

Positive discipline

without shaking
shouting or spanking

FACILITATOR'S GUIDE



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shouting or spanking

DO THE PARENTS YOU TEACH KNOW HOW TO DISCIPLINE THEIR CHILDREN without resorting to shaking, shouting, or spanking? Experts today recommend positive discipline, a safer and more effective approach than physical punishment, insults, or threats. After watching this series, parents should be able to implement age-appropriate parenting techniques, ultimately creating a healthier, more positive parent-child relationship. This guide is designed to help you make the most of *Positive Discipline: Without Shaking, Shouting, or Spanking*.

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Suggested Facilitator Presentation

This video series is intended for use in hospital or community parenting classes, family resource centers, government programs (including those that conduct home visits), child abuse prevention programs, high school Family and Consumer Science classes, or as part of a lending library. The target audience is parents of children ages birth to five and students learning about parenting.

Suggested Use of Materials

- Review the video and Facilitator's Guide. Determine the appropriate volume for your presentation (each volume covers a different age range).
- Make the necessary number of copies of the Take-Home Parent Handout(s) that correspond(s) with the volume(s) you are presenting (pages 7, 10 & 13) and the No Spanking Pledge Worksheet (page 17).
- At the beginning of the class or home visit, open up a discussion about discipline using the general discussion questions (page 6).
- Present the video entirely or in segments (segments are well defined with segment title pages), stopping for discussion as needed.
- Provide your class members with copies of the age-appropriate Take-Home Handout(s) and No Spanking Pledge Worksheet before they leave class. Review together if time permits.
- If there is a follow-up class, check in with parents about their progress with the Home Activities (included in take-home handouts) and No Spanking Pledge Worksheet.



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Program Overview



VOLUME 1: Babies (Ages Birth to 1)

1. Responding to Crying (10:23 minutes)
 - *Check the basics, try baby comforts, never shake baby, anger management, postpartum depression, colic*
2. Redirecting Baby's Curiosity (5:14 minutes)
 - *Babyproof, distract, redirect, remove, be consistent*
3. Connecting to Baby (3:31 minutes)
 - *Techniques that promote a close parent-baby relationship, accepting and loving baby's personality*
4. Take the No Spanking Pledge (4:25 minutes)
 - *Why spanking isn't effective, emotional abuse, pledge, parenting resources*



VOLUME 2: Toddlers (Ages 1 and 2)

1. Setting Safe Limits (5:09 minutes)
 - *Supervise/childproof, set limits, use positive statements, remove, explain simply, redirect*
2. Easing Mealtime Struggles (6:03 minutes)
 - *Offer 3 meals/3 snacks a day, let child help, make mealtime fun, feed child first, offer choices*
3. Handling Biting (6:31 minutes)
 - *Create cooling-off period, supervise play, encourage positive behavior, intervene and redirect, teach appropriate touch, manage your anger*
4. Take the No Spanking Pledge (4:52 minutes)
 - *Why spanking isn't effective, emotional abuse, pledge, parenting resources*



VOLUME 3: Preschoolers (Ages 3 to 5)

1. Easing Bedtime Battles (6:26 minutes)
 - *Create a routine, give transition time, motivate child, devote time to talking, lead child back to bed, problem solving*
2. Dealing with Defiance (8:00 minutes)
 - *Acknowledge child's feelings, offer choices, set limit with related reward, encourage good behavior, be flexible*
3. Responding to Aggression (5:57 minutes)
 - *Give warning, use time out correctly, take responsibility, teach and model anger management, limit TV, play cooperative games*
4. Take the No Spanking Pledge (4:53 minutes)
 - *Why spanking isn't effective, emotional abuse, pledge, parenting resources*

General Discipline Discussion Questions

Use these questions to open up a conversation about discipline before or after presenting the video.

1. What is discipline?
2. How were you disciplined as a child? What effect do you think it had on you?
3. Does the way you were brought up influence the style of discipline you are choosing to use with your own child?
4. Have you ever used harsh words or actions when disciplining your child? How did your child react? How did you feel afterwards?
5. What do you think a child learns from spanking?
6. How do you, your partner, and/or other family members deal with differences of opinion regarding discipline?
7. Why is it important to manage your own anger, especially in front of your children? How do you calm yourself down?
8. What is meant by the term *positive discipline*?
9. Why is it important to discipline consistently?
10. Why is it important to understand your child's developmental stage before disciplining him or her?



