

### How Vulnerable Are You to Stress?

Most of us can't avoid stress. But we can learn to behave in ways that lessen its effects. Researchers have identified behaviors that affect our ability to handle stress-eating and sleeping habits, what we eat, and how we express our emotions. The following questionnaire was developed by psychologists Lyle Miller and Alma Dell Smith of Boston University Medical Center. It is designed to help you pinpoint your trouble spots in handling stress. Rate each item **from** 1 (almost always) to 5 (never) according to how much of the time the statement is true of you.

- 1 2 3 4 5 1. I eat at least one balanced meal a day.
- 1 2 3 4 5 2. I get seven to eight hours of sleep at least four nights a week.
- 1 2 3 4 5 3. I give and receive affection regularly.
- 1 2 3 4 5 4. I have at least one relative on whom I can rely.
- 1 2 3 4 5 5. I do aerobic exercise at least twice a week.
- 1 2 3 4 5 6. I limit myself to less than half a pack of cigarettes a day.
- 1 2 3 4 5 7. I take fewer than five alcoholic drinks a week.
- 1 2 3 4 5 8. I am the appropriate weight for my height.
- 1 2 3 4 5 9. I have an income adequate to meet basic expenses.
- 1 2 3 4 5 10. I get strength **from my** religious beliefs.
- 1 2 3 4 5 11. I regularly attend social activities.
- 1 2 3 4 5 12. I have **a network** of friends and acquaintances.
- 1 2 3 4 5 13. I have one or more friends to confide in about personal matters.
- 1 2 3 4 5 14. I am in good health (including eyesight, hearing, teeth).
- 1 2 3 4 5 15. I am able to speak openly about my feelings when **angry** or worried.
- 1 2 3 4 5 16. I have regular conversations with the people I live with about domestic problems-for example, chores and money.
- 1 2 3 4 5 17. I do something just for fun at **least once** a week.
- 1 2 3 4 5 18. I am able to organize my time effectively.
- 1 2 3 4 5 19. I drink fewer than three cans of cola (or other caffeine-rich drinks) a day.
- 1 2 3 4 5 20. I take some quiet time **for myself during** the day.

To get your score, add up the figures and subtract 20. A score below 10 indicates excellent resistance to stress. A score over 30 indicates some vulnerability to stress. You are seriously vulnerable if your score is over 50.

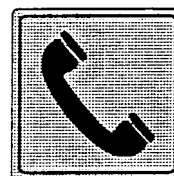
You can make **yourself** less vulnerable by reviewing the items on which you scored 3 or higher and trying to modify them. Notice that nearly all of them describe situations and behaviors over which you have a great deal of control.' Concentrate first on those that are easiest to change-for example, eating a balanced meal daily and having fun at least once a week-before tackling those that seem more difficult.



### Ways to Deal With Tension

Here are eleven suggestions from the National Association for Mental Health on how to deal with tension:

1. **Talk it out.** When something worries you, don't bottle it up. Confide your worry to someone you can trust such as a family member, friend, a member of the clergy, your family doctor, a teacher, or a school counselor. Talking things out helps to relieve strain, helps to see worry in a clearer light, and often helps determine what to do about it.



2. **Escape for a while.** Sometimes, when things go wrong, it helps to escape from the painful problem for a while. Lose yourself in a movie or a book or a game, or a brief trip for a change of scene. Making yourself stand there and suffer is a form of self-punishment, not a way to solve a problem. But be prepared to come back and deal with your difficulty when you are more composed.

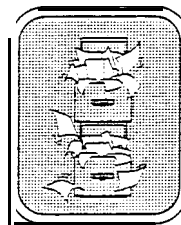


3. **Work off your anger.** If you feel like lashing out at someone who has provoked you, try holding off that impulse for a while. Meanwhile, do something constructive with the pent-up energy. Pitch into some physical activity like gardening, cleaning your room, fixing something in your home, or some other do-it-yourself project. Or work it out in a game of basketball or a long walk.

4. **Give in occasionally.** If you find yourself getting into frequent quarrels with people and feeling obstinate and defiant, remember that's the way frustrated children behave. Stand your ground on what you know is right, but do so calmly and make allowance for the fact that you could turn out to be wrong. And even if you are dead right, it's easier on yourself to give in once in a while. If you yield, you'll usually find that others will too.

