LEARNER OBJECTIVES

Description: C:\Users\msioson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\X73ZJ59Q\MC900252493[1].wmf **Materials needed**

* **Incredible Years:** The Parents and Children Series, Basic Preschool DVDs Disc 3 (review beforehand so you can easily pull them up)
* Kit for New Parents Advice for New Parents DVD (review beforehand so you can easily pull them up. Review Safe from the Start segment in particular to determine which segment you wish to play).
* Infant Session 3 PowerPoint (on flash drive or saved to computer)
* Infant Session 3 script (this document; review closely before session)
* Copies of Session 3 In-Class Handouts & At-Home Activities & Handouts (stapled together)
* Sign-in sheet
* Copies of Session 3 evaluation form
* Laptop
* Speakers for laptop
* Projector
* Projector screen
* Name tags
* Chart paper
* Chart paper stand
* Markers
* Tape
* Box of Tissues
* Incentives/rewards for parent participation (e.g., stickers, healthy snacks, etc)
* Pens
* Chart paper recordings from previous sessions
* Parenting Pyramid poster
* Refreshments
* Plates/Napkins/Cups/Utensils needed for refreshments
* Participants will learn about basic health, safety and nutrition information relevant to families with young children.
* Participants will learn stress and anger management techniques for themselves and their children

HANDOUTS

In Class

**1 - Caregiver Encouragement Worksheet – Class Activity**

**2 – Safety Improvements to Work on At Home – Class Activity**

**3 – Car Seat Resource List – Take Home Tips**

**4 – Introducing Solid Foods – Take Home Tips**

**5 - Making Mealtimes Enjoyable– Take Home Tips**

**6 - Tips on Finding High Quality Child Care – Take Home Tips**

**7 - San Mateo County Smoking Cessation Resources – Take Home Tips**

**8 - Healthy Teeth for Healthy Kids– Take Home Tips**

**9 - Feeling Words– Take Home Tips**

**10 - Learning Self Control– Take Home Tips**

**11 – Family Support Resources – Take Home Tips**

**12 - How to Help Your Child Have a Healthy Weight (First 5 California) – Take Home Tips**

**13 - Secondhand Tobacco Smoke & the Health of Your Family – Take Home Tips**

(please note that electronic copies of Handouts #12-13 are part of one combined pdf file on the Kit for New Parents KNP CD)

**For Use in Class**

* **Kit for New Parents – *What to do When Your Child Gets Sick***
* **Kit for New Parents – *Advice for New Parents***

**Take-Home Resource**

* **“What I Am” Guide** (available on Kit for New Parents CD)

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**New to this session:**

* Common child packaged foods (with high sugar content): instant oatmeal, apple juice, boxed cereal, GoGurt
* Box of sugar cubes
* Dental items from Kit for New Parent (toothbrush, xylitol wipes)
* Cardboard toilet paper roll and small items that that can fit through it to demonstrate choking hazards
* California Poison Control Magnet from Kit for New Parents
* Community Information Handbook from the Kit for New Parents
* Take Home Item: Copies of the “What I Am Like” handout, by the Center on the Social and Emotional Foundations for Early Literacy (available as a PDF Handout on your CD or on the First 5 San Mateo website)
* Take Home Item: Baby proofing items (optional) – e.g. packets of outlet covers, cabinet locks, etc. for parents
* Signed Copies of the Certificate of Completion
* A few extra copies of handouts from Session 2 (in case participants forget to bring them back)
* A few extra Kits for New Parents (in case parents forget to bring them back)

**Facilitator’s outline**

**Suggested Agenda**

1. Housekeeping - Review of Ground Rules, Topics and Goals (as needed)
2. Share home activities
3. Keeping Your Babies Safe
4. Healthy Children
5. Nutrition and Health
6. Secondhand Smoke
7. Healthy Teeth
8. Choosing Childcare
9. Healthy Caregivers
10. Workshop Wrap Up
11. Introduction and Housekeeping
    1. Welcome participants
    2. Review Slide 2 – Workshop sessions
    3. Review Slide 3 – What’s Happening Today?
    4. Address housekeeping issues such as childcare, parking, etc.
    5. Go over group agreements, ask if participants are happy with them
12. Sharing and Reinforcing Home Activities
    1. Show Slide 4 – Discussion Questions
    2. Dyad / Group Activity – Share about home activities **Session 2 - Handout 6 – Observing and Reflecting – Try it at Home Activity** and **Session 2 - Handout 8 – Home Activities for the Week**
    3. Reflective Activity- **Handout 1 – Caregiver Encouragement**
13. Keeping Your Babies Safe
    1. Show Slide 5 – SIDS Prevention
    2. Show Slide 6 – Childhood Accidents
    3. Group Activity- How I Keep My Child Safe
    4. Small Group Activity – Safety Tips
    5. Review **Handout 3 – Care Seat Fitting Resource List**
    6. Review **Handout 2- Safety Improvements to Work on at Home**
14. Nutrition and Health
    1. Watch KNP Video – Your Healthy Baby
    2. Small Group Activity – Introducing Solids and Promoting Healthy Eating Habits - **Handout 4 – Introducing Solid Food, Handout 5 – Making Mealtimes Enjoyable, Handout 12 – How to Help your Child Have a Healthy Weight**
    3. Review Slides 7 & 8 – Introducing Solid Foods
15. Choosing Child Care
    1. Watch KNP Video – Quality Child Care and Your Caregiver
    2. Brainstorm Activity
    3. Review **Handout 6 – Tips for Finding High Quality Child Care** and **Advice for New Parents** guide
16. Tobacco Smoke Exposure and Health
    1. Review **Handout 13 – Secondhand Smoke and the Health of Your Family**
    2. Show Slide 9 – Secondhand Smoke Exposure
    3. Show Slide 10 – Impact of Second and Third Hand Smoke Exposure
    4. Show Slide 11 – Cycle of Harm
    5. Review **Handout 7 – San Mateo County Smoking Cessation Resources**
17. Healthy Teeth, Healthy Children
    1. Show Slide 12 – Oral Health
    2. (Optional) Dyad Activity – Tell a Story
    3. Watch KNP Video – Oral Health: Cavity-Free Families
    4. Brainstorm Activity – **Handout 8 – Healthy Teeth, Healthy Children**
18. Taking Care of Ourselves – Healthy Caregivers
    1. Story or Role Play – Parent Reactions
    2. Brainstorm Activity – Stay Calm
    3. Show Slide 13 – Anger & Stress Management Techniques
    4. (Optional) Reflective Activity – Guided Meditation – Feel Your Feelings
    5. Brainstorm Activity – Anger: Using it, Not Losing it
    6. Show Slide 14 – Acknowledge and Reflect Back
    7. Dyad Activity – Anger: Using it, Not Losing it
    8. Show Slide 15 – Children with a Strong Emotional Vocabulary
    9. Dyad or Large Group Activity – Brainstorm emotional vocabulary – **Handout 9 – Feeling Words**
    10. Vignette Activity – Emotion & Persistence Coaching
    11. Vignette Activity – Scaffolding Games Between Siblings
    12. Review Slide 16 – Turning Negative Self Talk into Positive
    13. Show Slide 17 – What to do When You Feel Like You Might Lose Control
    14. Review **Handout 10 – Learning Self-Control**
19. Series Wrap-Up
    1. Review **Handout 11 – Family Support Resources**
    2. Share **What I Am** guide

## **C:\Users\msioson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\RYCD1UV0\MC900391170[1].wmfNOTE TO FACILITATOR**

Like most sessions in this curriculum, Session 3 of the baby series contains a lot of content and related activities. The content of this script in particular will take more than 2 hours, or more than a typical length workshop, to cover. We suggest breaking the topics of this session into two or even three workshops. The topics of child safety, choosing child care, second hand smoke, nutrition (breastfeeding & solids), and dental care can be covered under one or ideally two ‘health & safety’ workshops. The topics of parents’ reactions to stress, staying calm, expressing feelings, emotion coaching, and positive self-talk, can be covered under another ‘managing stress & emotions’ workshop. You can repeat the general Introduction and Wrap-Up sections of the script for each workshop, customizing them as necessary. Whatever you decide, please keep in mind that you probably can only cover about half of the topics of this script in one session. Therefore, if you split the content up in a different way, try to prioritize covering about 4 or 5 sub-topics.

Please also note that this session relies on heavy use of the Kit for New Parents DVD. You may wish to use more or less of the video clips, depending on your target audience and their level of engagement and how the session is flowing. Regardless, you should review all suggested video clips prior to the session to prioritize what you want to cover and to decide if you want to stop a video short or continue it for a longer period of time. Whatever you decide, remember to strongly encourage parents to watch the DVD at home.

Please also note that the topic of Taking Care of Caregivers – Healthy Caregivers, which is the overarching theme for the last third of this session may be more appropriate for families with older babies, and families with older siblings (e.g., children ages 1-5 years). You may choose to omit this section if the parents in your class primarily have small infants. However, you may also choose to cover this content as a prevention topic, as the topic includes materials that will be relevant to these parents if their babies have older siblings, and will be relevant as their babies become toddlers. It also covers issues applicable to co-parenting, including positive communication. The sub-topic of Emotional Vocabulary & Emotion Coaching in particular is better suited for parents of older babies or of babies who have older siblings; you may wish to skip this sub-topic and move directly to “positive self-talk” if this doesn’t apply to the group you are serving.

