

# Family Nurturing Plan & Assessment (FNP)

## 16 Session Group-Based and Seven Session Home-Based Program

### A Document for Facilitator Use

The Family Nurturing Plan (FNP) is a document designed for facilitators to evaluate the on-going progress of the parents participating in the Nurturing Program for Parents and their Infants, Toddlers and Preschoolers Group-Based and Home-Based Programs. A complete description of how to use the FNP is located on pages 3 to 8 in the **Facilitators Instructional Manual for Teaching Parents Group-Based and Home-Based Program**. A brief summary follows:

1. This is a document for Facilitators of the Parent's Program to monitor the progress of each family. This is called Process Evaluation. We want to ensure the family's success.
2. Each family participating in the Group-Based and Home-Based Program should have a FNP completed to monitor the progress they are making during the program.
3. There are two models: the first model has 16 sessions and the second model has 27 group sessions in the group-based model of the Nurturing Program for Parents and their Infants, Toddlers and Preschoolers. Each of the 16 or 27 group sessions has lessons with specific competencies parents need to learn to ensure their success. The Family Nurturing Plan is designed to help facilitators monitor the success of parents in learning these competencies.
4. Facilitators monitor the success parents are having learning new concepts and skills by completing the questions and rating the parents for each session they attend. Since there are 16 or 27 Sessions to the program, you will need to complete 16 or 27 individual session assessments for each family attending your group program.
5. Enclosed is a complete copy of the Family Nurturing Plan and a CD which allows you to download your own copies. You have unlimited use. Note that the FNP on the CD is in both WORD and a PDF version. Download the PDF version if you plan on implementing all 27 group sessions.
6. The WORD version allows you to make changes to the document to tailor the FNP. That is, you can modify the FNP by re-numbering the sessions if you change their sequence, shorten the number of sessions offered, change the competencies, or add information your agency needs on the form.

## Family Nurturing Plan & Assessment (FNP)

### 16 Session Group-Based and Seven Session Home-Based Program

Each family that participates in the **Nurturing Parenting Program for Parents and their Infants, Toddlers and Preschoolers** needs to have a Family Nurturing Plan & Assessment (FNP) created for them to monitor their progress. The FNP is a working document that coordinates with the lessons presented in the Instructors Manual. For each lesson, the FNP lists the *Parenting Topics*, the *Competencies* parents need to learn, the *Home Practice Assignment* parents need to complete prior to the next session, and the *Knowledge and Practice Measurements* that ensure that Lesson Competencies have been learned by the parents. The FNP coordinates with the Family Nurturing Journal (FNJ) the parents receive to help ensure lesson competencies are being learned and utilized at home. See the Instructors Manual for more information. **Note: The FNP and FNJ are both available on the CD located in the inside of the Instructors Manual.** The FNP and the FNJ are presented on the CD in an MSWord file to modify or as a PDF to use as presented.

PLEASE PRINT

\_\_\_\_\_

Beginning Date

\_\_\_\_\_

Completion Date

\_\_\_\_\_

Parent Educator's Name

\_\_\_\_\_

Agency Location – City and State

PARENTS:

\_\_\_\_\_

Mother's Name

\_\_\_\_\_

Father's Name

Address: \_\_\_\_\_

Address: \_\_\_\_\_

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

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

Contact Information

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

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

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

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

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

CHILDREN:

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

## Schedule of Parenting Lessons for the 16 Session Group-Based and Seven Session Home-Based Program

Stephen J. Bavolek, Ph.D.

The sessions for the program are presented below. There are several lessons that make up each session. Each lesson has identified **Parenting Construct(s)** of the Adult-Adolescent Parenting Inventory (AAPI-2). Write the date in the **Date Lesson Began** column when the lesson was introduced and the date in the **Date Lesson Completed** column when the parent learned the lesson competencies. The lesson competencies are presented on the following pages. The Session is not completed until the lesson competencies have been learned by the parent. It may take several sessions for the parents to learn the lesson competencies. The complete lessons are presented in the Instructors Manual.

Parenting Constructs:

- A: Inappropriate Parental Expectations
- B: Lack of Empathic Awareness of Children's Needs
- C: Strong Belief in the Use of Corporal Punishment
- D: Parent-Child Role Reversal
- E: Oppressing Children's Power and Independence

HOME-BASED Sessions	Parenting Construct					Page in Instructor's Manual	Date Lesson Began	Date Lesson Completed
	A	B	C	D	E			
<b>Home Visit 1</b> lessons to be completed: Getting Acquainted; Program Description; Assessment		B	C			13		
<b>Home Visit 2</b> lessons to be completed: Family Nurturing Plan; Assessment Review and Panning	A	B	C	D	E	17		
<b>Home Visit 3:</b> (Identify Program Session & Lessons)	A	B	C	D	E	20		
<b>Home Visit 4:</b> (Identify Program Session & Lessons)	A	B	C	D	E	20		
<b>Home Visit 5:</b> (Identify Program Session & Lessons)	A	B	C	D	E	20		
<b>Home Visit 6</b> lessons to be completed: Post Program Assessment		B	C			22		
<b>Home Visit 7</b> Lessons to be completed: Review Posttest Parenting Profiles; Make Plans for Continued Parenting Support	A	B	C	D	E	24		



