Ready–or–Not Tot®
Enhanced/Drug–Affected

Ready-or-Not Tot® Parenting Simulators

Having a baby and being a parent is a wonderful thing. But there are a lot of things your students should learn and consider before becoming parents. How would having a baby now affect their short- and long-term goals? How does becoming a teen parent alter opportunities for furthering their education and fulfilling their career dreams? What does it cost to care for a child during the first year? For 18 years? A parenting simulation raises all these questions and more.

No matter what the educational philosophy of your program is, Nasco Ready-or-Not Tot Parenting Simulators will be a big help. These hands-on tools help teens experience the frustration and appreciate the patience required when caring for an infant. Whatever your budget, we offer a full range of simulators to help bring your program to life. Choose from four different ethnicities and four different models: Basic, Standard, Intermediate, and Enhanced/Drug-Affected. All models except for Basic provide programmed tending events that are unpredictable to students but easy for teachers to monitor.

NOTE: The Ready-or-Not Tot is an educational tool and not a toy. It is intended for use by children over 12 years of age.

Enhanced/Drug-Affected Ready-or-Not Tot®

The drug-enhanced simulator is BOTH a drug prevention baby and a general teen pregnancy prevention baby!

Why Do Educators Love Nasco Ready-or-Not Tots?

- Bendable neck feature teaches students to properly support a baby's head.

- Choose Programs A, B, or C for regular care.

- Or, select drug-enhanced Program D, where:
    - ✓ The simulator continues to cry 30 seconds longer after being tended by the student.
    - ✓ The cry simulates the more annoying cry of a drug- or alcohol-affected baby.
    - ✓ The simulator requires care 31 times (instead of the standard 25) in a 48-hour period.

- Differentiate between shaken baby syndrome and other types of abuse.

- Teacher-activated Babysitting Pause available when needed during the school day.

- Easy-to-use Teacher Correction Template allows for quick student evaluation.

- Anatomically correct simulator.

- Available in four ethnicities.

INTRODUCTION

Parenting is work! It requires a great deal of time and energy. The demands of caring for a baby keep a parent on duty 24 hours a day, seven days a week. Though the responsibilities of parenting are great, there are many rewards as well. Ready-or-Not Tot is the first interactive parenting simulator to simulate both the negative and positive aspects of caring for a baby! It is important that you thoroughly understand this instruction book before presenting Ready-or-Not Tot to your students. We recommend that the instructor take the simulator through a full program to become familiar with the unit and how it operates.

Enhanced/Drug-Affected Ready-or-Not Tot Component Parts

1 Simulator (newborn doll with diaper)

1 Control box

1 Teacher key set (7 keys, including Programs A, B, C, and Drug-Affected; Demo; Reset; and Babysitting/Pause)

1 Student key set (5 keys, including Attention, Diaper Change, Feed, Burp, Panic)

4 Master templates for Programs A, B, C, and Drug-Affected (for correcting Baby Care Tracking Sheets)

1 Instruction manual

1 9V battery

Effects of Drugs & Alcohol

Unfortunately, the incidence of drug- and alcohol-affected newborn babies is growing. This causes many physical, mental, and emotional problems for these children, most of which are incurable. The cost to society is also large due to the cost of immediate medical care, long-term care throughout the child's life, as well as the lost potential of the children. The saddest part is that this is all 100% preventable. If the mother does not ingest drugs or alcohol while she is pregnant, the baby will be unharmed.

The incidence of Fetal Alcohol Syndrome (FAS) is 1–3 per 1,000 births, or 10,000–12,000 new cases each year. With drug-affected babies, it is estimated that the incidence rate is 500,000 to 750,000 births annually. Estimated institutional and medical costs to cover the lifetime required care for one child born with FAS is $1.5–$2 million.

Fetal Alcohol Syndrome is the term for the combination of mental and physical defects evident at birth resulting from the use of alcohol while the mother is pregnant. It is the leading cause of developmental disabilities in children and produces more significant effects in the fetus than any other drug. FAS effects last a lifetime — there is no cure or treatment!

Characteristics of FAS Babies

- Developmental disabilities: May only be able to advance to a fourth grade reading level and second grade math level.
- Physical deformities: Can have a small head, slower growth, small eyes, flat midface, short nose with low bridge, thin upper lip, deformed fingers and toes, permanent brain damage, and heart and kidney defects.
- Behavioral: Can have Attention Deficit Disorder and delayed development.

Characteristics of Babies Addicted to Other Drugs at Birth

- Physical: Sensitive to noise, low birth weight, pre-term delivery, difficulty sucking (which makes eating difficult), not well coordinated, generally experience tremors, low scores on the Apgar test at birth, may have central nervous system damage.
- Behavioral: Can be more jittery, drowsier, and fussier than nondrug-affected babies. This is possibly due to the damage of the central nervous system. Can display patterns of excitability and lethargy, be more stressed, and be less able to follow stimuli.

Oftentimes, the problems of drug-addicted babies are compounded by a mother's addiction to both alcohol and other drugs. Unlike FAS, drug effects can improve with time. However, it can take four to five years before these children will have overcome drug effects. In order for this to happen, they need good care and attention.

