



# Parenting Infants Guidebook Supplement

Contributors:

Kimberly A. Nollan  
Ray Hoskins

## Table of Contents

<b>Introduction</b>	<b>Page 3</b>
<b>Chapter 1. Plain Terminology of the Parenting Infants Guidebook Supplement</b>	<b>Page 5</b>
Introduction	Page 5
Definitions	Page 7
Learning Goals and Levels	Page 8
Expectations	Page 10
Resources and Activities	Page 10
<b>Chapter 2. Using the Parenting Infants Guidebook Supplement to Set and Reach Learning Goals</b>	<b>Page 11</b>
Overview	Page 11
Step 1: Assessment	Page 11
Step 2: Developing Life Skills Learning Plans	Page 12
Summary: How to Use the Guidebook Supplements in Case Plans and Contracts with Learners	Page 16
<b>Chapter 3. Learning Goals, Expectations and Activities by Domain</b>	<b>Page 17</b>
Health Domain	Page 17
Nurturing Domain	Page 21
Nutrition Domain	Page 23
Child Care Domain	Page 25
Safety and Well-Being Domain	Page 26
Child Growth and Development Domain	Page 32
Goals Domain	Page 34
<b>Appendix A. Parenting Infants Guidebook Supplement Resources and Ordering Information</b>	<b>Page 36</b>

## Introduction

The Life Skills Guidebook (Guidebook) Supplements are a component of the Casey Life Skills Tools (see [www.caseylifeskills.org](http://www.caseylifeskills.org)). The Life Skills Tools include the Ansell-Casey Life Skills Assessment (ACSLA), Assessment Supplements, the Guidebook, Guidebook Supplements, and Ready, Set, Fly! A Parent's Guide for Teaching Life Skills. In addition, the Tools reference over 50 other instructional resources and a number of web resources. Taken together, the Tools represent a competency-based learning strategy for people to develop the skills they need to succeed in living interdependently as adults, starting at age eight and continuing through adulthood. While these tools are appropriate for most audiences, they were especially created with youth living in and young adults leaving out-of-home care.

The ACLSA is not an exhaustive list of all the skills one needs to live on one's own. Rather, it provides an indication of skill level and readiness for living on one's own and interdependently with others. The ACLSA and Assessment Supplements are designed to be the *first step* in the Life Skills Learning Cycle. The Guidebook, Guidebook Supplements, and learning resources, while not exhaustive, help with goal setting, action planning, instruction, learning, and application. Instruction is followed again by assessment to measure progress. If any part of this cycle is left out, life skills competency development is hindered.

In using the Guidebook, it is critically important to keep the central role of the person getting ready to live on his/her own in mind. Young people need to be involved in all aspects of life skills acquisition, including planning and instruction. A core part of Person-Centered Planning is that people are more successful when they self-select their learning and achievement goals. Similarly, the Foster Care Independence Act of 1999 requires youth involvement in their Independent Living Plans (National Foster Care Awareness Project, 2000). We encourage evaluating your work with people in transition and moving your learners to a position where they routinely make the majority of key decisions that affect their learning. Greater learner involvement leads to learner ownership of their

skill development (see Guidebook Chapter 1, Levels of Learning). Learning life skills is a life-long process. Few people will be able to do all the skills covered in this Guidebook supplement and should not expect 100% mastery in all the life skill domains. However, we hope those preparing for living on their own and interdependently with others will accomplish many of the Learning Goals in order to be prepared to succeed.

# Chapter 1. Plain Terminology of the Parenting Infants Guidebook Supplement

## Introduction

In response to a need for education on prenatal care and positive parenting expressed by many social workers, teachers, youth, and parents, Casey Family Programs with Dr. Kimberly Nollan (Momentum Partners Consulting) and Ray Hoskins (Success Technologies) created the Pregnancy, Parenting Infants, and Parenting Young Children Guidebook Supplements. Like the Guidebook, they are designed to help develop life skills teaching curriculum and individual learning plans. They are based on and companions to the Casey Life Skills Assessment Supplements of Pregnancy, Parenting Infants, and Parenting Young Children. The Assessment Supplements were created by Casey and Frances Elbert (Teen Parent Coordinator, State of Illinois). As co-creator of these supplements, Ms. Elbert drew on her practice wisdom and experience gained from 25 years of work with youth in transition, and helping them deal with issues surrounding pregnancy and parenting. They are appropriate for all prospective, new and other parents.

These Guidebook Supplements closely mirror the Assessment Supplements which underwent extensive reviews by national experts in the fields of nursing, pediatrics, obstetrics, mental health, social work, cross-cultural issues, and child development. In addition, youth and alumni of foster care were included as reviewers of the supplements.

The Parenting Infants Guidebook Supplement is designed to help parents of infants (birth to one year) learn skills and gain knowledge in the following domains<sup>1</sup>.

- **Health** covers the skills necessary for obtaining and maintaining medical care for child well being, illnesses, and emergencies.

---

<sup>1</sup> The supplements also address several daily living, money management, and career planning Learning Goals. For thorough coverage of these topics, please also refer to the Guidebook domains.

- **Nurturing** includes the skills necessary for nurturing a child, like interaction, play, bonding, building self esteem and responsibility, empathy, and providing comfort.
- **Nutrition** covers skills needed to provide for the nutritional needs of an infant.
- **Child Care** covers skills necessary for selecting and maintaining quality child care.
- **Safety and Well-Being** includes skills important for providing a safe and quality environment that encourages child well-being and development like cleanliness, routine, sleep, safety in and outside of the home (e.g., water safety, car safety), minimizing violence in the home, emotional care, supporting a child's education, and taking care of the environment.
- **Child Growth and Development** covers skills necessary for encouraging positive child growth and development, like understanding the basic physical and emotional milestones for infants, positive discipline, and positive play.
- **Goals** include skills for understanding and addressing how career planning and education are related to parenting, how to get emotional support, and how finances change with a family.

Several assumptions and values guided the creation of the Learning Goals and Expectations in the Pregnancy, Parenting Infants, and Parenting Young Children Guidebook Supplements. First, Casey desires that parents acquire certain parenting skills from these supplements, without imposing a particular parenting style. Effort was made to offer several approaches to parenting and discipline.

Second, Casey believes that children need discipline to help them attain maturity. However, corporal punishment is never appropriate or acceptable. Children in out-of-home care are an especially vulnerable group. Their life experiences are often different from those of children who have always known parental love, understanding, and consistency. Children in out-of-home care have experienced multiple losses, such as the loss of birth parents, siblings, grandparents, and people they consider family. Frequently they have been victims of physical and sexual abuse. Given these traumatic histories, corporal punishment often means something entirely different to these children than it might to any other child.

Third, Casey believes that discipline is an essential part of child-rearing. The purpose of discipline is to teach children to function appropriately in a family and community, as well as become responsible, self-regulating adults. It should be viewed as a learning experience that will help children develop acceptable patterns of behavior and a sense of responsibility for their behavior. Effective discipline teaches children and does so in the absence of physical and verbal intimidation. Using alternatives other than physical punishment are the approach of choice for children receiving services from Casey Family Programs.

## Definitions

The following terms are used in the Guidebook.

- **Domain\*:** Cluster of skills organized into major areas: Health, Nurturing, Nutrition, Childcare, Safety and Well-Being, Child Growth and Development, and Goals.
- **Learning Goals:** Also known as competencies, they are specific statements of knowledge and ability.
- **Expectations:** Also known as objectives or performance indicators, they are guidelines to achieve Learning Goals that may be used as group session learning objectives or individual case planning goal indicators.
- **Learning Levels:** Degree to which individuals master Learning Goals.
- **Resources:** Broad array of teaching materials and people resources (e.g., curricula, websites, workbooks) that can be used to teach to a Learning Goal.
- **Resources:** Broad array of teaching materials (e.g., curricula, websites, workbooks) that can be used to teach to a Learning Goal.
- **Curriculum:** A set of activities that lead to mastery of Learning Goals in one or more domains.
- **Life Skill Learning Plan:** An online template that guides the user to determine the essential elements for the development of a life skill curriculum, one session at a time, or an individual learning plan based on selected Learning Goals and related

Expectations. The template is used to record selected Learning Goals and activities the instructor will use during the life skills learning session. Completed, it is a unit of planned life skill instruction, which may be completed one-on-one or in a group.

- **Life Skill Instructor:** Individual who guides the learner and supports the individual throughout their Learning Plan.
- **Out-of-home care:** Refers to a living situation that is not with a person's immediate biological family, such as, family foster care, group homes, and residential treatment.
- **Learner:** Youth or adult that is learning life skills content in group, individual, or self-instruction formats.

\*Same terms are used in the ACLSA

## Learning Goals and Levels

Learning Goals are sometimes called competencies, statements of knowledge and abilities, or outcome goals<sup>2</sup>. They are written to complement a developmental approach to learning. This approach recognizes that learning takes place over time and that people progress through a series of stages or levels as learning takes place. The levels of learning used in the developmental model are listed in Exhibit 1. The verbs at the beginning of the Learning Goal indicate the level at which the Learning Goal is written. Guidebook Learning Goals begin at level 2 and progress through level 4.

---

<sup>2</sup> We use Learning Goals for simplicity. The user is free to substitute language (e.g., competencies) for their situation.