TAKE-HOME PARENT HANDOUT



1 SEGMENT 1
Responding to Crying
Audra loses her cool when she is frustrated, exhausted, and alone with her crying baby.

B R A I N F A C T S

Babies cry to tell you they need something. Crying is the only language they have! When parents respond quickly to crying, babies will eventually cry less, so try to soothe your baby right away. This is not spoiling your baby. Don't forget, no matter how frustrated you get, never shake a baby. Serious brain injury or death can result from shaking. ■

Try These Positive Discipline Techniques:

1. When your baby cries, check the basics:
 - Is she hungry?
 - Does she have a wet diaper or wet clothing?
 - Is her bed dry and comfortable?
 - Is she too warm or cool?
 - Is there something hurting her?
 - Is she sick, including a fever or stomachache?
 - Is she bored, lonely, or scared?
 - Is there too much going on around her?

■ HOME ACTIVITY: *Listen carefully to how your baby's cries vary in pitch, volume, and intensity. Pay close attention to what your baby needs with each cry. It will soon become easier to figure out what your baby is trying to tell you.*

2. Try time-tested baby comforts:
 - Help baby soothe herself with gentle touch and words of encouragement
 - Movement (rocking, walking, driving)
 - Comfort item (favorite toy or blanket)
 - Swaddling in blanket (there is a special way to swaddle newborns snugly)
 - Sucking on breast, pacifier, or your fingers/knuckles
 - Sight stimulation (colorful toy, crib mobile, your face)
 - Sound stimulation (singing, music, white noise)
 - Baby massage or other comforting touch

■ HOME ACTIVITY: *Go through this list with your baby. Circle what works best to soothe her. Add your own ideas!*

3. Practice anger management. First, put your baby in a safe place, like a crib or playpen. Then, try to:

- Calm yourself down by listening to music, taking a shower, hugging a pillow, praying, or doing deep breathing exercises.
- Give yourself a pep talk.
- Do something physical to channel your energy, like vigorous exercise.
- Call someone and talk it out.
- Have someone come over so you can take a break. (Be sure to educate anyone you leave your baby with about Shaken Baby Syndrome and provide them with phone numbers to reach you or other trusted friends or family members.)

🏠 HOME ACTIVITY: *Try these techniques and circle what works best to calm yourself down. Make a phone list of people to call when you're stressed out.*



2 SEGMENT 2
Redirecting Baby's Curiosity
Danielle reacts harshly to 9-month-old Skyler, who is pulling a poisonous cleaner out of a low kitchen cabinet.

B R A I N F A C T S

Babies this age are naturally curious and don't know what is appropriate for them. They are not misbehaving or trying to make you mad on purpose! They are simply learning about the world around them. They may try things over and over to test your response to their actions, so be consistent. ■

Try These Positive Discipline Techniques:

1. Babyproof your home to prevent dangerous situations. Get down on your hands and knees so you can see your home from your child's point of view. Hazards include household poisons (cleaners, alcohol, medicine, lead, and more), knives and sharp objects, burns from stove, hot water, fire, or electrical outlets, window covering cords, heavy furniture that could fall on your baby, stairs, standing water, food/objects that could choke baby, and more.

🏠 HOME ACTIVITY: *Babyproof your own home. Consult a book, website, or video for room-by-room babyproofing measures.*

2. Distract a baby who is getting into something inappropriate. First, get her attention by saying her name and saying 'no' once firmly. Next, replace the unsafe object with an acceptable object, like an age-appropriate toy.

🏠 HOME ACTIVITY: *Put together a box of safe, age-appropriate toys that can be used to distract your baby. Rotate these toys every once in a while to keep it interesting for your child. Take a few of these toys with you whenever you leave the house.*

3. Redirect baby to a different activity under your supervision.

🏠 HOME ACTIVITY: *Prepare interesting activities like reading, singing, and playing games or puzzles that can be used to quickly redirect your child.*

4. Remove baby from the hazard by putting her in a safe place, like a crib or playpen.

🏠 HOME ACTIVITY: *Create a safe room or place, like a crib or playpen, where your baby can go as a last resort.*

👉 **Tips for New Parents**

- Be consistent! Both parents and primary caregivers should decide what the rules are together, respond the same way each time, and plan on rethinking the rules and expectations regularly as your child grows.



