

## Family Nurturing Plan (FNP)

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

Each family that participates in the **Nurturing Parenting Program for Young Parents and Their Families** need to have a Family Nurturing Plan (FNP) created for them to monitor their progress. The FNP is a working document that coordinates with the lessons presented in the Instructors Manual. For each lesson, the FNP lists the *Parenting Topics*, the *Competencies* parents need to learn, the *Home Practice Assignment* parents need to complete prior to the next session, and the *Knowledge and Practice Measurements* that ensure that Lesson Competencies have been learned by the parents. The FNP coordinates with the Family Nurturing Journal (FNJ) the parents receive to help ensure lesson competencies are being learned and utilized with at home. See the Instructors Manual for more information. **Note: that the FNP and FNJ are both available on CD located in the inside of the Instructors Manual.** The FNP and the FNJ are presented on the CD in Word 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 7 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
<b>Home-Based Session 1</b> lessons to be completed: Getting Acquainted; Program Description; Complete Pretest Assessments		B	C			14		
<b>Home-Based Session 2</b> lessons to be completed: Review Pretest Assessment and Parenting Profiles, Identify Parenting Strengths and Areas to Improve	A	B	C	D	E	18		
<b>Home-Based Session 3:</b> (Identify Program Session & Lessons)	A	B	C	D	E	21		
<b>Home-Based Session 4:</b> (Identify Program Session & Lessons)	A	B	C	D	E	21		
<b>Home-Based Session 5:</b> (Identify Program Session & Lessons)	A	B	C	D	E	21		
<b>Home-Based Session 6</b> lessons to be completed: Complete Posttest Assessments		B	C			25		
<b>Home-Based Session 7</b> Lessons to be completed: Review Posttest Parenting Profiles; Make Plans for Continued Parenting Support	A	B	C	D	E	27		

<b>GROUP-BASED Sessions</b>	<b>Parenting Construct</b>					<b>Page in Instructor's Manual</b>	<b>Date Lesson Began</b>	<b>Date Lesson Completed</b>
<b>Session 1 and Lessons:</b>						<b>29</b>		
1.1 Welcome and Icebreaker				D		30		
1.2 Orientation			C			32		
1.3 Hope and Fears		B				36		
1.4 Family Nurturing Time		B				37		
1.5 Positive and Negative Nurturing and My Personality		B				39		
1.6 Closing Activity		B		D		42		
<b>Session 2 and Lessons:</b>						<b>44</b>		
2.1 Welcome and Check-In		B		D		45		
2.2 The Seven Principles of Nurturing Parenting	A	B	C	D	E	46		
2.3 Family Nurturing Time		B				48		
2.4 Being a Young Parent in My Family				D		49		
2.5 Closing Activity; Home Practice, Evaluation, Praise Circle		B		D		51		
<b>Session 3 and Lessons:</b>						<b>52</b>		
3.1 Welcome and Check-In		B		D		53		
3.2 Building Parent-Child Bonding and Attachment		B				54		
3.3 Family Nurturing Time		B				57		
3.4 Developing Empathy		B				58		
3.5 Closing Activity; Home Practice, Evaluation, Praise Circle		B		D		60		
<b>Session 4 and Lessons:</b>						<b>61</b>		
4.1 Welcome and Check-In		B		D		62		
4.2 Ages and Stages of Development	A	B				63		
4.3 Children's Brain Development	A					65		
4.4 Family Nurturing Time		B				67		
4.5 Teen's Brain Development	A					68		
4.6 Closing Activity; Home Practice, Evaluation, Praise Circle		B		D		70		

