



The **Growing Great Kids™** Curriculum supports the development of the child through the growth of the Parent-Child Relationship. The focus is on building the secure attachment relationship and through that focus, growth in all other domains can be supported. GGK™ supports the attachment process through the use of strength-based language and strategies.

This transformative, skill-driven curriculum provides practitioners with research-informed, strength-based & solution-focused “Home Visit Conversation Guides” for engaging parents, cultivating secure attachments, and bolstering child development, while building parenting, family strengthening & other essential life skills with parents who themselves have experienced childhood adversity and other traumatic events. GGK builds Home Visitor competencies for: nurturing parental resiliency; advancing individual & family functioning; reducing a child’s exposure to toxic stress; nurturing parents’ problem-solving skills; strengthening the families’ support networks; and enabling parents to construct protective buffers around their children.

The GGK™ and all of its components are designed to be used by the Home Visitor as a companion tool for the program they are implementing with participating families. Programs such as, Healthy Families America and Early Head Start use the curriculum to support their overall program goals. The curriculum is one facet of a multi-component program. Other components of the program may include, goal setting, developmental screenings, case management, resources, parent workshops, etc. The curriculum can support those other components, i.e. through the use of conversation guides to determine goals and build steps to accomplish the goal, the child development activities and milestone charts support the use of the developmental screenings by highlighting concern areas and providing activities to enhance concern areas. The curriculum enriches the program through its emphasis on the growing the attachment relationship and reducing toxic stress by helping the home visitor to build lasting parenting and life skills with the families enrolled.

The Rhode Island Early Learning Standards (RIELDS) were developed to provide guidance in the development of curriculum, inform families of milestones, provide a framework for implementing high-quality early childhood programs, and promote optimal early learning trajectories into kindergarten (RIELDS pg. 3).

The **RIELDS** and **GGK™** curriculum alignment will include the following components:

1. Growing Great Kids™ Training Components
2. Growing Great Kids™ Curriculum materials
3. 9 Developmental Components identified in The RIELDS that early childhood programs should be supporting.
 - a. 1. Physical Health & Motor Development (PH) 
 - b. 2. Social & Emotional Development (SE) 
 - c. 3. Language Development (LD) 
 - d. 4. Literacy (L) 



- e. 5. Cognitive Development (CD) 
- f. 6. Mathematics (M) 
- g. 7. Science (S) 
- h. 8. Social Studies (SS) 
- i. 9. Creative Arts (CA) 

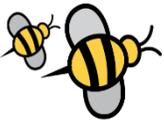
Growing Great Kids™ is a skill driven Curriculum and Professional Development Certification Program for Home Visitors and their Supervisors. Certification is required to use the manuals and all corresponding Parent Handouts and Child Development Activities.

Training: The Growing Great Kids™ is much more than a curriculum. It first supports the parent facilitator in the development of their skills to enhance the Parent-Child Relationship through the training process. Tier 1 certification is a 40 hour professional development program for Home Visitors and Supervisors in which the Home Visitor is taught the use of the curriculum and how best to support the secure attachment relationship. The second phase of professional development is called Tier 2 certification. Supervisors are provided with post-training tools for building staff skills and confidences in 6 areas critical to achieving desired program outcomes. The Supervisors supports the parent facilitators continued skill building and fidelity through 6 months of post-training assignments and skill building activities.

Growing Great Kids™ (GGK™) Prenatal to 36 months is a comprehensive parenting, attachment, health/wellness, child development, and family strengthening curriculum. It has a primary focus on fostering the growth of secure attachment relationships, and developmentally enriched, empathic parenting, while supporting families to reduce their stress and build protective buffers for their children. The strategies used have been developed from trauma informed research to best support families with Adverse Childhood Experiences (ACE). Through the reduction of trauma and toxic stress the parent is better able to focus on growing the attachment relationship with their child. **The Growing Great Families™** supports the home visitor in skill building with the parent in order to reduce stress. The conversation guides provided for each Home Visit, motivate parents to grow their parenting skills and strengthen family foundations within the context of their values and what they want for their child. The result is competent, nurturing parents, who have hope and confidence in how they are shaping their child's future.

All curriculum components are designed to be used emergently, with prompts and “touch-backs” for assisting Home Visitors with integration and partnering with parents to “get what they want” from your program. GGK™ is culturally inclusive, encouraging Home Visitors to contextualize services for each family.

What distinguishes GGK™ Prenatal to 36 Month Curriculum from other parenting and child development curricula?



- GGK™ converts complex concepts, such as secure attachments, parental empathy, brain science and solution focused skill building strategies into easily understood, highly interactive guides for each home visit.
- Specialized strategies for motivating highly stressed families to build skills for empathic parenting, nurturing their infants and young children and supporting their early learning/development
- Strong emphasis on social and emotional development and nurturing self-regulation
- GGK™ home visit guides provide continuity in services delivery by progressively introducing parents to pertinent information and building their parenting and family-life skills. In using the GGK™ conversation guides, all families will be assured strength-based, solution-focused, skill driven visits.
- GGK™ identifies 6 Essential Parenting Skills, **The Daily Do's**, for which Home visitors seek out opportunities for growing during every visit.
- GGK™ is activity based. Home Visitors learn how to put parents in the lead with their child's development by supporting them to do age/developmentally appropriate, relationship-focused child development activities with their child during every visit.
- A structure that keeps Home Visitors focused on the parent-child relationship, infant mental health, reducing toxic stress and building protective factors during every home visit
- Strategies embedded aimed at advancing Home Visitor skills for addressing challenging circumstances with program families
- Guided modules with step-by-step, interactive questions to actively engage parents with the information and skills being presented, discouraging home visitors from advice-giving while encouraging parents to share their opinions and to craft their own solutions
- GGK™ has a strong emphasis on developing parental empathy and self-regulation for children. Strategies are embedded for supporting parents in responding sensitively to the needs of their children and to help their children learn to self-regulate their strong emotions.
- The values, individual and family strengths and aspirations are identified along with life skills being built within the Growing Great Families™ Curriculum component are woven into every visit guide. Guides make the growth of secure attachments, parenting skills, child development enhancements, stress management and other life skills seamless for Home Visitor and family.
- Home Visitors and parents learn to use items commonly found in their homes and their environments to make toys and to enhance the parent-child relationship.

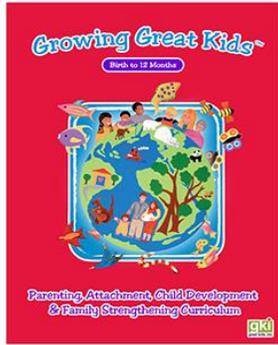


- Culturally-competent and father-inclusive activities, language and artwork

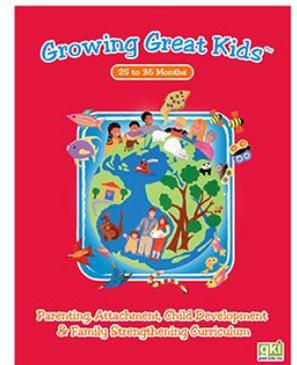
Growing Great Kids™ Curriculum Structure and Description. The Curriculum consists of three primary components:

1) Growing Great Kids™ Parenting, Attachment and Child Development Manuals

- a. 4 Manuals
 - i. Prenatal
 - ii. Birth to 12 Months
 - iii. 13 to 24 months
 - iv. 25 to 36 months
- b. Postnatally, the child development and parenting topics are divided into developmental Units



- i. Birth -12 Manual
 - 1. 0-3 Unit
 - 2. 4-6 Unit
 - 3. 7-9 Unit
 - 4. 10-12 Unit
- ii. 13-24 Months Manual
 - 1. 13-15 Unit
 - 2. 16-18 Unit
 - 3. 19-21 Unit
 - 4. 22-24 Unit
- iii. 25-36 Months Manual
 - 1. 25-30
 - 2. 31-26



- c. There are 6 Modules within each Unit
 - i. **Basic Care**
 - ii. **Social and Emotional Development**
 - iii. **Cues and Communication**
 - iv. **Physical and Brain Development**
 - v. **Play and Stimulation**
 - vi. **Success and Next Steps**
- d. Each Module is divided into Subsections, the subsections are the topics which contain the conversation guides. For example, in the Birth-12 month Manual, the 7-9 month Unit, Social and Emotional Module contains the following Subsections (topics): *Your Social Baby, Separation/Stranger Anxiety, Driven to Explore, E-Parenting and Self-Regulation*
 - i. The strength-based, solution focused conversation guides, provided in these modules are crafted to:
 - 1. Support learning and parental problem solving
 - 2. Build parenting knowledge and skills through activities and interactive discussions



- e. 6 Essential Parenting Skills are the foundation for building the skills that support the attachment relationship. These essential parenting skills are called the **Daily Do's**.
 - i. **E-Parenting:** Growing Empathic Parenting Skills and Self-Regulation
 - ii. **Character Builders:** Growing Parenting Skills That Support Strong Social and Emotional Development
 - 1. Security Stage 0-8 months
 - 2. Discovery Stage 9-18 months
 - 3. Identity and Independence Stage 19-36 months
 - iii. **Brain Builders:** Supporting Cognitive Development and Learning (Through nurturing interaction and play)
 - 1. Five Areas of Learning
 - a. Cause-and-Effect
 - b. Understanding Space
 - c. Object Permanence
 - d. Use of Tools
 - e. Patterns, Opposites and The Order of Things
 - iv. **Body Builders:** Growing Excellent Physical Development and Health
 - v. **Play by Play:** Building Early Language Development
 - vi. **The 4 Steps to Success:** Building Self-Esteem and Motivating Learning

2) **Growing Great Families™ Family Strengthening, Life Skills and Stress Reduction Manual.**
The GGF™ Manual includes modules aimed at:

- a. Building strong family foundations
- b. Reducing the stress children are exposed to
- c. Cultivating the growth of protective buffers
- d. Growing stress management and problem solving skills
- e. Strengthening each family's support network
- f. Includes socialized strategies for motivating highly stressed parents to actively participate in a program striving to:
 - i. Foster the growth of secure attachment relationships and empathic parenting skills
 - ii. Optimized child development outcomes
 - iii. Strengthen families by supporting them to **build protective buffers, reducing the incidence of child abuse and neglect**

3) **GGK™ and GGF™ Parent Handouts and Child Development Activities**

- a. Parent Handouts are curriculum information given to parents as a way to enhance their learning through interactive conversations regarding the materials or information being presented.
 - i. Parenting Skills and Knowledge
 - ii. Child Development Information
 - iii. Family Strengthening
 - iv. Stress Management Skills
- b. The Parent Handouts are given to parents as a part of the Parent Handbooks. These handbooks increase parent's motivation and "buy-in" to the program as they have their own materials.





- c. The parent-child play activities also have a handout component. These handouts provide the parent with the reasons why the activity is important, for example from the activity *Tongue Twister*, it is to stimulate early brain development and to demonstrate how babies learn from imitation. The handout also contain step by step directions for the home visitor and parent to best support play and interaction opportunities.

Format of the RIELDS and GGK™ alignment will have the RIELDS Standards separated and then broken down by Component and Goal. The RIELDS Components and the specific Learning Goal(s) will be on the left in the table. On the right side of the table will be the corresponding GGK™ elements. The first row of each RIELDS Component will have the corresponding training GGK™ elements and foundational GGK elements. Then the Learning Goal(s) will be listed with the specific corresponding GGK™ elements. The GGK™ elements will be separated first by module name, listed by subsections and delineated then by unit (age). (See above for module names and definition of subsections). The subsection will also include any applicable Parent Handouts. The Play and Learning Activities will be that last element in each Learning Goal section and will include the Unit (age range) and the name of the activity. Subsections, Parent Handouts, and Activities may be included in more than one Learning Goal section as they are often supporting the growth of more than one developmental domain and with associated parental skills.

Emergent use of the curriculum is one of the key design elements, to support the emergent use through the RIELLDS/GGK™ alignment document the modules are used to first designate correspondence to the RIELDS standards. The unit designation which corresponds to age is delineated to make it easier to locate the subsection, activity or handout, but does not indicate the correct or only time the material can and should be used. The curriculum should enrich the program and the parent's participation in the program through its emergent use to match the family's needs, challenges, wants, interests, and especially strengths.





