

Parenting Skills

Please Note: Other outcomes and indicators related to this domain can also be found in other domains. If you cannot find what you are looking here, please review the outcomes in other domains or search in the Logic Model Builder.

Behavior Management and Discipline

Short-term Outcomes	Indicators	Intermediate/Long-term Outcomes	Indicators
<p>Participants know how to manage child behavior in a nurturing and effective manner</p>	<p>Participants demonstrate knowledge of the importance of noticing and encouraging their children's positive behaviors.</p>	<p>Participants manage child behavior in a nurturing and effective manner</p>	<p>Participants encourage their children's positive behaviors.</p>
	<p>Participants demonstrate knowledge of the importance of spending time interacting positively with their children.</p>		<p>Participants spend time daily interacting positively with their children.</p>
	<p>Participants demonstrate knowledge of the importance of positive role modeling.</p>		<p>Participants verbalize their positive regard for their children to their children and others.</p>
	<p>Participants demonstrate knowledge of the importance of predictable and developmentally appropriate routines for their children (waking and bed-times, meals, home-work, etc.).</p>		<p>Participants model behaviors that they wish for their children to adopt (cooperative problem solving and negotiating, helping others, keeping commitments, etc.).</p>
	<p>Participants demonstrate knowledge of the importance of consistency in setting and maintaining rules.</p>		<p>Participants maintain consistent, predictable and developmentally appropriate routines for their children (waking and bed-times, meals, home-work, etc.)</p>
	<p>Participants demonstrate knowledge of realistic expectations for their children's behavior.</p>		<p>Participants maintain a set of developmentally appropriate, reason-based limits and expectations for their children's behaviors.</p>
	<p>Participants demonstrate knowledge of how to express their expectations to their children clearly and positively.</p>		<p>Participants express their expectations to their children clearly and positively.</p>
	<p>Participants demonstrate knowledge of effective and appropriate alternatives to corporal punishment.</p>		<p>Participants use non-violent and effective consequences and/or guidance when their children do not follow rules.</p>
	<p>Participants demonstrate knowledge of the negative consequences of physical punishment and coercion.</p>		<p>Participants coach and positively assist their children to understand and follow household rules and expectations.</p>
	<p>Participants demonstrate knowledge of the legal definitions of child abuse/neglect.</p>		<p>Participants correct and redirect their children's inappropriate behaviors without corporal punishment or coercion.</p>



Behavior Management and Discipline (continued)

Participants demonstrate knowledge of how to appropriately supervise their children.	Participants demonstrate knowledge of the importance of supervising their children from infancy through adolescence.	Participants provide appropriate supervision according to the developmental need/stage of the child.	Participants appropriately supervise their children according to the children's developmental level and individual needs.
	Participants demonstrate knowledge of appropriate methods to supervise according to the children's age, individual needs and behaviors and the resources available to the parent.		Participants can see or hear their infant at any given time (unless the child is in the care of another responsible adult).
	Participants demonstrate knowledge of when it is reasonable to give a child additional responsibilities and liberties.		Participants are aware of where and/or with whom their children are at all times.
	Participants understand the need to have a secure outside play area so that their toddlers and children are safe from traffic and other dangers.		Participants have a safe outside play area so that their toddlers and children are safe from traffic and other dangers.
	Participants understand the importance of knowing the members of any household their children visit.		Participants know and are comfortable with the members of any household their children visit.



Parenting Children with Special Needs

Short-term Outcomes	Indicators	Intermediate/Long-term Outcomes	Indicators
Participants understand the scope of their children's special needs and abilities.	Participants demonstrate knowledge of their child's particular medical condition, developmental delay, or other special need.	Participants provide or facilitate treatment that is appropriate to their child's special needs.	Participants access appropriate services (medical, educational, mental health, etc.) needed to support their child's optimal development.
	Participants demonstrate knowledge of the appropriate treatment/therapy needed to support their child's optimal development.		Participants support their child's growth and development by following recommended treatment procedures at home.
	Participants demonstrate knowledge of their role in participating in their child's treatment/therapy plan.		Participants ensure that their children with special needs have opportunities to engage in social activities with their peers.
	Participants demonstrate knowledge and appreciation of their child's strengths and abilities.		
	Participants demonstrate knowledge of the potential effects on themselves and the family members of children with special needs (and therefore are more inclined to seek respite or services for the entire family)		
	Participants demonstrate knowledge of realistic expectations associated with their child's medical, developmental, or other special need.		



