

The Teen Parent Program Manual

Funded by:

U.S. Department of Health
and Human Services

NATIONAL CLEARINGHOUSE ON CHILD
ABUSE AND NEGLECT INFORMATION



A Program of:

Bellflower Center
For Prevention of Child Abuse
11234 Bellflower Road
Cleveland, Ohio 44106
Telephone: (216) 229-2420

June - 1986

THE TEEN PARENT PROGRAM MANUAL

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A Program of:

**Bellflower Center
for Prevention of Child Abuse**

**11234 Bellflower Road
Cleveland, Ohio 44106**

(216) 229-2420

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Manual

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Teen Parent Program

MANUAL

Background Information

The escalating problem of teenage pregnancy is a national concern. Statistics show that the teen birth rate in the U.S. is among the world's highest. One in ten female teens become pregnant in this country, and Cleveland has the second highest rate of births to teen mothers of any of the major cities. Here, one out of every five births was to a teenage mother, totalling 2600 teen births in Cuyahoga County in 1984. Greater numbers of the teen mothers are choosing to become single parents, a very difficult road to follow. Some of the problems associated with teenage parenthood are:

1. the high risk of premature births, low birth weight of babies and the accompanying risk of mental and physical handicaps;
2. the lack of preparation of teens to be able to nurture, stimulate and guide their children;
3. the lack of maturity and coping skills to handle the constant demand of rearing the child; and
4. the deficiencies in education stopping the young parents from moving beyond the poverty cycle.

These were the motivating facts behind Bellflower Center's involvement with teen parents. We were not in the position to assist with their needs for medical treatment or formal education, but this agency specializes in helping parents with nurturing and coping skill problems. Thus, the Teen Parent Program was devised to meet those needs in teen mothers, whose likelihood to abuse their children is great. Many teen parents were not nurtured well themselves and therefore, perpetrate the same upbringing on their children. Knowing yourself, feeling good about yourself, being able to put someone else's needs before your own are necessary if a parent can survive the constant demands of motherhood. The process of coping in adolescence is great without those added strains. The Teen Parent Program sought to address their problems through a self-help and volunteer support concept of service.

TEEN PARENT PROGRAM
Bellflower Center for Prevention of Child Abuse
11234 Bellflower Road
Cleveland, ohio 44106

Teen Parent Program Evaluation
May 1986

The Problem:

Teen mothers are identified as being at high risk to abuse their children. They are torn between the pressures of being an adolescent and being a parent. They are immature and unknowledgeable about parenting. Their own parenting may have been inadequate so they have learned negative patterns through experience. They often do not have family or friends to support them through a difficult period. Personally the young mothers tend to lack positive feelings about their present life and lack the training and skills for a positive future.

The Goals:

1) To bring into the Center some of the high risk population of teen mothers and their children.

Accomplished: In the 12 units of the Teen Parent Program held at the Center for 8 weeks each, we served on an average, nine mothers between the ages of 14 and 21 in each unit with an average of 15 children. Racially they were predominantly black.

2) To provide support mechanisms through a peer support group, volunteer advocates, and a crisis hotline.

Accomplished: The support group was the girls' favorite part of the day. They learned about group problem-solving and constructive social interaction. Through the hotline they could get support at any hour. Through the volunteers they received individual attention at crisis periods. Their needs for housing and food, intervention with their families, counseling when troubled themselves were met. They openly talked about their frustrations with their children.

3) To teach parenting and coping skills with the hope of preventing child abuse from occurring.

Accomplished: Sessions on the parent/child relationship focused on three primary issues in each unit: knowledge of the developmental stages of children; discussion of discipline methods; and teaching of stimulating play techniques. Participants learned that the baby could not be expected to fill their need for love. In addition, in most of the units, child/infant development inventories were completed with the mothers assisting to assess where the children needed help. It became apparent that the young mothers were able through this

exposure to become aware of better nurturing techniques. (eg.- "Whupping" when the child was "bad" was discouraged.) There were evidences of change despite tendencies to fall back into old, familiar patterns when under stress. There were momentary instances of putting the child first before themselves indicating a slow growth toward mature parenting.

4) To motivate participants to attend.

Accomplished: The motivation was not present in the girls to participate in a structured program. Incentives, therefore, had to be offered. We used the incentives of lunch, childcare, transportation and even a stipend to encourage attendance. Food was a drawing factor, plus the sociability around it. Childcare offered the mothers an appreciated break away from the children and the children an opportunity for socialization, stimulation and nurturing. Sometimes the children liked the program more than the mothers.

Transportation costs were prohibitive when we could no longer find volunteers willing to drive the mothers and children to and from the sessions. Subsequently the "taxi-cab" van provided the greatest incentive and taught responsibility in that the mothers had to inform us whether they were coming so they could be picked up. An added benefit of the transportation was assisting the group to be cohesive faster as they all piled into the same vehicle to get back and forth.

The stipends were an incentive. Twenty-five dollars was paid to each participant who attended four sessions consecutively. Difficulties surfaced around which absences were excused and the volunteer advocates did not like their role of policing the attendance of the girls. In the last unit the stipends were dropped and the girls were disappointed (those who were familiar with that system); but the interested participants continued to attend, indicating the program does meet some needs and becomes a motivating force in itself.

5) To assist the teens in identifying and evaluating life choices for themselves and their children.

