to do it more often. More aware of cleanliness. I show him how to do things. He knows the do's and don'ts, and more conscious of it. Child knows to stay near by. He eats more healthy foods. I fix more healthy dishes. He's aware of individual feelings. I try to teach him about negative & positive. He's more active; I exercise w/ him. He's aware of the difference. I teach him to be more sensitive.

a,b,c,d. Child has improved grooming habits combing hair, picking out clothes, brushing teeth without being told- washing hands all the time- before eating- after school Mother stated she was doing better at safety in the home.

Child has made a lot of improvement in all of those areas. I can't remember what specific but all areas are improved some.

Mother says she cooking meals & the pamphlets really helped. She said she was talking to her child more now & also listening more

Parent: is improving in nutrition & what food she serves her family

The child has improved in every area some. She said there was still room for improvement but did improve some in all areas

Ask blessing everytime she eats

Manners & showing

Child is taking more baths & keeping clothes on- keep hair combed, brushes & teaches others in family correct way to brush, washes hand after play & before meals, corrects the smaller children who are doing things that aren't safe, a lot more careful when outside playing & near the street, eating more fruits & vegetables, taking more- expressing himself

Child is much better on her grooming- She has more pride, washes hands without being told, asks blessing everytime she eats, has been taught excellent manners & shows respect to adults

Child has improved in every area. Is improving everyday.

Parent has improved in nutrition & buying & cooking a better quality food.

Child has improved in all areas except safety at home. This has not improved.

She now brushes several times a day & encourages me. Her grooming, sanitary practices, safety outside, eating better foods, making new friends and exercising on her own are all better.

Parent is serving more nutrition meals and buying better quality food.

b,c,f., j. Child is most improved in tooth brushing. Does not have to be told. Making new friends- Expressing himself more, has learned to share & is doing great! Mom says she is cooking healthier meals more fruits for snacks.

a. Child has improved on everything. Even her family practicing fire drill at home. nothing else Parent is practicing safety in the house cooking & buying better food & exercising with the child

Child has made noticeable changes in grooming- combing hair- trying to look nice mother is brushing more due to child's encouragement, tooth brushing is great. She is improving me also. Washing hands after playing outside & before eating without being told, safety at home is better & she always telling me what not to do. She's improving on safety when outside on playground being very careful, choosing better food, mother is buying & cooking better quality food, expressing her feeling more& talking more. Mother is talking with child more & listening to her more, expressing more & know what exercise she needs to do.



improving- brushing on his own 3 times a day, washes his hands before eating everyday & after play, really practicing safety at home- cautious about hot stoves, matches, Both mother & child are selecting better food & eating healthier, child is more open talking more & making friends, exercising and playing more

f,g. Child is trying different food- Eats healthier- Eats more fruit  
Both parent and child are talking more and child is expressing herself better.

Both Parent & child have improved on brushing more often & better technique, sanitary practices have improved & she knows to wash her hands before eating, she is safer than before & knows a lot about what to be careful about, she is careful when outside & knows not to go off with strangers, both parents & child are talking to each other more & parent is listening to child more, child is aware of disabilities more after a visit with a mother who only had (1) leg. The children ask the mother lots of questions & felt the wooden leg. I think she understands now how hard it is for handicapped persons to walk.

talk without yelling

Child: mother states she has improved being able to talk without yelling at child & understands him more. She states that child has improved in every category. He is doing everything on his own & mostly without being told to do so. Mother is very proud of his program.

Father stated his son had made some improvements in the circled area but he couldn't tell me exactly what but he has improved. He said he had provided in better sanitary practices and the house in kept cleaner and he is talking more with her son and listening more.

Both parent & child are more conscious about grooming and doing better. Both are brushing mom and child brushing without being told. Parent preparing better quality food. Child washing hand and doing better with sanitary practices. Child is better in the neighborhood of safety & is careful around the swings and slides. Child picking up better quality food such as oranges and apples for snacks. Sharing now and more open.

Doing better in grooming and doing it without being told. The tooth brushing has changed greatly- now brushing without being told to do. Washing hands is a little better. Lot more conscious about being around the stove and hot pans. More cautious when outside, knows not to go off with a stranger now. Eating a little better. More open than before. Loves exercise & has learned some good exercises. Better about her grooming. More conscious about her brushing. Watches the stove more carefully. More observant about playground. Trying to cook more nutritious meals. Trying to spend more time listening.

speech

Child improving on his brushing- much improved. Child is more cautious about safety and telling others about safety. Eating a better selection of nutritious foods. Opening up and sharing much more- Developing good friendships. Parents say they learned good safety info. from pamphlets sent home and have made some improvements. Mother states she is cooking more nutritious meals for her family.

The parent said she and the child have both improved in every category. They are brushing teeth more, better grooming habits, really practicing good safety at home and in the playground. She said she is cooking healthier food and the child is eating a healthier diet. Parent said she explained about disabilities on several occasions and her child is doing real good recognizing disabilities and not making fun of someone.

She has made great improvements in her grooming- combing her hair etc...tooth brushing has improved & now is done on her own. Washing hands is a little better- some improvement. Using caution & being careful around stoves, knives & other objects is much improved. She now knows to stay away. She is more careful around the swing outside and also knows what to do if a stranger goes into the park. She never talks to a stranger. Doing a little better about eating junk food and candy. More often than before and we talk more. She enjoys exercise & is doing more

Mother says his is doing better about brushing & the children encouraged her to brush more. Child is really aware of safety in home and is telling everyone else what not to do. Parent is planning and cooking more nutritious meals. Child is more aware of handicapped and when he sees a wheelchair person he runs to help open a close door.

child's brushing on his own & telling family to brush also, much better about washing hands before eating & after playing, being more cautious at home around the stove & with matches, knows what not to do on playground & what could happen very cautious now, both parent & child eating better snack & better nutritious meals, parent is listening more to child & talking with them about their feelings. He has improved greatly.

behavior at home

Improving some- brushing more, careful now around stove- matches, careful on playground. Telling on other children who are not being careful, eating better- more fruit- at least trying different things now, opening up more- making new friends- sharing more knows how to exercise & always encouraging me to exercise, manners are unbelievable- They really have done an excellent job teaching him manners.

Child really improving on grooming- cleaning up- combing hair, washing hands regularly without being told, tells others to be careful & what not to do & how you can get hurt, more careful about being outside where someone could hurt you, eating better food & more vegetables, sharing- having more friendship- open & talking more

a,b,f. Both parent & child are doing better at grooming. Child very good at brushing and encourages everyone else to brush. Child is eating more fruits and now will at least try other foods.

Child has improved grooming habits and has developed some pride about grooming. Safety at home is much improved and child is very cautious around the stove & matches. Mother states she is cooking more nutritious meals and making better selections including fruit at the grocery store.

Child has improved a little in all areas                      Parent said she has improved in safety at home- being more cautious about the stove & cooking healthier meals- talking with her child & being a good listener- Exercising with her child & talking more about disabilities

i. Mother talked to him about disabilities

a-d. He likes combing his hair and matching his clothes, likes to brush his teeth, washes his hands, more cautious, eats more vegetables, safety at home.

g. Much less shy- makes friends more easily

She combs and brush hair, she brushes correctly now. She always washes her hands. She makes sure doors are locked. Notice strangers in neighbor

More conscious about health and grooming

She brushes her own hair and matching her clothes better. She brushes more and more concerned about it. More concerned about cleaning her hands knows not to play with fire, watches the car more.

likes to comb her hair, make sure her clothes are neat on her, likes to brush teeth all of the time, washes hands, flushes toilet, etc.... more. She will tell me of dangers sometimes. She knows not to run in school and not to save. She like to eat cottage cheese now, likes to exercise more.

Parent: don't brush as much now, more careful about what I do. Watch back more. Exercise more.

Her hair washed body clean, clean clothes. Wants to brush too much now. Clean clothes- clean room. More aware of strangers- not let home without permission. More aware of handicaps.

Both parent & child are brushing more often and improving. Child is washing hands without being told. Child more aware of safety at home and telling me what not to do. Both parent and child are more aware of safety at playground and is more careful. Eating fruit and better quality food.

always brushes teeth, more conscious of eating regularly, much better at sharing

Improvements in all areas. More aware of the importance of doing them.

More conscious about grooming and health -More willing to get along with other children.

More frequent tooth brushing, and washing hands. Less junk food. More open and verbal. Gets more exercise.

More conscious of health, safety and good grooming

f. Much better on tooth brushing- wants everyone to brush and reminds us- washes hands more often and without being told, knows what to avoid so he won't get hurt. More aware of safety in the playground area. Improved a little only a little but some improvement in choice of food to eat.

Parent said she has improved in feelings. She talks and shares with child more. Child has improved greatly in his tooth brushing- does it on his own. Child is washing hands more often and without being told. Much more cautious about safety at home. open more talks more and shares feelings more. Really into fitness and knows more about exercising. Understands more about disabilities and is more considerate.

better eating habits

e. not to talk w/ strangers

More aware of the importance of tooth brushing and washing hands. More interested in health foods. More open about feelings- gets along better with other children.

More aware and conscious of health and safety- also tooth brushing and washing hands.

d, e. More conscious of safety

Parent: More safety and nutrition conscious

Mother states she is doing better on healthy food groups. Now doing these things without being told. That's all she said they were all improved in that child was doing them without being told.

Parent: More aware of the importance of all of these

Cares more about grooming. More aware of the importance of safety and health.

More conscious about health,safety and physical appearance

hearing disability, more concerned grooming, brushes by her now, very important to wash her hands before eating. Very aware playing with matches. Don't talk to strangers, careful out when outside, very important to eat healthy foods, feeling very important physical activities.

Very interested in his appearance. More conscious of safety.

Takes more time on grooming. Is more careful on playground. Gets along better with other kids. More careful and conscious in all areas.

Has made positive changes in all areas.

More aware of safety and good nutrition, brush teeth and wash hands more often.

More conscious about all of them. Spends more time on each area.

Parent said she is more aware of food groups and planning healthy meals. Much improved in good grooming- cares about how she looks now. Parent is more into fitness and pamphlets helped her. Brushes without being told. Careful about the stove and hot things- Tells others to be careful. Always looking to avoid an accident and much more careful. Eating better foods and picking fruit for treats now. More open. Loves fitness and exercise now.

Mother says the child has improved in every category with exception of disabilities. Child is imitating good grooming, toothbrushing, safety, eating better foods- more open with feeling and now loves pt fitness. All are some better. Mother states she has made improvements in following areas. She's taking better care of her grooming and toothbrushing and more careful about playground safety and she is a better listener to her child. They take more now than they use to.

He doesn't laugh at people anymore. He tells me instead of trying to do it himself (fix things). He always washes his hands.

Washing hands- I use to have to get on him. He does on his own. gets along better w/ friends. He makes sure doors are locked. Sticks closer to Home doesn't talk to strangers.

She knows how to dress herself, used to brush once a day, now brush them several times, how uses dental floss. She now washes hands after the toilet. Now washes hands more. She's installed electric plug covers. She's more cautious watching them play. Both- eat more nutritious foods & exercise at home, learning more about the needs of those who don't have the functions we have.

We already did most of these things. Brushes teeth before coming to school. Washes hands after playing and eating.

Always washes hands (didn't before). Smoking (I've cut down and try not to smoke in home). Disability/ brother has seizures. I taught them how to react and to call 911

She brushes hair & washes face and does own bath. She brushes teeth every morning & every night. Keeps toys picked up, watches brother. Watches before crossing street. Don't talk to strangers. Junk food (knows the difference)

His manners and grooming are a lot better. I help him and it encourages me.

emergency 911 numbers

Getting up earlier, taking baths, brushing teeth, doing hair, putting clothes on, brush day & night. Washing hands before we eat or go in fridge. Making sure doors are locked don't answer the door. Being aware of what's going on, if danger go in house, silverware in sink. Snack on vegetables sticks. When feelings are hurt, talk it out w/ your friend, jumping rope. Doesn't talk well used to be shy, but now she's outspoken.

She has learned to get along w/ friends a little better.

Now she aware of the fact that the door must be kept closed. I keep matches and other things away from her. She more outgoing. I tell her how to express her feelings more.

She will make the suggestions to wash her hands at the appropriate time. Starting to tell how she feels instead of acting out. Now develops friendships outside of school.

behavior/ he's more polite

Eating habits (finish foods) lay aside candy, made her aware of iron ladder foods, made her aware of dressing- Help her with her clothing. I make sure we both wash her hands when going to bathroom.

She let's me know where she is. Has parent call. Stop talking to strangers.

She tries to comb her hair and she brushes her teeth more often. She understands about matches, not to talk to strangers. Candy & cookies are not healthy foods. She understands about kindness and sharing w/ friends

We accept other, we had been homeless, made us handicapped. We now own a home. She has been dynamic, we've lost sons/ cousins to institution- prison going to court to get her grandchild. She's excited about new family member. Hair style more amenable to spending more time w/ child. She can grease & comb her hair. She learned to take her own braids cut, put them back, in to dentist regularly. She brushes more often and after junk food, had a new partial put in taking care of that going to dentist regularly. She has a good washing certificate. Washes hands before working, etc... to set an example. she lets aunt/ mom know when something unsafe is down. All sharp objects up high. Both pick up trash, pick up broken glass from yard. Eats good foods first. I teach her to eat more fruits less sugar. He understands each other better. Her aunt is her guardian/ mom she understands this relationship. She participates in aerobics, skate together, church activities, she teaches aerobics.

Washes hands, looks in mirror, talks about Broccoli like vegetables & liver. Likes sports & basketball.

He can dress himself. He understands the need to wash his hands. He knows not to talk w/ strangers. He understands the importance of eating fruits & vegetables. He has made more friends. I have talked with him about safety in the community. I have learned about food nutrients.

Brush more often, he brushes too much, I eat better food. He eats better food. I try to get along w/ people much better. He's very free hearted. I play more basketball. He loves to play w/ me that's all he wants to play basketball.

Did not serve dairy products, developed allergy

b. I get more and try to involve child more in these areas.

e. More willing to venture out and feels more "grown up", has better safety skills

He brushes his teeth more often.

He used to hate to get hair brushes, used to hate brush own hair, now doesn't. He used to make a mess in bathroom, dentist showed him how to do it. He's more aware, used to bring dirty toys, he used to want to put things in plugs, got shocked, no more. I used to not let him go no further than where he can be in eyesight. We both eat breakfast now, didn't used to. He's really changed both of us. He's more active so she has to do more physical things w/ him. Another child mentally handicapped. He used to tease him. Now he helps him.

We did all those things. She hated to brush her teeth.

I combed my hair & she sees me do it.

More outside play, she feels great, more accepting than father. Good brushing habits (hair and teeth). Changes underwear, wipes at toilet, knows which cooking chores are okay for her to do. Knows not to play w/ cans (paint, hair). Can't go out in yard and pick up snakes. Healthy foods are better than

sweets. She knows her feelings can get hurt, but when she sees her sister, influenced her sister. Deal with a lot, learn to accept teaching the child to accept others.

He's out running around, he's active. Her brother is disabled they discuss different types of handicaps. Giving him more responsibilities (e.g. bathing, washing hair, combing). Does it before/ after school & before bed (more than before). Washing his hands before & after meals. We've talked about fire prevention, who to call in emergency. We've discussed strangers, who to tell if he has a problem. Give him a little of everything, have him try it and don't force him if he doesn't like it. Teaching him (Head Start & parent) about hurt feelings, how to respect people.

We both brush more often.

combs hair- looks in mirror. Likes to brush teeth. Makes sure she washes hands. Helps watch her brother & make sure he's safe. Eats the Healthy foods at center & home. Talks about how she feels & the other children.

He has gotten better in these areas by practicing every day.

She more open w/ children. She more aware of the don'ts at home. She more aware of safety. She eats more vegetables. She can climb better.

a-c. Child has improved on good grooming habits, doing better without being told to do it. Brushing teeth without being forced to do. Really improving on sanitary practices- doesn't wait to be told to do so.

Just more cautious and aware of everything

All changes for the better for both of us in all categories. I don't have to argue with her anymore over combing her hair or brushing her teeth. She reminds me all the time about the things she's learned.

Grooming habits have improved especially in area of washing & combing hair, his tooth brushing has improved a lot- He brushes without being told, very conscious about washing hands before eating. This was a big change. More aware of safety at home especially around the stove. Knows what to do about safety in the neighborhood and is always telling others. He has learned about foods that are good to eat and is doing better about junk eating. He's improved here and seems to talk about his feelings more. Note: the mother said she had no need to improve! It was the child who was improving.

I put him into tub more often; now he likes to bathe. He now brushes more often. I insist that he do it. We clean up more now. He learned something not to touch things. I tell him not to touch things. I tell him not to touch Mr. (name). He doesn't run on the street less wild in the playground. Keep talking to us more. He's beginning to eat more. I've changed his menu at home. He has a friend now. I take him around more children. Dealing with people and public by taking trips and shopping. He's more active. I make sure he get exercise we exercise together.

routine

It reinforces me to tell her to brush her teeth. Safety more awareness. We have become more aware in all the areas- No major changes. More awareness

Parent said she was improving her grooming habits and the child was doing better, both parent and child have improved on their brushing. Both parent and child are working on sanitary practices and both are improving. Parent said she was listening to the child more and child is more open to her. Child is more conscious about playing with sharp objects- knives and things that may cut or hurt them. Child tells mother how to watch for accidents in playground and how to play safely. Child is opening up and telling feelings more than before.

Child: Child has improved in every group some little changes some big changes. Parent states she has improved in her tooth brushing with the child reminding and safety at home is better thanks to workshops and pamphlets and mom is buying and cooking better quality food.

All around improvement in all areas, mention, I have become aware of my own grooming habits as well and try my best to stay aware. Also I am aware of disabilities and so is child. We are both more compassionate

Manners during eating/ meals have greatly improved, talking more with child more open than before

Child has improved in every category and has made tremendous progress. He eats better- keeps his hair combed- brushes his teeth without being told warns me of dangerous things at home. Reminds me not to smoke. Talks more & pushes me do better.

Child is more aware of her grooming and is doing much better. Brushes on her own now & regularly, washes her hands without being told, both parents & child are eating better quality food and better choice of snacks. Both are exercising more exercise and child imitate the exercise. Both parent and child are more aware of disabilities and conscious of problems involved with disabilities

made me more aware of her needs

Child's grooming habits are much improved- She keeps her hair combed. Brushing teeth has improved- She brushes regular. She washes her hands before meals and after play without being told. Both parents and child are more aware of good nutrition and eating better quality food and added more fruit to their diet. Child is sharing more.

She washes hands soon as she gets home because of the passing of germs, discussing from book on selfishness, lying, sharing. More considerate of others.

manners

Child is a twin sibling in household, that is why a reference to they. They have become more independent in all these areas. They groom themselves and show more concern in these areas. They have changed their feelings about their father & extended family.

Brushes more often, have to report whereabouts, eats better, would never talk before.



Cares more about her appearance, brushes her teeth much better.

I know what it is; he now knows what it is and speaks on it.

By helping my son do it regularly. I have done so myself. He does it a lot.

discipline

More open, he talks more/ real shy

Not that noticeable but there have been changes- all above

He's behaves and minds a lot better.

More attentive to appearance. Both have to get up earlier to do it together, does it w/ her at night. We talk about it a lot more, she does more. She's more cautious. More aware, more cautious. Eating better. Talk it more, she's around kids more. He exercises.

b.tooth brushing

He combs his hair and washes his face a lot. He washes his hands after each meal. He knows he has to stay in yard & does . More open- he talks no/ was real shy.

We've both been dressing better. Brushes a lot since the caps. Washes hands all the time. Never talks to strangers of lets them in. Very concerned about healthy food. I buy apples & try to get them to eat vegetables.

He has improved. I don't punish him as much now. He likes brushing his teeth. He become more safety conscious. He stays in the yard & does not go into the street. He understands through a friendship with a disabled person.

d. I am more careful with hot water.

"May I be excused"

More aware and does more, knows what to do in a fire, do not put your hands on other kids, serves more balanced meals.

social relationships

crossing road

Both mom & child brush and floss every night.

Washes hands on own now, more friends gets along better, strangers careful of, sidewalk- stay away from cars and busy

Give him more responsibility about meal serving and eating

He's more considerate about other kids feelings. Make him brush his teeth and go to the dentist regularly.

Put things away that can be dangerous

He teaches brother & sisters. He shares with brothers and sisters. He brushes his teeth. He brushes his own hair and clothes.

Putting clothes on better/ tucks shirt in. He washes his hands more often and he encourages me to wash. He wants me to do like him. He talks about his friends and shares better.

Brushing more often because frightened of cavities. Avoids lighter & matches. More aware, healthy foods= healthy and strong. Be friendly to everyone. Some kids have disabilities they can't help.

d, h. Family installed fire extinguisher and alarms, doing more sports

Brushes teeth more often, she doesn't go to strangers anymore.

She eats more fruits instead of candy. Doesn't leave home without permission- Use to go out when I was asleep. She's not as mean to her peers.

Likes to brush, even after not eating, not running in street, careful climbing, less sugar/ junk, away from electrical.

good manners

Stay out of kitchen when cooking, don't touch matches, combing hair, dress self. Less pulling hair of others, calming down. Safety in kitchen, off furniture- breakables away. Role modeling for children.

More aware of active in all areas.

Both were always aware, but now even more particular. Child sees importance in brushing teeth/ parent enforces it more. Child & parent more aware. Parent more careful w/ matches and has smoke alarms, gives child less sugar and salt in diet. Parent talks a lot about the importance of child not wandering off or talking to strangers.

a, g, h, i. More aware of issues

Child tells family of importance in brushing the teeth. Parents and sister brush teeth before going to bed. Child tells parents about washing hands before meals. Family washes hands more now. Child wants to eat more vegetables; parents can now cook different kinds of vegetables.

Brushes more often- every day, eats less junk food, more active, more attentive to people's feelings.  
Run, dance-----started more physical activity

Note: Home visit- parent too stressed out by active children to do follow up

Tooth brushing- brushes better. More independent- picks own clothing. Dresses and bathes self.  
Strangers- don't speak to them. Pours his own drink- Brings home from the center that he practices at home. More understanding- aware of age group

Brings idea home that he learns at center, patience

Always wants to brush her teeth. Don't have to fight her to take a bath and wash her hair. Eats a lot better.

Talks more and gets along better with people

We all brush more. She tells us we all need to wash our hands and to encourage her I wash more often.  
We're trying to eat better. She gets along better w/ others.

Racism- She has a problem with Black people

Try to model behavior for child. He does it because of parent modeling. Same as tooth brushing- modeling. Parent has been vigilant about keeping dangerous things away from child. Talking to child and sharing what's correct or incorrect.  
Increased awareness and responding to talking from others

a-j, more settled, not mean, plays better.

If older siblings pick on her she tells them that she learned in school that you are not supposed to treat people that way. Because child has become more aware of the hazards in smoking, mother does not smoke in front of the child, but goes outside or in the basement. Child tells parents not to smoke.

Brush teeth more often Parent: brush teeth more often. He washes his hands. I wash my hands more often too.

Parent supervises tooth brushing, brushing make sure he does it right.

Wants to do these activities himself, parent allowed him to

Has stool to wash hands. Remembers to brush his teeth. Sings- not as shy.

More picky and adamant about doing it, wants to be clean, watches more things, knows what to do, wants fruit.

a-j, more often, shares, understands more

improvements (He washes hands when he comes from outside)

j. smoking

g,h. learned how to share, know more about importance of physical activity

Note: for remained, mom and son are more aware of importance of issues.

Washing hands he does it all the time. Eating at table- he sits instead moving around. Sharing with friends. Not touching everything.

f. learned to be away from home

Child has much better eating habits. Clean clothes- really prefers. Takes baths and washes hands more frequently. Knows a lot more about drugs and cigarettes. Knows lots more about safety in the home.

c, g. Daughter now tells mom that she is upset . Washing all the time.

Note: mom has learned a lot from Head Start and has changed her lifestyle.

cigarettes and drugs

a-j. makes everyone do it Parent: encourages him to do it more often

a, b-e, combs own hair, does more often

Eats peas/ wouldn't eat before on a diet. Eats less sugar & salt, exercise w/ grandmother. She talks about her friends.

Can brush teeth by himself. Takes own bath. He knows when water is hot and not to play with matches.

communication talks better

sings

More conscience of them. More emphasis on it and talks about it more.

Likes to keep himself looking nice. Color coordination. Now uses toothpaste. Now knows how to take care of personal hygiene better. Still learning about differences between kid with and w/out handicaps.

more often, more courteous- watches out for smaller children, eats more fruits & vegetables, drinks juice

a-j. more often and does it without asking him, Parent: doesn't have to ask him to do skills. More willing.

brush more often and asks for help

a,b. more often, encourages him more often

a-j, c, for the better

g, c, takes other kids feelings in consideration

brush own hair, brush teeth more often, gets dress by herself, only has to tell her to do things

a-j., more her own- more aware of how she looks, stress the skills

g. More social and outgoing- ready to go to school

Note: Increased awareness or activity in all areas, now avoids getting clothes dirty

Child wants to brush teeth more. Child wants to eat more healthy foods, thinks about washing hands more. More vegetables are cooked. Watches what is said around child and her friends.

a-j. Sets up routine and follows through

Parents- reinforce & guide him

b - Child & parent, more often

h - Child & parent, both participate together

Dresses himself, tries to stay neater. When he remembers does it all the time. Washes his hands all the time. More careful. Doesn't talk to strangers. Better at sharing more active.

Saving the environment, recycling

Bus safety

c-i. Washes hands more often, more cautious, always looking around especially now w/ kids getting abducted, more conscious. Always encouraged, verbalizes if anything is wrong (feelings). Very outgoing, more aware that those are special people, no fear.

a-i, Child, skills are second nature

d&e, Child, protective of sisters and wants to teach them things she learned at Head Start

a-j, parent, child is much more independent

b&c, child, will do skills more often

e - parent and child, more aware of stranger

b, child, brushes more

c, child, washes hands more

a-e, parent, encourages her more to do it more

b & c, child, more often

a-j, parent & child, requires more independence

b - child, brushes independently

b&c, child, more often

f, child, eats better

More aware of how he looks. More constant about- he doesn't fight and flossing, washes hands more. Stricter about it. Stresses not to go near strangers; he won't go w/out her. Judo lessons. Tries to explain more to him so he doesn't get frustrated w/ his speech.

He accept it and goes along w/ it. Accepts flushing the toilet and washing hands. Stricter about it and more conscious of it. More aware of need to be careful about where they go. Starting to get idea of sharing do more now.

More often, learning more about feeling, encourage more often

More careful & aware does them right, watch her more and strict- making sure she does it.

Knows smoking is bad for you, brushes hair more. Brushes more often. Better & more often. Knows what not to touch, stays in yard, knows not to hurt other people's feelings. Plays outside; doesn't point or stare (knows not to)

A lot more often, encourage him more

More often, positive experience

Try more foods, more friendly more open, talks about feelings, more variety of food.

Easier to brush hair, more frequent. Doesn't want a cold so washes hands more often. Picks up toys. Encourage her more often and doesn't fight w/ child over the skill

Brushes more often, encourages to do skills more often

Understands that when he hits he hurts someone, ongoing- eating more vegetables, encourages him more

Enjoys brushing the teeth she had, does more often, encourage child more often.

More aware of safety and safety rules, expresses feelings in different ways, especially verbally, encouragement and support.

Does more often, picky. Much calmer- encourages him to do things

She wants to brush all the time, healthy food. She expresses her feelings all the time, more aware parent- more aware

More aware- he remembers what he is taught in school. Encourage more often.

a-c, parent & child, both more aware of things and make it a practice to do it more often

a-j, child, more outgoing and less shy  
a-j, parent, understood daughter better

Much more aware of appearance, talks @ good foods importance of exercise

She eats more food and seems to like other foods. She's sensitive to her friends.

Has step stool to aide him in seeing himself, has step stool to aide him in brushing his teeth. He understands that they're not different they have feelings also. He's aware of what to do when smoke alarms go off.

He brushes his teeth 3 times a day now. He washes his hands after he uses the bathroom and washes his face by himself. I brush my teeth along w/ his. I wash my face so he can see me washing mine and he'll do it.

brushes teeth better

safety in home- child brought parent around home and showed them unsafe areas

was not aware of dangers of smoking now he talks about the fact that smoking is bad for you lungs and second hand smoke is bad for others, tobacco & drugs, the importance of washing hands before meals, child is more aware of strangers and will alert parent . Parent talks specifically about staying away from strangers. Let's him express feelings & draw feelings and listens to what the child says & they discuss it.

Brushes his own teeth

Child eats a lot more vegetables now. Can cook other kinds of vegetables now because child is more willing to try new things.

Parenting skills w/ other children at home.

Child grooms himself regularly. Child brushes his teeth w/out being told. Child asks to take baths. Child washes hands before and after meals without being told. Child knows where to go if there is a fire.

Washes hands more before and after meals. Cooks more healthy fully now. Parent: Washes hands more before and after meals. Increased tooth brushing child eats better.

Become more aware of things that go on in the neighborhood at the playground. Changed diet a lot. More aware of safety at home. More aware of safety in the neighborhood. More aware of his feelings w/ friends. He has had to consider having a lot of friends w/ group activities that are done in Head Start.

More aware of importance of tooth brushing and enforces it more. More aware that she should brush her teeth. Child washes her hands before meals regularly. Child more aware of safety in the home. Both are more aware of the importance in not littering.

Washes hands a lot more. Brushes teeth & is more aware of grooming. Practice fire drills at home. Learning how to cope w/ stress of relationships. Boy gets more exercise. Boy more aware of knows not to make fun of disabled people.

Give him more responsibility about meal serving and eating

a-d, Wants his face wash, wants to brush, wash hands more, makes sure doors are locked.

Brushing twice a day, better about safety, better nutrition, better w/ friends.

Brushes own hair and tucks in own shirt, brushes teeth more often and knows has to after eating. Washes hands before dinner. Knows not to play with matches of put fingers in sockets. Knows not to go out of backyard of near the road. Gets along better w/ other children, more comfortable, not as shy. Knows if someone doesn't understand him to repeat himself and not get frustrated.

does more often believes teacher      Parent- encourages more

a-j, child, likes to do it now

a-j, parent, takes more time to do them

independent on skills, watches feelings more carefully, more active, encourages more often

a-f. He combs his hair more. He brushes his teeth more, washes his hands. Talks about not playing w/ matches. Looks before crossing the street. He talks what foods are good for you.

He is better at bathing. He likes brushing his teeth. Better bathroom habits. He learned that he should eat a lot of fruits & stay away from candy. He tries to exercise.

b-d, child, more often and she likes doing it

b-d, parent, encourages her more often



More aware and does more  
Know what to do in a fire  
Do not put your hands on other kids  
Serves more balanced meals

more often  
more aware of stranger

g-Understands that when he hits he hurts someone  
f-Ongoing; eats more vegetables  
a-i Parent encourages him more

a-f. He brushes his hair now. He brushing his teeth on his own. Picks up his garbage. Looks before crossing road on bicycle. He knows where not to go & to go. Fruit good for him.

Care about hygiene, wants to brush his teeth, taught him better safety near the street. He eats vegetables more & less candy.

control- not as hyper

Watches what he eats/ brushes his teeth AM and bedtime. Make sure he washes hands- I supervise and I wash too. Takes a bath nightly and brushes his hair. Watch him wash his hands. Express more feelings and aware of other feelings.

g. Child: gets along much better with his sister

practices more, more aware

tooth brush- going great- brushes without being told to do so.

g. gets along better with other kids

child practices more the activities

Child: Practices all and more, she is more educated (more educated manners)

child practices more the activities

child is doing better on grooming- combing hair- picking own clothes

f mom said she was making better selections of food. She said she was now substituting fruit for snacks instead of candy & sweets

Child: stopped hitting other children, gets along with others, more activities related Mother: eaten more fruits & vegetables, watching sugar Practice more health-sanitary steps, more active physically

Child: dresses herself, cleans her teeth by herself, washes her hands by herself, practices more security everywhere  
Mother: Practices more activities

Child: practices more, eats more variety of foods

child is taking more pride in grooming- combing hair etc....brushing teeth without being told doing excellent washes hands after meals after school. Both parent & child are being more careful in playground & outside. Child is picking better quality food for snack (fruit) & moms cooking better food. Child is more open then before & making new friends. Always talking about fitness & exercise & showing others at home how to do it.

a. Child taking more interest in grooming

parent said both she & child had made improvements some slight & some big but she avoided details & said just general improvements- combing hair better, brushing more often- watching out for safety- eating more fruits & vegetables. this was all I could get out of her

f. eats a more variety of food

b. washes more his teeth

b. He wants to brush his teeth more often

a. He combs his hair better. He wants to be clean when he goes somewhere.

e. He is more concerned. He keeps an eye out.

Parents more active and involved

Child- better grooming habits, listening better  
Parent- no change

a. Child-she knows more about good grooming habits

c. He washes hands

g. He now has friends. He jokes. He is more outspoken with them.

Child: more mature, more concerned, eats more variety of foods

Mother: like daughter, more concerned, more healthy food prepares

a-c,f, g. Child: more improve, more practice of the items

Mother: like child, practices more

Child: practices more the activities

Parent- I pay more attention to everything now

Child- better at brushing his teeth- washes hands before eating better

Child is combing hair & has more pride. Brushing teeth regular & setting a good example for everyone else. Child choosing better food & eating fruit for snacks. Both child & parent are talking more & sharing feelings. Parent has learned a lot about neighborhood safety & is improving.

Mother: better mother, educated

g. Obeys more to parents/ speaks English

Learned better habits in each one

more cautious, more aware, learned all good habits

a,b,c Practices

practices more

mother: less supervision with child

child; practices more often

mother; best mother, better with my kids

c. Ch-He washes his hands before eating, after bathroom, etc. Mom-I'm more aware of my children's washing of hands, etc.

b. Ch-He does it more on his own. Mom-I do it more often per day than I used to.

f. She eats more fruit now.

a. She combs herself better. I don't know for myself.

a. She started to brush her own hair - bathing herself

b. She started to brush teeth better.

d. Ch- Some not too much.

b Child dresses on own.

b. washes his teeth by himself, we do not need to tell him anymore

f eats more of everything & more fruits

j. talks more in English, Mother: works more in the house in order to not missed his child's activities

Both parent & child are more friendly now

a,b,c. practices more

a,b,c. practices more

child: practices more all of them, he is more mature

a,b,d,e,g,h. Practices and talks a lot more about them, more aware

Parent: same as child, plus some weight

g. Now she is friendly.

b. wash teeth after each meal

a-h. Child & Mom: Practicing much more the activities

child; now she practices more, dress herself, more polite, very aware, listens more, picks up after herself. mother; same as child

Both mother & child: more cautious about everything

a-c, practices more

f. eats more vegetables

a-e, h. practices more

Child wash hands, brush teeth more, understand English better behavior better. Parent -no change.

a. Child developed good grooming habits

She is expressing herself more. Parent is trying to improve her tooth brushing and is doing better. Mother says she is doing better on sanitary conditions around house. Mother said she is more aware of safety and is doing better. Parents are more aware of safety in the neighborhood and being more careful. Mother is cooking more nutritious food. Mother is talking with child more and being a better listener. Mother states she is new involved in exercise.

a-e. Doing much better on grooming without being told to do it. Brushing is better- does it on her own and regularly. Washing hands always before eating on her own. Both child and parent have learned a lot about safety in home and both are doing better about the stove and matches and fire. Both parent and child are more cautious when outside playing. Child is even telling others what they should not do.

safety at home, safety in neighborhood, good nutrition, feelings/ friendships, disabilities

Changes to her clothes, brushes all the time, washes her hands, follows everything good, better safety, likes vegetables.

She got better on all of them. She doesn't put her shoes on the wrong feet anymore. She doesn't eat the toothpaste anymore. Washes her hands often. She knows how to play better. Express herself better without crying. She shares now.

Attended nutrition workshop. Doing better on dressing and hair combing. Toothbrushing is great and done without being told to do. Washing hands without being told. Practicing better and safer practices at home and in neighborhood. Parents are cooking healthier meals and more aware of what child needs. Eating better quality food- making better choices of what to eat. Loves fitness and exercise and knows good exercise.

Both parent and child are doing better with brushing- brushing more. Child is aware of safety at home and reminds me of things not to do. Eating better choice of foods. Talking more freely and has made friendships at school. Loves fitness and doing better on her won about exercise.

Mother stated child has improved a lot in all ways. Brushing teeth better and on his own. Doing much better washing his hands without being told. Really being careful around the stove. Using more caution when outside playing around swings. Eating and choosing better food. More open now. Love physical fitness. Understands more about disabilities and doing better.

