

## Family Nurturing Plan For Home Visitors of the 55 Session Home-Based Program

Each family that participates in the Home Based Nurturing Parenting Program needs to have a Family Nurturing Plan (FNP) filled out and retained by the Home Visitor. The FNP is a working document that coordinates with the *Home Visitor's Instructional Manual* and the *Family Nurturing Journal*. 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 home visit, and the *Knowledge and Practice Measurements* that ensure that Lesson Competencies have been learned by the parents.

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: \_\_\_\_\_

\_\_\_\_\_

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

Phone (Work): \_\_\_\_\_ Phone (Work): \_\_\_\_\_

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

Is Mother present in the home? Yes \_\_\_\_\_ No \_\_\_\_\_      Is Father present in the home? Yes \_\_\_\_\_ No \_\_\_\_\_

**CHILDREN:**

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

## Schedule of Parenting Lessons for the 55 Session Home Based Program

Stephen J. Bavolek, Ph.D.

The 55 Sessions in the Home Based Nurturing Program for Parents and their Infants, Toddlers and Preschoolers are presented below. Each session represents a lesson with an identified **Parenting Construct(s)** of the Adult-Adolescent Parenting Inventory (AAPI-2). Write the date in the **Selected Sessions** column when the lesson was introduced and the date in the **Date Completed** column when the lesson competencies were learned by the parent. 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 AAPI-2:

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

Sessions and Title of Lessons	Parenting Construct					Page in Lesson Guide	Selected Sessions (Date)	Date Completed
	A	B	C	D	E			
1 Introductions, Hopes and Fears, Program Description, Assessment	A	B	C	D	E	10		
2 Family Nurturing Plan: Assessment, Review and Planning	A	B	C	D	E	15		
3 Nurturing Parenting		B				17		
4 Nurturing as a Lifestyle		B				21		
5 Children's Brain Development	A					26		
6 Building Parent-Child Bonding and Attachment		B				28		
7 Ages and Stages: Expectations & Development of Children	A					33		
8 Ages and Stages: Infant Development	A					36		
9 Ages and Stages: Toddler Development	A					38		
10 Ages and Stages: Preschooler Development	A					40		

<b>Lesson and Title</b>	<b>Parenting Construct</b>				<b>Page in Lesson Guide</b>	<b>Selected Lessons (Date)</b>	<b>Date Completed</b>
11 Ages and Stages: School-Age Development	A				42		
12 "Skills Strips" Developmental Review	A				44		
13 Male & Female Brain	A				47		
14 Developing Empathy in Children		B			50		
15 Meeting Our Needs and the Needs of Our Children		B			55		
16 Recognizing and Understanding Our Feelings		B			58		
17 Helping Your Children Handle Their Feelings		B			62		
18 Spoiling Your Children	A				65		
19 Improving Children's Self-Worth				E	68		
20 Developing Personal Power in Children				E	78		
21 Understanding Discipline			C		77		
22 Red, White & Bruises: Why Parents Spank Their Children			C		80		
23 Developing Family Morals and Values			C		83		
24 Developing Family Rules			C		86		
25 Rewarding Children and Their Behavior			C		89		
26 Punishing Children and Their Behavior			C		93		
27 Praising Children and Their Behavior			C		97		
28 Infant and Child Massage		B			100		
29 Time Out			C		103		
30 Child Proofing Your Home			C		106		
31 Verbal and Physical Redirection			C		109		
32 Establishing Nurturing Parenting Routines	A	B			112		
33 Establishing a Nurturing Diapering and Dressing Routine	A	B			115		
34 Establishing a Nurturing Feeding Time Routine	A	B			118		
35 Establishing a Nurturing Bath Time Routine	A	B			121		
36 Establishing a Nurturing Bedtime Routine	A	B			124		

Lesson and Title	Parenting Construct					Page in Lesson Guide	Selected Lessons (Date)	Date Completed
37 Our Bodies and Sex					E	127		
38 Personal Space and Saying "NO"					E	131		
39 Keeping Our Children Safe					E	135		
40 Understanding and Handling Stress					E	140		
41 Helping Children Manage Their Behavior					E	143		
42 Managing Anger					E	147		
43 I'm Only Doing This For Your Good: Alternatives to Spanking			C			151		
44 Ignoring			C			153		
45 Possessive and Violent Relationships					E	156		
46 Body Map				D		159		
47 Families and Alcohol				D		166		
48 Keeping Our Kids Drug Free					E	165		
49 Criticism and Confrontation					E	169		
50 Problem Solving, Decision Making, Negotiation & Compromise					E	172		
51 People, Possessions and Positive Self-Talk					E	176		
52 Smoking and My Child's Health					E	179		
53 Toilet Training	A					182		
54 Love, Sex, STDs and AIDS					E	185		
55 Assessment, Certificates and Closing	A	B	C	D	E	192		

# Lesson 1: Program Description and Assessment

Date of Home Visit: \_\_\_\_\_

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

## A. Topics: Introductions, Hopes and Fears, Program Description, Assessment

### B. Lesson Competencies:

1. Parents are willing to share their hopes and fears about participating in the program.
2. Parents understand the program format and requirements.
3. Parents are willing to participate in the program.

### C. Home Practice Assignments:

Complete the **Family Home Practice Assignment**:

- Spend a minimum of 30-45 minutes each day playing, reading, and/or massaging your child(ren).

### D. Knowledge Questions: (Review with the parents prior to the end of the Home Visit):

There are no Knowledge Questions for Lesson 1.

### E. Assessment of Lesson Competencies:

YES means responses given by the parents are accurate/sufficient; NO means the responses given by the parents are inaccurate/insufficient.

1. The parents were willing to express their hopes and fears about participating in the program.  
YES \_\_\_\_ NO \_\_\_\_ Comments:

2. The parents express an understanding of the program format and requirements.  
YES \_\_\_\_ NO \_\_\_\_ Comments:

3. The parents display a willingness to participate in the program.  
YES \_\_\_\_ NO \_\_\_\_ Comments:

## Lesson 2: Assessment Review and Planning

Date of Home Visit: \_\_\_\_\_

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

### A. Topic: Assessment Review and Planning

### B. Lesson Competencies:

1. Parents review their parenting profiles and can describe their parenting strengths and areas needing improvement
2. Parents can describe the purpose of the *Family Nurturing Plan*.
3. Parents and home visitor work together to create a functional Family Nurturing Plan.

### C. Home Practice Assignments:

Complete the **Family Home Practice Assignment**:

- Spend a minimum of 30-45 minutes each day playing, reading, and/or massaging your child(ren).

### D. Knowledge Questions: (Review with the parents prior to the end of the Home Visit):

There are no Knowledge Questions for Lesson 2.

### E. Assessment of Lesson Competencies:

YES means responses given by the parent are accurate/sufficient; NO means the responses given by the parent are inaccurate/insufficient.

1. The parents describe their parenting strengths and parenting areas needing improvement.  
YES \_\_\_\_\_ NO \_\_\_\_\_ Comments:

2. The parents are able to describe the purpose of the Family Nurturing Plan.  
YES \_\_\_\_\_ NO \_\_\_\_\_ Comments:

3. The parents and home visitor work together to create a Family Nurturing Plan.  
YES \_\_\_\_\_ NO \_\_\_\_\_ Comments:

# Lesson 3: Nurturing Parenting

Date of Home Visit: \_\_\_\_\_

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

## A. Topic: Nurturing Parenting

## B. Lesson Competencies:

1. Parents are able to describe the seven concepts and practices of Nurturing Parenting.
2. Parents are able to assess the degree of skill and ability in each of the seven nurturing parenting areas.
3. Parents are able to define their philosophy of parenting.

## C. Home Practice Assignments:

1. Read **Chapter 1: Nurturing Program for Parents and Their Infants, Toddlers and Preschoolers** in your Parent Handbook and complete any written exercises.
2. Complete the **Family Home Practice Assignment:**
  - Hold a family meeting and discuss the word “nurturing” with your children. Help them acquire a meaningful, working definition of the word, and use the word frequently to describe caring situations and actions. Examples: “What can we do to nurture our kitty?” “What can you do to nurture someone in our family?” “What can you do to nurture yourself today?”
  - Review your ratings from the “**Rating My Nurturing Skills**” survey in your Parent Handbook or Easy Reader Parent Handbook with your partner. Where are your strengths? Where you your partner’s strengths?
  - List three ways you can work on improving your nurturing skills:
  - Do something to nurture yourself.
  - Spend a minimum of 30-45 minutes each day playing, reading, and or massaging your child(ren).

## D. Knowledge Questions: (Review with the parents prior to the end of the Home Visit):

***Correct answers are italicized in BOLD.***

Match the Nurturing Skills with the description.

1.   **e**   Setting limits through family rules, morals and values.
2.   **c**   Finding time during each day to get your own needs met.
3.   **a**   Having unconditional love for your children.
4.   **b**   Attempting to understand your children’s feelings.
5.   **d**   Holding, rocking, touching and massaging your children.
6.   **f**   Helping children learn how to handle their emotions.
7.   **g**   Knowing age-appropriate developmental behaviors.

***a. Attachment    b. Empathy    c. Nurturing Yourself    d. Gentle Touch    e. Discipline    f. Expressing Feelings    g. Expectations of Self & Children***

## E. Assessment of Lesson Competencies:

YES means responses given by the parent are accurate/sufficient; NO means the responses given by the parent are inaccurate/insufficient.

1. Describe your philosophy of Nurturing Parenting.  
YES \_\_\_\_\_ NO \_\_\_\_\_ Comments:
  
2. Describe the seven concepts and practices of Nurturing Parenting by matching nurturing skills with their description (See D: Knowledge Question Above).  
YES \_\_\_\_\_ NO \_\_\_\_\_ Comments:
  
3. Describe your parenting strengths and areas in need of improvement.  
YES \_\_\_\_\_ NO \_\_\_\_\_ Comments:

## Lesson 4: Nurturing as a Lifestyle

Date of Home Visit: \_\_\_\_\_

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

### A. Topic: Nurturing as a Lifestyle

### B. Lesson Competencies:

1. Parents can identify the four character traits that result from parenting experiences in childhood.
2. Parents can identify the practice of nurturing parenting.
3. Parents can define personal parenting strengths and parenting areas needing improvement.