Accomplished: Exposure to self-esteem exercises helped teens to take a healthy look at themselves. Learning to use peer and older support persons helped them to break their isolation patterns. Opportunities for completing their education through the GED test, vocational training and career opportunities were introduced to them. Circumstances of their lives in which the young mothers felt trapped were: their housing, sex lives and involvement with violence and drugs. Removing themselves was often traumatic but an improvement. Moving the children toward Head Start was a logical step after the nurturing training of the Teen Parent Program.

In Summary: The teen parents were exposed to a caring and learning environment for an average of 48 hours. They and their children made small strides toward improved self-images, better parent/child interaction and a stronger sense of control over their own lives. The agency found the approach to the young mother to be a valuable one and the program is being continued in an abbreviated form.

Teen Parent Program

Program Goals

To bring into the Center some of the high risk population of teen mothers and their children;

To provide support mechanisms through a peer support group, volunteer advocates, and a crisis hotline;

To teach parenting and coping skills with the hope of preventing child abuse from occurring;

To motivate participants to attend; and,

To assist the teens in identifying and evaluating life choices for themselves and their children.

Program Components

TPP was an 8 week program which met twice a week for 4 hours each day. Components of the program included:

1. A Peer Support group for the purposes of:
 - a. Meeting with other teens who have a similar life situation.
 - b. Increasing communication skills, including verbalization of feelings and attitudes, examining hostile and positive feelings toward others, exchanging them for more positively assertive ones.
 - c. Developing problem solving abilities.
 - d. Establishing personal, short term goals for life changes.
2. Educational workshops to deal with:
 - a. Parent/child issues: namely,
discipline, expectations,
play/stimulation, and child/
development inventories.
 - b. Issues concerning the teen mothers: namely,
alcohol/drug abuse, violence,
birth control, sexually transmitted
diseases, self esteem, jobs and
schooling, and relationships.
3. Expression through art using art in a therapeutic way to release feelings and facilitate communications.
4. Lunch/social time
5. Childcare program
 - a. A structured and stimulating planned program that offered a positive experience for those children ages 2-1/2 to 5.
 - b. Quality care and stimulating play for those children up to 2-1/2.
6. Transportation time to and from the Center.

Recruiting Teen Mothers

A. Targets were the:

County Welfare Department caseworkers
Major hospitals, social services and obstetrics departments
Neighborhood healthcare centers
Juvenile Court
Women's groups and unwed mothers' homes
Neighborhood centers
High Schools' family planning departments
Clinics
Any agency that may deal with teens and their children

B. The Process

1. Announcements and pamphlets with an explanation of the program were sent to the targeted institutions. (See Appendix #1 and #2)
2. An Open House to familiarize agency workers with our facility was held at the start of the program.
3. Pamphlets with information about the program to be handed to prospective clients were sent to referring sources.
4. Referral sources were reminded of the registration deadlines through phone calls.
5. Visits to referring sources were made as necessary particularly if new staff needed to learn about the program.

Recruiting Volunteers

- A. Both the Junior League of Cleveland and the National Council of Jewish Women, who were interested in teen parents as a high risk group in terms of propensity toward child abuse, contributed many volunteers to care for the children and to work as teen advocates.
- B. Churches were contacted but were not productive as a source of volunteers.
- C. Students on field placements and wanting to vary their activities were available for the program due to the Center's proximity to many universities.
- D. The biggest problem faced was that many more volunteers wished to be with teenagers and few wanted to do child care.

Screening of Volunteers

- A. Volunteers were screened for their non-judgmental, empathic attitudes towards teenagers and their pregnancy.
 - B. The large time commitment involved, which was eleven hours a week plus planning time, was a screening factor in itself.
 - C. The initial interviews and the training sessions served as an opportunity to assess the personality and abilities of the volunteers.
 - D. The volunteers' helping relationship requires much nurturing, role modeling and concrete, well-planned activity services.
- (Appendix #3, #4, and #5)

Training Volunteers for TPP and Related Issues

Three meetings were held with teen advocates and childcare advocates with the program director and outside professionals who were invited to cover specific topics.

A. General background of the Teen Parent Program Training of the facilitators was done with the child and parent facilitators together in three, one-half day sessions to cover the program's philosophy, goals, structure, facilities and equipment, division of responsibility, listening skills, and other services and resources available. Daily review by the facilitators was done after each group session ended to set individual and group goals for the participants.

B. How teen mothers made contact with the agency:

1. Mandated: the potential hostility of mandated clients, how to respond to that, and the reporting requirements to the mandating agency;
2. Agency referrals coming voluntarily, but with question marks in commitment;
3. Self-referrals recognizing their unmet needs.
4. Referrals through "the grapevine" by other group members enthused about the program.

C. Expectations of Volunteers

1. The ability to accept differences in values and behaviors in a non-judgmental way.
2. The ability to work with teen parents who may be depressed, stressed, or who are having trouble being an adequate parent.

3. The ability to plan and implement activities and discussion which will encourage development of parenting skills, increase self-esteem and promote peer support.
 4. The ability to work within procedures and what the procedures would be.
- D. Orientation to parent/child interaction, child care
1. Discussion of child development
 2. Children's feelings
 3. Behaviors toward children
 4. Dealing with problems of child abuse
 5. Ways to appropriately stimulate children at different ages.

Phone Recruiting of Teen Mothers

Phoning or contacting the teens who have been referred to the program, approximately two to three weeks before the session begins.

- A. Describe the program focusing on what's in it for her, and reconfirm the girl's intention to attend
- B. Gather information (Appendix #6)
 1. Name, age, birthdate, address, phone
 2. Children's names, birthdates, sex, etc.
 3. "Are you pregnant?" (As a general rule, the program is not for pregnant girls.)
 4. Guardian's name, and address
- C. Commitment to attendance
- D. Tell them what to bring for the children, the transportation arrangements, when to be ready, what to wear, etc.

