

I. Introduction

A. General Philosophy

We are all learning how to be parents as our children grow. I to I (Infancy to Independence) is a place to exchange information, share problems, and learn different alternatives in child rearing. The parenting skills that we are trying to improve upon should allow us as parents to set consistent, effective limits for our children, keep open the lines of communication and love, and keep both our children's and our self-esteem high.

We learn these skills from different sources: from positive parenting techniques, from some mild forms of behavior modifications, from expert advice found in books, and most of all from sharing experiences of "what works". There is no one method of child rearing that is right for everybody. Individual parents incorporate those suggestions that suit their needs and do not use ideas that make them feel uncomfortable. We keep in mind that the methods we use to rear our children are habitual, and that with knowledge, support, and patience, we can make the methods of our choice habitual.

I to I's environment is rich in interesting activities and challenges for our children. I to I is a place where our children spend time with children of their own age, as well as, older and younger ages. It is a place where they can relate to other friendly, caring adults as helpful teachers, and experience brief separation from parents in a safe environment.

What we are:

I to I is a cooperative program for families with children from infancy through the preschool years. We work together to find ways to make parenting easier and more enjoyable. We strive to become more effective parents who rear emotionally healthy children with high self-esteem. We provide parents with a place away from the pressures of home to get in touch with their children and to discuss parenting with other parents. We provide a rich and varied environment for parents and children to experience together. Parents own and run the program completely; there are no paid staff. I to I is non- sectarian and is open to all concerned parents. We meet in the Covenant Congregational Church, located at 375 Lexington Street in Waltham.

Parents stay with and are responsible for their own children except during the discussion time. At this time, several parents called "assistants" take turns caring for all the children while the rest of the parents are in the discussion group. Every member periodically takes a turn at being an assistant (more about assistants in Section IV of the Handbook).

What we are not:

We are: **NOT** a nursery school

NOT a parent's co-op

NOT a playgroup

NOT a group whose primary purpose is socializing

NOT a profit making organization

NOT a group of experts

NOT a formal support group

How we do it:

We do not have all the answers on how to teach our children and how to parent. We hope that by reading this handbook, participating in activities, asking questions, and observing other parents, we can develop greater self-confidence and learn some new parenting skills. This coop is a resource from which you will get information, encouragement, and support.

B. Purposes for Parents

At I to I, you will:

- Learn about child development and parenting techniques through observation of children of varying ages.

- Learn about child development and parenting techniques through parent discussions.
- Learn to deal effectively with preschool children, especially your own.
- Learn ways to develop more confidence in your abilities as a parent.
- Learn to enjoy being a parent.

C. Purposes for Children

At I to I, your child will have the chance to:

- Play with and learn from other children in both group and individual activities.
- Acquire skills through use of various creative and educational materials.
- Prepare for school by learning social skills necessary for dealing with other children in organized and free activities.
- Develop a positive image of grown-ups after relating to adults who are consistently warm, friendly, and understanding.

D. Advantages for Parents

Besides the purposes stated previously, I to I offers additional benefits for parents:

- The availability of playmates for their children, especially for those families with few neighborhood children.
- An abundance of other parents with whom to share similar joys and concerns.

- The opportunity to meet new friends, gain support, and share baby-sitting duties especially for those families with no other relatives in town.
- The realization that parents are not alone. Feelings of helplessness can therefore change to feelings of confidence.
- The availability of parenting information.

E. History

I to I was founded in 1975 in New Orleans by Joan Spivey, a parent interested in reaching out to other parents of young children. Since then, the program has continued to grow and was brought to Stow by Dottie Hilbert in 1986. In the spring of 1987, Stow became legally incorporated as a branch of I to I, Inc. In the fall of 2001, I to I relocated from the First Parish in Stow to St. Matthew's Church in Acton. In 2003, a new chapter of I to I was started in Waltham, MA at the Covenant Congregational Church.

Learning about child development, the problems of parenting, and building healthy self-esteem are the primary focuses of I to I.

Note: There is a video available in the I to I library in Acton which further expounds upon the philosophies of I to I by Joan Spivey.

II. Philosophy

A. A Cooperative

"A cooperative is an organization that is owned and controlled by the people who use its products, supplies or services. Although cooperatives vary in type and membership size, all were formed to meet the specific objectives of members, and are structured to adapt to member's changing needs. Self-reliance and self-help are the hallmarks of cooperatives."

<http://cooperatives.ucdavis.edu/what/index.html>

I to I operates under the seven principles adopted in 1995 by the International Cooperative Alliance.

The seven principles are as follows:

1. Voluntary and Open Membership
2. Democratic Member Control
3. Member Economic Participation
4. Autonomy and Independence
5. Education, Training and Information
6. Cooperation among Cooperatives
7. Concern for Community

<http://www.ncba.coop/values.cfm>

B. Effective Parenting

Part of being involved with I to I is learning and sharing with others about effective parenting skills. I to I advocates a positive parenting philosophy, or effective parenting approach based on Dr. Thomas Gordon's "Parenting Effectiveness Training." Dr. Gordon's method is designed to show parents how they can rear happier, more responsible and more cooperative children.

According to Gordon, there are three basic parenting styles:

- The authoritarian approach
- The permissive approach
- The effective approach

The **authoritarian** parent is one who requires obedience without question, often punishes out of anger, always feels correct, listens ineffectively, fosters dependence and demands compliance. This parent uses force, persuasion, threats or bribes, producing defensiveness, fear, hostility, and a sense of helplessness in the child. The parent's discipline meets HIS needs by blatant use of parental power.

The **permissive** parent allows the child to define the limits of his behavior. Usually the child feels out of control and insecure because she does not know where she stands. The permissive parent may reach a boiling point and then explode like an authoritarian parent or continue to neglect giving the child the guidance she needs. Either result leads to more insecurity for the child and for the parent.

The **effective** parent can recognize and express his needs and feelings without guilt while accepting his child's needs and feelings, even when he does not completely understand them. This adult feels comfortable in his parental role; he is skilled in the use of effective parenting methods and techniques. This parent can function in a way which promotes his child's emotional and physical well being and growth. Effective parents strive to achieve this level of skill, but recognize that it is a continual process.

Elements needed in developing a positive open attitude or "language of acceptance" needed to become an effective parent include:

1. Self-esteem

We are mirrors to our children. How we respond to them has much to do with how they will come to see and feel about themselves. We all want our children to have high self-esteem; nothing could be more important.

Three things are necessary to develop this self-esteem:

- Our own high self-esteem
- Open lines of communication
- Positive and effective discipline

Our Own High Self-esteem

One of the goals of I to I is to support and encourage each other. We share experiences and problems in parenting, gather information and try to find any solutions that might be needed. We aren't alone here; having each other gives us added confidence. Growth in parenting skills increases self-esteem.