More conscious about grooming. Eats better and gets me exercise. Gets along better with others.

Child- more communicative has learned a lot, better grooming habits Parents- I spend more time with him

Child- changed her attitude about feelings and friendship used to be very shy- tooth brushing on her own, safety at home- practice earthquake skills Parent- feels socialization is prominent has made good friends because of health program

g, a. Child- listens better to parents better- good grooming habits

Parents- learned better parenting skills

More conscious about health and safety

educational things

More aware of the importance of all of these areas Parent: More knowledgeable about eating right

More aware of all of them and their importance

helped with speech therapy needs

Worked with child in all areas- improvement more than change.

more consistent, always talking about safety at home, eating more nutritious foods, cook more nutritious foods, bur less junk food, work out more, go to parks with son.

likes to take his own bath

Gets along w/ others. Sharing w/ sister, wouldn't do it before. Sits at table and eats all her food. Cut out candy. I've learned to share also.

She does the tasks by herself before I helped. Doesn't play with matches.

She's knows to do things hurt herself. Hates cigarette smoke. Tries to eat right (we cut out candy). Brushes her teeth 3 times instead of one. Never plays with matches.

hyperactivity

More careful at home and in yard. Stays away from junk food.

Parent: More aware and takes time to work on each area

Child has improved and is eating better nutrition

More aware about all areas

Brushes more often. Washes hands more often. Stop playing w/ matches and lighter. Stays in area- instead of wandering. Appetite has increased. Plays better with niece. he's calm down a lot. He can sit still.

More conscious about the importance of all of them

Child- likes school Parent- I have more patience

Child- was very dependent more independent now Parent- I have more time to do other things because he cares for himself now

c. He goes around house looking for overloaded outlets or matches

a. Take care of himself as far as clothes

f. He eats alot more vegetables and fruit.

b. Brushes more often

g. Parent- I've changed my feelings about her because she's learned so much

Child- he has developed well and is more independent of mother

Parent- has learned to let the child be more independent

changed in the way she talks and understands English, treats sister better

b,c brushes more now, especially after meals

a,c She has to be matching. She learned her colors so she applies it to her clothes.

a Child combs hair and dresses self. Child does not know how to shine shoes.

b Brushes teeth two or three times daily.

c Washes them [hands] every so often and every time he eats.

d. He is more careful with what he does. If a knife is on the table he says to put it away.

f. They are not allowed to drink pop. I buy carrots and celery. I have really tried to get them to eat vegetables and milk.

c. Child washes before meals. Once in a while she has to be reminded. But, not much.

a. Ch-He does it more on his own. I don't have to tell him. Mom-I'm more aware of my appearance

b Brushes teeth all the time.

c Goes around washing hands because of the flies and dirt.

d Child knows that the door has to be locked.

e That child shouldn't get together with just anyone.

f One must drink milk to be strong.

g Child likes people more.

h Child likes to play a lot. Before child hardly played at all.

h. Mom-I walk alot more now.

Child- used to be very dependant on me now takes care of herself Parent- I used to help her too much

Child- behavior has improved in all areas- better grooming habits too Parents- understand more English

I participate in program at Head Start

speech problems

talks better- is more polite- tells me where she goes- used to just go without my permission- asks for whatever she wants- child tells mom she loves her Mother- doesn't worry about her as much anymore

g. Child- behavior is better; he shares better. Parent- not sure

is more aware of good grooming habits, feelings, good nutrition, aware of safety at home

Parent- more aware of all of the above health concerns and more careful about what you do.

Parent- more aware of child's needs- Don't need to watch her as much

Child- likes to look nice- good grooming, overall more aware of all health areas Parent- I've learned to understand children more

speech is better, better grooming habits- always brushes teeth- tells others to wash hands- more knowledgeable about most health concerns.

Child- more careful about good grooming habits, more aware of safety measures in & out of home

j. Child-changed in behavior used to be a discipline problem but is doing much better now

Child- more aware- washes hands before she eats, more conscious of food choices

Child- she dresses herself now- washes hands without being told- brushes her teeth- doesn't eat as many sweets- she knows not to go with strangers

Parent- speech has improved also- used baby talk - doesn't any more being more responsible as a parent

Child- doesn't fight with sister so much- better good grooming habits Parent- hasn't changed

- a. C Child takes more time and always remembers to comb hair.
- b. C Child takes more time and always remembers to brush teeth.
- d. P Parent is much more conscious about safety issues.
- e. P Parent is much more conscious about safety issues.
- f. P Parent is trying to eat healthy foods.

- a. C Child self up more.
- b. C Child brushes teeth.
- c. C Child is better at sanitary practices.
- e. C Child is more cautious stays in yard.
- g. C Child cares more about friend.

- a. C Child is learning to dress himself well.
- b. C Child brushes his teeth all the time.

- b. C Child has better dental hygiene--brushes teeth at home.
- f. C Child is a picky eater so he tries to eat more at school.
- j. C Child pays more attention.
- g. P Parent is more patient with her child in learning how to deal with his hyperactivity.

- a. C Child's hair is always combed.
- c. C Child is washing his hands more.
- g. C Child verbalizes that his feelings have been hurt.
- d. P Parent put lighters up high.
- e. P Parent is much more aware of the possible dangers.

- a. C Child spends more time on grooming.
- b. C Child brushes more often.
- c. C Child washes hands and bathes more often.
- d. C Child picked up good tips and is more aware.
- f. C Child learned elsewhere too (good nutrition).



- g. C Child is improving in playing, sharing, and friendships.
- a. P Parent spends more time grooming.
- b. P Parent brushes more often.

- a. C Child changes clothes more often and fixes hair.
- c. C Child washes hands more often.
- a. P Parent is more aware of what child wears to school.

c. C Washes hands now.

Note: Practice good habits on all areas more than before.

- a. C Child is more organized.
- b. C Child is more careful.
- c. C Child talks more to her peers.
- g. P Parent is more patient with her children.

- a. C Child is more interested in personal appearance.
- b. C Child is more interested in tooth brushing.
- c. C Child is more interested in keeping clean.
- d. C Child is more aware of the dangers and how to avoid getting hurt.
- f. P Parent went on a diet.
- h. P Parent exercises more.

There are things as he gets older that he has to learn as he becomes part of the household, he will do better.

- b. C Learning abilities, brushes her teeth.
- c. C More often washes her hands.
- e. C More aware of strangers.
- b. P Brushing her teeth more.
- g. P Listen to her more-- help teach.

- e. C He knows that he can't go across the street without me and he has to watch for strangers.
- i. C We also talked about why people are in wheelchairs.

- a. C Brushes his own hair/dresses himself.
- b. C Brushes teeth before bed and in the morning.
- c. C Lifts the toilet seat.
- d. C Does not open door, answer phone, play with stove.
- h. C Plays a lot more outside.
- i. C Learned how people are different.

- c. C She is trying to wipe better.
- f. C We are on a health kick.
- i. C She respects the handicapped.
- f. P I improve meal without her noticing. I really changed the way I cook.

- a. C Tries to clean himself up more.
  - b. C Brushes his teeth without my telling him to.
  - g. C More considerate.
  - a. P I try real hard to watch [grooming habits].
  - b. P Stress that brushing teeth is important.
  - d. P Keeping safe is important.
- d. C Child used to want to play near the stuff. While grandmother cooks--so now she knows of the dangers and doesn't do it anymore.
- e. C Child used to play in hallway without asking, she now asks to be supervised.
- e. P Parent talks to child more about safety outdoors.
- c. C Child washes hands before eating.
  - f. C Child likes fruits and vegetables and child is given a lot of them in school.
- e. C Child is cautious.
  - f. C Child tells mom McDonald's serves junk food.
  - g. C Child shares with peers and siblings.
  - e. P Parent talks to child about safety issues.
  - g. P Parent is more patient and is teaching child to share with child's siblings.
- a. C Child is more independent and tries to do these activities on her own.
  - b. C is same as above.
  - c. C is same as above.
  - k. P Parent lets child do things and then helps her finish up.
- g. C Child is much more loving after he has been in school.
- a. C Child worries about wearing clean clothes.
  - b. C Child brushes teeth on his own.
  - c. C Child washes hands without being told.
  - e. C Child tells to be accompanied when crossing the street.
  - f. C Child is eating more.
  - a. P Parent cares more about how her children look.
  - f. P Parent gives child foods that are more nutritious.
- b. C Brushes teeth more.
  - c. C Used to be reluctant to wash hands.
- a. C She brushes hair before school.
  - b. C She brushes teeth after meals.
  - c. C Washes hands before she eats, doesn't drink out of anyone else's glass.
  - d. C She has learned to be safe around the house in general.
  - e. C Watches for cars when crossing the street.
  - f. C Likes to keep track of healthy foods she eats.
  - g. C A lot less shy, more outgoing.
  - g. P More aware [of feelings and friendships] because she is discussing with daughter.

- b. C He brushes his teeth more.
- c. C He washes his hands more.
- g. P I feel comfortable with the services my child is getting. I feel better that he is getting help.

- b. C Child wants to brush teeth all the time.
- c. C Child washes hands without being told.
- d. C Child reminds me of medicines and matches and putting them away.
- f. C Child wants me to stop smoking.
- b. P Parent brushes more.
- c. P Parent washes hands more.
- d. P Parent is more conscious of hazards at home.
- g. P Parent is more open about feelings.

g. C Child gets along better with other children.

- a. C Child agrees with mom that he has to bathe.
- b. C Child agrees with mom that he has to brush his teeth.
- d. C Child gives mother knives to put them away.
- f. C Child likes fruits and vegetables now.

- f. C Child eats fruits and vegetables.
- g. C Child is very friendly.

- b. C Child is more cooperative in brushing his teeth.
- e. C Child is not allowed to play in the front, he must wear a bike helmet.
- f. C Child is willing to try different foods.
- g. C Child is running and playing and having more interaction with other children.
- d. P Parent is more aware of the precautions to take.
- f. P Parent adds more variety to [child's] meals.
- i. P Parent has made my son aware of the disabled children in the school.

- a. C Child does everything well and likes to wash hair.
- c. C Child keeps hands clean.
- d. C Child makes sure everything is secure.
- g. C Child is not a loner anymore.
- a. P Parent cleans house for lead poisoning.
- c. P Parent keeps hands clean.
- d. P Parent makes sure everything is secure.
- g. P Parent learned to deal with people.

- a. C He will take a bath everyday, dresses appropriately.
- b. C He brushes after meals.
- c. C When he comes in he washes his hands and before meals.
- d. C He stops and thinks before he does things.
- e. C He wears his bike helmet-- he stops and thinks.
- g. C He is everybody's friend now. We talk about things and he expresses his feelings.
- i. C He has made a lot of progress with his ADD.

- c. P I wash my hands a lot more.
- f. P We don't buy hot dogs, pork, sugar.
- g. P We discuss our feelings a lot more openly (Tell them how we feel and listen to how they feel).
- i. P Head Start has helped me understand his ADD and what his capabilities are. They've been a support in dealing with his disabilities.

- a. C Tries to brush by herself.
- c. C Wash hands all the time.
- e. C More cautious of strangers.
- f. C Eats much better-- not so many sweets.
- g. C Dealing with kids better.
- h. C Monkey bars, more active.
- d. P Wash hands all the time.
- e. P Talks about issues at home.
- f. P Healthy info, better cooking.
- g. P More friends now.
- h. P Conscious of physical health.

- a. C He likes to brush his hair-- he wants to look good.
- b. C He brushes his teeth a couple times a day now.
- c. C He cleans up after himself now.
- d. C He puts things up out of his brothers reach. He asks who is at the door when he answers it.
- e. C He knows not to talk to strangers. He knows not to throw the ball toward the street.
- f. C He knows that vegetables are healthy and they give him muscles.
- g. C He will explain that someone hurt his feelings and expresses his feelings.
- h. C He doesn't want to sit in front of the TV.
- a. P He will tell me to put on my makeup.
- b. P I'll brush my teeth with him.
- d. P I watch what I lay down and cover plugs in the wall.
- e. P I watch the kids closer when they are at a distance.
- f. P I enjoy eating healthy foods with them instead of junk food.
- h. P He keeps me going.
- i. P I explained disabilities to him.
- g. P He had taught me how to forgive people easier. He picks my friends-- the nice ones.

- a. C Better habits.
- b. C Better schedule [brushing teeth], more routine.
- g. C Not asking for sweets.
- d. P More aware of danger at home.
- e. P More lenient, not as cautious.
- h. P More active-- do more things outside.

- b. C Child understands the importance tooth brushing.
- c. C Child understands the importance of sanitary practices and does them more often.
- d. P Parent is much more conscious of spending time talking about safety.
- e. P Parent is much more conscious about making home safe.

- a. C Child is more aware of the importance of grooming.
- d. C Child is more aware of the importance of safety.
- a. P Parent is more aware of the importance of grooming.
- d. P Parent is more aware of the importance of safety.
- f. P Parent is more conscious of selecting healthy foods.
- g. P Parent is spending more time talking about relationships.
- i. P Parent is more conscious of disabilities.

- a. C Child spends more time washing up.
- b. C Child spends more time brushing teeth.
- c. C Child spends more time washing up.
- d. C Child is much more cautious about safety.
- e. C Child is much more cautious about safety and strangers.
- g. C Child is much more verbal about feelings.
- h. C Child uses exercise equipment at home.
- d. P Parent is much more cautious about safety.
- e. P Parent is much more cautious about safety and strangers.
- h. P Parent uses exercise equipment at home.

- a. C Child is more aware of the importance of good grooming habits.
- b. C Child brushes teeth more often and regularly.
- c. C Child is more aware of the importance of sanitary practices.
- e. C Child is more aware and cautious of strangers.
- f. C Child is more aware of the importance of good nutrition and eating healthy foods.
- g. C Child is more aware of the importance of feelings and friendships.
- h. C Child is more aware of the importance of physical activity and fitness.
- b. P Parent brushes teeth more often.
- c. P Parent has quit smoking.
- e. P Parent is more aware and cautious of strangers

- a. C Child brushes hair more often.
- c. C Child is cautious with strangers.
- g. C Child is more open about thoughts and feelings.
- g. P Parent is more open about thoughts and feelings.

- d. C Had first fire drill.
- f. C Makes comments about the health of her food, tries new foods.
- g. C Became aware of controlling her own emotions, talks them out.

- a. C Child is more interested in dressing self.
- b. C Child wants to brush teeth all the time.
- d. C Child knows not to touch certain things.
- g. C Child is friendly and tells you how she feels.

- b. C Child is more independent and doesn't have to be reminded.

c. C Child is more independent and doesn't have to be reminded.

- a. C Child cares how he looks now.
- b. C Child now likes to brush teeth.
- c. C Child is washing hands frequently now.
- d. C Child knows if something can hurt him now.
- e. C Child now cautious around cautious.
- f. C Child will eat peanut butter now.
- g. C Child now shares.
- h. C Child likes to exercise now.
- a. P Parent now realizes of the importance of grooming.
- b. P Parent has been to the dentist.
- c. P Parent is washing now.

- a. C Child brushes hair more and washes hands.
- b. C Child brushes her own teeth.
- d. C Child is more cautious [around] stove.
- g. C Child is more verbal about thoughts and feelings.
- h. C Child is getting more exercise and plays outside more.
- a. P Parent brushes hair more and washes hands more.
- h. P Parent is getting more exercise and plays outside more.

- a. C Child wants to brush hair more.
- b. C Child knows how to brush teeth.
- c. C Child is getting more consistent.
- e. C Child acts more mature.
- f. C Child leaves clean plate.
- g. C Child is socially more active.
- h. C Child is more active.
- a. P Parent wants to brush hair more.
- b. P Parent knows how to brush hair.

- a. C More time to really wash.
- b. C More time to brush his teeth (sticks to the schedule).
- d. C Takes time to look both ways for traffic.
- f. C Carrots now make him big and strong and he explains this to his sister.
- d. P Stress strangers/danger.
- g. P Working on being kinder and more respectful of others.

- a. C Child is more aware of his clothes and what he wears.
- c. C Is more cautious about opening door to strangers.
- e. C Is more aware of his surroundings when outside.
- f. C Is cutting back on sweets.
- g. C Is learning to share feelings.
- f. P Is buying better foods.
- b. P Makes sure child brushes every night and talks about it with both child and grandmother.

- a. C Child has improved some in her grooming habits.
- b. C Child doing much better with her tooth brushing.
- c. C Child is washing hands before eating.
- d. C Child has improved some in this area [safety].
- g. C Is trying to share feelings more.
- e. P Is watching food more closely.

b. He [child] automatically does it [brushes his teeth].

- a. C Grooming habits have changed for him.
- c. C Washes hands before eating.
- d. C Working hard on safety in areas of fire, storms, and being careful outside.
- f. C Doing better on what she eats and watching junk food.
- h. C He is more aware of exercise and trying to do more each day.

Generally has made both of us more aware of our habits and things around us and how to appreciate them.

- a. C Used to have to tell him to comb his hair and now he does it on his own.
- b. C Brushes his teeth on his own.
- c. C Washes his hands a lot.
- d. C Takes more precautions about the stove and matches.
- e. C Eating better foods.

Parent said her child has changed in all categories and she has too;

- a. C Child now has excellent grooming habits.
- b. C Child now has excellent tooth brushing habits, etc...
- c. C Child now has excellent sanitary practices.
- d. C Child is excellent with safety at home.
- e. C Child is excellent with safety in the neighborhood.
- f. C Child is excellent with nutrition.
- g. C Child is excellent with feelings.
- h. C Child is much more active.
- i. C Child is excellent with disabled people.
- a. P Parent now has excellent grooming habits.
- b. P Parent now has excellent tooth brushing habits, etc...
- c. P Parent now has excellent sanitary practices.
- d. P Parent is excellent with safety at home.
- e. P Parent is excellent with safety in the neighborhood.
- f. P Parent is excellent with nutrition.
- g. P Parent is excellent with feelings.
- h. P Parent is much more active.
- i. P Parent is excellent with disabled people.

All categories are much improved and the mother is improving also in all categories.

- b. C Child washes teeth more frequently.
- d. C Child is more sensitive in things that will keep child safe. Doesn't play with matches.

- a. C Child washes hands before eating and she does it by herself without being sent to do it.
- b. C Child brushes teeth independently without being asked.
- c. C Child knows to clean up well and does it by herself.
- f. C Child now eats vegetables.
- g. C Child now talks to parents about everything.

- a. C Child washes hands and bathes.
- b. C Child washes mouth.
- c. C Child cleans and washes hands when child goes to bathroom.
- d. C Child doesn't play with matches that have a capacity.
- e. C Child doesn't climb in places.
- f. C Child eats things that did not eat before.
- g. C Child shares more with children.
- h. C Child plays more than [not legible].
- i. C Child helps.
- b. P Parent goes to the dentist.
- d. P Parent said there is enough.
- e. P Parent doesn't know.
- g. P Parent is more sentimental.
- h. P Parent passed illness.
- i. P Parent is much better at dealing with disabled people.

- a. C Child doesn't have to be sent to brush hair.
- b. C Child washes mouth without being sent to.
- d. C Child doesn't play with electrical things.
- e. C Child doesn't cross the street by himself.
- f. C Child eats things that didn't eat before.
- g. C Child values friends more.
- h. C Child is more dexterous.
- i. C Child has more feelings.
- b. P Parent washes with child to give an example.
- d. P Parent has more conferences with child about safety in the house.
- e. P Parent is more careful.
- f. P Parent consumes more nourishing foods than before. "The nutritionist counseled me."
- g. P Parent gives more to people.
- i. P Parent has learned to help and like these people [disable].

- a. C Child checks his clothes--wants to be clean.
- b. C Child brushes his teeth more often.
- c. C Child thinks about what she eats.
- g. C Child deals with peers and siblings better.
- j. C Child's communication is clear and mature.
- k. P Parent now gives child more responsibilities--she no longer treats him like a baby.

- a. C She [child] is responsible for her own neatness.
- b. C She [child] knows to brush her teeth before school.



- h. C She [child] loves to get out and play.
- e. C [Child] watches where she's playing, who she talks to.
- f. C She [child] eats more healthy foods [and] drinks milk.

- a. C [Child] cleans up and stays neat.
- b. C [Child] brushes more often.
- c. C [Child] washes hands more than before.
- d. C [Child] talks about safety more often.
- e. C She [child] looks out for her smaller cousin.
- f. C [Child] cuts out on the candy, she [child] eats fruit.
- a. P [Parent gives] more baths for daughter.
- g. P Mother tries to spend more quality time with daughter.
- h. P [Parent] watches fitness videos, and cuts back on salts.

- a. C Child is developing good grooming habits without being told to do.
- b. C Child is brushing after meals on his own and doing a good job.
- c. C Child is washing hands without being told.
- d. C Child watches around the stove and is more careful than before.
- e. C Child is more observant when in the neighborhood. He doesn't talk to strangers.
- h. C Child has improved on his fitness a great deal-knows what he is supposed to do and is improving.
- f. P Parent stated she is improving in the area of nutrition. Watching junk foods.

- a. C Child is improving some on grooming. He matches his clothes and combs his hair without being told.
- b. C Child brushes after all meals without being told and reminds others about it.
- c. C "He keeps his hands clean before he eats and after he's been outside. He washes them without me telling him."
- d. C "He is more conscious about the stove and matches and stays away from matches."
- e. C "He is more careful outside and knows not to go off with a stranger or talk to one. He has learned to watch for trouble when playing outside so that he can stay away from trouble."

a. C Child has improved slightly and now knows how to comb his hair. Parents said no to all. Impatient here and wanting to stop. Parent states she hasn't had to make any changes good or bad.

- a. C Child is picking out his own clothes, combing his hair and improving.
- b. C Child has developed good tooth brushing habits and does it without being told.
- c. C Child is doing terrific. He washes before meals and when coming in from play without being told.
- f. C Child watching fast food, eating healthier meals and watching calories.
- a. P Parent said she was trying harder on her grooming to set an example.
- b. P Parent said she had improved her dental hygiene since reading pamphlets.
- c. P Mother said she is more conscious of washing her hands and is doing better
- f. P Parent is watching fast food, eating healthier meals and watching behavior.

- a. C Child's grooming habits are much improved. He combs his hair--picks out his clothes
- b. C Child is really working hard on his teeth--he encourages family at home to brush.
- c. C [Child is] more cautious around the stove and more aware of safety at home.

- a. C Child is doing much better on his grooming.
  - c. C Child is really improving on keeping his hands clean and reminds everyone else.
  - f. C Child is making better choices of what to eat at the table and portion sizes.
  - g. C "The child is really coming out in this category. He was shy and did not have much to say when he started school. He's much better and talks about his feelings with me when he gets home."
  - d. P Parent says she watches more closely about leaving things on a hot stove for a child to touch.
  - f. P Parent is eating better balanced meals.
  - g. P Parent says she listens to her child more and talks with him about his feelings.
  - h. P Mother says she's more aware of what she needs to do for physical fitness.
- 
- b. C "Grooming habits are really improving. He's doing them on his own now."
  - c. C "Very careful around heaters and stoves. He is very careful now."
  - g. C "[He] is getting more open with his feelings and has made a lot of progress."
  - h. C "Physical fitness is fun for him and he loves to exercise and do pushups." g. P
  - Parent says she is doing better listening to child and giving him a chance to express his feelings.
- 
- a. C Tries to do own hair.
  - b. C Brushes 4 times a day.
  - c. C Constantly washing her hands.
  - d. C Very alert and cautious around the house.
  - e. C Doesn't talk to strangers or let them get close.
- 
- b. C He likes to brush more often.
  - c. C He likes to wash hands.
  - e. C He is limited because parent is cautious.
- 
- a. C Child's grooming habits have improved. He doesn't have to be told to do it.
  - b. C Child's brushing his teeth regularly and brushes the correct way now.
  - e. C He's being more careful when he's outside--doesn't talk to strangers now.
  - f. P Parent says she has made changes on food she prepares and is cooking more nutritious meals. The pamphlets helped her.
- 
- a. C Child's grooming practice is much improved. He takes real pains with his grooming.
  - b. C Enthusiastic about brushing and does not have to be told to brush.
  - c. C Much better hand washing practices and improving every day--always washes before eating now.
  - d. C Using caution at home around the stove and matches. He is cautious now and knows what not to do.
  - a. P Parent has improved her grooming some this year.
  - d. P Parent is more aware of safety at home from the pamphlets the child brings home and also the child tells her about safety at home.
- 
- j. The child begins to speak more clearly.
- 
- a. C Child bathes independently.
  - b. C Child washes teeth independently.

- c. C Child sometimes calls for help, sometimes goes independently.
- f. C Child eats beans.
- g. C Child already didn't give to the cousins.
- h. C Child has left bad habits such as picking nose.
- a. P Parent washes hands more to set an example for child.
- b. P Parent does the same as child.
- d. P Parent to quarrel with the children.
- g. P Parent looks for good feelings.
- h. P Parent wears make-up more.
- i. P Parent greets disabled people now.

- b. C Child now remembers to brush teeth on her own.
- f. P Mother's food preparation has changed.
- g. P Mother is less shy. Has improved her social life.

- a. C Child now takes two showers a day.
- b. C Child brushes his teeth all the time.
- g. C Child is now able to share with peers.
- j. C Child has more mature speech.
- j. P Parent has learned to separate from child and to help him become more independent.

- a. C Child keeps clean more often.
- b. C Child brushes frequently.
- c. C Child knows how to use the bathroom.
- e. C Child has had security in the house explains to her by great aunt and by teacher.
- f. C Child eats what is given to her at the center.
- g. C Child is happier.
- h. C Child enhances activities.
- b. P Parent checks teeth frequently.
- h. P Parent walks more so she can play with child.

- a. C Child does what he is told and will sometimes do it by himself.
- f. C Child eats vegetables.
- g. C Child is calmer and shares more with children.
- h. C Child is less hyperactive.
- d. P Parent closes the doors.

- e. C Being careful around neighborhood and how to cross streets.
- b. P I brush more after meals.
- d. P Stressing safety habits.
- e. P I tell them not to talk to strangers.
- g. P More open with each other.
- h. P We developed an exercise routine.

- a. C Combs hair before school now.
- b. C Pays more attention to it [tooth brushing].

- f. C Is more on carrots and less on candy.
  - g. C More aware of girl friends.
  - h. C Changed because she does more physical activities and games.
  - a. C Stressing washing hands/zip coats.
  - b. C Realizes its more important [brushing teeth].
  - c. C Washing hands more often/helps to clean up.
  - g. C Only child-- important to get along.
  - e. P Had to make him understand about strangers.
  - g. P Because more important to share.
- 
- g. C She improves herself, she likes her friends, she enjoys school.
  - f. P I try to fix salads more, I've lost weight.
  - g. P I try to understand her better. I speak more english at home.
- 
- b. C She is a fanatic about tooth brushing.
  - c. C Washes hands a lot, would take a bath 10 times a day if you let her.
  - j. P I've learned to deal with her different attitudes since she has been in Head Start.
- 
- e. C Safety in the neighborhood and on the playground is better.
  - f. C Eats better.
  - e. P Warn him more about strangers.
  - f. P I give him more fruit now.
- 
- a. C Child is more conscientious about bathing, brushing, and sharing with her brother.
  - b. C Child didn't use to brush teeth and now she does. Now she tells his brother not to go to bed with dirty teeth.
  - c. C Child cleans herself well and his hygiene has improved.
  - d. C Child doesn't play with matches and knives and warns her brother and father not to.
  - e. C Child is very careful in the park.
  - f. C Child eats more salad and vegetables.
  - g. C Child was timid before and now she shares and expresses her feelings.
  - f. P Parent makes more salad and tries to stick to the nutritional menu from Head Start.
  - b. C Child washes his teeth each time he eats.
  - d. C Child is more conscientious--doesn't play with matches or the stove.
  - f. C Child eats more vegetables than before and drinks more milk.
  - h. C Child does many more activities than before.
- 
- a. C Child is more conscientious about cleaning habits.
  - f. C Child is more careful about [choosing] what foods are good to eat.
- 
- a. C Child was always neat, now is neater.
  - f. C Child has learned to eat more vegetables and drink milk from a cup.
  - g. C Child is more sociable and has learned to make friends.
  - d. P Parent has become more aware of security in the issues and also how to prepare and deal with natural disasters.
  - f. P Parent prepares meals differently. She cooks with the steamer and the grill.

- a. C Child is more conscientious about the correct things she has to do.
  - b. C Child brushes teeth more frequently.
  - c. C Child is more conscientious about doing things correctly such as going to the bathroom.
  - d. C Child knows that she is not supposed to go out by herself.
  - g. C Child talks about everything.
  - a. P Parent is more conscientious about the correct things to do.
- 
- a. C Child takes better care of himself.
  - f. C Child requests for foods has changed.
  - j. C Child is now able to share his toys and other things with other people.
  - k. C Child is more mature in his speech and pronounces his words more clearly.
  - a. P Parent is now more careful of her children's habits.
  - f. P Parent has learned about nutritional value of food and now what she thought was healthy isn't.
  - j. P Parent [has learned] how to be more responsible as a mother.
- 
- a. C Child has a habit of washing hands before eating. Knows how to behave and ask permission to talk with another person.
  - b. C Child has a habit of brushing.
  - d. C Child knows the risks of dangerous things.
  - e. C Child knows the difference and can distinguish between good and bad.
  - f. C Child eats everything and eat all of salad.
  - g. C Child has learned to share.
  - h. C Child does the exercises in the house that child learns in school.
  - i. C Child asks about disabled people.
- 
- a. C Child is more conscientious and knows what she has to do.
- 
- b. C Child brushes teeth without being asked to.
  - c. C Child cleans herself correctly.
  - f. C Child eats more vegetables. Child also eats less, but the foods are healthier.
  - f. P Parent eats more vegetables. Parent eats less, but the foods are healthier.
- 
- a. C Child washes hands more.
  - b. C Child brushes teeth more.
  - c. C Child does not use pampers because it is hard to know when he is constipated.
  - d. C Child has been advised of dangers in the house.
  - e. C Child behaves well in neighborhood.
  - f. C Child eats a diet that has more fiber and he eats more.
  - g. C Child is better at sharing and shares more often.
  - h. C Child is doing better with the constipation problem.
  - a. P Parent washes hands.
  - d. P Parent sings songs of safety and is more careful with children.
  - f. P Parent prepares new foods.
  - g. P Parent has met more people and wants to enjoy her children.
- 
- b. C Child cleans his teeth twice a day.
  - f. C Child eats well and eats all of his food.

g. C Child has changed his ways in relating to family members.  
h. C Child exercises a lot.  
g. P Parent doesn't get as angry with him any more. He [child] is a lot more calm. She wants him to like school.

b. C Child used to not wash teeth and now child does.  
d. C Child knows to be careful with things, doesn't play with matches or electricity.  
d. P Parent knows to be careful with things, knows not to play with matches or electricity.

a. C Child washes hands before eating.  
b. C Child brushes teeth.  
d. C Child has become independent.  
e. C Child knows the rules of security.  
f. C Child has learned to share.  
h. C Child plays with other children.  
i. C Child shares with people who are disabled.

b. C Child now wants to wash teeth.  
d. C Child is more aware of security issues.  
e. C Child is more aware of security issues.  
g. C Child is an only child so she has learned to share.  
j. P Parent is now able to deal with different issues and talk to her child about them.

b. C Now brushing twice a day.  
c. C Hair washing, bathing everyday.  
g. C Talking more, better communication.  
h. C Doesn't watch TV, plays outside more.  
d. P More cautious at home-- knives.  
e. P Watch more carefully.

a. C Child washes face by herself and is not forced.  
b. C Child brushes her own teeth.  
c. C Child doesn't like germs/dirt.  
d. C Child is very cautious of home/family.  
g. C Child gets along with other kids (shy of adults).  
h. C Child does cartwheels.  
i. C Child is more aware.

a. C Child wants to wash hands before eating,  
b. C Child doesn't fight about brushing teeth.  
d. C Child is more aware of personal security.  
h. C Does more physical activities and wears helmet.  
i. C Child has become more aware and accepting of other people's incapacities.  
f. P Mother more motivated to prepare better food.  
h. P Does more physical activities.

b. C Brushes teeth more.

- c. C Dresses himself.
  - d. C Checks locks at night.
  - f. C Eats better.
- b. C Aware of dental health and cleanliness.
  - c. C Helps sister follow better health habits.
  - c. C Helps her family get better health habits.
- b. C Asks to brush teeth.
  - c. C Remembers what he was taught in school, washes hands.
  - e. C Child is aware he is not to go with strangers.
  - f. P Better nutrition habits.
- a. C Does this on his own [grooming].
  - e. C More careful of strangers.
  - f. C Doesn't ask for sweets so much.
- a. C Has gotten good grooming habits.
  - f. C Good eating habits.
  - f. P Changed drastically in cooking habits.
- b. C More disciplined [about brushing teeth].
  - f. P Is more concerned about good nutrition.
- g. C Child was very shy upon entering the program-- Now he is very outgoing.
- a. C Likes to take a bath twice a day.
  - b. C Always wants to brush his teeth.
  - c. C More conscious of cleanliness.
  - f. C Eats more vegetables.
  - g. C Less isolated.
  - h. C Play more together at playground.
  - b. P Brushes more often.
  - c. P More conscious, aware of ways to stay clean.
  - f. P Serves better food to children.
  - g. P Become less distant to people.
- a. C He doesn't mind getting his hair combed. He says he has to comb his hair before leaving the house. He likes his clothes in place. He's very picky about the way he looks.
  - b. C He loves to brush his teeth.
  - c. C He was learning this before Head Start but he is more mindful now. No one has to tell him to wash his hands.
  - g. C He really shares well depending on what it is.
- a. C Child has better grooming habits.
  - b. C Brushes teeth more.

- a. C Child tries to brush her own hair.
- b. C Child brushes teeth two to three times a day.
- c. C Child washes herself and her hands.
- d. C She knows 911 and to stay away from matches, stoves, and plugs.
- i. C She has more awareness of and respect for disabilities.

- a. C Takes bath by himself.
- b. C Knows when to brush his teeth.
- c. C Uses bathroom by himself. Much more aware [of sanitary practices].
- e. C More careful by roads.
- g. C Knows who friends are.

- b. C Used to chew on toothbrush.
- c. C Using tissues, not putting things in mouth.
- f. C More aware of healthy food.
- g. C Knows his feelings now-- pride, disappointment.
- h. C Jumping jacks-- coordinated.
- i. C Differences-- understanding.
- f. P Healthy snacks.
- g. P We talk about feelings instead of reacting.

- a. C He's a lot more conscious of the clothes he wears.
- b. C He's more cooperative about brushing.
- e. C He knows not to run out into the street without being told where as before he couldn't have cared less.
- g. C He's becoming aware of other people's feelings.
- i. C Getting through to child that just because you are disabled you are not less than others. The side branch has been that he has carried that over to other handicapped people that he sees [e.g.; someone in a wheel chair or someone who is deaf]. He was very interested in sign language when it was offered in the Head Start classroom.

- b. C Asks everyone in house if they have brushed their teeth.
- c. C Washes hands after using toilet and eating meals. Says child won't sit down to eat without everyone washing their hands!
- d. C Conscious about fire safety, asks "Where is our meeting place if there is a fire?" to parents!
- e. C Awareness of how to keep safe from strangers.
- f. C She chooses fruit and vegetables over sweets.
- g. C Child was very shy when she first started-- now very outgoing.
- h. C More active because she interacts more with other children.
- a. P Have a routine in the morning at home for everyone because she wants to do these things (washing, combing hair) before school.
- b. P Everyone in the family does it now, part of mealtime routine.
- c. P More conscious of hand washing, especially.
- d. P More awareness, more conscious of safety.
- f. P They talk about healthy food at Head Start, so child talks with mom about it and they buy better food, especially more fruit for snacks.



