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## FACILITATOR'S MANUAL

# Parenting Support in Africa



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# **Parenting Support in Africa: A Facilitator's Manual**

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# Facilitator's Guide

## LIST OF RESOURCES

### **1. Facilitator's Guide**

### **2. Planning and Implementation Tools**

- Parent Program Planning Template
- Sample Lesson/Session Plan Template

### **3. Handouts**

- Parenting Course Home Assignment Packet/Reflection Sheet
- Peer and Self Evaluation Sheet
- Session Evaluation Form
- Participant Self-Monitoring Checklist
- End of Program Evaluation

## **RECOMMENDED READING**

Kaufman, David M. "ABC of learning and teaching in medicine: Applying educational theory in practice." BMJ: British Medical Journal 326.7382 (2003): 213.

Levy, Ellen. "Gradual Release of Responsibility: I do, We do, You do." ELA Achieve (2007).

Merriam, Sharan B. "Andragogy and self-directed learning: Pillars of adult learning theory." New directions for adult and continuing education 2001.89 (2001): 3-14.

# Facilitator's Guide: Planning and Implementing a Parenting Program

## USING THIS MANUAL

### PURPOSE OF THIS MANUAL:

This manual is intended for use by implementing agencies interested in establishing parenting programs. The manual is primarily targeted for implementers working with children ages 12 and younger, although adolescent development is briefly covered as an introduction to the continuation of development throughout the life cycle. In practice, this manual should serve as the framework for implementing and carrying out a parenting curriculum which trainers adapt to meet the needs of their particular sites. For this reason, sample planning templates, handouts, modifications, and trainer's notes have been included which are easily adapted to different settings.

### WHAT THIS MANUAL INCLUDES:

This manual is divided into eight separate sessions which provide parents with a background in the developmental domains and processes of children age 12 and under as well as the skills necessary to foster effective communication and behavior management with their children.

### TOPICS COVERED INCLUDE:

1. Child Development and Its Importance
2. Developmental Domains (SPECS)
3. Importance of Play
4. Child-Directed Interactions
5. Parent-Directed Interactions
6. Behavior Management
7. Parent Support
8. Positive Parenting

Specifically, each session contains:

- A facilitator's guide with a interactive scripted parenting curriculum complete with activities and extension exercises to practice skills discussed.
- Handouts, forms, and additional resources to be used in conjunction with each session.
- **Note:** PowerPoint slides are available to be used in conjunction with many of the sessions provided in this manual but are not mandatory.

### HOW TO USE THIS MANUAL:

- For ease of implementation, this manual is arranged into chapters or sessions focusing on various aspects of parenting. **Note:** *For trainers using this manual in soft copy form, folders are arranged by session. Each folder contains a reference list of all of the documents in the folder, the portion of the training manual for that session as a separate folder for handouts and a list of recommended reading. For*

*those using the **hard copy** of the manual, the handouts/resources for each session are located in the appendices.*

- Sessions are sequenced and should be taught in the same order they are presented in. However, depending on the intention of the implementing agency, sessions may be used in isolation.
- This manual is written as a scripted curriculum to aid trainers with differing levels of content knowledge on early childhood development and strategies for managing behavior. Trainers are provided with actions/prompts indicating what the trainer should say or do. These are accompanied by sample responses/further prompts in order to help elicit responses from participants. Please note that these actions/prompts are suggestions and may be disregarded by those trainers with more experience/greater knowledge base.
- Additional activities and supplemental information for each session may be found in each session folder (soft copy) or the appendices (hard copy) and are to be used at the discretion of the trainer based on the needs of participants.

## TRAINING MANUAL ICONS

Icons are used throughout the manual to indicate when a particular action or activity should take place. The following icons appear frequently.



### Activity

This icon indicates an activity.



### Additional Resources

This icon indicates where a trainer can go to find out more information on a given topic. It may also direct a trainer to the handout or resources folder (soft copy) or the appendices (hard copy) for resources.



### Trainer's Note

This icon indicates additional information for the trainer with regard to how to say something or perform a task as well as additional background information on a provided topic which may be shared with participants at the trainer's discretion.



### Question/Speaking

This icon indicates what a trainer should say out loud to participants. Remember, although this is scripted out it is merely meant to serve as a guide.

## INDIVIDUAL SESSION FORMAT:

### CONTENT

Each session includes the following sections:

- Session Objectives
- Overview of topic
- Key Concepts
- Session Outline/Timeframe
- Activities to Engage Parents (Include Vignettes or Drawings-e.g. Flipchart style that could be used in handouts in group setting)
- Frequently Asked Questions
- Additional Reading for Facilitators (on the topics)
- Suggested modifications for different modalities

## EXPLANATION OF SESSION CONTENTS

**Session Objective:** Strategies participants should be able to explain/implement by end of the session.

**Overview of Topic:** A brief summary of the session's focus and its importance.

**Key Concepts:** Important ideas to be covered in the session.

**Session Outline:** This will include the duration of session, materials needed, and **timeframe**. Each session should last approximately 2 hours in a group setting or 1 hour in an individual setting. The time for each session is a suggestion and may be modified according to the needs of participants/trainer. Sessions are written in a group setting format.

