



Pregnancy Guidebook Supplement

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Introduction

The Life Skills Guidebook (Guidebook) Supplements are a component of the Casey Life Skills Tools (see 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 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 Pregnancy 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 Pregnancy Guidebook Supplement is designed to address a range of prenatal and post-partum care issues. It addresses domains important to having a healthy pregnancy, birth and recovery. Descriptions of these domains follow.

- **Medical** focuses on the skills necessary to understand the symptoms and physical changes of pregnancy, obtain appropriate medical care, and prepare for and successfully go through labor and birth.

- **Daily Habits** focuses on the skills necessary to maintain good physical health during pregnancy and post-partum, nutrition, and prevention of Sexually Transmitted Diseases/Infections and future pregnancies.
- **Safety and Well Being** focuses on skills necessary to understand and prepare for the impact of pregnancy and parenting on one's life style, maintain good emotional health, develop a personal support system, and stay safe relationally.
- **Newborn Care** concerns the skills necessary for caring for a newborn baby, including understanding newborn appearance and behavior, learning skills in order to comfort, meet nutritional needs, offer basic care (e.g., diapering, bathing), obtain medical care, and play with a newborn.
- **Self Care Following Birth** covers the skills needed to maintain good emotional and physical health after pregnancy and birth, as well as understanding and preparing for the impact of a new baby on housing, education, and finances.
- **Expectant Fathers** focuses on the skills needed for expectant fathers to understand and prepare for their roles, rights and responsibilities of fatherhood.

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

These are terms used in the Guidebook.

- **Domain*:** Cluster of skills organized into major areas: Medical, Daily Habits and Care, Safety and Well Being, Newborn Care, Self Care Following Birth, and Expectant Fathers.
- **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.
- **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.

*The same terms are used in the ACLSA

Learning Goals and Levels

Learning Goals are sometimes called competencies, statements of knowledge and abilities, or outcome goals¹. 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.

¹ 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 Supplement 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. 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 Pregnancy Guidebook Supplement to Set and Reach Learning Goals.

Overview

The Guidebook, the ACLSA, and corresponding supplements 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 overall for individuals and groups. The steps for using the Guidebook follow.

Step 1: Assessment

- Completing the appropriate ACLSA level or Assessment Supplement is 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

Domain: Money Management		
Goal: Knows and understands how one’s values influence money decisions.		
Expectations: At the end of the session, the learner will be able to:		
<ul style="list-style-type: none"> a. Distinguish between personal needs and wants. b. Recognize the impact personal values have on money decisions. 		
Activity Name	Activity Type	Time
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 sign².
- **Print** the plan and keep for the learner's records.

Exhibit 3. Individual Life Skills Learning Plan Example

Goals & Expectations		
<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>Goal: Knows and understands how one's values influence money decisions.</p>		
<p>Expectations: At the end of the session, the learner will be able to:</p> <ul style="list-style-type: none"> • Distinguish between personal needs and wants. • Recognize the impact personal values have on money decisions. 		
Action Plan		
<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>		
What activities or services will be done?	Who is responsible for doing it?	When will it be accomplished?
What Money Means, Ready, Set, Fly! Games Reveal our Values, Ready, Set, Fly!		

Optional Signatures	Date
Learner: _____	_____
Caregiver: _____	_____
Life Skills Instructor: _____	_____

² 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

Medical Domain

Learning Goals	Expectations	Activities
<p>1. Knows and understands the symptoms of pregnancy and the resources available.</p>	<p>a. Describe two signs of pregnancy (e.g., missed period, breast tenderness, morning sickness).</p> <p>b. Explain where to get a pregnancy test (free or cost).</p> <p>c. Identify two resources in the community that provide pregnancy counseling and pre-natal care.</p> <p>d. Describe three support options for parents (e.g., WIC, AFDC).</p>	<p>Making It on Your Own, Symptoms of Pregnancy, p. 10. PAYA, Module 5, Pregnancy, p. 32. PAYA, Module 5, Pregnancy, p. 39-41; 52-54; 97-99. Your Pregnancy and Newborn Journey, Parenting Starts with Pregnancy, p. 21-22.</p> <p>4 Women – http://www.4women.gov/pregnancy</p> <p>Childbirth – http://www.childbirth.org</p> <p>Kids Health, Sexual Health – http://www.kidshealth.org/teen/sexual_health/ http://www.kidshealth.org/teen/infections/</p> <p>The Help Line - http://www.thehelpline.org/medical/index.htm</p>

Medical Domain

Learning Goals	Expectations	Activities
<p>2. Is able to get medical attention during pregnancy.</p>	<ul style="list-style-type: none"> a. Describe how to get medical coverage. b. Identify two ways to find a doctor/dentist in the community (e.g., check yellow pages, check medical/dental societies, health insurance company, family and friends). c. Describe why early and regular prenatal care is important for a healthy baby. d. Demonstrate selecting a doctor for prenatal care. e. Describe the importance of attending prenatal appointments. f. Demonstrate making an appointment. g. Attend all scheduled appointments. h. Demonstrate rescheduling an appointment, if necessary. i. Describe or write down the medical history of one's father and mother. j. State at least three topics a doctor will cover at prenatal visits (e.g., health history, drug and alcohol use). k. With the doctor, calculate when the baby will be born. 	<p>Making It on Your Own, Knowing What to Do, p. 61. PAYA, Module 2, Health Care, p. 44-45; 79-80. PAYA, Module 5, Health Insurance, p. 102. PAYA, Module 5, Changes in Pregnancy, p. 66; 94-95. Pregnancy, Childbirth, and the Newborn, Choosing a Caregiver, p. 7-12. Pregnancy, Childbirth, and the Newborn, Calculating the Due Date, p. 22-23. Pregnancy, Childbirth, and the Newborn, Prenatal Exams and Tests, p. 78-86. Teenage Pregnancy, C. 4, Your Health Care During Pregnancy, p. 23-25. Teenage Pregnancy Guide, C. 4. Your Health Care During Pregnancy, Suggested Learning Activities, p. 77. Teenage Pregnancy Study Guide, C. 4, p. 10-12. Your Pregnancy and Newborn Journey, Parenting Starts with Pregnancy, p. 14-33. 4 Women – http://www.4women.gov/pregnancy Childbirth – http://www.childbirth.org</p>

