



BIRTH TO THREE CURRICULUM  
PARENT HANDBOOK

ENGLISH

## Program Description

### Birth to Age Three Curriculum

In each of the following sessions, participants build knowledge and skills. They also gain parenting support in a strengths-based group environment.

#### Session 1: Orientation & Self-Care

Focused on the parents' need to dedicate time and energy to themselves in order to be more effective caregivers to their children. Together, parents will explore stress reduction techniques, mindfulness, and the importance of social connection with others — all protective factors in the face of stress.

#### Session 2: Parenting Styles

Focused on the ways parents' own background and parenting choices lay the foundation for their child's overall development. Together, parents explore the importance of early relationships and attachment, which both contribute to optimal growth.

#### Session 3: Connecting with Your Child

Focused on the variety of ways very young children express themselves to communicate their needs, and how parents can best respond. Together, parents will explore the role of temperamental fit and the importance of taking the baby's perspective.

#### Session 4: Parent Café

In a Parent-Café group format, this session allows parents to review the knowledge and skills they've learned to date. Together parents share challenges and successes in applying these strategies to improve their relationship with their child.

#### Session 5: Managing Moods

Focused on how parents can understand and guide their child as they develop a sense of self and others. Together, parents will explore early social development and behavior, including strategies for teaching social skills, preventing tantrums, and responding to meltdowns. Focused on understanding the baby's physical needs.

#### Session 6: Hey Baby, Let's Talk

Focused on promoting early language development and literacy routines. Together, parents will discuss milestones in language and communication, the importance of reading and everyday strategies that let their young child know that they are being heard.

### **Session 7: Your Curious Child**

Focused on understanding baby-led play and the importance of building problem solving skills every day. Together, parents will explore and practice strategies that encourage curiosity and playful experimentation.

### **Session 8: Parent Café**

In a Parent Café format, groups will discuss how parents help their child express emotions appropriately and how positive discipline builds a child's sense of gradual independence.

### **Session 9: Busy Bodies Explore**

Focused on how physical exploration leads to both new skills and learning. Together, parents will share progress and milestones in their child's development and discuss the importance of responding to a baby's increasing need for independence.

### **Session 10: A (More) Positive Home**

Focused on the home environment and which parenting strategies set the stage for success. Emphasis is on positive parenting strategies and routines, particularly as they relate to a child's exposure to the media. Together, parents will identify and brainstorm factors that challenge and support their parenting values.

### **Session 11: Parent Café**

Focus is on pulling together the many threads covered by the Power of Parenting program. Together parents discuss how predictable caregiving routines, and a nurturing environment are key to a less stressful environment for both parent and child.

### **Session 12: Graduation**

An opportunity to gather, reflect and celebrate lessons learned. Parents share stories of the impact from their participation in the Power of Parenting program.

# POWER OF PARENTING™ PROGRAM

## BIRTH TO AGE THREE – CURRICULUM

1 Orientation & Self-Care	2 Parenting Styles	3 Connecting with Your Child	4 Parent Café	5 Managing Moods	6 Hey Baby, Let's Talk
7 Your Curious Child	8 Parent Café	9 Busy Bodies Explore	10 A (More) Positive Home	11 Parent Café	12 Graduation

Parent Information

Name: \_\_\_\_\_

Area/City: \_\_\_\_\_

Site: \_\_\_\_\_

**Name and Ages of Children:**

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Birth to Age Three  
Session 1: Orientation and Self-Care  
**Ideas for Taking Care of Me**

Which of these strategies would you like to try this week? Try picking at least one for each area

**1. My Physical Health**

- \_\_\_\_\_ Eat fruits and vegetables.
- \_\_\_\_\_ Do stretching exercises.
- \_\_\_\_\_ Take a 10-minute walk.
- \_\_\_\_\_ Dance in my home.
- \_\_\_\_\_ Play physical games with my children (just for fun).
- \_\_\_\_\_ Take my prescribed medication regularly.



