

# Nurturing the Families of Arkansas<sup>TM</sup>

## Family Nurturing Plan (FNP)

### 16 Session Group-Based Program

Each family that participates in the **Nurturing Program for Parents and their School-Age Children** needs to have a Family Nurturing Plan (FNP) created for them to monitor their progress. The FNP is a working document that coordinates with the lessons presented in the Instructors Manual. For each lesson, the FNP lists the *Parenting Topics*; the *Competencies* parents need to learn; the *Home Practice Assignment* parents need to complete prior to the next session, and the *Knowledge and Practice Measurements* that ensure that Lesson Competencies have been learned by the parents. The FNP coordinates with the Family Nurturing Journal (FNJ) the parents receive to help ensure lesson competencies are being learned.

PLEASE PRINT

\_\_\_\_\_

Beginning Date	Completion Date
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\_\_\_\_\_  
Parent Educator's Name

\_\_\_\_\_  
Agency Location – City and State

PARENTS:

\_\_\_\_\_

Mother's Name	Father's Name
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Address: \_\_\_\_\_ Address: \_\_\_\_\_

City, State \_\_\_\_\_ City, State \_\_\_\_\_

Contact Information

Phone (Home): \_\_\_\_\_ Phone (Home): \_\_\_\_\_

Phone (Cell): \_\_\_\_\_ Phone (Cell): \_\_\_\_\_

Contact person other than parent participating in the program: \_\_\_\_\_

CHILDREN:

Child's Name	Child's Age	Mother or Father's Name (if different from above)
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____

# Nurturing the Families of Arkansas™

Nurturing Program for Parents and their School-Age Children

## Schedule of Parenting Lessons for the 16 Session Group-Based Program with Home/Office Visits

Stephen J. Bavolek, Ph.D.

The 16 Sessions are presented below. Each session lists the lessons and the **Parenting Construct(s)**. Write the date in the **Selected Sessions** column when the lesson was introduced and the date in the **Date Completed** column when the parent learned the lesson competencies. The lesson competencies are presented on the following pages. The Session is not completed until the lesson competencies have been learned by the parent. It may take several sessions for the parents to learn the lesson competencies.

### Parenting Constructs of the NFA 16 Session Program

- Construct A      Expectations of Children
- Construct B      Developing Empathy
- Construct C      Appropriate Discipline
- Construct D      Appropriate Family Roles
- Construct E      Empowering Children

Sessions and Title of Lessons	Parenting Construct					Page in Lesson Guide	Date Initiated	Date Completed
<b>- SCHEDULED HOME VISITATIONS -</b>								
Home/Office Visit 1: Getting Acquainted; Program Description; Administer CPI Form A as Pretest		B	C			5		
Home/Office Visit 2: Family Nurturing Plan; Assessment Review and Planning	A	B	C	D	E	10		
Home/Office Visits 3, 4, and 5: Content of these home visits to be determined by parents and Parent Educator						12		
Home/Office Visit 6: Administer CPI Form B as Posttest						15		
Home/Office Visit 7: Assessment Review and Planning		B	C			17		

Sessions and Title of Lessons	Parenting Construct					Page in Lesson Guide	Date Initiated	Date Initiated
<b>- GROUP SESSIONS -</b>								
1 Introductions; Hopes and Fears, Program Description; Nurturing as a Lifestyle		B	C	D		21		
2 Meeting Our Needs and the Needs of our Children; Developing Empathy in Children		B		D		34		
3 Praising Children and Their Behavior; Improving Children's Self-Worth	A	B	C	D		42		
4 Understanding Discipline and Consequences of Behavior; Developing Morals and Values		B	C	D	E	51		
5 Developing Family Rules; Red, White and Bruises: Why Parents Spank Their Children		B	C	D		58		
6 Consequences for Desirable Behavior; Consequences for Purposeful Misbehavior		B	C	D	E	65		
7 Recognizing and Handling Feelings; Helping Children Handle Their Feelings		B		D		73		
8 I Statements and You Messages; Criticism and Confrontation, Problem Solving, Decision Making, Negotiation and Compromise		B	C	D		81		
9 Developing Personal Power in Children and Adults; Helping Children Manage Their Behavior	A	B		D	E	91		
10 Expectations and Development of Children; Ages & Stages: School-Age Children	A	B		D		100		
11 Keeping Children Safe; This Hurts Me More Than it Hurts You	A	B	C	D		107		
12 Managing Feelings of Anger; Understanding and Handling Stress		B	C	D	E	116		
13 Understanding Alcohol Use and Abuse; Keeping Kids Drug Free	A	B	C	D		125		
14 Our Bodies and Sex; Personal Space and Saying "No"; Love Sex, STDs and AIDS		B		D	E	131		
15 Possessive and Violent Relationships and Positive Self-Talk; Power Struggles	A	B	C	D	E	141		
16 Hopes and Fears; Certificates; Closing Activity	A	B		D	E	149		

Lessons for Session 1:

**Introductions; Hopes and Fears; Program Description; Nurturing as a Lifestyle**

**A. Lesson Competencies:**

1. Parents understand the program format and requirements.
2. Parents are willing to share their hopes and fears about participating in the program.
3. Parents can name and describe the four character traits we developed from childhood.
4. Parents can describe the difference between positive and negative nurturing.

**B. Home Practice Assignments:**

1. Read **Chapter 1 – Welcome to Nurturing Parenting** and **Chapter 2 - Nurturing as a Lifestyle** in your Parent Handbook and complete any written exercises.
2. Review the drawings of your four character traits.
  - Take time to review your Perpetrator. What do you notice? How do you feel looking at this trait? List times your Perpetrator comes out. Do you see any pattern?
  - Now do the same with your Nurturer. Review your drawing. Anything come to your attention? Compare your Nurturer and your Perpetrator. What do you notice? Make a list of when you're apt to be the Nurturer. Compare it with the list you made of the times you can act as a Perpetrator.
  - Review the Victim and Nurtured traits of your personality in the same way you did your Perpetrator and Nurturer. When necessary, add or subtract from the lists. Change your drawings as time goes on and notice how you're changing.
  - If appropriate, ask your children or partner to draw their traits. Share your pictures.
3. Spend a minimum of 30 to 45 minutes each day having fun with your children. Spend the time playing games, reading books, going for a walk, sharing a hobby, etc. The main goal is to spend quality time-in.

**C. Knowledge Questions:** Review the following questions with the parents prior to ending the session. The bold responses are the correct answers.

There are no Knowledge Questions for Lesson 1.

**D. Ratings and Comments regarding learning the lesson competencies:** Enter your rating as **Educator**. Enter **Parent** rating from session evaluation. Offer comments.

