

FOSTERING GROWTH PARENTING WORKBOOK





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FamilyWise has a vision for developing a community where every child thrives. Our mission is strengthening families by promoting the safety, stability, and well-being of children.

FamilyWise has participated in the collaborative role of supporting children and families for safety and wellbeing to thrive since 1976.

THIS WORKBOOK BELONGS TO:

NAME:

PHONE NUMBER:

EMAIL:

PARENTING WORKBOOK

SECTION 1: WELCOME2

- About us & our hopes for this Parenting Workbook

SECTION 2: UNDERSTANDING IMPORTANCE OF ENSURING SAFETY AND WELLBEING OF CHILDREN.....5

- What is the role of FamilyWise in keeping children safe?
- What is the difference between discipline and punishment?
- One group member’s experience with guidance
- Tips for handling stressful situations

SECTION 3: PARENTING.....17

- The challenges of parenting
- Parents tell how FamilyWise Programs have helped them with parenting and other social skills
- Parent Education: Tips and Techniques Resources

SECTION 4: 6 PROTECTIVE FACTORS.....31

- Parental Resilience
- Social Connections
- Concrete Support in Times of Need
- Knowledge of Parenting and Child Development
- Social and Emotional Competence of Children
- Nurturing and Attachment

SECTION 5: YOUR PERSONAL JOURNAL.....39

- Make plans to grow
- Parents talk about their goals
- Developing personal goals
- Self-Care
- Parent Leadership

SECTION 6: RESOURCES AND MORE.....61

- Child Care Checklist
- FamilyWise Parenting Programs
- MN information and resources

SECTION 1: WELCOME

Since 1976, FamilyWise has pursued our mission to strengthen families by promoting the safety, stability and wellbeing of children. Our vision is for a world where every child thrives. That starts with parents/caregivers. Parenting is hard, even under the best of circumstances. We wanted to provide parents with resources and comprehensive tools to use during and after programming. This workbook was designed with you as an individual in mind, considering you and your current life circumstances, no matter what they are.

IN THIS WORKBOOK

In this workbook, the things you will learn and explore are endless! You will learn things about yourself, your children, safety, and abuse. You will also learn tips for handling stressful situations and get to work through a childcare checklist, other resources, word finds, parenting activities, self-affirmation worksheets, mindfulness coloring pages, and more! We are hopeful that this workbook will not just be tool, but also a reminder that you are more than your circumstances. We understand that parenting is tough, some of these topics may be hard to think about or discuss and we encourage you to seek further support if needed. When you decide to shift your mindset and perspective in a positive way, you are able to grow non-stop.

SO LET'S PUT IN THE WORK!



MY NAME

IMPORTANT BIRTHDAYS

WHAT IS IMPORTANT TO ME

MY FAMILY

MY STRENGTHS

POSITIVE WORDS THAT DESCRIBE ME

MY FAVORITE THINGS

MY DREAMS

SELF REFLECTION

ROSE, THORN AND BUD

Rose means something positive that happened.
Thorn is something you need help with, a challenge for you.
Bud is a new idea or something to look forward to.

REFLECT IN WRITING ON YOUR PARENTING EXPERIENCE. WRITE ABOUT YOUR ROSE, THORN, AND BUD.



SECTION 2: UNDERSTANDING THE IMPORTANCE OF ENSURING SAFETY AND WELLBEING OF CHILDREN

WHAT IS THE ROLE OF FAMILYWISE IN KEEPING CHILDREN SAFE?

Parents need tools and supports to strengthen their families to prevent child abuse and neglect from happening. Familywise can help parents take the necessary steps to get the support around specific parenting needs. Parenting is hard, under any circumstance! All parents can use support, and FamilyWise is here to help parents on their journey to become the best parent they can be.

WHAT IS CHILD ABUSE AND NEGLECT?

The Federal Child Abuse Prevention and Treatment Act [CAPTA] as amended, defines four major types of maltreatment: physical abuse, neglect, sexual abuse, and emotional abuse. Child neglect is failure to provide for the child's basic needs. Neglect can be physical, educational, or emotional.

Physical neglect includes refusal of, or delay in, seeking health care; abandonment; expulsion from the home or refusal to allow a child who has run away to return home, and inadequate supervision.

Educational neglect includes the allowance of chronic truancy, failure to enroll a child of mandatory school age in school, and failure to attend to a special educational need when services are available.

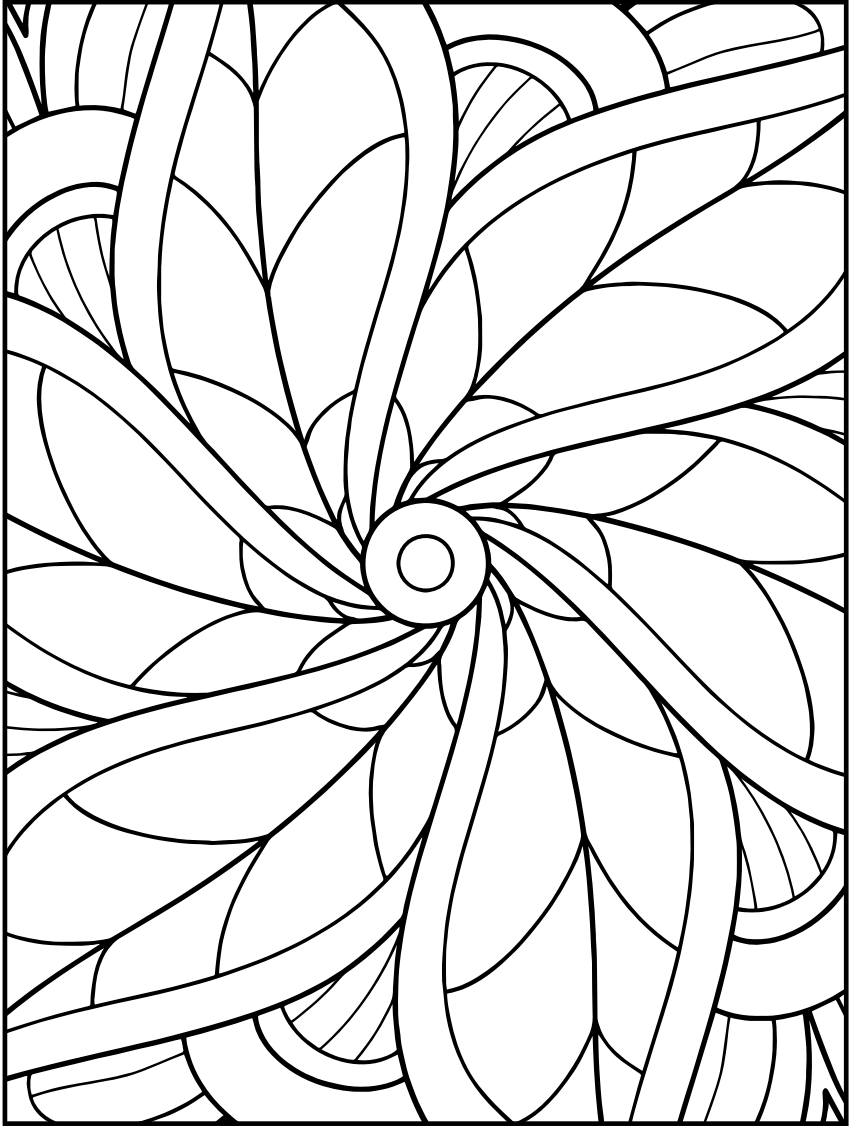
Emotional neglect includes such actions as marked inattention to the child's needs for affection, refusal of or failure to provide needed psychological care; spouse abuse in the child's presence and permission of drug or alcohol use by the child.

The assessment of child neglect requires consideration of cultural values and standards of care as well as recognition that the failure to provide the necessities of life may be related to poverty.

Sexual abuse includes fondling a child's genitals, intercourse, incest, rape, sodomy, exhibitionism and commercial exploitation through prostitution or the production of pornographic materials. Many experts believe that sexual abuse is the most under-reported form of child maltreatment because of the secrecy or "conspiracy of silence" that so often characterizes these cases.

Emotional abuse [*psychological/verbal abuse/mental injury*] includes acts or omissions by the parents or other caretakers that have caused, or could cause, serious behavioral, cognitive, emotional, or mental disorders. In some cases of emotional abuse, the acts of parents or other caretakers alone, without any harm evident in the child's behavior or condition, are sufficient to warrant child protective services (CPS) intervention. For example, the parents/caregivers may use extreme or bizarre forms of punishment, such as confinement of a child in a dark closet. Less severe acts, such as habitual scape-goating, belittling, or rejecting treatment, are often difficult to prove and, therefore, CPS may not be able to intervene without evidence of harm to the child.

Although any of the forms of child maltreatment may be found separately, they often occur in combination. Emotional abuse is almost always present when other forms are identified. If a parent has abused or neglected a child and is not able to seek help on his or her own, the case worker is bound by law to do so. Your case worker or group facilitator will support the parent through this process, help the parent to remain comfortable, and provide the parent with additional resources.



WHAT IS THE DIFFERENCE BETWEEN DISCIPLINE AND PUNISHMENT?

There are important differences between discipline and punishment. Punishment and discipline are different in what they do and how they are done. Parents have different attitudes about them too, and children feel differently as a result. The chart below talks about the differences and describes the way in which discipline is guidance and not only corrects the behavior but helps the child develop good behavior in the future, punishment, on the other hand, just stops bad behavior now and doesn't help a child learn how to behave correctly.

IS THERE A DIFFERENCE BETWEEN PUNISHMENT AND DISCIPLINE?

YES!

