



Nurturing Parenting®

Established 1983

Hoopa Tribal Wellness Court Presents

Nurturing Skills for Families Program

Beginning Monday July 10, 2023 @5:30 pm - 7:30 pm

15 Week Course will meet virtually once a week for 90 minutes

Increase parents' sense of self-worth, personal empowerment, empathy, bonding, and attachment.

Increase the use of alternative strategies to harsh and abusive disciplinary practices.

Increase parents' knowledge of age-appropriate developmental expectations.

Reduce abuse and neglect rates.

Contact: Tescheanche Moon, Behavioral Health Intake Specialist

Hoopa Tribal Court 12530 State Highway 96 Hoopa, CA 95546

(530)625-4305 ex- 311 email: hvtcourtintake@gmail.com

Overview

Nurturing Parent Programs instruction is based on psychoeducational and cognitive-behavioral approaches to learning and focuses on “re-parenting,” or helping parents learn new patterns of parenting to replace their existing, learned abusive patterns. By completing questionnaires and participating in the discussion, role-play, and audiovisual exercises, participants develop their awareness, knowledge, and skills as dads, moms, sons, and daughters.

Goals

- Increase parents' sense of self-worth, personal empowerment, empathy, bonding, and attachment.
- Increase the use of alternative strategies to harsh and abusive disciplinary practices.
- Increase parents' knowledge of age-appropriate developmental expectations.
- Reduce abuse and neglect cases.

Specifications

Families will attend sessions virtually individually or in a group format with other families. Group sessions combine concurrent separate experiences for parents and children with shared “family nurturing time” lasting 90 minutes.

The Adult-Adolescent Parenting Inventory (AAPI-2) and the Nurturing Skills Competency Scale (NSCS) are built-in assessment tools to assess parenting beliefs, knowledge, and skills. Measure the impact of the program with pre, post, and process assessment tools. The Family Nurturing Plan (FNP) promotes a partnership between parents and professionals to work together in creating a parenting program that meets the specific needs of the family. Parents need to demonstrate competence in the Core Lessons that form the foundation of Nurturing Parenting. Increase parental commitment to attending and participating in learning Nurturing Parenting beliefs, knowledge, and skills.

Milestones: Develop awareness, knowledge, and skills

- Age-appropriate expectations
- Empathy, bonding, and attachment
- Nonviolent discipline
- Self-awareness and self-worth
- Empowerment, autonomy, and healthy independence

**The Nurturing Program
Family Enrollment Form**

Names of Adults in Household:

Relationship to Children

Name of Children in Household

Age

School & Grade

Street Address

City

State

Zip Code

Name of person making an inquiry/providing information on this form:

How did you find out about the Nurturing Program?

Flyer _____

Friend/relative _____

School _____

Agency _____

Other: _____

What interest you in the program:

Any special needs of any children or adults attending the program?

Other Comments:

The Nurturing Program
Family Enrollment Contract

I agree to attend all sessions of the Nurturing Program;

I agree to arrive on time and stay until the end of each session;

In a case where I'm forced to be absent due to an emergency, I agree to notify a staff member by phone before 8:00 am of the day of the session;

I agree to complete the weekly home practice to the best of my ability;

I agree to refrain from hitting or belittling members of my family - at least for the duration of the Nurturing Program;

I agree to spend some play time each day with each of my children;

I agree to keep confidential the personal information that is shared among group members;

I agree to participate in Nurturing Program activities to the best of my ability, including filling out questionnaires before, during, and after the program.

Signature:

The Nurturing Program
Facilitators Pledge to Participants

We will be there for you and your family members each week of the Nurturing Program, except in the rare case of an emergency, illness, or pre-planned professional leave;

We will treat you with dignity, honesty, friendliness, and respect;

We will keep confidences, except where confidentiality is suspended by law or by your permission (See Confidentiality Statement);

We will listen to your needs and feelings, and honor the choices you make for yourself;

We will do the work necessary to prepare the materials and activities for each session;

We will model the self-management and child-rearing techniques we teach in the Nurturing Program;

We will work to continuously upgrade our own professional and personal nurturing skills; and;

We will offer you encouragement and applaud your efforts and accomplishments.

