



SAMPLE

Parenting Skills Teaching Plan

The following sample parenting skill teaching plan is based on *The Health and Wellness Program: A Parenting Curriculum for Families at Risk* (Tymchuk, A., 2006) and on the *Parents as Teachers Foundational Training Guide and Training Curriculum* (Parents as Teachers National Center, Inc., 2014).

This plan is facilitated by a Parent Educator from the Georgetown University Center for Child and Human Development as part of the District of Columbia's Developmental Disabilities Administration *Health Initiative Project*. The broader mission of GU CCHD is to advance self-determination among the diversity of people with developmental and other disabilities and their families, throughout the life course, and advocate for their full participation in all aspects of community life.

Parent training sessions are provided one to two times per week (approximately 90 minutes per session) depending on assessed skill development needs and focus on direct teaching of new skills, creating adaptive environments that support parenting, modelling desired skills, mentoring parents, and monitoring acquired skills.

Each skill is assessed at the beginning of the training component and quarterly thereafter and are based on each parent's assessed need in relation to the developmental needs of each child. Skills are measured on a scale from 1 to 10, with 1 indicating minimal demonstration of skill and knowledge and 10 indicating mastery of the skill (e.g., can demonstrate the skill with supports as described). Note that not all the sample core skill areas included in this sample would be identified for any single parent, but are included for illustrative purposes.

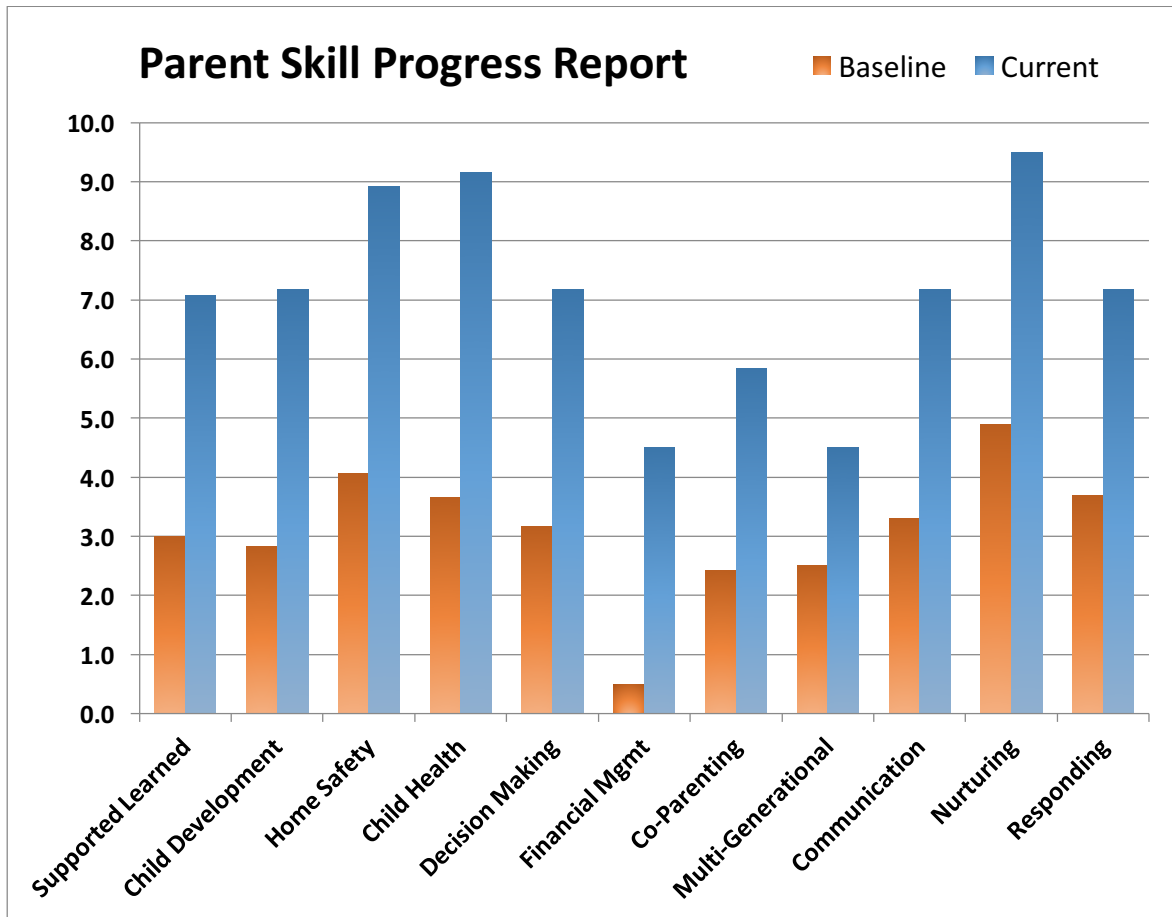
1	2	3	4	5	6	7	8	9	10
Target skill not observed. Requires full assistance.		Target skill occurs with frequent assistance.		Target skill occurs with occasional assistance.		Target skill occurs with intermittent assistance.		Target skill occurs with infrequent assistance.	Target skill completed without assistance.

