

Is My Child Ready? Self-Care Assessment & School-Age Resources



...for Children

the region's leading resource
in early education and care

About 4C for Children

4C for Children, the pioneering leader, advocate and resource for early childhood education and care in this region since 1972, serves 23 counties from offices in Cincinnati, Dayton (Ohio) and Newport (Kentucky).

Each year this not-for-profit agency...

- assists over 8,000 families of all income levels in finding and choosing quality child care;
- enrolls over 20,000 child care providers in its workshops and trainings;
- works to increase the supply of high-quality early education and care in the region; and
- advocates for children and families at the local, state and federal levels.

For more information visit www.4cforchildren.org or call 513-221-0033 or 800-256-1296.

Copyright © 2009, 4C for Children. All rights reserved.

Permission is granted to copy this booklet for personal or education use.

For other uses, contact 4C at 800-256-1296 or agency@4cforchildren.org

4C Central Office, 1924 Dana Ave., Cincinnati, OH, 45207

Table of Contents

- **Introduction.....2**
- **Evaluating Readiness For Self-Care3**
- **Getting Started: Preparing For Self-Care.....5**
- **Keeping Your Child Occupied.....10**
- **Counseling and Parenting Services.....20**
- **Child Care Services.....23**
- **Youth Services23**
- **Abuse and Safety Services.....24**
- **Substance Abuse25**
- **Teen Health Services.....26**
- **Teen Parenting Services26**
- **Special Needs.....27**
- **Appendix 1, Important Phone Numbers29**
- **Appendix 2, What To Do30**

Introduction

Many would agree that the goal of parenting is to raise responsible, caring, independent young adults. Parents of school-age children face dramatically shifting roles as their children move from pre-teens through late teen years. They are also challenged by the dilemma of how much freedom and responsibility is appropriate for their children as they mature. As children progress through school, sports, clubs, volunteer positions and part-time employment, their role in the community becomes increasingly intricate. Parents may feel threatened as their supervisory role becomes more subtle, and very different from a child's early years.

By the age of ten, your school-age child has entered a complex world of choices and options. Cognitively, school-age children need time and space to explore interests and ideas. They have a lot of energy for learning, are rule bound, and can concentrate for long periods of time on things that interest them. Socially, these children have a strong desire to make and keep friends. Peer groups are very important as well as influential, and adults other than parents gain importance. Physically, they have tremendous energy and need to practice skills that will help them build self-esteem and enjoy physical challenges. Emotionally, these children have difficulty verbalizing feelings, are concerned with fairness, and need to know that adults are in control.

Raising a child is challenging. Many times families with school-age children experience specific problems that may require the help and guidance of a professional who is knowledgeable about community resources. How do I find a tutor for my nine-year-old who is struggling in school? How do I talk with my children about the dangers of drugs? How do I explain appropriate sexual behavior? Is there some way to know if a child is old enough to come home to an empty house? These are some of the questions parents of school-age children face.

School-age children need adult support, encouragement, and limit setting to help them feel safe and secure. As a parent you want to provide your child with the tools to make sound decisions. We hope this booklet will help you find the information and resources you need to make informed choices. The first 17 pages suggest guidelines to help you assess your child's ability for self-care and gives tips for preparing your child and your home for this important step. Pages 18-32 provide a list of community resources concerning a variety of school-age related issues. Pages 33-35 are fill in the blank informational sheets that you and your child can discuss and make decisions about together.

Evaluating Readiness for Self-Care

Most parents of school-age children will confirm - the need for child care or other options for older children doesn't go away as children grow, it changes. Making sure that your eleven-year-old is safe and secure after school is a much different issue than looking for a child care center for a three year old. Planning for long summer days for ten and fourteen-year-old siblings brings a whole new set of considerations. But it happens to all families — school-age children insist that they are "too old" for child care and parents begin to consider the possibility of a few hours away while the children are "home alone". The decision about whether your child/children are ready for self-care is a continuing process rather than a singular event. It will begin with allowing your child to be left alone for short periods, a brief 20 minutes while you run to the neighborhood grocery. As you and your child complete the process suggested in this publication, time alone can be extended. The process is one of developing skills in your child and increasing confidence in the parent - with frequent monitoring of the self-care arrangement.

When Is Your Child Ready?

Physically

- Can get ready for school on time without assistance.
- Can lock and unlock doors and windows unassisted.
- Can perform everyday tasks (e.g., fix a sandwich, dial and answer the phone.)

Mentally

- Can tell time.
- Understands the concept of "stranger" and "emergency."
- Can recognize danger or a dangerous situation.
- Has ability to solve minor problems.
- Considers how own actions affect others.
- Is self directed
- Understands home rules

Socially

- Solves conflicts without adult help.
- Talks easily about feelings.
- Feels comfortable contacting adults if a problem occurs.

Emotionally

- Has a sense of security and confidence when home alone.
- Is willing to stay home alone.
- Have the skills to handle loneliness, fear and boredom.
- Handles personal responsibilities (e.g., getting ready for school).
- Understands expectations.

This is just a general guideline and should be modified accordingly. Each child is unique. While your child may show signs of readiness in some areas, this does not mean that she is ready for self-care. It would be nice if there were a “magic age”. But since there isn't, it takes some tough evaluation on your part as the parent. To make it even tougher, the decision is entirely yours. No one knows your child as well as you, and only you can evaluate his readiness. The following is a questionnaire to help you determine your child's readiness for self-care.

Should We Begin?

1. Do you consider your child old enough to assume self-care responsibilities?
2. Do you believe your child is mature enough to care for him or herself?
3. Has your child indicated a willingness to stay home alone?
4. Is your child able to...
 - solve problems?
 - complete daily tasks?
 - stay home alone without becoming fearful?
 - fix a snack?
 - use the toaster or microwave?
5. Can your child unlock and re-lock the doors unassisted?
6. Is there an adult close by that your child can contact in case of an emergency?
7. Do you have adequate household security?
8. Do you consider your neighborhood safe?
9. Is your child able to talk to you openly about problems and feelings?
10. Does your child know basic first aid and safety skills?
11. Can you be easily reached by telephone during the hours you're away?
12. Does your child carry out responsibilities according to your directions?
13. Is your child able to use the telephone?
14. Is your child afraid of the dark or storms?
15. Does your child have any special needs?
16. Does your child have recurring nightmares or other sleep disturbances?

If you answered **no** to any of questions 1-13 or **yes** to questions 14-16, you may want to delay your plans for self-care. Take the time to go over these things with your child. You can work them out together, taking as much time as both of you need to feel comfortable with the idea of self-care. The more communication that you have, the easier the transition will be for everyone.

Getting Started: Preparing for Self-Care

Now that you have assessed your child's readiness for self-care and you feel your child is a good candidate, the next task is to prepare and get started:

Keys and Doors

A child should feel confident and safe getting in and out of his home. Clear rules for the use of keys should be discussed and set between parent and child. Children should be told not to wear a house key in a highly visible place, reducing the risk that others know they may be going home alone.

Discuss the following issues with your children:

- If there are several children in your family, which child will have the responsibility of the key?
- Where should the key be kept during school hours; where will a spare key be kept?
- If you have a security system, how will that be handled?
- If your child is locked out of the house, what should she do?
- What should children do if they come home and find the front door open or windows broken?
- Role-playing these scenarios would help ensure that your child would be well prepared for these types of situations.