The environment that these babies are born into also presents additional problems that can impair their growth and development. Poverty, exposure to violence, drugs, child abuse, neglect, and inadequate caregiving are all likely conditions in which these children are raised. Their parents are those least likely to be able to provide the proper care and support needed. Consequently, the problems grow as the child ages. It is vital that we educate all students on the dangers of drug and alcohol usage, especially when they are in the childbearing age and when pregnant. Prevention is the best solution for this problem!

With Ready-or-Not Tot® Students Will Learn:

- Babies cry for different reasons, and it can be frustrating trying to determine what type of care the baby needs.
- It is difficult to get a full night's sleep when there is a newborn around.
- Parents aren't free to go wherever they want, whenever they want, unless they can take the baby with them. Babysitting or day care is an option, but it can be expensive.
- Babies are cute and fun to play with. When treated properly, the coo of a baby will melt a parent's heart.
- Day or night, a baby's needs come before all else. Feeding, diapering, holding, and loving are all vital elements of having a baby.
- Babies add financial burdens, even in the first year.
- Babies have delicate neck muscles that require constant support.
- Babies addicted to drugs or alcohol are very demanding and require much more attention.
- Shaking a baby is dangerous and is not proper handling.

Your Ready-or-Not Tot simulator offers a variety of features to simulate the many aspects of caring for an infant. The simulator is perfect for child development, babysitting, and teen pregnancy prevention classes. It is also a good tool for giving parents-to-be a glimpse of how life will change when their baby arrives. This can better help them prepare for these changes. The Ready-or-Not Tot® simulation allows an appropriate time to teach to child abuse and what to do when a parent or caregiver feels they are losing control.

FEATURES

✔ Cries for Various Reasons
Ready-or-Not Tot is programmed to cry when it is hungry, needs burping, needs a diaper change, wants attention, has been abused in some way (dropped, shaken, etc.), or is positioned incorrectly. In order to quiet the simulator, students must first determine why it is crying. Students never know when the simulator will need them next.

✔ Positive and Negative Feedback
This parenting simulator doesn't just cry — it also coos pleasantly or burps to indicate when the student is providing the proper care.

✔ Four Different Programs, Plus Demo Option
When assigning the simulator to a student, the teacher selects one of three different 48-hour programs, plus a fourth program to simulate caring for a baby from a drug- or alcohol-addicted mother, which requires an additional 1½ hours of care. Each program includes a realistic number of times that the baby must be fed, burped, diapered, or given attention. Programs will repeat until the teacher resets the program. The demo option provides an accelerated demonstration of all the simulator's features to teach the correct way to care for the simulator.

✔ Need to Properly Brace a Baby's Head
The simulator has a bendable neck that must be properly cradled. If the baby is not held properly, the marking on the simulator's neck helps to guide the student to show a proper cradling position.

✔ Realistic Infant Size and Weight
The simulator weighs 5–6 lbs. and is 20" long.

✔ **Teacher Monitoring of Student Performance**
Students complete a Baby Care Tracking Sheet while caring for the simulator. At the end of the parenting simulation, the teacher can easily compare each student's recorded times and the care given with the Teacher Correction Template for the program being used. It's easy to tell at a glance whether or not the care was provided and recorded correctly.

✔ **Abuse Indicator**
The abuse indicator light differentiates between general abuse and shaken baby syndrome. The abuse indicator light (Figure 1) will flash if the simulator is roughly handled or abused. The light will light up continuously for shaken baby syndrome. The light remains on until reset by the teacher or until the control box has been removed from the simulator.

✔ **Panic Key**
If the student cannot determine why the simulator is crying, this feature allows them to end the current care session without altering the remainder of the program or causing undue stress on the student. A tamper indicator light will flash and alert the teacher that the student has either panicked or tampered with the control box.

Figure 1

✔ **Tamper Indicator**
A tamper indicator light blinks if the control box has been tampered with in any way or if the student cannot figure out how to quiet the baby and uses the panic key. The light blinks until reset by the teacher, regardless of whether or not the control box has been removed from the simulator. The unit is designed so that the tamper light will come on when the electronic box is removed from the baby OR the battery voltage (power) drops low enough that the microprocessor on the circuit board resets. Either of these conditions will cause the tamper light to come on. If the battery power is somewhat low, the battery voltage can go low enough to cause the tamper light to come on and then (if the baby isn't crying), the battery will recover to a high enough voltage that the low battery LED doesn't come on for awhile. This masks the fact that the tamper light is on due to the battery being drained.

✔ **Babysitting/Pause**
The teacher can pause the program for several hours with the babysitting/pause key and reactivate it later to continue the simulation. The program will resume where the simulation left off. This is great for schools that do not want the simulators crying throughout the day or during a testing period. The student needs to plan extra time to deliver the simulator to you, the babysitter, so you can use the babysitting key to pause the program. When they come to pick it up, simply insert the key again.

✔ **Low Battery Indicator**
Indicator light alerts teacher that the battery needs to be changed.