Program Planning

We brainstormed and came up with the following topics and appropriate speakers to address the topics. In addition, we asked for input from the teens themselves. (Appendix #7 and #8)

A. Teen's concerns were:

1. Drugs and alcohol
2. Birth control, pregnancy
3. Violence - family
4. Goals - education (GED), job training
5. Communication with family members
6. Field trips
7. Arts and Crafts projects
8. Art expression
9. Social Services Agencies
10. AAPI and evaluation

B. Parent/child concerns were:

1. Becoming a parent - include bonding
2. Play/child stimulation
3. Child development
4. Expectations of children
5. Testing (Minnesota Child Development Inventory)
Kent Inventory of Development
6. Health and Safety
7. Discipline
8. Trusting self as parent
9. Separation from child

C. Resources used were:

1. Cleveland Regional Perinatal Network addressed the topics of becoming a parent, play/stimulation, child development (including testing), health and safety, discipline, and trusting yourself as a parent.
2. School of Nursing Teacher/Midwife
3. Battered Women's Shelter
4. Witness/Victim Center
5. Alcoholics Anonymous member, a recovering drug addict, and a counselor on drugs.
6. Planned Parenthood on family planning.

7. A psychologist who talked about communicating with one's family.

8. Representative from Cleveland Schools who spoke on the GED and jobs (the job market).

Where possible, we tried to obtain speakers with whom the girls could easily relate, particularly, young black women who would serve as role models.

D. In order to offer a varied program, we interspersed a few craft projects (Christmas, Easter, Valentine's Day) which provided an opportunity for problem solving, social interaction, sharing, and self-expression (creativity). We took one field trip during each unit utilizing the cultural facilities in our area (Art Museum, Natural History Museum, Auto-Aviation Museum, Historical Society, Health Museum and Garden Center). Art expression sessions were helpful in achieving group cohesion and communication.

1. Collage from magazine - pictures used to introduce self (about selves)
2. Kinetic Family Drawing ("You and your family doing something together"). Goal of this is to stimulate conversation about family interaction and proved to be a tool to understand the teen and her family.
3. Self-portrait - concept of self-esteem.
4. Pictures of feelings (For instance, "A time when I was angry.")
5. A picture of three wishes.

E. A program plan was developed to stimulate the children.
(Appendix #9)

F. Record Keeping for volunteers to keep track of:

1. Referral forms (Appendix #10)
2. Attendance (Appendix #11)
3. Release forms - medical and photo. AAPI, and Exchange of Information (Appendix #12, #13, #14 and #15)
4. Follow-up thank you notes to speakers
5. Follow-up forms to referring person (Appendix #16 and #17)
6. Daily log write up of the support group (Appendix #18)
7. Notes taken on any advocacy performed (Appendix #19)

G. Food

Lunch was provided.

The menu was simple, nutritious and easy to prepare.
(Appendix #20)

The two ways lunch preparation was handled were:

Advocates alternated days to prepare and bring lunch from home and were reimbursed for the cost, or paid aides through a government program purchased and prepared lunch on site.

h. Transportation was handled in two ways:

1. Volunteers were responsible for picking up and returning girls. Car seats were provided by Bellflower Center in order that State regulations could be followed. Volunteers had fears about traveling in inner city neighborhoods.
2. Taxi cab vans were hired to transport the girls. We found this method to be very expensive. The clients had to come from approximately the same area of the city and still a one-way trip for seven mothers and their children would take about an hour of the van and driver's time.

The First Day

The first day is very important because it sets the pace for the unit of sessions. It begins in the nursery where all moms, babies and volunteers are present.

I. Nursery

- A. Introductions - Each person introduces herself. Polaroid pictures were taken of each mother with her children.
- B. Talk about Childcare Procedures
 - 1. Label baby, self, bag, bottles, etc.
 - 2. Fill out instruction sheet (Appendix #21) indicating feedings for baby, special diet, medications, toys, or any concerns.
 - 3. Reminder to always bring extra clothes, diapers and bottles, etc.
- C. Our expectations of moms
 - 1. Ultimately, the baby is the mother's responsibility to dispense medication and change diapers if not in session.
- D. Any questions?
- E. Mini-lecture by volunteer on separation technique. Do not sneak out, but say goodbye to your child, assuring him that you'll be back. Then put the technique into practice and adjourn to the other room.

II. Teen Mothers' meeting room

- A. Orientation to the overall program
 - 1. Purposes and program at Bellflower Center
 - 2. Description of the Teen Parent program and daily schedule of the program.

3. Our expectations and hopes for teens:

a. Fun, new skills, new resources, new friends

b. Teen's responsibilities:

1. Regular and prompt attendance

2. Confidentiality about what is said in their meetings. This is a critical factor to establish the important element of trust.

3. Lunch, clean-up: girls take turns helping

4. Participation in the program

c. Signing/distributing permission slips for:

1. Medical emergencies that may arise and

2. Photo/publicity release

B. Self-collage - used to facilitate the mothers talking about herself to the others in the group. If there is extra time, the girls always enjoy talking about their deliveries. This can be plugged in after lunch, too.

C. Lunch

For dessert we often provided an unfrosted cake with a container of Cool Whip and other decorating materials. The girls were then instructed to decorate the cake together without talking. The girls all seemed to like this and it served as a good "ice breaker".

D. Mini-Education Orientation

Description of education piece/topics/speakers

E. Support Group Orientation

Introductory description of "what is a support group" and the confidentiality and trust of the group will be stressed.

