

Community-Based Workshops: By Parents for Parents



Written and Developed by:

- **Agenda for Children Literacy Initiative**
- **Center for Families**
- **Community Learning Center**

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Acknowledgements

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We would like to acknowledge the 0-8 Council for recognizing that even though Cambridge is a community rich with services and resources not all families are accessing those services.

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COMMUNITY-BASED WORKSHOPS: By Parents for Parents

Introduction

Who We Are

This manual was developed by the Community Learning Center (CLC), an adult basic education (ABE) program, and the Agenda for Children Literacy Initiative (AFC) and the Center for Families (CFF), two programs focusing on early literacy and parent support. We are located in Cambridge, Massachusetts. We have a long history of collaboration based on a commitment to increase the capacity of immigrant and other underserved families with young children to access family literacy information and services.

We are also founding members of the Community Engagement Team (CET). CET is a multi-agency, community-based collaboration, funded by the City of Cambridge Department of Human Service Programs, and co-led by CLC and CFF. CET provides outreach to isolated communities within Cambridge, providing them with information about early literacy services and family literacy events. CET has hired and trained former and current CLC student leaders from immigrant communities as outreach workers.

Our Approach

We believe the most effective outreach to immigrant and minority communities is done by members of those communities, not only because they speak the native language, but because they understand the culture and are familiar with the social networks. Also, parents are often best able to accept and integrate messages that come from workshop leaders that share similar experiences.

Since 2006 we have hired and trained parents and grandparents from particularly underserved immigrant and minority communities to work as student leaders, outreach workers, literacy ambassadors, and play group leaders and to have a role in developing the content of our training programs and workshop modules, bringing their cultural knowledge to bear on the material and enriching the knowledge of program staff.

The Process

In the process of developing train-the-trainer programs and materials for immigrant parents, we researched and attended a number of outreach training workshops. We quickly realized that there are very limited training opportunities and resources for individuals with limited English skills. In order to provide a respectful training environment where participants are not left behind because of their limited English language skills, but are instead empowered, specialized trainers with experience teaching immigrants are needed. Potential workshop leaders with limited English skills benefit from clear, step by step, written

instructions in easy English on how to deliver information learned at training programs to members of their community.

The workshop modules in this manual are tailored workshop outlines geared toward audiences whose first language is not English. Being trained to lead these workshops provides an opportunity for speakers of other languages to improve their skills, develop leadership abilities, and grow professionally.

The Audience


The primary audience for this manual is immigrant parents working as outreach workers, playgroup leaders, and literacy ambassadors who reach out to their communities and link people with early childhood information, activities, and other community resources. Students in ABE classes and intermediate and advanced ESOL classes with an interest in student leadership, who may be potential workshop leaders, are also a target audience.

The workshops are meant to be delivered to immigrant and other minority parents, grandparents, or other caregivers of children aged 0-8 and students who are enrolled in either intermediate and advanced ESOL classes or ABE classes. ABE teachers will also be able to integrate the workshop content into their classes if their students are interested in parenting issues.

How We Came Up With The Topics

We asked our community partners from the early childhood community for their input on which topics would be most important for parents of young children. Talking and reading to young children were identified as early literacy topics that have direct correlations to school success. Student leaders from CLC, who had been trained to present early literacy messages to parents, were asked for input on additional information they felt parents like themselves would need. They requested information on brain development in young children. Parents in CLC's family literacy classes were asked to identify topics of interest. Children's TV viewing was one topic of interest. Immigrant students often feel TV viewing is beneficial because it develops children's English language skills; however, they have some concerns about possible negative effects. Immigrant parents participating in AFC and CFF early literacy activities expressed an interest in discussing the differences between their values concerning respect and American expectations around children and discipline. Lastly, one topic that is currently a prominent public health issue is shaken baby syndrome.

The research, references, and resources which form the basis of the modules include:

- American Academy of Pediatrics information on the effects of TV watching on children and other web resources (<http://www.aap.org>)
- Information on shaken baby syndrome from the Children’s Trust Fund and their program titled “Babies Cry: Have a Plan.” (<http://www.onetoughjob.org>)
- Agenda for Children’s “Let’s Talk” program based on research on children’s language acquisition by Snow and by Hart and Risley, among others. The premise is that children’s early vocabulary development is an essential basis for strong reading skills and school success. One specific resource is *Preventing Reading Difficulties in Young Children* by Snow, Burns, and Griffin (Editors).
- Agenda for Children Reading Parties: a model for parent workshops teaching dialogic (interactive) reading techniques
- Information on discipline from the  babycenter web site. (<http://www.babycenter.com/discipline>)

Getting Started

This manual is meant to accompany train-the-trainer programs given by the Agenda for Children Literacy Initiative, the Center for Families, or the Community Learning Center. The goal of the train-the-trainer programs is for participants to develop the skills necessary to effectively share the information they learn with other community members by planning and facilitating a series of workshops. In the *Appendix*, information is provided on how to contact us about our training programs.

We have found that the ideal audience size for the workshops is 10-15 participants. Outreach workers deliver these workshops in their native languages. For mixed groups of immigrants, student leaders, literacy ambassadors, and playgroup leaders have delivered them in English. Each module includes a vocabulary list of key words, which aids with comprehension of key messages, and all handouts are written in easy English.

In addition, each module includes a scripted introduction. Whether a workshop leader uses the scripted introduction or his/her own, it is important to address the following: who he/she is, what qualifies him/her to give this workshop, why he/she is doing this workshop, what the audience will learn or gain from the workshop, and what he/she is going to do. Experience has taught us that audiences connect with and feel more relaxed with presenters whose introductions are clear on these points.

- For Community Based Workshops

Planning is important to the success of these workshops. A Presentation Check List is provided in the *Appendix*, which guides workshop leaders through a series of steps to set up successful community based

workshops. In order for parents to fully participate in the workshops, children should not be in attendance. Childcare arrangements should be made.

- For ABE/ESOL Teachers

The train-the-trainer programs can be customized to accommodate ABE student leadership programs. For example, in the student leadership *Let's Talk Project*, the AFC provides training to CLC students on the importance of talking and reading to children. These student leaders become literacy ambassadors and make presentations to other CLC students. The train-the-trainer programs are recommended for students in either intermediate to advanced ESOL classes or ABE classes.

This manual can also be a resource to teachers for information on family literacy, which they can integrate into classes, including new vocabulary, and topics for student presentations.

The workshop modules include the five basic components of a lesson plan recommended by the Massachusetts Department of Elementary and Secondary Education¹, i.e., learning objectives, assessment, materials, activities (including a warm-up), and wrap-up and reflection.

Supervision

Supervisors have an important role to play in the success of these workshops. Our overarching goal as supervisors is to provide ongoing support and encouragement through teaching, organizing, and guiding. Our job is to provide training, to assist in organizing presentations, to distribute workshop materials to leaders, and to facilitate de-briefing processes so that workshop leaders can discuss how the workshops went and digest feedback from audience members. We also incorporate suggestions from workshop leaders on how to improve the workshops into future planning.

Conclusion

We have had much success with this model of community based workshops for parents done by parents. In 2009, our cohort of workers and students delivered 70 workshops to 334 immigrant parents! If you are interested in increasing the number of immigrant parents who attend your workshops or in facilitating groups of parents to deliver lively, creative, interactive, culturally relevant, and effective parenting workshops – this manual and our training programs are for you.

¹ *Lesson Planning Resource Guide*, by SABES and ACLS (MA Department of Elementary and Secondary Education, 2008)

Workshop: TALKING TO CHILDREN

Time: 1 hour 30 minutes

MATERIALS:

- Sign-in sheet
- Leader Talk Card Information Sheets
- Talk Workshop Cards
- Large pad of paper to post, tape, markers
- Gift for host or hostess

HANDOUTS:

- When Should Parents Start Talking to Their Children?
- Vocabulary List
- Talking With Your Child
- A Child's Brain Growth
- Let's Talk...
- Growing Up Bilingual
- Evaluation Form

Learning Objectives:

1. Participants will learn 2 things about the relationship between talking and children's brain development and learning in children from birth to three years old.
2. Participants will learn 7 times in the day to talk to children and what to talk about.

Assessment:

1. Quiz and Discussion
2. Presentations from Talk Cards
3. Facilitator Observation

INTRODUCTION

“Hello, my name is _____. As you know, I am an (say your job title here). I recently went to a workshop on the importance of talking with children. Today I’m going to share some of the information I learned with you. We are going to learn why it’s important to talk to children, even babies. We will also practice ways of talking to children. This will be an interactive workshop.”

Warm-Up: Parents reflect on their own experience with talking as a child

10 minutes

1. **Say**, *“Before we get into why talking works, let’s take a moment to reflect upon our own experience as children.”*
2. **Have** participants turn to the person next to them and take a few moments to discuss:
 - What were the messages you got about talking in our families when you were young?
 - Was there a lot of talking? Was it the adults who talked?
 - Did the children talk to adults or just to each other?
 - Were you a quiet child or a talkative child?
3. After 1-2 minutes **ask** participants to switch and let the other person talk.
4. **Ask** if anyone wants to share their experience with talking as a child?
5. **Point out** that, as we move into discussing why talking with children is important, we need to remember that for some of us, this is a new experience that we need to practice and for others this is very familiar.

Activity 1 – Why it’s important to talk with children

20 minutes

1. **Give out** When Should Parents Start Talking to Their Children? quiz. Have participants spend a minute reading it. **Ask** for their answers. **Discuss. Explain** that learning begins at birth- or before.

2. **Explain** that we will be talking about how to communicate with young children. **Tell** participants that, “*Children learn by communicating with adults. For example, babies need to listen to and imitate sounds that they hear in order to learn language. Older kids need to hear lots of words to learn new vocabulary.*”
3. **Let participants know** that talking to children in their own language also helps children learn and to do better in school.
4. **Go over** some of the points on the Growing Up Bilingual handout. Do not give out the handout yet. **Let participants know** that you have a handout that you will be giving them at the end of the workshop with the information you are sharing.
5. **Give out** Let’s Talk...Vocabulary List. **Explain** that participants can use the vocabulary list to help them with the exercise.

ACTIVITY 2: Talk Cards –How to talk with children

25 minutes

1. **Divide** participants into pairs or small groups.
2. **Give** each pair or group a Talk Workshop Card.
3. **Tell** participants that they will decide what they would say to their child in each situation on the card in order to increase communication back and forth.
4. When the groups are ready, **have them present** their ideas or conversations, beginning with the group that has the #1 Infant Card and proceeding through the groups in numerical order.
5. After each pair of participants presents their conversations, **add** information from the Leader Talk Card Information sheet that matches each card.
6. **Continue** until all cards have been presented and discussed.
7. **Give out** Talking With Your Child handout. Don’t read it. **Let participants know** that it summarizes a lot of the points discussed in the above exercise.