* 1. Evaluations and Certificates

Introduction and Housekeeping

***Narration:*** *Welcome back to our third and final session of the Kit for New Parents Infant Workshop series. The title of today’s workshop is “Healthy Babies, Healthy Families – Caring for Your Child and Yourself”. In today’s workshop, we explore some health and safety tips and guidelines. We will also learn* ***some ways to reduce stress, stay healthy****, and help ourselves and our children* ***handle our emotions more effectively.*** *We have a lot to cover so fasten your seatbelts!*

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**Topics include:**

1. You and Your Baby are One: Early Development and Attachment
2. The Magic of Language
3. **Healthy Babies, Healthy Families – Caring for Your Child and Yourself**

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**Show Slide 3 – What’s Happening Today?**

* Review Home Activities
* Safety
* Nutrition and Health
* Choosing Child Care
* Taking Care of Ourselves

Point to agenda on easel or slide.

***Narration:*** *Today we will talk about health and safety issues for you and your children. Over the last two weeks, we have talked about* ***how babies thrive when you connect and play with them****,* ***how to promote their language development, and how to help them explore their environments.*** *This week, we will looking at some aspects of caregiving that are a little more down to earth and practical, but no less important. We will explore some* ***basic safety tips****, discover information about* ***dental health*** *that may surprise you, discuss* ***healthy eating****, and answer some questions you may have about how to ensure that your baby is safe and healthy while in* ***child care.***

*We will also address some basic* ***issues in caregiver health and well being****. This is a topic that could be explored over many weeks, but today we will* ***introduce the topic*** *and talk about a few tips to* ***help reduce stress and manage emotions.***

*While we can’t answer all the questions you may have throughout your career of parenting and caregiving, we hope that we have provided you with some tools and resources to keep finding solutions beyond the boundaries of this series.*

As needed, go over the group’s agreements from last week, and ask if anything needs to be added or changed. You can also point to the overall session topics (easel sheet saved from previous week) to emphasize this week’s topic in the overall scheme. This is the time to discuss any other housekeeping issues such as location, parking, child care, etc.

Sharing and reinforcing Home Activities

C:\Users\msioson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\W0PHPFOR\MC900360516[1].wmf Ice Breaker Dyad Activity – Share Home Experiences

Description: C:\Users\msioson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\X73ZJ59Q\MC900252493[1].wmf**Materials Needed:**

* Handouts from last session:
* **Session 2 - Handout 6 – Observing and Reflecting – Try it at Home Activity**
* **Session 2 - Handout 8 – Home Activities for the Week**

***Narration:*** *Last week we discussed ways to help your baby’s development. We had 5 tips:*

* *Use “Parent-ese.” Talk to your baby early and often.*
* *Talk your way through the day.*
* *Read to your baby.*
* *Use rhymes, games & songs.*
* *Let your Baby Explore and Experience*

*The ideas we suggested to try at home were:*

* *Try something new to encourage our* ***baby’s explorations***
* *Practice* ***‘narrating’*** *your baby’s day*
* *Share* ***books*** *with your baby*
* *Practice some* ***new songs or rhymes***

*In addition, you had an opportunity to use* ***Session 2 - Handout 6 – Observing and Reflecting*** *to jot down notes about things your baby has done and how they have reacted to new activities you have tried.*

*Which of these tools did you try? What did you notice? How did it go?* *Let’s break into pairs and share how your week went with your partner. Tell a story about something you tried at home.*

Have the participants form dyads or small groups. They will take turns sharing their home activities and *encouraging* one another. One shares, the other practices encouraging statements, and then they switch.

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**Show Slide 4 – Discussion Questions**

* How did it go?
* What kinds of things did you do?
* How did your baby respond? How did you feel? Did you see the benefits?
* Did you notice any changes in your baby’s behavior?
* Did you find it easy or hard?

**Sample Encouraging Statements**

* Keep at it, establishing a routine takes time!
* That is a great story about your baby!

***Narration:*** *Great job everyone on attempting the activities. I hope that you were kind to yourself and tried only one or two new things, and didn’t overwhelm yourself. You might want to* ***keep the resources and handouts*** *that we have given you at these workshops for future reference. Sometimes you may not be ready to try something right away, but* ***later on might want to try it out****. You* ***might also want to refer back*** *to some of these handouts and tips. The* ***“Take Home Tips”*** *handouts are great for* ***placing on your refrigerator or around the house*** *for easy access. These are tips that will help you and your baby establish a strong relationship for the rest of your lives.*

C:\Users\msioson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\RYCD1UV0\MC900128976[1].wmf **Individual** Reflective Activity

***Narration:*** *Taking care of babies can be all-consuming and exhausting, but* ***you can look for ways to connect in the ‘small moments.’ When babies are little, they don’t need an expensive toy, a major outing or some other huge effort to feel loved****. They just need your love and attention. It’s always important to continue to take stock and notice your efforts and the amazing things you have accomplished with these little people! Now take a few minutes to complete* ***Handout 1– Caregiver Encouragement.*** *You all did a great job connecting with your babies!*

Keeping your babies safe

***Narration:*** *Now we’re going to talk about* ***keeping our children safe****. As parents, one of the goals we all have in common is our desire to keep our children safe and healthy.* ***It can be especially stressful the first time you bring a baby home.*** *They are so small and vulnerable and entirely dependent on us as caregivers. We want to protect them, ensure they are handled properly by other people, and protect them from having to experience any discomfort or pain. In a way, keeping our babies safe is easiest when they are tiny infants. We can control their environment and easily control everything they touch and everywhere they go.* ***As they get older, keeping our children safe becomes much more challenging****. Some of us may be more protective of our children and watch them constantly, while others of us may be more inclined to let them explore independently. Regardless of our different parenting styles,* ***there are some things that we can do to create a safer environment for our children*** *and decrease the chances they will come into harm’s way. Today, we will give each other* ***some tools to help keep our children safe.***

***Let’s take a moment to talk about SIDS****. SIDS (*[*sudden infant death syndrome*](http://www.nlm.nih.gov/medlineplus/ency/article/001566.htm)*) is the unexpected, sudden death of a child under age 1 and is one of the leading causes of death for infants.* *While the cause of SIDS is unknown, putting infants on their back to sleep reduces their risk for SIDS. There are other precautions we can take as parents and caregivers.*

C:\Users\msioson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\W0PHPFOR\MC900354240[1].wmf Show Slide 5 – SIDS Prevention

* Always place babies on their **backs to sleep** *(even at naptimes)*
* Place your baby on a **firm sleep surface**
* **Keep soft objects, toys, and loose bedding out** of your baby’s sleep area
* **Avoid letting your baby overheat** during sleep
* **Avoid exposure to cigarette smoke, alcohol, and drugs** during pregnancy and after baby is born
* Consider **breastfeeding**
* Consider using a **pacifier** at bedtime *(if breastfeeding, introduce a pacifier after breastfeeding is established)*
* Keep your baby’s **immunizations** up to date

*(Sources: National Institutes of Health, April 2012-* [http://www.nlm.nih.gov/medlineplus/ency/article/001915.htm;](http://www.nlm.nih.gov/medlineplus/ency/article/001915.htm;%20) *American Academy of Pediatrics, December 2011-* [http://www.healthychildren.org](http://www.healthychildren.org/))

C:\Users\msioson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\W0PHPFOR\MC900354240[1].wmf Show Slide 6 - Childhood Accidents

The leading cause of death of children over one is from accidents.

The most common deaths due to accidents include the following:

* Car accidents
* Suffocation/strangulation
* Drowning
* Poisoning
* Fire/burn
* Firearms

*Narration: From age one onwards, accidents are the leading cause of death in children and adolescents. This slide shows us the most common causes of childhood accidents. The most common type of accidents is car accidents. We know that some car accidents are out of our control, but other car safety issues are not. Some children get injured unnecessarily when car seats are installed improperly, or when parents drive dangerously. Suffocation can occur when there is too much loose bedding in cribs, or when children get a cord from a window blind or some other item tied around their necks. Drowning can occur when young children are left unattended in bath tubs or swimming pools. Many people do not know that a baby can drown in less than an inch of water in just a few minutes - that means a bucket or even a pet bowl with water in it can be dangerous too. When it comes to poisons, this mostly refers to household cleaners or medications that children may have access to throughout the house or another caregiver’s house. Children are in danger of burning themselves if they get to close to a stove, or if the water in a bath is too hot. Finally, we all know from the news about the danger of firearms that are not properly secured. This is probably the single most dangerous item a child can get his or her hands on , and parents must have a fool-proof method for ensuring firearms are locked in safes that are inaccessible by children.*

C:\Users\msioson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\63FNH1X3\MC900197662[1].wmf Whole Group Activity – How I Keep My Child Safe

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* Chart paper
* Marking pens

***Narration:******We’re sure you already know quite a lot*** *about how to keep your children safe, and how to prevent them from experiencing one of the types of accidents we just talked about.* ***Let’s share some of the things you know.*** *What do you* ***already do*** *to keep your child safe?*

Write down the suggestions that the group comes up with on chart paper. Help parents learn from each other. Expand on topics as necessary to clarify safety guidelines, and to address the concerns of parents.