5. **Do something for others.** If you feel yourself worrying about yourself all the time, try doing something for somebody else. You'll find this will take the steam out of your worries and even give you a feeling of accomplishment.

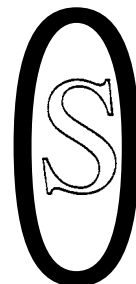
6. **Take one thing at a time.** For people under tension, an ordinary work load sometimes seems unbearable. When this is the case, remember that it's a temporary condition and that you can work your way out of it. The surest way to do this is to take a few of the most urgent tasks and pitch into them, one at a time, setting aside all the rest for the time being. Once you dispose of these, you'll see that the remainder isn't such a horrible mess after all.



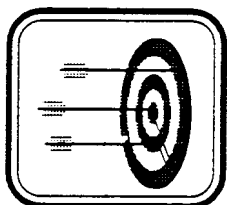


### Ways to Deal With Tension (*continued*)

7. **Shun the “superwoman” or “superman” urge.** Some people expect too much from themselves, and get into a constant state of worry and anxiety because they think they are not achieving as much as they should. No one can be perfect in everything. Decide which things you do well, then put your major effort into these. They are apt to be the things you like to do and, hence, those that give you the most satisfaction.



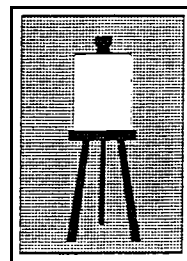
8. Go easy with **criticism**. Some people expect too much from others, and then feel frustrated, let down, disappointed, and even trapped when another person does not measure up. The other person may be a husband or a child whom we are trying to make over to suit ourselves. Remember, each person has his or her own virtues, shortcomings, values, and right to develop as an individual. Instead of being critical about the other person’s behavior, search out the good points and help the person to develop them.



9. **Give the other person a break.** When people are under emotional tension, they **often** feel that they have to get there first to edge out the other person, no matter if the goal is as trivial as getting ahead on the highway. If enough of us feel that way, and many of us do, then everything becomes a race in which somebody is bound to get injured physically, as on the highway, or emotionally and mentally. It does not need to be this way. When you give the other person a break, you very often make things easier for yourself. If he or she no longer feels you are a threat, that person often stops being a threat to you.

10. **Make yourself available.** Many of us have the feeling that we are being left out, slighted, neglected, or rejected. Often, we just imagine that other people feel this way about us, when in reality they are eager for us to make the first move. It may be that we are depreciating ourselves. Instead of shrinking away and withdrawing, it is much healthier and more practical to make yourself available and to make some of the **overtures** instead of waiting to be asked.

11. **Schedule your recreation.** Many people drive themselves so hard that they allow themselves too little time for recreation, an essential for good physical and mental health. They find it hard to make themselves take time out. For such people, a set routine and schedule will help—a program of definite hours when they will engage in some recreation. And, in general, it is desirable for almost everyone to have a hobby—an activity that can involve a person, provide a certain amount of pleasure, and help him or her forget about school or work.



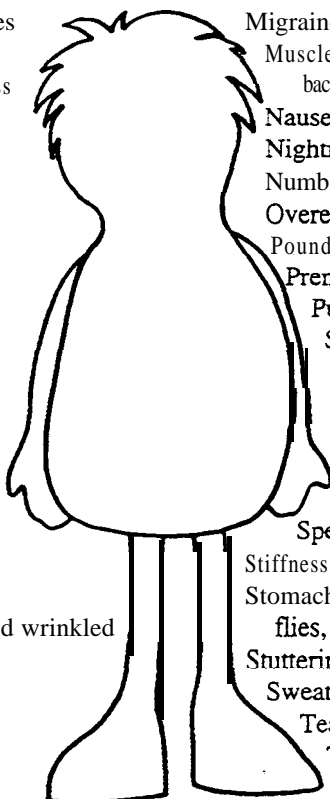


# Stress Symptoms

Use a highlighter or colored pencil to indicate which stress symptoms you experience