- a. C Child does all her own hair care, she even washes it in the bathtub and fixes it her own way.
  - b. C She now brushes her teeth at home at least once a day.
  - e. C She has been made more aware that even people you know can hurt you.
- b. C Loves to brush his teeth, needs no reminders; he used to argue about it.
  - c. C Washing hands after using toilet-- remembers himself.
  - g. C More able to control himself and express his feelings by talking about them-- used to just hit when angry.
  - j. C Much more polite; better manners, especially at the table.
- c. C More willing to wash before meals and after using toilet.
  - e. C Much better about watching for cars when crossing the street.
  - g. C Used to be very shy-- now more confident and outgoing with his peers.
  - b. C She is more aware of this and willing to do it.
  - c. C She washes hands more.
  - a. P Mother has changed her grooming habits.
  - b. P Mother brushes teeth more.
  - c. P Mother washes hands more.
- a. C Wants to look clean and his clothes to match, especially before going to school.
  - b. C Brushes without complaining-- before mom gave up arguing with him and he hardly ever brushed.
  - e. C Tells rest of family how to behave with strangers, what to do if someone you don't know talks to you.
  - g. C More outgoing-- Mom was concerned about his social skills because of illness and hospitalizations, but Head Start has really helped.
  - b. P Brushes with child to re-enforce his good habit.
  - d. P More awareness because child talks about it.
  - e. P More conscious of it.
- b. C Remembers to brush teeth on his own.
- a. C More aware of good grooming habits.
  - g. P Has made me more aware of child-- I watch what I say and do around him more.
- b. C Brushes her teeth many times a day.
  - c. C Likes to bathe frequently.
  - f. P Tries to balance the child's meals more.
- a. C Child is able to be neater with his clothes.
  - c. C Child washes his hands before and after without being told.
  - f. C Child doesn't have junk food anymore.
  - d. P Parent makes sure everything in the house is safe for the child.
  - h. P Parent makes sure he gets enough exercise.
  - k. P Parent has taken away junk food.
- a. C Very meticulous, brush his own hair.
  - b. C Likes to do on his own [brush teeth].

- c. C Improved-- cleaning up after himself.
- e. C Became more aware of traffic.
- g. C Only child-- didn't like to share.
- h. C Likes to go outside to play.
- d. P More careful, I don't leave knives around.

- b. C Knows [to brush] everyday 3 times a day.
- c. C Washes hands everyday.
- g. C Shares with sister more.
- i. C More sensitive.
- f. P Tried to improve foods that are served.

- a. C Better about brushing hair, clean clothes.
- b. C Likes to brush her teeth more, brushes after every meal.
- c. C More willing to wash her hands, usually doesn't need reminders before meals. Never used to wash them before.

- a. C Gets himself ready for school, brushes teeth, combs hair, washes up without supervision.
- c. C Hand washing before meals-- always does this now.
- d. C Awareness of being careful in kitchen especially around stove, matches, etc.
- e. C Understands danger concept-- that he needs to follow rules to be safe, uses crosswalks rather than crossing anywhere.
- f. C Eats more meats than he used to; is more willing to try.
- d. P More awareness of making environment safe-- like medicines, cleaners, using poison warning stickers, etc.
- h. P Trying to exercise more and reduce weight-- has info from Head Start about health benefits of exercise.

- a. C Become more concerned about her hair.
- b. C Brushes more.
- c. C Washing her hands more.
- f. C Starting to eat better, comments on the nutrition in her food.
- g. C She has opened up more, more self esteem.
- h. P Started exercising more.

- a. C More aware of being clean and healthy.
- b. C Brushes after every meal because teacher said so.
- c. C Flushes toilet and washes hands after going to the bathroom.
- f. C Talks more about what foods are good for her.
- g. C Has more friends-- Pretty isolated at home, so her friends are all at school.
- h. C Talks about exercises and how that makes people strong and healthy.
- i. C Has disabled kids in class; seems less curious when we see someone who is disabled.
- f. P I have asked for a lot of info. in this area because child has pretty poor eating habits. They have given me ideas about how to get her to try more things and also recipes she might like, so I have become much more aware of having good food and better diet.

- a. C Combs her own hair, has to have his hair washed, washes his hands.

- b. C Brushes his teeth without prompting.
  - d. C Doesn't play with fire, actually picks up matches and lighter and puts them away.
  - e. C Good about crossing the road, doesn't climb the low fence.
- 
- a. C Cares about looking clean-- her clothes, face, etc.
  - b. C Wants to brush more often.
  - c. C She remembers better to wash before meals without arguing like she used to.
  - d. C Used to be careless in kitchen; now she warns others to be careful, especially about the stove.
  - e. C Knows how to cross the street safely, especially about using the crosswalks.
  - g. C Making more friends, less shy than she used to be.
  - a. P Because she gets out more-- she has to take her to and from school, for example, she wants to look nice because she is meeting new people.
  - b. P Because she is so much better about this now, mom does it too because she wants to set an example and support what child is learning.
  - d. P More conscious of safety, especially in the kitchen, because child talks about it.
  - f. P Has learned about more American foods that child likes and is learning to cook those.
  - g. P Has met more people and made new friends since moving here.
- 
- b. C I'll hear the water running in the bathroom and I go in there and she's brushing her teeth. It happens a lot.
  - d. C I do a lot of sewing and went into the kitchen to check on something and child came into the kitchen with the scissors and said, "mom [brother] could cut himself on these.
  - d. P I watch a lot more closely now. Just leaving things sitting around, I changed the knife drawer to the top drawer.
- 
- g. C Child has learned to lie and keep things from her (the parent).
  - g. P Parent does not like the staff or the program.

Note: No explanations written.

- b. C Child brushes teeth.
  - g. C Child likes to talk about feelings.
- 
- b. C Child cleans teeth regularly now.
  - g. C Child is much more outgoing with other children.
- 
- c. C Washes hands more often.
  - d. C Discussed 911.
  - d. P Discussed 911.
- 
- f. C Child improved interactions with children.
- 
- c. C Child is washing hands.
  - e. C Is learning safety.
  - f. C Is learning about nutrition.
  - g. C Is sharing with friends.

- a. C Wants hair combed, wants to look clean and neat.
- c. C Remembers to wash before eating.
- g. C He is much more sociable. When he started Head Start he was shy and withdrawn with other kids unless he knew them well.

- a. C Child dresses himself.
- b. C Child brushes his teeth more often.
- c. C Child washes his hands after using the bathroom.
- b. P Supervises tooth brushing more closely.
- j. P Allows the child to be more independent in his grooming and sanitary practices.

- a. C Likes to dress by herself more now.
- g. C Shares more with others when she plays.
- j. P Follows through at home with practices that child is taught at Head Start.
- g. P Goes to classroom to observe child's behavior when playing and interacting with other children.

- b. C He wants to brush his teeth in the morning, afternoon, and at night.
- d. C He is constantly saying not to stick anything in the outlets, don't play with fire and of course don't play with matches.
- g. C Child says we keep our hands to ourselves and tells his brothers and sisters, "you have to play nicely."
- h. C Likes to be more active.

- a. C More clean-- brush his own hair.
- b. C Brushes own teeth.
- c. C Washes hands more often.
- d. C More conscious-- locks door.
- e. C Won't run into street-- more concerned.
- g. C Better with friends, doesn't fight.
- i. C Talks about disability.

- a. C Understands and is more aware of good health habits.
- g. P More patient with her own children and understands their needs more.

- b. C Child brushes teeth by himself.
- c. C Child washes hands without being asked.

- a. C She is much more concerned about having her hands and face washed and her hair brushed, especially on Head Start days.
- b. C She brushes every time she eats and reminds everyone else.
- c. C Better at remembering to wash after using the toilet.
- d. C Reminds us to keep things off the floor so people don't fall.
- e. C Says it is bad to talk to strangers.
- f. C She is better about trying all kinds of food-- especially vegetables.
- g. C She used to be a mama's girl, but now she has a lot more self-confidence.
- i. C She is not as curious when she sees kids in wheelchairs or with obvious handicaps-- like she doesn't point and stare like she used to.

- b. C Child thinks tooth brushing is more important now.
  - c. C Child think cleanliness is more important now.
  - f. C Child has become more vocal about what foods she should eat.
  - f. P Parents have changed food buying practices to a more healthy diet.
- 
- a. C Really washes hands a lot more before meals.
  - b. C Remembers to brush more than he used to.
  - c. C Really good at flushing toilet, washing hands after.
  - d. C Picks up better, puts "Mr. Yuk" stickers on poisons, etc.
  - e. C Talks about strangers and not to be with people you don't know.
  - f. P More awareness of serving balanced meals, especially with more vegetables.
- 
- f. C Says fruit and vegetables are good for you, but not much meat-- very aware of eating good foods.
  - g. C More able to express his anger, sadness, etc.
  - f. P Tries to have more balanced meals, less snack foods, more fruits and vegetables.
  - h. P More aware of staying in shape as a way to protect her health-- exercises more.
- 
- c. C He washes his hands before and after eating without reminders.
- 
- b. C She wants to brush them now.
  - d. C She is more aware of things that can be dangerous.
  - g. C She is more able to express her feelings with words and that feelings are OK.
  - i. C She is not teasing them anymore, more compassionate.
  - a. P I brush my teeth more.
  - g. P I am able to show my feelings and it is OK.
  - h. P We get out and do a lot more.
- 
- b. C Child has about 7 tooth brushes and is always wanting to use them. Child likes to brush her teeth.
  - c. C Child washes hands before eating now and likes to bathe.
- 
- a. C Child washes himself.
  - b. C Child brushes his teeth.
  - c. C Child is more independent and wants to take care of himself, and wants to shower alone.
  - f. C Child wants to eat alone.
  - g. C Child has made a lot of friends. He is the youngest of two.
  - j. P Parent lets her child be more independent.
- 
- b. C Child washes teeth by self.
  - c. C Child doesn't dare to pee in the school (unclear).
- 
- a. Child wants to take care of herself in these areas and teaches her sibling about them.
  - b. C Child wants to have beautiful teeth to show off.
  - c. Same as a.
  - d. C Child is aware of her safety and talks and shows understanding of what she can or cannot do.
  - e. Same as d.
  - g. C Child shares more with peers and is aware of the physical differences with the children.
  - h. C Child wants to be consistently on the move.

- i. C Child notices between normal and not normal.
  - j. P Parent now has become more aware of preventive medical services.
- g. C Child has learned a lot about sharing with others.
- b. C Child likes brushing his teeth now.
  - c. C Child washes his hands before he eats and when he comes in from playing.
  - d. C Child waits for parent to open the door when the doorbell rings.
- a. C Wants to be pretty-- wants her hair in different styles.
  - b. C Its becoming automatic to her.
  - c. C Washing hands more often without being reminded.
  - f. C Eating more vegetables and more selection.
  - g. C She gets along with other kids easier-- wants to make friends.
  - d. P We did a fire drill. Keep things away from heaters, not talking to strangers.
  - e. P Be more courteous and not play too wild-- not push, run, be careful.
  - f, P More aware of healthy food-- they send home recipes.
  - g. P We don't use the "hate" word. Be nice to others.
  - h. P We're pretty active-- I want to get her in gym class. We do bike riding.
- f. P We talk about things-- like not hitting and being nice.
- b. C Child washes own teeth before going to sleep.
  - g. C Child likes to share with other children now.
- g. C Child shares much more with other children and adults.
- a. C Child likes to look good and will stand in the front of mirror to look at self.
  - g. C Child likes to share much more now than before when child didn't like to share.
- b. C Very adamant about it [brushing teeth].
  - c. C He washes after using the rest room.
  - d. C He thinks more about what he is doing.
  - g. C He is more open.
  - c. P I make sure they take care of themselves better.
  - g. P We discuss our feelings more openly.
- b. C I don't have to fight her about it [tooth brushing].
  - d. C She reminds the neighbors to check their fire alarms.
  - f. C She not as picky an eater.
  - g. C Kids get on her nerves more.
  - e. P I started a neighborhood watch.
  - f. P I'm cooking better.
- a. C Good grooming habits stressed more [by child].
  - b. C Tooth brushing stressed more [by child].
  - c. C Child talks with parent and is more concerned about sanitary practices.

- d. C Child talks with parent and is more concerned about safety at home.
- f. C Good nutrition and healthy foods are stressed more [by child].
- a. P Good grooming habits stressed more [by parent].
- b. P Tooth brushing stressed more [by parent].
- c. P Parent talks with child and is more concerned about sanitary practices.
- d. P Parent talks with child and is more concerned about safety at home.
- f. P Good nutrition and healthy foods are stressed more [by parent].

- b. C The child will wash his teeth without telling.
- f. C The child will eat a variety of foods.
- f. P The parent: cook a variety of foods.

- b. C Child learned how to brush his teeth.
- c. C Child learned how to wipe his butt more.
- d. C Child learned how to be more careful.
- e. C Child doesn't fight as much.
- f. C Child eats better.
- g. C Child comes home and tell who he likes and who he doesn't like.
- h. C Child does pushups and exercises.

- a. C Child asks for his hair to be brushed.
- b. C Child brushes his own teeth.
- d. C Child used to stick finger in socket--doesn't run instead.
- f. C Child knows to eat his vegetables.
- g. C Child is learning to share.
- h. C Child is more active.
- i. C Child asks questions about why girl in class was in wheelchair.
- d. P Parent child-proofed home.
- f. P Parent changed food--cooks more.
- h. P Parent does more thing outside.

- a. C Child likes to look nice.
- c. C Child has got to keep his hands clean.
- d. C Child doesn't play with matches.
- e. C Child doesn't climb on fence.
- g. C Child shares more.

- b. C Child comes home she likes to brush her teeth.
- c. C Child wipes herself when she goes to the bathroom.
- g. C Child talks about her friends at class and how they play at process.

- a. C Child likes to wash his own hair.
- b. C Child likes to brush now.
- c. C Child is conscious of germs.
- f. C Child knows he can eat candy.
- g. C Child is more outgoing.
- h. C Child always talks about sports.

- d. P Parent tries to keep things away from him.
  - f. P Parent cooks more vegetables and has more milk available.
- a. C Child learns how to take care of himself.
  - b. C Child brushes more.
- c. C Child is more independent and learning good habits.
  - d. P Parent can't quite say how she has changed with regard to safety.
  - h. P Parent thinks about exercising more.
- c. C Child remembers to wash her hands.
  - f. C Child is starting to eat more.
  - g. C Child tends to retreat from arguments.
- b. C Child [sometimes brushes teeth] (Wrote "depends")
  - e. C Child doesn't go in street.
  - g. C Child gets along better with other children.
- a. C He wants his hair combed before he goes to school.
  - b. C He brushes his teeth before class and before bedtime.
  - c. C He washes his hands before he eats.
  - g. C He understands what friends are-- he is bonding.
- b. C She sings the tooth brushing song.
  - c. C She washes her hands.
  - d. C Turns off the water when she is done.
  - e. C She tells the neighborhood boys not to play with matches.
  - g. C She is concerned about how she says things to people.
  - b. P I brush more often cause the kids want me to.
  - c. P Washing our hands more.
  - g. P More aware of the kids feelings. They tell me how they're feeling and I tell them how I'm feeling.
- g. C Child now shares with other children.
  - g. P Parent had to explain to child about sharing.
- b. C Child washes hands and face in the morning.
  - c. C Child brushes her teeth without being asked.
  - d. C Child doesn't mess with medicine and bleach.
  - f. C Child eats more vegetables now instead of all of that candy.
  - c. P Parent brushes teeth with child to make sure that child does it.
- j. C Child does all of these things by herself.
  - j. P Parent has made changes by starting early to work on other daughter.
- a. C Child is washing hands more regularly.
  - b. C Child is brushing teeth more regularly.



- d. not noted
  - g. C Child has stopped fighting so much.
  - d. P Parent explains more now [about safety in the neighborhood].
  - f. P Parent buys more fruits and vegetables.
- 
- f. C Child has to at least taste some of the food.
  - i. C Child not making fun of kids who have disabilities.
  - f. P Parent has to at least taste some of the food.
  - j. P Parent doesn't smoke and keeps telling children about tobacco as a drug.
- 
- j. C Child becoming better independent.
  - k. C Child becoming better at language. Knows his colors now.
- 
- a. C Child bathes herself.
  - b. C Child brushes more often without being told.
  - c. C Child washes hands before and after meals.
  - f. P Parent has taken away junk foods and gives her more vegetables.
- 
- a. C Has better grooming habits.
  - b. C Brushes his teeth more.
  - c. C He is more sanitary. He does all of these things at home without "fighting" mom because he has to do them at school.
  - e. C Better about street safety-- watching for cars, crossing at crosswalk, etc.
  - g. C He is oldest child so he was somewhat spoiled and bossy when he started Head Start. Now he is much better at taking turns, sharing etc.
  - c. P Remembering to wash hands before working with food-- used to be bad at it, but now child reminds her, but she usually remembers.
  - d. P Talks to kids about fire safety since Head Start meeting about it.
  - e. P Better able to talk to kids about dangers in a way that doesn't frighten them, make them scared. Has more ideas about how to be constructive with warnings rather than causing them to be fearful, especially about stranger.
  - f. P Nutritionist has talked with parents about balanced meals, nutritional requirements for kids-- more awareness of what kids need to be healthy.
- 
- a. C Child is washing hands more regularly.
  - b. C Child brushes teeth regularly.
  - d. C Child has changed.
  - g. C Child doesn't fight as much anymore.
  - d. P Parent explains safety more.
  - f. P Parent buys more fruits and vegetables.
- 
- j. C Child has gotten better. She does it better, now you just have to watch her. We have a routine.
- 
- k. C Child brushes teeth, [learns about] safety, and is independent.
- 
- a. C She wants her hair fixed pretty for school.

- b. C She wants to brush her teeth after she eats.
  - c. C She wants to wash her hands before she eats and after going to the bathroom.
  - d. C She picks up her toys so people don't fall over them.
  - g. C She's around kids now, so she has friends.
  - a. P Keeping my hair cut short.
  - d. P Make her stay away from stove and pick up toys.
  - e. P Make sure she doesn't talk to strangers and crossing the street.
  - f. P Trying to eat better foods.
- 
- a. C Child does more on her own-- more independent.
  - b. C She brushes her teeth all the time.
  - c. C She washes her hands before she eats, after going to the bathroom and before bed.
  - d. C She is not as reckless as she used to be.
  - e. C She stays closer to house.
  - f. C She doesn't eat as much candy.
  - g. C She tells you straight out, "you hurt my feelings."
  - h. C She is more active.
  - e. P I make sure they're always supervised.
  - g. P I talk to her more to find out how she is feeling.
  - h. P We play with the kids more.
- 
- a. C She tries to comb herself and wash her face.
  - b. C She brushes her teeth more often.
  - e. C She watches for cars when she crosses the street.
  - f. C She eats everything, she is not picky.
  - g. C She can now communicate with children, she plays with the neighbors. She has learned english at Head Start.
  - d. P She is careful not to let them in the street.
  - e. P We've talked about strangers now.
  - f. P We're careful to have balanced meals.
- 
- a. C He likes to have a bath before he comes to school.
  - b. C He started being more aware that he needs to brush his teeth.
  - c. C He is more aware of washing his hands, he doesn't reach for food with his hands.
  - d. C They talked about running the street.
  - e. C About not talking to strangers.
  - f. C He asks for fruit at home.
  - g. C He's able to openly express his feelings and he is more out going.
  - h. C He tries to do more songs and activities.
  - i. C He doesn't see people as different. He knows it is not right to say "How did you get in that chair."
  - f. P We eat more rounded meals.
- 
- a. C Before, he didn't care how he looked.
  - b. C Now he'd sleep with his tooth brush if I let him.
  - d. C He knows now not to play with my lighter.
  - g. C He can express his feelings more.

- e. C He looks out for kids and self. Makes sure he is in a safe environment.
  - g. C He has opened to talk to me about what he is feeling.
  - i. C He is more aware of people being different and they're still OK.
  - j. P Classes have made me more comfortable in front of a group.
- 
- b. C He does it more willingly and consistently.
  - c. C He washes before every meal and when he sneezes.
  - d. C He is aware of curling iron cords in the sink.
  - h. C He is more active now. He says he needs to exercise.
  - i. C He is more tolerant and curious about people who are different.
  - d. P I don't leave pan handles out on stove. Keep doors locked, careful with knives.
  - i. P I've thought more about it and I'm more sensitive.
- 
- b. C Child does it more now.
  - c. No clarification
  - f. C Child eats fruits and vegetables more.
  - j. P Parent worries less because he's in good hands.
- 
- a. C Combs his own hair, worries about appearance more.
  - c. C Washes hands every time he can, uses bathroom before eating.
  - d. C Has learned what is dangerous around the house (doesn't climb on things).
  - e. C Stays away from local water source.
  - f. C Has learned what is healthy food.
  - g. C Interacts better with other kids, respects other kids feelings.
  - d. P Hot water heater turned down, sharp objects put away, just more careful in general.
  - g. P Learned a lot about child self esteem-- How parent can damage self esteem.
- 
- a. C Now takes care of her own grooming.
  - b. C Does it [tooth brushing] on her own.
  - c. C Same as above.
  - d. C Knows to keep toys out of way, puts things away.
  - e. C Knows not to walk behind swings. Stays off the road.
  - g. C Has learned through personal experience about hurting others feelings.
  - h. C Gotten exercise tapes to keep the weight down.
- 
- a. C She knows she is supposed to get her hair brushed.
  - b. C She brushes more often now.
  - c. C She is better about washing her hands.
  - e. C She'll listen to me about not talking to strangers.
  - g. C She now understands what friendship means.
  - i. C She understands [disabilities] more.
  - g. P Our bonds have grown stronger.
  - h. P I'm going to enroll in a gym.
- 
- b. C She actually lets me do it now [brush teeth].
  - e. C She is more aware of the kids around her, she doesn't push anymore.
  - g. C She is more aware that she is able to hurt someone else.

- f. P I stopped eating as much junk food.
- h. P I'm on a softball team now so I exercise.
- j. P I quit smoking.

- a. C Child takes care of her hair and clothes and has made a great improvement
- f. C Child is more aware of what to eat, because of her weight problem. She is picking better quality food on her own now.
- h. C Child is exercising at home on her own and does them more regularly.
- f. P Parent is more aware of what child does not need to be eating and what would be good for her to eat with her weight problem.
- g. P Parent is listening to her express her feelings more and we talk about it more.

I did not need it. I taught them myself but they help by reinforcing.

- a. C She combs her hair all the time. When her brother touches her hair she wants to know if it is messy.
- b. C She brushes her teeth before bed all the time.
- c. C She showers every day before school.
- d. C She knows what not to do with matches and electricity.
- e. C She knows what not to do with [in terms of safety].
- f. C She is eating better.
- g. C She is friendly with other kids.
- h. C She plays basketball and kickball with her brother.
- i. C I don't know if she really understands.

- a. C Dresses himself.
- b. C He brushes by himself.
- c. C He cleans up after himself. Puts things away.
- d. C He is pretty safe.
- f. C Usually wants apples for snacks.
- g. C He doesn't fight with his sisters that much.
- h. C He plays more active games.
- i. C He is learning about that [disabilities].

- a. C He prefers his shirts to be ironed, tucks in shirt, wants boots polished, wants his hair cut.
- b. C He brushes more.
- c. C He washes more often. We don't have running water so he is very conscious of washing himself.
- d. C Is very careful with matches. We have a wood stove. Also, careful with electricity.
- f. C Loves vegetables, ...salads and milk; [loves to] ride bulls- strong!
- g. C He has made friends.
- h. C He is learning to skip and hop.
- j. C He calls handicapped people "special."

- a. C Brushes her own hair--different hair ties--washes up.
- b. C Does it twice a day at home.
- c. C Learning how to clean herself.
- d. C Picks up her toys.

- e. C Picks up wood to keep out of little brother's way and herself. Also, her bike.
- f. C Drinks more milk and eats more vegetables and fruits.
- g. C Teaches little brother not to be mean.
- h. C Goes outside--not to sit around and be a couch potato. She tells me, "let your blood move."

- a. C She brushes her own hair and washes her face.
- b. C She takes the responsibility for it.
- c. C She take a million baths a day. Changes her clothes when dirty.
- d. P I put plugs in the sockets, bought baby gates, put medicines up.
- c. P I've started disinfecting more.
- f. P I try to make better choices for.
- g. P I've tried to delve a little deeper into her to see what is going on.

- c. C She's washing her hands more.
- a. C She wants to look better.
- e. P We talk more about the safety in the neighborhood.

- a. C He combs his hair.
- b. C He brushes his teeth every day.
- d. C He organized a fire drill in his room.
- e. C Not talking to stranger.
- g. C Has made better friendships.
- i. C Has learned it is OK to wear his glasses.
- d. P We did the fire drill.
- f. P I'm cooking better foods.
- j. P They've helped me a lot in making sure he wears his glasses every day.

- c. C Washes hands more often.
- f. C Eats better foods.
- h. C Plays a lot more--less T.V.

- a. C He gets his clothes ready and combs his hair-- acts more mature.
- b. C He has everybody brushing their teeth.
- c. C He always washes his hands before going to the bathroom.
- d. C He tells everyone not to turn on the hot water or play with the stove.
- g. C He is more open- talks to everybody- socializes more.
- b. P I brush my teeth more cause he reminds me all the time.
- f. P I try to cook nutritional meals.

- a. C She's more aware of what she needs to do before she goes somewhere (brush hair).
- b. C She's not scared of toothpaste.
- c. C she washes her hands all the time.
- d. C She knows not to open the door.
- e. C She knows about stranger.
- g. C She's more expressive but talks calmly.
- a. P I feel better about myself so I want to look better.
- e. P I talk to her about strangers and that she needs to stay by me.

- d. C She's more careful around hot stuff.
- f. C She's eating better.
- f. P I used to eat nothing but junk but now I set up a good menu.
- e. P I fix things so she won't get hurt.

- a. C Brushes his hair and dresses by himself. He's [become] more concerned about his dressing.
- b. C He brushes more.
- c. C He washes more.
- d. C Doesn't play on streets.
- e. C He doesn't go off as far.
- f. C Drinks more milk.
- g. C He doesn't argue or fight with others.
- h. C Plays outside--runs.
- b. P I brush after meals.
- f. P I take vitamins. I'm pregnant so I eat better and drink juice.

Basically, no. Because I had done all of the above prior to their enrollment in Head Start. Head Start has reinforced it.

- b. C She tells everyone it is important to brush their teeth, and she does it after meals by herself, no prompting.
- c. C She remembers to wash her hands after she uses the toilet. She reminds other family members to do also.
- a. C The child can dress herself, the child can serve herself food.
- b. C The child washes her teeth by herself more frequently.
- d. C The child is more aware of dangerous things in the house.
- e. C The child is more aware of dangerous things in the neighborhood.

- a. C She wants to comb her hair. She wants to wear socks with her shoes and sandals.
- b. C She initiates brushing her teeth by herself.
- d. C She tells her sisters not to touch matches and tells them the story of a little boy who got burned by playing with matches (she learned the story at school).
- e. C When she goes to the park to the play area, she tells her little sister what to do in the play area.
- f. C She seems like a teacher at home. She tells her mother and sisters that they must pray before the meal and they must drink juice and milk and not things that are not good for them.
- g. C She insists that everybody wears their seat belts.

- f. C At eating time she asks mother not to give her too much pizza, McDonald's and hot dogs because they have bugs in them and she asks for broccoli and carrots because that is good for her.
- g. C Before she came to this program of Head Start, she had problems making friends. She would cry when she would see children and she didn't want to play with them. Even the first three weeks she still had problems in that respect. But now she plays with everybody here and at home too. She makes friends now.
- b. P Parent brushes teeth after meals now.
- c. P Parent washes hands before meals now.

- a. C Child keeps clothes clean.

- b. C Child keeps teeth clean.
- c. C Child keeps hands clean without being asked.
- f. C Child is much better at getting along with people.

- a. C Child has improved in the area of good grooming.
- b. C Child has improved her tooth brushing since she started the Head Start.
- c. C Child has improved in her sanitary practices.
- d. C Child's awareness of safety at home has improved since she started Head Start.

- a. C He's taking care of himself more. He likes to do it himself.- I let him dress himself.
- b. C He is more into it himself [tooth brushing].
- f. C Improved--He is eating more vegetables than before.
- g. C He has made more friends his age.
- h. C He is outgoing--forever.
- i. C He is aware of this [disabilities]. He is always helping a friend who is disabled. Helps him bring in firewood and feed the sheep.
- c. P I have to help him on this [sanitary practices].

- a. C Dresses and combs his hair better.
- b. C Brushes 3 times per day.
- c. C Washes at meal time (3 times). Sometimes he forgets, but I tell him to do it.
- d. C Sometimes he forgets about safety and I tell him about the danger.
- e. C Not to fall from the slide--I tell him.
- f. C Drinks milk and juices. There is more meat in mutton stew.
- g. C He is getting along better with [friends], especially after therapy.
- h. C His physical activity has improved. Is more involved in playing with boys. I am more involved with him, I play baseball with him and with his older brother.

- b. C He has improved [tooth brushing] but he needs help.
- c. C He has improved in that area [sanitary practices].
- d. C Changed there [safety]. More aware of what not to play with.
- f. C He is eating more of the basic foods than before.

- a. C She takes care of herself pretty much.
- b. C She brushes her own teeth. We don't have to tell her.
- c. C She washes her hands after playing.
- d. C Our safety around the house is pretty good.
- g. C She is really friendly and loves to greet people.
- h. C She is pretty active.
- i. C She asks about people's disabilities.

- b. C He brushes his teeth.
- d. C He tells brother not to play with fire.
- f. C Drinks a lot of milk and eats a lot of cereal.
- g. C Plays with kids a lot.

- b. C He can brush his own teeth.

- c. C He is good with that [sanitary practices]. He does it when he is told.
  - d. C He has improved. Does not play with anything dangerous.
  - f. C Eats more vegetables.
  - g. C Gets along better with some kids.
  - h. C He is really active. Wants to do this and that with me and his dad.
  - b. P Parent brushes more.
- 
- a. C She combs her own hair and dresses herself.
  - b. C She brushes every time she can.
  - c. C She washes hands before she eats.
  - d. C She is very careful with matches.
  - e. C She doesn't talk to strangers.
  - f. C She eats vegetables.
  - g. C She gets along well with other children now.
  - h. C She likes to skip and hop like in Head Start.
- 
- a. C Beginning to brush teeth before supper.
  - b. C Brushes his teeth 3 times a day.
  - c. C Washes his hands when he comes in from outside.
  - f. C Used to eat junk foods. Now he eats fresh vegetables and fruit for snack.
- 
- b. C Brushes her teeth.
  - c. C She washes her hands before eating and after bathroom.
  - d. C Picks up toys.
  - e. C Stays off road.
  - f. C Finishes her food. The vegetables, she says, makes her strong and grow.
  - g. C She says she is sorry when she does something wrong.
- 
- j. C She [child] is worse when it comes to talking back.
  - j. P I [Parent] don't let her watch T.V. when she [child] sasses me.
- 
- f. C [Child] will now eat more fruits and vegetables.
  - g. C She [Child] now has learned how to share.
- 
- e. C [The child] avoided areas where drugs are being sold.
  - e. P [Parent has] too much going on so I [parent] have to keep my eye on him.
- 
- a. C Starting to dress himself.
  - c. C Washes when reminded.
  - d. C More aware of dangers such as stove and matches.
  - f. C He eats fruits and asks for milk.
  - g. C Asks about grandparents and cousins.
  - h. C He is always outside playing. He is very active.
  - j. C He is more aware of culture.
  - d. P Keeps more of an eye on the children.
  - g. P Tell them to improve their close relationship including "hi," "bye," and "thank you."



- a. C He washes his hands after using rest rooms.
- b. C I help him do it [tooth brushing].
- c. C Dresses himself every a.m..
- e. C Rides bike and is back before dark--doesn't ride bike on the road.
- f. C Eats yogurt and fruit.
- g. C He'll talk about his feelings and we'll talk and I give him a lot of praise.
- h. C He rides with me when I jog.
- a. P Having him show me [that he has washed them].
- f. P Mom buys good, nutritious food (no ice cream or chips).

- a. C She can dress herself- takes her own bath.
- b. C She does it [tooth brushing] herself because she learned to do it at school.
- c. C She washes her hands before she eats.
- d. C She is more aware of dangers- what she is not supposed to play with.
- e. C She knows not to go out of the yard and go to the street- Not to talk to strangers.
- f. C She knows that drinking soda is not good for her- Her teacher told her that.
- a. P I don't need to help her anymore.
- c. P I make sure they wash their hands before and after they eat.
- d. P "I don't know."

a. C [Child] likes to match up her clothes.

- a. C He dresses better and goes to school more happy.
- b. C He wants to brush his teeth after meals and before bed.
- c. C He washes before he eats and before bed.
- d. C He is more careful about where he puts his toys.
- f. C He knows what foods are good for him. Wouldn't drink milk- Now he does.
- h. C Likes to run and play outside more than staying inside.
- b. P I show the children how to brush. I take time to do it.
- c. P I show how to wash with soap.
- f. P I prepare better meals and tell them about it.
- g. P I used to be mean to them and now that I know how they feel, I changed my feelings towards them.

- a. C Learned how to dress, wash, comb her hair.
- b. C She forgot sometimes [to brush teeth].
- c. C She is very clean.
- d. C She is very careful, especially with her brother and sister.
- e. C That she is supposed to stay close to home--not to wander off. Also, she is careful with sharp objects.
- f. C She eats mostly vegetables and fruits--or grains.
- g. C She shows and expresses her feelings.
- h. C Always on her bike.
- g. C She understands the handicapped zone.

- b. C She [child] does [tooth brushing] on her own.
- c. C She [child] does [sanitary practices] on her own.

- a. C He is particular about his cooks.
- b. C He does it [tooth brushing] on his own.
- c. C He likes being clean.

- b. C She [child] does [tooth brushing] on her own.
- c. C She [child] does [sanitary practices] on her own and reminds me [parent].
- d. C She [child] knows what to touch and not [to] touch.
- j. C She [child] knows drugs and tobacco are bad for you.

- b. C [Child] does [tooth brushing] without asking.
- c. C [Child] does [sanitary practices] without asking.
- j. C [Child was] made aware of...[the]...harmfulness [of drugs].
- j. P [Parent was] made aware of...[the]...harmfulness [of drugs].

- a. C She brushes a lot.
- b. C Likes to bathe often and washes hands before eating.
- f. C She is really aware of good food--no too fatty food or candy. Likes fruit and milk and juices. I credit head start with that.

- a. C She cleans up--puts up her own clothes. She is more independent.
- b. C We are stressing that at home [tooth brushing]. We never used to.
- c. C She washes before she eats.
- d. C She knows about fire drills.

- a. C He brushes his hair now.
- b. C He is into brushing his teeth.
- f. C He prefers fruit and crackers over candy and chips.
- g. C He tells me about his friends and feelings.
- d. P I put my knives up and plugs in my sockets and keep medicine out of reach.
- f. P I don't buy junk food.
- g. P I speak out about my feelings.

- g. C Child has started keeping in line and loves others.
- j. P Parent [is] reading more and buying more educational toys.
- b. C [Child] brushes without me [parent] asking him too.
- f. C [Child] makes sure he eats properly as well as his friends.
- i. C [Child is] really compassionate towards disabled people.

- a. P [Parent] talks to [daughter] about [taking] care of herself.
- b. P [Parent] tells her daughter to brush teeth.
- f. P [Parent] talks to daughter about eating healthy.

See Note: "After talking with parent it was unclear as to whether or not there was any actual change involved."

- b. C [The child is] more conscious about brushing teeth.
- g. C [The child is] more compassionate and understanding of others.

- a. C [Child] has learned to tie her [child] shoes.
- g. C [Child is] sharing more.

- a. C Wants to be clean-- washes face and hands and wants clean clothes before coming to school.
- b. C Brushes after every meal-- used to brush only before bed.
- c. C Washes hands before eating and after using toilet.
- d. C Used to play with matches; now talks about fire dangers, safety at home, etc.
- g. C More sociable, more outgoing, more friends.
- b. P Used to brush teeth only once a day-- now three times a day.
- c. P Child reminds everybody in the family to wash hands before every meal and now we do.
- d. P More awareness-- takes more precautions like keeping things out of easy reach.
- f. P Child likes only beans and milk, so mother tries food at home Head Start has reported he enjoys.

- a. C He's a boy and just didn't care what he went out looking like. They would complement him when he looked good and now he makes sure that his hair is combed and clothes are neat.
- b. C They made it fun to know where he likes to brush his teeth. Before, he didn't have time in his busy schedule to do it.
- c. C Child would not wipe himself because he thought he would get it on him, but being in Head Start the child has learned he can do these things by himself.
- g. C He knows that you need to be nice and they teach him about certain things that you do that hurt people's feelings and if you don't want your feelings to be hurt then you treat people nicely. [My son] has taught me a lot since he's been in Head Start.

- a. C Child wants to look good all the time.
- b. C The child brushes his teeth more frequently.
- f. C The child eats everything.
- g. C The child makes more friends.
- h. C The child is more active.
- d. P The parent is more careful with safety at home.
- e. P The parent is more careful with safety in the neighborhood.
- f. P Parent cooks and serves more vegetables.
- g. P Parent talks more with other people.

- b. C The child learns how to brush right.
- g. C The child gets along better with other kids.

- c. C The child washes his hands more.
- b. C The child brushes his teeth more.
- d. C The child is more careful with dangerous items like matches, stove, doors, etc.
- h. C The child does more outside activities.