<b>GROUP-BASED Sessions</b>	Parenting Construct				Page in Instructor's Manual	Date Lesson Began	Date Lesson Completed
<b>Session 5 and Lessons:</b>					<b>68</b>		
5.1 Welcome and Check-In		B		D	69		
5.2 Meeting Our Needs and the Needs of Our Children		B			70		
5.3 Family Nurturing Time		B			72		
5.4 Developing Personal Power in Children and Adults				E	73		
5.5 Closing Activity; Home Practice, Evaluation, Praise Circle		B		D	75		
<b>Session 6 and Lessons:</b>					<b>76</b>		
6.1 Welcome and Check-In		B		D	77		
6.2 Improving Children's Self-Worth				E	78		
6.3 Family Nurturing Time		B			81		
6.4 Praising Children and Their Behavior	A		C		82		
6.5 Closing Activity; Home Practice, Evaluation, Praise Circle		B		D	84		
<b>Session 7 and Lessons:</b>					<b>85</b>		
7.1 Welcome and Check-In		B		D	86		
7.2 Understanding Discipline			C		87		
7.3 Family Nurturing Time		B			88		
7.4 Red, White & Bruises: Why Parents Spank Their Children				E	89		
7.5 Closing Activity; Home Practice, Evaluation, Praise Circle		B		D	91		
<b>Session 8 and Lessons:</b>					<b>92</b>		
8.1 Welcome and Check-In		B		D	93		
8.2 Developing Family Morals and Values			C		94		
8.3 Family Nurturing Time		B			95		
8.4 Developing Family Rules				E	96		
8.5 Closing Activity; Home Practice, Evaluation, Praise Circle		B		D	97		
<b>Session 9 and Lessons:</b>					<b>98</b>		
9.1 Welcome and Check-In		B		D	99		
9.2 Rewarding Children and Their Behavior			C		100		

<b>GROUP-BASED Sessions</b>	Parenting Construct				Page in Instructor's Manual	Date Lesson Began	Date Lesson Completed
9.3 Family Nurturing Time		B			102		
9.4 Punishing Children's Behavior			C		103		
9.5 Closing Activity; Home Practice, Evaluation, Praise Circle		B		D	105		
<b>Session 10 and Lessons:</b>					<b>106</b>		
10.1 Welcome and Check-In		B		D	107		
10.2 Recognizing and Understanding Feelings		B			108		
10.3 Family Nurturing Time		B			110		
10.4 Helping Your Children Handle Their Feelings		B	C		111		
10.5 Closing Activity; Home Practice, Evaluation, Praise Circle		B		D	113		
<b>Session 11 and Lessons:</b>					<b>114</b>		
11.1 Welcome and Check-In		B		D	115		
11.2 Establishing a Nurturing Bath Time Routine	A	B			116		
11.3 Family Nurturing Time		B			117		
11.4 Establishing a Nurturing Bedtime Routine	A	B			118		
11.5 Closing Activity; Home Practice, Evaluation, Praise Circle		B		D	120		
<b>Session 12 and Lessons:</b>					<b>121</b>		
12.1 Welcome and Check-In		B		D	122		
12.2 Possessive and Violent Relationships and Positive Self-Talk				D	123		
12.3 Family Nurturing Time		B			125		
12.4 Keeping Our Children Safe			C		126		
12.5 Closing Activity; Home Practice, Evaluation, Praise Circle		B		D	130		
<b>Session 13 and Lessons:</b>					<b>131</b>		
13.1 Welcome and Check-In		B		D	132		
13.2 Understanding and Handling Stress				D	133		
13.3 Family Nurturing Time		B			135		
13.4 Helping Children Manage Their Behavior				E	136		
13.5 Closing Activity; Home Practice, Evaluation, Praise Circle		B		D	139		

<b>GROUP-BASED Sessions</b>	Parenting Construct				Page in Instructor's Manual	Date Lesson Began	Date Lesson Completed
<b>Session 14 and Lessons:</b>					<b>140</b>		
14.1 Welcome and Check-In		B		D	141		
14.2 Managing Anger				D	142		
14.3 Family Nurturing Time		B			145		
14.4 Alternatives to Spanking			C		146		
14.5 Closing Activity; Home Practice, Evaluation, Praise Circle		B		D	147		
<b>Session 15 and Lessons:</b>					<b>148</b>		
15.1 Welcome and Check-In		B		D	149		
15.2 Families and Alcohol				D	150		
15.3 Family Nurturing Time		B			151		
15.4 Keeping Kids Drug Free: Smoking and My Child's Health		B	C		E	152	
15.5 Closing Activity: Home Practice, Evaluation and Praise Circle		B		D	156		
<b>Session 16 and Lessons:</b>					<b>157</b>		
16.1 Welcome and Check-In		B		D	158		
16.2 Hopes and Fears		B		D	159		
16.3 Certificate Awards		B		D	E	160	
16.4 People Power	A			D	161		
16.5 Closing Activity and Praise Circle		B		D	162		

# FAMILY NURTURING PLAN & ASSESSMENT

## **Part A: Seven Home-Based Sessions**



**Lesson 1: Getting Acquainted; Program Description; Assessment**

---

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

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

**A. Lesson Competencies:**

- 1. Parents are willing to participate in the program.
- 2. Parents understand the program format and requirements.
- 3. Parents are willing to complete program assessments.