F. End of the Day

Returned to the nursery to pack up the children and say their goodbyes until the next meeting.

TEEN PARENT PROGRAM

DAILY SCHEDULE

MONDAY

10:00 - 10:30 a.m. Arrival -
Settle children
in nursery

10:30 - 11:45 a.m. Parent/child
Interaction Education
Component

(Speaker may stay through lunch)

11:15 - 11:45 a.m. Children fed in nursery

11:45 - 1:00 p.m. Naptime in nursery

Lunch/clean-up for teens

1:00 - 2:00 p.m. Support Group

2:00 - 3:30 p.m.

WEDNESDAY

Arrival -
Settle children
in nursery

Teen Issue Education
Component - Crafts,
Field trip, art
expression

Support Group

Volunteer Feedback

Evaluations

1. Weekly "Staff" evaluations

Time was set aside for a weekly feedback meeting for volunteers and the staff consultant. At this time, any problems or concerns revolving around areas of teens, children or programming were discussed. Changes and solutions were addressed. This aspect is seen as a necessary component to process all that has gone on during the week. It was also a time when childcare volunteers and teen advocates could share pertinent information.

2. Client evaluations of the program units.

Program evaluation forms were filled out anonymously at the end of each unit by the mothers participating. (Appendix #22)

3. "Staff" evaluations of the program units.

Written brief reports of the program units were filed by the volunteers, summarizing the results, problems, etc.

(Appendix #23)

4. AAPI's taken by the teen mothers at the beginning and the end of each unit of program.

These are Adult-Adolescent Parenting Inventories which are copyrighted by Family Development Associates, P.O. Box 94365, Schaumburg, Ill. 60194. They test the appropriateness of the parents' expectations of their children, their degree of empathy, their belief in corporal punishment and their tendencies to expect the child to parent themselves. While our scores did not show great improvement, there was some improvement in the variables tested in most cases.

 **BELLFLOWER CENTER**
FOR PREVENTION OF CHILD ABUSE INC
11234 Bellflower Road • Cleveland, Ohio • 44106

TEEN PARENT PROGRAM

1985 Sessions

January

April

July

October

FOLD HERE

Description: An intensive 8 week parenting/intervention program for teen mothers and their children.

Eligibility: Teen mothers 13-19 years and their children 1 month to 5 years.

Goal: To provide prevention/intervention for adolescent mothers who constitute a high risk population for parenting disorders. To assist teen moms in developing self-sufficiency for themselves and their children.

Schedule: * Mondays and Wednesdays
* 10:00 a.m. to 2:00 p.m.
* Sessions to begin:
January, 1985
April, 1985
July, 1985
October, 1985

Funding: 1985 funding is through the U.S. Department of Health & Human Services

Program Objectives:

1. Peer Support Facilitate two meetings each week.
2. Education/Recreation Provide one special session each week which meets the needs of the teen moms.
3. Parent/Child Relations Conduct one parent/child interaction session weekly which provides child development information and suggestions of activities to do with children.
4. Advocacy Relations Assist teens in locating resources to meet their needs in: child care/parenting, primary/family relationships, education/training, medical, housing, clothing, food and personal areas.
5. Referrals Link teens to community resources when appropriate.
6. Pre-test/post-test Administer the Adult-Adolescent Parenting Inventory (AAPI) which assesses high risk parenting and child rearing attitudes.
7. Stipends Provide money to active teen participants of the program.

Unique Qualities: * Trained and supervised volunteers.

* Ancillary services:

- transportation
- child care
- lunch

ANNOUNCEMENT

TEEN PARENT PROGRAM

Description: an intensive 8 week parenting/intervention program for high-risk teen parents and their babies which meets 4 hours twice a week.

Focus: to prevent the occurrence of child abuse by addressing those factors that contribute to the profile of families at risk: low self-esteem, immaturity, unrealistic expectations of their babies, isolation, inadequate coping mechanisms for dealing with stress.

Highlights:

- - - a peer support group which meets twice weekly for the duration of the program and once a week thereafter.
- - - discussion times which include special topics relative to the needs of the teens and information about child development.
- - - parent/child interaction time which helps teens learn simple activities to stimulate their child's development and encourage parent/child relations.
- - - advocacy relationships with specially trained volunteers who will provide guidance and nurturing as well as concrete services.
- - - transportation, child care, and lunch are provided.

We invite your referrals for round #8 of this program.

Beginning date: Monday, October 22, 1984
Time: 10:00 - 2:00 p.m. Mondays/Wednesdays
Place: Bellflower House

Please return referrals by September 30, 1984.

If you have questions or would like any other information, please call 229-2420.

Bellflower Center
Volunteer Application Form
11234 Bellflower Road
Cleveland, Ohio 44106
Tel: (216) 229-2420

Date _____

Name: _____

Address: _____ Zip: _____

Home Phone: _____ Work Phone: _____

Emergency Name and Number: _____

Education: Number of Years of Schooling _____

Year of Graduation: High School _____ College _____ Post Grad _____

Married: _____ Single _____; Children's Ages: _____

Experience: (Star jobs presently held, please)

Volunteer Jobs Held: _____

Compensated Jobs Held: _____

Interests and Talents: _____

Who referred you to the agency? _____

Why do you wish to volunteer? _____

Which areas of volunteer work interest you most? _____

Check list. Opportunities available include:

_____ Help Line Workers: Answer phone calls, some being from parents experiencing stress in their relationships with their children. Give support and assistance so they can better cope with their problems.

