



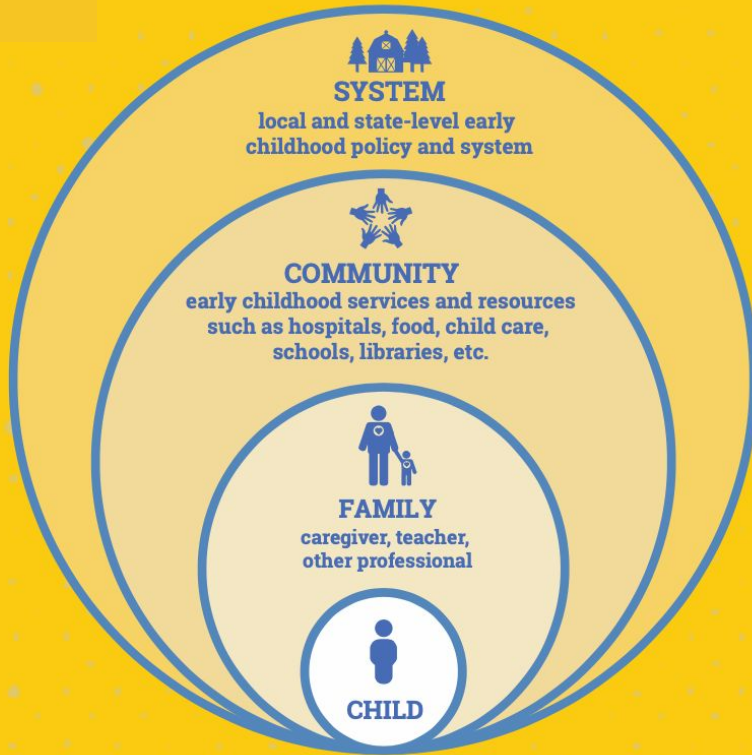
WHEN WE WORK TOGETHER, CHILDREN SHINE



CHILD OUTCOMES ACCOUNTABILITY TEAM

January 23, 2025

Vermont Early Childhood Action Plan



GOAL 2:

FAMILIES & COMMUNITIES PLAY A
LEADING ROLE IN CHILDREN'S
WELL-BEING

Goal 2 Objectives & Strategies

Objective 2.1: Support parents and caregivers to build connection and capacity to serve as their child's first and most important teacher.

- Build capacity to promote health and wellbeing
- Foster secure attachment
- Social & emotional development training
- Support parent partnership collaboration

Objective 2.2: Promote child, family and community resilience, connection, and belonging.

- Cultivate resilience
- Invest in prevention
- Expand access to home visiting
- Embed trauma-informed practices in early care and education settings

Examples of Family/Child Frameworks

- **Touchpoints**, Rachel Wallace-Brodeur, Vermont Child Health Improvement Program (VCHIP)
- **Strong Families Vermont Home Visiting: Sustained Family Support, Parents as Teachers (PAT), a part of CIS**, Anna Maguire, CIS Coordinator, Northeast Kingdom Community Action (NEKCA)
- **Nurturing Parents**, Michelle Richling, Family Support Program Director at Prevent Child Abuse VT
- **Strengthening Families**, Michelle Richling, Family Support Program Director at Prevent Child Abuse VT

Touchpoints



Why Touchpoints?

**“When we strengthen families,
we ultimately strengthen the
community.”**

- T. Berry Brazelton, MD



All
development
occurs in the
context of a
relationship



What is the Touchpoints Approach?

A way of providing care to families by:

- Understanding development and
- Supporting relationships



Touchpoints

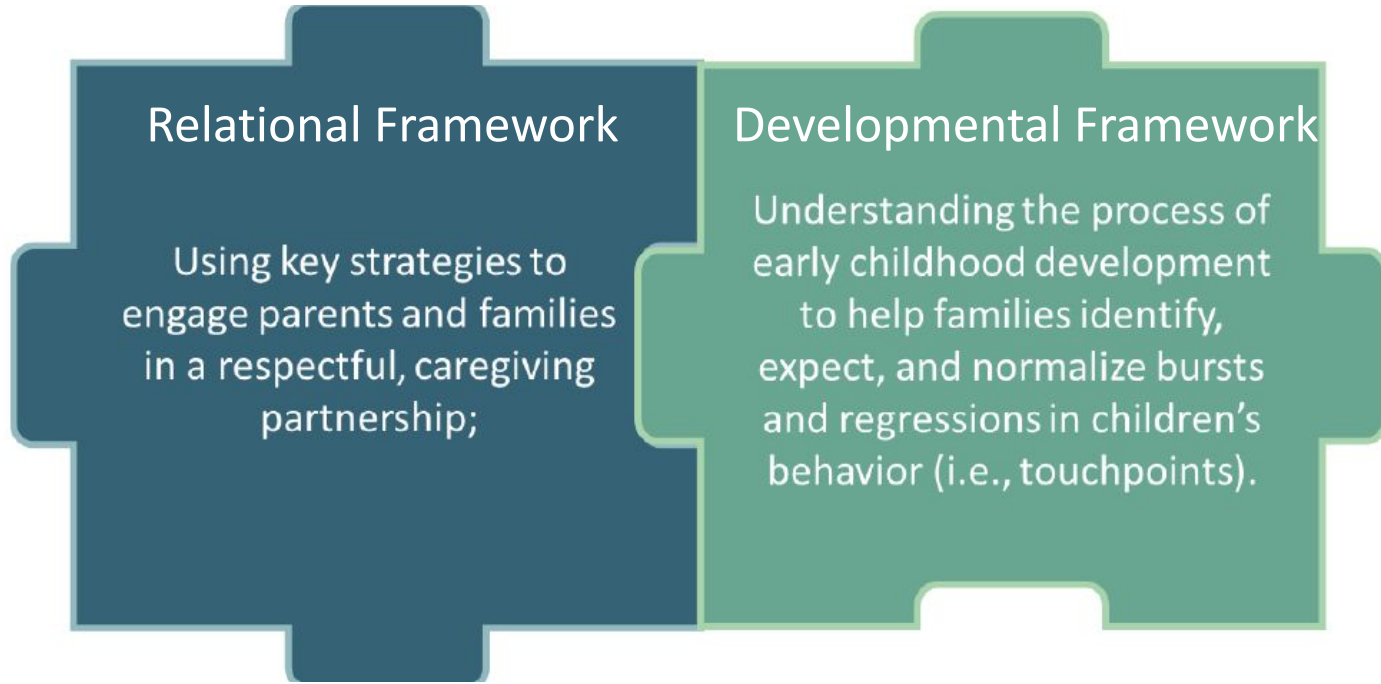
The
Touchpoints
approach is
grounded
and built
upon:

Systems Theory

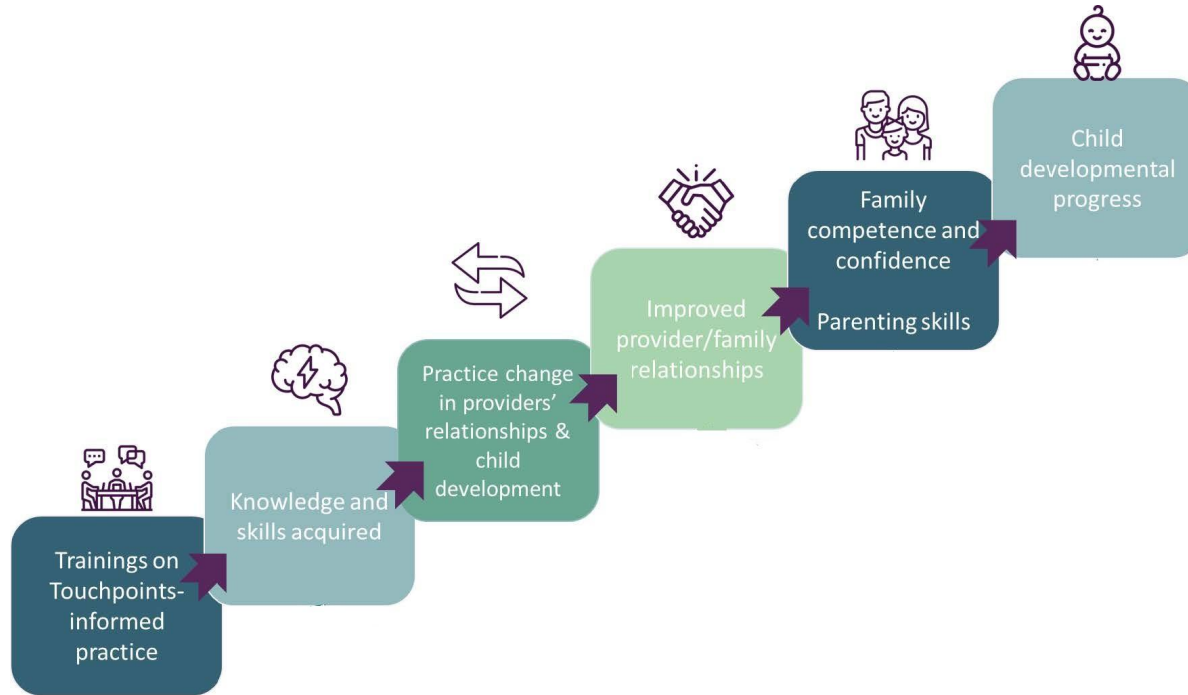
Cultural Responsiveness

Reflective Practice

Foundational Components of Touchpoints



Path of Touchpoints-informed Practice



Benefits of Touchpoints

Families

- Reduce parenting stress
- Increase parental confidence and competence
- Increase knowledge of infant and child development process
- Improve parent-child interactions

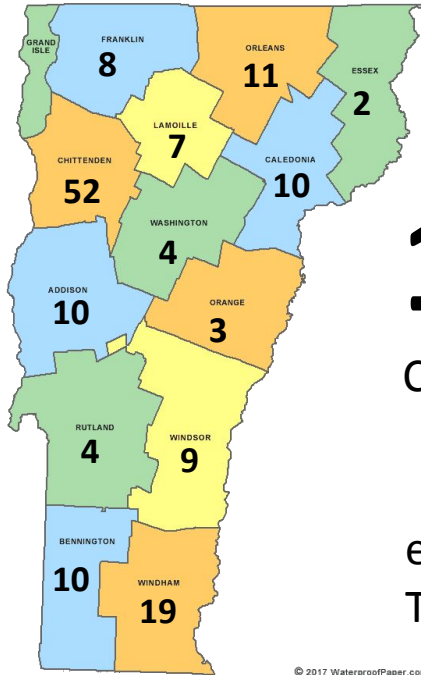
Providers

- Increase knowledge of infant, child, and family development process
- Reduction in child behaviors that adults find challenging
- Positive attitudes about families and family engagement