3 **SEGMENT 3**
Connecting to Baby
A variety of parents connect with their babies to promote a positive relationship from the start.

B R A I N F A C T S

Connected parents know their child, what behaviors to expect as appropriate, and how to convey their expectations. Connected children know what their parents expect and want to please them. So, the deeper the parent-child connection, the easier discipline will be. Connecting also grows your child's brain! ■

Ways to connect with baby:

- Respond to baby's cries
- Feed on cue
- Breastfeed
- Hold baby while bottle feeding
- Develop routines
- Interact face to face
- Wear your baby in a sling or carrier
- Play with your baby
- Read to your baby
- Use physical touch, including holding baby skin to skin and massage

🏠 HOME ACTIVITY: *Take a week to incorporate each of the above into your relationship with your own baby. Ideas:*

- *Create a daily routine with your baby around wake-up, playtime, or bedtime.*
- *Set aside time to play with your baby when he is alert.*
- *Find out what types of play help his specific developmental stage.*
- *Go to your local library and pick out new books to read to your baby each week.*
- *Learn more about infant massage.*

👉 **Tips for New Parents**

- Get to know your baby's personality. Since it cannot be changed, enjoy it and think the best thoughts you can about him!



1 SEGMENT 1
Setting Safe Limits
Joe loses his temper when his son runs into the street.

BRAIN FACTS

Toddlers need to explore to learn about how the world works. However, they still cannot understand everything that an adult can.

- One-year-olds begin to learn that they cannot always behave as they please, but they cannot easily understand or follow rules.
- Two-year-olds begin to follow simple rules, but are still not able to follow them consistently. ■

Try These Positive Discipline Techniques:

1. Prevent dangerous situations by closely supervising your child outdoors and childproofing indoors.

🏠 HOME ACTIVITY: Get down on your hands and knees so you can see your home from your child's point of view. Hazards include household poisons (cleaners, alcohol, medicine, lead, and more), knives and sharp objects, burns from stove, hot water, fire, or electrical outlets, window covering cords, heavy furniture that could fall on your toddler, stairs, standing water, food/objects that could choke him, and more. Don't put this off! Consult a book, website, or video for room-by-room childproofing strategies.

2. Set limits (establish house rules) for older toddlers by using simple language and practicing together. However, do not rely on these rules to keep your toddler safe. He may not understand them completely or be able to follow them consistently.

🏠 HOME ACTIVITY: Think of several situations where setting limits can help prevent problems, possibly around safety issues like cooking, playground equipment, pets, younger siblings, or car seats. How would you set these limits so a toddler understands? Practice here:

Example: Limit: Always hold my hand when you get out of the car.

Your limit: _____

3. Use positive statements that tell your child what to do instead of what not to do.

🏠 HOME ACTIVITY: Count how many times you say 'no' to your toddler in an hour. For every no, give him a 'yes' statement. Practice by rewording the following examples to be more positive.

Negative

- Don't run in the street!
- Don't throw that ball in the living room.
- Don't hit your sister.
- Don't scream in the restaurant.

Positive

- We walk on the sidewalk.
- _____
- _____
- _____

4. Reacting to Child in Danger:

1. Remove your child from danger.
2. Explain to your child why he was removed using very simple words. (**Example:** "Cars are dangerous.")
3. Redirect your toddler to a safer activity within your sight.

HOME ACTIVITY: Share this strategy with your partner and other primary caregivers. Since a toddler learns by repetition, caregivers should make an effort to be consistent and use these same techniques in response to other potentially hazardous situations.



2 SEGMENT 2
Easing Mealtime Struggles
Desiree gets angry when her daughter stops eating and throws her food during a family meal.

B R A I N F A C T S

Toddlers may not have the self-control to sit for an entire meal, and playing with their food may be the only way they can tell you “I’m full!” Toddlers prefer simple foods in bite-size pieces and learn by making a mess. By following their own hunger signals, they get the nourishment they need. ■

Try These Positive Discipline Techniques:

1. Offer 3 healthy meals and 2-3 healthy snacks per day (offer food about every 2-3 hours). Children will feed themselves what they need throughout the day, taking the pressure off at suppertime. However, if your child shows no interest in food or is losing weight, call your pediatrician.

HOME ACTIVITY: Find five healthy snacks that you can offer your child that are from the different food groups. Be sure to read labels on packaging and avoid too much fat and sugar. Avoid small, hard foods that could choke your child!