**Activities to Engage Parents:** A list of group/individual activities used throughout the session as well as suggested additional activities found in the resources folder for the session (soft copy) or in the appendices (hard copy).

**Frequently Asked Questions:** Common questions participants may ask along with a sample response.

**Additional Reading for Facilitators:** A list of Internet links or bibliographic information for articles which expand on topics covered in the session.

**Suggested Modifications for Different Modalities:** Depending on the setting this manual is used in, each session will provide modifications trainers can make to accommodate for sessions taking place at home, with a care-provider, or in a group.

## PLANNING A PARENTING PROGRAM

Before implementing this parenting curriculum, it is important to determine the needs of the community you are in, local standards of care already in existence, resources available, and the type of setting it will take place in. A parenting program planning template is included in this session folder (soft copy) or the appendices (hard copy) to help implementing agencies consider each of the following components.

### LOCAL STANDARD OF CARE

Consider the following:

- What other services exist?
- What is the norm for referrals?
- Where can you refer in a severe case?
- What are the local laws and policies on support and referral?

*Ensure all trainers are trained and agree on local standard of care.*

### WHO SHOULD ATTEND?

- Identify the participants—those who will benefit from the training. This will typically include parents but may also mean grandparents, older siblings, etc. It may be necessary to make a special invitation to those groups/types of individuals who are not necessarily the focus of parenting sessions, in particular fathers.
- Are there any groups, organizations, or programs which require participation in parenting classes? What are the processes for enrolling these individuals/ will they be able to attend your parenting program?

- **Remember:** You want participants to participate equally, so think about whether you want to invite people with similar experiences or people of the same gender or age group to attend the workshop. There are advantages and disadvantages to each. Same gender groups may make individuals feel more comfortable participating and sharing their experiences. However, diverse gender groups may allow for a more rounded perspective on parenting and greater insight into different parenting practices.

## PARENT PROGRAM MODALITIES

One of the most important aspects of implementing a parenting curriculum is the format or setting in which it will take place. Depending on the community as well as various resource constraints, this may vary widely from region to region. Although each modality has advantages and disadvantages, the modality decided upon by your agency should be a balance between the needs of the target population and availability of resources. Note: the following modalities and activities are listed as suggestions. It is possible to do a combination of any of these modalities.

## SUGGESTED SESSION MODALITIES

- Group sessions
- Home visits
- Adding parenting sessions to other visits (e.g. health visits)
- Combination approaches

### GROUP SESSIONS

This is the format used throughout this parenting curriculum.

Consider the following activities:

- Small group work
- Presentations
- Brainstorming
- Role play
- Icebreakers
- Activities to practice strategies discussed
- Case studies are a good way for groups to discuss specific
- Allow ample time for participants to discuss and question their own parenting experiences and practices

Important ideas to emphasize when implementing group sessions:

- Discuss confidentiality within the group
- Find a safe location for the group to meet
- Make sure to use language that participants understand
- Have items on hand for children to play with if parents bring them along

**Note:** Based on participants' schedules, it is likely that children will be in attendance for part/all of a given session. Be baby and child friendly...parents will likely usually bring at least their babies to meetings if they are outside of their homes. Ensure that you hold the meetings at an environment that is safe for children. Be prepared and have baby toys on hand; acknowledge the children when you greet the parents; greet the children. (YOU are modeling for parents during this time!)

## CHILD-ENGAGEMENT ACTIVITIES FOR GROUP SESSIONS

- When setting up the room, find a corner or area away from the main table or discussion area in which to create a children's corner.
- This area should include activities/toys for a range of ages such as puzzles, picture books, toys, blocks, coloring materials, and stuffed animals or dolls.
- There should be enough toys or activities to occupy a child for approximately 2 hours.
- Consider finding activities which do not require supervision or at most require minimal supervision and will not be distracting to other participants.
- If possible, find ways to incorporate children into the parenting session, particularly when practicing certain strategies or techniques. Gauge parent willingness and the child's behavior first.
- It may be necessary to find a volunteer to assist with watching children if more than a few are present.
- Remember, parents understanding and applying skills and feeling comfortable is most important, so find ways to minimize distractions.
- Finally, be flexible! This course is about parenting, so welcome children!

The following websites contain additional ideas for keeping young children entertained:

Burnett, Christie. "Q is for Quiet Play Activities." *Childhood 101*. 20 Sept. 2013.

<http://childhood101.com/2011/09/q-is-for-quiet-play-activities/>

Georgoff, Victoria. "Short & Fun Activities to Keep Your Small Children Quiet." *The Global Post*. Demand Media. 20 Sept. 2013. <http://everydaylife.globalpost.com/short-fun-activities-keep-small-children-quiet-2142.html>

"50 Ways to Distract a Toddler." *Simple Little Home*. 20 Sept. 2013.

<http://www.simplelittlehome.com/2012/03/50-ways-to-distract-toddler.html>

## HOME VISITS

Home visits may require more planning than group sessions as this type of environment may vary widely from household to household. If participants identified for the parenting program live close together, consider designating one house as a meeting location for several families combined.