Open Lines of Communication

I to I encourages methods that enhance our children's self-esteem. We use eye-to-eye contact and make sure we have their attention before speaking to them. We try to make sure no one wins and no one loses by using positive words, no put-downs. Most important, we try to remember that we cannot help our children until we really know what they are feeling and needing, so we try to develop active listening skills.

Positive and Effective Discipline

Remember that your child is growing and your methods of discipline must change from time to time. The word discipline means to teach and not to punish. Therefore, when a child misbehaves he should learn what acceptable behavior could be substituted. Punishment merely delays the recurrence of the unacceptable behavior. Discipline is a rule or system of rules governing conduct. To discipline is to teach by instruction and exercise, especially in self-control. The effective parent disciplines through love, example and instruction. He does not arbitrarily mete out punishment.

There are different physical and emotional needs for different ages. What works for one age may not work for another. Also, children are individuals, and what works for one three year old, may not work for another.

It is important to set consistent and reasonable limits. Children need to know where they stand.

2. Active Listening

How does one use active listening?

- a. Silence: Let your child talk to you; look him in the eye and really listen to what he is saying.
- b. Acknowledgment: Occasionally repeat what your child is saying so that he knows that you have been listening and that you have really heard what he has said. Usually his feelings are "coded," that is, he is not saying exactly how he feels. We sometimes have to reword what he is saying to expose the underlying feeling.
- c. Door-openers: Encourage your child to keep talking by saying things like "Is that so?", "Really?", "Isn't that interesting."
- d. Feedback: When you think your child has given enough information so that you have sensed his feelings at the moment, try to put his feelings into words for him.

After using b, c or d always go back to a. This process allows the child the right to his own problems and feelings and allows him to discover his own solutions.

3. "I-Messages"

Another important technique in positive parenting is the sending of "I-Messages" as opposed to "You-Messages". The "I-Message" is my feelings expressed in such a way that says what is happening inside of me in relation

to the child's activities or behavior. I open myself to my children-they discover my humanness.

An "I-Message" can be a simple description of the situation from your point of view, or it can have three parts:

- Statement of your emotion or feeling as honestly as possible
- Non-blameful description of the behavior that bothers you.
- Concrete effects on you-these effects must be real and the child must "buy" them. When the effect of his behavior doesn't mean anything to the child, his behavior will not change.

The "You-Message" evaluates the child, disguises the parent's feelings, puts the child on the defensive, and focuses on the child's character. These messages usually "put down" the child.

Examples of "I-Messages":

- I cannot rest when someone is crawling on my lap.
- I don't feel like playing when I'm tired.
- I'm worried about getting dinner ready on time.
- I sure got discouraged when I saw the clean kitchen dirty again.

Examples of "You-Messages":

- You stop that!
- Why don't you be good?
- You should know better
- You are naughty!
- Why don't you do this?

4. Problem Solving

Problem solving is another important aspect of Positive Parenting. It is the "no-loss" method for resolving conflicts. In this method power is shared: with both parents and children working together to establish rules that protect the rights of all. The family works as a unit to establish broad general policies while permitting flexibility within those limits. When conflicts arise, those individuals involved work through them together to everyone's mutual satisfaction. This method is founded on mutual respect, trust and faith. Make sure the problem to be solved is not a problem the child should solve himself, like fights with friends, homework, self-consciousness. These all call for active listening or structuring the environment. Problem solving is used when a child's behavior conflicts with the parent's needs.

There are three steps:

1. Define the problem by using an "I-Message" and then use active listening.
2. Search for solutions from each other and write down but do not evaluate them now.
3. Cross out solutions not acceptable to either person and accept the solution both parties like. If no solution is acceptable, or if the problem has changed, start over.

Here are some ideas that work at different times:

- Child proofing and distracting for the very young.
- Giving two choices, both of which are acceptable to you.
- Ignore behavior that you don't want as much as possible; reward acceptable behavior
- Use "time-outs"—perhaps one minute for each year of age.
- Use "I-Messages" instead of "You-Messages."

- Let the child learn by consequences, natural or logical (imposed by you).
- Stay out of conflicts between children as much as possible.

Probably the most basic concept to be learned from Positive Parenting is that your child is your **PSYCHOLOGICAL EQUAL**. That is, the child is a person in his own right with needs and feelings and the right to express them to be accepted simply because he is. Very simply put, remember the golden rule "a person's a person no matter how small."

III. Organizational Structure

A. Committees

Since we have no paid staff, each individual member shares the work in order to make the program possible. Each family is asked to indicate their committee preference when registering. Once assignments are made, your committee chairperson will contact you. In addition to daily responsibilities, each family usually donates about 10 hours of work to the program per semester. This would include committee work, attendance at I to I meetings and work on special projects.

B. General Membership Meetings

Major decisions, distribution of program funds, etc. are handled in the general membership meetings during each semester. Each family attending the meeting has one vote even if both parents are attending the meeting. The majority vote of the families attending decides an issue for the entire program. Input should be forwarded to the program coordinators regarding specific agenda items if attendance is not possible. The program coordinators make an agenda but anyone can add to the meeting agenda.

C. Officers

The purpose of having officers (Program Coordinators, Admissions/Registrar, Treasurer, and Secretary/Historian) at I to I is simply to have people responsible for the administrative functions necessary in any large organization. Our officers acquire expertise in running the program, but other than that, there are no special statutes connected with being an officer, or length of time in the program before someone volunteers for an officer position. In all voting matters, discussions, etc. all parents are equal partners in the program. All interested parents are encouraged to take on an officer position. They should contact the program coordinators for more information.

D. Positions List

The following is a list of job descriptions at I to I. The list can be modified to accommodate the number of parents involved in the program. In a program with less than 36 parents, a number of the positions can be combined into one position. The program can also be run when, instead of every parent being responsible for a circle each semester, four members on each day are responsible for four circles per semester, and hence, form a Circle committee.

Program Coordinators: Hold meetings, write agendas for meetings, organize/run orientation, act as liaison with church, arrange positions of members and inform of specific duties, set up calendar for the semester, resolve issues and concerns of members. Contact Day Coordinators with weekly announcements. The program coordinators share this position along with another position.

Admissions/Registrar: Keeps track of every family's information, assists with orientation, mails letters at beginning of every semester indicating everyone's position, orientation date, and meeting schedule. Creates and updates the roster each semester. Distributes registration forms to existing members before the end of the semester. Acts as contact person for all new families. Sets up tours, mails out registration packets to new members and collects registrations.

Advertising Coordinator: Generates publicity as needed to attract new members. Makes copies of flyers and brochures for members to distribute. Creates new flyers and brochures as needed. Encourages members to spread the word.