2. Let your child help with simple meal preparations because she may become more interested in eating it. Clean her hands first and supervise! Tearing lettuce, sprinkling cheese, and stirring are all good jobs for toddlers.

3. Make mealtime fun by arranging foods so that they look fun, or make up silly names or songs about food. Also, make dining a family affair as much as you can.

HOME ACTIVITY: Try to involve your child in other simple, everyday activities and make them more fun for your child. Get creative and use humor!

4. Offer limited choices that give your toddler a sense of control, but don’t allow her to say no.

HOME ACTIVITY: Listen to yourself as you ask your child questions. Are you offering choices, or are you asking yes/no or open-ended questions? Practice wording these yes/no questions as choices:

Example: What do you want to eat? It’s snack time! Do you want cheese or yogurt?

Do you want to get dressed? _____

What do you want to do next? _____

Parenting Tips

- If your child starts playing with her food at the table, replace it with an appropriate toy or allow her to play quietly within view.
- To prevent problems at more formal meals, feed your child first or have a teenage family member baby-sit.
- Do not hold back food as punishment, use sweets as bribes or rewards, force a child to finish her plate, or physically force-feed a toddler.



3 SEGMENT 3

Handling Biting
*Ghandia reacts harshly
when her son bites
his playmate.*

B R A I N F A C T S

Toddlers don't understand what is socially appropriate in different situations. Plus, since they can't communicate with words, they use their bodies, including their mouths, to express themselves. Biting usually goes away as the child learns to talk. ■

Try These Positive Discipline Techniques:

1. Create a cooling-off period immediately after the bite or aggressive behavior by following these simple steps. First, make sure the other child is okay. Then:

- Remove your child from the group using a simple explanation, such as "we don't bite."
- Allow your child to cool off away from the group (you may need to help by soothing him or playing music).
- Once he is calm, teach him with simple words and ask if he is ready to rejoin the activity. You may need to simplify this with a younger toddler.
- Apologize to the other child and parent.

🏠 HOME ACTIVITY: *Create a special cooling-off area for your child in your home. It shouldn't be totally isolated. Take your child to this place if he is being aggressive.*

2. Encourage appropriate behavior. Notice when your child is behaving well and comment as it is happening. Be specific.

🏠 HOME ACTIVITY: *Find three times every day where you notice and encourage positive behavior. Encouragement uses 'you' statements to comment immediately on specific behavior. Write out several sentences.*

Example: You are sharing your toys nicely with your friend right now.

3. Supervise play more closely. If it looks like a fight will occur, intervene and redirect your toddler to a more acceptable activity with you close by.

4. Teach appropriate touch and what is appropriate to bite at home.

🏠 HOME ACTIVITY: *If your child is biting, try only hugging or blowing kisses for a while at home. He may be confused by how biting, kissing, and love bites are different.*

5. Role play with an older toddler what he can do when he is frustrated instead of biting, like getting an adult to help or stomping feet.

6. Manage your anger in front of your child.

🏠 HOME ACTIVITY: *Look at your own behavior from your child's perspective. Do you argue or shout with your partner or other people? Make an effort to take any conflict away from your child's sight and hearing.*

☞ **Parenting Tips** Although biting can hurt and may be embarrassing for parents:

- Don't bite back.
- Don't overreact.
- React calmly.



SEGMENT 1

1 SEGMENT 1
 Easing Bedtime Battles
Audrell's nightly struggle to get her daughter ready for bed reaches the boiling point.

B R A I N F A C T S

Power struggles are common with preschoolers after a full day of activity. They will want to stay up in order to be part of the action and interact with you, so make sure you are setting aside time after work just for your child! Preschoolers need 10 to 12 hours of sleep each day, so it's important to solve your bedtime battles. ■

Try These Positive Discipline Techniques:

1. Create a bedtime routine. Plan your routine so it progresses from more active preparations to more restful ones.

■ HOME ACTIVITY: *Sit down with your child during the day and make a fun chart of all the things that need to happen before going to bed, including a wind-down activity (like reading, coloring, singing, or playing a quiet game), along with the usual bedtime preparations (like bath time, changing into pajamas, and teeth brushing). Hang your chart up and use it as a guide each night.*

2. Give transition time so your child can better prepare herself for a change of activity. You may find that using an egg timer works well. (**Example:** "In ten minutes, when this timer goes off, we're going to start our bedtime routine.") When time's up, do not honor requests for "five more minutes." Stay calm and firm or your child will request more time night after night. Remind her that getting started now gives her more time for the fun routine!