THE DIFFERENCE BETWEEN DISCIPLINE AND PUNISHMENT:

	DISCIPLINE = GUIDANCE	PUNISHMENT
<i>Purpose</i>	Offers guidance and corrects behavior and encourages positive growth	Makes a child "pay for" doing something wrong
<i>Purpose</i>	Developing good behavior for the future	Paying for something in the past
<i>Attitude in which it's done</i>	Love	Anger
<i>How it makes children feel</i>	Secure	Fearful, angry, hostile, guilty, ashamed

The sections below are drawn from The Parenting Web (revised) by Dr. Louise Davis, Extension Child and Family Development Specialist, and edited for this workbook.

WHAT IS DISCIPLINE?

Guidance. When we guide children toward positive behavior and learning, we are promoting a healthy attitude. Positive discipline encourages a child to think before he acts. Guidance promotes self-control. Different styles of discipline produce results that are different. Guidance requires thought, planning, and patience. The use of guidance is a process of thinking and trying.

Remember, effective discipline:

- Is good for both parent and child
- Teaches a child to take responsibility for his or her behavior
- Helps parents maintain a warm relationship with the child.

**The goal is to teach the child how to behave,
not to make the child suffer.**

WHAT IS PUNISHMENT?

Punishment is usually any type of control behavior that is used to stop a child from misbehaving. Punishment does not teach children how to use self-discipline. It only stops the misbehavior for that moment. Punishment may fulfill a short-term goal, but it actually interferes with the accomplishment of your long-term goal of self-control. Punishment may take many forms:

Physical – Slapping, spanking, switching, paddling, using a belt or hair brush, and so on.

With words – Shaming, ridiculing, or using cruel words.

With activities – Locking a child in his or her bedroom, forcing a child to sleep on the floor because he or she wet the bed.

Guidance/Discipline is used because:

- It is positive and reinforcing.
- It builds self-esteem.
- It helps children to know what is expected of them.

Punishment is usually used because:

- It's quick and easy.
- Parents don't know any alternatives.
- It shows adult power.
- It relieves adult frustration.

The lessons children learn from punishment are:

- It is right to hit those you are closest to.
- It is okay to hit (bully) people who are smaller than you are.
- Violence is okay when other things don't work.

SELF-REFLECTION

1. Your child does not want to go to bed, they start throwing a tantrum and hitting. What do you do?

2. Your child gets suspended from school for fighting, how do you talk to your child about what happened?

3. Your child consistently breaks curfew, what are some things you can do as a parent to support your child follow the rules you put into place?

GUIDANCE IS WORTH THE EFFORT!

When we use guidance, we help a child learn to get along with family and friends, behave in an agreeable way, and control their behavior. Hang in there! Parenting is about setting clear, firm boundaries, providing nurturing and guidance, and creating a safe and dependable set of family rules that expand and change as your children grow. Children can then go about their "job" of exploring their world in confidence. When kids see that you are serious about strengthening your parenting skills, they will respond with respect to your parenting methods.

Remember that change rarely happens overnight. Your family's patterns of behavior took a long time to develop. It can take a long time to change them.

TIPS FOR EFFECTIVE GUIDANCE

- When you guide, explain why.
- *Set clear and safe limits.* Be sure children know these limits. Be consistent.
- *Keep guidance positive.* Tell children what they can do instead of what not to do.
- *Teach by example.* If you hit children for hitting others, they won't understand why they can't hit.
- *Guide through consequences.* If a child leaves his or her toys outside after being asked to bring them inside and the toys are stolen or damaged - then the child has no toys.
- *Build self-esteem and respect with words and actions.* Avoid words that reduce self-esteem. (E.g. You don't, can't, won't.)
- *Plan ahead.* Prevent misbehavior by eliminating situations that spell trouble. For example, make sure children have been fed and rested before going to the grocery store.
- *Address the situation; do not judge the child.* This is important because diminished self-esteem leads to insecurity, even hostility.

TIPS FOR EFFECTIVE GUIDANCE

- *Be consistent* so the child knows what is expected of her or him.
- *Be firm.* Clearly and firmly state that the child does what needs to be done. Speak in a calm tone that lets your child know you mean what you say, and you expect the child to do it. It doesn't mean yelling or threatening.
- *Keep your cool.* Listen calmly to your child's explanation of the problem; discuss ways to deal with it. Come to a solution that's agreeable to you and the child – this helps the child learn to be responsible for his or her behavior and respond differently in the future.
- *Be supportive of your children emotionally and behaviorally.* Validate and empathize their thoughts and feelings, but still address their behavior with explanation.
- *Consider their developmental stage.* Different developmental stages comes with different expectations and guidance.

ONE GROUP MEMBER'S EXPERIENCE WITH GUIDANCE

Many people feel guilty about the way they have been parenting. Brenda, a divorced mother, who balances a full-time job, two pre-teens and a four-year-old talks about discipline and life with her family.

“When I felt guilty about my parenting, I would try to make up for it by giving in to my kids' demands. I was trying to make up for my mistakes. My children caught on to this game and would say things to make me feel guilty on purpose: 'You are so mean.' 'My Daddy lets me do that.' 'Everybody else's parents say it's okay.'”

My group told me how I was letting guilt ruin my present, past, and future. A parent told me that parenting with guilt is like driving down a busy street just looking in the rearview mirror. You get to see the results of your mistakes but you can't prevent them. WOW! I knew that was happening in our family. My group helped me set some reasonable goals to take small steps to change my behavior. Now I feel more like a sensible driver with my eyes on my destination."

TIPS FOR HANDLING STRESSFUL SITUATIONS

One of the ways that parent's guide children is by using "time out/take a break." Sometimes, parents need a "time out/take a break" as well. When you are feeling stressed and need to cool down, find ways to:

- Distract yourself.
- Take time to reflect/rethink strategies.
- Calm yourself.
- Let off some steam.
- Take time away from the stressful situation.
- Make yourself laugh.

See if any of these ideas seem right for you to help you work off your frustration:

- Run up and down stairs, do jumping jacks, or shoot hoops.
- Pound a punching bag or put your hands in your pocket to remind yourself of the purposes of hands.
- Rain or shine, go for a walk with your kids. Fresh air can work miracles. (Don't forget to dress appropriately ☺)
- Put on some music and dance, or sing, or exercise.
- Put a funny video on and let yourself laugh.
- If you can leave your child somewhere safe with a trusted adult, give yourself a time out/break.
- Wash your hair/take a warm bath.
- Get positive results from negative energy - scrub the kitchen floor.

- Slow down - take a deep breath or count to 100.
- Make some comfort food, such as macaroni and cheese.
- Write down own feelings and think through why you are feeling that way. Identify your own triggers.
- Talk and listen to yourself; think about how far you've come; compliment yourself on being patient and on your effort to be a better parent.
- Identify all the positive things happening in your life.
- Ask yourself how important this is to do or to change.
- Call a friend or another parent you know.

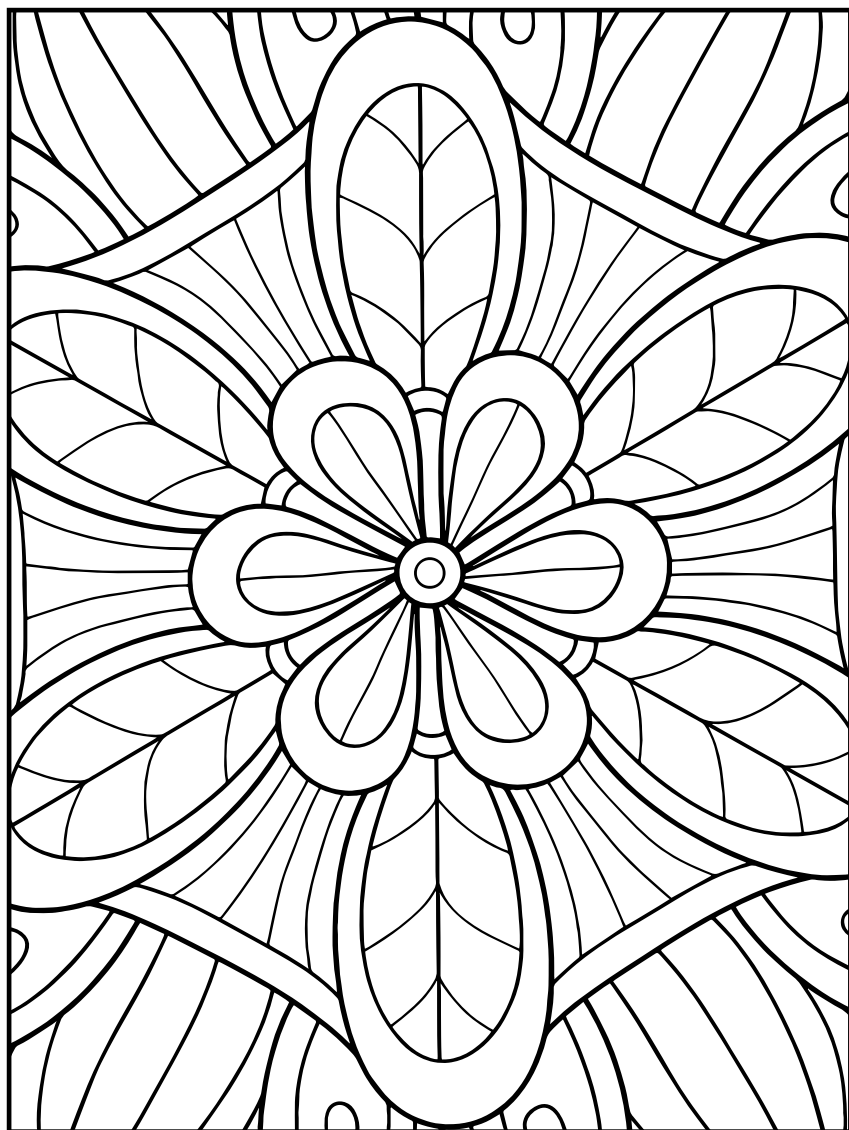
MINDFULNESS

WORDSEARCH

Find and circle the words.