### C. Home Practice Assignments:

1. Read **Chapter 2 - Nurturing As a Lifestyle** in your Parent Handbook and complete any written exercises.
2. Complete the **Family Home Practice Assignment**:
  - Take time to review your Perpetrator (the person inside you that can and does purposefully hurt yourself or others). 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 (the person inside you who can and does purposefully care for others and for yourself.) 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.
  - Spend a minimum of 30-45 minutes each day playing, reading, and/or massaging your child(ren).

### D. Knowledge Questions: (Review with the parents prior to the end of the Home Visit):

***Correct answers are italicized in BOLD.***

Nurturing Parenting is:

- a. Caring for your children 24hrs. a day.
- b. Caring for your self and for your children.***
- c. Caring for your children more than you would care for yourself.
- d. I'm not sure.

### E. Assessment of Lesson Competencies:

YES means responses given by the parent are accurate/sufficient; NO means the responses given by the parent are inaccurate/insufficient.

1. Describe the four character traits of parenting learned in childhood and how they affect your style of parenting.  
YES \_\_\_\_\_ NO \_\_\_\_\_ Comments:
  
2. What does Nurturing Parenting mean to you?  
YES \_\_\_\_\_ NO \_\_\_\_\_ Comments:
  
3. Discuss your parenting strengths and parenting areas needing improvement.  
YES \_\_\_\_\_ NO \_\_\_\_\_ Comments:



## Lesson 5: Children’s Brain Development

Date of Home Visit: \_\_\_\_\_

### A. Topic: Children’s Brain Development

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

### B. Lesson Competencies:

1. Parents understand the importance of stimulating brain development through quality parent-child time.
2. Parents understand children’s brains are shaped in the manner in which they are treated growing up.
3. Parents understand the importance of the “critical windows of brain development.”
4. Parents are able to engage children in age appropriate developmental play.

### C. Home Practice Assignments:

1. Read **Chapter 3 - Children’s Brain Development** in your Parent Handbook and complete any written exercises.
2. Complete the **Family Home Practice Assignment**.
  - Depending on the age of your child, begin doing activities in the **Nurturing Book for Babies and Children** to stimulate your child’s brain development. List five things you tried. What was your child’s response?
  - Do something to nurture yourself.
  - Spend a minimum of 30-45 minutes each day playing, reading, and/or massaging your child(ren).

### D. Knowledge Questions: (Review with the parents prior to the end of the Home Visit): *Correct answers are italicized in BOLD.*

1. Which of the following are recommended experiences that young children need to enhance their brain development?  
**a. Music** b. Play c. Reading d. Touch e. Homework f. I’m not sure.
2. Which of the following statements are true?  
**a. Consistent long term caring from adults increases children’s ability to learn.**  
**b. Holding and cuddling a baby helps his brain grow.**  
**c. Caring relationships with adults can minimize baby’s stress.**  
d. Teaching babies to sleep on a schedule helps them behave.  
e. I’m not sure.
3. Identify the critical windows in children’s brain development.  
a. Vision – birth to six months.  
b. Vocabulary and Speech – birth to three years.  
c. Emotional Development – birth to 18 months.  
d. Logic and Math – one to four years.  
**e. All of the above.**  
f. I’m not sure.

### E. Assessment of Lesson Competencies:

YES means responses given by the parent are accurate/sufficient; NO means the responses given by the parent are inaccurate/insufficient.

1. Describe the importance of holding, touch, reading, playing and talking with your children.  
YES \_\_\_\_\_ NO \_\_\_\_\_ Comments:
2. Describe what “critical windows of brain development” means to you.  
YES \_\_\_\_\_ NO \_\_\_\_\_ Comments:
3. Observes parents enjoying children in appropriate developmental play.  
YES \_\_\_\_\_ NO \_\_\_\_\_ Comments:

## Lesson 6: Building Parent-Child Bonding and Attachment

Date of Home Visit: \_\_\_\_\_

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

### A. Topic: Building Parent-Child Bonding and Attachment

### B. Lesson Competencies:

1. Parents can define the concepts and practices of bonding, attachment, attunement and empathy.
2. Parents can explain why bonding and attachment are important parenting practices.
3. Parents can demonstrate attachment parenting behaviors: use of gentle touch; practices massage; makes eye contact, smiles and mimics; talks to child; reads and plays with child.

### C. Home Practice Assignments:

1. Read **Chapter 4 – Building Parent-Child Bonding and Attachment** in your Parent Handbook and complete any written exercises.
2. Complete the **Family Home Practice Assignment**:
  - Review the information in this chapter with other family members. Identify the ways you already build your positive attachment. What are they?
  - Identify the things you can do to increase your positive attachment with your child(ren). What are the additional ways you will build your parent-child attachment?
  - Spend a minimum of 30-45 minutes each day playing, reading, and or massaging your child(ren).

### D. Knowledge Questions: (Review with the parents prior to the end of the Home Visit):

***Correct answers are italicized in BOLD.***

1. Bonding is:
  - a. The feeling of closeness that parents have for their children.
  - b. The feeling of closeness that children have for their parents.
  - c. The mutual feeling of closeness between parents and children.***
  - d. I'm not sure.
2. Being present and responsive to the needs of children is called:
  - a. Paying attention
  - b. Attunement***
  - c. Spoiling Children
  - d. I'm not sure.

### E. Assessment of Lesson Competencies:

YES means responses given by the parent are accurate/sufficient; NO means the responses given by the parent are inaccurate/insufficient.

1. What do the terms bonding, attachment, attunement and empathy mean?  
YES \_\_\_\_ NO \_\_\_\_ Comments:
2. Displays examples of attachment:  
YES \_\_\_\_ NO \_\_\_\_ Comments:
  - a. Holds infant.
  - b. Is attuned to children's needs.
  - c. Responds to children's needs appropriately.
  - d. Mimics (smiles, talks to, reads and plays with child).

## Lesson 7: Expectations and Development of Children

Date of Home Visit: \_\_\_\_\_

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

### A. Topic: Ages & Stages: Expectations and Development of Children

### B. Lesson Competencies:

1. Parents can identify the negative impact inappropriate expectations can have on children's development.
2. Parents can identify the four primary areas of development in children.

### C. Home Practice Assignments:

1. Read **Chapter 5 - Ages & Stages: Having Appropriate Expectations of Your Children** in your Parent Handbook and complete any written exercises.
2. Complete the **Family Home Practice Assignment**:
  - List at least one short-term expectation you have for your child:
  - List one long-term expectation you have for your child.
  - Spend a minimum of 30 to 45 minutes each day playing, reading, and/or massaging your child(ren).

### D. Knowledge Questions: (Review with the parents prior to the end of the Home Visit):

**Correct answers are italicized in BOLD.**

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.

### E. Assessment of Lesson Competencies:

YES means responses given by the parent are accurate/sufficient; NO means the responses given by the parent are inaccurate/insufficient.

1. Describe the impact of inappropriate expectations on your children's development.

YES \_\_\_\_\_ NO \_\_\_\_\_ Comments:

2. Describe the four primary areas of child development.

YES \_\_\_\_\_ NO \_\_\_\_\_ Comments:

## Lesson 8: Infant Development

Date of Home Visit: \_\_\_\_\_

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

### A. Topic: Infant Development

### B. Lesson Competencies:

1. Parents can identify some developmental milestones of infancy.
2. Parents display positive attachment behaviors toward their infants.
3. Parents display positive attunement to infant's needs.

### C. Home Practice Assignments:

1. Read **Chapter 6 - Developmental Stage: Infancy** in your Parent Handbook and complete any written exercises.
2. Complete the **Family Home Practice Assignment**:
  - List a behavior that you have observed in your child in each of the four principal areas of development: Physical - Intellectual - Verbal - Social/Emotional
  - List one long-term expectation you have for your child.
  - Spend a minimum of 30-45 minutes each day playing, reading, and or massaging your child(ren).

### D. Knowledge Questions: (Review with the parents prior to the end of the Home Visit):

There are no Knowledge Questions for Lesson 8.

### E. Assessment of Lesson Competencies:

YES means responses given by the parent are accurate/sufficient; NO means the responses given by the parent are inaccurate/insufficient.

1. Describe age-appropriate activities you do with your children.  
YES \_\_\_\_ NO \_\_\_\_ Comments:

2. Discuss some milestones of infant developmental.  
YES \_\_\_\_ NO \_\_\_\_ Comments:

3. Engages infant in appropriate attachment behaviors.  
YES \_\_\_\_ NO \_\_\_\_ Comments:

## Lesson 9: Toddler Development

Date of Home Visit: \_\_\_\_\_

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

### A. Topic: Toddler Development

### B. Lesson Competencies:

1. Parents can identify some developmental milestones of toddlers.
2. Parents display positive attachment behaviors toward their toddlers.
3. Parents display positive attunement to toddler's needs.

### C. Home Practice Assignments:

1. Read **Chapter 7 - Developmental Stage: Toddler** in your Parent Handbook and complete any written exercises.
2. Complete the **Family Home Practice Assignment**:
  - List a behavior that you have observed in your child in each of the four principal areas of development: Physical - Intellectual - Verbal - Social/Emotional
  - List one long-term expectation you have for your child.
  - Spend a minimum of 30-45 minutes each day playing, reading, and or massaging your child(ren).

### D. Knowledge Questions: (Review with the parents prior to the end of the Home Visit):

There are no Knowledge Questions for Lesson 9.

### E. Assessment of Lesson Competencies:

YES means responses given by the parent are accurate/sufficient; NO means the responses given by the parent are inaccurate/insufficient.

1. Describe age-appropriate activities you do with your children.  
YES \_\_\_\_ NO \_\_\_\_ Comments:

2. Discuss some milestones of toddler development.  
YES \_\_\_\_ NO \_\_\_\_ Comments:

3. Engages toddler in appropriate attachment behaviors.  
YES \_\_\_\_ NO \_\_\_\_ Comments:

## Lesson 10: Preschooler Development

Date of Home Visit: \_\_\_\_\_

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

### A. Topic: Preschooler Development

### B. Lesson Competencies:

1. Parents can identify some developmental milestones of preschooler development.
2. Parents display positive attachment behaviors toward their preschoolers.
3. Parents display positive attunement to preschooler's needs.

### C. Home Practice Assignments:

1. Read **Chapter 8 - Developmental Stage: Preschooler** in your Parent Handbook and complete any written exercises.
2. Complete the **Family Home Practice Assignment**:
  - List a behavior that you have observed in your child in each of the four principal areas of development: Physical - Intellectual - Verbal - Social/Emotional
  - List one long-term expectation you have for your child.
  - Spend a minimum of 30-45 minutes each day playing, reading, and or massaging your child(ren).

