



Healing Families Facilitator Manual: **TANZANIA**

This manual is intended for use in parent groups for caregivers of children birth to 5 yrs.



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The International Rescue Committee

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Overview of the Healing Families Program

The Healing Families curriculum is based on several other parenting curriculums the International Rescue Committee (IRC) developed and tested in Liberia, Burundi, and Thailand. The IRC has collaborated with several evidence-based parenting program model developers to develop these curriculums, including the Nurturing Parent Program, Triple P International, and the Strengthening Families program. This curriculum is based on over 30 years of research regarding how parenting influences child development. The Healing Families Facilitator Manual was written by Kimberlee Shoecraft and Eduardo Garcia Rolland with the IRC.

The following is an overview of the research that informs the content included in the Healing Families Parent Group Facilitator training. The purpose of this section of your manual is to define the elements of positive parenting and child well being and healthy development.

Child Development and Well Being:

This section of the manual will give facilitators an understanding of how children develop and how to promote their well being. Child well being means that children have their physical, emotional, and social developmental needs met and they are safe from abuse and neglect. Children are fed nutritional foods, kept clean, loved, and stimulated in their environment. Parents play a critical role in helping their children reach their maximum potential by ensuring their well being.

The interactive nature of our genes and our environment literally shape the architecture of the developing brain. When parents and caregivers engage in interactions with young children they are helping children learn language, social skills, emotion regulation, and gross and fine motor skills. Human brains are built over time and through repeated interactions. If these interactions are abusive in nature this can have lasting negative effects on the developing brain that can lead to behavior, mental health, and/ or learning problems. Helping children develop cognitive skills, emotional well being, and good physical and mental health from birth provides the scaffolding needed to become productive, cooperative citizens.¹

All children develop differently. Children are born with different abilities. Some children will learn new skills quickly and some children may take a little bit longer to learn the same skills. Just because a child may be slower to learn does not mean that parents are doing something wrong or that they should stop trying to teach their children new skills. Encourage parents and parent group facilitators to be patient with children. For children with developmental disabilities it is important to interact with and create stimulating environments for these children too. They may not be able to learn as many things or as quickly as other children, but their brains and bodies need love, encouragement, and stimulation just as much as any child.

¹ The Science of Early Childhood Development. (2007) National Scientific Council on the Developing Child. <http://www.developingchild.net>.

What does Science say about Parenting?

There is over 30 years of research on the effectiveness of parent training programs to help improve child behavior, eliminate child behavior problems, and to prevent and mediate child abuse and neglect. Most of the research on parenting programs has evaluated the effectiveness of parenting training in order to decrease child behavior problems. There are several elements of parenting programs that are particularly effective in changing parenting behaviors and attitudes they include: teaching positive parent-child interaction skills, increasing emotional and empathetic communication skills, parents consistently setting limits across settings, and parents using time out correctly.²

Positive Parent-Child Interactions- Teaching parents how to positively interact with their children is one of the most effective components of parenting programs. Researchers have found that teaching parents the skills of child directed play, labeled praise of desirable behaviors, and giving positive attention to children decreases aggression and other misbehaviors, as well as increases parent's self efficacy³ The Healing Families Program focus on how children develop within the context of the relationships they have with their caregivers and caregivers can foster optimal development by creating and positive, supportive, nurturing relationship with their children. Parent Group Facilitators will spend the first three sessions teaching parents skills to increase their positive interactions with their children.

Emotional/ Empathetic Communication- This type of communication includes active listening skills, talking about and labeling feelings, as well as helping young children emotionally regulate and express emotions appropriately. Empathetic communication helps children feel valued which can lead to decreases in misbehavior due to frustration and anger. Sessions 4 and 5 of the Healing Families program specifically focus on teaching parents and children empathy skills. Parents will learn how to sensitively respond to children's difficult emotions. Parents will also learn about managing their own anger and frustration in order to communicate more effectively with each other and their children.

Responding Consistently- Parents learning to consistently follow through with developmentally appropriate expectations and limits is another effective component of parenting programs. When children understand what is expected of them at home, at school, and in the community they have a better chance of complying with rules. Teaching parents how to create household rules and implement appropriate consequences has been shown to significantly decrease children's externalizing behaviors.⁴ The Healing Families program teaches parents about creating age-appropriate household rules and consequences.

² Centers for Disease Control and Prevention. (2009). Parent Training Programs: Insight for Practitioners. Atlanta, GA

³ Kaminski W. J., Valle, L.A., Filene, J.H., and Boyle, C. (2008). A Meta-analytic Review of Components Associated with Parent Training Program Effectiveness, in Journal of Abnormal Child Psychology, Vol. 36, Issue 4, pp 567-589.

⁵ Wessels I, Mikton, C., Ward CL, Kilbane T, Alves R, Campello G, Dubowitz H, Hutchings J, Jones L, Lynch M, Madrid B. *Preventing violence: Evaluating outcomes of parenting programmes*. Geneva, Switzerland, World Health Organization, 2013.

⁴ Barth, R., (2009) Preventing Child Abuse and Neglect with Parent Training: Evidence and Opportunities. *The Future of Children*, Vol. 19; 2, p. 95.

The Correct use of Time Out- Time out is a discipline strategy that has been adopted by a number of evidence-based parenting programs including, The Incredible Years, Triple P, and Parent-Child Interaction Training. All of these programs combined have over 30 years of research, with families from all over the world, that overwhelmingly supports the use of time out to decrease both aggressive and oppositional behaviors.⁵ Session 7 of the Healing Families Program focuses on teaching parents the correct procedure for teaching and implementing time out with their children. When done correctly time out teaches children to calm down and self-regulate which is a life long skill children need in order to be successful in schools, their families, and their communities.

Cognitive and Social Skills- Session 8 of the Healing Families Program focuses specifically on building children cognitive capacity during positive interactions with their caregivers. Parents will learn how to help their children develop language skills from a very early age, increase their memory and problem solving skills, as well as teach parents how to prepare their children to do well in school. The sessions early in the Healing Families Program focus parents on giving positive attention and praise for pro-social behaviors like sharing, cooperation, and following rules. It is important that cognitive and social skills are learned within the context of a supportive, positive caregiver-child relationship. These kinds of skills are learned best through play and games.

The Healing Families Parenting Program Uses an Active, Participatory Approach

Facilitators will use a collaborative, active learning approach when facilitating Healing Families parent groups. Facilitators will create discussions with participants by asking questions, facilitate the practicing of skills, create small group discussion, and facilitate brainstorming activities. The approach is consistent with years of research that shows participants are likely to learn best through actively participating rather than passively receiving information. Some key tenets of this approach are outlined below.

- **Creating Discussions around the Material Presented.** Facilitators need to balance the amount of information they give to participants with asking participants to also contribute information in the parent groups. One way to do this is for the facilitator to ask questions that elicit key messages or information from the training. This manual will provide several questions for you to ask participants during the program in order to encourage active participation and learning. This manual will also instruct the facilitator when to use the strategy of brainstorming to encourage participants to generate ideas in collaboration with each other and the facilitator.
- **Skills Practice.** Participants will learn several new skills in this parenting program. You will have discussions about these skills and then you will need to further help participants

⁵ McGroder, S.M. & Hyra, A. (2009). Developmental and Economic Effects of Parenting Programs for Expectant Parents and Parents of Preschool-age Children. *Partnership for America's Economic Success*. Iss. Paper #10.

learn about these skills by set up role plays and practicing the skills in your group. The research on effective parenting programs very strongly suggests that practicing new skills in a critical element in parent training programs. Setting up role plays in order to ensure parent success when trying out new skills can be done by following these steps:

1. Select participants and give them appropriate roles. You can ask for parents to volunteer or you can select them. Praise them for their willingness to participate in the role play.
2. Provide each person with a description of his/her role. Role plays are suggested throughout the Healing Families Curriculum with instructions regarding the skills to be practiced.
3. Make sure that all participants in the role play understand the skills they are going to be demonstrating. You can have the whole group give suggestions about what participants can do and say.
4. If the participants start the role play and they start using the skills incorrectly, ask them to stop and then give them further instruction to help them practice the skill correctly.
5. Process role playing afterwards by asking how the person who was in the parent role felt.
6. Process role play by asking how the person who was in the child role felt.
7. Ask the rest of the parents in the group to give positive feedback **only** to the person that was in the parent role.
8. The facilitator can offer detailed descriptive praise of the role play and what was learned

- **Working in Pairs and Small Groups.** Working in pairs and small groups promotes active listening and communication skills. Using both group and pair work in your parent groups can help the activities feel varied and engaging. During the activity or discussion, the facilitator should move around the room to assess the pair/ group work. Pairs/ Groups may be asked to present their ideas either on paper, or by sharing out loud with the whole group what was discussed in their pairs or groups.

Groups/pairs can be formed in the following ways:

- Participants work with others sitting next to them, near them, or at the same table.
- Participants form groups by going around the room and having participants call out four different animals, cow, goat, duck, and cat. You start with one participant and they are a cow, the next is a goat, the next a duck, and the next a cat. You repeat this sequence until everyone in the training has been assigned an animal. Then they all stand up (away from the chairs, tables, etc..) and they close their eyes and make the sound of the animal they were assigned. They keep making the animal sound with their eyes closed while trying to find the other people in the

training that are making the same animal sound. Once everyone has found their animal group then they are a group!

- Participants count off out loud, and then form a group/pair with those who called out the same number. This is a good way to “mix up” the groups and ensure different people are working together during the various activities. If you want all groups to have the same number of participants, determine how many people you want per group and divide the total number of participants by that number to get the range of numbers for counting off. For example, if you have 20 participants, and want groups of 4, then participants should count off from 1 to 5.

NOTE TO FACILITATORS:

How to Use the Parent Group Facilitator Guide

This manual is a step-by-step guide for facilitating Healing Families parent groups. There is also a 5 day training in addition to this manual in order to learn how to facilitate this program. As mentioned previously the Healing Families program is informed by other evidence-based programs developed and researched by the IRC. This program has been carefully developed to maximize parent learning and participation. Facilitators are expected to attend the 5 day training and to follow each detailed session outline in order to deliver the most effective program to parents and caregivers. In addition to each detailed session outline there are fidelity checklists, a home coaching session guideline, and a guideline for helping parents set up support groups. For more information about Healing Families facilitator training please contact the Child Youth and Protection Development Unit in New York.

Preparing for and Conducting Parent Groups : The Role of the Facilitator

- Prepare materials before each parent group.
- Create a safe, fun environment so parents/ caregivers actively participate throughout the program.
- Create a collaborative atmosphere by creating discussions and encouraging participants to critically think about ideas and concepts presented. Facilitators can also encourage collaboration by asking participants to contribute knowledge based on their own life experiences and parenting in their cultural context.
- Teach and model skills/ behaviors/ activities for parents
- Set a respectful tone. Everyone has a right to voice his or her ideas and opinions.
- Manage your time well and complete as many of the session activities as possible in each session.

Session 1: Welcome to our Healing Families Program

Introduction to the Healing Families Program and the concept of Nurturing Young Children from Birth with Love and Care to Promote Healthy Brain Development

Objectives:

1. Participants will meet each other and the facilitators
2. Participants will receive an overview of the Healing Families program
3. Understand parents' hopes for this program and their children
4. Participants will set up Parent Support Groups (PSG)
5. Participants will understand nurturing, positive parenting foundations

Materials needed:

- Attendance sheets for arrival and exit (separate sheets)
- Flipchart and markers, if available. If not use pen and paper.
- Facilitator Manual
- Parent handout for session 1
- Facilitator Fidelity checklist

Before the session: Be Prepared!

- Arrive for the session 30 minutes before the start time. The facilitators must be on time.
- Sit in a circle to encourage interaction with parents in a place where there are not going to be interruptions. The place needs to be conducive to the achievement of session objectives.
- Read through all of the materials for this session and make copies of the parent handout for each parent. Please make sure to give them the handout at the end of the session.

Attendance (date and place must be written down):

Each parent participant must sign the attendance sheet. This will include name, age and sex. Mothers and fathers (caregivers, also if there are polygamous families and caregivers who are grandparents or foster parents) are encouraged to attend all 10 sessions together, as parenting is a shared responsibility. Indicate if there is someone else attending with the parent such as a child or other family member (we discourage that though as we want to build trust within the small group of participants).

1. Introduction and Welcoming (20 mins)

- Welcome parents and praise them for being there.
Suggestions for things to say: We are so happy you are here today! We are excited to be able to share information about parenting that is based in biological and social science from all over the world. This will be a collaborative process where we will all share information and learn together!
Introduce yourself

Briefly tell parents about your experience working with other parents and if you have children about your own children.

- *Have parents introduce themselves by telling you what they do in the village and about their children, names and ages. .*

2. Parents' Hopes and Expectations for this Program (20 mins)

Facilitators will guide the following discussion:

- Have each parent go around the circle and share what they expect to get from this program and a hope they have for their child.
- Write each parents name up on a flip chart or on a piece of notebook paper and write the expectation they have from the program and the hope they have for their child(ren) next to their name.
- Tell the parents you will keep the their EXPECTATIONS and HOPES and you will review these halfway through the program and at the end of the program to ensure their needs are being met.

3. Healing Families Overview (20mins)

- Now that you know each other better you can explain the Healing Families Program:
 - *There will be 10 sessions and you are expected to attend all of them. All of them are based on science and experiences of parenting all over the world.*
 - *Parent facilitators will also visit you at home periodically throughout the program to learn about how you are using the skills learned in our sessions with your children in order to support you.*
 - *Each session will be around 2 hours. You will sign in at the beginning and at the end of each session. At the end of each session you will receive handouts that review important information from that week. These handouts will help you practice the skills learned we learned in group with your children.*
 - *Each session is based on dialogue and listening, so don't hesitate to ask questions, to raise concerns. Anything you say is important!*
 - *Each of you will belong to one of the Parents Support Groups (4-6 parents per group). These are small groups so you can support each other and help catch up with missed sessions if necessary.*
 - *Any questions?*

4. Developing Group Guidelines/ Expectations: (15 mins)

- You can introduce developing group guidelines by saying something like, in any group gathering it is helpful to have some guidelines about how to manage ourselves and our time in order to respect everyone.
- Rules on a flipchart: usually 3-5 rules are enough; it is up to the parents. For example:
 - Punctuality and attendance (certificate will be given at the end only if you have attended 10 sessions)

- We respect and pay attention to all
- Confidentiality- we do not share information we exchange in the group outside of the group
- Any others- please ask parents if they have any other guidelines that should be added.
- Parents may also choose to elect a parent chairperson for the group and now would be a good time for them to do that.

5. What is Nurturing/ Positive Parenting? (20 mins)

- *Ask parents what they think of when they think of the word nurture.*
- *Then add the following to their discussion: we are going to spend the next several weeks talking about positive, nurturing parenting. We are going to talk about how you can promote your children's development and positive behaviors by enjoying time with them, praising them, and loving them!*

PARENT ACTIVITY: "When I was a child..."

1. Ask each parent to remember when they were children and the experiences they had that were nurturing. Parents can answer to themselves:

What I remember when I was a child:

- One good memory I have of my childhood is...
- The **positive** feeling I had then was...
- The feeling I have remembering this today is...

What I want my children to remember of me:

- One memory I want my children to have of me is...

2. Have the parents discuss their answers to these questions in pairs. The facilitator should give parent about 5 mins. to do this and walk around and listen in as parents are sharing. Then have each parent share the memory they want their child to have of them with the whole group.
3. You can write each parent's desired memory next to his or her name on a flip chart or paper and come back to these during the last session of the program.

Today: Focus on the positive, on the nurturing aspects; you do not need in this first session to focus on painful memories of abuse, neglect, violence or corporal punishment. It is important that parents have a positive, supportive experience in this first session. We want to focus on how they can contribute to the healthy development of their children by being nurturing and supportive!

Explain the following to parents by first asking the following questions and if necessary by explaining and giving examples:

What is parenting that helps children to develop into healthy, respectful children?

- Encourage parents to give real examples even from other children and parents they know. Encourage parents to share and dialogue based on examples and ideas about nurturing. Focus on the positive.

How do parents provide nurturance to children?

- Discuss with parents different ways parents nurture their children. Examples of this: talking to their children in a soft tone of voice, hugging their children, bathing their children, etc..
- Parents can also nurture by example: children learn from what they see more than what they hear. If you tell them be peaceful and work hard, but you are violent and/ or do not work hard, expect your children to follow your example and not your words. Children are like sponges that observe and absorb everything.
- Nurturing is a lifestyle like being a good person, a good parent, a good citizen, a beloved friend.

Parent Activity: Play Doba Doba!

You will instruct parents to stand and listen to the directions you are giving them and they are to follow those instructions. You will give instructions like place your arms above your head, place your arms at your side, etc... then at times you will do something opposite that he/ she is telling the parents to do. For example you might say put your arms at your side to the parents and then you as the facilitator put your arms above your head.

Most parents will follow your actions and not your words! Tell parents that their children will do the same!

Tell the story of the two lions:

An old man is teaching his grandson about life. "A fight is going on inside me," he said to the boy. "It is a terrible fight and it is between two lions. One lion is evil - he is anger, abuse, violence, jealousy, scream, impatience, envy, sorrow, regret, greed, arrogance, self-pity, guilt, neglect, selfishness, resentment, inferiority, lies, false pride, superiority, and ego." He continued, "The other lion is good - he is joy, peace, love, hope, laughter, color, music, dance, togetherness, patience, assertiveness, intelligence, nurturing, serenity, tenderness, humility, empathy, respect, forgiveness, family, play, happiness, gentleness, friendship, growth, safety,

*dignity, positiveness, smile, kindness, benevolence, comprehension and listening, generosity, truth, compassion, and faith. The same fight is going on inside you - and inside every other person, too."*⁶

The grandson thought about it for a minute and then asked his grandfather, "Which lion will win?" The old man looked into the young child's soul, smiled and simply replied, "The one you feed."

