**Sample Outline for Everyday Parenting© Sessions *(tailor to your session as needed)***

***Using this outline***

* *This outline is designed to be a companion to the sessions in the manual.*
* *Plug the content of each session into the various sections of this outline*
* *Tailor this outline to your session as needed; feel free to edit the document to meet your needs*

**Advance Prep for Session**

* Review notes from your prep for Feedback Session and parent’s goal sheet, especially before first EDP session
* Use [*Guidelines for Choosing EDP Sessions*](https://thefamilycheckup.com/sites/default/files/Guidelines%20%20for%20Choosing%20EDP%20Sessions.docx) if helpful
* Review notes from your previous EDP sessions, in particular notes re: the next goal to address
* Review in EDP manual the parenting session you plan to use with the parent. Note that you might use all or only part of the session in a single meeting. If you and parent decided to include child, plan for child’s role.
* Prepare any materials you choose to use from the FCU Resources Portal/ Everyday Parenting section
  + Print EDP handouts for planned session, linked under [*Everyday Parenting Resources*](https://thefamilycheckup.com/edp/everyday-parenting-resources)
  + Cue up any parent videos you plan to use, linked under [*Family Resources*](https://new.thefamilycheckup.com/node/394)
  + Print *Tracking Parent Skills Practice- Emojis* handout, if desired, in [English](https://new.thefamilycheckup.com/sites/default/files/2023-03/Tracking%20Parent%20Skills%20Practice%20-%20Emojis.docx) or [Spanish](https://new.thefamilycheckup.com/sites/default/files/Tracking%20Parent%20Skill%20Practice%20Emojis-%20Spanish.docx)
  + Print [*Everyday Parenting Cheat Sheet*,](https://thefamilycheckup.com/sites/default/files/Everyday%20Parenting%20Cheat%20Sheet%20-%20English.docx) if desired
* Prep with your supervisor if needed, including role play facilitating session if needed to help you build your knowledge and/or comfort with the material and process
* Plan with caregiver/parent as needed, using tips from document [*Establishing Focused Environment for Sessions*](https://thefamilycheckup.com/sites/default/files/Establishing%20a%20Focused%20Environment%20for%20Sessions.docx)

*Throughout session, incorporate spirit of MI (i.e., partner and collaborate with parent with empathy and compassion) and use your OARS+AE skills, found in the* [*MI Interviewing Tools*](https://thefamilycheckup.com/sites/default/files/Motivational%20Interviewing%20%20Tools.docx) *handout.*

**Draft Session Outline**

**Introduction**

1. Welcome and hello, build relationship through social connection
2. Recording (optional): Request consent to record when your supervisor is going to review session
3. Update: Ask for brief update on any pressing or important issues for parent. Review Weekly Check-In if used
4. Overview of EDP process: If it’s the first EDP session, explain how sessions will go typically. Here’s a sample script to give you an idea of how to approach this- use your own words.
   * Today we’ll plan which of the goals to start with from the goals you set in our Feedback Session.
   * I have some great material from Everyday Parenting that we’ll use each session to help you work towards your ultimate goal of X. We’ll discuss that material in our sessions, practice the parenting skills, then design together ways for you to practice the skills with your child/kids between sessions.
   * At the beginning of each session, we’ll chat about the goal and home practice you set up for yourself during our last session and how that’s going.
   * We’ll figure out what to focus on next; either continue working towards same goal, or move to new goal
   * Does this approach sound OK to you? Do you have any questions?
5. Agenda: Set agenda for session collaboratively with parent, with child input if appropriate and child is present
   * Decide if anything pressing needs to be addressed first, e.g., basic needs, safety concerns, etc.
   * Plan for the following: review home practice, especially successes; troubleshoot as needed to support development of skill from last session; work on next skill if parent is ready to move on

**Use EDP Teaching Process to work on parenting goals**

1. Check on home practice: If you and parent have started EDP sessions already, ask how home practice went from previous week, connecting the practice to the parent’s goals. **(DEBRIEF)**
   * If *Tracking Parent Skills Practice* handout was used, review it with parent
   * Ask about and celebrate any successes, no matter how small
   * Ask about any barriers the parent encountered to using skills
   * Decide with parent whether to work on same parenting skills in current session, e.g. to address any barriers, help parent get more comfortable and confident with skills, etc. If working on same skills, build on parent’s strengths and successes, including those identified in assessment and Feedback materials.
2. Set next goal: Decide with parent which goal to work on next, if parent is ready to move to next skill
   * Complete sessions in order that matches parent’s goals and choices; sessions do NOT have to follow order presented in EDP manual. However, if any goals are related to Positive Behavior Support, it is recommended to start with those sessions.
   * Ask permission to start work with EDP material. “If it’s OK with you, I’d like to shift to sharing some tips and tricks for working towards your goal of X”
3. Review materials from EDP manual, using EDP handouts and videos as needed. **(TEACH)**
   * Tailor discussion and planning to child’s developmental level and family strengths, resources, and needs
   * Discuss tips/share what other parents and families have found helpful

* Meet parents where they are at: Language in EDP manual is part of your toolbox, but use language that best meets needs of your parents, is at their reading/communication level, and is culturally responsive
* Ask before giving advice and avoid positioning self as expert: “Would you be interested in hearing what other caregivers do in similar situations?”
* Build hope for change through connecting the task to existing strengths and capacities: “You will be especially skilled at X because we’ve both seen your strength/skill at Y .”

1. Role play skills: **(MODEL AND PRACTICE)**

* Might start with demo of ineffective approach- you play part of parent first- or show video of wrong way
* Move into role plays of effective approach, with you modeling first or using video models
* Have parent role play; make sure parent role plays effective more than ineffective approach. If child is in session, role plays are good place to include child. Possible transitions into parent role plays:
  + “What might that look like in your home?”
  + “How might you say that to your kiddo?”
  + “If you were to try that with your child, what might you do?”
* Discuss role plays with parent; repeat role plays as needed. **(DEBRIEF)**

1. Plan for possible barriers:
   * Ask parent, and child if included, to anticipate what might get in way of using new skills; plan accordingly, including repeating role plays incorporating how to address barriers if needed.

**Follow up and schedule**

1. Summarize: Give quick summary of highlights from the session, focusing in particular on strengths and successes
2. Plan home practice:
   * If desired, plan for parent to review EDP handouts **(TEACH)** and/or watch videos. **(TEACH AND MODEL)**
   * Plan specific ways parent will practice new skills with their child/children, applying what was discussed and role played in session to daily family interactions. **(PRACTICE)**
   * If desired, plan for parent to use *Tracking Parent Skills Practice* handout
3. Schedule next session. Decide if child will participate in next session based on content and child’s abilities.
4. Final session: Summarize progress with parent, and plan for sustaining progress. Consider having parent complete questionnaires again to compare to original questionnaire results and assess progress.