If implementing home visits, consider the following:

- Trainer must develop a relationship with parents and children.
- Identify parents' main concerns.
- Offer small suggestions for change and ask parent to "experiment" with the change.
- Be flexible if parent is unwilling to try at first.
- Praise parent for trying (even if unsuccessful!).
- Make adjustments to actions for parents to follow-up based on their feedback.
- Allow parents to first practice strategies with trainer before implementing with child.
- Use home visits as an opportunity to coach parents through strategies with their child in real time. Remember, it can be more challenging at first for parents to practice with their children instead of in a class setting with other parents.

## CHILD-ENGAGEMENT IDEAS FOR HOME VISITING

As home visits allow an opportunity to see parent-child interactions in their usual environment, it is important to come prepared with various activities for children to participate in as well.

The kinds of activities the home visitor chooses to do with the parent and child during the home visit will depend on the child's age and what is available. Use the activities listed under each session or in either the appropriate session folders (soft copy) or appendices (hard copy) as a guide according to the child's developmental stage.

#### **FOR BABIES YOU MIGHT:**

- Explore how to play hide and seek games using a blanket and an object.
- Make a mobile with brightly colored hanging objects to hang over the baby's sleeping place.
- Find safe objects in the home for the baby to grasp, squeeze, pick up, and put in their mouths.
- Put objects out of reach to encourage the baby to crawl over and get it.

#### **FOR YOUNG TODDLERS YOU MIGHT:**

- Turn on the radio and dance, jump and clap to the rhythm of the song with the child.
- Let the child help prepare food such as spread jam on bread or pour maize flour from a container.
- Give the child a chance to dress herself.
- Find and put out a few household objects for the child to explore, fill and empty, push and pull, or take apart and put together again.

#### **FOR OLDER CHILDREN YOU MIGHT:**

- Play games outside like hopscotch, morabaraba and racing games such as toeba le katse.
- Bring some clothes, hats, and props for the child to dress up in and play pretend or fantasy games.
- Make a simple puppet out of a sock or a doll from pieces of cloth and use it to tell a story.
- Find some items in the home for the child to math, sort, compare, order, and count.

#### **ADDING PARENTING SESSIONS TO OTHER VISITS**

For this type of session consider regular appointments or activities that parents frequently attend such as regular health check-ups for the child. If possible given time and resources, consider providing individual parenting sessions at this time.

If implementing adding parenting sessions to other visits, consider the following:

- Identify local care providers centrally located to your target population of participants.
- Plan with care providers to find appropriate times as well as a designated space you can utilize for sessions with parents whether individually or in group format.
- Consider other types of visits already provided for families that involve visiting the home and plan sessions with these care providers.

#### **COMBINATION APPROACHES**

Given the type of setting you are working in, using a single modality may not be the most effective use of time and resources. In these cases a combination approach should be used. A combination approach entails taking any of the previously described modalities and using two or more together. In this type of scenario, consider the resources of your community and the time of both parents and trainers. For example, it is possible to hold regular biweekly group sessions punctuated by individual home visits. Adding home visits to regular group sessions will allow trainers

to see parents interact with their children in a more natural setting as well as to see how skills taught during sessions are being implemented at home.

## IMPLEMENTING A PARENTING PROGRAM

### FACILITATION

- Set up the room in advance. Think about the best way to arrange the chairs so everyone can participate, e.g. in a circle.
- Be clear about what you want to achieve in each meeting and take time to plan in detail. A sample **session planning template** has been included for this purpose. This may be found in the facilitator's guide folder (soft copy) or in the appendices (hard copy).
- Write down an agenda as well as the purpose of the meeting to share with participants at the beginning of the meeting. A sample **session agenda** has been included. This may be found in the facilitator's guide folder (soft copy) or in the appendices (hard copy).
- Treat participants with respect.
- Encourage them to share their own knowledge and ideas and to learn from one another's experiences.

### FREQUENCY OF MEETINGS

Sessions are intended to be held once every two weeks. This will allow parents time at home to practice the techniques they learn in sessions. However, it is possible to create your own pacing schedule. If sessions are held fewer than every two weeks, please note that house visits in between sessions may be beneficial to observe how parents are doing. If holding sessions more frequently than every two weeks, consider providing parents more time at home to practice skills before having them debrief their use of this techniques.

### GENERAL GUIDELINES

Regardless of the modality used, it is important to keep the following guidelines in mind as you implement the curriculum:

#### 1. Enforce a Time Schedule

- Before implementation, determine how long the parenting meeting will last. During sessions make sure to adhere to time guidelines, especially as parents usually have other tasks or work to attend to.

#### 2. Remember Role of Facilitator

- This program is designed to facilitate parents to build on their existing strengths and support one another. The facilitator should enable sessions to flow and mediate any issues within the group, but the facilitator should not assume the role of authoritarian teacher. While the facilitator may indeed share some parenting education or information, this should be done as only a part of a larger process that focuses on supporting the existing strengths of the parents in the group.

