

Family Nurturing Plan & Assessment (FNP)

27 Session Group-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 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 Program should have a FNP completed to monitor the progress they are making during the program.
3. There are 27 group sessions in this model of the Nurturing Program for Parents and their Infants, Toddlers and Preschoolers. Each of the 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 27 Sessions to the program, you will need to complete 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.

Nurturing Parenting Program for Parents and their Infants, Toddlers and Preschoolers®

Schedule of Parenting Lessons for the 27 Session Group-Based Program

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The 27 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		B	C	D		10		
2 Nurturing Parenting; Children's Brain Development	A	B	C	D	E	24		
3 Nurturing as a Lifestyle; Building Parent-Child Bonding and Attachment		B		D		32		
4 Ages and Stages: Expectations & Development of Children Infant and Toddler Development	A	B				42		
5 Ages and Stages: Preschooler and School-Age Development	A	B				49		
6 "Skills Strips" Developmental Review; Male & Female Brain	A	B				55		
7 Developing Empathy in Children; Meeting Our Needs and the Needs of Our Children		B				62		
8 Recognizing and Understanding Feelings; Helping Your Children Handle Their Feelings		B	C			70		
9 Spoiling Your Children; Praising Children and Their Behavior	A		C			78		

10	Improving Children's Self-Worth; Developing Personal Power in Children and Adults				E	86		
11	Understanding Discipline; Red, White & Bruises: Why Parents Spank Their Children			C		E	95	
12	Developing Family Morals and Values; Developing Family Rules			C		E	102	
13	Rewarding Children and Their Behavior; Punishing Children and Their Behavior			C			108	
14	Infant and Child Massage		B				116	
15	Time Out; Body Map		B	C	D		122	
16	Child Proofing Your Home; Verbal and Physical Redirection			C			131	
17	Establishing Nurturing Parenting Routines; Keeping Our Children Safe	A	B	C			138	
18	Establishing a Nurturing Diapering and Dressing and Feeding time Routines; Feeding Children Nutritious Foods	A	B				147	
19	Establishing a Nurturing Bath Time Routine; Establishing a Nurturing Bedtime Routine	A	B				153	
20	Our Bodies and Sex; Personal Space and Saying "No"; Love, Sex, STDs and AIDS				D	E	160	
21	Understanding and Handling Stress; Helping Children Manage their Behavior				D	E	170	
22	Managing Anger; Alternatives to Spanking			C	D	E	179	
23	Possessive and Violent Relationships; Possessions and Positive Self-Talk				D	E	187	
24	Families and Alcohol; Keeping Our Kids Drug Free; Smoking and My Child's Health		B	C	D	E	195	
25	Criticism and Confrontation; Problem Solving, Decision Making, Negotiation & Compromise					E	204	
26	Ignoring; Toilet Training	A		C			214	
27	Assessment, Certificates and Closing	A	B	C	D	E	221	

Group Session #1

Date: _____

Completed? YES _____ NO _____

Lessons for Session 1:

Introductions, Hopes and Fears, Program Description, Assessment

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.

B. 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).

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

There are no Knowledge Questions for Lesson 1.

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

Competency Rating Scale

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

- 1. The parents were willing to express their hopes and fears about participating in the program.

Parent _____
Educator _____

Comments:

- 2. The parents express an understanding of the program format and requirements.

Parent _____
Educator _____

Comments:

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

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. 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?
 - 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?
 - 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).

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 & 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 described the seven concepts and practices of Nurturing Parenting. Parent _____
Comments: Educator _____

- 2. Parents were able to assess the degree of skill and ability in each of the seven nurturing parenting areas. Parent _____
Comments: Educator _____

- 3. Parents were able to define their philosophy of parenting. Parent _____
Comments: Educator _____

- 4. Parents understand the importance of stimulating brain development through quality parent-child time. Parent _____
Comments: Educator _____

Group Session #2 continued

5. Parents understand children's brains are shaped in the manner in which they are treated growing up.

Comments:

Parent _____

Educator _____

6. Parents understand the importance of the "critical windows of brain development."

Comments:

Parent _____

Educator _____

7. Parents are able to engage children in age appropriate developmental play.

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 #3:

Nurturing as a Lifestyle; Building Parent-Child Bonding and Attachment

A. 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.
4. Parents can define the concepts and practices of bonding, attachment, attunement and empathy.
5. Parents can explain why bonding and attachment are important parenting practices.
6. 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.