Medical Domain

Learning Goals	Expectations	Activities
<p>3. Knows and understands the physical changes that occur with pregnancy.</p>	<p>a. Explain changes that occur within each trimester of pregnancy to your body (e.g., tiredness in first trimester).</p> <p>b. Describe hormonal changes that occur with pregnancy.</p> <p>c. Describe fetal development during pregnancy.</p> <p>d. Describe physical discomforts that can occur with pregnancy (e.g., morning sickness, heartburn, varicose veins) and what you can do about them.</p> <p>e. Describe possible complications during pregnancy (e.g., ectopic pregnancy, preeclampsia).</p>	<p>PAYA, Module 5, Changes in Pregnancy, p. 59-66; 90-92; 107-108. Pregnancy, Childbirth, and the Newborn, Hormonal Changes, p. 23. Pregnancy, Childbirth, and the Newborn, Changes in Trimesters, p. 24-34; 46-48. Teenage Pregnancy, C. 3, Two Stories at Once, p. 15-22. Teenage Pregnancy Guide, C. 3, Two Stories at Once, Suggested Learning Activities, p. 72. Teenage Pregnancy Study Guide, C. 3, p. 7-9. Your Pregnancy and Newborn Journey, Minor Discomforts, p. 34-47. Your Pregnancy and Newborn Journey, Your Baby’s Development, p. 48-57. 4 Women – http://www.4women.gov/pregnancy Childbirth – http://www.childbirth.org Parents Magazine - http://www.parents.com/pregnancy/index.jsp The Help Line - http://www.thehelpline.org/medical/index.htm http://www.thehelpline.org/materinty/index.htm The Parent Center/Baby Center - http://www.babycenter.com/pregnancy/morningsickness/index http://www.babycenter.com/pregnancy/fetaldevelopment/index http://www.babycenter.com/pregnancy/pregcomplications/index</p>

Medical Domain

Learning Goals	Expectations	Activities
<p>4. Is able to prepare for labor and birth.</p>	<ul style="list-style-type: none"> a. Name things to pack for hospital before labor and delivery begin. b. Pack suitcase for hospital before labor and delivery. c. Choose and ask a friend or relative who will coach and support you during labor and birth. d. Tour hospital birthing facility. e. Attend a child birth preparation class. f. Describe the pros and cons of various birthing methods (e.g., using medication, Lamaze). g. Write a birth plan. h. Write a post-partum plan. i. Practice for labor at least one time with labor partner/coach (e.g., breathing). j. Create and implement a plan for getting baby furniture and clothes. k. Select a doctor to provide medical care for baby. l. Choose a name for baby. 	<p>PAYA, Module 5, Planning for Labor and Birth, p. 85-87; 97. PAYA, Module 5, Planning for Obtaining Necessary Baby Furniture Items and Clothes, p. 88-89. PAYA, Module 5, Naming Your Child, p. 109-110. PAYA, Module 5, Getting Ready for Delivery, p. 112-113. Pregnancy, Childbirth, and the Newborn, Choosing Place of Birth, p. 4-7. Pregnancy, Childbirth, and the Newborn, Choosing Birth Classes, p. 13-15. Pregnancy, Childbirth, and the Newborn, Birth Plans, p. 146-155; 160-168. Pregnancy, Childbirth, and the Newborn, Post Partum Plans, p. 155-159; 165-168. Pregnancy, Childbirth, and the Newborn, Choosing a Doctor, p. 156-158; 165-157. Pregnancy, Childbirth, and the Newborn, Practice Time: Rehearsals for Labor, p. 205-207. Pregnancy, Childbirth, and the Newborn, Things to Do Before the Birth, p. 212-213. Teenage Pregnancy, C. 9, Labor and Birth, p. 62. Teenage Pregnancy Guide, C. 9, Labor and Birth, Suggested Learning Activities, p. 101. Teenage Pregnancy Study Guide, C. 9, p. 21-23. Your Pregnancy and Newborn Journey, Preparing for Labor and Delivery, p. 94-105. You and Your New Baby, First Days at Home, p. 3. 4 Women – http://www.4women.gov/pregnancy Childbirth – http://www.childbirth.org Parents Magazine - http://www.parents.com/pregnancy/index.jsp The Help Line - http://www.thehelpline.org/medical/index.htm http://www.thehelpline.org/maternity/index.htm The Parent Center/Baby Center - http://www.babycenter.com/pregnancy/childbirth/index http://www.babycenter.com/pregnancy/babynaming/index</p>

Medical Domain

Learning Goals	Expectations	Activities
<p>5. Knows and understands what labor is.</p>	<p>a. Tell three possible signs of labor. b. Explain what to do when labor begins. c. Describe how to tell if water breaks. d. Describe premature labor and its causes (e.g., hot baths).</p>	<p>PAYA, Module 5, Pregnancy and Health Skills, p. 85-87; 96-97. PAYA, Module 5, Pregnancy and Health Skills, p. 112-115. Pregnancy, Childbirth, and the Newborn, Signs of Labor, p. 217-222. Teenage Pregnancy, C. 9, Labor and Birth, p. 56-59. Teenage Pregnancy Guide, C. 9, Labor and Birth, Suggested Learning Activities, p. 101. Teenage Pregnancy Study Guide, C. 9, p. 21-23. Teenage Pregnancy, When Things Go Wrong, p. 34. 4 Women – http://www.4women.gov/pregnancy Childbirth – http://www.childbirth.org Parents Magazine - http://www.parents.com/pregnancy/index.jsp The Help Line - http://www.thehelpline.org/medical/index.htm The Parent Center/Baby Center - http://www.babycenter.com/pregnancy/childbirth/index</p>