### D. Knowledge Questions: (Review with the parents prior to the end of the Home Visit):

There are no Knowledge Questions for Lesson 10.

### E. Assessment of Lesson Competencies:

YES means responses given by the parent are accurate/sufficient; NO means the responses given by the parent are inaccurate/insufficient.

1. Describe age-appropriate activities you do with your children.  
YES \_\_\_\_ NO \_\_\_\_ Comments:

2. Discuss some milestones of preschooler development.  
YES \_\_\_\_ NO \_\_\_\_ Comments:

3. Engages preschooler in appropriate attachment behaviors.  
YES \_\_\_\_ NO \_\_\_\_ Comments:

## Lesson 11: School-Age Development

Date of Home Visit: \_\_\_\_\_

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

### A. Topic: School-Age Development

### B. Lesson Competencies:

1. Parents can identify some developmental milestones of school-age development.
2. Parents understand early and late maturation differences.

### C. Home Practice Assignments:

1. Read **Chapter 9 – Developmental Stage: School-Age** in your Parent Handbook and complete any written exercises.
2. Complete the **Family Home Practice Assignment**:
  - List a behavior that you have observed in your child in each of the four principal areas of development: Physical - Intellectual - Verbal - Social/Emotional
  - List one long-term expectation you have for your child.
  - Spend a minimum of 30-45 minutes each day playing, reading, and or massaging your child(ren).

### D. Knowledge Questions: (Review with the parents prior to the end of the Home Visit):

There are no Knowledge Questions for Lesson 11.

### E. Assessment of Lesson Competencies:

YES means responses given by the parent are accurate/sufficient; NO means the responses given by the parent are inaccurate/insufficient.

1. Describe age-appropriate activities you do with your children.  
YES \_\_\_\_ NO \_\_\_\_ Comments:

2. Discuss how early and late maturation differences can influence your child's behavior.  
YES \_\_\_\_ NO \_\_\_\_ Comments:

## Lesson 12: “Skills Strips” Developmental Review

Date of Home Visit: \_\_\_\_\_

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

### A. Topic: “Skills Strips” Developmental Review

### B. Lesson Competencies:

1. Parents can identify age-appropriate developmental tasks from ages birth to 6 years.
2. Parents can demonstrate appropriate expectations.

### C. Home Practice Assignments:

1. Complete the **Skills Strips** Exercise.
2. Complete the **Family Home Practice Assignment**:
  - Review your responses to the **Skill Strips**. Enhance your knowledge of child development by re-reading the chapters on **Ages and Stages** in the Parent Handbook.
  - Spend a minimum of 30-45 minutes each day playing, reading, and or massaging your child(ren).

### D. Knowledge Questions: (Review with the parents prior to the end of the Home Visit):

There are no Knowledge Questions for Lesson 12.

### E. Assessment of Lesson Competencies:

YES means responses given by the parent are accurate/sufficient; NO means the responses given by the parent are inaccurate/insufficient.

1. Describe age-appropriate activities you do with your children.  
YES \_\_\_\_\_ NO \_\_\_\_\_ Comments:

2. Role-play developmental play activities with children.  
YES \_\_\_\_\_ NO \_\_\_\_\_ Comments:



## Lesson 13: Male and Female Brain

Date of Home Visit: \_\_\_\_\_

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

### A. Topic: Male and Female Brain

### B. Lesson Competencies:

1. Parents can describe some of the differences between male and female brain functioning.
2. Parents can discuss how male behavior is different from female behavior.
3. Parents can discuss how comparing boys to girls is an inappropriate expectation.

### C. Home Practice Assignments:

1. Read **Chapter 11 – Male and Female Brain** in your Parent Handbook and complete any written exercises.
2. Complete the **Family Home Practice Assignment**:
  - Notice differences between your son and daughter. What are they?
  - Spend a minimum of 30 to 45 minutes each day playing, reading, and/or massaging your child(ren).

### D. Knowledge Questions: (Review with the parents prior to the end of the Home Visit): *Correct answers are italicized in BOLD.*

1. Male and female brain functioning differences are primarily due to:
  - a. The genes of mom and dad.
  - b. Age of the parents when they have their children.
  - c. Differences in male and female hormones**
  - d. All of these.
  - e. I'm not sure.

### E. Assessment of Lesson Competencies:

YES means responses given by the parent are accurate/sufficient; NO means the responses given by the parent are inaccurate/insufficient.

1. Describe some of the differences between male and female brain functioning.  
YES \_\_\_\_ NO \_\_\_\_ Comments:

2. Discuss why comparing boys and girls is an inappropriate expectation for both.  
YES \_\_\_\_ NO \_\_\_\_ Comments:

## Lesson 14: Developing Empathy in Children

Date of Home Visit: \_\_\_\_\_

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

### A. Topic: Developing Empathy in Children

### B. Lesson Competencies:

1. Parents can define the word "empathy."
2. Parents can describe the importance of empathy in parenting.
3. Parents help children recognize and understand their feelings.
4. Parents can identify ways to promote empathy in children.

### C. Home Practice Assignments:

1. Read **Chapter 12- Developing Empathy: Teaching Children to** in your Parent Handbook and complete any written exercises.
2. Complete the **Family Home Practice Assignment:**
  - 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:
  - Spend a minimum of 30 to 45 minutes each day playing, reading, and/or massaging your child(ren).

### D. Knowledge Questions: (Review with the parents prior to the end of the Home Visit):

**Correct answers are italicized in BOLD.**

1. 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.
2. 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.

### E. Assessment of Lesson Competencies:

YES means responses given by the parent are accurate/sufficient; NO means the responses given by the parent are inaccurate/insufficient.

1. Describe the importance of empathy in parenting.  
YES \_\_\_\_ NO \_\_\_\_ Comments:
  
  
  
  
  
  
  
  
  
  
2. Can identify ways to promote empathy in children.  
YES \_\_\_\_ NO \_\_\_\_ Comments:

## Lesson 15: Meeting Our Needs and the Needs of Our Children

Date of Home Visit: \_\_\_\_\_

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

### A. Topic: Meeting Our Needs and the Needs of Our Children

### B. 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 help children get their needs met on a regular basis.

### C. Home Practice Assignments:

1. Read **Chapter 13 - Meeting Our Needs and the Needs of Our Children** in your Parent Handbook and complete any written exercises.
2. Complete the **Family Home Practice Assignment**:
  - During the course of a week, discuss with your children the areas of needs presented. What did you learn?
  - 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.
  - Spend a minimum of 30-45 minutes each day playing, reading and/or massaging your child(ren).

### D. Knowledge Questions: (Review with the parents prior to the end of the Home Visit):

***Correct answers are italicized in BOLD.***

Select areas that are recognized as basic human needs.

- a. Spiritual
- b. Physical
- c. Intellectual
- d. Creative
- e. Emotional
- f. Spiritual
- g. All are basic human need areas.***

### E. Assessment of Lesson Competencies:

YES means responses given by the parent are accurate/sufficient; NO means the responses given by the parent are inaccurate/insufficient.

1. Describe the six areas of needs and how you get your needs met in each area.  
YES \_\_\_\_ NO \_\_\_\_ Comments:
  
2. Describe ways in which you help your children get their needs met.  
YES \_\_\_\_ NO \_\_\_\_ Comments:

## Lesson 16: Recognizing and Understanding Feelings

Date of Home Visit: \_\_\_\_\_

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

### A. Topic: Recognizing and Understanding Feelings

### B. Lesson Competencies:

1. Parents can describe the difference between feelings of comfort and feelings of discomfort.
2. Parents can describe the issues of suppressing feelings of discomfort.
3. Parents can describe ways they manage their feelings.

### C. Home Practice Assignments:

1. Read **Chapter 14 - Recognizing and Understanding Our 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.
  - Spend a minimum of 30-45 minutes each day playing, reading, and/or massaging your child(ren).

### D. Knowledge Questions: (Review with the parents prior to the end of the Home Visit):

***Correct answers are italicized in BOLD.***

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.

### E. Assessment of Lesson Competencies:

YES means responses given by the parent are accurate/sufficient; NO means the responses given by the parent are inaccurate/insufficient.

1. Describe what happens when people suppress their feelings of discomfort.

YES \_\_\_\_ NO \_\_\_\_ Comments:

2. Describe the difference between feelings of comfort and feelings of discomfort.

YES \_\_\_\_ NO \_\_\_\_ Comments:

3. Describe ways you manage your feelings of discomfort.

YES \_\_\_\_ NO \_\_\_\_ Comments:

## Lesson 17: Helping Your Children Handle Their Feelings

Date of Home Visit: \_\_\_\_\_

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

### A. Topic: Helping Your Children Handle Their Feelings

### B. Lesson Competencies:

1. Parents can identify at least three strategies to help children learn to manage their feelings.
2. Parents display appropriate ways of helping children handle their feelings.
3. Parents can describe ways to help children manage their behavior.

### C. Home Practice Assignments:

1. Read **Chapter 15 - Helping Children Handle Their Feelings** in your Parent Handbook and complete any written exercises.
2. Complete the **Family Home Practice Assignment**:
  - Practice honoring children’s desires.
  - Help children express their feeling energy in positive ways.
  - Model appropriate ways to express feelings.
  - Spend a minimum of 30-45 minutes each day playing, reading, and/or massaging your child(ren).

### D. Knowledge Questions: (Review with the parents prior to the end of the Home Visit): *Correct answers are italicized in BOLD.*

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.

### E. Assessment of Lesson Competencies:

YES means responses given by the parent are accurate/sufficient; NO means the responses given by the parent are inaccurate/insufficient.

1. Describe the ways you help children manage their feelings.  
YES \_\_\_\_ NO \_\_\_\_ Comments:

2. Displays appropriate ways of helping children handle their feelings.  
YES \_\_\_\_ NO \_\_\_\_ Comments:

## Lesson 18: Spoiling Your Children

Date of Home Visit: \_\_\_\_\_

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

### A. Topic: Spoiling Your Children

### B. Lesson Competencies:

1. Parents can describe the differences between empathy and "spoiling."
2. Parents have increased their understanding of the practices of "spoiling" children.
3. Parents have increased their ability to prevent "spoiling" from occurring.

