

THE Nurturing Parenting Programs[®] are Building Protective Factors in Families

When THE **SIX PROTECTIVE FACTORS** are established in a family the likelihood of child abuse and neglect diminishes



The vision of Dr. Stephen Bavolek and the Trainers of the Nurturing Programs, is to create validated programs with competency based lessons that meet the need of the parents and agencies that deliver these services.

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SIX Protective Factors:

1. Nurturing and Attachment
2. Knowledge of Parenting and Child and Youth Development
3. Parental Resilience
4. Social Connections
5. Concrete Support Services for Parents
6. Social and Emotional Competence of Children

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The Nurturing Parenting Programs and the Six Protective Factors

The Effectiveness of Theory, Research and Practice for the Prevention and Treatment of Child Abuse and Neglect

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Protective Factors: History and Development

In 1995, the initial phase of an ongoing retrospective study began in San Diego to examine the link between childhood stressors and adult health. From 1995 to 1997, nearly 17,500 adults were asked to complete a questionnaire about their childhood. Ten exposures of experiences were studied: physical, emotional and sexual abuse; physical and emotional neglect; household substance abuse, mental illness or incarceration; mother treated violently; separation/divorce. The results of the study indicated that more than half of the respondents reported at least one exposure and 25% reported two or more childhood exposures. Persons who experienced four or more childhood exposures, compared to those who had none, had a 4 to 12 fold increased health risk for alcoholism, drug abuse, depression, attempted suicide, smoking, poor self-rated health, sexually transmitted diseases, physical inactivity and severe obesity.

The data specifically related to child abuse and neglect pointed out that 28% of the adults indicated they were physically abused; 21% sexually abused; 15% emotionally neglected; 11% emotionally abused; and 10% physically neglected. The research became known as the Adverse Childhood Experiences study (ACE). The data generated from the ACE study clearly linked the effects of a childhood abuse and neglect with health problems later in life (www.acestudy.org).

Influenced by the data generated from the ACE study, in 2003 the Center for the Study of Social Policy (CSSP) developed a logic model for reducing child abuse and neglect based on building resiliency as a way of reducing risk factors. In reviewing the literature, Horton (2003) found several conditions that appeared to be related to the lower incidence of child abuse and neglect. These conditions are known as “protective factors”. The protective factors identified by CSSP include: 1) Parental resilience; 2) Social connections; 3) Knowledge of parenting and child

development; 4) Concrete support in time of need; and 5) Social and emotional competence of children.

Recently, the Family Resource Information, Education, and Network Development Services (FRIENDS) located in North Carolina, established the National Resource Center for Community-Based Child Abuse Prevention (CBCAP). The CBCAP, a service of the US Department of Health and Human Services (DHHS), Administration for Children and Families (ACF), Children's Bureau, recently identified a sixth protective factor: nurturing and early attachment.

According to CBCAP, protective factors are conditions in families and communities that, when present, increase the health and well-being of children and families. CBCAP states that protective factors are positive attributes that strengthen all families and that families themselves often want to build upon. Focusing on promoting protective factors rather than an approach that focuses on reducing risk factors may encourage parents to feel more comfortable seeking out extra support, help service providers develop positive relationships with families, and help families build and draw on natural support networks within their family and community (CBCAP, 2012).

Nurturing Parenting Programs

The ACE study of 1995 provided an in-depth look of the long lasting consequences of child abuse and neglect. The Nurturing Parenting Programs developed in 1983, twelve years prior to the initiation of the ACE study, were designed specifically to help families who have come to the attention of Social Services for child abuse and neglect. Nurturing Parenting Programs have a 30 year rich history of solid research in the treatment and prevention of child abuse and neglect with the initial study funded by the National Institute of Mental Health (Bavolek, McLaughlin & Comstock, 1983). A review of the Nurturing Programs shows the lessons incorporate the theoretical and practical foundation of all six of the currently recognized protective factors. Nurturing Parenting Programs continue to reinforce and confirm 30 years of ongoing, strength based, family centered, evidenced based work.

Nurturing Parenting Programs have also received recognitions and accreditations from: The Annie Casey Foundation; the California Evidence-Based Clearinghouse for Child Welfare (CEBC); the Office of Juvenile Justice and Delinquency Prevention (OJJDP), and the National Registry of Evidenced Programs and Practices (NREPP)

Twenty-five varied Nurturing Parenting Programs and Nurturing Curricula are available. Each is grounded in the same nurturing philosophy, principles, protective factors, and constructs. Each program is population specific, family centered, with flexible programming designed to meet the specific cultural and developmental capabilities of individuals and families. The reader is referred to www.nurturingparenting.com for a review of all the programs. Since 1983, twenty-seven (27) studies have been published or available as final reports that support the effectiveness of the Nurturing Programs as proven approaches to the prevention, intervention and treatment of child abuse and neglect. Consistent findings include:

- High rate of parental completion of program classes;
- Significant increases in post assessments of parental knowledge of nurturing practices;
- Maintenance of new skills over time;
- Lower than national rates of recidivism among families completing their program; and
- Positive cost benefit ratio nearing neutrality as a result of the low rates of recidivism.