#### 3. Welcome and Engage Families

- At the beginning of each session, welcome each parent individually. Ensure that parents feel welcomed to the session and are engaged in the overall facilitation of the session. If parents do not feel comfortable or welcomed, they may be more reluctant to share their thoughts and insights with others. This guide is meant to be a facilitated learning resource wherein parents learn from each other and themselves. Therefore, parents must feel welcomed and engaged in order for this curriculum to succeed.

#### **4. Involvement of Families**

- At the beginning of the first session, ask participants who takes care of their child on a regular basis. Be sure to define parents as larger than biological parents. Encourage parents in the group to involve children's fathers, siblings, and extended family members who play an active caregiving role for the child.

#### **5. Introductions and Parent Goals**

- Particularly for the first session, taking a few minutes to have participants introduce themselves and what they hope to learn from this parenting class can help participants feel more comfortable each other and the facilitator. Ask the parents what their goals are as parents and why they have opted to participate in this exercise. Understanding what they expect to get out of their participation will assist the facilitator to shape the overall sessions.

#### **6. Share Parenting Program Goals and Format**

- Explain the purpose of the parenting program, its goals, and how it is structured. Always stop and ask parents for feedback on what you are sharing. This guide is a resource, but parents may have ideas on shaping the format and structure that would work better in their environments. These types of ideas should be welcomed and considered by the facilitator.

#### **7. Ensure Group Safety: “Ground Rules”**

- Either prior to the first session or as part of the first session create a short list of norms or rules participants will adhere to throughout the program. One of the main concerns of many parents is whether what they share or say will be shared with others in the community. Engage the group to discuss what their expectations and commitments are to confidentiality and sharing outside of the group. Ensure that all group members are clear as to the expectations regarding what can and cannot be shared beyond the group. Additionally, encourage the group to establish other rules for its time together. These may include not talking while others are speaking, respecting others' opinions, etc.

#### **8. Agendas**

- It can be helpful, particularly in group settings, to provide participants with an agenda for things that will be covered during that session. This will also help the trainer with the pacing of the sessions.

#### **9. Home Activities**

- It is important for parents to have time to discuss implementation of various skills at home. It provides parents an opportunity to learn from each other as well.

#### **10. Encourage Participation**

- Encourage participants to participate to their comfort level, but remember that different people have different comfort levels in terms of speaking up in group settings. Remind parents there are no stupid questions, and there are no right or wrong answers. It is also acceptable to not know an answer. However, if a participant is not able to answer a question, try to use probing statements or help from other participants to elicit a response rather than just reverting to the facilitator as teacher and providing the correct answer.

#### **11. Stay Focused**

- While discussions are encouraged, it is important to keep participants focused on the objectives of a particular session especially when time is short. Remind participants of the objectives if you feel the session is veering off course.

## **12. Develop a Relationship with Each Member of the Group**

- Take the time to learn a little about how each participant, what he or she hopes to get out of the program. Remember that everyone has had different experiences in their lives. However, each one will benefit from you taking the time to get to know them and understand how they view parenting.

## **13. Normalize Problems**

- Parents want to know that other parents face the same issues that they do. As much as possible, reassure parents that everyone may go through similar phases. It may be beneficial to have parents discuss some of the problems they have in common as it creates social support.

## **14. Model Questions and Wait for Group Discussions**

- Some of the questions or reflection prompts may be difficult to understand or may not fit contextually with your setting. It is always a good idea to first state the question and model answering the question with your own response to serve as an example of what you are looking for. Additionally, if participants are working in a group make sure that all participants know what his/her role is and allow enough time for everyone to participate within the group.

## **15. Summarize and Restate Important Points**

- Participants are provided with a lot of material during each session, some of which may be entirely new or unfamiliar. Therefore, it is important to stop from time to time, especially at the end of the session, to make sure participants can understand and explain the key take-away messages for each session.

## **16. Leadership Style for Empowering Families**

- Consider your behavior in the class. Although having a curriculum with material to provide parents is useful, you as the trainer have an important role to play in helping parents feel successful in applying their newly learned skills.
- Do you say and do things that make participants comfortable to be with you?
- Do you positively reinforce participants and help them explore new things?

## **17. Positively Reinforce Participants for Sharing Ideas**

- As in any group, some individuals are more at ease sharing while others tend to remain silent. Whether through different activities or through providing sincere praise for providing answers, make sure participants understand that their input is valued and appreciated.

## **18. Use Humor and Foster Optimism**

- Parenting can be stressful and can sometimes make parents feel as though they are not doing it well no matter how hard they try. Try to make parents realize they are all in this together and sometimes situations may seem challenging at first but there is always something to take away from them in the end or at least laugh about later! Find volunteers to share jokes relevant to the session's content.

## **19. Take a Formal Break**

- Even if this is only for 5-10 minutes. Many of the sessions contain a lot of material, and a break will allow both the parents and facilitator to refocus. Remember to have appropriate break materials on hand if required (e.g. fresh water) or encourage participants to bring a drink or snack for break time if needed.