**2. My Emotional Health**

- \_\_\_\_\_ Take a break and breath slowly 5 times.
- \_\_\_\_\_ Write in a journal your feelings and thoughts.
- \_\_\_\_\_ Find a creative outlet (photography, painting, singing, knitting, writing, dancing, etc.)
- \_\_\_\_\_ Find a fellow parent to share experiences and talk.
- \_\_\_\_\_ Get involved with a community activity (public library, community center, faith organization, etc.)
- \_\_\_\_\_ Connect to mental health support (individual counseling or group counseling)

**3. My Mind**

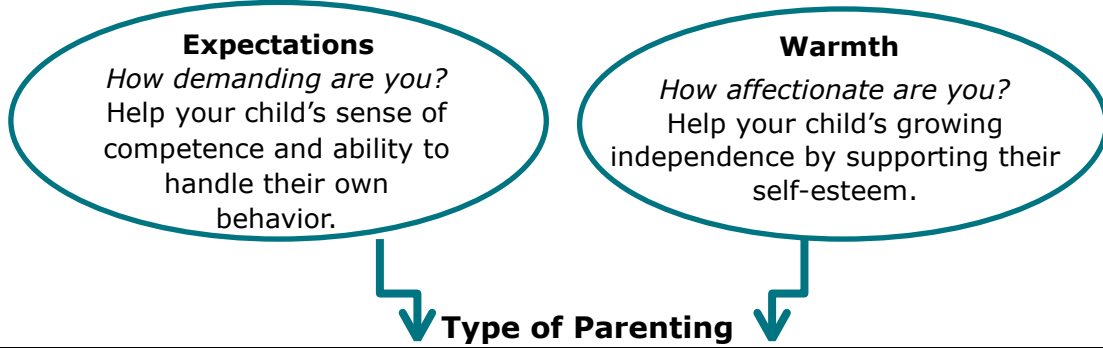
- \_\_\_\_\_ Identify something you would like to learn (language, skill, craft).
- \_\_\_\_\_ Read a chapter of a book or an interesting article.
- \_\_\_\_\_ Find a mentor or someone you trust to ask for advice.
- \_\_\_\_\_ Take an online class (there are tons of free classes out there).



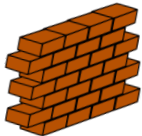




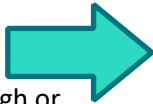

Other Strategies



Birth to Age Three  
Session 2: Parenting Styles  
**Love and Limits**

Parenting styles can be measured by: (1) Parents' expectations of the child and (2) The warmth or expressions of love that the parent shows toward the child.









Types of Parenting	Expectations	Warmth (Expressions of Love)	Comparison
Controlling Focus on obedience and punishment over discipline	 High	 Low	Brick Wall 
Responsive Creative a positive relationship, enforce rules, and be flexible to a child's needs and temperament	 Adequate		Backbone 
Permissive Don't enforce rules or expectations, as "kids will be kids"	 Low	 High or Moderate	Jellyfish 

Birth to Age Three

**Session 2: Parenting Styles**

What Parents Can Do... and What Happens?



WHEN PARENTS...	CHILDREN LEARN TO...
<p>Show affection and give attention</p> 	<ul style="list-style-type: none"> <li>-Feel loved and connected</li> <li>-Love others</li> <li>-Have a sense of worth</li> </ul> <p><i>"I know you're upset you didn't get your snack."</i></p>
<p>Encourage their children</p> 	<ul style="list-style-type: none"> <li>-Keep trying and never give up</li> <li>-Be positive</li> </ul> <p><i>"Wow, almost! Good try."</i></p>
<p>See strengths</p> 	<ul style="list-style-type: none"> <li>-See their own strengths</li> <li>-Feel confident</li> </ul> <p><i>"I bet you make your block tower even higher."</i></p>
<p>Set realistic expectations</p> 	<ul style="list-style-type: none"> <li>-Feel accomplished</li> <li>-See how to set goals</li> </ul> <p><i>"I know you can try using the potty one more time."</i></p>
<p>View mistakes as OK</p> 	<ul style="list-style-type: none"> <li>-See mistakes as part of learning</li> <li>-Try new things</li> </ul> <p><i>"Oops. Your toy car tipped over. Let's try it again, but a little slower."</i></p>
<p>Show patience and listen</p> 	<ul style="list-style-type: none"> <li>-Develop patience</li> <li>-Feel understood and accepted</li> <li>-Understand others</li> </ul> <p><i>"I can wait for you!"</i></p>