### C. Home Practice Assignments:

1. Read **Chapter 16 - Spoiling Your Children** in your Parent Handbook and complete any written exercises.
2. Complete the Family Home Practice Assignment:
  - Write down two or three myths about parenting that have been told to you that you know are not true.
  - How have these myths affected your parenting style?
  - Spend a minimum of 30-45 minutes each day playing, reading, and/or massaging your child(ren).

### D. Knowledge Questions: (Review with the parents prior to the end of the Home Visit):

***Correct answers are italicized in BOLD.***

One way parents can spoil their children is:

- a. Do everything for them.
- b. Set inconsistent limits.
- c. Blame children for being demanding.
- d. All of the above.***
- e. I'm not sure.

### E. Assessment of Lesson Competencies:

YES means responses given by the parent are accurate/sufficient; NO means the responses given by the parent are inaccurate/insufficient.

1. Describe the differences between empathy and "spoiling."

YES \_\_\_\_ NO \_\_\_\_ Comments:

2. Discuss ways the parent uses to prevent children from becoming spoiled.

YES \_\_\_\_ NO \_\_\_\_ Comments::

2. List three strategies the parent uses to empower their children.

YES \_\_\_\_ NO \_\_\_\_ Comments:

## Lesson 19: Improving Children's Self-Worth

Date of Home Visit: \_\_\_\_\_

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

### A. Topic: Improving Children's Self-Worth

### B. Lesson Competencies:

1. Parents can define the term "self-worth."
2. Parents can describe the importance of having positive self-worth as a parent.
3. Parents can use at least three strategies to improve children's self-worth.

### C. Home Practice Assignments:

1. Read **Chapter 17 - Building Self-Worth** 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.
  - Practicing nurturing touch with your children daily.
  - Spend a minimum of 30-45 minutes each day playing, reading, and or massaging your child(ren).

### D. Knowledge Questions: (Review with the parents prior to the end of the Home Visit):

**Correct answers are italicized in BOLD.**

1. Which statement is true?
  - a. Our self worth is made up of the ways others treat us.
  - b. *Our self worth is made up of the thoughts and feelings we have about ourselves.***
  - c. Our self worth is learned in childhood and is difficult to change throughout life.
  - d. All of the above are true.
  - e. I'm not sure.
2. Children with a positive self worth generally:
  - a. Think they are better than other kids.
  - b. Would be difficult kids to raise.
  - c. Often argue with their parents.
  - d. *Treat others with respect.***
  - e. I'm not sure.

### E. Assessment of Lesson Competencies:

YES means responses given by the parent are accurate/sufficient; NO means the responses given by the parent are inaccurate/insufficient.

1. Describe the importance of having positive self-worth as a parent.  
YES \_\_\_\_ NO \_\_\_\_ Comments:
  
  
  
  
  
  
  
  
  
  
2. Demonstrate at least three strategies to improve children's self-worth.  
YES \_\_\_\_ NO \_\_\_\_ Comments:

## Lesson 20: Developing Personal Power in Children and Adults

Date of Home Visit: \_\_\_\_\_

### A. Topic: Building Personal Power

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

### B. Lesson Competencies:

1. Parents can define 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.

### C. Home Practice Assignments:

1. Read **Chapter 18 - Developing Personal Power in Children and Adults** 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.
  - Spend a minimum of 30-45 minutes each day playing, reading, and/or massaging your child(ren).

### D. Knowledge Questions: (Review with the parents prior to the end of the Home Visit): *Correct answers are italicized in BOLD.*

1. Personal power is best defined as:
  - a. The life force within everyone.
  - b. The way we use our inner energy to influence the quality of our lives.
  - c. The drive we have to love and be loved.
  - d. All of the above.**
  - e. I'm not sure.
2. Personal power in children:
  - a. Results in power struggles with parents.
  - b. Allows them to make good choices.**
  - c. Results in children feeling superior to others.
  - d. Allows children to demand to have things their way.
  - e. I'm not sure
3. Children who are put down by their parents generally learn to use their personal power to succeed and live a happy life.
  - a. True. Survivors learn how to succeed.
  - b. False. Victims of parental put downs generally feel powerless.**
  - c. I'm not sure

### E. Assessment of Lesson Competencies:

YES means responses given by the parent are accurate/sufficient; NO means the responses given by the parent are inaccurate/insufficient.

1. Describe how you use your personal power in positive ways with yourself.  
YES \_\_\_\_\_ NO \_\_\_\_\_ Comments:
  
2. Describe how you use your personal power in positive ways with your children  
YES \_\_\_\_\_ NO \_\_\_\_\_ Comments:



# Lesson 21: Understanding Discipline

Date of Home Visit: \_\_\_\_\_

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

## A. Topic: Understanding Discipline

### B. Lesson Competencies:

1. Parents can describe the meaning of “discipline.”
2. Parents can identify the type of discipline being used on their children.
3. Parents can describe their childhood experience with discipline.

### C. Home Practice Assignments:

1. Read **Chapter 19 - Understanding Discipline** in your Parent 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.
  - Spend a minimum of 30-45 minutes each day playing, reading, and/or massaging your child(ren).

### D. Knowledge Questions: (Review with the parents prior to the end of the Home Visit):

***Correct answers are italicized in BOLD.***

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.

### E. Assessment of Lesson Competencies:

YES means responses given by the parent are accurate/sufficient; NO means the responses given by the parent are inaccurate/insufficient.

1. What does Discipline mean?  
YES \_\_\_\_ NO \_\_\_\_ Comments:
  
2. What type of discipline did you experience as a child?  
YES \_\_\_\_ NO \_\_\_\_ Comments:
  
3. What type of discipline do you use with your children?  
YES \_\_\_\_ NO \_\_\_\_ Comments:

## Lesson 22: Red, White & Bruises: Why Parents Spank Their Children

Date of Home Visit: \_\_\_\_\_

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

### A. Topic: Red, White & Bruises: Why Parents Spank Their Children

### B. Lesson Competencies:

1. Parents can identify reasons why parents use spanking as a technique.
2. Parents can describe why hitting children is not a good parenting practice.
3. Parents can demonstrate alternatives to spanking as a means of discipline.

### C. Home Practice Assignments:

1. Read **Chapter 20 - Understanding Why Parents Spank Their Children** in your Parent Handbook and complete any written exercises.
2. Complete the **Family Home Practice Assignment**:
  - 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.
  - Spend a minimum of 30-45 minutes each day playing, reading, and/or massaging your child(ren).

### D. Knowledge Questions: (Review with the parents prior to the end of the Home Visit):

***Correct answers are italicized in BOLD.***

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.

### E. Assessment of Lesson Competencies:

YES means responses given by the parent are accurate/sufficient; NO means the responses given by the parent are inaccurate/insufficient.

1. Why is spanking children not a good parenting practice?

YES \_\_\_\_ NO \_\_\_\_ Comments:

2. What are some reasons why parents hit their children?

YES \_\_\_\_ NO \_\_\_\_ Comments:

3. What techniques do you use instead of spanking?

YES \_\_\_\_ NO \_\_\_\_ Comments:

## Lesson 23: Developing Family Morals and Values

Date of Home Visit: \_\_\_\_\_

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

### A. Topic: Developing Family Morals and Values

### B. Lesson Competencies:

1. Parents can describe the difference between family morals and values.
2. Parents can identify three family morals.
3. Parents can identify three family values.

### C. Home Practice Assignments:

1. Read Chapter 21 - **Developing Family Morals and Values** in your Parent Handbook and complete any written exercises.
2. Complete the **Family Home Practice Assignment**:
  - 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 or Easy Reader 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.
  - Spend a minimum of 30-45 minutes each day playing, reading, and/or massaging your child(ren).

### D. Knowledge Questions: (Review with the parents prior to the end of the Home Visit):

***Correct answers are italicized in BOLD.***

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.

### E. Assessment of Lesson Competencies:

YES means responses given by the parent are accurate/sufficient; NO means the responses given by the parent are inaccurate/insufficient.

1. Describe the difference between family morals and family values.  
YES \_\_\_\_\_ NO \_\_\_\_\_ Comments:

2. Name three morals your family believes in.  
YES \_\_\_\_\_ NO \_\_\_\_\_ Comments:

3. Name three values your family embraces.  
YES \_\_\_\_\_ NO \_\_\_\_\_ Comments:

## Lesson 24: Developing Family Rules

Date of Home Visit: \_\_\_\_\_

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

### A. Topic: Developing Family Rules

### B. Lesson Competencies:

1. Parents can discuss the importance of Family Rules.
2. Parents can establish a list of Family Rules.
3. Parents can implement Family Rules.

### C. Home Practice Assignments:

1. Read **Chapter 22 - Developing Family Rules** 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?
  - Spend a minimum of 30-45 minutes each day playing, reading, and/or massaging your child(ren).

### D. Knowledge Questions: (Review with the parents prior to the end of the Home Visit):

***Correct answers are italicized in BOLD.***

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.

### E. Assessment of Lesson Competencies:

YES means responses given by the parent are accurate/sufficient; NO means the responses given by the parent are inaccurate/insufficient.

1. Discuss the importance of the Family Rules.  
YES \_\_\_\_\_ NO \_\_\_\_\_ Comments:

2. Produce a set of Family Rules.  
YES \_\_\_\_\_ NO \_\_\_\_\_ Comments:

3. Begin implementing the Family Rules.  
YES \_\_\_\_\_ NO \_\_\_\_\_ Comments:

## Lesson 25: Rewarding Children and Their Behavior

Date of Home Visit: \_\_\_\_\_

**A. Topic: Rewarding Children and Their Behavior** Completed? YES \_\_\_\_ NO \_\_\_\_

**B. Lesson Competencies:**

1. Parents can discuss the importance of consequences to behavior.
2. Parents can describe the difference between rewards and punishments.
3. Parents can describe the difference between natural and logical consequences.
4. Parents can identify the five different types of rewards.
5. Parents can utilize nurturing rewards appropriately.

**C. Home Practice Assignments:**

1. Read **Chapter 23- Using Rewards and Punishments** 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. Describe the outcome. Praise. Nurturing Touch. Privileges. Objects.
  - Spend a minimum of 30-45 minutes each day playing, reading, and/or massaging your child(ren).

**D. Knowledge Questions:** (Review with the parents prior to the end of the Home Visit):

***Correct answers are italicized in BOLD.***

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.

**E. Assessment of Lesson Competencies:**

YES means responses given by the parent are accurate/sufficient; NO means the responses given by the parent are inaccurate/insufficient.