Supply Coordinator: Stocks all snack food, juice, paper supplies, cleaning supplies. Assists with purchasing new materials. Maintains inventory of all supplies and toys.

Treasurer: Maintains finances. Deposits fees. Oversees and creates budget during each semester. Reimburses expenses. Keeps all financial records, resolves financial questions, budget issues, and gives an accounting report at each business meeting.

Secretary/Historian: Keeps minutes at each meeting and submits to Newsletter Editor. Helps with orientation packet. Assists program coordinators and admissions/registrar. Updates chapter history with president and takes pictures.

Day Coordinators: Handle first day business, make introductions and pass out roster, schedules, and phone chains. Conduct sign up for discussion topics and brunches. Pass out and collect registration forms from present members. Check on assistant problems, set up assistant schedule at the beginning of each semester. Run the day. Assign mentors to new members. Read weekly announcements. There is a day coordinator for each day (T, W, Th, F).

Newsletter Editor: Creates a newsletter every 4-6 weeks (following a meeting). Copies and distributes to Day Coordinators as requested, provides (e-mail/send) newsletter to general membership.

Circle chair: One person on each day, Tuesday, Wednesday, Thursday and Friday who coordinates the Circle schedule for the day, leads the first Circle, helps any member unsure of their Circle responsibility, and leads 5 Circles in the semester.

Art committee chair: Coordinates art committee, purchases new material as needed, does one art project. Assures that each member of the committee has a project ready for the assigned date. Maintains the Art bins.

Art committee members: Each member prepares the same project for each day (T, W, Th, F) once a semester. One member makes play dough on a monthly basis.

Numbers and Wonders committee chair: Coordinates Numbers and Wonders committee and does one project. Assures that each member of the committee has a project ready for the assigned date. Maintains the Numbers and Wonders toys.

Numbers and Wonders committee members: Each member prepares the same project for each day (T, W, Th, F) once a semester.

Cognitive Skills committee chair: Coordinates Cognitive Skills committee, does one project. Assures that each member of the committee has a project ready for the assigned date. Maintains the Cognitive Skills toys.

Cognitive Skills committee members: Each member prepares the same project for each day (T, W, Th, F) once a semester.

Pretend committee chair: Coordinates Pretend committee and does one project. Assures that each member of the committee has a project ready for the assigned date. Maintains the Pretend toys.

Pretend committee members: Each member prepares the same project for each day (T, W, Th, F) once a semester.

Community Outreach Coordinator: Arrange fire station (fall semester)/police station (spring semester) and fire drill. Organize community donation and submit community activities to newsletter. Organize donation to church.

Web Master: Maintain and update I to I website and email system. Set up Yahoo Group each semester and assist members as needed. Put calendar of events on Yahoo Group calendar.

Publications Coordinator: Generate publicity as needed to attract new members. Send out information notices to publications, newsletters, magazines, websites, etc. and maintain contact information. Encourage members to spread the word.

Social Coordinator: Organize monthly outings for coop members. Notify members of activities in area for families with young children. Approach organizations/businesses about discounts for members of our coop.

Work Party Coordinator: Arrange/delegate work party projects. Call or contact all members to discuss roles for work party. Coordinate activities of party.

Check-In Coordinator: Create and maintain daily sign-in sheets for each day. Maintain and organize bulletin board and notebooks. Contact with Day Coordinators and Admissions/Registrar as needed.

IV. How the Day is Run

A. Sign in, Name Tags, and Overview of Schedule

Please make it a habit to mark the sign-in sheet for your day. This is for attendance and fire drill purposes.

Nametags are made usually the first day of each semester for parents and children. It is a fun and helpful way of getting to know one another. Members are encouraged to wear their nametag every time they attend I to I so that communication between parents and children, especially between assistants and children, can be smooth and automatic.

The I to I morning is organized as follows:

8:45 to 9:00—Set Up: Assistants A & B arrive and set up for the morning.

9:00 to 9:50—One-on-One Time: Parent/Child pairs play with materials including paints, cognitive skills games, science/math toys, pretend toys and the "special weekly project."

9:50 to 10:00—Clean Up: Everyone sings the clean up song (see Part VII of Handbook).

10:00 to 10:15—Circle Time: We sit in a circle after we roll out the rug (see Part VII of Handbook) and parents and children participate in a variety of activities centered on the theme of the day. This usually includes, but not limited to, story telling, songs (both hand play and dancing), and use of props by the circle leader.

10:15 to 10:30—Snack: Assistants take a break at this time.

10:30 to 11:20—Free Play/Discussion: Assistants supervise free play while the rest of the parents participate in a discussion. Larger toys are brought out of the storage room and the play dough is set up on activity table.

11:20 to 11:30—Conclusion: Assistants and other parents complete cleanup and children are readied to go home. Sing good-bye song (see Part VII of Handbook).

11:30 to 11:45—Final Clean UP: Assistants C & D vacuum and make sure everything is clean and put away in it's proper location.

B. Daily Activities

One-on-One Time—9:00 to 9:50

This time is an extremely important part of the program, since the primary purpose of I to I is helping us to be better parents. One-on-One time provides a wonderful opportunity to see your child as an individual and to watch how s/he interacts with other children and adults. It is also a great time to practice social behaviors that you want to instill in your child. Your child will understand sharing, patience, cooperation, listening, and other behaviors when s/he is in actual situations and is guided by you during this One-on-One time.

Clean Up—9:50 to 10:00

Assistant C, or the Day Coordinator, will flash the lights and this will signal the end of One-on-One time. We sing the clean up song (see Part VII of Handbook) to let the children know it is time to put toys away. The songs we sing signal transitions for the children and gives order to the day. You will notice that singing this song at home will also make clean up time much easier.

Circle Time—10:00 to 10:15

We sing the roll out the carpet song (see Part VII of Handbook) and all children participate in rolling out the circle rug. Children will jockey for position so make sure everyone gets a spot to help with the rug. Children usually sit in parents' laps and we sing a name song (see Part VII of Handbook). Circle time incorporates songs, story telling, props, puppets, or anything you would like. After circle time is over, we sing another transition song and get ready for snack time.

Snack Time—10:15 to 10:30

Some parents help children wash their hands while assistants and other parents prepare snacks, set tables and pour drinks. Announcements are read at this time and assistants take a break. When snacks are done, parents clean up and assistants prepare for discussion time. This is a good time to encourage children to help clean up.

