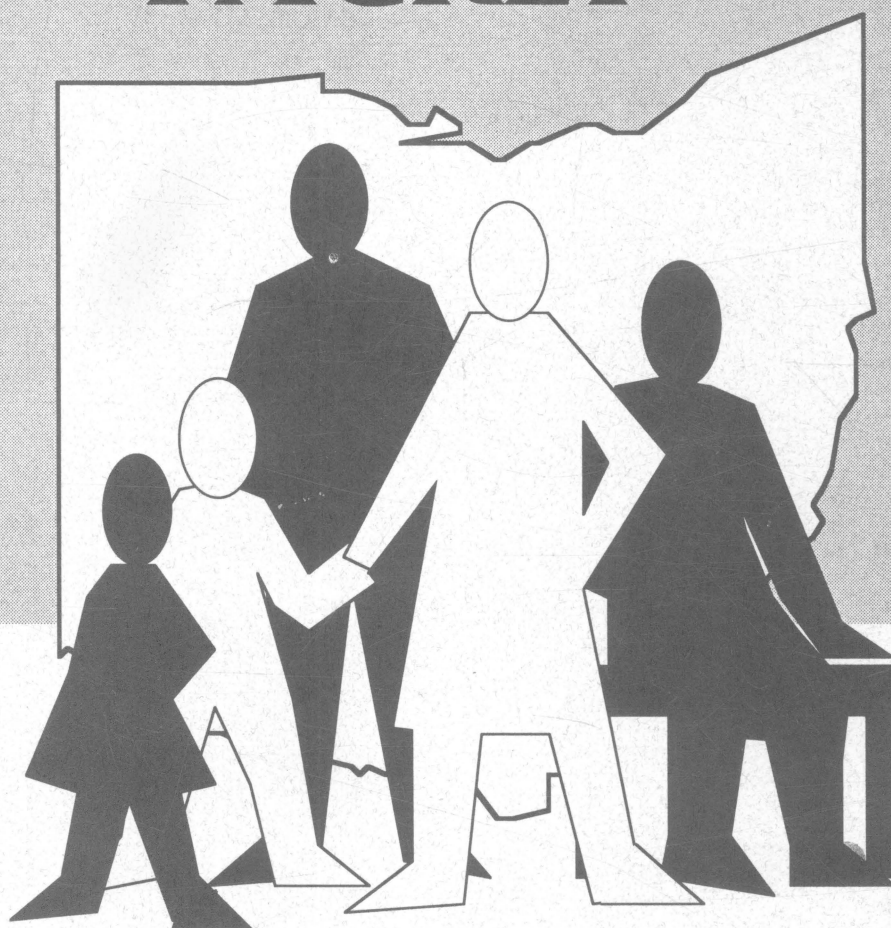


PARENT RESOURCE PACKET



Parent Resource Packet — A guide for new parents

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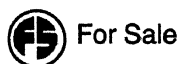
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I. FAMILY LIFE

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DEVELOPMENTAL MILESTONES

A common concern among parents is how their child compares to other children of the same age. Although no two children grow at the same rate, all children do learn things in a particular order, mastering one skill or stage before they can perform another. For example, most children sit before they stand, and most children crawl before they walk.

Experts agree there are “normal” signs of development at each stage. These signs or milestones of development can be grouped into three categories: motor skills, sensory and thinking skills, and language and social skills. The physical things a child does are called motor skills. Children use sensory and thinking skills to respond to their environment. Language and social skills are evident when children interact and communicate with people and/or things in their environment.

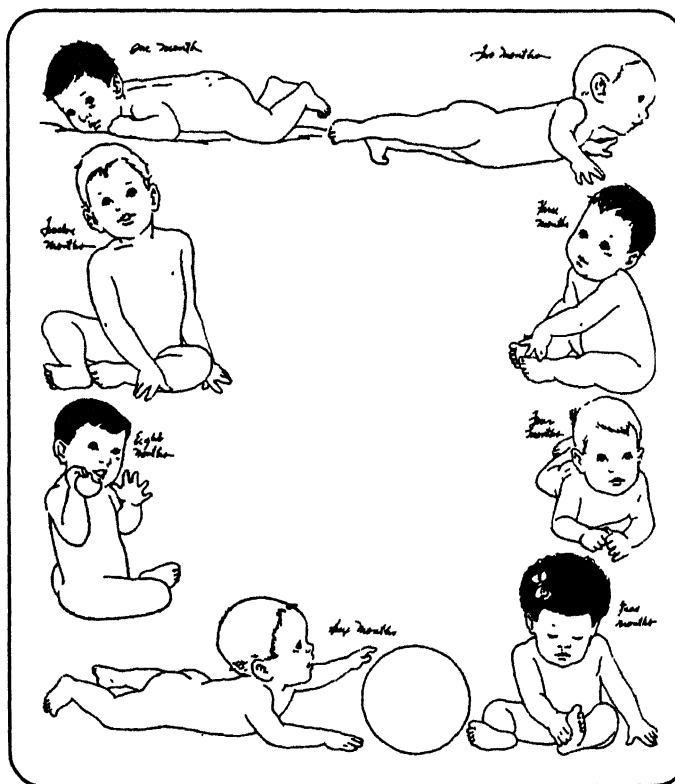
The charts on the following pages identify specific skills that babies and young children are typically able to do at certain ages. To use these charts, find your child’s age and read what children do at that age. If your child does many of the things earlier than

shown in this chart, great! If, however, your child cannot do many of the skills listed for his or her age, you should consult your pediatrician.




If your child was born prematurely, or sooner than expected, be sure to deduct the number of months born early from his or her age. A 5-month-old born 2 months early would be expected to show the same skills as a 3-month-old who was born on his or her due date.

You are the most important observer of your child’s development. You as the parent have the best chance of catching a problem and getting help for your child. Early detection can help you help your child grow up healthy and strong.

Source: Powell, J., & Smith, C.A. (1991).
“Developmental Milestones.” Extension bulletin nos.
L-834 through L-837. Manhattan, KS: Kansas State
University Cooperative Extension Service.
Adapted by: Marilyn A. Sachs, Home Economics Agent,
Williams/Defiance Counties, Ohio State
University Extension.





Age	Motor Skills	Sensory & Thinking Skills	Language & Social Skills
3 months	<ul style="list-style-type: none"> • lift head when held • lift head & chest when on stomach • follow moving object with eyes • hold hands open or loosely fisted • grasp rattle • wiggle & kick with arms, legs 	<ul style="list-style-type: none"> • turn toward bright colors & lights • turn toward sound of human voice • recognize bottle or breast 	<ul style="list-style-type: none"> • make cooing, gurgling sounds • smile when smiled at • hunger, fear, discomfort expressed • is soothed by voice or holding • anticipate being lifted • react to "peek-a-boo" games
			
6 months	<ul style="list-style-type: none"> • hold head steady with help • reach for & grasp objects • play with his/her toes • help hold bottle during feeding • explore by mouthing, banging • move toys from one hand to other • shake a rattle • pull up to a sit with help • sit with little support • sit in high chair • roll over 	<ul style="list-style-type: none"> • open his/her mouth for spoon • imitate familiar actions 	<ul style="list-style-type: none"> • babble, sing-song sounds • know familiar faces • laugh, squeal with delight • scream if annoyed • smile at herself in a mirror
			
12 months	<ul style="list-style-type: none"> • drink from cup with help • feed self finger-foods • grasp object with thumb & finger • use first finger to point or poke • put blocks in & out of container • knock two blocks together • sit without support • crawl on hands & knees • pull self to stand • walk with one hand held • stand alone momentarily • offer foot/hand to dress 	<ul style="list-style-type: none"> • copy sounds and actions you make • respond to music w/body motion • try to accomplish simple goals • look for an object not in sight 	<ul style="list-style-type: none"> • babble, sometimes sound like talk • say his/her first word • recognize family members' names • try to "talk" with you • respond to another's distress by showing distress or crying • show affection to familiar adults • show anxiety at separation from parent • is apprehensive about strangers • raise arms to be picked up • understands simple commands
			

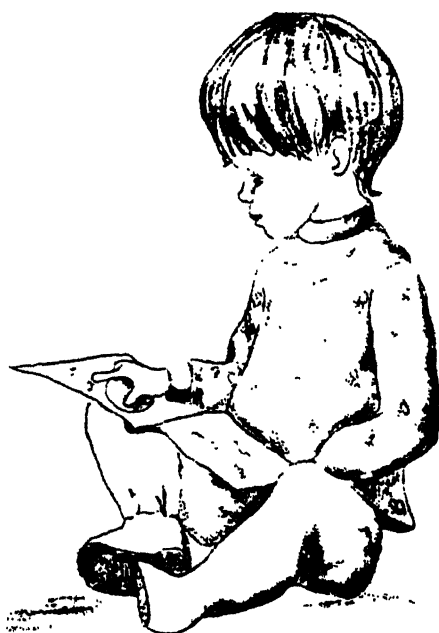


Age	Motor Skills	Sensory & Thinking Skills	Language & Social Skills
18 months	<ul style="list-style-type: none"> • like to pull, push, and dump • pull off hat, socks, mittens • turn pages in a book • stack 2 blocks • carry stuffed animal or doll • scribble with crayons • walk without help • run stiffly, with eyes on the ground 	<ul style="list-style-type: none"> • identify object in a picture book • laugh at silly actions • look for objects out of sight • put a round lid on a round pot • follow simple 1-step directions • solve problems by trial & error 	<ul style="list-style-type: none"> • say 8–10 words you understand • look at person talking to him • ask for mother or father • use “hi,” “bye,” “please” • protest when frustrated • ask for by pointing, using one word • direct attention to object or action • anxious if separated from parents • seek attention • bring toys to share with parent • act out activity in play • play alone on floor with toys • compete with other children for toys
2 years	<ul style="list-style-type: none"> • drink from a straw • feed himself with a spoon • help in washing hands • put arms in sleeves with help • build a tower of 3–4 blocks • toss or roll a large ball • open cabinets, drawers, boxes • operate a mechanical toy • pick up toy without falling • walk up steps with help • take steps backward 	<ul style="list-style-type: none"> • like to take things apart • explore surroundings • point to 5–6 parts of a doll 	<ul style="list-style-type: none"> • know several hundred words • use 2–3 word sentences • say names of toys • ask about an object • hum or try to sing • listen to short rhymes • like to imitate parents • get angry & have temper tantrums • act shy around strangers • comfort a distressed friend/parent • take turns in play with other children • treat toy as though it were alive • aware of parent approval • refer to self by name, me, mine • state desires & feelings • laugh at silly names for objects • enjoy looking at one book • point to eyes, ears or nose





Age	Motor Skills	Sensory & Thinking Skills	Language & Social Skills
3 years	<ul style="list-style-type: none"> • feed himself • open doors • hold a glass in one hand • hold a crayon well • wash & dry hands by himself • fold paper • build a tower of 5–6 blocks • throw a ball overhand • try to catch a large ball • put on shoes • dress herself with help • use the toilet with some help • walk up steps, alternating feet • walk on tiptoes if shown how • walk in a straight line • kick a ball forward • jump with both feet • pedal a tricycle 	<ul style="list-style-type: none"> • recognize sounds in environment • pay attention for about 3 minutes • remember what happened yesterday • know what is food & what is not • know some numbers • know where things usually belong • understand what “I” is • understand “now,” “soon,” & “later” • substitute one object for another • laugh at silly ideas • look through a book alone • match circles & squares • match an object to a picture • match objects with same function • count 2 to 3 objects • avoid some dangers, hot stove, etc. • follow simple one-step commands 	<ul style="list-style-type: none"> • use 3–5 word sentences • ask short questions • use plurals • name at least 10 familiar objects • repeat simple rhymes • name at least one color correctly • imitate housework & simple tasks • ask to use the toilet almost always • enjoy being read to • talk about feelings & mental states • demonstrate shame when in wrong • try to make others laugh • play with two or three children • assign roles in pretend social play • know her first & last name • understand “I,” “you,” “he,” & “she” • believe everything centers around him • answer whether she is a boy or girl





Age	Motor Skills	Sensory & Thinking Skills	Language & Social Skills
4 years	<ul style="list-style-type: none"> • feed himself • try to use a fork • hold a pencil • try to write name • draw with arm & not hand movement • draw a circle • draw a face • try to cut paper with scissors • sometimes unbutton buttons • try to buckle, button & lace • completely undress herself • brush teeth with help • build a tower of 7–9 blocks • put together a simple puzzle • pour from a small pitcher • use the toilet alone • try to skip • catch a bouncing ball • walk downstairs using handrail & alternating feet • swing, starting & keeping going 	<ul style="list-style-type: none"> • recognize red, yellow, & blue • understand taking turns • understand “big,” “little,” “tall” • want to know what will happen next • sort by shape or color • count up to 5 objects • follow 3 instructions given • distinguish between real & imaginary world • identify situations that would lead to happiness, sadness, or anger 	<ul style="list-style-type: none"> • have a large vocabulary • often talk about action in conversation • enjoy rhyming & nonsense words • use regular past tenses of verbs • use “a,” “an” and “the” when speaking • ask direct questions • want explanations of “why,” “how” • relate an experience she had • understand “next to” • separate from his parents • help clean up toys when asked • like to play “dress up” • pretend to play with imaginary objects • act out elaborate events • sometimes cooperate with other children • often prefer playing with other children to playing alone • change rules of game • try to bargain • share when asked • enjoy simple games • like moderate “rough & tumble” play • like to do things for himself • know age and town she lives in • acts as though a doll or stuffed toy thinks & feels on its own





Age	Motor Skills	Sensory & Thinking Skills	Language & Social Skills
5 years	<ul style="list-style-type: none"> • use knife & fork well • use scissors to cut on line • color pictures carefully • draw simple (imagined) figures • fold paper diagonally if shown • place clips on paper • wash & dry face by self • dress/undress by self • hang up clothes when expected to • brush teeth by self • catch tossed ball • open small padlock with key • hammer nails • walk downstairs, alternating feet • balance on one foot for 5 seconds • jump over low, narrow object • climb a ladder 	<ul style="list-style-type: none"> • know red, yellow, blue, green • want to know what words mean • recite address and phone number • understand/create stories • know sequence of reading: left to right, top to bottom • arrange 3 pictures in sequence • define ball or car, tell use • draw pictures of people, animals, objects • add trunk, arms to drawing of person • draw a cross • copy square & triangle • copy own name in large letters • rank objects short to tall • sort object by size • identify common coins • identify some letters of alphabet • recognize categories • understand “more,” “less,” “same” • understand “first” • know front/back of clothes • count up to 10 objects • identify, name numbers • think 2 halves is more than 1 whole 	<ul style="list-style-type: none"> • use 6 words in sentence • sing jingles and rhymes • enjoy riddles & jokes • use “and,” “but,” “then” to make longer sentence • use past/future tense • understand “before” and “after” • understand “above,” “below” & “at the bottom” • whisper or shout • modify language when talking to younger child • protect younger child • show concern/sympathy • invent make-believe games • organize other children for pretend play • explore immediate neighborhood • talk about emotions, preferences



MANAGE YOUR STRESS

Stress is a lot like the weather. Everyone talks about it, but no one does anything about it. It is important to manage stress because it influences how we feel, how we think, how we make decisions, and how loving and responsive we can be to our children.

Stress is real. It's a measurable reaction in our bodies that helps us get ready to fight or run away from danger. How do you know when you are stressed out?

Your symptoms may include:

- physical — headache, tired, stomach ache, jumpy
- emotional — irritable, cry easily, lose your temper.

Too much stress makes us feel:

- hurried
- powerless
- like a victim
- isolated and alone
- out of control.

The right amount of stress makes us feel:

- efficient and productive
- effective and competent
- useful
- in control
- connected.

To effectively manage your stress, you need to take control, boost your self-esteem, and keep yourself strong and healthy.

You will feel more in control if you:

- reduce your demands (learn to say "No")
- think positively (if life gives you dirty diapers, at least the plumbing works)
- set your priorities (your child and your education come first).

You can boost your self-esteem by setting yourself up for success rather than failure by doing the following:

- have realistic expectations (for yourself and your child)
- break big jobs into small parts (one day at a time)
- plan for variety (mix work and play).



You can keep yourself strong and healthy with:

- regular exercise
- a balanced diet
- sleep
- relaxation.

Remember, your child has stress, too. Shouting at your child will only increase his/her stress and your own. There will be times when nothing seems to work and you could just scream. Your child will get on your nerves until you feel like hitting. **Don't!** To help you through those times, the next page lists "Things to Do Instead of Hitting or Screaming."

Source: Temke, M., Hughes, R., & Nelson, P. (1992). Supportive connections: Rural communities and single parent families. Durham, NH: UNH Cooperative Extension. Prepared by: Marilyn A. Sachs, Home Economics Agent, Williams/Defiance Counties, Ohio State University Extension.

STRESS



THINGS TO DO INSTEAD OF HITTING OR SCREAMING

1. Think!
 2. Ask yourself what you want and/or need.
 3. Rip up old newspapers, magazines, phone books, rags and throw them around.
 4. Stomp, walk briskly, swinging your arms until anger disappears. **Don't leave young children alone!!**
 5. Punch a beanbag chair, pillow, or punching bag.
 6. Say "I'm going to scream for number of minutes." Then do it. Make angry sounds.
 7. Go out and throw a basketball against the house.
 8. Take a towel and beat on the bathtub with it.
 9. Shout "I'm so angry!"
 10. Count to 10 (or 20, or 30) in a loud angry voice.
 11. Do an angry dance. (Don't forget your war whoop!)
 12. Throw snowballs at a tree.
 13. Take a shower or hot bath to wash negative feelings away. Scream or cry.
 14. Pound on a mattress.
 15. Blow into a paper bag and then pop the bag.
 16. Play angry notes on the piano.
 17. Pull weeds with vigor, saying "I'm so mad" with each pull.
 18. Take a bucket of water and a **big** brush. Pretend the water is paint and paint the car or house with huge brush strokes.
 19. Throw rocks into a lake, river or puddle. (Don't throw at people or things.)
 20. Wrap your arms around yourself and give yourself a big hug.
 21. Keep an old doll to hit at instead of your child.
 22. Throw velcro balls at a target.
 23. Squeeze playdough or clay.
 24. Wash a sink full of dishes in hot (not scalding) water. Make lots of bubbles.
 25. Turn on the radio or stereo and exercise anger (and pounds) away.
 26. Pick up a pencil and write down your thoughts.
 27. Close your eyes and imagine you're hearing what your child hears.
 28. Call a friend or a crisis help line if none of the above work.
- Remember:** Children need to find good ways to express their anger, so let them try some of the above or work out ways that they can acceptably show their anger.