1. Describe what you do to reward appropriate behavior.  
YES \_\_\_\_ NO \_\_\_\_ Comments:

2. Describe the difference between rewards and punishments.  
YES \_\_\_\_ NO \_\_\_\_ Comments:

3. Why is it important to have consequences to behavior?  
YES \_\_\_\_ NO \_\_\_\_ Comments:

4. What are the differences between natural and logical consequences.  
YES \_\_\_\_ NO \_\_\_\_ Comments:

## Lesson 26: Punishing Children's Behavior

Date of Home Visit: \_\_\_\_\_

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

### A. Topic: Punishing Children's Behavior

### B. Lesson Competencies:

1. Parents can identify the five different types of punishments.
2. Parents can describe the behavior management system in place.
3. Parents utilize punishments appropriately.

### C. Home Practice Assignments:

1. Read **Chapter 23- Using Rewards and Punishments** in your Parent Handbook and complete any written exercises.
2. Complete the **Home Practice Assignment**:
  - Discuss rewards and punishments as a family.
  - If appropriate, practice using one of the techniques for punishing behavior. Which one did you use and why? What was the outcome?
  - Spend a minimum of 30-45 minutes each day playing, reading, and/or massaging your child(ren).

### D. Knowledge Questions: (Review with the parents prior to the end of the Home Visit):

***Correct answers are italicized in BOLD.***

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.

### E. Assessment of Lesson Competencies:

YES means responses given by the parent are accurate/sufficient; NO means the responses given by the parent are inaccurate/insufficient.

1. Describe what you do to punish inappropriate behavior.  
YES \_\_\_\_ NO \_\_\_\_ Comments:

2. Why is it a good idea to punish behavior and not children?  
YES \_\_\_\_ NO \_\_\_\_ Comments:

## Lesson 27: Praising Children and Their Behavior

Date of Home Visit: \_\_\_\_\_

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

### A. Topic: Praising Children and Their Behavior

### B. Lesson Competencies:

1. Parents can identify the difference between “Praise for Being” and “Praise for Doing.”
2. Parents practice praising children for Being and Doing every day.
3. Parents practices praising self for Being and Ddoing every day.

### C. Home Practice Assignments:

1. Read **Chapter 24 - Praising Children and Their Behavior** in your Parent Handbook and complete any written exercises.
2. Complete the **Family Home Practice Assignment**:
  - 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?
  - Spend a minimum of 30-45 minutes each day playing, reading, and/or massaging your child(ren).

### D. Knowledge Questions: (Review with the parents prior to the end of the Home Visit):

**Correct answers are italicized in BOLD.**

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

### E. Assessment of Lesson Competencies:

YES means responses given by the parent are accurate/sufficient; NO means the responses given by the parent are inaccurate/insufficient.

1. Give some examples of “Praise for Being” and “Praise for Doing” you use with your children.  
YES \_\_\_\_ NO \_\_\_\_ Comments:

2. Give some examples of times you praise yourself.  
YES \_\_\_\_ NO \_\_\_\_ Comments:

## Lesson 28: Infant and Child Massage

Date of Home Visit: \_\_\_\_\_

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

### A. Topic: Infant and Child Massage

### B. Lesson Competencies:

1. Parents can identify the three types of touch we receive as children.
2. Parents practice massage strokes on children.
3. Parents can describe the impact gentle touch and hurting touch have on the development of children's brains.

### C. Home Practice Assignments:

1. Read **Chapter 25 – Touch and My Touch History** in your Parent Handbook and complete any written exercises.
2. Complete the **Family Home Practice Assignment**:
  - Practice giving gentle touch to your children each day. What ways did you give your children gentle touch this week?
  - Develop a routine for massaging your children every day. How did it go?
  - Praise your children at least two times each day. How did you praise your children for Being? How did you praise your children for Doing?
  - Do something to nurture yourself.
  - Spend a minimum of 30-45 minutes each day playing, reading, and or massaging your child(ren).

### D. Knowledge Questions: (Review with the parents prior to the end of the Home Visit):

***Correct answers are italicized in BOLD.***

There are three types of touch we receive as children – hurting, scary, and nurturing.

- a. ***True***
- b. False
- c. I'm not sure.

### E. Assessment of Lesson Competencies:

YES means responses given by the parent are accurate/sufficient; NO means the responses given by the parent are inaccurate/insufficient.

1. Describe how the three types of touch you received in childhood influence your parenting practices today.  
YES \_\_\_\_ NO \_\_\_\_ Comments:

2. Demonstrate massage strokes presented in the Infant Massage handout.  
YES \_\_\_\_ NO \_\_\_\_ Comments:



**FAMILY NURTURING PLAN**  
**Lesson 29: Time Out**

Date of Home Visit: \_\_\_\_\_

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

**A. Topic: Time Out**

**B. Lesson Competencies:**

1. Parents will increase their understanding of Time Out as a parenting technique.
2. Parents will increase their ability to use Time Out appropriately.

**C. Home Practice Assignments:**

1. Read **Chapter 26 - Time-Out** in your Parent Handbook and complete any written exercises.
2. Complete the **Family Home Practice Assignment:**
  - Discuss with your partner and/or others involved in the daily parenting of your children how and when Time Out will be used in your family.
  - Explain to your child(ren) the punishment of Time Out and how you will use it in the family.
  - If your child is 2 ½ years or older, and a serious misbehavior has occurred, practice using Time Out. What was the outcome?
  - Spend a minimum of 30-45 minutes each day playing, reading, and/or massaging your child(ren).

**D. Knowledge Questions:** (Review with the parents prior to the end of the Home Visit):

***Correct answers are italicized in BOLD.***

Before using Time Out, which of the following steps should a parent use:

- a. Establish family rules
- b. Give the child one warning.
- c. Tell the child how long the Time Out will last.
- d. All of the above**

**E. Assessment of Lesson Competencies:**

YES means responses given by the parent are accurate/sufficient; NO means the responses given by the parent are inaccurate/insufficient.

1. Role play using the techniques of Time Out.  
YES \_\_\_\_\_ NO \_\_\_\_\_ Comments:

2. Discuss when to use Time Out.  
YES \_\_\_\_\_ NO \_\_\_\_\_ Comments:

# Lesson 30: Child Proofing Your Home

Date of Home Visit: \_\_\_\_\_

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

## A. Topic: Child Proofing Your Home

### B. Lesson Competencies:

1. Parents can describe the importance of child proofing a home.
2. Parents will create a safe home for children through child proofing.

### C. Home Practice Assignments:

1. Read **Chapter 27 - Child-Proofing Your House from Danger** in your Parent Handbook and complete any written exercises.
2. Complete the **Family Home Practice Assignment**:
  - Use the Home Safety Checklists to modify your home, making the house safe for your child to explore.
  - Spend a minimum of 30-45 minutes each day playing, reading, and/or massaging your child(ren).

### D. Knowledge Questions: (Review with the parents prior to the end of the Home Visit): *Correct answers are italicized in BOLD.*

A good way to child proof your home is:

- a. Get down on your hands and knees and view the world as the child does.
- b. Watch your child explore his environment.
- c. Both a. and b.**
- d. I'm not sure.

### E. Assessment of Lesson Competencies:

YES means responses given by the parent are accurate/sufficient; NO means the responses given by the parent are inaccurate/insufficient.

1. Describe what you do to child proof your home.  
YES \_\_\_\_ NO \_\_\_\_ Comments:

2. Describe the importance of child proofing your home.  
YES \_\_\_\_ NO \_\_\_\_ Comments:

## Lesson 31: Verbal and Physical Redirection

Date of Home Visit: \_\_\_\_\_

### A. Topic: Verbal and Physical Redirection

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

### B. Lesson Competencies:

1. Parents can define the practice of redirection.
2. Parents can define the difference between verbal and physical redirection.
3. Parents can describe situations to use verbal and physical redirection.
4. Parents use physical and verbal redirection.

### C. Home Practice Assignments:

1. Read **Chapter 28 - Verbal and Physical Redirection** in your Parent Handbook or and complete any written exercises.
2. Complete the **Family Home Practice Assignment:**
  - Practice using verbal and physical redirection during the week. Describe a situation.
  - Have you completed the Home Safety Checklists?
  - Praise your child two times each day: once for Being and once for Doing.
  - Spend a minimum of 30-45 minutes each day playing, reading, and/or massaging your child(ren).

### D. Knowledge Questions: (Review with the parents prior to the end of the Home Visit):

**Correct answers are italicized in BOLD.**

1. Redirection is a parenting practice designed to:
  - a. Prevent personal injury.
  - b. Promote learning and exploration.
  - c. Reduce the use of punishments.
  - d. Teach children desirable behavior.
  - e. All of the above.**
  - f. I'm not sure.
2. Verbal redirection is a way of managing the behavior of your child by expressing a command or request. Physical redirection is similar to verbal redirection only the parent is also using gentle touch to guide the child away from the dangerous situation.
  - a. True**
  - b. False
  - c. I'm not sure.

### E. Assessment of Lesson Competencies:

YES means responses given by the parent are accurate/sufficient; NO means the responses given by the parent are inaccurate/insufficient.

1. Can define the practice of redirection.  
YES \_\_\_\_\_ NO \_\_\_\_\_ Comments:
2. Can define the difference between physical and verbal redirection.  
YES \_\_\_\_\_ NO \_\_\_\_\_ Comments:
3. Can describe situations to use verbal and physical redirection.  
YES \_\_\_\_\_ NO \_\_\_\_\_ Comments:
4. Demonstrates the use of redirection.  
YES \_\_\_\_\_ NO \_\_\_\_\_ Comments:

## Lesson 32: Establishing Nurturing Parenting Routines

Date of Home Visit: \_\_\_\_\_

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

### A. Topic: Establishing Nurturing Parenting Routines

### B. Lesson Competencies:

1. Parents can describe the importance of nurturing parenting routines.
2. Parents can describe the current routines being used.

### C. Home Practice Assignments:

1. Read **Chapter 29 - Establishing Nurturing Parenting Routines** in your Parent Handbook and complete any written exercises.
2. Complete the **Family Home Practice Assignment**:
  - Meet with your partner and others who are a critical part of raising your child to review the practice of nurturing routines.
  - Praise yourself once a day.
  - Spend a minimum of 30-45 minutes each day playing, reading, and/or massaging your child(ren).