**B. Home Practice Assignments:**

There is no Home Practice Assignment for this session.

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

There are no Knowledge Questions for this session.

**D. 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. Parents are willing to participate in the program.  
YES \_\_\_\_\_ NO \_\_\_\_\_ Comments:
  
- 2. Parents understand the program format and requirements.  
YES \_\_\_\_\_ NO \_\_\_\_\_ Comments:
  
- 3. Parents are willing to complete program assessments.  
YES \_\_\_\_\_ NO \_\_\_\_\_ Comments:

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

Successfully completed Session: \_\_\_\_\_ Needs additional coaching: \_\_\_\_\_

**Recommendation:**

Lesson 2: Family Nurturing Plan; Assessment Review and Planning

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

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

**A. Lesson Competencies:**

1. Parents review their parenting profiles and can describe their parenting strengths and areas needing improvement.
2. Parents and home visitor work together in identifying and forming a plan to remediate areas of need that are identified on the NSCS.

**B. Home Practice Assignments:** (Assigned by the Home Visitor.)

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

There are no Knowledge Questions for this session.

**D. 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. Parents are willing to review their parenting profile:  
YES \_\_\_\_ NO \_\_\_\_ Comments:

2. Parents are willing to develop their parenting plan:  
YES \_\_\_\_ NO \_\_\_\_ Comments:

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

Successfully completed Session: \_\_\_\_ Needs additional coaching: \_\_\_\_

**Recommendation:**

FAMILY NURTURING PLAN & ASSESSMENT  
**Lesson 3: Tutorial for Home-Based Session**

---

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

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

There are **three Tutorial Support Home-Based Sessions** designed to offer parents specific tutorial help in understanding and practicing nurturing parenting skills.

**Session Topic:** \_\_\_\_\_

**A. Lesson Competencies:**

1. Parents demonstrate parenting competencies learned during the program sessions.
2. Parents display an understanding of parenting concepts and skills presented and practiced during the group sessions and home visits.

**B. Home Practice Assignments:**

Assign Home Practice according to the lesson offered.

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

Identify Knowledge Questions based on the lesson offered.

**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. Parents demonstrate parenting competencies learned during the program  
YES \_\_\_\_ NO \_\_\_\_ Comments:

2. Parents display an understanding of parenting concepts and skills presented and practiced during the group sessions and home visits.  
YES \_\_\_\_ NO \_\_\_\_ Comments:

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

Successfully completed Session: \_\_\_\_\_ Needs additional coaching: \_\_\_\_\_

**Recommendation:**

FAMILY NURTURING PLAN & ASSESSMENT  
**Lesson 4: Tutorial for Home-Based Session**

---

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

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

There are **three Tutorial Support Home-Based Sessions** designed to offer parents specific tutorial help in understanding and practicing nurturing parenting skills.

**Session Topic:** \_\_\_\_\_

**A. Lesson Competencies:**

1. Parents demonstrate parenting competencies learned during the program sessions.
2. Parents display an understanding of parenting concepts and skills presented and practiced during the group sessions and home visits.

**B. Home Practice Assignments:**

Assign Home Practice according to the lesson offered.

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

Identify Knowledge Questions based on the lesson offered.

**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. Parents demonstrate parenting competencies learned during the program  
YES \_\_\_\_ NO \_\_\_\_ Comments:

2. Parents display an understanding of parenting concepts and skills presented and practiced during the group sessions and home visits.  
YES \_\_\_\_ NO \_\_\_\_ Comments:

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

Successfully completed Session: \_\_\_\_ Needs additional coaching: \_\_\_\_

**Recommendation:**

FAMILY NURTURING PLAN & ASSESSMENT  
**Lesson 5: Tutorial for Home-Based Session**

---

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

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

There are **three Tutorial Support Home-Based Sessions** designed to offer parents specific tutorial help in understanding and practicing nurturing parenting skills.

**Session Topic:** \_\_\_\_\_

**A. Lesson Competencies:**

1. Parents demonstrate parenting competencies learned during the program sessions.
2. Parents display an understanding of parenting concepts and skills presented and practiced during the group sessions and home visits.

**B. Home Practice Assignments:**

Assign Home Practice according to the lesson offered.

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

Identify Knowledge Questions based on the lesson offered.