To review all the studies in their entirety, log on to www.nurturingparenting.com and click on Validation Studies.

Approximately 1.5 million families in all 50 states and 12 countries world-wide have participated in Nurturing Program classes available in English, Spanish, Creole, Arabic, Chinese and Hmong. The Department of Defense has selected the home visitation model of the Nurturing Program for Parents and their Infants, Toddlers and Preschoolers for implementation in all Naval and Marine installations world-wide for their New Parent Support Program (NPSP). The NPSP is a voluntary parenting program offered to military families. Many Army installations also offer Nurturing Parenting instruction to their families and have for the past eight to 10 years.

Family Links, a registered charity located in Oxford, England has offered Nurturing Parenting instruction in English, with supporting materials and some use of additional languages, in Polish, Tamil, Somali, Urdu and Welsh to families throughout the UK for the past 15 years. Family Links has been recognized by the British government and Centre for Social Justice for their excellent work in providing Nurturing Parenting to parents and school children.

It is estimated that 18,000 professionals worldwide have attended Nurturing Program facilitator trainings during the past 30 years.

The Identification of Abusive and Neglecting Parenting Practices

The Nurturing Programs were born out of work that began in 1975 in developing and validating an inventory designed to assess the parenting and childrearing beliefs of parent and pre-parent adult and teen populations (Bavolek, 1984). The Adult-Adolescent Parenting Inventory (AAPI) is a valid and reliable, norm referenced inventory with over 1.5 million administrations during the past 33 years. Responses to the inventory's items provide an index of risk for practicing behaviors recognized as abusive and neglecting.

The development and validation of the Adult-Adolescent Parenting Inventory (AAPI-2) led to the identification of five parenting constructs (practices) known to contribute to the maltreatment of children and teens:

1. Inappropriate parental expectations of their children at different stages of development.
2. Parental lack of an empathic awareness of their needs and their children's needs.
3. A strong belief in the use of corporal punishment as the means of disciplining children.
4. Reversing parent-child roles: expecting children to meet the needs of the parents.
5. Oppressing children's power and independence by demanding obedience to the parent's variable set of rules.

Data generated from the validation of the inventory found significantly different parenting beliefs between parents identified as abusive and neglecting and parents who had no known history of maltreating children (Bavolek & Keene, 2001). Validation research with the inventory also found significant differences between teens with histories of abuse and teens without known histories of abuse as well as significant differences between males and females and teens and adults in all five parenting practices.

The Development of the Nurturing Parenting Programs and Assessments

The Nurturing Parenting Programs have built in assessments that are offered at pre, process (during) and post program to ensure parental success. Lessons are competency based that allow both parents and facilitators to track the success of the parents in learning new parenting skills. The lessons of the Nurturing Parenting Programs address the five parenting constructs and

the six protective factors of child abuse and neglect. In this manner, the assessment tools and the Nurturing Parenting Programs serve as a comprehensive evaluation and treatment of child abuse and neglect treatment and prevention.

The Nurturing Parenting Programs are built upon a philosophy first published in 1983 that addresses the importance of building empathy, empowerment, positive self-worth and the use of respectful-dignified discipline for all family members.

1. Nurturing Parenting Programs involve the entire family. Parents and their children attend home-based, group-based or a combination home and group-based programs. Grandparents and other extended family members are also invited to participate in home-based instruction. Generally, research repeatedly supports the strength of family based interventions over individual interventions in building healthy family interactions, including parenting.
2. The philosophy and lessons of Nurturing Parenting stress the importance in helping individual women and men increase their own positive self-worth and mental health. People who raise their children in a positive, healthy nurturing manner are also individuals who possess these qualities outside of their role as parents. Nurturing men and nurturing women form the foundation of nurturing fathers and mothers. It is highly unlikely that men and women with low self-worth, with a childhood history of maltreatment, who practice self-destructive behaviors and express a type of neediness developmentally appropriate for young children, will be healthy, nurturing role models for their children without skilled intervention to address these issues.

Nurturing Programs also include children from ages birth through teen years attending separate classes that meet concurrently with the parent classes. Children work on similar issues of individual and family growth at appropriate developmental levels. Boys and girls who possess a caring, healthy sense of self are better prepared to learn the patterns of nurturing while they are young as sons and daughters.