### Physical or Behavioral Symptoms

- Accident proneness
- Alcohol or drug abuse
- Allergies
- Arthritis**
- Asthma
- Backaches
- Breathing difficulties (hyperventilating, shallow, shortness of breath)
- Chest tightness
- Cholesterol high
- Colitis
- Constipation
- cramps
- Diarrhea
- Dizziness
- Dry mouth**
- Eye pain
- Eye squinting
- Face downcast
- Face flushed
- Fainting spells
- Fatigue
- Fingernail biting
- Forehead, raised and wrinkled
- Frowning
- Gait slowed
- Grimacing
- Grinding teeth
- Hair twisting
- Hands cold
- Hay fever
- Heart pounding or racing
- High blood pressure
- Hives, rash, itching
- Hyper motility (can't be still)
- Incoordination
- Indigestion
- Insomnia
- Low resistance to infection and minor illness
- Migraine or tension headaches
- Muscle tightness; face, jaws, back of neck, shoulders, etc.
- Nausea or vomiting**
- Nightmares**
- Numb or tingling extremities
- Overeating**
- Pounding and rapid heart beat
- Premenstrual** cramps or tension
- Pupils dilate**
- Shaking**
- Skin pale**
- Sleeping too much
- Sighing**
- Slumped posture**
- Sneezing**
- Speech slowed**
- Stiffness or soreness
- Stomach ailments (aches, **butterflies**, gas, ulcer)
- Stuttering**
- Sweating or sweaty palms**
- Tearfulness**
- Tiredness**
- Trembling, tics, twitching**
- Urinating frequently
- Voice (change in pitch, volume **shaky**)
- Weakness, especially in legs
- Weight gain or loss



### Emotional or Social Symptoms

- Agitation
- Anger or angry outbursts
- Anxiousness (general or specific)
- Critical of self
- Crying
- Depression
- Difficulty in relationships
- Dread
- Emotional instability
- Fear of groups or crowds
- Fears (general or specific)
- Guilt feelings**
- Hyper excitability
- Impulsive behavior
- Indecisive
- Irritability
- Jealousy
- Lack of initiative
- Loss of interest in living
- Loss of self-esteem
- Moodiness
- Restlessness
- Sadness
- Suspiciousness
- Withdrawal from relationships
- Worthlessness feeling

### Intellectual Symptoms

- Concentration difficulties
- Errors in judging distance
- Errors in language (**grammar, enunciation, pronunciation**)
- Errors in use of numbers
- Fantasy life increased (escape)
- Fantasy life **lessened**
- Forgetfulness
- Inattention
- Lack of attention to details
- Lack of awareness to external events
- Loss of creativity
- Loss of productivity
- Mental blocking**
- Over attention to details
- Past oriented rather than present or future
- Perfectionism
- Rumination
- Thoughts of death or suicide
- Worrying**

Note: If experienced frequently, some of these symptoms could indicate a serious health condition. See a doctor to discuss your symptoms.



### Tension and Relaxation Exercises

Muscle Area	Tensing Instructions	Tension Location
Hands	Clench and relax, right then left-then both fists.	The back of your hands and your wrists
Upper arm	Bend elbows and fingers of both hands to your shoulders and tense the biceps. Relax.	The bicep muscles
Lower arm	Holding both arms straight out, stretch, extend hands up, then down. Relax.	The upper portion of the forearm
Forehead	Wrinkle the forehead and lift the eyebrows upward. Relax.	The entire forehead area
Eyes	Close the eyes tightly. Relax.	The eyelids
Jaws	Clench jaws. Relax.	The jaw
Tongue	Bring your tongue upward and press it against the roof of your mouth-feel tension. Relax.	The area in and around the tongue
Mouth	Press your lips tightly together-feel tension. Relax.	The region around the mouth
Neck	Press your head backward. Roll to right and back: roll to the left and back. straighten. Relax.	The muscles in the back of the neck and at the base of the scalp. right and left side of the neck
Neck and jaws	Bend the head forward. Press the chin against the chest, straighten. Relax.	The muscles in the front of the neck and around the jaws
Shoulders	Bring the shoulders up toward ears, shrug and move around. Relax.	The muscles of the shoulders and the lower part of the neck
Chest	Take a deep breath slowly-hold it for five seconds-exhale slowly. Relax.	The entire chest area
Abdomen	Tighten stomach muscles, make the abdomen muscles hard. Relax.	The entire abdominal region
Back	Pull shoulders back-arch back from chair. Relax.	Lower back
Thighs	Press heels down hard, flex thigh. Relax.	The muscles in the lower part of the thighs
Legs	Hold both legs straight out-point your toes away from your face. Relax.	The muscles of the calf
Legs	Hold both legs straight out-point your toes toward your head. Relax.	The muscles below the kneecap
<i>Feel the relaxation and breathe easily.</i>		



## Your Discipline Checklist

As you make decisions about how to discipline your child, consider the following checklist.