H	T	M	A	M	I	N	D	S	E	T	M	G
E	Y	B	E	C	O	N	F	I	D	E	N	T
A	I	R	I	K	J	L	A	B	S	Y	R	A
L	S	E	W	G	N	S	D	T	W	E	N	E
E	K	A	S	C	F	O	C	U	S	R	I	C
R	E	T	D	U	L	O	U	H	T	U	C	N
P	G	H	E	E	H	Y	G	R	R	E	Y	E
D	R	E	A	M	E	F	H	J	O	R	N	L
M	Y	M	I	Y	J	O	U	R	N	E	Y	I
L	O	V	E	D	K	E	E	E	G	O	I	S
K	G	R	O	W	T	H	R	K	Y	A	N	E
O	V	E	R	C	O	M	I	N	G	R	T	R

- STRONG
- MINDSET
- DREAM
- FOCUS
- OVERCOMING
- BREATHE
- RESILIENCE
- CONFIDENT
- HEAL
- LOVED
- GROWTH
- JOURNEY



SECTION 3: PARENTING

This section presents information on the role of FamilyWise Programming in helping parents and other caretakers to parent their children. Parents tell, in their own words, of the challenges they face and how our programming has helped.

THE CHALLENGES OF PARENTING

We often joke that children should come with instruction manuals, but in spite of all the books, TV shows and parenting programs available, there is no substitute for experience. If our experience as a child didn't provide us with the resources to cope with the stress and demands we now find ourselves under, we sometimes slip into bad habits in dealing with our children or struggle to keep from repeating family patterns. Many parents say "I will not do to my child what was done to me" or "I would never treat my child that way," but need help to find different ways to guide their children. While we understand and want to break old patterns of anger, harm and violence, it's not that easy.

All these things can lead to frustration, anger, and stress, which can be increased by the desire to have our children behave acceptably in the eyes of others, a lack of understanding about child development, and no one to talk to about better ways to handle a problem. Jobs, moving, and lack of time often separate us from friends, neighbors or family who might have given parenting support in the past. We might not want to let others know just how bad things are in our family. Whatever the reason, the support and help available through groups can make parenting easier.

I LOVE YOU BECAUSE...

WRITE A "I LOVE YOU BECAUSE..." LETTER TO YOUR CHILD(REN)

DEAR



A series of 19 horizontal blue lines for writing the letter.



LOVE ALWAYS,

PARENTS TELL HOW FAMILYWISE PROGRAMMING HAS HELPED THEM

“I love the support. It gives me reassurance that I am not alone!”
- Parent Support Services Participant

“Honestly everything was very helpful! I received information, and resources that I had no idea were available.”
- PSOP Participant

“I am very grateful that for the services provided through FamilyWise. I believe it has helped me become a better parent, and having a resource as a single parent is important in my child’s development.”
- In-Home Participant

“I am thankful for all you are doing with my kids. Ya know, I think when you have kids there are angels that come around them. I was wondering for so long where my kids’ angels are?! And then your mentoring program... my daughter’s mentor is so kind. I can’t always do much for my kids and she has been able to help so much.”
- Bright Beginnings Mentor Program Participant

“I now have the power to be the kind of parent I want to be.”
- Circle of Parents Participant

PARENT EDUCATION

This section will review some of the important topics of parent education resources that will make learning about parenting fun and allow reflection to support your growth as a parent!

ERIK ERIKSON'S STAGES OF DEVELOPMENT

Stage	Basic Conflict	Important Events	Outcome
Infancy (birth to 18 months)	Trust vs. Mistrust	Feeding	Children develop a sense of trust when caregivers provide reliability, care, and affection. A lack of this will lead to mistrust
Early Childhood (2 to 3 years)	Autonomy vs. Shame and Doubt	Toilet Training	Children need to develop a sense of personal control over physical skills and a sense of independence. Success leads to feelings of autonomy, failure results in feelings of shame and doubt.
Preschool (3 to 5 years)	Initiative vs. Guilt	Exploration	Children need to begin asserting control and power over the environment. Success in this stage leads to a sense of purpose. Children who try to exert too much power experience disapproval, resulting in a sense of guilt.
School Age (6 to 11 years)	Industry vs. Inferiority	School	Children need to cope with new social and academic demands. Success leads to a sense of competence, while failure results in feelings of inferiority.
Adolescence (12 to 18 years)	Identity vs. Role Confusion	Social Relationships	Teens need to develop a sense of self and personal identity. Success leads to an ability to stay true to oneself, while failure leads to role confusion and a weak sense of self.
Young Adulthood (19 to 40 years)	Intimacy vs. Isolation	Relationships	Young adults need to form intimate, loving relationships with other people. Success leads to strong relationships, while failure results in loneliness and isolation.
Middle Adulthood (40 to 65 years)	Generativity vs. Stagnation	Work and Parenthood	Adults need to create or nurture things that will outlast them, often by having children or creating a positive change that benefits other people. Success leads to feelings of usefulness and accomplishment, while failure results in shallow involvement in the world.
Maturity (65 to death)	Ego Integrity vs. Despair	Reflection on Life	Older adults need to look back on life and feel a sense of fulfillment. Success at this stage leads to feelings of wisdom, while failure results in regret, bitterness, and despair.

QUICK TIPS AND TOOLS

BE MINDFUL OF YOUR CHILD'S DEVELOPMENTAL STAGE WITH THESE TIPS AND TOOLS!

The sections below are drawn from Active Parenting Curriculum (revised & updated 4th edition, Michael H. Popkin, PhD and edited for this workbook)

ACT Rule - Acknowledge, Communicate, Target

Example: Two siblings fighting/hitting each other over a toy

Acknowledge their behavior and feelings - i.e. *"I see you are screaming and hitting and that you are both angry, what happened?"*

- Give them a chance to explain on their own (i.e. "Thank you both for explaining to me what happened, now I understand how that happened").
- Encourage them to express their feelings. Empathize them and help them to identify their feeling and what part they played in the disagreement/conflict.

Communicate the rule - i.e. *"It is okay to be angry, but the rule is we do not hit."*

- Explain the rule and why it is a rule. Think of family values, empathy and other solutions to express frustration (i.e. "Hitting hurts people, and we do not hurt people. We use our words when we are angry or find a different way to calm down").

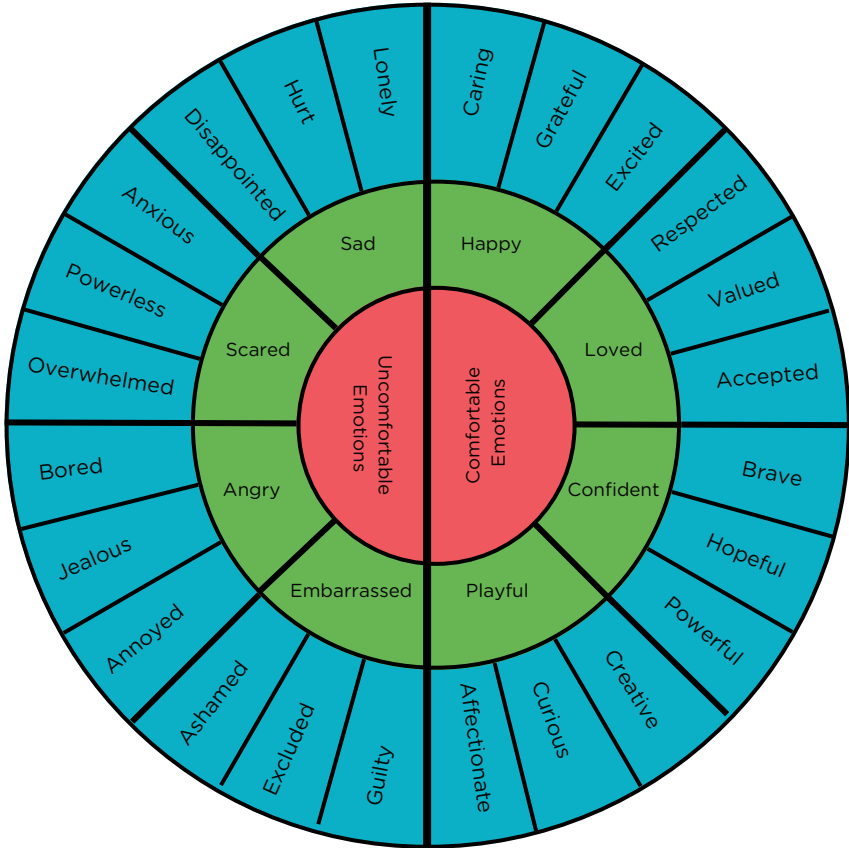
Target a positive choice - i.e. "What can we do now? How or what would you like to do next time?"

- Allow the child to "try-again" or problem solve on their own.
- Communicate feelings to one another, why they were frustrated, apologize for hitting.
- Brainstorm alternative ways to respond to conflict, such as asking parent for help to solve instead hitting and screaming.

Emotional Vocabulary:

- "Name it and tame it!" - Whether the emotion is comfortable or uncomfortable, every emotion affects our thoughts and behavior. It is important to be able to name them and express them responsibly. Therefore, it is important for parents to support children to experience a full range of emotions, so they can learn what they are feeling and how to express those feelings in a responsible way.
- Learning to identify different emotions and understanding the root cause.
- Understanding children's emotional and behavioral cues, being proactive in their reactions.
- Validating the emotion and having empathy while they learn to understand how to express responsibly.
- Collaborating with your children to find solutions together - "What will help you calm down?" "How can I help?"