Safety Tips

Safety issues vary greatly, depending on the ages of your children. What is comfortable and appropriate for a thirteen-year-old in junior high is markedly different from issues for an eleven-year-old who may be just beginning self-care. Additionally, remember that the creation of a self-care plan is different for each family and will be based on your values, parenting style and life experiences. These self-care plans will change as children grow older and become more self-sufficient. The issue of children answering the door or the telephone when they are home alone is especially challenging and will be approached by families in very different ways. Law enforcement officials often suggest that children in self-care should not open the door or answer the phone; both could indicate to strangers that an adult is not in the home. Conversely, some families feel that they would rather carefully prepare children to handle the doorbell or a phone call in a safe way. We have provided information in the event that you choose to have your child answer the door or telephone when you are not home or just not available.

Doors and Doorbells

The following safety tips are just that - ideas that may be helpful to you **after** you carefully evaluate your child's age and maturity level and your own family situation.

- All doors to the home should be kept locked.
- Install peepholes in the doors if the front door entrance cannot be viewed from a window. Instruct your child to always look to see who may be knocking or ringing the bell.
- Install safety hinge locks on the main doors; chain locks are easily broken.

- Children should never open the door to someone they do not know, even if there is a hinge lock in place. If a stranger comes to the door, it's best to say nothing and keep the door locked. If a child does say something, it should simply be "My mom is busy and can't come to the door right now. She asked that you come back later."
- Children should instruct delivery persons to leave the package at the front door and slip paper needing a signature under the door if necessary. If delivery person refuses to comply, tell them to leave the package at a neighbor's house or to come back later.
- If someone comes to the door and refuses to leave or keeps coming back, children should call an adult neighbor, the parent, or 911 and, above all, keep the door locked.
- Role-playing some or all of these instances will add a sense of security and confidence for you and your child. Handling various situations will become easier each time.
- Discuss rules about friends visiting and your children going outdoors to play. Post them in a prominent place as a reminder. Some issues to consider:
 - Who can visit and for how long?
 - What time can friends come to play?
 - Can your children play outside; if yes, limit them to your yard or immediate neighborhood. (See Activities, page 13)
 - Are doors locked if they go outside?
 - Where will the key be kept?
 - Should they call you first before going outside?

Telephone Calls

The telephone represents a lifeline to information, help and comfort for your children when they are home alone. Children should be able to call parents, a grandparent or a neighbor when they have questions or simply need reassurance. Calls also help to alleviate loneliness and boredom. The phone also provides immediate access to parents or police in the event of an emergency. On the other hand, incoming phone calls could be a source of fear due to unwelcome callers. For example, prank phone calls or aggressive bill collectors can be frightening to a child. For all of these reasons, it is essential that children who stay home alone have access to emergency phone numbers and know how to make emergency calls.

The decision about whether children should answer the phone is a decision for each family. It should be based on the age and maturity level of the child and also the parents' level of comfort with their child answering calls appropriately. We have provided information to help prepare your child for answering the phone when home alone, but caution about the appropriateness and safety of this for children younger than age 12-13. A compromise you may want to consider is the addition of caller ID to your phone system. This would allow your children to answer calls from you, friends and relatives but put other calls into your answering machine.

In order to prepare your children for emergencies, an "Important Phone Numbers" list should be completed and placed near one or more phones in your home (See Appendix 1). It may be a good idea to give a copy to a trusted neighbor in case help is ever needed. It is important that your child understand the proper procedures for making emergency calls. The "Who to Call"

exercise sheet (see appendix 2) is a beneficial tool to use with your child. Have your child explain which situations are emergency or non-emergency events. Discuss what you would like your child to do in each situation and who, if anyone, should be called. Knowing how to handle such situations and who to call will give your child confidence when alone.

If you decide to permit children to also answer incoming calls, it is important to prepare them for different types of calls. Many will be handled in the same way, but prepare your child for the possibility of prank or obscene phone calls.

Consider the following instructions:

- Begin by saying only "Hello."
- Listen to the caller, but provide no information that might indicate they are alone.
- Offer to take a message and have paper and pen ready.
- Be polite and hang up when appropriate.

It is important that you not encourage your child to lie to a caller. Statements such as "My mom is busy right now and can't come to the phone" or "May I take a message?" represent truthful and helpful statements. But, faced with persistent questioning or obscene calls, your child should hang up immediately and call the parent.

You can help your child practice these skills by role-playing the following situations:

- Pretend you are an old friend of the family who will only be in town for a few hours.
- Pretend you are a salesman and want to set up an appointment to introduce your product.
- Pretend you are a telemarketer selling magazine subscriptions.
- Pretend you are a friend from church and need some information about a meeting.

Practicing these and other situations will enable you and your child to come to an understanding about what to do, what to say or who to call. You may also want to take this opportunity to discuss general phone usage with your child. Establish and post rules concerning the use of the phone such as when your child is expected to call you, when and how long the phone can be used. If you want to make sure you're always able to get through when calling, you may want to consider also adding "call waiting" to your telephone service.

Preparing a Safe Home

If you have come this far in self-care readiness, the next step is to prepare a safe home environment. This section will take you through several steps to ensure that your home is safe for children in self-care and all members of the family.

Child-Proofing Your Home

When your child is home alone, the potential for an accidental injury or mishap increases. Parents should take preventive measures by anticipating possible hazards in the home and taking steps to make the home safe for their child. Some common major hazards to consider are: poisonous substances, medicines, cigarettes, alcohol, firearms and electrical appliances.

Poisonous Substances

Children are often curious about bottles and jugs under the kitchen or bathroom sink. Unknowingly, they can ingest poisonous substances or use them inappropriately in creative "mixtures." Parents should identify these substances, place labels on them and store these household items in a locked cabinet or out of children's reach. Some common household plants can also be poisonous if eaten. If you have those, consider putting them in areas that won't be used by children in self-care.

Substances and plants to consider:

Ammonia
Bleach
Drain cleaners
Insecticides
Paint thinners/removers
Certain plants (e.g. Poinsettias, Dieffenbachia and Philodendrons)

Medicines and Drugs

Examine your medicine cabinet carefully. Discard any obviously old or expired drugs (check expiration date on container). Instruct your child that medicine should not be taken when you are not home. Label all drug containers. Place drugs where they will not be accessible.

Cigarettes, Matches and Alcohol

When children are left home alone on a regular basis, the probability of experimentation with cigarettes, matches and alcohol is greater. The lack of parental supervision and the prospect of spending hours each week without structured activities encourage this kind of experimentation. Make sure that cigarettes, matches and alcohol are removed from the home or stored in a locked cabinet where your child cannot easily reach them. Discuss the potential danger surrounding the use of these items with your children and set clear rules.

Firearms

Firearms are always dangerous if not properly handled and kept in a safe place. They are even more dangerous if your child is home alone. If you have firearms in your home, they should **always** be locked in a tamper-proof cabinet. Remember that most incidents with firearms occur with friends or family members, when their use is unsupervised.

