

## Reference Notes—Promoting Father Involvement

### **Slide 1:**

No citations

### **Slide 2:**

No citations

### **Slide 3:**

1. Long, D. (1997). Are we contributing to the devaluation of fathers? *Clinical Child Psychology and Psychiatry*, 2, 197-199.
  - Dr. Long is a member of the University of Arkansas for Medical Sciences Arkansas Children's Hospital. In this editorial, he encourages those in the mental health profession to not only verbalize the importance of the father's role, but also become proactive.
2. United States Census Bureau. (n.d.) *1996 & 2000 Census*. Retrieved October 21, 2004 from: <http://www.census.gov/>
3. Phares, V. (1992). Where's poppa? The lack of attention to the role of fathers in child and adolescent psychopathology. *American Psychologist*, 4, 656-664.
4. Phares, V., & Compas, B. (1992). The role of fathers in child and adolescent psychopathology: Make room for daddy. *Psychological Bulletin*, 111, 387-412.
  - Both articles attempt to summarize the current and significant clinical research concerning the relationship between paternal factors and adolescent and child psychopathology. Phares and Compas (1992) do this more thoroughly. Both come to the same conclusion: "When compared with mothers, fathers continue to be dramatically underrepresented in developmental research on psychopathology [of children and adolescents]." (Phares & Compas, p. 387).

### **Slide 4:**

5. Horn, W. (2000). Save the dads. *Jewish World Review*. Retrieved March 11, 2005 from: <http://www.fact.on.ca/news/news0001/jw000105.htm>.
6. Seltzer, J. (1988). Children's contact with absent parents. *Journal of Marriage and the Family*, 50, 663-677.
  - This study investigated the frequency of contact between children and biological parents who are separated. Data was used from a 1981 national survey by the U.S. Census Bureau consisting of 41,000 households, and approximately 107,000 persons with a response rate of 97%.

**Slide 5:**

7. Kids Count Missouri. (2001). Retrieved October 21, 2004 from:  
<http://courses.smsu.edu/mfw416f/EKC%20data/KidsCo2.gif> &  
<http://oseda.missouri.edu/kidscount/01/facts/html>.

**Slide 6:**

8. Levy-Shiff, R., Hoffman, M., Mogliner, S., Levinger, S., & Mogliner, M. (1990). Father's hospital visits to their preterm infants as a predictor of father-infant relationship and infant development. *Pediatrics*, 86, 289-293.
  - This short-term longitudinal study assessed the degree to which the frequency of father's visits with their preterm infants in the hospital was associated with the quality of ongoing and long-term fathering and infant development. Using a sample of 50 preterm infants and their parents and, researchers found that, "The frequency of visits was significantly correlated with more extensive and positive patterns of fathering at discharge and later periods... as well as weight gain during hospitalization and psychosocial aspects of later infant development during the first 18 months."
9. Krampe, E., & Fairweather, P. (1993). Father presence and family formation: A theoretical reformulation. *Journal of Family Issues*, 14, 572-591.
10. *Fathers count yet many count them out*. (2001). Retrieved October 21, 2004, from <http://www.nationalcenter.org/NPA339.html>.
11. Pruett, K. (1997). *The nurturing father: Journey toward the complete man*. New York: Warner Books, Inc.
  - Dr. Pruett, a professor of psychiatry at Yale University's Child Study Center, recently completed a five-year study of 17 two-parent families whose primary caregiver was the father. He concludes that fathers nurture well, but differently than mothers. Though Pruett focuses on three families, discussing their problems and coping strategies, over half the material relates to subjects such as competition among parents, continued paternal nurturance after divorce, gender role confusion, and long-term fathering solutions. It updates James A. Levine's work, *Who Will Raise the Children?* Dr. Pruett's book, *The Nurturing Father: Journey Toward the Complete Man*, has been recommended for both parents and professionals.

**Slide 7:**

12. Richters, J. (1993). Violent communities, family choices, and children's chances. *Development & Psychopathology*, 5, 609-627.