3. Nurturing parenting embraces its foundation of non-violence. The goal of Nurturing Parenting is to prevent, not just merely reduce, the incidence of family violence including child maltreatment and intimate partner violence.

4. As the six protective factors are focused on building the strengths of families, the lessons that make up the Nurturing Parenting Programs are founded on six proactive morals and values that transpose the deficit parenting constructs of the AAPI.

Value One: Strategies and techniques for adults, children and teens to build their positive self-concept, self-esteem and self-worth in accordance to age appropriate developmental expectations.

Value Two: Strategies and techniques for adults, children and teens to develop higher levels of empathy, appropriate ways to get self needs met as well as assist in helping others get their needs met, and to appropriately own, regulate and express emotions. Emotional regulation is the critical skill focus of nurturing education.

Value Three: Strategies and techniques for teaching parents how to develop and incorporate a dignified system of discipline for children and teens including alternatives to all forms of corporal punishment, empathic responsiveness, and behavior management and modification techniques.

Value Four: Strategies and techniques for teaching parents, children and teens to increase their level of self-awareness, awareness of their beliefs, family cultural practices, and knowledge of appropriate family roles.

Value Five: Strategies and techniques for teaching parents, children and teens to develop their healthy sense of empowerment which include protective and resiliency skills for unwanted sex as well as safe sex protection, negative peer pressure, learning and using appropriate communication skills, anger and stress management skills, strategies for handling bullies, and recognizing possessive and violent relationships.

Value Six: Strategies and techniques for teaching parents, children and teens ways to develop their humor, to laugh more and to find fun in life and to increase positive interactions among family members.

Protective Factors for the Prevention of Child Abuse and Neglect

The following presents the six protective factors and the rationale for protective factors as they appear in the documents published by the Child Welfare Information Gateway and National (CWIG) and Resource Center for Community-Based Child Abuse Prevention (CBCAP). For

complete descriptions of the protective factors presented by CWIG, log on to www.childwelfare.gov/preventing/preventionmonth/factors.cfm. For the initial article authored by Carol Horton in 2003, log on to www.cssp.org. To access the protective factors presented by CBCAP, log on to www.friendsnrc.org/cbcap-priority-areas/protective-factors.

After each Protective Factor, the philosophy, lessons and strategies of the Nurturing Programs are presented that address the protective factor. Note: Role play, discussions, and DVDs during each session as well as and home practice assignments help families replace old unwanted, abusive and neglecting patterns with newer, positive nurturing patterns.

The reader is referred to Appendix A for a review of the content of the Nurturing Programs per Protective Factor.

Protective Factor 1: Nurturing and Attachment

In Protective Factor 1, CBCAP addresses the need for children to experience nurturing and creating a bond with a caring adult.

The Nurturing Parenting Programs are developed from the philosophy that nurturing and attachment are critical for the prevention of child maltreatment and for the promotion of empathy in parents and children. The word nurturing comes from the Latin word *nutritura* which means to promote, nurse and nourish life. In a broad way, nurturing is both positive and negative since both positive and negative behaviors can be taught by the parents to their children. The cycle of child abuse and neglect is a classic example of negative nurturing. In this instance parents promote and nourish the aspects of life that they are most familiar with: maltreatment. Hence, abusive parents negatively nurture victimization in their children who grow up to perpetrate the same behaviors against their children

In positive nurturing, parents promote and nourish the aspects of life most associated with mental health. In the cycle of positive nurturing, parents teach and model compassion, empathy, positive self-worth, discipline with dignity, healthy ways to express and handle feelings, and building feelings of empowerment in parents, children and teens. Hence, empathic parents positively nurture their children who, in turn, nurture their children in positive ways. The cycle of positive nurturing is passed on to another generation.

The work of John Bowlby (1965) and Mary Ainsworth (1978) are profound examples of the effects of positive and negative nurturing. They found that in the first year of life, infants adopt one of three ways of relating:

Secure attachment: sees mom as supportive and feels free to explore the world;

Anxious attachment: views mom as an unpredictable caregiver and commits their life to earning mom's love; and,

Avoidant attachment: sees mom as rejecting and consequently discounts their own needs.

Clearly, positive nurturing contributed to the secure way of children attaching to their mother, while negative nurturing played a significant role in teaching children the maladaptive ways of anxious and avoidant attachments.

In positive nurturing, empathy is the single most powerful personality characteristic to prevent maltreatment to children, as well as to one's self, to partners, to others and to animals. Within the past 30 years of implementing Nurturing Programs, empathy has been consistently been the biggest measurable deficit of abusive and neglecting parents. Empathy comes from the Greek word *Empatheia* which means "an ability to imagine yourself in someone else's shoes; to project into or identify with another; to try to understand another's feelings and motives; to be aware of the needs of others as well as an awareness of one's own needs." Empathy is a natural characteristic of one's personality that is nurtured either in a positive or negative way. Parenting is the arena in which empathy is expressed. Child abuse and neglect (negative nurturing) severely limits one's ability to express empathy (positive nurturing).