If guns are kept in your home, follow these minimal safety guidelines:

- Lock handguns in a safe, locked box or gun cabinet with a combination lock on it. Key locks are accessible.
- Install a trigger lock on handguns.
- Remove bolts from rifles and keep them in a separate place.
- Keep bullets in a separate location away from the firearms and locked out of the reach of children.
- Keep guns unloaded.

Electrical Appliances

Decide which appliances your child will be allowed to use when home alone. Inform your child which appliances she may use and which may not to be used. Teach your child how to use the approved appliances.

- Check the electrical cords and plugs on each appliance.
- Repair frayed cords or broken plugs, or replace them.
- Talk to your child about why they should never handle appliances or plugs with wet hands.
- Discuss the importance of never using a telephone, radio, hair dryer or any other appliance when they are in the bath or shower or near any other water source.
- Create a plan with your child of how an emergency power outage should be handled - the safest option is to go to the designated neighbor's house until the power is returned or you arrive home from work. Post the plan. During an emergency this will help the child remember what to do.

Other Safety Tips

- Make sure that sharp knives and power tools are stored properly.
- Check smoke detectors on a regular basis and replace batteries when needed.
- Check carbon monoxide detectors on a regular basis and replace batteries as needed.
- Check the safety of stairs in your home. Repair any frayed rug runners, loose banisters and remove obstacles from the landings.
- Be sure working flashlights are accessible.
- Be sure there is a battery-operated radio available.
- Be sure there are extra batteries for flashlight and radio.
- Develop and post a tornado/severe weather plan.
- Develop, practice and post a fire safety exit plan.

Keeping Your Child Occupied

The two to three hours between school dismissal and your arrival home can go quickly or drag by slowly - depending on how you've helped plan those hours. This is the area of self-care that can provide the opportunity for some creativity, negotiation and problem solving, as well as a great chance to communicate with children about what's important to them. The components of this after-school time are relaxation, snack, homework, chores, and some enjoyable activities. The actual design of what, when and for how long is up to you and your children.

Relaxation

After a full day at school, all children need some downtime, especially before beginning homework assignments. When time for relaxation is discussed it might include:

- Television** Make a list of the shows that your child would like to watch and you have approved. Be sure that you have agreed upon a time limit. At a certain time, the television goes off and other things are begun. It is helpful to post the list and times of agreed-upon TV viewing, so those rules are not "forgotten". The V chip is now available to prevent children from viewing inappropriate television.
- Music** Perhaps your son may want to spend time in his room, unwinding to favorite CD's. A twelve-year-old daughter may be into exercise or yoga videos to help relax before starting a homework project.
- Books** After a long day at school, spending some down-time with favorite, yet parent-approved, comic books or the latest in the pre-teen mystery series may provide a brief relaxing escape before tackling homework or chores.
- Video Games** Shop with your child for nonviolent video games. Be sure to spend some time playing the games with your son or daughter before approving them.
- Computer** Most children enjoy using and are competent with personal computers. Firewalls allow children access to appropriate materials while eliminating less desirable ones. Consult a technician if you don't know how to limit your child's access to inappropriate Internet sites.

Snacks

While quick snacks are ideal, this does not mean they have to be unhealthy. Most parents realize that kids are not going to munch on celery, carrots and spinach leaves. Here are a few practical suggestions to make after-school snacks fun and nutritious:

- There is always fruit! It's quick and easy. Let your child go with you to the store and pick out his own selection. Allow them to make the decision themselves without any suggestions.
- Pre-packaged lunch snacks, the kind with everything included in a sealed container.
- Cheese and assorted crackers.
- You can't go wrong with peanut butter and jelly, easy to make and healthy.
- Low sugar cereal. This is a snack that your child can eat with milk or right out of the box.

- Pretzels or other low fat prepared snacks.
- Although cookies are not a number one choice for healthy snacks, you could purchase low-fat and set limits on consumption. (e.g. graham crackers, vanilla wafers.)
- Yogurt. There are several kinds that come in colorful packages and in many flavors.
- Raisins.
- Bagels.
- Prepackaged pudding or Jell-O containers.

When allowing the children to use toasters, microwave and toaster ovens, it's important that your child know how to operate these appliances as well as what can be placed in them. (For example, no foil in the microwave).

Homework

As you and your children discuss their homework time after school, consider their age and skill level and the amount of assistance they need from you. You may decide that certain subjects get worked on after school and others wait until Mom or Dad is home in the evening. Also make sure children have all the materials to complete homework assignments. Dictionaries, pens, pencils, paper, rulers etc. should be easily accessible to your child.

With input from your child, decide on a reasonable time to start homework. It may be after some relaxation and snack time but before chores, or after chores and immediately before you return home. Also, agree on a reasonable amount of time; is 30 minutes enough to get some assignments out of the way or is it important that the bulk of homework be finished in the hours after school? Again, this is a family-based decision, dependent on input from parents and children. Also, it will be much easier to actually have children honor the time agreement if it is reasonable and respectful of their need to unwind after a day of school.

Chores

You and your children have a great opportunity to get creative in this area, so those small household tasks get completed, yet in a fun way. As you meet to talk about after-school time, do some brainstorming about some of the jobs that need to be done. Discuss how all the members of the family benefit if chores are done early, allowing more evening time for everyone together.

Individual job charts for children help them "see" what needs to be done that day or that week. It can be made a bit more fun if you use dry-erase boards that the child can re-do each time. The addition of a "job jar" for non-regular types of chores can add an element of surprise to getting household tasks done. The primary goal of adding any chores to the after-school schedule is to keep the children engaged and busy in appropriate activities, **not** to get significant amounts of housework done. Perhaps a few chores on their own chart and one visit to the job jar each day or each week will help the parent keep the house maintained and also help the child develop skills and self-esteem.

The type of chore and its complexity should be considered, along with your child's age. Also, plan on showing the child all the parts of a particular chore when you're home and available to help and answer questions.

Remember to consider your child's age and ability as you review possible tasks:

- Feeding the household pets
- Gathering recyclables in proper container
- Emptying the dishwasher
- Picking up newspapers and magazines
- Cleaning portions of their room
- Light vacuuming
- Hanging up their clothes
- Light dusting
- Sweeping
- Setting the dinner table
- Folding or putting away their laundry

Activities

This is an area that is almost completely dependent on your family, your children and what they like to do to have fun. Consider that school-age children are most interested in projects, whether it's related to arts, crafts, Lego's, history or sports. Spend some time discussing what sort of things they'd like to create, investigate or explore in those hours after school

As you plan, remember that you may need to "stock" your home with some basic craft and art supplies, to allow creative projects to develop. Consider the "messy" aspects of some materials and decide whether those will be available or not. Enlist relatives or friends in saving magazines for picture projects. Also, a monthly visit to the library can help to keep non-fiction, resource books available for children who want to "see" how different pitches are thrown or how building models might look in a Lego design.

With the technology of today, one obvious after-school activity, for both enjoyment and learning, is your computer and the World Wide Web. If your children are computer literate and already have access to computer games and the Internet on a regular basis, you will need to carefully consider if and how the computer will be used in your absence. When family members are regularly using the Internet for information and communication, serious discussions should occur with school-age children and teens about which sites are acceptable, safe and appropriate and which are not. This is where the use of firewalls is helpful. This communication becomes even more important if your children will be on-line when you are not home. For a list of child-friendly sites, contact the US Department of Education (1-800-USA-LEARN) for a free copy of *Parents' Guide to the Internet* or visit their web site at <http://www.ed.gov>.