Parenting Children with Special Needs (continued)

Participants with children with special needs are aware of community resources and supports available to them.	Participants can list where to go in the community for assessment and evaluation.	Participants advocate for their children with special needs.	* Participants attend IEP Meetings and effectively advocate for their child's educational needs.
	Participants demonstrate knowledge of special education resources (e.g. PL 94-142), and other resources (such as financial assistance, advocacy, legal assistance) for which their children with special needs qualify.		* Participants meet with teachers routinely to ensure that their child is benefiting from the educational services provided.
	Participants demonstrate knowledge of where to access respite care.		* Participants ensure that their child with special needs is receiving appropriate physical, occupational, or social emotional therapy needed.
	Participants demonstrate knowledge of where to access appropriate physical, occupational, or mental health therapy needed.		* Participants ensure that their child has access to the adaptive equipment appropriate to the child's needs.
	Participants demonstrate knowledge of purpose of IEP, IFSP or treatment planning meetings and how they can participate effectively.		Participants participate in staffings, treatment planning and / or clinical meetings with medical, mental health or other professionals who responsible for providing care for their child with special needs.
	Participants demonstrate knowledge of where and how to access low-cost medications or any adaptive equipment their child may need.		Participants receive respite services as needed.
		Participants care for their personal needs.	Participants have friends or family to assist them with care giving tasks.
			Participants have opportunities to participate in social recreational activities of their choice.
			Participants experience reduced stress as it relates to caring for their child with special needs.



Parenting Children with Special Needs (continued)

	<p>Families of children with special needs support one another in positive ways.</p>	<p>Participants have opportunities to participate in support programs for families of children with special needs.</p>
		<p>Participants' relationships with their family members are supportive.</p>
		<p>Participants' relationship with their child with special needs is strong and positive.</p>
		<p>Participants demonstrate positive regard and feelings towards their child with special needs.</p>
		<p>Participants recognize and discuss with others their child's good qualities, abilities, needs and contributions.</p>



Parenting-children with challenging behaviors

Short-term Outcomes	Indicators	Intermediate/Long-term Outcomes	Indicators
<p>Participants understand the dynamics of their child's challenging behaviors.</p> <p>Participants know appropriate and effective strategies for mediating their children's challenging behaviors.</p>	<p>Participants recognize and acknowledge their children's positive attributes and behaviors.</p> <p>Participants demonstrate knowledge of which of their children's behaviors should be targeted for intervention.</p> <p>Participants accurately describe the behavior targeted for intervention including its frequency, duration, and intensity.</p> <p>Participants accurately describe the settings in which the targeted behaviors most often occur.</p> <p>Participants demonstrate knowledge of the possible reasons for the child's inappropriate behavior.</p> <p>Participants accurately describe appropriate behaviors that could replace the targeted behaviors (competing behaviors)</p> <p>Participants demonstrate knowledge of how to structure the child's environment to facilitate positive behaviors.</p> <p>Participants demonstrate knowledge of appropriate and effective methods for encouraging their children's positive behaviors</p> <p>Participants demonstrate knowledge of appropriate, effective and non-abusive methods of reducing negative behaviors.</p> <p>Participants demonstrate knowledge of when to seek outside help with their children's behaviors.</p> <p>Participants demonstrate knowledge of where they can go for help with their children's behaviors.</p>		
		<p>Participants practice appropriate and effective strategies for mediating their children's challenging behaviors.</p>	<p>Participants structure their children's environment to facilitate positive behaviors.</p> <p>Participants practice appropriate and effective methods for encouraging their children's positive behaviors</p> <p>Participants practice appropriate, effective and non-abusive methods of reducing their children's negative behaviors.</p> <p>Participants seek outside help with their children's behaviors as needed.</p>



Parenting-children with challenging behaviors (continued)