6. Home Assignment (5 mins)

- It is the first session so no hard assignment: until the next session try to enjoy the company of your children, spend time with them, listen to them, nurture them and love them as much as you can.
- Also explain the parent support groups to parents and help them select into groups. Use your parent support group guideline you were given in training.

7. Evaluation of session (10 mins)

Have a little discussion with the group. Evaluation has to be simple, 4 questions:

1. What did I like best of the session?
2. What questions I would have liked to ask and I did not have time or opportunity to ask?
3. How was this session helpful?
4. Any other comment or suggestion?

8. Group hug: End of session activity (10 mins)

Ask for a volunteer parent to move into the center of the circle and tell everyone that they all will have the opportunity to think of something positive to say about the parent in the middle of the circle (only positive: this is a praising exercise). Each parent in the group will say out loud a praise statement to the parent in the middle of the circle (*You will do this from now on at the end of every session (one parent per session) and probably every parent will get a chance to stand in the middle of the circle and receive praise*).

*You start off by praising the parent in the middle of circle by saying something like, "I appreciated your contributions to our group tonight (and you describe in detail)" or "You are a kind and positive member of our parenting group." You can praise for what the participant **is** (being) and what the participant **has done or tried** (effort is the essence of doing).*

Next give every other parent in the group an opportunity to say a praise statement to this parent.

⁶ Source: <http://www.firstpeople.us/FP-HTML-Legends/TwoWolves-Cherokee.html>

- Praise each participant and thank them for their participation.
- **Please give parents their handout(s) after they sign out at the end of the session.**
- Ensure each participant signs the attendance form. If there is someone else attending (a mother with a baby on her back for example) that is fine, indicate it and write it down on the attendance sheet of the day. If someone left or came in during the session write it down also. If someone misses a session remind them they can catch up in their Parents Support Groups; home visits will help also.

Post-Session report (Fidelity monitoring):

After the session both facilitators need to check off all completed activities on the fidelity checklist and if there were items that were not completed, please explain why. The facilitators also need to record the parent feedback on the fidelity forms. This report should be attached to the session attendance record.

Session 2: Loving, Playful Interactions Promote Healthy Growth and Development

How Parents Influence and Shape their Children's Social, Emotional, Physical, and Cognitive Development

Objectives :

1. Parents will understand how the brain develops in childhood.
2. Parents will understand the role both mothers and fathers have in helping children learn
3. Parents will understand the parent-child relationship as a critical factor in child social, emotional, physical and psychological development

Materials needed :

- Attendance sheet for arrival and exit
- Flipchart and markers
- Parent Facilitator Manual
- Color photos of children's brains (you might use a couple and pass them around):
These photos will show how abused and nurtured brains look differently in developing children
- Parent handout for session 2

Before the session: Be Prepared!

- Arrive for the session 30 minutes before the start time. The facilitators must be on time.
- Participants should sit in a circle to encourage interaction
- Read through all of the materials for this session and make copies of the parent handout for each parent.
- Review what happened in session 1; including the fidelity checklist
- Review the group participant evaluations so you can make any needed changes based on their feedback.

Attendance (date and place must be written down):

Each parent participant must sign the attendance sheet. This will include name, age and sex. Mothers and fathers are encouraged to attend all 10 sessions, as parenting is a shared responsibility. Indicate if there is someone else attending with the parent such as a child or other family member.

1. Introduction (10 mins)

- Welcome parents and praise them for being there! It is wonderful they came back this week and let them know how much you appreciate this opportunity to spend time with them! Put your energy and enthusiasm in it, you will need it.
- Review the group guidelines/ rules you created together in your first session.
- Ask about home assignment and praise them for trying.

- a. *The home assignment was for parents to go home and spend some time enjoying their children.
Next you can ask, who spent time nurturing their children at home? What did you notice about your child's behavior? How do you think your child was feeling?
How did it make you feel to spend this nurturing time with your child?*
- b. *Praise parents for any effort they made to spend nurturing time with their children!*
- c. *How did the Parent Support Groups work?*

2. Practice A Fun Children's Activity in your Session (10 mins):

(from here on you will spend a little time at the beginning of your session teaching and practicing nurturing and positive activities for parents to do at home with their children.)

For this first time teach parents the following song! Tell parents that singing to children helps with language development and the following song also teaches children about feelings. In the future take suggestions from parents about songs they sing to their children or games they can play and practice those.

*When you're happy and you know it clap your hands (clap hands twice).
When you're happy and you know it clap your hands (clap hands twice).
When you're happy and you know then your face will surely show it.
When you're happy and you know it clap your hands (clap hands twice).
Repeat singing the song with the children and parents clapping their hands.
Repeat the song with the following stanzas:
When you're mad...stamp your feet.
When your sad... wipe your eyes
When you're scared...scream out loud.
When you're cold...shake and shiver.
When you're hot...fan your face.*

In your next session select songs that are positive and help children learn about feelings, family, friendship and positive values. Use local songs parents are familiar with.

3. Child Development Overview: with a specific focus on brain development: (30 mins)

Introduce the topic by saying the following:

The information in today's session can help you change your child's life! We are going to give you information about how the brain works and develops. We are going to learn about how human beings become smart, productive citizens, respectful, good students, and good people.

- Child development refers to the biological, social and psychological changes that happen to children from conception through adulthood. These changes influence children's physical, social, emotional, and intellectual capacities.
- Early childhood is an intensive period of brain development during the lifespan. 80% of the brain structure is completed during the first three years of life, probably the most important formative years for each and every one of us. Adequate physical, emotional and intellectual stimulation and nutrition are essential for development during the first years of life. It is during these years that a child's brain is most sensitive to the influences of the external environment, particularly love and violence. Love and attention to a baby from parents (both moms and dads) helps to ensure that each child reaches his or her potential. A parent's love is like the switch to turn on a light or the key to turn on the engine of a car.
- The more stimulating and loving the early environment, the more a child develops and learns. High levels of stress during early childhood caused by violence or neglect (lack of attention and affection) can increase the risk of mental and physical health problems, learning difficulties, social/ emotional deficiencies that can lead to problems for the rest of their lives.
- Parents (both moms and dads) have an essential role to play supporting healthy physical, social, emotional, and cognitive development with LOVE, intellectual, and socio-emotional STIMULATION! You have the key to turn on your children's brain. Building strong women and men starts the day of birth and even before, but mostly the first 5 years of life !

Ask parents if they have any questions so far.

4. The Amazing Brain :

- **The brain is made up of cells called neurons.**
We are born with over 80 billion brain cells called neurons, though most of them are not activated. Throughout our lives, our brains will not grow many more neurons. Those neurons make us human as they work communicating among themselves with small electric impulses called synapses.
- These synapses, or circuits, enable children to learn language, think, learn to walk, catch a ball, trust others, and manage emotions. They are like electrical wires that, when connected, enable the lights to turn on. If the synapses between neurons are used repeatedly, they become permanent and strong ; like exercising a muscle. If they are not used, they will remain weak and may die through a process called "pruning". Stress and violence destroy these synapses, while love, caring and positive stimulation reinforce those synapses.

- The pruning process cannot be reversed so once neurons have been pruned they are gone. However, brains have the ability to re-construct themselves and form new connections between different neurons throughout our lives. They have greater ability to reconstruct (plasticity) when we are young ! So now is a good time to help young children who have experienced or witnessed violence begin to reconstruct their brains through positive, loving interactions with you !

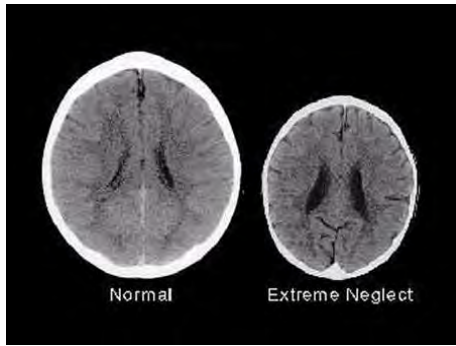
- **Love, positive attention, and nurturing help build more connections between neurons.** The more love and affection we give to our children the more cells will be active. Love is the key ingredients in brain activity, more than books and lectures. If we do not participate in loving, positive interactions with children, if we do not nurture them, areas of the brain will not develop and important neurons will die. When these neurons die, a child is not able to learn and develop as well as children who have positive interactions with their parents.

- **Toxic stress** that is caused by repeated abuse, neglect, and/ or exposure to violence. Toxic stress inhibits brain development. The affects of this kind of stress changes the way young brains develop. Brains of children exposed to abuse and neglect look very different from the brains of children who are raised in nurturing, loving environments.

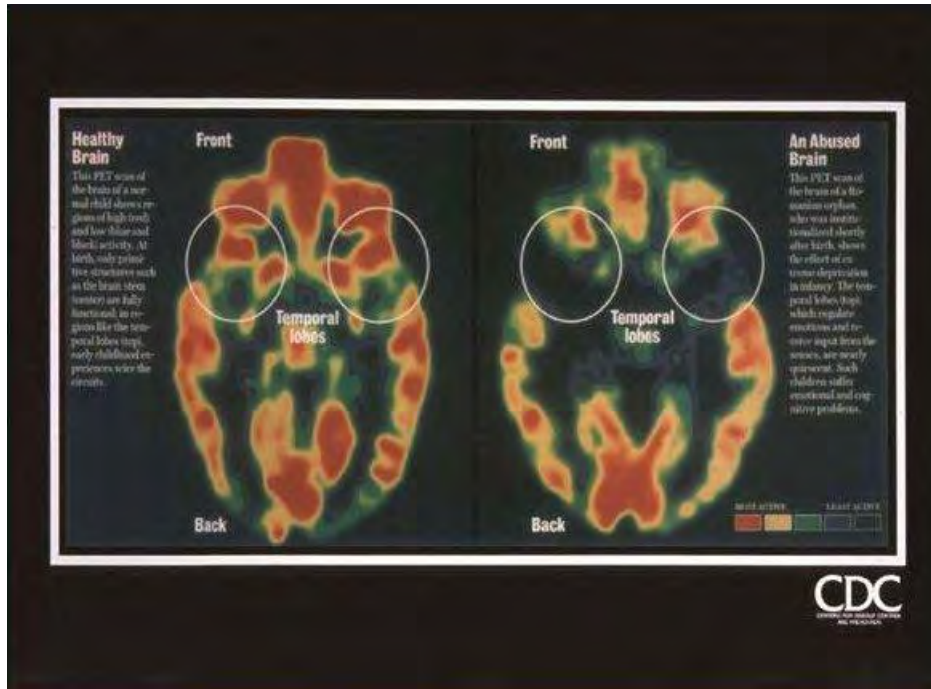
IMAGES OF THE BRAIN:

- **Parent's shape the way their children's brains develop by the way they interact with and care for their children: (20 mins)**

- Welcome to science... hundreds of years of brain studies in the fields of psychology and neurology. Enjoy and see these amazing pictures we call electroencephalograms. They are images of electric activity in the brain: between the neurons in the synapses.
- Show the pictures of the brains of a child who has been abused and a child who has been raised in a calm, protective, and nurturing environment. *We will provide you with a copy of this slide to show parents.*



7



3

- Split parents up into groups of two or three to talk about the differences in the brains pictured above. What do they notice? Ask the following:

What's the difference between these two brains (in the top black and white picture)?

They both belong to three-year-olds, so why is one so much bigger?

(allow parents 3-5 mins to talk about these questions in their pairs or small groups.)

- One of these children was loved and nurtured by her parents and the other neglected. **Abused and neglected children sometimes have smaller brains,**

⁷ Source : http://www.sdvoicesforchildren.org/news_detail.php?iNWSID=229

³ Source: <http://wellcommons.com/users/jestevens/photos/2011/jul/22/217506/>

There are many more brain images located on the internet.

developmental problems that affect their life in school (cognitive/intelligence), in their communities (social/cultural/religious), personally (emotional/psychological) and physically (health).

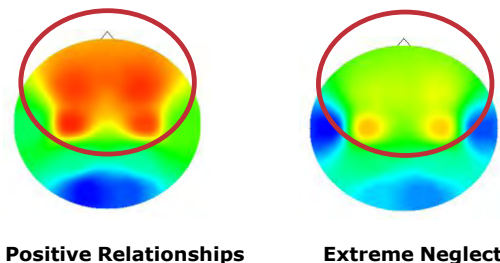
- Point out the CDC colored brain scan and ask parents what they notice about these two brains. What are the differences?
- Parents make the difference: parents help a child to reach the maximum of their potential, to be smarter, happier, better in school, a better friend and family member... But to do so they need to nurture and love them and spend time with them. Both mothers and fathers can provide this kind of nurturing and quality time with their children.

Note to Facilitators:

We want to engage parents in a dialogue about how our parenting skills and practices are in direct correlation with brain development. Show them the color print of the two brains (below) from Dr. Shonkoff's presentation and explain how the nurtured child's brain has much more activity, while the child's brain subjected to corporal punishment and neglect is less active and frequently smaller. The red color in the pictures is a picture of the electrical activity between the neurons and synapses.

- Any questions?

Profound Deprivation Affects Brain Power



Source: C.A. Nelson (2008); Marshall, Fox & BEIP (2004).

⁸ Source: C.A. Nelson (2008); Marshall, Fox & BEIP (2004) quote by Dr. Shonkoff's, Harvard University

If you can show a video on brain development would help; helpful resources at and videos available at the Center on the Developing Child, Harvard University <http://developingchild.harvard.edu>.

- Young children are learning at a very fast rate. This is the age when children learn to do a lot of important skills, like walking and talking. They start to learn how to interact with other people and they start school. They are absorbing everything and discovering the world around them. You have a critical role to play in how your children learn about the world around them!
- Any questions?

5. Essential ways parents (both moms and dads) can help children to develop their brains are:

- *Start this discussion out by suggesting that parents can stimulate their young child's development in many positive ways. Ask them to think about and then discuss out loud some ways to do this. (2-3 mins.) Write their answers on a flipchart or piece of paper. The following are some suggestions that can add to your discussion if needed.*
- At each stage of a child's development, parents can do different things to help nurture their child and help the child learn new skills.
- Proper **nutrition** is one important thing you can do for your child's development. Children need a balanced diet that includes sources of protein. Children will also tell you when they are hungry and full. They give us cues to let us know. It is important that we do not force children to eat when they are not hungry and that we feed children when they are. Let's think of some ways our children tell us they are hungry and ways they tell us they are not hungry or full.
- Two other important things that parents can do are **talking** with children and **playing** with children. Both of these are essential ways of communication to build healthy relations and reinforce parent-child attachment. Even if your child is one-day old, the child is learning from you!
- Talking peacefully to your child in complete sentences can help the child learn language and increase vocabulary, which prepares her/him for school. It can also help the child understand how to communicate and can help them learn about their environment.
- You can help children learn to communicate by using words to explain your child's emotions or surroundings. For example, you can say: "You are angry that I took away the pot you were banging on. Here,

you can play with this ball instead.” Or “That is a cow. It gives us milk!”

- One of the best times to talk with infants is while you are feeding them ! Babies are usually in an alert state when they are feeding and they are ready for interaction and learning. When children are older you can still spend quality time with them during meals by sitting down and eating together as a family. This let’s children know they are important enough for you to spend mealtimes with ! You can spend time encouraging good behavior and developing your positive relationship with your children while eating together !
- You have to play and interact with your child to help your child develop new skills. Even a game like copying your baby’s sounds stimulates your baby’s brain. Playing with your child helps build positive relationships between you and your child.

6. Attachment (15 mins.):

How does what we have talked about so far influence attachment (the relationship you have with your baby) ?

- Infants are biologically driven to attach to a caregivers in order to grow and develop. Infants can and do attach to more than one caregiver !
- Is your child holding you like you are the most important thing in the world ? You are ! Maybe to both parents or only one, or also another adult in the family ? Children need that biologically existing attachment to develop. It is human nature. This theory has been proven by scientists particularly by John Bowlby and Michael Rutter in the twentieth century.
- From the very beginning of life babies respond to touch, voice, and the face of their caregiver.
- Young children are dependent on you for their physical survival and their emotional well being. Caregivers must respond sensitively in order to for young children to feel safe and secure.
- Researchers and parenting experts, Powell, Hoffman, Cooper, and Marvin (2009) have identified that in order for children to feel safe and protected by their caregivers, caregivers must always be bigger, stronger, wiser, and kind when raising children.
- This type of sensitive caregiving helps children learn to trust you and the world around them. This has lasting positive effects for children including

positive self-esteem, better thinking and memory skills, the ability to make friendships, and an ability to cooperate.

Guided Parent Discussion :

*Ask parents to talk about how they show their young children kindness.
Ask caregivers how they act in wise ways with their children.*

7. SKILLS TRAINING (10 mins): Practicing Nurturing Interactions!

- Now parents know about the importance of loving, nurturing interactions to foster their child’s development- let’s practice!

Parent Activity:

- *Pick two parents to help you with this practice (role play). One parent will be the parent and the other will be an infant that is around 9 months of age.*
- *Ask the group to remind everyone about “serve and return” and what that means and tell them you are going to practice this.*
- *Tell the parent they are going to start with smiling at the baby and then tell the baby to smile back, next the parent can make sounds and the baby can make those sounds back to the parent. You will stay close by in case they need help getting started (you will sit by them during the whole role play).*
- *Praise these two parents for practicing this skill so well in front of the group.*
- *After you have demonstrated this for the whole group now you can split parents into pairs to practice this same “serve and return” role play. If some of the parents have babies with them in the session they can practice with their babies.*

8. . Home Assignment: (5 mins)

- Help each parent think of times (at least one a day) when they can spend 10-15 minutes fostering their child’s development by using nurturing, loving parenting skills.
- Ask parents to practice “serve and return” activities with their children over this week.
- Also ask parents to do at least one thing they like to do in order to take care of themselves this week. Explain that it is important for them to nurture themselves so they can be nurturing to their children.