RIELDS and GGK™ Alignment Table



Physical Health & Motor Development (PH)

Physical Health & Motor Development	GGK™
<p>Overarching Domain</p>	<p>Training:</p> <p>Tier 1 Brain Builders Daily Do Knowledge and Implementation</p> <ul style="list-style-type: none"> • Introduction to Brain Builders – 5 Areas of learning <ul style="list-style-type: none"> ○ Cause & Effect ○ Understanding Space ○ Use of Tools ○ Object Permanence ○ Patterns, Opposites & the Order of Things • Discoveries of Infancy Video • Bubble Brain Daily Do Visual Aid <p>Tier 2</p> <ul style="list-style-type: none"> • Brain Builders monthly introduction to families • Videos & Follow Up Questions
	<p>Prenatal Modules Your Baby’s Developing Brain Subsections</p> <ul style="list-style-type: none"> • The Connection Between Mom’s Prenatal Health and Baby’s Brain Development <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Brain Development: The First 6 Years • Making Sense of Your Baby’s Developing Senses <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Sensory Development <p>GGK Birth-36 Months: Brain Builders Daily Do Body Builders Daily Do Physical & Brain Development Subsections</p> <ul style="list-style-type: none"> • 4-6 Head-To-Toe: Physical Development <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ 4-6 Handout Head-To-Toe: The Course of Development • 4-6 Physical and Cognitive Development Go Hand in Hand • 7-9 Brain Cells: Use Them or Lose Them • 7-9 Making The Milestones Happen <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ My Child’s Development Plan: 7-9 months • 13-15 Learning By Doing Builds Brains



	<ul style="list-style-type: none"> ○ Handouts: <ul style="list-style-type: none"> ▪ Daily Do...Brain Builders ● 13-15 Supporting Physical and Brain Development <ul style="list-style-type: none"> ○ Handouts: <ul style="list-style-type: none"> ▪ Early Brain Development: Windows of Opportunity ▪ Daily Do...The Steps To Success ▪ Steps For Making Learning Fun ● 22-24 Supporting Physical and Brain Development <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Expanded Brain Builders for 2 Year Olds <p>Play & Stimulation</p> <p>Subsections</p> <ul style="list-style-type: none"> ● 0-3 Best Toys For Supporting Development <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Toys for Supporting Development: 0-6 months ▪ 7-9 Toys and Games That Support Development <p>Physical & Brain Development Milestone Charts</p> <ul style="list-style-type: none"> ● Cognitive and Physical Milestones: 0-3 months ● Cognitive and Physical Milestones: 4-6 months ● Cognitive and Physical Milestones: 7-9 months ● Cognitive and Physical Milestones: 13-18 months ● Cognitive and Physical Milestones: 19-24 months ● Cognitive and Physical Milestones: 25-36 months
PH 1: Health & Safety Practices	
<p>PH 1.a: Children engage in structured and unstructured activities</p>	<p>Social & Emotional Development</p> <p>Subsections</p> <ul style="list-style-type: none"> ● 7-9 Driven To Explore ● 10-12 Activities To Bolster Development <p>Play & Stimulation</p> <p>Subsections</p> <ul style="list-style-type: none"> ● 7-9 Growing Parent’s Play Skills ● 10-12 Pretend Play Teaches Self-Regulation and Cooperation ● 13-15 Games For Any Place and Time <p>Parent-Child Play and Learning Activities</p> <ul style="list-style-type: none"> ● Every GGK activity supports either structured or unstructured play
<p>PH 1.b: Children Become increasingly able to identify unsafe situations and gradually learn strategies for responding to them.</p>	<p>Basic Care</p> <p>Subsections</p> <ul style="list-style-type: none"> ● 10-12 Preventing Toddler Injuries ● 13-15 Safe and Healthy Environments For Toddlers <p>Social & Emotional</p> <p>Subsections</p> <ul style="list-style-type: none"> ● 7-9 Driven To Explore <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Character Builders Daily Do 9-18 months, Discovery



	<p>Cues & Communication</p> <p>Subsections</p> <ul style="list-style-type: none">• 10-12 Teaching Warning Words<ul style="list-style-type: none">○ Handout:<ul style="list-style-type: none">▪ Warning Words: Setting Limits and Teaching Self-Regulation• 31-36 Following Directions <p>Play & Stimulation</p> <p>Subsections</p> <ul style="list-style-type: none">• 10-12 Going Out With Toddlers• 16-18 Teaching Problem Solving Through Play• 19-21 Power of Touch and Affection <p>Parent-Child Play and Learning Activities</p> <ul style="list-style-type: none">• 31-36 Following by Leading
PH 1.c: Children Develop Self-Help Skills	<p>Basic Care</p> <p>Subsections</p> <ul style="list-style-type: none">• 7-9 Reducing The Stress and Mess of Mealtime• 10-12 In The Shoe Department• 10-12 Dressing For Success• 10-12 Feeding and Nutrition 7-12 months• 10-12 Weaning and Self-Feeding Skills• 13-15 Toddler Self-Help: Building Blocks For Self-Confidence and Self-Worth• 13-15 Tooth Care• 16-18 Balancing Toddler Needs Being Cared for While Becoming Independent<ul style="list-style-type: none">○ Handout:<ul style="list-style-type: none">▪ Character Builders Daily Do 19-36 months, Independence• 16-18 Self Care Skills for Toddlers• 16-18 Feeding• 16-18 Cleaning Up• 16-18 Dressing and Bathing• 19-21 Toilet Teaching<ul style="list-style-type: none">○ Handouts<ul style="list-style-type: none">▪ Facts About Toilet Teaching▪ Toilet Teaching: What You Can Do To Prepare Your Child• 22-24 Feeding Toddlers: Changing Needs and Expectations<ul style="list-style-type: none">○ Handouts<ul style="list-style-type: none">▪ Eating Habits of Toddlers: What to Expect▪ Tips For Two's: Encouraging Healthy Eating▪ Learning To Read Food Labels▪ Healthy Foods for Toddlers▪ Making Foods Fun• 22-24 Eating With A Fork



	<ul style="list-style-type: none"> • 25-30 Teaching More Words and Self-Care Skills <ul style="list-style-type: none"> ○ Handouts <ul style="list-style-type: none"> ▪ Teaching Toddlers Words, Concepts and Self-Care Skills ▪ Monthly Spotlight Worksheet: Our Daily Routines • 25-30 Preparing For Toilet Teaching <ul style="list-style-type: none"> ○ Handouts <ul style="list-style-type: none"> ▪ Is It Time For Toilet Teaching? ▪ Toilet Teaching: What You Can Do to Prepare Your Child • 31-36 Bedtime and Sleeping <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ I Want To Sleep • 31-36 Routines, Transitions, And School Readiness <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Tick, Tock, Mr. Clock <p>Cues and Communication</p> <p>Subsection</p> <ul style="list-style-type: none"> • Cues and Signals of Young Infants <p>Physical and Brain Development</p> <p>Subsections</p> <ul style="list-style-type: none"> • 19-21 What Toddlers Are Learning About Problem Solving • 25-30 Teaching Concepts and Problem Solving <p>Parent-Child Play and Learning Activities</p> <ul style="list-style-type: none"> • 13-15 Talking Teeth • 16-18 Spooning Around • 16-18 It’s Raining All Over Me • 16-18 Taking Care of Dolly • 16-18 Body Part Days • 19-21 Jump, Jump • 22-24 Making Foods Fun • 25-30 Tunes For Tots • 25-30 Follow My Directions: Shape Game
PH 2: Gross Motor Development	
<p>PH 2.a: Children develop large muscle control, strength, and coordination.</p> <p>PH 2.b: Children develop traveling skills.</p>	<p>Basic Care</p> <p>Subsections</p> <ul style="list-style-type: none"> • 7-9 Activities For Strengthening Your Baby’s Large Muscles • 13-15 Exercise: Toddlers on The Move <p>Physical & Brain Development</p> <p>Subsections</p> <ul style="list-style-type: none"> • 0-3 Physical and Brain Development 0-3 and Tummy Time • Walking, Walkers and Physical and Cognitive Milestones • 19-21 Boning Up With Exercise • 19-21 The Body-Brain Connection <p>Play and Stimulation</p> <p>Subsection</p>



	<ul style="list-style-type: none">• Infant Massage Parent-Child Play and Learning Activities <ul style="list-style-type: none">• 0-3 Tummy Time• 0-3 This Little Piggy• 4-6 Kick Boxing• 4-6 First Dance• 4-6 Rock and Roll• 4-6 Crawl, Baby Crawl• 7-9 Creeping Crawlers• 7-9 Row, Row, Row, Your Baby• 7-9 Free Fall• 7-9 Human Jungle Gym• 7-9 Pillows, Paths and Piles• 10-12 Shake It Up Bottle• 10-12 Tiny Bubbles• 10-12 Find The Music• 10-12 Cardboard Tunnels• 13-15 Toss• 13-15 Push and Pull• 13-15 Run The Bases• 16-18 Obstacle Course• 16-18 Amazing Animals• 19-21 Jump, Jump• 19-21 Tag• 19-21 Ball Basics• 22-24 Simon Says• 25-30 Song and Dance• 31-36 I Am A Super Star• 31-36 Kick Bag
PH 3: Fine Motor Development	
<p>PH 3.a: Children develop small muscle control, strength, and coordination.</p> <p>PH 3.b: Children develop writing and drawing skills</p>	Physical and Brain Development <p>Subsections</p> <ul style="list-style-type: none">• 10-12 Brains Grow With Physical Movement<ul style="list-style-type: none">○ Handout<ul style="list-style-type: none">▪ Brain Pathway Builders• 31-36 Teaching Fine Motor Skills and Eye-Hand Coordination Parent-Child Play and Learning Activities <ul style="list-style-type: none">• 4-6 Hand It Over• 4-6 Pull, Pull, Pull• 4-6 Picture Storybook• 7-9 Ditto• 7-9 Lots of Lids• 7-9 Grip 3• 10-12 Baby Table Skills• 10-12 Through The Tube• 10-12 Pointing Fun



	<ul style="list-style-type: none"> • 10-12 Post Pounder • 10-12 Traditional Songs for Children • 10-12 In The Can • 10-12 Hidden Treasures • 10-12 Sticky Squares • 13-15 Pointing and Naming • 13-15 Toss • 13-15 Scribble • 13-15 Stack and Whack • 16-18 Spooning Around • 16-18 Pulling Colors • 16-18 What's In The Sack • 16-18 Flashlight Vocabulary • 19-21 Finger Rhymes • 19-21 Twist and Fetch • 19-21 Pouring and Mixing • 19-21 Dough Play • 22-24 Shape Sorter • 22-24 Paper Art • 22-24 Outdoor Art • 25-30 Color Me A Story • 25-30 Cutting And Pasting • 25-30 Sand and Snow Sculptures • 31-36 Let's Go Fishing • 31-36 Making It Whole • 31-36 Making Necklaces
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Social and Emotional Development (SE)

Social and Emotional Development	GGK™
Overarching Domain	<p>Training:</p> <p>Tier 1</p> <ul style="list-style-type: none"> • Character Builders Daily Do: Growing Parenting Skills That Support Strong Social and Emotional Development • E-Parenting Daily Do: Growing Empathic Parenting Skills and Self-Regulation in Children • 4 Steps To Success Daily Do: Building Self-Esteem and Motivating Learning • Getting In Sync With My Baby (Attachment Tool) • Ready For Play (Attachment Tool) • Video <i>The Ages of Infancy</i> • Video <i>A Simple Gift</i> • Training Topics:



	<ul style="list-style-type: none">○ Attachment: The Glue of Healthy Human Interactions○ Lead With Cultivating Parent-Child Attachments○ Article: <i>Bonding vs. The Attachment Bond</i>○ What Role Does Empathy Play In Secure Attachments○ E-Parenting Builds the 4 Components of Attachment○ Children With Strong Protective Shields Feel...○ GGF Module Spotlight: Protecting Your Children From Toxic Stress○ Play Offers Opportunities for Home Visitors To Support Parents To Grow These Attachment Skills (The 6 Daily Do's, Getting in Sync With My Baby, Ready For Play)○ What Can You Do To Cultivate Your Secure Attachment Relationships <p>Tier 2</p> <ul style="list-style-type: none">● E-Parenting Introduction and Practice Assignment● Character Builders Introduction and Practice Assignment● Video Clips & Questions● Reading The Manuals to find opportunities to grow empathic responses
	<p><u>Prenatal Modules:</u></p> <p>Wow! You Are Going To Have A Baby</p> <p>Subsections</p> <ul style="list-style-type: none">● Cultivating Attachment While Introducing The Daily Do Concept <p>Prenatal Attachment: Growing Bonds of Love</p> <p>Subsections</p> <ul style="list-style-type: none">● What is Attachment● Signs of Prenatal Attachment● Building Your Attachment Relationship<ul style="list-style-type: none">● Handouts<ul style="list-style-type: none">▪ Signs of a Growing Attachment▪ Getting in Sync With My PreBirth Baby <p>Prenatal Depression In Mom's and Dad's Is Not Uncommon</p> <p>Subsections</p> <ul style="list-style-type: none">● Facts About Prenatal Depression and Its Effects● Contributors Prenatal Depression<ul style="list-style-type: none">● Handout<ul style="list-style-type: none">▪ Circumstances Contributing To Feelings of Anxiety and/or Depression For Moms and Dads To Be...● Indicators of Depressions In Moms and Dads<ul style="list-style-type: none">● Handout<ul style="list-style-type: none">▪ Signs Of Depression in Moms and Dads● What Expectant Parents Can Do About Depression <p>Text Messaging Your Baby</p> <p>Subsections</p> <ul style="list-style-type: none">● Your First Text Messages To Your Baby● Messaging Your Baby With Your Emotions <p>Parenting To Grow A Resilient Child</p>

**Subsections**

- Resiliency: A “Gift” You Can Give Your Child
 - Handout
 - What Children Need To Grow Up To Be Resilient
- Resiliency Parenting: Spotlight on E-Parenting Daily Do

Driver’s Course For Dads**Subsections**

- Your Relationship With Your Baby
 - Handouts
 - The Many Benefits of Father Involvement

Power Down Stress...Power Up Happiness**Subsections**

- Warning Signs: What Are They?
 - Handout
 - HEAT...Time To Power Down
- Reducing The Heat
 - Handout
 - Powering Down The HEAT
 - Powering Down My HEAT
- Feeling Happier: How Will You Know
 - Handout
 - How Will You Know When You Are Feeling Happy?