<b>GROUP-BASED Sessions</b>	<b>Parenting Construct</b>					<b>Page in Instructor's Manual</b>	<b>Date Lesson Began</b>	<b>Date Lesson Completed</b>
<b>Session 5 and Lessons:</b>						<b>71</b>		
5.1 Welcome and Check-In		B		D		72		
5.2 Meeting Our Needs and the Needs of Our Children		B				73		
5.3 Family Nurturing Time		B				75		
5.4 Developing Personal Power in Children and Adults					E	76		
5.5 Closing Activity; Home Practice, Evaluation, Praise Circle		B		D		78		
<b>Session 6 and Lessons:</b>						<b>79</b>		
6.1 Welcome and Check-In		B		D		80		
6.2 Improving Children's Self-Worth					E	81		
6.3 Family Nurturing Time		B				84		
6.4 Praising Children and Their Behavior	A		C			85		
6.5 Closing Activity; Home Practice, Evaluation, Praise Circle		E		D		87		
<b>Session 7 and Lessons:</b>						<b>88</b>		
7.1 Welcome and Check-In		B		D		89		
7.2 Understanding Discipline			C			90		
7.3 Family Nurturing Time		B				91		
7.4 Red, White & Bruises: Why Parents Spank Their Children					E	93		
7.5 Closing Activity; Home Practice, Evaluation, Praise Circle		B		D		94		
<b>Session 8 and Lessons:</b>						<b>95</b>		
8.1 Welcome and Check-In		B		D		96		
8.2 Developing Family Morals and Values			C			97		
8.3 Family Nurturing Time		B				98		
8.4 Empowerment					E	99		
8.5 Closing Activity; Home Practice, Evaluation, Praise Circle		B		D		100		
<b>Session 9 and Lessons:</b>						<b>101</b>		
9.1 Welcome and Check-In		B		D		102		
9.2 Rewarding Children and Their Behavior			C			103		

<b>GROUP-BASED Sessions</b>	<b>Parenting Construct</b>					<b>Page in Instructor's Manual</b>	<b>Date Lesson Began</b>	<b>Date Lesson Completed</b>
8.3 Family Nurturing Time		B				105		
9.4 Punishing Children's Behavior			C			106		
9.5 Closing Activity; Home Practice, Evaluation, Praise Circle		B		D		108		
<b>Session 10 and Lessons:</b>						<b>109</b>		
10.1 Welcome and Check-In		B		D		110		
10.2 Recognizing and Understanding Feelings		B				111		
10.3 Family Nurturing Time		B				113		
10.4 Helping Your Children Handle Their Feelings		B	C			114		
10.5 Closing Activity; Home Practice, Evaluation, Praise Circle		B		D		116		
<b>Session 11 and Lessons:</b>						<b>117</b>		
11.1 Welcome and Check-In		B		D		118		
11.2 Establishing a Nurturing Bath Time Routine	A	B				119		
11.3 Family Nurturing Time		B				120		
11.4 Establishing a Nurturing Bedtime Routine	A	B				121		
11.5 Closing Activity; Home Practice, Evaluation, Praise Circle		B		E		123		
<b>Session 12 and Lessons:</b>						<b>124</b>		
12.1 Welcome and Check-In		B		D		125		
12.2 Possessive and Violent Relationships and Positive Self-Talk				D		126		
12.3 Family Nurturing Time		B				128		
12.4 Keeping Our Children Safe			C			129		
12.5 Closing Activity; Home Practice, Evaluation, Praise Circle		B		D		133		
<b>Session 13 and Lessons:</b>						<b>134</b>		
13.1 Welcome and Check-In		B		D		135		
13.2 Understanding and Handling Stress				D		136		
13.3 Family Nurturing Time		B				138		
13.4 Touch, Personal Space and Date Rape				D		139		
13.5 Closing Activity; Home Practice, Evaluation, Praise Circle						142		

<b>GROUP-BASED Sessions</b>	<b>Parenting Construct</b>					<b>Page in Instructor's Manual</b>	<b>Date Lesson Began</b>	<b>Date Lesson Completed</b>
<b>Session 14 and Lessons:</b>						<b>143</b>		
14.1 Welcome and Check-In		B		D		144		
14.2 Managing Anger				D		145		
14.3 Family Nurturing Time				D		148		
14.4 Alternatives to Spanking			C			149		
14.5 Closing Activity; Home Practice, Evaluation, Praise Circle		B		E		150		
<b>Session 15 and Lessons:</b>						<b>151</b>		
15.1 Welcome and Check-In		B		D		152		
15.2 Love, Sex, STDs and AIDS				D		153		
15.3 Family Nurturing Time		B				156		
15.4 Our Bodies, Sex, Birth Control				D		157		
15.5 Sanctuary Relaxation				D		160		
15.6 Closing Activity: Home Practice, Evaluation and Praise Circle		B		D		161		
<b>Session 16 and Lessons:</b>						<b>162</b>		
16.1 Welcome and Check-In		B		E		163		
16.2 Hopes and Fears		B		E		164		
16.3 Certificate Awards		B	C	D		165		
16.4 People Power	A			D		166		
16.5 Closing Activity and Praise Circle		B		E		167		

# FAMILY NURTURING PLAN

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

**Home Session #1**

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

Lessons for Home Session 1:

**Getting Acquainted; Program Description; Assessment****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 the Lesson Competencies:** (taken from Session Evaluation Form)**Rating**

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.

