

## **WHY 3 TERMS (30 WEEKS) OF THE PARENT-CHILD MOTHER GOOSE PROGRAM®**

The activities of the Parent-Child Mother Goose Program® are based on the knowledge that what happens in infancy and early childhood is of crucial importance. Available research studies in brain development, attachment, and language acquisition underscore the importance of holding, rocking, singing, face-to-face interactions, and using rhyming and repetitive, playful language with infants and young children. The children who have the best chance of growing up to succeed in school, work, and relationships are those who have a strong attachment to their primary caregivers: those who are talked to, smiled at, held and rocked, and responded to in a way that meets their needs. In order to meet their children's needs, parents and caregivers must have inner resources, feel a sense of competence in their role, and feel supported as parents.

These goals cannot be rushed. They can be reached when families have time to learn and integrate what the program offers.

**The Parent-Child Mother Goose Program® is comprised of 3 terms of 10 weeks each, for a total of 30 weeks. Why 30 weeks?**

In over 20 years of offering the P-CMG Program, we continue to observe that parents need 30 weeks to integrate the material and approaches of the program into their daily lives.

If the program is too short (i.e. only 10 weeks), it can easily become 'entertainment' rather than a paradigm shift. While there is nothing wrong with entertainment, this is not the goal of the P-CMG Program.

In addition:

- 10 weeks is a very short time for program facilitators to observe parent-child interactions, to get to know families, and to plan for the material that will meet their needs
- Infants respond well to repetition and consistency
- A sense of community develops over time

For all of these reasons, a commitment to 30 weeks is necessary in order to achieve the goal of a paradigm shift for families.

**What happens in 3 Terms (30 weeks) of a Parent-Child Mother Goose Program:**  
*(This outline is intended to give you a picture of what can happen for a family who attends for 30 weeks. Families may start at any time. The child may be an infant, toddler or 2 – 4 year old.)*

**Term 1**

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| <b>Parent</b>   | <b>Parent &amp; Child Together</b>   | <b>Co-Teachers</b>  |
|---|--|---|
| <ul style="list-style-type: none"> <li>· Is introduced to a new routine, i.e., the unique structure and content of the program</li> <li>· Learns what the program is about</li> <li>· Gets accustomed to the fact the program doesn't use toys or other props</li> <li>· Is introduced slowly to interactive rhymes and lullabies</li> <li>· Looks to the facilitators often in order to follow along with the rhymes and the actions</li> <li>· With repetition, begins to feel comfortable rhyming with, and singing to her child</li> <li>· Begins to understand and appreciate that the teaching is directed to them so that they can learn to rhyme with their babies at home</li> <li>· Some participants may begin to remember stories they heard as children</li> </ul> | <ul style="list-style-type: none"> <li>· Through interactive rhymes and lullabies, begin to spend more time cuddling, communicating, and connecting with each other</li> <li>· As the parent rhymes with her baby, the child coos, wiggles with delight, smiles.</li> <li>· Parent notices child's signs of recognition and anticipation at the start of a familiar rhyme</li> </ul> | <ul style="list-style-type: none"> <li>· Welcome each family as they arrive</li> <li>· Use repetition and a slow pace to teach the parents interactive rhymes and songs</li> <li>· Assure parents that with repetition they will come to learn and know the rhymes and songs well</li> <li>· Encourage parents to use material at home</li> <li>· Observe parent/child interactions</li> <li>· Plan for and introduce material that responds to the needs of the group</li> <li>· Tell stories that parents will enjoy</li> </ul> |

**Term 2**

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| <b>Parent</b>   | <b>Child</b>   | <b>Co-Teachers</b>   |
|---|--|--|
| <ul style="list-style-type: none"> <li>· Is familiar with the routine and pattern of the program; knows what to expect</li> <li>· Is beginning to use rhymes at home</li> <li>· Shares her child's favourite rhymes with the group</li> <li>· Sings lullabies to soothe her baby, hums or la-la-la's the tune</li> <li>· Shares parenting concerns with other parents in the group</li> <li>· Friendships are forming</li> <li>· Learns about other resources in the community</li> <li>· Enjoys hearing stories</li> <li>· May begin to tell stories to her child</li> </ul> | <ul style="list-style-type: none"> <li>· Recognizes other children and adults in the group</li> <li>· Feels safe in the group</li> <li>· Recognizes rhymes and has favourites</li> </ul> <p><b>Parent &amp; Child Together</b></p> <ul style="list-style-type: none"> <li>· Are developing a repertoire of rhymes they can draw from when the need or desire arises</li> <li>· Are experiencing more positive interactions; more cuddling, communicating, and connecting</li> <li>· A sense of community is developing in the group</li> </ul> | <ul style="list-style-type: none"> <li>· Encourage and reinforce positive interactions between parent and child</li> <li>· Continue introducing one or two new rhymes each week with an emphasis on repetition and a relaxed pace</li> <li>· Continue to observe and respond to group needs</li> <li>· Are telling stories that are responsive to the group as it develops.</li> </ul> |

## Term 3

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### Parent

- Is familiar with the rhymes and participates confidently
- Uses lullabies with her child and also to soothe herself
- Gives to and receives support from other parents regarding parenting concerns
- Is making connections to the stories and may share her own stories in the group
- Gains an increased understanding of the place story has in her daily life
- The parent is experiencing the power of rhyme and story with her child

### Child

- Sits expectantly at the beginning of the program, knows the routine, and anticipates what comes next
- Is looking confident and relaxed
- If a toddler is away from her parent's lap at the beginning of the program, the child will scurry back to her parent when she hears a favourite rhyme

### Parent & Child Together

- Are learning to play with rhymes in their own way
- Recognize the power and value of storytelling in the family
- The program has become part of the rhythm of their lives
- The community and relationships developed in the group are important in the lives of parent and child

### Co-Teachers

- Continue to observe and encourage interaction between parent and child using the language of rhyme and story
- Continue to facilitate friendships that are forming in the group
- Are experiencing an even deeper and richer connection to the stories they share with parents and children in the group

## Summation

### Having attended 3 Terms:

Parent and Child have created a pattern of communicating with each other that will serve them a lifetime.

The parent-child bond is nurtured and strengthened

Healthy parenting habits have been established

Parents have gained confidence and inner resources

Parent and Child have formed friendships within a supportive community