

# ***Nurturing Program for Young Parents and Their Families®***

## **SECTION 2**

### **Seven Home-Based Parent Sessions**

This 16 Session Group-Based Nurturing Program calls for a minimum of seven home-based parent sessions to be completed during the program. The Home-Based Sessions are designed to offer support and tutorial instruction. Use the Family Nurturing Plan to ensure competencies were met. Coordination with all Group Facilitators is a must.

#### **Home Visit Session 1**

The first home-based session occurs prior to the first group session. The purpose is to get to know the family and to gather pre-program AAPI and NSCS assessment data.

#### **Home Visit Session 2**

The second home-based session occurs after Group Session 1 and before Group Session 2. The purpose is to review the AAPI and NSCS results and set parenting goals.

#### **Home Visit Sessions 3, 4, 5**

Home-based Sessions 3, 4 and 5 are scheduled as needed when the parents or the program facilitators see that the parents are struggling in learning the lesson competencies. These individual sessions are tutorial in nature.

#### **Home Visit Session 6**

Home-based Session 6 occurs after Group Session 14 and before Group Session 15 to gather posttest AAPI and NSCS data.

#### **Home Visit Session 7**

This session occurs after Group Session 15 and before Group Session 16 to review the AAPI, NSCS and Family Nurturing Plan and Journal information. This meeting determines if the parents have met the program's goals and competencies.

## Assessment Review and Planning

### All Constructs

- Construct A: Appropriate Expectations of Children
- Construct B: Empathy
- Construct C: Discipline
- Construct D: Self-Awareness
- Construct E: Empowerment

### Session Description:

The home-based session is designed to be implemented between Group Sessions 15 and 16 for the parents and the home visitor to review the information generated from the assessments taken the previous session and to review the competency data as well as attendance data that was gathered throughout the program.

**Note:** This home-based session is meant to serve as a review of the profiles generated from the administration of the AAPI-2 and NSCS during Home Visit #6. It is important that you have reviewed the profiles and have a plan on how to handle possible sensitive information. Also have on hand the Family Nurturing Plan-Individual and Family Nurturing Journal to review.

### Session 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.

### Prerequisite Conditions, Knowledge and Skills:

Home-Based Session 1: Introduction and Assessment  
Home-Based Session 2: Review of the pre-program assessment  
Completion of the first 15 Group-Based Sessions

### Materials needed for Home-Based Session 7:

Scored Assessments (AAPI-2 and NSCS)  
Family Nurturing Journal  
Family Nurturing Plan

# Home-Based Session 7: Assessment Review and Planning

### Teaching Goal:

To empower parents to recognize their parenting abilities and to make plans for the next steps in building and maintaining their nurturing parenting skills.

### Session Competencies:

1. Parents review their parenting profiles and can describe their parenting strengths and areas 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 areas of need that were identified on the NSCS.
3. Parent review the Family Nurturing Plan competency assessment to determine their success in the program.

### Procedures:

1. Welcome the parents. Mention that today's home-based session will focus on reviewing the inventories completed during the last home-based session. This information will help establish the strengths and gains the parents have made as well as the areas that parents need to continue to work on.
2. **Check in** with the parents and see how things are going. Ask parents to share information about how they are feeling that the group-based sessions are ending.
3. Review the results of the AAPI as presented on the **AAPI Parenting Profile-Parental version**.
  - Explain to the parents the proper way to interpret the profile: scores are below average, low average, average, high average, and above average.
  - Review the pre and post program parenting profiles. Note the differences between the pre and post profiles.
  - Where do parents need to improve?
4. Review the completed results from the **NSCS** with the parents. Use the profile generated from the NSCS inventory to discuss areas where the parent is below average. If you have administered the short version (SV), the profile will reflect scores in Part A: About Me; Part B: My Knowledge of Nurturing Parenting; and Part C: My Integration of Nurturing Parenting Skills.

If you have utilized the long version (LV), note the profile will reflect six scores. Critical information is presented on the profile that reflects the parents' lifestyle and possible areas of safety and concern. Hopefully you have discussed and have a plan on how to handle these results with your supervisor.

- How do the pre and post program profiles reflect positive changes the parents have made?
  - Any negative changes or changes that were not made that need to be addressed?
5. Review the competency data on the Family Nurturing Plan. Do the results indicate learning took place during the course of the program? Does the data generated from the home visits substantiate that learning occurred?

