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)
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 RIELDS/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

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**PH 2. a**: Children develop large muscle control, strength, and coordination.  
**PH 2. b**: Children develop traveling skills.
Parent-Child Play and Learning Activities

- Infant Massage
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PH 3: Fine Motor Development

PH 3.a: Children develop small muscle control, strength, and coordination.
PH 3.b: Children develop writing and drawing skills

Parent-Child Play and Learning Activities

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- 7-9 Grip 3
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- Character Builders Introduction and Practice Assignment
- Video Clips & Questions
- Reading The Manuals to find opportunities to grow empathic responses

**Prenatal Modules:**

**Wow! You Are Going To Have A Baby**

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- Cultivating Attachment While Introducing The Daily Do Concept

**Prenatal Attachment: Growing Bonds of Love**

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- Signs of Prenatal Attachment
- Building Your Attachment Relationship
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- Contributors Prenatal Depression
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- Feeling Happier: How Will You Know
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### Parents Benefit Too From Reducing Toxic Stress

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  o Handout
    ▪ Dialing Down The HEAT
  o 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
  o Demo
    ▪ The Protective Shield
Baby Blues and Postpartum Care
- Postpartum Care For Mom and Dad
- Postpartum Stress, Blues and Depression
  - Handout
    - Facts About Postpartum Blues and Depression
- Edinburgh/Other Postnatal Depression Scale

Social & Emotional Development
Subsections
- 0-3 Connection Between Parent’s Stress and Baby’s Emotions
- 0-3 Understanding and Supporting Early Social and Emotional Development
  - Handout
    - Character Builders Daily Do 0-8 Months, Learning To Trust
- 0-3 Feelings Infants Experience and How To Respond to Them
  - Handout
    - 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
  - Activity
    - Ignore Me and I Feel Stressed
- Parental Depression Affect Baby’s Development

Cues and Communication
Subsections
- 0-3 Cues and Signals: How Your Baby Communicates
  - Handouts
    - Cues and Signals of Young Infants: 0-8 Months
  - Activity
    - Baby Charades
- 0-3 Infants Need Face-To-Face Interaction

Social and Emotional Milestones
- 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

SE 1.a: Children develop trust in and engage positively with adults who are familiar and consistently present in children’s lives.

GGK Birth-36 Months
Social and Emotional
Subsections
- 0-3 Feelings Infants Experience and How To Respond To Them
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<td>13-15 Imitations: It Is Play and Learning</td>
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**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
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<td>22-24 Who Owns This?</td>
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**SE 2: Sense of Self**

**GGK Birth-36 Months**

**Basic Care**

Subsections

- 0-3 E-Parenting Daily Do
  - Handouts
    - E-Parenting Daily Do

**Social and Emotional**

Subsections

- 0-3 Understanding and Supporting Early Social and Emotional Development
  - Handouts
    - Character Builders Daily Do, 0-8 Months Security

- 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?
- 4-6 Temperamental Characteristics: Your Baby’s Personality
- 7-9 Your Social Baby
- 10-12 Toddlers and Their Temperaments
  - Handouts
    - 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
  - Handouts
    - Character Builders Daily Do, 19-36 Months Identity/Independence

- 22-24 Learning About Ownership
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    - Learning About Ownership: Yours and Mine
• 22-24 Me and You: Who Am I?
• 25-30 Creating A Balance: Dependence Versus Independence
• 31-36 What is Temperament?
  o Handout
    ▪ 9 Traits Contribute to Temperament
    ▪ The Flexible/Easygoing Child
    ▪ The Shy/Cautious Child
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• 31-36 How Temperament Influences Behavior and Behavior Problems
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    ▪ Preventing Behavioral Problems: Do’s and Don’ts
• 31-36 Looking For The Good: Building Self-Esteem
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Cues and Communication
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• 0-3 Infants Need Face to Face Interaction

Physical and Brain Development
Subsections
• 13-15 Supporting Physical and Brain Development
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    ▪ 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
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<td><strong>31-36</strong> Making it Whole</td>
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<td><strong>31-36</strong> I Am A Superstar</td>
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<td>16-18 Balancing Toddler Needs: Being Cared For While Becoming Independent</td>
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- 25-30 Getting Children Ready To Learn
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    - Getting Ready for Play and Learning
    - The 4 Steps To Success Daily Do
- 25-30 Teaching Concepts and Problem Solving

### Play and Stimulation

#### Subsections
- 0-3 Best Toys For Supporting Learning
- 4-6 The 4 Steps To Success Introduction
  - Handout
    - The 4 Steps To Success Daily Do
- 10-12 Pretend Play Teaches Self-Regulation and Cooperation
- 16-18 Teaching Problem Solving Through Play

#### Parent-Child Play and Learning Activities

- 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

### SE 3: Self-Regulation

SE 3.a: Children develop the ability to express and regulate their own emotions.