Free Time—10:30 to 11:20

Assistants will bring out larger toys while you prepare to leave your child. Point out one of the assistants, telling your child that this is the person to go to if they need help. Show your child that all the other children are there with him. Tell your child where you are going and that you will see him after the meeting. Then say good bye and leave promptly. Prolonged good byes may make separation more difficult. Leave even if your child is crying. Don't worry, you will be called out of discussion if he continues to cry and cannot be distracted. We have all been through separation anxiety and will help you and your child through it so you can spend longer periods away from your child.

Discussion—10:30 to 11:20

While assistants are with the children, parents attend discussion. This is an extremely important part of the program, since one goal of the program is parent education. The discussion leader presents the topic and monitors the discussion. The leader should not try to be, nor is expected to be, an expert on the topic. Sometimes, the discussion takes on a life of its own. It might start out as one topic and end up with something entirely different. It should be a relaxed atmosphere. If your child needs you and you are called out of discussion, please invite an assistant to take your place. Children under twelve months are allowed to join a parent in discussion.

C. Assistant Duties

- Assistants A and B (set up) arrive 15 minutes early. **This is very important.** Setting up any later takes away from one-on-one time and time with your child.
- Tuesday will require more set up in the morning than the other days in order to take all free play toys out of the cellar.
- Friday will be required to return the free play toys back to the cellar.
- Supervise the children during discussion and engage children who are having trouble separating.
- If you cannot be an assistant on the days assigned, it is ***your* responsibility to find a replacement and notify your Day Coordinator.**
- Assistants C & D are the last ones to leave (leave at 11:45). After everything is put away, make sure the lights are turned off and the trash is taken out and put in its appropriate location.

Assistant Cards should be read as follows:

If I to I meets 3 days a week (Tuesdays, Wednesdays & Thursdays), then Day 1 is Tuesday, Day 2 is Wednesday, and Day 3 is Thursday.

If I to I meets 4 days a week (Tuesdays, Wednesdays, Thursdays & Fridays), then Day 1 is Tuesday, Day 2 is Wednesday & Thursday, and Day 3 is Friday.

Assistant A

| | Day 1 | Day 2 | Day 3 |
|--------------------------------|---|---|---|
| 8:45 SET UP | Turn on lights, set up gate going into kitchen, check area for small and dangerous objects, move adult chairs to back corner behind partition, roll bulletin boards between partitions, hang up bulletin board covers (found on art cart), move bins from storage closet to main room and remove covers, arrange book bins for library area, assist Assistant B until set up is complete. | Turn on lights, set up gate going into kitchen, check area for small and dangerous objects, move adult chairs to back corner behind partition, roll bulletin boards between partitions, hang up bulletin board covers (found on art cart), move bins from storage closet to main room and remove covers, arrange book bins for library area, assist Assistant B until set up is complete. | Turn on lights, set up gate going into kitchen, check area for small and dangerous objects, move adult chairs to back corner behind partition, roll bulletin boards between partitions, hang up bulletin board covers (found on art cart), move bins from storage closet to main room and remove covers, arrange book bins for library area, assist Assistant B until set up is complete. |
| 10:15 Snack | All parents assist during snack with hand washing, cleaning tables, setting tables and distributing snack and juice. Once children are settled, parents go and get free play toys from cellar. Assistants take a break, decide duties during free time, have coffee/snack | All parents assist during snack with hand washing, cleaning tables, setting tables and distributing snack and juice. Assistants take a break, decide duties during free time, have coffee/snack. | All parents assist during snack with hand washing, cleaning tables, setting tables and distributing snack and juice. Assistants take a break, decide duties during free time, have coffee/snack. |
| 10:30 Free Time | Watch and play with children. Assist with separation as needed. Take a periodic head count. | Bring out ride on toys from behind partitions, Watch and play with children. Assist with separation as needed. Take a periodic head count. | Bring out ride on toys from behind partitions. Watch and play with children. Assist with separation as needed. Take a periodic head count. |
| 11:15 Clean Up | Let Assistants C and D know you are watching the children so they can clean up. | Let Assistants C and D know you are watching the children so they can clean up. | Let Assistants C and D know you are watching the children so they can clean up. |

Assistant B

| | Day 1 | Day 2 | Day 3 |
|--------------------------------|--|--|--|
| 8:45 SET UP | Set up gate in hallway, put drop cloths down, roll out tables and carry out chairs from classroom 1. Roll art cart from storage closet, set up easels, set up drying rack (located in main room closet), set up paints with brushes, clip paper to easels, set up bin of warm soapy water near paint to wash brushes and hands, set up weekly project (found in storage closet), set up coffee/tea, assist Assistant A until set is up complete. | Set up gate in hallway, put drop cloths down, roll out tables and carry out chairs from classroom 1. Roll art cart from storage closet, set up easels, set up drying rack (located in main room closet), set up paints with brushes, clip paper to easels, set up bin of warm soapy water near paint to wash brushes and hands, set up weekly project (found in storage closet), set up coffee/tea, assist Assistant A until set up is complete. | Set up gate in hallway, put drop cloths down, roll out tables and carry out chairs from classroom 1. Roll art cart from storage closet, set up easels, set up drying rack (located in main room closet), set up paints with brushes, clip paper to easels, set up bin of warm soapy water near paint to wash brushes and hands, set up weekly project (found in storage closet), set up coffee/tea, assist Assistant A until set up is complete. |
| 10:15 Snack | Get plastic picnic table (from cellar). All parents assist during snack with hand washing, cleaning tables, setting tables and distributing snack and juice. Assistants take a break, decide duties during free time, have coffee/snack. | Get plastic picnic table (behind partitions). All parents assist during snack with hand washing, cleaning tables, setting tables and distributing snack and juice. Assistants take a break, decide duties during free time, have coffee/snack. | Get plastic picnic table (behind partitions). All parents assist during snack with hand washing, cleaning tables, setting tables and distributing snack and juice. Assistants take a break, decide duties during free time, have coffee/snack. |
| 10:30 Free Time | Bring out art supplies such as play dough, markers, paper, etc. Watch and play with children. Assist with separation as needed. Take a periodic headcount. | Bring out art supplies such as play dough, markers, paper, etc. Watch and play with children. Assist with separation as needed. Take a periodic headcount. | Bring out art supplies such as play dough, markers, paper, etc. Watch and play with children. Assist with separation as needed. Take a periodic headcount. |
| 11:15 Clean Up | Let Assistants C and D know you are watching the children so they can clean up. | Let Assistants C and D know you are watching the children so they can clean up. | Let Assistants C and D know you are watching the children so they can clean up. |