Access to outdoor play, bicycles, the backyard climber and neighborhood games present one more option for after-school activities. The decision to allow children to play outside, either in your yard or in the neighborhood, is another very personal decision for each family, based on your children's maturity, your neighborhood, and your level of discomfort with the difficulty in

monitoring their activity and whereabouts. Although it may be hard to imagine keeping children inside until you return from work on a pleasant spring day, parents should carefully consider all of the possible safety concerns when children are playing outside without any adult supervision.

Finally don't forget to develop a plan if your child is involved in extra curricular activities. For example, how will they be transported? Be certain your child understands the schedule and who will be providing transportation.

A Final Note

Self-Care and Siblings

No matter how big or small your family, each member plays an important part in making the self-care experience a success. The family works as a team with each member aware of the contributions he or she can make to the effort.

One of the responsibilities as a self-care parent is to make sure each child understands why you work outside the home. Whatever your reasons for working, when you explain them to your child, you help her understand her role in taking care of herself as it relates to the well-being of your family. Help your child to know that his job of going to school and self-care is just as important.

If more than one child from your family is going to be involved in the self-care experience, you have a responsibility to adequately prepare **each** child who participates. It is **not** reasonable to expect the older child to be responsible for training younger children for self-care. Tell each child what you expect. Set goals and responsibilities for each that are appropriate for their age and maturity level. Resist the urge to use the older child as a "babysitter" for younger siblings—especially if the younger siblings are too young for self-care. (If that is the case, you need to make other child care arrangements for the younger children.) It is important to let each child know you hold him responsible for his own behavior. Let them know they are a team and each one has a voice; assure them you will be available to mediate differences that they are unable to resolve—or to handle any emergencies that arise.

Sibling rivalry is a natural part of any family. Expect some differences and help resolve them calmly. Help the children involved to brainstorm ways they could solve the problem. However, if children routinely don't get along or hurt one another, you may have to put off self-care and find other child care options.

Family Communication

For any plan or arrangement to work, it is essential that all persons involved communicate with each other. You should regularly check-in with your children to be sure the self-care arrangement is going well and that they are feeling "okay" about the agreement. Your child may not always express her feelings voluntarily and may think she will appear "like a baby" if she shares any fears or concerns with siblings or parents. You should reassure your child that expressing fears or concerns is a sign of maturity and that his feelings are very important.

To maximize positive communication with your school-age children, consider these tips:

- Decide on a time in the evening when the family can talk about the day, what may have caused some concerns for the children in self-care, what they felt good about, what questions were raised, what disagreements may have occurred between siblings.
- Listen carefully to what is shared and problem solve together with your child. Encourage and support appropriate choices the children made. Self-care can be both exciting and challenging for children. Celebrate successes and provide resources for skill improvement.
- Keep communication open in other ways. Call from work to see how things are going. Write notes and leave them in places in the home, to be found when children arrive home. This will help you to be "present" even when you are not. When writing notes, be positive not punitive.
- Remember to call and let your children know when you'll be late; even fifteen minutes can seem like a long time when children are awaiting your arrival.

As You Begin...

Now that you have assessed your child's readiness, maturity **and** prepared a safe environment, you're on your way to self-care for your schoolager. This may feel like a forward step in your child's development, yet one that is also a scary time for parent and child. Being prepared, yet also expecting some fears or concerns from both you and your child, will help you accomplish successful self-care in your home.

Here are a few ideas to guide you through your first few weeks:

- Call your child around the time she gets home from school, at least for the first few weeks.
- Telephone before you leave work.
- Talk to a neighbor who is regularly home during the day. Find someone who will be available, if an emergency situation arises with your child.
- Post a list of emergency numbers.
- Plan ahead for snacks, activities and potential problems.
- Discuss your fears and concerns with friends, relatives and co-workers. They may have insight and tips that have worked for them.
- Set up specific house rules (e.g., TV, cleaning, friends over, playing outside, emergency procedures). Discuss them thoroughly with your children and post them as a reminder.
- Encourage communication.
- Help your children develop skills to handle fears; e.g. afternoon thunderstorms, tornado sirens.
- Educate your child on the sources of help that are readily available.
- Encourage and support your children's **efforts** to manage on their own.
- Post your schedule and encourage communication during the day (within limits). Set up a calling schedule to check in (make allowances for emergency calls).

A Special Note:

School-age child care professionals differ on if and when self-care is appropriate. Neither 4C nor any school-age professional can decide what is safe or appropriate for your family or your children. The information provided in this booklet is a suggested guide to use as you consider, evaluate or prepare for self care in your home. The final determination of whether or not, or when to leave school-age children home, unattended by an adult, is the full responsibility of each parent.

Developmental Characteristics

Transition Years Grades K-1 (5-6 years)

Developmental Characteristics and Interests of School-Age Children

PHYSICAL	SOCIAL-EMOTIONAL	COGNITIVE
<ul style="list-style-type: none"> ▪ Enjoy long periods of free play ▪ Developing eye-hand coordination ▪ Enjoy small group cooperative games ▪ May require rest after high energy play ▪ Improved body coordination: yet still can fall easily 	<ul style="list-style-type: none"> ▪ Eager to receive adult praise ▪ Eager to engage in new activities/adventures led by involved adult ▪ Eager to identify with older children ▪ Enjoy exploring new materials and equipment ▪ Can be easily frightened by novel or strange events ▪ Prefer play in small groups ▪ Like responsibilities they can handle ▪ Learning to cooperate with others, but may at times display selfish behavior 	<ul style="list-style-type: none"> ▪ Understand language better than they speak ▪ Are interested in present: vague concepts of past/future ▪ Eager to learn ▪ Ask many questions ▪ Define things by their use ▪ Developing a sense of humor ▪ Communicate best within a small group of peers ▪ May need guidance of adult when starting new task

Middle Years Grades 2-3 (7-9 years)

Developmental Characteristics and Interests of School-Age Children

PHYSICAL	SOCIAL-EMOTIONAL	COGNITIVE
<ul style="list-style-type: none"> ▪ Enthusiastic about games ▪ Experiencing improvement in both gross and fine motor skills ▪ Possess a high activity level ▪ Practice to master variations of movement for physical activities ▪ Enjoy games that allow for comparison of skills ▪ Enjoy games that allow for self-improvement 	<ul style="list-style-type: none"> ▪ Have a strong drive toward independence ▪ Develop a strong sense of loyalty to friends ▪ Need to belong to a group ▪ Play with and are friends with same-sex peers ▪ Like to take on responsibility ▪ Live in world of games, rituals and humor inhabited only by children 	<ul style="list-style-type: none"> ▪ Like to talk; use language to express feeling/tell stories ▪ Develop a sense of time ▪ Enjoy collecting things ▪ Enjoy problem-solving games like treasure hunts ▪ Can plan and carry out projects with adult support ▪ Becoming more self-directed in activities ▪ Better able to understand and

- Like to have a best friend
- Have a rigid sense of right and wrong
- Need help accepting peers who are different or left out of a group
- Respond well to positive praise of adults and peers.

appreciate differences of opinion

Pre-Adolescent Years Grades 4-6 (10-12 years)

