

Independent Living Skills Module V

How do you think having a baby to care for every day would impact your life? What things would be different?

Do you think having a baby would interfere with you education and future plans? Why or why not?

Pretend for a moment that you are a baby about to be born. Would you choose yourself as a parent?

If you were to become a parent at this time in your life, would you need the support of your family and friends? Who would help you? How?

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your and your child's lives would be like in 5, 10 years from now.

What do we need to do to promote a healthy pregnancy during this trimester?

1. HAVE A REGULAR PRENATAL CARE

To assure a healthy start for the mother as well as the baby, it is very important that you set up an appointment with your gynecologist or clinic as soon as you find out that you are pregnant. The doctor will perform tests to rule out any early complications. He/she will most likely prescribe vitamins and talk to you about all issues related to pregnancy.

It is also very important to have your doctor's name, address, and telephone number with you at all times in case of complication or later on, when labor begins. You may also want to give his/her name to the father-to-be.

Note to fathers: While the mother carries the baby, fathers assume responsibility during pregnancy as well. Every doctor will be happy to answer any questions you may have. Most mothers-to-be welcome fathers to accompany them to prenatal appointments and to be part of the decision-making process regarding labor and birth. Fathers can also assist mothers by reminding them to take their vitamins and helping with transportation to appointments, etc.

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Doctor's/Clinic's Name

Street

City/Town

Telephone #

Emergency

ACTIVITY

If you haven't already done so, set up an appointment with your doctor or clinic.

My appointment is on:

Date _____

Time _____

Your doctor will schedule regular appointments. It is important that you post them and keep track of them.

Babies With Mothers Who Eat Well Have a Better Chance of

- Developing needed brain cells
- Get their figures back more easily
- Are better able to deal with their emotions
- Have a better chance of being able to nurse their babies
- Have a normal weight gain
- Are stronger for delivery

Mother Who Eat Well

Before you turn to the charts and fact sheet, consider the following:

How do you eat a well-balanced diet? The best way to make sure you are getting the right nutrients is to eat a variety of foods every day. To help you choose the foods you and your baby need, we have provided two charts which give you information about the different food categories and examples of foods in each of these groups, including their nutrients and recommended daily portions. We have also provided a fact sheet, which explains nutrients.

The food you eat supplies your growing baby with all the things s/he needs to build the whole body. Bones, organs, muscles, and the brain are formed from the food you eat while you are pregnant. It's also good for you to remember that you, too, as a teenager are still growing. When you become pregnant, you are eating for your own health as well as the baby's. So it is especially important for you to eat well.

2. EAT WELL DURING PREGNANCY

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- Having a well-formed and healthy body
- Attaining normal weight

In order to be sure to eat right, mothers- and fathers-to-be have to be familiar with basic nutritional information. So to learn about a healthy diet, let's start with a closer look at the four food groups.

THE FOUR FOOD GROUPS

Milk and Milk Products:	
Benefits for you and your baby:	Needed to build strong bones and teeth;
Calcium:	helps nerves and muscles work well.
Protein:	The building block of the body, brain, and blood; needed to build a strong body and mind and keep them healthy;
Vitamin D:	Helps the body use calcium; prevents rickets
Vitamin A:	"Good Looks Vitamin" needed for eyes, skin, hair, and normal body growth.

Meat and Other Protein Foods:	
Benefits for you and your baby:	
Protein:	The building block of the body, brain, and blood; needed to build a strong body and mind and keep them healthy;
Folic acid:	B Vitamin needed to help the body use iron.
Iron:	Needed for red blood cells, which carry oxygen through the body; prevents anemia. The baby's body stores iron during pregnancy for use after birth.
B Vitamins:	Needed for healthy nerves, good appetite; helps body use other nutrients.

Fruits and Vegetables	
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Vitamin C:	Oranges, lemons, grapefruit, strawberries, green chilies, tomatoes, brussel sprouts, broccoli.
Vitamin A:	*Choose at least one serving of Vitamin C each day. Green or red chilies, carrots, spinach, greens, cantaloupe, pumpkin, any dark yellow or green fruits or vegetables. *Choose at least one serving of Vitamin A each day.
Benefits for you and your baby:	
Vitamin C:	Helps keep body healthy; needed for teeth, gums, bones, body cells, and blood vessels.
Vitamin A:	"Good Looks Vitamin" needed for eyes, skin, hair, and normal body growth.

Breads and Cereals:	Whole grain or "enriched" bread, cereal, muffins, tortillas, rye bread, buns, rice, pasta.
Benefits for you and your baby:	
B Vitamins:	Needed for healthy nerves, good appetite; helps body use other nutrients
Iron:	Needed for red blood cells, which carry oxygen through the body; prevents anemia. The baby's body stores iron during pregnancy for use after birth.

Water:	Alone or in other fluids
Benefits for you and your baby:	
Helps the body use the food you eat and carries wastes out of the body.	

Note to fathers: This section is also important for you. While it is true that mothers carry the children, it is a father's responsibility to help mothers eat healthy! Fathers should adjust their diets and habits, too, to support their partners.

In addition, it is important to know the following basic facts about nutrients:

Facts About Nutrients

Protein

Protein is needed for growth of new tissues of mother and baby and for repair of body cells. Extra amounts are needed during pregnancy. Proteins come from animal sources, such as meat, fish, chicken, turkey, eggs, milk, and cheese, or vegetable sources, such as cooked dried beans, peas, nuts, and peanut butter.

Fats

Foods that contain fats are high in calories. Fats supply energy and make food taste good. In addition, some fats provide Vitamins A, B, E, and K and other essentials for good health. Fats from vegetable sources include cooking and salad oils, margarine, and vegetable shortenings, butter, bacon and lard are major sources of animal fats. Meats, poultry, fish, whole milk, and cheese contain smaller amounts of fat.

Carbohydrates

Carbohydrates include both sugars and starches, which the body changes into energy. Some starches contain minerals, vitamins, and small amounts of protein. Carbohydrates are found in breads and cereals, dried beans and peas, rice, flour, sugars and fruits and vegetables.

Minerals

Many minerals are needed to maintain good health. Here are some of them:

Iron is used for building blood. Foods that are good sources of iron and other minerals include lean meat, liver, dried peas, dried beans, dark green leafy vegetables, enriched bread and cereals, dried fruits such as prunes and raisins.

Calcium and Phosphorus are needed for the development of bones and teeth. Milk and milk products such as cheese are major sources of calcium and phosphorus and some other minerals.

Vitamins

Vitamins are nutrients that are needed by the body in very small amounts to help the body cells work. Each vitamin plays a different role. When daily meals do not contain enough vitamins, body cells do not develop and work properly.

Vitamin A must be present in the foods you eat for normal growth and normal vision. It is mainly found in dark green leafy and yellow vegetables.

Vitamin C is needed for healthy gums, bones, and teeth. It is found in oranges, tangerines, grapefruit, tomatoes, and dark green leafy vegetables.

Vitamin D works with calcium and phosphorus to develop bones and teeth and keep them healthy.

Thiamin, riboflavin, and niacin are B complex vitamins needed for healthy cells. Thiamin is found in whole-grain and enriched breads and cereals, meat, poultry, and eggs. Milk and cheese are particularly rich sources of riboflavin. Meat, poultry and cooked dried beans are good sources of niacin.

Folic acid, which helps protect the body against anemia, is especially important before and during pregnancy. It is found in dark green leafy vegetables, liver, and many other foods.

For good health your body needs small amounts of other vitamins and minerals. These are supplied by the foods that make up balanced meals.

Food Products/Ingredients to Avoid

You should avoid chocolate, coffee and all foods and beverages containing caffeine. It is strongly recommended that you not ingest any artificial sweeteners. That means no diet sodas! MSG (Monosodium Glutamate), which is often used in Chinese cooking, should also be avoided during pregnancy.

ACTIVITY

Find someone to quiz you on the information about the food groups and nutrition. How did you do?

Now that you know about general information related to nutrition, let's take a closer look at daily requirements.

DAILY FOOD GUIDE*

FOOD GROUP

Milk and milk products:	Size of Serving	Foods
(4-5 servings per day)	1 cup	Milk
	2 slices	Cheese
	2 cups	Cottage Cheese
	1 ½ cups	Ice cream
	1 cup	Yogurt

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1 cup	Pudding
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Foods	Size of Serving	Meat and other protein foods: (3 or more servings per day)
Eggs	2	
Patty	1	
Beef, pork, or lamb	2 thin slices	
Chicken	1 leg or 1/2 breast	
Tuna salad	1/2 cup	
Cooked beans	1 cup	
Peanut butter	1/2 cup	
Nuts or seeds	1/2 cup	

Foods	Size of Serving	Fruits and vegetables: (4 or more servings per day)
Raw vegetables	1 cup	
Cooked vegetables	3/4 cup	
Fruit juice	1/2 cup	
Fruit	1 medium	

Foods	Size of Serving	Breads and Cereals (5-6 servings per day)
Bread	1 slice	
Hotdog or hamburger bun	1/2	
Dinner roll or biscuit	1	
Tortilla or taco shell	1	
Hot, cooked cereal	1/2 cup	
Ready-to-eat cereal	3/4 cup	
Cooked rice, noodles, or spaghetti	1/2 cup	
Popped popcorn	1 cup	

Other Foods:	Vary amount eaten based on caloric (energy) needs.	Margarine, butter, cooking oil, salad dressing, mayonnaise, jams/jellies
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Water:	8 oz. glasses	Alone or in other fluids
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(6-8 glasses per day)

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ACTIVITY

Evaluate your present eating habits. Do you eat food from all food groups? Do you get enough nutrients, vitamins and minerals? Why? Why not?

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The following sample menus may help you in establishing a healthy daily diet.

MENU 1

Breakfast	Orange juice, read-to-eat cereal with sliced banana, milk, and toast with margarine or butter.
Snack	Glass of milk, peanuts
Lunch	Cheeseburger with bun, coleslaw, milk
Snack	Vegetable sticks with cottage cheese dip
Dinner	Tuna-noodle casserole, lettuce and tomato salad, roll with margarine, apple pie, milk
Snack	Orange

MENU 2

Breakfast	Grapefruit juice, two scrambled eggs, muffin with margarine, milk
Snack	Yogurt
Lunch	Pizza with cheese and meat, vegetable salad, milk
Dinner	Baked fish, rice spinach, milk, biscuit with margarine
Snack	Apple

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YOUR DAILY MENU

ACTIVITY

Plan your own menu.

If you are pregnant, remember that you will need 300 more calories a day than women who are not pregnant.

BREAKFAST

SNACK

LUNCH

SNACK

DINNER

SNACK

Smoking

During the first month as a baby develops, the use of alcohol or drugs can be devastating. It therefore, is crucial that you refrain from use of substance as soon as you think you might be pregnant.

Pregnant women must refrain from smoking, using alcohol and drugs. Smoking and use of alcohol and drugs, (including prescription pills, inhalants, etc.) can cause serious birth defects (i.e. blindness, deformation, mental retardation) and other complications like premature delivery, low birth weight, etc. In some cases, use of substances can lead to miscarriage, still born babies, or death of an infant. It is, therefore, vital to refrain from use of any harmful substances throughout pregnancy.

3. AVOID SMOKING AND USING ANY SUBSTANCES

Smoking can cause birth defects, low birth weight and premature birth. If you are pregnant, you owe it to your child and yourself to give up smoking as soon as possible. Quitting smoking takes a lot of commitment and you have to believe you can do it for the sake of yourself and your child. The physical symptoms of withdrawal disappear relatively quickly (3 days to 2 weeks) and then you will have to work on habits and coping skills. Smoking, like most other addictions, has to be tackled one day at a time. Fathers/partners of pregnant women must be supportive of their effort to quit. If fathers smoke, they should quit as well—to help encourage mothers-to-be and because second-hand smoke is harmful to babies and children.

If you do want to stop smoking, the following organizations provide information and assistance:

Smoking Hotline 800-952-7644
American Lung Association of Boston, 1015 Commonwealth Avenue, Brighton, MA (617) 787-4501

Department of Public Health, 150 Tremont Street, Boston, MA 727-2700

ACTIVITY

If you do smoke, develop reasons and strategies to quit smoking.

My reasons and strategies to quit smoking are:

People who will support me:

ALL DRUGS ARE HARMFUL TO YOU AND YOUR CHILD!

Alcohol and all drugs are harmful and can often have devastating or even deadly consequences for you and your child. Children born to drug addicted mothers most often have serious birth defects and delays. Some babies are very premature and thus subject to serious complications and others may die from complications of their mother's drug use. Mothers who abuse alcohol often give birth to children who have fetal alcohol syndrome and other problems. Unfortunately,

alcohol and drugs are available in too many places. Some people may try persuading you to take drugs, or circumstances in your own life might make you more vulnerable to the temptation of alcohol and drugs. Therefore, it is essential for you to think about how you can resist and avoid drugs.

Note to fathers: Avoiding and resisting drugs is vital for fathers as well. Besides supporting the mother, fathers will be role models to their children and will have to provide for their needs. Alcohol and drugs will very much interfere with those responsibilities.

ACTIVITY

Fill out the chart below:

I will say no to drugs by:	My strategies to avoid drugs are:

If you need more information or if you think you may have an alcohol or drug problem, call:

Alcoholics Anonymous

617-426-9444

Call to find the nearest youth group

Cocaine Hotline: 800-262-2463

Narcotics Anonymous: 800-884-7709

Alateen and Alanon Family Groups: 800-356-9996

For referral to groups for partners and teenagers in families of substance abusers.

AVOID POTENTIALLY HARMFUL SUBSTANCES AND CHEMICALS

- Pregnant women should avoid handling cat litter, which may contain infectious parasites.
- Doctors also warn pregnant women to avoid touching the mucous membranes of their mouth and eyes after handling raw meat or vegetables. They should wash their hands thoroughly after touching raw meat and vegetables.

- Some chemicals in household cleaners, bug sprays and other products like hair dye may be harmful. Always read the labels for special warnings.
- Some over-the-counter medications should be avoided during pregnancy. Again always read the labels and let all medical personnel know that you are pregnant, particularly when you need x-rays or medication of any kind (including psychotropic medications for depression, bipolar disorder, anxiety, hyperactivity, etc.)
- Don't take any medication without first asking your obstetrician.

Fathers: Help you partner in finding out which substances may be dangerous for the baby.

ACTIVITY

Establish a list with medications and household cleaners you use that may be harmful.

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1. Lay baby face down, straddling your arm, with the head lower than the chest. Support baby's head with your hand around the jaw and under the chest. Rest your arm on your thigh. Give 4 back blows rapidly between the shoulder blades with the heel of your hand.

The following emergency procedures, as recommended by the American Red Cross and the American Heart Association, should be implemented if an infant suddenly cannot breathe, cough or make any sounds. Rapid transport to a medical facility is urgent if these emergency procedures fail.

Emergency Choking Aid for Infants

2. (A) If the foreign object is not relieved, carefully turn baby over. Place your free hand on the baby's back and sandwich the baby between your hands and arms. One hand supports the chest, neck, and jaw, and the other hand supports the back, neck, and head. (B) Holding the baby between your hands and arms, turn it face up. Rest your arm on your thigh, so the head is lower than the chest.

3. Push on the chest 4 times with your fingertips—one finger width—below an imaginary line between the nipples. Your hand should come in from the side so that your fingertips run up and down the sternum, not across it.

4. If the baby is conscious, keep repeating 4 back blows and 4 chest thrusts until the object is expelled or the baby becomes unconscious.

5. If the infant loses consciousness, immediately call for emergency medical assistance (ambulance, paramedics, etc.). Place the infant back down, straddling your arm. Tilt the infant's head back gently, open your mouth wide and make a tight seal around the infant's mouth and nose, then give two slow breaths (1-1 1/2 seconds each). The proper amount of air to give is just enough to make the infant's chest rise. A puff of air held in the cheeks should be sufficient. If the infant's chest does not rise, try repositioning the head to attempt to rescue breathing a second time. If the infant's chest still does not rise, maneuvers outlined above to remove any obstruction should be repeated until an open airway is achieved or emergency assistance arrives. Check after each series of back blows and chest thrusts for an expelled object in the infant's mouth. If you see an object, remove it with a finger. Don't poke straight in—sweep in from the side. Do not sweep unless you see an object. Repeat until you obtain an open airway.
6. If an open airway is obtained, put your ear close to the infant's mouth and nose. "Look" at the chest and abdomen for movement, "listen" for exhaled air, and "feel" for exhaled air flow. If there is no sign of breathing, open your mouth wide and make a tight seal around the mouth and nose of the infant. Give 1 slow breath every 3 seconds. Continue giving breaths until the baby begins breathing on his/her own, or emergency medical assistance arrives.