\*Derived from Best Start Resource Center





Birth to Age Three  
 Session 3: Connecting with Your Child  
**The Temperament Challenge**



Instructions: Think about the following 4 temperament traits.

Step 1: Rate your baby using a heart  where you think your baby would be on each of the they very active? Not active? Or somewhere in between? Put the  where you think your baby fits on the graph.

Step 2: Then, rate yourself on the same temperamental traits by using a star. 

<b>Activity Level</b>

<div style="display: flex; justify-content: space-between;"> <span>Very Active</span> <span>Not Active</span> </div>
<b>Distractibility</b>

<div style="display: flex; justify-content: space-between;"> <span>Very Distractible</span> <span>Not Distractible</span> </div>
<b>Intensity</b>

<div style="display: flex; justify-content: space-between;"> <span>Very Intense</span> <span>Not Intense</span> </div>
<b>Persistence</b>

<div style="display: flex; justify-content: space-between;"> <span>Persistent</span> <span>Easily Frustrated</span> </div>

Birth to Age Three  
Session 3: Connecting with Your Child  
**Tips for Parents**

**Hold Them**

Hold, kiss, and cuddle your baby! Do not worry about spoiling them. There is no need to hold back on sharing love.

**Respond To Them**

Your baby depends on you to meet their needs. Watch and listen for clues about how they feel and what they need. For example, a cry or whimper may mean that they are hungry or hot. Over time, you will learn to read their signals. Respond to what you notice. This helps them learn that you care.

**Comfort Them**

When upset, infants have a hard time calming down on their own. They depend on you to help manage their emotions, so comfort them when they get fussy or cry. Bit by bit, they will learn ways to help soothe themselves. Some babies cry more than others. If your baby cries a lot, raise the issue with your doctor.

**Play With Them**

Your baby loves to look at your face. Hold them close, smile, make silly faces, and talk in a playful voice. Around 6 or 8 weeks, they will start to smile back. This means they are happy and learning the basics of communication. Have “conversations” where you respond to each other’s sounds and facial expressions. Take breaks if your baby seems tired or overwhelmed. They might show this by looking away from you.

**Manage Household Stress**

Stress is normal, but too much stress is bad for a baby’s brain. Things that cause stress for an infant are loud noises, adults who seem upset or angry, or when adults do not respond to their needs. It is important to have strategies for coping when your life gets stressful.

Talk to friends, family, or your doctor about ways to deal with stress.



Adapted From Boston Basics

[http://boston.thebasics.org/media/18867/boston-basics-booklet-toddlers\\_new\\_es.pdf](http://boston.thebasics.org/media/18867/boston-basics-booklet-toddlers_new_es.pdf)

Birth to Age Three  
Session 3: Connecting with Your Child  
**PLAN for Your Child's Temperament**

**P**repare children for what will happen, the sequence of events, and your expectation for behavior.

- Adapt the length of time, number of activities, and demands a task requires to a child's ability to handle it.

**L**ose the labels: Avoid publicly labeling your child in front of others. (Example: When you frequently say, "David is very shy," he will begin to see himself that way and affect how he views himself.)

**A**nticipate: Intervene and change the mood when a behavior first begins. Do not wait too long.

- Plan for success by thinking about the kind of support your child will need to function best. (Examples: For an active child, bring a book or toy she enjoys to help her manage delays; for a slow-to-warm-up child, set aside plenty of time for adjustment so that neither of you will feel rushed.)

