

Nurturing Parenting® Program Logic Model

Program Name: *Nurturing Skills™ for Families*

Program Vision: To support the growth and development of parents and children as caring people who treat themselves, others and their environment with dignity and respect.

Population Served: Prenatal – 19 years old

The *Nurturing Skills™ for Families* are designed for the prevention and treatment of child abuse and neglect. To this end, programs are designed to respond to the needs of the following populations:

1. **Families in Need of Treatment for Child Abuse and/or Neglect.** Programs offered at this level are referred to as tertiary prevention or treatment. Child Protective Services (CPS) and/or the courts refer families to the Nurturing Parenting® Programs to treat and prevent the recurrence of child maltreatment through using group-based, home-based or combination group-based/home-based approaches. Nurturing Parenting® Programs at the treatment level are comprehensive in scope, family based by design and long term in duration.
2. **Families at-risk for child abuse and/or neglect.** Families and individuals participating in Nurturing Programs® at this level are involved in secondary prevention or intervention. The goal of intervention programs is to stop the deterioration of dysfunction. Families participating in Nurturing Parenting® Programs at this level range from teen parent families and adult parent families exhibiting moderate levels of mental health disorders; single parent families experiencing unemployment, poverty, low levels of education, lower intellectual or emotional levels that would put the child at-risk for neglect; parents with children exhibiting special needs; parents with drug and alcohol problems; or parents with cultural parenting habits and customs that may conflict with child abuse and neglect statutes.

Population Needs to be Addressed by Services:

Families attending the *Nurturing Skills™ for Families* display a range of needs and parenting deficiencies which correlate to abuse and/or neglect of children:

1. They often lack an understanding of age-appropriate developmental milestones and consequently make inappropriate expectations. To this end, children are expected to perform tasks that are inappropriate for their capabilities. The failures that children experience in not being able to please their parents result in personal feelings of failure, low overall self-worth, and an inhibition to explore their environment.
2. Families experiencing abuse and neglect share common inability to demonstrate empathy towards their children's needs and to respond to their children in healthy, compassionate ways. Not surprisingly, parents and children experiencing abuse and neglect demonstrate a high level of attachment disorders. Their inability to bond; read baby/child cues; provide protective care and guidance all contribute to low levels of trust and security, underdeveloped and delayed brain development and functioning; and anxious and angry attachments.
3. A dominant characteristic among families experiencing child abuse and neglect is a strong belief in the use of physical punishment as a means of discipline. Spankings, whooping, beatings and other forms of physical punishment are utilized as ways of controlling children, oppressing their individualism, keeping them in line, and punishing them for unacceptable behavior. The practice of hitting children is a well-documented parenting pattern that is passed on from one generation to the next.
4. Reversing parent-child roles occurs as a result of parents leaving their own childhood without meeting the developmental needs and tasks that form the foundation of childhood. Specialists in child mental health have long recognized that childhood is experienced in developmental stages that serve as the time to master the tasks and acquire the basic skills and competencies that allow children to move up the developmental ladder to the next stage. Psycho-social, psycho-sexual, moral, intellectual, neurological stages, to name a few, all have requisites that need to be met for healthy growth and development to occur. The resulting

deficiencies that develop by leaving stages unfulfilled are manifested in several ways: needy, narcissistic personalities; learned dependency; fixation in a developmental stage; learned helplessness; learned powerlessness; developmental delays; and using others as objects to get their own needs met are some of the common outcomes of leaving developmental stages unfulfilled.

5. Another common parenting pattern that appears in families experiencing child abuse and neglect is parental oppression of children's power and independence. The learned powerlessness and helplessness of their childhood is now manifested in their children being expected to follow a strict regimen of obedience set up by the parents. The obedience is not designed to protect children from dangerous situations that many healthier parents set up, e, g, holding hands crossing streets, not going with strangers, not using matches, etc., Rather the obedience set up by abusive and neglecting parents is designed to restrict normal independence and autonomy. Children are admonished for expressing their opinions and views; are restricted in creatively exploring their world; need to act appropriately at all times which changes frequently based on the needs of parents at that moment. Power struggles, attachment disorders, learned powerlessness, and fragmented family cohesion are expected consequences.

Services: *Nurturing Skills™ for Families* is an evidence-based program offered in home base, group base and combination home base/group base models.