B. Home Practice Assignments:

1. Read **Chapter 2 - Nurturing As a Lifestyle** and **Chapter 4 – Building Parent-Child Bonding and Attachment** 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.
 - 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).

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

1. Nurturing Parenting is:
 - a. Caring for your children 24 hrs. a day.
 - b. Caring for yourself and for your children.**
 - c. Caring for your children more than you would care for yourself.
 - d. I'm not sure.
2. 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.
3. Being present and responsive to the needs of children is called:
 - a. Paying attention
 - b. Attunement**
 - c. Spoiling Children
 - d. I'm not sure.

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

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

1. Parents can identify the four character traits that result from parenting experiences in childhood. Parent _____
Educator _____
Comments:

2. Parents can identify the practice of nurturing parenting. Parent _____
Educator _____
Comments:

3. Parents can define personal parenting strengths and parenting areas needing improvement. Parent _____
Educator _____
Comments:

4. Parents can define the concepts and practices of bonding, attachment, attunement and empathy. Parent _____
Educator _____
Comments:

5. Parents can explain why bonding and attachment are important parenting practices. Parent _____
Educator _____
Comments:

6. 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:

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:

**Ages and Stages: Expectations and Development of Children;
Infant and Toddler Development**

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 can identify some developmental milestones of infants and toddlers.
4. Parents display positive attachment behaviors toward their infants and toddlers.
Parents display positive attunement to infant’s and toddler’s needs.

B. Home Practice Assignments:

1. Read **Chapter 5 - Ages & Stages: Having Appropriate Expectations of Your Children, Chapter 6 – Development Stage: Infancy, and Chapter 7 – Development Stage: Toddler** 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.
 - List a behavior that you have observed in your child in each of the four principal areas of development: Physical - Intellectual - Verbal - Social/Emotional
 - Spend a minimum of 30 ro 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. Parent _____
Comments: Educator _____

3. Parents can identify some developmental milestones of infants and toddlers. Parent _____
Comments: Educator _____

4. Parents display positive attachment behaviors toward their infants and toddlers. Parent _____
Comments: Educator _____

5. Parents display positive attunement to infant's and toddler's needs. Parent _____
Comments: Educator _____

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

Successfully completed Lesson: _____ Needs additional coaching: _____

Recommendation:

Group Session #5

Date: _____

Completed? YES _____ NO _____

Lessons for Session #5:

Ages and Stages: Preschooler and School-Age Development

A. Lesson Competencies:

1. Parents can identify some developmental milestones of preschool and school-age development.
2. Parents display positive attachment behaviors toward their preschoolers and school-age children.
3. Parents display positive attunement to preschooler's and school-age child's needs.
4. Parents can identify some developmental milestones of preschool and school-age development.
5. Parents understand early and late maturation differences.

B. Home Practice Assignments:

1. Read **Chapter 8 - Developmental Stage: Preschooler** and **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).

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 Session #5.

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 some developmental milestones of preschool and school-age development.

Comments:

Parent _____
Educator _____

2. Parents display positive attachment behaviors toward their preschoolers and school-age children.

Comments:

Parent _____
Educator _____

3. Parents display positive attunement to preschooler's and school-age child's needs.
Comments:

Parent _____
Educator _____

4. Parents can identify some developmental milestones of preschool and school-age development.
Comments:

Parent _____
Educator _____

5. Parents understand early and late maturation differences.
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 #6:

“Skills Strips” Developmental Review; The Male and Female Brain

A. Lesson Competencies:

1. Parents can identify age-appropriate developmental tasks from ages birth to 6 years.
2. Parents can demonstrate appropriate expectations.
3. Parents can describe some of the differences between male and female brain functioning.
4. Parents can discuss how male behavior is different from female behavior.
5. Parents can discuss how comparing boys to girls is an inappropriate expectation.

B. 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:**
 - Complete the **Skills Strips** Exercise.
 - 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.
 - Notice differences between your son and daughter. What are they?
 - Spend a minimum of 30 ro 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.

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.