_____ Child Advocates: Provide warmth, nurturance and activities to children whose parents are involved in many of our programs.

_____ Group Facilitators: Many of our self-help support groups need the experience and expertise of trained volunteers.

_____ Community Educators: Work on public relations, give speeches, make posters, reach out to community groups.

_____ Administrative Tasks and Committees: Assist with files, building and equipment needs, fund-raising, typing, mailings, and agency management.

Other opportunities are available. Training and staff support are provided.

Days and Hours Available: _____

(For Center's use only)

Placements:

<u>Position</u>	<u>Date Begun</u>	<u>Date Terminated</u>
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JOB DESIGN

PROGRAM: TEEN PARENT PROGRAM

TITLE: Teen Parent Program "Parent Advocate"

RESPONSIBLE TO: Assistant Program/Volunteer Coordinator

DEFINITION OF DUTIES:

1. Responsible for transportation of two teenage mothers and their babies.
2. Act as advocate for same two mothers and maintain records with support and supervision of Program Assistant/Volunteer Coordinator.
3. Perform specific component program duties.
4. Attend volunteer support meetings to discuss program and individual cases.

TIME REQUIRED:

PROGRAM: Monday and Wednesday from 10am-2pm - (8 Hrs.)

MEETING AND SUPERVISION: Minimal 2 hrs. per week.

QUALIFICATIONS:

Experience with adolescents and/or willingness to develop following qualities:

- ability to accept differences in non-judgmental way.
- ability to work with teen parents who may be depressed, stressed or who are having trouble being an adequate parent.
- ability to plan/implement activities and discussion topics which will encourage development of parenting skills, increase self esteem and promote peer support.
- ability to work within procedures.

TRAINING PROVIDED:

Basic volunteer training. Orientation sessions and on-going in-service meetings.

VOLUNTEERS NEEDED:

6 volunteers - 2 program managers - 2 support facilitators - 2 advocacy/education

SCHEDULE:

January, 1985; April, 1985; June, 1985; October, 1985. 12 weeks per session.

CONTACT: 229-2420

JOB DESIGN

PROGRAM: TEEN PARENT PROGRAM

TITLE: Child Care Advocate

RESPONSIBLE TO: Program Assistant/Volunteer Coordinator

DEFINITION OF DUTIES:

Offer infant care, stimulation, nurturing care to infants and/or toddlers. Interact with teen-age mothers, and do appropriate role modelling. Maintain daily records.

TIME REQUIRED:

PROGRAM: Monday and Wednesday 10am-2pm. 4-8 hours per week for 8 weeks. One day commitment acceptable.

QUALIFICATIONS:

Experience with children and/or willingness to develop the following qualities:

- ability to maintain realistic expectations of children.
- ability to provide positive reinforcement.
- ability to communicate with teen mothers.
- ability to provide a stimulating and warm atmosphere for infants and toddlers.
- ability to accept differences in a non-judgmental way.

TRAINING PROVIDED:

Basic volunteer training, orientation sessions, and on-going in-service meetings.

VOLUNTEERS NEEDED:

4-6 per session to maintain 1:3 adult/child ratio.

SCHEDULE:

January, 1985; April, 1985; June, 1985; October, 1985. 12 week sessions.

CONTACT: 229-2420.

TEEN PARENT PROGRAM APPLICATION

NAME _____

ADDRESS _____

CITY AND STATE _____

PHONE _____ PHONE _____

NAME OF BABY _____ DATE OF BIRTH _____

SEX OF BABY _____

SCHOOL/OCCUPATION _____

REFERRAL SOURCE _____

PARENT/GUARDIAN _____

ADDRESS (IF DIFFERENT) _____

PHONE (IF DIFFERENT) _____

WORK PHONE NUMBER _____

TRANSPORTATION: _____ YES _____ NO

INTERESTS _____

FOR MINORS ONLY

I give permission for my daughter to participate in the Teen Parent Program at Bellflower Center, and to be transported by a volunteer, to and from the program, if necessary.

Signature _____

Parent/Guardian _____

QUESTIONNAIRE FOR INPUT

1. What are your interests?

- Arts and Crafts (what particularly) _____
- Dancing _____
- Exercise _____
- Cooking _____
- Sewing _____
- Music _____
- Reading _____
- Sports _____
- Other _____

2. Places you would like to visit:

- Museums _____
- Zoo _____
- Parks _____
- Other _____

3. Things you like to talk about:

- Baby _____
- Fashion _____
- Make-up _____
- Drugs _____
- Sex _____
- Friends _____
- Dating _____
- Family Relationships _____
- Sports _____

4. Concerns you have about your baby:

- Sleeping _____
- Feeding _____
- Crying _____
- Health _____
- Playing _____
- Loving _____
- Holding _____
- Other _____

5. What do you expect from yourself as a mother? _____

6. What do you think others expect from you as a mother? _____

7. How are things going at home between you and your own mother and/or father? _____

8. Do you have time for yourself? _____

9. What do you do during the time you have for yourself? _____

10. Were you attending school when school let out in June? _____
11. Will you be attending school in the Fall? _____
12. Would you like to attend school in the Fall? _____
13. If you don't go to school what would you like to do? _____

14. Things you want to know more about: _____

TEEN PARENT PROFILE
(to be completed by teen advocate)

Childcare/ Parenting

1. Who has custody of the child?
2. What babysitting arrangements does mom have?
3. What concerns does mom have about her child's development?

Primary/ Family Relationships

1. Who lives in the household?

Names:

Relationships:

2. Who should we contact in an emergency?
3. Does mom have transportation available?
4. Are there any family problems we should know about?