Signature:

**The Nurturing Program®
Confidentiality Statement**

Confidentiality

We respect and care about the participants in our Nurturing Program, so we make every effort to keep confidential all information shared by you and your family members with program staff. This includes information on the Family Enrollment Form, on the questionnaires answered at the beginning, middle and end of the program, in the family's folder (including all signed documents), and in verbal exchanges between family members and Nurturing Program Facilitators

The Role of Supervisors and Consultants

Supervisors of the Nurturing Program staff may have access to your family's folder from time to time for the purpose of monitoring staff performance. Your Home Visitor or Group Facilitator(s) meet with a consultant or supervisor on a regular basis to improve skills and discuss issues that arise in the work. In that context, program participants may be mentioned by name. The purpose of our discussions with our supervisors and consultants is not to "gossip" but to learn how to serve your family better. Our supervisors and consultants are committed to maintaining the information in strictest confidence.

Suspension of Confidentiality

There are two occasions in which it is necessary for us to suspend our confidentiality agreement with you:

1) When we have a Signed Release of Information Form.

Sometimes we need to talk to another organization in order to best serve you. For example, we – or you – might see a need for us to talk to the school guidance counselor to advocate for special services or a more appropriate classroom for your child. We will not contact any other organization about you or your family without express written permission from you. No written documentation about you or your family will be given out without prior signed releases by you as parent(s) or legal guardian of your child.

2) If we fear that you may be in harm's way or do harm to yourself or others.

In a life-threatening situation, such as a threatened suicide, staff may have to involve others in order to avert a tragedy. Furthermore, Nurturing Program staff, whether paid or volunteer, are required by law to report harm to children (child abuse and neglect) when they suspect it. Under the child protection laws:

1. **Child** means any person under 18 years of age.

2. **Abuse** means:

- Physical injury inflicted on a child by other than accidental means.
- Unwanted sexual intercourse or sexual contact.
- Emotional damage.

Chapter 4.2

3. **Neglect** means the failure, refusal or inability on the part of the parent, guardian, legal custodian or other person exercising temporary or permanent control over a child, for reasons other than poverty, to provide necessary care, food, clothing, medical or dental care or shelter so as to seriously endanger the physical health of the child.

Home Visitors and Home Alone Children

For their physical and emotional safety, young children need to care for and be supervised by adults at all times. If, in the course of making a home visit, a staff member finds no adult at home, s/he will spend at least 20 minutes trying to locate the parent, using an agreed-upon emergency number, and any other available information. If no parent (or other adult caretakers responsible for the family) is located, the Home Visitor will contact Child Protective Services or the police.

Our Procedure for Complying with the Law

If the Nurturing Program Facilitators have reason to suspect that a family in our program may be in need of help to protect their child from abuse or neglect, they will:

- 1) Discuss their observations and concerns with the Nurturing Program Coordinator and/or director of their agency.
- 2) Inform the family of his/her concerns and of the necessity to make a report to Child Protective Services.
- 3) Child Protective Services will be notified. The family may choose to voluntarily make the report themselves. Either way, a report must be made in a timely fashion, as required by law.
- 4) A worker from Child Protective Services will make a follow-up home visit. The family can choose to have a trusted Nurturing Program staff member involved for advocacy and support.

Our Goal is to Strengthen and Support the Family

It is undoubtedly very difficult to learn that your child may be experiencing abuse at the hands of a trusted adult (such as a teacher or babysitter). It can be even more painful to realize that a family member – or even you yourself – may be harming a child.

Because facilitators and program participants come to care for and like each other, it is very hard for both staff and parents to discuss the possibility that a child is being harmed physically or emotionally. We know, however, that avoiding painful problems does not make them go away.

We believe that you want the best for your child and are trying your best, often under difficult and stressful conditions. That you care to learn more about parenting and to try new ideas is demonstrated by your participation in the Nurturing Program. We applaud you for that and want to offer all the support possible. In the Nurturing Program, we are all working together to strengthen our families, so that they may be safe and secure places in which to grow and thrive

**"Red Flags" and Judgment Calls:
Handling Difficult Issues in the Family Enrollment Interview**

By Laurie Crosby, National Trainer/Consultant, Vermont 1993

The following are specific family situations that I attend to in a Family Enrollment Interview. I call them "red flags" because they signal possible problems with the family's ability to participate in the Nurturing Program and in our agency's ability to serve them properly.

Marital Problems...

...particularly those where commitment to the marriage is being questioned by one or both partners.)