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 age-appropriate developmental tasks from ages birth to 6 years. Parent _____
Educator _____
Comments:

2. Parents can demonstrate appropriate expectations. Parent _____
Educator _____
Comments:

3. Parents can describe some of the differences between male and female brain functioning.

Parent _____
Educator _____

Comments:

4. Parents can discuss how male behavior is different from female behavior.

Parent _____
Educator _____

Comments:

5. Parents can discuss how comparing boys to girls is an inappropriate Expectation.

Parent _____
Educator _____

Comments:

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

Successfully completed Lesson: _____ Needs additional coaching: _____

Recommendation:

Date: _____

Lessons for Session #7:

Completed? YES _____ NO _____

Developing Empathy in Children; Meeting Our Needs and the Needs of Our Children**A. 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.
5. Parents can identify the six areas of human needs (SPICES).
6. Parents make a plan to get personal needs met on a regular basis.
7. Parents help children get their needs met on a regular basis.

B. Home Practice Assignments:

1. Read **Chapter 12- Developing Empathy: Teaching Children** and **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**:
 - 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:
 - 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 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 to 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. 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.
3. 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.**

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 word "empathy."
Comments: | Parent _____
Educator _____ |
| 2. Parents can describe the importance of empathy in parenting.
Comments: | Parent _____
Educator _____ |
| 3. Parents help children recognize and understand their feelings.
Comments: | Parent _____
Educator _____ |
| 4. Parents can identify ways to promote empathy in children.
Comments: | Parent _____
Educator _____ |
| 5. Parents can identify the six areas of human needs (SPICES).
Comments: | Parent _____
Educator _____ |
| 6. Parents make a plan to get personal needs met on a regular basis.
Comments: | Parent _____
Educator _____ |
| 7. Parents help children get their needs met on a regular basis.
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:

Recognizing and Understanding 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 display appropriate ways of helping children handle their feelings.
6. 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.

Comments:

Parent _____
Educator _____

Group Session #8 continued

2. Parents can describe the issues of suppressing feelings of discomfort. Parent _____
Comments: Educator _____

3. Parents can describe ways they manage their feelings. Parent _____
Comments: Educator _____

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

5. Parents display appropriate ways of helping children handle their feelings. Parent _____
Comments: Educator _____

6. Parents can describe ways to help children manage their behavior. 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:

Spoiling Your Children; Praising Children and Their Behavior**A. 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.
4. Parents can identify the difference between “Praise for Being” and “Praise for Doing.”
5. Parents practices praising self for Being and Doing every day.
6. Parents practice praising children for Being and Doing every day.

B. Home Practice Assignments:

1. Read **Chapter 16 - Spoiling Your Children** and **Chapter 24 – Praising Children and Their Behavior** 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?
 - 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).

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

1. 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.
2. 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.
3. 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.
4. Praising yourself is a good way to build your sense of self-worth.
 - 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 describe the differences between empathy and “spoiling.”
Comments: Parent _____
Educator _____

2. Parents have increased their understanding of the practices of “spoiling” children.
Comments: Parent _____
Educator _____

3. Parents have increased their ability to prevent “spoiling” from occurring.
Comments: Parent _____
Educator _____

4. Parents can identify the difference between “Praise for Being” and “Praise for Doing.”
Comments: Parent _____
Educator _____

5. Parents practices praising self for Being and Doing every day.
Comments: Parent _____
Educator _____

6. Parents practice praising children 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 #10:

Improving Children’s Self-Worth; Developing Personal Power in Children and Adults

A. Lesson Competencies:

- 1. Parents can define the terms Self-Worth and Personal Power.
- 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 ways to build their own sense of personal power.
- 3. Parents can describe strategies to build personal power in children.

B. 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).

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

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

There are no Knowledge Questions for Lesson 10.

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 terms “Self-Worth” and “Personal Power.” Parent _____
Comments: Educator _____

2. Parents can describe the importance of having positive self-worth as a parent. Parent _____
Comments: Educator _____

3. Parents can use at least three strategies to improve children’s self-worth. Parent _____
Comments: Educator _____

4. Parents can identify ways to build their own sense of personal power.
Comments:

Parent _____
Educator _____

5. Parents can describe strategies to build personal power in children.
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:

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.
6. Parents can demonstrate alternatives to spanking as a means of discipline.