✔ **Position Sensor**
The control box has a position sensor that monitors how the simulator is held or placed. If the simulator is held or placed incorrectly, it will cry until corrected. When the simulator is sleeping, it must be on its back or it will start to cry. When it is being held, it must be in an upright position or on its back or it will cry.

To allow for normal handling, the position sensor on the simulator features a 10-second delay. This means it will not start to cry until it has been incorrectly positioned for 10 seconds. The position sensor automatically disengages during feeding, burping, diaper change, and attention sessions to allow more freedom in handling.

TEACHER INFORMATION

Demo Option
There is a demo program for giving an accelerated demonstration of all the simulator's features. This program is very helpful to show the student what they will encounter and how to use the proper keys to respond to various events. In demo mode, the unit changes events every minute. It progresses from "Feed" to "Burp" to "Diaper Change" to "Attention" before ending the demo. The abuse and position sensors are active in demo mode. **NOTE:** During each event in the demo program, the keys must be inserted in the same sequence as the regular programs.

Teacher Reset Key
When inserted, this key resets the control box to a neutral position which, in effect, turns the unit off. The teacher reset key should be inserted whenever the simulator is returned from a simulation and is not going to be immediately reprogrammed. This will extend the life of the battery.

PROGRAM A – TEACHER CORRECTION TEMPLATE
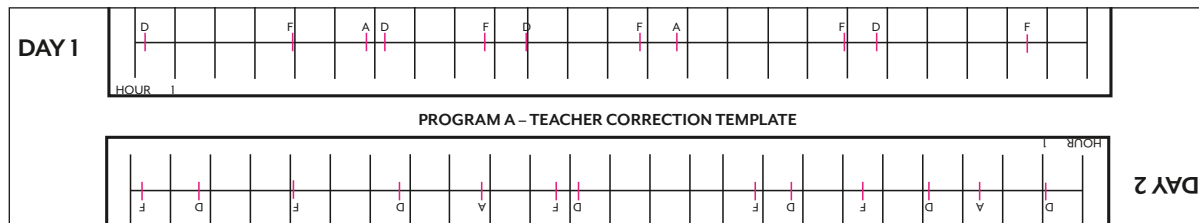
Teacher Correction Template
Align the edge of the teacher correction template (above) along the bottom of the time line on the Baby Care Tracking Sheet (p. 14), matching the beginning of the template for Day 1 with the beginning of the Baby Care Tracking Sheet for Day 1. Student responses should be relatively close to the markings on the template. Move the template to Day 2 to correct the second 24-hour period. The program repeats itself after 48 hours, so the template for Day 1 is used to correct Day 3, etc.

Teacher Tips
Always use a fresh or fully charged battery in the Ready-or-Not Tot before sending it home with a student. We recommend a new, high-quality lithium battery, but an alkaline battery can also last up to 48 hours. The battery life is dependent on how long the baby cries during each session. If a student puts the baby in another room and doesn't hear it cry for a period of time, the strength of the battery is depleted, thus potentially ending the session or causing the tamper light to come on. The overall success depends on the student's attentiveness during the session.

When a program is running, the lights on the control box will blink once every 30 seconds. If you don't see any lights, there is no program running.

<u>IMPORTANT NOTE</u>: **Please be aware there is a magnet in the body of the simulator, and there is a chance it could cause interference with a pacemaker or implanted electronic device.**

STUDENT INFORMATION

(Information in italics and parentheses is not meant to be shared with students.)

Diaper Change

1. At specific times, the simulator will cry to indicate a diaper change is needed.
2. The simulator will continue to cry until the student inserts the diaper change key. If the student inserts any other key, the simulator will continue to cry. Hold key in for 1–2 seconds.
3. Upon insertion of the diaper change key, the simulator will stop crying and make a cooing sound to indicate that the correct action has been taken.

*(The diaper change period lasts about five minutes. Ten seconds before the end of this period, the simulator will coo. **The diaper change key must be reinserted to end this session.** If the key is not reinserted, the simulator will cry until it is. As with all the programmed events, the simulator will coo when the correct key is inserted.)*

Feed

1. At specific times, the simulator will cry to indicate that it needs to be fed.
2. The simulator will continue to cry until the student inserts the feed key. If the student inserts any other key, the simulator will continue to cry. Hold key in for 1–2 seconds.
3. Upon insertion of the feed key, the simulator will stop crying and make a cooing sound to indicate that the correct action has been taken.

(The feeding period lasts about 20 minutes.)

Burp

1. Ten seconds before the end of the feeding period, the simulator will coo and then needs to be burped.
2. If the burp key is inserted within that 10-second period, the simulator will coo and begin the burping period. If the burp key is not inserted within 10 seconds, the simulator will cry until the burp key is inserted.