EMOTION WHEEL



NATURAL AND LOGICAL CONSEQUENCES: PATIENCE AND KINDNESS TO YOUR CHILD AND YOURSELF

Natural consequences:

Consequences that happen naturally – without a parent enforcing a consequence. Allowing the child to experience the consequence on their own avoids a power struggle and teaches them a lesson independently (i.e. If the child is bossy or does not share with their friends, friends will not want to play).

Allowing your child to experience natural consequences unless it is a safety concern

- Problem solves with child, asking if they would like to play with a friend that is bossy or doesn't want to share – teaching empathy.
- Ask what they think they can do to repair the friendship and play together again.

Logical Consequences:

Consequences that parents enforce to ensure the child learns a valuable lesson.

i.e. Toys are all over the place and the child refuses to clean up. Parent puts toys on time out if they are not cleaned up.

Tools to avoid power struggle:

- Give one warning and a choice that you can live with: “You can clean up before dinner or after dinner.”
- Practice “when/then rule”
- Ask your children to help decide the consequence for their actions. Helping children understand the natural consequences of it. (Reasoning – for older children).

When giving consequences:

- Connect the consequence logically to their behavior.
- Keep your voices calm and firm: explain the logics with validation and empathy.
- One break then enforce the consequence.
- Expect testing behavior (might get worse before getting better).
- Allow them to try again after experiencing the consequence.

"When/then" rule:

- When you do something that is needed, then you get something that you want.
- When you finish your homework, then you can go play with dog or toys.
- When you are done cleaning your room, then you can have your friend over, or you can go to your friend.

Incentives:

Something that motivates or encourages children to do something.

i.e. Sticker charts (to work towards a goal)

- Brainstorm with children! Helps with child's "buy-in."
- Goal should be something the family can afford (i.e. movie night, appropriate priced toy, be creative!).
- Help children understanding the lesson, not just for the prize (i.e. doing chores helps my family and helps teach responsibility, making sure to explain that it is good for the long term, not just for a new toy).
- Try the use of emotional and social acknowledgement/recognition more than monetary reward (i.e. compliment paper chain!).

Routines/schedule:

Consistency and predictability help a child know what will happen with their day and lower stress for a child.

Reflection Box: What does routine and schedule look like for your family?

Tips:

- Consider what works for your family.
- Developmental stage of children.
- Consistency and predictability.
- Flexibility and adjustment with transition.
- Visual Aids - i.e. calendar, time/activity chart.

Parental Responsibilities (parentcoachplan.com):

- Being consistent and predictable.
- Parents are accountable - Show kids they can make mistakes.
- Being a role model.
- Ensuring Safe environment as a whole person.
- Providing basic needs including medical care and educational opportunities.
- Providing emotional and social supports.
- Providing guidance and discipline with respect to their developmental stages.
- Teaching morals and values.

"Good enough parents":

There is no such thing as a perfect parent, but a "good enough parent" tries their best to understand and respect their children for who they are and what they need. Be kind and patient to yourself as well as to kids.

Fun Parenting Resources:

- Child development - This website gives you information about your child's developmental milestones specific to their age:
<https://www.cdc.gov/ncbddd/actearly/milestones/index.html>
- Get the CDC Milestone Tracker app:
<https://apps.apple.com/us/app/cdcs-milestone-tracker/id1232718688>
- Think Small - Sign-up for parent-powered texts - These texts offer fun facts and at-home learning activities:
<https://www.thinksmall.org/about-think-small/texts/>
- Parent Coaching - This website provides free printable parenting tools and helps you to create the best parent-coaching plan for your family:
<https://parentcoachplan.com/article3.php>
- Positive parenting tips:
<https://parentcoachplan.com/article3.php>
- Information about teens:
<https://www.cdc.gov/parents/teens/index.html>
- Understanding sexual behaviors in children:
<https://www.healthychildren.org/English/ages-stages/preschool/Pages/Sexual-Behaviors-Young-Children.aspx>

NOW THINK ABOUT YOUR PARENTING STYLE.
HOW DO YOU "DISCIPLINE" &/OR "PUNISHMENT"
YOUR CHILD(REN)?

HOW DO YOU THINK YOUR PARENTING STYLE MAKES
YOUR CHILD(REN) FEEL?

CAN YOU IMPROVE YOUR PARENTING STYLE?
IF SO, HOW?

A-Z

POSITIVE WORDS

Positive affirmations helps kids to gain confidence, contributes to a growth mindset, helps kids to truly believe in themselves.

Write positive words to describe your child(ren)

a	_____	n	_____
b	_____	o	_____
c	_____	p	_____
d	_____	q	_____
e	_____	r	_____
f	_____	s	_____
g	_____	t	_____
h	_____	u	_____
i	_____	v	_____
j	_____	w	_____
k	_____	x	_____
l	_____	y	_____
m	_____	z	_____

SECTION 4: 6 PROTECTIVE FACTORS

There are specific research-informed protective factors that help to prevent the occurrence of child neglect and abuse. In Minnesota, we are working to create community environments and public policies that promote these protective factors.

ACES - ADVERSE CHILDHOOD EXPERIENCES

ACEs are potentially traumatic events that can include violence, abuse, and growing up in a family that has malfunction due to challenges such as mental health or substance use problems. Toxic stress from ACEs can impact brain development, child development, interaction with self and the world, lifestyle and health as a whole person throughout life. Nevertheless, ACEs can be prevented.

Tip: Healing from your own ACEs can prevent ACEs for your children

Example: Reflecting on your own ACEs, understanding how ACEs manifested in your daily life, practicing effective coping skills as an adult and parent, seeking professional help as needed.

Reflection Box: What ACEs did I experience? What ACEs are my children at risk for?

PARENTAL RESILIENCE

No one can eliminate stress from parenting, but a parent's capacity for resilience can affect how a parent deals with stress. Resilience is the ability to manage and bounce back from all types of challenges that emerge in every family's life. It means finding ways to increase self-efficacy and capability to solve problems, building and sustaining trusting relationships, including relationships within yourself and with your children, and seeking help when necessary. Parental resilience is an important fact of preventing ACEs from your children's life.

Tip: Seek help when needed. Asking for help is a strength.

Example: Ways to keep your family strong and safe.

Reflection Box: Who can I go to for support? What are resources that I can rely on? What are some of my strengths as a parent?

SOCIAL CONNECTIONS

Friends, family members, neighbors and community members can provide emotional support, help solve problems, offer parenting advice, and give concrete assistance to parents. Networks of support are essential to parents and also offer opportunities for people to "give back," an important part of self-esteem as well as a benefit for the community. Isolated families may need extra help in reaching out to build positive relationships.

Tip: Everybody needs somebody! Communities thrive together

Example: A support network (ie. Circle of Parents Group)

Reflection Box: What is your support network?

CONCRETE SUPPORT IN TIMES OF NEED

Meeting basic economic needs like food, shelter, clothing, and healthcare is essential for families to thrive. Likewise, when families encounter a crisis such as domestic violence, mental illness or substance abuse, adequate services and supports need to be in place to provide stability, treatment and help for family members to get through the crisis.

Tip: Use of Resource Guide for your community/cultural needs.

Example: Food Shelves, childcare assistance, rent assistance, etc

Reflection Box: Where can I find concrete supports in my community?

KNOWLEDGE OF PARENTING AND CHILD DEVELOPMENT

Accurate information about child development and appropriate expectations for children's behavior at every age help parents see their children and youth in a positive light and promote their healthy development. Information can come from many sources, including family members as well as parent education classes and surfing the internet. Studies show information is most effective when it comes at the precise time parents need it to understand their own children. Parents who experienced harsh discipline or other negative childhood experiences may need extra help to change the parenting patterns they learned as children.

Tip: Don't punish your children for general developmental stages (i.e. bed wetting)

Example: Use positive reinforcement methods to guide a child's development.

Reflection Box: How can I respond positively to my child's developmental stages?

SOCIAL AND EMOTIONAL COMPETENCE OF CHILDREN

Positive interactions by caregivers increase children's ability to interact positively with self and others, regulate their behavior on their own, and effectively communicate their feelings and thoughts. Despite positive parenting through supportive interactions, children could be challenged for different reasons, such as neurodevelopmental disorders. Early identification and intervention for both parents and children can lower negative results and keep the child's development on track.

Tip: Pay attention to your child's behaviors and that your child is reaching developmental milestones, attend regular well checkups and developmental screenings.

Example: Acting out, crying and not using their words: regressing their once achieved milestones, behind appropriate developmental milestones, or advanced with certain gift

Reflection Box: What behaviors does your child exhibit? How can you respond to those behaviors?

NURTURING AND ATTACHMENT

When parents consistently meet their children's needs and interests in supportive ways, they develop healthy attachment with strong and warm feelings for one another. Children develop trust that their parents will provide what they need to thrive, including love, acceptance, positive guidance, and protection.

Tip: We can never love our child(ren) too much - understanding cues and signals from children for their needs and interests, including attention seeking behavior (any types).