Parent \_\_\_\_ You \_\_\_\_

Parent \_\_\_\_ You \_\_\_\_

Parent \_\_\_\_ You \_\_\_\_

**E. Comments regarding participation in class and learning the competencies:**

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 and willing to complete program assessments:

YES \_\_\_\_\_ NO \_\_\_\_\_

Comments:

**F. Actions to be taken:**



**Home Session #2**

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

Lessons for Home Session 2:

**Family Nurturing Plan: Assessment Review and Planning****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 the Lesson Competencies:** (taken from Session Evaluation Form)**Rating**

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

**E. Comments regarding participation in class and learning the competencies:**

1. Parents are willing to review their parenting profile:

YES \_\_\_\_\_ NO \_\_\_\_\_

Comments:

2. Parents are willing to develop their parenting plan:

YES \_\_\_\_\_ NO \_\_\_\_\_

Comments:

**F. Actions to be taken:**

**Home Session #3**

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

**Lessons for Home Session 3:  
Tutorial Home-Based Session**

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.

**D. Assessment of the Lesson Competencies:** (taken from Session Evaluation Form)

- |   | <u><b>Rating</b></u> |
|---|----------------------|
| 1. Parents demonstrate parenting competencies learned during the program  | Parent ____ You ____ |
| 2. Parents display an understanding of parenting concepts and skills presented and practiced during the group sessions and home visits. | Parent ____ You ____ |

**E. Comments regarding participation in class and learning the competencies:**

Parents display an understanding and demonstrate parenting competencies:

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

**F. Actions to be taken:**

**Lessons for Home Session 4:  
Tutorial Home-Based Session**

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.

**D. Assessment of the Lesson Competencies:** (taken from Session Evaluation Form)

- |   | <u><b>Rating</b></u> |
|---|----------------------|
| 1. Parents demonstrate parenting competencies learned during the program  | Parent ____ You ____ |
| 2. Parents display an understanding of parenting concepts and skills presented and practiced during the group sessions and home visits. | Parent ____ You ____ |

**E. Comments regarding participation in class and learning the competencies:**

Parents understand and demonstrate parenting competencies

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

**F. Actions to be taken:**

**Home Session #5**

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

**Lessons for Home Session 5:  
Tutorial Home-Based Session**

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 based on the lessons offered.

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

Identify Knowledge Questions based on the lessons offered.

**D. Assessment of the Lesson Competencies:** (taken from Session Evaluation Form)

- |   | <u><b>Rating</b></u> |
|---|----------------------|
| 1. Parents demonstrate parenting competencies learned during the program  | Parent ____ You ____ |
| 2. Parents display an understanding of parenting concepts and skills presented and practiced during the group sessions and home visits. | Parent ____ You ____ |

**E. Comments regarding participation in class and learning the competencies:**

Parents understand and demonstrate parenting competencies.

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

**F. Actions to be taken:**

## Lessons for Home Session 6:

**Post Program Assessment**

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.

**D. Assessment of the Lesson Competencies:** (taken from Session Evaluation Form)

Parents are willing to complete end of program assessments.

**Rating**

Parent \_\_\_\_ You \_\_\_\_

**E. Comments regarding participation in class and learning the competencies:**

Parents are willing to complete end of program assessments.

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

**F. Actions to be taken:**

**Home Session #7**

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

**Lessons for Home Session 7:****Assessment Review and Planning**

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:**

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 competency assessment.

**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 the Lesson Competencies:** (taken from Session Evaluation Form)

- |   | <u><b>Rating</b></u> |
|---|----------------------|
| 1. Parents review their parenting profiles and can describe their parenting strengths and areas that need continued work.                                       | You ____ Parent ____ |
| 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. | You ____ Parent ____ |
| 3. Parents review their Family Nurturing Plan competency assessment to determine their success in the program.  | You ____ Parent ____ |

**E. Comments regarding participation in class and learning the competencies:**

1. Parents review their parenting profiles.

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

2. Parents and Home Visitor review their parenting plan.

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

3. Parents and Home Visitor determine the success of their program.

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

**F. Actions to be taken:**

# **FAMILY NURTURING PLAN**

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

**Group Session #1**

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

Lessons for Session 1:

**Introductions; Hopes and Fears; Program Description; Positive and Negative Nurturing and My Personality****A. Lesson Competencies:**

1. Parents can 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 describe the difference between positive and negative nurturing.
5. Parents can define the four characteristics that make up our personality.

