



Growing Great Kids™  
 Tier 2: Month 2  
 Assignments and  
 Documentation Record



Assignments to Complete with  
 Parenting Facilitators

Completion Date  
 for All Staff

1 **Daily Do of the Month: Character Builders**

During a team meeting, review the **Character Builders** handout including the **Payoffs page**.

Tell team members that during the next month they will be introducing/re-introducing and focusing on growing **Character Builders** skills with *all parents* during *all visits* this month.

Facilitate a discussion including:

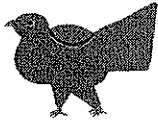
- How **Character Builders and E-Parenting** are different, and how they are connected
- How **Character Builders** is the social and emotional framework for providing empathic parenting (**E-Parenting**)
- How Parenting Facilitators help parents connect what they are doing now to support their child's social and emotional development with the characteristics their child will have as an older child/adult (**Character Builders Payoffs**)
- How parenting facilitators use the **Character Builders** handout (**What Parents Can Do sections**) to give parents targeted **ATP's**
- How parenting facilitators can use the **Character Builders Daily Do** to normalize a child's "difficult" behavior

Show DVD clips and use **Growing Great Kids™ DVD Discussion Questions** to facilitate a discussion:

- **DVD 1: Clip 4: Introducing the Character Builders Daily Do**  
 (Georgianna and Kawaunna: 10 minutes)

Continued





**Growing Great Kids™ Tier 2:**  
**Month 2 Assignments and Documentation Record**  
*Continued*



Completion Date  
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**2 Growing Great Families™ Modules of the Month:**

- Learning About Family Values and Strengths: The Foundation for Supporting Growth
- Becoming a Stronger Family: Emerging Family Values

Ask Parenting Facilitators to do *both modules* listed above with at least *3 families* during the upcoming month.

Facilitate a discussion regarding:

- How these modules differ from the **Family Values activity** they learned in **Core Training**
- Experience they have already had with using these modules
- How information learned from doing these modules can be used to motivate parents to support their child's development and provide a stable home
- When using these modules, if issues of unhealthy control emerge, how to bring additional resources into the family and how to use supervision to address these concerns

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**3 Assign all team members to read Growing Great Kids™ 7-9 Months and 10-12 Months units.** When reading these units, ask Parenting Facilitators to make notes regarding:

- *How and where* they could interactively use the **Character Builders** handout to talk with parents about what they are doing to help their babies feel secure and to encourage exploration
- *How and where* they could weave in what they have learned in doing **Growing Great Families™** modules, **Family Values** and **Emerging Family Values**, to motivate parents to support their child's development and to be responsive to the child's needs





## Birth to 8 Months

**The Main Job is Learning to Trust:  
Helping Your Baby Feel Safe and Valued**

### What Parents Can Do:

- *Respond quickly to your baby's needs and wants by paying attention to her cues and signals.*
- *Hold and touch in ways that make your baby feel safe and loved.*
- *Do or say things that let your baby know you understand what she is experiencing.*
- *Position your baby so that she can see your face and make eye contact with you.*
- *Bring her interesting things to interact with as you play with and talk to him.*
- *Talk to her. Tell her what she is seeing, hearing, doing and feeling.*
- *Take your baby to see and experience new and interesting things.*
- *Enjoy Tummy Time together on the floor.*
- *Avoid over stimulating with loud voices, activities and music, tickling, bright lights or rough play.*



DEVELOPMENTALLY,  
INFANTS EXPERIENCE  
3 STAGES.

EACH STAGE HAS A PRIMARY  
DEVELOPMENTAL TASK

CAREGIVERS  
AND FOSTER PARENTS  
CAN SUPPORT INFANT  
DEVELOPMENT AT EACH  
STAGE BY  
INCORPORATING THE  
FOLLOWING  
PRACTICES:

Continued



## 9 to 18 Months



**The Main Job is Discovery:  
Supporting Your Baby to Feel Capable by  
Encouraging Curiosity and Problem Solving**

### What Parents Can Do:

- *Encourage exploration, movement and curiosity.*
- *Get down on your baby's level to visit and play.*
- *Encourage and teach her to do things by herself.*
- *Be a secure base that your baby can come to for reassurance, encouragement and hugs.*
- *Provide a safe and interesting environment for play and investigation.*
- *Show your baby that you understand his feelings.*
- *Firmly, but gently, set limits related to safety and hurting others.*
- *Talk to your baby. Tell her what she is doing, feeling, seeing and hearing.*
- *Show him that you enjoy and are proud of his accomplishments.*



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Continued



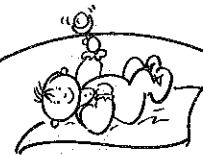
## 19 to 36 Months



**The Main Job is Identity and Independence:  
Creating Opportunities to Help Your Baby  
Do Things for Her/Himself and  
to Use Her/His Imagination**

### What Parents Can Do:

- *Encourage your child to make simple choices.*
- *Set limits for your child that will teach her to respect herself and others and keep her safe.*
- *Talk to him. Tell him what he is doing, feeling and experiencing.*
- *Assist with play and learning.*
- *Let your child know that you understand his feelings.*
- *Encourage pretend play and creative exploration.*



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PRACTICES:

*Continued*





**CHARACTER BUILDERS:**  
GROWING SOCIAL-EMOTIONAL DEVELOPMENT *(Continued)*

**What are the PAYOFFS for Parents and Children When Parents Help Their Children Feel Safe and Secure, Curious and Capable, and Valued?**

- *Children are able to learn because they feel safe and secure.*
- *Children do better in school because they are curious and self-confident.*
- *Children do better in team sports because they are secure, know how to get along with others and have a strong self-identity.*
- *Parenting is easier because parents understand the needs of their children and how to respond to them.*
- *Discipline is less challenging because children are better able to manage their feelings.*
- *Children develop an ability to manage stress in healthy ways.*
- *Children do better in school because they are comfortable with routines.*
- *Parents are less apt to "spoil" their children because they understand their needs and how to respond to them.*
- *Children experience healthier brain development.*
- *Children have fewer fears because they feel secure and safe.*
- *When they become teenagers and adults, children will have healthier personal boundaries.*
- *Children are more capable of being self-reliant.*





Growing Great Kids™  
DVD Discussion Questions



Tier 2



*Introducing the Character Builders Daily Do*  
(*Georgianna*: and *Kawaunna*: 10 minutes)

- ? When *Georgianna* starts by talking with *Mom* about the characteristics she wants her child to have someday, how does this stimulate *Mom's* interest in learning about the *Character Builders Daily Do*?
- ? When *Georgianna* asks *Mom* what she already does to make *Kyra* feel secure and valued, how does this help *Mom* to feel that she is "the expert" when it comes to her baby? How does this build *Georgianna's* relationship with *Mom*?
- ? When *Georgianna* encourages *Mom* to think about what happens to older children who have not learned to trust their parents, how could this motivate *Mom* to respond to her baby's social and emotional needs more consistently?
- ? What is the purpose of the *Character Builders Daily Do*?
- ? What will you observe in parent- infant interactions that will tell you the parent is doing *Character Builders* during the following stages of social and emotional development:
- Birth to 8 Months
  - 9 to 19 Months
  - 19 to 36 Months
- ? How can *Georgianna* use the *Character Builders Payoffs* handout during future visits to increase *Mom's* motivation?
- ? How can *Georgianna* use the *What Parents Can Do* section of the *Character Builders* handout to increase *Mom's* awareness of what else she can do to support her baby's social and emotional development?