- a. C The child likes to brush his own hair.
- b. C The child gets his own tooth brush and puts his own tooth paste on it. He [child] doesn't want me [parent] to do anything.
- c. C The child washes his hands all day long.
- f. C The child knows what's healthy for him and what's not healthy for him.
- g. C The child knows everybody has feelings and he treats people the way he wants to be treated.

- f. C The child had cut down on junk food.
  - f. C The child had grown to love carrots and eats more vegetables.
  - g. C The child has learned to play well with other children. He was the only child in his home. [Child] learned to share.
  - g. P The parent has learned to discipline child with timeouts instead of spankings.
- 
- d. P Parent used to lay cigarette lighter around and now she puts it out of the children's reach.
  - f. P Parent now gives children a lot of vegetables-- didn't use to do so.
- 
- a. C The child keeps self neat and combs own hair.
  - b. C The child brushes [teeth] more often, and does a better job.
  - c. C The child washes hands before and after eating.
  - d. C The child exercises caution around fire (matches and stove).
  - e. C The child no longer throws rocks or plays rough; [child] asks to go outside.
  - f. C The child eats more vegetables.
  - g. C The child is more affectionate and more loving.
  - h. C The child is not playing so rough.
  - i. C The child doesn't make fun of disabled individuals.
  - j. C The child behaves more, no more fits.
- 
- a. C The child practices grooming more.
  - b. C The child brushes teeth more.
  - c. C The child cleans more.
  - d. C The child practices safety at home.
  - e. C The child practices safety in the neighborhood.
  - f. C The child eats more fruits.
  - g. C The child is more friendly.
  - h. C The child does more exercise.
- 
- a. C The child changes clothes when he's dirty and keeps himself dressed clean.
  - b. C The child brushes teeth more frequently.
  - f. C The child eats more vegetables.
- 
- f. C Child eats more vegetables.
- 
- a. C [Child] now chooses to clean.
  - d. C [Child] no longer turns on the stove.
  - e. C [Child] reports on strange things that occur in the neighborhood.
  - g. C [Child] comes home angrier-- takes blame for her little brother.
  - j. C [Child] no longer asks [where babies come from].
- 
- d. C The child tries not to run through house; the child is more aware that they are not to play with sharp objects, matches or in hot water.
  - f. C Child is eating things that he wouldn't eat [for example: different fruits and vegetables].
  - d. P Parent is more cautious of the things she lays [around] the house.
  - f. P If there is something the parent knows they [children] should have, she tries to eat it too and lets the children see her eat it [for example: oatmeal].

g. P Parent is more communicative with different kinds of people regardless of race as result of Head Start.

- a. C Child pays more attention to hair and has gotten more particular about her clothes matching.
- b. C Child brushes [teeth] better and longer than she used to.
- g. C The child comes out of her shell; and sharing; just better relationships with people all around.
- b. P Parent more aware of letting them [children] brush [teeth] by themselves and supervising more.
- f. P The parent learns good ideas about putting healthy snacks together. I [parent] always had fruit around, but just created different combinations that made it more interesting to the kids.

- a. C [Child] brushes her own hair, dresses herself.
- b. C [Child] brushes her teeth more.
- c. C [Child] washes her hands a lot more.
- d. C [Child] picks up toys after herself, cleans up after herself.
- e. C [Child] doesn't talk to strangers, watches out more.
- i. C She [child] knows not to make fun of people who are different.
- e. P [Parent is] more cautious, watches out more for daughter and younger son.
- h. P [Parent] exercises with her daughter.
- i. P [Parent has] more dialogue with daughter to answer questions about other disabilities.

- a. C The child does it by himself without us to tell him.
- b. C The child brushes his teeth on his own.
- c. C The child washes on his own.
- d. C The child practices safety on his own.
- e. C The child practices safety in the neighborhood on his own.
- f. C The child eats a better variety of foods.
- g. C The child improves feelings and friendships on his own.
- h. C The child is more aware of fitness.

- b. C [Child] keeps [tooth] brush in a more sanitary fashion.
- c. C The child is more sanitary.
- f. P The parent prepares more vegetables for meals.
- i. C The child has learned how to care for her disabled sibling.

- a. C [Child] likes to wear nice clothes now.
- b. C [Child] brushes [teeth] more.
- c. C [Child] washes more, cleans up after herself.
- d. C She [child] knows what to touch, knows what to do in a fire, [illegible entry].
- g. C [Child] comforts mom when mom is down, talks about her own feelings.
- h. C She [child] exercises.
- a. P [Parent] set example for daughter dressing well.
- b. P [Parent] brushes [teeth] before daughter.
- c. P [Parent] cleans restroom daily, washes up with child.
- d. P [Parent] put in safety plugs, puts dangerous stuff out of daughter's reach.
- e. P [Parent] doesn't allow her [child] to go out, too much traffic.
- g. P [Parent] comforts child when child is down, talks about her own feelings.
- h. P [Parent] works out with daughter; goes out to the park.

- i. P [Parent] talks to daughter about disabilities, explained disabilities.
- b. P Now parent brushes her teeth.
- g. C Child is more mature, talks and acts. [Child] respects people, and does more activities.
- g. P Parent learns a lot just by talking and being with child.
- h. C The child plays more outside, the child plays with other children.
- f. C The child eats vegetables and more milk.
- d. C Now the child had learned about safety at home, he has become more mature and responsible.
- g. C The child has learned about sharing and friends and if someone hits you, you let them know that you don't like it.
- d. P Parent does not have to worry as much as she did before he [child] entered Head Start.
- g. P The mother can now be more tolerant and kind to her friends.
- h. P The parent knows that being physically fit is good for your body and parent does fitness activities with her child.
- a. C The child practices more good grooming habits.
- c. C The child practices sanitary habits.
- f. C The child eats a more variety of foods.
- i. C The child is aware of people with disabilities.
- d. P The parent puts more attention to safety in the home.
- e. P The parent puts more attention to safety in the neighborhood.
- a. C The child brushes her hair, and matches her clothes.
- b. C The child is more careful in tooth brushing.
- c. C The child washes her hands.
- d. C The child doesn't play with matches, or look for dangerous things.
- e. C The child looks around wherever she goes.
- f. C The child eats a lot of vegetables.
- h. C The child stopped fighting with other children.
- i. P The parent respects more people with disabilities.
- a. C The child increased her good [grooming] habits.
- b. C The child increased her good [tooth brushing] habits.
- c. C The child increased her good [sanitary practices] habits.
- g. C The child gets along better with other kids.
- j. C The child now knows how to count and other things.
- a. C Takes a shower by himself.
- b. C Brushes teeth by himself.
- g. C Child has greatly improved behavior with teachers and other children.
- a. C Child brushes hair on her own.
- b. C Child brushes teeth.
- c. C Child puts on her own clothes.

- d. C Child stays away from matches, fire, wall sockets, etc.
  - e. C Child doesn't talk to strangers.
  - f. C Child drinks milk more often.
- 
- b. C Child cleans teeth.
  - c. C Child washes hands.
  - f. C Child eats better and tries different foods.
- 
- a. C Much more aware of being clean.
  - b. C Brushes out of habit after meals; reminds the rest of the family to do so.
  - c. C Washes after using toilet without being asked.
  - h. C Talks more about being healthy, "exercise keeps you strong."
  - b. P Brushes more often because of child's reminders.
- 
- a. C Child dresses herself better.
  - b. C Child cleans teeth more frequently.
  - c. C Child cleans up much better.
  - g. C Child used to be withdrawn.
- 
- b. C Child brushes her teeth w/o being asked.
  - c. C Child washes up w/o being told to now.
- 
- b. C Just seems like she has the habit to brush after she eats-- mom hardly ever has to remind her.
  - c. C Remembers to flush toilet and wash hands after using bathroom.
  - d. C Won't go in kitchen especially near stove if something is cooking, says it is dangerous for children.
  - f. C Eats more fruits and vegetables-- remembers if they have had them at school, will talk about them being good for you.
- 
- b. C Child brushes teeth regularly.
  - g. C Child get along with other children better.
- 
- b. C Child cleans teeth.
  - c. C Child washes hands.
  - f. C Child knows about food.
  - g. C Child is quieter and listens better.
- 
- d. C Child has stopped playing with matches.
  - f. C Child eats more healthy foods.
  - g. C Child gets along better with other children.
  - g. P Parent plays with child more often and has developed a better friendship with the child.
  - a. C Likes to have hands and face clean, especially before school.
  - b. C Likes to brush teeth more often.
  - c. C Does it more often and without reminders-- flushes toilet and washes hands.
  - g. C More friends, much more self-confident than she used to be.
  - a. P More conscious of doing grooming for children and self-- better at remembering to remind other children.
  - b. P Now brushes after each meal, partly because her children who have been in Head Start remind her.

- a. C Cleaning herself up especially before school.
  - b. C Brushes after every meal without reminders.
  - c. C Washes up after using toilet.
  - e. C Watches more carefully when she crosses the street.
  - g. C More outgoing, much more self-confident.
  - b. P Brushes along with child after all meals.
  - c. P More conscious about washing hands after using toilet, blowing nose, etc.
- 
- a. C Dresses herself.
  - b. C Brushes her teeth a lot.
  - f. C Good eater.
  - g. C Learned to share with other kids.
  - h. C Getting to be more active, likes somersaults and cartwheels.
  - b. P Brushes teeth more, tries to make good example for her daughters.
  - d. P Keep fire extinguishers around, keep stuff picked up and out of reach.
  - f. P Cooks more vegetables, better eating habits.
  - g. P Expresses feelings more.
  - h. P More active, goes bike riding.
- 
- b. C He remembers to brush his teeth after meals.
  - g. C He was much more shy and didn't talk much until he got into Head Start. Now he is more outgoing.
- 
- c. C Washes hands more before meals.
  - f. C More concerned about healthy foods.
- 
- a. C Washing hands more.
  - f. C Daughter is more aware of good foods.
  - i. C Have touched on the topic through Head Start.
  - f. P Mother is more aware of nutrition.
- 
- a. C Child cleans clothes by herself.
  - b. C Child brushes teeth by herself.
  - c. C Child goes to the bathroom by herself.
- 
- a. C He is more aware of being clean and looking neat.
  - b. C He brushes his teeth after supper without being nagged.
  - d. C He understands more about fire safety-- our house burned down and they talked about it at Head Start.
  - e. C He understands more about crossing the street in a safe way.
- 
- a. C Remembers to comb hair, put on clothes by herself.
  - b. C She remembers to do it [brush teeth] every day.
  - c. C Now she doesn't wait to go to the bathroom.
  - d. C Doesn't climb upon cupboard, doesn't play with knives.
  - f. C Eats more fruits and vegetables.
  - g. C Plays with other child and twin brother now they don't fight as much anymore.



- h. C Now asks to exercise on mother's treadmill.
- a. P More baths.
- c. P Brushing more often, keeps kids from eating off the floor.
- d. P Uses outlet blockers. Doesn't leave tools or knives around.
- e. P Keeps broken toys put away, puts away outdoor tools.
- f. P Doesn't buy sweets.
- g. P General change (kids getting older).
- h. P Mom got a treadmill, plays softball.
- b. C Child good at cleaning teeth.
- c. C Child good at washing hands.
- f. C Child knows more about food and helps with shopping.
- g. C Child is much more open with other children.
- j. P Parents have stopped drinking and stopped cursing(both mother and father) in their [children's] presence.

- b. C Child washes hands after playing.
- c. C Child brushes teeth after every meal.
- g. C Child talks to parent more.
- g. P Parent talks with child more often and reads to him.

- a. C Child doesn't have to be reminded to wash hands.
- b. C Child doesn't have to be reminded to brush teeth.
- f. C Child talks about healthy foods and avoiding smoking/drug use.
- g. C Child seems to get along better with siblings.

- c. C Better about flushing toilet after he uses it, washing his hands after going to the toilet and before meals.
- g. C More outgoing in a group of children than he used to be-- more self-confidence.

- a. C Changes his clothes every day- won't wear dirty clothes.
- b. C Brushes every a.m. and p.m.
- d. C Gives me matches that he finds.
- f. C Trying not to eat candy or drink pop.
- a. P Change our clothes. Wash our hands and hair every day.
- b. P I brush with my son.
- d. P Picking up matches.
- f. P Trying not to eat too much of anything.

- a. C She learned to brush her hair and pin it up. Knows what's not appropriate to wear for different occasions.
- b. C It's...[important] that she has to brush [her] teeth.
- c. C Make sure their hands are clear before eating.
- f. C She's into fruits and vegetables.
- h. C She learned a lot of balance and skipping.
- i. C She's had experience with an adopted grandmother.

- a. C Child wears clean clothes and washes hands.

- b. C Child washes teeth.
  - f. C Child eats vegetables.
  - g. C Child shares with cousin.
  - f. P Parent makes more salad and buys more fruit.
  - h. P Parent has changed exercise level but it is not because of Head Start.
  - a. C Child is more tranquil and does well [at keeping up good habits].
  - b. C Child washes mouth every morning.
  - c. C Child cleans and bathes every morning.
  - d. C Child is more careful at the door and about the security in the house.
  - f. C Child eats vegetables and will eat everything.
  - g. C Child shares more.
  - i. C Child reacts and treats people with disabilities delicately.
  - a. P Parent keeps everything clean and organized.
- 
- a. C Child watches his hygiene--bathes on his own.
  - b. C Child brushes his teeth everyday.
  - f. C Child now doesn't insist on eating sweets.
  - d. P Parent has made home more safe.
  - f. P Parent prepares more nutritious foods.
  - g. P Parent talks more with child.
  - a. C Child washes hands.
  - b. C Child washes mouth more.
  - c. C Child wipes self when goes to the bathroom.
  - d. C Child talks about security in the house.
  - f. C Child talks about nutrition and how to help.
  - g. C Child is not aggressive anymore and is more friendly.
  - h. C Child is more active and concerned about weight.
  - a. P Parent learns from child.
  - b. P Parent washes mouth [together] with child.
  - d. P Parent tells child not to open the door or the stove. Child is more careful on the balcony.
  - e. P Parent doesn't let child go outside by self. Parent doesn't like neighborhood because it is dangerous.
  - f. P Parent now eats fruits and vegetables.
- 
- a. C Child wants to do things at home that she does in school.
  - b. C Child brushes teeth.
  - a. C Child washes hands before eating.
  - b. C Child washes teeth after eating.
  - c. C Child goes to the bathroom alone and has good sanitary practices.
  - e. C Child is more careful around cars and strangers. Child is also more careful around fire.
  - f. C Child drinks more milk and eats vegetables.
  - g. C Child is more alert to bad company.
  - h. C Child does more exercise.
  - i. C Child is more tolerant of our baby.
  - a. P Parent washes hands to set an example.
  - b. P Parent washes hands more frequently.
  - f. P Parent gives more milk because before she didn't give it at all. I am now cooking things that I didn't eat before.

- a. C Child is more positive, more careful with his things.
  - f. C Child has learned about vegetables and he is now eating them.
  - g. C Child is sometimes positive, sometimes not.
  - i. C Child was not secure about how he felt about people with disabilities, but now he is more humane.
  - f. P Parent now eats vegetables to set an example for the child.
  - j. Other: Teaching
  - j. Earthquakes
  - j. Other: [Child's] behavior
  - e. C Child takes more precautions.
  - g. C Child has more friends and is able to control feelings.
  - h. C Child explains to mom about the need to exercise.
  - b. P Parent pays more attention to teeth.
  - a. C Child is more conscientious about keeping good habits.
  - b. C Child is more conscientious about brushing teeth and is doing it frequently.
  - c. C Child is setting a better example. Doesn't put feet on the table.
  - f. C Child's diet is not very good.
  - g. C Child talks to parent more about problems.
  - a. P Parent is more conscientious about keeping good habits.
  - b. P Parent is more conscientious about brushing teeth and is doing it more frequently.
  - c. P Parent is setting a better example by not putting feet on the table.
- 
- b. C Mother now tells child to brush teeth after meals.
  - d. C Child should not open door--can't go out alone.
  - e. C Child should be careful and not go with any stranger.
  - f. C Child is now told what she needs to eat and what is healthier for her.
  - g. C Child is tall for age so she should be careful when playing with peers and not hunt them.
  - h. C Child always wanted to be first--now she is playing more with peers.
- 
- a. C Child does the things that are indicated.
  - b. C Child has improved how she washes her mouth and the number of times she washes.
  - c. C Child goes to the bathroom and wipes herself and knows not to use a bathroom unless she knows it is clean.
  - d. C "If someone knocks on the door, don't open the door, go tell mother. Don't touch dangerous things."
  - e. C Child plays with children her own age. When she sees children, they leave together in a group.
  - f. C Child is eating new things.
  - g. C Child is less shy.
  - h. C Child has a new routine.
  - e. P Parent has to have more security in the house and also needs to have more security when she goes to pick up child from Head Start and when they return home.
  - a. C Child doesn't have to be constantly reminded to wash hands.
  - b. C Child knows how to brush and the quantity of times that she has to do it.
  - c. C Child uses toilet paper when she goes to the bathroom
  - d. C Child is careful about what she does and is careful around her brothers.
  - g. C Child shares toys and brings toys to kids that are crying.
  - h. C Child already played normally, but the games have more organization.

- b. P Parent says child is aware of how parent brushes teeth and how many times teeth are brushed.
  - d. P Parent is more careful about where to put dangerous things so that they are out of reach for the children to play with.
  - f. P Parent eats things that child should also eat.
  - h. P Parent does new things such as participating with the children in games.
  - a. C Child has better habits.
  - b. C Child brushes better.
  - c. C Child goes by himself and cleans himself.
  - d. C Child is more careful [in house].
  - e. C Child knows how to play and share.
  - f. C Child eats foods he didn't eat before such as beans.
  - a. C Child goes to the bathroom and combs own hair.
  - b. C Child washes mouth alone.
  - c. C Child goes to bathroom alone.
  - d. C Child is very careful and is aware of dangers.
  - e. C Child looks when crossing the street.
  - f. C Child drinks milk in a glass.
  - g. C Child shares and sings. Is more appreciative and loving.
  - h. C Child plays a lot and does exercise.
  - g. P Parent has improved feelings about husband.
- 
- a. C Child had a problem with washing hands before and now he does it by himself without being asked.
  - b. C Child brushes teeth before he goes to bed.
  - d. C Child asks who is at the door before opening it.
  - e. C Child does not hang out with friends who do bad things.
  - f. C Child now eats vegetables and beans.
  - g. C Child now has feelings for those who are more tranquil.
  - h. C Child now has a good hemoglobin status.
  - a. P Parent is calmer.
  - b. P Parent brushes teeth [together] with child.
  - d. P Parent is more careful about the door. Puts dangerous things away from where children can reach them.
  - e. P Parent has to be careful with drugs.
  - f. P Parent is more careful about foods child eats.
- 
- a. C Child combs self.
  - b. C Child brushes teeth.
  - d. C Child knows what things in the house are dangerous. Example: What to play with and what not to play with.
  - e. C Child was timid before and now he talks to adults.
  - g. C Child has friends now. He didn't have any before.
  - a. P Parent gives more attention to these habits.
  - b. P Parent is more concerned about going to the dentist. Before, didn't wash and had fear.
  - h. P Parent and child go and participate in children's activities.
- 
- a. C Child washes hands more and pays more attention to clothes.

- b. C Child washes mouth after eating.
- c. C Child more hygienic.
- d. C Child is more careful [in the house].
- e. C Child is more careful in the neighborhood.
- f. C Child has eaten a lot and gained weight.
- g. C Child is better at being more open and less timid.
- h. C Child is more active, likes to play games in groups, and shares more.
- i. C Child is more considerate.
- a. P Parent washes hands more to set an example for the child.
- b. P Parent washes mouth more.
- e. P Parent is more alert in the neighborhood.
- f. P Parent demands that child eat more nutritional foods.
- g. P Parent learned to share with boy.
- h. P Parent gets more exercise. Parent didn't do any exercising before.
- i. P Parent is more conscious.
- j. Other: Where babies come from.

- a. C Child didn't like to wash her hands before and now she does.
- b. C Child now brushes her teeth each time that she eats.
- c. C Child goes to the bathroom by herself.
- d. C Child indicates to not open the door to strangers.
- e. C Family lives in a bad neighborhood so child does not go out to play.
- f. C Child's nutritional habits have improved. Child eats food now that she didn't eat before.
- g. C Child has many friends here.

- a. P Parent says that as child learns things at school, child helps to make changes at home.
- f. P Parent says that she didn't have very good nutrition habits. After she went to the conferences on nutrition, she started new, healthier habits.
- g. P Parent has acquired new friends from meeting people at the center.
- h. P Parent is more conscious about health and exercise.

- a. C Child has a daily routine and routine washing habits.
- b. C Child washes mouth after eating anything.
- d. C Child has learned enough.
- e. C Child has learned about prevention of fights, learned how to share, and how to stick up for herself
- f. C Child has learned to eat beans.
- g. C Child has learned to share more.
- i. Child understands that everyone is different.

- a. C Child changes clothes by himself when he gets home.
- b. C Child would put up a fight before about brushing his teeth, now he does it by himself.
- c. C Child asks permission to go to the bathroom.
- d. C Child has learned to understand the dangers in the house.
- e. C Child is more careful around cars.
- f. C Child eats more vegetables and meat that he didn't eat before and he drinks milk.
- g. C Child doesn't fight as much.
- h. C Child likes to play and share more and is better at playing with friends.

- i. C Child's speech has improved.
  - j. C Child is more obedient.
  - a. P Parent keeps things cleaner.
  - b. P Parent tries to be ready for child by the time he gets home.
  - d. P Parent keeps harmful objects from the child.
  - f. Tries to set a good example by eating vegetables around him.
- 
- b. C Child is better at brushing his teeth correctly.
  - c. C Child washes his hands when he goes to the bathroom.
  - d. C Child is not able to jump around or kick toys around.
  - f. C Child eats complete meals.
  - c. P Parent has a better understanding of supervising the child [to make sure that child follows proper sanitary practices.]
  - d. P Parent took away dangerous toys.
  - f. P Parent makes sure that child's meals are complete, nutritional meals.
  - h. P Parent and child do exercises that were pointed out to them [by Head Start].
  - j. Learned many words and numbers.
  - j. More cavities.
  - j. Mother follows through with practices that go on in Head Start.
  - j. Allows child to be more independent.
  - j. Table manners
  - j. Seat belts on back of page.
  - j. He has more insight about things in the world.
  - j. Smoke-- child gets upset and tells me not to.
  - j. Other: Independent.
  - k. Other: Speech getting better/colors.
- 
- a. C Child has really improved on her good grooming habits in every way.
  - c. C Child is practicing better safety at home and is doing better.
  - g. C Child is sharing and talking with parent more.
  - h. C Child is really working on physical fitness. Exercising more and improving every day.
  - d. P Parent states she is doing better with home safety.
  - f. P Parent says she learned a lot about nutrition from the brochures.
  - g. P Parent is sharing and talking with child more.
  - a. C Child has improved grooming habits.
  - b. C Child has improved tooth brushing.
  - c. C Child practicing better sanitary practices.
  - d. C Child practices better safety at home.
  - e. C Child is more cautious when outside in the neighborhood.
  - f. C Child is watching food he eats and eating better [food] choices.
  - g. C Child is improving feelings and friendships.
  - h. C Child is exercising with mom and more aware of need to exercise.
  - i. C Child is more aware of disabilities and is noticing them more and trying to be more helpful.
- 
- b. C Child washes all the time.
  - c. C Child goes to the bathroom independently at night.
  - h. C Child plays and jumps more.

- b. P Parent went to the dentist.
  - c. P Parent has to keep house clean like Head Start.
  - f. P Parent prepares more salad.
  - h. P Parent enrolled in a gym.
  - j. More independent.
  - j. Earthquakes
  - j. Behavior-- still needs some help.
  - j. Other: drugs.
  - j. Other: tobacco or drugs.
  - f. C Child learned to get along with others better.
  - j. Awareness of physical and sexual abuse.
  - j. Learned how to speak English better.
  - j. Other: discipline.
- 
- a. C Child tells everyone to maintain a healthy diet.
  - b. C Child doesn't have to be forced to wash mouth.
  - c. C Child is careful in sanitary practices.
  - d. C Child takes care of her little brother and he learns to be careful in the house.
  - f. C Child has a new diet and continues to follow it.
  - g. C Child shares more.
  - h. C Child dances and sings.
  - a. P Parent has to serve and eat how [child] says to.
  - b. P Parent demonstrates and emphasizes the importance of dental hygienics.
  - d. P Parent doesn't leave pointy objects on the table.
  - f. P Parent eats more good foods that are not fatty.
  - h. P Parent gets more exercise now.
- 
- a. C She [child] puts her clothes on [and] brushes her own hair.
  - b. C She [child] knows how to brush her teeth.
  - c. C [Child] doesn't need help in the bathroom, cleans herself up.
  - d. C [Child] leaves socket caps alone.
  - e. C She [child] doesn't cross the road alone.
  - f. C She [child] doesn't ask for candy.
  - g. C [Child's] attitude is better towards other children. Daughter [child] doesn't pick fights anymore.
  - h. C She [child] likes to play more now. Daughter [child] is more active at home.
- 
- a. P [Parent has] easier time dressing daughter.
  - b. P [Parent] doesn't need to follow up.
  - c. P Mother doesn't need to help [child].
  - d. P [Parent] doesn't have to worry about sockets anymore.
  - e. P [Parent] doesn't worry about leaving her [child] alone in the yard.
  - f. P Mother doesn't buy sweets.
- 
- a. C More aware of good grooming habits.
  - c. C Uses to be lazy about taking baths, does it every day now.
  - f. C Good nutrition habits.
  - a. P Also more aware of good grooming habits for child and herself.

- a. C He takes better care of himself-- good grooming habits.
- c. P Helps children to understand good health habits.

C More open, speaks more, wants to dress herself, more independent, wants to help.  
P I feel closer to my child.

- c. C Takes better care of herself (is more sanitary).
- g. P Is more patient with children.

c. C Takes better care of herself, has better manners.

- a. C Health customs have changed and become better.
- f. P Feels program has helped her very much- nutritionist helped child become aware of better eating habits.

C Much better, has learned a lot.

c. C Child takes better care of himself (more sanitary).

- g. C Talks more-- speaks english better.
- g. P More careful about what I say and do-- set a good example.

- c. C Takes care of herself usually (is sanitary).
- d. P Made him more aware of security.

- c. C Takes better care of himself (is more sanitary).
- g. P Happy with how well they all get along.

C Talks more-- tells mother about what she's done in school even wants to help little sister to learn.  
P Less concerned about child's illnesses.

- a. C Now he uses utensils when eating.
- c. C Washes hands before every meal.
- g. C Stopped being so shy.
- h. C More active.
- g. P More sociable.

- a. C More aware of good grooming habits.
- b. C Brushes teeth more.
- c. C Is more sanitary.
- a. P More aware of good grooming habits.
- b. P Brushes teeth more.
- c. P Is more sanitary.

- a. C Is developing good grooming habits.
- b. C Brushes by herself.
- g. C Is more sociable.



g. P Is more patient with child.

- a. C More aware of good grooming habits.
- b. C Brushes teeth more.
- c. C Is more sanitary.
- d. C More aware of security.
- e. C More aware of security in the neighborhood.
- f. P Cooks healthier meals.

- a. C Has better grooming habits.
- b. C Brushes teeth more often.
- c. C Is more sanitary.
- g. C Is more sociable.
- g. P More open, friendly.

- a. C Child washes hands more.
- b. C Child cleans teeth more.
- d. C Child is locking doors.
- e. C Child avoids strangers.
- f. C Child eats less candy and fatty foods.
- h. C Child exercises more and watches less T.V..
- a. P Parent washes hands more.
- b. P Parent cleans teeth more.
- c. P Parent locks doors.
- f. P Parent eats less candy and fatty foods.
- h. P Parent exercises more and watches less T.V..

- a. C He wants to comb his hair.
- c. C He washes his privates more.
- b. C He brushes more often.
- d. C He's more safe with matches and lighters.
- g. C He expresses his feelings more.
- h. C He rides his bike more.
- d. P I keep things in the outlet plugs.
- e. P I teach them about strangers.

- a. C Has better grooming habits.
- b. C Brushes teeth more.
- c. C Is more sanitary.
- d. C Is more aware of household security.
- e. C Is more aware of neighborhood security.
- f. C Is into good nutrition.
- g. C Is more sociable.

b. C Now he brushes his teeth more.

b. C Now has the habit of brushing his teeth.

- e. C Will not go out without supervision.
- b. P More aware of [tooth brushing].

- a. C Is cleaner.
- b. C Now he cleans his teeth.
- c. C Now he washes his hands all the time.
- f. C Eats vegetables.
- g. C Now shares his toys.

- a. C Changed [grooming] habits a lot.
- b. C Brushes her teeth even after snacks.
- f. C Eats healthier.
- h. C Exercises more.
- d. P More aware of security.

- a. C Practices good grooming habits more.
- b. C Brushes teeth more.
- c. C Is more sanitary.
- f. C Eats better foods.
- j. C Practices and talks about what they teach him.
- e. C Child has become very cautious [in neighborhood].
- f. C Child trying to improve eating habits.
- e. P Parent has become very cautious [in neighborhood] and protective of child.
- f. P Parent is trying to improve eating habits.

- d. C More alert.
- f. C More healthy foods.
- h. C More active.
- a. P Washes clothes more frequently.
- d. P More alert.
- f. P More healthy foods.

- b. C Remembers to brush teeth when mother doesn't.
- c. C Remembers to wash hands when mother doesn't.
- h. C Child more active.
- g. P Mother feels better about child's independence, especially when child goes to the bathroom.

- g. C The child talks more and participates more. The child is more aware.
- g. P The parent practices better habits and is more aware.

- a. C Child practices good grooming habits more.
- b. C Brushes teeth more.
- c. C Practices sanitary practices better.
- d. C Child practices safety at home.
- e. C Practices safety in neighborhood.
- f. C Practices good nutrition.
- g. C Child knows more about feelings and making friends.

- h. C Child practices fitness more.
- i. C Child understands the disabled.

Child knows how to do all of them like a more grown up person.

- a. C Child talks about and practices good grooming habits.
- g. P Parent talks about feelings more.

More aware of topics and talk about them (didn't before).

- g. C Now he gets along with others.
- e. C Not afraid to play outside by himself anymore.
- a. C [Child] is more conscious of grooming.
- b. C [Child] used to eat toothpaste, now actually brushes.
- d. C [Child] is more aware of safety rules [and] tries to abide by them.
- f. C [Child] doesn't need healthy foods like vegetables.
- g. C [Child is] more aware of others feelings.
- h. C [Child is] more aware of physical activities.
- i. C [Child is] aware of other disabilities [and] more sensitive to it.
- a. P [Parent] is more conscious of child's grooming.
- b. P [Parent] makes sure she brushes properly.
- c. P [Parent] makes sure paper towels and hand towels are in the bathroom.
- d. P [Parent] is more aware of safety rules [and] tries to abide by them.
- e. P [Parent] makes child aware of danger of strangers in the neighborhood.
- f. P [Parent] keeps vegetables around.
- g. P [Parent is] more aware of others feelings as well.
- h. P [Parent is] more aware of physical activities.
- i. P [Parent] became more conscious of child's awareness and other disabled people's needs, more sensitive.

- b. C Child now brushes teeth without needing to be reminded.
- c. C Child now washes hands without needing to be reminded.
- d. C Child does not go out of the house anymore.
- j. C Child is more communicative (tells mother more stories at home).
- a. P Mother is more careful about child's grooming and she doesn't spank him as easily anymore.

g. C How to behave with older people.

b. C Brushes teeth more frequently.

- a. C Combs her hair now and is more concerned about washing her face.
- b. C More interested in brushing her teeth.
- f. C She likes salad and wants to try other foods.
- g. C She is able to talk about feelings and friends and make friends.

b. C She brushes her teeth more.

d. C She understands more about what can happen with stoves, scissors, steak knives.

- g. C She understands more about feelings and friendships.
- d. P I talk to her more about safety.
- e. P I talk to her more about safety in the neighborhood.

- a. C Its now important that his hair is brushed.
- b. C He knows the tooth brushing is necessary and important.
- c. C He changes his clothes when he is dirty and likes his bath.
- d. C He looks after his sister and replaces outlet plugs. He knows about hot things.
- e. C He knows he has to wear a bike helmet/ He is learning about safe adults.
- f. C He knows he needs to taste his vegetables.
- g. C He talks about his feelings instead of hitting. He's developing social competence.
- h. C He can do so many things with his muscles.
- j. C He's learned their are "special" people.
- d. C Its become more important- we include a fruit and a vegetable- more balance [diet].

- a. C He's brushing his own hair.
- b. C He brushes his own teeth.
- c. C He takes care of his personal hygiene.
- d. C He picks up his toys so people don't trip. He knows not to open the front door and go out.
- e. C He's learned to look both ways when crossing the street and stay where I can see him.
- f. C He knows his limit to how much candy he can have.
- g. C He's able to express himself freely and be able to talk about it.
- h. C He knows he needs fresh air and rest.
- i. C He recognizes his limits and knows he can learn.

- a. P I won't comb his hair.
- b. P I won't brush his teeth.
- c. P He has to do it.
- d. P I remind him of safety at home.
- e. P I remind him of safety on the playground.
- f. P I buy healthy food and I buy vitamins.
- g. P I take time to listen.
- h. P I make time for play.

- g. C He's able to talk about his feelings more- What he likes and makes him happy.
- e. C He listens more and knows he can do different things.
- g. P Its easier for me to talk to him.

- a. C Regularly brushes teeth and washes hands.
- b. C Has become very aware of safety in home.
- d. C Learned to dial 911.

- a. C Wash hands/ brush hair before leaving house.
- b. C Brush teeth three times a day.

- b. C Brushes more frequently.

- c. C Is more sanitary.
  - f. C Eats healthier foods.
  - f. P Eats healthier foods.
- 
- b. C Brushes teeth without being reminded.
  - e. C Likes to help cook.
  - d. C Stays away from matches and hot stove.
  - g. C Talks with and about other children more.
- 
- c. C Brushes teeth without being told to.
  - d. C Stays out of the kitchen when mother is cooking.
  - e. C Doesn't leave the yard as often.
  - f. C Eats vegetables more.
  - g. C Has more friends/ talks more with other children.
  - h. C Plays more actively in school playground.
- 
- a. C She brushes hair, keeps herself clean.
  - i. C Much more sensitive to disabilities.
  - f. P Make better meals.
  - h. P Go for long walks and does more physical activities with children.
- 
- b. C Brushes hair and teeth and washes hands.
  - d. C Plays less roughly with sister.
  - e. C Avoids roads with traffic, crosses with light.
  - f. C Doesn't eat snacks before breakfast--plays less roughly with friends.
  - h. C Plays baseball with father.
  - i. C Father has disability--child has come to understand what that means.
  - f. P Father is best friend--spends time talking with child.
  - h. P Play baseball with child.
- 
- e. C Plays more safely without pushing and shoving.
  - f. C Eats better foods- Isn't as picky about foods.
  - g. C More considerate of others.

## **3.2 Parent Reports of How Head Start has Assisted Parents in Obtaining Health Care**

Near the end of the parent interview, respondents had an opportunity to comment on the effect Head Start has had on their ability to access proper health care services. They were asked:

Do you feel that Head Start has helped you in dealing with any problems you may have had in obtaining good health care for your child and your family? [If yes] How has the program helped you?

The responses parents gave to the second question are presented in the following pages.

Reminders about regular check-ups for both medical and dental care really help me. I probably wouldn't think about it if they didn't remind me. Also it really helps because they paid for Child's dentist appointments.

The staff has been so supportive to us with child's head injury. Someone goes to all his appointments with us and they are always offering to do whatever they can.

Program is most concerned about child's needs; they were very good with providing information about how to care for ringworm; they have taught the children about good nutrition and other good health practices.

I have been able to get the care we needed, but they have been so supportive in paying for things we couldn't afford, like they paid for the deductible on child's ADHD evaluation. He has needed a lot of medical care and it really helped to have them pay that for him.

It made us more aware of services that were available that we didn't know about. If there is any kind of problem, they have offered to help with it.

They have helped us pay for preventive care both medical and dental that our insurance didn't pay for.

Has talked to her about where and how to obtain health care.

Have given info on different diseases and how to identify them quickly.

We were given lots of information about things they can help with-- like when they visit, they bring a list of help they can provide and I can check off anything I want information about, like alcohol abuse, depression, etc.

Provided excellent information about child growth and development; helped parents understand child's behavior better; have learned a lot about discipline.

Helps child both in education and health; children learn and grow enormously; parents get to learn at workshops and as volunteers.

Got dental examination for child and showed him how to keep his teeth healthy.

Parent likes training in tooth brushing and washing hands; child is much better at doing those things at home.