### ***Check your Self-Control and Take Time to Think***

Children's behavior can sometimes make parents very frustrated and angry. The actions you take to guide and discipline children are very important decisions that affect your child's future. If you become angry or extremely frustrated with your child, take "time out" to think about how you will act. Count to ten. Take five deep breaths. Punch a pillow. Then think about the ways in which you can respond to your child's behavior that will have the most positive impact on his or her development.

### ***Listen to Your Child and Communicate Clearly***

Take a moment to put yourself in your child's place. What are his or her feeling? What might have caused his or her behavior? What is he or she trying to tell you? Communicate your thoughts and feelings clearly, at the child's level of understanding. Use a calm voice. Use I-messages. State your expectations in a positive way, rather than saying, "Don't do that!"

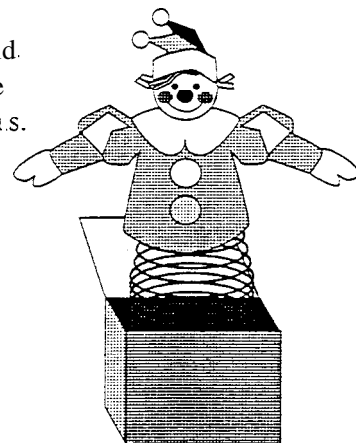
### ***Teach Rather Than Punish***

The goal of discipline is to develop your child's self-control and character. There are several positive techniques that can help you achieve this goal.

- Use encouragement. Offer support in a positive way for whatever the child is learning to do.
- Set up an environment to encourage success-appropriate toys and areas to play.
- Redirect behavior that is inappropriate to more positive behavior.
- Set realistic expectations or rules and give reasons for those rules.
- Above all, be a role model. Your actions will speak louder than your words.

### ***Offer Your Child Choices***

Whenever possible, offer acceptable choices so that the child will feel some control. Explain positive choices to negative behavior, such as positive ways to express negative emotions.





## Should I Use Punishment?

Punishment is an unpleasant consequence for doing or not doing something. The purpose is to decrease the likelihood that bad behavior will occur again. Certain types of punishment, such as hitting, slapping, spanking or punching should never be practiced. Such punishment, though it may restrain a child for a short time, does not teach self-discipline. There are certain guidelines about when to use nonphysical punishment.

### ***Never Punish Infants***

There are six very important reasons why you should never punish an infant:

- Infants do not understand cause and effect (if something happens, something else will happen).
- Infants do not perform misdeeds or misbehavior on purpose. They are only exploring their environment and need protection from being hurt.
- Baby-proofing, redirection, and praise are three good strategies to use in helping infants manage their environment.
- Infants do not have the cognitive skills to know the difference between right and wrong.
- Infants need love, protection, and support not punishment
- If you become frustrated with what your infant is doing, rather than punish the infant, find a quiet place to calm yourself down.

# PARENTS AS TEACHERS

*Parents play an important role as their child's first teacher. Help your child develop basic skills and concepts that will lay the foundation for later success in school and life.*