WHAT TO DO IF SOMEONE IS CHOKING

Heimlich Maneuver (to be used for adults and older children—approximately age 9 and up).

Method 1: Victim standing or sitting, rescuer standing.

1. The rescuer stands directly behind the victim and wraps his arms around the victim's waist.
2. The rescuer makes a fist with one hand and places his fist thumb side against the victim's navel and rib cage.

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- III. With one hand on top of the other, the rescuer places the heel of the bottom hand on the victim's abdomen, slightly above the navel and below the rib cage.
- IV. With a sharp upward thrust, the rescuer presses his hand into the victim's abdomen.
- V. The rescuer should repeat the maneuver several times until the victim stops choking.

Method 2: Victim lying face-up, rescuer kneeling.

1. The rescuer should position the victim on his back.
2. The rescuer kneels, facing the victim and straddling him with one knee on either side of the victim's hips.
3. With one hand on top of the other, the rescuer places the heel of the bottom hand on the victim's abdomen, slightly above the navel and below the rib cage.
4. With a sharp upward thrust, the rescuer presses his hand into the victim's abdomen.
5. The rescuer should repeat the maneuver several times until the victim stops choking.

WIC Program

Please call the closest WIC Office serving your area for an appointment: WIC Program Local Agency Listing

Click on the following link for the Connecticut WIC Approved Food list effective April 1, 2010 WIC Program Food List/Participant ID Booklet.pdf

WIC Program ADDENDUM to Food List Booklet-Additional Product January 1, 2011

Click on the following link for the Spanish version of the Connecticut WIC Approved Food list effective April 1, 2010 SPANISH WIC Program Food List/Participant ID Booklet.pdf

SPANISH WIC Program ADDENDUM to Food List Booklet-Additional Product January 1, 2011

For information on the Connecticut Department of Public Health American Recovery and Reinvestment Act (ARRA) program for Women, Infants and Children click here: <http://www.ct.gov/dph/cwp/view.asp?a=3115&q=436370>

The Special Supplemental Nutrition Program for **W**omen, **I**nfants, and **C**hildren – better known as the WIC Program – serves to safeguard the health of low-income women, infants, and children up to age 5 who are at nutritional risk by providing nutritional assessment and education, referrals to health care and nutritious foods to supplement diets.

Who is eligible?

- Pregnant women (through pregnancy and up to 6 weeks after birth or after pregnancy ends).
- Breastfeeding women (up to infant's 1st birthday).
- Nonbreastfeeding postpartum women (up to 6 months after the birth of an infant or after pregnancy ends).
- Infants (up to 1st birthday). WIC serves 45 percent of all infants born in the United States.
- Children up to their 5th birthday (fathers, grandparents, foster parents or other guardians may apply for WIC for their children).

What are the eligibility requirements?

- Must meet the income guidelines, which are set at or below 185% of the federal poverty income limit (WIC counts an unborn infant as a household member).
- Be at nutritional risk; WIC uses 2 broad categories of risk: medically based such as low birth weight and diet based, such as poor eating habits.
- Must live in Connecticut (WIC does not require proof of citizenship or alien status and participation in WIC will not affect your immigration or naturalization status).

**Recipients of the food stamp program, assistance under the temporary family assistance (TFA) program or the Husky A/Medicaid program are automatically

income-eligible for the WIC program. A person who documents that he/she is a member of a family that contains a TFA recipient or that contains a pregnant woman or an infant who receives Husky A/Medicaid shall also be determined adjunctively income eligible for WIC.

What does WIC offer?

Nutrition Assessment and Education :

WIC participants are offered individual nutrition counseling and nutrition classes. The nutrition contacts may involve:

- Talking with a nutritionist
- Watching and discussing a video
- Playing a game
- Learning a recipe

Breastfeeding Promotion and Support :

Encouragement, advice and instructions on nursing babies are available to all participants. Breastfeeding women get a special food package and breast pumps may also be available. WIC's role is to educate participants as to why breast milk is the best for babies, how to juggle work and nursing, how to involve fathers and to link participants with sources of breastfeeding counselors such as La Leche League.

Nutritious foods:

A nutrition professional prescribes food checks to participants. Food packages vary according to the participant. For example, tuna fish and carrots are given to exclusively breastfeeding mothers. Families on WIC take the checks to an authorized store to buy the food. WIC foods are selected because they provide certain nutrients such as iron, protein, and calcium that are critical in periods of growth and development.

Referrals to Health and other Social Services:

As a gateway to health care, WIC prides itself in giving appropriate referrals to a variety of services such as SNAP, Head Start, medical and dental services, substance abuse programs, child care and much more.

Other Nutrition Services:

WIC also educates clients on the importance of immunizations, on preventing lead poisoning and the harmful effects of tobacco and substance use on health and growth. Between July and October, WIC participants receive coupons to buy fruits and vegetables at local farmers markets; this is a joint initiative between the Connecticut Department of Agriculture, Farmers Market Nutrition Program and WIC.

Selecting a Babysitter for Your Child

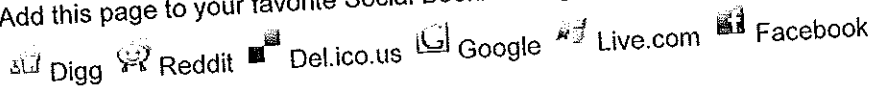
*School & Child Care - Out of School Time***SELECTING A BABYSITTER FOR YOUR CHILD***How to pick a babysitter that will take good care of your child*

Leaving your child at home with a babysitter, particularly for the first time, can be difficult for both you and your child, but sometimes you simply need to go out whether it be to run errands, for a social occasion, or just to have some alone time to take care of yourself. Pick a babysitter that you have confidence in, and with whose child care approach you are comfortable. Start looking before you need a babysitter if you can so that you have time to find out all the information you need to make the right choice--you do not want to be rushed in this important decision!

Tips for Finding and Hiring A Babysitter

- **Check out bulletin boards** at neighborhood middle and high schools, colleges, community centers or libraries. You may be able to post a notice in these locations or even find existing notices for people looking to babysit. Your place of worship is another place you may be able to find a babysitter.
- **Look locally.** Advertise in a local newspaper or community newsletter. Check in your community or on-line for babysitting agencies
- **Ask your friends.** Talk to other parents that you trust about their babysitters. Ask if they've had any problems or if they've used babysitting services.
- **Do reference checks.** Screen a potential babysitter and ask for several references. Check each reference carefully.
- **Interview the babysitter .** Invite a potential babysitter to your home to interview him or her about their skills and experience. Create time for the candidate to interact with your child while you are in the room. Ask lots of questions!
- **Lay out the rules.** Tell your babysitter your expectations for conduct. Explain the family rules and the ways to enforce them. Leave emergency phone numbers handy so your babysitter can reach you if there are any problems.
- **Stay in contact.** Once you leave your child with a babysitter, plan to come home a little earlier than expected, just to see how things are going in your house. It is also a good idea to call while you are out and check-in. Always tell the babysitter that he or she can call you if they are feeling overwhelmed or need help.
- **Suggest activities.** Plan out one or two of your child's favorite activities with the babysitter. Leave easy to prepare meals for them to eat together.
- **Provide specific guidelines** for bedtime if you are going out in the evening, or for other activities they may do while you are gone.
- **If possible, talk to your child.** Be sure to ask if your child liked the babysitter and regardless of the answer, ask why your child feels that way.

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Positive Parenting - Behavior & Discipline

EFFECTIVE DISCIPLINE

How You Say It Is Key

All parents get tired of yelling and repeating themselves trying to teach their children the same lessons and the appropriate way to behave. When it comes to disciplining your child effectively, how you communicate – what you say and how you say it – are key. Discipline your child with words that are instructive, not destructive, and that are caring, not callous. If your child feels that you respect him or her, your child is more likely to comply.

How to effectively discipline and guide your child

- **Be calm.** Your neutral tone shows your child you are standing your ground. Your calmness is contagious and will help your child calm down.
- **Be confident.** If you want your child to have a two-cookie or one-hour TV limit, then establish that those are the rules in your home by enforcing them consistently and with confidence.
- **Focus on your child.** Say his or her name when you give a directive and look directly at the child.
- **Praise good behavior.** Use specific praise that reiterates the good thing your child did and what it meant. "Thank you for sitting quietly and reading while I dressed your sister. It made us all happy and able to get things done. You are becoming a good reader."
- **Gentle reminders.** Time these appropriately. As your child leaves the bathroom, remind him or her to hang the towel up.
- **Present choices.** Instead of always telling your child not to do something, give your child choices such as, "do you want to put your socks on first or your shirt?" Just make sure you only give choices that if your child chooses, you will be comfortable with.
- **Don't ask, tell.** Asking "Are you ready for bed?" leaves the decision up to your child and the likely answer will be "no!" Try "Time for bed!" instead.
- **When...then .** Tell your child when he completes an act of good behavior (puts away a toy, finishes homework, brushes teeth), then something desirable for your child will happen (you can have a cookie, watch TV, call your friend on the phone.)
- **Tell your child you will count to ten** and explain what needs to happen during the countdown. Kids actually like the 'beat-the-clock' challenge and the countdown also allows you to keep your cool.
- **Invite input.** Work out a situation together by asking your child how he or she would solve the problem. Then listen and work together to solve the issue at hand.
- **Say please and thank you .** This helps your child use these important terms in his or her own language, but also provides an air of civility and kindness
- **Focus your message and be specific.** Direct your child specifically, saying, "Dinner's almost ready. Please turn off the TV wash your hands, and come to the table."
- **Brief is best.** One or two sentences will work better than a lecture in most cases. "Put your coat on or you'll be late for school."
- **Use "I" phrases, instead of "you" phrases.** Shift your criticism from the child to the child's behavior. Rather than, "You really make me sad when you do not put away your toys" try "I really like it when you put away your toys when you are finished playing."
- **Don't give too many orders at once.** As your child completes a task, then direct him or her to the next one to avoid overwhelming your ch

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Positive Parenting - Behavior & Discipline

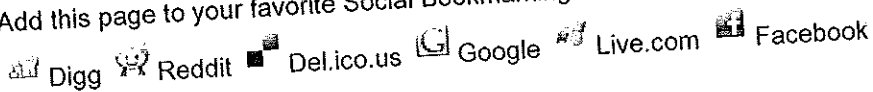
DISCIPLINING YOUR PRESCHOOLER

Preschoolers are able to learn rules and follow directions. With clear rules and consistent enforcement, your preschooler will learn *self-discipline* and *self-control*. Hitting and/or yelling at your preschooler are not effective discipline techniques. These actions teach your preschooler that violence and yelling are an appropriate response to anger or frustration.

How to effectively discipline your preschooler

- **Have a routine.** Have consistent routines for those times of day or activities that always seem to result in a battle (bedtime, mealtime, getting ready for school). Your preschooler will know what to expect and become used to the process, leaving less room for power struggles.
- **Establish rules together.** Sometimes a child may be acting out because she feels she does not have any control-- allowing your child to help set the rules and decide on the consequences for breaking those rules may help her feel more control. When a child is involved in setting the rules, she may be more likely to follow them.
- **Be sure that "NO" is not the word your child hears most often.** Praise your little one for good behavior so he does not see misbehavior as the only way to get your attention. Remember, he is constantly seeking your approval so rather than placing blame, which will only make your child feel badly, ask questions about what happened, and what he could do differently next time.
- **Avoid power struggles.** Instead of engaging in the battle, acknowledge what your child is feeling. Say something like, "I know you are upset that we have to leave the playground because you are having fun playing on the slide." Also give your child limited choices, and make sure you can be happy with the choices you offer, for instance, "You can put your coat on by yourself, or I can help you with it."
- **Take timeouts for you and your child.** Tell your child why a particular behavior is inappropriate and remove her from the situation (one minute for each year of age is appropriate). Take this time to re-group and do not talk to your child when she is in a timeout. Remember not to overuse timeouts. Use them only for aggressive behavior that requires removal from the situation (hitting, biting, etc.) and use a place free of distractions for the timeout.

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Positive Parenting - Behavior & Discipline

DISCIPLINING CHILDREN AGE 6-8

Your school-age child is capable of taking an active role in setting the rules for your home and family as well as the appropriate consequences for when he breaks those rules. Involving your child in this process will make him more likely to respect the rules. Hitting and/or yelling at your child are not effective discipline techniques. These actions teach him that violence and yelling are an appropriate response to anger or frustration.

Tips for effectively disciplining your school-age child

- **Be sure "no" is not the word your child hears most often.** Positive reinforcement is important. Praise your child for good behavior so he does not see misbehavior as the only way to get your attention. Your child can be sensitive to criticism, making this kind of praise a perfect way to bolster his self-esteem.
- **Remember tantrums still happen.** Try to remain calm; if you react to these tantrums your child will see them as a way to get attention. Take a deep breath and calmly tell your child that when he is ready to talk about how he feels, you are ready to listen.
- **Empty threats are dangerous.** It is easy to become angry and make unrealistic threats of punishment, like "If that fighting does not stop we are never going on another car trip!" Threats on which you cannot follow through, especially those with the word "never," will weaken the power of the realistic consequences you may use in the future.
- **Manage discipline.** Your child may feel like he has little control and believes that the way to gain power is to misbehave. Constant discipline will only fuel that belief, instead, focus on giving your child positive attention when they are doing something good. This will show him that he can gain power and your attention this way, too!
- **Involve your child with choices.** Sometimes the way to deal with a child who may feel like he does not have any control is to involve him in the process. Offer him an "either/or" choice so he feels he had some say in the matter. Remember a child should not always have choices. You need to decide when this is appropriate (e.g. battle over what to have for lunch, *not* whether or not a seatbelt needs to be worn), and make sure that you can live with either choice.

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Positive Parenting - Behavior & Discipline

DISCIPLINING TEENAGERS

Setting and Keeping Rules

The use of rules and consequences becomes critical when you are negotiating your way through the late adolescent and young teenage years. Rules, rewards and consequences may change as your pre-teen's/teen's needs and desires develop. Rewards can be used to encourage your teen to follow the family rules and behave appropriately; consequence should be used for breaking the rules and misbehaving. The reward or consequence should match the misbehavior. Hitting and/or yelling at your pre-teen or teen are not effective forms of discipline or communication. These actions will teach your teen that violence and yelling are appropriate responses to anger or frustration.

Disciplining your teenager

- **Loss of Privilege:** A privilege is a right granted by a parent. Privileges for this age group can be a later curfew, use of the TV/video games, or going to events without a chaperone. If your child misuses the privilege, he should lose it for a while. The loss of privilege should correlate with the misbehavior.
- **Grounding:** This action should be similar to the action you would take when taking away a privilege. An example would be when your teenager breaks his curfew and comes home late. The "grounding" action should directly mirror the misbehavior. Therefore, an appropriate consequence would be "grounding" your teenager to a week of earlier curfews, or not going out at all.
- **Restitution:** Restitution means that there is a "pay back" or a logical consequence for a specific behavior. The goal of restitution is to make good of a wrong. It gives your teenager the opportunity to correct his mistake. For example, your child damaged the house while he was home with his friends. Restitution would be requiring your teenager to earn the money to pay for the cost of the damage. This could be through an after-school job, working around the house, babysitting siblings, or doing additional chores until the work would amount to the cost of the damage. This kind of discipline not only gives your teenager the chance to redeem himself, but it is also a direct response to his action. He will be able to see how the consequence fits his action.
- **Overdoing Discipline:** One of the mistakes that you, as a parent, can make is overdoing discipline with your pre-teen or teenager. It is important to "pick the battles" that will matter and that will create an opportunity for learning and structure. Discipline is not necessary for all misbehaving actions. Sometimes it just takes a discussion with your child, rather than an enforced consequence. Whether to punish a young teenager is left entirely to discretion, but remember that too much of one thing can be harmful. The point of a consequence should be to teach your child an important life lesson and recreate structure, but it should not be a constant mode of parenting.
- **Talk to Your Child:** It is important to maintain open communication with a young teenager. Your mode of communication should not be only when you are disciplining your teen. It is necessary to remember that your child is struggling with all kinds of peer pressure, academic stress, extracurricular requirements, and physical changes, among other possible unknowns. Make sure you are regularly checking in with your child to see how he is doing. Just making time to ask him once a day "How are you doing today?" can be an important step in parenting. Your teenager needs to feel supported and comfortable sharing his thoughts and feelings.
- **Respect Your Teenager's Privacy:** At this stage, your child is transforming from child to adult. It is essential to give him enough space to grow and discover things on his own. This will build confidence, independence, and useful skills for

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adulthood, while still under your protection and guidance. One way to keep you from crossing the line of privacy is to be aware of the common issues that teens are facing today and to look for warning signs.