Assistant C

| | Day 1 | Day 2 | Day 3 |
|---|---|---|---|
| 9:50 Clean Up | In absence of Day Coordinator, flash lights to signal end of One-on-One time. Put paint brushes into water basin, wash and put into brush carrier, wipe and cover paint jars, dump and rinse basin, pack brushes, paint, basin, etc. into art cart. | In absence of Day Coordinator, flash lights to signal end of One-on-One time. Put paint brushes into water basin, wash and put into brush carrier, wipe and cover paint jars, dump and rinse basin, pack brushes, paint, basin, etc. into art cart. | In absence of Day Coordinator, flash lights to signal end of One-on-One time. Put paint brushes into water basin, wash and put into brush carrier, wipe and cover paint jars, dump and rinse basin, pack brushes, paint, basin, etc. into art cart. |
| 10:15 Snack | All parents assist during snack with hand washing, setting table and distributing snack and juice. Assistants take a break, decide duties during free time, and have coffee/snack. | All parents assist during snack with hand washing, setting table and distributing snack and juice. Assistants take a break, decide duties during free time, and have coffee/snack. | All parents assist during snack with hand washing, setting table and distributing snack and juice. Assistants take a break, decide duties during free time, and have coffee/snack. |
| 10:30 Free Time | Wipe up snack table; watch and play with children. Assist with separation as needed. Take a periodic headcount. | Wipe up snack table; watch and play with children. Assist with separation as needed. Take a periodic headcount. | Wipe up snack table; watch and play with children. Assist with separation as needed. Take a periodic headcount. |
| 11:15 Final Clean Up | Put away free time art supplies, wipe down play dough table with bleach solution, clean up play dough off of floor as needed, clear and dry any mess in the kitchen, wash and put away coffee mugs and coffee pot, put children's chairs back in classroom 1, in absence of Day Coordinator, gather parents and children for goodbye song. Vacuum after song. | Put away free time art supplies, wipe down play dough table with bleach solution, clean up play dough off of floor as needed, clear and dry any mess in the kitchen, wash and put away coffee mugs and coffee pot, put children's chairs back in classroom 1, in absence of Day Coordinator, gather parents and children for goodbye song. Vacuum after song. | Put away free time art supplies, wipe down play dough table with bleach solution, clean up play dough off of floor as needed, clear and dry any mess in the kitchen, wash and put away coffee mugs and coffee pot, put children's chairs back in classroom 1, in absence of Day Coordinator, gather parents and children for goodbye song. Vacuum after song. |

Assistant D

| | Day 1 | Day 2 | Day 3 |
|---|---|---|---|
| 9:50 Clean Up | Wipe up any paint spills on easels, drop cloths or the floor, put easel drop cloth away in art cart, return easels to main room closet, move drying racks out of way for snack, pick up weekly project table and wipe down with bleach solution for snack time. | Wipe up any paint spills on easels, drop cloths or the floor, put easel drop cloth away in art cart, return easels to main room closet, move drying racks out of way for snack, pick up weekly project table and wipe down with bleach solution for snack time. | Wipe up any paint spills on easels, drop cloths or the floor, put easel drop cloth away in art cart, return easels to main room closet, move drying racks out of way for snack, pick up weekly project table and wipe down with bleach solution for snack time. |
| 10:15 Snack | All parents assist during snack with hand washing, setting table and distributing snack and juice. Assistants take a break, decide duties during free time, and have coffee/snack. | All parents assist during snack with hand washing, setting table and distributing snack and juice. Assistants take a break, decide duties during free time, and have coffee/snack. | All parents assist during snack with hand washing, setting table and distributing snack and juice. Assistants take a break, decide duties during free time, and have coffee/snack. |
| 10:30 Free Time | Clean up snack materials, watch and play with children. Assist with separation as needed. Periodically, take a headcount. | Clean up snack materials, watch and play with children. Assist with separation as needed. Periodically, take a headcount. | Clean up snack materials, watch and play with children. Assist with separation as needed. Periodically, take a headcount. |
| 11:15 Final Clean Up | Put ride on toys, slide, trampoline, etc. away behind partitions, remove covers from the bulletin boards and store covers on the art cart, roll tables back to classroom 1, remind parents to collect their children's art projects from day, discard any left behind, return wooden drying racks to main room closet, turn off all lights and make a final sweep of space, empty trash, replace liners in trash cans, take trash to kitchen. | Put ride on toys, slide, trampoline, etc. away behind partitions, remove covers from the bulletin boards and store covers on the art cart, roll tables back to classroom 1, remind parents to collect their children's art projects from day, discard any left behind, return wooden drying racks to main room closet, turn off all lights and make a final sweep of space, empty trash, replace liners in trash cans, take trash to kitchen. | Put ride on toys, slide, trampoline, etc. away in cellar, remove covers from the bulletin boards and store covers on the art cart, roll tables back to classroom 1, remind parents to collect their children's art projects from day, discard any left behind, return wooden drying racks to main room closet, turn off all lights and make a final sweep of space, empty trash, replace liners in trash cans, take trash to kitchen. |

D. Discussion Categories

Discussion takes place every week at I to I for parents who do not have Assistant duties. Every parent has an opportunity to lead discussion and choose a topic. The list below contains suggested categories that encompass many topics which parents may choose to use for discussion. Topics are not limited to these categories. They are meant as a guide to encourage variety and prevent repetition. All of these categories fall well within the mission of I to I.

Parenting Styles

At I to I, we strive to become more effective parents and we recognize that each of us does this in a different way with a unique style making us the parents our children need. Thus, understanding our parenting styles is essential to being able to support one another at I to I.

Communication Styles

Discussion gives parents the opportunity to model the effective communication we are trying to teach to our children. I to I requires open communication for the success of the program. Knowing communication styles can help members to relate better, enhance the experience and form stronger relationships.

Self-Development

Because parenting is a full time job, it is important to have time to focus on your self-development. Being part of I to I, means being supported by other parents who realize that doing things for yourself outside of parenting only makes us better parents.

Community Development

One of the seven principles of a co-op is concern for community. As a co-op, we form an interdependent community made of relationships that benefit us all. These relationships can be found at I to I, in our families, in our neighborhoods & the cities in which we live.

Child Development

Children develop in their own way. The beauty of discussing child development is that even though every child is an individual, every parent can offer support to help respect and foster the individuality of the child.

Family Dynamics / History & Bonding

When you know about someone's family history; where s/he come from, how many brothers & sisters s/he have, etc. it is an opportunity to find common ground. Knowing where someone has been is essential to understanding where s/he want to go.

Education

Because schools do not offer a degree in parenting, we come to I to I to learn from each other and develop greater self-confidence in our abilities as parents. Sharing ideas and thoughts about education helps our families to grow.

Cooperative Play & Work

Cooperation is working together to accomplish shared goals. Cooperative play & work result in members striving for mutual benefit so that all of us gain from each other's efforts. As we learn how to function as a coop, we model to our children how to cooperate with others. Cooperation is a skill learned by positive interdependence, individual & group accountability, doing & accomplishing tasks together and by group processing.