- This study investigated the early predictors of adaptational success and failure among 72 children attending their first year of elementary school in a violent neighborhood. Findings showed that “community violence exposure levels were not predictive adaptational failure or success. Instead, adaptational status was systematically related to characteristics of student’s homes; student’s chances of adaptational failure rose dramatically as a function of living in unstable and/or unsafe homes. It was not the mere accumulation of environmental adversities that gave rise to adaptational failure in students; it was only when such adversities contaminated or eroded the stability and/or safety levels of student’s homes that the odds of their adaptational failure increased.” (p. 609).

**Slide 8:**

13. *Father facts: Top ten father facts.* (2004). Retrieved December 14, 2004 from: [http://www.fatherhood.org/fatherfacts\\_t10.asp](http://www.fatherhood.org/fatherfacts_t10.asp).
14. McLanahan, S., & Sandefur, G. (1994). *Growing up with a single parent: What hurts, what helps.* Cambridge, MA: Harvard University Press.
  - Sociologists Sara McLanahan and Gary Sandefur compared children who are raised in a single-parent family vs. those who are raised in a two-parent family. Three factors were measured: chances of succeeding in school, in the workplace, and avoiding teen parenthood. (see chart from chp. 3).
  - The authors compiled data from: (1) The 1987 National Survey of Families and Households (NSFH), which is a cross sectional survey of the United States that asks people to remember their experiences growing up. (2) The National Longitudinal Survey of Young Men and Women (NLSY), which includes a representative sample of 5,246 young people in the U.S. born between 1962 and 1965. The respondents ranged in age from 14-17 years old when the survey began in 1979. (3) The Panel Study of Income Dynamics (PSID) which studied 5,000 U.S. families and included approximately 2,900 children. (4) The national High School and Beyond Study (HSB). In 1980, the HSB interviewed close to 50,000 high school seniors and sophomores from 1,000 high schools in the U.S. The study then re-interviewed a smaller subset of individuals in 1982, 1984, and 1986.
  - For a comprehensive look at their research design including: goals, definitions, data, methods, and funding visit the following Web site: [http://www.children.smartlibrary.org/NewInterface/headline.cfm?table\\_of\\_contents=1485](http://www.children.smartlibrary.org/NewInterface/headline.cfm?table_of_contents=1485)

**Slide 9:**

15. Ellis, B., Bates, J., Dodge, K., Fergusson, D., Horwood, J., Pettit, G., et al. (2003). Does father absence place daughters at special risk for early sexual activity and teenage pregnancy? *Child Development, 74*, 801-821.

- This was a longitudinal study that followed girls for 15 years from age 5-18 with a sample size of 762 girls (242 from U.S. and 520 from New Zealand). The study investigated the impact of father absence on early sexual activity and teenage pregnancy.

**Slide 10:**

16. Seltzer, J. (1991). Relationships between fathers and children who live apart: The father's role after separation. *Journal of Marriage and the Family*, 53, 79-101.

- “This article uses data from the 1987-88 National Survey of Families and Households (NSFH) to describe three components of nonresident father's involvement with children: (1) social contact, (2) economic involvement and, (3) participation in child-rearing decisions” (p. 79).
- “This data is a probability sample of adults living in households in the U.S. in 1987-88. The full sample includes 13,017 respondents and had a response rate of approximately 74%. The sampling design includes a double sampling of blacks, Puerto Ricans, Mexican Americans, single parent families, families with stepchildren, cohabiting couples, and persons who had married recently”(p. 82).
- This study comprises the most comprehensive data on families and households to date. Follow up studies of this longitudinal survey began in 1988 and continue today. For more information visit the NSFH Web site at:  
<http://www.ssc.wisc.edu/nsfh/home.htm>.

**Slide 11:**

12. Richters, J. (1993). Violent communities, family choices, and children's chances. *Development & Psychopathology*, 5, 609-627.

**Slide 12:**

17. Jordan, P. (1990). Laboring for relevance: Expectant and new fatherhood. *American Journal of Nursing Company*, 39, 11-16.