ACTIVITY 3: Children’s Brain Development**10 minutes**

1. **Draw** a circle on the board. Divide the circle in half. Point to one half and **ask**, “*How old is a child when their brain is this big?*” Let students guess. (The answer is at 6 months old the brain of a child is half as big as an adult’s).
2. **Give out** handout, A Child’s Brain Growth. **Review** handout.
3. **Tell** students that, *Parents already have everything they need to make sure their child’s brain is growing strong. All they have to do is TALK.*

ACTIVITY 4: When to talk to children**15 minutes**

1. **Give out** Let’s Talk... handout. **Review** the side that says *When About*.

WRAP-UP AND REFLECTION**10 minutes**

1. **Ask participants** to “*Share one new thing they learned about the importance of talking with children.*” Have participants share their answers.
2. **Summarize** by repeating these four key messages. To help children succeed in school:
 - Remember learning begins at birth – or before
 - Talk all the time - while doing everyday activities
 - Talk in the language you speak best
 - Engage in conversations with children
3. **Give** the host or hostess their gift and thank them and the participants for giving you their time. **Give out** the Growing Up Bilingual handout. Let participants know about future workshops you will be doing.
4. **Pass out** evaluation forms and collect.

Notes:

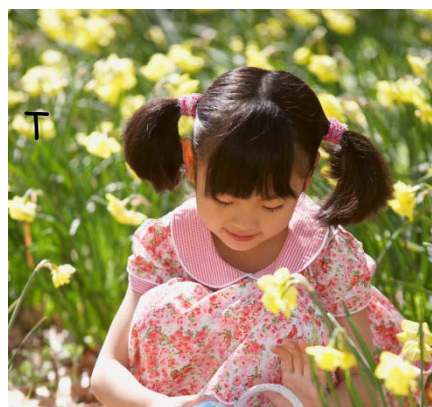
When should parents start talking to their children?
Circle the picture you think shows the correct answer.

Before Birth



Birth to One Year

Two to three Years



One to Two Years



Three to Five Years

Let's Talk...Vocabulary List

<u>to soothe</u>	to calm and relax
<u>toward</u>	in the direction of; to
<u>to pay attention to</u>	to listen carefully and stay focused
<u>to imitate</u>	to copy
<u>to represent</u>	to give a picture of; to show
<u>to mean</u>	to show, to represent
<u>while</u>	at the same time
<u>to chat</u>	to talk informally
<u>to share</u>	to use together with others; to divide something with others
<u>to encourage</u>	to give hope or strength to someone; "You can do it." "Give it a try." "I'm interested."
<u>to identify</u>	to give the name of
<u>to describe</u>	to say what something looks like
<u>to sort</u>	to separate things into groups
<u>to clap</u>	to hit your hands together to make a noise
<u>to praise</u>	to say something was done well; "Good job."
<u>to applaud</u>	to show approval of someone's efforts by clapping or praising
<u>to coo</u>	to make soft loving noises
<u>to tickle</u>	to touch someone softly to make them laugh
<u>to whisper</u>	to speak very quietly

Birth to One Year (Card #1)



Your 5-month old baby coos at you while you are changing her diaper.

One to Two Years (Card #2)



Your 21-month old son says, "wassit"?

Two to Three Years (Card #3)



Your 30-month old daughter says "baa baa laa laa naa naa" when she is playing alone.

Three to Five Years (Card #4)



Your child is running around the Laundromat while you are trying to fold clothes.

Birth to One Year (Leader Information Sheet- Card #1)

Your 5-month old baby coos at you while you are changing her diaper.

This is an invitation to talk with your baby!

- Babies love to hear the sound of their parents' voices.
- Hearing sounds is the very first step in learning language and learning how to read.

★ Did you know that babies around the world make the same sounds until they are 4 months old? They begin to make the sounds they hear in their own language when they are 4-6 months old.

Make noises back and forth.

- Imitation is the most important way that babies learn to talk.
- Your baby is learning that when she speaks to you, you are listening and will answer.
- This is the beginning of conversation.

★ Did you know that when children under 2 years old talk, they are imitating what they hear adults say 66% of the time?

Laugh and play with your baby.

- Babies love to have their stomach tickled.
- You can play a game by hiding the diaper behind your back and saying, "Where's the diaper?"
- Then you can put it back in front and say, "Here's the diaper!"
- Repeat the same words and sentences over and over again so that the baby begins to recognize sounds in her language.

★ Did you know that children begin to develop memory around 9 months old? This means they know something exists even if they can't see it. Children learn to like hiding games, like Peek-A-Boo, at this age.

Let's Talk...



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One to Two Years (Leader Information Sheet -Card #2)

Your 21-month old son says, “wassit?”

Kids love asking questions! They want to know what everything is and why everything is.

- Help him ask the question the grown-up way. You can say, “What is that?” or “Do you want to know what that is?”



Did you know there is a name for this? It’s called “expansion,” a technique where you provide the grown-up version of what a child would say if he/she could!

You can use OWL (Observe, Wait, and Listen) to help you understand.

- This helps if you don’t know what he wants to know.
- *Observe* the context in which he asks “wassit?”
 - Did he just see something he’s never seen before?
 - Is he pointing at something?
- Ask a question like, “What are you looking at?” and then *Wait* while he answers.
- *Listen* to the answer. If you still don’t understand, go through OWL again!



Did you know that after they ask a child a question, most adults wait only $\frac{1}{4}$ of a second before asking the question again? Try to wait for 10 whole seconds – kids’ brains need time to think!

Label the world around him. Answer his questions as best you can.

- Remember that talking in your native language is best!
- This is because you know the most words in your language, which means you can teach the most words in your language.



Did you know that once a toddler knows or says about 50 words; suddenly there will be a word explosion! They’ll start learning and saying lots of new words, like “in” and “out,” and “up” and “down.”

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Two to Three Years (Leader Information Sheet-Card #3)

Your 30-month old daughter says, “baa baa laa laa naa naa” when she is playing alone.

Children at this age are playing with the sounds of language, so play along with her!

- Sing with her. Make nonsense words and sounds too.
- Making these sounds will help your child learn to match letters with sounds (the letter “d” makes the “duh” sound in the word “d-o-g.”)
- Understanding the connection between letters and sounds is important for children when they learn how to read.

★ It's important for kids to learn how to play by themselves too. If she's happy playing alone (and she's safe!), let her use her imagination – while you take a break!

Maybe she's playing “pretend” – you can ask her what she's doing!

- She might say, “Flower grow.” Then you can help her make her short sentence into a full sentence, and you can also teach her something new.
- For example, you might say, “Yes, that's right! The flower will grow if you give it water.”
- This gives your child new knowledge: in this case, a flower growing is connected to giving it water.

★ Did you know there's a name for this? It's called “extension,” a technique where you provide the grown-up version of what a child would say if they could, plus give them new information!

Keep conversations going by taking turns talking and listening.

- This is how your child learns new words and understands the world around her.

★ Did you know that there's a name for this? It's called “turnabout,” a technique where you keep a conversation going by taking turns talking and listening – a good skill for reading and for life!

Let's Talk...



Three to Five Years (Leader Information Sheet -Card #4)

Your child is running around the Laundromat while you are trying to fold clothes.

Make this an opportunity for your child to learn.

- Ask your child to match socks; group clothes by color; or count the number of shirts.
- You can also have he/she help you by folding his/her own clothes.

Remember that it is very important to talk with your children while you are doing everyday things!

★ Cooking can be a great time to have a conversation with your child. Ask him to help measure ingredients (a cup of flour); identify colors of the food (carrots are orange, tomatoes are red); count the silverware; or set the table.

If your child starts to tell you a story, encourage her!

- Help her give the story structure – a beginning, middle, and end.

★ Did you know that telling and writing stories is an important part of success in school? If your child has practice telling stories at home, she will do much better in school!

Bring books with you wherever you go!

- You can read books while you're waiting for the laundry in the dryer, or going somewhere on the bus, or while you're waiting at a doctor's appointment.
- Books are tools to help you have conversations with your child.

★ When reading books, it's important to talk as much as you read. Encourage your kids to ask questions and talk about the pictures they see on the page!

Have conversations about many different subjects while you read.

- If you read books about the zoo, for example, ask your child about animals he's seen.
- If you read a book about friendship, ask your child about her or his friends, and what they do when they play together.

Let's Talk...



it makes a difference!

Talking With Your Child



Talk with your baby

Talk, whisper, and especially sing to your baby while you dress, feed, or change him or her.

Hug, tickle, and play with your baby too! Babies love to play Peek-A-Boo.



Talk with your young toddler (1-2 year old)

Talk to your child. Label the things they point to and touch in your native language.

Sing and clap with your child: Pat-A-Cake and 1, 2 Buckle My Shoe.

Use words like “up”, “down”, “in”, “out” when giving directions.



Talk with your older toddler (2-3 year old)

Ask your child to name familiar objects or point to them and ask, “What’s that?” or “Where’s the cat?”

Talk with your child during pretend-play: “You’re cooking! Can I have a taste?”

Ask your child to help complete familiar phrases from songs or books.



Talk with your preschooler (3-5 year old)

Ask your child to tell a story from a picture book they know.

Help your child count out the number of things you need- five forks to set the table.

Tell your child the order that you put on clothes: “first”, “next”, “then”, “last”.

Ask them if they can predict what might happen next in a story.

Talk to your child about feelings and ideas.

Always listen, praise, and applaud your child’s efforts.

Adapted from Cambridge Title1 and Even Start

A CHILD'S BRAIN GROWTH

Age	Weight (Grams)	% of Adult Brain Weight
Birth	335	25 %
6 months	660	50
12 months	925	70
24 months	1065	80
5 years	1180	90
12 years	1320	100

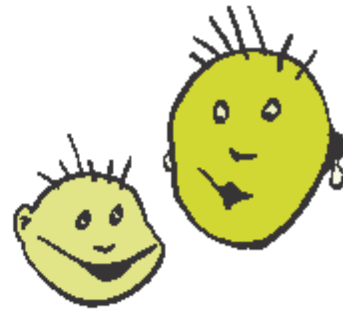
Adapted from *Neurology for the Speech-Language Pathologist* by R. Love and W. Webb, 1986, Boston: Butterworths.

THE BRAIN GROWS MOST
DURING THE FIRST TWO YEARS OF LIFE.



Let's Talk...

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When

While dressing your child...

While cooking...

At meal time...

At bath time...

At bed time...

While going somewhere...

At the laundromat...

About

talk about the clothes, socks, and shoes your child is going to wear. Chat about what will happen today or what happened yesterday.

give your child measuring spoons, plastic bowls, and pans; let her tell you what she is doing with these items. Talk about what you are doing.

enjoy this time together by talking. Share what you did today. Encourage your child to talk about his day. Share stories or jokes you heard today.

talk about how the water feels and about the bath toys. Identify different parts of her body. Sing a song or say a rhyme.

tell stories: about your childhood, about your family, about where you grew up. Share memories of things you have done together.

describe and have your child describe what he sees. Play "I Spy With My Little Eyes." Count cars.

identify items of clothing. Ask your child to help you find certain things you need. Have her sort pairs of socks.

Because

Your voice soothes your baby.

Soon after birth, your baby will turn his head toward the sound of your voice. He is ready to pay attention to you.

That is how your baby learns to talk.

Your baby will imitate the sounds you make. You can have fun imitating the sounds she makes too!