Health & Safety

"Be Kind, Be Safe, Be Gentle" is a motto we can use for ourselves and our children. As parents, the health and safety of our children is always our first concern.

E. FIRE DRILL RESPONSIBILITIES

Assistants review fire drill procedure kept on the back of the sign-in sheet clip board before day begins. Assistant A is in charge of final roll call and presenting this information to appropriate fire personnel.

V. Procedures and Policies

A. Enrollment Procedure

Registration

Parents and their I to I-aged children make a visit and take a tour of an I to I session before registrations are accepted. Parents will complete a registration form, sign a waiver of liability, submit necessary medical information for their child(ren), and pay the fee. Registration is complete when the Admissions/Registrar receives all fees and forms, and then a parent and child(ren) may begin to attend regular sessions. Siblings under the age of 12 months, and newborns who are born during a semester, in which their sibling is registered, are automatically enrolled in the same day as their sibling. I to I requires a separate registration form and fee (if over 12 months) for all such siblings.

Fee

Fee covers expenses for refreshments, supplies, and equipment. Scholarships are available based on need. Scholarship decisions are made by a group consisting of the Program Coordinators, Secretary, Admissions/Registrar, and Treasurer, along with any other person(s) appointed by them.

Orientation

At the beginning of each semester, member parents will attend a mandatory orientation introducing the I to I philosophy, materials, organization of the storage areas, semester and daily schedule, member responsibilities, committee obligations, etc. Parents should plan on attending without their children so they can devote their full attention to the large amount of information presented.

B. Fire Drill Procedure

Each week the assistants share responsibility for various duties. These 4 people also have the PRIMARY responsibility during a fire drill or alarm.

- **Assistant A**—Responsible for bringing the sign-in chart. Check the main room, the storage closet by the piano, the kitchen and behind the blue partitions. Assistant A will help Assistant B with the children and leave the building through the side door located in the back corner of the room. Meet in the back parking lot by the fence.
- **Assistant B**—Responsible for getting the children out of the building through the side door in the main room. Meet in the back parking lot by the fence.
- **Assistant C**—Responsible for clearing the entryway, the entry closet, the hallway, the two classrooms before the gate, the bathrooms, the discussion room and the discussion closet. Leave the building through the I to I entrance. Meet in the back parking lot by the fence.
- **Assistant D**—Responsible for unlatching the hallway gate. **Call 911 in the nursery.** Sweep the nursery, the church offices (if unlocked) and the sanctuary. Exit through the door across from the pastor's office. Meet in the back parking lot by the fence.

ALL GROUPS—Meet in the back parking lot by the fence. Assistant A will take roll call from the sign-in chart to make sure everyone is out of the building, and should be ready to report the roll call status to the first fire fighting crew to arrive. Everyone must remember to stay clear of the driveway to allow emergency vehicles to come through.

C. Program Policies

Session Size

The maximum number of families per session (per day) is 12. The number of children varies between 12 and 24.

Attendance

Attendance on a regular basis is necessary if members and their child(ren) are to benefit from I to I. Of course, you should not attend if you or your child(ren) is ill. It is the parent's responsibility to contact the day coordinator if unable to attend for any other reasons. If three consecutive sessions are missed without the member contacting the day coordinator, it will be assumed that the member has dropped out.

Program Evaluation and Review Policy

Continual evaluation and review of how we are doing, both on the program level and individual levels, is essential to improving the quality of I to I. In order to achieve this, input is required from all members on three occasions per semester.

- **Sunrise and Sunset Reviews:** These are I to I cooperative tools which gather feedback from co-op members using Tuckman's Model of the Group Developmental Process. Please see the Extra, Extra section of this handbook on pages 38-40 for information on Tuckman's Model and for the review forms themselves.
- **Evaluations:** These are done at the end of each semester. This is an overall program wide information gathering tool. It is the responsibility of each member to return the evaluations to the Program Coordinators.

Who Brings the Child

One of I to I's primary goals is to educate parents who are rearing pre-school aged children in our community. Either parent or legal guardian may bring the child. Other primary caretakers, such as grandparents, may bring a child under special circumstances. It is important for the child (and for the other children attending I to I) that the same person attends I to I on a regular basis.

Visitors

Visitors, after arranging with the Admissions/Registrar, attend one session with or without a child. An informal tour of the program will be given, and both parent and child are welcome to join the activities. Relatives of enrolled children are welcome to visit the program. Please notify the Day Coordinator in advance if you are bringing family guests.

Insurance

All parents are responsible for the safety of the children (theirs and others) attending I to I, and should be conscious of safety issues and never leave a child unattended while at I to I (inside or outside) at any time. While the Covenant Congregational Church does carry a liability insurance policy, it is important for I to I members to take responsibility for the enjoyment and safety of all of our children.

Safety

Parents are always concerned with their children's safety. Please join us in being aware of all the children on your day, especially in the following areas:

- During discussion: When you are an assistant, please be particularly safety conscious. Know how many children are attending that day, and constantly count noses. Your job as an assistant is to play with and watch out for the safety and well-being of ALL of the children.
- Cognitive Skills Area: There may be toys with small pieces in this area. Supervise all play in this area with this in mind.
- Clean-up and Set-up: Be careful that no child wanders away alone. If you wish to leave your child for a short time while you are busy with other things, ask another parent to keep watch for you until you return, and then check back in with that person when you return.
- Be familiar with the fire drill procedures.

- No smoking is allowed at I to I, or on the premises of the church at any time.

Snow/No I to I Policy

I to I follows the cancellation of the Waltham School District which is broadcast on WBZ radio (AM 1030) or the television news.

Illness Policy

Although the spread of colds and other illnesses is inevitable within any group, at I to I we try to minimize this as much as possible. In addition to being contagious to others, a sick child will not be able to enjoy or possibly even cope with the day's activities very well. We ask you to keep your child at home if s/he has:

- Fever now or within the past 24 hours
- Conjunctivitis
- Impetigo
- Diarrhea
- Vomiting
- Productive Cough
- Thick yellow or green nasal phlegm
- Chicken Pox (until all lesions have crusted and no new ones appear)

Please be sure to contact the Day Coordinator or other member on your day to cover last minute cancellations due to sickness. You can cover the responsibilities when your child is feeling better.

Telephone Policy

Covenant Congregational Church's phone number is 781-893-7717. This number should be used for emergency purposes only. There is a phone located in the kitchen and the church nursery. If an emergency arises while at I to I, dial 911. Follow the instructions of the operator. Use a land line and not a cell phone for an emergency.