AGE	WHAT I AM ABLE TO DO	WHAT YOU CAN DO
<b>Infant to 18 Months</b>	<ul style="list-style-type: none"> <li>◆ I am learning about my world through my eyes, ears, mouth, nose, and hands.</li> <li>◆ I am learning to trust people.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Place SAFE objects within my reach.</li> <li>◆ Remember that I like to touch things with my mouth and hands.</li> <li>◆ Talk to me about the people and things in my world.</li> <li>◆ Help me to trust that my needs will be met—hold me when I cry, feed me when I am hung-y, and change me when I am wet.</li> <li>◆ Give me lots of love and attention.</li> </ul>
<b>18 Months to 3 Years</b>	<ul style="list-style-type: none"> <li>◆ I am learning about the things in my world through active exploration (touching, looking, crawling, walking, climbing).</li> <li>◆ I am learning how to talk.</li> <li>◆ As I get older I can speak in short sentences.</li> <li>◆ Each day I learn more and more names of the things I see in my world.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Encourage me to find out about the things in my world by making things safe for me.</li> <li>◆ Put SAFE objects at eye level and in areas that are okay for me to play.</li> <li>◆ Be patient when I am speaking.</li> <li>◆ When you ask me questions, I may not answer you right away.</li> <li>◆ Give me enough time to think about what I am trying to say.</li> <li>◆ Whether we are inside or outside, talk to me about what we are doing and what we see.</li> <li>◆ Read to me every day.</li> </ul>
<b>3 to 4 Years</b>	<ul style="list-style-type: none"> <li>◆ I ask a lot of "why" questions.</li> <li>◆ Sometimes I may ask "why" when I am really trying to ask "who," "what," "when," or "how."</li> <li>◆ I learn things by watching and imitating what you do.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Try to give me simple and honest answers that I can understand.</li> <li>◆ Read with me. Let me "read" the story to you by looking at the pictures.</li> <li>◆ Be patient and help me figure out what I'm trying to understand when I ask questions.</li> <li>◆ Let me watch you write the shopping list.</li> <li>◆ Let me "write" my own list.</li> </ul>
<b>4 to 5 Years</b>	<ul style="list-style-type: none"> <li>◆ I pay attention to things for longer periods of time.</li> <li>◆ When I am interested in something, give me plenty of materials and opportunities to create and explore.</li> <li>◆ My vocabulary is large.</li> <li>◆ Even though my grammar is much like yours, I may still</li> </ul>	<ul style="list-style-type: none"> <li>◆ To support my creativity, let me mold clay, paint, and color without any instructions as to how my work should look.</li> <li>◆ Help me to use my new words by having conversations with me.</li> <li>◆ Give me a chance to tell you my thoughts and ideas.</li> <li>◆ Try not to correct my speech when I say things incorrectly.</li> <li>◆ I will learn best from hearing you say words as you are talking with me.</li> </ul>

# BONDING WITH YOUR CHILD

*Your child needs to develop unconditional trust in you.*

AGE	WHAT I AM WORKING ON	WHAT I NEED FROM YOU
Infant to 18 Months	<ul style="list-style-type: none"><li>◆ My biggest job is to develop a relationship of trust with the people in my life.</li></ul>	<ul style="list-style-type: none"><li>◆ Please hold me as often as you can.</li><li>◆ Give me soft touches, call me by name, and talk to me with expression in your voice and on your face.</li><li>◆ Please read to me!</li><li>◆ When you feed me, hold me close and talk to me.</li><li>◆ Please pick me up when I cry.</li><li>◆ Tell me what I can do, rather than always drawing attention to what you do not want me to do.</li><li>◆ Try saying, "We only draw on paper" rather than saying "NO crayons on the wall."</li><li>◆ Always say good-bye to me when you leave so I do not wonder where you are.</li><li>◆ A general routine helps me to learn and know what to expect next.</li></ul>
18 Months to 3 Years	<ul style="list-style-type: none"><li>◆ At 18 months, I am starting to see that I am a separate person from others in my life.</li><li>◆ As I work toward being three, I am doing lots of things on my own, but often check back to make sure people who care for me are there when I need them.</li></ul>	<ul style="list-style-type: none"><li>◆ Give me safe opportunities to try things on my own (putting on socks, choosing books, picking out clothes, and feeding myself).</li><li>◆ Help me to begin to see that things I do make an impact on others (hitting hurts, my happiness makes others happy, taking away toys makes my friends sad. I can comfort sad people and they feel better).</li><li>◆ If you always tell me, "No," I will learn to tell you "No" back.</li><li>◆ Tell me what I can do. Try this — "Let's pick up your toys together" versus saying "No messes!"</li><li>◆ When I am exploring something new, be there to encourage me, but always keep me safe from things I do not understand.</li><li>◆ When I am learning to use the toilet, please let me be in control and remember my interest and my willingness may fluctuate.</li><li>◆ Please do not bribe me or punish me. Just give me time and consistent care.</li></ul>



# BONDING WITH YOUR CHILD, CONTINUED

*Your child needs to develop unconditional trust in you.*

AGE

WHAT I AM WORKING ON

WHAT I NEED FROM YOU

## 3 to 4 Years

- ◆ My world is beginning to expand past the walls of my home, so I am doing more things on my own
- ◆ I still need to know that the adults in my life are always there.

