



Parenting Young Children Guidebook Supplement

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Table of Contents

Introduction	Page 3
Chapter 1. Plain Terminology of the Parenting Young Children Guidebook Supplement	Page 5
Introduction	Page 5
Definitions	Page 7
Learning Goals and Levels	Page 8
Expectations	Page 10
Resources and Activities	Page 10
Chapter 2. Using the Parenting Young Children Guidebook Supplement to Set and Reach Learning Goals	Page 11
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
Chapter 3. Learning Goals, Expectations and Activities by Domain	Page 17
Health Domain	Page 17
Nurturing Domain	Page 19
Nutrition Domain	Page 20
Child Care Domain	Page 21
Safety and Well-Being Domain	Page 22
Child Growth and Development Domain	Page 27
Goals Domain	Page 31
Appendix A. Parenting Young Children Guidebook Supplement Resources and Ordering Information	Page 33

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 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 Young Children 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 Young Children Guidebook Supplement is designed to promote positive parenting of young children (ages 1-5) in the following domains¹.

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

¹ 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 a toddler/young child.
- **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, Child Care, 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.
- **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 goals². 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.

² 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 Young Children 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

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 sign³.
- **Print** the plan and keep for the learner’s records.

Exhibit 3. Individual Life Skills Learning Plan Example

<p>Goals & Expectations</p> <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. 											
<p>Action Plan</p> <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> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%; text-align: left; padding: 5px;">What activities or services will be done?</th> <th style="width: 33%; text-align: left; padding: 5px;">Who is responsible for doing it?</th> <th style="width: 33%; text-align: left; padding: 5px;">When will it be accomplished?</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">What Money Means, Ready, Set, Fly!</td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;">Games Reveal our Values, Ready, Set, Fly!</td> <td></td> <td></td> </tr> </tbody> </table>			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!		
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: _____	_____

³ 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 Supplements 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 child. b. Demonstrate how to make, cancel, change and reschedule appointments. c. Explain the well child check up and immunization schedule. d. Bring child to doctor or nurse and dentist (starting around age 2 or 3) for regular visits. e. Record regular medical and dental visits and immunizations in a medical journal, baby book, or calendar. f. Describe when and how often to have a child’s hearing and vision checked. g. Describe pros/cons of listening to a 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. What to Expect: Toddler, Immunization, p. 557-565. What to Expect: Toddler, The Doctor and the Toddler, p. 565-569. Kids Health, Medical - http://www.kidshealth.org/parent/medical/index.html http://www.kidshealth.org/parent/firstaid_safey/index.html The American Academy of Pediatrics - http://www.aap.org/parents.html http://www.aap.org/topcis.html The Parent Center/Baby Center - http://parentcenter.babycenter.com/topic/preschooler/pwellness.html</p>
<p>2. Is able to obtain appropriate medical attention when child experiences an illness or emergency.</p>	<p>a. Tell what a safe body temperature is for a child. b. Tell what to do if child gets sick (e.g., take temperature, call consulting nurse). c. Describe when to call 9-1-1 if child is sick or in danger. d. Describe when to take child to his or her doctor when sick. e. Post poison center number. f. Describe when to call poison control.</p>	<p>PAYA, Module 5, Doctor’s Visits, p. 144-145. What to Expect: Toddler, When to Call the Doctor, p. 568-578. What to Expect: Toddler, Keeping Your Toddler Healthy, p. 577-614. Kids Health, Medical - http://www.kidshealth.org/parent/medical/index.html http://www.kidshealth.org/parent/firstaid_safey/index.html Parent Soup - http://www.parentsoup.com The American Academy of Pediatrics - http://www.aap.org/parents.html http://www.aap.org/topcis.html The Parent Center/Baby Center - http://www.babycenter.com/toddler/toddlerills/index http://parentcenter.babycenter.comtopi/preschooler/phealth.html</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>PAYA, Module 5, Fever Thermometer, p. 146-147.</p> <p>PAYA, Module 5, Your Medicine Cabinet, p. 146-147.</p> <p>What to Expect: Toddler, C. 20, Keeping Your Toddler Healthy, p. 557-614.</p> <p>What to Expect: Toddler, C. 22, Treating Toddler Injuries, p. 658-691.</p> <p>Kids Health, Body Care -</p> <p>http://www.kidshealth.org/kid/feel_better/</p> <p>http://www.kidshealth.org/teen/diseases_conditions/</p> <p>http://www.kidshealth.org/parent/medical/index.html</p> <p>http://www.kidshealth.org/parent/firstaid_safey/index.html</p> <p>Parent Soup -</p> <p>http://www.parentsoup.com</p> <p>The American Academy of Pediatrics -</p> <p>http://www.aap.org/parents.html</p> <p>http://www.aap.org/topcis.html</p> <p>The Parent Center/Baby Center -</p> <p>http://www.babycenter.com/toddler/toddlerills/index</p> <p>http://parentcenter.babycenter.comtopi/preschooler/phealth.html</p>