Developmental Characteristics and Interests of School-Age Children

PHYSICAL	SOCIAL-EMOTIONAL	COGNITIVE
<ul style="list-style-type: none"> ▪ May be careless about their clothes, room and body cleanliness ▪ Girls may have sudden growth spurt and beginning signs of puberty ▪ Enjoy physical activities that master specific skills ▪ Enjoy competitive games ▪ Possess a high activity level ▪ Enjoy games that allow for comparison of skills ▪ Enjoy games that allow for self-improvement 	<ul style="list-style-type: none"> ▪ Enjoy small, peer-dominated group discussions ▪ Like to join organized groups ▪ Are anxious to grow up ▪ Are intensely loyal to their peer group ▪ Form a close one-on-one friendship ▪ Have a growing desire to assert individuality and independence ▪ Can be daring and competitive ▪ Can be critical of peers and adults ▪ Are self-conscious of their abilities 	<ul style="list-style-type: none"> ▪ Ask many questions and want thoughtful answers ▪ Can often understand other points of view ▪ Developing strong interest, hobbies and collections ▪ Engage in daydreaming ▪ Enjoy problem-solving games and puzzles, etc. ▪ Enjoy rule-based games ▪ Are beginning to develop views about social/global issues ▪ Beginning to enjoy humor by telling jokes and understanding sarcasm

Early Teens Grades 7-8 (13-14 years)

Developmental Characteristics and Interests of School-Age Children

PHYSICAL	SOCIAL-EMOTIONAL	COGNITIVE

<ul style="list-style-type: none"> ▪ May appear awkward as result of rapid physical growth ▪ Experiencing the beginning of puberty ▪ Differ greatly in rate of maturation ▪ Need to become familiar with changing body with strong drives ▪ Tend to tire easily ▪ Have a high activity level and appetite ▪ Enjoy cooperative games and competitive sports 	<ul style="list-style-type: none"> ▪ Sensitive to their appearance ▪ Establish a personal moral code ▪ Unsure of their place in society ▪ Depend on their peer group to develop identity ▪ Critical of their parents and home ▪ May adopt extremes and fads in clothing, speech, handwriting and mannerisms ▪ Form close one-to-one friendships ▪ Enjoy small, peer-dominated group discussions ▪ Have a strong desire to assert individuality and independence 	<ul style="list-style-type: none"> ▪ Capable of high level of abstract thought ▪ Beginning to think about their future life roles ▪ Need time and freedom to engage in self-reflection ▪ Are able to postpone gratification ▪ Can plan ahead and organize tasks with little or no guidance from adults ▪ Beginning to develop views about social issues
---	--	---

Counseling and Parenting Services

Most parents, at one time or another, have felt the need for support when coping with parental responsibilities. The following offers a variety of programs ranging from effective parenting classes to family crisis intervention.

BUTLER COUNTY

Catholic Social Services

140 North Fifth Street
Hamilton, Ohio 45011

Serves Butler County.

Offers counseling services for children ages 3-18 regardless of religious affiliation. Services include play therapy (3-5), individual or group therapy for behavior problems, sexual abuse, peer pressure, ADHD and divorce.

513-863-6129

www.catholiccincinnati.org/admin/socserbwc.htm

Community Counseling and Crisis Center Hotline:

Middletown:

West Chester:

To set appointment:

110 South College Avenue

Oxford, Ohio 45056

Offers a wide range of services, including counseling and psychotherapy for adults, children and families. A 24-hour crisis hotline/information and referral service and a rape crisis program.

513-523-4146

513-424-5498

513-894-7002

513-523-4149

Family Service of Middletown

1200 Central Ave

Middletown, Ohio 45042

Services include the emergency assistance needs of children and their families (food pantry, Holiday baskets, utility & rent assistance). Offers the Carel Cosby Summer Food for Kids program.

513-423-4637

CLERMONT COUNTY

Catholic Social Service of SW Ohio

Central Intake

Main Line

930 Ohio Pike

Cincinnati, Ohio 45245

Counseling (individual, family, marital), adoptions, teen pregnancy prevention.

513-385-9600

513-752-0113

www.cssdoorway.org

Clermont Counseling Center

43 East Main Street

Amelia, Ohio 45102

Individual, family, group counseling, vocational/transitional services, domestic violence prevention program.

513-947-7000

www.clermontcounseling.org

Family Service, Clermont County Office

4440 Gleneste-Withamsville Road

Cincinnati, Ohio 45245

Counseling (individual, family, group, marital, budget, sexual abuse, alcoholism, and drug treatment) and life skills/parent education. Offices in Felicity, Goshen and New Richmond.

513-753-5030

Child Focus, Inc.

551 Cincinnati-Batavia Pike

Cincinnati, Ohio 45244

Individual, family, group counseling; crisis/evaluations (ages 3-18 yrs.); education and support services.

513-752-1555

www.childfocus.org

Wasserman Youth and Adolescent Center

2337 Clermont Center Drive

Batavia, OH 45103

513-732-8800

www.child-focus.org

Services include individual, family and group counseling and education/support groups.

CLINTON COUNTY

The Mental Health and Recovery Center of Clinton Co.

1216 West Locust
Wilmington, Ohio 45177

937-383-4441
www.mhrsonline.org

Individual, group and family counseling for mental health and substance abuse.

HAMILTON COUNTY

Beech Acres-Main Campus

6881 Beechmont Avenue
Cincinnati, Ohio 45230

513-231-6630
www.beechacres.org

Strengthening families for children. Offers services for divorce, remarriage and single parenting. Also have mediation services, crisis intervention, and programs in therapeutic foster care. The Parent Source Info line, 624-3400, provides information about community resources for parents.

Catholic Social Services

100 East Eighth Street
Cincinnati, Ohio 45202

513-241-7745
www.cssdoorway.org

Serves all of Hamilton, Clermont, Brown, Clinton, Highland and Adams counties. Services include individual, couple, and family counseling to develop skills to manage emotional difficulties, relationship or family problems and the stresses of daily life. Offers supportive and therapeutic assistance for older adults. Helps expectant parents with unplanned pregnancies. Offers information on community resources and makes referrals to both Catholic Social Services programs and other area social services.

Center for Children and Families

1501 Madison Road
Cincinnati, Ohio 45206

513-221-4673
www.ccfohio.org

Offers individual, family and group counseling in relation to children's mental health and behavioral problems. Also outpatient individual therapy.

Council on Child Abuse of Southern Ohio

4155 Crossgate Square Business:
Cincinnati, Ohio 45236

Helpline: 513-961-8004
513-936-8009

www.cocachild.org

Offers a variety of programs to help prevent child abuse and neglect. Services include a 24-hour helpline to address any parent need. Also provides school fee for parent services.

Family Service of the Cincinnati Area

205 West 4th Street
Cincinnati, Ohio 45202

513-345-8554
www.servingfamilies.org

Offers a variety of counseling services for families, individuals, and children. Parenting classes are offered through Lifeskills Education. Included are classes for parents who are working with the Department of Job and Family Services for reunification, for parents who are required to take parenting classes and parents with "typical concerns."