**N**urture success: Let your child practice skills that will help them succeed.

- Teach a shy child how to make eye contact and say hello with a loved one first before practicing with others.
- Help a feisty child learn to calm down by breathing 3 times before entering a new situation.

What is one thing you would like to stop doing to work with your child's temperament?

What is one thing you would like to start doing to work with your child's temperament?

What is one thing you would like to continue doing to work with your child's temperament?

Birth to Age Three  
 Session 4: Parent Café  
**How Self-Control Develops**

Self-Control in Early Childhood		
Infants	Toddlers	Preschoolers
<ul style="list-style-type: none"> <li>• Not able to control their emotional states well.</li> <li>• To control their emotions, infants look away and/or fuss.</li> <li>• React impulsively</li> </ul>	<ul style="list-style-type: none"> <li>• By 18 months, may show some ability to delay gratification</li> <li>• Grow less dependent on parents to manage their emotions.</li> <li>• Express frustration with actions</li> </ul>	<ul style="list-style-type: none"> <li>• Better able to understand and remember rules of behavior.</li> <li>• Use self-distraction.</li> </ul>
What Parents Can Do		
Infants	Toddlers	Preschoolers
<ul style="list-style-type: none"> <li>• Maintain children’s attention through eye contact, talk, and play.</li> <li>• Respond to an infant’s signals, and react to what interests them.</li> <li>• Shift attention away from stress. “Out of sight out of mind”</li> </ul>	<ul style="list-style-type: none"> <li>• Be direct and clear, and provide structure for children</li> <li>• Support children emotionally, and avoid negative or harsh responses</li> <li>• Talk about feelings and link them to concrete behaviors (“You’re sad because you want to leave now. But we have to wait for the bus.”)</li> </ul>	<ul style="list-style-type: none"> <li>• Allow children to play independently with peers and attempt to problem solve on their own</li> <li>• Provide opportunities for imaginative play and reading books</li> <li>• Practice reasonable waiting by saying, “First this, then that”</li> </ul>



Birth to Age Three  
Session 5: Managing Moods  
**Video – Be Curious, Not Furious**



**A)** Name behaviors you saw in the video that are commonly seen in toddlers.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**B)** Describe common reasons very young children act in those ways or have meltdowns:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**C)** What can you guess the children in the video are trying to communicate with their behavior?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

REMEMBER YOUR ABCs: All Behavior is Communication!

Birth to Age Three  
Session 5: Managing Moods  
**Parenting Tips for Meltdowns**

**Focus on helping your child “recover”**

- Take a deep breath and stay calm
- Give them a way to express those feelings safely
- Give them the support they need
- Suggest a calm activity to get a fresh start



**Reminders for when it happens again**

- Try not to take it personally
- Avoid trying to teach a new skill when your little one is having a meltdown
- Keep in mind that babies and toddlers need time to grow and practice in order to learn new skills



Birth to Age Three  
Session 6: Hey Baby, Let's Talk  
**Language: Typical Developmental Milestones**

Birth - 7 Months

- Smiles at the sound of your voice
- Begins to babble and imitate sounds
- Turns head toward direction of sound
- Becomes more expressive and communicates more with face and body
- Watches faces intently, and begins to respond to other people's expressions of emotion

7 - 12 Months

- Responds to simple verbal requests
- Uses simple gestures, such as shaking head for "no," and responds to "no"
- Babbles with inflection (changes in tone)
- Says "dada" and "mama"
- Uses exclamations, such as "Oh oh!"
- Tries to imitate words

12 Months - 2 Years

- Points to object or picture when named
- Recognizes names of familiar people, objects, and body parts
- Says several single words (by 15-18 months) and phrases (18-24 months)
- Uses 2- to 4-word sentences
- Follows simple, one-step instructions
- Repeats words they've heard others say

2 - 3 Years

- Recognizes and identifies almost all common objects and pictures
- Understands most sentences, and uses 4- to 5-word sentences
- Understands placement in space (on, in, under)
- Can say name, age, and boy/girl
- Uses pronouns (I, you, me, we, they) and some plurals (cars, dogs, cats)
- Expresses a wide range of emotions, and shows affection openly



Birth to Age Three  
Session 6: Hey Baby, Let's Talk  
**Language & Communication:**  
**Parent Tips**

**MIRROR**

Repeat what your child says while looking at them.