3. Motivate your child by making the bedtime routine more fun. Play 'beat the timer' or keep track of her good behavior with a sticker chart. Offer a visit to a special playground or a new book after a few nights of cooperation.

■ HOME ACTIVITY: *Create a sticker chart to work on improving a challenging behavior. Add a sticker each time the behavior has improved. When you reach a certain number of stickers, do something special with your child.*

4. Devote special time for talking as part of your bedtime routine, giving your child your undivided attention. This is the perfect opportunity for you to show how much you care, and for your child to get things off her mind.

■ HOME ACTIVITY: *If this isn't already a part of your bedtime routine, start tonight! Start the conversation with simple questions, such as "What was the best thing that happened to you today?" "What was a not-so-good thing?" "What are we going to do tomorrow?" Focus on her accomplishments and plan for the next day.*

5. Problem solve about why you're having bedtime battles or sleep issues. Is there something that's making your child not want to go to sleep? Is she not tired because bedtime is too early or naptime is too long? Is it too loud or too quiet for her to sleep? Help her set up her environment so she feels secure and listen to her ideas about why she's not sleeping well.

☛ Parenting Tips:

- If she leaves her room after the bedtime routine has been completed, gently lead her back to bed.
- Help her back into bed and promise to check on her every five minutes or so if she wants.
- Don't resort to using locks on the door—this can be scary to the child and unsafe!
- Patterns don't change overnight, so be patient!



2 **SEGMENT 2**
Responding to Aggression
*Allyson almost spansks her son
after he throws a ball at his friend
and then pushes him.*

B R A I N F A C T S

Preschoolers can act aggressively (including hitting, yelling, throwing things, and pushing) for a few reasons: they could be fearful of a situation or feel cornered, they could be frustrated and still act out due to lack of self-control, they may be getting used to being away from home and miss their parents, or they could be too tired or hungry. ■

Try These Positive Discipline Techniques:

1. Give a warning before a situation gets out of control by making your expectations clear. (**Example:** “Play nicely or you’ll have a time out. That means not throwing your ball at your friend or shouting. Do you understand?”)
2. Use a time out by following these steps:
 - Remove your child from the situation using simple words. (**Example:** “We don’t push.”)
 - Calm him down away from the group. He may calm down by himself, but he may need soothing, a comfort item, or glass of water from you.
 - Talk about it. Take the opportunity to name your child’s feelings and teach more acceptable behavior.

🏠 **HOME ACTIVITY:** *The next time your child acts aggressively, follow these steps for using a time out correctly. Notice what works best to calm your child. Use the lines below to practice naming your child’s feelings and teaching simply.*

Example: “It’s okay to feel angry when you don’t get what you want, but it’s not okay to block the slide and push your friends. The best thing you can do is to find an adult to help you.”

It’s okay to feel _____ when you _____, but it’s not okay to _____.

Next time that happens, _____.

☛ Parenting Tips on Time Outs:

- Use them at home and adapt them for use in public.
- Do not use them too much or they will be less effective. Save them for aggressive acts or other extreme behaviors.
- Do not use them to punish or humiliate your child in a lonely, scary place.
- If using a timer, base the number of minutes on the number of years old the child is (3-year-old = 3 minutes).

3. Have your child take responsibility by apologizing. If your child's actions damage property or make a mess, make it right again by helping him fix a broken toy or clean up a spill.

4. Teach him what he can do when he's feeling angry, like taking deep breaths and blowing them out, stomping feet, or running around the yard.

🏠 HOME ACTIVITY: *Borrow a children's book from the library about feelings. Read it together and talk about how to deal with different feelings appropriately.*

5. Manage your own anger.

🏠 HOME ACTIVITY: *Watch your own behavior for a few days. Do you argue or shout with your partner or other people? Are you modeling the behavior you expect from your child?*

6. Limit TV. Many shows contain violence and aggressive behaviors that your child may try to imitate, so know exactly what TV shows you are allowing.