*Source: Take A Break With Your Kids,
Ohio State University Extension.*



RECOGNIZING AND REDUCING STRESS IN YOUNG CHILDREN

Adults and children alike experience stress on a frequent and regular basis. It is sometimes easier to be aware of signs of stress that occur in our own lives than those that may occur with our children.

The following list gives some of the telltale signs of stress with regard to young children:

- ◆ daydreams frequently
- ◆ has frequent nightmares
- ◆ grinds teeth during sleep
- ◆ reports proudly that he/she has hurt another child
- ◆ is preoccupied with images of monsters or other threatening figures
- ◆ has trouble with constipation or diarrhea although healthy
- ◆ is overly sensitive to mild criticism
- ◆ punishes self through slapping or calling self names
- ◆ is restless, cannot settle into an activity
- ◆ has a dull, vacant expression
- ◆ frequently acts aggressively against adults and other children.

Stress can be caused by a variety of factors. These include moving to a new school or group care situation, moving towards a new stage of development, or changes in living arrangements at home. Fortunately, there are some things that parents can do to help children deal with stress.

Parents can help children with potentially stressful situations by preparing them for changes that are going to occur. For example, if a child is going to be entering a new day-care situation, give the child plenty of time. Talk to the child about any changes that may

be upcoming at home, such as a visit from relatives or parental separation, before they happen.

Parents can act as models for appropriate ways of coping with stressful situations. When mom and dad come home from a hard day and act overly impatient with children, or speak to them in whiny, exasperated voices, children learn that these are acceptable ways of coping with stress. Parents can help children learn that they are not alone in feeling uncomfortable. Help children find words to express their negative feelings so that they will not have to be aggressive or disorganized when stressed. Help them learn to use "I" messages by using them yourself. For example, say "When you don't help put your toys away, I get frustrated and angry," not "You never do what you're told to do."

Sometimes, children cannot verbally express their fears and anger about painful stressors in their lives. Paint, clay and other art tools allow a child to express upsets and act out private feelings without hurting others.

One of the most important contributions to reducing stress that parents can make is to enhance children's self-esteem whenever or wherever possible. Simple statements such as "I really like your idea," or "You did a nice job setting the table" can do wonders for children's positive feelings about themselves.

Source: Honig, A. (1987). Stress and coping in children.

In J.B. McCracken, (Ed), Reducing stress in young children's lives. Washington D.C.: National Association for the Education of Young Children.

*By: Dr. Carol Arkin, Parent Education Specialist,
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STRESS



RELIEVING YOUR STRESS

Being a parent is a 24-hour-a-day, seven-day-a-week job. It's no wonder, then, that we find ourselves under stress some of the time! Stress is a physical and emotional response to events that stretch our ability to cope. There are several ways to ease and handle stress that parents might find useful:

- ❶ Use deep breathing for about 15 seconds. Let your breathing pace itself — don't force it. Practice silently saying "calm" as you breathe in, and "down" as you breathe out until you begin to feel relaxed.
- ❷ Use positive self-talk. Say simple, upbeat statements like "Be calm," "Take it easy," "You're okay."
- ❸ Prepare yourself for a situation you think might be stressful. Take a few deep breaths and talk to yourself before facing the situation.

- ❹ Think of a situation as an opportunity or a challenge, rather than as something stressful or something you can't handle.
- ❺ Every day, take time to concentrate on your positive qualities. Make self-affirming statements such as "I am worthwhile."

Take a few moments now to jot down some affirming statements about your positive beliefs and behaviors.

Source: Enriching Family Relationships, Cooperative Extension Service, University of Nebraska-Lincoln, June 1991.



CRYING BABIES: WHAT CAN YOU DO?

Whoever dubbed newborn babies “little bundles of joy” must not have lived with one. Nervous, first-time parents sometimes wonder what all the crying means and if they are doing something wrong.

Crying, in fact, is one of the most basic ways babies “talk” to their parents. It’s normal for babies to spend about half their waking hours crying during the first week of life. They may not settle into their own 24-hour routine until five or six weeks later.

Why Babies Cry

Understanding the different types of cries helps parents respond to them. Certain cries — like the “I hurt” one — need to be attended to immediately. The cry of a baby in pain is sudden, piercing and shrill; it stops momentarily and begins again.

Other types of cries include:

- “I’m hungry.” The cry of a hungry baby has a rhythm. Baby cries, pauses, then cries again. (And stops crying, of course, when fed.)
- “I’m uncomfortable.” A whiny, continuous cry could mean several things. Your baby might need a bowel movement or have a dirty diaper. Clothing might be too tight. Baby might be too cold or too warm, feeling tired or sick, or teething.
- “I’m bored.” The cry of a lonely or bored baby begins with a coo or gurgle and builds to a wailing cry. As a rule, it stops when a loved one appears, and often gives way to a smile.

What Can I Do?

Some techniques for calming a baby are obvious: food, medical care, diaper change, teething ring. When your baby is full, dry and healthy, you might try other calming techniques. Remember that all approaches won’t work for every baby or parent. You have to find out what’s right for you both.



Things you can try include:

- Hold the baby securely against your chest while you slowly rock back and forth.
- Wrap the baby in a lightweight blanket.
- Use a baby carrier that holds the child close to your stomach or chest.
- Look into the baby’s eyes while you sing and talk softly. Try swaying gently.
- Offer the baby a pacifier.
- Use the “noise” of a fan to provide a constant background hum. Play cassettes with the sounds of ocean, rain or a crackling fireplace.
- Take your baby for a walk outside. Talk softly about what you see and hear.
- Put your baby in the infant car seat and take a drive. The motion of the car may be soothing.

*Source: Cooperative Extension Service,
University of Rhode Island.*



DON'T SHAKE THE BABY

Difficult development phases sometimes tip the delicate balance between parents' sensitivity to their children's needs and feelings of frustration. One of the hardest childhood challenges to deal with is infant colic. Colic can turn patient, loving parents into desperate parents who feel like resorting to almost anything to get their child to stop crying.

In desperation, parents may think about shaking their colicky baby — grabbing the infant by the shoulders and vigorously shaking him/her back and forth as if, in one mother's words, "...to shake some sense into that child." Parents who would never dream of physically abusing their children will shake them because they believe shaking isn't really abuse ... or is it?

Shaking a baby may seem like an acceptable way of dealing with a difficult child, but shaking is a form of child abuse. It can result in permanent, severe injuries. Roughly shaking a baby can cause bruising of the brain, which can result in brain swelling, bleeding and permanent brain damage with physical and mental disabilities. Infant shaking also can damage the baby's delicate eyes. Detachment and scarring of the retina can occur, which can cause lasting visual problems, including blindness.

Shaking a baby does not in any way make the baby feel better, or stop the crying. In fact, shaking a distressed infant will only make the baby more irritable and distressed.

Colic is extremely frustrating, both for parents and babies. Parents with a colicky baby need to talk to their physician about possible solutions to the problem. They should try to find a friend or relative to give them some 'relief' time — to take a walk or some other activity to take their minds off their child's incessant crying.

***Remember, babies are for hugging,
not shaking.***

Sources: Dykes, L.J. (1986). The whiplash shaken infant syndrome: What has been learned? ; Child Abuse and Neglect 10, 211-221.; Schmitt, B.D. (1987). Seven deadly sins of childhood: advising parents about difficult development phases. Child Abuse and Neglect 11, 421-432.

*Prepared by: Tamera Rubenstein, Graduate Associate,
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WHY WON'T HE LISTEN TO ME?

Some disobedience is a healthy sign. It comes with a child's curiosity, enthusiasm, new skills, new friends, changing emotions.

But that's not to say disobedience should be ignored.

As part of the family, your child has to learn the rules of the game. He has to understand other people's expectations and limits. He has to get along in cooperation with family and friends.

Much of this self-control is learned from other children. Some is learned at home. No one can tell you precisely how to encourage your child's self-control, but there are some basic principles.

Guides to Self-Control

① A child's healthy development depends upon your obvious love. This should be at the heart of all family relationships.

Your child needs encouragement to develop self-control. Sharing time and activities with a youngster helps to build a solid foundation of affection and trust. Time for story-telling, a game of cards, even setting the table.

When you must correct or criticize, talk about what you did. Say "That was a bad thing to do," not "You're a bad boy."

② A child's boundaries change year to year. Every child tugs and pulls to find out just what her limits are. In early years she may fight bedtime or limits on play. Later it's homework. Once she's a teenager, she's particularly anxious to run her own life.

Be friendly and fair. Trust her within the limits you set. She'll moan and complain, and although she won't show it, she'll appreciate that you care enough to make rules.

③ Firmness with kindness is the best approach. Yelling and shouting bring only more yelling and shouting. If you expect cooperation, you're more likely to get it.

④ Set a good example. If your attitudes and behavior show little self-discipline, you can't expect much better from your child.

If your clothes are all over the floor, why should his be in the closet?

Routines and Freedoms

By the time your child starts school, she should have a daily timetable of what's expected of her: breakfast time; lunch time; school time; dinner time; bedtime; and daily routines of washing, brushing teeth, making the bed and taking out the garbage.

It helps to pin this schedule on a wall near her bed or on a kitchen notice board.

Give her some freedom to choose her own friends, movies, records, clothes, and ways of spending her own money. She may make mistakes but she will learn from them.

Avoid battles by planning ahead. Children have little understanding of time. When you call, "Lights out in ten minutes," you give her a chance to see the end of her television program or finish a chapter in her book.

Disobedience and flare-ups sometimes grow out of boredom, loneliness or fatigue. If your family works together to understand and enjoy each other, you'll be better able to handle emotional upsets.

Be Firm — But on His Side

Avoid nagging. Your child only learns to tune out. Bribes seldom work. In fact, your child may soon be a shrewder bargainer than you.

Threats are ineffective; the youngster may call your bluff.

Avoid harsh spankings; they only lead to resentment and more disobedience. Be realistic and make sure the child knows you are on his side.

What to Do When You Blow Your Top

We all lose our tempers now and then. If it happens rarely and you deal with it at the time, the incident can be quickly forgotten.





Talk openly about your feelings and why you are angry. Try to explain how you, as a parent, have learned self-control: taking a walk to blow off steam when you're angry; doing unpleasant chores first so you have more time for hobbies

Two Important Words: Love and Limits

Self-control is an important quality for every child. But the learning process can be exhausting.

When the going gets rough, remember this: Love him and limit him. His boundaries are gradually relaxed to give him more and more freedom of choice, but at all times there's plenty of family love.

It's a pretty good way to develop a healthy personality.

*Source: National Mental Health Association, 1-21
Prince Street, Alexandria, Virginia 22314.*



COPING WITH A STRONG-WILLED CHILD

Being strong-willed is a good character trait. Some of the greatest achievements to humankind have come from strong-willed people. However, living with a stubborn person can be a headache. Living with a small stubborn person, one who opposes your every wish or command, can be an even bigger headache. Here are some suggestions about how to handle children's stubborn behavior:

- ☐ Avoid all unnecessary demands. Don't ask children to do something that you're not prepared to carry through on. If you wish they would do something, but don't absolutely require it, give a choice. Children with choices are less likely to be stubborn. If they perceive the choice is a real one they might even choose what you want. Example: "I'd really like you to be at circle time, and I hope you'll choose to stay, but if you want to leave you may sit quietly over there and look at a book."
- ☐ Try not to issue challenges. Often you can make a demand as a positive statement rather than an order. "Feet belong on the floor" rather than "Get down off the table."
- ☐ When you do make a demand that you know is for the children's best interests, be very clear about what you expect, and be prepared to insist. "You may not throw the toys. I will stop you if you continue."
- ☐ Once you've enforced a demand, let them express their displeasure, but don't let their protests bother you. If you give a lot of attention to protest you

teach them they can gain attention through fussing. Acknowledge the feelings briefly with something like, "I know you're unhappy about this"

- ☐ Don't allow children to manipulate you with their protests. If you give in to their refusal to do something you are teaching them that if they make a big enough fuss they can get their way.
- ☐ Don't try to rule by fear. Gentle, persistent firmness works better. Threatened children often become even more stubborn.

It helps to recognize that stubborn behavior is normal. It occurs naturally when children are denied, yet they must learn to accept other people's ways and wishes, as well as control their own. This won't happen overnight — in fact it takes some people years.

It's easier to be around children who go along with what you want, but is that really your goal? After all, you want children to question now and then, to use their own heads, to make their own decisions, to take a stand on things they believe in. The problem when this occurs in the early years is that they don't always know what is best for them, and they aren't able to sort out the important issues from the minor ones. Once they learn both those lessons, stubbornness can be a valuable trait.

*By: Dr. Carol Ford Arkin, Parent Education Specialist,
Ohio State University Extension.*



TOILET TRAINING

A common mistake that many parents make is trying to toilet train their child too early. This frustrates both the parent and the child. Usually, a child is not physically able or mentally ready to control bowel and bladder movements until age two or older. Beginning before the age of two frequently sets the child (and the parent) up for failure.

Use the following guidelines to help you make decisions about toilet training your child:

Begin when the child is ready.

Your child is ready when he or she can walk alone, sense his or her bowels are full, let you know when he or she has this feeling, understand what you want him to do, and show interest in being clean and dry.

Use proper words to describe the process.

Use words such as "bowel movement" or "BM," and "urination" or "pee-pee." Encourage your child to use these words, too.

Provide a potty chair.

When your child begins to show an interest in toilet training, provide a child-sized toilet (potty chair) that your child can manage. Get him/her to sit on it several times a day. Have him/her sit on it at his/her regular elimination time, usually after breakfast. Empty the soiled diaper contents into the potty chair as an example.

Use training pants.

Training pants can be used when the child has successfully used the potty chair for a few weeks.

Bladder control usually takes longer than bowel control.

It happens sooner for girls than boys, and happens sooner for daytime than for nighttime.

Wash up.

Good bathroom habits begin early. Teach your child to wipe from front to back after a bowel movement, and to wash hands after using the potty chair.

Be patient.

Control of bowel and bladder movement takes time and practice. Don't expect too much too soon. Be prepared for setbacks.

Set limits.

Your child must learn the proper time and place for elimination. Learning control of elimination helps a child learn self control in other behaviors.

Accidents will happen...

... when a child is tired, excited, ill, busy or under pressure. Be sensitive and helpful when this happens.

Share in the success.

Sharing pride with your child at his/her success will increase his/her independence and self-confidence, and encourage him/her to try new things.

Sources: "Developing Toilet Habits," (1990) Ross Laboratories. Dinkmeyer, D. & McKay, G.D. (1989); Parenting Young Children. US: American Guidance Service, Inc.

Prepared by: Marilyn A. Sachs, Home Economics Agent, Williams/Defiance Counties, Ohio State University Extension



DISCIPLINE ISSUES: TIPS FOR POSITIVE LIMIT-SETTING

Loving parents recognize the importance of nurturing their growing children's self-esteem and self-confidence. They also want the family to enjoy their time together. Working parents may be especially concerned about keeping the time they have with their children positive. Yet conflict or problem behaviors inevitably occur. How can parents set limits while keeping the atmosphere in their home loving and positive?

According to Nancy Samalin, author of *Loving Your Child is Not Enough: Positive Discipline That Works*, parents can respect children's feelings and still be strict about their behavior. She offers the following suggestions for setting limits in a positive and effective manner.

Keep the Message Simple

Sometimes parents have a hard time setting limits on themselves! When a child does something that we don't like, it may be tempting to go on and on about it. Ms. Samalin gives the example of responding to a child who has just tracked mud across the kitchen floor with "How many times have I told you to take your boots off on the porch? Look at the mess you've made! I don't have time to spend mopping up floors after you."

The child most likely will tune out the parent who goes on and on after just a few words. With a lengthy response, the parent also moves from corrective information about the situation to criticism of the child. Simple messages without criticism work better. Ms. Samalin suggests trying the "one-word rule" to learn to give brief messages. In the case of the child tracking mud, for example, the parent might simply say, "Boots!"

Pick Your Battles

Keep the atmosphere at home positive by deciding which behaviors are really important to limit. Children also may tune out limits that come in the middle

of a string of directions.

During quiet time by yourself, write down a list of behaviors you really can't tolerate. Think the list over and be sure you have identified things that are important to you. A list may help you keep perspective when you are tired or in a rush and are tempted to snap at your child about something minor.

Natural Consequences Can Help Your Children Learn

Sometimes children may learn better from the consequences of their actions than anything you might say or do. A child who dawdles when called to dinner may find his food cold. Clearly this strategy should not be used for consequences that are harmful; you don't want your child to learn to stop standing on the back of a chair by falling. On the other hand, children may learn to put clothes in the laundry without any lectures from you if they are unable to wear a favorite item because it is crumpled under the bed instead of freshly laundered and hung in the closet.

Avoid "Red-Flag Words"

According to Ms. Samalin, beginning a sentence with "you," "it" or "why" is like waving a red flag. You signal an attack on the child rather than information about what needs to be changed in the child's behavior or the situation. Instead of "You never clean your room," try "Please clean your room before bedtime today."

"If" signals a threat. "If you don't clean up your room, you can't watch any TV this week." Threats create undesirable power-plays between you and your child ("Do it my way or else") or they may be ignored.

"Why" signals a broad, personal attack. "Why can't you listen to me?" "Why don't you ever clean up your room." These statements criticize without teaching. Instead, simple statements about specific behaviors help children learn without feeling bad about themselves.



Give Choices

We all, parent and child alike, need some freedom in what we do. You can help your child learn and encourage cooperation by offering choices. Be sure you are offering options you can live with — only give choices when you are willing to follow through with the child's selection.

Children do best with simple, limited choices. Instead of "How do you want to help me get dinner ready?," ask "Do you want to set the table tonight or empty the dishwasher?"

Genuine choices involve two alternatives the child might prefer. A "choice" between something you want your child to do and something the child won't like isn't really a choice at all. Ms. Samalin reminds parents that a so-called choice of "I want you to walk the dog right now, or stay home from the movies tonight" is really a threat.

Involve Your Child in Problem-Solving With You

Problem-solving together both helps resolve immediate conflicts and helps your child learn skills for the future. Ms. Samalin suggests saying, for example, "I don't want to have to yell at you every morning to get you out of bed. Let's think of some other way to do it."

If your children are bickering over a toy, you might engage them in working together to resolve the conflict: "Megan and Amy, it seems like you both want to play with that doll right now. How can we work this out?"

Source: Samalin, N. How to discipline without nagging, lecturing, blaming. Work and Family Life, February 1991.

By: Dr. Carol Ford Arkin, Parent Education Specialist, Ohio State University Extension.



TIPS FOR BUILDING CHILDREN'S SELF-ESTEEM

How can parents and professionals help ensure that children will be responsible for their education, leisure time use and overall well-being? Dr. Robert B. Brooks, Assistant Professor of Psychology at Harvard Medical School, believes that adults can help by fostering children's self-esteem. And he says that children will have greater self-esteem if they feel a sense of ownership and responsibility for their experiences.

