

Nurturing Parenting Programs



*NPP-Parents and Their Infants,
Toddlers, and Preschoolers*



*NPP-Young Parents and Their Families
NPP-Nurturing Skills for Families
NPP-Nurturing Fathers*

Goals

The goals of the Nurturing Parenting Programs (NPP) are the following: 1) to prevent recidivism of abuse and neglect in families receiving social services, 2) to stop the intergenerational cycle of child abuse by teaching positive parenting behaviors, and 3) to lower the rate of multiple teenage pregnancies (source: <https://www.nurturingparenting.com/>).

Program Features

The Nurturing Parenting Programs are a set of family-based programs that can be offered in a group setting, in a home-visiting setting, or as a combination of both group meetings and home visitation (Nurturing Parenting website). Components of each of the programs include 1) developing empathy, facilitating parent-child bonding and attachment; 2) teaching parents appropriate expectations of children's growth, particularly ways to promote children's feelings of self-worth, trust, and security; 3) employing discipline that promotes the dignity of children and adults; 4) empowering adults and children to nurture themselves, others, and their environment; 5) promoting positive self-worth; and 6) helping all family members develop a meaningful level of self-awareness and acceptance.

An array of NPP programs are designed for specific populations and to meet certain levels of need, including:

Primary prevention - Some versions of NPP are meant for primary prevention and are appropriate for many types of families. NPP versions that are designed to prevent the development of poor parenting behaviors are short-term, approximately five to 18 sessions.

Secondary prevention - Other NPP programs are designed to offer secondary prevention targeted to high risk families. These programs that are designed to "intervene" to prevent escalation in the early stages of maltreatment are generally from 12 to 20 sessions.

Nurturing Parenting Programs Snapshot

- **EC Profile Indicator:** FS30 - Percent of children age 0-5 with an investigated report of child abuse/neglect
- **Clearinghouse Rating:**
 - SAMHSA National Registry of Evidence-Based Programs and Practices
 - Home Visiting Evidence of Effectiveness
- **Research supports** use with families at risk for abuse and neglect
- **Related Smart Start outcomes:**
 - Increase in positive parenting practices
- **Purveyor Training required:** Yes
- **Dosage:** Varies by version of NPP
- **Suggested Assessments:** Adult-Adolescent Parenting Inventory (AAPI)
- **Implementation Guidance:** <http://nurturingparenting.com>.

Tertiary prevention - And still other versions of NPP are meant for tertiary prevention, specifically for parents who may already be involved with the child welfare system. These parenting programs are designed to “treat” abusive and neglectful parent-child or parent-teen dysfunctional interactions and are generally 15 to 25 sessions.

Parenting stressors and appropriate practices can vary with the age of the child. Certain NPP programs are designed specifically for parents of children of a certain age. Specific NPP programs relevant for families with children age 0-5 include:

NPP for Parents of Children Ages 0-5	Prevention Level	According to Family Development Resources which developed NPP:
Young Parents and Their Families	Tertiary	“The Nurturing Program for Young Parents and Their Families is referred to as a competency-based program. Each lesson has identified competencies the parents need to learn in order for their parenting practices to improve. Parents attend 16 group sessions each lasting 2 1/2 hours. Families can also receive individual home/parent sessions between the group sessions to ensure the knowledge and skills presented in the group sessions are being implemented in home.”
Nurturing Skills for Families	Secondary	“Nurturing Skills for Families is an innovative model of the Nurturing Programs that is designed to provide flexibility to meet the needs of families with children ranging in age from birth to 11 years old. The Lesson Guide for Parents contains over 80 individual lessons presented in 18 competency areas. Core competency lessons form the basic structure of the program. Additional supplemental lessons allow parent educators to tailor the program to the needs of the group or family.”
Parents and Their Infants, Toddlers, and Preschoolers - Group Sessions	Tertiary	“Developed, implemented and validated throughout the state of Louisiana, this evidence-based program provides intense group and individual home/parent sessions to families receiving services from child welfare. Parents attend 16 group sessions each lasting 2 1/2 hours.”
Parents and Their Infants, Toddlers, and Preschoolers - Home Based	Tertiary	“In addition to the group sessions defined above, families can also receive up to 7 individual home/parent sessions between the group sessions to ensure the knowledge and skills presented in the group sessions are being implemented in home.”
Nurturing Fathers	Secondary	“The Nurturing Father’s Program is a 13-week group-based program for developing attitudes and skills for male nurturance. The group of 8 to 16 fathers meet weekly for 2½ hours. The Nurturing Fathers Program is an adaptation of the Nurturing Program philosophy and lessons designed and implemented specifically for dads.”