SE 3.b: Children develop the ability to control impulses.

#### Growing Great Families Modules

**Discipline and Punishment: What is The Difference?**

#### Subsections
- What is Discipline? What is Punishment?
- Your Own Experiences With Discipline and Punishment

**Discipline: Strategies For Growing Self-Regulation**

#### Subsections
- What About “Spoiling” Kids?
• Routines and Limit Setting
• E-Discipline and Redirection
  o Handout
    ▪ E-Discipline Parenting Tool
• Discipline Supports Self-Regulation
  o Handout
    ▪ Tips For Teaching Crawlers and Toddlers Self-Regulation
    ▪ Tips For Growing Self-Regulation in Preschoolers
  o Activity
    ▪ Practicing E-Discipline, Limit Setting and Redirection

**Discipline: “Dial It Down Time” and Spanking**

Subsections
  • More About Discipline and Self-Regulation
    o Handout
      ▪ 10 Tips for Teaching Self-Regulation (Internal Controls)
  • Helping Kids Learn Internal Controls With “Dial It Down Time”
    o Handout
      ▪ Dial it Down Time...Step by Step
  • Why Spanking Does Not Work
    o 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
    o 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
    o 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
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**Cues and Communication**  
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**Physical and Brain Development**  
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**Play and Stimulation**
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<td>• Put The Baby’s/Child’s Feelings Into Words</td>
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<td>▶ Use 2-to-3 word phrases.</td>
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<td>▶ Repeat them several times</td>
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<td>▶ Mirror the intensity of your child’s feelings</td>
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E-Parenting Daily Do

Play by Play Daily Do

Cues and Communication

Subsections

- 10-12 Pretend Play Teaches Self-Regulation and Cooperation
- 13-15 Calming Your Toddler After Play

**Parent-Child Play and Learning Activities**

- 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 and Communication Milestones**

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- 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

**LD 1:** Receptive Language

**GGK Birth-36 Months**

**Basic Care**

- E-Parenting Daily do Introduction
  - Handout
    - E-Parenting Daily Do

**Social and Emotional Development**

- 4-6 Parental Depression Affects Baby’s Development
- 7-9 Your Social Baby
- 25-30 Getting In Sync With My Child Introduction
  - Handout
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
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  - 16-18 Learning More Words and Their Meanings
  - 16-18 Learning Colors
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    - Whining/Screaming, Biting and Hitting: Their Feelings, Your Game Plan
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Subsection
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Play and Stimulation
Subsection
- Experiencing Concepts and Learning Words Through Play

Parent-Child Play and Learning Activities
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- 0-3 Peek A Boo...I Love You
- 0-3 Action-Reaction Rattles
- 0-3 Baby Raps and Taps
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- 0-3 Twinkle With A Bounce
- 4-6 Bark, Bark...Moo, Moo
- 4-6 Tell Me About It
- 4-6 Routine Talk
- 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

**LD 3: Pragmatics**

**GGK Birth-36 Months**

**Social and Emotional**

**Subsections**

- 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
  - Handout
    - E-Parenting Daily Do
  - Activity
    - Reading Faces
- Toddlers and Their Feelings
- Feeling Understood Results in Cooperation

**Cues and Communication**

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- 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
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- 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
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- 25-30 More Ways To Communicate
- 25-30 Teaching Tots To Talk
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- 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)

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<td>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.</td>
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<tr>
<td>Tier 2</td>
<td>Literacy is not a specific component of TIER 2 certification.</td>
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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
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**L 1: Phonological Awareness**

L 1.a: Children notice and discriminate the sounds of spoken language

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<td>31-36 This Is My Family</td>
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L 2.a: Children recognize and identify letters and make letter-sound connections.
### L3: Print Knowledge

**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.

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**Physical and Brain Development**