9. Evaluation of session (10 mins)

Have a little discussion with the group. Evaluation has to be simple, 4 questions:

5. What did I like best of the session?
6. What questions I would have liked to ask and I did not have time or opportunity to ask?
7. How was this session helpful?
8. Any other comment or suggestion?

10. Group hug: End of session activity (10 mins)

Ask for a volunteer parent to move into the center of the circle and tell everyone that they all will have the opportunity to think of something positive to say about the parent in the middle of the circle (only positive: this is a praising exercise). Each parent in the group will say out loud a praise statement to the parent in the middle of the circle.

You start off by praising the parent in the middle of circle by saying something like, "I appreciated your contributions to our group tonight" or "You are a kind and positive member of our parenting group." You can praise for what the participant is and what the participant has done or tried!

Next give every other parent in the group the opportunity to say a praise statement to this parent.

- Praise each participant and thank them for their participation.
- **Please give parents their handout(s) after they sign out at the end of the session.**
- Ensure each participant signs the attendance form, taking name, age and sex. If there is someone else attending (a mother with a baby on her back for example) that is fine, indicate it and write it down on the attendance sheet of the day. If someone left of came in during the session write it down also. If someone misses a session remind them they have to catch up through the Parents Support Groups; home visits will help also.

11. Post-Session report (Fidelity monitoring):

After the session both facilitators need to check off all completed activities on the fidelity checklist and if there were items that were not completed, please explain why. This report should be attached to the session attendance record and the group evaluation.

Session 3 : I Can Help My Child Learn Positive, Prosocial Behaviors

When I provide good supervision and spend quality time with my child I can help increase my child's positive behaviors !

Learning objectives for parents:

1. Parents will learn how proper supervision of children and spending quality time with them increases safety and shapes positive, desirable behavior
2. Parents will understand the power of attention, positive or negative, to reinforce behavior
3. Parents will explore loving interactions through feeding, bathing, daily routines and chores

Materials needed :

- Attendance sheet for arrival and exit
- Flipchart and markers
- Parent Facilitator Manual
- Songs lyrics so everyone can sing, if available
- Parent handout for session 3

Before the session: Be Prepared!

- Arrive for the session 30 minutes before the start time. The facilitators must be on time.
- Sit in a circle to encourage interaction with parents
- Read through all of the materials for this session and make copies of the parent handout for each parent.
- Review what happened in the previous session, including the fidelity checklist.
- Review the participants' evaluation so you can make any needed changes based on their feedback.

Attendance (date and place must be written down):

Each parent participant must sign the attendance sheet (better to separate arrival and exit sheets). This will include name, age and sex. Mothers and fathers or multiple caregivers are encouraged to attend all 10 sessions together, as parenting is a shared responsibility. Indicate if there is someone else attending with the parent such as a child or other family member. Attendance sheets have to reflect who is present in the session and no one can sign for someone else.

1. Introduction and home assignment review (10 mins)

- Welcome parents and praise them for being here! It is wonderful they came back this week and let them know how much you appreciate this opportunity to spend time with them! Don't forget to ask about their families and their children now that you know them a little.

Guided Discussion with Parents:

Ask about the home assignment and praise them for trying.

- *The home assignment from the last session was for parents to go home and do something kind and nurturing for themselves and to spend positive, nurturing time with their children.*
- *Give every parent a chance to talk about what they did for themselves.*
- *Praise parents for any effort they made to spend nurturing time with their children!*

2. Practice A Nurturing Activity in your Session (5 mins):

(Facilitators will spend a little time at the beginning of every session teaching and practicing nurturing and positive activities for parents to do at home with their children.)

Ask parents if they have a song they would like to sing today. If they have a suggestion that song. The following is a suggestion if they do not have a song:

*Head, shoulders, knees, and toes, knees and toes.
Head shoulders, knees, and toes, knees, and toes.
Eyes, and ears, and mouth, and nose.
Head, shoulders, knees, and toes, knees, and toes.*

(You point to each body part as you sing it. Sing it through at a normal pace the first time, then sing it again really fast, and then sing it again really slow. Children love it and you can sing it in their own language)

3. Briefly Review of Child Development (5 mins)

Begin this discussion by asking participants the following:

What are some of the important points about child development from the last session they remember? Then fill in with the below information.

- Child development refers to the biological, social and psychological changes that happen to children from conception through adulthood. These changes influence children's physical, social, emotional, and intellectual capacities.
- Early childhood is an intensive period of brain development during the lifespan (80% of the brain structure is completed during the first three years of life). Adequate physical, emotional and intellectual stimulation and nutrition are essential for development during the first years of life. It is during these years that a child's brain is most sensitive to the

influences of the external environment, particularly love and violence. Healthy development helps to ensure that each child reaches his or her potential.

- The more stimulating and loving the early environment, the more a child develops and learns. High levels of stress during early childhood can increase the risk of mental and physical poor health, but also learning difficulties and social and emotional deficiencies or problems for the rest of their lives.

4. Teaching Young Children how to be Good Family and Community Members : **Describing and Modeling (15 mins)**

- *Children do not come into the world knowing how to behave socially. It is scientifically proven that children are not born with any memories.*
- *Do you remember how we talked about brain cells the last time we met ? Brain cells are called neurons. Well today we are going to talk a bit more about building connections between neurons. These connections create memories and knowledge.*
- *Babies are born with special neurons called mirror neurons. Think about a mirror and the purpose of a mirror. These mirror neurons work the same way !*
- *Babies and young children learn in part by mirroring or mimicking what their caregivers do.*
- ***Ask parents if they can you remember the first time you smiled at your baby and she smiled back ?***
- *One way that parents can encourage polite, kind behaviors in their children is by modeling these kind of behaviors.*
- *Children do what they see more than they do what they are told to do... If you say to your child be nice to people, but then you treat others, your spouse, your friends, other children in negatively do not be surprised if your child begins treating others negatively as well. .*
- ***Ask parents to think of an example of a behavior their infant or young child recently copied. Then have them share these behaviors with the group.***
- *Okay so if we are thinking about teaching positive behaviors to young children what parents do and say in front of children helps children learn acceptable social behavior. .*

PARENT TIP :

Parents can encourage positive behaviors from their young children by describing their own positive behavior and modeling positive behavior !

Guided Parent Discussion :

Ask parents to talk in groups of two. You can have them team up with the person they are sitting next too. Then ask them to think about two or three positive behaviors they have modeled or want to model for their children.

Then have them share with the group. Write the behaviors they come up with on the flipchart or a piece of paper. Tell we are going to now look at ways to encourage these kinds of behaviors.

5. The Golden Rule of Psychology : Children want Adult Attention ! (20 mins)

- All children want attention from their parents and other adults they love and respect. Children can learn to get attention in both positive and negative ways. Attention can reinforce both positive and negative behaviors.
- When a parent praises a child for a good behavior, like sharing that behavior is encouraged by the parent.
- Negative behaviors like hitting can also be reinforced by attention (either negative or positive). If a parent gives more attention when children are misbehaving then it is the negative behaviors that are being reinforced.
- As parents we need to be strategic about what behaviors we are giving attention too !
- The more positive attention that parents give to positive behaviors, the less that children will seek attention by doing negative behaviors.
- When children are misbehaving in ways that are annoying, but not harmful to themselves or others the most effective strategy is for parents to ignore that misbehavior. Think about about ! If a child is whining and arguing and there is no one listening then there is no point for them to continue. They will eventually get the message that this is not a way for them to get your attention. When you yell or hit your children you are providing them with negative attention and this negative attention can reinforce their negative behaviors. Some examples of harmful behaviors we cannot ignore :
 - Hitting, running into the road, playing with dangerous items, etc..
- We will talk about ways of handling dangerous and violent behavior later on in the program.
- We are going to talk about two different parenting tools now that will help you encourage more positive behaviors in your children and decrease negative behaviors. These tools are called **praise** and **ignore**. **Praising is providing positive attention for positive behaviors and ignoring is withdrawing all attention (positive and negative) for non dangerous misbehavior.**

Guided Parent Discussion:

Why is praise good for children?

(Ask parents; then give any answers they did not give.)

- Shows love and affection
- Helps child feel good about themselves
- When you praise a child, she learns which behaviors you like her to do. When she knows that you like that behavior, she will probably do that good behavior even more! She might also stop doing other behaviors that you do not like.
- Praise helps children's brains build healthy social and emotional connections!

How does praising children make parents feel?

(Again ask parents; then give any answers they did not give.)

- Helps parent feel good, positive about their child when they notice good things about them.
 - Builds a positive relationship with child.
 - Parent spends less time punishing or disciplining children because child spends more time seeking parent's positive attention.
 - Reinforces children's desirable behaviors.
- Praise is telling your child that you like something that he or she is doing.

Examples:

- I am so proud of the way you are doing your homework so carefully...
- Thank you for saying "please."
- That is very polite...
- I think it is so nice that you are sharing the ball with your friend..."

Effective praise is specifically tells the child what they did well with a positive tone of voice and face!

When children misbehave to get attention:

- *The following strategy of ignore can be applied to children who are 2 years and above. For children under the age of 2 years they do not have the words to tell us when they are upset or want something and so their only way of communicating is by crying. We do not want to ignore babies that are crying!*
- *Ask parents to think about when their children misbehave. What are there children seeking when they are misbehaving by whining, nagging, or yelling?*
- *Tell parents that one of the most powerful ways to help eliminate these kinds of annoying behaviors is for parents to remove all of their (positive and negative) attention and ignore these misbehaviors. If you yell or give your child a mean look this is not ignoring and you are negatively reinforcing the child's negative behavior.*
- *However, there are several factors that are critical to successfully ignoring children's misbehaviors. They are:*

- **Ignore as soon as the behavior occurs.** Delaying your response (ignoring) will confuse your child if too much time passes between her action and your response.
- **Ignore consistently.** Whenever ignorable behaviors occur, be consistent in your response. This will help your child to learn the limits to her behavior and to determine which behaviors will result in the desired attention.
- **Ignore Behavior with your whole body.** To have an impact on behavior, your child must be aware that attention is being removed because of a specific behavior she has done.
- When you are ignoring make sure to:
 - look away
 - keep a neutral facial expression
 - **talk with others in child's presence**
 - restrict physical contact
 - engage in other regular tasks
 - then return your positive attention immediately after the child stops misbehaving

Guided Parent Discussion: (10 mins)

Brainstorm a list of behaviors the parents want to teach their children. Then for each behavior brainstorm at least one praise statement. Then ask them to think about some behaviors they can ignore and write these down. Remind participants that we cannot ignore violent and/ or dangerous behaviors.

Practice Praising and Ignoring: (20 mins)

NOTE: You might want to do both of these practices as a whole group first while coaching a couple of parents and then split them into small groups to practice.

Now have parents get into pairs and practice the following scenario. In this scenario, the parent is playing with their child. The parent prompts the child to share their toy and the child does and then the parent praises the child for sharing. The parent can also praise the child for being friendly or kind. The parent may also praise the child by saying something like they love spending time with their child. Then have the parent model sharing with the child by offering their toy to the child. Then have them switch roles.

After they have each had a turn being the parent who praises, next ask them to practice ignoring. While the parent and child are playing have the child begin yelling at the parent because they did not get something they want. Tell the parent who is ignoring to

turn away from the child and to pretend to cook or do another household task. Then as soon as the child stops yelling have the parent return their attention and praise the child for talking in a quiet, respectful voice. Then have them switch roles.

Note: The parent facilitators should be walking around and helping parents practice. These skills can be difficult when first learning them, so you can repeat the role play until parents feel more confident on ignoring and praising.

- *After practicing the above skills ask each parent how it felt as the child to be praised. Ask how it felt as a parent to give praise !*

6. Supervision of Young Children (10 mins)

- *If parents are going to strategically use their attention to encourage positive behaviors in young children then they must also spend enough time supervising their children.*
- *Children under the age of 5 need safe adult supervision and attention. If parents are unable to provide supervision due to work or other activities then they must leave their children with trusted, safe, caregivers.*
- *When parents leave their young children with another caregiver, parents can ask children about the time they spent with that caregiver. Parents can ask questions about what they did and how they feel about that caregiver. Parents should listen if children express that they are uncomfortable around that caregiver. This kind of discussion allows you to share in your child's day and let's your child know that you are concerned about their safety and well being when they are not in your care.*
- *Ask parents to discuss the following:*
 - *Who are appropriate caregivers to leave my children with? How do I know this person is an appropriate caregiver? Let participants brainstorm for a few minutes.*

7. Home Assignment: (5 mins)

- Practice **praising** and **ignoring** at home with their children this week. If one action from your child annoys you don't show it at all, if your child does something you like: be enthusiastic, praise the child!
- In order for parents to practice praising their their children they will need to continue to spend good quality time with their kids. Encourage parents to enjoy the quality time they are spending with their children.
- You will ask them to report about how it went praising and ignoring as well as the good time they spent together during next session.

8. Evaluation of session (10 mins)

Have a little discussion with the group. Evaluation has to be simple, 4 questions:

1. What did I like best of the session?
2. What questions I would have liked to ask and I did not have time or opportunity to ask?
3. How was this session helpful?
4. Any other comment or suggestion?

9. Group hug: End of session activity (10 mins)

Ask for a volunteer parent to move into the center of the circle and tell everyone that they all will have the opportunity to think of something positive to say about the parent in the middle of the circle (only positive: this is a praising exercise). Each parent in the group will say out loud a praise statement to the parent in the middle of the circle (*You will do this from now on at the end of every session (one parent per session) and probably every parent will get a chance to stand in the middle of the circle and receive praise.*)

You start off by praising the parent in the middle of circle by saying something like, “I appreciated your contributions to our group tonight” or “You are a kind and positive member of our parenting group.” You can praise for what the participant is and what the participant has done or tried.

Next give every other parent in the group to say a praise statement to this parent.

- Praise each participant and thank them for their participation.
- **Please give parents their handout(s) after they sign out at the end of the session.**
- Ensure each participant signs the attendance form, taking name, age and sex. If there is someone else attending (a mother with a baby on her back for example) that is fine, indicate it and write it down on the attendance sheet of the day. If someone left of came in during the session write it down also. If someone misses a session remind them they can catch up through the Parents Support Groups; home visits will help also.

10. Post-Session report (Fidelity monitoring):

After the session both facilitators need to check off all completed activities on the fidelity checklist and if there were items that were not completed, please explain why. Also include the participant feedback from the session. This report should be attached to the session attendance record.

Session 4: Empathy and Mutual Respect between People of all Ages, Religions, Cultures, Races, and Genders Promotes Peaceful Homes and Happy, Healthy Children

Communication with children using warmth and empathy increases understanding and decreases frustration between children and their caregivers, improves relationships, and reinforces attachments needed for healthy development.

Objectives :

1. Parents will improve the quality of communication with their children by learning how to respond sensitively to children's emotions
2. Parents will explore the concept of empathy and learn techniques to increase empathy
3. Parents will spend quality time with their children using empathetic communication skills towards their children.

Materials needed :

- Attendance sheet for arrival and exit
- Flipchart and markers
- Parent Facilitator Manual
- Songs lyrics so everyone can sing, if available
- Pictures of babies and toddlers from magazines
- Parent handout for session 4

Before the session: Be Prepared!

- Arrive for the session 30 minutes before the start time. It is important that the facilitators are on time.
- Set up the chairs in a circle to encourage interaction with parents, if chairs are available, if not just sit in a circle.
- Read through all of the materials for this session and make copies of the parent handout for each parent. You will give them a copy of the handout when they sign out at the end of the session
- Review what happened in session 3, and the fidelity checklist
- Review the participant evaluations so you can make any needed changes based on their feedback.

Attendance (date and place must be written down):

Each parent participant must sign the attendance sheet. This will include name, age and sex. Mothers and fathers (caregivers, also if there are polygamous families and caregivers who are grandparents or foster parents) are encouraged to attend all 10 sessions, as parenting is a shared responsibility all caregivers need to apply the same techniques and principles. Indicate if there is someone else attending with the parent such as a child or other family member (we discourage that though as we want to build trust within the small group of participants).

1. Introduction (15 mins)

- Welcome parents and praise them for being there. Smile and be positive. You need all your energy to facilitate this session, put your heart in it.

Guided Discussion with Parents:

This is the 4th session! Take a moment to ask parents how they feel.

- How are the Parent Support Groups working?
- Are they encouraging and nurturing each other?
- How do they feel? Feelings are important, if they feel they are learning and if they feel their relationship with their children is improving. If they don't, that is also ok, they are trying and change takes time, be patient.

Note to facilitator:

- *If a participant is missing this session or others encourage other participants to reach out to that parent. They can do this through the Parent Support Groups (if they have phones they can exchange numbers or find a way to communicate with each other). So you ask who can contact the parent who is missing. Encourage parents to meet beyond the sessions to share their ideas and parental strategies/ skills, encourage them to support and mentor each other, to problem solve peacefully and constructively when there are problems with their children and **(most importantly)** to share their happiness and accomplishments when their parenting skills are working. **It is a support group, not a group for criticizing or gossiping. They are to help each other, to nurture each other.***

Guided Discussion with Parents:

Ask about home assignment and praise them for trying.

- *The home assignment was for parents to go home and spend some time enjoying their children, praising good behaviors and ignoring minor misbehaviors.*
- *You can ask, who remembers some of the ideas we talked about last time? How to praise children?*
- *How did it make you feel to spend this quality time with your child? How did your child feel?*
- *Next ask if anyone praised their child. If they did ask them what they praised and how their child responded to that praise.*
- *Praise parents for any effort they made to spend nurturing time with and praising their children!*
- *If there is time, practice praising and ignoring for a few minutes.*

2. Parent Activity: Practice A Song or an Activity in your Session (10 mins):

(from here on out you will spend a little time at the beginning of every session teaching and practicing nurturing and positive activities for parents to do at home with their children.)