5. Does the family have a social worker?

Name Agency Phone

Education/ Training

1. Educational Background:

2. Future Goals:

Medical:

1. What Clinics does mom, baby use?

	Name	Address	Phone	Wic
	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____

2. Does mom have any medical concerns regarding self and Baby?

3. Is mom on Birth Control?

Housing, Clothing, Food:

1. Source of Income:

___ Employment ___ Public Welfare ___ Food Stamps ___ Other

Needs:

Personal/ Other

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10/81

The following is an outline to follow for the child care worker in the Teen Parent Program at Bellflower Center. It has been broken down into age categories and age appropriate activities.

There is also a weekly materials list for each age group.

A close working relationship with parent is encouraged as far as communicating the status of child development. It is important to avoid creating any competition between child care worker to parent.

INFANT - 6 MONTHS

- Week 1 - Reassurance/New surroundings
Calming-patting back, stroking head
relaxation
- Week 2 - Sound Simulation
Voice, music box, rattle
- Week 3 - Grasp - present to infant toy thing that is holdable to
stimulate grasp; switch hands
- Week 4 - Visual Stimulation
Hold object with face or bright colors, move left to
right, clap hands on either side encouraging head to
rotate
- Week 5 - Head Control - put on stomach, hold toy in front,
encourage infant to raise head to see object
- Week 6 - Sitting - gently pull from laying to sitting,
supporting back and head at all times
- Week 7 - Exercise - bicycle legs, bend at elbows in/out, etc.
- Week 8 - Language Stimulation - song, poem, finger play (Where
is Thumbkin?)

6 MONTHS - 1 YEAR

- Week 1 - Relaxation - verbal reassurance that new surroundings are ok and mom will be back; back patting
- Week 2 - Visual Stimulation - hold up different objects, colors, shapes, forms
- Week 3 - Auditory Stimulation (hear) - music, sing, music box, rattles bells, cassette, record
- Week 4 - Tactile Stimulation (touch) - texture, soft/hard, wet/cold, stickey
- Week 5 - Kinesthetic Stimulation (size) - talk and show relationship, small, bigger, biggest using toys
- Week 6 - Olfactory Stimulation (odor) - let infant smell and then discuss perfume, vinegar, bar of soap
- Week 7 - Gustatory Stimulation (taste) - salt pretzel, sweet-biscuit or cookie, sour-lemon
- Week 8 - Exercise - pull from sit to stand, encourage table walking

AGE 1 - 2

- Week 1 - Separation and Reassurance - Mom's close and will come back, verbally create comfort
- Week 2 - Visual Stimulation - shapes saying and colors, pointing and then touching different objects, toys
- Week 3 - Auditory Stimulation - rythm dance-music, clapping
- Week 4 - Language Development - talk through, repeat, give info on daily activities-eating, bathing, pictures of family members
- Week 5 - Fine Muscle - putting objects in container, matching shape and hole, crayon-paper
- Week 6 - Large Motor - jump, exercise arms-up/down, 1 leg up/down, walk tape line
- Week 7 - Interaction - give mommy --, give Tommy --, hold hands with --, "ring around rosey"
- Week 8 - Unbirthday - celebration of unbirthday, everybody's day cake, party type birthday singing birthday song "Happy Un-birthday to you . . ."

AGE 2 - 5 YEARS

- Week 1 - Self Awareness - Discuss esteem, praise, and positive reassurance, make full body portrait
- Week 2 - Feelings - Discuss emotions and its ok to feel sad, angry, happy, guilt, make cardboard face of how you're feeling today; yarn hair
- Week 3 - Good Behavior - Discuss good, bad behavior and the consequences, make paperbag puppets and act out behavior
- Week 4 - Hygiene - Discuss toothbrush, soap, toothpaste, baths, make person from toothbrush and pipe cleaners
- Week 5 - Exercise - Mouercise exercise tape for children; discuss importance of exercise
- Week 6 - Senses - Discuss different senses and explain lemons, vinegar, sand paper, let them experience shaving foam and make sand paper art project
- Week 7 - Parent Child Interaction - Discuss importance of this and also separate time with each child. Be a friend as well as parent-make me and mommy mobile-hanger and yarn pictures from home or magazine cutouts. (Suggest a slightly longer time with mother and child.)

Week 8 - Unbirthday Party - Celebration of unbirthday or everybody's day. Coke and party type atmosphere. Let children decorate themselves.

LIST OF MATERIALS

Week 1

Infant - 6 mos.	None
6 mos. - 1 yr.	None
1 yr. - 2 yr.	None
2 yrs. - 5 yrs.	Paper-body portraits

Week 2

Infant - 6 mos.	music box, rattles
6 mos. - 1 yr.	cards w/ bright colors shapes and objects
1 yr. - 2 yr.	cards w/ bright colors
2 yrs. - 5 yrs.	card board face-yarn, glue crayons

Week 3

Infant - 6 mos.	graspable toy
6 mos. - 1 yr.	music box or musical toy rattle, bells, record, cassette
1 yr. - 2 yr.	record or cassette
2 yrs. - 5 yrs.	paper bags-crayons, misc, yarn, cotton

Week 4

Infant - 6 mos.	object w/ face and bright colors
6 mos. - 1 yr.	objects, cotton-soft, sandpaper-hard, tape-sticky

Week 4

1 yr. - 2 yr.

pictures of daily
activities

2 yrs. - 5 yrs.

toothbrush, soap,
toothpaste, pipe
cleaners, construction
paper

Week 5

Infant - 6 mos.