Core Skill Area	Goals of Training	Training Supports Provided	Baseline Rating	Current Rating
Supported Learning	<ol style="list-style-type: none"> 1. Establish age appropriate evening routines for children 2. Promote use of age appropriate discipline 3. Establish routine use of praise 4. Provide supportive directions and expectations 	<ul style="list-style-type: none"> • Visual schedule presented by parent educator & used by parent • Model and practice with parent • Sticker board & reward system • Model and practice with parent educator 	2	9
Communication	<ol style="list-style-type: none"> 1. Engage child in age-appropriate conversations 2. Respond to child's words, sounds, babbling 	<ul style="list-style-type: none"> • Model and practice with parent educator • Use of verbal prompts with fading By parent educator and support staff 	1	8
Child Development	<ol style="list-style-type: none"> 1. Recognize child's behavioral cues 2. Console child when upset 3. Allow child to make safe mistakes without criticism 4. Use positive behavioral supports 	<ul style="list-style-type: none"> • Model and practice with parent educator • Verbal prompts with fading • Picture based reminder used with support from staff 	1	8
Home Safety and Prevention	<ol style="list-style-type: none"> 1. Support a safe environment 2. Maintain safety guidelines 3. Establish escape route from home/apartment 	<ul style="list-style-type: none"> • Install environmental safeguards • Monitor home safety • Visual checklist of safety routines • Visual escape plan 	2	10
Common Child Health Problems and Emergencies	<ol style="list-style-type: none"> 1. Recognize common health problems 2. Appropriately use health materials & administer medications 	<ul style="list-style-type: none"> • Picture based symptom chart • Model and practice with parent educator • Visual reminders with support from staff 	4	9
Decision-Making	<ol style="list-style-type: none"> 1. Recognize consequences of choices 2. Practice good decision-making 	<ul style="list-style-type: none"> • Model and practice good decision-making with parent educator 	3	6

Core Skill Area	Goals of Training	Training Supports Provided	Baseline Rating	Current Rating
Nurturing	<ol style="list-style-type: none"> Celebrate accomplishments and efforts with child Balance attention to all children Allow child to make safe mistakes without criticism <ol style="list-style-type: none"> Incorporate individual time with oldest daughter 	<ul style="list-style-type: none"> Model and practice with parent trainer Visual calendars to schedule time with all children 	6	10
Responding	<ol style="list-style-type: none"> Positively respond to child cues Support child's expression of ideas Calmly respond to high stress situations 	<ul style="list-style-type: none"> Model and practice play activities with parent trainer Create visual schedule with goals Role-play 	3	7
Financial Management	<ol style="list-style-type: none"> Establish approaches to saving income to support visitation with sons 	<ul style="list-style-type: none"> Development of a budget Establishment of a biweekly savings plan 	1	4
Multi-generational	<ol style="list-style-type: none"> Managing dynamics associated with a multigenerational family 	<ul style="list-style-type: none"> Model and practice relaxation techniques and positive communication strategies 	3	5
Co-parenting	<ol style="list-style-type: none"> Establish appropriate relationship with co-parent Collaborate with co-parent on all facets of parenting 	<ul style="list-style-type: none"> Role-play good communication skills Model and practice with parent educator 	2	6
Financial Literacy	<ol style="list-style-type: none"> Demonstrate basic money skills 	<ul style="list-style-type: none"> Counting play money Visual chart of bill equivalents Using sale circulars to demonstrate the cost of items in bills Making appropriate change 	0	5

SAMPLE Summary of Parenting Skill Progress

The following is a sample quarterly progress report that aggregates scores of assessed parenting skills for all parents receiving parenting teaching supports provided by the Georgetown University Center for Child and Human Development as part of the District of Columbia’s Developmental Disabilities Administration *Health Initiative Project*.



Key Metrics	
Total Number of Parents Assessed	36
Average Baseline Rating	3.4
Average Current Rating	7.6
Average Improvement	69%
Average Length of Skill Training	9 months

Parenting Skills Checklist

Check Any That Apply. The results of this screening can be used for tailoring person-centered parent teaching plans and rating observed skill level.