Jewish Family Services

11223 Cornell Park Drive
Cincinnati, Ohio 45242

513-469-1188
www.jfscinti.org

Offers parenting classes for parents of children infant through 16 years old (call for current schedule or visit website); counseling for children and adolescents, families and groups on a sliding fee scale; adoption services and free pregnancy counseling. Serving all faiths.

Mental Health Association of Cincinnati

2400 Reading Road, Suite 412
Cincinnati, Ohio 45237

513-721-2910
www.mentalhealthassn.org

Offers mental health education, advocacy and coordination of services including mental health support groups, information and referral.

NORCEN Behavioral Health Systems

513-761-6222

7162 Reading Road, Suite 500
Cincinnati, Ohio 45237

Children and Family Services Program (50% of clients are adolescents). Treatment may consist of crisis intervention, planned brief treatment, evaluation, individual, play, and group psychotherapy. There are three locations in Cincinnati area.

Reading Youth Service Bureau

513-733-5623

1223 Jefferson Avenue
Reading, Ohio 45215

www.readingohio.org/comorgyouth.html

Provides family and youth short term counseling to residents of Reading, Blue Ash, and Montgomery and to students of Reading and Moeller Schools. Sponsors drug and alcohol education and assessment program every four to six weeks based on participation. Pre-registration is required. \$100 per person (\$25 down), per session. All programs available to youth up to 18 years old (still in high school).

Talbert House

513-751-7747

2600 Victory Parkway
Cincinnati, Ohio 45206

www.talberthouse.org

Offers counseling and support in alcohol/drug dependency, mental illness, and corrections.

WARREN COUNTY**Mental Health and Recovery Center of Warren County.**

513-695-1354

204 Cook Road
Lebanon, Ohio 45036

www.mhrsonline.org

Provides psychological testing, psychiatric services and counseling. Includes the following programs: Case management, home works, strengthening families, and divorce seminars.

Life Span

513-934-1330

1900 Fair Grove Ave Rt. 4
Hamilton, Ohio 45011

Services include innovative, cost-effective programs for individuals, families, groups and schools. Programs consist of: Counseling, Credit Counseling, Children and Adults Reality Education, Home Care, Guardianship, and Representative Payee. Some programs offer a sliding fee.

NORTHERN KENTUCKY**Brighton Center**

859-491-8303

740 Central Ave.
Newport, Kentucky 41071

www.brightoncenter.com

Offers child and family development programs, employment services, and chemical dependency program. Homeward Bound (youth shelter and crisis line.) Services at several locations.

Catholic Social Services Bureau

859-581-8974

3629 Church Street
Covington, Kentucky 41015

www.cssnky.org

Offers a variety of workshops, classes, and groups for parents with children from birth through teen years.

Family Service of Northern Kentucky

859-291-1121

Covington Office
513 Madison Avenue
Covington, Kentucky 41011

www.servingfamilies.org

Provides a variety of service including counseling, International Family Resource Center, and life skills education.

Child Care Services

The dilemma of finding before and after school care, as well as summer and vacation care, is one which many working parents face. Finding quality, affordable child care can be a challenge. The following agencies offer referrals for both Greater Cincinnati and Northern Kentucky.

4C for Children

1924 Dana Avenue.
Cincinnati, OH 45207

Offers free counseling and referrals for choosing a child care provider or program.

Southwestern Ohio: Butler, Clermont, Clinton, Hamilton, Warren

Clinton office

Warren office

N. Kentucky: Boone, Campbell, Carroll, Gallatin, Grant, Kenton, Owen, Pendleton

Main Office 513-221-0033

Toll Free 800-256-1296

www.4cforchildren.org

513-221-0033

937-382-7011

513-695-2276

859 781-3511

Department of Job and Family Services

Offers financial assistance for childcare and childcare referrals to income eligible families.

Hamilton County

Butler County

Clermont County

Clinton County

Warren County

<http://jfs.ohio.gov/cdc/>

513-946-1800

513-887-4000

513-732-7111

937-382-0963

513-695-1420

Other Financial Assistance Services for Child Care

United Way (Hamilton & Clermont Counties)

N. Ky. United Way (Brighton Center)

Ky. Cabinet for Human Service

513-221-0033

859-491-8303 ext. 2028

1-800-421-1903

Youth Services

Many organizations in the area recognize the importance of the sense of “belonging” for school-age children. The following groups offer opportunities for volunteering, growth and developing leadership skills. Local parks and recreation departments typically offer sports leagues and/or summer activities for youth.

Big Brothers, Big Sisters

867-1227

www.bigsforkids.org

YMCA of Greater Cincinnati

651-2100

www.cincinnatiymca.org

Booker T. Washington Community Center

Hamilton 785-2451

4H

Hamilton 887-3722

Middletown 424-5351

Boys and Girls Club

Hamilton 893-0071

www.bgca.org

Girl Scouts

489-1025

www.girlscoutsofwesternohio.org

Boy Scouts

Cincinnati 961-2336

www.bsa.scouting.org

Salvation Army

Cincinnati 762-5600

Families Forward

513-721-7044

www.familiesforward.net

American Red Cross

513-579-3080

www.redcross.org

Junior Achievement of OKI Partners, Inc.

513-346-7100

<http://partners.ja.org/>

United Way Volunteer Connection

Dial 211

www.uwgc.org

Child Abuse and Safety Services

Abuse, abduction, and safety services are listed below. The following resources can help prevent and treat these problems.

Sexual Predator Registry

Ohio Attorney General - Electronic Sex Offender Registration and Notification

www.sexualoffenders.com

Hamilton County Sheriff

www.esorn.ag.state.oh.us
<http://www.hcso.org/PublicServices/SexOffenders/offender.asp>

Kentucky State Police Sex Offender Registry

<http://kspSOR.state.ky.us/>

OHIO

Public Agencies

Department of Job and Family Services (Hamilton County)

241-5437 (241-KIDS)

Child Abuse Hotline (Butler County)

513-868-0888

Children's Protective Services (Clermont County)

513-732-7173

Children's Services (Clinton County)

937-382-5935

800-284-2449

Children's Services Board (Warren County)

513-695-1500

Abuse & Rape Crisis Shelter, Warren County

513-695-1185

27 N. East St.

24-hr. Hotline: 888-860-4084

Lebanon, OH 45036

Provides a 24-hour crisis shelter for domestic violence victims and children, legal support, support groups, and programs for children.

Clermont County Help Line

513-753-7281

Provides crisis shelter for domestic violence victims, children, legal support, support groups, and court advocacy.

One Way Farm

513-829-3276

6131 River Rd.

Fairfield, OH 45014

An agency-supervised group home for abused, abandoned, or troubled youth ages 6-18, pregnant teens, MRDD and independent living.

KENTUCKY

Public Agencies

Child Abuse (Kenton County)

859-292-6340

Child Abuse (Boone County)

859-371-8832

Child Abuse (Campbell County)

859-292-6733

Family Nurturing Center

859-525-3200

7990 Dixie Highway

www.familynurture.org

Florence, Ky. 41042

Dedicated to ending the cycle of child abuse by promoting individual well-being and healthy relationships. Provides child abuse prevention, education and treatment programs.

Family Service of Northern Kentucky

www.servingfamilies.org

Provides a variety of services including counseling, employee assistance program, International Family Resource Center, life skills education and school-based services.

Covington

859-291-1121

Florence

859-282-9200

NATIONAL ORGANIZATIONS

Child Find of America, Inc.