Child is eating better; wants better foods; gets along better with siblings; as eager to wash face and hands and brush teeth.

Made parent more aware of ways to keep child healthy; parent knows more about buying good food at the market and avoiding buying snacks and candy.

Program gets parents involved in child's health and learning; staff keeps parents up-to-date and treats them with respect.

Teacher helps with asthma condition and knows how to deal with it in the classroom; teacher knows a lot about asthma medication and treatment; child has not had a serious asthma attack since coming to Head Start--first opportunity to play with other children. Wish that program had an asthma nebulizer( mechanical breathing apparatus for delivering medications.)

Have provided re-insurements for dental work-- Thinks they are great. Her twins still have had days but they seem to have really grown up. Get along with other kids, all questions are answered by staff or they find someone else to answer questions.

Program has provided information about community agencies that can help on any problem; helped in providing information about necessary exams and preventive care.

Provided information about how to get services if needed; helped get exams and immunizations on schedule.

Kept parent on track with immunizations and health exams; gave good advice about getting timely health care.

Has helped to get dental care, attention span.

Told me about clinic for health check-ups.

Gives lots of information. Help if you need it. They tell you what is available. Most of it is discussed at intake.

Didn't know who the dentists were--It would also have been a problem taking her: Head Start has made dental check-ups possible and very easy.

Information on dentist and doctor.

More aware of safety and good grooming--this has been very helpful.

Dental visits would be hard: don't know of any dentists that accept Medicaid: Head Start has been a big help in this.

Head Start is very supportive. They take my daughter to the dentist and doctor.

Helped by taking child to the dentist.

Problems with finding a doctor until Head Start told her where she could go.

Talked about health care and where good doctors are. For working mothers its good that they can get child to the doctor for them.



Dentist pre-empting.

Head Start provides a wealth of general education on health issues for both children and their parents.

Gave mother info on [state] Care, she never knew about it before Head Start.-- Head Start does a good job at informing parents about helping agencies. Anything you need they can and will find out about.

They've been there as far as providing info, Health Coordinator here has been good with kids.

Helped arrange transportation for medical exams; information about immunizations.

Taken children to several doctors even when children were not enrolled. Have recommended specialist in hearing. Provided day care for a weekend so father could go to the hospital. Brought meals out to family when mother was ill.-- They are just fantastic. I couldn't say a bad thing about them. The health coordinator is good at keeping health requirements up to date as well as providing transportation.

Provided hotel when child needed dental surgery.

They have set helpful information home on getting children to eat vegetables and fruits. Teaches kids to play with other kids and to get along with them. Kids learn about good grooming habits.

The hygiene and the nutrition issues have been highlighted by the special time provided by visiting specialists.

It is one excellent program. Dental preventions pick up a lot of big bills and they catch problems early on.

Provide for immunizations since they are off of Medicaid now.-- They cover a wide range of topics. Kid with different disabilities are "O.K."

Without the program, she would not have gotten the dental care needed for her child.

Head Start has helped by telling her where to go to the doctor.

Oh, yes. They offered assistance if I needed someone to speak for me with social services. And I did not know about Community Health Center before they told me.-- They Head Start got the job done, but I wish I would not have had to have been desperate enough to have to explicitly make my needs known. Maybe a pamphlet that says what was available in the community in option A, B or C failed would be helpful. Lots of people don't know what's out there and each agency does not communicate what is available.

I went to the MAC Program and now I get formula for the kids. They give us recipes and things like that for using at home.

They haven't helped me get good health care because I haven't needed that. What they have done is provided a lot of emotional support for us. They are always interested in his health and my emotional health and do whatever they can.

Any question I've had they've been able to help me. I moved here in August and knew nothing about city. Any concern I have I get on the phone and call somebody from Head Start and I'll probably continue to do that after my child graduates.

No, they would help us with anything we asked for, but Title 19 (Medicaid) has pretty much covered everything.

They are very supportive any time I ask for anything. When my kids father was giving us a bad time a few months ago, I went to see Parent Involvement Coordinator because I was going crazy with all the problems. The very next day I had an appointment with the Mental Health Coordinator.

Cleanliness, manners, learning to get along with kids-- in these areas Head Start has been very helpful. Because he has Title 19 we really haven't needed much help in getting medical care.

I know take her to the doctor for regular check-ups. She had never had a lead test before I came to Head Start.

Had people come to give health tests (dental and vision). Sent him to get hearing test.

Head Start can recommend clinics--help to get physicals and dental appointments.

The parent meetings try to help me understand his disability.

They give you a lot of information about places like that.

Send you places for good health-places in the neighborhood to go; how to see after kids.

With nutrition and learning different resources. Head Start has influenced her children's future a lot.

Helped with the dental care for child.

Helped mostly with Child because I don't know where I would have taken her, the dental care, I would have not been able to pay for that.

It is an excellent program. I've had a couple of personal problems in the past few months and the teacher helped me with information the best she could.

They send me to get good free dental and health care. You also don't have to worry about him. He's in good hands.

Just that time when they took her to the dentist to get the physical first time. Health coordinator has helped me find a dentist and doctor. She is very helpful and will answer any questions I have. She also speaks Spanish and that makes it easier for me.

The program is willing to provide transportation to doctors visits when parent can't get there.

Information provided has been very useful; helped identify doctor and dentist that would provide care for children.

Information about other agencies to go to; child has learned a lot about how to brush teeth, and eat well.

Information about programs has been helpful; information about parenting has been useful; child is a lot more aware of health and healthy foods to eat.

Has used the resource list on several occasions; taught child how to brush teeth, and get along with other children.

Learned how to use Medicaid card to obtain services from local medical facilities.

The dentist visit helped by making the child not afraid of going to the dentist. Head Start needs more therapists. My daughter has a speech impediment which I thought Head Start was going to provide therapy for. Head Start agrees there is a problem but the speech therapist did not have enough time to provide any therapy for my child.

Has attended the parent meetings and learned a lot about health care for children; thinks she will be a better parent with other children and wishes that they had been able to get information from Head Start when they were younger.

Child has learned how to wash hands and brush teeth.

The program has provided information and helped arrange appointments and transportation for medical and dental care for child.

Teaching child how to get along with others; teaching child about good health habits.

No, I haven't had any trouble because I've been able to get what I needed with Medicaid.

Yes, as far as brushing teeth and personal care, they helped a lot.

I am real happy with it and the things they've taught child like brushing her teeth. I really thing the teachers are great.

She told her about where to find the clinics where she takes child now and helped her find a dentist that spoke spanish.-- Those are the only two things that I have asked about and they have been very helpful.

They have helped me find a good doctor that didn't cost as much as some doctors in town because I have to pay myself.

No, they have helped us with a lot of things. We just haven't needed help with health care.

Most if the information is similar to that provided by the social service agency in charge of foster care, but Head Start has been good for teaching child about the importance of health.

Provided information about how children grow up; what kinds of health care needs too.

I haven't needed any information from them. We have good health care and I haven't had any questions about it.

The program has had a great effect on child's behavior and has helped parent get child's health exams up to date.

Dentist came to H.S.--regularly no dentist who accepts medicaid in town.

Helped with getting gas turned back on. Phone numbers and pamphlets. Good schools for kids.

If you asked about any other area--I would say "yes" but not in the area of health. They have a lice check--once a month. The nurse is always here (several issues this year: child abuse, ringworm, and head lice. Wish they would do more blood screenings (esp. sickle cell).

They told me where to go for counseling and things like that.

Provided services for child--100% improvement in behavior and everything. Teachers are very conscious of children--repeat everything to parents.

They told me how to take care of him--what kinds of food will make him healthy. They talk a lot but I don't understand everything.

Cause I make appointments they kind of remind you when it is time to get these things for your children.

Talk about medical care. Good eating habits.

Give information about close places for medical care.

They gave me names in regards of helping finding counseling for my daughter.

They helped me figure out if my husband was eligible for disability. They helped me figure out where to go to find out. They gave me names of places I could go for medical care for the boys when Clinic wouldn't see us anymore.

They got it where my child got to see a dentist. Because he had a medical card he was a second class citizen so no one would see him. They got right on it and got him an appointment.

I couldn't get child's teeth fixed because I couldn't come up with the deposit of \$150 so Head Start told me about a new program with an opening that would take my medical card without a deposit.

They gave me a recommendation so I could get dental care through an agency.

It has paid for the dental work and the physical exam and they have made the appointments. They've also provided transportation to the appointments.

They helped me get a dentist.

Had problems with doctor. Staff helped me resolve them. They called doctor for me. Told me how to deal with doctor. He treated us badly-- staff told me that he had to treat us with respect.

Dental, provides network, called around to help me find a doctor. Staff was honest about pricing, told her about alternatives. Acted as support system for me when I was going through a difficult period.

They've helped connect us with mental health professionals to help us deal with anything going on in our house.

They helped me get a dentist appointment. I hadn't been able to find a dentist who would take a medical card. They helped arrange for a full evaluation of his speech and his speech therapy.

It Head Start has also given my child a healthy start.

Parent is more aware of health needs.

Parent got son to the dentist. Parent made sure he had a physical exam.

Information about the dentist. When diseases, such as chicken pox show up at the center they alert the parents of what to watch out for.

Answering questions related to family needs and services in areas of health and social services.

Assistance in the coordination of medical and dental appointments. Also supervision of medical services and shots.

Dental exams showed a problem. Head Start helped to find problem by arranging appointments. Dental work for her parent child. Head Start arranged everything, they Head Start helped her child out a lot.

Helped teach child how to be clean and healthy.

"My child was a loner and never would play with other kids until Head Start. Now the child plays well with other kids and is open and talking. The health check and dental checks would have never been done without Head Start's help. They at Head Start are there to help us and the teacher is great. They always have people coming in to talk to us about health and give us free literature and discount coupons on aspirin and other items we need for general first aid."

Child is now into cleaning and hygiene.

Nutritional for food and snacks.

Head Start has helped her modify her parent daughter and son's diet to include better foods.

Head Start is providing dental examinations. Head Start help plan meals-- gets her child away from junk food.

Parent feels that testing for vision and dental is a good thing. Lots of parents might not do that for their own children.

Head Start have told mother what son likes to eat.

Head Start serves nutritious food but child doesn't like: he is hungry when comes home.

By providing health care general information. "The dentist says they Head Start have the healthiest food here. She parent hopes it Head Start keeps going."

Head Start has helped with personal hygiene and serving himself child meals. Child is sharing with others. Writing skills, listening.

Head Start is sending monthly memos about nutrition receipts, coping with child behavior, health related information.

They made that dental appointment for me. And they gave me information about the Oregon health plan. They gave me the application forms. They helped me when I wanted to get a physical.

If I needed help I could come to them and they would help me get it.

They have helped me with learning meal planning and about how to do better parenting.

I'm a young mother and they teach me how to do household chores and buy nutritious food. They teach child a lot, she makes her little brother wash his hands.

Getting her to stay there long enough to finish her plate. She usually likes junk before eating.-- She's just about out now and I don't have any other kids to be going soon.

They talk to you even if you don't think you have a problem. They know what I'm talking about and explain how to do it better.

She has been sent to the places where child can receive services.

Her child receives exercises to help him control his asthma.

If she had a need for problem solving of health related issues she believes she would have received the needed help.

They ensure that parents and children get physicals and dental for the children.

She was only told about the services child needed but she doesn't know what other services she is supposed to have.

This is stuff I was doing anyway.

Anytime I have any questions they help me find out where to go and how to get help and stuff.

With getting a therapist for his speech.-- Child never talked when he came and now he does. He has improved.

They have lots of activities kids are able to go to such as: circus, theater--they have programs of health information but they need more things like that. It was good.

No everything is fine-- I'm the "leave me alone type."

"Really appreciated the dental visit"--I didn't have to fight with her to go.

Although I make my own dental and medical appointments this is a good Head Start program and I'm sure if there were parents who needed help, Head Start would help.

Nutrition and stuff they talk to me, the other part I do by myself.

They provide good meals, I can't think of anything else.

They do a pretty good job, I can't come up with any suggestions because they can't make the parents follow through on everything.

Helped emotionally and with the Medicaid services and health programs.

He has learned a lot. He has changed his eating habits. He likes nutrition such as fruits and vegetables.

They told us about the health clinic-- that has helped us a lot. They helped us get an eye exam for our oldest daughter.

They made calls to help me out with the dental. Helped me gather information to get on the health plan.-- They let you know if there is a problem at school, like chicken pox or head lice. They help out with shampoos and things like that.

Mother has become more aware of preventative services for her child.

They helped in getting vaccinations and medical appointments.

They referred me to a dentist who would take my card and do a payment plan. That's it.

They helped me get free dental care for myself. They were going to get me new glasses through the Lion program but my parents ended up getting them for me.

The WIC office is right there and that has made it easy. They helped with the dentist appointments.-- I like the fact that the dentist checked his teeth. I wouldn't have known how serious it was. I love the fact that they offer community services in the same building.

They told me where to get dental care.

With dental things. I was having a hard time getting the children seen and they helped me get in touch with someone.

If she had a health problem with her child, she believes that a member of Head Start (a teacher, the social worker, or even the director) would have helped her. When a child is ill Head Start helps them with Medicaid, but if the child/family does not have Medicaid or private insurance--she doesn't know how or if Head Start can help that family. She believes that Head Start functions well in asking parents to obtain preventative services for parents, otherwise, she thinks that parents don't know or are careless of what the children need. She would like that the children who come to the all day program would receive more dental care (she is not sure if this happens or not in the classroom.) Her child has difficulty with food and the teachers have been very involved in helping parent and child to eat or increase her food intake.

Given information and I remember that girl had a medical appointment or needed vaccinations or needed to go to the dentist.

Keeps helping me remember when child's shots are due.

Referred us to a very good doctor near the house.

Teacher gave parents tips for cooking healthy foods and helped her monitor her child's meals to ensure that he eats with vegetables--for dealing with child's anemia.

They bring a lot of information to the mother and are careful with the exams of the boy and they know what the boy needs.

They should help more with health services.

The boy is very gracious. He has learned a lot. He washes his hands before eating and washed his teeth before he goes to sleep.

Need more medical and dental professionals in health care in general who are competent in Spanish.

Only that I haven't been given any Medicaid services and I don't appreciate any of the services in Head Start.

The program is magnificent. I have been helped because I have a day of medical appointments.



Giving information about health and dental stuff.

The dentist-- more aware. Eating habits have improved.

Appreciative of all the health screenings that they offer. They have really been a help to me.

Head Start helped with numbers for clinics and some people came out to help with needs that are personal.-- I'm just really pleased and glad child had a chance to attend.

Head Start has dental clinics, vision and hearing screenings, and tooth brushing needs are taken care of.

Pamphlets on proper nutrition, first aid, and dental care.

It is a great program. Some of these kids would never go to a dentist without Head Start and some would not get a physical or keep their shots up without Head Start. Some of the kids never knew they had problems with their eyes until screened at Head Start.

It helped me having him learn to be around children and in a learning situation. I have time to look for a job now. Helped us to know he needs check-up and dental visits to stay healthy.

Made more aware of health prevention.

Head Start has helped with proper dental care utility assistance and substance abuse prevention. Pamphlet helped with 13 year old son who sequentially joined the D.A.R.E. program and became active.

Program has helped to advance the child in activities such as girl scouts, grooming habits and generally everything.

There are many services available this year from last year. Head Start has made some improvements.

They have helped her by getting her regular physicals and routine dental check-ups.

"I was able to go back to school and know my child was being cared for. He eats healthy meals; check-ups and dental visits."

"Somewhere for him to go while I work. Keeps his health and dental visits; could not have had medical and dental service without Head Start and Medicaid. They have parent meetings to let us know about health services available. They at Head Start always send home notes-pamphlets and brochures."

"Head Start gave me an opportunity to work. He is now more open. They help him with his speech. He's learning a lot. His stuttering has improved also. The program has been good for me and my children. The health services provided are good and if I didn't have them to remind me about physicals and dental visits, I might not take him or I would forget the appointment. We have parents' meeting where health services are discussed."

"Without this program, I might not have been able to know to keep up his physicals. Kept up with dental appointment. This program has been a big help to me and my child is learning and growing mentally and is healthier."

"Head Start has helped my child establish good health habits. Taught me what needs to be done to keep him healthy. Gives me time while he's at school. It's helped me and my son a whole lot."

Gives her a place to go where she can begin and grow healthy. They remind you to keep medical appointments so she child can be healthy.

If he hadn't been here I would have had to quit a good job. They watch him so he is healthier . Health services help me to keep him healthier.

Offered assistance in getting health care.

"Gives me free time to help my sick mother. Child is learning a lot and getting good physicals and dental check-ups. I couldn't have made it to do all these things on my own without Head Start."

They helped me find a closer clinic for my family health needs. We have been having to find ways to get across town but no more thanks to Head Start.

Head Start helped me a lot. Now I can look for a job. My child gets excellent care and our home nutrition has improved.-- They help them learn and take care of their health and show me how I can help her too.

Sending papers on various screenings. This has helped in getting medical care that otherwise I parent would not have time to get.

Screenings have been a tremendous help.

Head Start helped me by helping with health care and hygiene.

"Head Start let me parent know of certain health programs that are available and that we parents did not know about..."

Pamphlets have been a real big help. Pamphlets made both of us aware of a lot of things we child and parent did not know about safety, nutrition and health care needs.

Information helps me parent in obtaining services I did not know about before.

Head Start helped with discipline and dental screenings. The screenings have helped in the prevention of cavities. Head Start really helped with speech impairment and was really concerned about problem of heat in the winter in this building. It cuts into time child was in school.

Head Start has really been a help in getting a vision test. Parent Was not aware child even had a problem. Head Start program is doing a really good job. There is a waiting list for Health Insurance, but other than that the program is excellent.

Given list of places to receive medical care...which helps a lot in knowing where to go for help.

Head start teaches things that I parent want to teach him child like how to recognize problems when I am not around.

"Dental help was very valuable. I can tell the difference in him. He is a lot more calm than he has been in the past."

They Head Start helped out about notifying her parent about dental and speech problem. They are providing speech therapy.

Head Start has offered financial assistance as well as recommending enrollment in medicaid.

They Head Start are always sending home excellent reading/educational materials.

Head Start made it easier to get dental care and physicals. Head Start does a lot...for parents.

They Head Start came to the house and talked to her parent about health issues.

If you have any problem with transportation they Head Start say to give them a call. They Head Start will provide it transportation.

They Head Start provided transport to dentist 50 miles away.

They Head Start are nice about talking to her about taking care of her parent's daughter when they parents aren't around.

They arranged for my child to have speech lessons at no charge and he is improving. They watch his health and dental and it has really helped me. I now get a monthly health magazine which has good articles in it and really helps. I also enjoy the health pamphlets.

One gets a better understanding of the services and medical help available to the child and the family.

The program has helped me economically because I didn't have to pay for the analyses or the electrocardiogram.

They offer good health services. The agencies that they send us to don't have materials or the necessary resources. They also need to be able to expand. They have a physical check-up at the end of the semester.

The program makes it easier and faster to receive health services.

The program has not helped me, but it has helped my girl. They have helped with dental care and her hemoglobin problems and they are very careful.

Head Start has helped with the dentist and with exams for the girl.

Helped with doing physical and the hemoglobin test.

When I had problems, I went to the teacher and she referred me to a psychologist and a social worker both of whom helped me a lot.

It is very good. They made it their duty to treat the child well. If the boy has intensive treatments and is in school, they should permit the teachers to give the medicine to the child. I had problems with this. It affected the treatment of the child.

Helped with the dentist, I never have been able to get an appointment there by myself unless I needed teeth pulled or an operation.

I would like to obtain a therapy machine for my child's asthma. I would like it if the Head Start program would help me out.

The type of dental and vision screenings provided were a big help because normally I would have to pay because my insurance rarely provides them.

The nutritionist for the children helped me.

The first evaluation helped as well as the hearing test because the hearing test detected the loss of hearing. I would like it if Head Start would at least help until my daughter's operation is over.

Helped with dental problems and made appointments.

They will do an analysis if the child is sick to learn about him.

The services are very good and they help us any time a medical or different kind of problem comes up.

The program has helped in getting dental appointments faster.

Explained where to get health services.

The social worker referred me.

Helped get next dental appointment for child.

When child had first physical, Head Start paid for it. They provided transportation for the children to go and waited for them in order to bring them back.

Laboratories

They should inform the parents of the services offered before the child enters the program.

She has been helped a lot--paying for medical and dental services has been a great help. Also in nutrition she doesn't have to have the materials to provide the diet required for her child. People in

Head Start care about the students. They visit at home and if children are ill they are visited in the hospital. In general, she feels that the Head Start is caring.

Until now, I have not had any problem except being informed about good health and where to go. I would like to keep informed about domestic violence and drugs. The services are excellent.

Helped with child's weight problem, but they also took her to the doctor to see if it was a problem with her glands.

She is very grateful to have her child in the center. The food services, the teachers, and other personnel has been excellent in providing services and caring for the families.

With child, I received information about the health agencies that offer services to us. I think Head Start is good. No other place offers the services that they do. However, during the physical, they didn't tell parent that they offered orthopedic services. The child has a foot that points inward and the doctor didn't even notice. When parent went to go talk to the nurse, the nurse told her that she lost the opportunity to fix the foot.

The girl was sent to the dentist and have helped with her eating habits. The social worker has helped.

Helped in seeing the pediatrician and the dentist. She solicited a referral for psychological services. By the time the referral came, the child was leaving Head Start.

Mother is very happy with the services. She is grateful to have the opportunity to participate and receive services for her child. She wishes that more parents could use these services.

Has begun doing regular physical exams.

They helped by teaching me a better use of Medicaid.

Has helped particularly economically--paying for some of the services has been extremely helpful--the information given about health services has guided her behavior--also sharing with other parents has been very good.

I feel better because I was helped by being referred to a psychologist. The referrals are always to good specialists. I am happy because they care for my child.

They have already helped in the health and behavior of my child. They have also helped in the education of the parents. They help parents deal with crises. There is always communication and they are very cooperative.

With information she is given she has grown in her knowledge and shares ideas with other parents.

They have helped economically because the psychologists were very good and they were free sessions. Thanks to Head Start, the girl is able to go to the psychologist. The program is concerned about the health of the children. They care a lot for the girl and I am very gracious for that. I have been taught to educate my child.

Gave many health services like dental services. They were fast and got health appointments for my child. I have three children and they all have been in Head Start. The services are very good and broad. They are preventative services before child get sick.

With the problem of the girl's behavior, child was referred to a psychologist and the neurologist. Can get appointments with specialists rapidly. The health services they offer are very good.

When child has needed appointments, they have helped her make them. They have also paid for her medications.

Parent never thought child would have to be operated on. With the help of Head Start, the surgery process was speeded up. The processes of going to the doctor and to the dentist have also been speeded up.

Screening vision and hearing for her child. Had to go to the dentist. Had help with nutrition aspect for her overweight.-- I don't agree with the medical services they provide: No urgent care or emergency care.

Better physical exam with them (Head Start).

Child has not had health problems, but if she had any, she believed Head Start would have helped her.

Yes, mother has been helped to take care of her child's health (needing an operation).

Contraceptive pills- they told me where to go to get them.-- Good training for kids and parents.

Helped in getting physical exam.

Head Start has helped me very much-- They counsel me when my child needs surgery.-- The secretary has even gone with me to appointments at the hospital.

They help with child's teeth.

Told us where to go to get help.

Good program.

Mother used to not give the child food he did not like, even if it was nutritious. Now she does.-- In Head Start she has learned about cancer and AIDS- She is happy about this.

Dental screening helped out because private insurance does not cover dentist/information and help always available.

Program has helped arrange for doctor results after family no longer eligible for medical; Celebrating families program.

Father was interviewed--he said that wife may be aware of additional services and information provided by HS.

Information is always available for parents- staff goes out of their way to help and to find out if parents have problems with children's health.

Nutritionist has shown how to get a good diet inexpensively.

They've given me referrals and some good advice. They're supportive so that I can go ahead and do what I need to do.

Getting appointments, where to get the services.

They referred me to a dental specialist that saw my son for free when no one else would see us because we were on Medical. They also paid for counseling.

Telling me about programs, services, telephones, addresses-- they have helped me a lot.

They've helped a lot-- tell me where to go for appointment. Have made appointment for her and have taken her to appointment when necessary.

They're great. Helped me to obtain furniture for apartment, social worker brought basket of food. His health has improved. He loves school.

Takes a lot off of me stress. Takes care of her. Happy with program.

Parent has a disabled child and she needed to find another place to move to and Head Start helped her with that. (They needed a bigger place that would better accommodate the child).

They've helped me by giving me nutritious snacks that I could give my daughter at home. Things I tried out here, I didn't even know.

Head Start helped child get speech therapy twice a week for speech (Mondays and Wednesdays).

Sometimes, if a child needs the asthma inhaler she should be allowed to bring it to school.

They have their own cook and kitchen at the center that my son attends.

Have not been offering any health services.

Showed me about Medicaid. Apply for Medicaid. Take child to doctor if he is sick.-- Speaks much better english, can brush teeth, washes hands.

They tell you where you can seek help. They tell you where to go for doctor or dentist.

The program has helped with payment of health services for my other children.

I'm aware of medical services in my community and that's why I haven't felt the need to seek help from Head Start.

List of referrals.

Help in knowing where to go for health services.

It was a great help to have an agency pay for medical and dental services. Her child had never been to the dentist.

Made me more aware of health needs.

Parents have been taught where to take children for medical, dental treatment. Child doing well, very healthy-- starting speech therapy next year.

Economically has helped with payment of health services and referrals.

Good parenting classes, nutrition classes, birth control and illnesses.

Head Start providing transportation to the doctor. Child should keep nose clean and shoes tied. Head Start needs to stress sanitary practices.

Helps children get the right start- made me think about things I wasn't aware of. They can catch problems right away.

Getting her dental work done--which is hard and her physical exam--and to know her more.-- I like all the programs they have there and how they help.

To take child to neighborhood clinic. I didn't know it existed.-- No, that is all.

By teaching my daughter. Going to meetings and by explaining those things to us. Sending home flyers. Forcing me to take my child to the dentist.

They encourage the physical and dental exams which we would never have had done. I really like the nutritious part. She tells us not to eat junky food--things that are not good for you.-- Also, the immunizations. I'm careless and they've kept me on top of things.

I don't know any one of the agency people. Those people should come out. They depend on the teachers to do everything! We don't even have a telephone at the Head Start center.

Eye tests and dental.-- Not now No more comments.

They usually set up dental training--they demonstrate before the children begin. They provide helpful info. with handouts-- I think that Head Start has really helped my child learn about himself, dental health and personal hygiene.



I was provided with helpful information about where to meet those needs. I was also taught through workshops and training about child abuse, neglect and other dental workshops--and providing education for my son.

If I needed it I would say yes. But, I didn't need it.

By their menu and he will bring a paper--a recipe. During meetings, they inform us all.-- No, I guess that's all.

They recommend to go to certain training--for information pertaining to health.

Teaching about healthy food and good grooming.

She learned to brush her teeth, wash her hands, not to play with matches, not to run on ice.

Head Start helped with dental care. Everything has been done to enhance her child's health.

I've never really needed the help- I appreciated that they emphasized that dental was a priority and pushed for it.

By showing me how to treat my children- not to be mean and try teaching me about foods that they eat.

They let us know when our child is sick to take them to the hospital--and dental care not only for when they're sick.-- No, I think that is it.

Teaching him the 4 basic food groups. That is about it.

They feed my daughter nutritious meals at school. They've taught her about physical health and fitness.--None, I'm pretty satisfied.

Dental care- program referred child to dentist; parenting meetings; Celebrating Families program meetings once a week for 10 weeks- teaching self-esteem to parents and how to improve children.

They do home visits to tell me about those things. They teach me.-- That's all.

With the dentist, they had the dentist come in--I think that was great.

The papers they gave out helped me know where to go.

They've made me more aware of illness and all the things going around. I know what to look for. Each child is different.

They gave us lots of names and phone numbers to help us find health care.

The flyers are very helpful--letting people know what's available to them.

Because my child had to be up to date in all his health care. They helped me get his ears tested and get speech and language therapy.

Program has always provided information or advice whenever needed.

Recommended and found dentist.

It's really good because they check her out and if there is something wrong they tell me and help me out.

By setting appointments for health care, dental, eye and ear examinations.-No.

They have taught her a lot to take care of herself in health and many other things.-- It is a good program.

I would not say that Head Start necessarily helped me. They teach my child, but they don't teach me.-- I can't think of nothing right now. I'll probably think of something after you leave.

The water heaters at the Chapter house are exposed and are a danger to the children who go there from Head Start.

Setting up appointments for physical and dental exams.--I don't know.

Through handouts and information.

They teach me preventive care. That is good.-- No!

They take kids and help them relate to each other.-- That's it.

They tell them to eat all their food.-- I don't think so.

They tried to help us out with housing which helped with health for our children. We used to live in a small trailer.-- No.

If I need it, yes. They are pretty good about things like that.-- I am very contented with it. have not been disappointed. I really think they have helped our kids. Since we are a minority here, they really made us feel comfortable. It really made a difference with the girls.

Great help for child- She's learned a lot.

Got me on the ball- How visitor would remind about dental and getting enrolled in school

Child has learned and they've taught me a lot about how to deal with child.

I have been trying to teach her all people are the same and now she talks to them and not afraid.

It helped me by teaching child.

More help to child than anything.

It helped me disciplined- taught me creative ways to teach child different approaches of teaching.

Sending information on Health Care.

To better understand what community action is all about. They've helped me talk to my child better.

Helped set up dental appointments

Help get into clinic- always there for you.

It helps child a lot: She gets along better w/ children, manners at the table good.

Help us get child ready for kindergarten

Has helped me to develop- an insight on how to deal w/ their education. They're twins and when does something better the other gets upset.

It's help me w/ him- Being around other kids, learning getting ready for kindergarten.

Help me know about nutrition, parenting- I was a new mother and they help me a lot by telling me about wic and the clinic

I get time for myself and I can get things done- It helps child get ready for kindergarten.

I was a volunteer parent on policy council. Given support and encouragement and it built me up gave me self confidence- I am now a teacher- I'm Pro Head Start. It's help me a lot.

Back when Dr.s refused to see her. They help me get medical care from another doctor.

It helped child learn how to play with others- He was very quiet- He's open up- They take him to Baby sitter help with transportation.

Helped with listing of resources when not on Medicaid.

Gives me some place to be involved w/ and makes me feel important- At the parent meetings we learn a lot of things that are useful.

It helps me to be a better patient parent and to understand children are human and to understand their needs.

They've helped in so many ways I can't tell you all of them. Even if just need someone to talk to Head Start is there.

Learned to give him more responsibility. Don't treat him like a baby.

Although parent makes all medical and dental appointments, it helps her to stay on track when she receives reminders from Head Start about when examinations are due.

Head Start helped by letting you know where these services are and by giving you information [about the services].

Gave mom pamphlets on hearing & speech evaluation. and slow learners.

Info on shyness & help w/ self confidence for son.

I had a hard time finding a dentist. They helped me find a dentist when I could not find one.

They've helped my kids get ready for kindergarten. They've taught my children a lot of good things.

Mentioned ear wax, feels like his daughter is being monitored it is in good hands.

Talked about how child performs at school & how what he should eat. Also required him to have a lead test which he had been positive for.

Helped by letting respondent know where to get help when it is needed.

As far as nutrition goes, I've seen by just their menus what a better planned meal is.

Learned to give him more responsibility. Don't treat him like a baby.

They've talked with me and put me in contact with the right people.

The parent meeting and films has been a great help to me. Attention has been brought to ma bout good nutrition and safety. Everyone is so close knit.

Made dental and physical appointments and helped obtain sliding scale.

Helped locate a dentist and offered other references supported mom get her GED. Speech teacher has really helped child's speech.

Head Start has helped me anytime I needed their help.

They come out and explained what they eat. Good nutritional meals are what they eat. Then go and exercise everyday.

They've talked w/ me and put me in contact w/ the right people.

I don't know. They've set appointments for me.

Helps set doctors appointment and refers me to agency for help.

To teach him how to share and get along with others. Helped me to show her good personal hygiene.

He doesn't have to be with me all the time- learn ABC's know animals & colors.

It helps [child]- I haven't had any help.

When Child's in school I get a chance to look for a job and go to school- It also help Child.

Allowed me to go to school- picks up child- saves transportation and time.

Good- taught me things I didn't know and taught her daughter.

They've made her more aware of what's available and who to call for whatever problem comes up. In a rough period in her life Head Start provided personal support.

I'm not too familiar w/ the program they offer, Child has benefited a lot from the program- Education & Health issues and become more independent.

Help me get a home/ provided clothes, transportation to doctors, medicines to children.

Help me w/ how to handle her- Education/ loves to go to school

I like the head start program because the teacher has prepared him for the kindergarten class.

She's easier to hands now. Her attention span has gotten better. Talks w/ more sense now. Helped her being around other kids.

Housework, grocery shopping, I can get this done while he's in school.

Explanation- the teaching of Child- Helped w/ hyperactivity

Gave him a chance to be around other kids- Experiences in how to play & share & that helped me- He was spoiled.

It's help me deal w/ his hyperactivity. I have more patience.

Classes, made me aware of a lot of safety, self esteem, how to help myself

Helps me prepare my child for advancement in enrollment in education and health.

They've got his speech to where you can understand him- Also help with discipline.

Help me understand the needs of Child.

Help me w/ behavior broke child out of shyness takes child to the dentist

Given child the beginning of an education. Head start helps child to get along w/ other children.

They take Child to the dentist. They make him behave.

More aware. More patient w/ [child]- nutritional help. Getting along with other children his jealousy.

They have helped me with information about his high level of lead and his sickle cell trait.

He can get along with other children much better.

She has learned to share w/ other children and speak up more.

As far as getting her to Dr., have to take her so she can attend school.

Women helping women parent meeting helped her feel good about the way she's raising her kids, being a single parent, providing health care.

It's given me more reason & ability to go to Dr. before he didn't go as much.

She learned social skills and prepared her for kindergarten. She has learned to talk more.

Help me bring the baby out of her (baby). I can do morning errands- the teacher help to teach her to wash her hands after going to bathroom.

It helps me a whole lot to help teddy w/ his speech problem

I work doing the day. It helps prepare Child for kindergarten and helped her mature. It help me help her.

It's help [child] a lot- He's better prepared for kindergarten.

Learning how to understand my child- Helped me with child molestation.

The information they have given me has been helpful.

She has learned how to share her feelings more often.

He's beginning to talk more, he's learned his colors, numbers. He's learned.

My youngest son's father passed away, it has helped him deal w/ this. They talk to him.

She really hasn't had any problems. They would help if she did.

Sometimes we have classes on these different subjects. It helps parents by making sure their child gets the care they need.

Didn't know where to get speech therapy and hearing, and they help her.

It has started my baby girl on the road of education, opened their eyes to basic truths in life. Taught her to care for herself as well as teaching her aunt/ mom how to help her at home.

It's helped me a lot. They get him off my hands.

They helped my child learn about alcohol and drug use.

It's helped me a lot. It's helped me going w/ her child.

If I need counseling, she could get info about who to see or talk to form HS.

Made mom more aware of child's health needs, ie lice., testing done on site

They help her by letting her daughter know about health.

Better health care for your child.

Taken him to dentist and seeing that he is up-to-date on shots

Dental care starts very early

Interested her in different foods

Found transportation

Teaching how to help me cope at home. Teaching him manners. They keep me updated w/ everything.

They improved his manners. They helped to make your child a better person.

They made sure child health needs were met.

They found a doctor check him about his heart.

Make her aware of problems through the screening

More aware of facilities in the area

by talking to her and sending pamphlets home

Gave information on different places to go

They make sure dental appointment. are made and they go to Dr. exams

Encourage her because she knew about health care prior to head start.

New ideas of how to do things with her daughter

More knowledge of services buy she already had coverage.

Made me more aware of services and skills

Gave me more information about medical services

More aware of agencies available

More knowledge of services but she already had coverage

They have taken him to doctor's appointments.

Because if he is sick they will take him to the doctor and they also call her to let her know he is ill.

Helped to get in contact with WIC, HUD, Public Health Nurses & other helping agencies.

They gave me information of where to go

They tell you where to go and where to get information, but you see your regular doctor.

Teachers have been really understanding about child's problem with hyperactivity and have given information & referred her to family worker.

3 older kids went through Head Start

Helped with eating concerns

Given information on things like if wanted to change providers

Wider range of facilities to use

Did everything before Head Start

Immunization clinic- made it cheaper and easier to get.

Watching the kids go through the program- (screenings) helps your child + myself go through w/ it.

Given me doctors names.

Recently moved to area and helped w/ finding medical & dental care

No real problem but they had information if I needed it

Woke him up to different things.