- Do any of the parents have a song they would like to sing or a game they would like to play?
- If not you make a suggestion.
- Have the parents praise each other for their beautiful singing or their cooperation while playing a game. The point is to get parents to practice play and praise!
- Praise the parents for their participation.
- Emphasize to parents that the games and songs you are teaching them are for them to do at home with their children! You can tell them that children love the following game!

Example game:

Have parents think of an animal. Then ask them to think about how that animal sounds and moves. Tell them you are going to go around the circle beginning with the first parent and ask them to act out the animal they are thinking of. Every other parent needs to guess what each other's animal is. Do this with every parent!

3. Children, like adults, have different styles of communication (25 mins)

- There are some principles of communication that need to be understood by parents to succeed in communicating with their children.

(Make this list interactive- ask for their opinions and examples.)

- Every child like every adult is unique and has a specific kind of temperament. (outspoken, introverted, articulate, dynamic, shy, timid...)
- Babies and toddlers use verbal and non-verbal ways of communicating their needs before they learn to talk. These ways of communicating are called cues. The verbal cues they use are crying and making other sounds. Babies use many different non-verbal cues such as reaching towards something or turning their head away.
(If you have them, show pictures of babies and toddlers here and ask parents what these babies and toddlers are trying to tell us)
- Infants and children need to be responded to sensitively by the people who are caring for them.
- Share the following developmental information with parents about how young children develop language.

Talking to infants and children helps them to develop language. When you model the use of words and sentences you are teaching your children how to speak. Help your children understand language by talking in complete sentences and explaining words they do not understand to them. Describe their environment and feelings beginning at birth. Children can also learn to communicate via sign language well before they can speak!

Now let's talk about some ways parents/ caregivers can promote language development and communicate they understand their young children :

First: ask parents what ways they support their young children developing language skills. Then fill in with the below if needed.

1. **Watch and listen to see how your baby communicates** - what she is thinking and feeling.
2. **Repeat the sounds and words your child uses** and have back-and-forth conversations. Remember“serve and return”!
3. **Read, sing, and tell stories.** These are fun ways to help your child understand the meaning of new words and ideas.
4. **Talk about what you do together**—as you play, do household chores, or visit friends and family.
5. **Playing is the best way to communicate with infants and children!**

Parent Activity: Practice Communication with Young Children (10 mins):

- *Have the parents get into groups of two. Ask one of the parents to pretend they are a baby. As the baby they will make sounds and faces. They will also look at around the room and at the parent. The other parent will be the parent of the baby and they will practice the “serve and return” skill we talked about in the previous sessions. Tell the parent they will imitate (respectfully) the sounds and faces the infant makes. The parent will also notice and describe what the infant is looking at. After 5 minutes have then switch roles.*

Speaking Your Child's Language:

- Children use their imaginations and can often be overheard in their fantasy worlds while they are playing. Another way of speaking your child's language is to encourage their imaginative play and even join in from time to time! Children are creative and when you sit down and enjoy some of their pretend cooking you can encourage language development and build their self-esteem!
- It can be hard to figure out what infants and young children are trying to tell us sometimes. It is easy to misinterpret children's actions when we do not understand what they are feeling. When children are sad, tired, or hurt we can mistake their withdrawal from us as stubbornness or disrespect. Children need our help working through these difficult emotions. In a few minutes we are going to talk about a process for helping children deal with challenging emotions.
- Young children communicate with us verbally and non-verbally. If we don't pay attention to the non verbal cues they are giving us and the emotions they are showing us we may misinterpret what they are trying to tell us. This can cause frustration for the adult and the child. Many times children and adults communicate in different languages

and that is the source of major conflict and misunderstanding. It is like two adults talking to each other or screaming at each other in different languages one in Japanese and another one in Kiswahili. Communication will not happen and both the Japanese person and the Tanzanian person will be frustrated.

Effective Communication Takes Time and Respect:

- Ask parents how they perceive communication with their children. Have they ever heard dismissive expressions like, “it is just a child, it does not matter what she says”, “don’t waste your time explaining anything to her, she is not going to understand it anyways” “who cares what he thinks”...
- We need to show we respect what children are telling us in order for children to feel valued and loved.
- You need to dedicate **time!** Spend time communicating, that is a way to build a trusting relationship with your child .
- Communication requires information from both sides, it is a dialogue!
- *Ask parents if they have any questions about communication so far.*

Guided Parent Discussion:

- *Use your flip chart or a piece of paper to write down parent ideas from the following brainstorm.*
- *Ask parents to think about different things they can talk with their children about.*
- *Some examples: their feelings, their activities during the day, stories, etc..*

4. The Concept of Empathy (10 mins)

Note to Facilitators: The difference between empathy and sympathy. Sympathy is to feel pity or sorrow for someone else’s misfortune. Empathy by contrast may take imagination, work, or possibly a similar experience. Empathy is being able to step into another person’s shoes and experience the feelings they are feeling with them.

- Write the word EMPATHY on your flipchart or paper so parents can see the word
- Brainstorm with the parents what the word means.
 - Empathy is the ability for one person to perceive the emotions, needs and desires of another person. It is the ability of one person to walk in the shoes of another person and feel what that is like.
 - As it relates to nurturing parenting, empathy is the ability to perceive the emotions, needs and desires of a child; and to be able to respond in a nurturing way, keeping the positive welfare of the child the focus.
 - Empathy, simply, is the ability to understand and act with care.

- Why is empathy necessary for being a parent? Ask parents and add at least the following answers, though you can add many more reasons
 - Being empathetic helps ensure children get their needs met.
 - Parents can have empathy for each other and themselves and this teaches children to care for self and others. We need to teach our children to understand others' feelings, teach them empathy, so they will better understand others and will be able to help them
 - When we respond empathetically to children who are very small and they saying things like “pay attention to me, I need you to love me”, “what is that?” “I am tired” “I don’t know that person” “I am cold” “I have pain in my belly” “I need to burp, it hurts” “I need to sleep” “I feel something and I do not know what it is”, we are communicating they are important and they matter. We are contributing to healthy social and emotional development.

Note to Facilitator: Mention that violence like hitting, shaking, hitting, and verbal abuse are not acts of empathy; even though parents may tell the child afterwards how much they love them and the violence was only for their own good. Such behavior only results in an association that people who care about you also hurt you. This is a confusing message for children and they are likely to repeat the same violence towards others. We want our children to experience mutually satisfying relationships and learn to care about others. This starts with having a mutually satisfying relationship with you!

Empathy through steps technique (15 mins)

- Being empathetic, understanding others feelings and needs, will help us to understand why children behave in a certain way and therefore parents can react in a more constructive and nurturing manner.
- This is a simple technique to help you improve your empathy, to understand better your children’s feelings and be able to responsive to them. It is called “Identifying and Honoring your Child’s Feelings”.

Step 1 Identify the feeling

Step 2 Determine the reason

Step 3 Honoring the feeling

Step 4 Help the child with his feelings. Take action.

- Tell parents the following:
 - The technique is called “identifying and honoring your child’s feelings.” The first step is trying to identify or label what someone is feeling. When parents honor a feeling they first identify it or label it. **“Sammy, you are really afraid right now, aren’t you?”**. You are also teaching your child how to identify her or his own

- feelings. Maybe she never felt scared before. Teaching emotional language is essential your child needs to put words to feelings that are new to him or to her.
- The second step is to understand why Sammy is feeling scared. ***“Why are you so scared?”*** Sammy will tell you why, if he knows why. Sometimes children have feelings and don’t know why. Honoring their feelings is even more important when children don’t know why they’re feeling what they’re feeling. For younger children we can guess about what might be wrong. If we saw them fall down, we might say, “oh you are sad because you fell down”.
 - The third step to honoring a child’s feelings- If Sammy knows why, honor his reason. ***“Being afraid that there are monsters in the closet is very scary.”*** Don’t dismiss that reason. Acknowledge and respect the why. If he doesn’t know why, honor his confusion. ***“Feeling afraid and not knowing why doesn’t help, does it?”*** In both instances, Sammy and his feelings were honored. Brainstorm with the parents statements that do not express empathy and do not tell the child his parents care about the way he feels. Some examples include: ***“Well, that’s the dumbest thing I ever heard - afraid of monsters in your closet!”*** or; ***“There is nothing for you to be afraid of. There are no monsters. It’s all in your imagination.”*** Both of these and similar statements belittle the child and disrespect his feelings, inhibit the child’s imagination and expressions, if you belittle the child he or she might not talk to you about feelings anymore.
 - The forth step is to help the child with those feeling. You can brainstorm with the child what, if anything, needs to be done. Sometimes the situation may require the parent and child to come up with possible actions that may help remedy the situation. ***“Let’s brainstorm what we can do to help you feel safer.”*** Sometimes the situation doesn’t need an action other than just comforting the child or sharing in their joy. ***“Not being able to go to sleep because you feel frightened is tough isn’t it”*** or; ***“What a great job you did last night sleeping in your own bed. I bet you really feel proud!”***

Parent Activity: Practicing the 4 Steps of Empathy: (10 mins)

- *Take a couple of minutes to brainstorm about 5-10 feeling words with the parents.*
- *You are going to coach two parents doing this practice and everyone else will watch. Tell the parent in the child role that they will be 5 years-old. This child got into an argument with their friend and they are feeling sad.*
- *Next they will work through the 4 steps and if needed you can help coach them with the following script.*
- *First the parent will help the child identify how they are feeling by saying something like, oh you look sad. Then the parent can ask, “what has happened?” The child can say, “I got into an argument with my friend and they are not being nice.” The parent then moves to step three and says something like, “it does not feel very good when we argue with our friends, I know you must be feeling sad about that.” Then the parent can say to the child, “how would you like me to help?”*

- **After you are finished ask the parents in the group to positively comment and praise them for their efforts.**
- If there is time, you can have parents get into pairs and practice the 4 steps.

5. Home Assignment (5 mins)

- The next two weeks we are going to try a fantastic new technique, maybe the most important parenting tool you can learn: Empathy! Enjoy the discoveries of your children's feelings! You are going to try the 4-step approach

Step 1 Identify the feeling

Step 2 Determine the reason

Step 3 Honoring the feeling

Step 4 Help the child with his feelings. Take action

with your children's feelings especially if they are particularly sad or upset, or very joyous and happy. Feelings are many and can be complex. We can also follow the 4-step process to understand our own feelings: What do I feel? Why? That is ok, accept that is the way I feel no matter how logical or inappropriate it is, I do feel that way; I honor my feelings. And finally how do I deal with those feelings safely and constructively? What to do?

- Agree with parents that they will spend time playing with their kids. Not working, but playing!

6. Evaluation of session (10 mins)

Have a little discussion with the group. Evaluation has to be simple, 4 questions:

1. What did I like best of the session?
2. What questions I would have liked to ask and I did not have time or opportunity to ask?
3. How was this session helpful?
4. Any other comment or suggestion?

7. Group hug: End of session activity (10 mins)

Ask for a volunteer parent to move into the center of the circle and tell everyone that they all will have the opportunity to think of something positive to say about the parent in the middle of the circle (only positive: this is a praising exercise). Each parent in the group will say out loud a praise statement to the parent in the middle of the circle (*You will do this from now on at the end of every session (one parent per session) and probably every parent will get a chance to stand in the middle of the circle and receive praise*).

You start off by praising the parent in the middle of circle by saying something like, "I appreciated your contributions to our group tonight" or "You are a kind and positive member of our parenting group. You can praise for what the participant is and what the participant has done or tried (effort is the essence of doing); you are learning two ways

of praising you need to practice with your children to show unconditional and conditional love.

Next give every other parent in the group to say a praise statement to this parent.

- Praise each participant and thank them for their participation.
- **Please give parents their handout(s) after they sign out at the end of the session.**
- Ensure each participant signs the attendance form, taking name, age and sex. If there is someone else attending (a mother with a baby on her back for example) that is fine, indicate it and write it down on the attendance sheet of the day. If someone left of came in during the session write it down also. If someone miss a session remind them they have to catch up through the Parents Support Groups; home visits will help also. To receive a certificate at the end you have to attend all 10 sessions.

8. Post-Session report (Fidelity monitoring):

After the session both facilitators need to check off all completed activities on the fidelity checklist, including the parent feedback and if there were items that were not completed, please explain why. This report should be attached to the session attendance record.

Session 5: I need to Take Good Care of Myself so I can Take Good Care of My Children

Parent social and emotional health is a necessary ingredient for healthy parenting practices; Parents respecting each other and themselves contributes to an environment that supports children's healthy development

Learning objectives for parents:

- Participants will explore their own psychological, social and emotional needs in order to take care of themselves.
- Participants will understand the impact of parent's stress on children

Materials needed :

- Attendance sheet for arrival and exit
- Flipchart and markers or paper and pen
- Parent Facilitator Manual and fidelity checklist
- Parent handout for session 5

Before the session: Be Prepared!

- Arrive for the session 30 minutes before the start time. It is important that the facilitators are on time.
- Sit in a circle to encourage interaction with parents
- Read through all of the materials for this session and make copies of the parent handout for each parent.
- Review what happened in session 4, including the fidelity checklist
- Review the participant evaluations so you can make any needed changes based on their feedback.

Attendance (date and place must be written down):

Each parent participant must sign the attendance sheet. This will include name, age and sex. Mothers and fathers (caregivers, also if there are polygamous families and caregivers who are grandparents or foster parents) are encouraged to attend all 10 sessions, as parenting is a shared responsibility. Indicate if there is someone else attending with the parent such as a child or other family member (we discourage that though as we want to build trust within the small group of participants).

1. Introduction (10 mins)

- Welcome parents and praise them for being in your group today! It is wonderful they came back this week and let them know how much you appreciate this opportunity to spend time with them!

Guided Discussion with Parents:

- Go back the hopes and expectations parents had for this program from the first time you met. Go around the circle and ask parents if their expectations are being met so far.
- Ask about home assignment and praise them for trying.
- *Their assignment from the last session was to go home and try the 4 steps showing empathy approach with their children. They were going to notice a time when their child was feeling sad, scared, or angry and try doing and saying the 4 steps below:*

Step 1 Identify the feeling

Step 2 Determine the reason

Step 3 Honoring the feeling

Step 4 Help the child with his feelings. Take action

Ask parents to give examples of times they were able to complete this 4 step process with their children.

2. Practice A Nurturing Activity in your Session (5 mins):

(from here on out you will spend a little time at the beginning of every session teaching and practicing nurturing and positive activities for parents to do at home with their children.)

- Do any of the parents have a song they would like to sing or a game they would like to play?
- If not you make a suggestion.
- Have the parents praise each other for their beautiful singing or their cooperation while playing a game. The point is to get parents to practice play and praise!
- Praise the parents for their participation.

Suggested Activity if Parents do not have one:

Ask them to stand up in a circle first and do some exercises to stretch, relax and engage their bodies in the activity.

1. Give each participant a number: 1, 2, 3, 4, 5...
2. Show them a little rhythm with your hands, everyone claps. Use a little song for the words and questions.
3. Everyone is going to tell the rest of the group something they don't know about her or himself and then ask a question to another person using the number. People have to be attentive to what the previous person has said, because you have to start reacting to that statement, and you need to be attentive of the number called:

4. Rules: If someone does not answer, then she or he is eliminated, if someone responds to the wrong number she or he is eliminated, and if someone calls to a number that was already eliminated the person calling is also eliminated.
 - a. Clap, clap, clap my name is Peter clap, clap, clap I like pineapples warm clap, clap, clap, what about you 14? Clap, clap, clap (so now is 14's turn)
 - b. Clap, clap, clap, I never try them clap, clap, clap, but I want to tell you clap, clap, clap I dream of a house clap, clap, clap I will build on the beach clap clap clap, what about you 7? (so now is 7's turn)
 - c. Clap, clap, clap I wouldn't like to live by the ocean clap, clap, clap but I want to tell you I am a good swimmer and I love to fish clap clap clap what about you 1? (so now is 1's turn)
 - d. Clap, clap, clap I don't know how to swim or fish clap, clap, clap but I want to tell you I am the fastest mom clap, clap, clap cooking and climbing mountains clap, clap, clap, what about you 8? (so now is 8s turn)
 - e. Clap, clap, clap, I don't like to climb mountains, clap, clap, clap, but I want to tell you I am pregnant and I want to have 3 more children clap, clap, clap what about you 3?...
5. Laugh and have fun.

3. Empathy starts with understanding our own feelings (15mins)

- Ask parents to remember what empathy means. Brainstorm with them about their ideas around empathy.
 - *Main Point: When we talked about empathy, we talked about understanding the way that someone else feels. This is related to feeling compassion towards them.*
- Ask parents if they remember the 4-step technique we learned in our last session to improve empathy with their children. Review the steps again (write on flipchart)
 - Step 1** Identify the feeling
 - Step 2** Determine the reason
 - Step 3** Honoring the feeling
 - Step 4** Help the child with his feelings. Take action.
- Present the idea that we can also use these steps for OURSELVES and EACH OTHER. We can identify our own feelings, figure out why we are feeling that way, honor our own feelings, and then respond to them. It is important to show compassion to ourselves – not just our children!
 - *Has anyone tried using this process for themselves? Let parents share their experiences.*

Parent Activity: Managing difficult feelings (15 mins)

Let's talk first about how we handle our own feelings, especially feelings that are not difficult. We all experience feelings like, sadness, anger, jealousy, hatred, disdain, rage, intolerance, etc.

Divide parents in pairs (couples or spouses should be separated for this activity). Ask them to answer the following questions.

- *We are going to think about situations when we get angry or experience other difficult feelings. Discuss these questions with your partner:*
 - When do I get really annoyed? What makes me feel very angry?
 - What do I do when I get really angry? Do I lose control? Do I become violent?

After 5 minutes ask them to come back to the circle to share. Ask for a few parents to share what they talked about with their partner with the whole group.