***Narration:*** *You guys have shared a lot of valuable information with each other, and obviously are already thinking a lot about how to keep your children safe. Now let’s watch a helpful video from the Kit for New Parents that gives easy-to-use tips on a wide range of safety issues. You can also find safety information in your* ***Advice for New Parents*** *and* ***What to Do When Your Child Gets Sick*** *books in your Kit for New Parents*. (Hold books up to show them/remind them of these resources). *We won’t be able to watch all of the information included in the safety segment today, but we strongly encourage you to watch it at home. It takes about 20 minutes to watch the entire safety segment.*

Watch KNP Video – From the Main Menu, Click on By Topic, Click Safe from the Start.

C:\Users\msioson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\RYCD1UV0\MC900391170[1].wmf Note to Facilitator: This video is close to 23 minutes long and covers the full gamut of child safety issues (see safety strategy list below for some of the topics covered). You might watch the first 5-10 minutes with parents, or choose a segment in the middle or toward the end. Strongly encourage parents and caregivers to watch the remainder of the video on their own. As a facilitator, you should watch the full Safe from the Start video prior to the session and choose the segments you wish to focus on.

C:\Users\msioson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\W0PHPFOR\MC900240373[1].wmfSmall Group Activity – Safety Tips

**C:\Users\msioson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\X73ZJ59Q\MC900252493[1].wmfMaterials Needed:**

* **Book - *What to Do When Your Child Gets Sick****, pp. 1-9 (Kit for New Parents)*
* **Book - *Advice for New Parents guide****, pp. 33-39, 91-103 (Kit for New Parents); for Spanish version: pp. 46-51, 119-134*
* **Handout 2 – Safety Improvements to Work on at Home**
* **Handout 3 – Car Seat Fitting Resource List**
* Chart paper – one sheet for each group
* Markers
* Cardboard toilet paper roll
* California Poison Control Magnet from Kit for New Parents

Divide the class into 6 groups. Assign each group one of the childhood accident topics above and ask them to research it in the *What to Do When Your Child Gets Sick* book and the *Advice for New Parents* guide. If needed, direct them to the appropriate pages to look for tips on preventing accidents. Tell them they will report back to the group. After a few minutes, have each group present their findings to the rest of participants.

Some of the safety strategies you are looking to emerge from this discussion are the following:

* Always use seatbelts and car seats
* Make sure car seats are installed properly (local police or fire stations, or Lucile Packard Fitting Station) – car seat should not wiggle more than an inch side to side
* Putting baby to bed on her back
* Keep loose blankets, pillows, crib bumpers, stuffed animals, and sleep positioners out of cribs
* Avoid choking hazards in foods and in toys – objects that can fit through a toilet paper roll
* Keep cribs and beds away from windows and away from cord strings
* Keep cord strings on window blinds out of reach
* Supervise baths and water play at all times
* Install locks on toilets
* Empty buckets after use
* Teach children to swim
* Keep medicine, cleaning supplies, and other toxins up and out of reach
* Post the poison control number
* Keep children away from stoves and fireplaces; install safety gear
* Install smoke and carbon monoxide alarms and set up a schedule to test them
* Keep weapons out of the house or locked and stored properly
* Keep electrical outlets protected with socket protectors
* Don’t let children handle chipped paint (lead)
* Foods – hot dogs, grapes, popcorn, nuts/seeds, hard candy, raw vegetables, raw fruits, peanut butter

If parents miss key topics, talk about them. Expand on topics as necessary to clarify and explain safety guidelines.

If time allows, mention & demonstrate the following:

***Narration:******Here’s an easy tip to remember about choking hazards*** *for your babies* (pick up toilet paper roll).***Any objects that can fit through the opening of a toilet paper roll*** *pose a choking risk to your babies. Try to get in the habit of* ***always scanning the areas*** *where you put your babies. Place small items out of reach from your baby. If your baby has an* ***older sibling****,* ***be particularly careful of small toys*** *- older kids love to collect and horde small items and leave them all over the place!* ***Try to create a baby-safe zone*** *– one area of the house that you know is always safe for your baby.* ***Remember, your babies are little explorers and want to touch, feel and taste \*everything\* they see. This is healthy and normal!*** *Once babies get closer to a year old, you can start saying “No” in a gentle but firm voice to start teaching them limits around what they can touch and play with. But don’t punish or get upset with them if they repeatedly go after a particular object. This repetition is a form of exercising their brains – it is completely normal behavior.* ***One of the best ways to deter them is to simply distract them with another object or remove them from the area.***

***There are particular foods that can be dangerous to for babies and toddlers.******Some foods to avoid are*** *hot dogs, grapes, hard vegetables, chips, hard candy, nuts, seeds, raisins, and peanut butter. For hot dogs and grapes, you can cut these foods into tiny pieces and then your baby can still eat them.*

*Recognizing that babies love to put everything in their mouths also applies to* ***household cleaners, medicine, and other poisons.*** *Keep these items* ***locked up or in places that are completely inaccessible to babies.*** *If you are worried that your baby has swallowed something harmful, call the* ***California Poison Control*** *center immediately at* ***1-800-222-1222****.* (Show magnet from Kit for New Parents). *This magnet is in each of your kits; place it on your refrigerator so that you always have the number handy. There are medical staff immediately available at this phone number to give you advice on what to do.*

*Finally, because we know that* ***most car seats are not installed safely****, we have included a list of places you can go in San Mateo County to make sure your car seat is safe for your baby. Please see* ***Handout 3 – Car Seat Fitting Resource List*** *for more information*. *The latest recommendation from the American Academy of Pediatrics is to keep children rear-facing until they are 2 years old.*

Ask parents to pull out **Handout 2- Safety Improvements to Work on at Home.** Have participants review and commit to addressing specific safety improvements using this handout.They can write additional topics in the empty rows. Ask for a few parents to share what they will work on with the whole group.

Nutrition and health



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* **Kit for New Parents DVD, Your Healthy Baby segments on breastfeeding & formula feeding and solid food**
* **Handout 12 – How to Help your Child Have a Healthy Weight** (First 5 California)
* **Handout 4 – Introducing Solid Food**
* **Handout 5 – Making Mealtimes Enjoyable**
* **Advice for New Parents:** Prenatal to 6 Months tab, pp. 19-31 (breastfeeding /formula information), and 6 Months to 1 Year tab, pp. 82-90 (solids); for Spanish, pp.26 – 41 and pp. 108-118
* Chart Paper
* Pens

Group Activity - Watch KNP Video – Your Healthy Baby

***Narration:*** *We are going to watch two segments of the* ***Your Healthy Baby*** *video from the DVD included in your Kit for New Parents. This video gives you some advice and guidance about feeding your child. Let’s watch and then discuss things that we learned.*



Group Activity - Watch KNP Video on Breastfeeding and Formula Feeding

(English DVD) Menu 🡪 By Topic 🡪 Your Healthy Baby - **start from 3:00 and play until 8:03**

(Spanish DVD) Menú 🡪 Tocar Por Tema 🡪 Un Bebé Saludable - **start from 3:17 and play until 8:32**

*Narration: How many of you are breastfeeding or tried breastfeeding your baby?*

(Wait for people to raise hands).

*Did you learn any new information in the video you just watched? Does it make you think differently about breastfeeding? Did you learn any new information about formula feeding?*

(Facilitate audience discussion around these questions)

*If you haven’t been able to breastfeed for some reason, you don’t need to feel guilty about this. We are all doing the best job we can! Also, keep in mind that some breast milk is better than no breast milk at all. If for some reason you need to combine breast milk with formula feeding, the breast milk that your baby is still getting will provide many health benefits. For those of you who are breastfeeding, if you feel like you need more support so that you can continue breastfeeding longer, we encourage you to talk to your pediatrician and ask them for a referral to a lactation consultant in your area.*

*We also want to point out a few safety issues for those of you who are formula feeding. It’s healthier and cheaper to stick with powder formula. Liquid formula sold in metal cans has high levels of a chemical called BPA in it. Studies have shown that infants exposed to high levels of BPA may be at risk for developmental and reproductive problems. You can also avoid BPA by choosing BPA-free bottles (look for the BPA-free label on the package), and by never heating up liquid or food inside plastic containers, including bottles. When plastic is heated up, the chemicals in the plastic leach much more easily into food. Powdered formula is safest when mixed with water and fed to your baby at room temperature.*

*Finally, another tip for avoiding BPA for your whole family is avoiding canned foods. Most canned foods are*

*lined with BPA, so this is another reason to prepare and cook fresh foods when possible.*

*Narration: Now we’re going to continue watching some of the “Your Healthy Baby” segment on the Kit for New Parents DVD, and learn a little bit about introducing solid foods to your children. After the video, we’ll do an activity and talk about some tips to help our children become healthy eaters.*

C:\Users\msioson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\63FNH1X3\MC900197662[1].wmf Group Activity - Watch KNP Video on Solid Foods

(English DVD) Menu 🡪 By Topic 🡪 Your Healthy Baby - **start from 11:00 and play until 13:15**

(Spanish DVD) Menú 🡪 Tocar Por Tema 🡪 Un Bebé Saludable - **start from 11:35 and play until 14:05**

After the video finishes, take a moment to discuss any questions with the group and then transition into the next activity below.