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 _____

6. Parents can demonstrate alternatives to spanking as a means of discipline.
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:

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 discuss the importance of Family Rules.
5. Parents can establish a list of Family Rules.
6. 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 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.
 - 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 discuss the importance of Family Rules. Parent _____
Comments: Educator _____

5. Parents can establish a list of Family Rules. Parent _____
Comments: Staff Rating _____

6. Parents can implement Family Rules. Parent Rating _____
Comments: Staff Rating _____

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:

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. Describe the outcome. Praise. Nurturing Touch. Privileges. Objects.
 - 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.

Comments:

Parent _____

Educator _____

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

Comments:

Parent _____

Educator _____

4. Parents can utilize nurturing rewards appropriately.

Comments:

Parent _____

Educator _____

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

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 #14:
Infant and Child Massage

Completed? YES ____ NO ____

A. 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.

B. 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).

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

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

- 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 the three types of touch we receive as children. Parent _____
Comments: Educator _____

2. Parents practice massage strokes on children. Parent _____
Comments: Educator _____

3. Parents can describe the impact gentle touch and hurting touch have on the development of children's brains.
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 #15:

Time Out; Body Map

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

B. 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?
 - 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).

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

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**

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 understanding of Time Out as a parenting technique. Parent _____
Comments: Educator _____

2. Parents will increase their ability to use Time Out appropriately. Parent _____
Comments: Educator _____

3. Parents will increase their awareness and understanding of the impact the three types of touch in their life.

Parent _____
Educator _____

Comments:

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

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 #16:

Child-Proofing Your Home; Verbal and Physical Redirection

A. 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.
3. Parents can define the practice of redirection.
4. Parents can define the difference between verbal and physical redirection.
5. Parents can describe situations to use verbal and physical redirection.
6. Parents use physical and verbal redirection.

B. Home Practice Assignments:

1. Read **Chapter 27 - Child-Proofing Your House from Danger** and **Chapter 28 – Verbal and Physical Redirection** 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.
 - 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).

C. Knowledge Questions:

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

1. A good way to 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.
2. 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.
3. 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.

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 importance of child proofing a home. Parent _____
Comments: Educator _____

2. Parents will create a safe home for children through child proofing. Parent _____
Comments: Educator _____

3. Parents can define the practice of redirection. Parent _____
Comments: Educator _____

4. Parents can define the difference between verbal and physical redirection. Parent _____
Comments: Educator _____

5. Parents can describe situations to use verbal and physical redirection. Parent _____
Comments: Educator _____

5. Parents use physical and verbal redirection. 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 #17:

Establishing Nurturing Parenting Routines; Keeping Our Children Safe

A. Lesson Competencies:

1. Parents can describe the importance of nurturing parenting routines.
2. Parents can describe the current routines being used.
3. Parents can describe ways to keep their children safe.
4. Parents demonstrate ways to keep their children safe.

B. Home Practice Assignments:

1. Read **Chapter 29 - Establishing Nurturing Parenting Routines** and **Chapter 47 – How to Protect Our Children** 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.
 - 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.

1. 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.
2. Identify ways parents can keep their children safe:
 - a. Making sure boyfriends and girlfriends will treat their children well.
 - b. Putting safety latches on drawers.
 - c. Capping electric outlets.
 - d. All of the above.**
 - e. I'm not sure.

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

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

1. Parents can describe the importance of nurturing parenting routines. Parent _____
Comments: Educator _____

2. Parents can describe the current routines being used.

Comments:

Parent _____

Educator _____

3. Parents can describe ways to keep their children safe.

Comments:

Parent _____

Educator _____

4. Parents demonstrate ways to keep their children safe.

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 #18:

Establishing a Nurturing Diapering and Dressing Routine; Establishing a Nurturing Feeding Time Routine; Feeding Children Nutritious Foods

A. 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.
4. Parents can describe the nurturing routine used for diapering and dressing.
5. Parents have established a nurturing diapering and dressing routine.

B. Home Practice Assignments:

1. Read **Chapter 30 - Nurturing Diapering and Dressing Routine, 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 diapering and dressing routine with your children each day.
 - 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).

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

1. 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.
2. 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.