When asked about reasons for coming, one parent may say that the couple doesn't get along or fights a lot. If the trouble has to do with different parenting styles and beliefs, this program is very appropriate and will probably help as long as both partners are committed to the marriage and want to work things out. I ask for the parents' own sense of this: Are they both committed to the marriage or are one - or both of them - questioning that commitment at this time?

If the parent reports frequent fighting and you want to make an appropriate referral assessment, you must ask if the fights ever become physically or emotionally violent and out of control. If the answer to this is yes, then I have to say, with gentle honesty, that resolving this issue comes before focusing on parenting skills; that everyone must feel safe before they can feel nurtured; that the home is not safe right now and that the children are probably not feeling safe right now; that parents looking at their disagreements and deciding about their marriage comes first. In the case of violent fights, I make referrals to the appropriate services for both the abusive partner and the abused partner. For non-violent marital issues or conflicts, I refer to marital counseling.

I suggest that the family enroll in the Nurturing Program once the marital question has become more resolved. The bottom line here is that all the nurturing parenting skills in the world will not make for a nurturing family life if the parents are not committed to working out their conflicts together in safe and respectful ways. While I can help with differences in parenting styles, I will not be able to help, within the context of the curriculum, with serious marital conflicts and questions of commitment. Work on these first: then come to the Nurturing Program.

Unclear About Whole Family's Ability to Make the Time Commitment

I ask that the whole family sit down with their calendars and check that they can make all the sessions. If it looks like they will have to miss more than two or three, I suggest that they might want to put their names on the waiting list for next time. I explain how important group cohesion is to the success and level of trust in a group. Also, I let them know that the curriculum is so tightly interwoven so that missing any week means a significant gap in information, skills and group sharing. Frequent absences adversely affect both the other members of the group and the family's own experience with the program and family change.

This is one area that I rarely compromise on. Being unwilling to clear one's calendar is really about an individual's commitment, which has a big impact on group quality.

Chapter 4.2

Wants to Attend Without Partner/Spouse

Some parents want to know if it's all right to attend without their partner. My bottom line is: I will always take a motivated parent, even if their partner refuses to attend. However, I find it wiser not to start out with this permission to be absent. Instead I advocate for the whole family to be there. I talk about how much healing, closeness and change happens with a family comes all together.

I will occasionally say that couples sometimes fall into the trap of excusing one another from things that are important but feel threatening. Frequently, the result of this is that they grow more estranged and feel more alone. If something is important, it's important enough to fight for and take risks for. I advise them to speak from the heart to their partner and just ask them to try it out. I tell them it's their job to do what they can to get their partner there on the first night. Then it will be our job to keep him/her there. This is about being a family and coming together is the first step.

Wants to Attend with Ex-Partner or With Some Other Family Member

The critical questions are these: How will they feel about speaking honestly of their own childhood experiences and their current feelings, difficulties and practices with their own children in the presence of this person? Would they feel confident of this being handled with care and respect, or of being able to resolve it directly with that person if it is not? Could they practice the same care and respect for the other person? If not, then advocate for them to be in separate programs. If communication is good and trust high, then I give it a try and evaluate how it's going with everyone after two weeks, in a private meeting.

The one time I would make the decision for the families involved is if they have been, or plan to be, in any contested hearings for custody of the children. If this is the case, I would set the condition that they be in separate programs.

Active Untreated Substance Abuse By One or Both Parents

I will sometimes ask in the course of conversation, whether there is a history in the family of alcoholism, regular drinking or drug use. If this turns up as an issue, I will ask: What impact has this had on members of the family? Has the person sought treatment and, if so, how effective has it been? If the substance abusing parent has sincerely attempted to deal with it by being in regular treatment, and the family is supportive, then attending the Nurturing Program could help the family stabilize and become closer. The key here is that the person be in treatment simultaneous with the Nurturing Program, or has already completed treatment and been stable in sobriety.

If the person is unwilling to acknowledge the problem and its effects on the family, or has not yet entered treatment, or has been sporadic in either commitment or sobriety, then I encourage the family to address this issue first. I ask if they have noticed changes in how the children respond to the substance abusing parent, and then I gently and honestly describe the effects I know this can have on children. I tell them that addressing this issue as a family is the first step in having a more nurturing family life. The Nurturing Program would be helpful in strengthening them as a family, once they have begun tackling this issue.