### Exhibit 1. Learning Levels

Learning Level	Definition
Level 1 – Awareness	At levels one and two, the learner is acquiring information. At this level in the learning process, the learner should be able to identify, describe or explain information about the subject matter being taught.
Level 2 – Knowledge and Understanding	
Level 3 – Knows how	At level three, the learner is beginning to apply the knowledge learned through instruction. At this level, the learner should be able to demonstrate some ability with the skill in an instructional setting through simulation, learning laboratory, or real life experiences.
Level 4 – Can or is able to	At level four, the learner is using the knowledge learned outside of the learning environment. At this level, the learner is able to demonstrate the skill on a regular basis and reports on his/her progress.

- **“Knows and understands” Learning Goals:** The instructor presents information in a way that increases the learner’s knowledge base. For example, at the end of the session the learner will **only** be expected to **describe or explain** what he/she learned about financial institutions.
- **“Knows how” Learning Goals:** The instructor creates an opportunity for the learner to practice. For example, the learner demonstrates writing a check to make a purchase. Generally, “knows how to” Learning Goals are completed in a classroom or home environment. Often, they are ones that a person may need in the future but not now. They **simulate real life situations**.
- **“Can or is able to” Learning Goals:** The instructor provides an opportunity for real world demonstration. For example, “can set the table for daily meals,” just showing the learner what a table setting looks like isn’t enough. With the right kind of instruction, the learner should be able to demonstrate setting the table for three daily meals.

## **Expectations**

Expectations describe what the learner should be able to do as a result of group, individual, or self-teaching and indicate how the Learning Goal was achieved in behavior terms. They are also called performance indicators or objectives. They begin with an action verb. They also can be translated into group or individual case or group plans by simply adding the words “At the end of X time period or session, the learner will be able to...” before each Expectation. For example, “At the end of the group session, the learner will be able to develop a personal fact sheet to use when completing job applications.” The underlined part is an Expectation. They are listed in order of increasing difficulty for each Learning Goal.

## **Resources and Activities**

The Guidebook identifies the activities and exercises from existing life skill resources that can be used to teach the Learning Goals in group, individual, or self-instruction formats. In an effort to minimize resource cost, the most widely used, cost-effective resources were selected. Activities and exercises from these resources are cross-referenced to the Learning Goals. Each activity is listed by name, page number, and activity number (if provided). In addition, websites that provide information and/or opportunities for instruction are included. In most cases, they are non-profit or government sites (.org or .gov) to minimize advertisements. Web resources complement the core set of resources and provide specialized and detailed information on one or more Learning Goals. A detailed description of each resource and purchasing information is included in Appendix A. The Learning Goals, Expectations and Activity Resources provide the learner and life skill instructor (practitioner or parent) a place to start when creating a Life Skills Learning Plan. Chapter 2 offers detailed instruction on how to create a Life Skills Learning Plan.

To make the most of life skills teaching, it is important to know how the person learns best. Different learning styles require different types of teaching. Everyone has a way they learn best. If you tailor teaching to the person’s learning style more learning will likely occur. For more information on determining the learning style, see the Guidebook, Chapter 1, Learning Styles.

## Chapter 2. Using the Parenting Infants Guidebook Supplement to Set and Reach Learning Goals.

### Overview

Both the Guidebook Supplements and ACLSA address one important aspect of living on one's own – life skills. The ACLSA is used to *assess* life skills. The Guidebook is used to *teach* life skills. It is very important the learner give input at each step and has final say whenever possible. Learning Goals and Expectations provide the framework for life skills instruction. They help with knowing, understanding, and applying life skills. The Learning Goals represent overall goals for instruction. Expectations describe what the person should be able to do after instruction takes place. Increases in ACLSA scores before and after instruction show the amount of learning for individuals and groups. The steps for using the Guidebook follow.

### Step 1: Assessment

- Completing the appropriate ACLSA level or Assessment Supplement is usually the first step in this process.
- Once completed, an immediate score report “pops-up” on the screen and the report is also emailed to an e-mail address the user specifies.
- The individual report provides summary scores by domains and the responses on each item.
- Domain scores indicate areas of strength and opportunities for improvement.
- After talking about assessment results, we recommend the learner, caregiver, and/or life skill instructor together have a conversation about
  - The strengths identified in the assessment,

- The identified areas of challenge,
  - The Goals which the learner wants/is willing to pursue,
  - Identifying Mastery Standards that indicate consistent application of selected skills (see Guidebook, Chapter 4, Mastery Standards).
- Then, work with the Guidebook Supplement to choose domains on which to work and set goals.

## **Step 2: Developing Life Skills Learning Plans**

There are two plan options in the online Guidebook. One is designing a plan for teaching life skills in a group format. The other is for individual instruction, case plans, or self-instruction. You are given a choice online of which plan you want to use.

Whether you are working with an individual or group format, learner involvement is critical. When interacting with computers, the one with the keyboard and mouse has the power. We suggest that you **GIVE THE LEARNER, OR GROUP, THE MOUSE!** Let the learner develop the plan. We found that groups are very able to design their own group Learning Plans once they know how to use the web page. In addition, they become much more motivated to achieve their goals!

### ***CREATING A PLAN ONLINE***

**Step 1:** Go to <http://www.caseylifeskills.org/lsg>

**Step 2:** Click on the Guidebook Supplement you want to use from the list on the left side of the screen.

**Step 3:** Select and click on the domain(s) of interest.

**Step 4:** Review the list of Learning Goals and Activities. Click on the boxes next to the desired goals and/or activities you want to select based on the needs and wants of the participants in your group, combined ACLSA results, and how much time you have in each session *or* for Individual Plans, based on ACLSA individual results and learner wants and needs.

**Step 5:** Click on the yellow button "Add to the Learning Plan."

**Step 6:** To remove Learning Goals or Activities, go back to the web page where you made that selection and uncheck the box.

**Step 7:** When finished selecting your Learning Goals and Activities, click on the "Preview/Print Learning Plan" button on the bottom left part of the screen. This will produce a "new" web page.

**Step 8:** On the "new" web page, click either *Group Life Skills Learning Plan* or *Individual Life Skills Learning Plan*. The Plan will immediately appear and can be printed or saved to your computer.

Repeat steps 2 thru 6 for each domain as desired. All chosen Learning Goals (and accompanying Expectations) and/or Activities appear in the Learning Plan. The Learning Plan can be previewed as you are building it by clicking the "**Preview/Print Learning Plan**" button on the left side of the screen.

#### ***SAVING AND EDITING YOUR PLAN (Microsoft Word, Works, and WordPerfect)***

- **To View Plan:** Click "**Preview/Print Learning Plan**" button on the bottom left side of the screen.
- **To copy:** Use your mouse to highlight all the information in the Plan. Go under the file menu and choose "copy." The information will be copied on your computer clipboard and you can now "paste" it into a new document on your computer. To paste, go under the file menu and choose "paste." You may need to format to make it look like the online Learning Plan. Save the document with your word processing software.
- **To print** your Plan, either click on the "printer" icon at the top of the screen or go under the file menu and choose "print." There is no cost for printing the Individual Learning Plan.
- **To save** the Plan without copying and pasting, go to the File menu at the top of the screen and choose "File Save As," then save the file as an html file.
- **To open the Saved html File**, right click on the file and click open with your word processor software.
- **When finished, save the File** in the format of your word processor software.

**PLEASE NOTE: When you leave the caseylifeskills.org Web site, the Plans are permanently deleted, so either "copy and paste" or "save as" to keep the files on your computer.**

**Group Life Skills Learning Plan Elements (see Exhibit 2 for an example).**

- **Domain:** ACLSA/Guidebook domain targeted for instruction.
- **Goals, Expectations, and Activities:** Automatically recorded in the Learning Plan when you select them by clicking the box to the left of the Learning Goal or activity.
- **Time:** How long an activity will take to complete.
- **Activity Type:** How you will use the activity in groups (as an opening, individual, group or closing activity).
- **You fill in type and time** based on your judgment and the definitions provided.

**Exhibit 2. Group Life Skills Learning Plan**

<b>Domain: Money Management</b>		
<b>Goal:</b> Knows and understands how one’s values influence money decisions.		
<b>Expectations:</b> At the end of the session, the learner will be able to:		
<ul style="list-style-type: none"> <li>a. Distinguish between personal needs and wants.</li> <li>b. Recognize the impact personal values have on money decisions.</li> </ul>		
<b>Activity Name</b>	<b>Activity Type</b>	<b>Time</b>
Needs/Wants Polarity	Opening Activity	10 minutes
What is a Need? What is a Want?	Group Building Activity	20 minutes
My Personal Collage	Individual Activity	25 minutes
Reflection Worksheet	Ending Activity	10 minutes

**Individual Life Skills Learning Plan Elements (Exhibit 3)**

- Plans are tailored to the unique needs of each learner.
- **Goals and Expectations** are automatically pasted into the Learning Plans when Learning Goals are selected.
- **Activities** are pasted automatically in the “What Activities are Going to be Done” column.
- After copying and pasting the partially completed plan into a word processing document or using the “save as” function with the original plan, complete the **Who** and **When** columns.

- **Signatures:** Optional space at the bottom of the Learning Plan for all involved to sign<sup>3</sup>.
- **Print** the plan and keep for the learner’s records.