- ◆ Please give me simple rules to follow, based upon keeping me and others safe, and keeping property undamaged.
- ◆ Read to me and take me places with you, but stick close and show me, talk to me, ask me questions, let me help you, and let me explore.
- ◆ Give me lots of opportunities to read about new things, and even give me dress up clothes and props so I can act out what I see.
- ◆ Help me to see that when I try new things and make mistakes that I should not feel guilty.
- ◆ Help me to learn the best and safest way to find out more.




## 4 to 5 Years

- ◆ I am taking more risks and broadening my understanding of my world through school, what I see on television, and how the adults in my life interact with other people and with me.

- ◆ Give me and show me clear expectations and limits.
- ◆ Tell me what I can do. Focus on my positive behaviors.
- ◆ When safe opportunities arise, allow me to experience the natural consequences of my choices (refusing to wear mittens on a snowy day gives me cold hands).
- ◆ Please give me a realistic amount of control over my life. Give me real choices whenever possible.
- ◆ Limit my television watching, watch with me, talk to me about what we see, and help me to make good viewing choices.
- ◆ Remember, books stretch my thinking more than television-read with me.
- ◆ Be a great role model for me and surround me with people in my life who are good for me.
- ◆ I am born ready to learn, so talk about school and learning in positive ways.
- ◆ Help me to see that you will support me as I learn, and that I will be able to do it on my own.

# TEACHING ACCEPTABLE BEHAVIOR AND SETTING LIMITS

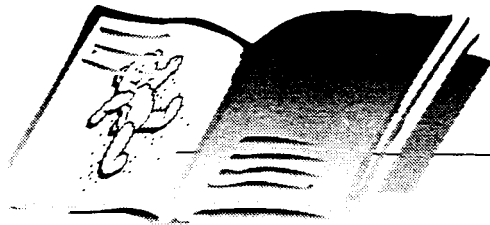
*Discipline is teaching a child acceptable behaviors and self-reliance.*

AGE	WHAT I AM ABLE TO DO	WHAT YOU CAN DO
<b>Infant</b> to 18 Months	<ul style="list-style-type: none"> <li>◆ I am learning about my world through my eyes, ears, mouth, nose, and hands.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Make my world safe by putting things that you do not want me to touch out of my reach.</li> <li>◆ Give me interesting things to play with.</li> <li>◆ Give me a safe place to explore.</li> <li>◆ Protect me.</li> </ul>
18 Months to 3 <b>Years</b>	 <ul style="list-style-type: none"> <li>◆ I like to explore my world out of doors.</li> <li>◆ I am learning how to talk.</li> <li>◆ I want to do things on my own.</li> <li>◆ I like to feed myself.</li> <li>◆ I can express anger, frustration, and other feelings.</li> <li>◆ I can separate from you.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Keep my play area clean and safe.</li> <li>◆ Keep an eye on me to be sure I am safe when I am outside.</li> <li>◆ Teach me how to be safe.</li> <li>◆ Talk to me and tell me about my world so I can learn more about it.</li> <li>◆ Give me words for my feelings.</li> <li>◆ Help me express my feelings appropriately.</li> <li>◆ Please let me try new things but do not get mad when I am not perfect.</li> <li>◆ Let me tantrum in a safe way.</li> <li>◆ Give me choices of what is okay to do and please be patient with me.</li> <li>◆ Redirect me away from things I can not do yet.</li> <li>◆ Please do not get mad when I spill or make a mess eating.</li> <li>◆ Help me clean up after I am all done.</li> </ul>
3 to 4 Years	<ul style="list-style-type: none"> <li>◆ I want to help out.</li> <li>◆ I can dress myself.</li> <li>◆ I am very talkative and I ask "why."</li> <li>◆ I am learning that my behaviors have consequences.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Give me simple choices so I can feel responsible.</li> <li>◆ Give me choices of what I can wear and let me put my own clothes on.</li> <li>◆ Help me when I become frustrated.</li> <li>◆ Listen to me when I am talking and try to answer my questions in a simple way.</li> <li>◆ Let me learn the results of my behavior by allowing me to experience safe, logical, and natural consequences.</li> </ul>
4 to 5 Years	<ul style="list-style-type: none"> <li>◆ I like to find out how things work.</li> <li>◆ I like to make up stories.</li> <li>◆ I have my own time schedule.</li> <li>◆ I am learning to get along with others.</li> <li>◆ I am learning about my feelings.</li> <li>◆ I am making more choices</li> </ul>	<ul style="list-style-type: none"> <li>◆ Give me things that I can take apart and explore.</li> <li>◆ Try to answer my questions.</li> <li>◆ Listen to my stories and help me learn what is and is not real.</li> <li>◆ Have a routine time to do things.</li> <li>◆ Play the game beat the clock and see how fast I can do thing.</li> <li>◆ Please do not nag or lose control...that will just make you and I go slower.</li> <li>◆ Be patient with my outbursts.</li> <li>◆ Provide safe, logical, and natural consequences so I can learn from my mistakes.</li> </ul>