That is how your toddler learns lots of new words.

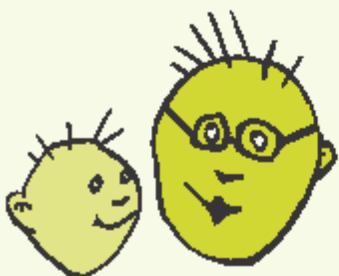
Your toddler repeats the words he hears. Knowing lots of words helps him tell you what he needs and wants.

That is how your preschool child learns all about the world she lives in.

Words represent things and ideas. The more words your child understands, the more she knows.

Talking and listening prepares your child to learn how to read and write.

If your child knows the words and understands what they mean, he will find it easier to learn to read and write.



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Let's Talk...

it makes a difference!

Growing Up Bilingual

Studies have shown that there are many advantages to growing up with two or more languages:

- Developing language skills in two languages helps develop the child's brain.
- Children who know their parents' native language as well as the language of the country they live in helps to keep them connected to their families and their cultural heritage.
- Knowing two languages is a skill that can help children later in their school life and work life.

People often say that learning two languages makes children mix languages and slows down their learning. However, there is strong evidence that this is not true.

- Children learning two languages at the same time sometimes use words from both languages in the same sentence. This is normal. They will stop doing it after a while.
- People may think that learning two languages at the same time will make children's learning of other subjects more difficult and slower. However, if a child hears and speaks both languages on a regular basis, his learning of all subjects will proceed at a normal rate

Parents can do certain things to make sure that learning two languages is positive and useful for their children:

- Make sure the child hears and uses both languages often – every day, if possible.
- Do not suddenly stop using one of the languages. This kind of interruption can be emotionally and mentally difficult for the child.
- Give children a lot of experiences in both languages – talking, reading, singing, playing solving problems, etc.
- Start teaching the child both languages early.
- Don't rely on TV to teach your child a language. It's the personal interaction that works.

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Workshop Evaluation

Workshop Title: Talking to Children

Date: _____

Presenter(s): _____

Circle One:

1. Did you learn any new information from today's workshop?

1) A Lot 2) Some 3) A Little 4) None

2. How helpful was this workshop to you?

1) Very 2) Somewhat 3) A Little 4) Not at All

3. What did you like best about the workshop?

4. What did you learn from today's workshop?

5. Is there anything you would change about the workshop?

6. Please comment about the presenter.

Check One:

- Did the presenter know his or her subject?

_____yes _____no

- Did the presenter permit the group to ask questions?

_____yes _____no

- Did the presenter ask the group questions?

_____yes _____no

- Did the presenter speak clearly?

_____yes _____no

- Did the presenter speak loudly enough?

_____yes _____no

7. Do you have any suggestions or comments for the presenter?

Workshop: READING TO CHILDREN

Time: 1 hour 30 minutes

Materials:

- Sign-in Sheet
- Leader Information Sheets
- Large pad of paper to post, tape, markers
- Books
- Gift for host or hostess

Handouts:

- Vocabulary List
- Two Things to Remember About Reading
- CROWD
- Wordless Book List
- Evaluation Form

Learning Objectives:

1. Participants will learn 2 reasons why early reading helps children's brain development.
2. Participants will learn 3 interactive reading skills.
3. Participants will learn 5 questions to ask to actively involve children in reading.

Assessment:

1. Participants practice interactive reading.
2. Facilitator observation.

INTRODUCTION

“Hello, my name is _____. As you know, I am an (say your job title here). I recently went to a workshop on the importance of reading to your children.

Today I’m going to share some of the information I learned with you.

We’re going to learn why it’s important to read to children and the best way to read to them.

This will be an interactive workshop. We will practice good techniques for reading to children.”

Warm-Up: Parents reflect on their own experience with reading as a child

10 minutes

1. **Say** *“Before we get into why reading works, let’s take a moment to reflect upon our own experience as children.”*
2. **Have** participants turn to the person next to them and take a few moments to discuss:
 - What were the messages you got about reading in your families when we were young?
 - What is your first memory of reading?
 - What was your experience of reading as a child? Did you have books or did you hear stories?
3. After 1-2 minutes **ask** participants to switch and let the other person talk.
4. **Ask** if anyone wants to share their experience with reading as a child.
5. **Point out** that, as we move into discussing why reading with children is important, we need to remember that for some of us, this is a new experience that we need to practice and for some of us this is very familiar.

Activity 1: Why is early reading important?

15 minutes

1. **Ask** parents to say their names and the names and ages of their children.
2. **Talk** with parents about brain development and early reading:

- **Ask**, “*When do you think parents can start reading to children?*” Let parents suggest answers. (Answer: At birth, when kids’ brains are already developing!)
 - **Tell** parents, “*Children learn by reading every day, with adults who love & care for them!*”
 - **Explain** that kids handle books differently at different ages. For example, babies eat and throw books. Toddlers get bored quickly, and want to read the same book over and over again. Preschoolers ask lots of questions. **These are all normal behaviors!**
 - **Ask**, “*What happens when you read to your children? What do your children do?*”
3. **Give out** Reading to Children Vocabulary List. **Explain** that participants can use the vocabulary list to help them with the exercise.

ACTIVITY 2: How can we do interactive reading? 20 minutes

1. **Introduce** by saying that “*Reading is a wonderful, important thing to do, but it’s not just WHAT you read, it’s HOW you read that matters.*”
2. **Demonstrate** reading from the book in a “boring” way. **Ask** parents “*What was wrong?*”
3. **Demonstrate** reading in an “interactive” way. **Ask** parents “*What was done right?*”
4. **Tell** parents that the best way to read to kids is with “interactive” or “dialogic” reading, where children and adults are having a conversation together about a book. Talk as much as you read.
5. **Share** information about how to read to babies, toddlers, and pre-schoolers, from the How do I read a book to my (baby, toddler, pre-schooler)? section on your Leader Information Sheets.

ACTIVITY 3: How can you actively involve kids in reading? 10 minutes

1. **Ask** different kinds of questions. **Give out** CROWD handout.
 - Questions where they fill in the end of the sentence (Completion)
 - Questions where they tell you what happened in a book they read (Recall)

- Questions about the pictures in the book (Open-Ended)
- Questions that start with *who, what, when, where* or *why* (Wh- Questions)
- Questions that connect what’s happening in the book to what’s happening in their lives (Distancing)

ACTIVITY 4: Let’s Practice!

20 minutes

1. **Hand out books** to every parent so they can practice reading in an interactive way.
2. In threes **parents take turns reading**. One person reads 2 or 3 pages to the other people who get to act like the child and answer questions. Switch so everyone gets a turn reading. **(15 min)**.
3. After everyone is finished reading the book, **ask** parents *“How did that feel?” “Do you think you can you do this at home?”*
4. **Share** information about what babies, toddlers, and pre-schoolers learn when parents read to them, from the What does my (baby, toddler, pre-schooler) learn when I read to her? section on your Leader Information Sheets.

WRAP-UP AND REFLECTION

15 minutes

1. **Ask participants**, *“Do you have some new ideas about how to read to your children?” “What are they?”*
 2. **Summarize by** repeating these two key messages:
 - Read every day.
 - Talk as much as you read.
 3. **Give out** Two Things To Remember About Reading handout.
 4. **Give** the host or hostess their gift, and thank them and the participants for giving you their time. Let participants know about future workshops you will be doing.
 5. **Pass out** evaluation forms and collect.
 6. When parents hand in their evaluations, **give** them three books to take home and the Wordless Book List.
-

Reading to Children Vocabulary List

<u>analyze</u>	study something by breaking it down into parts
<u>connect or relate</u>	make a link between one thing and another thing
<u>interactive</u>	back and forth between two or more people (For reading, this means that both the adult and the child are involved. The child can be holding the book, turning the pages, and asking questions, while the adult is reading the words, answering and asking questions, and trying to share ideas with the child.)
<u>model</u>	an example to copy
<u>repetition</u>	saying the same thing over and over again
<u>rhymes</u>	one or more words that sound alike, for example: corn and horn
<u>sounds of a language</u>	what we hear when we talk
<u>wordless book</u>	a book that has no words the pictures tell the story

Let's Talk...



Questions to Ask when Reading with Children (CROWD)

C: Completion – questions where they fill in the end of a sentence

Example: “Sam I _____” or “I think I’d be a glossy cat...A little plump but not too ____.” (fat)

R: Recall – questions where they tell you about what happens in a book they’ve read

Example: “Remember when we read this book yesterday, what did the gorilla do?”

O: Open-Ended – Questions about what is happening on the page/ questions that have more than a one word answer.

Example: “What is happening here?” or “How is the wife feeling?”

W: Wh- Questions (Who, What, When, Where, Why)

Example: “What is the name of this?” or “Where is the balloon on this page?”

D: Distancing - Questions that connect what’s happening in the book with their lives.

Example: “Remember when we went to the zoo, what animals did we see there?”

Leader Information Sheet

READING TO BABIES

Learning Words and Book Handling Skills

What does my baby learn when I read to her?

- New words
- What things are called (labeling)
- How a book works



How do I read a book to my baby?

- Hold a book & your baby together. Cradle the baby in your arms or on your lap.
- Lie on your back or stomach with the baby and hold the book for the baby to see.
- Teach the baby how a book works by opening it, turning the pages, and closing it.

What books should I read to my baby?

- Books with no words that are made of strong cardboard with rounded corners. This is so that the baby can handle the book without getting hurt or hurting the book!
- Books with pictures that have big shapes in black and white. These are good because babies can't see colors until they are 2-3 months old. They need clear lines and big pictures too!

How do I read a book with no words?

- Describe things in the book and how they relate to your baby's life. "Look at the picture of the toy. Where's your favorite toy?" By doing this, you will teach your baby new words. Even if they can't talk yet, they are learning to understand you.
- Use your imagination to make up your own story about the book you are reading.
- Use your native language – the language you speak best.
- Remember that wordless books are great for infants and toddlers, too!

What's normal for my baby?

- Putting the book in her mouth.
- Grabbing or throwing the book (you can give her something else to hold).
- Wanting to stop reading or wanting to read only a little at a time. Try again later!

EXAMPLE BOOK: *Black on White* by Tana Hoban



Leader Information Sheet

READING TO TODDLERS

Playing with the Sounds of Language

What does my toddler learn when I read to him?

- To play with the sounds of language
 - New vocabulary words
 - To have fun and enjoy reading!
- ✓ Did you know that all babies make the same sounds until they are 4 months old? Then they start to make sounds of their own language.



How do I read a book to my toddler?

- Hold the child on your lap and have the child hold the book with your help.
- Let the child open the pages himself.
- Ask your child lots of questions, and encourage him to ask you questions, too! For example: “What animal is that?” “Can you guess who’s coming next?” “How many of them can you count?” “What colors do you see on this page?”

What books should I read with my toddler?

- Books with bright colors and things to count.
- Books with words that repeat the same letters, sounds, and words.
- Rhyming books (especially in your home language).
- Books that are made of cardboard, especially for 1-2 year olds. It’s easier for them to hold and they won’t rip all the pages.

What’s normal for my toddler?