Competency Rating Scale

0 = Not at all    1 = A little bit    2 = Pretty good    3 = Really well

1. The parent expressed an understanding of the program format and requirements.      Parent \_\_\_\_\_  
**Comments:**      Educator \_\_\_\_\_

2. The parent was willing to share their hopes and fears about participating in the program.      Parent \_\_\_\_\_  
**Comments:**      Educator \_\_\_\_\_

**FAMILY NURTURING PLAN**  
**Group Session #1** continued

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3. The parent can describe the four character traits we develop from childhood.  
**Comments:**

Parent \_\_\_\_\_  
Educator \_\_\_\_\_

4. The parent can describe the differences between positive and negative nurturing.  
**Comments:**

Parent \_\_\_\_\_  
Educator \_\_\_\_\_

**Evaluation:** Respond with Yes or No to each of the following statements:

Successfully Completed Session: \_\_\_\_\_ Needs Additional Coaching: \_\_\_\_\_

**Recommendations:**

Lessons for Session 2:

**Meeting Our Needs and the Needs of Our Children; Developing Empathy in Children**

**A. Lesson Competencies:**

1. Parents can identify the six areas of human needs (SPICES).
2. Parents make a plan to get personal needs met on a regular basis.
3. Parents can define the word “empathy” and the importance of empathy in parenting.
4. Parents can identify ways to promote empathy in children.

**B. Home Practice Assignments:**

1. Read **Chapter 3 - Meeting Our Needs and the Needs of Our Children** and **Chapter 4 - Developing Empathy: Teaching Children to Care** in your Parent Handbook and complete any written exercises.
2. Complete the **Family Home Practice Assignment:**
  - Using the categories of needs to help children understand their behavior and the behavior of others. “Why do you suppose your baby brother is acting this way? What need do you think he’s trying to get met?”
  - Use “needs” to describe your own behavior or desires:
  - Take time to nurture yourself. What did you do?
  - Honor and respect your children’s needs. Be helpful in assisting them to get their needs met appropriately.
  - List three ways your children demonstrate caring.
  - List three ways you demonstrate caring.
  - Identify three things you can do to encourage your child to develop empathy.
3. Spend a minimum of 30 to 45 minutes each day having fun with your children. Spend the time playing games, reading books, going for a walk, sharing a hobby, etc. The main goal is to spend quality time-in.

**C. Knowledge Questions:** Review the following questions with the parents prior to ending the session. The bold responses are the correct answers.

1. Select areas that are recognized as basic human needs.
  - a. Social
  - b. Physical
  - c. Intellectual
  - d. Creative
  - e. Emotional
  - f. Spiritual
  - g. All are basic human need areas.**
2. Parental empathy means:
  - a. To be aware of the emotions, needs and desires of your children.
  - b. To be able to respond to children in a positive way.
  - c. To use positive non-violent disciplinary practices.
  - d. All of the above.**
  - e. I’m not sure.
3. Which of the following are good ways to help children develop empathy?
  - a. Teach children to take responsibility.**
  - b. Teach children to make sure they get their needs met first.
  - c. To teach children to take care of pets and plants.**
  - d. To teach children how to read non-verbal behavior.**
  - e. I’m not sure.

**FAMILY NURTURING PLAN**  
**Group Session #2** continued

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**D. Ratings and Comments regarding learning the lesson competencies:** Enter your rating as **Educator**. Enter **Parent** rating from session evaluation. Offer comments.

Competency Rating Scale  
0 = Not at all    1 = A little bit    2 = Pretty good    3 = Really well

1. The parent can identify the six areas of needs (S.P.I.C.E.S.) and how they get their needs met in each area. Parent \_\_\_\_\_  
Educator \_\_\_\_\_  
**Comments:**

2. The parent can make a plan to get personal needs met on a regular basis. Parent \_\_\_\_\_  
Educator \_\_\_\_\_  
**Comments:**

3. The parent can define the word “empathy” and the importance of empathy in parenting. Parent \_\_\_\_\_  
Educator \_\_\_\_\_  
**Comments:**

4. The parent can describe ways to promote empathy in your children. Parent \_\_\_\_\_  
Educator \_\_\_\_\_  
**Comments:**

**Evaluation:** Respond with Yes or No to each of the following statements:

Successfully Completed Session: \_\_\_\_\_ Needs Additional Coaching: \_\_\_\_\_

**Recommendations:**

Lessons for Session 3:

**Praising Children and Their Behavior; Improving Children's Self-Worth**

**A. Lesson Competencies:**

1. Parents can identify the difference between "Praise for Being" and "Praise for Doing."
2. Parents can demonstrate examples of Praise for Being and Praise for Doing.
3. Parents can describe the importance of having positive self-worth as a parent.
4. Parents can describe three strategies to improve children's self-worth.
5. Parents can give an example and describe the importance of praising one's self.

**B. Home Practice Assignments:**

1. Read **Chapter 5 - Praising Children and Their Behavior** and **Chapter 6 - Building Self-Worth** and in your Parent Handbook.
2. Complete the **Family Home Practice Assignment:**
  - Complete the "Labels" exercise in this chapter.
  - Use positive labels.
  - Improve your children's self-worth.
  - Practice praising your child(ren) two times a day for Being and two times a day for Doing.
  - Praise yourself once each day for being and doing.
  - Keep count of the number of times people offered you a compliment in one day. How did you respond?
  - Keep count of the number of times you praised yourself in one week. Which one do you remember the most?
  - List the top five ways you use your personal power in positive ways and negative ways.
3. Spend a minimum of 30 to 45 minutes each day having fun with your children. Spend the time playing games, reading books, going for a walk, sharing a hobby, etc. The main goal is to spend quality time-in.

**C. Knowledge Questions:** Review the following questions with the parents prior to ending the session. The bold responses are the correct answers.

1. Select the appropriate way to Praise a child for Being.
  - a. "You are such a good child for helping me."
  - b. "You make me feel happy."
  - c. "You are a wonderful child."**
  - d. "You can improve if you try real hard."
  - e. I'm not sure.
2. Select the appropriate way to Praise for Doing.
  - a. "I am so pleased you won the game. I feel very proud."
  - b. "Good job cleaning your room. Mommy really loves you."
  - c. "You really sing well."**
  - d. "You did pretty well. Next time try harder."
  - e. I'm not sure.
3. Praising yourself is a good way to build your sense of self-worth.
  - a. True**
  - b. False.
  - c. I'm not sure



**FAMILY NURTURING PLAN**  
**Group Session #3** continued

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**D. Ratings and Comments regarding learning the lesson competencies:** Enter your rating as **Educator**. Enter **Parent** rating from session evaluation. Offer comments.