Many children don't have that feeling. "They think in terms of 'I have to go there. I have to do this, I have to do homework'," Brooks says. It is important to their success and self-esteem that they feel they have a personal, vested interest in their activities. He offers three tips for fostering self-esteem.

Freedom to Make Mistakes

One roadblock to feeling vested is not having the freedom to make mistakes. Brooks wishes that adults would admit that they make mistakes and talk about the nature of making mistakes — the fear, the intimidation and what it does to people. He says it is fear that interferes with emotional development and with trying new things.

Brooks recommends that adults ask children what they think are appropriate actions to take when people make a mistake. "Ask them, should we insult them and make fun of them?" Chances are children will answer no. An open discussion of their fears can serve to teach children that mistakes are normal and are part of learning.

Children with good self-esteem seem to believe that mistakes are experiences to learn from rather than be defeated by, he notes. Children who do not perceive mistakes that way feel helpless, Brooks says. Thus, their mistakes really do turn out badly. "They become class clowns, class bullies, they retreat, they use drugs, they

become self-destructive. It's learned helplessness — that feeling that regardless of what I do, I cannot bring about positive change."

Making a Contribution

Self-esteem stems from feeling valued. "Many children and adolescents are drowning in a ocean of inadequacy. They feel they are not competent," Brooks says. "I believe every child in the world has at least one small island of competency, one area which can serve as a source of pride." Finding that island of competency and offering ways for children to contribute can help them build self-esteem. "The feeling that you are contributing is very powerful," he says.

Brooks tells about a little boy who sat in the bushes every day and refused to go into the school. The boy said he liked bushes better than he liked school. Says Brooks, "I had a choice of either getting into a debate about the relative merits of bushes versus school, or I could find his island of competence, so I asked what he enjoyed doing."

The boy said that he really like caring for his pet dog. Soon the school principal invited the child to care for the school's pet rabbit. "This kid who thought he had nothing to contribute wrote a manual on taking care of pets," says Brooks. "By the end of the school year this kid had lectured to every class in the school, and he told me the bushes were not exciting any more."

Giving a Choice

A third strategy for fostering self-esteem is giving choices. "Anything can be a choice," Brooks points out. "Anything can be a decision. I read one article that said if you give kids a choice of writing in blue ink or black they'll write more than if you just tell them to write."

Children surely will not develop a sense of ownership and responsibility if other people always decide what children will do and when and how they'll do it. Real choices, appropriate to children's ages, also permit them to experiment, make mistakes and learn in non-threatening situations.



Source: Issues & Updates, November, 1991, CES, South Dakota State University.



100 WAYS TO SAY “VERY GOOD”

You're on the right track now! You are very good at that. That's the best you have ever done. I'm happy to see you working like that. Nice try! That's the way to do it. I knew you could do it. Now you've figured it out. Now you have it. **Outstanding.** Keep working on it, you're getting better. You're really working hard today. You're a great help! You're getting better every day. You're really growing up! You figured that out fast. You're a real prince (or princess). You did that very well. Nice going. That's a kind thing you did. Keep it up! **Super!** You make it look easy. When I'm with you I feel like singing! I sure am happy you are my child. That's my boy! That's my girl! I'm very proud of you. I'm proud of the way you worked today. You can do it! You'll do better next time! I think you've got it now. Keep on trying! You've got that down pat! Good thinking! You are doing that much better today. You've just about got it. You're really going to town! You're really improving. I love you! **Superb!** That's much better! That's really nice. I like that. **Fantastic!** That's right! You must have been practicing! I appreciate your help. One more time and you'll have it. **Sensational!** Nobody's perfect. You certainly did well today. You're doing beautifully. Congratulations! That's quite an improvement. That's a masterpiece! **Excellent!** That's the best ever. You're doing fine. You are learning fast. **That's It!** Couldn't have done it better myself. You really make being a parent fun.

Terrific! You did it that time! You haven't missed a thing. Now you've figured it out. That's the way! **Dynamite!** Keep up the hard work. Nothing can stop you now! Good for you! You've got your brain in gear today. **Wonderful!** You did a lot of work today! Nice going. Now that's what I call a fine job! It's a pleasure to be a mommy (or daddy) when you work like that. You just about mastered that! Right on! Good remembering! You are really learning a lot. You've got a great future! **Fine!** You're doing the best you can! **Tremendous!** You out-did yourself today! **Perfect!** You remembered. Now you have the hang of it! **Great!** Well, look at you go! That gives me a happy feeling. That's a friendly thing to do! **Clever!** You're like a beautiful (name object), (name child). Way to go. **Marvelous!** You're beautiful. **Congratulations!** You got (name behavior) right. **Lovely!**

Source: Smith, C.A. (1990), I'm Positive: Growing up with Self-Esteem. Manhattan, Kansas: Kansas State University, Cooperative Extension Service.



USING CHILDREN'S LITERATURE TO STRENGTHEN FAMILIES

*You may have tangible wealth untold:
Caskets of jewels and coffers of gold.
Richer than I you can never be —
I had a Mother who read to me.*

*"The Reading Mother"
by Strickland Gillilan*

Time is a precious gift we can offer our children. Expensive toys and special favors can never replace the simple, loving presence of a parent. Books provide us with an opportunity to share a special moment with children. When we've read an enjoyable book and become involved in the story, time seems to stand still. As we read, the child within us emerges to meet the child next to us, to share in a common delight. This is an exciting moment, a time when deep and affectionate relationships are nurtured.

Reading good books with children can strengthen the relationship between parents and their children. Most children love the feeling of warmth and security that comes from snuggling up to their mother or father while listening to a story. This physical contact, combined with the pleasurable sound of the parent's voice and the lure of a delightful plot, makes a story special.

Good books can also answer children's questions. At some time in their lives, children will face such issues as death, separation from parents, anger, and loss of friendship. A story can respond to these concerns and give children a sense of hope and mastery over life's challenges.

Parents can also use books to introduce ideas and values they

want their children to share. Perhaps we would like to affirm the values of kindness, acceptance of others and their feelings of family togetherness. Instead of simply telling our children to value these ideas, we can read a story that captures their imaginations and allows them to discover these values for themselves. By relating to the story characters, children can experience the feelings, struggle with problems, and rejoice with the successes.

Parents should remember that children respond individually to a story. They will draw their own conclusions from what they hear or read.

Because of their unique needs and backgrounds, each child remembers something different from the same story. A good story will have some message for all who listen.

The impact of a book is not limited to the time it is read. Reading a story can be one part of an overall strategy for introducing a value or idea to our children. We could introduce simple activities that encourage children to consider what is special within themselves and others. Used in this fashion, books become an important part of family life.

Reading books to young children can also have an effect on their beginning reading skills. When they





hear a story, children begin to associate what is spoken with what is written. They can discover that letters represent sounds that form words. They also begin to gain a longer attention span by remaining with the story from beginning to end. In addition, books introduce a rich vocabulary and manner of expression to supplement what children learn during everyday conversation. When children are read to regularly by an adult who enjoys the experience, they will discover the magic of printed work and will gain a respect and affection for books.

In summary, books can answer children's questions, introduce ideas valued by parents, and promote language and reading skills while strengthening family relationships.

Home Practice

- Plan a trip to the library with your child.
- Help your child get a library card if he/she doesn't already have one.

- Set aside a family story hour.
- Set aside a special time every day for reading.

*References: Trelease, J. (1989). The New Read-Aloud Handbook. New York, NY: Peagala Books; Satto B. and Satto S. (1974). How to Play With Your Children and When Not To; Lloyd J. and Marzolla, J. (1974). Learning Through Play; Foat, C.L. and Smith, C.A. (1981). Once Upon a Mind. Manhattan: Kansas State University Cooperative Extension Service.
Prepared by Cindy Hoover, Perry/Morgan County Extension Agent, Home Economics.
Ohio State University Extension.*





DRESSING YOUR TODDLER

It's 7:45 a.m. and the only thing left to do before you start the day is to get your toddler dressed. By 8:15, your child is dressed and the two of you are out the door for the day. You also are drenched with sweat, cranky and exhausted.

Dressing a toddler can be challenging. For some parents, it's a long process of retrieving the child ... getting her pajamas off ... fetching her back because she ran across the room while you sorted out shirt sleeves ... getting the shirt on ... watching in helpless frustration as she dashes off again while you prepare the pant legs ... and so on. For others, it's a matter of getting his second wiggling, squirmy arm into the shirt before the first one comes out again. Still others may face a resolutely independent child who does not need your help in getting dressed, thank you!

This is a stage and you will survive it. In the meantime, here are some tips that may ease the dressing process.

Think about dressing from the child's perspective.

How would you feel if someone larger and stronger than you suddenly swooped you up without warning, restrained you and began pulling shirts over your head or forcing your arm into sleeves? Your nose, your ears and your dignity are jolted and you've been taken away from whatever you wanted to do just then.

Taking a child's view can help you solve special problems, too. Are the clothes itching your child? Is she feeling frustrated about something else this morning? Am I distracted and only paying attention if he resists getting dressed?

Keep dressing time positive.

Try to break out of any negative patterns you may have gotten into around dressing. Begin the process with something fun, like a brief shake-your-legs warm-up dance. Give your child a hug before you start. Try playing music and doing a "dressing dance." Or shake the clothes so they "dance" before they go on.

Sing as you dress. Turn the old nursery rhyme "This is the way we wash our clothes" into a dressing song

.... This is the way we put on our pants. .. socks ... sweater.

Let your child be a partner in getting dressed.

Let your child make simple, concrete choices. It may not work if you ask him "What do you want to wear today?" It can help, however, to offer choices such as "Do you want to wear the red or blue shirt?"

Give your child a role in getting dressed. Ask her to find her shirt sleeve. After you get his pants started, ask him to pull them all the way up.

Give simple, step-by-step directions.

When you give your child a role, be sure to provide easy-to-follow directions. A befuddled toddler may respond to a request to "put on your jacket" with a dash across the room.

You may have to stop to remember that what seems like one direction to you actually involved a number of steps. Break the steps down for your child. For example:

"Let's get your jacket on. I'll lay it down on the floor. Now you can stand with your feet by the hood. Bend over and put your arms into the sleeves. Now stand up and flip it up and over your head. It's on! Good work!"

Give lots of praise and encourage your child's own pride in cooperating.

Let your child know that you feel good about working together to get his clothes on. Emphasize, too, your child's own sense of accomplishment. You might try saying things like "Wow, you found your sleeves yourself and pulled your shirt down. Looks like you feel happy about doing your own shirt."

*Source: Kleinsinger, Susan. Dressing toddler a hassle? Add fun and games? Work & Family Life, Sept. 1991.
By: Dr. Carol Ford Arkin, Parent Education Specialist,
Ohio State University Extension.*



TOYS AND PLAY

Play is the means by which children make sense out of their world. If play is the child's work, then toys are the child's tools. Through play, children learn and grow: physically, mentally, socially.

As a parent, you are responsible for the development and safety of your child. It is through you, your child's first "toy," that he or she will learn about the world. Through you, he/she will learn:

- the world is safe ... or dangerous
- that s/he is important ... or unimportant
- that people are trustworthy and caring ... or neglectful and not to be trusted
- that s/he can control the environment ... or not.



Toys provide the opportunity for children to master and control their environment and to create imaginary environments. Toys help children:

- use their bodies
 - develop social skills
 - develop language skills
 - learn about the world by listening, looking, touching, feeling, tasting
- begin to solve problems by doing what is necessary to get what they want.

A parent choosing a toy for a child must consider several things. A good toy should be:

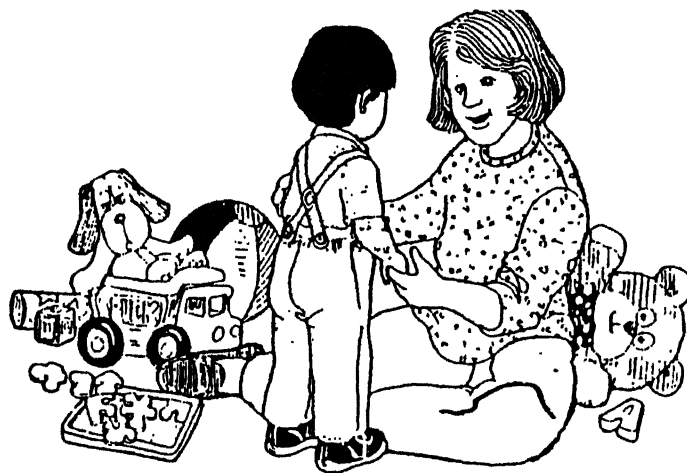
- appealing and interesting to the child
- suited to the child's abilities
- suited to the child's mental and social development
- well constructed, durable and safe for the child's age.

Parents can be involved with children in play by playing with them, by observing the child's skill levels and interests, by playing along at the child's level, and by playing a little above the child's level to challenge the child.

Supervision is essential and safety is your responsibility. To be sure your child is safe playing with toys, use recommended age labels. The age labels are put on the toys for your child's safety. Consider ages of other children in the home. If there are children under age 3, avoid toys with small parts. Choose electric toys with heating elements only for children over age 8. Make sure baby toys are too large to fit completely in an infant's mouth. Make sure toys are too large to swallow if a child still chews on them. Check for sturdy seams and securely fastened parts. Look for "machine/surface washable" labels on stuffed and cloth toys. Be certain that arrows and darts have blunt ends, securely attached.

*Source: Dr. Brian Sutton-Smith, Research Consultant,
Toy Manufacturers of America.*

*Prepared by: Marilyn A. Sachs, Home Economics Agent,
Williams/Defiance Counties,
Ohio State University Extension.*

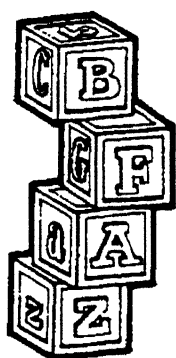




PLAY AND TOYS FOR THE FIRST SIX YEARS

The following chart is a map of the paths of development that children and parents can follow in play. The toys are vehicles for “travel” and the parent is the guide. Have fun!

Child's Age Level	Operation Being Tested, Being Believed In & Being Learned During Play	Appropriate Toys	Play & Games That Parents Can Introduce
0-18 months	Manipulation of objects (mouth play and hand play) Exploration (pushing buttons & pulling levers) Fitting things together Interpreting things	Rattles Pounding & stacking toys Squeak toys Floating tub toys Picture blocks Strings of big beads Crib-gym exercises Push-pull toys Small take-apart toys Nested boxes or cups Stacking toys & rings Books with rhymes Pictures, jingles Musical & chime toys	Make funny faces and noises Let baby play with your fingers, hair & jewelry Play “pat-a-cake” Play “peek-a-boo” and hiding games Make mirror faces Do gymnastics (bounce on bed & bounce on knee) Dance with & sing to children Give rides on your stomach Play at “losing and finding” things



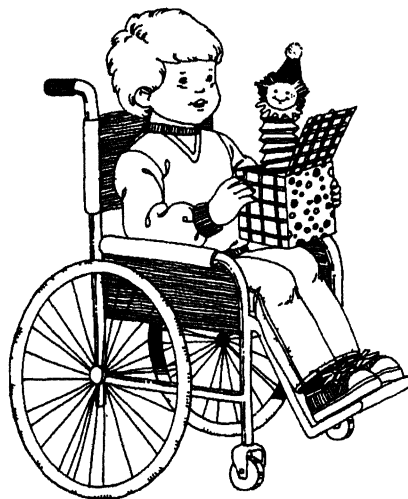
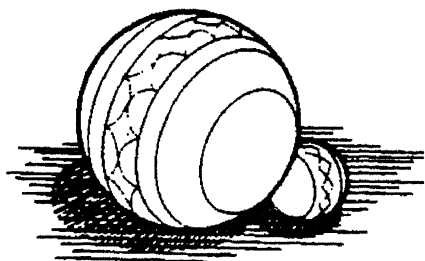


Child's Age Level	Operation Being Tested, Being Believed In & Being Learned During Play	Appropriate Toys	Play & Games that Parents Can Introduce
18 months to 3 years	Learned during play Directing vehicles Directing objects Organizing play Organizing play worlds Simulating other people and creatures Solving problems Representing things Constructing things (connecting similar objects)	First tricycle Ride-on toy to straddle Wagon to get into Hobby horse Push-pull toys Sandbox toys Balls Blocks of all sizes & shapes Wading pool/sandbox Child-size play furniture Play appliances Utensils Homemade materials Doll furniture Simple dress-up clothes Stuffed animals Dolls Simple puzzles Games Take-apart toys with large parts Clay & modeling dough Large crayons Blackboard & chalk Simple musical instruments Finger paints Non-electric trains Blocks Tea sets	Pretend play (create traffic jam with toy cars) Play tag, bounce, catch & empty-fill games Hide things, "lose" things & let children hide things from you Build something from blocks Misname things & play "guess what it is" Tell stories & let children supply missing words Reverse roles (you be the powerless one) Play follow-the-leader Play guessing games Act out stories Let children imitate your activities (such as washing up & cleaning house)





Child's Age Level	Operation Being Tested, Being Believed In & Being Learned During Play	Appropriate Toys	Play & Games that Parents Can Introduce
3–6 years	Creating play worlds Creating modern environments Moving confidently through space Understanding media	Additional dress-up outfits Bathing & feeding dolls Puppets & theaters Store-keeping toys Toy phone & toy clock Play houses Housekeeping toys Toy soldiers Farm, village & other play sets Small trucks, cars, planes & boats Simple construction sets Domestic toys Trains Race-car layouts Larger tricycles Other wheeled toys Sleds Wagons Backyard gym sets & jungle gyms Records Tape recorders Radios Printing sets Coloring books Sketch pads Story books	Reverse roles Make-believe telephone conversations Play hide-and-seek Improvise characters doing routine things Practice motor skills with card and board games Play games of courage (with children, in water & climbing) Dance and do gymnastics Mimic animals & people Use hand puppets with different voices Listen to & talk about dreams Tell “what if” stories Act out fairy tales



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FEEDING BABIES FROM BIRTH TO ONE YEAR



Baby's Age	What Baby Can Do	Food to Offer	Feeding Behaviors
Birth to 5 months	Swallows liquids but pushes most solid foods from mouth.	Breast milk or formula, water	All babies, even newborns, give tiny signals to let you know what they want. Watch the baby and learn the signals.
4 months to 6 months	Pulls in a spoonful of pureed or strained food and swallows it without choking. Uses whole hand to bring objects to mouth.	Breast milk or formula, water, strained or pureed foods from a spoon (cereal, strained fruit, or vegetables). Large finger foods, like crackers, toast or zwieback, that will dissolve in the mouth.	Shows desire for foods by opening mouth and leaning forward. Shows disinterest by leaning back, turning away and pushing bottle or spoon away.
5 months to 9 months	Begins to eat mashed foods. Eats from a spoon easily. Sits in a highchair. Begins to use thumb and finger to pick up food.	Breast milk or formula, water, juice from a cup with help. More solids from a spoon (mashed fruit, cooked mashed vegetables, tender meat), smaller sized finger-food.	Shows desire for table food by trying to join in when others eat.
8 months to 12 months	Begins to eat ground or finely chopped food. Begins to put spoon in mouth. Begins to hold cup, eat chopped food and small pieces of soft-cooked table food.	Breast milk or formula, water, more solids (meats, mashed table foods), soft table food that can be finger-fed. Some babies may start on whole milk.	May begin to lose interest in bottle or breast. Will drop or play with food to show fullness.