Medical Domain

Learning Goals	Expectations	Activities
<p>6. Knows and understands the stages of birth/delivery.</p>	<p>a. Describe the phases of the first stage of birth (labor). b. Describe the phases of the second stage of birth (delivery of baby). c. Describe the phases of the third stage of birth (delivery of the placenta). d. Describe the fourth phase of birth (recovery). e. Name the first tests done on the baby (e.g., Apgar).</p>	<p>Pregnancy, Childbirth, and the Newborn, Labor, p. 213-234. Pregnancy, Childbirth, and the Newborn, Birth of Baby, p. 235-242; 252-253. Pregnancy, Childbirth, and the Newborn, Delivery of Placenta, p. 242-245; 254-255. Pregnancy, Childbirth, and the Newborn, Recovery, p. 242-245; 254-255. Teenage Pregnancy, C. 9, Labor and Birth, p. 60-62. Teenage Pregnancy Guide, C. 9, Labor and Birth, Suggested Learning Activities, p. 101. Teenage Pregnancy Study Guide, C. 9, p. 21-23. Teenage Pregnancy, C. 11, Your Hospital Stay, p. 65-72. Teenage Pregnancy Guide, C. 11, Your Hospital Stay, Suggested Learning Activities, p. 108-109. Teenage Pregnancy Study Guide, C. 11, p. 26-31. Your Pregnancy and Newborn Journey, Your Baby is Born, p. 106-121. You and Your New Baby, Your Hospital Stay, p. 2. 4 Women – http://www.4women.gov/pregnancy Childbirth – http://www.childbirth.org Parents Magazine - http://www.parents.com/pregnancy/index.jsp The Help Line - http://www.thehelpline.org/medical/index.htm</p>

Medical Domain

Learning Goals	Expectations	Activities
<p>7. Knows how to cope with child birth pain.</p>	<p>a. Describe three factors that contribute to child birth pain.</p> <p>b. Describe three techniques to cope with child birth pain.</p> <p>c. Demonstrate three labor breathing techniques and describe when to use each one.</p> <p>d. Demonstrate three labor relaxation techniques.</p> <p>e. Name at least two pain medications to help with labor pain.</p>	<p>Exercise: For a Healthy Pregnancy and Birth, Section 2, Exercises to Relax the Body, p. 6.</p> <p>Exercise: For a Healthy Pregnancy and Birth, Section 3, Breathing Exercises for Labor and Birth, p. 8-10.</p> <p>Exercise: For a Healthy Pregnancy and Birth, Guide, Suggested Learning Activities, p. 149-150.</p> <p>Pregnancy, Childbirth, and the Newborn, Coping with Childbirth Pain, p. 172-206.</p> <p>Pregnancy, Childbirth, and the Newborn, Medications, p. 335-358.</p> <p>Teenage Pregnancy, C. 9, Labor and Birth, p. 60-62.</p> <p>Teenage Pregnancy Guide, C. 9, Labor and Birth, Suggested Learning Activities, p. 101.</p> <p>Teenage Pregnancy Study Guide, C. 9, p. 21-23.</p> <p>Teenage Pregnancy, C. 10, Non-Medical Comfort in Labor, p. 63-65.</p> <p>Teenage Pregnancy Guide, C. 10, Non-Medical Comfort in Labor, Suggested Learning Activities, p. 105.</p> <p>Teenage Pregnancy Study Guide, C. 10, p. 24-25.</p> <p>Your Pregnancy and Newborn Journey, Preparation for Labor and Delivery, p. 100-102.</p> <p>Your Pregnancy and Newborn Journey, Your Baby is Born, p. 110-112.</p> <p>4 Women – http://www.4women.gov/pregnancy</p> <p>Childbirth – http://www.childbirth.org</p> <p>Parents Magazine - http://www.parents.com/pregnancy/index.jsp</p> <p>The Help Line - http://www.thehelpline.org/medical/index.htm</p>

Medical Domain

Learning Goals	Expectations	Activities
<p>8. Knows and understands possible complications (e.g., inducement) that can occur during labor and birth.</p>	<ul style="list-style-type: none"> a. Describe premature labor signs. b. Describe changes in medical care due to carrying multiples. c. Describe at least three obstetrical interventions that might occur during birth. d. Describe when labor might be induced. e. Explain the effects of the following: a short, fast labor, prolonged labor, unfavorable conditions, and pre-term birth. f. Describe cesarean birth procedure. 	<p>Pregnancy, Childbirth, and the Newborn, Inducing Labor, p. 160-161; 265-275.</p> <p>Pregnancy, Childbirth, and the Newborn, Unfavorable Conditions, p. 275-304.</p> <p>Pregnancy, Childbirth, and the Newborn, Multiples, p. 304-305.</p> <p>Pregnancy, Childbirth, and the Newborn, Obstetrical Interventions, p. 308-315.</p> <p>Pregnancy, Childbirth, and the Newborn, Cesarean Birth, p. 317-334.</p> <p>Teenage Pregnancy, C.11, Your Hospital Stay, p. 72.</p> <p>Teenage Pregnancy, C.11, Your Hospital Stay, Suggested Learning Activities, p. 72.</p> <p>Teenage Pregnancy Study Guide, C. 11, p. 26-31.</p> <p>Your Pregnancy and Newborn Journey, Preparation for Labor and Delivery, p. 103-105.</p> <p>Your Pregnancy and Newborn Journey, Your Baby is Born, p. 118-121.</p> <p>The Help Line - http://www.thehelpline.org/medical/index.htm</p>

Daily Habits and Care Domain

Learning Goals	Expectations	Activities
<p>1. Is able to maintain good physical health during pregnancy.</p>	<p>a. Exercise at least three times a week (record in a journal or calendar).</p> <p>b. Take prenatal vitamins.</p> <p>c. Explain why it is important to monitor a woman’s weight gain during pregnancy.</p> <p>d. Demonstrate taking one’s temperature with a thermometer.</p> <p>e. Tell what kind of medicine is safe to take if one catches a cold or gets sick during pregnancy.</p> <p>f. Describe at least four common complaints during pregnancy and what you can do to deal with them (e.g., nausea, dizziness).</p> <p>g. State at least three possible complications and accompanying warning signs during pregnancy (e.g., urinary track infections, fever, vaginal bleeding).</p> <p>h. Ask questions of doctor or nurse if you don’t understand advice.</p> <p>i. Describe the local resources to call with pregnancy questions (e.g., a consulting nurse, doctor office).</p> <p>j. Describe pros and cons of listening to friends versus your doctor about pregnancy.</p>	<p>Exercise: For a Healthy Pregnancy and Birth, p. 1-5.</p> <p>PAYA, Module 5, Maternity Clothes and Baby Items, p. 88-91; 111.</p> <p>PAYA, Module 5, Pregnancy, p. 39-41.</p> <p>PAYA, Module 5, Changes in Pregnancy, p. 67-80; 84.</p> <p>Pregnancy, Childbirth, and the Newborn, Prenatal Care, p. 51-54.</p> <p>Pregnancy, Childbirth, and the Newborn, Complications, p. 55-77.</p> <p>Pregnancy, Childbirth, and the Newborn, Common Concerns, p. 95-98.</p> <p>Pregnancy, Childbirth, and the Newborn, Medications, p. 112-117.</p> <p>Pregnancy, Childbirth, and the Newborn, Exercise and Comfort, p. 124-138.</p> <p>Teenage Pregnancy Guide, C. 4. Your Health Care During Pregnancy, Suggested Learning Activities, p. 77.</p> <p>Teenage Pregnancy Study Guide, C. 4, p. 10-12.</p> <p>Teenage Pregnancy, C. 5, Keeping Yourself Well During Pregnancy, p. 28-32.</p> <p>Teenage Pregnancy Guide, C. 5, Keeping Yourself Well During Pregnancy, Suggested Learning Activities, p. 81.</p> <p>Your Pregnancy and Newborn Journey, “No” to Smoking, Drugs, Alcohol, p. 81.</p> <p>4 Women – http://www.4women.gov/pregnancy</p> <p>Childbirth – http://www.childbirth.org</p> <p>Parent’s Magazine - http://www.parents.com/pregnancy/index.jsp</p> <p>The Helpline - http://www.thehelpline.org/preghealth/index.htm</p> <p>The Parent Center/Baby Center - http://www.babycenter.com/pregnancy/pregnancyfitness/index http://www.babycenter.com/pregnancy/isitsafe/index</p>