🏠 HOME ACTIVITY: *Add up the number of hours your child spends watching TV on a normal day. The American Academy of Pediatrics recommends children over the age of two watch no more than 1 to 2 hours of TV per day (this includes computer time and videos). Limit your child's TV time by circling in a TV guide the shows he can watch that week, keeping within the limits of 1-2 hours/day.*

7. Play games that encourage cooperation, such as playing rescuers, fireman, traffic cop, or house.



3 SEGMENT 3
Dealing with Defiance
Phil loses his temper because his son talks back when he is asked to get dressed in the morning.

B R A I N F A C T S

Defiance is common with preschoolers because their sense of identity is stronger and more secure than in the toddler years. Talking back is one of the ways that a preschooler asserts this new independence. ■

Try These Positive Discipline Techniques:

1. Acknowledge your child's feelings. Get down to your child's level and show understanding. (**Example:** Instead of saying, "get dressed now!" try "I know it's tough to stop playing, but please talk to me in a nicer voice.")

🏠 HOME ACTIVITY: *Watch how you interact with your child. Are you standing above him barking orders? Think of a common situation where your child is defiant. Write down what you could say next time that would acknowledge your child's point of view:*

2. Offer choices. Allowing your child to choose between two acceptable choices gives him some independence, but doesn't allow him to just say 'no.'

🏠 HOME ACTIVITY: *Listen to yourself as you ask your child questions. Are you asking yes/no or open-ended questions? Practice wording these questions as choices:*

Example: Do you want to get dressed? It's time to get dressed. Do you want to wear your green shirt or your yellow shirt?

What do you want for lunch? _____

Do you want to go the grocery store? _____

3. Set a limit that has three parts:
 1. Your expectations (what you want your child to do)
 2. When (time frame for child to accomplish task)
 3. Reward if child cooperates

If your child does not cooperate, remind him that he missed the reward, but can try again the next day. (**Example:** "I'm sorry that you did not get dressed on time and will miss the extra play time. You can try again tomorrow.") Eventually, your child will decide that cooperating feels better than missing a reward.

🏠 HOME ACTIVITY: *What challenges are you experiencing with your preschooler? Practice setting a limit around the challenge and then try it with your child.*

Example: CHALLENGE: Child won't get dressed in the morning.

LIMIT: I expect you to get dressed by the time breakfast is ready. If you do get dressed, you'll have extra time to play afterward.

CHALLENGE: _____

LIMIT: _____

4. Encourage appropriate behavior. Be specific.

🏠 HOME ACTIVITY: *Find three times every day where you can encourage positive behavior. Encouragement uses 'you' statements to immediately comment on specific behavior. Write out several sentences.*

Example: You got dressed when I asked you to and now you have extra play time!

5. Be flexible. Take another look at your schedule and see if the problem could be avoided with simple changes. Are you cramming too much into your day? Are you expecting too much of your child?

No Spanking Pledge Worksheet

WHEN YOU USE POSITIVE DISCIPLINE, you'll foster good behavior in your child and will likely have to deal with challenges less frequently. However, if you're faced with a difficult parenting situation, it's good to remind yourself why spanking isn't an effective alternative.

1 If spanking works at all, it only works in the short term because the child is scared. In the long term, it creates rebellion, low self-esteem, and may actually make your child fear you.

2 Spanking teaches children that hitting is the answer to solving problems. In fact, many adults who were spanked handle conflicts with aggression.

3 Spanking can escalate into abuse. Since many parents are feeling angry at the time of the spanking, they may be unaware of the amount of force they are using and get carried away.

Emotional abuse has equally harmful effects. Emotional abuse is any behavior that attacks a child's emotional development and feelings of self-worth, including teasing, criticizing, or insulting. Emotional abuse builds over time, like calling a child 'stupid' on a regular basis.

To avoid the harmful effects of physical punishment and emotional abuse, make this simple written or verbal pledge:

"I will not shake, slap, or spank my child. I will also not yell at, threaten, insult, or tease my child."

Signed: _____

All parents need support. Refer to your local phonebook for support agencies in your community. Look for:

- Parenting groups
- Local family resource centers
- Faith-based organizations
- Additionally, books, websites, magazines, and videos are valuable sources for child development information and problem-solving ideas.
- Hospitals
- Public health departments
- Parent hotlines

🏠 HOME ACTIVITY: *Make a phone list of parent support organizations and hotlines in your community. Refer to this whenever you feel like you need support. Don't worry what people will think if you reach out for assistance. It shows courage and strength to ask for help.*