- Wanting to hear the same stories over and over again.
- Making up their own words with lots of sounds – “baa laa naa laa naa”
- Wanting a routine for reading – after dinner, for example, or before they go to bed.
- Reading the first couple of pages and then not being interested. (Try again later!)

EXAMPLE BOOK: *Do You Want To Be My Friend?* By Eric Carle



Leader Information Sheet

READING TO PRE-SCHOOLERS

Active Reading

What does my pre-schooler learn when I read with him?

- New vocabulary
- About the world he lives in
- To use his imagination
- How print works: where to start reading a book, how to read the words on a page, etc.



What books should I read with my pre-school child?

- Books with colorful pictures
- Books that tell a story with words
- You can use books without words too, because these help the child to use her imagination in order to tell her own story!

How do I read a book to my pre-school child?

- Have the child sit next to you or on your lap and hold the book himself.
- Before reading, you can look at the cover, turn some of the pages and look at the pictures.
- Read *interactively*. Ask your child questions about the story before you start reading, and while you're reading. Have her guess what she thinks is going to happen.
- Have your child relate the book to her own life. "*Have you ever seen that animal?*" "*Did you ever go on a field trip to a farm or a zoo?*" "*What's your favorite animal?*" "*Why is that your favorite animal?*"
- Have the child tell you the story, using her words and ideas. She can even act it out!
- Do activities after reading the book that is about the ideas in the book. Plan a field trip or go on a walk together.

What's normal for my preschooler?

- Asking lots of questions while reading.
- Telling her own stories about the pictures she sees in the books.
- Wanting to do it herself.

EXAMPLE BOOK: *Barnyard Banter* by Denise Fleming



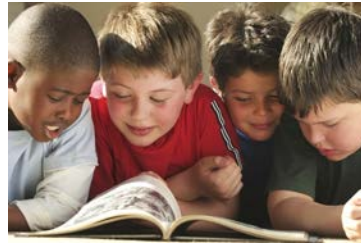
Let's Talk...



it makes a difference!

INTERACTIVE READING IS BEST!

1) READ TOGETHER EVERY DAY.



Use your imagination



2) TALK AS MUCH AS YOU READ.



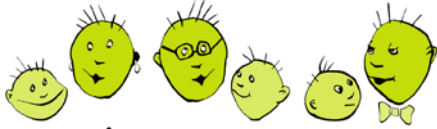
Ask lots of questions!

Tell stories!



Have fun!

Let's Talk...



it makes a difference!

Wordless Books

Use wordless books. Wordless books may seem strange if you've never used one before, but they're great for families who speak different languages and for kids to learn to tell their own stories, using the pictures and their imagination!

Goodnight Gorilla by Peggy Rathman

Truck by Donald Crews

Good Dog, Carl! by Alexandra Day

Do you want to be my friend? by Eric Carle

Hug by Jez Alborough

Yes by Jez Alborough

Tall by Jez Alborough

Have You Seen My Duckling? by Nancy Tafuri

Pancakes for Breakfast by Tomie de Paola

Yo! Yes! by Chris Raschka

Rosie's Walk by Pat Hutchins

Changes, Changes by Pat Hutchins

The Snowman by Raymond Briggs

Mouse Around by Pat Schories

Workshop Evaluation

Workshop Title: Reading to Children

Date: _____

Presenter(s): _____

Circle One:

1. Did you learn any new information from today's workshop?

1) A Lot 2) Some 3) A Little 4) None

2. How helpful was this workshop to you?

1) Very 2) Somewhat 3) A Little 4) Not at All

3. What did you like best about the workshop?

4. What did you learn from today's workshop?

5. Is there anything you would change about the workshop?

6. Please comment about the presenter.

Check One:

- Did the presenter know his or her subject?

_____yes _____no

- Did the presenter permit the group to ask questions?

_____yes _____no

- Did the presenter ask the group questions?

_____yes _____no

- Did the presenter speak clearly?

_____yes _____no

- Did the presenter speak loudly enough?

_____yes _____no

7. Do you have any suggestions or comments for the presenter?

Workshop: CHILDREN'S BRAIN DEVELOPMENT

Time: 1 hour 30 minutes

Materials:

- Sign-in Sheet
- Large pad of paper to post, tape, markers
- Package of pipe cleaners and Styrofoam balls
- Bags of rice to demonstrate brain weight
- Gift for host or hostess

Handouts:

- Vocabulary List
- Left and Right Brain Functions
- Brain Connections
- A Child's Brain Growth
- Evaluation Form

Learning Objectives:

1. Participants will be able to identify 5 things the brain does.
2. Participants will be able to identify the 2 hemispheres of the brain.
3. Participants will learn how and when the brain grows from birth to 12 months.
4. Participants will learn the serve and return technique.

Assessment

1. Brainstorming
2. Pipe cleaner activity (Activity 2)
3. Facilitator observation

INTRODUCTION

“Hello, my name is _____. As you know, I am an (say your job title here). I recently went to a workshop on children’s brain development.

Today I’m going to share some of the information I learned with you.

We’re going to learn about the brain and how the brain grows.

We’re going to look at brain development from the womb to 5 years old. This will be an interactive workshop.”

WARM-UP: What does the brain do?

10 minutes

1. **Write**, WHAT DOES THE BRAIN DO? on a large piece of paper and hang it up.
2. **Write** participants’ answers on the paper.
3. **Add** these things if participants haven’t already said them:
 - Sight, hearing, taste, smell, speech, movement
 - Learning and memory
 - Dreams
 - Emotions – pain
4. **Explain** that the brain does all these things at the same time.
5. **Give out** Children’s Brain Development Vocabulary List. **Explain** that participants can use the vocabulary list to help them with the exercise.

ACTIVITY 1: What are the parts of the Brain?

10 minutes

1. **Ask** “*What do you know about the brain?*” Get participant’s ideas.
2. **Give out** Left and Right Brain Functions handout.
3. **Explain** that the left and right areas of the brain are called the right and left hemispheres. **Explain** the function of the hemispheres using the handout. For example, one function of the left hemisphere is language, while one function of the right hemisphere is art.

ACTIVITY 2: How and when does the brain grow?**30 minutes**

1. **Explain** that there are 40 weeks of pregnancy and a baby's brain starts to grow when the woman is pregnant, starting at 4 weeks gestation and that 500,000 brain cells form every minute from 4 weeks to 24 weeks. Between 25-40 weeks the brain isn't growing, it is connecting one cell to another so it can start working. Share the information below:
 - **4-week brain**, 500,000 brain cells formed every minute. Cells move towards brain to exact positions.
 - **24-week brain** nearly finished. Billions and billions of cells, but they are not connected.
 - **24-40-weeks** baby's brain cells start to connect
2. **Give out** Brain Connections handout and explain.
3. **Pass out** 3-4 pipe cleaners and Styrofoam balls to participants. **Ask** them to make connections like in the picture on the handout.
4. When people are done, **explain** that this is how the brain grows. It grows through these connections. The more connections between two cells the stronger it is. (Use someone's model to show strong connections.)

ACTIVITY 3: When does the brain grow?**10 minutes**

1. **Pass out** A Child's Brain Growth handout and review. **It is very important to explain that the baby's brain weight has nothing to do with intelligence.**
2. **Lay out** bags of rice so that participants can see a timeline of brain growth. **Point out** the fastest period of growth is between birth and 2 years old.
3. **Let** participants feel the weight of the bags of rice.

ACTIVITY 4: How can you help your baby's brain develop?**20 minutes**

1. **Write** HOW CAN PARENTS HELP THEIR BABY'S BRAIN TO DEVELOP? on a large piece of paper and hang it up.
2. **Write** participants' answers on the paper.

3. **Explain** that babies are like “scientists in the crib”; they are constantly exploring and trying to figure out the world. A child that is stimulated will have strong brain connections and a child that is not stimulated will have poor brain connections. As babies grow and develop, their brains grow and develop. Parents can help stimulate a child’s brain by playing, talking, and responding to their babies.
4. **Write** on a large piece of paper SERVE AND RETURN. **Explain** what this means and give examples. Use the points below to guide you.

Serve and Return

- Socially- children learn from others who respect them
- Emotionally – children learn from their environment and experiences with caretakers
- Intellectually – children practice and add to their knowledge

WRAP-UP AND REFLECTION

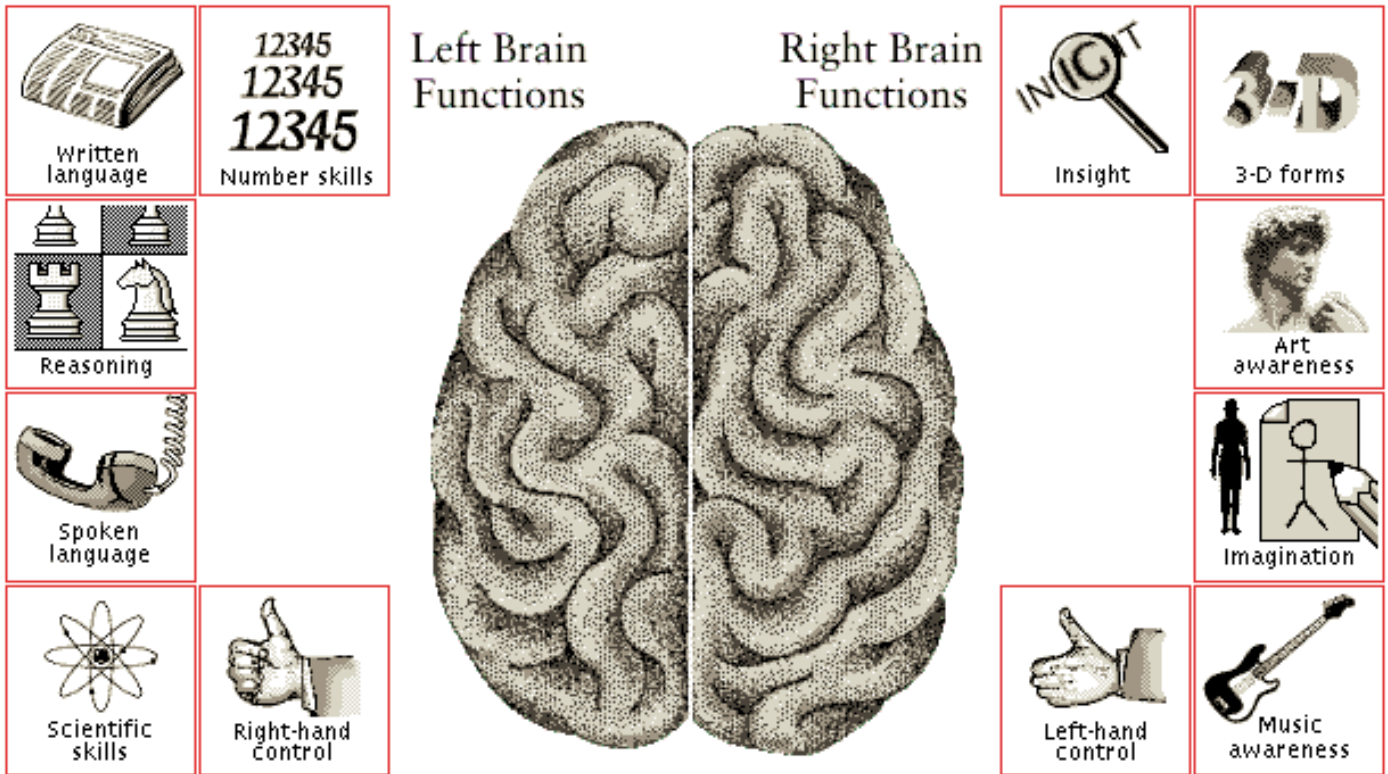
10 minutes

1. **Ask participants** “*Do you have some new ideas now to help your children’s brains develop? What are they?*”
2. **Summarize** by repeating these two key messages:
 - a. Learning begins at birth-or before.
 - b. Parents can help stimulate a child’s brain (to make connections) by playing, talking, and responding to their babies.
3. **Give** the host or hostess their gift and thank them and the participants for giving you their time. Let them know about future workshops you will be doing.
4. **Pass out** evaluation forms and collect.