Power of Positive Self-Talk**Subsections**

- Positive Self –Talk: The Brain Science
- Programming Your Brain With Positive Self-Talk
 - Handout
 - Positive Self-Talk Messages
 - Activity
 - Practicing Positive Self-Talk

Growing Great Families**Protecting Your Children From Toxic Stress****Subsections**

- Types of Stress and Their Effects
- Harmful Stress: Protecting Your Children From It
 - Handout
 - Types of Stress: How Children React
 - What Can You Do To Reduce Your Child’s Exposure to Toxic Stress
 - Demo
 - Bubble Brains With Stress Dots
- The Long Term Effects of Toxic Stress (Adverse Childhood Experiences)
- Parents Benefit Too From Reducing Toxic Stress

Sizing Up Your Strengths...Reducing Stress**Subsections**



- Traits and Skills That Inspire Success
 - Activity
 - Personal Bests...Personal Assets
- Using Your Personal Strengths to Reduce Stress
 - Activity
 - The Stress Scale
 - My Stress Manager

Becoming Your Own Personal Coach

Subsections

- Your Personal Bests: The First Steps In Personal Coaching
- The Next Step: Developing Personal Coaching Messages
 - Activity
 - Personal Coaching Messages Worksheet
- How and When To Use My Personal Coaching Messages
- Pairing Self-Talk With Positive Actions

What Happened To My Needs When I Became A Parent

Subsections

- Parents Have Needs Too
 - Handout
 - Balancing Act Questions
- Planning Ahead: Meeting Everyone Needs
 - Handouts
 - Tips For Making Shopping and Eating Out Less Stressful and More Enjoyable
 - Your Needs and Planning ahead To Meet Them

Warning Signs For Stress Overload

Subsections

- Warning Signs What Are They
 - Handout
 - HEAT: The Warning Signs
- Reducing The Heat
 - Handout
 - Dialing Down The HEAT
 - Activity
 - My Stress Manager For Reducing the HEAT

When Depression Is A Concern

Subsection

- Supporting You To Continue Doing Your Best

GGK Birth-36 Months

E-Parenting Daily Do

Character Builders Daily Do

4 Steps To Success Daily Do

Attachment, Bonding and Caring For Your New Baby (Module)

Subsections

- Protecting and Loving Your New Baby
 - Demo
 - The Protective Shield



	<p>Baby Blues and Postpartum Care</p> <ul style="list-style-type: none"> • Postpartum Care For Mom and Dad • Postpartum Stress, Blues and Depression <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Facts About Postpartum Blues and Depression • Edinburgh/Other Postnatal Depression Scale <p>Social & Emotional Development</p> <p>Subsections</p> <ul style="list-style-type: none"> • 0-3 Connection Between Parent’s Stress and Baby’s Emotions • 0-3 Understanding and Supporting Early Social and Emotional Development <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Character Builders Daily Do 0-8 Months, Learning To Trust • 0-3 Feelings Infants Experience and How To Respond to Them <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ What Feelings are Young Children (0-6 months) Capable Of? • 0-3 What About Spoiling Babies • 4-6 Temperamental Characteristics: Your Baby’s Personality • 4-6 Social and Emotional Development 4-6 Months <ul style="list-style-type: none"> ○ Activity <ul style="list-style-type: none"> ▪ Ignore Me and I Feel Stressed • Parental Depression Affect Baby’s Development <p>Cues and Communication</p> <p>Subsections</p> <ul style="list-style-type: none"> • 0-3 Cues and Signals: How Your Baby Communicates <ul style="list-style-type: none"> ○ Handouts <ul style="list-style-type: none"> ▪ Cues and Signals of Young Infants: 0-8 Months ○ Activity <ul style="list-style-type: none"> ▪ Baby Charades • 0-3 Infants Need Face-To-Face Interaction <p>Social and Emotional Milestones</p> <ul style="list-style-type: none"> • Social and Emotional Milestones: 4-6 Months • Social and Emotional Milestones: 7-9 Months • Social and Emotional Milestones: 10-12 Months • Social and Emotional Milestones: 13-18 Months • Social and Emotional Milestones: 19-24 Months • Social and Emotional Milestones: 25-36 Months
SE 1: Relationships With Others	
<p>SE 1.a: Children develop trust in and engage positively with adults who are familiar and consistently present in children’s lives.</p>	<p><u>GGK Birth-36 Months</u></p> <p>Social and Emotional</p> <p>Subsections</p> <ul style="list-style-type: none"> • 0-3 Feelings Infants Experience and How To Respond To Them <ul style="list-style-type: none"> ○ Handout



- What Feelings are Young Children (0-6 months) Capable Of?
- 4-6 Men and Women Play Differently With Babies
 - Activity
 - Moms and Dads: How They Play
- 4-6 Social and Emotional Development 4-6 Months
- 7-9 Your Social Baby
- 7-9 Separation/Stranger Anxiety
- 7-9 Driven to Explore
 - Handout
 - Character Builders Daily Do 9-18 Months: Driven To Explore
- 10-12 Social and Emotional Development 10-12 Months
 - Handout
 - Early Indicators of Autism
 - E-Parenting Daily Do
- 13-15 Social and Emotional Development
- 13-15 E-Parenting For Toddlers
- 13-15 Imitations: It Is Play and Learning
- 16-18 Toddlers and Their Feelings
 - Activity
 - In My Toddler's Shoes
- 16-18 Feeling Understood Results in Cooperation
- 16-18 The Role of Dads/Other Males in Growing Compassionate Children
 - Handout
 - Dads: More Than Coaches and Football
- 16-18 Humor Versus Teasing and Tickling
- 19-21 Social and Emotional Development
- 19-21 Common Fears of Toddlers
 - Handout
 - Real Fears of Toddlers
- 25-30 Social and Emotional Development: 25-30
- Getting In Sync With My Child Introduction
 - Handout
 - Getting in Sync With My Child
- 25-30 Tantrums
 - Handouts
 - Tantrums: What's A Parent To Do?
- 31-36 Looking For The Good: Building Self-Esteem
- 31-36 Part of The Family

Cues and Communication

Subsections

- 7-9 Babies Respond To Their Family's Emotions
- 13-15 Learning to Communicate With Words and Gestures
- 22-24 Understanding Your Toddler's Cues and Signals



- Handout

- Toddlers: Speaking Out...What Are They Saying?

Physical and Brain Development

Subsections

- 0-3 Getting in sync With My Baby Introduction
 - Handout
 - Getting in Sync With My Baby

Play and Stimulation

Subsections

- 4-6 Play Strengthen Relationships
- 7-9 Growing Parents' Play Skills
 - Activity
 - Cycling Through Learning and Mastery
- 13-15 Lots of Play, Lots of Learning
- 13-15 Play For Learning and Fun
- Games For Any Place and Time
- 19-21 Power of Touch and Affection
- 19-21 Playing For Learning and Fun
- 25-30 Playing For Learning and Fun
- 31-36 Nurturing Touch
- 31-36 Making Play Safe For Learning and Fun
 - Handouts
 - Character Builders 19-36 Months: Identity and Independence

Parent-Child Play and Learning Activities

- Getting Acquainted Tongue Twister
- 0-3 Traditional Songs
- 0-3 Baby Charades
- 0-3 Getting Rattled
- 0-3 Peek-A-Boo I Love You
- 0-3 Fly Away
- 0-3 Twinkle With A Bounce
- 4-6 Play Station
- 4-6 Glove Puppets
- 4-6 Bark, Bark...Moo, Moo
- 4-6 Baby Giggles
- 4-6 The Great Outdoors
- 7-9 Ditto
- 7-9 It's A Band
- 7-9 Read To Me
- 7-9 Pillows, Paths and Piles
- 7-9 Voice Lessons
- 10-12 Traditional Songs For Children
- 10-12 In and Out Around The House
- 13-15 Reading Faces
- 13-15 Copy Cats



	<ul style="list-style-type: none"> • 13-15 Pointing and Naming • 13-15 A Book About Me • 13-15 Push and Pull • 16-18 Feeling Photos • 19-21 Finger Rhymes • 19-21 Going To The Library • 22-24 Making Foods Fun • 22-24 It's An Orchestra • 22-24 Simon Says • 25-30 Tell Me What Happened • 31-36 This is My Family • 31-36 I Am A Superstar
<p>SE 1.b.: Children engage in positive relationships and interactions with other children</p>	<p><u>GGK Birth-36 Months</u></p> <p>Social and Emotional Development</p> <p>Subsections</p> <ul style="list-style-type: none"> • 4-6 Social and Emotional Development 4-6 Months • 4-6 Men and Women Play Differently With Babies • 7-9 Your Social Baby • 7-9 Driven To Explore • 10-12 Social and Emotional Development 10-12 Months • 13-15 Social and Emotional Development • 16-18 Feeling Understood Results in Cooperation • 19-21 Learning Respect, Limit Setting an Self-Regulation • 22-24 Learning About Ownership: Yours and Mine <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Learning About Ownership: Yours and Mine • 22-24 Encouraging Toddlers to Share <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Preparing Your Child to Share • 22-24 How Toddlers Play With Others: Parallel Play • 22-24 Me and You: Who Am I? <p>Cues and Communication</p> <p>Subsections</p> <ul style="list-style-type: none"> • 7-9 Babies Respond To Their Family's Emotions • 31-36 Following Directions and Taking Turns <p>Physical and Brain Development</p> <p>Subsection</p> <ul style="list-style-type: none"> • 16-18 Teaching Kindness <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Teaching Toddlers to Understand and Care About The Feelings of Others <p>Play and Stimulation</p> <p>Subsections</p> <ul style="list-style-type: none"> • 10-12 Pretend Play Teaches Self-Regulation and Cooperation <p>Parent-Child Play and Learning Activities</p> <ul style="list-style-type: none"> • 4-6 Mom and Dads: How They Play



	<ul style="list-style-type: none"> • 7-9 Pedro/Polly Puppet • 13-15 Copy Cats • 13-15 Hide and Seek • 16-18 Taking Care of Dolly • 16-18 Dolly and Edmund Have Feelings Too • 19-21 Me and My Bag • 19-21 Tag • 22-24 Who Owns This? • 25-30 Tunes For Tots • 25-30 Me Do It! • 31-36 Following By Leading
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SE 2: Sense of Self

<p>SE2.a: Children develop an awareness of themselves as an individual with unique thoughts, feelings, and perspectives</p>	<p><u>GGK Birth-36 Months</u></p> <p>Basic Care</p> <p>Subsections</p> <ul style="list-style-type: none"> • 0-3 E-Parenting Daily Do <ul style="list-style-type: none"> ○ Handouts <ul style="list-style-type: none"> ▪ E-Parenting Daily Do <p>Social and Emotional</p> <p>Subsections</p> <ul style="list-style-type: none"> • 0-3 Understanding and Supporting Early Social and Emotional Development <ul style="list-style-type: none"> ○ Handouts <ul style="list-style-type: none"> ▪ Character Builders Daily Do, 0-8 Months Security • 0-3 Feelings Infants Experience and How to Respond to Them <ul style="list-style-type: none"> ○ Handouts <ul style="list-style-type: none"> ▪ What Feelings are Young Infants 06 months Capable of? • 0-3 What About Spoiling Babies? • 4-6 Temperamental Characteristics: Your Baby’s Personality • 7-9 Your Social Baby • 10-12 Toddlers and Their Temperaments <ul style="list-style-type: none"> ○ Handouts <ul style="list-style-type: none"> ▪ Temperament Traits ▪ Temperament-Smart Worksheet: Response to Your Child’s Challenging Temperamental Behaviors ▪ Temperament-Smart Parenting strategies • 13-15 Social and Emotional Development • 16-18 Feeling Understood Results in Cooperation • 19-21 Developing an Identity <ul style="list-style-type: none"> ○ Handouts <ul style="list-style-type: none"> ▪ Character Builders Daily Do, 19-36 Months Identity/Independence • 22-24 Learning About Ownership <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Learning About Ownership: Yours and Mine
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- 22-24 Me and You: Who Am I?
- 25-30 Creating A Balance: Dependence Versus Independence
- 31-36 What is Temperament?
 - Handout
 - 9 Traits Contribute to Temperament
 - The Flexible/Easygoing Child
 - The Shy/Cautious Child
 - The Feisty/High Intensity Child
- 31-36 How Temperament Influences Behavior and Behavior Problems
 - Handout
 - Preventing Behavioral Problems: Do's and Don'ts
- 31-36 Looking For The Good: Building Self-Esteem
 - Handout
 - Food For Self-Esteem

Cues and Communication

Subsections

- 0-3 Infants Need Face to Face Interaction

Physical and Brain Development

Subsections

- 13-15 Supporting Physical and Brain Development
 - Handouts
 - Teaching Toddlers: Growing Self-Confidence and Pride

Play and Stimulation

Subsections

- 7-9 Culture and Play
- 22-24 Arranging Your Toddlers Day

Parent-Child Play and Learning Activities

- 0-3 Traditional Songs
- 0-3 Getting Rattled
- 0-3 Peek A Boo I love You
- 0-3 This Little Piggy
- 4-6 Kick Boxing
- 4-6 Baby Giggles
- 4-6 First Dance
- 7-9 Body Parts Play by Play
- 7-9 Human Jungle Gym
- 7-9 Grip 3
- 10-12 Tiny Bubbles
- 10-12 Pointing Fun
- 10-12 In The Can
- 13-15 Scribble
- 13-15 A Book About Me
- 19-21 Mirror, Mirror, I'm So Tall
- 19-21 Me and My Bag