**RESPECT**

Your child will learn that their words are important, and they are valued.

**PAUSE**

Be comfortable with silence so that your child absorbs what you say.



**PATIENCE**

Giving the child time to think gives them a chance to respond.



Birth to Age Three  
Session 6: Your Curious Child  
**Count, Group, and Compare**

**With Babies**

- **Play Music:** We all have a natural love of music. Share this love with your child. Play gentle music or sing when you are together.
- **Move in Rhythm:** Clap, tap, rock, or kiss your baby to a steady rhythm. Count while you do it. For example, count your child's toes or pieces of fruit.
- **Compare:** Provide opportunities for your child to touch and explore things that are the same and different. For example, let your baby shake things that make different sounds or touch fabrics with different textures.
- **Use Math Words:** When you talk to your infant, use words related to math ideas, like quantities and comparisons. You don't need to set aside special time to do this. You can use math words whenever you are with your child.

**With Toddlers**



- **Count:** Move to bigger numbers as they get the hang of it. Young children learn through all of their senses, so have them point to and touch the objects you count.
- **Add and Subtract:** Explore what happens when you add or take away items from a group. "You have three crackers. How many will you have if you eat one?"
- **Name Shapes:** Look for shapes around you. "The clock is a circle. Do you see any other circles?" This could be a game you play while out doing errands.
- **Match and Sort:** Make a game of matching and sorting objects into groups. Your child can match and sort items by the shape, color, size, or other features.
- **Compare Sizes, Amounts, and Weights:** For example, describe things as large, small, light, or heavy. Ask your child which object of two is larger or smaller.
- **Put Things in Order:** Practice putting things in order. For example, your child can arrange dolls from smallest to largest. See what other categories they can come up with.
- **Make Math Part of Life:** Math plays a part in life even when we don't realize it. For example, to prepare dinner, you measure ingredients, set an oven timer, and count plates. Find ways to let your child help.
- **Use Music:** Clap and dance with your child. Your child will be learning about patterns while having fun!



Adapted from The Boston Basics

Birth to Age Three  
 Session 7: Your Curious Child  
**Help Your Child Learn to Be a Problem Solver**

REMEMBER: Help your child work through problems, but don't always solve problems for them. **Encourage efforts, not just successes!** Below are some step-by-step ideas.

Infant Example (9 mos+)	Toddler Example (18 mos+)
<p>Ring a bell or wind up a music toy and place it under a pillow or blanket in full view of your child, but out of direct reach.</p> <p>Wait for them to approach and lift up the blanket to uncover it. <b>(Object permanence)</b></p>	<p>Help make sure the blocks on the bottom of the tower are wide enough apart, so they are a little more stable. Have your child build up from there.</p> <p>Let them experiment to figure out how to make it balance. <b>(Cause and effect)</b></p>
<ul style="list-style-type: none"> <li>• Create a bowling alley at home: Line up some empty paper towel holders</li> <li>• and roll a small ball into them. When the ball knocks them down, put them back up again and repeat.</li> <li>• Now let your child take over and try the activity with different balls and from different angles.</li> <li>• Comment on what you see and say things like, "Good Try!" or, "You knocked three of them down!"</li> </ul> 	<p>If your child is building a block house on the rug and it keeps falling, you could:</p> <ul style="list-style-type: none"> <li>• Tell them that you see that they are frustrated.</li> <li>• Ask them if they know what may be causing the problem.</li> <li>• Offer your observations, e.g., that the rug is soft, so the blocks aren't stable.</li> <li>• Ask if they have any ideas before offering your own <b>("What could we try?")</b>.</li> </ul> 

