**Competencies for Nurturing Parenting Concepts**

**Introductions; Hopes and Fears; Program Description;**

**Nurturing as a Lifestyle**

**Session Competencies:**

1. Parents are willing to 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 identify the four character traits that result from parenting experiences in childhood.
5. Parents can define personal parenting strengths and parenting areas needing improvement.

**Nurturing Parenting; Children’s Brain Development**

**Session Competencies:**

1. Parents are able to describe the seven concepts and practices of Nurturing Parenting.

2. Parents are able to assess the degree of skill and ability in each of the seven nurturing parenting areas.

3. Parents are able to define their philosophy of parenting.

4. Parents understand children’s brains are shaped in the manner in which they are treated growing up.

5. Parents understand the importance of the “critical windows of brain development.”

**Building Parent-Child Bonding and Attachment;**

**Developing Empathy in Children**

**Session 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 describe the importance of empathy in parenting.
4. Parents help children recognize and understand their feelings.
5. Parents can identify ways to promote empathy in children.

**Expectations and Development of Children;**

**Ages & Stages: Infant, Toddler, and Preschooler Development**

**Session Competencies:**

1. Parents can identify the negative impact inappropriate expectations can have on children’s development.

2. Parents can identify the four primary areas of development in children.

3. Parents display positive attachment behaviors toward their infants, toddlers and preschoolers.

4. Parents display positive attunement to infants’, toddlers’ and preschoolers’ needs.

5. Parents can identify some developmental milestones of infants, toddlers and preschoolers.  
  
**Meeting Our Needs and the Needs of Our Children;**

**Developing Personal Power in Children and Adults**

**Session 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.

**Improving Children’s Self-Worth;**

**Praising Children and Their Behavior**

**Session 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.

**Understanding Discipline; Red, White & Bruises:**

**Why Parents Spank Their Children**

**Session 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.

**Developing Family Morals and Values; Developing Family Rules**

**Session 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.

**Rewarding Children and Their Behavior;**

**Punishing Children’s Behavior**

**Session 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.

**Recognizing and Handling Feelings;**

**Helping Your Children Handle Their Feelings**

**Session 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.

**Establishing a Nurturing Bath Time Routine;**

**Establishing a Nurturing Bedtime Routine**

**Session 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.

**Possessive and Violent Relationships; Keeping Our Children Safe**

**Session 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.

**Understanding and Handling Stress;**

**Helping Children Manage Their Behavior**

**Session Competencies:**

1. Parents can identify healthy ways to reduce stress.
2. Parents can describe a plan to reduce personal stress.
3. Parents practice healthy ways to reduce stress.
4. Parents understand strategies to help children learn to manage their behavior.
5. Parents practice ways to help children manage their behavior.

**Managing Anger;**

**Alternatives to Spanking**

**Session 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.

**Families and Alcohol; Keeping Kids Drug Free;**

**Smoking and My Child’s Health**

**Session Competencies:**

1. Parents can identify reasons why people abuse alcohol.
2. Parents can identify and use ways to keep children drug free.
3. Parents use strategies to keep children drug free.
4. Parents have an increased awareness of the dangers of drug use among children.
5. Parents can describe the dangers of smoking and the effects of second hand smoke on children’s health.

**Hopes and Fears, Certificates, and Closing**

**Session Competencies:**

1. Parents review their expectations and outcomes of the program.

2. Parents celebrate the completion of their program.