Organizations

- Increase staff retention
- Improve organizational climate
- Better staff well-being
- Improve relationships among staff

Supporting Families Across the Early Childhood System



149

Completed
or are
currently
enrolled in
TP training

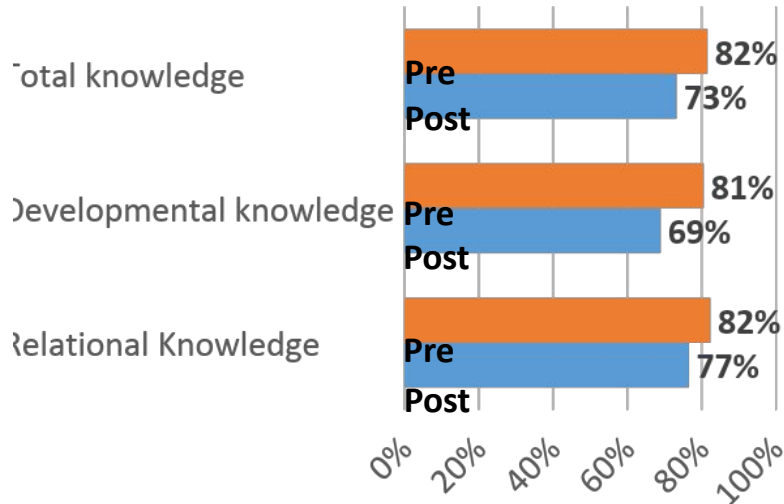
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Sector	Enrolled
Early Care and Education	42
Family Support	35
Health Care	18
Early Intervention	11
Head Start/Early Head Start	7
Social Services	6
Mental Health	5
Higher Education	4
Child Welfare	1
Other	10

"[What I liked best about the training was] the collaboration with other participants and gaining an understanding of Touchpoints from other views and varying professional roles."

Evaluation

Pre- and Post-Touchpoints Training Knowledge



How useful did you find the training to be for improving your practice in the following aspects of providing care for children and families?	Useful/ Very Useful
My understanding of child development	80%
My understanding of children’s social and emotional development	79%
My ability to talk with families if their child has developmental concerns	81%
My ability to work with families from different cultural and language backgrounds	74%
My relationships with other providers in my area	64%

Voices of Touchpoints-informed Practitioners

Building relationships is what this training confirmed even more for me. When working with colleagues, children and families, without a relationship that is built on trust and understanding the work is that much harder!

...the great thing about Touchpoints is that it can be applied to my work every single day...I come back to the Touchpoints principles and use the challenging moments as an opportunity to connect and dig deeper. I think overall, Touchpoints helps us to be more patient, curious, empathetic, and grounded.

Slowing down to actively listen instead of just crossing things off my list

I use Touchpoints constantly even in non-professional settings. It seems like such a natural guiding tool for interactions with parents and families.

Touchpoints has given me a base to start working toward stronger relationships with the families of children in my care.

Touchpoints

Touchpoints is a way early childhood professionals engage in relationship with families, **joining their system of care** with a lens that identifies strengths to help them build their capacity to parent in response to their child even in the face of difficulties. Touchpoints helps professionals understand that they do not need to have all the answers, that they are bringing their expertise, partnering with families, and **learning about the family's expertise to create shared meaning** about who this child is, how they learn and what they need to develop optimally.

For more information



- Rachel Wallace-Brodeur,
Rachel.Wallace-Brodeur@med.uvm.edu
- Michelle Rovnak,
Michelle.Rovnak@med.uvm.edu
- Vermont Touchpoints webpage:
https://www.med.uvm.edu/vchip/vermont_touchpoints

Strong Families Vermont Home Visiting Sustained Family Support



***Evidence Based Program
for CIS Sustained Family
Support Home Visiting***



Being a parent is hard work.

Parents as Teachers can help increase your understanding of child development and connect you to resources needed to make the best choices for your family.



Parents as Teachers...

Is a parent driven program based on goals the family identifies

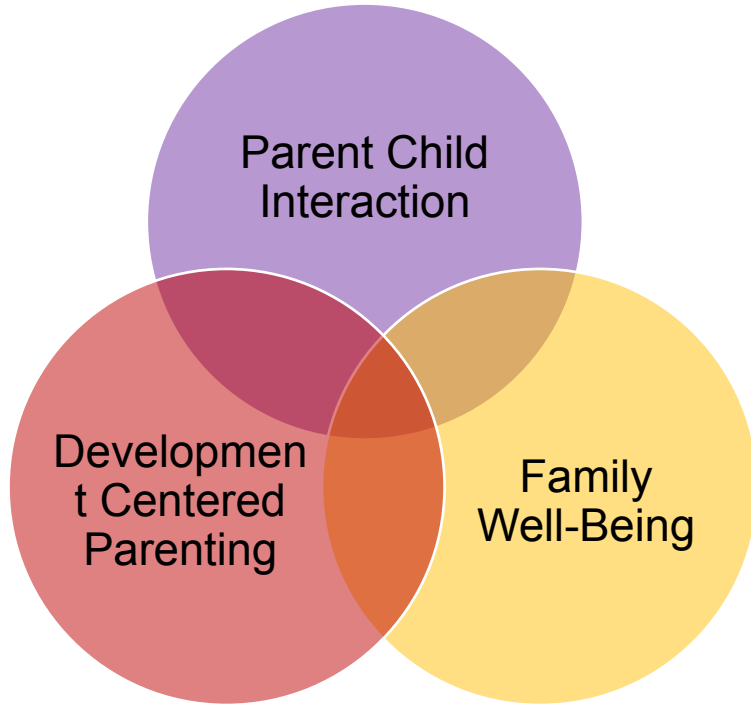
Considers the parent as the expert of their child