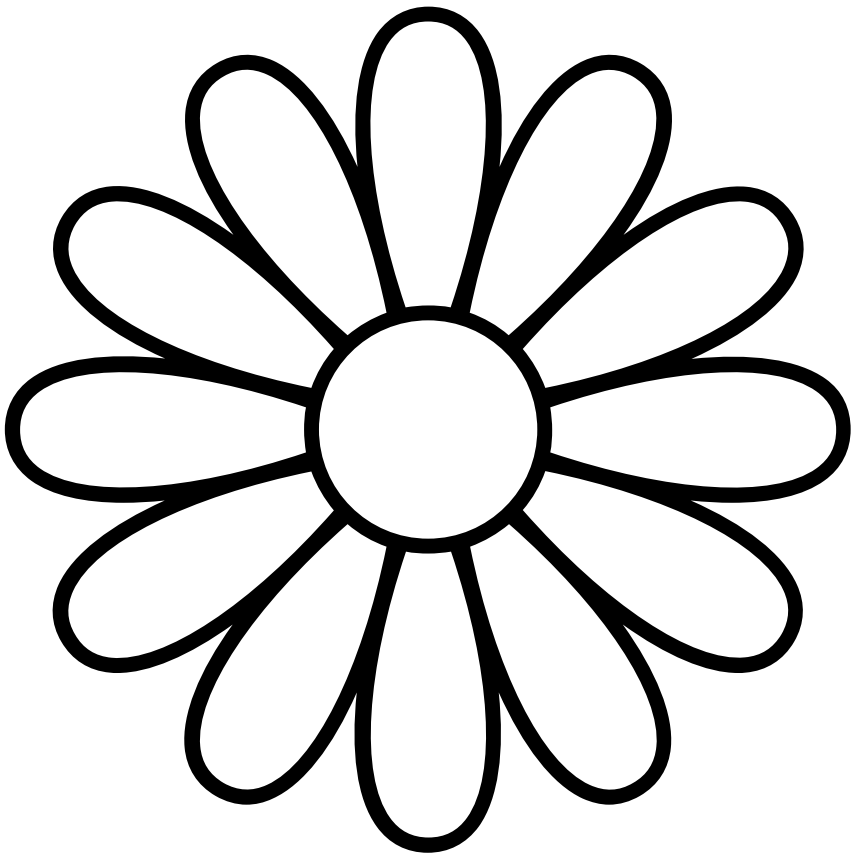
Example: Hold, caress/hug, talk to, laugh with, rock, sing - reciprocal interactions with your children while supporting their needs and interests.

Reflection Box: What are ways I can nurture my child?

POSITIVE TALK

How you talk to your child(ren) is important, so it's good to focus on positive talk.

On each petal, write something you like about your child(ren) or something they're good at.



POSITIVE TALK

I deserve to be happy.

I am capable of being loved.

I deserve to be happy.

I am capable of being loved.

I deserve to be happy.

I am capable of being loved.

I deserve to be happy.

I am capable of being loved.

I deserve to be happy.






I am capable of being loved.

I deserve to be happy.






I am capable of being loved.

SECTION 5: YOUR PERSONAL JOURNAL

The section below provides an opportunity for you to evaluate your situation, with a focus on family and parenting, and see where you would like to make some changes. It provides tools for self-assessment and for recording your goals and your achievements. Take an honest look at where you are. If you don't know where you are, how can you see how far you've come? Put an X in the column that best describes where you are on the following scale:

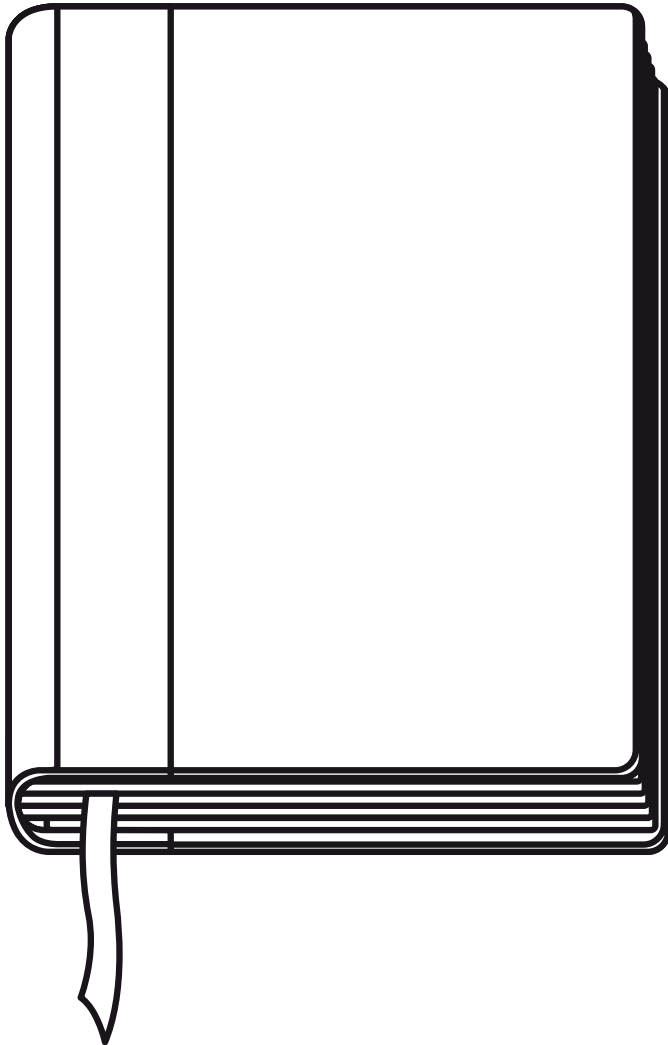
WHEN I THINK ABOUT...	 GREAT!	 Pretty Good	 OK	 Needs work	 Help!
<i>Myself as a person, I feel</i>					
<i>Myself as a friend/partner, I feel</i>					
<i>My family, I feel</i>					
<i>My parenting, I feel</i>					

Ask yourself these questions again after six months. Have your answers changed? Do you see a direction you want to grow?

WHEN I THINK ABOUT...	 GREAT!	 Pretty Good	 OK	 Needs work	 Help!
<i>Myself as a person, I feel</i>					
<i>Myself as a friend/partner, I feel</i>					
<i>My family, I feel</i>					
<i>My parenting, I feel</i>					

YOUR BOOK COVER

Too often people judge a book by its cover. Meaning, people will judge someone based on what they see on the outside vs who that individual is on the inside. Draw a new cover, YOUR cover! Who are you on the inside?



DREAM HOME



What does your dream home look like?
What does the energy feel like?
What features does it have?
Where would it be?
Who would you share it with?
How can you make your dream home a reality?



POSITIVE AFFIRMATIONS

All I need is already in me.

I can heal from my trauma.

All I need is already in me.

I can heal from my trauma.

All I need is already in me.

I can heal from my trauma.

All I need is already in me.

I can heal from my trauma.

All I need is already in me.

I can heal from my trauma.

All I need is already in me.

I can heal from my trauma.

MAKE A PLAN TO GROW

Take a moment to think about areas where you'd like yourself and family to grow. Are there ways you'd like to develop? Problems you'd like to overcome? Talk to your family about your goals. Ask yourself how you can use the support of the group to achieve in these areas.

Use SMART Goals:

Specific - Be specific!

- I will read to my child every night for 15 min for the next 3 months

Measurable - How will I know when I have completed the goal?

- Track your goal and check progress. Am I following through?

Achievable - Make the goal realistic.

- Make sure this is something that you have the time and energy to commit to - Is it developmentally appropriate for your child to read with you every night for 15 minutes?

Relevant - Does this goal make sense for where I am at in my life?

- My child is learning word development; I want to create a bedtime routine and reading will support their growth and our closeness.

Time-Bound - Reminder of short-term versus long-term goals!

- Putting in timeframes - did I do this for 3 months?

Then ask yourself these questions:

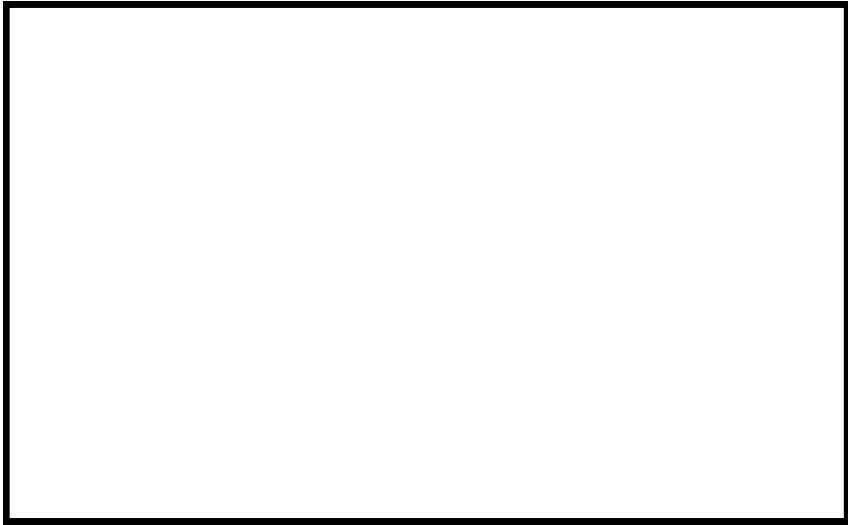
What are my strengths?

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What are some strengths my family and friends have that can help me achieve my goals?

A large, empty rectangular box with a black border, intended for the user to write their answer to the question 'What are some strengths my family and friends have that can help me achieve my goals?'.

Are there people I can call on to help me make a plan for my goals?

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Are there community resources - churches, neighbors, social services agencies, schools - that can help me?

A large, empty rectangular box with a thick black border, intended for the user to write their response to the question above.