C:\Users\msioson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\W0PHPFOR\MC900240373[1].wmf Small Group Activity – Introducing Solids & Promoting Healthy Eating Habits

**Note to Facilitator:** Please be sure to review **Handout 4 – Introducing Solid Foods** before covering this topic at a workshop. Some of the guidelines regarding the introduction of solid foods have recently changed.

Break the group into 5 groups, according to the ages of their children (If there are not enough participants for five groups, assign groups more than one topic). Give each group a piece of chart paper. Each group will be assigned a sub-topic to review and ‘teach’ to the full group.

Ask them to pull out **Handout 4 – Introducing Solid Foods, Handout 5 – Making Mealtimes Enjoyable** and **Handout 12– How to Help your Child Have a Healthy Weight.** (You may also refer them to the Advice for New Parents book in the Kit for New Parents, pp. 82-90, tab “6 Months – 1 year “, Introducing Solid Foods).

***Narration:*** *Now I want* ***you to pretend that you are going to teach a class to new parents****. I’m going to* ***assign each of your groups one of the topic****s from your handouts. Your group will* ***research this topic and then you will ‘teach’ it to the rest of the class.*** *Using the materials in front of you, work as a group to come up with a list of tips for parents.* ***Try to come up with at least 3-5 tips*** *that you think are the most important for your topic, and you can summarize them on the chart paper if you like.* ***Designate one person from your group to teach your tips*** *to the full group.*

**Assign the following topics to groups:**

* How to know when your baby is ready for solid food
* How to introduce food the first time
* How to introduce finger foods
* How frequent should meals be
* How to develop healthy eating habits

Give parents about 10-15 minutes to research their topic and come up with their group’s tips. Circulate among groups and answer questions as they arise. Reconvene the full group and have each group present their tips. Take audience questions as they come; some of the information may represent a new way of doing things for parents who already have experience introducing solid foods.

**C:\Users\msioson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\W0PHPFOR\MC900354240[1].wmfReview Slides 7 & 8 – Introducing Solid Foods:**

* **Introduce one food at a time** (first food does not have to be rice cereal). Good first foods are pureed vegetables or fruit. Wait three days before introducing another new food.
* **Follow your baby’s cues**; it may take some time before they are very interested in food. Don’t force it. Expect it to be messy!
* Continue to give your baby the **same amount of breastmilk or formula** while introducing solids
* Begin **finger foods** when baby can sit up and bring hands or other objects to mouth
* **Establish a routine of family meals** from the beginning. Encourage choice. Do not make mealtimes into battlegrounds.
* **Spice it up!** Try seasoning and spices. Avoid salt or use it very sparingly.
* **Try, try, try again!** Babies may reject a new food 10-15 times before eating it, or may go through periods of accepting and rejecting the same food.

Choosing Child Care

***Narration:*** *Another way we care for our children is by trying to find high quality child care.* ***Finding child care is one of the most challenging processes*** *a parent can go through. Trusting someone to care for your young child in your absence can be emotionally difficult, not to mention financially draining.*

*The* ***quality of child care varies greatly****, and it can be hard to find the right fit. We want a* ***place where our children are safe****, and* ***where they will also be engaged in a variety of stimulating and developmentally appropriate activities****. Children can learn a lot in child care and in preschool.* ***High quality child care and preschool environments help prepare our children for school!***

***Let’s watch a video*** *on looking for child care* ***and then share our own experiences*** *searching for child care so that we can learn from each other.*



Group Activity - Watch KNP Video

(English DVD) Menu 🡪 By Topic 🡪 Quality Child Care – “Making the Right Choice for You and Your Child” - **start from the beginning and play until 7:15**

(Spanish DVD) Menú 🡪 Tocar Por Tema 🡪 Cuidado Infantil De Calidad - **start from the beginning and play until 8:05**

**Pause the video.** Allow time for discussion. Ask the participants about their experience with child care and if it has ever been difficult for them to leave their children.

**Sample Discussion Questions:**

* *Was there anything in this video segment that was new to you?*
* *Why is quality child care so important?*
* *What are your fears and concerns about leaving your child in child care?*
* *What do you think are the three most important elements of quality child care environments?*
* *What are some things you have seen or experienced in child care situations that you have disliked?*
* *What have you seen or experienced in child care that you have liked?*

Resume KNP Video (time permitting) and watch the **Your Caregiver** segment that starts where you left off, or from **7:15 to 11:27.** (For Spanish DVD, watch **El Cuidador** from **8:05 to 13:35**)

Allow time for continued discussion

**Sample Discussion Questions**

* *What is the most important quality you look for in a caregiver?*
* *Describe your ideal child care situation*

***Narration:*** *It’s normal to be concerned about your child’s child care environment.* ***The more you know about what you are looking for in a child care program****, the more you will be able* ***ask the right questions*** *and* ***find the program*** *that works for you.*

*You will be able to tell a lot about the environment you ultimately choose by how your child reacts. While children vary in how long it takes them to get used to child care, eventually* ***they should look forward to going and should be happy and participating in activities when they are there****. Everybody is different, and a program that might work for one family may not work for others.*

C:\Users\msioson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\X73ZJ59Q\MC900334236[1].wmf Brainstorm Activity

**C:\Users\msioson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\X73ZJ59Q\MC900252493[1].wmfMaterials Needed:**

* **Book - *Advice for New Parents guide****, Quality Childcare and Preschool*
* **Handout 6 - Tips for Finding High Quality Child Care**

*Some of you have probably already looked for and found child care****.*** *We also got some ideas from the video.* ***Let’s hear about your experiences and what you think are the most important things to look for.***

Chart their responses about what to look for in a child care program. Follow-up questions include:

* *What kinds of teachers did you look for?*
* *What kinds of activities did you look for?*
* *What kind of physical environment did you look for?*
* *What health & safety practices did you look for?*

Ask parents to pull out **Handout 6 – Tips for Finding High Quality Child Care** and **Advice for New Parents** guide- refer to the section on Quality Childcare and Preschool (begins on p. 223 in English guide, p. 281 in Spanish guide). Let parents know that these resources provide additional information about the different types of child care programs and how to look for a high quality program.

Encourage parents to watch the rest of the video segments on their own.

***Narration:*** *We encourage you to* ***watch the rest of the Kit for New Parents videos on child care****. They contain really helpful information on the* ***different types of child care****,* ***how to work with your caregiver****, and* ***how to prepare for the first day.***

**Quality Child Care Video Menu Topics *Spanish DVD***

Making the Right Choice for You and Your Child 00 to 7:15 00 to 8:05

Your Caregiver 7:15 to 11:27 8:05 to 13:35

Family Child Care 11:27 to 13:50 13:35 to 16:22

Care in Your Own Home 13:51 to 15:40 16:22 to 19:16

The First Day 15:40 to 17:57 19:16 to 28:50

Tobacco Smoke Exposure and Health

***Narration:*** *Let’s look at another way to keep our children healthy. In this next section, we are going to talk a little about secondhand smoke. Secondhand smoke is smoke that non-smokers breathe in from people smoking nearby. While you may have heard plenty about the dangers of smoking,* ***you may not know just how dangerous secondhand smoke is for growing children, and how easy it is to expose them to it.***

**C:\Users\msioson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\X73ZJ59Q\MC900252493[1].wmfMaterials Needed:**

* Slides
* **Handout 13 – Secondhand Smoke and the Health of Your Family**
* ***Handout 7 – San Mateo County Smoking Cessation Resources***

*Let’s take a look at how secondhand smoke affects children and how we can prevent their exposure.*

Ask parents to pull out **Handout 13 – Secondhand Smoke and the Health of Your Family**

**C:\Users\msioson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\W0PHPFOR\MC900354240[1].wmf** Show Slide 9 – Secondhand Smoke Exposure

Secondhand smoke causes premature death and disease in children and adults.

22 million children in the U.S. (60%) aged 3 through 11 years are exposed to secondhand smoke.

(Based on measurements of blood chemicals)

There is no risk-free level of exposure to secondhand smoke

Opening windows or smoking in separate rooms does not reduce the impact of second hand smoke

Source: Surgeon General’s Report: Children and Secondhand Smoke Exposure, 2007, U.S. Department of Health and Human Services

***Narration:*** *Studies show that children breathe dangerous levels of smoke even when people smoke in other rooms or other apartments. Smoking in a separate room, even with the window open, is not enough to prevent potentially dangerous exposure to secondhand smoke.* (Review Slide)

*The following slide shows some of the health complications that secondhand smoke can cause in children.*

**C:\Users\msioson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\W0PHPFOR\MC900354240[1].wmf** Show Slide 10 – Impact of Second and Third Hand Smoke Exposure

|  |  |
| --- | --- |
| Disease or Disorder | U.S. Children Affected Annually |
|  |  |
| Low birth weight babies | 24,000 to 74,000 |
| Sudden death syndrome (SIDS) | 430 infants |
| Asthma episodes | 202,300 |
| Acute respiratory infections | 150,000 to 300,000 |
| Visits to doctors for ear infections | 790,000 |

**Source:** Surgeon General’s Report: Children and Secondhand Smoke Exposure, 2007, U.S. Department of Health and Human Services