Nurturing Domain

Learning Goals	Expectations	Activities
<p>1. Knows how to nurture a child.</p>	<ul style="list-style-type: none"> a. Tell why young children need daily love and attention from mothers and fathers. b. Demonstrate talking with and listening to your child, even when tired or upset. c. Describe the benefits of attending to your child’s needs every day. d. Demonstrate how to comfort a child. e. Demonstrate three ways to encourage bonding with a child. f. Describe why it’s not OK to hit, shake, or pull on a child. g. Hug your child each day. h. Demonstrate at least three ways to play and have fun with a child. i. Read each day to your child. j. Name and provide appropriate books and toys. k. Name three ways to build responsibility. l. Name three ways to build self esteem. m. Describe three ways to be a loving authority figure. n. Demonstrate responding with empathy to hurts and disobedience. o. Demonstrate three ways to effectively stop family arguments. 	<p>Love and Logic, Decision Making, p. 5-6; 20-21; 23; 69-70; 130. Love and Logic, Build the Self Concept, p. 6-10. Love and Logic, Share the Control, p. 10-15; 24-25. Love and Logic, Empathy, p. 15-19. Love and Logic, Share the Thinking, p. 20-23. Love and Logic, Bonding, p. 30-31; 46-47; 52-53; 55; 163. Love and Logic, Hugs, p. 47; 125. Love and Logic, Self-Concept, p. 63. Love and Logic, Give Them the Gift of Thinking, p. 103-118. Love and Logic, Turning Misbehavior into Wisdom, p. 90-101. Love and Logic, Don’t Wait Until They’re Teenagers, p. 119-129. Love and Logic, Neutralizing Family Arguments, p. 151-154. Love and Logic, The Power of Chores, p. 155-165. PAYA, Module 5, Children Ages 2 through 5, p. 204-209. PAYA, Module 5, Children Ages 2 through 5, Stimulations, p. 215-217. What to Expect: Toddler, Reading, p. 38; 101-103; 246-247. What to Expect: Toddler, Hugging, p. 219-221; 290; 377-378. What to Expect: Toddler, Providing Comfort, p. 231-233. What to Expect: Toddler, Self Esteem Building, p. 292-296. What to Expect: Toddler, Decision Making, p. 414-415. What to Expect: Toddler, Chores, p. 415-420. What to Expect: Toddler, Playing with Child, p. 757. Girls and Boys Town - http://www.pareting.org The American Academy of Pediatrics - http://www.aap.org/parents.html</p>

Nutrition Domain

Learning Goals	Expectations	Activities
<p>1. Is able to provide good nutrition for child.</p>	<p>a. Describe the food pyramid. b. Describe healthy foods children eat. c. Tell the recommended serving sizes and number of each food group for young children. d. Demonstrate giving your child the right amount of food every day – not too much and not too little. e. Tell about child’s eating habits and favorite foods. f. Tell at what age babies begin to feed themselves. g. Tell why not to feed a child fast food to eat.</p>	<p>PAYA, Module 1, Food Management, p. 138-140. 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. Ready, Set, Fly! Nutrition #1. What to Expect: Toddler, Good Eating Habits, p. 323-324. What to Expect: Toddler, Feeding Your Toddler, p. 500-538. Kids Health: Learning about Proteins, Carbohydrates, Calories, and Fat; Food Guide Pyramid – http://www.kidshealth.org/kid/stay_healthy/index.html http://www.kidshealth.org/teen/food_fitness/ Nutrition Café - http://www.exhibits.pacsci.org/nutrition Parent Magazine - http://www.parents.com/2years.jsp http://www.parents.com/3years.jsp http://www.parents.com/4years.jsp Parent Soup - http://www.parentsoup.com The American Academy of Pediatrics - http://www.aap.org/parents.html http://www.aap.org/topics.html The Parent Center/Baby Center - http://www.babycenter.com/toddler/toddlerbreastfeed/index http://www.babycenter.com/toddler/toddlerfeeding/index http://parentcenter/babycenter.com/topic/preschooler/pnutrition.html</p>