Competency Rating Scale  
0 = Not at all    1 = A little bit    2 = Pretty good    3 = Really well

1. Parents identify the difference between "Praise for Being" and "Praise for Doing."  
**Comments:** Parent \_\_\_\_\_  
Educator \_\_\_\_\_

2. Parents give some examples of "Praise for Being" and "Praise for Doing" you use with your children.  
**Comments:** Parent \_\_\_\_\_  
Educator \_\_\_\_\_

2. Parents describe the importance of having positive self-worth as a parent.  
**Comments:** Parent \_\_\_\_\_  
Educator \_\_\_\_\_

3. Parents demonstrate at least three strategies to improve children's self-worth.  
**Comments:** Parent \_\_\_\_\_  
Educator \_\_\_\_\_

4. Parents give an example and describe the importance of praising yourself.  
**Comments:** Parent \_\_\_\_\_  
Educator \_\_\_\_\_

**Evaluation:** Respond with Yes or No to each of the following statements:

Successfully Completed Session: \_\_\_\_\_ Needs Additional Coaching: \_\_\_\_\_

**Recommendations:**

Lessons for Session 4:

**Understanding Discipline and Consequences of Behavior;  
Developing Morals and Values**

**A. Lesson Competencies:**

1. Parents can describe the meaning of “discipline.” and their childhood experience with discipline.
2. Parents can identify the type of discipline being used on their children
3. Parents can describe the difference between family morals and values.
4. Parents can identify three family morals.
5. Parents can identify three family values.

**B. Home Practice Assignments:**

1. Read **Chapter 7 - Understanding Discipline and Consequences of Behavior** and **Chapter 8 – Developing Family Morals and Values** in the Handbook and complete any written exercises.
2. Complete the **Family Home Practice Assignment:**
  - Discuss with your partner or others significant in raising your children the meaning of the term “discipline.”
  - Identify the things you agree and disagree on.
  - List ways you currently discipline children.
  - Make a plan to “discipline as a team” so the children don’t receive mixed messages.
  - Gather your family members around the table or living room floor for a family meeting. Have some snacks and beverages. Mention to them the purpose of the meeting is to talk about family morals and values.
  - Share with your family information about morals presented in the Parent Handbook. Go around and ask each member of your family to share a couple of morals (rights and wrongs) they have. If the family is stuck, present topics like getting along, telling the truth, communicating and not fighting, etc. and ask for their views.
  - Tie in family values. Ask members which of their morals are highly valued. Come up with a list of five to seven family values and discuss why these values are important.
3. Spend a minimum of 30 to 45 minutes each day having fun with your children. Spend the time playing games, reading books, going for a walk, sharing a hobby, etc. The main goal is to spend quality time-in.

**C. Knowledge Questions:** Review the following questions with the parents prior to ending the session. The bold responses are the correct answers.

1. Discipline means:
  - a. Kids need to be spanked when they misbehave.
  - b. To teach and guide kids so that they learn to make good choices.**
  - c. To lay down the law or kids will walk all over you.
  - d. To allow kids to make their own choices on how to behave.
  - e. I’m not sure.
2. What is the main reason why parents spank their children?
  - a. The proverbs say to use the rod of correction.
  - b. Because parents love their kids.
  - c. To teach them right from wrong.
  - d. Because it’s a part of their culture.
  - e. All these reasons.**
  - f. I’m not sure.
3. Family morals are the “rights and wrongs” parents teach children. Family values are the moral behaviors that family members practice.
  - a. True**
  - b. False
  - c. I’m not sure.

**FAMILY NURTURING PLAN**  
**Group Session #4** continued

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**D. Ratings and Comments regarding learning the lesson competencies:** Enter your rating as **Educator**. Enter **Parent** rating from session evaluation. Offer comments.

Competency Rating Scale  
0 = Not at all    1 = A little bit    2 = Pretty good    3 = Really well

1. Parents describe the meaning of "discipline" and their childhood experience with discipline. Parent \_\_\_\_\_  
Educator \_\_\_\_\_  
**Comments:**

2. Parents identify the type of discipline being used on their children. Parent \_\_\_\_\_  
Educator \_\_\_\_\_  
**Comments:**

3. Parents describe the difference between family morals and values. Parent \_\_\_\_\_  
Educator \_\_\_\_\_  
**Comments:**

4. Parents can identify three family morals. Parent \_\_\_\_\_  
Educator \_\_\_\_\_  
**Comments:**

5. Parents can identify three family values. Parent \_\_\_\_\_  
Educator \_\_\_\_\_  
**Comments:**

**Evaluation:** Respond with Yes or No to each of the following statements:

Successfully Completed Session: \_\_\_\_\_ Needs Additional Coaching: \_\_\_\_\_

**Recommendations:**

Lessons for Session 5:

**Developing Family Rules; Red, White and Bruises: Why Parents Spank Their Children**

**A. Lesson Competencies:**

1. Parents can establish a list of Family Rules.
2. Parents can implement Family Rules.
3. Parents can identify reasons why parents use spanking as a technique.
4. Parents can describe why hitting children is not a good parenting practice.

**B. Home Practice Assignments:**

1. Read **Chapter 9 - Developing Family Rules and Chapter 10: Red, White & Bruises: Why Parents Spank Their Children** in your Parent Handbook and complete any written exercises.
2. Complete the **Family Home Practice Assignment**:
  - Meet as a family and make a list of rules. When completed, post the rules in an obvious place so parents and children can refer to them when a behavior needs to be performed. "Derek, I need you to follow our family rules and pick up your toys from the play room floor."
  - Recall a time during your childhood when you were held accountable to some rule and your brothers/sisters or parents were not. What was the rule? How did you feel? What did you do or say?
  - Talk to your partner about the reasons why parents spank children.
  - Share the reasons why you were spanked. How did you feel then? Now?
  - If you spank your children, discuss why and what you hope to accomplish. Does spanking work?
  - If you spank, list four things you can do instead.
3. Spend a minimum of 30 to 45 minutes each day having fun with your children. Spend the time playing games, reading books, going for a walk, sharing a hobby, etc. The main goal is to spend quality time-in.

**C. Knowledge Questions:** Review the following questions with the parents prior to ending the session. The bold responses are the correct answers.

Family Rules are important because:

- a. Children learn to be obedient.
- b. Parents need to tell children when they're doing wrong.
- c. Everybody in the house follows the same rules.**
- d. Parents need to tell their children what they have to do.
- e. I'm not sure.

**D. Ratings and Comments regarding learning the lesson competencies:** Enter your rating as **Educator**. Enter **Parent** rating from session evaluation. Offer comments.