## **20. Provide Materials for Home Practice**

- Parents like to take home materials in many places. If that is true where you are, ensure that you provide the parents with key materials or messages to take home for their home practice. For example, if parents are practicing praising their children, provide a handout with 10 sample labeled praises that they might use at home.

## **21. Review Home Practice Assignments and Reading**

- Home practice provides a way for parents to practice what they discussed in session. Quickly reviewing these at the beginning of session can be a good way to address any concerns or comments from the group as a whole. This can also be used as a way to measure whether or not any material needs to be gone over again or additional individual practice needed.

## **22. Parent Evaluation of Each Session**

- Ask parents to evaluation each session. If parents are literate, they can fill out an evaluation at the end of every session. If not, you can solicit the feedback verbally at the end of each session. Feedback, regardless of the format in which it is collected, ensures that the facilitator is provided with feedback on what is going well in addition to potential alterations to be made before engaging the next group of participants. It also empowers the parents to shape the program.

## **23. Sessions End on Time**

- Respecting the participants' time is important. Be sure to end the sessions on time, modeling for the group that you will behave as you have stated. This also provides structure to the group, and participants will appreciate knowing what is going to happen and when.

## **24. Self and Peer Feedback**

- Encourage participants during sessions to practice certain parenting strategies and then either rate themselves on their performance or have participants work in pairs or groups and have their peers provide constructive feedback.

## ADDITIONAL THINGS TO CONSIDER

### EFFECTIVE TEACHING

- Whether using the scripted curriculum provided or using other materials, it is important to remember what makes teaching effective. The most effective teaching model use a process of gradual release where knowledge is transferred from the trainer or teacher to the participant or student.
- In education this model is commonly referred to as the gradual release of responsibility model or the “I do, we do, you do” model. Rather than simply providing information to the participant, this model allows an ample amount of time, practice, and feedback with which to transfer knowledge from the trainer to the participant.
- This model is especially useful for a parenting program as it requires teaching previously unknown or unfamiliar concepts. Providing multiple times and ways to practice as well as access to real-time feedback from the trainer ensure participants will increase their skill base and improve self-efficacy.
- Sessions are scripted with this model and format in mind.



**Note:** This continuum illustrates the transfer of knowledge and responsibility of that knowledge from the trainer to the participant.

### I DO, WE DO, YOU DO MODEL

STAGE	DESCRIPTION	I DO, WE DO, YOU DO
Intro to New Material	Trainer <i>tells</i> the participants about and how to perform skill	I Do
Teacher Modeling	Trainer <i>shows</i> the participants how to perform the skill	
Guided Practice	Trainer guides participants through practicing the skill as a class.	We Do
Pair/Partner Practice	Participants practice the skill in partners or pairs; their peers provide additional support	
Independent Practice	Participants practice the skill independently.	You Do
Reflection & Summarizing	Participants summarize what they've learned and reflect on how they used their new skill to complete a task.	

**Note:** This chart accurately reflects each step of learning a new skill as well as the corresponding part of the I Do, We Do, You Do release of responsibility model.

## ADULT LEARNING

As important as understanding how to effectively teach a strategy is knowing how adults learn. It is important to remember a few key points about how adults learn and evaluate their own learning experience.

- People learn best when they are actively involved in their learning.
- Participatory learning encourages participants to
  - think for themselves
  - learn from their own experiences
  - share their knowledge and ideas
  - learn from one other
  - work together to solve problems
  - take responsibility for their own learning
- Experiential learning encourages adults to try things out.
- The experiential learning cycle below explains how adults use hands-on experiences to consolidate knowledge and remember strategies taught during sessions. Just as children learn best through watching others and having plenty of time to practice, adults need to have the same type of support and structure.

## EXPERIENTIAL LEARNING CYCLE



**Note:** Encourage participants to use all four steps of experiential learning to implement and evaluate new parenting techniques





# **Planning and Implementation Tools**

- Parent Program Planning Template
- Sample Lesson/Session Plan Template



## Sample Agenda

This is a sample agenda highlighting a typical breakdown of a session (in this example, session one). When planning each session, it is important to determine how much time you should allot to each item on your agenda and then stick to it when teaching. Remember, you can always add or subtract time depending on how your participants respond, but try to remain within the two-hour time limit. If working with an individual, these allotted times may be halved while spending more time answering specific questions or focusing on practicing parenting techniques.

### **Day 1, Session One-Introduction to Positive Parenting**

Group -2 hours

1. Introductions (5min)
  - Introduce yourself before having each participant say a little about him or herself. It is a good idea to have everyone answer the same things about themselves for the sake of time.
2. Icebreakers (5-10 min)
  - Select an activity from the list on the next page. Icebreakers are an excellent way to reduce the tension in a class and allow for participants to become more comfortable with each other.
3. Parent Goals (10 min)
  - Ask parents to spend two minutes considering why they are taking this parenting class and what they hope to achieve by the end of this program. Have parents share their responses with the class. If there is not enough time to complete this, send home and go over during the next session.
4. Explanation of Program Goals and Session Format (10 min)
  - Briefly explain the purpose of the parenting program and how each class will be structured including home assignments.
5. Gauging Prior Knowledge Activity (20 min)
6. Introduction to Positive Parenting (20 min)
  - Refer to session one, Introduction to Positive Parenting
7. Break (10 min)
8. Continuation of Introduction to Positive Parenting (20 min)
  - Refer to session one, Introduction to Positive Parenting
9. Discuss home assignment (5 min)
  - Briefly explain how to do the home assignment and stress the importance of practicing techniques at home in order to improve.