Child Care Domain

Learning Goals	Expectations	Activities
<p>1. Knows how to choose quality child care for a young child.</p>	<p>a. Tell why a child cannot be left alone in the house for any length of time.</p> <p>b. Tell why it is not okay to leave your child with strangers.</p> <p>c. Describe the important factors when choosing child care.</p> <p>d. Record names, addresses, and phone numbers of quality child care providers.</p> <p>e. Describe how to get financial help to pay for good child care.</p> <p>f. Describe what clothing and food to bring to child's babysitter or child care.</p> <p>g. Create emergency child care plan if you are not able to take care of child.</p>	<p>Love and Logic, Child Care, p. 48; 79-82; 87.</p> <p>PAYA, Module 5, Children Ages 2 through 5, Choosing a Caretaker, p. 218-221.</p> <p>What to Expect: Toddler, When Others Care for Your Child, p. 804-828.</p> <p>Bright Futures, Safe, Quality Child Care - http://www.brightfutures.org/mentalhealth/pdf/tools.html</p> <p>Child Care Aware - http://www.childcareaware.org</p> <p>National Child Care Information Center - http://www.nccic.org</p> <p>Parent Soup - http://www.parentsoup.com</p> <p>The American Academy of Pediatrics - http://www.aap.org/parents.html</p> <p>The Nation's Network of Child Care Resource and Referral - http://www.naccra.org</p> <p>The Parent Center/Baby Center - http://www.babycenter.com/toddler/toddlerchildcare/index</p>

Safety and Well Being Domain

Learning Goals	Expectations	Activities
<p>1. Is able to provide an environment that ensures the well being of the child.</p>	<p>a. Describe why it is important to create safe and stimulating environments.</p> <p>b. Provide routine and explain why it is important.</p> <p>c. Provide opportunity for child to get at least 8 hours of sleep a night and explain why it is necessary.</p> <p>d. Demonstrate cleaning your living space.</p> <p>e. Demonstrate washing child’s clothing.</p> <p>f. Demonstrate dressing child comfortably for cold or hot weather.</p> <p>g. Provide choices to teach decision making.</p> <p>h. Demonstrate three ways to build trust.</p>	<p>Love, and Logic, Learning to Trust, p. 45-51.</p> <p>Love, and Logic, Difference Between Needs and Wants, p. 51-56.</p> <p>PAYA, Module 2, Personal Care, p. 8-9.</p> <p>PAYA, Module 5, Children Ages 2 through 5, Making Choices, p. 213-214.</p> <p>PAYA, Module 5, Children Ages 2 through 5, Stimulations, p. 215-217.</p> <p>PAYA, Module 5, Making the World a Better Place, p. 230-234.</p> <p>Ready, Set, Fly! Home Cleaning #7.</p> <p>Ready, Set, Fly! Home Cleaning #8.</p> <p>What to Expect: Toddler, Stimulating Environment, p. 78-81; 362-369; 454-462.</p> <p>What to Expect: Toddler, Sleep Requirements, p. 33-34; 141-143.</p> <p>What to Expect: Toddler, Routine, p. 68-69; 228-229.</p> <p>What to Expect: Toddler, Reading, p. 101-103.</p> <p>What to Expect: Toddler, Clothing, p. 279-285; 467-468; 619.</p> <p>Cleaning 101 – http://www.cleaning101.com/laundry/</p> <p>Just Ask Jane – http://www.justaskjane.org/forums/forumdisplay.php3?forumid=4</p> <p>Parents Magazine - http://www.parents.com/age/2years.jsp http://www.parents.com/age/3years.jsp http://www.parents.com/age/4years.jsp</p> <p>The American Academy of Pediatrics - http://www.aap.org/topics.html http://www.aap.org/parents.html</p> <p>The Parent Center/Baby Center - http://www.babycenter.com/toddler/toddlersafety/index http://www.babycenter.com/toddler/toddlersleep/index http://parentcenter.babycenter.com/topic/preschooler/pbehavior.html http://parentcenter.babycenter.com/topic/preschooler/psafety/index http://parentcenter.babycenter.com/topic/preschooler/psleep.html</p>