Competency Rating Scale

0 = Not at all    1 = A little bit    2 = Pretty good    3 = Really well

1. Parents establish a list of Family Rules.

**Comments:**

Parent \_\_\_\_\_  
Educator \_\_\_\_\_

**FAMILY NURTURING PLAN**  
**Group Session #5** continued

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2. Parents implement Family Rules.  
**Comments:**

Parent \_\_\_\_\_  
Educator \_\_\_\_\_

3. Parents can identify reasons why parents use spanking as a technique.  
**Comments:**

Parent \_\_\_\_\_  
Educator \_\_\_\_\_

4. Parents can describe why hitting children is not a good parenting practice.  
**Comments:**

Parent \_\_\_\_\_  
Educator \_\_\_\_\_

**Evaluation:** Respond with Yes or No to each of the following statements:

Successfully Completed Session: \_\_\_\_\_ Needs Additional Coaching: \_\_\_\_\_

**Recommendations:**

Lessons for Session 6:  
**Consequences for Desirable Behavior; Consequences for Purposeful Misbehavior**

**A. Lesson Competencies:**

1. Parents can discuss the importance of consequences to behavior.
2. Parents can describe the difference between positive and negative consequences
3. Parents can identify the five different types of positive consequences.
4. Parents can identify the five different types of negative consequences

**B. Home Practice Assignments:**

1. Read **Chapter 11 – Strategies to Reward Desirable Behavior** and **Chapter 12 – Consequences for Purposeful Misbehavior** in your Parent Handbook and complete any written exercises.
2. Complete the **Home Practice Assignment:**
  - Discuss rewards and punishments as a family.
  - Practice using the techniques for rewarding behavior: Praise, Nurturing Touch, Privileges, Objects. Describe the outcome.
  - If appropriate, practice using one of the techniques for punishing behavior. Which one did you use and why? What was the outcome?
3. Spend a minimum of 30 to 45 minutes each day having fun with your children. Spend the time playing games, reading books, going for a walk, sharing a hobby, etc. The main goal is to spend quality time-in.

**C. Knowledge Questions:** Review the following questions with the parents prior to ending the session. The bold responses are the correct answers.

1. Which of the following are good Rewards for parents to use?
  - a. Praise.
  - b. Hugs, back rubs and other types of good touch.
  - c. Privileges, like staying up later.
  - d. Gifts like toys, CDs, DVDs.
  - e. At times, all of these are good rewards to use.**
  - f. I'm not sure.
2. What best describes the use of fear as a parenting practice?
  - a. Fear teaches respect. When children fear their parents, they'll behave.
  - b. Fear is a bad motivator to use to get kids to behave because children won't respect their parents.**
  - c. It's ok to use fear as long as a parent doesn't overdo it. Kids need to learn right from wrong.
  - d. I'm not sure if fear is a good parenting practice to use or not.

**D. Ratings and Comments regarding learning the lesson competencies:** Enter your rating as **Educator**. Enter **Parent** rating from session evaluation. Offer comments.

Competency Rating Scale

0 = Not at all    1 = A little bit    2 = Pretty good    3 = Really well

1. Parents discuss the importance of consequences to behavior.  
**Comments:** \_\_\_\_\_  
Parent \_\_\_\_\_  
Educator \_\_\_\_\_

**FAMILY NURTURING PLAN**  
**Group Session #6** continued

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2. Parents describe the difference between positive and negative consequences. Parent \_\_\_\_\_  
**Comments:** Educator \_\_\_\_\_

3. Parents can identify the five different types of positive consequences. Parent \_\_\_\_\_  
**Comments:** Educator \_\_\_\_\_

4. Parents can identify the five different types of negative consequences. Parent \_\_\_\_\_  
**Comments:** Educator \_\_\_\_\_

**Evaluation:** Respond with Yes or No to each of the following statements:

Successfully Completed Session: \_\_\_\_\_ Needs Additional Coaching: \_\_\_\_\_

**Recommendations:**

Lessons for Session 7:  
**Recognizing and Handling Feelings; Helping Your Children Handle Their Feelings**

**A. Lesson Competencies:**

1. Parents can describe the difference between feelings of comfort and feelings of discomfort.
2. Parents can describe why they learn to suppress feelings of discomfort.
3. Parents can describe ways they manage their feelings.
4. Parents can describe ways to help children manage their feelings.

**B. Home Practice Assignments:**

1. Read **Chapter 13 - Recognizing and Understanding Our Feelings** and **Chapter 14 - Helping Children Handle Their Feelings** in your Parent Handbook and complete any written exercises.
2. Complete the **Family Home Practice Assignment:**
  - Practice expressing feelings. Describe the event.
  - Come up with a plan to share your big hurts:
  - Identify three strategies to let off steam in a positive way.
  - Practice honoring children’s desires.
  - Help children express their feeling energy in positive ways.
  - Model appropriate ways to express feelings.
3. Spend a minimum of 30 to 45 minutes each day having fun with your children. Spend the time playing games, reading books, going for a walk, sharing a hobby, etc. The main goal is to spend quality time-in.

**C. Knowledge Questions:** Review the following questions with the parents prior to ending the session. The bold responses are the correct answers.

1. Not sharing how you are feeling is a good idea.
  - a. No one wants to be burdened with the feelings of others.
  - b. Actually it’s a good idea to share feelings.**
  - c. Teaching children to share feelings encourages them to whine.
  - d. I’m not sure.
2. Which of the following are nurturing strategies for helping children manage their feelings?
  - a. Telling children to keep their feelings to themselves.
  - b. Letting children know feelings are ok.**
  - c. Encouraging children to ask the question “why.”**
  - d. Teach children how to express their emotional energy.**
  - e. I’m not sure.

**D. Ratings and Comments regarding learning the lesson competencies:** Enter your rating as **Educator**. Enter **Parent** rating from session evaluation. Offer comments.