Child has grown since started program. Matured since he began.

Nutrition- ear problems- processing problem w/ dental problems w/ behavior

He is getting good nutritious meals for lunch.



They helped to find evaluations for son. Nutrition class & support.

Taught more patience w/ kids. Learned a lot about different families. Enjoys how they teach the family.

Child had a problem w/ eating and they helped access services. Also help to get counseling and offered transportation.

Given me ways to look into it- different choice

Packets- options available for services

Transportation and counseling for parents

A lot- I learned a lot more about kids and their behavior

They provided a job. I help out as an assistant I work in the classroom and kitchen.

If she wasn't in school- I couldn't work

Helps with child care and education.

It's help me-? I can't really think of anything.

It helps child learn. I work and don't have the extra time to do it.

Has learned her address. How to tie her shoe and other learning such as counting and alphabet and colors- things I didn't have time to teach at home because of work.

It's help with his learning. It has help with speech. They bring someone in. Help w/ child's motor skills- things we couldn't do at home.

Recommended Dr's and where the health Dept.

Help me with child.

It help me work with child through the teacher them taught me how to deal with him.

Had another daughter in HS & has learned a lot. Parenting, hygiene, nutrition, how to talk to children.

Helped parent to know which doctor or dentist take medical cards for services.

It helped us understand that if there is a problem there is help available. We can contact them anytime if we need them.

Learning about the importance of reducing salt in the diet is a way that Head Start has helped. Having reminders about dental and medical exams has helped.

Program has helped by making parent aware of vegetables and other foods that the child likes.

Has helped mom get to know her child better & he really helped child develop academically and socially. Ear testing, height and weight, notes about test results very helpful. Guided mom on appropriate health services and recommended providers.

Gave her lead test, hearing and eye exams. Got me involved in my child's school.

Helped mom be a better mother. Gave mom info about where medical services were. Also helped get clothes and toys and generally supported family through mom's probation. Also helped her stay in school.

Helped her find dentist

Helped mom find insurance to pay for child's health care. Father makes too much to be eligible for Medicaid. Mom has not asked for anything more from HS.

Encouraging her to take her son to dentist. Learns a lot occasionally. Awareness of fires.

Help me get more involved with child and activities. Has made me more aware as a parent.

Picked up on the speech therapy of her son, taken him to the dentist. Would not have been able to w/out Head Start.

Allowed her daughter to be taught things that her parents as a working person didn't have time to teach her. Helped prepare her For public school w/ reading skills.

The dental services by having them examine his son.

Educational things ABC's and numbers.

Helped child's eating habits and he took the ideas home.

Different medical information, assisting with dental needs and tries; helped her daughter understand the differences between she and children with differences\ disabilities.

Explanation of different things (concerning health care)

By understanding more about what happens in school & if something happened they will be well cared for

Parent was aware of health care needs, but appreciated the reminders for the exam.

Gave me information of where to go instead of waiting.

Hearing screening- found hearing problems

Teaching child right from wrong- Teaching ABC's and numbers- and he brings it home to teach other children- Learn to respect elders and learn to make friends.

Supplies a good safe place for my child while I am at work- She's learned a lot about getting along w/ others and the basics of kindergarten.

Helped son to open up & talk to parents, other children, uncles, grandmother

It helps me understand child better.

Help me with child care/ saved me money. Help me with child.

They're help me help him with safety at home and dealing with substance abuse.

Take kids for a while- keep the kids clean and well fed.

She will listen to problems and help you walk them out.

Would like to see child bring home more work. Helpful in getting her son's routine of hygiene together. Making friends and socializing.

Education If I don't understand things they'll explain things that help me explained to child ABC'S

Helped her niece be more sociable with other children be more talkative, teach her how to wash dishes. Cuts baby setting fees. She likes to volunteer.

Saved us a lot on child care- child's learning a lot.

In discussing aids related issues that let you know exactly what the risks are and what things you do not have to worry about in terms of your child's exposure to the disease.

I helped child and help her learn right from wrong- educational level

Helped him develop social skills made friends. Has learned excellent manners & the program really has helped him to develop into a terrific kid.

I love Head Start- This is my third child in Head Start. It is the best program available for children. Helped my child to establish better social skills- even the way she acts to adults has improved. She communicates more and has more confidence

Helped me get back in school. Helped the child at first to learn to write her name & numbers. Now it seems the child has to ask to work on letters and writing her name. Educational part needs to be helped up more. They need more field trips.

Given my child a place to go when she's learning manners, social skills & how to share & have friends. It really has been good for her.

The head start program helped my child to understand things more. Child to understand things more. His speech is better & it gave me some free time.

I was a high school drop out & unemployed. Head Start helped me obtain my GED & I am now an assistant teaching & take my teacher test next wk to become a teacher. I can't even describe how it has helped me.

Helped child overcome shyness; he's gained knowledge and now makes friends & friendship. Gave me the time to go back to school.

Serves my son a healthy breakfast & lunch everyday. Gave me the time to go back to school & get an education. Keeps an eye on his physical health & filled several cavities to get his dental health up to par.

Better understand my daughter we are learning more from each other. She is learning good social skills & the health screenings are great.

I think it's good structured program. It has helped me. My child feels comfortable. It has taught her to get along with other children- She's learned to sit & to listen.

Child has grown so much in Head Start. She shares better- is more independent & her social skills have improved.

I feel it has helped with social skills, manners. It has been a great help to me & child.

Child shares more- Well mannered understand time-out more- has learned a lot & is happy going to school there.

Head Start gives my child a place to go & allows time for my other children. Head start gives us suggestions to get down on the child level. Helping me take care of health problems & teaching me more responsibilities in regard to health

Helped me by helping him learn to play & get along with others. learning to share and take turns.

Gave me time to go back to school. I work at night & I have a safe place for my child to go. She's learned how to get along with other children.

What to do with child with lead poisoning

Helped my daughter be more outgoing & helped her make friends and have good friendships. She talks more and is more open with me now.

Helped child with his social skills. Also helped him with his communication skills. There needs to be more learning situations.

Helped me out by giving me some time for myself. My child has learned so many things & have the child's health interest at heart

My son is learning & acts like a little man. Gives me time to take care of a disabled father. He's learned so much & comes home & motivates me.

Head Start has taught my granddaughter to have social skills, manners, patience. She's doing great, and I'm glad to have Head Start as a place for her to go & learn.

Help him gain social skills . His health is better. He has good manners, and now can share. He even asks if he can lead the family in saying the blessing. He has made a big change.

Made me more aware of the nutritional needs. Helped us get child to develop her social skills.

Helped her at first with her education & now education part has been cut back. I wish they would go back to teaching them. The program is good & my child loves it. I just wish they would add a little more educational into the program.

We have moral support (moral). Teacher took extra classes learning to take care of our sons disability. Lots of information lots of help.

It has helped me with her speech problem and she's now ready to go into kindergarten. It has help by getting her speech therapy

But program has just been excellent

Helped my child to mature. He's learning and growing and his health and physical and dental are all being watched

Helped child to make new friends learn a lot of new things including manners, safety

My son's speech. Taught my son good grooming- manners and his speech is improving.

Made my child outgoing- helped her learn responsibilities. Helped her learn to balance her food groups and she is teaching me basic food groups. We taught more to each other.

Child's learning. Safe place to go during day. Helped child talk about problems she has. Gets along better with other children. Her health and dental shots are all up to date and this means a lot to us.

Made me aware of things that were available to us that I was not aware of

Giving me time to get over a child death. Gives child a safe place to go and learn and this help her get over her brother's death. Child's learning something new everyday and loves her teachers.

Helped get specialist to help with hearing problems

I have utilize the Health Care Screening to keep ahead on my child's health care needs.

Head Start has encouraged me to take an active part in my child's education. Good open door policies- Helped my child's social skills. Her eating habits are better.

She has developed good social abilities- Easier to get along with teaching her to be creative.

Helping me get appointments. for child's dental needs- Carrying him to appointments- Screenings are helpful. It is good- safe place for the child to go and also better at social skill

Place where she can go and learn to be with other children

Enables me to work now. Both children in the program are learning good social skills. They are learning so much. I am interacting more with them and they are interacting better with other children.

Son has a place to go and learn social skills. It has really helped me. Manners are good and he's learned to be patient and try different types of food.

Taught child social skills

Help keep up with immunizations and health problems. Let's me know when it is physical time for my child. Offered to arrange it if needed.

It has helped with the dentist. He is learning how to share with others. His manners have improved greatly & he has learned a lot this year.

Helped me deal with her speech. It has been wonderful for my child and taught her interactions. Its been real good for me too. She gets speech therapy free and has improved 100%. I have some time for myself.

They told me where to go for my child skin problems.

They helped me to find a doctor\clinic where to go.

They told me about counseling for my older child. Also, for food services etc.

Last year they gave me a book with lots of phone numbers where I can get health care.

With knowledge and with nutrition. With doing work and safety.

Through the educational program - about nutrition and safety. She comes home and teaches the other children.

Yes, I think so. We had to turn it down because we had insurance.

What helps the most is that they are teaching child.

Yes, with nutritional foods and stuff like that.

They were to ones who told me if I had a dental check up on my son. They also suggested Medicaid for the coverage.

They are there if I need it. I haven't had to use it, but...

The help in educating us. For example sugar and Kool-aide.

With the resource guide. It is very informative - Also, with the home visit - the girl was very helpful in a couple of subjects.

My son's teeth were always hurting. They helped! They also helped me during my pregnancy.

They called and made appointments for child.

They have told me not to give them so many sweets. To give them fruit and more milk -or cheese products. To give them more snacks of healthy foods.

They remind me to go to appointments. They check on us when we are sick. The teacher has tried to help me with my weight and diet. - What I should do.

They have helped with good nutrition.

To learn a lot.

I have never needed to help. The teacher has reminded me to take my son to the doctor and dentist. They gave me referrals for food and housing.

When I need help for dental and physical reasons. Especially the hearing tests and they always keep in mind the shots and stuff like that.

They always talk to you if you have a problem. -or you talk to them. I really like that program!!

They always back me up.

She's understanding how to talk - how to have friends. I can't think of anything else.

Made us see more things of him. He drinks more milk because his teacher says it makes him strong.

Helping son go to dentist -transportation -helping other people that need help

Booklet has a lot of good numbers to call- was referred for car seat- school info for self- info on self help homes

Told me of places I was not aware of- clinics & Dr's in neighborhood and town

Helped by providing health services early for child instead of waiting for Kinder- to get help ( especially dental help)

Helped with dental

Keep us informed -about nutrition- drug info

It's very hard to find dentists & physicians that accept Medical & Head Start helped in these areas.

They provide nutritional meals; suggest parent bring nutritious snacks. Parent meetings on nutrition. Everything in nutritional.

Meal planning & setting meals out have helped me at home

They give us all the info we ask for

Good about giving info when I need it

Helped with child's speech problem- arranged for her to be evaluated at no cost to mother

More aware of good nutrition

I know child is in good hands- mother works and appreciates this- would like full time care

Sometimes they tell me to take my children for dental or health exams

They've helped remind parents about dental and physical needs of child

Getting them advice for dental care- if child is sick at center they call and let her know

They teach me about what I don't know- they explain to me what I want to know

Helped with free dental exam for children- also physical exam

Helped a great deal with dental help- didn't plan to take them to dentist so soon

Provide transportation for health needs- provide translation for parents

Gave us info about finding a job- put ads on bulletin board. if jobs are available

It helps me help child, reassurance she'll be ready to go to big school

Child has developed social skills and learned so many things. My daughter and I get along better. We talk more and read the information from school together.

Knows help is available if needed

Informational meetings that talk about anything parents ask to hear about.

They are very good about giving me help and want to check to be sure child's health is good.

provide physical & dental exam, information on agencies



They contact me if I need to arrange dental exams, they will take them if I can't go.

I have talked to the teacher about not being satisfied with child's doctor because he never seems willing to do anything for him. She suggested the names of a couple of other doctors that other parents like, and I plan to go to one of them.

They have shown us how to get medical and dental care at the Health Dept. When we lost our health insurance we didn't have any way to pay for care and they told us about free service.

Head Start has been like a big family to child and me. I have had many problems in the last year.

They have helped her get ready for school with numbers, letters and shape recognition.

Staff person is aiding me with child care and to find a new source of insurance (medical) since my medicaid will terminate 5-1-94.

The teacher helped with testing for the speech & hearing problem.

The dental program has helped get and pay for child's dental care. She needed so much done I didn't know if Medicaid would pay.

They have supplies information and pamphlets on dental care, the DARE Program and other places to get care like the Health Dept. I haven't really needed too much help, but I would ask them if I did.

With the meetings we have I have become aware of things that have helped me.

They assisted me in obtaining medical assistance.

She'll come home and tell me about a band aid!

Given me a variety of Health Providers for my child. It's nice to have choices.

Eating habits

It help me a lot in what to do and how to. In dealing w/ my grand children. It just helped a lot!!

Recommended dentist-

Now I know that Health Department will provide free services for some medical needs and I was unaware of that before.

When [child] had his last physical, I was unable to get the papers returned for Head Start records. Staff at Head Start intervened & got them returned. If I need them to help me, I know they will. They have more pull than I do.

If I need them they have been there, I don't know.

It has helped my child to be more out going and she has taught her younger sister her ABC's. Her sister is only two years old.

Focus on Family is once a month meeting for parents and staff to discuss the needs of head start students.

I have had problems and they have helped me a lot! Giving me advice! They have told me to take him to doctors and that!

They let one know that there is assistance for one's children's health.

I don't know how to tell you. He has improved. Before in school he always had problems. But now he doesn't.

They have this program that's called women in crisis, and we talk about everything! Some of the things I was not aware of! It has made me aware.

Well they gave information that helped me understand certain things they took the time to explain things to me.

Provided me w/ information & places I could go.

Discipline problem, It helps because I work- I can't afford child care.

Getting him to the dentist. Husband get ill & had to buy medication, but not covered by medicaid at that time. Family service worker called community action and got his medicines. for him.

Help child overcome her shyness.

Because sometimes I see flyers about particular programs that I was not aware of.

Before the did not like to be around people he would only go w/ my aunts. Now he plays with other kids & he's not afraid of other people.

They have helped me with child's attitudes and feelings. I can always talk with the staff.

They have helped me with meal planning, parenting classes and getting my child to discuss her feelings.

They helped me find a good doctor who really seems concerned about my child and my financial situations.

They have provided an outlet for child and me in getting health information for the family.

Since my child is an only child, the Head Start class has helped me in discipline and letting go.

Fire safety has become a more important part of our talk.

Dental care was provided! Keep up on immunizations and basic Health Care.

They always have some one available to discuss what ever problems and they help you find solutions.

I didn't know about the clinic up the block Head Start helped me in that they save me time because I used to have to take him to the city to have a physical plus it's free too.

I like the way they teach them. They're good to them. They take care of my kids very well no problems. No complaints.

Allows me to work. She's made new friends- Learning a lot at school. Taught me to spend more time with her. I received info and plan to go back to school.

It help me a lot. I do more things than what I used to do. I volunteer a lot now I have a job.

speech therapy for child- didn't know everything about that and wouldn't have gotten her the help she needed

Helped with information on general health.

Gave information about dental visits and shots. Remind me about what shots need to be given.

Make it easier to get health care

Takes them and the dentist- I wouldn't have been able to do this.

Had helped with dental care

Help with getting help from psychologist for the assessment. Help with taking child to the dentist.

They took her to the dentist- I don't have a way to get there.

Helped with getting child to the dentist

Took her to the dentist and provided vision screening

The program has really been good for him. His developing socially. He's more open- He has good manners.

It has helped me with her dental and physical health. Gave her a place to go to learn and make new friends.

Helped me understand child with his speech

She's more outgoing and talks more. Give her a place to go and she learns a lot. Her manners are good and the teachers are great.

Helped me to identify with my child and living in a rural area it helped my child to interact with other children.

Give her a learning experience. Taught basics. Great table manners. Helped me to have a place for her to go and learning situation.

A place for child to go. Her social skills have improved. Sharing and playing has improved.

Child is much better since she started to school. She has learned a lot and gave her a place to go and me free time.

Helped her to have friends. She understands more about her dental visit and grooming. Teachers help you understand the child's behavior problems.

Very supportive. Given me time for the younger child at home. Given me time for myself and I met new friends. They let the parents be apart.

Gives her child something to do and time to grow up and helped her self esteem. Great teachers. She's more creative.

Helped us be aware of things for our child. The child has gone from shy to out going.

Helped us get the glasses we needed for child.

Head start got me to start taking child to the dentist.

When I feel I have a problem the parent meeting group discussion help me talk about it. Also give me suggestions where to turn to and who to talk to.

Like when he needs appointments with the doctor, they send you a letter. They help keep you on track with Health Care appointments.

Teaching good habits

Any medical help for her that is needed is provided

Things that I don't understand about they are very helpful in supplying information to me

By giving me information on a lot of things I need to know.

They gave me a number to call, I called them and it worked out good.

Because for one certain thing, he does now, he does not do at home anymore. It helps me understand child a lot better. They have taught child to share.

My brother was a drug abuser! They explained to me that it wasn't what I told him he had to do it on his own.

They assist me in transportation and keeping appointments and stay on top of medical care.

Prevention of medical problems that may have occurred

More responsible- eats better healthy foods, more exercise

Let me know that her child better. Takes criticism very well from parents.

They would take her to her appoints. They make that the child get necessary medical attention.

By taking child to the dentist

They have helped him w/ his speech.

It has enlightened me a more on different programs that are out there.

He's being well taken care of at the Head Start Center.

By getting her the grief counseling that she has needed

Speech therapy for her child and the school board has helped Head Start a lot.

To be concerned he is w/ other children. Learned CPR- to accept other races-excellent teacher.

Be a better parent, helped find pediatric psychiatrist, by helping to remind to keep immunization up to date. Physical exam helped me find out about medical problems. Dental exams helped me stay on top of it.

He understands more about what he suppose to do.

## **4.0 Research Staff Reports**

### **4.1 Site Visit Summaries**

Following the completion of the site visits, each research associate (staff who headed the site visit teams) completed an Internal Staff Interview: Program/Center Follow-up. The purpose of this survey was to obtain staff impressions about the Head Start centers they visited and about the data collection procedures they used. The results of this survey are presented in this chapter.

These data are presented to provide readers with the opportunity to review the impressions of the research staff relative to the programs that were visited. They are presented for general information purposes, and are not considered among the major research findings.

There are several reasons these data were not presented earlier in this report. The survey was designed and the data were collected retrospectively. Research staff responded to questions that were based on recall of information. Staff went into the field without knowing these issues might be of interest, and, therefore, they may not have taken note of these characteristics at the programs and centers they visited. As a result, recall may not be reliable, particularly for research staff members who completed multiple site visits. The questions also gave little direction to the respondents in terms of the level of agreement across responses. The answers were based on the recall and perceptions of the research staff members, and this is likely to result in inconsistencies across reports that reduce reliability across the responses.

A brief summary of the responses given by the research staff follows.

**HEAD START: INTERNAL STAFF INTERVIEW  
PROGRAM/CENTER FOLLOW-UP INFORMATION**

Head Start Program \_\_\_\_\_

Research Associate from site visit: \_\_\_\_\_

Staff conducting follow-up interview: \_\_\_\_\_

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Question	Please identify each of the Head Start Centers you visited.	Center 1:	Center 2:
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*Please answer the following questions for each Center.*

Was the Head Start center  1) Self contained, or 2) in a building with other services (school, church, etc)?	1=52.4%	_____
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<p>Was there an outdoor play space?  <b>1) Yes 2) No</b></p> <p>Was it equipped? <b>1) Yes 2) No</b></p> <p>Did it appear safe? <b>1) Yes 2) No</b></p> <p>If no, why?</p> <p>Other comments:</p>	<p>1=82.9%</p> <p>1=75.6%</p> <p>1=76.8%</p>	<p>_____</p> <p>_____</p> <p>_____</p>
<p>Would you best describe the location  of each <b>center</b> as <b>1) Urban, or 2) Rural?</b></p> <p>Would you describe the Center as being in  a safe location? <b>1) Yes 2) No</b></p> <p>What barriers to families having access to the Center  (i.e. road conditions, poor public transportation,  location relative to housing) did you note?</p>	<p>1=45.1%</p> <p>1=75.6%</p>	<p>_____</p> <p>_____</p>



Please describe the classroom environment.			
Was it well lighted?	1) Yes 2) No	1=91.5%	_____
Was it attractive?	1) Yes 2) No	1=87.8%	_____
Was it clean and well maintained?	1) Yes 2) No	1=92.7%	_____
Did it appear large enough for the number of children it served?	1) Yes 2) No	1=87.8%	_____
Other comments:			
Where were the health records located? (i.e., at the Center, at the Program Office, multiple sites, etc.)		Center=60.8% Program=29.7% Multiple=9.5%	

Did you interview parents at			
The Center	1) Yes 2) No	1=93.9%	_____
their homes	1) Yes 2) No	1=54.9%	_____
other sites (such as:)	1) Yes 2) No	1=13.4%	_____
Did you need to use replacement parents to substitute for the original 15?	1) Yes 2) No	1=80.5%	_____
How many replacement parents were used? (If number not known, <i>get best estimate!!</i> ) (1-3, 4-6, 7-9, 10-12; 13-15)		1-3=20.7% 4-6=26.8% 7-9=2.4% 10-12=4.8%	_____
How would you rate the cooperation of the parents? 4) high 3) 2) 1) low, uncooperative		mean=3.2 median=3.0	_____
How would you rate the parent's interest in the study? 4) high 3) 2) 1) low, uninterested		mean=2.7 median=3.0	_____

<p>How would you rate the cooperation of the center staff?  <b>4) high 3) 2) 1) low, uncooperative</b></p> <p>How would you rate the center staff's interest in the study?  <b>4) high 3) 2) 1) low, uninterested</b></p>	<p>mean=3.8  median=4.0</p> <p>mean=3.2  median=3.0</p>	<p>_____</p> <p>_____</p>
<p>Did you use an on-site staffer: <b>1) Yes 2) No</b></p> <p>Was this individual helpful? <b>1) Yes 2) No</b></p> <p>Based on this experience, would you recommend using an on-site staffer again in the future? <b>1) Yes 2) No</b></p>	<p>1=86.6%</p> <p>1=84.0%</p> <p>1=82.9%</p>	<p>_____</p> <p>_____</p> <p>_____</p>

## **5.0 Open Comments from Head Start Staff and Parents**

Open comments refer to undirected comments that parents and staff members made at the end of their interviews. The nature and direction of the comments were unrestricted, except in that the focus was on the Health Component. Respondents were, however, allowed to comment on any aspect of Head Start without redirection by the interviewer.

### **5.1 Staff Comments**

Staff members interviewed had the opportunity to add comments on aspects of their jobs at Head Start not already covered in the interview, and on the health program and services provided through Head Start. Their comments are presented on the following pages.

## Center Director

For our own program, need more people to be part of the health component, need more positions to allow services to get out there and need smoother way for receiving services from the community-need this-outside providers can make the system more complicated.

Concern-Updates don't show in computer printout info comes from parent to area managers to Health Coordinator, gets lost somewhere in data entry or at county level. Printout for health doesn't show that things been done.

We do the best with what we have. I think we provide many services and information to parents they would not otherwise receive. I believe our role in regards to health is very important as far as providing services, connecting them to services and providing education to parents.

They provide health assistants so if center supervisor can't follow-up, they do. Head Start provides thorough training for staff.

Center Director works well with nurse and health aide - families are comfortable with this team - will tell problems. Dept of Education. Resource specialists are a great help, help in evaluating, getting providers, and making transition to school. Benefit of working with Dept of Education.

As the Center Director for Head Start, their health service is unique. Working with the health component coordinator helps you to do your job better.

Need to have access to more health information. Would like to see more blood and immunization work done off-site at provider location. More help is needed for the admin. of the health component. Would like to have the same kind of study on all parts of the Head Start program.

What nutrition and social service person has contributed to the program have made a tremendous impact on the childrens' health care. Principal of the school has been extremely supportive of the entire Head Start program in working with parents to become better parents. Stress good manners along with all other aspects of the health component.

We could provide a great deal for this environment if we had more staff. Child/adult ration is 10/1. More appropriate if 8/1. More could be accomplished.

Not very involved in Health component. This is mainly done by the FSW and the Health Coord. Funding of an FSW at each center would allow for much more to be accomplished.

Health services and providers have improved over the years. Many more in kind providers than in the past. There are more providers using medicaid because the state now pays more for Medicaid. not comfortable with all medicaid medical providers because not always detailed exams and don't treat parents with respect. parents are told by state who their provider is and can't switch. Because now have more resources, it is costing Head Start less.

Glad Head Start does put emphasis on health services. A healthy child can learn. Parents seem to be lax and the follow-up helps children. Children who leave here are healthier due to Nutrition and they

know that Head Start has done everything they can. Appreciative. The school board office puts such confidence in Head Start. They trust their judgment.

I coordinate the health services advisory committee and often recruit members to serve on it as we see the need to address different issues, eg. increases in substance abuse. Usually I am also the person who coordinates training for staff around mental health issues. I survey to assess training needs and then set it up.

Would like more on-site screenings. Easier for parents

Hard for parents to find medical care especially dental care, because dentists don't accept Medicaid. Parents lack knowledge of necessary immunizations

Component administrators need to be more visible to classrooms. Health Admin is professional. Nutrition provider does not give enough food. Liquids provided in large containers rather than individual. Children don't get pouring or measuring skills. No recycling. Emergency medical care administered by teachers should have nurse on site. Teacher not trained for emergency care.

I would like to see the grantee do more on-site training. More and also a different nature. Need more money to pay to consultants in specialized fields to deal with the increasing commitment to health needs. We need more staff and higher salaries. They do a lot of paperwork and they are not really compensated.

Services are not as great as they were when she first started. When she started in 1967, if a child got sick, didn't take child home, took child to doctor, got medicine, and took child home. Now, child goes home and sometimes parents don't have resources to take care of problem. before children were given iron tablet vitamins. Stool specimens were taken to check for parasites. now parents have to take children for physicals. Head Start used to do it. Feel like parents are reaching out for help when they send in a sick child.

Head Start provides very good services for families and children. They follow up and go all out to guard the families health and mental health

A center director should be involved and trained in all of the Head start.

Need to focus more on teacher's/staff health

Health component works better for classroom because home based parents don't always participate- Not from lack of trying. Constant battle with H.B. parents

Speech and language screenings and treatment are very weak. They are incomplete and not always done. Mental Health budget is too low to serve the number of children in need "run out of money before we run out of problems." Generally program is thorough, but there is a lot of children with speech problems. Head Start is a great program that can touch children above poverty level-children with 2 working parents still have lots of needs. "great program, I love it".

It takes almost a full year to get a child diagnosed for mental health and other needs. Hospitals have very long waiting lists

Changes: would like to increase number of days allowed for screenings from 45 calendar to class days. Very difficult to ensure all 720 kids in the program to get all necessary screenings. Problem is partly result of this program not offering services on site, so must get parents to get to doctors and doctors to accommodate parents.

Very interesting. Follow-up on any and all issues. Try to keep parents informed of services Head Start.

Work with teachers to insure that Health Coordinator gets needed services. Works collaborating. Keep the parents informed. Always let them know what is going on in the program.

Important to have staff that don't need day to day supervision and to have staff that are committed to seeing that the health services are provided.

Only reason things go as well as they do is because of the capability of the staff who have them here a long time and have extensive skills and training. Would like to spend more time directly involved in each of the 5 centers, but multiple responsibilities become a burden.

Upcoming trainings for Staff: Enrollment Criteria, Social Services, First Aid/CPR, Fire Safety, and Performance Based Evaluations.

Upcoming trainings for Parents: GED, Domestic Violence, Self Awareness, Cultural Awareness, Fitness/Physical Activities, TV Awareness for Children.

The travel makes the component position difficult. The "aide" concept would be better--they would be closer to the center. They would be assigned to individual service areas-- and performance standards would be monitored.

Teacher's concerns are around providing comprehensive services and coordinators being responsive to that. Teachers have high expectations of administration but Field Specialist thinks it will take a little for program to be structured in a way to find real solutions for problems. The Field Supervisor needs to really relate to field staff. Sometimes administration works against itself. This Field Specialist has always worked in this agency but has provided training at other agencies.

Health is just a small part of responsibilities; follow-up/tracking services is most difficult part of meeting health component responsibilities.

H.T. thinks this is a very center. It offers a lot of services to parents.

Interesting to see progress in the family's interest and increased knowledge of their children's health.

I would like to help the parents' health as well as the Head Start child.

Improvement in overall health. He is an asset. Attitudes of parents have changed-- improved health.

Like more control over their providers. More impact from staff and parents as far as the selection goes.

In her 2 months the H. component has proven to be the most needy component. Good thing we are doing the study we might be able to bring some new issues to the table. It's like social service now, it's ongoing and all encompassing.

The big difference is that in home based Head Start, the home visitor must bring all health program components into the home. Additionally, home based children go to a Head Start classroom twice a month [on Friday] and have a center based experience. It is at this time that they partake of some health related activities in the same manner as children who have been assigned to the center based program. This supplements the home based health curriculum. It is at these times that children have breakfast and lunch and a supervised tooth brushing experience. Most of the home based placements are located in rural parts of the county.

"It's hard to remember; you know you do a lot of things and you talk about a lot of things."

The program does a lot of activities where the parent and child do activities together because this is home-based. Home visit material are unique this way.

Center Director job is to see that everything is carried out. She monitors the performance of teachers and FSW and is informed of and is involved in any problem situation.

FSW are responsible for getting the things done. It's Center Director who is responsible for seeing that the FSW implement the Head Start service required. FSW are required to inform Center Director on the numbers of children receiving services, progress, logistics of services provided. When appointments are made for children, Center Director also deals with problems that arise in connection with treatment.

Teacher and social worker are the people most involved in the center. SW visits classroom everyday.

Moms still stay at home. A few in school or work and there the children are in H.S. day care for remainder of the day.

Anytime health coordinator needs assistance, the center director is here to help.

The health component of this program is very strong. They do lots of trainings. One of the minuses is that we don't get feedback from the referrals.

It takes an incredible amount of coordination and commitment by everybody and it's worth it. We do it because it makes a difference.

The center director has only been at this center for a few years but sees it as an unusual challenge. The families are more needy and not as able to articulate in English as those at her previous center. This has caused some problem. She also says that the program has a lot of double-up of services between what parents do and what H.S. does. Some parents think services are intrusive-- she sees this as culturally-based and these parents do take care of business for their children. Maybe we need to think about



options where parents really are given a choice for their children to participate in H.S. services or if parents will take sole responsibility for their children's care.

Basically, we are the hub of the child's health care needs we are the liaison between the parent, nurse and other health providers.

It's a team effort. To provide services for children everyone has to be involved and know what is going on.

## Health Coordinator

Two program approach. Help families through standard reports (MIS) but also personal sources by staff-line of authority. Give parent liaisons an opportunity to grow and understand the health of their children and share this with their peers. Team follow-up system, so they don't miss documentation.

The one area in need in this county/community is that we don't have enough dentists accessible to us. It's hard for parents because they need to get the children there. No dentists that accept Medicaid for children under five in the city. So Head Start has to transport or take parents out of town.

"They (Head Start) don't have very good training". Wants to become Pediatric. Nurse practitioner and use skills to visit families to provide health services - if able to bill Medical (Medicaid), then no cost to Head Start. Very few specialists in the area (in one case an appointment with a Pediatric Neurologic was made in Sept for appointment in April!). Very few Medicaid Dentists - may wait months to get appt. Health component needs better qualified Health Coordinators, poorly qualified staff result in children being missed in screenings - know of programs that have parents doing screenings - problems may not be picked up for several years. By then problem may have become a disability. Head Start doesn't mean lower quality services, and sees that in other programs. This program encourages parents to go out to get own health care. Having parents do this may take more time than 45 days, but allows parents the opportunity to establish health care connections in community. Screenings can be done in center, but parents are unlikely to see provider again.

Component is run very well. Able to provide help. "Great to be part of getting help for people who probably couldn't do it on their own. Great to see progress children make. Some people who need it most drop-out "can't get up that early."

Having nurses is beneficial because of knowledge base (pathophysiology). Some parents listen more to nurse, and finds that local doctors are more accommodating when realize talking with an RN. Nurses can better interpret reports. Need more/better verification of eligibility - knows of families that lied on forms to get kids in, keeping health services from kids that really need it. Some families drop off kids in fancy cars. Parent education is important, some don't really care.

-This nurse took a \$10/hour cut to work for Head Start - was at a local hospital - wants to make a difference for the children.

Health coordinator came to this position without any health related experience and found that there was no formal system in place for carrying out their duties. She is in the process of designing systems to assist her in her role and to carry out her responsibilities.

Next year all vision and hearing screenings will be done on-site by a local hospital

Have included quality management for health aids and having healthy aid manuals and annual training on medication administration and emergency procedures and child illness and injuries. Working on standard for quality management of health fairs to include selecting outside providers.

The health services are comprehensive.

Most of our children have primary health care providers that are accessible

No regular meeting with Program manger. Structure will likely change. Info is slow in coming from federal level. Some program standards are "unrealistic"-difficult-one county Health Dept. will only screen 1 day a month with a 2-3 month waiting list. Happy with response from parents. Caring for children -health care for children through age 21 -\$350/yr-income guidelines, not medical eligible.

Time consuming with parents and paperwork. Parents like having speakers come in; response is varied in terms of attendance. Problems in some areas finding Medicaid providers. Time lag in some areas for getting screening and exams, delays at Health Dept. Staff needs to be creative to get info from parents. Difficult to get parents to follow-up on referrals. Not all sources can do a complete physical.

My job as Health Coordinator is to see that children receive immunizations, preventive medicine. Also, to follow through on any abnormalities. To teach the children the importance of good hygiene, including oral hygiene. This goes for the parents as well.

Do our best to not let barriers exist, because they do. One of the biggest barriers is parent compliance.

Wants to consolidate services (for example: need to coordinate with 7 or 8 agencies to provide speech services for 147 children)-better use of time with agencies-\*developing procedures regarding the administration of medication for children in new full day program. All staff have to take training in first aid, communicable diseases and child abuse.

Not much support from the coord.; feels removed from H.C.-Health component has been neglected for two reasons 1)lack of experience 2)focuses on other responsibilities. Health Coordinator does not participate in intake, screenings, documentation. Health Coordinator spends much of her time in other meetings in community- not given the opportunity to go to Head Start sponsored trainings-info not filtered down to any of the health staff. Other 3 Head Start staff feel they are a close team with out Health Coordinator. Current Health Coordinator does not interact with kids, previous Health Coordinator was very hands on. \*Lack of cooperation between health and education, health works well with social services. "She doesn't know what we do', "not real up to date... a real lack of knowledge." Home based is very underserved related to health component. parents don't attend clusters, so they miss parent training, screenings, child health education. Health staff will visit homes to help with specific problems.

First aid kits in classrooms are extremely outdated (no rubber gloves)

Health and social services are almost intertwined. Would recommend combining roles to avoid territorial issues and better coordination of services for families. Plus, to help families set priorities-i.e. address frequent conflicts between medical and social service needs. Need more funds for disabilities component. Current staff/client ratios need to be lowered. Says it is unfortunate that 2 centers selected are both urban because needs/issues vary greatly for rural centers.

Screening tests must be carried out in 45 days. This is a very short turn around time when the ratio is 170 children per nurse. Improve salaries. Increase the payment for providers so one can find them to provide services for the children

Will the data be available by identified by site?

Services children receive are comprehensive staff dedicated and the child is undone. The program is better than the federal government

This job, and important component in Head Start, everyone has to work together, have to make parents independent to help themselves.

Overall a good program. Disabilities and health should go hand in hand. She thinks she gets spread to thin. The staff was laid off last summer so she has to save funds during exams and screenings by being the nurse for the doctors.

\*See back of instrument: Co-managers of Health Services: 1 person writes policies, health plans, monitor regs. 1 person develops collaboration, inter-agency work, level of understanding among agencies, disability services coordinator. Barriers; 1. tooth brushing-- belief by parents, staff, children that tooth brushing in a collective environment may not be safe, 2. just not enough man-power/time to deal with mental health issues.

More funding for health services for children. 45 days of performance standard is not an adequate amount of time to get parents to comply.

Health Coordinator just started 2 years ago-- made many improvements to system, no health coordinator for almost 1 year [disability].

The program is so rural that distance is a constant issue with providing services.

Head Start doing an excellent job in providing health services for children- Medicaid can't do it all. Good that children are seeing dentist at such an early age. preventive health education to parents. Enjoys doing her job and thinks Head Start is excellent.