**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 with the parents prior to the end of the Home Visit):

There are no Knowledge Questions for this session.

**D. Assessment of the Lesson Competencies:** (taken from Session Evaluation Form)

- |  | <u><b>Rating</b></u> |
|--|----------------------|
| 1. Shared their hope and fears about participating in the program:     | Parent ____ You ____ |
| 2. Understand program format and requirements and will participate:    | Parent ____ You ____ |
| 3. Understands the difference between positive and negative nurturing: | Parent ____ You ____ |
| 4. Understands the four traits that make up a personality:             | Parent ____ You ____ |

**E. Comments regarding participation in class and learning the competencies:**

1. Demonstrates a willingness to express their hopes and fears about participating in the program

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

2. Demonstrates an understanding of the program format and requirements and willingness to participate

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

3. Demonstrates an understanding the difference between positive and negative nurturing

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

4. Demonstrates an understanding of the four traits that make up a personality

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

**F. Actions to be taken:**



**Group Session #2**

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

Lessons for Session 2:

**The Seven Principles of Nurturing Parenting; Being a Young Parent in My Family****A. Lesson Competencies:**

1. Parents can describe the seven concepts and practices of Nurturing Parenting.
2. Parents can assess their degree of skill and ability in each of the seven nurturing parenting areas.
3. Parents can define their philosophy of parenting.
4. Parents can share the circumstances surrounding their pregnancy.

**B. Home Practice Assignments:**

1. Read the information in **Chapter 2: The Seven Principles of Nurturing Parenting** 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 other family members. 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 are 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 designed to promote parent-child attachment and 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:***Correct answers are italicized in BOLD.*Match the Nurturing Skills with the description.

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

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

**D. Assessment of the Lesson Competencies: (taken from Session Evaluation Form)****Rating**

- |   |                        |
|---|------------------------|
| 1. Understands the seven concepts and practices of Nurturing Parenting.   | Parent _____ You _____ |
| 2. Shared their assessment of their degree of skill and ability in each of the seven nurturing parenting areas. | Parent _____ You _____ |
| 3. Defined their philosophy of parenting.   | Parent _____ You _____ |
| 4. Shared the circumstances surrounding their pregnancy.  | Parent _____ You _____ |

***Continued on next page ...***

### **E. Comments regarding participation in class and learning the competencies:**

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

1. Describe your philosophy of Nurturing Parenting.

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

2. Describe the seven concepts and practices of Nurturing Parenting by matching nurturing skills with their description (See D: Knowledge Question Above).

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

3. Share circumstances surrounding their pregnancy.

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

### **F. Actions to be taken:**

**Group Session #3**

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 44: Building Parent-Child Bonding and Attachment** and **Chapter 11: Developing Empathy** 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 to encourage your child to develop empathy.

**C. Knowledge Questions:***Correct answers are italicized in BOLD.*

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

##### Rating

- |  |  |
|--|--|
| 1. Parents can define the concepts and practices of bonding, attachment, attunement and empathy.   | Parent ____ You ____                         |
| 2. Parents can explain why bonding and attachment are important parenting practices.   | Parent ____ You ____                         |
| 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 ____ You ____<br>Parent ____ You ____ |
| 4. Parents can define the word "empathy" and describe the importance of empathy in parenting.  | Parent ____ You ____                         |
| 5. Parents help children recognize and understand their feelings.  | Parent ____ You ____                         |
| 6. Parents can identify ways to promote empathy in children.   | Parent ____ You ____                         |

#### E. Comments regarding participation in class and learning the competencies:

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

1. What do the terms bonding, attachment, attunement and empathy mean?

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

2. Displays examples of attachment:

- a. Holds infant.
- b. Is attuned to children's needs.
- c. Responds to children's needs appropriately.
- d. Mimics (smiles, talks to, reads and plays with child).