- **Handling “Back Talk”:** This age group is generally when parents begin to hear their children talking back to them or challenging their rules and ideas. This is a tricky issue to handle because you don't want to squelch your child's first steps towards autonomy, nor do you want him to think it is alright to be rude. In a serious tone say, “I don't want you to talk that way to me. If you disagree with me that's okay, but you'll have to do it in a polite way.” This sends the message to your child that you've heard what he has to say, that he has a right to his opinion, but that he needs to communicate it in a respectful way. This may allow for better communication in the future.

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Positive Parenting - Behavior & Discipline

TEMPER TANTRUMS AND YOUR YOUNG CHILD

How to cope with your young child's tantrums

It is normal for toddlers and preschoolers to throw temper tantrums. This is their way to cope with frustration and overwhelming emotions. Be prepared for temper tantrums. You can help your child manage tantrums by showing love and talking through his frustration.

How to cope with temper tantrums

- **Nip tantrums in the bud.** Address the behavior as soon as it starts without getting angry or giving in to your child. Say to your child, "When you stop crying we'll talk about it and see what can be done." Then walk into the next room.
- **Show love.** It's okay to hold your child if she comes to you during a tantrum and she's too young to be left alone, but don't respond to what she wants until she calms down.
- **Engage in other activities.** Begin going about your normal routine such as leafing through a magazine or opening the mail, to let your child know she won't get your attention until she has calmed down. Tantrums stop much more quickly in the absence of an interested audience in most cases.
- **Get some privacy.** When in public ignore any glares you get, take your child to a private corner to wait for her to calm down. Tell her, "I'll sit down with you until you stop screaming." If she doesn't stop crying or screaming after three or four minutes, take her home.
- **Model emotional coping techniques.** Show your child how adults can find other ways of coping with stress and anger besides yelling and screaming. Use phrases like "I'm upset now, but I'm going to figure out how to fix this."

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Parenting Tips Sorted by Age - Babies

BABIES CRY, HAVE A PLAN TO PREVENT SHAKEN BABY SYNDROME

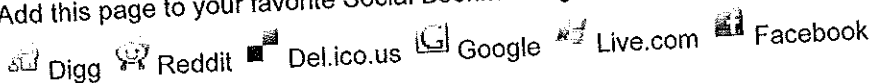
About Shaken Baby Syndrome

Shaken Baby Syndrome (SBS) is the name of injury to an infant's brain caused by vigorous shaking by another person, whether a child or adult. An infant's neck muscles are not strong enough to be very supportive of the head. During vigorous shaking, the brain hits the inside of the head, causing swelling, bleeding, and pressure in the brain. These injuries can lead to brain damage, hearing loss, blindness, seizures, speech and learning disabilities, paralysis, or death. A baby who has been shaken hard may experience lethargy, irritability, vomiting, inability to suck or swallow, loss of appetite, seizures, difficulty breathing, unconsciousness, inability to focus, or inability to move.

Tips for Preventing Shaken Baby Syndrome

- **Be prepared for crying.** It is normal for infants to cry, and they may do so for three hours a day or more. Sometimes your baby will not stop crying, even if you have met all of his needs. You can try different ways of comforting your baby, including walking with him, singing or talking to him, or taking him for a ride in the stroller or car. If nothing seems to work to calm your baby, check for signs of illness or call his doctor.
- **Discuss SBS with your infant's other caregivers.** Talk to all of the adults who care for your baby, including spouses, grandparents, siblings, and child care providers, even if you leave your baby in their care only for a few minutes. Share with them ways that you have found to soothe your baby, including how your baby likes to be held, under what conditions he sleeps best, and how you comfort him. Ask your child care provider how she copes with infants crying. For more tips, see OneToughJob's fact sheet *The Childcare Transition - Preparing Yourself and Your Child*.
- **Know yourself.** Recognize when you are becoming frustrated, tired, angry, or overwhelmed with the baby's crying. If your baby just won't stop crying and you feel yourself becoming very frustrated, leave him safely in the crib on his back for several minutes while you leave the room to cool down.
- **Call for help.** Sometimes you will need more than just a few minutes away from your crying baby. Make this part of your plan; let family and friends know you may call when you need their help. Call them to come over and watch the baby so that you can get a longer break. Joining a parent support group can help you normalize your feelings of frustration and learn coping techniques from other parents. If you have had thoughts of shaking your baby, contact a counselor or social worker, or call the **free, 24-hour Massachusetts Parental Stress Line at (800) 632-8188**. If you think your baby might have been shaken, call emergency medical services or your doctor immediately.

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Parenting Tips Sorted by Age - Babies

CHILDPROOFING YOUR HOME

Keep your child safe at home

We can better protect our children, particularly youngsters between the ages of one and four, by effectively childproofing our homes and the homes where our children spend time. Sadly, children between the ages of one and four are more likely to be killed by fire, burns, drowning, choking, poisoning, or falls than by any other means. We have the opportunity to prevent these tragedies by taking steps to create a safe haven for our youngest family members.

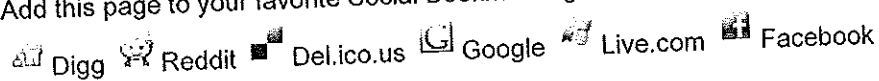
Tips on how to childproof your home

- **Scope out the territory.** Get down on your hands and knees when your child begins crawling, walking and climbing to determine which cupboards or drawers he might pull down, what spaces he might get stuck or injured in, and what furniture or appliances he might be able to pull down.
- **Use caution with furniture and fixtures.** Bookcases, dressers, and appliances can fall on children; bolt furniture to the wall if possible. Cover all sharp corners and edges of furniture with soft material like foam pieces or cloth to soften the impact if your child falls into them.
- **Install gates.** Look for child safety gates that your child can't dislodge, but that you can easily open and close. Install gates that screw to the wall rather than those that stay put by using pressure for added security.
- **Secure your windows.** Window blinds pose a particular hazard because a baby's neck could become trapped in the cords. Tie blind cords so they are out of reach. To prevent falls from windows, install window guards that screw into the side of a window frame, have bars no more than 4 inches apart, and can be adjusted to fit windows of many different sizes.
- **Prevent poisoning.** Keep all poisonous products out of your child's reach. Put safety locks on all cabinets and drawers that hold bug sprays, cleaning products, medications, and other poisons.
- **Prevent drowning.** Most in-home drowning deaths occur in bathtubs. Never leave your baby unattended in the tub for any amount of time.

Prevent fires. Experts say having a working smoke alarm can cut the chances of dying in a fire in half. Install smoke alarms in every room of the house. Check them monthly to be sure they're working, and change the batteries every year. You are also required to have at least one carbon monoxide detector in your home.

- **Prepare for an emergency.** Program emergency numbers into your home and cell phone and keep a list of these numbers in a visible area for you and others to easily access. Stock up on first-aid supplies.

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Positive Parenting - Parent-Child Communication

ACTIVITIES TO DO WITH YOUR BABY

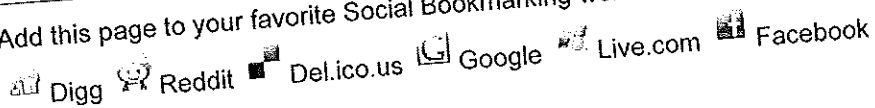
You are your baby's first teacher

Babies are usually easy to please. They like to be well rested, fed, and kept clean and dry. However, every minute your baby is awake, he is learning something new from the people and world around him. He is growing and changing every day, and there are many ways you can communicate and play with him. Remember, babies can be lots of fun!

How to spend quality time with your baby

- **Spend time cuddling.** Babies love to be touched and held. Do not be afraid of spoiling your infant by picking him up too much. Holding your baby actually makes her feel comforted. She is fragile, though, so be sure to support her head and neck and do not shake her hard.
- **Learn your baby's cues.** Sometimes babies do need their time and space because all the sights and sounds can be too much. If your baby moves his eyes away or starts to cry, she may just need some quiet time in her seat or crib. When your baby is ready to play, she will let you know by smiling, reaching out, and moving her eyes towards someone who is talking.
- **Make some tummy time.** When your baby is three months old, it's important to start giving him some time on his stomach to exercise his neck muscles and help him learn to reach for things. Put him on a soft surface on the ground, such as a blanket or carpet, put toys in front of him, and let him try to reach for them. Remember, though, never to put your baby to sleep on his tummy!
- **You baby likes to see.** Babies can't see all the colors right away, but they do like to follow things with their eyes. Your baby will like contrast and brightly colored things like mobiles, but most of all, she wants to see your face!
- **Your baby likes to hear.** Your baby will get used to your voice pretty soon after he is born, and soon after that, he will love hearing new sounds. Babies love music and singing, especially songs that have clapping and rhyme. You can even make them up as you go along! The best way to introduce your child to new words is to talk to him as you do things, even if he can't talk back. Tell him where you are going and what you are doing. Most importantly, read out loud to your baby. Reading should be part of your child's day from the time he is born. Point to and name the pictures in the book.
- **Your baby likes to touch.** Your baby will start to hold on to you early on – your finger, your hair, watch out for those earrings! But you can also use some simple toys, such as soft books or rattles.

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Positive Parenting - Parent-Child Communication

ACTIVITIES TO DO WITH YOUR TODDLER

All grown up and ready to go

As your toddler begins to walk and learns new words, she will want to practice all of these things over and over again. Toddlers love repetition and this is how they learn and master new things. Toddlers have lots of energy, are very curious about everything and it can be a challenge trying to keep them busy. Below are a few activities you can try with your toddler that will support his development and maybe even help burn off some of that excess energy!

Activities for you and your toddler

- **Encourage fine motor development.** Provide your toddler with fat crayons or non-toxic, washable markers, and let him scribble on paper. This will get him interested in and give him practice drawing, coloring, and writing.
- **Spend time outside.** Your toddler will want to run and climb, and the outdoors is a great place for her to do this. Help her climb and play on an age appropriate playground structure. You can also engage your child outdoors by playing with a ball, or introducing her to a bicycle or riding toy that is safe and appropriate for her age and size.
- **Use rhythm and rhyme.** A great way to stimulate your toddler's language development is with rhythmic rhymes. Sit with him on your knees facing you and recite simple rhymes. Don't worry, if you don't know any, you can make them up as you go along! You can also listen to music and hold his hands and dance.
- **Toys and games.** At this age, there are many things your toddler can play with. She will like blocks and toys that can be stacked. She may also like push, pull, and riding toys, such as a miniature stroller or cars and trains. You can also engage her with simple puzzles. She may also like to 'help' you with what you are doing; for example, if you are cooking, give her some pots and pans to play with.
- **Read to your child.** Reading to your child is one of the best gifts you can give him. Pick simple sturdy books with bright pictures and let him help turn the pages while you read the words on each page. Wordless books are also great at this age, and you can make up your own story.

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Positive Parenting - Parent-Child Communication

ACTIVITIES TO DO WITH YOUR PRESCHOOLER

Have Fun With Your Preschooler!

If you are the parent of a preschooler, you are probably hearing a lot of, "No!" and "I can do it myself!" as your child starts to want to be independent. At this age, your child is learning new things every day, and you can support his development by letting him make some small decisions, doing fun activities, and helping him explore new things!

Tips for spending time with your preschooler

- **Give your child choices.** If you ask your child what she wants to wear that day, you are probably setting yourself up for a morning of tantrums when she picks out a sundress in the middle of winter and you have to say no. Help your child make some small decisions by giving her options, such as choosing between two outfits or between cereal and toast for breakfast.
- **Let your child try.** Be patient with your child, as it may take many tries at tying his shoes before he can finally do it himself. Buy clothes that your child can easily put on and take off by himself. If he becomes frustrated, help talk him through a difficult task, and praise him when he completes it. Most importantly, remember that a sense of humor can turn a stressful moment into a fun one. If your preschooler refuses to put on his coat, put it on the dog - the distraction and laughter may make him put it on right away without a fuss!
- **Say what you mean and mean what you say.** Preschoolers need clear directions. For example, saying "I see you put some toys away, but I'd like it if you put the rest in the toy box" tells her what you want her to do and reinforces good behavior, whereas saying "this room is still messy" is not as specific and is negative. Also, preschoolers need limits. Let your child know what to expect and what is expected of her when it comes to small chores that she can and should do, and consequences for when she doesn't listen.
- **Think outside the box.** Your preschooler is active and always needs to be busy doing something, but you don't have to go far to think of things to do. Preschoolers have good imaginations and like to use them. Play dress-up with your child, get out some paper and crayons and make a book, or just take a walk! All of these things will keep your child busy, help him learn, and be fun for both of you!
- **Help your child transition.** At this age, children still need to know what to expect from their day. Even with a regular routine, your child still needs time to adjust to different things in the day, such as being dropped to school. You can make these times easier by talking him through them. For example, tell him he has ten more minutes to play before it's time to leave for school, and reassure him that you will be there to pick him up after rest time is over at school.
- **Talk and read to your child.** The best way to support your preschooler's learning and spend quality time with her is to have a conversation with her and read to her. Take advantage of things like car or train rides to talk about your child's day and discuss your surroundings. Take your child to the library and help her pick out some books that you can read together. And of course, make reading part of your child's bedtime routine, even if she asks for the same book every night. You'll see that this might even become your favorite part of the day!

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Positive Parenting - Parent-Child Communication



HOW TO TALK AND LISTEN TO YOUR CHILD

Get your child to open up

Nothing is more important in your relationship with your child than effective, open communication. To be able to talk to your child, listen to your child, and have your child know that you are there for her is really the most important aspect of parenting. By communicating effectively with your child, you will alleviate much of the stress that comes with being a parent. A big part of being a strong communicator is being a good listener. When your child knows that you will listen to her when she talks, she will be more likely to listen to what you have to say.

Verbal and nonverbal ways to be a good listener

- **Respond to nonverbal communication.** This will encourage your child to express his emotions verbally. For example, if your child rolls her eyes, you might say, "The way you are rolling your eyes suggests you don't agree. Am I right?"
- **Find a time and place to talk.** When your child approaches you to talk but you cannot right at that moment, let your child know "now is not the right time, but it's important that we talk". Set a time and place to talk later, when you can give your child the full attention she deserves. Set the time and place then, and then make sure you follow through.
- **Give your child your full attention.** When you sit down to talk, make sure there are not any interruptions and give your child your full attention. Don't answer the phone, check your cell phone, or be watching the game or anything on TV.
- **Avoid interrupting.** Letting your child finish what he wants to say shows that you care about what he has to say.
- **Give nonverbal encouragement.** Lean forward and make eye contact, nod occasionally, say "uh-huh" or "mmm", and smile when appropriate to let your child know that you are interested in what she is saying.

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Health & Safety - Healthy Kids, Happy Kids

MANAGING YOUR CHILD'S EMOTIONAL HEALTH

What you should know

Causes of childhood stress

Although it may be hard to imagine, children can and do get affected by stress. Even infants can become distressed if, for example, they sense a parent's stress or anxiety. The causes of stress in children can be internal or external and range from separation anxiety to hearing about something scary in the news to academic and social pressures.

Signs of stress in children

It is important to be on the lookout for signs of stress in your child. These can range from behavior changes such as mood swings or clinginess, physical changes such as stomach aches and headaches, academic changes such as changes in performance or trouble concentrating, and many more. It can be hard to determine if your child is stressed, acting out, or just growing up. However, if you are concerned, go with your instinct and try to find out if something is bothering your child.

What you can do

Where to start

If you think your child is acting out of the ordinary, the first step is to talk to him. Sometimes children can easily verbalize what's on their mind. Next, talk to his teachers, coaches, or others he interacts with regularly, even friends if he is older, and find out if anyone else has noticed and changes in your child. Finally, talk to both your child's school counselor and pediatrician about your concern and what you should do.

Tips for minimizing stress in your family

- Look and listen to your child to see if he/she is stressed. If you think something is bothering her, ask her. Also talk to teachers, coaches, and others your child interacts with.
- Learn to set limits for both yourself and your child. There is only so much each of you can be expected to do. Life isn't always easy but try to stay positive. Ask for help if you need it and find ways to deal with your own stress so your child doesn't pick up on it.
- Spend time together regularly as a family. Try to find activities that all of you enjoy.
- Be realistic about your expectations. Remember that no child is perfect. Understand that winning isn't everything and making mistakes is perfectly normal.
- Look for well-organized activities for your child as well as coaches and teachers who will boost his self-confidence. If your child does not feel comfortable with a person or a situation, explore that feeling and talk to whoever is in charge.

Finding a therapist for your child

- Sometimes even children just need someone else to talk to. 10-20% of children and adolescents have an emotional psychological disorder warranting professional help.
- When searching for a therapist, ask for referrals from pediatricians, guidance counselors, and even other parents. Most therapists are specifically trained to work with children.