Helps parents understand their child's behaviors through a child development lens

Gives the home visitor family friendly information they can share on parent-child activities, development-centered parenting, and family well-being topics



Structured Visits: Frequency and Format



Home visitors will use structured visit plans that include three different components:

- An age-appropriate activity for parent and child to do together
- Information on how to parent around development
- A focus on family well-being



Visit Plans: Giving Planning Support While Offering Choices



First

Preparation for visit

- > Read parent educator resources:
 - [The Value of Play](#)
 - [Looking at Development](#)
 - [The Parent Educator's Role in the Personal Visit](#)
 - [Recognizing, Creating, and Adapting Routines](#)
 - [Family Well-Being](#)
- > Choose from parent handouts:
 - [Welcome to Parents as Teachers](#)
 - [Family Journal](#)
 - [Play Is Learning](#)
 - [What Is Special About This Age? or Your Unborn Baby's Development](#)
 - [Routines and Your Baby](#)
- > Choose activity page:
 - [Play to Learn](#)
 - [Roll Away Your Worries](#)
- > Gather additional materials, if needed:
 - Book basket
- > Additional resources from [Foundational 2 Curriculum: 3 Years Through Kindergarten](#):
 - Parent educator resource: [Learning Through Play](#)
 - Activity page: [Block Fun](#)

Family last name(s): _____ Week of pregnancy: _____

Child's name: _____ DOB: _____ Age/adjusted age: _____

Child's name: _____ DOB: _____ Age/adjusted age: _____

Date of the visit: _____ Time of the visit: _____ Location: _____

Goal setting: Y N Review of progress on goals: Y N

Screening or assessment tools to be used: _____

Other program responsibilities: _____

Review

- > Familiarize yourself with the family's recruitment information.

Consult

- > Talk with your supervisor about the program's expectations of you and your role with families.

Check in

- > Ask clarifying questions (such as directions and participants), describe the visit and ask if there is anything else the family would like to include.

Visit overview

Opening

- > **Connect, reflect, agree**
- > **Introduce the program**

Parent-Child Interaction

- > **Parent-child activity:** Introduce and involve family in [Play to Learn](#) or [Block Fun](#) activity.
- > **Play:** Connect key points from the play resources to the parent-child interaction.
- > **Parents' role:** Discuss the parents' role in parent-child activities during visits.
- > **Book sharing:** Establish a pattern for book sharing.

Development-Centered Parenting

- > **Family routines:** Learn about the family and its routines.
- > **Development-centered parenting:** Connect key points from the parent educator resource [Recognizing, Creating, and Adapting Routines](#) to the family's routines.

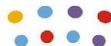
Family Well-Being

- > **Family dynamics:** Learn about the family and how it functions.
- > **Family well-being:** Connect key points from the family well-being resources to the family's environment.

Closing

- > **Review, revisit, evaluate, share, affirm, and look ahead**

- Visit plans include resource material for the home visitor (HV)
- HV can choose different parent hand-outs and parent child activities based on the needs of the family

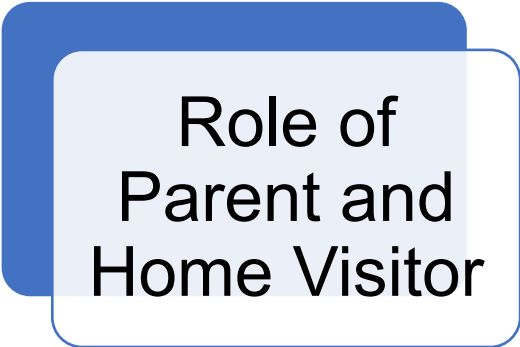


Parent-Child Interaction

Defining Roles and Supporting Parent-Child Activities



- At the first visit, the home visitor will explain their role in supporting parents.
- At each visit, the home visitor will come with a parent-child activity.
- Each activity is for the parent to do with their child, not home visitor and child.



Role of
Parent and
Home Visitor



Parent-Child
Activity



Explaining Roles and Setting Up Expectations:

PARENT *handout*



Parents as Teachers.

Parent educator responsibilities

As your partner I will:

1. Schedule a visit with you at a convenient time and place for each of us. This visit will last around one hour, usually in your home. It will include all the family members who would like to participate.
2. I will bring information about questions you have asked and information you have requested.
3. I will encourage and support you in your interactions with your child.
4. I will support you on your parenting journey.

Parent responsibilities

As your partner I will:

1. Share information about what my child has been doing and how my child played with the activities and ideas you gave me between visits.
2. Ask questions and follow up on ideas that you have given me to help my family.
3. I will be present and ready to participate at the agreed upon time by:
 - > Having the television turned off and cell phone put away.
 - > Gathering agreed-upon materials to use during our visit.
 - > Participating in the activity with my child.
4. Be my child's best, most influential teacher.