Nurturing Parenting lessons that address the importance of positive nurturing and secure attachments:

1. Parents learn about empathy and ways to develop an empathic relationship with their children. An empathic relationship is a key protective factor in securing the safety of children. Empathy relates to the parenting practice of helping children get their needs met. Needs are categorized into six areas called SPICES: Social, Physical, Intellectual, Creative, Emotional, and Spiritual. Attention is also focused on how parents are getting their own needs met. When parents sacrifice getting their needs

- met, levels of stress rise which increases the likelihood of abusive or neglecting interactions with their child.
2. Parents learn the science and practices of infant and child massage as a means to bond and attach to their children. Massage as a nurturing way of interacting with children which increases levels of oxytocin in both the baby/young child and parent. Massaging children is one of the most effective alternatives to hitting children.
 3. Parents learn and practice establishing nurturing routines for critical times such as feeding, bath, dressing, sleeping, changing diapers and helping children learn to regulate their emotions through strategies of comforting.
 4. Parents learn how to recognize, express and manage their own feelings; the power of gentle touch, hurting touch and scary (sexual) touch and their history of touch; and ways to recognize and handle feelings of stress and anger.
 5. Keeping children safe from sexual predators and pedophiles; dangers of second hand smoke.

Protective Factor 2: Knowledge of Parenting and of Child and Youth Development

2A: Knowledge of Parenting

In this protective factor, CBCAP refers to the practices of discipline as being both more effective and more nurturing when parents know how to enforce and set limits, and encourage appropriate behaviors based on the child's age and level of development.

The philosophy of nurturing parenting views discipline in a broader and different manner than setting and enforcing limits. The word discipline comes from the Latin word *discipulus* which means to teach and guide. To teach is to empower and to guide is to model the desired behavior. Discipline as defined by setting and enforcing limits is hardly the way of guiding and empowering children. To set and enforce limits reflects the practice of compelling obedience to the limits set by the parents. This is the basis to all power struggles between parents and their children. Enforcing rules generally means punishments administered for not following the rules set out by the parents. This is a very traditional way of teaching discipline TO children, not WITH children.

In Nurturing Parenting, rules are set as a family with children's input. The family discusses the reasons for rules using cooperation, negotiation, compromise, brainstorming,

problem solving as communication skills in real time. Children become empowered to follow the rules because they had input into making the rules. In Nurturing Parenting, obedience has a place in safety, not as a life style. Developing cooperative, empathic relationships represent a more nurturing way of life.

Nurturing Parenting lessons that address the meaning and importance of discipline with dignity:

1. Teaching the concepts of family morals, values and family rules.
2. Behavior Management: Danger proofing the home; Establishing clear family rules; Using choices and consequences; Verbal and physical redirection; Ignoring; Negotiation and compromise; Cooperation.
3. Behavior Modification: Loss of privilege; Grounding; Parental disappointment in choice of behavior; Restitution; and Time Out.
4. Behavior Encouragement: Praise for being and doing; Nurturing Touch; Privileges; Gifts/Objects; and Allowance to teach money management for older children.
5. Alternatives to corporal punishment strategies which include infant and child massage; learning about positive and negative nurturing; empathy lessons listed in Protective Factor 1.
6. Teaching children how to manage their own behavior: giving children choices; choices and consequences, transition time, bed time power stories, situational stories, body part awareness, scary touch, saying “no”.

2B: Parental Knowledge of Child and Youth Development

CBCAP describes the other part to Protective Factor 2 as the need for parents to learn age-appropriate developmental tasks in order for children can grow up to their potential. They cite the need for more basic education in child development and mentoring by a coach to be able to carry out appropriate expectations.

Common among many parents who abuse and neglect their children is their inability to make age appropriate expectations. Although CBCAP describes the need for parents to gain a greater understanding of basic child development, the Nurturing Parenting philosophy couples the need for information on growth and development with an introspective review of

the expectations parents experienced as children and how they did or did not manage to please their parents. Issues that encompass self-worth, attachment, feelings of failure or success, their ability to please others, trust, feelings of security are all interwoven in childhoods where children were unable to please their parents. Low levels of parental empathy, parent-child role-reversal where children take on the role of the guardian are other conditions that are likely to play a role in failing to carry out the knowledge of growth and development.