# YOUR CHILD AND READING

*Parents play an important role by introducing the exciting world of reading.*

AGE	WHAT I AM ABLE TO DO	WHAT YOU CAN DO
<b>Infant to 18 Months</b>	<ul style="list-style-type: none"><li>◆ I am learning through my senses (eyes, ears, nose, mouth, and hands).</li><li>◆ The way I like to learn about my world is by touching things and putting things in my mouth.</li><li>◆ I am beginning to identify my favorite books and I can show you the ones I want you to read.</li></ul>	<ul style="list-style-type: none"><li>◆ Take the time to cuddle with me while sharing books.</li><li>◆ Hold me when you read aloud.</li><li>◆ When reading aloud, use inflections and gestures as you tell me the story.</li><li>◆ Give me sturdy books that have bright pictures and bold illustrations.</li><li>◆ Let me touch and hold books.</li><li>◆ Show me the books that you enjoy and read them to me often so I become familiar with them.</li><li>◆ Let me choose the book and help you turn the pages.</li></ul>
<b>18 Months to 3 Years</b>	<ul style="list-style-type: none"><li>◆ I am able to handle books and turn the pages.</li><li>◆ I can learn language through seeing pictures.</li><li>◆ I can make associations between objects in books.</li></ul>	<ul style="list-style-type: none"><li>◆ Give me books with stiff pages.</li><li>◆ Give me lots of picture books.</li><li>◆ Talk with me about story events and the characters we see as we read together.</li><li>● Read with me everyday.</li></ul>
<b>3 to 4 Years</b>	<ul style="list-style-type: none"><li>◆ I am starting to explore books on my own.</li><li>◆ I like to look at the pictures and make up my own words or I may repeat the story from memory.</li><li>◆ I am learning that reading extends beyond books.</li></ul>	<ul style="list-style-type: none"><li>◆ Read aloud to me at least once a day.</li><li>◆ Set aside a special time for daily reading.</li><li>◆ Have books readily available for me to explore.</li><li>◆ Take me to the library and get a library card in my name.</li><li>◆ Let me pick out books for us to read together at home.</li><li>◆ Be responsive to my curiosity in books and reinforce my interest with your attention.</li><li>◆ Talk with me during the day about a favorite book.</li><li>◆ Encourage me to tell you the story in my own words as we look at a book together.</li></ul>
<b>4 to 5 Years</b>	<ul style="list-style-type: none"><li>◆ I am starting to understand that books are read from left to right and top to bottom.</li><li>◆ I am learning that there is a connection between reading, listening, talking, and writing.</li></ul>	<ul style="list-style-type: none"><li>◆ Be a good role model by showing your pleasure in books.</li><li>◆ Read labels and signs to me wherever we go.</li><li>◆ Point to the words as you are reading them.</li><li>◆ Encourage conversation by asking me what I think the words might say.</li><li>◆ Give me a bookshelf or special place to keep my books.</li><li>◆ Read with me everyday.</li></ul>





# FAMILY SAFETY CHECK

## HEY KIDS!



Help the National SAFE KIDS Campaign® Check✓ America. Take this home, fill it out with grown-ups, and help keep your family safe.