**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. Parents demonstrate parenting competencies learned during the program  
YES \_\_\_\_ NO \_\_\_\_ Comments:

2. Parents display an understanding of parenting concepts and skills presented and practiced during the group sessions and home visits.  
YES \_\_\_\_ NO \_\_\_\_ Comments:

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

Successfully completed Session: \_\_\_\_ Needs additional coaching: \_\_\_\_

**Recommendation:**

FAMILY NURTURING PLAN & ASSESSMENT  
**Lesson 6: Post Program Assessment**

---

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

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

The **sixth Home-Based Session** is designed to be implemented between Group-Based Sessions 14 and 15 and to gather post program assessments and begin the closure of the program.

**A. Lesson Competencies:**

Parents are willing to complete end of program assessments.

**B. Home Practice Assignments:**

There is no Home Practice Assignment for this session.

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

There are no Knowledge Questions for this session.

**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.

Parents are willing to complete end of program assessments.

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

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

Successfully completed Session: \_\_\_\_ Needs additional coaching: \_\_\_\_

**Recommendation:**

**Lesson 7: Assessment Review and Planning**

---

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

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

**A. Lesson Competencies:**

1. Parents review their parenting profiles and can describe their parenting strengths and areas that need continued work.
2. Parents and home visitor work together in reviewing the plan that was made at the beginning of the program to remediate area of need identified on the NSCS.
3. Parents review their Family Nurturing Plan.

**B. Home Practice Assignments:**

There is no Home Practice Assignment for this session.

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

There are no Knowledge Questions for this session.

**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. Parents are willing to complete end of program assessments.  
YES \_\_\_\_ NO \_\_\_\_ Comments:
  
2. Parents review their parenting profiles and can describe their parenting strengths and areas that need continued work.  
YES \_\_\_\_ NO \_\_\_\_ Comments:
  
3. Parents and home visitor work together in reviewing the plan that was made at the beginning of the program to remediate area of need identified on the NSCS.  
YES \_\_\_\_ NO \_\_\_\_ Comments:
  
4. Parents review their Family Nurturing Plan to determine their success in the program.  
YES \_\_\_\_ NO \_\_\_\_ Comments:

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

Successfully completed Session: \_\_\_\_ Needs additional coaching: \_\_\_\_

**Recommendation:**

# **FAMILY NURTURING PLAN & ASSESSMENT**

## **Part B: 16 Group-Based Sessions**



Date: \_\_\_\_\_

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

Lessons for Session #1:

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

**A. 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.
4. Parents can identify the four character traits that result from parenting experiences in childhood.
5. Parents can define personal parenting strengths and parenting areas needing improvement.

**B. Home Practice Assignments:**

Complete the **Family Home Practice Assignment**:

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. What do you notice? How do you feel looking at this trait? List times your Perpetrator comes out. Do you see any pattern?
  - Now do the same with your Nurturer. Review your drawing. Does 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).

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

There are no Knowledge Questions for this session.

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

Competency Rating Scale

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

1. Parents are willing to share their hopes and fears about participating in the program. Parent \_\_\_\_\_  
Educator \_\_\_\_\_  
**Comments:**

2. Parents understand the program format and requirements. Parent \_\_\_\_\_  
Educator \_\_\_\_\_  
**Comments:**

3. Parents are willing to participate in the program.  
**Comments:**

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

4. Parents can identify the four character traits that result from parenting experiences in childhood.  
**Comments:**

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

5. Parents can define personal parenting strengths and parenting areas needing improvement.  
**Comments:**

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

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

Successfully completed Lesson: \_\_\_\_\_ Needs additional coaching: \_\_\_\_\_

**Recommendation:**

Date: \_\_\_\_\_

Lessons for Session #2:

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

## Nurturing Parenting; Children's Brain Development

### A. 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.
4. Parents increased their understanding that children's brains are shaped in the manner in which they are treated growing up.
5. Parents understand the importance of the "critical windows of brain development."

### B. Home Practice Assignments:

1. Read **Chapter 1: Nurturing Program for Parents and Their Infants, Toddlers and Preschoolers** and **Chapter 3 - Children's Brain Development** 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.
  - Review your ratings from the "**Rating My Nurturing Skills**" Survey in your 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.
  - 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?
  - Spend a minimum of 30-45 minutes each day playing, reading, and/or massaging your child(ren).

### C. Knowledge Questions:

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

1. 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 and Children
2. 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.

- 3. 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.
  
- 4. 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.

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

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

- 1. Parents are able to describe the seven concepts and practices of Nurturing Parenting. Parent \_\_\_\_\_  
Educator \_\_\_\_\_  
**Comments:**
  
- 2. Parents are able to assess the degree of skill and ability in each of the seven nurturing parenting areas. Parent \_\_\_\_\_  
Educator \_\_\_\_\_  
**Comments:**
  
- 3. Parents are able to define their philosophy of parenting. Parent \_\_\_\_\_  
Educator \_\_\_\_\_  
**Comments:**
  
- 4. Parents increased their understanding that children’s brains are shaped in the manner in which they are treated growing up. Parent \_\_\_\_\_  
Educator \_\_\_\_\_  
**Comments:**
  
- 5. Parents understand the importance of the “critical windows of brain development.” Parent \_\_\_\_\_  
Educator \_\_\_\_\_  
**Comments:**

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

Successfully completed Lesson: \_\_\_\_\_ Needs additional coaching: \_\_\_\_\_

**Recommendation:**

Date: \_\_\_\_\_

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

Lessons for Session 3:

**Building Parent-Child Bonding and Attachment; Developing Empathy****A. 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.
4. Parents can define the word “empathy” and the importance of empathy in parenting.
5. Parents help children recognize and understand their feelings.
6. Parents can identify ways to promote empathy in children.