Keep Feeding Time Safe and Healthy

- Hold baby for all feedings. Do not prop bottle.
- Honey should not be fed to any infant under age one year. It can cause botulism in infants.
- Feed all solids from spoon. Do not put solid foods in bottle.
- Stay with babies who are eating.
- As teeth erupt, clean them with a soft cotton cloth.
- Do not offer juice or sweetened liquids from the bottle.
- Because of danger of choking, do not give foods in “rounds” like cross-cut carrots, hot dog rounds or grapes. Also, do not give nuts, chunky peanut butter, or peanut butter on a spoon.
- Do not add fat, salt, or seasonings to the baby’s foods.
- Do not let the baby sleep with the bottle or carry the bottle around between meals. Have baby sit up for meals and snacks.

Develop Good Feeding Habits

- Feed on baby’s schedule, not yours. Let baby determine how much is eaten; don’t force.
- Respect baby’s food likes. Allow baby to touch food.
- Be aware of baby’s signal for hunger and fullness.
- Allow baby to make a mess when eating. Allow finger-feeding.
- Talk to the baby about the foods eaten. Include the baby in family meals.
- Be an example. Babies learn about food from you.
- Use child-sized plates, cups and utensils.

*Source: Ohio State University Extension.
Prepared by: Barbara A. Rohrs, Home Economics Agent,
Defiance/Williams Counties,
Ohio State University Extension.*



FEEDING TODDLERS AND PRESCHOOLERS

Child's Age	What Child Can Do	Appetite	Feeding Behaviors
One year	Holds cup and drinks with some spilling. Brings filled spoon to mouth, turning the spoon over. Enjoys finger-feeding.	May eat poorly at some meals. Will eat well during other meals.	Favorite bottle is at evening. May refuse milk from cup. Begins showing definite food preferences.
Two Years	May eat without help.	Fair to good. Noon meal usually the best. The appetite may not be the same at all meals. Change in appetite may be related to change in growth. As growth slows the child may eat less.	Fussy, hard to please. Food jags and refusals occur. Likes whole pieces. Aware of and knows certain shapes, tastes, colors, (especially red and yellow). Can name foods and expresses likes and dislikes.
Three years	Feeds self. May help with simple jobs.	Fairly good. Less changeable than before.	Eats well. Enjoys sharing conversation during mealtime; prefers meat, fruit, milk, dessert. Will eat vegetables raw better than cooked. Likes crunchy foods.
Four Years	Verbally starts to help plan menus. Helps set table. Begins to spread foods with knife.	Fair. Drinks rapidly and well.	May eat slower. Food jags. Shows definite likes and dislikes.
Five Years	Feeds self well.	Very good. May desire more food than can eat. Favors snacks more than meals, especially at bedtime.	Food jags continue. Tries new food. Raw vegetables preferred.



Keep Feeding Time Safe and Healthy

Age one & two years

- Hold child for all bottle feedings. Do not prop bottle. Do not permit child to go to bed with bottle or to run around with bottle (a bottle of plain water can be taken to bed.)
- Because of danger of choking, do not give foods in "rounds," like cross-cut carrots, hot dog rounds or grapes. Also, do not give hard candies, nuts, grapes, or peanut butter on a spoon to children under four.
- Limit sugar and sugar containing foods and drinks, especially very sticky foods.

Age three years

- Provide nutritious and dentally safe food for snacks.



Ages four and five years

- Have child help in simple food preparation tasks such as measuring, mixing, pouring and washing. (sandwich preparation, setting table, etc.)

Develop Good Eating Habits

Age one & two years

- Introduce new foods one at a time.
- Serve the new food with familiar food.
- Talk about the new food.
- Let the children see you eat and enjoy it.
- Encourage children to taste the new food. If rejected accept the refusal and try again in a few weeks.
- Find out what is not liked about the new food. Often the food will be accepted if prepared in another way.
- Do not withhold foods as a punishment or give foods as a reward. By refusing to give children dessert until they finish their meals you are saying that dessert is the best part.
- Use positive encouragement.
- Use hugs, smiles, or praise instead of food. Share extra time with child.

Age three & up

- Continue finger foods, mini foods (e.g. silver dollar pancakes). Sandwiches, cut in quarters, cookie cutter sandwiches.

*Source: Ohio State University Extension.
Prepared by: Barbara A. Rohrs, Home Economics Agent,
Defiance/Williams Counties,
Ohio State University Extension.*



MAKING BABY FOOD

When your baby is ready to eat solid foods, you may want to prepare some of them yourself at home for convenience and to save money. There are, however, several precautions you must take.

- ❶ Most regular family food is not suited for babies because it contains salt, sugar, fat and spices. So, remove your baby's portion before adding these extras.
- ❷ Food must be prepared under strict sanitary conditions. Always wash your hands thoroughly in hot, soapy water and check for cuts and hangnails before beginning. This will help prevent possible infections.
- ❸ Keep equipment spotlessly clean by washing in hot, soapy water, then rinsing under hot, running water and air drying. Do not dry with a towel.

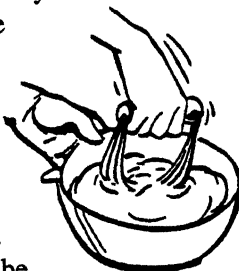
Cooking the Food

Steaming — One of the most effective methods of cooking, steaming preserves vitamins and minerals, especially in vegetables. Use a colander, sieve or steam basket to hold the food above boiling water, allowing vegetables to cook in the rising steam.

Boiling — This is an acceptable method of cooking fruit and vegetables, but use as little water as possible because water-soluble nutrients will dissolve in the cooking water. Use some of the cooking water to thin the pureed food to eating consistency.

Roasting and Broiling — Both of these methods may be used to cook baby food, but you will probably have to add some liquid to make it smooth and edible. Add either a little meat broth or formula to help puree the food.

Microwaving — This is also a good method of preparing food, especially vegetables, which may be cooked quickly and in small amounts of water.



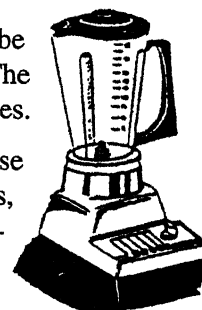
Equipment

Different types of utensils and equipment are used in making baby food. They include the following:

▼ **Fork or potato masher** — Use to puree cooked apples, ripe bananas, white or sweet potatoes and carrots. Be careful that pieces of skin, strings or seeds are not in the food.

▼ **Strainer/sieve** — Foods should be strained before being served to a baby. The sieve is also useful for steaming vegetables.

▼ **Blender/food processor** — These are both good for pureeing most foods, including cooked meats. Again, be careful to remove all peels and seeds from fruits and vegetables before blending or they will become ground into the food.



▼ **Baby food mill** — This small appliance offers one great advantage: It automatically strains out peels and seeds so you don't have to. Baby food mills are not as efficient in preparing meats, however.

Types of Food to Prepare

▼ Fresh or frozen fruit juices (without added sugar).

▼ Fresh fruits and vegetables (without added sugar, salt or seasoning).

▼ Frozen or home-canned fruits and vegetables (without added sugar, salt or seasoning).

Inappropriate Foods

▼ Meat products with salt, sugar and seasonings (such as bologna, bacon or hot dogs).

▼ Fruit drinks and fruit ades.

▼ Commercially canned fruits and vegetables (unless unsweetened and unsalted).

Serving and Storing Homemade Baby Food

Baby food should be prepared and served immediately. If you cannot use it all, you can keep it in the



refrigerator up to two days or freeze it. If you plan to warm the food, thaw only a small amount at a time and then throw away the uneaten portion because harmful bacteria may grow under those temperature conditions.

Preparing several servings at one time and freezing the food in individual portions is easy and economical. Try pouring pureed food into ice cube trays. When frozen, transfer the cubes to freezer bags or containers and label with the date. The product should not be kept longer than one month.

Meats and protein foods should be thawed in the refrigerator or microwave while fruits and vegetables may be thawed at room temperature. Never refreeze foods that have been defrosted. If you cannot use it quickly, throw it out.



Canning Baby Food

Canning baby food is not recommended because it is not practical. The smallest jars available are half-pints, and they are too large.

Extra Notes

- ❶ Do not use leftovers to make your baby's food. They are likely to have higher bacteria counts than freshly made food.
- ❷ Do not feed babies salted foods. It may become habit-forming.
- ❸ Do not feed raw eggs or raw milk to your baby.
- ❹ Consult your pediatrician or registered dietitian about what is best for your baby.

By: Alma M. Saddam, Extension Specialist Nutrition, and Mary Grcevich, Program Assistant, Human Nutrition and Food Management, The Ohio State University.



MICROWAVE: SAFE FOR BABY?

Microwaving has added new meaning to preparing baby's food. Microwaving is a special way of cooking that has its own special benefits and produces different characteristics than "conventional" cooking. So, before you ZAP that bottle and tuck it into baby's mouth, you may want to consider if you are putting your child at risk for poisoning or burns.

How Microwaving Works

Microwaves penetrate through all food surfaces — top, bottom and sides. Heat is then conducted into the center of the food and out to the surface. This makes cooking in your microwave faster but presents special problems for your baby's food.

Problems With Heating Baby Bottles in Microwaves

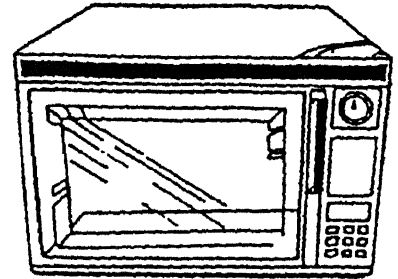
Studies show that when microwaves heat milk and food, uneven "hot spots" can occur in food that can burn your baby's mouth and throat. If you do decide to heat your baby's bottle in the microwave, be sure to shake well to evenly distribute the heat in the bottle after microwaving — and ALWAYS test the milk on top of your hand. The top of your hand is more heat-sensitive. The milk should feel lukewarm to you.

Playtex, Evenflo, and Gerber do not recommend microwaving nursers with disposable plastic inserts. The seams may weaken when microwaved, causing the plastic to break and spill hot milk on your baby.

How to Heat Baby Bottles

To heat a bottle with a disposable insert, place it under hot tap water until the right temperature is reached. This usually takes only a minute or two. Another method is to heat water in a pan, remove it from heat and set the bottle in it. Hard plastic and glass baby bottles can be warmed the same way. If you do decide to use a microwave for glass or hard plastic bottles, remove the cap and nipple first. For 8 ounces of milk or formula

at refrigerator temperature, microwave on high for 30 seconds and let stand for 1 minute. Shake the liquid and test the temperature before using.



Heating Solid Foods

Microwaving solid foods in the jar is not recommended. The center of the jar can reach extremely hot temperatures before the outside of the food does. When the jar is removed from the microwave it may feel cool but the center of the food can be extremely hot. You may think the food is not too hot for baby but it can cause serious burns to the mouth.

If you do want to microwave baby's food, transfer food to dish before microwaving. Babies should not be fed foods hotter than 90 to 120 degrees Fahrenheit. This temperature is reached in only 15 seconds for 4 ounces of baby food. ALWAYS stir the food, let it stand 30 seconds and test for temperature before feeding baby. Since fats heat fast in the microwave, NEVER heat baby food meats, meat sticks or eggs. These splatter and overheat too quickly.

Handling Baby Foods Safely

Did you know that harmful bacteria from baby's mouth can get into formula and grow and multiply?

The same thing can happen if baby is fed straight from a jar of baby food. Saliva on the spoon contaminates the food in the jar. Milk, formula or food left out of the refrigerator more than 2 hours may make your baby sick. It doesn't take much of the harmful bacteria to make babies sick.

Use soap and hot water to wash and rinse all utensils that come in contact with baby's foods. That also includes the can opener. Old food particles may have harmful bacteria that will contaminate other foods.





Use the following guide to safely keep baby food.
If you have any questions, contact your local Extension office.

*Prepared by: Barbara A. Rohrs, Home Economics
Agent, Defiance/Williams Counties,
Ohio State University Extension.*

Safe Storage Of Baby Food

Note: Don't leave baby food solids or liquids out at room temperature for more than 2 hours.

	Refrigerator	Freezer
Liquids		
Expressed breast milk	5 days	3–4 months
Formula	2 days	not recommended
Whole milk	5 days	3 months
Reconstituted evaporated milk	3–5 days	not recommended

Special Handling

- For shelf storage of unopened cans of formula, observe “use by” dates printed on containers. Store evaporated milk up to 12 months.
- Heat liquid in disposable bottles in hot tap water, not in the microwave.
- If heating glass or hard plastic bottles in the microwave, remove the cap and nipple first.
- Shake bottle before testing the temperature on top of your hand.
- Discard any unused milk left in a bottle.

	Refrigerator	Freezer
Solids — opened or freshly made		
Strained fruits and vegetables	2 to 3 days	6 to 8 months
Strained meats and eggs	1 day	1 to 2 months
Meat/vegetables combinations	1 to 2 days	1 to 2 months
Homemade baby foods	1 to 2 days	3 to 4 months

Special Handling

- Observe “use by” date for shelf storage of unopened jars.
- Check to see that the safety button in lid is down. If the jar lid does not “pop” when opened or is not sealed safely, do not use.
- Do not heat meats, meat sticks, eggs or jars of food in the microwave.
- Transfer food from jars to bowls or heating dish. For 4 ounces of food, microwave on high 15 seconds; stir and let stand 30 seconds.
- Stir and test the temperature of the foods before feeding baby.
- Don't feed a baby from the jar.



KITCHEN FUN WITH CHILDREN

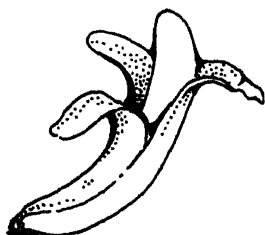
Good food habits are established early in life. Parents play an important role in helping children develop food habits that will remain with them all their lives. Children learn by example and experience what foods to eat. Parents need to provide balanced meals with a variety of foods to tempt appetites.

One of the best ways for children to become interested in foods is to help in the kitchen. Very young children can be involved. Remember also that children's play is really "work." Children will probably make a "mess" and take longer to accomplish what you can do more quickly. But, making food preparation fun will help children develop good food habits.

These are activities that young children can do. Be sure to teach youngsters safe use of kitchen utensils and appliances.

Two- and Three-Year-Olds

- * Wipe table
- * Wash fruits and vegetables
- * Throw away trash
- * Peel bananas



Three- and Four-Year-Olds

- * Break eggs in bowl and beat with fork or whisk
- * Measure and mix ingredients
- * Pour cereal, milk, water, juice
- * Make sandwiches



Four- and Five-Year-Olds

- * Use small knives with supervision
- * Use potato peeler and cheese graters
- * Set and clear table



Kitchen Pointers

☛ Allow plenty of time. It will take longer with your children. Parents may need to develop patience. See this as an opportunity to talk and explain many things. Encourage them to talk about what they are doing.

☛ Children should be supervised at all times. Provide a safe way for children to work on counter tops. Take time to teach safe use of kitchen utensils and appliances. Making children aware of safety early will allow them to use kitchen equipment safely when they are older.

☛ Start with clean hands and work spaces to develop safe food habits early. Children will enjoy having their own cover-up apron or large shirts.

☛ Give children their own tasting spoon or dish and encourage them to taste new foods and ingredients.

☛ Children learn by doing. Setting the table is fun for children. Children also enjoy washing and drying dishes.

☛ By making kitchen "work" fun when children are young you will encourage them to enjoy it when they are older.

Plastic knives can be used by 2- and 3-year-olds to cut soft fruits and butter bread. A sharp knife can be used by 4- and 5-year-olds, but use a small paring knife. TEACH youngsters to use the knife first and ALWAYS WATCH while they use knives.

*Source: Food News for Consumers, Winter 1992, USDA.
Prepared by: Barbara A. Rohrs, Home Economics Agent,
Defiance/Williams Counties,
Ohio State University Extension.*



DAILY FOOD GUIDE TO SHARE WITH CHILDREN

Foods from the dairy group provide calcium. Calcium is needed for bone growth and teeth. Foods in the dairy group include milk, cheese, yogurt and ice cream. Children need to learn to like dairy products especially if they do not like to drink milk.



Activity: Combine 2 Tablespoons instant pudding (any flavor) and $\frac{1}{2}$ cup milk in a baby food jar. Shake. Eat from jar or pour into ice cream cone.

Foods from the bread and cereal group include rice, cornmeal and pastas such as spaghetti and macaroni. The bread and cereal group provide protein, iron, B vitamin and fiber.

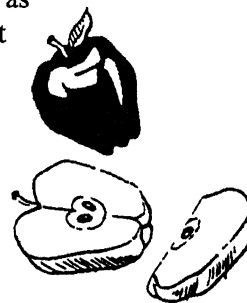
Activity: Heat oil in electric skillet (375°F). Open a can of biscuits and separate them. Form hole in center by sticking your finger through it. Fry the doughnuts, a few at a time, turn when brown. Drain on paper towel. In a paper sack, mix $\frac{1}{2}$ cup sugar and $\frac{1}{2}$ teaspoon cinnamon. Shake the doughnuts, a few at a time, in the sack. For this activity, your child can form the donut holes and sugar the donuts.



Vegetables are important sources of vitamins and minerals, along with fruit. They are the best sources of Vitamin A and C; vegetables are also good sources of calcium, iron, and trace minerals. Because vegetables have different amounts of nutrients, it's a good idea to eat a variety of vegetables.

Activity: Teach children to use a vegetable peeler safely, by letting them peel carrots. Make carrot "coins" by slicing carrots into rounds on a cutting board.

Fruits are valuable sources of vitamins and minerals. Citrus fruits are an especially good source of Vitamin C. Serve fruit often as dessert. Teach children to consider bright red apples and juicy oranges and peaches as a treat.