Those implementing NPP must select a specific program. Please see the Nurturing Parenting Programs website to learn about each program. <http://nurturingparenting.com>.

Target Audience

The Nurturing Parenting Programs target all families at risk for abuse and neglect with children birth to 18 years of age. The programs have been adapted for special populations, including Hmong families, military families, Hispanic families, African-American families, teen parents, foster and adoptive families, families in alcohol treatment and recovery, parents with special learning needs, and families with children with health challenges.

Documented Outcomes for NPP-Parents and Their Infants, Toddler, and Preschoolers

	Type of Study	Outcomes	
		Improved parenting and child rearing beliefs and practices*	Reduction in child abuse or reports of maltreatment*
Americorps (2015) ⁱ	Quasi-Experimental	✓	✓
Bavolek et.al. (2012) ⁱⁱ	Non-experimental	✓	
Hodnett et.al. (2009) ⁱⁱⁱ	Non-experimental	✓	✓
Maier et.al. (2011) ^{iv}	Non-experimental		✓
Montanez et.al. (2010) ^v	Non-experimental	✓	

This table contains outcomes found to be associated with the program or approach. Individual studies may contain additional outcomes that were tested and not found to be associated with the program or approach.

*Aligned with Smart Start Outcomes *Increase in positive parenting practices*

Research Evidence for NPP-Parents and Their Infants, Toddler, and Preschoolers

- The program is linked to improved parenting and child rearing attitudes as assessed using the Adult-Adolescent Parenting Inventory-2 (AAPI-2) and a reduction in child abuse or reports of maltreatment.

Review of Experimental and Quasi-Experimental Studies

Citation	Americorps Impact Evaluation: Sacramento Family Support Collaborative Birth and Beyond Home Visitation Program. (2015).
Population and Sample	1,312 parents enrolled in one of two groups (treatment and comparison) 31% African American, 32% Latino/Hispanic, 18% White; 52% 20-29 years of age; 68% English speaking; 40% never married, 27% married, 17% living with partner, 11% divorced/separated; 38% with one child, 26% with 2 children, 66% with 3 or more children; 71% unemployed and low-resource.
Methodology	Quasi-experimental
Purpose	<ul style="list-style-type: none"> • The Birth & Beyond (B&B) Home Visitation (HV) Program supports families with the ultimate goal of preventing child abuse and neglect in Sacramento County. The core component of the HV program is the evidence-based parenting program, Nurturing Parent Program. Families enrolled in the program are also provided referrals and support for a wide range of services including health insurance enrollment, school readiness, crises intervention, and assistance with basic needs. The evaluation compared the rate of Child Protective Services (CPS) referrals between groups (one participating in the program and the other not participating) during and after the period of program participation. • The Nurturing Parent Program (NPP) is a competency-based curriculum designed to meet a family's needs based on parenting strengths and weaknesses. The curriculum content focuses on parents' attitudes and knowledge about topics such as child development, appropriate discipline, and empathy (positive bonding) in a one-to-one instructional model, which is offered in the family home. • The evaluation measured the degree to which these parents completed program plans, experienced

	changes in assessed parenting skills/risk for child maltreatment, and compared the rate of CPS referrals during and after program participation to non-B&B families.
Measures & Assessments	<ul style="list-style-type: none"> • Adult-Adolescent Parenting Inventory – 2 (AAPI-2) • Child Protective Services data
Study Implementation	<ul style="list-style-type: none"> • Program services are delivered through the nine family resource center (FRC) sites, which are located in high-needs communities with concentrated risk for child maltreatment and CPS involvement. • The Adult-Adolescent Parenting Inventory – 2 (AAPI), which measures parenting beliefs and practices known to result in child maltreatment, was used to determine risk level at intake. Parents were assigned to one of three program groups (i.e., low, medium, high risk). • All families in the B&B home visitation component received an initial six NPP lessons, with the total number of lessons determined by risk level: Low Risk (Prevention Group) 16 lessons; Medium Risk (Intervention Group) 27 lessons; High Risk (Treatment Group) 55 Lessons. • Instructors observed family dynamics within the home setting and provided coaching and immediate reinforcement with parents.
Staff Qualifications	<ul style="list-style-type: none"> • Each FRC had a service delivery team that included up to eight home visitors, a team leader, a program manager, a crisis intervention specialist, a family resource center coordinator, and a multi-disciplinary team of professionals from county substance abuse treatment, mental health, child protective services, and welfare.
Key Findings	<ul style="list-style-type: none"> • Participants’ average scores increased between the pre- and post-tests, across all the five domains (i.e., parent expectations of children, empathy towards children’s needs, use of corporal punishment as a means of discipline, parent-child role responsibilities, and children’s power and independence). • Being in the B&B group rather than the comparison group decreased the probability of having a substantiated referral for maltreatment by 41% when all other variables were held constant. • Being in the B&B group rather than the comparison group decreased the probability of having a CPS referral by 18% when all other variables were held constant. • Mothers who received 25-34 hours of home visitation from B&B volunteers were 2.73 times (173%) less likely to have a substantiated referral than those in the comparison group. However, there were no statistically significant differences between the comparison group and B&B participants who received less than 25 hours of face-to-face service and those who received more than 34 hours of service.