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 importance of establishing a nurturing feeding time routine. Parent _____
Educator _____
Comments:

2. Parents can demonstrate the nurturing feeding time routine.

Comments:

Parent _____

Educator _____

3. Parents will increase their understanding of ways to increase the nutritional value of children's meal time.

Comments:

Parent _____

Educator _____

4. Parents can describe the nurturing routine used for diapering and dressing:

Comments:

Parent _____

Educator _____

5. Parents have established a nurturing diapering and dressing routine.

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 #19:

Establishing a Nurturing Bath Time Routine; Establishing a Nurturing Bedtime Routine

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 have established a nurturing bath time routine.
4. Parents can identify the important conditions for a nurturing bed time routine.
5. Parents can describe their nurturing bed time routine.
6. Parents have established a nurturing bed time routine.

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 bed 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).

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 describe the nurturing bath time routine they use. Parent _____
Comments: Educator _____

2. Parents can explain why it is wrong to leave a child alone in the bathtub.

Parent _____
Educator _____

Comments:

3. Parents can describe the nurturing bed time routine they use.

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 #20:

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

A. Lesson Competencies:

1. Parents have increased awareness and use of proper terminology for sexual body parts.
2. Parents are empowered to serve as good role models for their children.
3. Parents can identify and describe the different types of touch.
4. Parents can describe the term “personal space.”
5. Parents can say “NO” to unwanted touch.
6. Parents respect the personal space of their children.
7. Parents teach children how to say “NO” to unwanted touch.
8. Parents have increased understanding of AIDS and STDs.
9. Parents have increased knowledge of practicing safe sex.

B. Home Practice Assignments:

1. Read **Chapter 35 – Developing Children’s Sexual Self-Worth** and **Chapter 34 - STDs, AIDS, and HIV** in your Parent Handbook and complete any written exercises.
2. Complete the Family Home Practice Assignment.
Answer the following questions with your partner or close friend.
 - What memories do you have of your childhood sexual education?
 - Who were the most instrumental people in teaching you sex education? Was it helpful or hurtful?
 - What are your biggest anxieties about issues related to sex, nudity and body part terminology? Do you know how they originated? Do your anxieties help you or hinder you?
 - On a scale of 1 (low) to 5 (high), rate the following and offer rationale for your rating: I like my body. I like the way I look. I like the person I am. I feel comfortable discussing sex-related matters with my partner. I feel comfortable discussing sex-related matters with my children.
 - Make a plan for discussing sex-related issues with your child(ren). If necessary, invite a friend to help out. Remember, keep the discussion factual, honest and relevant to the age of the child.
 - Discuss the concept of personal space and the different types of touch with your partner.
 - Practice saying “NO” with your children to unwanted touch.
 - Keep practicing nurturing routines.
 - Review the information on STDs, AIDS and HIV with members of your family.
 - 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. A good way to keep your children safe from sexual harm is:
 - a. Educate children about sex
 - b. Teach children to be assertive
 - c. Respect children’s bodies
 - d. All of the above**
 - e. I’m not sure
2. STD’s like herpes and syphilis can be passed on through oral sex.
 - a. True**
 - b. False
 - c. I’m not sure

- 3. It's possible to catch AIDS
 - a. By hanging around someone with AIDS.
 - b. By touching someone with AIDS.
 - c. **By sharing needles with someone who has AIDS.**
 - d. I'm not sure.

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

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

- 1. Parents have increased awareness and use of proper terminology for sexual body parts. Parent _____
Educator _____
Comments:

- 2. Parents are empowered to serve as good role models for their children. Parent _____
Educator _____
Comments:

- 3. Parents can identify and describe the different types of touch. Parent _____
Educator _____
Comments:

- 4. Parents can describe the term "personal space." Parent _____
Educator _____
Comments:

- 5. Parents can say "NO" to unwanted touch. Parent _____
Educator _____
Comments:

- 6. Parents respect the personal space of their children. Parent _____
Educator _____
Comments:

7. Parents teach children how to say "NO" to unwanted touch.

Comments:

Parent _____
Educator _____

8. Parents have increased understanding of AIDS and STDs.

Comments:

Parent _____
Educator _____

9. Parents have increased knowledge of practicing safe sex.

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 #21:

Understanding and Handling Stress; Helping Children Manage Their Behavior

A. 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.
4. Parents understand strategies to help children learn to manage their behavior.
5. Parents practice ways to help children manage their behavior.