Activity: Make apple smiles. Slice a red apple into 8 pieces. Spread apple slice with peanut butter. Top with second apple slice. Use mini-marshmallows as teeth.

Meats, poultry, fish, eggs, nuts, peanut butter and dry beans and peas are important sources of protein. They are needed for body growth and repair of body tissues, muscles, blood, skin, organs and hair. The meat group also contributes iron and B-vitamins.

Activity: After hamburger is browned, the ingredients for chili can be easily combined by children. Use your favorite recipe.



*Prepared by Barbara A. Rohrs,
Home Economics Agent,
Defiance/Williams Counties,
Ohio State University Extension.*



NURSERY EQUIPMENT SAFETY TIPS

The ABC's of Nursery Equipment Safety are:
A = **Awareness** of potential hazards
B = **Behavior** of both the child and adult
C = **Caution** when selecting and maintaining
's = **Safety**, the sum total of the ABC's

Use the following checklists as safety guides to help you: 1) buy new nursery equipment; 2) evaluate secondhand nursery equipment; 3) check over nursery equipment now in use in the home or in other facilities; 4) adapt nursery equipment to make it safer.

Carrier Seats

- ___ 1. Carrier seat has a wide, sturdy base for stability.
- ___ 2. Carrier has non-skid feet to prevent slipping.
- ___ 3. Supporting devices lock securely.
- ___ 4. Carrier seat has crotch and waist strap.
- ___ 5. Buckle or strap is easy to use.
 - Never use a carrier as a car seat.
 - Never place carrier on high surface, such as a table or counter top.
 - Never leave child unattended.

Crib (new)

- ___ 1. Slats are spaced no more than $2\frac{3}{8}$ inches apart.
- ___ 2. No slats are missing or cracked.
- ___ 3. Mattress fits snugly — less than two fingers width between edge of mattress and crib side.
- ___ 4. Mattress support is securely attached to the head and foot boards.
- ___ 5. Corner posts are no higher than $\frac{5}{8}$ of an inch to prevent entanglement.
- ___ 6. There are no cutouts in head and foot boards to allow head entrapment.
- ___ 7. Drop-side latches cannot be easily released by baby.

- ___ 8. Drop-side latches securely hold sides in raised position.

- ___ 9. All screws or bolts that secure components of crib together are present and tight.

- Do not place crib near draperies or blinds where child could become entangled and strangle on the cords.
- When the child reaches 35 inches in height, or can climb and/or fall over the sides, the crib should be replaced with a bed.
- Remove crib bumpers and other articles child might climb on to stand.



Crib (used)

- ___ 1. Remove corner posts and avoid head and foot board cutouts.
- ___ 2. Never use a crib with missing or loose slats or slats spaced more than $2\frac{3}{8}$ inches apart.
- ___ 3. Fit with bumper guards, if necessary.
- ___ 4. Fill out loose-fitting mattress with rolled up towels.
- ___ 5. Use only non-toxic products to paint or refinish.

Crib Toys

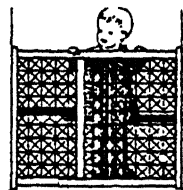
- ___ 1. Crib toys have no strings longer than 12 inches to prevent entanglement.
- ___ 2. Crib gym or other crib toy suspended over the crib must have devices that securely fasten to the crib to prevent it from being pulled into the crib.
- ___ 3. Components of toys are not small enough to be a choking hazard.
 - Avoid hanging toys across the crib or on crib corner posts with strings long enough to result in strangulation.



- Remove crib gyms when child is able to pull or push up on hands and knees.

Gates/Enclosures

- ___ 1. Gate or enclosure has a straight top edge.
- ___ 2. Openings in gate are too small to entrap a child's head.
- ___ 3. Gate has a pressure bar or other fastener so it will resist forces exerted by a child.
 - To avoid head entrapment, do not use accordion-style gates or expandable enclosures with large v-shaped openings along the top edge, or diamond-shaped openings within.



High Chairs

- ___ 1. High chair has restraining straps that are independent of the tray.
- ___ 2. Tray locks securely.
- ___ 3. Buckle on waist strap is easy to fasten and unfasten.
- ___ 4. High chair has a wide base for stability.
- ___ 5. High chair has caps or plugs on tubing that are firmly attached and cannot be pulled off and choke a child.
- ___ 6. If it is a folding high chair, it has an effective locking device.
 - Never leave child unattended.
 - Always use the restraining straps to keep child from toppling out of chair when standing, climbing, or reaching.
 - Do not use the tray as a restraining device in place of the strap.



- ___ 2. Chair has a clamp that locks onto the table for added security.
- ___ 3. Hook-on chair has caps or plugs on tubing that are firmly attached and cannot be pulled off and choke a child.
- ___ 4. Hook-on chair has a warning never to place chair where child can push off with feet.
 - Always place the chair where the child's feet cannot reach table supports or benches. The child can use these to push off from and dislodge the chair from the table.
 - Never leave child unattended.

Pacifiers

- ___ 1. Pacifier has no ribbons, string, cord, or yarn attached.
- ___ 2. Shield is large enough and firm enough so it cannot fit in child's mouth.
- ___ 3. Guard or shield has ventilation holes so baby can breathe if shield does get into mouth.
- ___ 4. Pacifier nipple has no holes or tears that might cause it to break off in baby's mouth.
 - To prevent strangulation never put a pacifier or other item on a string around the baby's neck.
 - Check condition of pacifier frequently. Discard when signs of weakening appear, such as holes or rips.

Playpens

- ___ 1. Drop-side mesh playpen or mesh crib has warning label about never leaving a side in the down position.
- ___ 2. Playpen mesh has small weave (less than 1/4 inch openings).
- ___ 3. Mesh has no tears or loose threads.
- ___ 4. Mesh is securely attached to top rail and floorplate.
- ___ 5. Top rail has no tears or holes.
- ___ 6. Wooden playpen has slats spaced no more than 2 3/8 inches apart.
- ___ 7. If staples are used in construction, they are firmly installed and none missing, or loose.

Hook-on Chairs

- ___ 1. Chair has a restraining strap to secure the child.



- Never leave an infant in a mesh playpen or crib with the drop-side down.
- Even a very young infant can roll into the space between the mattress and loose mesh side and suffocate.

Rattles/squeeze toys/teethers

- ___ 1. Rattles and teethers have handles too large to lodge in baby's throat.
- ___ 2. Rattles have sturdy construction that will not cause them to break apart in use.
- ___ 3. Squeeze toys do not contain a squeaker that could detach and choke a baby.
 - To date, the largest rattle known to have lodged in an infant's mouth/throat had an end 1½ inches in diameter.

Strollers

- ___ 1. Stroller has a wide base to prevent tipping.
- ___ 2. Seat belt and crotch strap are securely attached to frame.
- ___ 3. Seat belt buckle is easy to fasten and unfasten.
- ___ 4. Brakes securely lock the wheel(s).
- ___ 5. Shopping basket low on the back and located directly over or in front of rear wheels.
 - Always secure the seat belt.
 - Never leave child unattended.
 - Keep children's hands away from pinching areas when stroller is being folded or unfolded.

Toy Chests

- ___ 1. Toy chest has no latch to entrap child within the chest.
- ___ 2. Toy chest has a spring-loaded lid support that will not require periodic adjustment and will support the lid in any position to prevent lid slam.
- ___ 3. Chest has ventilation holes or spaces in front or sides, or under lid.
 - If you already own a toy chest or trunk with a freely falling lid, remove the lid to avoid a head injury to a small child.
 - OR, install a spring-loaded lid support.

Source: The ABC's of Nursery Equipment Safety is a special project of the Extension Homemakers in Fulton/Henry Counties. The information was adapted for use in the Parent Resource Packet by Marilyn A. Sachs, Home Economics Agent, Williams/Defiance Counties, Ohio State University Extension.



DEADLY LOOK-ALIKES

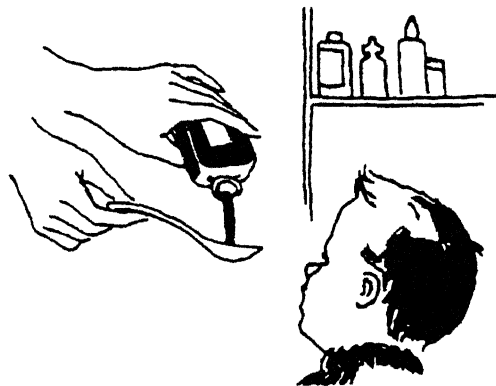
Packages of products, and sometimes the products themselves, can be so similar that a small child may not be able to tell the difference. Not all look-alikes will be poisonous or cause a fatality, but some may make a small child very sick. Any caretaker, parent, grandparent or babysitter would be distressed if the child in his/her care mistakenly consumed any of these items. It is better to keep these look-alikes away from youngsters than to be careless and sorry.

Examples of **package** look-alikes are dishwasher detergent and sweetener; cat food and cereal; cleanser and Parmesan cheese; people crackers for pets and animal crackers for people.

Examples of **product** look-alikes are household cleaner and apple juice; rat poison and sunflower seeds; red shampoo and red juice or soda; prenatal vitamins and candy; oxalic acid and sugar; children's vitamins and candy; red cold tablets and red hots.

To be sure that the child will not come in contact with harmful products, follow these safety rules to poison-proof your home:

- ☐ Store harmful items out of reach of children in inaccessible locations.
- ☐ Keep products in their original containers. Don't put them in cups, bowls or pop bottles. The original container carries a label, identifying the product and its manufacturer, which is essential information in the event of an accident.
- ☐ Keep labels on harmful items.
- ☐ Read labels and instructions before use.
- ☐ Destroy used containers. Be sure containers are **empty** when discarded.
- ☐ Store medications separately from all other household products.
- ☐ Dispose of old medications and outdated prescriptions by flushing down the drain.
- ☐ **Never** give or take medication in the dark.
- ☐ **Never** refer to medication as "candy." Call it what it is: medicine.
- ☐ Avoid taking medication in the presence of children. Children imitate!



- ☐ **Never** give or take medications prescribed for someone else.
- ☐ Check with your doctor before combining medications.
- ☐ Use childproof containers with safety closures; keep them closed and sealed.
- ☐ Keep your purse out of children's reach.
- ☐ Remember: out of reach, out of sight, out of danger.

Potential Poisons

Medications account for 50 percent of all childhood poisoning, followed by household products, cosmetics and plants. Paints and petroleum products also rank high. Following is a partial listing of potentially dangerous products, items and compounds found in and around the home. Use this list as an inventory to check the home and surrounding area as the first step in reducing the odds of a child coming in contact with these poisoning agents.

Household Products

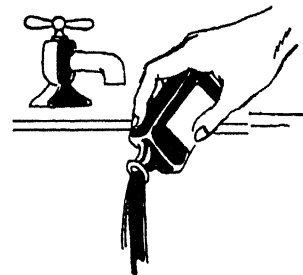
- ___ Ammonia
- ___ Bleach
- ___ Carpet cleaners
- ___ Detergents
- ___ Drain cleaners
- ___ Dry cleaners
- ___ Dyes
- ___ Floor cleaner, wax
- ___ Furniture polish





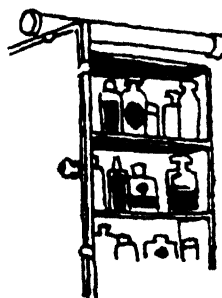
- ___ Glues
- ___ Grease
- ___ Insect killers
- ___ Lye
- ___ Metal polish, cleaners
- ___ Oven cleaners
- ___ Scouring powders
- ___ Shoe care items
- ___ Spot cleaners
- ___ Upholstery cleaner
- ___ Toilet bowl cleaners
- ___ Wall cleaners
- ___ Wax removers

- ___ Boric acid
- ___ Cold remedies
- ___ Cough medicines
- ___ Headache remedies
- ___ Laxatives
- ___ Liniments
- ___ Pain relievers
- ___ Rubbing alcohol
- ___ Tinctures



Health and Beauty Aids

- ___ After-shave lotion
- ___ Colognes
- ___ Cosmetics
- ___ Diet aids
- ___ Deodorants
- ___ Depilatories
- ___ Face cleansers
- ___ Hair tonics, sprays
- ___ Lotions
- ___ Nail polish, removers
- ___ Perfumes
- ___ Shampoos
- ___ Vitamins
- ___ Creams



Find Hazards Before They Find You

An important step toward eliminating childhood accidents in the home is locating the hazardous situations and conditions likely to cause accidents. Listed here are some of the more common accident-causing hazards found in the home. Use this home hazard check list to inspect your home and correct the hazards.

Are the following items out of reach of children?

Home:

- ✓ cleaning fluids, powders, sprays
- ✓ medicine, drugs, pills
- ✓ ammunition, guns
- ✓ sharp knives, kitchen tools
- ✓ matches, lighters
- ✓ iron, toaster, fryer, grill, skillet
- ✓ small appliances unplugged

Yard and Garden:

- ✓ tools stored properly
- ✓ children not allowed to be "extra riders" on mowers
- ✓ children not allowed to play in yard when mower is operated
- ✓ swimming pool fenced & supervised

Food Items

- ___ Extracts — vanilla, almond, etc.

Utility Products

- ___ Auto wax, cleaners
- ___ Charcoal starters
- ___ Gasoline
- ___ Herbicides
- ___ Insecticides
- ___ Kerosene
- ___ Paints, thinners
- ___ Turpentine
- ___ Varnishes

Medications

- ___ All prescription medicines
- ___ Antacids
- ___ Antihistamines
- ___ Aspirin

If an emergency arises...

Do you have phone numbers for sheriff, police, doctor, emergency service, and poison control center posted near the telephone?

Source: Deadly Look Alikes, Ohio Extension Homemakers Council.

Adapted by: Marilyn A. Sachs, Home Economics Agent, Williams/Defiance Counties, Ohio State University Extension.

III. RESOURCE MANAGEMENT

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HOUSEHOLD RECORD-KEEPING TIPS

Suggested Home Files

In addition to documents kept in a safe deposit box (costly or hard-to-replace items such as original birth and marriage certificates, property titles, etc.), many important records need to be filed systematically and conveniently at home. The following chart lists records and important papers typically needed by many families. Because your household is unique, you may have additional records for your household file or safe deposit box. Space to list these appears at the end of the chart.

What?	Why?	How Long?
1. Bank Records		
Canceled checks*	Proof of payment of bills; tax claims*	3–6 years*
Bank statements	As a monthly financial record	2 years
Deposit slips	Comparison with bank statements	3–6 months
List of account numbers	Information for family members	While in force
Savings deposit books	Information for family members; tax claims	While in force plus 3–6 yrs*
2. Church Records	Reference and information for family members	Permanent
3. Debt Records	Proof of terms of transactions; income tax deductions (non-consumer credit)	While in force plus 3–6 years*
4. Educational Records	For employment references and/or admission to training programs or educational institutions	Permanent
5. Farm or Other Family Business Records	Analysis of farm or other family business enterprise; income tax preparation	Up to 6 years*
6. Genealogy (family tree)	Reference for family members	Permanent
7. Health Records of Individual Family Members	School admission; passport; reference of family members	Permanent
8. Home Purchase and Improvement Records	To calculate capital gains or losses when property is sold; support income tax claims	During ownership (3–6 yrs. after one-time capital gains tax exclusion on principal residence is claimed)*
9. Household Account Book	As basis for planning future spending; reference for financial analysis	2 or more years
10. Income and Employment Records	Reference for income tax, social security and retirement contributions; employment documentation	6 years to permanent*
11. Income Tax Records	Support claims if return is audited (also keep supporting records)	3–6 years or permanent*
12. Insurance Policies**	Reference for periodic updating of coverage and/or payment of claims	While in force**
13. List of Contents of Safe Deposit Box	Reference and information for family members; documentation for insurance settlement should loss occur (fire or theft)***	Revise as contents change



What?	Why?	How Long?
14. List of Credit Cards (with address and phone number of each creditor)	For notifications of creditors and replacement in case of loss	Review annually; revise as creditors change
15. List of Creditor Addresses and Telephone Numbers for BILLING ERROR Notification	Address for "billing error notification" often is different from either the payment address or the "lost card notification" address	Review annually; revise as creditors change
16. List of Creditor PAYMENT ADDRESSES, Telephone Numbers, and Payment Dates	For quick reference in case statement or payment notice does not arrive in mail	Review annually; revise as creditors change
17. Net Worth Statement	For overall list of financial assets and liabilities; traces financial progress and serves as starting point for future financial planning	Update annually; retain as interested
18. Personal Property Inventories (copies of originals kept in safe deposit box)	Reference and information of family members; documentation for insurance claims	Revise annually
19. Property Tax Records	Proof of payment; future reference	3–6 years* or permanent
20. Receipted Bills and Sales Slips (tax deductible items*)	Proof of paid bills; support income tax claims; proof of ownership for property insurance claims**	3–6 years* or during ownership**
21. Retirement and pension plans	Reference and information for family members	While in force
22. Warranties	Reference and information; adjustments of defects of equipment or parts	During ownership
Other (list)		

*Note that the Internal Revenue Service has three years in which to audit federal income tax returns (or two years from the date the tax was paid, whichever is later). However, this limit does not apply in "unusual" cases. If an amount of income that should have been reported was not reported, and it is more than 25 percent of the income shown on the return, the period of limitation does not expire until six years after the return was filed. There is no period of limitation when a return is false or fraudulent, or when no return is filed.

While you don't have to keep all financial records for tax purposes, if audited you will want to have canceled checks and/or receipted bills or sales slips that relate directly to entries on your tax return. And, sometimes it is advantageous to keep records longer than the typical period — for example, when selling your principal residence and claiming the one-time capital gains exclusion currently allowed by IRS (maximum \$125,000 if age 55 or over), documentation of original purchase price and capital improvements can be required.

**Check with your insurance agent or broker for company requirements of proof of purchase and/or ownership of personal property items in the event an insurance claim is filed. (In some cases, receipted bills or sales slips are required; in other cases a written inventory and/or photographs are adequate documentation.)

***Contents of a safe deposit box usually are not covered by FDIC. Check with insurance broker/agent regarding coverage under homeowners insurance policy or other coverage provisions available.

Revised by Carolyn McKinney, Ph.D., Extension Specialist, Family Resource Management, The Ohio State University, from "Household Record-Keeping Tips," HYG-5004-85 (Columbus, OH: Ohio Cooperative Extension Service, 1985).



GETTING YOUR HOUSEHOLD IN ORDER

A family organizational tool to put all of your important documents into a manageable file system.

Personal and Family Papers

Where are the following papers? (list important numbers or names.)