Competency Rating Scale

0 = Not at all    1 = A little bit    2 = Pretty good    3 = Really well

1. Parents describe the difference between feelings of comfort and feelings of discomfort.

Parent \_\_\_\_\_  
Educator \_\_\_\_\_

**Comments:**



**FAMILY NURTURING PLAN**  
**Group Session #7** continued

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2. Parents describe why they learn to suppress feelings of discomfort.  
**Comments:**

Parent \_\_\_\_\_  
Educator \_\_\_\_\_

3. Parents can describe ways they manage their feelings.  
**Comments:**

Parent \_\_\_\_\_  
Educator \_\_\_\_\_

4. Parents describe ways to help their children children learn to manage their feelings.  
**Comments:**

Parent \_\_\_\_\_  
Educator \_\_\_\_\_

**Evaluation:** Respond with Yes or No to each of the following statements:

Successfully Completed Session: \_\_\_\_\_ Needs Additional Coaching: \_\_\_\_\_

**Recommendations:**

Lessons for Session 8:

**I Statements and You Messages; Criticism and Confrontation;  
Problem Solving, Decision Making, Negotiation and Compromise**

**A. Lesson Competencies:**

1. Parents can explain and give examples of the differences between confrontation and criticism.
2. Parents can explain the difference between using I Statements and You Messages
3. Parents can describe the purpose and benefits of problem solving & decision making.
4. Parents can describe the purpose and benefits of negotiation and compromise

**B. Home Practice Assignments:**

1. Read **Chapter 15: Communicating Thoughts and Feelings** and **Chapter 16 – Problem Solving, Decision Making, Negotiation and Compromise** in your Parent Handbook and complete any written exercises.
2. Complete the **Family Home Practice Assignment:**
  - Write down the model of “arguing” that you observed and experienced during your childhood.
  - Do you think now that the model was good or not? Why?
  - What did you learn that you’re trying to change or improve?
  - Practice using confrontation and not criticism. What did you experience?
  - Practice problem solving and decision making.
  - Practice negotiation and compromise.
3. Spend a minimum of 30 to 45 minutes each day having fun with your children. Spend the time playing games, reading books, going for a walk, sharing a hobby, etc. The main goal is to spend quality time-in.

**C. Knowledge Questions:** Review the following questions with the parents prior to ending the session. The bold responses are the correct answers.

1. The difference between criticism and confrontation is:
  - a. Criticism tears people down; confrontation builds people up.**
  - b. Criticism tells people what to do better; confrontation tells people what they did wrong.
  - c. Criticism is constructive; confrontation is destructive.
  - d. I’m not sure.
2. Which of the following is true about confrontation?
  - a. It communicates respect.
  - b. It helps people listen.
  - c. It provides useful information.
  - d. All of the above.**
  - e. I’m not sure.
3. Problem solving means:
  - a. Offering children choices.
  - b. What to do when you have a problem but don’t know what the solution is.**
  - c. What to do when you know what your solutions are.
  - d. I’m not sure
4. Never compromise your values.
  - a. True**
  - b. False
  - c. Sometimes
  - d. I’m not sure

**D. Ratings and Comments regarding learning the lesson competencies:** Enter your rating as **Educator**. Enter **Parent** rating from session evaluation. Offer comments.

Competency Rating Scale  
0 = Not at all    1 = A little bit    2 = Pretty good    3 = Really well

1. Parents explain and give examples of the differences between confrontation and criticism  
**Comments:** \_\_\_\_\_  
Parent \_\_\_\_\_  
Educator \_\_\_\_\_

2. Parents explain the difference between I Statements and You Messages.  
**Comments:** \_\_\_\_\_  
Parent \_\_\_\_\_  
Educator \_\_\_\_\_

3. Parents describe the purpose and benefits of problem solving and decision Making.  
**Comments:** \_\_\_\_\_  
Parent \_\_\_\_\_  
Educator \_\_\_\_\_

4. Parents describe the purpose and benefits of negotiation and compromise.  
**Comments:** \_\_\_\_\_  
Parent \_\_\_\_\_  
Educator \_\_\_\_\_

**Evaluation:** Respond with Yes or No to each of the following statements:

Successfully Completed Session: \_\_\_\_\_ Needs Additional Coaching: \_\_\_\_\_

**Recommendations:**

Lessons for Session 9:

**Developing Personal Power in Children and Adults;  
Helping Children Manage Their Behavior**

**A. Lesson Competencies:**

1. Parents can describe the term Personal Power.
2. Parents can identify ways to build their own sense of personal power.
3. Parents can describe strategies to build personal power in children.
4. Parents understand strategies to help children learn to manage their behavior.
5. Parents practice ways to help children manage their behavior.

**B. Home Practice Assignments:**

1. Read **Chapter Chapter 17 - Developing Personal Power in Children and Adults** and **Chapter 18 - Helping Children Manage Their Behavior** in your Parent Handbook and complete any written exercises.
2. Complete the **Family Home Practice Assignment:**
  - Discuss with your family the concept of Personal Power.
  - Use the strategies presented in this chapter to build personal power in your children.
  - List the top five ways you use your personal power in positive ways and negative ways.
  - Select one or two of the behavior encouragement techniques and try them out. Later in the week, try the other one. Note the successes you have with each approach.
  - Praise your children for being and doing.
3. Spend a minimum of 30 to 45 minutes each day having fun with your children. Spend the time playing games, reading books, going for a walk, sharing a hobby, etc. The main goal is to spend quality time-in.

**C. Knowledge Questions:** Review the following questions with the parents prior to ending the session. The bold responses are the correct answers.

1. Which of the following IS a good way to build personal power in children?
  - a. **Teach children to be independent early.**
  - b. Give children opportunities for success.
  - c. Provide children with choices and consequences for their behavior.
  - d. Encourage your children to take responsibility for their own behavior.
  - e. I'm not sure.
2. Giving children choices early in life teaches them to use their personal power to make wise decisions.
  - a. Are you kidding! Giving children choices will never get them to do what you tell them to do.
  - b. Kids can't handle choices. They feel more secure being told what to do.
  - c. **Choices can help children learn there are consequences to the decisions they make.**
  - d. I'm not sure.

**D. Ratings and Comments regarding learning the lesson competencies:** Enter your rating as Educator. Enter Parent rating from session evaluation. Offer comments.

Competency Rating Scale

0 = Not at all    1 = A little bit    2 = Pretty good    3 = Really well

1. Parents define the term Personal Power.

Comments:

Parent \_\_\_\_\_  
Educator \_\_\_\_\_

**FAMILY NURTURING PLAN**  
**Group Session #9** continued

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2. Parents identify ways to build their own sense of personal power.  
**Comments:**

Parent \_\_\_\_\_  
Educator \_\_\_\_\_

3. Parents describe strategies to build personal power in their children.  
**Comments:**

Parent \_\_\_\_\_  
Educator \_\_\_\_\_

4. Parents understand strategies to help their children learn to manage their behavior.  
**Comments:**

Parent \_\_\_\_\_  
Educator \_\_\_\_\_

5. Parents practice ways to help their children manage their behavior.  
**Comments:**

Parent \_\_\_\_\_  
Educator \_\_\_\_\_

**Evaluation:** Respond with Yes or No to each of the following statements:

Successfully Completed Session: \_\_\_\_\_ Needs Additional Coaching: \_\_\_\_\_

**Recommendations:**

Lessons for Session 10:

**Expectations and Development of Children; Ages and Stages: School-Age Children**

**A. Lesson Competencies:**

1. Parents can explain the negative impact inappropriate expectations have on children's development.
2. Parents can identify the four primary areas of development in children.
3. Parents display positive attachment behaviors toward their school-age children..
4. Parents understand early and late maturation differences.