Daily Habits and Care Domain

Learning Goals	Expectations	Activities
<p>2. Is able to maintain good nutrition during pregnancy.</p>	<p>a. Name the basic food groups. b. Identify the recommended number of servings per day from each food group while pregnant. c. Keep a brief food journal for one week recording servings of each food group. d. Describe nutrition related birth defects. e. Describe affects of nutrition and fast food on an unborn baby’s development. f. Avoid drinks with caffeine, like coffee and teas. g. Avoid food additives, like aspartame and olestra (e.g., NutraSweet, splenda).</p>	<p>PAYA, Module 1, Food Management, p. 138-140. PAYA, Module 5, Pregnancy and What to Do During Each Trimester, p. 67-79; 93. Pregnancy, Childbirth, and the Newborn, Nutrition, p. 87-105. Pregnancy, Childbirth, and the Newborn, Birth Defects, p. 98. Teenage Pregnancy, C. 7, Eating for Two, p. 37-42. Teenage Pregnancy Guide, C. 7, Eating for Two, Suggested Learning Activities, p. 92-93. Teenage Pregnancy Study Guide, C. 7, p. 17-19. Your Pregnancy and Newborn Journey, Eating Right for Baby and You, p. 58-73. 4 Women – http://www.4women.gov/pregnancy Childbirth – http://www.childbirth.org Parent’s Magazine - http://www.parents.com/pregnancy/index.jsp The Helpline - http://www.thehelpline.org/preghealth/index.htm The Parent Center/Baby Center - http://www.babycenter.com/pregnancy/pregnancynutrition/index</p>

Daily Habits and Care Domain

Learning Goals	Expectations	Activities
<p>3. Knows and understands how to avoid tobacco, alcohol and drugs during pregnancy.</p>	<p>a. Describe how drugs, alcohol and tobacco affect your body.</p> <p>b. Describe how tobacco (including second hand smoke), alcohol and drugs affect the development of the unborn child.</p> <p>c. Identify three forms of substance abuse assistance (e.g., NA/AA, Smoke Enders, substance use counselor).</p> <p>d. Identify where support services are located in the community.</p>	<p>Making It on Your Own, Where Would You Go? p. 65. PAYA, Module 5, Changes in Pregnancy, p. 80-83. Pregnancy, Childbirth, and the Newborn, Effects on Unborn Baby, p. 107-121. Teenage Pregnancy, C. 6, Be Good to the Baby Before Birth, p. 35. Teenage Pregnancy Guide, C. 6, Be Good to the Baby Before Birth, Suggested Learning Activities, p. 88. Teenage Pregnancy Study Guide, C. 6, p. 16. Your Pregnancy and Newborn Journey, “No” to Smoking, Drugs, Alcohol, p. 81. 4 Women – http://www.4women.gov/pregnancy Childbirth – http://www.childbirth.org The Helpline - http://www.thehelpline.org/preghealth/index.htm</p>

Daily Habits and Care Domain

Learning Goals	Expectations	Activities
<p>4. Knows how to prevent pregnancy and sexually transmitted diseases.</p>	<ul style="list-style-type: none"> a. Describe how females become pregnant. b. Name three STDs. c. Explain how one becomes infected with STDs and AIDS. d. Identify at least three methods of birth control and how they are used. e. Evaluate the effectiveness of each method to prevent both pregnancy and sexual transmitted diseases (STDs). f. Explain why abstinence is the only risk free method. g. Describe where to get information about birth control, pregnancy prevention, and STDs. h. Explain myths and misconceptions about sex. i. Demonstrate saying no to undesired sexual activity. 	<p>Making It on Your Own, Preventing HIV & AIDS, p. 67. Making It on Your Own, Other Sexually Transmitted Diseases, p. 68. PAYA, Module 5, Sexuality, STDs, and Pregnancy, p. 5-20. Teenage Pregnancy, C. 2, Understanding Human Sexuality, p. 9-14. Teenage Pregnancy Guide, C. 2, Understanding Human Sexuality, Suggested Learning Activities, p. 63-70. Teenage Pregnancy Study Guide, C. 2, p. 4-6. Teenage Pregnancy, C. 4, Your Health Care During Pregnancy, Sexually Transmitted Diseases, p. 26-28. Teenage Pregnancy, C. 4, Your Health Care During Pregnancy, Discussion Questions, p. 77. Teenage Pregnancy Study Guide, C. 4, p. 10-12. Teenage Pregnancy, C. 16, Family Planning: What's Right for You? p. 92-99. Teenage Pregnancy Guide, C. 16, Family Planning: What's Right for You? Suggested Learning Activities, p. 138. Teenage Pregnancy Study Guide, C. 16, p. 42-44. Your Pregnancy and Newborn Journey, Another Baby – When? p. 196. You and Your New Baby – Guide, Class III, Tip Sheet, Independent Study Questions, p. 6-7 You and Your New Baby – Parent, Birth Control, p. 23-24. 4 Women – http://www.4women.gov/pregnancy Childbirth – http://www.childbirth.org The Helpline - http://www.thehelpline.org/preghealth/index.htm http://www.thehelpline.org/sexual_health/index.htm</p>