Phone Trees/Phone Chains

Your Day Coordinator will set up a phone tree/chain for purposes of communicating reminders or giving notice of cancellations, themes and/or what to bring to I to I for a particular project. Day Coordinators initiate phone trees. When you receive a phone tree call, you are responsible for calling the next person on the tree with all of the information given to you. **If you do not reach the member in person, leave a message and then call the next person on the list.**

Refund Policy

If a family chooses to leave the I to I Coop any time prior to the second session of a semester, they will receive a full refund. Choosing to leave after the second session and prior to the third session of a semester will result in a 50% refund. From the third session on, no refund will be granted. In the event of unusual circumstances, refunds may be granted at the discretion of the Program Coordinators, Admissions/Registrar, Secretary, and Treasurer.

Internet

I to I maintains a website at WWW.ItoI-MA.ORG The main purpose of the website is to explain what I to I is and give prospective members an opportunity to learn more about us and contact us. Please pass out this website address to all you know.

I to I also maintains a group site at <http://groups.yahoo.com> The main purpose of the group site is to facilitate communication between I to I members. The group site changes each semester and only current members of I to I can join this site. It is important that every member of I to I join this group site each semester.

VI. Common Problems and Solutions

Separation Anxiety

A child not accustomed to being with other children or adults may initially react to the program with fear and an insistence that his parent remain with him at all times. This separation anxiety may begin as early as 4-8 months of age and may continue intermittently until the age of 3 or 4 years. For many children it seems to peak between 12-18 months of age. Even an older child may have occasional relapses into separation anxiety. A child must live through this normal and necessary stage to establish a separate identity. Before this time, children seem to think that their parents are physical extensions of their own bodies. The anxiety strikes when a child realizes that their parent can disappear and fear that the parent will never come back. Only time and loving patience will help the child learn that parents do return. Also, separation anxiety is a healthy sign of a strong bond between parent and child; but just as a deep parent-child attachment is good, so is a child's growth towards independence.

The following is a group of suggestions to help ease you and your child through this separation anxiety when it is time for discussion. First get your child involved with a toy or an interesting activity before you leave. Tell him that you are going to discussion with the other parents and assure him that you will return soon. Often it is helpful to point out the assistants by name and let your child know that they will be there if he needs anything. Keep this farewell short to prevent the anxiety level from increasing. It is advisable not to sneak away while your child is not looking as this may teach him to distrust.

If your child cries, an assistant will hold, comfort and try to entertain him. Please inform the assistant of any comforts that work for your child. Should your child cry uncontrollably and refuse to be comforted, you will be called out of the discussion to console him. When he is calm, you may return to the discussion group. This may happen many times until your child learns that you will return and that the assistants will take care of him.

Another alternative, which is discouraged for children over 1 year of age, is for the parent to return to discussion with the child. Having an older child in discussion is a distraction for the other parents and it may also delay the child's acceptance of separation from the parent. Quite often children will repeat this

behavior as a way to have the parent come and get him and go into discussion again. Again if a child needs a parent, the parent needs to go to the child.

A third alternative is for the parent to remain with the child during free play and not attend discussion at all. Of course, the parent will not benefit from the planned discussion but this may be the best alternative on some days. If this is the choice of the parent, it is asked that the parent invite one of the assistants to take the parent's place in discussion. The integrity of the discussion is maintained by allowing for this type of swap.

Because assistants may have difficulty consoling a crying child during free play, the following words are offered to help cope with this problem.:

For younger children: "You're afraid that Mommy/Daddy won't come back but Mommy will be back soon."

For older children: " You're afraid that no one will take care of you. We (the assistants) will take care of you.

If your child experiences separation anxiety at home also, it may help to decrease the amount of time spent apart from him until this stage passes. Chaining yourself to your child, however, is not the answer either as this may tend to prolong the process of successfully separating. He may not learn that you always return if you never leave him. Besides, it is nice for you to have time to yourself too.

Finally, time will help. Separation anxiety may be severe for a semester or so. But, thankfully, it will eventually end.

Sharing

At I to I we prefer to ask children to take turns rather than force them to share. Demanding that a child give up a toy for the sake of another child may teach her that she is not worthy enough to have the toy herself. It may also teach the child who gets the toy that crying will get her anything she desires.

A child who plays with a toy initially may keep the toy as long as desired. The other child can be told, " When Amy is finished with the toy, you may have your

turn." Then when Amy is actually finished with it, the other child can be presented with it with the words, "Amy is finished. Thank you for waiting so nicely. It is your turn." Children learn to respect this idea at approximately 2 1/2 to 3 years of age and they can begin to use the words themselves. By 5 or 6 years of age, true sharing can begin.

When a toy is hotly contested, a list of names of interested children and a timer set for 3 minutes for each child is a suggested solution.

Conflicts Between Children

When children are very young, it is appropriate to give them models for solving a problem, for example, the "taking turns" procedure. Letting them know what is not acceptable, helps give the child an example to which he can relate. Children hitting other children is not acceptable. Encourage children to use words to express feelings instead of pushing, biting or hitting. It is not recommended that you respond to this type of reaction with any physical punishment as this may only reinforce their behavior. Helpful words for the child would be: "My turn"; "No"; "Please don't push"; "Please go away"; "I don't like that".

Once children understand the limits to solving conflicts, they can settle most arguments for themselves. When children are about the same age, it is best not to interfere unless emotional or physical harm is being done. Children naturally go through stages of being aggressive, passive or assertive. At times your child will seem to constantly be on the bottom of the heap. At other times, you may be embarrassed by his aggressiveness. This usually resolves itself with time and patience.

VII. Extra, Extra

I to I Classic Songs

Clean Up!

Clean up, clean up, everybody, everywhere.
Clean up, clean up, everybody do your share!
(Repeat as necessary)

Roll Out The Rug!

This is the way we roll out the rug,
roll out the rug,
roll out the rug.
This is the way we roll out the rug,
here at I to I.

Old Shoes, New Shoes!

Old shoes, new shoes, Cody's wearing brown shoes.
One, two, three, four, tap them gently on the floor...

Willaby, Wallaby, Wee...

Willaby, wallaby, wee, an elephant sat on me.
Willaby, wallaby, woo, an elephant sat on you.
Willaby, wallaby, *wusan*, an elephant sat on *Susan*.
Willaby, wallaby, *wack*, an elephant sat on *Jack*..

Goodbye Circle...

Goodbye circle, goodbye circle, goodbye circle,
It's time to roll up the rug. (Wash our hands)

Shake Hands With Friends!

Shake hands with friends 'cause it's time to go.
Shake hands with friends 'cause it's time to go.
Shake hands with friends 'cause it's time to go.
We'll see you another day.

Playdough Recipe

This playdough recipe is made in under 10 minutes and costs about \$1.00.