Safety and Well Being Domain

Learning Goals	Expectations	Activities
<p>2. Is able to provide for the safety of the child(ren) in the home.</p>	<ol style="list-style-type: none"> a. Demonstrate baby proofing a home (e.g., removing unsafe and dangerous items from places child can go or reach). b. Demonstrate how to keep child safe in the crib. c. Create and describe fire safety plan for your home. d. Explain what to do if a baby swallows a poisonous substance. e. Provide safe toys for toddlers. f. Describe the pros and cons of walkers and playpens. g. Describe the best/safest way for toddlers to go down stairs. h. Supervise child in and around water. i. Describe how to perform CPR on a child. j. Describe why to only leave child with known and trusted people. k. Avoid smoking cigarettes when in the same room as a child. l. Avoid using illegal drugs around child. m. Describe how to get help if you or your child is in danger. n. Describe how to find shelter or safety in an emergency. 	<p>PAYA, Module 5, Safety, p. 154-161. What to Expect: Toddler, Crib Safety, p. 5. What to Expect: Toddler, Walkers, p. 6. What to Expect: Toddler, Animal Safety, p. 72; 85. What to Expect: Toddler, Bedroom Safety, p. 167. What to Expect: Toddler, Machine Safety, p. 241. What to Expect: Toddler, Keeping Your Child Safe (fire, poison, home, water, air quality, stroller, gates, kitchen, bath, outside play areas, car, and pets), p. 615-657.</p> <p>Parent Soup - http://www.parentsoup.com</p> <p>The American Academy of Pediatrics - http://www.aap.org/parents.html http://www.aap.org/topics.html</p> <p>The Parent Center/Baby Center - http://www.babycenter.com/toddler/toddlersafety/index http://parentcenter.babycenter.com/topic/preschooler/psafety/index</p>

Safety and Well Being Domain

Learning Goals	Expectations	Activities
3. Is able to keep child safe in the car.	a. Explain how to select a safe car seat. b. Demonstrate installing a car seat safely. c. Demonstrate securing a child in a car seat safely. d. Describe why not to leave a child alone in a car, even for a few minutes.	PAYA, Module 5, Safety, p. 154-161. What to Expect: Toddler, Keeping Your Child Safe (fire, poison, home, water, air quality, stroller, gates, kitchen, bath, outside play areas, car, and pets), p. 615-657. Fit for a Kid - http://www.fitforakid.org
4. Knows how to provide a low or no violence environment.	a. Tell why not to expose child to any kind of violent behaviors. b. Describe the impact on children of witnessing domestic violence. c. Keep home free from violence. d. Explain why it is not okay to hit a child. e. Tell why children should not watch too much TV, especially violence. f. Describe the impact on children of watching violence (e.g., on movies or on TV). g. Describe how to respond when a child is exposed to violence outside the home.	PAYA, Module 5, Children Ages 2 through 5, Stimulations, p. 215-217. What to Expect: Toddler, Spanking, p. 128-130; 752. What to Expect: Toddler, Television, p. 159-164; 479. The American Academy of Pediatrics - http://www.aap.org/parents.html The Parent Center/Baby Center - http://www.babycenter.com/toddler/toddlersafety/index http://parentcenter.babycenter.com/topic/preschooler/psafety/index