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Health & Safety - Healthy Kids, Happy Kids

MANAGING YOUR CHILD'S PHYSICAL HEALTH

What You Should Know and What You Can Do

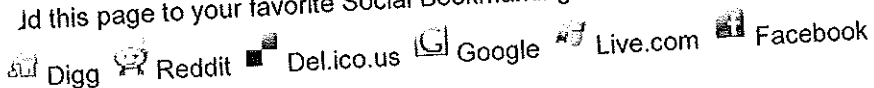
Finding a doctor for your child

- **Should be done well before your baby is born.** Start looking about three months before you are due. Find out the limits of your health plan. Take recommendations from your own doctor's office, community health center, and/or other parents. Meet the doctor before your baby is born and make sure you feel comfortable with him or her.
- **Pediatricians** focus on the physical, emotional, and social health of children from birth through adolescence and are familiar with their preventative health care needs.
- **Family physicians** are trained in pediatrics and other areas and are qualified to care for patients of all ages. They can see your entire family and will know the medical history of the whole family as well as any social or emotional issues.
- **Pediatric nurse practitioners** are specially trained in obtaining medical histories, performing physical examinations on children, making medical diagnoses, and providing counseling and treatment. They may specialize in a particular area and work closely with doctors in hospitals, clinics, and private practices.

How to talk to your child's doctor

- **Make the most of your time together.** Keep in mind that doctors have a limited amount of time to spend with each patient, so be as specific about your concerns or your child's symptoms as possible.
- **Don't be afraid to ask.** In addition to performing routine check-ups and managing illnesses, your child's doctor is also someone you can consult on a variety of other issues, such as behavioral and emotional problems, learning disabilities, or problems at school. Often times the doctor might refer you to another specialist or tell you who to contact and how to go about addressing a problem.
- **Follow the doctor's orders.** Make sure your child follows through on the doctor's orders. If this means taking medication for a short term illness like an ear infection, stopping the prescribed medicine might make it come back. If this means following a treatment plan for a chronic condition such as asthma or ADHD, missing doses of medication can alter your child's health and make it difficult for both you, your child, and the doctor to manage your child's illness. If you feel that something is not working, talk to your doctor.
- **It's ok to take a second opinion.** You know your child best, and if you feel uncomfortable with the doctor's advice, it is ok to take a second opinion. Although your child's doctor is one of the best people to go to when you have a concern, there are many people concerned about and involved in the care of your child, including family, friends, teachers, counselors, and possibly others. You can draw upon each of their expertise in addressing your child's needs and keeping your child happy and healthy.

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Growth & Development - Pregnancy & Childbirth



YOUR PREGNANCY & YOUR BODY

Along with the growth and development of your baby, your body will go through some remarkable changes, as well. So that you aren't surprised by all the changes that arise, learn what to expect in the coming months. As you read about the changes, remember that every pregnancy is different and what you experience may differ from what people tell you to expect.

First Trimester

During the first trimester your body begins to prepare to nourish your baby.

Breasts. Because of an increase in hormone production, you may feel your breasts becoming unusually sensitive. To ease the tenderness you might want to go up a bra size or wear a sport bra.

Nausea. Around the second month of your pregnancy, you may experience nausea or vomiting due to hormonal changes – also known as morning sickness. To get relief from morning sickness, eat small, frequent meals (low in fat & high in protein snacks) throughout the day, and drink plenty of fluids (water, clear fruit juice, or ginger ale).

Fatigue. As your body prepares for the pregnancy, you may feel more tired than usual. In order to feel more energized, try to get 8 hours of sleep, rest as much as you can throughout the day, and make sure your diet includes iron and protein enriched foods (including red meat, shellfish, beans, tofu, raisins, apricots, potatoes (skin on), broccoli, beets, leafy green vegetables, nuts & seeds, along with whole grain breads) and take a prenatal vitamin filled with iron.

Frequent Urination. During your pregnancy your uterus enlarges, thus putting pressure on your bladder perhaps making you need to urinate more often. To avoid urinary tract infections, do not avoid the urge to use the restroom!

Heartburn & Constipation. Your body is beginning to provide nutrients for your growing baby, which may in effect relax your muscles and slow down your digestive system. Unfortunately by slowing down the digestive system, you may experience heart burn & constipation. To reduce constipation, increase your fiber intake, drink extra fluids, and partake in regular, mild physical activity. The muscle that normally keeps food and acids down may relax and cause heart burn. To decrease heart burn, eat smaller meals, more frequently.

Mood Swings. The hormone changes occurring in your body may lead you to feel a range of feelings that change minute by minute. You may even find yourself crying for little to no reason! If your mood swings are overwhelming it may be helpful to share your feelings with your partner, a friend or family member and maybe a therapist.

Weight Gain. During the first trimester, it is normal to gain about 3-6 pounds; your doctor will be able to provide you with more information regarding your weight.

Second Trimester

Many women say that the second trimester is the easiest three months of pregnancy. Your expanding belly will become more noticeable, morning sickness usually passes and you will be given a relief from frequent urination. Even though you will be feeling much better, you may still experience many changes.

Breasts. Breast tenderness may decrease, but continue around your nipples. Your breasts will continue to grow because milk-producing glands inside your breasts growing to prepare for feeding your baby.

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Heartburn and constipation. Unpleasant heartburn and constipation, which started in your first trimester, will likely continue into your second trimester.

Stretch Marks. You may develop stretch marks caused by your skin having to support extra weight of your growing abdomen and breasts. The stretch marks may be pink, red or purple streaks, don't be distressed, stretch marks can't be prevented and will eventually fade.

Backache. As you start to gain weight more rapidly, you will probably begin to feel more pain in your back. Backache is often due to your growing uterus along with your lower back curving more than usual. In order to ease the pressure sit in a chair with good back support, wear comfortable shoes with good arch support, get a pregnancy massage, and sleep on your side with a pillow between your legs.

Dizziness. Instead of feeling nauseous, you may rather experience occasional dizziness. There are multiple causes of dizziness; one cause is your uterus putting pressure on blood vessels another cause is low blood pressure. Also, you may be more prone to dizziness if you are anemic or have varicose veins. If you feel dizzy, rise slowly after lying or sitting down, eat regularly and drink lots of fluids.

Leg Cramps. Starting your second trimester you may have painful leg cramps. Though reasons for leg cramps are unclear, some say the pain may stem from staying in the same position for a long period of time, changes in blood circulation during pregnancy, stress on your leg muscles of carrying the extra weight of pregnancy, or pressure of the growing baby on the nerves and blood vessels that go to your legs. For relief, stretch the affected muscle or walk your way through the cramps.

Quickening. Around the fourth month, you will begin to feel your baby subtly move, these flutter-like movements are called "quickening". Keep in mind pregnancies are different, and some women don't experience quickening until their sixth month of pregnancy!

Varicose Veins. Found on your legs, varicose veins are swollen veins that are dark purple and dark blue. Varicose veins are caused by increases in blood flow which may slow down blood flow to the lower body causing the veins in your legs to swell. To decrease the swelling, move around throughout the day and elevate your legs whenever you have to sit for long periods of time.

Weight Gain. At this point your abdomen will start to grow in order to make room for the baby. From the second trimester until the end of your pregnancy you should expect to gain about 1 pound per week.

Third Trimester

You're nearing the end of your pregnancy! Unfortunately, this part of your pregnancy may be the toughest, you will be feeling very uncomfortable, tired, and experience several unpleasant symptoms. Try to remain positive, soon you will be holding your baby in your arms.

Breasts. At this point you will have gained 2 pounds in breast tissue; be sure to wear a supportive bra. Also, as you near your due date your nipples may leak a yellowish fluid (colostrums) which will nourish your baby during the first days after birth.

Fatigue. During the third trimester fatigue will return. Extra weight combined with anxiety or concern may make it difficult for you to rest easy. In order to increase energy be sure to eat well, rest up, and exercise; you don't want to be tired when the baby comes!

Frequent Urination. When your baby assumes the head-down position, he/she will begin to press down on your bladder, which may make you urinate more often.

Backache. The backache you experienced during the second trimester will likely continue into the third trimester. Hopefully you have found a way to cope with or relieve the pain.

Braxton Hicks Contractions. Don't be surprised if you start to experience mild contractions. Braxton Hicks Contractions, also known as practice contractions, occur when your uterus tightens. Unlike labor contracts that are longer, more intense and gradually get closer together, Braxton Hicks Contractions last for approximately 30 to 60 seconds to 2 minutes.

Hemorrhoids. Similar to varicose veins, hemorrhoids occur due to an increase of blood volume that cause veins around the rectum to swell. Hemorrhoids are painful and often lead to itching or bleeding to the area. Prolonged standing contributes to

hemorrhoids and constipation may worsen it. To prevent hemorrhoids, decrease the likelihood of constipation by eating a high fiber diet and drinking prune juice, also do not delay using the restroom.




Shortness of Breath. Since the fetus is occupying more space in your abdomen you may have breathing difficulties or shortness in breath. To lessen this symptom breathe deeply several times a day (you can ask your childbirth instructor or OB/GYN to teach you the correct way), sleep propped-up and avoid crowded and smoggy environments.

Swelling. You may experience swelling in your hands, feet, ankles, legs, face and eyelids. The swelling is most likely due to pressure on veins or nerves or fluid retention. In order to decrease swelling apply a cold compress to affected areas and be sure to elevate your feet when you sleep.

Weight Gain. By your delivery date, you will have gained about 25-35 pounds. Remember this extra weight includes your baby's weight, placenta, amniotic fluid, increased blood and fluid volume, and additional breast tissue!

Remember, everyone experiences pregnancy differently. Some people have little discomfort while others experience quite a bit. Just remember, at the end you'll have a wonderful, new addition to your family to make it all worthwhile!

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Growth & Development - Pregnancy & Childbirth



PREGNANCY HEALTH & WELLNESS

While pregnant, quitting bad habits and adopting healthier ones will benefit not just you, but your baby too! It's good to be aware of the choices you will face and the actions you might take to give your baby a healthy start!

Physical Health

Just because you're pregnant doesn't mean that you can't exercise. In fact the U.S. Department of Health and Human Services suggests pregnant women get at least 2½ hours of moderate-intensity exercise per week! Exercise during pregnancy has many benefits, like improved posture, improved mood, fewer backaches, and it may even make for an easier delivery. However, remember to check with a doctor before you start exercising during pregnancy to make sure it's safe for you and your baby, since everyone is different.

The type and intensity of your workout will change at each trimester. During the first trimester it is important to keep your heart rate under 140 beats per minute. Going for walks is a great exercise for the first trimester. Moving into the second trimester it is helpful to try exercises designed to strengthen your back. Swimming, riding a stationary bike or low-impact aerobics are good moderate physical activity workouts. During the last trimester your body is preparing for labor and while you may continue low to moderate-intensity workouts, be sure to use caution. Some things you should not do during workouts in your third trimester are performing exercises that require you to hold your breath for long periods of time, require a lot of bouncing, jumping, or running, or require you to lie on your right side or back for longer than three minutes.

While pregnant, your body is working over-time! You will probably feel more tired than usual; however, getting ample sleep may help boost your energy. As your baby grows, you might have a hard time finding a comfortable position to sleep in. Try lying on your left side with your knees bent. This position optimizes blood flow to the placenta and allows large blood vessels to carry blood to and from your heart and legs.

Nutritional Health

Maintaining a well-balanced diet is key in supporting your baby's growth and development. Being pregnant does not mean you can eat whatever you want because you are "eating for two". Eat foods that are rich in essential nutrients – calcium, iron and folic acid – that promote growth and development of your baby. Your diet should consist of fruits, vegetables, whole-grain bread, cereal, rice, or pasta, low-fat milk, yogurt or cheese, lean meat, poultry, nuts, and beans. Your healthcare provider will probably provide you with a prenatal vitamin supplement, but remember that it is not a substitute for a healthy diet!

While pregnant there are some foods you should avoid eating. Such foods may cause a miscarriage, brain damage, or developmental delays. Stay away from:

- Raw meat and fish/shellfish (uncooked seafood and rare beef and poultry)

- Deli meat

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- Fish with mercury (shark, swordfish, and king mackerel)
- Smoked seafood (lox, nova style, kippered, or jerky)
- Raw eggs and food containing raw eggs (mousse, tiramisu, raw cookie dough, homemade Caesar dressing)
- Soft cheese
- Unpasteurized milk, cheese (feta, goat, Brie, Camembert), juice, and apple cider
- Pate or meat spread
- Caffeine (limited to fewer than 300 mg per day)
- Unwashed vegetables

Emotional Health

Due to hormone changes, you may find yourself feeling a little more emotional than usual and you may experience emotions that change from minute to minute. You may even find yourself crying for little to no reason! Remember, these emotional mood swings are temporary.

You may also feel more stressed than usual. You might be filled with thoughts about whether your baby will be healthy, if you'll be a good parent, or how your baby will change your life. Even though it may be difficult, try not to let stress or negative emotions build up.

It is important to make positive choices related to your emotional health. Try to be aware and accepting of changing thoughts, feelings, and behaviors and pay attention to your own needs. It is important to deal with emotional changes during pregnancy in a positive way, like sharing your feelings with your partner, friend, family member or a therapist. You could also relieve your emotions and stress by exercising regularly, finding a hobby you enjoy, or reading about pregnancy and parenting and what to expect.

Lifestyle Health

There are several lifestyle choices that can have harmful effects on your baby's health. It is important to always remember, whatever you put in your body, you are also giving to your baby!

Alcohol: There is no determined "safe" amount of alcohol to drink during pregnancy, so it is best to stay away from alcohol. The negative effects of alcohol consumption on a developing baby include mental and birth defects and miscarriage. *Fetal Alcohol Syndrome (FAS)* occurs when a mother consumes large amounts of alcohol during her pregnancy. Babies with FAS can be born underweight and/or have small, widely spaced eyes, flat cheeks, and an upturned nose. Also, a baby with FAS can suffer from heart defects or mental retardation.

Smoking: Similar to alcohol consumption, when you smoke your baby also inhales nicotine and carbon monoxide. If you become pregnant and smoke you should try to quit, in doing so you will take the right step toward creating a healthier lifestyle for you and your child! Smoking while pregnant could lead to low birth weight, stillbirth, premature birth, asthma, or sudden infant death syndrome (SIDS). For information and help on quitting, talk to your health care provider about different options.







Cold or other illnesses: If you begin to feel the symptoms of a cold, stop and think before grabbing cold medicine. It is crucial that you talk with your doctor before taking both over-the-counter and prescription medications. Your health care provider can suggest alternative ways to help you feel better that are not harmful to you and your baby.

feine: High caffeine consumption has been linked to an increased rate of miscarriages, so it's best to avoid it altogether while pregnant. If you can't quit your daily dose of coffee cold-turkey, try, for example, weaning down to 1-2 cups per day, then switching regular for decaffeinated beverages only. Ideally, you will come to a point where you can cut out your daily cups of coffee altogether! And remember, caffeine is also in some soft-drinks/soda and teas.

Other indulgences: Other things you may consume that you should talk to your doctor about limiting during pregnancy include: artificial sweeteners, computer monitors, flying, hair dyes, high-impact exercise, household chemicals, bug sprays (insecticides, pesticides, and repellants), lead, high temperatures/overheating (hot tubs, saunas, electric blankets, etc.), self- or sunless-tanners, sex, tap water, teeth whiteners or bleach, vaccinations, and x-rays.

For more information, visit the American Pregnancy Association at www.americanpregnancy.org

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Growth & Development - Pregnancy & Childbirth

PRENATAL CARE

Congratulations, you are having a baby! It is important to start your prenatal care as soon as you suspect you are pregnant. Prenatal care monitors the health of both you and the fetus, catches potential health problems before they become serious, and allows you to follow the progress of your baby's development. You can receive prenatal care through a family physician, obstetrician or nurse-midwife. Your prenatal care provider will also be able to present you with information on nutrition, physical activity, labor expectations, counseling and support, and basic skills for caring for your newborn. The importance of prenatal care is significant. Compared to babies of mothers who receive prenatal care, babies of mothers who do *not* receive prenatal care are three times more likely to have low birth weight and five times more likely to die.

What to Expect

During routine prenatal care visits, your doctor or mid-wife will run blood tests, take urine samples and check your weight, blood pressure, the position of your fetus, and if you need any vaccinations. During your first visit your provider may be able to calculate your due date and your official countdown can begin! Your provider will perform many other tests as well. The most common ones are ultrasound and amniocentesis.