1 1/2 cups salt

3 cups flour

2 T. oil

2 T. cream of tartar

3 cups water with food coloring added

Mix all of the ingredients together and pour (dump) into a heated Teflon pan. Cook using medium to high heat. Constantly mix the playdough until it becomes "playdough consistency". This usually takes about 4 minutes. Let cool in pan for about 30 minutes and put into a ziploc bag. Enjoy!

TEAM

I to I Orientation Handout

Tips for safety

1. Parking: Take care when entering and leaving the parking lot.
2. Food Allergies: Please let your Day Coordinator know of any allergies
3. Bleach: Use bleach solution to clean all food surfaces.
4. Sign-in: Sign-in every week in case of fire and for assistant's use during free play
5. Diapers: Please take all soiled diapers home with you.
6. Illness: Do not come with child if he/she has been sick, has had a fever, diarrhea or vomiting over the past 24 hours, has thick yellow green nasal phlegm, cough, etc.
7. Boundaries: Children are not allowed in the kitchen or behind the partitions. Children should always be accompanied by an adult.
8. Entrance door: the entrance door to "I to I" is always locked.

Education

We are all learning how to be parents as our children grow. I to I is a place to exchange information, share problems, successes and joys, and learn different alternatives in childrearing. The parenting skills that we are trying to improve upon should allow us as parents to set consistent, effective limits for our children, keep open the lines of communication and love, and keep both our children's and our own self-esteem high.

Assistants

1. Job Description: Review job description ahead of time. Watch children during discussion. Do head counts. Responsible for following appropriate fire drill procedures.
2. Responsibility: Call others on your day in advance or ASAP if you need to switch dates.
3. Break: During snack time take a break in the kitchen and review plan for free play with other assistants.
4. Aprons: Aprons should always be worn as an assistant and the duty cards are in the apron pocket. The aprons are located in the discussion room closet.
5. A and B: Need to arrive at 8:45am, do not be late.
6. C and D: Need to be the last to leave after a final walk through, don't forget to turn off the lights.
7. Don't worry: It might seem overwhelming, but you'll catch on!!

Member

1. Stay involved with the I to I community - check WWW.ItoI-MA.ORG and <http://groups.yahoo.com/group/> on a regular basis.
2. Participate: Help to advertise the great I to I program.
3. Co-op: No difference in work between assistants and others except during discussion.
4. Behavior of children: Mind children for aggressive behavior, teach "be kind, be gentle, be safe".
5. 9AM: Start time.
6. Communication: Call ahead to switch positions for day and call day coordinator if you will not be attending.
7. Phone Chain: Call until you reach a member.
8. Mentors: Use your mentors for information, contact your mentees for support.
9. Help: Lend a hand to others in need, returning members help new members with routine.
10. Officers: Administration of general co-op talks - no inherent privileges!
11. Remember to play, learn and have FUN!

Thanks to I to I Acton for giving us the idea of our TEAM values.

Tuckman's Model of Group Development:

All groups go through the same basic stages. Tuckman's Model refers to these stages as Forming, Storming, Norming, and Performing. We will use these 4 stages to facilitate discussions regarding how things are going with I to I on our individual day. These discussions will take place during a mid-semester brunch (Sunrise Review) and an end of the semester brunch (Sunset Review). We will also use this tool in facilitating discussions about I to I as a whole. These discussions will take place at our two general membership meetings. We will have a simple Evaluation Sheet to help prompt these discussions. Below are definitions to clarify the behaviors of each stage and the tasks that can help us move from one stage to the next.

Forming

Behaviors:

- The purpose and goals for the co-op are unclear.
- Co-op members feel varying degrees of commitment.
- Co-op members are cautious, don't initiate and avoid responsibility.
- Communication is low and a few co-op members often dominate.
- Co-op members are dependent on directive leadership of program coordinators/day coordinator.

Tasks:

- Build a common purpose. Clearly establish the expectations of the co-op members.
- Understand personal expectations and interest.
- Clarify accountability, recognition, and roles.
- Assess resources; see who has what to contribute.
- Program coordinators/day coordinator provides direction and drives the team process.

Storming

Behaviors:

- Differences and confusion arise over goals and roles.
- Struggles erupt over approaches, direction, and control.
- Co-op members react toward leadership with counterproductive behaviors.
- Co-op is uncertain about how to deal with issues openly.
- Co-op wrestles with issues of communication.
- Co-op members act from an independent stance.

Tasks:

- Involve everyone in the discussion.
- Inquire into differences; include all ideas and opinions.
- Seek further clarity about purpose and develop a common approach to meeting co-op objectives.
- Define co-op agreements (norms).
- Program coordinators/day coordinator raises difficult issues and coaches co-op through struggles.

Norming

Behaviors:

- Co-op gains confidence, feels a sense of momentum.
- “What,” “how,” “who,” and “when” become clarified.
- Co-op develops agreements on approaches, goals, communication, and leadership roles.
- Co-op builds relationships in community.
- Co-op Members begin to relate interdependently.

Tasks:

- Develop processes for information sharing, feedback, and resource distribution.
- Have open forums on tasks and relationships, both within the co-op and the community.
- Build appropriate feedback loops.
- Work toward consensus on overarching issues. Negotiate where appropriate.
- Program coordinators/day coordinator uses a facilitative style to create the opportunity for others to lead.

Performing:

Behaviors:

- Co-op members take full responsibility for tasks and relationships.
- Co-op achieves effective and satisfying results.
- Co-op takes the initiative to continually assess itself.
- Co-op facilitates itself easily through the various stages.
- Co-op members work proactively for the benefit of the whole co-op.

Tasks:

- Continuously seek to improve tasks and relationships.
- Assess and evaluate results against purpose.
- Celebrate successes – reward and recognize both co-op and individuals.
- Continuously strive for better methods and approaches.
- Program coordinators/day coordinator focuses on purpose, interdependent relationships, and conditions that shift the stages.

*information about Tuckman’s Model taken and adapted from www.catalystonline.com

Sunrise/Sunset Review
 An I to I Co-Op Tool,
 which gathers feedback from co-op members via
 Tuckman's Model of the Group Development Process

| Elements to Review | Forming Stage (floating) | Storming Stage (stressing) | Norming Stage (niceing) | Performing Stage (perfecting) | Action Plan For moving the group to the next stage for this element |
|--------------------|-----------------------------|-------------------------------|----------------------------|----------------------------------|---|
| One on One Time | F | S | N | P | |
| Clean-Up | F | S | N | P | |
| Circle Time | F | S | N | P | |
| Discussions | F | S | N | P | |
| Free Play Time | F | S | N | P | |
| Assistant Duties | F | S | N | P | |
| Going Home | F | S | N | P | |

Co-Op Day: _____

Semester: _____

Year: _____