

Reviewing My Parenting Strengths; Nurturing as a Lifestyle

Constructs B & D: Empathy and Self-Awareness

Home Visit Description:

The second home visit session is designed to empower the parents by reviewing their assessment data from the first home visit. The results allow parents to build on the areas of pregnancy and parenting they want to strengthen. The session also addresses the philosophy of Nurturing Parenting.

Lesson Competencies:

1. Expectant moms and their partners can describe their areas of strength and weakness based on their responses to the AAPI and NSCS.
2. Expectant parents and their partners can describe the practices of Nurturing parenting and Abusive Parenting on a continuum.
3. Expectant moms and their partners can describe the four personality character traits developed from nurturing and abusive parenting practices.

Prerequisite Conditions, Knowledge and Skills:

Lesson 1: Introductions; Hopes and Fears; Assessing Parenting Beliefs

| Lessons | Time | Materials |
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| 2.1 Welcome and Home Practice Check-In; Assessment Review | 30 Minutes | Parent Handbooks, Family Nurturing Journal, Family Nurturing Plan, clipboard, magic markers, completed AAPI and NSCS-PRE |
| 2.2 Nurturing as a Lifestyle | 45 Minutes | Parent Handbooks, clipboard, magic markers, pens/pencils, blank sheets of paper |
| 2.3 Relaxation Visualization | 5 Minutes | Pillow or cushions (optional) |
| 2.4 Lesson Competency Assessment and Closure | 10 Minutes | Parent Handbooks, Family Nurturing Journal, Family Nurturing Plan |

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| Activity 2.1 | Welcome and Home Practice Check-In; Assessment Review |
| Construct: | Empowerment |
| Time: | 30 Minutes |
| Materials: | Parent Handbooks, Family Nurturing Journal, Family Nurturing Plan, clipboard, magic markers, completed AAPI and NSCS-PRE Inventories and Profiles |

Teaching Goal:

To welcome parents, check-in, review home practice assignments and data from the AAPI-2 and NSCS-PRE.

Lesson Competency:

Expectant parents and their partners can describe their areas of strengths and weaknesses based on their responses to the AAPI and NSCS-PRE.

Procedures:

1. Welcome the parents to the second home visit. Review the competencies for today's session presented in the Family Nurturing Journal and Parent's Activities Manual. Check in with the parents regarding their pregnancy.
2. Review last session's Home Practice Assignment. The assignment is located in the Family Nurturing Journal and in your Instructor's Manual. Reinforce attempts, problem solve, role play, or review the concepts when necessary.
3. Review the competency outcomes from last session. If you need to re-teach some lessons, do so. If competencies have been met, move on to today's session.

Note: Hopefully you have reviewed both the AAPI-2 and the NSCS-PRE parenting profiles prior to this session. This session is meant to serve as a review of the profiles generated from the AAPI-2 and NSCS-PRE. If you have not reviewed the profiles and do not have a plan on how to handle possible sensitive information, skip to the rest of the lesson. Then after you have reviewed the data and have a plan, come back to this lesson.

4. 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.
5. Review the completed results from the NSCS-PRE 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.
6. It may also occur that the parent has expressed problems in her relationships with her partner or children. If the scope of these problems is outside the scope of services your agency provides (domestic violence), link the parent to community resources and follow-up to ensure the services are being utilized.
7. Ask participants to share any new thoughts, perceptions or changes they have regarding themselves and their pregnancy as a result of last week's session.

Notes and Suggestions:

Be encouraging and supportive of parents in their efforts to share their experiences.

Lesson 2.2 Nurturing as a Lifestyle
Construct: Empathy, Self-Awareness
Time: 45 Minutes
Materials: Parent Handbooks, clipboard, magic markers, pens/pencils, blank sheets of paper

Teaching Goal:

To increase parents' awareness of nurturing as a lifestyle.

Lesson Competencies:

1. Expectant moms and their partners can describe the practices of Nurturing Parenting and Abusive Parenting on a continuum.
2. Expectant moms and their partners can describe the four character traits that result from parenting experiences in childhood

Procedures:

1. Mention that our focus will be on understanding the differences between nurturing and abusive parenting.
2. Ask parents refer to Chapter 2 in their Parent Handbook. Write the word **PRENATAL** on your clipboard. Brainstorm the meaning of the word. Prenatal is a combination of two words: *PRE* means "before;" and *NATAL* comes from the Latin word "natales" meaning "born." Prenatal is a word that means "preborn" or "before child birth."
3. Do the same for the word **PARENTING**. Parenting is defined as "the rearing of a child or children, especially the care, love, and guidance given by a parent." Mention that when we join all three words **PRENATAL NURTURING PARENTING**, our program is about nourishing our preborn child with care and love.
4. Ask parents to locate the information in **Chapter 3** in their **Parent Handbooks**. Write the word **NURTURING** on your clipboard. Brainstorm with the parents the meaning of the word.
5. Mention that the word "nurture" comes from the Latin word "nutritura" which means "to care for, to bring up, and to nourish." As it applies to parenting, there is no greater parenting practice. To parent is to nurture children; to live is to nurture one's self. Taking care of your own "self" helps parents nurture their children's "self."
6. Ask the parents to respond to the following:

One nurturing memory I have of my childhood is _____.