***Narration:*** *Complications and health challenges caused by secondhand smoke* ***also impact a child’s ability to learn and concentrate in school.*** *And it’s not just secondhand smoke that is dangerous for kids. There is growing evidence that* ***‘third hand smoke’*** *is a particular danger for little kids.* ***Third hand smoke is residue from second-hand smoke that stays on surfaces*** *and can react with the air to form cancer-causing particles. Children can be exposed to third hand smoke by touching* ***furniture, carpets, walls, clothing, and by simply breathing in the air*** *shared with smokers (even after the smoking stops).*

**C:\Users\msioson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\W0PHPFOR\MC900354240[1].wmf** Show Slide 11 – Cycle of Harm

Cycle of Harm

*This slide shows how* ***early exposure to smoking*** *creates a* ***‘cycle of harm’*** *in families.* ***Children of smokers are more likely to grow up to become smokers*** *and have children who become smokers.*

***Smoking is highly addictive*** *and is passed down in families.*

**Source:** Smoke-Free Childhood: A Prop 10 Opportunity,

Virginia P. Quinn, 1999, California Center for Health Improvement

***Narration:*** *If you are a smoker and are interested in getting some help, we have listed some available resources in* ***Handout 7 – San Mateo County Smoking Cessation Resources.******Breathe California*** *offers free groups and nicotine patches in locations throughout San Mateo County. San Mateo County has a hotline at (****650) 573-3777****. You can also call the* ***California Smokers’ Helpline*** *for information and resources at* ***1-800-NO-BUTTS****, which is listed on the top of the handout. The Smokers’ Helpline can also provide you with free telephone counseling and more information about local resources.*

*For more information on secondhand smoke, and to review some of the concepts we learned here, you can watch the video on secondhand smoke on your Kit for New Parents DVD.*

Healthy Teeth, Healthy Children

***Narration:*** *Oral health is also crucial to your children’s health and well-being*. ***Some parents don’t think that children’s baby teeth matter, but they are actually a big part of your child’s health.*** *Dental decay is an infectious disease caused by bacteria and that is spread to others, just like a cold is spread from person to person.* *Let’s take a look at some dental facts*. (Review Slide).

**C:\Users\msioson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\X73ZJ59Q\MC900252493[1].wmfMaterials Needed:**

* Slides
* Kit for New Parent Video – Oral Health
* **Handout 8 - Healthy Teeth, Healthy Children**
* Chart paper
* Dental items from Kit for New Parent (toothbrush, xylitol wipes, timer)
* Pens

C:\Users\msioson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\W0PHPFOR\MC900354240[1].wmf Show Slide 12: Oral Health

*Dental decay can lead to….*

* **Pain and infection**
* **Absence from school**
* **Impaired speech development**
* **Inability to concentrate**
* **Lower self-esteem**
* **Poor sleep**

Source: First 5 CA website

***Narration:*** *It is estimated that* ***50% of kindergarteners have dental decay****. Poor oral health not only* ***causes pain and infection****, it is also* ***one of the most common reasons that children miss school****. In addition, poor oral health can affect* ***speech development, concentration, self-esteem*** *and* ***sleep.***

C:\Users\msioson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\W0PHPFOR\MC900360516[1].wmf Optional Dyad Activity: Tell a Story

Have parents partner up.

***Narration:*** *Think about your own teeth and dental history. Have you ever had a cavity? A toothache? Teeth pulled? Have you ever had a bad experience with your teeth or at the dentist? Share a story about your teeth with your partner!*

Allow time for participants to tell each other their stories. If there is time, have a few participants share their stories with the group. Sometimes parents or caregivers have had traumatic experiences with their teeth and/or a dentist. It is helpful to talk about these stories because they can impact a parent’s view on their child’s oral health and dental care. Validating their experiences might help them gain a clearer perspective on the facts about oral health and the need to care for their children’s teeth.



Group Activity - Watch KNP Video on Oral Health

***Narration:*** *The* ***video*** *we are about to see has information you may not know about ways to* ***prevent tooth decay*** *for yourself and for your children. It isn’t the sugar that actually decays teeth –* ***it is the BACTERIA that feeds on the sugar.*** *Let’s watch this video and see what you think.*

(English DVD) Menu 🡪 By Topic 🡪 Oral Health 🡪Cavity-Free Families – play the whole segment **(7:01 minutes)**

(Spanish DVD) Menú 🡪 Tocar Por Tema 🡪 Salud Oral 🡪Familia Sins Caries - play the whole segment **(8 minutes)**

Allow time for discussion.

**Sample Discussion Questions**

* *Did you know this information about how bacteria are spread?*
* *What are some things you might do differently now that you have seen the video?*

**C:\Users\msioson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\X73ZJ59Q\MC900252493[1].wmfMaterials Needed:**

* Common children’s packaged foods: instant oatmeal, apple juice, boxed cereal, yogurt tubes, etc.
* Box of sugar cubes

C:\Users\msioson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\RYCD1UV0\MC900213063[2].wmf Optional Activity – Hidden Sugars in Common Foods

Note to facilitator: You may skip this activity if participants mostly have younger babies.

*Narration: Let’s take a quick look at some of the common things we feed ourselves and our children.*

(Display foods you brought with you on a table or somewhere everyone can see them).

*Narration: We all know that we should avoid feeding our children too many sugary foods. As our babies get older and eat a more varied diet, we will be tempted to give them more processed foods. Our lives are busy, and it can be very challenging to find easy, convenient healthy foods. Often, we turn to pre-packaged and processed foods to give to our children. But what you may not know is that many of the foods targeted to children are loaded with sugar. We may think these foods are healthy because they are made for children, but unfortunately that’s not true.*

*Today, I brought with me some common foods we feed our children. We’re going to find out how much sugar is in a single serving of these foods. I’ve got some sugar cubes here, and each sugar cube equals 4 grams of sugar. We’re going to look at the label and do a little bit of math to find out how many sugar cubes is in each serving of these foods.*

*Can I get a volunteer to help me demonstrate?*

(Wait for a volunteer)

*OK – let’s look at the first food. How many sugar cubes do you think is in a serving of this food?*

(Pause and let parents guess. Then, compute the number of sugar cubes by dividing the grams of sugar per serving, as listed on the food label, by four. Ask the volunteer to start putting sugar cubes in front of the food item. For example, if a serving of a particular food has 15 grams of sugar in it, this equals 15/4 or 3.75 sugar cubes – you would round up to 4 sugar cubes. You’re going to say “Keep going, keep going” until the volunteer reaches the number of sugar cubes for that item. Talk with parents about how close or far away their guesses were from the actual number. Then repeat this exercise for each food item you brought).

(If time allows, you could also ask parents to mention some of the common things their kids eat,

and look up the sugar content on the internet or someone’s smart phone).

***Narration:*** *Are you surprised about how much sugar these foods contain?* (Pause for discussion).

*What is happening when our children’s bodies and teeth are exposed to this much sugar on a daily basis?* (Pause for discussion)

*When our children chronically consume sugar at these levels, it has negative impacts for their bodies and their teeth.* ***Consuming high amounts of sugar can cause our children to become obese, or, even worse, can contribute to childhood diabetes****. Childhood diabetes is a serious health condition. Children diagnosed with diabetes require constant monitoring and treatment for the rest of their lives, and are at risk for other health problems. But that’s not all. As we saw in the video, the unhealthy bacteria that causes cavities feeds on sugar.* ***When children get cavities early on in their lives, it can also create lifelong health issues.*** *Teeth can become weak and require constant treatment as adults. In addition to affecting speech, concentration, sleep and self-esteem, tooth decay is also linked to heart disease and other serious illnesses.*

*We can see there are many reasons to avoid giving our children sugary foods.* ***What are some quick, easy, and healthy foods that we can give to our children instead?***

Have participants do a quick brainstorm, giving each other ideas for healthy foods. Chart responses.

C:\Users\msioson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\X73ZJ59Q\MC900334236[1].wmf Brainstorm Activity

Ask parents to pull out **Handout 8- Healthy Teeth, Healthy Children.** Have participants review the handout and then brainstorm the tips for healthy teeth for their babies. Chart responses for each age range. Discuss any questions that arise out of this discussion, and help clarify the oral health guidelines as needed. **Ensure that the following tips are discussed:**

* **Don’t let babies fall asleep with a bottle**, and never put juice in a bottle
* **Begin wiping babies’ gums once a day** when they are newborns
* **Begin brushing babies’ teeth** as soon as they have their first tooth with soft child’s toothbrush and water. **Do not use fluoride toothpaste**
* **Schedule baby’s first dental visit when they get their first tooth**
* Talk to your dentist about using **Xylitol wipes** on your babies’ teeth.
* **Don’t put anything in your baby’s mouth if it has been in your mouth** or the mouths of others (including spoons, food, and pacifiers)

Review the dental health contents of the Kit for New Parents. **Be sure to show parents the Xylitol wipes**. Take one out and demonstrate how to wrap them around the finger and then swab a baby’s gums, teeth, and tongue. Let parents/caregivers know that they must **keep Xylitol wipes away from pets**. Xylitol can be very harmful to pets if ingested, and can be fatal to dogs.

Ask parents to pull out the **Community Information Handbook** form their kits. Refer them to page 32, where they can find phone numbers for the **Mid-Peninsula and San Mateo County Dental Societies**. Tell them they can call these numbers for help finding a pediatric dentist, or they can talk to their pediatrician or to friends for referrals.