**B. Home Practice Assignments:**

1. Read **Chapter 19 – Expectations and Development of Children** and **Chapter 20 - Developmental Stage: School-Age** in your Parent Handbook and complete any written exercises.
  - List at least one short-term expectation you have for your child.
  - List at least one long-term expectation you have for your child.
  - List a behavior that you have observed in your child in each of the four principal areas of development: Physical - Intellectual - Language - Social/Emotional.
2. Spend a minimum of 30 to 45 minutes each day having fun with your children. Spend the time playing games, reading books, going for a walk, sharing a hobby, etc. The main goal is to spend quality time-in.

**C. Knowledge Questions:** Review the following questions with the parents prior to ending the session. The bold responses are the correct answers.

1. Select the statement that accurately lists the four primary areas of development in children.
  - a. Physical, spiritual, social/emotional and language.
  - b. Physical, intellectual, language and spiritual.
  - c. Physical, intellectual, language and social-emotional.**
  - d. I'm not sure.
2. Having appropriate expectations for children helps them:
  - a. Feel successful.
  - b. Please their parents.
  - c. Develop trust.
  - d. All of the above.**
  - e. I'm not sure.

**D. Ratings and Comments regarding learning the lesson competencies:** Enter your rating as Educator. Enter Parent rating from session evaluation. Offer comments.

Competency Rating Scale

0 = Not at all    1 = A little bit    2 = Pretty good    3 = Really well

1. Parents explain the impact inappropriate expectations have on children's development.

Parent \_\_\_\_\_  
Educator \_\_\_\_\_

**Comments:**

**FAMILY NURTURING PLAN**  
**Group Session #10** continued

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2. Parents identify four primary areas of development in children.  
**Comments:**

Parent \_\_\_\_\_  
Educator \_\_\_\_\_

3. Parents display positive attachment behaviors to their to school-age children.  
**Comments:**

Parent \_\_\_\_\_  
Educator \_\_\_\_\_

4. Parents understand early and late maturation differences.  
**Comments:**

Parent \_\_\_\_\_  
Educator \_\_\_\_\_

**Evaluation:** Respond with Yes or No to each of the following statements:

Successfully Completed Session: \_\_\_\_\_ Needs Additional Coaching: \_\_\_\_\_

**Recommendations:**

Lessons for Session 11:  
**Keeping Children Safe; This Hurts Me More Than it Hurts You**

**A. Lesson Competencies:**

1. Parents can describe ways to keep their children safe at home.
2. Parents can describe ways to teach their children how to stay safe outside of home.
3. Parents can describe how they would handle a situation of sibling rivalry.

**B. Home Practice Assignments:**

1. Read **Chapter 21 – How to Protect Our Children** in your Parent Handbook and complete any written exercises.
2. Complete the **Family Home Practice Assignment:**
  - Hold a family meeting to discuss ways to stay safe from physical, emotional and sexual harm.
  - Discuss where they might find these dangers. (In the car, home, strangers, school, friends, community, internet, videogames. etc.)
  - Establish a special password with your child(ren) to help them identify strangers.
  - Discuss how they should react if a stranger tries to approach them. Practice what they should do together as a family.
  - Talk about the use of spanking with other family members. How do they feel about using alternative techniques?
  - Practice using verbal and physical redirection and other ways to manage children’s behavior.
3. Spend a minimum of 30 to 45 minutes each day having fun with your children. Spend the time playing games, reading books, going for a walk, sharing a hobby, etc. The main goal is to spend quality time-in.

**C. Knowledge Questions:** Review the following questions with the parents prior to ending the session. The bold responses are the correct answers.

Identify ways parents can keep their children safe:

- a. Making sure boyfriends and girlfriends will treat their children well.
- b. Putting safety latches on drawers.
- c. Capping electric outlets.
- d. All of the above.**
- e. I’m not sure.

**D. Ratings and Comments regarding learning the lesson competencies:** Enter your rating as **Educator**. Enter **Parent** rating from session evaluation. Offer comments.

Competency Rating Scale  
0 = Not at all    1 = A little bit    2 = Pretty good    3 = Really well

1. Parents can describe ways to keep their children safe at home. Parent \_\_\_\_\_  
**Comments:** Educator \_\_\_\_\_



**FAMILY NURTURING PLAN**  
**Group Session #11** continued

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2. Parents demonstrate ways to keep their children safe.  
**Comments:**

Parent \_\_\_\_\_  
Educator \_\_\_\_\_

3. Parents describe how they would handle a situation of sibling rivalry.  
**Comments:**

Parent \_\_\_\_\_  
Educator \_\_\_\_\_

4. Parents demonstrate a way they handle a situation of sibling rivalry.  
**Comments:**

Parent Rating \_\_\_\_\_

**Evaluation:** Respond with Yes or No to each of the following statements:

Successfully Completed Session: \_\_\_\_\_ Needs Additional Coaching: \_\_\_\_\_

**Recommendations:**

Lessons for Session 12:

## Managing Feelings of Anger; Understanding and Handling Stress

### A. Lesson Competencies:

1. Parents can describe appropriate ways to express anger.
2. Parents can identify appropriate ways to teach children to express anger.
3. Parents can identify healthy ways to reduce stress.
4. Parents can describe a plan to reduce personal stress.

### B. Home Practice Assignments:

1. Read **Chapter 22 - Understanding and Expressing Your Anger; Chapter 23 –Helping Children handle their Stress** and **Chapter 24 – Understanding and Handling Stress** in your Parent Handbook and complete any written exercises.
2. Complete the **Family Home Practice Assignment:**
  - Make a plan to control your anger, and be able to express it in the way you desire.
  - Teach your children ways they can manage their anger using strategies in your Parent Handbook.
  - Identify five stressors (things that cause stress) in your life.
  - Make a plan how you can reduce or prevent these stressors from dictating the quality of your life.
  - Develop a plan to cope with the stressors you can't change..
  - Identify five stressors (things that cause stress) in your children's lives.
3. Spend a minimum of 30 to 45 minutes each day having fun with your children. Spend the time playing games, reading books, going for a walk, sharing a hobby, etc. The main goal is to spend quality time-in.

### C. Knowledge Questions:

Review the following questions with the parents prior to ending the session. The bold responses are the correct answers.