Safety and Well Being Domain

Learning Goals	Expectations	Activities
<p>1. Knows and understands the issues and factors to evaluate in case of pregnancy.</p>	<p>a. Describe the responsibility of both males and females if pregnancy occurs.</p> <p>b. Describe pregnancy outcomes and options (e.g., parenting, adoption, abortion).</p> <p>c. Explain the pros and cons related to each pregnancy outcome option.</p> <p>d. Explain how to talk with your partner about options related to pregnancy.</p> <p>e. Identify and write down questions related to pregnancy.</p> <p>f. Talk about options and questions with a trusted and knowledgeable adult.</p>	<p>PAYA, Module 5, Pregnancy, p. 32-35; 40-43. PAYA, Module 5, Parenthood, p. 44-48. Teenage Pregnancy, C. 1, Learning to Make Decisions, p. 8. Teenage Pregnancy Guide, C. 1, Teenagers Talk about Their Pregnancies. Suggested Learning Activities, p. 60-62. Teenage Pregnancy Study Guide, C. 1, p. 1-3. Teenage Pregnancy, C. 8, Making Decisions for You and Your Baby, p. 43-55. Teenage Pregnancy Guide, C. 8, Making Decisions for You and Your Baby, Suggested Learning Activities, p. 97-98. Teenage Pregnancy, C. 15, Adoption: Another Choice, p. 88-92. Teenage Pregnancy Guide, C. 15, Adoption: Another Choice, Suggested Learning Activities, p. 133. Teenage Pregnancy Study Guide, C. 15, p. 41. Your Pregnancy and Newborn Journey, For Some – Adoption is an Option, p. 82-93. 4 Women – http://www.4women.gov/pregnancy Childbirth - http://www.childbirth.org The Helpline - http://www.thehelpline.org/unplanned_prenancy/index.htm</p>
<p>2. Knows and understands the impact of pregnancy and parenting on one's lifestyle.</p>	<p>a. Describe five changes of pregnancy on one's life style (e.g., not drinking or smoking, eating choices).</p> <p>b. Explain at least three long-term impacts of parenthood on one's life and future.</p> <p>c. Describe the financial impact and responsibility related to pregnancy and parenthood.</p>	<p>PAYA, Module 5, Pregnancy Prevention, p. 20-27. PAYA, Module 5, Pregnancy, p. 39-41; 52-54; 97-99. Pregnancy, Childbirth, and the Newborn, Changes of Pregnancy, p. 380-381.</p>

Safety and Well Being Domain

Learning Goals	Expectations	Activities
<p>3. Is able to maintain good emotional health during pregnancy.</p>	<ul style="list-style-type: none"> a. Identify three ways to reduce stress (e.g., exercise, deep breathing, simplify schedule). b. Demonstrate at least two stress reduction techniques. c. Describe why one has different emotions during pregnancy. d. Name at least one person with whom to talk about pregnancy or worries during pregnancy. e. Describe the impact of past trauma (e.g., sexual abuse) on pregnancy and delivery. f. If you are a teen parent, role-play talking to your parents and the baby's birth father about the pregnancy and how to handle their reactions to the pregnancy. 	<p>Making It on Your Own, Dealing with Stress, p. 66. PAYA, Module 5, Changes in Pregnancy, p. 84-85. PAYA, Module 5, Coping, p. 100-101. Pregnancy, Childbirth, and the Newborn, If You Have a History of Childhood Trauma, p. 42-43. Your Pregnancy and Newborn Journey, Parenting Starts with Pregnancy, p. 25-31.</p>
<p>4. Knows how to be safe during pregnancy.</p>	<ul style="list-style-type: none"> a. Describe how to get help if feeling unsafe. b. Describe how to find shelter or safe housing if needed. c. Describe how to keep relationships free from violence. d. Demonstrate proper use of a car seat belt when pregnant. 	<p>Making It on Your Own, Where Would You Go? p. 65. Pregnancy, Childbirth, and the Newborn, Proper Lifting and Movement, p. 124-127. Your Pregnancy and Newborn Journey, Parenting Starts with Pregnancy, p. 31-33.</p>

Safety and Well Being Domain

Learning Goals	Expectations	Activities
<p>5. Knows how to develop and use a personal support system.</p>	<ul style="list-style-type: none"> a. Define personal support system. b. Recognize the benefit of having more than one person to help with problems. c. Assess the strengths and needs of one’s personal support system. d. Identify three strategies to expand one’s support system. e. Identify two or more people who can provide support during the pregnancy and after the baby is born. f. Develop a list of resource people including addresses and phone numbers. g. Analyze two situations where support is necessary (e.g., work related problem, family crisis) and identify the appropriate support person. h. Demonstrate asking for help when needed. 	<p>Making It on Your Own, Friends, p. 75. PAYA, Module 5, Stress, p. 170. Teenage Pregnancy, C. 14, “Mama!” (Is that Me?), p. 84-86. Teenage Pregnancy, C. 14, “Mama!” (Is that Me?), Suggested Learning Activities, p. 128-129. Teenage Pregnancy Study Guide, C. 14, p. 39-40.</p>

Newborn Care Domain

Learning Goals	Expectations	Activities
<p>1. Knows and understands newborn appearance and behavior.</p>	<p>a. Describe what newborns look like (soft spot, umbilical cord, blue).</p> <p>b. Demonstrate umbilical cord care.</p> <p>c. Describe a newborn’s behavior in terms of bowel movements, sight, and spitting up.</p> <p>d. List sounds that comfort a baby (e.g., classical music, white noise).</p> <p>e. Describe normal weight loss and gain for a newborn.</p> <p>f. Identify when an infant can see clearly.</p> <p>g. Describe what babies can do at birth (e.g., hiccup, shake, startle).</p>	<p>PAYA, Module 5, Feeding Schedule, p. 126.</p> <p>PAYA, Module 5, Appearance and Behavior, p. 136.</p> <p>Pregnancy, Childbirth, and the Newborn, Newborn Appearance, p. 383-386.</p> <p>Teenage Pregnancy, C. 13, Hello, Stranger! p. 77-80.</p> <p>Teenage Pregnancy, C. 13, Hello, Stranger! Suggested Learning Activities, p. 119-120.</p> <p>Teenage Pregnancy Study Guide, C. 13, p. 35-38.</p> <p>What to Expect the First Year, C. 3, Your Newborn Baby, p. 45-88.</p> <p>Your Pregnancy and Newborn Journey, What Does a New Baby Do? p. 158-175.</p> <p>You and Your New Baby, Guide, Class II, The New Baby and New Mother, p. 3-5.</p> <p>You and Your New Baby, Meeting Your New Baby, p. 1.</p> <p>4 Women – http://www.4women.gov/pregnancy</p> <p>Childbirth – http://www.childbirth.org</p> <p>The American Academy of Pediatrics – http://www.aap.org/parents.html</p> <p>The Parent Center/Baby Center - http://www.babycenter.com/pregnancy/newbornprep/index</p>