**B. Home Practice Assignments:**

1. Read **Chapter 4 – Building Parent-Child Bonding and Attachment** and **Chapter 12 - Developing Empathy: Teaching Children** 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).
  - List three ways your children demonstrate caring.
  - List three ways you demonstrate caring.
  - Identify three things you can do encourage your child to develop empathy.

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

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.
3. 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.
4. 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.

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

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

1. Parents can define the concepts and practices of bonding, attachment, attunement and empathy. Parent \_\_\_\_\_  
Educator \_\_\_\_\_  
**Comments:**

2. Parents can explain why bonding and attachment are important parenting practices. Parent \_\_\_\_\_  
Educator \_\_\_\_\_  
**Comments:**

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. Parent \_\_\_\_\_  
Educator \_\_\_\_\_  
**Comments:**

4. Parents can define the word "empathy" and the importance of empathy in parenting. Parent \_\_\_\_\_  
Educator \_\_\_\_\_  
**Comments:**

5. Parents help children recognize and understand their feelings. Parent \_\_\_\_\_  
Educator \_\_\_\_\_  
**Comments:**

6. Parents can identify ways to promote empathy in children. Parent \_\_\_\_\_  
Educator \_\_\_\_\_  
**Comments:**

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

Successfully completed Lesson: \_\_\_\_\_ Needs additional coaching: \_\_\_\_\_

**Recommendation:**

Date: \_\_\_\_\_

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

Lessons for Session #4:

**Expectations and Development of Children: Infants, Toddlers and Preschoolers**

**A. 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.
3. Parents display positive attachment behaviors toward their infants, toddlers and preschoolers.
4. Parents display positive attunement to infants’, toddlers’ and preschoolers’ needs.
5. Parents can identify some developmental milestones of infants, toddlers and preschoolers.

**B. Home Practice Assignments:**

1. Read the following and complete any written exercises:  
**Chapter 5: Ages & Stages: Having Appropriate Expectations of Children**  
**Chapter 6: Ages & Stages: Infants**  
**Chapter 7: Ages & Stages: Toddlers**  
**Chapter 7: Ages & Stages: Preschoolers**
2. List at least one short-term expectation you have for your child.
3. List at least one long-term expectation you have for your child.
4. List a behavior that you have observed in your child in each of the four principal areas of development:  
 Physical - Intellectual - Language - Social/Emotional.
5. Spend a minimum of 30-45 minutes each day playing, reading, and/or massaging your child(ren).

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

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

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

Competency Rating Scale

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

1. Parents can identify the negative impact inappropriate expectations can have on children’s development.
 

Parent	_____
Educator	_____

**Comments:**

2. Parents can identify the four primary areas of development in children.

**Comments:**

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

3. Parents display positive attachment behaviors toward their infants, toddlers and preschoolers.

**Comments:**

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

4. Parents display positive attunement to infants', toddlers' and preschoolers' needs.

**Comments:**

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

5. Parents can identify some developmental milestones of infants, toddlers and preschoolers.

**Comments:**

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

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

Successfully completed Lesson: \_\_\_\_\_ Needs additional coaching: \_\_\_\_\_

**Recommendation:**



Date: \_\_\_\_\_

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

Lessons for Session #5:

**Meeting Our Needs and the Needs of Our Children; Developing Personal Power in Children and Adults**

**A. Lesson Competencies:**

1. Parents can identify the six areas of human needs (SPICES).
2. Parents make a plan to get personal needs met on a regular basis.
3. Parents can describe the term Personal Power.
4. Parents can identify ways to build their own sense of personal power.
5. Parents can describe strategies to build personal power in children.

**B. Home Practice Assignments:**

1. Read **Chapter 13 - Meeting Our Needs and the Needs of Our Children** and **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:**
  - 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.
  - 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).