***Narration:*** *Remember to make brushing and taking care of teeth fun!* ***The daily ritual of helping your babies clean their gums and teeth can be another way for you and your children to connect.*** *Sing songs or make up silly games. Pretend that the toothbrush is destroying ‘sugar monsters’! You can look up fun songs about brushing teeth on YouTube. Establishing good oral hygiene with your babies when they are young will set them on a path toward dental health that will benefit them the rest of their lives.*

Encourage parents to watch the other videos in the Oral Health section of the Kit for New Parents DVD.

**Kit for New Parents Video Oral Health Segments: *Spanish Version***

Cavity-Free Families 7:01 minutes 8:00 minutes

Look at My Teeth 4:41 6:02

Fluoride Use 6:24 7:12

My Trip to the Dentist 8:21 11:40

(Please note that the website provided at the end of each segment no longer works: [www.first5oralhealth.org](http://www.first5oralhealth.org) is not a valid website. Please also note the phone number provided cannot be used to find a dentist: 1-866-232-6362.). **Tell parents they can contact their local dental society or ask their pediatrician for help finding a dentist.**

Taking care of ourselves – healthy caregivers

***Narration:*** *Why talk about taking care of ourselves? The reality is that* ***if we don’t take care of ourselves, it is harder to take care of our children.*** *Taking care of children requires patience, energy, and a positive outlook. Taking care of children can be stressful and isolating. While we can’t eliminate the hard work of taking care of our families,* ***we can do whatever we can to reduce our stress, manage our anger and develop the positive, healthy frame of mind that is essential to being “in the moment”*** *and ready for whatever comes. In this final section of our workshop, we’ll explore some tools to help us stay healthy and happy.*

*As we have seen, a baby develops in response to her environment. If her environment, which is you, is full of stress, anger, or anxiety, then she is not going to have a chance to develop as well as if her environment is peaceful, warm and responsive. In short,* ***your MOOD has a big influence on your baby’s brain and developing behavior.***

*The truth is that* ***these days we are under a lot of stress****. We may have a lot of worries and concerns about money, jobs, housing and just simple, everyday life. We may be angry about the past, or maybe about our own home environment growing up. Or we may be worried about other family members. How can we possibly be in a good mood with all of these challenges? Well, we probably can’t be all the time.* ***Anger and irritation are a normal part of life.*** *It is impossible to manage your stress and anger ALL of the time, but* ***there are things you can do to feel calm MORE of the time.***

*Stress comes from our* ***reactions*** *to events and situations, rather than the events themselves. The good news is that* ***we CAN train ourselves to have healthier reactions to the challenges we face.***

C:\Users\msioson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\AC22V1VQ\MC900089034[1].wmfSTORY (OR ROLE PLAY) – PARENT REACTIONS

**C:\Users\msioson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\RYCD1UV0\MC900391170[1].wmfNote to Facilitator**

*You can just tell this story, acting it out yourself, or you can get a volunteer or two to help you demonstrate.*

***Here is a typical scene in a family’s life.*** *A young child, let’s say he’s 2 years old, asks his dad/grandma/mother for a cookie. Dad says, “Okay, sure, you can have a cookie, here you go”* (motion giving a child a cookie). *The child enjoys his cookie, and is satisfied for a moment. Then the child asks for another cookie. Dad says, “No, one cookie is enough, we are going to have dinner soon.”*

*Okay, let’s say the child reacts to this news negatively. The child actually goes into the more primitive part of his brain, and does what? Yes, he falls on the floor, crying and screaming and is completely out of control emotionally*. (Gesture to the volunteer, or dramatize yourself). *There he is -- he has left his beautiful, sweet, talkative self – he is gone.*

*Now what does Dad do? He has some choices, right? What are some ways he can react?*

You are looking for the following three general types of responses:

1. Dad can give him the cookie

2. Dad can melt down himself and start yelling and reprimanding.

3. Dad can remain calm and use a positive technique.

If you don’t get the last answer, for humor, say *“Dad can say, “Okay son, I see you have gone into your brain stem, I am just going to stay here in my frontal lobes and wait for you to come back.”*

*Let’s explore what happens when Dad gives him the cookie. What has he taught his son?*

(Wait for reaction.)

*Right, he has taught his son that the way we get what we want is to scream and cry and lose control.*

*What happens when Dad melts down himself?*

(Wait for response.)

*Right, he has taught his son that the way we solve our problems is by yelling and throwing ourselves around in a mutual frenzy. Unfortunately, we are partly programmed as human beings to do just this! We have “mirror neurons” in our brains that cause us to want to mimic what we see and feel from others, even our own children’s emotional outbursts!*

***But what if we are able to stay calm?*** *The ability to do this, to re-gather ourselves and allow our brain to think again, is a critical skill, maybe* ***THE critical skill, for both parents and for children****. Because we have mirror neurons,* ***your modeling of this skill is very, very, very helpful.***

*The point is not that we will never flip our lids. That’s not realistic for most of us. The idea is to learn from it every time that we do. We can be more aware, and in turn, flip our lids less often, and help our children lose control less often as well.*

***The third option isn’t the easiest!*** *But it does get easier to stay calm the more you practice it. And in the long run,* ***staying calm will teach your children to stay calm, and will have the biggest payoff. Your babies are young and may not have started ‘testing limits’ yet.*** *As they grow into toddlers, their job will be to test you! We’re going to discuss some tips that will be helpful as your babies get older and begin to challenge your patience a little more.*

C:\Users\msioson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\X73ZJ59Q\MC900334236[1].wmf Brainstorm Activity – Stay Calm

**C:\Users\msioson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\X73ZJ59Q\MC900252493[1].wmfMaterials Needed:**

* Slides
* Chart paper
* Markers

***Narration:*** *As we have been learning in this session, staying healthy includes taking care of ourselves and managing our stress and anger****. It is normal to get angry****, and getting angry in and of itself is not a problem.* ***It’s a problem, however, when we don’t know how to manage our anger and don’t have tools to express our anger in healthy ways.*** *Let’s explore ways to manage our anger and stay calm with our children.*

***How do we re-gather and calm ourselves*** *when we are in stressful situations or when our children are melting down or acting out?* ***What are some things that have worked for you?***

Chart responses. After participants have had time to think about their own solutions, show the slide below. Point out places where they have already brainstormed some of the techniques on the slide, making an effort to extend their answers in ways that connect them to the presented techniques. Also point out the additional techniques that were not mentioned.

***Narration:*** *This is a great starting point for our discussion of* ***anger and stress management techniques.*** *As caregivers, staying calm in the face of stress is one of the greatest challenges we face. We’re going to talk about some of the strategies you mentioned in more depth, and* ***give you tips for how to manage your own feelings as well as building these skills in your young children as well****.* (Point to slide).

**C:\Users\msioson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\W0PHPFOR\MC900354240[1].wmf** Show Slide 13 – Anger & Stress Management Techniques

1. **Notice and observe (Feel the feelings)**
2. **Express feelings**
3. **Emotional vocabulary**
4. **Positive self-talk**
5. **Find people**

***Narration:*** *Some of the strategies we’ll discuss include* ***noticing our feelings and effectively expressing our feelings.***  *We’ll also discuss* ***building our children’s emotional vocabulary****, because the sooner children have the words to express their feelings, the better able they will be to manage strong emotions****. You can even start modeling expressing your feelings now, while your babies are young!***  *We’ll discuss ‘positive self talk’, which is a way of talking to ourselves when we will feel our anxiety growing. Finally, at the end of the session, we’ll give you some information on local parenting groups as a way to connect with other families.*

**Tool #1 – Notice and Observe**

***Narration:*** *Before you can learn to manage anger and stress, it is helpful to* ***learn to recognize what happens BEFORE you get into an angry or stressed state****. One way to do this is to learn to stop and* ***take stock of yourself*** *once in a while. You can also* ***try to observe your children*** *to see what triggers their outbursts as well.*

***Try looking at the following:***

* ***Before*** *– What happened before I got angry?*
* ***During*** *– What did I feel and think during the time I was angry? What did I say to people? How did I react?*
* ***After*** *– What did I do afterward? How did I feel? What did I do to recover? What did I say to myself?*

*You can even try* ***writing these things down*** *after an outburst happens. After you do this a few times,* ***you may start to notice patterns and triggers.***

OPTIONAL Reflective Activity – Guided Meditation (or “Quiet Time”) – Feel Your Feelings

One of the ways that we overcome stress and manage anger is to stay in the present moment. Our thoughts tend to stray into the past and the future. But, in reality, the past is gone and the future does not yet exist. The only thing that is real is the present moment, and focusing on this can help us stay calm.

A guided meditation is one way to “be present in the present”. Some of us may be uncomfortable with the idea of meditation, but I want to assure you that this is a practical exercise. In order for us to manage our stress and anger, the first step is to feel and acknowledge our feelings. Human beings are very adept at twisting and pushing down our angry feelings. By doing this, you either build up a back log, a “slush fund” of anger, or you let it out in destructive ways. Some of us are so well conditioned to “be good” that we might not even know how we really feel.

The body is where everything in our life happens. We see, hear and feel, and our body responds. All of our feelings are felt in the body. For example, you may hear something that causes a thought in your brain that makes you angry. If that anger is not expressed, it can start to tear your body down – the immune system, the respiratory system, the heart and blood systems all can be harmed by unexpressed anger.