## Home-Based Session 7

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6. It may also occur that the parent expresses problems in their relationships with their partner or children. Violence at the end of the program regardless of the gains the parent has shown on the paper inventories needs continued attention. When a woman's safety is at stake regardless of the gains she has made in parenting, for her continued involvement is a must. The same is true with family members experiencing drug and alcohol problems. Continued involvement is a must for the success the parent has made during the program to be maintained.

### **Notes and Suggestions:**

Decisions are made whether the parent has successfully completed the program. Successful completion means that there is sufficient evidence to substantiate that old abusive patterns have been replaced by newer, more positive nurturing ones. Mainly the maltreatment has completely stopped.

### **Home Visitor Notes:**

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## Activity 13.2 Understanding and Handling Stress

Time

50 Minutes

Construct

Self-Awareness

Materials

DVD: Alternatives to Spanking Series: I'm Only Doing This For Your Own Good *Part 1 – Help Me Make It Through the Night*, TV/DVD player, Parent Handbook, flip chart and markers

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### Teaching Goal:

The goal of the lesson is to increase parents' abilities to appropriately handle their stress.

### Procedures:

1. Write the word **STRESS** on the flipchart in large, bold letters. Mention that for the next 50 minutes the focus will be on understanding stress, recognizing how it feels, identifying sources of stress in our lives and learning ways to reduce it.
2. Have parents locate the information titled **Understanding and Handling Stress** in their Parent Handbook, Chapter 35.
3. Write **FEELS LIKE** directly under the word **STRESS**. Using a combination of psycho drama and self-report, ask each parent to stand up, make a body posture of how they look when they feel stress, and then to write one feeling word on the paper best describing how they feel inside when they feel stress. Take turns. Ask the parents not to discuss anything just yet, just to demonstrate stress and write one feeling word on the paper labeled "stress feels."
4. After each parent has had a chance, process his or her responses. Let them share how they feel, not to discuss the cause of the stress, but rather how it feels.
5. Next, place the sheet of paper on the table or floor. Next, write the word **STRESSORS** on the paper. Explain that stressors are the things in life that cause or contribute to stressful times.
6. Again, ask each parent to offer one or two stressors they have in their life and write the stressors on the paper. Ask each parent to share what he or she identified as stressors in their lives.
7. Explain that stress is the emotional response to the demands of life. In reality, there is no way to live a life without stress, but only to reduce its negative influences in life.
8. Explain that there are two types of stress: good stress and bad stress. Good stress is the kind that energizes us to fulfill our dreams, accomplish our goals or complete our daily tasks. Get examples of good stress. Example: Getting up early to get things ready to go on a picnic; trading in an old car for a new one; getting ready for a date.
9. Bad stress, on the other hand, drains our energy and weighs us down. Bad stress is called distress. Get examples from the parents of distress. Example: No money to pay bills; living in a high crime neighborhood; living in domestic violence.
10. Distress is generally the result of our basic needs not getting met. Review the list of stressors identified by the parents. Determine what areas of unmet needs the stressors fall into. See examples on the next page:

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## Activity 13.2 Understanding and Handling Stress

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NEED	STRESSOR
Social	no friends
Physical	not enough sleep
Intellectual	job dissatisfaction
Creativity	bored
Emotional	loneliness
Spiritual	no purpose/direction in life

11. Rank the need areas by the number of stressors listed by the parents; e.g. the need area listed #1 is the one with the most parents listing it as a stress area.
12. Determine what major area or areas of unmet needs contribute to the distress in people's lives. Remind the parents that having a solid plan to get one's needs met is an obvious way of reducing stress in their life.
13. Present the **DVD: Alternatives to Spanking Series: I'm Only Doing This for Your Own Good Part 1 – Help Me Make It Through the Night**. Stop the DVD at the end of Part 1. Pause the DVD when appropriate and discuss the stressors the mom is feeling and why, and what she could do to relieve her stress. When appropriate, resume the DVD until the end of Part 1.

### Notes and Suggestions:

Stress is a major contributing factor to the maltreatment of children in our society. Whether stress is displayed by the parent who shakes a baby, yells and screams in utter frustration, or "is at wit's end" and lashes out physically at children, the reduction of and management of stress is viewed as a significant factor in creating a nurturing family.