	<ul style="list-style-type: none">• 19-21 Twist and Fetch• 19-21 Pouring and Mixing• 22-24 Who Owns This?• 22-24 Where Am I?• 31-36 This is My Family• 31-36 Making it Whole• 31-36 I Am A Superstar
SE 2.b.: Children develop the confidence to complete an action successfully or independently	<p><u>GGK Birth-36 Months</u></p> <p>Basic Care</p> <p>Subsections</p> <ul style="list-style-type: none">• 0-3 Building Relationships During Basic Care• 10-12 Weaning and Self-Feeding Skills• 13-15 Toddler Self-Help: Building Blocks For Self-Confidence and Self-Worth• 16-18 Balancing Toddler Needs: Being Cared For While Becoming Independent<ul style="list-style-type: none">○ Handout<ul style="list-style-type: none">• Character Builder Daily Do 9-18 Months Discovery• 16-18 Self-Care Skills For toddlers, feeding, Cleaning Up, Dressing and Bathing• 22-24 Eating With a Fork <p>Social and Emotional</p> <p>Subsections</p> <ul style="list-style-type: none">• 0-3 Feelings Infants Experience and How To Respond to Them<ul style="list-style-type: none">○ Handouts<ul style="list-style-type: none">▪ What Feelings are Young Infants 06 months Capable of?• 7-9 Driven To Explore<ul style="list-style-type: none">○ Handouts<ul style="list-style-type: none">▪ Character Builders Daily Do, 9-18 Months Discovery• 13-15 Social and Emotional Development• 25-30 Creating A Balance: Dependence Versus Independence• 31-36 Looking For The Good: Building Self-Esteem <p>Cues and Communication</p> <p>Subsections</p> <ul style="list-style-type: none">• Teaching Words Through Singing <p>Physical And Brain Development</p> <p>Subsections</p> <ul style="list-style-type: none">• 13-15 Supporting Physical and Brain Development<ul style="list-style-type: none">○ Handout<ul style="list-style-type: none">▪ The 4 Steps to Success Daily Do▪ Steps For Making Learning Fun• 19-21 What Toddlers are Learning About Problem Solving• 22-24 Supporting Physical and Brain Development: What Kids Need Everyday



	<ul style="list-style-type: none"> • 25-30 Getting Children Ready To Learn <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Getting Ready for Play and Learning ▪ The 4 Steps To Success Daily Do • 25-30 Teaching Concepts and Problem Solving <p>Play and Stimulation</p> <p>Subsections</p> <ul style="list-style-type: none"> • 0-3 Best Toys For Supporting Learning • 4-6 The 4 Steps To Success Introduction <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ The 4 Steps To Success Daily Do • 10-12 Pretend Play Teaches Self-Regulation and Cooperation • 16-18 Teaching Problem Solving Through Play <p>Parent-Child Play and Learning Activities</p> <ul style="list-style-type: none"> • 0-3 Plates and Patterns • 0-3 Action-Reaction Rattles • 0-3 Fly Away • 4-6 Play Station • 4-6 Glove Puppets • 4-6 Kick Boxing • 4-6 Baby Giggles • 4-6 Pull, Pull, Pull • 7-9 Sock Baby • 10-12 Baby Table Skills • 10-12 Post Pounder • 10-12 Hidden Treasures • 13-15 Talking Teeth • 13-15 Pick Up • 13-15 Toss • 13-15 Spooning Around • 16-18 Obstacle Course • 19-21 Jump, Jump • 22-24 The Word For The Day • 25-30 Tunes For Tots • 25-30 Me Do It! • 25-30 Make-Believe Jobs • 31-36 I Am A Superstar
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SE 3: Self-Regulation

<p>SE 3.a: Children develop the ability to express and regulate their own emotions.</p> <p>SE 3.b: Children develop the ability to control impulses.</p>	<p>Growing Great Families Modules</p> <p>Discipline and Punishment: What is The Difference?</p> <p>Subsections</p> <ul style="list-style-type: none"> • What is Discipline? What is Punishment? • Your Own Experiences With Discipline and Punishment <p>Discipline: Strategies For Growing Self-Regulation</p> <p>Subsections</p> <ul style="list-style-type: none"> • What About "Spoiling" Kids?
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- Routines and Limit Setting
- E-Discipline and Redirection
 - Handout
 - E-Discipline Parenting Tool
- Discipline Supports Self-Regulation
 - Handout
 - Tips For Teaching Crawlers and Toddlers Self-Regulation
 - Tips For Growing Self-Regulation in Preschoolers
 - Activity
 - Practicing E-Discipline, Limit Setting and Redirection

Discipline: “Dial It Down Time” and Spanking

Subsections

- More About Discipline and Self-Regulation
 - Handout
 - 10 Tips for Teaching Self-Regulation (Internal Controls)
- Helping Kids Learn Internal Controls With “Dial It Down Time”
 - Handout
 - Dial it Down Time...Step by Step
- Why Spanking Does Not Work
 - Handout
 - Hitting, Spanking, Shaking: Why It Won’t Get You What You Want

GGK Birth-36 Months

Attachment, Bonding and Caring For Your New Family

Subsections

- Protecting and Loving Your New Baby

Basic Care

Subsections

- 0-3 Crying and Consoling Your New Baby
- 0-3 E-Parenting Daily Do Introduction
 - Handout
 - E-Parenting Daily Do
- 4-6 Using Routines To Reduce Stress and Increase Stimulation
- 7-9 Sleep Routines Help Babies Sleep
- 31-36 Routines, Transitions, and School Readiness

Social and Emotional Development

Subsections

- 0-3 Feelings Infants Experience and How To Respond to Them
 - Handouts
 - What Feelings are Young Infants 06 months Capable of?
- 0-3 What About Spoiling Babies?
- 10-12 Discipline Follow-Up
- 13-15 E-Parenting For Toddlers



- 13-15 E-Parenting and Other Tips For Challenging Behaviors
- 16-18 Toddlers and Their Feelings
- 16-18 Feeling Understood Results in Cooperation
- 19-21 Common Fears of Toddlers
 - Handout
 - Real Fears of Toddlers
- 19-21 Learning Respect, Limit Setting and Self-Regulation
 - Handout
 - Learning Respect: It Begins When They Are Toddlers
- 25-30 Getting in Sync With My Child Introduction
 - Handout
 - Getting in Sync With My Child
- 25-30 Tantrums
 - Handout
 - Tantrums: What's A Parent To Do?

Cues and Communication

Subsections

- 0-3 Cues and Signals: How Your Baby Communicates
 - Handout
 - Cues and Signals of Young Infants: 0-8 Months
- 0-3 Beware Too Much Stimulation
- 10-12 Teaching Warning Words
 - Handout
 - Warning Words: Setting Limits and Teaching Self-Regulation
- 13-15 How and When To Respond To Toddlers' Cues
- 13-15 Yelling: Can Toddlers Listen?
- 19-21 Whining/Screaming, Biting and Hitting
 - Handout
 - Whining/Screaming, Biting and Hitting: Their Feelings, Your Game Plan
- 19-21 Finger Rhymes
- 22-24 Understanding Your Toddlers' Cues and Signals
 - Handout
 - Toddlers Speaking Out...What Are They Saying?
- 31-36 Following Directions and Taking Turns

Physical and Brain Development

Subsections

- 0-3 Getting in Sync With My Baby Introduction
 - Handout
 - Getting in Sync With My Baby
- 10-12 E-Parenting Builds Essential Brain Connections
 - Activity
 - Protective Shield For Toddlers
- 10-12 Sleep Routines Wire Brains For Self-Regulation

Play and Stimulation



	<p>Subsections</p> <ul style="list-style-type: none"> • 10-12 Pretend Play Teaches Self-Regulation and Cooperation • 13-15 Calming Your Toddler After Play <p>Parent-Child Play and Learning Activities</p> <ul style="list-style-type: none"> • 0-3 Traditional Songs • 4-6 Play Station • 4-6 Ignore Me and I Feel Stressed • 4-6 Bark, Bark, Moo, Moo • 4-6 Baby Giggles • 7-9 Sock Baby • 7-9 Voice Lessons • 10-12 Simon Says • 13-15 Reading Faces • 13-15 Connecting The Cues • 16-18 Taking Care of Dolly • 16-18 Feeling Photos • 16-18 Dolly and Edmund Have Feelings Too • 19-21 Finger Rhymes • 25-30 Follow My Directions: Shape Games • 25-30 Running and Stopping • 31-36 Tick, Tock, Mr. Clock
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Language Development (LD)

Language Development	GGK™
Overarching Domain	<p>Training:</p> <p>Tier 1:</p> <ul style="list-style-type: none"> • E-Parenting <ul style="list-style-type: none"> ○ Step 2 <ul style="list-style-type: none"> ▪ Put The Baby’s/Child’s Feelings Into Words <ul style="list-style-type: none"> ➤ Use 2-to-3 word phrases. ➤ Repeat them several times ➤ Mirror the intensity of your child’s feelings • Play by Play Daily Do Introduction <ul style="list-style-type: none"> ○ Topics <ul style="list-style-type: none"> ▪ Activity: The Broadcaster Card Shuffle <p>Tier 2</p> <ul style="list-style-type: none"> • E-Parenting Daily Do Practice • Play by Play Daily Do Practice • Play by Play Home Visit videos <p><u>GGK Birth – 36 Months</u></p> <p>E-Parenting Daily Do</p> <p>Play by Play Daily Do</p> <p>Cues and Communication</p> <p>Subsections</p>



	<ul style="list-style-type: none"> • 0-3 Cues and Signals: How Your Baby Communicates <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Cues and Signals of Young Infants: 0-8 Months • 4-6 Cues and Signals of Young Infants <ul style="list-style-type: none"> ○ Activity <ul style="list-style-type: none"> ▪ Cueing Jeopardy • 4-6 Foundations For Language Learning • 4-6 Play by Play: Brief Introduction • 7-9 Language Learning 7-9 Months • 7-9 Replaying Play-by-Play • 10-12 Communication and Language Development 10-12 Months • 10-12 Play by Play Practice • 13-15 Changing Cues <ul style="list-style-type: none"> • Handout <ul style="list-style-type: none"> ▪ Connecting The Cues • 13-15 Learning to Communicate With Words and Gestures • 16-18 Learning More Words and Their Meanings • 16-18 Teaching Words Through Singing • 19-21 Putting Words Together • 22-24 Understanding Your Toddler’s Cues and Signals <ul style="list-style-type: none"> • Handout <ul style="list-style-type: none"> ▪ Toddler’s Speaking Out...What Are They Saying? • 22-24 An Explosion of Words • 25-30 More Ways To Communicate • 25-30 Teaching Tots to Talk • 31-36 Moms and Dads Supporting Language Development <p>Language and Communication Milestones</p> <ul style="list-style-type: none"> • 4-6 Language and Communication Milestones 4-6 Months • 7-9 Language and Communication Milestones 7-9 Months • 10-12 Language and Communication Milestones 10-12 Months • 16-18 Language and Communication Milestones 13-18 Months • 22-24 Language and Communications Milestones 19-24 Months • 25-30 Language And Communications Milestones 25-36 Months
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LD 1: Receptive Language

<p>LD 1.a: Young children attend to, understand, and respond to increasingly complex language</p>	<p><u>GGK Birth-36 Months</u></p> <p>Basic Care Subsection</p> <ul style="list-style-type: none"> • E-Parenting Daily do Introduction <ul style="list-style-type: none"> • Handout <ul style="list-style-type: none"> ▪ E-Parenting Daily Do <p>Social and Emotional Development Subsection</p> <ul style="list-style-type: none"> • 4-6 Parental Depression Affects Baby’s Development • 7-9 Your Social Baby • 25-30 Getting In Sync With My Child Introduction <ul style="list-style-type: none"> • Handout
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- Getting In Sync With My Child

Cues and Communication

Subsections

- 0-3 Cues and Signals of Young Infants
 - Handout
 - Cues and Signals of Young Infants
- 0-3 Cultural Practices and Responding To Infant Cues
- 0-3 Infants Need Face-To-Face Interaction
- 4-6 Cues and Signals of Young Infants
- 4-6 Foundations for Language Learning
- 4-6 Play by Play A Brief Introduction
 - Handout
 - Play by Play Daily Do
- 7-9 Language Learning 7-9 Months
- 7-9 Babies Respond To Their Family's Emotions
- Replaying Play By Play
 - Activity
 - The Broadcaster Card Shuffle
- 10-12 Communication and Language Development 10-12 Months
- 10-12 Teaching Warning Words
 - Handout
 - Warning Words: Setting Limits and Teaching Self-Regulation
- 10-12 Practice Play by Play
- 13-15 How and When To Respond To Toddlers' Cues
- 13-15 Yelling: Can Toddlers Listen?
- 22-24 Understanding Your Toddler's Cues and Signals
 - Handout
 - Toddlers Speaking Out...What are They Saying?
- 25-30 More Ways To Communicate
- 31-36 Moms and Dads Supporting Language Development
- 31-36 Following Directions and Taking Turns

Physical and Brain Development

- 0-3 Getting in Sync With My Baby Introduction
 - Handout
 - Getting in Sync With My Baby
- 31-36 Encouraging Receptive and Expressive Language Development

Parent-Child Play and Learning Activities

- 0-3 Traditional Songs
- 0-3 Peek-A-Boo...I Love You
- 0-3 Twinkle With A Bounce
- 4-6 Bark, Bark...Moo, Moo
- 4-6 Tell Me All About It
- 4-6 Routine Talk
- 4-6 Picture Storybook



	<ul style="list-style-type: none"> • 7-9 Body Parts Play by Play • 7-9 Talking Box Book • 7-9 Pedro/Polly Puppet • 7-9 Voice Lessons • 10-12 Pointing Fun • 10-12 Simon Says • 10-12 Traditional Songs for Children • 16-18 It's Raining All Over Me • 16-18 Body Part Days • 16-18 Pulling Colors • 19-21 Jump, Jump • 22-24 Doing It Play by Play • 25-30 Follow My Directions Shape Game • 25-30 Color Me a Story • 25-30 Running and Stopping • 31-36 Following By Leading • 31-36 What Happened Today?
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LD 2: Expressive Language