*(The burping period lasts about 10 minutes. Ten seconds before the end of this session, the simulator will burp. **The burp key must be reinserted to end this session.** If the key is not reinserted, the simulator will cry until it is. As with all the programmed events, the simulator will coo when the correct key is inserted.)*

Attention

1. At specific times, the simulator will cry to indicate that it is unhappy and needs attention.
2. The simulator will continue to cry until the student inserts the attention key. If the student inserts any other key, the simulator will continue to cry. Hold key in for 1–2 seconds.
3. Upon insertion of the attention key, the simulator will stop crying and make a cooing sound to indicate that the correct action has been taken.

*(The attention period lasts about 15 minutes. Students do not know this duration in advance. At 10 seconds before the end of this period, the simulator will coo. **The attention key must be reinserted to end this session.** If the key is not reinserted, the simulator will cry until it is. As with all the programmed events, the simulator will coo when the correct key is inserted.)*

Panic

If for some reason the student cannot figure out how to quiet the simulator and panics, there is a panic key that can be inserted to quiet the simulator and terminate the present programmed event (Figure 2). When the panic key is inserted, the tamper indicator light will start to flash. Only the teacher reset key can stop this light from flashing. The panic key will only terminate the present session (feed, diaper change, attention). For the next programmed event, the simulator will function normally, but the tamper indicator light will continue to flash until reset by the instructor. This is a good time to discuss child abuse and parental frustration.

Figure 2

9

OPERATING INSTRUCTIONS

Suggestion: When using the simulator within the school day setting, be sure to inform other faculty members about Ready-or-Not Tot® before assigning it to students. The crying and cooing can be disruptive to other classes. If this is the case, you can instruct the students to bring the simulator to you and use the babysitting key. Other faculty members will be more cooperative if they are aware of the reasons for this educational activity, as well as the simulator's operations. These faculty members can be important allies to the success of this activity.

Figure 3

Figure 4

Enhanced Ready-or-Not Tot Programs

The simulator has the capability of running five different programs. A program consists of three types of programmed events: Diaper Change, Feeding & Burping, and Attention. Remember to use the babysitting/pause key when needed to pause the program.

There are four regular programs that can be run: A, B, C, and D (which is the enhanced/drug- or alcohol-affected). Each program is 48 hours in length (49½ hours for program D) and consists of 24–26 different events (30 for program D). Each of the programs has fixed times at which events occur. These times are known to the instructor (see Programs and Teacher Correction Template), but not the student, so the instructor can compare the completed Baby Care Tracking Sheet to actual events. Each program will continue to repeat if training sessions of longer than 48 hours are utilized.

The fourth program, Drug-Affected, cries for the same reasons as Programs A, B, and C. Students choose a key and use the same procedures as done in Programs A, B, and C to quiet the simulator; however, the simulator will continue to cry for 30 seconds each time before the student can quiet the baby. The cry is more annoying and simulates the cry of a drug- or alcohol-affected baby. The program also requires more attention than the other programs.

A fifth program, the Demo mode, gives an accelerated demonstration of the simulator's features. Programs are selected by the instructor inserting one of the five program keys into the control box. **NOTE: The control box must be in the simulator in order for it to function.**

NOTE: To insert the key, hold it straight and push in (Figure 4). **Do not** jiggle it back and forth. When inserted, even the correct key must be held in place for **one to two seconds** before the simulator responds. A cooing sound is given off any time a correct key is inserted during the program. This not only lets the student or instructor know that the key is inserted correctly, but it also gives positive feedback that the proper action has been taken.

When the simulator is in any of these five program modes, it will start crying for the following reasons:
• Needs a diaper change   • Abuse (dropped)
• Needs to be fed or burped   • Wants attention
• Incorrect position (must be placed on back)

If the student does not respond to the simulator, it will continue to cry until the battery dies.

Battery Installation

The control box is powered by one 9V alkaline battery. **Be careful when replacing the battery to avoid damage to the battery connectors.** To insert the battery, remove the control box from the simulator by pulling on the black ribbon extending out of the back of the box. With the control box removed, find the battery compartment door located on the back of the control box. With your thumb, press down and up to remove door. Install the battery, making sure that the battery replacement ribbon is placed into the compartment. Replace the battery door and reinsert the control box into the simulator. When placing the control box in the simulator, be sure that the ribbon tab is at the head end and is extending out of the simulator. This will allow for easy removal in the future. After installing a new battery, you will see that the tamper/panic indicator light is flashing. When the control box is reinserted into the simulator, insert the teacher reset key into the slot at the bottom of the control box to stop the light and reset the unit. We recommend removing the battery for storage. **The control box must be in the simulator in order for the control box to function.**

Before Giving the Ready-or-Not Tot® to a Student

1. Insert a fresh or fully charged battery in the control box and install the box in the simulator. **NOTE:** Even rechargeable batteries lose their ability to hold a charge after awhile. **It is strongly recommended that a high-quality lithium battery is placed in the unit at the beginning of <u>every</u> session (an alkaline battery can also last up to 48 hours).** The battery life is dependent on how long the baby cries during each session. This depends on the student's attentiveness during the session. If a student puts the baby in another room and doesn't hear it cry for a period of time, the strength of the battery is depleted, thus potentially ending the session or causing the tamper light to come on.
2. Insert the demo key to make sure the control box recognizes key insertion.
3. Insert any program key. After baby coos, place the baby on its stomach. The baby should cry within 10 seconds. This will ensure that the abuse feature is responding.
4. If all of these functions work, the control box is functioning properly. When a program is running, the lights on the control box will blink once every 30 seconds. If you don't see any lights, there is no program running.

