

FIGURE S1. Sample Flip Chart Page

Fig. 1: Sample Flipchart Page – what participant sees.

Identifying a Baby’s Needs


Joe and Linda just brought their baby boy home from the hospital. He was sleeping peacefully for a few hours and now he is awake and crying. What should they do? Put the following steps in order from first to last and describe why you chose that order.

See if he is cold and needs to be warmed up.

See if he needs to be comforted/consoled by you.

See if he is hungry and feed him if he is

See if his diaper is soiled and change it.




Reverse Flipchart Page – what educator sees.

Note: This illustration shows educator what participant is seeing.

Identifying a Baby’s Needs

Joe and Linda just brought their baby boy home from the hospital. He was sleeping peacefully for a few hours and now he is awake and crying. What should they do? Put the following steps in order from first to last and describe why you chose that order.

Teaching Point: There are several ways to console a crying baby. It may be necessary to try several ways before knowing what works best for the baby.

- Review participant’s response.
- Review teaching point with participant.
- What are the basic things Joe and Linda should do to find out why their son is crying?
 - Check his basic needs first.
 - If he is crying because his diaper is soiled, trying to comfort him by singing probably will not work.
 - Check to see if the *diaper* is wet or soiled. Change diaper.
 - Newborn babies wet and soil their diapers often because their bladder and bowels are small.
 - Check to see if he is *hungry*. Feed.
 - Newborn babies need to eat small meals often because their stomachs are small.
 - NOTE: Newborns will often soil their diapers right after they eat. You may need to change them again after feeding and before sleep.
 - Check to see if he is *cold*. Wrap.
 - Newborn babies can get cold very quickly.
 - Then try to *console* him by trying some of the following:
 - Rock him in your arms or in a chair
 - Sing or talk to him
 - Gently stroke baby’s head or pat his chest
 - Play soft music
 - Walk with baby in your arms or in a stroller or carriage
 - Swaddle and place in safe sleeping space

•FHE Note: Participant’s family and friends may also have suggestions for other things that may help to calm the baby.



FIGURE S2. CONSORT Diagram Depicting Flow of Participants Through Family Spirit Trial