	<p>Children use pro-social behaviors to communicate and to get their needs met.</p>	<p>Participants instruct / inform others of the effective methods for reducing their children's inappropriate behaviors (i.e. other family members, caregivers, child care and school personnel, etc.)</p>
		<p>Children use positive methods to initiate interactions with others.</p>
		<p>Children demonstrate confidence and an affect appropriate to the situation / circumstance.</p>
		<p>Children articulate or otherwise express their needs in appropriate ways.</p>
		<p>Children's inappropriate behaviors (such as non-age appropriate tantrums, self-destructive or suicidal behavior, bullying, disorganization, inattentiveness, wandering, etc.) are reduced in frequency, duration and intensity.</p>



Teen Parenting

Short-Term Outcomes	Indicators	Intermediate/Long-Term Outcomes	Indicators
Participants know how to prevent a repeat pregnancy.	Participants demonstrate knowledge of human reproduction.	Participants practice responsible and effective methods of avoiding repeat pregnancies (including abstinence).	Participants express their intentions to refrain from behaviors that could result in pregnancy. For young women: Participants do not experience subsequent pregnancies. For young men: Participants do not cause subsequent pregnancies.
	Participants attend educational programs at school/local health offices related to the prevention of pregnancy.		
	Participants demonstrate knowledge of how subsequent pregnancies will affect their own and their children's lives.		
	Participants demonstrate knowledge of effective methods of avoiding subsequent pregnancies (including abstinence).		
Participants know how to prevent sexually transmitted diseases.	Participants attend educational programs at school or local health offices related to the prevention of sexually transmitted diseases.	Participants practice behaviors that are effective in preventing the transmission of sexually transmitted diseases.	Participants do not contract any sexually transmitted diseases.
	Participants demonstrate knowledge of long-term negative health risks associated with sexually transmitted diseases.		
	Participants demonstrate knowledge of responsible methods of avoiding sexually transmitted diseases (including abstinence).		
Participants know how to develop healthy relationships with peers.	Participants identify the characteristics of a healthy relationship with peers.	Participants develop healthy relationships with peers.	Participants feel confident that they can be involved in healthy relationships with peers.
	Participants identify the types of social functions and venues where they are likely to meet individuals with whom they are likely to develop healthy relationships.		Participants participate in social functions where they are likely to meet peers with whom they could develop healthy relationships.
	Participants identify appropriate (safe, healthy) activities that they can engage in with their peers.		Participants avoid situations and individuals that may place them in danger (for date rape, exposure to illegal drugs, involvement in criminal activities, etc.).
	Participants understand the dynamics of peer pressure.		Participants routinely engage in age-appropriate activities with their peers.
	Participants know how to avoid negative peer pressure.		
	Participants identify characteristics that indicate a situation or individual that may place the participant in danger (date rape, exposure to illegal drugs, involvement in criminal activities, etc.).		



Teen Parenting (continued)

Short-Term Outcomes	Indicators	Intermediate/Long-Term Outcomes	Indicators
Participants are prepared to complete their secondary education.	Participants have made childcare arrangements with appropriate caregivers (including back-up caregivers).	Participants complete their secondary education.	Participants attend school daily when they and their children are in good health, and they have caregivers for the provision of safe childcare.
	Participants enroll in high school or GED preparation classes.		Participants access assistance from family, community, or school (such as tutors and homework support hotlines) for study support as needed.
	Participants know how to access assistance from family, community, or school (such as tutors and homework support hotlines) to ensure passing grades for completion of school work.		Participants complete homework on time.
	Participants are confident that they will be able to complete their high school education.		Participants graduate from high school or obtain GED certification.
	Participants develop a schedule that ensures they can attend school while still meeting their child(ren)'s needs.		
Participants are prepared to begin a postsecondary education.	Participants demonstrate knowledge of the benefits of a postsecondary education.	Participants begin their postsecondary education.	Participants are accepted into a postsecondary educational institution.
	Participants complete the high school courses necessary to prepare themselves for secondary education.		Participants have the resources needed to pay for school and to provide for themselves and their child(ren).
	Participants identify their academic interests and strengths.		
	Participants develop a realistic plan for financing their postsecondary education.		Participants enroll in a postsecondary education institution.
	Participants apply to postsecondary education institutions.		