4. Violence and Effects on Children (5 mins)

- Sometimes feelings are overwhelming and stressful situations are difficult to handle. Sometimes our children directly receive our undeserved anger or witness our anger.
- Research tells us that children who are victims of violence can suffer terrible developmental consequences. Children who are witnesses of violence can experience the same negative consequences: inhibition of some areas of the brain, lower brain activity and neuron connectivity, etc.
- We also teach our children by what we do, not only what we say to them. If we tell them you have to be nice and then we scream and yell, we are teaching them that screaming and yelling is acceptable when you are angry.
- Remember: children do what we do! It is important that we are modeling handling conflict in safe, calm ways. MTOTO UMLEAVYO NDIVYO AKUAVYO! (The way you raise a child is how he will grow up!)
- Parents who treat each other with kindness, respect, tolerance, and dignity are modeling healthy, loving relationships for their children. When parents act in nurturing ways with each other they are nurturing their children and themselves.
- This is a life lesson. Nurturing, positive parenting is a lifestyle not only for our children, but also for us as human beings. We need to cultivate our own peace, tolerance, and positive thinking and feeling.
- Any questions?

5. SKILLS FOR HANDLING DIFFICULT or NEGATIVE THOUGHTS and FEELINGS **(10 mins)**

- There are times when everyone chooses negative ways to handle feelings. For example, some people yell at others or physically hurt others, some people drink to forget about their feelings, some people ignore everyone else or refuse to talk at all. Sometimes we also think a lot of angry, negative thoughts that make the negative feelings stay even longer. It is difficult to resist doing some of these things, but there are some alternative ways that we can try to help ourselves handle these feelings in more positive ways.
- Ask parents what do they do to handle negative feelings; you can write them on the flipchart. We are going to try a couple of techniques to help them handle negative feelings constructively:

Note to facilitator: Emphasize (if there are both a mother and father in the household) the importance of both mothers and fathers using the following skills and techniques.

Skill #1: RELAX your body and your mind (10 mins)

- Research shows that relaxing our bodies and our minds is one effective way to reduce negative feelings, such as sadness and anger. It is also a way to reduce worry and general stress.
- Deep Breathing: One way to relax our bodies is to breathe very deeply and slowly. We want to inhale through our nose and then breathe out through our mouth. When we breathe in, we want our stomach to go OUT. This is a different kind of breathing, so it will feel strange at first. Let's try it together:
 - Close your eyes and put your hand on your stomach.
 - Breathe in very slowly and try to pull the air all the way into your stomach so that your stomach pokes out.
 - Now breathe out VERY slowly through your mouth. Feel your stomach go back down.
 - While you breathe out, also try to relax all of the muscles in your body.
 - It might help to count to three slowly while you are breathing in and then again slowly count to three while you are breathing out.
 - Now repeat that 5 times. (Give them time. Wait until everyone is finished.)
 - Now open your eyes. How do you feel? (Get their feedback.)
 - If you practice this just a few minutes every day, you should feel more relaxed. You can stop to do this just for a couple of minutes when you feel stressed to help calm your body and mind.
- There are also other ways to relax your mind and body. What are some other ways? (Possible answers: prayer, meditation, lying down and thinking about pleasant places and things, taking a nap)

Skill #2: Think POSITIVE Thoughts: Positive Self-talk (10 mins)

Sometimes our spouses, neighbors, or children might say or do something that makes us feeling angry, sad, nervous, or scared. Try the steps below to help yourself calm down and respond to that person in a loving, kind way. It is never okay to act violently towards another adult or child because you are angry.

1. Identify the feeling
2. Ask yourself why am I getting angry?
3. Then try telling yourself something positive about that person. Some examples are:

He is stubborn sometimes, but I love him or her because she or he has a big heart, because he or she takes care of the house, because she or he loves me, because when I am sad that person makes me laugh.

Try telling yourself something positive about the situation that is causing you the negative feelings (everything has a positive aspect):

I am having problems paying my debt, but I will find the courage and I will learn from this situation.

Everyone has a positive side. When you get angry try to remember that positive side.

Now we are going to try positive statements about ourselves in the next activity and we are going to praise ourselves, for what we are and what we do. The better you care for yourself the more you can care for others including your spouse and children.

Parent Activity: “I am a Good Parent and a Good Person” (10 mins)

- Ask parents:

“What are important techniques for nurturing parenting?” Let them tell you and then fill in with the below examples if needed.

- Love
 - Positive Attention
 - Praise
- The more we praise our children, the more we build their positive memories, positive feelings, self-confidence, social skills, educational skills, intellectual capacity. We already learned that when we talked about praising our children.
 - There are two ways of praising: praising for who you are and for what you do.

- **Ask Parents the following: Do we praise ourselves as people? Do we praise ourselves as parents?**
- *Being a parent is very rewarding, but also challenging. **Praise yourself because you are trying.** The fact that you are here in this session is proof! You all have wonderful skills and abilities as parents and being here shows you are trying to be an even better parent! You care for your children and you love them.*
- Divide the group into 3 small groups to facilitate more in-depth sharing.
 - Ask participants to describe their positive skills and abilities as parents to each other. Ask them to talk about what they do well as a parent, a spouse, a woman, a man. Ask them to talk about what they like about themselves- they are smart, beautiful, hard working, etc..

Skill #3: Take time to take care of yourself (10 mins)

- *You are all doing the difficult job of being a parent! We have learned many things that we are practicing with our children every day. We are learning how to take the best care of our children.*
- *But who is going to take care of you? You have to take care of you! We have to take care of ourselves. How are we going to take care of our children, give them our energy and love if we do not have that energy or love for ourselves? If we do not love ourselves it will be difficult to love our children and teach them to love themselves and their families.*

Parent Activity: Ways to Care for Ourselves

- Brainstorm with the whole group a list of ways to take care of themselves. Also include where they can go to get help if they need it- village executive officers, churches, the district social welfare officer, etc.
- Some techniques can be negative or not nurturing like drinking in excess; explore with parents why drinking in excess is not a healthy way of dealing with stress and help them think if healthy ways to care for themselves.
- Maybe some parents can teach others techniques to relax, to play, to find peace for themselves. Encourage them to use them as a way to be a better parent.
- Taking care of myself is a step towards being a better parent!

6. Home Assignment (10 mins)

- Pick 1 way to take care of yourself this week! Practice at least 1 way to increase your positive thoughts and feelings.

- Tell parents you will ask them about the nurturing time spent with their children when you meet next.
- Write down each parent's goal for spending nurturing time with their children at home. You will ask them about how it went next session.

7. Evaluation of session (10 mins)

End of session activity:

Pick a new parent to move into the center of the circle and tell everyone that they all will have the opportunity to think of something positive to say about the parent in the middle of the circle. Each parent in the group will say out loud a praise statement to the parent in the middle of the circle (*You will do this from now on at the end of every group and every parent will get a chance to stand in the middle of the circle and receive praise*).

You start off by praising the parent in the middle of circle by saying something like, "I appreciated your contributions to our group tonight" or "You are a kind and positive member of our parenting group."

Next give every other parent in the group to say a praise statement to this parent.

Have a little discussion with the group. Evaluation has to be simple, 5 questions:

1. What did I like best of the session?
 2. What questions I would have liked to ask and I did not have time or opportunity to ask?
 3. This session was helpful- agree or disagree?
 4. Any other comment or suggestion?
- Praise each participant and thank them for their participation. Remember to give them their handout for the session.
 - Ensure each participant signs the attendance form, taking name, age and sex. If there is someone else attending (a mother with a baby on her back for example) that is fine, indicate it and write it down on the attendance sheet of the day. If someone left of came in during the session write it down also. If someone misses a session remind them they can catch up through the Parent Support Groups; home visits will help also. To receive a certificate at the end you have to attend all 10 sessions.

8. Post-Session report (Fidelity monitoring):

After the session both facilitators need to check off all completed activities on the fidelity checklist and if there were items that were not completed, please explain why. Make sure to record the parent feedback on your fidelity form. This report should be attached to the session attendance record and the group evaluation.

Session 6 – Harmony and Responsibility in my Home

All adults are responsible for creating a peaceful, structured home environment that enables children's healthy development; children need supportive guidance and routines.

Objectives :

1. Participants will understand that positive parenting techniques such as setting rules and following through with consequences are important for all children in their care.
2. Participants will learn techniques for reinforcing good behavior and decreasing misbehavior.
3. Participants will learn how to establish discipline that recognizes the dignity of all household members

Materials needed :

- Attendance sheets separated for the beginning and end of the session
- Flipchart and markers, if available if not use pen and paper.
- Facilitator Manual
- Parents' hand-out for session 6

Before the session: Be Prepared!

- Arrive for the session 30 minutes before the start time. The facilitators must be on time.
- Sit with participants in a circle to encourage interaction with parents
- Read through all of the materials for this session and make copies of the handouts for each parent/caregiver.
- Review what happened in the previous session, including the fidelity checklist.
- Review the participants group evaluation so you can make any needed changes based on their feedback.

Attendance (date and place must be written down):

Each parent participant must sign the attendance sheet (better to separate arrival and exit sheets). This will include name, age and sex. Mothers and fathers are encouraged to attend all 10 sessions, as parenting is a shared responsibility. Indicate if there is someone else attending with the parent such as a child or other family member. Attendance sheets have to reflect who is present in the session and no one can sign for someone else.

NOTE to Facilitators:

This session may feel difficult and uncomfortable for some parents; they might feel a sense of guilt because of the harsh discipline techniques they have used with their children, but also feelings against their own parents who may have treated them harshly as children. Be aware and underline the positive, so parents realize they can learn new, non-violent discipline techniques to use with their children now and that they do not need to blame their own parents, because just like them their parents were doing the best they could. Over time science and

research has taught us more effective, less harsh discipline strategies. Praise each of these parents for being here to learn these new techniques!

Each technique will have its own drawing so parents can review them in session with you and also during their Parents Support Group. Be ready to practice each of these skills (ignoring, setting rules, distract and redirect, rewards and privileges. Tell parents that you are requesting they practice these skills in their parent support group meetings this week.

1. Introduction (5 mins)

- Welcome parents and praise them for being there.
- Give a brief overview of what you are going to talk about today. Tell parents that you will be discussing setting household rules, ways to encourage compliance with rules, and ways to handle misbehavior.

2. Home Assignment Review (10 mins)

- Ask about home assignment and praise them for trying. Trying is the important part, if you have started the process, you will get there. Did you use the 4 step technique to identify your own feelings?
 - Step 1** Identify the feeling
 - Step 2** Determine the reason
 - Step 3** Honoring the feeling
 - Step 4** Help the child with his feelings. Take action
- How did you nurture and take care of yourself since we last saw you? Did you discuss more ways to take care of yourselves during your parent support groups?
- Ask about their families and children during the last several weeks. Are there any changes since the last session? Have they noticed changes in themselves the way they interact with their children? What positive, nurturing techniques are they using with their children?

Parent Activity: Encourage Playful Parent-child Interactions

- You can use a song like in the previous session; maybe one of the parents wants to sing a song or has prepared her/his own exercise or game they want to share. That is great! Encourage participation, imagination and joy!

Other option to make parents move and laugh:

The Mama Halima song:

You say: Mama Halima, they repeat: Mama Halima, you say: is stirring ugali, they repeat: is stirring ugali you say: by her right hand, they repeat: by her right hand (you and the participants now stir with their right hand).

(Sing the rest of the song in the same way as above.)

Mama Halima is stirring ugali with her left hand (have participants start stirring with their left hand in addition to their right hand).

Mama Halima is stirring ugali with her right leg (have participants start stirring with their right leg, in addition to their right and left hands).

Mama Halima is stirring ugali with her left leg (have participants begin stirring with their left leg in addition to their right leg, right and left hands).

Mama Halima is stirring ugali with her head (have participants start stirring with their heads in addition to all the previously mentioned body parts).

Mama Halima is stirring ugali with her waist (same as above).

Thank participants and ask if their children would enjoy signing a song like this with them!

3. Children need discipline, guidance, and structure (10 mins)

- What do we mean by discipline? What is discipline? Ask parents to describe what they think discipline is.
- Children need to be guided by us as parents to learn how to become good community and family members. They need to know which values/principles will help them to thrive (respecting everyone, taking care of the most vulnerable, looking after siblings, being peaceful and kind, loving family and community, respecting and loving yourself, and being happy!
- Parents can help children learn to value respect for adults and being good people by guiding their behavior. Parents can set household rules, use their attention strategically, and follow through with consequences for behaviors like helping out with household chores, playing cooperatively with siblings and friends, etc..
- We talked before about appropriate expectations. We need to expect from children what they are able to do, no more no less. Children from their side expect us to be parents, to take care of them, to teach them and guide them. Those are also appropriate expectations and necessary roles we all need to fulfill.

Parent Activity:

- What do we want from our children? Open up a dialogue among parents and make a list on the flipchart. Give parents a few minutes to create a list of desired behaviors.

- There are positive, effective discipline strategies that teach children prosocial behaviors and there are less effective, negative, and violent discipline strategies that can teach children how to handle conflict or difficult feeling negatively and violently.
- Why discipline with dignity?

Humiliation only brings frustration and resentment. Violence is humiliating. Children's feelings are human feelings. If you humiliate your children and treat them without dignity or respect, you are teaching them they can treat you and others without respect; you teach them it is ok to humiliate people and disrespect them.

For children to learn best, our words and your deeds must be the same: you say treat people with respect then you must respect people including children!

- *If humiliation does not have place in your children's upbringing, you respect them, you understand their feelings and treat them with empathy, they will feel good about themselves because their parents respect them. You also teach them that everyone deserves to be treated with kindness, respect, and dignity.*

4. Principles of Effective Discipline (10 mins):

- Infants do not need discipline!** You cannot spoil a baby if you pick them up when they are crying. Crying is an infant's way of communicating with us when they have a need.
- Discipline is most effective when parents spend quality, positive time with their children!** If children feel that the time they spend with you parents is not pleasant (you are always yelling at them, complaining, making them work...) they will not want to obey you, or listen to you, or be with you. Fathers and mothers are not there only to set limits but also to play, to enjoy, to have fun with your children of all ages. Parents who spend time creating a loving, positive relationship with their children create a relationship based on respect. Children will want to please you and follow the rules you set!
- Treating all children the same way:** Parents need to treat all children in the house with dignity and respect. If parents treat some kids (for example their own) in a certain way and other kids in the household (for example step kids or orphans) differently the caregiver is teaching discrimination. Your child may think it is okay to treat some people badly, particularly people who are different from them. Treating all children the same teaches fairness, justice, peaceful resolution of conflicts, love and

consistency. You are also more likely to get cooperation from all children and see them cooperating with each other !

- What do you think about that statement: “*We often treat children differently*”?
- Allow parents to think about and answer this question and then add the following :
- ***Children need to be treated with respect and dignity consistently to learn how to treat others.*** Consistency gives children a sense of control and helps them to understand their environment. Parents and caregivers should all use the same techniques for discipline as much as possible. For example: if a child is praised consistently when she does something good like playing peacefully or doing her homework, then she is more likely to continue these behaviors ! Children are also likely to follow household rules when they are known and enforced consistently.
- *All children in the home need to be treated with the same respect and dignity by the adults in the home. Male, female, step-children, and foster children need to be treated equally. When you do this you are modeling for your children how to treat you and others with respect !*

5. Setting up Household Rules (10 mins) :

- For children between 9 months and 3 years: we must have different expectations around following household rules. You will likely have to repeat rules and commands as these children are just learning about limits! If you want your 18 month-old child to pick up her mess, you will need to help her do it until she can understand and do it on her own.
- For children 3-5 years (and older):
- **Setting the rules:** Do your children know what you expect from them? Many times we assume children know the rules of the house and community, but they have never been told. If you want a certain behavior from your child, make sure your child knows what the rules are. Those rules need to be age-appropriate and be communicated effectively. If the child follows the rule or request praise the child.

In a few minutes we will talk about consequences for not following the rules.

Parent Activity (20 mins):

Ask parents to come up with 2 or 3 rules for their young child in small groups of 3 or 4 parents. Encourage parents to be clear and concise with their rules. With young children the fewer rules the better! Young children can only remember and to respect a few rules.

Some examples of clear, polite, positive rules:

- *Everyone in the house must wash their hands before eating; if you do not wash your hands then you will not be able to eat.*
- *Everyone will be treated with respect in our house; if you are not treating others with respect you will need to have a brief time away from the family and the fun they are having.*
- *Everyone is expected to do their chores, if you choose not to complete your chores then you will lose your play time outside for the day.*

Once parents have their rules. Select two parents to come up and practice explaining their rules and consequences to the child. You can use the rules suggested here or you can use the rules parents have suggested. Emphasize that parents need to explain the rules of the house to children in a clear, positive, polite manner. Have the parent in your practice say something like:

“I am really proud of you and I want to continue to help you do well at home and with your friends so I want to tell you about our following household rules. There are three important rules in our house and they are rules for everyone in the house, not just you! The first rule is everyone is treated with respect in our house, the second is everyone will do their chores, and the third is everyone will wash their hands before eating.”

- When rules are set up and agreed upon, you do not need to threaten, because your children will know the consequences; just follow the pre-determined consequences. For example you agree with your children that after dinner at 8 pm they will go to bed. If they do not follow this rule, the next day they will not be allowed to play outside. If your child does not listen he knows he will not be allowed to play outside. **Make sure to follow through with the consequence the next day so the child will learn it is better to follow the rules, then he will not lose his opportunity to play outside. We will talk about this more in a minute. Another consequence for refusing to go to bed on time could be the next day they have to go to bed even earlier at 7 or 7:30 PM.**
- **Earning Privileges:** If children comply with the rules it can be helpful in addition to praising them to give them a reward, like spending more fun, playful time with you! This reinforces their compliance with your rules and commands. You do not need to reward them every time for their compliance, but a reward like spending more positive time with you will go a long way in reinforcing their good behavior!