- This study consisted of 56 expectant and first time fathers who were living with their mates. Ages ranged from 20-41. Audio taped interviews were conducted to gather data. Half (28) were studied longitudinally, while the other half were studied by cross-sectional design. Those in the longitudinal group were selected if their wives were in the first half of the pregnancy. These men were interviewed at seven different stages over the perinatal period.

**Slide 13:**

17. Jordan, P. (1990). Laboring for relevance: Expectant and new fatherhood. *American Journal of Nursing Company*, 39, 11-16.

18. Hyssala, L., Hyttinen, M., Rautava, P., & Sillanpaa, M. (1993). The Finnish family competence study: The transition to fatherhood. *Journal of Genetic Psychology, 154*, 199-208.

- The model above is based on the principle of the “hermeneutic circle.” The authors state the following:
  - Sociocultural conditions make up the framework of transition to fatherhood.
  - Tradition, values, and attitudes constitute the sources of a young father’s model of parenthood.
  - Knowledge, skills, and emotions are the foundation of human and family relations.
  - Through participation the father is attached to the family and the upbringing of the children.
  - The feedback received by the father from participation in family activities is filtered through sociocultural conditions into a new tradition, with new values and attitudes. (p. 205).

**Slide 14:**

19. National Fatherhood Initiative. (2004). Retrieved October 21, 2004 from:  
<http://www.fatherhood.org/mission.asp>.

- Currently there are no direct connections or affiliates of the National Fatherhood Initiative in Missouri, though they hope to eventually have an affiliate organization in each state. The expected date for an affiliate in MO has not been announced.
- NFI provides a “community starter kit” for those who would like to implement a fatherhood initiative in their community. It has helpful ideas of how to contact and work with local and state government and other agencies. Visit their website or call (301) 948-0599 for more information.

**Slide 15:**

No citations

**Slide 16:**

20. Coleman, J. (2003). *Imperfect harmony: How to stay married for the sake of your children and still be happy*. New York, NY: St. Martin’s Press.

**Slide 17:**

21. Parke, R. (1996). *Fatherhood*. Cambridge, MA: Harvard University Press.

- Dr. Parke reports that a mother’s attitude about their children’s father makes a difference in the interactions the father will have with the children.

- Although some women desire the help, support and involvement of the father, they struggle with his involvement infringing on the core of what it means to be a mother (being the primary care giver for the child).
- He also states that a father's involvement with his children depends heavily on the quality of his relationship with the child's mother. A satisfying relationship with the mother is directly proportional to the father's competence and involvement in care giving.

**Slide 18:**

21. Parke, R. (1996). *Fatherhood*. Cambridge, MA: Harvard University Press.

- Dr. Parke states that it's not surprising that fathers who spend long hours at work are less likely to spend time with their children. He also writes that the emotional climate and the way that a father is socialized at work has a direct bearing on how he does or does not interact with his children at home:
  - Fathers in highly stressful jobs tend to be more withdrawn.
  - Those in more negative work environments tend to express anger and use discipline more frequently.
  - Highly satisfied workers tend to encourage more independence of their children.
  - Those who have more autonomy in their jobs tend to consider the child's intention when disciplining, whereas those in highly supervised jobs focus on consequences rather than on the child's intentions and resort to more physical forms of punishment.

**Slide 19:**

21. Parke, R. (1996). *Fatherhood*. Cambridge, MA: Harvard University Press.

- Dr. Parke reports that most men take a piecemeal approach to their definition of fatherhood. They may combine the example of their father with others from a cohort group.
  - Attitudes: Park found that men who could see themselves as possessing some traditionally feminine characteristics as well as masculine were more involved with their children when they were infants.
  - Motivations: Men who were more confident in their role as fathers, as well as having confidence in their care giving skills, tended to be more involved with their children when they were young. Those less confident were less motivated to be involved initially and viewed their involvement more important later in their child's life.
  - Skills: Fathers who receive care giving skills training were more involved with their children at an earlier age.