1. Teaching children to hit a pillow or punching bag is a good way for them to release their anger.
  - a. True
  - b. False**
  - a. I'm not sure.
2. Which of the following statements is accurate?
  - a. Express your emotional hurt when you feel it otherwise the hurt will turn into anger.**
  - b. Anger causes people to become violent. A good way to reduce violence is to reduce angry feelings.
  - c. Anger is a destructive feeling which should be avoided at all costs.
  - d. All of the above are accurate.
  - e. I'm not sure.
3. Which is an appropriate alternative to spanking?
  - a. Yelling at a child.
  - b. Making a child stay in his room all day.
  - c. Threatening a child
  - d. Using a Time-Out.**
  - e. I'm not sure.
4. Which of the following is a healthy way to manage and reduce stress?
  - a. Improve your diet.
  - b. Keep a positive outlook.
  - c. Have a sense of humor.
  - d. Get organized.
  - e. All of the above are good ways.**
  - f. I'm not sure.

**FAMILY NURTURING PLAN**  
**Group Session #12** continued

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- 5. Which of the following IS a good way to build personal power in children?
  - a. **Teach children to be independent early.**
  - b. **Give children opportunities for success.**
  - c. **Provide children with choices and consequences for their behavior.**
  - d. **Encourage your children to take responsibility for their own behavior.**
  - e. I'm not sure.
  
- 6. Giving children choices early in life teaches them to use their personal power to make wise decisions.
  - a. Are you kidding! Giving children choices will never get them to do what you tell them to do.
  - b. Kids can't handle choices. They feel more secure being told what to do.
  - c. **Choices can help children learn there are consequences to the decisions they make.**
  - d. I'm not sure.

**D. Ratings and Comments regarding learning the lesson competencies:** Enter your rating as **Educator**. Enter **Parent** rating from session evaluation. Offer comments.

Competency Rating Scale  
0 = Not at all    1 = A little bit    2 = Pretty good    3 = Really well

- 1. Parents describe appropriate ways to express anger. Parent \_\_\_\_\_  
**Comments:** Educator \_\_\_\_\_
  
  
  
  
  
  
  
  
  
  
- 2. Parents identify appropriate ways to teach their children to express anger. Parent \_\_\_\_\_  
**Comments:** Educator \_\_\_\_\_
  
  
  
  
  
  
  
  
  
  
- 3. Parents identify healthy ways to reduce stress. Parent \_\_\_\_\_  
**Comments:** Educator \_\_\_\_\_
  
  
  
  
  
  
  
  
  
  
- 5. Parents can describe a plan to reduce personal stress. Parent \_\_\_\_\_  
**Comments:** Educator \_\_\_\_\_

**Evaluation:** Respond with Yes or No to each of the following statements:

Successfully Completed Session: \_\_\_\_\_ Needs Additional Coaching: \_\_\_\_\_  
**Recommendations:**

Lessons for Session 13:  
**Understanding Alcohol Use and Abuse; Keeping Kids Drug Free**

**A. Lesson Competencies:**

1. Parents can identify reasons why people abuse alcohol.
2. Parents can identify and use ways to keep children drug free.
3. Parents use strategies to keep children drug free.
4. Parents have an increased awareness of the dangers of drug use among children.

**B. Home Practice Assignments:**

1. Read **Chapter 25 - Understanding Alcohol Use and Abuse, Chapter 26 - Keeping Kids Drug Free** in your Parent Handbook.
2. Complete the **Family Home Practice Assignment:**
  - Complete the **Families and Alcohol Use Questionnaire**. Discuss your responses with your partner or a friend. Self-awareness is the first step in changing habits.
  - Discuss the information presented in this session as a family.
  - Begin implementing strategies to keep children drug free. What did you do?
  - Discuss the dangers of smoking and second hand smoke with members of your family.
  - If you smoke, identify the steps you need to take to stop.
3. Spend a minimum of 30 to 45 minutes each day having fun with your children. Spend the time playing games, reading books, going for a walk, sharing a hobby, etc. The main goal is to spend quality time-in.

**C. Knowledge Questions:** Review the following questions with the parents prior to ending the session. The bold responses are the correct answers.

1. Which of the following are common reasons for alcohol abuse?
  - a. Parental history of problem drinking.**
  - b. Passed down from parents through genes.**
  - c. Easy access to liquor in stores.**
  - d. Psychological problems.
  - e. I'm not sure.
2. Keeping children drug free can best be accomplished by:
  - a. Raising children without using violence.**
  - b. Letting children visit drug rehab centers.
  - c. Talking to ex-drug users.
  - d. All of the above.
  - e. I'm not sure.
3. The birth defect that results when Moms drink alcohol while pregnant is called:
  - a. Baby blindness
  - b. Fetal retardation
  - c. Fetal alcohol syndrome**
  - d. Child autism
  - e. I'm not sure
4. There are no health risks from second hand smoke.
  - a. True.
  - b. False**
  - c. I'm not sure
5. Depression also seems to be a risk factor for smoking.
  - a. True**
  - b. False
  - c. I'm not sure

**D. Ratings and Comments regarding learning the lesson competencies:** Enter your rating as Educator. Enter Parent rating from session evaluation. Offer comments.

Competency Rating Scale  
0 = Not at all    1 = A little bit    2 = Pretty good    3 = Really well

1. Parents identify reasons why people abuse alcohol. Parent \_\_\_\_\_  
**Comments:** Educator \_\_\_\_\_

2. Parents can identify ways to keep their children drug free. Parent \_\_\_\_\_  
**Comments:** Educator \_\_\_\_\_

3. Parents use strategies to keep their children drug free. Parent \_\_\_\_\_  
**Comments:** Educator \_\_\_\_\_

4. Parents have an increased awareness of the dangers of drug use among children. Parent \_\_\_\_\_  
**Comments:** Educator \_\_\_\_\_

5. Parents can describe the dangers of smoking and the effects of second hand smoke on children's health. Parent Rating \_\_\_\_\_  
**Comments:** Staff Rating \_\_\_\_\_

**Evaluation:** Respond with Yes or No to each of the following statements:

Successfully Completed Session: \_\_\_\_\_ Needs Additional Coaching: \_\_\_\_\_

**Recommendations:**

Lessons for Session 14:

**Our Bodies and Sex; Personal Space and Saying “No”; Love, Sex, STDS and AIDS**

**A. Lesson Competencies:**

1. Parents have increased awareness and use of proper terminology for sexual body parts.
2. Parents can describe the term “Personal Space.”
3. Parents respect the personal space of their children.
4. Parents teach children how to say “NO” to unwanted touch.
5. Parents have increased their understanding of AIDS, STDs and practicing safe sex.