Parental Consent Form/Permission Slip

This reproducible form (p. 15) ensures that both parents and students understand they are financially responsible for any damage due to abusive handling or for the loss of the simulator while it is in their possession.

Baby Care Tracking Sheet

The reproducible Baby Care Tracking Sheet (p. 14) is designed to allow students to keep track of the type of care required by the simulator, and when the care was given. The sheet allows enough space for a simulation of up to three days in length. If a simulation is longer, a second Baby Care Tracking Sheet will be needed. Students will need to have a watch with them at all times in order to correctly complete the response sheet.

Each time line on the Baby Care Tracking Sheet represents a 24-hour period. Each vertical line is one hour. Insert the program key at the top of the hour (8:00, 9:00, 10:00, etc.) and have the student identify that time at the beginning of their Baby Care Tracking Sheet. Then, go through the rest of the time line and enter times in sequence, so it will be easier when the student is providing care later.

When the simulator cries, the student should mark the time and type of care needed on the corresponding line of the time line. This is done after they have quieted the simulator. Write "A" above the mark if the simulator required attention, "B" for burp, "D" for diaper change, or "F" for feeding. Students **do not** record the time when they have finished the tending cycle. Only the time at the beginning of a cycle, when the simulator cries, is recorded.

There is another type of Care Log (p. 17) in addition to the Baby Care Tracking Sheet, if you want to have students address how they felt at different times during the session.

Asking for Help Monitoring the Simulator

Just as in real parenting, occasionally a student may not be able to care for the simulator for a portion of the assigned time. Finding a temporary caregiver is a very realistic option within this simulation. However, in choosing a caregiver, the student needs to make sure that the individual is responsible for providing the correct care and recording it on the Baby Care Tracking Sheet. This allows you to teach how a parent must choose a responsible childcare provider. If the student has utilized a caregiver for part of the simulation, have them note on the time line the length of time that the caregiver was used. If the student tabulates the cost of the childcare services as well, a more realistic picture of parenting is achieved.

Cleaning the Simulator

Ready-or-Not Tot® is made of vinyl, which can be absorbent. It should not be set on printed materials of any kind (newspapers, magazines, etc.), as the inks can permanently stain the simulator.

To keep the simulator as clean as possible, it is recommended that it remain dressed at all times. Newborn-size baby clothes and diapers will fit the simulator. Nasco offers appropriate clothing and specialized diapers for Ready-or-Not Tot at nascoeducation.com.

To clean most smudges, wash with a damp, soapy washcloth and rinse. DO NOT IMMERSE THE SIMULATOR IN WATER! When cleaning the simulator, be careful not to expose the control box to water. Always remove the control box from the simulator before cleaning. For stubborn stains, Nasco Cleaner is recommended (search LF09919 on nascoeducation.com).

Warranty Information

Ready-or-Not Tot® comes with a 12-month limited warranty. This product is guaranteed to be free from any defect in materials and/or workmanship for a period of 12 months from the date of original purchase. This limited warranty covers the ability of this product to function according to generally accepted training requirements in effect at the time of original purchase. This product will be repaired or replaced free of charge if it fails in normal use during the term of this limited warranty. This limited warranty does not include accessories, stains, cosmetic appearance, or normal replacement of disposable items. This limited warranty does not insure the physical appearance of your product, and is void due to unauthorized design modifications, improper usage, accident, or abuse. To receive warranty service on your simulator, contact your Ready-or-Not Tot distributor for additional information and return authorization.

- **Time:** Total program time elapsed before each event. Add this to the start time to determine when events will occur.
- **Time from last event:** Minutes elapsed since the previous event started.
- **Event:** The tending scenario that needs to be addressed.
- **Duration in minutes:** Approximate length of the event, depending on how quickly the correct key is used.

Example: If Program A starts at 8:00, the first event (Diaper Change) occurs at 8:20. The second event (Feed) occurs at 11:55 — 3 hr. 55 min. into the program.

PROGRAM A

Time	Time from Last Event	Event	Duration in Minutes
0:00	0 minutes	Reset	0
0:20	20 minutes	Diaper Change (1)	5
3:55	215 minutes	Feed (1)	30
5:48	108 minutes	Attention (1)	15
6:22	34 minutes	Diaper Change (2)	5
8:46	144 minutes	Feed (2)	30
9:58	72 minutes	Diaper Change (3)	5
12:49	171 minutes	Feed (3)	30
13:40	51 minutes	Attention (2)	15
17:55	255 minutes	Feed (4)	30
18:42	47 minutes	Diaper Change (4)	5
22:30	228 minutes	Feed (5)	30
24:52	142 minutes	Diaper Change (5)	5
26:35	95 minutes	Attention (3)	15
27:49	74 minutes	Diaper Change (6)	5
29:32	103 minutes	Feed (6)	30
31:20	76 minutes	Diaper Change (7)	5
32:12	52 minutes	Feed (7)	30
36:50	278 minutes	Diaper Change (8)	5
37:23	33 minutes	Feed (8)	30
39:10	107 minutes	Attention (4)	15
41:19	129 minutes	Diaper Change (9)	5
43:56	157 minutes	Feed (9)	30
46:21	145 minutes	Diaper Change (10)	5
47:42	81 minutes	Feed (10)	30