Review of Meta-Analyses

None

Review of Descriptive and Non-Experimental Studies

Citation	Bavolek, S. J., Keene, R. G., Miranda, G., & Radcliff, J. T. (2012). Implementation of the Nurturing Parenting Programs with Latino families in Imperial County, California. Retrieved from: http://nurturingparenting.com/images/cmsfiles/imperialcofinal3yrreport1-23-13.pdf
Population and Sample	<p>Based on a review of the data collected for 2 programs:</p> <ul style="list-style-type: none"> • From 2009 to 2012, a total of seventeen programs, 15 to 20 sessions long designed for parents and their infants, toddlers and preschoolers were implement throughout Imperial County. • A total of 103 parents completed the Infant, Toddler, Preschooler program: 88% female, 95% Hispanic, 48% married; 60% were high school graduates or had some college, 51% made less than \$40,000 annually (25% had unknown income levels); 28% had three or more children
Methodology	Non-experimental; gains within treatment
Purpose	<ul style="list-style-type: none"> • To assess the effectiveness of three Nurturing Parenting Programs implemented in Imperial County, California.
Measures & Assessments	<ul style="list-style-type: none"> • Adult-Adolescent Parenting Inventory (AAPI)
Study Implementation	<ul style="list-style-type: none"> • From the fall of 2009 to the fall of 2012, Imperial County implemented three different Nurturing Parenting Programs: <ul style="list-style-type: none"> ○ The Nurturing Parenting Program (NPP) for Parents and their Infants, Toddlers and Preschoolers, a 15 to 20 session group and home based program; ○ NPP for Parents and their School-Age Children, a 15 session group-based program; ○ NPP for Parents and their Adolescents, a 12 session group-based program. • The three programs were implemented a combined total of sixty-three times. Three hundred and fifty seven (357) families, 95% Hispanic, participated in approximately 1,014 group-based and home based parenting classes. With each class running approximately 2.5 hours, 2,535 hours of parenting instruction

	was provided families of Imperial County.
Staff Qualifications	<ul style="list-style-type: none"> Professionals and paraprofessionals were selected based on their experience, language, and cultural competencies. Qualifications included a professional background in parent education.
Key Findings	<p>Among participants in Nurturing Program for Parents and Infants, Toddlers, Preschoolers:</p> <ul style="list-style-type: none"> Although all posttest mean scores for the five constructs of the AAPI were greater than pretest mean scores, only three of the five posttest scores were statistically significant. The three AAPI Construct mean scores to show significant positive posttest increases were Empathy, Corporal Punishment and Role Reversal. This means that parents who completed their Nurturing Program for Infants, Toddlers and Preschoolers: <ul style="list-style-type: none"> increased their level of empathy in meeting their children’s needs; developed a stronger belief in the use of alternatives to corporal punishment as a means of teaching children discipline; and, developed a greater understanding of appropriate roles for parents and children.