800-I-AM-LOST

P.O. Box 277

(800-426-5678)

New Paltz, NY 12561

www.childfindofamerica.org

Operates a toll free telephone number for abducted and runaway children, for parents of missing children, and for individuals who want preventive information. Also publishes a free fact sheet on tips to protect children from abduction.

Fingerprinting Programs

Contact your local Police Department to find out about fingerprinting programs in your community.

National Center for Missing & Exploited Children

699 Prince St.
Alexandria, VA 22314

800-THE-LOST
www.missingkids.com

Offers information on how to protect children from abduction and molestation. Offers a variety of publications on this topic. Takes reports on missing children, non-family molestation, child pornography and juvenile prostitution.

National Safe Kids Campaign

1301 Pennsylvania Ave. N.W. Suite 1000
Washington, DC 20004

202-662-0600
www.safekids.org

Offers materials to reduce unintentional childhood injuries and promote safety in and outside the home.

National Child Abuse Hotline (Child Help)

Handles crisis calls and refers callers to services in any county in the United States. Such services include telephone numbers for reporting child abuse, shelters, mental health services, legal aid, and sexual abuse treatment programs. Also offers literature about prevention of child abuse.

www.childhelpusa.org 800-422-4453

Prevent Child Abuse America

200 South Michigan Ave., 17th floor
Chicago, IL 60604

312-663-3520
800-555-3748
www.preventchildabuse.org

Publishes a variety of booklets about child abuse. Send for a free publication catalog.

Drug and Alcohol Abuse

OHIO

Alcohol and Drug Addiction

6 South Second Street, Suite 420
Hamilton, OH 45011

513-867-1114

Funding entity. No direct services. Provides referrals for treatment.

Alcohol and Substance Abuse Treatment (Crossroads)

311 Martin Luther King
Cincinnati, Ohio 45219

513-475-5300

Provides substance abuse and mental health counseling. Intake screening required.

Alcoholism Council of Cincinnati Area

2828 Vernon Place
Cincinnati, Ohio 45219

513-281-7880
www.alcoholismcouncil.org

Offers a variety of prevention, counseling, education, and training programs. Provides programs for youth, teens and adults to prevent substance abuse, and to encourage proper diagnosis and treatment.

Clermont Recovery Center, Inc. (Clermont County)

1088 Wasserman Way Suite C
Batavia, Ohio 45103

513-735-8100
www.recoveryctr.org

Provides outpatient drug and alcohol counseling.

Sojourner Recovery Services, Inc

294 North Fair Ave
Hamilton, OH 45011

513-868-7654

Residential and outpatient treatment and supportive services for adults and adolescents who desire recovery.

Southwestern Ohio Serenity Hall

439 South Second Street
Hamilton, OH 45011

513-863-2975

Residential alcohol and drug treatment for indigent men.

Teen Health Services

BMF Pediatrics

Babies Milk Fund and Pediatric Care

513-281-8000

400 E. Martin Luther King (Administrative Office)

Cincinnati, OH 45219

Offers pediatric clinics, well child care, services for children birth to 18 years, and prenatal clinics. Sliding fee scale. Locations; in Norwood, Addyston, Harrison, Avondale and Downtown, request phone numbers by calling main office.

Cincinnati Children's Hospital Teen Health Center

513-636-4681

Division of Adolescent Medicine

www.cincinnatichildrens.org

3333 Burnet Ave.

Cincinnati, Ohio 45229

Offers help for adolescents ages 12 – 21 years old. Provides general health care, sports and work physical exams, STD testing and treatment. Also offers gynecological and eating disorder services.

Cincinnati Health Department Clinics

513-357-7200

Refers parent to nearest health clinic

Drug and Poison Information Center

513-636-5111

3333 Burnet Ave. ML 9004

800-222-1222

Cincinnati, OH 45229

Offers drug and poison information/education, substance abuse prevention and treatment referrals. A pharmacist and/or nurse are on site 24 hours. Speakers Bureau also available.

Planned Parenthood Medical Clinic

513-287-6484

2314 Auburn Ave.

www.plannedparenthood.org

Cincinnati, OH

Pregnancy testing and diagnosis, birth control services, and STD testing. Pregnancy counseling, sexuality counseling, and relationship counseling. Individual, couple, family and group sessions available. Sliding fee scale for all services. No parental consent needed for pregnancy testing, birth control or counseling. Six locations.

Teen Parenting Services

Pathway to Hope Women's Center

513-895-2229

415 Henry St.

Hamilton, OH 45011

Counseling for pregnant women and families. Have support groups available including abstinence support groups. Items available for child and mother.

Clinton County Women's Center

937-382-2424

815 S. South St.

Wilmington, OH 45177

Free pregnancy tests, peer counseling and items available for child and mother. Also provides New Mom support and training group. Information and counseling on STD's.

Early Intervention Programs

Hamilton County

513-281-4769

Butler County Help Me Grow

513-867-5008

Clermont County Help Me Grow

513-732-5030

Clinton County Help Me Grow

937-382-5899

Warren County Help Me Grow

513-695-4769

Northern Kentucky – First Steps

859-815-1095

Hamilton County WIC Program

513-821-6813

7710 Reading Road

www.fns.usda.gov/wic/

Suite 001

Cincinnati, OH 45237

Kentucky

1-800-462-6122

Ohio

1-800-755-4769

The Hamilton County WIC. Program assists pregnant, breastfeeding and postpartum women and children (ages birth to five years) who are determined by program criteria to be at medical and/or nutritional risk. Provides nutrition education in group and individual settings by registered dietitians. Applicants must meet geographic and income guidelines. Many working families may meet income guidelines for participation. Applicants can be initially screened for income eligibility by calling any WIC office.

Healthy Moms and Babes

513-591-5600

2270 Banning Rd
Cincinnati, OH 45239

Offers services for expectant mothers of all ages. Free pregnancy testing, prenatal care, counseling services, referrals to medical care, health education and parenting support groups. Also offers specialized support groups for females ages 9-18 years old to build self-esteem and goal setting. There are 16 neighborhood sites. No fee for services and all correspondence is confidential. Offers a home visiting program for specialized intervention.

Positive Beginnings

513-631-8552

3646 Clarion Ave.
Cincinnati, OH 45207

Contact: Beverly Kahr, Director

Offers services for all teens including pregnant and parenting teens. Services include individual counseling, tutoring, homework assistance, parenting classes, personal development and use of computers. Serves teens 12-19 living in the city limits of Cincinnati.

Oxford Pregnancy Care Center

513-523-1814

23 E. High St., Suite 3
Oxford, OH 45056

www.lifecall.org/cpc/oh.html

Offers support, resources and referrals during and after pregnancy testing. Provides pregnancy testing, and abstinence counseling. Also provides maternity and baby clothes. Infant cribs and equipment available on loan. All services are free of charge.

Old St. Mary's Pregnancy Center

513-929-9165

123 East 13th Street
Cincinnati, OH 45202

Provides pregnancy testing, counseling, physician referrals and free baby items and accessories. Promotes abstinence.