### D. Knowledge Questions: (Review with the parents prior to the end of the Home Visit):

***Correct answers are italicized in BOLD.***

In establishing nurturing parenting routines, which of the following are necessary:

- a. Praising your child for doing.
- b. Having fun and a sense of humor.
- c. Using gentle touch.
- d. Having empathy.
- e. ***All of the above.***
- f. I'm not sure.

### E. Assessment of Lesson Competencies:

YES means responses given by the parent are accurate/sufficient; NO means the responses given by the parent are inaccurate/insufficient.

1. Describe the importance of nurturing parenting routines.  
YES \_\_\_\_ NO \_\_\_\_ Comments:

2. Describe the current nurturing parenting routines you have established.  
YES \_\_\_\_ NO \_\_\_\_ Comments:

## Lesson 33: Establishing a Nurturing Diapering and Dressing Routine

Date of Home Visit: \_\_\_\_\_

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

### A. Topic: Establishing a Nurturing Diapering and Dressing Routine

### B. Lesson Competencies:

1. Parents can describe the nurturing routine used for diapering and dressing.
2. Parents have established a nurturing diapering and dressing routine.

### C. Home Practice Assignments:

1. Read **Chapter 30 - Nurturing Diapering and Dressing Routine** in your Parent Handbook and complete any written exercises.
2. Complete the **Family Home Practice Assignment**:
  - Practice implementing the nurturing diapering and dressing routine with your children each day.
  - Spend a minimum of 30-45 minutes each day playing, reading, and/or massaging your child(ren).

### D. Knowledge Questions: (Review with the parents prior to the end of the Home Visit):

***Correct answers are italicized in BOLD.***

Letting children have input into what they will wear for the day is a good idea?

- a. ***True***
- b. False
- c. I'm not sure.

### E. Assessment of Lesson Competencies:

YES means responses given by the parent are accurate/sufficient; NO means the responses given by the parent are inaccurate/insufficient.

1. Describe the nurturing diapering and dressing routine you use.  
YES \_\_\_\_\_ NO \_\_\_\_\_ Comments:

2. Demonstrate a nurturing diapering and dressing routine.  
YES \_\_\_\_\_ NO \_\_\_\_\_ Comments:

# Lesson 34: Establishing a Nurturing Feeding Time Routine and Feeding Children Nutritious Foods

Date of Home Visit: \_\_\_\_\_

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

## A. Topic: Establishing a Nurturing Feeding Time Routine and Feeding Children Nutritious Foods

### B. Lesson Competencies:

1. Parents can describe the importance of establishing a nurturing feeding time routine.
2. Parents can demonstrate the nurturing feeding time routine.
3. Parents will increase their understanding of ways to increase the nutritional value of children’s meal time.

### C. Home Practice Assignments:

1. Read **Chapter 31 - Nurturing Feeding Time Routines** and **Chapter 32 - Feeding Your Young Children Nutritious Foods** in your Parent Handbook and complete any written exercises.
2. Complete the **Family Home Practice Assignment:**
  - Practice implementing the nurturing feeding routine with each of your children.
  - Continue implementing the nurturing routine for diapering and dressing.
  - Do one thing to make family dinner time nicer.
  - Serve nutritious snacks.
  - Spend a minimum of 30-45 minutes each day playing, reading, and/or massaging your child(ren).

### D. Knowledge Questions: (Review with the parents prior to the end of the Home Visit):

***Correct answers are italicized in BOLD.***

In establishing feeding time as a nurturing routine, it is necessary to allow your baby the opportunity to reject food.

- a. Sometimes, but not all the times.
- b. Bad idea. Children have to learn to eat properly.
- c. Good idea. Children know when they have had enough to eat.***
- d. I’m not sure.

### E. Assessment of Lesson Competencies:

YES means responses given by the parent are accurate/sufficient; NO means the responses given by the parent are inaccurate/insufficient.

1. Describe the plan you have for feeding children nutritious foods.  
YES \_\_\_\_\_ NO \_\_\_\_\_ Comments:

2. Have parents demonstrate a nurturing feeding time routine.  
YES \_\_\_\_\_ NO \_\_\_\_\_ Comments:

## Lesson 35: Establishing a Nurturing Bath Time Routine

Date of Home Visit: \_\_\_\_\_

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

### A. Topic: Establishing a Nurturing Bath Time Routine

### B. Lesson Competencies:

1. Parents can identify the important conditions of a nurturing bath time routine.
2. Parents can describe their nurturing bath time routine.
3. Parents have established a nurturing bath time routine.

### C. Home Practice Assignments:

1. Read **Chapter 33- Nurturing Bath Time Routine**, in your Parent Handbook and complete any written exercises.
2. Complete the **Family Home Practice Assignment**:
  - Practice implementing the nurturing bath time routine with each of your children.
  - Continue to practice other nurturing routines for feeding, diapering and dressing.
  - Spend a minimum of 30-45 minutes each day playing, reading, and/or massaging your child(ren).

### D. Knowledge Questions: (Review with the parents prior to the end of the Home Visit): *Correct answers are italicized in BOLD.*

Which of the following are conditions of a nurturing bath time routine?

- a. Allowing children to explore their body parts.*
- b. Taking a bath with your young child.*
- c. Leaving your child alone to play in the tub.
- d. Having toys to play with in the tub.*
- e. I'm not sure.

### E. Assessment of Lesson Competencies:

YES means responses given by the parent are accurate/sufficient; NO means the responses given by the parent are inaccurate/insufficient.

1. Describe the nurturing bath time routine you use.  
YES \_\_\_\_ NO \_\_\_\_ Comments:
  
2. Demonstrate the nurturing bath time routine (if possible).  
YES \_\_\_\_ NO \_\_\_\_ Comments:
  
3. Why is it wrong to leave a child alone in the bathtub?  
YES \_\_\_\_ NO \_\_\_\_ Comments:

## Lesson 36: Establishing a Nurturing Bed Time Routine

Date of Home Visit: \_\_\_\_\_

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

### A. Topic: Establishing a Nurturing Bed Time Routine

### B. Lesson Competencies:

1. Parents can identify the important conditions for a nurturing bed time routine.
2. Parents can describe their nurturing bed time routine.
3. Parents have established a nurturing bed time routine.

### C. Home Practice Assignments:

1. Read **Chapter 36 - Nurturing Bed Time Routine** in your Parent Handbook and complete any written exercises.
2. Complete the **Family Home Practice Assignment**:
  - Practice implementing the Nurturing bed time routine with each of your children.
  - Continue practicing other nurturing routines for feeding, diapering and dressing, and bath times.
  - Spend a minimum of 30-45 minutes each day playing, reading, and/or massaging your child(ren).

### D. Knowledge Questions: (Review with the parents prior to the end of the Home Visit): *Correct answers are italicized in BOLD.*

1. To help children develop good sleep habits allow them to fall a sleep with a pacifier. It helps them sleep through the night.
  - a. Great idea. When kids sleep through the night, they are in better moods the next day.
  - b. *Bad idea. A pacifier is to satisfy a child's need to suck, not to sleep.***
  - c. I'm not sure.
2. In establishing a bed time routine, which guideline is recommended?
  - a. Make sure there is a quiet time before bed time.
  - b. Dress children in clothes especially for bed time.
  - c. Spend some time reading stories.
  - d. Put children to bed before they fall asleep.
  - e. *All of the above.***
  - f. I'm not sure.

### E. Assessment of Lesson Competencies:

YES means responses given by the parent are accurate/sufficient; NO means the responses given by the parent are inaccurate/insufficient.

1. Describe the nurturing bedtime routine you use.  
YES \_\_\_\_\_ NO \_\_\_\_\_ Comments:

2. Demonstrate the bed time routine (if possible).  
YES \_\_\_\_\_ NO \_\_\_\_\_ Comments:



## Lesson 37: Our Bodies and Sex

Date of Home Visit: \_\_\_\_\_

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

### A. Topic: Our Bodies and Sex

### B. Lesson Competencies:

1. Parents have increased awareness and use of proper terminology for sexual body parts.
2. Parents are empowered to serve as good role models for their children.

### C. Home Practice Assignments:

1. Read **Chapter 35 – Developing Children’s Sexual Self-Worth** in your Parent Handbook and complete any written exercises.
2. Complete the FamilyHome 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.
  - Spend a minimum of 30-45 minutes each day playing, reading, and/or massaging your child(ren).

### D. Knowledge Questions: (Review with the parents prior to the end of the Home Visit):

***Correct answers are italicized in BOLD.***

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

### E. Assessment of Lesson Competencies:

YES means responses given by the parent are accurate/sufficient; NO means the responses given by the parent are inaccurate/insufficient.

Why should parents use and teach proper terminology for sexual body parts?

YES \_\_\_\_ NO \_\_\_\_ Comments:

## Lesson 38: Personal Space and Saying “NO”

Date of Home Visit: \_\_\_\_\_

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

### A. Topic: Personal Space and Saying “NO”

### B. Lesson Competencies:

1. Parents can identify and describe the different types of touch.
2. Parents can describe the term “personal space.”
3. Parents can say “NO” to unwanted touch.
4. Parents respect the personal space of their children.
5. Parents teach children how to say “NO” to unwanted touch.

### C. Home Practice Assignments:

1. Read **Chapter 35 – Developing Children’s Sexual Self-Worth** in your Parent Handbook and complete any written exercises.
2. Complete the **Family Home Practice Assignment**:
  - 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.
  - Spend a minimum of 30-45 minutes each day playing, reading, and/or massaging your child(ren).

### D. Knowledge Questions: (Review with the parents prior to the end of the Home Visit):

***Correct answers are italicized in BOLD.***

There are three types of touch:

- a. Good, bad and scary.
- c. Hurting, spankings and beatings.
- d. Gentle, hurting and scary***
- e. Gentle, spankings and no touch.
- f. I’m not sure

### E. Assessment of Lesson Competencies:

YES means responses given by the parent are accurate/sufficient; NO means the responses given by the parent are inaccurate/insufficient.