### Suggestions for Ice Breakers

1. Make a line in the center of the room. Read a series of opinions related to parenting (if you are trying to gauge prior knowledge) or on any topic of your choosing. Tell participants that one side of the room indicates agree and the other, disagree. After reading each statement, allow participants time to move to one side of the room or other. Ask volunteers to explain why they chose a particular side. Repeat until all questions are read.
2. Two truths and a lie: Have each participant write down two true items about him/herself and one statement that is false. Ask each participant to read the three statements and allow others to guess which statement is false. You can ask participants to write down statements related to a certain topic or on anything they choose.
3. Ask each participant to bring an item or find an item he or she is carrying that is meaningful. Ask participants to share this object with others and explain its significance.
4. Have participants write down responses to generic questions such as, "What is your favorite color, food, activity," etc. Collect these responses and read them out loud. In between each response allow other participants to guess who wrote down this response.
5. Split participants into smaller groups and ask them to write down questions they hope to have answered by the end of the course. Encourage them to write as many as possible. After a few minutes, have each group volunteer one participant to read the questions. Save these sheets to refer to later or point out when an answer comes up throughout the course. Spend time going over questions that are not discussed in the course if/when they are relevant.

When creating your ice breaker, keep the following in mind:

- What do you want participants to take away from this?
- Try to make it connect to some aspect or theme of the class. You can use this ice breaker as a reference point later in the course.
- Make sure it is culturally appropriate or will not be misconstrued as offensive.

### Additional Ice Breaker References

- Icebreakers, Warm-up, Review, and Motivator Activities:  
<http://www.nwlink.com/~donclark/leader/icebreak.html>
- Fun Games, Icebreakers and Group Activities:  
<http://sao.nd.edu/studentgroups/groupresources/halls/fyo/FunGames.pdf>
- Creative Icebreakers, Introductions, and Hellos for Teachers, Trainers, and Facilitators:  
<http://www.ksde.org/LinkClick.aspx?filetic\ket=o8HptpMOiXo%3D&tabid=4067>

10. Summarize key points, reflection (5 min)

- Ask specific questions of participants to ensure everyone understands what was covered in class. If time allows, have participants respond to a prompt reflecting on what they learned today and how it will be useful to them.

11. Questions (5 min)

- Take a few minutes to address any comments or concerns about the session or future sessions if there is time. If not, ask if participants can stay after the session is finished in order to discuss.

12. Goodbye

- Thank participants for coming.

**Key Points for Creating an Agenda**

- Allot the bulk of time to participant practice of skills/techniques
- Be flexible with your time while remaining within the set overall session time. It is possible to adjust course while teaching depending on your participants.
- It's a good idea to begin each class with a quick review of what was covered in the last session. This can be done by going over the home assignment or creating a prompt for participants to reflect on and respond to.

## LESSON PLAN TEMPLATE

<b>PRE-PLANNING</b>	<b>OBJECTIVE</b> What will participants be able to do?	<b>CONNECTION TO ACHIEVEMENT GOAL</b> How do the objectives connect to the goal of the parenting program?
	<b>PREREQUISITE SKILLS</b> What will participants need to know to master the objectives?	
	<b>ASSESSMENT</b> How will you know whether your participants have made progress toward the objective? How and when will you assess mastery?	
	<b>KEY POINTS</b> What three to five key points will you emphasize?	

LESSON CYCLE	<b>OPENING</b> (____ min.) How will you communicate what is about to happen? How will you communicate how it will happen? How will you communicate its importance? How will you communicate connections to previous lessons? How will you engage participants and capture their interest?	<b>MATERIALS</b>
	<b>INTRODUCTION OF NEW MATERIAL</b> (____ min.) What key points will you emphasize and reiterate? How will you ensure that participants actively take-in information? How will you vary your approach to make information accessible to all participants? Which potential misunderstandings will you anticipate? Why will participants be engaged/interested?	
	<b>GUIDED PRACTICE</b> (____ min.) How will you ensure that all participants have multiple opportunities to practice? How will you scaffold practice exercises from easy to hard? How will you monitor and correct participant performance? Why will participants be engaged/interested?	

<b>LESSON CYCLE</b>	<b>INDEPENDENT PRACTICE</b> (__ min.) In what ways will participants attempt to demonstrate independent mastery of the objective? How will you provide opportunities for extension? Why will participants be engaged/interested?	<b>MATERIALS</b>
	<b>CLOSING</b> (__ min.) How will participants summarize what they learned? How will participants be asked to state the significance of what they learned? How will you provide all participants with opportunities to demonstrate mastery of (or progress toward) the objective? Why will participants be engaged/interested?	