Activity Handout for Parent:



Parents as Teachers.

ACTIVITY *page*

Multi-age

What do we have?

- > Drop cloth or blanket
- > Favorite toys
- > Blocks
- > Basket of books – 3 or 4 age-appropriate books, including 1 wordless book



Book sharing

Snuggle with your children and talk about the pictures or stories in the book.

Your baby enjoys bright, simple pictures and listening to your voice. Your toddler may want to choose the book or read the same one over and over. He may move around or hold onto a toy while you read. Go with the flow.

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Play to Learn: Observing and Responding During Floor Time

How do we do it?

1. Spread the drop cloth or blanket on the floor.
2. Sit at the same level with your children. Encourage the whole family to join in.

Birth to 5 months

1. Place your baby on his back. Talk to him. Repeat the sounds he makes.
2. Turn your baby onto his belly and encourage him to push up on his arms. Give him things to look at such as your face, a block, or one of his toys. (Your baby may be more interested in you than toys.)
3. Talk about what he is doing or what he sees.
4. Hold him in your lap and offer him small, safe things to reach for and hold.
5. Watch your baby's eyes and body language. When he turns away he is telling you he needs to rest for a while. He will play again when he is ready.

6 to 36 months

1. Let your children choose what to play with and how to play.
2. Imitate them. If they fill a container with blocks, do the same.
3. Closely observe what your children are saying and doing. They may be trying to direct you.
4. Talk about what they are doing. Talk about what you are doing as you follow their lead.
5. To stretch their attention, ask questions: "What do you want to do next?" or "Where should we put this block?" Add a new idea or item to the play.
6. Keep playing as long as your children are interested.



Safety tip

Household items like measuring cups and clean food containers can be interesting playthings for your children. Make sure there are no rough edges or sharp points on everyday items your children like to play with.



PARENT *handout*



Play Is Learning

Your child loves to play. From the time she was born, she has been discovering what her body can do. Every time she plays, your child's brain is making new connections that help her development.

To your child, there's only one reason to play: to have fun. Her play may look messy, silly, noisy, or repetitive. But you know that she is doing some serious learning! Play is how she tests the possibilities and explores her world.

There is no "right" way to play. Any types of play will give your child a chance to develop new skills.



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How play helps your child's development

Social	<ul style="list-style-type: none">> When you play with your child, it builds attachment between you.> Playing with others teaches your child cooperation, sharing, empathy, and helping.
Emotional	<ul style="list-style-type: none">> Expressing herself through play boosts your child's feeling of self-worth.> When your child pretends, it helps her understand and learn to control her feelings.
Physical	<ul style="list-style-type: none">> Exploring with her body helps your child strengthen her large and small muscles.> As she repeats actions, your child gains hand-eye coordination and other skills that prepare her for later learning.
Cognitive	<ul style="list-style-type: none">> Pretend play helps your child make sense of her everyday experiences.> Playing enhances your child's persistence, attention span, memory, and ability to focus – all skills that are important for success in school.
Language	<ul style="list-style-type: none">> The more practice she has at making sounds – even silly ones! – the better your child's tongue and mouth can coordinate to say words.> When she cooperates with you or with another playmate, your child uses words to tell you her ideas.

Play is good for your child's brain no matter what. But it can be even better if you join in! Remember to let her lead the way – when you take over, she feels that her ideas don't have value.



Development-Centered Parenting

Parenting around Development: Learning, Implementing, Monitoring



Using Information
on Child
Development to
Help Inform
Parenting Choices

Administering
and/or Tracking
ASQ Screenings

Milestone Tracking



Routines and Your Baby

Your baby finds comfort in knowing what to expect. Routines are important for her development – and they help your family life run more smoothly too.

Routines are the repeated, predictable events that provide a foundation for the daily tasks in your baby's life. They help her learn to trust that you and other caring adults will provide for her needs.

Your baby's temperament and schedule

Your baby has her own ways of responding to the world around her. It's helpful to consider her temperament when setting up routines.

If your baby responds well to doing the same thing at the same time each day, you can gently design schedules around naps and feedings. But if routines aren't your baby's style, you may have to adjust your own timing rather than forcing her into a specific routine.

The important thing is that your baby's basic needs for food, sleep, and play are always met.

Your baby's days could look different, but her basic needs will usually be

consistent. For example, she will probably fall asleep around the same time each evening. And she will need around the same amount of sleep during each 24-hour period.

Transitions and routines

Routines can help your family ease into transitions. They are especially helpful when you're transitioning to something new, like a new caregiver. Creating a special routine can help with separation anxiety.

Routines can also make everyday tasks run smoother. When your baby transitions from one activity to another – play to bath, for example – routines help her know what to expect next.

Growing with routines

Over time, your baby will outgrow some routines. Or she may challenge routines as a way of showing her independence. Being flexible and

adapting routines to fit your baby's emerging needs can help relieve your frustration.

For example, say her routine is to eat her meals in a highchair. If you notice she's fussy when you try to put her in it, she may be ready to transition to a toddler table or booster seat.



If you have questions about your baby's feeding schedules, follow your primary health care provider's recommendations. Share any concerns you have about your baby's daily patterns.