Ultrasound: You have most likely already heard the term "ultrasound" before, well in prenatal care ultrasounds are part of routine care and provide dimensional images of the fetus and its world inside the womb. At around 18-20 weeks into your pregnancy, ultrasounds can provide a detailed look at the fetus, identify multiple pregnancies, detect major birth defects and reveal your baby's gender. The procedure may be done at other times as needed. Your provider will perform the ultrasound by moving a handheld device, called a transducer, across your belly or by inserting a probe into your vagina; the transducer or probe will emit sound waves to show a picture of your baby on a screen.

Amniocentesis: The results from an amniocentesis test can identify down syndrome or genetic conditions. This test can also reveal if your baby's lungs are strong enough to breathe normally after birth. An amniocentesis test is usually performed between 15-20 weeks. For this test, your provider will remove cells from your uterus to be examined. The procedure is recommended for women over 35 years old, for those have a family history of genetic disorders, and/or have a previous child with a birth defect. After this test your provider will be more able to decide which method of delivery is best for you and your baby.

Other tests include:

- Chorionic villus sampling (CVS)
- Cystic Fibrosis Carrier Screening
- Glucose Screening
- Maternal Blood Screening
- Cordocentesis (PUBS)

Prenatal care schedule: Generally, if your doctor or midwife determines your pregnancy to be high risk, your prenatal care will probably be more frequent. However, it is standard to receive care:

- About once each month during your first six months of pregnancy
- Every two weeks during the seventh and eighth month of pregnancy
- Weekly in the ninth month of pregnancy

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Other aspects of prenatal care: Aside from running tests, your prenatal care provider will help make sure you and your baby stay healthy throughout the pregnancy by providing you with prenatal vitamins. He or she will also talk to you about a birthing plan and help you determine where you will give birth and what preparations you need to do, such as taking birthing classes. It's important that you trust your provider and see him or her as a source of support. You can never ask too many questions! Each practice and provider may have a slightly different way of doing things. It's important to follow whatever schedule and guidelines your provider suggests.

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Growth & Development - Pregnancy & Childbirth



YOUR UNBORN BABY'S GROWTH & DEVELOPMENT

Whether you are a first-time expecting mom or mother of three expecting another bundle of joy, it is important to understand how your baby grows and develops over the nine months she spends inside you. Pregnancy can be complicated and even mysterious, but the more you know about your pregnancy week by week, the easier your pregnancy may seem. In general, pregnancy lasts about 40 weeks, counting from the day of your last normal period; the weeks are grouped into three trimesters.

1st Trimester (Weeks 1-13)

Your baby's development begins when a sperm fertilizes an egg in one of your fallopian tubes. The fertilized egg then travels down the fallopian tube to the uterus. In the uterus, the egg quickly divides into cells that become embryo –the prefetal product – and cells that act as an outer group to nourish and protect the embryo.

Around week four, the placenta begins to form, through which your baby will develop and receive nutrients throughout the pregnancy. Moving into week five, your baby has grown to the size of the tip of a pen, yet even at such a small size significant development still occurs – your baby's brain, spinal cord, lungs, and heart will begin to form! Then, in week six, signs of your baby's eyes, nose, and ears appear along with small buds, which will soon become arms and legs. At week 11 your baby can now be described as a fetus – meaning an unborn offspring at the later stages of its development – because all major organs are present. At the end of the first trimester, your baby's face has a human profile, fingernails are developing, and the formation of external genitalia begins.

2nd Trimester (Weeks 14-27)

Fourteen weeks into your pregnancy, your baby's arms are fully developed and more red blood cells form in various organs. Also at this point – or in the near future – your baby's genitalia will be developed and apparent, so much so that you will be able to find out the sex of your baby!

In the following weeks, your baby may look more and more like human, the eyes look forward, the ears reach position, the skeleton transforms to bone and fat is stored under the baby's skin. While you may not notice or feel it, your baby's movement will increase and he/she may be able to make facial expressions! By the 18th week, your baby will begin to hear things, like sounds from your body, your voice and conversations along with loud noises.

Congratulations, you have reached your halfway point, 20 weeks left in your pregnancy! During the last few weeks of the second trimester, your baby's tongue develops taste buds, fingerprints and footprints form, real hair develops on the head, and your baby sleeps and wakes regularly. At the end of the second trimester, your baby will weigh roughly 2 pounds and he/she will be active exploring her "aquatic universe" in your womb.

3rd Trimester (Weeks 28-42)

Hooray! You are nearing the end of your pregnancy, but your baby's development still continues as she prepares for life outside the womb. During the first few weeks of your third trimester, your baby will begin to store the minerals (iron, calcium and phosphorus) needed to be strong and healthy. Your baby will go through rapid brain development, resulting in the ability to regulate body temperature. Also, he/she will start to open and close their eyes and have the visual capability to follow a light source.

By the 32nd week, even though your baby's lungs aren't fully developed, she will practice breathing in order to prepare to breathe on his/her own. Also, your baby may become increasingly more active, you will likely feel forceful kicks and punches as she moves in the womb.







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Roughly 36 weeks into your pregnancy, your baby will begin to gain weight at a rapid pace, about $\frac{1}{2}$ pound a week for the next month! With this rapid growth, movement may decrease because there is hardly any room left to move in the womb. People may start asking you if "the baby has dropped," this simply means that your baby has dropped lower in your abdomen into the birth canal and has assumed the head-down position. Your doctor will certainly be able to tell you if your baby has dropped. Also, small breast buds are present on both sexes and your baby's hair is thicker than before.

At week 37 of your pregnancy your baby is considered full-term – meaning the point at which birth is just a few weeks away. Your baby's skin is getting pinker and losing its wrinkly look. The brain and nervous system is developing more and more each day. Your baby can blink, respond to light, and his/her lungs are nearly fully developed. Since your baby is getting closer and closer to birth she is changing positions to prepare for labor.

Congratulations, you are finally approaching your due date; you will soon be holding your little one! But as you near your due date, don't be worried if your baby arrives a week or two early or late, that certainly is not out of the ordinary.

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ONLINE RESOURCES

1. General Medical Information: **Q & A's ?**

- www.emedicine.com
[eMedicine]
- www.webmd.com
[WebMD]
- www.medscape.com
[Medscape from WebMD]

2. Disability/Medical Specialty Societies:



- www.favorct.org
[Family Advocacy Organization for Children's Mental Health]
- www.tracheostomy.com
[Aaron's Tracheostomy Page]
- www.apria.com
[America's leading provider of integrated home healthcare products and services.]
- www.autism-aspergerinfo4u.com

[reference to a new resource and support for families living with Autism Spectrum Disorder].

3. Medical Library:



- www.medlineplus.gov
[Medline Plus]
- health.nih.gov[National Institute of Health]

4. Medical Centers & Cool Sites for Kids:



- www.ynhh.org
[Yale-New Haven Hospital]
- www.specialkids.yale.edu
[Yale Center for Children With Special Needs]

- www.ccmckids.org
[CT Children's Medical Center]
- www.childrenshospital.org
[Children's Hospital Boston]
- www.norwalkhosp.org
[Norwalk Hospital]
- www.cnmc.org
[Children's National Medical Center]
- www.chop.edu/consumer/index.jsp
[The Children's Hospital of Philadelphia]
- www.cincinnatichildrens.org
[Cincinnati Children's Hospital Medical Center]
- www.texaschildrenshospital.org
[Texas Children's Hospital]



5. State Sponsored Organizations:

- www.uconnucedd.org
[A.J. Pappanikou Center for Excellence in Developmental Disabilities]
- www.birth23.org
[CT's Early Intervention Program]
- www.ctserc.org
[Special Education Resource Center]
- www.ct-asrc.org
[CT Autism Spectrum Resource Center]
- www.autismsocietyofct.org
[Autism Society of CT]
- www.caclld.org
[CT Association for Children with Learning Disabilities]
- www.ct.gov/ctcdd/site/
[CT Council on Developmental Disabilities]
- www.dmr.state.ct.us
[CT Department of Mental Retardation]
- www.speta-ct.org
[SEPTA - Special Education Parent Teacher Association]
- www.ct.gov/opapd/site/
[CT Office of Protection and Advocacy for Persons With Disabilities (P&A)]
- www.state.ct.us/sde/deps/special/
[CT State Dept of Education, Bureau of Special Education and Pupil Services]
- www.tsact.org
[CT Tourette Syndrome Association]
- www.epilepsyfoundation.org/connecticut/
[Epilepsy Foundation of CT]
- www.ctdownsyndrome.com
[CT Down Syndrome Congress]
- www.agbellct.org
[Alexander Graham Bell Association for the Deaf and Hard of Hearing, CT Chapter]



6. Other Online Resources:

- www.iminthenicu.com
[The Christopher Joseph Concha Foundation - Raising awareness to the general public about the growing number of premature births.]
- www.learningstationmusic.com
[The Learning Station - A nationally recognized children's recording and performing company.]
- www.p2pusa.org
[Parent to Parent - USA]
- www.familyvoices.org
[Family Voices]
- www.spednet.org
[Special Education Network of New Canaan, Ltd.]
- www.wrightslaw.com
[Wrights Law - Information about special education law and advocacy for children with disabilities.]
- www.infoline.org
[Infoline 211]
- www.aap.org
[American Academy of Pediatrics]
- www.smiletrain.org
[The Smile Train - Cleft Lip & Palate Surgery]
- www.milfordphoto.com
[For The PATH Photo Project or contact Jesse Thompson below.]
jesse.thompson@milfordphoto.com

**Fill in the calendar on the following page monthly.
(Develop a weekly calendar if more appropriate for
client.)**

**Use the calendar as a way to keep track of drop off and
pick up times for the child. Write in as much information
as possible**

- **Location**
- **Time**
- **Phone number**
- **Address**
- **Etc.**

**Appointment times can also be written into the
schedule!**

Chapter 2

Nurturing as a Lifestyle



Nurturing is the ability to care. It is a critical skill for all life forms on the planet - especially for humans because they are such complex forms of life. To nurture is to promote the growth and development of all positive traits, qualities and characteristics. To nurture oneself is to treat oneself with caring, kindness, and respect. It is to keep ourselves physically and emotionally healthy, and to make good choices, and to be our own best friend. After all, a best friend can be counted on to be supportive in the bad times and share the good times. Nurturing oneself is a necessary prerequisite to being nurturing parents. How can you care for someone else when you ignore your own needs? It doesn't make sense on paper; it doesn't work in practice.

Goal: *To increase parents' ability to nurture themselves.*

The nurturing philosophy of life and of parenting accepts no degree or frequency of abuse and victimization. The inability of adults to take the time and to make the commitment to nurture themselves is housed in the belief that maybe, just maybe, we don't deserve to be treated with respect all of the time, or maybe we can't expect to live a good life all of the time – that a little victimization now and again helps us appreciate the good times even more.

Notes and Comments:

Home Practice Assignment

1. Take time to review your Perpetrator (the person inside you that can and does purposefully hurt yourself or others).
 - What do you notice? How do you feel looking at this trait?
 - List times your Perpetrator comes out. Any patterns?
2. Now do the same with your Nurturer (the person inside you who can and does purposefully care for others and for yourself.)
 - Review your drawing. Anything come to your attention?
 - Compare your Nurturer and your Perpetrator. What do you notice?
 - Make a list of when you're apt to be the Nurturer. Compare it with the list you made of the times you can act as a Perpetrator.
3. Review the Victim and Nurtured traits of your personality in the same way you did your Perpetrator and Nurturer.
4. Keep the drawings and lists handy. When necessary, add or subtract from the lists. Change your drawings as time goes on and notice how you're changing.
5. If appropriate, ask your children or partner to draw their traits. Share your pictures.
6. Spend a minimum of 30-45 minutes each day playing, reading, and/or massaging your child(ren).

What Every Child Needs

1. **Interaction**
Consistent, long-term attention from caring adults actually increases your child's capacity to learn.
2. **Touch**
Holding and cuddling do more than just comfort your baby - they help his/her brain grow.
3. **Stable Relationships**
Relationships with parents and other care givers buffer stress that can harm your child.
4. **Safe, Healthy Environments**
Environments should be free of lead, loud noises, sharp objects, and other hazards.
5. **Self-Esteem**
Self-esteem grows with respect, encouragement and positive role models from the beginning.
6. **Quality Care**
Quality care from trained professionals can make the difference when you can't be with your child.
7. **Play**
Play helps your child explore his/her senses and discover how the world works.
8. **Communication**
Talking with your baby builds verbal skills.
9. **Music**
Music expands your child's world, teaches new skills, and offers a fun way to interact with your child.
10. **Reading**
Reading to your child from the earliest days of life shows its importance and creates a lifelong love of books - and helps grow a healthy brain.

Source: The McCormick Tribune Foundation

Chapter 4

Rating My Nurturing Parenting Skills



Please complete the scale on the following page by rating your nurturing parenting skill in each of the areas presented. Use the following ratings to reflect your skills.

- 1 I need a lot of improvement.
- 2 I need some improvement.
- 3 I seem to have adequate skills.
- 4 I seem to have good skills in this area.
- 5 I seem to have really good skills in this area.

Goal: *To increase awareness of your nurturing parenting skills.*

Mark your responses in the columns "Start" when you begin the program. When you complete the program, you will again record your responses in each area in the column marked "End."

RATING YOUR NURTURING PARENTING SKILLS		
Nurturing Parenting Areas	Program Start	Program End
1. Attachment: having unconditional love for your child(ren).		
2. Empathy: helping children meet their basic needs.		
3. Nurturing Oneself: finding time for yourself and taking care of yourself.		
4. Gentle Touch: holding, rocking, touching and massaging your child(ren).		
5. Discipline: using techniques other than spanking to teach and guide children.		
6. Express Feelings: recognizing and expressing feelings in positive ways.		
7. Expectations: having appropriate expectations for yourself and your children.		

Rating Scale

Please use this scale to indicate your responses on the chart above.

1. I need a lot of improvement.
2. I need some improvement.
3. I seem to have adequate skills.
4. I seem to have good skills in this area.
5. I seem to have really good skills in this area.

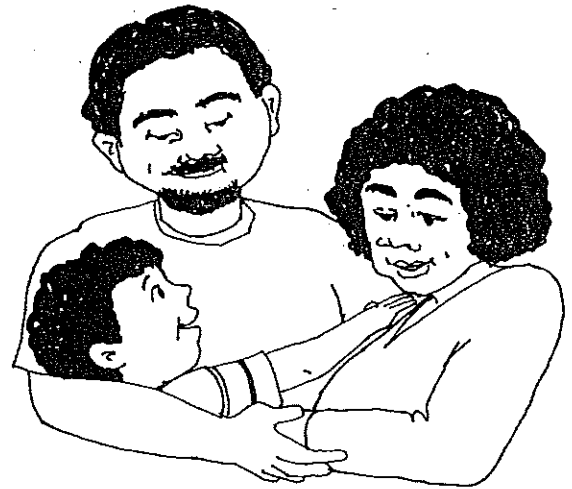
Family Home Practice Assignment

1. Review your ratings with your partner. Where are your strengths? Where are your partner's strengths?
2. List three ways you can work on improving your nurturing skills.
 - a. _____
 - b. _____
 - c. _____
3. Spend a minimum of 30-45 minutes each day playing, reading, and/or massaging your child(ren).

Chapter 21

Using Rewards and Punishments to Guide and Teach Children

Goal: *To increase parents' knowledge and use of nurturing behavior management techniques.*



The discipline concepts we have learned so far state the importance of first setting up a list of family rules so parents can begin to guide and teach their young children appropriate behaviors. Also, identifying your family morals and teaching your children right from wrong by modeling those behaviors so children can see the "value" to the behaviors will help establish good strong family values. *Morals, values and rules have to be established before using any of the following techniques.*

"If-Then" Philosophy

Discipline is based on an "If-Then" philosophy. This means: If your child performs an appropriate behavior, then a reward follows. If your child purposefully performs an inappropriate behavior, then a punishment follows.

What are Consequences?

A consequence is an action that follows behavior. There are two kinds of consequences: logical and natural. Logical consequences you plan, like sending a child to time-out or praising a child's appropriate behavior. Natural consequences happen all by themselves, like walking in the rain without an umbrella and getting wet.



Consequences allow children who are capable of knowing right from wrong the ability to take responsibility for their behavior.

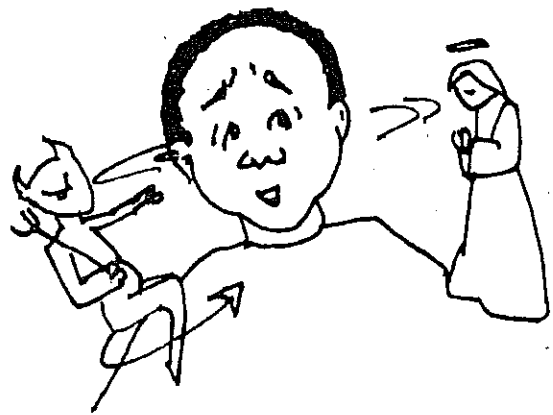
Children will often choose to act a certain way based on the expected consequences. The type of consequence and the way it is administered will strongly influence whether the behavior will return. Positive consequences, like rewards, work to reinforce appropriate behavior. Negative consequences, like punishments, work to eliminate inappropriate behavior.