**YES      NO**

- |           |   |                          |                          |
|-----------|---|--------------------------|--------------------------|
| <b>1</b>  | Our family buckles up  on every car ride.   | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>2</b>  | Our family wears bike helmets when bicycling.   | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>3</b>  | Kids under 10 never cross streets alone.  | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>4</b>  | Kids are always supervised in or near water.  | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>5</b>  | Our home has working smoke detectors and we check the batteries monthly.                    | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>6</b>  | Our water heaters are set no higher than 120° F to prevent scald burns.                     | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>7</b>  | If guns are in our home, they are kept unloaded and locked away.                            | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>8</b>  | Kids are protected against falls from windows, stairs, furniture, and playground equipment. | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>9</b>  | Household cleaners, medicines, and vitamins are stored out of young kids' reach.            | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>10</b> | Our home has emergency numbers near telephones and first aid supplies.                      | <input type="checkbox"/> | <input type="checkbox"/> |

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This list is not comprehensive. It is meant to assist families to take steps to prevent childhood injuries.

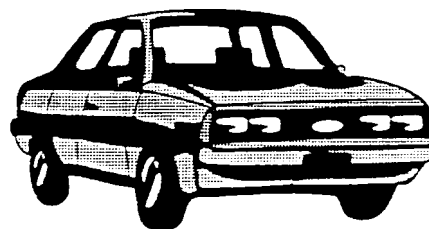
Please see the reverse side for more safety tips.

This flyer has been reproduced courtesy of Hospital. For more information, call (858) 495-7748.



## Buying a Car Seat

- Car seats are held in place by the car's lap seat belt in one of two ways. The belt will run through the base of the car seat (and won't have to be unbelted unless the car seat is removed), or it will secure over the car seat.
- All infant and some convertible car seats have three-point harness systems. This means the harness is secured to the car seat in three locations: over each shoulder and between the legs. A few convertible car seats have five-point harness systems, which secure the belt at shoulders, crotch, and at each hip.
- Most three-point harness systems work in conjunction with a padded armrest-shield or a T-shaped shield that is positioned across the baby's midsection. Both are safe.
- The harness length will periodically need adjusting to make room for bulkier clothing or general growth. Some harnesses are self-adjusting, others can be easily adjusted each time your child uses his car seat, and others require that you remove the car seat & thread the straps behind the seat. Check which you prefer.
- There are some advantages to purchasing an infant car seat in addition to a convertible seat. Car seats designed specifically for infants are smaller and cradle young infants better, and almost all can be used as an infant seat outside the car. Some convertible car seats, however, now offer removable, adjustable padding to help support young babies. You can also tuck towels or small blankets around your baby to support him.
- Test the locking device to see if you can operate it easily, and don't hesitate to ask a salesperson for help if you need it. Harnesses are manufactured to be childproof, and you may just need to learn the proper technique. If it is still difficult, make another selection.



## Self Check of the things done with my child

<b>INSIDE OUR HOME</b>	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Played with my child							
Read to my child							
Listened to my child read							
Looked at books together							
Read silently together							
Told stories together							
Did puppet stories							
Did felt stories							
Drew pictures about stories							
Wrote with chalk							
Looked at the newspaper together							
Did my own reading and writing							
Read my own book							
Went through the mail together							
Read a children's magazine together							
Pointed out print at home							
Helped my child with homework							
Wrote with my child							
Wrote a note to my child							
Helped my child with writing							
Asked my child about school activities							
Made shopping lists together							
Made <b>things</b> by <b>following</b> directions							
Cooked together following recipes							
Prepared recipes for books with food: (e.g.) Gingerbread Boy							
Selected TV shows to watch together							
Discussed what we watched on TV							
<b>OUTSIDE OUR HOME</b>							
Attended school activities							
Visited the library							
Borrowed books from the library							
Visited the bookstore							
Noticed print outside							
Visited the post office, park, etc. and talked about what we saw							
Shared talents or cultural customs							