Parent Handouts



- Home Visitors give information on child development that is family friendly
- They can help parents reflect on information
- Parents can then make their own informed parenting choices

Administering and/or Tracking ASQ Screenings



PARENT *handout*



Parents as Teachers.



Understanding Differences in Development

During visits, your parent educator will ask about things you have noticed your child doing. You will both observe your child together. Sometimes, you or the parent educator will have a concern about what your child can do.

Most children develop in a predictable sequence. For example, first they sit up, then they scoot or crawl, then they cruise, then they walk.

But occasionally there are circumstances that cause development to go off course. The earlier these concerns are noted, the better it is for your child. With help from you (or perhaps from a specialist), your child can get back on course. Without help, your child might continue to have problems. This could affect his development and his success in school later on.

Identifying a concern

Your parent educator will guide you through a process to find out whether your child needs extra help with an area of development. This can include:

1. Observations by the parent educator and by you.
2. Screening done by the parent educator or another agency.
3. Referral to your health care provider or a specialist.
4. Evaluation of your child's health and development by a medical professional.

What causes delays or differences?

There are many things that can cause delays or differences in development. Causes may be:

- > Genetic
- > Related to metabolism, or the digestion of food
- > Complications of pregnancy
- > Prematurity
- > Environmental (for example, exposure to alcohol or lead during pregnancy)
- > Infections
- > Injuries
- > Illnesses

There could be a combination of causes. Often, the cause for differences in development is unknown.

- A developmental screening using the ASQ3 and ASQ-SE2 will be done within 90 days of enrollment for all PAT children unless already completed by another program.
- The ASQ-3 and ASQ-SE2 are then completed every 6 months for monitoring, or more often if needed. This does not include children already receiving EI or special education services.

You are the key to your child's development. Give him time to practice and repeat emerging skills. Be open to strategies for helping him. Your routines and your loving relationship will encourage new learning.

Recording and Using Milestone Information



Parents as Teachers

Milestones by Age

Child's name: _____ Date of birth: _____

Date of enrollment: _____

Age/adjusted age at enrollment: _____

Birth to 1½ months

Date the box as each Milestone is observed or reported. Blank cells indicate not observed or reported.

Language	Emerging	Achieved
Responds to loud sounds by startling, blinking or opening eyes wide. 🗣️		
Calms to the sound of caregiver's voice.* 🗣️		
Turns head to the sound of caregiver's voice.		
Cries in different ways to tell caregiver what is needed.		
When awake, makes simple sounds like "eh".		
Cognitive	Emerging	Achieved
Turns toward light source; closes eyes if too bright. 👁️		
Stares at high-contrast colors and patterns. 👁️		
Looks briefly at surroundings.		
Eyes slowly follow a close-range, moving object or person.* 👁️		
Social-emotional	Emerging	Achieved
Shows signs of overstimulation by turning away, sleeping, or fussing.		
Prefers looking at faces over looking at objects. 👁️		
Responds to caregivers' attempts to comfort.*		
Briefly makes eye contact with others. 👁️		
Motor	Emerging	Achieved
Lifts head briefly when lying on tummy.		
Sucks well to eat and also for comfort.		
Movements are largely controlled by reflexes.		

NOTES

👁️ = Vision supported milestone

🗣️ = Hearing supported milestone

*Milestones marked with an asterisk align with the approaches to learning construct, which is sometimes identified as a fifth domain. It refers to the learning styles, habits, motivation, and attitudes that reflect how children develop new skills and concepts.

- Emerging and Achieved milestones by age will be tracked regularly
- By reviewing and recording milestones the HV can use this information to plan activities that help build emerging skills.



A stylized graphic of a flower with four large, rounded petals in a dark orange color, set against a bright yellow background. The petals are arranged in a cross-like pattern, meeting at the center.

Family Well-Being

Connecting Protective Factors to Family Well-Being

Family Well-Being

Intent: What will we focus on at this visit?

- > Assist parents in understanding the protective factors and how they build stronger families.
- > Explore opportunities for recreation and enrichment.

Protective factors

Facilitate a discussion around the protective factors and connect them to the family's well-being.

- > Protective factors are conditions or attributes of individuals and families that reduce or eliminate risk and promote healthy development and well-being of children and families.
- > "Through our work together, we will build on your strengths to support these protective factors."
- > Using the Toolkit card Strengthening Families Protective Factors, share the five protective factors with the family: Parental resilience, social connections, knowledge of parenting and child development, concrete support in times of need, and social and emotional competence of children.
- > "Which of these factors do you feel you are strongest in?"
- > "Are there any of these factors you feel you need more support in?"

Recreation and enrichment

Facilitate a discussion that connects the recreation and enrichment resources to the family's life.

Categories:

- Basic essentials
- Education and employment
- Physical health of the family
- Mental health and wellness
- Early care and education
- Relationships with family and friends
- Recreation and enrichment
- Other: _____

Prompts or questions to understand the family's perspective and practice of the topic:

- > "What do you enjoy doing together?"
- > "What are some recreational opportunities available in your area?"
- > "What are some challenges to providing recreation and enrichment?"

Parent educator resource(s) or other materials: *Family Opportunities for Recreation*

Key points from parent educator resource:

- > Family time is meaningful for parents and children alike; it helps build attachment and fosters healthy development of the family system.
- > It is important to recognize the impact that laughter, relaxation, and having fun have on the healthy growth and development of the child.
- > Countless options for recreation and enrichment exist in every community and even in your own home. You can play anywhere!