**Subsection**

- Building Blocks for Reading and Writing
  - Handout
    - The 5 Building Blocks For Reading and Writing

**Play and Stimulation**

**Subsections**

- 13-15 Reading: Making Words Live

**Parent-Child Play and Learning Activities**

- 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

**L 4.a:** Children show interest and an understanding of a variety of literacy experiences.

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**Physical and Brain Development**

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Handout
  • The 5 Building Blocks For Reading and Writing

Play and Stimulation
Subsections
  • 13-15 Reading: Making Words Live

Parent-Child Play and Learning Activities
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  • 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
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  • 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

L 5: Literacy Development for Dual Language Learners
L 5.a: Children become increasingly engaged in literacy experiences 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
  • 0-3 Traditional Songs
  • 10-12 Traditional Songs For Children
- 25-30 The Bilingual Spider

**L 6: Emergent Writing**

**GGK Birth-36 Months**

**Physical and Brain Development**

Subsection

- 10-12 Brains Grow With Physical Movement
  - Handout
    - Brain Pathway Builders
- 31-36 Building Blocks For Reading and Writing
  - Handout
    - The 5 Building Blocks for Reading and Writing
- 31-36 Teaching Fine Motor Skills and Eye-Hand Coordination

**Parent-Child Play and Learning Activities**

- 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**

**Overarching Domain**

**GGK™**

**Training**

**Tier 1**

- Brain Builders Daily Do
  - Five Areas of Learning
    - Cause and Effect
    - Object Permanence
    - Understanding Space
    - Use of Tools

---

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- 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**

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<td>• The Long Term Effects of Toxic Stress (Adverse Childhood Experiences)</td>
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**Prenatal Modules**

**Your Baby’s Developing Brain**

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**GGK Birth-36 Months**

**Physical and Brain Development**

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    ▪ Brain Builder Daily Do
• 4-6 Physical and Cognitive Development Go Hand in Hand
• 7-9 Brain Cells: Use Them or Lose Them
  • Handout
    ▪ “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
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    ▪ Brain Builders Daily Do
    ▪ Concepts Under Construction
• 13-15 Supporting Physical and Brain Development
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    ▪ 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
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    ▪ 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
  • Handout
    ▪ Expanded Brain Builders For 2 Year Olds
    ▪ Activity
    ▪ Future Brains
• 25-30 Supporting Physical and Brain Development

**Physical and Brain Development Milestone Charts**
• 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

**CD 1: Logic and Reasoning**

**GGK Birth-36 Months**

**Basic Care**

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• Teaching More Words and Self-Care Skills
  • Handout
    ▪ Teaching Toddlers Words, Concepts and Self-Care Skills

**Physical and Brain Development**
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    - Brain Builder Daily Do
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- 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
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- 10-12 Through The Tube
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- 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
- 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

**CD 2: Memory and Working Memory**

**CD 2.a: Children hold information in their mind and manipulate it to perform tasks.**

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**Physical and Brain Development**

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<td>- 31-36 Increasing Attention Span</td>
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<td>- 31-36 Developing Memory</td>
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CD 3: Attention and Inhibitory Control

CD 3.a: Children’s skills increase in filtering impulses and sustaining attention on a task.

**GGK Birth-36 Months**

**Basic Care**
Subsections
- 0-3 E-Parenting Daily Do Introduction
  - Handout
    - E-Parenting Daily Do
- 31-36 Routines, Transitions and School Readiness

**Social and Emotional Development**
Subsections
- 7-9 Your Social Baby
- 7-9 Separation/Stranger Anxiety
- 7-9 Driven To Explore
  - Handout
    - 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
  - Handout
    - Learning Respect: It Begins When They Are Toddlers

**Cues and Communication**
Subsections
- 10-12 Teaching Warning Words
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    - 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
## Physical and Brain Development

**Subsection**
- 31-36 Increasing Attention Span

## Play and Stimulation

**Subsection**
- 7-9 Growing Parents’ Play Skills
  - Demo
    - 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

## Play and Learning Activities

- 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.**

### GGK Birth-36 Months

#### Basic Care

**Subsection**
- 0-3 Crying and Consoling Your Baby
- 4-6 Using Routines To Reduce Stress and Increase Stimulation
- 7-9 Sleep Routines Help Babies Sleep
  - Handout
    - 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
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### Mathematics (M)

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<td></td>
<td>• 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.</td>
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</table>

| Tier 2 |                                                     |
|        | • There is no specific Tier 2 training component for the skill development of home visitors around mathematics. |

**GGK Birth-36 Months**

**Brain Builders Daily Do**

**Physical and Brain Development**

**Subsections**

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| 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.