**The goal is to guide and support your child in their problem-solving efforts but not do for them what they have the skills to accomplish themselves.**

\*From The Center for the Social Emotional Foundations of Early Learning

Birth to Age Three  
Session 9: Busy Bodies Explore  
Developmental Milestones

**BIRTH - 3 MONTHS**

- Starts practicing a social smile
- Enjoys playing with other people and may cry when playing stops.
- Communicates more with face and body
- Imitates some movements and facial expressions



**3 - 7 MONTHS**

- Enjoys playing with others.
- Interested in mirror play
- Responds to other people's expressions of emotion



**7 - 12 MONTHS**

- Cries when mother or father leaves - Shy with strangers
- Enjoys imitating people
- Prefers certain people and toys
- Pushes limits during feedings
- Prefers mother and/or regular caregiver over all others



**12 MONTHS - 2 YEARS**

- Imitates behavior of adults and older children
- More aware of themselves as separate from others
- More excited about being around other children
- Does more activities independently
- Begins to act defiant, not obey



**2 - 3 YEARS**

- Is excited and happy to see familiar playmates
- Can take turns in games
- Understands concept of "mine" and "his/hers"
- Gives hugs and kisses
- Dislikes changes in routine

### 3 - 4 YEARS

- Interested in new experiences
- Cooperates with other children
- Is creative when playing pretend (plays “mom” or “dad”)
- Dresses and undresses self
- More independent; works out solutions by negotiating
- Imagination takes over (fear of “monsters”)
- Often cannot tell the difference between fantasy and reality



### 4 - 5 YEARS

- Wants to please and be like their friends
- More likely to agree to rules
- Likes to sing, dance, and act
- Shows more independence with others
- Able to distinguish fantasy from reality
- Sometimes demanding, sometimes eagerly cooperative



### 6 - 8 YEARS

- Shows more independence from parents and family
- Starts to think about the future
- Pays more attention to friendships and teamwork
- Wants to be liked and accepted by friends
- Shows rapid development of mental skills
- Learns better ways to describe experiences and talk about thoughts and feelings
- Has less focus on one’s self and more concern for others

Source: <https://www.cdc.gov/ncbddd/childdevelopment/positiveparenting/middle.html>

Birth to Three  
Session 9: Busy Bodies Explore  
**Tips for Infants (0 – 12 Months)**



**DO TUMMY TIME**

Give your infant regular “tummy time.” When they lift their head to look around, they strengthen the upper body and prepare muscles to crawl. They also get a new view of their surroundings!

**PRACTICE REACHING**

Hold a toy over your infant’s head, or put one on the floor just beyond their reach. This will encourage your infant to reach and build coordination.

**PLAY PEEK-A-BOO**

This game teaches infants that objects (and people) exist even when hidden.  
It’s also a fun way to bond with your child.

**GIVE THINGS TO HANDLE**

Provide objects of different colors, shapes, and textures to play with. Handling objects helps with hand-eye coordination and motor skills. Use everyday objects. You don’t need fancy toys to keep your baby’s attention!

**SUPPORT DISCOVERY**

Your infant discovers how the world works by experimenting. They also learn through repetition, so they might drop a spoon over and over to see what happens. Watch and assist!

**PLAY SEARCH AND FIND**

Put an object under a bucket or blanket and see if your child can find it.

**LET THEM MOVE AROUND**

Let your child explore their surroundings by reaching, rolling, scooting, and crawling. This is good for coordination. It also strengthens their “mind’s eye” as they see things from new angles and sense where they are in space. Just make sure they are safe!