<p>LD 2.a: Young Children use increasingly complex vocabulary, grammar, and syntax to express thoughts and needs.</p>	<p><u>GGK Birth-36 Months</u></p> <p>Basic Care</p> <p>Subsections</p> <ul style="list-style-type: none"> • 0-3 Crying and Consoling Your New Baby • 25-30 Teaching More Words and Self-Care Skills <ul style="list-style-type: none"> • Handout <ul style="list-style-type: none"> ▪ Teaching Toddlers Words, Concepts and Self-Care Skills <p>Social and Emotional Baby</p> <ul style="list-style-type: none"> • 0-3 Your Social Baby • 22-24 Encouraging Your Toddlers To Share <ul style="list-style-type: none"> • Handout <ul style="list-style-type: none"> ▪ Preparing Your Child To Share <p>Cues and Communication</p> <ul style="list-style-type: none"> • 0-3 Cues and Signals: How Your Baby Communicates <ul style="list-style-type: none"> • Handout <ul style="list-style-type: none"> ▪ Cues and Signals of Young Infants: 0-8 Months • Activity <ul style="list-style-type: none"> ▪ Baby Charades • 0-3 Infants Need Face To Face Interaction • 4-6 Cues and Signals of Young Infants <ul style="list-style-type: none"> • Activity <ul style="list-style-type: none"> ▪ Cueing Jeopardy • 4-6 Foundations of Language learning <ul style="list-style-type: none"> • Activity <ul style="list-style-type: none"> ▪ Lip Reading • 4-6 Play by Play Brief Introduction <ul style="list-style-type: none"> • Handout
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- Play By Play Daily Do
- 7-9 Language Learning 7-9 Months
- 7-9 Replaying Play by Play
- 7-9 Play by Play Payoffs
- 10-12 Communication and Language Development 10-12 Months
- 10-12 Play by Play Practice
- 13-15 Changing Cues
 - Activity
 - Connecting The Cues
- 13-15 Learning To Communicate With Words and Gestures
- 16-18 Learning More Words and Their Meanings
- 16-18 Learning Colors
- 16-18 Teaching Words Through Singing
- 19-21 Putting Words Together
- 19-21 Whining/Screaming, Biting and Hitting
 - Whining/Screaming, Biting and Hitting: Their Feelings, Your Game Plan
- 19-21 Finger Rhymes
- 22-24 Understanding Your Toddler's Cues and Signals
 - Handout
 - Toddlers Speaking Out...What Are They Saying?
- 22-24 An Explosion of Words
- 25-30 More Ways TO Communicate
- 25-30 Teaching Tots to Talk
 - Handout
 - Tips For Teaching Tots to Talk
- 31-36 Moms and Dads Supporting Language Development
 - Activity
 - Play by Play Broadcaster Cards

Physical and Brain Development

Subsection

- 31-36 Encouraging Receptive and Expressive Language Development

Play and Stimulation

Subsection

- Experiencing Concepts and Learning Words Through Play

Parent-Child Play and Learning Activities

- 0-3 Traditional Songs
- 0-3 Peek A Boo...I Love You
- 0-3 Action-Reaction Rattles
- 0-3 Baby Raps and Taps
- 0-3 This Little Piggy
- 0-3 Twinkle With A Bounce
- 4-6 Bark, Bark...Moo, Moo
- 4-6 Tell Me About It
- 4-6 Routine Talk



	<ul style="list-style-type: none"> • 7-9 Free Fall • 7-9 Ditto • 7-9 Talking Box Book • 7-9 Read To Me • 7-9 Voice Lessons • 10-12 Mess It Up • 10-12 Pointing Fun • 10-12 Simon Says • 10-12 Traditional Songs For Children • 10-12 Abracadabra Scarves • 10-12 Hidden Treasures • 13-15 Pointing and Naming • 16-18 Taking Care Of Dolly • 16-18 Dolly and Edmund Have Feelings Too • 16-18 Flashlight Vocabulary • 16-18 Wet and Wild: Water Play • 19-21 Jump, Jump • 19-21 Ball Basics • 22-24 Doing it Play by play • 22-24 The Word For The Day • 22-24 Shape Sorter • 25-30 Tunes For Tots • 25-30 Follow My Directions Shape Game • 25-30 Color Me A Story • 25-30 Tell Me What Happened • 25-30 Make-Believe Jobs • 31-36 This Is My Family • 31-36 Following By Leading • 31-36 Where, What and Why Storytelling • 31-36 Let's Go Fishing • 31-36 Hide and Buzz • 31-36 Spot The Color • 31-36 Count It
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LD 3: Pragmatics

<p>LD 3.a: Young Children understand, follow, and use appropriate social and conversational rules.</p>	<p><u>GGK Birth-36 Months</u> Social and Emotional Subsections</p> <ul style="list-style-type: none"> • 0-3 Connections Between Parents' Stress and Baby's Emotions • 0-3 Feelings Infants Experience and How to Respond To Them • 13-15 E-Parenting For Toddlers <ul style="list-style-type: none"> • Handout <ul style="list-style-type: none"> ▪ E-Parenting Daily Do • Activity <ul style="list-style-type: none"> ▪ Reading Faces • Toddlers and Their Feelings
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- Feeling Understood Results in Cooperation

Cues and Communication

Subsections

- 0-3 Cues and Signals: How Your Baby Communicates
 - Handout
 - Cues and Signals of Young Infants: 0-8 Months
 - Activity
 - Baby Charades
- 0-3 Cultural Practices and Responding to Infant Cues
- 0-3 Infants Need Face to Face Interaction
- 4-6 Cues and Signals of Young Infants
- 4-6 Foundations for Language Learning
 - Activity
 - Lip Reading
- 4-6 Play by Play A Brief Introduction
- 7-9 Babies Respond To Their Family's Emotions
- 10-12 Communication and Language Development For 10-12 Months
- 13-15 Learning to Communicate with Words and Gestures
- 22-24 Understanding Your Toddler's Cues and Signals
 - Handout
 - Toddlers Speaking Out...What Are They Saying?
 - Activity
 - Doing It Play By Play
- 25-30 More Ways To Communicate
- 25-30 Teaching Tots To Talk
 - Handout
 - Tips For Teaching Tots To Talk
- 31-36 Moms and Dads Supporting Language Development
- 31-36 Following Directions and Taking Turns

Play and Stimulation

Subsection

- Learning Problem Solving Through Play

Parent-Child Play and Learning Activities

- 0-3 Peek-A-Boo...I Love You
- 4-6 Kick Boxing
- 7-9 Pedro/Polly Puppet
- 7-9 Voice lessons
- 10-12 The Hunt
- 10-12 Pointing Fun
- 10-12 Traditional Songs for Children
- 13-15 Pointing and Naming
- 19-21 Tag
- 25-30 Tell Me What Happened
- 31-36 Following By Leading
- 31-36 Hide and Buzz



LD 4: Language Development of Dual Language Learners

LD 4.a: Young children attend to, understand, and respond to increasingly complex language as well as a range of topics and types of texts(including digital texts) in English.
 LD 4.b: Young Children become increasingly proficient in expressing their thoughts and ideas in English.

GGK Birth-36 Months

Cues and Communications

Subsections

- 4-6 Foundations For Language Learning
- 25-30 Second Language and School Success
 - Handout
 - Two Languages Are Better Than One
- Teaching Tots To Talk
 - Handout
 - Tips For Teaching Tots To Talk

Physical and Brain Development

- 10-12 Brains Grow Gray Matter With Two Languages
 - Handout
 - Benefits of a Bilingual Child
- 13-15 Supporting Physical and Brain Development
 - Handout
 - Early Brain Development: Windows of Opportunity

Parent-Child Play and Learning Activities

- 10-12 Traditional Songs For Children
- 25-30 The Bilingual Spider



Literacy (L)

Literacy

GGK™

Overarching Domain

Training

Tier 1

- *There is no specific training component that covers literacy. Parenting skills that support attachment are covered. A secure attachment relationship supports brain development so the brain is able to develop neural connections necessary for literacy development.*

Tier 2

- *Literacy is not a specific component of TIER 2 certification.*

Growing Great Families Modules

Communicating Effectively...It's More Than Texting/Talking

Subsections

- Why Become A Better Communicator
- Growing Communication Skills
 - Handout
 - 5 Steps For Becoming A Better Communicator
 - Activity
 - Communication Step-By Step
- Listening The Other Part of Communication
 - Handout



	<ul style="list-style-type: none">▪ Being A good Listener• Body Language <p><u>GGK Birth-36 Months</u></p> <p>Cues and Communication</p> <p>Subsections</p> <ul style="list-style-type: none">• 7-9 Read Now...Read Forever• 16-18 Read To Me• 22-24 Reading: Making Words Live• 31-36 Making The Most of Storytime <p>Physical and Brain Development</p> <p>Subsection</p> <ul style="list-style-type: none">• Building Blocks For Reading and Writing<ul style="list-style-type: none">• Handout<ul style="list-style-type: none">▪ The 5 Building Blocks For Reading and Writing <p>Play and Stimulation</p> <p>Subsections</p> <ul style="list-style-type: none">• 13-15 Reading: Making Words Live
L 1: Phonological Awareness	
L 1.a: Children notice and discriminate the sounds of spoken language	<p><u>GGK Birth-36 Months</u></p> <p>Cues and Communication</p> <p>Subsections</p> <ul style="list-style-type: none">• 0-3 Infants Need Face To Face Interaction• 7-9 Language Learning 7-9 Months• 16-18 Learning More Words and Their Meanings• 16-18 Teaching Words Through Singing• 19-21 Finger Rhymes• 22-24 An Explosion of Words<ul style="list-style-type: none">• Handout<ul style="list-style-type: none">▪ Language/Communication Milestones: 19-24 Months• 25-30 Teaching Tots to Talk <p>Parent-Child Play and Learning Activities</p> <ul style="list-style-type: none">• 0-3 Traditional Songs• 0-3 Baby Raps and Taps• 0-3 Action-Reaction Rattles• 0-3 This Little Piggy• 0-3 Twinkle With a Bounce• 4-6 Bark, Bark...Moo, Moo• 4-6 First Dance• 7-9 It's A Band• 7-9 Talking Box Book• 7-9 Voice Lessons• 10-12 Traditional Songs For Children• 10-12 Find The Music• 13-15 Copy Cats• 16-18 A Star Is Born



	<ul style="list-style-type: none">• 19-21 Finger Rhymes• 22-24 The Word For The Day• 22-24 It's An Orchestra• 25-30 Tunes For Tots• 25-30 The Bilingual Spider• 25-30 Song and Dance
L2: Alphabet Knowledge	
L 2.a: Children recognize and identify letters and make letter-sound connections.	<p><u>GGK Birth-36 Months</u></p> <p>Cues and Communication</p> <p>Subsections</p> <ul style="list-style-type: none">• 4-6 Foundations For Language learning<ul style="list-style-type: none">• Activity<ul style="list-style-type: none">▪ Lip Reading• 10-12 Communication and Language Development For 10-12 Months• 16-18 Read To Me <p>Physical and Brain Development</p> <p>Subsection</p> <ul style="list-style-type: none">• Building Blocks for Reading and Writing<ul style="list-style-type: none">• Handout<ul style="list-style-type: none">▪ The 5 Building Blocks For Reading and Writing <p>Play and Stimulation</p> <p>Subsections</p> <ul style="list-style-type: none">• 13-15 Reading: Making Words Live <p>Parent-Child Play and Learning Activities</p> <ul style="list-style-type: none">• Getting Acquainted Unit Tongue Twister• Getting Acquainted Unit Sight Seeing• 0-3 Plates and Patterns• 0-3 Baby Raps and Taps• 0-3 Action-Reaction Rattles• 0-3 Fly Away• 4-6 Bark, Bark...Moo, Moo• 4-6 Baby Geometry• 7-9 Talking Box Book• 7-9 Read To Me• 10-12 The Hunt• 10-12 Pointing Fun• 10-12 Bedtime Stories• 10-12 Hidden Treasures• 13-15 Copy Cats• 13-15 Pointing and Naming• 16-18 Amazing Animals• 22-24 Doing It Play by Play• 22-24 The Word For The Day• 25-30 I Spy• 31-36 This Is My Family



	<ul style="list-style-type: none"> • 31-36 Where, What and Why Storytelling
L3: Print Knowledge	
<p>L 3.a: Children demonstrate book awareness and knowledge of basic print conventions, they understand that print carries meaning and spoken words are represented by text.</p>	<p><u>GGK Birth-36 Months</u> Cues and Communication Subsections</p> <ul style="list-style-type: none"> • 4-6 Foundations For Language learning <ul style="list-style-type: none"> • Activity <ul style="list-style-type: none"> ▪ Lip Reading • 10-12 Communication and Language Development For 10-12 Months • 16-18 Read To Me <p>Physical and Brain Development Subsection</p> <ul style="list-style-type: none"> • Building Blocks for Reading and Writing <ul style="list-style-type: none"> • Handout <ul style="list-style-type: none"> ▪ The 5 Building Blocks For Reading and Writing <p>Play and Stimulation Subsections</p> <ul style="list-style-type: none"> • 13-15 Reading: Making Words Live <p>Parent-Child Play and Learning Activities</p> <ul style="list-style-type: none"> • 0-3 Plates and Patterns • 4-6 Picture Storybook • 7-9 Talking Box Book • 7-9 Read To Me • 10-12 Scribble Doodles • 10-12 Bedtime Stories • 13-15 A Book About Me • 13-15 Feeling Photos • 19-21 Going To The Library • 22-24 The Word For The Day • 25-30 Color Me A Story • 31-36 This Is My Family
L 4: Comprehension and Interest	
<p>L 4.a: Children show interest and an understanding of a variety of literacy experiences.</p>	<p><u>GGK Birth-36 Months</u> Cues and Communication Subsections</p> <ul style="list-style-type: none"> • 4-6 Foundations For Language learning <ul style="list-style-type: none"> • Activity <ul style="list-style-type: none"> ▪ Lip Reading • 10-12 Communication and Language Development For 10-12 Months • 16-18 Read To Me <p>Physical and Brain Development Subsection</p> <ul style="list-style-type: none"> • Building Blocks for Reading and Writing