Preconception – Parent Role		Preconception – Service Agency Role	
<input type="checkbox"/>	Choose a primary care provider	<input type="checkbox"/>	Nursing assessment identifies areas of support need
<input type="checkbox"/>	Participate in regularly scheduled appointments	<input type="checkbox"/>	Model responsible behavior
<input type="checkbox"/>	Learn about sexual health issues	<input type="checkbox"/>	Assess learning needs
<input type="checkbox"/>	Plan for beginning a family	<input type="checkbox"/>	Reinforce learning
<input type="checkbox"/>	Practice safe sex	<input type="checkbox"/>	Offer support to schedule and keep medical appointments
<input type="checkbox"/>	Enroll in identified public benefit programs	<input type="checkbox"/>	Assist in enrollment in identified public benefit programs
Prenatal – Parent Role		Prenatal – Service Agency	
<input type="checkbox"/>	Attend all obstetric appointments	<input type="checkbox"/>	Assist in planning for arrival of baby, including budgeting
<input type="checkbox"/>	Follow the recommendations of the doctor, midwife or NP	<input type="checkbox"/>	Reinforce learning
<input type="checkbox"/>	Learn how to take care of yourself	<input type="checkbox"/>	Offer emotional support
<input type="checkbox"/>	Prepare for the arrival of the baby	<input type="checkbox"/>	Offer support to schedule and keep medical appointments
<input type="checkbox"/>	Enroll in identified public benefit programs	<input type="checkbox"/>	Assist in enrollment in identified public benefit programs
Newborn – Parent Role		Newborn – Service Agency	
<input type="checkbox"/>	Love your baby and talk to your baby	<input type="checkbox"/>	Observe for any problem areas (i.e., fussy baby, post-partum)
<input type="checkbox"/>	Learn about your baby’s habits	<input type="checkbox"/>	Assist in developing a picture schedule of baby care
<input type="checkbox"/>	Sleep when you can and eat food that is good for you	<input type="checkbox"/>	Offer support to schedule and keep medical appointments
<input type="checkbox"/>	Learn to ask for help	<input type="checkbox"/>	Assist in enrollment in identified public benefit programs
<input type="checkbox"/>	Enroll in identified public benefit programs	<input type="checkbox"/>	
Infancy – Parent Role		Infancy – Service Agency	
<input type="checkbox"/>	Learn safety skills	<input type="checkbox"/>	Reinforce good parenting skills
<input type="checkbox"/>	Take the baby to all scheduled well-child checks	<input type="checkbox"/>	Assist parent in creating a workable schedule
<input type="checkbox"/>	Meet other parents of young children	<input type="checkbox"/>	Assist parent to identify community resources
<input type="checkbox"/>	Take the baby to activities at the library	<input type="checkbox"/>	Offer support to schedule and keep medical appointments
<input type="checkbox"/>	Observe for safe environments	<input type="checkbox"/>	Assist in enrollment in identified public benefit programs
<input type="checkbox"/>	Enroll in identified public benefit programs	<input type="checkbox"/>	

Toddler & Preschool – Parent Role		Toddler & Preschool – Service Agency Role	
<input type="checkbox"/>	Enroll your 3-year-old in DCPS pre-school	<input type="checkbox"/>	Reinforce good parenting skills
<input type="checkbox"/>	Continue with enrichment activities	<input type="checkbox"/>	Assist parent in creating a workable schedule
<input type="checkbox"/>	Seek help to maintain loving discipline	<input type="checkbox"/>	Assist the parent in creating a workable schedule
<input type="checkbox"/>	Plan activities for out-of-school time	<input type="checkbox"/>	Offer support to schedule and keep medical appointments
<input type="checkbox"/>	Observe for safe environments	<input type="checkbox"/>	Assist in enrollment in identified public benefit programs
<input type="checkbox"/>	Enroll in identified public benefit programs	<input type="checkbox"/>	
School Age – Parent Role		School Age – Service Agency Role	
<input type="checkbox"/>	Select the best school for your child	<input type="checkbox"/>	Observe for safe environments
<input type="checkbox"/>	Meet your child’s teacher and learn how to communicate	<input type="checkbox"/>	Reinforce good parenting skills
<input type="checkbox"/>	Be sure your child is prepared for school	<input type="checkbox"/>	Continue with a daily schedule
<input type="checkbox"/>	Learn about the resources available to assist you	<input type="checkbox"/>	Assist parent with interaction with school personnel
<input type="checkbox"/>	Learn about what happened during your child’s day	<input type="checkbox"/>	Offer support to schedule and keep medical appointments
<input type="checkbox"/>	Prepare for the next school day	<input type="checkbox"/>	Assist in enrollment in identified public benefit programs
<input type="checkbox"/>	Find summer programs	<input type="checkbox"/>	
<input type="checkbox"/>	Enroll in identified public benefit programs	<input type="checkbox"/>	
Teen Years – Parent Role		Teen Years – Service Agency Role	
<input type="checkbox"/>	Take a deep breath!	<input type="checkbox"/>	Respect the parent’s decision
<input type="checkbox"/>	Find ways to communicate with your teen	<input type="checkbox"/>	Know referral sources that provide emotional guidance
<input type="checkbox"/>	Create balance about providing appropriate privacy	<input type="checkbox"/>	Be familiar with community resources for teens
<input type="checkbox"/>	Assist them in enrolling in after-school activities	<input type="checkbox"/>	Be prepared to listen to teen, but do not contradict parent
<input type="checkbox"/>	Monitor their school work	<input type="checkbox"/>	Assist parent in guiding the teen in post-secondary pursuits
<input type="checkbox"/>	Seek assistance from others	<input type="checkbox"/>	Offer support to schedule and keep medical appointments
<input type="checkbox"/>	Enroll in identified public benefit programs	<input type="checkbox"/>	Assist in enrollment in identified public benefit programs