1. Why is it important for children to learn how to say “NO”?  
YES \_\_\_\_ NO \_\_\_\_ Comments:

2. Describe instances when you allow your children to say “NO.”  
YES \_\_\_\_ NO \_\_\_\_ Comments:

3. What do you do when children say NO to something that is not safe for them or when NO is not an acceptable answer.  
YES \_\_\_\_ NO \_\_\_\_ Comments:

## Lesson 39: Keeping Our Children Safe

Date of Home Visit: \_\_\_\_\_

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

### A. Topic: Keeping Our Children Safe

### B. Lesson Competencies:

1. Parents can describe ways to keep their children safe.
2. Parents demonstrate ways to keep their children safe.

### C. Home Practice Assignments:

1. Read **Chapter 47 – 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.
  - Spend a minimum of 30-45 minutes each day playing, reading, and or massaging your child(ren).

### D. Knowledge Questions: (Review with the parents prior to the end of the Home Visit):

***Correct answers are italicized in BOLD.***

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.

### E. Assessment of Lesson Competencies:

YES means responses given by the parent are accurate/sufficient; NO means the responses given by the parent are inaccurate/insufficient.

1. Describe some of the things you do to keep your children safe.  
YES \_\_\_\_\_ NO \_\_\_\_\_ Comments:
  
  
  
  
  
  
  
  
  
  
2. Do you observe actions that parents take to keep their children safe?  
YES \_\_\_\_\_ NO \_\_\_\_\_ Comments:

# Lesson 40: Understanding and Handling Stress

Date of Home Visit: \_\_\_\_\_

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

## A. Topic: Understanding and Handling Stress

### B. Lesson Competencies:

1. Parents can identify healthy ways to reduce stress.
2. Parents can describe a plan to reduce personal stress.
3. Parents practice healthy ways to reduce stress.

### C. Home Practice Assignments:

1. Read **Chapter 37- Handling Stress** in your Parent Handbook and complete any written exercises.
2. Complete the **Family Home Practice Assignment:**
  - 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.
  - What can you do to help your children reduce their stress?
  - Spend a minimum of 30-45 minutes each day playing, reading, and/or massaging your child(ren).

### D. Knowledge Questions: (Review with the parents prior to the end of the Home Visit):

**Correct answers are italicized in BOLD.**

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.

### E. Assessment of Lesson Competencies:

YES means responses given by the parent are accurate/sufficient; NO means the responses given by the parent are inaccurate/insufficient.

1. Describe healthy ways to manage your personal stress.  
YES \_\_\_\_ NO \_\_\_\_ Comments:

2. Describe healthy ways to reduce your stress.  
YES \_\_\_\_ NO \_\_\_\_ Comments:

3. What can you do to help children manage their stress?  
YES \_\_\_\_ NO \_\_\_\_ Comments:

## Lesson 41: Helping Children Manage Their Behavior

Date of Home Visit: \_\_\_\_\_

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

### A. Topic: Helping Children Manage Their Behavior

### B. Lesson Competencies:

1. Parents understand strategies to help children learn to manage their behavior.
2. Parents practice ways to help children manage their behavior.

### C. Home Practice Assignments:

1. Read **Chapter 38 - Helping Children Manage Their Behavior** in your Parent Handbook and complete any written exercises.
2. Complete the **Family Home Practice Assignment**:
  - 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.
  - Spend a minimum of 30-45 minutes each day playing, reading, and/or massaging your child(ren).

### D. Knowledge Questions: (Review with the parents prior to the end of the Home Visit):

***Correct answers are italicized in BOLD.***

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.

### E. Assessment of Lesson Competencies:

YES means responses given by the parent are accurate/sufficient; NO means the responses given by the parent are inaccurate/insufficient.

1. Describe strategies you use to help your children manage their behavior.

YES \_\_\_\_ NO \_\_\_\_ Comments:

2. If possible, demonstrate the use of strategies discussed in this lesson.

YES \_\_\_\_ NO \_\_\_\_ Comments:

**FAMILY NURTURING PLAN**  
**Lesson 42: Managing Anger**

Date of Home Visit: \_\_\_\_\_

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

**A. Topic: Managing Anger**

**B. 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 practice appropriate anger management strategies.

**C. Home Practice Assignments:**

1. Read **Chapter 41 - Understanding and Expressing Your Anger** and **Chapter 42: Helping Your Children Express Their Anger** 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 the strategies listed in your Parent Handbook.
  - Spend a minimum of 30 to 45 minutes each day playing, reading, and/or massaging your child(ren).

**D. Knowledge Questions:** (Review with the parents prior to the end of the Home Visit):

***Correct answers are italicized in BOLD.***

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.

**E. Assessment of Lesson Competencies:**

YES means responses given by the parent are accurate/sufficient; NO means the responses given by the parent are inaccurate/insufficient.

1. Describe ways you can express your anger appropriately.  
YES \_\_\_\_\_ NO \_\_\_\_\_ Comments:
2. Identify ways you can teach your children to express their anger appropriately.  
YES \_\_\_\_\_ NO \_\_\_\_\_ Comments:
3. Demonstrate (role-play) appropriate ways to handle your anger.  
YES \_\_\_\_\_ NO \_\_\_\_\_ Comments:

# Lesson 43: “I’m Only Doing This For Your Own Good” Alternatives to Spanking

Date of Home Visit: \_\_\_\_\_

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

## A. Topic: “I’m Only Doing This For Your Own Good” Alternatives to Spanking

### B. Lesson Competencies:

1. Parents can identify one time they could have used spanking but chose to use an alternative technique instead.
2. Parents can describe alternatives to spanking.

### C. Home Practice Assignments:

Complete the **Family Home Practice Assignment**:

- 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.
- Spend a minimum of 30-45 minutes each day playing, reading, and/or massaging your child(ren).

### D. Knowledge Questions: (Review with the parents prior to the end of the Home Visit): *Correct answers are italicized in BOLD.*

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.

### E. Assessment of Lesson Competencies:

YES means responses given by the parent are accurate/sufficient; NO means the responses given by the parent are inaccurate/insufficient.

1. Describe some alternatives to spanking you use.  
YES \_\_\_\_\_ NO \_\_\_\_\_ Comments:

2. Identify one situation you could have used spanking but chose to use an alternative. What did you do? What was the outcome?  
YES \_\_\_\_\_ NO \_\_\_\_\_ Comments:

**FAMILY NURTURING PLAN**  
**Lesson 44: Ignoring**

Date of Home Visit: \_\_\_\_\_

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

**A. Topic: Ignoring**

**B. Lesson Competencies:**

1. Parents will increase their understanding of the use of Ignoring as a parenting strategy.
2. Parents will demonstrate their ability to use Ignoring appropriately as a parenting technique.

**C. Home Practice Assignments:**

1. Read **Chapter 39 - Ignoring as a Parenting Technique** in your Parent Handbook and complete any written exercises.
2. Complete the **Family Home Practice Assignment:**
  - Practice using ignoring as a behavior management technique. Keep note of the times it works successfully and the times it doesn't.
  - Make sure you teach your children what are appropriate and inappropriate ways to ask for things, excuse yourself, interrupt, etc. Tell them about ignoring and how you are going to handle unwanted behavior.
  - Spend a minimum of 30-45 minutes each day playing, reading, and/or massaging your child(ren).

**D. Knowledge Questions:** (Review with the parents prior to the end of the Home Visit):

***Correct answers are italicized in BOLD.***

It is best to use Ignoring when:

- a. There will be potential harm to the child.
- b. There will be potential harm to property.
- c. ***You want to eliminate irritating behaviors.***
- d. I'm not sure.

**E. Assessment of Lesson Competencies:**

YES means responses given by the parent are accurate/sufficient; NO means the responses given by the parent are inaccurate/insufficient.

1. Role play a parent using Ignoring when a child is whining, How did it go?  
YES \_\_\_\_ NO \_\_\_\_ Comments:

2. What is the most difficult part of using Ignoring?  
YES \_\_\_\_ NO \_\_\_\_ Comments:



## Lesson 45: Possessive and Violent Relationships

Date of Home Visit: \_\_\_\_\_

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

### A. Topic: Possessive and Violent Relationships

### B. 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 will increase their awareness of community resources that provide help for domestic violence.
4. Individuals experiencing domestic violence will seek assistance.

### C. Home Practice Assignments:

1. Read **Chapter 47- 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.
  - Spend a minimum of 30-45 minutes each day playing, reading, and or massaging your child(ren).

### D. Knowledge Questions: (Review with the parents prior to the end of the Home Visit):

There are no Knowledge Questions for Session 45.

### E. Assessment of Lesson Competencies:

YES means responses given by the parent are accurate/sufficient; NO means the responses given by the parent are inaccurate/insufficient.

1. Are you experiencing violence in your relationships? If No, skip question 2.  
YES \_\_\_\_ NO \_\_\_\_ Comments:

2. If Yes, what have you tried to end the violence?  
YES \_\_\_\_ NO \_\_\_\_ Comments:

**FAMILY NURTURING PLAN**  
**Lesson 46: Body Map**

Date of Home Visit: \_\_\_\_\_

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

**A. Topic: Body Map**

**B. Lesson Competencies:**

1. Parents will increase their awareness and understanding of the impact the three types of touch in their life.
2. Parents will increase their awareness and understanding of the impact the three types of touch have on their children's lives.

**C. Home Practice Assignments:**

Complete the **Family Home Practice Assignment:**

- Discuss with your partner something new you learned about your touch history.
- Continue to support your children's right to say NO to unwanted touch.
- Continue to practice gentle touch with your children.
- Spend a minimum of 30-45 minutes each day playing, reading, and or massaging your child(ren).

**D. Knowledge Questions:** (Review with the parents prior to the end of the Home Visit):

There are no knowledge questions for Lesson 46.

**E. Assessment of Lesson Competencies:**

YES means responses given by the parent are accurate/sufficient; NO means the responses given by the parent are inaccurate/insufficient.

1. Describe how your touch history has affected your life today.

YES \_\_\_\_\_ NO \_\_\_\_\_ Comments:

2. Describe how the three different types of touch can affect your child.

YES \_\_\_\_\_ NO \_\_\_\_\_ Comments:

## Lesson 47: Families and Alcohol

Date of Home Visit: \_\_\_\_\_

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

### A. Topic: Families and Alcohol

### B. Lesson Competencies:

1. Parents can identify reasons why people abuse alcohol.
2. Parents can identify ways to keep children drug free.
3. Parents use strategies to keep children drug free.
4. If alcohol is present in the house, parents model appropriate levels and use of alcohol.

### C. Home Practice Assignments:

1. Read **Chapter 45 - Understanding Alcohol Use and Abuse** in your Parent Handbook and complete any written exercises.
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.
  - Spend a minimum of 30-45 minutes each day playing, reading, and/or massaging your child(ren).