**Exhibit 3. Individual Life Skills Learning Plan Example**

<b>Goals &amp; Expectations</b>		
<p>What can I do to reach my goals? How will I know when I reach each goal?          Check to make sure your goals are flexible, specific and have a date by which you want to reach the goal.</p>		
<p><b>Goal:</b> Knows and understands how one’s values influence money decisions.</p>		
<p><b>Expectations:</b> At the end of the session, the learner will be able to:</p> <ul style="list-style-type: none"> <li>• Distinguish between personal needs and wants.</li> <li>• Recognize the impact personal values have on money decisions.</li> </ul>		
<b>Action Plan</b>		
<p>The actions you take to reach your goals should be clear so you know exactly what to do.          Identify who will do what to help reach the goals – yourself, staff, others</p>		
<b>What activities or services will be done?</b>	<b>Who is responsible for doing it?</b>	<b>When will it be accomplished?</b>
What Money Means, Ready, Set, Fly! Games Reveal our Values, Ready, Set, Fly!		
<b>Optional Signatures</b>		<b>Date</b>
Learner: _____		_____
Caregiver: _____		_____
Life Skills Instructor: _____		_____

<sup>3</sup> Some agencies require youth/learners and caregivers to sign the Learning Plan to show involvement and commitment to the plan.

## **Summary: How to Use the Guidebook in Case Plans and Contracts with Youth**

- Life skills instruction is an intentional process, driven by individual case plans and contract agreements developed with the learner.
- The Guidebook helps formulate goals and tasks/action steps with Learning Goals, Expectations and Activities.
- Learning Goals can be copied in a case plan or contract agreement (e.g., Learner knows and understands the importance of healthy leisure time activities).
- Expectations (indicators) are the tasks/action steps to achieve the goal (e.g., describe the difference between healthy and unhealthy leisure time activities).
- Resources/activities become the “What” or intervention strategies to achieve the goal.
- Learners control their learning by providing input or selecting Learning Goals and Activities.
- Evaluation of level of achievement is based on accomplishment of Expectations, increases in ACLSA scores and for consistent application, Mastery Standards.

## Chapter 3. Learning Goals, Expectations, and Activities by Domain

### Health Domain

Learning Goals	Expectations	Activities
<p>1. Is able to maintain appropriate and adequate well child care.</p>	<p>a. Select a doctor for the infant.            b. Demonstrate how to make, cancel, change, and reschedule appointments.            c. Explain the well child check up and immunization schedule.            d. Bring infant for immunizations on schedule.            e. Child sees a doctor or nurse on a regular basis.            f. Record regular medical visits and immunizations in a medical journal, baby book or calendar.            g. Describe pros/cons of listening to friend’s advice versus doctor’s advice.</p>	<p>PAYA, Module 2, Health Care, p. 44-45; 79-80.            PAYA, Module 5, Immunizations, p. 140-141.            PAYA, Module 5b, Health Care Schedule, p. 141-145.            Pregnancy, Childbirth, and the Newborn, C. 14, Medical Care, p. 412-420.            Teenage Pregnancy, C. 13. Hello, Stranger! Health Care, p. 83.            Teenage Pregnancy, C. 13. Hello, Stranger! Suggested Learning Activities, p. 119-120.            Teenage Pregnancy Study Guide, C. 13, p. 35-38.            What to Expect: Infant, What It’s Important to Know: Selecting the Right Physician, p. 25-34.            What to Expect: Infant, Immunization, p. 148-154.            You and Your New Baby, Class VII, When Your Baby is Ill and How Your Baby Grows, p. 23-25.            You and Your New Baby, Shot Record, p. 25.            Kids Health -  <a href="http://www.kidshealth.org/parent/medical/index.html">http://www.kidshealth.org/parent/medical/index.html</a>  <a href="http://www.kidshealth.org/parent/firstaid_safety/index.html">http://www.kidshealth.org/parent/firstaid_safety/index.html</a>            The American Academy of Pediatrics –  <a href="http://www.aap.org/topics.html">http://www.aap.org/topics.html</a></p>

## Health Domain

Learning Goals	Expectations	Activities
<p>2. Is able to obtain appropriate medical attention when your child experiences an illness or emergency.</p>	<ul style="list-style-type: none"> <li>a. Tell what a safe body temperature is for a child.</li> <li>b. Tell what to do if your child gets sick (e.g., take temperature, call consulting nurse).</li> <li>c. Describe when to call 9-1-1 if child is sick or in danger.</li> <li>d. Describe when to take child to the doctor when sick.</li> <li>e. Post poison center number.</li> <li>f. Describe when to call poison control.</li> </ul>	<p>PAYA, Module 5, Doctor’s Visits, p. 144-145.            Pregnancy, Childbirth, and the Newborn, Medical Care, Temperature, p. 418.            What to Expect: Infant, When to Call, p. 406; 430.            What to Expect: Infant, First Aid for Poisoning, p. 444.            You and Your New Baby, Class VII, When Your Baby is Ill and How Your Baby Grows, p. 23-25.            You and Your New Baby, Baby Illness, p. 15-16.            Kids Health -  <a href="http://www.kidshealth.org/parent/medical/index.html">http://www.kidshealth.org/parent/medical/index.html</a>  <a href="http://www.kidshealth.org/parent/firstaid_safety/index.html">http://www.kidshealth.org/parent/firstaid_safety/index.html</a>            Parent Soup –  <a href="http://www.parentsoup.com">http://www.parentsoup.com</a>            The American Academy of Pediatrics –  <a href="http://www.aap.org/topics.html">http://www.aap.org/topics.html</a>            The Parent Center/Baby Center –  <a href="http://www.babycenter/baby/babyhealth">http://www.babycenter/baby/babyhealth</a></p>

## Health Domain

Learning Goals	Expectations	Activities
<p>3. Knows how to care for child illness.</p>	<p>a. Assemble a first aid kit with needed supplies.</p> <p>b. Describe symptoms of ear infections.</p> <p>c. Demonstrate use of thermometer to take baby's temperature.</p> <p>d. Demonstrate giving medicine to a baby.</p> <p>e. Describe how to treat a cold, fever, vomiting, cuts, and swelling.</p>	<p>Be Prepared, Temperature Taking Tactics, p. 102-103.</p> <p>Be Prepared, Getting Medicine into a Baby, p. 104-105.</p> <p>PAYA, Module 5, Fever Thermometer, p. 146-147.</p> <p>PAYA, Module 5, Your Medicine Cabinet, p. 146-147.</p> <p>Pregnancy, Childbirth, and the Newborn, Colds, Medications, SIDS, p. 419-420.</p> <p>What to Expect: Infant, Thermometers, p. 39; 426-433.</p> <p>What to Expect: Infant, First Aid Supplies, p. 39; 438.</p> <p>What to Expect: Infant, When Baby is Sick, p. 406-433.</p> <p>What to Expect: Infant, Ear Infections, p. 414; 423.</p> <p>What to Expect: Infant, Vomiting, p. 415.</p> <p>What to Expect: Infant, First Aid Do's and Don'ts, p. 434-447.</p> <p>What to Expect: Infant, Temperature, p. 442; 447.</p> <p>What to Expect: Infant, Common Home Remedies, p. 627-629.</p> <p>You and Your New Baby, Baby Illness, p. 15-16.</p> <p>Kids Health, Body Care -</p> <p><a href="http://www.kidshealth.org/kid/feel_better/">http://www.kidshealth.org/kid/feel_better/</a></p> <p><a href="http://www.kidshealth.org/teen/diseases_conditions/">http://www.kidshealth.org/teen/diseases_conditions/</a></p> <p><a href="http://www.kidshealth.org/parent/medical/index.html">http://www.kidshealth.org/parent/medical/index.html</a></p> <p><a href="http://www.kidshealth.org/parent/firstaid_safey/index.html">http://www.kidshealth.org/parent/firstaid_safey/index.html</a></p> <p>Parent Soup –</p> <p><a href="http://www.parentsoup.com">http://www.parentsoup.com</a></p> <p>The American Academy of Pediatrics –</p> <p><a href="http://www.aap.org/parents.html">http://www.aap.org/parents.html</a></p> <p><a href="http://www.aap.org/topics.html">http://www.aap.org/topics.html</a></p> <p>The Parent Center/Baby Center –</p> <p><a href="http://www.babycenter.com/baby/babyhealth">http://www.babycenter.com/baby/babyhealth</a></p>