The bottom line here is that when children cannot trust their parents to be adults in charge, when they never know what kind of behavior to expect from their parents, and when they

Chapter 4.2

have to keep secrets, there is little of the safety and trust that they need to feel nurtured. And no amount of parenting information can change that, if the parent is still getting drunk or stoned on a regular basis.

If the non-substance abusing parent wants to attend, without the substance abusing parent, I have a difficult judgment call to make. I bear in mind the following: whether or not that parent is actually in the group, I will end up having to deal with the effects of his/her problem without having a direct relationship within which to do so effectively.

The questions to consider carefully are these: If I take the rest of the family into the group, am I enabling the non-addicted parent to continue thinking that s/he can make the family better by themselves without confronting the issue of drinking/drug use? Or is it a good risk that this parent is on the verge of confronting the issue, and participation in this program might empower him/her to do so? Would it ultimately be a kinder, more direct empowerment to gently but firmly state the truth as I see it and hold to the limit that the family must seek treatment for this issue before coming to the Nurturing Program?

If I take this family into the group, do I have the agreement of the other facilitators to deal with this family's issues as they arise and not look the other way? Are these needs likely to exceed the focus of the curriculum in a way that would be unfair to other group members? This is a difficult judgment call to make, and one that every Coordinator must resolve individually, with input from the Facilitator Team. I generally temper heart with farsightedness, clarity and balanced discernment, as well as an honest sense of my own and the team's limits.

Past or Current Untreated Sexual Abuse of Any Family Member

Obviously, if it is current and has not been reported, I must make a report. This, however, is a highly unusual situation to occur during an enrollment interview. More likely, some past experience may be reported. I will absolutely not take an offender into the program who has not successfully completed treatment, and even then, I will work with that individual to monitor and restrict unsupervised access to any children with the program, for both their protection. This must be done openly and with the cooperation of that individual or I cannot accept that person into the program. I am careful not to do this in a spirit of judgment or humiliation.

In the case of a family member who has been sexually abused, I let the parent know the following:

- That there is a sexual abuse prevention component to the program for both parents and children;
- That this can bring up painful and difficult memories and feelings for adults and children alike;
- That the Nurturing Program is not therapy, so I strongly recommend that the family have had therapy prior to enrolling, or have simultaneous therapeutic support for working through some of the confusing, complicated feelings that can arise.

If sexual abuse has just surfaced in their family, they are most likely in crisis now. There are probably deep, complex feelings of grief, betrayal, guilt shame, anger and denial. I gently and supportively suggest that they may want to get counseling now to work through

Chapter 4.2

the feelings and get the family back on stable ground, and then come to the Program when things seem a little more settled.

If the parent insists that this would be good for them now, and my intuition agrees, then I am honest about this limit: "Because I have a specific curriculum to cover each week, I will not have the time you will sometimes need to get support for these important emotional issues. Do you have (or could you set up for yourself) a support system (therapy, friends, support group, church, etc.) for getting those needs met so you feel okay enough to focus on the curriculum each week?" I am hesitant to accept someone in great need and crisis that did not have such support systems.

I am also cautious about accepting into the program a child who has been sexually abused and is not now in, or has not previously been in, therapy. These children will often exhibit challenging, provocative and/or sexualized behaviors, and can have painful memories stirred up during the sexual abuse prevention weeks of the curriculum. Without skilled, therapeutic support to recognize and work through these confusing feelings and behaviors, I can inadvertently do them more damage. I speak with the parent about this concern and advocate for waiting until the child is in therapy. If the child is not exhibiting such behaviors, and if I have skilled facilitators with some knowledge of child sexual abuse, these would be more positive indications for accepting the child into the program.

Family Has Recent Unresolved Crisis...

...death, divorce or separation, accident causing injury, loss of a job, etc.

In not all of these cases will I decide to screen the family toward other services. In some, this program may be just the thing to help the family re-group and put their lives back on a solid foundation. A family whose style is to communicate and deal with their problems and feelings as a family, who have good support systems (professional and personal), who express sincere motivation to do the Nurturing Program, and want to do whatever they need to do to heal themselves will probably be a good risk.

I simply prepare them for the fact that the program may touch on feelings that are painful, and I may not be able, in that context, to give them all the emotional support they deserve. Do they have other places in their lives where they could get that support? This will help with focus and clear expectations and prevent hurt feelings and disappointments.