**Guided Meditation**

I suggest you put both feet on the ground for this exercise and get as comfortable as you can in your chair. I invite you to close your eyes for a moment and take a few deep breaths with me. Just breathe in and out, and notice your breath, slow down your breath just a little bit and notice the feeling of the breath coming in, pausing for just a moment at the top, and flowing back out. Keep breathing and focusing on your breath. If thoughts come up from your day, just look at the thoughts and let them go. Perhaps you are coming to the end of a busy day, you’ve been rushing around dropping off and picking up children, worrying about what everyone is going to eat, maybe you are trying to get ready for a birthday party, or your mother is not feeling well, or your car is making a funny noise. But right now, at this moment, there is nothing you have to do, there is nowhere you have to go. All you have to do is just sit here for a moment.

Now we are going to start from the top of our heads, and notice any physical sensation coming from your head. Maybe you have a headache, or your back aches. Maybe there is a good relaxed feeling. Just notice the sensation, and without trying to change anything, relax as you can. Moving to your neck, notice any stiffness or soreness, and relax the muscles in your neck. Check out your shoulders and your arms, notice any tension you carry there and release it. Your hands, your busy hands, stretch them out wide, as wide as you can, clench them into fists and then stretch them out wide again, then relax them in your lap. Move to your legs and your feet, wiggle your feet and toes a little bit, then relax.

Move to your back. Does it hurt? Where does it hurt? Notice any tension or stiffness and release. Move to your chest and abdomen; notice any feelings that might be lodged there. Are you angry or disappointed, are you feeling happy or light, whatever it is - what are you feeling right now? Notice what you are feeling, and notice where the feeling is. Don’t try to change it, just feel it. Do you feel something in the pit of your stomach, in your hips or back? Thoughts are thought in the head, and emotions are felt in the body. If you can feel where your emotions are, it is easier to release them.

Spend a few more moments just taking stock, noticing what you feel…..You can also just pay attention to your breathing, and notice any feelings that brings up. Take a few more deep breaths, and open your eyes. Stay centered in yourself but slowly come back to the room. How does that feel now? If you feel inclined, turn to your neighbor and tell them what you felt. You can also spend a little time writing.

This is an activity that you can do anywhere, when you are waiting at the doctor’s office, in line at the post office, or sitting on your couch at home. Anytime you start to feel a little rattled, you can give yourself permission to take a moment at check in, and feel and acknowledge your feelings.

Tool #2 – Express Feelings

***Narration:*** *A peaceful house is not a house without emotion, or one in which strong emotions are discouraged.* ***One way to manage anger*** *and the other strong emotions we all feel is to* ***learn to express our feelings and allow others to express them as well.***

C:\Users\msioson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\X73ZJ59Q\MC900334236[1].wmfBrainstorm Activity – ANGER: USING IT, NOT LOSING IT

Adapted fromLott, Lynn & Nelson, Jane *“*Experiential Activities - Routine Charts.”*Teaching Parenting the Positive Discipline* *Way,* 2008. P. 75.

**C:\Users\msioson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\X73ZJ59Q\MC900252493[1].wmfMaterials Needed:**

* Chart paper
* Pens

***Narration:*** *The first step in managing our anger is* ***acknowledging the fact that our feelings are legitimate.***  *Too often when we are angry, we are told we shouldn’t feel that way. This activity shows how destructive that can be.*

*Some of you may have grown up hearing that it’s not ok to have your feelings, and some of you may still be surrounded by people who tell you this. Sometimes people like to tell us how we should feel and think.*

*What are some things that you have been told when you have tried to express your feelings?*

(Chart responses)

**Add some of the following ideas to the chart paper, if they didn’t come up with many examples:**

**Should/Shouldn’t List**

You don’t really feel that way.

You know that isn’t a nice way to feel.

I told you that would happen.

Well, what did you do?

You should love your (brother, sister, friend, parent).

Don’t let me hear you talk that way.

You can just go into your room until you can talk nicely.

You shouldn’t get angry.

You always have to get your way, don’t you?

I can always tell when you’re angry.

*How does it feel to hear these things? Is it helpful? What does it make you want to do with your feelings?*

(Discuss responses)

*When we are experiencing strong feelings, it doesn’t help for us to hear that we should just ‘deal with it’ or that we are wrong to have feelings. Most of the time, we just need* ***someone to acknowledge what we are going through without even trying to fix it.*** *What are some statements that are more helpful for us to hear when we are angry?*

Chart responses.

C:\Users\msioson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\W0PHPFOR\MC900354240[1].wmfShow Slide 14 – Acknowledge and Reflect Back

It sounds like you are really angry.

I don’t blame you. I have felt angry many times.

You are so angry because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

*Less is more when it comes to listening to people express their feelings. We don’t want someone trying to analyze our feelings for us, just someone who accepts our feelings. Let’s find a partner and practice.*

C:\Users\msioson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\W0PHPFOR\MC900360516[1].wmf Dyad Activity – ANGER: USING IT, NOT LOSING IT (continued from above)

**This activity continues from the above discussion.** Partners work together, practicing the more negative Should/Shouldn’t List followed by the more positive Acknowledge & Reflect Back. Each partner takes turns playing A and B.

**Part 1**

Partner A remembers a time as a child or as an adult when they were angry, and someone tried to shut down their feelings. Partner B does not acknowledge these feelings, using messages from the “Should/Shouldn’t List”. Then partners switch roles.

**Part 2**

Partner A thinks of a real life situation about which they are angry.

Partner B’s job is to listen and reflect back without fixing. Example: Partner A says, “I feel angry about \_\_\_\_\_\_\_\_\_.” Partner B says, “You feel angry about\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.” This goes on for a few more lines and then partners switch roles.

Discuss the activity with the group and how it might help them when they, their partners, or their children get angry.

***Narration:*** *What did you learn from this activity and what do you think you can do differently now with your children, your partner, or yourself when you are confronted with anger?*

Tool #3 – Emotional Vocabulary & Emotion Coaching

***Narration:*** *Once you are more in touch with your feelings,* ***the next step is effectively expressing them.*** *One way to effectively express emotions is to have a* ***good emotional vocabulary, and to teach emotion words to your children.***

*Often, children misbehave, and adults get various stress reactions because they don’t know how to express some of the powerful emotions they may be feeling.* ***Managing and appropriately expressing emotions is one of the keys to preventing misbehavior****. In order for children to become effective at controlling their emotions,* ***they need the words to describe their own and others’ emotions.*** *When young children are asked how they are feeling, they often respond with “good or bad” and miss all the subtle gradations in between.*

*We talked in earlier in the series about the importance of language development and building children’s vocabularies by ‘narrating’ their day and activities. Well,* ***we can also ‘narrate’ their emotions and help them to learn how to better express themselves.*** *This is called “****emotion coaching”*** *and it* ***helps your children learn self-regulation skills.******Emotion coaching is when you name the emotions your child is having****, such as being calm, patient, happy, excited, proud, frustrated, curious, embarrassed or disappointed.*

C:\Users\msioson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\W0PHPFOR\MC900354240[1].wmf Show Slide 15 – Children with a Strong Emotional Vocabulary

**Children with a strong foundation in emotional vocabulary……**

* Tolerate frustration better
* Get into fewer fights
* Engage in less destructive behavior
* Are healthier
* Are less lonely
* Are less impulsive
* Are more focused
* Have greater academic achievement

C:\Users\msioson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\W0PHPFOR\MC900360516[1].wmf Dyad or Large Group Activity – Brainstorm Emotional Vocabulary

Adapted from The Incredible Years: Parents and Children Series, Program One, Part 3: Social and Emotional Coaching, p. 326

**C:\Users\msioson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\X73ZJ59Q\MC900252493[1].wmfMaterials Needed:**

* **Handout 9 – Feeling Words**

**Break into pairs and have parents come up with 3-4 words that describe the emotional temperament of their children.** For example, active or passive, fussy or agreeable, attentive or inattentive, impulsive or patient, verbal or nonverbal, friendly or withdrawn, easily frustrated or easily soothed, and so on. Then have them brainstorm emotion coaching words that would help their particular children. For example, if a child is impulsive or easily frustrated, it will help for the parent to comment on times when the child is patient or calm to build the child’s self-awareness of this feeling state. Or, if the child is angry, a parent can focus on when the child is happy or excited. This helps to expand children’s emotional awareness.

**After the brainstorm, ask participants to turn to** **Handout 9 – Feeling Words*.*** This handout has a list of emotion words that can be used as part of emotion coaching. Point out how many the group has already come up with.

**Ask participants to share ‘emotion coaching’ words that they came up with for their children with the full group,** and **suggest they write particular words they want to use with their children in the box at the bottom of the handout** (entitled: What Emotion Coaching Words Will You Try with Your Child(ren)?). Discuss with the group.

C:\Users\msioson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\RYCD1UV0\MC900213063[2].wmf Incredible Years Vignettes Activity – Emotion & Persistence Coaching

***Narration:*** *Let’s look at a few vignettes that show parents helping their kids learn emotional regulation skills.*

##### Vignette– Social and emotion coaching

* **Incredible Years DVD:**  Disc 3 🡪 Program 1, Part 3 – Social and Emotion Coaching🡪 Program One, Part Three: Program Topics 🡪 Begin Program 🡪 Emotion Coaching - Vignette 2
* **Incredible Years Manual:** Program One, Part 3 – Social and Emotion Coaching - Vignette 2 – p. 324 - 325

**The Scene:** **The little girl asks her mother for help with the sticky tape.**

**Mother:** Yeah, that’s good, I’ll cut it for you. I’ll hold it for you while you cut. Might work better for you if you hold it like this. Is it hard for you to cut? Ahh…..Look, what did you do?