# Facilitator's Guide Handouts

- Parenting Course Home Assignment Packet/Reflection Sheet
- Peer and Self Evaluation Sheet
- Session Evaluation Form
- Participant Self-Monitoring Checklist
- End of Program Evaluation

## Parenting Course Home Assignment

### Session One: Positive Parenting

**Directions:** In this session we focused on different types of parents and how it is possible to alter levels of demandedness (D) and responsiveness (R) to become more authoritative parents. To do this, for the next week consider the actions of your child and your responses and note whether you were high in demandedness and responsiveness or not.

1. If yes, what did you do that was high in demandedness/responsiveness?
2. If no, which areas were you low in and what can you do to improve this? Additionally, try to implement high demandedness/responsiveness in another situation and note the improvements.

CHILD'S ACTIONS	PARENT'S ACTIONS	LEVEL OF D	LEVEL OF R	COMMENTS



## Parenting Course Home Assignment

## **Session Two: Child Development and Its Importance**

**Directions:** This session focused heavily on the role of cultural expectations and the role of the father. This week, consider how you treat your son or daughter.

1. What are some common perceptions about boys/girls in your community?
  2. Do you believe these are true? Why or why not?
  3. Based on what was discussed in class, do you ever treat your son/daughter a certain way because it is culturally appropriate?
  4. Select one gender role you would like to alter with your son/daughter. How will you change it? Note what you do and your child's reaction.

## Parenting Course Home Assignment

### Session Three: Developmental Norms and Parental Support

**Directions:** This class focused on the developmental milestones of a child within the domains of spiritual, physical, emotional, cognitive, and social development. For each developmental domain, note your child's development whether on target, below, or above average as well as what you can do to support or maintain your child's growth in this domain.

DEVELOPMENTAL DOMAIN	CHILD'S DEVELOPMENT	TYPE OF PARENTAL SUPPORT	COMMENTS
<b>Spiritual</b>			
<b>Physical</b>			
<b>Emotional</b>			
<b>Cognitive</b>			
<b>Social</b>			

## Parenting Course Home Assignment

### Session Four: The Importance of Play for Young Children

**Directions:** This session discussed the importance of different play activities to stimulate children in 4 different domains of play-language and literacy, social and emotional, physical health/motor development, and logic and reasoning. For each play domain, write down an activity to try, implement the activity with your child, and then note how easy/difficult it was/other relevant information.

DOMAIN	PLAY ACTIVITY	CHILD'S REACTIONS	COMMENTS
Language and Literacy			
Social and Emotional			
Physical Health/Motor Development			
Logic and Reasoning			



## Parenting Course Home Assignment

### Session Six: Parent-Directed Interaction

**Directions:** In this session, parent-directed interactions focused on effective and appropriate use of commands. This week consider 4-5 times you gave a command. Did you use any of the eight guidelines? What was your child's reaction? If your child did not follow-through, what can you do to improve compliance?

COMMAND	GUIDELINE USED	CHILD'S REACTION	COMMENTS FOR IMPROVEMENT

## Parenting Course Home Assignment

### Session Five: Child-Directed Interaction

Directions: In this session you learned about the five types of child-directed interaction: praise, reflection, imitation, description, and enthusiasm. For each interaction, write down one time you implemented this strategy, note your child's reactions, and any comments on how you may improve this next time you implement it.

CHILD-DIRECTED STRATEGY	WHAT DID YOU DO?	CHILD'S REACTIONS	COMMENTS
Praise			
Reflection			
Imitation			
Description			
Enthusiasm			

## Parenting Course Home Assignment

### Session Seven: Behavior Management

**Directions:** This session discussed several ways to manage behavior including developing a system of rewards, ignoring unwanted behavior, and effective implementation of time out. Consider 1-2 of your child's problem behaviors, what technique or reward you will use and the results of using this strategy.

TARGET BEHAVIOR	BEHAVIOR MANAGEMENT TECHNIQUE	USE OF REWARD	IMPROVEMENT IN BEHAVIOR?	COMMENTS

## Parenting Course Home Assignment

### Session Eight: Parent Support

**Directions:** In this session, finding ways to relieve the stress of parenting were emphasized as well as determining causes of stress and alleviating this. Over the next week, consider when you feel stressed and determine any causes. How did you react to this stress? What did you do to relieve this stress? How did it make you feel?

CAUSE OF STRESS	HOW DID YOU REACT?	STRESS-RELIEVING ACTIVITY	HOW DID YOU FEEL AFTER?



## Peer Evaluation Sheet

Activity:

Date:

Evaluator:

Participant Evaluated:

What strategy did the participant try to implement?

What did the participant do well?

What are 1-2 things the participant could have done differently?