**GGK Birth-36 Months**

**Physical and Brain Development**

**Subsections**

**Play and Learning Activities**

- 7-9 Lots of lids
- 19-21 Pouring and Mixing
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<td><strong>M 4.a:</strong> Children learn to measure objects by their various attributes (length, height, weight, volume) and to use differences in attributes to make comparisons.</td>
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### M 5: Geometry and Spatial Sense

**M 5.a: Children learn to identify shapes and their attributes, solve problems using shapes, and explore the positions of objects.**

**GGK Birth-36 Months**

**Physical and Brain Development**

**Subsections**
- 25-30 Teaching Concepts and Problem Solving

**Play and Learning Activities**
- 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

---

### Science (S)

**Science**

**GGK™**

**Overarching Domain**

**Training**

**Tier 1**
- *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.*

**Tier 2**
- *There is no specific Tier 2 training component for the skill development of home visitors around supporting scientific discovery.*

**GGK Birth-36 Months**
### 25-30 Getting Ready For Play and Learning

#### S 1: Scientific Inquiry and Application

**S 1.a: Children learn the value to plan for and carry out investigations and collect, evaluate, and communicate information**

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<th><strong>Physical and Brain Development</strong></th>
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<tbody>
<tr>
<td><strong>Subsection</strong></td>
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<tr>
<td><strong>0-3 Introduction To Brain Builders</strong></td>
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<tr>
<td><strong>Handout</strong></td>
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<tr>
<td><strong>Brain Builders Daily Do</strong></td>
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<tr>
<td><strong>4-6 Brain Builders: Two More Areas of Learning</strong></td>
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<tr>
<td><strong>13-15 Learning By Doing Builds Better Brains</strong></td>
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</tbody>
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<thead>
<tr>
<th><strong>Play and Learning Activities</strong></th>
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<tbody>
<tr>
<td><strong>Getting Acquainted: Tongue Twister</strong></td>
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<td><strong>Getting Acquainted: Sight Seeing</strong></td>
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<tr>
<td><strong>0-3 Plates and Patterns</strong></td>
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<tr>
<td><strong>0-3 Action-Reaction Rattles</strong></td>
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<tr>
<td><strong>0-3 Twinkle With A Bounce</strong></td>
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<tr>
<td><strong>4-6 Kick Boxing</strong></td>
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<td><strong>4-6 First Dance</strong></td>
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<td><strong>4-6 Rock and Roll</strong></td>
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<td><strong>4-6 Hand It Over</strong></td>
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<td><strong>4-6 Pull, Pull, Pull</strong></td>
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<tr>
<td><strong>4-6 Touchy Feely</strong></td>
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<tr>
<td><strong>4-6 Picture Storybook</strong></td>
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<tr>
<td><strong>7-9 It’s A Band</strong></td>
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<tr>
<td><strong>7-9 Pillows, Paths and Piles</strong></td>
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<tr>
<td><strong>7-9 Sniff and Smell</strong></td>
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<tr>
<td><strong>7-9 Lots of Lids</strong></td>
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<td><strong>7-9 Grip 3</strong></td>
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<tr>
<td><strong>7-9 Human Jungle Gym</strong></td>
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<tr>
<td><strong>10-12 Shake It Up Bottle</strong></td>
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<tr>
<td><strong>10-12 Mess It Up</strong></td>
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</table>
S 2: Knowledge of Science and Concepts

S 2.a: Children explore the characteristic of objects and materials that are living, non-living, man-made, or naturally occurring.