TOTAL TENDING MINUTES: 410   HOURS: 6.83

PROGRAM B

Time	Time from Last Event	Event	Duration in Minutes
0:00	0 minutes	Reset	0
2:25	145 minutes	Feed (1)	30
3:18	53 minutes	Diaper Change (1)	5
4:50	92 minutes	Feed (2)	30
5:37	47 minutes	Diaper Change (2)	5
7:10	93 minutes	Diaper Change (3)	5
8:55	105 minutes	Attention (1)	15
10:48	113 minutes	Feed (3)	30
14:00	192 minutes	Feed (4)	30
14:56	56 minutes	Diaper Change (4)	5
16:42	106 minutes	Attention (2)	15
18:10	88 minutes	Feed (5)	30
18:58	48 minutes	Diaper Change (5)	5
22:40	222 minutes	Attention (3)	15
23:50	70 minutes	Attention (4)	15
26:48	168 minutes	Feed (6)	30
27:54	76 minutes	Diaper Change (6)	5
29:42	108 minutes	Feed (7)	30
34:30	288 minutes	Diaper Change (7)	5
37:12	162 minutes	Feed (8)	30
39:50	158 minutes	Feed (9)	30
40:56	66 minutes	Diaper Change (8)	5
44:20	204 minutes	Feed (10)	30
46:25	125 minutes	Diaper Change (9)	5
47:50	85 minutes	Attention (5)	15

TOTAL TENDING MINUTES: 420   HOURS: 7.00

PROGRAM C

Time	Time from Last Event	Event	Duration in Minutes
0:00	0 minutes	Reset	0
0:50	50 minutes	Diaper Change (1)	5
1:25	35 minutes	Feed (1)	30
2:40	75 minutes	Diaper Change (2)	5
4:40	120 minutes	Feed (2)	30
5:27	47 minutes	Attention (1)	15
8:38	191 minutes	Diaper Change (3)	5
9:55	77 minutes	Feed (3)	30
11:37	102 minutes	Diaper Change (4)	5
14:55	198 minutes	Attention (2)	15
15:50	55 minutes	Feed (4)	30
17:10	80 minutes	Diaper Change (5)	5
20:50	220 minutes	Feed (5)	30
22:19	89 minutes	Attention (3)	15
23:52	93 minutes	Diaper Change (6)	5
24:58	66 minutes	Diaper Change (7)	5
27:39	161 minutes	Feed (6)	30
28:29	50 minutes	Diaper Change (8)	5
30:59	150 minutes	Attention (4)	15
33:05	126 minutes	Feed (7)	30
34:02	57 minutes	Diaper Change (9)	5
37:10	188 minutes	Feed (8)	30
39:02	112 minutes	Diaper Change (10)	5
41:12	130 minutes	Attention (5)	15
42:27	75 minutes	Feed (9)	30
45:27	180 minutes	Diaper Change (11)	5
47:57	150 minutes	Feed (10)	30

TOTAL TENDING MINUTES: 430   HOURS: 7.16

PROGRAM D - Drug-Affected

Time	Time from Last Event	Event	Duration in Minutes
0:00	0 minutes	Reset	0
0:25	25 minutes	Attention (1)	15
1:05	40 minutes	Diaper Change (1)	5
1:50	45 minutes	Feed (1)	30
2:45	55 minutes	Diaper Change (2)	5
3:45	60 minutes	Feed (2)	30
4:30	45 minutes	Attention (2)	15
5:35	65 minutes	Feed (3)	30
7:05	90 minutes	Diaper Change (3)	5
9:55	170 minutes	Feed (4)	30
11:40	105 minutes	Attention (3)	15
14:40	180 minutes	Feed (5)	30
15:50	70 minutes	Diaper Change (4)	5
18:00	130 minutes	Feed (6)	30
21:50	230 minutes	Diaper Change (5)	5
22:45	55 minutes	Attention (4)	15
24:45	120 minutes	Feed (7)	30
25:30	45 minutes	Attention (5)	15
27:50	140 minutes	Diaper Change (6)	5
28:40	50 minutes	Feed (8)	30
31:35	175 minutes	Diaper Change (7)	5
35:35	240 minutes	Attention (6)	15
37:55	140 minutes	Feed (9)	30
40:50	175 minutes	Diaper Change (8)	5
41:35	45 minutes	Attention (7)	15
43:40	125 minutes	Feed (10)	30
44:45	65 minutes	Diaper Change (9)	5
45:45	60 minutes	Feed (11)	30
46:40	55 minutes	Diaper Change (10)	5
47:10	30 minutes	Attention (8)	15
47:50	40 minutes	Diaper Change (11)	5

TOTAL TENDING MINUTES: 505   HOURS: 8.41

Name _____

DAY 1

HOUR 1

DAY 2

HOUR 1

DAY 3

HOUR 1

Your Ready-or-Not Tot baby requires tending and will cry for three different reasons: to be fed and burped, to have a diaper changed, or to receive attention. When your baby cries, choose a care key and insert it into the control box.