Adapted From Boston Basics:

[http://boston.thebasics.org/media/18867/boston-basics-booklet-toddlers\\_new\\_es.pdf](http://boston.thebasics.org/media/18867/boston-basics-booklet-toddlers_new_es.pdf)

Birth to Age Three  
Session 9: Busy Bodies Explore  
**Tips for Toddlers (12 – 36 Months)**



**FOLLOW THEM**

Toddlers learn a lot by experimenting on their own. If your child looks like they are concentrating on something, like pouring water in the bath or stacking blocks, stand back for a moment and let them problem-solve for themselves. This is exercise for their brain.

**HELP THEM BUILD**

Use blocks to build a tower. How high can you go? What happens when you knock it over? What other shapes can you and your child build? You don't need to buy blocks to do this. You can also use cardboard boxes or plastic cups.

**MAKE ART**

Drawing is a good way to exercise little hands and be creative. Put out some crayons and paper. Your child can also experiment with tearing and folding the paper.

**PLAY OBSTACLE COURSE**

Make a simple obstacle course. You can use blankets, pillows, or boxes. See if your child can go over, under, around, and through these objects.

**PLAY HIDE AND SEEK**

Your child can hide behind the couch or under the table. Or you can hide objects around the room. This is a great activity for developing their thinking skills.

**TAKE A WALK**

Everything is new for young children, so an activity as simple as a walk around the block offers lots of opportunities for exploration. Stop and examine rocks, bugs, or plants. Talk about what you see.

Adapted From Boston Basics

[http://boston.thebasics.org/media/18867/boston-basics-booklet-toddlers\\_new\\_es.pdf](http://boston.thebasics.org/media/18867/boston-basics-booklet-toddlers_new_es.pdf)

Birth to Age Three  
 Session 9: Busy Bodies Explore  
**Action Plan for Action**



Part One: What do we like to do?

What are 3 ways your child likes to move, play, explore, be touched?	What are 3 ways you like to move, play, explore, be touched?
1)   2)   3)	1)   2)   3)

Circle: What do my child and I BOTH like to do?



Part Two: Let's Get Moving!

Activity to do together: What will we explore?	Where we can do the activity? Places to explore	When can we do the activity/explore together?

Birth to Three  
Session 10: A (More) Positive Home  
**5 Helpful Tips**

**1. Be curious, not furious**

The first step to soften your stress is to admit what gets on your nerves. Identify strategies for staying calm while you think about what your little one is telling you.

**2. Limit screen time and use it wisely**

Technology can be educational and fun — but your baby or toddler wants your attention most of all. No media can replace interacting with real live people! Review age-appropriate use of media. Remember to use your own time on media wisely.

**3. Get enough sleep — or at least rest**

When we aren't getting enough sleep, we focus on the frustration of not sleeping, which only adds to the stress! Make sure everyone in the home — including you — gets enough sleep. Try to turn off the TV, video games, or lively music earlier in the evening so everyone gets a chance to ease into the bedtime routine.

**4. Simplify routines and keep them consistent!**

Simplified, consistent routines help both children and adults. When everyone knows what to expect, everyday tasks can get done with less stress.

**5. Look for ways to explore the world around you with your little one**

The best activities with your baby are simple and invite interaction. As your child grows, they may get more and more from being out in the community and taking part in activities. Look for opportunities to take advantage of free or low-cost options. (Keep the experience flexible and brief if your toddler gets overwhelmed easily.)









Reflection

**Which session had the most impact on my parenting?**

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**What piece of parenting advice from another parent has really influenced me?**

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**I hope when my child(ren) look back on my parenting, they will say that I was:**

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## Resources

Find a Program: <https://www.families-first.org/find-a-program/>

Address: 50 Hunt St, Watertown, MA 02472 (Main Office)

Phone Number: 617-868-7687

Main website: <https://www.families-first.org/>



Join us on Facebook! <https://www.facebook.com/familiesfirstma/>

Join our Alumni Portal! <https://www.families-first.org/alumniportal/>



Username: \_\_\_\_\_

Password: \_\_\_\_\_