What are Rewards?

A reward is a pleasant consequence for behaving in an appropriate or desirable way. The purpose of rewards is to reinforce good behavior. Rewards let children know how pleased parents are with their behavior. Rewards are necessary and important in helping children learn right from wrong. Rewards such as praise, nurturing touch and privileges tell children you appreciate their efforts.

What is Punishment?

A punishment is an unpleasant consequence for behaving in an inappropriate way. Punishment is a penalty for purposefully doing something inappropriate. The purpose of punishment is to decrease the likelihood that inappropriate behavior will occur again. It is not the purpose of punishment to hurt children.



Corporal punishment, like spanking, slapping, punching, etc., is an unpleasant consequence that physically hurts children, not their behavior. Punishment is a necessary part of discipline; helping children learn right from wrong, but hitting children's bodies with your hand or an object is never okay, and should never be practiced.

Other techniques such as time-out, loss of privilege, and being grounded are far more effective in helping children learn right from wrong.

When Should Discipline Begin?

Discipline, which means guiding and teaching, should begin right from birth.

How Do Parents Discipline Babies?

Parents teach and guide their babies through the following:

- Playing with your baby
- Reading to your baby
- Singing to your baby
- Talking to your baby
- Modeling a healthy lifestyle
- Massaging and touching your baby
- Establishing nurturing parenting routines described in this handbook
- Having appropriate expectations for your child
- Praising baby for all the wonderful things she did.



However, it is appropriate for parents to use words like "gentle" when baby is touching brother or "owee" when baby pulls daddy's beard. By gently holding the hand and saying, "gentle, little one," parents are teaching baby the value of gentle touch.

When Should Rewards Begin?

Rewards form the basis of positive discipline. Two of the most powerful rewards a parent can use are praise and gentle touch. These rewards can begin at birth. Touching a baby in a gentle way is important for the baby's brain to develop and for the parent-child bond to grow strong. Children love being touched in a gentle way.

Praising a baby for all the wonderful things baby does and for the beautiful person baby is also can begin at birth or before when mom is pregnant and is carrying baby.



As babies grow into toddlers and preschoolers, praise and touch can continue as rewards along with special privileges and objects such as toys or stars and stickers.

Children love to be recognized and receive recognition. It molds their feelings of self-worth.

Should Babies be Punished?

Punishments are administered by parents to help children learn the difference between appropriate and inappropriate behaviors. *Babies should never be punished because their brains are not capable of understanding right from wrong*, and the purpose of punishment is to teach children right from wrong. Never punish babies.

Around 7 months of age, most children begin to make associations between two activities. For example, running water means tubby time is near; sitting in the high chair means yummy mashed peas or carrots are coming.

If parents punish babies, they will become frightened and anxious. They will associate this fear with their parent - not with what they did or didn't do.



Also, the stress and fear the babies feel when punished cause their brains to release stress hormones. These stress hormones affect the baby's brain in negative ways which can lead to sleep problems, hyperactivity, impulsivity and excessive crying.

Research has also found that babies who are punished excessively have 20% to 30% smaller areas of their brains that are responsible for controlling emotions.

Never Punish Babies!
Never Hit Babies!
Never Yell at Babies!
Never Shake Babies!

When Should Punishments Begin?

The goal of punishment is to help children replace inappropriate behavior with appropriate behavior. Punishments will only work under the following conditions:

1. If children can understand that what they did was inappropriate;
2. That this inappropriate behavior was a choice and not exploratory;
3. That the great majority of the time parents spend with their children is positive;



4. That the primary purpose is to teach what TO do rather than teach what NOT to do;
5. And that children are always treated with respect.

If these conditions are present, punishments in the form of time-out, or loss of privilege or being grounded can begin around 2 ½ years of age.

Techniques for Rewarding Children's Behavior

Rewards are very powerful in motivating children. Use the following types of rewards to help children feel good about themselves and learn appropriate behaviors.

1. **Praise.** Praise is the single most powerful reward a child, or anyone can receive. Praise will be discussed in greater detail in Chapter 22.
2. **Nurturing Touch.** There are three types of touch: hurting, scary and nurturing. Each of us has a personal touch history which includes all three types of touch. *Gentle hugs, back rubs, soft strokes of a child's back with gentle rocking, are all nice, positive types of nurturing touch.* Everyone wants recognition. Nurturing touch is a nice way to let children know you value them. Use nurturing touch with praise. Together they make a powerful combination.



3. **Privileges.** Privileges serve as excellent rewards for children. A privilege can be extra TV time, getting to stay up past curfew, getting a few extra stories read at night, or other behaviors your children enjoy. Privileges should never include basic needs the child has such as fun times as a family, security, love or trust.

- 4. Objects.** Some parents like to reward their children with various objects in addition to praise and touch. Objects can include almost anything that ranges from stickers to assorted toys. Find out what your child likes and occasionally reward him or her with an object.

Techniques for Punishing Children's Behavior

There are five types of punishment that are appropriate for children ages 2 ½ and older.

- 1. Loss of Privilege.** A privilege is a right granted by the parent. Privileges can be watching TV, playing with a certain toy in the house, etc. If a child misuses an object or misuses the privilege, they lose it for awhile. Take away a toy or a privilege only when the child misuses it (thrown, broken, etc.)
- 2. Being Grounded.** When a child repeatedly leaves the yard without permission, an appropriate punishment is being grounded to the yard or house. The child must know it wasn't appropriate to leave the yard. If the child does not understand the behavior was inappropriate, grounding will not work as a punishment. Again, it's important for children to know what is expected of them.
- 3. Parental Disappointment.** *Parental disappointment is a simple statement which expresses the disappointment a parent has in a behavior the child has chosen to perform.* The intent is to build some caring and an awareness in the child of the parent's disappointment. An example of the use of parental disappointment is: "Son, I want you to know how disappointed I am that you chose to hit your brother (or whatever the

misdeed). I'm sure the next time you're upset, you won't hit your brother and you will tell him not to take away your toys." If the behavior is recurring, a parent may then also tell the child he either loses a privilege or has to take a time-out.

- 4. Restitution.** Restitution means that there is a "payback" or logical consequence for a specific misbehavior. The goal of restitution is to make good of a wrong. If children choose to color on the walls, the payback is to clean the wall. If stealing is the problem, the restitution is to pay back the stolen money.
- 5. Time-Out.** Time-out is a temporary isolation of the child from others because they chose to act inappropriately. It is a technique that lets children know that when they choose to behave inappropriately, they have to be by themselves for a while sitting quietly. Time out will be discussed in greater detail in Chapter 23.

The Dozen Rules of Discipline:

Rule #1: Help children learn appropriate behavior by involving them in direct experiences which will teach them the desired behaviors, and have them observe you behaving in the manner you want them to behave.

Rule #2: Behaviors need consequences following them to help children learn right from wrong. Consequences following desirable behavior are called Rewards. Consequences following undesirable behaviors are called Penalties or Punishments.



Rule #3: What you pay attention to is what you get more of. One of the important goals of parenting is to catch your children behaving.

Rule #4: Punishments are used to help children change inappropriate behavior, and only work effectively when used in conjunction with rewards to reinforce appropriate behavior.

Rule #5: Punishments are never used to abuse, injure or cause harm, or the threat of harm to children.

Rule #6: Time-out will only work when time-in is quality time. If time-in is not quality time, the child is already emotionally in time-out.

Rule #7: Time-out should be used sparingly and for teaching young children. Other forms of punishment are more appropriate for older pre-teens and adolescents.

Rule #8: The punishment must fit the crime. It must also be reasonable, respectful, and related.

Rule #9: The goal of punishment is to be meaningful and quick. Punishments of duration provide little motivation to do better.

Rule #10: If you misuse it or abuse it, you lose it for a while, then get another chance to use it. One of the goals of discipline is to teach appropriate behavior. If children never get another chance, how are they going to learn?

Rule #11: If you break it, you pay for it. If you mess it up, you clean it up. Restitution is an excellent way to teach children there are consequences for their inappropriate behavior.

Rule #12: Babies should NEVER be punished. They are too young to understand the "If-Then" rule of consequences.

Family Home Practice Assignment

1. Discuss rewards and punishments as a family.
2. Practice using the techniques for rewarding behavior. Describe the outcome.
 - a. Praise: _____

 - b. Nurturing Touch: _____

 - c. Privileges: _____

 - d. Objects: _____

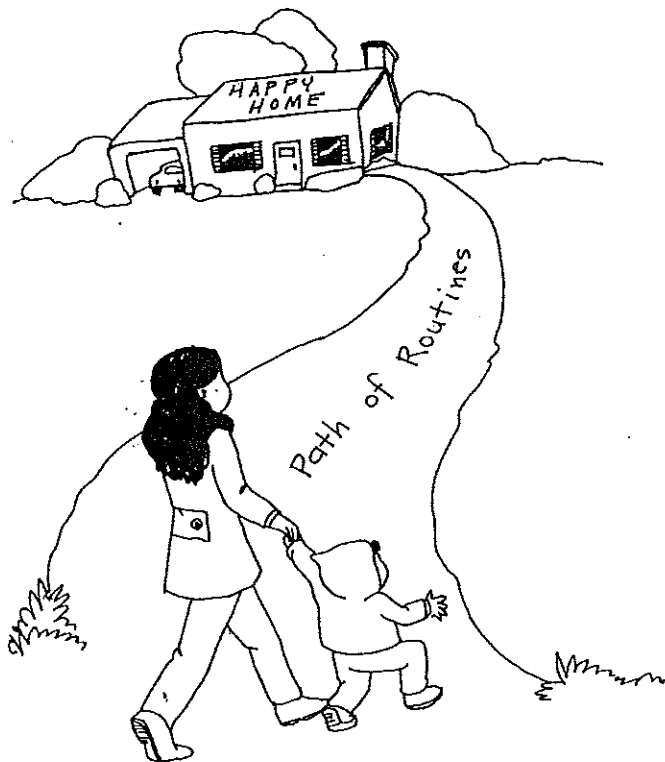
3. If appropriate, practice using one of the techniques for punishing behavior.
 - a. Which one did you use and why: _____

 2. What was the outcome: _____

4. Spend a minimum of 30-45 minutes each day playing, reading, and/or massaging your child(ren).

Chapter 26

Establishing Nurturing Parenting Routines



Nurturing parenting routines are very important in creating a warm and caring home. A routine is a certain way of doing something. Everyone incorporates routines into their daily lives from getting dressed to going to bed. Routines put order into our lives and, in turn, make our lives easier and more predictable. Nurturing parenting routines help children by providing them with a consistent, predictable and caring way of life.

Our goal as parents of young children is to establish nurturing parenting routines to make our job as a parent a little easier, and to make their job of being a child more fun and reassuring.

Goal: *To increase parents' awareness of the importance of establishing nurturing parenting routines.*

In all the research conducted over the years on child development, four important factors stand out related to the health of young children:

1. Feelings of trust and security;
2. Demonstrating caring for oneself and for others;
3. A strong sense of personal power; and
4. Feelings of positive self worth.

Feelings of Trust and Security

Nurturing parenting routines help establish feelings of security and trust in children.

Children love to know what is going to happen to them. Questions like, "Are we almost there yet?" and "How much longer?" and "Is it going to hurt?" and the ever present

"Why?" are all requests for information to help children organize their world. Adults like to know what's going on - why shouldn't children?

Children feel secure when they know what to expect and are treated in a respectful manner. Feelings of security help children learn to trust their parents and other caring family members. When children learn to trust others, they learn to trust themselves. As they continue to mature into adolescents and adults, they become secure and trustworthy people in their own right, then pass these traits on to their children. The circle is now complete and the world becomes a little more caring and secure place to live.



Empathy - The Ability to Care

Empathy is the ability to be aware of the needs and feelings of another person and respond in a caring, respectful manner. Empathy is truly one of the greatest gifts a parent can give their children. To demonstrate empathy is to demonstrate caring. Research clearly shows that empathic children are more popular in school, are more outgoing, more sensitive and better adjusted emotionally than children with low levels of empathy. Nurturing parenting routines used in a consistent manner will clearly help children experience and value the qualities of empathy.



Personal Power

Nurturing parenting routines encourage children to be active participants in their daily care. Giving children choices, honoring their opinions and feelings, and encouraging their growth and independence all contribute to the ongoing development of a child who feels respected and empowered.

While many parents shudder at the thought of fostering a sense of personal power in young children, it's a well accepted conclusion that children who feel they have a sense of personal power don't engage in ongoing power struggles and tend to be more cooperative, contributing members of their family.

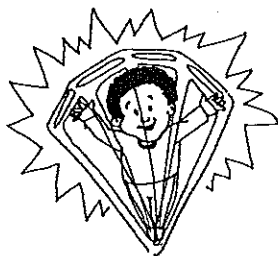
Children with a strong, positive sense of personal power are also less likely to engage in unhealthy and destructive behaviors such as violence towards self and others, drug and alcohol use, and sexual promiscuity.

In a child's world of repeated pressures by their peer group, having personal power is the best protection a child can have.



Feelings of Positive Self Worth

Children who have a positive self worth generally display a positive, healthy outlook on life, treat themselves and others with respect and make good choices.



When any element of life has worth, it has value. When something has value, it is treasured.

A positive self-worth is an emotional insurance program for children which acts as a safety net for the rough times that life has to offer. Positive self-worth promotes a healthy quality of life.

Establishing Nurturing Parenting Routines

There are several important ingredients that go into establishing nurturing parenting routines.



- **Gentle Touch.** Gentle positive touch such as hugs of comfort and hugs of joy, kisses, tickles and massages communicate love and caring to your child. Gentle touch is such an important part of parenting. Did you know that if a baby is not touched in a positive consistent way their body and brain will stop growing?

After years of studying how babies grow, we now know that physically stroking a baby will help them digest their food better and will also help the premature child gain weight more quickly. Regularly massaging your baby also significantly lowers their stress hormones, not to mention the feelings of closeness both parent and child experience.

It's easy to see why touch is an important ingredient in all your nurturing parenting routines.

- **Praising your Child.** As you are learning in the Nurturing Program, praising your children and the good things they do build their sense of power, their self-worth, and the desire to cooperate. Statements like, "What a sweet boy you are!" tells your son his very being is appreciated by you and "Good job eating your food!" tells him you're pleased with his efforts.
- **Happy Pleasant Facial Expressions.** Young children love to look at a happy, playful face. Actually, given the option, most adults would rather look at a happy, playful face than a grumpy, mean-looking face. Mean faces scare kids and hardly make the experience a "Kodak moment."
- **Having a Sense of Caring.** Caring is the cornerstone to nurturing parenting routines. From extensive studies, we know an infant's brain is a work in progress. Just like talking to and reading

to a child helps develop the part of the brain responsible for language and thinking, caring helps develop the part of the child's brain that is responsible for the emotions children express.

A nurturing, caring environment can strengthen a young child's emotional stability and have a long-lasting effect on them for the rest of their lives.

- **Having Fun and a Sense of Humor.** There is nothing like a sense of humor to help a parent and a child through a day. Humor doesn't mean poking fun at children or saying something embarrassing. A sense of humor is a feeling that happiness and playfulness are important aspects of life.



Parents who are under a lot of stress and who have neglected their own needs will find very little to be happy about. Make a commitment to bring laughter and fun into your relationship with your children.

Nurturing routines can be established for many of the daily tasks you and your young child experience such as:

- Diapering and Dressing Times;
- Feeding times;
- Bath Times; and
- Bedtime

Parents should begin to establish nurturing routines the moment they bring their baby home. Starting early is the best way to establish consistent, caring and loving parent-child interactions. The Nurturing Program helps parents learn to establish nurturing routines with their children, ages birth to five years. The next four chapters provide information on how to establish nurturing parenting routines.

Family Home Practice Assignment

1. Meet with your partner and others who are a critical part of raising your child to review the practice of nurturing routines.
2. Praise yourself once a day.
3. Spend a minimum of 30-45 minutes each day playing, reading, and/or massaging your child(ren).

Notes and Comments:

Chapter 27

Nurturing Diapering and Dressing Routines



Goal: *To increase parents' ability to implement a nurturing parenting diapering and dressing routine.*

Diapering and dressing children are excellent times to use nurturing routines. During these times, parents can be encouraging enormous growth in the child's sense of independence and cooperation, as well as in positive nurturing touch. Let's take a closer look at how parents can establish nurturing diapering and dressing routines.