IMPORTANT CONTACTS

NAME: _____

NUMBER: _____

EMAIL: _____

NOTES: _____

NAME: _____

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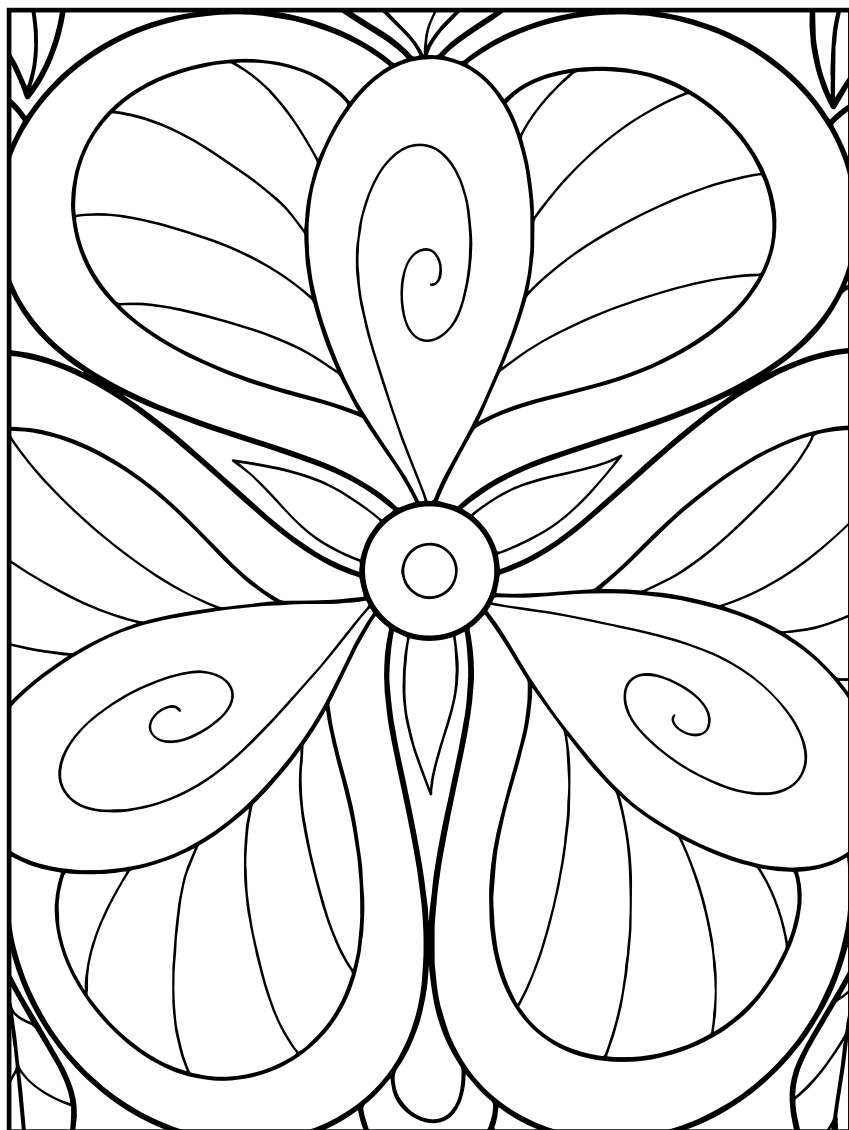
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Count on your natural supports and case workers to help you as you change and grow. Growth is never easy and sometimes your community may take you to task. There are no fast answers, but sharing your feelings and talking to your natural supports goes a long way. Don't be afraid to ask if you need further help (i.e. specialized support from other professionals).

Kevin, a single parent, says:

"I was having a lot of problems in my family with the kids mouthing off at me, and then me getting angry at them and mouthing off back. I got some ideas from the group, then sat down and asked the kids to help our family solve this problem. They liked the idea of me asking them to help with a problem.

"Billy suggested we charge a fine for mouthing off. They thought I should pay the most, because I was the oldest (ha-ha.) Then Michelle, then Billy and finally even Karen, my six-year-old, could pay a little something too. We made a plan to take the money at the end of each month and donate it to our town's food pantry. That way, none of us would make a profit off of doing something wrong.

"The kids called each other on mouthing off, and of course they called me on it- big time. The first month we donated over \$40! Now, eight months later, we hardly have anything to give away at all. We had a goal of reducing mouthing off, we helped each other and, I should say, the kids helped me. My group also gave me lots of high fives for sticking to our plan."

Shanique, who has three kids between the ages of 9 and 13, says:

"When I got home from work, I just wanted some peace and quiet, but that's when the kids were all over me. I knew I should listen to their every little problem, but I would snap and snarl at them while I tried to make dinner, and then later on at night feel guilty about how I treated them. My goal was to be a better parent when I got home and not to feel so guilty.

“My group helped me look at the situation. I would rush straight home from work and get in, hungry and tired, with a meal to cook and the house a mess. The kids would be hungry, too, and stand around me, waiting for me to make dinner. I felt like I was being nibbled to death by a duck. I was mad.

“The group gave me ways to reduce the tension. I remembered how nice it was when my grandmother would sit with me and just listen and laugh at my stories. It made me feel like I was important, and I wanted my kids to feel that way too. I learned that the schedule did not always have to be so rigid.

“One big way I changed was giving me just a little time to unwind after work. Instead of driving home on the freeway, I now take a back road. It takes me fifteen minutes longer, but I look at the view instead of all the road-crazies.

“Instead of feeling I need to make dinner the second I walk in, the kids and I sit down together for fifteen minutes and snack on cut-up vegetables, or some cheese, or apples, and everybody gets to talk about their day. Then, when I get up, everybody is more peaceful. Sure, dinner is sometimes late and that makes their bedtime later, too, but so what?

“It took me three months to change my behavior, but I now feel like I’m not as nasty to the kids. Oh sure, I still get impatient and annoyed with them, but I have learned that I could make a plan to change my life and see real results.”

DEVELOP YOUR PERSONAL GOALS

Think of three changes you’d like to see. Make them your goals. Spell them out in the box on the next page so you’ll know when you’ve succeeded.

1.
2.
3.

Goals aren't set - or accomplished - in a day. Give a lot of thought to what you can realistically hope to do. By setting goals too broad, you are setting yourself up for failure. Break goals down into smaller steps that you CAN do, rather than trying to accomplish everything at once.

Don't expect change to happen easily, or overnight - some days it might feel like you are going backwards, not forwards! Your group will help you and support you as you work toward your goal. They will understand that there will be setbacks along the way and they will help you through the hard parts. They will also be there to cheer you on when you've made progress, and celebrate with you when you have accomplished your goal.

My Goal	
What's working well already?	
What needs to change?	
Sources of support or resources.	
How will I make this happen?	
Do I need any professional help?	
How long will it take?	
How will I know I've succeeded?	

Down the road, when you've accomplished your goals, your group can help you set new ones. Use the chart below to keep track of your progress so you can see how much you've accomplished.

GOAL	DATE BEGUN	DATE COMPLETED

Above all, give yourself permission to be human. Don't expect that your goals will just fall into place. Expect that you'll have a harder time with some goals than with others, and that it might take you longer to reach them. Celebrate your small successes.

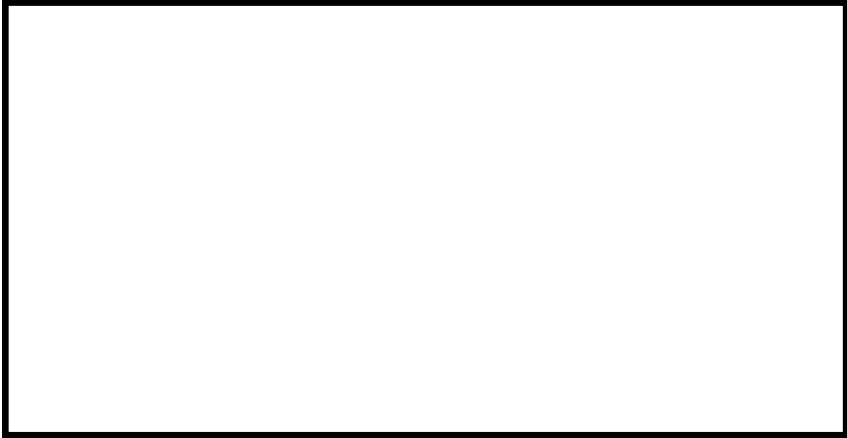
YOU DESERVE IT!

SELF-CARE

Self-care and wellness can mean different things to different people! The important thing is to be mindful of what works for you, your children, and your family!

Below are some questions that will help you to identify ways in which you can improve your own self-care.

What does self-care mean to me?



Are there sections that I would add to the wellness wheel (see next page)? If so, list some activities in that area.



Which sections do I feel like I do well in and why?

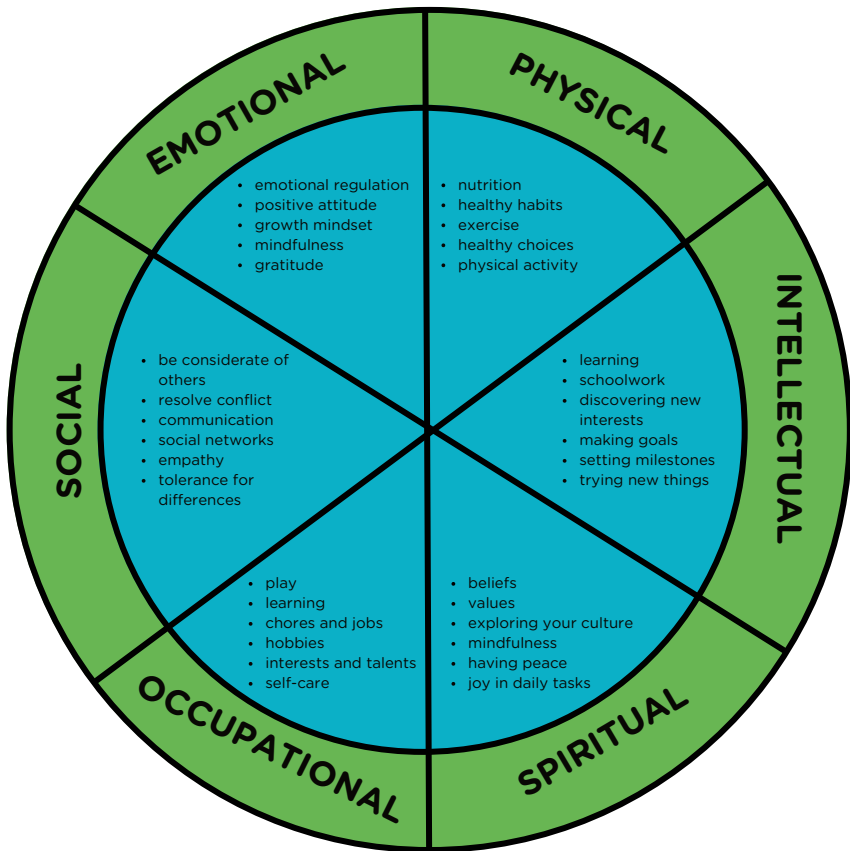
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Which sections do I need to grow in? Give examples of ways in which I can grow.