Safety and Well Being Domain

Learning Goals	Expectations	Activities
<p>5. Knows how to provide an environment which encourages child growth and development.</p>	<ul style="list-style-type: none"> a. Describe ways parents are role models for their child. b. Describe how your personal problem solving skills and social interactions with others influence your child. c. Describe why routines and traditions are important. d. Tell at least two traditions you will celebrate with your child (e.g., a special birthday dinner, reading each day as a family). e. Tell why consistency and appropriate limit setting are important for a child. f. Describe how to teach decision-making. g. Describe why it is important to teach your child positive values. h. Name at least three values you will teach your child, such as non-violence, and kindness. i. Describe how to teach your child how to deal with his/her emotions, including frustration and anger. j. Limit TV and computer viewing. 	<p>Love and Logic, Meeting Needs, Limiting Wants, p. 52-54. Love and Logic, First Rule of Love and Logic, p. 58-65. Love and Logic, Give Your Children Advantage in Life, p. 67-87. Love and Logic, Turning Misbehavior into Wisdom, p. 89-101. Love and Logic, Violence, p. 141. PAYA, Module 5, Older Babies and Toddlers, p. 183-188. PAYA, Module 5, Children Ages 2 through 5, p. 204-209. PAYA, Module 5, Making the World a Better Place, p. 225-237 What to Expect: Toddler, Limit Setting, p. 47-49; 119-126; 772. What to Expect: Toddler, Toys, p. 56; 158; 330-331; 655-657. What to Expect: Toddler, Routines, p. 68-69; 228-229. What to Expect: Toddler, Books, p. 96-97; 101-103. What to Expect: Toddler, Television, p. 159-164; 479. What to Expect: Toddler, Values; Respect (p. 41-43), Family Closeness (p. 59-61), Reading (p. 101), Manners (p. 130-132), Television (p. 160-164), Transmitting (p. 164), Kindness to Animals, (p. 185-187), Charity (p. 212), Sharing (p. 267), Rules (p. 400-401), Honesty (p. 460-462). What to Expect: Toddler, Computers, p. 633. What to Expect: Toddler, Play, p. 757. Bright Futures, Stimulating Environments - http://www.brightfutures.org/mentalhealth/pdf/tools.html Girls and Boys Town - http://www.parenting.org The American Academy of Pediatrics - http://www.aap.org/parents.html The Parent Center/Baby Center - http://www.babycenter.com/toddler/toddlerritual/index http://parentcenter.babycenter.com/topic/preschooler/pbehavior.html http://parentcenter.babycenter.com/topic/preschooler/praising.html http://parentcenter.babycenter.com/topic/preschooler/traditions.html</p>

Safety and Well Being Domain

Learning Goals	Expectations	Activities
<p>6. Knows how to provide an environment that supports child education.</p>	<ul style="list-style-type: none"> a. Explain why a good education is important. b. Create and describe a simple plan to address child’s educational needs (e.g., pre-school and kindergarten). c. Describe how child is doing in school or day care. d. Help child with homework and projects (when applicable). e. Get child to school or day care on time. 	<p>PAYA, Module 5, Children Ages 2 through 5, Educational Needs, p. 214. What to Expect: Toddler, Preschool, p. 807-808; 818; 823-824. Bright Futures, Preparing Your Child for School - http://www.brightfutures.org/mentalhealth/pdf/tools.html Parents Magazine - http://www.parents.com/age/3years.jsp http://www.parents.com/age/4years.jsp Parent Soup - http://www.parentsoup.com The Parent Center/Baby Center - http://parentcenter.babycenter.com/topic/preschooler/plarning.html http://parentcenter.babycenter.com/topic/preschooler/ppreschool/index</p>
<p>7. Knows how to take care of the environment to ensure the safety and longevity of future generations.</p>	<ul style="list-style-type: none"> a. Describe our inter-dependence on our larger environment. b. Describe how environmental issues impact you and your child directly (e.g., water quality). c. Describe why recycling is important. d. Name four ways to keep the environment clean. e. Demonstrate teaching your child to be environmentally conscious in at least three ways (e.g., recycle, turning out lights, not littering). f. Describe why it is important to conserve energy. g. Demonstrate two ways to conserve energy (e.g., using cold not hot water to wash clothes, turning out lights). 	<p>PAYA, Module 5, Making the World a Better Place, p. 225-226. PAYA, Module 5, Making the World a Better Place, Our Environment, p. 237-239. What to Expect: Toddler, Caring About the Earth, p. 426-428. Recycling, Recycling Games, Facts & Educational Activities – http://www.recycleroom.org</p>