Parent handout(s) or other information: _____

- Focusing on protective factors: conditions or attributes that promote healthy development and well-being of children and families.
- At each visit, HV focuses on one of the protective factors: basic needs, education and employment, physical health of the family, mental health, early care and education, relationships with family and friends, and recreation and enrichment.





Nurturing Parenting Program: Preventing and Treating Child Abuse and Neglect

Michelle Richling, M.Ed.

Director of Family Support Programs
PCAVT



Key Principles of the Nurturing Parenting Philosophy



Meeting Children's

Needs

Meeting children's basic needs for safety and connection is crucial.



Developing

Self-Awareness

Helping children understand their emotional impact on parenting.



Promoting Positive

Communication

Open communication fosters trust and understanding.

Fostering Positive Parenting Skills and Healthy Development



Communication Skills

Effective communication for healthy relationships.



Setting Boundaries

Clear boundaries for a safe environment.



Discipline Strategies

Positive discipline practices to guide behavior.





Specialized Programs

Nurturing Skills for Families

Supports families with children from prenatal to age 17.

1

Nurturing Fathers

Focuses on fathers' unique parenting challenges.

2

Families in Recovery

Assists parents navigating substance use and trauma.

3



Reaching Families Globally: Nurturing Parenting Programs' Worldwide Impact

- 1 Global Nurturing Parenting program implementation.
- 2 Culturally adapted for diverse needs.
- 3 Multilingual accessibility worldwide.



Nurturing Parenting: Proven Effectiveness

Rigorous evaluations show the program's success in fostering positive parenting and reducing child abuse.

Reduced Abuse

Lower child abuse rates among participants.

Stronger Bonds

Improved parent-child relationships and emotional connections.

Improved Child Well-being

Children show better social, emotional, and behavioral health.

Evidence-Based and Trauma-Informed: The Proven Effectiveness of Nurturing Parenting

Reduced Abuse Rates

Studies show a 30% reduction in reported child abuse incidents among families participating in the Nurturing Parenting Program, compared to control groups.

Improved Parent-Child Relationships

Program evaluations reveal a significant increase in positive parent-child interactions, marked by increased empathy, communication, and conflict resolution skills.

Increased Child Wellbeing

Assessments demonstrate improvements in children's emotional regulation, social competence, and academic performance following parental participation in the program. Behavioral issues decreased by an average of 45% in participating families.



AAPI Results 2024

Construct	Pre-Test	Post-Test	% Change
A. Appropriate Parental Expectations	6.8	8.2	21%
B. Parental Empathy Toward Children's Needs	5.9	8.0	36%
C. Belief in the Use and Value of Corporal Punishment	6.8	8.2	21%
D. Parent-Child Role Reversal	6.9	9.5	38%
E. Oppressing Children's Power and Independence	5.9	6.7	19%

Outcomes

Families will have access to basic needs, decreasing likelihood of children growing without adequate nutrition, medical care and stable housing.

Parents will be less isolated and stressed, reducing the likelihood of depression, substance misuse, child abuse or neglect.

Parents will increase their knowledge of child development resulting in healthy parent-child interactions and relationships.

Parents will be more empathetic to their children's needs resulting in better emotional support for children.

Parents will learn to use healthy alternatives to corporal punishment resulting in less frequent incidences of physical child abuse requiring intervention from DCF, law enforcement, medical providers and or family court.

Outcomes Continued

Parents will embrace their roles as parents, resulting in more intact families within communities.

Parents will find ways to encourage independence and growth in their children resulting in higher functioning children enjoying more extra curricula activities and achieving personnel, school and community success.

Parents will feel more prepared to discuss substance abuse issues with their children resulting in reduced numbers of children and adolescents misusing substances throughout their lives there by improving economic and social conditions of their communities.

Parents will have the skills they need to be better parents to their children and more prepared to have open and meaningful conversations with their children about rules and expectations around substance misuse.



Strengthening Families Program

Michelle Richling, M.Ed.