B. Home Practice Assignments:

1. Read **Chapter 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.

1. 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.
2. 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.
3. Giving children choices early in life teaches them to use their personal power to make wise decisions.
 - a. Are you kidding! Giving children choices will never get them to do what you tell them to do.
 - b. Kids can't handle choices. They feel more secure being told what to do.
 - c. Choices can help children learn there are consequences to the decisions they make.**
 - d. I'm not sure.

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

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

1. Parents can identify healthy ways to reduce stress. Parent _____
Comments: Educator _____

2. Parents can describe a plan to reduce personal stress. Parent _____
Comments: Educator _____

3. Parents practice healthy ways to reduce stress. Parent _____
Comments: Educator _____

4. Parents understand strategies to help children learn to manage their behavior. Parent _____
Comments: Educator _____

5. Parents practice ways to help children manage their behavior. 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 #22:

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 #23:

Possessive and Violent Relationships; People, Possessions and Positive Self-Talk

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. Individuals experiencing domestic violence will seek assistance.
4. Parents can understand a parent-child power struggle.
5. Parents can avoid or resolve power struggles.

B. Home Practice Assignments:

1. Read **Chapter 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.
 - 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).

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

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. Individuals experiencing domestic violence will seek assistance.
Comments:

Parent _____
Educator _____

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

Parent _____
Educator _____

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

Parent _____
Educator _____

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

Successfully completed Lesson: _____ Needs additional coaching: _____

Recommendation:

Date: _____

Completed? YES _____ NO _____

Lessons for Session #24:

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 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.
 - Discuss the information presented in this lesson 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 #25:

Criticism and Confrontation; Problem Solving, Decision Making, Negotiation and Compromise

A. 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.
5. Parents understand and use problem solving, decision making, negotiation and compromise as communication.

B. Home Practice Assignments:

1. Read **Chapter 44 – Criticism, Confrontation and Rules for Fair Fighting** and **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:**
 - Write down the model of “arguing” that you observed and experienced during your childhood.
 - Do you think now that the model was good or not? Why?
 - What did you learn that you’re trying to change or improve?
 - Practice using confrontation and not criticism. What did you experience?
 - Practice problem solving and decision making.
 - Practice negotiation and compromise.
 - 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. The difference between criticism and confrontation is:
 - a. Criticism tears people down; confrontation builds people up.**
 - b. Criticism tells people what to do better; confrontation tells people what they did wrong.
 - c. Criticism is constructive; confrontation is destructive.
 - d. I’m not sure.
2. Which of the following is true about confrontation?
 - a. It communicates respect.
 - b. It helps people listen.
 - c. It provides useful information.
 - d. All of the above.**
 - e. I’m not sure.
3. Problem solving means:
 - a. Offering children choices.
 - b. What to do when you have a problem but don’t know what the solution is.**
 - c. What to do when you know what your solutions are.
 - d. I’m not sure
4. Never compromise your values.
 - a. True**
 - b. False
 - c. Sometimes
 - d. I’m not sure

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

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

1. Parents can define the difference between Confrontation and Criticism. Parent _____
Comments: Educator _____

2. Parents can give examples of both forms of communication. Parent _____
Comments: Educator _____

3. Parents can describe the dangers of Criticism. Parent _____
Comments: Educator _____

4. Parents can describe the benefits of Confrontation. Parent _____
Comments: Educator _____

5. Parents understand and use problem solving, decision making, negotiation and compromise as communication. 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 #26:

Ignoring; Toilet Training

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

B. Home Practice Assignments:

1. Read **Chapter 39 - Ignoring as a Parenting Technique** and **Chapter 40 - Toilet Training** 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.
 - 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).

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

1. 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.
2. 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.

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 understanding of the use of Ignoring as a parenting strategy. Parent _____
Educator _____

Comments:

2. Parents will demonstrate their ability to use Ignoring appropriately as a parenting technique.
Comments:

Parent _____
Educator _____

3. Parents will understand when to expect their child to be potty trained.
Comments:

Parent _____
Educator _____

4. Parents will know and practice the strategies involved in potty training.
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 #27:
Assessment, Certificates and Closing

A. 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.

B. 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).

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

There are no Knowledge Questions for Lesson 27.

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 demonstrate parenting competencies.

Comments:

Parent _____
Educator _____

2. Parents demonstrate what they've learned in the program.

Comments:

Parent _____
Educator _____

3. Parents celebrate the completion of their program.

Comments:

Parent _____
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!