Citation	Hodnett, R. H., Faulk, K., Dellinger, A., & Macher, E. (2009). Evaluation of the Statewide Implementation of a Parent Education Program in Louisiana’s Child Welfare Agency: The Nurturing Parenting Program for Infants, Toddlers, and Pre-School Children. Retrieved from: http://www.casey.org/media/EvaluationParentEdLA_ES.pdf
Population and Sample	262 parents (with smaller samples for some of the analyses): 77% female, 66% white, average income of \$14,400 annually, 39% married or partnered, 45% high school graduates
Methodology	Non-experimental; Pre/post within group
Purpose	To evaluate the statewide implementation of the Nurturing Parenting Program in Louisiana.
Measures & Assessments	<ul style="list-style-type: none"> Adult-Adolescent Parenting Inventory – 2 (AAPI-2) Nurturing Parent Competency Scale
Study Implementation	<ul style="list-style-type: none"> Initially the program was broken into 2 8-week sessions, on focusing on parenting issues and the other focusing on more advanced skills. AAPI was administered before and after implementation of each 8-week section. As a result of facilitator feedback, the program was streamlined into one continuous 16-week group and home-based curriculum with only one pre/post assessment an “Easy Reader” version of the materials; content was not changed but the vocabulary simplified for participants who needed it. Each family developed a “Nurturing Family Plan” at the start of the program based on individual parental needs above and beyond those covered in the core lessons and to be used to document newly learned parenting skills demonstrated during home visits. Family Resource Center contractors participated in a 3-day facilitator training with the program developer to increase fidelity of program delivery. Training was provided for first-line workers and supervisors on the core principles of the program as well as the new policy regarding referrals to parent education in which the worker had to first consider a referral to the family resource center (FRC) for NPP unless otherwise indicated. During data collection, it became evident that some sites across the state did not follow some of the fidelity expectations and thus did not demonstrate fidelity.
Staff Qualifications	<ul style="list-style-type: none"> Not addressed
Key Findings	<ul style="list-style-type: none"> Results indicated statistically significant improvement from pre- to post-test in parental attitudes on all five sub-scales of the AAPI-2. There was a lower rate of repeat maltreatment among participants who attended at least 14 sessions of the 16-session program.

Citation	Maher, R. J., Marcynyszyn, L. A., Corwin, T. W., & Hodnett, R. (2011). Dosage matters: The relationship between participation in the Nurturing Parenting Program for infants, toddlers, and preschoolers and subsequent child maltreatment. Children and Youth Services Review, 33, pp. 1426–1434.
Population and Sample	564 caregivers enrolled in the NPP at ten resource centers in Louisiana and participated in a 16 week group-based program, with group sessions of approximately two and half hours.
Methodology	Non-experimental; Pre/post within group
Purpose	This article uses statewide data on caregivers of young children referred to the Nurturing Parenting Program (NPP) for allegations of abuse and neglect to examine the relationship between program dosage and subsequent maltreatment following program participation. At six months after participating in the program, caregivers who attended more sessions were significantly less likely to be reported for child maltreatment, holding other factors constant.
Measures &	<ul style="list-style-type: none"> NPP attendance

Assessments	<ul style="list-style-type: none"> • State child welfare Tracking and Information Payment Systems (TIPS) • Adult-Adolescent Parenting Inventory-2 (AAPI-2)
Study Implementation	<ul style="list-style-type: none"> • NPP involves lesson guides, DVDs, parent handbooks, assessment inventories, behavioral modeling, discussion, role-playing, and family activities to promote cognitive and affective learning. It also is structured to involve children in the learning process. • NPP was administered in 2 ½ hour sessions over a 16-week group-based program. • Home visits were used as make-ups for missed sessions and as compliments to the group sessions to reinforce concepts for parents who need more time, and as supplemental sessions for parents who had other needs. Home sessions averaged one hour in length. • Transportation assistance was provided as needed.
Staff Qualifications	<ul style="list-style-type: none"> • Resource Center staff were trained as NPP facilitators • Front-line welfare staff were trained to become familiar with the program model
Key Findings	<ul style="list-style-type: none"> • The NPP was significantly associated with subsequent incidences of maltreatment, but the findings are dependent on both the timeframe during which the incidence occurred and the type of incidence — any reported or only substantiated incidences. • Six months following participation, the number of sessions attended reduced the likelihood of reported incidences of maltreatment, but not substantiated. • In the two-year time frame following participation, caregiver attendance in more sessions of the NPP was associated with fewer substantiated incidences of maltreatment.