**Slide 20:**

21. Parke, R. (1996). *Fatherhood*. Cambridge, MA: Harvard University Press.

**Slide 21:**

22. Wood, J., Repetti, R. (2004). What gets dad involved: A longitudinal study of change in parental child care giving involvement. *Journal of Family Psychology, 18*, 237-249.

- This study consisted of a sample of 248 two-parent families that were followed for three years. Children were in the third, fourth and fifth grades. A ten point scale was used by fathers to rate their involvement with their children as well as the mother's and others involvement (i.e., teachers).

**Slide 22:**

21. Parke, R. (1996). *Fatherhood*. Cambridge, MA: Harvard University Press.

**Slide 23:**

23. *Becoming Parents Program*. (n.d.). Retrieved December 28, 2004 from:  
<http://www.becomingparents.com/index3.html>.

24. *Boot Camp for New Dads*. (n.d.). Retrieved October 21, 2004 from:  
<http://www.bcnd.org>.

- “Boot Camp For New Dads began in Irvine, California in 1990 when a few fathers, with their babies in their arms, held an orientation workshop for men about to become fathers. When the "rookies" expressed apprehension about caring for babies, they were handed a baby to hold for the first time. Several months later, the rookies returned as veterans with their own babies to orient the next group of men, who in turn returned as veterans.
- Today, Boot Camp For New Dads operates in 200+ diverse communities in 38 states, the military and Japan, and is growing rapidly. There are over 300 trained coaches, over 120,000 veterans, and a Board of Directors and growing infrastructure. A website networks the programs and coaches, and offers support to assure each program's ongoing success.
- Due to longevity and national success, Boot Camp For New Dads is considered a pioneer in a movement to strengthen the institution of fatherhood in America. Program developers have been asked to present the program and our experiences at a variety of state Summits on Fatherhood, as well as to the National Governors Taskforce of Fatherhood and at the 1999 and 2000 National Summits of Fatherhood in Washington, D.C. In their 2004 report *Fatherhood Programs That Work*, the Social Policy Action Network (SPAN) lists Boot Camp For New Dads as an example of a successful fatherhood program.”

25. *Fathers Reading Every Day*. (n.d.). Retrieved October 21, 2004 from:  
<http://fcs.tamu.edu/fathering/fred/>

- “Developed by Texas Cooperative Extension, an educational agency affiliated with the Texas A&M University System, Fathers Reading Every Day (FRED) is a program designed to encourage fathers, grandfathers, and other positive male role models to read to their children on a daily basis.
- The program aims to increase father involvement in children's literacy development and to improve the quality of father-child relationships.
- The FRED program has a unique history, in that it is named after a real father, Fred Bourland, who read to his own children as they were growing up. Inspired by her father's example, Extension Family Economic Specialist Dr. Lynn Bourland White came up with the original concept underlying FRED, while Dr. Stephen Green, Extension Child Development Specialist, developed the program's structure and content. A lifelong reader himself, Fred continually expanded his own knowledge through reading - the daily newspaper, a farm magazine, or the Bible. The father of three daughters, Fred firmly believed that reading opened the door of opportunity for himself and his children - and that reading can do the same for others.”
- “During the program, fathers record the number of books and the amount of time they spend reading to their children on the reading log each day. At the end of the four-week period, fathers total up the number of books and the amount of time spent reading to their children over the course of the program. This information is also recorded on the reading log. Upon completing the program, fathers and their children are invited to attend a party to celebrate their participation in FRED. At that time, they are asked to turn in their reading logs and complete an exit survey.”

**Slide 24:**

26. *Love's Cradle*. (n.d.). Retrieved October 13, 2006 from:  
<http://www.smartmarriages.com/loves.cradle.html>.

**Slide 25:**

27. *24/7 Dad*. (n.d.) Retrieved October 13, 2006 from:  
<http://www.fatherhood.org/247dad.asp>.

**Slide 26:**

28. *Dads at a Distance*. (n.d.). Retrieved December 17, 2004 from:  
<http://www.daads.com>.

**Slide 27:**

No citations