## Health Domain

Learning Goals	Expectations	Activities
<p>4. Is able to take care of baby's body.</p>	<p>a. Demonstrate how to change a diaper.            b. Describe how treat diaper rash.            c. Tell how often to change a diaper.            d. Demonstrate bathing a baby.            e. Describe how to care for baby's skin (e.g., not expose to sunlight for too long, don't use sun screen until at least 6 months old).            f. Describe three ways to help a baby fall asleep.            g. Describe three techniques to sooth a baby's gums during teething.            h. Demonstrate care for baby's first set of teeth.            i. Demonstrate dressing baby comfortably for warm or cold weather.</p>	<p>Be Prepared, Scrubbing Your Sprout, p. 38-44.            Be Prepared, Sleeping Like a Baby, p. 62-71.            Be Prepared, The Infant Ensemble, p. 83-85.            Be Prepared, Getting Medicine into a Baby, p. 104-105.            Be Prepared, Soothing the Teether, p. 106-109.            Be Prepared, Sleeping Through the Night, p. 132-137.            Be Prepared, The Big Bath, p. 164-167.            Be Prepared, Advanced Changing Maneuvers, p. 190-191.            PAYA, Module 5, Physical Care, p. 130-133.            PAYA, Module 5, Health Care, p. 140-141.            Pregnancy, Childbirth, and the Newborn, Bathing Baby, p. 386-387.            Pregnancy, Childbirth, and the Newborn, Diapering Baby, p. 387.            Teenage Pregnancy, C. 13. Hello, Stranger! What are the Baby's Physical Needs? p. 81-82; Suggested Learning Activities, p. 119-120.            Teenage Pregnancy Study Guide, C. 13, p. 35-38.            What to Expect: Infant, Diaper Changing, p. 71.            What to Expect: Infant, Bathing, p. 73; 250.            What to Expect: Infant, C. 3. Your Newborn Baby: What It's Important to Know: The Baby Care Primer, p. 73-88.            What to Expect: Infant, Diaper Rash, p. 178-181.            What to Expect: Infant, Teething, p. 223-224; 415.            What to Expect: Infant, Teeth Care, p. 253.            What to Expect: Infant, Skin and Sun, p. 386-389.            You and Your New Baby, Guide, Class VI, Bathing and Diapering, p. 18-22.            You and Your New Baby, Guide, Yesterday and Today, p. 30.            You and Your New Baby, Guide, Bath Supplies, p. 33.            You and Your New Baby, Guide, Comparing Diapers, p. 33.            You and Your New Baby, C. 7, Bathing Your Baby, p. 11-12.            You and Your New Baby, C. 8, Diapering Your Baby, p. 13-14.            Parent Soup –  <a href="http://www.parentsoup.com">http://www.parentsoup.com</a>            The American Academy of Pediatrics –  <a href="http://www.aap.org/topics.html">http://www.aap.org/topics.html</a></p>

## Nurturing Domain

Learning Goals	Expectations	Activities
<p>1. Is able to interact with baby in a nurturing manner.</p>	<p>a. Describe why children need lots of love and attention from their fathers and mothers.</p> <p>b. Describe what a baby needs by how he or she cries or behaves.</p> <p>c. Describe why it is important to respond to your baby's needs promptly and without delay.</p> <p>d. Describe why holding and cuddling a baby is important.</p> <p>e. Tell why interacting with a baby every day is important for both the baby and parent.</p> <p>f. Demonstrate at least two different ways to play with a baby.</p> <p>g. Demonstrate 3 ways to bond with a baby.</p> <p>h. Demonstrate talking to a baby in a calm manner, even when tired or upset.</p> <p>i. Tell why it is not okay to put a baby in front of the TV to keep him or her occupied.</p> <p>j. Explain why it is not okay to hit or shake a baby.</p> <p>k. Read each day to your baby.</p> <p>l. Describe at what age to begin discipline.</p> <p>m. Describe correct limits for an infant's behavior.</p>	<p>Be Prepared, Reading Sports Illustrated to Your Baby, p. 76-77.</p> <p>Be Prepared, Driving and Crying, p. 114-116.</p> <p>Be Prepared, Making Your Baby Laugh, p. 192-194.</p> <p>Love and Logic, Build the Self Concept, p. 6-10.</p> <p>Love and Logic, Share the Control, p. 10-15; 24-25.</p> <p>Love and Logic, Empathy, p. 15-19.</p> <p>Love and Logic, Share the Thinking, p. 20-23.</p> <p>PAYA, Module 5, Caretaking, p. 136-138.</p> <p>PAYA, Module 5, Health Care, p. 140.</p> <p>PAYA, Module 5, Appearance and Behavior, p. 166-169.</p> <p>Pregnancy, Childbirth, and the Newborn, Infant Cues, p. 395-396.</p> <p>Pregnancy, Childbirth, and the Newborn, Playing with Baby, p. 410-411.</p> <p>What to Expect: Infant, Bonding, p. 61.</p> <p>What to Expect: Infant, Crying, p. 122-130.</p> <p>What to Expect: Infant, Handling Parental Anger, p. 128-130; 338-340.</p> <p>What to Expect: Infant, Reading, p. 289; 354.</p> <p>What to Expect: Infant, Playing, p. 318-320.</p> <p>What to Expect: Infant, Discipline, p. 340.</p> <p>What to Expect: Infant, Television Watching, p. 378.</p> <p>You and Your New Baby, Guide, Class V, Sleeping and Crying, p. 15-17.</p> <p>You and Your New Baby, Guide, Class, VIII, Keeping Your Baby Safe and Playing with Your Baby, p. 26-28.</p> <p>You and Your New Baby, C. 6, Crying, p. 10.</p> <p>You and Your New Baby, C. 12, Playing with Your Baby, p. 20-21.</p> <p>Bright Futures, How to Soothe a Crying Baby - <a href="http://www.brightfutures.org/mentalhealth/pdf/tools.html">http://www.brightfutures.org/mentalhealth/pdf/tools.html</a></p> <p>Bright Futures, Stimulating Environments - <a href="http://www.brightfutures.org/mentalhealth/pdf/tools.html">http://www.brightfutures.org/mentalhealth/pdf/tools.html</a></p> <p>Girls and Boys Town - <a href="http://www.parenting.org">http://www.parenting.org</a></p> <p>The American Academy of Pediatrics – <a href="http://www.aap.org/topics.html">http://www.aap.org/topics.html</a></p>

## Nurturing Domain

Learning Goals	Expectations	Activities
<p>2. Knows how to provide routine for a baby.</p>	<ul style="list-style-type: none"> <li>a. Describe how natural feeding and sleeping schedules develop.</li> <li>b. Describe your child’s daily routine.</li> <li>c. Create and describe your child’s feeding schedule.</li> <li>d. Create and describe your child’s bedtime routine.</li> </ul>	<p>Pregnancy, Childbirth, and the Newborn, Sleeping and Waking, p. 398-401.</p> <p>What to Expect: Infant, Feeding Schedule, p. 111-112.</p> <p>What to Expect: Infant, Sleep Patterns, p. 115-116; 315-317.</p> <p>You and Your New Baby, Guide, Class V, Sleeping and Crying, p. 15-17.</p> <p>You and Your New Baby, C. 5, Sleeping, p. 9.</p> <p>Bright Futures – Fostering Comfortable Sleep Patterns in Infancy  <a href="http://www.brightfutures.org/mentalhealth/pdf/tools.html">http://www.brightfutures.org/mentalhealth/pdf/tools.html</a></p> <p>The American Academy of Pediatrics –  <a href="http://www.aap.org/topics.html">http://www.aap.org/topics.html</a>  <a href="http://www.aap.org/parents.html">http://www.aap.org/parents.html</a></p> <p>The Parent Center/Baby Center –  <a href="http://www.babycenter.com/baby/babysleep/index">http://www.babycenter.com/baby/babysleep/index</a></p>

## Nutrition Domain

Learning Goal	Expectations	Activities
<p>1. Is able to provide proper nutrition for infant.</p>	<ul style="list-style-type: none"> <li>a. Tell what infants can digest the first 4-6 months of life.</li> <li>b. Give your baby healthy foods or milk/formula every day (record in a journal or calendar).</li> <li>c. Demonstrate holding a baby correctly when bottle or breast-feeding.</li> <li>d. Demonstrate burping a baby.</li> <li>e. Tell at what age to wean a baby from the bottle or nursing.</li> <li>f. Tell when a baby can drink cow's milk.</li> <li>g. Explain why infants need solids.</li> <li>h. Tell at what age infants can eat first foods (e.g. rice cereal).</li> <li>i. Describe the signs of food allergies and digestive problems.</li> <li>j. Describe how to introduce foods to a baby.</li> <li>k. Tell at what age babies feed themselves.</li> </ul>	<p>Be Prepared, Bottles Up, p. 59-61.            Be Prepared, Starting Solid Foods, p. 120-124.            Be Prepared, Eating Like a Person, p. 173-177.            Breastfeeding: Something Special for Mother and Baby, p. 1-24.            Breastfeeding: Something Special for Mother and Baby, Foods, p. 25-26.            Breastfeeding: Something Special for Mother and Baby, Weaning from the Breast, p. 26-28.            Breastfeeding: Something Special for Mother and Baby, Study Questions, p. 45-46.            Breastfeeding: Something Special for Mother and Baby, Guide, Suggested Learning Activities, p. 145-148.            PAYA, Module 5, Physical and Health Care, p. 122-127.            PAYA, Module 5, Introducing Solid Foods, p. 133-135.            PAYA, Module 5, Appearance and Common Behaviors, p. 179.            Pregnancy, Childbirth, and the Newborn, Breastfeeding and Formula Feeding, p. 421-463.            What to Expect: Infant, Feeding Your Baby, p. 2-9.            What to Expect: Infant, Bottle Feeding, p. 2-7; 39-40; 54-59.            What to Expect: Infant, Breast Feeding, p. 3; 7-10; 52-53; 99-106; 170-172; 555-557.            What to Expect: Infant, Your Newborn Baby, Feeding Your Baby, p. 49-59.            What to Expect: Infant, Burping, p. 76-77.            What to Expect: Infant, Cow Milk, p. 178-254.            What to Expect: Infant, Weaning, p. 185; 323-325; 342-344; 366-367.            What to Expect: Infant, Feeding, p. 202-203; 216-222; 231-232.            What to Expect: Infant, Cup, p. 229-231.            What to Expect: Infant, Finger Foods, p. 279-281.            What to Expect: Infant, Self Feeding, p. 314.            What to Expect: Infant, Nutrition, p. 348-351; 370-371.            What to Expect: Infant, Best-Odds Recipes, p. 618-626.            You and Your New Baby, Guide, Class IV, Feeding Your Baby, p. 10-14.</p>