**Soleil:**  You cut it!

**Mother:** You cut it! Are you proud of yourself?

**Soleil:** (nods yes)

**Mother:** You seem to be really proud about your work. You’re working really hard. You cut it again and this time....you did it! You seem to be really happy about your work. You are working very hard – you are being very patient with this cutting process and you know what else?

**Soleil:**  Yes?

**Mother:** It seems to be getting easier and easier for you.

**Pause Vignette**

**Discussion Questions:**

1. What is effective about this mother’s approach?
2. What are some ways you can encourage your toddlers when they get frustrated?
3. What does this girl learn from the mother’s focus on her proud feelings?

**Continue Vignette**

(The rest of transcript for the vignette is not provided here, but can be found on p.325 of Program 1, Part 3: Social and Emotional Coaching). In the remainder of the vignette, the mother continues to encourage and coach the daughter as she moves on to work with tape.

**Discussion Questions:**

1. What is this toddler learning from her mother’s coaching?
2. What emotion words does the mother focus on?
3. How is this mother combining persistence coaching with emotion coaching?
4. Why was it helpful to talk about the girls’ emotions along with patience and a calm body?
5. What emotions do you model with your own feeling words?

##### **C:\Users\msioson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\RYCD1UV0\MC900213063[2].wmf** Incredible Years Vignette– scaffolding games between siblings

* **Incredible Years DVD:**  Disc 3 🡪 Program 1, Part 3 – Social and Emotion Coaching🡪 Program One, Part Three: Program Topics 🡪 Begin Program 🡪 Vignettes 13-20 🡪Scaffolding Games 🡪 Vignette 13
* **Incredible Years Manual:** Program One, Part 3 – Social and Emotion Coaching - Scaffolding Games Between Siblings - Vignette 13 – p. 350

**The Scene: Two children are putting a game together**

**Sophie:** I know how to do it.

**Mom:** We’ll do it together. You guys are doing a nice job together.

**Sophie:**  But he’s not letting me do it.

**Dad:** Charlie, you’re working fast and furious.

**Sophie:**  I know, it’s the fastest time ever.

**Mom:** Sophie, I have an idea, why don’t you work on this end and Charlie can work on this end? Then you guys both have room and when you get to the middle you can work together. Squeeze it. Here.

**Charlie:**  Sophie!

**Mom:** Hey, Charlie, use your words, okay? Do you want to do it by yourself? Or do you want help?

**Charlie:**  I can do it. Look at me.

**Mom:** Look at you, you are doing a great job, but look at Sophie because Sophie looks a little bit sad.

**Vignette continues** (entire transcript not provided here due to space)

**Discussion Questions:**

1. What prompts does the mother use with Charlie?
2. How does the mother help Charlie to consider his sister’s feelings?
3. How does the father help recognize Sophie’s self-control skills?
4. What behavior does the mother reinforce? Ignore?
5. Could you improve the coaching given by the parents? What self-regulation skills of Charlie’s could be coached?

Tool #4 – Positive Self-Talk (“Thinking Hygiene”)

***Narration:*** *Remember how we talked about our bodies being the place where everything happens? Remember how we start every session with “Caregiver Encouragement,” or finding something that you did well?* ***Has it gotten easier to identify something you have done well?***

(Pause for response).

*As we try to learn to encourage ourselves, we are working on* ***positive self-talk****.*

*Self-Talk is the mental process whereby we talk to ourselves about ourselves. Our minds talk and think all the time, and believe it or not,* ***you can’t believe everything you think****! We can learn to talk to ourselves more positively, and thereby reduce our stress.*

**C:\Users\msioson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\W0PHPFOR\MC900354240[1].wmf Show and Review Slide 16 - Turning Negative Self Talk into Positive**

**Negative Self Talk**

I can’t do it 🡪 I can get better if I try

“Nothing ever goes my way 🡪 I’m grateful because….

This child is a monster – he’ll never change 🡪 This child is testing to see if he can have his own way. My

job is to stay calm and help him learn better ways to

behave.

***Narration:*** *Negative Self Talk comes from unrealistic goals and expectations for ourselves. Negative self talk results in more stress and anger.*

***Positive Self Talk can be used to buffer, support and reinforce ourselves****. Positive Self Talk can help us calm down**during challenging situations and* ***prevent us from losing control.***

**C:\Users\msioson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\W0PHPFOR\MC900354240[1].wmf Show Slide 17 – What to do When You Feel Like You Might Lose Control:**

1. **Notice what you are feeling** and step back from the situation
2. **Practice relaxation techniques** (slow down breathing; count from 1 to 10 as far as you are able in a single breath)
3. Recognize upsetting thoughts. **Rephrase upsetting thoughts.**

Ask parents to pullout **Handout 10 – Learning Self Control**. Review the handout with participants. Let them know this handout is a good reminder for how to stay calm and that they can hang it on their refrigerator or somewhere else in the house.

Tool #5 – Find People/Support Network and SERIES WRAP-UP

**Materials**

* **Handout 11 – Family Support Resources**
* **“ What I am Like” guide**
* Community Information Handbook from the Kit for New Parents
* Evaluation Form
* Certificate of Completion

***Narration:* *Congratulations on completing the course!*** *We covered a lot of material today, and have given you many resources to take home.* ***Don’t be overwhelmed! Just use the tools that are the most relevant for you.*** *Raising young children is a long, intense journey. Do not try to do it alone! By participating in this series, you have met other parents, hopefully reduced your stress, and gained tools and techniques to enhance your caregiving.*

***Our brain is a social brain****. We raised children in small clans for millions of years. We are now expected to raise children in virtual isolation, but our brains have not evolved to handle those changes. No wonder it is so stressful to be a parent!* ***One of the resources you have to reduce your stress is people!***

***What people do you have in your life? Do you have family or friends in the area?***

(Wait for responses.)

***Try to make time for friends and family to make sure you are connecting with other people.*** *Sometimes, all it takes is a good talk with a friend or family member to put our minds at ease. If you are looking for other moms to connect to, the local mothers’ clubs are great resources. There are also parent-child groups, playtimes, and storytimes throughout the county. In* ***Handout 11 – Family Support Resources****, you will find some information about ways you can connect with other families and services in the community.*

*From our time together, we have seen that* ***you already have so much to offer your children. You have your own family treasures and, more importantly, you have love for your children.***  *When in doubt,* ***just spend time with your children,*** *really focusing on their interests and what they are doing in that moment.* ***When your children connect with you through play and other special bonding activities, they are getting the ‘fuel’ they need to grow into healthy, happy, competent adults.*** *Your children will grow and thrive and be enriched by your simple, daily attention, love, and communication.*

***As a parting ‘gift’*** *for you, we have a very handy resource called the* ***“What I am Like” guide.*** *This resource is an at-a-glance picture of what your baby needs at different ages all the way up to 3 years old.* ***It gives tips for the types of activities that help their development, as well as what to look for to make sure they are on track.*** *Remember that* ***all babies develop at different paces.*** *Just because your baby isn’t doing everything that your friend or neighbor’s baby is doing doesn’t mean something is wrong. But you should also* ***trust your instincts and talk to your doctor if something doesn’t feel right.*** *If your baby can’t do a lot of things listed for your child’s age in the* ***“What I am Like”*** *guide, you should talk to your doctor. You can also call the* ***Golden Gate Regional Center*** *and ask for an evaluation of your child – they are required to give you a free evaluation by law. You can find their number in the* ***Community Information Handbook*** *included in your Kit for New Parents* (hold up booklet and show to participants). *If there is a problem, the best thing you can do for your child is to get services and help as early as possible. Here are some early signs to look for that your baby may need some extra help:*

*C:\Users\msioson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\W0PHPFOR\MC900354240[1].wmf***Show Slides 18 and 19 – Signs Your Child May Need Help**

**Up to Six Months:**

* Doesn’t coo or smile
* Doesn’t react to loud noises or turn head to follow sounds and voices
* Has difficulty holding head up by 3 months
* Has difficulty following objects or people with eyes
* Arms or legs are stiff and posture is floppy or limp

**6 Months to 1 Year**

* Has trouble figuring out simple things like finding an object after seeing it hidden
* Has problems responding when being called from across the room (even when it’s something interesting)
* Has difficulty sitting, standing up, reaching or picking up objects
* Doesn’t play games like peekaboo
* Hasn’t started to say simple words like “mama” or “dada” by age 1
* Repeats behavior that could hurt (like self-biting or banging the head)

***Narration: Hang on to today’s handouts and handouts from past sessions*** *when you want to refresh your memories about things we learned.* ***Post your favorite tips*** *on the refrigerator or keep them somewhere handy in the house. We hope you enjoyed your time with us and we wish you the best in your future parenting endeavors!*

*On your way out,* ***remember to complete the Evaluation Form*** *for this session. As always, we want to hear any feedback, positive or negative, that you have, especially since this is the last workshop! Please let us know how we can improve these workshops for future participants.*

Give participants the **Certificate of Completion** (if applicable), and any other resources you have for them.