### D. Knowledge Questions: (Review with the parents prior to the end of the Home Visit):

***Correct answers are italicized in BOLD.***

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.

### E. Assessment of Lesson Competencies:

YES means responses given by the parent are accurate/sufficient; NO means the responses given by the parent are inaccurate/insufficient.

1. Describe how you model appropriate ways to drink alcohol.  
YES \_\_\_\_\_ NO \_\_\_\_\_ Comments:

2. Describe strategies you use to keep your children drug free.  
YES \_\_\_\_\_ NO \_\_\_\_\_ Comments:

## Lesson 48: Keeping Kids Drug Free

Date of Home Visit: \_\_\_\_\_

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

### A. Topic: Keeping Kids Drug Free

### B. Lesson Competencies:

1. Parents have an increased awareness of the dangers of drug use among children.
2. Parents are able to serve as appropriate role models.
3. Parents are able to use the lesson strategies to keep their children drug free.

### C. Home Practice Assignments:

1. Read **Chapter 46 - Keeping Children Drug Free** in your Parent Handbook and complete any written exercises.
2. Complete the **Family Home Practice Assignment:**
  - Discuss the information presented in this lesson as a family.
  - Begin implementing strategies to keep children drug free. What did you do?
  - Spend a minimum of 30-45 minutes each day playing, reading, and/or massaging your child(ren).

### D. Knowledge Questions: (Review with the parents prior to the end of the Home Visit):

***Correct answers are italicized in BOLD.***

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

### E. Assessment of Lesson Competencies:

YES means responses given by the parent are accurate/sufficient; NO means the responses given by the parent are inaccurate/insufficient.

1. Describe ways to help keep children drug free.  
YES \_\_\_\_ NO \_\_\_\_ Comments:

2. Describe ways parents can be good models for keeping their kids drug free.  
YES \_\_\_\_ NO \_\_\_\_ Comments:

## Lesson 49: Criticism and Confrontation

Date of Home Visit: \_\_\_\_\_

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

### A. Topic: Criticism and Confrontation

### B. Lesson Competencies:

1. Parents can define the difference between Confrontation and Criticism.
2. Parents can give examples of both forms of communication.
3. Parents can describe the dangers of Criticism.
4. Parents can describe the benefits of Confrontation.

### C. Home Practice Assignments:

1. Read **Chapter 44 – Criticism, Confrontation and Rules for Fair Fighting** 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?
  - Spend a minimum of 30-45 minutes each day playing, reading, and/or massaging your child(ren).

### D. Knowledge Questions: (Review with the parents prior to the end of the Home Visit):

**Correct answers are italicized in BOLD.**

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.

### E. Assessment of Lesson Competencies:

YES means responses given by the parent are accurate/sufficient; NO means the responses given by the parent are inaccurate/insufficient.

1. Describe the difference between criticism and confrontation and give examples.  
YES \_\_\_\_ NO \_\_\_\_ Comments:
  
  
  
  
  
  
  
  
  
  
2. Give a recent example of when you used confrontation with someone in your life. How did it go?  
YES \_\_\_\_ NO \_\_\_\_ Comments:

# Lesson 50: Problem Solving, Decision Making, Negotiation and Compromise

Date of Home Visit: \_\_\_\_\_

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

## A. Topic: Problem Solving, Decision Making, Negotiation and Compromise

### B. Lesson Competencies:

1. Parents understand and practice problem solving as a means of communication.
2. Parents understand and practice decision making as a means of communication.
3. Parents understand and practice negotiation as a means of communication.
4. Parents understand and practice compromise as a means of communication.

### C. Home Practice Assignments:

1. Read **Chapter 50 – Problem Solving, Decision Making, Negotiation and Compromise** in your Parent Handbook and complete any written exercises.
2. Complete the **Family Home Practice Assignment:**
  - Practice problem solving and decision making.
  - Practice negotiation and compromise.
  - Spend a minimum of 30-45 minutes each day playing, reading, and/or massaging your child(ren).

### D. Knowledge Questions: (Review with the parents prior to the end of the Home Visit):

***Correct answers are italicized in BOLD.***

1. 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
2. Never compromise your values.
  - a. True***
  - b. False
  - c. Sometimes
  - d. I'm not sure

### E. Assessment of Lesson Competencies:

YES means responses given by the parent are accurate/sufficient; NO means the responses given by the parent are inaccurate/insufficient.

1. Describe a situation where negotiating with your children would be okay.  
YES \_\_\_\_\_ NO \_\_\_\_\_ Comments:
  
2. Describe a time when you problem solving would be a good technique to use.  
YES \_\_\_\_\_ NO \_\_\_\_\_ Comments:

# Lesson 51: People, Possessions and Positive Self-Talk

Date of Home Visit: \_\_\_\_\_

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

## A. Topic: People, Possessions and Positive Self-Talk

### B. Lesson Competencies:

1. Parents can understand a parent-child power struggle.
2. Parents can avoid or resolve power struggles.

### C. Home Practice Assignments:

Complete the **Family Home Practice Assignment**:

- If the situation arises, use the strategies you are learning to avoid and/or resolve a power struggle.
- Continue practicing problem solving strategies.
- Spend a minimum of 30-45 minutes each day playing, reading, and/or massaging your child(ren).

### D. Knowledge Questions: (Review with the parents prior to the end of the Home Visit):

There are no Knowledge Questions for Session 51.

### E. Assessment of Lesson Competencies:

YES means responses given by the parent are accurate/sufficient; NO means the responses given by the parent are inaccurate/insufficient.

1. When you engage in power struggles, are you stronger when you want something you don't have or when you are protecting something you own?  
YES \_\_\_\_ NO \_\_\_\_ Comments:

2. Describe how you can prevent a power struggle. Give a specific situation. What strategies would you use?  
YES \_\_\_\_ NO \_\_\_\_ Comments:

## Lesson 52: Smoking and My Child's Health

Date of Home Visit: \_\_\_\_\_

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

### A. Topic: Smoking and My Child's Health

### B. Lesson Competencies:

1. Parents can describe the dangers of smoking and the effects of second hand smoke on children's health.
2. If parents smoke, they practice protecting their children from second hand smoke.

### C. Home Practice Assignments:

1. Read **Chapter 49 – Smoking and the Dangers of Second Hand Smoke** in your Parent Handbook and complete any written exercises.
2. Complete the **Family Home Practice Assignment**:
  - 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.
  - Spend a minimum of 30-45 minutes each day playing, reading and/or massaging your child(ren).

### D. Knowledge Questions: (Review with the parents prior to the end of the Home Visit):

***Correct answers are italicized in BOLD.***

1. There are no health risks from second hand smoke.
  - a. True.
  - b. False***
  - c. I'm not sure
2. Depression also seems to be a risk factor for smoking.
  - a. True***
  - b. False
  - c. 'm not sure

### E. Assessment of Lesson Competencies:

YES means responses given by the parent are accurate/sufficient; NO means the responses given by the parent are inaccurate/insufficient.

Describe some of the health risks associated with second hand smoke.

YES \_\_\_\_ NO \_\_\_\_ Comments:



## Lesson 53: Toilet Training

Date of Home Visit: \_\_\_\_\_

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

### A. Topic: Toilet Training

### B. Lesson Competencies:

1. Parents will understand when to expect their child to be potty trained.
2. Parents will know and practice the strategies involved in potty training.

### C. Home Practice Assignments:

1. Read **Chapter 40 - Toilet Training** in your Parent Handbook and complete any written exercises.
2. Complete the **Family Home Practice Assignment**:
  - If appropriate, practice potty training your child with techniques and steps presented in this chapter.
  - Continue practicing nurturing routines and preventing power struggles.
  - Spend a minimum of 30-45 minutes each day playing, reading, and/or massaging your child(ren).

### D. Knowledge Questions: (Review with the parents prior to the end of the Home Visit):

***Correct answers are italicized in BOLD.***

Children should be potty trained:

- a. As soon as possible.
- b. Around the age of two.
- c. ***When they can begin to use words.***
- d. I'm not sure.

### E. Assessment of Lesson Competencies:

YES means responses given by the parent are accurate/sufficient; NO means the responses given by the parent are inaccurate/insufficient.

Have the parents discuss the behaviors they would look for before they began potty training their child.

YES \_\_\_\_\_ NO \_\_\_\_\_ Comments:

## Lesson 54: Love, Sex, STDs and AIDS

Date of Home Visit: \_\_\_\_\_

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

### A. Topic: Love, Sex, STDs and AIDS

### B. Lesson Competencies:

1. Parents have increased understanding of AIDS and STDs.
2. Parents have increased knowledge of practicing safe sex.

### C. Home Practice Assignments:

1. Read **Chapter 34 - STDs, AIDS, and HIV** in your Parent Handbook and complete any written exercises.
2. Complete the **Family Home Practice Assignment:**
  - Review the information on STDs, AIDS and HIV with members of your family.
  - Spend a minimum of 30-45 minutes each day playing, reading, and/or massaging your child(ren).

### D. Knowledge Questions: (Review with the parents prior to the end of the Home Visit): *Correct answers are italicized in BOLD.*

1. STD's like herpes and syphilis can be passed on through oral sex.
  - a. **True**
  - b. False
  - c. I'm not sure
2. 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.

### E. Assessment of Lesson Competencies:

YES means responses given by the parent are accurate/sufficient; NO means the responses given by the parent are inaccurate/insufficient.

1. Describe ways to prevent acquiring STDs and AIDS.  
YES \_\_\_\_ NO \_\_\_\_ Comments:

2. Describe the differences between love and sex.  
YES \_\_\_\_ NO \_\_\_\_ Comments:

## Lesson 55: Assessment, Certificates and Closing

Date of Home Visit: \_\_\_\_\_

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

### A. Topic: Assessment, Certificates and Closing

### B. Lesson Competencies:

1. Parents demonstrate parenting competencies.
2. Parents demonstrate what they've learned in the program.
3. Parents celebrate the completion of their program.

### C. Home Practice Assignments:

Complete the **Family Home Practice Assignment**:

- Spend a minimum of 30-45 minutes each day playing, reading, and/or massaging your child(ren).

### D. Knowledge Questions: (Review with the parents prior to the end of the Home Visit):

There are no Knowledge Questions for Lesson 55.

### E. Assessment of Lesson Competencies:

There are no Competencies for Lesson 55.

***Congratulations on completing the program!***