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WELLNESS WHEEL

FOR KIDS AND FAMILIES



PARENT LEADERSHIP

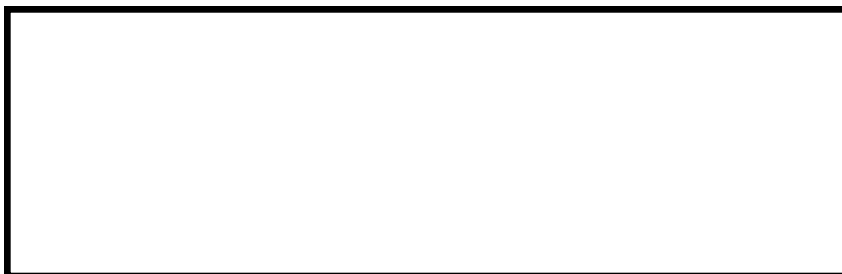
Parent Leadership is a strength-based approach to family support that is founded on the belief that parents are knowledgeable about their families and communities. It can provide valuable insight into programmatic and community changes to benefit children and families.

Parent Leadership

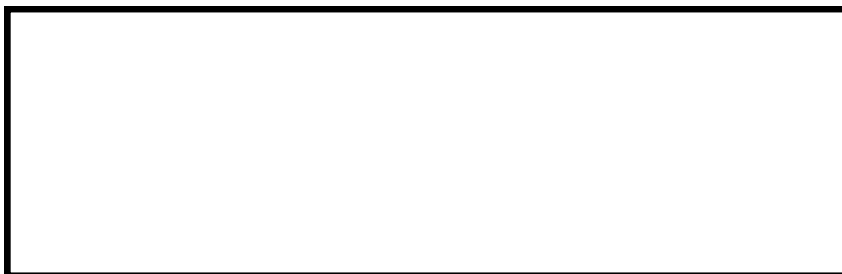
How can I be a leader?



What does being a leader mean to me?



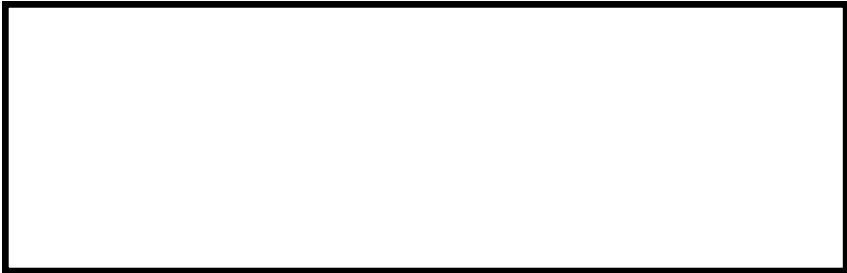
What is a good leader like to me?



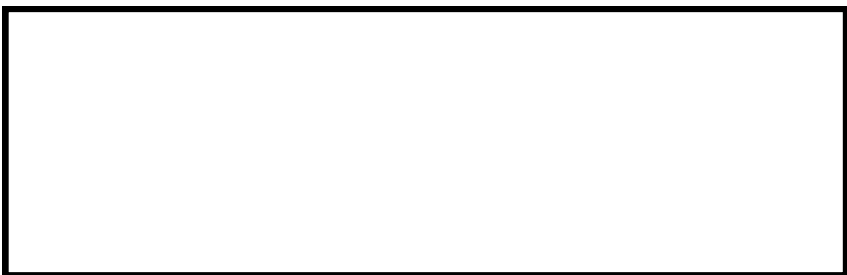
Do I have anybody modeling leadership for me?



Do I have any wishes for my parents now as a parent myself? Do I have wishes for their leadership from when I was a child? What can I do to make it come true?



Who controls (manages) my life? Or what is my main strategy to manage my life?




Who is responsible for my life? What does it look like to be responsible for my own life?

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Who is responsible for my choices?

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How do I make responsible choices?

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What do I consider making my choice responsible?



Who is in charge of my own feelings and thoughts?



How can I make sure my feelings and thoughts are important to me and others?



GOAL WORKSHEET

DATE:

DATE:

GOAL:

GOAL:

WHY?

WHY?

STEPS TO TAKE

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STEPS TO TAKE

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GOAL WORKSHEET

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WHY?

WHY?

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STEPS TO TAKE

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NOTES

NOTES

SECTION 6: RESOURCES AND MORE

Use the spaces below to record important telephone numbers. Include members of your support network, resources you have identified within your community, as well as family and friends you can call on.

NATURAL SUPPORT PHONE NUMBERS:

COMMUNITY RESOURCES:

FRIENDS AND FAMILY RESOURCES:

PERSONAL JOURNAL/NOTES:

IMPORTANT CONTACTS

NAME: _____

NUMBER: _____

EMAIL: _____

NOTES: _____

NAME: _____

NUMBER: _____

EMAIL: _____

NOTES: _____

NAME: _____

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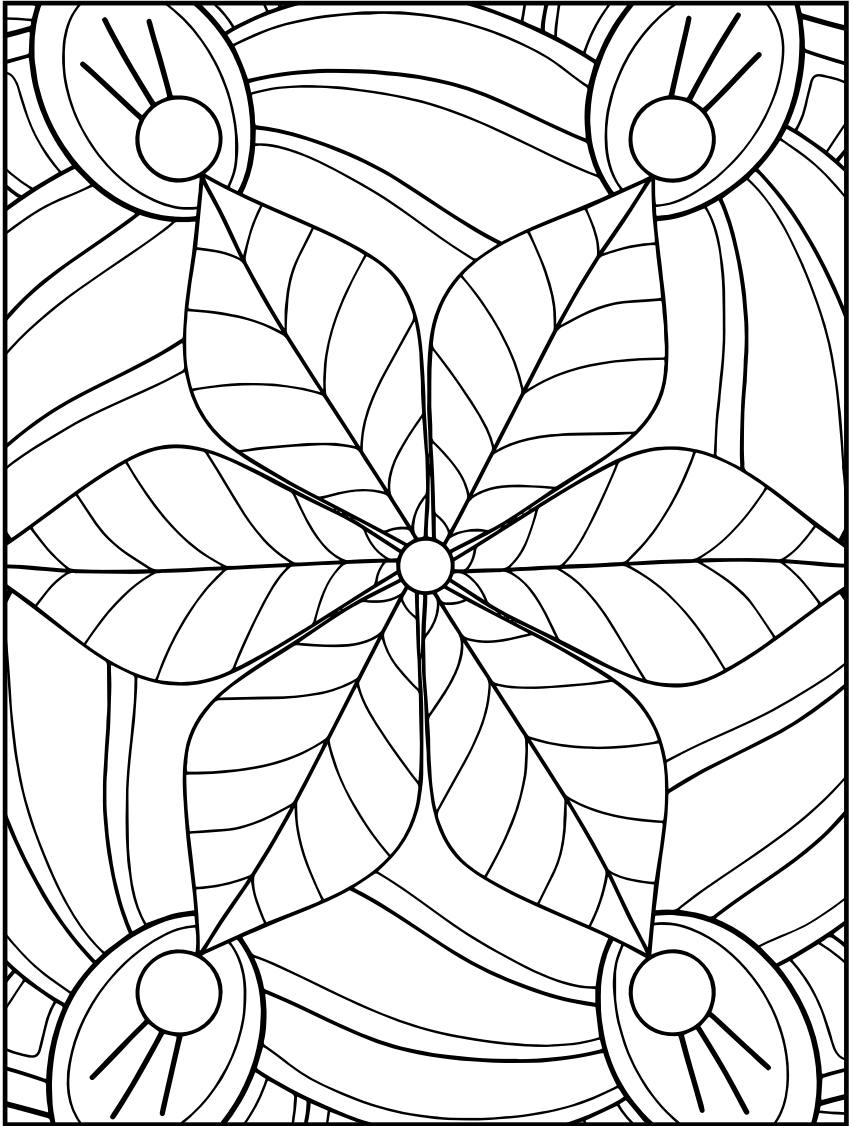
NOTES: _____

NAME: _____

NUMBER: _____

EMAIL: _____

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PICK THE RIGHT DAYCARE FOR YOUR FAMILY

HELP ME CONNECT is a navigator connecting expectant families, families with young children (birth - 8 years old) and those working with families to services in their local communities that support healthy child development and family wellbeing.

For more resources on quality child care, child care assistance, and our Help Me Connect video, go to this link:

<https://familywiseservices.org/find-parenting-support/parenting-resources/>

This checklist was created for families inquiring about potential child care providers.

We recommend that you make an onsite visit to any provider that you are considering.

DAY CARE CHECKLIST

WHAT TO LOOK FOR NOTES:

Provider Name:

Provider Phone Number:

Provider Address:

Date of on-site visit:

BASICS

Is the childcare provider licensed? If so, is the license posted?

What are the hours of operation?

How many hours of childcare do I need?

Do I need childcare assistance? If so, applied? When?

Does the childcare provider accept childcare assistance?

Is there enough space for the number of children enrolled?

How many staff per child?

What age group does the program provide?

Are the age groups all together or separated?

Does the program meet my child's needs?

Ask about contracts that cover financial obligations such as: payment schedule, discounts, bad weather, and sick day policies.

PHYSICAL SETTING

Check for:

Sharp edges, uncovered outlets, open stairs, exposed harmful products, cleaning products, smoke detectors, fire extinguishers, radiators, covers, and window safety guards, carbon monoxide detectors.