5. Alternatives to Harsh Discipline : Encouraging Good Behavior (30 mins):

So far we have discussed a few ways of encouraging good behavior and handling misbehavior: setting household rules, earning privileges, and taking away privileges. Now we are going to revisit some of the other strategies we talked about in earlier sessions.

The Golden Rule of Psychology:

We reinforce children's behavior by paying attention to that behavior either positively ("I love you when you are clean and clean your mess") or negatively ("I am going to hit you with a stick if you keep whining.")

- In the above example the parents are increasing a behavior: the first one reinforces cleanliness; the second one reinforces the behavior we do not want, whining.
- Children want attention, whether it is positive or negative. We talked about this in session 3! If we pay attention to negative behaviors, like whining, arguing, and yelling we send a message to the child that these negative behaviors work to get our attention, even if that is negative attention. When you hit your child because she/he did something "wrong", you are reinforcing that "wrong" behavior. If you encourage a child for doing something well then you are reinforcing the "right" behavior. Remember when we talked about praising and ignoring? As parents, praise is one of the most powerful tools you have to shape your child's behavior. When your child is behaving well, tell him what is good about it, and he will want to do more of it!

Praising:

- Children will repeat behaviors that are praised. Praise helps to build self-confidence, empathy, social interaction, optimism, good behavior, and strong relations with parents, healthy and smart brains. Praise and love are the keys to intelligence and development.
- We want to teach children that their positive behavior gets lots of attention from you, and their negative behavior doesn't get any attention.

Ignoring:

- Let's children know that they will not receive our valuable attention for misbehaving. Remember how to ignore?

Distraction and Redirection (especially for young children):

- Can be another way of ignoring and a technique in itself. When a child is showing a behavior you do not want, you pay attention to something else. A child is crying because you took from her a toy that belongs to her brother, so then you start talking about an animal on the farm or tell her "Mary have you seen the food grandma is cooking there?"

CAVEAT: Some behaviors cannot be ignored, when the child is hurting someone else or herself, those can require other techniques: time-out, losing a privilege, etc. We will talk about using time out next time we meet.

PARENT ACTIVITY: Practice "Praising or ignoring my child"

Note: this will be a Review from session 3; that is okay behavior change takes practice!

- Ask a couple of volunteers one to play the role of a son or daughter (agreed on the age of the child 4-5 years) and the other one to play the role of the parent. Ask the volunteers what behavior they dislike of their child (taking siblings toys, spitting food on the floor, screaming and yelling...) and another one they like (child is kind to the sibling, plays quietly, eats food...).
 - Ask them to practice different situations so they can show praise and ignoring techniques for 2 mins each time.
 - Ask the rest of participants to observe and then after the 2 mins comment, positively.
 - Now reverse the roles so the parent is the child and the child the parent. If you practice ignoring first, then practice praise. Explain to parents you praise children for what they do and who they are. Trying is great! There is never enough praise when the child tries to do something well, it does not spoil the child, don't worry. PRAISE, PRAISE, PRAISE!!!
 - Repeat the practice a few times with different parents (up to 15 minutes). This should be fun. This is not only an exercise they need to practice at home; it is the most effective way to help your children achieve behaviors that will help them socially and in life.

6. Home Assignment (5 mins)

- This week decide on two or three household rules and consequences for not following those rules. Explain these rules and consequences to your children. Remember: If your children are under the age of 3 years they will need lots of support, guidance, and reminders about the rules. They are just learning!
- This week you will meet in your parent support groups to review the handouts from today's session and continue practicing the strategies.
- **We will ask you about your rules next time we meet and how your parent support group sessions went!**

7. Evaluation of session (10 mins)

Have a little discussion with the group. Evaluation has to be simple, 4 questions:

1. What did I like best of the session?
2. What questions I would have liked to ask and I did not have time or opportunity to ask?
3. How was this session helpful?
4. Any other comment or suggestion?

8. Group hug: End of session activity (10 mins)

Ask for a volunteer parent to move into the center of the circle and tell everyone that they all will have the opportunity to think of something positive to say about the parent in the middle of the circle (only positive: this is a praising exercise). Each parent in the group will say out loud a praise statement to the parent in the middle of the circle (*You will do this from now on at the end of every session (one parent per session) and probably every parent will get a chance to stand in the middle of the circle and receive praise*).

You start off by praising the parent in the middle of circle by saying something like, "I appreciated your contributions to our group tonight" or "You are a kind and positive member of our parenting group." You can praise for what the participant is and what the participant has done or tried.

Next give every other parent in the group to say a praise statement to this parent.

- Praise each participant and thank them for their participation. Remember to give parents their handout(s).
- Ensure each participant signs the attendance form, taking name, age and sex. If there is someone else attending (a mother with a baby on her back for example) that is fine, indicate it and write it down on the attendance sheet of the day. If someone left of came in during the session write it down also. If someone miss a session remind them they have to catch up through the Parents Support Groups; home visits will help also. To receive a certificate at the end you have to attend all 10 sessions.

10. Post-Session report (Fidelity monitoring):

After the session both facilitators need to check off all completed activities on the fidelity checklist and if there were items that were not completed, please explain why. Please complete the parent feedback section of the fidelity form. This report should be attached to the session attendance record.

Session 7 – My Home will be a Safe Place for my Children and Everyone will be treated with Dignity

The effects of violence in the home on children (biological or non-biological); strategies to help parents and children handle anger and frustration peacefully

Objectives :

1. Parents will understand how violence in the home between adults affects children's development and behavior
2. Parents will understand how harsh corporal punishment affects young children as they develop
3. Parents will learn how to teach young children to calm down

Materials needed :

- Attendance sheet
- Flipchart and markers (if available)
- Facilitator Manual
- Parents' hand-out for session 7

Before the session: Be Prepared!

- Arrive for the session 30 minutes before the start time. The facilitators must be on time.
- Set up the chairs (if you have them) in a circle to encourage interaction with parents
- Read through all of the materials for this session and make copies of the parent handout for each parent.
- Review what happened in the previous session, including the fidelity checklist.
- Review the participants group evaluation so you can make any needed changes based on their feedback.

Attendance (date and place must be written down):

Each parent participant must sign the attendance sheet (better to separate arrival and exit sheets). This will include name, age and sex. Mothers and fathers are encouraged to attend all 10 sessions, as parenting is a shared responsibility. Indicate if there is someone else attending with the parent such as a child or other family member. Attendance sheets have to reflect who is present in the session and no one can sign for someone else.

1. Introduction (5 mins)

- Welcome parents and praise them for being there. Let them know how happy you are to see them!
- Give a brief overview of what you are going to talk about today. You are going to talk about how violence in the home affects children and alternatives to corporal punishment and verbal violence.

2. Home Assignment Review (10 mins)

- Ask about home assignment and praise them for trying.
- Ask parents what two or three household rules they thought of. Ask them if their children followed the rules did they praise their children or if they did not did they give a consequence? Praise parents for any efforts they made.
- Ask parents about their use of the handouts in their parent support group meeting. Did they review the handouts and practice the skills? How did it go?
- **Encourage parents to keep practicing the skills in their support groups and supporting each other in their learning!**

Parent Activity to Encourage Playful Parent-child Interactions (10 mins)

- You can use a song, clapping game, or a different game like in the previous sessions; maybe one of the parents wants to sing a song or s/he has prepared her/his own exercise or game they want to share. That is great! Encourage participation, imagination and joy!

Other option of a game to play that children love:

“I see with my little eye...”

A fun word game is called “I Spy” or “I See”. One person says, “I spy with my little eye, something...” and here we give a hint. Then other people try to guess what it is by asking questions about it. It could be like this:

Give an example using something you can see in the room. Maybe like this:

I spy with my little eye, something that is straight.

<i>Is it part of the building?</i>	<i>No</i>
<i>Is it small?</i>	<i>Yes</i>
<i>Is it bigger than a book?</i>	<i>No</i>
<i>Is it brown?</i>	<i>No</i>
<i>Is it blue?</i>	<i>No</i>
<i>Is it expensive?</i>	<i>No</i>
<i>Is it your phone?</i>	<i>No</i>
<i>Is it sharp?</i>	<i>Yes</i>
<i>Is it a knife?</i>	<i>No</i>
<i>Is it a pencil?</i>	<i>Yes! Congratulations!</i>

3. The Effects of Violence on Everyone in the Home: Toxic Stress (5 mins)

- When children experience harsh physical discipline, they are not taken care of, their parents drink too much alcohol, they are called names like stupid, and/or they are regularly exposed to violence between adults in their home they can suffer from toxic stress.
- Suffering violence or witnessing violence (being exposed to violence) has similar effects on children's brain and development
- This kind of toxic stress can disrupt the development of a child's brain, increase the risk of illness, and interfere with children's ability to think and problem solve, well into the adult years.
- Children also learn that violence is an acceptable way of reacting when angry. Children will be more likely to use violence when they are angry.

Parent Activity: "Body mapping: when I was a child" (20 mins):

NOTE to Facilitators: If you have access to pens and papers, participants can draw their bodies and mark the spots on their bodies where they experience the feeling and memories discussed in the activity below.

- Put parents into pairs for this next activity. *(If they have access to pens and paper ask them to draw an outline of their bodies.)*
- Ask them to remember when they were children. Ask them think about happy and sad memories when they were 3, 4, or 5 years-old.
- Ask them to close their eyes; and picture themselves as children. Ask them to think about the oldest memories of themselves as children. Ask them to remember the feeling, the joy, the pain, the worry, the happiness. Give them time. Then have them share one painful memory and one happy memory with their partner.
(If participants have access to pens and paper they can mark on their body maps where they experience the feelings and memories. They can mark positive feeling and memories with a circle and negative feelings and memories with an x.)
- Ask two or three of them to share one of their memories with the group.
- Did adults understand their feelings? Did they acknowledge their feelings, especially their parents?

Analyze the activity through dialogue and participation with parents. When children experience strong feelings (positive and negative) it shapes who they are becoming in the world. As children we build memories through experiences and feelings. When we were children we wanted our parents to understand our feelings, our children are in the same situation that we lived many years ago. Our children need us to be empathetic, to understand and feel their feelings, so we as parents can respond to those feelings and needs in kind, loving ways.

4. HARAKA HAINA BARAKA (Rushed actions have no blessings): Parents need for personal time to think and calm down (5 mins):

- d. **It is important for parents to take care of themselves in order to respond to their children's needs in a calm, nurturing way. Remember when we talked about this a few sessions back?**
- e. You are not the only parent in the world who gets angry at your kids. We all do. But we learn to stay in control, not only to spare our children the anguish of having an angry parent who yells at them but also because screaming and hitting teach your child to scream and hit when they are upset. When parents do not lose their temper they are modeling appropriate skills for their children.
- f. **Let's think back to the relaxations skills we learned a few sessions back. Ask parents to talk about them and if they have forgotten remind them.**
 - Remind parents about the breathing and thinking of positive thoughts.
 - You may want to refer back to your session 5 outline.
 - Ask parents if they have been using these strategies and praise them for any efforts made!

Parent Activity : Parents taking personal time to calm down (10 minutes) :

- a. Ask parents to think about behaviors their children do to make them feel angry.
- b. Ask parents to think about signs in their body when they are getting angry. Some examples are clenching fists, jaw tightens, muscles tense.
- c. Next have parents practice taking a personal time to calm down using deep breathing and positive thoughts. They will do this practice in groups of two. Have one parent be a child who has misbehaved and broken something of the parents. The parent will practice walking away or taking some slow deep breaths before responding calmly to the child with a consequence such as doing an extra chore for breaking the item.

5. Teaching children to calm down using time out (15 mins) :

- Time-out is a positive discipline technique. It is an alternative to using corporal punishment. It is developed from the concept of ignoring: when a child has exhibited a

negative behavior like hitting, kicking, or biting. The child is placed in a “time-out space,” which is a separate place with no contact or communication with adults or children until the child has calmed down. Remember that young children love attention, and in time out you remove all attention. It also helps them learn to calm down. It is best used when children are behaving aggressively.

- TIME OUT WILL ONLY WORK, IF TIME-IN IS QUALITY TIME. It will not work if they don't get positive attention from you at other times. You need to enjoy time with your children and children need to enjoy the time they spend with you in order for time out to work.
- Before using Time Out, certain conditions need to exist:
 - Time out is for children between the ages of 3 and 10 years-old. Time out will not work for children younger than three because younger children need their parents to help them calm down. Time out will not be effective for children over the age of 10. It is best to use distraction and redirection for children under the age of 3.
 - Make sure the child understands what Time Out is. You cannot expect very young children to understand what it means.
 - Tell your child WHY he is going to timeout. For example: “You hit your brother and that is not safe, so you have to go to Time Out.”
 - Pick a Time Out place that is quiet and away from other people and other fun things. Both parents and other people in the home need to understand the rules and time out, so if the child is sent to time out, everyone respects time out, and no one talks or interacts with the child until time out is over and the child has calmed down.
 - Establish how long Time Out will last- usually it just takes 3 minutes for children to calm down. You will know that your child is ready to come out of time out when they are:
 - No longer yelling and screaming
 - Sitting quietly
 - When they are peaceful, breathing more slowly
 - While the child is sitting in time out everyone else leaves the child alone in order to give the child a chance to calm down so they can come back and play or interact safely.
 - It is critical that parents re-engage the child soon after the child has calmed down and give positive attention to first positive behavior they see the child do after time out is over!
 - Time Out works best for handling problems with aggressive behavior. You have other parenting strategies to use for other misbehaviors.
- When using “Time Out”:
 - **First explain time out to your child and then practice it.** Children need practice when learning a new behavior, just like we do. Tell your child, “from now on

when you hit or hurt another person you will need to take a time out to calm down.”

- If the child hits, tell the child, “you hit you need to go to time out.”
- Once you tell the child that he or she is going to timeout, they must go, no matter what they do or say. They may say: “I promise to be good now” or “But I love you!” Ignore all of those statements and lead the child to the Time Out place peacefully (minimum force if necessary, for example taking the kid calmly by the arm).
- Remind the child Time Out starts when he or she is quiet. Help your child take some deep breaths to calm down.
- After Time Out, praise and redirect the child to an appropriate behavior.

Parent Activity: Time-Out (15 mins):

Have parents practice Time Out. **You will coach the first two parents to practice in front of the group.** Then they can practice in groups of two where one adult will be the “parent,” the other adult will be the “child.”

- Instruct the “parent” to go through the steps of Time Out with the child.
- Instruct the “child” to do whatever the “child” might do to avoid Time Out: whine, blame someone else, get hurt feelings, say it’s not fair, promise never to do it again, say all his friends are waiting, he feels sick, whatever the “child” wants to try to get parents not to administer Time Out.
- Have the parent practice Time Out by role-playing the specific situations.
- The rest of participants observe and positively comment afterwards. It should take not more than 3/5 minutes.
- Discuss the role-play- ask how the “parent” felt and then how the “child felt”. Ask parents to think about a good Time Out space they can use in their homes, thinking about a safe but quiet space.
- Now ask everyone to practice in pairs.

6. Home Assignment (5 mins)

1. *Go home and explain time out to your children and then practice it with them so they understand what time out is and how to calm down. If they are aggressive between now and the next time we meet try implementing time out.*
2. *Remember to take your personal time when you notice you are getting angry; take care of yourself. The most effective way that you can respond when your child is behaving aggressively is to stay calm! Remember you are modeling for them how to handle situations non-violently and children learn from watching what we do!*

7. Evaluation of session (10 mins)

Have a little discussion with the group. Evaluation has to be simple, 4 questions:

1. What did I like best of the session?
2. What questions I would have liked to ask and I did not have time or opportunity to ask?
3. How was this session helpful?
4. Any other comment or suggestion?

8. Group hug: End of session activity (10 mins)

Ask for a volunteer parent to move into the center of the circle and tell everyone that they all will have the opportunity to think of something positive to say about the parent in the middle of the circle (only positive: this is a praising exercise). Each parent in the group will say out loud a praise statement to the parent in the middle of the circle (*You will do this from now on at the end of every session (one parent per session) and probably every parent will get a chance to stand in the middle of the circle and receive praise*).

You start off by praising the parent in the middle of circle by saying something like, "I appreciated your contributions to our group tonight" or "You are a kind and positive member of our parenting group." You can praise for what the participant is and what the participant has done or tried.

Next give every other parent in the group to say a praise statement to this parent.

- Praise each participant and thank them for their participation. Remember to give parents their handout(s).
- Ensure each participant signs the attendance form, taking name, age and sex. If there is someone else attending (a mother with a baby on her back for example) that is fine, indicate it and write it down on the attendance sheet of the day. If someone left or came in during the session write it down also. If someone misses a session remind them they have to catch up through the Parent Support Groups; home visits will help also. Remind parents that in order to receive a certificate at the end of the program they must attend all 10 sessions.

9. Post-Session report (Fidelity monitoring):

After the session the two trainers have to get together Check off all activities on the fidelity checklist and if there were items that were not completed, please explain why. Include the parent feedback on your fidelity sheet in the place indicated. This report should be attached to the session attendance record.

Session 8: Talking and Playing with my Child from Birth will Prepare Her to do Well in Life

Parents play a major role in their children's social, emotional, physical and intellectual development, helping their children learn language, problem solving, and school readiness skills with love and attention.

Objectives :

1. Participants will be able to use a variety of techniques to help their children learn school readiness and community life skills.
2. Parents will be aware of their capacity and role in helping prepare their young children for school and life
3. Parents will learn age appropriate expectations of young children

Materials needed:

- Attendance sheet for arrival and exit
- Flipchart and markers (if available)
- The most traditional stories that are told to children. You do not need to have them on paper but you need to remember one or two for the session
- Facilitator Manual
- Parents' handout for session 8
- Fidelity checklist

Before the session: Be Prepared!