		<p>You and Your New Baby, Guide, Breast is Best, p. 32.          You and Your New Baby, Guide, Making Formula, p. 32.          You and Your New Baby, Feeding Your Baby, p. 5-8.          Parent's Magazine –  <a href="http://www.parents.com/age/babies.jsp">http://www.parents.com/age/babies.jsp</a>  <a href="http://www.parents.com/age/1year.jsp">http://www.parents.com/age/1year.jsp</a>          Parent Soup –  <a href="http://www.parentsoup.com">http://www.parentsoup.com</a>          The American Academy of Pediatrics -  <a href="http://www.aap.org/parents.html">http://www.aap.org/parents.html</a>  <a href="http://www.aap.org/topics.html">http://www.aap.org/topics.html</a>          The Parent Center/Baby Center -  <a href="http://www.babycenter.com/baby/babybreastfeed/index">http://www.babycenter.com/baby/babybreastfeed/index</a>  <a href="http://www.babycenter.com/baby/babyfeeding/index">http://www.babycenter.com/baby/babyfeeding/index</a>  <a href="http://www.babycenter.com/baby/formulafeed/index">http://www.babycenter.com/baby/formulafeed/index</a></p>
--	--	---

## Child Care Domain

Learning Goal	Expectations	Activities
<p>1. Knows how to choose quality child care for an infant.</p>	<ul style="list-style-type: none"> <li>a. Tell why a child cannot be left alone in the house for any length of time.</li> <li>b. Tell why it is not okay to leave your child with strangers.</li> <li>c. Describe why to only leave your child with people known and trusted.</li> <li>d. Describe the important factors when choosing child care.</li> <li>e. Record names, addresses, and phone numbers of quality child care providers.</li> <li>f. Describe how to get financial help to pay for good child care.</li> <li>g. Describe what clothing and food to bring to your child’s babysitter or childcare.</li> <li>h. Create an emergency childcare plan if you are not able to take care of your child.</li> </ul>	<p>Love and Logic, Child Care, p. 48; 79-82; 87.            PAYA, Module 5, Children Ages 2 through 5, Choosing a Caretaker, p. 218-221.            What to Expect: Infant, Baby Sitter, p. 189-199.            What to Expect: Infant, Choosing, p. 190-199.            You and Your New Baby, Guide, Class VIII, Keeping Your Baby Safe and Playing with Your Baby, p. 26-27.            Bright Futures, Safe, Quality Child Care - <a href="http://www.brightfutures.org/mentalhealth/pdf/tools.html">http://www.brightfutures.org/mentalhealth/pdf/tools.html</a>            Child Care Aware - <a href="http://www.childcareaware.org">http://www.childcareaware.org</a>            National Child Care Information Center - <a href="http://www.nccic.org">http://www.nccic.org</a>            Parent Soup – <a href="http://www.parentsoup.com">http://www.parentsoup.com</a>            The American Academy of Pediatrics – <a href="http://www.aap.org/parents.html">http://www.aap.org/parents.html</a>            The Nation’s Network of Child Care Resource and Referral - <a href="http://www.naccrra.org">http://www.naccrra.org</a>            The Parent Center/Baby Center - <a href="http://www.babycenter.com/baby/babychildcare/index">http://www.babycenter.com/baby/babychildcare/index</a></p>

## Safety and Well Being Domain

Learning Goal	Expectations	Activities
<p>1. Is able to keep a baby safe in the crib.</p>	<ul style="list-style-type: none"> <li>a. Keeps baby crib away from windows.</li> <li>b. Crib mattress fits snugly.</li> <li>c. Uses non-plastic mattress covers.</li> <li>d. Describe why cribs need safety latches and locks.</li> <li>e. Uses a crib with slats no wider than 2-3 inches apart.</li> <li>f. Explain when to place and remove bumper pads.</li> <li>g. Explain when to remove mobiles and crib toys.</li> <li>h. Demonstrate the safest sleeping positions for a baby.</li> </ul>	<p>PAYA, Module 5, Child Area Safety, p. 155-159.            What to Expect: Infant, Crib &amp; Mattress, p. 40.            What to Expect: Infant, Sleep Positions, p. 120.            What to Expect: Infant, SIDS, p. 181-184.            Parent Soup –  <a href="http://www.parentsoup.com">http://www.parentsoup.com</a></p>

## Safety and Well Being Domain

Learning Goal	Expectations	Activities
<p>2. Is able to keep a baby safe inside the home.</p>	<ul style="list-style-type: none"> <li>a. Demonstrate baby proofing a home (e.g., removing unsafe and dangerous items from places a child can go or reach).</li> <li>b. Explain why a baby should not be left alone on a bed or changing table.</li> <li>c. Demonstrate safely heating baby bottles.</li> <li>d. Tell what foods to avoid the first year of life.</li> <li>e. Demonstrate feeding chair safety (e.g., high chair).</li> <li>f. Explain how to protect a baby from burns.</li> <li>g. Name several toys safe for babies.</li> <li>h. Explain the danger in tying a pacifier on a string around the baby's neck.</li> <li>i. Describe your fire safety plan.</li> <li>j. Explain what to do if a baby swallows a poisonous substance.</li> <li>k. Describe the pros and cons of walkers and playpens.</li> <li>l. Avoid smoking cigarettes when in the same room as a child.</li> <li>m. Avoid using illegal drugs around child.</li> </ul>	<p>Be Prepared, Baby Proofing, p. 140-149.            PAYA, Module 5, Safety, p. 154-161.            Teenage Pregnancy, C. 13. Hello, Stranger! Health Care, p. 83.            Teenage Pregnancy, C. 13. Hello, Stranger! Suggested Learning Activities, p. 119-120.            Teenage Pregnancy, C. 13, Study Questions, p. 35-38.            What to Expect: Infant, Smoking and Baby's Health, p. 20-21.            What to Expect: Infant, Changing Table, p. 40.            What to Expect: Infant, Pacifier Safety, p. 40.            What to Expect: Infant, Bottle Safety, p. 54-55.            What to Expect: Infant, Car Seat Safety, p. 78.            What to Expect: Infant, Toy Safety, p. 213.            What to Expect: Infant, Walker Safety, p. 233-234.            What to Expect: Infant, Feeding Chairs, p. 235.            What to Expect: Infant, Food Safety, p. 241-244.            What to Expect: Infant, Play Pen, p. 288-289.            What to Expect: Infant, Home Safety, p. 292-302.            What to Expect: Infant, Burn Prevention, p. 297.            What to Expect: Infant, Fire Prevention, p. 297-298.            What to Expect: Infant, Poison, p. 444-445.            You and Your New Baby, Guide, Class VIII, Keeping Your Baby Safe and Playing with Your Baby, p. 26-28.            You and Your New Baby, Guide, Child Proofing, p. 30; Situation Exercise, p. 30.            You and Your New Baby, C. 11, Keeping Your Baby Safe, p. 18-19.            Parent Soup –  <a href="http://www.parentsoup.com">http://www.parentsoup.com</a>            The American Academy of Pediatrics –  <a href="http://www.aap.org/parents.html">http://www.aap.org/parents.html</a>  <a href="http://www.aap.org/topics.html">http://www.aap.org/topics.html</a>            The Parent Center/Baby Center –  <a href="http://www.babycenter.com/baby/babysafety/index">http://www.babycenter.com/baby/babysafety/index</a></p>

## Safety and Well Being Domain

Learning Goal	Expectations	Activities
<p>3. Knows how to keep a baby safe outside the home.</p>	<ul style="list-style-type: none"> <li>a. Explain how to select a safe car seat.</li> <li>b. Demonstrate installing a car seat safely.</li> <li>c. Demonstrate securing a child in a car seat safely.</li> <li>d. Tell why it is not okay to leave a baby in a car alone, even for a few minutes.</li> <li>e. Demonstrate how to use a stroller and baby carrier safely (e.g., proper securing of child).</li> <li>f. Describe how to get help if you or child is in danger.</li> <li>g. Describe how to perform CPR on an infant.</li> <li>h. Describe how to find shelter or safety in an emergency.</li> <li>i. Supervise child in and around water.</li> </ul>	<p>PAYA, Module 5, Safety, p. 154-161.            Pregnancy, Childbirth, and the Newborn, Car Safety, p. 411-412.            What to Expect: Infant, Outdoors, p. 299.            What to Expect: Infant, Home Safety, p. 300-302.            What to Expect: Infant, Car Safety, p. 302.            What to Expect: Infant, Playground Safety, p. 302.            What to Expect: Infant, Summer, p. 389.            What to Expect: Infant, Water Safety, p. 390-392.            What to Expect: Infant, CPR, p. 448-456.            You and Your New Baby, C. 11, Keeping Your Baby Safe, p. 18-19.            Fit for A Kid –  <a href="http://www.fitforakid.org">http://www.fitforakid.org</a>            Parent Soup –  <a href="http://www.parentsoup.com">http://www.parentsoup.com</a>            The American Academy of Pediatrics –  <a href="http://www.aap.org/parents.html">http://www.aap.org/parents.html</a>  <a href="http://www.aap.org/topics.html">http://www.aap.org/topics.html</a>            The Parent Center/Baby Center –  <a href="http://www.babycenter.com/baby/babysafety/index">http://www.babycenter.com/baby/babysafety/index</a>  <a href="http://www.babycenter.com/baby/babyhealth">http://www.babycenter.com/baby/babyhealth</a></p>