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

3. Describe the importance of empathy in parenting.

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

4. Parents can identify ways to promote empathy in children.

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

#### F. Actions to be taken:

**Group Session #4**

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

Lessons for Session 4:

**Ages & Stages of Development; Children's Brain Development; Adolescence and Teen's Brain Development****A. Lesson Competencies:**

1. Parents can identify the four primary areas of development in children.
2. Parents know the importance of stimulating brain development through quality parent-child time.
3. Parents know children's brains are shaped in the manner in which they are treated.
4. Parents can describe the importance of the "critical windows of brain development."
5. Parents are able to engage children in age appropriate developmental play.
6. Parents can describe three facts about the development of teen brains.

**B. Home Practice Assignments:**

1. Read the following and complete any written exercises:  
**Chapter 3: Critical Times for Children's Brain Development**  
**Chapter 4: Ages & Stages: Having Appropriate Expectations of Children**  
**Chapter 5: Developmental Stage: Infancy**  
**Chapter 6: Developmental Stage: Toddler**  
**Chapter 7: Developmental Stage: Preschooler**  
**Chapter 8: Skills Strips**  
**Chapter 45: Teen's Brain Development**
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?
3. List a behavior that you have observed in your child in each of the four principal areas of development: Physical - Intellectual - Language - Social/Emotional.
4. Spend a minimum of 30-45 minutes each day playing, reading, and/or massaging your child(ren).

**C. Knowledge Questions:*****Correct answers are italicized in BOLD.***

1. Select the statement that accurately lists the four primary areas of development in children.
  - a. Physical, spiritual, social/emotional and language.
  - b. Physical, intellectual, language and spiritual.
  - c. *Physical, intellectual, language and social-emotional.***
  - d. I'm not sure.
2. Having appropriate expectations for children helps them:
  - a. Feel successful.
  - b. Please their parents.
  - c. Develop trust.
  - d. *All of the above.***
  - e. I'm not sure.
3. 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.

4. 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.
5. 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. Assessment of the Lesson Competencies:** (taken from Session Evaluation Form)

- |   | <b>Rating</b>        |
|---|----------------------|
| 1. Parents can identify the four primary areas of development in children.                        | Parent ____ You ____ |
| 2. Parents know the importance of stimulating brain development through quality parent-child time | Parent ____ You ____ |
| 3. Parents know children's brains are shaped in the manner in which they are treated growing up.  | Parent ____ You ____ |
| 4. Parents understand the importance of the "critical windows of brain development."              | Parent ____ You ____ |
| 5. Parents are able to engage children in age appropriate developmental play.                     | Parent ____ You ____ |
| 6. Parents can describe three facts about the development of teen brains.                         | Parent ____ You ____ |

**E. Comments regarding participation in class and learning the competencies:**

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

1. Describe the four primary areas of child development.

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

2. Describe the importance of stimulating children's brain development through play.

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

3. Describe what "critical windows of brain development" means to you.

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

4. Observes parents enjoying children in appropriate developmental play.

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

5. Describe the importance between the way children are treated and the development of their brain.

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

6. Describe three facts about teen brains:

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

#### **F. Actions to be taken:**

**Group Session #5**

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 12: The Needs of Adults and Children (S.P.I.C.E.S. of Life)** and **Chapter 15: Personal Power** 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:*****Correct answers are italicized in BOLD.***

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. Assessment of the Lesson Competencies:** (taken from Session Evaluation Form)

**Rating**

- |  |                                 |                              |
|--|---------------------------------|------------------------------|
| 1. Parents can identify the six areas of human needs (SPICES).           | Parent <input type="checkbox"/> | You <input type="checkbox"/> |
| 2. Parents make a plan to get personal needs met on a regular basis.     | Parent <input type="checkbox"/> | You <input type="checkbox"/> |
| 3. Parents can describe the term Personal Power.                         | Parent <input type="checkbox"/> | You <input type="checkbox"/> |
| 4. Parents can identify ways to build their own sense of personal power. | Parent <input type="checkbox"/> | You <input type="checkbox"/> |
| 5. Parents can describe strategies to build personal power in children.  | Parent <input type="checkbox"/> | You <input type="checkbox"/> |

**E. Comments regarding participation in class and learning the competencies:**

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

1. Describe the six areas of needs and how you get your needs met in each area.

YES ☐ NO ☐ Comments:

2. Describe ways in which you help your children get their needs met.

YES ☐ NO ☐ Comments:

3. Describe Personal Power and how you use your personal power in positive ways with yourself.

YES ☐ NO ☐ Comments:

4. Describe how you use your personal power in positive ways with your children

YES ☐ NO ☐ Comments:

**F. Actions to be taken:**

**Group Session #6**

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 14: Building Self-Worth** and **Chapter 9: Praising Children and Their Behavior** in your **Parent Handbook** and complete any written exercises..
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:***Correct answers are italicized in BOLD.*

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

- |   | <u><b>Rating</b></u> |
|---|----------------------|
| 1. Parents can describe the term "Self-Worth."  | Parent ____ You ____ |
| 2. Parents can describe the importance of having positive self-worth as a parent.         | Parent ____ You ____ |
| 3. Parents can use at least three strategies to improve children's self-worth.            | Parent ____ You ____ |
| 4. Parents can identify the difference between "Praise for Being" and "Praise for Doing." | Parent ____ You ____ |
| 5. Parents practice praising self for Being and Doing every day.                          | Parent ____ You ____ |

**E. Comments regarding participation in class and learning the competencies:**

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

1. Describe the term "Self-Worth."

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

2. Describe the importance of having positive self-worth as a parent.

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

3. Demonstrate at least three strategies to improve children's self-worth.

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

4. Can describe the difference between Praise for Being and Praise for Doing.

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

5. Practices Praise for Being and Praise for Doing every day.

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

**F. Actions to be taken:**

**Group Session #7**

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 16: Discipline with Dignity** and **Chapter 17: Understanding Why Parents Spank** 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:***Correct answers are italicized in BOLD.*

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. Assessment of the Lesson Competencies:** (taken from Session Evaluation Form)

- |  | <u><b>Rating</b></u> |
|--|----------------------|
| 1. Parents can describe the meaning of "Discipline."                           | Parent ____ You ____ |
| 2. Parents can identify the type of discipline being used on their children.   | Parent ____ You ____ |
| 3. Parents can describe their childhood experience with discipline.            | Parent ____ You ____ |
| 4. Parents can identify reasons why parents use spanking as a technique.       | Parent ____ You ____ |
| 5. Parents can describe why hitting children is not a good parenting practice. | Parent ____ You ____ |

**E. Comments regarding participation in class and learning the competencies:**

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

1. What does Discipline mean?

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

2. What type of discipline did you experience as a child?

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

3. What type of discipline do you use with your children?

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

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

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

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

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

6. What techniques do you use instead of spanking?

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

## **F. Actions to be taken:**

**Group Session #8**

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 18: Developing Family Morals and Values** and **Chapter 19: 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***Correct answers are italicized in BOLD.*

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. Assessment of the Lesson Competencies:** (taken from Session Evaluation Form)

- |  | <b>Rating</b> |           |
|--|---------------|-----------|
| 1. Parents can describe the difference between family morals and values. | Parent _____  | You _____ |
| 2. Parents can identify three family morals.                             | Parent _____  | You _____ |
| 3. Parents can identify three family values.                             | Parent _____  | You _____ |
| 4. Parents can establish a list of family rules.                         | Parent _____  | You _____ |
| 5. Parents can implement family rules.                                   | Parent _____  | You _____ |

### **E. Comments regarding participation in class and learning the competencies:**

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

1. Describe the difference between family morals and family values.

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

2. Name three morals your family believes in.

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

3. Name three values your family embraces.

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

4. Discuss the importance of the Family Rules.

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

5. Produce a set of Family Rules.

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

6. Begin implementing the Family Rules.

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

### **F. Actions to be taken:**

**Group Session #9**

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

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. Assessment of the Lesson Competencies:** (taken from Session Evaluation Form)

- |   | <b>Rating</b>        |
|---|----------------------|
| 1. Parents can discuss the importance of consequences to behavior.      | Parent ____ You ____ |
| 2. Parents can describe the difference between rewards and punishments. | Parent ____ You ____ |
| 3. Parents can identify the five different types of rewards.            | Parent ____ You ____ |
| 4. Parents can utilize nurturing rewards appropriately.                 | Parent ____ You ____ |
| 5. Parents can identify the five different types of punishments.        | Parent ____ You ____ |

**E. Comments regarding participation in class and learning the competencies:**

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

1. Describe what you do to reward appropriate behavior.

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



2. Describe the difference between rewards and punishments.

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

3. Why is it important to have consequences to behavior?

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

4. What are the differences between natural and logical consequences.

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

5. Describe what you do to punish inappropriate behavior.

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

6. Why is it a good idea to punish behavior and not children?

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

## **F. Actions to be taken:**

**Group Session #10**

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 13: Recognizing and Understanding Feelings; 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 your feelings.
  - Spend a minimum of 30-45 minutes each day playing, reading, and/or massaging your children.