Nurturing parenting lessons that address the need for learning child growth and development:

1. Parents and their children attend the Nurturing Program that reflects the age and development of their children: Prenatal Nurturing Program; Birth to Five Nurturing Program; School-age Nurturing Program; and Twelve to 18 years (Adolescence) Nurturing Program.
2. Brain development at prenatal; birth to 3yrs; Three to 5 years; School-age; Teen years; difference between the male and female brains.
3. Ages and Stages of development at prenatal, birth to 5yrs, Five to 12 years and, 12 to 18years.
4. Nutrition and mealtime routines; toilet training; keeping children safe; establishing routines for bed, bath, feeding, and diapering and dressing.

Protective Factor 3: Parental Resilience

In the third protective factor, CBCAP describes resilience as the ability to handle everyday stressors and the ability to recover from occasional crises. Parents who are emotionally resilient have a positive attitude, creatively solve problems, effectively address challenges, and are less likely to direct anger and frustration at their children. Resilience also entails an awareness of their own challenges from the inappropriate parenting they received as children.

The philosophy of Nurturing Parenting supports the beliefs and behaviors of empowerment, best defined as individuals having control and authority over their own lives. This entails a high level of self-awareness, positive feelings of self-worth, the ability to recognize, understand, and accept old unwanted behaviors and replace them with new,

healthier ones. It is often noted that the feelings, thoughts and memories that we don't or can't control, will control us.

Resilience is a skill that becomes a personality trait. It is a learned behavior. And for adults who have a childhood of victimization, learning to be empowered to handle the thoughts and feelings that accompany childhood abuse will take some time. Recent discoveries in brain development and functioning alert us to why resilience is so difficult to develop. We know the brain will normalize repeated behaviors forming strong neurological pathways that can take over conscious control of our minds' thoughts and desires. For a child growing up with repeated maltreatment, working on replacing old patterns of self-victimization and the victimization of others is no short term task. The more frequent and severe the hurt, the longer the healing and more difficult it is to replace old, unwanted behaviors.

Nurturing Parenting lessons that address Resilience:

1. In Nurturing Parenting, every lesson allows parents to gain insight into their current thoughts and behavior based on their childhood history. Lessons are presented in helping parents understand how past hurts are often suppressed and surface as anger. Teaching parents appropriate ways to express the energy of anger using the three principles of emotional energy release: 1). Respect yourself; don't disrespect or cause further hurt to yourself. 2). Respect others including animals; don't disrespect or hurt others and animals; and 3). Respect your environment when releasing your emotional energy; don't disrespect your environment.
2. Understanding and handling stress including management and stress release techniques; working on getting one's needs met.
3. Developing a positive self-esteem, self-concept and self-worth.
4. Self-awareness lessons including draw yourself, draw your family; draw your past, present and future; completing questionnaires About Me; My Life Script; Stress Relaxation meditations and exercises.
5. Empowerment activities including owning your body and having proper names for sexual body parts; learning to say "no"; owning your personal space; taking

responsibility for your feelings, not blaming others; possessive and violent relationships; touch and date rape; love, sex, STDs, HIV and AIDS.

Protective Factor 4: Social Connections

CBCAP states that a social isolation and perceived lack of support are often two of the issues related to child abuse and neglect. Protective factor 4 suggests that parents need the companionship of trusted family members and friends to serve as supports.

The philosophy of Nurturing Parenting works with parents to establish healthy social networks.

1. Nurturing parenting programs are offered in group-based settings; home-based settings, and a combination group-based and home-based setting.
2. Based on the completion of pre-program assessments, parents and staff work together in determining the dosage and focus of the lessons. Working cooperatively, parents and staff develop a bond that allows parents to experience the quality of a trusting and positive relationship.
3. Family members and extended family members are invited to participate in the home-based classes. Instances occur when the parent receiving home-based instruction invites her girlfriend to participate in the classes. Significant others such as boy friends are invited to attend.
4. The Nurturing Programs are offered in Healthy Start, Head Start Center-Based and Home-Based programs; YWCA centers; Half-Way Homes.
5. Nurturing Programs that address specific cultural needs that bring people together. The Nurturing Programs for Christian Families; the Nurturing Program for Muslim Families; for Military Families; for Families in Substance Abuse Recovery; for Families with Children with Special Needs and Health Challenges and for Parents with Special Needs.
6. Nurturing programs are also designed for Hispanic Families, Haitian families, Southeast Asian Families, Chinese Families who share. In the process of development are Nurturing Programs for Gay, Lesbian, Bi-sexual and Trans Gender families, Native American Families and African American families.

Protective Factor 5: Concrete Supports for Parents

In Protective Factor 5, CBCAP stresses the importance for parents to have concrete supports to assist parents with basic resources such as food, clothing, housing, transportation and access to essential services which include child care and health care.