Notes:

Children's Brain Development Vocabulary List

<u>cell</u>	the smallest part of an animal or plant
<u>emotional</u>	having feelings
<u>functions</u>	the work or purpose of something
<u>gestation</u>	the process by which babies grow inside their mothers before they are born
<u>intellectual</u>	the ability to understand ideas and information
<u>neurons</u>	cells that send messages to and from the brain
<u>social</u>	interacting with other people
<u>stimulate</u>	to encourage something to develop
<u>womb</u>	the part of a women's body where a baby grows before it is born



British Council, Department for Children and Schools. 2007. Web site: "eLanguages."
 <<http://www.elanguages.org/images20439>>



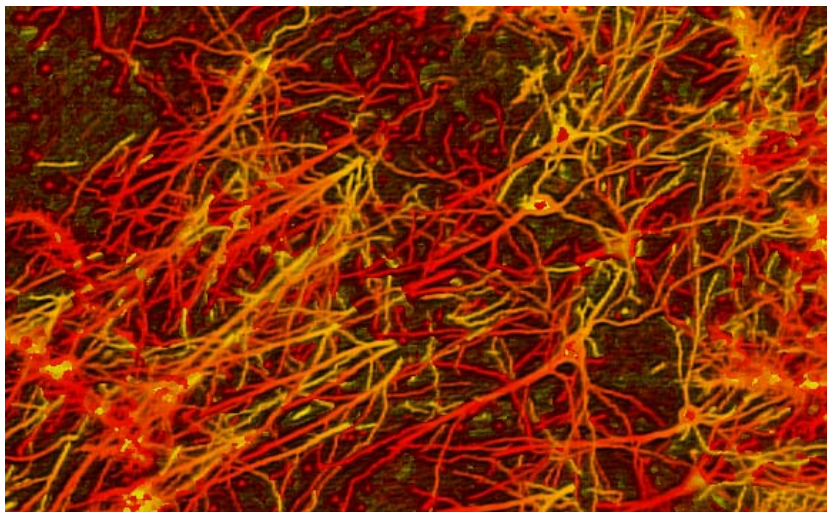
BRAIN CONNECTIONS

Your brain has 10 billion nerve cells, or neurons.

If this piece of rice was a piece of your brain, it would have 10,000 nerve cells or neurons on it!

(Tape a grain of rice here.)

Each of these nerve cells could connect with 1 to 10,000 other cells



YOUR BRAIN IS AMAZING!

A CHILD'S BRAIN GROWTH

Age	Weight (Grams)	% of Adult Brain Weight
Birth	335	25 %
6 months	660	50
12 months	925	70
24 months	1065	80
5 years	1180	90
12 years	1320	100

Adapted from *Neurology for the Speech-Language Pathologist* by R. Love and W. Webb, 1986, Boston: Butterworths.

**THE BRAIN GROWS MOST
DURING THE FIRST TWO YEARS OF LIFE.**



Workshop Evaluation

Workshop Title: Children's Brain Development

Date: _____

Presenter(s): _____

Circle One:

1. Did you learn any new information from today's workshop?

1) A Lot 2) Some 3) A Little 4) None

2. How helpful was this workshop to you?

1) Very 2) Somewhat 3) A Little 4) Not at All

3. What did you like best about the workshop?

4. What did you learn from today's workshop?

5. Is there anything you would change about the workshop?

6. Please comment about the presenter.

Check One:

- Did the presenter know his or her subject?

_____yes _____no

- Did the presenter permit the group to ask questions?

_____yes _____no

- Did the presenter ask the group questions?

_____yes _____no

- Did the presenter speak clearly?

_____yes _____no

- Did the presenter speak loudly enough?

_____yes _____no

7. Do you have any suggestions or comments for the presenter?

Workshop: BABIES CRY, HAVE A PLAN

Time: 1 hour 30 minutes

Materials:

- Sign-in sheet
- Large pad of paper to post, markers, tape
- Tape Recorder
- Baby doll
- Crying baby audio tape
- Gift for host or hostess

Handouts:

- Vocabulary List
- Facts about Shaken Baby Syndrome (cut out each section)
- Parent Tip Sheet
- Babies Cry, Have a Plan Brochure: *Facts and Tips about Babies and Crying* (available from the Children's Trust Fund)
- Evaluation Form

Learning Objectives:

1. Participants will learn what Shaken Baby Syndrome is.
2. Participants will learn 6 reasons why shaking a baby is bad for the child.
3. Participants will learn 3 healthy ways to calm and comfort an infant.

Assessment:

1. Brainstorm and discussion
2. Practice with doll
3. Facilitator observation

INTRODUCTION

“Hello, my name is _____. As you know, I am an (say your job title here). I recently went to a workshop on Shaken Baby Syndrome.

Today I’m going to share some of the information I learned with you.

We’re going to learn about why babies cry and how to respond to a crying baby so the baby doesn’t get hurt. This will be an interactive workshop.”

WARM-UP: What do we already know?

10 minutes

1. **Write**, WHAT DO WE ALREADY KNOW ABOUT SHAKEN BABY SYNDROME? on a large piece of paper and hang it up.
2. **Write** participants’ answers on the paper.
3. **Hand out** Definition of Shaken Baby Syndrome. **Read** definition to participants.
4. **Point out** that babies have heavy heads and weak neck muscles. The brain is floating in liquid inside the hard skull. When babies are shaken, the brain hits against the hard skull and can cause brain and nerve damage.

ACTIVITY 1: Overview

10 minutes

1. **Ask** participants, *“How common is it?”* Let participants answer.
2. **Handout** How common is it? Then **explain** that it is the leading cause of child abuse deaths in the U.S. 1,200- 1,400 cases of Shaken Baby Syndrome are diagnosed each year in the U.S. But those are only the cases that go to the hospital. There are many more that we don’t know about because they go unreported.
3. **Give out** Babies Cry, Have a Plan Vocabulary List. **Explain** that participants can use the vocabulary list to help them with the exercise.
4. **Handout** Victims. **Explain** who this happens to: Usually children less than 2 years old; most are younger than 6 months old. Males are more commonly the victims. Many victims are injured on more than one occasion.
5. **Ask**, *“Why are males more commonly victims?”* Let participants answer, and then add reasons.

6. **Explain** who does this. **Handout** Profile of known SBS perpetrators.

ACTIVITY 2: Doll Demonstration

25 minutes

1. **Say**, “*I’m going to show you what is **not** Shaken Baby Syndrome.*” Hold the baby doll and **demonstrate**. **Ask** participants for words that describe what you are doing. **Write** on the board what it is not.
2. **Say**, “*I’m going to show you what is Shaken Baby Syndrome.*” Hold the baby doll and **demonstrate**. **Ask** participants for words that describe what you are doing. **Write** on the board what it is.
3. **Ask**, “*How did it make you feel to watch that demonstration?*” Let participants respond.
4. **Explain** that when we’re talking about Shaken Baby Syndrome, we’re talking about parents that love their baby. It is not typically someone who is abusive, but a person who has no support or help and who loses control.
5. **Ask**, “*Why is this bad for babies?*” **Explain** that Shaken Baby Syndrome can cause death, blindness, hearing loss, paralysis, mental retardation, and seizures.
6. **Pass around** the doll and have participants show what Shaken Baby is not.

ACTIVITY 3: Listening to a crying baby

15 minutes

1. **Say**, “*Sometimes babies cry for no reason. It doesn’t mean you are a bad parent.*”
2. **Play** crying baby audio tape for 90 seconds.
3. **Ask**, “*What was that like for you? How did it make you feel?*” Participants answer. **Explain** that we listened to the tape for only 90 seconds; on average young babies cry about 2-3 hours a day total. This is normal and part of infant development. It doesn’t mean that anything is wrong, but it still can be difficult.
4. **Explain** that anyone can become overwhelmed when a baby won’t stop crying. We all need to know what to do if we are ever in that situation. We need a plan.

ACTIVITY 4: Babies cry, so have a plan**20 minutes**

1. **Ask** “*What can we do to respond to a crying baby?*” Participants share some ideas about how to calm and comfort a crying infant.
2. **Explain** that prevention is important and the way you prevent Shaken Baby is to have a plan.
3. **Discuss** these question with participants:
 - *What are some ways that you comfort infants?*
 - *What can parents do to reduce their own stress during periods of crying? What have you done?*
4. **Give out** Babies Cry, Have A Plan Parent Tip Sheet. **Review.**

WRAP-UP AND REFLECTION**10 minutes**

1. **Ask participants** to “*Share one thing that will be on his/her plan the next time his/her baby cries a lot.*” Have participants share their answers.
2. **Summarize** by repeating these two key messages:
 - a. It is normal for babies to cry a lot.
 - b. Babies cry, so have a plan.
3. **Pass out** BABIES CRY, HAVE a PLAN *Facts and Tips about Babies and Crying* brochure (if available).
4. **Give** the host or hostess their gift and thank them and the participants for giving you their time. Also let them know about future workshops you will be doing.
5. **Pass out** evaluation forms and collect.

Notes:

Babies Cry, Have a Plan Vocabulary List

<u>biological mother</u>	the woman who gave birth to the child
<u>evidence</u>	anything that causes you to believe something is true
<u>fragile</u>	weak, delicate, unable to resist strong pressure
<u>mental retardation</u>	the process of thinking more slowly or in a less developed way than other people do
<u>overwhelmed</u>	having a strong feeling of not knowing what to do
<u>paralysis</u>	the loss of the ability to move and feel in all or parts of the body
<u>perpetrator</u>	someone that does something harmful or a crime
<u>primary</u>	happening first
<u>profile</u>	a description of a type of person
<u>seizure</u>	a sudden violent attack of an illness, especially one that affects the head or brain
<u>severely</u>	too strongly; or in a harmful way
<u>significant</u>	important
<u>skull</u>	the bony part of the head which encloses the brain
<u>syndrome</u>	a medical condition that has a group of signs and symptoms
<u>victim</u>	someone who has been hurt or killed

FACTS ABOUT SHAKEN BABY SYNDROME (SBS)¹

Definition of Shaken Baby Syndrome (American Academy of Pediatrics)

Shaken baby syndrome describes the serious injuries that can occur when an infant or toddler is severely or violently shaken. These children, especially babies, have very weak neck muscles and do not yet have full support for their heavy heads. When they are shaken, their fragile brains move back and forth within their skulls. This can cause serious injuries such as:

- *blindness or eye damage*
- *delay in normal development*
- *seizures*
- *damage to the spinal cord (paralysis)*
- *brain damage*
- *death*

Cut here-----

How common is it?