This is an important memory because _____.

One nurturing memory I want my children to have of their childhood is _____.

7. Using your clipboard, draw the following and/or have parents refer to **Chapter 3** in their **Parent Handbook**.

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|----------------------------|------------------------|------------------|------------------------|--------------|
| NURTURING Parenting | | | | |
| All the Time | Most of the Time | Some of the Time | Hardly Any of the Time | Never |
| 10 | 9 8 7 | 6 5 4 | 3 2 1 | 0 |
| ABUSIVE Parenting | | | | |
| Never | Hardly Any of the Time | Some of the Time | Most of the Time | All the Time |
| 0 | 1 2 3 | 4 5 6 | 7 8 9 | 10 |

Lesson 2.2 Nurturing as a Lifestyle

8. The presence of “Nurturing Parenting” to a high degree (8 or 9) means “Abusive Parenting” is at a low degree (1 or 2). The more “nurturing,” the less “hurting” – and vice versa. The goal is to practice nurturing all the time (10) and to keep “abuse” out of parenting altogether (0). If parents practice nurturing all the time (10) or a high percentage of the time (7 8 9), children would develop a nurtured part of their personality and in turn would nurture themselves and others. If however, abusive parenting is practiced often, children develop the “victim” part of their personality and come to believe that being victimized is a natural and frequent part of life. Life as a victim gives birth to life as a perpetrator. Perpetrators are those who victimize others. The training to be a perpetrator comes from experiences as a victim.
9. Ask parents to locate **Page 6** in their **Parent Handbooks**. If someone does not have their Parent Handbook, give them a blank sheet of paper. Make a variety of magic markers available to them. Invite parents to divide their paper into fourths. Draw lines across and down the paper.
10. Mention that everyone has the potential to care or to hurt. This potential is fueled, in large part, by the experiences we’ve had during our lifetime. Inside everyone are four distinct traits of our personality that define who we are and the way we’re capable of treating others and ourselves. In each corner they will draw four distinct personality traits. The drawings can be abstract figures and colors or literal pictures of people or scenes.

| A PORTRAIT OF ME | |
|---|---|
| <p>The NURTURER or CAREGIVER is the part of our personality that is capable of giving care, concern and compassion. The caregiver we are with our children is our Nurturer.</p> <p style="text-align: center;">(THEY DRAW PICTURE)</p> <p>Here is _____ the Nurturer.</p> | <p>The NURTURED is the part of our personality who is capable of receiving care, seeking closeness and attachments, and accepts praise and positive touch.</p> <p style="text-align: center;">(THEY DRAW PICTURE)</p> <p>Here is _____ the Nurtured.</p> |
| <p>The PERPETRATOR or BULLY is the part of our personality who can be cruel, abusive to self and others, is capable of hurting others, and generally disregards the overall goodness and respect of other living things and objects.</p> <p style="text-align: center;">(THEY DRAW PICTURE)</p> <p>Here is _____ the Perpetrator or Bully.</p> | <p>The VICTIM is the part of our personality who believes the hurt and pain given by others is justified and valid. The victim believes the hurt received is for their own good.</p> <p style="text-align: center;">(THEY DRAW PICTURE)</p> <p>Here is _____ the Victim.</p> |

11. Describe the first trait: The **NURTURER or CAREGIVER** is the part of our personality that is capable of giving care, concern and compassion. The caregiver we are with our children is our Nurturer. Ask parents to draw their “Nurturer” in the top left corner of the paper and write: **Here is (Name) the “Nurturer.”**

Lesson 2.2 Nurturing as a Lifestyle

12. Move on to the next trait. The **NURTURED** is the part of our personality who is capable of receiving care, seeking closeness and attachments, and accepts praise and positive touch. Ask parents to draw the nurtured part of their personality in the upper right corner and write: **Here is (Name) the “Nurtured.”**
13. The **PERPETRATOR** or **BULLY** is the part of our personality who can be cruel, abusive to self and others, is capable of hurting others, and generally disregards the overall goodness and respect of other living things. Ask the parents to draw the Perpetrator in the lower left hand corner below “Nurturer” and write: **Here is (Name) the “Perpetrator” or “Bully.”**
14. The **VICTIM** is the part of our personality who believes the hurt and pain given by others is justified and valid. The victim believes the hurt received is for their own good. Ask the parents to draw the Victim in the lower right hand corner below “Nurtured” and write: **Here is (Name) the “Victim.”**
15. When completed, ask parents to share their pictures. How do the Victim and Nurtured parts of their personality differ? How about the Perpetrator and the Nurturer? When do these traits appear? How can we control who we want to be? What traits do they want to develop in their baby?