Assumptions: The underlying theoretical and philosophical assumptions of *Nurturing Skills™ for Families* are based on well accepted clinical and empirical findings:

1. Human behavior is multi-dimensional. The positive and negative impact of life's past events shape our cognitive, emotional and neurological responses to current events.
2. Positive and negative life events carry both cognitive and affective cellular memories. Over time, repeated events create neural pathways. These neural pathways strongly influence behavior.
3. Nurturing Parenting® instruction is based on proven psycho-educational and cognitive-behavioral approaches to learning. In these approaches, awareness, understanding, acceptance and conscious replacement of old patterns of thought and behavior are replaced with newer, healthier ones.
4. Nurturing Parenting® embraces the theory of re-parenting. In the practice of re-parenting, new patterns of behavior replace older, destructive ones over time. Long term dysfunctional patterns of behavior

require long term interventions that allow new patterns of thought and behavior to incubate and take hold.

5. Parenting is a role with defined responsibilities that are time and situation specific. When parenting is perceived as a 24/7 obligation, role identity becomes the major source of one's personal identity. Having a role-based identity puts children in a higher risk as compliance with parental requests and demands is essential for the parent's self-worth.
6. Parenting beliefs are learned early in life from the experiences a child has during the process of growing up. Beliefs are formulated from four factors: perceptions of events occurring; knowledge and understanding of the events occurring; the emotional impact the events have; and social consensus among family members or peer group that the events have value.
7. For parents to change long standing destructive beliefs regarding parenting, and consequently their parenting behaviors, long term, family-based education offered in lessons ordered in a sequential manner is required.

Resources: Services:

- One Home Visitor for each Home Visitation.
- Two co-facilitators for each Adult or Adolescent group.
- Two or more facilitators for each Children's group.
- A complete Nurturing Parenting® kit available for review and purchase on our web site at www.nurturingparenting.com. The kit includes Lesson Guides, Parent Handbooks, access to computer, games and other instructional materials.
- Computer/laptop
- For groups, a flip chart, magic markers
- Art supplies for the Children's Program
- Money for snacks for group-based program

Outcomes	Indicators	Measurement
Parents understand how a healthy lifestyle during pregnancy will impact prenatal development	<ul style="list-style-type: none"> • Participants demonstrate knowledge of prenatal lifestyle habits that increase/decrease the likelihood of a healthy baby 	<ul style="list-style-type: none"> • Nurturing Skills Competency Scale (NSCS) • Class Discussion
Parents understand how to create a safe home environment	<ul style="list-style-type: none"> • Participants demonstrate knowledge of the conditions that create a child-safe home. • Participants demonstrate knowledge of ages and stages of developmental safety measures. 	<ul style="list-style-type: none"> • Nurturing Skills Competency Scale (NSCS) • Class Discussion

<p>Parents know pro-social and nonviolent methods of stress management</p>	<ul style="list-style-type: none"> • Participants demonstrate knowledge of how to share their feelings and concerns in productive ways. • Participants demonstrate knowledge of how to communicate with others without yelling or name-calling. • Participants demonstrate knowledge of the “hot buttons” that trigger their anger. • Participants demonstrate knowledge of how to effectively and assertively solve problems without aggression or violence. • Participants describe healthy techniques for gaining control of their emotions. 	<ul style="list-style-type: none"> • Adult-Adolescent Parenting Inventory (AAPI 2.5)
<p>Parents know how to manage child behavior in a nurturing and effective manner (behavior management, discipline)</p>	<ul style="list-style-type: none"> • Participants demonstrate knowledge of the importance of noticing and encouraging their child’s positive behaviors. • Participants demonstrate knowledge of the importance of spending time positively interacting with their children. • Participants demonstrate knowledge of positive role modeling. • Participants demonstrate knowledge of predictable and developmentally appropriate routines for their children. • Participants demonstrate knowledge of the importance of consistency in setting and maintaining rules. • Participants demonstrate knowledge of realistic expectations for their children’s and teens behavior. • Participants demonstrate knowledge of effective and appropriate alternatives to corporate punishment. 	<ul style="list-style-type: none"> • Adult-Adolescent Parenting Inventory (AAPI 2.5) • Nurturing Skills Competency Scale (NSCS) • Family Nurturing Plan
<p>Parents understand the dynamics of their children’s challenging behaviors.</p>	<ul style="list-style-type: none"> • Participants recognize and acknowledge their children and teens positive attributes and behaviors. • Participants demonstrate knowledge of possible reasons for children and teens inappropriate behavior(s). 	<ul style="list-style-type: none"> • Nurturing Skills Competency Scale (NSCS)