Wills _____

Birth Certificates _____

Death Certificates _____

Naturalization _____

Adoption _____

Marriage Certificate _____

Divorce Records _____

Baptismal _____

Military Service and where recorded _____

Transcripts of Grades _____

Passports _____

Social Security Cards _____

Immunization and Health _____

Medicare Records _____

Employment Records _____

Income Tax Reports _____

Personal Property Tax Receipts _____

List of personal and financial advisers (lawyer,
broker, doctor, insurance, etc.) _____

Drivers License _____

Other _____



Personal Property

Where are these items?

Certificate of title of vehicles _____

Inventory of household goods _____

Inventory of family business _____

Other _____

Financial Accounts

Type of Service	Account Number	Name and Address of Company	Phone
-----------------	----------------	-----------------------------	-------

Checking account(s)	_____	_____	_____
---------------------	-------	-------	-------

Saving account(s)	_____	_____	_____
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Safe deposit box _____

Name box is registered in _____ Where is key? _____

Credit Cards

No. of Cards	Account Number	Name & Address of Company	Phone
--------------	----------------	---------------------------	-------



Insurance Policies

	Name of Insured	Policy No.	Amount	Company	Where Kept
Life	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____
Health, Income, Disability	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____
Property, Liability	_____	_____	_____	_____	_____
Home	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____
Auto	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____
Other	_____	_____	_____	_____	_____

Real Estate

Type	Location	Where is the Deed?	Where is the Abstract of Title?
House	_____	_____	_____
Business	_____	_____	_____
Cemetery Plot	_____	_____	_____
Vacation Property	_____	_____	_____
Royalties, Mineral Rights, Leases, etc.	_____	_____	_____
Other	_____	_____	_____



Mortgages

On What Real Estate?

Who Holds It?

Where are Mortgage Papers/Receipts Stored?

If mortgages have been paid, are they recorded with county clerk or recorder?

What State?

County?

Book and Page Number

Financial Papers

Type of Security

Company

Where Stored

Stocks and Bonds

Mutual Funds

Trusts, Annuities

Retirement Plans

(Attach list of securities and bond numbers.)

Long Term Debts

Name

Address

How Much?

Where are Contracts,
Notes, Receipts?

Personal Loans

Loans Against Insurance

Other

Accounts Due You

Who Owes You?

Address

How much?

Where is the Note?

Sample Household Filing System

Addresses/Dates

Business
Personal
Christmas card list
Magazine subscriptions

Auto and Vehicles

Titles
Maintenance and repair
R.V.'s
Boats

Bank Records

Checking accounts
Saving accounts
Loan contracts
Safe deposit box and list of contents

Employment Records

Contracts
Retirement plans
Pensions
Social security records
Fringe benefits

Equipment & Appliances

Warranties
Use and care manuals

Financial Records

Budget
Net worth statement
Records of earnings
Records of expenditures
Loan contracts
Credit card numbers
Property tax records
Receipts and paid bills

Housing

Mortgage payments
Lease and rent payments
Capital improvements

Household inventory-keep second copy in safe
deposit box
Utilities
Floor plan
Wiring diagram

Income Tax

Previous returns
Canceled checks (related to taxes)
Current year information such as medical
receipts

Insurance Policies

Automobile
Health and life
Disability
Homeowners

Investments

Annuities
Bonds-records of
Stocks-records of
Real estate investments
Other investments

Organizations/Clubs

Civic
Business
School
Church

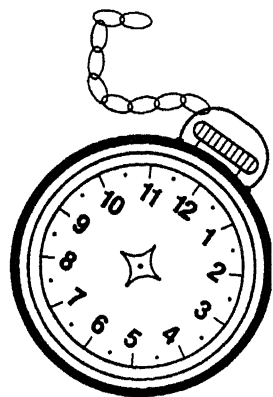
Personal Records

Educational records
Marriage license
Medical records
Pet papers
Military records

Reference Materials

Cleaning
Crafts and hobbies
Other

*Prepared by: Melissa J. Woolace Rupp, Home
Economics Agent, Fulton/Henry Counties,
Ohio State University Extension.*



MAKING EVERY MINUTE COUNT

Do you ever feel there aren't enough hours in the day? This is a common problem for many people. The demands of balancing family, school and work make time management necessary. Luckily there are some techniques to help use time more effectively.

Our life centers around time. Each of us has the same amount. It is a resource that cannot be saved. We invest it, we waste it, we use it wisely. What is wise time use for you might be a waste of time for another person. You determine how effective you will be.

Why is Time Management Important?

Time management is important in order to obtain balance in your life. By obtaining balance, you gain some control over what happens to you.

Another benefit of time management is increased relaxation. When important items have been accomplished, there is more time to do what you want to do without feeling guilty.

The importance of time management can be summed up in these few words, "Failing to plan is planning to fail." By achieving what you set out to do there is a sense of accomplishment. You also reduce stress by attaining what is important and not wasting time on things that are not.

Time Management Techniques

There are many ways to manage time more effectively. Each technique is a tool to assist you in controlling time.

"To Do" List

A "to do" list in its simplest form includes tasks that need to be done. A more sophisticated list might

enumerate the items and then prioritize each point according to its importance. After the list is prioritized, follow through and do the most important tasks first.

Learn To Say No!

Learning to say no is harder than it sounds. Here are some questions to help in deciding when to say no:

- How much time will the task take?
- Where does the request fit into the priority list?
- What are the consequences of saying no?
- Who else can do the task?

If the answers to these questions warrant saying a "no," don't feel guilty.

Use Prime Time

There are certain times in the day when your energy level is higher than others. During these periods a person can accomplish more. Schedule the most demanding tasks during these high energy periods.

Learn To Delegate

Often you may feel a task can only be done well if it is done by you. In reality, many duties could just as well be done by someone else. Perhaps at first it might take time to teach the other person to complete the job. In the long run you will save time.

A family meeting helps in communicating what needs to be done at home. A conference at work could produce similar results. The key to the success of either of these meetings is open communication.

Learn To Plan

A well thought-out plan helps accomplish tasks. Evaluate what needs to be accomplished and group



like activities together. For small tasks, use bits of time. Large jobs can be broken down into smaller ones that might also fit into these bits of time.

Find a Better Way

There is usually a better way to do most tasks. Evaluate each responsibility to see what parts could be eliminated. Arrange the work space so the job can be accomplished efficiently. Use the best tools for the duty.

Time Conflicts

As you balance the many roles associated with work, school and family, there are bound to be some conflicts. There is no magic formula that will work all

the time. Commitments change from time to time. At one time work responsibilities take priority and at other times home or school obligations are more important. Evaluate each time conflict in relation to the uniqueness of the event. Attend if it is not likely to happen again.

It is important to have balance in life. There must be time for work, family, school and self. With careful planning there will be moments for each.

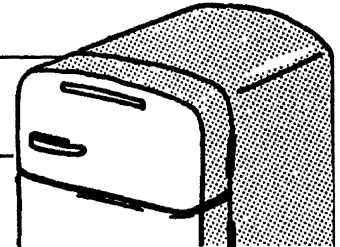
Author: Lois Clark, Auglaize County Extension Agent, Home Economics/4-H, Ohio State University Extension.

Revised by Beverly Koenig, Henry/Fulton County Extension Agent, Home Economics, Ohio State University Extension.



WHISTLE WHILE YOU WORK

Refrigerator



You Will Need:

- A sponge or cloth
- Baking soda
- Detergent or soap

Food keeps longer and stays fresher in a clean refrigerator. Spoiled foods cause bad odors that are picked up by other foods.

Every week, check for spoiled food and remove it. Wipe up any spills right away.

To clean, turn the refrigerator control to OFF. Remove food. Wipe all containers with a damp sponge or cloth. Take out all shelves, racks and storage drawers. Wash them in warm sudsy water.

Wash the inside walls and door with a mixture of one tablespoon of baking soda and one quart warm water. Also wash the gasket around the door.

Put all shelves, racks and drawers back in place. Return the food to the refrigerator. Turn control dial to the right setting.

For the Freezer

Wrap frozen foods in newspapers or brown paper bags or place in food chest so they will stay frozen. Empty ice cube trays and wash and rinse them in warm water. Be sure not to use water that is too hot. To speed defrosting, place pans of warm water in the freezer. Never use a knife or sharp tool to chip off frost. This could damage the freezing unit.

Source: "Whistle While You Work"

Prepared by: Betty Ann Barnett, Family Resource Management Specialist-CHEP

Jane A. Scherer, Program Coordinator-CHEP

These materials were field-tested by Madison and St. Clair counties' CHEP program assistants and community workers.

Acknowledgment is given to the Illinois State Board of Education, Department of Adult, Vocational and Technical Education for financial assistance.

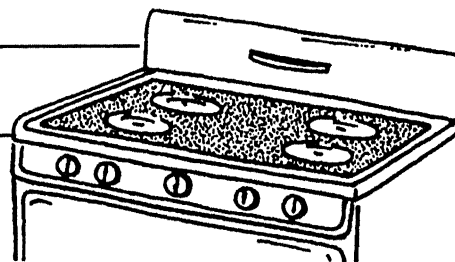
University of Illinois at Urbana-Champaign, Cooperative Extension Service, 1988. College of Agriculture/State/County/Local Groups/U.S.D.A. cooperating. The Illinois Cooperative Extension Service provides equal opportunities in programs and employment.



Range

You Will Need:

- Pans for rinse and wash water
- Cloths and sponges
- Detergent or soap
- Plastic scrubber or steel wool soap pad
- Ammonia



A clean range will last longer and look better. A clean range also is free from grease that could start a fire.

Be sure all burners and heating elements are off and the oven is cooled before you begin to clean.

Wash the outside surface with a mild detergent. Rinse and dry the surface. Wash removable knobs in warm sudsy water. Rinse and wipe dry. Wipe clean any knobs that do not come off.

Clean any metal trim with a damp cloth. Dry with a soft, dry cloth or paper towels to make it shine. Stubborn stains can be removed from metal with a steel wool pad. Use a plastic scrubber on enamel surface stains and spots.

Electric Top Units

Take out units that can be removed. Take out the drip pans and trim rings if possible. Wash them in warm sudsy water. Use steel wool to take off any hard-to-remove spots. Rinse in warm water and wipe dry.

Gas Burners

Take out grates and burner bowls. Wash in warm sudsy water. If holes in the burner head are clogged, use a straight pin to clean them. Be sure burners are completely dry before replacing them.

Oven

Take out racks and any removable rack supports. Take out the heating elements that are made to be removed. Wash the inside of the oven with a sudsy sponge or cloth. If the oven door can be lifted off, remove and clean carefully. If the oven won't come clean with sudsy water, put about $\frac{1}{2}$ cup of ammonia into a bowl. Put this into a cold oven, close the door, and leave it overnight. Then add the ammonia to warm sudsy water and use this to clean the oven. Rinse with clean water and dry.

If you have a self-cleaning oven, use only water for cleaning. Detergents and cleansers will harm the oven finish.

If your range has a storage drawer, take everything out and remove the drawer. Wash with warm sudsy water. Rinse and wipe dry.

Remove the broiler pan and grill from the broiler compartment. Wash all areas of the broiler compartment. Wash all areas of the broiler compartment with warm sudsy water. Rinse and wipe dry.

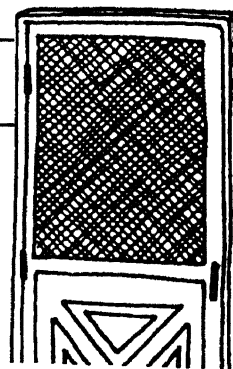
Never mix ammonia with any type of oven cleaner. When these types of products are mixed, fumes that can cause illness or death will form.



Doors and Window Screens

You will need:

- Vacuum cleaner
- Small scrub brush
- Cloths
- Detergent
- Garden hose



Remember where each screen goes. You may want to number each window and then put the same number on the proper screen.

Take the screens out. Dust the mesh and frame with a vacuum cleaner or brush.

Scrub both sides of the screen mesh with a scrub brush dipped into warm sudsy water. Wash all of the mesh area and the frame surrounding it.

Rinse all sides of the screen with a good hosing of clean water. You also can use a pail of clean water and the brush for rinsing. Let the screen drip a little,

then wipe it with a dry cloth. Stand it up to dry.

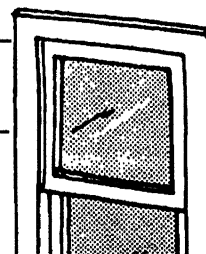
Screens can be washed indoors. The best place to do this is near a drain, but you can also clean them in a bathtub, washtub or kitchen sink. Line the tub or sink with old towels so the screens won't scratch the surface. Scrub each screen with sudsy water and rinse by pouring clean water over the screens. Wipe with a clean dry cloth.

Before you put the screens back, wash out the window or door hollow grooves where the screens slide.

Windows

You will need:

- A sponge or cloths
- Detergent or a special window cleaner
- Ammonia
- Vinegar



First, pick the kind of window cleaner you like best. A cleaner made especially for windows will do a nice job of cleaning. You can also use detergent and soap, or just warm water with vinegar or ammonia added.

Wash the window frames and sills.

Wipe dirty windows on both sides with a damp cloth. Do not rub dry dirt because it will scratch the glass. Wet a sponge or soft cloth with sudsy water. Use this to wash one pane of glass at a time. Next,

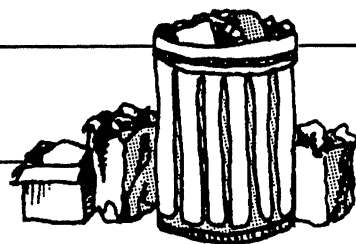
use a clean damp cloth to rinse the window. Dry with a clean cloth that will not leave lint. Polishing the glass with crumpled newspaper will give a shiny finish.

If you use a special window cleaner, use a dry cloth to wipe it off right away. Then rub the glass with a clean cloth.

A small amount of ammonia or vinegar mixed in water also will do a nice job of cleaning windows.



Garbage and Trash



You will need:

- A long-handled brush
- Detergent or soap
- Cloths
- Ammonia or chlorine bleach

Keeping garbage and trash cans clean will help to reduce odor, keep pests away and keep germs and bacteria from growing.

Line garbage cans with heavy paper bags, plastic bags or newspapers. This keeps the can from getting greasy. The garbage and paper can easily be lifted out and thrown away.

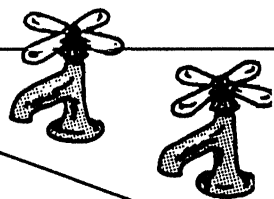
Clean garbage cans frequently. Fill them almost completely with warm suds and scrub with a long-handled brush. Rinse the can with clean water. Add a little ammonia OR chlorine bleach to the rinse water to help keep the can clean

and sanitary.

Use caution: Do not mix ammonia with chlorine bleach: dangerous fumes can form!

Empty each wastebasket as soon as it gets filled up. Even if it is not full, empty the kitchen wastebasket at least once every day. If the wastebasket is made of wood or wicker, clean with a damp cloth. Do not let it get too wet. Use a soft brush to get into all corners and openings. Use mild detergents to clean plastic or metal wastebaskets. A brush should be used if needed.

Bathroom Fixtures



You will need:

- Sponges and cloths
- Disinfectant or chlorine bleach
- Soft brush
- Detergent or soap
- Toilet bowl brush
- Cleanser

A clean bathroom helps keep sickness from spreading from one member of the family to another.

Use a damp sponge or cloth and detergent to scrub the bathtub, sink and outside of the toilet bowl. Use a cleanser with the cloth to remove scum or oily dirt. Rinse everything with warm water and wipe all surfaces dry. Lift up the seat to clean the inside of the toilet bowl. Put soap or detergent into the bowl and scrub, using a toilet

brush. Flush the toilet and add disinfectant or chlorine bleach. Allow it to stand for a few minutes before flushing again.

Use a soft cloth and detergent to clean chrome handles and fixtures. A soft brush may be used to clean small areas or irregularly-shaped objects.

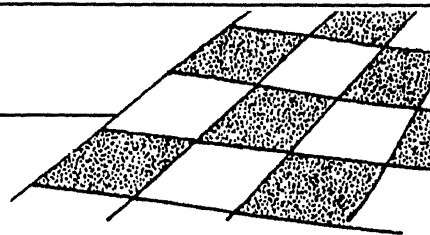
Never mix cleaning products and/or ammonia. Chemical reactions, which could cause harmful fumes, may occur.



Floors

For floor coverings other than carpet, you will need:

- A pail for wash water
- A pail for rinse water
- Broom, dust mop or vacuum cleaner
- Detergent or soap
- Scrub brush
- Floor wax
- Sponge or cloth mop



To keep floors clean, wipe up spills when they occur using a damp sponge or cloth. Sweep, dust mop or vacuum floors to keep dirt from grinding into flooring. Use a broom or vacuum cleaner to pick up dust or dirt before cleaning.

Different types of floors will need different methods of care.

Mix detergent with warm water. Special floor cleaners and all-purpose cleaners will also do a good cleaning job. Dip a cloth or mop into the sudsy water and wring it out until it is only slightly damp. Use as little water as possible and work quickly. If too much water is used, it will soak into the floor and loosen the covering.

Wash one part of the floor at a time. Rinse with clean water and let dry. Keep washing the same way until the entire floor is clean. As soon as the water gets dirty, throw it out and start again with clean water and fresh detergent.

Do not use water on wood floors. Instead, use a solvent cleaner or a liquid cleaner wax that both

cleans and waxes floors. Wax can be used with many floors to protect them and improve their appearance.

The kind of wax you use depends on the kind of floor, the kind of equipment for polishing and the amount of traffic.

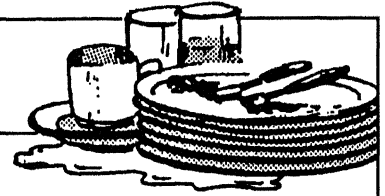
The two basic types are buffing waxes and self-shining waxes. Buffing waxes must be buffed to shine. They can either be in liquid or paste form. Self-shining waxes dry shiny and are in liquid form. Apply a thin, even coat of wax. Allow it to dry thoroughly before adding another coat. Be sure wax is dry before you walk on it.

Choose the right polish for the type of floor to be waxed. Follow directions on the package for the proper use.

Remember, some floor coverings should never be waxed. Regular cleaning will keep them looking nice.



Dishes



You will need:

- A sink or dishpan
- A dishcloth or sponge
- Clean dishtowels
- Steel wool soap pad or plastic scrubber
- A draining rack
- A drain board

Wash dishes after every meal. This keeps food and grease from getting dried on and harder to get off. Wipe off any food or grease from the plate.

Fill the sink or dishpan with water as hot as your hands can stand and add detergent.

You can keep the dishwater clean longer and save hot water if you leave the dirtiest pieces for last.