How well did the participant do the following:

	NEVER	SOMETIMES	MOST OF THE TIME	ALWAYS
On task				
Actively participated				
Asked questions when necessary				
Tried to correctly follow steps for implementing strategy				
Willing to use evaluator feedback for improvement				

Comments:



## Self-Evaluation Sheet

Activity:

Date:

1. What strategy did you try to implement?
  
  
  
  
  
2. Were you able to implement the strategy the same way as the trainer or other participants? Why or why not?
  
  
  
  
  
3. What is one thing you think you did well? Why?
  
  
  
  
  
4. What is one thing you need to improve?
  
  
  
  
  
5. What can you do to improve this?

Comments:



## Parenting Program Session Evaluation Form

Session Title:

Date:

Trainer Name:

Location:

**Directions:** Please take a few minutes to think about what you have learned in this session as well as the presentation of material and complete this evaluation form. Evaluations are confidential and will help us improve this session for future use.

### ***Content***

1. What did you learn from the session/workshop that was new?
2. How can you apply this new information in the future?
3. Was there any material that was confusing or you would like more help understanding?
4. Would you like more information/additional strategies on any topic we covered today?
5. What would you like covered that wasn't covered today?

### ***Presentation***

How important were the following to learning/understanding parenting strategies?

	N/A	NOT AT ALL	NOT MUCH	SOMEWHAT	QUITE A BIT	A GREAT DEAL
Group/Partner Work						
Independent Practice						
Handouts						
Case Studies						

The amount of time dedicated to the following activities was:

	N/A	NOT ENOUGH	JUST RIGHT	TOO MUCH
Group/Partner Work				
Independent Practice				
Handouts				
Case Studies				

### ***Trainer***

How well did the trainer:

	NOT AT ALL	NOT MUCH	SOMEWHAT	QUITE A BIT	A GREAT DEAL
Know the subject					
Encourage participation					
Answer questions					
Use appropriate examples					
Respect your opinions and ideas					
Provide clear instruction					

1. What is one thing your trainer did well?
2. What is one thing your trainer could improve?

### ***Suggestions/Improvements***

1. Is there anything we should add before teaching this session again? If so, what is it?
2. Is there anything we should remove before teaching this session again? If so, what?
3. Other comments/suggestions?



## Participant Self-Monitoring Checklist

The purpose of this worksheet is to help you think about how you typically interact with your child and what you can do to improve this interaction by using strategies taught during each session.

**Directions:** Before each session, write down what you normally do for each activity. After each session, consider the strategies you have learned and will now use.

### **Session One: Introduction to Positive Parenting**

#### ***Before session:***

1. What is positive parenting?
  
2. Why is it important?

#### ***After session:***

I can show positive parenting by:

- Being enthusiastic
- Setting household rules
- Finding time to play with my child
- 
-

## **Session Two: Child Development**

### ***Before session:***

Child development is important because:

### ***After session:***

1. Child development is important because:

2. Factors that can affect child development include:

## **Session Three: Developmental Norms and Parental Support**

### ***Before session:***

Knowing where my child is developmentally is important because :

### ***After session:***

Knowing where my child is developmentally is important because:

## **Session Four: The Importance of Play for Young Children**

### ***Before session:***

What types of activities do you usually provide for your child?

### ***After session:***

When providing opportunities for play with my child, I will

- Find time to play directly with my child
- Offer my child praise
- Show my child I care by listening and using reflections
- Use activities that are age appropriate
- Make a safe area
- Show my child that play is fun
- Be enthusiastic

## **Session Five: Child-Directed Interaction**

### ***Before session:***

When children direct interaction, they:

### ***After session:***

When initiating child-directed interaction, I

- Offer my child praise
- Use reflections to show my child I am listening
- Imitate or copy my child when he/she plays
- Describe what my child does
- Show enthusiasm

## **Session Six: Parent-Directed Interaction**

### ***Before session:***

How do you normally instruct your child to do something?

### ***After session:***

When asking my child to do something, I

- Am respectful
- Speak slowly and clearly
- Ask for one thing at a time
- Remain calm even if my child is not following directions.

## **Session Seven: Behavior Management**

### ***Before session:***

When my child does not follow my directions, I usually:

### ***After session:***

When my child does not follow directions, I will

- Calmly restate the directions, making them shorter if necessary
- Provide a warning
- Use a quiet voice

If my child still does not follow directions, I will

- Issue a consequence such as time out
- Follow through on the consequence
- Explain why he/she has a consequence
- Allow my child time to choose whether to behave or not

## **Session Eight: Parent Support**

### ***Before session:***

If you become upset with your child or begin to feel stressed, how do you handle it?

### ***After session:***

When I begin to feel stressed or angry with my child, I will

- 1.
- 2.
- 3.

If this doesn't work, I will:

I will remind myself that I love my child. If I am not at my best mentally and physically, I cannot be a good parent. It is important that I take care of myself.



## Parenting Home Assignment Reflection Sheet

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

***Consider one new parenting technique you learned in class today that you would like to try at home.***

1. What technique would you like to try?
  
2. Why will this technique be helpful to you?
  
3. How do you plan to use this at home over the next week?

***After trying the technique or strategy at home, answer the following questions:***

1. What do you think went well when trying this technique?
  
2. How do you know?
  
3. What is something that did not go well?
  
4. What is one thing you can do to work on this technique?
  
5. Is there anything that you need more information in or more help with in order to use this technique? If so, what would be helpful?