- Head injury is the leading cause of child abuse deaths.
- Identified as the cause of death in 60% of child abuse deaths in children less than 1 year old.
- 1,200-1,400 cases of SBS are diagnosed each year in the United States. A significant number of these children have evidence of previous injury.

Cut here-----

Victims:

- Usually less than 2 years-old but most are younger than 6 months
- Average age of an SBS victim is 3-8 months of age
- SBS has been described in an 8 year-old and in an adult victim, but infants and toddlers are the primary victims.
- Males are more commonly the victims
- Many victims are injured on more than one occasion

Cut here-----

¹ MA Children's Trust Fund. "Babies Cry: Have a Plan: Preparing parents and other caregivers to respond effectively to the challenge of infant crying, a community training module". 2006 Boston, MA.

Profile of known SBS perpetrators:

- Men are the most common perpetrators
- Fathers-56%
- Mother’s boyfriends-16%
- Mothers-15%
- Babysitters and other caretakers-12%
- The age of perpetrators range from 11-67, although the most common perpetrators are men, 24-27 years old.
- When a perpetrator is female, she is more likely to be a babysitter or child-care provider rather than the biological mother.

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¹ MA Children’s Trust Fund. “Babies Cry: Have a Plan: Preparing parents and other caregivers to respond effectively to the challenge of infant crying, a community training module”. 2006 Boston, MA.

BABIES CRY, HAVE A PLAN

PARENT TIP SHEET



It's not easy taking care of a baby. It's normal for babies to cry a lot.

If your Baby won't stop crying and you're feeling upset:

- Check to see if there is something you can do to relieve the baby's crying, such as feeding, changing a diaper, relieving physical discomfort.
- Place your baby in a safe place and leave the room for a few minutes. Crying won't hurt your baby.
- Do something positive to calm down...listen to music, call a friend, take a shower.
- Call someone to see if he/she can come over and watch the baby or at least talk with you until you are relaxed.
- If you think your baby may be sick, call the doctor.
- Take time to breathe. Find support by calling Parents Helping Parents at 1-800-632-8188. All calls are **FREE** and **CONFIDENTIAL**.

Workshop Evaluation

Workshop Title: Babies Cry, Have a Plan

Date: _____

Presenter(s): _____

Circle One:

1. Did you learn any new information from today's workshop?

1) A Lot 2) Some 3) A Little 4) None

2. How helpful was this workshop to you?

1) Very 2) Somewhat 3) A Little 4) Not at All

3. What did you like best about the workshop?

4. What did you learn from today's workshop?

5. Is there anything you would change about the workshop?

6. Please comment about the presenter.

Check One:

- Did the presenter know his or her subject?

_____yes _____no

- Did the presenter permit the group to ask questions?

_____yes _____no

- Did the presenter ask the group questions?

_____yes _____no

- Did the presenter speak clearly?

_____yes _____no

- Did the presenter speak loudly enough?

_____yes _____no

7. Do you have any suggestions or comments for the presenter?

Workshop: CHILDREN'S TELEVISION VIEWING

Time: 1 hour 30 minutes

Materials:

- Sign-in sheet
- Large pad of paper to post, tape, markers
- DVD Player
- DVD of Children's television show
- Gift for host or hostess

Handouts:

- How Much Television Do Children Watch?
- Children and Television
- Balancing TV and Computer Time with Play Time
- Where Can Parents Find Out More About Television Viewing And Children?
- Evaluation Form

Learning Objectives:

1. Participants will identify good and bad parts of a children's TV program.
2. Participants will learn 5 ways TV viewing can affect children's behavior, learning, and health.
3. Participants will learn 5 positive things parents can do about children's TV viewing.

Assessment:

1. Brainstorm
2. Discussion and analysis of a children's TV show
3. Facilitator observation

INTRODUCTION

“Hello, my name is _____. As you know, I am an (say your job title here). I recently went to a workshop on children’s television viewing. Today I’m going to share some of the information I learned with you.

We’re going to learn about how television affects young children and why parents need to be involved in their children’s TV viewing.

This will be an interactive workshop.”

WARM-UP: What do children learn from TV? 20 minutes

1. **Brainstorm** a list of good things and bad things about what children learn from TV.
Ask “What are some reasons watching TV might be bad for children?” and “What are some reasons watching TV might be good for children?”
2. **Write** some of the responses on a large sheet of paper.
3. **Give out** How Much Television Do Children Watch? handout. **Read together. Point out** that the statistics show that children are watching a lot of television, so it’s important for parents to know the effects television viewing has on children. **Say**, “We are going to start by watching some children’s television.”

ACTIVITY 1: Watch a children’s TV show 30 minutes

1. **Watch** a segment from the DVD of a children’s TV show.
2. **Discuss** the show and **add** to the good and bad list by asking about what participants just saw. **Ask**, “How many acts of violence did we see in such a short amount of time? What values did the characters show? Did the characters respect each other? Were there differences between the female and male characters? If so, what were they? Did the characters show ways to resolve conflicts by compromising or in a non-violent and respectful way?”

3. **Share** with participants that two thirds of all TV programs contain violence. People who study the effects of TV viewing on children have found out that an average American child will see 200,000 violent acts and 16,000 murders on TV by age 18. **Point out**, that violent programs can make children afraid. Seeing a lot of violence on TV can make some children act aggressively or violently towards others.

ACTIVITY 2: TV affects behavior and health

20 minutes

1. **Explain** that children’s TV viewing has been linked to attention problems in children. *Ask, “What attention problems might children have if they watch a lot of TV when they are young?”*
2. **Point out** that researchers have found that television exposure in children ages 1 to 3 years old is associated with attention problems at age 7. Also, when children stay up late to watch TV, they don’t get enough sleep. TV takes time away from doing homework. Not doing homework and not having enough sleep can cause children to do badly in school. One research study found that “Watching more TV in childhood increased chances of dropping out of school and decreased chances of getting a college degree.”
3. **Make the following points:**
 1. There should be no TV viewing for children under 2 years old, and
 2. Children should not have televisions in their bedrooms.
4. **Explain** that watching TV can also affect children’s health. **Share that** *“Children who spend more than 10 hours a week watching TV are more likely to be overweight. Children have been injured trying to imitate dangerous behavior they see on TV. TV can promote alcohol use and sex.”*
5. **Summarize by saying**, *“It is important to moderate the amount of time children spend in front of television, the computer or playing video games to 1-2 hours a day, so that they have plenty of time to be involved in healthy learning, social, and physical activities.”*

6. **Pass out** Children and Television handout. **Tell** participants the information you have shared about the effects on children of TV viewing and more information is on this sheet. They can review it later.

ACTIVITY 4: What to do about children’s TV viewing 10 minutes

1. **Ask** participants “*What can you do about children’s TV viewing?*”
2. **Pass out** handout: balancing tv and computer time with play time. **Read together.**
3. **Point out** that you’re not a bad parent if your children watch TV, but parents need some tools to make TV viewing a healthier experience.

WRAP-UP AND REFLECTION 10 minutes

1. **Ask participants** to “*Share one new thing he/she will do about his/her children and TV viewing.*” Have participants share their answers.
2. **Summarize** by repeating these four key messages:
 - a. Moderate the amount of time children spend in front of any screen –TV, computers, video games to 1-2 hours a day.
 - b. Be involved in what your children watch
 - c. No TV in a child’s bedroom
 - d. No TV for children under 2 years old
3. **Give** the host or hostess their gift and thank them and the participants for giving you their time.
4. **Pass out** handout: Where Can Parents Find Out More About Television Viewing And Children? Let participants know about future workshops you will be doing.
5. **Pass out** evaluation forms and collect.

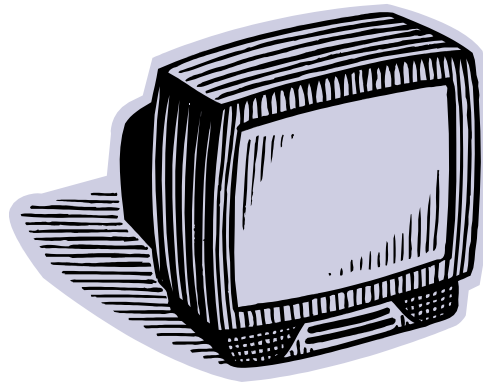
Notes:

How Much Television Do Children Watch?

Television has its good side. It gives children a chance to see educational shows, learn about different cultures, and be entertained.

But let's look at some facts:

- In a typical American home, the TV set is on for over 7 hours each day.
- Two thirds of infants and toddlers watch a screen an average of two hours a day.
- Most children ages 2-5 spend about 32 hours a week watching TV.
- The average child spends more time watching TV than in school.
- Most children 6-11 spend about 28 hours a week watching TV.
- 68% of 8-18 year olds have a TV in their bedroom.
- In 63% of homes TV is usually on during meals.



Sources:

Boyse, Kyla, R.N. "Television and Children." University of Michigan Health System. November 2009. Regents of the University of Michigan. 19 May 2010. <<http://www.med.umich.edu/yourchild/topics/tv.htm>>

Nemours Foundation. "How TV Affects Your Child." October 2009. Reviewed by Mary L. Gavin, MD, October 2008. <<http://kidshealth.org/PageManager.jsp?dn>>

Children and Television: What Parents Need to Know

Television Violence:

- Two thirds of all TV programs contain violence. “An average American child will see 200,000 violent acts and 16,000 murders on TV by age 18.”¹ Violent programs can make children afraid. Seeing a lot of violence on TV can make some children act aggressively or violently towards others.