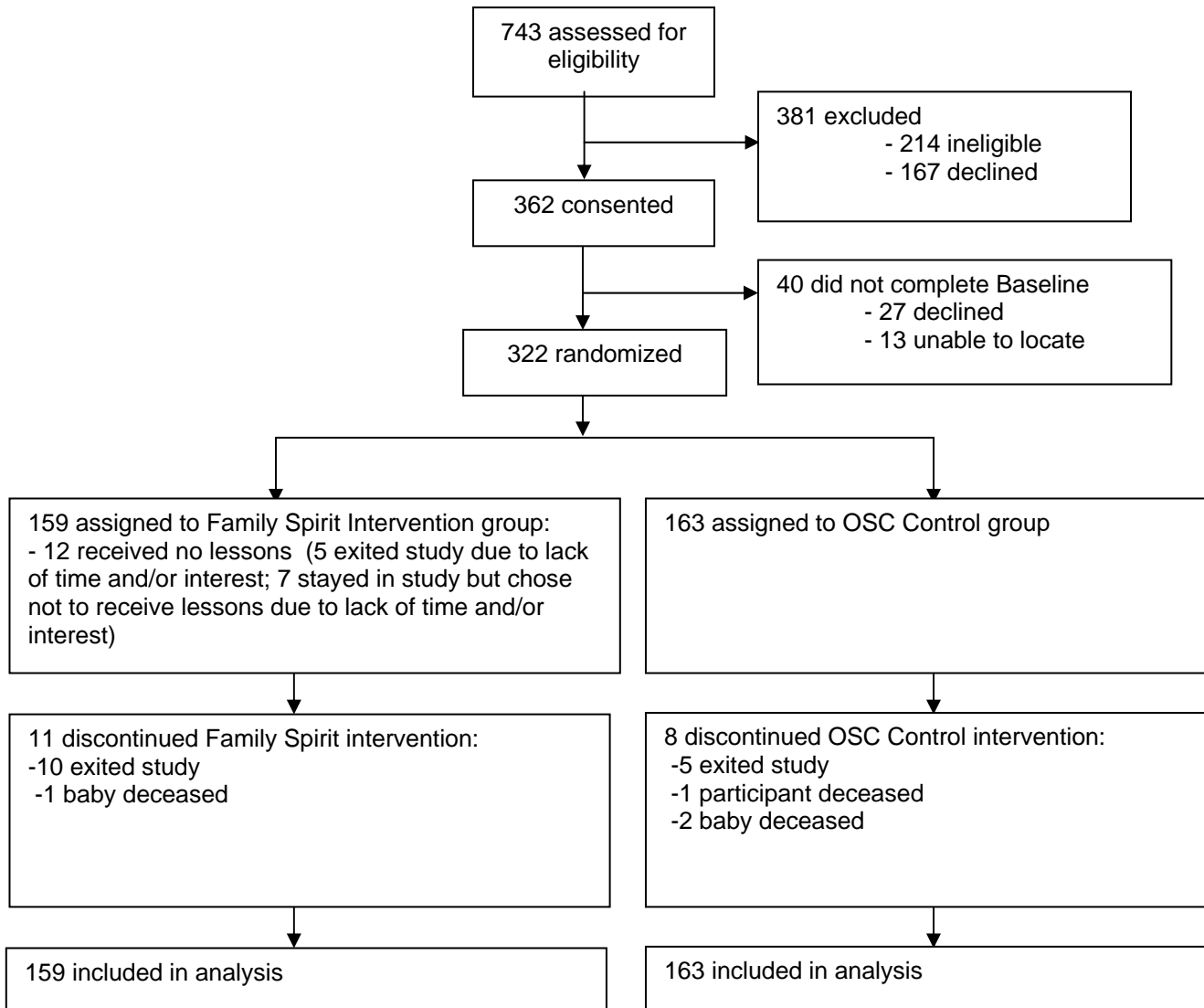


TABLE S1. Outcome Assessment Measures Through the 12-Month Postpartum Time Point for the Family Spirit Randomized Controlled Trial

Aim and Measure (Reference Number)	Measure Attributes			
	Mode of Administration	Time (mins)	Cronbach's alpha	Brief Description
Aim 1: Parental competence outcomes				
Parent Knowledge Test	Self-report	15	0.65	30-item self-report multiple-choice test created by the investigator team to coincide with lessons taught in the FS curriculum and measure cumulative knowledge gains related to lesson objectives. Topics include: pregnancy labor, delivery, nutrition, breastfeeding, parenting, home safety, immunizations, and well baby care.
Parental Locus of Control (PLOC) Parental Self-Efficacy subscale (1)	Self-report	5	0.67	One of three subscales from the PLOC used to assess parental sense of competence and efficacy in parenting tasks and roles.
Home Observation for Measurement of the Environment (HOME) (2)	Observation	60	0.74	Widely utilized checklist observational measure of parental behavior, parent-child interaction, and the home environment. Consists of 45-items that span six sub-scales: Maternal Responsivity, Acceptance, Learning Materials, Variety (life experiences), Maternal Involvement, and Organization of the Home.
Home Safety Assessment (3)	Observation/ self-report	30	0.57 (for attitudinal component)	Includes 8 self-report items regarding attitudes towards home safety for children and approximately 40 observational measures regarding home safety practices (e.g., use of electrical plug covers).
Aim 2: Child psychosocial and behavioral outcomes				
Infant Toddler Social Emotional Assessment (ITSEA) (4)	In-person interview	20	Range from 0.63-0.81 across domains	126 item instrument administered to parents/primary caregivers that assesses four primary domains of behavior for children ages 12-36 months including: Externalizing, Internalizing, Dysregulation, and Competence.

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Aim and Measure	Measure Attributes			
	Mode of Administration	Time (mins)	Cronbach's alpha	Brief Description
Aim 3: Maternal psychosocial and behavioral outcomes				
Center for Epidemiological Studies – Depression (CES-D) (5)	Self-report	5	0.88	Widely used 20-item scale of depressive symptoms.
Achenback System Empirically Based Assessment: Youth Self Report (ASEBA) (6)	Self-report	15	Range from 0.69-0.79 across scales	112 items assess a broad range of behavior problems and social and academic competence over 8 subscales. Among the most extensively used and tested rating scales available.
Problem Oriented Screening Instrument for Teens (POSIT) (7)	Self-report	10	Range from 0.60-0.83 across scales	139 items assess a broad range of functional areas among teens over 6 subscales, including: substance use, physical health, general mental health, family relationships, peer relationships and aggressive behavior/delinquency.
Voices of Indian Teens (VOIT): Alcohol (8)	Self-report	10	0.70	92 items drawn from the alcohol scale of the Voices of Indian Teens Survey. Topics include: quantity, frequency and qualitative aspects of alcohol use; age of first use; family history of alcohol abuse; community, peer, and personal attitudes and beliefs about alcohol.
Voices of Indian Teens (VOIT): Drugs, Ideas, Thoughts & Happenings (8)	Self-report	5	0.70	13 items drawn from the drug use scale of the Voices of Indian Teens Survey. Topics include: quantity and frequency of drug use; types of drugs used; and age of first use

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