Notes and Suggestions

1. This is a powerful exercise. Have parents post their portraits somewhere in their home for a reminder of who they can be at any given time.
2. Make reference to the idea of adopting a lifestyle of being a nurturer and accepting being nurtured as a lifestyle 100% of the time. It is a different and sometimes difficult concept for many parents (and a few facilitators) to adopt.
3. Remember to join in the parent activities. When they draw, you draw. What do your traits look like? Lead by example.

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| Lesson 2.3 | Relaxation Visualization |
| Construct: | Empathy |
| Time: | 5 Minutes |
| Materials: | Pillows or cushions (optional) |

Teaching Goal:

To increase awareness of body tension and the ability to release it.

Procedures:

1. Tell the parents that you want to close today's session with a brief period of relaxation. Relaxation activities may help us become aware of areas of our bodies where we store tension.
2. Practicing progressive relaxation will help women deal with the pain and discomfort of labor, since we tend to feel less pain when we are relaxed. Partners who have practiced relaxation techniques can be more supportive to women in labor.
3. Begin the relaxation by telling participants to find a comfortable position. This may mean sitting in their chair or lying on the floor supported by pillows. When participants are ready, read the following:

Breathe slowly and deeply. Feel the air fill your chest and abdomen... (repeat 2-3 times)

Beginning at the top of your head and moving slowly down your body, become aware of any tension you are holding in your body. Tell those muscles to relax and let go.

Continue moving down your neck ... your arms ... hands .. then move down your chest and abdomen ... letting go of any tension or tightness. Move down you legs ... knees ... and down to your feet ...

Relax and let go of any tension.

... Continue to breathe slowly and deeply, releasing any tension with each breath. Again, breathe in calm (inhale); breathe out stress (exhale)

... Be aware of thoughts or worries and let go of them for now. Again, breathe in calm (inhale); breathe out stress (exhale)

... Take time to enjoy the feeling of relaxation and feel the warmth and heaviness in your muscles. Again, breathe in calm (inhale); breathe out stress (exhale)

... Continue to enjoy this relaxed state for a few more minutes. When you are ready to get up, stretch your arms and legs, take a deep breath and open your eyes.

Notes and Suggestions:

Reading in a slow, deliberate voice will add much to the success of this activity.

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| Activity 2.4 | Lesson Competency Assessment and Closure |
| Construct: | Empowerment |
| Time: | 10 Minutes |
| Materials: | Parent Handbooks, Family Nurturing Journal, Family Nurturing Plan |

Teaching Goal:

To review the attainment of the competencies, home practice assignment, close the session.

Procedures:

1. **Assessing Lesson Competencies.** Using the **Family Nurturing Plan**, refer to Section E. Assessment of Lesson 2 Competencies. Review the competencies with the parents. If a competency has been met, indicate "Yes" and write comments supporting your decision. If a competency has not been met, indicate "No" and offer an explanation in the space provided. Explain to the parents your view and solicit their view. Do the parents feel they acquired the information of skill? This conversation should be a positive mentioning that measurement of the competencies are a way the parents and the HV know the parents are learning new skills. Mention that the next home visit will include a review of the information or skill they didn't acquire this session.
2. Remind the parents of the philosophy of the Home Practice Assignment: Practice the skill, try your best, share experiences and responses with the home visitor.
3. Instruct parents to locate the Home Practice Assignment for Home Visit 2 in their Family Nurturing Journal
 - Read **Chapter 3 – Nurturing as a Lifestyle** in your **Parent Handbook** and complete any written exercises.
 - Write in your **Family Nurturing Journal** about changes going on with you, your baby, your family.
 - Spend 60 minutes every day holding/touching, playing with, reading and talking with your unborn child as well as any young children in your family using the activities provided in the *Nurturing Book for Babies and Children*.

Notes and Suggestions:

1. Encourage parents to try their hardest to complete the Home Practice Assignment. Writing skills, spelling and grammar are not important. Make sure you emphasize this point.
2. Praise parents for their commitment to becoming great parents!