Services to Area Youth (S.T.A.Y)

513-367-1441

9141 Kilby Rd.
Harrison, Ohio 45030

<http://home.cinci.rr.com/stay>

<http://home.cinci.rr.com/stay>

S.T.A.Y. provides services for pregnant teens living in Southwest Hamilton County (Addyston, Northbend, Cleves, Miamitown, Elizabethtown, Hooven, Harrison, New Haven and Fernald). Services include early prenatal care, good nutrition during pregnancy, tutoring for school work, child birth classes, parenting classes, counseling for teen couples, GED classes, help with child care costs and more.

SUMA Teen Parent Center

2330 Victory Parkway
2nd floor
Cincinnati, OH 45206

513-721-7862

Batavia 513-732-9884

Provides counseling and education to adolescents to prevent untimely pregnancies, making healthy decisions and provides parenting skills to young mothers and fathers. Agency has three locations in Cincinnati and one in Batavia.

Special Needs Resources

Regional

American Diabetes Association

644 Linn St. Suite 304
Cincinnati, Ohio 45203
513-759-9330

The ARC

801 A West 8th St. Suite 400
Cincinnati, Ohio 45203
513-821-2113

Autism Society of Greater Cincinnati

P.O Box 43027
Cincinnati, Ohio 45243-0027
513-516-2300
www.autismcincy.org

Bureau of Children With Medical Handicaps

246 N. High St.
Columbus, Ohio 43216-0118
614-466-1700 or 1-800-755-4769

Center for Regional Educational Services (CRES)

1301 Bonnell, Third Floor
Cincinnati, Ohio 45215
513-563-0045

Child Advocacy Center

1821 Summit Road, Suite 303
Cincinnati, Ohio 45237
513-621-3032

Cincinnati Association for the Blind

2045 Gilbert Avenue
Cincinnati, Ohio 45202
513-221-8558
www.cincyblind.org

Down Syndrome Association

644 Linn St. Suite 1128
Cincinnati, Ohio 45203-1734
513-761-5400
www.dsagc.com

Easter Seals Work Resource Center

2901 Gilbert Ave.
Cincinnati, Ohio 45206
513-281-2316
www.swohioeasterseals.com

Epilepsy Council of Greater Cincinnati

3 Centennial Plaza
895 Central Avenue, Suite 1000
Cincinnati, Ohio 45202
513-721-2905

Family Professional Resource Center

3333 Burnet Avenue
Cincinnati, Ohio 45229
513-636-7606

Hearing , Speech & Deaf Center of Greater Cincinnati

2825 Burnet Ave
Cincinnati, Ohio 45219
Voice 513-221-0527
TTY 513 221-3300
Eastgate: 513 947-8470 (voice)
West Chester: 513 881-5911 (voice)
www.hearingspeechdeaf.com

Kelly O'Leary Center for Pervasive Developmental Disorders

Children's Hospital Medical Center
3333 Burnet Ave
Cincinnati, Ohio 45229
513-636-5340

Muscular Dystrophy Association, Inc.

1080 Nimitzbview Dr. #208
Cincinnati, Ohio 45230
513-231-2222

Spina Bifida Association

3245 Deborah Lane
Cincinnati, Ohio 45239
513-923-1378
www.sbacincy.org

Tourette Syndrome Association of Ohio

PO Box 28345
Columbus, Ohio
1-800-543-2675
www.tsaohio.org

APPENDIX 1

Important Phone Numbers

Emergency Number 911 Or _____

Mom _____ Work # _____ Cell/Beeper # _____
(Name)

Dad _____ Work # _____ Cell/Beeper # _____
(Name)

Neighbor _____ Home # _____
(Name)

Neighbor _____ Home # _____
(Name)

Relative _____ Home # _____ Work # _____
(Name)

Relative _____ Home # _____ Work # _____
(Name)

Doctor _____ Office # _____
(Name)

Poison Control _____ Phone # _____

Fire Dept. _____ Phone # _____

Ambulance _____ Phone # _____

Police Dept _____ Phone # _____

Your Home Address _____ Phone # _____

Children's School _____ Phone # _____
(Name)

When giving directions to your home during an emergency, include the following major streets: _____ and _____

Parents may also want to write directions from major streets to their home that the child will be able to read to emergency personnel, eliminating confusion during a stressful time.

APPENDIX 2

What to do

To help your child distinguish between an emergency and a non-emergency, you can use this list of possible situations as a quiz. Ask your child what she would do in each situation. Then discuss what you would like your child to do in each situation and who, if anyone, should be called. Enter this information on the sheet and post it where your child can easily refer to it in the future.

1. You are making toast in the toaster. It gets stuck and catches on fire. The toaster is near the curtains and they catch on fire too.
Is this an emergency? Yes No
What should you do? _____

Who should you call? _____
2. You come home after school and the front door of our house is standing open.
Is this an emergency? Yes No
What should you do? _____

Who should you call? _____
3. You are putting away the dishes and accidentally drop a glass on the floor. It breaks and shatters.
Is this an emergency? Yes No
What should you do? _____

Who should you call? _____
4. You are cutting with scissors. You cut your finger and it bleeds a little bit.
Is this an emergency? Yes No
What should you do? _____

Who should you call? _____
5. You are watching TV and smell smoke. You look around the room but do not see where it is coming from.
Is this an emergency? Yes No
What should you do? _____

Who should you call? _____
6. You go outside to get the mail. The wind blows the door shut, the door locks and the key is inside.
Is this an emergency? Yes No
What should you do? _____

Who should you call? _____
7. Your sister falls down the stairs and bumps her head. She will not answer you when you talk to her.
Is this an emergency? Yes No
What should you do? _____

Who should you call? _____
8. The phone rings and someone starts saying "bad" things to you.
Is this an emergency? Yes No
What should you do? _____

Who should you call? _____

Recommended Answers:

1. Yes, go to a neighbor's house and call fire dept. (911).
2. Yes, go to a neighbor's house and call police (911).
3. No, simply clean up carefully and throw away.
4. No, wash cut carefully and put a bandage over the cut.
5. Yes, go to a neighbor's house and call fire dept (911).
6. No, back-up procedures should include an extra key hidden outside or kept at a neighbor's house.
7. Yes, call 911 and then parent.
8. No, unless calls continue. Hang up, but if the caller calls again, hang up and call parent or neighbor.

Additional 4C Publications

Available for download at www.4cforchildren.org or by calling 800-256-1296 x1330.

Individual copies of all 4C publications will be sent by mail at no charge.

A fee will be charged to mail multiple copies of the same title.

Building a Partnership: You and Your Child's Caregiver

A guide to creating and maintaining a successful family child care arrangement.

Using Relative Care: A Guide for Working Parents

Explores the advantages and advises how to avoid the possible disadvantages of using relative care.

In-Home Child Care: Exploring the Possibilities

Helps you decide whether in-home child care is best for your family and examines all aspects of locating and evaluating an in-home caregiver.

Is My Child Ready? Self-Care Assessment & School-Age Resources

Suggests guidelines to help assess your child's ability to self-care and gives tips for preparing your child and your home for this important step. Provides a list of community resources concerning a variety of school-age related issues.

A Journey Through the Maze—Service and Support for Your Child With Special Needs

Provides tips to keep in mind as you talk with providers about your child.

The Resource Guide to Babysitting Co-ops, Mother's Groups, Playgroups

Offers information on informal groups—especially for getting one started in your area.