Attention Problems, Brain Development, and Learning:

- Some children have problems sitting still and paying attention. Watching a lot of TV at a young age may cause attention problems by the time children start school.
- “Researchers have found that television exposure in children ages 1 to 3 is associated with attention problems at age 7.”²
- “Under age two, talking, singing, reading, listening to music or playing are far more important to a child’s development than any TV show.” (American Academy of Pediatrics)
- It’s important for young children to spend time reading; parents should not let TV take the place of reading. “Reading requires much more thinking than television, and we know that reading fosters young people’s healthy brain development.”¹
- TV takes time away from doing homework. Also, when children stay up late to watch TV, they don’t get enough sleep. Not doing homework and not having enough sleep can cause children to do badly in school.
- One research study found that “watching more TV in childhood increased chances of dropping out of school and decreased chances of getting a college degree.”¹

¹ Boyse, Kyla, R.N. “Television and Children.” University of Michigan Health System. November 2009. Regents of the University of Michigan. 19 May 2010. <<http://www.med.umich.edu/yourchild/topics/tv.htm>>

² Stong, Colby. “Is Excessive Television Viewing in Children Linked to ADHD?” Neuropsychiatry Reviews, Vol. 5, No. 3, May 2004. Quadrant HealthCom Inc. 19 May, 2010. http://www.neuropsychiatryreviews.com/may04/npr_may04_excessiveTV.html>

Children's Emotional and Physical Health:

- Children see a lot of ads on TV for unhealthy foods, and those are the foods they want to eat. They sit for hours watching TV instead of doing physical activity. “University of Michigan researchers found that just being awake and in the room with the TV on more than two hours a day was a risk factor for being overweight at ages three and four-and-a-half.”¹
- Children often see people on TV drinking alcohol, and they see advertisements for alcohol. “Exposure to alcohol use on TV and in music videos (such as on MTV) is a risk factor for increased drinking in adolescents.”¹
- Children often see people smoking on TV. They see people taking drugs. TV can make children think that drinking alcohol, smoking cigarettes, or taking drugs are cool activities. They often try these activities after seeing them on TV.
- Researchers in one study found that for a group of young adults age 26 17% of their overweight problems, 17% of their smoking problems, and 15% of their poor fitness problems could be linked to their watching 2 hours or more of TV a day during childhood and adolescence.¹
- Kids see a lot of scenes involving sex on TV. “The number of sex scenes on TV has nearly doubled since 1998.”¹ Watching sex on TV increases the chances children will start having sex at a young age.

¹Boyse, Kyla, R.N. “Television and Children.” University of Michigan Health System. November 2009. Regents of the University of Michigan. 19 May 2010. <<http://www.med.umich.edu/yourchild/topics/tv.htm>>

balancing tv and computer time with *play time*

1 to 2 hours each day
watching *quality* TV, playing video games, or using the computer.

Children under the age of 2 should *not* watch TV.

TV and Your Child: Q & A

Do educational shows make babies smarter?

NO. TV can be *harmful* for children under the age of 2, even “educational” TV and videos. Watching TV can negatively affect brain and language development.

Do children learn English by watching TV?

NO. Kids who learn another language at home will learn English by talking to their teachers and friends, not by watching TV.

Does TV help children fall asleep?

NO. The opposite is true—the more TV children watch, the more problems they might have sleeping and napping.



Does TV have any impact on kids' health?

YES! Children who watch *less* TV eat better and have more time to be active.

What Can You Do?

As a parent, you can...

- ✓ Choose not to have a TV in your child's bedroom.
- ✓ Know what your kids are watching – and watch with them!
- ✓ Turn the TV off during meal times and after a show ends.

You can also...

- ✓ Limit your own TV time!
- ✓ Use music instead of TV as background.
- ✓ Choose positive, non-violent shows.

Together with your child, you can...

- ✓ Play games and read books!
- ✓ Take walks outside!
- ✓ Go to the library or the park!

REMEMBER: Kids with parents who set limits on TV feel better about themselves and do better in school. Setting limits is important!

Call Stacey King at (617) 665-3869 if you have questions about TV and your child!



watch and talk together!

When your children do watch TV, make sure you talk to them and ask them questions. After the program is over, turn the TV off and help your children think about and understand what they watched. This is a great way to start conversations about what is important to you and your family. Some questions to ask might be:

- Can you tell me the story of what happened during the show?
- What was your favorite part?
- Who was your favorite character?
- What did you like, and why?
- What didn't you like, and why?
- Is this one of your favorite shows?
- What would you tell your friend about this show?

Share your own thoughts with your children and ask them what they think too!

keep track of time

Planning out TV time is a great way to make more time for other family activities. Use this TV/computer log with your children to write down the programs they want to watch and the computer activities they want to do. Make sure TV and computer time add up to no more than 1 to 2 hours per day. And remember: Children under age 2 should *not* watch TV!

<i>Days of the Week</i>	<i>Program/Computer/Video Game</i>	<i>Time watched/played</i>
Monday		Total time:
Tuesday		Total time:
Wednesday		Total time:
Thursday		Total time:
Friday		Total time:
Saturday		Total time:
Sunday		Total time:

Adapted from a booklet published by the *Childhood Obesity Prevention with Asian Families*, University of California, Berkeley, July 2005.

Where Can Parents Find Out More About Television Viewing And Children?

American Academy of Pediatrics (AAP)

141 Northwest Point Boulevard
Elk Grove Village, IL 60007
(847) 434-4000 or (800) 433-9016
<http://www.aap.org>

Center for Early Education and Development (CEED)

1954 Buford Avenue, Suite 425
St. Paul, MN 55108
(612) 625-3055
<http://www.cehd.umn.edu/CEED>

ERIC Clearinghouse on Elementary and Early Childhood Education (ERIC/EECE)

University of Illinois
Children's Research Center
51 Gerty Drive
Champaign, IL 61820
(212) 333-1386 or (800) 583-4135
<http://www.ericcece.org>

Workshop Evaluation

Workshop Title: Children's Television Viewing

Date: _____

Presenter(s):

Circle One:

1. Did you learn any new information from today's workshop?

1) A Lot

2) Some

3) A Little

4) None

2. How helpful was this workshop to you?

**1) Very
All**

2) Somewhat

3) A Little

4) Not at

3. What did you like best about the workshop?

4. What did you learn from today's workshop?

5. Is there anything you would change about the workshop?

6. Please comment about the presenter.

Check One:

- Did the presenter know his or her subject?

_____yes _____no

- Did the presenter permit the group to ask questions?

_____yes _____no

- Did the presenter ask the group questions?

_____yes _____no

- Did the presenter speak clearly?

_____yes _____no

- Did the presenter speak loudly enough?

_____yes _____no

7. Do you have any suggestions or comments for the presenter?

Workshop: DISCIPLINE

Time: 1 hour 30 minutes

Materials:

- Sign-in Sheet
- Leader Discipline Scenario Information Sheets
- Large pad of paper to post, Tape, Markers
- Gift for host or hostess

Handouts:

- Vocabulary List
- Discipline Scenarios
- Ages and Stages for Children and Parents
- Key Things to Know about Discipline
- Evaluation Form

Learning Objectives:

1. Participants will learn the difference between discipline and punishment.
2. Participants will be able to identify 4 goals of discipline.
3. Participants will learn why children behave the way they do and age appropriate discipline techniques for children 1- 8 years old.

Assessment

1. Brainstorming
2. Small Group Work
3. Facilitator observation

INTRODUCTION

“Hello, my name is _____. As you know, I am an (say your job title here). I recently went to a workshop on children and discipline. Today I’m going to share some of the information I learned with you. We’re going to learn about some ways to discipline children to get positive results. We’re going to look at disciplining children from 1 to 8 years old. This will be an interactive workshop.”

WARM-UP: What is the difference between discipline and punishment?

15 minutes

1. **Write**, DISCIPLINE PUNISHMENT on a large piece of paper and hang it up.
2. **Ask**, “Are discipline and punishment the same thing? What is the difference?” Have participants share their ideas.
3. **Explain** that, “Discipline means to teach, while punishment is to make someone suffer in some way because they have done something wrong.”
4. **Give out** Discipline Vocabulary List. **Explain** that participants can use the vocabulary list to help them with the exercise.

ACTIVITY 1: What are the goals of discipline?

15 minutes

1. Cross out the word punishment and **ask**, “What are parents’ goals when they discipline their children?”
2. **Write** participants’ answers on the paper under DISCIPLINE.
3. **Add** these things if participants haven’t already said them:
 - Safety
 - Values and Respect
 - Social Norms or good behavior in public places

4. **Explain** that the long term goal of discipline is to help the child to have self-control and to make good choices in life.

ACTIVITY 2: What are age appropriate discipline techniques?

30 Minutes

1. **Divide** participants into pairs or small groups.
2. **Give** each pair or group a Discipline Scenario.
3. **Tell** participants that they will decide what the child wants, what the parent wants, and what they would say and do in each situation on the card.
4. When the groups are ready, **have them present** their ideas or conversations, beginning with the group that has the 1. Discipline Scenario and proceeding through the groups in numerical order.
5. After each pair of participants presents their scenario, **add** information from the Leader Discipline Scenario Information sheet.
6. **Continue** until all cards have been presented and discussed.
7. **Explain** that:
 - All the behavior discussed in the scenarios is normal behavior for that age group.
 - There are many ways to discipline; there is no one right way that works with all children, all of the time.
 - Parents should focus on one behavior at a time.
 - Parents should be clear and consistent about their expectations, limits, and consequences.

ACTIVITY 3: Why do children behave the way they do? 20 minutes

1. **Give out** Ages and Stages for Children and Parents handout. **Let participants know** that it summarizes a lot of the points discussed in the above exercise. **Review.**
2. **Explain** that in addition to the child's age and development there are many other reasons children behave the way they do, like the child's personality or reactions to changes in the family.
3. **Give out** Key Things to Know about Discipline.

WRAP-UP AND REFLECTION**10 minutes**

1. **Ask participants**, *“Please share one thing you learned today that will help you get positive results when disciplining your child.”*
2. **Summarize** by repeating these three key messages:
 - a. The ultimate goal of discipline is for the child to gain self-control and to make good decisions in life.
 - b. Discipline should match a child's age and stage of development.
 - c. Discipline takes time, patience, consistency, and practice for both the parent and the child.
3. **Give** the host or hostess their gift and thank them and the participants for giving you their time. Also let them know about future workshops you will be doing.
4. **Pass out** evaluation forms and collect.

Notes:

Discipline Vocabulary List

<u>autonomy</u>	independence, to do things for oneself
<u>consequences</u>	one thing happens, and then another thing happens as a result of the first action
<u>consistently</u>	doing something regularly and in the same way
<u>discipline</u>	to teach or train someone or yourself to behave in a certain way
<u>expectations</u>	strong hopes or beliefs about the right way someone should behave
<u>initiative</u>	starting something without someone telling you to do it
<u>mutual</u>	something that two or more people share
<u>patience</u>	staying calm
<u>punishment</u>	making someone suffer in some way because they have done something wrong
<u>tantrum</u>	a child losing his temper in a noisy and uncontrolled way
<u>unconditional</u>	giving or doing something for someone without expecting the other person to do anything in return
<u>will power</u>	a strong desire to do what you want
<u>worthy</u>	valuable

1. Discipline Scenario (Baby: 6-18 months old)

Your 10 month old baby crawls over to the light socket and tries to put her finger in the socket.

What does the child want?

What do you want?

What do you say to your child?

What else do you do?

2. Discipline Scenario (Young Toddler: 12- 24 months old)

Your 18 month old throws his bowl of peas off the highchair tray.

What does the child want?

What do you want?

What do you say to your child?

What else do you do?

3. Discipline Scenario (Toddler: 12- 36 months old)

Your 2 year old grabs a toy truck out of another child's hand. The other child starts to cry.

What does the child want?

What do you want?

What do you say to your child?

What else do you do?

4. Discipline Scenario (Pre-Schooler: 2 – 4 years old)

You are in the supermarket with your 3 year old. He/she sees some candy he/she wants. You tell him/her “no” and he/she starts to scream and throw a tantrum.

What does the child want?

What do you want?

What do you say to your child?

What else do you do?

