

### Blended Families

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- When pre-existing family units combine into one
- After Smith (2015, 2015, p. 6)
- Children in blended families have experienced family transitions through single parenthood or marriage (Cryer et al. 2015, p. 465)
- Percentage during childhood and into school year can affect outcomes from economic (Page & Demery, 2018, p.1127) which impact socio-emotional development and mental health (Lee and McLaughlin, 2015, p.352)



Blended families are a mix of biological and step-relationships. They often face unique challenges such as differing parenting styles, loyalty conflicts, and the need to establish new family traditions and routines.

### Single-Parenting

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- Death, divorce, choice, incarceration
- In 2011, 7.1 lone-parent families represented 16.3% (Statistics Canada, 2011, p. 3)
- Not "as good" of a family- can be hard on child
- Handicaps during infant and toddler years
- No immediate second support system (one parent to do everything)
- Importance of strong relationships and development
- Behavioural problems



Single-parenting can be a challenging experience for both parents and children. It often involves managing household responsibilities, financial constraints, and ensuring the child's emotional and educational needs are met.

### Skip Generation Families

- 5% of all Canadian children live with grandparents (Statistics Canada, 2011, pg14)
- Often due to family crisis (Dannison et al. 1999, Paragraph 1)
- Children are often experience behavioral or health issues (Dannison et al. 1999, Paragraph 4.5)
- Grandparents often feel isolation or financial strain (Dannison et al. 1999, Paragraph 13)
- Kinship care still preferable to foster care (Cooper, 2012, pg28)



Skip-generation families, where grandparents care for their grandchildren, often arise due to family crises such as substance abuse or incarceration. These families face unique challenges, including financial strain and social isolation for the grandparents.

### Background / Description

Family structure refers to the combination of relatives that comprise a family. Classification on this variable considers the presence or absence of: legally married spouses or common law partners; children; and, in the case of economic families, other relatives. (Canadian Statistics, 2015, para.2)

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### Conclusion

"a shared view of families as competent and capable, curious, and rich in experience informs our relationships with families and has a significant impact on children" (HDLH, 2014, p. 18).



### Divorced Families

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- Approx 70,000 divorces per year (Ball & Zuber 2015, p. 206)
- Role model, a source of parental help, emotional support, and a superior (Ball & Zuber, 2015, p.402)
- Loneliness, frustration, need for detachment, and uninvolved (Machala & Hallway et al.)
- More compromised children in child (Ball & Zuber, 2015, p.402). (Barnes, Sanfey, West, Madda, & Carson 1995)
- School Age children (Ball & Zuber, 2015, p.404)
- Schoolchildren (Gutheil, Greenstein, Perry, & Neider, 1984)



Divorced families often face significant challenges, including emotional distress, financial difficulties, and the need to establish new routines and boundaries for the children.

# Smith Family Financial Plan (B)

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- Thecasesolutions.com**
- Approx 70,000 divorces per year (Kail & Zolner 2015, p. 399)
  - Role model, a source of parental help, emotional support, and a supervisor (Kail & Zolner, 2015, p.403).
  - Lethargic, inattentive, easily distracted, and unmotivated (Machida & Holloway n.d).
  - More temperamental children as cited in (Kail & Zolner, 2015, p.403). (Lengua, Sandler, West, Wolchik, & Curran 1999)
  - School Age children (Kail & Zolner, 2015, p.404).
  - School academics (Guidubaldi, Clemenishaw, Perry, & Nastasi, 1984)



**As ECE's ...**

- Don't take a title from a neutral child (concentrate on the child)
- Be aware of community resources
- Make the classroom a safe place

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Atkins (2010, p.1)

### As ECE's ...

- Don't take a side have a neutral stand (concentrate around child)
- Be aware of community resources
- Make the classroom a safe place



Senior City (2016, p.1)

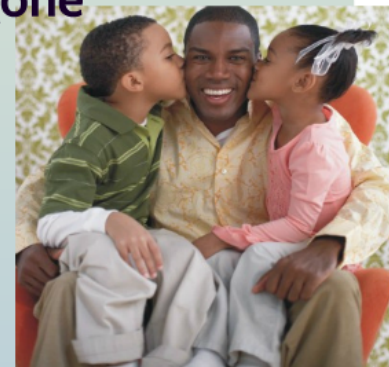
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- Not "as good" of a family- can be hard on child
- Hardships during infant and toddler years
- No immediate second support system (one parent to do everything)
- Importance of strong relationships and development
- Behavioural problems



(Joshua, 2012, p.1)



(Polk, 2015, p.1)

### As ECE's...

- Know the reason for the parent being single
- Adjust language use and actions accordingly
- Be a support system to the parent - ask how you can be of help
- Help the child/ren feel that they belong by including books, toys, posters, etc... that represent single parenting
- Talk about the different kinds of families in a positive way without biases

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(College of ECE's, 2016, p.1)

# Blended Families

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- Children in blended families have experienced family transitions: divorce, single parenthood, re-marriage (Crosnoe et Al, 2014, p. 460)
- Remarriage during toddler and pre-school year can offset the stresses from transitions (Ryan & Claessens, 2013, p.1227) , which impact socio-emotional development and mental health (Lee and McLanahan, 2015, p.753)



(Family Fusion Community, 2015, para 1)

As ECE's

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- Maintain an open dialogue with parents on changes to the family dynamic
- Create stable and secure relationships with children within the centre
- Be aware of any changes in behaviour patterns, and provide support as necessary



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