Newborn Care Domain

Learning Goals	Expectations	Activities
<p>2. Is able to comfort a baby when he/she is crying.</p>	<p>a. Explain the importance of cuddling and holding a baby.</p> <p>b. Name at least three reasons why babies cry.</p> <p>c. Demonstrate at least three ways to comfort a baby (e.g., talk soothingly, cuddle, pacifier, favorite blanket).</p> <p>d. Describe possible outcomes of shaking or pulling on a baby.</p> <p>e. Explain three ways to treat colic.</p>	<p>Be Prepared, Coping with Crying, p. 45-54. PAYA, Module 5, Holding a Baby, p. 168. PAYA, Module 5, Colic vs. Crying, p. 169. PAYA, Module 5, Stress, p. 170. Pregnancy, Childbirth, and the Newborn, Infant Cues, p. 395-396. What to Expect the First Year, Crying, p. 122-130. You and Your New Baby, Guide, Class V, Sleeping and Crying, p. 15-17. You and Your New Baby, Crying, p. 10. 4 Women – http://www.4women.gov/pregnancy Childbirth – http://www.childbirth.org Parent's Magazine - http://www.parents.com/age/newborns.jsp The American Academy of Pediatrics – http://www.aap.org/parents.html The Parent Center/Baby Center - http://www.babycenter.com/pregnancy/newbornprep/index</p>

Newborn Care Domain

Learning Goals	Expectations	Activities
<p>3. Is able to meet the nutritional needs of a newborn.</p>	<p>a. Describe the pros/cons of breast and/or bottle feeding a baby.</p> <p>b. Describe the importance of nutrition.</p> <p>c. Demonstrate how to bottle feed a baby (including formula selection and preparation).</p> <p>d. Describe how to breastfeed a baby.</p> <p>e. Demonstrate holding baby correctly when bottle or breast feeding.</p> <p>f. Demonstrate how to burp a baby.</p> <p>g. Describe how to set up feeding schedule based on the baby's needs.</p> <p>h. Tell at what age to introduce solids.</p>	<p>Be Prepared, Bottles Up, p. 59-61.</p> <p>Breastfeeding: Something Special for Mother and Baby, p. 1-23.</p> <p>Breastfeeding: Something Special for Mother and Baby Guide, Suggested Learning Activities, p. 145-148.</p> <p>Breastfeeding: Something Special for Mother and Baby, Study Questions, p. 45-46.</p> <p>PAYA, Module 5, Breastfeeding, p. 114.</p> <p>PAYA, Module 5, Feeding Your Baby, p. 122-127; 136.</p> <p>PAYA, Module 5, Nutrition, p. 133-134.</p> <p>Pregnancy, Childbirth and the Newborn, Breast Feeding and Formula Feeding, p. 421-464.</p> <p>Teenage Pregnancy, C. 13. Hello, Stranger! What are the Baby's Physical Needs, p. 81.</p> <p>Teenage Pregnancy, C. 13. Hello, Stranger! Suggested Learning Activities, p. 119-120.</p> <p>Teenage Pregnancy Study Guide, C. 13, p. 35-38.</p> <p>What to Expect the First Year, Bottle Feeding, p. 2-7; 39-40.</p> <p>What to Expect the First Year, Breast Feeding, p. 3; 7-10; 52-53; 99-106; 170-172; 555-557.</p> <p>What to Expect the First Year, Your Newborn Baby, Feeding Your Baby, p. 49-59.</p> <p>What to Expect the First Year, Burping, p. 76-77.</p> <p>You and Your New Baby, Guide, Class IV, Feeding Your Baby, p. 10-12.</p> <p>You and Your New Baby, Breast is Best: Making Formula, p. 32.</p> <p>You and Your New Baby, Feeding Your Baby, p. 5-8.</p> <p>4 Women – http://www.4women.gov/pregnancy</p> <p>Childbirth – http://www.childbirth.org</p> <p>Parent's Magazine - http://www.parents.com/age/newborns.jsp</p> <p>The American Academy of Pediatrics – http://www.aap.org/parents.html</p> <p>The Parent Center/Baby Center - http://www.babycenter.com/pregnancy/newbornprep/index</p>

Newborn Care Domain

Learning Goals	Expectations	Activities
<p>4. Is able to provide basic newborn care.</p>	<ul style="list-style-type: none"> a. Purchase necessary layette items (e.g., crib, clothes, diapers). b. Describe how to deal with newborn concerns and decisions (e.g., circumcision, diaper rash, umbilical cord care). c. Describe how to help your baby develop a sleeping pattern/schedule. d. Describe how to obtain the help you need to cope with a baby with special needs (e.g., cleft palate, Down's Syndrome). e. Demonstrate changing a diaper. f. Demonstrate dressing a baby. g. Demonstrate bathing a baby. h. Demonstrate taking a baby's temperature. i. Demonstrate giving medicine to a baby. j. Describe how to play with a baby. 	<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, Temperature Taking Tactics, p. 102-103. Be Prepared, Getting Medicine into a Baby, p. 104-105. PAYA, Module 5, Feeding Schedule, p. 126. PAYA, Module 5, Physical Care, p. 130-133. PAYA, Module 5, Bathing Your Baby, p. 131-132. PAYA, Module 5, Caretaking, p. 136-138. PAYA, Module 5, Temperature Taking, p. 136, 146. PAYA, Module 5, Fever Thermometer, p. 146-147. Pregnancy, Childbirth, and the Newborn, Bathing Your Baby, p. 386-387. Pregnancy, Childbirth, and the Newborn, Diapering Your Baby, p. 387. Pregnancy, Childbirth, and the Newborn, Your Newborn Senses, p. 394-395. Pregnancy, Childbirth, and the Newborn, Infant Cues, p. 395-396. Pregnancy, Childbirth, and the Newborn, Common Newborn Concerns, p. 401-410. Teenage Pregnancy, C. 13, Hello, Stranger! p. 81-82. Teenage Pregnancy, C. 13, Hello, Stranger! Suggested Learning Activities, p. 119-120. Teenage Pregnancy Study Guide, C. 13, p. 35-38. What to Expect the First Year, Diaper Changing, p. 71. What to Expect the First Year, Bathing, p. 73. What to Expect the First Year, Your Newborn Baby, What It's Important to Know: The Baby Care Primer, p. 73-88. Your Pregnancy and Newborn Journey, Your Baby is Born, p. 116-118. Your Pregnancy and Newborn Journey, Babies with Special Needs, p. 122. Your Pregnancy and Newborn Journey, Feeding Your Newborn, p. 144-158. Your Pregnancy and Newborn Journey, What Does a New Baby Do? p. 161-162; 170-175. You and Your New Baby, Guide, Class IV, Feeding Your Baby, p. 10-14. You and Your New Baby, Guide, Class V, Sleeping and Crying, p. 15-17. You and Your New Baby, Guide, Class VI, Bathing and Diapering, p. 18-20, Study Questions, p. 21-22. You and Your New Baby, Guide, Breast is Best, p. 32.</p>