Child Growth and Development Domain

Learning Goals	Expectations	Activities
<p>1. Knows and understands basic child development and developmental milestones for toddlers.</p>	<p>a. Tell what age babies learn to talk, sit, stand, crawl, and walk.</p> <p>b. Tell what cruising is and when babies do it.</p> <p>c. Tell when and how to wean a baby off the bottle or breastfeeding.</p> <p>d. Tell when to switch from breast milk and formula to cow's milk.</p> <p>e. Tell why babies exhibit a tremendous curiosity and exploration during the 9-15 month stage.</p> <p>f. Tell when babies begin to learn the concept of cause and effect.</p> <p>g. Tell what stranger anxiety is and when babies may develop it.</p> <p>h. Tell why toddlers need less sleep than infants.</p> <p>i. Tell at what age toddlers are likely to display temper tantrums.</p> <p>j. Describe how to handle temper tantrums.</p> <p>k. Describe when and how to approach potty training.</p> <p>l. Describe three signs that your child may have special needs physically.</p> <p>m. Describe where to get assistance and information on children with special needs.</p>	<p>Love and Logic, First Weeks of Life p. 29-30.</p> <p>Love and Logic, The Terrible Twos Can Be Terrific, p. 32-35.</p> <p>Love and Logic, Child Development, p. 32; 35; 38; 57.</p> <p>Love and Logic, When It's Time for Potty Training, p. 33-35.</p> <p>Love and Logic, Temper Tantrums, p. 65; 85; 90; 112; 137.</p> <p>PAYA, Module 5, Older Babies and Toddlers, p. 179-183.</p> <p>PAYA, Module 5, Older Babies and Toddlers, p.188-189.</p> <p>PAYA, Module 5, Older Babies and Toddlers, Stimulations, p. 193-195.</p> <p>PAYA, Module 5, Children Ages 2 through 5, p. 200-203.</p> <p>What to Expect: Toddler, Developmental Milestones, p. 1-2; 44-45; 62-63; 83-84; 104-105; 133-134; 166-167; 188-189; 214-215; 235-236; 270-271; 298-299; 346-347; 372-373; 401-403; 429-230.</p> <p>What to Expect: Toddler, Separation Anxiety, p. 20-26; 89-90; 146-148; 395-397.</p> <p>What to Expect: Toddler, Weaning, p. 26-32.</p> <p>What to Expect: Toddler, Sleep Requirements, p. 33-34; 141-146; 431.</p> <p>What to Expect: Toddler, Language Development, p. 37; 178; 360.</p> <p>What to Expect: Toddler, Self Feeding, p. 49.</p> <p>What to Expect: Toddler, Curiosity, p. 99-100; 199; 303.</p> <p>What to Expect: Toddler, Tantrums, p. 157-158; 334-342; 446.</p> <p>What to Expect: Toddler, All About Toilet Learning, p. 539-556.</p> <p>What to Expect: Toddler, Your Special Needs Child, p. 692-730.</p> <p>Bright Futures, What Can Your Child Do? - http://www.brightfutures.org/mentalhealth/pdf/tools.html</p> <p>Parents Magazine - http://www.parents.com/age/1year.jsp http://www.parents.com/age/2years.jsp http://www.parents.com/age/3years.jsp http://www.parents.com/age/4years.jsp</p> <p>Parent Soup - http://www.parentsoup.com</p> <p>The American Academy of Pediatrics - http://www.aap.org/parents.html http://www.aap.org/topics.html</p> <p>The Parent Center/Baby Center - http://parentcenter.babycenter.com/topic/preschooler/pdevelopment.html</p>