Wash dishes in this order:

- Glassware
- Silverware
- Plates, cups, saucers and small dishes
- Serving dishes and platters
- Cooking utensils
- Pots and pans

Use a dishcloth or sponge to wash each piece on both sides. Be sure to get between the “fingers” of forks.

Cold and dirty water will not clean dishes. Add more hot water or detergent as needed and change

to clean water if necessary. Rinse with hot water to kill germs and bacteria on the dishes. Dishes can be rinsed by either dipping them in a pan of hot water or running hot water over them. You also can pour hot water from a kettle over them. Be sure it drains in the sink or use a drain board.

Drying Dishes

You can save work by letting most of your dishes air-dry. If you wipe dishes dry, use only clean towels. Start with the glassware and then go to the heavier pieces. When the towel gets wet or soiled, change to a new one. Finally, put the clean dishes where they belong.

After you are through, empty the dishpan and rinsing pan. Then rinse them with clean water.

Use a sudsy cloth to wipe the counter and range top. Rinse and wipe dry.

If you are not going to wash dishcloths and drying towels immediately, hang them so they will air-dry.



LOWDOWN ON LAUNDRY

Laundering is one of those household tasks we doggedly do and try to forget until it's time to do it again. We can't wish the dirty laundry away or postpone washing clothes for weeks or months until a more convenient time. Despite the pleasure we take when all the hampers are empty and every garment is neatly folded or hung in the proper place ready to wear, we still approach laundry with a negative attitude.

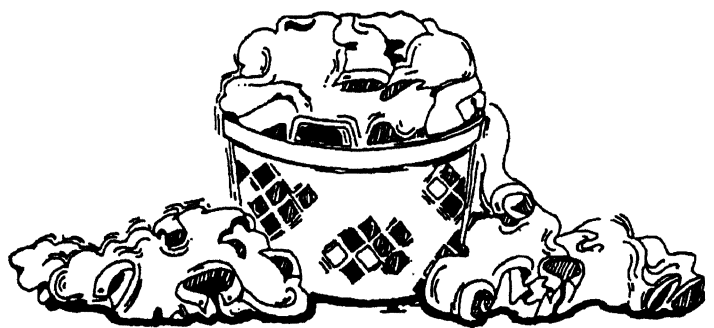
So, before you do anything else, organize your attitude about laundry chores. Accentuate the positive.

- Look at the time you spend on laundry in a constructive way. If you choose to do the laundry by yourself, think of it as time alone. Careful organization of laundry tasks frees you to think of other things. If you choose to share this task, view it as an opportunity to spend time sharing knowledge and skills.
- Doing the laundry will result in a neat, orderly appearance both for you and your house. What a morale boost! There is no harm in a little self-appreciation.
- Do laundry systematically on an organized schedule. This way clothes don't pile up.
- From the practical standpoint, caring properly for your clothes is simply a matter of protecting your investment. Clothes will last longer and look better, and so will you.
- Another positive thing about doing laundry is that you can make your own rules. Do things when it is most convenient and set your own standards. The only hard and fast guideline is to organize the work and stick to your plan. Others can share the task they help create. Work on the schedule and spell out the work each person will do. Then, stick to the agreed plan.

Make The Laundry Load Lighter

Nine easy steps help organize your laundry job. Follow them to make the task easier, get better results, save time, save money and give yourself a lift from the laundry load.

- ❶ Read and follow care labels. Do this before buying an article to determine whether you are willing to do the work involved. Read the label again before washing to determine the correct procedure.
- ❷ Sort clothes carefully. Separate loads by color, kind and amount of soil, type of construction and fabric and size.
- ❸ Pretreat heavily soiled areas and remove stains.
- ❹ Choose the correct laundry product for the job and use each product properly in the correct amount. (Follow the directions.)
- ❺ Use the proper water temperature: hot, warm or cold.
- ❻ Use the proper washing action: normal or gentle.
- ❼ Rinse thoroughly.
- ❽ Dry clothes properly and iron if needed.
- ❾ Hang promptly when clothes are dry or fold neatly and store.





Laundry Load Lifters

- Close all zippers, hooks and other devices.
- Turn pockets inside out and brush away lint and crumbs. This also helps you to remove pencils, crayons, pens, toys, coins, gum, tissues and other items that can cause problems.
- Tie sashes and buckle washable belts so they won't tangle or tear during the washing action.
- Mend rips, tears and loose hems before washing.
- Treat stains as soon as possible. They are easier to remove when they are fresh. Keep a stain removal chart posted above the washer.
- When treating a spot, place it face down on paper towels or a blotter and apply the stain remover to the back side of the stain. This will help push the stain off the surface. If you apply the remover to the face of the stain, you force the stain into the fabric.
- When using a bleach product, bleach the entire garment, not just the stain area. Also bleach any separate but matching items that are washable. This prevents odd discolorations or patches of color change, and any other color change will be uniform.
- Air-dry articles to check for stain removal. The warm air in the dryer could set the stain.
- Always launder immediately after removing a stain. This washes away the stain and the stain removal product.
- To presort your clothes, have a container for each category (such as whites, dark colors, etc.) Have family members drop soiled laundry into the appropriate container.
- Keep a small container nearby in which to toss all the things you find in pockets or in the bottom of the washer.
- Place socks, hosiery and other small items in a nylon mesh bag for washing. Then remove it from the washer and toss into the dryer. This helps the socks from being "eaten" during the laundering process.
- Create a place to hang up items as they come from the dryer. A tension rod mounted in a doorway, a plant pole or a bracket mounted on the wall are possibilities.

*Author, Diane E. Johnson, Home Economics Agent,
Darke/Miami Counties, Ohio State University Extension.*



BABY LAUNDRY NEEDS SPECIAL CARE

A baby is special and so is a baby's laundry. Everything that touches a baby should be clean, soft and comfortable.

Nitty-Gritty Stuff

Here are some special items found in babies' wardrobes and how to launder them.

■ Plastic pants can be washed with diapers, but should be air-dried or dried in the dryer on the air fluff setting without heat.

■ Sleepwear with a flame-retardant finish should not be washed in soap or non-phosphate carbonate detergent. These cleaning compounds combine with hard water minerals, leaving a film on fabrics that reduces the effectiveness of the finish. Chlorine bleach is not recommended for use on some of these flame-retardant items. Check labels. Sleepers usually may be dryer dried.

■ Permanent press and synthetic knits are sturdy fabrics, but need to be laundered on the permanent press cycle or a special knits cycle of the automatic washer to reduce wrinkling. Wash in warm water; rinse in cold. Dry in a dryer for best wrinkle-free results.

■ Delicate dresses, sweaters, caps and fancy blankets should be washed on the delicate or gentle cycle in warm water. Fragile items or tiny articles such as socks, tights or booties may be placed in a mesh bag for washing and drying.

Spot Removal

Stains occur frequently on babies' clothes. Here are the removal procedures for the most common

stains. Make sure the stain is completely removed before drying in a dryer, or it may be permanently set.

Baby food

Soak in cold water. Rub detergent into the stain while still wet. Launder in as hot a water as is safe for fabric, using chlorine bleach. If garment can't be chlorine bleached, soak in warm water and an enzyme presoak product; then launder.

Formula or milk

Soak in cold water with detergent. Follow with soaking in warm water using an enzyme presoak or all-fabric bleach product for at least 30 minutes (longer for old stain). Then launder in as hot a water as is safe for fabric.

Spit-up

Spit-up may be a mixture of all the foods listed above if baby is eating solid foods. Follow the steps of stain removal for formula or baby food.

Vitamins or medicine

Rub detergent into dampened stain or use a spray prewash soil and stain removal product. Launder in hot water using chlorine bleach and plenty of detergent. If stain persists, sponge thoroughly with a safe cleaning fluid. Rinse thoroughly.



Source: Norma Pitts, Clothing Specialist, Ohio State University Extension.

Prepared by: Beverly Koenig, Home Economics Agent, Henry/Fulton Counties, Ohio State University Extension.



FIRST AID FOR LAUNDRY STAINS

Dye Stains

Examples are cherry/blueberry, dye transfer/color bleeding, felt-tip pen, and Kool-aid.

Work full strength heavy-duty liquid detergent into stain; rinse. Soak garments in a weak solution of all-fabric powdered bleach. Then launder. If stain is still present and garment is white or colorfast, soak entire garment in weak solution of liquid chlorine bleach and water for 15 minutes. If bleaching is not safe or does not work, use a commercial color remover (for white garments only; follow package directions).

Greasy/Oily Stains

Examples are butter/margarine, car grease, cooking oils, lotions, and salad dressing.

Work full strength heavy-duty liquid detergent into the stain or spray with prewash soil and stain remover — aerosol or pump-type. Then wash garment in hot water (if safe for fabric) and detergent; rinse. Before drying check to see if stain is gone; repeat if necessary.

Protein Stains

Examples are baby food/formula, blood, egg, gelatin, milk, mud, urine/vomit/feces, and white glue.

Scrape off excess material. Soak in cold water using a heavy-duty liquid detergent. Follow with enzyme presoak product in warm water for 30 minutes or longer. Then launder in warm water with detergent. Rinse; dry when stain is removed. Bleach may be necessary if stain was colored.

Crayon

Treat as for greasy/oily. Bleaching also may be necessary to remove the color portion of the stain.

Ink

Pretreat by sponging with rubbing alcohol or spray with prewash soil and stain remover.

Yellowing

Wash garments in hottest water safe for fabric with 1 cup packaged water softener instead of detergent, followed by cool-down rinse cycle. Repeat if necessary or wash with correct amount of heavy-duty detergent and bleach safe for fabric.

To prevent yellowing, especially from using too little detergent, try using an increased amount of detergent and use products containing enzymes or detergent boosters.

Examples of products suggested above:

Bleach, liquid chlorine: Clorox, Purex

Bleach, powdered all-fabric: Clorox 2, Snowy

Color remover, commercial: Rit, Tintex

Detergent, heavy duty liquid: Era, Tide, Wisk

Enzyme presoak: Axion, Biz Bleach

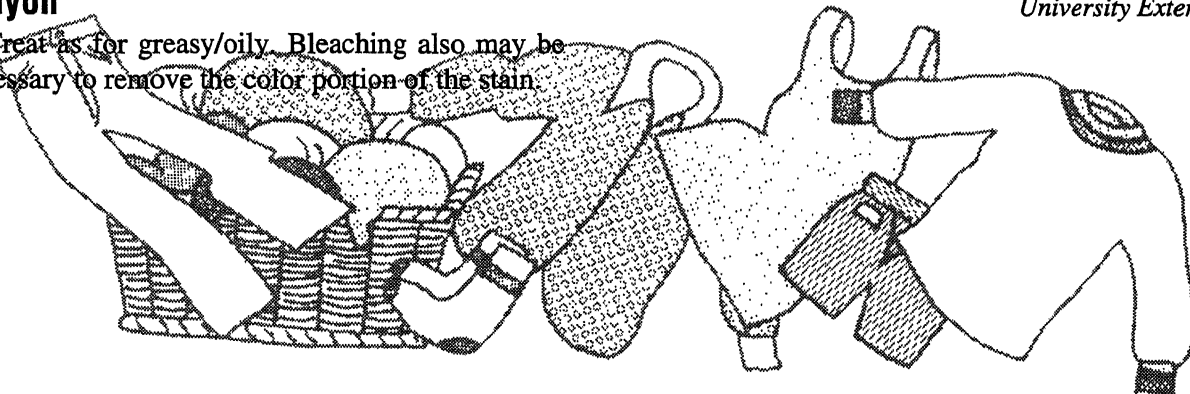
Prewash soil and stain remover, aerosol: Shout, Spray 'n Wash

Prewash soil and stain remover, pump-type: Shout, Spray 'n Wash

Packaged water softener: Calgon

(No endorsement of companies or their products mentioned is intended, nor is criticism implied for similar companies or their products not mentioned.)

*Compiled by: Beverly Koenig, Henry/Fulton County
Extension Agent, Home Economics, Ohio State
University Extension.*





ROOMS THAT GROW WITH CHILDREN

From the time that new baby is brought home from the hospital, children bring a change to your home.

They have certain basic needs for space: for playing; sleeping; privacy and studying. The priority of various needs changes as the child grows and develops, so furnishings need to change as well. Good design can help children develop personal independence and a sense of beauty. Their rooms should be a place where they can satisfy their curiosity, broaden their interests, learn and be creative. An environment that promotes these developmental skills and fosters independence can help children learn good decision-making.

Let's look at the stages of growth and development of young children and their corresponding furnishing needs.

Infancy (0–2 years)

With infants, safety and ease of care are most important. Furnishings are simple: a bed, comfortable chair or rocker, and a changing surface that's easy on your back.

The atmosphere should appear cheerful, bright and airy, yet also peaceful, cozy and comforting. By the time your child is a few months old, he/she can identify his/her own space, whether that space is in your room, his/her own room or a room shared with a sibling.

Sleeping

Furnishings should be sturdy with no sharp points or protruding nails. The crib is especially important. A new crib sold in the United States today must meet Consumer Products Safety Commission (CPSC) standards. Spacing between slats should be no larger than $2\frac{3}{8}$ ". There should be a 2-stage catch to raise and lower a side. The mattress and the inside dimensions of the crib should be the same size ($27\frac{1}{2}$ " x $51\frac{1}{8}$ ").

If you're buying second-hand or borrowing a crib, check the spacing of the slats and the stability of the crib itself. Make sure all surfaces are smooth. Find out how old the crib is. If it was manufactured before February 1972, it may have lead paint. Repaint it with

a paint that is lead-free. Finally, make sure the mattress passes the two-finger test. If you can fit more than two fingers between the mattress and crib, the mattress is too small. Babies have been known to slip into that space and suffocate.

Some cribs convert easily to a bed with its own storage space. These cost more but can be used much longer.

A crib will seem like a big space to your newborn. You can make this space feel cozier by putting stuffed animals in the crib or by using one of the nesting devices. Unless there is a bassinet that was handed down to you, don't waste your money on one since your baby outgrows it in a few months.

Storage

Storage should be oriented to the adult's convenience. A new small chest or an old one refinished or repainted can provide enough storage. The top drawer can hold diapers and the drawers underneath clean clothes. Or shelves nearby can hold diapers, other baby care products, toys, etc. Place the changing table or chest with a changing top next to the shelving unit so that everything's within arm's length. To store dirty cloth diapers conveniently, keep the diaper pail beside the changing table.

If the room is small, used for more than one purpose or is shared with an older child, you may want to modify the closet. Babies don't need any closet space for hanging clothes and preschoolers need very little. Put the small chest or changing table in the closet and add shelves around it.

Toys

As your infant becomes more active and acquires more toys, add open shelves, stacking cubes, baskets or plastic bins. Be sure to attach any shelving units securely to the wall studs.

A shoe bag or the low drawer in a chest also make good storage spaces for toys. Be sure to attach the shoe bag low on a door or wall so your child can reach the toys. Secure it with plastic anchors and/or long screws that will withstand tugging.



Sturdy cardboard boxes work well for toy storage, too. They can also be fun. Toddlers like to climb in, hide in and play pretend games in cardboard boxes.

Keep a smooth basket or box in the family room to store the infant's favorite toys, since babies at this stage require constant supervision during play.

Furnishings and Accessories

Make sure any furnishings you use around infants and toddlers are sturdy, durable, easy to clean and free of sharp corners and protruding nails. Plan for safety. Childproof all electrical outlets. Toddling children are very creative and may use furnishings and storage items in unusual ways.

In general, don't place the crib in front of the window. If you must do so, plan a window treatment that won't entangle the child. Children have strangled on drapery and blind cords, so use a valance and shade instead. When baby starts to pull up, move the bed so the window treatment is out of reach.

Bright pastels or primary colors on the walls will create a cheerful environment. Decorate with accessories, such as pictures, toys or mobiles that will interest the child. Above the changing area, put magazine pictures or color paper cutouts on a bulletin board to stimulate conversations between you and your baby. A mirror on the wall above the changing table can be

entertaining too. Soft sculptures, needlework and posters are other possibilities for the walls. Remember that your child will consider accessories that he can reach as playthings. Valuables should be on high shelves or out of the reach on the wall.

Preschool (3–5 years)

Preschoolers are great explorers. They also are becoming more independent. Decision-making is a major skill that is learned at this age. Children learn to make decisions when they are given a few choices. Furnishings should be durable, strong, steady enough not to topple and easy to clean.

Sleeping

Between the ages of 2 to 3 years, most children move from the crib to the "regular" bed. Select a good quality mattress to support your child's developing bones. A sturdy frame is a must since an active, growing child may use it for play as well as sleeping. Don't buy a theme bed that will be outgrown quickly. Trundle beds, bunk beds or modular units offer added sleep space without taking up play space. They are good choices when children share a room. For safety reasons, a child should be at least 4 years old before using bunk beds.

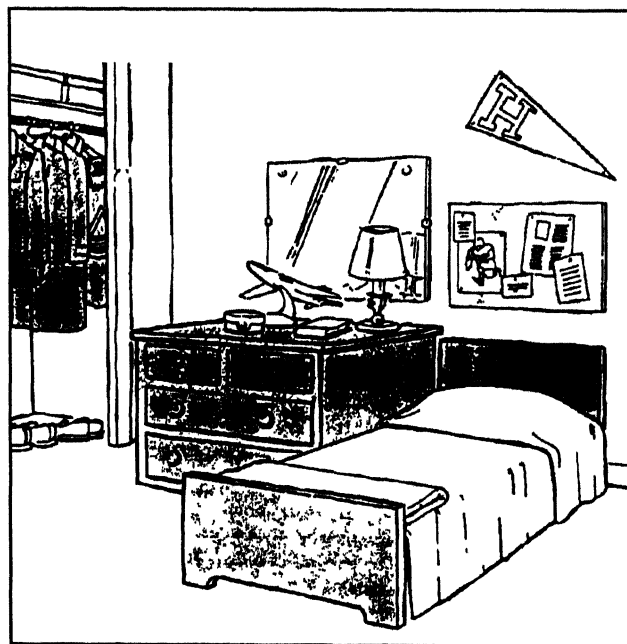
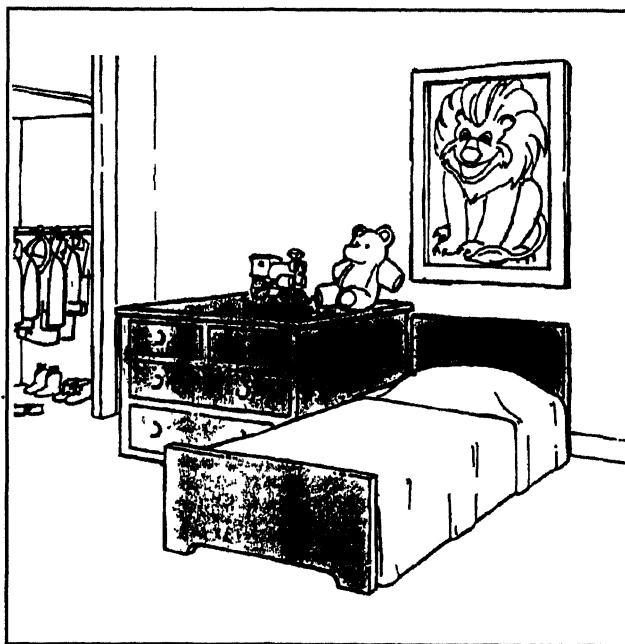




Table and Chairs

A child-sized table and chairs provide an ideal place to write, draw or paint. Giving your child a place to spread out and leave a project helps him/her to develop a longer attention span. At age 2 the table and chairs might be placed in the kitchen or family room where you are. As the child reaches age 4 and continues to become more independent, he/she may enjoy using the table and chairs in his/her room.