		<p>You and Your New Baby, Guide, Making Formula, p. 32. You and Your New Baby, Guide, Bathing Supplies, p. 33. You and Your New Baby, Guide, Comparing Diapers, p. 33. You and Your New Baby, Guide, Diaper Costs, p. 33. You and Your New Baby, C. 5, Sleeping, p. 9. 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. You and Your New Baby, C. 12, Playing with Your Baby, p. 20-21.</p> <p>4 Women – http://www.4women.gov/pregnancy</p> <p>Childbirth – http://www.childbirth.org</p> <p>Parent’s Magazine - http://www.parents.com/age/newborns.jsp</p> <p>The American Academy of Pediatrics – http://www.aap.org/parents.html</p> <p>The Parent Center/Baby Center - http://www.babycenter.com/pregnancy/newbornprep/index</p>
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Newborn Care Domain

Learning Goals	Expectations	Activities
<p>5. Is able to maintain appropriate and adequate well child care.</p>	<p>a. Explain the well child check up and immunization schedule.</p> <p>b. Bring child for the immunizations on schedule.</p> <p>c. Child sees a doctor or nurse on a regular basis.</p> <p>d. Describe how to make, cancel, change and reschedule appointments.</p> <p>e. Select a doctor for the infant.</p> <p>f. Describe pros/cons of listening to friend's advice versus doctor's advice.</p> <p>g. Maintain baby's medical records in a journal or calendar (e.g., doctor visits, immunizations, illness).</p>	<p>PAYA, Module 2, Health Care, p. 44-45; 79-80.</p> <p>PAYA, Module 5, Immunizations, p. 140-141.</p> <p>PAYA, Module 5b, Health Care Schedule, p. 141-145.</p> <p>Pregnancy, Childbirth, and the Newborn, Medical Care, p. 412-420.</p> <p>Teenage Pregnancy, Hello, Stranger! Health Care, p. 83.</p> <p>Teenage Pregnancy, C. 13. Hello, Stranger! Suggested Learning Activities, p. 119-120.</p> <p>Teenage Pregnancy Study Guide, C. 13, p. 35-38.</p> <p>What to Expect the First Year, What It's Important to Know: Selecting the Right Physician, p. 25-34.</p> <p>What to Expect the First Year, Immunizations, p. 148-154.</p> <p>You and Your New Baby, Class VII, When Your Baby is Ill and How Your Baby Grows, p. 23-25.</p> <p>You and Your New Baby, Shot Record, p. 25.</p> <p>4 Women – http://www.4women.gov/pregnancy</p> <p>Childbirth – http://www.childbirth.org</p> <p>Kids Health - http://www.kidshealth.org/parent/medical/index.html http://www.kidshealth.org/parent/firstaid_safey/index.html</p> <p>The American Academy of Pediatrics – http://www.aap.org/parents.html</p>

Self Care Following Birth Domain

Learning Goals	Expectations	Activities
<p>1. Knows how to maintain good physical and emotional health for self after pregnancy and birth.</p>	<p>a. Describe normal changes the body will go through after birth of baby.</p> <p>b. Describe influences on adjustment during post partum.</p> <p>c. Describe self care after the baby’s birth (e.g., sleep when a baby sleeps, ask for help).</p> <p>d. Demonstrate three exercises to do with baby that speed post-partum recovery.</p> <p>e. Describe how to deal with emotional challenges (baby blues) after delivery.</p> <p>f. Describe three ways to relax and deal with tension.</p>	<p>Be Prepared, Moms and Mood Swings, p. 36-57.</p> <p>Be Prepared, Your Mental Health, p. 89-91.</p> <p>Exercise: For a Healthy Pregnancy, and Birth, Part 2: Post-Partum Exercises, p. 11-13.</p> <p>Pregnancy, Childbirth, and the Newborn, Post-Partum Exercise, p. 138-143.</p> <p>Pregnancy, Childbirth, and the Newborn, Exercises, p. 139-143.</p> <p>Pregnancy, Childbirth, and the Newborn, Adjustment Influences, p. 359-360.</p> <p>Pregnancy, Childbirth, and the Newborn, Post-Partum Body Changes, p. 361-365.</p> <p>Pregnancy, Childbirth, and the Newborn, Self Care, p. 365-376.</p> <p>Pregnancy, Childbirth, and the Newborn, Baby Blues, p. 377-380.</p> <p>Teenage Pregnancy, C. 12, After Baby is Born...Now What? p. 73-76.</p> <p>Teenage Pregnancy Guide, C. 12, After Baby is Born...Now What? Suggested Learning Activities, p. 113.</p> <p>Teenage Pregnancy Study Guide, C. 12, p. 32-34.</p> <p>Teenage Pregnancy, C. 14, “Mama!” (Is that Me?), p. 84-86.</p> <p>Teenage Pregnancy, C. 14, “Mama!” (Is that Me?), Suggested Learning Activities, p. 128-129.</p> <p>Teenage Pregnancy Study Guide, C. 14, p. 39-40.</p> <p>Your Pregnancy and Newborn Journey, Your Fourth Trimester, p. 132.</p> <p>You and Your New Baby, Guide, Class III, The First Days Home, Independent Study Questions p. 6-7.</p> <p>You and Your New Baby, Guide, Tip Sheet/Board, p. 29.</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, First Days at Home, p. 3-4.</p> <p>You and Your New Baby, Baby Blues, p. 22.</p>