None

6 mos. - 1 yr.

flash cards and objects
showing graduations of
size, relationship-choose
toys depicting above

1 yr. - 2 yr.

shape sorter and crayon
and paper

2 yrs. - 5 yrs.

exercise tape and
cassette

Week 6

Infant - 6 mos.

None

6 mos. - 1 yr.

perfumed cotton, vinegar,
lemon

1 yr. - 2 yr.

tape for line

2 yrs. - 5 yrs.

shaving foam, sandpaper,
cotton vinegar, lemons

Week 7

Infant - 6 mos.

None

6 mos. - 1 yr.

pretzel, cookie, lemon

1 yr. - 2 yr.

none

2 yrs. - 5 yrs.

hanger, yarn, pictures
from home or magazine

Week 8

Infant - 6 mos.

song, poem, finger play

6 mos. - 1 yr.

none

1 yr. - 2 yr.

cake/cupcakes

2 yrs. - 5 yrs.

cake, cupcakes-decorating

tubes, M & M's, marsh

mellows

**Teen Parent Program
Referral Form**

Date of Referral _____
Teen's Name _____ Birth date _____
Address _____
_____ Zip _____
Phone _____

Is transportation needed? Yes _____ No _____

School _____ Grade _____

Baby's Name _____ Birth date _____

Other Children _____ Birth date _____

_____ Birth date _____

Who is the legal guardian of the baby/children: _____

Teen's Parent/Guardian _____

Address _____

_____ Zip _____

Phone _____

Referral Source: Agency _____

Address _____

_____ Zip _____

Phone _____

Is attendance mandated? Yes _____ No _____

By whom? _____

Name of Contact _____ Phone _____

OVER

Office
229-2420

11234 Bellflower Road, Cleveland, Ohio 44106

Tot Line
229-8800

A Project of Parents Anonymous of Northeastern Ohio, Inc. with cooperation and support of the Junior League of Cleveland, Inc. and the National Council of Jewish Women, Cleveland Section.

Reason for Referral:

- _____ Need for basic parenting skills
- _____ Special concerns (SEE BELOW)
- _____ Other

Special Concerns (Please check and comment below):

- _____ Chaotic household (e.g. number of members, frequent changes)
- _____ Health problems among household members (e.g. handicaps, chronic illness)
- _____ School Truancy
- _____ Functional illiteracy
- _____ Severe discipline problems at home/school
- _____ Urgent need for behavior controls (e.g. evidence of prior neglect or abuse) Describe out-of-control behavior.
- _____ Anti-social behavior (e.g. stealing, lying, fighting)
- _____ Other

Thank you for this information. It is needed to anticipate ways we can be helpful.

Please return to Bellflower House (Attn: TPP) by _____

BELLFLOWER CENTER

TEEN PARENT PROGRAM

EMERGENCY MEDICAL RELEASE

I hereby give consent for myself, _____,
and/or my child, _____, to receive emergency
medical care in case of illness or accident. I will accept respon-
sibility for any expenses incurred.

Signed _____

Date _____

BELLFLOWER CENTER

TEEN PARENT PROGRAM

PUBLICITY RELEASE

I hereby give consent for myself, _____,
and my child(ren), _____, to be interviewed
and/or photographed for publicity purposes. I understand that first
names only will be used and that the purpose of this publicity is to
introduce other young mothers to Bellflower Center and the Teen
Parent Program.

Signed _____

Date _____

BELLFLOWER CENTER FOR
PREVENTION OF CHILD ABUSE

TEEN PARENT PROGRAM # _____

I, _____, have been informed of the
purpose of the Adult-Adolescent Parenting Inventory, and
agree to participate by answering the questionnaire. I
have been given the option of not participating.

Name _____

Date _____

AUTHORIZATION FOR EXCHANGE OF INFORMATION

I authorize Parents Anonymous of Northeastern Ohio, Inc./Bellflower House to give information regarding my activities to _____.

I also authorize _____ to give information to Parents Anonymous/Bellflower House regarding myself and my children, _____.

Name _____

Date _____

Witness _____

Guardian _____





BELFLOWER CENTER

FOR PREVENTION OF CHILD ABUSE INC

APPENDIX #16

Dear

We appreciate your referral of _____
to the Bellflower House Teen Parent Program, which began
_____. We wanted you to know that she:

___ Attended Regularly

___ Attended ___ Times

___ Never Came

Our next program begins _____
We welcome questions and referrals. Please send referrals or call
me directly at 229-2420.

Sincerely yours,

Laurie Smith
Program Director

Comments:



DAILY LOG

Teen Parent Program

Session # _____

Meeting # _____

Date: _____

Mothers Present:

Volunteers: _____

Education sessions: Comments:

Support group: Comments:

Teen Mother:

Age:

Ed. status:

Children and ages:

Advocate:

Areas of need: Childcare/Parenting; Primary/Family relationships/
Education/Training; Medical; Housing; Clothing;
Food; Personal; Other

Date

Area of need

Advocacy response

Ten Parent Program VIII Menu

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Weekly snack → Apples, bananas, 1/2 gal milk, granola.