Ask about:

Fire drills, weather emergency plans, fire escapes, secondhand smoke, policy on people coming in and out of the location.

Is the setting clean? (Check bathroom, kitchen, sleeping, and play areas.)

Is the changing area safe and sanitary?

Do the providers wash hands after each diaper change?

Are potty chairs or child-size toilets available?

Is the sleeping area in a quiet location?

What is the washing protocol for cleaning sheets and blankets?

Are there areas for active and quiet play?

Are there infant playpens, swings, and toys available?

Is there floor space to crawl on?

Does the classroom have enough space for all age children to move around freely?

Are there safe toys on low shelves within the children's reach?

Is there an outdoor play area, is it fenced in? Free of hazards? Does it have shade?

Is there air conditioning and heat throughout the year?

From the central point in the room, can a provider see the entire area?

Is there an entry point where visitors can check in and out?

Are children signed in and out each day?

CARE PROVIDER

How does the provider encourage potty training?

Is the provider clean and neatly groomed?

Does the provider get down on the child's level to talk with them?

Does the provider have training in early childhood education or child development?

Is the provider CPR and first aid certified?

Share your beliefs on teaching religious values and ask if religious values are taught. Are they?

If they are a family care provider, is there back-up care if ill or on vacation?

What are the provider's discipline practices? Are they legal and are they acceptable to me?

How does the provider encourage safe and independent learning?

Does the provider positively reinforce good behavior and enhance child's self-esteem?

Does the provider help make children feel good about themselves by being attentive and accepting?

Does the provider provide guidance strategies to encourage self-control and use of appropriate social skills?

ACTIVITIES

What is the daily schedule? (Naps, play time, story time, activity time, individual time, outside time)

Are activities appropriate for the age group?

Is the schedule and curriculum posted on a daily/weekly basis?

Are there field trips arranged? If so, what is the safety protocol?

Are meals and snacks provided?

Are the toys and equipment clean, safe, age-appropriate and at a child's level to be reached?

How often is the play area and entire room cleaned and sanitized?

Are children encouraged to participate in the same activities, regardless of gender?

Does the program have craft projects, sports equipment, drama activities, and games that would interest a broad spectrum of child types?

Do the children have gross motor opportunities?

Are the children taken outside frequently? Infants and toddlers?

Is transportation an option? If so, how much? Are seat belts and child safety seats available?

PARENT'S ROLE

Are unannounced visits encouraged?

Does the provider share the child(ren)'s activities daily?

Are you encouraged to give your opinion on what, if anything, needs to be changed?

Are there formal parent-provider conferences/reports on your child's development that are offered regularly?

Does the provider provide a variety of opportunities for parent's involvement?

FIRST IMPRESSIONS

Do the children sound and look happy?

Are there visible positive interactions between child(ren) and provider(s)?

Is the atmosphere child friendly?

Is there children's artwork displayed?

Is there décor at children's eye level?

INFANTS AND TODDLERS

Are there daily report records tracked on feeding, sleeping, diapering, and developmental milestones that are provided to parents daily?

Are diapers provided?

Will the provider use cloth diapers, if requested?

Are wipes provided?

Is formula provided?

Is there a safe place to store breast milk if need be?

How will breast milk be warmed?

Is the child held when fed?

Are infants checked on a regular basis for wet diapers?

How are infants laid to rest? How often are they checked while they sleep?

NOTES:

FAMILYWISE PARENTING PROGRAMS

Circle of Parents

Free and open to all families in Minnesota, Circle of Parents brings together parents in peer-to-peer support groups that give people the chance to share parenting challenges and successes while also receiving parenting tools and resources.

Parent Support Outreach Program (PSOP)

The Parent Support Outreach Program is a voluntary program that focuses on a family's strengths and needs, and aims to help children and parents thrive.

In-Home Parent Education

FamilyWise in-home and virtual parent education services offer coaching and case management to strengthen parenting skills and improve parent-child relationships.

Bright Beginnings

Our Bright Beginnings Young Parent Program includes one-on-one support from FamilyWise staff, young parent education groups hosted at partner locations, and mentoring for pregnant and parenting youth and young adults. Across these services, young people are matched with caring, supportive adults that help youth build stability and resiliency as parents and in their lives more broadly.

Parent Leadership

Parent Leadership is a strengths-based approach to family support that is founded on the belief that parents are knowledgeable about their families, culture, and communities and can provide valuable insight into programmatic and community changes to benefit children and families.

MINNESOTA INFORMATION

The expression “children are our future” has been around for quite awhile and has never more true than now. Exciting new research is showing us how we can improve early childhood development so that everyone’s future is brighter. We know that child development is a foundation for community and economic development, as capable children grow to become the foundation of a prosperous and sustainable society. We also know that the basic architecture of the brain is constructed through an ongoing process that begins before birth and continues through adulthood. The interactions a child has in their home, school, and community become part of this intricate brain architecture.

FamilyWise Services

Home of Circle of Parents and Prevent Child Abuse MN

3036 University Ave SE

Minneapolis, Minnesota 55414

612-617-0191 (office)

612-617-0193 (fax)

1-800-CHILDREN (help line and referral)

www.familywiseservices.org (website)

Need help?

For more information on parenting, family support resources, or the location of a parent support group near you, please contact us or visit our website at

www.familywiseservices.org

Our Mission

To strengthen families by promoting the safety, stability, and wellbeing of children. Our vision is for a world where every child thrives.

MINNESOTA RESOURCES

WHEN YOU ARE IN NEED . . . MAKE A CONNECTION

Contact your local police department, healthcare provider, or call:

United Way.....	211
Circle of Parents.....	1-800-244-5373
Department of Public Health.....	651-201-5000 or 1-888-345-0823
First Call For Help.....	211 or 651-291-0211
Childhelp National Child Abuse Hotline.....	1-800-422-4453
24 Hour Crisis Connection Hotline.....	612-379-6363
Minnesota Domestic Violence Crisis Line.....	1-866-223-1111
Close friend you can call.....(____) _____ - _____	

- Help Me Connect - A navigator connecting families to services in their local communities that support healthy child development and family well-being.
<https://helpmeconnect.web.health.state.mn.us/HelpMeConnect/>
- Minnesota Parents Know - parenting information, resources, and activities: www.parentsknow.state.mn.us
- Born Learning - help turn everyday moments into fun learning opportunities: www.bornlearning.org
- CDC Parent Portal - a wealth of information from across all of CDC, covering everything from safety at home to immunization schedules: www.cdc.gov/parents
- Child Care Resource and Referral - provides temporary, safe, and nurturing care for children, and support services for families in times of crisis: www.c2r2.org
- Children’s Hospital and Clinics - parenting resources and information: www.childrenshc.org
- Choose Your Topic - this University of Minnesota web site offers a wide variety of resources, including many publications, just for parents: www.parenting.umn.edu

- Early Learning Services Directory Map by County - new statewide interactive map: <http://education.state.mn.us/WebsiteContent/ELSProgramContactsMap.jsp>
- Family Equality Council - provides support, information and resources for gay, lesbian, bisexual, and transgender families: www.familypride.org
- Family Fun - fun activities for families: <http://familyfun.com/>
- KidsHealth - doctor-approved health information about children from before birth through adolescence: www.kidshealth.org
- Minnesota Fathers & Families Network - your one-stop spot for fatherhood information: www.mnfathers.org
- National Black Child Development Institute - sponsors many education and enriching programs to assist in the development of children: www.nbcdi.org
- Shaken Baby Syndrome - a new website for the Period of PURPLE Crying Program: www.purplecrying.info
- One Tough Job - works to protect children, support parents and strengthen families: www.onetoughjob.org
- Parent Education - Ready 4 K and the Minnesota Department of Education: www.ready4k.org
- Parenting 24/7 - a free “one-stop” site for parenting news and information from University of Illinois Extension: <http://parenting247.org>
- Parenting Classes Online - demo class, class descriptions, and more: www.parentingonline.org/moodle
- Parenting Counts - parenting information you can trust: <http://parentingcounts.org>
- Parenting Ideas - to inspire with ideas and practical tips on parenting: www.parentingideas.org
- Parent Aware - star ratings help you find the type of quality, nurturing programs that will help prepare your babies, toddlers and preschoolers for school and life: www.parentawareratings.org

- Stepfamily Foundation - includes information and advice on stepfamily issues and links to other internet resources: www.stepfamily.org
- The Natural Child Project - help parents understand the importance of the earliest years of childhood and encourage them to treat their children with unconditional love and respect: www.naturalchild.org
- University of Minnesota - welcome to your doorway to the exciting and innovative learning experiences at the U of M, designed for children, youth, families and educators! There is a world of options, including professional development or classroom resources for teachers, a math or music opportunity for youth, summer camps, or a fun visit to a U of M campus for families: www.k12.umn.edu
- We Can Parent Together - for separated or divorced parents who are co-parenting: www.wecanparenttogether.org

Part of this workbook was originally written for the Circle of Parents® program by parent members of the National Family Support Roundtable and the staff of Prevent Child Abuse America. Information from Active Parenting Curriculum was also used in the making of this workbook.

For more information about parent support groups in your area, visit our website at <https://familywiseservices.org/find-parenting-support/parent-support-groups/>. Circle of Parents® is a national network of mutual support and self-help programs in partnership with communities.

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**THIS WORKBOOK WAS MADE POSSIBLE
WITH THE SUPPORT OF...**

TAKAYLA LYNNE



**BIRACIAL WOMAN BUSINESS OWNER, CONTENT
CREATOR, BRAND AMBASSADOR, TRAVEL GURU &
CREATIVE.**

**GRIND AND PURPOSE™
TOUCHED BY TAKAYLA LYNNE™**

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