**B. Home Practice Assignments:**

1. Read **Chapter 27 – Developing Children’s Sexual Self-Worth** and **Chapter 28 - STDs, AIDS, and HIV and** in your Parent Handbook and complete any written exercises.
2. Complete the Family Home Practice Assignment.
  - Answer the following questions with your partner or close friend: What memories do you have of your childhood sexual education? Who were the most instrumental people in teaching you sex education? Was it helpful or hurtful? What are your biggest anxieties about issues related to sex, nudity and body part terminology? Do you know how they originated? Do your anxieties help you or hinder you?
  - On a scale of 1 (low) to 5 (high), rate the following and offer rationale for your rating: I like my body. I like the way I look. I like the person I am. I feel comfortable discussing sex-related matters with my partner. I feel comfortable discussing sex-related matters with my children.
  - Make a plan for discussing sex-related issues with your child(ren). If necessary, invite a friend to help out. Remember; keep the discussion factual, honest and relevant to the age of the child.
  - Discuss the concept of personal space and the different types of touch with your partner.
  - Practice saying “NO” with your children to unwanted touch.
  - Keep practicing nurturing routines.
  - Review the information on STDs, AIDS and HIV with members of your family.
3. Spend a minimum of 30 to 45 minutes each day having fun with your children. Spend the time playing games, reading books, going for a walk, sharing a hobby, etc. The main goal is to spend quality time-in.

**C. Knowledge Questions:** Review the following questions with the parents prior to ending the session. The bold responses are the correct answers.

1. A good way to keep your children safe from sexual harm is:
  - a. Educate children about sex.
  - b. Teach children to be assertive.
  - c. Respect children’s bodies.
  - d. All of the above.**
  - e. I’m not sure.
2. STD’s like herpes and syphilis can be passed on through oral sex.
  - a. True.**
  - b. False.
  - c. I’m not sure.
3. It’s possible to catch AIDS
  - a. By hanging around someone with AIDS.
  - b. By touching someone with AIDS.
  - c. By sharing needles with someone who has AIDS.**
  - d. I’m not sure.

**D. Ratings and Comments regarding learning the lesson competencies:** Enter your rating as **Educator**. Enter **Parent** rating from session evaluation. Offer comments.

Competency Rating Scale  
0 = Not at all    1 = A little bit    2 = Pretty good    3 = Really well

1. Parents have increased awareness and use of proper terminology for sexual body parts. Parent \_\_\_\_\_  
Educator \_\_\_\_\_  
**Comments:**

2. Parents can describe the term "Personal Space."  
**Comments:** Parent \_\_\_\_\_  
Educator \_\_\_\_\_

3. Parents respect the personal space of their children.  
**Comments:** Parent \_\_\_\_\_  
Educator \_\_\_\_\_

4. Parents teach their children how to say "NO" to unwanted touch.  
**Comments:** Parent \_\_\_\_\_  
Educator \_\_\_\_\_

5. Parents have increased their understanding of AIDS, STDs and practicing safe sex.  
**Comments:** Parent \_\_\_\_\_  
Educator \_\_\_\_\_

**Evaluation:** Respond with Yes or No to each of the following statements:

Successfully Completed Session: \_\_\_\_\_ Needs Additional Coaching: \_\_\_\_\_

**Recommendations:**

Lessons for Session 15:

**Possessive and Violent Relationships and Positive Self-Talk; Power Struggles**

**A. Lesson Competencies:**

1. Parents will increase their awareness of characteristics of domestic violence.
2. Parents will increase their understanding of possessive and violent relationships.
3. Parents experiencing domestic violence will seek assistance.
4. Parents can understand a parent-child power struggle.
5. Parents can avoid or resolve power struggles.

**B. Home Practice Assignments:**

1. Read **Chapter 29 - Possessive and Violent relationships** in your Parent Handbook and complete any written exercises.
2. Complete the **Family Home Practice Assignment**:
  - Review the information on possessive and violent relationships provided in class.
  - Seek help from professionals if experiencing a violent relationship.
  - If the situation arises, use the strategies you are learning to avoid and/or resolve a power struggle.
  - Continue practicing problem solving strategies.
3. Spend a minimum of 30 to 45 minutes each day having fun with your children. Spend the time playing games, reading books, going for a walk, sharing a hobby, etc. The main goal is to spend quality time-in.

**C. Knowledge Questions:** Review the following questions with the parents prior to ending the session. The bold responses are the correct answers.

There are no knowledge Questions for Lesson 15.

**D. Ratings and Comments regarding learning the lesson competencies:** Enter your rating as **Educator**. Enter **Parent** rating from session evaluation. Offer comments.

Competency Rating Scale

0 = Not at all    1 = A little bit    2 = Pretty good    3 = Really well

1. Parents increased their awareness of characteristics of domestic violence. Parent \_\_\_\_\_  
**Comments:** Educator \_\_\_\_\_

2. Parents increased their understanding of possessive and violent relationships. Parent \_\_\_\_\_  
**Comments:** Educator \_\_\_\_\_



**FAMILY NURTURING PLAN**  
**Group Session #15** continued

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3. Individuals experiencing domestic violence will seek assistance.  
**Comments:**

Parent \_\_\_\_\_  
Educator \_\_\_\_\_

4. Parents understand a parent-child power struggle.  
**Comments:**

Parent \_\_\_\_\_  
Educator \_\_\_\_\_

5. Parents can avoid or resolve power struggles.  
**Comments:**

Parent \_\_\_\_\_  
Educator \_\_\_\_\_

**Evaluation:** Respond with Yes or No to each of the following statements:

Successfully Completed Session: \_\_\_\_\_ Needs Additional Coaching: \_\_\_\_\_

**Recommendations:**

**FAMILY NURTURING PLAN**  
**Group Session #16**

Date \_\_\_\_\_

Completed? YES \_\_\_\_\_ NO \_\_\_\_\_

Lessons for Session 16:  
**Hopes and Fears, Certificates, and Closing**

**A. Lesson Competencies:**

1. Parents review their expectations and outcomes of the program.
2. Parents celebrate the completion of their program.

**B. Home Practice Assignments:**

There are no Home Practice Assignments for Lesson 16

**C. Knowledge Questions:**

There are no knowledge Questions for Lesson 16.

**D. Ratings and Comments regarding learning the lesson competencies:** Enter your rating as **Educator**. Enter **Parent** rating from session evaluation. Offer comments.

Competency Rating Scale

0 = Not at all    1 = A little bit    2 = Pretty good    3 = Really well

1. Parents review their expectations and outcomes of the program.

**Comments:**

Parent \_\_\_\_\_  
Educator \_\_\_\_\_

2. Parents celebrate the completion of their program.

**Comments:**

Parent \_\_\_\_\_  
Educator \_\_\_\_\_

**Evaluation:** Respond with Yes or No to each of the following statements:

Successfully Completed Session: \_\_\_\_\_ Needs Additional Coaching: \_\_\_\_\_

**Recommendations:**