**C. Knowledge Questions:***Correct answers are italicized in BOLD.*

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. Assessment of the Lesson Competencies:** (taken from Session Evaluation Form)

- |  | <b>Rating</b>        |
|--|----------------------|
| 1. Parents can describe the difference between feelings of comfort and feelings of discomfort.     | Parent ____ You ____ |
| 2. Parents can describe the issues of suppressing feelings of discomfort                           | Parent ____ You ____ |
| 3. Parents can describe ways they manage their feelings.   | Parent ____ You ____ |
| 4. Parents can identify at least three strategies to help children learn to manage their feelings. | Parent ____ You ____ |
| 5. Parents can describe ways to help children manage their behavior.                               | Parent ____ You ____ |

**E. Comments regarding participation in class and learning the competencies:**

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

*Continued on next page ...*

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

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

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

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

3. Describe ways you manage your feelings of discomfort.

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

4. Describe the ways you help children manage their feelings.

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

5. Displays appropriate ways of helping children handle their feelings.

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

**F. Actions to be taken:**

**Group Session #11**

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 34: Establishing a Nurturing Bath Time Routine** and **Chapter 36: Establishing a Nurturing Bedtime 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:***Correct answers are italicized in BOLD.*

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. Assessment of the Lesson Competencies:** (taken from Session Evaluation Form)

- |  | <b>Rating</b> |           |
|--|---------------|-----------|
| 1. Parents can identify the important conditions of a nurturing bath time routine. | Parent _____  | You _____ |
| 2. Parents can describe their nurturing bath time routine.                         | Parent _____  | You _____ |
| 3. Parents can identify the important conditions for a nurturing bedtime routine.  | Parent _____  | You _____ |
| 4. Parents can describe their nurturing bedtime routine.                           | Parent _____  | You _____ |
| 5. Parents have established nurturing bedtime and bath time routines.              | Parent _____  | You _____ |

**E. Comments regarding participation in class and learning the competencies:**

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

*Continued on next page ...*

1. Describe the nurturing bath time routine you use.

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

2. Demonstrate the nurturing bath time routine (if possible).

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

3. Why is it wrong to leave a child alone in the bathtub?

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

4. Describe the nurturing bedtime routine you use.

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

5. Demonstrate the bed time routine (if possible).

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

## **F. Actions to be taken:**

**Group Session #12**

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 47: Possessive and Violent Relationships** and **Chapter 46: 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:***Correct answers are italicized in BOLD.*

Identify ways parents can keep their children safe:

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

**D. Assessment of the Lesson Competencies:** (taken from Session Evaluation Form)

- |   | <b>Rating</b> |           |
|---|---------------|-----------|
| 1. Parents will increase their awareness of characteristics of domestic violence.     | Parent _____  | You _____ |
| 2. Parents will increase their understanding of possessive and violent relationships. | Parent _____  | You _____ |
| 3. Parents experiencing domestic violence will seek assistance.                       | Parent _____  | You _____ |
| 4. Parents can describe ways to keep their children safe.                             | Parent _____  | You _____ |
| 5. Parents demonstrate ways to keep their children safe.                              | Parent _____  | You _____ |

**E. Comments regarding participation in class and learning the competencies:**

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

1. Are you experiencing violence in your relationships? If No, skip question 2.

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

2. If Yes, what have you tried to end the violence?

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

3. Describe some of the things you do to keep your children safe.

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

4. Do you observe actions that parents take to keep their children safe?

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

#### **F. Actions to be taken:**

**Group Session #13**

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 35: Understanding and Handling Stress** and **Chapter 24: Touch, Personal Space and Date Rape** 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?
  - Share this information with a friend. What are you going to do differently when going out on a date?
  - Spend a minimum of 30-45 minutes each day playing, reading, and/or massaging your child(ren).

**C. Knowledge Questions:***Correct answers are italicized in BOLD.*

Which of the following is a healthy way to manage and reduce stress?

- a. Improve your diet.
- b. Keep a positive outlook.
- c. Have a sense of humor.
- d. Get organized.
- e. All of the above are good ways.**
- f. I'm not sure.