All staff have CPR certified and some first aid at centers. Monthly staff training workshops. Each center; mini workshop each month on health, social security, or parent involvement

Provide Head Start services as needs as care manages addressing the needs of the whole family done on a family service need. FSW works with the family in all areas of the family's need and health needs.

Overall Health Coordinator looks at all children in general. They look at children specifically when screenings are failed. She and the rest of the staff work very hard to see that they get what they need. It's pretty great! Sometimes getting services is difficult which can make it frustrating.

Time is limited because of having 4 centers and no assistants. Parent Education was managed differently this year. parents decided what they wanted and when. Worked better than when staff decided. Training not as frequent but higher attendance

Put together of topics and resources to cover for advocates. Advocate does direct work w/parents [18 total advocates]-- nutrition.-- home visits, nurturing advocate. Parents fill out form which indicates if they will rec. nurturing advocate. There are 2 family service workers at each center. They are responsible for building relationships w/the families and helping them become more self sufficient, getting them enrolled in Medicaid etc. One of the biggest problems is that it takes them a long time to build relationships w/these families, and by the time a trust has been established, the program year is over.

Note: "Health coordinator was in a rush-- didn't always have her full attention."

Very big part of the program-- a fine component. Nurses take it very seriously. Have sometimes had a hard time working with other staff. Work hard to educate and empower parents. Need social workers to really be a part of the health management team. Health component gripes about what it needs. Parents more educated today and are taking better health care of their children. Children are made informed about their own health.

Parent was frustrated about the physical forms-- lots of time info is not recorded in form. Added additional centers this year 2 nurses were out sick for a long time-- had to take over more centers. Incomplete status of physicals spend a lot of time-- cuts into my other work-- preparing letter to providers-- let them know we expect for physical. Let parents know what to expect.

Part of my responsibility is to impress upon parents that if you satisfy the emotional, social, mental, dental health and nutritional needs of a child, what I call the basics, then you might begin to have an environment for learning.

Biggest problem is getting money that is allocated for the health component to the children.

## **Mental Health Coordinator**

I believe that we need to find a way to help families who are eligible for Head Start but not for ACCESS-they slip through the cracks. For them, even sliding scale can be too much. Also the Federal government should allocate more funds towards pre-service training of staff. Funds designated specifically for pre-service training and mid service, extend the year, add an extra year at beginning or middle. This is very important, even if we serve a few less children to do it. We need to emphasize quality over quantity.

I think that as special ed coordinator, I don't deal that much with mental health issues. As an agency we are not doing as much as we need to - parent/child needs- not enough services because of cut backs. Overall, not that much is being done to address mh issues.

I'd like to see Head Start programs be more directive in how to prepare for kindergarten (how to line up, rules, structured time).

We need a lot more than what we're contracted for. It's not adequate at all. Need more for consultation with teachers and for observation time in classroom setting. Would be helpful to do more training with admin staff on how to support line staff. More training for line staff in working with drug exposed children - behavior management.

Special needs/disabilities should be incorporated into the health component - finds too much overlap. Has to give too much time into special needs, leaving Mental Health to suffer. Would like to have more work on staff self-esteem and morale. County has resources but they are hard to access - too long to wait. Mental Health services have been subject to cuts. Sliding fees still too high for some; not a lot accept MediCal for bureaucratic and attitude reasons. Focus on prevention and not on problem solving.

Do more 1 on 1 work in the Mental Health area and is therefore very time consuming.

Biggest struggle is in finding a Mental Health professional who is both qualified and understands young children

Too many families and not enough mental health staff. Doesn't seem to be enough time in the day to give feed-back to teachers on daily basis-teachers biggest complaint. In transition from program level staffing to center level. Results in some service gaps. Next year will be able to monitor gaps because implementing computer system.

Very little available in terms of Mental Health services for children. Waiting lists are up to 3-4 months and only short term treatment is available. Sometimes only the worst problems are dealt with. Lack of coordination of services in region. Outside programs have very little knowledge of Head Start. Head Start is very good regarding staff training for Mental Health, very supportive, opportunity to get good training. Head Start uses its money very well in terms of getting into the homes - Head Start provides much more with same budget as community Mental Health programs. Many community agencies have cut child services. Too much politics is involved in making arrangements with outside agencies. Need formal mandate to have coordination of services. Head Start is a good model for service provision, but other service providers don't know it. The potential for collaboration is enormous. Has started

working with other agencies. Children needing services are a way to develop agreements, new referral agencies, setting up coordination meetings among children. Head Start is prevention - 0-3 services needed. \$ needs to go to provision of services in community - particularly in terms of children's services - it has been stopped by politicizing. Feels better working for Head Start than Dept. of social services or community Mental Health. Staff generally is not trained to identify problems because there are so many problems, they get mixed in with normal behaviors. Denial on part of the staff, too overwhelming for them.

Lack of programs available for parents. 2-3 month waiting list. Community services not readily accessible. Lack of # parenting classes - no parenting education during summer. Lack of crisis intervention for children.

It is difficult because you have to be very sensitive to people needs and be understanding when parents don't fully understand that their child has a problem and the sooner you address the problem, the sooner it goes away or will help them understand about having a child that is "different".

Mental Health consultant dedicates a lot of her time to Head Start families and children. Not being paid what her costs would really be. "We all love her. She shows a major concern. If it takes a Saturday or Sunday, she'll do it." Devotes much time to young/teenage parents. Provides early intervention. She does training every Monday.

There are a number of people in the program searching for providers who take Medicaid cards and who are having trouble receiving crisis services without the stereotype of being labeled "in crisis" the only resort is for them to go to Psych. emergency at the hospital. The long delays are a big problem. They need immediate help.

Wants more professional time available for class observation and teacher training. Staff need better preparation to deal with children in area of positive mental health.

Due to the increase of children and families with increased Mental Health needs and needs themselves becoming more complex; program needs increased funding for Mental Health specialist. Also need to create/support a stronger linkage between Mental Health facilities and Head Start programs to ensure children are observed and treated when necessary without producers undo strain on Head Start staff. There are currently many handlers staff must face to get full diagnostic workups and even more hurdles to get child into appropriate treatments.

Coordinator of [illegible term] and Mental Health work very closely in order to coordinate referrals to other specialists

To raise the salary of psychologist to that they can be hired full-time.

More communication between Mental health and health

There should be more collaboration between mental health, education and disabilities. It makes the loads easier.

So many children with general health problems, it is difficult to follow up on Mental Health problems-also the lack of Mental Health resource in the community provider a problem-this is an area of concern. The Health Advisory Committee and it's Head Start staff have developed a staff to address the mental health resource issues and improve its services available to the children.

Find the Sift test is really accurate. We have found we are not missing the children that really need the services. We credit this as a plus. Head Start is picking up what the school system is missing.

Mental health needs have increased dramatically in the recent past 5-6 years. Drug use in families have created stress and family dysfunction. Children now being asked to cope with more than in previous eras.

We need to document in the children's record more than we do at the present time. We need to meet and discuss children more with all the component. We need to get parents more involved in attending training sessions.

One of the challenges that Head Start has not dealt with is providing mental health services to H. Start workers who have similar problems as the parents do. Employees also need further training in recognizing the needs of the children. Program is unique in that it offers medical and dental services in their very own clinic.

Extremely demanding-- primarily because it is significantly underfunded and understaffed.

More funding in Mental Health to provide more M.H. services to families.

Can't think of anything. General sense, smooth out procedure. Don't miss many kids or parents. Teachers have become good at descriptive writing. Very descriptive.

Parents are pretty responsive.

One big pet peeve. Parent turnout is very low for special programs. Parents won't show up until the end of the school year and then they want services for their children. Parents will throw their kids into M.H. progress just to get SSI money since Nov. of 1993.

Tried to alert parents that mental health consultant is available and they can receive help. As a result of parents' increased awareness and need, parents are seeking more individual help than they were several years ago. "I feel this is my biggest accomplishment."

Seeking and writing grants for providing innovative mental health services through collaboration. Its become a significant part of the program.

Individual programming of children based upon evaluation results: I.E.P (individualized education program) Evaluation is discussed with parents and other professionals, and a plan is developed and parents are brought in to determine how best to carry out the program (teachers and parents both carry out a portion of the plan). ? other than mental health staff is need, also if parents need counseling to alleviate the problem.



This year has been redefining roles. Mental health has been under disabilities and special services. Are now reorganizing so child mental health comes back to the Mental Health coordinator

Program has improved on 3-4 yrs, able maintain Mental Health professionals; home stable, on contract for year, expertise w/young children. Trained behavior management and therapy.

Should be more Mental Health. Lot of kids get evaluation but don't need services.

Support team is out of sped coordinator. It is center-based of support personnel [as opposed to instructional]. Meet 4 times a year to discuss both center-based issues and family-based issues. Monthly mtg; includes instructional personnel. Multi-disciplinary team- assessment team.

People love coming to work here. They enjoy their jobs. Many are close personal friends and some have grown-up together. This makes for a close staff. The school district is a fantastic supporter of the program and does everything it can to help and assist.

Respondent believes that the Mental Health Aides are very important to the program. The Mental Health Consultant's position is critical to the program. The respondent is also the education coordinator and education supervisor for center based part of program. Most of her energies are given to taking care of that set of responsibilities.

There is not a Mental Health Coordinator, rather two 20hr./wk. mental health consultants who have been hired by Head Start through counseling and assessment clinic. Both consultants are full time doctoral students in a school psychology program.

1. More time needed to be spent on the site [two wks. as originally planned-- not one.
2. Consequently, a phone call was needed to read these questions-- time consuming-- so I asked for balance to be mailed [questions 26-46].
3. I personally detest being read to. I process information better by visual input and it is much, much quicker for me.
4. The survey should be set up to be either read orally or silently upon preference of interviewer and results can be tabulated based on that fact-- including comparisons [ANOVA, MANOVA, etc. could be run on the questions responses of the 2 groups].
5. Because of limited time on site and uncomfortableness resulting in hasty responses to orally read questions, the reliability and validity of this study is questionable.
6. Several questions were very poorly worded-- I complained on both orally and silently read sections of the survey. Therefore my suggestion is-- get yourself a school psychologist to rework this questionnaire. One that has early childhood training, experience in Special education and is familiar with the law, and experience in Head Start, itself! [I'll have my Ph.D. in 2 yrs. after my internship. Call me.]

Biggest problem is getting money that is allocated for the health component to the children.

## Nutrition Coordinator

University nursing program- second and third year nursing students come out and work with families, nutrition, discipline, immunizations, child care, infant diseases. Head Start assigns them to families- had 10 this year. Helped in classrooms.

I've always felt like it's a vital part of Head Start. Children must be healthy to even attend Head Start. We're teaching them habits they will hopefully carry with them the rest of their life.

Parents are very involved with family style meals. Some problem-paper work- doing double. Recording on paper, then going to computer-need to spend time at centers with parents and children rather than being in office doing paperwork. Review food cost calculations, could be done by accounting. Her knowledge could be used more if paperwork was reduced.

Might this be used to possibly change or revise Head Start performance standard and/or other regulations that may be outdated? (Question about the study)

The biggest part of my job is getting the parents involved in the health of their children - building parents self-esteem up to they can make appointments and go to them on their own. Making sure they have an interpreter and transportation

We have an elite health staff, great leadership by Health Coordinator. Work hard to empower parents. Head Start nurses are key. Head Start teachers observation helped save child's sight (would have been blind in 3 weeks if no Head Start referral). Health Coordinator shares info with other coordinators re: Health Component and training. Program deals with parents bringing health problems home from fields (chemicals). Several center directors started as Head Start parents. Works on cultural understanding.

Need more time or people. Higher salaries, especially for cooks who make 1/2 of what cooks make in the school districts. Some one-person kitchens, job is very demanding. Some cooks are parents who have moved up, but they are not always well trained. Cooks treated like janitors.

Sometimes she helps by sending parent volunteers to go on-site with Health Coordinator to doctor offices to assist with the children while they obtain their screenings. Serves on Health Advisory Committee.

She works with the Health Coordinator very closely; since the Health Coordinator is fairly new to the job - and this is a responsibility that the Nutritionist had prior to the hire of the Health Coordinator.

Very pleased with job because she is an advocate for Parents and Children, but sometimes not enough help in getting things done

Try to see that children get 1/2 - 2/3 of daily nutrients required. This can prevent hemoglobin problem and high/low weight problems.

Parent meetings are a way of helping out the health coordinator. Parent Involvement Coord. will take information to center for Health Coord

Parent Involve there for when there is a lack of follow up. Make sure the program is in tune with the health needs of the community. Is there to advocate for the parents.

Different components work very closely together to ensure everything is taken care of. I would really like there to be a full-time nutritionist on staff. And I would like to see food prepared at the Head Start center, which means a cook and kitchen facilities.

The questions that the study asks hardly get beyond the tip of the iceberg in that they don't address the quality and quantity of services we provide. The questions are not specific and lack clarity. The next survey re: Head Start, should use professionals from Head Start to aid and assist the development of the study.

Needs to be better coordination between Head Start and CACFP-sometimes they conflict. Need a way to simplify Head Start and CACFP documentation. They should overlap. Little from Head Start on nutrition-little training or coverage at meetings and conferences. Only seems important for OSPRI. Recent Nutrition curriculum is only real effort in 17 years. More support from state CACFP than from regional Head Start. Not being connected into information services at grantee level. Parents are up on literature, but are lacking skills.

Interesting and become close to parents. "We are helping them more than just with the health component". Sometimes standards seem more appropriate for city. Should have a nutritionist on staff.

Refer a lot to Health Coord. to answer health questions. Can do a better job with educating parents if had more staff. Dental care is a problem because they don't take Medicaid. We have no problem in this area, parents cooperate. We have all the facilities in the neighborhood, if it has to be outside of the community, then we can get them there. We are in daily contact with the parents, so it would be impossible for them not to know what was going on. On paying the services-people have either Medicaid or have private health insurance.

The Health Advisory Committee helps parents understand the health component. Allows parents to have input. They take info back to other parents. Makes parents feel good to be included. Health policy/sickness re:children helps parents understand the importance of keeping sick kids home. Parents had input into instituting the policy. Children don't learn well when they are ill.

Some of the yes/no - frequencies may not do us justice. Do family style meals. We all work together. Many of our components overlap.

Nutrition Coord. of the grantee has tried to overcome the barrier of the strict Cincinnati regulations that prevent children from setting tables, etc. This is a good educational method, we need to overcome this.

Position created this year-previously had a part-time nutrition consultant

New position this year for expansion of services for parents-program based on needs assessment with parents.

She is very satisfied with the work that she does. The staff is dedicated to the service that we provide and we do all that we must do to help the families and children. We have well-qualified staff!

The focus of Head Start should be more directly for the family. The doctors that they use should be private. Health services should be more directed to the community that needs them. The doctor should go to the community and not vice versa.

Thinks services are very complete according to the identified needs. In addition, follow-up of those services is provided. Referrals are also made so that children who complete the program can continue receiving some of those services

Nutritionist work[s] well with other components and it's easy to follow up on the child's needs.

Need to do more testing for food allergies to be more specific as to what child [can] and cannot eat. Need audio /visual materials to help in parent's education. Have no physical space to have meetings with parents. Salaries need to be higher for Head Start Professional[s]- otherwise they leave and less trained personnel are hired to compensate. Observation by high needs. Overworked with large case loads.

Really enjoys the job. Former hospital nutritionist. Now has learned a lot about head start and likes it.

Need to have parents more involved in the center, e.g. when the screenings are occurring, staff should focus more on educating parents or health issues (e.g. nutrition while its meal is going on) when the parent is in its center-this should be done on an informal basis.

Major concern is to feed the children something to purchase more meals from public school system to have enough for seconds. Irregular attendance of children leads to children eating sporadically-Food management at home is a concern-program closed on Monday- and children come in Tuesday very hungry. Food service staff is excellent do a great job with meals and love doing it.

Job crosses over with parent involvements and Health coordinator tasks.

Biggest problems are underweight and overweight. Parents may now be enrolled at WIC, Food Stamps and other food distribution programs. Nutrition Coordinator works with SS Coordinator to get parents enrolled. State has Nutrition Education Committee that Nutrition Coordinator works on. They encourage her to participate in training.

Need more time for job.

Difficulties in filling in positions due to low salaries. In the process of renovation facilities for a new nutrition center [a space 3 times the size of the current nutrition center].

Working more efficiently-- more effectively so that services could get to the children-- more training for staff with regard to nutrition and growth. More monitoring of children's files.

Great program-- primary concern is the children and is evident in the decisions they make. The performance standard is like the bible to them.

All health managers have finally learned the importance of the menu, good nutrition. Have a lot of "good systems" [no systems where first took the job].

Nutrition is not thought of highly from the federal level on down. Not all programs have access to go use nutritionist. Every child should be referred to a WIC program. Everyone who comes into contact with the child doesn't have the some priorities. Issues of food service are not placed high on the list of priorities. Perhaps because this is a school system. Lack of follow-up through. Nothing happened for a case of non-compliance. Lack of effort and intent health is a "pain in the butt." Time spent on tracking not enough or services to the child. Priority on the paperwork not the child. Doesn't feel that the founding agency is doing enough for the delegate directly. The local sites need more "hands on" care. Decisions are made without consulting the delegates. Every site should have, every teacher should have to be certified in sanitation. Head Start curriculum was garbage in terms of nutrition. They did not consult nutritionists. Not effectively using the resources available. Every program should have an available nutritionist with adequate knowledge. Not nurses.

There is good collaboration with all staff. The parent involvement coordinator and nurse [Health coordinator] have helped with support for language concerns; transportation concerns and child care. They are good community resources that we utilize frequently and I feel staff and parents are well trained when these services are utilized.

Because this is a home-based program the center visits occur in schools. The food is prepared by the school systems. She has concerns about what the schools serve as "credible" foods. She also has concerns with the increase of overweight children.

Parent Involvement is one of the most important components-parents are the primary educator of their children- with out parents no program like Head Start can be effective. parent involvement is really good but they continue to look for new ways to improve involvement. Try to do some extra things around the Holidays. Either Head Start does for children, esp. children who would not get these services. Head Start is a great program. Parents and children have learned to eat new foods.

Head Start Program very dedicated and facilitate and access to health care. They will resource whatever is necessary. Don't leave people in the dark.

## Parent Involvement

Head Start Program very dedicated and facilitate and access to health care. They will resource whatever is necessary. Don't leave people in the dark.

University nursing program- second and third year nursing students come out and work with families, nutrition, discipline, immunizations, child care, infant diseases. Head Start assigns them to families- had 10 this year. Helped in classrooms.

The biggest part of my job is getting the parents involved in the health of their children - building parents self-esteem up to they can make appointments and go to them on their own. Making sure they have an interpreter and transportation.

We have an elite health staff, great leadership by Health Coordinator. Work hard to empower parents. Head Start nurses are key. Head Start teachers observation helped save child's sight (would have been blind in 3 weeks if no Head Start referral). Health Coordinator shares info with other coordinators re: Health Component and training. Program deals with parents bringing health problems home from fields (chemicals). Several center directors started as Head Start parents. Works on cultural understanding.

Sometimes she helps by sending parent volunteers to go on-site with Health Coordinator to doctor offices to assist with the children while they obtain their screenings. Serves on Health Advisory Committee

Very pleased with job because she is an advocate for Parents and Children, but sometimes not enough help in getting things done.

Parent meetings are a way of helping out the Health Coordinator. Parent Involvement Coord. will take information to center for Health Coord.

Parent Involve there for when their is a lack of follow up. Make sure the program is in tune with the health needs of the community. Is there to advocate for the parents.

The questions that the study asks hardly get beyond the tip of the iceberg in that they don't address the quality and quantity of services we provide. The questions are not specific and lack clarity. The next survey re: Head Start, should use professionals from Head Start to aid and assist the development of the study.

Interesting and become close to parents. "We are helping them more than just with the health component". Sometimes standards seems more appropriate for city.

Refer a lot to Health Coor. to answer health questions. Can do a better job with educating parents if had more staff. Dental care is a problem because they don't take Medicaid.

We have no problem in this area , parents cooperate. We have all the facilities in the neighborhood, if it has to be outside of the community, then we can get them there. We are in daily contact with the

parents, so it would be impossible for them not to know what was going on. on paying the services- people have either Medicaid or have private health insurance.

The Health Advisory Committee helps parents understand the health component. Allows parents to have input. They take info back to other parents. Makes parents feel good to be included. Health policy/sickness re:children helps parents understand the importance of keeping sick kids home. Parents had input into instituting the policy. Children don't learn well when they are ill.

New position this year for expansion of services for parents-program based on needs assessment with parents.

The focus of Head Start should be more directly for the family. The doctors that they use should be private. Health services should be more directed to the community that needs them. The doctor should go to the community and not vice versa.

Thinks services are very complete according to the identified needs. In addition, follow-up of those services is provided. Referrals are also made so that children who complete the program can continue receiving some of those services.

Observation by high needs. Overworked with large case loads.

Need to have parents more involved in the center, e.g. when the screenings are occurring, staff should focus more on educating parents or health issues (e.g. nutrition while its meal is going on) when the parent is in its center-this should be done on an informal basis.

Job crosses over with parent involvements and Health coordinator tasks.

Works with parent so that they see the need of a healthy child. A healthy child learns better. Tries to make sure the parents understand day-home visits what is best for the child and what agencies and providers are available.

Component managers have frequent meetings to discuss needs and plan activities, share information, etc.

Monthly Parent Policy Council Meetings-- health issues information provided for parents [upcoming clinics, workshops, etc]

I need to better monitor the health education for parents.

Parent calls center to develop program. If there's no need-- work with parents to develop claims as need. Once class is organized, we send reminders to parents, information shared.

Wishes there was more contact with outside professionals to talk on growth and development of children. A resource set of professionals available without an honorarium. The words in so may communities that she wishes each community has its own resource book to pull from its own community resources. Wishes there was more money to address issues such as violence among the children.

Anything that pertains to parents, I facilitate. If staff can't get cooperation from parents, I intervene. It may mean providing transportation, encouragement, explanations, whatever. The staff contacts me and I work to help the parents.

Has suggested that families be given more help/information about using medicaid cards for preventive care.

"We need more mental health services available." Only one psychologist in the 6,000 square miles. Sometimes is a lack of support for staff. Staff burnout is high at times.

Parent Involvement is one of the most important components-parents are the primary educator of their children- with out parents no program like Head Start can be effective. parent involvement is really good but they continue to look for new ways to improve involvement.

Everyone works very well together. Distance is frustrating. They have a really good program. They have a lot to offer. Sad that everyone can't be a part of.

Notes from Interviewer: Parent Involvement is real unhappy w/multiple responsibilities and salary. Feels that she has outgrown the program and her talents are neither recognized nor appreciated. She spent a lot of time complaining about the agency [eg. poor health insurance for employees] and her co-worker [not "helping her" with Parent Involvement which is her main job. Gave me job description and analysis to make her point clearer]. Note: "job description and analysis attached to instrument"

One of the important or difficult part of this component is overcoming parents' denial of child's health needs: to follow doctor's orders, to complete the medical treatment etc...

Head Start Program very dedicated and facilitate and access to health care. They will resource whatever is necessary. Don't leave people in the dark.

The Parent Involvement coordinator says that the program for parents is an active one and seeks to involve parents on many levels, not just volunteering in the classroom [the traditional role]. Parents are active in policy making through the parent council. Parents are taken on shopping field trips to teach consumer awareness and skills.

Being Parent Involvement Coordinator provide access to parents and their specific health needs [specifically through the family need assessment] referrals are then handed over to Health Coordinator. Although there is a lot of overlap. They work to avoid duplication of efforts.



## **5.2 Parents' Comments**

At the end of each parent interview, the respondent was given the opportunity to comment on the health program and services available through Head Start. The comments made by parents are presented on the following pages.

They really helped a lot. He's much maturer and shares w/ others now. Head Start serves as a dual protection- She's in the same building as the neighborhood clinic and also Head Start is here. Like how they focus on kids teeth, they keep good records like cleanliness. Community health and Head Start are both right here, both have records.

They've been really good w/ my son. They are doing their best been really patient w/ her and child. Had a good 2 years here.

I already had good health services for my kids so I haven't needed much from Head Start.

I know that they have them but I like children's and I go there but I know if I needed anything they would help.

I found out that Head Start helps you w/ employment how to seek employment, have a lot parent involvement, a lot of classes for parents (health care to domestic violence). They have monthly parent meetings. Give parents a source of power. Help build self esteem.

It's good for children and parents, both learn a lot and experience things w/ in the community.

I would like for the center to have a scheduled plan and more discipline.

Are there going to get any classes. Self development, self esteem. Are they going to get them in families?

Glad that they started Head Start. A lot of parents would be in a hard position. Head Start is a very good program. If it hadn't been from Head Start, she wouldn't be in kindergarten next year. They've taught me lot- They send a lot of booklets home.

I think a second language would be nice for them to learn.

The free clinic for sickle cell in city is closed. I need this for my twins with the trait and other family members.

I would like children to have some field trips with the chance to go out of the neighborhood and receive some culture enrichment.

They do a good job.

They teach the children good grooming which I never have time to practice at home.

Head Start did not even offer to pay for nieces' medical and dental, but did pay for this child's dental.

She comes and plays, but does little teaching "don't see much point to it"-was on good health program prior to Head Start

Home visitation got information from her re: WIC for another parent

Visitor wants to talk more w/ parent than kid. Didn't teach them hardly nothing" "only talked w/ me today? Asked for help with behavioral problems at beginning of year. Frustrated with Head Start

Suspects child and sibling is ADD and wants evaluation said Head Start told her no more.

Very supportive when husband laid off.

Parent meetings, but can't always go. Teacher is nice, but is not a good teacher, can't control kids- wanted 2 kids on separate days, but Head Start wouldn't do it.

It's good for getting doctors and people who need help it offers help w/ Doctors and clinics.

The program is wonderful. It let's me be creative- I grateful for all the support they've given me.

Help child with social skills and her attention span.

I'm totally satisfied- They've taught child- ABC's, numbers, colors, animals, and takes her on field trips.

Hygiene- that's all

Helped all my kids- aged 19 on down \*Kids go to school better ---transition to K. Teach kids not to be prejudiced. Teach right from wrong

They're real good with the children- They teach them a lot.

They've done a good job- I recommend them.

Head Start is very good at giving good service. Child has learned a lot. The teachers go over material at a rapid pace. What I like the most is if my child has difficulties, the teachers insist that he stay on the subject until he learns it and then he can move on.

They are very good and that is all I have to say.

The services that Head Start offers are very good. With my girl in the program before, I had many benefits. They have very good security for the children there.

If there are any problems, we can go to the social worker of city and they help and orient us.

Parent thinks the transportation services should cover more of an area.

The social worker interviewed me and referred me to social services and helped with care and is going to get a psychological appointment.

They are very good.

They offer good services.

I am very gracious for the services that they offer.

I don't have a complaint. They behave well with the children. They have to point things out first to the parents. When I go to pick up my girl, I see many parents who are disoriented.

I think that the program has helped parents as well as their children. It is nice and I am content that my daughter has had the opportunity to participate.

Parent is very happy with the services her child is receiving.

I don't have any problems with the center.

Head Start has been very good for her and her child.

In this Head Start program, there is more communication. The parents work more and see more of a difference between this center and other centers that are messed up (cold, dry, and disorganized).

The services are very complete and the help given is greatly appreciated--particularly when families have more than one child. Also the love given to children at the center benefits the parents and the children. The community is growing and Head Start needs to expand in the community.

If the girl has a problem, they are quick to help her. I don't have a problem with this place because they [Head Start] are here.

She has no complaints. She has received the help she needed.

Everything is good. The conferences and training are very useful and we are up to date.

The one complaint I have is that Head Start should be all day. The services are good and the rest is good. It is just the hours. I don't have a problem because my girl is learning a lot.

How to deal with problems/emergencies. What parents should do in such cases.

She was helped to receive therapy services (speech) and have them paid for. Parent was also shown how to deal with and help her child.

The teacher helped me to educate my grandchild. They told me how to discipline.

Mother is happy with the program.

Parent likes the services that are offered and has nothing against Head Start.

I think they are wonderful and don't know what I would have done without Head Start.

The teachers are very competent and [the children] seem to be very secure in learning from them.

"[I] like Head Start Program and its Parent Agency as a whole has helped me to become more secure about my child." Helped mother in realizing that child can be self-sufficient and the screenings are a blessing.

Glad they keep you informed of everything.

Wish the school could be open the same days as regular school.

They helped me find a job. They have helped with Social Services. My child has learned a lot this year. The program is great. The services are available if everyone would use them.

Helped him become more outgoing--he is more open and becoming more involved in things. He is learning every day. The program has helped him and me. I have time.

Says Head Start is good and keep up the good work.

The program has helped both of us and helped me to understand the child and other children through the workshops and pamphlets.

As a grandmother raising a small child with problems, I needed special help and Head Start has given me and my baby this help--we are grateful. It is a great program and kids are learning a lot and are much healthier.

It is a good program. It helps in ways I wouldn't have gotten otherwise.

Just pleased with everything.

Head Start has helped me get utilities paid, they have helped me with my son's attitude and with discipline.-- Very pleased with teachers and the way they work with him. Helped with discipline.

Head Start really helped him with educational aspects teaching him things he needs to know about words, numbers. Dental care provided has been excellent.-- Nothing else. But I am very pleased with the program.

Gave me someone to go to with my problems. They were of great help with [child's] dental problems; his learning every day.-- Service is good. I wish more education could be taught but it is a good place for my son. Enjoyed being a part of Head Start. Feels it has increased her daughter's chances in regular school.

She thanks God it's here. They've really got him learning. He like to come, he enjoys it, and he's made lots of friends.

They help child a whole lot. A lot of improvement w/ child's speech.

It helps child w/ his learning like ABC's and getting ready for kindergarten.

Their health program is good. Need to hire more parents in paid positions, if parent is qualified, our biggest problem is parent involvement. Getting parents to attend. Mandates for parent classes. Pay sucks- they need to pay more.

I wish they would revise Income Plan- My 3 year old can't go because of income.

They need to keep an eye on the kids more, favoritism. Teachers are short tempered. Has transportation problem; bus driver- doesn't escort child to door. Are seat belts being used? I'm not sure- He says yes, but I don't know.

They are good for stuff like teaching the kids to be clean, how to wash away germs, what to do if there is a fire, identifying letters and numbers, how to trace, how to cut on a straight line, how to paste & glue.

I think they do a good job. I have seen a noticeable difference in child and my first son that didn't attend.

They do a wonderful job, I have no complaints or suggestions. They are always very helpful if I need anything.

They do a very good job offering whatever help you need. Info is available at parent mtgs. about just about any topic. I haven't relied much on them because we have all child's needs taken care of, but if I needed to, I could get help.

They are very thorough. They follow through on questions right away and get great information for us.

They have really helped us a lot. I'm really glad at least child can get some health care because we don't have the money any other way.

I don't really need anything from them, but anything I have ever asked for, they have helped me with. I know I could ask them for information and they would try to get answers for me.

I feel the parents need medical care as well as the children. We must take care of the children & ourselves.

I think they do a good job.

Head Start is a good resource if you need help, always willing to listen; They are available for you.

It has been a very good part of everything they provide here. It helps me remember to do things like check-ups that I probably would just forget.

I feel the program would help me in any of the health areas if I needed it.

Where I went to Head Start before, we would have a nurse come to our parent meetings every couple of months. That was really helpful because we could talk directly to a professional and get really good information. We could ask any questions we had.

Because I grew up in this area, I have not needed information on health care services from Head Start. If I was new here, I know they would give me a lot of help in getting care.

They do everything they can for the kids and family if they need it. I haven't needed too much, but if I did, I could come here.

Don't necessarily give info- you have to ask

They have helped us out a lot getting dental care and getting information on anything we need.

I think they do a great job here.

They told me I had to take care of myself, too, not just child. Since we've been in Head Start here. I've been going to the doctor a lot more for myself.

Food is very bland and tasteless, no manners discussed at table.

I think the health program tries to work closely with the University, WIC, Food Stamps, the Health Department and Social Security Administration.

It's a job well done.

Informative, have regular visits for doctor's and dentists.

I wish they'd do more academics- like book sharing program. More arts & crafts.

How to improve your life- How to deal w/ anger.

He's better because of his going to Head Start. Why was he chosen? I think they do a good job.

This is the first I've heard that they have a healthy program. Head Start finally took her for physical. She couldn't get her there. If she had known Head Start could have gotten her there she would have done it that way to start.

She would have dental but having Head Start make arrangements made it much easier for her.

Transportation (driver doesn't come into park- has to flag down driver).

They are a very good support team.

I would like for parents who have a large insurance deductible to gain some form of assistance. I think preventative dental care is very important for the children.

I feel that a nurse should be on site (in the school) for the students on medications and preventive health matters.

Sometimes the information literature is a few days later when I receive it.

The Head Start program does not provide enough food for seconds for the students and does not provide enough fresh fruits.

No. The children learn more and more all the time.

I know they're there if you need them. Just ask for them!

The program has been really great for kids. They've learned a lot. I have no complaints. They have a nice teacher.

I think the program is wonderful.

health services are available but she already had health services

Head Start provided information but she was already aware of information

No- helped my child very well.

It's an excellent program. Been receiving speech therapy. The therapists are excellent. Only concern is only receives therapy 2 times per week for 30 minutes. Would like him to receive more, but he has improved.

good- because they provide free clinics for shots and look for chicken pox and other diseases and catch them

great program

If I need information Head Start will send the needed information home

Good idea to teach them the good grooming skills

She has been satisfied with the program and found problems out quicker and solved quicker. Also, they gave information on home heating, food, medical etc directing her where to go.

Happy with information give by Head Start

Good program

They need to be given more information on health care programs including information on special needs of health resources.

They really try hard to get any kind of information for parents.



Good program-helps her children get ready for school.

They help the kids a lot. Gets them used to other kids. Son used to be so shy and now isn't. Really helped him a lot.

Keep you updated on what's available for your child and yourself.

No- she already has the services available.

As far as teeth go, its very important dentist made her very nervous didn't explain things to her. It would be nice if could get a dentist who explained things & was better w/ kids. Having problems because can't pay dentist for son so can get filling for daughter. Would like Head Start to provide for more dental care. Recently Head Start seems to have lost some of the learning. They seem to be more painting & drawing & not as much learning. Seems to be coming more of a baby sitting than a learning. Maybe not enough teachers or too many kids. Seem to be doing less lettering and counseling. Losing that part of it. Staff seems to be less professional, although they do care about the kids & aware of the kids.

They try and teach them to wash hands and brush teeth. Had a problem in that when chicken pox was going around center never sent out word. Thinks its changed for the worse since 1989 when oldest son was in Head Start. In '89 let you know about everything i.e. Sent home note going to follow school system for closures but didn't.

Good program- helps her children get ready for school

People in the program are very thorough about making sure medical treatment is available to the child and that conditions at home are good for the child. Weather and other services. Doing their jobs.

Teacher here has done excellent job w/ their daughter. Very good w/ their child. Misunderstanding about the psychological testing was a problem until the dropped the subject.

They are not given enough information on Medical treatments, funding, and special needs, (helping agencies)

I haven't needed to services because I already knew about services and where to go.

It's a wonderful program that does a lot for the kids. It would be great if more people could learn what Head Start is, that it isn't just for kids w/ learning disabilities or that are really poor.

Real satisfied w/ everything

Services are quite good- I would probably be lost w/ out them.

They need more programs for children w/ special needs.

No-services were already arranged prior to attending Head Start

Head Start is a good program- The kids need it and it helps the parents.

Pretty good. Do a really good job.

I know about services and they will provide information if I need it.

She has been satisfied with the program and found problems out quicker and solved quicker. Also, they gave information on home heating, food, medical etc. directing her where to go.

They do a good job- she learns a lot. I'd like to thank them.

Some teachers need to have a little bit more patience w/ kids.

They're good with helping children learn.

Need's money for Driver's assistants on buses- More paid assistants for classes-

I know they're good-the teachers

They have a good program and I do volunteer work here- the meals are good served hot and well balanced

They're very helpful- I would have never found out about child's speech problem.

I think that they do a pretty good job.

I'm grateful for Head Start. They've done a really good job.

I think they offer a lot I have a good relationship w/ the teacher. Anything at all she'll help with. The bus driver is also very good.

I think they're wonderful. They've helped him share they've helped him have good eating habits. He brushes his teeth more often now. He loves coming.

Aunt says Head Start would have helped but she already had info. Very happy that they do home interviews and send materials home.

Even though I don't use the service I know that the services are available. They do help people get education and health services.

I don't really use the services as much as some parents do.

Respondent really believes that the health program is fine.

You guys do Great!

Pretty good program. I haven't needed to use the services for myself and family.