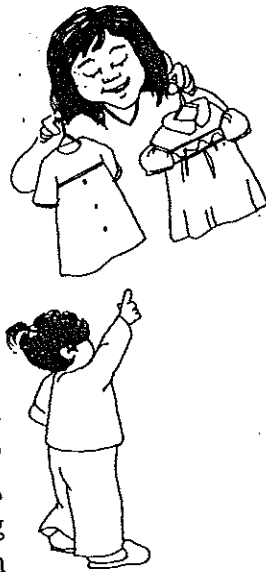
Autonomy and Cooperation

Children like to do things for themselves as quickly as they can. You can see it very early when infants repeatedly try to stand and walk only to fall flat on their bottoms. You can also see it when they attempt to feed themselves by smearing food all over their faces with the hope that some of it will get in their mouths.

Little successes in these and other tasks result in great joy because children are finally learning to do things for themselves. These accomplishments have great value in that they help foster in children their feelings of personal power and positive self worth. These accomplishments also foster feelings of autonomy and cooperation. After all, in order to smear the food all over your face, someone has to bring it to you.

Cooperation is established very early in the parent-child relationship. Just as in eating, dressing and diapering children is a partnership between the parent and the child. As a partnership, you and your children work together as a team in getting clothes on and off your child. The following steps are offered to foster this partnership.

1. **Let your children have input into what they will wear for the day.** You might do this by selecting two tops and two bottoms and having your child make a choice of which top and bottom to wear. In this way, your child is taking an active role in getting dressed.



Also, in a partnership your child needs to take an active role in getting dressed and undressed rather than the passive role most children experience. Too many parents dress and undress their child without the child's active assistance. The active partnership role builds autonomy and cooperation.

2. **Allow your children to do the things they can do by themselves without any help from you.** If they can put their socks on, fine, let them do it by themselves. If it's pulling up their pants, good, don't do it for them. Let them pull their own pants up. Allow them extra time to complete the task.
3. **Assist your children in getting dressed but when necessary, allow them to still have the lead.** In this step, you're only assisting your children in doing things they can't quite do alone yet. Infants need a lot of assistance; toddlers need some; preschoolers hardly need any help.



4. **Take the lead in assisting your children in getting dressed by doing the things they are incapable of doing.** In the last step, you do the things your children are incapable of doing. It might be putting on and tying shoes, zipping zippers, buttoning buttons, etc. In step four, the child has yet to develop the skills to finish getting dressed that one day he will have. As your child develops more skills, the need for step four is less and less.

To assist you in knowing what steps to use and when to use them, here are some suggestions.

- Observe your child and make it a point to know what your child is capable of doing independently. The younger the child, the more quickly these skills will change on a daily and weekly basis.
- When you are pretty sure of the tasks your child can do by himself, break the tasks he can't do into smaller steps. The smaller steps will allow him to continue to gain further feelings of confidence. Let's take the activity of putting on a pair of pants. First, have him sit in a chair without you placing him there if he can do it by himself. Second, gather the pant legs and make doughnuts and lay them on the floor just in front of his feet. Third, tell him to step into the holes and ease the pants around his ankles. Fourth, have him take hold of one or both sides and "pull up." If he is very young, he probably doesn't have strength to pull the pants up all the way so you will have to help. Fifth, you do the snapping of the pants if it's something he can't do by himself.

Babies participate in the partnership method of getting dressed and many parents aren't even aware of it. When babies are getting their diapers changed, many children participate in the partnership method by lying still while mom or dad is putting a clean diaper on the child. Although this level of partnership may seem slight for the developmental level of the child, it is indeed very active.

Young children also are active participants in getting themselves dressed by holding their

arms and legs up, and by putting their arms through the sleeve openings. If you keep a sharp eye open, you'll notice all the things your young infant can do with a little assistance.

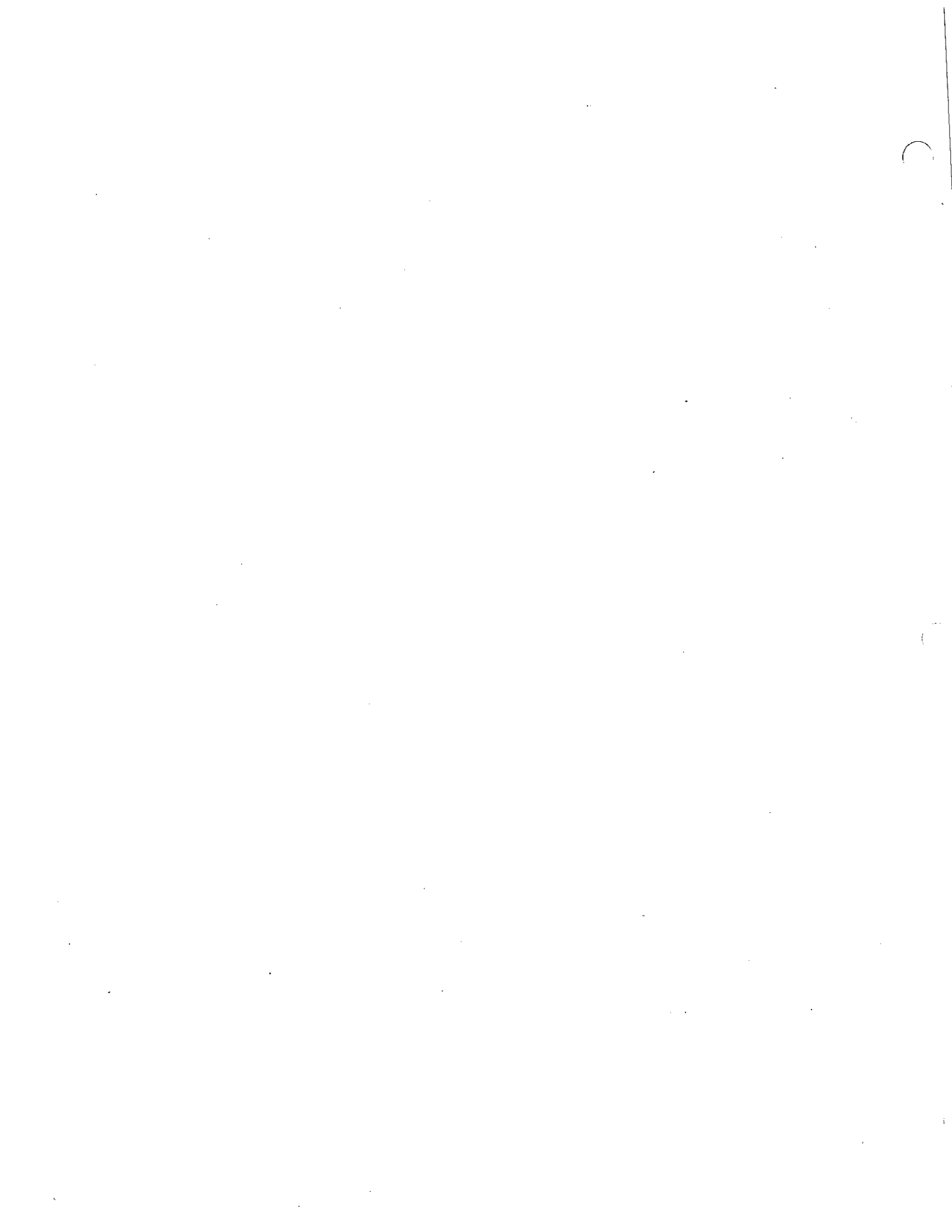


There you have it, the partnership method of helping your child get dressed. It takes a lot more time than getting your child dressed while they stand passively waiting for you to finish. However, the time you spend in establishing a nurturing dressing routine when your child is young will pay off later when your child is more capable, cooperative, and independent.

Family Home Practice Assignment

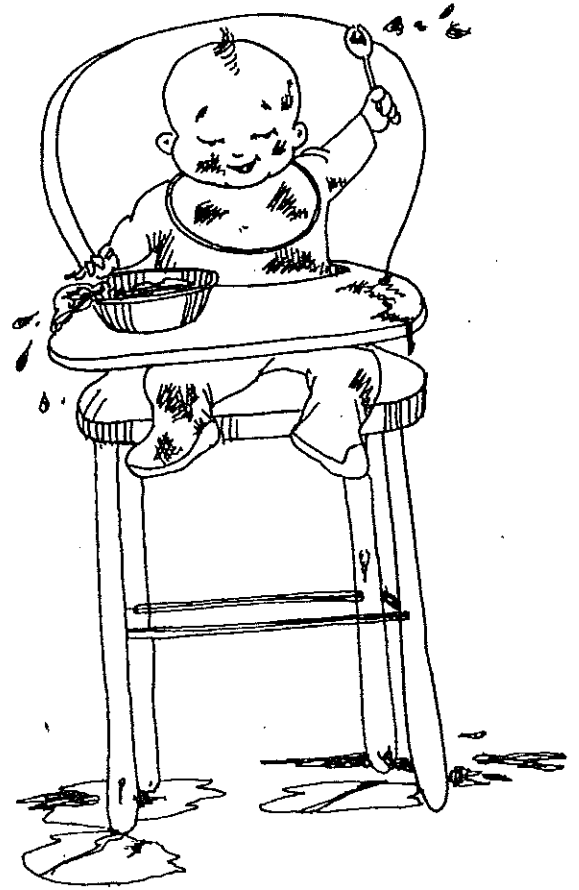
1. Practice implementing the nurturing diapering and dressing routine with your children each day.
2. Spend a minimum of 30-45 minutes each day playing, reading, and/or massaging your child(ren).

Notes and Comments:



Chapter 28

Nurturing Feeding Time Routine



Goal: *To increase parents' ability to implement a nurturing feeding time routine.*

Eating is one of the most pleasurable times during infancy and childhood. Babies love to eat. In fact, most babies double their birth weight in the first three to five months of life. That's a lot of eating! If they could talk, babies would probably tell us that nothing in this world is as good as sucking on a nipple and getting milk or juice. Watch them when they are eating: they relax, begin to coo, close their eyes and fall asleep. Just like adults, only we have recliners. Parents are pleased when babies eat because the child quiets down and is more pleasant to be with later when they wake up.

As children begin to grow older, something happens that changes all this pure pleasure into frustration, dissatisfaction, and stress for both the children and the parents.

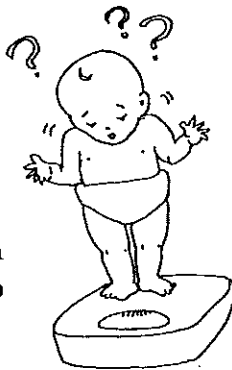
Children refuse to eat certain foods, snack between meals and begin to hate the very foods the parents feel are the best for them.



The Importance of Feeding Times

To begin to understand how feeding and eating begin to go sour, let's first discuss some common facts about children's eating habits.

- Despite some popular beliefs, babies know how many calories they need and what their stomachs can handle. If babies are not getting enough, they'll want more. If they get too much, they will stop sucking and eating. A child who turns his head away is telling his parents "I'm full!"
- Feeding is one of the earliest experiences babies have. As such, they begin to learn a lot about themselves and the world they live in. Good experiences in feeding lead to good feelings of themselves and their world. Bad experiences lead to bad feelings about themselves and their world.
- Babies will normally lose weight immediately after birth, but gradually begin to gain back lost weight in two or three days. Such losses in weight are to be expected.

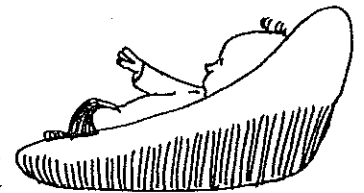


- Somewhere around a year old, babies begin to change their feelings about food. They become more choosy and less hungry. What might look good to eat today won't look good tomorrow. Their choice of certain foods is the beginning of exerting autonomy and control of their lives.
- Teething often takes away children's appetites, especially when the first molars are beginning to come in.
- As children become more mobile (around one year), they may lose interest in eating because they often feel too busy exploring the environment and practicing new motor skills to sit still and eat.

Establishing a Nurturing Feeding Time Routine

The following steps are offered to make feeding your child a more pleasant experience.

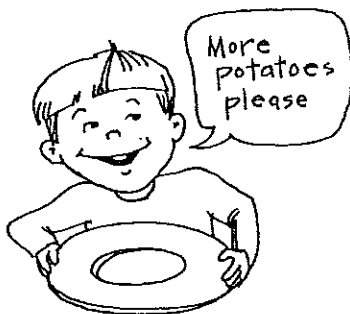
1. **Provide your child with a comfortable eating environment.** Putting young babies in infant seats and older children in high chairs securely stationed on a table or the floor, helps provide the child with feelings of security. Padded cushions and straps to keep your child snug in the seat are essential.
2. **Allow your child the opportunity to reject food.** When you honor their actions, you are reinforcing feelings of personal power. Remember, children know when they are not hungry, or when they don't like something just like you and I do. When you force your child to take



“one more bite” of food he doesn’t want, you’re actually setting up a conflict situation in which the child will end up the loser.

3. **Reinforce personal choice in eating.** Get in the habit of giving small portions. If the child wants more, he’ll let you know. Making children sit at the table until they clean their plates does not build healthy attitudes toward eating.

4. **Try to get children to think of food as something they want, not something they need to reject.** One way to encourage positive attitudes toward food is to allow your child to eat larger than usual amounts of one wholesome food than others. Remember, the older the child gets, the more his attitudes and tastes are changing. Continue to offer servings of your child’s less preferred foods but don’t expect your child to enjoy these foods as his favorites.



5. **Encourage your child to begin to feed himself around nine to ten months.** Practice with finger foods, bread crusts, and other foods. Children will want to pick up the food with their fingers. Let them. Expect a lot of accidental messes. If you’re worried about the rug, put some plastic under the highchair.
6. **Encourage your child to use a spoon.** Give him reason to use it. At the beginning of the meal when he’s the hungriest, let him try to get food on the spoon and into his mouth.

Assist your child in feeding himself with a spoon. Praise his efforts; tell him how proud you are he is trying to feed himself.

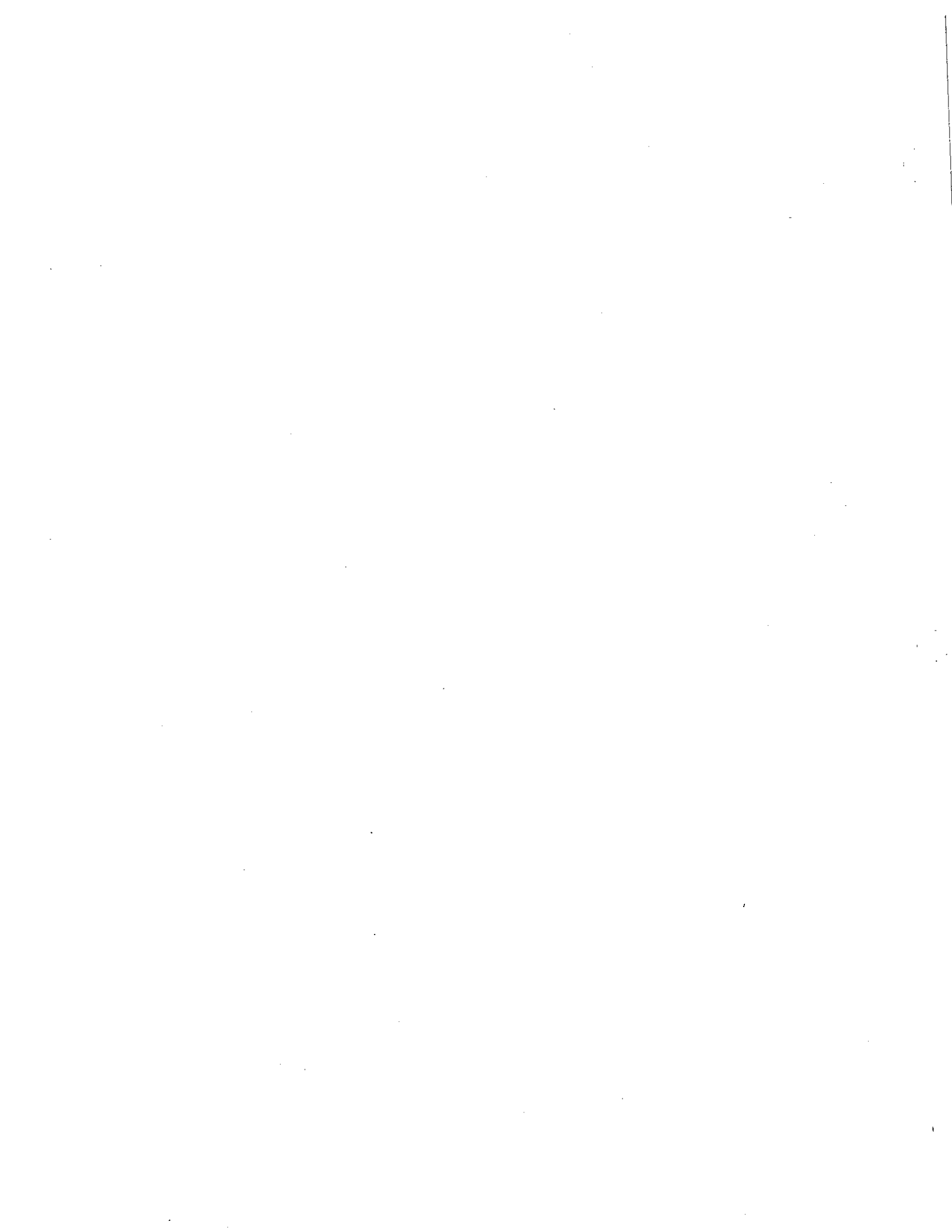


7. **Don’t worry about table manners.** Touching, smashing, squeezing, and smearing food is an early form of child’s play. Don’t punish your child or take his food away. Remember, building positive attitudes toward food and eating is nearly as important as the actual eating of the food.
8. **Praise your child.** There are many behaviors you can praise: feeding himself, eating a wholesome meal, sitting patiently waiting for food, using a fork or spoon, wiping his face, etc. Remember, praise the behavior you want.