<table>
<thead>
<tr>
<th>GGK Birth-36 Months</th>
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<tr>
<td><strong>Play and Stimulation</strong></td>
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<tr>
<td><strong>Subsection</strong></td>
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<tr>
<td>• 10-12 Going Out With Toddlers</td>
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<td>• Handout</td>
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<tr>
<td>• Outing Supply Checklist</td>
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<tr>
<td>• 16-18 The Great Outdoors</td>
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<tr>
<td><strong>Play and Learning Activities</strong></td>
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<tr>
<td>• 0-3 Action-Reaction Rattles</td>
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<td>• 4-6 Pull, Pull, Pull</td>
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<td>• 4-6 The Great Outdoors</td>
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<tr>
<td>• 4-6 Touchy Feely</td>
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</tbody>
</table>
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)**

<table>
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<th>Social Studies Overarching Domain</th>
<th>GGK™ Training</th>
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<tbody>
<tr>
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<tr>
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<td><strong>Tier 1</strong></td>
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<td>• GGF Unit 1</td>
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<td><strong>Tier 2</strong></td>
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<td></td>
<td>• Month Assignment 3 GGF Module Shaping Your Child’s Future</td>
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<td></td>
<td>• Month2 Assignment 2 GGF Module Learning About Family Values and Strengths: Strengthening Family Foundations</td>
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<tr>
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<td>• Month 3 Assignment 2 GGF Module Family Traditions and Cultural Practices</td>
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<td><strong>Prenatal Modules</strong></td>
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<td><strong>Becoming A Parent...Becoming A Family</strong></td>
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<tr>
<td></td>
<td><strong>Subsections</strong></td>
</tr>
<tr>
<td></td>
<td>• Clarifying Our Roles</td>
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<tr>
<td></td>
<td>○ Handout</td>
</tr>
</tbody>
</table>

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### 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**
- Your Traditions and Family Practices
  - Activity
    - Traditions: Giving MY Children Feelings of Belonging
- Your Cultural Heritage

**Becoming A 3 Generation Family**
Subsections
- The Day I Discovered I Would Be A Grandparent
- I Appreciate Greatness in You
  - Activity
    - Appreciation Messages From My Heart to Mom/Dad
    - Appreciation Messages From My Heart Daughter/Son

**Role Clarification in A 3 Generation Family**
Subsections
- Changing The “Emotional Tone” of Relationships
- “Old Ways and New Ways”...Making Decisions About Infant Care
- Grandparenting Styles
  - Handout
    - Grandparenting: The Three Different Styles
- Role Clarification: Creating A Healthier Balance
  - Handout
    - Tips For Creating A Healthier Balance and Growing Family Harmony

**Memories and Family Stories: Giving Children Feelings of Belonging**
Subsections
- Celebration and Remembering
  - Activity
    - Memory Box
- Storytelling: A Family’s Narrative
  - Handout
    - Storytelling: Preserving Your Family’s History
- Recording Your Child’s History
  - Activity
    - Coin Cards

**SS 1: Self, Family, and Community**

**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.**

**GGK Birth-36 Months**

**Social and Emotional Development**
Subsections
- 4-6 Men and Women Play Differently With Babies
  - Activity
    - 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
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
### SS 2: History and Geography

**GGK Birth-36 Months**

#### Basic Care

**Subsections**

- 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**

- 10-12 Teaching Warning Words
  - Handout
    - Warning Words: Setting Limits and Teaching Self-Regulations
- 13-15 How and When To Respond To Toddlers Cues

#### Physical and Brain Development

**Subsection**

- 10-12 Sleep Routines Wire Brains For Self-Regulation

#### Play and Stimulation

**Subsections**

- 22-24 Arranging Your Toddler’s Day

#### Play and Learning Activities

- 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
## Creative Arts (CA)

<table>
<thead>
<tr>
<th>Creative Arts</th>
<th>GGK™</th>
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<tbody>
<tr>
<td>Overarching Domain</td>
<td>Training</td>
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</tbody>
</table>
| Tier 1 | • The making of the visual aids (Do-Dads) that accompany the demonstrations and concepts.  
  • Topic  
    o Why Make Toys – to support creativity |
| Tier 2 | • 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**
- **GGK Birth-36 Months**
  - **Social and Emotional Development**
    - Subsections
      - 10-12 Activities That Bolster Development
  - **Cues and Communication**
    - Subsections
      - 16-18 Teaching Words Through Singing
      - 19-21 Finger Rhymes
  - **Physical and Brain Development**
    - Subsections
      - 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
  - **Play and Stimulation**
    - Subsections
      - 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
  - **Play and Learning Activities**
    - Prenatal Black and White Rattle
    - 0-3 Plates and Patterns
    - 0-3 Traditional Songs
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.