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Learning Goals	Expectations	Activities
2. Knows and understands developmental milestones for children ages 2-5.	<ul style="list-style-type: none"> a. Describe why all children learn at their own pace. b. Tell at what age children usually begin to reason and engage in imaginary play. c. Tell at what age children begin to distinguish right from wrong. d. Describe how to encourage development of fine and gross motor skills. e. Tell at what age most children start to read. f. Tell at what age most children start to develop friendships with other children. g. Describe at least four tasks children ages 2-5 should be able to do (e.g., get self dressed). 	<p>Love and Logic, The Terrible Two's Can be Terrific, p. 32-35. Love and Logic, Three Years and Beyond, p. 36-39. PAYA, Module 5, Children Ages 2 through 5, p. 200-209. What to Expect: Toddler, Friendship, p. 70-72; 183-185; 403-412; 442-447. What to Expect: Toddler, Development, p. 298-299; 346-347; 372-373; 401-403; 429-230. What to Expect: Toddler, Imaginary Play, p. 362-369. Bright Futures, What Can Your Child Do? - http://www.brightfutures.org/mentalhealth/pdf/tools.html Bright Futures, Fears in Early Childhood - http://www.brightfutures.org/mentalhealth/pdf/tools.html Parents Magazine - http://www.parents.com/age/1year.jsp http://www.parents.com/age/2years.jsp http://www.parents.com/age/3years.jsp http://www.parents.com/age/4years.jsp Parent Soup - http://www.parentsoup.com The American Academy of Pediatrics - http://www.aap.org/parents.html http://www.aap.org/topics.html The Parent Center/Baby Center - http://parentcenter.babycenter.com/topic/preschooler/pdevelopment.html</p>

Child Growth and Development Domain

Learning Goals	Expectations	Activities
<p>3. Is able to administer positive discipline.</p>	<ul style="list-style-type: none"> a. Describe the difference between discipline and punishment. b. Describe how to discipline a child without hitting or yelling at him/her. c. Describe the relationship between discipline and consistency. d. Describe why positive reinforcement (using rewards) encourages good behavior more than punishment. e. Demonstrate setting appropriate limits without physical or emotional punishment. f. Demonstrate discipline by using “time out.” g. Describe the relationship between decisions/choices and consequences. h. Name three logical consequences, which you could enforce, to common misbehaviors like tantrums or not cleaning up (e.g., “when you leave your toys out, they will be put in the closet until you show you can clean up your play area”). i. Tell why toddlers need firm guidance combined with permission to explore a safe environment. j. Demonstrate providing choices to your child when making decisions that affect him/her (e.g., would you like to wear the blue coat or the red one). 	<p>Love and Logic, Three Common Myths About Discipline, p. 28-31. Love and Logic, Three Years and Beyond, p. 36-39. Love and Logic, Love Them Enough to Take Care of Yourself, p. 57-65. Love and Logic, Give Your Children an Advantage in Life, p. 67-87. Love and Logic, Bedroom Time, p. 72; 74; 97, 137. Love and Logic, Enforceable Statements, p. 77-82; 86; 139, 145. Love and Logic, Turning Misbehavior into Wisdom, p. 89-101. Love and Logic, What Does An Appropriate Consequence Look Like? p. 112-113. PAYA, Module 5, Children Ages 2 through 5, p. 210-214. PAYA, Module 5, Older Babies and Toddlers, p. 182; 185-186; 188-189. PAYA, Module 5, Older Babies and Toddlers, p. 192. What to Expect: Toddler, Disciplining Your Toddler, p. 119-132. What to Expect: Toddler, Chores, p. 415-420. Bright Futures, How to Help Families Stop Spanking - http://www.brightfutures.org/mentalhealth/pdf/tools.html Bright Futures, Principles of Limit Setting - http://www.brightfutures.org/mentalhealth/pdf/tools.html Bright Futures, Time Out - http://www.brightfutures.org/mentalhealth/pdf/tools.html Girls and Boys Town - http://www.parenting.org The American Academy of Pediatrics - http://www.aap.org/parents.html</p>