Take some time to remember the eating experiences you had as a child. There is a tendency for parents to repeat these practices whether we liked them or not. Developing an nurturing parenting routine around feeding will make the experience of eating a positive one for you and your child.

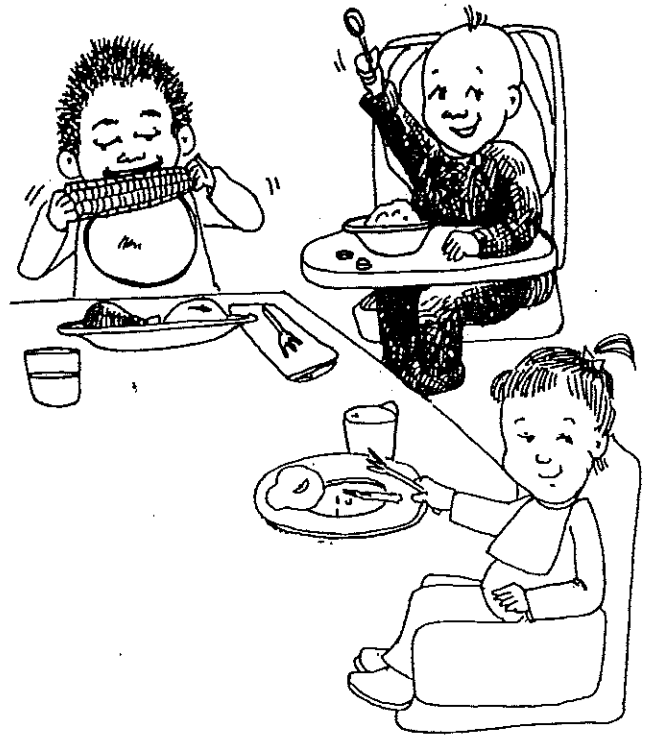
Home Practice Assignment

1. Practice implementing the nurturing feeding routine with each of your children.
2. Continue implementing the nurturing routine for diapering and dressing.
3. Spend a minimum of 30-45 minutes each day playing, reading, and/or massaging your child(ren).



Chapter 29

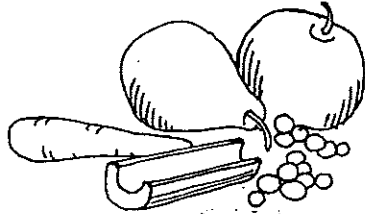
Feeding Your Young Children Nutritious Foods



Goal: *To increase parents' awareness of nutritious foods for children.*

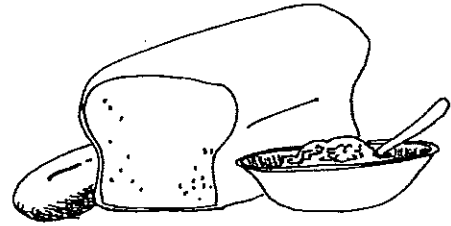
Nutritious Foods for Children - Quick and Easy!

Vegetable and Fruit Group



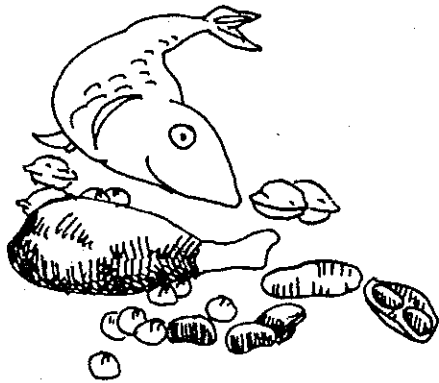
- Apples, peaches, pears, grapes, etc.
- Raw vegetable sticks or pieces (radishes, celery, cauliflower, green onions, zucchini, green peppers, carrots, cucumbers - even parsnips!)
- Dried apricots, raisins, prunes.
- Canned fruits or fruit juices kept chilled in the refrigerator.
- Mini-kabobs of bite-sized fruit chunks, strung on pretzel sticks.
- Banana chunks dipped in orange juice. Shake in a bag with chopped peanuts. Spear on pretzel sticks.
- Celery stuffed with cottage cheese, cheese spread or peanut butter.
- Juice cubes you make by freezing fruit juices in an ice cube tray. Chill other fruit drinks with them.
- Chilled cranberry juice mixed with club soda.
- Grapefruit half, sprinkled with brown sugar and broiled.
- Tomato half, sprinkled with breadcrumbs, parmesan or grated cheddar cheese and broiled.
- Creative salads of lettuce, raw spinach and other fresh vegetables, fruits, meats, eggs, or seafood.

Bread and Cereal Group



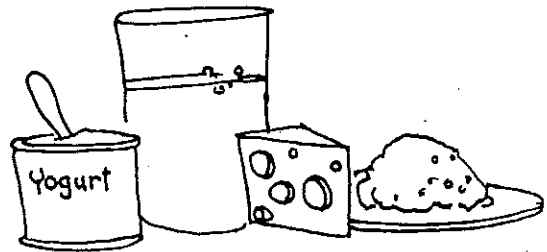
- Raisin bread, toasted and spread with peanut butter.
- Sandwiches using a variety of breads - raisin, cracked wheat, pumpernickel, rye, black.
- Date-nut roll or brown bread spread with cream cheese.
- English muffins, served open-faced sandwiches such as hot roast beef or turkey, chicken salad, sloppy joes.
- Individual pizzas. Top english muffin halves with cheese slices, tomato sauce and oregano, and broil.
- Waffles topped with whipped topping and strawberries.
- Wheat or rye crackers topped with herb-seasoned cottage cheese, cheese or meat spread, or peanut butter.
- Graham crackers and milk.
- Ready-to-eat cereals right out of the box!
- Ice cream or pudding, sprinkled with crisp cereals or wheat germ.

Meat, Poultry, Fish and Beans Group



- Nuts, sesame seeds, or toasted sunflower seeds.
- Sandwich spread of peanut butter combined with raisins or chopped dates.
- Peanut butter and honey spread on an English muffin, sprinkled with chopped walnuts, and heated under the broiler.
- Grilled open-faced peanut butter and mashed banana sandwich.
- Tomatoes stuffed with egg salad.
- Melon wedges topped with thinly sliced ham.
- Sandwich of cheese, meat, tomato, onion, and lettuce.
- Antipasto of tuna, shrimp, anchovies, hard cooked eggs and assorted vegetables.
- Leftover poultry or meat - as is, or chopped into a sandwich spread.
- Bite-sized cubes of broiled beef, served on a toothpick.

Milk and Cheese Group



- Milk shakes with mashed fresh berries or bananas.
- Parfait of cottage cheese, yogurt, or ice milk combined with fruit, sprinkled with chopped nuts, wheat germ, or crisp cereal.
- Dips for vegetable sticks. For fewer calories, substitute cottage cheese or plain yogurt for sour cream and mayonnaise in preparing dips.
- Fruit-flavored yogurt.
- Cheese cubes, au naturel, or speared with pretzel sticks, or alternated with mandarin orange sections on a toothpick.
- Custard or pudding.
- Ice milk sundae, topped with fresh canned, or frozen fruits.

Taken from: **Food, Home and Harden Bulletin Number 228; prepared by Science and Education Administration, U. S. Department of Agriculture.**

Tips for Cooking With Children

Do your food prejudices show? You are the model; don't let your likes and dislikes influence the selection of food experiences.

1. Encourage the consumption of a variety of wholesome foods through positive experiences with foods.
2. Stress food in its natural state. Allow children to see, smell, feel, and taste the food at different stages of preparation. Compare colors and textures, shapes and sizes.
3. Choose simple cooking experiences first. As children master basic manipulative skills, gradually add more learning steps.
4. Develop "picture recipes," including utensils and illustrated measurement of ingredients.
5. Review the recipe and all directions before beginning a food activity.
6. Have all utensils ready ahead of time.
7. Sanitation: Does everyone have clean hands? Wash hands and work surface before starting. Explain what to do if child has to sneeze or cough.
8. Safety: Teach awareness of sharp objects and hot surfaces. Children use knives and graters only under close supervision.
9. Supervision: Recommendation of one adult to every five to six children.
10. Planning: Coordinate cooking with the class day. Build a food experience into multi-learning experiences - math, art, science, language, social science, safety, courtesy, and nutrition.



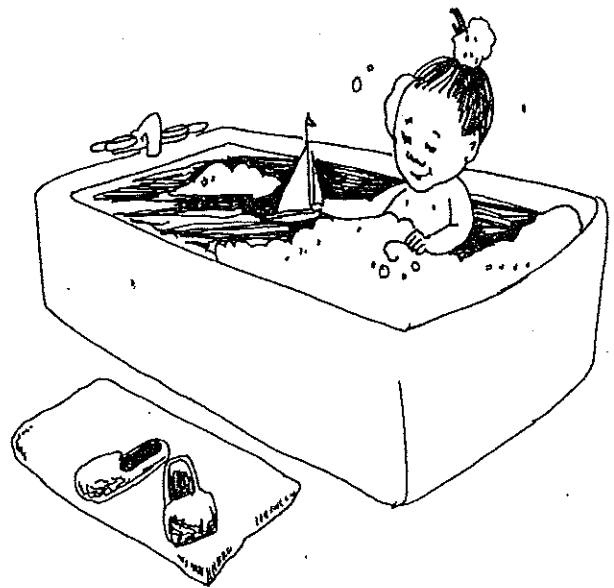
Nutrition Education and Training Program
Food and Nutrition Services Section
Wisconsin Department of Public Instruction

Family Home Practice Assignment

1. Do one thing to make family dinnertime nicer.
2. Serve nutritious snacks.
3. Spend a minimum of 30-45 minutes each day playing, reading, and/or massaging your child(ren).

Chapter 30

Nurturing Bath Time Routine

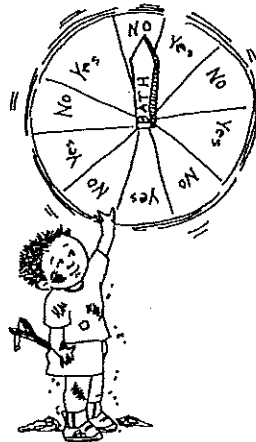


Goal: *To increase parents' ability to implement a nurturing bath time routine.*

For many young children, getting into a bathtub of warm water is not one of their favorite things to do. But, almost all children love to walk in puddles, splash water on others, and run through open sprinklers. So why is bath time a time of frustration, tears, and stress for the children and their parents? Let's examine why.

There are several reasons why your son or daughter may experience bath time as a bad time.

- **Most bath times come at the end of the day.** Not only may young children be overtired, but parents may be feeling the stress of their day and communicate this stress by being a bit more demanding that their children cooperate. Children easily pick up on the parent's stress and become stressed themselves.
- **Because taking a bath comes at the end of the day, bath time is usually followed by bed time.** Children soon learn that taking a bath means soon they will have to go to bed. If a child wishes to stay up longer, the obvious is to resist taking a bath.
- **Many parents treat bath time as a chore rather than a time for fun, relaxation, and enjoyment.** An attitude of "having to take a bath" is established rather than an attitude of "wanting to take a bath."
- **The experience of taking a bath may be a very unpleasant and frightening one for many children.** Soap in eyes, hot water burns, accidental falls, pouring water on a child's head to rinse hair shampoo, etc. are all things that can make bath time a bad time.
- **Bath time for children in some families is often an "on again-off again" occurrence.** Sometimes children have to take baths, sometimes they don't. Although parents may have good rationale for excluding bathtime, children, especially young children, don't understand why on some days they have to take a bath and on other days they don't.



What they experience is inconsistency. This leads to feelings of anxiety, which is then exhibited as resistance.

How to Make Bath Time Fun Time for Toddlers and Preschoolers

For children to want to take a bath more often than not, bath time has to be a fun time. The following suggestions are offered for developing a positive, nurturing routine for children's bath times.

1. **Make bath time sound like a fun time.** Young children like to pretend; give the bathtub a name or refer to it as "tubby time" with a sound of happiness. Pretend the tubby can talk and call the child's name, "Julia, I'm waiting for you" and answer back, "We're coming tubby." It's quite a bit better than saying, "Julia, I want you to take your bath now!"



2. **With parental supervision, let your child turn the water on and fill the tub.** Giving the child more responsibility in keeping himself clean is the ultimate goal. Start early by allowing him to put the bubble bath in, set the water temperature, and fill the tub to the desired depth. Once again, parental supervision is required to ensure the temperature of the water is appropriate.
3. **Encourage your child to play in the tub.** Bring in "tubby toys" for the child to play with; they don't have to be anything fancy. Use plastic cups, bowls, empty plastic dish detergent containers, or plastic syrup containers with the plastic pour spouts, etc. Anything that floats, squirts water, holds, or pours water will work. Do not let your child have anything that can injure him if it is dropped or if it breaks. Heavy objects or sharp objects are clearly no-no's for children to play with. So is any glass product. If it's not made of foam or soft plastic - it's not an appropriate tubby toy.
4. **Encourage your child to get to know his/her body.** Tubby time is a great time for body exploration and recognition of body parts. Give your child's body parts names and use the names when washing your child: "Look I see Adam's hands. Oh, Boy! Adam's hands need a washing."
5. **Take a bath with your child(ren).** Children think it's great fun taking a bath with their mom or dad. Singing, playing with toys, and washing all help the child feel more comfortable when mom or dad are also in the tub.
6. **Make the experience of tubby time enjoyable.** Several things you can do to help make the experience of taking a bath more enjoyable:
 - Use mild soaps and shampoos to avoid eye sting.
 - Place a mat on the bottom of the tub to prevent accidental slipping.
 - Protect against accidents by placing foam rubber guards over the water spout.
 - Get each of your children their own towel to dry themselves and their own robe to wear after taking a bath.
7. **Make tubby time a routine of the day.** Depending on the age and activity, children may have to take a tubby everyday. Proper hygiene is an important value for children to learn. Washing does reduce the chance of germs being transmitted and infections spreading.
8. **Help children step out of the tub onto a dry towel or rug.** Floors with water on them can be as slippery as ice. The risk of falling on a slippery floor is much too high to chance. Have a dry towel or rug for your child to step on.
9. **Help your child dry off and use the time to have fun.** Be creative.
10. **Finish the bath time by rubbing lotion on your child.** Or, use the time to offer your child a massage. It's a special time between parent and child that only lasts a few years. Before you know it, your child places a high value on privacy and modesty and these fun tubby times are a memory.

Words of Caution

Notes and Comments:

- Never, ever, leave a very young child alone in the bathtub. Accidental drowning and other injuries can occur in a matter of minutes and seconds. Infants and toddlers should never, ever be left alone.
- Keep all electrical appliances unplugged and away from the grasp of children. Water and electricity are deadly together. For the sake of your family's welfare, keep all electrical appliances safely stored in a locked cabinet or closet.
- Standing in a tub is an accident waiting to happen. Make it a family rule: No standing in the tub during tubby time. Sitting or kneeling is okay.
- Check the temperature of the hot water heater to ensure a safe level of heat to prevent burning.

Family Home Practice Assignment

1. Practice implementing the nurturing bath time routine with each of your children.
2. Continue to practice other nurturing routines for feeding, diapering and dressing.
3. Spend a minimum of 30-45 minutes each day playing, reading, and/or massaging your child(ren).