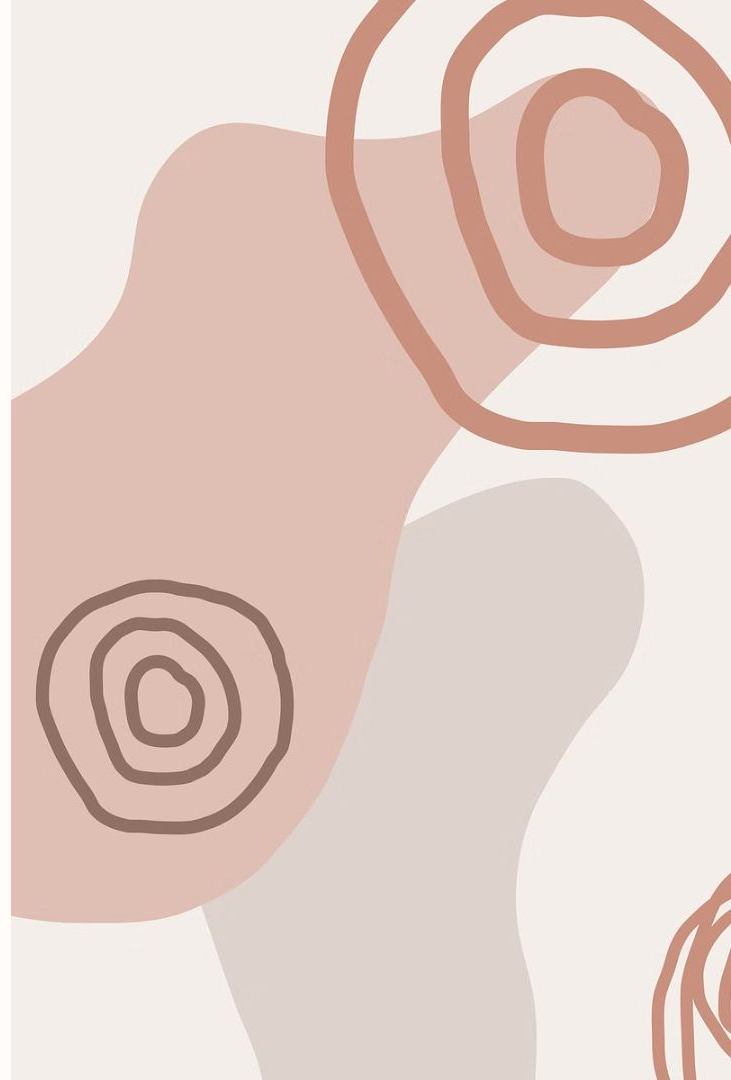
Director of Family Support Programs

PCAVT

Overview

The Strengthening Families Program is a 14-week skill-building program designed to help at-risk youth.

By reducing environmental risk factors and improving protective factors, the program aims to increase personal resilience to drug use and other risky behaviors.



What is the Strengthening Families Program?

Evidence-based

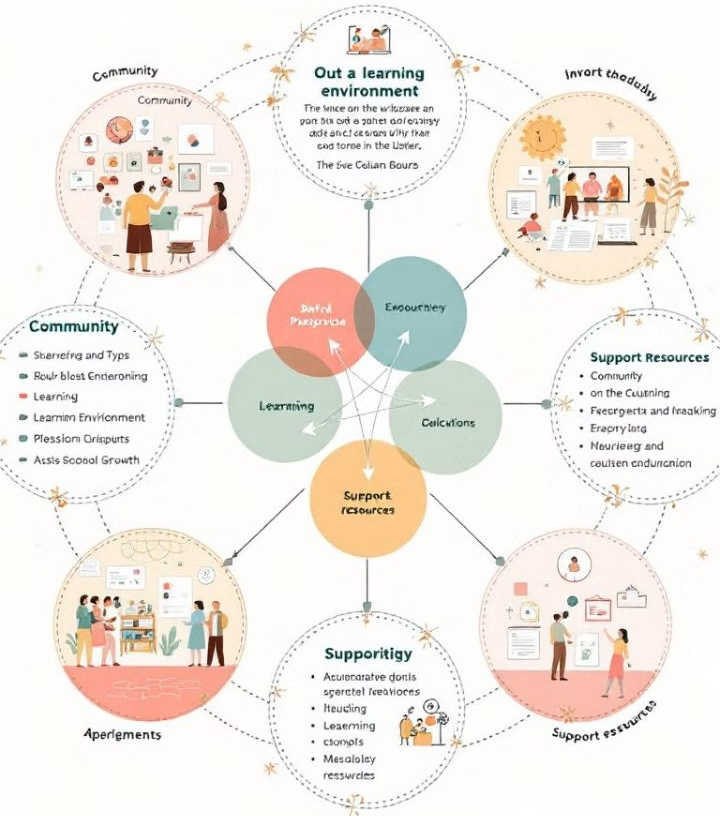
Research-supported program

Family-focused

Empowering families with tools and skills

Prevention

Early intervention for strengthening families



Key Program

Parent Skills

Communication, discipline, problem-solving

Child Skills

Social-emotional learning, self-regulation

Family Interaction

Building positive relationships, strengthening bonds

Community Support

Connecting families with resources and services

Why SFP is Essential for Families



Protection

From risk factors and adversity



Nurturing

Positive relationships and bonds



Development

Healthy and well-adjusted children



Support

Strong families, strong communities





Protecting Children from Adverse Childhood Experiences

1

Risk Factors

Poverty, abuse, neglect

2

Resilience

Strong family support, positive relationships

3

Outcomes

Improved mental and physical health

The Strengthening Families Program (SFP) offers age-specific support for families with children from birth to 17.

- SFP Birth -5
- SFP 6-11
- SFP 12-17





Key Goals

- Reduce child maltreatment
- Improve parenting skills
- Enhance family communication
- Increase family cohesion
- Reduce youth aggression
- Decrease youth depression
- Build life skills in youth
- Reduce substance use in youth
- Improve academic performance

Program Objectives

Prevent Child Maltreatment

SFP strengthens family relationships and communication to prevent abuse and neglect.

Enhance Parenting Skills

SFP equips parents with effective behavior management, positive parenting techniques, and strategies to build stronger family bonds.

Reduce Substance Use

SFP empowers youth with coping mechanisms and promotes healthy decision-making to prevent substance abuse.





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Outcomes and Endorsements

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Millions

Families served worldwide

20%

Reduction

In child behavior problems

50%

Increase

In positive parenting practices

90%

Endorsed

By leading organizations