	<ul style="list-style-type: none"> • Handout <ul style="list-style-type: none"> ▪ The 5 Building Blocks For Reading and Writing <p>Play and Stimulation</p> <p>Subsections</p> <ul style="list-style-type: none"> • 13-15 Reading: Making Words Live <p>Parent-Child Play and Learning Activities</p> <ul style="list-style-type: none"> • 0-3 Plates and Patterns • 0-3 Traditional Songs • 4-6 Touchy Feely • 4-6 Picture Storybook • 7-9 Talking Box Book • 7-9 Read To Me • 7-9 Voice Lessons • 10-12 Traditional Songs For Children • 10-12 Scribble Doodles • 10-12 Bedtime Stories • 13-15 A Book About Me • 13-15 Feeling Photos • 19-21 Finger Rhymes • 19-21 Going To The Library • 22-24 The Word For The Day • 25-30 Tunes For Tots • 25-30 Song and Dance • 25-30 Color Me A Story • 31-36 This Is My Family
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L 5: Literacy Development for Dual Language Learners

<p>L 5.a: Children become increasingly engaged in literacy experiences in English.</p>	<p><u>GGK Birth-36 Months</u></p> <p>Cues and Communications</p> <p>Subsections</p> <ul style="list-style-type: none"> • 4-6 Foundations For Language Learning • 25-30 Second Language and School Success <ul style="list-style-type: none"> • Handout <ul style="list-style-type: none"> ▪ Two Languages Are Better Than One • Teaching Tots To Talk <ul style="list-style-type: none"> • Handout <ul style="list-style-type: none"> ▪ Tips For Teaching Tots To Talk <p>Physical and Brain Development</p> <ul style="list-style-type: none"> • 10-12 Brains Grow Gray Matter With Two Languages <ul style="list-style-type: none"> • Handout <ul style="list-style-type: none"> ▪ Benefits of a Bilingual Child • 13-15 Supporting Physical and Brain Development <ul style="list-style-type: none"> • Handout <ul style="list-style-type: none"> ▪ Early Brain Development: Windows of Opportunity <p>Parent-Child Play and Learning Activities</p> <ul style="list-style-type: none"> • 0-3 Traditional Songs • 10-12 Traditional Songs For Children
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	<ul style="list-style-type: none"> • 25-30 The Bilingual Spider
<p align="center">L 6: Emergent Writing</p>	
<p>L 6.a: Children learn writing skills and show knowledge of writing conventions; they demonstrate an understanding of writing as a means of communication.</p> <p>L 6.b: Children use writing to represent and communicate ideas in a variety of contexts; they use a combination of drawing, dictating, and writing to communicate; they participate in shared writing.</p>	<p><u>GGK Birth-36 Months</u></p> <p>Physical and Brain Development</p> <p>Subsection</p> <ul style="list-style-type: none"> • 10-12 Brains Grow With Physical Movement <ul style="list-style-type: none"> • Handout <ul style="list-style-type: none"> ▪ Brain Pathway Builders • 31-36 Building Blocks For Reading and Writing <ul style="list-style-type: none"> • Handout <ul style="list-style-type: none"> ▪ The 5 Building Blocks for Reading and Writing • 31-36 Teaching Fine Motor Skills and Eye-Hand Coordination <p>Parent-Child Play and Learning Activities</p> <ul style="list-style-type: none"> • 0-3 Plates and Patterns • 0-3 Action Reaction Rattles • 0-3 Fly Away • 4-6 Glove Puppets • 4-6 Hand It Over • 4-6 Pull, Pull, Pull • 4-6 Baby Geometry • 4-6 Picture Storybook • 7-9 Talking Box Book • 7-9 Read To Me • 7-9 Lots of Lids • 7-9 Grip 3 • 10-12 Scribble Doodles • 10-12 In The Can • 10-12 Sticky Squares • 13-15 Copy Cats • 13-15 Scribble • 19-21 Finger Rhymes • 31-36 Out of Sight...Not Out Of Memory



Cognitive Development (CD)

Cognitive Development	GGK™
Overarching Domain	<p>Training</p> <p>Tier 1</p> <ul style="list-style-type: none"> • Brain Builders Daily Do <ul style="list-style-type: none"> • Five Areas of Learning <ul style="list-style-type: none"> ▪ Cause and Effect ▪ Object Permanence ▪ Understanding Space ▪ Use of Tools



- Patterns, Opposites, and The Order of Things
- Training Topics
 - Video *The Discoveries of Infancy*
 - Future Brains Activity
 - Bubble Brain Demo
 - Review GGF Module Protecting Your Children From Toxic Stress
 - Building Bubble Brains
 - Little Scientist Activity

Tier2

- Brain Builder Daily Do

Growing Great Families Modules

Protecting Your Children From Toxic Stress

Subsections

- Types of Stress and Their Effects
- Harmful Stress: Protecting Your Children From It
 - Handout
 - Types of Stress: How Children React
 - What Can You Do To Reduce Your Child's Exposure to Toxic Stress
 - Demo
 - Bubble Brains With Stress Dots
- The Long Term Effects of Toxic Stress (Adverse Childhood Experiences)
- Parents Benefit Too From Reducing Toxic Stress

Prenatal Modules

Your Baby's Developing Brain

Subsections

- Connection Between Mom's Prenatal Health and Baby's Brain Development
 - Handout
 - Brain Development: The First Six Years
- Making Sense Of Your Baby's Developing Senses
 - Handout
 - Sensory Development

GGK Birth-36 Months

Physical and Brain Development

Subsections

- 0-3 Family Values Influence Early Brain Development
- 0-3 Infant Brain Development
 - Demo
 - Bubble Brains
 - Handout
 - The Brain What Happens Where
 - Bigger Brains=Better Functioning Brains
- 0-3 Physical and Brain Development 0-3 and Tummy Time



	<ul style="list-style-type: none"> • 0-3 Brain Daily Do Introduction <ul style="list-style-type: none"> • Handout <ul style="list-style-type: none"> ▪ Brain Builder Daily Do • 4-6 Physical and Cognitive Development Go Hand in Hand • 7-9 Brain Cells: Use Them or Lose Them <ul style="list-style-type: none"> • Handout <ul style="list-style-type: none"> ▪ “Use it or Lose It” Brain Facts • 10-12 Brains Grow With Physical Movement • 10-12 E-Parenting Builds Essential Brain Connections • 13-15 Learning By Doing Builds Brains <ul style="list-style-type: none"> • Handout <ul style="list-style-type: none"> ▪ Brain Builders Daily Do ▪ Concepts Under Construction • 13-15 Supporting Physical and Brain Development <ul style="list-style-type: none"> • Handout <ul style="list-style-type: none"> ▪ Early Brain Development: Windows of Opportunity ▪ The 4 Steps to Success Daily Do ▪ Steps For Making Learning Fun • 16-18 Building A Great Brain: Parental Influences <ul style="list-style-type: none"> • Handout <ul style="list-style-type: none"> ▪ The Brain What Happens Where ▪ Bubble Brains • 16-18 TV and Early Brain Development • 19-21 The Body Brain Connection • 22-24 Supporting Physical and Brain Development <ul style="list-style-type: none"> • Handout <ul style="list-style-type: none"> ▪ Expanded Brain Builders For 2 Year Olds • Activity <ul style="list-style-type: none"> ▪ Future Brains • 25-30 Supporting Physical and Brain Development <p>Physical and Brain Development Milestone Charts</p> <ul style="list-style-type: none"> • Cognitive and Physical Milestones: 0-3 months • Cognitive and Physical Milestones: 4-6 months • Cognitive and Physical Milestones: 7-9 months • Cognitive and Physical Milestones: 13-18 months • Cognitive and Physical Milestones: 19-24 months • Cognitive and Physical Milestones: 25-36 months
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CD 1: Logic and Reasoning

<p>CD 1.a: Children apply strategies and draw upon past knowledge and experiences to meet goals and solve problems</p>	<p><u>GGK Birth-36 Months</u></p> <p>Basic Care Subsection</p> <ul style="list-style-type: none"> • Teaching More Words and Self-Care Skills <ul style="list-style-type: none"> • Handout <ul style="list-style-type: none"> ▪ Teaching Toddlers Words, Concepts and Self-Care Skills <p>Physical and Brain Development</p>
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**Subsections**

- 0-3 Family Values Influence Early Brain Development
- 0-3 Brain Builders Daily Do Introduction
 - Handout
 - Brain Builder Daily Do
- 13-15 Learning By Doing
 - Activity
 - Concepts Under Construction
- 16-18 Learning Concepts: Sorting, Matching and Sizing
- 19-21 What Toddlers are Learning About Problem Solving
- 25-30 Teaching Concepts and Problem Solving
- 25-30 Music and Brain Development

Play and Stimulation

- 0-3 Patterns, Opposites and The Order of Things
- 4-6 Brain Builders: Two More Areas of Learning
- 10-12 Learning Problem Solving Through Play
- 10-12 Pretend Play Teaches Self=Regulation and Cooperation
- 16-18 Teaching Problem Solving Through Play
- 16-18 Experiencing Concepts and Learning Words Through Play
- 22-24 Math and Problem Solving

Play and Learning Activities

- Getting Acquainted: Tongue Twister
- Getting Acquainted: Sight Seeing
- 0-3 Plates and Patterns
- 0-3 Traditional Songs
- 0-3 Action-Reaction Rattle
- 0-3 This Little Piggy
- 0-3 Twinkle With A Bounce
- 4-6 Kick Boxing
- 4-6 Rock and Roll
- 4-6 Pull, Pull, Pull
- 4-6 Baby Geometry
- 4-6 The Great Outdoors
- 4-6 Touchy Feely
- 4-6 Picture Storybook
- 7-9 It's A Band
- 7-9 Pedro/Polly Puppet
- 7-9 Pillow, Paths, and Piles
- 7-9 Sniff and Smell
- 7-9 Lots of Lids
- 7-9 Human Jungle Gym
- 10-12 Shake It Up Bottle
- 10-12 Baby Table Skills
- 10-12 Tiny Bubbles
- 10-12 Through The Tube
- 10-12 Post Pounder



- 10-12 Traditional Songs for Children
- 10-12 In and Out Around The House
- 10-12 In The Can
- 10-12 Abracadabra Scarves
- 10-12 Hidden Treasures
- 10-12 Cardboard Tunnels
- 10-12 Sticky Squares
- 13-15 Talking Teeth
- 13-15 Pointing and Naming
- 13-15 Pick Up
- 13-15 Toss
- 13-15 Scribble
- 13-15 Push and Pull
- 13-15 Hide and Seek
- 13-15 Run the Bases
- 13-15 Stack and Whack
- 16-18 Spooning Around
- 16-18 Pulling Colors
- 16-18 Color Hunt
- 16-18 A Star is Born
- 16-18 Like, Like, Same, Same
- 16-18 Big? Little?
- 16-18 Larger? Smaller?
- 16-18 Obstacle Course
- 16-18 Amazing Animals
- 16-18 What's In The Sack
- 16-18 Flashlight Vocabulary
- 16-18 Wet and Wild: Water Play
- 19-21 Me and My Bag
- 19-21 Finger Rhymes
- 19-21 Twist and Fetch
- 19-21 Tunnels and Tubes
- 19-21 Jump, Jump
- 19-21 Tag
- 19-21 Pouring and Mixing
- 19-21 Dough Play
- 19-21 Going To The Library
- 19-21 Ball Basics
- 22-24 The Word For The Day
- 22-24 Shape Sorter
- 22-24 Hatch-A-Match
- 22-24 It's An Orchestra
- 22-24 Simon Says
- 22-24 Paper Art
- 22-24 Color Search



	<ul style="list-style-type: none"> • 22-24 Outdoor Art • 25-30 Tool Time • 25-30 Running and Stopping • 25-30 Cutting and Pasting • 25-30 Song and Dance • 25-30 Sand and Snow Sculptures • 25-30 I Spy • Tick, Tock, Mr. Clock • 31-36 Where, What and Why Storytelling • 31-36 Let's Go Fishing • 31-36 Making it Whole • 31-36 Making Necklaces • 31-36 Which One Is Different? • 31-36 Growing a Garden • 31-36 Hide and Buzz • 31-36 Spot The Color • 31-36 I Am A Superstar • 31-36 Count It • 31-36 Kick Bag
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CD 2: Memory and Working Memory

<p>CD 2.a: Children hold information in their mind and manipulate it to perform tasks.</p>	<p><u>GGK Birth-36 Months</u></p> <p>Social and Emotional Development</p> <p>Subsections</p> <ul style="list-style-type: none"> • 7-9 Your Social Baby • 7-9 Separation/Stranger Anxiety • 13-15 Imitation: It Is Play and Learning <p>Physical and Brain Development</p> <p>Subsections</p> <ul style="list-style-type: none"> • 0-3 Infant Brain Development <ul style="list-style-type: none"> • Handout <ul style="list-style-type: none"> ▪ The Brain What Happens Where ▪ Bigger Brains=Better Functioning Brains • 0-3 Brain Builders Daily Do Introduction <ul style="list-style-type: none"> • Handout <ul style="list-style-type: none"> ▪ Brain Builders Daily Do • 7-9 Read Now...Read Forever • 22-24 Supporting Physical and Brain Development <ul style="list-style-type: none"> • Handout <ul style="list-style-type: none"> ▪ Expanded Brain Builders for 2 year Olds • Activity <ul style="list-style-type: none"> ▪ Future Brains • 31-36 Increasing Attention Span • 31-36 Developing Memory <p>Play and Learning Activities</p> <ul style="list-style-type: none"> • Getting Acquainted: Tongue Twister • 0-3 Peek-A-Boo...I Love You
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	<ul style="list-style-type: none"> • 4-6 Glove Puppets • 4-6 Bark, Bark, Moo, Moo • 4-6 Baby Giggles • 7-9 It's A Band • 7-9 Lots of Lids • 10-12 Through The Tube • 10-12 Find The Music • 13-15 Hide and Seek • 16-18 What's In The Sack • 19-21 Me and My Bag • 19-21 Tunnels and Tubes • 25-30 Make Believe Jobs • 31-36 Making It Whole • 31-36 Out of Sight...Not out of Memory • 31-36 What Happened Today? • 31-36 Hide and Buzz
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CD 3: Attention and Inhibitory Control