## Safety and Well Being Domain

Learning Goal	Expectations	Activities
4. Is able to comfort a baby.	<ul style="list-style-type: none"> <li>a. Tell why babies cry.</li> <li>b. Describe different types of cries.</li> <li>c. Tell what causes babies to cry continuously.</li> <li>d. Demonstrate how to comfort a child.</li> <li>e. Demonstrate how to support a baby when picking him/her up.</li> </ul>	<p>Be Prepared, Coping with Crying, p. 45-54.            Pregnancy, Childbirth, and the Newborn, Infant Cues, p. 395-396.            What to Expect: Infant, Crying, p. 122-130.            What to Expect: Infant, Comforting a Crying Baby, p. 128.            You and Your New Baby, Guide, Class V, Sleeping and Crying p. 15-17, Situation Exercise, p. 30.            You and Your New Baby, C. 6, Crying, p. 10.            Bright Future, How to Soothe a Crying, Baby - <a href="http://www.brightfutures.org/mentalhealth/pdf/tools.html">http://www.brightfutures.org/mentalhealth/pdf/tools.html</a>            Parent Magazine - <a href="http://www.parents.com/age/babies.jsp">http://www.parents.com/age/babies.jsp</a>  <a href="http://www.parents.com/age/1year.jsp">http://www.parents.com/age/1year.jsp</a>            The American Academy of Pediatrics – <a href="http://www.aap.org/parents.html">http://www.aap.org/parents.html</a>            The Parent Center/Baby Center – <a href="http://www.babycenter.com/baby/babybehavior/index">http://www.babycenter.com/baby/babybehavior/index</a></p>

## Safety and Well Being Domain

Learning Goal	Expectations	Activities
<p>5. Is able to provide for the physical well being of a baby.</p>	<p>a. Demonstrate keeping living space clean.            b. Demonstrate washing infant clothing.            c. Explain why it is not okay to hit a baby.            d. Tell the affects of physical violence in the home on an infant.            e. Describe Sudden Infant Death Syndrome (SIDS) and how to prevent it.            f. Describe why it is not okay to use illegal drugs around a child.            g. Describe the effect of watching too much TV.</p>	<p>Be Prepared, Coping with Crying, p. 45-54.            Be Prepared, The Infant Ensemble, p. 83-85.            Be Prepared, The Terrible Tube, p. 151-153.            Love and Logic, Violence, p. 141.            PAYA, Module 2, Personal Care, p. 8-9.            PAYA, Module 5, Appearance and Behaviors, p. 166-169.            Pregnancy, Childbirth, and the Newborn, Infant Cues, p. 395-396.            Ready, Set, Fly! Home Cleaning #7.            Ready, Set, Fly! Home Cleaning #8.            Teenage Pregnancy, C. 13. Hello, Stranger! Safety, p. 83-84.            Teenage Pregnancy, C. 13. Hello, Stranger! Suggested Learning Activities, p. 119-120.            Teenage Pregnancy, C. 13, Study Questions, p. 35-38.            What to Expect: Infant, Clothing, p. 36-38.            What to Expect: Infant, Carrying Baby, p. 81-83.            What to Expect: Infant, Crying, p. 122-130.            What to Expect: Infant, SIDS, p. 181-184.            What to Expect: Infant, TV &amp; Babies, p. 378.            You and Your New Baby, Guide, Class V, Sleeping and Crying p. 15-17, Situation Exercise, p. 30.            Cleaning 101 –  <a href="http://www.cleaning101.com/laundry/">http://www.cleaning101.com/laundry/</a>            Just Ask Jane –  <a href="http://www.justaskjane.org/forums/forumdisplay.php3?forumid=4">http://www.justaskjane.org/forums/forumdisplay.php3?forumid=4</a>            The American Academy of Pediatrics –  <a href="http://www.aap.org/parents.html">http://www.aap.org/parents.html</a>            The Parent Center/Baby Center –  <a href="http://www.babycenter.com/baby/babybehavior/index">http://www.babycenter.com/baby/babybehavior/index</a></p>

## Safety and Well Being Domain

Learning Goal	Expectations	Activities
<p>6. Knows how to adjust to being a parent.</p>	<p>a. Explain responsibilities of being a parent.            b. Name four ways you want to be as a parent.            c. Describe three strengths and three potential weaknesses of yourself as a parent.</p>	<p>Teenage Pregnancy, C. 14, Mama! (Is that Me?), p. 84-87.            Teenage Pregnancy, C. 14, Mama! (Is that Me?), Suggested Learning Activities, p. 128-129.            Teenage Pregnancy, C. 14, Study Questions, p. 39-40.            Teenage Pregnancy Guide, Part III, Teenagers as Parents, p. 29-39.</p>
<p>7. Is able to obtain support and take care of self.</p>	<p>a. Name at least 2 people who will help when you are overwhelmed or need a break.            b. Tell how to cope with tensions, frustrations and stress in a positive manner.            c. Describe what to do if you feel depressed.            d. Explain post-partum depression and how it affects a person.            e. Demonstrate taking care of yourself physically with exercise, good nutrition, and sleep when you can.            f. Describe two strategies to recover from labor and delivery.            g. Explain how to file for and pursue child support.</p>	<p>Be Prepared, Moms and Mood Swings, p. 36-37.            Be Prepared, Your Mental Health, p. 89-91.            PAYA, Module 5, Stress, p. 170-172.            PAYA, Module 5, Older Babies and Toddlers, p. 189-192.            Pregnancy, Childbirth, and the Newborn, Baby Blues, p. 377-380.            Teenage Pregnancy, C. 14, Mama! (Is that Me?), p. 84-87.            Teenage Pregnancy, C. 14, Mama! (Is that Me?), Suggested Learning Activities, p. 128-129.            Teenage Pregnancy, C. 14, Study Questions, p. 39-40.            You and Your New Baby, Baby Blues, p. 22.            The Parent Center/Baby Center -  <a href="http://www.babycenter.com/baby/physrecovery/index">http://www.babycenter.com/baby/physrecovery/index</a>  <a href="http://www.babycenter.com/baby/emotrecovery/index">http://www.babycenter.com/baby/emotrecovery/index</a>  <a href="http://www.babycenter.com/baby/postpartumfitness/index">http://www.babycenter.com/baby/postpartumfitness/index</a>  <a href="http://www.babycenter.com/baby/postpartumnutrition/index">http://www.babycenter.com/baby/postpartumnutrition/index</a>            For child support, contact your local Office of Support Enforcement.</p>

## Child Growth and Development Domain

Learning Goal	Expectations	Activities
<p>1. Knows how infants develop physically.</p>	<p>a. Describe infant dependence.</p> <p>b. Describe four ways to encourage child physical development.</p> <p>c. Tell at what age babies will giggle, cough and mimic what adults and children around them are doing.</p> <p>d. Tell what age babies can hold their heads up.</p> <p>e. Tell what age babies start to roll over.</p> <p>f. Tell at what age most babies are when they start to crawl.</p> <p>g. Tell at what age babies are when they start to walk.</p> <p>h. Tell when a baby's first tooth may appear.</p> <p>i. Describe coping strategies for teething.</p> <p>j. Name three things that might startle a baby.</p> <p>k. Describe how and when to toilet train child.</p> <p>l. Tell at what age to begin to discipline babies.</p> <p>m. Describe three different discipline styles.</p> <p>n. Explain what separation anxiety is and when it develops.</p> <p>o. Describe three signs that your child may have special needs or developmental delays.</p> <p>p. Describe where to get assistance and information on children with special needs.</p>	<p>Be Prepared, Circuit Training Your Baby, p. 97-99.</p> <p>Be Prepared, Skill Builders 4-6 Months, p. 127-129.</p> <p>Be Prepared, Going Mobile, p. 138-139.</p> <p>Be Prepared, Skill Builders 7-9 Months, p. 156-158.</p> <p>Be Prepared, The Secret Meaning of Peek-A-Boo, p. 161-163.</p> <p>Love and Logic, Age to Start Disciplining, p. 28.</p> <p>PAYA, Module 5, Appearance and Common Behaviors, p. 166-169.</p> <p>PAYA, Module 5, Discipline, p. 173.</p> <p>PAYA, Module 5, Older Babies and Toddlers, p. 179-183; 188-189; 192.</p> <p>PAYA, Module 5, Children Ages 2 through 5, p. 210-214.</p> <p>Pregnancy, Childbirth, and the Newborn, Development and Growth, p. 396-398.</p> <p>What to Expect: Infant, Your Newborn's Reflexes, Startling, p. 47-48; 66-67.</p> <p>What to Expect: Infant, Physical Development, p. 89-90; 140-141; 169-170; 200-201; 215-216; 245-246; 266-267; 278-279; 303-304; 321-322; 341-342; 355-356.</p> <p>What to Expect: Infant, Slow Development, p. 317.</p> <p>What to Expect: Infant, Toilet Training, p. 329-330.</p> <p>What to Expect: Infant, The Beginnings of Discipline, p. 335-340.</p> <p>What to Expect: Infant, Separation Anxiety, p. 367-368; 373-374.</p> <p>You and Your New Baby, Guide, Class V, Sleeping and Crying p. 15-17, Situation Exercise, p. 30.</p> <p>You and Your New Baby, Guide, Class VII, When Your Baby is Ill and How Your Baby Grows, p. 23-25.</p> <p>You and Your New Baby, C. 10, Your Growing Baby, p. 17.</p> <p>Parents Magazine -  <a href="http://www.parents.com/age/babies.jsp">http://www.parents.com/age/babies.jsp</a>  <a href="http://www.parents.com/age/1year.jsp">http://www.parents.com/age/1year.jsp</a></p> <p>Parent Soup -  <a href="http://www.parentsoup.com">http://www.parentsoup.com</a></p> <p>The American Academy of Pediatrics -  <a href="http://www.aap.org/topics.html">http://www.aap.org/topics.html</a></p> <p>The Parent Center/Baby Center -  <a href="http://www.babycenter.com/baby/babybehavior/index">http://www.babycenter.com/baby/babybehavior/index</a>  <a href="http://www.babycenter.com/baby/babydevelopment/index">http://www.babycenter.com/baby/babydevelopment/index</a>  <a href="http://www.babycenter.com/baby/babyready/index">http://www.babycenter.com/baby/babyready/index</a></p>