**D. Assessment of the Lesson Competencies:** (taken from Session Evaluation Form)

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

**E. Comments regarding participation in class and learning the competencies:**

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

1. Describe healthy ways to manage your personal stress.

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



2. Describe healthy ways to reduce your stress.

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

3. What can you do to help children manage their stress?

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

4. Describe the difference between appropriate and inappropriate touch.

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

5. Can describe the term personal power and how the parent uses personal power in positive ways.

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

## **F. Actions to be taken:**

**Group Session #14**

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 37: Understanding and Expressing Your Anger** and **Chapter 38: Helping Children to 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:***Correct answers are italicized in BOLD.*

1. Teaching children to hit a pillow or punching bag is a good way for them to release their anger.
  - a. True
  - b. False**
  - a. I'm not sure.
2. Which of the following statements is accurate?
  - a. Express your emotional hurt when you feel it otherwise the hurt will turn into anger.**
  - b. Anger causes people to become violent. A good way to reduce violence is to reduce angry feelings.
  - c. Anger is a destructive feeling which should be avoided at all costs.
  - d. All of the above are accurate.
  - e. I'm not sure.
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. Assessment of the Lesson Competencies:** (taken from Session Evaluation Form)

- |   | <b>Rating</b>        |
|---|----------------------|
| 1. Parents can describe appropriate ways to express anger.  | Parent ____ You ____ |
| 2. Parents can identify appropriate ways to teach children to express anger.                                      | Parent ____ You ____ |
| 3. Parents practice appropriate anger management strategies.  | Parent ____ You ____ |
| 4. Parents can identify one time they could have used spanking but chose to use an alternative technique instead. | Parent ____ You ____ |
| 5. Parents can describe alternatives to spanking.   | Parent ____ You ____ |

### **E. Comments regarding participation in class and learning the competencies:**

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

1. Describe ways you can express your anger appropriately.

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

2. Identify ways you can teach your children to express their anger appropriately.

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

3. Demonstrate (role-play) appropriate ways to handle your anger.

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

4. Describe some alternatives to spanking you use.

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

5. Identify one situation you could have used spanking but chose to use an alternative. What did you do? What was the outcome?

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

### **F. Actions to be taken:**

**Group Session #15**

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

Lessons for Session 15:

**Love, Sex, STDs and AIDS; Our Bodies, Sex and Birth Control****A. Lesson Competencies:**

1. Parents have increased their understanding of AIDS and STDs.
2. Parents can describe ways of practicing safe sex.

**B. Home Practice Assignments:**

1. Read **Chapter 25: Love, Sex, STDs and AIDS** and **Chapter 26: Developing Children's Sexual Self-Worth** in your **Parent Handbook** and complete any written exercises.
2. Complete the **Family Home Practice Assignment**:
  - Share this information with a friend. What are you going to do differently when going out on a date?
  - Review the information on AIDS, STDs, and HIV with members of your family.
  - Answer the following questions with your partner or close friend:
    - What memories do you have of your childhood sexual education and was it helpful or hurtful?
    - Who were the most instrumental people in teaching you sex education?
    - 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?
  - 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:***Correct answers are italicized in BOLD.*

1. STD's like herpes and syphilis can be passed on through oral sex.
  - a. **True**
  - b. False
  - c. I'm not sure
2. It's possible to catch AIDS
  - a. By hanging around someone with AIDS.
  - b. By touching someone with AIDS.
  - c. **By sharing needles with someone who has AIDS.**
  - d. I'm not sure.
3. 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

**D. Assessment of the Lesson Competencies:** (taken from Session Evaluation Form)**Rating**

- |   |                      |
|---|----------------------|
| 1. Parents have increased their understanding of AIDS and STDs. | Parent ____ You ____ |
| 2. Parents can describe ways of practicing safe sex.            | Parent ____ You ____ |

**E. Comments regarding participation in class and learning the competencies:**

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

*Continued on next page ...*

1. Describe ways to prevent acquiring STDs and AIDS.

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

2. Describe the differences between love and sex.

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

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

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

#### **F. Actions to be taken:**

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***Correct answers are italicized in BOLD.***D. Assessment of the Lesson Competencies:** (taken from Session Evaluation Form)**Rating**

- |   |              |           |
|---|--------------|-----------|
| 1. Parents review their expectations and outcomes of the program. | Parent _____ | You _____ |
| 2. Parents celebrate the completion of their program              | Parent _____ | You _____ |

**E. Comments regarding participation in class and learning the 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 expectations and outcomes of the program.

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

**F. Actions to be taken:**