<p>CD 3.a: Children's skills increase in filtering impulses and sustaining attention on a task.</p>	<p><u>GGK Birth-36 Months</u></p> <p>Basic Care</p> <p>Subsections</p> <ul style="list-style-type: none"> • 0-3 E-Parenting Daily Do Introduction <ul style="list-style-type: none"> • Handout <ul style="list-style-type: none"> ▪ E-Parenting Daily Do • 31-36 Routines, Transitions and School Readiness <p>Social and Emotional Development</p> <p>Subsections</p> <ul style="list-style-type: none"> • 7-9 Your Social Baby • 7-9 Separation/Stranger Anxiety • 7-9 Driven To Explore <ul style="list-style-type: none"> • Handout <ul style="list-style-type: none"> ▪ Character Builders Daily do • 7-9 E-Parenting and Self-Regulation • 10-12 Activities That Bolster development • 19-21 Learning Respect, Limit Setting and Self-Regulation <ul style="list-style-type: none"> • Handout <ul style="list-style-type: none"> ▪ Learning Respect: It Begins When They Are Toddlers <p>Cues and Communication</p> <p>Subsections</p> <ul style="list-style-type: none"> • 10-12 Teaching Warning Words <ul style="list-style-type: none"> • Handout <ul style="list-style-type: none"> ▪ Warning Words: Setting Limits and Teaching Self-Regulation • 13-15 How and When To Respond To Toddler's Cues • 22-24 Reading: Making Words Live • 31-36 Following Directions and Taking Turns
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	<p>Physical and Brain Development</p> <p>Subsection</p> <ul style="list-style-type: none">• 31-36 Increasing Attention Span <p>Play and Stimulation</p> <ul style="list-style-type: none">• 7-9 Growing Parents' Play Skills<ul style="list-style-type: none">• Demo<ul style="list-style-type: none">▪ Cycling Through Learning and Mastery• 10-12m Pretend Play Teaches Self-Regulation and Cooperation• 13-15 Calming Your Toddler After Play• 22-24 Arranging Your Toddler's Day <p>Play and Learning Activities</p> <ul style="list-style-type: none">• 0-3 Plates and Patterns• 0-3 Baby Raps and Taps• 0-3 Fly Away• 4-6 Hand it Over• 4-6 Touchy Feely• 7-9 It's A Band• 7-9 Sniff and Smell• 10-12 Shake It Up Bottle• 10-12 Mess It Up• 10-12 the Hunt• 10-12 Simon Says• 10-12 Bedtime Stories• 13-15 A Book About Me• 13-15 Pick Up• 16-18 It's Raining All Over• 16-18 Read To Me• 19-21 Tag• 19-21 Pouring and Mixing• 22-24 Simon Says• 25-30 Tell Me What Happened?• 25-30 Running and Stopping• 31-36 Tick, Tock, Mr. Clock• 31-36 Following By Leading• 31-36 Making It Whole
CD 4: Cognitive Flexibility	
CD 4.a: Children's skills increase at adjusting to changes in demands, priorities, and perspectives.	<p><u>GGK Birth-36 Months</u></p> <p>Basic Care</p> <p>Subsection</p> <ul style="list-style-type: none">• 0-3 Crying and Consoling Your Baby• 4-6 Using Routines To Reduce Stress and Increase Stimulation• 7-9 Sleep Routines Help Babies Sleep<ul style="list-style-type: none">• Handout<ul style="list-style-type: none">▪ Helping Babies Sleep• 22-24 Eating With A Fork



- 31-36 Routines, Transitions and School Readiness

Social and Emotional Development

Subsections

- 7-9 E-Parenting and Self-Regulation
- 13-15 E-Parenting And Other Tips For Challenging Behaviors
- 16-18 Toddlers and Their Feelings
- 25-30 Tantrums

Physical and Brain Development

- 0-3 Brain Builders Daily Do Introduction
 - Handout
 - Brain Builders Daily Do
- 10-12 Sleep Routines Wire Brains For Self-Regulation
- 16-18 Teaching Kindness
- 22-24 Supporting Physical and Brain Development

Play and Stimulation

Subsections

- 4-6 Brain Builders: Two More Areas of Learning
- 10-12 Pretend Play Teaches Self-Regulation and Cooperation
- 13-15 Calming Your Toddler After Play
- 22-24 Arranging Your Toddler's Day

Play and Learning Activities

- 4-6 Kick Boxing
- 4-6 Hand It Over
- 4-6 Pull, Pull, Pull
- 4-6 Picture Storybook
- 7-9 Creeping Crawlers
- 7-9 Sock Baby
- 7-9 Lots of Lids
- 7-9 Grip 3
- 7-9 Huma Jungle Gym
- 10-12 Shake It up Bottle
- 10-12 Baby Table Skills
- 10-12 Post Pounder
- 10-12m Scribble Doodles
- 10-12 In and Out Around The house
- 10-12 Sticky Squares
- 13-15 Talking Teeth
- 13-15 Scribble
- 13-15 Push and Pull
- 13-15 Stack and Whack
- 16-18 Spooning Around
- 16-18 It's Raining All Over Me
- 16-18 Flashlight Vocabulary
- 19-21 Me and My Bag
- 19-21 Twist and Fetch
- 19-21 Pouring and Mixing



	<ul style="list-style-type: none"> • 22-24 It's An Orchestra • 22-24 Paper Art • 22-24 Color Search • 22-24 Outdoor Art • 25-30 Me Do It! • 25-30 Tool Time • 25-30 Cutting and Pasting • 25-30 Make Believe Jobs • 25-30 Sand and Snow Sculptures • 31-36 Let's Go Fishing • 31-36 What Happened Today? • 31-36 Making Necklaces • 31-36 Growing a Garden
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Mathematics (M)

Mathematics	GGK™
Overarching Domain	<p>Training</p> <p>Tier 1</p> <ul style="list-style-type: none"> • <i>There is no specific training component that covers mathematics. Parenting skills that support attachment are covered. A secure attachment relationship supports brain development so the brain is able to develop neural connections necessary for mathematic development.</i> <p>Tier 2</p> <ul style="list-style-type: none"> • <i>There is no specific Tier 2 training component for the skill development of home visitors around mathematics.</i> <p>GGK Birth-36 Months</p> <p>Brain Builders Daily Do</p> <p>Physical and Brain Development</p> <p>Subsections</p> <ul style="list-style-type: none"> • 13-15 Supporting Physical and Brain Development <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Windows of Opportunity • 22-24 Supporting Physical and Brain Development • 22-24 Math and Problem Solving: Window Of Opportunity
M 1: Number Sense and Quantity	
M 1.a: Children develop number recognition and counting skills and learn the relationship between numbers and the quantity they represent.	<p>GGK Birth-36 Months</p> <p>Physical and Brain Development</p> <p>Subsections</p> <p>Play and Learning Activities</p> <ul style="list-style-type: none"> • 7-9 Lots of lids • 19-21 Pouring and Mixing



	<ul style="list-style-type: none">• 31-36 Let's Go fishing• 31-36 Count It
M 2: Number Relationships and Operations	
M 2.a: Children learn to use numbers to compare quantities and solve problems.	<u>GGK Birth-36 Months</u> Physical and Brain Development Subsections Play and Learning Activities <ul style="list-style-type: none">• 7-9 Lots of lids• 10-12 In The Can• 16-18 Larger? Smaller?
M 3: Classification and Patterning	
M 3.a: Children learn to order and sort objects by common attributes, to identify patterns, and to predict the next sequence in a pattern.	<u>GGK Birth-36 Months</u> Basic Care Subsections <ul style="list-style-type: none">• 4-6 Using Routines To Reduce Stress and increase Stimulation• 7-9 Sleep Routines Help Babies Sleep• 31-36 Routines, Transitions, and School Readiness Cues and Communication Subsections <ul style="list-style-type: none">• Learning Colors Physical and Brain Development Subsections <ul style="list-style-type: none">• 4-6 Patterns, Opposites and The Order Of Things• 10-12 Sleep Routines Wire Brains For Self-Regulation• 13-15 Learning Concepts: Sorting, Matching and Sizing Play and Learning Activities <ul style="list-style-type: none">• 0-3 Plates and Patterns• 7-9 It's Band• 7-9 Lots of Lids• 13-15 Concepts Under Construction• 13-15 Run The Bases• 16-18 Pulling Colors• 16-18 Color Hunt• 16-18 Like, Like, Same, Same• 19-21 Finger Rhymes• 22-24 Hatch-a-Match• 25-30 Color Me A Story
M 4: Measurement, Comparison, and Ordering	
M 4.a: Children learn to measure objects by their various attributes (length, height, weight, volume) and to use differences in attributes to make comparisons.	<u>GGK Birth-36 Months</u> Physical and Brain Development Subsections <ul style="list-style-type: none">• 13-15 Learning Concepts: Sorting, Matching and Sizing Play and Learning Activities <ul style="list-style-type: none">• 4-6 Kick Boxing• 4-6 Pull, Pull, Pull• 7-9 Free Fall



	<ul style="list-style-type: none"> • 10-12 Abracadabra Scarves • 10-12 Cardboard Squares • 10-12 Sticky Squares • 13-15 Scribble • 13-15 Stack and Whack • 16-18 Like, Like, Same, Same • 16-18 Big? Little? • 16-18 Larger? Smaller? • 31-36 Which One Is Different?
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M 5: Geometry and Spatial Sense

<p>M 5.a: Children learn to identify shapes and their attributes, solve problems using shapes, and explore the positions of objects.</p>	<p>GGK Birth-36 Months Physical and Brain Development Subsections</p> <ul style="list-style-type: none"> • 25-30 Teaching Concepts and Problem Solving <p>Play and Learning Activities</p> <ul style="list-style-type: none"> • Getting Acquainted Sight Seeing • 0-3 Fly Away • 4-6 Kick Boxing • 7-9 Creeping Crawlers • 7-9 Row, row, Row Your Baby • 7-9 It's A Band • 13-15 Toss • 16-18 Like, Like, Same, Same • 16-18 Big? Little? • 16-18 Larger? Smaller? • 22-24 Shape Sorter
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Science (S)

Science GGK™

<p>Overarching Domain</p>	<p>Training</p> <p>Tier 1</p> <ul style="list-style-type: none"> • <i>There is no specific training component that covers science. Parenting skills that support attachment are covered. A secure attachment relationship supports brain development so the brain is able to develop neural connections necessary for the development of scientific inquiry.</i> <p>Tier 2</p> <ul style="list-style-type: none"> • <i>There is no specific Tier 2 training component for the skill development of home visitors around supporting scientific discovery.</i> <p>GGK Birth-36 Months</p>
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	<ul style="list-style-type: none"> • 25-30 Getting Ready For Play and Learning
S 1: Scientific Inquiry and Application	
<p>S 1.a: Children learn the value to plan for and carry out investigations and collect, evaluate, and communicate information</p>	<p><u>Prenatal Modules</u> Your Baby’s Developing Brain Subsection</p> <ul style="list-style-type: none"> • Making Sense Of Your Baby’s Developing Senses <ul style="list-style-type: none"> • Handout <ul style="list-style-type: none"> ▪ Sensory Development <p><u>GGK Birth-36 Months</u> Social and Emotional Development Subsection</p> <ul style="list-style-type: none"> • 7-9 Driven To Explore <ul style="list-style-type: none"> • Handout <ul style="list-style-type: none"> ▪ Character Builders, Discovery 9-18 months • 10-12 Activities To Bolster Development <p>Cues and Communication Subsection</p> <ul style="list-style-type: none"> • 0-3 Infants Need Face-to Face Interaction <p>Physical and Brain Development Subsection</p> <ul style="list-style-type: none"> • 0-3 Introduction To Brain Builders <ul style="list-style-type: none"> • Handout <ul style="list-style-type: none"> ▪ Brain Builders Daily Do • 4-6 Brain Builders: Two More Areas of Learning • 13-15 Learning By Doing Builds Better Brains <p>Play and Learning Activities</p> <ul style="list-style-type: none"> • Getting Acquainted: Tongue Twister • Getting Acquainted: Sight Seeing • 0-3 Plates and Patterns • 0-3 Action-Reaction Rattles • 0-3 Twinkle With A Bounce • 4-6 Kick Boxing • 4-6 First Dance • 4-6 Rock and Roll • 4-6 Hand It Over • 4-6 Pull, Pull, Pull • 4-6 Touchy Feely • 4-6 Picture Storybook • 7-9 It’s A Band • 7-9 Pillows, Paths and Piles • 7-9 Sniff and Smell • 7-9 Lots of Lids • 7-9 Grip 3 • 7-9 Human Jungle Gym • 10-12 Shake It Up Bottle • 10-12 Mess It Up