## Child Growth and Development Domain

Learning Goal	Expectations	Activities
<p>2. Knows how infants develop socially and cognitively.</p>	<ul style="list-style-type: none"> <li>a. Describe four ways to encourage child social and cognitive development.</li> <li>b. Explain baby awareness of their environment.</li> <li>c. Describe why it is important for a baby's development to provide appropriate stimulation (e.g., contrasting colors, books with big, simple pictures).</li> <li>d. Tell what infants enjoy (e.g., contrasts, soothing music, different textures).</li> <li>e. Describe the best books and toys for an infant.</li> <li>f. Tell why it is important to talk to babies and read to them.</li> <li>g. Tell at what age babies start talking.</li> <li>h. Describe how to encourage a child's speech development.</li> <li>i. Explain why babies exhibit curiosity and exploration during ages 9 to 15 months.</li> <li>j. Tell at what age babies learn cause and effect.</li> </ul>	<p>Be Prepared, Great Outings 4-6 Months, p. 113-116.            Be Prepared, Great Outings 7-9 Months, p. 154-155.            Be Prepared, Babies and Language, p. 159-161.            Be Prepared, Great Outings 10-12 Months, p. 182-183.            Love and Logic, First Weeks of Life p. 29-30.            PAYA, Module 5, Toys, p. 173.            PAYA, Module 5, Older Babies and Toddlers, p. 179-183.            What to Expect: Infant, Social and Cognitive Development, p. 89-90; 140-141; 169-170; 200-201; 215-216; 245-246; 266-267; 278-279; 303-304; 321-322; 341-342; 355-356.            What to Expect: Infant, Babies Develop Differently, p. 137-139.            What to Expect: Infant, Language Development/ Talking/ Speech, p. 145-146; 160-161; 281-282; 264; 351-354.            What to Expect: Infant, Stimulation for Baby, p. 163-168; 263-265.            What to Expect: Infant, Selecting Toys, p. 212-214.            What to Expect: Infant, Reading Books, p. 264; 289-290; 354.            What to Expect: Infant, Stimulating the Toddler, p. 380-382.            Bright Futures, What Can Your Child Do? - <a href="http://www.brightfutures.org/mentalhealth/pdf/tools.html">http://www.brightfutures.org/mentalhealth/pdf/tools.html</a>            Parents Magazine - <a href="http://www.parents.com/age/babies.jsp">http://www.parents.com/age/babies.jsp</a>  <a href="http://www.parents.com/age/1year.jsp">http://www.parents.com/age/1year.jsp</a>            Parent Soup - <a href="http://www.parentsoup.com">http://www.parentsoup.com</a>            The American Academy of Pediatrics - <a href="http://www.aap.org/parents.html">http://www.aap.org/parents.html</a>  <a href="http://www.aap.org/topics.html">http://www.aap.org/topics.html</a>            The Parent Center/Baby Center - <a href="http://www.babycenter.com/baby/babybehavior/index">http://www.babycenter.com/baby/babybehavior/index</a>  <a href="http://www.babycenter.com/baby/babydevelopment/index">http://www.babycenter.com/baby/babydevelopment/index</a></p>

## Goals Domain

Learning Goal	Expectations	Activities
<p>1. Knows how education and career planning are related to parenting.</p>	<ul style="list-style-type: none"> <li>a. Recognize how one’s current employment, volunteer experiences, education, and job training affect reaching a career goal.</li> <li>b. Describe the impact of various employment options on parenting (time at home, travel).</li> <li>c. Determine the resources needed to obtain the education, training, and apprenticeship required.</li> <li>d. Explain the difference between an educational grant and loan.</li> <li>e. Identify scholarships, grants, and financial aid available.</li> <li>f. Explain how, when, and where to apply for financial aid.</li> <li>g. Describe why educational and career planning is important, even if pregnant or parenting.</li> <li>h. Describe how a good education helps one be a good parent.</li> <li>i. Describe support services available through high schools and GED programs for young parents.</li> <li>j. Describe vocational training and higher education options.</li> <li>k. Name three careers of interest.</li> <li>l. Create a career and education plan with action steps, resources, and time frames.</li> <li>m. Explain two ways in which work affects one’s lifestyle.</li> </ul>	<p>PAYA, Module 3, Education, Staying in School, p. 6-10.            PAYA, Module 3, Education, Career Interests, p. 11-19.            PAYA, Module 3, Education, Going to College, p. 23.            PAYA, Module 3, Education, How Will I Pay for School? p. 26-31.            PAYA, Module 3, Employment, Job Seeking Skills, p. 48-53.            PAYA, Module 3, Education, Skills Survey, p. 54-64.            PAYA, Module 3, Job Maintenance, p. 122-124.            PAYA, Module 5, Education and Career Planning, p. 243-253.            Ready, Set, Fly! Career Planning #9.            Ready, Set, Fly! Employment #1.            Ready, Set, Fly! Employment #2.            Ready, Set, Fly! Employment #3.            4 Girls, Looking Ahead –  <a href="http://www.4girls.gov">http://www.4girls.gov</a>            Mapping Your Future, Skills and Interest –  <a href="http://mapping-your-future.org/planning/skillsan.htm">http://mapping-your-future.org/planning/skillsan.htm</a>            Minnesota Careers, Financial Aid –  <a href="http://www.mncareers.org/future_planning.asp?pageid=fn01">http://www.mncareers.org/future_planning.asp?pageid=fn01</a>            Public Broadcasting System, Paying for College –  <a href="http://www.pbs.org/newshour/on2/money/college.html">http://www.pbs.org/newshour/on2/money/college.html</a>            The Alcohol and Drug Information Clearinghouse, Employment  <a href="http://www.prevlink.org/therightstuff/youth/jobs.html">http://www.prevlink.org/therightstuff/youth/jobs.html</a></p>

## Goals Domain

Learning Goal	Expectations	Activities
<p>2. Knows how family finances change with the addition of a family.</p>	<p>a. Describe how finances change when a baby is added to your family.                      b. Create a new family budget.</p>	<p>PAYA, Module 1, Budget, p. 29-54.                      American Express, Budgeting –  <a href="http://www10.americanexpress.com/sif/cda/page/0,1641,663,00.asp">http://www10.americanexpress.com/sif/cda/page/0,1641,663,00.asp</a>                      ?                      Banking on Our Future, Budgeting –  <a href="http://www.bankingonourfuture.org/default.htm">http://www.bankingonourfuture.org/default.htm</a>                      The Parent Center/Baby Center -  <a href="http://www.babycenter.com/baby/babyfinance/index">http://www.babycenter.com/baby/babyfinance/index</a>  <a href="http://parentcenter.babycenter.com/topic/preschooler/pfinances.html">http://parentcenter.babycenter.com/topic/preschooler/pfinances.html</a></p>

## **Appendix A. Parenting Infants Guidebook Supplement Resources and Ordering Information**

There are hundreds of resources a parent can use to guide parenting approaches based on their personal and cultural beliefs. Casey's goal is to offer a starting point by directing the learning parent to some excellent parenting resources and to encourage each parent to be intentional and aware of their own biases and approach to parenting, including the impact of their actions on their relationship with and the well being of their child.

We suggest resources be selected based on appropriateness of the resource to your specific program and situation. For example, teen parents are encouraged to use resources written for parents under the age of 20.

### **Be Prepared: A Practical Handbook for New Dads by Gary Greenberg and Jeannie Hayden**

“At its heart, Be Prepared is a how-to-manual.” This retro-style illustrated book provides practical information in a humorous way covering topics such as baby care (e.g., bathing, crying, sleeping), infant social and physical development, baby proofing, and safety. While it is written especially for dads, the practical information provides insights to all.

Available at most bookstores for \$11.95.

### **Breastfeeding: Something Special for Mother and Baby by Toni Berg.**

This illustrated resource covers the basics of breastfeeding and solutions to common problems. It is sold with Teenage Pregnancy: A New Beginning.

Available from New Futures, Inc.  
4919 Prospect NE  
Albuquerque, New Mexico 87110.  
505.872.0164  
[www.newfuturesinc.com](http://www.newfuturesinc.com)

**Love and Logic Magic for Early Childhood: Practical Parenting from Birth to Six Years by Jim Fay and Charles Fay**

This book shares practical, effective ways of parenting children. It is filled with examples and is fun to read. Some of the challenges covered include temper tantrums, bedtime battles, eating power struggles, potty training, whining, sibling rivalry, picking up toys, saying “no!” and misbehavior. Love and Logic teaches how to turn every mistake your child makes into a golden nugget of wisdom.