They cover all areas and do a good job. Felt if he needed help in other areas, Head Start would help get needed assistance. Her older son who also went through Head Start had terrible teeth, and without Head Start would not have had his dental needs met.

Child helps sister w/ the things she learn at school: good grooming and eating habits.

Had all health care services prior to Head Start

Family service center- Discussion groups re good and helpful.

Had the information about medicaid before Head Start

They really helped my child be careful and to stay clean.

Dental exam was much more convenient because of offered transportation

They do a really good job especially w/ screening because doctors sometimes don't check hearing and vision, etc...

It should be offered to more people. She had an extra push to accomplish the goals of Head Start and helps her children prior to school.

The teachers are good.

I've been dealing w/ them 18 yrs. and they're great.

Head Start is a pretty good program. We need more benefits. Children need computers more parents to participate.

Child has opened up a lot. They took chairs out of classroom- They need tables with chairs- They're not enough chairs to go around- need more parent volunteer- Child's back need to be supported. Something needs to be done about the assistants: They don't want to stay in and help teachers- A lot of gossiping. Teacher could give more time to children if assistance would help.

Needs to be more adults monitoring children when they go to the bathroom. Need to send notes home in a more secure manner.

It was pretty good- I have no complaints- I think they did a good job with my two boys.

I think it's a good program if you can't afford to pay for Health Care- Head Start is great anyway.

They are 2 very good teachers. Head Start Program real good.

The Head Start is a good program. It's preparing child for kindergarten; I'm glad he had a chance to go through it.

Well I like Head Start for my son. It helped him become more independent and deal with children of his age. It helped him a lot.

Teaching good things, necessary things

My child learned a lot, she is very mature now, ready for school. A good very good, program for kids. A lot of people do not know about the problem & and they need it.

Like the way they treat the children

Teachers treat very good to the children, they have been very gently (all personal).

Everything is good, except transportation

Very good program, good attention for children they take good care of them

Very satisfied with the program, they treat the children very good

Everything pleases me, sometimes the food is not so attractive for kids. My kids learned a lot from the program. I am a better mother now. Good teaching.

They provide good health services; they keep up with children's health records. Provide INFO anytime you need it. The food provided is very nutritional.

They do a really good job- Wonderful job, good teachers- attention to kids. Good learning experience for parents.

I like the way they treat the children, everything is good. Nice place to stay for children, things they do not have at home.

Very good program. Nice people working there, very good persons.

I am happy with them, I like the way they treat the children, I like everything they teach them.

In the beginning I did not like it, now everything is a lot better, I like the program.

It is a give program giving a great service to the community. A great deal of exchange of information.

Everything is okay. Staff is gently with children and parents, very patients. Like the way they treat the children.

They provide very good care, good nutrition. No complaints.

It is a big help to me & even though I would take care of his health, It is a reminder for me to do it. Works great. They have health meetings & try & make everyone feel at home & we got lots of health info.

The health screening help a lot, teachers are always giving us data & workshops telling us info we need and where to find it. We need transportation desperately. Someday I have no way to get her to school.

The health program is really good. The kids are checked for everything. Notes are coming home all the time about screenings dental & etc..... I feel it has given my grandson a good start when he goes into kindergarten.

Would like to see more health services available for people skirting the guidelines. They do a good job keeping us up on health matters.

The screening are great. They help me keep on top of all medical needs & where available. There was always workshops & pamphlets to help us get info.

The program is good about telling us when a child needs to go to dentist, get physical. They get free screening. It really helps keep on top of child's health needs

I think the health program & services are good. It reminded me of dental needs even at a young age. I think the screens are good & lot of kids got screened that couldn't afford to. It's a good health program.

Keeps me advised of what my child's needs are. Sometimes I forget and they remind me of what she needs & screen her for all kinds of things like hearing & vision.

The speech therapy is great. More people need to be aware of this program before school. Info on how to contact the school about health & special needs need to be publicized more so parents can find info easier.

More needs to be done in health program areas. I don't see so much emphasis her in it. More talks are needed on meal planning & nutrition.

Everything is good; he likes to be here.

I like how they are; I am very satisfied.

Very useful, They have a lot of information for health needs.

We need the program- A few things can be changed: like cook the food in here instead of transport it from other place. Parent involving. Wonderful activities

Excellent program. Everything is very good. All teachers very good with children.

They keep you informed about health matters. Lot of workshops- pamphlets. They encourage both parent & child. There needs to be more doctors for medicaid, both dental & medical. I have to drive 50 miles to see a medicaid dentist.

The dentist, hearing & vision screening are really good. They always have pamphlets, workshops & great speeches that are interesting.

The health services are excellent. Time was spent with each child screening them & they did an excellent job.

Very good, everything is perfect

I like the program. It helps my child. She always liked to be by herself. Now she has confidence with other people.

That it is very informative. Especially, the nutrition part. - That has helped in a lot of ways.

I have no complaints. Just that they have helped me with child. He didn't know anything. Now he knows more already.

With the little girl. With her behavior. But we need food and a good home to live in.

That's it. They do a good job. They take care of a lot of us.

I think that she should have an update on parents that had received help. There should be more follow up on services.

I everything that's good to eat for health. They helped with these pictures They have helped me so much that I volunteer to help other kids in Head Start. I walk a child to Head Start and back everyday because his sitter is partially blind and can't drive or walk.

Just that they do a lot of reminding about things that need to be updated.

They have helped me out a lot. Just like they are their 2nd parents.

Sometimes when we are low on food, they help me get a food referral. They talked to the CAP office when I needed help with my utilities.

They have helped me with Federal Housing - HABITAT. I was in need and they helped me.

They help so much I can't remember all.

No, I think they are great. They gave me a TB test that I really need. Also, they enforce child vision testing. They pushed it through Medicaid for my child - which found that he really needed some help. Also, the health fair was great!

They really try to get you moving on this. They suggest alternatives. They try to help a lot.

Would like classes on how to prepare nutritious food also would like a Spanish speaking teacher

It's good opportunity for children to learn- I feel parents need to be more involved

Just that they're very informative, will help you with anything- if Head Start can't help then they'll refer us.

I like Head Start because they gave me list of places to call for help- offer general health info- Helped a great deal when we were down on our luck.

I think they're doing a great job about keeping parents informed

They give good info

Concerned about how children with emotional problems are being handled- perhaps staff needs special training on how to work with children with emotional problems- Mental Health worker also noted need for this training

Health Resource person always available to me when I need her.

We're very happy with program- child likes school sometimes there wasn't enough food for everyone otherwise very happy with program

Helped me with child a lot. He has opened up a lot. He was into himself. He was afraid of people. He is doing much better.

I like it because the child has learned a lot. So have I.

Head Start is doing a good job on health

Very well done- help us very much- giving all sorts of help and info

Info about local clinic

I think its a pretty good program

Health service are great. They keep me informed of screenings & health needs. They keep the parents informed of health needs & where to go for treatment.

Excellent health services. After my husband & I separated I had needs for everything but now my son has Champus military ins. I took advantage of all the health resources, workshops & screening when my husband first left. I couldn't have made it. Head Start showed me what was needed in health care and where to go to get it.

Teachers the child so many things and is a terrific program.

They help when you need it

Staff needs to improve on doing their jobs- particularly the bus driver who often doesn't want to come get the child. Need a better choice of dentists: I stopped sending her Because the one Head Start uses is not good with children. Bickering among staff should be looked at.

Pleased with what they have done in Head Start

It's a good program- It should be kept up. There are a lot of parents around here that really need this program.

I like the program- It's a big help getting the child ready for school. He eats food at school that he wouldn't eat at home. It's good that he is able to try new foods.

Program has helped a lot- He has learned a lot  
They helped him learn a lot and they gave him the chance to play and learn to get along with other younguns.

My child was already going to the dentist so I had established good dental care, but the program made me more conscious of her needs. The teachers are very good.

I really like it and I think the health program is a good program for the area.

Papers sent home are informative. The program has really helped me with health services available.

The program is good in every way. Their health habits are better and they get great health care and dental visits.

Program very beneficial. Child learned to relate to other children. Dental visits would have been unaffordable, should be made available to all children.

The kids like it and I like everything they do at Head Start

Services are very helpful, particularly dental visits and doctor exams.

They have done a good job- I'm very satisfied

Health care system needs to be changed- Private insurance is outrageously expensive

It helps knowing that Head Start is there.

Head Start center is very good and all the services are very good.

I think it's a pretty good program

They do well w/ the children. I like it myself. They do a good job and care what happens to children.

The safety is very good they put 100% effort for kids safety and the attitude of staff is always pleasant.



It's a very good program for younger and old.

It's no really much that head start does health wise. I help myself. I know they are concerned people. They call you up when things is wrong.

Head Start helped me a lot also with her sister. Information helped find out problems with sister. Heightened awareness.

They are good. Sent out fliers on classes and other activities for parents to attend.

Their good for the people that need these services that they provide. It's good for the children.

I think that they do a good job here.

It is a good program. They try to help us as much as they can.

More kids need to learn more- like tying shoes, ABC, writing their name. They need a better learning curriculum to prepare them for kindergarten.

Very good about getting help for children that need it- provide transportation and will pay if the family needs it (glasses, medicine,etc)

I am real pleased w/ it. The reminder me of his appointments.

A very good educational start for preschool children. Recommend it to any w/ small children- keep up the good work. They have some of the best teachers. If they see if a child is sick make sure that parents are made aware of it.

I think it is wonderful. I am really proud of the dental part of it.

A very good program. It is nice to know that they are concern w/ their physical health as well as their mental health.

They went out of their way to get the grief counseling for her.

Dental program is great. Would like to see it easier to get in school. Every kid needs this program. The health knowledge that is learned in the meetings, pamphlets, brochures and speakers who came to talk with us is great.

The health and dental services made me more aware of what I need to do for my child. I know how things need to be done. More aware of the nutritional needs and the health workshops were great.

I'm really glad that the screenings are available for all the kids. The screenings are great and help discover problems.

The health service have helped me greatly. The services are good and help me keep up with what my children needs. There is always room for improvement. We also need transportation

The dental- physical screening are great and have taught me what I need to do for my child to maintain good health. The workshops are good and health pamphlet are good to read.

The health program keeps me up to date on what I need to do and where I need to go if I needed help. Our main need is transportation we need a bus- not just for me but for those who have no way to get the child to school.

I didn't know the dentist would accept medicaid until I came to Head Start. It is really good for kids- Screenings and physical and dental check ups. I get help on health matters all the time.

Child seems to be more advanced and gets along better with others children. She is not as shy now.

The services are good for health and dental needs. This program helps me keep his health needs up to date.

I think there could be some improvement in the meals. There are days the kids won't eat the meals. The health programs are good and the speech services are excellent. The teachers are caring, and concerned for each child's health.

The health program and services are good. Good teacher and plenty of information available if I need something on health. Good teacher- The kids love them and so do we. The teachers care about our kids health.

Health services & dental program are great. Children need a good health start & self respect for themselves. They get this in Head Start. The screenings keep us up on what needs the child has. Sometimes we forget that not all children are healthy just because they are young.

Health services are great. My child had a speech test that I could not have afforded and he was okay. I could not have afforded these test-

The screenings are great without the screenings a lot of kids could not get help. I hope we can get more screenings for more areas.

The screens are great. I could not have been able to do the dental without Head Start. The workshops, pamphlets & literature is greatly appreciated.

I think the health program is good for some of the kids. For some of them it was their first visit to a doctor & a dentist. Mothers learned what their child needed to stay healthy & where to go to get the help. Excellent Program.

I think the health services are fine. Pamphlets, workshops for parents are great. I read the literature & appreciate getting them.

I really like the health program and service. It makes sure that the screens are done at the right age that they are needed.

The screenings are good & the health service available are good. We also need help with transportation. I pay everyday for someone to take my son to school & I cannot afford it. Transportation is always a problem

The health program & services are good. They tell us what our child's health needs are & where to go for help. Great program.

Health program never really utilized it and from what I understand it is good. Education wise the program is excellent.

All children should be able to go. She has learned so much and developed so quickly. She seems more responsible.

The dental program has been a great help. With no insurance this has helped us. The teacher and assistant are great and kids love her.

I have enjoyed the pamphlets and workshops and health booklets. Made me more aware of her health and dental needs.

No complaints. We are kept up to date with workshops- speakers, brochures on health and dental needs. Where to go for what ever help we need. Really on top of medical and dental. A good program.

The teachers are great and on top of the children's health needs. The children are excellent about hand-washing and manners. The kids get a well balanced meal. The program is a wonderful program.

The dental program has been a big help. The teacher is good to call when the child is sick or hurt. The health pamphlets and workshops are good and a lot of good information is learned.

Health services are great and help the children and the parents. It is a good program.

Dental program is excellent and the pamphlets, workshops on health have been a great help. We enjoy reading all the literature sent home on health and have saved most of it.

I think the dental program is great. I think the teacher is great and fair with the children and keeps me up on child's health need. She keeps me aware of what's out their for my child's health.

Head Start needs an on staff nurse that can help distribute nutrition. The teacher needs help. They need a special activities (PE) type teacher to help with activities. More suppliers.

The food program is good for her. She enjoys the lunches. She get a balanced meal everyday & likes it. I think is as important as the physicals.

The program is good and teachers are concerned about child health. Health Program are good and they keep me informed about her advances and problems

They're all excellent services. Wish everyone could be in program. Child has really matured, being the baby he used to want me to baby him all the time. Now he wants to take charge of some things for himself is because of Head start.

We need more friends for more kids to be apart of the program.

With the available help we have- head start helped us to maximize health program usage. Head Start needs more funding for health concerns.

Health Program is great. They supply us with all kinds of literature. We have workshops on health and lots of info is passed to us. There is only (1) medicaid Dr. for a large are and I wish medicaid would increase this

Made me aware of what's available in health care for my child. Where to go for medication that are less expensive or where to go to receive free medication. Teachers are great or far as planning and organization.

I know that they have caused my sons attitude, habits, & reading skills to improve!

Everything with head start is great. Its a great program and teaches the parents about good health and getting physical and having teeth checked. The dental services are great and really help.

Not only for me but it is good for other mothers to know what offered to low- income parents in health care services.

Like I said, if they would have meetings about these areas and talk to us about my child's progress [it would work better]. Instead, the first meeting I went to was a fund raiser and I just don't have time for this!

I don't know a whole lot about the health services that they have but the schooling program is good. They seem to get along with other kids better even though 4 days a week.

All the services are good and it makes it much easier.

I don't know if there is anything available from Head Start. I'm not aware of them giving me anything.

Not really because I really don't know all the services from Head Start.

All you have to do is ask, they are very helpful.-- She is more aware of stuff, she has made friends. This whole Head Start thing is about thing that has happened to us.

It's not just regular day care where kids don't learn, he actually tells me what he learns.

Teachers good to kids--get really involved.

Ask questions of teachers--if don't understand what's going on. Help me get closer to her. Good job the way things are. Head Lice a lot frequently.

Parent really likes it. Wouldn't send them anywhere else.

Helpful to hear about programs that are available such as WIC.

Really good about keeping parents informed and following up. You see a lot of kids come through the program who if they were not wouldn't get the care they need.

"I like the programs--they're good."

Parents need to participate more.

I've learned a lot from Head Start. They've been very informative. Child has learned a lot in school. We've become closer. He enjoys going to school and tells me everything about school.-- My experience with Head Start has been a very good one. Child has learned to be with other children. The transportation has been "heaven sent." They've been good.

They do a very good job. They're nice, real, supportive, and try to help in any way they can.

Get along better with people; safely.

I don't use the services so it's nothing I can say.

Parent believes that the services are good and [her girl] has progressed a lot.

Mom thinks that the services are good. She likes the teacher.

Not really. I usually ask my son what they teach him. I help him at home a lot and ask him if they help him.

The only thing I want to say is that it has been a very good program. My daughter has learned a lot that I could not teach her.

Very satisfied with the Head Start Program. The boy has learned a lot.

Now that the boy has been in Head Start, he is very respectful, he has discovered abilities that the mother didn't know he had, he is learning to speak english, and he says thank you and with permission (please).

They are good. My child is learning and that's what counts.

They haven't helped or hindered.-- I thank god that I haven't needed anything from them.

No, I don't really know. I have every doctor you can think of so I don't need to contact Head Start.

I did it all before then. They taught child a lot. She's real happy.

The program is excellent. My baby was a brat before she went, now she's happy and leaves mama.

Program sends home a lot of information.

I absorb all the things the social worker tells me. If Head Start could provide better transportation for the parents, I would attend more of their meetings.

It's kind of hard to say because I don't know what is available. I helped with health services in March. I had a checklist of things they should have at the centers and that they were in the right places. What is going to happen when you finish interviewing? Will Head Start provide services at the center and not have parents running all over the city looking for clinics?

They're very informative.-- They are really helping child, she is smart and knows a lot of things.

There are a lot of programs that I didn't know existed but they are helpful. They had a coat thing and helped child out a lot.

Head Start helped me remember what goes on--last child was this age eighteen years ago.

They have been great. I can't say enough good about them.

I haven't had any problems or needed anything from Head Start because we have Title 19.

I've seen kids come on their first day and I've went home and cried because I didn't think there could be anything done with those children except to institutionalize them. And I've seen Head Start bring them around so that you couldn't tell that somebody was wrong with them and they were ready for kindergarten. They had no social skills, no communication skills, no motor skills and now I see them up to the level where my daughter is. When there is a problem dentist or doctor on the list I feel that they should be removed immediately from the list. I was upset because I was still given his name with others on a list, even though it was known I had problems with him.

We really haven't needed help in our health care. I know Head Start is willing if we need it though.

I don't really know much about it. I know there is a nurse on the staff who can give information, but I just haven't needed much help.

No, they have been very good to me.

If I have any questions about what to do or who to talk to, I could always get help from the teacher. They have been good to answer my questions.

No, I really get a lot of help from WIC and Well Child. I haven't needed much from Head Start, but I know they would help if I asked.

No. It's a very good program. They look for places they can help you and keep you informed.

They gave a lot of information about where to go and so forth.

[Helped] by discussing different things.

It's a good program. It teaches children how to get along with each other.

I'm really glad about the speech class because he doesn't enunciate very well. He was shy and now he has opened up.

I think that it is very good and it has helped a lot.

They have really been there for me. If I ever needed anything they would help me out because they have really helped me out with everything.

Parent would not recommend the program--child came home with welts on legs at one point; mother felt that child has been beaten with a switch--program staff denied any such treatment.

It is a good program. It would be nice if all children could be included regardless of parents income.

I like Head Start, they should have more centers. The kids get used to being with other kids.

All around good program. The children learn a lot. It is a good hands on program.

Thinks it's a good program. Prepares them for kindergarten. Has helped some with colors and numbers.

Helps child get along better with other kids, learn about different topics.

Thinks Head Start is a good idea.

Head Start is an excellent program that really benefits parents and children.

We just haven't needed much from them. When they come, they bring a checklist for me that has all kinds of things I can check if I need information. We have really good health care, so I haven't asked for or needed much in that way.

No, I have not needed help, but I would go to someone at Head Start if I did because they are always so helpful.

Feels that parents should be more involved in planning and carrying out workshops for parents.

Helped child develop and learn how to play with other children.

We really haven't needed much help from Head Start. I know if we did, they would provide it because they are always offering information, asking if things are going okay, wanting to know if there are any problems they can help with, etc.

We really haven't had a problem getting good health care, but I know if I asked Head Start, they would do whatever we needed.

We haven't needed much help, but it has been a wonderful program for us. They offer help with anything.

We've been able to get good health care without a problem. But I would ask Head Start to help if we did have a problem. I just can't say enough good about them.

The best thing is that this program was created for the children. Child has many friends and is very content.

I like the program. I wish I could have brought him here last year. I like it.

"No, They [Head Start] are very good, it is the best thing that happened to me [parent]."

Good program, they [Head Start] go one step forward to help you; transportation, everything.

[Head Start] pointed out where to get help. They [Head Start] are very nice, will help me [parent], will talk to me about everything.

I [parent] like it [Head Start]. Nice people, they [Head Start] act like relatives with my child, they teach many good things to the children.

Head Start for number one it has given me [parent] a chance for me and my child to grow and learn together. I [parent] hope they never ever stop Head Start. In fact, I go around to the young mothers with children who are eligible and I tell them about Head Start. I see the benefits that Head Start does for these kids.

Everything is very good, good teachers, [parent] like it very much.

Let me have my responsibility as a parent. I've improved myself as a parent.

I think it's a good program. They should keep it and have more caring people like the ones they have here. Girl was transferred here!

Don't like the meals--gave kids sausages with french toast stick for lunch. Sometimes give scrambled eggs for lunch but never for breakfast--horrible "meat" patties. Didn't need any services. Was not aware that there were any services available.

Very good program-- [Head Start] has helped my daughter a lot-- I [parent] will recommend. Good teachers.

Good Health Care center. Good place for kids.

Good program, I [parent] wish they keep it for years to come for other kids, they [Head Start] teach good things. They do not push the kids, they let them learn on their own.

They [Head Start] keep them [children] busy-- which is nice.



Good Services, Parking not very good organized and unsafe.

This [Head Start] is a very good program.

Head Start is very good. Good gift for Christmas. Nice final trips before summertime.

They [Head Start] do a pretty good job. If you need help they are always here. If they [Head Start] can't solve your problem they find someone who can.

[Head Start] works really well to get people information on services available. [Head Start] does a good job for people who are in need.

They [Head Start] do a real good job.

[Parent] likes the school. It has been very helpful to her daughter.

[Parent] enjoys the program. She [parent] has seen her daughter learn a lot. The teachers are great at the center. They [teachers] have helped out a lot.

[Parent] really thinks it's [Head Start] doing great.

No one contacts me [parent] when my child appears to be having an eye problem. Probably there is a need for more parent-teacher communication especially when it relates to my child's health.-- not being sensitive about medication intake.

I [parent] like it. They [Head Start] work with kids one to one.

[Head Start] provide a lot of information about different places where to get help. Thank goodness for having it [Head Start]. It is something good. They help.

[Parents] do not agree with the learning policies. I [parent] thought the program was intended to prepare children for school.

They [Head Start] let you [parent] know what programs are offered and which help and assist in your efforts to partake of those programs.

She [parent] hopes it [Head Start] keeps going. The world needs more Head Starts.

Mother thinks this [Head Start] is a very good program. Her daughter was at another school last year but she is picking up English better here [at Head Start].

It's a very good program. I think sometimes they are misinformed. They need more workshops and more language. They need to keep classrooms cleaner.

Able to get along with people now--child seems better adjusted.

It has brought us close together as a family. We do more together. It has taught me to listen to them.-- Basically it has it all. It is a good program.

They're always ready to help you-- to refer you.

I think its really good. They point out things I might not be aware of.

They would come to my house and help me understand my household situation.

Its pretty good. They'll help you with anything you need. I don't need a lot. I basically handle myself.

They are good about letting you know what is available. They're able to direct you in areas that you need.

No, but mental health would come over here every 2 or 3 months to watch the kids to see how the kids interact-- if they see any problems they talk to the teachers to let them know and then the teachers let the parents know. I really like that.

Child is now used to a school routine and will not now have a problem in kindergarten. She is pleased and believes that it is an important program for the child and the family. She hopes many more parents to come will take advantage of it.

Parents should be asked what trainings they need or would like to attend so that they would not be repetitive or chosen in terms of priority for the parents. Parents need more information regarding "home visits"--She believes not enough parents understand the reasons and importance of those visits. If they understood, they would be far more cooperative in giving information to the home visitors.

Need more training sessions for parents such as computer training or others. She enrolled in G.E.D. and remained on a waiting list for the entire year so she would like such services to be available to all parents who request them.

I would like the program to be more extensive. I am very happy that I put my child in the program. It has helped a lot. He has learned a lot. He learned to speak and understand English.

Parent is satisfied that the program has helped in the child's development. Child likes to share and has learned a lot especially in the social level.

The program is good. She has learned a lot more than what she already knew.

They have helped me because now I have the opportunity to study.

Yes, like it a lot. I am very pleased that child has learned a lot. The teachers relate well with my child and Head Start has many services.

Very good. I like it because he is learning a lot. They also help me in personal way. What's normal in his personal development and what it is not.

That they really do provide a valuable service to the community. They stand by you and make sure you get the services which is really nice.

I really enjoy the program.

Helping mom enroll in college. Really think program has helped her.

I guess a lot of what's going on is discussed on a one Basic In The Intake Process.

I'm glad the nurse comes here and checks on the kids. Its hard for mom to keep up on everything. That's all I can think of.

Well, I did not know I could discuss it with Head Start.

I wasn't really aware that Head Start had a health program! Certain things just are not known!

Suggestions include: help families to make appointments within the deadlines required, inform parents of when to update children's shots.

Kids come in, very close observation.

It's a good place to put your child. I haven't had any problems with them.

They've been real supportive and given us all kinds of options. They've been there for us. If we hadn't had a health care provided, I'm sure they would have helped us.

Childrens' aspect is wonderful. My child is very bright. Parenting info has helped me be a better info. Made friends through programs.

I feel Head Start violated my parent rights-- due to their lack of concern with parent rights. They tested my daughter behind my back and set up an appointment with a specialist and demanded I take her. They need to tell the parent first not another teacher. I'm her primary teaching person and they should tell me first. That's it.

Done a great job. Know how to network. Teachers put so much time into the program.

I like to do everything myself. I know that everything is available to me, but I like to do everything myself.

If someone had a problem they would be there to help. They have helped me get the speech therapy for my daughter. The parent advocate counsels us on anything we need-- stress, child discipline, where to get your GED, nutrition, medical care, troubles at home. She helps me feel more secure as a parent.

Haven't really needed services.

They offer security on the condition of the family. They give papers that tell where to get a check-up. Parent likes the program a lot because they educate and teach the children a lot. They taught me to get along with other.

I've noticed an improvement in the boy's progress and I think the program is excellent.

It's [Head Start] a wonderful experience for the kids, as far as learning is concerned.

Keep Head Start funded. It's a life saver. Kids would be lost if there was no Head Start around here. It teaches kids a lot. [Head Start] gives insight on what kids will be doing in kindergarten.

[Parent] isn't really sure how the program has helped. They [Head Start] should change the rule about the income requirement. Also there appears to be some politics involved in acceptance to the program.

"It [Head Start] has helped a lot. I can't describe it. It's a nice program. I [parent] think my son likes it too. He's learned a lot there."

"It's [Head Start] a good program for kids. A good 'Head Start' to get them ready for kindergarten."

"It's [Head Start] a good program. I [parent] don't know what I'd do about my daughter without it."

[Attending Head Start] made daughter grow up. [It] has taught her to do a lot of things; to plan and sing songs. [Head Start] has helped mother with her [child].

[Parent] thinks [it] is a good program. [Head Start] gives the children something to learn. The parents should come out and help more. Head Start is good to the families.

Wish kids could go to school on Monday.

He seems to be more aware and teachers really helped in potty training the child.

Just pleased with everything.

It is a good program. It helps in ways I wouldn't have gotten otherwise.

As a grandmother raising a small child with problems, I needed special help and Head Start has given me and my baby this help--we are grateful. It is a great program and kids are learning a lot and are much healthier.

Head Start has helped me get utilities paid, they have helped me with my son's attitude and with discipline.-- Very pleased with teachers and the way they work with him. Helped with discipline.

Head Start really helped him with educational aspects teaching him things he needs to know about words, numbers. Dental care provided has been excellent.-- Nothing else. But I am very pleased with the program.

Enjoyed being a part of Head Start. Feels it has increased her daughter's chances in regular school.

Gave me someone to go to with my problems. They were of great help with [child's] dental problems; his learning every day.-- Service is good. I wish more education could be taught but it is a good place for my son.

It's a good program for children from 3-5. She [parent] has had two children in the program and they have learned a lot.

[Parent] wishes Head Start could help with getting child to take vitamins. He [child] does everything else they tell him to do.

[Head Start] has really helped my child deal with being away from me [parent].

Education is the best. The progress has been tremendous.

[Parent is] very pleased with all services.

School has encouraged the child in a good way. They've made her [child] realize learning can be fun.

[Head Start] take[s] care of him [child] everyday. He [child] loves his teacher. [Parent] appreciate[s] the way they [Head start] take care of my children and the way they [children] are learning.

I [parent] think it [Head Start] has really helped the child in developing.

"So far I've [parent] been happy and seen the difference."

[Parent] thinks program is great and things should not change.

It's [Head Start] a good program. She [parent] doesn't have any problems.

It's [Head Start] a wonderful program. It has proven to be exactly what it says. It is a Head Start for those Who need it the most.

It's [Head Start] good daycare. A real good place for kids.

They [Head Start] are good with kids. All the teachers are real nice too.

"They do a good job of working with the kids. I have had two children to go through this program. It is the best."

"Good Program--[Head Start] has made a difference in my child's life. She [child] seems more responsible as well as disciplined."

The program has helped both of us and helped me to understand the child and other children through the work shops and pamphlets.

Says Head Start is good and keep up the good work.

Parent is very happy with the services her child is receiving.

I think that the program has helped parents as well as their children. It is nice and I am content that my daughter has had the opportunity to participate.

I don't have a complaint. They behave well with the children. They have to point things out first to the parents. When I go to pick up my girl, I see many parents who are disoriented.

I don't have any problems with the center.

Head Start has been very good for her and her child.

The services are very complete and the help given is greatly appreciated--particularly when families have more than one child. Also the love given to children at the center benefits the parents and the children. The community is growing and Head Start needs to expand in the community.

In this Head Start program, there is more communication. The parents work more and see more of a difference between this center and other centers that are messed up (cold, dry, and disorganized).

I am very gracious for the services that they offer.

They offer good services.

The services that Head Start offers are very good. With my girl in the program before, I had many benefits. They have very good security for the children there.

They are very good and that is all I have to say.

[Head Start] is very good at giving good service. Child has learned a lot. The teachers go over material at a rapid pace. What I like the most is if my child has difficulties, the teachers insist that he stay on the subject until he learns it and then he can move on.

If there are any problems, we can go to the social worker of city and they help and orient us.

Parent thinks the transportation services should cover more of an area.

The social worker interviewed me and referred me to social services and helped with care and is going to get a psychological appointment.

If the girl has a problem, they are quick to help her. I don't have a problem with this place because they [Head Start] are here.

"[I] like Head Start Program and its Parent Agency as a whole has helped me to become more secure about my child." Helped mother in realizing that child can be self-sufficient and the screenings are a blessing.

The teachers are very competent and [the children] seem to be very secure in learning from them.

"I think they are wonderful and don't know what I would have done without Head Start."

Glad they keep you informed of everything.

Wish the school could be open the same days as regular school.

Helped him become more outgoing--he is more open and becoming more involved in things. He is learning every day. The program has helped him and me. I have time.

They helped me find a job. They have helped with Social Services. My child has learned a lot this year. The program is great. The services are available if everyone would use them.

Parent likes the services that are offered and has nothing against Head Start.

Mother is happy with the program.

The one complaint I have is that Head Start should be all day. The services are good and the rest is good. It is just the hours. I don't have a problem because my girl is learning a lot.

Everything is good. The conferences and training are very useful and we are up to date.

She has no complaints. She has received the help she needed.

How to deal with problems/emergencies. What parents should do in such cases.

She was helped to receive therapy services (speech) and have them paid for. Parent was also shown how to deal with and help her child.

The teacher helped me to educate my grandchild. They told me how to discipline.

They do a good job in helping parents who need it. There's a lot of parents out there who don't know where to go to get help.

I enjoy being here. I love doing this- spending time with the kids, talking with the teachers and meeting other parents.

I'm content- satisfied with program.

They have helped me so much- even with job searching, good parenting classes have helped me a lot.

In parent meetings they receive all kinds of information needed. How to recognize people who are under the influence.

Things that I didn't know about they helped me with the children. How to care for them.-- It's good.

Program has made referrals to programs for other children in family.-- The program helps parents with problems- alcoholism, drugs, physical/sexual abuse, etc. Very involved with family of child.

Everything is going well-- program has helped family in many ways.

Contact parents as soon as programs is aware of problems.-- Very satisfied.

Knowing about what types of services are available and where to go to get help.

I'm very grateful for all their help.

Helped with housing.-- They're very good with the kids.

Most of the children/mothers speak only spanish, but the new director speaks only english (less communication).

I like everything. It helps in every aspect.

Do not understand speeches. They are given in english primarily. Sometimes someone translates very briefly.

They helped me to be a better mom.

Offering advice-- teaching.-- Very satisfied with program for child, herself, and family.

Children behave better.-- Child is learning a lot about good grooming.

Giving me more information.-- [Head Start] has helped us a lot.

Parenting meetings-- give lot of good ideas to help children. Guest speakers at meetings are very informative.

Recommend help when necessary. They really care about my child.-- Very good program-- excellent parent meetings.

He's improved since being in Head Start. He was very spoiled.

Need to improve kids' lunches. Some of that stuff is crap. Need to improve snacks too. Yes! Tell me more about the study!

I've been doing these things all along. Everything has been nice. This is just about health right? It should have been more about education.

They provided lots of information. They have helped her become less shy. She wants to learn. She's more open to talk to people. They are great! If she didn't have Head Start, she would have a problem in kindergarten.

Head Start has helped me with my daughter and my other daughter. They have worked with me to help understand my children. They [two daughters] have come out of their shell and developed more. They have respect for each other and other kids. That's basically it!



They're good. They've done a good job.

How to help my children get ahead and how to give them [nothing else said]. [Program is] very good!

The parenting classes help the parents learn different things in the environment. All I see that they do is play and go on trips.

In moving a lot, Head Start helped out a lot by helping me get my child into another Head Start program. Head Start is really there when you need them if you have any problems they'll try to do their best anyway.

That takes care of everything.

Showing son how to choose best behavior. Wants to speak Spanish, never did before.

My daughter has learned a lot in Head Start with all of these things.

The parent helper is good about helping. We have a lot of meetings about these areas: Gas police, etc. Personnel tells you how to get stuff done.

It's a wonderful program. I hope it carries on. There's a lot of young people that need to be in school. The younger they start, the better.

They've helped me understand how to better myself and become more involved in my child's education.

They have helped me with his speech. He likes coming to school. They talk with him about kindergarten and not to be afraid, respect, etc. I like it a lot!

I like that they're consistent and thorough. They're organized and informative. They never lose anything--like paperwork.

I know its a great start for disadvantaged children. I've seen my son academically and behaviorally improve; the credit goes to the teachers. They really care.

Child brings home information from program and discusses with parents.

They help move the mountain when I can't get health care. I think Head Start is an excellent program. They've always been supportive. They've helped me adjust when I moved here. They adopted my family Christmas and made sure we had presents. They are helping me build for my family.

I think they're absolutely wonderful. They care and it comes through.

I like that they take interest in their physical and screenings. Since I'm working I don't always have time. Its helpful to have them.

They really try to teach the children good habits and provide good healthy foods. They have juice and milk and fruit. Always a good lunch. They provide a lot of their nutritional needs. Its a good overall program. I'm glad [child] was part of it.

More information- when I need help it is available from Head Start.

They help with whatever I want. They reinforce what I want her to do. They're a back up system.

By providing me with information that I need.

They have helped me to deal with the kids and how to understand them. Its a good program and I hope they never take it away.

The Celebrating Families program is wonderful. Mothers come and talk about how to deal with their children. Parents can get out their feeling. They provided child care and had speakers come in to talk about things like alcohol problems.

She gave me some referrals--then I took the initiative.

There is not enough funding for the 3-4 years program. The earlier you catch a problem the more success you will have in solving it. There have been studies proving this program does help. It's a good program.

If I needed it, they would take me where to go to get help.

I think its wonderful that they're available for the people that need it. The information needs to be made available throughout the year, not just at the beginning. They need to reinforce the fact that the services are available.

By helping him they helped me.--No.

Head Start offers varied services. It is the parents that sometimes do not take advantage of the information given. Parent has three children who have participated in Head Start. She has been very satisfied with the services.

Children learn a lot, they give more than I expected.

Everything is good, help mothers/parents to be good parents. Feel more secured, mental health, education for parents, all good!

Very satisfied for my child and me.

Head Start helps the parents. Even if she doesn't attend services, it is good to know they are there.

Helped my child to be independent and more responsible and helped me a lot. You can learn a lot of things.

They are good. Very good program. They take good care of children.

Very good program, they give time to the kids. They have good patience. They talk to us if there is any problem.

I would like them to teach more school related things. Personal is not always in the same mood, sometimes they are nice and others they aren't at all.

Good learning experience for children and parents.

Everything OK. Good teachers.

They have a good program. They really work with the children. My child learned a lot.

Good program, helped my daughter a lot. Good teacher, you can talk to them; they are there.

Very helpful, if I need to talk to them (staff members) they can be reached easily.