The Nurturing Program embraces a wraparound philosophy of services. In a wraparound service plan, a defined planning process is used to build constructive relationships and support networks. It is community based, culturally relevant, individualized, strength based, and family centered. Wraparound plans are comprehensive and address multiple life domains across home, school, and community, including living environment; basic needs; safety; and social, emotional, educational, spiritual, and cultural needs. Another defining feature of wraparound is that it is unconditional; if interventions are not achieving the outcomes desired by the team, the team regroupes to rethink the configuration of supports, services, and interventions to ensure success in natural home, school, and community settings. In other words, families do not fail, but plans can fail. Rather than forcing a parent to fit into existing program structures, wraparound is based on the belief that services and supports should be flexibly arranged to meet the unique needs of the students and their families. (<http://www.pbis.org>).

Nurturing program assessments that support the need for Concrete Supports for Parents: The philosophy of the Nurturing Programs is that concrete supports are necessary for parents, especially parents referred from Social Services. While the programs can provide after program support classes, most of the concrete supports need to be a community wide effort.

1. In an attempt to connect parents to concrete support services from the community, parents who attend the Nurturing Program classes also complete the Nurturing Skills Competency Scale (NSCS). The NSCS is designed to gain information in six constructs:
 - A. About My Life: Participants complete statements that describe their current life conditions including demographics questions regarding age, marital status, income, employment, education, number of children and any military background.

- B. About Me and My Childhood: Questions address previous childhood abuse or neglect; problems with drugs and alcohol; quality of the relationships with their parents; abuse of their siblings or violence between their parents.
 - C. About My Spouse Partner: Questions address partner problems with drugs and alcohol; abuse or neglect as a child; violence between parents; sibling abuse; partner abuse as a victim or perpetrator.
 - D. About My Children and Family: Questions regarding abuse of the children, trouble with drugs or alcohol during the past six months, children with special needs, and involvement with the courts.
 - E. My Knowledge of Nurturing Practices: 20 multiple choice, knowledge based questions directly related to the content in the nurturing lessons.
 - F. Utilization of Nurturing Skills: 20 item self-report rating scale addressing how often parents utilize the skills they are learning in the program.
2. Responses to the NSCS are presented in a Parenting Profile that identifies the concrete support services the parents need for Social Services and the Courts to act on. It is the intent of the profile to bring awareness to the decision makers as well as the parents that successful parenting education is also providing concrete services to families.
 3. Support classes are offered by many agencies implementing the Nurturing Program after parents have finished completing their required number of lessons.

Protective Factor 6: Social and Emotional Competence of Children

Protective Factor 6 is identified by the Center for the Study of Social Policy (CSSP, 2003). According to CSSP, the social and emotional development of young children plays a critical role in their cognitive skill building, social competence, mental health and overall wellbeing. When children have the right tools for healthy emotional expression, parents are better able to respond to their needs.

The philosophy of Nurturing Parenting recognized the value of emotional competence of children and their parents in 1983 when the first published Nurturing Program was available for national distribution and implementation. Nurturing Programs involve children in attending their own sessions with trained facilitators while parents are attending their sessions.

1. The children's programs contain structured lessons that complement the information taught to the parents. If parents are learning about managing and expressing feelings in their class, so are the children. In the children's program, age appropriate activities and strategies which include Hello Time, Circle Time, Art Time, Puppet Power, songs, games, stories, expressive art and dance are the medium in which the lessons are taught.
2. Children learn about how to use their "personal power" in positive ways; to own and express their feelings; to own and protect their bodies; to cooperate with parents in making good choices; to participate in making family rules and to use the family rules as guidelines for appropriate behavior.
3. Teens attending the Nurturing Program with their parents learn the value of negotiation and compromise; to make good choices regarding peer group pressure and the use of drugs, alcohol, and sex; behave in ways that enhance their self-worth; develop a healthy set of morals and values; to understand the development and functioning of their brain; and to work with their parents in being a valued member of their family while they use their teens years to enhance their autonomy and independence.

Summary

It is important to note that the Nurturing Programs were first published in 1983. The Protective Factors were first published in 2003; twenty years after the philosophy and lessons of the Nurturing Programs were being implemented throughout the United States and in countries throughout the world. In 2012, the Protective Factors are recognized as well documented, effective strategies for the prevention of child abuse and neglect. In 2012, nearly 1.5 million families have attended Nurturing Parenting Programs since 1983.. The comprehensive vision of the Nurturing Parenting Programs is well stated in this report.