On the chart above, write the time and

- "A" for attention
- "B" for burp
- "D" for diaper change
- "F" for feed

next to the time that corresponds with the time you began giving care. Each line equals one hour. Do not mark the chart at the end of the tending cycle.

INSTRUCTIONS FOR RESPONDING TO READY-OR-NOT TOT®

- **Attention Key** – *"Coo" signals correct key.* Reinsert attention key when you hear the simulator coo again at the end of the attention period.

- **Diaper Change Key** – *"Coo" signals correct key.* Reinsert diaper change key when you hear the simulator coo again at the end of the diapering period.

- **Feed Key** – *"Coo" signals correct key.* Insert burp key when you hear the simulator coo again at the end of the feeding period.

- **Burp Key** – *"Coo" signals correct key.* This key will only be used in conjunction with the feed key and is inserted twice. Insert burp key when you hear the simulator coo at the end of the feeding period. Reinsert burp key when the simulator burps at the end of the burping period.

- **Panic Key** – Use **only** if your simulator's crying cannot be stopped. *Use as a last resort only!* Your simulator's panic light will remain on for the remainder of your session.

Ready-or-Not Tot® Parental Consent Form

Dear Parent(s)/Guardian(s):

In order to provide students with a realistic idea of the demands of parenting, your child, _____, will be participating in a parenting simulation project as part of our _____ class. This project involves caring for our lifelike electronic parenting simulator for a period of _____ day(s). The simulator cries, coos, burps, and needs its diaper changed periodically throughout the day and night. Your child will be responsible for providing proper care as if this were a real baby. The simulator should be with them at all times except in emergency situations when a reliable babysitter can be utilized.

In order for this to be a positive learning experience for your child, we ask your support in helping to monitor student participation while they are at home. Your insistence that they alone care for their simulator will help to impress upon them the tremendous demands that a baby places on a parent's time, energy, and social life.

The Ready-or-Not Tot is an educational tool and not a toy. It is intended for use by children over 12 years of age.

We are fortunate to have been able to purchase these interactive parenting simulators. With proper care, they should last many years. Your child will be responsible for any damage that occurs as a result of abusive handling or for the loss of the simulator.

IMPORTANT NOTE: Please be aware there is a magnet in the body of the simulator, and there is a chance it could cause interference with a pacemaker or implanted electronic device.

Thank you for your support during this valuable parenting simulation project. Please sign the permission slip below and have your child return it to their teacher by ____/____/____. Please contact _____ by phone _____-_____-_____ or email _____ if you have any questions or concerns.

✂ -

Ready-or-Not Tot® Permission Slip

I give my child, _____, permission to participate in the interactive parenting simulation using the Ready-or-Not Tot. I understand that my child is financially responsible for any damage due to abusive handling or for the loss of the educational simulator. I am also aware there is a magnet in the body of the simulator, and there is a chance it could cause interference with a pacemaker or implanted electronic device.

_____   _____

Parent/guardian signature   Date

_____

Please print name above

Ready-or-Not Tot® Care Log

Name _____   Teacher _____

Class _____   Date _____ Page _____

**A** = attention   **B** = burp   **D** = diaper change   **F** = feed

Start time	End time	Care	What was I doing?	How was I feeling at the time?
2:30 p.m.	2:37 p.m.	F	Taking a math test.	I needed to concentrate on the test.
6:30 p.m.	6:50 p.m.	D	Just finished dinner.	I got out of dishes, the baby coos, it's fun.
12:15 a.m.	12:40 a.m.	F	Sleeping.	Frustrated. I need to sleep. Be quiet baby.

Other Comments:

Ready-or-Not Tot® Troubleshooting Guide

Problem	Possible Solutions
The control box won't do anything. It won't work.	• Is the box in the simulator? It will not operate if it is not in the simulator. • Is the box upside down? The Ready-or-Not Tot label must face out with the strap handle end toward the head. • Is the battery firmly in place? • Try inserting a new battery. • Does the self-test key work after inserting a new battery? If not, then the box does need to be returned.
The keys don't work. I can't get it to stop crying.	• Insert key in straight and push hard until it is in all the way. Hold the key for 2–3 seconds. • Do not jiggle the key or insert it crooked. • Is it on its stomach? Turn it on its back.
It won't stop crying after the one minute for abuse.	• Is it in the demo program? This mode doesn't work well for demonstrating abuse. In the demo program, the tending times happen every 1–2 minutes. If the simulator is abused, the one-minute cry will go into the next tending session and, consequently, the simulator will not respond to the attention key to stop the abuse. It instead needs the key for the next tending session. • Did you wait one minute? The attention key needs to be inserted after the simulator has cried for one minute.
The simulator is getting very dirty.	• Wash with dish soap and warm water. • Nasco Cleaner (LF09919) is also recommended for cleaning the Ready-or-Not Tot. • Once clean, put clothing on the simulator to prevent the skin from getting dirty.
The simulator doesn't cry when put on its stomach.	• Did you wait 10 seconds? • Is a program set up? If the simulator is shut off (the reset key was used), it will not cry for any reason. A program must be set.
Instead of a "coo," the simulator said "Self-Test OK" when I inserted the program or the reset key.	• Hold the key in straight and don't jiggle it back and forth. Jiggling may allow it to catch another sensor and cause this type of reaction.
Do you see any blinking lights?	• If not, no program is running. When a program is running, the lights will blink every 30 seconds.
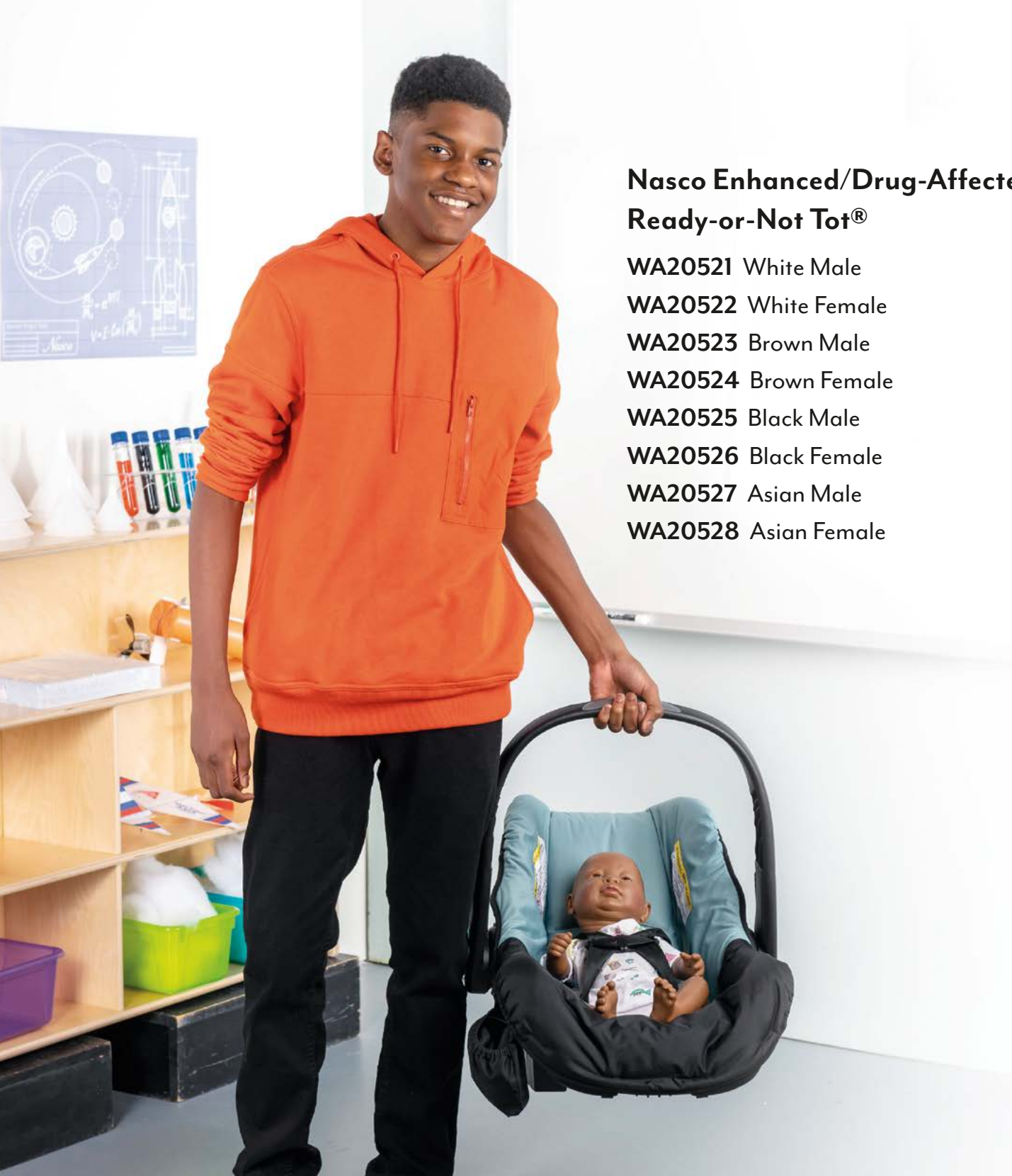
Nasco Enhanced/Drug-Affected Ready-or-Not Tot®

WA20521 White Male
WA20522 White Female
WA20523 Brown Male
WA20524 Brown Female
WA20525 Black Male
WA20526 Black Female
WA20527 Asian Male
WA20528 Asian Female

Nasco®

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