5. Discipline Scenario (Grade-Schooler: 5 –8 years old)

You go into your 5 year old's bedroom. He/she is under the covers playing with matches.

What does the child want?

What do you want?

What do you say to your child?

What else do you do?

6. Discipline Scenario (Grade-Schooler: 5-8 years old)

Your 7-year-old breaks a lamp when throwing a ball in the house.

What does the child want?

What do you want?

What do you say to your child?

What else do you do?

LEADER DISCIPLINE SCENARIO INFORMATION SHEET¹

1. Discipline Scenario (Baby: 6-18 months)

Your 10 month old baby crawls over to the electrical outlet and tries to put her finger in the socket.

Parent's Concern: Safety

Tool: Remove and substitute. Baby proof your house.

How it works: Like the rest of us, young children learn by doing — so when your baby tries to put her finger in the electrical outlet, it's because she's curious to see what will happen, not because she wants to go against your wishes.

That said, you don't have to stand by while your child does something that is dangerous. Physically move your baby away from the light outlet. Then give her a safe alternative like a toy where she can put things into spaces.

Make sure you explain to her what you're doing, even if she's too young to really understand. Simply explain that outlets are not for fingers. You're teaching a fundamental discipline lesson — that some behaviors aren't acceptable, and that you'll be redirecting her when necessary.

Child proofing your electric outlets by covering them will make help to make your home a safe place for your baby to explore.

¹ Adapted from *The discipline tool kit: Successful strategies for every age* by Haiken, Melanie, August 2008
<http://www.babycenter.com/discipline>.

2. Discipline Scenario (Young Toddler: 12- 24 months old)

Your 18 month old throws his bowl of peas off the highchair tray.

Parent's Concerns: Values concerning manners and respect

Tool: Right wrongs together

How it works: There's a difference between a baby who playfully throws his bowl to the floor and a young toddler who knows he's creating a mess for Mommy or Daddy to clean up.

That turning point happens when your child understands when he's doing something he's not supposed to, often around his first birthday. You'll know it's time to do something when your child looks at you with a twinkle in his eyes and then drops the peas. What you do is start teaching the idea of taking responsibility for his actions.

When he's finished eating, lift him up, set him on the floor, and ask him to hand you some peas so he's "helping" you take care of it. Talk to him about what you're doing: "Okay, we made a mess with the peas so we have to clean it up."

3. Discipline Scenario (Toddler: 18- 36 months old)

Your 2 year old grabs a toy truck out of another child's hand. The other child starts to cry.

Parent's Concerns: Social norms or good behavior in public places

Tool: Talk toddler-ese

How it works: The secret to getting your toddler to do what's right — or to stop doing what he shouldn't — can be as simple as communicating in a way he can truly understand. Talk to him on his level. Keep it really, really simple.

Instead of sitting him down in a time-out or trying to explain why what he did was wrong, take a few minutes to put into simple words what he seems to be thinking and feeling, and say, "You want the truck."

Developmentally at this age children are not able to share. Your goals are to validate the child's feelings and help him understand that he can't grab.

You communicate with a toddler by using short phrases with lots of repetition, gestures, and emotion to show your child what you want and that you understand what he wants.

Letting your child know you understand his feelings will help him settle down, and once he's calm enough to listen, you can deliver your discipline message. But keep it short and simple: "No grab, no grab, it's Max's turn." This may feel silly at first, but it will work.

4. Discipline Scenario (Pre-Schooler: 2 – 4 years old)

You are in the supermarket with your 3 year old. She sees some candy she wants. You tell her “no” and she starts to scream and throw a tantrum.

Parent’s Concerns: Social norms and respect

Tool: Time out or reverse rewards

How it works: This situation is very common and parents have tried many things to deal with a child that is throwing a tantrum in a public place. Some parents let the child cry, some leave the store and go home, or some try to find a quiet place where the child can calm down. Others set up a system of rewards or reverse rewards-instead of giving rewards for good behavior, they are taken away for bad behavior.

The best thing to do is to plan ahead and make clear to your child what you consider good behavior while in the supermarket. Planning ahead may also mean leaving the child home, with a caretaker, while you go shopping.

5. Discipline Scenario (Grade-Schooler: 5 –8 years old)

You go into your 5 year old's bedroom. She is under the covers playing with matches.

Parent's Concern: Safety

Tool: Allow redo's

How it works: We want our children to explore and be curious, but also to make safe choices, for example not play with matches. Take the matches away and explain the dangers of fire. Make clear the rules and consequences for playing with matches. But also ask her what she was trying to do. This will help you understand what she was learning while playing with matches.

Then provide an opportunity for her to explore and discover through playing in a safe way. For example, she might say, "I liked the pretty shadows the fire made on the bed sheet." Provide her with a flashlight as a safe alternative to explore shadows.

6. Discipline Scenario (Grade-Schooler: 5 –8 years old)

Your 7-year-old breaks a lamp when throwing a ball in the house.

Parent's Concerns: Values and good behavior

Tool: Teach consequences

How it works: We want our children to make good decisions, for example not play ball in the house. But when they don't, what do we do?

To handle problem behaviors, involve your child in finding a solution. Instead of yelling at him by saying that he wasn't supposed to be doing this in the first place, tell him it's up to him to fix his mistake. Have him glue the lamp back together if he can — if not, he can do extra chores to earn enough for a new lamp.

AGES AND STAGES FOR CHILDREN AND PARENTS¹

Age	Child's Job	Parent's Job	Child's Understanding	Discipline Tool
0-1 years old	TO TRUST- get needs met	GIVE LOVE Consistently available to meet needs.	My needs are being met. I can trust the world and myself.	Lots of Love Child proof house Talk
1-3 years old	GAIN AUTONOMY- hold onto parent while developing separate self, will power, and control	ALLOW CHILD TO SEPARATE AND FEEL SAFE. Provide chances for child to feel in control/to make choices.	My will is good. I can make good and bad choices. I can separate and still be loved.	Remove and substitute Right wrongs together Use simple language to describe what child is feeling and to deliver your discipline message
4-8 years old	TO TAKE INITIATIVE AND BE CURIOUS- make sense out of their world - create and discover	SUPPORT CHILD'S EFFORTS TO FIGURE OUT THE WORLD THROUGH PLAY. Give child responsibilities and provide opportunities to discover	My ideas and actions are worthwhile. I can imagine and create. Play is important.	Allow Redo's (try again) Create structure, clear expectations Teach Consequences

¹ Based on Erick Erikson's Theory of Personality Development

Key Things to Know About Discipline¹

The long term goal of discipline is to help the child have self-control and to make good decisions in life.

- ✓ There are many ways to discipline; there is no one right way that works with all children, all of the time.
- ✓ Focus on one behavior at a time.
- ✓ Be clear and consistent about expectations, limits, and consequences.
- ✓ Discipline should match a child's age and stage of development.
- ✓ Discipline takes time, patience, consistency, and practice for both the parent and the child.

Here are some guidelines many experts agree help parents make discipline successful:

1. We're all in this together. Teach your children that in your family everyone helps out. Even a baby can learn to "help" if you lift her by reaching out her arms, says Madelyn Swift, founder and director of Childright and author of *Discipline for Life, Getting It Right With Children*.

2. Respect is mutual. One of the most common complaints parents and children have about each other is "You're not listening." Set a good example early on: When your child tries to tell you something, stop what you're doing, focus your attention, and listen. The child will learn to do the same thing when you're talking.

3. Consistency is king. Be consistent and don't give in about rules and chores, says Harvard professor Dan Kindlon, author of *Too Much of a Good Thing*. Kindlon says, "Being firm and consistent teaches your child that you care enough about him to expect responsible behavior."

4. Life's not always fair. "If a child never experiences the pain of frustration — of having to share a toy or wait their turn in line — or if they're never sad or disappointed, they won't develop psychological skills that are crucial for their future happiness," says Kindlon. So if your child's upset because a younger sibling got a different punishment, for example, it's okay to say, "I understand that this seems unfair to you, and I'm sorry you're upset, but life isn't always fair."

¹ Adapted from *The discipline tool kit: Successful strategies for every age* by Haiken, Melanie, August 2008
<http://www.babycenter.com/discipline>.

Workshop Evaluation

Workshop Title: Discipline

Date: _____

Presenter(s):

Circle One:

1. Did you learn any new information from today's workshop?

1) A Lot

2) Some

3) A Little

4) None

2. How helpful was this workshop to you?

1) Very

2) Somewhat

3) A Little

4) Not at All

3. What did you like best about the workshop?

4. What did you learn from today's workshop?

5. Is there anything you would change about the workshop?

6. Please comment about the presenter.

Check One:

- Did the presenter know his or her subject?

_____yes _____no

- Did the presenter permit the group to ask questions?

_____yes _____no

- Did the presenter ask the group questions?

_____yes _____no

- Did the presenter speak clearly?

_____yes _____no

- Did the presenter speak loudly enough?

_____yes _____no

7. Do you have any suggestions or comments for the presenter?

CHECK LIST FOR PLANNING PRESENTATIONS IN THE COMMUNITY

Directions: Place a check mark next to the tasks you completed.

With your supervisor's help:

- ___ Decide on a date for your presentation.
- ___ Find a venue for your presentation.
- ___ Confirm venue.
- ___ Write down the contact person's name, phone number, and e-mail address.
- ___ Decide who your audience will be and how many people you want to attend.
- ___ Decide on a way to register participants. How will people let you know if they are coming?
- ___ Decide on outreach strategies to let people know about the presentation, for example flyers, phone calls, e-mail, community gatherings, face to face, asking agencies to spread the word.
- ___ Design and distribute outreach materials and complete outreach strategies.
- ___ Make a list of materials you need to do the presentation.
- ___ Confirm the number of people attending your presentation.
- ___ Gather materials for your presentation: including books for reading parties, talk materials, markers, sign in sheet, name tags, evaluation forms, and pad of large pad paper.
- ___ Check with venue contact person to make sure everything is all set. Ask about chairs/tables. Will you need to set them up or will they? Who will open the door for you? Who will close up?

If you will be providing food for participants and a gift certificate for the host (*Reading Parties and Talk*) please check the tasks below.

- ___ Talk to your supervisor about money for food
- ___ Buy food and bring to presentation.
- ___ Get gift certificates from your supervisor
- ___ Give receipts for food to your supervisor

Reminder: On the day of your presentation don't forget to have participants sign in, and when you are done have them fill out evaluation forms.

Check List for Planning Presentations in the Community
Vocabulary List

<u>task</u>	an activity or piece of work which someone has to do, usually as part of a larger activity
<u>venue</u>	a place where a gathering, event, or activity is held
<u>confirm</u>	to make sure something is definitely happening
<u>contact person</u>	a person contacted for <u>details</u> needed for an event or activity
<u>details</u>	pieces of information
<u>register</u>	a list or record of people or things
<u>participants</u>	people who are taking part or attending an event or activity
<u>strategies</u>	a plan or a set of plans to successfully reach a goal
<u>design</u>	a detailed plan or drawing to make or do something
<u>distribute</u>	to deliver or hand out something to somebody
<u>host</u>	someone who provides their house or apartment and food and drink for an event

Contact List

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