Child Growth and Development Domain

Learning Goals	Expectations	Activities
<p>4. Knows how to encourage positive play.</p>	<p>a. Describe why toddlers enjoy books with bright and simple pictures.</p> <p>b. Tell what kind of toys, games and field trips children ages 2-5 enjoy.</p> <p>c. Demonstrate playing with child daily.</p> <p>d. Tell at what age children begin to enjoy playmates and play cooperatively.</p> <p>e. Provide playmates for toddlers.</p> <p>f. Describe why inactive (e.g., reading, pretending) and active play (running, climbing, jumping, swinging and leaping), are all necessary for a toddler's development.</p>	<p>PAYA, Module 5, Older Babies and Toddlers, p. 181</p> <p>PAYA, Module 5, Older Babies and Toddlers, Stimulation/Toys, p. 193-195; 232.</p> <p>PAYA, Module 5, Children Ages 2 through 5, p. 200-203; 205-209.</p> <p>PAYA, Module 5, Children Ages 2 through 5, Stimulation, p. 215-217.</p> <p>What to Expect: Toddler, Play, p. 55-59; 320-321; 357-358; 362-369; 757.</p> <p>What to Expect: Toddler, Toys, p. 56-58; 158; 330-331; 655-657.</p> <p>What to Expect: Toddler, Books, p. 101-103; 246-247.</p> <p>What to Expect: Toddler, Play Mates, p. 193; 374-375.</p> <p>Parents Magazine -</p> <p>http://www.parents.com/age/1year.jsp</p> <p>http://www.parents.com/age/2years.jsp</p> <p>http://www.parents.com/age/3years.jsp</p> <p>http://www.parents.com/age/4years.jsp</p> <p>The American Academy of Pediatrics -</p> <p>http://www.aap.org/parents.html</p> <p>http://www.aap.org/topics</p> <p>The Parent Center/Baby Center -</p> <p>http://parentcenter.babycenter.com/topic/preschooler/pgames.html</p>

Goals Domain

Learning Goals	Expectations	Activities
<p>1. Knows how education and career planning are related to parenting.</p>	<ul style="list-style-type: none"> a. Recognize how one’s current employment, volunteer experiences, education, and job training affect reaching a career goal. b. Describe the impact of various employment options on parenting and lifestyle (e.g., time at home, travel). c. Determine the resources needed to obtain the education, training, and/or apprenticeship required. d. Explain the difference between an educational grant and loan. e. Identify scholarships, grants, and financial aid available. f. Explain how, when, and where to apply for financial aid. g. Describe why education and career planning are important, even if pregnant or parenting. h. Describe how a good education helps one be a good parent. i. Describe support services available through schools and GED programs for parents. j. Describe vocational training and higher education options. k. Name 3 careers of interest. l. Create a career and education plan with action steps, resources and time frames. 	<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 – http://www.4girls.gov Mapping Your Future, Skills and Interest – http://mapping-your-future.org/planning/skillsan.htm Minnesota Careers, Financial Aid – http://www.mncareers.org/future_planning.asp?pageid=fn01 Public Broadcasting System, Paying for College – http://www.pbs.org/newshour/on2/money/college.html The Alcohol and Drug Information Clearinghouse, Employment - http://www.prevlink.org/therightstuff/youth/jobs.html</p>

Goals Domain

Learning Goals	Expectations	Activities
2. Is able to obtain needed support and take care of self.	a. Name at least two people who will help when you are overwhelmed or need a break. b. Utilize support and demonstrate asking for help when you need a break. c. Describe three ways of coping with frustration and stress in a positive manner.	PAYA, Module 5, Stress, p. 170-172. PAYA, Module 5, Older Babies and Toddlers, p. 189-192. The Parent Center/Baby Center - http://www.babycenter.com/baby/physrecovery/index http://www.babycenter.com/baby/emotrecovery/index http://www.babycenter.com/baby/postpartumfitness/index http://www.babycenter.com/baby/postpartumnutrition/index
3. Knows how family finances change with the addition of a family.	a. Describe how finances change when a baby is added to your family. b. Create a new family budget.	PAYA, Module 1, Budget, p. 29-54. American Express, Budgeting – http://www10.americanexpress.com/sif/cda/page/0,1641,663,00.asp? Banking on Our Future, Budgeting – http://www.bankingonourfuture.org/default.htm The Parent Center/Baby Center - http://www.babycenter.com/baby/babyfinance/index http://parentcenter.babycenter.com/topic/preschooler/pfinances.html

Appendix A.

Parenting Young Children 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.

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

This book shares a practical, effective way 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

Preparing Adolescents for Young Adulthood (PAYA)

This resource 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 setting. Topic areas, brief assessments 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

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>

What to Expect the Toddler Years by Arlene Eisenberg, Heidi Murkoff, and Sandee Hathaway.

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

Available at most bookstores for \$15.95

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 14, 2004 from - <http://www10.americanexpress.com/sif/cda/page/0,1641,663,00.asp?>

Banking on Our Future, Budgeting, Retrieved October 14, 2004 from – <http://www.bankingonourfuture.org/default.htm>

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