	<ul style="list-style-type: none">• 10-12 Tiny Bubbles• 10-12 Through The Tube• 10-12 The Hunt• 10-12 Scribble Doodles• 10-12 In and Out Around The House• 10-12 In The Can• 10-12 Sticky Squares• 13-15 Copy Cats• 13-15 Pointing and Naming• 13-15 Toss• 13-15 Push and Pull• 13-15 Stack and Whack• 16-18 Color Hunt• 16-18 What's In the Sack• 16-18 Wet and Wild: Water Play• 19-21 Me and My Bag• 19-21 Twist and Fetch• 19-21 Tag• 19-21 Pouring and Mixing• 19-21 Dough Play• 22-24 It's An Orchestra• 22-24 Paper Art• 22-24 Outdoor Art• 25-30 Tell Me What Happened• 25-30 Tool Time• 25-30 Cutting and Pasting• 25-30 Sand and Snow Sculptures• 31-36 Where, What and Why Storytelling• 31-36 Let's Go Fishing• 31-36 Making Necklaces• 31-36 Which one Is Different• 31-36 Kick Bag
S 2: Knowledge of Science and Concepts	
<p>S 2.a: Children explore the characteristic of objects and materials that are living, non-living, man-made, or naturally occurring.</p>	<p><u>GGK Birth-36 Months</u> Play and Stimulation Subsection</p> <ul style="list-style-type: none">• 10-12 Going Out With Toddlers<ul style="list-style-type: none">• Handout<ul style="list-style-type: none">▪ Outing Supply Checklist• 16-18 The Great Outdoors <p>Play and Learning Activities</p> <ul style="list-style-type: none">• 0-3 Action-Reaction Rattles• 4-6 Pull, Pull, Pull• 4-6 The Great Outdoors• 4-6 Touchy Feely



- 4-6 Free Fall
- 7-9 Talking Box Book
- 7-9 Sniff and Smell
- 10-12 Shake It Up Bottle
- 10-12 Mess It Up
- 10-12 Tiny Bubbles
- 10-12 In and Out and Around The House
- 10-12 Hidden Treasures
- 10-12 Around The Town: Outings Are A Time For Learning
- 13-15 Stack and Whack
- 13-15 Taking Care of Dolly
- 16-18 Obstacle Course
- 16-18 Amazing Animals
- 19-21 Twist and Fetch
- 19-21 Pouring and Mixing
- 19-21 Dough Play
- 19-21 Going To The Library
- 19-21 Ball Basics
- 22-24 Where Am I?
- 22-24 Outdoor Art
- 25-30 Tell Me What Happened
- 25-30 Sand and Snow Sculptures
- 25-30 I Spy
- 31-36 What Happened Today?
- 31-36 Which One Is Different?
- 31-36 Growing a Garden



Social Studies (SS)

Social Studies

GGK™

Overarching Domain

Training

Tier 1

- **GGF Unit 1**

Tier 2

- Month Assignment 3 GGF Module Shaping Your Child’s Future
- Month2 Assignment 2 GGF Module Learning About Family Values and Strengths: Strengthening Family Foundations
- Month 3 Assignment 2 GGF Module Family Traditions and Cultural Practices

Prenatal Modules

Becoming A Parent...Becoming A Family

Subsections

- Clarifying Our Roles
 - Handout



- Infant Care: Partners As Parents
- Along With Joys Come Worries
 - Activity
 - The Parenting Partner I Want To Be

Your Culture...Your Pregnancy

Subsections

- Cultural Practices During Pregnancy
- Teaching Your Child About Your Family's Identity
 - Activity
 - Making Our Family Mandala
 - Our Family Mandala

Cultural Influences on Caring For Young Infants

Subsections

- Labor, Birthing and Weeks Following The Birth
- Exploring Cultural Influences On Infant Care
- Crying and Carrying
- Sleeping
- Feeding
- Playing

Growing Great Families Modules

Shaping Your Child's Future

Subsections

- Influencing Your Child's Development
 - Activity
 - What I'd Like For My Child
- How I Want To Be Remembered As A Parent
 - Activity
 - How I Want My Child To Remember Me

Learning About Family Values and Strengths: Strengthening Family Foundations

Subsections

- Your Family Portrait
 - Activity
 - Our Family
- Skills Sets Strong Families Have
 - Handout
 - Skills Sets Of Strong Families
- Defining And Living Your Values
 - Activity
 - Defining Family Values
 - Our Family Values...Strengthening Our Family Foundation
- Values: "Walking Your Talk"
 - Activity
 - Growing Family Value Skills

Family Traditions and Cultural Practices

Subsections



	<ul style="list-style-type: none"> • Your Traditions and Family Practices <ul style="list-style-type: none"> ○ Activity <ul style="list-style-type: none"> ▪ Traditions: Giving MY Children Feelings of Belonging • Your Cultural Heritage <p>Becoming A 3 Generation Family</p> <p>Subsections</p> <ul style="list-style-type: none"> • The Day I Discovered I Would Be A Grandparent • I Appreciate Greatness in You <ul style="list-style-type: none"> ○ Activity <ul style="list-style-type: none"> ▪ Appreciation Messages From My Heart to Mom/Dad ▪ Appreciation Messages From My Heart Daughter/Son <p>Role Clarification in A 3 Generation Family</p> <p>Subsections</p> <ul style="list-style-type: none"> • Changing The “Emotional Tone” of Relationships • “Old Ways and New Ways”...Making Decisions About Infant Care • Grandparenting Styles <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Grandparenting: The Three Different Styles • Role Clarification: Creating A Healthier Balance <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Tips For Creating A Healthier Balance and Growing Family Harmony <p>Memories and Family Stories: Giving Children Feelings of Belonging</p> <p>Subsections</p> <ul style="list-style-type: none"> • Celebration and Remembering <ul style="list-style-type: none"> ○ Activity <ul style="list-style-type: none"> ▪ Memory Box • Storytelling: A Family’s Narrative <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Storytelling: Preserving Your Family’s History • Recording Your Child’s History <ul style="list-style-type: none"> ○ Activity <ul style="list-style-type: none"> ▪ Coin Cards
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SS 1: Self, Family, and Community

<p>SS 1.a: Children gain awareness of how they relate to their family and community, understand social roles and responsibilities, and recognize and respect similarities and differences in people.</p>	<p>GGK Birth-36 Months</p> <p>Social and Emotional Development</p> <p>Subsections</p> <ul style="list-style-type: none"> • 4-6 Men and Women Play Differently With Babies <ul style="list-style-type: none"> ○ Activity <ul style="list-style-type: none"> ▪ Mom and Dads: How They Play • 7-9 Separation/Stranger Anxiety • 13-15 Imitation: It Is Play and Learning • 19-21 Developing An Identity • 22-24 How Toddlers Play With Others: Parallel Play
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- 22-24 Me and You: Who Am I?
- 31-36 Part Of The Family

Cues and Communication

Subsections

- 0-3 Cultural Practices and Responding To Infant Cues
- 0-3 Infants Need Face-To-Face Interaction
- 7-9 Babies Respond To Their Family's Emotions
- 10-12 Teaching Warning Words
- 16-18 Learning More Words
- 19-21 Putting Words Together
- 22-24 An Explosion of Words
- 31-36 Following Directions and Taking Turns

Physical and Brain Development

Subsections

- 0-3 Family Values Influence Early Brain Development
- 16-18 Building a Great Brain: Parental Influences

Play and Stimulation

- 7-9 Culture and Play
- 10-12 Going Out With Toddlers
 - Handout
 - Around The Town: Outings Are A Time For Learning
- 16-18 The Great Outdoors
- 16-18 Experiencing Concepts and Learning Through Play
- 19-21 Power Of Touch and Affection

Play and Learning Activities

- Prenatal Black and White Rattle
- Getting Acquainted Tong Twister
- 0-3 Traditional Songs
- 0-3 Peek A Boo...I Love You
- 4-6 Baby Giggles
- 4-6 First Dance
- 4-6 Hand It over
- 4-6 Picture Storybook
- 7-9 Row, Row, Row, Your Baby
- 7-9 Ditto
- 7-9 Pedro/Polly Puppet
- 7-9 Read To Me
- 7-9 Voice Lessons
- 10-12 Simon Says
- 10-12 Traditional Songs For Children
- 10-12 Find The Music
- 13-15 Reading Faces
- 13-15 Copy Cats
- 13-15 Pointing and Naming
- 13-15 Pick Up



	<ul style="list-style-type: none"> • 16-18 Taking Care Of Dolly • 16-18 Feeling Photos • 19-21 Mirror, Mirror, I'm So Tall • 19-21 Me and My Bag • 19-21 Going To The Library • 22-24 Who Owns This? • 22-24 Where Am I? • 25-30 Follow My Directions: Shape Game • 25-30 Me Do It! • 31-36 This Is My Family • 31-36 Which One Is Different?
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SS 2: History and Geography

<p>SS 2.a: Children understand concept of time (past, present, and future) and place.</p>	<p><u>GGK Birth-36 Months</u></p> <p>Basic Care</p> <p>Subsections</p> <ul style="list-style-type: none"> • 4-6 Using Routines To Reduce Stress and increase Stimulation • 7-9 Sleep Routines Help Babies Sleep • 31-36 Routines, Transitions, and School Readiness <p>Cues and Communication</p> <p>Subsections</p> <ul style="list-style-type: none"> • 10-12 Teaching Warning Words <ul style="list-style-type: none"> ○ Handout <ul style="list-style-type: none"> ▪ Warning Words: Setting Limits and Teaching Self-Regulations • 13-15 How and When To Respond To Toddlers Cues <p>Physical and Brain Development</p> <p>Subsection</p> <ul style="list-style-type: none"> • 10-12 Sleep Routines Wire Brains For Self-Regulation <p>Play and Stimulation</p> <p>Subsections</p> <ul style="list-style-type: none"> • 22-24 Arranging Your Toddler's Day <p>Play and Learning Activities</p> <ul style="list-style-type: none"> • 4-6 Peek A Boo...I Love You • 10-12 In The Can • 13-15 Pointing And Naming • 16-18 Color Hunt • 16-18 Like, Like, Same, Same • 16-18 Big? Little • 16-18 Larger? Smaller • 19-21 Tunnels and Tubes • 22-24 Where Am I? • 25-30 Follow My Directions: Shape Game • 25-30 Tell Me What Happened • 25-30 I Spy • 31-36 Tick, Tock, Mr. Clock • 31-36 Where, What, and Why Storytelling
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**Creative Arts (CA)**

Creative Arts	GGK™
Overarching Domain	<p>Training</p> <p>Tier 1</p> <ul style="list-style-type: none"> • The making of the visual aids (Do-Dads) that accompany the demonstrations and concepts. • Topic <ul style="list-style-type: none"> ○ Why Make Toys – to support creativity <p>Tier 2</p> <ul style="list-style-type: none"> • Month 3 Assignment 3: Select Activities to do with Families that involve toy making
CA 1: Experimentation and Participation in the Creative Arts	
CA 1.a: Children gain appreciation for and participate in the creative arts	<p><u>GGK Birth-36 Months</u></p> <p>Social and Emotional Development</p> <p>Subsections</p> <ul style="list-style-type: none"> • 10-12 Activities That Bolster Development <p>Cues and Communication</p> <p>Subsections</p> <ul style="list-style-type: none"> • 16-18 Teaching Words Through Singing • 19-21 Finger Rhymes <p>Physical and Brain Development</p> <p>Subsections</p> <ul style="list-style-type: none"> • 7-9 Physical and Cognitive Development Go Hand-in-Hand • 19-21 What Toddlers Are Learning About Problem Solving • 25-30 Getting Children Ready To Learn • 25-30 Music and Brain Development <p>Play and Stimulation</p> <p>Subsections</p> <ul style="list-style-type: none"> • 7-9 Culture and Play • 7-9 Toys and Games That Support Development • 10-12 Learning Problem Solving Through Play • 10-12 Pretend Play Teaches Self-Regulation and Cooperation • 13-15 Lots of Play, Lots of Learning • 13-15 Playing For learning and Fun • 13-15 Games For Any Play and Time • 22-24 Playing For Learning and Fun • 25-30 playing For Learning and Fun • 31-36 Making Play Safe For Learning and Fun <p>Play and Learning Activities</p> <ul style="list-style-type: none"> • Prenatal Black and White Rattle • 0-3 Plates and Patterns • 0-3 Traditional Songs



	<ul style="list-style-type: none">• 0-3 Action-Reaction Rattles• 4-6 First Dance• 4-6 Touchy Feely• 7-9 Sniff and Smell• 7-9 Voice Lessons• 10-12 Mess It Up• 10-12 Tiny Bubbles• 10-12 In and Out Around The House• 10-12 Scribble Doodles• 10-12 Find The Music• 13-15 Scribble• 16-18 Color Hunt• 16-18 Wet and Wild: Water Play• 19-21 Finger Rhymes• 19-21 Pouring and Mixing• 19-21 Dough Play• 22-24 Paper Art• 22-24 Color Search• 22-24 Outdoor Art• 25-30 Tunes For Tots• 25-30 Color Me A Story• 25-30 Tell Me What Happened• 25-30 Cutting and Pasting• 25-30 Song and Dance• 25-30 Sand and Snow Sculptures• 31-36 Making Necklaces
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Growing Great Kids curriculum has been aligned with the RIELDS standards. There are several components of the GGK™ curriculum that were not fully delineated as they did not have corresponding parts from RIELDS. As the Growing Great Kids strives to support the skill building of the parent so the parent is fully able to support the development of the child(ren) it is important to recognize key components of the whole parent approach.

1. Basic Care Module: This module focuses on health and safety practices at each developmental age. Each unit includes pertinent information on nutrition, health care, safety, basic care practices, and self-care.
2. Growing Great Families Manual: This manual supports the development of coping skills and the enhancement of family functioning.
3. Prenatal Manual: This manual focuses on supporting family functioning and attachment during the prenatal period.

There were also components of the RIELDS that were not fully supported by the GGK™ curriculum in the training components. These areas have been identified within the above crosswalk. It is recommended that programs review the items to determine if further resources are required for the home visitor/practitioner in terms of training or parent resources.



One area it recommended for further support is resources and materials for non-English program participants to learn English and further resources to support the teaching of English as a second language for their children prior to enrollment in school.

Revisions of the GGK™ curriculum occur around every ten years. The curriculum is revised and updated based on current scientific findings, best practice parenting recommendations as well as input and needs from the field. Therefore, this alignment is a moment in time compilation.