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

1. Select areas that are recognized as basic human needs.
  - a. Social
  - b. Physical
  - c. Intellectual
  - d. Creative
  - e. Emotional
  - f. Spiritual
  - g. All are basic human need areas.**
2. 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.
3. 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

- 4. 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

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

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

1. Parents can identify the six areas of human needs (SPICES). Parent \_\_\_\_\_  
**Comments:** Educator \_\_\_\_\_

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

3. Parents can describe the term Personal Power. Parent \_\_\_\_\_  
**Comments:** Educator \_\_\_\_\_

4. Parents can identify ways to build their own sense of personal power. Parent \_\_\_\_\_  
**Comments:** Educator \_\_\_\_\_

5. Parents can describe strategies to build personal power in children. Parent \_\_\_\_\_  
**Comments:** Educator \_\_\_\_\_

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

Successfully completed Lesson: \_\_\_\_\_ Needs additional coaching: \_\_\_\_\_

**Recommendation:**

Date: \_\_\_\_\_

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

Lessons for Session #6:

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

#### A. Lesson Competencies:

1. Parents can describe 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.
4. Parents can identify the difference between "Praise for Being" and "Praise for Doing."
5. Parents practice praising self for Being and Doing every day.

#### B. Home Practice Assignments:

1. Read **Chapter 17 - Building Self-Worth** and **Chapter 24 - Praising Children and Their Behavior** in your Parent Handbook.
2. Complete the **Family Home Practice Assignment**:
  - Complete the "Labels" exercise in this chapter.
  - Use positive labels.
  - Improve your children's self-worth.
  - Practice praising your child(ren) two times a day for Being and two times a day for Doing.
  - Praise yourself once each day for being and doing.
  - Keep count of the number of times people offered you a compliment in one day. How did you respond?
  - Keep count of the number of times you praised yourself in one week. Which one do you remember the most?
  - List the top five ways you use your personal power in positive ways and negative ways.
  - Spend a minimum of 30-45 minutes each day playing, reading, and/or massaging your child(ren).

#### C. Knowledge Questions:

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

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.
3. 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."
  - d. "You can improve if you try real hard."
  - e. I'm not sure.

4. Praising yourself is a good way to build your sense of self-worth.

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

5. 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.

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

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

1. Parents can describe the term "Self-Worth."

**Comments:**

2. Parents can describe the importance of having positive self-worth as a parent.

**Comments:**

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

3. Parents can use at least three strategies to improve children's self-worth.

**Comments:**

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

4. Parents can identify the difference between "Praise for Being" and "Praise for Doing."

**Comments:**

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

5. Parents practice praising self for Being and Doing every day.

**Comments:**

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

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

Successfully completed Lesson: \_\_\_\_\_ Needs additional coaching: \_\_\_\_\_

**Recommendation:**

Date: \_\_\_\_\_

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

Lessons for Session #7:

**Understanding Discipline; Red, White & Bruises: Why Parents Spank Their Children****A. 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.
4. Parents can identify reasons why parents use spanking as a technique.
5. Parents can describe why hitting children is not a good parenting practice.

**B. Home Practice Assignments:**

1. Read **Chapter 19 - Understanding Discipline** and **Chapter 20 - Understanding Why Parents Spank Their Children** 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.
  - 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).

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

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

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

## Competency Rating Scale

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

1. Parents can describe the meaning of "Discipline."  
**Comments:** Parent \_\_\_\_\_  
Educator \_\_\_\_\_

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

3. Parents can describe their childhood experience with discipline.  
**Comments:** Parent \_\_\_\_\_  
Educator \_\_\_\_\_

4. Parents can identify reasons why parents use spanking as a technique.  
**Comments:** Parent \_\_\_\_\_  
Educator \_\_\_\_\_

5. Parents can describe why hitting children is not a good parenting practice.  
**Comments:** Parent \_\_\_\_\_  
Educator \_\_\_\_\_

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

Successfully completed Lesson: \_\_\_\_\_ Needs additional coaching: \_\_\_\_\_

**Recommendation:**

Date: \_\_\_\_\_

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

Lessons for Session #8:

**Developing Family Morals and Values; Developing Family Rules**

**A. 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.
4. Parents can establish a list of Family Rules.
5. Parents can implement Family Rules.

**B. Home Practice Assignments:**

1. Read Chapter 21 - **Developing Family Morals and Values** and Chapter 22 - **Developing Family Rules** 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. 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.
  - 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).

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

1. 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.
  
2. Family Rules are important because:
  - a. Children learn to be obedient.
  - b. Parents need to tell children when they're doing wrong.
  - c. **Everybody in the house follows the same rules.**
  - d. Parents need to tell their children what they have to do.
  - e. I'm not sure.

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

Competency Rating Scale

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

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

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

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

4. Parents can establish a list of family rules.      Parent \_\_\_\_\_  
**Comments:**      Educator \_\_\_\_\_

5. Parents can implement family rules.      Parent \_\_\_\_\_  
**Comments:**      Educator \_\_\_\_\_

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

Successfully completed Lesson: \_\_\_\_\_ Needs additional coaching: \_\_\_\_\_

**Recommendation:**



Date: \_\_\_\_\_

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

Lessons for Session #9:

**Rewarding Children and Their Behavior; Punishing Children’s Behavior**

**A. 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 identify the five different types of rewards.
4. Parents can utilize nurturing rewards appropriately.
5. Parents can identify the five different types of punishments.