- Arrive for the session 30 minutes before the start time. The facilitators must be on time.
- Sit with participants in a circle to encourage interaction with parents.
- Read through all of the materials for this session and make copies of the parent handout for each parent. You will give them a copy of the handout when they sign out at the end of the session
- Review what happened in the previous session, including the fidelity checklist.
- Review the participants' group evaluation so you can make any needed changes based on their feedback.

Attendance (date and place must be written down):

Each parent participant must sign the attendance sheet (better to separate arrival and exit sheets). This will include name, age and sex. Mothers and fathers are encouraged to attend all 10 sessions, as parenting is a shared responsibility. Indicate if there is someone else attending with

the parent such as a child or other family member. Attendance sheets have to reflect who is present in the session and no one can sign for someone else.

Note:

Prepare one or two traditional Tanzanian stories that parents tell children. Look for positive and nurturing stories that teach good values.

1. Introduction and Welcoming (5mins)

- Welcome parents and praise them for being there. Acknowledge that parenting is a difficult job, but the most important job of our lives.
- Ask about their families and children. Have there been any changes since session 7? Have they noticed changes in the way they interact with their children?

2. Home Assignment Review (10mins):

- Ask about the home assignment and praise them for trying.
- This was an important assignment, because parental skills need to be practiced Which parental skills did they try? Did they praise their children for what they did and who they are? Did they ignore negative behaviors? Did they use positive discipline instead of yelling, criticizing or hitting? How did they work? Did they use time-out? Were both the mother and father practicing the same techniques and supporting each other in the parental practices? It will take time to make positive discipline with dignity a habit. What did they learn? Remember to praise and encourage any attempts parents are making to use the skills they are learning.
- You can remind them of the rules you discussed in session 1 (if needed):
 - Punctuality and attendance (certificate will be given at the end only if you have attended 10 sessions)
 - We respect and pay attention to all
 - Confidentiality

Parent Activity that is fun for children (10 mins):

Did any of the parents prepare a fun activity or song to share with the group? If they did, you use that one. Otherwise let's try one using memory, words, body language, and drawings that they can use with their children. For example:

- To begin:
 1. Ask for a volunteer from your group and ask her/him to describe with non-verbal communication (act like) an object you are going to tell them or show them.

Examples of objects are: kinds of animals, a vehicle, an airplane, a family, a tree, etc..).

2. The audience using verbal communication tries to figure out what the person is acting out.
3. Repeat this two more times with two more parent volunteers.
4. Ask parents how they felt doing this activity. Do they think it would be fun for their children? This is a good game for children because you are playing in a way that encourages thinking and language development.

3. All children in the home need an opportunity to learn and children learn best when their caregivers encourage and support playful interactions! (10 mins.)

- Parents may choose to encourage their children to help out with household chores and parents also need to encourage their children (both boys and girls) to play and attend school.
- Young children (3-5) generally like to help parents with chores. What kinds of chores would be okay for children this age to begin learning about?

Ask parents to brainstorm household chores they can help their children learn at this age. Here are some guidelines to help you with this brainstorm:

- *Children under the age of 5 should not be left without adult supervision*
- *Children under the age of 5 should be helped with chores by caregivers and older siblings*
- *It is the parent's job to take care of children not the other way around!*
- Parents and caregivers model cooperation, teamwork, and respect when they contribute to household chores equally. Children learn that it is important for all family members to contribute to the family.
- When parents help their children with household chores they have an opportunity to increase positive interactions with their children and foster their cognitive development, but remember children learn best when they are having fun and so caregivers need to play with their children everyday!

4. We can use conversation and word play to support our children's literacy skills and school readiness (15 mins):

Parent Activity: Memories of Story Telling

Divide participants in pairs. Ask them to think back to when they were very young.

Ask: Did anyone tell you stories? If so, who told you those stories? What were the stories about? Is there one you remember most of all? Tell a partner about this. Give participants 5 minutes to share their memories with their partner. When you bring them back together,

ask if anyone wants to share with the whole group. Perhaps take 2-3 examples, depending on time. Ask participants what they gained from the experience of being told stories. *(Possible answers could include bonding with the story teller, learning cultural traditions, learning history, learning about family, learning to listen for information, words, story-telling skills.)*

- The activities we will learn today are designed to help children do well in school in addition to all those other benefits listed above. Research has taught us a few important lessons:
 - There is a relationship between listening comprehension (understanding) and reading comprehension. Children who have more conversations understand things better than other children, read better than other children, and do better in school overall. Dialogue helps with school.
 - Playing word games with children helps build their vocabulary (i.e., helps them learn more words), and this helps them learn to read and write in school (even if school is in a different language!)
 - The better a child has mastered the language spoken at home, the more easily the child will learn a new language in school. This requires a lot of language use – both listening and speaking.
 - All these skills help children later in school, and children who have started to learn these skills before they go to school are the ones who do best in primary school.
- Any questions?

“Storytelling” (20mins):

Of course you tell your children stories. Today we want to talk about ways you can use the storytelling to help your children learn skills for school.

Ask parents for an example story that is familiar to them and their children. What are some Tanzanian traditional stories that children and adults know about?

Note: Facilitators you should prepare in advance one of the most popular stories that parents and adults tell children to help parents.

- a) Give parents the following guidance to improve children’s conversational skills, so the story telling is more of a dialogue: When you tell the story, you can ask your child questions about the most important facts after you finish telling the story, like *(please tailor these to the example story you are using- emphasize who, what, where, when, why, how)*:
 - “Who is the story about?”
 - “Where does the story take place?”
 - “What 3 things happened to the main character?”
 - “What is your favorite part?”

(You need to make sure the example questions match your example story – this is just a suggestion.)

- b) Child Predicts Ending: You can ask the child to predict what will happen next. You can do this by stopping at an important point in the story and asking your child, “What do you think the main character of the story will do now?” *(again – please tailor this example question to your example story)*

Note: *for children under the age of 3 you can just tell them stories and this will help build their language skills for when they are ready to talk.*

Parent Activity: Practice the storytelling

Ask for two volunteers, one will play the child role and the other one the parent role. This practice should not last more than 3 minutes.

Note: *Remember to use the parenting skills introduced during previous sessions during this practice. So, for example, the volunteer who is acting as the parent should use good communication skills and praise the “child.” You might say: “That is a really neat ending! I like how creative you are being with the story.” The “parent” can also praise the child’s behavior and say things like: “You are doing a great job listening to the story! Thank you for sitting still beside me.”*

- Next ask the parents how it felt to practice these skills. How did the parent in the child role like this game?

5. Narrating Activities and Summarizing the Day (15 mins):

- Another way to build children’s vocabulary and verbal skills as well as their attention span and memory is to talk about what you are doing and what you have done. You can do this with every day activities.
- When you are cooking dinner, for example, you can talk about what you are doing and ask the child about it. You can describe the things you are doing, for example “I’m filling the pot with water”. What am I doing? (“Filling the pot with water”- your child can repeat). I’m going to use the water to cook the rice. “What am I going to do with the water in the pot? What will I put in the pot now?” A lot of repetition is good for young children. You can also summarize this later. “How did we cook dinner?” Help the child recount, “First, we put water in the pot. Then we put the rice in the pot. We put the pot on the fire. We peeled onions and cut them up...” You can make sure the child tells this in the right order. If s/he skips a step, you can prompt, “I think we did something before that.” Or “I think that comes a little later. What comes first?”
- Narrating and recounting activities is a good habit to get into whenever your child is with you and you are doing something.

- *Let's think about times you could do this. Please talk and suggest activities you do regularly that you could narrate with your child. Possible answers include going to the market, cooking a meal, doing laundry, doing the housekeeping, working in the garden/the farm, taking care of the animals, going to religious ceremonies, family celebrations, etc.*
- You can also summarize the day and if your child is 3 years or older they can help you to summarize the day. In the evening, after dinner, you can ask the child to go through with you what they did all day.
- For example, the child might say, "First I had breakfast. Then I played with Issa." Parent: "What did you play with Issa?" Child: "We played football." Parent: "And then what?" Child: "I went with you to the field" Parent: "Did we go straight to the field?" Child: "Yes." Parent: "I think we stopped to see someone first. Do you remember who that was?" Child: "Oh yes, we saw Auntie Patricia. She gave me a mango. And then we went to the field." Parent: "Yes, that's right. Well done! You are so smart. I am impressed with your memory and how well you describe things. And what did we do in the field?" And so on...

It is also fine to say for your child to say, "I don't know", then you can help your child; you show understanding and compassion, tolerance and affection.

Note: *Point out that the feedback to the child has to be positive and gentle, the parent may need to give hints!*

Parent Activity: Narrating and Summarizing the Day

1. Ask for two parents to practice this skill so the whole group can think about and positively comment on the practice.
2. One parent will be a parent and one will be the child who is 4 years-old.
3. Tell the parent and the child to talk about making and eating dinner.
4. Make sure you listen when they are working to see if they are giving positive feedback and gentle hints; praise them. If you heard some inappropriate interactions, politely suggest ways to transform the ideas into more positive feedback and even better if you invite other parents to give some helpful, positive suggestions is the parent has a difficult time. Parents will need some concrete examples.
5. Praise the parents and encourage them to use both techniques at home, you can do a little reenergizing if you feel like to start the third activity.

6. Word games (10 mins):

Playing the Animal Game

This is a fun vocabulary game you can play with your child when you are walking somewhere or when you are waiting somewhere. Games can help children keep from getting bored and misbehaving!

You and your child/children (you can play this with more than one child) take turns thinking of an animal and answering questions about the animal so that the others can guess what the animal is.

We'll do a demonstration now. I'm thinking of an animal and you are going to ask me questions about it until you can guess what animal I am thinking of. I can only answer yes or no.

You can think of a goat. Say: "Now you can ask me any yes/no questions so that you can figure out which animal I am thinking of." You might have to give an example question to get started. It could go like this:

<i>Is it bigger than a dog?</i>	<i>Yes</i>
<i>Does it have 4 legs?</i>	<i>Yes</i>
<i>Does it make a lot of noise?</i>	<i>Yes</i>
<i>Is it dangerous?</i>	<i>No</i>
<i>Can you eat it?</i>	<i>Yes</i>
<i>Is it a cow?</i>	<i>No</i>
<i>Does it make milk?</i>	<i>Yes</i>
<i>Is it a goat?</i>	<i>Yes! Congratulations!</i>

Did you notice all the vocabulary we used? Bigger, dog, leg, noise, dangerous, eat, cow, milk (these are examples, but list the words that actually were said during the exercise)...

The thinking that your children do asking and answering questions is good practice for school. What other animals do you think your children might know?

Parent Activity: Playing the Animal Game

Lead the group in brainstorming some more animals.

Next have them practice in groups of 3, one person will think of an animal and the other two ask questions to try to guess it.

How did that go? Was it fun? Could you guess the animals? Any problems? *Lead a short discussion of their experiences. Bring up for discussion any issues you noticed when they were practicing – like using yes/no questions, giving positive feedback, etc.*

7. Other ways parents can help children prepare for school? (5 mins):

- Open discussion with parents about this. Make a list in a flipchart and encourage them to use all those techniques as part of their parental skills.
- Some suggestions can be:
 - Singing songs- babies especially love when we sing songs to them!
 - Spend more time with the children playing and talking
 - Encourage child participation in family matters
 - Maintain a good atmosphere at home, peaceful and loving
 - Encourage positive playing with children including counting, piling objects, remember words and letters, drawing and coloring, etc.
 - “Serve and Return”
- Praise the parents and thank them for those ideas.

8. Home Assignment (5 mins):

- Ask parents which activity they think they will try with their children: storytelling, animals game, narrative and summarizing the day.
- Tell parents you are looking forward to hearing how their games go with their children when you meet next.

9. Evaluation of session (10 mins):

Have a little discussion with the group. Evaluation has to be simple, 4 questions:

1. What did I like best of the session?
2. What questions I would have liked to ask and I did not have time or opportunity to ask?
3. How was this session helpful?
4. Any other comment or suggestion?

10. Group hug: End of session activity (10 mins)

Ask for a volunteer parent to move into the center of the circle and tell everyone that they all will have the opportunity to think of something positive to say about the parent in the middle of the circle (only positive: this is a praising exercise). Each parent in the group will say out loud a praise statement to the parent in the middle of the circle.

You start off by praising the parent in the middle of circle by saying something like, “I appreciated your contributions to our group tonight” or “You are a kind and positive member of our parenting group.” You can praise for what the participant is and what the participant has done or tried.

Next give every other parent in the group to say a praise statement to this parent.

- Praise each participant and thank them for their participation. Remember to give parents their handout(s).
- Ensure each participant signs the attendance form, taking name, age and sex. If there is someone else attending (a mother with a baby on her back for example) that is fine, indicate it and write it down on the attendance sheet of the day. If someone left or came in during the session write it down also. If someone misses a session remind them they have to catch up through the Parent Support Groups; home visits will help also.

11. Post-Session report (Fidelity monitoring):

After the session both facilitators need to check off all completed activities on the fidelity checklist and if there were items that were not completed, please explain why. This report should be attached to the session attendance record.

Session 9: Clean, Fed, and Nurtured Children are Happy and Healthy Children

Parents can have lasting positive effects on children's health when they are involved in their children's hygiene and nutrition through simple routines and guidance

Objectives :

1. Participants will learn about how illness in children is caused by bacteria found in human and animal feces that children touch and then put their hands in their mouths.
2. Participants will learn hygiene and other techniques in order to reduce the rate of illness in children from fecal bacteria.
3. Participants will know where to go for help with vaccines, malaria, and other illnesses.

Materials needed :

- Attendance sheet for arrival and exit for participants
- Flipchart and markers, if possible. Otherwise use paper and pen
- Facilitator Manual and fidelity checklist
- Session 9 handout(s)

Before the session: Be Prepared!

- Arrive for the session 30 minutes before the start time. It is important that the facilitators are on time.
- Sit in a circle to encourage interaction with parents
- Read through all of the materials for this session.
- Review what happened in session 8, the parent evaluations, and the fidelity checklist
- Review the participant evaluations from session 8 so you can make any needed changes based on their feedback.

Attendance (date and place must be written down):

Each person signs the attendance sheet. This will include name, age and sex. Mothers and fathers (caregivers, also if there are polygamous families and caregivers who are grandparents or foster parents) must attend all 10 sessions, as parenting is a shared responsibility. This is a different session and many more people of the community and children will attend. This is the only session that will not need an exit attendance sheet separated.

1. Introduction (10 mins.)

- Welcome parents and thank them for coming ! Remind them that the next session will be the last Healing Families program session. Let them know you are going to prepare for session 10 later on in this session.

Parent Activity that is fun for children:

Did any of the parents prepare a fun activity or song to share with the group? If they did, you use that one.

If not you can use the following song:

Kama tukilea wote, pamoja, pamoja
 Kama tukilea wote pamoja tutashinda
 Mtoto wako, ni wangu
 Mtoto wangu, ni wako
 Kama tukilea wote pamojoa tutashinda

English:

If we take care, together, together
 If we take care together we will win
 Your child is my child
 My child is your child
 If we take care together we will win

2. Home Activity Review: (10 mins):

- Ask parents which activity they tried with their children: storytelling, animals game, narrative and summarizing the day.
- Ask parents who were able to do any of these activities how they went. Ask parents how their children responded and how they as parents felt playing these games. Did they have fun?

3. Parents as the First Line of Defense Against Childhood Diseases (30 mins):

- When we leave children to play on their own, they play in the dirt, their hands get dirty and they put their hands in their mouth. It is developmentally appropriate for young children to put their hands in their mouth- we cannot stop child from doing this; it is one way they explore and experience the world around them !
- The dirt is mixed with poop from the animals (chickens, goats, and cows) and this poop is full of a harmful bacteria called ‘e. coli’
- This bacteria in the poop causes invisible damage to the children’s intestines, making it harder for children to absorb the nutrients in their food, and making it easier for the bacteria to cross through the thin lining of the intestines and into the blood stream. This causes a chronic infection that stays there, quietly, all the time.

Guided Parent Discussion :

- Let's think for a minute about weeding our crops. What happens when we do not weed our crops? Do the crops grow properly? How do our crops look? The bacteria that comes from poop does the same thing to your children. Show pictures of a crop that is healthy and one that is full of weeds.
- Many children have this invisible infection right now. They don't feel sick, they act happy, but they are absorbing less nutrients from the food you give them, and the bugs in their blood are decreasing their immunity to other infections, so they get sick more often from other diseases like diarrhea, cough or fever.
- Over time, your child will grow less tall, his/her body and brain won't develop as well because they are not getting the nutrients they need to grow properly. This is called stunting.
- Stunted children perform less well in school, they earn less money later on in life, and they are more likely to have babies of their own who are born stunted. We have to stop this vicious cycle now!
- *Let's talk about the ways that children come into contact with e coli.* Guide a discussion with parents and ask them to think about how children come into contact with e coli. Let the parents generate some ideas first and then add the following if needed :
 1. Human feces
 2. Animal feces- chickens, goats, cows
 3. Raw meat
 4. Vegetables and fruit that are not washed

Where are human and animal feces found :

- Near places where humans defecate
- Where we are cooking raw meat
- Anywhere where animals are laying, walking around, and eating
- On our hands after was defecate

What we can do about it:

- Keep your children separate from the animals. Keep the animals in one space, and let your children play in a different space. Make a fence, or construct a pen for the animals
- Wash your children's hands often. Wash their hands with soap or ash before they eat, wash their hands after they defecate, wash your hands before you feed them.
- Dispose of all feces (children and animal and adult) and nappies in a separate place far away from children. Preferably in a toilet or bury them.
- Create a way to get clean water, to wash your hands often, and drink only boiled and filtered water.

Parent Activity: Keeping Children away from E Coli

- Ask parents to think about ways they can create a safe space for their children to play. Can they keep their chickens in a pen? Could they have a separate place for everyone to

defecate that is far away from where young children play? Write their ideas on the flipchart or a piece of paper (you will ask them next week about this).