Week #1

Mon. Tuna Salad
Bread, Fritos
Veggies + Dip/P-buter
Dessert

Weds. Macaroni + cheese
Salad
Fritos
Dessert

Week #2

Mon. → Hot dogs + buns
Baked Beans
Cole slaw
Dessert

Weds. - Sloppy Joes + Buns
Veggies
Fruit Jello
Halloween cake or
Cup cakes

Week #3

Mon. - Grilled cheese + ham sandwiches
Tomato soup
Salad or veggies
Dessert

Weds. - Spaghetti + meat sauce
Garlic bread
Salad
Dessert

Week #4

Mon. - Capollo sandwiches
Potato chips
Fruit jello/compo
Dessert

Weds. - Tuna-macaroni casserole
or salad
Salad
Canned or fresh fruit
Dessert

Week #5

Mon. - Pizza bread
Salad/veggies
Fruit jello
Dessert

Weds. - Chicken casserole
Bread
Salad
Pumpkin pie

Week #6

Mon. - Chili
Corn bread
Salad
Apple sauce
Dessert

Weds. - Macaroni + cheese
Salad
Veg. soup / fruit compote
Dessert

Week # 7

Mon - Quiche
Salad
Fruit jello
Dessert

Wed - Taco salad
Bread
Dessert

Week # 8

Mon - Pizza bread
Salad
Soup
Dessert

Wed - Kentucky Fried Chicken
Bread
Potato/mac/celery slaw
Veggies
Cake

MOTHER'S INSTRUCTION SHEET

NAME _____ DATE _____

FOOD:

Special instructions or concerns:

NAME _____ DATE _____

FOOD:

Special instructions or concerns:

Which was your MOST favorite session?

Which was your LEAST favorite session?

The Program

What was your MOST favorite part of the program?

What was your LEAST favorite part of the program?

What would you like to see changed about the program?

Discussion and Activity Groups

Museum Trip

really liked was OK didn't like

Pregnancy and Birth Experience by Polly Seitz

really liked was OK didn't like

Parent-Child Interaction Programs

really liked was OK didn't like

Birth Control by Polly Seitz

really liked was OK didn't like

Drugs and Alcohol by Michelle Jackson

really liked was OK didn't like

Family Violence by Dave Larsen

really liked was OK didn't like

Job Training by Esther Lester

really liked was OK didn't like

Art Expression with Bonnie Chisling

really liked was OK didn't like

Volunteer Staff Evaluation of TPP #11

(This is confidential. You do not need to sign your name.)

Please complete this form and return it as soon as possible.

Please rate the effectiveness (from 1 to 5) for each of these teenparent areas and give examples where possible.

Degree teenparents learned to help each other:

1 2 3 4 5

Degree teenparents learned to problem solve:

1 2 3 4 5

Degree teenparents developed participation skills:

1 2 3 4 5

Degree teenparents improved social skills:

1 2 3 4 5

Degree teenparents improved parent/child interactions:

1 2 3 4 5

Degree teenparents' expectations regarding development and behavior of their children became more realistic:

1 2 3 4 5

Degree teenparents learned more appropriate ways to handle stressful situations:

1 2 3 4 5

Degree teenparents learned to find and use community resources:

1 2 3 4 5

Degree teenparents' feelings of powerlessness and inadequacy were reduced:

1 2 3 4 5

Comments and/or suggestions concerning teenparent areas mentioned above:

Please rate the effectiveness (from 1 to 5) for each of these program components and give examples where possible.

Degree of effectiveness of the following discussion and activity groups

Museum Trip

1 2 3 4 5

Orientation

1 2 3 4 5

"Pregnancy and Self Image" by Polly Seitz

1 2 3 4 5

"Separation" by Mary Rizk

1 2 3 4 5

"Child Development" by Marti McFarland

1 2 3 4 5

art projects by Bonnie Chisling

1 2 3 4 5

"Birth Control" by Polly Seitz

1 2 3 4 5

"Jobs" by Hiatt

1 2 3 4 5

"Play" by Geri Ash

1 2 3 4 5

"Drugs and Alcohol" by Michelle Jackson

1 2 3 4 5

Special Issues by Kathryn Gibson & Jenice Wilson

1 2 3 4 5

"Communication and Constructive Fighting" by Dick Yates

1 2 3 4 5

"Family Violence" by Dave Larsen

1 2 3 4 5

Examples, comments, and suggestions:

Degree of effectiveness of nursery/childcare

overall 1 2 3 4 5

on child's social behavior 1 2 3 4 5

on child's growth and development 1 2 3 4 5

on teen/parent's social behavior 1 2 3 4 5

on parent/child interaction 1 2 3 4 5

Examples, comments, and suggestions:

Degree of effectiveness of lunch program

overall 1 2 3 4 5

on parent's awareness of nutrition 1 2 3 4 5

on parent's social behavior 1 2 3 4 5

on parent/child interactions 1 2 3 4 5

Examples, comments, and suggestions:

Degree of effectiveness of support group

overall 1 2 3 4 5

on teen/parent's social skills 1 2 3 4 5

on teen/parent's ability to handle conflict 1 2 3 4 5

on teen/parent's ability to be empathetic 1 2 3 4 5

Examples, comments, and suggestions:

Degree of effectiveness of advocacy

overall 1 2 3 4 5

on teen/parent's ability to find and use community resources

1 2 3 4 5

on developing teen-buddy relationship 1 2 3 4 5

Examples, comments, and suggestions:

Please rate the effectiveness (from 1 to 5) for each of these volunteer staff areas and give examples where possible.

volunteer staff training 1 2 3 4 5

volunteer staff supervision 1 2 3 4 5

volunteer staff support 1 2 3 4 5

volunteer staff development of program 1 2 3 4 5

volunteer staff participation in program 1 2 3 4 5

Examples, comments, and suggestions:

Our Teen Parent Program

Is it working?

Is it worth it?

What parts work?

What parts don't work?

What would you suggest?