**B. 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: Praise; Nurturing Touch; Privileges; Objects. Describe the outcome.
  - If appropriate, practice using one of the techniques for punishing behavior. Which one did you use and why? What was the outcome?
  - Spend a minimum of 30-45 minutes each day playing, reading, and/or massaging your child(ren).

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

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

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

Competency Rating Scale

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

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

2. Parents can describe the difference between rewards and punishments.

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

**Comments:**

3. Parents can identify the five different types of rewards.

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

**Comments:**

4. Parents can utilize nurturing rewards appropriately.

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

**Comments:**

5. Parents can identify the five different types of punishments.

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

**Comments:**

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

Successfully completed Lesson: \_\_\_\_\_ Needs additional coaching: \_\_\_\_\_

**Recommendation:**

Date: \_\_\_\_\_

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

Lessons for Session #10:

**Recognizing and Handling Feelings; Helping Your Children Handle Their Feelings**

**A. Lesson Competencies:**

1. Parents can describe the difference between feelings of comfort and feelings of discomfort.
2. Parents can describe the issues of suppressing feelings of discomfort.
3. Parents can describe ways they manage their feelings.
4. Parents can identify at least three strategies to help children learn to manage their feelings.
5. Parents can describe ways to help children manage their behavior.

**B. Home Practice Assignments:**

1. Read **Chapter 14 - Recognizing and Understanding Our Feelings** and **Chapter 15 - Helping Children Handle Their Feelings** in your Parent Handbook and complete any written exercises.
2. Complete the **Family Home Practice Assignment:**
  - Practice expressing feelings. Describe the event.
  - Come up with a plan to share your big hurts:
  - Identify three strategies to let off steam in a positive way.
  - Practice honoring children’s desires.
  - Help children express their feeling energy in positive ways.
  - Model appropriate ways to express feelings.
  - Spend a minimum of 30-45 minutes each day playing, reading, and/or massaging your child(ren).

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

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

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

Competency Rating Scale

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

1. Parents can describe the difference between feelings of comfort and feelings of discomfort. Parent \_\_\_\_\_  
Educator \_\_\_\_\_

**Comments:**

2. Parents can describe the issues of suppressing feelings of discomfort.  
**Comments:**

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

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

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

4. Parents can identify at least three strategies to help children learn to manage their feelings.  
**Comments:**

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

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

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

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

Successfully completed Lesson: \_\_\_\_\_ Needs additional coaching: \_\_\_\_\_

**Recommendation:**

Date: \_\_\_\_\_

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

Lessons for Session #11:

**Establishing Nurturing Bath Time and Bedtime Routines**

**A. 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 can identify the important conditions for a nurturing bedtime routine.
4. Parents can describe their nurturing bedtime routine.
5. Parents have established nurturing bedtime and bath time routines.

**B. Home Practice Assignments:**

1. Read **Chapter 33 - Nurturing Bath Time Routine** and **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 bath time routine with each of your children.
  - Practice implementing the nurturing bedtime routine with each of your children.
  - Spend a minimum of 30-45 minutes each day playing, reading, and/or massaging your child(ren).

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

1. Which of the following are 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.
  
2. To help children develop good sleep habits allow them to fall asleep 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.
  
3. 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.

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

Competency Rating Scale

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

1. Parents can identify the important conditions of a nurturing bath time routine.      Parent \_\_\_\_\_  
**Comments:**      Educator \_\_\_\_\_

2. Parents can describe their nurturing bath time routine.

**Comments:**

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

3. Parents can identify the important conditions for a nurturing bedtime routine.

**Comments:**

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

4. Parents can describe their nurturing bedtime routine.

**Comments:**

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

5. Parents have established nurturing bedtime and bath time routines.

**Comments:**

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

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

Successfully completed Lesson: \_\_\_\_\_ Needs additional coaching: \_\_\_\_\_

**Recommendation:**

Date: \_\_\_\_\_

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

Lessons for Session #12:

**Possessive and Violent Relationships and Positive Self-Talk; Keeping Our Children Safe**

**A. Lesson Competencies:**

1. Parents will increase their awareness of characteristics of domestic violence.
2. Parents will increase their understanding of possessive and violent relationships.
3. Parents experiencing domestic violence will seek assistance.
4. Parents can describe ways to keep their children safe.
5. Parents demonstrate ways to keep their children safe.

**B. Home Practice Assignments:**

1. Read **Chapter 48- Possessive and Violent relationships** and **Chapter 47 – How to Protect Our Children** 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.
  - Praise yourself once a day.
  - 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).

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

Identify ways parents can keep their children safe:

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

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

Competency Rating Scale

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

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

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

3. Parents experiencing domestic violence will seek assistance. Parent \_\_\_\_\_  
**Comments:** Educator \_\_\_\_\_

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

5. Parents demonstrate ways to keep their children safe. Parent \_\_\_\_\_  
**Comments:** Educator \_\_\_\_\_

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

Successfully completed Lesson: \_\_\_\_\_ Needs additional coaching: \_\_\_\_\_

**Recommendation:**



Date: \_\_\_\_\_

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

Lessons for Session #13:

**Understanding and Handling Stress; Touch, Personal Space and Date Rape**

**A. Lesson Competencies:**

1. Parents can identify healthy ways to reduce stress.
2. Parents can describe a plan to reduce personal stress.
3. Parents can describe the difference between appropriate and inappropriate touch.
4. Parents can describe and demonstrate the concept of personal space.
5. Parents can describe the dangers of date rape drugs and ways to protect themselves from date rape.