Available at most bookstores for \$24.95

**Pregnancy, Childbirth, and the Newborn by Penny Simkin, Janet Whalley, and Ann Keppler**

This portable, comprehensive, and unbiased source of factual information and sound advice helps readers make choices that are best for themselves regarding pregnancy, childbirth and newborn care. It can be used as a quick reference for answers to specific questions and also as a single, complete resource for the entire child bearing year from conception through the first months of the baby’s life.

Available at most bookstores for \$15.00

**Preparing Adolescents for Young Adulthood (PAYA)** was created by Massachusetts Department of Social Services. There are five modules:

Module 1: Money, Home, and Food Management

Module 2: Personal Care, Health, Social Skills, and Safety

Module 3: Education, Job Seeking Skills, and Job Maintenance Skills

Module 4: Housing, Transportation, Community Resources, Understanding the Law, and Recreation

Module 5a and 5b: Young Parents Guide

PAYA can be used by the learner alone, or with an instructor in a group. Topic areas, brief assessments, and corresponding information and exercises match the learning goals and expectations of the Guidebook and help develop or strengthen the skills of the learner.

Available in PDF from [www.caseylifeskills.org](http://www.caseylifeskills.org)

### **Ready, Set, Fly! A Parent's Guide to Teaching Life Skills**

This resource was developed by parents for other parents to use when teaching life skills. The Activity Book is designed to be used in conjunction with the Life Skills Guidebook. It contains a series of activities and suggestions that may be used in one-to-one instruction. Ready, Set, Fly! is free online at <http://www.caseylifeskills.org/rsf> or copies can be ordered from the National Resource Center at (918) 660-3700. For orders of 500 or more, contact G.A. Design Inc. at <http://www.gadesign.com/readyssetfly>.

Available from Casey Family Programs

<http://www.caseylifeskills.org>

### **Teenage Pregnancy: A New Beginning by Linda Barr and Catherine Monserrat**

This resource covers teenage pregnancy from understanding human sexuality, labor and birth preparation, to adjustment to parenthood. It also includes two supplemental sections covering breastfeeding and exercise during pregnancy. This resource can be used for self or group teaching. A companion, "Student Study Guide for Teenage Pregnancy: A New Beginning" helps the parent to interact and assimilate the content. A teacher's guide, "Working with Pregnant and Parenting Teens, Teacher's Guide for Teenage Pregnancy: A New Beginning" is also available, providing information on how educators can be a support in the developmental path from adolescence to adulthood.

Available from New Futures, Inc.

4919 Prospect NE

Albuquerque, New Mexico 87110.

\$18.95 for book

\$4.95 for study guide

\$27.95 for teacher's guide

### **What to Expect the First Year by Arlene Eisenberg, Heidi Murkoff, and Sandee Hathaway.**

A comprehensive month-by-month guide that clearly explains everything parents need to know about the first year with a new baby. Covers caring for a newborn, physical, emotional, cognitive, and social development, safety, health, child care and discipline.

Available at most bookstores for \$13.95

### **You and Your New Baby by Ginny Brinkley, Sherry Sampson, and Gail Spratt Cooper**

Can be used to self teach or with group instruction (see You and Your New Baby: A Guide for Educators). Includes 12 chapters covering meeting your new baby, your hospital stay, first days at home, feeding, sleeping, crying, bathing, diapering, baby illnesses, growth, safety, and playing.

Available from International Child birth Education Association (ICEA) for \$3.00

PO Box 20048  
Minneapolis, MN 55420  
[www.icea.org](http://www.icea.org)

**(Parenting Education for Teens) You and Your New Baby: A Guide for Educators by Terry Algire**

This curriculum was designed to meet a variety of needs in the community. It can be used as a supplement to the Young and Pregnant series; as a parenting class for mothers or expectant mothers; as a support group for new mothers; as a multi-generation support group for new mothers and their mothers; or as a training program for volunteers who work with new mothers. Learning activities are referenced throughout the guide. Includes 8 classes covering good parenting, the new baby and new mother, the first days at home, feeding your baby, sleeping and crying, bathing and diapering, when your baby is ill and how your baby grows, keeping your baby safe, and playing with your baby.

Available from International Child Birth Education Association (ICEA) for \$6.00  
PO Box 20048  
Minneapolis, MN 55420  
[www.icea.org](http://www.icea.org)

**Web Resources**

**4 Girls**, Covers body, fitness, nutrition, illness, disability, mind, relationships, safety, and your future. Retrieved September 29, 2004 from - <http://www.4girls.gov>

**American Express**, Budgeting, Retrieved October 20, 2004 from – <http://www10.americanexpress.com/sif/cda/page/0,1641,663,00.asp?>

**Banking on Our Future**, Budgeting, Retrieved October 20, 2004 from – <http://www.bankingonourfuture.org/default.htm>

**Bright Futures**, Portions of the Bright Futures in Practice-Volume II, Tool Kit are available in PDF version. Topics include crying, sleeping, discipline, environment, and child care. Retrieved October 13, 2004 from - <http://www.brightfutures.org/mentalhealth/pdf/tools.html>

**Child Care Aware**, Use for searching for child care providers, Retrieved October 13, 2004 from - <http://www.childcareaware.org>

**Cleaning 101**, Retrieved September 29, 2004 from - <http://www.cleaning101.com/welcome.html> -

**Cleaning Products** - <http://www.cleaning101.com/house/dirt/choosing.html>

**Environmental disposal of cleaning products** - <http://www.cleaning101.com/environment/whatcanido.html>

**Laundry and clothing care** - <http://www.cleaning101.com/laundry/>

**Dishwashing** - <http://www.cleaning101.com/dishwash/>

**Fit for A Kid**, DaimlerChrysler's Fit for a Kid was the country's first permanent child safety seat inspection service. The service is free and offered by appointment at participating Five Star Chrysler/Jeep®/Dodge dealers. Fit for a Kid is open to all families, no matter what make or model vehicle they drive. Retrieved October 13, 2004 from – [www.fitforakid.org](http://www.fitforakid.org)

**Girls and Boys Town**, A resource that provides common sense answers to parenting questions, Retrieved October 13, 2004 from - <http://www.parenting.org>

**Just Ask Jane**, Clothing care, detailed and a place for asking questions. Retrieved September 29, 2004 from - <http://www.justaskjane.org/forums/forumdisplay.php3?forumid=4>

**Kids Health**, Website offering information about physical, mental, and emotional health for children, teens, and adults. Retrieved September 29, 2004 from –

<http://www.kidshealth.org/parent/medical/index.html>

[http://www.kidshealth.org/parent/firstaid\\_safey/index.html](http://www.kidshealth.org/parent/firstaid_safey/index.html)

[http://www.kidshealth.org/parent/nutrition\\_fit/index.html](http://www.kidshealth.org/parent/nutrition_fit/index.html)

<http://www.kidshealth.org/parent/general/index.html>

<http://www.kidshealth.org/parent/system/idnex.html>

<http://www.kidshealth.org/parent/emotions/index.html>

<http://www.kidshealth.org/kid/watch/index.html>

[http://www.kidshealth.org/kid/feel\\_better/](http://www.kidshealth.org/kid/feel_better/)

<http://www.kidshealth.org/kid/feeling/>

[http://www.kidshealth.org/kid/stay\\_healthy/index.html](http://www.kidshealth.org/kid/stay_healthy/index.html)

**Mapping Your Future**, Balancing a checkbook. Retrieved September 29, 2004 from - <http://mapping-your-future.org/features/incontrol.htm>

**Minnesota Careers**, Retrieved September 29, 2004 from –

**Financial Aid** - [http://www.mncareers.org/future\\_planning.asp?pageid=fn01](http://www.mncareers.org/future_planning.asp?pageid=fn01)

**Educational Options** - [http://www.mncareers.org/future\\_planning.asp?pageid=eo01](http://www.mncareers.org/future_planning.asp?pageid=eo01)

**National Child Care Information Center**, National clearinghouse and technical assistance center that links parents, providers, policy-makers, researchers, and the public to early care and education information. Retrieved October 13, 2004 from - <http://www.nccic.org>

**Parent Magazine**, Covers many parenting and pregnancy topics. Advertisements. Retrieved October 13, 2004 from - <http://www.parents.com>

**Parent Soup**, Covers many parenting topics, Advertisements. Retrieved September 29, 2004 from - <http://www.parentsoup.com>,

**Public Broadcast System**, Paying for College. Retrieved September 29, 2004 from - <http://www.pbs.org/newshour/on2/money/college.html>

**The Alcohol and Drug Information Clearinghouse**, Retrieved September 29, 2004 from –

**Career Planning** - <http://www.prevlink.org/therightstuff/youth/jobs.html>

**Decision Making** - <http://www.prevlink.org/therightstuff/youth/decisions.html>

**Goal Setting** - <http://www.prevlink.org/therightstuff/youth/goals.html>

**The American Academy of Pediatrics**, Provides parenting and pregnancy information by topic. Retrieved October 13, 2004 from - <http://www.aap.org>

**The Nation's Network of Child Care Resource and Referral**, Retrieved October 13, 2004 from - <http://www.naccrra.org>

**The Parent Center/Baby Center**, Covers pregnancy and parenting in depth. Advertisements. Retrieved October 13, 2004 from - <http://www.babycenter.com> or <http://www.parentcenter.com>