The vision of the authors and trainers of the Nurturing Programs is to create validated programs with competency based lessons that meet the needs of the parents and the agencies that deliver these services. As such, the dosage (the number of classes to be offered); the content (the focus of the lessons); and the delivery system (home instruction, group instruction or a combination group and home instruction) embrace the three levels of prevention that are relevant to the needs of the families: primary prevention or education (low dosage); secondary prevention or intervention (moderate dosage); and tertiary prevention or treatment (maximum dosage). These strategies and program models are family focused designed to ensure that families get the

proper education they need to replace old, outdated and unwanted parenting patterns with newer, evidenced based parenting patterns that honor the emotional, physical, and spiritual health of the young ones in the care of adults.

It is clear that developing social and emotional competence in children is to a large extent depended on the social and emotional competence of their parents. Parents are the models children will grow to emulate or despise. Either way, the importance of involving parents and their, infants, toddlers, preschoolers, school-age children and teens in learning appropriate parenting and child-rearing beliefs, strategies and practices is the best way to making the Protective Factors presented in this report achieve their goal of the prevention of child abuse and neglect.

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Appendix A

Protective Factors and the Nurturing Parenting Programs

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Nurturing Parenting Programs®
Adult-Adolescent Parenting Inventory (AAPI-2)

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| Protective Factor 1: Nurturing and Attachment | Nurturing Parenting Lessons that address the importance of Positive Nurturing and Secure Attachments. |
| | 1. Parents learn about empathy and ways to develop an empathic relationship with their children. An empathic relationship is a key protective factor in securing the safety of children. Empathy relates to the parenting practice of helping children get their needs met. Needs are categorized into six areas called SPICES: Social, Physical, Intellectual, Creative, Emotional, and Spiritual. Attention is also focused on how parents are getting their own needs met. When parents sacrifice getting their needs met, levels of stress rise which increases the likelihood of abusive or neglecting interactions with their child. |
| | 2. Parents learn the science and practices of infant massage as a means to bond and attach to their children. Massage as a nurturing way of interacting with children which increases levels of oxytocin in both the baby and parent. Massaging children is one of the most effective alternatives to hitting children. |
| | 3. Parents learn and practice establishing nurturing routines for critical times such as feeding, bath, dressing, sleeping, changing diapers and helping children learn to regulate their emotions through strategies of comforting. |
| | 4. Parents learn how to recognize, express and manage their own feelings; the power of gentle touch, hurting touch and scary (sexual) touch and their history of touch; and ways to recognize and handle feelings of stress and anger. |
| | 5. Keeping children safe from sexual predators and pedophiles; dangers of second hand smoke. |

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| <p>Protective Factor 2: Knowledge of Parenting and of Child and Youth Development</p> <p>2A: Knowledge of Parenting</p> | <p>Nurturing Parenting Lessons that address the meaning and importance of discipline with dignity.</p> <ol style="list-style-type: none"> 1. Teaching the concepts of family morals, values and family rules. 2. Behavior Management: Danger proofing the home; Establishing clear family rules; Using choices and consequences; Verbal and physical redirection; Ignoring; Negotiation and compromise; cooperation. 3. Behavior Modification: Loss of privilege; Grounding; Parental Disappointment in choice of behavior; Restitution; and Time Out. 4. Behavior Encouragement: Praise for being and doing; nurturing touch; Privileges; Gifts/Objects; and Allowance to teach money management for older children. 5. Alternatives to corporal punishment strategies which include infant and child massage; learning about positive and negative nurturing; empathy lessons listed in Protective Factor 1. 6. Teaching children how to manage their own behavior: giving children choices; choices and consequences, transition time, bed time power stories, situational stories, body part awareness, scary touch, saying “no”. |
| <p>2B: Parental Knowledge of Child and Youth Development</p> | <p>Nurturing Parenting Lessons that address the need for learning child growth and development.</p> <ol style="list-style-type: none"> 1. Parents and their children attend the Nurturing Program that reflects the age and development of their children: Prenatal Nurturing Program; Birth to Five Nurturing Program; School-age Nurturing Program; and Twelve to 18 years (Adolescence) Nurturing Program. 2. Brain development at prenatal; birth to 3yrs; Three to 5 years; School-age; Teen years; difference between the male and female brains. 3. Ages and Stages of development at prenatal, birth to 5yrs, Five to 12 years and, 12 to 18 years. 4. Nutrition and mealtime routines; toilet training; keeping children safe; establishing routines for bed, bath, feeding, and diapering and dressing. |