A family who seems to be overwhelmed, particularly needy or in a state of chaos, who has few trusted support systems, and cannot identify their own reasons for coming to the program is much more likely to have needs which exceed the scope of the curriculum. I am particularly clear with families who tend to be stuck in blaming others.

For families who may be in the middle of the grieving process, adjusting to the loss of death, separation, divorce or acute-care illness, I check carefully with the parent to see if:

- They have support as a family for the grieving work;
- Attending a 15-week evening program is going to add more stress on the family when they may need less stress and social obligations;

Chapter 4.2

- The parent feels members of the family will be able to participate in group discussions of family life without feeling too raw and exposed. I trust the parent's sense of this, as a general rule.

Family Member Has Special Needs...

...needs which require one-on-one supervision in a group setting or which would otherwise make group participation difficult.

What should one do about a parent or child with a serious emotional disturbance, mental retardation, ADHA, clinical depression not controlled by medication, and other similar conditions?

The questions here are: How likely is it that this person will be able to attend to presentations or to other people sharing in the group without needing to draw attention to self? How capable is this person at this time of taking in conceptual information and integrating it through practice within the context of the group setting?

If I am speaking with a professional person who wants to refer the family, I ask him/her to honestly assess the above considerations.

If I am speaking with the parents themselves and the family member of concern is a child, I tell them about the skills, ability and self-control that the child will need in order to participate in the group. I ask for their honest sense of where their child is with these. The child does not need to have all his behavior under control, but doesn't need to have the capacity to control his own behavior enough to participate in a group without one-on-one and other aid in school.

If one-on-one assistance is available for the Nurturing Program, I set up a time within 2-3 weeks from the start of the program to assess with the facilitators and parents how it's going. If one-on-one assistance is not available, or the child's behavior is so disruptive as to cause the group to feel chaotic or unsafe for other children, I have to be honest about our limitations and about the possibility that this program may be frustrating for the child. I may want to explore the possibility of delivering the program one-on-one in the home.

If I am speaking with the person who has the special need, that individual may or may not be able to assess his/her own readiness. I may have to make a judgment call. I might ask some questions about how he/she feels about listening to others in a group, sharing in a group, doing homework, etc. Would they rather have this, or someone they could talk with privately, one-on-one? In an office or at their home?

If it becomes apparent that the individual's or family's needs are other than what the program will provide, some other possible alternatives are: intensive family-based services, visiting nurses, home educators, adult basic education, support programs to families with special needs children, handicapped children's services, Head Start, a clinical psychologist or psychiatrist (for clinical depression) or counseling.

This is one place where it's important to balance individual considerations and needs with the considerations of the group as a whole. If I try to meet everyone's needs without being honest about our own limitations and others' developmental readiness, I could end up with no one getting their needs met and everyone feeling frustrated.

Chapter 4.2

Parents Referred by Child Protective Services...

Whose children may be in state custody/foster care...

When I ask how a parent found out about the Nurturing Program, they will usually say if they have been referred by a Child Protective Services social worker. At this point, I simply ask straight forwardly whether their children are in foster care. If so, I will often ask how long it's been and how it has been for the parent to be without the children and to have Child Protective Services involved.

I am understanding and a good listener at this point. At some point, I say that my relationship is not with Child Protective Services, it's with the family, and what I'm most interested in is what the parent wants to work on individually and in relationship to the kids. If the parent says "I don't know," I, as a rule, acknowledge that that may be the honest truth right now - Does she/he feel willing to come and discover what there is to get out of the program? If the parent says "Yes," I ask "How will it feel to not have the children there during snack time when the program's parents are together with their children?" We talk a little about options such as helping me or getting to know other people's children. I let the parent know that facilitators will also be without children, and that I always need help getting snack time together. If it seems like a good idea, I will sometimes ask the parent to give some thought to how much he/she wants to share with the group the first night - whether to be open or more private at first. My only concern is that whatever the parent chooses to share be honest.

If a parent is unable to identify personal reasons for attending and consistently takes the stance that they don't have any troubles parenting - that their only trouble is Child Protective Services - then my guess is that this program is not going to meet their needs and may feel like a waste of time to both them and us. In my experience, unless a person has his/her own reasons for attending, or is at least open to finding what they may have to learn, that individual won't get much from the program. I offer to write a letter to the social worker saying that we have talked and I feel that this program is not going to meet this person's needs.