- Next ask parents to think about how they will ensure their children frequently wash their hands with soap and water. When will they do this? Will they enlist the help of older children? What will their new hand washing routine look like? Ask them whether they can construct a hand washing place at home. What materials will they use?

4. Proper Hand Washing Demonstration and Practice (15 mins)

Now you will demonstrate proper hand washing. If you have running water available near where your group is located then use the running water. If not bring a bucket with clean water and a pitcher. You will also need a piece of soap. If you are using a bucket and pitcher have your co-leader pour the pitcher of water over your hands and make sure it is not over the bucket of clean water! Follow the steps below in the picture.



Then just let your hands air dry.

Now it is the parent's turn to practice. Have parents pair up and take turns washing their hands with soap and water.

Note to facilitators: If you have access to the internet, the below video is on You Tube and

http://www.youtube.com/watch?v=w_RwRoiwe6Q

5. Where do I go when I have questions related to health and nutrition in my village (15 mins.)

- There are people in your village who can help you with health related concerns and questions.
- Every Ward has a Health Center where there is a Clinical Officer that can help with health related issues. The Clinical Officers can tell you where the nearest dispensary is and all children under 5 are entitled to medication that is paid for by the Government.
- The Health Centers also provide free HIV testing and counseling, treatment for HIV, tuberculosis, malaria, and leprosy.
- The Health Centers provide vaccinations for young children to protect them against deadly diseases.
- Every village also has child protection workers and Village Executive Officers that can help you find health care resources.

6. Home Assignment and Planning for our last Session (20 mins):

- Ask parents to create a hand washing routine with their children this week. Encourage parents to talk about hand washing and safe play spaces in the parent support groups. Tell parents you want them to continue to discuss this issue, as well as nutrition, parental skills and tools, practice parental skills, etc.
- Plan for the last session: ask parents how they would like to make and present their commitment to positive parenting to the community in the last session. Tell them you will be inviting their children, village leaders, family, and friends to attend the last session to celebrate their completion of this 10 week program.
 - Some suggestions for presenting commitments to positive parenting, if parents are not sure what to do: they could make a group pledge to continue to practice positive parenting and to share what they have learned with other community members, they could sing a song that honors positive parenting, or they could make individual, brief pledges. Make sure they decide what they are going to do before you end the session today.

7. Evaluation of session (10 mins):

Have a little discussion with the group. Evaluation has to be simple, 4 questions:

1. What did I like best of the session?
2. What questions I would have liked to ask and I did not have time or opportunity to ask?
3. How was this session helpful?
4. Any other comment or suggestion?

8. Group hug: End of session activity (10 mins)

Ask for a volunteer parent to move into the center of the circle and tell everyone that they all will have the opportunity to think of something positive to say about the parent in the middle of the circle (only positive: this is a praising exercise). Each parent in the group will say out loud a praise statement to the parent in the middle of the circle.

You start off by praising the parent in the middle of circle by saying something like, “I appreciated your contributions to our group tonight” or “You are a kind and positive member of our parenting group.” You can praise for what the participant is and what the participant has done or tried.

Next give every other parent in the group to say a praise statement to this parent.

- Praise each participant and thank them for their participation. Remember to give parents their handout(s).
- Ensure each participant signs the attendance form, taking name, age and sex. If there is someone else attending (a mother with a baby on her back for example) that is fine, indicate it and write it down on the attendance sheet of the day. If someone left of came in during the session write it down also. If someone miss a session remind them they have to catch up through the Parents Support Groups; home visits will help also. To receive a certificate at the end you have to attend all 10 sessions, so if they haven't parents support groups need to help those participants to catch up and get ready for session 10: pledge, testimonies, etc.

9. Post-Session report (Fidelity monitoring):

After the session the two trainers have to get together Check off all activities on the fidelity checklist and if there were items that were not completed, please explain why. This report should be attached to the session attendance record.

Session 10 – Celebration, Review and Commitment to Positive Parenting

Objectives :

4. Participants of the program will present the curriculum and what they have learned in front of their families, village leaders, other community members.
5. Participants of the program will receive certificates of participation and make a commitment to positive parenting.

Materials needed :

- Attendance sheet for arrival and exit for all participants, not only parents
- Flipchart and markers, if possible. Otherwise use paper and pen
- Certificates for completing the program
- Facilitator Manual
- Refreshments for participants if possible

Before the session: Be Prepared!

- Prepare certificates for all participants so they are ready for your session.
- Arrive for the session 30 minutes before the start time. It is important that the facilitators are on time.
- Sit in a circle to encourage interaction with parents
- Read through all of the materials for this session.
- Review what happened in session 9, the parent evaluations, and the fidelity checklist
- Review the participant evaluations from session 9 so you can make any needed changes based on their feedback.

Attendance (date and place must be written down):

Each person signs the attendance sheet. This will include name, age and sex. Mothers and fathers (caregivers, also if there are polygamous families and caregivers who are grandparents or foster parents) must attend all 10 sessions, as parenting is a shared responsibility. This is a different session and many more people of the community and children will attend. This is the only session that will not need an exit attendance sheet separated.

1. Introduction (10 mins.)

- Welcome everyone and praise everyone for being there. Smile and be positive, you made it through the Healing Families program and so did the participants!
- Both facilitators should introduce themselves to everyone that has joined for this last session and celebration.

- To bring everyone into the spirit of positive, nurturing parenting ways ask everyone to sing a song (you decided on that song in the previous session). You have to select the song in advance and one that everyone can sing together.

A Suggested Song:

*Watoto, Watoto kwanza eeh, kwanza eeh
 Watoto, Watoto Kwanza eeh, kwanza eeh
 Tuwalinde Watoto hawa, Tuwalinde Watoto hawa
 Tuimarisho Familia!*

English:

*Children, Children, First, First
 Children, Children, First, First
 Let us protect children, let us protect children
 Strengthening Family*

2. Presentation of Healing Families Program by Participants (10 mins):

- Ask the participants to introduce themselves and their children
- Then ask for guests to introduce themselves

3. Presentation of the Curriculum (30 mins)

The facilitators introduce the program.

- This program was developed for families in the Kasulu region with children birth to 5 years. The program focused on increasing parent knowledge about how children develop and how parents can influence their children's development in positive ways.
- This program is based on previous IRC experiences in Liberia, Burundi, Uganda, and Thailand and it is evidence-informed.
- It was a 10-session parent group program with at least one home visit for each family
- Each session was approximately 2-hours long.
- Parents created parents support groups to support each other during the program

Now we are going to introduce each of the sessions and invite the parents to explain to you what we discussed and learned during those sessions.

Note for Facilitators:

Among the participants, ask the parents (who agreed in session 9) to talk about skills they are using with success for each of the topic below. Parents should be able to give examples of skills they learned and how they are using them!

Read the title and description of each session and then have parents explain some of the skills and information they learned. Just have one parent speak on each session (briefly).

This will not only be a presentation for community and family members, but a good review for participants in the Healing Families Program.

Welcome To Our Healing Families Program

Introduction to the Healing Families Program and the concept of Nurturing Young Children from Birth with Love and Care to Promote Healthy Brain Development

Session 2: Loving, Playful Interactions Promote Healthy Growth and Development

How Parents Influence and Shape their Children's Social, Emotional, Physical, and Cognitive Development

Session 3 : I Can Help My Child Learn Positive, Prosocial Behaviors

When I provide good supervision and spend quality time with my child I can help increase my child's positive behaviors !

Session 4: Empathy and Mutual Respect between People of all Ages, Religions, Cultures, Races, and Genders Promotes Peaceful Homes and Happy, Healthy Children

Communication with Children using Warmth and Empathy increases understanding and decreases frustration between children and their caregivers, improves relationships, and reinforces attachments needed for healthy development.

Session 5: I need to Take Good Care of Myself so I can Take Good Care of my Children

Parent social and emotional Health and well being is a necessary ingredient for healthy parenting practices; Parents Respecting Each other and themselves contributes to an environment that supports children's healthy development

Session 6 – Harmony and Responsibility in my Home

All adults are responsible for creating a peaceful, structured home environment that enables children's healthy development; children need supportive guidance and routines.

Session 7 – My Home will be a Safe Place for my Children and Everyone will be treated with Dignity

The effects of violence in the home on children (biological or non-biological); strategies to help parents and children handle anger and frustration peacefully

Session 8: Talking and Playing with my Child from Birth will Prepare Her to do Well in Life!

Parents play a major role in their children's social, emotional, physical and intellectual development, helping their children learn language, problem solving, and school readiness skills with love and attention.

Session 9: Clean, Fed, and Nurtured Children are Happy and Healthy Children

Parents can have lasting positive effects on children's health when they are involved in their children's hygiene and nutrition through simple routines and guidance

4. Ask each parent to share what they enjoyed most about the Healing Families program (15 mins):

- You asked parents to think about this at the end of session 9 and to come prepared to talk about what they enjoyed or learned most from this program.
- Go around to each parent and have them share out loud what they liked most about the program, or what their favorite positive parenting strategy is, or what they learned the most in the program.

5. Praise for Parents and Feedback from Guests (20 mins.)

- Ask the guests to share words of encouragement and support. And thank them for being

there. You can ask guests to share what they have noticed about any positive changes parents in your group have made. You can also ask guests to talk about how they will continue to support changes parents have made.

6. Encouragement for continuation of parent support groups (10 mins):

- Let parents and guest know that continuing to support each other in positive parenting will be necessary in order to continue raising happy, healthy children.
- Tell them you hope they will continue to meet together in their parent support groups to help and encourage each other.

7. Presentation of certificates and public commitment to positive parenting (15 mins):

- Invite parents to now present their commitment to positive parenting in front of the guests. They may have chosen a song, story, or a group pledge.
- Invite the Ward Executive Officer or another official village representative up from with you to help you hand out the parent certificates.
- After the certificates are handed out invite the Ward Executive Officer or his/ her representative to say some words of encouragement and congratulations.

8. Ending of the Healing Families Program and closing of the group by the parent chairperson (5 mins):

- You asked the group chairperson to prepare a closing speech in the previous session.
- The chairperson will now close the group.

9. Home Assignment (5 mins):

- Remind parents that they now have the responsibility to continue practicing positive parenting with their children and you are hopeful that they will share what they have learned with their community and fellow parents!

10. Post-Session report (Fidelity monitoring):

After the session the two trainers have to get. Check off all activities on the fidelity checklist and if there were items that were not completed, please explain why. This report should be attached to the session attendance record.

APPENDIX:

Parent Facilitator Fidelity Checklist.....page 87

Helping Parents set up Support Groups.....page 90

Home Coaching Guideline.....page 91

Healing Families

Group Leader Self Monitoring Fidelity Checklist

Facilitators must fill out a separate fidelity checklist after every Healing Families session.

Group Leader 1: _____ Group Leader 2: _____

Name of Community: _____ Date: _____ Session #: _____

PROGRAM FIDELITY AND METHODOLOGY		Group Leader 1	Group Leader 2
		Please circle yes or no for each session step/activity.	
1	Did you review the homework activity with the participants? (e.g. ask participants if they did their homework, ask participants to share their experience)	Yes	No
2	Did you follow the activities/exercises as described in the manual?	Yes	No
	Completed session step 1	Yes	No
	Completed session step 2	Yes	No
	Completed session step 3	Yes	No
	Completed session step 4	Yes	No
	Completed session step 5	Yes	No
	Completed session step 6	Yes	No
	Completed session step 7	Yes	No
	Completed session step 8	Yes	No
	Completed session step 9	Yes	No
	Completed session step 10	Yes	No
Completed session step 11	Yes	No	
3	Did you clearly and accurately explain the information as described in the manual, using language that is appropriate and easy for participants to understand?	Yes	No

4	Were you warm, friendly, non-judgmental and respectful to participants? (e.g. smiled, addressed participants politely)	Yes	No
5	Did you make the participants feel comfortable to ask questions and share their ideas? (e.g. asked participants to share their views and experiences, asked if anyone had any questions)	Yes	No
6	Did you demonstrate active listening when participants were speaking? (e.g. made eye contact with participants when speaking)	Yes	No
7	Did you check to make sure participants understood and followed the session? (e.g. by asking open-ended questions)	Yes	No
8	Did you provide supportive feedback to participants? (e.g. praise participants for doing their homework or thank them for sharing their experience)	Yes	No
9	Did you use stories, personal examples, proverbs or sayings to explain ideas during the session?	Yes	No
10	Did you play games, sing songs, or do other energizer and ice breaker activities during the session?	Yes	No
11	Did you complete the skills practices as they were outlined in the manual?	Yes	No
12	Did you give and explain homework activities to the participants at the end of the session?	Yes	No
13	Were you prepared for the session? (e.g. prepared flip charts in advance, appeared familiar with the topics and activities, read through this session in your manual)	Yes	No
14	Did you support each other and equally divide facilitation of the activities in the session?	Yes	No

GROUP PARTICIPATION

15	Did <u>all</u> participants, both male and female, actively participate in the session?	Yes	No
16	Did participants ask questions during the session?	Yes	No
17	Did participants share their thoughts, feelings or experiences during the session?	Yes	No
18	Did participants get along with one another in the group?	Yes	No
19	Did participants appear to understand and follow the topics in the session?	Yes	No
20	Did participants participate in the games, songs and other energizer or ice breaker activities during the session?	Yes	No

TRAINING LOGISTICS

21	Did you provide the families with something to drink?	Yes	No
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ATTENDANCE

22	How many adults are present in today's session?	
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23	How many adults were absent from today's session?	
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End of Session Evaluation for Parents <i>(Attach to fidelity form for each session)</i>	Please write what the parents reported for each question.
What did the parents like best about this session?	
What questions would they have liked to have asked that they did not have time to ask?	
What did they find helpful about this session?	
Any other concerns or comments?	

Guidelines for Setting up Parent Support Groups

As part of the Healing Families Program you will encourage parents to form small support groups, 4-6 parents per group in order to support each other in learning the Healing Families parenting skills.

- At the end of session 1 (save about 15 minutes for this) help parents decide how they will split up into their groups. Some suggestions:
 1. Group them up according the geography that way it will be easier for them to get together.
 2. Group them up according to the age of their children.
 3. Or just let them decide if they have some ideas about how to do this.

- Then explain to them what the purpose of the support groups are:
 1. Parent support groups will help you strengthen your learning of this material as you will be able to talk to each other about the skills and even practice!
 2. Parent support groups are to be positive and supportive. We want you to praise and encourage each other.
 3. You can also talk about problems you might be having at home with your children or another family member and generate some solutions together.
 4. This program will end after 10 weeks and we want you to keep meeting and supporting each other. Parenting is hard work!

Healing Families Home Visit Guide

Every family will receive at least two home visits from a facilitator during the course of the 10 week group. Each home visit will last for approximately 1 hour.

NOTE: Home visits should begin with parents after the 3rd week of the group. Between the two groups you are facilitating, you will need to complete home visits for 10-15 parents per facilitator. You need to complete all of your home visits before the last parenting group session. You will need to complete a minimum of 4 home visits per week, beginning after the 3rd parenting group session.

Name of the Group Leader completing the home visit: _____

Name of Community Home visit is taking place in: _____

Name of family: _____

Date: _____ Present for home visit: _____

This coaching session is to support parents in implementing the positive parenting skills they are learning in your Healing Families Group. You will be providing the parent with encouragement and praise for the progress they are making and helping them to problem solve any parenting issues they want to talk about.

Guidelines and tips for a successful coaching session:

1. At the end of session 3 in your parent group remind parents that home coaching sessions will be starting and you will be arranging to visit all of them in their homes to provide extra support in implementing these new parenting skills.
2. Schedule the home visit ahead of time with the family at a time that is convenient for them.
3. Make sure their child(ren) will be home as you want to see how they are using these parenting skills with their children.
4. Ask if the parent or caregiver has anything specific they would like to talk about while you are there and if they do, address that first.
5. Then ask the parent to show you how they are implementing their new skills by playing with, feeding, or doing another activity they choose with their child. Please bring something the parent and child can play with (toys for kids 0-5 are the target of the

project) in case the parent does not have anything at home. You can also plan to help them create a toy or show them how to use something they have in their home as a toy for their child.

6. When they are done playing or interacting praise them for any efforts they made using positive parenting skills and gently offer some suggestions about talking too, looking at, or smiling at their child if you did not see them do some of these things.

For example: You could say, wow I really noticed how your baby looks at you when you look at her and that makes her feel so good and special. Another way we can help children feel happy and special is by smiling at them. Are there times when you notice your baby smiling? Then you can ask the parent to see if they can get their baby to smile by smiling at their baby.

7. After you have finished coaching the parent in their positive interactions and addressing and questions or concerns they have, please ask the following questions to the parent and then fill out the home visit activity table below:

Questions for parents:

1. How often are you able to spend positive time with your child(ren)? What kinds of things are you doing with them?

2. When your children behave well are you using praise and words of encouragement? What are some words of praise you are using?

3. What other positive parenting techniques, which we have talked about in our sessions, are you using? How do you use them? How often?

Please fill out the following table by circling yes or no for each activity listed:

		Please circle yes or no for each session step/activity.	
1	Did you greet the parent and ask how they are doing.	Yes	No
2	Did you ask about their most recent home assignment and if they were able to implement the skills with the child? For example if you are visiting them after session 4 you will want to ask them if they practiced empathy with their child and how it went.	Yes	No
3	Did you document and comment to the parent about the positive skills you are seeing them do well and help them see other ways of positively interacting with their child?	Yes	No
5	Did you ask the parent if there is anything specific they would like to discuss during this home visit?	Yes	No
6	Did you demonstrate active listening when parents and children were speaking? (e.g. made eye contact with participants when speaking)	Yes	No
7	Did you praise the parent for all of the efforts they are making using their positive parenting skills?	Yes	No
8	Did you thank the parent for letting you come and visit their home?	Yes	No

Thank the parent for allowing you to visit their home!

NOTE: Please save all home coaching forms to turn in for data collection at the end of the intervention.