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| Protective Factor 3: Parental Resilience | Nurturing Parenting Lessons that address the importance of resilience. |
| | 1. Helping parents understand how past hurts are often suppressed and surface as anger. Teaching parents appropriate ways to express the energy of anger using the three principles of emotional energy release: 1) Respect yourself; don't disrespect or cause hurt to yourself. 2) Respect others including animals; don't disrespect or hurt others and animals; and 3) Respect your environment and when releasing your emotional energy, don't disrespect your environment. |
| | 2. Understanding and handling stress including management and stress release techniques; working on getting one's needs met. |
| | 3. Developing a positive self-esteem, self-concept and self-worth. |
| | 4. Self-awareness lessons including draw yourself, draw your family; draw your past, present and future; completing questionnaires About Me; My Life Script; Stress Relaxation meditations and exercises. |
| | 5. Empowerment activities including owning your body and having proper names for genitals; learning to say "no", owning your personal space; taking responsibility for your feelings, not blaming others; possessive and violent relationships; touch and date rape; Love sex, STDs, HIV, AIDS. |
| Protective Factor 4: Social Connections | Nurturing Parenting Lessons that address the importance of social connections. |
| | 1. Nurturing parenting programs are offered in group-based, home-based, and a combination group-based and home-based setting. |
| | 2. Based on the completion of pre-program assessments, parents and staff work together in determining the dosage and focus of the lessons. Working cooperatively, parents and staff develop a bond that allows parents to experience the quality of a trusting and positive relationship. |
| | 3. Family members and extended family members are invited to participate in the home-based classes. Instances occur when the parent receiving home-based instruction invites her girlfriend to participate in the classes. Significant others such as boy friends are invited to attend. |
| | 4. The Nurturing Programs are offered in Healthy Start, Head Start Center-Based and Home-Based programs; YWCA centers; Half-Way Homes. |
| | 5. Nurturing Programs that address specific cultural needs that bring people together. The Nurturing Programs for Christian Families; Muslim Families; Military Families; Families in Substance Abuse Recovery; Families with children with Special Needs and Health challenges. |
| | 6. Nurturing programs are also designed for Hispanic Families, Haitian families, Southeast Asian Families, Chinese Families who share. In the process of development are Nurturing Programs for Gay, Lesbian and Trans Gender families, Native American Families and African American families. |

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| <p>Protective Factor 5: Concrete Support Services for Parents</p> | <p>Nurturing Program assessments that support the need for concrete support services for parents.</p> |
| | <p>1. In an attempt to connect parents to concrete support services from the community, parents who attend the Nurturing Program classes also complete the Nurturing Skills Competency Scale (NSCS). The NSCS is designed to gain information in six constructs:</p> <ul style="list-style-type: none"> A. About My Life: Participants complete statements that describe their current life conditions including demographics questions regarding age, marital status, income, employment, education, number of children and any military background. B. About Me and My Childhood: Questions address previous childhood abuse or neglect; problems with drugs and alcohol; quality of the relationships with their parents; abuse of their siblings or violence between their parents. C. About My Spouse Partner: Questions address partner problems with drugs and alcohol; abuse or neglect as a child; violence between parents; sibling abuse; partner abuse as a victim or perpetrator. D. About My Children and Family: Questions regarding abuse of the children, trouble with drugs or alcohol during the past six months, children with special needs, and involvement with the courts. E. My Knowledge of Nurturing Practices: 20 multiple choice, knowledge based questions directly related to the content in the nurturing lessons. F. Utilization of Nurturing Skills: 20 item self-report rating scale addressing how often parents utilize the skills they are learning in the program. |
| | <p>2. Responses to the NSCS are presented in a Parenting Profile that identifies the concrete support services the parents need for Social Services and the Courts to act on. It is the intent of the profile to bring awareness to the decision makers as well as the parents that successful parenting education is also providing concrete services to families.</p> |
| <p>3. Support classes are offered by many agencies implementing the Nurturing Program after parents have finished completing their required number of lessons.</p> | |

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| <p>Protective Factor 6: Social and Emotional Competence of Children</p> | <p>Nurturing Parenting lessons that address the importance of Social and Emotional competence of children.</p> |
| | <p>1. The children’s programs contain structured lessons that complement the information taught to the parents. If parents are learning about managing and expressing feelings in their class, so are the children. In the children’s program, age appropriate activities and strategies which include Hello Time, Circle Time, Art Time, Puppet Power, songs, games, stories, expressive art and dance are the medium in which the lessons are taught.</p> |
| | <p>2. Children learn about how to use their “personal power” in positive ways; to own and express their feelings; to own and protect their bodies; to cooperate with parents in making good choices; to participate in making family rules and to use the family rules as guidelines for appropriate behavior.</p> |
| | <p>3. Teens attending the Nurturing Program with their parents learn the value of negotiation and compromise; to make good choices regarding peer group pressure and the use of drugs, alcohol, and sex; behave in ways that enhance their self-worth; develop a healthy set of morals and values; to understand the development and functioning of their brain; and to work with their parents in being a valued member of their family while they use their teens years to enhance their autonomy and independence.</p> |