Or you may want to place an easel with chalkboard and drawing space where you're working so that your child can entertain himself and you can keep an eye on him.

Toy Storage

Storage should be designed for the developmental self-help stage of the child. Toys aren't just added, they multiply! Provide proper and sufficient places to put them. Stacking cubes are ideal. You can build them yourself or purchase them.

Add higher shelves as your child grows. Open shelves are best, since choices can be seen without removing everything. Ready-to-assemble furniture can provide economical options if you need lots of shelf space. If your space is limited, slide low boxes under the bed.

Encourage your child to clean up. A picture of the toys on the shelf where they belong will give your child a chance to learn how to sort and match things and can make picking up fun. A toy box mixes everything up. Use it only if you have very limited space. Store small objects like building blocks, cars or puzzles in plastic bins or dishpans. Pictures attached to each bin will help your child figure out what belongs where. The dishpans or bins can easily be carried to any room, since most preschoolers will also want to play where you are.

Clothes Storage

Place hooks and hangers in closets so your child can reach them easily, generally at 30". It encourages a child to help himself when he can see and choose his own clothes. Out-of-season clothing may be hung on the higher rod. A combination of shelf and hanging space could be used too. This allows for folded clothes to be in sight and within easy reach. You can build your own closet arrangement or purchase one of the closet conversion kits. The small chest you used when

your child was an infant can still store the child's clothes. Move in-season clothes to lower drawers where your child can reach them. Remove the pad from the changing table once your preschooler dresses himself and is toilet trained.

Furnishings

Arrange furniture so there is plenty of floor space for play. A resilient floor covering, such as tile or vinyl, may be a better choice than carpet for a young child's room. Children appreciate a hard, smooth surface for building, racing cars, etc. A small area rug can be used for those relaxing times spent on the floor looking at books or coloring. If the child's room is carpeted, then the kitchen may become the play area for some activities.

Choose bright cheerful colors for the room. Let the preschooler "help" you make the final choice for the color scheme in his room. Remember, children don't tire of color and pattern as do adults. If you own the home you live in and decide to use wallpaper, select a design that will grow with your child. Avoid patterns that might be outgrown in only a few years. Stripes, plaids and general designs like clouds, rainbows or stars are good choices. You can always use a border with a design more suited to your child's age or sex. The border can be stripped easily and changed as the child's interests change.

If you do opt for wallcoverings, use vinyl. It can be cleaned more easily when sticky fingers or crayons spoil its looks. In fact, vinyl wallcoverings are easier to clean than painted walls. A variety of patterns are available in a number of price ranges.

If you live in an apartment, use color in the fabrics for the bed, for window treatment and for the accessories to brighten up neutral walls. Refinish or repaint furniture to give the room a new look.

Accessories can be almost anything — toys, mobiles, kites, posters, mirrors, etc. Hang posters and mirrors at eye level. Hang mobiles and kites out of reach but within eye range.

Lighting should be wall- or ceiling-mounted. Portable or table lamps with trailing wires invite an accident. Child-proof all outlets or put furniture in front of them so your child can't reach them.

Careful planning can ensure that a child's basic space needs are met from infancy through his growing years without extreme financial stress. Personal space



that meets his/her physical and emotional needs will help the child move more easily through the developmental stages of growth.

Source: Rooms That Grow With Children, Wilma Hammett, Interior Design Specialist, North Carolina State University. Published by The North Carolina Agricultural Extension Service.

Adapted by Beverly Koenig, Henry/Fulton County Extension Agent, Home Economics, Ohio State University Extension.

BASIC HOUSEHOLD TOOLS

Home repairs can be easy if you have the right tools and know how to use them. On the next few pages, we'll learn how to use these basic tools: medium weight claw hammer; screwdrivers, both straight blade and Phillips; pliers, including the slip joint kind and the adjustable wrench; handsaws; box and finishing nails; and three types of screws: molly screws, toggle bolts and plastic anchor screws.

Hammer

A medium weight (12–13 ounces) claw hammer is good for general purposes.

- Hold a hammer near the end of the handle for more hitting power. To start a nail, hold it in place and tap it gently a few times until it is firmly set. Hit it straight in (Fig. 1).
- To avoid hammer marks on the wood, use a nail set (Fig. 2) or another nail to drive a nail the last 1/8 inch into the wood.
- To remove a nail use claw end of hammer. Place a small block of wood under the head of the hammer to avoid marking the wood (Fig. 3).

Fig. 1

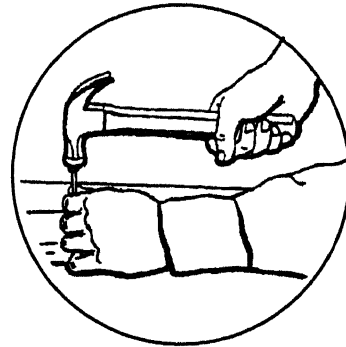


Fig. 2

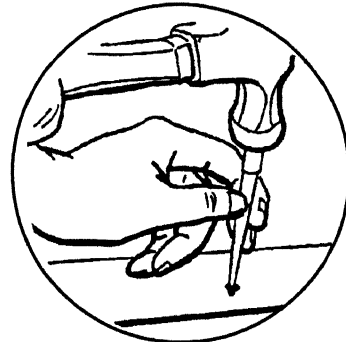
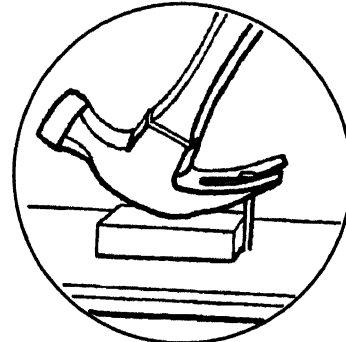


Fig. 3



Screwdriver

You need two types of screwdrivers for household repairs: **straight blade** (Fig. 4) and **Phillips** (Fig. 5). Both come in various sizes. The blade of the screwdriver should fit the slot in the screw (Fig. 6).

- When using the screwdriver, push against the head of the screw as you turn it (Fig. 7).

Fig. 4

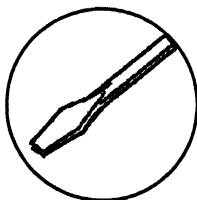


Fig. 5

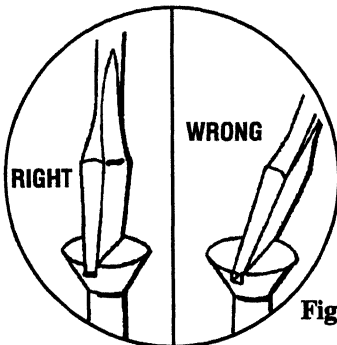
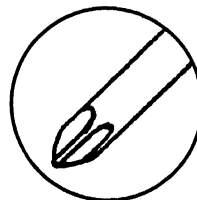
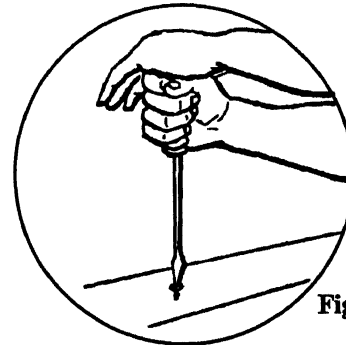


Fig. 6

Fig. 7



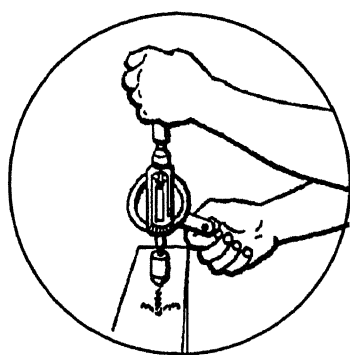


Fig. 8

- It's easier to put a screw into wood if you make a hole first with a nail or drill (Fig. 8). Rub wax or soap on the screw threads to make it go more easily.

Pliers

A **slip joint pliers** can be used for many jobs around the house (Fig. 9).

- Use pliers to hold a nut while you turn a bolt with a screwdriver (Fig. 10).
- Use it to remove nails or brads. Pull the nail out at the same angle it was driven in. Use small blocks under the pliers if you need leverage (Fig. 11).
- Use it to bend or cut wire or to straighten a bent nail (Fig. 12).
- Use it to turn nuts. Wrap tape or cloth around the nut to avoid scratching it (Fig. 13).

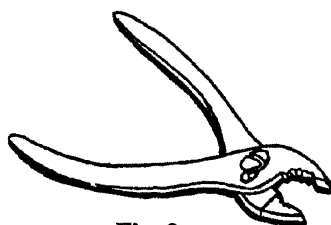


Fig. 9

An **adjustable wrench** (Fig. 14) adjusts to fit different sizes of nuts. If a nut is hard to loosen, apply a few drops of penetrating oil or kerosene. (Fig. 15) Let it soak a couple of hours or overnight. If the wrench has a tendency to slip off, try turning it over.

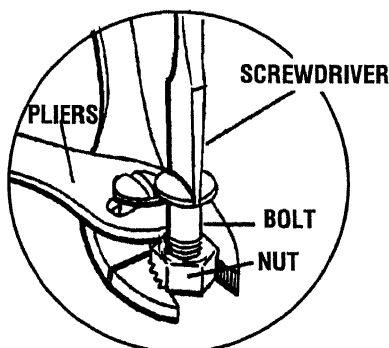


Fig. 10

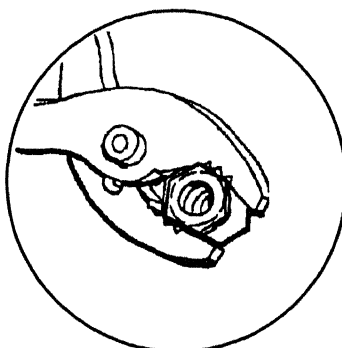


Fig. 13

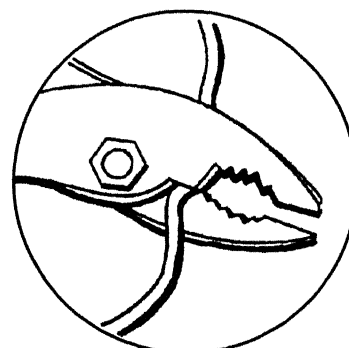


Fig. 12

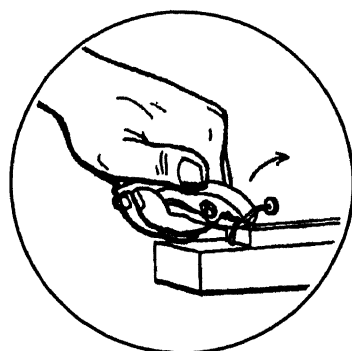


Fig. 11

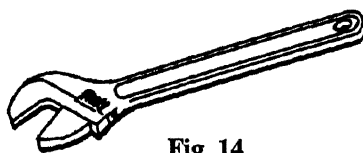


Fig. 14

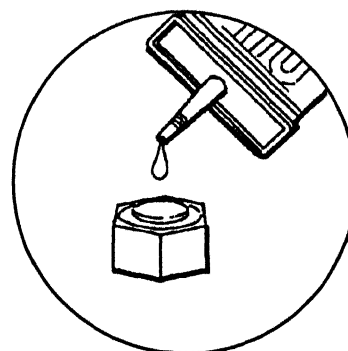
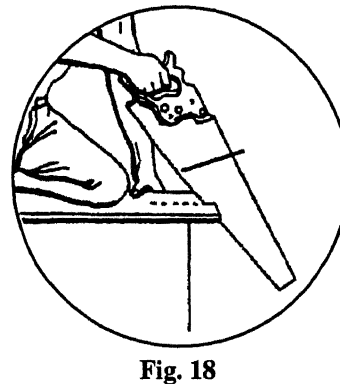
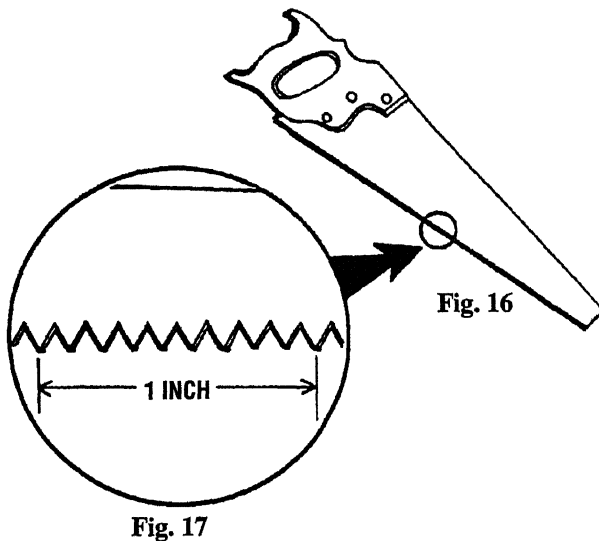


Fig. 15

Handsaw

A handsaw (Fig. 16) with about 10 teeth to the inch is good for most household work (Fig. 17).

Mark where you want to cut. Pull the saw back and forth several times to start a groove. Let the weight of the saw do the cutting at first. If you are sawing a board, it will be easier if you support it and hold it firmly near where you're cutting (Fig. 18).



Nails, Screws and Bolts

Nails, screws and bolts each have special uses. Keep them on hand for household repairs.

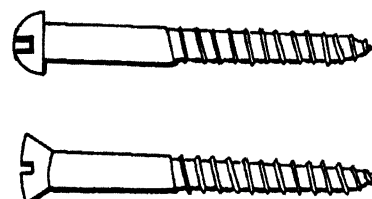
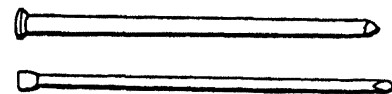
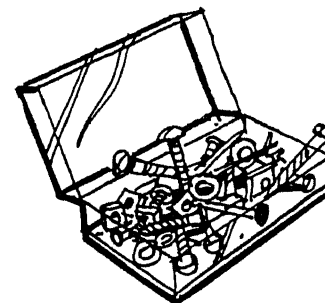
Nails come in two shapes.

Box nails have large heads. Use them for rough work when appearance doesn't matter (Fig. 19).

Finishing nails have only very small heads. You can drive them below the surface with a nail set or another nail, and cover them. Use them where looks are important, as in putting up paneling or building shelves (Fig. 20).

Screws are best where holding strength is important (Fig. 21). Use them to install towel bars, curtain rods, to repair drawers, or to mount hinges. Where screws work loose, you can refill the holes with matchsticks or wood putty and replace them.

Use molly screws or toggle bolts on a plastered wall where strength is needed to hold heavy pictures, mirrors, towel bars, etc.





Molly screws have two parts (Fig. 22). To install, first make a small hole in the plaster and drive the casing in even with the wall surface. Tighten screw and put it through the item you are hanging, into casing, and tighten.

Toggle bolts. (Fig. 23) Drill a hole in the plaster large enough for the folded toggle to go through. Remove toggle. Put bolt through towel bar or whatever you are hanging. Replace toggle. Push toggle through the wall and tighten with a screwdriver.

Plastic anchor screws (Fig. 24) should be used where you want to attach something to a concrete wall. To install, first make a small hole in the wall and drive casing in even with the wall surface. Put screw through item and into the casing, and tighten.

Fig 22

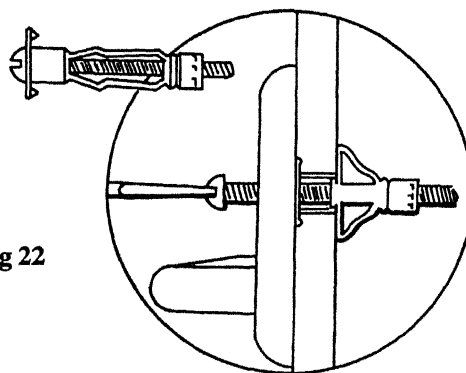


Fig. 23

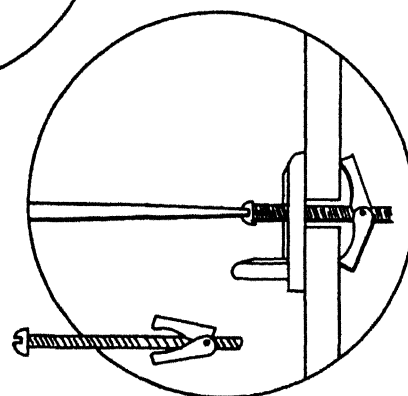
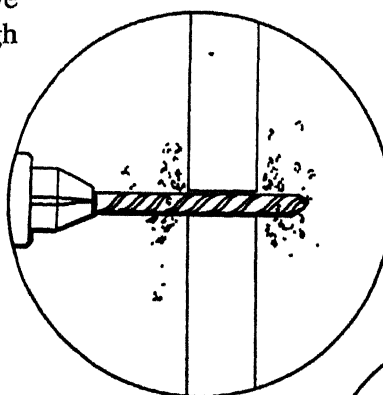
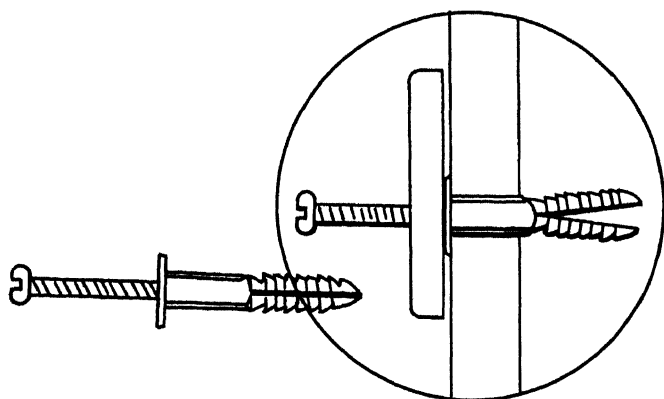


Fig. 24



Source: Simple Home Repairs...Inside, United States Department of Agriculture, Program Aid Number 1034.