Self Care Following Birth Domain

Learning Goals	Expectations	Activities
<p>2. Knows and understands how housing, education and finances change with a new baby.</p>	<p>a. Describe how to obtain resources for continued education when pregnant or a new parent.</p> <p>b. Create a budget that includes your child’s needs.</p>	<p>PAYA, Module 5, Reviewing Your Budget, p. 111. PAYA, Module 5, Parenthood, p. 47-51. PAYA, Module 5, Managing Your Budget, p. 52-54. PAYA, Module 5, Educational Planning, p. 104-106. Your Pregnancy and Newborn Journey, Parenting Starts with Pregnancy, p. 22-25. 4 Women – http://www.4women.gov/pregnancy Childbirth – http://www.childbirth.org The Parent Center/Baby Center - http://www.babycenter.com/pregnancy/prebabyfinances.index</p>

Expectant Father Domain

Learning Goals	Expectations	Activities
<p>1. Knows and understands roles, rights and responsibilities of being a father.</p>	<ul style="list-style-type: none"> a. Describe the medical, financial, and custodial importance of establishing paternity. b. Describe at least three responsibilities of being a father. c. Describe your rights as a father, especially if you are not together with the birth mom. d. Describe at least three roles you could have during the pregnancy (e.g., encouraging the birth mom to take care of herself, labor coach). e. Describe the impact of staying in school and career choices on being a parent. f. Role play a conversation with the birth mom about your role as a father (e.g., visitation – if not together, infant care, financial support). g. Role play telling your parents about the pregnancy. h. Describe the importance of an ongoing relationship with the birth the mother and the impact on the baby. 	<p>Pregnancy, Childbirth, and the Newborn, Expectant Father, p. 40-41. Teenage Pregnancy, C. 17, For the Father of the Baby, p. 100-102. Teenage Pregnancy, C. 17, For the Father of the Baby, Discussion Questions, p. 144. Teenage Pregnancy Study Guide, C. 17, p. 45. Your Pregnancy and New Born Journey, Especially for Dad, p. 176. 4 Women – http://www.4women.gov/pregnancy Childbirth – http://www.childbirth.org The Helpline – http://www.thehelpline.org/guys/index.htm The Parent Center/Baby Center - http://www.babycenter.com/pregnancy/expectingdads.index</p>

Appendix A. Pregnancy 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. For parents of infants, especially dads.

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*. For breastfeeding mothers.

Available from New Futures, Inc.
4919 Prospect NE
Albuquerque, New Mexico 87110.
505.872.0164
www.newfuturesinc.com

Exercise for a Healthy Pregnancy and Birth by Linda Barr and Catherine Monserrat

This illustrated resource provides exercises for preparing for childbirth, relaxation, breathing, and postpartum. It is sold with *Teenage Pregnancy: A New Beginning*. For expectant and post-partum mothers.

Available from New Futures, Inc.
4919 Prospect NE
Albuquerque, New Mexico 87110.

505.872.0164

www.newfuturesinc.com

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 informs the reader how to 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. For expectant and post-partum parents.

Available at most bookstores for \$15.00

Preparing Adolescents for Young Adulthood (PAYA)

This curriculum 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

Topic areas and brief assessments match the learning goals and expectations of the Guidebook. The Activity/Resource Workbook contains information and exercises for each of the topic areas to help develop or strengthen the skills of the learner. For self-instruction or group work.

Available in PDF from 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. For expectant and parenting teens.

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

The New Making It On Your Own

This workbook contains 92 pages of life skill exercises that will help youth make it on their own. It tests a youth's knowledge and challenges them to seek out new information for the areas of employment, housing, home management, health, leisure time, and money management. Designed for older youth working alone or with an adult.

Available from National Resource Center for Youth Services for \$8.95 plus shipping
1-800-274-2687 or order via the Web site: <http://www.nrcys.ou.edu>

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

Your Pregnancy and Newborn Journey: A Guide for Pregnant Teens by Jeanne Warren Lindsay and Jean Brunelli

Written for the pregnant young adult, this easy to read book focuses on pregnancy, labor and delivery. It contains quotes from other pregnant or parenting young adults. Topics such as discomforts during pregnancy, baby's development, nutrition, pregnancy options, labor and delivery, caring for a newborn, family planning, and birth fathers are covered.

Available from Morning Glory Press for \$12.95
www.Morningglorypress.com

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
P.O. Box 20048
Minneapolis, MN 55420
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. The activities are described in the learning activities section at the end of the guide. Includes eight 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, and 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

Web Resources

4 Women, A health resource for before, during, and after pregnancy from the National Women’s Health Information Center.

Retrieved October 14, 2004 from - <http://www.4women.gov/pregnancy>

Childbirth, Everything you need to know about pregnancy basics, including terms, dating the pregnancy and more! Retrieved

October 14, 2004 from - <http://www.childbirth.org>.

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_safety/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/index.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/feeling/>

http://www.kidshealth.org/kid/stay_healthy/index.html

Parents Magazine, Covers many parenting and pregnancy topics. Advertisements. Retrieved October 13, 2004 from -

<http://www.parents.com>

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

The Helpline, Covers pregnancy and parenting basics. Advertisements. Retrieved October 13, 2004 from - <http://www.thehelpline.com>

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>

Additional Resources

The Baby Book: Everything You Need to Know about Your Baby from Birth to Age Two. Sears, W. & Sears, M. This resource covers Baby Care Basics, Feeding and Nutrition, Sleeping, Infant Development, Toilet Training, Baby Proofing, Health, Medical Problems, and First Aid.

Additional Web Sites

Pregnancy, Covers feeding and safety. Retrieved October 14, 2004 from – <http://www.pregnancy.org>

Teenage Pregnancy Unit, A United Kingdom site that covers teenage pregnancy. Retrieved October 14, 2004 from – http://www.dfes.gov.uk/teenagepregnancy/dsp_content.cfm?PageID=85