**B. Home Practice Assignments:**

1. Read **Chapter 37- Handling Stress** and **Chapter 38 - Helping Children Manage Their Behavior** 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?
  - 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).

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

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.

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

Competency Rating Scale

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

1. Parents can identify healthy ways to reduce stress. Parent \_\_\_\_\_  
**Comments:** Educator \_\_\_\_\_

2. Parents can describe a plan to reduce personal stress.

**Comments:**

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

3. Parents describe the difference between appropriate and inappropriate touch

**Comments:**

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

4. Parents can describe and demonstrate the concept of personal space.

**Comments:**

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

5. Parents can describe the dangers of date rape drugs and ways to protect themselves from date rape.

**Comments:**

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

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

Successfully completed Lesson: \_\_\_\_\_ Needs additional coaching: \_\_\_\_\_

**Recommendation:**

Date: \_\_\_\_\_

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

Lessons for Session #14:

**Managing Anger; Alternatives to Spanking**

**A. Lesson Competencies:**

1. Parents can describe appropriate ways to express anger.
2. Parents can identify appropriate ways to teach children to express anger.
3. Parents practice appropriate anger management strategies.
4. Parents can identify one time they could have used spanking but chose to use an alternative technique instead.
5. Parents can describe alternatives to spanking.

**B. 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.
  - 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).

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

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

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

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

1. Parents can describe appropriate ways to express anger. Parent \_\_\_\_\_  
**Comments:** Educator \_\_\_\_\_

2. Parents can identify appropriate ways to teach children to express anger. Parent \_\_\_\_\_  
**Comments:** Educator \_\_\_\_\_

3. Parents practice appropriate anger management strategies. Parent \_\_\_\_\_  
**Comments:** Educator \_\_\_\_\_

4. Parents can identify one time they could have used spanking but chose to use an alternative technique instead. Parent \_\_\_\_\_  
**Comments:** Educator \_\_\_\_\_

5. Parents can describe alternatives to spanking. Parent \_\_\_\_\_  
**Comments:** Educator \_\_\_\_\_

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

Successfully completed Lesson: \_\_\_\_\_ Needs additional coaching: \_\_\_\_\_

**Recommendation:**

Date: \_\_\_\_\_

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

Lessons for Session #15:

**Families and Alcohol; Keeping Kids Drug Free; Smoking and My Child’s Health**

**A. Lesson Competencies:**

1. Parents can identify reasons why people abuse alcohol.
2. Parents can identify and use ways to keep children drug free.
3. Parents use strategies to keep children drug free.
4. Parents have an increased awareness of the dangers of drug use among children.
5. Parents can describe the dangers of smoking and the effects of second hand smoke on children’s health.

**B. Home Practice Assignments:**

1. Read **Chapter 45 - Understanding Alcohol Use and Abuse, Chapter 46 - Keeping Children Drug Free, and Chapter 49 – Smoking and the Dangers of Second Hand Smoke** in your Parent Handbook.
2. Complete the **Family Home Practice Assignment**:
  - Complete the **Families and Alcohol Use Questionnaire**. Discuss your responses with your partner or a friend. Self-awareness is the first step in changing habits.
  - Discuss the information presented in this session as a family.
  - Begin implementing strategies to keep children drug free. What did you do?
  - Discuss the dangers of smoking and second hand smoke with members of your family.
  - If you smoke, identify the steps you need to take to stop.
  - Spend a minimum of 30-45 minutes each day playing, reading, and/or massaging your child(ren).

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

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

5. Depression also seems to be a risk factor for smoking.

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

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

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

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

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

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

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

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

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

Successfully completed Lesson: \_\_\_\_\_ Needs additional coaching: \_\_\_\_\_

**Recommendation:**

Date: \_\_\_\_\_

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

Lessons for Session #16:

**Hopes and Fears; Certificates; Closing**

**A. Lesson Competencies:**

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

**B. Home Practice Assignments:**

There is no Home Practice Assignment for this session.

**C. Knowledge Questions:** Review the following questions with the parents prior to ending the session.

The **bold** responses are the correct answers.

There is no Knowledge Question for this session.

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

Competency Rating Scale

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

1. Parents review their expectations and outcomes of the program. Parent \_\_\_\_\_  
**Comments:** Educator \_\_\_\_\_

2. Parents celebrate the completion of their program Parent \_\_\_\_\_  
**Comments:** Educator \_\_\_\_\_

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

Successfully completed Lesson: \_\_\_\_\_ Needs additional coaching: \_\_\_\_\_

**Recommendation:**

***Congratulations on a job well done!***