Citation	Montanez, M., Devall, E., VanLeeuwen, D. M. (2010). Social Capital: Strengthening Mexican-American families through parenting education. Journal of Family and Consumer Science, 102(3), pp. 27-33.
Population and Sample	102 Mexican-American parents of preschool children: 93% female; 13% in their teens, 44% in their twenties, 27% in their thirties, and 16% in their forties or older; 58% had less than high school education; 40% had incomes less than \$8,000 annually; 44% married; 40% had three or more children.
Methodology	Non-experimental; Pre/post within group
Purpose	The purpose of the study was to evaluate the effectiveness of a family centered science-based parent education curricula for Mexican American families. Development of social capital was explored from a scientific evaluation of adult and teen parents who voluntarily participated in a parenting program. Most were unmarried, young, low-income, and Mexican-American. A strengths-based, culturally specific method was utilized to recruit and retain participants.
Measures & Assessments	<ul style="list-style-type: none"> • Adult-Adolescent Parenting Inventory – 2 (AAPI-2) • Nurturing Quiz • Family Social History Questionnaire (FSHQ)
Study Implementation	<ul style="list-style-type: none"> • 17 parent educators who had received specialized training in the curriculum offered NPP class series. • To encourage retention, parent educators mailed post cards each week to thank parents for coming, tell them about the topic for the upcoming class, and let them know they were missed if absent. They also called families the day before each class to encourage attendance. A special graduation ceremony with certificates and gifts was held for families who completed the program. The average completion rate was 60%. • Classes were offered at schools, health offices, community centers, and family resource centers in six communities in the county. Approximately half of the classes were in English and half in Spanish.
Staff Qualifications	<ul style="list-style-type: none"> • Parent educators had a bachelor’s degree, were advanced graduate students in family studies, or were paraprofessionals.
Key Findings	After training, parents had significantly greater empathy, decreased belief in corporal punishment, fewer inappropriate expectations of children, less reversal of parent-child roles, and increased knowledge of positive discipline techniques.

End Notes

ⁱ Americorps Impact Evaluation: Sacramento Family Support Collaborative Birth And Beyond Home Visitation Program. (2015).

ⁱⁱ Bavolek, S. J., Keene, R. G., Miranda, G., & Radcliff, J. T. (2012). Implementation of the Nurturing Parenting Programs with Latino families in Imperial County, California. Retrieved from: <http://nurturingparenting.com/images/cmsfiles/imperialcofinal3yrreport1-23-13.pdf>

ⁱⁱⁱ Hodnett, R. H., Faulk, K., Dellinger, A., & Macher, E. (2009). Evaluation of the Statewide Implementation of a Parent Education Program in Louisiana's Child Welfare Agency: The Nurturing Parenting Program for Infants, Toddlers, and Pre-School Children. Retrieved from: http://www.casey.org/media/EvaluationParentEdLA_ES.pdf

^{iv} Maher, R. J., Marcynyszyn, L. A., Corwin, T. W., & Hodnett, R. (2011). Dosage matters: The relationship between participation in the Nurturing Parenting Program for infants, toddlers, and preschoolers and subsequent child maltreatment. *Children and Youth Services Review*, 33, pp. 1426–1434.

^v Montanez, M., Devall, E., VanLeeuwen, D. M. (2010). Social Capital: Strengthening Mexican-American families through parenting education. *Journal of Family and Consumer Science*, 102(3), pp. 27-33.

Additional Evidence

Young Parents and Their Families

http://nurturingparenting.com/images/cmsfiles/building_npskills_teenage_parents.pdf

Nurturing Fathers

<http://nurturingparenting.com/images/cmsfiles/nfpresearch-parentalattitudesandbehavior.pdf>
<http://nurturingparenting.com/images/cmsfiles/nfpresearch-crossculturalinvestigation.pdf>

Nurturing Skills for Families

http://nurturingparenting.com/images/cmsfiles/hi_dhs_final_rept_2008_09_narrative.pdf

Additional Resources

Bavolek, S. J. K. R., & Weikert, P. (2005). The Florida study: A comparative examination of the effectiveness of the Nurturing Parenting Programs.

Family Development Resources, I. (2012). The nurturing parenting programs comprehensive review. Author: Park City, UT.

Family Development Resources. (2011). Nurturing Parenting Program. [Website] Retrieved from <http://nurturingparenting.com/about.html>.

Safe Child. (2002). An Evaluation of the Nurturing Parenting Program at Safe Child.

Wagner, K.F. (2001). Parenting education and child welfare recidivism: A comparative study of the Nurturing Parenting Program graduates and non-graduates of Fresno County.

Note: Research summaries could include verbiage directly reproduced from the research literature. Quotes and italics may be used to show a direct quote but not always.

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